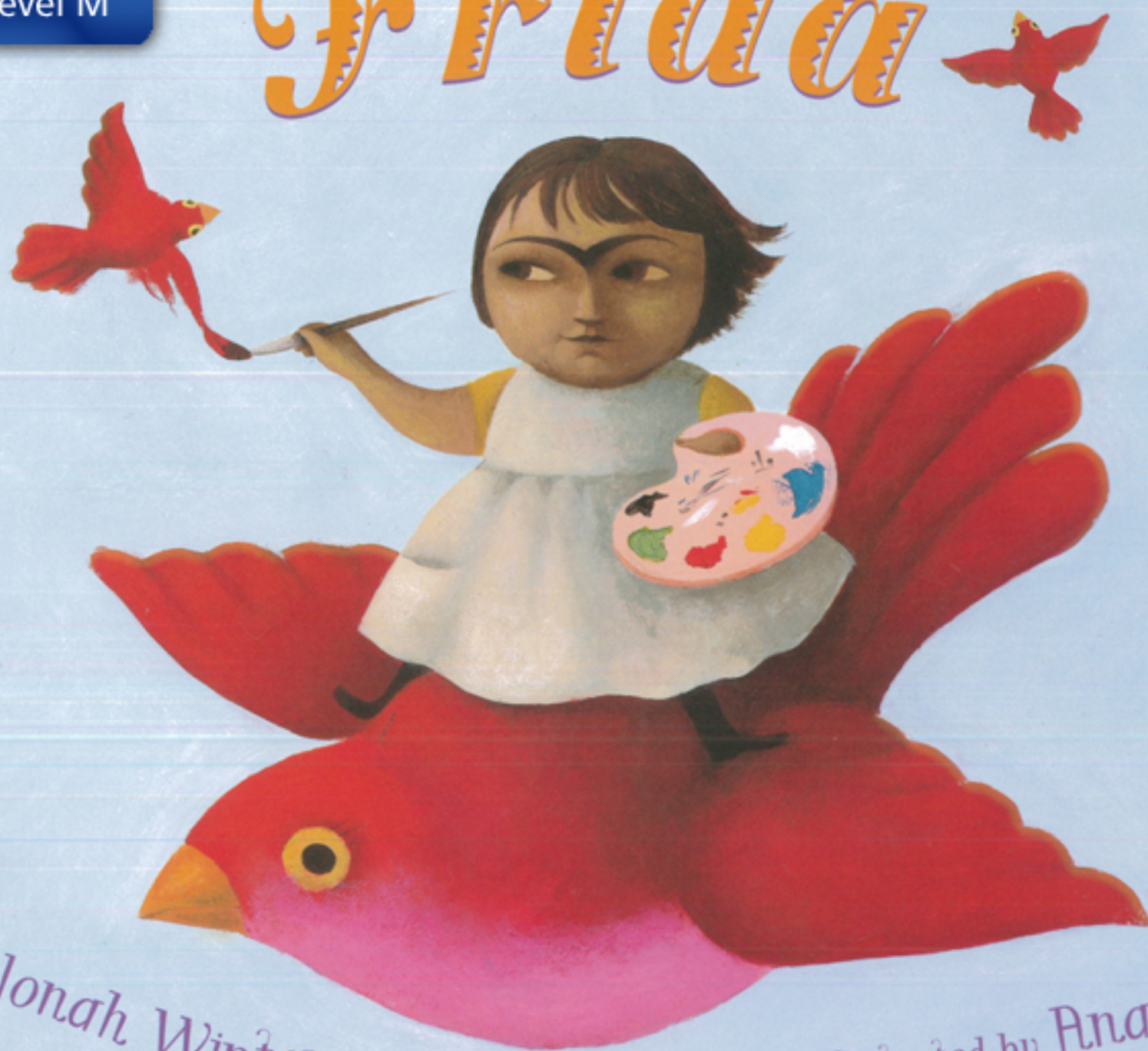


Sample Text  
Level M

# Frida



by Jonah Winter

illustrated by Ana Juan

 SCHOLASTIC





SAMPLE PAGES

In the hospital, it is painting that  
saves her once again.  
Painting is like her imaginary friend.  
It is there whenever she wants it.  
It keeps her company.  
It keeps her from giving up hope.



## Frida



### Summary & Standards

**Summary:** Throughout her life, artist Frida Kahlo found that her imagination and talent could help her face personal misfortune, illness, and a debilitating injury.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Author:** Jonah Winter

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** identifying important events in a person's life; learning how art conveys emotion

**Text Type:** Picture Book

### Genre/Text Type

**Biography/Picture Book** Remind children that a biography tells about important events in a real person's life. Events are highlighted in illustrations.

### Informational Text Features

**Author's and Artist's Notes** An Author's Note gives background information that helps explain the story. An Artist's Note explains the chosen imagery.

### Vocabulary

**Academic Vocabulary**

**copies** (p. 12): things made to look like the originals

**imaginary** (p. 8): made-up; invented

**Domain-Specific Vocabulary**

**microscope** (p. 14): tool that makes very small things look bigger

**torso** (p. 25): main part of the body

### Challenging Features

**Text** Children may be confused by placement of the text and some of the serif type.

**Vocabulary** Children may have trouble comprehending unusual phrases in the book, such as "enters the world" and "Enter, stage left." Explain these phrases to them.

### Supporting Features

**Text** The sentences are short, and there isn't much text on each page.

**Content** Make sure that children understand that this is a biography that is told in chronological order. Point out that Ana Juan's illustrations were inspired by Frida Kahlo's paintings.

### A First Look

Display the book's cover and have children describe what they see. Ask: *What does the picture of the girl tell you about her?* Explain that the book tells about the life of a famous artist named Frida Kahlo, beginning with her childhood. Point out that many artists paint from their life experiences. Then say: *As you read, notice how events in Frida's life influenced her artwork.*

### Read and Analyze Informational Text Cite Textual Evidence

★ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

#### Connect Biographical Events

Point out that a biography tells about the events in a person's life. Explain that events in a person's life may affect the person in some way or affect the decisions that person makes.

(pp. 6–7) *What does the text tell about Frida's father and mother? How did each parent play a role in Frida's becoming an artist?*

★ (pp. 14–15) *Why would learning to use a microscope help Frida become a better artist later?*

★ (pp. 20–21) *Why does the text say that painting saves her once again? What is Frida doing in these illustrations? How do these images connect to her ability to paint?*

(pp. 24–27) *How does Frida's imagination help her? How are her paintings described now? How does this connect to an event earlier in her life?*

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have children look at pages 7–11. Ask:

- *How does Frida often feel? Why? How does she cope with this feeling?*
- *Why does Frida teach herself to draw? How does this help her?*

### Thinking Beyond the Text

Talk about how people react when they face difficult situations or choices. Then ask:

- *How does being able to paint help Frida throughout her life?*
- *What are some other creative ways that people use to forget about their problems?*

### Thinking About the Text

Have children think about Frida's life. Ask:

- ★ *What importance do you think the author and illustrator give to Frida's imagination? How do they show this? How do you think Frida's imagination affected the way she approached her life? Use evidence from the book to support your claim.*
- ★ *Is including Frida's imaginary world an effective way to explain events in a biography about a creative person? Explain.*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Vivid Verbs

Remind children that verbs are words that describe actions. Explain that some verbs have meanings that are similar but slightly different. Point out that authors choose certain verbs to support what they want to say.

- Read aloud page 24 and point out the word *cry*. Then read aloud page 29 and point out the word *weep*. Explain that both of these words have similar meanings, but that weeping is heavy, emotional crying. *Weep* is a more intense verb than *cry*.
- Continue with other verb pairs related to the story, such as *see* and *examine* or *walk* and *limp*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Read aloud a page, modeling how proper expression helps listeners pay attention to and better understand the creative details of the language. Have children echo read after you.

## Expand Oral Language/Conversation

**Talk About the Author's Note** Read aloud the Author's Note on page 31. Then have children go through the story and connect what they learned in the Author's Note with the images and text on each spread of the story. Invite children to share how knowing both versions helps them better understand the events of Frida's life.

## Write and Respond to Reading

**Write an Analysis** Have children look carefully at the illustrations in *Frida* and describe effective ways in which artists use expression, color, or images to show certain emotions. Use pages 22–23 as an example of how one artist shows pain and sadness. (**Informative/Explanatory**)

**Write a Story** Have children select one of Frida's imaginary friends and write a short story that tells about something they do together, based on events in the text. Remind children to tell the story from the imaginary friend's point of view. (**Narrative**)

## ELL Bridge

To help children practice recounting events in a biography, have them take turns describing the events on each spread. Have children summarize what happens to Frida.

## Connect Across Texts

*An Eye for Color* by Natasha Wing

In *An Eye for Color* readers learn about the artist Josef Albers. Invite students to compare how Wing and Winter help readers learn about Albers and Kahlo as people and as artists. Which book does a better job? Why?

## Connect to the Internet

Have children connect the fantastical images in *Frida* with images from traditional Mexican folk art by visiting this website: <http://www.ladap.org/online-exhibits/Spanish-colonial-gallery>. Have them click on the slide show for papier-mâché figurines, a connection to the art in *Frida*.