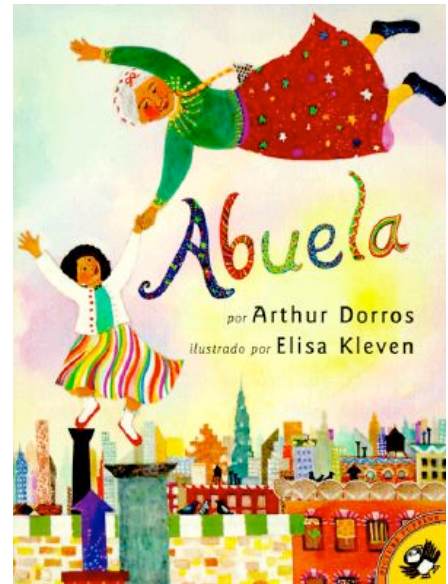


Literacy Guide

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Book: Abuela
Author: Arthur Dorros
Illustrator: Elisa Kleven
Grade Level: 2nd



Rationale

Abuela is a wonderful choice for Second Grade, and it will evoke the children's imaginations. So often in today's tight curricula we can forget the value of encouraging our students to drift off into the magical land of their imaginations and fantasy. Abuela leads students into this magical land by encouraging use of their schema, self to text connections, and construction of fantasy. The vibrant illustrations attract the students, while the story weaves them in and out of the fantasy and reality of an immigrant family living in New York City. There is ample room for individual interpretation and meaning. It is also worthy to note that the story exemplifies a different model of a modern family and represents a Hispanic child – one of the U.S.'s fastest growing populations which should be honored and represented through literature.

Mi Abuela, my grandmother, is from Mexico and we spend much time together. Come with us while we fly through New York City and visit meaningful places and people. We will teach you Spanish along the way, entice you with beautiful illustrations, and impart a bit of our Latino culture. Vamos– lets' go!

Critical Thinking Questions

- What is your mind's eye?
- Can you create anything you want in your mind?
- How do you feel when you spend the day with someone you love?
- Who gets to create the story in your mind's eye? Can you create any story you want?

Extension Activity

Take students outside and have them sit in the grass or on the pavement of the playground and look at the clouds. Reread the section of the book where the young girl is with her grandmother in the clouds. Ask the students what shapes they see in the sky, e.g. a cloud that looks like an “oso, gato, or silla.” Take turns having each child point to the cloud they see and describe what it looks like to them, and if they could fly up to it, what they would do with it. Then return to the classroom and use Spanish/ English dictionaries to find the Spanish word for the shape of their cloud, for example if a child says a cloud looks like a bird, come back and find the word, “parajo.” Then have that child make his or her own cloud of out art supplies and write the Spanish word for its shape on the paper. Create your own sky full of “nubes” that your children can fly to in their mind's eye whenever they would like.

Mini-Lesson

Time: 2–3, 30–45 minute blocks

Preparation: Obtain a copy of “Abuela” by Arthur Dorres; scaffolding of a class performance, e.g. role of the audience, role of the actors, etc.

Space Allocations: Space for sitting in a circle and being able to spread out; space for the class performance

Purpose: Encourage students to use their own schema to connect to fantasy and reality; self to text connections.

Plan:

1. Gather students for a read aloud and introduce the book, “Abuela.” Share with the students why you are bringing this book to them, what do you love about it?
2. Tell the class you are going to read the book and show them your thinking; when you come to something that you have a connection to, you are going to stop and talk about it with them.
3. Ask if anyone in the group knows what “abuela” means.
4. Ask your students if anyone has connections to Mexico or Latin American; share any connections you may have.
5. Begin to read the book and stop wherever you have a connection. Take your time to explain your connection: What is the connection? How does it make you feel? What memories does it bring up? When you reach the page where Rosalba goes to the harbor to watch the boats being unloaded, stop and ask your students to start noticing any connections they have to the story.
 - a. Ask: What is the story about so far?
 - b. Do you ever imagine going places in your mind?
 - c. Have you ever been to a different place?
6. Continue to read the story and demonstrate your thinking, pause every page or so to ask the students for any connections too. Listen and validate their contributions, especially ones that are direct connections.
7. Turn down the lights and have your students lie down, closing their eyes. Ask them to imagine they are flying:
 - a. Where are they going?
 - b. Who are they going with?
 - c. Who are they going to see?
 - d. What are they going to do?

Use helpful language to lead them into their imaginations as necessary, if desired model how you enter your imaginative world.

Have them open their eyes and share their answers with a partner as you walk around the class and listen in.

8. Send your students back to their desks to write about their fantasy flight. Encourage them to write as much as they would like, but maintain the emphasis on their joy of imagining their own story.
9. Gather the students and read each child’s story in a class theatre performance. Review guidelines of class theatre as needed to have the plays run smoothly. Go through your class asking each child if they would like to have their story performed. If they choose to, have them choose the part they would like to play in their own story. Ask their classmates if they would like a part in that story. Then, read the story once for the actors and class to hear, and then have

the actors perform it for the audience. Go one by one through the rest of the students until each child that desires has had their play performed and been a performer.

Assessment

- Listen to the students when they speak about their text-to-self connections; are these valid connections? Do they understand the concept of using schema to connect to a text?
- Read their stories, did they model solid writing efforts?
- Observe their performances, are they enjoying themselves? Did they write about places from their schema that they are now performing?

Common Core Standards Addressed

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.