

UNC-DUKE CONSORTIUM IN
LATIN AMERICAN &
CARIBBEAN STUDIES



In this lesson, students will learn about how illustrations contribute meaning to a text. Using the book, *Islandborn*, by Junot Díaz, the teacher will facilitate an understanding of how visual components of a story connect to its plot. Following the read aloud, students will visually represent where they are from and will be able to explain why they chose to draw what they did.

Lesson Title/Focus: “Where am I from?” Group Read Aloud

Grade Level: 3rd/4th

Length of Lesson: 40 minutes

Desired Results	
<p>Content Standard(s)</p> <ul style="list-style-type: none"> ● Standard 1: RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. ● Standard 2: RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 	
<p>Understandings/Goals Students will understand:</p> <ul style="list-style-type: none"> ● How a text’s illustrations add meaning to its plot. ● How to make connections between a story’s words and its illustrations. 	<p>Essential Question(s)</p> <ul style="list-style-type: none"> ● How do illustrations contribute to a story’s words?
<p>Student Objectives (Outcomes) Students will be able to:</p> <ul style="list-style-type: none"> ● Describe how illustrations convey meaning. ● Apply what they have learned into a picture of their own home country/town/etc. and explain why they chose to visually represent their home the way they did. 	
Assessment Evidence	
<p>Performance Task(s)</p> <ul style="list-style-type: none"> ● Students will complete the illustrations graphic organizer. ● Students will draw where they are from and explain why they chose to represent it in that way. ● [Extension]: Students will write a poem about where they are from. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Students will have group discussions about illustrations’ meanings.

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Learning Plan

Materials

- Copies of *Islandborn* by Junot Díaz- one per table group
 - If you have only one copy, carry out Version B of the learning plan.
- “Illustration Station” graphic organizer
- Blank white paper
- Colored pencils & markers
- [Extension Activity]: Copies of blank “Where I am From” poem (in additional resources section)
 - Advanced version of poem also available in additional resources section

Introduction/Before (:00 - :05):

Version A: Table Group Read Aloud

Introduce the title and author of the story. Give groups one minute to explore the front and back covers, taking mental note of what they notice and what stands out to them. Allow them one minute to discuss their thoughts with their table groups, then have groups share out. Model a thorough answer, while citing groups’ answers (example: Like John’s group, I noticed the young girl featured on the cover. I think she will be the main character in the story. Also, I agree with Jane’s group that the illustrations are very pretty and colorful. Since the illustrations are the main items on the front and back covers, I think the visual presentation of the story will help us understand it better.)

Version B: Full Class Read Aloud

Introduce the title and author of the story. Display the front cover via a Document Camera or an online image, and give groups thirty seconds to explore the cover, taking mental note of what they notice and what stands out to them. Do the same for the back cover. Allow them one minute to discuss their thoughts with their table groups, then have groups share out. Model a thorough answer, while citing groups’ answers (example: Like John’s group, I noticed the young girl featured on the cover. I think she will be the main character in the story. Also, I agree with Jane’s group that the illustrations are very pretty and colorful. Since the illustrations are the main items on the front and back covers, I think the visual presentation of the story will help us understand it better.)

Instruction for Learning and Engagement/During (:05 - :10):

Version A: Table Group Read Aloud

Instruct groups to start reading aloud with their groups. They must stop on page six (where Lola is sitting on the playground) and sit quietly until all groups have reached that point. Pose the question, “What is Lola’s problem?” and allow a volunteer(s) to answer. (Answer: Lola has to draw a picture of her home country, but she does not remember the Island from where she is from.) Then, give them a moment to examine the illustrations on those pages. Ask the question, “What do the illustrations on pages 5-6 represent?” and allow a volunteer(s) to answer. (Answer: These illustrations are what Lola’s fellow students are going to draw in their pictures of their home countries, which they discussed in the previous two pages. For example, the furry orange animal on page five is a mongoose, which is something Nelson will draw).

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Version B: Full Class Read Aloud

Start reading the book aloud. Stop on page six (where Lola is sitting on the playground). Pose the question, “What is Lola’s problem?” and allow a volunteer(s) to answer. (Answer: Lola has to draw a picture of her home country, but she does not remember the Island from where she is from.) Then, give them a moment to examine the illustrations on those pages, either via a Document Camera or by walking around the room showing the pages to each table group. Ask the question, “What do the illustrations on pages 5-6 represent?” and allow a volunteer(s) to answer. (Answer: These illustrations are what Lola’s fellow students are going to draw in their pictures of their home countries, which they discussed in the previous two pages. For example, the furry orange animal on page five is a mongoose, which is something Nelson will draw).

Engagement and Practice/During: (:10 - :30):

Version A: Table Group Read Aloud

Instruct groups to keep reading, taking turns reading aloud with their group members. Tell them to stop after each set of pages to examine the illustrations and determine what they represent from the written text, filling in the graphic organizer as they go along. The illustration should go in the left column (they can either draw it or describe it using words), and what the illustration means or represents should go in the right column. They must thoroughly discuss the illustrations and what they mean, and record them in the organizer, before moving on to the next set of pages. Complete these steps until they finish the story. Instruct students to sit quietly until all groups are finished, while you circulate around the class checking over completed graphic organizers.

Version B: Full Class Read Aloud

Keep reading, and stop after each set of pages to display the illustrations to the class. Prompt them to determine how each illustration represents the written text, filling in the graphic organizer as they go along. The illustration should go in the left column (they can either draw it or describe it using words), and what the illustration means or represents should go in the right column. With their table groups, they must discuss the illustrations and what they mean, and record them in the organizer. Instruct them to sit quietly until the other groups are finished. Make sure each table has filled in a few boxes in the organizer before moving on to the next set of pages. Complete these steps until you complete the story. Circulate around the class checking over completed graphic organizers.

Closure/After: (:30 - :40): Encourage students to think about where they came from. What do they remember? Do they remember, or would they need to ask their family and community like Lola did? Introduce the drawing activity: Allow them half of the remaining time to draw a picture of where they are from, using the blank paper, markers, and colored pencils. Tell them it is necessary to use their creativity and imagination and to draw illustrations that reflect meaning about their homes, just as Lola and her class did. Allow them to use Lola’s drawing as an example. (As another example, you could draw a picture of where you are from and explain why you drew the specific illustrations that you did and what they represent.) Instruct students to use the remaining time evenly (around 1 minute per student) to take turns explaining their pictures and why they drew what they did.

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[Extension]: Introduce the “Where I am From” poem, instructing them to fill in the blanks with what is printed in the parentheses below each blank. Read aloud an example of your completed poem and how you filled in each blank according to the instructions in the parentheses. They can use their drawings to help them think about what to write in the blanks. Allow them time to start brainstorming and filling in the blanks, but instruct them to complete the poem for homework so that they can interview family/friends/community members, like Lola did, if needed!

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Additional Resources

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ILLUSTRATION STATION

FILL IN THE LEFT COLUMN WITH THE SPECIFIC ILLUSTRATION FROM THE STORY AND DESCRIBE WHAT IT MEANS IN THE RIGHT.

ILLUSTRATION (DRAW OR WRITE OUT)	WHAT IT MEANS OR REPRESENTS IN THE STORY

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where I am From Poem

I am from _____
(a SPECIFIC ITEM FROM YOUR CHILDHOOD)

From _____ and _____
(TWO MORE SPECIFIC ITEMS FROM YOUR CHILDHOOD)

I am from _____
(a PHRASE THAT DESCRIBES YOUR CHILDHOOD HOME)

From _____
(more DESCRIPTION OF YOUR CHILDHOOD HOME)

I am from _____
(an IMPORTANT FAMILY member)

From _____
(DESCRIPTION OF THAT FAMILY member)

MOST IMPORTANTLY, I am from _____
(a FOND memory you had as a CHILD)

WHICH makes me feel _____
(DESCRIPTION OF HOW THE memory makes you feel)

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WHERE I AM FROM POEM (ADVANCED)

I am from _____
(a SPECIFIC ITEM FROM YOUR CHILDHOOD)

From _____ and _____
(TWO MORE SPECIFIC ITEMS FROM YOUR CHILDHOOD)

I am from _____
(a PHRASE THAT DESCRIBES YOUR CHILDHOOD HOME)

From _____
(more DESCRIPTION OF YOUR CHILDHOOD HOME)

I am from _____
(an IMPORTANT FAMILY member)

From _____
(DESCRIPTION OF THAT FAMILY member)

I am from _____
(a DIFFERENT IMPORTANT FAMILY member)

From _____
(DESCRIPTION OF THAT FAMILY member)

I am from _____
(a FAMILY TRAIT, HABIT, OR TRADITION)

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AND _____.

(another family trait, habit, or tradition)

I am from _____.

(a food from your family history)

(sensory description of the food i.e. smell, taste, etc.)

I am from _____.

(a plant, tree, or natural item from your past)

WHOSE _____.

(personify that natural item)

MOST IMPORTANTLY, I am from

_____.

(a fond memory you had as a child)

WHICH makes me feel

_____.

(description of how the memory makes you feel)