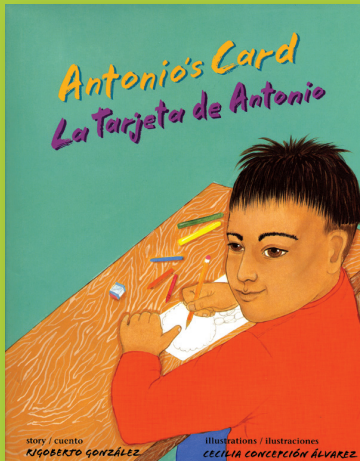


## TEACHER'S GUIDE



LEE & LOW BOOKS

## Antonio's Card/La Tarjeta de Antonio

written by Rigoberto González

illustrated by Cecilia Concepción Álvarez

### About the Book

**\*Reading Level:** Grade 3

**Interest Level:** Grades 2-5

**Guided Reading Level:** N/A

**Accelerated Reader® Level/Points:**  
3.2/0.5

**Lexile™ Measure:** N/A

\*Reading level based on the  
Spache Readability Formula

**Themes:** Classroom Activities, Similarities and Differences, Sharing & Giving, Identity/Self Esteem/Confidence, Overcoming Obstacles, Mothers, Mentors, Latino/Hispanic/Mexican Interest, Home, Holidays/Traditions, Families, Discrimination, Cultural Diversity, Conflict resolution, Childhood Experiences and Memories, Bullying, Breaking Gender Barriers, Bilingual, Art, Empathy/Compassion, Respect/Citizenship, Self Control/Self Regulation, Courage, Education, Pride, Realistic Fiction, Tolerance/Acceptance, LGBTQ, Shame

### SYNOPSIS

Antonio loves words, because words have the power to express feelings like love, pride, or hurt. Mother's Day is coming soon, and Antonio searches for the words to express his love for his mother and her partner, Leslie. But he's not sure what to do when his classmates make fun of Leslie, an artist, who towers over everyone and wears paint-splattered overalls. As Mother's Day approaches, Antonio must choose whether — or how — to express his connection to both of the special women in his life.

Rigoberto González's bilingual story about a nontraditional family resonates with all children who have been faced with speaking up for themselves or for the people they love. Cecilia Concepción Álvarez's paintings bring the tale to life in tender, richly-hued detail.



## BACKGROUND

Each family is unique, just as each person is unique. Although many families do not fit the traditional definition of a “nuclear family”—with one mother, one father, and one or more children—relatively few of these families are represented in children’s books. In *Antonio’s Card/La Tarjeta de Antonio*, a young boy comes to understand that love defines a family, no matter what it looks like. This book was chosen as a Rainbow List Selection from the American Library Association and was a finalist for the Lambda Literary Award.

While *Antonio’s Card/La Tarjeta de Antonio* focuses on the experiences of a young boy, his mother, and her female partner, the issues it addresses—family, self-image, acceptance, and the power of words—are universal. You will want to take into account the diversity of families in your classroom and the emotional development of your students when discussing ideas that this book will inspire. Be sure to lead the activities surrounding the book in a manner that is sensitive to the needs and emotions of your students and that demonstrates respect for people from diverse family backgrounds and with different sexual orientations. Remember that some students may be uncomfortable revealing information about their families, so be sure all students understand that sharing is voluntary. A good overview on culturally responsive teaching about Mother’s Day and Father’s can be found at this Lee & Low blog post: <http://blog.leeandlow.com/2018/05/08/culturally-responsive-teaching-in-the-season-of-mothers-day-and-fathers-day/>. With many families no longer fitting the traditional US family of mother, father, and children, diverse books are invaluable in approaching discussions about these holidays. You can also consult Lee & Low’s Teachers’ Guide for Mother’s Day ([https://www.leeandlow.com/uploads/loaded\\_document/133/](https://www.leeandlow.com/uploads/loaded_document/133/)

[Teacher\\_s\\_Guide\\_for\\_Mother\\_s\\_Day.pdf](#)) to find more titles about mothers and different discussion questions to use with corresponding books and themes about love and family.

## BEFORE READING

### Prereading Focus Questions

*(Reading Standards, Craft & Structure, Strands 5 and 6 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:

- What makes a family? Have you ever been embarrassed by a member of your family? Why?
- What is special about a mother?
- How do families take care of each other?
- How can words be powerful?
- What does it mean to be accepting?
- How do you show others that you love them? What does that look like to you?

You may also want to have students bring in photos of their family and talk about the special people in their lives.

### Exploring the Book

*(Reading Standards, Key Ideas & Details, Strands 1 and 2, Craft & Structure, Strands 5 and 6, and Integration of Knowledge & Ideas, Strand 7)*

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

Talk about the title of the book. Read the title aloud in both English and Spanish. 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?



## 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:

partner, Mexico, studio, canvas, easel

### ACADEMIC

palm, spilled, splattered, exploded, blushing, bursts, taunting, echoes, individual, concerned, solitary, ashamed

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, illustrations, and copyright/about the author and illustrator page.

Point out that this book is bilingual. Ask students why a book might be written this way. Why does it matter what language an author uses? How does a language change how a story is told or who hears it?

### Setting a Purpose for Reading

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

Have students read to find out:

- what is significant about Antonio's Card/La tarjeta de Antonio
- how Antonio navigates school and home life
- how Antonio realizes what's important in his life
- what role words play in this story
- how families are all unique
- what makes up a family and what are the different characteristics that define a family
- how acceptance and care are critical to relationships

Encourage students to consider why the author, Rigoberto González, would want to share this story with young people.

## 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, Strands 4–6)

1. With whom does Antonio live?
2. What does Antonio do with his cereal?



★ **Kirkus:** “Antonio has discovered the problem of words: As much as he loves spelling new words and reading with his mother and her life-partner Leslie, some of the children in his school use words cruelly when Leslie comes to meet him after school... Alvarez’s illustrations are large, richly hued paintings, featuring sharp edges and simplified realistic forms. Possibly a first of its kind and a worthy leader.”

★ **ForeWord Magazine:** “...In its bilingual format, this book crosses cultural, language, and generational lines. Families come in many forms, the book demonstrates, and openness to the range of human interaction is vital. Long gone are the days when the only kind of family was the kind with a mom, a dad, and a kid or two or three. Today’s families are more diverse and complicated in their make-up, and González depicts this reality with subtlety and insightfulness...”

★ **School Library Journal:** “Sensitively written in English, with an excellent translation by Jorge Argueta, the narrative captures the social worries and concerns that children in nontraditional families may experience. The acrylic illustrations are bright and colorful...This story deals brilliantly with issues

3. Who is Leslie?
4. What is Leslie’s job?
5. What do the kids at school say about Leslie?
6. What do Leslie and Antonio do after school together?
7. Where is Mami after school?
8. What do Antonio’s friends say about his card?
9. What does Antonio draw on his card?
10. Where do Antonio’s father and grandparents live?
11. For whom does Antonio make his card at school?
12. What surprise does Leslie show Antonio at her studio?
13. What are some of the words Antonio and Leslie spell and use in their art?
14. What does Antonio decide to do about the Mother’s Day display?
15. From whose perspective is this story told?
16. What colors does Cecilia Concepción Álvarez use throughout *Antonio’s Card/La Tarjeta de Antonio*?
17. What images are not mentioned in the text?
18. Which images are repeated throughout the story?



## Extension/Higher Level Thinking

(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, Strands 4-6)

1. Why does Antonio blush when Leslie comes to pick him up?
2. How does Antonio's viewpoint about Leslie and the makeup of his family change throughout the story?
3. What theme(s) do you think Rigoberto González develops in *Antonio's Card/La Tarjeta de Antonio*? What makes you think that?
4. Why do you think Rigoberto González wrote the story in both English and Spanish?
5. What elements of diversity do you find in this story? How are they diverse? What does that mean to you?
6. Why do you think Antonio suggested that Leslie didn't need to meet him after school to his mother?
7. Rigoberto González uses similes for effect. One of them is "The school empties out like a spilled bag of marbles." What other similes or interesting descriptions can you find? When does the author use these in the story? Why?
8. Why is Antonio embarrassed by Leslie? What are the different pieces of evidence that demonstrates his feeling towards her? How do they change?
9. In what ways is spelling a recurring event in the story?
10. Why do you think Antonio's hand freezes on his card?
11. The day of the display, why isn't Antonio in the mood for word games?

12. What makes Antonio realize how much Leslie means to him?
13. What other story does Antonio's Card/La Tarjeta de Antonio remind you of? Why?
14. Why do you think Mami lets Antonio decide what to do about the card and the display? Do you think this was the right choice?
15. What role does art play in this story?
16. How do Antonio, his mother, and Leslie take care of one another?
17. What is the purpose of Mother's Day? How does this story demonstrate that?
18. How would this story change if it was told in first person? Why do you think Rigoberto González chose 3rd person?
19. Most of the images are at the ground level, but the image on page 28 is more of a birds-eye view. Why is this significant given the text? How does the shift in imagery mirror the shift in Antonio's thinking?

## Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1 and 2, Production & Distribution of Writing, Strands 4-6, Research to Build & Present Knowledge, strand 9, and Range of Writing, Strand 10)

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. If you were Antonio, would you make the same choices he did in *Antonio's Card/La Tarjeta de Antonio*? Why or why not?
2. How would the story change if Antonio did not put his card on display? Why do you think that?



3. How does this story relate to the real world?
4. What does it mean to be a family? What are the different qualities that make up a family?

### 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. Spanish-speaking students may read the story in Spanish while an English-speaking student could read the English version.
2. Spanish speaking students can read the story in Spanish first, and then in English.
3. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
4. 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 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.
5. Have students give a short talk about *Antonio's Card/La Tarjeta de Antonio*.
6. 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.

7. Make an audio recording of the book and invite students to listen to it as they follow along with the text.
8. Complete frequent checks of understanding.
9. Read aloud a sentence and have students repeat the sentence after you, pointing to each word as they speak.

### 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 *Antonio's Card/La Tarjeta de Antonio*:

- Have students plot Antonio's emotions on a chart of negative to positive with each page of the story. For example, if Antonio is feeling ashamed or sad, that would be a negative



emotion. Plot that below a horizontal line with a brief description of what gave him that negative emotion. If Antonio feels happy or loving, plot those emotions above the horizontal line with a brief description of what gave him those positive emotions.

- Antonio deals with embarrassment in this story. Have students draw a picture of what embarrassment looks like to them. Ask them how to overcome embarrassment, and compare their responses to what Antonio did in Antonio's Card/La Tarjeta de Antonio.
- Explore expressing feelings in journals. You may want to start with this video from PBS Kids at <https://www.youtube.com/watch?v=hAckcoesj4s>. How does expressing feelings in journals help students to express themselves?
- Talk about the power of words. In Antonio's Card/La Tarjeta de Antonio, Antonio's friends make him feel good about his card, but his peers also make him ashamed of Leslie. Have students share personal experiences in which someone said something that made them feel good and bad. Have students write these on sentence strips. Sort them as a class into *Words that Make Us Feel Good* and *Words that Make Us Feel Bad*. How did this exercise help students process these words and emotions?

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

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strands 4–6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

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

(Language Standards, Vocabulary Acquisition & Use, Strands 5 and 6)

1. **Complete a vocabulary web.** Have students write “family” in the center of their papers. Then, have them draw lines to other words related to family. See how far they can extend their web! Some words to get them started include *children, parents, caregivers, stepparents, friends, partner, mother, father, grandmother, grandfather*, and so on. Have students use dictionaries and online searches to help them expand their web.
2. **Complete a Cause-and-Effect Chart.** Provide students with a graphic organizer to record important story events and examine how they are related as causes and effects. One such organizer can be found at [http://www.fcrr.org/studentactivities/c\\_022a.pdf](http://www.fcrr.org/studentactivities/c_022a.pdf). Model filling in the chart with an example of a cause and effect from the story, such as Antonio spells out MAMI with his cereal (cause) leads to his mother giving him a kiss (effect). Pair students up to find other examples of cause and effect in the story.
3. **Make Inferences.** Teach students to make inferences by using what they already know about a story to figure out or “infer” things on their own. Have students find examples of inferences they can make in the story. For example, Antonio writes *TE QUIERO*—I love you—on a napkin and puts it in his mother's purse. What can you infer from this action? What is Antonio trying to do with this action?



- 4. Create a Venn Diagram.** Students can create Venn diagrams comparing and contrasting their families with Antonio's and then write a few paragraphs explaining the similarities and differences.
- 5. Read other books about families.** Include this reading of *Antonio's Card/La Tarjeta de Antonio* in a thematic study about families. Additional book titles you can read include *All Families are Special* (<https://www.albertwhitman.com/book/all-families-are-special/>), *Bringing Asha Home* (<https://www.leeandlow.com/books/bringing-asha-home>), *Love to Mamá: A Tribute to Mothers* (<https://www.leeandlow.com/books/love-to-mama>), and *Grandfather Counts* (<https://www.leeandlow.com/books/grandfather-counts>). What did these books have in common? How were the characters similar? In contrast, how were these books different? What were the different varying elements of the stories?
- 6. Compare and contrast two LGBTQ books.** If you'd like to compare and contrast with another LGBTQ book, an excellent one is *Sparkle Boy* (<https://www.leeandlow.com/books/sparkle-boy>). How were *Sparkle Boy* and *Antonio's Card/La tarjeta de Antonio* similar? How were they different? What themes were universal across the two books? What did they teach students about acceptance and being different? Why?

### Social Studies/Geography

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

(Writing Standards, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

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

- 1. Geography Hunt.** Have students find Guadalajara, Mexico on different maps of the

world, the western hemisphere, and Mexico. Have them use different map skills such as map scale to practice finding the distance between Guadalajara and their hometown. What is Guadalajara like?

- 2. Family Tree.** Read the sentence “Parents of all shapes and sizes come to greet their children.” Point out that parents come in all shapes and sizes, just like families. As a class, create a family tree for Antonio. On the trunk, identify people in the home (Antonio, his mother, and Leslie); on the roots, identify what’s important to the family (love, togetherness, words); on the branches, identify other important people (Antonio’s father, Antonio’s grandparents, and Leslie’s parents)
- 3. Celebrate Diverse Families.** First, consult Teaching Tolerance’s “What is a family?” lesson plan to begin learning about families all over the world (<https://www.tolerance.org/classroom-resources/tolerance-lessons/what-is-a-family>). Then, read different books that feature families from different parts of the world, such as *Family Pictures/Cuadros de familia* (<https://www.leeandlow.com/books/family-pictures-cuadros-de-familia>), *The Jones Family Express* (<https://www.leeandlow.com/books/the-jones-family-express>), *Coming to America* (<https://www.leeandlow.com/books/coming-to-america>) and *Mama and Papa Have a Store* (<https://www.leeandlow.com/books/mama-and-papa-have-a-store>). Have students discuss the different locations. Have students conduct more research about families all over the world and the different structures and their similarities and differences.

### Art

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





(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strands 4-6, and Range of Writing, Strand 10)

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

1. **Experiment with Color.** Discuss primary colors (red, yellow, and blue) and secondary colors with students. Then, find examples of both in *Antonio's Card/La Tarjeta de Antonio*. After, have students experiment with the primary colors by mixing them together. You may choose to do so by mixing the primary vegetable dyes or tempera paints in ratios of 1:1, 1:2, and 1:3 to see what happens to the color. For example, what happens if the students mix 1 drop of blue with 2 drops of yellow?
2. **Recreate an illustration.** Provide paint to the students and have them recreate their favorite illustration from the story.
3. **What Makes a Family Collage.** Have students create collages of different types of families.
4. **Write a Mother's Day Card.** Have students use the themes from *Antonio's Card/La Tarjeta de Antonio* to write and decorate their own Mother's Day cards and display them at school. Be cognizant of students' family structures. Students can also create cards for anyone in their family who is meaningful to them.
5. **Words in Art.** Examine with students the images made by Antonio and Leslie. Draw students' attention to the creative use of words in the art. Then have students make their own works of art in which they incorporate words creatively.

### School-Home Connection

(Reading Standards, Key Ideas & Details, Strands 1-3 and Range of Reading and Level of Text Complexity, Strand 10)

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

1. **Have students interview family members.** *Antonio's Card/La Tarjeta de Antonio* tells the

story of an important event or turning point in Antonio's life. Have students determine an important story or event that was important to their families. They can interview their families with questions such as *What is one difficult challenge or problem you or our family has faced? What happened? How did you/we resolve the problem? Describe your feelings.* Then, have students who are comfortable sharing these interviews with their peers compare to find similarities among all families.

2. **Have students interview their mothers, stepmothers, grandmothers, aunts, or other maternal figures about their childhoods.** When was there a time she wanted to show she was ready for more responsibility? What could she not wait to do when she grew up? How did she show her family that she was responsible and could be trusted? How did it make her feel to perform "grown-up" jobs?
3. **Continue the family tree with students' own families.** It would be ideal to create an example family tree first for Antonio (see instructions under *Social Studies* activities) and then have students talk with their families to create their own. On the trunk, identify people in the home, on the roots, identify what's important to the family, and on the branches, identify other important people.
4. **Create a family timeline.** Ask each student to create a timeline of important events in their family's history. You might suggest that they consider questions such as the following: *When were you born? When were your parents/ caregivers and siblings born? When did your family first come to this community? When did other important events in your family's history occur?*

## ABOUT THE AUTHOR

**Rigoberto González** was born in Bakersfield, California, and raised in Michoacán, México. The son and grandson of migrant farm workers, he is an award-winning writer of poetry and fiction. His book, *Unpeopled Eden*, won the Lambda Literary Award and the Lenore Marshall Prize from the Academy of American Poets. His other books have earned him additional honors, such as Guggenheim, NEA and USA Rolón fellowships, grants, and other awards. He is a professor of English at Rutgers-Newark, the State University of New Jersey, and the inaugural writer-in-residence at the Rainier Writing Workshop. In 2015, he received the Bill Whitehead Award for Lifetime Achievement from the Publishing Triangle. Additionally, as of 2016, he serves as critic-at-large with the L.A. Times and sits on the Board of Trustees of the Association of Writers and Writing Programs (AWP).

For more information about González and his books, visit his webpage at <http://www.rigobertogonzalez.com>.

## ABOUT THE ILLUSTRATOR

**Cecilia Concepción Álvarez** was born in National City, California to a Mexican mother and a Cuban father. She was raised in both California and in Mexico. This cultural and political mix has inspired much of her work.

Her artwork has been exhibited internationally and featured in a range of publications. During the past decades, she has focused her creative energies on works of public art. Primarily a self-taught painter, Cecilia has also worked extensively with young people creating murals and raising cultural awareness. She lives and works in Seattle, Washington, with her husband and two young adult children. *Antonio's Card/La Tarjeta de Antonio* is her first book for children.

To learn more about Álvarez and her work, visit her webpage at <http://www.ceciliaalvarez.com>

## 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:

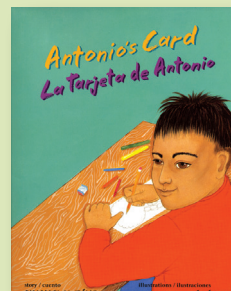
<https://www.leeandlow.com/contact/ordering> (general order information)

[http://www.leeandlow.com/books/410/hc/a\\_full\\_moon\\_is\\_rising](http://www.leeandlow.com/books/410/hc/a_full_moon_is_rising) (secure online ordering)

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

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

## Book Information



\$9.95, PAPERBACK

ISBN 9780892393879

\*Reading Level: Grade 3

\*Reading level based on the Spache Readability Formula

Interest Level: Grade 1 and up

Guided Reading Level: N

Spanish Guided Reading Level: N

Accelerated Reader® Level/  
Points: 3.2/5

**Themes:** Classroom Activities, Similarities and Differences, Sharing & Giving, Identity/Self Esteem/Confidence, Overcoming Obstacles, Mothers, Mentors, Latino/Hispanic/Mexican Interest, Home, Holidays/Traditions, Families, Discrimination, Cultural Diversity, Conflict resolution, Childhood Experiences and Memories, Bullying, Breaking Gender Barriers, Bilingual, Art, Empathy/Compassion, Respect/Citizenship, Self Control/Self Regulation, Courage, Education, Pride, Realistic Fiction, Tolerance/Acceptance, LGBTQ, Shame

## RESOURCES ON THE WEB

Learn more about *Antonio's Card/La tarjeta de Antonio* at: <https://www.leeandlow.com/books/antonio-s-card-la-tarjeta-de-antonio>

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