

# Joyful Literacy Book Kit

María Mariposa

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## Joyful Literacy Book Kit: *María Mariposa*

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# Joyful Literacy Book Kit

**Book Title:** *María Mariposa*

**Author:** Karla Arenas Valenti

**Illustrator:** Ana Ramírez González

**Suggested Grade Levels:** K–1

## Story Overview:

María is filled with beautiful memories of her home in México and knows exactly who she is as she begins school in the United States. But everything at school is different, including the language people speak, and María begins to lose confidence. She wonders if the place she comes from, her community, and the magic she feels inside have a place in this new country. She feels sad and lonely, but then she learns how to make herself feel better: by remembering the magic that's inside her. This story, filled with magical realism, helps us see how, with courage and self-compassion, we can confront the difficult moments and feelings that come with being in a new place. It shows how we can celebrate the magic we all have inside us and what we have to offer the world.

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<sup>1</sup> Additional family literacy activities downloadable at <https://padlet.com/joyfulliteracy/playbooks>.



# Joyful Literacy Book Kit Overview

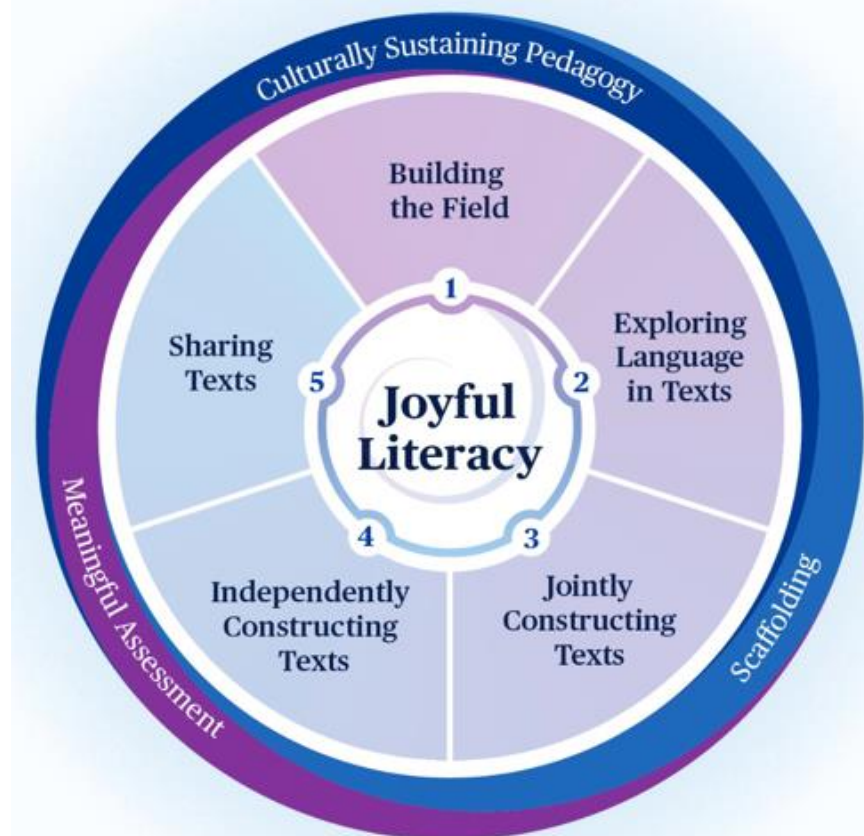
*Joyful Literacy* is a culturally and linguistically sustaining, inclusive, and whole-child approach to language and literacy learning. The approach integrates evidence-based early literacy practices with playful learning, creativity through the arts, and social-emotional development. The goal is for children to simultaneously develop strong literacy skills, feel a sense of belonging, and experience joy. Educators with a joyful literacy mindset model enthusiasm, demonstrate joy, promote playfulness, nurture creativity, and cultivate cultural and linguistic pluralism.

This book kit is part of a larger *Joyful Literacy Playbook* with additional book kits, guidance, and resources. Each book kit centers a culturally affirming storybook with an engaging plot and rich language (complex text) and includes a five-day sequence of teaching and learning with detailed lesson plans and family activity guides. The book kits were designed to support your facilitation of joyful literacy, recognizing that you will use your expertise to modify, adapt, and expand the lessons to make them relevant, responsive, and joyful for the children in your care.

## The Teaching and Learning Cycle

Joyful Literacy is an integrated model of literacy organized by the Teaching and Learning Cycle (TLC) and fueled by dialogic teaching (teaching and learning through discussion). In this model, joy and meaningful interaction are prioritized as children engage in a sequenced series of higher-order literacy activities focused on reading comprehension, oral language, writing, vocabulary, and awareness of how language works.

The TLC has five stages, as seen in the figure. In the first stage, children build their knowledge of the story (the field) through repeated interactive readalouds during which they discuss the characters, events, and themes of the story. In stage two, they explore the language of the story by discussing the story's vocabulary, poetic phrasing, grammatical structures, dialogue, and organization. In stage three, the children first orally retell the story in



Teaching and Learning Cycle

partners and then orally retell it as a class. The teacher writes what they collaboratively craft as they jointly reconstruct the story. In stage four, the children apply their story writing skills as they write and illustrate their own versions of the week's story. In the fifth stage, they celebrate their writing and get feedback from peers as they read their stories to one another.<sup>2</sup>

## Overview of the Activities

Here is an overview of the lessons children engage in and the high-impact teaching practices teachers use throughout the week.

### TLC Interactive Readalouds

Throughout the five-day TLC sequence, teachers read aloud the same culturally affirming and complex storybook multiple times in interactive ways. Children are prompted to discuss increasingly complex questions that help them build knowledge of the story and develop reading comprehension skills. Children discuss four types of comprehension questions:



*On-the-surface questions* ask children about what the text says literally, such as who the characters are, what events take place, and the sequence of events.



*Below-the-surface questions* ask children to interpret the author's meaning by making inferences and drawing conclusions based on the words or illustrations.



*Deeper-dive questions* ask children to think critically about the bigger themes or life lessons in the story, and they challenge them to form their own opinions.



*Ride-the-wave questions* help children connect their own lives and emotions to the story to better understand characters' motivations or the story's themes.

### Dialogic Reading

During the interactive readalouds and other lessons, dialogic reading techniques, such as using the following prompts, are used to support children to interact meaningfully with the story:

- **Choral Completion Prompts:** Ask the children to chorally fill in a word or phrase (for example, María felt \_\_\_\_).
- **Recall Prompts:** Ask the children to follow the storyline by telling what happened. For example, they can help tell the story on the second and third read by describing what is happening in the pictures.
- **Discussion Prompts:** Ask the children to discuss open-ended comprehension questions with a peer (for example, Why did María feel lonely at her new school? What made her feel better?). Provide an open-ended sentence frame to support discussion (for example, María felt lonely because \_\_\_\_\_. She felt better when \_\_\_\_\_.)
- **Invitation Prompts:** Ask the children what they notice or if there is anything they would like to ask or say (and being open to unexpected responses).

<sup>2</sup> For more information, see *Joyful Early Literacy: Six Principles from Research* and *Joyful Early Literacy: The Teaching and Learning Cycle* available at [joyfulliteracy.org](http://joyfulliteracy.org).

- **Expanding Prompts:** Ask the child to elaborate on what they said to provide more detail or clarification (for example, What do you notice about the butterfly? ... Can you say more about that idea?)
- **Modeling Prompts:** Rephrase what a child says in order to clarify or model effective expression, confirming its accuracy with the child, and asking the child to say it with you.

## Peer-to-Peer Discussion

Much learning happens through talking with peers. Throughout the week, children frequently engage in think–pair–share, sometimes with open-ended sentence frames, to have meaningful peer-to-peer discussions about the story and its language. Here are the steps to this collaborative talk structure:



**Think (individually):** Ask the children an open-ended question that promotes thinking and has no right answer, such as how a character in the story might be feeling and why. Provide at least five seconds of time for children to think.



**Pair (in partners):** Invite the children to take turns sharing their ideas with a partner. Encourage equitable talk with an open-ended sentence frame (such as They might be feeling \_\_\_\_ because \_\_\_\_.) Prompt the children to keep talking after sharing their idea.



**Share (with the whole group):** To keep the pacing perky, avoid calling on more than a handful of children. The children have already shared in partners, and this makes children's thinking visible, so you can confirm, clarify, or extend ideas. Be cautious about routinely calling on the same children or calling on the children who have the best responses. All children have good ideas.

## Writing and Language Awareness

Children progress through a series of stages as they learn to write (see Stages of Emergent Writing on the next page). In terms of encoding and spelling, in the same classroom, one child may use letter strings, whereas another child may use invented or phonetic spelling, and another child may use conventional spelling. This is typical. A child may choose to write and also dictate what they wrote to an adult. If dictating, the child should still be encouraged to write. This is because in order to progress in writing, children need encouragement and abundant opportunities to write. Joyful Literacy includes daily writing in journals where the children respond to a comprehension question about the story, and at the end of the week, write their versions of the whole story.

In terms of language awareness, the storybook used in the readalouds serves as a mentor text that children learn to emulate by exploring the story's plot, themes, and language. They develop language awareness as they explore how the whole story is organized, how dialogue works, how sentences and phrases are crafted, and how specific words are used. This language awareness is critical to writing development as it helps children engage more meaningfully with the story and make more intentional choices as they write stories. By the end of the week, children have strengthened their knowledge of how stories work, and they are able to confidently write their own versions of the story, as well as original stories of their choosing.



### Stages of Emergent Writing<sup>3</sup>

Stage	Description	Example
Drawing	Drawings that represent writing	
Scribbling	Marks or scribbles the child intends to be writing	
Wavy scribbles or mock handwriting	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	
Letter-like forms or mock letters	Letters and marks that resemble letter-like shapes	
Letter strings	Strings of letters that do not create words, written left to right, including uppercase and lowercase letters	
Transitional writing	Letters with spaces in between to resemble words; letters/words copied from environmental print; letters often reversed	
Invented or phonetic spelling	Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word	
Beginning word and phrase writing	Words with beginning, middle, and ending letter sounds; short phrases	
Conventional spelling and sentence writing	Correct spelling of words, generally the child's name and words such as mom and dad; sentences with punctuation and correct use of uppercase and lowercase letters	

<sup>3</sup> Byington, T. A., & Kim, Y. (2017). Promoting preschoolers' emergent writing. *Young Children*, 72(6), 74–80.



## Vocabulary: Exposure + Play + Instruction

Throughout the week, children develop robust knowledge of new vocabulary from the story and the ability to use the vocabulary in speaking and writing in three powerful ways:

- *Wide Exposure:* Children are exposed to many sophisticated words as they hear new words during the readaloud, and the teacher explains the meaning of select words to support their comprehension of the story.
- *Word Play:* Children engage in playful activities that encourage a love of language and curiosity about words (for example, by having children dramatize the words *brave*, *kind*, or *lonely*).
- *Explicit Instruction:* Through an explicit vocabulary instructional routine, the children learn more deeply about a small number of strategically selected general academic vocabulary words (such as *extraordinary* or *proud*) and how to use them in speaking and writing.

## Creative Expression: Arts and Social-Emotional Development

There are six types of creative expression activities in the book kits: creative writing, visual and digital arts, kindness and community, mindfulness and self-awareness, music and movement, and dramatic play. These activities integrate playfulness, social-emotional learning, and visual and performing arts with literacy. Educators are not limited to these six and are encouraged to create additional creative expression activities that reflect their communities, families, and children. These can be co-constructed with students. Mindfulness and meditation are included in this section, and the following terms are used:

- Tadasana (tah-DAH-sah-nah), or mountain pose: Stand vertically upright, feet together and the body tall and strong, arms relaxed alongside the body, palms facing forward.
- Sukhasana (su-KAHS-ah-nah), or easy pose: Sit cross-legged on the floor, hands resting gently on the knees.

Throughout the book kit, children engage in social-emotional learning (SEL) in a variety of ways. By reflecting on how characters are feeling and discussing their own emotions, for example, young children learn to recognize and understand their emotions and those of others, fostering empathy and kindness. This early understanding helps them develop important skills such as active listening, perspective-taking, and cooperative play.

SEL encourages children to express their feelings in constructive ways and manage their emotions effectively, building a foundation for emotional intelligence. As they interact with peers and adults, these skills help them form positive relationships, resolve conflicts peacefully, and develop a sense of shared responsibility and compassion towards others, ultimately nurturing their growth into kind and empathetic individuals.

## English Language Development

To ensure equitable access and steady English language development (ELD) for multilingual children who are not yet fully proficient in English, evidence-based ELD support aligned with ELD standards is integrated throughout all lessons in this book kit (this is called integrated ELD). Additional designated ELD (D-ELD) lessons are provided to intensify support and further accelerate children's English language learning. The suggested activities presume that teachers will observe children closely and adapt where needed to be responsive to the children in their care. These activities can also be used with children who are already proficient in English to support language development.

## Family Literacy Activities

Each book kit contains a family activity guide with suggestions for joyful shared book reading experiences and playful creative expression activities to do at home with six types of activities: creative writing, visual and digital arts, kindness and community, mindfulness and self-awareness, music and movement, and dramatic play. Educators are encouraged to invite families to suggest additional creative expression activities, drawing on their cultural, linguistic, and community assets.

## Language and Literacy Standards Addressed<sup>4</sup>

The week-long sequence of activities exemplifies an integrated model of literacy that addresses multiple and intertwined California Common Core English Language Arts (CCSS ELA) and California English Language Development (ELD) Standards (for children ages 5–7), as shown in the table below.

CCSS ELA Reading Standards for Literature	RL.K-1.1, 2, 3, 4, 5, 6, 7, 8, 10
CCSS ELA Speaking and Listening Standards	SL.K-1.1, 2, 5, 6
CCSS ELA Writing Standards	W.K-1.1, 3, 5
CCSS ELA Language Standards	L.K-1.1, 2, 5, 6
ELD Standards: Interacting in Meaningful Ways	ELD.PI.K-1.1, 2, 3, 5, 6, 7, 8, 9, 10, 12
ELD Standards: Learning About How English Works	ELD.PII.K-1.1, 2, 3, 4, 5, 6

<sup>4</sup> These materials were developed using California's ELA/Literacy and ELD standards. Please consult your state-adopted standards to compare.

## Week-at-a-Glance: *María Mariposa*

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>TLC Readaloud</b> 20 min. <sup>5</sup>	<b>Introduce the Book:</b> On-the-surface comprehension questions	<b>Discuss Questions:</b> Below-the-surface comprehension questions	<b>Orally Retell the Story:</b> Deeper-dive comprehension questions and oral retelling	<b>Reconstruct the Story:</b> Joint construction and independent writing	<b>Share Versions of the Story:</b> Read your story to a friend
<b>Writing</b> <sup>6</sup> 15 min.	<b>Responding:</b> Why did María feel lonely at her new school?	<b>Responding:</b> How did María help herself feel better when she was lonely at school?	<b>Responding:</b> What do you think Maria learned by the end of the story?	<b>Composing:</b> Write your version of the story. Draw a picture to accompany your story.	<b>Responding:</b> What did you like about our story this week? Why?
<b>Vocabulary</b> 10 min.	<b>Vocabulary Routine:</b> lonely	<b>Vocabulary Routine:</b> proud	<b>Vocabulary Routine:</b> extraordinary	<b>Word Play:</b> Vocabulary skits	<b>Word Play:</b> Simone Says
<b>Creativity</b> 15 min.	<b>Music and Movement:</b> “Everyone Belongs” song	<b>Mindfulness and Self-Awareness:</b> Magical butterfly meditation	<b>Visual Art:</b> Monarch butterfly drawings	<b>Music and Movement:</b> Butterfly yoga	<b>Kindness and Community:</b> Magical acts of kindness
<b>D-ELD</b> 20 min.	<b>Sentence Unpacking:</b> Analyzing colorful phrasing	<b>Sentence Expanding:</b> Crafting colorful phrasing	<b>Oral Retelling:</b> Orally retelling the story	<b>Singing:</b> The Feelings Song	<b>Dramatic Play:</b> Dramatizing the story

<sup>5</sup> Important notes to consider: Timing may need to be adjusted for younger children. Ride-the-wave questions happen each day in the TLC Readaloud. Some activities may be spread across more than one day. Language awareness building occurs in nearly all activities.

<sup>6</sup> The writing prompt is provided at the end of the TLC Interactive Readaloud lessons each day.





# TLC Interactive Readaloud Lessons



## Day 1: Introducing the Book

### AHEAD OF TIME

Ahead of time, make sure to read the book to yourself to appreciate the book's layers, themes, and beautiful language and illustrations. Place sticky notes with the comprehension questions and language to highlight from this lesson on the relevant pages of the book.

### BEFORE READING

#### Set the Purpose, Preview the Book, Make Connections

- **Purpose:** Tell the children that the purpose of today's reading is to get to know the characters, setting, and events—and enjoy the book!
- **Book cover:**
  - Point out the book's cover and read the title and the name of the author and the illustrator. To reinforce children's growing foundational skills, ask them what they notice about the title, repeating it a couple of times, emphasizing the initial sounds. Let them know that both words start with the sound /m/. And the illustrator used a fancy letter "m." /mmm/ Maria Mariposa. /mmm/ like Melinda's name, Marco's name, and Min-ji's name (replace with children in the class's names)! Ask if they see anything in the room that begins with the sound /m/ (e.g., mirror, mural, map).
  - Have the children say the word *Mariposa* with you, invite them to flutter their wings with you, and tell them it's a word in Spanish. Ask if anyone knows what the word *mariposa* means in English. If nobody does, tell them it means butterfly. Say the word with the children again, making the gesture, and affirm the children's bilingual superpowers.
- **Prediction question:** Ask the children to predict what the story will be about based on the title and cover illustration.
- **The story's problem:** Tell the children what the problem in the story is. The main character, María, has recently moved from México to the United States and is going to a new school. She is filled with beautiful memories of her home in México and is very proud of being from there. But everything at school is different, including the language people speak. María begins to feel nervous and wonders if she will ever feel like she belongs in her new school.
- **Ride-the-wave question:** Ask the children if they have ever been to a new place where they didn't know anyone and how that felt.

**WHILE READING****Highlight Language with Enthusiasm as It Appears**

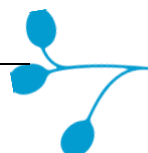
- **Vivid vocabulary:** Explain the meaning of these words as they appear, using gestures and pointing at the illustrations if helpful—*arrived, ordinary, memory, nervous, lonely, anxious*.
- **Poetic phrasing:** On p. 5, pause after reading "...Abuelita's earrings" and point to the illustration to highlight the color words used in the phrasing (e.g., "the gold and orange of sunsets over deep blue seas").

**Support Comprehension through Discussion**

- **Prediction questions:** Ask the question and provide think time. Then, invite one or two children (per question) to share their prediction with the whole group.
  - P. 18 (just after "And when the big yellow bus dropped her off at school, María felt very nervous."): What do you think María will do now?
- P. 28 (just after "But the México in María's heart was bigger."): What do you think will happen next?
- P. 31 (just after "And that was a very special magic."): What do you think María will do with her special magic?
- **On-the-surface questions:** Ask the question, provide think time, and invite one or two individual children (per question) to share their ideas with the whole group.
  - Pp. 5–6 (beginning with "For on its wings, it carried the memory of home."): What's happening now? What do you notice about the butterfly? (Point out that it is spreading colorful flowers, or magic, if the children don't notice this.)
- Pp. 19–20 (beginning with "We have a new friend in class."): What's happening now? What do you notice about the children's faces? (Point out that one girl's expression is different, if the children don't notice this.)

**AFTER READING****Reinforce Comprehension**

- **On-the-surface questions:** Ask the question, provide think time, and invite one or two individual children (per question) to share their ideas with the whole group.
  - Who is this story mostly about? Where does the story mostly take place?
- Open-ended discussion question (think–pair–share):
  - Ask the question and provide think time:
- Why did María feel lonely at her new school?
  - Provide sentence frames (written on chart paper or the whiteboard) and have the children say the frame with you once or twice.





- María felt lonely because \_\_\_\_\_.
  - Invite the children to turn and talk with a partner in think–pair–share format.
- Then, invite one or two children to share out, and have a short discussion with the whole group, as needed, to clarify events.

Increased adult support and guidance may be needed for younger children to engage in think–pair–share discussions. This scaffolding will enhance children’s experiences in these lessons and prepare them to engage in collaborative discussions as they progress through the grades.

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### Provide a Daily Journal Writing Prompt

- **Invitation to write:** Invite the children to write a response in their journals and then draw a picture to accompany it. Ask the same question they just discussed orally and refer them to the sentence frame.
  - Why did María feel lonely at her new school?
- María felt lonely because \_\_\_\_\_.

Younger children may also choose to dictate their response to an adult after writing.





## Day 2: Discussing Questions

### AHEAD OF TIME

Ahead of time, make sure to read the book to yourself to appreciate the book's layers, themes, and beautiful language and illustrations. Place sticky notes with the comprehension questions and language to highlight from this lesson on the relevant pages of the book.

### BEFORE READING

#### Set the Purpose, Review, Make Connections

- **Purpose:** Tell the children that today they're going to look for clues in the book's words and illustrations that reveal how María and the other characters are feeling and what they're thinking.
- **Review:** Say to the children that yesterday, they read about how María Mariposa moved from México to the United States and started at a new school, where everything felt different, including the language. They also read how María felt lonely and like she didn't belong until she remembered that the magic of her home, México, is inside her. She remembered where she comes from and who she is.
- **Special Note:** Tell the children that the author and illustrator of the story used a special storytelling technique called magical realism, which originally came from Latin American countries, including México. In magical realism, the storyteller portrays fantastical events in real-life settings, such as when María grows wings or when the butterfly spreads colorful flowers everywhere.
- **Ride-the-wave question:** Ask the children what things from their homes or communities make them feel special and proud, or even magical!

### WHILE READING

#### Highlight Language with Enthusiasm as It Appears

- **Vivid vocabulary:** Explain the meaning of these words as they appear, using gestures and pointing at the illustrations: *replied*, *announced*, *proud*, *departed*.
- **Poetic phrasing:** Pause and highlight some of the following colorful phrases about María's memories from México or new memories she's making with her new friend:
  - Pp. 29–30: bougainvillea pink, mango yellow, the bright green of a parrotlet, sunset golds, jacaranda purples, turquoise, deep ocean blue
  - Pp. 35–36: the jade-green ribbons of new friendships, the lilac of secret-coded messages, the silver of puddle-stomping shoes

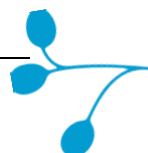


**Support  
Comprehension  
through  
Discussion**

- **Model making an inference (P. 7):** I'm thinking that when it says, "María thought she might take the butterfly to school. But the butterfly had a better idea. Yo soy María Mariposa!" María was magically becoming like a butterfly.
- **On-the-surface questions:** Where is María now? What is happening here? Ask throughout the book, as needed, to reinforce comprehension of key ideas and events.
- **Visualizing question:** Ask the children to close their eyes and visualize what's happening on this page. Explain that visualizing is like watching a movie in their minds. (Read the page.) Then, ask the children to turn and talk to a partner and describe what they visualized.
- Pp. 35–36 (Read the pages, starting with "To that magic was added ...")
- **Below-the-surface discussion questions (think–pair–share):** Ask each question and provide think time. Then, provide a sentence frame, have the children practice it with you, and invite the children to turn and talk with a partner in think–pair–share format. After, invite one or two children to share out, and have a short discussion with the whole group, as needed, to clarify understanding.
  - P. 20: When María says "Sorry," how do you think she is feeling? Why do you think this?
- María might be feeling \_\_\_\_\_ because \_\_\_\_\_.
- Pp. 25–26: When it says, "And the loneliness was so big," how do you think María is feeling? Why do you think this?
- María might be feeling \_\_\_\_\_ because \_\_\_\_\_.
- P. 33: When María says, "Hola. Yo soy María Mariposa," what do you think she is thinking about? Why do you think this?
- María might be thinking \_\_\_\_\_ because \_\_\_\_\_.

**AFTER READING****Reinforce  
Comprehension**

- **Open-ended discussion question (think–pair–share):** Ask the question below and provide think time, provide a sentence frame, have the children practice it with you, and invite the children to turn and talk with a partner in think–pair–share format. After, invite one or two children to share out, and have a short discussion with the whole group, as needed, to clarify understanding.
- How did María learn to make herself feel better when she was lonely at school?
- María learned to make herself feel better by \_\_\_\_\_.





**Provide a Daily  
Journal Writing  
Prompt**

- **Invitation to write:** Invite the children to write a response in their journals and then draw a picture to accompany it. Ask the same question they just discussed orally and refer them to the sentence frame.
- How did María learn to make herself feel better when she was lonely at school?

Younger children may choose to draw a picture and then label it, write something about it or dictate to an adult.





## Day 3: Orally Retelling the Story

### AHEAD OF TIME

Make enough copies of the Oral Retelling Handout (after the lesson plan) for each pair of children. Recreate the Story Mapping Template (see below this lesson) on chart paper. You'll be writing the story on the template with the children.

### BEFORE READING

#### Set the Purpose, Review, Make Connections

- **Purpose:** Tell the children that the main purpose of today's reading is to be able to orally retell the story with the important events in order and use some of the language the author used.
- **Review:** Remind the children that yesterday, they learned more about how María Mariposa might have been feeling and what she might have been thinking by finding clues in the words and illustrations. Remind them that this is called making inferences.
- **Ride-the-wave question:** Ask the children what they might do or say if they saw someone at school who looked lonely, like María.

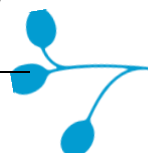
### WHILE READING

#### Model Orally Retelling the Story with Enthusiasm and Expression

- **Explain:** Tell the children that you'll be modeling how they might retell the story. Emphasize that oral storytellers are very engaging, and they even change the sound of their voices for different characters. Explain that oral retelling includes a lot of detail from the book, but not every detail. Also, mention that in many families, stories are told orally from generation to generation.
- **Model:** As you model orally retelling the story in an engaging way, invite the children to chime in, if they would like to. Pause to show the children some of the illustrations in the book and read some of the dialogue. Use a different voice each time you come to the dialogue.

#### Support the Children to Orally Retell the Story

- **Provide Visual Support:** Provide each pair of children a copy of the Oral Retelling Handout. Alternatively, photocopy some of the key pages of the story and post them on the walls or place them in a pocket chart so all the children can refer to them.
- **Partner Retelling:** Invite the children to orally retell the story with a partner. Ask them to take turns telling the events in order and encourage them to refer to the pictures. Remind them to listen carefully to their partner and to add on to what they say.
- **Listen and Support:** Listen to the children as they orally retell the story. Some children will need additional adult support and guidance. With this scaffolding, children will be well-prepared to engage in partner talk as they progress through the grades.





	<ul style="list-style-type: none"><li>• <b>Observe and Document:</b> As the children are orally retelling the story, you may want to use the Story Writing Evaluation and Feedback Tool, which you can find at the end of Day 5's lesson plan. This tool can be used to observe both the oral and written retellings of the story. You may also wish to use the tool to observe children's oral retelling while they are in the dramatic play center, for example, over the next several days.</li></ul>
<b>Map the Story's Elements</b>	<ul style="list-style-type: none"><li>• <b>Explain:</b> Explain that authors put stories together in a special way. All books have a beginning, a middle, and an end, and there are also stages of stories that are doing special things. Say:<ul style="list-style-type: none"><li>○ At the beginning of the story is the orientation<sup>7</sup> stage. It's where the author introduces the characters and setting and <i>orients</i> readers to, or helps them become familiar with, the world they created. Let's all say "orientation" together (choral response).</li><li>○ Then, in the middle of the story, something changes. This is called the complication stage of the story, and it's where a big problem happens, and it's complicated, and the characters try to solve it. Let's all say "complication" together (choral response).</li><li>○ The end of the story is where the big problem gets solved, and usually, the main character learns something new along the way. This is called the resolution stage of the story. Let's all say "resolution" together (choral response).</li></ul></li><li>• <b>Write Notes:</b> Invite the children to contribute ideas as you write them in note form on the story mapping chart.<ul style="list-style-type: none"><li>○ This should be very brief.</li><li>○ The goal is not to retell the whole story in full sentences or capture every detail, but rather to a) recap and check for understanding after the oral retelling in pairs and b) have notes you and the children can refer to as you jointly reconstruct the story in writing during the next lesson.</li><li>○ Don't try to capture everything. This part of the lesson should take no more than a few minutes.</li><li>○ The first time you take notes like this may take more time than you think. You may want to do this note-taking at a separate time or just before the Day 4 lesson.</li></ul></li></ul>

<sup>7</sup> The words "orientation," "complication," and "resolution" are examples of metalanguage, or language for talking about language. These words carry more meaning than simply using beginning, middle, end. However, don't worry if the children don't use them right away. With repetition, they'll become more familiar.





## AFTER READING

### Support Comprehension through Discussion

#### Deeper-dive discussion questions (think–pair–share):

- **Character change:** What do you think María learned by the end of the story?
- **Open-ended question:** What do you think the author of this book was trying to have us learn?

### Provide a Journal Writing Prompt

**Invitation to write:** Ask the children to write and respond to the following question and then draw a picture about what they wrote.

- By the end of the story, María learned that \_\_\_\_\_.



# Oral Retelling Handout



1.



2.



3.



4.



5.



6.

## Story Mapping Template

- **Ahead of time:** Replicate the template below (important information list and important events table) on a large piece of chart paper. Do not replicate the italicized text; these are examples. First, quickly ask the children to tell you important information about the story: main characters, settings, the big problem, the solution.
- **While teaching:** Invite the children to share important information from the story, and write notes in the Important Information section, making sure to clarify any confusion the children may have. Then, invite them to share important events from the story in order as you write notes in the Important Events table. Prompt them to include some language from the story (such as dialogue, vocabulary, and poetic phrasing). Don't try to capture full sentences or the whole story. These are just notes that wrap up the oral retelling and that you can use in the next day's lesson when you reconstruct the story with the children. Examples of what you might write are provided for you in italics.

### Important Information

- Main characters: *María*
- Settings: *María's home in the U.S. and in México, María's school*
- The big problem: *María moves to a new place and doesn't feel magical anymore.*
- The solution: *María makes a new friend and starts to feel magical again.*

### Important Events

Orientation	Complication	Resolution
<i>María – proud, feels magical</i>	<i>nervous and sad</i>	<i>remembers she's magical again</i>
<i>Butterfly – memories of México</i>	<i>"I am México." children laugh at her</i>	<i>makes a friend</i>



## Day 4: Reconstructing the Story

### BEFORE WRITING

#### Set the Purpose & Review

- **Set the purpose:** Tell the children that the purpose for today is to write and illustrate their own versions of the story with important details and language.
- **Review:** Review the key events in the story by showing the illustrations in the book as you review the notes in the story map from Day 3.

### WHILE WRITING

#### Guide & Write

- **Guide the writing:** Invite the children to retell the story as you write it. Write on chart paper so everyone can see. Use at least two sheets of chart paper so you have plenty of room to write and edit as you go. Refer to the orientation, complication, and resolution notes, and use the metalanguage as needed (for example, Let's make sure we have everything we need in the orientation stage of the story before we start writing the complication stage.)
- **Model the writing process:** This is a dress rehearsal for the children. You are modeling how to write a story, and the children are rehearsing with you before they write independently. Guide them in the following ways:
  - **Think aloud:** Think aloud to demonstrate how you make decisions about writing, for example, how you think about wording before writing it down.
  - **Say more:** Leave space between each row of writing, and don't put a period at the end of each sentence right away so that more information can be added. Encourage the children to say more.
  - **Invite peer-to-peer consultation:** At optimal moments, invite the children to turn and talk to generate ideas for what to add.
  - **Reinforce foundational skills:** Find teachable moments to emphasize letter sounds and names, print concepts, and spelling conventions.
  - **Revise as you go:** Cross out words, add important details and rich vocabulary from the story, and rearrange things to model that writing is an iterative process and often messy.
  - **Guide thinking:** Rephrase and provide wording or content suggestions, as needed.
  - **Be open:** Be open to new ideas, even if they're different from what you were expecting. Children may contribute novel ideas derived from their life experiences and world views. This variety is a good thing!
  - **Read and re-read:** Frequently pause to chorally read with the children what you've written. Once the full story has been jointly constructed, re-read it chorally with the children.





## AFTER WRITING

### Provide Success Criteria

- **Review the success criteria:** Review the success criteria (see below) and make sure the children know to refer to them as they compose their stories.
- **Invitation to write:** Invite the children to write their own versions of the story, along with an illustration, using the charts created in previous days to help them include lots of details, rich vocabulary, poetic language, and dialogue from the story. The children should have ample time to compose their stories, and writing may need to continue the following day.
- **Example:** An example of the jointly constructed story is provided below.

### Provide support

- **Peer support:** Encourage the children to ask peers for help before asking you. Remind them that talking about what they are going to write, or just wrote, is an important part of writing.
- **Teacher support:** The children will need support as they write. This is not a test. Some will need prompting to refer to environmental print, or clarify their thinking, or write more. Some may prefer to dictate their story to you. Encourage them to first try writing in whatever way they can.
- **ELD support:** Multilingual children who are not yet fully proficient in English may wish to compose in English or their home language. This choice should be honored. They may also wish to use translanguaging, where they draw on both (or all) of their languages to compose their story. When supporting their writing in English, prioritize helping them to expand their ideas using language from the story, rather than only focusing on punctuation or spelling.

### Success Criteria for *María Mariposa*

My story has ...

- ☐ María
- ☐ The mariposa (butterfly)
- ☐ The big problem
- ☐ The solution



### Example of a Jointly Constructed Story

The example below will give you an idea of some sentences you might include in your jointly constructed story with the children in your class. Your class's story will not (should not!) turn out exactly the same as this example because the children will contribute different ideas and have different ways of expressing those ideas. Prompt the children to include as much detail as they can and to chat with a peer from time to time to talk through their ideas. If the children have been sitting too long and start to get bored, it's time to move on. You can finish the story together another time, if needed. This experience should be fun and joyful!

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#### **María Mariposa**

*On a brand new morning in a brand new city, a mariposa arrived from México. It filled María with beautiful memories of her home in México, like gold and orange sunsets over deep blue seas. It made her feel less lonely and more brave.*

*The butterfly gave María wings, and María felt the magic inside her. She did a lot of nice things for other people. She made Mr. Peterson a drawing and told Simon a joke.*

*It was María's first day of school, and she was nervous. She didn't know a lot of English. When she said, "Hola, I am Mexico," the other kids laughed at her.*

*She made a lot of mistakes at school, and she had nobody to play with. She was very sad and lonely, and her butterfly wings disappeared.*

*Suddenly, she remembered the México that was inside her, and that magic was bigger than her loneliness. She remembered that inside her, she carried sunset golds and mango yellows.*

*She remembered that even when she was anxious, she always carried the gift of México inside her.*

*When she saw another child who was sad, she showed them that they had butterfly wings, too.*

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## Day 5: Sharing Our Versions

### BEFORE READING

#### Set the Purpose and Celebrate

- **Purpose:** Tell the children that the purpose of sharing their stories with others is to practice reading with enthusiasm and expression and provide feedback to peers.
- **Celebrate:** Tell the children how much you've seen them grow as writers! Do a celebration dance, cheer, or other playful way of acknowledging their growth.
- **Rehearse:** Encourage children to read their stories aloud to themselves several times to promote fluency.

### WHILE READING

#### Structure Children's Sharing

- **Provide structure:** Decide upon a structure for sharing that is most beneficial for your class. The children might read their stories in partners, small groups, or even in an author's chair format, so long as each child has a chance to read their story aloud to others. They might enjoy pretending to be the teacher as they read aloud to their students.
- **Set expectations:** Provide clear instructions, including reading with expression and enthusiasm, how to take turns and how to be a good listener, and how to give positive feedback. Above all, encourage the children to enjoy the experience.
- **Engage families:** This is an ideal opportunity to invite parents, families, and caregivers into the classroom. If you have four parent volunteers, they could each facilitate an author's chair in a corner of the room simultaneously.

### AFTER READING

#### Reflect & Provide Feedback

- **Reflect:** Facilitate a class discussion (in a big circle seated on the carpet, for example). Invite the children to discuss what they thought about the story you read aloud and the experience writing their own versions of the story. Then, ask what they want to remember to do the next time they write a story. For each question, have the children turn and talk with a partner before the whole class discussion so that all children have a chance to talk.
- **Invitation to write:** Ask the children to write a response to the following questions and then draw a picture about what they wrote: What did you like about this week's story? Why?
- **Provide actionable feedback:** Evaluate each child's version of the story and write notes in the Story Writing Evaluation and Feedback Tool below. Use your notes to provide specific feedback to individual children, small groups, or the whole class and to inform your next instructional steps.



## Story Writing Evaluation and Feedback Tool

You may want to use this tool to observe children as they are orally retelling the story on Day 3 and to evaluate children's written retelling of the story. You can use your notes to provide feedback to individual children or to identify areas you may want to focus on more specifically in upcoming lessons. Refer to the Stages of Emergent Writing table in the introduction to evaluate what children were able to write. This verbal and written progress monitoring will help inform your instructional decision-making in the short term and also observe children's growth over time.

The child included ...	Notes:
Story elements: <ul style="list-style-type: none"> <li>• The main characters</li> <li>• The big problem</li> <li>• How the big problem is solved</li> </ul>	
Story organization <ul style="list-style-type: none"> <li>• Orientation phase</li> <li>• Complication phase</li> <li>• Resolution phase</li> </ul>	
Story language: <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Poetic phrasing or passages from the story</li> <li>• Dialogue</li> </ul>	

# Vocabulary Lessons

## Day 1: Vocabulary Routine—lonely

### Phase 1: Reintroduce the Word

<p><b>Step 1:</b> Have children say the word and remind them where they heard it.</p>	<p>Say the word, have students say it, and write it on the board or show a word card. Say:</p> <ul style="list-style-type: none"> <li>• “Today, we’re going to talk about a word from our book that may be new to many of you, and that word is <i>lonely</i>. Let’s say <i>lonely</i> together (choral response). In <i>María Mariposa</i>, María felt <i>lonely</i> at school when the other children wouldn’t play with her.</li> <li>• Let’s clap the syllables together: lone-ly. How many syllables does it have? Let’s look at the word. What letter does it start with? What sound does that letter represent?”</li> </ul>
<p><b>Step 2:</b> Provide a child-friendly definition.</p>	<p>Say the definition twice, breaking up the sentence(s) into chunks, and then have the students say it once or twice with you chorally. Use a gesture to illustrate the word, such as holding your arms close to your body and tilting your head down with a sad expression. Alternatively, you could show the children the American Sign Language sign for <i>lonely</i>. Have the children do the gesture or sign with you, too.</p> <ul style="list-style-type: none"> <li>• Child-friendly definition: When you’re <i>lonely</i>, you’re sad because you don’t have friends to play with.</li> </ul> <p>Consider asking multilingual children to share the corresponding word from their other language(s) with the class.</p>
<p><b>Step 3:</b> Explain the meaning of the word in the context of the book.</p>	<p>Say: “In <i>María Mariposa</i>, María was <i>lonely</i> because she was in a new country and a brand-new school, and she didn’t know any of the other kids. She was <i>lonely</i> because at lunchtime, the other kids weren’t sharing stories or giggles with her. She was sad because she didn’t have friends to play with. She was <i>lonely</i> (have the children say <i>lonely</i> chorally with you). Mention that the author of the book writes about her own experience feeling <i>lonely</i> in the book’s author’s note.”</p>

**Step 4:**

Provide examples of how the new word can be used in other situations.

Say: “Here are some other examples of when you can use the word *lonely*.” (Personalize these examples, and show pictures, if possible. Encourage the children to say the word with you in the examples.)

- When I was your age, I had to go to a new school, and it was hard to make friends at first. It was a new place, and I didn’t know anyone, so I felt sad that I didn’t have anyone to play with at first. I was really *lonely* until I made some new friends. Feeling *lonely* when you’re in a new place happens to everyone.
- Sometimes I feel *lonely* when all my friends are doing other things without me, and I’m all by myself. When I’m feeling *lonely* like that, I remind myself that I can do fun things by myself, too, like read a book or play outside with my dog.
- Yesterday, I noticed a new neighbor had moved into our neighborhood. It was an older person who lives alone. I went over and introduced myself and asked if they wanted to take a walk with me. I wanted to make sure my new neighbor didn’t feel *lonely*.



## Phase 2: Have the Children Use the Word Meaningfully

*(This is the heart of the lesson! ♥)*

<p><b>Step 5:</b> Support children to use the word in think–pair–share.</p>	<p>Say: “Now I’m going to ask you some questions about the word <i>lonely</i>.” I’ll give you some time to think about it, and we’ll practice using a sentence frame. Then you’ll talk about your idea with your partner in a think–pair–share. Make sure you keep talking about your idea until I call you back to me.</p> <ul style="list-style-type: none"> <li>• Question: If you’re feeling <i>lonely</i>, what are some things you could do to feel better?             <ul style="list-style-type: none"> <li>○ Sentence frame: If I’m feeling <i>lonely</i>, I could _____.</li> </ul> </li> <li>• Question: If you see someone who’s <i>lonely</i>, how could you help them feel better?             <ul style="list-style-type: none"> <li>○ Sentence frame: I could help someone who’s <i>lonely</i> by _____.</li> </ul> </li> </ul> <p>After each think–pair–share, ask one or two children to share their idea or their partner’s idea with the whole class. There is no need to ask each child to share as they just had a chance to share with a partner.</p>
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## Phase 3: Check for Understanding & Develop Word Knowledge Over Time

<p><b>Step 6:</b> Ask short-answer questions to reinforce and clarify understanding.</p>	<p>Say: “I’m going to give you some examples. After I give the example, and when I give you my signal, if it’s an example of <i>lonely</i>, say <i>lonely</i>. If it’s not an example of <i>lonely</i>, say not <i>lonely</i>.”</p> <ul style="list-style-type: none"> <li>• I’m feeling sad because I have nobody to play with. (<i>lonely</i>)</li> <li>• I’m playing by myself and having a great time. (not <i>lonely</i>)</li> <li>• I’m reading a book with my friend. (not <i>lonely</i>)</li> <li>• I go to a new playground and am nervous because I don’t know anyone, and I’m afraid to ask someone to play with me. (<i>lonely</i>)</li> </ul>
<p><b>Step 7:</b> Repeat the word and challenge the children to use it.</p>	<p>Say: “Today, we talked about the word <i>lonely</i>. Let’s say that together (say <i>lonely</i> chorally). When you go home today, I hope you will teach the word loneliness to someone in your family and talk about how you can help others feel less <i>lonely</i>.”</p> <p>Post the word on the word wall, along with a drawing or photo, so that children can refer to it when they write. Encourage the children to use it frequently.</p>



## Day 2: Vocabulary Routine—proud

### Phase 1: Reintroduce the Word

<b>Step 1:</b> Have children say the word and remind them where they heard it.	<p>Say the word, have students say it, and write it on the board or show a word card. Say:</p> <ul style="list-style-type: none"><li>• Today, we're going to talk about a word from our book that may be new to many of you, and that word is <i>proud</i>. Let's say <i>proud</i> together (choral response). In <i>María Mariposa</i>, María felt very proud of being from México and of the magic that was inside her.</li><li>• Let's clap the syllables together: proud. How many syllables does it have? Let's look at the word. What letter does it start with? What sound does that letter represent?</li></ul>
<b>Step 2:</b> Provide a child-friendly definition.	<p>Say the definition twice, breaking up the sentence(s) into chunks, and then have the students say it once or twice with you chorally. Use a gesture to illustrate the word, such as crossing your arms and lifting your chin with a proud grin. Alternatively, you could show the children the American Sign Language sign for proud. Have the children do the gesture or sign with you, too.</p> <ul style="list-style-type: none"><li>• When you feel proud, you're happy about something you did or something that makes you who you are.</li></ul>
<b>Step 3:</b> Explain the meaning of the word more fully, using the context of the book.	<p>Say: "In <i>María Mariposa</i>, María felt very proud of being from México with all the colorful and beautiful people and things there, like 'the gold and orange of sunsets over deep blue seas' and the 'polished turquoise' of her Abuelita's earrings. She's also proud of the community where she lives in the United States and a family she loves. And of course, she's proud of all the magic that's inside of her."</p>





<b>Step 4:</b> Provide examples of how the new word can be used in other situations.	<p>Say: “Here are some other examples of when you can use the word <i>proud</i>.” (Personalize these examples, and show pictures, if possible. Encourage the children to say the word with you in the examples.)</p> <ul style="list-style-type: none"><li>• I’m a really good singer. I love to sing, and it makes me really happy, or proud, that I can sing so well.</li><li>• This morning, I was proud of you because you did a great job of cleaning up after our art project.</li><li>• When I was a child, I was really proud of myself when I learned how to tie my shoes. That was an amazing day!</li><li>• One day last week, I could tell my friend was sad, but I wanted to go have fun, so I didn’t take time to ask why they were sad. I wasn’t very proud of myself then. I could have been more kind.</li></ul>
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## Phase 2: Have the Children Use the Word Meaningfully

*(This is the heart of the lesson! ♥)*

<b>Step 5:</b> Support children to use the word in think–pair–share.	<p>Say: “Now I’m going to ask you some questions about the word <i>proud</i>.” I’ll give you some time to think about it, and we’ll practice using a sentence frame. Then you’ll talk about your idea with your partner in a think–pair–share. Make sure you keep talking about your idea until I call you back to me.</p> <ul style="list-style-type: none"><li>• Question: Why are you proud of yourself? Try to think of at least two things.<ul style="list-style-type: none"><li>◦ Sentence frame: I’m proud of myself because _____.</li></ul></li><li>• Question: When might you be proud of your friend?<ul style="list-style-type: none"><li>◦ Sentence frame: I might be proud of my friend when they _____.</li></ul></li><li>• Question: When might you not be proud of yourself? Sentence frame: I might not be proud if _____.</li></ul> <p>After each think–pair–share, ask one or two children to share their idea or their partner’s idea with the whole class. There is no need to ask each child to share because they had a chance to share with a partner.</p>
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## Phase 3: Check for Understanding & Develop Word Knowledge Over Time

<b>Step 6:</b> Ask short-answer questions to reinforce and clarify understanding.	<p>Say: “I’m going to give you some examples. After I give the example, and when I give you my signal, if it’s an example of proud, say proud. If it’s not an example of proud, say not proud.”</p> <ul style="list-style-type: none"><li>• I wrote an interesting story all by myself. (proud)</li><li>• I said something mean to my mom. (not proud)</li><li>• A first grader helps a friend who’s sad. (proud)</li><li>• A first grader helps a friend on the playground when they get hurt. (proud)</li></ul>
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<b>Step 7:</b> Repeat the word and challenge the children to use it.	<p>Say: “Today, we talked about the word <i>proud</i>. Let’s say that together (say <i>proud</i> chorally). When you go home today, I hope you will teach this word to someone in your family and talk together about why you are proud of yourself and your family.”</p> <p>Post the word on the word wall, along with a drawing or photo, so that children can refer to it when they write. Encourage the children to use it frequently.</p>
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## Day 3: Vocabulary Routine—extraordinary

### Phase 1: Reintroduce the Word

<b>Step 1:</b> Have students say the word, and remind them where they heard it.	<p>Say the word, have students say it, and write it on the board or show a word card. Say:</p> <ul style="list-style-type: none"><li>“Today, we’re going to talk about a word from our book that may be new to many of you, and that word is extraordinary. Let’s say <i>extraordinary</i> together (choral response). In <i>María Mariposa</i>, one day, a butterfly arrived at María’s home. But it was no ordinary butterfly. It was an extraordinary butterfly!”</li></ul> <p>“Whoo! That’s a long word! Let’s clap the syllables together: ex-tror-din-ar-y. How many syllables does it have? Let’s look at the word. What letter does it start with? What sound does that letter represent?”</p>
<b>Step 2:</b> Provide a student-friendly definition.	<p>Say the definition twice, breaking up the sentence(s) into chunks, and then have the students say it once or twice with you chorally. Use a gesture to illustrate the word, such as opening your hands wide as you say the word enthusiastically. Have the children do the gesture with you, too.</p> <p>Child-friendly definition: When something is extraordinary, it’s very special and amazing. It’s not like what you usually see.</p>
<b>Step 3:</b> Explain the meaning of the word more fully, using the context of the book.	<p>Say: “In <i>María Mariposa</i>, the author wrote ‘But it was no ordinary butterfly ...’ That means that it wasn’t the usual butterfly you might see every day. This butterfly was extraordinary because it carried the memory of María’s home in México, like the memory of the purple flowers covering the jacaranda tree. The butterfly was also extraordinary because it made María less lonely. And you know what? I think María was pretty extraordinary, too, because she figured out how to make herself feel better when she was lonely!”</p>
<b>Step 4:</b> Provide examples of how the new word can be used in other situations.	<p>Say: “Here are some other examples of when you can use the word <i>extraordinary</i>. (Personalize these examples, and show pictures, if possible. Encourage the children to say the word with you in the examples.)</p> <ul style="list-style-type: none"><li>• My cat is no ordinary cat. My cat is so extraordinary that she can open the cupboard door, tip over the cracker box, and get crackers to eat!</li><li>• One day last week, I was walking down the street, and I saw something extraordinary. It was a mural of a colorful garden. The bees and flowers were huge! It was so different from anything I’d ever seen and absolutely beautiful. It was extraordinary!</li><li>• Do you know that each one of you is extraordinary in your own way? You might be extraordinary because you’re super kind, or because you make amazing art, or because you can run really fast. You’re all extraordinary.”</li></ul>





## Phase 2: Have the Children Use the Word Meaningfully

<b>Step 5:</b> Support students to use the word in think–pair–share.	<p>Say: “Now I’m going to ask you some questions about the word <i>extraordinary</i>. I’ll give you some time to think about it, and we’ll practice using a sentence frame. Then you’ll talk about your idea with your partner in a think–pair–share. Make sure you keep talking about your idea until I call you back to me.”</p> <ul style="list-style-type: none"><li>• Question: What would an extraordinary classroom have in it? Not an ordinary classroom, or a usual one, but an extraordinary one that is special and amazing. Try to think of at least three things.</li><li>• Sentence frame: An extraordinary classroom would have in it _____.</li><li>• Question: What is something extraordinary about you? Try to think of at least two things.</li><li>• Sentence frame: I’m extraordinary because _____.</li></ul> <p>After each think–pair–share, ask one or two children to share their idea or their partner’s idea with the whole class. There is no need to ask each child to share as they just had a chance to share with a partner.</p>
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## Phase 3: Check for Understanding & Develop Word Knowledge Over Time

<b>Step 6:</b> Ask short-answer questions to reinforce and clarify understanding.	<p>Say: “I’m going to give you some examples. After I give the example, and when I give you my signal, if it’s an example of extraordinary, say extraordinary. If it’s not an example of extraordinary, say ordinary.”</p> <ul style="list-style-type: none"><li>• I baked a cake that has nine layers, three flavors, and all the colors of the rainbow. (extraordinary)</li><li>• I made a piece of toast. (ordinary)</li><li>• A dog runs in the dog park. (ordinary)</li><li>• A dog leaps into a swimming pool to save a baby from drowning. (extraordinary)</li></ul>
<b>Step 7:</b> Repeat the word chorally and challenge the children to use the word frequently.	<p>Say: “Today, we talked about the word <i>extraordinary</i>. Let’s say that together (say <i>extraordinary</i> chorally). When you go home today, I hope you will teach this word to someone in your family and start noticing all the extraordinary things happening around you.”</p> <p>Post the word on the word wall, along with a drawing or photo, so that children can refer to it when they write. Also, post the word <i>ordinary</i>. Encourage the children to use it frequently.</p>



## Day 4: Word Play—Vocabulary Skits

In this game, the children work together in triads or table groups. Tell the children that they'll be creating a short skit using words from the story. Explain that a skit is like a little story you perform. Depending on the children's age, they can complete this task completely orally, or they can write a script and then use it as they perform their skit for the rest of the class.

- Review the following five words with the children to make sure they are familiar with each one: magic, proud, brave, extraordinary, arrive. (For very young children, you may want to use only three words: magic, proud, brave.) Make sure the children understand those words that weren't explicitly introduced in the vocabulary lessons by providing a brief definition of them. Also, consider posting each of these words in the room or on word cards for each group. Tell the children they can use the words in any way they want. They may want to have a narrator who tells some of the story and uses some of the vocabulary, and they may want to be actors using the words in dialogue.
- Emphasize playfulness and creativity. De-emphasize getting things right. The children are still learning the new vocabulary from the book, and the purpose of this game is to give them an opportunity to use the words meaningfully so they can deepen their understanding. They will need support and encouragement.
- Remind the children that a prop can be anything from a piece of paper to a chair.

Provide the children with the following rules of the game.

1. Everyone must have a role in the skit.
2. All five words must be used.
3. Each skit must use at least one prop.
4. Be creative!

Provide the groups with about ten minutes to create and practice their skit. Then, allow each group time to perform their skit for the rest of the class.

## Day 5: Word Play—Simone Says

### How to play the game:

The teacher is Simone. The children dramatize the commands that begin with the words “Simone says.” Simone acts out the words when giving the commands to make sure all children can participate, even if they don’t (yet) recognize the words.

If Simone says, “Simone says extraordinary,” then all players must move their bodies and use their facial expressions to show extraordinary. However, if Simone simply says, “extraordinary” without saying “Simone says” first, the players must not do the action. If they do the action, that’s okay! They just need to say, “Sorry, Simone!” They can still play the game. Everyone plays, and everyone’s a winner.

Review the meanings of each word before starting, using word cards with images. You can also add in words learned in previous weeks, which helps reinforce children’s vocabulary knowledge over time. You may wish to return to the story and read one of the sentences in which the target words appear.

### Simone says (or doesn’t say) ....

- Simone says, Show me what proud looks like.
- Simone says, Show me what your face looks like when you see something extraordinary.
- Show me what proud looks like. (Sorry, Simone!)
- Simone says, Show me what lonely looks like.
- Simone says, Show me what it looks like to be kind to someone who is lonely.
- Show me what kind looks like. (Sorry, Simone!)
- Simone says, Show me what brave looks like.
- Simone says, Show me what your face looks like when you see something ordinary.
- Simone says, Show me what nervous looks like.
- Show me what not nervous looks like. (Sorry, Simone!)
- Simone says, Show me what not anxious looks like.

# Creative Expression Lessons

## Day 1: Music and Movement—Everyone Belongs Song



### Materials:

Video player  
and video

### Suggested Steps:

1. **Prepare in advance:** Write the lyrics of the song [Everyone Belongs](#)<sup>8</sup> by Meaghan Smith on chart paper. The lyrics are on the next page. Learn the song ahead of time.
2. **Preview the activity:** Remind the children that in *María Mariposa*, María felt like she didn't quite belong in her new school until she remembered the magic inside her. Then she was able to help another child remember they belong, too. Let them know that each one of us belongs here, and it helps to remind ourselves and each other about that. This song is a way to do that.
3. **Preview the whole song:** Show the children the lyrics, and briefly preview the whole song by reading verses one to three aloud as you point to each word using a pointer stick. Clarify the meaning of any words some of the children may not yet be familiar with.
4. **Teach the refrain:** Practice singing the refrain with the children before you show the video and sing the whole song together. Using the pointer stick, point to each word as you model how to sing it. Then, invite the children to sing the refrain with you a few times.
5. **Sing together:** Show the video and encourage the children to sing the song with you. Let the children know they can chime in where they feel comfortable. Show the video a second time, and encourage the children to clap and wiggle, just like the children in the video if they would like to.  
**Debrief:** After singing together, invite the children to turn and talk to a partner about how they are feeling after singing this song. Debrief with the whole class by asking one or two children to share what they discussed and then leading a brief discussion.
6. **Follow up:** Sing this song again over the course of the week, month, and year. Place the lyrics chart and a pointer in an independent center so the children can sing it (and point to the words if they wish!) on their own.

<sup>8</sup> URL: <https://www.youtube.com/watch?v=C7DppBmhVfw>

**EVERYONE BELONGS (by Meaghan Smith)**

1. We're all sunshine through the rainclouds. We're all rainbows, every colour can be found 'cause everyone belongs.  
We all struggle. We all need a friend. But we've got power when we lend a helping hand 'cause everyone belongs.

**REFRAIN:**

Nobody's nobody. Everyone's someone.

Just look around you'll see that we're all singing the same song.

We're all stars and we're all special. That's what makes us all unique.

We're all dreaming of potential. That's what makes us all believe. We've all got futures. They start today. We're finding our own way. We're all different as can be. That's what makes us all the same.

2. We're all teaching. We're all learning too. We'll keep growing and together we'll break through 'cause everyone belongs.  
We all get scared but we have choices. We can be heroes – sing out with loud voices that everyone belongs. **REFRAIN**
3. We all have hearts. We all need love. We all matter. Every single one of us 'cause everyone belongs. **REFRAIN**

## Day 2: Mindfulness and Self-Awareness—Magical Butterfly Meditation



### Materials:

Video player  
and video

### Suggested Steps:

1. **Settle in:** Invite the children to make a circle on the carpet, sitting in easy pose (Sukhasana, su-KAHS-ah-nah), which is sitting cross-legged on the floor, hands resting gently on the knees.
2. **Connect:** Remind the children that in *María Mariposa*, María feels some challenging emotions, like when she was anxious and nervous or felt left out. Show them the illustrations where María felt these emotions. Ask the children if they have ever felt nervous or anxious or left out and then invite a few children to share if they wish. Tell them that it's important for us to recognize, or know, when we are feeling these challenging emotions in our bodies. Then we can do things to make ourselves feel better. One way to feel better is by doing relaxation exercises or silently thinking calm and pleasant thoughts. This is also often called meditating.
3. **Meditate:** Play the video [The Butterfly Kids Meditation](https://www.youtube.com/watch?v=_mX4JBB1cBk)<sup>9</sup> from Breethe and do the meditation with the children.
4. **Reflect:** After completing the meditation, ask the children how they are feeling in their bodies and what they are thinking about. Invite a few children to share. If prompting is needed, ask the children if they are feeling calm or peaceful or relaxed in their bodies.
5. **After:** Over time, remind the children that when they are feeling nervous or anxious, they can make themselves feel better with relaxation exercises like the one you just did. Consider doing this exercise, or other types, with the children several times each week. The more the children engage in guided practice, the more prepared they will be to use meditation techniques on their own.

<sup>9</sup> URL: [https://www.youtube.com/watch?v=\\_mX4JBB1cBk](https://www.youtube.com/watch?v=_mX4JBB1cBk)

## Day 3: Visual Art—Monarch Butterfly Drawings



### Materials:

Pencils,  
paper,  
crayons, map  
of the  
Northern  
Hemisphere

### Suggested Steps:

1. **Prepare:** Ahead of time, prepare to lead the children in a guided drawing activity. The video [How to Draw a Monarch Butterfly](https://www.youtube.com/watch?v=NLWNOafqfh0)<sup>10</sup> from Art for Kids Hub provides a model. This example is for the teacher to view and practice before engaging the children in the guided drawing exercise.
2. **Preview the activity:** Remind the children that in the book *María Mariposa*, María traveled a long way from México to live in the United States. A Monarch butterfly arrives one day, and it brings to María colorful memories from México. Show the illustrations of the butterfly and point out the colorful flowers it trails behind it. Let the children know that in this lesson, they're going to draw their own magical Monarch butterflies. First, they'll learn a way to draw butterflies, and then they'll get to freely draw additional butterflies.
3. **Share about Monarch butterflies:** Use the map as you explain to the children that Monarch butterflies travel long distances when the seasons change, and that this is called migration. Every fall, between 60 million and 1 billion Monarch butterflies migrate more than 2,000 miles from the United States and Canada to México, where they make their winter homes in trees. In the spring, they migrate back north to the United States and Canada. Read aloud the final paragraph in the Author's Note in the book to help the children connect in a stronger way with the story.
4. **Guide the drawing:** Distribute the materials and guide the children to draw their own Monarch butterflies, first using a pencil to sketch the form and then coloring it in. After, invite the children to freely draw additional butterflies or decorate the borders of their drawings with colorful flowers or other designs.
6. **Debrief:** Invite the children to bring their drawings with them and make a circle on the carpet, sitting in easy pose (Sukhasana ,su-KAHS-ah-nah), which is sitting cross-legged on the floor, hands resting gently on the knees. Ask the children to hold up their drawings so everyone can see the beautiful art they each made. Encourage them to find the beauty in all the drawings! Ask them to turn and talk with a partner and make specific compliments about one another's drawing. Compliment the children and ask them if they would like to post their art around the room.

<sup>10</sup> URL: <https://www.youtube.com/watch?v=NLWNOafqfh0>

## Day 4: Music and Movement—Butterfly Yoga



### Materials:

Video player,  
Yoga mats or  
towels  
(optional)

### Suggested Steps:

1. **Prepare:** Ahead of time, watch the video [Butterfly Yoga! Yoga Friends: At Home Yoga for Kids](#)<sup>11</sup> And practice the Asanas (Yoga postures). Decide whether you would like to play the video for the children or lead them in the yoga practice yourself.
2. **Settle in:** Invite the children to make a circle on the carpet, sitting on their yoga mats or towels in easy pose (Sukhasana) (su-KAHS-ah-nah), which is sitting cross-legged on the floor, hands resting gently on the knees.
3. **Preview the activity:** Let the children know that they're going to do a special type of movement called yoga. Yoga is a fun way to stretch our bodies, be creative, and improve the way we feel. When we do yoga, we say we practice it because we will always be getting better at it. Tell them that in this lesson, they'll pretend to be butterflies.
4. **Practice butterfly yoga:** Play the video and do the practice with the children. Alternatively, you can lead them in the practice without the video if you feel comfortable.
5. **Debrief:** After the practice, invite the children to sit quietly for a few moments and identify how they are feeling. Allow the children to turn and share with a partner before debriefing with the whole class.

<sup>11</sup> URL: <https://www.youtube.com/watch?v=5AXkv1R82sY>

## Day 5: Kindness and Community—Magical Acts of Kindness



### Materials:

Chart paper,  
marker,  
small ball,  
blank paper,  
crayons

### Suggested Steps:

1. **Settle in:** Invite the children to make a kindness circle on the carpet, sitting in easy pose (Sukhasana, su-KAHS-ah-nah), which is sitting cross-legged on the floor, hands resting gently on the knees.
2. **Introduce magical acts of kindness:** Remind the children that when María felt the magic inside her, she felt brave and like she could do anything. She did many kind things, or magical acts of kindness, for her family and community. At the beginning of the book, she made Mami her favorite hot chocolate, helped Papi with the dishes, and fed her little brother. She showered her dog Pecas with kisses! She drew a beautiful drawing for Mr. Peterson, got Ms. Friedman's cats to stop fighting, and told Simon his favorite joke. At the end of the book, she made her new friend feel better by reaching out to her and inviting her to play.
3. **Brainstorm:** Ask the children to brainstorm at least three magical acts of kindness they could do for their classroom, school, family, or community. Provide at least ten seconds of think time. Then, roll the small ball to one child to share an idea. Write the idea on a piece of chart paper labeled Magical Acts of Kindness. Then, invite the child to roll the ball to another child so they can share. Repeat this process until all children have shared.
4. **Draw and label:** Ask the children to return to their tables or desks to create a drawing of one of the ideas they brainstormed, or another idea they have. Invite them to label their drawings or write something about them on another piece of paper.
5. **Whole group sharing:** Invite the children to return to the kindness circle to share their drawings around the circle.
6. **Challenge:** After all children have shared, let the children know that you are now going to challenge them to practice at least one magical act of kindness on the chart they brainstormed each day. Ask them to decide which act of kindness they will work on today.
7. **Follow up:** Post the chart near the door to the classroom. Each day, find time to remind the children of your challenge, and invite them to draw a small heart next to the acts of kindness they completed so that you have a graph.



# Designated English Language Development (ELD) Lessons

## Promoting Multilingualism and Supporting English Language Development

Multilingual children are developing proficiency in both English and one or more other languages. Fostering the knowledge and strengths children bring from their home language(s) supports the development of biliteracy. Children’s home language(s) also provide a foundation for learning English or any other language. For example, children who are learning to read in Spanish at home can draw on their knowledge of both foundational literacy skills, such as phonological awareness, and higher-order literacy skills, such as vocabulary knowledge, and transfer this knowledge to learning to read in English. Strengthening multilingual learners’ pride and ability to use both their home language and English supports their language and literacy development across the P-3 continuum and beyond.

For multilingual children who communicate in a language other than English at home, the school environment is the primary context for English learning. In kindergarten and first grade, multilingual children who are not yet fully proficient in English may be identified as English learner students through a state assessment, indicating they need specialized services to support them in becoming English proficient. For these children, English language development (ELD) support is integrated throughout all daily routines and classroom activities (integrated ELD) and provided during protected and designated time where their English language development is the primary focus (designated ELD, or D-ELD).

### D-ELD Five-Day Overview: *María Mariposa*

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Sentence Unpacking:</b> Analyzing colorful phrasing	<b>Sentence Expanding:</b> Crafting colorful phrasing	<b>Oral Retelling:</b> Orally retelling the story	<b>Singing:</b> The Feelings Song	<b>Dramatic Play:</b> Dramatizing the story



## D-ELD Day 1: Sentence Unpacking—Analyzing Colorful Phrasing

**Materials:**

Chart paper with prepared sentences, a separate piece of chart paper, colorful markers, paper, crayons

**Learning Goal:** Understand the meaning of the grammatical boundaries of long noun phrases

**CA ELD Standards Addressed:** ELD.PI.K-1.7, ELD.PI.K-1.8, ELD.PII.K-1.4, ELD.PII.K-1.5

**Suggested Steps:**

1. **In advance:** Make sure to read the book with the children before teaching this lesson so they have context to draw upon. Print the following sentences, with one sentence per line, on chart paper. Draw a square around each color word using the markers or crayons that match the color, and trace the color words with that color, too. Post the chart paper with the words on it. Have a blank piece of chart paper posted next to it with markers ready.
  - The butterfly carried the memory of home on its wings:
    - the gold and orange of sunsets over deep blue seas
    - the purple of flower-heavy jacaranda trees
    - the polished turquoise of Abuelita's earrings
  - María had the magic of home inside her:
    - bougainvillea pink and mango yellow
    - the bright green of a parrotlet and jacaranda purples
  - With her new friendship, María now had the magic of:
    - the jade-green ribbons of new friendships
    - the lilac of secret-coded messages
    - the silver of puddle-stomping shoes
2. **Review the story:** Remind the children that *María Mariposa* is full of vibrant storytelling with beautiful images captured in the sentences throughout the book. For example, the author wrote that the butterfly carried memories of María's home in México using a lot of colorful words.
3. **State the purpose of the lesson:** Explain that the author of the book, Karla Arenas Valenti, did something very special with color words. She focused on them as an important thing in sentences throughout the book and made them the star of the show! Tell the children that they'll be working together to unpack some of these colorful phrases from the story. Explain that unpacking sentences will help them enjoy the stories they are reading together even more because they will better understand the details in the sentences.





4. **Unpack the colorful phrases:** Read the first sentence starter (The butterfly carried the memory of home on its wings:) and colorful phrase (the gold and orange of sunsets over deep blue seas). Then, invite the children to read the sentence starter and phrase with you as you use a pointer or your finger to track each word, reinforcing foundational skills. Ask the children what color words they noticed as they were reading (gold, orange, blue). Reread the sentence starter and phrase with the children. Then, ask them what the colors are describing (sunsets and seas).
5. **Visualize:** Ask the children to close their eyes and visualize the scene as you read the whole sentence starter and colorful phrase again. Then, invite them to turn to their partners to share what they visualized. Next, on the blank sheet of chart paper, sketch a gold and orange sunset, explaining that this is what you visualized. It's often what color the sky is when the sun is going down and night is coming. Sketch a deep blue sea under the sunset. Reread the phrase with the children and ask if the sketch is similar or different from what they visualized. Is there anything they would like to add? Label the sketch with the color words gold, orange, and blue, using arrows to point to the colors.
6. **Repeat:** Repeat this process (steps 4 and 5) to unpack the other colorful phrases on the chart paper. Each time, start the sentence with the sentence starter. Make sure to frequently invite the children to read, re-read, talk, and interact.
7. **Draw and write:** Invite the children to pick their favorite colorful phrase and visualize the scene. Distribute the paper and crayons, and ask them to draw and then write about what they visualized.
8. **Closure:** Invite the children to share their creations with one another in pairs or table groups. Remind the children that today's activity was about unpacking phrases where the color words and what they described were the stars. The author of the book made a choice to highlight the vibrant colors of her memories. Encourage them to try to include similar phrasing in their own writing.

\*Note: What you are unpacking are long noun phrases that feature the color words as the noun. In a long noun phrase, the noun is the main thing the phrase is about, and the other words around the noun give more information about it.





## D-ELD Day 2: Sentence Expanding—Crafting Colorful Sentences

**Materials:**

Markers,  
chart paper,  
paper,  
crayons

**Learning Goal:** Expand noun phrases to highlight how to write more descriptively

**CA ELD Standards Addressed:** ELD.PI.K-1.2, ELD.PI.K-1.4, ELD.PI.K-1.12, ELD.PII.K-1.4, ELD.PII.K-1.5

**Suggested Steps:**

1. **In advance:** Write each of the following sentence frames on chart paper, leaving ample space between each one. Do not write the words in parentheses. These are ideas for you to suggest if the children need additional support. Refer to the sentences from the previous activity for models of the types of sentences you will help the children generate.

- We live in colorful communities:
  - the gold and orange of (our school mural),
  - the purple of (the Kings' team jersey), and
  - the turquoise of (the great big sky above us).
- We have the magic of our communities inside us:
  - (grandma's house) pinks,
  - (daffodils and sunflowers) yellow,
  - (oak tree) greens,
  - (sunny day at the pool) golds,
  - (grape popsicles) purples, and
  - (deep river) blues.

2. **Review and set the purpose:** Review by reading together several of the sentences from the previous activity. Explain to the children that in the previous activity, they unpacked colorful phrases from the story. In this activity, they'll use what they learned to expand phrases to make them more colorful. This practice can help them write more interesting sentences when they go to write their own stories.





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3. **Brainstorm:** Explain that the phrases you'll write together with the children will be about their beautiful and colorful communities. (If you have read the book *Last Stop on Market Street* with the children, consider making a connection to that book here.) Support the children to brainstorm a list of things in their communities they may wish to include, and write the list on the blank piece of chart paper.
  4. **Expand the sentences:** Expand the phrases with the children. Read the first sentence and its blank frames with the children. Then, invite the children to offer ideas for the first blank, encouraging them to refer to the brainstorm list as a starting point. Write their ideas as options next to the blank on the chart paper. After all the ideas have been noted, re-read them with the children.
  5. **Write and draw:** Invite the children to choose one of the colorful phrases on the chart paper or to craft their own sentences with colorful phrases. Ask them to then draw a picture illustrating what they wrote.
  6. **Sharing and closure:** Invite the children to share what they wrote with a partner or their table group.
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## D-ELD Day 3: Oral Retelling—Orally Retelling the Story

**Materials:**

Chart paper,  
markers,  
journals,  
pencils,  
crayons

**Learning Goal:** Orally retell the story using precise vocabulary, important events, colorful phrasing, and accurate story organization

**CA ELD Standards Addressed:** ELD.PI.K-1.2, ELD.PI.K-1.9, ELD.PI.K-1.12, ELD.PII.K-1.1

**Suggested Steps:**

1. **Review and state purpose:** Remind the children that they have interacted with *María Mariposa* several times by now, so they know a lot about it. Explain that orally retelling a story more than once and with lots of detail before they retell the story in writing will help them craft a more interesting story in writing.
2. **Model retelling:** Using the pages of the book for visual support, model retelling parts of the story. Pause at key places to read an excerpt that highlights poetic phrasing, vocabulary, and dialogue. Emphasize the colorful phrase, such as “the gold and orange sunsets over deep blue seas.” Invite the children to chime in and retell with you what is happening as you turn the pages. This retelling should be brief and is intended as a warm-up to the partner retelling.
3. **Partner retelling:** Tell the children that, in partners, they will be orally retelling the story with as many details as they can, like they just did together with you. Encourage them to use dialogue, vocabulary, and poetic phrasing they remember from the story.
  - Explain that you’ll be showing them pages from the story, and they will be taking turns retelling what you show them. Partner A will start the retelling, and Partner B can add on to what they say.
  - Start on the first page and hold the book up so all children can see it. Invite the children to retell what is happening, using the images and what they remember from the words. Move around the room so that each child has a chance to be up close to the pages you are showing.
  - Gradually turn the pages, pausing at key passages. You do not need to stop at each page. The goal is for the children to retell the key events, using vocabulary, poetic phrasing, and dialogue from the story.
  - Circulate and listen, providing support when needed. Prompt the children to include details, dialogue, and precise vocabulary. Rephrase what the children say at teachable moments to model the use of vivid vocabulary, poetic phrasing, and dialogue. Be warm and enthusiastic.





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|  | <p>4. <b>Oral to written retelling:</b> Invite the children to think about a passage in the story they particularly liked and to then retell that part in writing, using the paper provided or in their journals. Encourage them to include a drawing to accompany their writing.</p> |
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## D-ELD Day 4: Singing—The Feelings Song

**Materials:**

Chart paper with printed words, video player and video

**Learning Goal:** Expand vocabulary knowledge for expressing emotions

**CA ELD Standards Addressed:** ELD.PI.K-1.1, ELD.PI.K-1.12

**Suggested Steps:**

1. **In advance:** On chart paper, reprint the refrain and feelings words that appear in the song (see below). Watch [The Feelings Song](#)<sup>12</sup> video by Hopscotch ahead of time.
2. **Review and state the purpose:** Remind the children that in the story, María experiences a lot of different feelings from happiness and pride to nervousness and sadness. Explain that in this lesson, they'll be learning a song that has a lot of different words to express feelings. This will give them ideas for both talking about their feelings when they have them and for talking or writing about the feelings of characters in stories.
3. **Teach the refrain:** Before playing the video, teach the children to sing the refrain. Use gestures. Point to your head (message from my brain), point to your wrist (time), open your arms wide (space), thumbs up (okay).
4. **Review the feelings categories:** Let the children know that there are a lot of feelings words in this song, and they may not be familiar with all the words. Review each feelings word category (mad, happy, scared, sad, loved) with the children and read the words that are related to that word. Let them know that in the song, they'll learn a little more about the other words, and over time, after singing this song many times and talking about the feelings words in it, they'll build up their feelings word knowledge.
5. **Sing the song:** Show the video and sing the song with the children.
6. **Talk about emotions:** Invite the children to choose one of the main category words or another word in the chart and talk about the feeling with a partner. Provide the following sentence frame and say it with the children a couple of times before they turn and talk.
  - You might feel (feeling word) when \_\_\_\_\_.Afterward, invite one or two children to share what they talked about.
7. **Closure:** Post the chart and invite the children to start using words from it in their speaking and writing. Notice and compliment them when they do! If you use one of the words in another context, catch yourself, smile, and point it out to the children.

<sup>12</sup> URL: [https://www.youtube.com/watch?v=EV7\\_tldYuvY](https://www.youtube.com/watch?v=EV7_tldYuvY)





## The Feelings Song (by Hopscotch): Feelings Words and Refrain

<b>MAD</b> angry, bitter, hurt, frustrated, disappointed, agitated, grumpy, hangry, irritated, defensive, disgusted, humiliated	<b>HAPPY</b> cheerful, excited, playful, energetic, confident, proud, joyful	<b>SCARED</b> worried, anxious, upset, timid, shy, nervous, sheepish, embarrassed, concerned, terrified, jealous
<b>SAD</b> melancholy, confused, lonely, regretful, blue, heartbroken, hopeless, misunderstood, disappointed, overwhelmed	<b>LOVED</b> compassion, nurtured, safe, peaceful, tender, unashamed, accepting, content, inspired, relieved, satisfied	<b>Refrain:</b> <i>This feeling is a message from my brain. I'll give it time. I'll give it a name. It has a place. I'll give it space. All my feelings are okay.</i>





## D-ELD Day 5: Dramatic Play—Dramatizing the Story

### Materials:

All the charts from the week's previous lessons

**Learning Goal:** Dramatize the story using colorful phrasing, feelings words, and important events from the story

**CA ELD Standards Addressed:** ELD.PI.K-1.2, ELD.PI.K-1.9, ELD.PI.K-1.10, ELD.PI.K-1.12, ELD.PII.K-1.1, ELD.PII.K-1.2

### Suggested Steps:

1. **Review and state the purpose:** Explain to the children that acting out a story playfully can give them practice using new language from the story, which might give them ideas for when they write their own stories. Review the charts created throughout the week and ask the children to refer to them as they work in small groups, using dramatic play to act out the story.
2. **Dramatic play:** Assign the children to small groups of 3–4 children and assign them their first role: María, María's teacher, another child at school, María's new friend. Tell them they can act out the story several times, changing and adding roles if they want to, so that each child will have a chance to play a different role. Have the groups work in different parts of the room so they have enough space to move around.
3. **Provide support:** As the children dramatize the story, listen in, and support them as needed, prompting them to use the language on the charts and include important events. Encourage playfulness and fun.
4. **Monitor progress:** This is an ideal time to monitor children's English language development, specifically their oral use of the language of stories. Identify one or more children to listen to carefully and write notes in a journal or simply on a sheet of paper. While monitoring, you may want to focus on one or two specific ELD Standards.
5. **Closure:** Debrief with the children by asking them what it was like to dramatize the story and what ideas they might use whenever they write their own stories.



# Family Literacy Activities

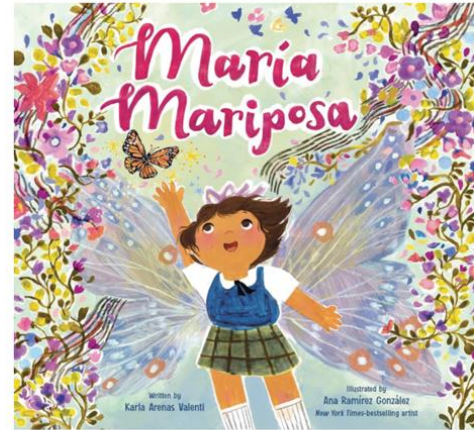
## María Mariposa

Written by Karla Arenas Valenti

Illustrated by Ana Ramirez González

*Ideas for enjoying the book at home*

Created by: Pam Spycher



### About the Book:

María is filled with beautiful memories of her home in México. She knows exactly who she is as she begins school in the United States. But everything at school is different, including the language people speak, and María begins to lose confidence. She wonders if the place she comes from, her community, and the magic she feels inside have a place in this new country.

This story, filled with magical realism, helps us see how with courage and compassion, we can confront the difficult moments and feelings that come with being in a new place. It shows how we can celebrate the magic we all have inside us and what we have to offer the world.



### Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?



### While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?



### After Reading:

- What did you think about the book?
- How did it make you feel?
- What was your favorite part?

### Jump into Joyful Reading!

Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another's company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.



*Tip: Ask your local library if they have a copy of the book or an e-book so you can read the book at home with your child.*

Turn the page over for creative expression ideas!



## Creative Expression Activities

After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

 Creative Writing	 Visual and Digital Arts	 Kindness and Community
<p>When María the butterfly brings María memories from México, she feels the magic inside her. What are some special memories you have about your family or community?</p> <ul style="list-style-type: none"> <li>• Draw a picture of some of your favorite memories.</li> <li>• Label your picture or write a description of it.</li> <li>• Share your creation with someone you love.</li> </ul>	<p>Throughout the story, María feels like a magical butterfly. She even has butterfly wings. Ask an adult to help you make your own magical butterfly wings!</p> <p>Here is what you will need:</p> <p>A big cardboard box, scissors, tape, glue, ribbon, markers, colorful paper</p> <p>Here is a video to show you how: <a href="#">Make your own butterfly wings</a></p>	<p>María's memories of Mexico bring her a great deal of joy and magic. Talk with someone in your family about memories that bring you joy and magic. Here are some things you might talk about:</p> <ul style="list-style-type: none"> <li>• Memories with grandparents or other special relatives</li> <li>• Special places you've lived or visited together</li> <li>• Holiday traditions you cherish</li> <li>• Foods your family loves to make together</li> </ul>
 Mindfulness and Self-Awareness	 Music and Movement	 Dramatic Play
<p>Sometimes, you might feel nervous or anxious, just like María felt at her new school. Practice a special way of breathing called "rainbow breath" to help make you feel better.</p> <ul style="list-style-type: none"> <li>• Sit on the ground with your legs crossed.</li> <li>• Breathe in, and slowly raise your arms the ceiling, making a rainbow as you do.</li> <li>• Breathe out, and slowly lower your arms to the ground, making another rainbow.</li> </ul> <p>Here's a video to show you how: <a href="#">Calm Corner: Rainbow Breath</a></p>	<p>"De colores" is a traditional song in Spanish that is well-known throughout México and other Latin American countries. Learn this song and sing it with your family.</p> <p>Here is a link to the lyrics: <a href="#">Song Lyrics with Translations</a></p> <p>Here's a video where you can sing along: <a href="#">De Colores</a></p>	<p>Find some friends or family members. Pretend you are magical butterflies, just like the one in the story.</p> <p>Use the butterfly wings you made, and decide what your story will be:</p> <ul style="list-style-type: none"> <li>• Where will you fly?</li> <li>• Who will you discover?</li> <li>• What will you say?</li> </ul> <p>Use your imagination and be as magical as you can. Be sure to move your body and use your voice.</p>

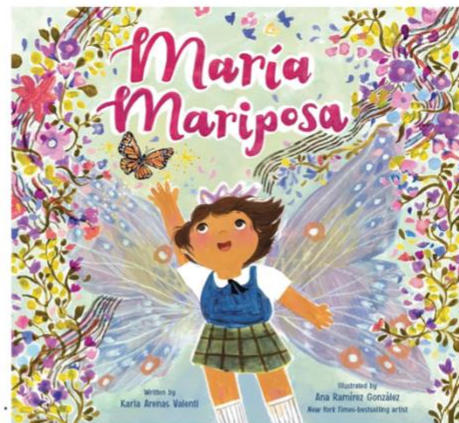
# María Mariposa

Por Karla Arenas Valenti

Ilustrado por Ana Ramirez González

*Ideas para disfrutar del libro en casa*

Creado por: Pam Spycher



## Sobre el libro:

María guarda entrañables recuerdos de su hogar en México y tiene muy claro quién es al iniciar la escuela en Estados Unidos. Pero todo allí es diferente, desde las costumbres hasta el idioma que hablan las personas, y poco a poco, María comienza a perder confianza. Se pregunta si el lugar del que proviene, su comunidad y la magia que siente en su interior tienen cabida en este nuevo país.

Esta historia, llena de realismo mágico, nos muestra que, con valentía y compasión, podemos afrontar los retos y las emociones difíciles que surgen al llegar a un lugar desconocido. Nos inspira a reconocer y celebrar la magia que todos llevamos dentro y el valor único que podemos ofrecer al mundo.



## Antes de leer:

- ¿Qué notas sobre la portada?
- ¿Qué piensas sobre el título?
- ¿Qué crees que descubriremos en este libro?



## Mientras se lee:

- ¿Qué notas en la imagen?
- ¿Qué piensas sobre lo que acabamos de leer?
- ¿Qué te da curiosidad ahora?



## Después de leer:

- ¿Qué piensas del libro?
- ¿Cómo te hizo sentir?
- ¿Cuál fue tu parte favorita?

## ¡Lánzate a la lectura alegre!

Invite a su niño o niña a compartir sus opiniones y haga preguntas mientras disfrutan del libro juntos. El objetivo principal es divertirse y disfrutar de la compañía mientras leen juntos. Aquí hay algunas cosas que puede decir y hacer para crear una experiencia de lectura entretenida para su niña o niño.

**¡Pasa la página para encontrar ideas para la expresión creativa!**



## Actividades de Expresión Creativa

Después de leer el libro, ¡da rienda suelta a tu imaginación y creatividad! Utiliza las siguientes ideas para elegir tu propia aventura. ¿Qué otras ideas inspiró el libro a tu asombrosa mente?

 <b>Escritura Creativa</b>	 <b>Artes Visuales y Digitales</b>	 <b>Amabilidad y Comunidad</b>
<p>Cuando María, la mariposa, le trae a María recuerdos de México, ella siente la magia en su interior. ¿Cuáles son algunos recuerdos especiales que tienes de tu familia o tu comunidad?</p> <ul style="list-style-type: none"> <li>• Dibuja una imagen de algunos de tus recuerdos preferidos.</li> <li>• Ponle un título o escribe una descripción de tu dibujo.</li> <li>• Comparte tu creación con alguien que amas.</li> </ul>	<p>A lo largo de la historia, María se siente como una mariposa mágica. ¡Incluso tiene alas de mariposa! Pide ayuda a un adulto para crear tus propias alas de mariposa mágica.</p> <p>Esto es lo que necesitarás:</p> <p>Una caja de cartón grande, tijeras, cinta adhesiva, pegamento, cinta, marcadores, papel de colores</p> <p>Mira este video para aprender cómo hacerlo: <a href="#">Haz tus propias alas de mariposa</a></p>	<p>Los recuerdos de México le traen a María mucha alegría y magia. Conversa con alguien de tu familia sobre aquellos recuerdos que te llenan de alegría y magia. Aquí tienes algunas ideas sobre las que podrías hablar:</p> <ul style="list-style-type: none"> <li>• Momentos memorables con tus abuelos u otros familiares cercanos</li> <li>• Lugares especiales donde has vivido o que has visitado junto a tu familia</li> <li>• Tradiciones familiares en días festivos que aprecias</li> <li>• Comidas que disfrutaban preparando en familia</li> </ul>
 <b>Concientización y Autoconciencia</b>	 <b>Música y Movimiento</b>	 <b>Juego Dramático</b>
<p>A veces, puedes sentirte nervioso o ansioso, igual que María en su escuela nueva. Practica una técnica especial de respiración llamada "respiración arcoíris" para ayudarte a sentirte mejor.</p> <p>Sigue estos pasos:</p> <ul style="list-style-type: none"> <li>• Siéntate en el suelo con las piernas cruzadas.</li> <li>• Inhala profundamente mientras levantas lentamente los brazos hacia el techo, formando un arcoíris.</li> <li>• Exhala despacio mientras bajas los brazos hacia el suelo, creando otro arcoíris.</li> </ul> <p>Aquí tienes un video que te muestra cómo hacerlo: <a href="#">Rincón de la Calma: Respiración Arcoíris</a></p>	<p>‘De colores’ es una canción tradicional ampliamente conocida en México y en otros países de América Latina. Aprende esta canción y cántala con tu familia. Aquí tienes un enlace con la letra: <a href="#">Letras de canciones con traducciones: De Colores</a></p> <p>Y aquí tienes otro video para que cantes acompañado de la música: <a href="#">De Colores (Canción Con Letra para Niños)</a></p>	<p>Invita a algunos amigos o familiares y jueguen a ser mariposas mágicas, como la del cuento.</p> <p>Usa las alas de mariposa que creaste y decidan cómo será su historia:</p> <ul style="list-style-type: none"> <li>• ¿A dónde volarán?</li> <li>• ¿A quién conocerán?</li> <li>• ¿Qué dirán?</li> </ul> <p>Dejen volar su imaginación y sean lo más mágicos posible. ¡No olviden mover el cuerpo y usar la voz!</p>