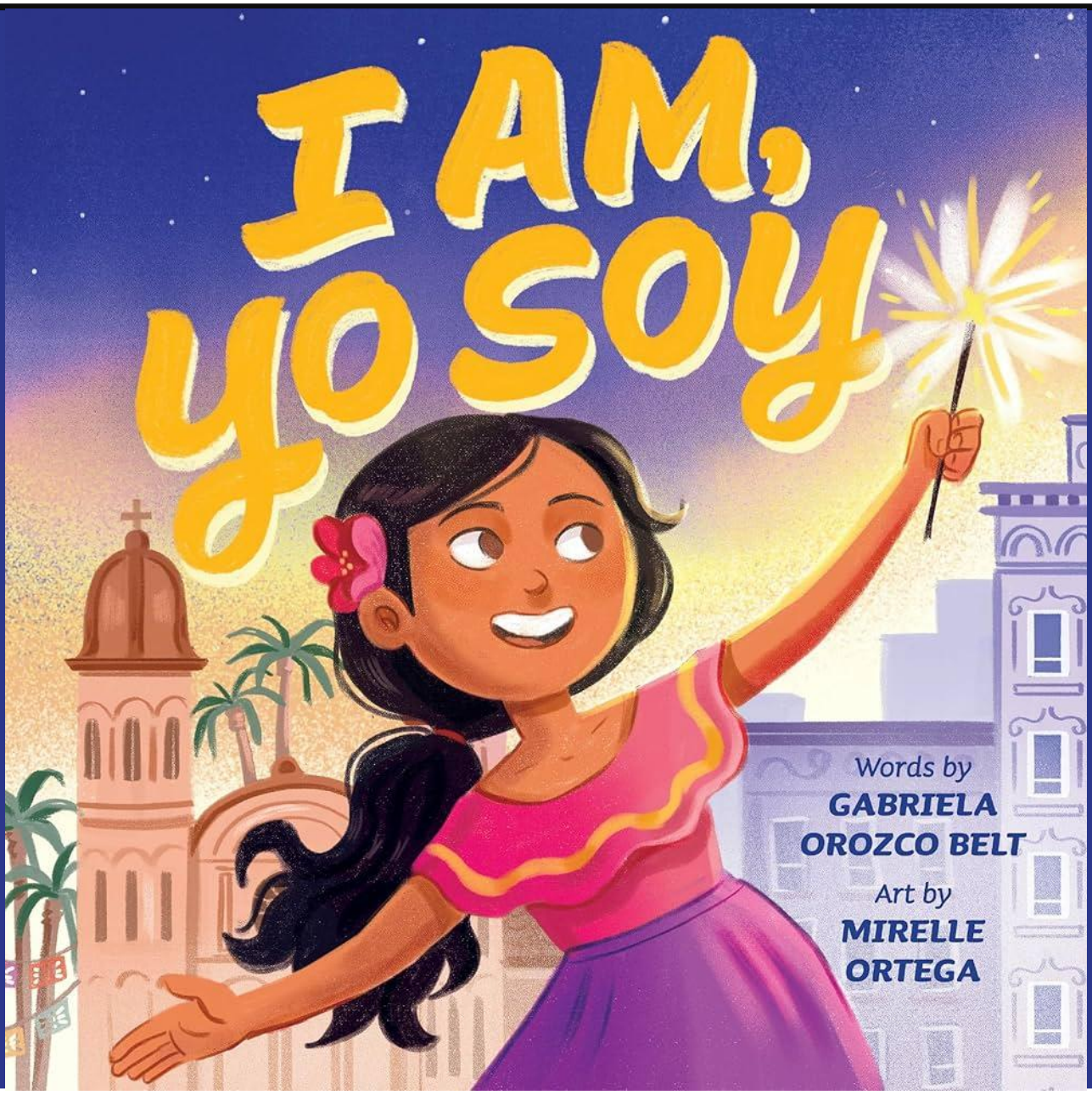


teaching guide

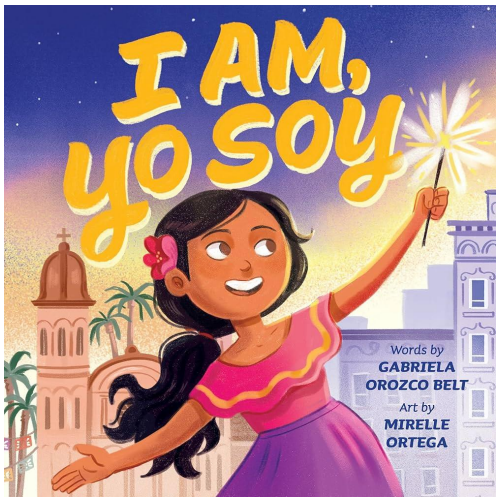
ACTIVITIES

RESOURCES DESIGNED BY: the sunny side

AUTHOR- GABY BELT ILLUSTRATOR- MIRELLE ORTEGA PUBLISHER- HARPER COLLINS

I AM, YO SOY

teaching guide



ABOUT THE BOOK

With lyrical text in English and Spanish, this vibrant picture book is a celebration of Hispanic American identity—showcasing the beauty of being part of two cultures. Author Gabriela Orozco Belt and Pura Belpré Award Honor Book illustrator Mirelle Ortega honor all the big and small ways that embracing both heritages are the key to being exactly who you're meant to be.

ABOUT THE AUTHOR

GABY BELT

Gabriela Orozco Belt is a Costa Rican American writer who knows about family, change, and love. She has a large, loving family, and while she moved often as a child, she now calls the Mojave Desert home. Gabriela is a school librarian and Only for a Little While is her debut picture book. You can visit Gabriela at gabrielabelt.com.

PRE-READING ACTIVITIES

Before reading *I am, Yo Soy* 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 record what students already know about the word HERITAGE.

RESOURCES DESIGNED BY: the sunny side

AUTHOR- GABY BELT ILLUSTRATOR- MIRELLE ORTEGA PUBLISHER- HARPER COLLINS

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RESOURCES DESIGNED BY: the sunny side

EDUCATIONAL ACTIVITIES

Featuring a celebration of Hispanic-American identity, **I AM, YO SOY** teaches us the beauty of being part of two cultures.. 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

kindness puzzle

Target Grade Range: K – 5th Grade

Showing kindness in times of need never goes out of style. In this social-emotional activity, students explore different ways to show kindness, especially to those who may look or sound different. This reflective exercise allows students the chance to use both speaking and listening skills to share with their classmates and friends.

SOCIAL / EMOTIONAL

heart map

Target Grade Range: K – 5th Grade

We learn that appreciating parts of our own heritage is so very important! Encourage students to map their heart, showing people, places, and things that make their heart whole. Those that finish early can color and decorate their drawings with their preferred art supply.

WRITING

my heritage + culture

Target Grade Range: 1st – 5th Grade

The author highlights both American and Hispanic-American cultures. Take this a step further by inviting students to write an informational paragraph about their own heritage and culture. This activity includes differentiated graphic organizers and writing paper for a range of students.

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EDUCATIONAL ACTIVITIES

Featuring a celebration of Hispanic-American identity, I AM, YO SOY teaches us the beauty of being part of two cultures.. 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.

VOCABULARY

spanish dictionary

Target Grade Range: 1st – 5th Grade

There are many Spanish words used throughout the story. In fact, the author includes the English and Spanish version of some sentences throughout the story. Revisit the pages of the book and reread the definitions of the Spanish words listed in the dictionary. Discuss and write their meanings and add a picture to each definition. Cover a range of language and reading standards with this fun project!

ENGLISH / LANGUAGE ARTS

heart of the story

Target Grade Range: 2nd – 5th Grade

Students will explore the important message of the story with this activity. They'll use evidence from the text to support their thinking about what they believe the message or lesson is – the heart of the story. Then, they can add a picture inside the heart. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.

ENGLISH / LANGUAGE ARTS

compare + contrast

Target Grade Range: 1st – 5th Grade

I AM, YO SOY is inspired by a tale of two cultures – American & Hispanic. In this reading comprehension activity, students will use a Venn Diagram to consider the similarities and differences between the two heritages pictured in the book.

RESOURCES DESIGNED BY: the sunny side

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EDUCATIONAL ACTIVITIES

Featuring a celebration of Hispanic-American identity, **I AM, YO SOY** teaches us the beauty of being part of two cultures.. 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 STUDIES

heritage sort

Target Grade Range: K – 5th Grade

As mentioned, traditions and ideals from American and Hispanic-American heritages are illustrated throughout the story. Take things a step further by inviting students to sort sentences into two columns: American Culture and Hispanic Culture.

ART

culture jars

Target Grade Range: K – 5th Grade

What better way to celebrate this fun new story than with an art project? Have students reflect on parts of their heritage! A range of jar templates makes this activity more customizable. This art project makes the perfect classroom display and community building activity.

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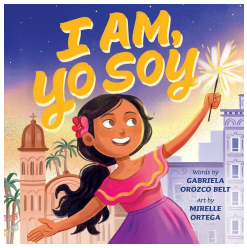
SOCIAL / EMOTIONAL

KINDNESS PUZZLE



Standards:

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

You will need:

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

Step-by-step to do list:

1. Copy the KINDNESS PUZZLE on white copy paper.
2. Discuss with students what it means to show kindness and relate that definition to the events of the story (how we can treat those with a different culture and heritage with kindness).
3. Brainstorm a list of potential examples of kindness and record the list on the white board.
4. Encourage students to draw pictures of themselves showing kindness on each puzzle piece (challenge them to draw a different example for each puzzle piece).
5. After drawing and decorating, students should cut their puzzles apart and swap them with a partner.
6. Partnerships should discuss the acts of kindness after putting together each others' puzzles.
7. For younger students (1st grade and younger) you may want to complete this activity by having students draw pictures rather than write.

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Name: _____

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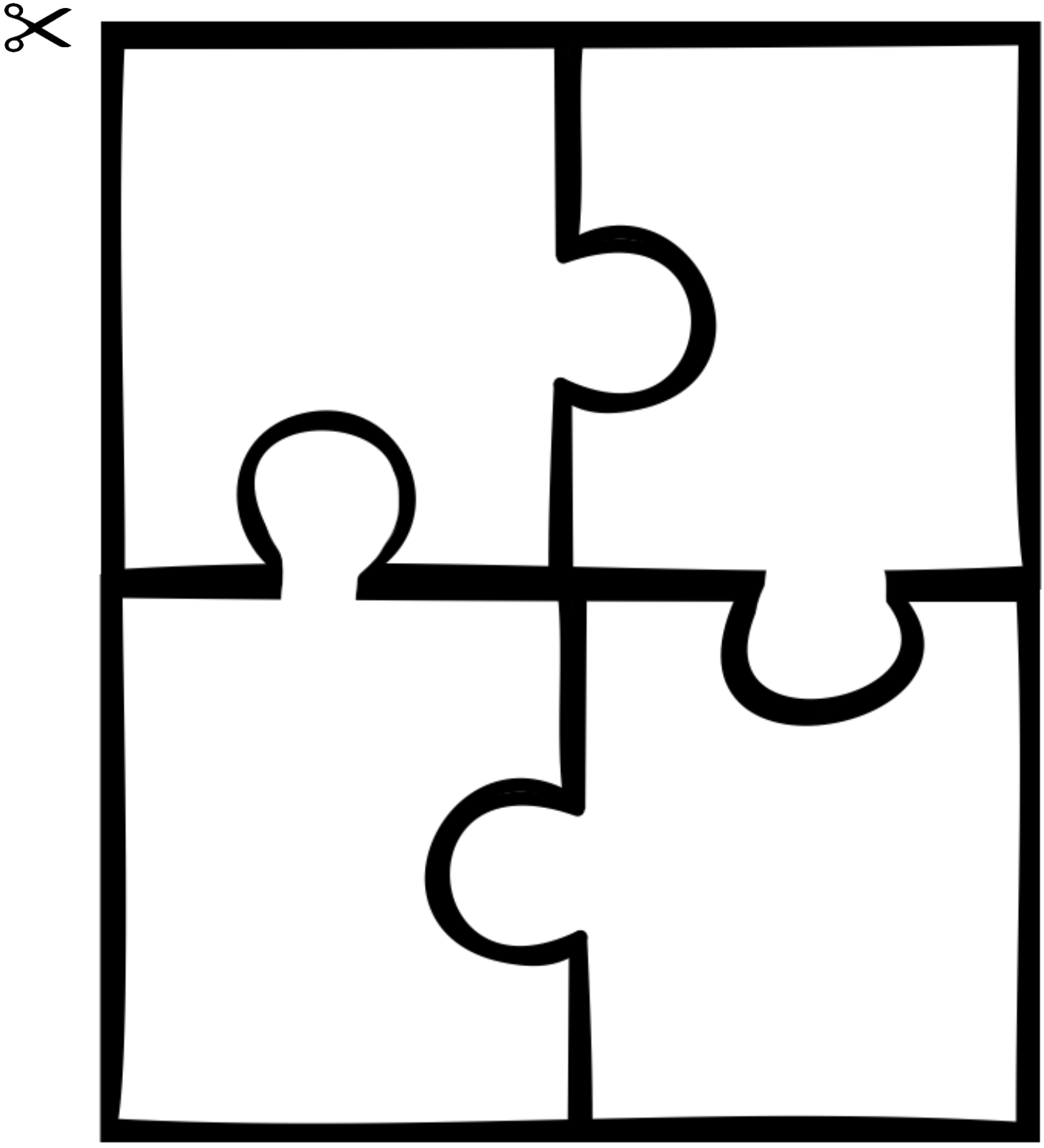
KINDNESS PUZZLE

Show KINDNESS towards others that are different from you! Draw pictures in the puzzle pieces of you showing different acts of kindness. Then, cut out & share with a friend.



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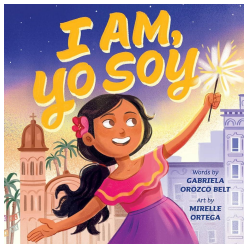
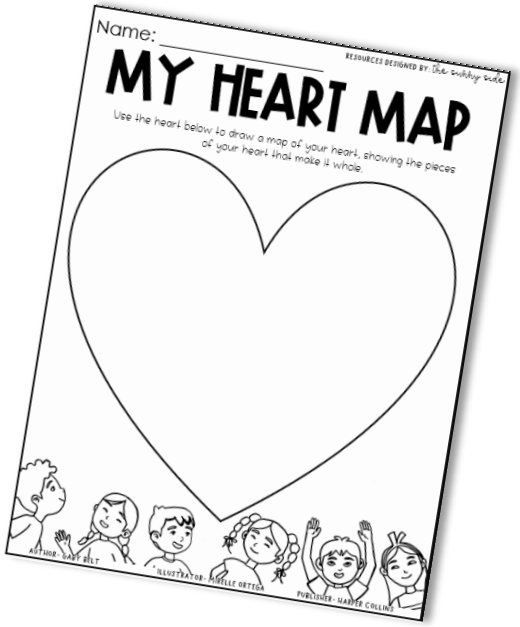
SOCIAL / EMOTIONAL
HEART MAP



Standards:

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


Name: _____

RESOURCES DESIGNED BY: the sunny side

MY HEART MAP

Use the heart below to draw a map of your heart, showing the pieces of your heart that make it whole.

AUTHOR- GABY BELT
ILLUSTRATOR- MIRELLE ORTEGA
PUBLISHER- HARPER COLLINS

You will need:

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

Step-by-step to do list:

1. Copy the **HEART MAP** pages on white copy paper.
2. Discuss the qualities of a good friend (i.e., loyal, honest, trustworthy, helpful, caring, good listener, etc.)
3. Reflect on the events of the story and the special events or people the story discussed from each heritage.
4. Distribute the worksheet and allow students to create a map of their heart, drawing the important parts that make their heart whole.
5. If time allows, encourage students to decorate and color their heart map.
6. Students will then share their maps with a partner, small group, or the entire class.
7. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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Name: _____

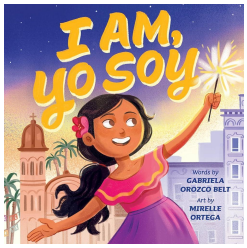
MY HEART MAP

Use the heart below to draw a map of your heart, showing the pieces of your heart that make it whole.

AUTHOR- GABY BELT ILLUSTRATOR- MIRELLE ORTEGA PUBLISHER- HARPER COLLINS

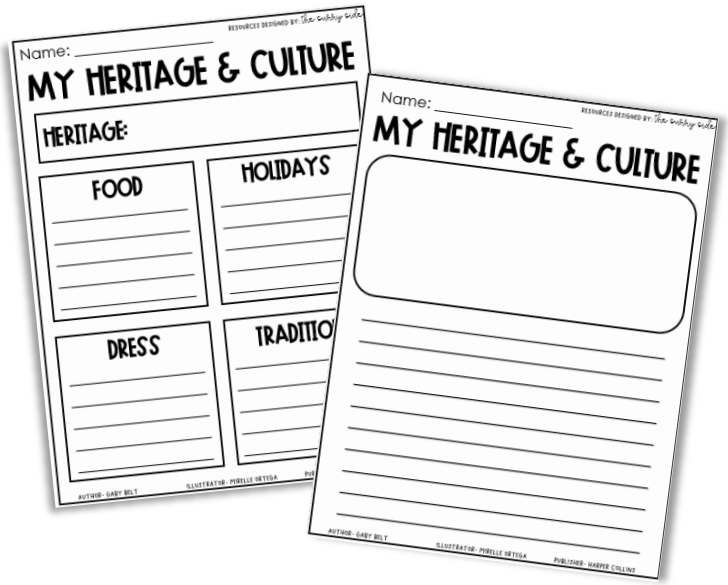
WRITING

MY HERITAGE & CULTURE



Standards:

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



You will need:

- White copy paper
- Pencils

Step-by-step to do list:

1. Decide which differentiated lined paper works best for your students and copy the **MY HERITAGE AND CULTURE** graphic organizers and lined pages on white copy paper.
2. Encourage students to reflect on their own heritage and culture.
3. Using the graphic organizer, students should write about the food, holidays, outfits, and traditions from their culture.
4. Then, using their ideas, they should write an informational paragraph about their heritage and culture using complete sentences, and an introduction and conclusion sentence.
5. Finally, students can use blank white paper to draw their friend a picture.
6. For younger students (1st grade and younger) you may want to complete this as a whole group.

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Name: _____

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MY HERITAGE & CULTURE

HERITAGE:

FOOD

_____

_____

_____

_____

_____

HOLIDAYS

_____

_____

_____

_____

_____

DRESS

_____

_____

_____

_____

_____

TRADITIONS

_____

_____

_____

_____

_____

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MY HERITAGE & CULTURE

HERITAGE:

FOOD

HOLIDAYS

DRESS

TRADITIONS

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Name: _____

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MY HERITAGE & CULTURE

HERITAGE:

FOOD

HOLIDAYS

DRESS

TRADITIONS

AUTHOR- GABY BELT ILLUSTRATOR- MIRELLE ORTEGA PUBLISHER- HARPER COLLINS

Name: _____

MY HERITAGE & CULTURE

Name: _____

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MY HERITAGE & CULTURE

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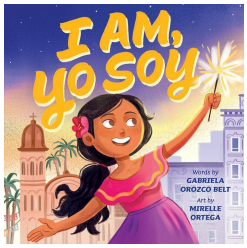
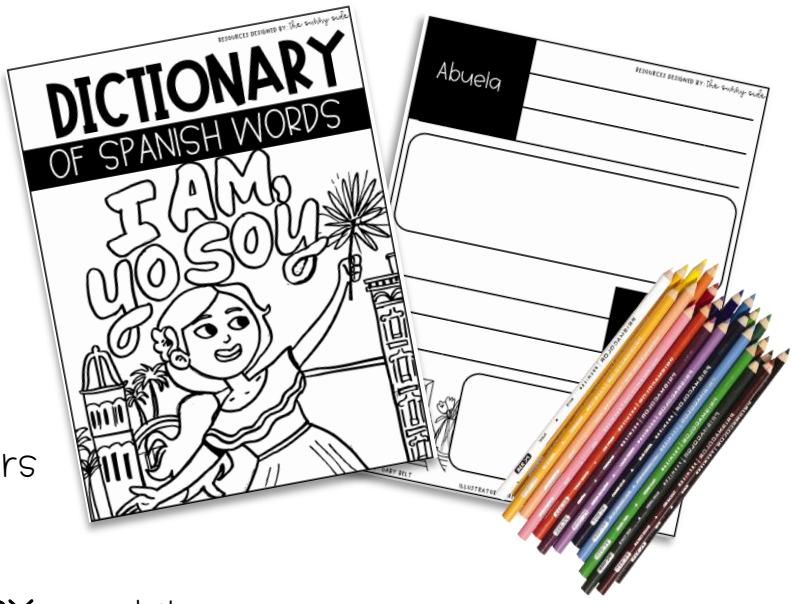
VOCABULARY

SPANISH DICTIONARY



Standards:

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
- Crayons / colored pencils / markers

Step-by-step to-do list:

1. Copy the **SPANISH WORD DICTIONARY** on white copy paper.
2. Discuss the meaning of each Spanish word/phrase and record the definition on the white-board for students to copy in their dictionaries.
    - Abuela – Grandma
    - Corazón – Heart
    - Día de la Independencia – Independence Day
    - Día de los Muertos – Day of the Dead
    - Deliciosos – Delicious
    - Elote – Corn
    - Fútbol – Soccer
    - Herencia – Heritage
    - Nochebuena – Christmas Eve
    - Yo Soy – I'm Me
3. In the blank space on each sheet, students will draw a picture to go along with their word description.
4. For younger students, (1st grade and younger) you may want to complete this activity as a whole group or encourage students to draw rather than write.

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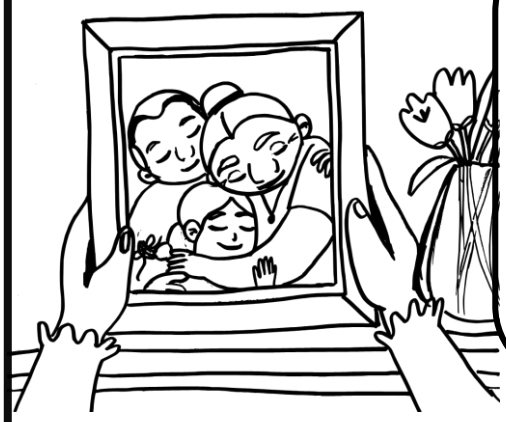
DICTIONARY

OF SPANISH WORDS

Abuela

Corazón



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Día de la Independencia

Día de los Muertos

AUTHOR- GABY BELT ILLUSTRATOR- MIRELLE ORTEGA PUBLISHER- HARPER COLLINS

Deliciosos

Elote

AUTHOR- GABY BELT ILLUSTRATOR- MIRELLE ORTEGA PUBLISHER- HARPER COLLINS

Fútbol

Herencia

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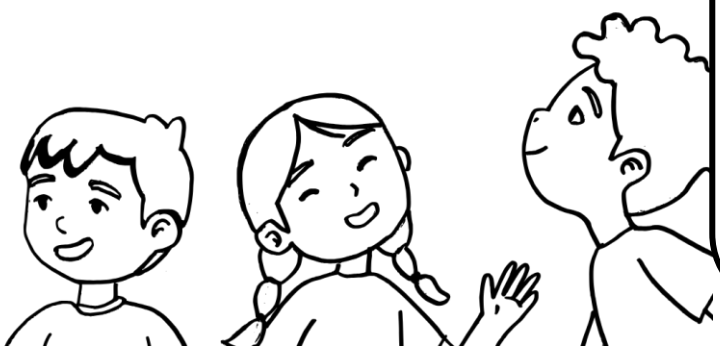
Nochebuena

Soy Yo



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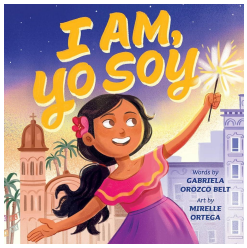
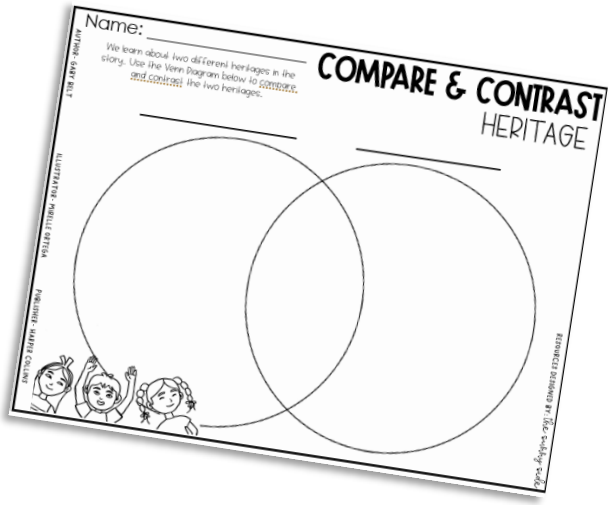
ENGLISH / LANGUAGE ARTS



COMPARE & CONTAST

Standards:

CCSS.ELA-LITERACY.RL.1.9
CCSS.ELA-LITERACY.RL.2.9
CCSS.ELA-LITERACY.RL.3.9
CCSS.ELA-LITERACY.RL.4.9
CCSS.ELA-LITERACY.RL.5.9



You will need:

- White copy paper
- Pencils

Step-by-step to do list:

1. Copy the **VENN DIAGRAM** pages on white paper.
2. As a class discuss the two heritages pictured in the story.
3. Brainstorm elements of each culture and how they are similar and different (i.e., American heritage watches football, American-Hispanic heritage watches soccer).
4. Write similarities between each culture in the inner circle, and differences between each culture in the outer circles.
5. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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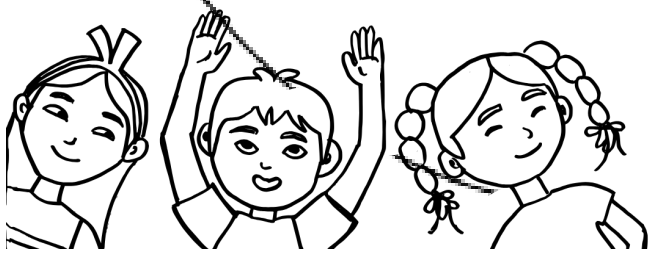
Name: _____

COMPARE & CONTRAST
HERITAGE

We learn about two different heritages in the story.. Use the Venn Diagram below to compare and contrast the two heritages..

_____ _____



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ILLUSTRATOR- MIRELLE ORTEGA

PUBLISHER- HARPER COLLINS

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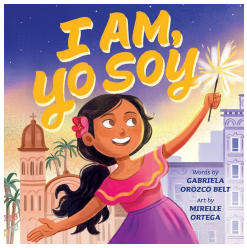
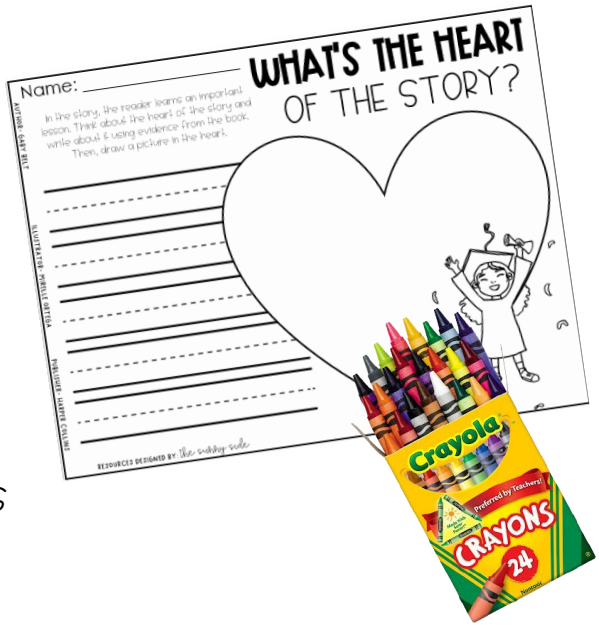
ENGLISH / LANGUAGE ARTS

COMPARE & CONTAST



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
- Crayons / colored pencils / markers

Step-by-step to do list:

1. Decide which **HEART OF THE STORY** graphic organizers work best for your students and copy on white paper.
2. 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.
3. 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 friendship, then the evidence from the story should show how the author hopes to teach you a lesson in the importance of friendship).
4. Write the author's lesson on the lines and draw a picture to show the lesson in the heart.
5. Allow students an opportunity to share with other students in class.
6. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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Name: _____

WHAT'S THE HEART OF THE STORY?

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

AUTHOR- GABY BELT

ILLUSTRATOR- MIRELLE ORTEGA

PUBLISHER- HARPER COLLINS

RESOURCES DESIGNED BY: the sunny side

Name: _____

WHAT'S THE HEART OF THE STORY?

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

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ILLUSTRATOR- MIRELLE ORTEGA

PUBLISHER- HARPER COLLINS

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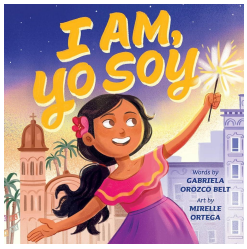
SOCIAL STUDIES

HERITAGE SORT



Standards:

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

You will need:

- White or colored copy paper
- Pencils
- Scissors
- Glue sticks

Step by step to do list:

1. Copy the **HERITAGE SORT** on white copy paper.
2. Using the examples from the story, discuss the two different heritages shown in the story.
3. Students should use what they learned from the story to decide which sentences at the bottom of the page are examples of American and Hispanic culture.
4. Students will cut apart the sentences, read them, and glue them in their appropriate column.
5. Encourage students to share with a partner, small group, or the entire class.
6. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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Name: _____

HERITAGE SORT

. Read each sentence, cut it out and decide whether it's an American or Hispanic tradition. Then, glue it in the correct column.

AMERICAN	HISPANIC

Spanish is the native language.	People watch and cheer on football teams.	People dress up and trick-or-treat for Halloween.	Independence Day is celebrated September 15th.
People decorate and honor their loved ones for Día de los Muertos.	Independence Day is celebrated July 4th.	English is the native language.	People watch and cheer on soccer teams.

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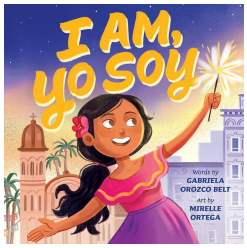
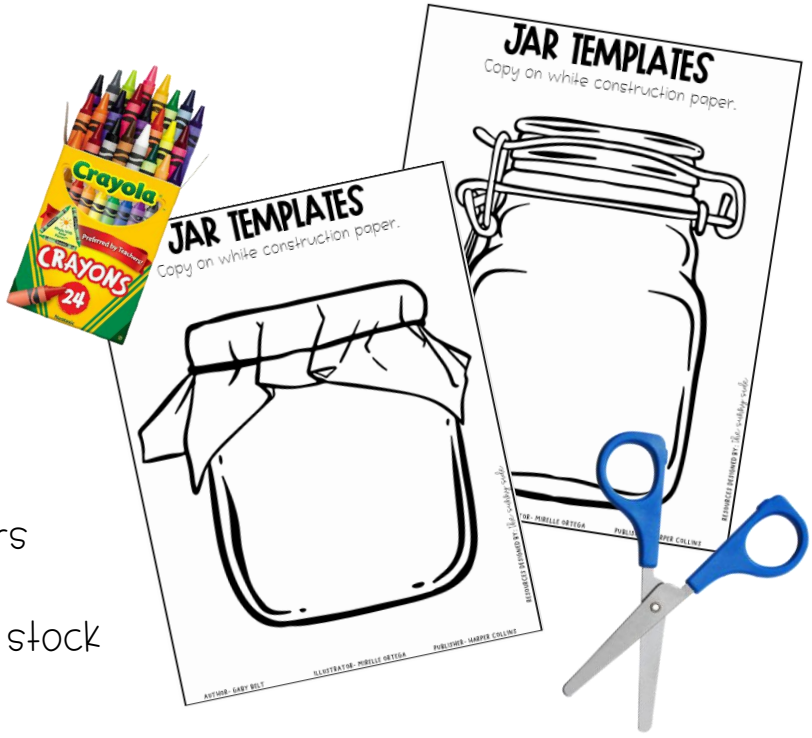
ART
CULTURE JARS



Standards:

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



You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Scissors
- White construction paper or card stock

Step by step to do list:

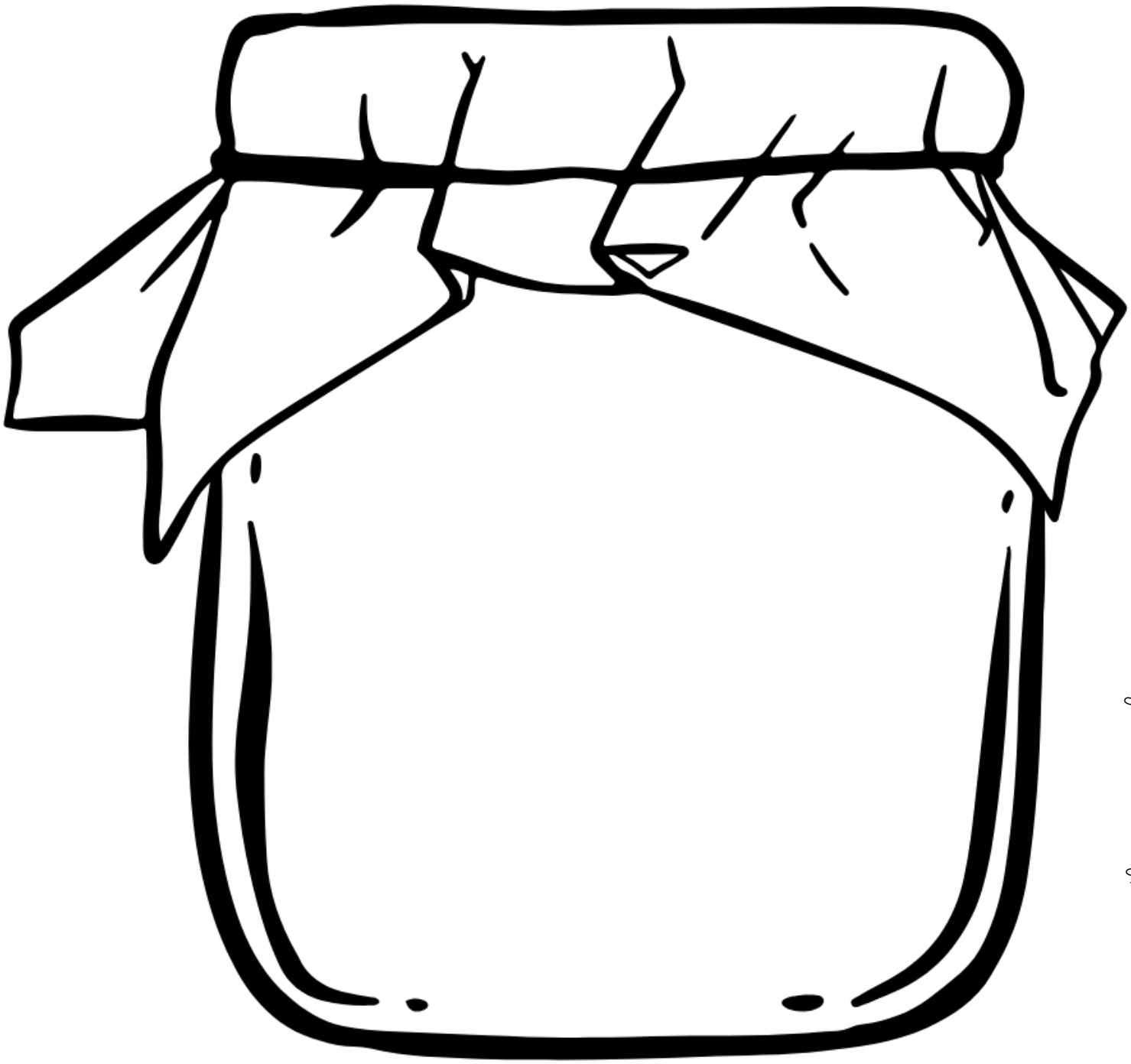
1. Copy assorted **JAR TEMPLATES** on white copy paper or on white card stock for durability.
2. Have students cut out the jar templates and color each jar to show pieces from their culture and heritage.
3. Encourage them to draw their unique hobbies and interests.
4. When students are done drawing and coloring, they should cut their jar out and share with a classmate.
5. Finally, hang the jars somewhere special in the classroom.

RESOURCES DESIGNED BY: the sunny side

AUTHOR- GABY BELT ILLUSTRATOR- MIRELLE ORTEGA PUBLISHER- HARPER COLLINS

JAR TEMPLATES

Copy on white construction paper.



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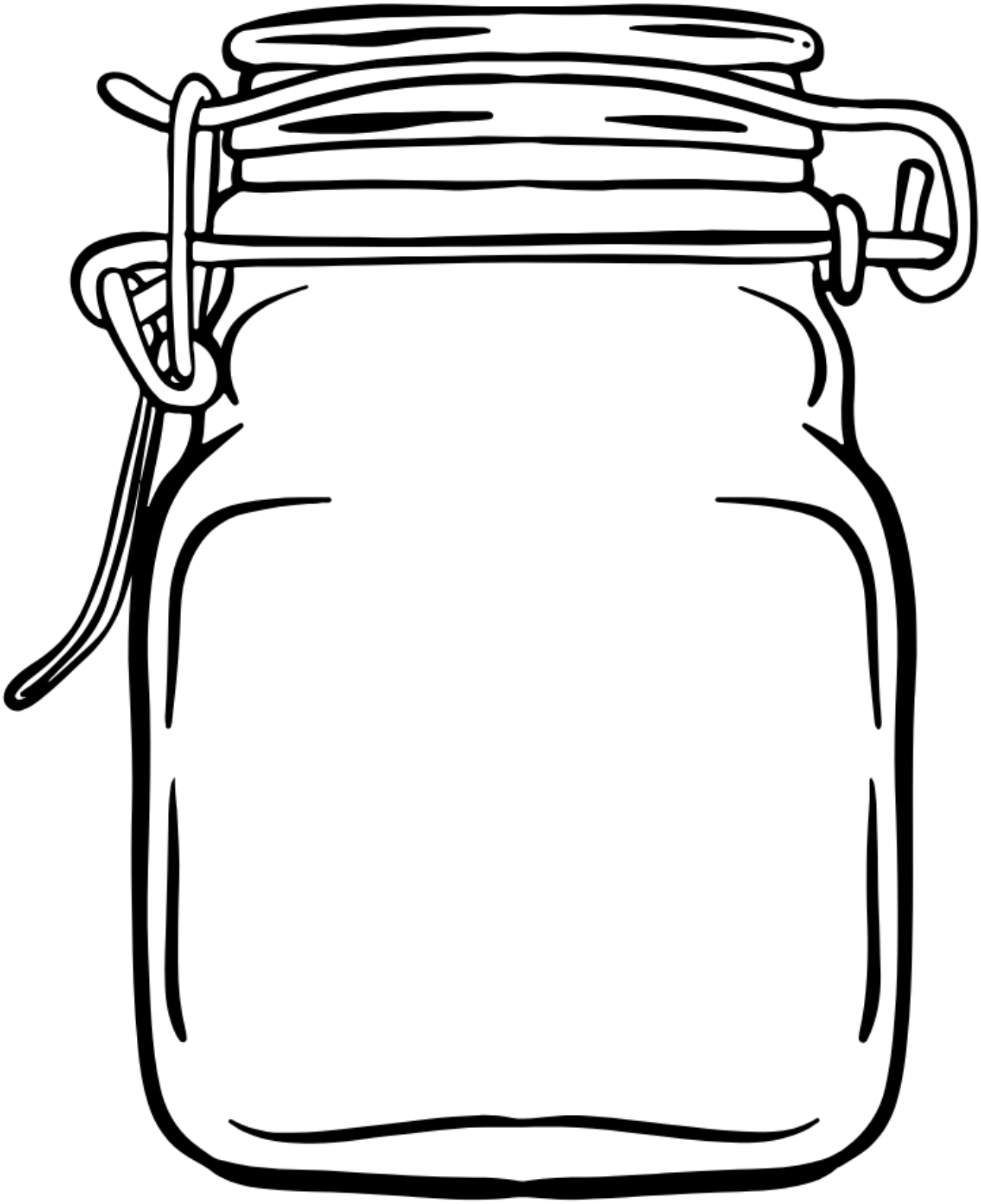

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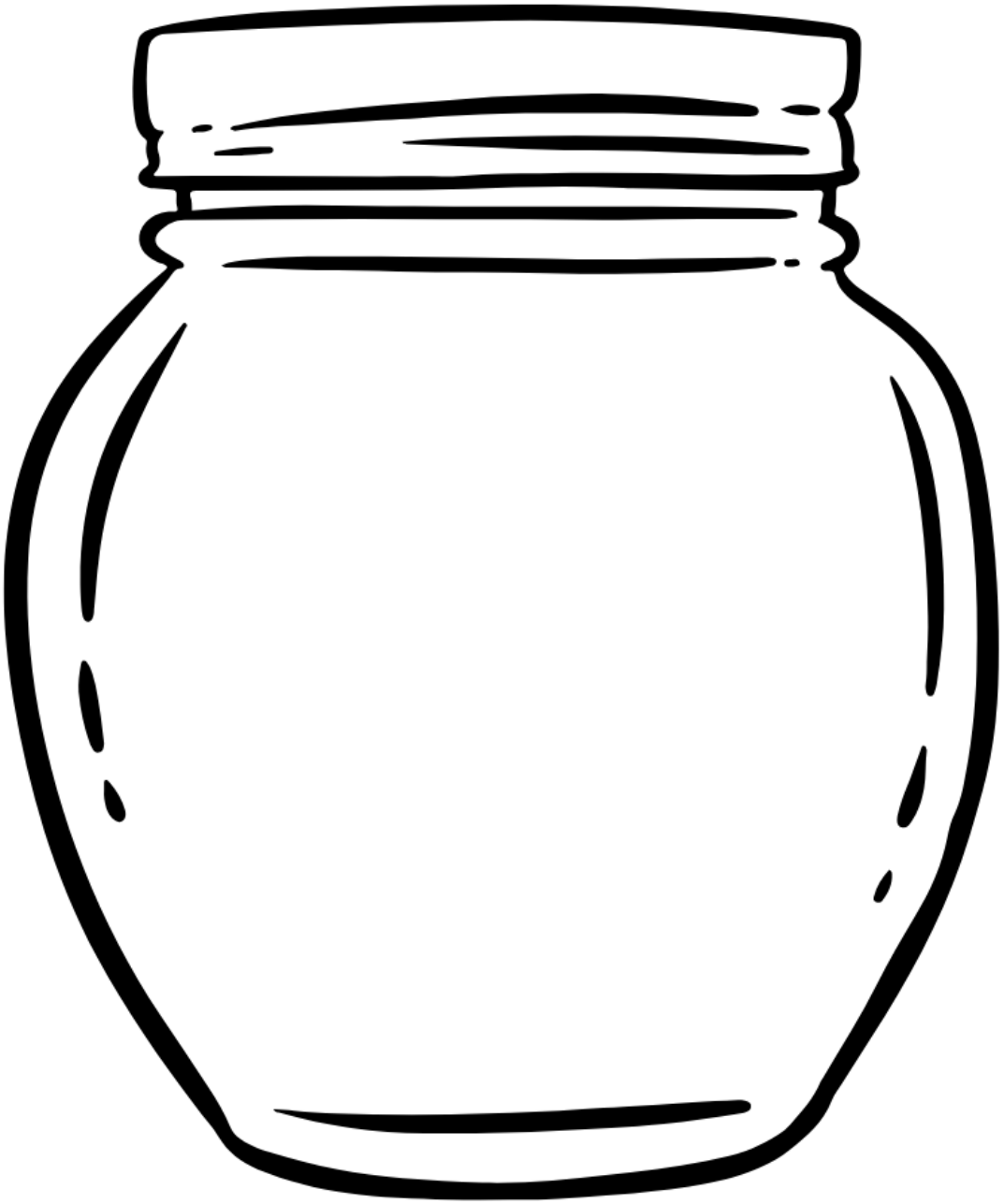

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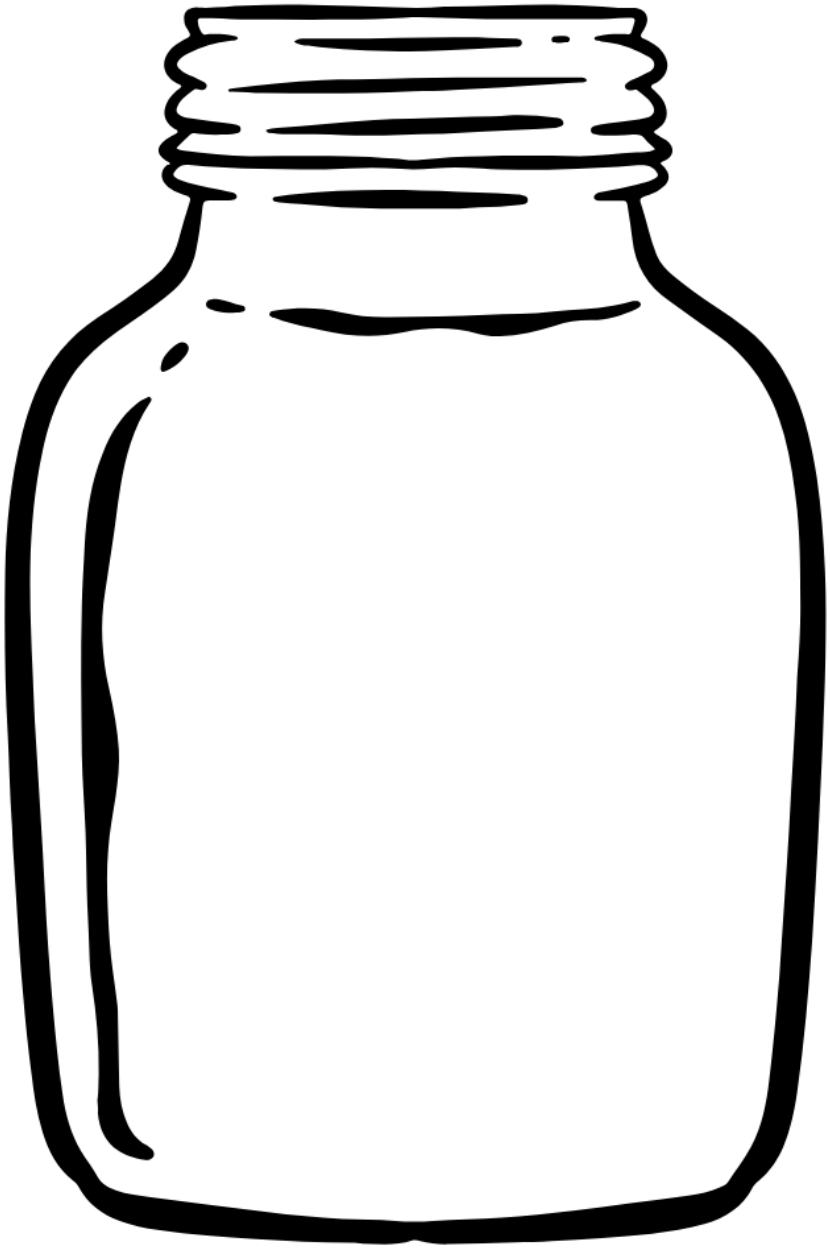

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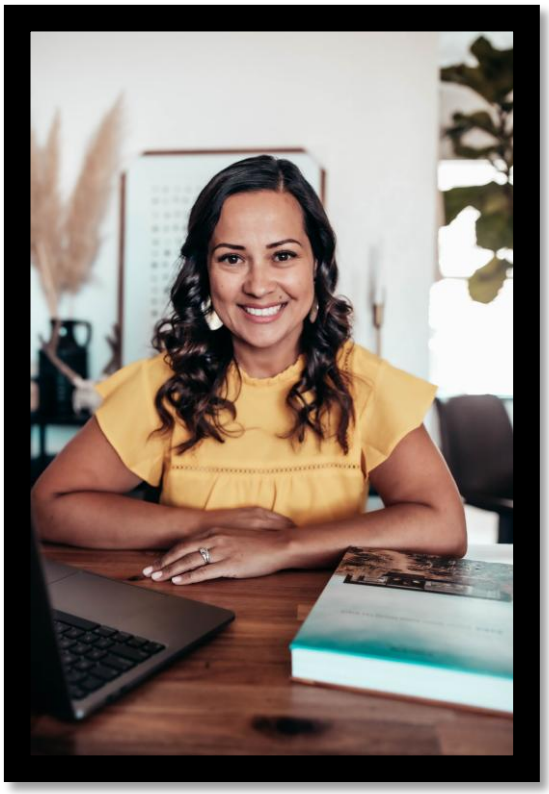
CREDITS PAGE

The author – Gaby Belt



Gabriela Orozco Belt is a Costa Rican American children's book author who lives in a small town in the Mojave Desert. Inspired by her experiences of growing up bilingual and bicultural, she writes stories for children so they can see themselves in books. When not teaching, writing, or reading, she can be found spending time with her husband, three children, and extended family. More information about Gaby can be found at gabrielabelt.com.

CONNECT WITH GABY

The illustrator – Mirelle Ortega

Mirelle Ortega is a writer and an artist in Los Angeles. She is the author-illustrator of Magic: Once Upon a Faraway Land, a Pura Belpré Honor Book, and River of Mariposas. She is the illustrator of several books, including Small Room, Big Dreams: The Journey of Julián and Joaquin Castro by Monica Brown and Pepe and the Parade by Tracey Kyle. Visit her online at mirelleortega.com.

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