



978-0-7358-4269-4

Also available in Spanish!

978-0-7358-4292-2

FRIDA KAHLO AND HER ANIMALITOS

A DISCUSSION GUIDE

North
South

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Learning Objectives:

Students will be able to identify character traits, find literal and non-literal meanings of words and phrases; use strategies to determine the meaning of unknown words in and out of context, compare and contrast and sequence events.

Guided Reading Level-N

Grade level Equivalent-3

Interest Level - Grades 2-5



Before Reading:

- Look at the front cover illustration and the title of the book.
- The author uses some Spanish words including “animalitos”. What does the word sound like? What English word do you see in the word “animalitos”?
- Name the “animalitos” on the cover of the book and identify the girl as Frida Kahlo.
- How would you explain the animals in the picture? Are they pets? Where would you find these animals?
- Why would someone want to write a book about Frida Kahlo and her animals?
- How important is it to know about the personal life of an artist when interpreting his/her work?
- Predict what the book will be about based on the cover illustrations and the title.

Word Work mini lesson—

- What is figurative language?



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- Why do authors use figurative language in stories?
- Brainstorm and chart examples of **simile, metaphor and hyperbole**
- Discuss the literal and non-literal meanings.
- Read and discuss the inferred meaning of the quote on the back cover—*“Feet, what do I need you for when I have wings to fly?”*
—Frida Kahlo
- **Chart and discuss new vocabulary words** - Animalitos, spirited, colorful, indigenous, heritage, La Casa Azul, microscope, mist, mischievous, easel, canopy bed, Aztecs, reflection, courtyard, inspiration, and self-portrait.
- Brainstorm strategies students will use when they come to challenging words. (Use words around the word to get meaning from context clues, infer, check inferred meaning, look for familiar sounds or parts of words, and break into syllables)
- Have students classify the text type of *Frida Kahlo and her Animalitos*. (Biography) and give examples of other biographies they have read.
- Talk about why it is important to read biographies.
- Read/listen to find out about Frida Kahlo and her animals, why she is considered one of the world’s most influential painters and the significance of the quote on the back cover.



During Reading:

- Ask and answer such questions; *who, what, where, when, why, and how* to demonstrate understanding of key details in a text
- Identify the setting, and character traits of Frida Kahlo
- Determine the meaning of words and phrases as they are used in the story, distinguishing literal from nonliteral language.

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- Find examples of figurative language and discuss how they enhance the meaning and tone of the story.
- Determine the central message. Look for evidence in the book to support the themes.
- What can the theme teach you about your own life?
- Describe how Frida responds to major events and challenges.
- Describe the overall structure of a story, including how Monica Brown introduces and ends the story
- Use information gained from the illustrations and words to demonstrate understanding of the characters, setting, and plot.
- What information do the illustrations reveal that the words do not?

After Reading:

1. Describe Frida's character traits, motivations, and feelings and explain how her actions contribute to the sequence of events
2. Explain the quote- "*Feet, what do I need you for when I have wings to fly?*"
- Frida Kahlo
3. Locate and explain descriptive language used by Monica Brown citing specific examples from the book
 - ~ *Frida's father taught her to look at the world through curious eyes*
 - ~ *Like a cat, Frida was playful*
 - ~ *The Little girl played and danced like a kitten*
 - ~ *Like her monkeys, Frida could be mischievous*
 - ~ *Like her parrot, Frida was colorful*
 - ~ *Like her fawn, Frida had a watchful eye*
4. How did Frida's personal life influence her work as an artist?

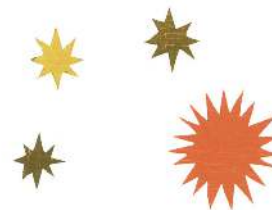
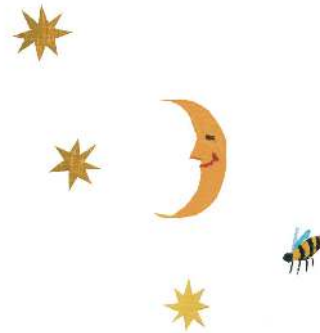


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Find words from the story to support the following statements

- Frida's friends were like her.
 - Frida was different from most children.
 - Frida was like her eagle.
 - Frida's turkeys and dogs were like her.
 - Frida's "Xolo" dogs were special to her.
5. Summarize the book in your own words.
 6. Write a narrative account telling about Frida Kahlo and her life of passion, pain and love.
 7. Do you believe she was happy, successful, suffering? Can you be successful and suffer at the same time? Explain
 8. Monica Brown never uses the words "self-portrait". How does she describe this in the story?
 9. Why do you think she chose this style of painting?
 10. Plan and design a diorama of a scene from the book that left an impression. Write a few sentences to explain the scene and its significance.
 11. What questions would ask in an interview with Frida?
 12. Create a PowerPoint presentation on the Aztec people.
 13. Name your house. Draw or paint a picture of it.
 14. Create a class mural of the timeline of Frida's life. Use colorful illustrations that reflect her heritage.



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15. Write a journal entry in the voice of Frida Kahlo. This journal entry should include 3 paragraphs describing an event in Frida Kahlo's life as if it happened that day. (How they would feel if they were Frida Kahlo on that particular day)

Think about . . .

How does an artist paint his /her autobiography?

- How would I paint my autobiography?
- What are the important events in my life that I would want to show in my self-portrait?
- How can I figure out what the artist is trying to say in his/her artwork?



Create . . .

A self-portrait using props that say something about yourself.

Dig Deeper . . .

Essential Questions—

- Why do artists create self-portraits?
- How do artists use media, design elements and principles, and their own personal styles to incorporate personal and/or cultural symbolism in their self-portraits?
- How did Frida Kahlo use self-portraiture and symbols to express her thoughts, emotions, and values?
- How did Frida Kahlo use self-portraiture and symbols to express her Mexican heritage and personal identity within her culture?
- How does a self- portrait communicate insights about the artist?

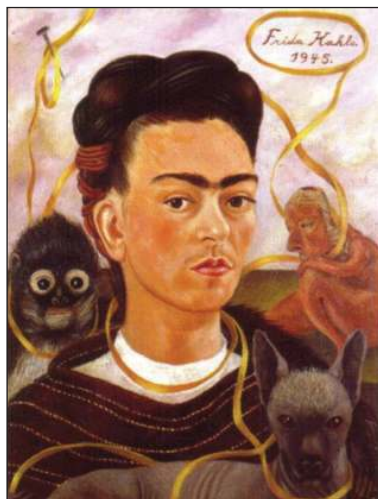


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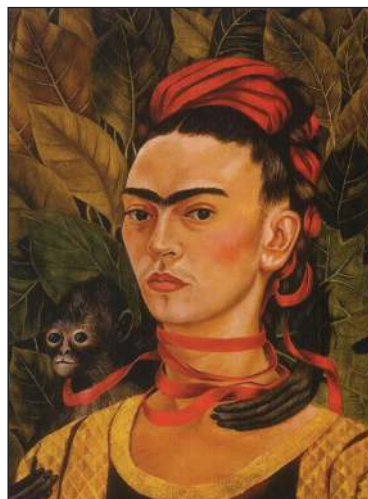
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Relate the history facts to Frida Kahlo

1. Throughout history, portraiture has been used for self-expression.
2. Throughout time, artists have used a variety of media, design elements and principles, and personal and cultural symbolism in their portraits.
3. Effective portraits often reveal insights into the external context and interior condition of the subject and their heritage



Self-Portrait with Small Monkey [and Señor Xolotl], 1945



Self-Portrait with Monkey and Ribbon on the Neck, 1940



Self-Portrait with Bonito, 1941

Instruction Standards in this Guide:

Reading Literature.3.1,2,3,4,5,6,7,10
Language.3.1,2,3,4,4a,4b,4c,5,5a,5b,5c,6
Speaking & Listening.3.1,2,3,4,6
Writing.3.1,2,3,4,7,8,10