



Super Cilantro Girl/La Superniña del Cilantro written by Juan Felipe Herrera illustrated by Honorio Robledo

About the Book

Genre: Fiction

Format: Paperback, 32 pages

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Reading Level: Grade 3

Interest Level: Grades K-5

Guided Reading Level: R

Spanish Guided Reading Level: Q

Accelerated Reader® Level/Points:
3.2/0.5

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Bilingual, Families, Imagination, Immigration, Latino/Hispanic/Mexican Interest, Environment/Nature, Grandparents, Heroism, Mexico, Respect/Citizenship, Spanish

Resources on the web:

leeandlow.com/books/super-cilantro-girl-la-supernina-del-cilantro

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

SYNOPSIS

Young Esmeralda Sinfronteras eagerly waits for her mamá to come home from Mexico so the two of them can be together again. But when Esmeralda learns that her mother is being kept at the United States-Mexico border, she begins to worry about when they'll be reunited. That night, Esmeralda makes a wish that Mamá comes home bright and full of life, like the heart-shaped cilantro leaves that grow in their garden.

The next day, there's still no word from Mamá, but something strange has happened to Esmeralda's hands. They're green--as green as cilantro leaves! At school, Esmeralda tries to hide her hands and the other parts of her body that are turning green too, but it's no use. Her hair has become tangled like green vines and she's grown fifty feet tall. Esmeralda rushes home hoping to find Mamá and ask her for help, but Mamá still hasn't returned. Missing her mother more than ever, Esmeralda decides to use her newfound powers to save Mamá herself. In a daring rescue, Esmeralda--now known as Super Cilantro Girl--finds her mother, evades border patrol, and successfully reunites her family.

Former US Poet Laureate Juan Felipe Herrera taps poetically into the wellsprings of imagination to address and transform the very serious concerns many first-generation children have about national borders and immigrant status. And artist Honorio Robledo Tapia, a prize-winning illustrator of children's books, has created landscapes that will delight all children in this heartwarming story about a brave girl who becomes her own hero.

BACKGROUND

Author's Note from Juan Felipe Herrera

When I was a child living in San Diego, California, we crossed la frontera, the border between the United States and Tijuana, Mexico, many times. We visited friends, went to the doctor and to the movies to see *La Momia Azteca* and *El Santo contra la invasión de los marcianos*. These superhero movies were my favorites! At intermission—movies had intermissions then—mamá Lucha told me stories about how, when she was little, her family crossed the border from Juárez, in Chihuahua, to El Paso, Texas. “See my green card?” she’d say, and showed me the official-looking card. “It means I am from Mexico, Juanito.” Yes, the card was the color of cilantro, and it had her photograph on the back. Papá Felipe, a U.S. citizen, told me, “I didn’t need a green card, hijo. I came from Mexico before there were borders, before 1924—when we lived sin fronteras. There was an official frontier between Mexico and the United States, of course, but there weren’t a lot of rules about keeping people in or out.” When Papá said that, Mamá would smile. I was happy that we were all together as one family. But what about families kept apart by borders, I wondered. Maybe, I dreamed—and still dream—there is a way to bring families back together. It will take a heroic effort from someone like *El Santo* or the star of this story, but it can be done.

Cilantro

Cilantro is an annual herb that closely resembles and is in the same plant family as parsley. This pungent herb is native to southern Europe and is commonly known as coriander, cilantro, and Chinese parsley, among others (<https://worldcrops.org/crops/cilantro>). Cilantro is important in many cuisines across the world, particularly in Mexico and Southeast Asia (<https://www.latimes.com/archives/la-xpm-1992-10-08-nc-624-story.html>).

Green Card

According to the U.S. Department of Homeland Security, a Green Card (officially known as a Permanent Resident Card) allows you to live and work permanently in the United States (<https://www.uscis.gov/green-card>). A Green Card holder is a permanent resident who has been granted permission to live and work in the United States. Proof of this status is a Permanent Resident Card, also known as a Green Card, which must be renewed every ten years. Permanent Residents are allowed to live and work in the United States on a permanent basis, but are not allowed to vote in.

Citizen/U.S. Citizen

A citizen is a participatory member of a political community and citizenship is gained by meeting the legal requirements of a national, state, or local government. A person may become a United States citizen either at birth or after birth (<http://www.uscis.gov/us-citizenship>). There are various paths (<http://www.uscis.gov/us-citizenship/citizenship-through-naturalization/path-us-citizenship>) to obtaining US citizenship after birth, the most common being naturalization (<http://www.uscis.gov/us-citizenship/citizenship-through-naturalization>), the process by which United States citizenship is granted to a foreign born person after he or she fulfills the requirements established by Congress in the Immigration and Nationality Act (INA). Explore 10 Steps to Naturalization to better understand the process of becoming a United States citizen (<http://www.uscis.gov/sites/default/files/USCIS/files/M-1051.pdf>).

Border/La Frontera

The U.S. and Mexico share a border that is nearly 2,000 miles long. The border includes 1,250 miles of the Rio Grande, a natural barrier. Human-made barriers already block 654 miles of the border. These include metal fences. (<https://www.timeforkids.com/g34/border-fight/?rl=en-740>)

One of the most strongly fortified areas of the border separates the urban areas of San Diego, in the U.S. state of California, and Tijuana, in the Mexican state of Baja California. Here, the border is marked with double and even triple fencing. The first fence, pictured above, is about 3 meters (10 feet) tall, and made of thick metal plates. The second fence, behind the first one, reaches 4.5 meters (15 feet). The top is angled inward, with barbed wire at the top. In some areas, there is a smaller chain-link fence behind the second one. In between the fences is "no-man's land," an area that the U.S. Border Patrol monitors with bright lights, armored trucks, and cameras. (<https://www.nationalgeographic.org/media/tijuana-border-fence/print/>)

Detention Centers at the U.S-Mexico Border

Immigration Detention is the policy of holding those whom law enforcement believes may be guilty of illegally entering a country. In the United States, this is popularly known as Border Detention, because much of it takes place on or near the southern border with Mexico. (<https://library.uhv.edu/immigration/border-detention>)

Border of U.S/Mexico in 1924

Before the establishment of the Border Patrol in 1924, people were allowed to cross freely back and forth between the U.S and Mexico when there were no borders, sin fronteras.

On May 28, 1924, Congress established the Border Patrol as part of the Immigration Bureau in the Department of Labor through the Labor Appropriation Act of 1924.

While initially charged with securing the borders between inspection stations, its patrol areas were expanded in 1925 to include the seacoast along the Gulf of Mexico and Florida. In 1932, supervision of the Border Patrol was divided under two directors: one in charge of the Mexican border, the other in charge of the Canadian border. (<https://www.cbp.gov/about/history/1924-border-patrol-established>)

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? What clues do the author and illustrator give to help you know whether this book will be fiction or nonfiction?
- Ask students to think about one superpower they wish to have. What would it be and why?
- Ask students to think about their family and what family means to them. How is family important to you?
- Tell students that this is a bilingual book in English and Spanish. If students speak Spanish and are comfortable sharing, ask them how it felt to read a bilingual book in both English and in Spanish. What was the experience like reading the book in English? What was it like in Spanish? Have students discuss the different translations.
- What do you know about immigration? What does it mean to immigrate?
- Was anyone in your family who is now living in the United States born in another country? Do you know anyone who has immigrated to the United States? When did he or she come to this country? What are some reasons why you think people immigrate to the US?
- Have you tried cilantro before? Did you like it? Why or why not?

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, *Super Cilantro Girl/La Superniña del Cilantro*. 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?
- **Read Juan Felipe Herrera's Biography:** Read about the author inside the book after the title page. What do you think inspired him to write *Super Cilantro Girl/La Superniña del Cilantro*? What does his process look like for writing a picture book?
- Encourage students to stop and jot down notes 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, or hear new words.
- Have students quickly write their feelings in their notebooks during reading. After reading, ask students why they wrote down those feelings and have them write journal entries about them.

- Ask students to make a prediction: Do you think this book will be fiction or nonfiction? What makes you think so? What clues are given that help you know whether this book will be fiction or nonfiction?

Setting a Purpose for Reading

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

Have students read to find out:

- where the story takes place
- where Esmeralda's mother is
- the importance of using your imagination in difficult moments
- what a green card is
- how family is important
- what it means to be a citizen
- what is the importance of the meaning of Esmeralda's last name, **Sin Fronteras** and how does the author shows us the meaning of **Sin Fronteras**

Encourage students to consider why the author and illustrator, Juan Felipe Herrera and Honorio Robledo, would want to share with young people this book about a young girl and her dreams of being reunited with her mother. Have students consider why he wrote the text in both Spanish and English.

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

cilantro, abuelita, border, green card, citizen, cocoon, shawl, wire mesh, patrol tower, Tijuana, emeralds, calla lilies, corazoncito, amorcito

Academic

bouquet, crooked, gardening, mumbles, fiddles, peeps, scratching, strides, flash, tender, scales, cranes, drift

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. From whose point of view or perspective is the story told?
2. What type of bouquet does Esmeralda pick for her mama?
3. Where was Esmeralda's mother stopped?
4. Why isn't Esmeralda's mother coming home?
5. What does abuelita tell Esmeralda about her mama?
6. How does Esmeralda describe the cilantro?
7. What animal shows up to Esmeralda's window in the morning?
8. What does Esmeralda notice as she starts to put on the apron to help abuelita?
9. What does Esmeralda borrow from the janitor at school?
10. What does Esmeralda notice in the school bathroom?
11. Why does Abuelita give Esmeralda a weird look when she gets home from school?
12. What does Esmeralda notice in the mirror at home? What has turned green this time?
13. What does Esmeralda wear back at school?
14. What flies by the classroom window?
15. Where does Mrs. Contrario send Esmeralda? What do they do to her hair?
16. What does Esmeralda notice when she gets home?
17. What does Esmeralda decide to do when she feels the tender breeze from the South?
18. What type of superhero does Esmeralda turn into? What does her attire consist of?
19. Who is leading the way for Super Cilantro girl to find her mom?
20. Where does Super Cilantro girl find that her mother is being held?
21. What does Super Cilantro girl do to distract the officers from chasing after her?
22. What surprise does Esmeralda wake up to?

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 title *Super Cilantro Girl/ La Superniña del Cilantro* mean to you after reading? Why do you think the author chose this particular title?
2. What does *Super Cilantro Girl/ La Superniña del Cilantro* teach us about the importance of family relationships?
3. Why do you think Esmeralda turns into *Super Cilantro Girl/ La Superniña del Cilantro*?
4. What role does cilantro play in Esmeralda's life?
5. How does Esmeralda's imagination allow her to "rescue" her mama?
6. What is the overall message or theme of the story?
7. How did this story connect to your life? What moments did you identify with? Why?
8. How do you think mama might have felt being detained at the border?
9. What significance do you think Esmeralda's last name, Sin Fronteras, has to the overall theme or message of the book?
10. How does the author show us the topic of immigration through the perspective of Esmeralda in *Super Cilantro Girl/ La Superniña del Cilantro*?

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? What is your takeaway from this book? What would you tell a friend about this book?
2. What do you think Juan Felipe Herrera's message is to the reader? Think about possible motivations behind Juan Felipe Herrera's intentions to write this book about Esmeralda and her quest to be reunited with her mother.
3. Have students make a text-to-self connection. What kind of connections did you make between the story and your own life? What did you relate to and how did the book make you think of your own childhood or growing up experiences?
4. Have students make a text-to-text connection. Did you think of any other books while reading *Super Cilantro Girl/La Superniña del Cilantro*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make between the text and art in the book and what you have seen happening in the world, such as on television, in a newspaper, or online? What in this book made you think of that?

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)

These strategies might be helpful to use with students who are English Language Learners.

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 the story. 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 illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to tell what they learned about one of the poems. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about which spread they identified with the most from *Super Cilantro Girl/ La Superniña del Cilantro* and why.
5. The book contains several content-specific and academic words that may be unfamiliar to students, and several words are printed in bold. 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.

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. Which illustration in *Super Cilantro Girl/ La Superniña del Cilantro* best shows an emotion? Explain which emotion you think it is. How does it portray that emotion?
2. What Social and Emotional Learning skills does the Esmeralda exhibit over the course of the book? How does Esmeralda exhibit problem solving? How does she recognize and manage her emotions? How does she navigate the relationships in her life? Was it important for her to

demonstrate those skills?

3. Choose an emotion that interests you: happiness, fear, hope, and so on. Illustrate or act out what that emotion looks like in *Super Cilantro Girl/ La Superniña del Cilantro*.
4. How does *Super Cilantro Girl/ La Superniña del Cilantro* show us how we can use our imagination to deal with situations that might feel scary or difficult? How do you respond to difficult or scary situations? What are some techniques and strategies that help you feel better?
5. Abuelita provides security and a sense of calmness in Esmeraldas' life when she discovers her mom was held up at the border. Do you have someone in your life that can give you advice or a sense of calm when you find yourself in an unfamiliar situation?

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)

- **Have students come up with a list of questions to ask author Juan Felipe Herrera.** What do students want to know about the process behind writing a children's book? How did Juan Felipe Herrera come up with the idea to write *Super Cilantro Girl/ La Superniña del Cilantro*? What research did he do? Was he inspired by events from his own life?
- **Have students analyze the repetition, onomotopeia and rhyme throughout the story** (<https://www.pdesas.org/module/content/resources/13066/view.ashx>). How does author Juan Felipe Herrera use these literary devices in his writing? Where is repetition used during *Super Cilantro Girl/ La Superniña del Cilantro*? Onomotopeia? Rhyme? How is it used? Students can track their findings with sticky notes, and then share their findings with a partner or small group. Have them reflect on the following guided questions: How do the literary devices (repetition, onomatopoeia, rhyme) contribute to the theme of the story? What about the author's voice?
- **Create a story map during reading that will help students follow the different elements in *Super Cilantro Girl/ La Superniña del Cilantro* Discuss the main components of the story (characters, setting, problem/solution, theme).** You can do this together as a class on chart paper or you can provide students with individual copies of a blank story map organizer. You can find and read more about using story maps graphic

organizers here (https://www.readingrockets.org/strategies/story_maps).

- **Encourage students to write short poems using one of the literary devices in *Super Cilantro Girl/ La Superniña del Cilantro*, rhyme, repetition, or onomatopoeia.** Gather a couple of examples from the book so that students are familiar with each literary device. Students can write these poems in their writing journal and share whole group or with a classmate.
- **Read *Super Cilantro Girl/ La Superniña del Cilantro* with *Mamá the Alien/Mamá la extraterrestre*** (<https://www.leeandlow.com/books/mama-the-alien-mama-la-extraterrestre>). Analyze the differences and similarities among the main characters' actions in these texts. How does immigration play a role in the main characters' lives? What are their experiences surrounding immigration like in both of the stories? How are the main characters' families important to them? How do they demonstrate the love for one another in both of the books? Provide students with a graphic organizer to differentiate the two titles, and then have students write an essay answering the previous questions.
- **Conduct a Juan Felipe Herrera author study with his other Lee & Low titles, *Calling the Doves/El canto de las palomas*** (<https://www.leeandlow.com/books/calling-the-doves-el-canto-de-las-palomas>), ***The Upside Down Boy/El niño de cabeza*** (<https://www.leeandlow.com/books/the-upside-down-boy-el-nino-de-cabeza>), ***Featherless/Desplumado*** (<https://www.leeandlow.com/books/featherless-desplumado>), and ***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>). Have students answer the following questions in an essay after planning their thoughts in a graphic organizer: where think Juan Felipe Herrera gets his inspiration for his stories and settings? What makes you think so? How does he include his culture and heritage in his works? How would you describe Juan Felipe Herrera's writing style? What themes or topics are most meaningful to him? Why do you think that? For more ideas, consult the Open Book Blog article about teaching with Juan Felipe Herrera's books (<https://blog.leeandlow.com/2015/06/15/using-picture-books-to-teach-and-discuss-poet-laureate-juan-felipe-herrera-with-students/>).
- **Have students create their own short superhero story based off a herb that is commonly used in their food.** If needed, you can provide them a short list of different herbs that they can use, here is a source with common cooking herbs (<https://www.unlockfood.ca/en/Articles/Cooking-Food-preparation/How-to-Cook-with-Herbs.aspx>). Students can plan their writing in a writing journal and share with the class once they are done. Encourage students to use their own personal spin on the story. If students need help planning their writing, you can find different graphic organizers for narrative writing here (<http://www.creativewriting-prompts.com/personal-narrative-graphic-organizer.html>)

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)

- **Ask students to work in groups to create a two column list citing 1) some of the reasons why people immigrate to the United States, and 2) the challenges and risks immigrants face coming to the United States.** Do the reasons for immigrating outweigh the challenges and risks? Why do you think so?
- **Have students use a graphic organizer chart to research United States citizenship. Who is considered a citizen?** What are the different ways a person may become a citizen? Who is eligible for citizenship and what are the criteria? What does it mean to be a citizen of the United States? What rights and privileges does a citizen have that a non-citizen does not? Have students answer sample questions from the government's naturalization test that people seeking US citizenship must answer correctly to pass (<http://constitutioncenter.org/constitution-day/constitution-day-resources/naturalization-test>).
- **Ask students to find a current events article about US immigration policy or reform to bring in for classroom discussion.** Provide students with critical thinking questions to answer about their articles and bring to their discussion groups.
- **Ask students to explore the privileges and rights has as a citizen of the United States compared to those who have "green cards" also known as permanent residents and record the information on a graphic organizer T-chart.** What rights do permanent residents have? What rights do US citizens have? What rights do US citizens have that permanent residents do not? Why? What does a permanent resident card guarantee or allow?
- **Have students conduct a study on the conditions that migrants face at detention centers along the U.S – Mexico border.** Facing History has provided several resources on how to speak on what migrants experience at detention centers (<https://www.facinghistory.org/educator-resources/current-events/different-perspectives-migrant-detention>).
- **Before the establishment of the Border Patrol in 1924, people were allowed to cross freely back and forth between the U.S and Mexico when there were no borders, sin fronteras.** Have students research what the border was like before 1924 and what the border is like now. Students can take note of their research in the social studies notebooks and make a t-chart to compare what it was like in 1924 vs present day. Here is a great resource to use (<https://sheg.stanford.edu/history-lessons/mexicans-united-states-1920s>).

Science/STEM

(Next Generation Science Standards 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties; 2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object). (Mathematics Standards, Grade 5, Number & Operations in Base Ten, Strands 5 and 7 and Operations & Algebraic Thinking, Strands 1 and 2) (Reading Standards, Integration of Knowledge & Ideas, Strand 7) (Speaking & Listening Standards, Comprehension & Collaboration, Strands 2 and 3) (Writing Standards, Research to Build & Present Knowledge, Strand 9)

- **Conduct a research study on cilantro.** Where is cilantro grown? What season does cilantro grow in? What is the history of the use of cilantro? Students can capture their notes in their science journal or notebook. Here is a great place for your students to start (<https://worldcrops.org/crops/cilantro>)
- **Have students research the possible ways to eat or prepare use cilantro in their food.** Have them select one or two ways in which they would like to try cilantro. If possible, encourage students to make one of the follow recipes at home with their caregiver. Encourage students to bring in a recipe featuring cilantro, and compile a binder of recipes from the whole class.

Art/Media

(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 conduct an illustrator study on Honorio Robledo.** Honorio Robledo has also illustrated the following Lee and Low books: *¡El Cucuy!* (<https://www.leeandlow.com/books/el-cucuy>), *Nico Visits the Moon* (<https://www.publishersweekly.com/978-0-938317-57-9>) and *The Dog Child* (<https://www.leeandlow.com/books/the-dog-child>) with the imprint Cinco Puntos Press . What kind of style does he use in his artwork? What do you think his process is for creating the illustrations for a children's book? What do you notice about his artwork? How does the illustration in *Super Cilantro Girl/ La Superniña del Cilantro* make you feel?
- **Encourage students to select an illustration that resonated with them the most from *Super Cilantro Girl/ La Superniña del Cilantro*.** Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?
- **Have students use their imagination and create their own superhero using their favorite herb or any ingredient that is common in food that they may consume.** Students can share their artwork with the class or their partner.

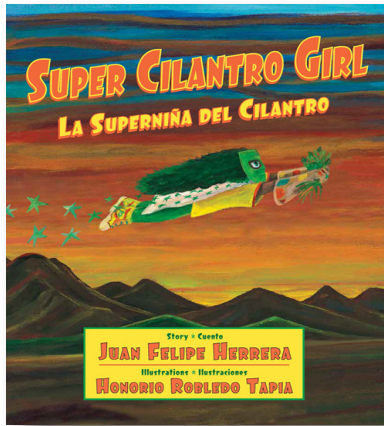
School-Home Connection

(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)

- **Ask students to interview someone who has immigrated to the United States.**
When did the person come to the US? How long has the person lived here? Why did she or he come? How did the person travel to the US? What was the journey like? What were the person's first impressions when he or she arrived? What challenges did the person face? How is the person's homeland different from and similar to the United States?
- **Have students bring in and share a recipe that is special to their families or their cultural heritage that uses cilantro.** For what occasion do they make the dish? What is the story or history behind the dish? Does the dish have any special cultural, religious, or holiday significance? Is it a dish they make often? Have students write and illustrate their recipes' ingredients and steps. Include each student's recipe



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ABOUT THE AUTHORS

Juan Felipe Herrera is the son of farmworkers and a graduate of UCLA, Stanford, and the University of Iowa Writers' Workshop. During the last fifty years, he has dedicated his life to poetry, community, art and teaching. He has served as the Poetry Laureate of the United States and of California and he's written more than thirty books across various genres. His awards include the National Book Critics' Circle Award, the Ezra Jack Keats Book Award, a Guggenheim Fellowship, the LA Times Robert Kirsch Award, a Latino Hall of Fame Award, a Pushcart Prize, UCLA Chancellor's Medal and the UC-Riverside Lifetime Achievement Award. He lives in Fresno with his wife, poet Margarita Robles.

ABOUT THE ILLUSTRATOR

Honorio Robledo, artist and musician, has illustrated four Lee & Low books: *¡El Cucuy!*, *Nico Visits the Moon* and *The Dog Child* with the imprint Cinco Puntos Press, and *Super Cilantro Girl* with Children's Book Press. He and his wife Luana moved to Mexico so their children could grow up barefoot.

REVIEWS

"...Super Cilantro Girl encourages children to dream, hope, and fight for their rights even if it means going against an entire state apparatus like ICE." *—Latinos in Kid Lit Blog*

"...Creating a heroine for girls is necessary since there are a limited amount of books in which women are depicted as brave and heroic. This is an enjoyable book that can be used as a great read aloud or small group reading for all to enjoy." *—SDSU Children's Literature Reviews*

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.