



El cuarto turquesa/ The Turquoise Room

written by Monica Brown
illustrated by Adriana Garcia

About the Book

Genre: Fiction

Format: Hardcover, pages 40

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Reading Level: Grades 4 – 5

Interest Level: Grades 1– 5

Guided Reading Level: R

Spanish Guided Reading Level: R

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Art, Bilingual, Biography/ Memoir, Childhood Experiences and Memories, Cultural Diversity, Diversity, Dreams and Aspirations, Dual Language, Families, Mothers, Grandparents, Imagination, Latinx/Hispanic Interest

Resources on the web:

leeandlow.com/books/the-turquoise-room-el-cuarto-turquesa

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

SYNOPSIS

Esther paints a map and dreams of exploring the world.

Esther's daughter Isabel paints pictures and dreams of becoming an artist.

Isabel's daughter Monica paints with words and dreams of telling stories.

From the turquoise room in Peru, Esther, then Isabel, then Monica each find the strength to trust their imagination and fly into the world of dreams and possibilities. Over mountains and the sea, along rivers of paint, or among the swirl of words on a page, each girl, then woman, finds her creative path.

In this loving memoir, author Monica Brown takes us on a magical journey into the lives of generations of creative women in her family. Accompanied Adriana M. Garcia's luminous illustrations, this warm, lyrical story invites you to close your eyes, open your mind, and imagine your life!

Esther pinta un mapa y sueña con explorar el mundo.

La hija de Esther, Isabel, pinta cuadros y sueña con ser artista.

La hija de Isabel, Monica, pinta con palabras y sueña con contar historias.

Desde el cuarto turquesa en Perú, Esther, luego Isabel, y después Monica

sacan fuerza para confiar en su imaginación y volar al mundo de los sueños y las posibilidades. Sobre montañas y mares, junto a ríos de pinturas, o junto a olas de palabras en una página, cada niña, ahora mujer, encuentra su camino a la creatividad.

En esta adorable memoria, la autora Monica nos lleva en un viaje mágico a la vida de generaciones de mujeres creativas en su familia. Acompañada con luminosas ilustraciones por Adriana M. Garcia invita esta encantadora, lírica historia a cerrar los ojos, a abrir su mente, y ¡imagina tu vida!

BACKGROUND

Author's Note from Monica Brown

I am the daughter of Isabel Maria Vexler Valdivieso, daughter of Esther Valdivieso Benites. This is a story about Esther, Isabel, and me—my abuelita, my mami, and me. And it's a gift for my two daughters, Isabella and Juliana, who fill me up with joy and light.

Like my mami, Isabel, and my abuelita Esther, I am a child of the Americas. I was born in California, the daughter of a North American father and a South American mother. I grew up in a house filled with paintings. Like my mother and grandmother, I am an artist, although words are my medium, not paint. Stories travel and I'm grateful my books have been translated into many languages and reached children across the world.

I visited Peru with my mother when I was two years old, the first of many trips. We stayed for several months, and when I returned to the United States, I had forgotten all my English words. On one trip to Piura we slept in Esther's turquoise room and stayed up half the night talking. My mother told me stories of her childhood. She also taught me about the striving, seeking, and dreaming that is the way of an artist. She painted across borders and boundaries and continents, showing her art across coasts and continents.

Esther's legacy of creativity and dreaming has been passed down not only through my mother, but also through Esther's and my grandfather Idel Vexler's other beloved children: Moisés, Salomón, Rebecca, Cipriano, Idel (Gringo), and Beyla. I am grateful to my grandfather for supporting my mother's chosen path. I am forever thankful that I was able to visit Peru with my mother and daughters shortly before my mother died. I wanted Isabella and Juliana to see Peru through her eyes. My mother shared many memories and stories on that trip, and we three shall pass them on. zoomed over all our houses. These bundles were jam-packed with candies and toys.

Nota de La Autora Monica Brown

Soy la hija de Isabel María Vexler Valdivieso, hija de Esther Valdivieso Benites. Esta es la historia de Esther, Isabel y la mía —mi abuelita, mi mami y yo. Y es un regalo para mis dos hijas, Isabella y Juliana, quienes llenan mi vida de luz y alegría.

Igual que mi mami Isabel y mi abuelita Esther, soy hija de las Américas. Nací en California, hija de

padre norteamericano y madre sudamericana. Crecí en una casa llena de pinturas. Soy artista igual que mi madre y mi abuela, pero mi arte son las palabras, en vez de la pintura. Los cuentos viajan y estoy agradecida de que mis libros hayan sido traducidos a muchos idiomas y hayan llegado a niños de todo el mundo.

Viajé a Perú con mi madre cuando sólo tenía dos años. Ese fue el primero de muchos viajes. Nos quedamos en Perú varios meses y, cuando regresé a Estados Unidos, había olvidado el inglés. En uno de los viajes a Piura, dormimos en el cuarto turquesa de Esther y estuvimos despiertas hasta la medianoche platicando. Mi madre me contó historias de su niñez. También me enseñó sobre los esfuerzos, la búsqueda y los sueños que son el camino de una artista. Mi madre pintaba más allá de las fronteras y continentes, mostrando su arte a través de costas y continentes.

La herencia de creatividad y sueños de mi abuelita ha sido transmitida, no solamente a través de mi madre, sino también a través de todos los otros queridos hijos de Esther y de mi abuelo Idel Vexler: Moisés, Salomón, Rebeca, Cipriano, Idel (Gringo) y Beyla. Estoy muy agradecida a mi abuelo por apoyar el camino elegido por mi madre. Estoy muy agradecida porque mis hijas y yo pudimos visitar Perú con mi madre poco antes de que ella falleciera. Yo quería que Isabella y Juliana pudieran ver Perú a través de los ojos de mi madre. En ese viaje, mi madre nos contó muchas historias, y las tres, mis hijas y yo, continuaremos la tradición de transmitir las a nuevas generaciones.

Teacher's Note: Please be aware of students' families and cognizant of potential triggers when discussing family history when reading *El cuarto turquesa / The Turquoise Room*.

Peru

In *El cuarto turquesa/The Turquoise Room* the characters talk about their family home and experiences in the city of Piura. Piura is a coastal city in northwest Peru, on the Piura River. It is known for its nearby beautiful beaches, tropical dry forests, and delicious cuisine. To learn more about Piura, Peru, visit (<https://www.peru.travel/en/destinations/piura>).

Teaching About Migration and Immigration in the Classroom

For additional information, resources, and frameworks on teaching about migration and immigration in the classroom, consult the organization Reimagining Migration's Learning Arc and blog post in conjunction with Lee & Low Books on how to use children's literature so that all students can see the relevancy and impact of migration (<https://reimaginingmigration.org/using-childrensliterature-to-teach-the-learning-arc-framework/>)

BEFORE READING

Prereading Focus Questions

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Ask students to think about their families and what "family" means to them. What kinds of

families are there? Who do you consider to be your family? How are these people important to you? What are some favorite childhood memories of your family members? Why are these special or important to you?

- Why might someone need to leave their home? What different factors might play into the decisions of people who leave their homes to live in another country?
- Why do you think learning family stories and stories from other people is important? Have you ever asked your grandparents, aunts, uncles, parents, or other adults in your life about what it was like for them when they were kids? What did you learn?
- Ask students to share a special memory. What is an important memory you have? What does it mean to you?
- What do you know about migration? What does it mean to migrate? How is migration different from immigration? What do you know about forced migration? What do you think it means when someone is forced to migrate?
- Where is Peru located? What do you know about Peru? Find Peru on a map or globe and identify the continent. What ocean borders Peru? What is the main mountain range in Peru?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *El cuarto turquesa/The Turquoise Room*
- Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- Read about the author Monica Brown in the back of the book. Why do you think she wrote this book? Is this book fiction or non fiction? Does the author's note give you more insight into what the story will be about? Visit Monica Brown's website ([monicabrown.net](https://www.monicaabrown.net)) to learn more about her work and other books.
- Read about the illustrator Adriana M. Garcia. Why do you think it is important that she illustrated this book? Visit her website ([https://adrianamjgarcia.com/](https://www.adrianamjgarcia.com/)). View some other examples of her work. What do you think of them? What kind of artistic style does she use in her work?
- Point out that this book is bilingual; the text is provided in both Spanish and English. Ask students why a book might be published this way. Why does it matter what language an author uses? How does a language change how a story is told or who hears or reads it?
- Ask students to make a prediction: Do you think this book will be fiction or nonfiction? What makes you think so? What clues help you know whether this book will be fiction or nonfiction?
- Encourage students to stop and jot down notes in their reading notebooks during the read-

aloud when they learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.

- Also ask students to quickly write down their feelings in their notebooks during reading. After reading, ask students why they wrote down those feelings and have them write journal entries about them.

Setting a Purpose for Reading

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

Have students read to find out:

- what family means to the author
- what memories the turquoise room holds for Esther, Isabel, and Monica
- why each young girl's imagination was special
- why Peru is important to Esther, Isabel, Monica, and their family
- what was Isabel's experience when she immigrated to the United States
- why it's important to Isabel to raise Monica in a way similar to her own upbringing
- how the story ends and the message the author imparts on the reader

Encourage students to consider why the author, Monica Brown, would want to share this story with young people.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

los Andes/the Andes, the Amazon/el Amazonas, Islas de los Uros, Uros, mariposas morfo/ morpho butterflies, natillas, manjar blanco, alféizar de la ventana/windowsill, torbellinos, remolinos, mantas mágicas/magical mantas

Academic

mecia/rocked, cuddled, tucking, susurro, colgado, falleció, emigro/immigrated, estrafalarias, mismatched, tejidos, blossomed, sosténganlos

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. To build skills in close reading of a text, students should cite textual evidence with their answers.

Literal Comprehension

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Who is the narrator of the story? How do you know?
2. Where does Esther live? What do you learn about Esther as a young girl?
3. How would Esther go adventuring?
4. What color did Esther paint her room?
5. Who is Isabel?
6. Why is Isabel inspired by her mama?
7. What does Esther tell Isabel at night?
8. How are Esther and Isabel similar? What do they both like to do?
9. To where does Isabel immigrate? What does she learn when she gets to her new country?
10. Who is Monica?
11. How is Monica related to Isabel? How is Monica related to Esther?
12. What is Monica surrounded with as a child?
13. Where does Monica adventure to in her dreams? What does her mama tell her about using her imagination?
14. What does Monica love to do?
15. To where do Monica and her mama travel? Where do they sleep when they visit Peru?
16. What do Monica's stories and words become?
17. What are the names of Monica's daughters? What type of home do her daughters grow up in?
18. What stories does Monica share with her daughters? What does she say about dreams and imaginations?
19. To where do Monica and her daughters travel? Why is this trip special?
20. What is the secret of the turquoise room?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. How do the women in the story pass down their life stories to each other? How are the stories that are passed down similar? How are the stories different from generation to generation?
2. What role do the illustrations play in the story? How does the artwork demonstrate the story's message and themes? How does the illustrator show emotion and feeling through her artwork?
3. What does *El cuarto turquesa/The Turquoise Room* teach readers about the importance of family? How do the different women in the story feel about family?
4. Has there been a family member, teacher, or elder that has had an impact on your life? What kind of stories did the person tell you? How are the stories meaningful to you?
5. Read Monica Brown's Author's Note/Nota de la autora at the back of the book. What does she tell young readers about why she wrote this story? What did you learn about the story from her note?
6. Why is it important to read an Author's Note after the story? What can you learn from the Author's Note/Nota de la autora that you don't get from reading the main story? Have students who are Spanish speakers engage with the Nota de la autora if they're interested.
7. What does it mean to adapt? What did Isabel experience when she immigrated to the United States?
8. Why is it important to listen to other people's stories? Esther, Isabel, and Monica pass down stories from previous generations. What do the women learn from these stories?
9. What does it mean to "have imaginations as big as the sky"? Why do you think the author emphasizes the use of imagination in *El cuarto turquesa/The Turquoise Room*?
10. How do colors, nature, and art play a role in *El cuarto turquesa/The Turquoise Room*? What are the different things each woman admires and uses as inspiration for her imagination?
11. How can you use what you learned about using your imagination and appreciating the world around you to your own life? What are some of the things in *El cuarto turquesa/The Turquoise Room* that you can apply to how you go about your days?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. **What is one big thought you have after reading this book?** What is your takeaway from the story? What would you tell a friend about the book?
2. **What do you think is Monica Brown's message to the reader?** Think about possible

motivations behind the author's intentions to write this story. What do you think she wanted to share with readers?

- 3. Have students make a text-to-self connection.** What kind of connections did you make between the story and your own life? What did you relate to and how did it make you think of your own childhood or growing-up experiences?
- 4. Have students make a text-to-text connection.** Did you think of any other books while reading *El cuarto turquesa/The Turquoise Room*? Why did you make those connections?
- 5. Have students make a text-to-world connection.** What kind of connections did you make between the text and/or art in the book and what you have seen happening in the world, such as on television, in a newspaper, or online? What in this book made you think of that?

ELL Teaching Activities

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

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to tell what they learned about one of the poems. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about what they identified with most from *El cuarto turquesa/The Turquoise Room* and why. Did they learn something new about history that they hadn't known before?
5. The book contains some content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all the vocabulary. Expose English Language Learners to multiple vocabulary strategies.
6. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word. Also remind students to refer to the pronunciations and definitions in small print at the end of some poems when they encounter unknown words. Complete frequent checks for understanding

ACTIVIDADES EN ESPAÑOL PARA APOYO EN PROGRAMAS BILINGÜES Y DE INMERSION DUAL

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

For the CCSS in Spanish, please check out <https://commoncore-espanol.sdcoe.net/CCSS-en-Espanol/SLA-Literacy>

Estas estrategias se pueden usar en la clase de español o en la clase de inmersión dual igual cómo el resto de la guía de actividades.

1. Asigne el libro *El cuarto turquesa/The Turquoise Room* a sus estudiantes. Coloque dos estudiantes juntos para leer el libro en voz alta. Compare las palabras en inglés y en español. ¿Cómo se comparan las palabras? Los estudiantes pueden practicar las palabras que tengan dificultad en pronunciar. Estudiantes pueden tener un cuaderno con las palabras difíciles para hacer referencia en el futuro.
2. Durante el tiempo de cuentacuentos, haz preguntas de comprensión a los estudiantes en inglés y en español para medir el nivel de comprensión en los dos idiomas. Preguntas pueden incluir: ¿de qué se trata el cuento? ¿Conectaste con uno de los personajes en el cuento? ¿Por qué sí o no? ¿Qué parte te gusta más en el cuento?
3. Elija palabras de vocabulario. Los libros ilustrados bilingües son una excelente manera para que sus estudiantes aprendan nuevas palabras de vocabulario porque el idioma se presenta en contexto. Mire a través del libro y asigne las palabras de vocabulario a las ilustraciones del libro. Si es posible, haga fotocopias de las páginas. Estudiantes pueden usar subrayadores en un color para inglés y un color para español para las palabras nuevas. También, puede recordar las palabras en un póster para referencia. Reflexione con sus estudiantes sobre cual palabras ya sabían y cuales palabras aprendieron.
4. En casa los estudiantes pueden pre-leer el libro con sus familias y puede sugerir que lean el libro juntos. Esto ayuda a practicar en leer y en el aprendizaje del vocabulario de los dos idiomas, inglés y español.
5. El uso de cognados puede ser útil en libros bilingües, en español y en inglés. En esta actividad estudiantes pueden buscar cognados en el libro. Los estudiantes pueden trabajar en parejas para identificar y formar una lista si las palabras son cognados verdaderos o falsos. Al final de la actividad es importante distinguir cómo clase la lista de los cognados verdaderos o falsos.

Estas actividades solo son sugerencias. Puede encontrar más recursos para apoyar las clases de inmersión dual y bilingües. Puede leer mas en (<https://blog.leeandlow.com/2013/11/04/using-dual-language-and-bilingual-books-in-third-and-fourth-grade/>)

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. How does *El cuarto turquesa/The Turquoise Room* show positive family relationships? What are the qualities of a positive family relationship? How do the women treat one another in this family? How can you use family to inspire you and to support one another? Students can brainstorm ideas on chart paper that can be presented and accessible to the whole class. Alternately, students can create a word cloud and see what qualities come up the most and are the largest (<https://www.wordclouds.com/>).
2. The characters use storytelling throughout *El cuarto turquesa/The Turquoise Room*. How does listening to a story make you feel? What do you like about listening to stories? What's it like to listen to a story versus telling a story? What kinds of skills do you need to do those things? Have students work with a partner and tell each other a story of their choosing. Afterward, students can reflect on what it felt like to listen to their partners' stories and then tell their own stories.
3. The children in the story all have traditional families, but some children have different family structures. What other kinds of families do you know about? Who/what people can make up a family?
4. What is a life lesson you learned from a teacher, friend, or family member? What was it? How did it impact you? How can you pass on your knowledge to someone else ?
5. Which illustration in *El cuarto turquesa/The Turquoise Room* do you think best shows an emotion? Explain which emotion you think it is. How does the artist portray that emotion?
6. Choose an emotion such as happiness, fear, hope, sadness, and so on. Illustrate or act out what that emotion looks like in *El cuarto turquesa/The Turquoise Room*.

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 some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Encourage students to write about a memory or something that is meaningful to them about their identities or cultures.** Using inspiration from *El cuarto turquesa/The Turquoise Room*, have students think about what they want to communicate about themselves and/or their favorite memories or experiences. The women in the story lived different dreams and imagined vivid things while living in the turquoise room in Peru or in the United States. Do students have something that's comforting to them? What do they want to share and why did they pick that particular memory or experience to write about? Students may share their work with a partner, a small group, or the whole class. Consider creating a class book with illustrations and have the book available to students in the classroom library.
- **In an essay, poem, or other written form, have students share something that's important to their identity.** How is this critical to who they are? Why is this important to students, and how does it make them feel to show people their true selves? Why is it essential to be who you are, and not try to be someone else or to be ashamed of your identity? Students may share with a partner, small group, or the whole class
- **Examine the figurative language used in *El cuarto turquesa/The Turquoise Room*.** Have students go on a figurative language scavenger hunt in *El cuarto turquesa/The Turquoise Room*. Refer to Read Write Think's "Figurative Language Resource Page" as a tool for students to use during their search (http://www.readwritethink.org/files/resources/lesson_images/lesson79/figresource.pdf). Create a chart with different rows for figurative language terms (e.g. simile, metaphor, personification) and students can fill in the chart with specific examples from *El cuarto turquesa/The Turquoise Room*. How did the author use figurative language to set the tone of the book? Afterward, students can experiment using figurative language in their own writing inspired by the book.
- **Unpack the statement that the author repeats throughout the book: "[Someone's] imagination was as big as the sky."** What do students think this means? What message do they think the author is trying to convey to the reader? Why does the author repeat this statement for each character? Students can write down their reflections on what these statements means to them.
- **In an essay, poem, or other written format, have students share something about their family that's important to them.** Family stories are passed down through the

women in *El cuarto turquesa/The Turquoise Room*. Are there stories that have been passed down to students? Why/how are the stories meaningful to their family?

- **How has a family member or close friend impacted your life?** The characters in *El cuarto turquesa/The Turquoise Room* all have an impact on one another's lives. Have you had a family member or other person who really changed your life? What were some things that person did that were significant to you? Students may write a poem, write an essay, or display their work in another visual format that works best for their learning needs.
- **Encourage students to learn more about Monica Brown's work through an author study.** Monica Brown has several other books published by Lee & Low, listed below. After reading some or all the stories, ask students to compare and contrast the writing style across the books, along with *El cuarto turquesa/The Turquoise Room*. What do students notice about how Monica Brown writes? What are some of the techniques she uses? Why do you think Monica Brown's books are bilingual Spanish/English, and how does this add to the story or affect students' reading experiences?
 - *Marisol McDonald Doesn't Match/Marisol McDonald no combina* ([leeandlow.com/books/marisolmcdonald-doesn-t-match-marisol-mcdonald-no-combina](https://www.leeandlow.com/books/marisolmcdonald-doesn-t-match-marisol-mcdonald-no-combina))
 - *Marisol McDonald and the Clash Bash/Marisol McDonald y la fiesta sin igual* ([leeandlow.com/books/marisol-mcdonaldand-the-clash-bash/marisol-mcdonald-y-la-fiesta-sin-igual](https://www.leeandlow.com/books/marisol-mcdonaldand-the-clash-bash/marisol-mcdonald-y-la-fiesta-sin-igual))
 - *Marisol McDonald and the Monster/Marisol McDonald y el monstruo* ([leeandlow.com/books/marisol-mcdonald-andthe-monster-marisol-mcdonald-y-el-monstruo](https://www.leeandlow.com/books/marisol-mcdonald-andthe-monster-marisol-mcdonald-y-el-monstruo))
 - *Maya's Blanket/La manta de Maya* ([leeandlow.com/books/maya-s-blanket/la-manta-de-maya](https://www.leeandlow.com/books/maya-s-blanket/la-manta-de-maya))
 - *Sharuko: Sharuko: El arqueólogo peruano Julio C. Tello/Peruvian Archeologist Julio C. Tello* ([leeandlow.com/books/sharuko](https://www.leeandlow.com/books/sharuko)).
- **Have students come up with a list of questions to ask author Monica Brown and illustrator Adriana M. Garcia.** What do students want to know about the process behind writing and illustrating a children's book? How did the author come up with the idea to write in *El cuarto turquesa/The Turquoise Room*? What was it like for the illustrator to illustrate a picture book about the author's family? What research did she have to do? Consider contacting Monica Brown and Adriana M. Garcia to learn more about their availability for school and library visits (monica@monicabrown.net; adrianamjgarcia@gmail.com).

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Consider establishing a background of what culture means in your classroom prior to engaging with activities about students' heritages and identities to**

create a foundation for students' understanding. Learning for Justice's "Culture in the Classroom" provides professional development geared toward aiding educators bridge the cultural gap between students and teachers. It also shows how diverse texts, culturally responsive curriculum, and honoring students' backgrounds are critical to their academic and social/emotional development (<https://www.tolerance.org/professional-development/culture-in-the-classroom>)

- **Learn about the Uros People.** Explore with students the Google Arts & Culture page "Life on Uros Island" (<https://artsandculture.google.com/story/life-on-uros-islands-ephemera-documentary/VwUBJ9AiJwuuUQ?hl=en>). Then ask students about their first impressions of the Uros People. Where are the Uros people located? What did students learn about the Uros people? Write down everything students say for display. Then explore the rest of the website, which provides a lot of details and includes photos. <https://www.smithsonianmag.com/travel/people-peru-live-manmade-islands-constructed-plants-180956218/>
- **Provide students with a map of Peru.** Ask students to re-read *El cuarto turquesa/The Turquoise Room* and take note of the different Peruvian landmarks and geographical features that are mentioned in the book. Have students mark those locations on their map of Peru (the Andes, city of Piura, the Amazon, floating islands of the Uros people) (<https://kids.nationalgeographic.com/geography/countries/article/peru>)
- **Have students locate the different places Esther, Isabel, and Monica visit in their dreams.** Provide students with a world map and have them take note of the different locations the girls visit in their dreams. Have students mark those locations on their world map. After marking their map, students can reflect on where they would like to visit in their imaginations or dreams and have them mark those places on the world map as well.
- **Have students study Esther's map of América del Sur/South America (pictured in the Author's Note).** What do they notice about the map? What does the author say in her Author's Note that helps students further understand the map? Have students reflect on how travel impacted Esther's life and that of the following generations of her family?

Art/Media

(K-ESS3-3 Earth and Human Activity: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment; MS-LS2-5: Ecosystems: Interactions, Energy, Dynamics: Evaluate competing design solutions for maintaining biodiversity and ecosystem services;

(MS-PS3-4: Energy: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample)

- **Encourage each student to create an illustration that represents their culture or identity.** Afterward, students may share their artwork with a partner, a small group, or the whole class. What did students learn about themselves during this process? Why did they choose a particular artistic style and items to include in their artwork? What do their images mean to them?
- **Ask students to investigate the artistic style featured in *El cuarto turquesa/The Turquoise Room*.** What materials do you think the illustrator used to create her artwork? How do students know? What is the impact of the artwork in *El cuarto turquesa/The Turquoise*

Room? How did it affect students' interpretation of the meaning of the book and its message?

- **Have students illustrate a family member, friend, caregiver, or other person who is important in their lives.** Students can create an artistic representation of that person using materials in their classroom or whatever is readily available. Encourage students to think about what they want to convey artistically about their chosen person. What kinds of materials do they want to use? Why did they choose that way to show how this person looks? How did this activity affect how they feel about and their appreciation for this person? Students may share their artwork with the whole class.
- **Have students illustrate a location or place that is important to them and their family.** Students can create an artistic representation of this location, using materials in their classroom or whatever is readily available. Encourage students to think about what they want to convey artistically about the location. What kinds of materials do they want to use? Why did they choose that way to illustrate the location? How did this activity affect how they feel about and their appreciation for the location? Students may share their artwork with the whole class

School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Encourage students to interview family members about a favorite or impactful childhood memory.** How did that event influence the family member? How did it affect the person's life moving forward? Consider having students, if comfortable, share their findings with a partner, a small group, or the whole class.
- **Similarly, ask students to speak with family members about their cultures and how their cultures are special to them.** What is unique about each person's culture? How did it influence the person throughout their life?
- **Talk with family and record the things that make them feel proud of their ancestry or heritage.** Encourage students to talk with family members and ask them what things they remember about their family heritage. Ask them to think about traditions, values, and accomplishments. Ask family members how they feel about themselves when they think about the successes or failures in their family ancestry.
- **Have students interview a parent, guardian, or adult mentor about their family history.** Where did the person live? Where did they travel? How did the person end up where they are now? Where are their family's "origins"? Be aware of students' families and cognizant of the triggering nature of discussing family history

ABOUT THE AUTHOR AND ILLUSTRATOR

Monica Brown

Monica Brown has written more than thirty acclaimed books for children, including the Pura Belpré Illustrator Honor-winning *Marisol McDonald Doesn't Match/Marisol McDonald no combina*, *Waiting for the Biblioburro/Esperando al Biblioburro*, and the Lola Levine chapter book series. When not writing for children, Brown serves as a professor of English at Northern Arizona University, where she teaches US Latinx and African American literature. Brown lives with her family in Flagstaff, Arizona. Her website is monicabrown.net

ADRIANA M. GARCIA

Adriana M. Garcia is a visual artist, a muralist, and an illustrator. She is the recipient of a Pura Belpré Illustrator Award Honor for her debut picture book, *All Around Us* by Xelena González. Garcia has exhibited her artwork nationally and has presented at conferences, schools, and museums around the United States. She especially loves painting portraits of strong women to honor those who have come before and those who continue to lead by example. Garcia lives in San Antonio, Texas. You can find her online at adrianamjarcia.com

REVIEWS

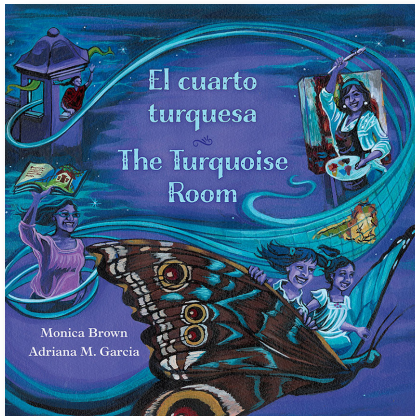
"The dreams of girls turn into the lives of women. . . . A rich portrayal of the passage of a family's artistic talents across generations." —*Kirkus Reviews*

"In this very book, Brown keeps alive her family's tradition of carrying and sharing one's history, culture, and customs with younger generations. The beautifully translated Spanish further enhances the story's message." —*Booklist*

"A love letter to Peru, dreams, and daughters everywhere, this intergenerational bilingual picture book is a good choice for most picture book collections." —*School Library Journal*

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