



# Cinco de Mayo

A Historical  
Celebration

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



# Cinco de Mayo

## A Historical Celebration

By Astrid Parr

Grade: K–2

Implementation Time  
for Unit of Study: 3 weeks

Denver Public Schools  
El Alma de la Raza Curriculum  
and Teacher Training Program

Loyola A. Martinez, Project Director

# DENVER PUBLIC SCHOOLS

## THE ALMA PROJECT

### The Alma Curriculum and Teacher Training Project

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996. The Project is currently being funded by the Denver Public Schools.

The intent of the Project is to have teachers in the Denver Public Schools develop instructional units on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community organizations have also been directly involved in the development of content in history, literature, science, art, and music, as well as in teacher training. The instructional units have been developed for Early Childhood Education (ECE) through Grade 12.

As instructional units are developed and field tested, feedback from teachers is extremely valuable for making any necessary modifications in the topic development of future units of study. Feedback obtained in the spring of 1999, from 48 teachers at 14 sites, was compiled, documented and provided vital information for the field testing report presented to the Board of Education. The information gathered was also instrumental in the design and planning of the 2001-2002 of Alma unit development.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos.

The Project has reaped numerous benefits from partnerships with a various of colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly on the Project and who will provide a broad, diverse, and inclusive vision of curriculum development. As the Project continues, these partnerships will allow us to broaden the range of topics to be covered in the units.

### Basic Premise of the Project

This curriculum innovation will serve several major purposes.

- It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (K-12) tied to state and district standards into the curriculum at every grade level or courses in language arts, social studies and history, and art and music.
- It will broaden a teacher's ability to teach a more inclusive and accurate curriculum.
- The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos.
- The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that adopt the curriculum.
- A formal link among and between the Denver Public Schools and various colleges and universities throughout the state of Colorado has been created.

The instructional units were developed by teachers (K-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (McREL) provided a standards-based framework that was used in the development of the instructional units. A second round of units was developed in March 1998. There is a distinct difference in the instructional framework of the units developed in 1997 as compared to those developed in 1998. Regardless of the framework used, all instructional units are aligned with the Denver Public Schools Academic Content Standards for reading, writing, mathematics, science, history, and geography. The art and music instructional units are aligned with the Colorado Content Standards.

Alma instructional units are currently available on the Alma Project website (<http://almaproject.dpsk12.org>).

*For more information on the Alma Project, please contact:*

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# ACKNOWLEDGMENTS

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Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

Dr. Luis Torres, Chicano Studies Department Chair  
Metropolitan State College of Denver

Dr. Vincent C. De Baca, Assistant Professor of History  
Adjunct Professor of Chicano Studies  
Metropolitan State College of Denver

Dr. Miriam Bornstein, Professor of Spanish  
Latin American and Chicano Literature  
University of Denver

Dr. Arthur Leon Campa, Associate Professor of Anthropology  
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Dr. Brenda Romero, Assistant Professor of Ethnomusicology  
University of Colorado at Boulder

Dr. Priscilla Falcon, Professor of International Relations  
Department of Hispanic Studies  
University of Northern Colorado

Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English  
Metropolitan State College of Denver

The Alma Project moved forward with the combined efforts of the following people, whose commitment to this Project was evident in the many long hours of hard work spent with project endeavors. Mil Gracias.

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)  
Patty Dennis, Editor  
Greg Lucero, Graphic Designer, (DPS)  
Bessie Smith, authenticator for *Introduction to Navajo Culture* instructional unit  
Richard W. Hill, Sr, authenticator for *Exploring Northeast Native Americans*  
*The Iroquois* instructional unit

We acknowledge and commend the following contributors whose instructional units of study continue to be requested by teachers in and around Colorado.

## 1998-1999

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Flor Amaro	Exploring Literary Genre Through Latin American Literature Hispanic Literature	Cheltenham Elementary
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for <i>Among the Volcanoes</i> by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Cultures: Moctezuma Hosts Cortes	Denver School of the Arts
Shanna Birkholz	Día de Los Muertos	Gilpin Elementary
Richard Bock	Coming of Age	West High School
Virginia Coors	Essential Values Woven Through Hispanic Literature	Florence Crittendon School
Susanna DeLeon	The Importance of Music in the Life of the Aztec People	Smedley Elementary
Amanda Dibbern	Everyone Has a Tale	Lake Middle School
Gabe Garcia	Twin Hero Myths in Literature of the Americas	West High School
Steven Garner	The Impact of the Mexican Revolution on the United States	West High School
Hilary Garnsey	Heralding Our Heroes Times	Montclair Elementary
Deborah Hanley	Music of the Aldean Altiplano	Knapp Elementary
Janet Hensen	Viva Mexico! A Celebration of Diez y Seis de Septiembre, Mexican Independence Day	Montclair Elementary
Irene Hernandez	California Missions Denver School of the Arts <i>Heart of Aztlan</i> Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorothea Hogue	Science of the People	Florence Crittendon School
Pat Hurrieta	El Día de los Muertos	Cheltenham Elementary
Heidi Hursh	Latino Legacy: A Community Oral History Project	West High School
Pat Dubrava Keuning	Changing Borders and Flags	Denver School of the Arts
Jon Kuhns	The Rise of the United Farmworkers Union: A Study of the Chicano Civil Rights Movement	Florence Crittendon School
Lu Liñan	Curanderismo: Holistic Healing	West High School
Charlene Meives	Santos and Santeros	Rishel Middle School
Frances Mora	Spanish Settlement and Hispanic History of Denver and Colorado	Schenck Elementary
Julie Murgel	Mayan Mathematics and Architecture	Lake Middle School
Jerrilynn Pepper	Spanish Missions in Florida, Texas, New Mexico, and Arizona	Bryant-Webster Elementary
Kristina Riley	Biographies of Famous Hispanics/Latinos/Chicanos Piñatas!	Cheltenham Elementary
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescas	Mother Culture of Mexico: The Olmecs	Lake Middle School
Joanna Vincenti	Our Stories, Our Families, Our Culture	Florence Crittendon School
Linda Weiss	Spanish Exploration of Colorado	Schenck Elementary

The following topics were developed in Rounds IV and V of the curriculum development process. Special thanks to the following authors for their quality work and their commitment to the Alma Project. Their contributions will greatly benefit all students in the Denver Public Schools.

## 1999-2000

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Baca	Study Guide for <i>Walking Stars</i>	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	ECE Specialist
Debbie Frances	La Mariposa/The Butterfly The Desert Easter/Spring Celebration From Corn to Tortillas	Kaiser Elementary
Jennifer Henry	The Mexican Muralist Movement and an Exploration of Public Art	Student
Ronald Ingle II	Music of the Tex-Mex Border Region	Smith Elementary
Lu Liñan	The Voice of a Latina Writer: Author Study on Sandra Cisneros	West High School
Cleo McElliot	Families...A Celebration Plants/Las Plantas	Kaiser Elementary
Sandy Miller	Pepper, Pepper, Plants!	Samuels Elementary
Maria Salazar	The Treaty of Guadalupe Hidalgo	Lake Middle School
Jessica Schiefelbein	Diego Rivera	Doull Elementary School
Sandy Stokely	Haiku and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescascas	The Conquest of the Aztec Civilization The Mexican American War	Alma Project Curriculum Specialist

## 2000-2001

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Nina Daugherty	Three Latin American Folktales Aztec Folk Literature	
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	American Indian Storytelling: A Tradition Thanksgiving: An American Indian Celebration The Denver March Powwow	ECE Specialist
Deborah Francis	The Cowboys/Vaqueros	Kaiser Elementary
Ron Ingle II and Dan Villescascas	Celebrations	Smith Elementary Former ALMA Project Curriculum Specialist
Sandra Miller	Mercado Only What We Need: Living in Harmony and Nature	Samuels Elementary
Astrid Parr	Cinco de Mayo: A Historical Celebration	Swansea Elementary
Jessica Schiefelbein	Faith Ringgold	Doull Elementary School
Barbara J. Williams	Lessons in Courage: Martin Luther King, Rosa Parks, and Ruby Bridges	Jessie Whaley Maxwell Elementary

# Instructional Framework

The Alma instructional units are *not* to be used in isolation, but rather should be infused or integrated into the adopted Scope and Sequence for K-8 grade levels. Units at the high school level can be integrated into the recommended courses for a more in-depth, broader based scope of the topic. All Alma units can be translated into Spanish upon request.

The framework for the instructional units was originally provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL). The framework of the initial round of units consists of a **Title Page**, which includes the title, author's name, recommended grade levels, and a timeframe for implementation; an **Introduction**, which has content-focused background information that the teacher should know before starting to teach the unit; **Standards Addressed**, which gives the basic knowledge and skills that the unit will teach; an **Annotated Bibliography**, which lists the sources used for the development of the topic; and a short **Biography** of the author.

The individual lesson components contain the following:

## Content Knowledge

The standard/benchmark information students should understand within a specified content domain and the skills or processes they should be able to do within that domain.

## Specifics

Identification of relevant supporting knowledge that will help students understand the information.

## Instructional Strategies

Any instructional strategy to be used by the teacher based on what students already know and how students can make sense of the new information and the learning patterns and relationships.

## Student Activities

The activities in which students will be involved and that will help them process new content knowledge. They should be purposeful activities that are a means to an end, which is that students attain an understanding of the information they are learning.

## Resources/Materials

Required or suggested sources such as textbooks, audio- and videotapes, guest speakers, lectures, field trips, CDs and laser discs, software sources, newspapers, magazines, brochures, encyclopedias, trade books and literature, charts, exhibits, TV programs, community resources, murals, advertisements, journals, and filmstrips to be used to provide students with information related to the identified content knowledge.

## Performance Task

A rigorous task that asks students to apply the content knowledge they have been learning within a highly contextualized, real-world setting.

## Scoring Rubric

A set of criteria that describes levels of expected performance or understanding that includes four levels of performance.

## Additional Evidence

Pieces of any other assessments or evidence that can be used to determine the degree to which students have mastered the identified knowledge.

The second round of the Alma units of study were modified and expanded to provide a more comprehensive instructional framework tailored to state and district standards.

These units have all the components that the initial units have. The **Title Page** still has the same information, but it is formatted differently. New components are the **Unit Concepts** section, which gives the general themes and concepts that when taken together describe the entire unit; the **Implementation Guidelines**, which provide guidance on recommended grade levels, adaptations, specific classes into which the topic can be infused, and any other information important to teaching the specific topic; and a **Lesson Summary**, which is a snapshot of the content covered in the lesson.

Each lesson contains a set of key components, which are listed below.

### What will students be learning?

- Standards
- Benchmarks
- Instructional objectives
- Specifics

### What will be done to help students learn this?

- Instructional strategies
- Preliminary lesson preparation (optional)
- Activities
- Vocabulary (optional)
- Resources/materials for specific lesson
- Assessment
- Extensions

The Alma instructional units can be integrated into the regular course of study at a particular grade level according to content standards. Each unit is specific to either primary, intermediate, middle, or high school. The basic premise for the integration of the Alma instructional units is that a more accurate, more diversified perspective can be taught, given the content and resources to support a particular topic.

The instructional units are available on the Internet to teachers who wish to integrate into their curriculums the Latino cultural and historical contributions in literature, history, art, science, and music (<http://almaproject.dpsk12.org>). Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Classroom Resource Library to help them in teaching the units. The Center is located at 1330 Fox Street, Denver, Colorado.

Teachers who implement Alma units/materials into their curriculum are asked to complete an evaluation questionnaire for data collection purposes.

# Cinco de Mayo: A Historical Celebration

## Unit Concepts

- Traditions
- Holidays and Fiestas
- Celebrating Mexico
- Famous people

## Standards Addressed by This Unit

### Reading and Writing

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

### Mathematics

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

### History

Students understand that societies are diverse and have changed over time. (H3)

### Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

### Visual Arts

Students know how to apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

## Introduction

The holiday Cinco de Mayo (“the fifth of May”) started after the Mexican army defeated the French army on May 5, 1862. The French troops of 6,000 men had marched into the city of Puebla expecting no resistance, but were met by the Mexican army consisting of 2,000 peasants led by Benito Juarez. The Mexican army successfully attacked and drove back the French troops. This victory gave the Mexican people more freedom and newfound respect for Juarez.

Today, Hispanic communities remember Cinco de Mayo as an important day. In some parts of Mexico, many celebrate this holiday by reenacting the Battle of Puebla. In America, Cinco de Mayo has been a day to celebrate Hispanic culture in general, and is celebrated by huge fairs, which include Mexican singing, dancing, feasting, costumes, fireworks, and entertainment. This observance of the Cinco de Mayo victory is a special symbol for all Mexican people who celebrate their rights of freedom and liberty, honoring those who fought, against the odds, for these principles.

## Implementation Guidelines

This unit is specific to grades K-2 and can be adapted for third grade. Integration of this unit of study into the daily curriculum is recommended for strengthening existing curriculum and providing cultural inclusion. Students will learn math, reading, writing, art, dance, and food by visiting various holidays and fiestas specific to Mexican culture. This unit provides a wonderful opportunity for students to compare and contrast the ways we pay homage to special days and traditions.

## Resources

*Viva Mexico! A story of Benito Jaurez and Cinco de Mayo* by Argentina Palacios

*De Colores* by Jose Luis Orozco

*Cinco de Mayo: Yesterday and Today* by Maria Cristina Urrutia and Rebeca Orozco

*Celebrating Cinco de Mayo Fiesta Time!* by Sandi Hill

*Count Your Way Through Mexico* by Jim Haskins

*Hooray, A Piñata!* by Elisa Kleven

*Sombreros del Mundo Entero* by Liza Charlesworth

*The Sombrero of Lui Lucero* by Cecilia Avalos

*The Piñata Maker/El Pinatero* by George Ancona

*El Sombrero del Tio Nacho* by Harriet Rohmer

*Fiesta!* by Elizabeth Silverthorne

*A Counting We Will Go* by Rozanne Williams

*The Tortilla Factory* by Ruth Wright Paulsen

*What Comes in 2s, 3s, and 4s?* by Suzanne Aker

## Lesson Summary

Lesson 1	Cinco de Mayo—A Historical Celebration ..... 4 Constructing a KWL chart and with a Read Aloud.
Lesson 2	Hooray for our Flags ..... 10 Comparing and contrasting Mexico’s flag to the American flag.
Lesson 3	Spill the Beans ..... 14 Math lesson using dried beans and the colors of the Mexican flag.
Lesson 4	Let’s Play Music ..... 18 Discovering the music and instruments of Mexico, including making maracas.
Lesson 5	Los Numeros ..... 21 Learning Spanish numbers 1 through 10 .
Lesson 6	My Sombrero ..... 24 Learning what is a sombrero, and comparing and contrasting to American-style hats.
Lesson 7	Are Tortillas Round? ..... 28 Discussing authentic foods and making tortillas.
Lesson 8	It’s Piñata Time! ..... 31 Art lesson using papier-mâché and other supplies to create a piñata.

## LESSON 1: Cinco de Mayo—A Historical Celebration

What will students be learning?

### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

### BENCHMARKS

Students make connections between prior knowledge and what they need to know about a topic before reading about it.

Students will write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.

### OBJECTIVES

Students will read and discuss important facts about Mexico.

Students will write what they know and what they would like to know about Cinco de Mayo on the KWL chart.

### SPECIFICS

Mexico has been inhabited for thousands of years by native Indian tribes. These include the Aztec, Maya, Chichimeca, Toltec, and thousands of others. In 1519, Hernan Cortes, a Spaniard, arrived in Mexico with 600 men, 22 horses, and several canons. In less than two years he conquered the mighty kingdom of the Aztecs, and eventually all of Mexico.

With the Aztec conquest, the Spaniards established colonies throughout the country. In 1810, under the leadership of Father Miguel Hidalgo, an independence movement began. The slogan for this movement was “Religion, Union, and Independence.” Hidalgo led the mostly peasant uprising until his capture and death in 1811. The independence movement continued until 1821 when General Agustin Iturbide, representing the Mexican people, signed the Plan de Iguala, giving Mexico its independence.

In 1836, Mexico battled the United States in the War for Texas Independence. One of the most depicted battles of the war was the Battle of the Alamo. The Texans, volunteers from Tennessee and others, were besieged by the forces led by General Santa Anna. The fort was pounded by artillery and eventually overrun, killing all the defenders in the battle. Santa Anna lost approximately 600 men and was eventually defeated. Though Texas gained its independence, one dilemma remained unsettled. Texas believed its southwestern border to be the Rio Grande and Mexico believed that the border was farther to the north of the Nueces river. This misunderstanding would lead to troubles 20 years later.

The unsettled business of 1836 led to hostilities in 1845. James Polk was elected president of the United States on the platform in favor of annexing Texas (and eventually California and New Mexico). Essentially, President Polk was trying to get all of the land south and west for the Louisiana Purchase. He used the dispute of the Texas-Mexican border to place troops in Texas. Hostilities followed the troop placement and the war began. Eventually the war ended with the

signing of the Treaty of Guadalupe-Hidalgo. In this treaty, Mexico agreed to sell the United States 529,000 square miles—nearly half of its territory—in exchange for \$10 million.

On May 5, 1862, Mexico was occupied by the French, under the rule of the Emperor Maximilian. As a French army, numbering 6,000, moved to occupy the city of Puebla, they were met by a largely peasant force of 2,000 led by Benito Juarez. After the intense battle, the French were repelled and the troops under Juarez were victorious. Because of this victory, against tremendous odds, May 5th (Cinco de Mayo) continues to be a holiday celebrated throughout Mexico and the southwestern United States.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher-Directed Questioning

Whole-Group Lesson

Read Aloud

KWL Chart

ACTIVITIES

This lesson is to get the children motivated and interested about Mexico. Start with the story *Cinco de Mayo: Yesterday and Today* and *Celebrating Cinco de Mayo Fiesta Time!* and then have an open discussion about the book and other facts that the children know about Mexico. Discuss with the students what they know about Mexico. Ask if any students have ever visited or seen pictures in magazines or on television. It is important at this time to introduce the vocabulary words while completing the KWL chart on page 7. Show and discuss the KWL chart and start writing down the students' responses of what they know about Mexico in the "What they know" section. Then discuss what they would like to know about Mexico. Write these responses on the second column. Leave the learned section of the chart blank until the last day of your unit. Leave this chart hanging somewhere in the room. Then read your book to see if some of the children's responses were true.

VOCABULARY

Mexico ..... located in the southwest region

Cinco de Mayo ..... victory for Mexico in 1862

Sombreros ..... colorful large hats

Piñata ..... decorated containers filled with sweets and small toys. They are hit with a stick until broken. The person hitting is usually blindfolded.

Tortillas ..... a flat round food made of flour (or corn) and water

Benito Juarez ..... a hero who led the troops to victory

Puebla ..... city in Mexico where the Battle of Puebla took place in 1862

Fiesta ..... a culminating party, including food and activities

Maize ..... corn (one of the ingredients for tortillas)

Mundo ..... world

RESOURCES/MATERIALS

Butcher paper

Markers

*Cinco de Mayo: Yesterday and Today*

*Celebrating Cinco de Mayo, Fiesta Time!*

ASSESSMENT

Students will be assessed on their level of attentiveness (see page 8) and level of participation (see page 9).

Name \_\_\_\_\_

## KWL Chart

**What I Know:**

**What I Want to Know:**

**What I Have Learned:**





## LESSON 2: Hooray for our Flags

What will students be learning?

### STANDARDS

Students read and understand a variety of materials. (RW1)

Students know how to use and construct maps and other geographical tools to locate and derive information about people, places, and environments. (G1)

### BENCHMARKS

Students make connections between prior knowledge and what they need to know about a topic before reading about it.

Students develop knowledge of Earth to locate people, places, and environments.

### OBJECTIVES

Students will locate North America in relation to Mexico on a map.

Students will learn features of the Mexican flag.

Students will learn features of the American flag.

Students will compare/contrast both flags in a Venn diagram.

### SPECIFICS

The Mexican flag is an important part of the Mexican identity. It demonstrates unity among the people of Mexico and represents its rich history. The symbol of the eagle perched on a cactus eating a snake traces back to a legend of the Aztec Indians. The Aztecs were the last of the major Indian tribes until the arrival of the Spanish. According to legend, the Aztecs were on a long journey in search of a new homeland after leaving their mystical homeland of Aztlan. The Aztecs searched for a new homeland for many years. They were told to search until they came upon an eagle, perched on a cactus, eating a serpent/snake. They encountered this homeland in the valley of Mexico and established their capital city, Tenochtitlan. Mexico City is located on the ruins of this ancient city.

The United States flag is often referred to as the “Stars and Stripes.” The flag has had many different versions since 1776. In 1777, the first Continental Congress adopted the flag which had 13 stars and 13 red and white alternating stripes to represent the 13 colonies. The flag has gone through numerous changes since 1776, and now remains unchanged with 50 stars, one for each state, and the original 13 red and white stripes.

What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Teacher-Directed Questioning

Group Discussions

Direct Interaction

Teacher Guided

Read Aloud

### PRELIMINARY LESSON PREPARATION

The teacher should have a Venn diagram already drawn out on butcher paper. Also have American and Mexican flags hung up in the room so the children can use them as a resource. Discuss and review with the students how to compare and contrast.

### ACTIVITIES

Start by reading *Fiesta!* Then start a group discussion about what the students know about Mexico and what they just learned from the book. Locate Mexico on a map, showing where they live in North America in relation to Mexico. While locating these countries on the map, explain to the students that each has its own flag. Show pictures in the book and/or bring in the real flags so students can see the features of these flags. After discussing the similarities and differences of the flags, show and explain the Venn diagram and start writing down what the children are saying. When finished, save and hang the Venn diagram in your class. Pass out to each child a copy of a Venn diagram. Have them reproduce what they have just learned. After this activity, pass out the copy of the Mexican flag so that as they finish the Venn diagram, students can color the flag.

### RESOURCES/MATERIALS

Markers

Crayons

Venn diagram on butcher paper

Mexican flag (or color picture)

American flag (or color picture)

Photocopies of the Mexican and American flags for students to color

A world map

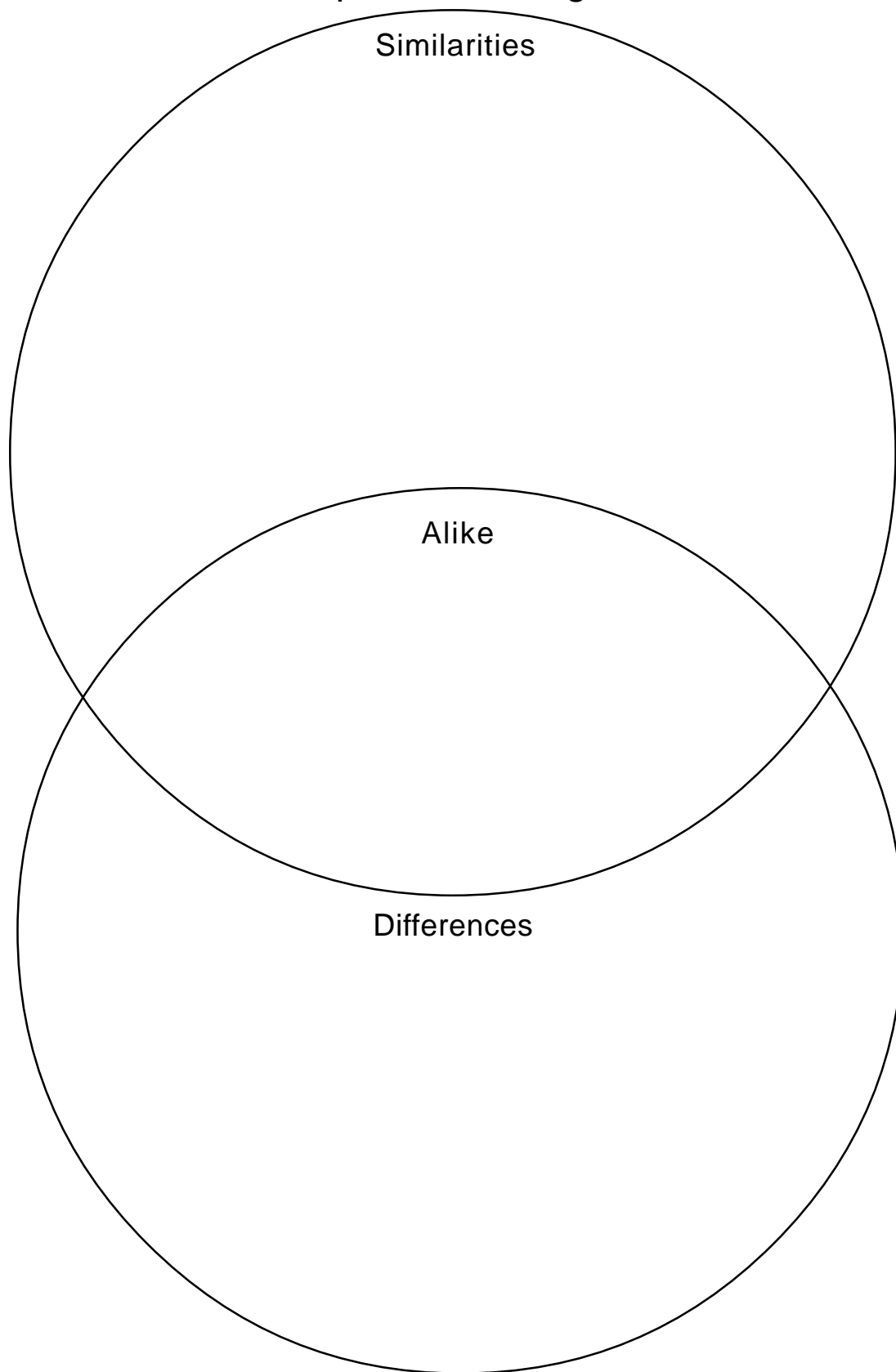
*Fiesta!* by Elizabeth Silverthorne

### ASSESSMENTS

Students will discuss similarities and differences between the Mexican and American flags. Teacher will assess student's verbal response and write them on the Venn diagram. Students will rewrite their response on their own Venn diagram. Teachers will assess children's response on their individual sheet.

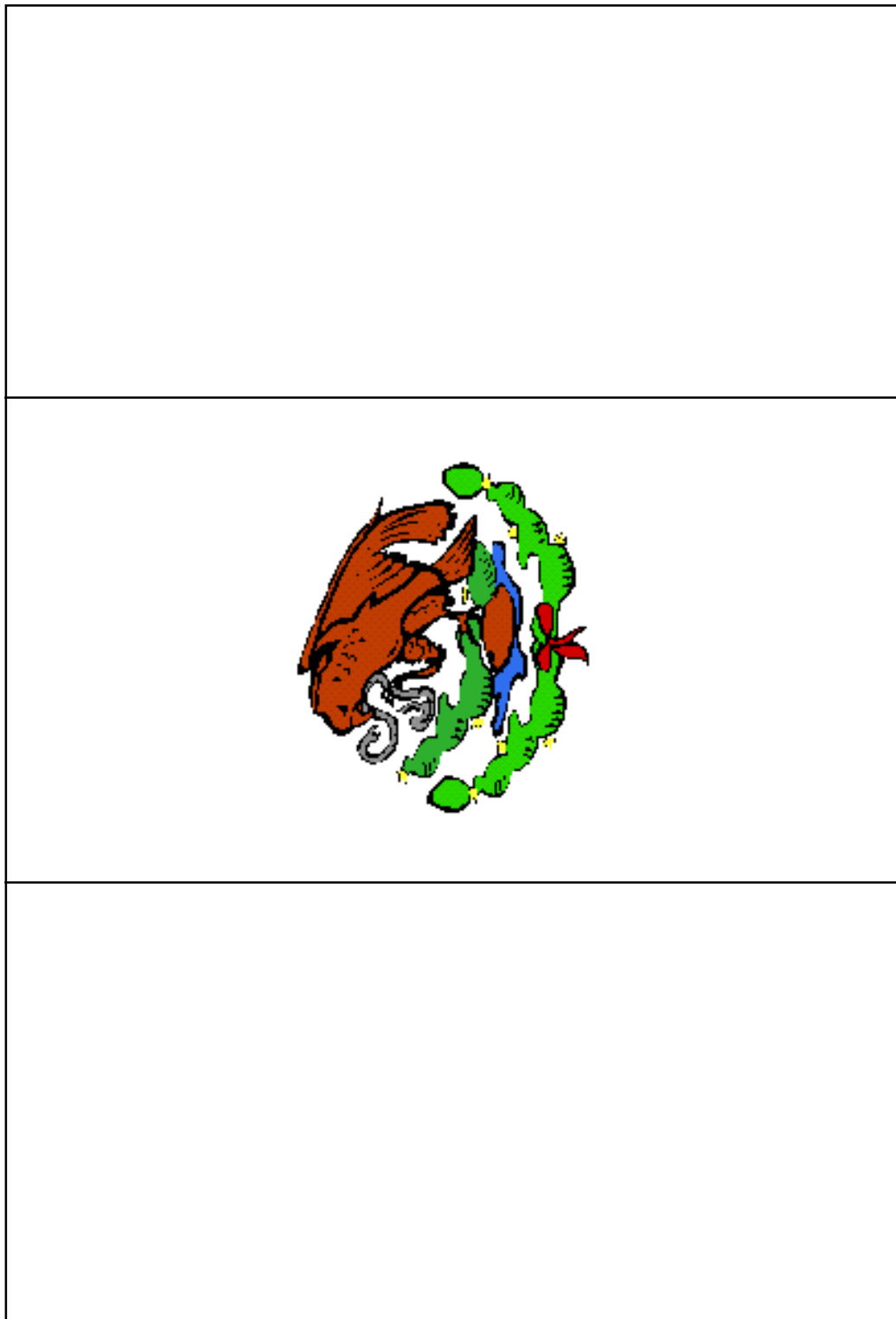
<u>Rubric Points</u>	<u>Description</u>
4 .....	Student can identify at least 4 similarities and differences between the Mexican and American flags.
3 .....	Student can identify 3 similarities and differences between the Mexican and American flags.
2 .....	Student can identify 2 similarities or differences between the Mexican and American flags.
1 .....	Student can identify 1 similarity or difference between the Mexican and American flags.

## Sample Venn Diagram



Name \_\_\_\_\_

## The Flag of Mexico



## LESSON 3: Spill the Beans! (ESL Lesson)

What will students be learning?

### STANDARDS

Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

Students write and speak for a variety of purposes and audiences. (RW2)

### BENCHMARKS

Students will construct and interpret number meaning through real world experiences and the use of hands-on materials and relate these meanings to mathematical symbols and numbers.

Students will identify, describe, analyze, extend, and create a wide variety of patterns in numbers, shapes, nature, and data.

Students will write and speak to peers, teachers, and the community.

### OBJECTIVES

Students will learn how to use manipulatives to construct math problems.

Students will learn and do basic computation, such as addition.

Students will learn how to work with partners.

Students will learn how to write their findings.

Students will learn the colors *rojo*, *verde* y *blanco* in English.

What will be done to help students learn?

### INSTRUCTIONAL STRATEGIES

Demonstration

Problem Solving

Drawing Conclusion

Teacher Guided

Student Directed

### PRELIMINARY LESSON PREPARATION

Write the vocabulary words on a piece of butcher paper or on the chalkboard. Spray-paint beans with red, green, and white paint. Place a handful of beans on each table along with empty cups.

### PRETEACHING

Students should already have knowledge of adding numbers. Ideally the students should know how to add using the two color-counting beans. If not, this needs to be taught before this lesson. Once the students grasp adding two numbers, introduce adding three numbers (For example  $2+3+1=X$ ). Have students practice adding three numbers for several days prior to this lesson. Students already have exposure to the English words for *rojo*, *verde*, and *blanco*. Remind the students that the three colors represent the colors of the Mexican flag.

### ACTIVITIES

It is very important to review the vocabulary words before the children get into groups. Have the students pick a partner they will like to work with or the teacher can choose the partners for them. Demonstrate to the class how each group of partners will use a cup and will have to fill the cup with several beans from the table. Once they have filled their cups with several beans, they shake and spill. They will need to separate each color into groups and count how many of each color. Record the number of each color on paper like a math problem. Then add the three numbers together. After each problem, start the process again by placing a different number of beans into the cup. Since this is an ESL lesson, try to encourage the students to say the colors in English, using positive reinforcements.

### VOCABULARY

Rojo ..... red

Verde ..... green

Blanco ..... white

### RESOURCES/MATERIALS

Beans—spray-painted red, white, and green

Paper for the student's computation

Any type of cup for each group of partners

Baskets for the center of each table

Pencils

### ASSESSMENT

Students will be assessed through their paperwork and what types of problems they've constructed. Teacher will also assess orally if the students are using English while talking about the colors, how well the students are grouping each color in order to write down the math problem, and how well partners are working together.





## LESSON 4: Let's Play Music

What will students be learning?

### STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

### BENCHMARKS

Students will write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures.

### OBJECTIVES

Students will listen to authentic Mexican music.

Students will learn about mariachi bands.

Students will make maraca instruments.

What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Discussion

Hands-On Activity

Guided Questioning

Chart

### PRELIMINARY LESSON PREPARATION

For the art project, the teacher should have all the materials needed to make maracas set up at each table for the students. Also have the music ready in the morning so as the students come in they can listen to the mariachi music.

### ACTIVITIES

Have the music playing as students walk in and while they go through their morning routine. Gather the students in the meeting area and lower the music. Ask guided questions such as, "What instruments do you hear?" "Is there any voices or singing?" This will prompt the students to listen more carefully. Turn off the music and have a 15-minute discussion on what they heard. As the children are telling you what they hear, write and draw their responses on the chart paper. This will give the students a visual representation of the instruments heard. Once the discussion is finished, tell the students that they will be making Mexican instruments called maracas. Explain that a maraca is an instrument used all over Mexico that is shaken to create a sound. Have each student return to their desk and pass out a empty toilet paper tube to each child. Tape a piece of construction paper on one end and place a handful of beans inside. Cover the other end the same way. Have the kids decorate them with markers or crayons. When they finish decorating, gather all the students at the meeting area and replay the mariachi music. Have the students play their maracas with the music.

RESOURCES/MATERIALS

Chart paper

Markers

Crayons

Toilet paper tubes (empty)

Any type of beans

*Los Mariachis! An introduction to Mexican Mariachi Music* (audiotape) by Patricia Harpole and Mark Fogelquist

ASSESSMENTS

The teacher will assess students orally and write their responses on chart paper. The children will be assessed on how well they completed their maracas and if they included the beans to make the noise. Also, the students can assess themselves using the rubric on the next page.

Name \_\_\_\_\_

## Student Mariachi Music Assessment

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1. Did you hear a guitareon? .....                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did you hear a flute? .....                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did you hear people singing? .....                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did you hear drums? .....                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Did you hear horns? .....                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Was the music loud and upbeat? .....                | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Can you dance to this music? .....                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Did you hear a piano? .....                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Did you hear a vihuela? .....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Were the words/lyrics in English or Spanish? ..... | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LESSON 5: Los Numeros

What will students be learning?

### STANDARDS

Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

### BENCHMARKS

Construct and interpret number meanings through real-world experiences and the use of hands-on material and relate these meanings to mathematical symbols and numbers.

### OBJECTIVES

Students will learn the numbers 1 to 10 in Spanish  
Students will use visual number cards to play a game.

What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Read Aloud  
Guided Instruction  
Student Directed  
Predicting

### PRELIMINARY LESSON PREPARATION

Write the numbers 1 through 10 numbers on sheets of construction paper or tag board. Also write the number words 1 through 10 in English and Spanish so that the students can refer to them at any time. Also play the mariachi music used in Lesson 4.

### ACTIVITIES

Start the lesson by reading *Count Your Way Through Mexico*. Introduce the children to the Spanish numbers as you are reading the book. After the story, show the students the different number cards. As a group go, through each number and repeat the Spanish names to each number. Once, you have reviewed the numbers, tell the students that you will be playing a game with music and these numbers. Lay the numbers in the middle of the floor of your meeting area. Have the students sit around on the outside of the numbers (if your meeting area is rectangular, spread out the numbers on the inside and have the students sit outside the rectangle). Explain that the students will be dancing around the numbers as the music is playing and when the music stops the teacher will call out a number in Spanish and instruct one child to find that number. If that child needs help, he or she can ask another child to help find the number. Once they find it the music goes back on and it starts all over again. Encourage the students to count with you.

RESOURCES/MATERIALS

Mariachi music

Construction paper to write numbers on (or number cards)

*Count Your Way Through Mexico*

ASSESSMENTS

Assess the student's knowledge of numbers. Have them write down, in sequential order, the numbers 1 to 10 on paper. Then have the child say the word in English and Spanish after they write each one. Throughout the game, assess if the child can find the right number card.

EXTENSION ACTIVITY

This game can be played in an ESL classroom as well. Instead of using Spanish numbers the students can learn the English numbers while dancing.



## LESSON 6: My Sombrero

What will students be learning?

### STANDARDS

Students write and speak for a variety of purposes. (RW1)

### BENCHMARKS

Students will write and speak to peers, teachers, and the community.

Students will write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.

### OBJECTIVES

Students will learn what a sombrero is in English and Spanish.

Students will make a sombrero.

Students will compare and contrast how a sombrero differs from other styles of hats.

What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Discussion

Teacher Directed

Independent Reading

Comparing and Contrasting

### PRELIMINARY LESSON PREPARATION

Teachers need to have large squares of different butcher paper ready for each child. The squares should be big enough that if placed on the head the paper extends out past their shoulders.

### ACTIVITIES

Since you have been talking about the different elements of Cinco de Mayo, explain that sombreros are Mexican hats sometimes used by Mexican people during their dances. Start by reading several small books such as *Sombreros del Mundo Entero* and *The Sombrero of Luis Lucero*. Discuss that sombreros are called hats in English.

Pass a sheet of butcher paper to each child. Have them decorate with crayons or markers. Split the students into two groups. Have one group read *Cinco de Mayo* or other Mexican-related books independently. With the other group, start showing them how to make a sombrero. Place a piece of butcher paper on the student's head. Mold the butcher paper to the shape of their head shape using masking tape (you will form a circle around their head with masking tape). Have the student remove the hat and start curling the edges toward the center where the masking tape is. Start each student the same way. Then switch groups and follow the same steps. After the activity, have the students share their sombreros with the class. Then talk about

how sombreros differ from other hats like cowboy hats, sun visors, baseball hats, etc. Show samples (or pictures) of different types of hats.

Explain to the students that they will need to use a Venn diagram to compare and contrast a sombrero with one other type of hat. Demonstrate this to the class if needed.

#### RESOURCES/MATERIALS

Butcher paper

Markers

Crayons

Masking tape

*Sombreros del Mundo Entero*

*The Sombrero of Luis Lucero*

Examples of other types of hats (or pictures)

Copy of a Venn diagram

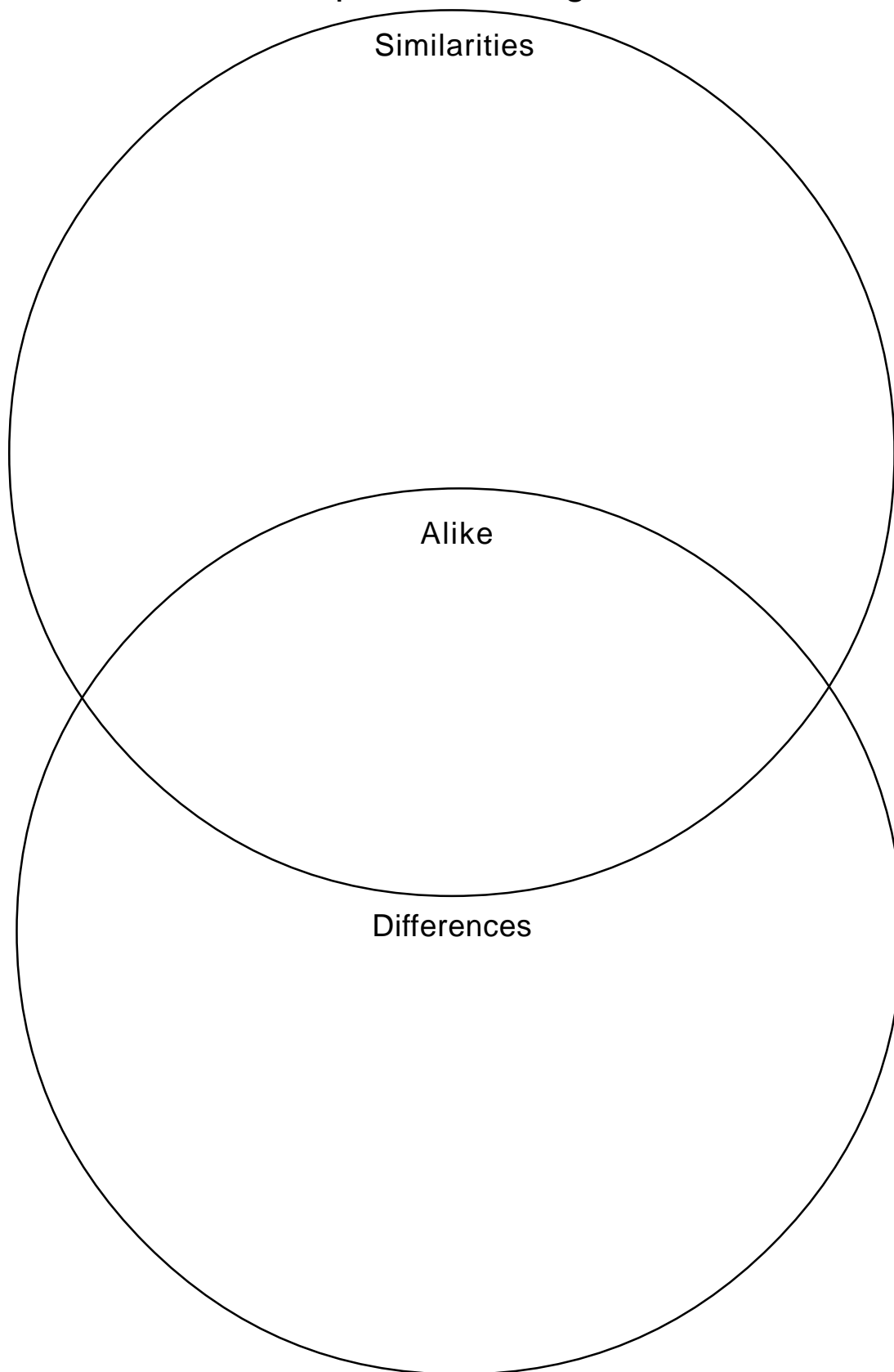
#### ASSESSMENTS

Each child should write down the word *sombrero* and its meaning. Also have them compare and contrast a sombrero to one other hat of their choice. Have them use a Venn diagram for their comparison.

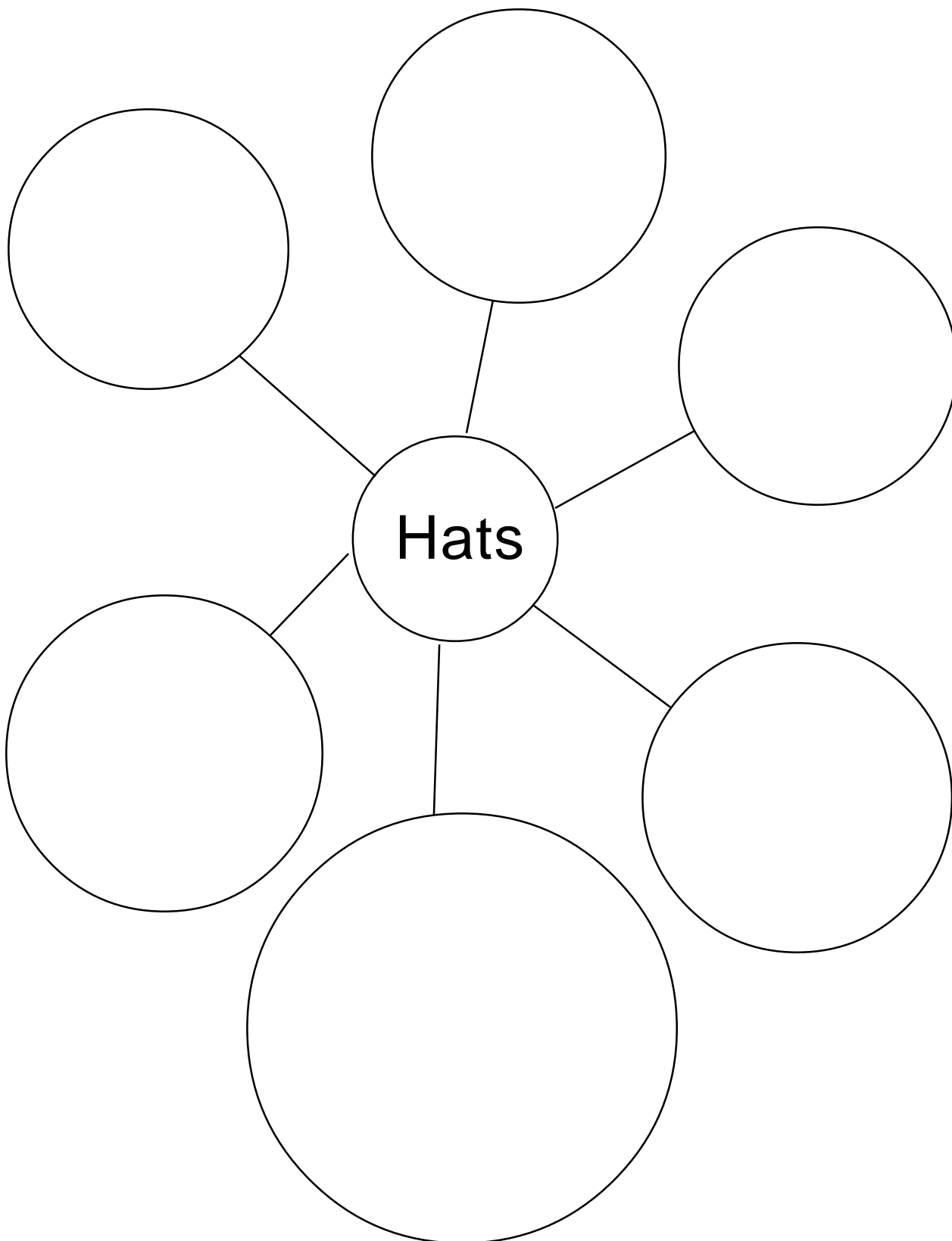
#### EXTENSION ACTIVITY

Have the students create a web of hats. The center word is hats and have them think of as many hats as they can. They can draw the types of hats in each circle or write the words or both.

## Sample Venn Diagram



Name \_\_\_\_\_



## LESSON 7: Are Tortillas Round?

What will students be learning?

### STANDARDS

Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem solving situations, and communicate the reasoning used in solving these problems. (M1)

Students read and understand a variety of materials. (RW1)

### BENCHMARKS

Students will construct and interpret number meanings through real world experiences and the use of hands-on materials and relate these meanings to mathematical symbols and numbers.

Students will make connections between prior knowledge and what they need to know about a topic before reading about it.

### OBJECTIVES

Students will be introduced to authentic foods from Mexico.

Students will learn how to make tortillas.

### SPECIFICS

Corn tortillas are to the people of Mexico what bread is to the people of the United States. Tortillas are flat, pancake like rounds made from corn (or maize). In the Mexican culture, tortillas are a dietary staple because of the corn. Tortillas are mixed with many other foods. They are the basis for tacos, enchiladas, and tostadas.

What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Read Aloud

Hands-On Activity

Measuring

Guided Instruction

### PRELIMINARY LESSON PREPARATIONS

Have an electric skillet, fork, spatula, knife, waxed paper, and a clean dish towel ready before the students come in. This should also be in an area where students cannot access them easily.

### PRETEACHING

Even though a tortilla is food, the teacher can still reinforce several concepts and skills. The teacher can revisit the units like shapes and the five senses. This will help the child connect with the lesson on different levels.

### ACTIVITY

Start this lesson by asking the students if they know what tortillas are. After a 5-minute discussion, start reading *Tortillas*. Start a discussion about this type of food and ask if anyone has tried it. Discuss that tortillas are an authentic food from Mexico. Discuss the different ways tortillas can be eaten. On chart paper, write down the students' responses. They can compare and contrast with other students how they would like to eat the tortillas. Before making the tortillas, read *The Tortilla Factory*. Explain to the students that they will be making tortillas as a class. Talk about the ingredients that they will use first. Explain step by step as you add each ingredient. Ask several students to be your helpers. Each student will make his or her own flat tortilla. Discuss that while tortillas are traditionally round, they can try to create different shapes like rectangles and triangles. Discuss with the children what shape their tortilla looks like.

1. Mix the tortilla mix with just enough water to make the dough stiff enough to roll into a large ball.
2. Divide the dough into many small balls. Pass one out to each child.
3. Flatten the small balls with hands on the squares of wax paper and press evenly flat to about 1/4".
4. Have the student peel the tortilla off the wax paper and give it to the teacher.
5. Teacher cooks the tortilla on a lightly oiled electric skillet. Cook for 10 seconds on one side, flip over and cook for one minute on the other side, then flip again and cook for 20 seconds more.
6. Remove from the skillet and add butter.

Talk about the taste, texture, and shape. Regroup as a class and talk about their experiences with tortillas.

### RESOURCES/MATERIAL

*Tortillas* by Margarita Gonzales-Jensen

*The Tortilla Factory* by Ruth Wright Paulsen

Chart paper

Ingredients:

2-1/2 cups corn tortilla mix

1 cup of water

2 teaspoons oil

Butter

Electric skillet

Fork

Spatula

Waxed paper

Plates

### ASSESSMENT

Students will assess themselves using this rubric, which should be done as a group.

Name \_\_\_\_\_

## Student Tortilla Assessment

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1. Are tortillas round? .....                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are tortillas flat? .....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Can you eat tortillas? .....                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Can you put different stuff on tortillas? ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do tortillas smell like tacos? .....            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do tortillas taste like pizza? .....            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you like tortillas? .....                    | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LESSON 8: It's Piñata Time!

What will students be learning?

### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

### BENCHMARKS

Students will make connections between prior knowledge and what they need to know about a topic before reading about it.

Students will write and speak to peers, teachers, and the community.

Students will plan, draft, revise, proofread, edit, and publish written communication.

### OBJECTIVE

Students will learn the components of a piñata.

Students will learn how to write a draft and revise a plan for their piñata.

Students will construct a piñata with papier-mâché.

What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Read Aloud

Group Work

Oral Discussions

Whole-Group Presentations

### PRELIMINARY LESSON PREPARATION

Prepare several batches of papier-mâché mix before the lesson. To make the mixture, pour two cups of flour into a bucket and slowly add water, mixing it until its consistency is a little thinner than cake batter. You might have to make several batches depending on how many students are in the class. Also have plenty of newspaper, ripped into 2" by 12" pieces, at each table.

### ACTIVITIES

Start the lesson by reading *Hooray, A Piñata!* Have a brief discussion about the book. Ask students if they have seen certain cartoon characters, shapes, or symbols as piñatas and if so which ones were their favorites. Create a list on butcher paper. Since the children will be working in groups, have each group sketch how they want their piñata to look. They can use the list to help them with ideas. These sketches should be done the day before you start constructing the piñatas so the students have a chance to talk and choose one they like. Once they have chosen what the group's piñata will be, have each group draw it together so there will be one drawing for each group. The students can also share their drawings with the class. Since there will be many different sketches to choose from, have each group vote if they cannot

decide on one. Before breaking up into groups, discuss the four major components of constructing a piñata. Components are listed on the assessment sheet. Then, choose three or four students to work together in each group.

1. Prepare wheat paste for papier-mâché by mixing flour and water to a consistency slightly thinner than cake batter.
2. Cover the entire surface of an inflated balloon with strips of newspaper dipped into the paste mixture. Allow to dry completely.
3. Then, cut five half circles from construction paper and bend to form cones.
4. Attach these cones to the piñata with tape or have the child place cones in accordance to their figure. If it's an animal, the cones will be the legs, etc.
5. Next, glue pieces of tissue paper all over the piñata to cover the newspaper.
6. Then, the teacher uses a knife to cut out a small piece of the piñata to fill with candy, stickers, or other surprises.
7. Attach one end of the wire to either side of the opening, and then replace the small piece and glue back in place.
8. Hang the piñatas.

For the fiesta have each group hang their piñata in a special area in the room. During the fiesta each group will present their piñata before it is broken. Each group should try and break each other's piñatas (save one piñata for the fiesta to be held at the end of the unit). A stick will be needed to break open the piñatas. Let the party begin!

#### RESOURCES/MATERIALS

*Hooray, A Piñata!*

Buckets

Balloons

Newspaper strips

Wheat paste (flour and water)

Squares and strips of colorful tissue paper

Glue

Tape

Knife

Wire

Construction paper

Stick

Candy or toys to fill the piñatas

ASSESSMENT

Each group will be assessed according to their level of participation in their group work and in the components of their final piñata. There are four major components in constructing a piñata. The student:

- 1) completes their sketch of a piñata;
- 2) uses newspaper to completely cover the balloon;
- 3) places cones in the appropriate places according to their sketches; and
- 4) uses tissue paper to cover the newspaper print.

<u>Rubric Points</u>	<u>Description</u>
4 .....	Students have used all four components to construct their piñata.
3 .....	Students have used three of the components to construct their piñata.
2 .....	Students have used two of the components to construct their pinata.
1 .....	Students have used one or none of the components to construct their piñata.



## Unit Assessment

How will students demonstrate proficiency?

### PERFORMANCE TASK (TWO DAYS)

Hold a fiesta on the last day, incorporating all the activities you have done in the past three weeks. Invite parents and other faculty members. Use one of the piñatas to kick off the party. On the following day, pass out sentence strips to each student and have them write two or three facts they learned about Cinco de Mayo. After everyone is done, as a group have the children present one fact to the class and have them glue it to the KWL chart you started in the beginning of the unit in the “What they learned” section.

<u>Rubric Points</u>	<u>Description</u>
4 .....	Able to identify all the concepts. Completes quality work and is able to write three different facts learned.
3 .....	Able to identify most concepts. Completes work and follows directions and is able to complete at least two facts about Mexico.
2 .....	Able to identify some concepts taught. Completes work and follows directions and is able to write one fact learned about Mexico.
1 .....	Does not complete work and cannot write any facts about Mexico.

## Bibliography

### BOOKS

Aker, Suzanne. *What Comes in 2s, 3s, and 4s?* Simon and Schuster Books for Young Readers, 1990.

A short, engaging picture book about what comes in groups of numbers such as 2 ears, 2 eyes, 2 feet, etc.

Ancona, George. *The Piñata Maker/El Pinatero*. Harcourt Brace and Company, 1994.

A story about a real-life piñata maker and how he constructs a piñata step by step. Great photographs of his creations.

Avalos, Cecilia. *The Sombrero of Luis Lucero*. Sundance, 1993.

A story of a young boy named Lucero who believed in villagers' tales about a beautiful sombrero that appears at the Wishing Shrine.

Charlesworth, Liza. *Sombreros del Mundo Entero*. Scholastic, 2001.

A small emergent reader book to share different styles of hats around the world.

Hill, Sandi. *Celebrating Cinco de Mayo. Fiesta Time!* Creative Teaching Press, 1999.

A short read aloud explaining the different aspects of celebrating Cinco de Mayo.

Jensen-Gonzalez, Margarita. *Tortillas*. Scholastic, Inc., 1994.

A short picture book easy for kindergartens explaining different ways to eat tortillas.

Kleven, Elisa. *Hooray, A Piñata!* Dutton Children's Book, New York, 1996

A picture book about a girl who chooses a dog piñata for her birthday party and pretends that the piñata is her pet and she doesn't want to break it.

Paulsen, Gary. *The Tortilla Factory*. Harcourt Brace and Company, 1995.

A short picture book explaining the steps to make a tortilla, starting from the seed.

Haskins, Jim. *Count Your Way Through Mexico*.

Silverthorne, Elizabeth. *Fiesta, Mexico's Great Celebrations*. The Millbrook Press, 1992.

A historical book discussing all aspects of the Hispanic culture and Cinco de Mayo.

Urrutia, Maria. *Cinco de Mayo: Yesterday and Today*. Groundwood Books, 1996.

A historical overview of Mexican culture and how it has changed today.

Williams, Rozanne. *A-Counting We Will Go*. Creative Teaching Press, 1995.

A fun, colorful counting book using numbers 1 to 10.

Winchester, Faith. *Hispanic Holidays*. Bridgestone Books, 1996

A book describing all the different holidays celebrated by Hispanics.

### AUDIOTAPE

Harpole, Patricia. *Los Mariachis! An Introduction to Mexican Mariachi Music*. World Music Press, 1991.

## About the Author

Astrid Parr was born in Miami, Florida, 28 years ago. Her mother and father were originally from Cuba. She comes from a strong Spanish background, and was raised speaking Spanish, but was taught English in elementary school. She has an older sister named Ingrid who recently married. Her family still resides in Florida.

She decided to become a teacher when she received her first job at the age of 15 as a camp counselor. Ever since, Astrid knew she wanted to work with children. After graduating high school, Astrid pursued a degree in sociology at a community college in Miami. Two years later she moved to Colorado to finish her bachelors in Sociology and started her Education degree at Colorado University. After graduating, she decided to become a teacher in Colorado.

While trying to find a job, Astrid did not realize that her Spanish background would become an important aspect. She received her first job at a charter school teaching bilingual kindergarten. During her first two years of teaching, Astrid received extensive training with PEBC (Public Education Board Coalition) and in SER (Success in Early Reading). This training has changed and shaped the way Astrid teaches today.

Astrid has been a Denver Public School teacher for three years and teaches bilingual kindergarten. She also tutors children using the SER model at Swansea Elementary.