

THE SHAWL

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Summary

When Juanita, a homeless girl in Mexico, meets Doña Rosa, she acquires both a wise friend and a home. Doña Rosa tells Juanita a story about her shawl. She says it shows part of a map to an Aztec treasure. Juanita finds a second shawl that belongs with it, but thieves trap her. Juanita is rescued. The wind blows away the shawls, along with their secrets.

RL	GRL	DRA
5	V	50

RL = Reading Level by Grade
 GRL = Guided Reading Level
 DRA = Developmental Reading Assessment Level

Themes

Family heritage
 Mexico; Mayans and Aztecs

Comprehension Strategies

Gather
 Monitor
 Predict

Comprehension Skills

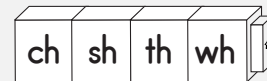
Make generalizations
 Sequence of story events
 Story structure: setting
 Suspense

Genre & Format

Adventure, chapter book

Word Analysis

Digraph *ch*
 Digraph *sh*
 Digraphs *th, wh*



Vocabulary

Context clues

Writing

Different adventure

BEFORE READING

Build Background Knowledge

Read the blurb on the back cover aloud. Explain that this story takes place in Mexico. Have students share what they know about Mexico. *Have you ever visited or lived in Mexico? What is it like today?*

Develop a word web that reflects students' experiences with Mexican culture. Include a mix of English and Spanish words. Relate what students share about Mexican culture to your local area.

What places do you know in Mexico? What Spanish place names can we find right here? What are your favorite Mexican foods?

Make available pictures of Aztec and Mayan artifacts and architecture. Ask students what comes to mind when they think of Mexico's past. Encourage students to share their observations and knowledge.

Introduce the Book

Have students examine the illustration on the front cover. Identify Doña Rosa on the left. Write *Doña* on the chalkboard. Explain that *Doña* is a Spanish term of respect used with a woman's name, similar to *Lady*. Write *Juanita* on the board and underline *-ita*, which means "little." Point out that Juanita is the little girl to the right in the picture. Recall that Juanita encounters adventure and grave danger in this story.

Discuss what is happening in the picture. Draw students' attention to the shawl. Encourage students to predict what they will discover about the shawl. *Do you think it is something special?* Remind students of the importance of looking at the illustrations as they read. Instruct them to keep checking that their understanding of the text matches what they see in the pictures.

English Language Learners

Create a four-square chart to categorize words that tell about places. Label the squares as follows: (1) El Mercado; (2) Doña Rosa's Hut; (3) A Market Near My Home; (4) My Home. As you fill in the first two squares, have students suggest words from the text that tell about places in the story. [Sample answers: (1) old tree, urns, hens, pumpkins, looms; (2) animals, small, adobe, stew, candle, warm, safe]

As you complete the chart together, invite students to suggest words and phrases that describe real markets and homes. Ask questions to help students brainstorm ideas. *What food do you buy in cans? Do you buy frozen food? Is your home made of bricks? How do you light your home?* Encourage students to copy the categorized words on personal word lists.

PAGES 4–15: Guide the Reading

Locate the Table of Contents to gather information about how the book is organized. Point out that there are six chapters. Read the chapter titles aloud. A Spanish-speaking student might wish to contribute a translation of *El Mercado*, which means “The Market.” Use the chapter titles to further discuss students’ expectations for the story. *Where might Juanita go on an adventure? What might be the danger there?* [a pyramid, a pale man]

Tell students to read Chapters 1–2 and then put in a bookmark to show where they stopped reading. After reading, invite students to discuss the setting in further detail. Compile a list of words and phrases that relate to the setting, such as *cobblestone, narrow streets, and merchants*.

Discuss how Juanita and Doña Rosa each live in this setting. Guide students to understand that Doña Rosa has her own home and a modest business making and selling tortillas. *Why does Juanita sleep on the streets?* [She has no home or family.] *How does Juanita take care of herself?* Help students bring together information from the story to form ideas about Juanita: She runs errands to earn money (page 6); she asks friends for food (page 8); she saves her money (page 8); she works in exchange for a place to sleep (page 15). Emphasize Juanita’s maturity during the discussion.

Draw students’ attention to the paragraph on page 9 in which Juanita spots a thin man leaning against a tree. Point out that Juanita is both observant and smart. First she figures out that the man is a stranger, and then she decides she should stay away from him. *Who do you think he is? What is he doing in the market?* Help students to understand that the author is beginning to build suspense.

Vocabulary Development

Observe that *The Shawl* is set in a place where people speak Spanish. Some Spanish words and phrases have been included in the book. These words can be recognized by a special print feature called *italics*. Write the following example on the chalkboard as students gather the information on page 7:

- “*Buenos días,*” Roberto said in greeting.

Discuss with students how using context clues can help them read any Spanish words and phrases that are unfamiliar. By reading the rest of the sentence or paragraph, they will be able to infer the meaning. Underline *Buenos días*. Discuss how the phrase *in greeting* would help you understand what Roberto is probably saying, even if you did not know Spanish.

Display additional examples on the chalkboard as students gather the information on pages 5 and 6:

- “*Muchas gracias*, thank you!” Juanita grinned.
- There her friend Roberto sold pawpaws, sweet potatoes, and fat bunches of bananas under the old tree in the center of the market, *el mercado*.

Underline *Muchas gracias* and *el mercado*. Invite volunteers to think aloud as they use context clues to figure out the likely meaning of each Spanish phrase. Guide them to read the whole sentence, looking for key words and phrases. [thank you, the market] Encourage students to keep a running list of Spanish words and phrases as they read *The Shawl*, writing definitions in their own words by using context clues.

PAGES 16–30: Guide the Reading

Review pages 4–15. Invite volunteers to recall what has happened so far. Have students revisit predictions they made about the significance of the shawl when they were previewing the book. Encourage them to read the chapter title of Chapter 3 and update their predictions. [Sample answer: There are words hidden in the patterns of the shawl.]

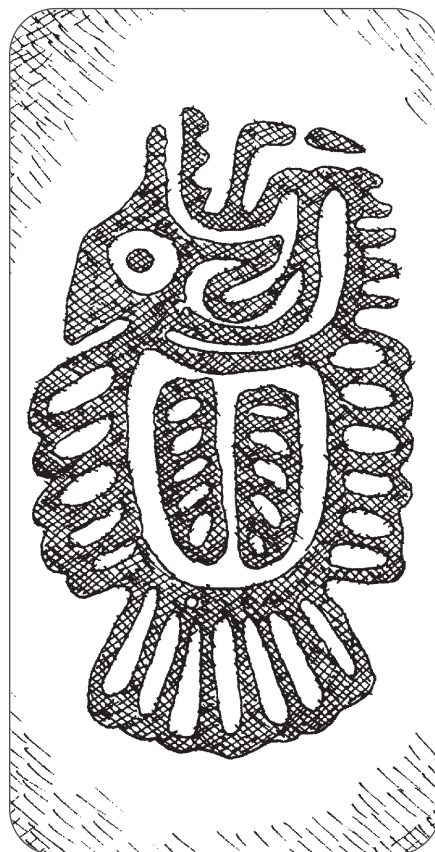
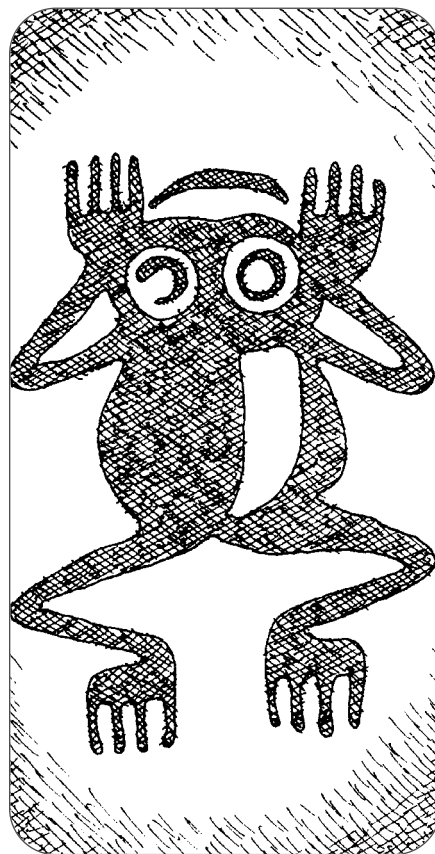
Tell students that the shawl is going to lead to a big adventure for Juanita. Explain that an adventure story often includes puzzling details. When Juanita wonders what the patterns mean, it makes the reader wonder as well. But, in an adventure story, solving the puzzle is not as important as seeing what the main character learns from the experience. Invite students to read Chapters 3–4 to find out how Juanita’s adventure begins. Then ask students to reread the highlights, or main events, to answer these questions.

Pages 17–18: *What are some of the details that Juanita and Doña Rosa see when they look closely at the shawl?* [river, fish, toad, lizard, jaguar, emeralds, turquoise, rubies]

Pages 21–22: *What does Juanita find behind a clump of branches near the home of Doña Rosa?* [a hidden tunnel] *What does she see in the tunnel, and why is it important?* [a lizard motif; it is also on the shawl]

Page 27: *What does Juanita find when she goes into the tunnel a second time?* [empty chambers; more animal motifs] Discuss Juanita’s courage. Point out that the main character in an adventure story often seems brave and heroic.

Pages 29–30: *What does Juanita hear? Who is it?* [voices, footsteps; a man named Gomez, the thin man from the market] *Why doesn’t Juanita talk to the men?* [She is afraid of them.] Discuss how this is a suspenseful part of the story and that the suspense is making you wonder what’s going on. Draw students’ attention to some words and phrases that add to the suspense: *footsteps echoed, disappeared, quietly ran, felt uneasy, threatened, frightened.*



Extend the Experience



Reading Rods® Phonics Word-Building Kit

Have students explore the Reading Rods in this kit. Guide them to understand that the green Reading Rods are consonant clusters, which can be combined with other rods to form words. Ask students to take out **ch**, **sh**, and **th**. Observe that the first letter varies, but the second letter is always **h**. Explain that **ch**, **sh**, and **th** are digraphs, or two letters that represent a single sound.

Have students set aside **sh** and **th**, explaining that in this lesson they will be building words with **ch**. Remind them that **ch** is usually pronounced /ch/ or /k/. Have them listen for /ch/ or /k/ as you say these words slowly: *china*, *inch*, *chorus*, *chaos*. Challenge students to build the words with Reading Rods. Assist them as they build and record additional words with **ch**.

Extend the Experience



Reading Rods Phonics Word-Building Kit

Ask students to look at the consonant combinations on their green Reading Rods and to take out the **sh** rod. Remind them that **sh** is a digraph, or two letters that represent one sound. Tell them that they will be building words with **sh**, which is usually pronounced /sh/. Have them listen for /sh/ as you slowly say these words: *shop*, *shiver*, *sunshine*, *relish*. Challenge students to build the words with Reading Rods. Assist them as they build and record additional words with **sh**.

Word Analysis

Tell students to locate and copy these words: *rich*, *each* (page 18), *child's* (page 23), *reached*, *approached*, *branch* (page 26), *echoed*, *chamber* (page 29). Discuss the meanings of any words that students do not understand. Pronounce all of the words except *echoed*. Have students say *beginning*, *middle*, or *end* to indicate where they hear /ch/. [Beginning: *child's*, *chamber*; Middle: *reached*, *approached*; End: *rich*, *each*, *branch*] Ask students to circle **ch** in each of the words, including *echoed*. Compare the sound of **ch** in *rich* and *echoed*. [/ch/, /k/] When students see **ch** in a word, they should try the /ch/ sound first, then the /k/ sound. See Extend the Experience 1.

PAGES 31–40: Guide the Reading

Invite students to recall what happened from the time that Juanita first saw the shawl. [She studied the motifs; she explored a hidden tunnel; she found a chamber with the same motif as the shawl; she went back a second time; she had to hide from intruders.] Point out that adventure stories often have exciting or dangerous events. Plus, there are usually some surprises. Encourage students to make predictions about what Gomez and the thin man will do next. Then allow time for students to read pages 31–40.

Revisit Chapter 5 with students. Have them describe the sequence of events in this part of the story. Discuss the events in the order in which they occurred, since the story wouldn't make sense in a different order. *Was there a surprise?* [page 38: The men snuck up behind Juanita.]

Read aloud the end of Chapter 5 on page 40, beginning with *The heavy door swung back. Juanita was trapped inside...* Tell students that a dramatic ending, such as this one, is called a *cliff-hanger*. It adds to the suspense of the story because it leaves the hero in a desperate situation. Encourage students to predict how Juanita will get out of her predicament and how the story will end.

Word Analysis

Tell students to locate and copy these words: *showed* (page 33), *shadows* (page 34), *she*, *bushes*, *shawl*, *fish* (page 36), *harsh* (page 38), *pushed* (page 39). Pronounce all of the words. Have students say *beginning*, *middle*, or *end* to indicate where they hear /sh/. [Beginning: *showed*, *shadows*, *she*, *shawl*; Middle: *bushes*, *pushed*; End: *fish*, *harsh*] Ask students to circle **sh** in each word. Tell them that the sound of **sh** is usually /sh/. See Extend the Experience 2.

PAGES 41–48: Guide the Reading

If students complete their reading early, suggest that they reread their favorite pages. Remind them that rereading is a good way to monitor their understanding of the events and characters; rereading is also a good habit to form.

Ask students if they liked the ending of the story. Point out that a surprise ending is sometimes called a *twist*. *Does this story have a twist at the end? Were you surprised that Doña Rosa scattered the shawls to the wind?*

Observe that *The Shawl* makes some interesting points about treasures of all kinds. Guide students to form generalizations about treasures; have them support their ideas with details from the text. *What do you think Juanita learned about treasure from her adventure?* Sample answers:

- **Friends:** Finding a wise, caring friend is like finding treasure.
- **Money:** Some people only treasure things worth lots of money.
- **Things Handed Down in the Family:** Some treasures look ordinary at first glance.
- **Your Heritage:** If you know your heritage, you have a treasure that no one can steal.
- **Grandparents:** Treasure your grandparents because they are guardians of the past.

Word Analysis

Tell students to locate and copy these words: *though, mouth, they, thin, that* (page 43), *with, other, together, thoughtful, think* (page 46), *strength* (page 47), *thousand* (page 48). Ask them to circle **th** in each word, noticing if it is at the beginning, middle, or end of the word. [Beginning: *though, they, thin, that, thoughtful, think*; Middle: *other, together*; End: *mouth, with*] As you pronounce the words, have students listen for the sound of **th**. Discuss how **th** has two sounds—the first sound in *they* and the first sound in *think*.

Tell students to locate and copy these words: *when* (page 41), *What, where* (page 44), *who* (page 45). Ask them to circle **wh** at the beginning of each word. Compare the initial sound in these **wh** words. Together conclude that *when, what, and where* begin with the same sound, but *who* differs. Tell students that if **wh** comes before **o**, only the **h** is pronounced. See Extend the Experience 3.

Extend the Experience



Reading Rods Phonics Word-Building Kit

Ask students to find **th** and **wh** on their green Reading Rods. Remind them that **th** and **wh** are digraphs. Recall that **th** has two sounds, which can be heard at the beginning of *they* and *think*. Ask students to listen for **th** in *thaw* and *gather*. Have them build the words with Reading Rods. Allow time for them to build **th** words of their own.

Repeat the process for **wh**. Compare the sound of **wh** in *when* and *who*. Ask students to listen for **wh** in the following words and to build the words with Reading Rods: *whale, nowhere, whom, whole*. Allow time for students to build and record additional **wh** words.

INFORMAL ASSESSMENT

Note students' responses as they discuss *The Shawl*. Are they able to keep the main events in order? Do they understand why it is an adventure story? Do they seem to enjoy the suspense? Help students find more adventure stories in the school library.

REVISIT THE TEXT

Sequence of Story Events

Invite students to write about a main event in each part of the story, keeping the events in story order. Have them fold a sheet of paper into three sections and do the following: (1) in the first section, write about something that happened at the beginning; (2) in the second section, write about something that happened in the middle; (3) in the third section, write about something that happened at the end. Encourage students to illustrate each section and share their work with the class.

BLM Use Worksheet 1 to record the sequence of the story events.

Make Generalizations

Have partners take turns describing a lesson they learned from the story. Encourage them to explain how the story has made them value someone or something more, such as a grandparent or a family memento.

BLM Use Worksheet 2 to make generalizations.

AFTER READING

Writing in the Genre

Remind students that *The Shawl* was an adventure story about a secret map, thieves, and hidden treasure. It contained many exciting events and even a couple of cliff-hangers, or times when Juanita was in trouble and the reader didn't know what would happen. Additionally, the author used phrases such as *footsteps echoed*, *quietly ran*, and *felt uneasy* to build suspense in the story.

Invite students to plan and write another adventure for Juanita to go on. Suggest that exciting things should happen to Juanita on her adventure, but in the end, she and her friends should save the day. Brainstorm ideas with students before they begin working. *What if Juanita finds another chamber? What if Doña Rosa tells Juanita another story that was passed down by her ancestors? What if Juanita finds some ancient ruins?* Encourage students to read aloud their adventure stories.

Independent Writing

Point out that Mexico has many Mayan and Aztec ruins, and that people from all over the world travel to see them. Invite students to find information about famous archeological sites in Mexico and to write a travel brochure enticing people on a sightseeing trip to Mexico. Have them include interesting—maybe even mysterious—facts about the Mayan and Aztec cultures. Encourage them to illustrate their brochure with maps and pictures.

Fluency

Select a suspenseful passage in the story, such as Chapter 5 with its surprising turn of events. Explain that the way you read aloud can draw attention to or away from the dramatic moments in a passage. Model the effect of reading the passage too slowly, word by word. Then model reading it too quickly, mumbling, or skipping some of the words. Have students share their experience of listening to the readings.

Remind students of the importance of reading in phrases, not word by word. Read aloud the same passage fluently to demonstrate the difference. Discuss the importance of checking the pronunciation of unfamiliar words before you read aloud.

Model other ways of adding interest to the reading, such as reflecting the characters' seriousness, uneasiness, and cruelty. Have your tone of voice show what it is like to be inside the hidden chambers. Invite students to practice reading the passage themselves or with a partner until they are comfortable with it. Discuss what they picture in their heads as they read.

WORKSHEET 1: Sequence of Story Events

Write about the setting and main characters. Then describe the main events. Keep them in order.

Book Title: THE SHAWL

Setting

The story takes place _____

Characters

An important character is _____

Details _____

Another important character is _____

Details _____

Sequence of Story Events

The adventure began when _____

Then _____

After that _____

Finally _____

WORKSHEET 2: Making Generalizations

Explain what Juanita learned from being homeless. Then explain what she learned from her adventure. List details that support your generalizations.

As a homeless girl, Juanita learned that _____

Details _____

From her adventure, Juanita learned that _____

Details _____
