

# Tejas Star Reading List 2021-22 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 2021-22 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.

### 2021-22 Tejas Star Reading List Committee

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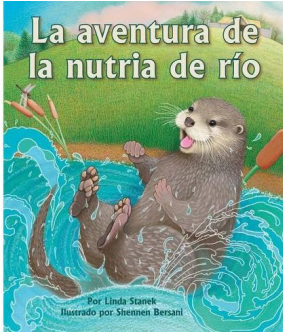
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***La aventura de la nutria de río (River Otter's Adventure)*** by Linda Stanek, translated by Alejandra de la Torre y Javier Camacho Miranda, illustrated by Shennen Bersani (Arbordale Publishing, LLC, 2020)

This adventurous little otter sees many zoo animals and uses its imagination to learn about the different animals. The following activities can help children use both imagination and education to learn more about animals.

### **Activity 1. Leafy Animal Craft**

This description is directly taken from the San Diego Zoo Kids website: “Sometimes, a fun craft project does grow on trees! Actually, you're going to use what grows on trees—leaves—to create your own cool animal art project. Start looking in your yard and on the sidewalk for leaves you might like to use.”

Link to the San Diego Zoo “Leafy Animal Craft” activity:

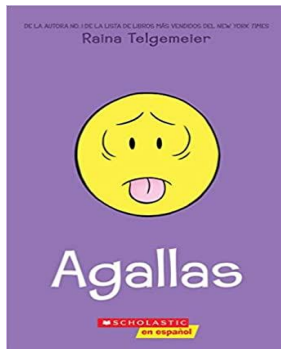
<https://kids.sandiegozoo.org/activities/leafy-animal-craft>

### **Activity 2. 5 African Safari Animals Yoga Poses for Kids**

Using your imagination to travel to an African safari and identify some of the animals that you see. Use yoga to allow your body to become the African safari animals - giraffe (Mountain pose), zebra (Triangle Forward Bend), ostrich (Dancer's pose), elephant (Wide-Legged Standing Forward Bend), and a cheetah (Extended Cat Pose).

Link to the 5 African Safari Animals Yoga Poses for Kids:

<https://www.kidsyogastories.com/african-safari-animals-yoga/>



***Agallas (Guts)*** by Raina Telgemeier, translated by Juan Pablo Lombana (Scholastic en español, Inc., 2020)

### **Activity 1. Let's talk about big feelings.**

Have children discuss the feelings that the main character and her friends are feeling throughout the book. Then have children identify the meaning of the feelings as well as some symptoms. Talk about the importance of acknowledging feelings and how acknowledgement can make things better. This activity can be tied into a visit from the school counselor who can facilitate talking about feelings.

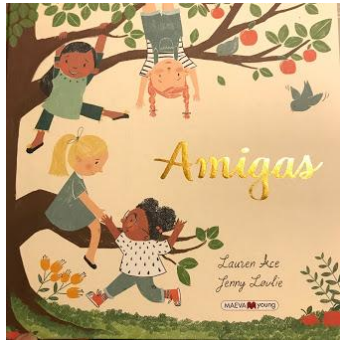
### **Activity 2. Tell your story!**

Have children use the Scholastic's Graphix Con "Tell Your Story!" handout to map our story ideas. Start with three ideas that could be used to tell a story by drawing a comic memoir of an event. From the three ideas, the children select one to elaborate on then they draw a scene out on the hand out. To further expand this activity, children can draw a comic strip featuring different parts of their idea they selected.

Link to Scholastic Graphix Con "Tell Your Story!" Handout:

[https://kids.scholastic.com/content/dam/scholastic/kids/pdf/Raina/Scholastic\\_GraphixConInaBox\\_Activities.pdf](https://kids.scholastic.com/content/dam/scholastic/kids/pdf/Raina/Scholastic_GraphixConInaBox_Activities.pdf)





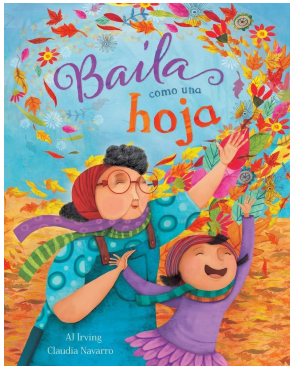
**Amigas (The Girls)** by Lauren Ace, illustrated by Jenny Lovlie, translated by Ana Belén Fletes (Maeva Ediciones, 2019)

Interview an adult family member or a community member about friendships from their childhood and if they continued their friendships into adulthood. Ask them to describe their fondest memories and how they have helped each other during times of trials and tribulations and as well as celebrations.

Find a place that you and your friends can hang out and call you own. A place that will always be there like the apple tree in the book.

Start a scrapbook and add a few pages each year to document close friendships from childhood.

*Remember that cousins are ready made best friends for life. So a lifetime friendship can be family related or not.*



***Baila como una hoja (Dance Like a Leaf)*** by A.J. Irving, illustrated by Claudia Navarro, translated by María A. Pérez (Barefoot Books, Inc., 2020)

Like any individual, children have their own unique way of reacting to the loss of a loved one. The following activity is only one of many that could help children work through the grief that accompanies that loss or to prepare them for an eventual, anticipated loss.

### **Activity 1. Create a Memory Box**

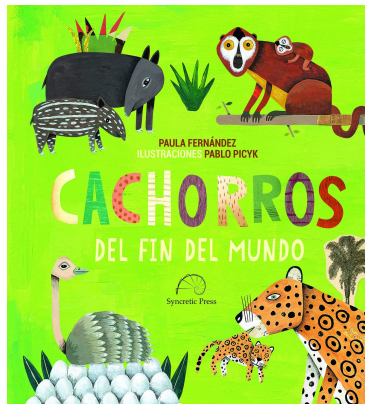
Have the child create a memory box. Find a box or an appropriate container) from, allow them to decorate it, and then suggest that they fill it with objects that give them good memories of the person they lost. This could be anything from drawings, to cards, to photos, to a special present they received from the deceased.

<https://www.wikihow.com/Make-a-Memory-Box>

### **Activity 2. Use senses to Remember a Loved One**

Provide your child with the opportunity to remember the loved one in their own words or images using their 5 senses: 1 taste, 2 smells, 3 things they can touch, 4 sounds, 5 things they can see. This link is to a template to complete the activity:

<https://www.dougy.org/assets/uploads/Ways-to-Remember.pdf>



***Cachorros del fin del mundo (Animal Babies From The Ends Of The World)*** by Paula Fernández, illustrated by Pablo Pícky (Syncretic Press, 2020)

This book features baby animals from around the world and lends itself to many science or STEM activities as well as language arts activities.

### **Activity 1. What's that baby animal called? Word Wall**

Have children look up the different terms for baby animals and create a word wall. Use the word wall to identify animals that are featured in the book. This activity can be done in both English and Spanish to expand vocabulary. Common terms for baby animals would include: kit, pup, cub, kid, calf, hatchling. Refer to [Zooborn](#) for an extensive master list of baby animals.

### **Activity 2. Virtual Zoo or Aquarium Visit**

Arrange for children to participate in a virtual visit to a local or national zoo or aquarium to learn more about animals. This would allow children to see animals and interact with zoo keepers while staying in the classroom. Prior to visit make arrangements to see if the virtual zoo visit can include animals that are featured in the book.

Recommended Youtube Videos and Links:

[Virtual Tour of the Melbourne Zoo \(Australia\)](#)

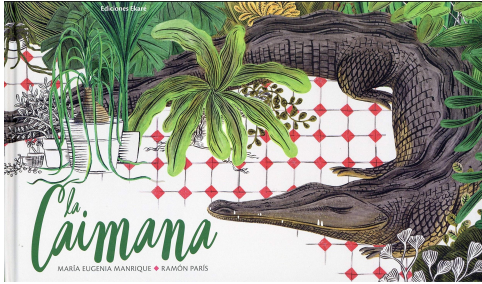
[PBS Day with a Zookeeper - Zoo Miami](#)

[San Diego Zoo Baby Animals Playlist](#)

[Monterey Bay Aquarium Channel](#)

[Houston Zoo Website](#)

[San Diego Zoo Kids Website](#)



***La caimana*** by María Eugenia Manrique, illustrated by Ramón París (Ediciones Ekaré, 2019)

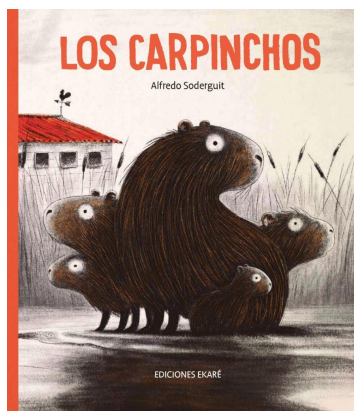
Because this story takes place by the Apure River, which feeds into the Orinoco River, it's a wonderful segway into discussing biodiversity and the importance of that area of the world.

### **Activity 1. Learn about Wildlife in the Apure River**

Children can discuss what other animals live in the Apure River. Were there other animals from the river that could have lived with Faoro? What animals could have lived with him and how would that have been different? Children can draw a picture or rewrite the story with the new animal in mind. This is a good opportunity to speak about biodiversity and ecology, of course, preservation.

### **Activity 2. All about the Apure River**

Another point of discussion is the location of the Apure River - where is it? What country or countries is it in? What is special about those countries and why is this river important? Have children draw a map of the river what river it feeds into. What other river does the Apure feed into and what are some interesting facts about the river.



***Los carpinchos (The Capybaras)*** by Alfredo Soderguit  
(Ediciones Ekaré, 2019)

This book gives readers a wonderful example of establishing a symbiotic relationship between the chickens and the capybaras. From the story in the book, the following activities can be used to learn more about capybaras and to better understand symbiotic relationships.

### **Activity 1. Capybara Infographic Posters**

Have children look up information about capybaras and put together their information in an infographic poster that can include interesting facts about capybaras, where capybaras come from, and their diet.

Recommended Youtube videos:

[Nat Geo Wild - A Capybara Family's Day of Play](#)

[Sci Show Kids - The Biggest Rodent](#)

[Smithsonian - Why These Capybaras Aren't Acting Territorial](#)

[Paraguay Salvaje Especial - Carpinchos](#)

### **Activity 2. Symbiotic Relationships and how they work**

Have children look up the meaning of a symbiotic relationship and the types of symbiotic relationships: mutual, parasite, and commensal. Ask children which type Los Carpinchos have with the chickens. Then show the children examples of symbiotic relationships in the animal kingdom.

Recommended Youtube videos:

[Symbiotic Animal Relationship - Animals for Kids](#)

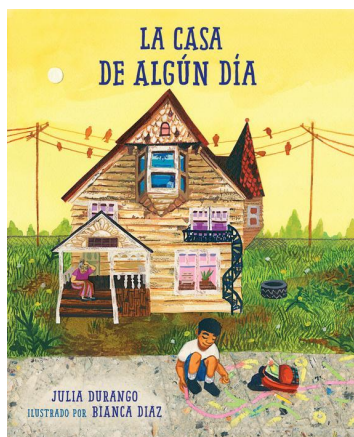
[5 of the Coolest Animal Partnerships](#)

[Odyssey Earth: Symbiosis - Mutualism](#)

[Odyssey Earth: Symbiosis - Commensalism](#)

[Odyssey Earth: Symbiosis - Parasitism](#)

[EcologíaVerde: ¿Qué es la SIMBIOSIS?](#)



***La casa de algún día (The One Day House)*** by Julia Durango, illustrated by Bianca Díaz (Charlesbridge, 2020)

Children love to help and share with others. Teaching kids to volunteer helps them develop important skills and also sets them up for success in other areas of their lives. According to the Director of the Center for Information and Research on Civic Learning at Tufts University, Peter Levine, children who regularly volunteer tend to perform better in school and have higher high school and college graduation rates compared to children who do not volunteer.

**Activity 1. Find an area of interest and become a volunteer:**

Your child may start by making toys and treats for the local animal shelter, offer to help a neighbor or go to the local food bank to make packages for families in need.

**Activity 2. Send cards to military members overseas:**

People find joy in the simple act of sending notes to those they love. But this year, consider spreading cheer overseas by sending cards to soldiers stationed away from home. What better way to show our heroes abroad how much we appreciate their work and sacrifice than by sending them warm thoughts and affection. You may use some of the following organizations or find someone in your community that is in the military and would love a note of appreciation from your child:

[Operation Christmas Cards For Our Troops.](#)

[A Million Thanks, Inc.](#)

[America's Adopt a Soldier](#)

[Military Missions, Inc.](#)

[Operation Gratitude](#)





***Cosas de bruja (Witchy Things)*** by Mariasole Brusa, illustrated by Marta Sevilla (NubeOcho, 2020)

This book is a celebration of what makes each person unique and not judging based on appearances.

### **Activity 1. Venn Diagram**

“In this social emotional worksheet, children will complete a Venn diagram of differences and similarities as they work to develop gratitude and appreciation of diversity. Children can partner up and think about all the ways they are similar and all the ways they are different from one another and record their findings in the Venn diagram. Then on page two, children will answer reflections questions about what they learned about each other and how they can appreciate the ways they are different.”

<https://www.education.com/worksheet/article/venn-diagram-of-differences-and-similarities/>

### **Activity 2. ‘I am’ activity**

Is your child proud of their achievements or do they tend to be excessively self-critical? You can explore the question with this activity.

#### ***You will need:***

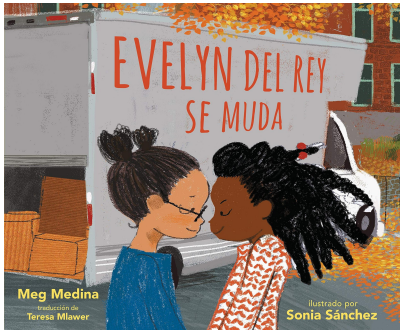
Chart or drawing paper, cutouts of adjectives from magazines, glue, color pen or sketch pen

#### ***How to:***

1. Ask your child to list down words that describe them on a piece of paper. It can be negative or positive.
2. Then ask them to focus only on the good things that people have said about them and make a list of that.
3. Paste the photo of the child in the center of the drawing or chart paper.
4. Ask the child to fill the area around the picture with positive words, adjectives that she can relate to.
5. Put the drawing sheet or paper in her room, for reinforcing positive beliefs about the self.

For more details and other activities click this link:

[https://www.momjunction.com/articles/increase-self-esteem-in-your-child\\_00357511/](https://www.momjunction.com/articles/increase-self-esteem-in-your-child_00357511/)



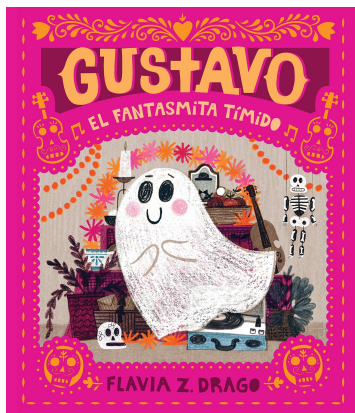
***Evelyn Del Rey se muda (Evelyn Del Rey Is Moving Away)*** by Meg Medina, illustrated by Sonia Sánchez, translated by Teresa Mlawer (Candlewick Press, 2020)

From JumpStart, Read for the Record 2020:

- English Activity:  
[https://2mppoq4bdzx53l2j3q1b47zi-wpengine.netdna-ssl.com/wp-content/uploads/2020/08/JumpStart\\_FAMILY\\_Activity\\_Eng.pdf](https://2mppoq4bdzx53l2j3q1b47zi-wpengine.netdna-ssl.com/wp-content/uploads/2020/08/JumpStart_FAMILY_Activity_Eng.pdf)
- Spanish Activity:  
[https://2mppoq4bdzx53l2j3q1b47zi-wpengine.netdna-ssl.com/wp-content/uploads/2020/09/JumpStart\\_FAMILY\\_Activity\\_SP\\_FINAL.pdf](https://2mppoq4bdzx53l2j3q1b47zi-wpengine.netdna-ssl.com/wp-content/uploads/2020/09/JumpStart_FAMILY_Activity_SP_FINAL.pdf)
- Candewick's Digital Postcard:  
[https://megmedina.com/wp-content/uploads/2020/10/Jumpstart\\_postcard-digital-002.pdf](https://megmedina.com/wp-content/uploads/2020/10/Jumpstart_postcard-digital-002.pdf)
- Book Trailer from Candlewick Press: <https://youtu.be/c9UnwuSuU-U>
- Candlewick's activity kit:  
[https://megmedina.com/wp-content/uploads/2020/10/Evelyn\\_TG.pdf](https://megmedina.com/wp-content/uploads/2020/10/Evelyn_TG.pdf)
- Candlewick coloring sheet  
[https://www.candlewick.com/book\\_files/1536207047.kit.1.pdf](https://www.candlewick.com/book_files/1536207047.kit.1.pdf)

Discussion Questions:

- Have you ever had a special friend move away?
- What were some of the things you liked to do with your friend?
- What are some games you enjoy playing with your friend?
- Do you have any special handshakes or games you play together?
- How can you keep in touch with a friend that moves away?
  - Write a letter
  - Write a postcard
  - Draw a picture to send them



***Gustavo, el fantasmita tímido (Gustavo, The Shy Ghost)*** by Flavia Z. Drago (Candlewick Press, 2020)

This charming story lends itself to a variety of engaging topics to use with children and students including: making friends, how to overcome shyness, self-confidence, showcasing your talents, the Day of the Dead, and letter writing skills.

**Activity 1: Gustavo, the Shy Ghost Activity Kit.**

Candlewick Press has created a wonderful activity kit to accompany *Gustavo, the Shy Ghost*. Activities include: a “Spot the Difference”, “Drawing Monsters”, “Maze”, and “What Makes You Glow?” writing prompt.

[Gustavo the Shy Ghost Activity Kit](#)

**Activity 2: Write a letter to a friend, classmate or family member.**

In this story, Gustavo writes a letter to the monster children in his town to invite them to a violin concert to celebrate the Day of the Dead (Día de los Muertos). Letter writing activities are a great way for children to express themselves. Teachers can facilitate a pen pal or letter writing activity so that students can write to friends, classmates or family members to build relationships and to practice writing skills. Letters can be exchanged in class, via the post office, or via email.

[An Introduction to Letter Writing from Reading Rockets](#)

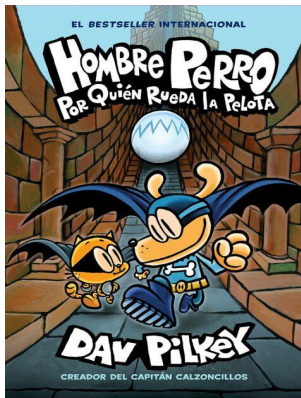
[Show Someone You Care: A Letter Writing Unit from Scholastic](#)

**Additional Websites with activities:**

[Q&A and behind the scenes video with author Flavia Z. Drago from Picture Book Party](#)

[Dia de los Muertos Teacher Activity Packet from A-Z Central](#)

[DIY Papel Picado for the Day of the Dead from ThinkMakeShare blog from Hallmark](#)



***Hombre Perro: Por quién rueda la pelota (Dog Man: For Whom the Ball Rolls)*** by Dav Pilkey, translated by Nuria Molinero (Scholastic en español, Inc., 2020)

### **Activity 1. Giggle with a Funny Fill-In**

Just like Mad-Libs but with a dash of Dog Man to ensure your children have a ton of laughs! Use the Funny Fill-In provided by Scholastic for this activity and keep children busy by filling in their story. Add more fun by allow them to read their version of their Funny Fill-in out loud for the class.

Link to Funny Fill-In:

[https://kids.scholastic.com/content/dam/scholastic/kids/pdf/Book%20Excerpts/pilkey-at-home/FUN\\_Wk5\\_FunnyFillIns\\_DMO5.pdf](https://kids.scholastic.com/content/dam/scholastic/kids/pdf/Book%20Excerpts/pilkey-at-home/FUN_Wk5_FunnyFillIns_DMO5.pdf)

### **Activity 2. Build a Supa Buddy!**

Have children build their own, one of a kind, Supa Buddy to help Dog Man on his adventures. Use the Build a Supa Buddy guide by Scholastic to help children identify characteristics of their Super Buddy. End the activity by having children bring their Supa Buddy to life by drawing them on the guide. To further expand this activity, use the guide to help build a villain for their Supa Buddy.

Link to Build a Supa Buddy Guide:

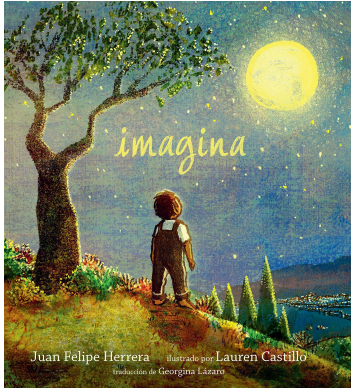
[https://kids.scholastic.com/content/dam/scholastic/kids/pdf/Book%20Excerpts/pilkey-at-home/FUN\\_Wk4\\_BuildASupaBuddy\\_DMO4.pdf](https://kids.scholastic.com/content/dam/scholastic/kids/pdf/Book%20Excerpts/pilkey-at-home/FUN_Wk4_BuildASupaBuddy_DMO4.pdf)

### **Activity 3. Use a Story Starter to Draw a Comic**

Have children brainstorm a comic featuring Dog Man using a story starter provided by Scholastic. Have children use a story starter to incorporate their ideas by drawing a comic for their story.

Link to Story Starter #7:

<https://www.scholastic.com/content/dam/scholastic/site/pilkey/story-starters/dog-man/Dav-Pilkey-Printable-Story-Starter-Activity-Page-7.pdf>



***Imagina (Imagine)*** by Juan Felipe Herrera, illustrated by Lauren Castillo, translated by Georgina Lázaro (Candlewick Press, 2020)

Poetry is an art form involving words and the creative power of expressing feelings. These activities allow your child to express their own poetic creativity.

### **Activity 1. Discussion Questions**

1. In the story, Herrera moves to a new city and a new school. Have you ever been somewhere new? Where did you go?
2. How did it feel to be in that new place around new people? Was it scary? What did you do?
3. Have you ever learned a new language or a word in a new language?
4. Imagine what you can do! Juan Felipe Herrera read his poem for his inaugural (first) reading as U.S. Poet Laureate. What amazing things will you do one day?

<https://childrensmuseumatlanta.org/blog/tiny-club-imagine/>

### **Activity 2. Write your own Book**

Here's what you'll need to get started.

#### **Materials:**

- A piece of paper
- A hole punch
- String or yarn
- Scissors
- Writing and illustrating materials like pencils, pens, markers, or crayons

#### **Instructions:**

Step 1. Cut your piece of paper into four smaller pieces of paper that are roughly the same size.

Step 2. Stack your small pieces of paper on top of each other. Use your hole punch to punch two holes down the left side of your stack of paper about one inch apart from each other.

Step 3. Thread your yarn through the holes and use it to tie the papers together. Now you have your book!

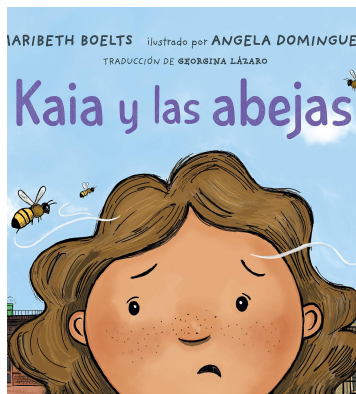
Step 4. Next, use your writing and drawing materials to tell a story inside your book. You can write, draw pictures, or both!

- Who are the characters in your story?
- What happens to them?
- How does your story end?

For details and images visit:

<https://childrensmuseumatlanta.org/blog/tiny-club-write-illustrate-a-book/>





***Kaia y las abejas (Kaia and the Bees)*** by Maribeth Boelta, illustrated by Angela Dominguez, translated by Georgina Lázaro (Candlewick Press, 2020)

#### Bee Activities:

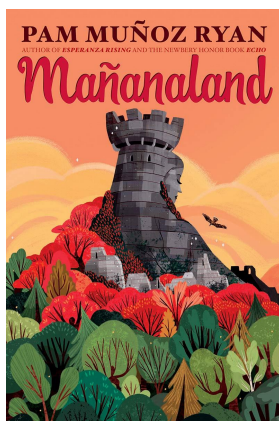
- Candlewick's Classroom Guide
- Note from the author  
[https://www.candlewick.com/book\\_files/1536201057.ban.1.pdf](https://www.candlewick.com/book_files/1536201057.ban.1.pdf)
- Author discusses book <https://vimeo.com/400601447>
- Whole Kids Foundation Bee Activities & Resources  
<https://www.wholekidsfoundation.org/bee-activities>
- Bee Crafts, Activities, Lesson, Games & Printables  
<https://www.kidssoup.com/activity/bees-crafts-activities-lessons-games-and-printables>
- Classroom Guide from Blue Slip Media  
[https://www.teachingbooks.net/media/pdf/activity\\_guides/50730.pdf](https://www.teachingbooks.net/media/pdf/activity_guides/50730.pdf)
- Story reading by illustrator Angela Dominguez <https://youtu.be/mkX6uIqVWaU>
- Texas Beekeepers Association <https://texasbeekeepers.org/>

#### Discussion Questions:

- How are bees important to our environment?
- What can we do to help the bees?
- What is the life cycle of a honey bee?

#### Vocabulary:

- honey/la miel
- nectar/el néctar
- pollinate/polinizar
- beehive/la colmena
- endangered/en peligro de extinción



**Mañanaland** by Pam Muñoz Ryan, translated by Alberto Jiménez Rioja (Scholastic Inc., 2020)

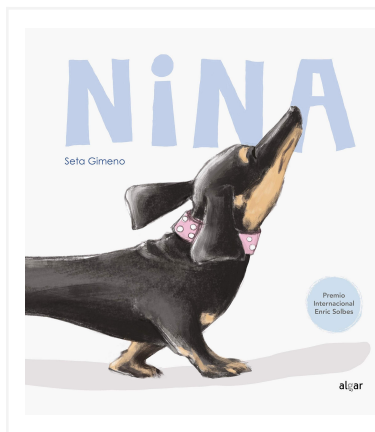
### **Activity 1. Research the Underground Railroad**

Research about the Underground Railroad during the early and mid 1800s in the United States. Research safe houses. Read biographies about conductors like Harriet Tubman and William Still. Compare and contrast the journeys people took traveling the Underground Railroad with the journey Maximiliano takes in the book *Mañanaland*. How do conductors compare to guardians? How do the safe houses compare to the safe places in the book.

### **Activity 2. Use the Discussion Questions from Scholastic**

Discussion questions from Scholastic for Characters, Themes and Settings in the book

<https://www.scholastic.com/content/dam/teachers/lesson-plans/19-20/mananaland-discussion-guide.pdf>



***Nina*** by Seta Gimeno (Algar Editorial, 2020)

### **Activity 1. What type of dog is Nina?**

Discuss what type of dog Nina is and present information on dachshunds. Engage the children by asking them where Nina would live and what kind of food she would eat. Then have children list different dog breeds to create a breed list. From this list, have the children look up information on each dog breed to learn more about dogs. This activity can be expanded by having the children draw a picture of their chosen dog breed and by presenting some newly learned information.

Recommended Youtube Video:

[Meet the Breed: Dachshund](#)

### **Activity 2. Virtual Animal Shelter Tour or Vet Visit**

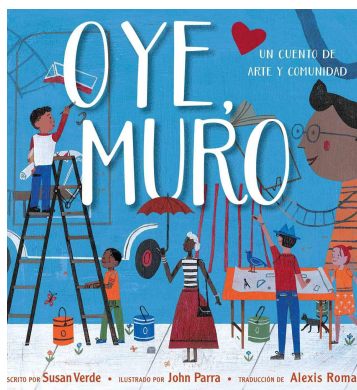
Arrange for a virtual tour of your local animal shelter and have children engage caretakers and ask questions about adoption or volunteering. In addition to the tour, arrange a library donation drive of items needed by the animal shelter such as used blankets, canned food, cleaning supplies, and pet toys as a way to give back to the local animal shelter. Another way to expand this activity would be to arrange a visit from a local vet to speak about animal care and the importance of keeping your animals healthy.

Recommended Youtube Videos:

[Front Street Animal Shelter Virtual Tour \(Sacramento\)](#)

[ASPCA - What is an Animal Shelter?](#)

[Tour of SPCA of Wake County Animal Shelter](#)



***Oye, Muro (Hey, Wall): Un cuento de arte y comunidad*** by Susan Verde, illustrated by John Parra, translated by Alexis Rómay (Simon & Schuster Books for Young Readers, 2020)

### **Activity 1. Guide and Activities for Parents and Educators**

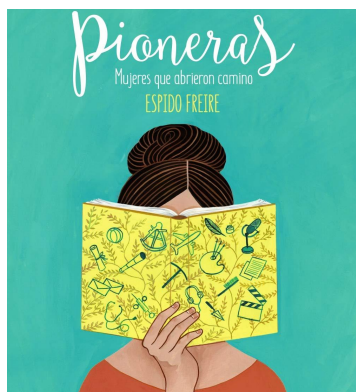
Publisher, Simon and Schuster, has provided a wonderful resource guide for parents and educators. This resource guide includes discussion questions, writing activities, and ways to integrate this book into lessons by learning from words and illustrations.

[Curriculum Guide to “Hey Wall: A Story of Art and Community”](#)

### **Activity 2. Community Involvement**

Students are encouraged to reach out to their school or city council and look for ways to get involved and make a difference. Students/families can also sign up to take part in local events that support improving their community, such as recycling events and volunteering to help others in need. The following website has a list of 37 community service projects for kids of all ages.

<https://kidactivities.net/community-service-ideas-for-kids-all-ages/>



***Pioneras: Mujeres que abrieron camino*** by Espido Freire, illustrated by Helena Pérez García (Anaya, 2019)

### **Activity 1. Recognize your own Pionera**

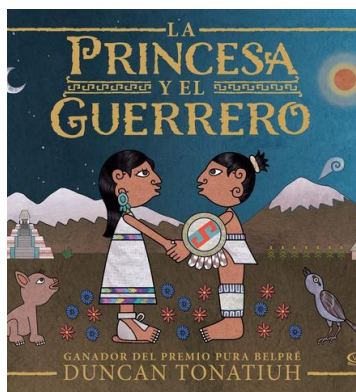
Select a new pioneering woman, write their biography to include some accomplishments and then draw a portrait that fits in with the illustrations of the book. Refer to page 25 of the Anaya Reading Guide as a guide for outlining this activity.

### **Activity 2. Dress to Impress as your favorite Pionera**

Have children select their favorite pioneering individual and then host a parade featuring the children dressed up to resemble their selection. After the parade, the children can present some information about their selection and whether their selection was picked from the book, *Pioneras*. Refer to page 21 of the Anaya Reading Guide for some more information.

Link to Anaya Spanish Reading Guide (36 pages):

[https://www.anayainfantilyjuvenil.com/catalogos/proyectos\\_lectura/IJ00666201\\_9999967154.pdf](https://www.anayainfantilyjuvenil.com/catalogos/proyectos_lectura/IJ00666201_9999967154.pdf)



***La princesa y el guerrero: Historia de dos volcanes***  
***(The Princess and the Warrior: A Tale of Two***  
***Volcanoes)*** by Duncan Tonatiuh, translated by Graciela  
Romero (V&R Editoras, 2018)

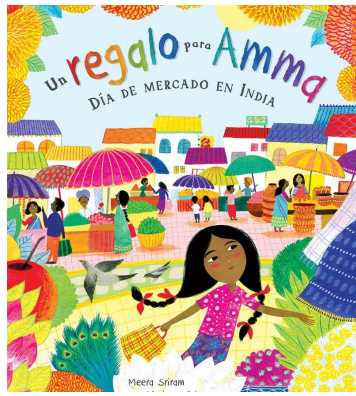
### **Activity 1. Learn about Indigenous Cultures**

Talk about the indigenous cultures of Mexico, Central America, and South America. What languages do they speak or did they speak? Are there any words that kids can think of that come from these languages? What gods or goddesses did each culture believe in and what about their creation stories?

### **Activity 2. Is it a Myth, Legend, or Folktale?**

Have a discussion about the elements of a legend. What is the difference between a myth, a legend, and a folktale. Have children write and illustrate their own tale using the elements discussed. What is their favorite myth, legend, or folktale?





***Un regalo para Amma: Día de mercado en India (A Gift for Amma: Market Day in India)*** by Meera Sriram, illustrated by Mariona Cabassa, translated by Maria A. Perez (Barefoot Books, Inc., 2020)

### **Activity 1. Markets**

Children can write about what kind of gift they would buy for their mother and why. What type of market would they visit for their gift: a supermarket, a farmer's market, etc? How does their market compare and contrast from the market in the book. Additionally, why is their market different or the same from the market in the book. This can get children to think and learn about different cultures and how that makes us different but similar.

### **Activity 2. Create a Market**

Children can create their own market. They can determine what kinds of goods they would like to sell and why? A discussion could be had about supply and demand, why do stores carry the goods that they have. What power do consumers have?



***Rescatando palabras: José Alberto Gutiérrez y la biblioteca que creó (Digging for Words: José Alberto Gutiérrez and the Library He Built)*** by Angela Burke Kunkel, illustrated by Paola Escobar, translated by Teresa Mlawer (Schwartz & Wade Books, 2020)

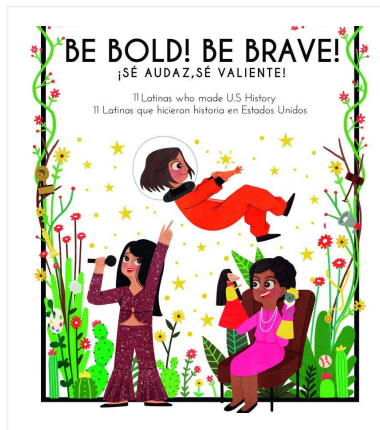
### **Activity 1. Let's Look at Inclusion**

One strategy to help students discover a broader understanding of an inclusive society is for them to see what they might not have noticed before. Reflections encourage readers to pause and consider cultural representation of characters, setting, and events in the books they read. Then they can compare, contrast, and develop a connection to their own culture while taking a deeper look at the representation of others. Use a Venn Diagram to compare and contrast characters and setting between personal experiences and the book:

<https://www.education.com/worksheet/article/venn-diagram-of-differences-and-similarities/>

### **Activity 2. Imagination Activity with Angela Burke Kunkel**

In *Rescatando Palabras (Digging for Words)*, José helps solve a community problem when he begins collecting books: before he opens his doors, there is no library in La Nueva Gloria. Think about where you live. Name a problem that you see. What are some ways that you might be able to help or even solve this problem?



***¡Sé audaz, Sé valiente! 11 latinas que hicieron historia en Estados Unidos (Be Bold! Be Brave! 11 Latinas who made U.S. History)*** by Naibe Reynoso, illustrated by Jone Leal, translated by Vanessa Saenz (Con Todo Press, 2019)

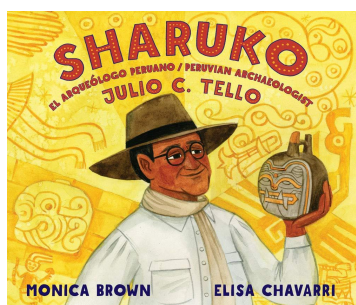
### **Activity 1. Gallery Walk**

Students can learn more about each of the 11 Latinas highlighted in this book by taking place in a gallery walk. Teachers can select the texts (e.g., quotations, images, documents, and/or student work) to use. Students can also do the work themselves, working individually or in small groups. Teachers can then display the material “gallery style,” in a way that allows students to disperse themselves around the room. Students can take a gallery walk on their own or with a partner. Once all students have a chance to view the “gallery” of information, teachers can debrief them and ask specific questions about each important person highlighted.

### **Activity 2. Living Museum**

The idea of the living museum is to make history come to life. Students pick a significant historical figure to learn more about by doing research. Teachers select a date for the “living museum” presentation and can encourage students to dress up as their designated person. Using a short presentation style, students will present the information they learned.

[Biography worksheets for kids](#)



***Sharuko: El arqueólogo peruano (Sharuko: The Peruvian Archaeologist)*** by Monica Brown, illustrated by Elisa Chavarri, translated by Adriana Dominguez (Children's Book Press, an imprint of Lee & Low Books, Inc., 2020))

This fascinating picture book biography is the perfect opportunity to showcase diverse authors and scientists. It is also a great opportunity to introduce students to archaeology and to teach them why we learn and celebrate the history of indigenous cultures.

### **Activity 1. Sharuko Teacher's Guide.**

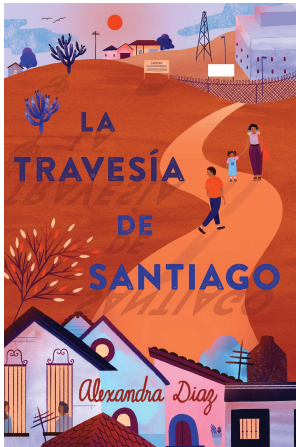
Lee & Low Books has provided teachers with an amazing and thorough Teacher Guide to accompany this book. Activities include: notes from the author and illustrator, discussion questions, vocabulary, ELL teaching activities, Social and Emotional Learning activities, and many other interdisciplinary activities.

[Sharuko Teacher's Guide from Lee & Low Books](#)

### **Additional Resources**

[Sharuko Information Page from Lee & Low Books](#) - includes book trailer and interview with the author Monica Brown

[TeachingBooks Blog](#) - includes teacher resources and interviews with the author



***La travesía de Santiago (Santiago's Road Home)*** by Alexandra Diaz (Simon & Schuster Books for Young Readers, 2020)

Social studies research activities about the trials and tribulations of migrant travel

### **Activity 1. Character Analysis**

Ask students to put themselves in character with Santiago, Dolores or Alegria. What would they be thinking? What are their fears?

### **Activity 2. What would you take?**

Group work: If you were embarking on a trip like Santiago's, what would you take with you?

### **Activity 3. Map out Santiago's Route**

Trace the route from Santiago's home to the United States in miles, countries, days.

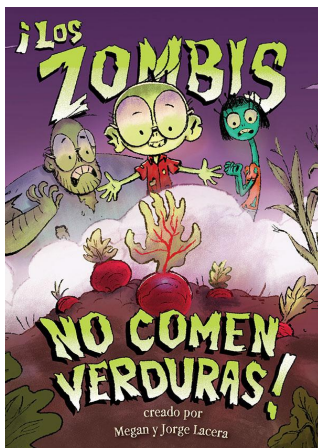
Link Simon and Schuster's Reading Guide:

English -

<https://www.simonandschuster.com/books/Santiagos-Road-Home/Alexandra-Diaz/9781534446236>

Spanish -

[https://www.simonandschuster.com/books/La-travesia-de-Santiago-\(Santiagos-Road-Home\)/Alexandra-Diaz/9781534453265](https://www.simonandschuster.com/books/La-travesia-de-Santiago-(Santiagos-Road-Home)/Alexandra-Diaz/9781534453265)



***¡Los zombis no comen verduras! (Zombies Don't Eat Veggies)*** by Megan Lacera and Jorge Lacera, illustrated by Jorge Lacera, translated by Yanitzia Canetti (Children's Book Press, an imprint of Lee & Low Books, Inc., 2019)

Along with the main themes of self-acceptance, individuality, and love of family, this story also provides a great opportunity for children and students to try eating new things. The authors include three vegetarian recipes (with a zombie twist) at the end of the book. Teachers can use these recipes to teach students about “how to” or following step-by-step cooking recipes or instructions. Teachers can also teach students about growing fruits and vegetables in a school or home garden.

**Activity 1: *¡Los zombis no comen verduras! (Zombies Don't Eat Veggies)* Teacher's Guide.**

Lee & Low Books has provided teachers with an amazing and thorough Teacher Guide to accompany this book. Activities include: notes from the author and illustrator, discussion questions, vocabulary, ELL teaching activities, Social and Emotional Learning activities, and many other interdisciplinary activities.

[Teacher's Guide from Lee & Low Books](#)

**Activity 2: Storyline Online Teacher's Activity Guide and Video.**

Storyline Online has created a comprehensive teacher's activity guide with multiple interesting activities for students. The narrated story video read by bilingual actor Jaime Camil is also available in English and Spanish on their website.

[Storyline Online Teacher's Guide](#)

[Storyline Online Video \*¡Los zombis no comen verduras! leído por Jaime Camil - Español\*](#)

[Storyline Online Video \*Zombies Don't Eat Veggies! read by Jaime Camil - English\*](#)