



Nina Bonita: Culture and Beauty

Author Mimi Norton
Grade Level 2 and 4
Duration 1-2 class periods

ELL Adaptation by Marjorie Wieweck

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.

a. 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.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. 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

Preparation

Adapting content

Linking to background

Scaffolding

Modeling

Guided practice

Grouping Option

Whole class

Small groups

Nina Bonita: Culture and Beauty

Linking to past learning Strategies used	Independent practice Comprehensible input	Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona English Language Proficiency Standards

Grade 2

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: determine the central topic or message.

B-3: identify key details that support the main idea or message.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

Grade 4

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.

B-2: recount a text including specific details and information.

B-4 utilize visual information to understand the text

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute information and evidence to collaborative oral and written discussions.

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

Nina Bonita: Culture and Beauty

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)**

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

Nina Bonita: Culture and Beauty

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