

My Magic Wand

written by Pat Mora

illustrated by Amber Alvarez

About the Book

Genre: Poetry

Format: 32 pages, 8-1/2" x 10-1/2"

ISBN: 9781643790855

Reading Level: Grade 2

Interest Level: Grades PreK-3

Guided Reading Level: L

Accelerated Reader® Level/Points:
NP

Lexile™ Measure: NP

*Reading level based on the ATOS Readability Formula

Themes: Childhood Experiences and Memories, Dreams and Aspirations, Environment/Nature, Exploring Ecosystems, Families, Identity/Self Esteem/Confidence, Imagination, Latinx/Hispanic/Mexican Interest, Nature/Science, Optimism/Enthusiasm, Poetry, Weather/Seasons/Clothing

Resources on the web:

leeandlow.com/books/my-magic-wand

SYNOPSIS

Would you like to . . .

write with a magic wand?
sled down a snowy slope in winter?
plant flowers in a garden in spring?
splash in a pool like a fish in summer?
ride high up on a horse in autumn?
blow out birthday candles?

Come share the fun of these activities, and more, with a spunky young girl enjoying a year of growth, creativity, and discovery with her diverse family and friends.

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

BACKGROUND

Author's Note from Pat Mora

Dear Children,

When I was a little girl in El Paso, Texas, I liked hearing rhymes in English and Spanish. When I started reading, I liked rhymes such as "Jack and Jill went up the hill." Do you like listening to poems? Do you like reading poems? Some poems rhyme, some don't. Some poems are silly, and some are quiet. Like our hearts, poems have a beat, a rhythm.

I enjoy reading poems to my granddaughter, Bonny, and she reads poems to me. With our magic wands—our pencils, pens, or markers—we write or draw poems. You can too. You can write about your family, your pets, and your home, or about ladybugs, trees, clouds, and more.

If you know more than one language, try writing poems in each language, or use the languages together in a poem. It's also fun to illustrate your poems. Be an artist and draw or paint pictures about your poems.

A poem you write and illustrate is a special present or surprise for your mom, dad, grandmom, uncle, teacher, neighbor, or friend. You can also make a book of poems and put a title, a picture, and your name on the cover.

You are a writer. Hooray for you!

Your Friend,
Pat Mora

Lee & Low Poetry Resource Guide for Students

Consult the Lee & Low Poetry Resource Guide for tips and strategies from renowned poet, educator, and literacy advocate Pat Mora about how to use poetry with students in various educational settings. The Poetry Resource Guide provides ways for educators and librarians to inspire students to read and write poetry, and offers links to additional resources for teaching poetry in the classroom (https://www.leeandlow.com/uploads/loaded_document/787/PoetryGuide_2020.pdf).

Additional Resources for Teaching About Poetry

Reading Rockets' "10 Ways to Use Poetry in the Classroom" provides tips, resources, and book suggestions for the poetry unit in your respective educational setting (<https://www.readingrockets.org/article/10-ways-use-poetry-your-classroom>).

The Academy of American Poets has a page dedicated to materials for teachers where you can find poems by subject, theme, age group, and more (<https://poets.org/materials-teachers>).

"Every Student can be a Poet" from Edutopia (<https://www.edutopia.org/article/every-student-can-be-poet>) is another article to consult before teaching poetry in your classroom.

Discussing Skin and Hair Color and Biases

My Magic Wand features a beautiful young Latinx girl navigating and experiencing the joys of childhood. The young girl has blonde hair, brown eyes, and a light peach complexion. It is important to recognize and acknowledge that Latinx people have a range of hair colors, eye colors, and skin tones. It is inaccurate to stereotype all Latinx people as having dark hair, brown eyes, and brownish skin. To continue the conversation about skin and hair color and identity with young children, read *Marisol McDonald Doesn't Match/Marisol McDonald no combina*. This book features an unconventional protagonist and provides another story with content that can lead to a discussion of individuality, skin/hair color, and being true to who you are (<https://www.leeandlow.com/books/marisol-mcdonald-doesn-t-match-marisol-mcdonald-no-combina>).

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:

- Ask students what poetry means to them. What do you think of when you think of poetry? Why? How do you get inspired to write poetry?
- What do students know about different types of poems? Do all poems have to rhyme? What kind of poems have you read before? What was it like to read different types of poems? Do you like to rhyme?
- What do students like to do in each of the seasons: spring, summer, fall, and winter? Why do you like to do those things? Are there any specific things you do with your family in each season? Why are those activities meaningful to you?
- What are some activities students like to do in nature? Why do you like to do them? How is nature important to you?
- Encourage students to think about creativity. How do you express creativity and show your imagination? What does it mean to be creative? What creative things do you like to do? Why? Where do you get your ideas for creative activities, such as writing stories or drawing?
- Ask students to share a childhood memory. What is an important memory you have from when you were younger? What does it mean to you?
- Brainstorm with students about how they get inspired when they write. How do you use the world around you when you write poetry or an essay? What kinds of strategies do you use to think about what you want to write about?

- Ask students to think about their families and what family means to them. How is family important to you? What are some favorite memories of your family and/or family members? Why are these special or important to you?

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, *My Magic Wand*. 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 do they think they might learn from reading the book? What makes them think that?
- Read Pat Mora's biography on the jacket back flap. How do you think Pat Mora comes up with her ideas for her poems? What do you think inspired her to write *My Magic Wand*?
- Read Amber Alvarez's biography on the jacket back flap. How do you think the text/poems inspired her while she created the illustrations for the story?
- Encourage students to stop and jot down notes in their reading notebooks during 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 helped you decide that 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:

- what the young girl likes to do in each seasons of the year
- what family means to the young girl
- how the young girl likes to spend time with her family
- how family and childhood influence your life
- why traditions are important
- the importance of celebrating joy and embracing the wonder of childhood

Encourage students to consider why the author, Pat Mora, would want to share with young people this book inspired by her granddaughter and her love for life.

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

Mexico, *Buenos días*, *gracias*, *buenas noches*, mango, tortugas, *tesoros*, daffodils, tulips, pansies, snapdragons, primroses, hummingbirds, ballet, jazzy, country, hip-hopping, line dancing, ¡A bailar!, *pececita*, riding helmet, cactus

Academic

basin, scurry, flippers, heaped, jewelry, gems, ripples, slithery, recipe, measure, cowgirl, Texas, decorate, twinkle

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)

Ask the following questions after reading each poem:

1. What is the young girl doing in the poem?
2. What season is featured in the poem? What makes you think that?
3. What visual clues does the illustrator give to help you figure out how the young girl feels? What are her facial expressions in the poem?
4. What other people or things are referred to in the poem with the young girl? How does she feel about them?

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 *My Magic Wand* mean to you after reading? Why do you think the author chose this particular title?
2. How does nature play a role in *My Magic Wand*? How is the young girl inspired by the world around her?
3. Why is it important to use your imagination? What are the ways you use your imagination in your daily life? How does it make you feel?
4. How is this book different from other books of poetry you've read? What makes it stand out?
5. How are all the poems similar? What are some elements the poems have in common? What makes you think that? What evidence can you provide to prove their similarities?
6. How are all the poems different? What are some elements that vary from poem to poem? What makes you think that? What evidence can you provide to prove their differences?
7. What kinds of themes do you find throughout the poems? How does the young girl explore the world around her in each poem? How does each season shine through in the text?
8. Which poems did you connect with the most? How did you feel about them? Why?
9. How can you use the illustrations to deepen your understanding of the poems and their messages? How do the illustrations convey the feelings and emotions of the young girl and what she is experiencing during that season?
10. What does the young girl's family mean to her? How are each of her family members important in her life? What are some of the things she does with specific family members? How do those activities make her feel?
11. Why do you think the author uses figurative language in the poems? What figurative language do you find throughout the poems?
12. There are Spanish words used in some of the poems. What was it like to read the Spanish words? If you speak Spanish, what was it like to see the Spanish words next to the English words? How did this make you feel? If you don't speak Spanish, were you able to figure out what the Spanish words mean? How did you do it?
13. Why is it important to explore your community and be outdoors? How does nature and your neighborhood inspire you?
14. How does *My Magic Wand* teach about the importance of life, family, and enjoying the world around you? What makes you think that?

Reader's Response

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

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

1. What is one big thought you have after reading this book? Think about what you like to do in each season, or what you like to do with a family member for fun. What is your takeaway from this book? What would you tell a friend about this book?
2. What do you think Pat Mora's message is to the reader? Think about author Pat Mora's possible motivations to write this book about a young girl and the adventures she has in the world around her.
3. Have students make a text-to-self connection. What kind of connections did you make between the poems and/or art in the book and your own life? What poems did you relate to and how did they make you think of your own growing up experiences?
4. Have students make a text-to-text connection. Did you think of any other books or poems while reading *My Magic Wand*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make between the poems and/or art in the book and what you have seen happening in the world, such as on television, in newspapers, or online? What in this book made you think that?
6. What does poetry mean to students after reading? After reading *My Magic Wand*, do you think differently about poetry? Why or why not?

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 the poem with which they identified the most from *My Magic Wand* and explain why they chose that poem. Afterward, students may create their own poems inspired by *My Magic Wand*.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose

English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

6. Have students read more poetry to learn about different types of poems.

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. Create a graphic organizer with a poem title at the top of each column. For each poem, ask students the following questions: How does the young girl feel in this poem? How do you know? How does she show her feelings? How do the illustrations help you figure out her feelings and emotions? Afterward, students may analyze her social and emotional development across the poems.
2. Which illustration in *My Magic Wand* do you think best shows an emotion? Explain which emotion you think it is. How does the illustrator portray that emotion?
3. Choose an emotion such as happiness, hope, sadness, etc. Illustrate or act out what that emotion looks like in *My Magic Wand*.
4. Have students experiment with reading with feeling. Print out a chart of different faces that demonstrate various emotions, or print feeling words on cards (e.g. excited). Prior to reading, consult this blog post that features Pat Mora's tips on reading poetry out loud (<http://blog.leeandlow.com/2018/04/17/tips-for-readingpoetry-aloud-to-children/>). In small groups, have a student read aloud a poem of her or his own choice. Then have other students in the group guess the emotion the student was expressing during the reading. Have students explain their reasoning, and experiment with different emotions while reading other poems.
5. Similarly, have students write poems with different emotions in mind. Not only can students learn to read with emotion, but they can learn to write with feeling. Encourage students to write poems about when they feel particular emotions, such as excited, angry, sad, or overjoyed. After writing their poems, some student volunteers may wish to read their poems, with feeling, to the group.

INTERDISCIPLINARY ACTIVITIES

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

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

English/Language Arts

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

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

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

- **Ask students to select a poem from *My Magic Wand* and write their reactions to the poem.** Why did each student pick that poem? What stood out to students? What did they relate to? What did each student identify with or what did they learn from that poem? How did the poem make the student feel? Afterward, have students write a poem inspired by *My Magic Wand*, using a positive memory from their own memories or recent experiences.
- **Encourage students to write a poem about a memory or something that is meaningful to them about their identities, cultures, or heritages.** Using inspiration from *My Magic Wand*, have students think about what they want to communicate about themselves, their families, and/or their favorite experiences. What do they want to share and why did they pick that particular thing to write about? Students may share their work with a partner, a small group, or the whole class. Consider creating a class book with illustrations and make the book available to students in the classroom library.
- **Conduct a figurative language study with students.** Have students go on a figurative language scavenger hunt in *My Magic Wand*. Refer to Read Write Think's "Figurative Language Resource Page" as a tool for students to use during their search (http://www.readwritethink.org/files/resources/lesson_images/lesson79/figresource.pdf). Create a chart with different rows for figurative language terms (i.e. simile, metaphor) and students can fill it in with specific examples from *My Magic Wand*.
- **Have students learn about different poetic forms.** Display a variety of poetry books. Ask each student to select a poem, find out what kind of poem it is, and then write a poem in the same form. What are the different features of the poem chosen? Use the resource from Read Write Think to refer to different types of poetry. After students examine the poems in more detail, ask each student to write a poem in a style of their choosing about a memory, their community, anything related to their identity, or something that inspired them in nature (http://www.readwritethink.org/files/resources/lesson_images/lesson417/poetry-forms2.pdf).
- **Have students come up with a list of questions to ask author Pat Mora.** What do students want to know about the process of writing a children's book? What about a poetry collection? How did Pat Mora come up with the idea to write *My Magic Wand*? Why did she want to write poems about a young girl, her family, and her fun adventures with the people

and environment around her? Students can reach out to Pat Mora for more information about a virtual author visit (<https://www.patmora.com/>).

- **Make a chart with each of the four seasons as a column head.** Record the activities that the young girl does in each season. Afterward, have students reflect on the similarities and differences between what the young girl does in each season. How are the activities similar? How are they different? In a writing piece, students may compare the differences between the seasonal activities. What did students relate to when they read about the young girl and her life? How can the seasons mean different things to different people?
- **Conduct a poetry study.** Along with *My Magic Wand*, read other Lee & Low poetry titles. Compare and contrast the books and analyze how the poems in each book are similar and different. What kinds of figurative language do the authors use in their poems? What are the themes that are present in each book? How are the themes similar and different across the poetry titles? How do the illustrations represent the poems? Students can use graphic organizers to organize their thoughts and then share their findings in an essay.
 - Family Poems for Every Day of the Week/Poemas familiares para cada día del año (<https://www.leeandlow.com/books/family-poems-for-every-day-of-the-week>)
 - Poems to Dream Together/Poemas para soñar juntos (<https://www.leeandlow.com/books/poems-to-dream-together-poemas-para-sonar-juntos>)
 - Arroró, mi niño (<https://www.leeandlow.com/books/arrorro-mi-nino>)
 - DeShawn Days (<https://www.leeandlow.com/books/deshawn-days>)
- **Encourage students to learn more about Pat Mora's work and conduct a Lee & Low author study using her other Lee & Low titles:** *Confetti* (<https://www.leeandlow.com/books/confetti>), *Water Rolls, Water Rises/El agua rueda, el agua sube* (<https://www.leeandlow.com/books/water-rolls-water-rises-el-aguarda-el-agua-sube>), *Love to Mamá* (<https://www.leeandlow.com/books/love-to-mama>), *Gracias~Thanks* (<https://www.leeandlow.com/books/gracias-thanks>), *Yum! ¡Mmmm! ¡Qué rico! Americas' Sproutings* (<https://www.leeandlow.com/books/yum-mmmm-que-ricoamericas-sproutings>), and *Bookjoy, Wordjoy* ([leeandlow.com/books/bookjoy-wordjoy](https://www.leeandlow.com/books/bookjoy-wordjoy)). Have students look at the books to examine Pat Mora's poetry. What do they notice is similar about her poetic style among the books? What is different? Then have students write a poem with their observations about Pat Mora's poetic works in mind. How did her poetry influence their own poetry?
- **Consider celebrating Children's Day, Book Day/ Día de los niños, Día de los libros with students.** Children's Day, Book Day is an annual celebration of books and family literacy that is celebrated on our near April 30. Before creating a Día celebration, have students read more about Día through Pat Mora's interview about the initiative (<http://blog.leeandlow.com/2015/04/29/what-is-dia-and-how-can-wecelebrate/>). Encourage students to think about how they would want to celebrate a day celebrating reading and writing. What are some of their favorite books they would want to read or share with the class? Consult Pat Mora's "Día Planning Booklet" for more information and ideas on how to celebrate Día in your classroom (<http://www.patmora.com/images/planning-booklet-complete.pdf?pdf=booklet>).

- **The five senses are referenced frequently throughout *My Magic Wand*.** Have students write a poem using each of their senses (sight, touch, hearing, smell, and taste). If possible, provide students with props that pertain to each of the senses in your classroom (for example, provide a leaf for sight and a feather for touch; play classical music for hearing; spray a scent in the classroom for smell; offer orange segments for taste). Students can write a poem for each object using that specific sense. Throughout the lesson, encourage students to think about how author Pat Mora incorporates the senses into her poems.

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)

- **If possible, take students on a walk around their communities near the school as a field trip.** Using inspiration from *My Magic Wand*, ask students to pay close attention to their surroundings to mirror what the young girl does in the book. What do they see and hear? What's important in their neighborhood? What can they not see, and what do they imagine? Pick a few places to stop along the way and have students write a poem in their notebooks. After the field trip, have students write a reflection essay about the experience.
- **Conduct a research study on the history of poetry.** Have students use online resources, as well as other books about poetry in the classroom to create an informational poster about poetry, different poetic forms, and how they have developed over time. (<https://pickmeuppoetry.org/the-historical-timeline-of-poetry/>) (http://www.webexhibits.org/poetry/home_movements.html). Students can think about the following questions while they are researching poetry: Who wrote poetry? What kinds of poems are there? How have the different forms of poetry evolved over time? Students can present photographs and examples of different types of poetry, as well as other information they find, on a poster. Students may work independently, with a partner, or in small groups.

Art & Media

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

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

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

- **Encourage each student to create an illustration to accompany a poem that they created in any of the activities from the English Language Arts section of this guide.** Students may study and mimic Amber Alvarez's style from *My Magic Wand* or create a piece in their own styles. Afterward, students may share their artwork with a partner, a small group, or the whole class. What did students learn about themselves during this process? Why did they choose a particular artistic style and items to include in their artwork? What do their images mean to them?
- **Have students select a poem in the collection and pick a song to play with it as they read it out loud.** Why did students choose a particular song to go along with the

poem? How did they decide on the genre of music to select? How does the experience differ between reading the poem out loud with and without music? How does each experience make them feel?

- **Have students conduct an illustrator study about Amber Alvarez** ([amberalvarez.com](https://www.amberalvarez.com)). What kind of style does she use in her artwork? What do you think her process is for creating the illustrations for a children's book? Consider reaching out to Amber for a virtual illustrator visit. Students can investigate other works by Amber and see how her other works and pieces compare to her artwork in *My Magic Wand*.

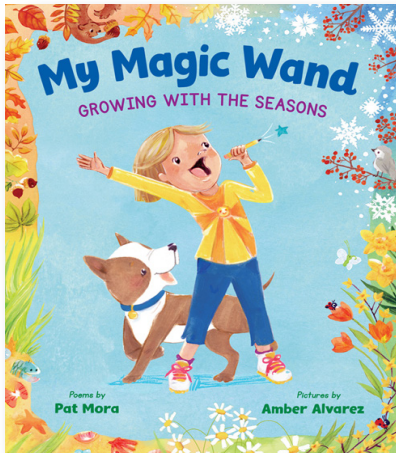
School-Home Connection

(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)

- **Encourage students to interview family members about a favorite or powerful childhood memory.** How did that event influence the family member? How did it affect the person's life moving forward? Consider having children, if comfortable, share their findings with a partner, a small group, or whole class.
- **Encourage students to read and/or write poetry with their families.** Students can bring home other collections of poetry from the school or public libraries to share with their families. Have students conduct a discussion with their families about poetry and how it makes them feel. What do their families enjoy about poetry?
- **Provide students with a classroom copy or list of either Pat Mora's other Lee & Low Books titles** (<https://www.leeandlow.com/collections/pat-mora-collection>). Encourage students to conduct an author study at home with their families, and have their families think about what they notice across all Pat Mora's books. What themes do these books have in common? What topics do these books share? How are the books different? What do you think their messages are for young readers of her books?



ABOUT THE AUTHOR

Pat Mora is the celebrated Latina author of forty award-winning children's poetry and prose picture books. A lifelong literacy advocate, she founded Children's Day, Book Day (El día de los niños, el día de los libros) to celebrate children and motivate them to become readers with daily support from families, teachers, and librarians and annual festivities on April 30. Mora lives in Santa Fe, New Mexico. Visit her online at patmora.com.

ABOUT THE ILLUSTRATOR

Amber Alvarez, a full-time illustrator, grew up in Oahu, Hawai'i, and received her BFA from Pratt Institute. As a child, she embraced many of the activities the main character of *My Magic Wand* enjoys—drawing, cooking, swimming, dancing, and gardening—and her life still centers around these activities. Alvarez lives in Provo, Utah. You can find her online at amberalvarez.com and @shesureissketchy.

Ordering Information

General Order Information:

leeandlow.com/contact/ordering

Secure Online Ordering:

leeandlow.com/books/my-magic-wand

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail:

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

REVIEWS

"Poems with kid appeal. . . . A sweet first poetry collection takes young readers through the seasons." —*Kirkus Reviews*

"This collection of lovely poetry comes together with warm, loving illustrations to show how extraordinary everyday life is. . . . A wonderful addition to children's-poetry collections." —*Booklist*

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.