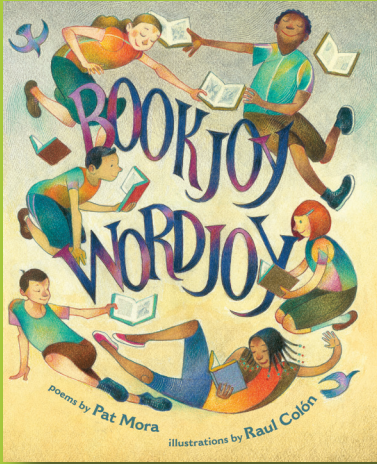


## TEACHER'S GUIDE



LEE & LOW BOOKS

## Bookjoy, Wordjoy

written by Pat Mora, illustrated by Raul Colón

### About the Book

Genre: Poetry

\*Reading Level: Grade 4

Interest Level: Grades 1–7

Guided Reading Level: Q

Accelerated Reader® Level/  
Points: NP

Lexile™ Measure: NP

\*Reading level based on the  
Spache Readability Formula

Themes: Literacy (Reading,  
Writing, Wordplay), Poetic  
Forms, Creative Writing, Family,  
Food, Nature, Music

### SYNOPSIS

*We can read, you and I,  
see letters become words,  
and words become books...*

*You and I read, round and round,  
bookjoy around the world.*

Come share the fun of collecting words, reading favorite books, writing poems, and sharing secrets. Be inspired to embark on your own joyous adventures with language at home, at school, in the library—anywhere and everywhere!

Pat Mora's playful, enchanting poetry invites us all to experience the excitement of reading and writing, while captivating illustrations by Raul Colón interpret the magic of the verses. Together the poems and artwork are sure to create bookjoy and wordjoy in readers and writers of all ages.



## BACKGROUND

### **Welcome from Pat Mora**

“I like poems. I like to read them, write them, and gather them together as a gift. This book is my present to you about bookjoy, the fun of reading, and about wordjoy, the fun of listening to words, combining words, and playing with words—the fun of writing.

“Do you know the word *unique*? It means one of a kind, special. Each of us is unique. In the whole world, there is no one else just like you. No one sees a tree just the way you see it or hears the wind just the way you hear it. So no one can write exactly what you can write—if you listen to your inside self and relax in wordplay.

“I hope you enjoy these poems and that you read them again and again. I also hope you read other books of poems and that you write your own poems too—funny poems, scary poems, nature poems, science poems, musical poems, and more. Enjoy share them everywhere—at home, at school, at the library, and outside.

“Let’s read, let’s write, let’s explore galore!”

### **Note to Educators and Families from Pat Mora**

“I’ve liked words, rhymes, and books as far back as I can remember. I’m grateful to those who read to me, who encouraged me to read, who expected me to memorize poems (or face a frown), who encouraged me to write, and who for more than thirty years have published my creative work, my wordplay (and wordwork) that led to wordjoy. I spend time with dictionaries and thesauruses. Am I lucky or what?

“As a former teacher, I understand and chat with students about the importance of clear expository writing. But this book is about creative writing: wordplay. The hints in the poem “Writing Secrets” are based on suggestions in my book *Zing: Seven*

*Practices for Educators and Students*. It’s fun to share what we enjoy, and writing poems for children is one way I hope to share the pleasure of wordjoy, of discovering new words, of listening to words, of hearing them rhyme, of braiding English and Spanish or other languages into a poem, of shaping words on a page. I hope to inspire shining new poets to take risks on the page and to savor that pleasure. Developing the reading/bookjoy habit, of course, is the first secret, but all creative endeavors are a mix of work and play. Too often our young readers and writers experience the work and not the play, the wordjoy.”

### **Pat Mora’s Guide to Poetry for Educators and Families**

Pat Mora’s Poetry Resource Guide for Teachers is a reference that provides ways for educators to inspire students to read and write poetry, and also offers links to additional resources and lists for teaching poetry in the classroom ([https://www.leeandlow.com/uploads/loaded\\_document/122/Poetry\\_Teacher\\_s\\_Guide\\_LM\\_FINAL.pdf](https://www.leeandlow.com/uploads/loaded_document/122/Poetry_Teacher_s_Guide_LM_FINAL.pdf)).



## VOCABULARY

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

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

### Content Specific

*Queso, tortillas, onomatopoeia, sprites, columbine, cottage, vámos, libros, un oso, una ágila, una jirafa, manatee, Antelope Canyon, sandstone, torrents, crevices, streambeds, antelope, buffet, zing, sashay, juega, con sonidos, improvisa, resbala a un río de música, rorro, rorro, slish, slosh, un dueto, con la frondosa rima del árbol, castanet, con las castañuelas del grillo, croon, con la copla lunar del coyote, canta, música*

Please note that Spanish words used throughout the book appear in italics.

### Academic

rambunctious, gleams, swaying, darting, lumbering, sculpted, buffing, careening, roiled, plunged, descending, improvise, duet

## 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:

1. Ask students what poetry means to them. What is poetry? What do you think of when you think of poetry? Why?
2. Ask students about creativity. How do you express creativity and show your imagination? What does it mean to be creative? What creative things do you like to do? Why?
3. Have students think about their favorite words. Why are those words special? What do you like about them? Why are they important to you?
4. Ask students about what they like about reading. What brings them joy when they read? What do they like to read, and why? What do they read for fun? How does reading for fun make them feel?
5. Ask students what they like about writing. What brings them joy when they write? What do they like to write, and why? What do they write for fun? How does writing for fun make them feel?
6. What kinds of reading and writing traditions do students have with their friends and family? Why are the traditions important to them? What do they like to do?
7. Have students think about the difference between reading and writing for homework and reading and writing for fun. Is there a difference? What do they think the difference is? Why?

### 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)

1. **Book Title Exploration:** Talk about the title of the book, *Bookjoy, Wordjoy*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?



2. Read Pat Mora's Biography: Read about author Pat Mora on the back jacket flap as well as on her website at [patmora.com](http://patmora.com). Why do you think Pat Mora decided to create a collection of poems about the joy of reading and writing?
3. Read Raul Colón's Biography: Read about illustrator Raul Colón on the back jacket flap as well as on his spotlight through the National Center for Children's Illustrated Literature (<https://www.nccil.org/artists/raul-colon>). Raul Colón is known for his rich imagery and use of vibrant color in his artwork. How do you think he created the illustrations for *Bookjoy, Wordjoy*? What medium do you think he used, and why?
4. Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, and/or hear new words.
5. Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote down those feelings, and have them write journal entries about them. Consider stopping after each poem so students have time to reflect and think.
6. As a hook for students, consider showing them the video created by author Pat Mora posted on YouTube: <https://www.youtube.com/watch?v=jFfe70y3MBY>.

### Setting a Purpose for Reading

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

Have students read to find out:

- what bookjoy and wordjoy mean
- how and why bookjoy and wordjoy are celebrated
- how reading and writing can be fun and engaging
- why creativity in reading and writing is important
- what reading and writing traditions can entail
- how to find pleasure in reading and writing

Encourage students to consider why the author, Pat Mora, would want to share this poetry collection about the joys of reading and writing with students. Also encourage students to consider why and how the illustrator, Raul Colón, visually

depicted the poems on each spread.

## AFTER READING

### Discussion Questions

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

### Literal Comprehension

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

**For each of the poems, consider asking students:**

1. Who do you think is the narrator? How can you tell? How does the language and context of the poem help you figure out who could be telling the story of the poem? What visual clues does the illustrator give you to determine the narrator?
2. What do you think the poem is about? What do you think is the poem's message? What clues help you figure that out?
3. What kinds of reading and writing traditions are evident in the text? What traditions centering reading and writing are present in the poems? How do you know? What words or images do you see that help you?
4. What imagery and figurative language are used? What similes and metaphors can you identify? Provide evidence from the text of the poem. What makes it a simile or a metaphor?



★ “Two stellar vets come together to celebrate wordplay... A joyous invitation to put pen (or paintbrush) to paper.”

– *Booklist*

**VERDICT:** “Perfectly suited to libraries, a top addition to poetry collections.”

– *School Library Journal*

“[Mora’s] openhearted enthusiasm and sense of wonder is always evidence and inviting, and there’s plenty of ‘you go, young poet’ encouragement woven throughout the verses.”

–*Publisher’s Weekly*

### Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; 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 title *Bookjoy, Wordjoy* mean to you after reading? Why do you think the author chose this particular title? What do you think the words bookjoy and wordjoy mean after reading the book?
2. Why does the author use a different narrator for each poem? Why do you think the author, Pat Mora, decided to use different narrators for the poems throughout the book instead of one consistent narrator?
3. How are all the poems similar? What are some elements that the poems share in common? What makes you think that? What evidence can you provide to prove their similarities?
4. How are the poems different? What are some elements that vary from poem to poem? What makes you think that? What evidence can you provide to prove their differences?
5. How does each poem demonstrate bookjoy and wordjoy? What elements in the poem helped you come up with your reasoning?
6. What kinds of themes do you see throughout the poems? How are the themes similar and different in each poem? Why? What themes are consistent throughout all the poems? What makes you think that?
7. Why is it important to acknowledge that reading and writing are fun? How did the poems make you think differently about reading and writing?
8. Why is it important to acknowledge and learn about different reading and writing traditions? How did reading the poems make you think about how reading and writing are taught in school?
9. What kinds of choices did the author and illustrator make in creating this book? How is this book different from other picture books or poetry collections you have read? What makes it different? How do the artistic design choices add to the book’s intentions?
10. How can you use the illustrations to help you make sense of the poems and their messages? How do the illustrations convey the feelings and emotions of the joy of reading and writing?
11. Why do you think the author uses specific figurative language in the poems? What figurative language do you see throughout the poems? How do you know?



## 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 how you feel about reading and writing. What is your takeaway from this book? What would you tell a friend about this book? What was one big thing that you learned from this book?
2. What do you think is author Pat Mora's message to readers? Think about possible motivations behind Pat Mora's intentions to write this collection of poems. What do you think she wanted to tell her readers?
3. Have students make a text-to-self connection. What kinds of connections did you make between this book and your own life? Which poems did you relate to, and how did they make you think of your own approach to reading and writing?
4. Have students make a text-to-text connection. Did you think of any other books or poems you have read while reading the poems in *Bookjoy, Wordjoy*? Why did you make these connections?
5. Have students make a text-to-world connection. What kinds of connections did you make between this book and what you have seen in the world, such as on television, in a newspaper, or online? What did this book make you think of what you saw?
6. What does reading and writing mean to students after reading? After reading *Bookjoy, Wordjoy*, what does reading and writing mean to them? Why?

## ELL 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)

1. **Assign ELL 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 a poem of her or his choosing. Then let students pair up and discuss the answers to the questions.**
3. **Depending on students' level of English proficiency, after the first reading:**
  - Review the poems and illustrations in order and have students summarize what is happening in each poem, first orally, then in writing.
  - Have students work in pairs to tell what they learned about what bookjoy and wordjoy mean, and then ask students to write a short summary, synopsis, or opinion about what they have read.
4. **Have students give a short talk about what they enjoy about reading and/or writing and why.** Students may also share their experiences of celebrating a reading and writing tradition that's similar to or different from what is presented in the book.
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 English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.



6. **There are several Spanish words within the poems, presented in italics.** Have students go through and identify the Spanish words and create definitions for them, if applicable. If the ELL student speaks and reads Spanish, he or she can help the English-speaking/reading partner with the Spanish words.

### Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3, Craft & Structure, Strands 4-6, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3, and Presentation of Knowledge & Ideas, Strands 4-5)

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

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 activities to help students study the socio-emotional aspects of Bookjoy, Wordjoy:

1. Have students experiment with reading with feeling. Print out a chart of different faces that demonstrate various emotions, or print feeling words on cards (e.g. excited). Prior to reading, consult this blog post that features Pat Mora's tips on reading poetry out loud (<http://blog.leeandlow.com/2018/04/17/tips-for-reading-poetry-aloud-to-children/>). In small groups, have a student read aloud a poem of her or his own choice. Then have other students in the group guess the emotion the student was expressing during the reading. Have students explain their reasoning, and experiment with different emotions while reading other poems.
2. Similarly, have students write poems with different emotions in mind. Not only can students learn to read with emotion, they can also learn to write with feeling. Encourage students to write poems about when they feel particular emotions, such as excited, angry, sad, or overjoyed. After writing their poems, some student volunteers

may wish to read their poems, with feeling, to the group.

## 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)

1. Before reading, have students share a word or two that summarizes what reading means to them, and a different word or two that summarizes that writing means to them. Create word clouds (<https://www.wordclouds.com/>) to display to the whole class: one word cloud for reading and a separate word cloud for writing. Then, have students share a different word about something they learned after reading *Bookjoy, Wordjoy* concerning both reading and writing. Create a different word cloud with their new words and compare and contrast the word clouds. What did students learn about this book that made them think differently about how they approach reading? How they approach writing? What differences do they see among the four word clouds?
2. Have students select a poem from *Bookjoy, Wordjoy* and write their reactions to the poem. Why did students pick that poem? What stood out to them? What resonated with them? How did the poem make them feel? What did they



relate to about reading and/or writing in the poem? Why?

3. Encourage students to write their own poems about what they love about reading or writing. Students can have fun with their poetry, just as Pat Mora demonstrates in *Bookjoy, Wordjoy*. Have students consult standard dictionaries, rhyming dictionaries, and/or thesauruses to add fun and entertaining words in their poems. Encourage students to think about what bookjoy and wordjoy mean to them and how they can have fun with words.
4. Using author Pat Mora's celebration of reading and writing as inspiration, help individual students consider what his or her favorite subject is and create a poem or short story celebrating the favorite subject. For example, what would a poem or book about "sciencejoy" or "artjoy" celebrate? Encourage volunteers to share their poems with the class. If you have multiple entries for a topic students love, consider assembling a class book to place in the classroom library for students to read.
5. Conduct a figurative language study with students. Have students go on a figurative language scavenger hunt through *Bookjoy, Wordjoy*. Students can create a chart with different figurative language terms at the top, and different examples underneath each type of figurative language. 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)). Have students keep track of what they find in their reader's notebooks for future reference.
6. Have students learn about different types of poems. For example, "Wordjoy" is an acrostic poem in which the first letter of each line spells a word. Have students select a poem from *Bookjoy, Wordjoy*, find out the poetic form used, and then write a poem in the same form. What are the different features of that particular poem? Use the resource from Read Write Think ([http://www.readwritethink.org/files/resources/lesson\\_images/lesson417/poetry-forms2.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson417/poetry-forms2.pdf)) to refer to different types of poems. After students examine the poems in more detail, have each student write a poem in a form of her or his choosing.
7. Encourage students to learn more about Pat Mora's work and conduct a LEE & LOW author study with her other Lee & Low titles: *Confetti* (<https://www.leeandlow.com/books/confetti>), *Water Rolls, Water Rises/El agua rueda, el agua sube* (<https://www.leeandlow.com/books/water-rolls-water-rises-el-agua-rueda-el-agua-sube>), *Love to Mamá* (<https://www.leeandlow.com/books/love-to-mama>), *Gracias~Thanks* (<https://www.leeandlow.com/books/gracias-thanks>), and *Yum! ;Mmmm! ;Qué rico! Americas' Sproutings* (<https://www.leeandlow.com/books/yum-mmmm-que-rico-americas-sproutings>). Have students look at the books to examine Pat Mora's poetry. What do they notice is similar about her poetic style among the books? What is different? Then have students write a poem with their observations about Pat Mora's poetic works in mind. How did her poetry influence their own poetry?
8. Consider celebrating Children's Day, Book Day/ Día de los niños, Día de los libros with students. Children's Day, Book Day (Día de los niños, Día de los libros) is an annual celebration of books and family literacy that is celebrated each year on or near April 30. Before creating a Día celebration, have students read more about Día through Pat's interview about the meaning of initiative (<http://blog.leeandlow.com/2015/04/29/what-is-dia-and-how-can-we-celebrate/>). Encourage students to think about how they would want to celebrate a day about reading and writing. What are some of their favorite books that they would want to read or share with the class? Consult Pat Mora's "Día Planning Booklet" for more information and ideas on how to celebrate Día in your classroom (<http://www.patmora.com/images/planning-booklet-complete.pdf?pdf=booklet>).
9. Have students read the interview with Pat Mora and Raul Colón about the creation of *Bookjoy, Wordjoy* (<http://blog.leeandlow.com>).





[com/2018/08/16/interview-pat-mora-and-raul-colon-on-bookjoy-and-wordjoy/](https://www.leeandlow.com/2018/08/16/interview-pat-mora-and-raul-colon-on-bookjoy-and-wordjoy/)). Have students write a journal entry in response to the interview. What did the interview make them think about? What new information did they learn about Pat Mora and Raul Colón? What resonated the most with students after reading the interview? What additional questions would they want to ask Pat and Raul? Consider reaching out to Pat and Raul through their websites with additional questions that students want to ask.

### 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; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)*

1. Have students individually or in groups study how reading and writing are celebrated around the world. International Literacy Day is celebrated every year on September 8 to spotlight global literacy needs. UNESCO created International Literacy Day and several different resources are provided on the organization’s website to learn more about how the day is celebrated internationally and ways to engage with students (<https://en.unesco.org/commemorations/literacyday>). The International Literacy Association has several activity kits that showcase different global ways to engage with reading and writing (<https://www.literacyworldwide.org/docs/default-source/ild/2016-activity-kit.pdf>; <https://www.literacyworldwide.org/docs/default-source/ild/activity-kit.pdf>). Read Write Think also has materials that show students different ways reading and writing are celebrated around the world (<http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-international-literacy-20584.html>). Have students think critically about how reading and writing varies depending on the location.

### Art/Media

*(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, and Range of Writing, Strand 10)*

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

1. Have students create an illustration that represents how they feel about reading and writing or that evokes bookjoy and wordjoy through Raul Colón’s watercolor and colored pencil style. Students can study Raul Colón’s art and mimic his style in creating artwork that accompanies their interpretation of bookjoy and wordjoy. Students can view Raul’s entire workbook for more inspiration and research ([https://www.workbook.com/portfolios/raul\\_colon](https://www.workbook.com/portfolios/raul_colon)).
2. Encourage students to choose music that accompanies their own poems. Several poems in *Bookjoy, Wordjoy* reference music (“Jazzy Duet/Dueto de jazz” and “Singing and Sashaying”). Why did they select that music? How does it coincide with their poems?
3. Have students select a poem in the collection and pick a song to play with it as they read it out loud. Why did students choose that song to go along with the poem? How did they decide on the genre of music to select? How does the experience differ between reading the poem out loud with and without music? How does it make them feel?
4. Inspire students to write a poem in response to different types of music. Consider playing different genres of music for students, for example, classical, hip-hop, jazz, and pop. Have students write a poem in response to each song. How did the music make them feel, and how did it inspire them to write their own poems? How do their poems vary across the musical genre? What do students observe about their own writing to different kinds of music?



5. Have students conduct an illustrator study about Raul Colón. Students can read more about Raul Colón on his illustrator page at the National Center for Children's Illustrated Literature (<https://www.nccil.org/artists/raul-colon>) and examine more of his books at a local public or school library. What do students notice overall about his picture books? What do they have in common? How are they different?

### 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)

1. Encourage students to read and or/write poetry with their families. Students can bring home other collections of poetry from the school or public library to share with their families. Have students conduct a discussion with their families about poetry and how it makes them feel. What do their families enjoy about poetry?
2. Have students bring home *Bookjoy*, *Wordjoy* and share with other family members. Ask students to start a discussion about what their family learned from the poetry collection about how you can have fun with reading and writing.
3. Provide students with a classroom copy or list of either Pat Mora's other Lee & Low Books titles (<https://www.leeandlow.com/collections/pat-mora-collection>) or a list of Raul Colón's other illustrated books (<https://bit.ly/2zo4Cym>). Encourage students to conduct an author or illustrator study at home with their families, and have their families think about what they notice across either Pat Mora's or Raul Colón's books. What themes do these books have in common? What topics do these books share? How are the books different? What do you think their messages are for young readers of their books?
- 4.

### Additional LEE & LOW Titles to Teach Poetry

**Amazing Faces** written by Lee Bennett Hopkins, illustrated by Chris Soentpiet  
<https://www.leeandlow.com/books/amazing-faces>

**Family Poems for Every Day of the Week/  
Poemas familiares para cada día de la semana** written by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez  
<https://www.leeandlow.com/books/family-poems-for-every-day-of-the-week>

**Every Month is a New Year** written by Marilyn Singer, illustrated by Susan L. Roth  
<https://www.leeandlow.com/books/every-month-is-a-new-year>

**Poems in the Attic** written by Nikki Grimes, illustrated by Elizabeth Zunon  
<https://www.leeandlow.com/books/poems-in-the-attic>

**Lend a Hand** written by John Frank, illustrated by London Ladd  
<https://www.leeandlow.com/books/lend-a-hand>

**Poems to Dream Together/Poemas para soñar juntos** written by Francisco X. Alarcón, illustrated by Paula Barragán  
<https://www.leeandlow.com/books/poems-to-dream-together-poemas-para-sonar-juntos>

**Tan to Tamarind** written by Malathi Iyengar, illustrated by Jamel Akib  
<https://www.leeandlow.com/books/tan-to-tamarind>



## ABOUT THE AUTHOR & ILLUSTRATOR

**Pat Mora**, poet and author, has written more than thirty-five children's books. She is a popular national speaker and the founder of the family literacy initiative Children's Day, Book Day (El día de los niños, El día de los libros), sponsored by the ALA. Mora's books have won numerous awards and honors, and she is a recipient of the Virginia Hamilton Literary Award and presented the ALA's 2016 May Hill Arbutnot Lecture. Mora lives in Santa Fe, New Mexico. Her website is [patmora.com](http://patmora.com).

**Raul Colón** is a popular children's book illustrator whose work has also appeared in many national publications. He has illustrated more than forty award-winning picture books, including two previous collaborations with Pat Mora (*Tomás and the Library Lady* and *Doña Flor*). Colón is known for his unique mixed-media illustration technique, which creates artwork rich in texture and deep colors. He lived in Puerto Rico as a young boy and now resides in New City, New York, with his family.

## ABOUT LEE & LOW BOOKS

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

## ORDERING INFORMATION

### On the Web:

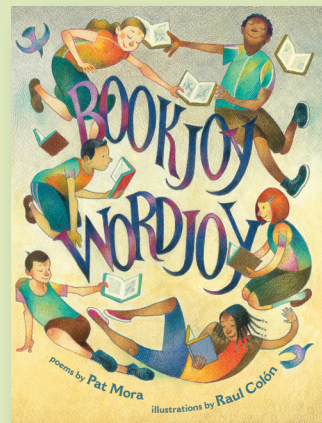
[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

<https://www.leeandlow.com/books/bookjoy-wordjoy> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

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

## Book Information for Bookjoy, Wordjoy



\$18.95, HARDCOVER

9781620142868

32 pages, 9 X 10 ¾

\*Reading Level: Grade 4

Interest Level: Grades 1–7

Guided Reading Level: Q

Accelerated Reader® Level/  
Points: NP

Lexile™ Measure: NP

**THEMES:** Literacy (Reading, Writing, Wordplay), Poetic Forms, Creative Writing, Family, Food, Nature, Music

### RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/bookjoy-wordjoy>

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