

Tales Our Abuelitas Told: A Hispanic Folktale Collection

by Alma Flor Ada & F. Isabel Campoy

(Published in 2006)

Approved for use in 8th Grade English

Summary of the Work:

Once upon a time, in a land far away...

These stories have journeyed far -- over mountains, deserts, and oceans -- carried by wind, passed on to us by our ancestors. Now they have found their way to you.

A sly fox, a bird of a thousand colors, a magical set of bagpipes, and an audacious young girl...A mixture of popular tales and literary lore, this anthology celebrates Hispanic culture and its many roots -- Indigenous, African, Arab, Hebrew, and Spanish.

F. Isabel Campoy and Alma Flor Ada have retold twelve beloved stories that embody the lively spirit and the rich heritage of Latino people.

The work of four leasing Latino artists and illustrators highlights this unforgettable collection.

Rationale:

This text is to be used in a literature circle setting, where students will choose to read this text among others on and about Latin America. Students will research the history, culture, customs, music, art, architecture, etc. of the setting of this novel. They will discuss the text, its issues, and present on the book and their research to the rest of the class.

Professional Reviews and/or Critical Essays:

From School Library Journal

Grade 3 Up--The introduction to this delightful collection explains clearly how stories develop and change over time; in fact, the two storytellers heard most of these amusing tales when they were children and have retold them many times since in their own unique styles. Each retelling is accompanied by a brief description of its origin. Included are tales about dancing goats, a turtle that outwits a deer, and a beetle that declares war on a cow; all of the selections are peppered with energetic dialogue and witty detail. Children will relish their humor, especially if read aloud, and teens will also enjoy this lively presentation. Traditional story beginnings and endings are provided in Spanish and translated into English, including one foreboding opening: In a land where you will go but from where you will never return. Four Latino artists provide an interesting variety of illustration. Featured images include a large goat head in a vegetable garden, a large farmer on a very small burro, and a wolf and fox all decked out in finery dancing together. The last page provides information about the authors and illustrators. Many libraries may already have Lucia M. Gonzalezs *Señor Cats Romance* (Scholastic, 2001), but only one tale is common to both collections. Make room on your shelves for this excellent book.

* Print resources are available from the library media center and libraries in the district. Contact any library media specialist to view the scholarly sources.

* Scholarly reviews are also available online through Books in Print and Gale. Contact the library media specialist to obtain username and password information to access the subscription database of full-text reviews.

Noted Distinction:

[ALA's "Best" Lists: 2007](#)

[Kirkus Reviews' Editor's Choice Children's Books 2006](#)

Readability:

- Lexile Score: Not Rated
- Readability Level:

Learning Resources Guidelines:

- The novel meets the Learning Resources Guidelines.

Standard Alignment:

Literature:

Content Standard 1—Students construct meaning as they comprehend, interpret, analyze and respond to literary works.

Content Standard 2—Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.

Content Standard 3—Students reflect upon their literary experiences and purposefully select from a range of works.

Content Standard 4—Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.

Content Standard 5—Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.

Writing:

Content Standard 1—Students write clearly and effectively.

Content Standard 2—Students apply a range of skills and strategies in the writing process.

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	<p>Content Standard 3—Students evaluate and reflect on their growth as writers.</p> <p>Content Standard 4—Students write for a variety of purposes and audiences.</p> <p>Content Standard 5—Students recognize the structures of various forms and apply these characteristics to their own writing.</p> <p>Content Standard 6—Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.</p> <p>Reading:</p> <p>Content Standard 1—Students construct meaning as they comprehend, interpret, and respond to what they read.</p> <p>Content Standard 2—Students apply a range of skills and strategies to read.</p> <p>Content Standard 3—Students set goals, monitor, and evaluate their progress in reading.</p> <p>Content Standard 4—Students select, read, and respond to print and nonprint material for a variety of purposes.</p> <p>Content Standard 5—Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.</p> <p>Speaking:</p> <p>Standard 1—Students demonstrate knowledge and understanding of the communication process.</p> <p>Content Standard 2—Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.</p> <p>Content Standard 3—Students apply a range of skills and strategies to speaking and listening.</p> <p>Content Standard 4—Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.</p> <p>Approval:</p> <p>Submitted to Committee:</p> <p>Approved for Adoption:</p>
<p>Notes on the Text:</p> <p><i>(The best way to evaluate and understand a novel is to personally read the book in its entirety.)</i></p> <p>Beautiful stories, beautiful illustrations. They are very well written, very enjoyable, plot driven with morals like most fables. The stories are short, easy to read, and designed for all ages. They have no material that would be objectionable.</p>	<p>Connection to the Curriculum:</p> <p>Please see rationale.</p>
<p style="text-align: center;">Additional Connections: <i>(AP, Honors, Essential/Applied, Dramas, Films, etc.)</i></p>	