



# #10027 I LOVE SATURDAYS Y DOMINGOS

DISNEY EDUCATIONAL PRODUCTIONS, 2002  
Grade Level: 3-6  
18 mins.

## DESCRIPTION

Shelley, hostess of the Beyond the Page Cafe, reads Alma Flor Ada's book *I Love Saturdays y domingos*, a story of a little girl with English- and Spanish-speaking grandparents. The girl learns about different traditions and customs. She loves both sets of grandparents, even though they are from different cultures. Includes a segment about grandparents and an online chat with the author and illustrator.

## ACADEMIC STANDARDS

### Subject Area: Language Arts–Reading

- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
  - ♦ Benchmark: Uses reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books) (See INSTRUCTIONAL GOALS 1 and 2.)
- Standard: Uses the general skills and strategies of the reading process
  - ♦ Benchmark: Uses personal criteria to select reading material (e.g., personal interest, knowledge of authors and genres, text difficulty, recommendations of others) (See INSTRUCTIONAL GOALS 2 and 3.)
  - ♦ Benchmark: Understands the author's purpose (e.g., to persuade, to inform) (See INSTRUCTIONAL GOALS 1 and 3.)

### Subject Area: Language Arts–Viewing

- Standard: Uses viewing skills and strategies to understand and interpret visual media
  - ♦ Benchmark: Understands different messages conveyed through visual media (e.g., main ideas and supporting details; facts and opinions; main characters, setting, and sequence of events in visual narratives) (See INSTRUCTIONAL GOALS 1.)

### Subject Area: Language Arts–Listening and Speaking

- Standard: Uses listening and speaking strategies for different purposes

## C a p t i o n e d M e d i a P r o g r a m

- ◆ Benchmark: Understands that language reflects different regions and cultures (e.g., sayings; expressions; usage; oral traditions and customs; historical, geographical, and societal influences on language) (See INSTRUCTIONAL GOALS 5.)

### Subject Area: Health

- Standard: Understands the relationship of family health to individual health
  - ◆ Benchmark: Knows the roles of parents and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs taught, behaviors and values modeled) (See INSTRUCTIONAL GOALS 4.)

### INSTRUCTIONAL GOALS

1. To show the book *I Love Saturdays y domingos* by Alma Flor Ada and produce a thorough understanding of the story.
2. To promote the reading of children's literature, especially books by this author, illustrator, or about this subject matter.
3. To introduce the author of the book, find out where she got the idea for the book, and hear her suggestions for kids about writing.
4. To illustrate the value of grandparents.
5. To introduce some Spanish words and phrases and their meanings.

### BACKGROUND INFORMATION

The text of the book has many Spanish words and phrases throughout. Most meanings can be figured out from the context, but few are actually defined anywhere. Note that the book has the English translation for the Spanish birthday song, "Las mananitas," on the last page. This is not included on the video tape.

### VOCABULARY

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|-----------------|--------------------|
| 1. abuelita     | 9. Native American |
| 2. abuelito     | 10. pier           |
| 3. aquarium     | 11. piñata         |
| 4. circus       | 12. proud          |
| 5. collection   | 13. Saturday       |
| 6. grandma      | 14. Spanish        |
| 7. grandpa      | 15. Sunday         |
| 8. los domingos | 16. visit          |

### BEFORE SHOWING

1. Locate Spanish-speaking countries on a world map or globe.
  - a. Explain that there are many Spanish-speaking people and communities in the United States.
  - b. Share personal experiences with or about Spanish-speaking people.
  - c. Share familiar Spanish words and their meaning. Explain the meanings of *los domingos*, *abuelito*, and *abuelita*.

## C a p t i o n e d M e d i a P r o g r a m

2. Talk about grandparents. Share favorite stories about doing things with grandparents. Discuss the kinds of things some grandparents like to do for hobbies.

### **DURING SHOWING**

1. View the video more than once, with one showing uninterrupted.
2. Consider pausing after the reading of the book to review the story elements.

### **AFTER SHOWING**

#### **Discussion Items and Questions**

1. Why does the girl in the book call Saturday and Sunday her special days? Who does she stay with on each day?
2. Compare the breakfasts the girl has on Saturday and Sunday. Guess some of the other foods she eats with each set of grandparents.
3. How do her grandmother and her abuelita both show an interest in birds?
4. Describe how both sets of grandparents dealt with the circus. Which do you think was more fun? Do you think the grandparents planned the two activities together? Why or why not?
5. How do the two grandpas show their interest in fish?
6. Why do the two grandpas surprise the girl with balloons and a kite?
7. Think of what the girl in the story likes to do with each set of grandparents. How are the activities similar? How are they different?
8. What does each grandparent like to tell stories about? How are their stories similar and different? What is each person proud of?
9. What were the girl's birthday gifts? How does this show that the grandparents planned the surprise together?
10. Why does the girl have a piñata at her birthday party?
11. What two songs do people sing to her on her birthday?
12. Why is the girl lucky to have Spanish-speaking and English-speaking grandparents?
13. Discuss the author's comments about the benefits of knowing two languages. Do you agree with what she said? Why or why not?
14. Why does the author write stories? What advice did she have for the children?

#### **Applications and Activities**

1. Read the book *I Love Saturdays y domingos*. Discuss how it is possible to figure out the meaning of the Spanish words through context and pictures.
2. Discuss and define the Spanish words and phrases used throughout the story.
  - a. Share other familiar words and phrases in Spanish or other languages.
  - b. Make a classroom Spanish/English dictionary using words from the story and/or other familiar Spanish words.
  - c. Write definitions and draw illustrations.
3. Compare and contrast the girl's grandparents. Use a Venn diagram or other visual graphic organizer.

## C a p t i o n e d M e d i a P r o g r a m

4. Interview grandparents or an older family member about his or her favorite activities or childhood stories. Share the information gathered from the interviews.
5. Review the conversation with the author.
  - a. Generate more questions to ask the author.
  - b. Mail the questions to: Alma Flor Ada, c/o Atheneum Books for Young Readers, Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020-1513.
6. Make or buy a piñata. Fill it with a variety of items including candy. Have a party, and break the piñata in the traditional way.
7. Invite a bilingual Spanish American to present to the class about the benefits of being bilingual and about the Hispanic culture.
8. Visit a retirement home. Spend time getting to know some of the residents and the kinds of things they like to do. Write stories about the experience.
9. Read other books by Alma Flor Ada:
  - a. *Gathering the Sun: An Alphabet In Spanish And English.*
  - b. *Pio Peep!: Traditional Spanish Nursery Rhymes.*
  - c. *Yours Truly, Goldilocks.*
  - d. *Dear Peter Rabbit.*
  - e. *My Name Is Mar'a Isabel.*
  - f. *The Gold Coin.*
  - g. *Mediopollito Half-Chicken: A Folktale in Spanish and English.*

### SUMMARY

1. Synopsis of the video: At the Beyond the Page Café, "today's special" is *I Love Saturdays y domingos*, written by Alma Flor Ada and illustrated by Elivia Savadier. Host Shelley reads the story aloud to the Café's visitors, and we view an animation of Savadier's exuberant, caring watercolor illustrations. After the reading, kids watch a video about some creative grandparents. Then the children have an online chat with Alma Flor Ada, who talks about where she got the idea for the book and why she writes.
2. Synopsis of the book: The little girl in the story is lucky. She spends Saturdays with her English-speaking grandma and grandpa and Sundays—los domingos—with Abuelito y Abuelita, who are Mexican-American. She plays with their pets, visits the circus and the pier, and hears stories about her grandparents' childhoods. On her birthday, they surprise her with special gifts: a doll from Grandma and Grandpa, a dollhouse from Abuelito, and a dress that matches her doll's dress from Abuelita. Although her grandparents are different in many ways, they share a great love for their granddaughter.

### CMP RELATED RESOURCES

- [That's a Family! #9730](#)
- [Under the Lemon Moon #10037](#)
- [We're a Family #3315](#)



## World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

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- **ALMA FLOR ADA**

<http://www.almaflorida.com>

Visit the author’s Web site to read more about her, see a list of her books, and even print coloring pages.

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- **NATIONAL GRANDPARENTS DAY**

<http://www.grandparents-day.com>

Find out more about this special holiday to honor grandparents in September.

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- **WALK IN MY SHOES**

<http://www.urbanext.uiuc.edu/wims/wimsproject.html>

Walk in My Shoes is a 4-H activity project that reaches across generations and teaches young people about growing older and the physical changes that occur with age. The activities provided online enable youth to distinguish between the realities of aging and the stereotypes or myths that exist about older adults.

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- **LITTLE EXPLORERS ENGLISH-SPANISH PICTURE DICTIONARY**

<http://www.enchantedlearning.com/Spanish>

This online children’s dictionary has over 1,402 illustrated entries. Look up an English word and find the matching Spanish word. Also on this site is a link the Enchanted Learning’s Spanish Theme page with loads of activities and lesson ideas.

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- **WKCD–HAT KIDS CAN DO–IN THEIR OWN WORDS: WHO AM I?**

<http://www.whatkidscando.org/intheirownwords/whoamIintro.html>

Poems, essays, and interview excerpts that document the lives of racial or language minority teens.