

MANGO, ABUELA, AND ME

by MEG MEDINA illustrated by ANGELA DOMINGUEZ

COMPREHENSION FOCUS
Retelling
Who-What

STANDARD CORRELATION
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.



SEL CONNECTION
Patience

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 3, 7, 13, 17, 21, 27, and 31.

Create the anchor chart template as shown; it will be completed during the lesson.

Who	What

STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

As we read the book today, we will pay attention to who is the most important character and what they are doing. We will use the Who-What strategy to retell the story.

STEP 2

INTRODUCE THE NEW BOOK

This story is about a girl named Mia, whose abuela (Spanish for grandmother) is coming to live with them. Abuela doesn't understand English. Let's read to find out how Mia helps her abuela feel welcome in the family home.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

I will read a few pages of our story and then I will stop so we can think about who the important character is and what they are doing.

Read pages 2-3. Let's stop here and think about who the characters are. These pages don't have one important character but are about Mia and her family. The most important thing that happens here is that Mia's abuela is coming to live with them. Add Mia's family under the Who column and Abuela is coming to live with them under the What column to the anchor chart.

Read pages 4-7. Who are the important characters on these pages? Add Abuela and Mia to the chart. What is important on these pages? Abuela shows Mia a feather and also a picture of a man who has Papi's smile. Add these to the chart. Let's read on.

Read pages 8-13. Let's turn and talk here. Think of who was the most important character and what was the important thing we want to remember. Listen to the partner pairs, and have them share their thinking. Add the Who and What to the chart (Mia is worried she can't understand Spanish).

Read pages 14-17. Wow, Mia is really helping her grandmother learn English words by labeling common items around the house. Let's add that to the chart.

Read pages 18-21. Let's turn and talk here. Think of who was the most important character and what was the important thing we want to remember. Listen to the partner pairs, and then share some of their ideas as you add them to the chart (Mia wants to buy a parrot to keep Abuela company while she is at school).

Read pages 22-27. Now Mango the parrot is also practicing new words with Mia and Abuela. They are teaching each other Spanish and English words. They begin practicing even longer sentences. Let's add that to our chart. Look at the illustration on pages 26 and 27. They all look so happy.

Read pages 28-31. Mia and Abuela are able to teach each other (and Mango) new words. Although Abuela still misses her home, she feels so much better now that Mia has helped her practice English and she is able to communicate with others. Let's add the Who and What to the chart.

Who	What
Mia's family	Abuela is coming to live with them
Abuela and Mia	Abuela shows Mia a feather and a picture
Mia	worried because doesn't understand Spanish
Mia	labels common household items
Mia	wants to buy a parrot
Mia, Mango, and Abuela	practice new words and even sentences
Abuela	reads Mia a story in English



Mia showed patience in teaching her abuela English. Being patient means waiting for others without getting upset or bothered. Turn and share with your partner a time when you acted patiently. When we are determined like Mia to do something, it takes time and patience.

STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students draw a picture of one way Mia helps her abuela learn English. Display the pictures on the wall.

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STEP 1

REVIEW THE BOOK

Use the Who-What anchor chart and student pictures from Day 1 to retell the story.

STEP 2

PROMPT

Hand out the journals. *Mia was determined to teach her abuela English.* Write the following prompt on chart paper as you read it aloud: *Write different ways that prove Mia was determined.* Read it again, asking the students to read it with you.

STEP 3

PLAN

Let's circle the verbs on the anchor chart in the What column. Use these verbs in sentences to help you write how Mia was determined. Begin with the following topic sentence: *Mia was determined to teach Abuela English.*

STEP 4

WRITE

While students are writing, circulate the room and confer with individuals. Have students use their personal word wall as a spelling reference. Assist students with their plan by referencing the anchor chart and Day 1 drawings, orally rehearsing their next sentence, or addressing their individual writing target.

Have students share their writing with a partner.

STEP 5

EXTEND AND CONNECT THE LEARNING

After students read fictional stories or biographies, have them complete a Who-What chart to retell the story. Have students identify a character trait by tracking the character's actions.



Write different ways
that prove Mia
was determined.