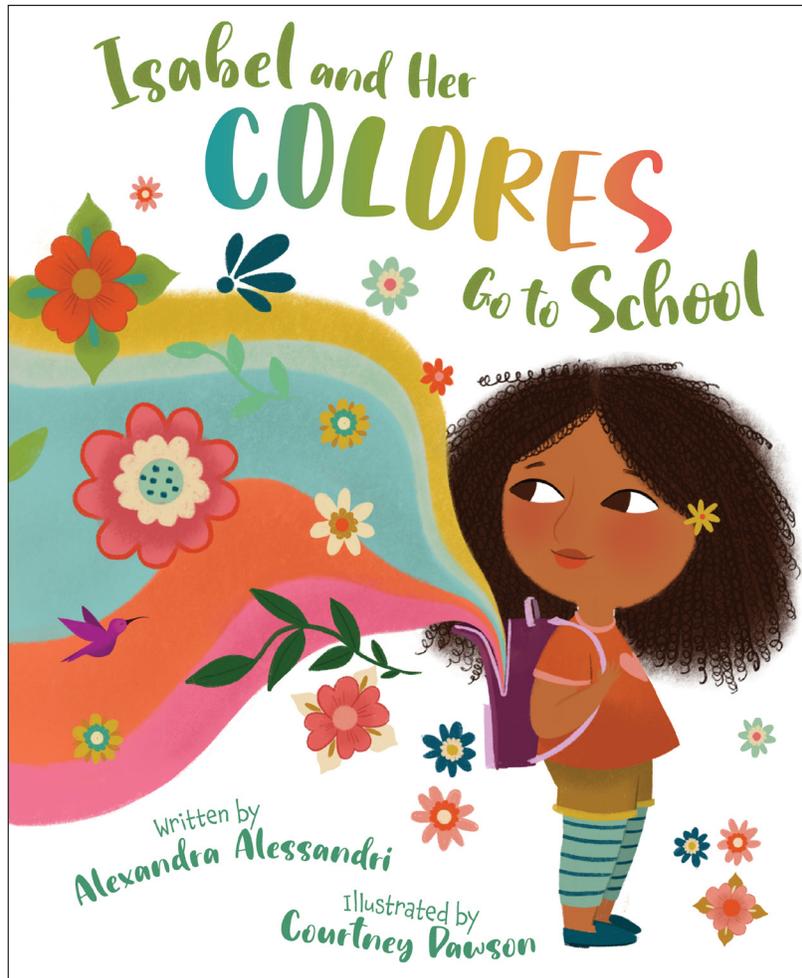


Isabel and Her Colores Go to School

AUTHOR **Alexandra Alessandri**

ILLUSTRATOR **Courtney Dawson**



This guide may be reproduced for use with the express written consent of Sleeping Bear Press. Published by Sleeping Bear Press: 2395 South Huron Parkway, Suite 200, Ann Arbor, MI

TEACHING GUIDE

Isabel and Her Colores Go to School By Alexandra Alessandri

Introduction

To Isabel, English is a language that elicits thoughts of colors like “stormy blues and blizzard whites.” She favors her native Spanish, which embraces the colors of pink, yellow, and purple. Isabel navigates the challenges of being a new student and, additionally, one who does not know the language well on her first day of school. By the end of the story, she discovers her artistic talent affords her a way to communicate and make friends. *Isabel and Her Colores Go to School* provides a springboard to involve children in discussions and activities about being a new student, making friends, and the feelings and challenges of English language learners starting at a new school.

ACTIVITIES

- + **Read-Aloud Discussion Questions:** Use the questions provided before, while, and after reading the story aloud with students. You may want to write the questions on sticky notes ahead of time to place on and in the book so they are readily available as you read. You also may want to have a large piece of paper or a whiteboard handy for recording students’ ideas for how to welcome new classmates and make them feel comfortable.
- + **New Student Notes:** In the first activity, students brainstorm what they think is helpful for new students to know and how to make them feel welcome. Now explain that each student will have the opportunity to write and draw a note that you will place in a class book for them to share if you welcome a new student during the year. Students may choose an idea from your brainstorming session or use a new idea. Provide each student with a copy of the New Student Welcome Note activity sheet.
- + **Feelings Map:** Using the Feelings Map, ask students to record how Isabel felt at the beginning, middle, and end of the story. Ask students to share why they think that based on evidence from Isabel’s actions or words and/or the illustrations. Have students share their thinking with a partner or a small group.
- + **My Color Caritas:** A color wheel is a circle divided into sectors used to show the relationship between colors. Students may already be familiar with a color wheel from their art class. If not, this may be a great opportunity to collaborate

with your school’s art teacher. In the story, Isabel draws little faces (caritas or emojis). She also associates her feelings and emotions with colors. Have students color the color wheel (you may help or have them fill in the blank color wheel or provide them with the labeled color wheel). Then they may color the small circles, matching the colors to the color wheel and drawing little faces to show the feelings that they associate with different colors. For older students, you may want to find a color wheel template that allows for more colors and the feelings they evoke.

- + **What Different Languages Do We Speak?:** Using the table, you or your students can gather data about the different languages that they or their families speak. Create a bar graph as a class or have students create one individually using the template provided. If more languages are spoken than the table or template accommodates, you may need to modify it for your class. Extend the activity for older students by having them gather additional data from students outside of your classroom.

Lingo Matching: The author incorporated Spanish words and phrases into the story for an accurate depiction of Isabel’s interactions and feelings. Reread the story or parts of the story with your students to help match the Spanish and English words and phrases using context clues and illustrations.

Table of Contents

| | |
|---|-------|
| + Read-Aloud Discussion Questions | 3 |
| + New Student Notes | 4 |
| + Feelings Map..... | 5 |
| + My Color Caritas | 6 & 7 |
| + What Different Languages Do We Speak? | 8 |
| + Lingo Matching | 9 |

TEACHING GUIDE

Isabel and Her Colores Go to School 3



Read-Aloud Discussion Questions

QUESTIONS AND PROMPTS FOR *ISABEL AND HER COLORES GO TO SCHOOL*

QUESTIONS AND PROMPTS FOR BEFORE READING

If you have established turn-and-talk partners, have the students sit next to their partners; you may also quickly pair students before beginning to read the story.

Activate prior knowledge with the following questions.

- + Imagine being a new student in our classroom. How do you think it would feel? Why? Take a minute or so to think and then turn and talk over your answers with your partner.

Use the cover of the book and read the title aloud for students to make predictions.

- + What do you think this story is about? What makes you think that?

Evidence may include characters' facial expressions, body language, the title, illustrations on the jacket, etc.

QUESTIONS AND PROMPTS WHILE READING

After p. 4 (Isabel is dreaming):

- + What do we learn about Isabel?
- + What is her problem?
- + How do the illustrations help us understand Isabel's feelings?
- + How does she think about her feelings?

After p. 8 ("Isabel's lips wobbled and wobbled"):

- + How does Isabel want to solve her problem? Is it a good choice? Why or why not?

What do you think Isabel's mother means when she says, "To bad times, a good face"?

After p. 22 (Isabel is eating lunch by herself):

- + What do you notice about Isabel as she goes through the morning activities with her classmates?

QUESTIONS AND PROMPTS AFTER READING

Have students gather in a circle to discuss the following questions about the story.

- + How did Isabel best share what she was thinking with her classmates?
- + Why are colors important to Isabel?
- + Why are the illustrations important to this story?
- + Why do you think the author used the title *Isabel and Her Colores Go to School*?

Wrap up and transition with the following question. Record the students' ideas as they share them.

- + What is helpful for new students to know to feel welcome and more comfortable in our classroom/school?

Use this last question as a lead-in to the next activity about how to welcome a new student.

Name: _____

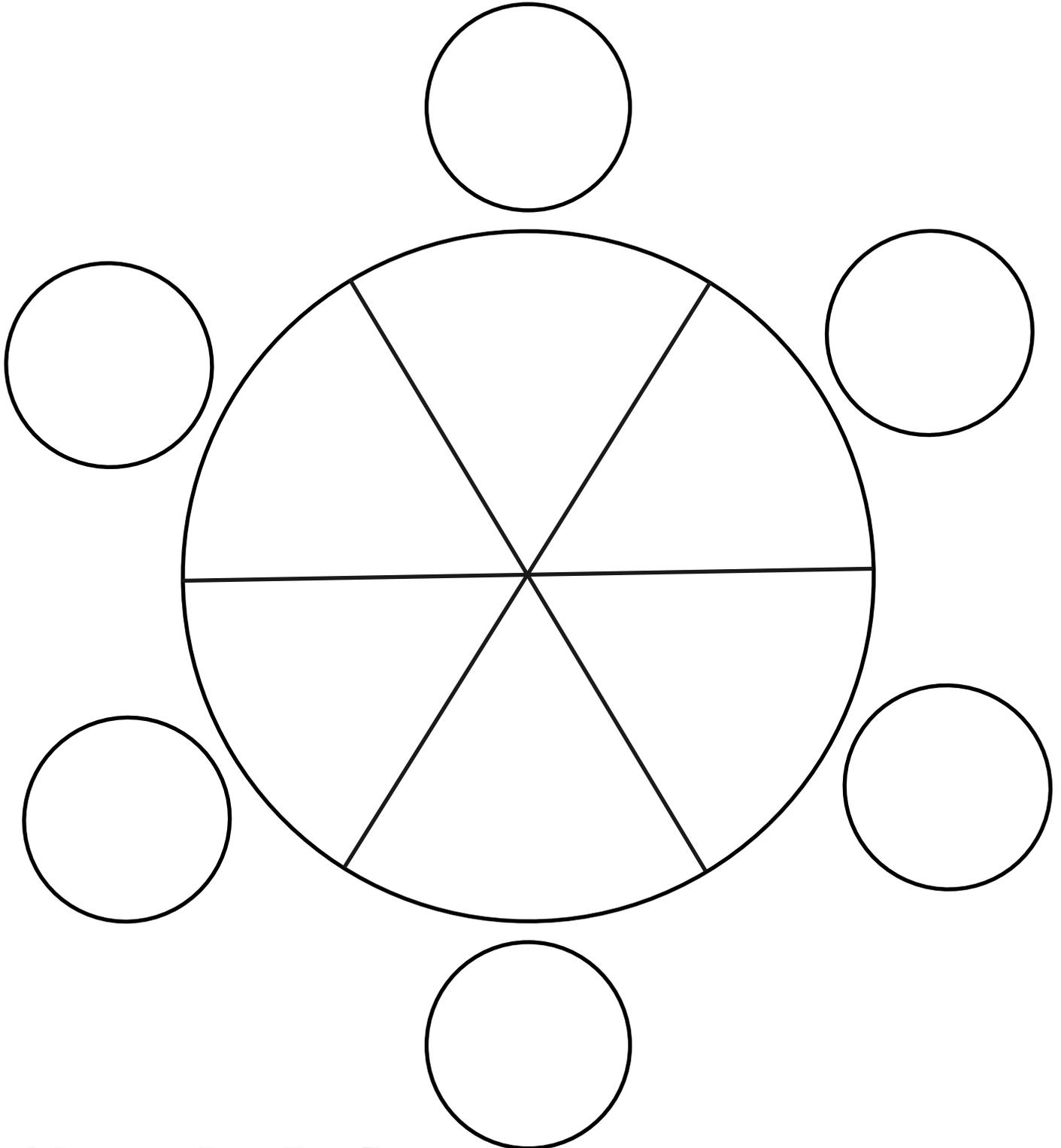
New Student Welcome Note

Dear New Student,

Here is something helpful I think you should know about our classroom/school.

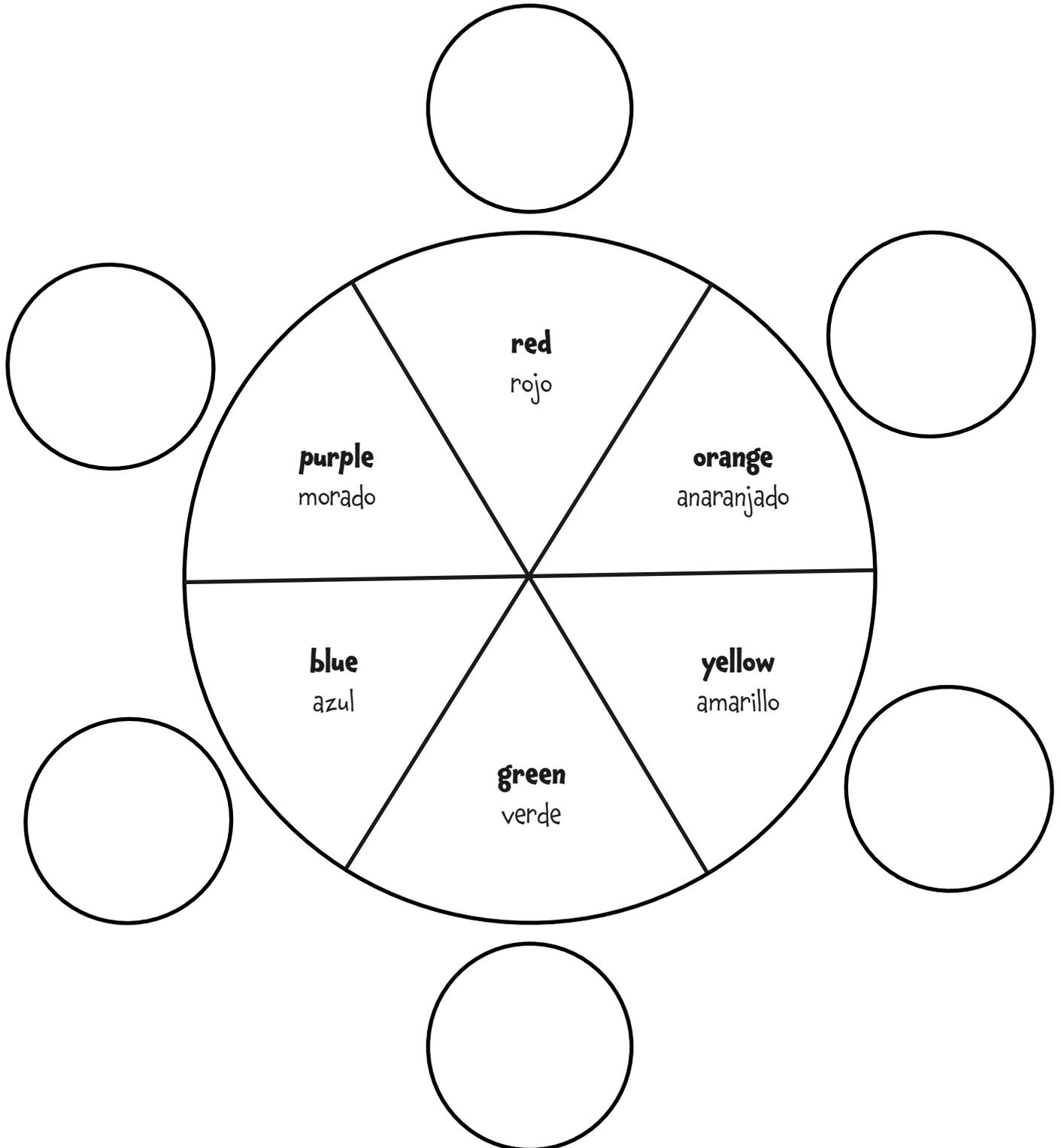
My Color Caritas

In *Isabel and Her Colores Go to School*, Isabel drew caritas (little faces or emojis). She also connected colors with her feelings. Color the color wheel below and use the circles to draw little faces showing your feelings that connect to that color.



My Color Caritas

In *Isabel and Her Colores Go to School*, Isabel drew caritas (little faces or emojis). She also connected colors with her feelings. Color the color wheel below and use the circles to draw little faces showing your feelings that connect to that color.



What Different Languages Do We Speak?

Use the table below to tally the different languages spoken by families in our class/school. Add more rows to the table, if needed.

| LANGUAGE | NUMBER OF STUDENTS |
|----------|--------------------|
| | |
| | |
| | |
| | |
| | |

Create a bar graph below using the data from your table.

DIFFERENT LANGUAGES WE SPEAK



Lingo Matching

Lingo is another word for language. In *Isabel and Her Colores Go to School*, the author uses Spanish words and phrases at different times during the story. Match the Spanish words and phrases from the story to the same words and phrases in English by drawing lines between the two columns.

Spanish

amigas

azul

caritas

coloreando

colores

corazones

culebras

dos

español

inglés

me llamo

no entiendo

por favor

rojo

sí

tres

uno

English

coloring

one

please

red

yes

English

friends

hearts

two

little faces

blue

Spanish

my name is

I do not understand

colors

three

snakes

