

# Lupita's Hurricane Palomitas



## educational TEACHING GUIDE

AUTHOR – ALEXANDRA ALESSANDRI

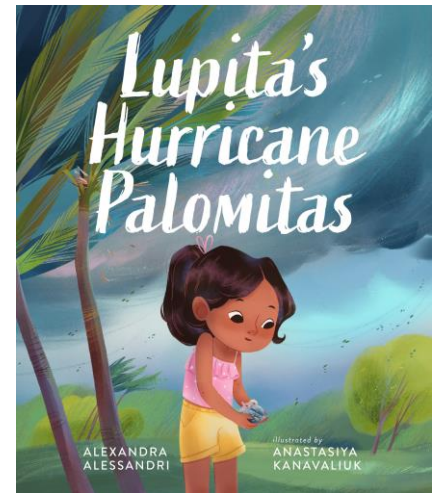
ILLUSTRATOR - ANASTASIYA KANAVALIUK

PUBLISHER – BEAMING BOOKS

RESOURCES DESIGNED BY: the subway side

# Lupita's Hurricane Palomitas

## teaching guide



### ABOUT THE BOOK

Shutters rattled. Wind howled. As a ferocious hurricane descends upon her town, Lupita finds two baby birds who have fallen out of their nest and brings them inside to shelter them from the storm. While Lupita and her family wait out the tempest, she focuses on protecting the palomitas to alleviate her own fears and hopes she can soon reunite them with their mother.

### ABOUT THE AUTHOR

#### ALEXANDRA ALESSANDRI

Alexandra Alessandri is the award-winning author of *Feliz New Year*, *Ava Gabriela!*, *Isabel and Her Colores Go to School*, and *The Enchanted Life of Valentina Mejía*. The daughter of Colombian immigrants, she is also an educator and poet. Alexandra lives in Florida with her husband and son.

### PRE-READING ACTIVITIES

Before reading LUPITA'S HURRICANE PALOMITAS consider the following activities to engage your readers.

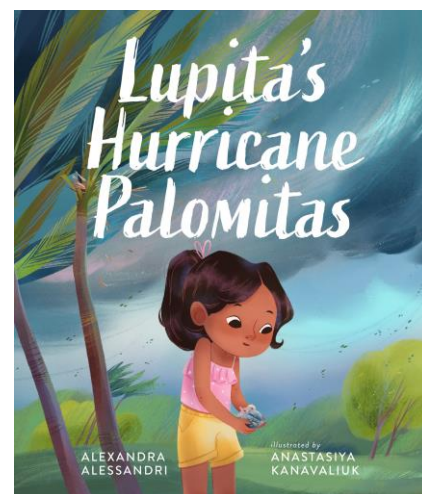
1. Take a picture walk of the story, flipping each page and pointing out the illustrations. Encourage students to predict what will happen in the story.
2. Host a class-wide discussion about the title. Why did the author choose that title? What might we be reading about?
3. Create a mind map to brainstorm what students already know about hurricanes.



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# Lupita's Hurricane Palomitas

## teaching guide



### DISCUSSION QUESTIONS

#### DURING READING

1. What do you think will happen next? Why?
2. How do you think Lupita will handle this situation?
3. What must have happened here that the author didn't tell us?
4. What emotions is Lupita feeling? How do you know?
5. What would you have done if you were Lupita?
6. Has anything like this ever happened to you? Does it remind you of something?
7. How are you like/different than Lupita?
8. As you've been reading, what pictures have been in your mind?
9. If you were in the story, what would you hear, taste, smell or feel?
10. Can you put what you've just read in your own words?

#### AFTER READING

1. If this story had a sequel, what do you think it would be about?
2. What is the main message of this book?
3. What does the author want you to think about?
4. What was the big idea?
5. What questions would you like to ask the author right now?
6. Retell the most important events in the story from beginning, middle and end.
7. What were the most important events in this story?

# TABLE OF CONTENTS

## printing reference guide

EDUCATIONAL ACTIVITIES GUIDE.....	P. 4-7
SOCIAL-EMOTIONAL ACTIVITY.....	P. 8-9
SOCIAL-EMOTIONAL ACTIVITY.....	P. 10-11
WRITING ACTIVITY.....	P. 12-17
STEAM ACTIVITY.....	P. 18-19
SCIENCE ACTIVITY.....	P. 20-26
ENGLISH / LANGUAGE ARTS ACTIVITY.....	P. 27-29
VOCABULARY ACTIVITY.....	P. 30-31
ART ACTIVITY.....	P. 32-40
CREDITS.....	P. 41-42



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# EDUCATIONAL ACTIVITIES

LUPITA'S HURRICANE PALOMITAS is perfect for families living in hurricane-prone states or with children who have storm-related anxieties. This story invites readers to think about how to extend a hand of kindness to others, even while facing fears of our own. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

## SOCIAL-EMOTIONAL

### *anxious storm clouds*

Target Grade Range: K – 5<sup>th</sup> Grade

Everyone can feel anxious or nervous from time to time. This is a lesson that the main character, Lupita, learns in the story. Take this a step further with a social-emotional activity. Students will write or draw about the things that make them nervous in each storm cloud. Once students finish, they can share in small groups, with partners, and as a whole group. Cover a range of speaking and listening standards with this powerful project!



## SOCIAL-EMOTIONAL

### *rainbow of hope*

Target Grade Range: K – 5<sup>th</sup> Grade

We watch Lupita struggle with big and overwhelming feelings. But the author reminds us that there is always a rainbow after the storm. Brainstorm different coping strategies students can use when they are feeling overwhelmed. Encourage students to write about the coping strategies in each arch of the rainbow. If students finish early, they can color and decorate the rainbow with their preferred art supply.

## WRITING

### *pigeon research*

Target Grade Range: 1<sup>st</sup> – 5<sup>th</sup> Grade

LUPITA'S HURRICANE PALOMITAS encourages us to think about hurricanes as we watch the main character cope with the stress of this natural disaster. Take this a step further by inviting students to research hurricanes and write an informational paragraph about their findings. This activity includes differentiated graphic organizers and writing paper for a range of students.

# EDUCATIONAL ACTIVITIES

LUPITA'S HURRICANE PALOMITAS is perfect for families living in hurricane-prone states or with children who have storm-related anxieties. This story invites readers to think about how to extend a hand of kindness to others, even while facing fears of our own. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

## STEAM

### *build a hurricane shelter*

Target Grade Range: 2<sup>nd</sup> – 5<sup>th</sup> Grade

Students will use the engineering design process to plan and create a stable hurricane shelter. Using everyday materials found around the classroom, students will build a structure that will withstand both water and wind – two natural elements that affect structures during a real hurricane. Students can use the STEAM graphic organizer to guide their thinking.

## SCIENCE

### *hurricane brochure*

Target Grade Range: 2<sup>nd</sup> – 5<sup>th</sup> Grade

Alexandra Alessandri invites us to think more about natural disasters in LUPITA'S HURRICANE PALOMITAS. The setting takes place in area where hurricanes are a regular part of life. Encourage students to learn more about hurricanes by completing the three panels in this brochure activity. Students will answer questions about hurricanes, including labeling a diagram of a hurricane and coloring a map. The brochure templates have differentiated lined paper allowing a range of students to complete this activity.

## VOCABULARY

### *spanish word match*

Target Grade Range: 2<sup>nd</sup> – 5<sup>th</sup> Grade

This story includes Spanish words and phrases. Focus more on these new vocabulary words with this match activity. Students will match the Spanish words or phrases from the story to the English meanings. Revisit the Spanish words in the context of the story to better understand the meanings. Cover a range of language and reading standards with this fun activity!



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# EDUCATIONAL ACTIVITIES

LUPITA'S HURRICANE PALOMITAS is perfect for families living in hurricane-prone states or with children who have storm-related anxieties. This story invites readers to think about how to extend a hand of kindness to others, even while facing fears of our own. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.



## ENGLISH-LANGUAGE ARTS

### *heart of the story*

**Target Grade Range:** 2<sup>nd</sup> – 5<sup>th</sup> Grade

An author's message differs from story to story. Students will explore the important message, or the heart of the story, with this ELA activity. Encourage children to use evidence from the text to support their thinking. Then, they can add a picture inside the heart. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade and ability levels.

## ART

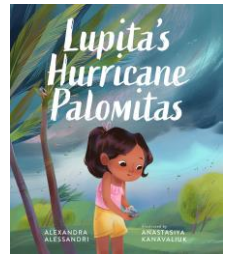
### *pigeon craft*

**Target Grade Range:** K – 5<sup>th</sup> Grade

What better way to celebrate this amazing new story than with an art project? Have students create a pigeon craft and reflect on what Lupita learned! Gather the needed supplies (construction paper, copy paper, scissors, glue sticks, pencils) and allow students to create a beautiful piece of art that honors the story!

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# SOCIAL / EMOTIONAL ACTIVITY



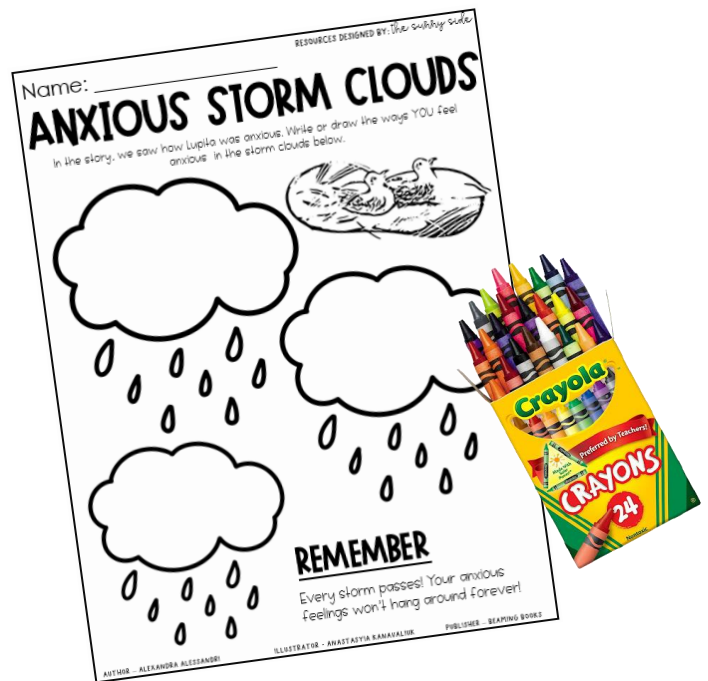
## ANXIOUS STORM CLOUDS

### Standards:

CCSS.ELA-LITERACY.SL.K.1-6  
CCSS.ELA-LITERACY.SL.1.1-6  
CCSS.ELA-LITERACY.SL.2.1-6  
CCSS.ELA-LITERACY.SL.3.1-6  
CCSS.ELA-LITERACY.SL.4.1-6  
CCSS.ELA-LITERACY.SL.5.1-6

### You will need:

- White or colored copy paper
- Pencils
- Crayons / colored pencils / markers



### Step-by-step to-do list:

1. Copy the ANXIOUS STORM CLOUDS graphic organizer on white copy paper.
2. First, remind students of Lupita's nervousness and anxiousness when finding the palomitas and when the hurricane was coming.
3. Next, discuss with students what makes them feel nervous or anxious.
4. Explain that students will draw or write about what makes them nervous in each storm cloud.
5. Allow time for students to work independently.
6. Then, they should gather in small groups (2 – 4 students per group) and share their storm clouds with each other.
7. Finally, meet as a whole group and share as a class.
8. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

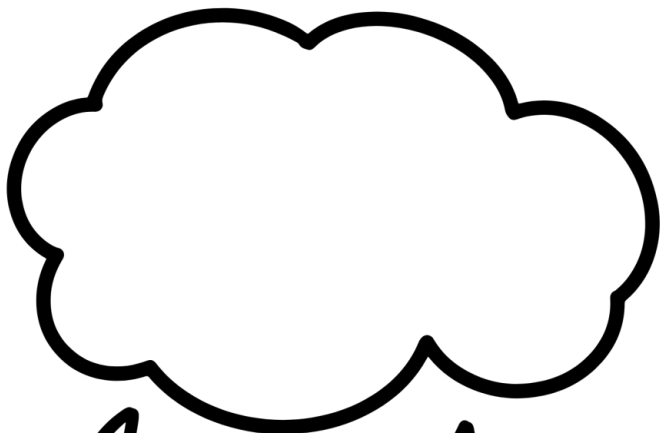
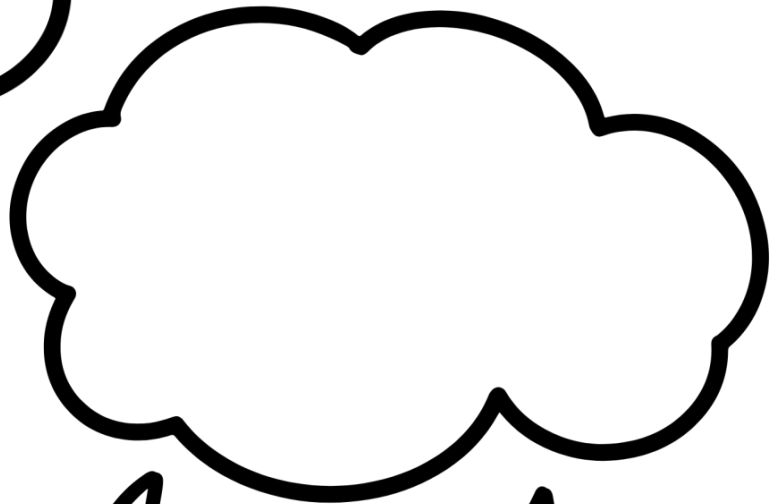
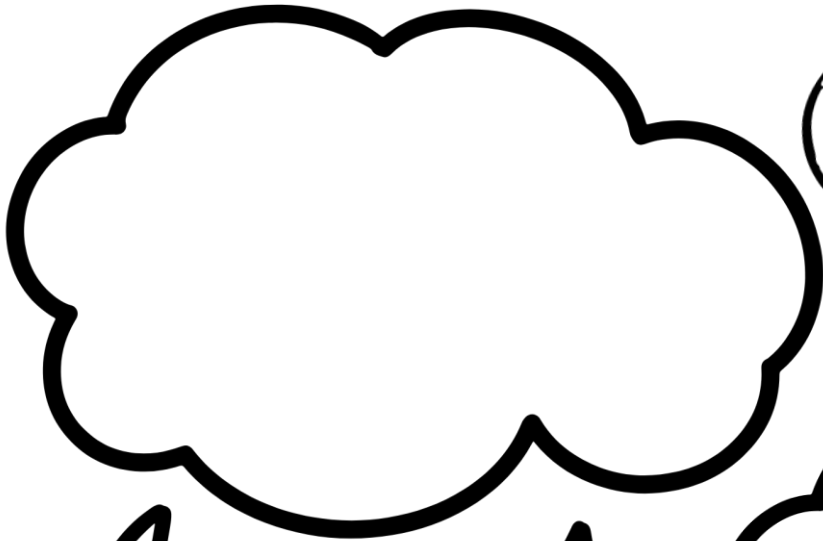
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Name: \_\_\_\_\_

# ANXIOUS STORM CLOUDS

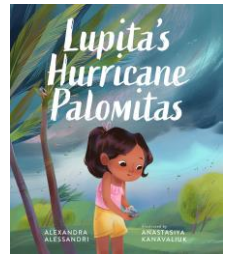
In the story, we saw how Lupita was anxious. Write or draw the ways YOU feel anxious in the storm clouds below.



## REMEMBER

Every storm passes! Your anxious feelings won't hang around forever!

# SOCIAL / EMOTIONAL ACTIVITY



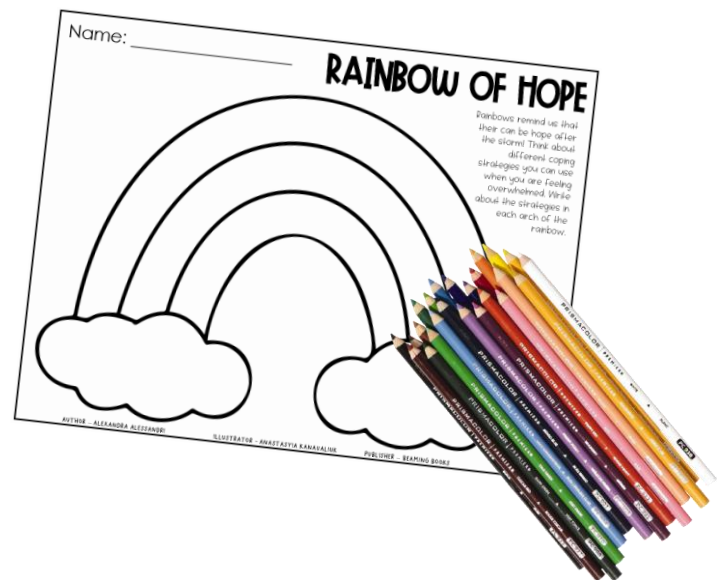
## RAINBOW OF HOPE

### Standards:

CCSS.ELA-LITERACY.SL.K.1-6  
CCSS.ELA-LITERACY.SL.1.1-6  
CCSS.ELA-LITERACY.SL.2.1-6  
CCSS.ELA-LITERACY.SL.3.1-6  
CCSS.ELA-LITERACY.SL.4.1-6  
CCSS.ELA-LITERACY.SL.5.1-6

### You will need:

- White or colored copy paper
- Pencils
- Crayons / colored pencils / markers



### Step-by-step to-do list:

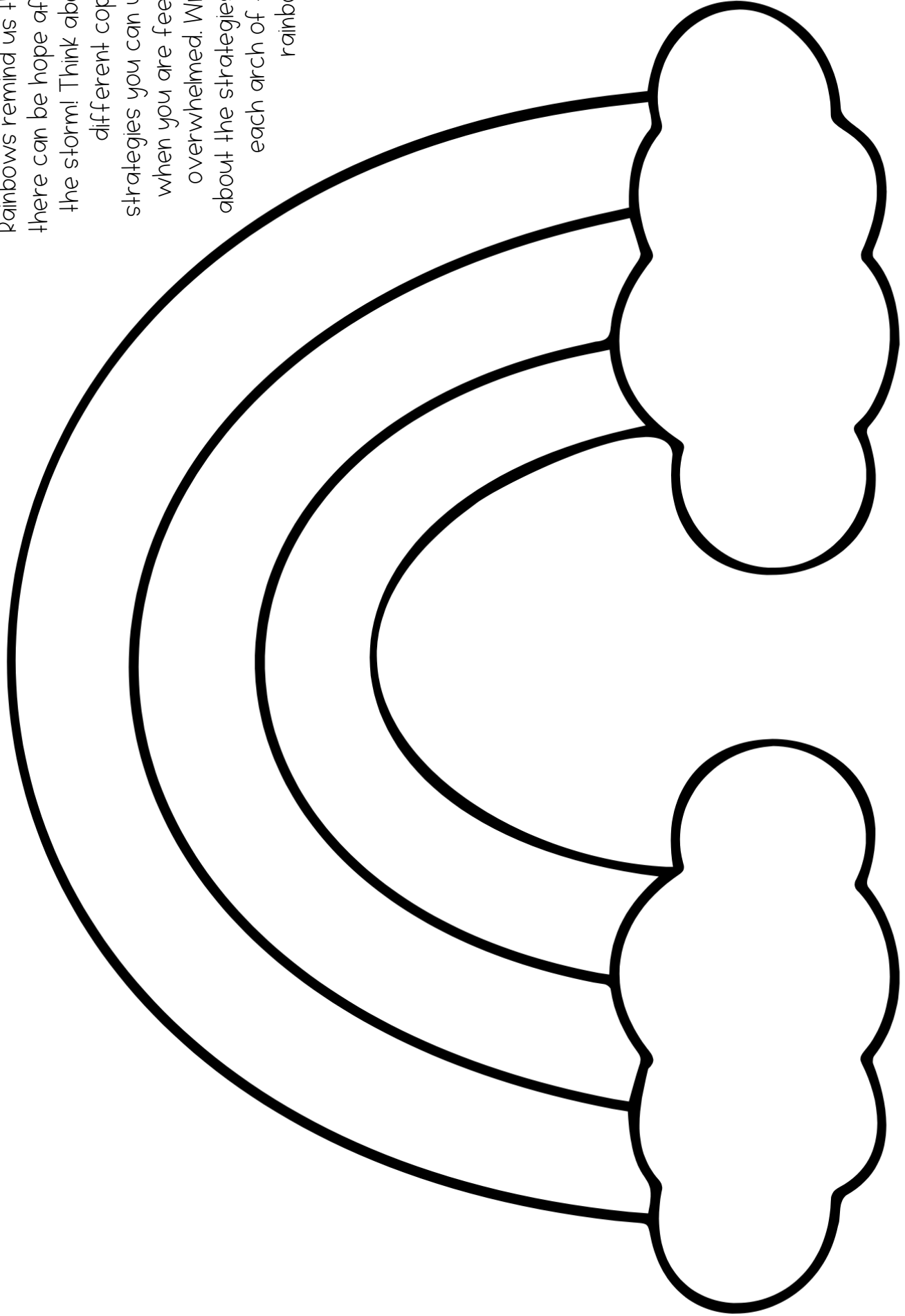
1. Copy the RAINBOW OF HOPE graphic organizer on white copy paper.
2. First, discuss how the story ended positively, despite Lupita's nerves and anxious feelings throughout.
3. Remind students that RAINBOWS appear after a bad storm and that rainbows can symbolize positivity, good fortune, and hope.
4. Brainstorm a list of coping strategies students can use when they are feeling overwhelmed or stressed and write them on the board.
5. Students will then choose their preferred coping strategies and write about them in the arch of each rainbow.
6. Allow independent work time. Students that finish early can then decorate their page with their preferred art supply.
7. Finally, meet as a whole group and share as a class.
8. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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Name: \_\_\_\_\_

# RAINBOW OF HOPE

Rainbows remind us that there can be hope after the storm! Think about different coping strategies you can use when you are feeling overwhelmed. Write about the strategies in each arch of the rainbow.



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# WRITING ACTIVITY

## PIGEON RESEARCH



### Standards:

CCSS.ELA-LITERACY.W.1.2  
CCSS.ELA-LITERACY.W.2.2  
CCSS.ELA-LITERACY.W.3.2  
CCSS.ELA-LITERACY.W.4.2  
CCSS.ELA-LITERACY.W.5.2

### You will need:

- White copy paper
- Pencils
- Research tools (like Chromebooks, I-pads, or non-fiction books about pigeons)

### Step-by-step to do list:

1. Decide which PIGEON RESEARCH graphic organizers and writing paper works best for your students and copy on white paper.
2. Distribute the fact graphic organizers and writing paper to students.
3. Encourage students to research palomitas, or pigeons, discussed in the story (having access to technology like Chromebooks or I-pads works best).
4. Students should record the facts they learn about pigeons on the pigeon research page.
5. Finally, have students write an informational paragraph on the writing paper by copying the facts and adding an introduction and conclusion sentence.
6. For younger students (1st grade and younger) you may want to complete this as a shared research project, where students copy your research.

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Name: \_\_\_\_\_

# PIGEON RESEARCH

**TOPIC:**

**FACT 1**

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**FACT 2**

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**FACT 3**

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**FACT 4**

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**SOURCE :**

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Name: \_\_\_\_\_

# PIGEON RESEARCH

**TOPIC:** \_\_\_\_\_  
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\_\_\_\_\_

**FACT 1**

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**FACT 2**

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**FACT 3**

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**FACT 4**

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\_\_\_\_\_

**SOURCE :** \_\_\_\_\_

Name: \_\_\_\_\_

# PIGEON RESEARCH

**TOPIC:**

**FACT 1**

**FACT 2**

**FACT 3**

**FACT 4**

**SOURCE :**





Name: \_\_\_\_\_

# PIGEON RESEARCH



Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

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# STEAM ACTIVITY

## BUILD A HURRICANE SHELTER



### Standards:

- 3-5-ETS1-1.
- 3-5-ETS1-2.
- 3-5-ETS1-3.

### You will need:

- White copy paper
- Pencils
- For each group: Construction paper, tape, scissors, masking tape, play-dough, disposable tin pan, water, and box fan



<https://carlyandadam.com/thecarlyandadam/hurricane-stem-challenge?format=amp>

Name: \_\_\_\_\_

### DESIGN A HURRICANE SHELTER STEAM Challenge

**THE CHALLENGE**

- Build a shelter that can withstand the effects of a hurricane for some time...
- It sit the ground.
- It strong enough when it won't be affected by flooding water.

**BRAINSTORM**

What materials will you use and in what way will you use them?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PLAN**

Draw and / or describe your plan...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THINK**

How will you be sure your shelter will withstand the flooding and wind?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**REFLECT**

How did it go? What worked well? What would you do differently?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Step-by-step to do list:

1. Decide student groups prior to this activity (groups of no more than 4 students generally work best).
2. Copy the BUILD A HURRICANE SHELTER activity page on white copy paper.
3. Gather and distribute the list of supplies above to each group.
4. Explain that the goal today is to design and build a hurricane shelter that stands the harsh weather of a hurricane (wind and water).
5. Distribute the STEAM page to students and allow them to work through the questions in their small group.
6. Give each group the materials they need and allow time to create.
7. After each group is done creating, fill the disposable tin pan with water and position the pan in front of a box fan, blowing on the highest setting.
8. Students should follow the activity sheet, completing each box.
9. Reflect on the STEAM experiment and allow students an opportunity to share with other groups.
10. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

Name: \_\_\_\_\_

# STEAM

## challenge

### DESIGN A HURRICANE SHELTER

#### THE CHALLENGE

Build a shelter that can withstand the effects of a hurricane. Be sure the shelter...

- Is off the ground.
- Is tall enough that it won't be affected by flooding water.
- Is strong enough that it won't be affected by strong winds.

#### BRAINSTORM

What materials will you use and in what way will you use them?

#### PLAN

Draw and / or describe your plan...

#### THINK

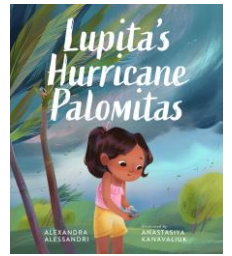
How will you be sure your shelter will withstand the flooding and winds?

#### REFLECT

How did it go? What worked well? What would you do differently?

# SCIENCE ACTIVITY

## HURRICANE BROCHURE



### Standards:

CCSS.ELA-LITERACY.RI.2.10  
CCSS.ELA-LITERACY.RI.3.10  
CCSS.ELA-LITERACY.RI.4.10  
CCSS.ELA-LITERACY.RI.5.10

### You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers



### Step-by-step to do list:

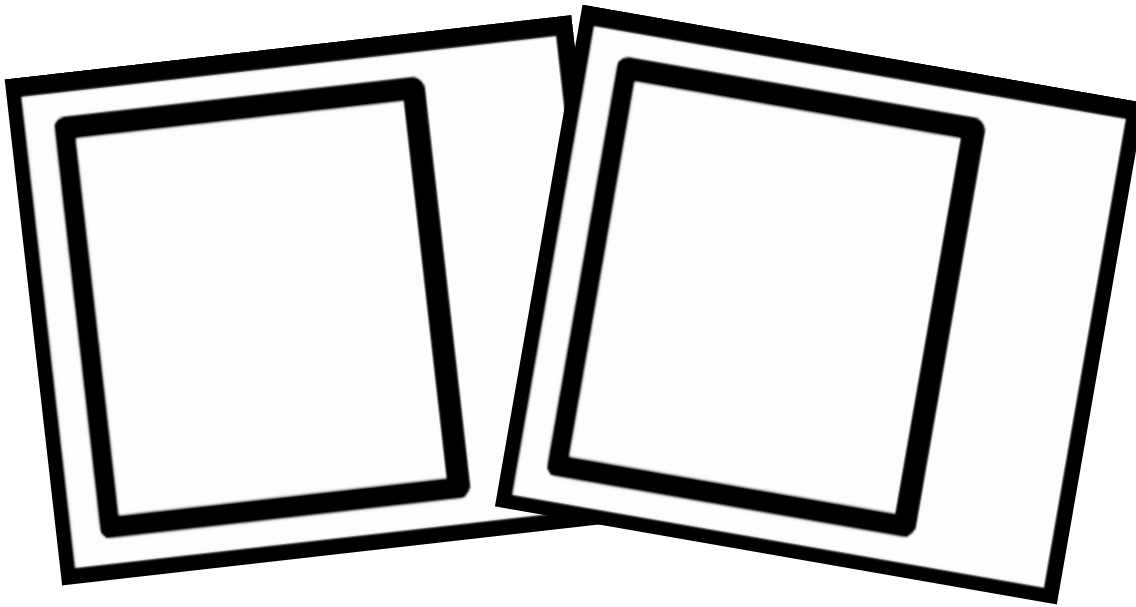
1. Decide which differentiated lined paper works best for your students and copy the ALL ABOUT HURRICANES BROCHURES on white copy paper (copy the templates back-to-back so that they open like an actual brochure).
2. Distribute brochures to students.
3. Explain that where Lupita lived in the story, hurricanes are a normal part of life.
4. Use a Chromebook or research device to answer the questions about hurricanes.
5. If students finish early, they can add color to their brochures with their preferred art supply.
6. Students can share and compare their thinking in partnerships or in small groups.
7. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

RESOURCES DESIGNED BY: the subway side

# ALL ABOUT HURRICANES



RESOURCES DESIGNED BY: *the subway side*



# PICTURES OF HURRICANE DAMAGE

# HOW DOES A HURRICANE HAPPEN?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

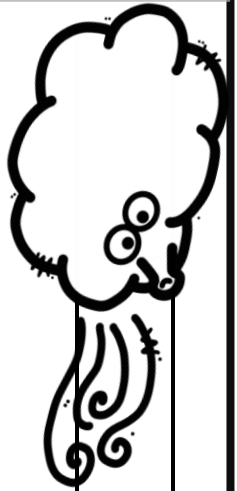
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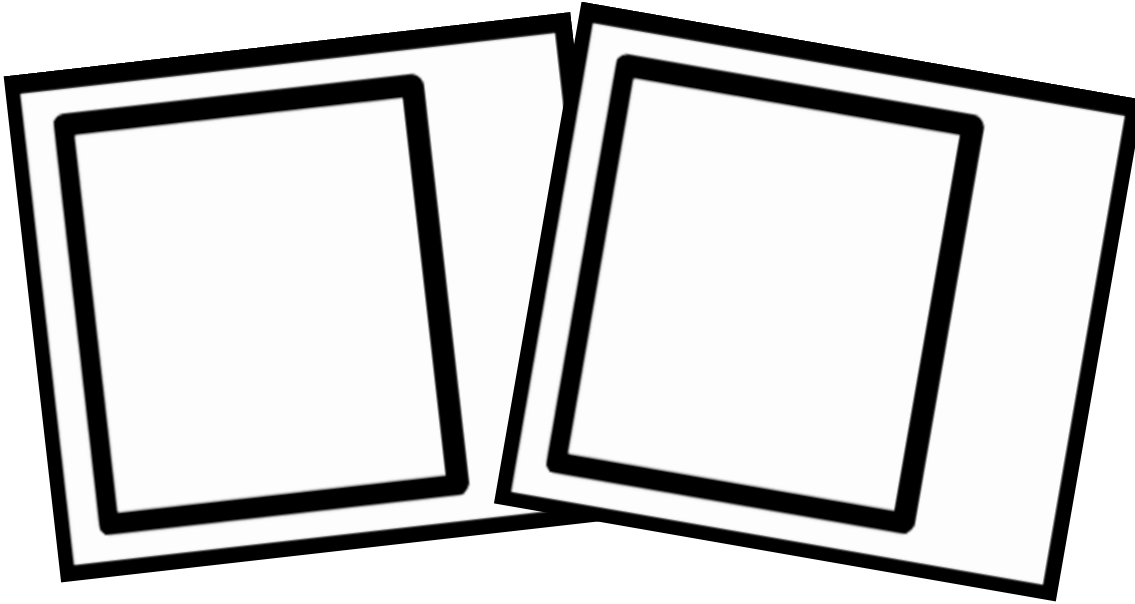
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# ALL ABOUT HURRICANES



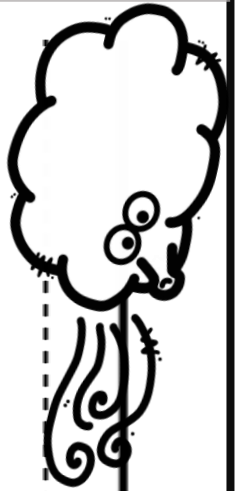
RESOURCES DESIGNED BY: *the subway side*



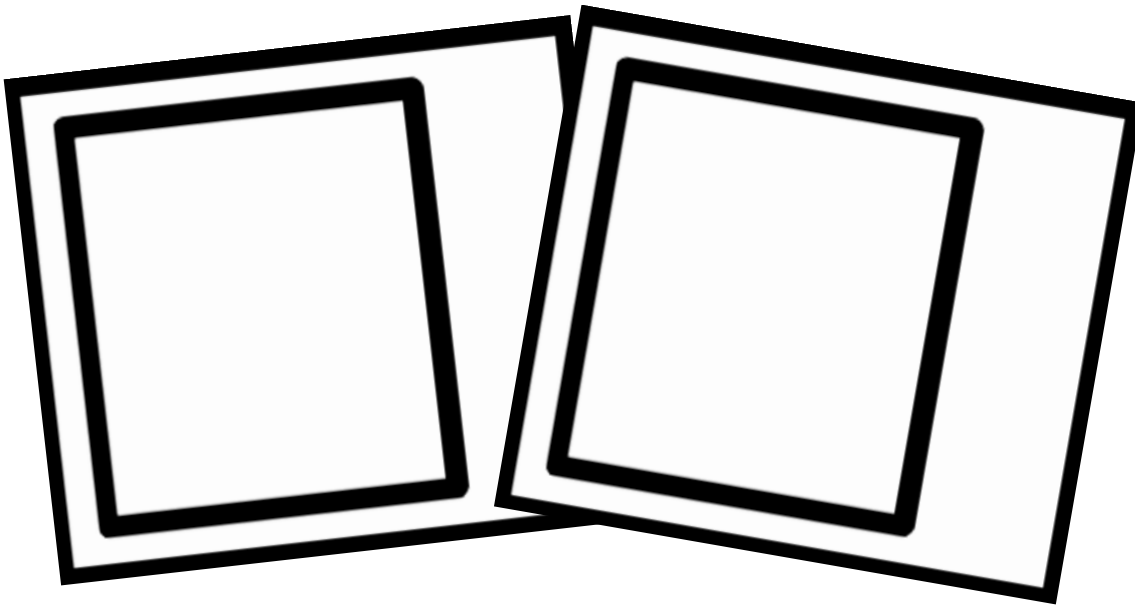
# PICTURES OF HURRICANE DAMAGE

# HOW DOES A HURRICANE HAPPEN?

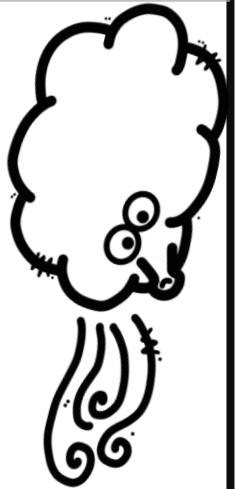
Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing the answer to the question above.



# HOW DOES A HURRICANE HAPPEN?



# PICTURES OF HURRICANE DAMAGE



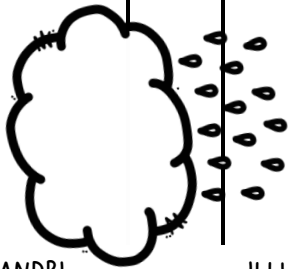
# ALL ABOUT HURRICANES



RESOURCES DESIGNED BY: *the subway side*

# WHAT KIND

OF WEATHER IS  
NEEDED FOR A HURRICANE?



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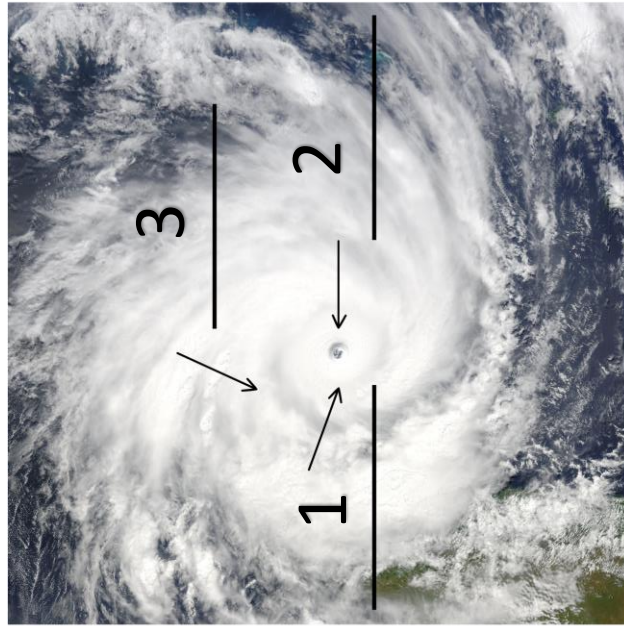
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# LABEL A

HURRICANE...

Word Bank: Hurricane Eye,  
Eye Wall, Spiral rainbands



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# MAP OF

## HURRICANES IN THE US

Color the top 10 states most affected by hurricanes.

States to color:

Florida, Texas, North Carolina, Louisiana, South Carolina, Alabama, Georgia, Mississippi, New York, Massachusetts

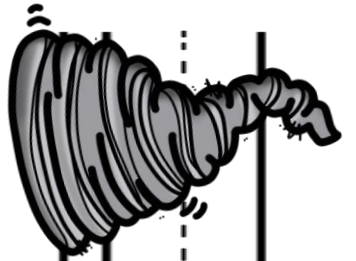
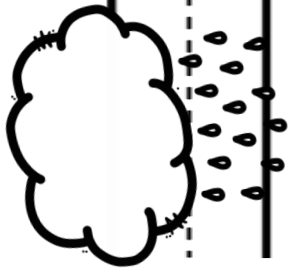


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# WHAT KIND

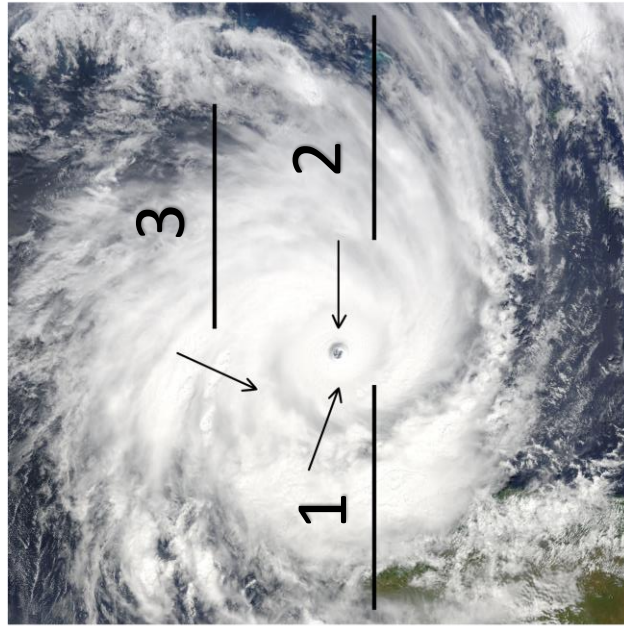
OF WEATHER IS  
NEEDED FOR A HURRICANE?



# LABEL A

HURRICANE...

Word Bank: Hurricane Eye,  
Eye Wall, Spiral rainbands



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

# MAP OF

HURRICANES IN THE US

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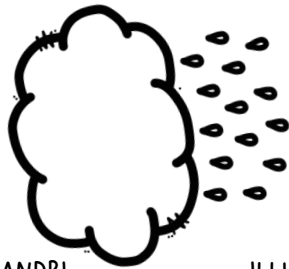
Florida, Texas, North Carolina, Louisiana, South Carolina, Alabama, Georgia, Mississippi, New York, Massachusetts



RESOURCES DESIGNED BY: *the subway side*

# WHAT KIND

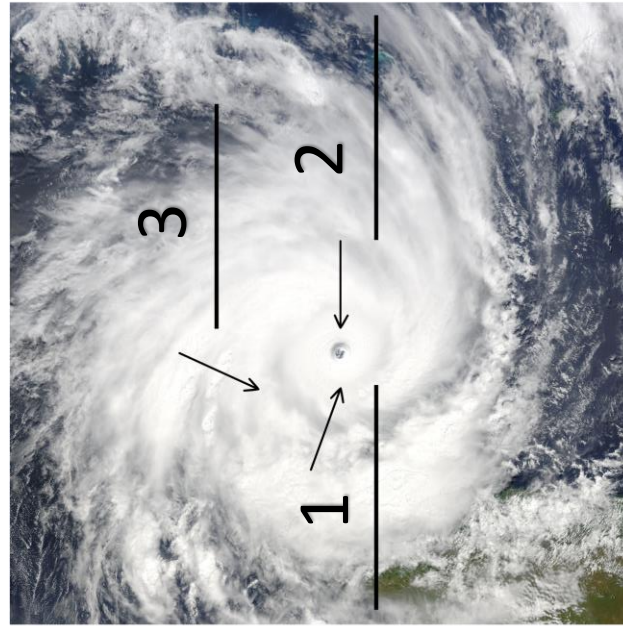
OF WEATHER IS  
NEEDED FOR A HURRICANE?



# LABEL A

HURRICANE...

Word Bank: Hurricane Eye,  
Eye Wall, Spiral rainbands



- 1.
- 2.
- 3.

# MAP OF

HURRICANES IN THE US

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States to color:

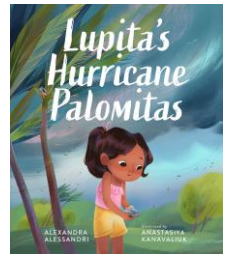
Florida, Texas, North Carolina, Louisiana, South Carolina, Alabama, Georgia, Mississippi, New York, Massachusetts



RESOURCES DESIGNED BY: *the subway side*

# ELA ACTIVITY

## HEART OF THE STORY



### Standards:

CCSS.ELA-LITERACY.RL.2.2  
CCSS.ELA-LITERACY.RL.3.2  
CCSS.ELA-LITERACY.RL.4.2  
CCSS.ELA-LITERACY.RL.5.2

### You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)

### Step-by-step to do list:

1. Decide which differentiated lined paper works best for your students.
2. Copy the HEART OF THE STORY graphic organizers on white copy paper.
3. As a class discuss how finding the heart of a story is determining what the author hopes to teach you after having read. We can also think of the lesson.
4. Brainstorm the heart of the story using evidence from the text to support their thinking (e.g., if the heart of the story is all about being courageous, then the evidence from the story should show how the author hopes to teach you a lesson in being brave).
5. Write the author's lesson on the lines and draw a picture to show the lesson in the heart.
6. Allow students an opportunity to share with other students in class.
7. For younger students (1<sup>st</sup> grade and younger) you may want to complete this activity as a whole group or encourage students to draw rather than write.

RESOURCES DESIGNED BY: the subby side

Name: \_\_\_\_\_

In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.

# WHAT'S THE HEART OF THE STORY?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# WHAT'S THE HEART OF THE STORY?

In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.

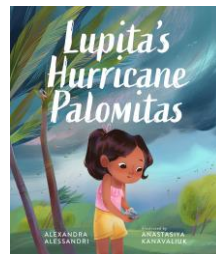


Writing lines for the answer, consisting of a solid top line, a dashed middle line, and a solid bottom line. There are four sets of these lines.

RESOURCES DESIGNED BY: *the sunny side*

# VO CAB ACTIVITY

## SPANISH WORD MATCH



### Standards:

CCSS.ELA-LITERACY.L.K.4  
CCSS.ELA-LITERACY.L.1.4  
CCSS.ELA-LITERACY.L.2.4  
CCSS.ELA-LITERACY.L.3.4  
CCSS.ELA-LITERACY.L.4.4  
CCSS.ELA-LITERACY.L.5.4

### You will need:

- White or colored copy paper
- Pencils

Name: \_\_\_\_\_

RESOURCES DESIGNED BY: *the subway side*

### SPANISH WORD MATCH

Draw a line to match the Spanish words with the English meaning.

SPANISH WORD	ENGLISH WORD
¡Adentro!	love
amor	big
casa	little pigeons
grande	inside!
palomitas	house

AUTHOR - ALEXANDRA ALESSANDRI    ILLUSTRATOR - ANASTASIYA KANAALIUK    PUBLISHER - BEAMING BOOKS

### Step-by-step to do list:

1. Copy the SPANISH WORD MATCH graphic organizers on white copy paper.
2. Flip through the story LUPITA'S HURRICANE PALOMITAS and stop on each page that has a Spanish word or phrase.
3. Discuss the meaning of each Spanish word/phrase and record the definition on the white-board (see the back matter section of the book for a list of words and meanings).
4. Distribute the match and encourage students to match the Spanish words/phrases with the English meanings.
5. For younger students (1<sup>st</sup> grade and younger) you may want to complete this activity as a whole group.

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Name: \_\_\_\_\_

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# SPANISH WORD MATCH

Draw a line to match the Spanish words with the English meaning.

## SPANISH WORD

¡Adentro!

amor

casa

grande

palomitas

## ENGLISH WORD

love

big

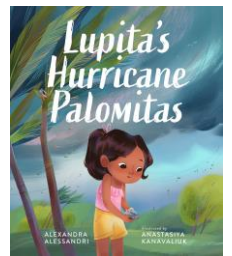
little  
pigeons

Inside!

house

# ART ACTIVITY

## PIGEON CRAFT



### Standards:

CCSS.ELA-LITERACY.SL.K.1-6  
CCSS.ELA-LITERACY.SL.1.1-6  
CCSS.ELA-LITERACY.SL.2.1-6  
CCSS.ELA-LITERACY.SL.3.1-6  
CCSS.ELA-LITERACY.SL.4.1-6  
CCSS.ELA-LITERACY.SL.5.1-6

### You will need:

- Colored construction paper
- White paper
- Pencils
- Glue sticks
- Scissors
- Art Supplies (crayons or colored pencils)



### Step-by-step to-do list:

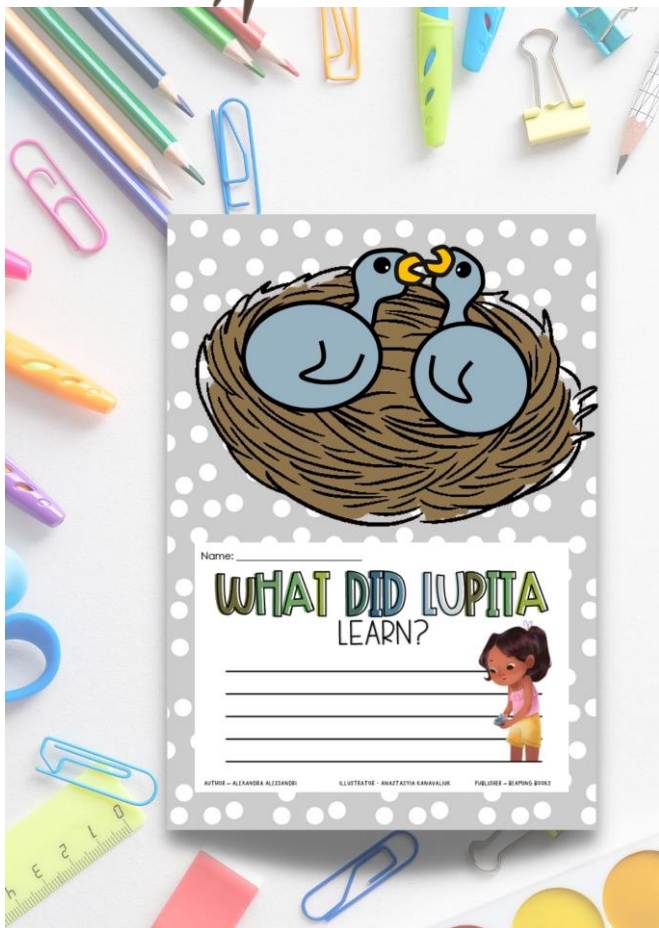
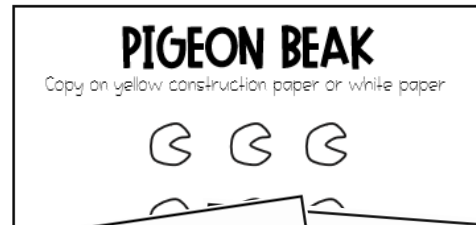
1. Copy the PIGEONS TEMPLATES on coordinating colored construction paper or white paper for students to color.
2. Distribute the materials with each student getting one of each template.
3. First, students will cut around the outline of each pigeon, pigeon beak, and nest template.
4. Then, students will write about the lesson that Lupita learned on the differentiated writing lines.
5. Finally, students will assemble the pigeon bodies, beaks, and nests and adhere together according to the final picture of the craft.
6. Display the pigeon crafts in a cute place in your classroom.

RESOURCES DESIGNED BY: the subway side



# ART ACTIVITY

## PIGEON CRAFT

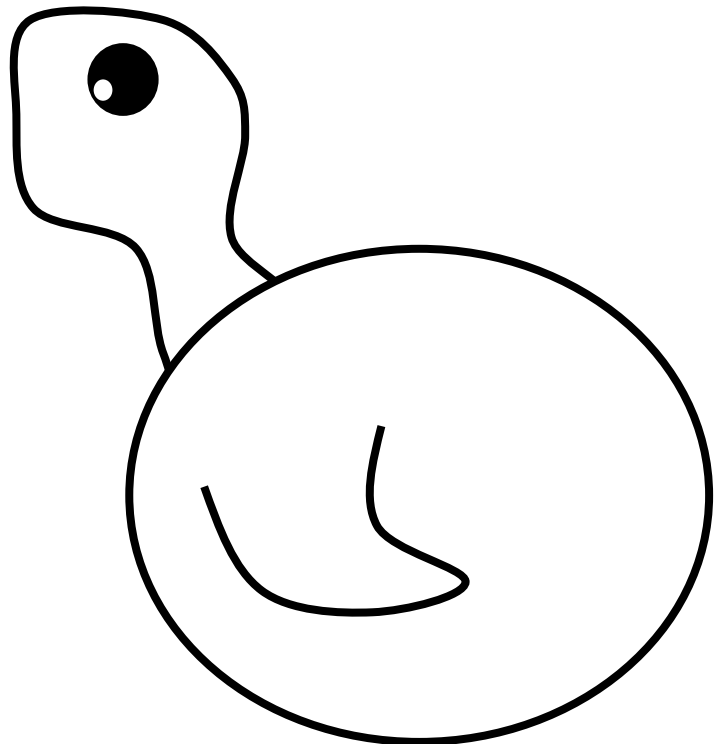
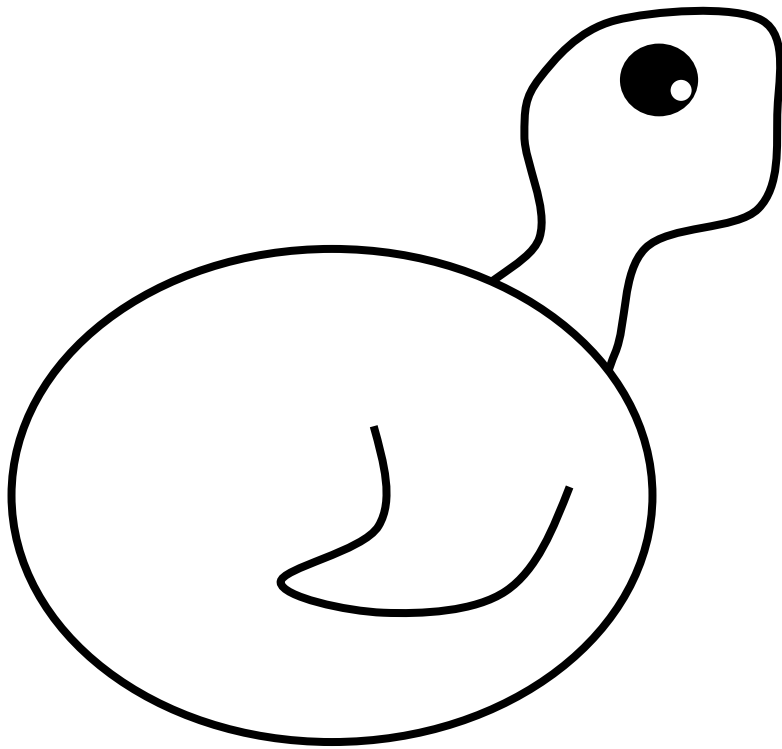


Copy pigeon templates on coordinating colored construction paper or white paper for students to decorate.

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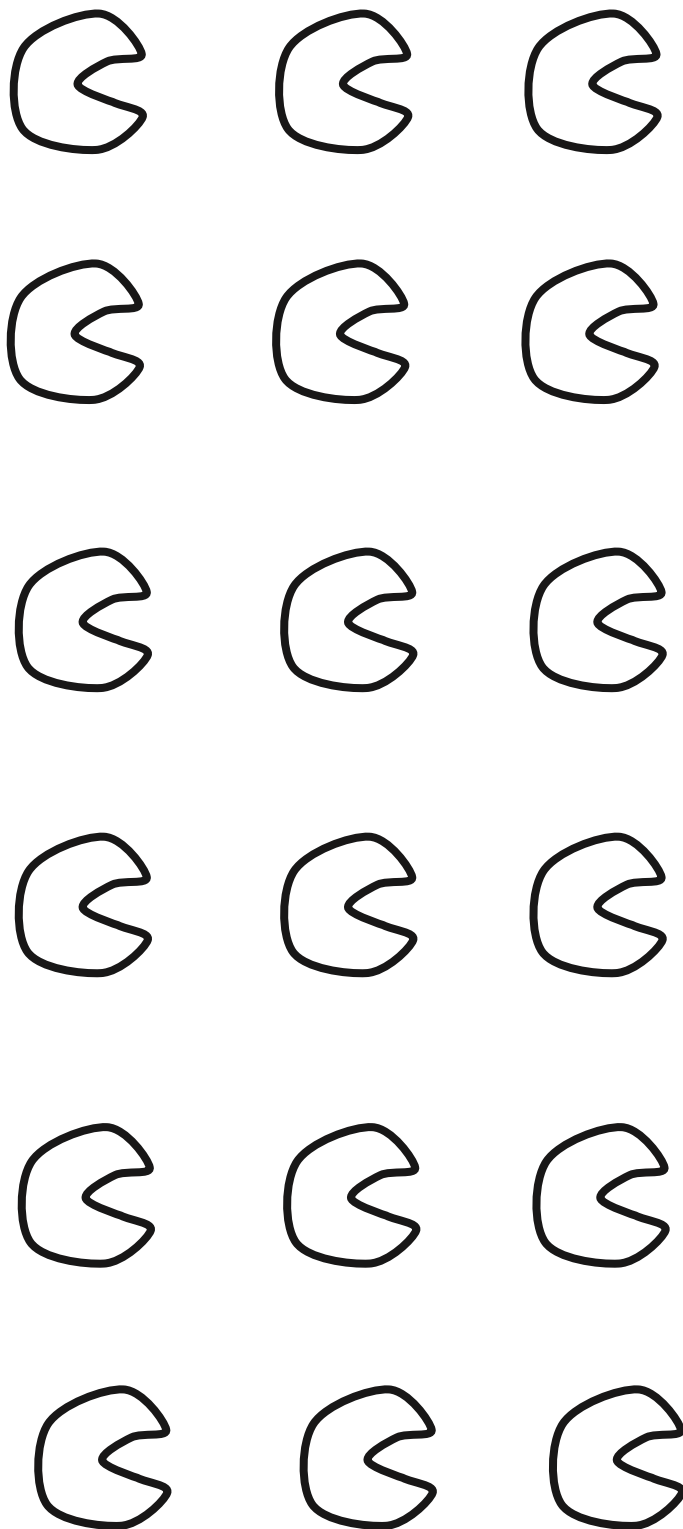
# PIGEON BODY

Copy on light blue construction paper or white paper



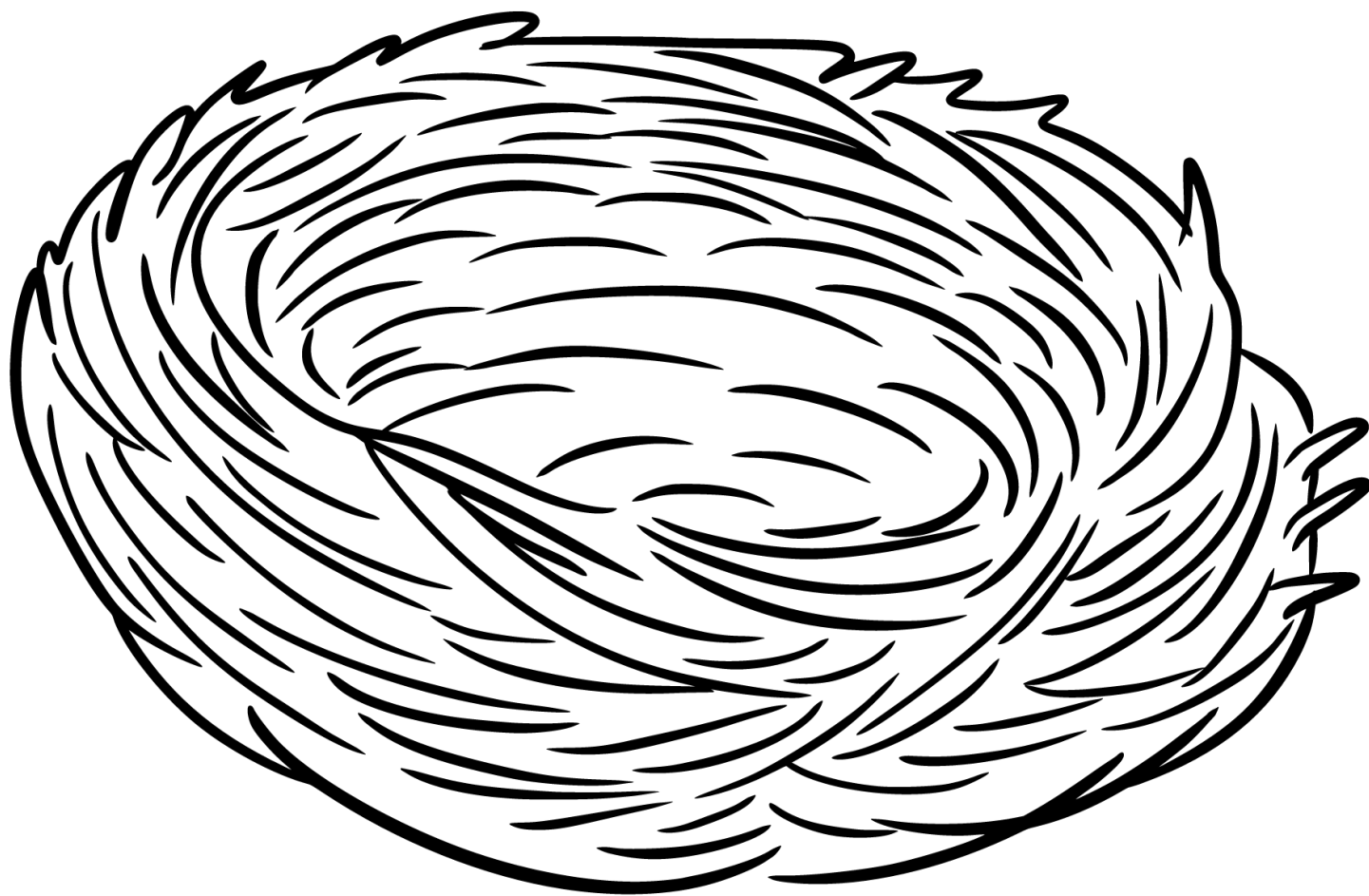
# PIGEON BEAK

Copy on yellow construction paper or white paper



# PIGEON NEST

Copy on brown construction paper or white paper



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Name: \_\_\_\_\_

# WHAT DID LUPITA LEARN?



Name: \_\_\_\_\_

# WHAT DID LUPITA LEARN?



Name: \_\_\_\_\_

# WHAT DID LUPITA LEARN?

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Name: \_\_\_\_\_

# WHAT DID LUPITA LEARN?

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Name: \_\_\_\_\_

# WHAT DID LUPITA LEARN?



Name: \_\_\_\_\_

# WHAT DID LUPITA LEARN?



Name: \_\_\_\_\_

# WHAT DID LUPITA LEARN?



Name: \_\_\_\_\_

# WHAT DID LUPITA LEARN?





# CREDITS PAGE

## The author – Alexandra Alessandri

Alexandra Alessandri is the author of several books for children, including *Feliz New Year*, *Ava Gabriela!*, *Isabel and Her Colores Go to School*, and *The Enchanted Life of Valentina Mejía*. Her books have received numerous distinctions, including the Florida Book Award, International Latino Book Award, Américas Award Commendable Title, and the ILA 2022 Children's and Young Adults' Book Award in Primary Fiction. The daughter of Colombian immigrants, Alexandra is also an educator and a poet. She lives in Florida with her husband and son.



Photos by [Michelle @ Michelle Nicole Photography](#)

## CONNECT WITH ALEXANDRA



## The illustrator – Anastasiya Kanavaliuk

Raised in a Belarusian city full of trees and water, Ana has been inspired by nature since childhood. As a little girl, she loved creating handmade things, reading outside, and redrawing characters and scenes from her favorite W.I.T.C.H. comics. With her parents' support, Ana's hobby became her career, and now she creates her own characters and illustrates their adventures. Her educational journey was long yet exciting, and it still goes on. After years of art classes at school and two years of Art Design at the university, Ana decided to study Graphic Design in Poland, where she currently lives. She's working hard to receive her MA in Graphic Design in 2024. When not busy drawing, Ana loves traveling, spending time with her family and friends, and learning Korean.







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