

### MY NAME IS ERICA MONTOYA DE LA CRUZ

Author David Zirin

Illustrator Deborah White

16 pages ■ 804 Eng. words

Fountas and Pinnell Level K

Intervention Level 19



#### SYNOPSIS

A young girl helps her immigrant mother deal with loneliness.

#### WHAT THE BOOK OFFERS

- Contemporary realistic fiction told in first person with changes in tense from present to past
- Chronological organization of several incidents with transitions to move the reader through the text
- A story that contains a message and theme
- Single minority parent situation in an urban setting
- Problem/solution structure and progressive plot structure
- Presentation of a character and character development – analyzing characters' actions, thoughts, and dialogue
- Descriptive language and dialogue
- Use of commas before dialogue and to set off person's name
- Compound words, complex sentence structures
- Simple, compound, and complex sentences with a variety of sentence lengths
- Nonfiction note about social issue, minorities

#### POSSIBLE SKILLS EMPHASIS

- Maintaining meaning over longer, more complex sentence structure
- Character development – analyzing characters actions, thoughts, and dialogue
- Using transitions to move the reader through the text
- Using knowledge of realistic fiction to anticipate plot



## MY NAME IS ERICA MONTOYA DE LA CRUZ (continued)

### INTRODUCING THE BOOK

*What does the word “immigrants” mean?*

*What do you know about immigrants’ lives?*

*What problems do they face?*

*How do they cope after leaving their families?*

Discuss with students the issues and problems facing

Immigrants. The nonfiction note at the back of the book supplies additional support and information for the students.

### FOCUS OF INSTRUCTION

Students read to the bottom of page 5.

*What has the author revealed to us?*

*What has the author revealed about the main character and her mother?*

*What are the problems or issues they are facing?*

Discuss the similarities and differences Erica and her mother are experiencing.

*What other problems could Erica and her mother encounter living in a new country, away from family, living in a hotel?*

Students read to page 9.

*What do we now know?*

Discuss Erica’s and her mother’s actions, thoughts and dialogue.

Have the students confirm or modify their predictions.

(Students should use specific examples from the text to justify their answers.)

Students read to and including page 16.

*Erica’s mother is lonely. Based on what you know about Erica, how could she help?*

*How did Erica help? Was she successful?*

*How do you know?*

(Character traits) *What else have we learned or confirmed about Erica’s character and her mother’s character?*

*What is the author’s message? How did the author reveal this to you?*

*Why did the author choose the character of an immigrant to deliver his message?*

(Students should use specific examples from the text to justify their answers.)

### FOLLOWING THE READING

#### ORAL DISCUSSION

- Discuss transitions - the author’s use of them to move the reader through time.
- Compare and contrast Erica’s experience with that of the students.

#### WRITING POSSIBILITIES

- Help students revise their own writing using transitions appropriately.
- Students may write about a different character’s experiences, emotions, and development.

# Book Notes

## MY NAME IS ERICA MONTOYA DE LA CRUZ (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>If I lived in a hotel all the time, I would . . . After I read this story, I felt . . . because . . .</i>
<b>USE YOUR MEMORY</b>	<i>What is Mama’s job in the hotel? What are some of the things she does? Check on page 3 to see if you missed anything. What country was Mama from? How do you know? What’s a Happy Time Party? Who told Rica about it?</i>
<b>WHAT’S YOUR OPINION?</b>	<i>Why do you think Mama’s boss, Mr. Bidwell, called Rica “little girl?” Why did Rica tell him her whole name? How do you think it would feel to live in a hotel? Why do you think Mama doesn’t want Rica to tell anyone? Why can’t Rica have friends over?</i>
<b>BE CREATIVE</b>	<i>Create a hotel just for kids! Here are some questions to help you. After you finish drawing your kid hotel, be sure to label everything in it. What will your hotel be called? How many floors will it have? Will there be an elevator or escalators? Will food be served there? Will there be a pool and other fun things for kids to do in your kid hotel? Where will your hotel be located? Be sure to show what’s around it like grass, mountains, ocean, pine trees, palm trees, etc. Use your imagination!</i>
<b>VOCABULARY AGENT</b>	<i>Start on page 2 and write down every word that ends with ed, s, or ing. Then take off those endings and make a new word. For example: talks = talk</i>