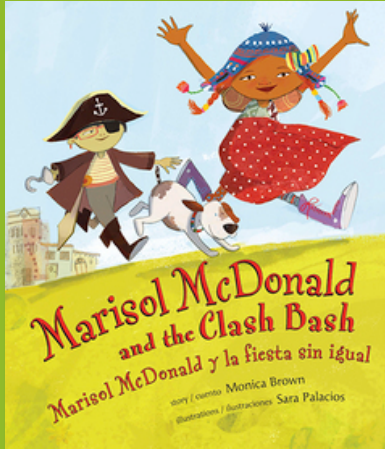


## TEACHER'S GUIDE



LEE & LOW BOOKS



# Marisol McDonald and the Clash Bash / Marisol McDonald y la fiesta sin igual

written by Monica Brown  
illustrated by Sara Palacios

## About the Book

**Genre:** Fiction

**\*Reading Level:** Grade 2–3

**Interest Level:** Grades K–3

**Guided Reading:** M

**Accelerated Reader® Level/Points:** 3.7/0.5

**Lexile™:** AD660L

\* Reading level based on the Spache Readability Formula

**Themes:** Individuality/Non-conformity, Self-expression, Similarities and Differences, Friendship, Overcoming Obstacles/Problem Solving, Imagination, Holidays/Traditions (Birthdays), Family, Dreams & Aspirations, Cultural Diversity, Conflict Resolution, Breaking Gender Barriers, Biracial/Multiracial Interest, Optimism/Enthusiasm, Pride, Courage, Multiethnic Interest, Latino/Hispanic Interest

## SYNOPSIS

Marisol is turning eight, and it's time to plan a birthday party that will be *fabulous, marvelous, and divine*. She also hopes that Abuelita, who lives far away in Peru, will be able to come to the celebration.

Just like Marisol herself, the party promises to be *unique, different, and one of a kind*—a real Clash Bash. But what Marisol wishes for most of all is a visit from Abuelita, who lives far away in Peru. Will Marisol's birthday wish come true?

At the party store, Marisol can't decide what kind of party to have. There are so many choices, but everything in the store matches! Nothing seems right for soccer, pirate, princess, unicorn-loving Marisol. Finally she comes up with just the right idea, and when her friends arrive for her Clash Bash birthday, a big surprise awaits. But in a heartwarming turn of events, Marisol gets the biggest surprise of all—a visit from Abuelita via computer.

In this delightful story told in English and Spanish, author Monica Brown and illustrator Sara Palacios once again bring the irrepressible Marisol McDonald to life. With her bright orange-red hair, golden-brown skin, mismatched outfits, and endearing individuality, this free-spirited Peruvian-Scottish-American girl is headed straight into the hearts of *unique, different, one-of-a-kind* young readers everywhere.

Awards and honors for include:

- **Junior Library Guild Selection**
- **Monarch Award Master List**, Illinois School Library Media Association
- **International Latino Book Award**, Latino Literacy Now
- **Top 10 Latino-themed Books**, *School Library Journal*



## BACKGROUND

**From the Author's Note:** Welcome to the world of Marisol McDonald, where creativity is honored and nonconformity is the norm. I started this series because, growing up the bilingual daughter of a North American father and a South American mother, I wasn't always sure where I fit in. Like Marisol, my family was spread across two continents, and like Marisol, I missed my family dearly. I remember when my mother a new real estate agent, sold her first house. She used the commission she earned to buy Abuelito a plane ticket to come visit us—all the way from Lima, Peru! Thanks to my family—and my mother, who had an imagination as wide as the sky—I found my place as a writer/professor/soccer and ballet mom who loves to travel as much as I love to read and dance and play. This book celebrates a family's love, all that is unique about each of us, and all that's still left to discover.

—Monica Brown, author of *Marisol McDonald and the Clash Bash*/*Marisol McDonald y la fiesta sin igual*

**Peru:** The third largest country in South America, Peru has mountains, deserts, rainforests and beaches. Most people live along the west coast near the Pacific Ocean. This is where the capital city, Lima, is located. The official languages are Spanish and Quecha, an American Indian language. More information about Peru can be found at <http://www.ngkids.com.au/places/country-fact-file-peru>.

**Travel Visas:** People who want to travel to the United States of America from other countries must have a valid passport. Depending on one's home country, one might also need a visa, which is an official document giving someone permission to visit the United States. (According to the U.S. Department of State, visitors from these countries do not need a visa:

<https://travel.state.gov/content/visas/en/visit/visa-waiver-program.html>) Obtaining a visa requires filling out forms, showing documents, paying a fee and going to an interview at a U.S. Embassy. It can take a long time for a visa to be granted after completing these steps.

### Additional titles to celebrate birthdays:

**The Birthday Swap**, by Loretta Lopez

<https://www.leeandlow.com/books/2363>

**The Hula-Hoopin' Queen**, written by Thelma Godin, illustrated by Vanessa Brantley-Newton

<https://www.leeandlow.com/books/2848>

**The Can Man**, written by Laura E. Williams, illustrated by Craig Orback

<https://www.leeandlow.com/books/2714>

**Seaside Dream**, written by Janet Bates, illustrated by Lambert Davis

<https://www.leeandlow.com/books/2722>

**Keepers** written by Jeri Hanel Watts, illustrated by Felicia Marshall

<https://www.leeandlow.com/books/2418>

“The confident, exuberant, bicultural-and-proud Marisol McDonald is back. . . . A broadly appealing bilingual and bicultural celebration of being oneself and the love of family.”

—*Kirkus Reviews*

“Marisol McDonald is fiercely determined not to match. The character came out of Brown's own experience growing up in a bicultural home with a North American father and a Peruvian mother.”

—*School Library Journal*

“She is a character inspired by today's children to inspire today's children. They will adore her as she reassures them that they can make their own choices and be who they want to be.”

—*Spanish Playground*



## VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)  
(Speaking & Listening Standards,  
Comprehension & Collaboration, Strands 1 and 2)  
(Language Standards, Vocabulary Acquisition &  
Use, Strands 4–6)

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

telephone connection, piñata, streamers, document, visa, internet connection

### Academic

unique, different, “one of a kind,” fabulous, marvelous, divine, expensive, allowance, clash, theme, bash, match

**NOTE:** An English and Spanish glossary and pronunciation guide is available at the back of the book.

## BEFORE READING

### Prereading Focus Questions

(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)

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

1. Do you have grandparents? Where do they live? What could be challenging about family members living far away?
2. If your family celebrates birthdays, what do you do that's special?
3. What does it mean to be *unique*? What's unique about you?
4. If you've read *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina* (<https://www.leeandlow.com/books/2769>) or *Marisol McDonald and the Monster*/*Marisol McDonald y el monstruo* (<https://www.leeandlow.com/books/2926>), ask what students remember about Marisol.

### 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)

Talk about the title of the book. 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?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, author and illustrator's dedications, illustrations, author's note, and glossary. The author's note in the back may be helpful to read before or after reading. Explain that this book is bilingual and point out the English and Spanish text.

### Setting a Purpose for Reading

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

Have students read to find out:

- how Marisol has a “one of a kind” birthday celebration and what a “clash bash” is
- how Marisol's family shows their love for each other even though some members live far apart

Encourage students to consider why the author, Monica Brown, would want to share this story with young people. Have students determine why she wrote the text in both Spanish and English.



## 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 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. What is unique about Marisol's breakfast? Why doesn't she mind when her brother thinks it is gross?
2. What does Marisol want most for her birthday? Why will seeing Abuelita be a challenge? Why do you think Mami just smiles during the conversation?
3. What does Marisol do with her allowance?
4. What suggestions do Marisol's friends make about her birthday party?
5. What does the salesperson say about the clothes Marisol picks out?
6. Why is Marisol disappointed in the selection of party supplies at the store? What does she decide to do?
7. What's unique about Marisol's party invitations? What's unique about her cake?
8. Why are Marisol's friends surprised when they arrive at her party? What does Marisol say?
9. What's the "something funny" that happens at Marisol's party?
10. What does Marisol's Abuelita tell her when they talk over the computer?

### 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 does Marisol respond when others think her ideas are unusual? What does this show about her as a person?
2. How do Marisol's family members show they love her and appreciate her uniqueness?
3. Why is a "clash bash" birthday party a good fit for Marisol? Why might it not be a good fit for someone else?
4. What might Marisol's friends be thinking when they arrive at her party? How might their thinking change?
5. Is Marisol's birthday wish to see Abuelita granted? Why or why not? How do things turn out differently than she expected?
6. How does Marisol change the minds of people around her?

### Reader's Response

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

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

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. If you were to give a party (for a birthday or other type of celebration), what would it be like? How would the party reflect your personality and show what's unique about you?
2. If you were to ask for a special gift that wasn't a tangible object, for what would you ask? Why?
3. Write about someone you wish you could see. Describe the person. How do you feel without that person nearby? How would you feel if you could see that person? What would you tell him/her?



What would you ask him/her?

4. In the author's note, Monica Brown writes that in the world of Marisol McDonald, "creativity is honored and nonconformity is the norm." What does this mean? Brainstorm examples of how you could honor creativity and nonconformity in your family, classroom, or school.
5. Based on the author's note, what experiences from Monica Brown's own life inspired her to write this book? What did her mother do for her? What's something a family member has done for you to make you feel loved?

### ELL/ESL Teaching Strategies

*(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 book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader. Students who speak Spanish can help with the pronunciations of the Spanish words and terms in the book, as well as pair with readers to alternate the Spanish text with the English text on each spread.
2. Have each student write three questions about the text. 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 retell either the plot of the book or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about birthday celebrations or a favorite family member.

5. The story contains some content-specific words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language 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. As a language practice activity, share information about loved ones far away. Brainstorm a list of discussion topics if you were to have a conversation with one of these people (e.g. "What are you learning about in school? What's the weather like?") Rehearse relevant language structures (e.g., greetings, questions.) Then act out pretend phone calls, Skype calls, etc. in pairs.

**NOTE:** The book also provides a glossary, with pronunciations, of some words at the end of the story for reference.

If your class has Spanish-speaking students, encourage them to volunteer to translate the words for the class. In doing so, these students will feel proud to share the role of teacher to their peers.

## 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 may also be used for extension activities, for advanced readers, and for building a home-school connection.

### English Language Arts

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



1. Have students tell or write a sequel to this story. What might happen when Abuelita is finally able to visit Marisol? Given what we know about Marisol, what might she and Abuelita do together?
2. Plan a classroom “clash bash.” Incorporate literacy goals by using shared or interactive writing to create lists of decorations, food, activities, etc. Ask students to write invitations or recipes. Have each student wear unique apparel or make items at school (e.g., hats.).
3. Compare and contrast the key ideas and details, craft and structure and integration of knowledge and ideas in each of the three Marisol McDonald books. Specific prompts can be found here:  
<http://blog.leeandlow.com/2014/01/20/how-to-compare-and-contrast-with-the-common-core-in-second-grade/>.

### Art/Media

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)  
(Speaking & Listening Standards, Presentation of Knowledge & Ideas, Strand 2)

1. Have students paint or draw family portraits. Label each family member and write about what makes each person unique.
2. Study the illustrations of Marisol’s party. Have students draw their own ideas of a “clash bash.” Ask them to add labels to various features or describe the drawing in writing.

### Social Studies

(Writing Standards, Research to Build and Present Knowledge, Strands 7–9)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–2)

1. Find Peru on a map. Discuss places where students’ family members live and locate those places as well. Discuss distances from your location to the marked locations. Which places are closest together or farthest apart? Which direction does one need to travel to visit each place? Would you drive or fly? Which trips

require crossing bodies of water?

2. Have students research birthday traditions around the world. Select an article that could be used as nonfiction short text on this topic, such as here:  
<http://villagefamilymag.org/2015/01/26/birthday-traditions-from-around-the-world/>. You may also wish to discuss the fact that some people do not celebrate birthdays due to cultural, religious or economic reasons.
3. Discuss the terms *biracial*, *bicultural* and *bilingual*. What do they each mean? Read about or talk to biracial, bicultural and bilingual people. What should be celebrated about people who identify as one of these terms? What might be challenging for them? Author Monica Brown offers her thoughts on growing up in a bicultural household in this interview with Lee & Low Books:  
<https://www.leeandlow.com/books/2834/interviews>.

### Home-School Connection

(Speaking & Listening Standards, Comprehension & Collaboration, Strand 1 and Presentation of Knowledge & Ideas, Strand 6)

1. Brainstorm ways to keep in touch with loved ones who live far away. Have students choose a way to communicate with someone from afar and report back to the class about how it went. If you wrote, what did you say? If you talked to someone, what did you talk about? Support students who may have difficulty obtaining necessary supplies (e.g. postage, Internet connection, etc.)
2. Have students interview a family member about their family heritage. Brainstorm interview questions as a class that will highlight how each family is unique. Have students share their findings with classmates or invite family members who are able to come present to the class.



## ABOUT THE AUTHOR

**Monica Brown** is the author of many award-winning bilingual books for children, many of which are inspired by her Peruvian American heritage. The character of Marisol McDonald is inspired by Brown's own mixed heritage, which includes Peruvian, Scottish, Spanish, Amerindian, and Jewish ancestry. Brown grew up as the child of a South American mother and North American father, with family spread across two continents. When not writing for children or busy as a soccer-and-ballet mom, Brown serves as a professor of English at Northern Arizona University, specializing in U.S. Latino and multicultural literature. She lives with her family in Flagstaff, Arizona. You can find her online at [monicabrown.net](http://monicabrown.net).

## ABOUT THE ILLUSTRATOR

**Sara Palacios** is the illustrator of *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina*, for which she won a Pura Belpré Illustrator Award Honor. She was born in Mexico City and holds degrees in graphic design, illustration, and digital graphic techniques and has illustrated books for publishers in Mexico and the United States. "Marisol is one of the most interesting characters I've worked with," says Palacios. "Her unique personality presents a fun challenge." When illustrating the *Marisol McDonald* books, she especially enjoyed coming up with Marisol's unique outfits and portraying Abuelita, who is based on a picture of Monica Brown's own grandmother. She divides her time between Mexico City and San Francisco, California. Her web site is <http://www.sarapalaciosillustrations.com>.

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

<https://www.leeandlow.com/books/2834> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25

**By Fax:** 212-683-1894

**By Mail:** Lee & Low Books, 95 Madison Avenue, New York, NY 10016

## Book Information for *Marisol McDonald and the Clash Bash*/*Marisol McDonald y la fiesta sin igual*

\$18.95, HARDCOVER

978-0-89239-273-5

40 pages, 8-1/4 X 9-3/4

\*Reading Level: Grades 2–3

\*Reading level based on the Spache Readability Formula

Interest Level: Grades K–3

Guided Reading Level: M

Accelerated Reader® Level/Points:

3.7/0.5

Lexile™ Measure: AD660L

**THEMES:** Individuality/Non-conformity, Self-expression, Similarities and Differences, Friendship, Overcoming Obstacles/Problem Solving, Imagination, Holidays/Traditions (Birthdays), Family, Dreams & Aspirations, Cultural Diversity, Conflict Resolution, Breaking Gender Barriers, Biracial/Multiracial Interest, Optimism/Enthusiasm, Pride, Courage, Multiethnic Interest, Latino/Hispanic Interest

### RESOURCES ON THE WEB:

Learn more about *Marisol McDonald and the Clash Bash*/*Marisol McDonald y la fiesta sin igual* at:

<https://www.leeandlow.com/books/2834>

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