

TEACHER READING GUIDE

Mango, Abuela, and Me

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Essential Question: How does a character’s behavior contribute to solving the problem in a story? How does identifying a character’s behaviors help readers sequence and retell a story?

BOOK SNAPSHOT

Selected from Florida’s ELA B.E.S.T. Standards Sample Text List

Text Type: Literary

Genre: Realistic Fiction

Themes/Topics: Communication, Cross-Cultural Relationships, Overcoming Barriers

Lexile: AD560L

SKILLS ALIGNED WITH FLORIDA’S ELA B.E.S.T. STANDARDS

- Word Work** **ELA.2.F.1.3**
Decode words with variable vowel teams. (ea)
- Vocabulary** **ELA.2.V.1.1**
Use grade-level academic vocabulary. (Tier 2)
- Comprehension** **ELA.2.R.1.1**
Identify plot structure and main story elements.

BUILDING BACKGROUND

Discuss how people communicate, both verbally and non-verbally.

- Ask a student to communicate a secret word using only gestures, objects, or by drawing pictures.

Reflect:

- Discuss students’ thoughts and feelings about communicating without spoken words.

Connect:

- The characters struggle to communicate with spoken words at the beginning of the story because they speak different languages.

STUDENT LEARNING TARGETS

Today I am:
examining a character’s behaviors.

So that I can:
explain how their behaviors help solve the problem in the story.

WORD WORK – DECODE WORDS WITH THE VARIABLE VOWEL TEAM *ea*

ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
a. Decode words with variable vowel teams (e.g., *oo*, *ea*, *ou*) and vowel diphthongs (e.g., *oi*, *oy*, *ow*).

Students will decode words with the **vowel team** *ea*. **Vowel teams** are a combination of letters representing a single vowel sound. The vowel team *ea* makes several sounds, but for the purpose of this lesson, the focus will be on the short e sound, /ĕ/, as in *head*.

Write the word *bread* on the board, and say:

- Today we will decode words with the vowel team *ea*. Vowel teams are two or more letters representing a single vowel sound.
- In many words, the vowel team *ea* makes a long e sound, such as ***each*** or ***teach***.
- In some words, *ea* makes a short e sound, such as ***bread***.
- Repeat after me, /b/ /r/ /ĕ/ /d/—*bread*.
- As we read our book, we will decode more words with the *ea* vowel team pronounced /ĕ/, like in the word *bread*.

Try This!

ELA.2.R.3.1: Interpreting Figurative Language

Read the simile on p. 9: “With our mouths as empty as our bread baskets, we walk back home and watch TV.” Discuss what the simile means and how figurative language helps readers understand the characters’ feelings and behaviors.

Continue to practice decoding words with the vowel team *ea* using the following words from the book:

feather (p.6)

sweaters (p. 8)

breath (p. 27)

heavy (p. 30)

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.



snaking (p. 2): **Snaking** describes something or someone moving in long, curvy turns. Before Abuela moved in with her family, she lived in a house with two **snaking** rivers behind it.



bundle (p. 8): When something or someone is **bundled**, they are wrapped in a cloth to keep warm or safe. Mia and Abuela **bundle** up with thick socks and sweaters to keep warm when they walk in the park.



tucked (p. 3): If something or someone **tucks** something somewhere, they put it in a safe place so it does not get lost or broken. Abuela **tucked** the picture of her husband and the parrot feather in the pocket of her suitcase so she would not lose them during her move.



company (p. 19): Keeping someone **company** describes spending time with them so they are not lonely. Mia wants to buy the parrot in the pet shop to keep Abuela **company** while she is at school.

Vocabulary Extension Activity

Expand students’ understanding, use, and application of words in a variety of contexts. Read the sentences. Ask students to determine if the target vocabulary word is used in the correct context, and explain their answer.

- **Incorrect Context:** The long, *straight* line of people is **snaking** around the outside of the movie theater. Is this the correct use of the word? Why or why not?
- **Correct Context:** If I **tuck** an important letter from school into my backpack, do I place it carefully in my take-home folder? Why or why not?

READ FOR MEANING – DESCRIBE PLOT STRUCTURE AND MAIN STORY ELEMENTS

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

- Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.
- Clarification 3: For character, students will describe characters' traits, feelings, and behaviors.

ELA.2.R.3.2: Retell a text to enhance comprehension.

- a. Use main story elements in a logical sequence for a literary text.



Before – Review Plot Structure and Main Story Elements

The purpose of this read aloud is to identify the main character's behaviors and explain how they contribute to solving the problem in the story. Students will use the main story elements to gather information about Mia's behaviors and her attempts to solve the problem. They will then retell the steps Mia took to solve the communication problem with Abuela.

- Review the terms *plot structure*, *main story elements*, and *character behaviors*.
 - *Behaviors* describe what the character does and says.
- Recreate the graphic organizer below to record Mia's behaviors and how they assist her in solving the communication problem she experiences with Abuela.

What is Mia's Behavior? (What does she say or do?)	How Does Mia's Behavior Help Solve the Problem?



During – Discuss Plot Structure and Story Elements

Model:

Read p. 1-10, and explain the problem.

Problem: Abuela comes to live with her family. Abuela only speaks Spanish, while Mia only speaks English. Abuela and Mia find it difficult to communicate using spoken words.

Guiding prompts:

- Has a family member ever come to stay with you? What was it like?
- Do any of your family members speak a different language from yours? How do you communicate with them?
- What could be difficult about communicating with someone who speaks a different language from yours? What could be exciting about it?
- How could Mia and Abuela communicate without using spoken words? (Direct students back to the building background activity if needed.)

Read the following sections, and use the prompts to guide students in identifying Mia's behaviors. Discuss how they help her solve the problem. Record information on the graphic organizer.

READ FOR MEANING – DESCRIBE PLOT STRUCTURE AND MAIN STORY ELEMENTS



P. 11 – 12 Behavior: Mia has a conversation with Mami to discuss her problem communicating with Abuela.

- Why does Mia decide to talk to her mom?
- How do the pictures help you understand how Mia is feeling?
- How does the conversation with her mom help Mia move toward solving her problem?
- Who do you talk to when you're feeling sad or frustrated? How does it help you solve problems?

Guided Practice:

P. 13 – 14 Behavior: As they cook together, Mia teaches Abuela English words for certain foods.

- Discuss the Spanish and English words Mia and Abuela teach each other.
- How does Mia behave like her teacher, Miss Wilson?
- Why is this behavior helpful for both Mia and Abuela to solve their problem?
- How do Mia and Abuela feel while they teach each other new words? How do you know?

P. 15 – 16 Behavior: Mia labels objects in the house with English words.

- What does Mia do to help Abuela learn English words?
- How does Mia's game help Abuela learn English?
- What could Abuela do to help Mia learn the Spanish words for the same objects?
- How does Mia respond when Abuela has trouble with saying some of the English words?

Independent Practice:

P. 19 – 22 Behavior: Mia buys a parrot for Abuela.

- Clarify that parrots sound like they are speaking human words when they copy sounds they hear.
- How do Mia and Abuela teach Mango to repeat words?
- How does Mango help Abuela learn English?
- How does Mango help Mia learn Spanish?
- Would you want a parrot as a pet? Why or why not?

Review Mia's behaviors and discuss:

- How did Mia's behaviors help toward solving her communication problem with Abuela?
- How have Mia's and Abuela's feelings about communicating with each other changed from the beginning to the end of the story? How do you know?



After: Retell the Story

Create sentence strips from the sentences below, and place them out of sequence. Retell the story with students by placing the sentences in the correct sequence in the chart. Use the graphic organizer of Mia’s actions to help guide this activity.

- Abuela travels from far away to come live with Mia and her family.
- Mia speaks English, and Abuela speaks Spanish. They cannot understand each other.
- Mia talks to her mom and gets help with her problem.
- Mia teaches Abuela the English words for foods while they cook together.
- Mia helps Abuela learn English words by playing a game of “Hear and Say.”
- Mia buys a parrot for Abuela, and he helps her learn English words.
- Mia and Abuela are happy because they can talk and read together every night.

In the beginning,	
The problem is	
First,	
Next,	
Then,	
After,	
In the end,	

Tie the sequencing activity back to the essential question:

- How does identifying Mia’s behaviors help readers sequence and retell a story?

Paired Text Suggestion

Paired texts are intentionally grouped around a common topic or theme and motivate students to make connections across texts, build critical thinking skills, and deepen their understanding of a text. Reading paired texts allows students to build background knowledge, expand their vocabulary, and scaffold comprehension of a complex text.

The B.E.S.T. text *Mango, Abuela, and Me* pairs well with the New Worlds Reading Initiative book *How to Feed Your Parents* by Ryan Miller to support Florida’s ELA B.E.S.T. benchmark

ELA.2.R.1.3: Perspective and Point of View.

Both texts provide an opportunity to analyze the differing perspectives of characters and support students’ understanding of how characters’ feelings, traits, and behaviors contribute to the meaning of the story.