

Guide for Teachers and Parents

Book 13: Tommy Goes to Spain

This is the thirteenth in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing free of charge. A new book in this series will be "published" every month. *Tommy Goes to Spain* is the first of a two-part story.

The books are written to a second or third grade reading level, but pre-kindergarten to first graders will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See pages 2 and 3 of the Teaching Guide for Book 1, *The School Lunch Room*, for directions on how to make the book. If you download and copy the pages in advance, students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean and what the next adventure might be.

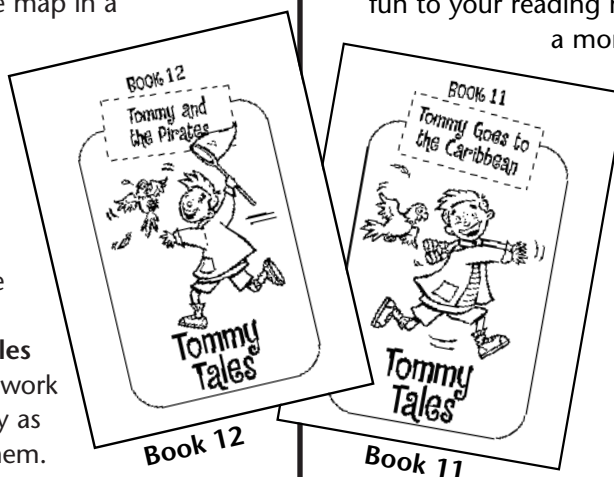
Before starting to read *Tommy Goes to Spain*, share with the class that this book is another in a series and that this story is part of a much longer one.

Planning with Ewe Books

As you begin your planning for the year, depend on the **Learning Page** and this delightful serial story to add variety and fun to your reading routines. One new book a month, and all accompanying teachers' materials and **Fun Sheets**, supplement your other classroom activities and curricula.

THE STORY SO FAR . . .

In the last *Tommy Tales* adventure (a three-part series), Tommy's friend Lucy found a treasure map in a book about the Caribbean that she bought at a yard sale. RK-5 transported Tommy and his friends to the Caribbean island of Mumbles to search for buried treasure. The children were captured by Captain Blackbeard and his band of pirates. Eventually everyone escaped, and the buried treasure was reclaimed by its rightful owners. All of the *Tommy Tales* adventures challenge the children to work together and to call on their creativity as they learn about the world around them.



Preparing for Reading

The last **Tommy Tales** story was a three-part adventure that ended with Book 12. **Tommy Goes to Spain** is a new adventure with a new theme. Before the first reading of **Tommy Goes to Spain**, ask students to share any speculations they might have about the story based on the title.

Reading Guide

You may structure the reading time for this story in many ways. Here are just two ideas:

1. You could read it aloud, all the way through, with the entire class on the rug during your regular story time. Then, review the story spread by spread and begin implementing the various objectives and **Fun Sheets**.
2. After reading aloud the first two pages, you can begin questioning for comprehension and work on some of the **Fun Sheets** and activities cited in this section. Proceed to the second two pages, and so on.

Opening Lesson

Introduce the book by showing the cover and saying the title clearly: **Tommy Goes to Spain**. You could also write it on the board. Read the first two pages of the story. Then ask what some of the key elements are that students remember about the previous **Tommy Tales** stories. Which story was their favorite so far? Which character?

Ask students what they can predict about the story from what you have read on these first two pages. Write their ideas on the board.

Learning Page 010

These number words tell the order of things: *First* comes before all the others in time. *Second* comes next, after the first. *Third* is the next, after the second, and so on.

Put the following actions from the story in the correct order from 1 to 6, beginning with the first, using the number words in the box at the bottom of the page.

_____ Tommy tried on the costume.

_____ Andy proudly displayed his bullfighting poster.

_____ Tommy and his friends fell onto some grass.

_____ The children found Isabella crying.

_____ The children slipped through the door that was marked for bullfighters.

_____ Andy taught his friends to say hello in Spanish.

first	second	third
fourth	fifth	sixth

Fun Sheet 010

2

Tommy and his friends were playing in the park.

"Look, here comes Andy with his grandfather," said Kim.

Andy ran over to his friends.

"Look what Granddad gave me!" said Andy.

He had a cardboard tube. He pulled out a beautiful old poster from the tube. The poster showed a bullfighter waving a red cape as a big bull charged past him.



Sequencing

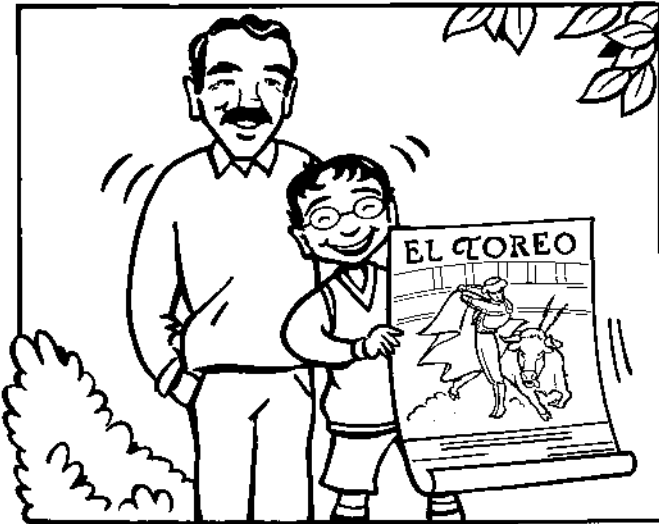
You might want to use the reading of this **Tommy Tales** adventure with your students to help them learn about sequencing. You can use the events of the story to help students think about events that come *before* and events that come *after*. You can also teach them to use the words for numerical sequencing: *first*, *second*, *third*, and so forth. Use the events in this story to demonstrate how these words are used. After you have presented this concept to your students and have given them some practice, use **Fun Sheet 010** to test their comprehension on this topic.

"Where did you get the poster, Mr. Flores?" asked Tommy.

Andy's grandfather told them that his uncle gave him the poster when he was a little boy in Mexico.

"I have my new camera," said Lucy. "Andy, may I take a photograph of you with your granddad?" she asked.

Andy and his grandfather posed for a photograph. Andy proudly displayed the bullfighting poster.



Grandfathers

This *Tommy Tales* story builds on Andy's relationship with his grandfather. Ask students to take turns sharing something they love about having a grandfather. Some students might not have living grandfathers. If they had one when younger, they can share memories. If not, they can ask a parent to share stories about a grandfather that they can then share with the class.

Extension Have a Grandfathers' Day celebration in your classroom. Plan it in advance, and ask students to invite their grandfather(s) to the celebration. Each grandfather can plan to share something about his life with the class. If he is from another country or culture, he can introduce the class to his cultural heritage. Or he can share about his life—for example, how he has made a living, favorite hobbies, or how the world is different now from when he grew up. Alternately, you can have each student learn enough about a grandfather to introduce him to the class and share about his life with fellow students.

Mexico

Initiate a discussion about Mexico by asking students whether any have ancestors from Mexico. If so, ask what they know about the country and whether they've ever traveled to Mexico. You might also ask whether any students have relatives still living in Mexico.

Mexico is an extremely diverse country, both geographically and culturally. The landscapes include snow-capped volcanoes, pine forests, deserts, and tropical beaches. Mexico City, one of the largest cities in the world, is a huge metropolitan area where upscale shops, archaeological ruins, and wandering beggars may coexist in the same city block.

The Mexican people reflect the country's history—a mix of Indian and Spanish cultures. Approximately 80 percent of the inhabitants are "mestizo" (mixed European and Indian descent). In spite of the influence of colonialism on Mexico, as well as modernization, over 50 distinct indigenous groups still exist. Each has its own language and continues to have ties to traditional lifestyles.

Extension As part of a learning unit on Mexico, assign each student an aspect of Mexican culture or geography to research outside of class. Then have a "Mexico Day" where everyone reports on what they have learned about Mexico. Encourage students to bring visual aids such as photographic books, as well as taste treats (if they are researching food) or music (if they are researching traditional music).

Famous People of Hispanic Descent

Here are just a few of the many famous Hispanic people that students might want to learn more about:

- Sammy Sosa, baseball superstar
- Pablo Picasso, Salvador Dali, and Diego Rivera, artists
- Cesar Chavez, activist
- Ellen Ochoa, NASA Astronaut
- Bill Richardson, Department of Energy Secretary
- Nancy Lopez, professional golfer

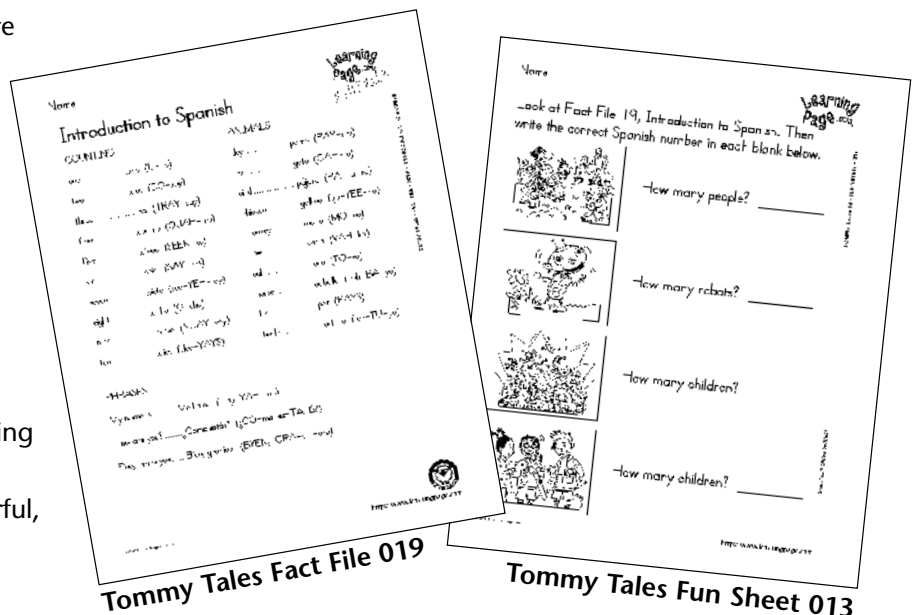
Andy's friends are fascinated to learn that Andy is able to speak Spanish. They want to learn to speak Spanish, too.

Ask students why it might be good to learn a foreign language. Some of your students might be bilingual; they will understand that each language they know gives them access to a whole culture. Other students in your class might never have been exposed to a language other than their first language.

- It gives us a window into a new culture and an opportunity to broaden our lives by making friends with people of different cultural backgrounds.
- It is one of the ways of bridging the divisive gaps that exist in the world. The more we can connect with people all over the globe, the more kinship we will feel with them and the less we will think of them (and, by extension, *treat* them) as strangers, foreigners, and enemies.
- Learning another language can provide understanding of another culture in many ways. It is common knowledge that the Eskimo language has many more words for snow than most other languages. Language reflects how another culture sees and experiences the world.
- Learning a new language keeps minds active and flexible. When we learn new languages as children, our aptitude for learning other new languages later in life is increased.
- Knowing another language increases job options, both for bilingual work in our own country and for work in another country.
- Travel options are increased by knowing another language.
- Learning a new language is a wonderful, fun adventure!



"Andy, can you speak Spanish?" asked Lucy.



"I can speak a little," said Andy.

"So can I," said a little voice from Tommy's pocket.

It was RK-5, Tommy's little robot friend.

"I can speak any language. I can even talk to animals," added RK-5.

"We know, we know," laughed Tommy.

"You've told us enough times."



Talking to Animals

RK-5 says he can talk to animals. What does he mean by this? Ask students for their thoughts on this topic. You're likely to hear about the kind of communication humans do with pets, which is to train them to respond to certain verbal or gestural commands. Strictly speaking, this is not communication. Communication is a two-way street, not a training process.

True animal communication comes in two forms: intraspecies and interspecies. Intraspecies communication is language that members of the same species—whether frogs, meadowlarks, or zebras—use to communicate with each other. The other kind is communication between members of different species. Students might want to learn about each of these kinds of communication. Below is a brief introduction to these topics; interested students may want to do their own research on these topics.

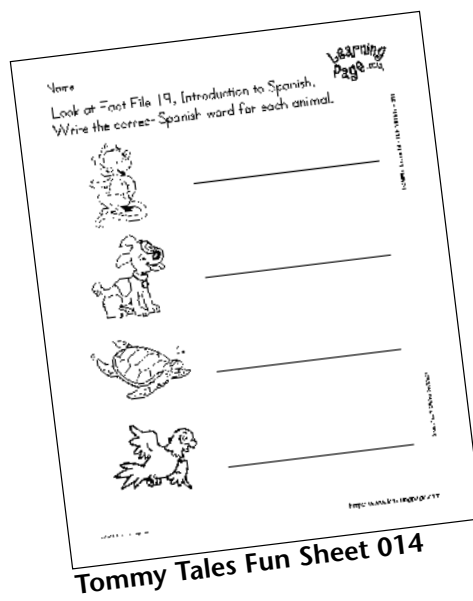
- **Intraspecies communication**—Each animal species has a unique communication system. Animals that are closely related, such as humans and great apes, show similarities in nonverbal communication patterns. For example, even though chimpanzees do not have spoken language, young chimps play with open-mouthed expressions that look like laughter.

The ways that each species of animal communicates has evolved over millions of years. Mating calls, danger warnings, and announcements about food are all patterned so that all members of the group understand. Their survival depends on it.

- **Interspecies communication**—Some interspecies communication is dependent on an animal learning a form of human language, such as Koko the gorilla learning sign language. Examples such as Koko demonstrate that some animals have much greater capacity for understanding language than was previously thought. But again, real interspecies communication is not about training an animal. A more interesting example of interspecies communication is demonstrated by Monty Roberts, the real "horse whisperer" fictionalized in Robert Redford's movie by the same name. Roberts learned the language of horses—how they communicate with each other—and his inspired ability to train them gently is based on his in-depth understanding of how to speak their language and quiet their innate fear response.

Animals in Spanish

Fun Sheet 014 is another opportunity for practicing Spanish. It tests students' knowledge of the names of some of the animals they have learned using **Fact File 019**. You can set up additional practice for students using pictures of other animals that you may have in your classroom.



Why Is Spanish Spoken in Mexico?

Tommy Goes to Spain provides an opportunity to discuss with students why a non-native language becomes the dominant language in a country. Ask students if they know why Spanish is spoken in Mexico. Then ask whether they know of other countries around the world where a non-native language is the dominant language. Some examples are:

- English in the United States and Canada
- Portuguese in Brazil
- Spanish in the rest of South America
- French in French Polynesia

The reason why these languages are spoken in these countries is because of colonialism. This is a complex topic to present to young students. Here are some ideas you might want to include in a discussion.

Colonialism is the control by one power over a dependent area or people. For young minds, this can be explained as when a powerful country moves into a less powerful country with the intent to occupy it and change it. Colonialism was widely practiced around the world for many centuries. Although in somewhat subtler form, superpowers continue to dominate weaker countries. Why would a powerful country want to invade a less powerful country? Some reasons include:

- to have free access to its natural resources
- to use its people as cheap labor
- to build an empire, which makes the powerful country even more powerful
- to gain control of strategic ports, overland routes, or military posts
- to impose its religious or political beliefs on people whose indigenous beliefs it does not respect

When a powerful country invaded a less powerful country to colonize it, the colony was changed in many ways. Here are some of them:

- The powerful country imposed its language on the colonized people and often banned its indigenous language(s).
- The powerful country imposed its religious beliefs on the colony and banned traditional religious and spiritual practices.
- Rights and freedoms were taken away, the most important one being the right to self-government. A new political

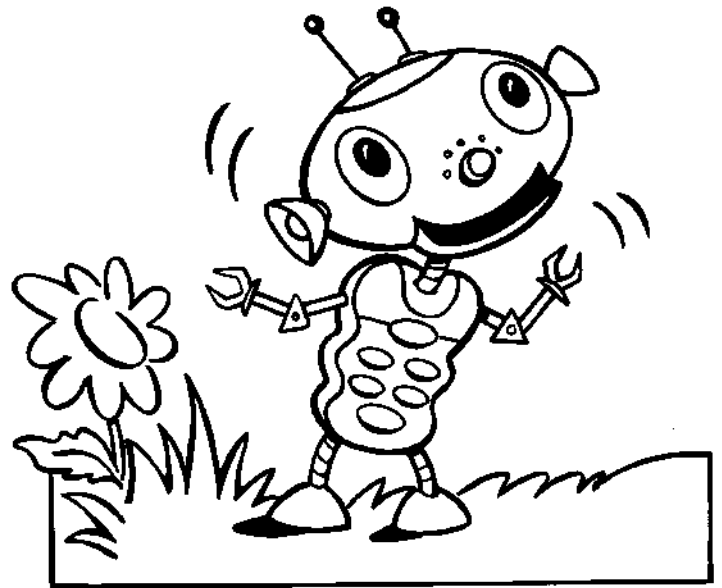
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"Let's get RK-5 to take us to Mexico," said Sam. "Then we can hear Andy and RK-5 speak Spanish."

"I can do better than that," said RK-5.

"I can take you to Spain, where the Spanish language comes from."

"Yes, let's go to Spain," said Andy. "But first you must all learn to say 'hello' in Spanish. All say after me: 'hola'."



structure was imposed, enforced by the police and military.

- Traditional, native ways of growing food and making a living were often disrupted. People were often forced to grow non-native crops that the invaders could use.
- The invaders often changed landholding patterns and mineral rights. The invaders then controlled access to land.

The most important thing for students to understand about colonialism is that invading a country implies great disrespect for the fact that the invaded people have a right to their own traditions, beliefs, land, and freedom. Invading a country requires the belief that its inhabitants are inferior, don't know what is best for them, are unable to govern themselves wisely, and don't have a right to do so. The powerful invader believes it has the right to force its ways on weaker countries simply by virtue of its power. Students need to understand that people of every culture around the globe have a right to live their own lives without being subjugated by more powerful countries.

Once all the children could say “hello” in Spanish, RK-5 told Tommy which buttons to press on his button pad. After Tommy had pressed the buttons, there was a flash of light and a cloud of blue smoke. Tommy and his friends were on their way to Spain.

The children fell onto some long, soft grass. They were in a field. There were colorful wildflowers everywhere, and it was warm and sunny.



Geography Activity

Assign each student a Spanish-speaking country to learn about at home, on line, or at a library. Research topics might include:

- location relative to other countries and bodies of water
- latitude and weather
- landscape and scenery
- food
- history
- what to expect if you go there to visit
- some fun facts about the country

Research might also include finding photos to display as part of a classroom presentation.

Then, as part of the classroom activity, display a map of the world. Ask each student to come in front of the class, one by one, and introduce their country as though they are introducing a distinguished guest to the class. They can begin by showing the class their country's location on the map. Have them note its location relative to neighboring countries and bodies of water. Ask them to show photos they have brought of the scenery, traditional costumes, food, and whatever else they have found.

Extension You might have students in your classroom whose relatives were born in a Spanish-speaking country. If so, ask those students to bring in someone that your students can interview to learn about how life was different growing up in another country.

Where in the World Is Spanish Spoken?

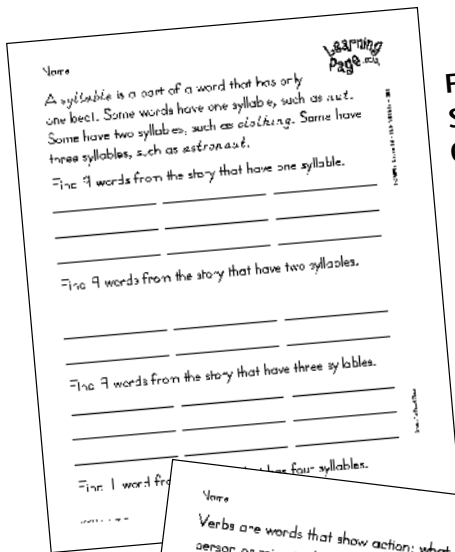
Spanish is the third most widely spoken language in the world. Approximately 250 million people speak Spanish as their mother tongue. Spanish is the predominant language in these countries:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • North America Mexico | <ul style="list-style-type: none"> • Central America Belize Costa Rica El Salvador Guatemala Honduras Nicaragua Panama | <ul style="list-style-type: none"> • South America Argentina Bolivia Chile Colombia Ecuador Paraguay Peru Uruguay Venezuela |
| <ul style="list-style-type: none"> • Caribbean Islands Cuba Dominican Republic Puerto Rico | | |
| <ul style="list-style-type: none"> • Europe Spain Canary Islands | | |

Language Skills

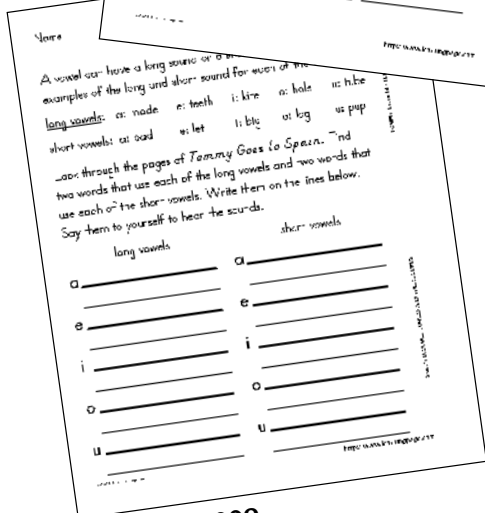
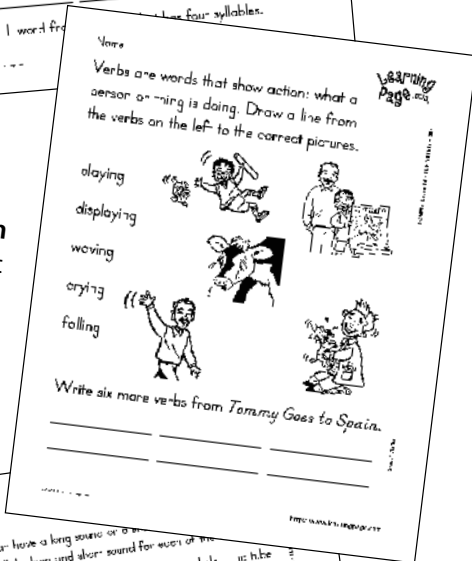
Some of the **Fun Sheets** associated with *Tommy Goes to Spain* are designed to strengthen students' language skills. Here are some of them:

- **Fun Sheet 004** for practice with syllables
- **Fun Sheet 007** for practice with verbs
- **Fun Sheet 009** for practice with vowels



Fun Sheet 004

Fun Sheet 007



Fun Sheet 009

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They could see a town in the distance.
"Let's go into the town," said Tommy.
"There's a road at the other side of the field. It doesn't look far to walk."

They started to walk along the road.
A man on a bike was riding by.

Sam said "Hola" to the man. He replied
"Hola, niños."

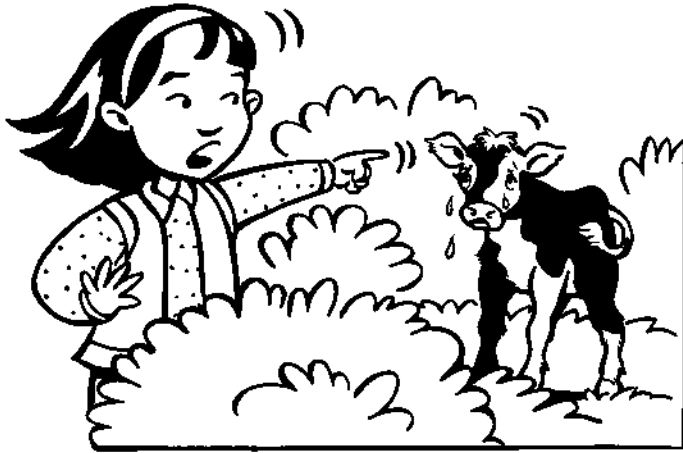
Sam was so proud that she was the first to speak Spanish.



Midway Comprehension Check

Pages 8-9

- What did Andy's grandfather give him?
- How did Tommy and his friends get interested in going to a Spanish-speaking country?
- How did Andy learn to speak Spanish?
- Why did RK-5 transport the children to Spain instead of Mexico?



After walking for about five minutes, the children heard a noise. It was coming from behind some bushes.

"Whatever can that noise be?" said Kim. "It sounds like crying."

When the children looked behind the bushes, they saw a little calf. She was black and white.

The calf looked very sad. There were big tears coming from her eyes.

"RK-5, please ask her what's wrong. Why is she so sad?" said Kim.

Domesticated Animals

Ask students if they are familiar with the phrase "domesticated animal." If they know what it means, ask them to name some domesticated animals.

Explain to students that all animals used to be wild, and that humans began to capture and keep some animals that were of use to them. Animals were originally domesticated so that people could have easier access to what the animals provided, including meat, dairy products, clothing, strength for heavy farm work, assistance with hunting, and protection. Only in more recent times have domesticated animals have been kept solely for the purpose of companionship, as pets.

Here is a list of some of the common domesticated animals. The services they provide for humans are likely reasons why they were first domesticated, although nowadays many of them may also be kept as pets.

- **Cattle** — Meat; milk for butter, cheese, ice cream, and yogurt; heavy labor (oxen)
- **Pigs** — Meat
- **Sheep** — Meat, wool, and milk
- **Goats** — Meat, milk, cheese, and some breeds have valuable fleeces
- **Rabbits** — Meat and skins
- **Chickens** — Meat and eggs
- **Ostrich** — Meat and eggs
- **Llama** — Wool and possibly meat; also used for work
- **Horses** — Heavy labor (pulling a plow), transportation (riding or pulling a wagon or cart)
- **Bees** — Honey and beeswax
- **Dogs** — Herding, guarding, and hunting
- **Cats** — Killing mice, rats, and snakes that eat human food

Domestication of Cattle

Historians believe cattle were first domesticated before recorded history, probably 5,000 to 6,000 years ago. Early cattle provided humans with meat, milk, and heavy labor. Their most important role was as a work animal.

It is likely that cattle were domesticated around the same time that the wheel and wheeled forms of transportation were developed. Since their domestication, cattle have been used to clear and plow land, pull wagons, transport armies and supplies, and much more. Only in the past 100 to 150 years have horses replaced cattle as the primary work animal in the modern western world. It is in this same recent period in history that cattle have been considered a primary food source.

More on Domestication

Dogs are a good animal to discuss with students when exploring the topic of domestication because many breeds of dogs are familiar to students. Ask students if they know what animal dogs are descended from. All dogs, from the Chihuahua to the Great Dane, are descended from the gray wolf.

The domestication of dogs dates back at least 12,000 years. One theory on the origin of dog domestication is that orphaned wolf cubs were adopted by humans. It is also possible that ancient humans befriended wolves to help them hunt and drive herds.

Over time, humans began selective breeding to create dogs for particular tasks. Selective breeding has created a wide variety of body types and temperaments in dogs. But domesticated dogs still have a lot of wolf in them. Dogs and wolves are able to cross-breed, and unlike mules (the offspring of a horse and donkey), they are not sterile. Temperamentally, they are similar as well. Both are territorial, both are excellent hunters, and both live in pack societies.

Here are some well-known breeds of dogs, what they were originally bred for, and their main uses today.

- **German shepherd**—First used for sheep herding; currently used for security, assistance, and companionship
- **Poodle**—First used for water retrieving; currently used for companionship and security
- **Dachshund**—First used for flushing badgers out of their burrows; currently used for companionship
- **Golden retriever**—First used for retrieving game; currently used for companionship, assistance, field trials, and as a gundog
- **Border collie**—First used for herding sheep and cattle; currently used for companionship, sheep herding, and sheepdog trials
- **Basset hound**—First used for hunting rabbits and hares; currently used for companionship and hunting
- **Cocker spaniel**—First used for retrieving small game; currently used for companionship

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RK-5 spoke to the little calf in cow language. He then told the children what was distressing the poor little calf.

"This is Isabela. This morning some men came and took her father away. They took him into the town. Tonight he will be put in the bullring. He will be in a bullfight and will be killed by the bullfighter," explained RK-5.

"Oh, no! That's terrible," said Kim. "We must do something to help."



- **Samoyed**—First used for herding reindeer; currently used for companionship
- **Pug**—Originally and currently used for companionship
- **Doberman pinscher**—First used for guarding; currently used for companionship and security
- **Siberian husky**—First used for sled pulling; currently used for companionship and sled racing
- **Shar-pei**—First used for dog fighting, herding, and hunting; currently used for companionship
- **Airedale terrier**—First used for hunting badgers and otters; currently used for companionship and guarding

Source: Fogle, Bruce. *The New Encyclopedia of the Dog*. New York: Dorling Kindersley Publishing, Inc., 2000.



"Maybe her dad will win the bullfight," said Lucy.

"No, the bull always loses," said Andy.

"The bull always gets killed."

"That's not fair," said Lucy. "We will help somehow. Let's go to the bullring and see what we can do."

They told Isabela not to worry. They said "goodbye" and set off for the bullring.

Introduction to Bullfighting

The topic of bullfighting is controversial. Those who support it consider it a revered cultural tradition. Those who oppose it consider it a blood sport that tortures animals for entertainment and traumatizes children who observe the cruelty.

Bullfighting originated during the eight centuries of the Spanish War of the Reconquest (711-1492 A.D.). As a respite from the killing of humans, knights held hunting competitions with each other. Docile animals such as deer were easy prey, but the Iberian bull was a more formidable challenge for the knights. It is believed that hunting bulls satisfied the knights' need for challenging adventure. Over time, bulls were brought back to villages to recreate the excitement of the hunt, and so that a knight's skill and bravery could be displayed for his subjects.

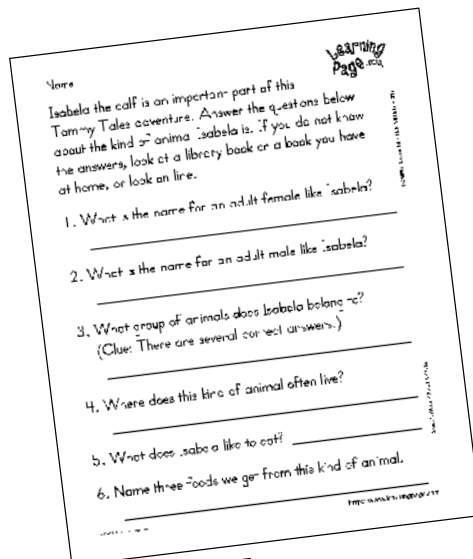
The first known bullfight took place in Spain in 1133 to honor the coronation of King Alfonso VIII. Bullfights were often organized as a way of commemorating important events and entertaining notable guests.

Countries where bullfighting is practiced promote bullfighting as an honored cultural tradition. Amazingly, when a group of 110,000 Mexicans was polled recently, 84 percent were opposed to bullfighting. In a similar poll in Peru, 97 percent were opposed.

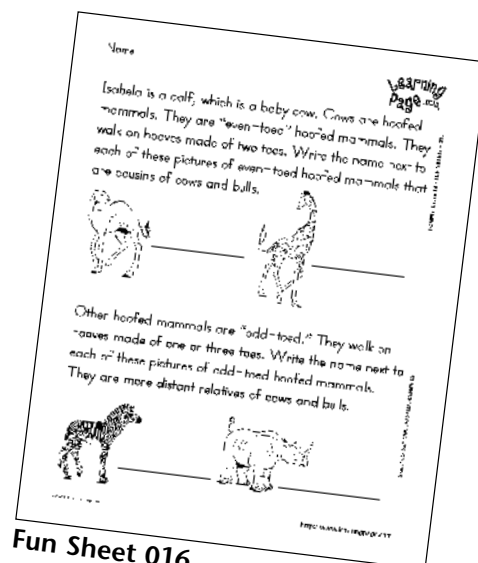
Humane Society International (HSI) has a campaign to stop the spread of bullfighting and to ban the attendance of minors at bullfights.

Fun Sheets on Cattle

Isabela's presence in this **Tommy Tales** story provides an opportunity for students to learn more about cattle. **Fun Sheet 015** tests students' knowledge about cattle. **Fun Sheet 016** teaches students about hoofed mammals and several cousins of cattle.



Fun Sheet 015



Fun Sheet 016

The Bullfight

A typical bullfight consists of six bulls that get killed by three matadors. Each encounter with a bull lasts about 15 minutes. A bullfight contains much ceremony. The three matadors march into the ring to traditional *paso doble* ("march rhythm") music. They are followed by their assistants, the banderilleros and picadors.

A matador first greets a bull with a series of maneuvers with a large cape. The more accomplished matadors are able to stay calm in the face of the huge, raging bull. The bull goes for the cape not because of its color, since bulls are color-blind, but because it is a large, moving object. Bulls used in bullfights charge both because of their natural instinct and because of centuries of special breeding.

The picadors, assistants to the matadors, ride horses and carry lances. It is their job to weaken the bull with three or fewer lancing. Then the banderilleros come in on foot and place barbed sticks (banderillas) in the bull's shoulders. After this takes place, a trumpet sounds, indicating the last phase of the fight.

Although the bull has been weakened considerably by this point, it is also warier and can be the most dangerous. The matador's job of finishing off the bull is done with great artistry, including ballet-like steps that have been practiced for years. The challenge for a matador at this stage of the bullfight is to increase personal danger while still keeping things under control. And while the matador is engaged in a life-and-death struggle with the bull, he or she is also playing to the crowd. The more artistry the matador exhibits while risking his or her life, the more cheers received from the crowd.

The killing of a bull must be done with the sword blade going between the bull's shoulder blades and into the aorta. This requires aiming straight over the bull's horns, which is astoundingly dangerous for the matador and requires raw courage in addition to great discipline and skill.

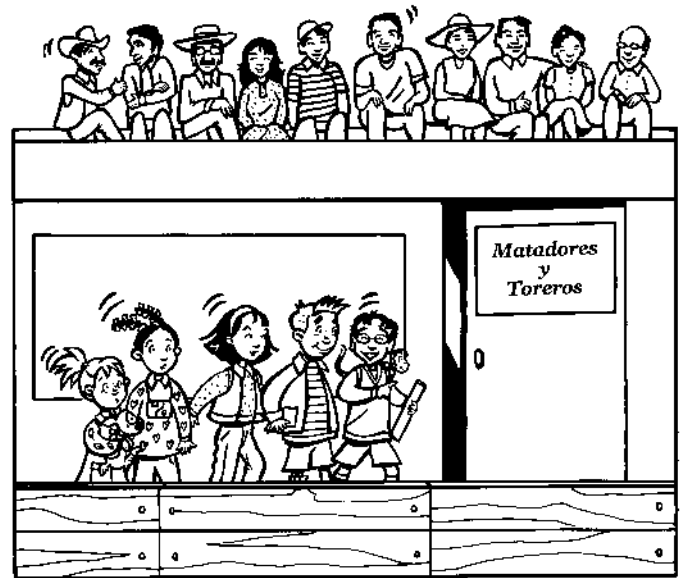
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When they reached the bullring, they saw many people. Everyone was crowding into the bullring ready to watch the bullfight.

"Look!" said Andy. "That door is open. We can get in through there."

The sign on the door said "Matadores y Toreros." It was the entrance for the bullfighters.

Nobody noticed the children quickly slip through the door.



Fun Sheet 006

Word Find

Use **Fun Sheet 006** to give students practice in finding words in other words. This **Fun Sheet** asks students to find at least 18 small words in the word "bullfighter." This task can strengthen their spelling skills as well as helping to familiarize them with rhyming words (such as *fight*, *light*, and *right*) and words with similar spellings that do not rhyme (such as *gull* and *hull* versus *bull* and *full*).



They were in a large room. Along one wall were many colorful bullfighter costumes.

"Look at all these outfits. They are beautiful," said Kim.

"Here's a small one," said Tommy. "I think it will fit me. There's even a little pocket for RK-5!"

Tommy tried on the costume. It was a perfect fit. As Tommy was admiring himself in the mirror, the other children heard someone coming and hid.

Bullfighting Costumes

Matadors and their assistants wear traditional clothing that is standard. A matador's outfit is called a "traje de luces," Spanish for "suit of lights," which is decorated in gold. By contrast, his assistants wear outfits decorated in silver. The suit a matador wears is hand-made and takes six people up to a month to make. The most popular colors are red, black, blue, green, and white. Yellow is never used for a matador's clothing because it is considered unlucky. A white shirt, narrow black tie, and a knotted sash are worn with the suit. The matador also wears knee-high stockings, black slippers, and a black, two-cornered hat. A pigtail, worn clipped on the back of the head, is cut when the matador retires from bullfighting. The matador's cape is only worn in the parade before a bullfight. During the bullfight, the cape is hung on the fence in front of a distinguished spectator or a friend.

Fun Sheet 001

- Name _____
- Read each question and circle the correct answer.
- Where was Andy's grandfather from?
Spain Brazil Mexico Portugal
 - What was on the poster Andy's grandfather gave him?
an old Spanish castle a bullfighter and a bull
a Mexican pyramid Spanish words to learn
 - What does "acids" mean?
like you hello I feel sick goodbye
 - Who was the first to speak Spanish when the children arrived in Spain?
Tommy Sam Andy RK-5
 - What did they discover behind the bushes?
a cat a pirate Zongo a rat
 - Why was Tommy in trouble at the end of the story?
he had kidnapped the calf
he was about to fight a bull
he got arrested for stealing the costume

Comprehension

Several Fun Sheets contain questioning strategies to aid students' understanding of *Tommy Goes to Spain*.

Fun Sheets 001 and 002 tests students' comprehension of the story. After assessing their answers, reread the story as needed to clarify what students don't understand.

Fun Sheet 003 asks students to use their imagination in answering questions related to the story. In answering the questions, they will draw on outside knowledge and be challenged to think about their values, as well as testing their comprehension of the story.

- Name _____
- True or False?
- Decide whether the following statements are true or false, then circle the correct answer.
- Andy never learned a word of Spanish. true false
 - Tommy never knew that RK-5 can talk with animals. true false
 - RK-5 offered to take the children to Spain. true false
 - When the children arrived in Spain, they landed inside a bullring. true false
 - Isabela the calf was sad because her mother was going to be put in the bullring. true false
 - Andy told Kim that bulls always get killed in bullfights. true false
 - The children snuck in a door that was marked for bullfighters. true false
 - Tommy had to leave RK-5 with Sam when he put on the bullfighter's costume. true false

Fun Sheet 002

- Name _____
- Read the story. Then use your imagination to answer these questions.
- Would you like to go to Spain? If so, why? If not, why not? _____
 - Why do you think the children wanted to help Isabela? _____
 - Do you think the children were wise to sneak in the bullring? _____
- Why didn't Tommy stop the man from taking him to the bullring? _____

Fun Sheet 003

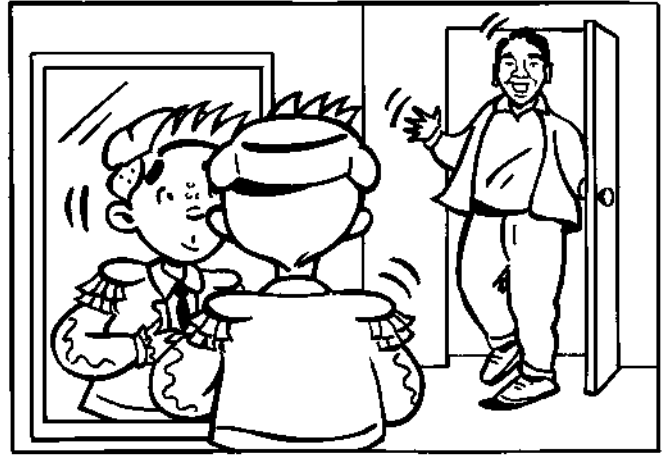
Put Yourself in Tommy's Place

Tommy is in quite a predicament at the end of this **Tommy Tales** story. Discuss with your students the position he's in: he's dressed as a matador, carrying a red cape, and facing a bull in the ring. Not only that, he doesn't speak Spanish, so he can't explain to anyone that he's not a matador and has no business being there.

Ask students to think about what they'd do in Tommy's position and what they think will happen to him. Then ask them to each come up with two possible scenarios for how Tommy will get out of his predicament. Have each student write several paragraphs for each of their endings to the story. Then have them create an illustration or two to go along with each ending.

Extension After students have completed this activity, poll them to find out what kinds of endings they invented for the story. Tally up the various endings on the blackboard with tick marks showing how many students came up with each ending. You can use this as a jumping-off point for discussing the many ways a story can end and the fact that the most obvious ending (Tommy calls on RK-5 to rescue him) is not necessarily the only possibility. Regardless of the endings students come up with, encourage them to think of themselves as creative thinkers and creative writers. All of the **Tommy Tales** stories can be used similarly as jumping-off points for encouraging creativity and imagination.

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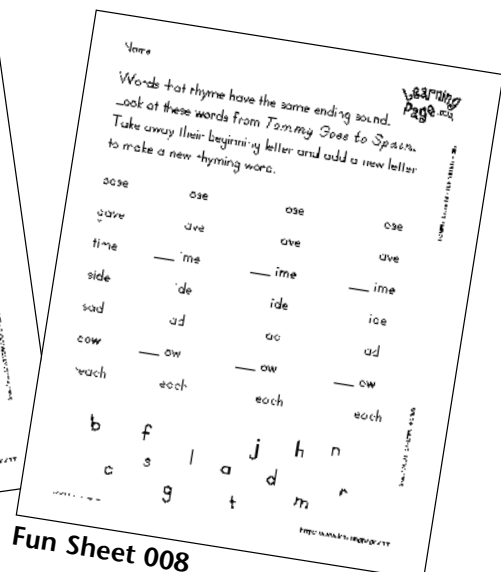
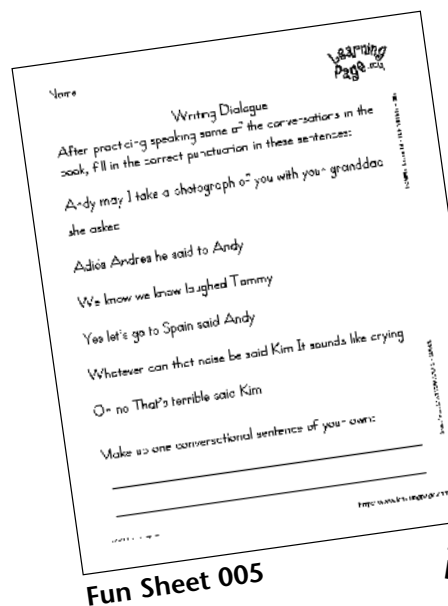
Tommy was still looking in the mirror when a large man came in and said something to Tommy in Spanish. Tommy nodded. The man then took hold of his arm and led him out of the room.

Tommy thought that he was in trouble for wearing the bullfighter outfit. But he was in much more trouble than that! Bullfights began with youngsters who were training to be bullfighters. The man thought Tommy was a young bullfighter and was leading him to the bullring to face a fierce bull.

More Language Skills

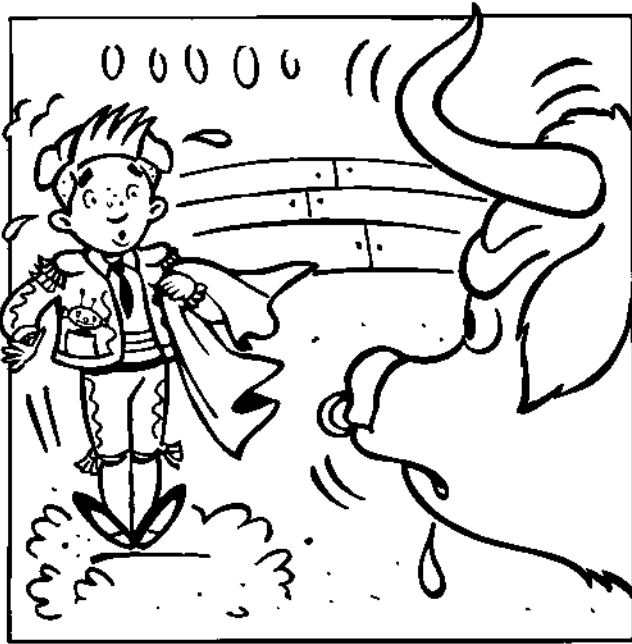
Here are more **Fun Sheets** for *Tommy Goes to Spain* that are geared toward strengthening students' language skills.

- **Fun Sheet 005** for practice with punctuating dialogue
- **Fun Sheet 008** for practice with rhyming words



The man gave Tommy a red cape and pushed him into the bullring. Tommy heard the gate slam behind him. It was then he saw the bull staring at him from the other side of the ring.

"What am I going to do now?" Tommy asked RK-5, who was peeking out of his pocket.



TO BE CONTINUED IN BOOK 14

Relationships

This story, like the other stories in the **Tommy Tales** series, continues to reveal to us aspects of the children's relationships with each other. Each adventure teaches the importance of friends and family, teamwork, and staying together on adventures. These stories also encourage readers to think about right and wrong and to make wise choices in their lives. As a way of wrapping up this story, ask students to share something they have learned from this **Tommy Tales** adventure that they can use in their everyday life.

Feedback

Remind students that this is the thirteenth book in a series, and that there will be a new one each month. Ask "How do you like it so far?"

Ask them to write a critical book review of this story or of the series so far. Reviews can be in the form of a written essay, a poster, or a drawing. E-mail your reviews to editor1@learningpage.com for possible inclusion in future Teaching Guides.

More Feedback

Students who have followed the **Tommy Tales** stories may have ideas about adventures they would like Tommy and his friends to go on. Suggestions for future story adventures can be sent to editor1@learningpage.com along with book reviews. Imagine the excitement of a student whose idea is incorporated into a future story!

Conclusion

Ask students for their feelings and thoughts about this story. Students will naturally be curious and enthusiastic to see what happens in the next **Tommy Tales** adventure. As RK-5 continues to transport Tommy and his friends to new places, readers' knowledge and understanding of the world around them continues to grow.

Write a Letter to a Tommy Tales Character

After reading *Tommy Goes to Spain*, have students write a letter to one of the characters in the story. Leave the content up to them. Be sure to have students follow a traditional letter-writing form, with the date, salutation line, closing, and a signature.

We want to hear from your students! Please e-mail the letters to editor1@learningpage.com.

November 18, 2001

Dear Isabela,

I am sorry that your father got taken away to be in a bullfight. I hope Tommy and his friends can help.

Sincerely,

Robby N.

