

TEACHER READING GUIDE

Tula ["Books are door-shaped"]

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Essential Question: How do details in a poem help the reader identify and explain the theme?

BOOK SNAPSHOT

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

Text Type: Poetry

Genre: Free Verse

Themes/Topics: The Power of Books

Lexile: No published Lexile level

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

- Word Work** **ELA.3.F.1.3 (c)**
Decode multisyllabic words.
- Vocabulary** **ELA.3.V.1.1**
Use grade-level academic vocabulary. (Tier 2)
- Comprehension** **ELA.3.R.1.2**
Explain a theme and how it develops in a literary text.

BUILDING BACKGROUND

- The poem *Tula* ["Books are door-shaped"] is about a girl named Tula whose parents forbid her to read. They believe it isn't a "proper" activity for girls.
- Despite her parents' rules, Tula reads marvelous and magical stories.
- A **portal** describes an entrance or access to another place.
 - The speaker describes books as door-shaped **portals** that carry her to places where she feels less alone.
- Discuss how books offer opportunities for a reader to transport from reality to an imagined place.

STUDENT LEARNING TARGETS

Today I am:
using details in a poem.

So that I can:
identify and explain the theme.

WORD WORK – MULTISYLLABIC WORD READING

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.
c. Decode multisyllabic words.

Students will use a word-reading routine to decode unfamiliar words.

- Review the terms **prefix**, **suffix**, and **base word**.
 - A **prefix** is a word part that has meaning and is added to the beginning of a base word.
 - A **suffix** is a word part that is added to the end of a base word.
 - **Base words** are single words that cannot be broken into smaller word parts and still have meaning.
- Guide students through the steps of the routine and how to apply them to an unfamiliar word.
 - Step 1: Circle the prefixes and suffixes in the word.
 - (un)friend(ly)
 - Step 2: Underline and read the base word.
 - (un)friend(ly)
 - Step 3: Read the circled prefix(es) and/or suffix(es).
 - Step 4: Blend the word parts together to read the whole word.
- Practice the routine with several words before providing time for independent practice.

Did You Know?

A **word reading routine** provides systematic, explicit steps to decode unfamiliar multisyllabic words.

Suggested words for practice:

carrying (line 3)

rarely (line 16)

replace (line 28)

lonely (line 37)

dangerous (line 43)

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



gaze (line 13): If you **gaze** at something or someone, you stare at them for a long time. In the poem, the speaker **gazes** at her father's books locked in a clear cabinet.



enticing (line 14): **Enticing** describes something inviting that makes you want to have it. The books in the locked cabinet have **enticing** covers and mysterious titles.



permitted (line 16): If you are **permitted** to do something, you are allowed to do it. The speaker is rarely **permitted** to touch her father's books.



forbidden (line 23): When something is **forbidden**, it is not allowed. The speaker shares that poems, stories, and plays are **forbidden** to girls.

Vocabulary Extension Activity

Tier 2 words can be used to teach word relationships and aid students in making connections between synonyms and antonyms. Refer to p. 205 of Florida's ELA B.E.S.T. Standards for additional information on types of word relationships.

- For example, *permitted* is an antonym for the word *forbidden*.

READ FOR MEANING – EXPLAIN A THEME

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text



Before:

The purpose of this read aloud is to explain the theme of the poem, *Tula* ["Books are door-shaped"], using details from the text. The **theme*** is the underlying message or big idea of a talk, book, film, or other work.



During:

First Read:

To model prosody, read the poem aloud to students, demonstrating how printed words turn into expressive phrases and sentences.

- To read with **prosody**, students must understand phrasing, grouping words, syntax, and word order. The reader should group words in a way that makes sense as they read.

Second Read:

- Introduce the term **theme**, and explain that it is not always clearly stated in the text.
- Students will learn to identify and explain the theme of the poem *Tula* ["Books are door-shaped"]. Share the guiding questions with students to set the purpose for reading.
 - What types of challenges does the speaker face?
 - How are the challenges alike? How are the challenges different?
 - How does the speaker respond to her challenges?

Recreate the graphic organizer below on the board or chart paper. As you read, record text evidence depicting challenges the speaker faces and how she responds to the challenges.

Identifying Theme: (answers may vary)

	Challenges the Speaker Faces	How Does the Speaker Respond to the Challenges?
Stanza 1	She is lonely.	She describes books as helping her feel less alone.
Stanza 2	She isn't allowed to read books because she is a girl.	She uses thought/imagination to replace feeling trapped.
Stanza 3	She is not supposed to think.	She uses thought/imagination to replace feeling trapped.
Stanza 4	She is lonely.	She secretly opens an invisible book in her mind.
Stanza 5	She isn't allowed to read books.	She imagines reading a book and steps into a magical universe through its door-shape.
Stanza 6	Her parents think girls shouldn't read books.	She imagines her universe as having tall, strong, and clever girls that rescue other children from monsters.
Theme: The author believes no one can stop our imaginations when we feel alone.		

*Language is pulled from Florida's ELA B.E.S.T. Standards.

READ FOR MEANING – EXPLAIN A THEME



After – Find the Theme

- Review the graphic organizer to determine the **theme**, or big idea of the poem. (*Identified themes may vary slightly based on class discussions.*)
 - Suggested guiding questions to determine the theme:
 - What challenges does the speaker face?
 - How are the challenges alike? How are the challenges different?
 - How does the speaker respond to challenges?
 - If she faces these challenges again, what would she do?
 - Collaborate to identify the theme and write it on the graphic organizer.

Writing prompt: Students will write a paragraph to explain how the theme connects to their lives.

- Suggested prompt:
 - Write about a time you faced a challenge and how you responded to it.

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 *Tula* [“*Books are door-shaped*”] pairs well with the New Worlds Reading book *Fly, Girl, Fly!: Shaesta Waiz Soars Around the Worlde* by Nancy Roe Pimm to support Florida’s ELA B.E.S.T. benchmark **ELA.3.R.3.3: Comparative Reading**.

Both texts offer opportunities to compare and contrast how two authors present information on the same topic or theme.