READING PARTNERS

AR3.1A Student Read Aloud Discussion Guide

Tía Isa Wants a Car

Label	Questions and Prompts
Q1	A Pisicorre is a type of car. What type of work does Tía Isa do? Expected response: *She works at a bakery.* If student is unsure, say "Point to the sentence that talks about Tía Isa's work. What did you learn from this sentence?" Why are the characters excited about going to the beach? Expected response: *They aren't able to go very far from their block during the summer. Going to the beach and seeing the water that has been in different places would be a change for them.* If student has difficulty, ask "Do the characters' neighbors travel during the summer? How do you know? How is this different from the water that the author describes?" Then ask the question again.
Q2	Let's review some vocabulary words. Tía Isa talks about the ocean lapping. Remember that lapping is when water repeatedly splashes against something. Frond is another word for leaf, especially from a palm tree. What have we learned about where Tía Isa used to live? Let's do our first recounting of what has happened in the story. So far, I know that Tía Isa wants a car so she can drive everyone to the beach. She wants to save money to buy one. On our graphic organizer, I'll write: Tía Isa wants to save money to buy a car to take her family to the beach. Let's keep reading to find out more.
Q3	Tía Isa's niece wants their car to have pointy wings on the back. What does this remind them of? Expected response: *The birds that swooped down from the sky to eat Tía Isa's crabs.* Is the picture on this page from the neighborhood they live in now? How do you know? Expected response: *No, it's from Tía Isa's old house on the island.* If student has difficulty, ask them to compare the illustration on this page to the one on page 1.
Q4	Who is Tío Andrés? We'll stop here to make sure we are keeping track of what we have read. What has happened in this part of the story? Expected response: *Tía Isa's brother makes fun of her plan to buy a car.* I'll add this to our graphic organizer before we move on.
Q5	Let's stop again to make sure we understand this page. What important event happened here? Wait for student to respond. Let's write this down before moving on. If student's response is too long to write down, ask how it can be reworded.

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Q5 (Cont.)	Why do they have two stacks of money? Expected response: *One pile is to send back home to their family and one pile is what they are saving to buy a car.*
Q6	Can you tell me what happened in this part of the story? Expected response: *Tía Isa and her niece went to buy a car, but they don't have enough money yet.* Let's add this to our graphic organizer before moving on. What does the girl think when Tía Isa says they will have the money soon? Expected response: *She doesn't believe her because "soon" is also the word they use to describe when their family will join them in America, and it is taking a long time for that to happen.* If student has difficulty, ask "Is Tía Isa's family here? If Tía Isa keeps telling her niece that they will be here soon and they don't come, how might the girl feel about the word *soon*?
Q7	What happened on these pages? Let's write this down before moving on. If student's response is too long to write down, ask how it can be reworded. Repeat this language at each pause point for the duration of the story.
Q8	Pause and have student recount what happened on the page. If student's response is too long to write down, ask how it can be reworded
Q9	Pause and have student recount what happened on the page. If student's response is too long to write down, ask how it can be reworded What are Tía Isa and her niece thinking about as they buy the car? Expected response: *They are thinking about their family and going to the beach.* If student has difficulty ask, "What does the girl say she can feel? What does that remind you of? Why do they need a big back seat?" Then ask the question again. Reread pages 2 and 5 and look at the picture on page 19. How does the car that they buy compare with the one they were describing at the beginning of the story?
Q10	Pause and have student recount what happened on the page. If student's response is too long to write down, ask how it can be reworded
Q11	Pause and have student recount what happened on the page. If student's response is too long to write down, ask how it can be reworded
Q12	Ask the student to read their responses on the graphic organizer. Then, ask the student to use the information from the graphic organizer to recount the story. After reading the writing prompt out loud, ask the student to tell you what they will write. Then, have the student write their response: What did Tía Isa and her niece like about their new car and why were these things important? Expected Response: *They like that the car is green, like the ocean on Tía Isa's Island. They like that the car is wide because it reminds them of the porch of Tía Isa's old house. They like that the back seat is big enough to fit more of their family who will come soon.*

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