Title/Author: Isla

Suggested Time to Spend: 5 Days

(Recommendation: 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 “la isla” and the stories that Abuela told her granddaughter.

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

Every family has stories. When family members get together, they inevitably exchange stories. Some stories are fun, some are not, some are always remembered, some are new stories. They are a kind of glue that can unite families from both sides. Surely your family also tells stories, either by telling what happened to someone today or last year. This story is about Abuela telling Rosalba everything about the Caribbean island where she grew up.

Synopsis

Spinning through the air “like big birds playing,” Rosalba and her grandmother, Abuela, soar again on the magic of Abuela’s storytelling and Rosalba’s imagination. Together they fly to la isla, the island where Abuela grew up. They explore the bright tropical island-from the busy old city and the lush rain forest to the welcoming home of relatives where they share more of the family stories that can bridge time and distances.

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. Regardless, you will 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

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| **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:**Vocabulary:Have students make postcards, choose two or three of the words in this vocabulary, and write to someone about these words. Students can decorate their postcards using the amazing illustrations by Elisa Kleven.Here are some general comprehension questions to ask students after the second reading. The more specific text dependent questions will be highlighted in the third reading.* What did the main characters in this book do?
* What did they do in the backyard?
* What did they see in the rain forest?
* What did they see in the port?
* Why did they go to the market?
* What did they do for dinner?
* When did Abuela and Rosalba go home?
 | Possible answers:* They made an imaginary trip to the island where Abuela grew up.
* They played in a fountain.
* They saw parrots, lizards, frogs, and many plants.
* They saw big ships.
* Because Abuela's family would sell pineapples there when she was a little girl.
* They made a fruit salad.
* They went home at night.
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| **Third Reading:**This reading is to focus on the context of the story and to deepen the understanding focused on the experiences between Rosalba and Abuela.Text dependent questions:* Page 1: What is happening in the drawing on page 1?
* Page 4: Where are they doing in the drawing on page 4?
* Page 4: How do Abuela and Rosalba get to the island?
* Page 5: Who lives on the island?
* Page 6: What are Uncle Fernando, Aunt Isabel and Cousin Elena doing?
* Page 9-10: Who is in the painting that Rosalba and Abuela are looking at?
* Page 12: Where did Abuelo and Abuela get stones to build the fountain?
* Page 13: Who flies with Abuela and Rosalba to the rain forest?
* Page 15-16: What did they see?
* Page 17-18: What are Abuela and Rosalba doing?
* Page 19-20: What do Rosalba and Abuela see?
* Page 21-22: Is this the city of New York where Abuela and Rosalba live?
* Page 24: When Abuela was little, what did her family sell in the market?
* Page 25-26: Abuela and Rosalba are swimming. What kinds of fish are swimming with them?
* Page 27-28: How does Abuela say that Uncle Fernando looks with his snorkeling goggles?
* Page 29: How do Rosalba and Abuela's hands get so sticky?
* Page 33-34: What "es mágica" for Rosalba when she flies through the night sky over New York City?
 | Possible answers:* Abuela tells Rosalba a story about the island where she grew up.
* They are flying over the ocean and over the green island.
* They fly in their imagination.
* Uncle Fernando, Aunt Isabel, and Cousin Elena.
* They are looking up at the sky with their arms up.
* Uncle Fernando and a big fish that he had as a pet for a while.
* They got them out of the rain forest.
* The parrots.
* Frogs and lizards.
* They are circling in the air over the people in the plaza.
* They see big ships and a big building that the Spanish people made a long time ago.
* No, it is the city where Abuela and Abuelo used to buy things for their store.
* They sold sweet pineapples.
* Round fish, thin fish, fish with stripes, and fish with dots.
* Grandma says he looks like a forest frog.
* Their hands get sticky from the juice of the mangoes.
* Rosalba talks about New York City.

**Writing**:Have the children imagine what it would be like to fly over other places. Start by asking, "What would you see if you flew over the North Pole?Children can draw pictures of people in their families. Help them identify the picture with the names of the family members. |

Final Day with the Book: Final Task

Have the students work in pairs to draw a Venn diagram, comparing and contrasting the two books, *Abuela* and  *Isla*, since these two books are in a series. Have students use paper to draw their Venn diagrams and place them in the classroom or hallway. Have the class read the diagrams from the other classmates to see how they compared the two books in the series.

Example:

Abuela

Isla

Abuela

Rosalba

The island

NY

Relatives

The city

Ships

Rain Forest

Mango

Frogs

Lizards

Beaches

Parrots

Lake

Park

Clouds

Airport

Plane

Statue of Liberty

Vocabulary

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| **These words deserve less time**(These are concrete words and easy to explain/describe the events/processes, concepts, or experiences that students can relate.) | **These words deserve more time**(These are abstract words and have multiple meanings or are part of a family of words with similar meanings.) These words are harder to process. |
| page [2] - island - land surrounded by waterpage [3] - *esmeralda* – emerald: a very shiny green stonepage [3] - jewel – a very shiny stonepage [12] - fountain - device from which water is released from the undergroundpage [12] – rain forest – a forest where it rains a lot page [13] - parrots – a type of bird common in the rain forestpage [13] - treetops - top of trees that looks like an umbrellapage [18] - square - area in the center of a citypage [22] - supermarket - stores in large buildings to buy foodpage [22] - market - outdoor shops to buy foodpage [23] – countryside - open area outside the citypage [27] - snorkeling goggles - lenses used to protect the eyes when swimming with the whole body underwater | page [12] - splashing - jumping in dropletspage [16] - taking off - flying againpage [17] - zooming - flying quicklypage [18] – spin and dip - turning in the airpage [19] - harbor - place where ships arrivepage [20] - hundreds of years - a long timepage [24] - grew - sowed and gatheredpage [26] - dives - plunges under the waterpage [29] - ripe - ready to eat |

**What makes this a complex book?**

1. **Qualitative Measures**

Go to page<http://www.lexile.com/> and enter the title of the book that you will read aloud or use the Quick Book Search that can be found in the right corner between the book that you will read aloud, enter the title of the book that you will read aloud. The majority of the books will have the measure:

520 L

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

1. **Qualitative Characteristics**

Consider the four dimensions[[1]](#footnote-1) of the complex book shown below. Observe the specific examples of two opinions that are less complex.

When family members get together, they inevitably exchange stories. Some stories are fun, some are not, some are always remembered, some are new stories. They are a kind of glue that can unite families and unite them from both sides. Surely your family also tells stories, either by telling what happened to someone today or last year. This story is about Abuela telling Rosalba everything about the Caribbean island where she grew up.

Fiction

The text alternates between English and Spanish, for example:

el osito

qué pescado

que disfruten

y una sombrilla

como la noche

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

There are metaphors and similes in the book that really connect with the beautiful illustrations.

For example:

The treetops are a bright garden…

I see her island sparkling like a green jewel in the sea.

The hot, humid air smells salty.

Students should develop basic knowledge of the island's familiarity and the tropical characteristics that surround the animals and the plant life.

1. **Reader and tasks to consider**

What will challenge my students the most about this book? What support can I provide?

The vocabulary words that require the most merit and time for students to use context clues to help them understand what Rosalba and Abuela are doing on their island adventure.

How will it help to enhance the knowledge of the world?

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

1. **Level**

At what level does this book belong?

It is appropriate for Kindergarten.

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)