



# Nina Bonita: Culture and Beauty

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**Grade Level** 2 and 4  
**Duration** 1-2 class periods

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## National Standards

### Geography

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Element 4: Human Systems

10. The characteristics, distribution and complexity of Earth's cultural mosaics

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RL.3 Describe how characters in a story respond to major events and challenges.

4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

#### Writing

##### Text Types and Purposes

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

## Arizona Social Science Standards

### The use of geographic representations and tools help individuals understand their world.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.

2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.

## SIOP Elements

## Nina Bonita: Culture and Beauty

<b>Preparation</b> Adapting content <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	<b>Scaffolding</b> <b>Modeling</b> <b>Guided practice</b> Independent practice <b>Comprehensible input</b>	<b>Grouping Option</b> <b>Whole class</b> <b>Small groups</b> Partners Independent
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> Speaking <b>Listening</b>	<b>Application</b> Hands on <b>Meaningful</b> <b>Linked to objectives</b> Promotes engagement	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral

### Arizona English Language Proficiency Standards

#### Stage II

##### Basic

##### Reading

##### Comprehending Text

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:**

B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.

B-5: sequencing a story or event with a beginning, middle and end, using pictures and key words.

B-6: making connections to text while reading (text-to-text and text-to-self).

##### Writing

##### Writing Applications

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

B-3: completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.

#### Stage III

##### Basic

##### Reading

##### Comprehending Text

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:**

B-4: asking who, what, where, when, why, which and how questions about text, with instructional support

B-5: retelling a story or event with a beginning, middle and end.

B-6: making connections to text (i.e., text-to-self).

B-7: identifying the main idea and two-to-three details from text.

##### Writing

##### Writing Applications

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas in a variety of writing genres, as demonstrated by:**

B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.

B-7: writing a persuasive statement with instructional support.

# Nina Bonita: Culture and Beauty

## Overview

The primary grades are a fertile environment for planting the seeds of acceptance and tolerance. Fostering curiosity and understanding about other cultures opens the door to questions and expressions of viewpoints which will promote respect for the diversity of cultures. *Nina Bonita* gives a natural opening to discussion of diversity in the world.

## Purpose

In this lesson, students will map the story of a rabbit that doesn't like the color of his fur and how he tries to change his color. Students will make connections to the diversity of people in the world and summarize the story.

## Key Vocabulary

**prejudice** – a dislike for a person because of their race, gender, or religion

**tolerance** –respecting the beliefs or differences of others

**continent** - any one of the seven largest areas of land on the earth's surface

**beach** – the shore of a body of water; usually sandy or pebbly

**blackberry** – small black or very dark purple fruit that grows on a bush

## Materials

- *Nina Bonita* by Ana Maria Machado
- South America's Capital Cities map  
<https://geoalliance.asu.edu/sites/default/files/maps/s-america-caps.pdf>
- Drawing paper
- Crayons or colored pencils
- Vocabulary Cards

## Objectives

The student will be able to:

- Locate Brazil on a map of South America.
- Construct of a map of the settings in *Nina Bonita*.
- Write a summary including the beginning, middle, and end of *Nina Bonita*.

## Procedures

## SESSION ONE

1. Project the cover of the book, *Nina Bonita* - Discuss name of book, the author, and illustrator. Ask the following questions:

- *What do you think this book is going to be about?*
- *What do you notice about the girl on the cover?*
- *What country do you think the girl might be from since her name is Nina Bonita?*

**(Preparation: Links to Background, Grouping: Whole Class)**

2. Explain that this book was originally written in the Portuguese language about a girl in Brazil.

3. Project the South America map and point out Brazil. **(Scaffolding: Comprehensible Input)**

4. Distribute copies of the map of South America. Ask children to color Brazil in red. **(Scaffolding: Guided Practice)**

5. Project and read *Nina Bonita*. Ask students to pay special attention to all of the places that the rabbit visits. As they hear a new location, they need to identify it for the class. **(Preparation: Links to Past Learning, Integrated Processes: Listening, reading)**

6. As the book is read, be sure to discuss the pictures in book. As the students identify a new location, list it on the whiteboard. **(Scaffolding: Comprehensible Input)**

- the house next to Nina's
- the beach
- Nina's house
- the town open-air market
- back to Nina's house
- the street in town-like a town square
- back to Nina's house
- beach again

7. At the conclusion of the book, explain to students that they are going to create a map identifying the places where the rabbit went--"a rabbit road map." Review using symbols to represent places and how the key tells what the symbols mean. Remind students that maps also have titles and authors. Other map elements such as a compass rose and grid can be included. **(Application: Linked to Objectives, Scaffolding: Guided Practice)**

8. Distribute drawing paper (or use the back of the South America map) and model a starting place for the first location on the whiteboard, and then explain how to add the next location. **(Scaffolding: Modeling)** Have ELL students work in small groups with other students each producing their own map. **(Grouping: Small Groups)**

## Nina Bonita: Culture and Beauty

### SESSION TWO

1. Reread *Nina Bonita*. Project the Vocabulary Cards as the words come up in the book. Discuss the terms. Place the Vocabulary Card on the Word Wall. Some words will come up in the discussion of the book. Save these and project as needed later.

**(Scaffolding: Comprehensible input)**

2. Begin a discussion with students about their experiences or observations of tolerance/intolerance because of skin color. Ask the following questions:

- Does *Nina Bonita* like the color of her skin? Why or why not?
- Does the rabbit like the color of his skin? Why or why not?
- What do you think about your skin color?
- Why does *Nina* make up reasons why she is black?
- Do you think the rabbit feels differently about skin color at the end of the book?

Why do you think the author wrote this book?

**(Preparation: Links to Background, Application: Meaningful)**

4. Tell students that the school librarian is considering ordering *Nina Bonita* for the school library. She hasn't read the book and wants students to give her a brief summary before she orders it.

Encourage students to use descriptive words and to make the beginning, middle, and end of the book very clear so that the librarian will order it. Have students refer to their maps to illustrate the beginning, middle, and end of the story. **(Integrated Processes: Writing, Assessment: Written, Independent)**

### Assessment

#### Geography

The map can be graded in the following way: one point for each location on the map or 8 points, 3 points for using appropriate symbols, 2 points for title and author, and 2 points for neatness and

legibility. Mastery will be considered at least 12 points out of the 15 possible.

#### ELA

Student summaries can be graded for having a *beginning* - tells about rabbit's desire to be black (3 points), a *middle* - tells about ways that *Nina* says she became black or rabbit trying those method (4 points), and *end* - tells about rabbit marrying black rabbit and having family (3 points). Mastery will be considered a score of 7 points or higher.

### Extensions

Discuss the similarities and differences between *Nina's* community and that of the students. Draw attention to houses, stores, landscape, musical instruments, types of gathering, clothing, etc. Make a Venn diagram using two hula-hoops taped to the chalkboard. Record student responses on sentence strips and place them in the hula-hoops.

List all of the similes in the story on chart paper. Students illustrate and label them. Ask children to choose three, e.g., eyes like olives, curly hair like unwoven threads of the night, skin like a panther in the rain, etc. Students can draw a picture of the simile and write, for instance, "*Nina Bonita* has eyes like black olives."

Read *Verdi* by Janelle Cannon. (A story about a snake who tried many methods to attempt to stall the inevitable change of color of his own skin.) Have students compare and contrast *Verdi* to *Nina Bonita*.

### Sources

Cannon, J. (1997). *Verdi*. New York: Scholastic Inc. ISBN 0-590-11748-3

Machado, A. M. (1996). *Nina Bonita*. La Jolla, CA: Kane/Miller Book Publishers. ISBN 1-929132-11-5