# Title/Author: Abuela by Arthur Dorros

Suggested Time to Spend: 5 Days

(Recommendation: one or two sessions per day, at least 20 minutes per day)

Lesson Objective:

# Students will be able to use reading, writing, speaking and listening skills to describe the city where Rosalba lives, her family’s culture, and her relationship with her grandma.

# Teacher Instructions

## Before the Lesson

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

How do Rosalba and Abuela share the Spanish language and culture through their flight adventure?

Main idea: Rosalba experiences the city where she lives, the city of New York, through everything she has learned about her grandmother, her life, and the culture and community in her home. What does this story teach us? People bring diverse cultures and a part of that is the different languages ​​spoken. This story also allows students to investigate how communities work together while recognizing the different perspectives of various groups in today's world.

Synopsis

A girl and her grandmother celebrate their home and their relationship in this magical story. Winner of the Parents' Choice Award! Come and join Rosalba and her grandmother on a magical journey as they fly through the streets, sights, and people of New York, which shines below.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text- inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

# The Lesson – Questions, Activities, and Tasks

The majority of questions, activities, and tasks should be based on the writing, pictures and features unique to this text (be text specific). Questions that address text-to-self or text-to-world connections - what we like to call text *inspired* questions or activities - should be held until after the children have really gotten to know the book.

This template is designed to be flexible. Feel free to insert or delete rows as needed for additional questions, activities, or tasks. Questions, Activities, and Tasks are all aligned to the CCSS for ELA and can address any of the following through reading aloud rich selections:

* + Academic language exploration and learning(vocabulary and syntax)
  + Speaking and Listening activities
  + Writing activities
  + Language activities and questions
  + Creative performance tasks and activities that are text-specific or text-inspired
  + Foundational reading skills reinforcement where appropriate

| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| --- | --- |
| **FIRST READING:**  Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING:**  This reading will focus on the vocabulary with which students need more time due to the complexity of the verbs.  When we read the book *Abuela* this time, we will represent the selected vocabulary words. Be great word detectives and let's look and listen to the following words to act as we read:  swooping, planning, soaring, adventure  Make an anchor table and have students add images of the vocabulary words in post-its to add to the table. |  |
| **THIRD READING:**  This reading will focus on the context of the story to deepen the understanding of the relationship between Rosalba and Abuela.  Text-dependent questions:   * (page 1) Where do Rosalba and Abuela go? * (page 3-4) Do you have a special friend? Where do you like to go? * (page 7-8) Swooping is what birds do when they suddenly come down and then rise again. Have you ever seen birds do this? What else do birds do in the sky? * (pages 11-15) Over what kind of places do Abuela and Rosalba fly? * (pages 14-15) How does Grandma fly? * (page 20) Where do you think Abuela is from? * (pages 26-27) How do you think they find Rosalba's father? * (pages 28-29) Where do they end / land?   **Other general questions:**   * What language does Grandma speak? Rosalba? * What places do they visit? * Who and what do they see? * Do you think this is a true story? Why or why not? | **Possible answers:**   * To the city, in a city bus. * Have students turn and talk about who their special friend is and where they like to go. * Yes or no. Students could also talk about how birds fly together or sometimes fly in a V-shape. * Buildings, apartments, streets, people walking, cars and taxis, shops, trains, subway, rooftops, water, river, boats * Grandmother flies with her skirt like a candle * An island, Puerto Rico, Cuba, Dominican Republic or far away * They look for their window, they look for the yellow building. * Back in the park   **Writing**:  Have students draw their special person and write some sentences about who they are and where they like to go together. You can create an anchor chart with the following indications:    My special person is \_\_\_\_\_\_\_\_\_\_\_\_\_\_and I like to go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **FOURTH AND BEYOND:**  This reading will focus on re-telling the story through illustrations such as illustrator Elisa Kleven. The teacher will ask the students to talk with a partner and tell them about some of the places that Abuela and Rosalba visited. Record the student responses. Then, students will select one of the places Rosalba and Abuela visited on their trip through New York City. Have the students meet in groups of three or four with their particular place that they would like to illustrate where Abuela and Rosalba visited. While the teacher reads the book, students listen carefully to add to their illustrations. Have students write a detailed sentence that describes the place Rosalba and Abuela visited. | **For example:**  A group of 3 may choose to illustrate Rosalba and Grandmother visit the Statue of Liberty, which reminds her of her when she first arrived in the United States.  The sentence could read: Rosalba and Abuela greet the people who visit the Statue of Liberty. |

# FINAL DAY WITH THE BOOK - Culminating Task

Have the student write a letter to their special person, possibly a grandmother or grandfather. Collaborate and model a friendly letter to someone special, so that your students have a solid model. In your letter, talk about a time when you and that person embarked on an adventure. Describe that event with sensory details and figurative language. These letters could be sent around Grandparents' Day or even be invited to listen to Grandma's story and read the writing the class has completed around this set of texts.

# Vocabulary

|  |  |
| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page [1] - city – a large town.  Page [16] - mangoes – yellowish-red tropical fruit that is eaten ripe  Page [16] - rodeo – contest in which cowboys show their ability to ride broncos, roll calves, fighters, etc.  Page [26] - downtown – central area of ​​a town or city | Page [7] - swooping – moves quickly down the air.  Page [18] - harbor – a place on the coast where boats can find shelter |

## What Makes This Read-Aloud Complex?

1. **Quantitative Measure**Go to <http://www.lexile.com/>and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

510 L

## Qualitative Features

## Consider the four dimensions of text complexity below. For each dimension[[1]](#footnote-1), note specific examples from the text that make it more or less complex.

**Structure**

**Knowledge Demands**

**Meaning/Purpose**

**Language**

The structure is complex because we learn about the life of the main character, but through an imaginary experience: fantasy within realistic fiction. The reader must understand that, although the narrator and her grandmother do not really fly, where they are going and what they represent in their real life. For meaning and purpose, there are some cultural connections even in the Spanish version: the reader is learning about what Rosalba does with Abuela, and also about Abuela's background and life experiences in her home country.

Fiction

The text alternates between English and Spanish, for example:

el parque es hermoso, *beautiful*

*So many birds*, Tantos pájaros

Comparative language: when grandma's skirt is like the sailor, the clouds look like a cat, a chair looks like a bear.

Vocabulary: slide, rise, descend, flutter, harbor and adventure

*(Note: Some of these words are not in the book. See vocabulary section. AZ)*

Students may need knowledge built around life in a city, particularly in New York City. They may also want to understand why and how people from other countries come to the United States.

## Reader and Task Considerations

*What will challenge my students most in this text? What supports can I provide?*

Vocabulary words that require more merit and time so that students can use context clues to help them understand what Rosalba and Abuela are doing on their adventure.

*How will this text help my students build knowledge about the world?*

Students will see that the world we live in includes many diverse cultures, which also provides the opportunity to learn different languages.

## Grade level

*What grade does this book best belong in?* This book is appropriate for first grade.

1. For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf> [↑](#footnote-ref-1)