



Roses for Isabella & Rosas para Isabella

written by Diana Cohn

afterword by Lynn Lohr

illustrated by Amy Córdova Boone

About the Book

Genre: Realistic Fiction

Format: Paperback, 32 pages

English ISBN: 9780892394852

Spanish ISBN: 9780892394876

Reading Level: Grade 3–5

Interest Level: Grades K–5

Guided Reading Level: P

Spanish Guided Reading Level:

Accelerated Reader® Level: 3.8

Spanish Accelerated Reader® Level: 4.5

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Bullying, Childhood Experiences / Memories, Dual Language, Empathy / Compassion, Environment / Nature / Science, Plants/Flowers (Roses), Economics/Global Trade, Central America/Ecuador, Families, Mothers, Farming, Labor/Worker Rights and Safety, Writing: Small Moments, Writing: Poetry, Writing: Personal Narrative, Realistic Fiction, Holidays (Mother's Day, Valentine's Day), Latine / Latino / Hispanic

Resources on the web:

www.leeandlow.com/books/roses-for-isabella/

<https://www.leeandlow.com/books/rosas-para-isabella/>

SYNOPSIS

Isabella loves to write, especially about the vibrant flowers her parents grow as farmworkers. When her teacher announces a school writing contest in honor of Pachamama, Mother Earth, Isabella decides to write about the rose farms where “pink, red, yellow, and orange roses grow in rows that go on forever.”

In sweet poems and journal entries, Isabella notes how her parents feel much better working at a new Fair Trade farm. This new farm takes a lot of steps to keep both farmworkers and the environment safe, like avoiding dangerous pesticides that make people, especially farmworkers, sick. With clear, joyful text by acclaimed author Diana Cohn, and captivating illustrations, *Roses for Isabella* introduces readers to the cultural traditions of Ecuador and the importance of making choices that support farmworkers and the environment. Award-winning illustrator Amy Córdova Boone presents Isabella's world in artwork as vibrant as her beloved flowers. Join Isabella in this celebration of farmworkers and the beautiful gifts we receive from Mother Earth!

A Isabella le encanta escribir, especialmente sobre las flores vibrantes que sus padres cultivan como trabajadores agrícolas. Cuando su profesora anuncia un concurso de escritura para una asamblea escolar en honor a la Pachamama, la Madre Tierra, Isabela decide escribir sobre las fincas de rosas en donde “rosas rosadas, rojas, amarillas y anaranjadas crecen en filas que no terminan nunca”.

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

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En dulces poemas y anotaciones en su diario, Isabella menciona cómo sus padres se sienten mucho mejor trabajando en una nueva finca de Comercio Justo. La finca toma varias medidas para mantener seguros tanto a los trabajadores agrícolas como al medio ambiente, como tratar de no usar pesticidas peligrosas que hacen que la gente, especialmente trabajadores agrícolas, se enfermen. Con un texto claro y alegre de la premiada autora Diana Cohn e ilustraciones cautivadoras, *Rosas para Isabela* presenta a los lectores las tradiciones culturales del Ecuador y la importancia de tomar decisiones que apoyen a los trabajadores agrícolas y al medio ambiente. La premiada ilustradora Amy Córdova Boone presenta el mundo de Isabela en obras de arte tan vibrantes como sus amadas flores. ¡Únete a Isabela en esta celebración de los trabajadores agrícolas y los hermosos regalos que recibimos de la Madre Tierra!

BACKGROUND

From the Afterword by Lynn Lohr, Fair Trade Certified activist

What is Fair Trade?

Happy stories such as *Roses for Isabella* are happening all over the world. Isabella's parents are part of over two million farmers and workers in Latin America, Africa, and Asia who are part of a sweeping global movement called Fair Trade. Why is this movement called Fair Trade? Let's first explore what is NOT fair. Not fair is not being paid enough for the work you do. Not fair is not having a safe and healthy place to do your work. Not fair is dirty air, land, and water polluted by chemicals.

As an answer, Fair Trade was developed in Europe in the 1960s with the idea that farmers and workers in developing countries should be paid a fair price for the food they grow and the work they do, especially by consumers in wealthier countries like the USA, Canada, and Europe. In 1988, an organization in Holland decided to buy coffee grown by Mexican farmers who had only small plots of land. In the past, these farmers had been paid very little for their coffee – not a fair price at all! Together the buyers and the farmers worked out their own agreements and principles of Fair Trade. The farmers would be paid a fair price, based on how much it cost to raise their crops. In return, they would continue to take great care in how they farmed their land, so that the people, the birds, the animals, and even the water would always be protected.

Fair to the Earth

Fair Trade principles ask farmers to protect both workers and the environment because some farming practices can hurt both if they're used without special care, including the use of pesticides. People use pesticides in farms, gardens, schools, and homes to protect from "pests"—insects and other wildlife that can damage crops, animals, or even humans. Some examples of pests include weeds, rodents, ticks, and fungi.

Some pesticides, however, can cause more harm than good. Many chemical pesticides pollute the air, soil, and water, and they can hurt insects and wildlife that are good for an ecosystem—like bees, butterflies, and other pollinators. Pesticides can also affect human health, especially farmworkers. When unprotected workers breathe in or absorb harmful pesticides through their skin, they can get dizzy, or get headaches and rashes, or get sick, like Isabella's mother when she was exposed to the "bad sprays."

Fair Trade farms are concerned with the health of both workers and the earth, so they make decisions on how to take care of pests using a method called Integrated Pest Management (IPM). IPM can be used to manage all kinds of pests, whether in your neighborhood garden, large agricultural farms, or wildlands. One of the goals of IPM is to avoid using harmful chemical pesticides at all. Farmers have found many other options, including releasing animals, like bats, that eat pests. Sometimes, IPM even helps people realize animals they might have considered pests aren't actually harming plants, so they don't need to get rid of them! In reducing pesticide use, pollinator friendly habitats can attract bees and butterflies and other beneficial insects to thrive in an ecosystem.

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If farmers find that chemical pesticides are absolutely necessary, Fair Trade farms must follow very specific rules. For example, farmers don't apply pesticides in very windy or rainy conditions, so they can try to avoid having the chemicals spread by the wind and water. Farmers handling pesticides have to wear protective equipment, and farms have to offer those workers free doctor check-ups every year.

Where can you find Fair Trade?

Today, farmers from more than 70 countries sell to consumers in more than 120 countries. Coffee was just the beginning! Now you can buy Fair Trade bananas, flowers, chocolate, rice, mangoes, and pineapples. You can also find Fair Trade sugar, honey, tea, herbs, spices, and even seafood. Fair Trade ingredients are in everything from ice cream to hand cream. It's even possible to find Fair Trade sports balls and Fair Trade Certified™ clothing and furniture.

How do you know if something is Fair Trade? You look for the Fair Trade Certified label. When you see this label on the package you know that everyone is following the rules of Fair Trade. These labels mean people are working together to protect the families of farmers and workers and the Earth. How can you be sure? Every year, a specially trained person visits each Fair Trade farm or factory and goes through a long checklist as a test to make sure the system works.

– Lynn Lohr, Fair Trade Certified activist

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:

- What do you know about roses or farming?
- What do you know about Ecuador? What would you like to learn?
- What do you know about Fair Trade?
- Why is it important to keep farmworkers and the environment safe?
- Why do you think so many people love roses? Might it be their colors? Smell?
- Ask students to think about their family and what family means to them. How is family important to you? How do you interact with your family members? How do you help them?
- How do you feel about poetry? Why might someone want to write poetry? What is special about poetry? What might be challenging about poetry?
- Was there ever a time when you spoke up against something or for something? How did it feel? What did you do?

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, *Roses for Isabella*. 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 author Diana Cohn's biography: Read about author Diana Cohn prior to reading the book. Encourage students to think about how she came up with the idea to write *Roses for Isabella* and what could have been her inspiration for writing this story. Why does she want to share this story with young people?

Read illustrator Amy Córdova Boone's biography: Read about illustrator Amy Córdova Boone prior to reading the book. Encourage students to think about how she used the author's text to inspire her illustrations for *Roses for Isabella*.

Book Walk: Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, author's dedication, and Author's Note at the end. Display the book and analyze the cover. What do students notice in the illustrations?

Encourage students to stop and jot down thoughts and questions in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction, have an idea, have a question, or hear new word.

Have students write feeling(s) in their notebook during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

Setting a Purpose for Reading

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

Have students read to find out:

- how the title conveys the theme(s) of the story
- what is Fair Trade and how Fair Trade is important to the environment and workers
- why it is important to take care of people and the environment
- who is Pachamama
- what are the cultural traditions in Ecuador
- what does poetry mean to Isabella and her community
- what does Isabella speak out against and why

Encourage students to consider why the author 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

Cotacachi, Pachamama, greenhouse, headaches, chemicals, Fair Trade

Academic

veiled, packages, bouquet

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. How does the story begin?
2. What is Cotacachi?
3. Who is the first writer in Isabella's family?
4. Who is the narrator of the story? How do you know?
5. Who is Pachamama? How will the school honor her?
6. What is Isabellas' first poem about? What does it make you think about?
7. What does Miss Lopez tell Isabella that is important for writers to do?
8. How does Isabella feel about visiting the new rose farm? What does she write about?
9. What differences does Isabella write about between the new rose farm and the old rose farm in the poems?
10. What does Isabella write about in her poem, "A Special Label"?

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11. What are the busiest days for the rose farm?
12. What do they thank Pachamama for? What do you notice about the illustration of Pachamama?
13. What does Isabella write about in her final poem?
14. Where does Mama finally take Isabella? What does Isabella notice?
15. What do you notice about the final illustration?

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. What does the title: *Roses for Isabella* mean to you after reading the book? Why do you think the author chose this specific title?
2. What figurative language do you notice in *Roses for Isabella*? Why is figurative language important to the story? How do you think the figurative language helps you to picture what the authors are describing in the story?
3. Compare the main story with the interspersed poetry both told by Isabella. What role does the poetry play for the reader in understanding the main character and story? Why do you think the author chose to use both prose and poetry to tell this story?
4. What is the message of this story? What do you think the author wants to share with her readers?
5. What do you notice about the illustrations? How do the illustrations help the reader further understand the story?
6. What did you learn about Fair Trade? What does it mean to instill Fair Trade practices? Why is it important to take care of the environment and people?
7. How does Isabella's family feel about her being the family's first writer? How does Isabella use writing as a form of expression?
8. How does writing impact Isabella's life and her community? What forms of expression do you like to use to express your feelings?
9. Why do you think Isabella chooses the form of poetry to express herself and capture what is happening in her life?
10. What does family mean to you after reading this story? How does family play a role in Isabella's life?
11. How can adults learn from children? What do Isabella's parents respect and admire about her?
12. Explore the structure of this text. Does this story describe events chronologically, as comparison, as cause-and-effect, or as problems and solutions? Why do you think the authors structured the text the way they did? How does this story compare to other texts you have read?
13. Why is it important to read the Afterword in the Backmatter after the story? What can you learn

from the Afterword that you didn't get from reading the main story?

14. What do you think happens next for Isabella and her family? Why?

15. Do you think the story has a happy ending? Why or why not? Why do you think the author chose to end this story here?

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 that you have after reading this book? What is your takeaway from this book? What would you tell a friend about this book?
- 2.** What do you think Diana Cohn's message is to the reader? Think about possible motivations behind her intentions to write this book.
- 3.** Have students make a text-to-self connection. What kind of connections did you make between the story and your own life? What do Isabella's experiences, thoughts, and feelings mean to you?
- 4.** Have students make a text-to-text connection. Did you think of any other books while reading *Roses for Isabella*? 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 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?
- 6.** What does family mean to you? Think about the people in your life that you enjoy spending time with. How do these people support you?

Multilingual Learners 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 multilingual learners (ML).

- 1.** Assign ML 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:
 - 1) Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - 2) Have students work in pairs to retell either the plot of the story or key details. Then ask

students to write a short summary, or opinion about what they have read

4. Have students give a short talk about one of the characters in the book. Have them discuss what characteristics they admire about Isabella.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose Multilingual Learners to multiple vocabulary strategies. 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.
6. Draw and label the anatomy of a rose. Include the following terms: petal, bud, roots, leaf, stem and so on. Compare the parts of a rose to those of a human being or another plant, like a tree. Encourage students to draw and label along with you on their own paper.
7. Spanish is Ecuador's official language. Ecuadorans mix Spanish with words from native languages, including Quechua. Quechua is the most common native language in the Americas and has more than ten million speakers. In fact, these English words come from Quechua: coco, condor, gaucho, lama, puma and quinoa. Ask the students to look through *Roses for Isabella* for place names and words in other languages. The author, Diana Cohn, and the illustrator, Amy Córdova, give the definitions and explanations within the book.
8. *Roses for Isabella* is also available in Spanish as *Rosas para Isabella* (<https://www.leeandlow.com/books/rosas-para-isabella/>).
9. Consider consulting <https://www.multilinguallearningtoolkit.org/> for more ideas on how to support Multilingual Learners.

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. Which illustration in *Roses for Isabella* do you think best shows an emotion? Explain which emotion you think it is. How does the artist portray that emotion?
2. What Social and Emotional Learning skills does Isabella exhibit over the course of the book?
3. Choose an emotion such as happiness, fear, hope, sadness, and so on. Illustrate or act out what that emotion looks like in *Roses for Isabella*.

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. How does Isabella use her writing abilities in *Roses for Isabella*? How does her writing help her get through tough moments? Do you ever write to cope with your feelings? How do you use writing in your life?
6. How does *Roses for Isabella* show positive family relationships? How does Isabella write for her family and community in the story? How do your family and friends support you in your daily life?
7. Did *Roses for Isabella* help you think about how you interact with the environment? How does Isabella inspire you to take care of the environment and fight for what is just?
8. Use *Roses for Isabella* to discuss how journaling positively impacts mental health. There are several studies on the mental health benefit of journaling, this article from the Child Mind Institute, <https://childmind.org/blog/the-power-of-journaling/> discusses the power of journaling. Discuss the science behind journaling and identify the benefits of journaling.

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; and 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; and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3 and Presentation of Knowledge and Ideas, Strands 4–6)

- **Learn about Fair Trade.** Students can consult the resources in the backmatter of *Roses for Isabella* to read more about Fair Trade. Have students answer the following questions: what is Fair Trade? What are the advantages? Who stands to benefit? What is the criticism? How is accountability maintained? What types of goods and foods can be certified Fair Trade? Why isn't everything Fair Trade? Students can create informational posters that they can share within the classroom and the school community at large.
- **In a poem, or other written form, have students share about a special memory they share with family or friends.** Think about what made that moment memorable. Describe that moment in your life and why that memory is special to you.
- **Conduct a figurative language study with students. Have students go on a figurative language scavenger hunt in *Roses for Isabella*.** 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 (i.e. simile, metaphor) and

students can fill it in with specific examples from *Roses for Isabella*. Afterwards, students can experiment using figurative language in their own writing piece or poem inspired by the book.

- **How was reading a picture book different from reading a newspaper article about Fair Trade?** Have students read the article "Business and Fair Trade" from BBC (<https://www.bbc.co.uk/bitesize/articles/zts7h4j>). After reading, students can create a Venn Diagram with the headings "Picture Book: *Roses for Isabella*" and "Expository Nonfiction: "Business and Fair Trade" Students can compare the different formats of the texts and the information they learned in each. How are picture books helpful to digest information? How are they different from reading newspaper articles, and vice versa? How can picture books be helpful for older readers to retain information?
- **Invite a parent who gardens or a local florist or reach out to your nearest university or Botanical Garden for a conversation.** Students can prepare questions beforehand, including: the history of roses, why are roses special for Mother's Day and Valentine's Day, what flowers grow best in our community, what are healthy growing practices for people and the environment when growing flowers, and so on. Ask students to write a thank you note after the guest.
- **Have students come up with a list of questions to interview author Diana Cohn.** What do students want to know about the process behind writing a children's book? How did she come up with the idea to write *Roses for Isabella*? How did she like writing *Roses for Isabella*? What was challenging? Consider contacting Diana Cohn inviting her to your school, library, or other relevant setting for an author visit.
- **Encourage students to learn more about author Diana Cohn's work through an author study.** Diana Cohn has several other books published by Lee & Low, *The Bee Tree* (<https://www.leeandlow.com/books/the-bee-tree>), *Crane Boy* (<https://www.leeandlow.com/books/crane-boy>), *¡Sí, Se Puede! / Yes, We Can!* (<https://www.leeandlow.com/books/si-se-puede-yes-we-can>), *Dream Carver / El tallador de sueños* ([leeandlow.com/books/dream-carver-el-tallador-de-suenos](https://www.leeandlow.com/books/dream-carver-el-tallador-de-suenos)). After reading some or all the stories, ask students to compare the writing style across the books, along with *Roses for Isabella*. What do students notice about how Diana Cohn writes? What are some of the techniques she uses? Why do you think some of Diana Cohn's books are bilingual Spanish/English, and how does this add to the story or affect students' reading experiences?
- **Ask students: What can *Roses for Isabella* teach us?** Have students share their findings. What lessons did the book teach readers over the course of the story? What did they learn from the story's message? Students can talk with partners, in small groups, or with the whole class. Consider creating a word cloud to find out what words came up the most often (<https://www.wordclouds.com>). Then students can come up with a big idea or statement about what they learned from *Roses for Isabella*.
- **Students can write a piece about something that is meaningful to them.** Do students have something that they are passionate about or is there something that their family members or friends do that is also important to them? Students can write a small moment

piece or another reflection on what they are passionate about, how it makes them feel, what they observe, and why it's meaningful to them. If possible, students can show off their writing to the class or bring in an artifact that demonstrates their passion to the class.

- **How has a family member or friend close to you impacted your life?** 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 can write a poem, essay, or display their work in any other visual format that works best for their learning needs.
- **Have students read the Backmatter located in the back of the book.** Students can write a journal entry in response recording their reactions from reading the backmatter. Did they learn something new in the backmatter? What new information did they learn? What resonated with students the most after reading the backmatter?

Social Studies

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; and 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; and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3 and Presentation of Knowledge and Ideas, Strands 4-6)

- **Discuss the different types of jobs people can have working with roses.** Make a list with students and show pictures of people with different jobs (scientist, farmer, farm worker, botanist, greenhouse manager, florist, floral designer, nursery worker, wedding planner, horticulturalist, gardener, interior designer, irrigation technician, and so on).
- **Study "Mother Earth" across cultures.** Many cultures have celebrations honoring Mother Earth, or "Pachamama" as Isabella says. In Ecuador, they have harvest festivals in the fall and Earth Day in the spring where they honor the Earth and the life it gives them. Isabella writes her poem in response to the celebration of Pachamama in her community. Invite students to think about what they love most about the earth such as the soil that gives us good food, clouds that bring us rain, or mountains we like to climb. Ask them to write a poem (free verse is always acceptable!) and publish the poems with illustrations in your classroom.
- **Provide students with a map of Ecuador.** Have students locate two of the rose farms listed in the Afterword. Students can conduct an online search of Agrogana farm in Latacunga, Ecuador (<https://agrogana.com/about-us/>) and Agrocoex's La Victoria farm in Ecuador (<https://www.agrocoex.com/about-us>). What do they notice about each farm? Where are they located in Ecuador? If time allows, print out a world map for students and have them illustrate where each farm is on the map. Additionally, students can also take a "virtual tour" of the farm and visit their website. What would they like to see when they are there? What kind of questions would they like to ask? Have students share what they learned about each rose farm.
- **Learn more about the cultural traditions of Ecuador.** In *Roses for Isabella*, they honor and celebrate Pachamama. Have students conduct additional research on Pachamama. Students can reflect on the following questions as they navigate their research; what is the origin of Pachamama? What language does Pachamama stem from? What does she signify? In what other countries is Pachamama celebrated? How is she celebrated? Students can present their findings in a visual presentation.

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- **Conduct a map study about Ecuador's geography.** Isabella remarks that her country is ideal for growing because of the plentiful sunshine. What is unique about Ecuador's geography to make it ideal for rose farming? Ecuador is on the western coast of South America below Colombia and beside Peru. It is split down the middle by the Andes Mountains—one of the highest mountain ranges in the world. Ask your students to find Ecuador on a globe and give them an “equatorial” hint.
- **Do a deep dive on the Cotacachi-Cuicochoa volcanic complex.** Cotacachi is the tallest volcano in the world at 16,200 feet. Illustrate Cotacachi in your classroom through a conversation about scale. Show a map to students and point out the scale bar. Now think about Cotacachi—if an inch represents 1,000 feet then Cotacachi can be represented by just under 16 inches. What is the highest point in your area? How would it be represented on that same scale? Demonstrate the scale for your students and ask if this helps them better understand the size of Cotacachi!
- **Have students research the history and economics of the rose.** What symbolism have roses had in cultures? Different colors have different meanings. Why are roses an ideal flower for shipping globally? Is there any dark history behind roses? How do rose prices change throughout out the year based on holidays and availability? Ask your students to research roses and write a short essay on their findings.

Science/STEM

(4-PS3-2 Energy Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.) (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)

- **Use *Roses for Isabella* (<https://www.leeandlow.com/books/roses-for-isabella/>), *The Mangrove Tree* (<https://www.leeandlow.com/books/the-mangrove-tree/>) and *Seeds of Change* (<https://www.leeandlow.com/books/seeds-of-change/>) to learn more about movements that work to protect the environment and human rights.** Use a graphic organizer to compare each title. How do these movements and or people inspire you to fight for the environment and for human rights? Have students write a reaction after the graphic organizer exercise about these important movements and people and why they are necessary. Why is it important to learn about these movements and people?
- **Read other books featuring flowers, including *The Blue Roses* (<https://www.leeandlow.com/books/the-blue-roses/>), *Grandma's Purple Flowers* (<https://www.leeandlow.com/books/grandmas-purple-flowers/>), *Raymond's Perfect Present* (<https://www.leeandlow.com/books/raymonds-perfect-present/>), *A Special Goodbye* (<https://www.leeandlow.com/books/a-special-goodbye-confetti-kids-12/>), *Nana Flor's Flowers* (<https://www.leeandlow.com/books/nana-flors-flowers/>), *Xochitl and the Flowers / Xóchitl, la Niña de las Flores* (<https://www.leeandlow.com/books/xochitl-and-the-flowers-xochitl-la-nina-de-las-flores/>), *Tashi and the Tibetan Flower Cure* (<https://www.leeandlow.com/books/tashi-and-the-tibetan-flower-cure/>).** Compare two or more of the stories: How do flowers foster community?

Art/Media

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; and 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; and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3 and Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students create a drawing, painting, or other visual representation of something that they care about.** Why did students choose this? Students can create posters, paintings, or other visual representations of the hobby that they're passionate about and then display their work in small groups or for the whole class to see.
- **Encourage students to select an illustration that resonated with them from the story.** Have students write a reflection about that illustration. What stood out to them? How did it make them feel? What did it make them think about?
- **Suggest that students study the illustrations in the book.** What mood(s) do the illustrations create? What do the characters' faces show about how they feel? How do students think the artist felt about the story?
- **Bring in a few examples of roses.** If possible, invite a gardener (student's family member) or local botanist or florist to share their story. Make a list together of adjectives to describe roses with each of our senses. This is also a great opportunity to show and practice antonyms: soft/rough, big/ small, bright/dull, and so on. Create a simple still life and encourage students to observe and sketch a rose.
- **Have students conduct an illustrator study on Amy Córdova Boone.** What kind of style does she use in her artwork? What do you think her process is for creating the illustrations for a children's book? Consider reaching out to Amy Córdova Boone for a virtual illustrator visit online at amycordova.com.
- **As a follow-up activity, have students come up with questions to interview Amy Córdova Boone.** What is her process behind creating the illustrations for a children's book? What medium did she choose to create the illustrations? Why? How did she capture the culture of Ecuador in the story? Consider contacting Amy Córdova Boone for a school visit amycordova.com.
- **Ask students to create portraits of people who are their personal role models in their life through drawing, collage, or photograph.** In writing, students should describe what actions and qualities they admire about this person. How do they relate to this person? Why is it important for students to connect with people they admire?

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; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3 and Presentation of Knowledge and Ideas, Strands 4–6)

- **Encourage students to interview family members and/or caregivers 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,

Roses for Isabella & Rosas para Isabella

Teacher's Guide www.leeandlow.com/books/roses-for-isabella/
<https://www.leeandlow.com/books/rosas-para-isabella/>

share their findings with a partner, a small group, or whole class. Similarly, ask students to speak with family members about their traditions how their traditions are special to them. What is unique about each family's traditions? How did it influence them throughout their lives?

- **Have students bring home *Roses for Isabella* and share the book with other family members and/or caregivers.** Ask students to start a discussion about what their families learned from and connected with in the text. If applicable, share the Spanish edition, *Rosas para Isabella* with students and families as well.
- **If families are interested in learning more about Fair Trade, encourage them to visit <https://www.fairtradecertified.org/>.** Students can report back if they have any items at home that are Fair Trade or if they see any special other special labels (certified Fair Trade, organic, other) on food at the grocery store.
- **If students have access to a school garden or community garden, encourage students to visit with their families.** Local universities and public libraries may also have seed libraries (<https://seeds.eckerd.edu/how-the-seed-library-works>) to participate in.

ABOUT THE AUTHOR

Diana Cohn has worked on environmental, economic, and global justice issues as a teacher and media activist, and as an advisor, program officer, and executive director in philanthropic institutions. She is the award-winning author of seven children's books, including *Dream Carver / El tallador de sueños, ¡Si, Se Puede! / Yes, We Can!: Janitor Strike in L.A.*, and *The Bee Tree* all published by Cinco Puntos Press/Lee & Low Books. She lives with her husband on a houseboat in Northern California.

Amy Córdova Boone is an artist, an arts educator, a conference presenter/lecturer, and a nationally recognized children's book illustrator and author. Córdova Boone has received the prestigious Pura Belpré Award Honor twice, as well as other national recognition for her vibrant art. Her delicious, saturated, colorful paintings are found in museums and private collections throughout the US and Europe. She lives in Oaxaca, México. Visit her at amycordova.com.

Lynn Lohr is a Fair Trade Certified activist and a working theater artist. She was Executive Director of the Biodiversity Funders Group, a grantmakers' organization dedicated to conserving and restoring biodiversity. Lynn produces and directs professional theater, doing all new work based on history, folklore, and social issues. With her late husband, playwright Lance Belville, she cofounded the History Theatre.

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