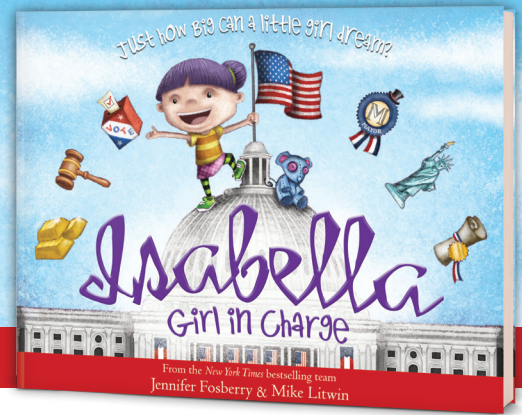




Isabella Girl in Charge

EDUCATOR'S GUIDE



An Educator's Guide for *Isabella: Girl in Charge*

Written by Jennifer Fosberry, Illustrated by Mike Litwin

A Common Core State Standards Aligned Activity Guide for Grades Kindergarten, 1 and 2

Note: The activities in this guide align with Common Core State Standards for English Language Arts for Grades Kindergarten, 1, and 2, but standards for other grades may also apply.

Prepared by We Love Children's Books

ABOUT the BOOK

A big event has Isabella ready to leave at the crack of dawn. But that's a motion her parents are not likely to pass. After a two-to-one vote, it's decided that some things need to happen before their family can be on their way—like eating breakfast and brushing their teeth! If her house is going to work like a democracy, Isabella knows what she has to do: call an assembly and campaign her way out the door!

Taking inspiration from the women who trail blazed their way onto the political map of America, Isabella celebrates the women who were first to hold their offices. And if Isabella can get her parents out the door, she might just witness the first woman voted into the highest position of all...

This picture book offers a fun and lighthearted look at some of the milestones in the history of women in politics. Inspirational and celebrational, *Isabella: Girl in Charge* is a great starting point for discussion of women's roles in history and a look at some of the pioneers who led the way to today's modern world.

ABOUT the AUTHOR

Jennifer Fosberry is a science-geek-turned-children's-book-writer. Her love affair with books began when she received her first library card—and now she writes them! Jennifer lives with her husband and three children in the San Francisco Bay area where she reads, writes, and tries to get out of housework. Her little black dog keeps her company while she writes her next book.

<http://www.jfosberry.com/>

ABOUT the ILLUSTRATOR

Mike Litwin combines a variety of media to create scenes with an often wacky, always delightful style that blends playful innocence with devilish mischief. Illustrating and telling stories for children is his passion, his entertainment, and his dream. A graduate of the East Carolina University School of Art and Design, he currently lives in Greenville, North Carolina with his wife and their four children.

<http://www.mikelitwin.com/>



Story by Jennifer Fosberry • Pictures by Mike Litwin

Isabella: Girl in Charge

EDUCATOR'S GUIDE



Pre-Reading Questions and Activities

As a class, read the title and look at the covers of the book. What do students think this book will be about? Discuss the front-cover illustration. What is depicted? (Once you have finished the book, review the cover again and identify the inspiration for each part of the illustration.)

This is a book about “firsts.” Have students ever been the “first” in their family or class to do something?

Before starting to read this book to the class, do a Picture Walk. Examine the illustrations, identify details, and discuss what students think is happening in each picture. Does this book seem to be telling one story, or two?

Vocabulary

As you read the book, have students raise their hands when they hear a word or phrase that is new to them or that they do not understand. Help students to use context and the accompanying illustrations in the story to define these unknown words. Discuss other words the author could have used instead, and reread the sentences using the synonyms suggested by students. Reinforce comprehension by helping students make real-life connections to these words.

RL K.4

L K.4, K.5, 1.4, 1.5, 2.4, 2.5

Post-Reading Discussion Questions and Activities

Who Is Isabella?

As a class, describe Isabella’s personality. What does she look like? What does she say? What does she do? Be sure students cite specifics from the text. How do students think she is feeling at different points in the story? Is she happy or sad? Excited or bored? How do the author and illustrator convey this information? What parts of her personality are best shown in pictures? Which are best told in words? Would students like to have Isabella as a friend? How do students think they are like her? How are they different?

RL K.1, K.3, K.7, 1.1, 1.3, 1.7, 2.1, 2.3, 2.7

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

Spot the Clues

Each time Isabella gives herself a new name, saying “I am...” she is referring to a woman who achieved a political first. When she does, the picture illustrates that person, and the dialog contains references to that individual as well. Break students into small groups and assign each group one of these exchanges. Working with an adult and referring to the nonfiction section at the back of the book, have students figure out which historical figure their spread features and identify the clues (in the illustrations and the dialogue) that refer to this famous woman. Have each group give a presentation sharing information about their historical figure and explaining to the rest of the class the references in their spread.

RL K.1, K.7, 1.1, 1.7, 2.1, 2.7

RI K.1, K.2, K.3, 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

W K.7, 1.7, 2.7

SL K.1, K.2, K.4, K.5, K.6, 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 2.6

Isabella: Girl in Charge

EDUCATOR'S GUIDE

Words and Pictures: Telling the Story

Picture books are unique in that both words and illustrations combine to tell a story, and that certainly is the case with *Isabella: Girl in Charge*. For example, in the text, Isabella's dialogue tells us the name of the person she is pretending to be. The accompanying illustrations show us clues about that person—when she lived and what she did. The typography has visual clues to show readers what words are important and the text is full of puns and jokes that refer to Isabella's adopted persona of the moment. As a class, examine the book and discuss these details. What parts of the story are best told by the illustrations? What parts are best told by the words?

RL K.1, K.3, K.6, K.7, 1.1, 1.3, 1.7, 2.1, 2.3, 2.7

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

Research Project: Informational poster

Break students into small groups and assign them one of the women featured in this story as the subject for an informational poster that will answer the question, "For What Historical First Was This Woman Celebrated?" Help students break down the biographical sketch in the back of the book into individual facts about their subject. Have the group discuss which facts should be included on the poster and illustrate it with relevant images. Come together as a class and have each group do a presentation of their poster, with each member taking turns sharing facts about their subject. When done, display the posters in the classroom, or another noteworthy spot in the school, so everyone can learn about these amazing women!

RL K.1, 1.1, 2.1

RI K.1, K.2, K.3, 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

W K.7, K.8, 1.7, 1.8, 2.7, 2.8

SL K.1, K.2, K.4, K.5, 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 2.6

Reader's Theater

Isabella: Girl in Charge is told through dialogue, making it a perfect book for the class to perform. Select a different group of students to act out each scene. With the help of an adult, have students gather appropriate costumes and props to bring their scene to life. Be sure every group includes Isabella's stuffed mouse, appropriately attired! If resources are available, students could even create backdrops. Have students act out the scene, repeating the dialogue or reading it aloud themselves, using a voice that fits the character. Did acting out the scene change their understanding of this part of the story?

RL 1.6, 2.6

RF K.4, 1.4, 2.4

SL K.1, K.5, K.6, 1.1, 1.5, 1.6, 2.1, 2.5, 2.6

Isabella Books

This is the fourth book in the Isabella series. Select another Isabella book or books to read aloud and compare. How are these books similar? What are the settings and main events of each book? Are there any common messages? Following the discussion, have students dictate or write a brief opinion piece explaining which book they liked best and why.

RL K.1, K.2, K.3, K.7, K.9, 1.1, 1.2, 1.3, 1.7, 1.9, 2.1, 2.2, 2.3, 2.7

W K.1, K.7, 1.1, 1.7, 2.1, 2.7

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

Isabella: Girl in Charge

EDUCATOR'S GUIDE

What's First?

Have students think about what great thing they would like to be the “first” to do. Using a combination of drawing, writing, and dictating, have students compose a short piece as if they really were the “first” to do this thing. Have students describe their “famous first,” the steps it took to do it, and how they felt afterward. Discuss as a class and have volunteers share their work. Help students scan their work into the computer and digitally publish the final versions.

W K.3, K.5, K.6, 1.3, 2.3, 2.5, 2.6

First, Next, Last

Break students into pairs and have them practice retelling the plot to each other. How does the book begin, what happens during the course of the story, and how does it conclude? Students should pay attention to the illustrations as well as the text, so they can include the things Isabella and her family are really doing along with what Isabella imagines. Discuss as a class and create an outline of the story. Do all the events need to happen in this specific order? What things could happen in a different sequence?

RL K.1, K.2, K.3, K.7, 1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.5, 2.7

The History behind Her Story

As a class, review the nonfiction section at the back of the book. What information does it provide? What format is used to present the information? Why do students think that this section was included? Are there other facts that students think should be there? What other books have students read which could benefit from a nonfiction section? What information would it contain?

RL K.1, 1.1, 2.1

RI K.1, K.3, 1.1, 1.3, 1.5, 2.1, 2.3, 2.5

SL K.1, 1.1, 2.1

Timeline, Plotline

Drawing inspiration from the timeline in the back of this book, have the class make a timeline of their own that includes the historical figures referred to in this story. Then, as a class, use internet or library resources to identify events in history students are familiar with and put them on the right spot on the timeline. Are students surprised to find when the famous firsts in this book happened compared to other events in history? Based on the clues in the book, what can students tell about when this story takes place? Put it on the timeline!

RL K.1, 1.1, 2.1

RI K.1, K.3, 1.1, 1.3, 1.5, 2.1, 2.3, 2.5

Visit the Common Core State Standards website to read about the individual standards listed in this guide:

<http://www.corestandards.org/ELA-Literacy/>

Isabella: Girl in Charge

EDUCATOR'S GUIDE

Internet Resources

At the end of *Isabella: Girl in Charge*, Jennifer Fosberry has included links to articles and information related to the famous women mentioned in the book. In addition, here are several other sites related to Famous Women's Firsts and Women's History.

HISTORY.COM'S FAMOUS FIRSTS IN WOMEN'S HISTORY

<http://www.history.com/topics/womens-history/famous-firsts-in-womens-history>

INFOPLEASE'S FAMOUS FIRSTS BY AMERICAN WOMEN, 1901–PRESENT

<http://www.infoplease.com/spot/womensfirsts2.html>

SCHOLASTIC'S LIST OF WOMEN ACHIEVERS: HONOR ROLL OF NOTABLE WOMEN

<http://teacher.scholastic.com/activities/women/notable.html>

BIOGRAPHY.COM'S AFRICAN-AMERICAN FIRSTS: WOMEN

<http://www.biography.com/people/groups/african-american-firsts-women>

National Women's History Museum (NWHM)

<https://www.nwhm.org/>

The NWHM aims to educate, inspire, and empower. This site includes lots of background information, as well as educational resources.

Women's History Month Official Site

<http://womenshistorymonth.gov/>

Look to this site for information and resources celebrating women's history.

Infoplease Women's History Month Resources

<http://www.infoplease.com/womens-history-month/>

Lots of information for kids here: Learn about the history of Women's History Month, read biographies of famous women, try quizzes and crosswords, find stats and facts about women, and more.