

Multicultural Bibliography with Questions

By EDUC 3205 Students / Fall 2018

Mufaro's Beautiful Daughters	African fairy tale
K is for Kwanzaa: A Kwanzaa Alphabet Book	Holidays/Kwanzaa
My Friend Leslie: The Story of a Handicapped Child	Disabilities / Inclusion
Glass Slipper, Gold Sandal	Multicultural / clothing
A Boy Named Giotto	Italian / painter
Why the Tides Ebb and Flow	American Indian / legend
Angel Child, Dragon Child	Vietnamese/Immigration
Japanese Boy's Festival	Japanese holiday
A New Year's Reunion	Chinese New Year
Ma'ii and Cousin Horned Toad:	American Indian - Navajo / fable
From North to South	Mexican / Immigration
Abuela's Weave	Guatemalan / weaving
Deep in the Sahara	Middle Eastern / clothing
King for a Day	Pakastani / festival
A Taste of Freedom	Indian / Gandhi
Faraway Home	Ethiopian / immigration and homesickness
You Never Know: A Legend of the Lamed-Vavniks	Jewish / legend
A Boy Called Slow	American Indian -Lakota / legend
Dia's Story Cloth	Vietnamese/Immigration
Follow the Drinking Gourd	African American / slavery
The Day of the Dead	Mexican holiday
Fiesta: Cinco de Mayo	Mexican holiday
Amma, Tell me about Holi!	Indian / Diwali
Powwow	American Indian cultural event
Seeds of Change	African / female scientists
The Water Princess	African / water
Lillian's Right to Vote	Women's history / suffrage
The Name Jar	Korean / names
The Three Little Pigs (bilingual)	Mexican / fairy tale in Spanish
Dragon Parade	Chinese New Year
My Diary from Here to There	Mexican / immigration
At Ellis Island	Armenian / immigratioin
Last Stop on Market Street	African American / diversity
The Book Itch: Freedom, Truth and Harlem's Greatest Book Store	African American history / Malcolm X
Chanukah Lights Everywhere	Jewish holiday
The Face at the Window	Jamaican / mental health
The Faithful Friend	Caribbean /historical
The Other Side	Civil rights / Cross-cultural Friendships
Snow in Jerusalem	Cross-cultural Friendships

Allison	Chinese / adoption
Windows	Diversity
A Different Pond	Vietnamese/Immigration
Thank you, Mr. Falker	Disabilities / Dyslexia
Moses Sees a Play	Disabilities / Deafness
Grandfather's Journey	Japanese/ immigration
Running the Road to ABC	Haitian culture
Journey to Ellis Island: How my Father Came to America	Russian / immigration
Magid Fasts for Ramadan	Islamic holiday
A Women for President	Women's history
Louis Sockalexis: Native American Baseball Pioneer	American Indian biography
Our Gracie Aunt	African American / family foster care
My Two Blankets	Immigration / adjustment
People	Diversity
Yatandou	African
Painted Dreams	African American / art
The Woman who Outshone the Sun	Mexican / Zapotec legend
Grandma's Gift	Puerto Rican holiday
Egyptian Cinderella	Egyptian fairy tale
The Hundred Dresses	Polish / friendship
The Rough-Face Girl	American Indian / legend
Number the Stars	Jewish / Holocaust history
Inside Out and Back Again	Korean war and immigration
Esperanza Rising	Mexican American / migrant workers
The Cay	Cross-cultural Friendship
Sign of the Beaver	American Indians / Cross-cultural friendship
The Most Magnificent Mosque	Cross-cultural Friendship
Walk Two Moons	Cultural Identity
Lizzie Bright and the Buckminster Boy	African American history / Cross-cultural conflict
Single Shard	Korean history / art
Devil's Arithmetic	Jewish / Holocaust history
Tikki Tikki Tembo	Chinese legend / names Yeh-
Yeh-Shen: A Cinderella Story from China	Chinese fairy tale
A Story, A Story	African / Anansi the Spiderlegend
Lily and the Wooden Bowl	Japanese folktale
More than Anything Else	African American history
Princess and the Warrior	Mexican / Nahuatl legend
Too Many Tamales	Mexican / Christmas
Maria had a Little Llama	Mexican folktale
Friends from the Other Side	Mexican American / cross-cultural friendship
My Mexico	Mexican poetry
Uncle Peter's Amazing Chinese Wedding	Chinese / cultural event
Side by Side	Mexican American history / Cesar Chavez and Dolores Huerta

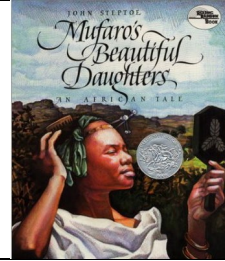
Niña Bonita	friendship / skin color
Underground	African American history / slavery
City Green	African American / civic work
Rules	Disabilities
Rainbow Weaver	Guatemalan / weaving
That is My Dream	African American biography / Langston Hughes
Nelson Mandela	South African biography
Giving Thanks	Thanksgiving history
Emmanuel's Dream: The True of Story	Ghanian / physical disabilities
Malala	Pakastani biography/ women's rights
A Spy Called James	African American and Rev. War history
Henry's Freedom Box	African American history / slavery
Rubia and the Three Osos	Spanish / fractured fairy tale
The Desert is My Mother	Spanish-English poetry
Oni Wa Soto	Japanese folktale
I Lost my Tooth in Africa	African / personal narrative
The Art of Freedom: How Artists See America	American history / diversity
The Korean Cinderella	Korean fairy tale
Nursery Tales Around the World	Multicultural folktales
Refugee	Refugee history / Jewish, Cuban, Syrian
Annie and the Old One	American Indian / Navajo
Henry and the Kite Dragon	Chinese New Year / conflict resolution
Mama does the Mambo	Cuban / dance
Goldy Luck and the Three Pandas	Chinese / fairy tale
Little Sid: The Tiny Prince who Became Buddha	Thailand / Buddhist history

Title: Mufaro's Beautiful Daughters: An African Tale

Author: John Steptoe

Illustrator: John Steptoe

Reading level/ audience: k-5



Summary: Nyasha and Manyara are daughters to Mufaro. Manyara is snarky and greedy while Nyasha is kind and selfless. Word travels that the king of the land is looking for a new wife. Manyara and Nyasha take the same path at separate times both encountering the same young boy and old woman. Manyara is rude on her journey. Nyasha is nice to those she meets on hers. When Nyasha finally meets Manyara outside the king's chambers, Manyara is hysterically crying that the king is a wretched five-headed snake who pointed out all of her flaws. Nyasha, who befriends a snake in her garden, finds the same snake inside the palace for the king is the snake she cared for, the boy she gave a yam to, and the old woman she was kind to. She proved her worthiness to the king on her travels. She was to become queen and Manyara was her servant.

Noteworthy: The illustrator does a beautiful job of portraying Mufaro's daughters in this story. So much so that it was given a Caldecott Award. The story teaches children that greediness does not result in a favorable outcome, and kindness always prevails.

Five Questions for Before (B), During (D), and After (A):

B: Look at the cover of the book, and notice the title. What do you suppose the book is about? Why is the girl holding a mirror?

B: Let's take a picture walk through the story. Tell me what you notice about the two daughters. What are they wearing? Can you make any assumptions about each of the characters yet?

D: Why does Manyara leave early to meet the king?

D: What do you think about Nyasha's journey? Did she do the right thing by stopping to tend to each of the people?

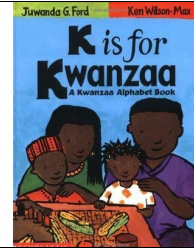
A: Why did the king choose Nyasha to be his queen instead of Manyara? How should we treat the people we encounter?

Title: K is for Kwanzaa: A Kwanzaa Alphabet Book

Author: Juwanda G. Ford

Illustrator: Ken Wilson-Max

Reading level/ audience: K-5



Summary: The author describes something significant about Kwanzaa for each letter of the alphabet.

Noteworthy: The book is filled with vivid illustrations to portray the heritage and traditions of African Americans during the seven-day celebration of Kwanzaa. It also gives a short background of the holiday and teaches children the Seven Kwanzaa Principles.

Five Questions for Before (B), During (D), and After (A):

B: Think about your family's holiday traditions. What are some traditions your family does each year? Do you know why your family follows those traditions?

B: Each year, many African Americans celebrate Kwanzaa from December 26 to January 1. Kwanza means "first fruits of the harvest." What is a harvest?

D. A feast is held on the 7th day of Kwanzaa. What are some other feasts that your family gathers for during the year? What foods does your family incorporate?

D: N is for neighborhood. What are some things you can do in your neighborhood to make it a better place?

A: There are 7 principles of Kwanzaa. Which do you think is most important and why?

Title: Angel Child, Dragon Child

Author: Michele Maria Surat

Illustrator: Vo Dinh Mai

Reading level/audience: K-5



Summary: Ut misses her country. Vietnam was just so different and familiar, and America is frightening. When she starts her new school, she is teased and called names. Pajamas, they call her. Don't they know that this is what was worn in schools back home? But she remembers what her mother told her, "Ut, my little one, be an Angle Child," Her mother is not here with her to comfort her as Ut deals with bullying, but she soon finds out that she has more in common with the children than she thought.

Noteworthy: This book explores the complex feelings that an immigrant has when arriving to a new country. The soft art style helps contrast the harsh feelings that Ut and other have in the story. It is a great book to explore when talking about different countries and cultures as well as when someone new comes into the class.

Questions for Before (B), During (D), and After (A):

B: Look at the cover illustrations and the title- Angle Child, Dragon Child. What do you notice about the different pictures and settings on the cover? Why do you think the title and the picture look like opposites? What do you think the story is about?

B: Ut, the main character of the story, is wearing traditional clothing on the front cover. How do you think wearing something like that makes her feel? Have any of you ever worn any type of traditional clothing?

D: How do you think Ut feel being far from her mother and in a new country?

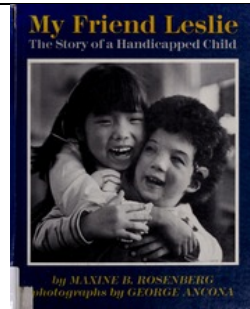
D: Why do you think the other children tease Ut and call her names? How does that make Ut feel? What could you do to help them understand how Ut and her siblings are feeling?

A: How do you think Ut and her family feels when they were able to see their mother again? How do you think Raymond feels? Why?

A: What are some ways you can come to understand someone else?

Title: My Friend Leslie: The Story of a Handicapped Child

Author: Maxine B. Rosenberg
Illustrator: George Ancona
Reading level/audience: K-3



Summary: Karin is a young girl in kindergarten who quickly makes friends with another girl in her class named Leslie. Leslie stands apart from the class. She is smaller, wears hearing aids, and has to get very close to things to see well. Through Karin's eyes it is easy to see that Leslie is not just a child who is different from the rest, but another kindergartener who loves to play, dance, and learn.

Noteworthy: This story helps express how friendship can bring people together. It does a good job of expressing questions that children have such as What are the hearing aids for? and Are children with disabilities helpless? The simple pictures are able to show that Leslie is just another kindergartener and not someone to be afraid of but, rather someone to befriend.

Questions for Before (B), During (D), and After (A):

B: Have you heard of the word handicapped or disabled? What do those words mean to you?

B: Do you think that being different is a bad thing? Why?

D: Leslie's classmates at the beginning of the school year try to help her a lot even trying to carry her to places. Why do you think the teacher told the kids to let Leslie do things herself?

D: How do you think Leslie feels when she can't see the prairie dogs during the fieldtrip? Why do you think she sat down and didn't want to continue? What could you do to help Leslie feel better?

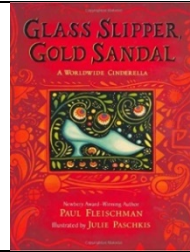
A: What are a few ways that you can do to be friends with someone that is different from you?

Title: Glass Slipper, Gold Sandal

Author: Paul Fleischman

Illustrator: Julie Paschkis

Reading level/ audience: 1-3



Summary: The Cinderella story is told through many different countries, changing place with each sentence.

Noteworthy: The pictures demonstrate the traditional clothes in each place. Also, there is a map at the beginning with all of the places used in the story.

Five Questions for Before (B), During (D), and After (A):

B: Looking at the picture what do you think this story is going to be about? (point out the glass slipper)

D: In the version that you know, how did she get her gown?

D: Where did Cinderella hide, in the story you know?

D: What kind of foods would you eat at the wedding?

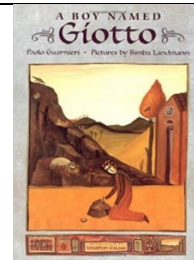
A: How were these stories different from each other? Which one/s were similar to the one you know?

Title: A Boy Named Giotto

Author: Paolo Guarnieri

Illustrator: Bimba Landmann

Reading level/audience: K-3



Summary: As a young shepherd boy, Giotto, would spend his time sketching instead of taking care of the sheep. He dreams of creating drawings that would last with time and not disappear with the wind. After he meets the famous painter, Cimabue, who gives Giotto the secrets to creating paint, Giotto practices and paints until he gains great skill. He will grow up as Cimabue's apprentice and become one of Italy's most famous painters.

Noteworthy: The full-page illustrations in the book are drawn in the art style Giotto himself used. It shows the difference in tradition art of a different time and place.

Questions for Before (B), During (D), and After (A):

B: What do you think the setting of the book is based on the illustration on the cover? Why?

B: When do you think this story takes place?

D: Giotto's father keeps saying that he is only scribbling. How highly do you think that painters are thought of at this time?

D: Cimabue wants Giotto to be his apprentice. What does this mean? Can you think of any type of apprenticeships we have today?

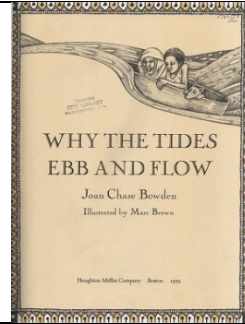
A: How and why does Giotto's life change?

Title: Why the Tides Ebb and Flow

Author: Joan Chase Bowden

Illustrator: Marc Brown

Reading level/ audience: K-3



Summary: A stubborn old woman is alone on the earth. After being beaten by the weather she asks Sky Spirit to give her a home. Being refused multiple times, she then asks for a rock and is told to take any. She sets sail to find her rock, and the one she finds is the rock over the hole in the sea. When she removes it, the sea begins to drain. Sky Spirit sends down a dog to block the water, but he is too small, so the woman takes the dog. A young maiden is then sent down, but she is too small, and the woman takes her also. Then Sky Spirit sends strong a young man; he also is too small. The stubborn woman takes him as well then makes a deal with sky spirit to let her take the rock twice a day. The stubborn old woman now has a dog to keep her company during work, a daughter to talk to at the end of the day, a strong young man to build her a home, and a rock to pretty her garden twice a day.

Noteworthy: This story makes students think creatively about the reason behind this science phenomenon. It also introduces students to Native American story-telling.

Five Questions for Before (B), During (D), and After (A):

B: What is the tide? And what does it mean to ebb?

D: What do you think the stubborn old woman is going to do for shelter?

D: Where do you think she is going to get the rock?

D: Why do you think she won't put the rock back?

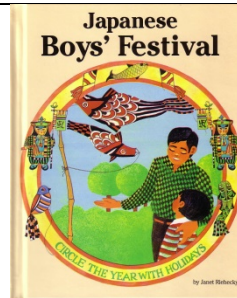
A: Do you think she knew sky spirit would send down dog, maiden, and man? Why/How?

Title: Japanese Boys' Festival

Author: Janet Riehecky

Illustrator: Krystyna Stasiak

Reading level/ audience: 1-2



Summary: Kenji and his younger brother Hiroshi, go through the events and activities of Boys' Festival. This Japanese holiday is held May 5th. There is a kite competition, shelves with special keepsakes to remind them of values, play sword fights, and great food.

Noteworthy: At the end of the book, there are instructions for making your own carp kite and rice cakes discussed in the story.

Five Questions for Before (B), During (D), and After (A):

B: Looking at the cover picture, where do you think this story takes place?

D: Pg 8 Why do you think they put swords, spears, and figures of warriors on the shelf?

D: Pg 21 Which kite do you think is going to win?

A: Do you have anything at home like the figures of warriors to remind you of values?

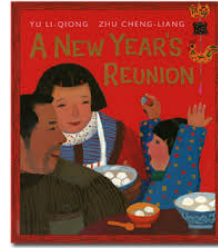
A: What part of Boys' Festival would you want to participate in?

Title: A New Year's Reunion

Author: Yu Li-Qiong

Illustrator: Zhu Cheng-Liang

Reading level/ audience: K-5



Summary: Maomao only sees her father when he comes home from his job at New Year's. Over the year, his features have changed that she doesn't recognize him until he shaves. However, the family gets into the swing of things and carries on with New Year's traditions. The days of fun teach Maomao a lesson before her father leaves again for the year.

Noteworthy: While exploring the pages, readers will find many traditional Chinese foods and customs.

Five Questions for Before (B), During (D), and After (A):

B: By looking at the picture on the cover and reading the title and author's name, what can you infer about the book? Which tradition do you think this book will focus on?

B: How do you celebrate New Year's?

D: Why does Maomao react the way she does when she sees her father?

D: Why do you think the fortune coin is so important to Maomao?

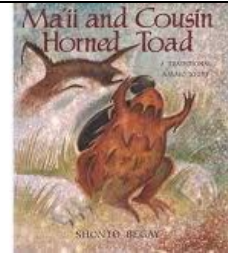
A: What can we learn from Maomao when she gives her father the fortune coin?

Title: Ma'ii and Cousin Horned Toad: A Traditional Navajo Story

Author: Shonto Begay

Illustrator: Shonto Begay

Reading level/ audience: 3-6



Summary: Ma'ii is a selfish coyote that takes advantage of his cousins when he is hungry because he knows they'll feed him. Cousin Horned Toad works hard in his corn field every day, so when Ma'ii goes to visit Cousin Horned Toad, it is only because Ma'ii is hungry. Ma'ii never thanks Cousin Horned Toad and wishes he could have the fields all to himself so he'd always have a full tummy. With this thinking, he tricks Cousin Horned Toad and swallows him. After a while, Cousin Horned Toad begins to taunt Ma'ii from inside his tummy. Eventually, Ma'ii becomes so scared, that he passes out, and Cousin Horned Toad escapes Ma'ii's tummy. When Ma'ii awakes, he never returns to the corn field again.

Noteworthy: The author includes great personification of the horned toad and coyote in this book. The Navajo songs and words give the reader insight into the traditional language and encourage them to think deeply into the meanings of those words. This book offers a great lesson to young readers.

Five Questions for Before (B), During (D), and After (A):

B: How does it make you feel when you give someone something and they never express gratitude for your offering?

D: If you were in the same situation as Ma'ii, what would you do to accumulate more food?

D: Why is Cousin Horned Toad giving Ma'ii such a difficult time?

A: What lesson did Ma'ii learn from Cousin Horned Toad?

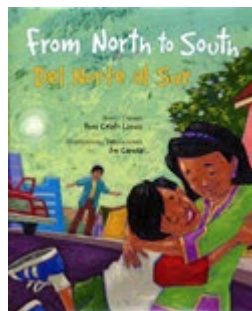
A: What lessons can you learn from Ma'ii and Cousin Horned Toad?

Title: From North to South

Author: Rene Colato Lainez

Illustrator: Joe Cepeda

Reading level: 3



Summary: It was a sad evening for Jose and Papa when Mama didn't come home from the factory she worked in. She was asked by some men for immigration papers she didn't have, so they had to put her on a van and send her to Tijuana, Mexico. Jose misses Mama tucking him in and weeding the garden with him. When Papa and Jose are finally able, they load up in their car and drive to see Mama. They spend the day with her and Mama shows them the home she lives in and the friends she has made. She enjoys it but is trying to come back up to live with Jose and Papa. Jose can't wait to have his Mama back.

Noteworthy: This book is printed in two languages and addresses the hot topic of immigrants coming to the U.S. It has a loving message of families wanting to be together, which can relate to just about any child.

Questions for Before (B), During (D), and After (A):

B: Looking at the cover of the book and introducing the title- What do you think From North to South will be about? Who do you think is on the cover? Why do they look so happy to see each other?

D: Why did Jose's Mama have to leave? How would you feel if your mom was sent out of the country? What kinds of feelings must Jose have then?

D: What do you think the word Mijo means? Why would Jose's Mama and Papa call him Mijo? Do your parents have an affectionate name for you?

A: Do you think Jose's Mama will be able to come back and live with her family? How long do you think it will take?

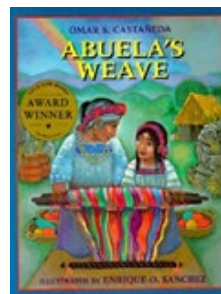
A: When Mama is able to live up north with her family again, how do you think Jose will feel? Why? What were some clues the book gave us?

Title: Abuela's Weave

Author: Omar S. Castaneda

Illustrator: Enrique O. Sanchez

Reading level: 5



Summary: Abuela had been teaching Esperanza how to weave wonderful things for the market. They weaved all night long trying to finish before the special day. Esperanza was told by grandma to walk ahead of her and run the market by herself. Abuela was worried that the birthmark on her face would scare the customers away. Setting up at the market, Esperanza felt as though the no one would buy their simple weaving because it didn't compare to the other crafts and clothing that came from factories, but everyone noticed. That day, Abuela and Esperanza sold everything they brought.

Noteworthy: This book's culture filled pages and vocabulary is great when talking about different culture and traditions as well as personal differences. Even though Abuela had a birthmark, that didn't stop them from selling out.

Questions for Before (B), During (D), and After (A):

B: Looking at the title and cover illustration- Can you predict what this book is going to be about? When do you think this book takes place? Where do you think this is?

B: What does the word Abuela mean? This is a very collectivistic culture, part of that means everyone in the family works to help each other and they usually live together. Does it look like Abuela is close with her granddaughter? What makes you think that?

D: Esperanza puts on her favorite huipil for the market. What do you think a huipil is? Do you have any traditional clothing? Do you know of other cultures that do?

D: Why do you think Esperanza felt like no one would buy the things she had made?

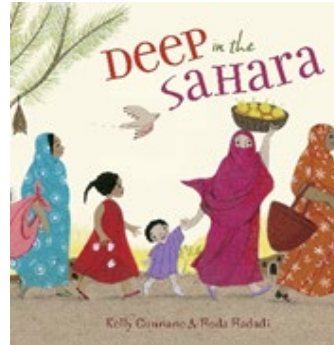
A: Do you think Esperanza and Abuela will return to the market next year? If so, do you think Abuela will be afraid to show her birthmark next time?

Title: Deep In the Sahara

Author: Kelly Cunnane

Illustrator: Hoda Hadadi

Reading level: 3



Summary: Lalla watched her mother dressed in a malafa and sees the beauty of it. She then notices the mystery of the malafa when all but her sister's eyes are covered. Lalla wants a malafa too. It's not for beauty. It's not for mystery. She is not ready yet. After observing her loved ones, Lalla comes to realize that it's more than a tradition and belonging, a malafa is for faith. She is then given a malafa from her mother. Once clothed in it, she runs with her mother to the roof of their house, they face east and participate in prayer.

Noteworthy: This book is full of traditional words and cultural things of the middle east. It would be perfect for any unit on clothing, middle east tradition as well as geography. This book explains the reason for malafa to children who may have never seen this beautiful culture before.

Questions for Before (B), During (D), and After (A):

B: Looking at the cover illustration and reading the title- What do you think this book is going to be about? Where do you think this story takes place? How can you tell?

D: Lalla wants a malafa. What is a malafa (A Muslim woman's cloth covering) ? Have you ever seen someone wearing malafa?

D: What is a boubou? Have you ever seen someone wearing a boubou? What other kinds of traditional clothing have you seen before?

D: Explain to me why Lalla wants a malafa so badly. Have you ever wanted something that badly before?

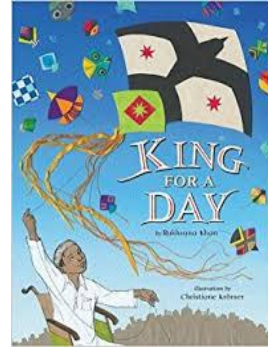
A: What would have happened if Lalla didn't investigate and observe what a malafa meant to her family? Would she have been given the beautiful blue malafa?

Title: King for a Day

Author: Rukhsana Khan

Illustrator: Christiane Kromer

Reading level/audience: 3



Summary: Malik is ready to celebrate the festival of Basant in Pakistan. There are parties and food, but Malik is most excited for the kite battles. He has worked hard to make the perfect kite to win as many of his opponents' kites as possible. A neighborhood bully goes after Malik specifically to try to take his kite, but Malik uses his expert flying skills to beat him. After that, he wins many more battles and shares his winnings with his siblings and even a girl on the street who has also been a victim of the bully. As Malik watches the festival fireworks that night, he feels like a king!

Noteworthy: This book contains beautiful illustrations full of Pakistani architecture and traditional kite designs. There is a glossary at the beginning that defines new vocabulary words correlated with the festival. Another interesting point is that in the illustrations show that Malik is in a wheelchair, though it is never mentioned in the book.

Questions for Before (B), During (D), and After (A):

B: What do you notice about the cover of this book? What is in the sky? What do you notice about the boy? Who do you think will be the "King"?

B: There is a glossary at the front of the book. Let's practice these words. Where do you think people might use this language?

D: How do you think Malik was able to beat all the other kites? What is something you are very good at and how did you work on your skills?

A: Malik didn't retaliate against his bully, but beat him fair and square. How would you react if you were being bullied?

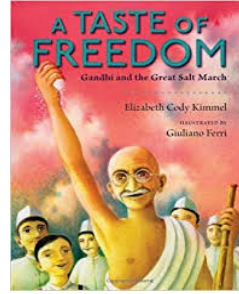
A: What would your kite design be? Will it be big or small? What colors would you use? Let's make kites!

Title: A Taste of Freedom

Author: Elizabeth Cody Kimmel

Illustrator: Guiliano Ferri

Reading level/audience: 3



Summary: A young Indian boy listens as Mahatma Gandhi speaks of breaking free from the British Raj without fighting. The boy wonders how this can be done and he sneaks away to find Gandhi and his satyarahis. He joins them to journey to the sea where Gandhi says they will fight peacefully against the British Raj with salt. They arrive at the beach and the people pick up lumps of sea salt to boil and refine for their use. Soldiers come and Gandhi is taken to prison, but they kept their promise to protest without hurting anyone.

Noteworthy: The afterword of this story tells more about the Indian salt march. A map is included to show the journey the marchers took.

Questions for Before (B), During (D), and After (A):

B: What does freedom mean?

B: Tell me about this man. Who do you think he is? Do you think he looks kind or mean?

D: Gandhi says they will fight the British with salt. What do you think that means? How can they fight with salt and not hurt anyone?

D: What is the British Raj? I think that is something we will need to look up.

A: Someday you may be grandparents. What is something important that has happened in your life that you will want to tell your grandchildren about?

Title: Faraway Home

Author: Jane Kurtz

Illustrator: E.B. Lewis

Reading level/audience: 3



Summary: Desta's father must go back to Ethiopia to visit his sick mother. Desta does not want him to go because she will miss him very much. He begins to describe all the sights and sounds of his homeland. He tells of the animals, the food he ate, his home with no electricity, and of walking to school in bare feet. Desta thinks of all the things she loves about her home and begins to understand that he is sad and feels homesick, but that he will return home after his visit.

Noteworthy: The author uses very descriptive language to tell about Ethiopia. New vocabulary words are introduced. Illustrations go back and forth between Portland and Ethiopia.

Questions for Before (B), During (D), and After (A):

B: Notice the suitcases on the cover. To whom do you think they belong? Is the person coming or going? Where do you think they have been or where are they going?

B: On the title page, there is an envelope. What clues does this give us about where the faraway home might be? Then on the next page, we see a little more...

D: What sounds can you hear as you lie in bed at night? Close your eyes and think about what you can hear.

A: What was different about the way Desta's father grew up?

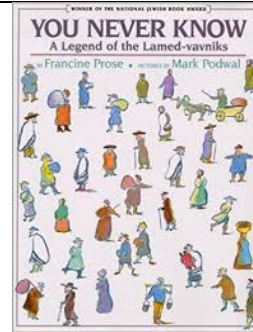
A: What would you miss about your home, school and the city if you were to move far away?

Title: You Never Know: A Legend of the Lamed- Vavniks

Author: Francine Prose

Illustrator: Mark Podwal

Reading level/audience: 4



Summary: The people of Plotchnik were desperate for rain. They prayed and prayed for the gift of rain. The rain never came until the poor shoemaker, who was teased because he would give away shoes for no cost, prayed for rain and the rain came. The town cheered because they believed their prayers were answered. The rain fell and fell. The town began to flood and the people prayed for the rain to stop. When the shoemaker prayed, the rain stopped and the townspeople began to wonder why the shoemaker's prayers were answered. The Rabbi discovered the shoemaker was one of the 36 Lamed-Vavniks, those who have God's ear.

Noteworthy: This book is a great way to represent people who are different, either culturally or otherwise, and the importance of treating everyone with respect because everyone is different and experiences different things in life.

Questions for Before (B), During (D), and After (A):

D: The people of Plotchnik are praying for rain. Why would the townspeople be wanting/ needing rain so badly?

D: The townspeople believed that Schmu-el, the Shoemaker was forgetting to charge his customers for fixing their shoes. Do you think that he was forgetting or was it intentional that he wasn't charging his customers? Why?

D: The Rabbi had a dream of menorahs with 36 candles. What is a menorah?

D: After the people discovered that Schmu-el was a Lamed-Vavniks who had helped him get their prayers answered, do you think the people's opinions change about him? How did they change?

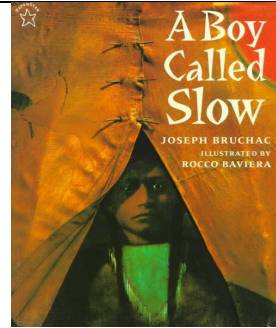
A: Why do you think Schmu-el was so nice and asked God to give them rain when they were so mean to him?

Title: A Boy Called Slow

Author: Joseph Bruchac

Illustrator: Rocco Baviera

Reading level/audience: 4



Summary: The Lakota Sioux people name their children based upon the child’s actions. The children had names like Runny Nose, Hungry Mouth, or Curly. The son of Returns Again, a strong noble warrior, was named Slow. He received this name because he did everything slowly, it was just how he was. Slow was determined to earn a new warrior name, like his father or uncle Four Horns. Slow tried his best, he killed a buffalo calf but remained “slow.” One day he charged into battle with his tribe in order to protect his people. He soon earned the warrior name he had been working toward.

Noteworthy: In this book, Slow works extremely hard to achieve his goals and earn a new name. It is also great to use to discuss different names and/ or the importance of hard work.

Questions for Before (B), During (D), and After (A):

B: What is this boy standing in? What do you think it is like to live in a teepee?

D: It is customary in their tribe to give their child a childhood name. What is a custom? What customs do you have in your family?

D: Tiyospaye means extended family. Who is in your extended family?

D: The Lakota people name their children based on the way they act. If you were named by the way you act, what might your name be?

D: Returns again can understand the speech of animals. If you had a superpower/ gift what would you want it to be?

D: Slow worked really hard to become a good warrior. Think of a time you worked really hard. How did you feel when you achieved your goal?

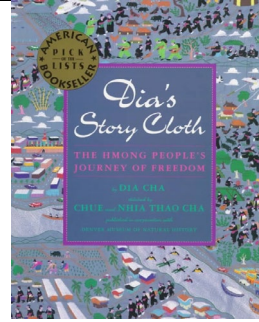
A: Slow became known for his bravery and determination. What do you one day hope to be known for? What would that change your name too?

Title: Dia's Story Cloth

Author: Dia Cha

Illustrator: Chue, and Nhia Thao Cha

Reading level/audience: 4



Summary: Dia and her family were displaced during the war between Vietnam and Laos. The peaceful life of their village had been disturbed by the communist soldiers. Her father was sent to fight but he never returned, his family never knew what happened to him. Her family ran from place to place, escaping from being killed. They fled to Thailand where they spent four years in a refugee camp. When they finally arrived in America, Dia struggled with school because she was placed in high school although she was not able to read or write. Even after coming to America, they still faced struggles as refugees.

Noteworthy: This book tells a story about her journey which they developed into a beautiful story cloth. After reading the story, students would enjoy developing their own story cloth about their experiences. After creating their story cloths, they could share it with the class and discuss how everyone's story is different.

Questions for Before (B), During (D), and After (A):

B: What do you think a story cloth is?

D: What does culture mean? How would you feel if you had to give up your culture?

D: Dia's father went to fight but never returned. She never knew whether he was killed or captured. What would you do if someone you loved was taken and you never knew what happened to them?

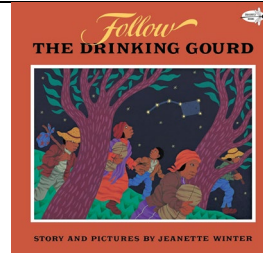
D: Vocabulary words to talk about: refugee, barracks, emigrate, and anthropologist.

D: What do you think high school would be like if you were not able to read or write?

Title: Follow The Drinking Gourd

Author/ Illustrator: Jeanette Winter

Reading level/audience: 4



Summary: Long ago, there was a man named Peg Leg Joe who would work for men who owned slaves and teach them a song that secretly told them the way to freedom. All they had to do was follow the drinking gourd. After they had learned the song, Peg Leg Joe would go to a different master and teach more slaves the song in hopes that they would understand what the song was trying to say. When the slaves decided to run, they were faced with hiding in trees from the dogs sent to find them and jumping from house to house where people were nice enough to shelter them, feed them, and let them bathe.

Noteworthy: This book helps children understand what many slaves experienced even after they escaped. It also explains how the drinking gourd and one simple nice man could help lead slaves to freedom. All it takes is a nice caring person who could possibly improve a person's life forever.

Questions for Before (B), During (D), and After (A):

B: The drinking gourd looks familiar. What do we call it today?

D: Peg Leg Joe risked getting in a lot of trouble. Why do you think he wanted to help the slaves? Would you ever risk getting yourself in trouble if it meant saving the lives of other people?

D: The slaves who were running away from their masters had to hide in the trees. It sounds really scary to me. Tell me about a time that you were really scared.

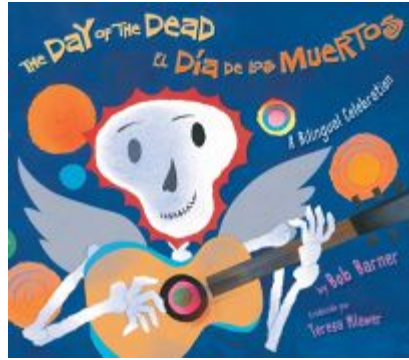
D: So many people were so nice to let them hide in their basements to rest. Would you and your family be willing to protect a complete stranger who needed your help? How do you think the slaves felt towards the people who helped them?

D: Slaves had to travel a long hard journey in order to find a better life. They were so exhausted from traveling for days with little food and little rest. Would you be able to make that journey? How do you think they felt as they made their way little by little to a better life?

Title: The Day of the Dead/El Dia de los Muertos Bilingual book

Author: Bob Barner / Translated by Teresa Mlawer

Reading level/audience: K-3



Summary: This book talks about The Day of the Dead, a holiday celebrated in Mexico in remembrance of those who passed away. It talks about the different food and activities enjoyed during this holiday. There aren't any characters, it talks in first person, so it uses a lot of "we". At the beginning, it talks about the different decorations used, and the food that is made for this day. Then it talks about the events, and the schedule of the day. It shares different pictures to illustrate the events going on that night. Lastly, it talks about why they celebrate the way they do, and the meaning of the food, decorations, and their beliefs.

Noteworthy: Vibrant paper illustrations pay homage to a traditional Mexican holiday called *Day of the Dead*, or *El Dia De Los Muertos*. This colorful book talks about the events that take place on this important celebration which is celebrated on November 1st. This is a fabulous book to read to children to learn about different holidays in other countries. The book is a dual-language book, which is great for both English and Spanish readers

Questions for Before (B), During (D), and After (A):

B: Looking at the cover of this book, what do you notice? What do you think they celebrate on the Day of the Dead?

B: On the cover, the title is translated in the Spanish language, where do you think this holiday is celebrated?

D: How do you think the author feels about this holiday?

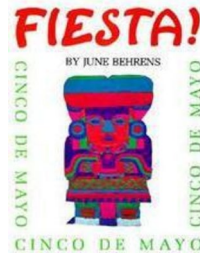
D: What do you think an "altar" is? Have you ever seen one in real life before?

A: Do you think it is important to remember those who are gone?

Title: FIESTA Cinco de Mayo

Author: June Behrens

Reading level/audience: K-2



Summary: Cinco de Mayo is celebrated in a big park full of mariachis and dancers. Little Joe and big Joe wear sombreros because they have to dress like a typical Mexican would on this day. Many people wear bright costumes and perform all kinds of dances. This day is celebrated because on May 5, 1862 there was a battle in Puebla Mexico against the French, and the Mexican army won. The character in the book describes all of the different food that is made that day, and all of the different festivities that take place in celebration of Cinco de Mayo.

Noteworthy: Cinco de Mayo marks the victory of the Mexican army over the French. It has become an important holiday not only in Mexico, but in America. This is a great informative book, with realistic pictures. This colorfully photographed book is a great option to read so that students' learn all about its history and traditions on this meaningful day.

Questions for Before (B), During (D), and After (A):

B: FIESTA, what do you think of when you hear that word?

B: Do you see this picture here on the title? Where do you think this book takes place?

D: What is a sombrero? How do you think Joe and his friends feel wearing this "sombrero"?

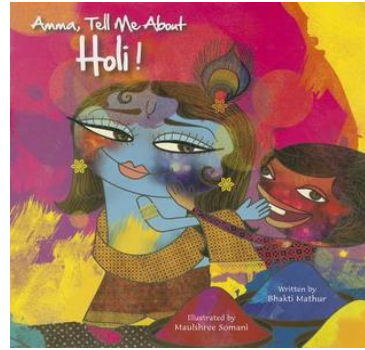
D: How do you think Mexican-Americans feel when they celebrate this holiday? Why?

A: What does "amigo" mean? Why does Joe say everyone has been a good "amigo"?

Title: Amma, Tell Me About Holi!

Author: Bhatki Mathur

Reading level/audience: 3-5



Summary: Klaka and Kiki are two little boys who love to hear bedtime stories at night. One night their Amma promised to tell them all about Holi. Klaka was very excited and anxious to hear all about the festival of colors. Holi is a day to celebrate with family and friends. Amma also explains where the name Holi comes from, and how it all began. It talks about it in a way children will understand easily. At the end, Amma finished talking about Holi, and Klaka asks what's Holi's best color and Amma talks about how all colors are beautiful and the same, something that also relates to children.

Noteworthy: A story of faith, devotion, and love, passed down to children, from generations above. Read about the magical story of Holi—the Indian festival of colors in all its glory. This book is full of colorful pictures and is a fantastic resource, so that kids can learn about different festivals around the world. It also has a lot of rhyme and will surely keep kids interested. It also has a great moral to the story.

Questions for Before (B), During (D), and After (A):

B: Who do you think “Amma” is? Can you think of different ways to call your mom “mom”?

D: Why is Klaka looking forward to bedtime?

D: Why does Krishna want Radha to be blue like him?

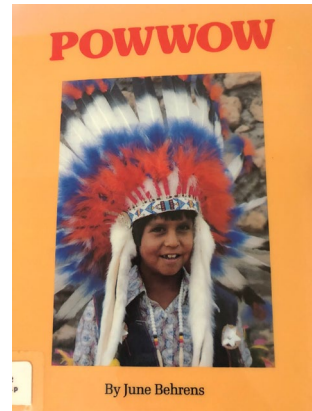
A: Is it okay to not look exactly like our friends?

A: What did Amma mean by saying that all colors are beautiful?

Title: POWWOW

Author: June Behrens

Reading level/audience: K-3



Summary: This book is written in first person and talks about the Native American powwow tradition. Red Elk shares that the powwow is an American Indian ceremony and tribal custom. The powwow is a grand picnic with food, singing, and dancing to drums. Most of the traditions are passed from parents to children; some examples are storytelling, games, dances, songs. This book shares the traditions and culture of the Indian Americans.

Noteworthy: An informative book with realistic pictures that tells the story and history of the Powwow (a special gathering for Native American families). This book is a great read for students who are going to experience this event, or just want to learn about the festival.

Questions for Before (B), During (D), and After (A):

B: Have you ever heard of or been to a Powwow?

D: What do you think a tribe is?

D: What do the different patterns on the jewelry represent?

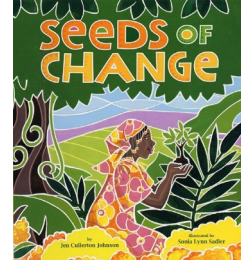
D: What is a Kachina Doll? Do you believe in something similar in your culture?

A: What are some of the activities done at the Powwow?

Title: Seeds of Change

Author: Jen Cullerton Johnson

Reading level/audience: 3-5th grade



Summary: As a young girl, Wangari loved her village full of lush green trees and plants. Her grandmother told her it is important to always take care of everything green. Wangari, as a girl, did not get the privilege of going to school, but one day her family got enough money to send her to school. As Wangari continued her education she soon became one of the few women of color scientists. When she returned from America to her small village she saw that all the trees were being cut down. Wangari made it her mission from that day to plant trees everywhere she went even if it meant going to jail. As time went on, Wangari won the Nobel Peace Prize for being patient and persistent in making a positive change in the world.

Noteworthy: This book can help children understand that not everyone has the same background, but no matter the circumstances, we can all have a successful life.

Questions for Before (B), During (D), and After (A):

B: What kind of change do you think the title is talking about? Are the trees changing? Is the girl on the cover changing?

D: What kind of chores do you do around the house? Do they stay the same everyday or do they change daily?

D: Why do you think that the school Wangari attended was made out of different material than the school you attend?

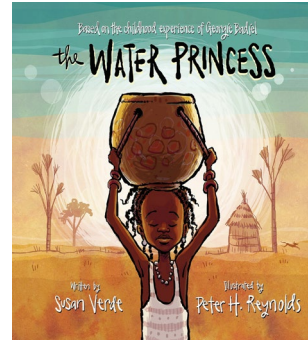
D: How do you think Wangari feels when others think she isn't smart enough to be planting trees?

A: Do you think it is fair for only some people to go to school? Why was it so important for Wangari to go to school?

Title: The Water Princess

Author: Susan Verde

Reading level/audience: K-3rd grade



Summary: Gie Gie, a young African girl, has to wake up everyday before the sun rises to walk miles and miles to fetch some water for her family. Her mom wakes her up every morning and Gie Gie does not like to get up. On their journey Gie Gie and her mom sing and dance. When they arrive at the well, Gie Gie's mom waits in line while Gie Gie gets to play with her friends. The journey back home is exhausting and they have to be careful not to spill any water. At night, Gie Gie dreams that one day the water will be closer and clean.

Noteworthy: This book is great to help other children understand the struggle that other kids have to go through to have their basic needs met.

Questions for Before (B), During (D), and After (A):

B: By looking at the cover of the book, where do you think Gie Gie lives?

B: Why do you think that Gie Gie has the pot on her head? What is she carrying inside?

D: How do you think Gie Gie feels about going so far to get water everyday?

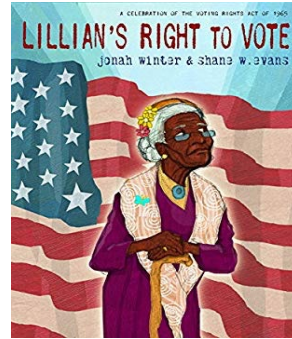
D: What might happen if Gie Gie doesn't go get water from the well?

A: Do you think Gie Gie enjoyed the journey to the well? What did she like and what did she not like about the journey?

Title: Lillian's Right to Vote

Author: Jonah Winter and Shane W. Evans

Reading level/audience: K-6th



Summary: Lillian makes a long trek up the hill towards the voting booth. As she walks up the hill, she reflects on the struggle for laws to establish the right to vote and what her ancestors endured prior to the Voting Right Act that was passed in 1965.

Noteworthy: The book's illustrations show a good mix between Lillian's sunny filled day walking to the voting booth and her memories of the hardships from her ancestors' past. This book does a good job of incorporating the laws and dates for when African Americans could vote. The example of Lillian having to walk up a hill to reach the voting booth represents the struggles over the years for her right to vote. Great story for Black History month, Election times, learning about voting laws, President Johnson, MLK, etc..

Questions for Before (B), During (D), and After (A):

B: Looking at the cover and title, and seeing Lillian as an older African American woman in front of the American flag - What do you think this book could be about?

D: The Fifteenth Amendment which allowed African Americans to vote was only held for 20 years after it was established. When it came to voting during the next election, Citizens in Alabama were being charged to vote. If they couldn't pay, they could not vote, how does that affect the outcome of the election results?

D: Lillian's Uncle Levi and people like him were asked to answer questions in order to vote. Was that rule fair? Were the type of questions asked by registrars fair questions? Could you name all the judges in your state or exactly how many bubbles are in a bar of soap right now?

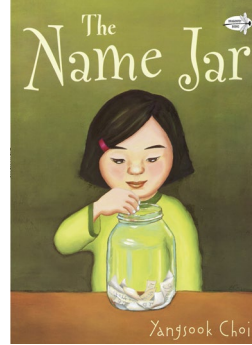
D: The Voting Rights Act of 1965 is a law that protects all Americans' right to vote, in every state and every town. So what does that mean? Who can vote? Is there something more they would have to do to vote?

A: Has Lillian's story of her and her ancestors struggle to vote moved you to vote?

Title: The Name Jar

Author: Yangsook Choi

Reading level/audience: K-3rd grade



Summary: Unhei, a young girl, moves from Korea to the United States, and has to leave everything behind including her family. When Unhei goes to school, the children ask her her name and they begin to make fun of her. Unhei is then embarrassed by her name and decides she will change her name. Unhei is given many options for a new name, but in the end she understands why her name was given to her and its importance. Unhei goes to school and tells everyone her real name and is able to explain to her class its meaning.

Noteworthy: This book helps children understand that being a new student can be difficult and help them appreciate the differences in one another.

Questions for Before (B), During (D), and After (A):

B: Think back to your first day of school, how did you feel? Excited? Scared? Nervous?

D: What do you think is inside the jar?

D: Where do you think the jar disappeared to? Did someone take it? Did Unhei lose it?

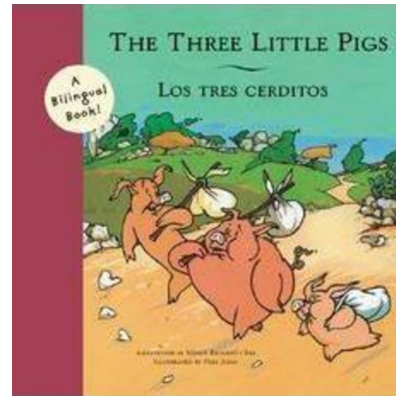
A: During Unhei's first day of school, why do you think she smiled when she pulled out the small block from the pouch?

A: Would you change your name if it was unfamiliar to your classmates just to fit in?

Title: The Three Little Pigs/ Los Tres Cerditos

Author: Adapted by Merce Escardo I Bias

Reading level/audience: PreK-3



Summary: This is the common story of the three little pigs that has the story in both English and Spanish. The pigs venture off on their own separate ways, each building a house of his own. There is a hungry wolf who goes around to each of their houses, and asks to be let in. When the pigs tell him no, he huffs and he puffs until he knocks their houses down. When only one out of the three houses stays standing the hungry wolf must now try to find another way into their home, but he has no success.

Noteworthy: It is a common story that all children know, so even if it is read entirely in Spanish, the children will know what is happening in the story. The pictures are bright and it is easy to read.

Questions for Before (B), During (D), and After (A):

B: When I say “Los Tres Cerditos”, what word from the Spanish title sounds like a word in the English title “The Three Little Pigs”?

B: ¿Que otra palabra usan ustedes para decir “cerdito”? (ex: puerco, cochino, lingotera, etc)

D: ¿Qual es el cerdito mayor, mediano, y el chiquito? (use the illustration where it shows the pigs heading in different directions.)

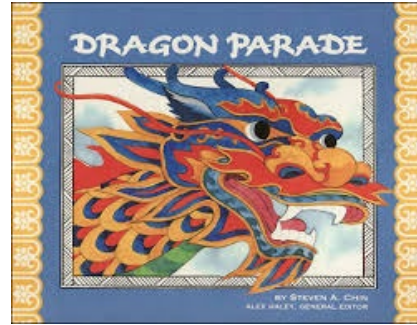
D: Why do you think the wolf was not able to blow the oldest pigs’ house? What made it stronger than the other pigs’ homes?

A: What new words did you learn from listening to the book in Spanish? What words sounded similar in both English and Spanish?

Title: Dragon Parade

Author: Steven A. Chin

Reading level/audience: K-3rd



Summary: This is a story about Norman Ah Sing, a Chinese immigrant that came to the US, “The Land of the Golden Mountain”, to have his own grocery store in San Francisco. It also tells about how he was the first person to celebrate the Chinese New Year in San Francisco. The story provides details about all the specific celebrations of the Chinese New Year and the Dragon parade.

Noteworthy: The story discusses immigrating to the US from China and bringing the Celebration of the Chinese New Year to the U.S. It is very colorful and very informational.

Questions for Before (B), During (D), and After (A):

B: What do you expect when you are starting a new year in life?

D: Would you take the chance of using a boat to find a golden mountain?

D: When Norman arrived in San Francisco, he did not see actual golden streets, so what could “The Land of the Golden Mountain” mean?

D: What animals in your own culture bring good/bad luck? (ex: rabbit’s foot means good luck. Owls mean bad luck)

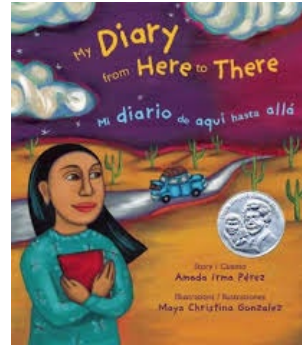
A: What aspects of the Chinese New Year are similar or different from the ways Americans celebrate the New Year?

Title: My Diary from Here to There

Author: Amada Irma Perez

Illustrations: Maya Christina González

Reading level/audience: Grade 4



Summary: A young girl named Amada lives in Mexico with her family, but when her dad loses his job, they decide to move to Los Angeles, California. Amada is scared to leave her home and doesn't know what to expect. They have family that lives close to the border so they stay with them while they are waiting for their dad to get them their green cards. Once Amada and her family receive their green cards, they are reunited with her dad in Los Angeles. It is an adjustment and very different from her home in Juarez, but she is able to find things to make this new place feel like home for her.

Noteworthy: This book gives a great perspective of a child's point of view of having to leave their home and move somewhere new. Another thing throughout the whole book each page has the story written in English and then the same passage written in Spanish. This book could help students understand and relate to how one of their peers might feel if you have a student in your class that had to leave their home and move to the U.S.

Questions for Before (B), During (D), and After (A):

(B): Ask the students in your classroom if anyone has ever had to move far from their home? How did they feel about moving?

(B): Ask the children if they know where Mexico is (show them on a map), if anyone has traveled there, and what they know about Mexico.

(D): When Amada said in the book, "Mexico and the U.S. are two different countries, but they look exactly the same on both sides of the border..." What do you think she meant by that?

(A): Amada sends her friend back home in Mexico a letter. Why do you think she does that? How do you think she feels about being away from her friend?

(A): Amada writes in her journal. Do any of you have a journal at home that you write in? What is good about writing in a journal?

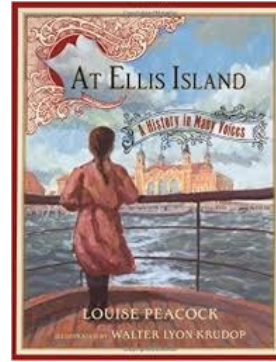
Title: At Ellis Island

A History in Many Voices

Author: Louise Peacock

Illustrations: Walter Lyon Krudop

Reading level/audience: Grade 4



Summary: A young Armenian girl named Sera is traveling to America in the 1900s to be reunited with her father. She describes through letters to her mama the conditions of the boat on which she is traveling on, as well as what it is like for her when she arrives at Ellis Island. She must wait for her father to come pick her up. She waits for days and as they are getting ready to send her back to Armenia, her father comes to pick her up. Sera is able to stay in America with her father.

Noteworthy: This book goes through the story of Sera's journey, and on each page while you read about Sera, you also get to read quotes from people who have made this journey as well. There are quotes and stories firsthand from the people that experienced the journey and hardships to Ellis Island, all throughout the book which makes it even more of a relatable and educational book to read.

Questions for Before (B), During (D), and After (A):

(B): I would start off by asking the students what they could tell me about Ellis Island, if they have heard of it, and if they know where it is or if they have been there.

(D): When Sera says in the book that she "saw the Lady", who do you think she was talking about?

(D): Why did some people get turned away, or sent back to their country?

(A): What do you think Sera was feeling throughout this book, and why do you think she felt this way? How do you think you would feel?

(A): We have just heard so many stories of people coming to Ellis Island. Do any of you know if you have family members that came to Ellis Island?

Title: Last stop on Market Street

Author: Matt De La Pena

Illustrations: Christian Robinson

Reading level/audience: 3-4 grade



Summary: It is Sunday and CJ and his nana just finished with church, like they do every Sunday. As they walk from church to the bus stop and then continue to get on the bus to the last stop on market street, CJ asks his nana a lot of questions about what he see all around them. He wonders why they have to ride the bus when other people get to go in cars, or why a blind man can't see. CJ and nana have the chance to interact with all different kinds of people on their bus ride with CJ asking his nana questions all throughout. When they reach the last stop on Market Street, they get off the bus and go inside to serve others at the soup kitchen.

Noteworthy: This book shows diversity throughout the book, but it is not the total focus. You could use this book to address a lot of different topics, and relate to many different children and their own lives at home. It is also a good book to show that there are differences in people all throughout life and that is ok and a good thing to celebrate.

Questions for Before (B), During (D), and After (A):

(B): Discuss with the children all of the types of transportation that they use in their lives (bikes, car, bus, walking...) See if the children can see any of them being used throughout the book.

(D): In the book when it says "to feel the magic of music," the blind man whispered. "I like to close my eyes." What did he mean by that? Have you ever experienced anything like that?

(D): In the book when CJ says, "I'm glad we came", what did he mean by that?

(A): Does anyone know what CJ and Nana were doing at the end of the book when they were serving food to others?

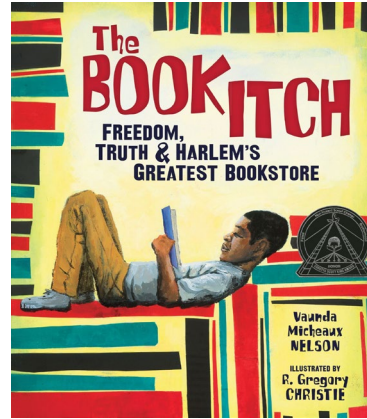
(A): Did anyone notice anything in this book about all of the different types of people and the interactions had between them?

Title: The Book Itch: Freedom, Truth, and Harlem's Greatest Bookstore

Author: Vaunda Micheaux

Illustrated by R. Gregory Christie

Reading level/audience: K-3



Summary: This story is told from the point of view of a young boy, Lewis, whose father owns a bookstore in Harlem. His father encourages him to learn from books and to always ask questions. Malcolm X visits the bookstore and speaks about standing up for equal rights. Later his father goes to a speech that Malcolm X is giving. At the speech, Malcolm X is shot and killed, but his father is okay. Lewis vows to keep reading books and asking questions.

Noteworthy: This book would be great to read during a unit on the Civil Rights Movement or the Harlem Renaissance. This is a Coretta Scott King Honor book.

Questions for Before (B), During (D), and After (A):

B: The subtitle of this book is Freedom, Truth and Harlem's Greatest Bookstore. What important freedoms do we have?

D: The narrator's father tells him that he shouldn't stop asking questions. What kind of questions do you think the father is talking about?

D: The narrator and his father mention several times how important books are. Are books important to you? Why?

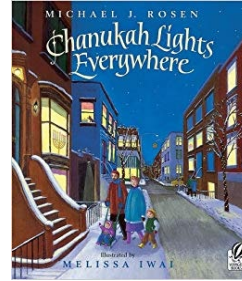
A: Why do you think the author chose the word itch for part of the title? Did any of the other characters have an itch for something?

A: Malcolm X and the narrator's father speak up about what they believe in. What are they fighting for? What are other things people fight for because they believe in them?

Title: Chanukah Lights Everywhere

Author: Michael J. Rosen

Reading level/audience: K-3



Summary: A young boy and his family light the candles and count the lights on the menorah each night of Chanukah. The boy notices the other lights and the world around him. Each night they have different traditions. They make traditional Jewish foods and have family parties. They give and receive gifts.

Noteworthy: This book mentions that other people celebrate different things around the time of Chanukah. It would be good when talking about winter holidays or celebrations from different cultures.

Questions for Before (B), During (D), and After (A):

B: Look at the cover. When do you think Chanukah, or Hanukkah, takes place?

D: The boys' family make latkes for their celebration. Does your family make anything special for celebrations?

D: The boy's friend celebrates Christmas in the winter. What are other winter holidays?

A: What traditions does the boy's family have during this holiday? What are some traditions you and your family have?

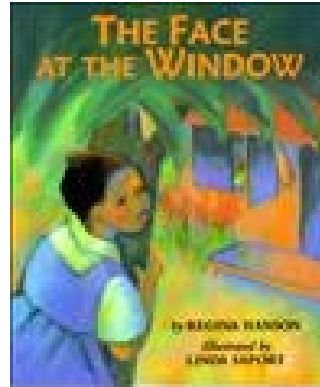
A: Do you notice any similarities between the way the boy celebrates Chanukah and the way other winter holidays are celebrated?

Title: The Face at the Window

Author: Regina Hanson

Illustrated by Linda Saport

Reading level/audience: K-3



Summary: Dora and her friends are watching a woman move around her front yard and waiting to pick mangoes. Dora's friends tell her that if she sees the woman, Miss Nella, in the window, then bad things are going to happen. While throwing stones to knock the mangoes down, Dora accidentally hits Miss Nella's door. The kids run away, but the next day at school, Dora is teased about Miss Nella. Over the weekend, there is a lot of rain and Dora thinks it is because Miss Nella is angry about the stone hitting her door. She eventually talks with her parents who tell her that Miss Nella has a sickness inside of her head. The family walks to Miss Nella's house so that Dora may apologize. While they are there, Miss Nella thinks she can hear crabs crawling over the earth, but there aren't any. Dora helps Miss Nella by talking to her and giving her a treat.

Noteworthy: This book addresses mental health. It is set in Jamaica and the dialogue reflects the Jamaican accent.

Questions for Before (B), During (D), and After (A):

B: Look at the cover. Why do you think the girl is hiding behind the tree? Why do you think the woman is hiding behind the window?

D: Dora's father tells her that Miss Nella's sickness is inside of her head. What does he mean by this?

D: Other than to apologize, why did Mammy and Pappy take Dora to Miss Nella's?

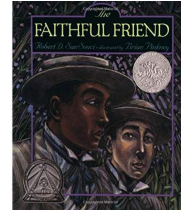
A: Why do you think we couldn't see Miss Nella's face at the window in any of the illustrations at the beginning of the book, but we can on the last page?

A: What do you think it would be like to see and hear things that aren't there?

Title: The Faithful Friend

Author: Robert D. San Souci

Reading level/audience: 3rd - 5th Grade



Summary: On the island of Martinique in the Caribbean, Clement and Hippolyte are friends as close as can be. When Clement falls in love with the beautiful Pauline and asks her to marry him, her evil uncle, Monsieur Zabocat, throws her out. Hippolyte later discovers a plot by Zabocat to kill Clement and Pauline, but he will be turned to stone if he tells anybody. Hippolyte repeatedly saves Clement and Pauline, but his last act of heroism on the night of the wedding makes him look as if he is the one trying to kill them. Hippolyte then tells of Zabocat's plot, before turning to stone. When Clement offers to take the curse in the place of his friend, the curse is removed and returned to Zabocat, who turns to stone and crumbles to dust.

Noteworthy: The book doesn't make a big deal about challenging racial stereotypes: Set in a period at least a century ago, Clement is black and wealthy while Hippolyte is white and basically a servant.

Questions for Before (B), During (D), and After (A):

B: The book is called The Faithful Friend. What does it mean to be faithful?

B: Look at the title page and dedication page. Where do you think that this story takes place? What can you tell from the pictures? Can you get an idea as to what time period it might be?

D: How is Clement and Hippolyte's friendship special?

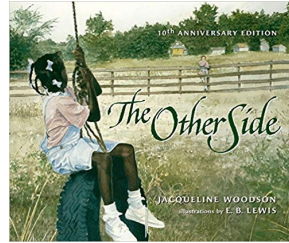
D: Would you risk turning to stone to keep a friend?

A: Who was the faithful friend? Could either of them be the faithful friend?

Title: The Other Side

Author: Jacqueline Woodson

Reading level/audience: 2nd - 3rd Grade



Summary: Clover lives next to the fence that runs through the town. It divides the black people from the white people. One summer, a little white girl begins to spend her day sitting on the fence and looking at Clover's side. Rain or shine, she's out there. One day, Clover gets close enough to the fence for the two of them to talk. Before long, Clover's sitting on the fence with her new friend Annie. Clover's friends eventually let Annie play with them and, when they all get tired they sit together on the fence. Annie points out that "Someday somebody's going to come along and knock this old fence down."

Noteworthy: Clover's mother warns her that it's not safe to go over the fence. However, she doesn't protest when Clover begins sitting on the fence with Annie and even comments that she found a new friend.

Questions for Before (B), During (D), and After (A):

B: Take a look at the front cover. What do you think the title "The Other Side" is referring to? What do you see on the other side?

D: Sandra told Annie that she couldn't play with them. If you were Clover, what would you have done?

D: Clover and Annie just smiled at each other for a while. How do you feel when somebody smiles at you? How would their meeting each other be different if they hadn't smiled?

A: Annie said that "Someday somebody's going to come along and knock this old fence down". How would things be different after the fence is gone? Is the fence the only thing that separates the black families and the white families?

A: Why do you think Clover's mother said that it wasn't safe to climb over the fence?

Five More Questions for Before (B), During (D), and After (A):

B: Look at the cover. What do you think this story is about? Where do you think it takes place? Do you think these girls pictured are friends? Why or Why not?

D: What would it feel like if we had to separate because of our differences? What color hair you had? What color shirt you are wearing? Whether you are a boy or a girl? How would that make you feel if you were separated from you friends because of something like this?

D: Have you ever played in puddles after a rainstorm? Or have you had to stay inside and stay safe and dry?

D: How do you feel when you ask to join others to play and they say no? How do you feel when they say yes?

A: Have you ever heard of segregation? Do you know what it means? How would it make you feel if there was a fence and you had to stay on a different side than others that maybe didn't look like you?

Title: Snow in Jerusalem

Author: Deborah da Costa

Reading level/audience: 3 - 5



Summary: Avi, a young Jewish boy living in Jerusalem, follows his favorite stray cat and is surprised when she wanders into the Muslim quarter and up to another boy. Avi yells at the young Muslim boy, Hamudi, and the two argue about to whom the cat belongs. The yelling scares the cat off which makes the Avi and Hamudi stop. The boys search all over until they find their favorite cat down a dark alley. She is curled up in a box with a new litter of kittens. The boys both agree that the cold streets are no place for the kittens, especially since it has just begun to snow. But, when the boys begin to argue about where the kittens should live, their favorite cat comes between them. They realize that she does not want them to argue and decide to share her and the kittens.

Noteworthy: The author's note at the end of the book gives a concise history of Jerusalem and explains the modern-day socio-religious divisions within the city. The watercolor illustrations do an excellent job showing off the age of the city as well as the variety of dress by its inhabitants.

Questions for Before (B), During (D), and After (A):

B: This book is called Snow in Jerusalem. Jerusalem is a city in Israel. What do we know about Jerusalem?

B: Take a look at the map on the title page. Jerusalem is divided into quarters with different groups of people living in each different quarter. Why do you think these different groups might separate themselves? How would this be a problem?

D: How would you feel if you saw your pet walk up to somebody that you don't know and they started feeding and talking to it like they knew it?

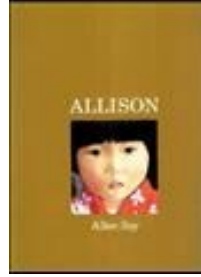
D: Avi and Hamudi are fighting over to whom the cat belongs. Does this cat really belong to anybody? Are the boys only fighting because of the cat?

A: The boys agreed to share. How is this good for the cat and her kittens? How is this good for the boys?

Title: Allison

Author: Allen Say

Reading level/audience: 2 - 3



Summary: Young Allison realizes one day that she looks more like her doll Mei Mei than her parents. When Allison asks her parents about this, she is told that she and Mei Mei come from a faraway country. This upsets Allison, and only more so when she finds that the other kids at daycare have parents that look like them. Trying to piece together how her family isn't her family, Allison finds a stray cat outside her window. She realizes that the cat doesn't have a family, but needs one. Allison's parents agree and the cat becomes the newest addition to Allison's family.

Noteworthy: The range of emotions that Allison goes through helps to paint a picture of the difficulty one may go through when discovering that they are adopted. The use of adopting a stray cat into the family brings the concept of adoption onto a level easy for a child to understand.

Questions for Before (B), During (D), and After (A):

B: Look at the picture of Allison. She is wearing a special type of clothing called a kimono. Where do you think kimonos come from?

D: Why doesn't Allison look like her parents?

D: Why do you think Allison destroyed her parents' things? Do we ever feel so angry that we want to break something?

A: At the end of the story, Allison doesn't seem angry anymore. Why would that be?

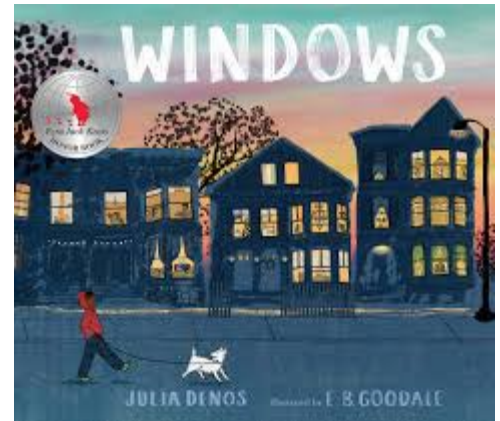
A: The cat certainly doesn't look like Allison or her parents. What makes a family? How can the cat be a part of Allison's family?

Title: *Windows*

Author: **Julia Dinos**

Illustrator: **E. B. Goodale**

Reading level/audience: **Pre-K-1st Grade**



Summary: A child takes a walk through his neighborhood just as night falls and notices the different people that are preparing for their evening. He sees different people preparing for dinner, partying, or going to bed. Each house is different and unique, and he appreciates the story of each one. After the walk, he is glad to return to his home with his mother greeting him.

Noteworthy: There are several different cultures showcased in the windows, doing a variety of things, but all are harmonious and working together to build a harmonious neighborhood where a little boy can walk his dog before dark. This is a good read aloud story for really young children, especially in homogenous places so they can begin encountering diversity in a quiet subtle way.

Questions for Before (B), During (D), and After (A):

B: Where is he going?

B: Why is he going on a walk?

D: What is that family/person doing?

D: What do you do with your family around dark?

A: What was most different from your family?

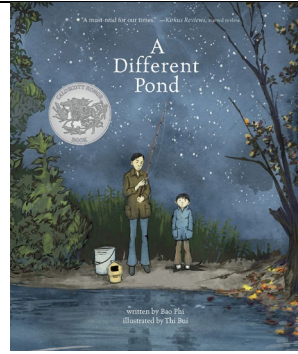
A: Why was he going around the neighborhood just before dark?

A: What was your favorite part? Why?

Title: A Different Pond

Author: Bao Phi

Reading level/audience: K-3



Summary: A boy joins his father on a simple early morning fishing trip to a pond. There is an immigrant family from Vietnam. The family is very poor and the dad works two jobs trying to support the family. The mom also has a job. The boy and his father must take the fishing trip in order to feed the family that night. The father then describes his life in Vietnam at a different pond with his brother when he was young.

Noteworthy: This book describes what it is like to have to fish or not eat. It also describes in a simple way what it is like to be an immigrant in America. At the end, it also has both the author's and illustrator's real immigrant stories. It is a Caldecott award winner so it has beautiful pictures.

Questions for Before (B), During (D), and After (A):

B: Looking at the cover, we can see two people fishing when it is dark outside. Why do you think they would be fishing then?

B: Where is Vietnam? In the story, the boy and his family are from Vietnam. What is it called when someone moves from one country to another?

D: Why does the dad in the story sound so different from the Standard English we hear in school?

D: The dad talks about his brother that he fought with in a war. He also talks about a different pond and his brother. How does he connect his brother to the pond that they are at now? Why?

A: The dad works three jobs and the mom works as well. Why would they work so much?

A: Why were the dad and son fishing in the first place? Why did the fish mean so much to them?

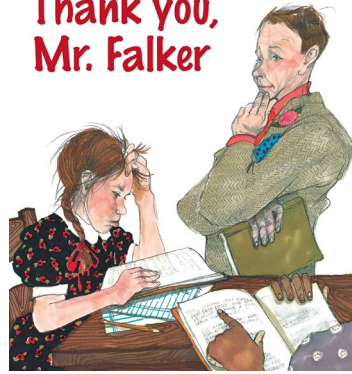
Title: Thank you, Mr. Falker

Author: Patricia Polocco

Reading level/audience: K-5

PATRICIA POLACCO

Thank you,
Mr. Falker



Summary: The little girl in this book is told just how wonderful it is to read by her grandparent. However, she finds school to be a struggle and just manages to make it to fifth grade. She finds that her teacher is Mr. Falker. The other children begin to bully her for her inability to read letters and numbers. Mr. Falker stops the bullies and then realizes that she cannot read. He then relentlessly works to help her learn to read through many diverse ways.

Noteworthy: This story perfectly illustrates a child's academic struggles with dyslexia. It also shows the impact a teacher can have on a child's life and sends a strong message about bullying. Another thing to note is that the little girl in the story is the author, a very successful author.

Questions for Before (B), During (D), and After (A):

B: What do you notice about the cover? Do you think this story is about modern day?

B: What would be different between school then and school now?

D: Is the little girl really dumb? Should anyone ever call his or her classmate or themselves dumb?

D: The girl in the story has something called dyslexia. This means it is hard for her brain to focus on and read letters or numbers. Why would Mr. Falker ask her to draw large letters on the board?

A: Why was reading so important to the girl? Do you think that the girl misses her grandparents?

A: Why was Mr. Falker a more effective teacher for the girl than her other teachers? Were her other teachers bad teachers?

Five More Questions for Before (B), During (D), and After (A):

B: What do you think the girl in this picture is feeling? Why do you think she feels this way?

B: What do you think is happening on this cover? Is the girl in trouble, or is she mad?

D: Have you ever felt alone and scared? What kinds of things make you feel this way?

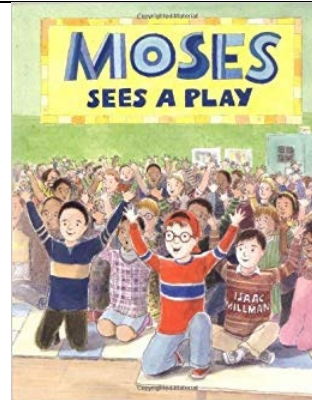
D: Would you have done the same thing as Trisha, and try and hide that you can't do or that it was hard to do something?

A: Can you think of ways that we could help Trisha to feel more welcome in our class?

Title: Moses Sees a Play

Author: Isaac Millman

Reading level/audience: K-3



Summary: A little boy named Moses is deaf and attends a school for the deaf. The Little Theater for the Deaf is coming to the school. Another school joins their school and Moses meets a boy named Manuel who does not speak ASL or English. He tries to communicate with him in different ways. The actors perform Cinderella for the schools.

Noteworthy: I like this book because it shows how to communicate through many different ways. It also shows the entire play in ASL. It also shows the school for the deaf and how it is very different from an English speaking school.

Questions for Before (B), During (D), and After (A):

B: What does it mean to be Deaf?

B: What is ASL?

D: Why don't they have more props or play boy for a boy and girl for a girl?

D: What is a TTY?

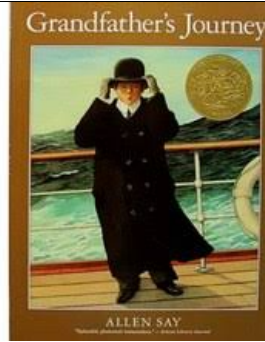
A: Moses met someone he couldn't communicate with. How do you think they felt?

A: How is the theater for the Deaf different from a regular theater?

Title: Grandfather's Journey

Author: Allen Say

Reading level/audience: Grades 3-5



Summary: At 17, Grandfather leaves his home in Japan and travels to America. He is fascinated as he explores many new places and meets many new, diverse people. He develops a deep love for America. He marries his high school sweetheart and they begin a family in California. As he watches his daughter grow, he remembers his childhood and longs for his homeland. Grandfather eventually returns to Japan with his wife and daughter. A grandson is born. Although Grandfather is unable to return to California, he teaches his grandson about the far away land that he loves. When he is grown, the grandson travels to America. He discovers for himself the land which his Grandfather loved so much. He develops a deep love for this new land and a new understanding of his grandfather.

Noteworthy: This book, which has received the Caldecott Medal, is a beautifully illustrated story about a family's love for two countries. This would be a great book for discussing what families love about their homes and cultures and what it would be like to learn to love another country and culture.

Questions for Before (B), During (D), and After (A):

(B)The title of this book is Grandfather's Journey. Look closely at the picture on the front cover. What kind of journey do you think he might be on? Where do you think he might be traveling to?

(D) What do you think it would be like to travel across the ocean for three weeks? Have you ever seen an ocean? Why do you think Grandfather was so amazed by the ocean?

(D)Look at the pictures of Grandfather wearing traditional Japanese clothing and Grandfather wearing European clothing. What differences do you notice? Grandfather met many different people in America. Why do you think he loved meeting people that were different than him?

(A)The grandson loved to hear Grandfather talk about the places he had traveled to and lived. What kinds of stories do your grandparents tell you? What do you know about some of the places that your grandparents have lived?

(A)If you could journey to a new place, where would you go? What kinds of things do you think would be different? What do you think you would miss about home?

Five More Questions for Before (B), During (D), and After (A):

B: On the cover, we see a man in a suit on a boat. Do you think this man usually wears a suit? Why?

B: This book occurs across a large time in history. How might the illustrator portray that in the pictures?

D: Why did he go on this journey?

D: What do you think he would have a hard time adjusting to in America?

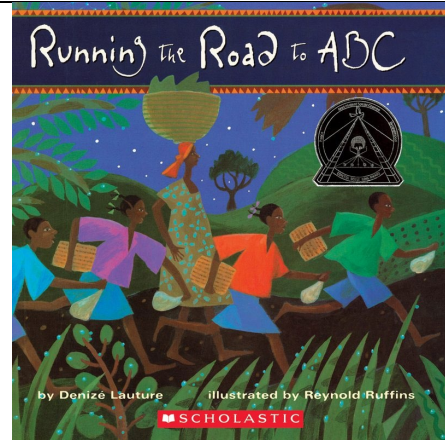
A: Which would you call his homeland?

A: Would you go on similar journey?

Title: Running the Road to ABC

Author: Denize Lauture

Reading level/audience: K-3



Summary: Dyesel, Milsen, Preneyis, Loud, Kousou, and Toutoun are waking up in the morning and getting ready to leave. They eat their breakfast and leave at dawn. They run barefoot through the dark along narrow trails, passing by other townspeople and critters through the lush landscape. They run through town passing all the merchants getting ready for the day. They run through different terrain no matter the weather. If they hurt anything, they tend to it themselves. They run a long way using only the sky as their clock to determine their pace. They run all the way to school.

Noteworthy: The book's beautiful illustrations do a great job to help paint the picture to go along with the story. The book does a good job of showing many aspects of Haitian culture as the children run past the different people. It would be a great book for Diversity week at school.

Questions for Before (B), During (D), and After (A)

- (B) What is your trip to school like?
- (B) What are some things you bring to school with you?
- (D) What do you eat for breakfast?
- (D) Has anyone tried any of the foods they mentioned in the book?
- (A) Do you think these children enjoy school? Why or why not?

Title: Journey to Ellis Island, How My Father Came to America

Author: Carol Bierman

Reading level/audience: 2-5



Summary: Yehuda, his sister Esther, and their mother Rachel Weinstein board a ship for a 9-day expedition to Ellis Island from Russia. Yehuda loves exploring the ship and making new friends. He is really looking forward to going to America. Before the voyage, Yehuda can remember a time of sending his father off to war from which he never returned. Soon after the war reached Porusetz, his older sister sustained a head injury from the war and died. During their travels to safety, he was hit by a stray bullet in his hand and lost his finger. Fast forward to Ellis Island: They were trying to send him back because of his finger and weak arm. They agreed to let the doctor determine his health and after running two laps around the island, he was determined to be healthy enough to stay. The story is narrated by Yehuda's daughter who shares updates on Yehuda and his family.

Noteworthy: This book has captivating illustrations along with vintage photos. It gives an emotional depiction of what people went through coming to the U.S., but isn't overly heartbreaking. It is a very humbling story about not giving up and reaching your goals.

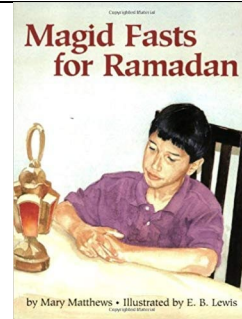
Questions for Before (B), During (D), and After (A)

- (B) Can anyone tell me what Ellis Island is or has anyone been there and can describe it?
- (B) Has anyone ever been on a cruise ship or any other large ships? If so, what was it like?
- (D) Can anyone tell me what a samovar is?
- (D) What would you do if you had to start 1st grade at that age?
- (A) How do you think Yehuda felt about living in America?

Title: Magid Fasts for Ramadan

Author: Mary Matthews

Reading level/audience: 5-7



Summary: As Magid family starts their month-long fast for Ramadan, Magid wants to fast with his family, but they tell him he is too young. He convinces his mother to let him at least skip breakfast or a partial fast. What he doesn't tell her is that he has been feeding his lunches to geese. Once his sister Aisha finds out she tells their mother. Their mother, father, and grandfather call them into the living room that afternoon to discuss Magid's dishonesty. He realized even though he was fasting, lying about it was the wrong thing to do. They had all agreed upon that Magid would be allowed to fast through breakfast, and that Aisha could break her fast when she got home from school. They were all happy with the new arrangement.

Noteworthy: This is a sweet story of a young boy wanting to be obedient to his religion and follow the Ramadan tradition with the rest of his family. It gives great information of why they fast. The book also includes *A Note on Islam* in the back as well as a Glossary and Pronunciation Guide.

Questions for Before (B), During (D), and After (A):

(B) What does it mean to *fast*?

(B) What is it like to feel hungry or thirsty?

(D) Why do you think it was so important for him to fast with his family?

(D) Why do you think his parents and grandfather decided to let him do a partial fast?

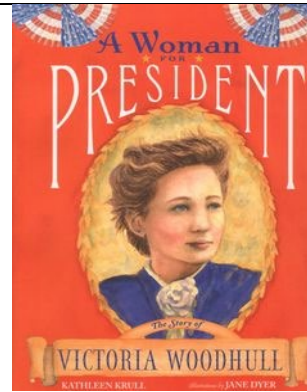
(A) What is Ramadan?

Title: A Women for President

Author: Kathleen Krull

Illustrator: Jane Dyer Reading

Level/Audience 3rd-6th



Summary: Victoria Woodhull was a woman who accomplished something previously unheard of. She spoke to Congress, had a seat on the stock exchange and in 1870, she sent a notice to the New York Herald that stated, “I now announce myself a candidate for the Presidency.” Her fame began when she met with Cornelius Vanderbilt. She introduced him to spiritualism, which is a means of talking to spirits of the dead. During this time, she decided she wanted her mind, not her appearance to attract the attention. She wore no makeup and modest clothing. She faced many challenges during her campaign, but by the end of it, she was able to organize a convention for the Equal Rights Party. America would never look at women the same after this convention. Victoria Woodhull was arguably one of the most revolutionary women in the history of America.

Noteworthy: The book does a great job at pointing out all of her accomplishments. It is a very empowering book for women. It gives insight into what women in the past must have felt like, especially in the political sphere.

Questions for Before (B), During (D), and After (A):

B: Do you know who Victoria Woodhull is? What has she accomplished?

B: Was she actually a president?

D: What is spiritualism?

D: What do you think is causing her motivation to make a difference? Do you think it would be hard to do this when women were generally confined to a more traditional role?

D: Why didn't women have all the same rights as men?

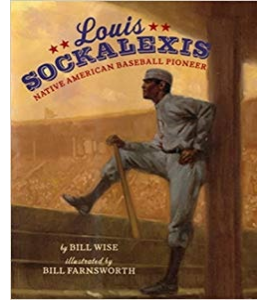
A: Do you think women's rights have come a long way since 1870?

Title: Louis Sockalexis Native American Baseball Pioneer

Author: Bill Wise

Illustrator: Bill Farnsworth

Reading level/audience: 2nd-4th



Summary: In 1844, Louis Sockaleix felt the magic of baseball for the first time. No one would have guessed that this young man would make history. Like most Native Americans at the time, Sockalexis didn't have an easy home life. Even with the challenges he faces, he was proud of his heritage. His father taught him to work hard, have pride, and be determined. He did everything he could to follow his dreams of becoming a MLB player. His ability to out-throw, out-hit, and outrun everyone made him one of the biggest stars in baseball. He was given a contract by the Cleveland Spiders, and all of his childhood dreams came true. When he told the news to his father, he was disowned. This was a painful time for him. He felt alone, and was constantly getting jeered, booted, and called racist names in games. When it was time to play in New York, he experienced the worst harassment yet. He was ready to prove he deserved to be there. The first game there, he looked out of the corner of his eye and saw his father and the Penobscot tribe cheering him on. He had never felt so confident and powerful. Louis blasted the ball and hit a home run. At last, after all the frustration and anger, he won their respect and once again felt the magic of baseball.

Noteworthy: The book has amazing illustrations that follow along with the descriptive details given on each page. This is a great book to read when talking about diversity or Native Americans.

Questions for Before (B), During (D), and After (A):

B: What do you think the title means - Native American Baseball Pioneer? When and where do you think this book takes place?

D: How do you think Louis felt when he was disowned? Do you think he made the right decision to leave his tribe behind?

D: What kind of emotions do you think he was feeling when he was being booed and mocked by the White Americans? How do you think he felt when he saw his father and tribe supporting him during the biggest game of the season? Do you think that helped him have confidence and calm his nerves when going against the Strikeout King?

A: Do you think Sockalexis grew as a person through all the challenges he faced? Do you think it made him a better or worse person?

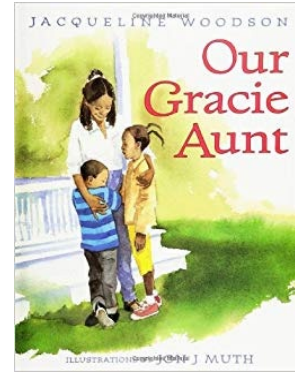
A: After he gained respect from all the White Americans, do you think more diversity appeared in professional sports?

Title: Our Gracie Aunt

Author: Jacqueline Woodson

Illustrations: Jon J Muth

Reading level/audience: K-2nd



Summary: Beebee and Johnson were left by their mom periodically, sometimes a day, sometimes weeks. A concerned neighbor called child protective services to come take care of the children. Miss Roy, the social worker, picked up the children, and took them to their Aunt Gracie. When they arrived at the big house, they were welcomed with smiles, hugs, and lots of toys. Later that night, they were tucked into bed and given kisses and bedtime songs. Beebee was still not a fan of the whole situation. She showed frustration, confusion and anger towards Aunt Gracie. Eventually the children were allowed to go visit momma. They could tell momma had changed. Momma promised to return home, but until then, Aunt Gracie was going to take care of them.

Noteworthy: The book effectively shows emotions of what children experience in foster care. They show isolation and abandonment through pictures and words. This book could be an effective learning tool when discussing emotions, especially in Title 1 schools. It could also be used to help children from more privileged backgrounds have a glimpse of what a foster child might experience.

Questions for Before (B), During (D), and After (A):

B: Who do you think Aunt Gracie is? Do you think the children will like her?

D: What do you think foster care is? Why do you think children go to foster care?

D: Why do you think Beebee was feeling so angry and upset? Do you think she missed her mom?

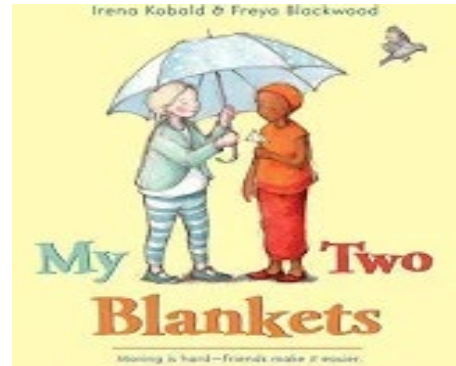
A: Why do you think Beebee's feelings towards Aunt Gracie changed?

A: What makes Beebee's and Johnson's home life different from most kids? What could we do as classmates to make their adjustment here at school easier?

Title: My Two Blankets

Author: Irena Kobald & Freya Blackwood

Reading level/audience: Grades 1-4



Summary: A young immigrant girl and her family must move to the United States in order to be safe. The young girl wraps herself in an imaginary blanket of things that she used to know in her old culture. Life is hard for her until another little girl asks her to play with her and eventually begins to teach her English. The young girl begins to create a new imaginary blanket of the things she now knows in her new culture.

Noteworthy: This book is a great read for student that are struggling with a hard move. It teaches about tying different cultures together and how to adjust to a new place. This book provides motivation to those students who are having a hard time learning a new lifestyle.

Questions for Before (B), During (D), and After (A):

B: By looking at the cover of this book, what do you predict will happen?

B: Have any of you ever heard a different language before? If so, how did it make you feel to not be able to understand it?

D: Have any of you ever had a blanket or an object that makes you feel better when you are sad?

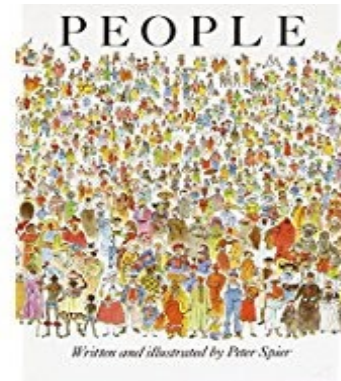
D: How do you think you would feel if you had to move to a place you have never been before?

A: How would you help somebody that had just moved to feel more comfortable?

Title: People

Author: Peter Spier

Reading level/audience: Grades 1-4



Summary: This book identifies and celebrates humankind in many ways. It talks about how all people are similar in certain ways and how all people are different in other ways. Pictures throughout this book help readers to understand various aspects of diversity within people by what they eat, wear, play, and how they worship. This book introduces a wide variety of race and culture.

Noteworthy: This book tells as well as shows students what diversity means. It includes distinct aspects of how people are different. This book celebrates differences between people. This would be great for any classroom, especially classrooms that are very diverse.

Questions for Before (B), During (D), and After (A):

B: Have you ever seen somebody who looks different from you? How did you feel?

B: What does the word diversity mean?

D: Have any of you ever eaten something from a different country?

D: Have any of you ever seen clothing that looks different than yours? What did it look like?

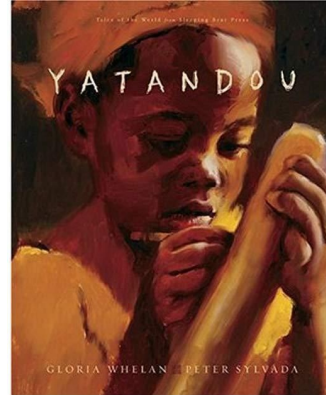
A: Where might you see diversity in the world outside of school?

Title: Yatandou

Author: Gloria Whelan

Illustrator: Peter Sylvada

Reading Level/Audience: 1-4



Summary: This book is about a little girl named Yatandou. She lives in a hidden village that was once used to hide them from evil emperors that came to steal them for slavery. Yatandou is young and all she wants to do is play with her goat Sunjata, but she must work with the other women in the village pounding Kernels for the meat. They work tirelessly to save enough money to buy a machine that will do it for them. Finally the machine comes along with a woman who teaches the village women how to write. Yatandou writes her name on her pounding stick so she can show it to her children who will never have to use it.

Five questions for Before (B), During (D), and After (A):

B: Looking at the cover of this book what do you think it will be about? What do you think the little girl on the cover is holding?

D: In the book her friend Dominion greets her saying by saying, “Iwe po, Iwo Po”. What do you think this means? What are some phrases that we say that might be similar?

D: After seeing how Yatandou and her family dress, do we dress similar? How are our clothes the same or different?

A: Why do you think Yatandou wrote her name on her pounding stick?

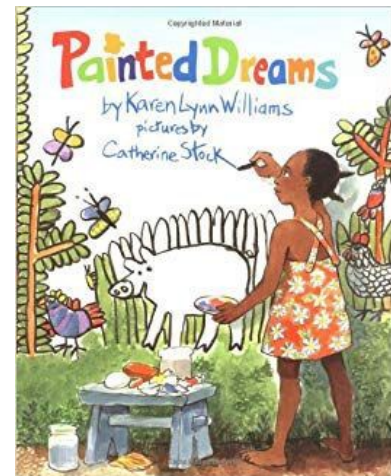
A: Yatandou said in the book, “How strange it is to see that our words have a face!” How would your life be different if you never learned how to write?

Title: Painted Dreams

Author: Karen Lynn Williams

Illustrator: Catherine Stock

Reading Level/Audience: K-2



Summary: Ti Marie loved to draw pictures and would often use what materials she could find, including rocks, charcoal, brick and moss. You see, she did not have any paints nor could her family afford paints. Her mother often told her to not waste her time with such foolishness and instead wanted her to watch her siblings or help at sell fruit at the market. Ti Marie often passed Msie Antoine's home, he was famous artist and had much artwork on his home for Ti Marie to admire and she often saw him painting on new white canvases. One night Ti Marie went to the back of Msie Antoine's home where his garbage was set out and looked through to find some old paints he had thrown out, there wasn't much but with some water she could get some paints for her drawings. One day while selling fruit with her mother she discovered a wall covered in moss and found if she removed the moss there was a white wall behind, it reminded her of Msie Antoine's canvases. After an unsuccessful day selling at the market with her mother Ti Marie returned home, shortly after she returned to the wall, removed the moss that was covering a wall to reveal a white wall. She began painting a beautiful picture. The next morning the village people came to admire her painting. She and her mother were more successful selling fruit that day as people that came to see the painting also bought fruit. One of the admirers of Ti Marie's work was none other than Msie Antoine, he told her she had a gift from the spirits and should practice her talent.

Five questions for Before (B), During (D), and After (A):

B: Do you like to draw pictures? What are some materials you use when you create a picture?

B: This is Ti Marie on the cover painting, who do you think she painted on the back cover of the book? Who are some people you like to draw? Or like to draw pictures for?

D: What do you think it meant when Ti Marie's heart pounded like a drum? How do you think she felt?

A: Ti Marie helps watch and bathe her siblings, collect firewood, and sell fruit at the market. What are some jobs or chores you help with at home?

A: What is something you enjoy to do as much as Ti Marie enjoys creating pictures?

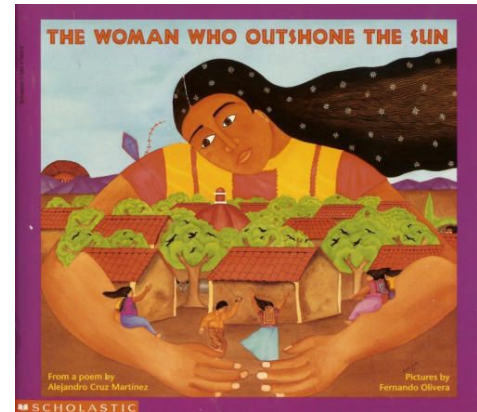
Title: The Woman Who Outshone the Sun

Author: Rosalma Zubizarreta

Illustrator: Fernando Olivera

Reading Level/Audience: 1-3

Noteworthy: Lucia Zenteno is part of the storytelling tradition of Mexico's Zapotec Indians. This book also can be found with English and Spanish writing on all pages, would be great for dual language learners.



Summary: Lucia arrives in a village on day bringing thousands of dancing butterflies and brightly colored flowers on her skirts. The river and the animals quickly fall in love with her. The village people are a little more hesitant and even afraid of her powers. Although the elders in the village believed Lucia should be honored and treated with respect not all of the village agreed. They began to refuse her greetings and call her cruel names and even spy on her. Through all this Lucia remained kind. Soon the people's cruelty made Lucia leave and the river, the fishes and the otters left with Lucia. Soon the people realized they had treated Lucia poorly and caused all the water and animals to leave and soon the went to search for Lucia. After many days the villages found Lucia and asked for forgiveness. Lucia told them she would ask the river to return to them and also asked them to learn to treat everyone kind. After the river, the fishes and the otters returned the people were happy and Lucia Zenteno disappeared once again. Though the village people could not see her Lucia they knew she would always be there guiding and protecting them, helping them live and love with understanding in their hearts.

Five questions for Before (B), During (D), and After (A):

B: Look at the front and back cover, the village and the iguana. What do you think the setting for this story is? Where does it take place?

D: Have you ever had a new kid in you class? How did you treat them? Have you ever been the new kid? How did people treat you?

D: Have you ever had to forgive someone? Has someone ever forgiven you for doing something mean or hurtful toward them? How did each feel?

A: When the people came to find Lucia she said to them, "you must learn to treat everyone with kindness even those who seem different from you." how do you treat others with kindness?

A: What are some similarities with people in our class? What are some differences with people in our class?

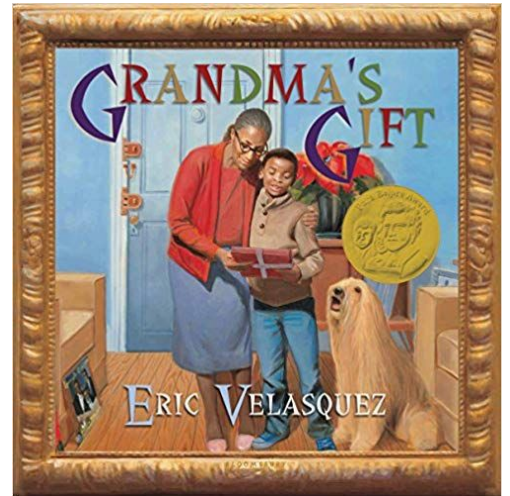
Title: Grandma's Gift

Author: Eric Velasquez

Illustrator: Eric Velasquez

Reading Level/Audience: K-3

Noteworthy: Authors note in the back is a good background read for teachers. This book is based on the author's experience. This book is written in English but includes Spanish when the grandmother talks then it translated into the English.



Summary: “¡Feliz Navidad, Eric!” is what his teacher said to him as his grandmother picked him up at the beginning of a ten day break from school for the holidays. His grandmother watches Eric while his parents work. As they left the teacher gave Eric a note with an assignment to visit the Metropolitan Museum over the break and write a report. Eric had to translate the note for his grandmother and often had to translate for her, he said it made him feel like he was going to school for two. Before they could go to the museum his grandmother needed his help making a traditional Christmas dish for Puerto Ricans called pasteles. Together they go to the market and get all the ingredients then they go home to make the pasteles. Later that week, as promised his grandmother takes him to the museum. The teacher has given them instructions on where to find the painting she wanted him to see. His grandmother first discovers the painting and talks to it as if it is a real person. It is a self portrait of a man named Juan de Pareja. His grandmother explains that Juan is a man from her home town of El Barrio and that he was once a slave and assistant to a great painter named Diego Velázquez and that once the artist set Pareja free he became a great artist himself. That evening after returning from the museum his grandmother gave him a gift she had for him for Christmas, it was his first sketch pad and colored pencils. In the authors note it reads that it was because of this experience that Eric became an artist himself.

Five questions for Before (B), During (D), and After (A):

B: Do you have any Holiday traditions? What are some of them? Who do you spend holidays with?

D: Have you ever had to translate for someone else? Or teach someone something they didn't understand? How did that make you feel?

D: Does your family have special foods you make on holidays? What are some of them? What are some of your favorites? What about ones you dislike?

D: Have you ever been to a museum? What museum? What did you see there? What was your favorite part of going to the museum?

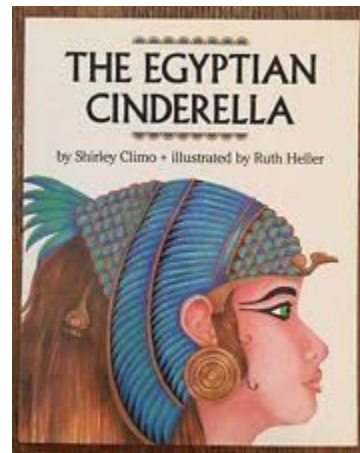
A: Has you ever received a gift that meant so much to you? What were you given? Who gave it to you? Why was it so important to you?

Title: The Egyptian Cinderella

Author: Shirley Climo

Illustrator: Ruth Heller

Reading Level/Audience: K-3



Summary: The Egyptian Cinderella is about an Egyptian slave girl named Rhodapis who does not look like the rest of her people. She has fair skin, blond hair and green eyes. She gets tormented by the household slaves while her kind master sleeps. One day her master sees her dancing and rewards her with rose gold slippers, but it makes the other servant girls jealous. They put her to work so she can't go to court to meet the Pharaoh who is looking for a wife. While she is working a falcon took one of her slippers and flew it to the pharaoh. The pharaoh searches until he finds the owner of the slipper to marry her.

Five questions for Before (B), During (D), and After (A):

B: Based on the cover on the book, what do you think this book will be about?

D: What are some ways that Rhodapis looks different from the other girls? What are some of your unique qualities?

D: Have you ever felt like you didn't quite fit in? Why not?

D: What are some ways you can make others feel involved and part of your friend group?

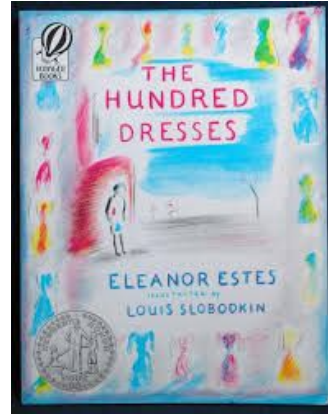
A: The book mentioned that Rhodapis' name had meaning. It meant "Rosy cheeks". Do any of you know what your name means?

Title: The Hundred Dresses

Author: Eleanor Estes

Illustrator: Louis Slobodkin

Reading Level/Audience: 1-3



Summary: A Polish girl named Wanda Petronski is made fun of frequently at school because no one believes her when she says she has 100 dresses at home. She moves away suddenly and two of her classmates named Peggy and Maddie start to feel guilty for teasing her so much, especially after Wanda draws all 100 of her dresses before moving away. Peggy and Maddie send her a letter and Wanda writes back telling the teacher to give Maddie and Peggy each one of her dress drawings. In the end they realize that they are the ones wearing the dresses in her drawings. This is a very good book for children to read to learn about bullying and friendship. It's definitely appropriate for the intended age group because it is very easy to follow.

Five questions for Before (B), During (D), and After (A):

B: Before we read the book, what do you think it will be about? Who is the person on the cover?

D: Why do you think Wanda told her classmates that she had a hundred dresses? Do you think she was lying or telling the truth?

D: Why do you think the children are scared of the man that lives by Wanda? Do they have any reason to be scared?

D: How do you think the girls felt when Wanda sent the letter?

D: Why do you think Wanda's father made them move away?

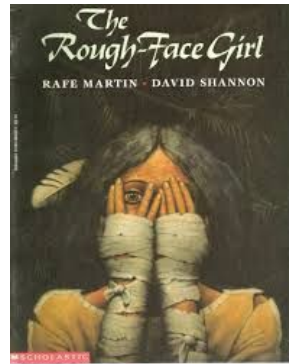
A: After reading the book, what will you do if you see someone getting bullied?

Title: The Rough-Face Girl Author:

Rafe Martin Illustrator: David

Shannon Reading Level/Audience:

K-3



Summary: The Rough-Face Girl is about a girl who is put to work by her father and two mean sisters. She tends to the fire so often that her skin, hair, and face have become rough and scarred. One day her sisters leave to marry the invisible man. He is the most desirable husband but only a woman that can see him can marry him. Her sister's fail at seeing the man despite their beauty and nice clothes. When she goes she sees the man and they get married. He sees her inner beauty and tells her to bathe in the lake which restores her outer beauty as well.

Five Questions for Before (B), During (D), and After (A):

B: Look at the cover of this book, what do you think it is about? Why is she covering her face? Why are her hands bandaged?

D: Why do think the sisters were not able to marry the invisible being?

D: What do you think about the jewelry the girls wear? Is it similar to the jewelry we wear now? What about their clothes?

D: Why did the people laugh at the rough face girl when she left to meet the invisible man? D: What is a "wigwam"? What do we have now that is similar to a wigwam?

A: What did we learn from this book? What matters most about a person?

Five More Questions for Before (B), During (D), and After (A):

(B) When and where did this story take place?

(D) Do you know anything about Lake Ontario?

(D) Ask the students about the different terms. Example, what is a wigwam?

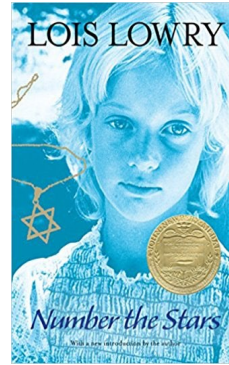
(A) Why do you think the the Rough-Face Girl could see the Invisible but the sisters cannot?

(A) What did the sister see inside of the Rough-Face Girl?

Title: *Number the Stars*

Author: Lois Lowry

Reading level/audience: Grade 4-5



Summary: Ellen Rosen and her family are Jews and during the war in Denmark, this is something that is not good to be. The Germans have begun to relocate families that are Jewish and Annemarie and her family take in Ellen while plans are made for safe passage out of Denmark. Annemarie learns that she has to be brave to help save her best friend and their family and get them away from the Nazis.

Noteworthy: *Number the Stars* is a powerful text that teaches children about the Holocaust at a level that they are able to understand. This teaches children to have courage when things get tough or scary.

Questions for Before (B), During (D), and After (A):

B: What do you know about the Holocaust? Where did it happen? Who was involved?

B: Look at the cover, what is on the girls' necklace? Do you know what it is and what it symbolizes?

D: Who are the Nazis? Who are they looking for? What are they doing to the people that they are looking for?

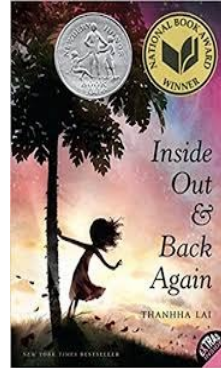
A: Annemarie was able to be brave in the face of danger. When is a time that you have had to be brave?

A: This story is based on real life events. What are your feelings towards the story and what was happening to the Jews?

Title: *Inside Out & Back Again*

Author: Thanhha Lai

Reading level/audience: Grade 4-5



Summary: As the war continues in Korea, there is a small family of three sons, one daughter and a mother. They maintain hope that their father still exists, though he has been gone for years. Suddenly they are forced to leave on the only ship that has hope remaining. This story is their journey of leaving everything that they were comfortable with for America, where they must learn a new language, new work, new school, new friends. Throughout it all, there is hope for a brighter future and happiness in the trivial things.

Noteworthy: This book gives hope to students who might be struggling with moving from their homeland and adjusting to a new place. This would be a great book for a teacher to have her students read as a class, especially if they have a new student move in from a different country.

Questions for Before (B), During (D), and After (A):

B: When you hear the word war what comes to your mind? Do you know anybody who has served in a war?

B: Have any of you had to move in your life? If so, what were your feelings of having to change schools, make new friends, and live in a new area?

D: Many times, Ha writes her feelings in poems. What would you write in a poem?

D: What significance does the Papaya tree have? What does it mean for Ha?

A: Do you think that Ha will continue to feel accepted and included in her new life here in the United States? What would help Ha to feel like she belonged amongst her peers?

Title: *Esperanza Rising*

Author: Pam Munoz Ryan

Reading level/audience: Grades 3-5



Summary: Esperanza's life is turned upside down when her father is found dead. Until now, she always thought that she would live in the same house on the same ranch in Mexico and always have her nice, fancy and expensive things. This changed when her uncle tried to propose to her mother and when she declined, her house was set on fire. Esperanza and her mother move to America and have to learn how to rebuild and restart their lives.

Noteworthy: *Esperanza Rising* is a wonderful example of hope and how starting over is okay. This book would be a wonderful book to read with students who are immigrants in the class.

Questions for Before (B), During (D), and After (A):

B: Tell me who is important to you in your family. How would you feel if you had to leave them behind?

B: In Spanish, Esperanza means "hope". Why do you think this book is named *Esperanza Rising*?

D: Explain Mama's reasons for leaving Mexico. Would you have been willing to make the same decision if you were in her situation? Why or why not?

A: Why do you think that the phrase, "Don't be afraid to start over" was repeated multiple times through the story?

A: How do you think Esperanza will confront future conflicts with the experience that she now has?

More Questions for Before (B), During (D), and After (A):

B: Do any of you know what the Esperanza means?

B: What do you know about Mexican rancheros?

D: Have you ever had to make hard choices like Esperanza?

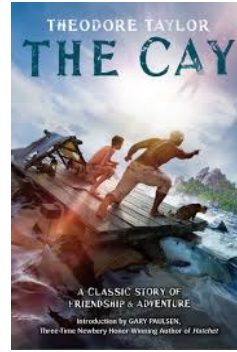
D: Could you imagine having to do what Esperanza had to do?

A: What do you think the author meant by rising, as in *Esperanza Rising*?

Title: *The Cay*

Author: Theodore Taylor

Reading level/audience: Grades 4-6



Summary: During the war, a young boy and his mother take a ship to America. However, they are bombarded by attackers and the small boy is separated from his mother. When he regains his consciousness, he finds himself with a black man on a raft. The story is about these two surviving on an island. They work together, even though the young boy has gone blind. A hurricane comes and takes the life of the old black man. Then the young boy does everything he was taught from the black man and is able to survive until the Americans find him.

Noteworthy: This book represents the true meaning behind friendship and that color of skin does not matter. This is a great book for the teacher to read to her students, especially in a classroom with lots of diverse students.

Questions for Before (B), During (D), and After (A):

B: What kind of events do you think will take place in this book by looking at the cover? What do you predict will happen?

B: What does the word friendship mean to you?

D: Phillip and Timothy are complete strangers that become friends. Have you ever met a stranger that became your friend? How did you feel when first meeting a stranger? How do you feel now that you are friends?

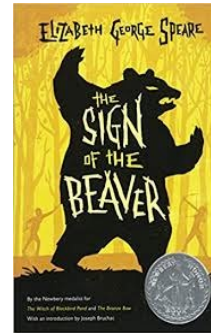
D: Phillip wakes up blind from his accident in the water and Timothy has to help him. Think of a time where you were sick or hurt and somebody had to take care of you. What did it feel like to depend on somebody else to do things for you?

A: How do you think Phillip will perceive people that are different than him in his future?

Title: *The Sign of the Beaver*

Author: Elizabeth George Speare

Reading level/audience: Grades 4-6



Summary: Matt is a young boy who spent time building a cabin with his father. It came time that his father had to leave for his wife and daughter. Matt stays with the cabin and does the chores to prepare for their homecoming. He befriends Indians and learns new things from them as they help him to survive. He also teaches them many things. Winter comes and his family returns and all is well.

Noteworthy: This book talks about two different cultures coming together. This book would be great to read during a unit about Native Americans. This would be a great book for students to read together as a class.

Questions for Before (B), During (D), and After (A):

B: What are your predictions about this book? What could the sign of the beaver mean?

B: What do you know about Indians? Do any of you know anyone who is an Indian?

D: Matt had to learn the Indian ways of surviving. Have you ever had to learn something new that was unfamiliar to you? What was your experience?

D: Matt is left all by himself for an entire winter. How would you feel if you were alone in the forest for a whole winter without your family?

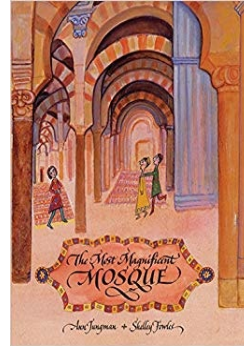
A: How do you think Matt will use the skills that he has learned from the Indians later in his life? Do you think he will continue to be friends with the Indians?

Title: *The Most Magnificent Mosque*

Author: Ann Jungman

Illustrator: Shelley Fowles

Reading level/audience: Grades 1-4



Summary: Three little boys are trouble makers in Cordoba, and cause trouble at the mosque and surrounding gardens. After dropping a rotten orange onto the caliph's head, he punishes the boys by making them work in the garden for three years. The boys grow up to be influential in their three cultures (Muslim, Jewish, and Christian). Eventually the Caliph is defeated and a Christian king takes over Cordoba. He tells the Christian boy that he is going to tear down the mosque and the surrounding gardens. The boy goes to his old friends who gather each of their cultures and all three petition the king to keep the mosque, so he does, and builds only a small church on part of it.

Noteworthy: The book shows three cultures that often butt heads and dislike each other cooperating and living together peacefully. It also showcases a mosque, which is likely to be unfamiliar to many American students.

Questions for Before (B), During (D), and After (A):

B: What is a mosque?

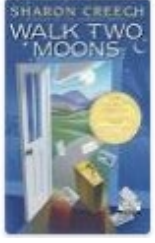
D: What are the little boys doing?

D: What is their punishment?

D: Why do they want to save the mosque?

A: What happens when you work together?

A: Where is a beautiful place that you like to visit?

<p>Title: <i>Walk Two Moons</i></p> <p>Author: Sharon Creech</p> <p>Reading level/audience: Grades 4-5</p>	
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Summary: Sal is on a car trip with her grandparents to go see her mother’s grave, and to pass the time, she starts telling them the story of Phoebe and her mom. She moves to a new town with her Dad, and she is not very happy about it. She gets to be good friends with Phoebe, and knows when Phoebe’s mom leaves her family for several weeks. Phoebe’s mom left because she had a son she’d given up for adoption who found her. Sal gets to Idaho where her mom is at, but because of a snake bite her grandma (Gram) had a stroke and she has to try and drive to her mother’s grave alone. Sal doesn’t see her mother’s death as real until she sees her grave. Sal comes back with her Grandpa and buries Gram, and she and her dad move back to the farm in Kentucky.

Noteworthy: The book shows culture shock as someone from the rural midwest moves to a relatively urban/suburban town. The multiple stories and concepts might be uncomfortable for children (e.g., death, children out of wedlock, marital difficulties, single parenthood), but condemns none of it.

Questions for Before (B), During (D), and After (A):

B: Have you ever been to a farm?

B: Have you ever had to move?

D: What are your grandparents like?

D: Which family is most like yours?

A: Have you ever lost someone?

A: How far have you gone to find someone or something?

More Questions for Before (B), During (D), and After (A):

B: Have you ever heard the expression, “Don’t judge a book by its cover?” What could that mean?

B: Walk Two Moons, what could that mean?

D: What can you tell us about Sal and her relationship to her grandparents?

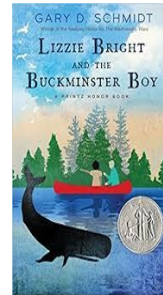
D: Don’t judge your neighbor until you walk two moons in their moccasins? What are moccasins, and what could this mean?

A: Sometimes things aren’t as they appear. Have you ever had an experience like this?

Title: *Lizzie Bright and the Buckminster Boy*

Author: Gary D Schmidt

Reading level/audience: Grades 4-5



Summary: Turner Buckminster is a minister's son who moved to a new town where everything is different. When he has a hard time fitting in with the local children, he meets Lizzie Bright, the black granddaughter of the black minister on a nearby island. They form a fast friendship. When Turner's father discovers it, he starts forbidding Turner to go see her. Turner must also spend time with Mrs. Cobb an older lady in his father's parish. He initially dislikes her, but they form a connection. Eventually Turner is able to spend time with Lizzie again. During this process the town is trying to kick all the black people off of their island home. Turner eventually stands up for them, offering Lizzie the home that Mrs. Cobb left to him. The townspeople don't accept this and head to the island before he can do that, burning all the homes down and sending the few remaining people to the insane asylum. Because of this, the Reverend actually stands up for his son, but during the physical fight that ensues with the Sherrif of the town, the Reverend falls and hits his head. This injury eventually kills him. The town then rejects the Buckminsters. Soon after the driving force of the townspeople's anger and economy leaves. When he leaves, he leaves ruin for one of the families, but even though they had been unkind to Turner he takes them in when they lose their house. Turner tries to rescue Lizzie from the asylum, only to discover she died ten days after they sent her there.

Noteworthy: Demonstrates small town cultures, the prejudice against black people, and how people can be convinced to shun or abandon people when those with influence are cruel or prejudiced.

Questions for Before (B), During (D), and After (A):

B: Have you ever met anyone who is different from you?

B: What if the adults around you are wrong about how they treat people?

D: Have you ever gotten lost?

D: Have you ever had your family injured?

A: Why do you think the townspeople acted like that?

A: What have you learned from this story?

Title: *A Single Shard*

Author: Linda Sue Parks

Reading level/audience: Grades 1-3



Summary: Tree Ear lives with Crane Man under a bridge, and they find their food in the scraps left behind by the rest of the village, but they never beg. Tree Ear loves watching the potter Min throw pots, and one day he goes up and examines some of the finished ones. Min startles him, and he drops a pot lid, ruining the pot set. Min asks for nine days work in payment for the pot. Tree Ear does the back-breaking work, and after nine days he continues coming and working for free, just taking home his leftover lunch to share with Crane-man. An emissary to alert them that they will be awarding a royal commission. When he returns to award the commissions a lower quality potter with unique ideas gets a limited commission, but Min is asked to make pots that possibly compare to them. The initial set doesn't fire correctly, but the emissary says that Min could bring finished work to the capital later. Min thinks it can't happen, but Tree Ear volunteers. Tree Ear takes two beautiful vases, but is set on by robbers on his way. They break his pots, but he finds a single shard, and decides to take it to the capital. The emissary likes it, and sails home with Tree Ear to award Min a commission. When they get back Crane Man has passed away, and Min adopts Tree Ear.

Noteworthy: The story takes place in eastern Asia with a main character who is homeless for a good portion of the story. Difficult concepts like loss, enduring hardships, etc. will challenge and enrich young readers.

Questions for Before (B), During (D), and After (A):

B: Have you ever made pottery?

B: Have you ever been hungry?

D: Where is Tree Ear living?

D: Why is it so important that Min leaves him the extra food?

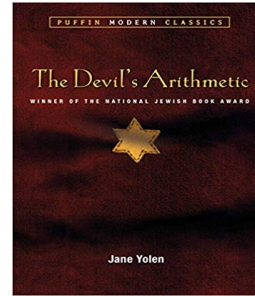
A: What is something hard that you have done for the people you care about?

A: How did Tree Ear show that he cared for Min and Crane Man?

Title: *Devil's Arithmetic*

Author: Jane Yolen

Reading level/audience: Grades 4-5



Summary: Hannah is fed up with family gatherings at her Grandpa's Will house. This year for Seder, Hannah is taken on a journey that she will never forget. Hannah is transported back in time to when the war was taken place. She was taken to a camp and taught to survive. Hannah learns of her grandparents' lives in a whole new way and gains a new respect and relationship with them and their family traditions.

Noteworthy: This is a very powerful and shocking book for those who need to learn about the Holocaust and what happened to those taken to the concentration camps. It really makes you grateful for what you have and the time that we live in.

Questions for Before (B), During (D), and After (A):

B: Tell me what types of holidays your family celebrates. What do you know about Seder?

D: Why do you think Grandpa Will is always so grumpy?

D: What happens to the people who go to the oven? What is it? Why did they have to go in there?

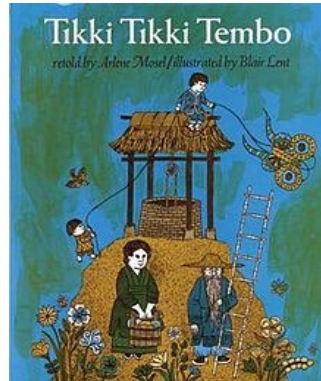
A: Who was the guy behind the big black door in the mountain? Did that surprise you?

A: Why is it important to talk about the past and what happened in specific situations?

Title: *Tikki Tikki Tembo*

Author: retold by Arlene Mosel

Reading level/audience: Pre-K - 5



Summary: Tikki Tikki Tembo-No Sa Rembo-Chari Bari Ruchi-Pip Peri Pembo was the oldest of two brothers. In China at the time, they gave their oldest child long names. They lived by a well and the younger brother, Chang, fell in. They got him out of the well quickly. When Tikki Tikki Tembo fell in, it took a long time to get him out, because Chang had to say his name so many times to get help.

Noteworthy: Simple art with few colors, but the pictures help bring the story to life. The story provides a moral at the end, explaining why Chinese parents now give their children short names.

Questions for Before (B), During (D), and After (A):

B - From the front cover of the book, where do you think is the setting? When does the book take place?

D - What did their mother tell them about the well? Did the boys listen?

D - Why was the first born son given a longer name? How were the brothers treated differently by their mother and by the old man with the ladder?

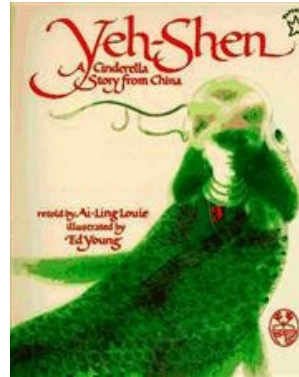
A - Why did it take longer for Tikki Tikki Tembo to be saved from the well than it took for his brother to be saved?

A - Would you rather have a short name or a long name? Why?

Title: *Yeh-Shen A Cinderella Story from China*

Author: retold by Ai-Ling Louie

Reading level/audience: K-3



Summary: Yeh-Shen is a girl whose mother and father die. Her father's second wife raises her. She is cruel and only wants the best for her own daughter. Yeh-Shen has a fish for a best friend. Her stepmother doesn't like that, so she kills the fish. Yeh-Shen speaks to the bones of her friend the fish which are filled with a spirit that helps her. She wants to go to the festival and the bones grant her wish. She loses a shoe at the festival and it is sold to the King. He wants to find the true owner of the shoe and falls in love with her at first sight when he finds her. They marry and her stepmother and stepsister are killed.

Noteworthy: Beautiful Chinese art portrays what is found to be beautiful and what is not. The story be used with other Cinderella stories to compare culture.

Questions for Before (B), During (D), and After (A):

B – What do you see on the front cover? A girl? A fish?

B – Do you know the story of Cinderella? What do you think will be different about his Cinderella story? How is Chinese culture different from European culture?

D – Why does Yeh-Shen only have one friend? Would you like a fish for a best friend? Who are your friends? What are they like?

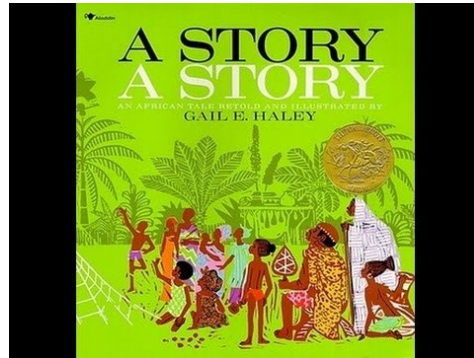
A – Yeh-Shen's wish comes true when she gets to go to the festival. What would you wish?

A – Why do you think that Yeh-Shen's stepmother is cruel to her? Have you ever been mean to someone? Thinking about it now, do you wish you could go back and be nicer?

Title: A Story, A Story

Author: retold by Gail Haley

Reading level/audience: 1-3



Summary: Anansi wanted to give the children in his village stories, but they belonged to the Sky God. Anansi spins a web up to the sky and asks the Sky God for stories. The Sky God requires Anansi to go back to the ground and pay his asking price. Anansi goes home and tricks a tiger, a group of hornets and a fairy to collect them to pay the price. He goes back to the Sky God and gives him the price. The Sky God commands his noble men to sing Anansi's praise and then gives him all the stories in a box. When he opens the box, all the stories scatter all around the world.

Noteworthy: Vibrant pictures help tell the story. Some hard words that a teacher needs to know before reading with students.

Questions for Before (B), During (D), and After (A):

B - Why do you think that everyone on the cover of the book might be looking up? Are they watching something? Looking for something? Waiting for something?

D - What is the price of the stories? What must Anansi bring to the Sky God? Is it going to be easy to pay this price?

D - What do you think the Sky God will ask from Anansi? Will he want gold? Will he want Anansi to be his servant?

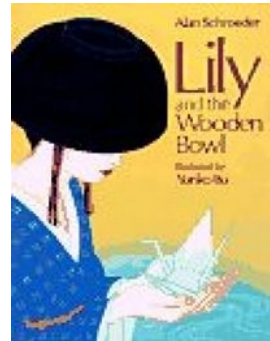
A - What price would you pay to get something you want?

A - How did Anansi pay the price asked for by the Sky God? What qualities or traits does Anansi have that helped him to pay the price? Are these qualities you want to have?

Title: Lily and the Wooden Bowl

Author: Alan Schroeder

Reading level/audience: 3-5



Summary: Lily is a beautiful girl who lives with her grandmother. Before her grandmother dies, Lily promises her that she will keep a lacquered bowl on her head to cover her face and protect her from the world. Lily goes to work in a rice field, but the owner of the field asks her to live at his house and take care of his wife. The wife does not like Lily. Their son comes home and falls in love with Lily. They plan to marry and the wife is furious. She gives Lily an impossible task and tries to kick her out of the house when she fails. The husband and son know Lily is telling the truth and the wife is lying. The wife is asked to leave and Lily and the son marry.

Questions for Before (B), During (D), and After (A):

B- Why do you think that the woman on the cover of the book has a bowl on her head? Why would you ever have a bowl on your head?

B- What is in the woman's hand on the cover? What is it called to make something out of paper? What would you make if you could make anything you want to out of paper?

D- Why do you think Lily's Grandmother gave her a wooden spoon? A folded paper crane? How could either item bring her luck someday?

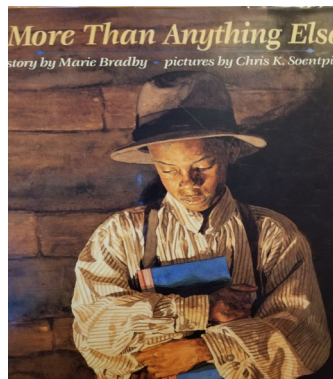
D- Is Lily going to be able to make rice for 100 people out of 1 grain of rice? How?

A- How do you feel about Matsu, the wife being sent away in disgrace? Do you think it was a fair punishment? Do you think it was unfair?

Title: More Than Anything Else

Author: Marie Bradby

Reading level/audience: Grades 3-5



Summary: Booker is a boy that works long hours in a salt mine. He dreams of being able to read. Booker's dream becomes a reality when a man as "brown as him" teaches him how to read, unlocking a once hidden world of possibilities.

Noteworthy: This book would tie into a discussion about the time period right after slaves were freed, and the deep desire that so many had to be educated. The pictures are very detailed. They would be great discussion starters.

Questions for Before (B), During (D), and After (A):

B- What is something that you have wanted really badly, more than anything else?

B- Looking at the cover, what do you think this story might be about? What time period could it be in?

D- Have you ever had a cut on your hand that got salt in it? What did it feel like?

D- Why does Booker say that he has, "Jumped into another world and I am saved"?

D- Why are people interested in the man reading the newspaper?

A- How does Booker learn how to read? How does he learn how to write his name?

A- Look at this picture of the salt workers. What details do you notice about this picture?

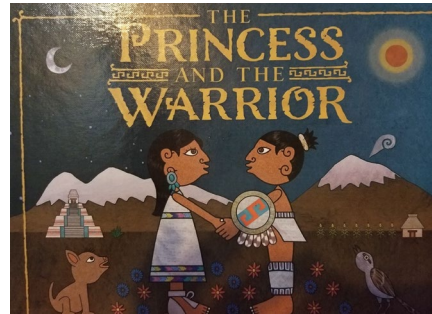
A- Why do you think that being able to read is so important?

Title: The Princess And The Warrior

Author: Duncan Tonatiuh

Reading level/audience: Grades K-2

*I feel like this could be used as an intro to units in older grades about myths/legends.



Summary: Princess Izta was unable to find love with any of her wealthy suitors. That all changed when she met the warrior Popoca. Her dad agreed that they could get married if Popoca could defeat the Jaguar Claw in war. Believing that Popoca had died in war, Princess Izta drinks a sleeping potion to soothe her broken heart. Popoca returns from war to find that his love is sleeping and cannot be woken. He takes her to the mountains and stays by her side. Eventually they transform into two volcanoes located in Mexico called Iztaccíhuatl and Popocatepetl. This story is based on an Aztec legend of how those volcanoes came to be.

Noteworthy: There are many words from the Nahuatl language. It would be a good idea to introduce the students to these words to make comprehension easier. This story would pair well with a unit on myths/legends in different areas.

Questions for Before (B), During (D), and After (A):

B- What is a legend? Why would legends exist? What legends do you know about?

D- Why didn't Princess Izta want to marry the suitors that brought her expensive gifts?

D- What does it mean when we read, "the tide turned" in the story?

A- The names of the volcanoes are Iztaccíhuatl meaning sleeping woman, and Popocatepetl meaning smoky mountain. Why do you think that Popocatepetl is active and sometimes loud in comparison to Iztaccíhuatl?

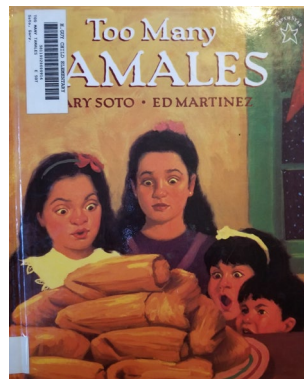
A- According to the legend, how did these volcanoes come to exist? Did Popoca keep his promise?

A- What interesting things do you notice about the artwork in this book?

Title: Too Many Tamales

Author: Ed Martinez and Gary Soto

Reading level/audience: Grades K-3



Summary: This story is centered around the family tradition of making tamales during Christmas time. Maria is making tamales with her mom when she sees her mom's beautiful ring on the counter. She slips the ring on her finger and continues to knead the masa. Later, as Maria is playing with her cousins, she realizes that she lost the ring. In an effort to solve their problem, the children eat all of the tamales... but the ring is still missing. Maria must ask her mother to help her find the ring. This is a fabulous story about family traditions, love, and togetherness. The beautiful art adds to the charm of the story.

Noteworthy: Discussion of family traditions would be a good lead in for this book as well as exploring the components of making tamales... like masa, corn husks, and the overall process.

Questions for Before (B), During (D), and After (A):

B- What traditions does your family have? Pay attention to the story and tell me after the story how your traditions are similar to Maria's or different than Maria's.

D- Have you ever wanted to hold something or to touch something that didn't belong to you? Why did Maria want to hold her mom's ring? What do you think will happen to the ring?

D- When Maria realized the ring was missing what could she have done differently?

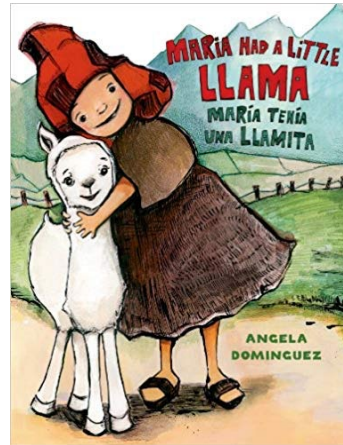
D- What does it mean when the book says, "they let out a groan the size of twenty-four tamales"?

A-Why were there too many tamales? Who thought that there were too many tamales?

Title: Maria Had a Little Llama (Maria tenía una llamita)

Author: Angela Dominguez

Reading level/audience: K-2



Summary: This story is similar to that of Mary Had a Little Lamb, except instead she has a llama. The llama follows Maria to school and the teacher has to let it out. The other children wonder why the llama came to school, and the teacher explains that it's because Maria loves the llama.

Noteworthy: This book received a Pura Belpre Honor Award. The illustrations portray what it might be like to live in Maria's mountain filled Peruvian town. The book is written in both Spanish and English and would be perfect for young dual language learners or ELLs.

Questions for Before (B), During (D), and After (A):

B- What does this title remind you of?

B- Where do you think this story takes place?

D- What do you think would happen if you brought a pet llama to school?

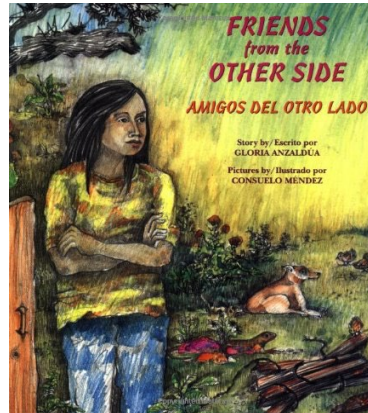
D- What's different in the way people dress and the way the school looks from the way you dress and the way your school looks?

A- What did you learn about Maria's hometown from the pictures and the story?

Title: Friends from the Other Side (Amigos Del Otro Lado)

Author: Gloria Anzaldua

Reading level/audience: Grades 3-5



Summary: This is a story about Prietita, a Mexican American girl living close to the Mexican border and her friend Joaquin. Joaquin is a Mexican boy that crosses the Rio Grande river to get to the United States for work. Prietita stands up for Joaquin and helps protect him and his mother from border patrol. Prietita shows courage standing up for Joaquin and helping him.

Noteworthy: This book shows the reality of what it would be like living close to the border and the events that happen there. It would be good for kids to read about how those events affect the lives of those who live near the border. The illustrations also portray a very real life feeling. It's written in both Spanish and English and would benefit ELLs and bilingual students.

Questions for Before (B), During (D), and After (A):

B- After reading the title, what do you think this book might be about?

D- Why is it important that Prietita stand up for Joaquin?

D- Why does Prietita choose to help Joaquin?

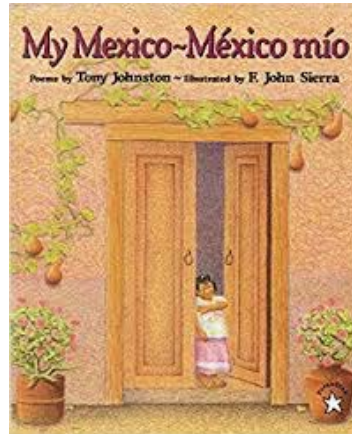
A- What do you think Prietita learned from Joaquin?

A- What can you do to stand up for others?

Title: My Mexico (Mexico Mio)

Author: Tony Johnston

Reading level/audience: Grades 2-5



Summary: This is a compilation of many poems about Mexico. Each poem describes a different aspect of the country and what it's like being there. The poems' details help one who reads them feel like they can picture Mexico. The illustrations are also helpful. Students can learn about things like Mexican homes, gourds, cities, and traditions like Day of the Dead.

Noteworthy: The book has beautiful illustrations that portray Mexico. It also would be fun to read poems from the book either in one sitting, or during different units of instruction. The poems are written in both Spanish and English and would help ELLs and bilingual students.

Questions for Before (B), During (D), and After (A):

B- Why do you think the book is called "My Mexico?" What does it mean to call something yours?

D- Why is The Day of the Dead celebrated?

D- What are homes like in Mexico? How are they different from yours? How are they the same?

A- Which poem was your favorite? Why? What did it teach you about Mexico?

A- If you were to write a poem about the place you live titled "My (country)" what would it include? How would you portray your home?

Title: Uncle Peter's Amazing Chinese Wedding

Author: Lenore Look

Illustrator: Yumi Heo

Reading level/audience: 3-5



Summary: This is a big day for a special girl. Her favorite uncle is getting married! There are many traditions that go with a traditional Chinese wedding. Some are fun and exciting for a young girl, like jumping the bed and eating candy. Others are not so much fun, the bride and groom kissing each time the glasses are clinked. But, finding your new place in the family is always good.

Noteworthy: This bright and colorful book introduces us to the wedding traditions of Chinese culture through the eyes of a young girl.

Questions for Before (B), During (D), and After (A):

B: What does this cover say to you about the relationships happening in this book?

B: What kinds of things could happen during this wedding?

D: What do you think is making this “special girl” sad?

D: Would you like to change your clothes as often as the bride does?

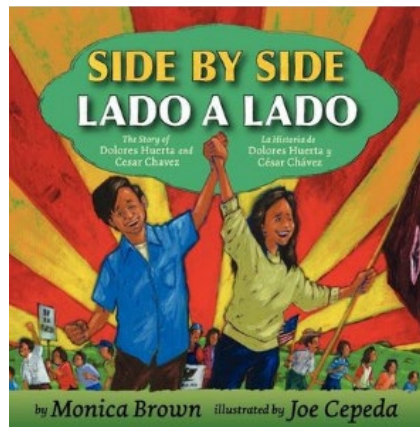
A: Does your family or culture have any special wedding traditions?

Title: Side by Side Lado a Lado

Author: Monica Brown

Illustrator: Joe Cepeda

Reading level/audience: 3-5



Summary: This is the story of Dolores Huerta and Cesar Chavez. Through this book we are introduced to how and where they grew up, along with the a few examples of the many ways they used peaceful practices to gain rights for migrant workers. These examples include the march to Sacramento, California to gain fair wages.

Noteworthy: This book is noteworthy because it talks about a peaceful civil rights movement lead by Cesar Chavez.

Questions for Before (B), During (D), and After (A):

B: Have you heard about Dolores Huerta and Cesar Chavez before?

B: What do you think the title Side by Side means?

D: What does social injustice mean to you?

D: Can you think of other peaceful ways to bring awareness to these kinds of problems?

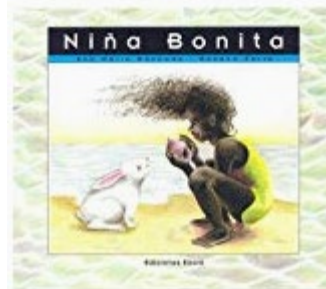
A: How did this story make you feel?

Title: Niña Bonita

Author: Ana Maria Machado

Illustrator: Rosana F

Reading level/audience: 2-3 grade



Summary: This picture book is about a little girl called Niña Bonita and a rabbit that wanted to know her secret of how her skin was so dark and pretty. The story talks about the answers that the girl told the rabbit when he asked her secret. She would make things up about why she had dark skin and Niña's mother would hear Niña answers. Until one day, Niña's mother told the rabbit why her daughter was so dark and pretty.

Noteworthy: I believe this book is noteworthy because it talks about skin color and how even if you have dark skin, you are very pretty. I think that this book can be used as a way to teach children self-confidence about their own skin color.

Questions for Before (B), During (D), and After (A):

B: What do you think the book is about, based on the cover?

B: Based on the back cover, how do you think the book will end?

D: Why do you think the rabbit wanted to be like Niña Bonita?

D: According to what we see on this page, why do you believe she has dark skin?

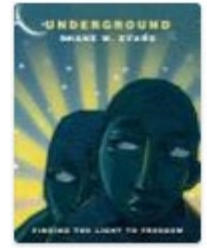
A: Do you think Niña Bonita is going to have new adventures with the black bunny?

Title: Underground

Author: Shane W. Evans.

Illustrator: Shane W. Evans.

Reading level/audience: 3-5th grade



Summary: This picture book is about a family that is trying to escape slavery. The book has few words, but the illustrations tell most of the story. The few words that are given are powerful and hopeful.

Noteworthy: This book is very interesting because it gives you an idea of the thoughts and feelings that someone escaping slavery would have had.

Questions for Before (B), During (D), and After (A):

B: Based on the title and cover of the book, what do you think is about?

B: How do you think this story will end?

D: Do you think they will escape?

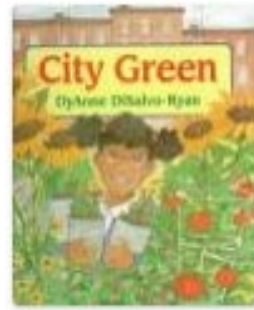
D: How would you feel if you had to escape from someone?

A: What do you believe he will do next now that he is free?

Title: City Green

Author: DyAnne DiSalvo-Ryan
Illustrator:
DyAnne DiSalvo-Ryan

Reading level/audience: 2-3 grade



Summary: This picture book is about a girl named Marcy who, with the help of Miss Rosa, starts to promote the cleanup of an empty lot. The story starts with the community going into the city office to rent the empty lot. They then proceed to start cleaning the lot and painting. Then, Marcy and Miss Rosa, with the help of the community, turn the empty lot into a beautiful community garden.

Noteworthy: It talks about gardening and I believe that you can do this with any kind of activity that a child might have learned from someone else. They can be the little experts and teach the class about what they know.

Questions for Before (B), During (D), and After (A):

B: What types of plants do you see in the cover?

B: Where do you think this place is located?

D: Why do you think Old Man Hammer think that the project is good for nothing?

D: How much do you think an empty lot cost?

A: Do you believe everyone was happy at the end with the garden?

Title: Rules

Author: Cynthia Lord

Reading level/audience: 5-7



Summary: Catherine has made some rules for her little brother, David, to help him function in the everyday world. Over summer vacation, many changes take place in Catherine's life. When at an appointment with David's occupational therapist, she meets a boy named Jason. Jason has a unique way of communicating with the world around him. Through their friendship and a few misunderstandings, Catherine learns about new ways to look at the world, how she feels about the differences people have, and the way people act and see this world.

Noteworthy: This book is a Newbery Honor award winner and Schneider Family Book award.

Questions for Before (B), During (D), and After (A):

B: What kind of rule do you think this book will talk about?

B: What could this book be about based on the title and cover?

D: Was what Ryan did to David fair or nice?

D: What do you think about the rules Catherine makes for David?

A: Have you had moments when you changed your mind about someone?

Title: Rainbow Weaver

Author: Linda Elovityz Marshall

Illustrator: Elisa Chavarri

Reading level/audience: 2-3



Summary: In Guatemala a young girl, Ixchel, longs to follow the old Mayan tradition of weaving fabric on a loom. Her mother, skilled in the practice of weaving, has no material to spare for Ixchel to use, because she needs to sell her weavings at the market to pay for Ixchel's schooling. Determined to learn, Ixchel searches for other weaving materials. She first uses blades of grass, then bits of wool, but the results were unsatisfactory. Colorful plastic bags litter the streets of her village. She gathers up these colorful plastic bags, washes them, and cuts them into long strips. She uses the plastic strips on her loom to make beautiful fabric. Proud of her work, Ixchel wants to see if her fabric will sell at the market. It does! Ixchel is proud that she could help pay for her schooling with her fabric.

Noteworthy: The whole book has text in English as well as Spanish. This book would be great in a class library for Spanish EBs. The book also has a wonderful message on recycling, and determination. At the end of the book there is an author's note, in English as well as Spanish, about the tradition of weaving in Mayan culture.

Questions for Before (B), During (D), and After (A):

B: Where do you think this story takes place in the world?

D: Do you think all these bags will be important later in the story?

A: Why do you think this book has English and Spanish text?

A: Where do Mayans live, and how long has the Mayan civilization been around?

A: What are ways that you can recycle?

Title: That is My Dream!

Author: Langston Hughes

Illustrator: Daniel Miyares

Reading level/audience: K-3



Summary: The main character of this book is a young African American boy. It takes place in a small segregated town in the 1950s. The boy's narrative through the book is what his dream is. His dream is "To fling my arms wide in some place of the sun, to whirl and to dance till the white day is done. Then rest at cool evening beneath a tall tree while night comes on gently, dark like me. That is my dream." While the book's words are simple, they have deep and powerful meaning. The message that is conveyed in this book, with illustrations and short powerful text, is that this little boy's dream is to be able to be himself without restriction of his ethnicity. He longs for a brighter and more inclusive world.

Noteworthy: The book's text is originally Langston Hughes's poem "Dream Variation". Poems are known for their powerful meanings behind simple words. That is exactly what this happens in this book, as well as the text being accompanied by contextual pictures. The words, although simple, may be hard for younger readers to understand the meaning and power of the words. The pictures will be able to provide context and understanding for these readers.

Questions for Before (B), During (D), and After (A):

B: Where and when do you think this book takes place?

D: Why do you think this picture has a White only drinking fountain and a Colored only drinking fountain?

A: What does segregation mean? Would you be sad if you couldn't use a certain drinking fountain?

A: Do you know when America had segregation? Why did America have segregation? Was it a law to have segregation? Was it a good or nice thing to do to have colored people and white people separated?

A: How can we all make sure that everyone feels included?

Title: Nelson Mandela

Author: Kadir Nelson
Illustrator: Kadir Nelson

Reading level/audience: 1-4



Summary: Nelson Mandela as a young boy was sent by his widowed mother to live with a powerful chief. For centuries, South African Tribes lived peacefully. However, they went to war with European settlers who sought to take their land. Their land was taken and belonged to Europe. Nelson grew tired of Africans being poor and powerless. He became a lawyer in an effort to defend those who couldn't defend themselves. The government passed a cruel policy, the apartheid, that segregated the people. The people protested, but speaking out was against the law and Nelson was arrested and jailed for two weeks. Nelson fought the apartheid, but had to stay underground and undercover to not be put back in jail. Nelson, however, was caught and jailed for twenty-seven and half years. During these years, South Africa began to fall apart, the world pressed South Africa to change, and the apartheid was no more. Nelson was freed, now an old man, and was voted as the new leader of South Africa.

Noteworthy: This book is based on true facts about Nelson Mandela's life. It is very insightful on what the apartheid was and how Mandela combated it. The end of the book has more information on Mandela and his life.

Questions for Before (B), During (D), and After (A):

B: Do you know who Nelson Mandela is? Who do you think he is?

B: Where do you think this story takes place?

D: Why were the people protesting? What is protesting?

D: What do you think the words "Amandla", and "Ngawethu" mean?

D: Why was Nelson Mandela put into jail?

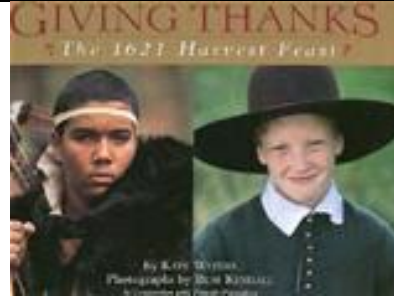
A: How do you think the people of South Africa felt when Nelson Mandela was elected?

Title: Giving Thanks

Author: Kate Waters

Pictures by: Russ Kendall

Reading level/audience: 2-4



Summary: Sometime between September 21 and November 9, 1621, the English colonists (pilgrims) and the Wampanoag people shared a harvest celebration. Over time this story has become known as the First Thanksgiving. This is a story of what may have happened during those days. It is told from two different viewpoints, Dancing moccasins, a fourteen-year-old Wampanoag boy, and Resolved White, a six-year-old English boy.

Noteworthy: This book brings to life what may have happened, and how the people interacted, during the First Thanksgiving. It has pictures of real people reenacting scenes that could have occurred. It is told through the eyes of the boys from both parties, Native American and English. It also has additional information about the 1621 harvest feast at the end of the book.

Questions for Before (B), During (D), and After (A):

B: Where and when do you think this book takes place?

B: Do you know what happened on the First Thanksgiving?

D: Why do you think the author has a Native American and an English boy narrating the story?

A: Why do you think the Native Americans chose to help the English?

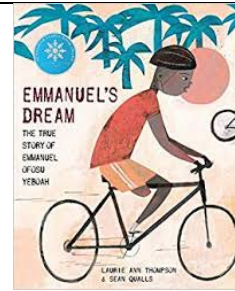
A: Do we celebrate Thanksgiving differently than the First Thanksgiving?

Title: Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah

Author: Laurie Ann Thompson

Illustrator: Sean Qualls

Reading level/audience: 1-4



Summary: Emmanuel Ofosu Yeboah was born with only one strong leg, which meant he had a challenging life ahead of him in Ghana, West Africa. With his mother's faith in him, Emmanuel didn't let his disability stop him from accomplishing his goals. When he got too big for his mother to carry, he hopped on one leg to get to school, and when he was thirteen, he left home to find work to support his sick mother. At first, no one would hire him, but Emmanuel refused to beg. He worked at a food stand and shining shoes, sending money to his family. Years later, his mother grew sicker and died, and Emmanuel was determined to honor her by showing the world that "being disabled does not mean unable." With help from the Challenged Athletes Foundation, he bicycled around Ghana in just ten days, inspiring people with and without disabilities.

Noteworthy: The true story of Emmanuel Ofosu Yeboah will resonate with people of all ability levels, proving that anyone can make a difference through hard work and determination.

Questions for Before (B), During (D), and After (A):

B: When you look at the cover, what do you notice about the boy? What do you notice about the title and subtitle? What does it mean when it says that this is a "true story"?

B: What does it mean to have a disability?

D: What challenges does Emmanuel's mother face because her son has a disability?

D: Why do the people in Accra not want to hire Emmanuel? What would you do if you were Emmanuel, in a new place where everyone rejected him?

A: How do you think the people in Ghana's attitudes changed after Emmanuel's ride? How did it change the lives of other people with disabilities? What about the able-bodied people?

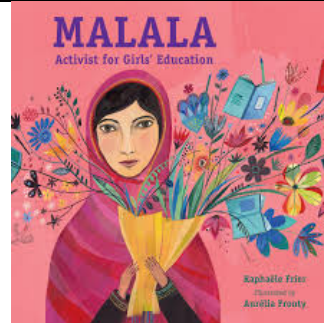
A: What can we learn from this story about people with disabilities?

Title: Malala, Activist for Girls' Education

By: Raphaëlle Frier

Illustrated by: Aurélie Fronty

Reading level/audience: 1-4



Summary: As Malala grew up in a beautiful mountain village in Pakistan, she listens to her father talk about the Taliban, and how they have set schools on fire and how they use religion to scare people into burning their belongings and obeying their strict rules, including a ban on girls going to school. Malala speaks out against the Taliban and writes about the right girls have to education. Despite the war and violence that threaten her home, Malala becomes a children's rights activist who speaks and writes about girls' right to education. Malala is not scared into silence by the violent acts committed against her and continues to speak about women's rights and every child's right to education to this day.

Noteworthy: Malala is an activist who is still today defending the right that girls and children in general have to an education. It can give students a greater appreciation for their own education as well as provide an excellent role model for girls of all ethnicities. In addition to Malala's story, this book also includes several pages in the back with pictures, quotes, and information about her story that can extend student's learning.

Questions for Before (B), During (D), and After (A):

B: What do you notice about the main character, Malala, on the front and back cover? What do you notice about her clothing?

B: When we read the title and subtitle, we see the word *activist*. What does it mean to be an activist?

D: How would you feel if you were living in Malala's village during this story?

D: Malala was only eleven years old when she starts writing her blog after the Taliban banned girls from going to school. How old are you right now? How did Malala find the courage to stand up for what she believed in the face of such danger?

A: Malala is a human rights activist who speaks about the right for all children to have an education. What does it mean to have a right to something? What are some rights that all people should have?

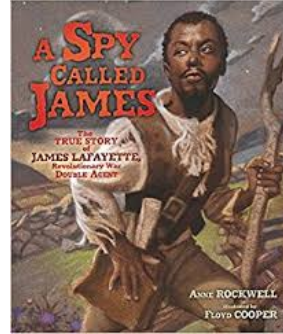
A: Why is the right for girls to have an education important?

Title: A Spy Called James

Author: Anne Rockwell

Illustrator: Floyd Cooper

Reading level/audience: 2-5



Summary: During the Revolutionary War, James was a slave who decided to fight for the colonies with the hope of being granted his freedom after the war. James served under the French general Lafayette, who ordered him to spy on Benedict Arnold, General Cornwallis, and other important British soldiers. He took information he heard and seen back to Lafayette, and when the British soldiers asked him to spy on the colonies for them, he gave them false information. Despite the dangers of being a double agent, James was never caught, and Lafayette used the information James brought to defeat the British at Yorktown and end the war. However, even though James had fought bravely as a spy, he was not freed from slavery until Lafayette heard about his situation and wrote a certificate stating that James should be free. Because of this, James took the last name Lafayette.

Noteworthy: This book is an excellent source for teachers to use to give credit to historical figures of color – the ‘invisible heroes’ that are often overlooked throughout American history. The story of James Lafayette would be an excellent read-aloud to include when exploring the American Revolution.

Questions for Before (B), During (D), and After (A):

B: Look at the cover. What do you think is the setting of this story? Where and when? What do you notice about the man on the cover?

D: Why do you think some Revolutionary War heroes became famous and some, like James, didn't become famous?

D: Why didn't the British soldiers suspect James as being a spy?

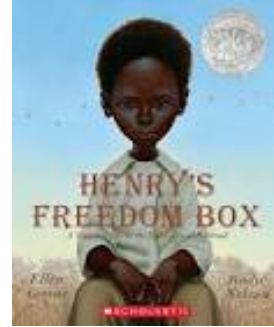
D: How do you think James felt when he wasn't freed from slavery after the war?

A: Why is it important for us to remember heroes like James?

Title: Henry's Freedom Box

Author: Ellen Levine

Reading level/audience: grades 1-5



Summary: Henry Brown was a slave who had always had a dream of being free. As a child, he watched the flying birds and longed to be free. Instead of being freed, Henry was taken from his family and given to a new master. He worked hard, but he was lonely. Henry met a young woman named Nancy who made him feel like singing. They fell in love, were married, and had three children. One day while Henry was at work, his wife and children were taken and sold. He knew that he would never see his family again. Henry was grief stricken. He could no longer feel happiness. He could no longer sing. After many weeks, Henry heard the song of a bird flying freely in the sky. His desire for freedom was once again awakened. Henry came up with a plan. He would mail himself to freedom. With the help of a white man, named Dr. Smith, Henry hid in a box and was mailed to Philadelphia. Henry's plan worked! He arrived in Philadelphia and became a free man. Henry was then known as Henry "Box" Brown, the man who mailed himself to freedom.

Noteworthy: This the true story of Henry Brown who arrived in Philadelphia on March 30, 1849. He traveled 350 miles from Richmond, Virginia. His journey took 27 hours. He became one of the most famous runaway slaves on the underground railroad.

Questions for Before (B), During (D), and After (A):

(B) The name of this story is Henry's Freedom Box. What do you think this story might be about?

(D) What do you know about slaves? What does it mean to be free? Why do you think that birds reminded Henry of freedom?

(D) How do you think Henry felt when his wife and children were sold? How would you feel if you knew that you would never see your family again?

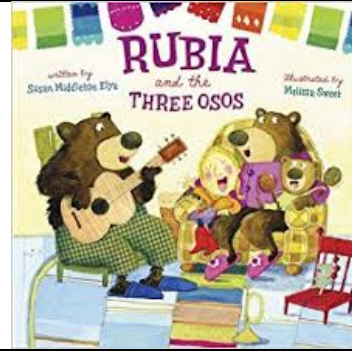
(D) What do you think of Henry's plan to mail himself to freedom? Do you think it will work? What dangers might Henry encounter?

(A) Why do you think that Dr. Smith helped Henry escape? Do you think that other people wanted to help slaves escape to freedom? What do you know about the Underground Railroad? Was it a real railroad?

Title: Rubia and the Three Osos

Author: Susan Middleton Elya

Reading level/audience: Prek-2



Summary: Rubia and the Three Osos is the retelling of the classic Goldilocks and the Three Bears. This humorous retelling of a familiar story is interspersed with Spanish words. While the three osos are out on a walk, Rubia enters their casita. She finds their dinner and drinks all of baby bears Sopa. After dinner, she tries out all of their chairs and breaks poor Baby Bear's silla. Tired from the soup, she finds las tres camas. Papa bear's bed was too hard, Momma Bear's bed was too soft, and Baby bear's bed was buena. When they see la mesa, they are mad! Rubia wakes up and jumps out the window. The three osos chase her, but she is too fast and escapes. In a surprise ending, Rubia feels bad and makes sopa for the osos. She tells them that she is lo siento. The bears lovingly accept her apology, and Papa Bear declares, "Our house es tu casa!"

Noteworthy: Throughout the story, picture clues, context clues, and a Spanish glossary all help teach the Spanish vocabulary in an entertaining, engaging way.

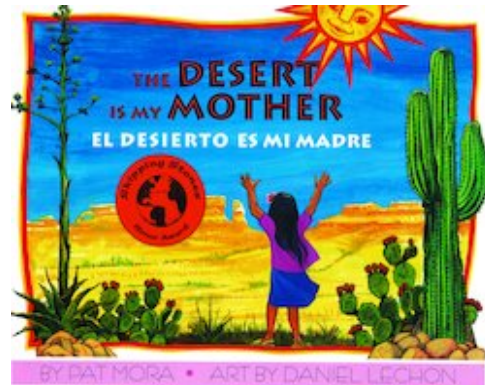
Questions for Before (B), During (D), and After (A):

- (B) The title of this book is Rubia and the Three Osos. Look carefully at the picture on the cover and at the characters. What familiar story does this remind you of?
- (B) Make a prediction. What do you think is going to happen in this story?
- (D) What two languages are you hearing in this story? What words do you already know in Spanish? Are there any Spanish words that remind you of English words?
- (D) How will we figure out the meaning of the Spanish words that we do not know? Where can we look to figure out the meaning?
- (A) How is the ending of this story different than the ending you have heard for Goldilocks and the Three Bears? Why do you think she made them sopa? Why did she take a bottle of glue with her? Can you think of a time when you needed to say that you were sorry? What kinds of things can we do when we need to apologize?

Title: *The Desert is my Mother/El Desierto es mi Madre*

Author: Pat Mora

Reading level/audience: K-3



Summary: This is a picture book derived from a poem. It is written in both English and Spanish. The desert offers many things such as food, weather, beauty and other things the girl asks for. It cares for her so much that she refers to it as her mother.

Noteworthy: The combination of both the poem and the illustrations makes it a great book about art. The information about the desert can also be used to bring in some earth science.

Questions for Before (B), During (D), and After (A):

(B) The title of the book is “The Desert is my Mother.” What do you think that means? (Literal?)

(B) What do you know about deserts?

(D) She says the desert feeds her, have you ever had food that came from the desert? Why do you think she eats cactus?

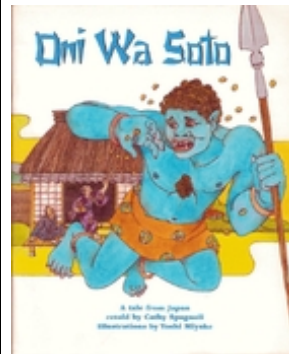
(D) Have you ever played in the rain on a warm day? Do storms frighten you?

(A) What is something new you learned about the desert? Why does she call the desert her mother?

Title: *Oni Wa Soto*

Retold by Cathy Spagnoli

Reading level/audience: K-3



Summary: *Oni Wa Soto* is a Japanese tale that is similar to *There was an Old Lady who Swallowed a Fly*. The old man loved to eat beans and one day got sick from eating too many. His wife sought the counsel of a wise man. The wise man told her to feed the old man a bug so that the bug could eat the beans that were inside him. She did as the wise man asked, but the old man started crawling like a bug. Other animals were advised to be eaten, each being progressively bigger and each with another problem. We finally come to a large blue oni (featured on the cover) who the old man swallowed, but the spear got stuck in his throat. The woman was told to throw some special beans and call out to the oni. The oni came flying out along with each consecutive animal that was swallowed. Of course, the old man became hungry again.

Noteworthy: This book could be read with *There was an Old Lady who Swallowed a Fly* and comparisons/contrasts could be made. There is also a small element of repetitiveness that students will pick up on and say with the reader.

Questions for Before (B), During (D), and After (A):

(B) What do you think *Oni Wa Soto* means? Why?

(D) If you had a stomachache, would you swallow a bug, frog, or another animal to fix it? What kinds of things would you do instead?

(D) Was the wise man giving the old woman good advice? Would you do what the wise man was saying?

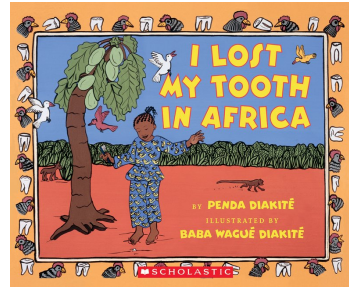
(A) What does this story remind you of?

(A) What is a lesson you learned from this book?

Title: *I Lost my Tooth in Africa*

Author: Penda Diakité

Reading level/audience: K-3



Summary: The author was an 8-year old girl when she originally wrote this story. It is based on her little sister's experience of losing a tooth while visiting family in Africa. It is rich with culture, tradition, and the daily way of life for a child there. African tradition says that if you put a lost tooth under a gourd, which is like a large bowl, the African Tooth Fairy will bring you a chicken. She gets two, a hen and a rooster, who in turn lay eggs of their own.

Noteworthy: The illustrator is the father of the author. He is originally from Africa and now lives in Oregon with his family. They go back to visit Africa as often as they can and he strives to teach his children about African culture.

This book also touches a bit on the lifecycle of a chicken as well.

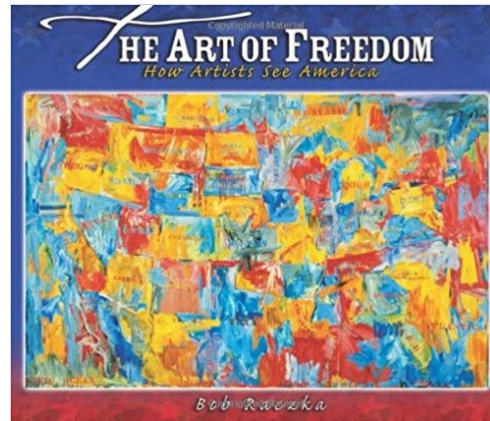
Questions for Before (B), During (D), and After (A):

- (B) Who has lost a tooth before? What was it like?
- (B) Who has been to another country? What things are different there?
- (D) What is one of your favorite meals? Is there a meal you eat in a special way?
- (D) What do you do when you are waiting for something to happen?
- (A) What are some things in this book that are same in your life? What are some things that are different?

Title: *The Art of Freedom:
How Artists See America*

Author: Bob Raczka

Reading level/audience: 3rd and
above



Summary: This book tells what America is, by using pictures and simple phrases. There is a variety of artwork shown, for example, paintings, sculptures and photography. The questions help the reader learn what America is by making them think and see all the different things. At the end of the book, there is more information about each picture and when and where it was taken.

Noteworthy: This would be a great book to introduce American History and current events. This would also be a great book to use when helping students see their uniqueness.

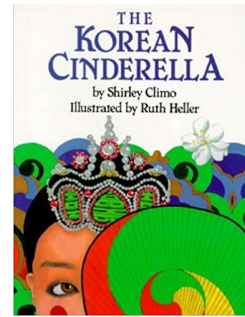
Questions for Before (B), During (D), and After (A):

- (B) By the title/cover what do you think this book will be about?
- (B) What is an artist and what kinds of artists are there?
- (D) When did this picture take place; what do you think is happening in it?
- (D) Why do you think America is this way?
- (A) Now that you have read this book, did your view of America change?

Title: *The Korean Cinderella*

Author: Shirley Climo

Reading level/audience: K-3



Summary: This is a fairytale about a young girl named Pear Blossom. When she is young, her mother dies and her father remarries a mean woman. She makes Pear Blossom work all day. Throughout the book, Pear Blossom asks herself, “will no one in the world help me?” When she does, animals come to help her and tease her stepsister. There was a festival she could not go because there was too much work, but the animals help her. She goes to the festival and loses her shoe. The magistrate wants to marry so he searches the city until he finds her and they are married.

Noteworthy: There are many different versions of Cinderella by the same author. Using all the different books would be a great way to teach students the differences and similarities of different cultures.

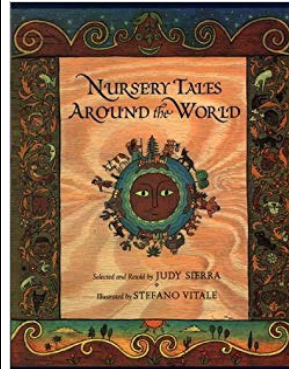
Questions for Before (B), During (D), and After (A):

- (B) How do you think this book differs from the Cinderella story you know?
- (D) What does this word mean? Have you heard it before? (Many Korean Words in the book)
- (D) What do you notice about the pictures in the book?
- (A) What surprised you in this book?
- (A) What about the people and traditions... Were they the same or different as your traditions?

Title: *Nursery Tales Around the World*

Retold by: Judy Sierra

Reading level/audience: K-4



Summary: This is, just as the title suggests, a collection of nursery tales from around the world. It has tales from Native American history to China and places in between. There is a story called *Runaway Cookies* that is similar to *The Gingerbread Man* but it is from Russia. All these tales have a value/lesson to teach.

Noteworthy: The illustrations of each story help make it come alive. It is also fun to see correlations to some nursery tales we use in the US.

Questions for Before (B), During (D), and After (A):

(B) By looking at the first picture, what do you think this story is about? What part of the picture makes you think that?

(B) This story is from ____ . What do you know about that country?

(D) Have you heard a story similar to this? How do you think this one will end? Will the ending be the same or different than the story you have heard? Why?

(A) What did the character(s) in the story learn or not learn? What is the lesson that we should learn from this story?

(A) What did you like or not like in the story?

Title: *Refugee*

Author: Alan Gratz

Reading level/audience: 9 -12 yrs.



Summary: The book follows three different children in three parts of the world at different time periods, where they are forced to leave their country in order to stay alive. Josef, a Jewish boy, is forced to leave Nazi Germany in 1930. Isabel is a Cuban girl who sets out on a raft in 1994 to get to America, and Muhmoud is trying to escape from Syria in 2015. All three children go through very traumatic, unimaginable dangers in order to find refuge and safety.

Noteworthy: This is a great book to help children understand the terrifying journeys that refugees take in search of safety. It would be great to teach compassion, understanding and kindness.

Questions for Before (B), During (D), and After (A):

(B) Have you heard the word refugee? What does it mean? What might make someone want to run from their country?

(D) Where is the country of Germany? Syria? Cuba?

(D) If there was a chance your family would die if you stayed in your country, would you leave for safety?

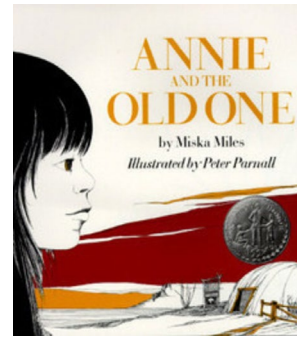
(D) What would you take with you? You have to carry everything.

(A) Knowing now what hardships others have gone through, how can we make life easier for those from other countries that have made it to the United States?

Title: *Annie and the Old One*

Author: Miska Miles

Reading level/audience: Grades 3-5



Summary: Annie, a young Navajo girl, becomes upset when her grandmother tells her she will die when the rug that Annie's mother is weaving is finished. Annie begins to plot ways in which to keep her mother from finishing rug, including unweaving the rug in secret. Annie is hoping to hold back time to keep her grandmother from passing on. Through guidance of her grandmother, eventually Annie learns that all living must die, and it is part of earth's cycle.

Noteworthy: This is a great book to help children dealing with the death of a loved one or experiencing great sadness in their life. It is also good to read about the Navajo family, their culture, and the love they share for one another.

Questions for Before (B), During (D), and After (A):

(B) Look at the cover, the home of Annie. Where do you think she lives? What type of home does it look like she lives in?

(D) Annie is deliberately trying to cause trouble. What is she trying to do?

(D) Annie is sad that her Grandmother is going to die, what can we do when we are sad? Who can we go to for help if we need it?

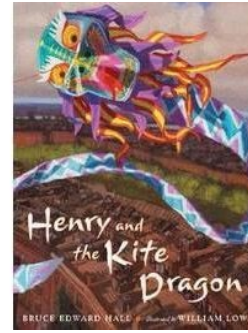
(A) Why did Annie decide that the rug could now be finished?

(A) What do you think happens after the book? How do you think Annie deals with her feelings when her Grandmother dies?

Title: *Henry and the Kite Dragon*

Author: Bruce Edward Hall

Reading level/audience: grades 3-5



Summary: Henry Chu, is a boy living in Chinatown in New York City in the 1920s. He and the other boys love to visit an older man in the neighborhood whom they call Grandfather and watch him make and fly wonderful, colorful kites. Tony Gugilone, is a young boy living in Little Italy, one block away. Surprisingly, he and his friends throw rocks and ruin the kites as the Chinese boys fly them. One day, Henry has had enough and ventures out to make Tony stop. But what he finds is that Tony is actually just trying to protect his homing pigeons. The kites the Chinese boys are flying are actually scaring his birds away and he wants them to fly home.

Noteworthy: Fabulous book to teach communication and understanding. It would be wonderful to teach how to resolve conflict.

Questions for Before (B), During (D), and After (A):

(B) What is Chinatown and Little Italy? Who lived in these places?

(D) Why would Tony want to ruin the kites? What would you do in this situation?

(D) Grandfather has a unique idea to stop Tony. Do you think this is a good idea?

(A) What do we now know about Tony that we didn't know until Henry went to talk to him?

(A) How did our perspective change about Tony?

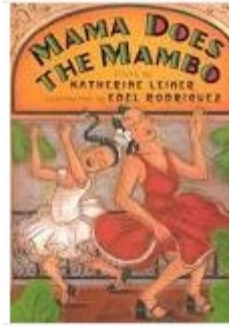
(A) How can communication solve a problem?

Title: Mama does the Mambo

Author: Katherine Leiner

Illustrator: Edel Rodriguez

Reading level/audience: 1-4



Summary: The story is about a girl who loves to watch her mother and father dance. After the first few pages, the father unexpectedly passes and the girl notices the absence in dance. The others in the community try to replace her father as a dancing partner, but none looked as good a dance partner as her father. She begins to dance with her mother, and learns that when they dance, mother is happy again.

Noteworthy: The author uses rich and descriptive vocabulary in both English and Spanish. The language is Cubano and doesn't directly translate to Mexican Spanish at times.

Questions for Before (B), During (D), and After (A):

B: Look at the picture and tell me, what do you think mambo means?

B: What do you think the book will be about? Do you call your mom, mama? What language do you think they might be speaking?

D: Does you know someone who loves to dance? Is it you? What music do you like to dance to?

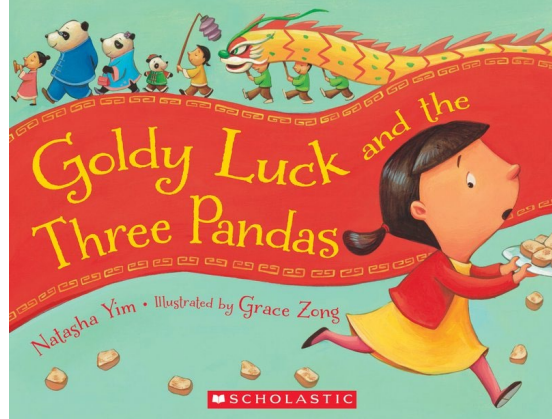
D: Look at the pictures and use guess what these Spanish words might mean. Sandia, piña, is there a Spanish speaker who can help us?

A: There are all sorts of ways people dance around the world, even in the book we saw more than four ways people dance. What are some ways you dance, and who do you share that with?

Title: Goldy Luck and the Three Pandas

Author: Natasha Yim

Reading level/audience: PreK-2



Summary: Goldy goes to the Chan's house to drop off some turnip cakes. But, she gets a little too comfortable there and makes herself right at home. She eats their rice porridge, breaks their rocking chair, and makes their futon a mess! When the Chan's come home, Goldy is nowhere to be found. She feels guilty about her actions and returns to the Chan's house to make things right just in time for the Chinese New Year!

Noteworthy: This is a great book to read to young kids, especially if they are aware of the story "Goldy Locks and the Three Bears." They will find this Chinese twist to the story!

Questions for Before (B), During (D), and After (A):

Before: By looking at the cover of the book, what do you predict this story is about?

Before: How many of you have heard the story "Goldy Locks and the Three Bears?" (This is a Chinese version of that story)

During: Do you think the Chan's are going to be happy about what Goldy has done to their home?

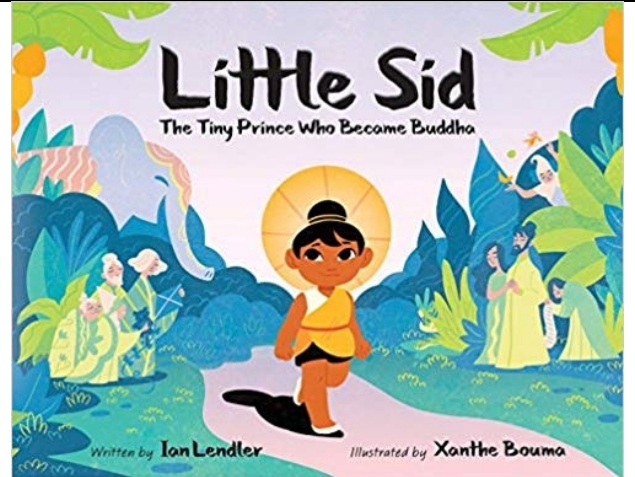
During: Why do you think Goldy acted the way that she did?

After: How do you think the Chan's feel now that Goldy has apologized?

Title: Little Sid, The Tiny Prince Who Became Buddha

Author: Ian Lendler

Reading level/audience: K-2



Summary: This story is based on the real historical figure named Siddhartha Gautama who lived between 6th and 4th BC. Little Sid is raised in a luxurious palace. He has all that he could ever want. But, something is missing. He is still not fully happy. He leaves the castle in search of happiness and discovers that happiness is not found in materialistic things but is found in the world around us: ourselves, the Earth, our families, etc.

Noteworthy: This illustrations in this book are amazing!!! Having visited Thailand and seen a lot of the images portrayed in the book, it was so cool! Seriously, some of my favorite illustrations I've ever seen!

Questions for Before (B), During (D), and After (A):

Before: How many of you have heard about Buddhism?

Before: Which part of the Earth practices Buddhism the most?

During: Why do you think Little Sid is unhappy?

During: Do you think Little Sid will find happiness on his journey?

After: What kinds of things make you happy?