

## Once Around the Block / Una vuelta a la manzana

written and illustrated by José Lozano

### About the Book

**Genre:** Fiction

**Format:** Paperback, 32 pages

**ISBN:** 9781941026083

**Reading Level:** Grades 3

**Interest Level:** Grades 3 - 10

**Guided Reading Level:** P

**Spanish Guided Reading Level:** O

**Accelerated Reader® Level/Points:**  
4.9/0.5

**Lexile™ Measure:** N/A

\*Reading level based on the ATOS Readability Formula

**Themes:** Dual Language, Education, Phonemic Awareness, Alphabet "ABC" Concept Books, Humor, Latino/Hispanic/Mexican Interest

**Resources on the web:**

[leeandlow.com/books/once-around-the-block-una-vuelta-a-la-manzana](http://leeandlow.com/books/once-around-the-block-una-vuelta-a-la-manzana)

### SYNOPSIS

There's always a lot of action in the Mexican American neighborhood where Mr. Lozano lives. Amelia argues with Anita; Benito loves bean burritos but not bumblebees; Hortencia and Herminia hover around like hummingbirds; and Zacarias is catching some Zs on Zachary Street. José Lozano's wacky little stories and illustrations combine Mexican culture with *Sesame Street* smarts to make for a wonderful read-aloud ABC book in Spanish and English

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

## BACKGROUND

### Neighborhood and Community

In Mr. Lozano's neighborhood, there is always a lot of action going on. Mr. Lozano tells us different wacky stories about the people in his neighborhood, the food they eat, the activities they play, and much more! Review or teach students what makes a community. Look at a map of the community around the school and different points of interest.

### Families

Review family structures and the many ways people form families. It may be helpful to create a list of family members and remind students that some families include pets.

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

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

- Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so?
- This story is going to show different people's stories and lives. Who are some of the people in your community? What are they like?
- Have you ever read an alphabet book? If so, what language was the book in? Describe what the book was about, and what you saw in the book.
- Ask students to think about their family and what family means to them. How is family important to you? How do you interact with your family members? How do you help them?
- What does it mean to be a friend? What are the qualities of friendship?
- Why is bilingualism important? If you are bilingual (or speak more than two languages), what does it mean to you? If you are not bilingual, why do you think those languages are significant to that person?

You may want to have students journal their responses to these questions or pose the final question as a KWL discussion and chart so that you can refer back to it throughout and after the reading of the book to further their thinking on the topic(s).

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Once Around the Block / Una vuelta*

*a la manzana*. Ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?

- **Book Walk:** Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, table of contents, author's dedication, and Author's Note at the end. Display the book and analyze the cover. What do students notice in the illustration?
- **Read Author's Biography:** Read about José Lozano (<https://www.joselozano.net/>). What do you think the process is like to write a book for young readers? What do you think the process is like to illustrate a book for young readers? Why do you think he wrote this book for young readers?
- **Encourage students to stop and jot in their reading notebooks during the reading when they:** learn new information, have an emotional reaction or an idea, have a question, or see new words.
- **Have students write feeling(s) in their notebook during reading.** After reading, ask students why they wrote that feeling down and have them write a journal entry about it. Have students complete one journal entry per each reading session.

### Setting a Purpose for Reading

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

Have students read to find out:

- the Spanish and English alphabets and how the text structure helps present the story
- beginning letter sounds and alliterations
- what is going on with everyone in the book
- what happens in the community
- what types of food people eat
- what types of instruments people play

Encourage students to consider why the author/illustrator, José Lozano, would want to share this story with young people.

### VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

### Content Specific

bugle/corneta, jicama/jícama, concoction, gladiolas, gardenias, kneepads/rodilleras, accordion/ acordeón, mansions/mansiones, manors/fincas, miniatures/miniaturas, ingredients/ingredientes, slogan/eslogan, ancient/antiguos, quip, quivering, sacudiéndose, recreation/recreación, spunky/chispa, folkloric, Victorian/victoriana, walruses/morsas, xylophone, tamale, nutmeg, Xerox, zany

### Academic

zippy, exhausted, unexplained/inexplicable, dyed/teñido, haunted/embrujado, interrupted/interrumpe, knack, opulent/opulentos, quilting, grimacing, teetering/temblorosos

## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. To build skills in close reading of a text, students should cite textual evidence with their answers.

### Literal Comprehension

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Who is the speaker of the story? How do you know?
2. Is this book fiction or nonfiction? Why?
3. Who are the characters in *Once Around the Block / Una vuelta a la manzana*?
4. What places do we read about in *Once Around the Block / Una vuelta a la manzana*? Do any of the characters travel to any places?
5. What are some of the jobs that the characters in *Once Around the Block / Una vuelta a la manzana* have?
6. What are some of the activities that the characters do in *Once Around the Block / Una vuelta a la manzana*?
7. Describe how the author uses each letter in the alphabet to tell a story. What is unique about each?
8. How does the author tell us about each character?
9. Look at the illustrations on each spread. Do the illustrations also include pictures with the featured letter?
10. What descriptive words or phrases does the author use to describe each character's story?

## Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does the *Once Around the Block / Una vuelta a la manzana* mean to you after reading? Why do you think the author chose this particular title? What would be another fitting title? Why?
2. Compare and contrast the Spanish and English alphabets. How are they similar? How are they different?
3. How does the author present the letter of the alphabet with a story?
4. What do you notice about the illustrations? How do the illustrations help the reader further understand the story?
5. Why do you think the author and illustrator, José Lozano, presented each person as if in a photograph or an album? What makes photo albums or scrapbooks special? What do people usually include in a photo album?
6. What do you think is the author/illustrator's purpose for using alliterations in this text? How are alliterations significant in this type of text?
7. What patterns do you see in the book?
8. Why do you think author José Lozano presents this story with English and Spanish together?
9. How does the author José Lozano use humor to explore different subjects, such as growing up, family relationships, and identity?
10. What does family mean to you after reading this story?
11. How does the author include the letters CH, LL, Ñ at the end? How is this different from the English alphabet?
12. How does this story celebrate the community?
13. Compare the neighborhood in *Once Around the Block / Una vuelta a la manzana* to your own. Do you notice any similarities?

## Reader's Response

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

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. **What is one big thought that you have after reading this book?** Think about the characters in *Once Around the Block / Una vuelta a la manzana* and what stories you read throughout. What is your takeaway from this book? What would you tell a friend about this book?
2. **What do you think the author's message to the reader is?** Think about possible

motivations behind José Lozano's intention to write the book. What do you think he wanted to tell young readers?

- 3. Have students make a text-to-self connection.** What kind of connections did you make from this book to your own life? What is your role in your own family?
- 4. Have students make a text-to-text connection.** Did you think of any other books while you read *Once Around the Block / Una vuelta a la manzana*? Why did you make those connections?
- 5. Have students make a text-to-world connection.** What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *Once Around the Block / Una vuelta a la manzana* make you think of that?

### Multilingual Learners Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are Multilingual Learners. It is also important to stress that the Spanish used in this book may or may not resonate with all students. Words can hold different meanings in other types of Spanish around the world.

1. Assign ML students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Review each chapter and chapter title. Have students summarize what is happening in the chapter, first orally, then in writing. Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about one of the characters in the book. Have them discuss what characteristics they admire about the person they chose.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose Multilingual Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. The book is both in English and in Spanish, with English on the top and Spanish on the bottom. Have students read both texts and compare both. Have students highlight any unknown words in the text, and then record them separately. Have students look up their definitions and share their knowledge about these words, if applicable.
7. Have students identify true cognates throughout the book. Students can begin with one to

two pages and gradually increase to a chapter(s) where students highlight true cognates and determine the meaning to the word if they do not already know it. This can also be a great opportunity to also discuss false cognates with students. If time allows, have students reflect on the cognates that they found. Did they know the word in English? Did they know the word in Spanish? If it was an unknown word in English, did the identification of the Spanish cognate help them define the word? Consult ¡Colorín Colorado! for more ideas on how to use cognates in the classroom with MLs: <https://www.colorincolorado.org/using-cognates-ells>.

8. Consider consulting <https://www.multilinguallearningtoolkit.org/> for more ideas on how to support Multilingual Learners

## ACTIVIDADES EN ESPAÑOL PARA APOYO EN PROGRAMAS BILINGÜES Y DE INMERSION DUAL

*(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)*

*For the CCSS in Spanish, please check out <https://commoncore-espanol.sdcoc.net/CCSS-en-Espanol/SLA-Literacy>*

1. Asigne el libro *Once Around the Block / Una vuelta a la manzana* a sus estudiantes. Coloque dos estudiantes juntos para leer el libro en voz alta. Compare las palabras en inglés y en español. ¿Cómo se comparan las palabras? Los estudiantes pueden practicar las palabras que tengan dificultad en pronunciar. Estudiantes pueden tener un cuaderno con las palabras difíciles para hacer referencia en el futuro.
2. Durante el tiempo de tiempo de lectura, haga preguntas de comprensión a los estudiantes en inglés y en español para medir el nivel de comprensión en los dos idiomas. Preguntas pueden incluir: ¿de qué se trata el cuento? ¿Conectaste con uno de los personajes en el cuento? ¿Por qué sí o no? ¿Qué parte te gusta más en el cuento?
3. Elija palabras de vocabulario. Los libros ilustrados bilingües son una excelente manera para que sus estudiantes aprendan nuevas palabras de vocabulario porque el idioma se presenta en contexto. Si es posible, haga fotocopias de las páginas. Estudiantes pueden usar subrayadores en un color para inglés y un color para español para las palabras nuevas. También, puede anotar las palabras en un póster para referencia. Reflexione con sus estudiantes sobre cuales palabras ya sabían y cuales palabras aprendieron.
4. En casa los estudiantes pueden pre-leer el libro con sus familias y puede sugerir que lean el libro juntos. Esto ayuda a practicar la lectura y a aprender de los dos idiomas, inglés y español.
5. El uso de cognados puede ser útil en libros bilingües, en español y en inglés. En esta actividad estudiantes pueden buscar cognados en el libro. Los estudiantes pueden trabajar en parejas para identificar y formar una lista si las palabras son cognados verdaderos o falsos. Al final de la actividad es importante distinguir como clase la lista de los cognados verdaderos o falsos.

Estas actividades solo son sugerencias. Puede encontrar más recursos para apoyar las clases de inmersión dual y bilingües. Puede leer mas en (<https://blog.leeandlow.com/2013/11/04/using-dual-language-and-bilingual-books-in-third-and-fourth-grade/>)

## Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. This story celebrates community and taking care of people. Discuss, draw, or write about how people in your life take care of each other.
2. Have students write or draw which stories from *Once Around the Block / Una vuelta a la manzana* they connected with the most? Why? What can you learn about family diversity and family structures from this book? What can you learn about what makes up a neighborhood?
3. Encourage students to think about how the narrator feels about the neighborhood and its inhabitants. What word would describe the collective description the narrator feels: pride, disappointment, shame, love, respect, curiosity, etc. Why do you think so?
4. Have students write or draw which character stories from *Once Around the Block / Una vuelta a la manzana* they connected with the most? Why? What can you learn about family diversity and family structures from this book? What can you learn about what makes up a neighborhood?

## INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Encourage students to imagine an interview with the author.** Students can design interview questions to ask the author, José Lozano, of *Once Around the Block / Una vuelta a la manzana* as if they were on a talk show, news show, or radio show. What do students want to learn more about in terms of the writing process? Consider reaching out to José Lozano at <https://www.joselozano.net/> for a virtual author visit.
- **Read additional stories about communities and neighborhoods, including:**
  - *Kiyoshi's Walk* <https://www.leeandlow.com/books/kiyoshi-s-walk>
  - *Grandma and Me at the Flea / Los meros meros remateros* <https://www.leeandlow.com/books/grandma-and-me-at-the-flea-los-meros-meros-remateros>
  - *Finding the Music / En pos de la música* <https://www.leeandlow.com/books/finding-the-music-en-pos-de-la-musica>
  - *Lakas and the Makibaka Hotel* <https://www.leeandlow.com/books/lakas-and-the-makibaka-hotel>
  - *Lend a Hand: Poems About Giving* <https://www.leeandlow.com/books/lend-a-hand>
  - *Mama and Papa Have a Store* (also available in Spanish, *La tienda de Mamá y Papá*) <https://www.leeandlow.com/books/mama-and-papa-have-a-store>
  - *Xochitl and the Flowers / Xóchitl, la Niña de las Flores* <https://www.leeandlow.com/books/xochitl-and-the-flowers-xochitl-la-nina-de-las-flores>
  - *Young Cornrows Callin Out the Moon* <https://www.leeandlow.com/books/young-cornrows-callin-out-the-moon>
- **What do these stories have in common?** How are the communities similar? How are they different? How were the main characters involved with their communities? What did their communities mean to them?
- **Ask students: Imagine this weekend, you are spending the day in Mr. Lozano's Neighborhood.** Who would you want to meet? What do you want to learn more about or what activity would you like to learn more about?

- **Ask students: What makes your family unique?** What activities do you do or interests do you share with one member in your family? Describe a time you spent with a family member in your life and why that memory is special to you.
- **Help students describe or draw their neighborhood, community or family in as much detail as possible.** If students chose to describe their family, reassure students that they can include anyone they consider family in their pictures. What do you like to do together? What events does your community host? Where do you like to go in your neighborhood?
- **Conduct a figurative language study with students.** Have students go on a figurative language scavenger hunt in *Once Around the Block / Una vuelta a la manzana*. Refer to Read Write Think's "Figurative Language Resource Page" as a tool for students to use during their search ([http://www.readwritethink.org/files/resources/lesson\\_images/lesson79/figresource.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson79/figresource.pdf)). Create a chart with different rows for figurative language terms (i.e. simile, metaphor) and students can fill it in with specific examples from *Once Around the Block / Una vuelta a la manzana*. Afterwards, students can experiment using figurative language in their own poetry inspired by the book.
- **Have students create their own alphabet picture book featuring their own community, neighborhood, friends and family.** Make sure students use different literary devices such as alliterations. Students can present their book to the class.

### Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Make a class book called "Our Neighborhood" based on the neighborhood around the school.** Each student will contribute a page by drawing a picture of his or her favorite part of the neighborhood or school campus. Reassure students that they can include any place they consider special in their pictures.
- **Conduct a reader's theater using two or three of the stories that are featured in *Once Around the Block / Una vuelta a la manzana*.** In groups of 3 or 4 students can prepare a skit or scene using the characters from the book. Before allowing group work time, remind students that their skits should be school appropriate and safe. Groups can then present their act to the class. For more information on how to use reader's theater as a strategy in your classroom, go to ([https://www.readingrockets.org/strategies/readers\\_theater](https://www.readingrockets.org/strategies/readers_theater)).
- **Invite students as a whole class or at home with an adult to write a letter (and include a drawing) welcoming someone to their school or neighborhood.** What will this person see? Who might they meet? What is special about their community?
- **Have students identify the different foods, fruits, vegetables, flowers and herbs that are used in *Once Around the Block / Una vuelta a la manzana*.** Students can then

research the possible ways to eat or prepare the different food items that they identify. Students can present their findings in a visual presentation to the class.

### Art/Media

(K-ESS3-3 Earth and Human Activity: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment; MS-LS2-5: Ecosystems: Interactions, Energy, Dynamics: Evaluate competing design solutions for maintaining biodiversity and ecosystem services;

(MS-PS3-4: Energy: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample)

- **Have students reimagine the cover to *Once Around the Block / Una vuelta a la manzana*.** What would they change? What would they keep? If time allows, have students illustrate the new book cover.
- **Create a map of the neighboring community around the school.** Have students refer to different maps to inform the creation of their map. Start with the school, and then students can add landmarks and places of interest around the school with appropriate icons and a legend. Refer to Reading Rockets for additional information on teaching about how to create maps for students (<https://www.readingrockets.org/article/map-making>).
- **Have students illustrate a feeling one of the characters experienced in the story.** What do they want to convey? What kinds of materials do they want to use? Have students share their pieces with a partner, small group, or whole class.
- **Encourage students in small groups to pick 1-2 letters, or scenes, in the book to act out as vignettes for the class.**
- **Consider having students come up with questions to interview the author and illustrator José Lozano.** What is his process behind creating the illustrations? What medium did he use to create the illustrations? Why? What was it like to work on *Once Around the Block / Una vuelta a la manzana*?

### School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

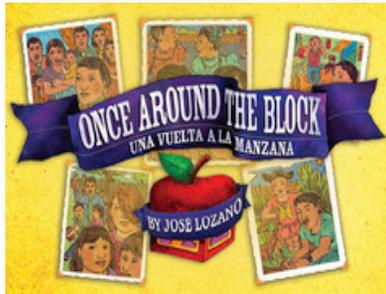
(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Have students research their family history.** For lesson ideas, check out the "Family Ties and Fabric Tales" lesson plan from Learning for Justice. ([www.learningforjustice.org/sites/default/files/general/165\\_TT\\_Family\\_Ties\\_Fabric\\_Tales\\_Data\\_Sheet\\_6-12.pdf](http://www.learningforjustice.org/sites/default/files/general/165_TT_Family_Ties_Fabric_Tales_Data_Sheet_6-12.pdf)). Students can later present to their findings to the class.
- **Ask students to create portraits of people who are a part of their life, community and or neighborhood through drawing, collage, or photograph.** In writing, students should describe what actions and qualities they admire about this person. Students can write a short story such as the ones featured in *Once Around the Block / Una vuelta a la manzana*.
- **Have students bring home a copy *Once Around the Block / Una vuelta a la manzana*.** Ask students to read with adults at home. Encourage conversation and discussion

after reading. What did they like about reading a bilingual book? What did they learn from the story?

- **Ask students to describe an activity or pastime they do with their families.** It can be anything from an annual family tradition to a weekly hike. Encourage students to write, sketch, or photograph what meaningful time with their families is to them and how it has evolved since they were children.



## Ordering Information

### General Order Information:

[leeandlow.com/contact/ordering](https://leeandlow.com/contact/ordering)

### Secure Online Ordering:

[leeandlow.com/books/once-around-the-block-una-vuelta-a-la-manzana](https://leeandlow.com/books/once-around-the-block-una-vuelta-a-la-manzana)

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

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

### By Mail:

Lee & Low Books, 95 Madison Avenue,  
New York, NY 10016

## ABOUT THE AUTHOR AND ILLUSTRATOR

**José Lozano** is an author and artist from California. Born in Los Angeles, his family moved to Ciudad Juárez, México, when he was a baby. Growing up on the border, he found many of the cultural touchstones that continue to influence his work today—bad Mexican cinema, fotonovelas, ghost stories, and comic books. He attributes his storytelling skills to his mother Dolores. Besides making his own art, he teaches art classes for kids and adults in the Los Angeles area. [joselozano.net](http://joselozano.net)

## REVIEWS

"Detailed and vibrant gouache paintings are framed as pictures in an album, reflecting the festive spirit of a real Hispanic community. Crosthwaite's excellent Spanish rendition maintains the savor and rhyme of the original text and its clever wordplay, making the story enjoyable in both languages." – *Kirkus Reviews*

"Humorous, double-page text and vivid colors make this an ideal ABC book . . . Lozano's illustrations exude a Mexican feel and depict a vibrant and modern Hispanic community. Great for reading aloud, this book is a solid choice for building basic vocabulary skills." – *School Library Journal*

## ABOUT LEE & LOW BOOKS

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