
BROKEN BUTTERFLY WINGS / ALAS DE MARIPOSA ROTAS

TEACHING GUIDE



Written by Raquel M. Ortiz
Illustrated by Carrie Salazar

ABOUT THE BOOK

GENRE: FICTION

LEVEL:

ACCELERATED READER QUIZ

ATOS ENGLISH:

ATOS INTEREST LEVEL:

LOWER/MIDDLE GRADES

THEMES:

RAINFORESTS, WATERFALLS, NATURE,
NATURAL WONDERS, PROBLEM SOLVING,
FAMILY, MEMORIES, THE SENSES, ANIMALS,
IMAGINATION, LATINO/HISPANIC INTEREST

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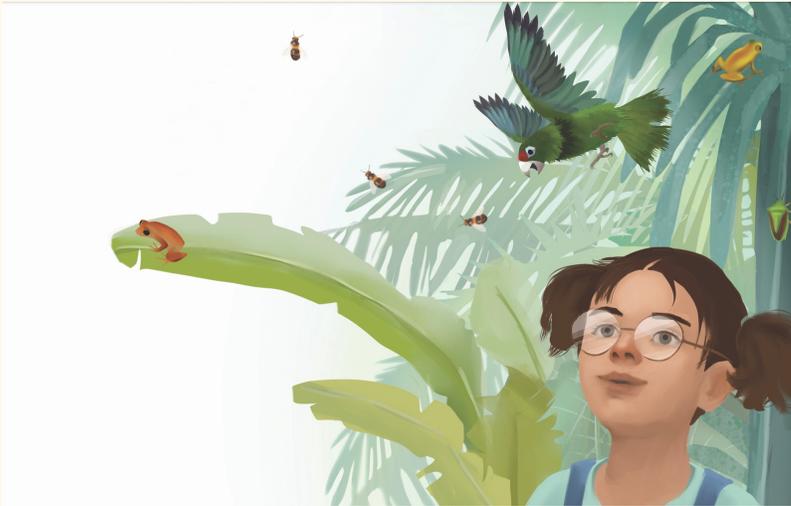
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Broken Butterfly Wings / Alas de mariposa rotas is a bilingual picture book that celebrates the imagination and introduces Puerto Rican flora and fauna. Gabriela is super excited when her gift from Titi Sylvia finally arrives. She loves the colorful, glittery butterfly wings! But, she flaps and flaps and nothing happens. Disappointed, Gabriela, goes to the garage and digs into her father's toolbox. She is set on fixing the broken butterfly wings. Maybe she can add a battery or an engine. Her father has a better idea, though, and encourages her to close her eyes and think about where she would like to fly. Soon Gabriela is envisioning El Yunque, a rainforest on the island of Puerto Rico.

Demonstrating the joy found in using one's imagination, this bilingual picture book depicts a young girl drawing on her senses—smell, hearing, sight—to return to a beloved place. Kids will appreciate the beauty of the rainforest's birds, frogs and other natural wonders while admiring a strong girl willing to create solutions to problems.



The rainforest is famous for waterfalls like La Coca Falls, La Mina Falls, and Juan Diego Falls. It is also home to hundreds of animal and plant species, some of which can only be found in *El Yunque*. There are many different types of birds, bats, lizards, and *coquí*s, or tree frogs, living in *El Yunque*. And, while it's rare to find snakes, the Puerto Rican Boa lives there. *El Yunque* is also home to the nearly extinct Puerto Rican Parrot that is the only remaining native parrot on the Island.

Background Information

El Yunque National Forest, formerly known as the Caribbean National Forest, is a tropical rainforest. Located in northeastern Puerto Rico in the Sierra de Luquillo. It receives more than 200 inches of rain per year and covers 28,000 acres of land. This national park is what remains of the original tropical forest that covered almost all of the island of Puerto Rico when the Spanish arrived more than 500 years ago.

It's believed that the name *El Yunque* comes from the Taíno word *yunqué*, which means "white lands." For the Taínos, the indigenous people of Puerto Rico, the mountain Yunque was sacred, the place where their gods lived. To this day on La Roca (The Rock), which is on the south side of the rainforest, you can see Taíno petroglyphs.

Author's Note

This story is inspired by trips I've taken with my daughter and son to the tropical rainforest *El Yunque* in northeastern Puerto Rico. Because of Hurricane María, *El Yunque* was closed in January 2018 to recover from massive damage caused by the hurricane. Parts of the rainforest are now open, but many are not. Hopefully, our beautiful rainforest will reopen soon.





Yunque is actually a Taíno word. Find other words like canoe, hammock, barbecue, tobacco, or hurricane that are Taíno words and are still used today. Read more at: <http://www.smithsonianmag.com/people-places/what-became-of-the-taino-73824867/#0mtJ3AJWoe7ESKKD.99>

Vocabulary

Broken Butterfly Wings / Alas de mariposa rotas has a number of words that your students may not be familiar with. Before or after the reading review, some or all of the words listed below.

Content Specific: dashing, colorful, glittery, grumbled, devastated, exclaimed, toolbox, scowl, engine, screeching, chattering

Academic: *El Yunque*, rainforest, parrot, *coquí*, waterfalls, La Coca, La Mina, Juan Diego



ELL / ESL Teaching Strategies

Encourage your Spanish-speaking students to translate the Spanish words in the English text for the class.

Act out the following words found in the text: dashing, flapping, bounced, hopped and jumped.

Encourage your students to act out these words when they hear them during the reading.

Make noises for the following words found in the text: buzzing, tweeting, screeching, and chattering.

Encourage your students to make sounds for these words when they hear them during the reading.

BEFORE READING

(Prereading Standards, Craft & Structure, Strand 5 and
Integration of Knowledge & Ideas, Strand 7)

Pre Reading Questions

1. Do you like butterflies? Why? What do you know about them?
2. What happens if you have wings and they're broken? How could you fix your wings?
3. If you could fly anywhere in the world, where would you go?



Exploring the Book

(Reading Standards, Craft & Structure, Strand 5, Key Ideas and Details, Strand 1, and
Integration of Knowledge and Ideas, Strand 7)

1. Read and talk about the title of the book. Ask the students what they think the title, *Broken Butterfly Wings / Alas de mariposa rotas*, means. Ask students who and what this book might be about. Ask students to make a prediction on where this story may take place.
2. Show students the trailer for the book. Find a link for the book trailer here:
<https://youtu.be/YoKiROZWYCE>

Establishing a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1-3)

Have students read to find out:

- What happens when you want to do something badly?
- Can we learn how to fly?

AFTER READING

Discussion Questions

Use these or similar questions to generate discussion, enhance comprehension, and facilitate a deeper appreciation of the story. Encourage students to refer to the text and the illustrations to support their responses. To build close reading skills, students should cite evidence to support their answers.

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1 & 3)

1. Where is Gabriela at? What is she waiting for?
2. What is wrong with Gabriela's wings?
3. What does Gabriela decide to do to fix her wings?
4. Where does Papá find Gabriela? What is she doing? Why?
5. What does Papá ask Gabriela? What is her response?
6. Where does Gabriela want to fly to? Why?
7. How does Gabriela describe what *El Yunque* looks like?
8. How does Gabriela describe what *El Yunque* sounds like?
9. How does Gabriela describe what *El Yunque* smells like?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft and Structure, Strand 6)

1. Where is Gabriela at? What is she doing? Why?
2. Why does Gabriela want her wings to help her fly?



3. How did Gabriela learn to fly? Why?
4. Why do you think learning about natural wonders is important? Should schools teach about *El Yunque* and other special places from all around the world? Why or why not?

Reader's Response

(Writing Standards, Text Types and Purpose, Strands 1-3 and Production & Distribution of Writing, Strands 4-6)(Reading Standards, Key Ideas & Details, Strands 1-3, Craft & Structure, Strand 4, Integration of Knowledge & Ideas, Strands 7-9)

1. Which parts of the book do you connect to the most? Why?
2. Describe a time when you wanted to reach a goal.
3. Gabriela wanted to fix her wings so she could fly. Write or draw a picture about something you dream of doing.
4. Gabriela imagines visiting *El Yunque*, a rain forest in Puerto Rico. Research and write about a story or a song about the rain forest.

ELL/ESL Teaching Strategies

(Speaking and Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strands 4-6) (Language Standards, Vocabulary Acquisition & Use, Strands 4-7)

Below please find strategies that may be helpful to use with English Language Learners.

1. Review all of the vocabulary. Ask students to make predictions about word meanings. Have students create and share an action for each word. Invite students to write the meaning of the word or phrase in their own words, draw a picture, or create a list of synonyms and antonyms.
2. Ask each student to write three to five questions about the book. Then, let students pair up and discuss the answers to the questions.
3. After watching the documentaries mentioned on the next page, have students work in pairs to retell either the plot or key details. Then ask students to write a short summary or opinion about what they saw.
4. Create a presentation on a natural wonder from your country or origin. Remember to describe all of the wonder's characteristics. Bring photos and/or music for your presentation. Have the students ask their families or caregivers about the natural wonder.



INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use activities below to help students integrate what they have read with other curriculum areas. These activities may also be used for extension activities, for advance readers and for creating a home-school connection.

Social Studies

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9) (Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Share information about *El Yunque*. Tell the students it's believed that the name El Yunque comes from the Taíno word *yunque*, which means "white lands." For the Taínos, the indigenous people of Puerto Rico, the mountain Yunque was sacred, the place where their gods lived. To this day on La Roca (The Rock), which is on the south side of the rainforest, you can see Taíno petroglyphs. Have students research Taíno culture. Invite each student to share their research with the class.

Science

1. Show students a two-minute mini documentary about a butterfly farm in Vega Baja. Then, as a class, make plans to create a butterfly farm. See this link for more information: https://m.facebook.com/story.php?story_fbid=10219371844674466&id=1461908442&sfnsn=mo
2. Show students a three-minute documentary about a community run by children. Then, as a class, design a community garden. See this link for more information: *Maravilloso Huerto de Los Niños* https://www.facebook.com/linyvett_ebenitez/videos/10214328980766020



English Language Arts

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Re-read the story and then identify the onomatopoeia used. Write a list of onomatopoeia that can be used for *El Yunque* insects and animals that can be found in the rainforest.
2. Have students go over the noises that the animals in the story make

bees: buzzing

birds: tweeting

owls: screeching

parrots: chattering

coquí: coquí-coquí

Then, have the students create a new scene, with additional animals for *Broken Butterfly Wings / Alas de mariposa rotas* with new, fun animal sounds.

3. Create paper bag or stick puppets. Then, divide students in groups of seven to read a Reader's Theater version of *Broken Butterfly Wings / Alas de mariposa rotas*.
4. As a class, produce the play *Broken Butterfly Wings / Alas de mariposa rotas*.



Quick Costume Ideas:

Ears made out of construction paper or felt and pipe cleaners; noses and whiskers drawn on with an eyebrow pencil; tails of socks, construction paper, tinfoil, or yarn that can be attached with a safety pin

Character Ideas:

accents, funny walks, funny sounds, gestures

Sound Effects:

plastic bags, tinfoil, footsteps

Props:

living props and scenery for students who prefer not to have speaking parts (i.e. trees)



Art, Media, and Music

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9) (Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3) (Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Share with students that on La Roca (The Rock), on the south side of the rainforest, you can see Taíno petroglyphs. Have students research Taíno petroglyphs. Invite each student to paint a stone with designs of Taíno petroglyphs.
2. Play a recording of a *coquí* singing. Then, have students create a song inspired by or about the *coquí*. Find a recording of a *coquí's* song here: <https://youtu.be/DpxCwCh9Q2w>
3. Look at a map of Puerto Rico and locate *El Yunque*. Then, draw and color a picture that celebrates the island of Puerto Rico or Puerto Rican culture that somehow includes *El Yunque* in the design.

Home-School Connection

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9) (Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3) (Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7 & 8)

1. Invite students to interview their parent, caregiver, or family member about a trip they have taken to a natural wonder. What was their favorite part about the trip? What did they see and do? Would they go back? Why or why not?
2. Invite students to compose a song about a conflict or problem and how they solved it. Have the students bring in their songs to share.



4. Let the students know that because of Hurricane María, *El Yunque* was closed for some time to recover from massive damage caused by the storm. Have students learn more about El Yunque and the damage Hurricane Maria did to the rainforest. You can find a link to hurricane recovery efforts here

Smithsonian

What Became of the Taíno?

<https://www.smithsonianmag.com/travel/what-became-of-the-taino-73824867/>

United States Department of Agriculture

Welcome to the El Yunque Children's Forests!

<https://www.fs.usda.gov/main/elyunque/learning/kids>

CONNECT WITH THE INTERNET

National Geographic Kids

- Animals
 - <https://kids.nationalgeographic.com/animals/>
- MapMaker Interactive
 - <https://mapmaker.nationalgeographic.org/?ls=000000000000>

Additional Online Literacy Resources

Colorín Colorado

<http://www.colorincolorado.org>

National Center for Family Literacy (NCFL)

<https://www.familieslearning.org>

Reading Is Fundamental

<https://www.rif.org>



About the Author & Illustrator

RAQUEL M. ORTIZ is an Emmy-nominated, award-winning author who was born and raised in Lorain, Ohio. Her parents are from the island of Puerto Rico. Raquel is the author of the bilingual picture books *Sofi and the Magic, Musical Mural; Planting Flags on Division Street; Sofi Paints her Dreams; When Julia Danced Bomba;* and *Vicki and a Summer of Change*. Please visit her web page at drraquelmortiz.com.

CARRIE SALAZAR is the daughter of immigrants who grew up in a small community in southeastern Louisiana. She now lives in California with her family and many pets. Please visit her web page at

ORDERING INFORMATION:

Online: bkorders@uh.edu

By Phone: 1-800-633-ARTE

By Fax: 713-743-2847

By Mail: Arte Público Press, University of Houston,
4902 Gulf Fwy, Bldg 19, Rm 100, Houston, TX
77204-2004

OTHER BOOKS RELATED TO HURRICANE MARIA:

Por Ahí Viene El Huracán by Laura
Rexach Olivencia, Mya Pagan, Editorial
Destellos

*La Cucarachita Martina y el terrible
huracán* by Tere Marichal-Lugo,
Colección La mancha de plátano

*Maxy Survives the Hurricane /Maxy
sobrevive el huracán* by Ricia Anne
Chansky, Yarelis Marcial Acevedo and
Olga Barinova, Arte Público Press

Mi isla bella / Mi isla hermosa by Isset
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Thiago y la Aventura del Huracán by
Yolanda Arroyo-Pizarro, Editorial EDP