**LESSON 8 TEACHER’S GUIDE**

**The Storyteller**
by Rubí Borgia

Fountas-Pinnell Level L
Realistic Fiction

**Selection Summary**
Anita is in the hospital with a broken leg from a car accident. She is feeling sad about her dog, Chispita, who died in the accident. She meets Doña María, an elderly patient who loves children and telling stories. Anita and Doña María become good friends, and Anita learns important lessons about life, death, and everlasting friendship.

**Characteristics of the Text**

<table>
<thead>
<tr>
<th><strong>Genre</strong></th>
<th>Realistic fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Structure</strong></td>
<td>Third-person narrative organized in three chapters, each 4-5 pages long</td>
</tr>
<tr>
<td></td>
<td>Chapter titles indicate content.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Friendship in a hospital</td>
</tr>
<tr>
<td></td>
<td>Magic of storytelling</td>
</tr>
<tr>
<td></td>
<td>Coping with death and sadness</td>
</tr>
<tr>
<td><strong>Themes and Ideas</strong></td>
<td>Stories can create bonds between people.</td>
</tr>
<tr>
<td></td>
<td>Memories and love for a friend stay in our hearts long after the friend is gone.</td>
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<tr>
<td></td>
<td>Friendship and the passage of time help people overcome grief.</td>
</tr>
<tr>
<td><strong>Language and Literary Features</strong></td>
<td>Descriptive language to indicate the passage of time: <em>There were fewer and fewer birds on the tree.</em></td>
</tr>
<tr>
<td></td>
<td>Complex characters referred to in different ways (Doña María, the old woman, The Storyteller)</td>
</tr>
<tr>
<td><strong>Sentence Complexity</strong></td>
<td>Combination of dialogue and descriptive narration</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Spanish names: <em>Anita, Doña María, Chispita (&quot;Sparky&quot;)</em></td>
</tr>
<tr>
<td></td>
<td>Target vocabulary highlighted in text</td>
</tr>
<tr>
<td><strong>Words</strong></td>
<td>Multisyllabic words, some of which might not be familiar to English language learners</td>
</tr>
<tr>
<td></td>
<td>Compound words: <em>afternoon, schoolteacher, wheelchair, storyteller, outside, inside</em></td>
</tr>
<tr>
<td><strong>Illustrations</strong></td>
<td>Illustrations on each page in realistic hospital setting</td>
</tr>
<tr>
<td><strong>Book and Print Features</strong></td>
<td>Labels on illustrations that clarify text</td>
</tr>
<tr>
<td></td>
<td>Chapter titles that indicate content</td>
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</tbody>
</table>

The Storyteller  by Rubí Borgia

Build Background
Help students think about what friendship means to them. Build interest by asking questions such as the following: How does a good friend make us feel? Read the title and author and talk about the cover illustration. Note that the story is divided into three chapters.

Front-Load Vocabulary Some everyday words may be unfamiliar to English learners. Before reading, check understanding of the following words: nurse, accident, lucky, squeezed, pale, weaker.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Call their attention to any important labels. Here are some suggestions:

Page 2: Explain that this is a story about a young girl named Anita, who is in the hospital because she was hurt in a car accident. Anita is sad because her dog, Chispita, was killed in the same accident. Point out that the labels on the illustration on page 2 identify Anita, her mother, and a nurse.
Suggested language: Read the chapter heading: “Anita and Chispita.” Chispita was Anita’s pet dog who died. Find the highlighted word ashamed. Do you think a person should feel ashamed for crying?

Page 3: Read the first sentence: “The car accident was a serious one.” What do we mean when we say that an accident is serious?

Pages 4–5: Point out the illustrations showing Doña Maria talking to Anita and the labels that identify Doña Maria and the wheelchair. Explain that Doña Maria is an older patient in the hospital. Doña Maria tries to help Anita feel better by giving her advice about her feelings toward her dog. She suggests what Anita should do.
Now turn back to the beginning of the story and read to find out what Anita learns from Doña Maria, the Storyteller.

Target Vocabulary

- advice – someone’s opinion about what someone else should do. p. 5
- ashamed – feeling embarrassed or guilty about something you did or did not do. p. 2
- borrow – having permission to take something, use it, and then return it. p. 6
- harvest – the crop that is gathered during one growing season. p. 8
- patch – a small area of land where certain plants or a crop grow. p. 7
- separate – v. to divide a group into smaller groups or categories. p. 6
- serious – dangerous. p. 3
Read
Have students read silently while you listen to individual students read. Support their understanding of the text as needed.

Remind students to use the Infer/Predict Strategy, and to use clues to figure out more about the selection.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the story.
Suggested language: How do you think Anita felt when Doña Maria told her that when the last bird flew away, she too would be gone? How would you feel?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anita is sad about her dog Chispita dying.</td>
<td>• Saying goodbye to people and pets we love can be scary and sad.</td>
<td>• Doña María calls to Anita as she leaves the room, “They can't separate us for long!” This statement could also be interpreted to mean that their friendship will last forever and that they will never be completely separated.</td>
</tr>
<tr>
<td>• Anita becomes good friends with Doña María, the Storyteller.</td>
<td>• Memories of the people we love stay in our hearts.</td>
<td>• The author uses the birds that go away in winter as a symbol of how Doña María will some day die and disappear but will always stay in Anita's heart.</td>
</tr>
<tr>
<td>• Doña María is sick and Anita is worried that one day she will die.</td>
<td>• The passage of time can help us feel better when we are sad.</td>
<td></td>
</tr>
<tr>
<td>• Doña María tells Anita stories that help her cope with her worries and help her understand that love never dies.</td>
<td>• Stories can teach us important lessons and help us forget about our problems.</td>
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</tbody>
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Choices for Further Support
• Fluency Invite students to choose a passage from the text to read aloud. Remind them to demonstrate appropriate pauses, phrasing, and intonation, paying attention to quotation marks and other punctuation, as appropriate.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Remind students that longer words are often formed from shorter, familiar words. For example, the word storyteller on page 4 is a compound word, combining the words story and teller. Other compound words in the story include schoolteacher, afternoon, wheelchair, outside.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 8.10.

Responding
Have students complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Conclusions
Remind students that they can draw conclusions about a character or situation by looking for key details in a story. Model the skill, using a “Think Aloud” like the one below:

**Think Aloud**

*In this story, Anita learns some important lessons about friendship. One detail I remember from the story is that when Anita is feeling better, she visits Doña María to make her feel better. In this way, Anita learns that in friendship, both people give to each other. This detail will help me make a conclusion about what Anita learned.*

Practice the Skill
Have students write two details describing another conclusion they made about why Doña María was so important in Anita’s life.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts
- Why do you think that Anita fills the tree outside Doña María’s window with colorful paper birds?
- Tell one word that best describes Doña María. Use evidence from the story to support your thinking.
- Complete this sentence in your own words: This story was most likely written to
**English Language Development**

**Reading Support** Check regularly on students’ oral reading to determine accuracy, fluency, and comprehension. Or have students use the audio or online recordings.

**Idioms** The story includes some idiomatic expressions that might be unfamiliar. Explain the meaning of expressions such as “cheer them up” (p. 4), and “right away” (p. 10).

**Oral Language Development**

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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</thead>
<tbody>
<tr>
<td><strong>Speaker 1:</strong> Who are the two main characters in the story?</td>
<td><strong>Speaker 1:</strong> Why is Anita sad in the beginning of the book?</td>
<td><strong>Speaker 1:</strong> What advice does Doña María give to Anita about her dog?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> Anita and Doña María</td>
<td><strong>Speaker 2:</strong> Because her dog died.</td>
<td><strong>Speaker 2:</strong> Anita will always have her love for Chispita.</td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> Why is Anita in the hospital?</td>
<td><strong>Speaker 1:</strong> What does Anita put in the tree?</td>
<td><strong>Speaker 2:</strong> How does Doña María entertain Anita in the hospital room?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> She broke her leg in a car accident.</td>
<td><strong>Speaker 2:</strong> paper birds</td>
<td><strong>Speaker 2:</strong> She tells her stories.</td>
</tr>
</tbody>
</table>

**Responding**

**Text to Text** Have you read another book about a friendship between two people of different ages? Write a paragraph. Use details and exact words to describe the friendship in that story.

**Critical Thinking**

Read and answer the questions. Possible responses shown.

1. **Think within the text**  What is the main idea of the story?

   Anita feels very sad because her dog Chispita was killed in the car accident.

2. **Think within the text**  What does Anita put in the tree?

   Anita puts paper birds in the tree.

3. **Think beyond the text**  If you had to stay in the hospital, what kinds of stories would you want to hear?

   Responses will vary.

4. **Think about the text**  What words would you use to describe Anita? Support your answer with details from the story.

   Responses will vary.

5. **Making Connections**  In The Storyteller, a strong friendship grows between two people who are very different from each other. Think of someone you know who is very different from you. Describe that person and your relationship with him or her.

   Write your answer in your Reader’s Notebook.
When Anita saw that the birds in the tree outside Doña María’s window were almost all gone, she made paper birds and hung them in the tree. Why do you think she did that? Did she really believe they would help? Give reasons for your opinion.
Critical Thinking

Read and answer the questions.

1. **Think within the text**  Why is Anita so sad at the beginning of the story?

2. **Think within the text**  What was Doña María’s job before she came to the hospital?

3. **Think beyond the text**  If you had to stay in the hospital, what kinds of stories would you want to hear?

4. **Think about the text**  What words would you use to describe Anita? Support your answer with details from the story.

Making Connections  In *The Storyteller*, a strong friendship grows between two people who are very different from each other. Think of someone you know who is very different from you. Describe that person and your relationship with him or her.

Write your answer in your Reader’s Notebook.
The Storyteller • LEVEL O

## Selection Text

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>One day, a young girl was lying in a bed in a hospital. Her mother sat next to the bed and held her hand. A nurse smiled at the girl and said, “Anita, this afternoon, a special woman is going to come here and tell you a story. Her name is Doña María.” Anita looked at the nurse. But Anita did not speak. She did not want to meet anyone. She did not want to listen to stories. Her leg was better. Soon she will be going home. She will be with her parents. But she will not be with her little dog Chispita.</td>
</tr>
</tbody>
</table>

## Comments:

## Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{104} \right) \times 100\% 
\]

Total Self-Corrections: 8

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### Behavior Chart

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>© cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>