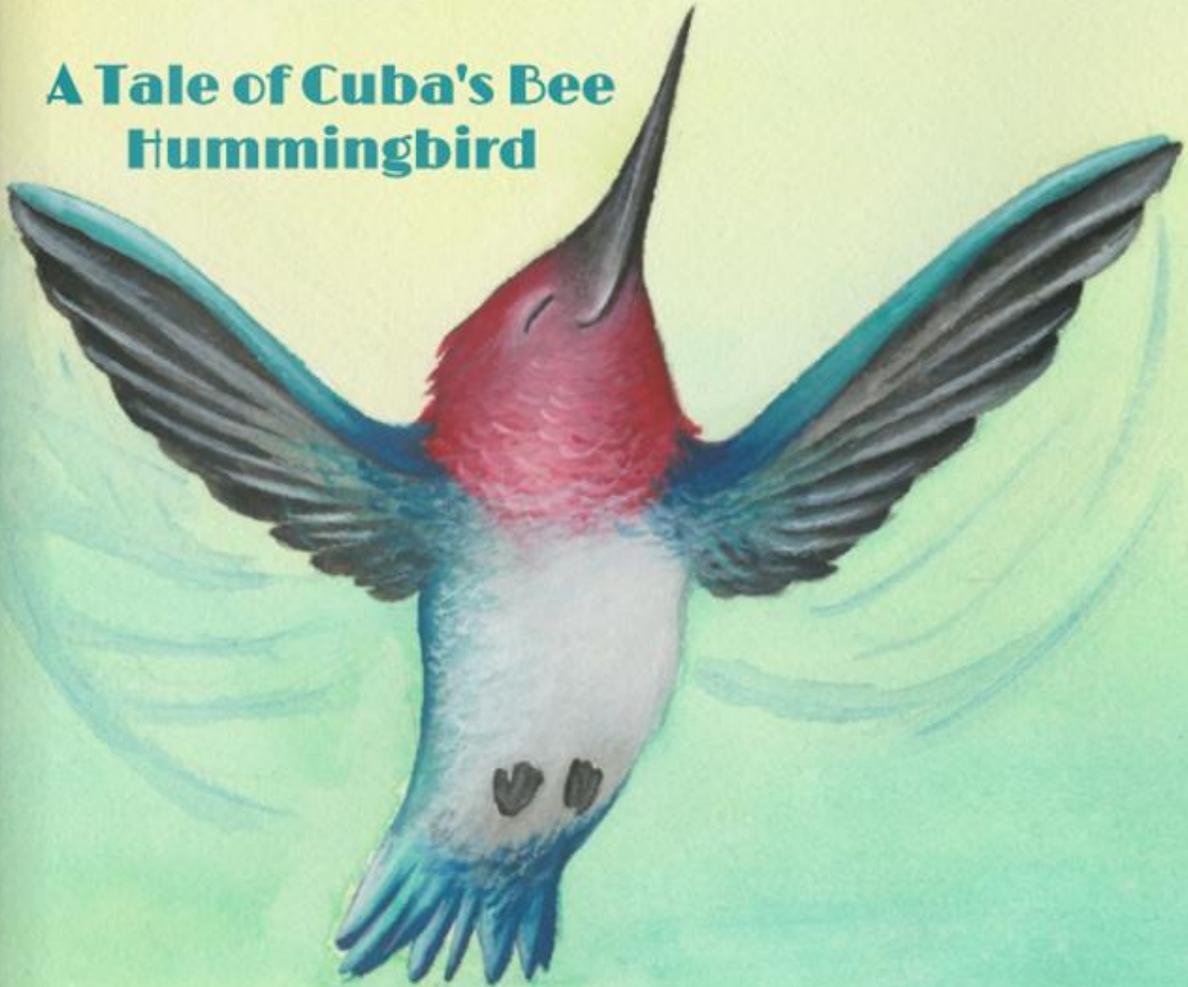


Zunzuncito

**A Tale of Cuba's Bee
Hummingbird**



**Created and Narrated by Silvia López
Illustrated by Verónica Cabrera**

www.sivialopezbooks.com/talesandcuentos

ISBN 978-0-9989869-0-6



Zunzuncito: A Tale of Cuba's Bee Hummingbird

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Lesson Plan and Activities **Theme: POURQUOI TALES**

Grades	2nd, 3rd
Lesson Plan Type	Thematic
Estimated Time	One session, 45-55 minutes
Materials	<p>eBook - ZUNZUNCITO: A TALE OF CUBA'S BEE HUMMINGBIRD http://www.silvia_lopez_books.com/talesandcuentos</p> <p>Internet-ready interactive whiteboard (sound capabilities preferable but optional)</p> <p>Wall map or digital map: https://www.mapsofworld.com/kids/</p> <p>Handouts: Copy of Text Activity 1 Zunzuncito – Comprehension Activity 2 Zunzuncito – Language/Vocabulary Activity 3 Zunzuncito – Write Your Own Pourquoi Tale</p> <p>(optional) (Materials available on author's website as well as on www.TeachingBooks.net)</p> <p>Pourquoi tale books – See <i>Additional Resources</i></p>

Student Objectives Students will recognize the elements of pourquoi tales by reading and listening to the eBook **ZUNZUNCITO: A TALE OF CUBA'S BEE HUMMINGBIRD** as a class and independently. Students will learn to differentiate between tales from the oral/written traditions of a culture and a work of fiction from an author's imagination. Students will demonstrate understanding of the text and examine it for figurative language, parts of speech, compound words and compound sentences. Students will write an original pourquoi story either in a group or independently (optional.)

Standards

English Language Arts

(Florida Standards Corresponding to National Standards)

LAFS.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension

LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

LAFS.2.L.3.4/ LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases

LAFS.2.RL.1.2/LAFS.3.RL.1.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges

LAFS.3.RL.1.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language

LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

LAFS.3.RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

LAFS.K12.R.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

LAFS.K12.R.1.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

LAFS.K12.R.1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

LAFS.K12.L.2.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

Lesson Plan

- Review the students' understanding of the difference between fiction and non-fiction.
- Introduce the term "pourquoi tale" (pourquoi = from the French 'why') as a fiction story that explains why or how something in the real world became that way. Unlike nonfiction, the explanation is not scientifically true (e.g., the sun travels across the sky because it is a chariot made of fire; the elephant has a long nose because it was once pulled by an alligator)
- Explain that people made up pourquoi tales to explain things in nature which they did not understand. Like folktales, fairy tales, myths and legends, they are a type of traditional stories handed down through generations. They often use animals as main characters. Pourquoi tales can be found in many cultures. Many authors have retold these stories (show some from *Additional Resources*) and we can also use our own imagination to compose pourquoi tales.
- Present the story they are about to see and hear as not coming from a long-ago culture but from one present-day author's imagination. Therefore it is a work of fiction written in the form of a pourquoi tale.
- Project the eBook **ZUNZUNCITO: A TALE OF CUBA'S BEE HUMMINGBIRD**. Ask the students what they can predict about the story by examining the cover illustration and title (it's about a bird, a special type called Bee Hummingbird; it lives in a place called Cuba) Show the island's location on a wall or digital map.
- Explain that although this story will be fiction, some things will be based on facts (the Bee Hummingbird is a real animal; it is the smallest bird in the world; it can only be found on this island; it is also called zunzuncito)
- If Extension Lessons 1 and 2 are planned, say that later they will be learning more about hummingbirds, the islands of the Caribbean, and a group of Native Americans called Taínos who were living there when Christopher Columbus arrived in 1492.
- Show the rest of the book, one double spread at a time. If sound narration is not available, read the text aloud allowing sufficient time for students to examine the illustrations.

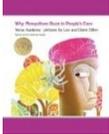
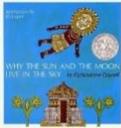
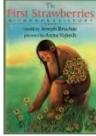
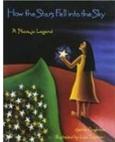
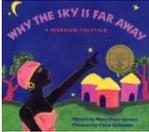
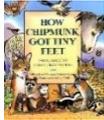
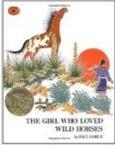
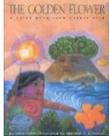
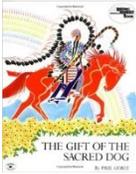
After viewing

- What elements make this story fiction? (bird speaks; Toa, a creator figure, has magical powers)
- What makes this story like a pourquoi tale? (tries to explain why something in nature has its characteristics; main characters are a real animal and a creator figure; one of the characters has a problem which is solved by magic; written like a fairy tale or folk tale)

- What are the characters' problems? (bird wants to have feathers as colorful as what he saw on the island; Toa has run out of paint)
- How do the characters solve the problem? (bird sees dabs of paint left in Toa's pots and suggests there might be enough paint if he were smaller; Toa uses her magic breath to shrink him)
- What hints do we have from the story that the setting is in the tropics? (palm trees; Toa's magic breath has fragrances of things found in tropical areas: sugarcane, coffee beans, jasmine, pineapple and the ginger lily – Cuba's national flower)
- What is the central message or lesson we can get from this story? (when faced with a problem, persistence may help find a solution. Ask students for others.)
- If computers are available, allow students to access the eBook individually or in groups and complete **Activity 1 – Comprehension** and **Activity 2 – Language/Vocabulary**. If computers are not available, pass out the **Copy of Text** along with Activities. Discuss the answers as a class.
- If possible, read aloud other pourquoi tales listed in *Additional Resources*.
- Optional **Activity 3 – Write Your Own Pourquoi Tale** - homework or independently as time permits.

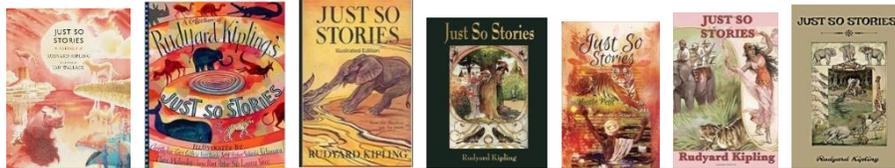
Additional Resources

Pourquoi Tales Books:

<p>Why Mosquitoes Buzz in People's Ears: a West African Tale By Verna Aardema Illustrated by Leo and Diane Dillon</p> 	<p>Why the Sun and the Moon Live in the Sky By Elphinstone Dayrell Illustrated by Blair Lent</p> 	<p>The First Strawberries By Joseph Bruchac Illustrated by Anna Vojtech</p> 	<p>How the Stars Fell into the Sky By Jerrie Oughton Illustrated by Lisa Disimini</p> 
<p>Why the Sky is Far Away: a Nigerian Folktale By Mary-Joan Gerson Illustrated by Carla Golembe</p> 	<p>How Chipmunk Got Tiny Feet: Native American Animal Stories By Gerald Hausman Illustrated by Ashley Wolff</p> 	<p>Why Hummingbirds Drink Nectar By Cynthia Swain Illustrated by Lisa Workman</p> 	<p>The Girl who Loved Wild Horses By Paul Goble</p> 
<p>The Golden Flower: a Taino Myth from Puerto Rico By Nina Jaffe Illustrated by Enrique Sanchez</p> 	<p>Arrow to the Sun: a Pueblo Indian Tale By Gerald McDermott</p> 	<p>How Coyote Stole the Summer: a Native American Folktale By Stephen Krensky Illustrated by Kelly Dupre</p> 	<p>The Gift of the Sacred Dog By Paul Goble</p> 

Just So Stories by Rudyard Kipling

Considered the classic pourquoi tales, various compilations available.



Websites

Pourquoi Tales:

Teaching with Pourquoi Tales – Scholastic -

<https://www.scholastic.com/teachers/articles/teaching-content/teaching-pourquoi-tales/>

Read Write Think - <http://www.readwritethink.org/classroom-resources/lesson-plans/pourquoi-stories-creating-tales-324.html>

Lesson Planet - <https://www.lessonplanet.com/search?keywords=pourquoi+tales+examples>

Lessons with Laughter - <http://lessonswithlaughter.com/pourquoi-tales/>

Creative Writing Ideas and Activities - <http://www.creative-writing-ideas-and-activities.com/pourquoi-tales.html>



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Copy of Text
Zunzuncito

ZUNZUNCITO: A TALE OF CUBA'S BEE HUMMINGBIRD

Long ago when the world was new, a small bird slept among the branches of a Poinciana tree.

Warmed by the sun, he opened his eyes for the first time and looked around in wonder.

"I want to see more!" he thought.

So he spread his wings and flew.

He saw palm trees, straight as spears, waving green fronds at the clouds. And flowers in countless shades of red nodding in the breeze.

He saw waves edged with white lace racing to the shore,

While a sea as smooth as glass reached for a sky of perfect blue.

"My home is an island..." he said. "A beautiful island filled with color!"

Tired from his flight, the bird came down to drink from a slow-moving brook. He saw his reflection on its surface and noticed...

...that his own feathers were dull!

"Why is there color everywhere, except on me?" he wondered.

Suddenly, the water rippled with bright swirls.

Toa, Mother-of-All-Things, was washing her pots and brushes in the stream.

She had painted everything on the island.

Only the small bird had been forgotten.

Fluttering about, the bird exclaimed, "Wait, Toa! Please wait! I want feathers as green as the fronds of the palm trees. As red as the flowers and as blue as the sky!"

Toa looked at him sadly. "But my child," she said, "I have no paint left..."

Disappointed, the bird lowered his eyes...and spotted a drop of red inside one pot.

"Look!" he said. "Could you put that on me?"

Toa dipped her brush, but only the very tip glowed. It would not cover more than a few feathers!

"And if I were smaller...?" he whispered.

At first, Mother-of-All-Things was doubtful. But she, too, loved the colors of this island. She understood the longing in the tiny heart.

"Fine," she said. "Let's try."

First, she blew on the bird her magic breath that smelled of sugarcane and coffee beans. Then she touched the brush to his head.

As the color spread, the bird's body began to shrink.

Now he was much smaller, but his head shone a dazzling red!

The bird pointed to other pots.

In them were dabs of radiant green and brilliant blue.

Toa smiled.

Once again she let her breath flow over him, this time fragrant with the scents of jasmine and pineapple.

When her brushes touched his back and wings, the colors spread. And the bird shrank again.

But now he was not simply small. He was tiny, like a bee.

A miniature jewel, as wondrous as his island.

Toa looked thoughtfully at her new creation.

"You have been very brave, little one," she said. "To make up for my mistake I will give you two gifts. They will help you reach the nectar of the flowers."

So one last time she blew over him her magic breath, which now carried the perfume of the ginger lily.

And one last time, the bird's body changed.

His beak became much longer.

His wings began to beat so rapidly that they held him unmoving in the air.

They made a peculiar humming sound...a soft "zún-zún-zún."

The bird burst into flight...filled with joy!

Pleased, Mother-of-All-Things said, "I will name this land Cuba. And you, colibrí – hummingbird, or 'zunzún' – for the sound of your wings. There will be others like you, but none so small. For this, some will know you as Bee Hummingbird.

But those who love you best will call you...zunzuncito."

And later, when she created the people of the island, that is what they called him.

And do so to this day.



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Activity 1
Zunzuncito -
Comprehension

NAME _____

Search the **eBook** or the **Copy of Text** for your answers.

1. Why did the bird decide to “spread his wings” and fly?

2. Name four things the bird saw as he flew over his new home:

3. What did the bird notice about his own feathers when he looked at his reflection in the water?

4. What was Toa, Mother-of-All Things doing after having painted everything on the island?

5. Why was Toa sad when the bird asked her to make him colorful?

6. What did the bird see inside the first pot?

7. What did the bird suggest they try so the leftover paint would cover his feathers?

8. When Toa blew her magic breath over the bird her breath smelled of five special fragrances. What were they?

9. Toa granted the bird two final gifts to make up for her mistake. What did she say these gifts would help him do?

10. What did Toa name the island where the story takes place?

Color your own zunzuncito

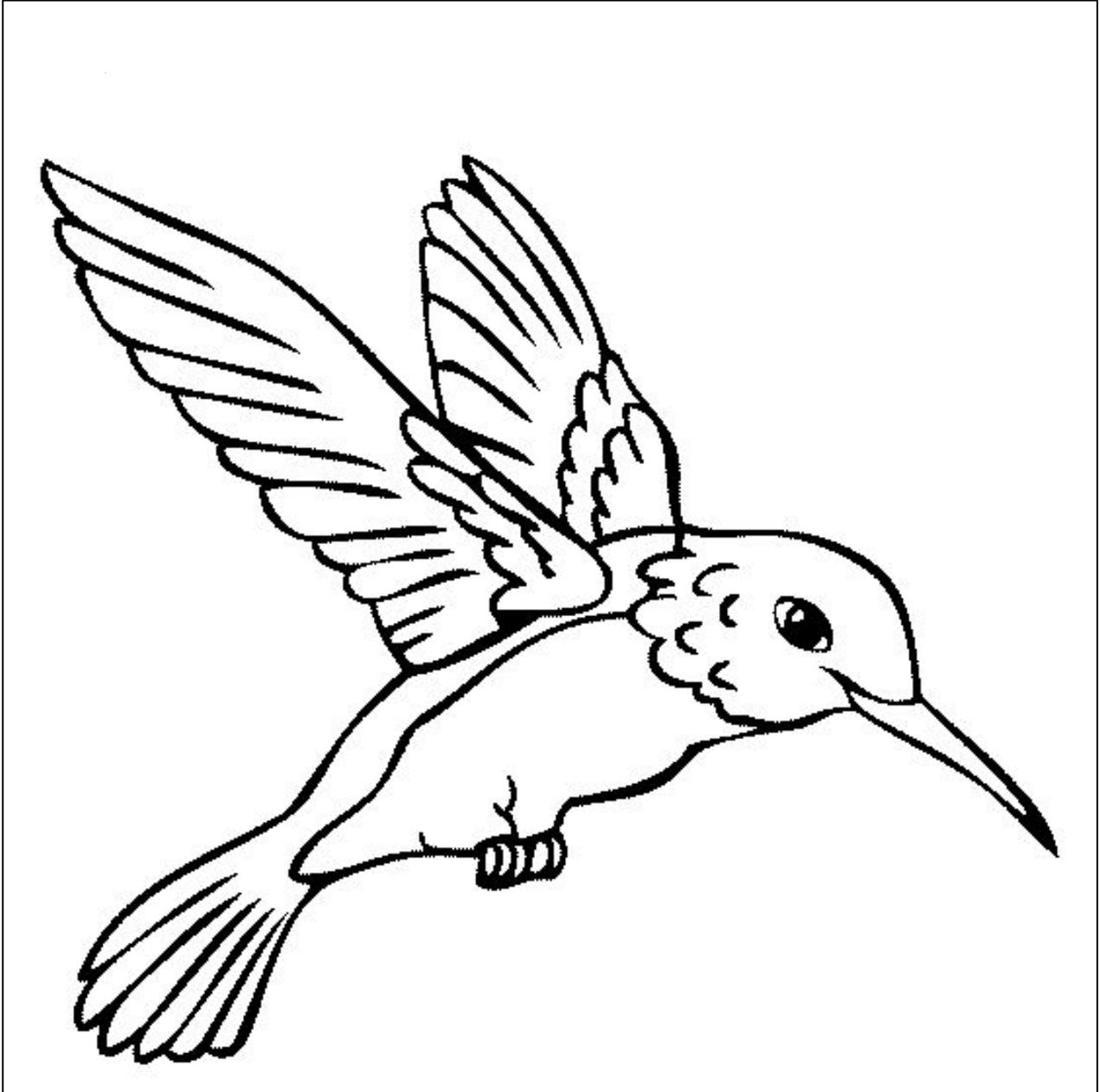


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Answers:

1. He wanted to see more
2. Palm trees, flowers, waves, the sea
3. They were dull (had no color)
4. Wash her pots and brushes
5. She had no paint left
6. A drop of red paint
7. Make him smaller
8. Sugarcane, coffee beans, jasmine, pineapple, ginger lily
9. Reach the nectar of the flowers
10. Cuba



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Activity 2
Zunzuncito -
Language/Vocabulary

NAME _____

Search the **eBook** or the **Copy of Text** for your answers.

- The author used **figurative language** to describe what the bird saw as he flew. Which of these are examples of **similes**? Which show **personification**?
 - ...palm trees, straight as spears _____
 - ...waving green fronds at the clouds _____
 - ...flowers in countless shades of red nodding in the breeze _____
 - ...a sea as smooth as glass _____
 - ...reached for a sky of perfect blue _____
- The bird was sad to discover his feathers were “dull.” What would be an **antonym** for the word “dull?”
 - cloudy
 - bright
 - uninteresting
- Circle the **compound word** in each phrase.
 - ...flowers in countless shades of red...
 - ...why is there color everywhere, except on me?
 - ...her magic breath that smelled of sugarcane...
 - ...for this, some will know you as Bee Hummingbird.

4. Toa painted the bird's feathers red, green and blue. What **adjectives** in the book describe these colors?

_____ red _____ green _____ blue

5. As the bird looked at his reflection, the water "...**rippled** with bright swirls." Which could take the place of "rippled" without changing the meaning?

- a. "...**splashed** with bright swirls."
 - b. "...**dripped** with bright swirls."
 - c. "...**waved** with bright swirls."
 - d. "...**gushed** with bright swirls."
6. Which one of these is a **compound sentence**?
- a. The bird pointed to other pots.
 - b. Now he was much smaller, but his head shone a dazzling red.
 - c. She understood the longing in the tiny heart.
7. Toa's breath was "fragrant." The word "fragrant" most closely means...
- a. tired
 - b. interesting
 - c. colorful
 - d. perfumed
8. Toa's magic made the bird small. Circle **two synonyms** used in the book for the word "small."

enormous tiny delicious gigantic miniature confused

9. Toa made the bird's wings beat "rapidly." Which of these is true?

- a. The bird's wings moved very slowly
- b. The bird's wings moved very fast
- c. The bird could not move his wings at all

10. The word "zún-zún-zún" is an example of...

- a. personification
- b. onomatopoeia
- c. metaphor
- d. simile

Answers:

1. a. simile, b. personification, c. personification, d. simile, e. personification
2. b – bright
3. a. countless, b. everywhere, c. sugarcane, d. Hummingbird
4. dazzling red, radiant green, brilliant blue
5. c – “waved with bright swirls”
6. b – Now he was much smaller, but his head shone a dazzling red.
7. d – perfumed
8. tiny, miniature
9. b – The bird’s wings moved very fast.
10. b - onomatopoeia



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Activity 3
Zunzuncito -
Writing

WRITE YOUR OWN POURQUOI TALE

“Pourquoi” is a French word that means “why.” Many cultures have pourquoi tales.

Before they could explain the world around them through science, people used pourquoi tales to try to explain WHY or HOW something looked or acted the way it did.

YOU can write your own pourquoi story. To write your story, think about the following:

1. What is it that you are explaining? (Titles of pourquoi stories often start with “how”, “why” or “the story of”)
2. Who is your main character? (Is it animal or human, or an object like the sun, the moon or even a mountain? If it's alive, is it a male or female?)
3. What other characters are there in your tale?
4. Where do they live, or where are they found? (In a certain part of the world? On a type of place like a desert, a river, the ocean, a cave, outer space, etc.?)
5. When do they live? (Most pourquoi tales take place a long time ago)
6. What is the problem your tale is trying to explain?
7. How do we see this thing today? (“To this day, the elephant has a long nose because...”)

