



Thinksheet

Rising 1st Grade

¡Tamales! ¡Tamales! ¡Tamales! By Nina Flores

Before Reading: Ask your student what they notice on the front cover of the book and what they predict the book may be about. **Read the title and discuss tamales.** If needed, make associations to similar foods or meals that your family enjoys. Guide your student to **take a “picture walk” and make discoveries in the bi-lingual text.**

During Reading: As you read together, pause and build understanding by asking your student questions:

- Do you like tamales? Or would you like to try them?
- What do you notice about Sofia’s neighborhood? How is it like your neighborhood? How is it different?

After Reading: Ask questions to help make connections to your student’s life, other books, and the world.

Reading Response: In this story, Sofia and her Abuela make her favorite meal, tamales. Think about your favorite meal. What does it smell like? What do you eat? Which family members do you enjoy it with? Draw a picture and describe it:

A large, empty rectangular box with a black border, intended for a student to draw a picture of their favorite meal.

My favorite meal is: _____

_____.

I enjoy it with: _____

_____.



These resources were prepared by GELF’s Educator Advisory Council, a group of 28 Tennessee educators, to encourage engagement with the K-3 Home Library books distributed to students over the summer.

Access more resources at BookersBookClub.org/Activities





Thinksheet

Rising 1st Grade

¡Tamales! ¡Tamales! ¡Tamales! By Nina Flores

Be a Word Detective: Find the information in the story to complete the sequence of steps that Sofia and her grandma took to make the tamales together. Re-read the text on pp.10-18, using the key details to fill in the blanks.

“**First**, they chose corn flour to make the _____. **Then** they carefully picked ancho chiles and bay leaves, some _____ and seasonings for the filling, and _____ to wrap the tamales. The next morning, Sofia and her grandma rose early. And all that day they worked. They _____ and kneaded. They toasted the chiles and _____ the chicken. They spread the masa over the corn _____: not too little, not too much. They spooned in just the right amount of filling: not too _____, not too _____. **Then**, with skillful fingers, they rolled the husks _____, tucking in one _____. **After** the last _____ was tucked, they set them upright in a pot to _____. Soon the smell of tamales filled the _____.”

Extension at Home: Be a Helper: Have your student help prepare a special family meal.

Make lists of ingredients, shop together, and go through all of the sequence of steps that it takes to make each part of the meal, using sequence words like first, next, then, and last.



These resources were prepared by GELF's Educator Advisory Council, a group of 28 Tennessee educators, to encourage engagement with the K-3 Home Library books distributed to students over the summer.

Access more resources at BookersBookClub.org/Activities

