

# Tejas Star Reading List 2020-21 Activity Guide



**Prepared by the Tejas Star Reading List Committee**

<http://www.txla.org/tejas-star>

# Acknowledgements

## About this Guide

Prepared by the Tejas Star Reading List committee, this activity guide was designed to support using the 2020-21 Tejas Star Reading List titles with children ages 5-12 in classrooms and libraries.

## About the Tejas Star Reading List

The Tejas Star Reading List (TSRL) provides a recommended reading list to encourage children ages 5-12 to explore multicultural books and to discover the cognitive and economic benefits of bilingualism and multilingualism. The Tejas Star Reading List is intended for recreational reading, not to support a specific curriculum.

## About the Texas Library Association

TLA was established in 1902 to promote, support, and improve library services in Texas. Our 6,000+ members are from all library types: academic, public, school and special. TLA provides expertly curated reading lists and programs for ages 2 - 102 - from fiction, nonfiction, and graphic novels, to picture books, bilingual and multicultural lists.

### 2020-21 Tejas Star Reading List Committee

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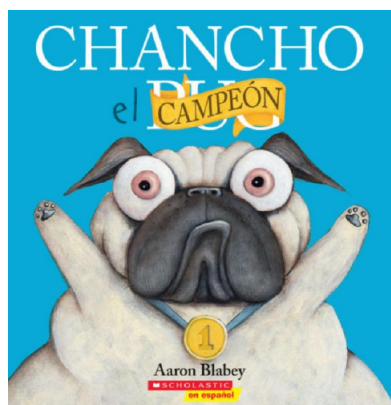
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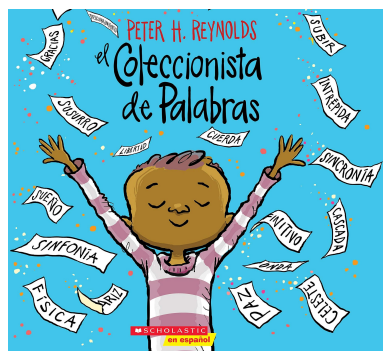
Erica Salinas, Pilot Point Community Library

**Chancho el campeón (Pig the Winner)** by Aaron Blabey, translated by Juan Pablo Lombana (Scholastic en español, an imprint of Scholastic, Inc., 2019)



- **Concentration Activities:** Set up activities for children to try that require them to take their time and concentrate – for example, balancing a bean bag on their head while walking along a line taped on the floor, or tracing along a zig-zag or spiral pattern while ensuring their pen stays on the line. Pig ends up eating his dog bowl because he was so busy rushing - sometimes it's good to take your time!
- **Group Exploration:** Give children opportunities to explore activities where success is dependent on working together as a team, which can be a lot of fun. Examples could include working in small groups to build a den or a fort out of boxes, or constructing the tallest tower they can by balancing plastic cups on top of each other.
- **Winner's Cup:** Invite children to think about something they are really good at. Draw around their hands on gold or silver paper and write their chosen skill on their palm. These paper hands can then be cut out and arranged to form a "winner's cup" classroom display. Emphasize to children that we are all winners at something, and that everyone's skills should be valued.

**El coleccionista de palabras (The Word Collector)** by Peter H. Reynolds, translated by Juan Pablo Lombana (Scholastic en español, an imprint of Scholastic, Inc., 2019)

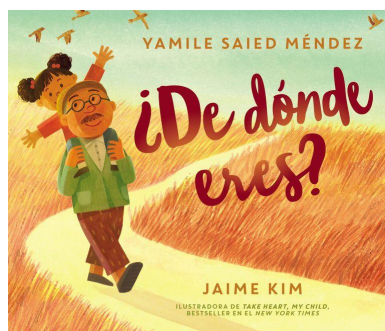


- **Word Wall:** Have students look throughout the book and other printed materials to find words that are unfamiliar to them. Look up the meaning of words and have students select their favorite word to add to the word wall. Have students use new words in a sentence to understand applying new words in the correct context.  
[Use this English guide from Scholastic](https://www.scholastic.com/content/dam/teachers/blogs/scholasticcom-editors/18-19/Scholastic_WRDCLLCTR_ClassActivity.pdf) for materials needed for this activity:

[https://www.scholastic.com/content/dam/teachers/blogs/scholasticcom-editors/18-19/Scholastic\\_WRDCLLCTR\\_ClassActivity.pdf](https://www.scholastic.com/content/dam/teachers/blogs/scholasticcom-editors/18-19/Scholastic_WRDCLLCTR_ClassActivity.pdf)

- **Friendship Collage:** Have students create a collage of words to describe their best friend, family member, or fellow classmate. Look at incorporating the book to help select words. Write words down on small pieces of paper then tape or glue to poster board. Students can then present their posters or exchange with fellow students. [Use this English guide from Scholastic](https://static1.squarespace.com/static/5b735284506fbefdf2222220/t/5bd0c8a8e4966b853a8a58a8/1540409513704/Scholastic_WordCollector_FriendshipCollage.pdf) for more information on this activity:  
[https://static1.squarespace.com/static/5b735284506fbefdf2222220/t/5bd0c8a8e4966b853a8a58a8/1540409513704/Scholastic\\_WordCollector\\_FriendshipCollage.pdf](https://static1.squarespace.com/static/5b735284506fbefdf2222220/t/5bd0c8a8e4966b853a8a58a8/1540409513704/Scholastic_WordCollector_FriendshipCollage.pdf)
- **Collection Show and Tell:** Have students bring in items that they collect to show the class. Another approach is to have students look through magazines and compile a picture collection to present to the class. [Use this English guide from Scholastic \(pages 6 & 7\)](https://static1.squarespace.com/static/5b735284506fbefdf2222220/t/5c37ba2388251b8e1f96f4b4/1547156064039/Scholastic_PReynoldsDG.pdf) for more information on other activities:  
[https://static1.squarespace.com/static/5b735284506fbefdf2222220/t/5c37ba2388251b8e1f96f4b4/1547156064039/Scholastic\\_PReynoldsDG.pdf](https://static1.squarespace.com/static/5b735284506fbefdf2222220/t/5c37ba2388251b8e1f96f4b4/1547156064039/Scholastic_PReynoldsDG.pdf)

¿*De dónde eres?* (*Where Are You From?*) by Yamile Saied Méndez, illustrated by Jaime Kim (HarperCollins Español, an imprint of HarperCollins Publishers, 2019)



- **Discussion:** For younger students, understanding that identity-based microaggressions pose a heavier burden than other painful moments is critical to developing anti-racist, empathetic behaviors. Use this guide for [Teaching First-Graders About Microaggressions](https://www.tolerance.org/magazine/teaching-firstgraders-about-microaggressions-the-small-moments-add-up).

<https://www.tolerance.org/magazine/teaching-firstgraders-about-microaggressions-the-small-moments-add-up>

- **Family Tree:** Help children create a family tree with pictures and names of themselves and family members to celebrate where they came from. Download the [Family Tree](https://b0f646cfbd7462424f7a-f9758a43fb7c33cc8adda0fd36101899.ssl.cf2.rackcdn.com/activity-guides/AG-9780062839930.pdf) as provided by the publisher.  
<https://b0f646cfbd7462424f7a-f9758a43fb7c33cc8adda0fd36101899.ssl.cf2.rackcdn.com/activity-guides/AG-9780062839930.pdf>

- **Interview:** Interview a family member to learn more about them. Ask “what is the first thing you think of when you hear the word ‘family’?” and “what does family mean to you?”

***¡Di algo! (Say Something!)*** by Peter H. Reynolds, translated by Juan Pablo Lombana (Scholastic en español, an imprint of Scholastic, Inc., 2019)



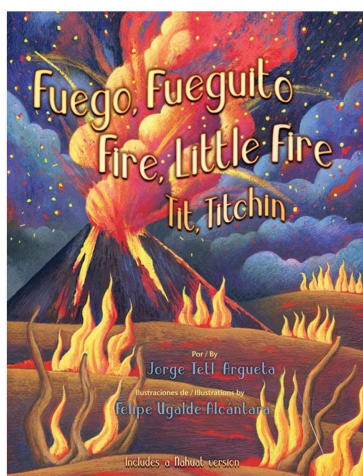
- **Public Service Announcement:** After reading *Say Something!* aloud, have students work in small groups to write a short script for a public service announcement they would like to share with the world.
- What is their message for others? What do they feel hopeful about? What would they like to see change in their classroom, in their school, or in the world?
- After students have written their scripts, support them to create an audio or video recording to share with the school community or with their families.
- Help students to work together throughout the process to ensure that all voices are heard. This process introduces critical ways that students can use multimedia to say something to the world.
- ***Say Something! Signs:*** One way that the characters say something is by making signs using art and words to inspire others to do the same.
  - Invite students to create their own signs using a variety of materials. If students would benefit from a scaffold, revisit the beginning two-page spread with dozens of examples of powerful speech bubbles that students can use in their own signs, such as “follow your heart,” “together is better,” and “be brave.”
- **I have something important to say.** When you say something, you have the power to inspire! Write your favorite sayings from the book or any words you heard on your own that you feel are important to say to others (see reproducible graphic).



Other activities found at author's page [Dream It. Write It. Say It.:](#)

[https://static1.squarespace.com/static/5b735284506fbefdf2222220/t/5c37ba2388251b8e1f96f4b4/1547156064039/Scholastic\\_PReynoldsDG.pdf](https://static1.squarespace.com/static/5b735284506fbefdf2222220/t/5c37ba2388251b8e1f96f4b4/1547156064039/Scholastic_PReynoldsDG.pdf)

***Fuego, fueguito / Fire, Little Fire*** by Jorge Tetl Argueta, illustrated by Felipe Ugalde Alcántara, translated by Jorge Tetl Argueta and Madeleine Maillet (Piñata Books, an imprint of Arte Público Press, 2019)



### • Fire Slime



- 1 1/2 cups of clear glue (divided)
- 6 tsp baking soda (divided)
- 3 T contact solution
- red, orange and yellow food coloring

You will also need 3 bowls, 3 spoons, and your measuring spoons/cups.

Start by placing 1/2 cup of glue in each of the 3 bowls. Add 1-2 drops of food coloring, one color per bowl. We used paste food colors, you may need a few more drops if you are using liquid colors. Stir in the coloring until it is uniformly mixed. Add in 2 tsp of baking soda into each of the bowls. Again, stir well until the baking soda is all mixed in. Finally add in 1 T of the contact solution into each of the bowls and stir. Your mixture should almost immediately turn to a solid mass! Keep stirring to mix in as much of the solution as you can, then switch to your hands. Knead the slime until it is smooth and no longer sticky. Moving your hands quickly as you knead will prevent them from sticking too much. You can also sprinkle a tiny bit more baking soda on your slime, don't over do it though, or it might get tough. Now you should have 3 colors of slime- red, yellow, and orange. Now it's time to mix! Roll each color into a snake and lay them side by side. Pick them all up and hold from one end above your surface, allowing the slime to pull and stretch with gravity.

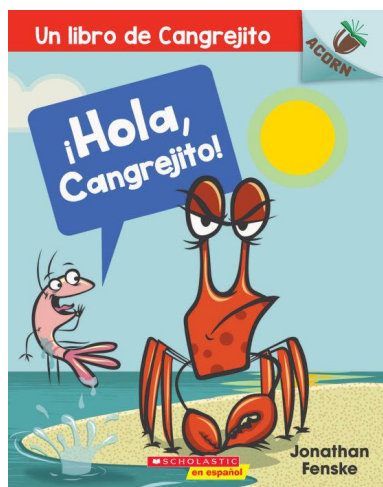
### • Fire Craft



- Clear, plastic cup
- Red, yellow, and orange tissue paper
- Glue or Xyron 1.5" sticker maker
- Brown construction paper
- Stapler
- Brown craft sticks
- Cotton Balls

Cut the tissue paper into small squares. put the tissue paper attached the tissue paper to the clear, plastic cup. Once the clear, plastic cup is covered with tissue paper, cut strips of brown construction paper. Cut three long strips for each cup you created. Staple the construction paper together to create a star-like shape. This will be used as the logs for the fire. Once everything is dry, set the brown construction paper down. Place the plastic cup, face-down over the tea light

***¡Hola, Cangrejito! (Hello, Crabby!)*** by Jonathan Fenske, translated by Abel Berriz (Scholastic en español, an imprint of Scholastic, Inc., 2019)



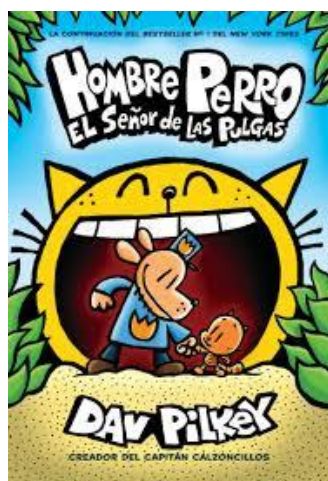
- **Role Play:** Have students act out the story with a friend. They can take turns being Crabby or Plankton. Students can then reflect on whether Crabby or Plankton tried their best to be a good friend.
- **Friendship Recipe:** Have students create a “Friendship Recipe” - using a template. Just like Plankton made a cake to make Crabby feel better, have students create a recipe that they could use to make a friend’s mood better. [See recipe template in English](#) below:

<https://drive.google.com/open?id=12St4sBmJCbNEWDVFBIY11cOIfYUScf7F>

- **Reproducible Activities:** [Use the activities on this page](#). Instructions are in English but students can do all of the activities in Spanish as well.

[https://kids.scholastic.com/content/dam/scholastic/kids/pdf/Acorn/Activity\\_Crabby.pdf](https://kids.scholastic.com/content/dam/scholastic/kids/pdf/Acorn/Activity_Crabby.pdf)

***Hombre Perro: El Señor de las Pulgas (Dog Man: Lord of the Fleas)*** by Dav Pilkey, translated by Nuria Molinero (Graphix, an imprint of Scholastic Inc., 2019)



- **Write your own adventure:** Follow Cómo Dibujar (How2Draw) on pages 231-243 of the book and draw the characters from the book and create your own comic book using another book as inspiration like the characters Jorge and Berto did when they “wrote” *Hombre Perro: El Señor de las Pulgas*.
- **Extension reading:** Read the book “The Lord of the Flies” by William Golding (ages 13 and up) or read a summary of the book.

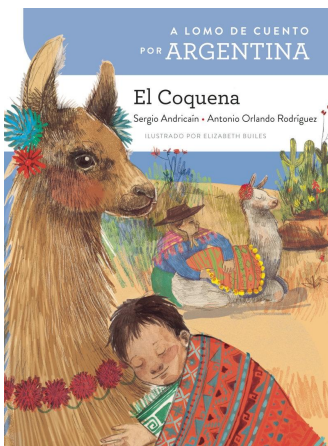
● **Pictures:** Take a picture of students reading the book or reading to a cat and have a parent or guardian post the picture to Twitter or other social media sites using the hashtag #ReadToYourCatkid or #léeleatugatochico

***Lola quiere un gato (Lola Gets a Cat)*** by Anna McQuinn, illustrated by Rosalind Beardshaw, translated by Carlos E. Calvo (Charlesbridge Publishing Inc., 2019)



- **Discussion:** After reading the book, discuss how Lola prepared to adopt her cat. What steps did she take to show her mother she was ready to take on a big responsibility? Make a list of all of the things Lola did. Ask students if they can think of anything else they would add to the list. If so, would these things be helpful if they were trying to convince their parents to adopt an animal?
- **Pretend Pet Adoption Center:** Have students collect a variety of stuffed animals for their “Pet Adoption Center”. Using the collected stuffed animals, students will walk through the pet adoption process using the [Pretend Pet Adoption Form](http://learncreateandlove.com/pretend-play-printables-animal-hospital-pet-adoption/).  
<http://learncreateandlove.com/pretend-play-printables-animal-hospital-pet-adoption/>
- **Pet Responsibility Chart:** Have a discussion with students about how to properly care for a pet. Emphasize how owning a pet requires a daily routine and is a big responsibility. Print out and use the [pet responsibility chart](http://www.imom.com/printable/pet-responsibility-chart/#.XjxJXDJKiUk) to display how taking care of a pet is a daily task.  
<http://www.imom.com/printable/pet-responsibility-chart/#.XjxJXDJKiUk>

***A lomo de cuento por Argentina: El Coquena (A Storybook Ride Through Argentina: The Coquena)*** by Sergio Andricain and Antonio Orlando Rodríguez, Illustrated by Elizabeth Builes (Loquileo, an imprint of Santillana USA, 2019)



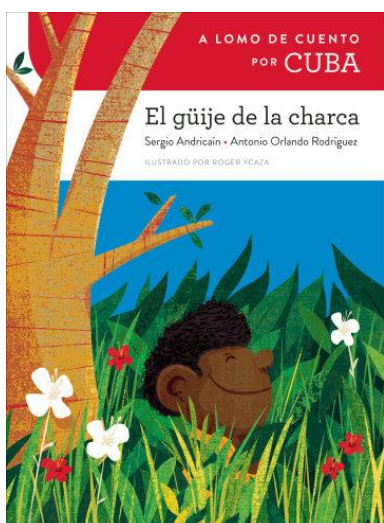
- **Discuss immigration:** Argentina is a country full of immigrants; research who immigrated to Argentina and how the Argentine experience compares to the immigrant experience of the United States, both now and in the 1800 and 1900s.
- **Animals:** In the story, Juancito has to take care of llamas. After discussing the animals that are found in Argentina, specifically in Jujuy, what predators would threaten his herd? How and why were llamas and



alpacas important to the people of Argentina before modernity? What about now?

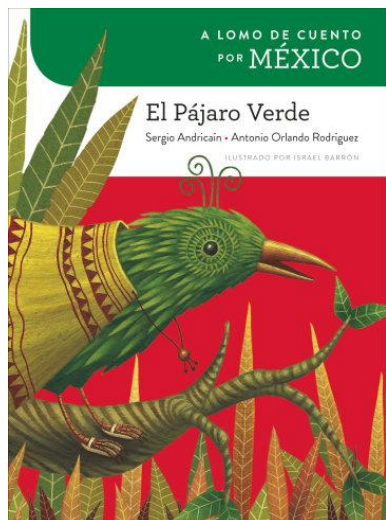
- **Sports Study:** Soccer is an important sport in Argentina, what other countries value the sport? How can a sports team bring people together? What sports do we value here in the United States? Compare and contrast different sports such as soccer and football or soccer and basketball.

***A lomo de cuento por Cuba: El güije de la charca (A Storybook Ride Through Cuba: The Pond Elf)*** by Sergio Andricaín and Antonio Orlando Rodríguez, Illustrated by Roger Ycaza (Loqueleo, an imprint of Santillana USA, 2019)



- **Discuss:** Have students find Cuba on a map. Discuss how the proximity of Cuba to our own country has influenced food, music, sports, etc.
- **Celebrate Cuban music:** Have students learn about different types of music and dance that originated in (or have been influenced by) Cuba. Some popular music styles include: salsa, cha-cha-cha, mambo, danzón, rumba, and guaracha. Show them some examples of these dance styles from ballroom dance contests and teach them some dance moves! [5 Easy Latin Dance Steps For Kids videos](#).
- Read about Celia Cruz, the “Queen of Salsa Music” and listen to her music. Great bilingual books about Celia Cruz include *My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz* by Monica Brown and *Celia Cruz, Queen of Salsa* by Veronica Chambers. [More information about Celia Cruz](#).

***A lomo de cuento por México: El pájaro verde (A Storybook Ride Through Mexico: The Green Bird)*** by Sergio Andricaín and Antonio Orlando Rodríguez, Illustrated by Israel Barrón (Loqueleo, an imprint of Santillana USA, 2019)



- **Indigenous Peoples:** Study the accomplishments of the Mayans, Aztecs, or other indigenous Mesoamerican groups. Students may choose to study architecture, calendar, or [archeological sites](#) including: Teotihuacan, Chichen Itza, Xcaret, or Tulum.
- **Mexican History:** Research other Mexican legends like [Quetzalcoatl](#) or the history and meaning of the [Mexican flag](#).
- **Mexican Culture:** Introduce students to different types of Mexican music and other Mexican traditions.

Examples include: Mariachi, Ranchera, Norteño, etc. Listen to [“Las Mañanitas”](#) and discuss other birthday traditions.

***A lomo de cuento por Perú: El abuelo de la quena (A Storybook Ride Through Peru: The Grandfather Who Played the Quena)*** by Sergio Andricaín and Antonio Orlando Rodríguez, Illustrated by Carolina Durán (Loqueleo, an imprint of Santillana USA, 2019)

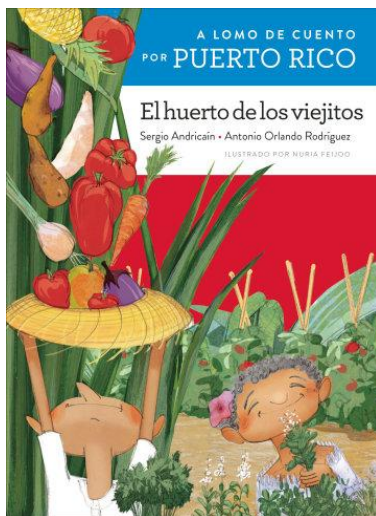


- **Biodiversity:** Discuss Biodiversity and how Peru's geography lends itself to be one of the most biodiverse countries in the world. Have students compare and contrast the Amazon forest and the Nazca desert. Students could draw a map of Peru with various geographically important sites and/or what animals live in the various regions of Peru.
- **Discuss the Incas.** Use various sources to teach kids who the Incas were and why they are important. This discussion could include a discussion about Machu Picchu and why it is considered a major tourist attraction. Use this [activity guide](#) to lead discussion:

[http://teacher.scholastic.com/activities/globaltrek/destinations/popups/peru\\_history.htm](http://teacher.scholastic.com/activities/globaltrek/destinations/popups/peru_history.htm)

- Have students compare and contrast the story of “El Abuelo De La Quena” with another story from another culture. How are stories similar and how are they different? Is there a moral to both stories and what do these types of tales teach us? Why do students think that these types of cultures exist around the world?

***A lomo de cuento por Puerto Rico: El huerto de los viejitos (A Storybook Ride Through Puerto Rico: The Old People’s Vegetable Garden)*** by Sergio Andricaín and Antonio Orlando Rodríguez, Illustrated by Núria Feijoó (Loqueleo, an imprint of Santillana USA, 2019)

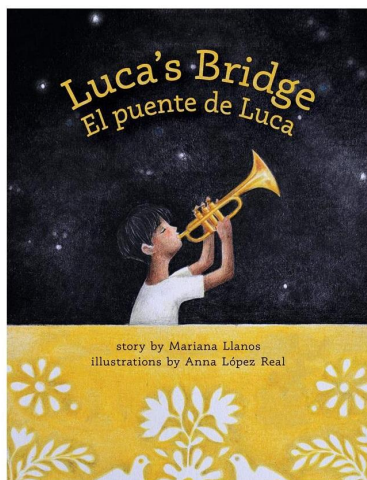


- **Geography:** Find Puerto Rico on a map and discuss its geography. Be sure to include its recent history with natural disasters including hurricanes and earthquakes.
- **History:** Discuss the history of [Puerto Rico](#) and how it came to be a territory of the United States.
- **International Cuisine:** Try some delicious [Puerto Rican food](#) in your classroom. Having an “International Cuisine/Food Day” is the perfect way to introduce students to the customs and traditions of other cultures.

Recipes: <https://welcome.topuertorico.org/cocina/top10recipes.shtml>

- **Puerto Rican Celebrities:** Learn about famous Puerto Rican actors, musicians, artists, and athletes.

**Luca's Bridge / El puente de Luca** by Mariana Llanos, illustrated by Anna López Real  
(Penny Candy Books, 2019)



- **Popsicle Harmonica:** *How to assemble your DIY musical instrument:* Sandwich the paper strip in between the 2 Popsicle Sticks. Wrap a rubber band around one end until it is snug. Slide a toothpick to the inside of the rubber band. Sandwich the last toothpick at the other end of the Popsicle sticks, and wrap with a rubber band.
- **Coffee Can Drums:** All you need to create your own coffee can drums are some old coffee cans, balloons, scissors, and some packing tape. Cut the nozzle off the balloons and stretch them around the can. We double layered the balloons for durability and cut the top layer for a fun effect. Tape them in place, and your kids are ready to make music!

- **Rainbow Tamborine:**

Paper Plate; Paint; Hole Puncher; Thin Red Ribbon; Gold Jingle Bells; Cotton Balls; Glue; Clothes Pins.



How to assemble your DIY musical instrument:

Sandwich the paper strip in between the 2 Popsicle Sticks

- Wrap a rubber band around one end until it is snug.
- Slide a toothpick to the inside of the rubber band.
- Sandwich the last toothpick at the other end of the Popsicle sticks, and wrap with a rubber band.



All you need to create your own coffee can drums are some old coffee cans, balloons, scissors, and some packing tape. Cut the nozzle off the balloons and stretch them around the can. We double layered the balloons for durability and cut the top layer for a fun effect. Tape them in place, and your kids are ready to make music!

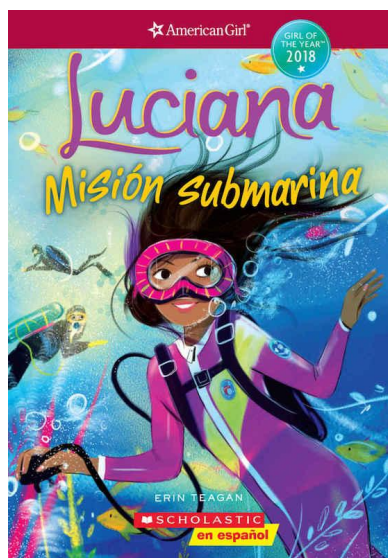


Supplies To Make A Paper Plate Tambourine Craft  
Paper Plate US / UK

- Paint
- Hole Puncher US / UK
- Thin Red Ribbon US / UK
- Gold Jingle Bells US / UK
- Cotton Balls
- Glue
- Clothes Pins



**Luciana: Misión submarina (Luciana: Braving the Deep)** by Erin Teagan, translated by Ana Galán (Scholastic en español, an imprint of Scholastic Inc., 2018)



- **Luciana First Astronaut on Mars Game** - this interactive online game (available in English) includes excerpts from the book and creates scenarios for players to make it from Space Camp to Mars.

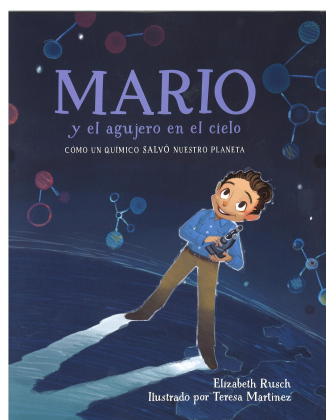
<http://play.americangirl.com/play/girl-of-the-year/luciana/>

- **Underwater Training:** Research how astronauts train underwater for deep sea missions. Visit NASA.gov and explore pictures, videos and articles.
- **Writing Activity:** Luciana dreams of becoming the first astronaut on Mars. What are your dreams, and what do you need to do to make them come true?

- **STEM Activities from Scholastic and NASA**

- **Test Your Space IQ Classroom Game**  
<http://www.scholastic.com/spacelQ/>
- **Blastoff to Discovery STEM and ELA Lessons**  
<http://www.scholastic.com/blastoff/>
- **Design a Planet Activity**  
<http://www.scholastic.com/blastoff/pdfs/blast-off-design-planet.pdf>
- **Make a Galaxy Pinwheel**  
<http://www.scholastic.com/blastoff/pdfs/blast-off-pinwheel.pdf>

**Mario y el agujero en el cielo: Cómo un químico salvó nuestro planeta (Mario and the Hole in the Sky: How a Chemist Saved Our Planet)** by Elizabeth Rusch, illustrated by Teresa Martínez, translated by Carlos E. Calvo (Charlesbridge Publishing, Inc., 2019)



- **Further Reading:** Read the books referenced on page 38 and/or use online databases to research and learn more about the ozone layer and global warming.

- **Create a Club:** Start an Environmental club and make posters/flyers, social media images, and or videos encouraging people to *Do More* (page 39) to help reduce greenhouse gasses and help the Earth's atmosphere.

- **Pollution Extension:** Use age appropriate chemistry sets and microscopes to study how pollution affects the environment.
- **Research the Earth's atmosphere:** Create a 3D model of the atmosphere layers.

***Mi papi tiene una moto (My Papi Has a Motorcycle)*** by Isabel Quintero, illustrated by Zeke Peña, translated by Andrea Montejo (Kokila, an imprint of Penguin Random House LLC, 2019)



- **Create an Album of Your Community:** Take a camera and go for a walk or a bicycle ride around your neighborhood. Allow children to take pictures of their favorite highlights of their community. Print the photos and create a scrapbook to share with friends, families, or classmates. Learn how to [Create Simple Scrapbooks Kids Can Make](#):

<https://innerchildfun.com/2013/08/simple-summer-scrapbooks-kids-can-make.html>

- **Food and Community.** Food figures largely in Daisy and Papi's travels through their community. Gather a collection of photographs of the food items mentioned in the story (if your school does not have food sharing restrictions, consider bringing in the food items themselves for students to sample).
  - Read additional texts that feature local foods and eating practices (for examples [Chef Roy Choi and the Street Food Remix](#) and [It's Our Garden: From Seeds to Harvest in a School Garden](#)). Ask students to discuss, write about, and draw their favorite community-based foods. If possible, arrange for a local field trip to a specialty restaurant or food truck in your community or bring in local chefs for interviews and to share food preparation demonstrations. This activity is suggested from the [School Library Journal](#).

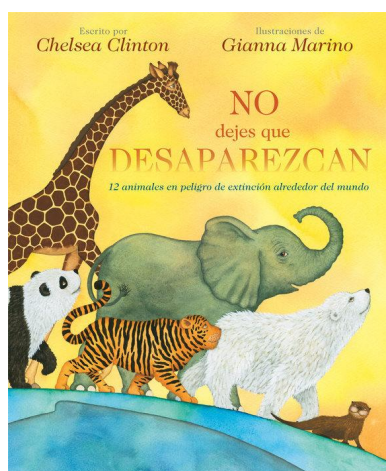
<http://www.theclassroombookshelf.com/2019/05/celebrate-family-community-and-the-thrill-of-the-ride-with-my-papi-has-a-motorcycle/>

- **Rituals with Special People:** Daisy eagerly looks forward to her evening ride with her Papi. Invite your students to reflect on and share routines and rituals that they enjoy with special people in their lives. Students can share these experiences orally as preparation to write and draw. Partners can prompt

students to include all important details and rich sensory descriptions. Seek additional picture books about special routines and rituals to share as examples. Two suggested titles are *Grandma's Gift* by Eric Velasquez and *Last Stop on Market Street* by Matt de la Peña. This activity is suggested from the [School Library Journal](http://www.theclassroombookshelf.com/2019/05/celebrate-family-community-and-the-thrill-of-the-ride-with-my-papi-has-a-motorcycle/).

<http://www.theclassroombookshelf.com/2019/05/celebrate-family-community-and-the-thrill-of-the-ride-with-my-papi-has-a-motorcycle/>

***No dejes que desaparezcan (Don't Let Them Disappear)*** by Chelsea Clinton, illustrated by Gianna Marino, translated by Teresa Mlawer (Philomel Books, an imprint of Penguin Random House LLC, 2019)



- **Class Discussion and/or Writing Activities:**
  - Which animal in the book is your favorite and why? Describe its characteristics.
  - What are some things you can do to help the animals that are at risk of becoming extinct?
- Connect this book to a field trip to the zoo. Read this book prior to the field trip and challenge students to look for these animals during the visit.
- **Endangered Species Display:** Create a display spotlighting the various animals from the book. Have students create the display materials - drawings, fact sheets, and calls to action. Encourage others in your school or library to stop by the display.
- **Research Project:** This book includes information about 12 endangered animals. Conduct a research project in which students select another endangered species, identify important facts, and share their findings.
- Include this book as a read-aloud for Earth Day!

***Un nuevo hogar (A New Home)*** by Tania de Regil (Candlewick Press, 2019)

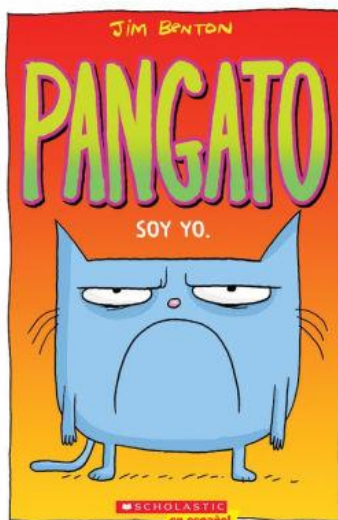


- **Compare and Contrast:** Have students look up more information on Mexico City and New York City. Then have students compare and contrast differences and similarities between both cities. This can also be applied to the students' hometown and another city to show differences and similarities.
- **Activity Kit:** Use the [English activity Kit provided by Candlewick Press](https://www.candlewick.com/book_files/1536201936.kit.1.pdf). Kit includes mazes featuring each character, spot the differences activities, and an activity of comparing hometowns to other locations,

[https://www.candlewick.com/book\\_files/1536201936.kit.1.pdf](https://www.candlewick.com/book_files/1536201936.kit.1.pdf)

- **Landmark Research:** Have students look throughout the books for famous landmarks. Then have students research landmarks features in the book to learn more about them.

***Pangato: Soy yo. (Catwad: It's Me.)*** by Jim Benton, translated by Abel Berriz (Graphix, an imprint of Scholastic Inc., 2019)



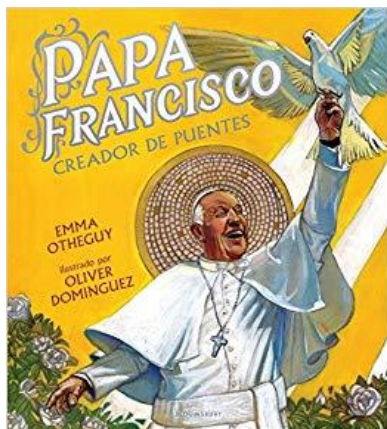
- **Compare and contrast:** After reading the book, discuss emotions that the characters display. Ask students what they notice about each character. Are there any similarities or differences in demeanor? Use a graphic organizer, such as a Venn diagram, to compare and contrast.
- **Create a Graphic Novel:** Students will create their own comic or graphic novel using an online tool, such as [Pixton](https://www.pixton.com/). Students can write their story and design their characters.

<https://www.pixton.com/>

- **Express yourself:** [Teach Emotion to Students](https://laughingkidslearn.com/tool-for-teaching-emotions-in-kids) in a fun and creative way!

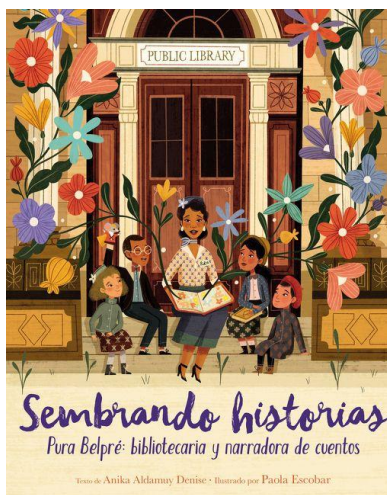


***Papa Francisco: Creador de puentes (Pope Francis: Builder of Bridges)*** by Emma Otheguy, illustrated by Oliver Dominguez, translated by Belén Agustina Sánchez (Bloomsbury Children's Books, an imprint of Bloomsbury Publishing, Inc, 2018)



- **Historical Timeline:** Have students create a historical timeline for the life of Pope Francis. This timeline can be of Pope Francis' life or of famous historical events that occur throughout Pope Francis' life. For example, the Pope was born in 1936 and the summer Olympics were in Berlin in the same year.
- **Religious Leader Profiles:** Have students research our religious leaders such as the Dalai Lama, other popes, Martin Luther, and Confucius and write mini biographies about them. This activity can also include an art activity with the students drawing religious leaders.
- **World Religion Highlight:** Have students look up other major religions practiced around the world to collect information on the history of a religion and how many practice this religion. This allows the students to learn more about other religions and other countries. If students feel comfortable, then have them volunteer to speak about their religion. For reference, [watch this PBS video in English:](https://www.pbs.org/video/religion-and-ethics-newsweekly-teaching-children-about-religion/)  
<https://www.pbs.org/video/religion-and-ethics-newsweekly-teaching-children-about-religion/>

***Sembrando historias: Pura Belpré: bibliotecaria y narradora de cuentos (Planting Stories: The Life of Librarian and Storyteller Pura Belpré)*** by Anika Aldamuy Denise, illustrated by Paola Escobar, translated by Omayra Ortiz (HarperCollins Español, an imprint of HarperCollins Publishers, 2019)



- **Discussion:** After reading the book download discussion questions from the authors website and answer them together. [Planting Stories Teaching Guide.](https://www.anikadenise.com/for-educators/)  
<https://www.anikadenise.com/for-educators/>
- **Make a Puppet, Tell a Story:** Pura designed beautiful puppets to convey her stories. Design and make a sock puppet. Write a story about the puppet

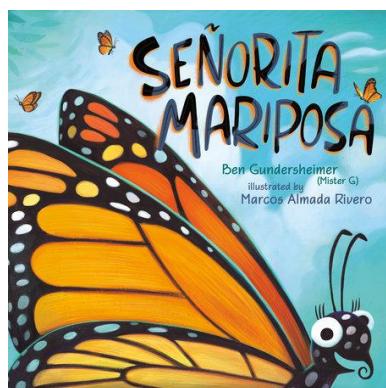
and give children the opportunity to perform it for friends and family. Learn [How to Make a Puppet](#).

<https://www.daniellesplace.com/html/puppets.html>

- **Planting Seeds:** Planting seeds a gentle way of gardening together. Explain how seeds need water and sun to grow. You can share the process from seed to flower or vegetable and compare seed size and shapes. Learn [How to Plant Seeds](#).

<https://teaching2and3yearolds.com/how-to-plant-seeds-for-an-easy-kids-gardening-activity/>

***Señorita Mariposa*** by Ben Gundersheimer, illustrated by Marcos Almada Rivero  
(Nancy Paulsen Books, an imprint of Penguin Random House LLC, 2019)



- **Learn about the Monarch butterfly life cycle:**  
View the site on the butterfly life cycle and watch videos on each stage of the process. Discuss other organisms and their life cycles (insects, plants, frogs, chickens, etc). List similarities and differences.

[Monarch Butterfly Life Cycle](#)

<https://www.nationalgeographic.org/activity/monarch-butterfly-life-cycle-and-migration/>

- **Create a model of the butterfly life cycle:**  
Review the stages of the butterfly life cycle. Provide materials for creating a life cycle plate, and display finished products in the library.  
[Butterfly Life Cycle Plate Craft](#)  
<https://www.scholastic.com/teachers/articles/teaching-content/butterfly-life-cycle-plate-craft/>
- **Map Monarch butterfly migration:**  
Discuss the term migration and what it means. Visit the site, Journey North, to track butterfly sightings and movement.  
[Monarch Butterflies Journey North](#)  
<https://journeynorth.org/monarchs>

- **Take a virtual field trip of a Monarch butterfly's migration journey:**  
Follow along on a Monarch butterfly's migration journey. Visit the Butterfly Migration Google Earth Tour.  
[Monarch Butterfly Migration Google Earth Tour](https://youtu.be/uqDwvuleRYc)  
<https://youtu.be/uqDwvuleRYc>

***Titanosaurio: El descubrimiento del dinosaurio más grande del mundo***  
(***Titanosaur: Discovering the World's Largest Dinosaur***) by Dr. José Luis Carballido and Dr. Diego Pol, illustrated by Florencia Gigena, translated by Abel Berriz (Scholastic en español, an imprint of Scholastic, Inc., 2019)



- **Watch paleontologists at work:**  
Discover what it takes to really be a paleontologist. Watch the live webcams for the Eden Project Dinosaur Dig Pit.  
[Eden Project Dinosaur Dig Pit Webcam](http://webcam.edenproject.com/dino-dig-pit/index.php)  
<http://webcam.edenproject.com/dino-dig-pit/index.php>
- **Take a virtual tour of the Smithsonian's David H. Koch Hall of Fossils:**  
Visit a dinosaur exhibit through the Smithsonian's virtual tour. Learn about the different periods in history when dinosaurs existed.  
[Smithsonian National Museum of Natural History](https://naturalhistory2.si.edu/vt3/NMNH/)  
<https://naturalhistory2.si.edu/vt3/NMNH/>

- **Share what you know about dinosaurs:**  
Choose your favorite genre to share what you know about dinosaurs. Write a poem, a newspaper article, or even a dinosaur biography! [Dinosaur Write](http://teacher.scholastic.com/activities/dinosaurs/dinowrite/index.htm)  
<http://teacher.scholastic.com/activities/dinosaurs/dinowrite/index.htm>
- **Compare and contrast the discovery of Titanosaur with the T-Rex:**  
After reading Titanosaur, read Barnum's Bones by Tracey Fern. Have students compare and contrast the two stories. [Barnum's Bones](https://www.scholastic.com/teachers/books/barnum-s-bones-by-tracey-e-fern/)  
<https://www.scholastic.com/teachers/books/barnum-s-bones-by-tracey-e-fern/>

**ReadWriteThink Compare and Contrast Map**  
<http://www.readwritethink.org/classroom-resources/printouts/compare-contrast-chart-30198.html>