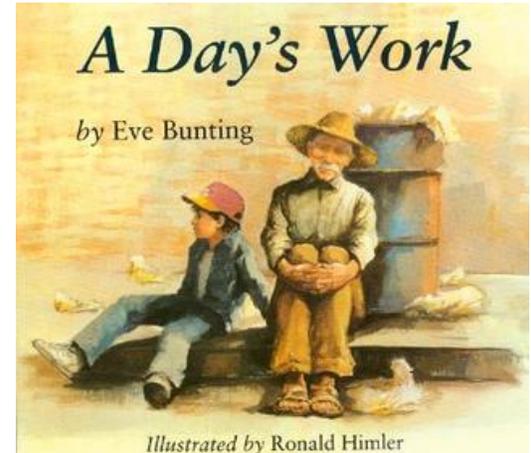


February 2019 Book of the Month

A Day's Work

By: Eve Bunting

Abuelo moved in with Francisco and his mother after Francisco's father died. It's Francisco's mission to help find *Abuelo* work, and also translate for him. Francisco helps *Abuelo* get work as a gardener even though the old man cannot speak English and knows nothing about gardening. *A Day's Work* provides a vital, sympathetic glimpse into the world of immigrant day laborers while demonstrating the moral importance of honesty.



Fun Facts

- Farmworkers get paid approximately 1 penny per pound of sweet potatoes picked, and can pick between 7,000 to 10,000 pounds per day.¹
- Each farmworker in North Carolina on average contributes around \$12,000 towards the state economy.¹
- Farm work is one of the most dangerous occupations in the United States.¹
- North Carolina ranks sixth in the nation in the number of migrant farmworkers, with approximately 150,000 workers and their dependents in North Carolina each growing season, but this is considered a low estimate.²
- Major North Carolina crops requiring hand labor include: tobacco, Christmas trees, sweet potatoes, cucumbers, apples, bell peppers, and other fruits and vegetables. Many farmworkers also work in greenhouses and nurseries.²
- Many agricultural laws are in place to help migrant workers, including the Migrant Housing Act, which governs migrant housing to ensure safe and healthy housing conditions for seasonal agricultural workers in North Carolina.³
- The Gold Star Grower Housing Program recognizes growers who provide farmworker housing that meets and exceeds all of the requirements of the Migrant Housing Act.³
- The **H-2A program** allows U.S. employers or U.S. agents who meet specific regulatory requirements to bring foreign nationals to the United States to fill temporary agricultural jobs.⁴

Vocabulary

Farmworker: a person who works on a farm for a living.

Immigrant: a person who comes to live permanently in a foreign country.

Migrant worker: a person who moves temporarily to another country for work.

Abuelo: Spanish word for "Grandfather."

Chorizos: a type of pork sausage.

Señora: Spanish word meaning “Madam” or “Mrs.”

Gràcias: Spanish word meaning “thank you.”

Bueno: Spanish word meaning “good.”

Ice Plant: a perennial plant that has green spiky leaves and purple/pink flowers in the summer.

Chickweed: a common weed you find in flower beds or landscape beds

Instructions: Depending upon grade level, after reading the text out loud or having students read orally in groups or silently use the questions below for comprehension and understanding.

Discussion Questions.⁵

1. On page 4, the illustration shows several men standing in the parking lot. According to the text, why are the men there?
2. On page 5, the driver holds up three fingers. Explain why the driver held up three fingers.
3. According to the text on page 6, “*No one will hire you with a kid.*” If that’s true, why was Francisco with his grandfather while he was looking for work?
4. Find 3 words on page 6 that describe how the workers left in the parking lot acted. (hint: find words that end in *-ed*) Explain how these words tell us how the workers felt.
5. Reread the phrase on page 6, “*Abuelo was tall and skinny as an old tree.*” Explain how the reader can get a mental picture of what Abuelo looks like from this description. What type of figure of speech is this statement? (Simile)
6. Mr. Benjamin needed to employ a gardener; someone to take care of a garden or lawn. What are two ways Francisco convinced Ben that he and his Abueleo would be a good choice?
7. What does Ben say the pay for the day would be? How does Francisco feel about this amount of money? Using examples from the text, explain how the reader knows how Francisco is feeling.
8. Which words and details from the text on page 12 help you visualize the place Ben brought Francisco and his grandfather?
9. Based on clues found on page 14, what does it mean to *weed*?
10. Look back to pages 1-12, and review the most important details in the story. List 3 important details in order that have happened so far in the story.

Answers:

- a. Francisco and his grandfather were looking for a day job.
 - b. A man arrived in a van, and Francisco convinced him to take himself and his grandfather.
 - c. The man brought them to a housing development and left them to do some gardening work.
11. The author describes Francisco’s shoulders and arms hurting, but also said that Francisco had never felt so good. What does it mean when Francisco felt good but his body hurt?
 12. On page 20, the text says, “the *bank* looked so nice with just brown dirt and the pretty flowers.” Can you use words from the text and the illustration to help figure out this meaning of the word “bank?”
 13. While weeding, Francisco daydreamed about what Mama might think about the amount of money they were earning. On page 18, Francisco imagines that Mama might say, “It is a fortune.” Why would Mama be so excited?
 14. Explain why Ben *yanked* and *slammed* the hat against the van. Why would Ben do this?

15. How would you describe Abuelo’s character (his values and morals)?
16. Reread page 26. Abuelo says, “It is the price of a lie.” What is the price of a lie? List three consequences of not telling the truth to Ben.

Answers:

- a. Francisco will miss the Lakers game on TV.
 - b. They won’t eat chorizos.
 - c. They will have to work an extra day.
 - d. They won’t go to church.
17. On page 30 and in the illustration on page 31, Abuelo holds his hand up to Ben. Why did Abuelo respond to Ben in this way?
 18. On page 30, the text says, “words seemed to pass between them, though there were no words.” In your own words, explain what this means.
 19. Ben says, “The important things your grandfather knows already.” Explain what Ben means. What are the important things Francisco’s grandfather knows?
 20. Use three adjectives to describe Francisco. Review the whole story to find at least one example from the text to support each answer.
Some examples:
 - a. Caring – wants to buy a coat for his Abuelo.
 - b. Self-Confident – explains to the men why he isn’t in school.
 - c. Convincing – tells Ben he will get 2 for 1.
 - d. Brave – a big, tough guy tries to get in the van and Francisco pushes him back.
 21. Use three adjectives to describe Ben. Review the whole story to find at least one example from the text to support each answer.
Some examples:
 - a. Caring – Ben gave Abuelo a hat to use in the heat while he worked.
 - b. Thoughtful – He offered to pay Francisco and Abuelo half of their wages.
 - c. Fair – Even though he got angry with Francisco and Abuelo, he accepted Abuelo’s offer to correct the mistake.
 - d. Smart – Ben understands that Abuelo knows the important things (honesty and work ethic).

Problems and Solutions⁵

Discuss with a partner the problems that Francisco had in the story, *A Day’s Work*, and how he solved those problems. On a two column chart, list these problems and solutions. Then, in a multi-sentence paragraph, describe the smart choices that Abuelo and Francisco made together. Using details from the text, describe how those choices tell something about Abuelo’s and Francisco’s characters and what lesson Francisco learned.

Example Answers:

Problem	Solution
Francisco’s family needed money.	Francisco takes his grandfather to the parking lot

	to wait for a day job.
Francisco must be chosen for the day job with Ben.	Francisco tells Ben a lie- that his grandfather is a gardener.
Francisco and Abuelo pull the plants instead of weeds.	Francisco and Abuelo work on Sunday to correct the mistake.
Abuelo asked Francisco why Ben was upset after seeing the finished work.	Francisco told his grandfather the truth—Ben thought they knew about gardening.

Answer (paragraph):

Francisco’s family needed money because his father had died. Taking his grandfather to the parking lot to wait for a day job was a smart choice. Ben hired Francisco and Abuelo to weed the steep, sloping bank. They pulled the plants instead of the weeds. When Ben arrived to pick them up, he realized that they had weeded the wrong plants. Abuelo was aware of a problem when Ben yanked and slammed his hat against the van. Francisco made a smart choice by being honest with his grandfather and admitting that Ben thought he was a gardener. At the end of the story, Francisco realized a lie had spoiled their Sunday activities. He had learned an important thing from his grandfather: being honest is a respectful way to solve a problem.

What is Immigration?⁶

1. To prepare, create a visible line on the ground with string or tape. Arrange the classroom so there is ample space for every student to stand around the line. Separate the students into two lines, facing one another on either side of the line. Students should begin by standing about a foot or two away from the line. Instruct students to complete this activity in silence, but to think about who is standing next to them after each statement.
2. Explain to students that in this activity you will call out a series of statements and that you want them to walk to the line if the statement is true. Use the following statement as a model: “Step to the line if you are a student.” Let students know they don’t have to move or participate if they don’t feel comfortable.
3. Then, read the other identifiers from the list below, using “Step to the line if you...” each time. Pause after each statement and notice who moved and who didn’t. The list can be adapted to fit your classroom’s needs.
 - Have brown hair
 - Have straight hair
 - Like to play outside
 - Speak another language
 - Like the color blue
 - Have a brother or sister
 - Enjoy listening to music
 - Have blonde hair
 - Enjoy watching movies
 - Like strawberry ice cream

- Like playing video games
 - Like playing sports
 - Have green eyes
 - Have lived in another state
 - Have lived in another country
 - Were born in this city
 - Wear glasses
 - Were born outside this country
 - Are an only child
 - Have more than two siblings
4. When all of the descriptors have been called out, have students discuss the following:
 - a. How did it feel when you stepped to the line?
 - b. Did anything surprise you?
 - c. At any point during the activity did you feel alone or isolated?
 - d. At any point during the activity did you find you had more in common with others than you thought?
 - e. What did you learn about your classmates?
 5. Assess background knowledge by asking students questions around the following:
 - a. What is immigration?
 - b. What do you know about immigration?
 - c. Who is an immigrant?
 - d. Why do people emigrate (leave one's country to permanently live in another)?
 - e. Who is a refugee (a person who has left their country because of hardship, such as war, persecution or natural disaster)? How is a refugee different from an immigrant?
 6. Create a classroom anchor chart based on student responses so that students can have a continuous reference for thinking about immigration. Additional questions may be added to make further connections.

Special Note: If your classroom of students include immigrants or children born to immigrant families you may want to exclude question five or ask these students to lead the discussion because of their knowledge. This activity can be used in a positive way to celebrate their culture and allow them to tell their story. Remind students that knowledge breaks down barriers and creates understanding.

Plant ID Scavenger Hunt

In the book *A Day's Work*, Francisco and Abuelo “weeded” a flower bed, but pulled up the plants instead of the weeds. Begin by asking the students why this happened (neither Francisco nor Abuelo were experienced gardeners). Explain to students that part of the training process for becoming a gardener is learning how to identify different types of plants. Tell the students that they will learn different types of plants today and identify what natural resources plants need in order to live. Using the matching cards and plant identification sheet (attached at the end of the activity sheet and in the **Links** section), allow students to go to the school garden, or explore the school grounds to locate the listed plants.⁷

- The matching cards and list can be modified to plants that you know can be found at your school on the scavenger hunt.
- This can also be a homework activity where students complete the scavenger hunt at their house. Students may collect samples and bring them in to create their own cards (using a digital camera or photo copier to scan the leaves and print off pictures).
- Note that this activity works best in spring or late summer/early fall months (before plants and trees lose their leaves and go dormant).

Follow up with a class discussion by asking, “If Francisco and Abuelo would have learned about plant identification, would the story be different? What do you think would have happened? Would the outcome of the story be the same?”

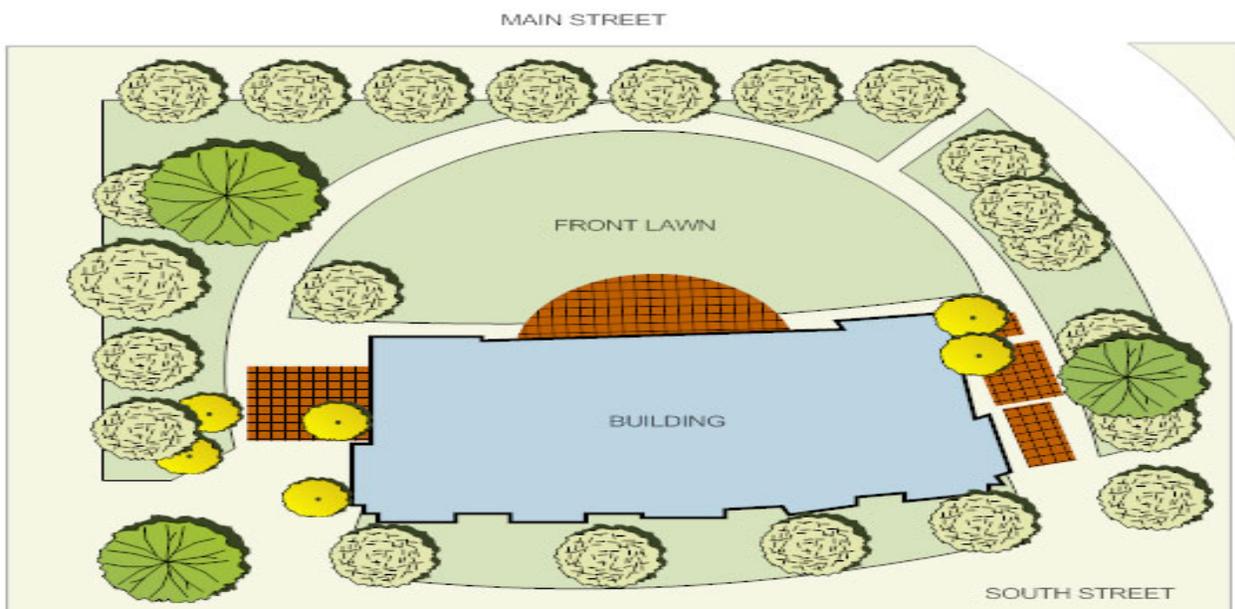
Landscape Design

Ask the students, “What is the job of a landscaper?” Allow time for class responses, and write the answers on the board. With their knowledge of gardeners from the Plant ID Scavenger Hunt and the book *A Day’s Work*, ask them how a landscaper is different from a gardener. Create a Venn diagram for the students to compare and contrast the two careers. Then share the definitions below with the students and adjust the Venn diagram if any answers do not hold true. Note that the job of a landscaper is usually a person’s career, whereas a gardener can be a career or a hobby (in other words, people can enjoy gardening and garden in their free time, but it can also be a career).

Landscaper: a person who works to modify the visible features of an area of land, including: living elements (building patios, decks, etc.), planting or removing plants, and maintenance of the area (raking, trimming, mowing, etc.).

Gardener: a person who works at the art and craft of growing plants with a goal of creating beauty within a landscape.

Tell the students that landscape designers are people who draw **plans** or blueprints of a person’s yard to determine what plants will be planted, kept in place, or removed. These plans are an aerial view (looking down from above) of the yard. They include the existing structures of the property (the home, buildings, driveways, etc.) in the plan. See the example of a landscape plan below.



Landscape designers label each element of the plan. Sometimes, as in the pictured plan above, only the structures are labeled, and the plants are labeled on a separate **key**. The round, textured circles are how landscape designers draw plants. Ask the students why they are all different (to signify different types of plants). Why is this important? (so the landscapers can distinguish between the different types of plants). Landscape designers draw everything to **scale** (the ratio of a distance on a map or plan in relation to the distance on the ground). They use math and measuring to create an accurate scale. Ask the students why scale is important for landscape plans, and also maps.

Extension Activity: Using the book illustrations in *A Day's Work*, ask the student to draw a landscape plan of the “finished” garden bed that Francisco and Abuelo were working in. They can choose their own circle pattern to represent the plants in the garden bed, but make sure the students understand that landscape designers space the plants accordingly (you wouldn't want to put plants right on top of each other, as they will eventually grow out). Allow students to use rulers to measure appropriate spacing for the plants, the road, sidewalk, and the fence pictured in the book. Everything must be labeled. Once they have drawn the plan for Francisco and Abuelo's garden bed, challenge the students to draw a plan of their house, or a school garden.

Links

- Plant ID Packet – used in Plant ID Scavenger Hunt activity (printable resource)
<https://frugalfamilyhome.com/wp-content/uploads/2014/07/Plant-Printable-Pack.pdf>
- Exploring Texture in the Garden (lesson plan)
https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=481&search_term_lp=garden
- School Garden Ag Mag (reader)
<https://www.dmsfulfillment.com/FarmBureau/DMSStore/Product/ProductDetail/24764>

Sources

1. <https://www.ncfield.org/farmworker-facts/>
2. <https://saf-unite.org/content/facts-about-north-carolina-farmworkers>
3. <https://www.labor.nc.gov/safety-and-health/agricultural-safety-and-health>
4. <https://www.uscis.gov/working-united-states/temporary-workers/h-2a-temporary-agricultural-workers>
5. <https://achievethecore.org/file/546>
6. <https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-young-immigrant-stories>
7. <https://frugalfamilyhome.com/wp-content/uploads/2014/07/Plant-Printable-Pack.pdf>

K-5 Subject Areas

Reading, Writing, Speaking and Listening, Language, Science

Common Core/Essential Standards

Reading

- **RL.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RL.1.1.** Ask and answer questions about key details in a text.
- **RL.2.1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
- **RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RL.K.4** With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.
- **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RL.2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- **RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.
- **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.
- **RL.5.4** Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.
- **RL.K.7** With prompting and support, describe how the words and illustrations work together to tell a story.
- **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- **RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
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Writing

- **W.3.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- **Speaking and Listening**
 - **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - **SL.K.4** Speak audibly and express thoughts, feelings, and ideas clearly.
 - **SL.1.4** Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.
 - **SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.

- **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

Language

- **L.K.5** With guidance and support from adults, explore nuances in word meanings.
- **L.1.5** With guidance and support from adults, demonstrate understanding of nuances in word meanings.
- **L.2.5** Demonstrate understanding of nuances in word meanings.
- **L.3.5** Demonstrate understanding of nuances in word meanings.
- **L.4.5** Demonstrate understanding of figurative language and nuances in word meanings.
- **L.5.5** Demonstrate understanding of figurative language and nuances in word meanings.
- **L.K.6** Use words and phrases learned through conversations, reading and being read to, and responding to texts.
- **L.1.6** Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.
- **L.2.6** Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- **L.3.6** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- **L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- **L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Science

- **1.L.1.1** Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.
- **1.L.1.2** Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.
- **1.L.1.3** Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid
- **1.L.2.1** Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.
- **3.L.2.2** Explain how environmental conditions determine how well plants survive and grow.