

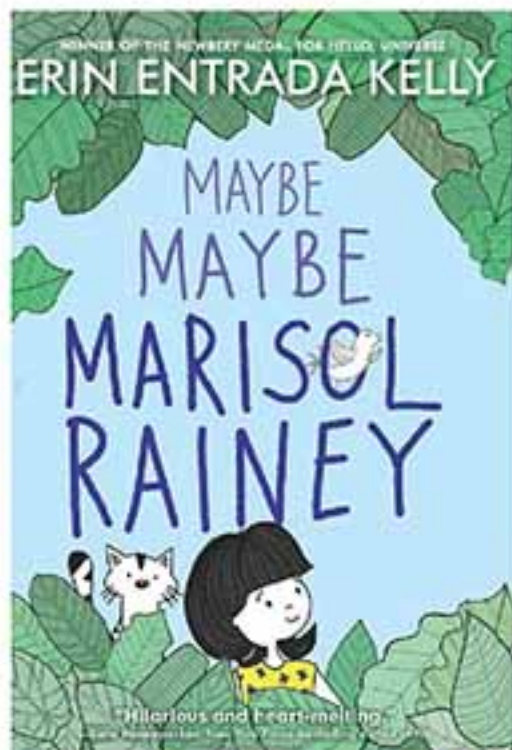
# Reading <sup>with</sup> Relevance

Building INDEPENDENT READERS and THINKERS

A TEACHER'S GUIDE FOR

*Maybe Maybe Marisol Rainey*

A novel by Erin Entrada Kelly



Recommended for:  
Grade Levels  
2-3



# A tool to inspire change

This literacy curriculum is constructed around an authentically engaging novel that builds students' literacy skills and supports their social and emotional development. Students are motivated to read because they relate to the strong, diverse, and resilient characters featured in our selected novels and because each session gives them the opportunity to connect what they've read to their own lives.

Developed, field-tested, and refined in our own tutoring and mentoring programs, this standards-aligned curriculum has inspired persistently low-performing students to engage with literature, make meaning in their lives, and improve their English language arts skills. Now, *Reading with Relevance* is available to help you dig deep into the social, emotional, and academic needs of your students, whether in your classroom, after-school program, or youth development agency!

## Why *Maybe Maybe Marisol Rainey?*

Meet Marisol Rainey, an imaginative and sometimes fearful girl who loves silent films and giving special names to inanimate objects, and who desperately wants to get up the nerve to climb the beautiful magnolia tree in her backyard (which she has of course named Peppina). Witness as Marisol learns to understand and tackle her fears, all with the support of her best friend, Jada, and her loving family. We chose this book for its thoughtful exploration of some

important social and emotional themes: fear, bravery, friendship, family, and overcoming obstacles. Students will find themselves relating to and being inspired by Marisol's bravery; this teacher's guide will help students make connections between Marisol's feelings and their own.



### This teacher's guide includes:

- A facilitator's guide with tips and resources for implementing the curriculum
- A map of Common Core Standards addressed through this program
- 7 individual lesson plans, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts
- Two assessments to monitor student progress
- Regular checkpoints to help teachers assess their students' progress on ELA standards
- A culminating essay-building unit
- An appendix with additional teaching resources and activities to continue exploring this novel

# Session 1

pages 1-17

## Vocabulary

**canopy** (pg. 1): n., a protective covering that acts like a roof, often made of fabric or leaves

**knobby** (pg. 3): adj., describing something with lumps or bumps

**shard** (pg. 4): n., a thin, sharp, broken piece of something

**content** (pg. 4): adj., feeling satisfied and happy

**swarm** (pg. 12): n., a large number of things massed together in motion

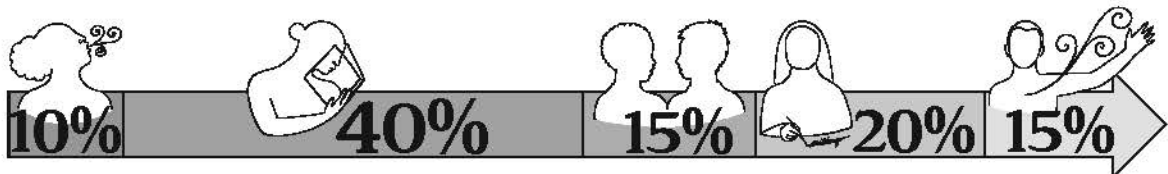
**dangle** (pg. 17) v., to hang or swing loosely

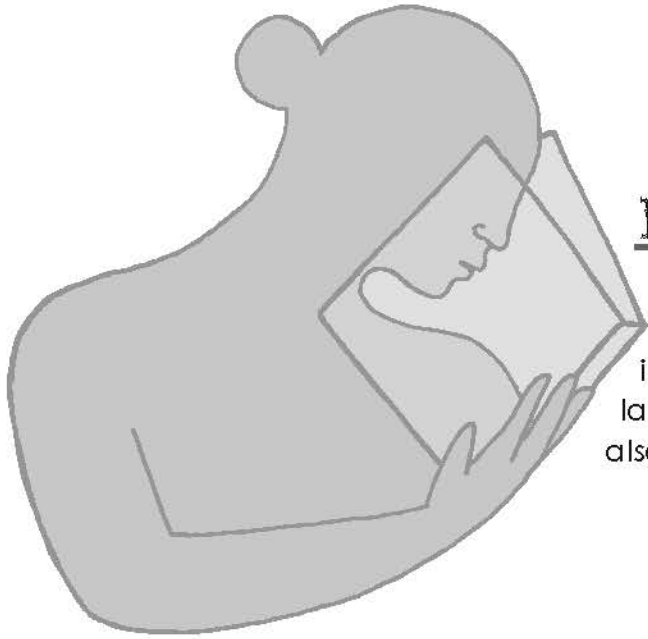
## Today's Themes

Today's themes are **fear** and **friendship**. We meet Marisol Rainey, and learn about some of the things she is afraid of. We also meet her best friend, Jada, and are introduced to their special relationship. Marisol says that one of the most important qualities in a best friend is someone who won't make fun of you for being afraid. Ask your students how their friends support them when they are afraid. Who can they turn to when they feel worried, fearful, or stressed about something? How does this person help them?

## Story Setup

Maybe Maybe Marisol Rainey is the first book in a series about an eight-year-old girl named Marisol Rainey. Marisol has a big tree in her backyard which she has named Peppina. Everyone loves climbing Peppina, but Marisol is too scared to even try. Throughout the story, Marisol enjoys her summer adventures and works through her fears, while relying on her best friend, Jada, the support of her loving family, and some experiences that help her build her confidence.





## During Reading

**the Philippines** (pg. 7): A country made up of islands in Southeast Asia, the Philippines includes a total of 7,641 islands! Tagalog is the largest native ethnic group in the country, and it is also the nation's official language.



## Discussion Questions

- What do we learn from the way the author describes Marisol greeting Peppina?
- Why do you think Marisol doesn't like Peppina?
- How do you feel at the beginning of summer? What things do you look forward to at the start of summer? What things do you miss about being at school?
- How does Marisol feel about the possibility of moving to the Philippines one day? Or visiting New York? Or Paris?
- What are some of the qualities that Marisol feels are important in a best friend?
- What do you think is holding Marisol back from climbing Peppina?

# Journal Prompts

## FEAR

- Marisol is very afraid of falling and doesn't want to climb Peppina, even though Jada, her brother, and her brother's friend all seem to love climbing the massive magnolia tree.

**What is something you've been afraid to try?**

- » Why do you think this thing makes you feel so afraid? What do you worry might happen?
- » What is something you could do to help you overcome this fear? How do you think this would help?
- » Marisol shares her fears with her best friend, Jada. Who do you turn to when you are worried or stressed out about something?

## GROWING UP

- Marisol and Jada have a fun conversation about where they might want to live when they grow up. Marisol wants to live somewhere that isn't so hot, while Jada thinks she'd maybe move to Athens.

**Name one place you might want to live when you grow up.**

- » Why did you choose this place?
- » What do you imagine you'd like about living there?
- » What do you hope to do while in this place?

## Checkpoint

- Students should demonstrate growing command of the standard written conventions of English.

- » Use capital letters appropriately: to start sentences, when referencing the book title, and when using proper nouns (like the names of characters or places). Remember to end every sentence with a period as well.
- » For example, "I can always ask my mom or Mrs. Anderson for help."

## Extension Activity

Throughout this session, Marisol shares some things she appreciates about her friendship with Jada. Marisol is grateful that Jada doesn't make fun of her for being scared of things. She also loves that she and Jada have created a secret code using non-English phrases so they can communicate with each other without others knowing what they are saying. Today's activity asks students to think about what they love and appreciate about the friends in their own lives. Support students to explore the qualities of strong friendships by completing the activity.

**Handout:**

- » Good Friends

Name: \_\_\_\_\_

Draw a picture of a fun memory you have of spending time with a good friend.

Important qualities  
of a good friend:

1

2

3

Things I love to do  
with my friends:

1

2

3

Things my friends have  
done to support me:

1

2

3

Throughout this session, Marisol shares some things she appreciates about her friendship with Jada: for example, they have a secret code to communicate, Jada never makes fun of her for being scared, and Jada doesn't care about all the things Marisol can't do. Now it's your turn to think about friendship! Think about the people in your life who are good friends; write and draw about some of the things you love about these friendships.

## Good Friends

# Appendix

## *Additional Activities*

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# About Us

## MOVING FORWARD™ INSTITUTE

### Our Story

**We are a collective of progressive educators** on a mission: sharing and scaling the program we've built for (and with!) our students over the last decade, to inspire relevant reading experiences, heartfelt conversations, and instructional breakthroughs in classrooms across the nation. We wrote *Reading with Relevance* because we couldn't find the tool we needed to effectively teach our students. Most of the young people in our classrooms not only came to us two to four years below their grade level, but also with very real social and emotional struggles that sometimes felt more important than school. We came to believe that meeting students' social and emotional needs was the key to unlocking their academic potential.

*Reading with Relevance* leverages student interest in highly engaging social and emotional learning activities to develop crucial academic skills: reading fluency, comprehension, and critical thinking. We turn barriers to learning into the very tools that accelerate literacy.

### Training and Professional Development Services

*While lesson plans are designed to be easily facilitated by classroom teachers and after-school staff alike, our training and professional development services will ensure fully effective implementation of the literacy curricula. Additionally, we offer technical support, classroom observation, and program evaluation services to help your program be successful. Contact us for more information about these services.*

### Contact Us

*Contact us today to learn more about how the Moving Forward Institute can support your students and staff!*

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### If your students liked *Maybe Maybe Marisol Rainey*...

they might love some of our other book selections! We suggest that you check out *The Keena Ford Series* or *The Great Cake Mystery*. Please visit our website today to browse our full selection of socially and emotionally rich novel-based curricula.