The Skirt
written by Gary Soto

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Infusing Literacy, Math, Music, Art, and Dance into one 8 week unit.
The skirt is gone. Miata Ramirez is scared and upset. She brought her folklorico skirt to show off at school and left it on the bus.

It’s not just any skirt. This skirt belonged to Miata’s mother when she was a child in Mexico. On Sunday Miata and her dance group are going to dance folklorico.

It’s Friday afternoon. Miata doesn’t want her parents to know she’s lost something again. So she tells her problem to her best friend, Ana. Can the girls find a way to rescue the precious skirt in time?

“…light, easy reading…offering readers a cast and situation with which to identify, whatever their own ethnic origins.”

—The Bulletin [recommended]
Engaging scenario

You have just received some exciting news! Next year all classes are implementing literature book clubs. You have been selected by the Principal to help assist with choosing the 4th grade class story for the next school year. The story that is chosen will become the first story the new fourth graders read for the book club.

Task 1: Complete a Graphic Organizer
  • Read 3 short stories and complete the graphic organizer using details and examples from the text to explain what the story is about in preparation to write a summary.

Task 2: Write a Summary
  • Students will use the completed graphic organizer as a reference to write a summary about each short story they read.

Task 3: Write Your Opinion
  • Students will use the completed summary to write an opinion essay on why his/her short story should be chosen as the first book that next year’s fourth graders will read.

Task 4: Create a video
  • Students will take part of their completed essay to create a 2-3 minute presentation about the short story that they chose to present to the 3rd grade students and the 4th grade teachers.
Mathematics

Each student did a series of math problems relating to size, measurement, length, width, etc... in order to create their own skirts and ponchos.
Music

The students met with Mrs. Maldonado for several weeks to learn the song “Una Sola Voz”.

Una Sola Voz

Words and Music by JOHN JACOBSON and JOHN HIGGINS

People everywhere, join together in the square. And though we come from far and wide, we walk on together side by side.

Arm in arm we go. Ev'ry heart is all a-glow. And as we stroll a-long, we can all sing one single song.

One by one, two by two, you and me, me and you, Con Una Sola Voz! You and me, me and you, Con Una Sola Voz!

Una Sola Voz means "One Voice," "Con Una Sola Voz" means "With One Voice"
Visual Arts

The students collaborated with the Art teacher, Mrs. Arielle Naomi Koops, and worked on designing their skirts and ponchos.
Performing at the Hispanic Heritage Month Assembly
New Jersey
Common Core Standards

4th Grade Literacy Standards: RI.4.1; RI.4.2; RI.4.3, RI.4.7

4th Grade Math Standards: MD.A.1; MD.A.2; MD.A.3

4th Grade Music Standards: 1.4.5.A.02; 1.4.5.A.03; 1.2.5.A.01; 1.3.5.B.01; 1.1.5.B.01; 1.1.5.B.02

4th Grade Visual Art Standards: 1.3.5.D.01; 1.3.5.D.04; 1.3.5.D.05; 1.1.5.D.01; 1.1.5.D.02

4th Grade Dance Standards: 1.3.5.A.01; 1.3.5.A.05; 1.1.5.A.03
Resources


Dance: Choreography inspired by John Jacobson and “Music Express Magazine”, June 2011

Literacy: “The Skirt” by Gary Soto