

The Dog Who Loved Tortillas written by Benjamin Alire Sáenz illustrated by Geónimo García

About the Book

Genre: Fiction

Format: Paperback, 40 pages

ISBN: 9781933693668

Reading Level: Grade 3–4

Interest Level: Grades K–5

Guided Reading Level: P

Accelerated Reader® Level/Points:

English: 2.9/0.5

Spanish: 2.9/0.5

Lexile™ Measure: 520L

*Reading level based on the ATOS Readability Formula

Themes: Bilingual, Childhood Experiences and Memories, Conflict resolution, Empathy/Compassion, Families, Food, Kindness/Caring, Sharing & Giving, Siblings, Spanish, Animals

Resources on the web:

[leeandlow.com/books/the-dog-who-loved-tortillas](https://www.leeandlow.com/books/the-dog-who-loved-tortillas)

SYNOPSIS

Like all kids, Little Diego and his big sister Gabriela argue over their new dog Sofie. “She belongs to me,” says Diego. “No, she’s mine,” says Gabriela. It’s only when Sofie gets really sick that they find out who their tortilla-loving pup really belongs to.

Once again, Benjamin Alire Sáenz shows he understands the chemistry and dynamics of family, this time with a dog stirring up the recipe. The illustrations for *The Dog Who Loved Tortillas* are by Geronimo Garcia, who created the characters of Little Diego and Gabriela first introduced in Sáenz’s early best-selling title *A Gift from Papá Diego* (<https://www.leeandlow.com/books/a-gift-from-papa-diego>).

Como todos los niños, Dieguito y su hermana mayor, Gabriela, se pelean sobre su nueva perrita, Sofie. “Es mía”, dice Diego. “No, es mía”, dice Gabriela. Pero cuando se enferma Sofie, se dan cuenta de quién tiene la razón.

Winner of the Tejas Star Reading List by the Texas Library Association!

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

Humane Society and Adopting a Dog

Humane Society International (<https://www.hsi.org>) is a global organization aimed at protecting animals and promoting human-animal bonds in over 50 countries. There is also an affiliated Humane Society of the United States (<https://www.humanesociety.org>), which does this work specifically in the USA. Families like Diego's often adopt pets from a local humane society affiliate or other animal welfare organization. The Humane Society of the United States offers a resource page for those looking to adopt a pet (<https://www.humanesociety.org/resources/adopting-animal-shelter-or-rescue-group>).

Why Dogs Have Wet Noses

Dogs need their sense of smell to survive, and a wet nose works better than a dry one. This is because scent particles stick better to a wet surface, according to an article from VCA animal hospitals (<https://vcahospitals.com/know-your-pet/why-do-dogs-have-wet-noses>). Wet noses are also cooler for dogs. Dog noses get wet from the mucus they naturally secrete—plus from dogs' licking! A dry nose can be one indicator of illness, but it can also just mean a dog's nose has dried out a bit during a long nap, the dog is dehydrated, or it has been in windy or sunny weather. If a dog has other symptoms, like acting listless or losing its appetite, alongside a warm, dry nose, that warrants calling the vet.

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:

- Does your family have a pet? If so, what do you like about it? How does your family share the work of caring for it? If you don't have a pet, do you ever wish for one? Why or why not?
- Do you ever argue with a sibling or other family member or friend about having to share something? What's hard about sharing? What strategies could kids use to make sharing work?

You may want to have students journal their responses to these questions or pose a question as a KWL discussion and chart so that you can refer back to it throughout and after the reading of the book to further their thinking on the topic(s).

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, *The Dog Who Loved Tortillas/La perrita que le encantaban las tortillas*. 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

The Dog Who Loved Tortillas

Teacher's Guide [leeandlow.com/books/the-dog-who-loved-tortillas](https://www.leeandlow.com/books/the-dog-who-loved-tortillas)

might learn? What makes them think that?

Book Walk: Display the book and analyze the cover. What do students notice in the illustration? Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, and bilingual text.

Talk about the subtitle: "A Little Diego Book." Talk about how this book is a sequel to *A Gift From Papá Diego/Un regalo de Papá Diego* (<https://www.leeandlow.com/books/a-gift-from-papa-diego>) by the same author and illustrator. You may wish to read this book first, or make plans to read it another time.

Read Author's Biography: See the end of this guide. What do you think the process is like to write a book for young readers? Why do you think Benjamin Alire Sáenz wrote this book for young readers?

Read Illustrator's Biography: See the end of this guide. What do you think the process is like to illustrate a book for young readers? Why do you think Geronimo Garcia chose to take on this work?

Encourage students to stop and jot in their reading notebooks during the reading when they: learn new information, have an emotional reaction or an idea, have a question, or see new words.

Have students write feeling(s) in their notebook during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it. Have students complete one journal entry per each reading session.

Setting a Purpose for Reading

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

Have students read to find out:

- What does the title mean *The Dog Who Loved Tortillas/La perrita que le encantaban las tortillas*? Why would a dog love tortillas?
- What do the family members in this book learn from their experiences caring for a pet?

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

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

leash, marranitos, Humane Society, houstrain, squatted, tortillas, comal, veterinarian, shot

Academic

regular, calm, peaceful, whisked, scolded, nuzzled, famous, sweet, gentle, offered, grunt, helplessly, barely, stroked, recovery

AFTER READING

Discussion Questions

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

Literal Comprehension

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

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

1. Who are the characters in this story? How are they related to one another?
2. What makes Gabriella think of getting a dog? What makes Diego think of getting a dog?
3. What do Gabriella and Diego say to their parents when they ask for a dog? How do their parents respond?
4. How do Gabriella and Diego react when their parents say they can get a dog to share? What does “crossing their fingers behind their backs” mean?
5. Where does the family go to get a dog? What happens when they’re there? How do they choose a puppy?
6. How does the family name the dog?
7. Where do Gabriella and Diego want Sofie to sleep? What does their dad say?
8. What does the family have to do to train Sofie?
9. What happens when the siblings try to teach Sofie tricks?
10. What happened once everyone learned how much Sofie loved tortillas?
11. What happens on the morning Sofie doesn’t get out of bed? How do the family members react?
12. What does the vet say about Sofie’s illness?
13. What happens after Sofie goes to the vet? What do Gabriella and Diego do, say, and think?
14. How does the family know when Sofie is well again? How do they react?

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. Are Gabriella and Diego’s reasons for wanting a dog the same or different? What makes you think so?

2. Why do you think Gabriella and Diego's parents say "no" to the idea of getting two dogs? Why do you think they agree to get one family dog?
3. How does Diego feel when he learns the dog they choose is a girl? What does "his face fell" mean? Why do you think Diego feels this way? How do his feelings change on the ride home?
4. Why do you think Gabriella and Diego try not to fight about the dog in front of their parents?
5. How does Diego get the idea to use tortillas to train Sofie?
6. How do Diego and Gabriella feel when Sofie is sick? How do they show their emotions through their actions?
7. How do you think Gabriella and Diego feel when Sofie gets better? Why do you think that?
8. What do you think Gabriella and Diego learn as a result of their experiences in this book?
9. How do you think the illustrator decided which parts of the story to show with clay? Give an example of an illustration that shows an event that happened in the story. Give an example of an illustration that shows an idea from a character's imagination. Would you have chosen to illustrate the story the same way? Why or why not?

Reader's Response

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

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. What do you think the author's message to the reader is? What do you think he wanted to convey to young readers? Why do you think he chose this story to tell?
2. Read the final page of the book and reflect on how Gabriella and Diego's reasons for liking dogs. How are they similar? How are they different? Record your ideas in a list or a Venn diagram. Then, use Gabriella and Diego's writing as a model to write about why you like or don't like dogs.
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What is your role in your own family?
4. Have students make a text-to-text connection. Did you think of any other books while you read *The Dog Who Loved Tortillas/La perrita que le encantaban las tortillas*. Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *The Dog Who Loved Tortillas/La perrita que le encantaban las tortillas* make you think of that?
6. What is one big thought that you have after reading this book? Think about different character changes, the setting, and the relationships. What did you learn from reading *The Dog Who Loved Tortillas/La perrita que le encantaban las tortillas*?

7. What different type of conflicts are presented in *The Dog Who Loved Tortillas/La perrita que le encantaban las tortillas*? Discuss Diego and Gabriella's conflicts within themselves, their family, and conflicts in the world. Compare and contrast the different conflicts within the text.
8. Make a list of "a-ha moments" Diego or Gabriella had in this story. Use a two-column chart. List each experience that changed their thinking or made them decide to take a certain action, and what happened as a result.
9. Do you think sharing something you care about with another person is easy or hard—or both? Write your answer in a paragraph that includes several sentences about your reasoning. Give examples from both the book and your own life.

Multilingual Learner 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 Learners and multilingual learners. It is also important to stress that the Spanish used in this book is considered Mexican-American Spanish and that may or may not resonate with all students. Words can hold different meanings in other types of Spanish around the world .

1. Assign ML 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 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.
4. Have students give a short talk about a pet they have or wish they had.
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 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. The book is both in English and in Spanish. Have students read both texts, and compare both. Have students highlight any unknown words in the text, and then record them separately. Have students look up their definitions and share their knowledge about these words, if applicable.
7. Have students identify true cognates throughout the book. Students can begin with one to

two pages and gradually increase to a chapter(s) where students highlight true cognates and determine the meaning to the word if they do not already know it. This can also be a great opportunity to also discuss false cognates with students. If time allows, have students reflect on the cognates that they found. Did they know the word in English? Did they know the word in Spanish? If it was an unknown word in English, did the identification of the Spanish cognate help them define the word? Consult ¡Colorin Colorado! for more ideas on how to use cognates in the classroom with MLs: <https://www.colorincolorado.org/using-cognates-ells>.

8. Additional resources to support multilingual students is: <https://www.multilinguallearning-toolkit.org/>.

Actividades en Español para Apoyo en Programas Bilingües y de Inmersión Dual

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6) (Language Standards, Vocabulary Acquisition & Use, Strands 4–6) For the CCSS in Spanish, please check out <https://commoncore-espanol.sdcoe.net/CCSSen-Espanol/SLA-Literacy>

1. Asigne el libro *The Dog Who Loved Tortillas/La perrita que le encantaban las tortillas* a sus estudiantes. Coloque dos estudiantes juntos para leer el libro en voz alta. Compare las palabras en inglés y en español. ¿Cómo se comparan las palabras? Los estudiantes pueden practicar las palabras que tengan dificultad en pronunciar. Estudiantes pueden tener un cuaderno con las palabras difíciles para hacer referencia en el futuro.
2. Durante el tiempo de lectura, haga preguntas de comprensión a los estudiantes en inglés y en español para medir el nivel de comprensión en los dos idiomas. Preguntas pueden incluir: ¿de qué se trata el cuento? ¿Conectaste con uno de los personajes en el cuento? ¿Por qué sí o no? ¿Qué parte te gusta más en el cuento?
3. Elija palabras de vocabulario. Los libros ilustrados bilingües son una excelente manera para que sus estudiantes aprendan nuevas palabras de vocabulario porque el idioma se presenta en contexto. Si es posible, haga fotocopias de las páginas. Estudiantes pueden usar subrayadores en un color para inglés y un color para español para las palabras nuevas. También, puede anotar las palabras en un póster para referencia. Reflexione con sus estudiantes sobre cuales palabras ya sabían y cuales palabras aprendieron.
4. En casa los estudiantes pueden pre-leer el libro con sus familias y puede sugerir que lean el libro juntos. Esto ayuda a practicar la lectura y a aprender de los dos idiomas, inglés y español.
5. El uso de cognados puede ser útil en libros bilingües, en español y en inglés. En esta actividad estudiantes pueden buscar cognados en el libro. Los estudiantes pueden trabajar en parejas para identificar y formar una lista si las palabras son cognados verdaderos o falsos. Al final de la actividad es importante distinguir como clase la lista de los cognados verdaderos o falsos. Estas actividades solo son sugerencias.

Puede encontrar más recursos para apoyar las clases de inmersión dual y bilingües. Puede leer mas en (<https://blog.leeandlow.com/2013/11/04/using-dual-language-and-bilingual-books-in-third-and-fourth-grade/>)

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. What Social and Emotional Learning (SEL) skills do the characters exhibit over the course of the book? Some examples of SEL skills include problem-solving, grit and perseverance, self-regulation, and perspective taking. How do they demonstrate these skills?
2. Have students work in small groups to create an illustrated timeline of story events that includes information on one character's thinking, emotions, and responses to challenges.
3. Use sticky notes to label the emotions of various characters at different points in the book. Talk about how we can often infer characters' emotions from their reactions to events. Have students choose an emotion that interests them: happiness, sadness, fear, anxiety, frustration, hope, perseverance, and so on. Illustrate or act out what that emotion looks like in *The Dog Who Loved Tortillas/La perrita que le encantaban las tortillas*.
4. Do you think the author wants the characters in this book to be role models for young people or an example of caution? Why or why not, for each character?

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.

Writing and ELA

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

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

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

- **Have small groups act out key scenes from the text.** Encourage students to use both the dialogue in the text and the illustrations to decide on characters' lines, gestures, and actions. Talk about how to incorporate characters' facial expressions and body language to convey their emotions.
- **Read the prequel to this story, *A Gift From Papá Diego/Un regalo de Papá Diego*** (<https://www.leeandlow.com/books/a-gift-from-papa-diego>). Make connections between the

characters' experiences, interactions, and reactions to events. Discuss how reading both titles helps readers understand the characters and their relationships differently.

- **Use the book as a springboard to make a pro and con list with students about sharing.** What are the benefits of requiring kids to share? What are the drawbacks? Have students refer to the class discussion to create a persuasive essay that answers the question: "Should adults make kids share?"
- **Use the book events as a springboard to make a pro and con list with students about having a pet.** What are the positive aspects of having a pet? What are the challenges? Have students refer to the class discussion to create a persuasive essay or letter about why they do or don't want a pet.

Social Studies

(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)

- **Look at photos and recipes to learn more about how tortillas are traditionally cooked on a comal, as Diego's mother does in the story.** If possible, try out making and tasting tortillas in your classroom.
- **As a class, learn more about animal rescue and advocacy organizations in your area.** Help students plan ways to support an organization's mission in a way that's meaningful to their interests; for instance by making signs, writing a letter, fundraising, or collecting needed supplies.

Science

(Reading Standards, Integration of Knowledge & Ideas, Strands 7–9) (Writing Standards, Text Types & Purposes, Strands 1–2 and Research to Build & Present Knowledge, Strands 7–9) (Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

Invite students to learn more about caring for a puppy. Have them generate questions and do research to find answers. Have them share their findings orally, in writing, or using digital tools.

Math

(Standards for Mathematical Practice 1 and 4) (Speaking and Listening Standards, Presentation of Knowledge and Ideas, Strands 4 and 5) (Reading Standards, Integration of Knowledge & Ideas, Strand 7)

Create story problems about using tortillas to train a dog. For instance, "Sofie ate 3 tortillas while learning to sit, and 4 tortillas while learning to shake. How many tortillas did she eat?" Or, use this context to explore fractions or division. For instance: "It takes Sofie 8 times to learn a new trick. How can you divide a tortilla into 8 equal pieces? How much tortilla does she eat each time she gets a reward?"

Art/Media

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

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

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

- **Have students explore using clay to illustrate story events and themes.** Have students create an item from clay to represent an important item, character, or concept in a book they're reading independently, or perhaps a pet they own or would like to own. Reflect on the experience and talk about the pros and cons of using clay as an illustration medium.
- **Invite students to work independently or collaboratively to design a "tortilla dog treat" package.** Look at samples of other packaging to determine important components, such as a product name, slogan, image/logo, essential information, etc.

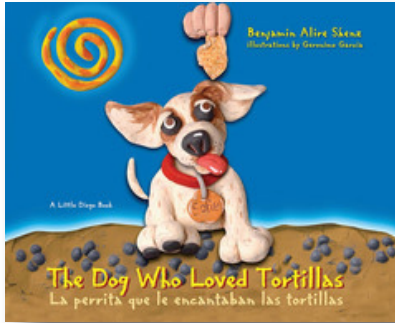
School-Home Connection

(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)

- **Have students create summaries of the story to share with their families.** Then, have them ask a family member what kind of favorite food they'd use if they needed to train a pet, and why. Share and compare responses at school.
- **As a class, develop interview questions for students to ask an older family member at home about their childhood experiences with pets.** Include questions inspired by story events, such as, "Did you ever want a pet? What kind and why?" and "Did you ever have to help take care of a pet?"



Ordering Information

🌐 General Order Information:

leeandlow.com/contact/ordering

🔒 Secure Online Ordering:

leeandlow.com/books/the-dog-who-loved-tortillas

☎ **By Phone:** 212-779-4400 ext. 25

📠 **By Fax:** 212-683-1894

✉ **By Mail:**

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

ABOUT THE AUTHOR

Benjamin Alire Sáenz was born in 1954 in Old Picacho, a small farming village outside of Las Cruces, New Mexico, forty-two miles north of the U.S. / Mexico border. He was the fourth of seven children and was brought up in a traditional Mexican-American Catholic family. He entered the seminary in 1972, a decision that was as much political as it was religious. After concluding his theological studies at the University of Louvain, he was ordained a Catholic priest. Three and a half years later, he left the priesthood. At the age of 30, he entered the University of Texas at El Paso. He later received a fellowship at the University of Iowa. In 1988, he received a Wallace E. Stegner Fellowship in poetry from Stanford University. In 1993, he returned to the border to teach in the bilingual MFA program at UTEP.

Sáenz is the author of a previous book of poetry, *Calendar of Dust*, which won an American Book Award. Cinco Puntos published two of his other books of poetry called *Elegies in Blue* and the now out of print, *Dark and Perfect Angels*. His most recent book of poetry, *The Book of What Remains*, was published by Copper Canyon Press in 2010. He is the author of numerous novels, books for children and young adults as well as a previous collection of short stories. His award winning young adult novels are *Sammy & Juliana in Hollywood*, *He Forgot to Say Good-bye*, and *Last Night I Sang to the Monster*. His adult novels include *Carry Me Like Water*, *The House of Forgetting*, *In Perfect Light*, and *Names on a Map*.

ABOUT THE ILLUSTRATOR

Gerónimo Garcia is a highly successful and internationally recognized graphic designer. Like he did for Sáenz's highly successful *A Gift for Papa Diego* (60,000 in print) he hand-crafted the little clay figures and created the colorful book design in *The Dog Who Loves Tortillas*. He lives in El Paso, TX.

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.