

All Around Us

Teaching Activities Guide

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All Around Us

Author: Xelena Gonzalez

Illustrator: Adriana M. Garcia

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32 pages | Children's Illustrated Book

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Guides written and compiled by: Xelena Gonzalez and Master's students from the Texas A&M University at San Antonio's College of Education and Human Development

Reading Guide

Material written and/or compiled by Xelena Gonzalez

Central Themes:

- Family/Traditions
- Nature/Gardening
- Death/Life Cycles
- Recycling/Mulching

Before Reading: Before reading *All Around Us*, you might want to discuss any of the following questions.

- What is a tradition? What traditions do we share as a class/group/community? What traditions do you share with your family?
- Have you lost a close relative? What traditions do you have to honor their memory?
- What is gardening? Why is it important? Do you or does someone in your family like to garden?
- What is recycling? Why should we recycle?

After Reading: The following are prompts for writing and discussion. For older readers, the book provides rich opportunities to explore, research, and discuss important topics.

- The book characters use the process of mulching in their garden. What are the benefits of mulching? How does it work?
- The narrator notices that sometimes her grandfather seems sad remembering her ancestors. Though she does not remember them the way he does, she still appears to be sitting quietly by his side. Can you relate to this feeling or situation? What are some things you can do when others experience sadness that you don't necessarily feel yourself?
- What are the death rituals referenced in the book? Where in the world are some of these customs practiced? What are some other practices and rituals different cultures express

during times of death?

- What exactly is buried at the roots of the apple tree? Discuss this custom and other rituals/practices different cultures express during times of birth.
- What are your favorite things to do with your grandparents?
- Share some life lessons or advice your grandparents have shared with you.
- The book's illustrator is a muralist. Have you seen any murals in your neighborhood? Where does this tradition come from? Discuss the themes you notice in different murals.
- The grandfather says the unseen half of a rainbow is "...down below, in the earth, where water and light feed new life." What does he mean by this? Discuss this in both a figurative and a literal way.

Eat a Rainbow: This song is great for before or after reading *All Around Us*. It is a popular song used by educators that calls upon listeners and singers to name food of various colors. The lyrics are simple and sung to the tune of the song “Pop Goes the Weasel”:

*I eat a rainbow everyday
Foods of many colors
Can you name a red food?
...And can you name another?*
(Repeat using the colors of the rainbow)



Rainbow Art Collage

Age: All grade levels.

Objectives: Kids will practice sorting colors, identifying shapes, and work together collaboratively to construct a group.

Guiding Questions:

- What is a mural?
- Who makes/creates murals and why?
- What colors does a rainbow have?
- How many rainbows did you see in the pictures in the story?

Materials

- Paper scraps/recycled paper
- Circle cutouts
- Tissue paper
- Construction paper
- Pipe cleaners
- Cotton balls
- Pom-poms
- Blue masking tape
- Contact paper

Directions

- Unroll contact paper and tape it to the wall with masking tape.
- Draw your mural design using rainbow colors.
- Encourage kids to stick materials into proper color groupings.
- Admire your sticky rainbow mural!

Optional

- Ask students to vote on their favorite color of the rainbow and create a graph using the collected data.
- Students can count the number of cutouts used for specific shapes in each color group and make a picture graph.

Nature Stampers

Age: All grade levels.

Objectives: Kids will experiment with different textures and colors to create a piece of art and learn a new art technique.

Guiding Questions:

- What shapes and figures in the book were the most prominent? Create that shape or object using fruits and vegetables as stampers!
- Can you create your own stamps? Try sculpting designs into the potatoes!

Materials

- Cut fruits and vegetables (apples, limes,

lemons, oranges, bell peppers, potatoes, carrots, radishes, cucumber, zucchini, celery, etc.)

- Paint (non-toxic acrylic or tempera paint)
- Stamping Pads
- Paper
- Paint brushes

Directions

- Cut vegetables and fruits.
- Allow some drying time for fruits and vegetables, or pat them with a paper towel.
- Place fruits and vegetables on the center of the table. Tip: use trays to keep them organized.
- Before kids start painting their fruits and vegetables, remind them that a little paint goes a long way!
- Encourage kids to paint the fruit and stamp it on the paper. You can use paints, stamp pads or both!

Optional

- Take kids on a scavenger hunt to find natural materials they can stamp. Encourage kids to collect a minimum of three. These can include a variety of leaves, flowers, nuts, pinecones, etc.
- If you are having kids share stampers by group, have them paint that item only that color to avoid unwanted color mixing. Or, take this opportunity to see what new colors they can make out of colors provided.
- Design more intricate stampers by sculpting into sturdy vegetables like potatoes. You can do this by using X-Acto knives and cookie cutters. You can even make potato wheel stampers.

Circles, Circles

Age: All grade levels.

Objective: Kids will freely create and abstract or figurative piece using circles so there will be circles, circles everywhere.

Mixed media is highly encouraged!

Guiding questions

- What is the difference between figurative art and abstract art?
- In the book, the little girl's grandfather says circles are all around us, what other circles can you think of? What other circles do you see?

Materials

- Pre-cut circles (various sizes, textures)
- Paper
- Scissors
- Glue
- Writing materials (crayons, markers, colored pencils, etc.)
- Watercolors
- Paintbrushes
- Circular objects (cups, funnels, tape, etc.)

Directions

- Allow free expressions in what kids create using only circles.
- Encourage kids to collage circles onto paper, trace circles, or both!
- Have kids color in the circles, using crayons, markers, or water colors.
- Identify their work as abstract or figurative.

DIY Circle Journal

Age: 8 and up.

Objective: Kids will create a journal using circles and various kinds of paper including recycled paper.

Guiding questions

- In the book, the little girl's grandfather says circles are all around us, what other circles can you think of? What other circles do you see?
- Can you think of a different way to bind your journal together?

Materials

- Paper
- Recycled paper
- Scissors
- Yarn/ribbon
- Single-hole puncher
- Loose-leaf rings



Directions

- Cut pages into circles using scissors or die-cut circular pages.
- Add holes to pages using single-hole puncher.
- Tie pages together using yarn, ribbon, or a loose-leaf ring.
- Encourage kids to freely fill the pages on their circle journal.

Tracing Nature

Age: All grade levels.

Objective: Kids will learn a new art technique and understand how the different textures and natural materials magically appear on their paper.

Guiding questions

- Why is it so important to appreciate and take care of nature?
- Can you create a landscape piece using this

technique?

- What other kind of art can you create using this technique?

Materials

- Crayons
- Chalk
- Colored pencils
- Paper
- Leaves (with thick veins)

Directions

- Place paper over leaves.
- Rub them with any writing material.
- Encourage kids to experiment with this technique. Use multiple colors, and if desired, create new creatures with the leaf rubbings.

Note: Little ones might need help to hold the paper steady, or team up students to work together.

Sensory Bottles

Age: All ages.

Objective: Kids will create and play with nature-filled sensory bottles. Kids will make observations, important world connections, and hand-pick items for their sensory bottles.

Guiding questions

- What are the three R's? What do they mean?
- What usually happens to these plastic bottles?
- Do you think your objects will float or sink?
- What observations do you have about your bottle? How many kinds of materials did you use? How many of each did you use?

Materials

- Recycled plastic bottles
- Natural materials (leaves, flowers, sand, seeds, rocks, nuts, etc.)

Optional materials

- Glitter
- Trinkets (beads, buttons, dried pasta of different shapes, etc.)

- Super glue
- Liquids (water, vegetable oil, baby oil, food coloring, etc.)

Directions

- Collect plastic bottles and fill them with natural materials.
- Encourage kids to use a variety of objects.
- Observe how the organic matter inside changes over time (breakage, color change, or even mold!)
- Encourage kids to play! Rocks and nuts make great shakers.

Optional

- Super glue the top so little ones can't open it.
- Add other materials such as: liquids, glitter, and other small items.
- Add water and oil along with materials, and talk about how water and oil doesn't mix.

Little Gardeners

Age: 3-6.

Objective: Kids will develop their fine motor skills while exploring and "planting" their gardens.

Guiding questions

- How many rocks/pebbles can you find?
- What is the name of this vegetable? What color is it?
- Can you sort/plant all the tomatoes together? Can you do the same with all the other fruits and vegetables?

Materials

- Non-toxic gardening soil
- Bins
- Plastic fruits and vegetables
- Toy shovels (and other gardening tools)

Optional materials

- Plastic flowers
- Rocks/pebbles

Directions

- Fill bins with soil, plastic fruits and vegetables,

flowers, rocks, and shovels.

- Encourage kids to explore and garden their fruits and vegetables.
- Encourage kids to count how many rocks they can find, how many flowers, apples, oranges, etc.

Optional

- Set up smaller bins as sorting stations with pictures of fruits and vegetables. Encourage kids to sort and place each item in the correct bin. Have pots so kids can garden by filling up their pots with soil and "plant" items.
- You can substitute soil for other items (beans, rice, dried pasta, etc.)

Seeding Activity

Age: All Ages

Guiding Questions

- What do you think will happen?
- Can you see a change in day 1, 2, 3, 4, 5 etc.?
- What is the life cycle of a bean?

Objective: Kids will make scientific observations about beans sprouting and their life cycle.

Materials

- Plastic Zip Lock Bag
- Paper Towels
- Beans (dry pinto beans)



Directions

- Fold paper towel so it fits in zip lock bag.
- Wet the paper towel and slip it into the bag. (The paper towel doesn't need to be drenched, just enough to where the whole thing is moist).
- Place a few dry beans on top of the paper towel.
- Zip up the bag and place it in a safe place for observation over the next couple of weeks.
- Record your data of your observations!
- After a couple of weeks, pull out the beans and observe the root systems and growing stems.
- If desired, once beans have sprouted, transfer them to a pot. Don't forget to water them!



people who matter to them. This activity is a mini cultural autobiography where the child is able to explore what makes them, them.

Silhouette of Ourselves Activity

Material created by: Stephanie Jablon, Rachel Huerta, Claudia Macias & Melissa Hernandez

Recommended Children's Literature:

1. *Anywhere Artist* by Nikki Slade Robinsol
2. *Hero Dad* by Melinda Hardin
3. *I am Enough* by Grace Byers
4. *Tap the Magic Tree* by Christie Matheson

Description and Connection to Language and Literacy Development:

- In this engagement we will be decorating a silhouette of ourselves. On the outside of the silhouette we will describe how others see us. The children can decorate their silhouette with hair, clothes, etc. On the inside of the silhouette the children will decorate and write about who they are on the inside, who they love, what they care for and whatever matters to them.
- The goal of this engagement is to help students identify how other's perceive them and how they perceive themselves. The objective is to help students recognize the physical and abstract characteristics that make up their own persona while identifying the

Ideas for Engagement:

1. On the outside of the silhouette describe how others see us. Using paint, markers, crayons or pastels guide the child and help them think about how others may view them, and write down key words or takeaways from this engagement.
2. Decorate their silhouette with hair, clothes, etc. Help guide the child when selecting what items they are using to create their own image. Help them identify the abstract and physical characteristics of themselves
3. On the inside of the silhouette the children will decorate and write about who they are on the inside, who they love, what they care for and whatever matters to them.

Help the child to work through their personal relationships.

Prompts for Conversation:

- Ask questions of the student, such as: why did you choose the color yellow for your hair? Or what made you choose that pattern for your clothes?
- For younger children you would want to use more specific questions such as: and what color is Mommy's hair? Or (pointing to freckles on your own face, then to your child's face) do you think these freckles

should be included on your silhouette?

- Talk to your child about your culture: what traditions do you and your family have? What is your faith? (If in an appropriate setting.)

Materials:

- Copy paper with gingerbread silhouette
 - Water Paint
 - Crayons
 - Pastels
 - Paintbrushes
 - Color pencils
 - Markers
-

One with Nature Activity

Material created by Stephanie Jablon, Rachel Huerta, Claudia Macias & Melissa Hernandez

Recommended Children's Literature:

1. *Anywhere Artist* by Nikki Slade Robinsol
2. *Hero Dad* by Melinda Hardin
3. *I am Enough* by Grace Byers
4. *Tap the Magic Tree* by Christie Matheson

Description and Connection to Language and Literacy:

- Students will participate in the engagement by working with natural materials. They will be gluing leaves, moss, pebbles and branches together on a sheet of construction paper in the shape of ourselves to show how we are part of the world and it is a part of us.
- The goal of this engagement is to help students connect with natural objects and see the interconnectedness of nature within their own persona. The objective is to help students recognize the physical and abstract characteristics that make up their own persona while understanding that the earth and its “materials” make up different components of who we are.

Ideas for Engagement:

1. Using a blank piece of construction paper,



the child will select natural materials (leaves, moss, pebbles, and branches) to begin creating the shape of a human figure.

2. Begin by constructing the silhouettes the child could use leaves or branches to construct the most basic figure.
3. Next begin constructing the more detailed aspect of the human figure like hair and clothes, for example the child could use moss as the hair.
4. Use the reaming materials to add more fine details to the figure.

Prompts for Conversation:

- Talk to the child about the environment and sustainability, the idea that we can reuse and recycle the objects around us to take care of the earth.
- Take this opportunity to share that all the parts of the earth, the animals, bugs, the people all are interconnected and are a part of the ecosystem. This activity would be a great opportunity to include more STEM based conversations for older kids.
- Ask questions of the student, such as - why did you choose that leaf to represent yourself?

Materials:

- Moss
- Pebbles, leaves, branches

- Branches
- Markers
- Construction paper
- Glue
- Markers

Stained Glass Mandala Activity

Material created by Ana Montalvan & Anna Valenzuela

Recommended Children's Literature:

1. *Shapes* by Diana Murray
2. *Through the Windows: View of Marc Chagall's life and art* by Barb Rosenstock

In the book *All Around Us* by Xelena Gonzalez the characters see circles all around them and make connections to the circles in life, just like the circles mandalas. In *Shapes* by Diana Murray the young girl goes searching to shapes in the city and makes connections to the objects and shapes that she sees. In the book *Through the Windows: Views of Marc Chagall's life and art* by Barb Rosenstock they discuss of Marc Chagall like to decorate windows with scenery of daily life chores, just like the Mandalas could make connections to the circles of life one can see through a window.

Materials:

- Transparencies
- Scissors
- Sharpies

Overview/Goals:

Children will decorate circle mandalas to tape to a window while also make connections to the circles.

1. First, you will get a transparent piece of paper.
2. Then, you will cut that piece of paper into a circle shape.

3. Then, you will use sharpie markers to create ANY design or color scheme you want.
4. The purpose of the transparent mandala is so that it can be taped onto a window, giving it the stained-glass look.

Coloring a mandala can help your children to recognize line, perspective, color, hue, shape and form. Children also tend to learn how to recognize patterns. The act of coloring can improve motor skills in your children. The motions involved in coloring like holding the tools and scribbling with the sharpie marker can help in the development of the tiny muscles in his wrist, fingers and hands. Fine motor skills help your children to write and manipulate small objects.

Coloring and just talking about it will give your kids an opportunity to learn new words and sentences. Children use descriptive words to talk about their feelings when they see different styles of coloring.

The Circle that is Me Activity

Material created by Marissa De Leon & Robyn Swiney

Recommended Children's Literature:

1. *Sweet, Sweet Memory*, by Jacqueline Woodson, illustrated by Floyd Cooper
2. *Imagine A World*, by Rob Gonsalves
3. *I Remember Miss Perry*, by Pat Brisson, illustrated by Stephane Jorisch

Building and developing a chain link of circles with personalized designs, that tells a story of an individual, can encourage and strengthen both literacy and language. The goal of this invitation is to encourage children to explore and share stories about the circle links or chain links of their culture and how they connect to complete them. This invitation can support children's understandings of themselves, their families, and their cultural identities. It can also facilitate the opening of closed personalities through drawing,

listening, speaking, reading and writing.

Tell me: (Ideas for open-ended questions)

- What you know about you? About the story of how you came to be?
- About your family? About what connects you to them and them to you?
- Do you ever think about the importance of your friends and family? About how they influenced who you are or will become?

Ideas for Engagement:

1. Read for inspiration, talk about one, two or all the recommended books!
2. Think about your family name. What do you think it means?
3. If you were a book what would your title be? How about your family?
4. Share and/or explore family stories around the children's name
5. Invite children to use the materials to share something about their name.

Materials:

- Children's books
- A variety of art materials: markers, crayons, chalk, glitter, construction paper, glue and scissors, and many others.

What's in the Box? (circle edition) Activity

Material created by Elisa Olivarri & Marissa Cordova

Recommended Children's Literature:

1. *Round is a Tortilla: A Book of Shapes* by Roseanne Thong, illustrated by John Parra
2. *Hello, Círculos! Shapes in English y Español* by Madeleine Budnick, cover design by San Antonio Museum of Art
3. *A Big Mooncake for Little Star* by Grace Lin
4. *Crescent Moons and Pointed Minarets: A*

Muslim Book of Shapes by Helena Khan, illustrated by Mehrodokht Amini

Description and Connection to Language and Literacy Development:

The goal of this invitation is to encourage children to explore their oral language skills to explain and participate in a hands-on activity, where the child is asked to guess what the circle is inside the box. This invitation can support children's understanding of circles and how they can be found within real world objects. It can also foster numerous opportunities for an exchange of descriptive language and vocabulary. Listening, speaking, and writing skills are stimulated during this invitation as a way of developing essential components in the language and literacy development of a child.

Prompts for Conversation:

- What are some shapes that you know? What do you know about circles?
- Do you see circles anywhere in the room?
- What does the circle in the box feel like, what is the texture? What size is it? Is it heavy? Does it make noise?
- How do you know it is a (item)?

Ideas for Engagement:

1. Invite children to first explore prior knowledge about shapes, and where they see them?
2. Look around the room or setting, have the child find circles around them.
3. Discuss and read, two or all the recommended books for the child to make connections to circles and their formation within real world objects.
4. Invite children to use this knowledge to play a guessing game on circular items placed in a box. Facilitate descriptive language and vocabulary for the child to use when describing what they think is inside.

Materials:

- Matching picture cards for all items placed within each box, 1 paper with a collection of images placed in the box (for the younger child who prefers to just point to the item)

- Paper
- 2 separate boxes for each group of children (age) with 1 hole on each side of the box
- Items to go inside each box:
 - Younger kids' box: ball, donut, orange, plate, large rock, clock, sombrero, and maracas.
 - Older kid's box: button, tortilla, coin, plate, small rock, drum, measuring cup, and piñata.
- Crayons, colored pencils, markers, and pencils

Procedures and Steps:

1. Invite the child to come explore what's inside the boxes by telling them that there are circular objects in the box. Reference books and how circles can be found in our everyday lives and the objects we see daily.
2. The child would then put their hands in each of the holes on the sides of the box, they would use their senses to correctly match or guess the circular objects within. For the older children, ask them to draw a picture and orally tell or write the names of all the items within the box. The younger children will also have this option; however, they may also be given a picture card to find and pull out the item within the box that they think matches or they may point to the item on the sheet given.
3. Throughout this invitation, encourage descriptive dialect and vocabulary between the caregiver and the child or the other participants, so they are practicing their oral language to describe what they feel in the box and give reasoning for their guesses. After the child is complete, share with them the objects found in each box to see if they were correct.

Bubble, Bubble, Pop Activity

Material created by Kimberly Villarreal

Recommended Children's Literature:

1. *Bubble Trouble*, by Margaret Mahy
2. *POP! A Book About Bubbles*, by Kimberly Bradley
3. *Bubbles Float, Bubbles Pop*, by Mark Weakland

Description and Connection to Language and Literacy Development:

The goal of this invitation is to encourage children to explore and share stories about bubbles, create bubble wands and encourage language by talking about the bubbles. This invitation can support children's language development and promote speech. It can also foster listening, speaking, reading and writing around blowing bubbles.

Prompts for Conversation:

- How far do you think the bubble will float?
- What ways can you pop the bubble?
- What do you think we need to make our own bubbles? Where else have you seen bubbles?

Ideas for Engagement:

1. Invite children to engage in a fun bubble blowing game.
2. Browse, talk about, and/or read one, two or all the recommended books!
3. Share and/or explore ways to make bubbles
4. Invite children to use the materials to promote language by talking about the bubbles (floating, up and down).

Materials:

- Children's books
- A variety of art materials:
 - Wands
 - Water
 - Pipe cleaners
 - Yarn
 - Dawn
 - Trays

- Cups and straws
- Food coloring
- Paper towel

I Love Me! Activity

Material created by Jessica Martinez

Recommended Children's Literature:

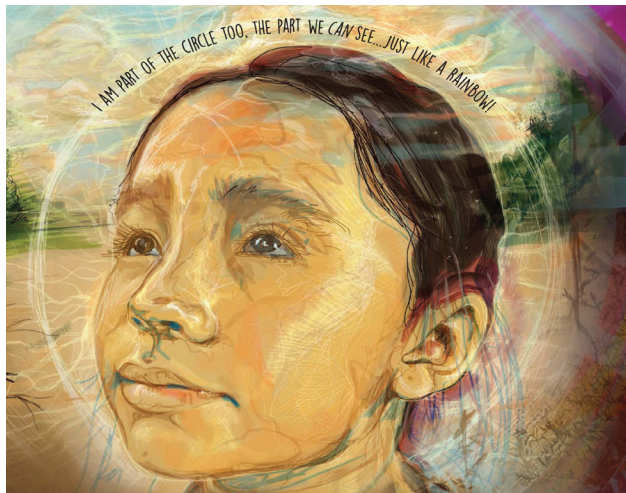
1. *I Like Myself!* by Karen Beaumont, illustrated by David Catrow
2. *Be Who You Are*, by Todd Parr
3. *Ballerino Nate*, by Kimberly Brubaker, illustrated by R. W. Alley
4. *Frederick*, by Leo Lionni

Description and Connection to Language and Literacy Development:

The goal of this invitation is to teach children about self-love. Children can make connections from the literature to themselves, their experiences, and the world. This invitation creates opportunities for writing skills, such as brainstorming and organizing, along with creative thinking and oral language/social skills.

Prompts for Conversation:

- What are some characteristic traits about you that we can physically see?
- What are some characteristic traits that we can't see? Personality traits?
- List some or all of your favorite qualities



about yourself that you love.

- How are you different from others? State something we don't know about you.

Ideas for Engagement:

1. Invite children to make a list of characteristics, personalities, and/or favorite places, items, people, etc.
2. Browse, talk about, and/or read one, two or all the recommended books!
3. Share and/or add more to the list.
4. Rewrite the list ranging from most important (favorite) to least. (This step may not be appropriate for young children that are not ready to organize thoughts yet.)
5. Invite children to use the art materials to represent their "I Love Me!" list using circles as interpretations of most favorite to least favorite. (Younger children might just want to explore with the paint and/or draw pictures.)
6. Invite children to talk about their art representation of themselves during and after, comparing differences and similarities.

Materials:

- Children's books
- Watercolor and/or tempera paint
- Paintbrushes and/or Q-tips
- Large construction paper
- Notebook paper or index cards
- Pencils/pens

Our Family Tree Activity

Material created by Danielle Yzaguirre-Hart and Sabrina Sherwood

Recommended Literature:

- *My Family Tree and Me* by Sam Hutchinson
- *Rene Has Two Last Names* by René Colato Laínez
- *Coco: A Story about Music Shoes and Family* by Diana Lopez



Materials:

- markers, pencils
- color pens
- blank paper
- example of a family tree
- COCO family tree
- Fill in the blank Family Tree Sheet

Time: 5-10min

Conversation Starters:

- Ask child if they are familiar with the movie “COCO”, reference Miguel’s grandma and his ancestors. Ask child to map out their family, allow child to choose a worksheet and assist along the way. For younger children hand out a blank piece of paper and ask them to draw as many family members as they can.
- Ask adult/parent if they have mapped out their family tree and if they would like to do so. Ask them to begin with themselves and map out as far as they can go. Once they have filled out what they can, tell them about the website www.familysearch.org. The website offers a free ancestry search.

Ideas for Engagement:

- Briefly describe book similarities
- Map out family members
- Cut out names and place on tree
- Color your tree
- Draw a favorite memory of a loved one.

Everybody Has a Name Activity

Material created by Isabel Arevalo

Recommended Literature:

1. *Rene Has Two Last Names*, by Rene Colato Lainez, illustrated by Fabiola Granullera Ramirez
2. *Little Treasures: Endearments Around the World*, by Jacqueline Ogburn, illustrated by Chris Raschka
3. *Alma*, by Juana Martinez-Neal

The goal of this invitation is to encourage children to explore and share stories about their names. This invitation can support children’s understandings of family stories, and cultural identities. It can also foster listening, speaking, reading and writing around one of the most important words in the life of a child. There is a story behind everyone’s name.

Prompts for Conversation:

- What do you know about your name(s)? About the story of your name(s)?
- What do you think about your name(s)?
- Do you ever think about what you have in common with your relatives?

Ideas for Engagement:

- Invite children to think about their names and/or nicknames.
- Browse, talk about, and/or read one, two or all the recommended books!
- Share and/or explore family stories around the children’s name.
- Invite children to use the materials to share something about their name.

Materials: Name Bracelets

- Pipe cleaners (variety of colors)
- Letter beads

About the Author



Xelena González is the author of *All Around Us*, a picture book that deftly depicts her Mestiza culture in the U.S. Xelena is an accomplished journalist and dancer who has led various workshops in creative writing, world dance, and interdisciplinary arts.

About the Illustrator



Adriana Garcia is a Texas-based visual artist, muralist, and scenic designer who has exhibited nationally and presented her culturally relevant work at various conferences. She has created murals with many community organizations and schools in Texas and beyond.

Awards for *All Around Us*

- ALSC Notable Children's Book 2018
- 2108 Pura Belpré Illustrator Honor Book
- 2018 American Indian Youth Literature Award: Picture Book Honor
- 2018 Tomás Rivera Mexican American Children's Book Award
- 2018 Texas Institute of Letters Literary Award for Best Picture Book
- 2018 Int'l Latino Book Award: Best First Book – Children & Youth
- 2018 Skipping Stones Honor Award: Nature and Ecology Books

TEKS:

Kindergarten:

§110.11. English Language Arts and Reading

(b)(5)(C)

§113.11. Social Studies

(a)(1); (b)(12)

§112.11. Science

(a)(2); (b)(1)(C); (b)(2) (b)(3)(B)

Grade 1:

§112.12. Science

(a)(4); (b)(1)(C); (b)(7); (b)(9);

§113.12. Social Studies

(a)(1); (b)(15)

§117.105. Art

(b)(1)(B)

Grade 2:

§112.13. Science

(a)(2); (a)(4); (a)(4)(C); (b)(1)(C)

§115.4. Health Education

(b)(9); (b)(10)

§117.108. Art

(b)(1); (b)(2)

Grade 3:

§112.14. Science

(a)(4)

§115.5. Health Education

(b)(10)

§117.111. Art

(b)(1); (b)(3)

Grade 4:

§112.15. Science

(a)(4)(B); (b)(1)(B); (b)(7)(C); (b)(10)(C)

§113.15. Social Studies

(b)(19);

§117.114. Art

(b)(3)

