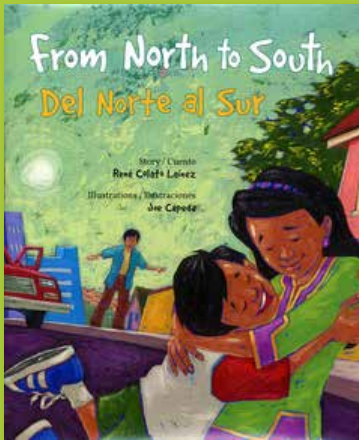


TEACHER'S GUIDE



LEE & LOW BOOKS

From North To South/Del Norte Al Sur

Written by René Laínez, Illustrated by Joe Cepeda

About the Book

Reading Level: Grades 2–3

Interest Level: Grades K–3

Guided Reading Level: N

Accelerated Reader® Level/Points: 3.3/0.5

Lexile™ Measure: 640L

**Reading level based on the Spache Readability Formula*

Themes: Family, Immigration/Deportation, Childhood Experiences, Courage, Overcoming Obstacles, Persistence, Optimism/Enthusiasm, Hope, Empathy/Compassion, Home, Identity, Mothers, Fathers, People in Motion, Citizenship, Latino/Hispanic/Mexican Interest

SYNOPSIS

José loves helping Mamá in the garden outside their home in California. But when Mamá is sent back to Mexico for not having proper papers, José and his Papá face an uncertain future. What will it be like to visit Mamá in Tijuana? When will Mamá be able to come home?

Award-winning children's book author René Colato Laínez tackles the difficult and timely subject of family separation with exquisite tenderness. René is donating a portion of his royalties to El Centro Madre Assunta, a refuge for women and children who are waiting to be reunited with their families in the United States. Joe Cepeda's bright and engaging illustrations bring this story of hope to vivid life.



BACKGROUND

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

Immigration: To enter and permanently reside in a new country. There are many reasons why people immigrate (<http://education.nationalgeographic.com/topics/immigration/>) from one country to another: to escape persecution, conflict, poverty, or violence; to find refuge after being displaced due to environmental factors; to seek better education, healthcare, or job opportunities; or for other personal reasons.

Immigrant: (<http://www.irs.gov/Individuals/International-Taxpayers/Immigration-Terms-and-Definitions-Involving-Aliens>) Someone who has been granted the right by United States Citizenship and Immigrations Services (USCIS) to reside permanently in the United States and to work without restrictions in the US. Such a person is also known as a Lawful Permanent Resident (LPR). Eventually all immigrants are issued a Green Card, which is the evidence of his or her LPR status.

Immigration Papers: A Green Card (<http://www.uscis.gov/greencard>) holder is a permanent

resident who has been granted permission to live and work in the United States. Proof of this status is a Permanent Resident Card, also known as a Green Card.

Nonimmigrant: Someone who has been granted the right by USCIS to reside temporarily in the United States. Some nonimmigrant (<http://www.uscis.gov/tools/glossary/nonimmigrant>) statuses are allowed to be employed in the United States, but each nonimmigrant status has rules and guidelines that must be followed for the immigrant to remain “in status.” A nonimmigrant who violates one of these rules or guidelines will fall “out of status.”

Deportation and Removal: The removal of someone from the United States who has been found to have violated immigration laws. Any immigrant who violates the terms of his or her stay can be deported (<http://www.uscis.gov/tools/glossary/deportation>) or removed from the United States.

Illegal immigrant: (<http://www.irs.gov/Individuals/International-Taxpayers/Immigration-Terms-and-Definitions-Involving-Aliens> 11 <http://www.irs.gov/Individuals/>) Someone who has entered the United States illegally and is deportable if apprehended, or someone who entered the United States legally but who has fallen “out of status” and is deportable.

Undocumented immigrant: (<http://www.irs.gov/Individuals/International-Taxpayers/Immigration-Terms-and-Definitions-Involving-Alien>) a non-citizen who has entered the United States without government permission or stayed beyond the termination date of her or his visa. This person is sometimes referred to as an “illegal immigrant.”

United States–Mexico Border: The US-Mexico border (<http://education.nationalgeographic.com/media/tijuana-border-fence/>) is an international boundary running from the Gulf of Mexico to the Pacific Ocean, stretching 1,954 miles (3145 kilometers) and spanning six Mexican states (Baja California, Sonora, Chihuahua, Coahuila,



Nuevo Leon, and Tamaulipas) and four US states (California, Arizona, New Mexico, and Texas). In the United States, Texas has the longest stretch of the border of any state, while California has the shortest. There are forty-five border crossings with three hundred thirty ports of entry.

The US-Mexico border is a result of the Mexican American War of 1846–1848. The war began over the United States annexation of Texas, which a newly independent Mexico had populated in an attempt to create a buffer zone against its gradually encroaching northern neighbor. At the conclusion of the two-year war, the Treaty of Guadalupe Hidalgo ceded what would become the western United States, including California, New Mexico, Arizona, Nevada, and Utah.

El Centro Madre Assunta: Established in 1994, Centro Madre Assunta (<http://assunta-tj.wix.com/assunta#!>) is a refuge run by the missionaries of St. Charles and is located in Tijuana, Mexico, for immigrant women and children. Centro welcomes women and children who have been recently deported from the United States or who are trying to enter the United States. The refuge provides shelter, food, and medical and immigration assistance.

Border Angels: Founded in 1986, Border Angels (<http://angelesdelafrontera.org/>) is a non-profit organization that advocates for human rights, humane immigration reform, and social justice with a strong focus on United States-Mexico border issues.¹⁴ The volunteers work toward preventing unnecessary deaths through desert water drops, border rescue stations, and additional education and outreach.

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strands 4–5 and Integration of Knowledge & Ideas, Strand 7)

VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and terms 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 definitions from a dictionary, write the meaning of the word or term in their own words, draw a picture of the meaning of the word or term, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word or term.

CONTENT SPECIFIC

immigration papers, permanent resident, tortillas, *pan dulce*, Tijuana, Mexico, San Diego, California, sprout, *buenas noches*, immigration lawyer, El Centro Madre Assunta, north/south, *mijo*, poncho, the border (US-Mexico border), seed game, pottery

ACADEMIC

spun, tucking, slowly, tasty, happiness, shouted, shined, weaved, permanent, stretched, reached, burnt, gently, poked, shine, dreamt, grabbed, rushed



"I love that this book takes a closer look at families struggling with legal status and helps children realize how much we have in common. It gives face and heart to people many kids might not know personally but whom they hear about in the media."
—Parent's Magazine

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so? What clues do the author and illustrator give to help you know whether this book will be fiction or nonfiction?
2. What do you know about immigration?
3. Do you know anyone who has immigrated to the United States? What are some reasons why you think people immigrate to the US?
4. Where is Tijuana, Mexico, located compared to the United States? Is it north or south of the United States?
5. What do you know about the United States-Mexico border? Do you think it is safe or dangerous to immigrate from Mexico to the United States? Why?
6. Have you ever been separated from a loved one for a long period of time? How did you

feel? How did you feel when you saw the person again?

7. Why do you think I chose this book for us to read today?

Exploring the Book

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

Read and talk about the title of the book. Ask students what they think the title means. Then ask them what and who they think this book will most likely be about. What situations might be talked about in the text? What do you think might happen? What information do you think you might learn? What makes you think that?

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

Setting a Purpose for Reading

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

Have students read to find out about:

- how immigration and deportation affects families
- José and Papá's trip across the border to visit Mamá
- what José and his family learn about hope
- what home means to José and his family
- to what the book title, *From North to South/Del Norte al Sur*, refers

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



AFTER READING

Discussion Questions

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

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3 and Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strand 4)

1. From what point of view or perspective is the story told?
2. Why is José so happy at the beginning of the story? Who is he going to see?
3. Why does Mamá not come home after work one night? Where did she go? How did she get there?
4. Where does José and his family live? Where does José's Mamá live? Why can't Mama live with José and Papá?
5. How does José feel about his Mamá being in Tijuana, Mexico? What does José miss about Mamá?
6. Why does José draw a heart around Tijuana, Mexico, on the map? What does this signify? Why is Tijuana, Mexico, special to José?
7. What does the term *pan dulce* mean?
8. In what direction do José and Papa travel to visit Mamá? What is the border? What does the border separate? How do José and Papá cross the border to visit Mamá?
9. What does José see when he first crosses the border into Tijuana that makes his heart jump with happiness?
10. What is El Centro Madre Assunta? Where is it located? Who lives there? How does it help women and children?
11. Describe what José sees at El Centro Madre Assunta? Who does José meet?
12. Why do Mamá's friends make and sell beautiful crafts? For what are they saving money? To what does the "trip north" refer?
13. How do José and Papá help Mamá make her room at El Centro Made Assunta feel more like her room in San Diego, California?
14. What is a permanent resident? What does Mamá need to go home to San Diego, California? How is Papá trying to help Mamá come home?
15. What is the seed game? How do you play it?
16. For whom do the children decide to plant seeds? In sequential order, describe the steps the children follow to plant their seeds.
17. What did the children write on the cans when they were dry? Why?
18. How often are José and Papá going to try and visit Mamá?
19. What does Mamá do with José before he and Papa leave to go home?
20. At the end of the story, what does José dream about? What does he hope for most?

Extension/Higher Level Thinking

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

1. How do you think Mamá felt when the men asked for her immigration papers and put her in



the van to Tijuana, Mexico? Before Mamá called Papá and José to tell them what happened, how do you think they felt when she didn't come home?

2. Describe José's relationship with Mamá. Do you think Mamá and José have a close relationship? Support your claim with three to four examples from the story.
3. How does the author, René Colato Laínez, use action verbs to show José's happiness and anticipation for visiting Mamá for the first time?
4. Why did the author choose to tell the story from a first-person narrative perspective? What effect does this have on the emotion the reader feels in the story?
5. Why do José and Papá have to bring Mamá a suitcase of her clothes, photographs, and drawings? Why doesn't she have her own belongings with her? Do you think she is going to stay at El Centro Madre Assunta for a long time? Why or why not?
6. José tells Mamá that "Papá's burnt tortillas are not very tasty." Why do you think he tells her this? Do you think he misses Mamá or eating her tasty tortillas? What emotion is the author trying to convey?
7. What does Teresa mean when she tells José, "All of us want to be with our parents, but they are so far away." Where do you think their parents are? Why are they separated from their parents?
8. Do you think taking care of the garden with the children at El Centro Madre Assunta helps Mamá? Why or why not?
9. Why do you think José suggests planting seeds for their parents? How are these seeds a symbol for hope for the children at El Centro Madre Assunta? What do both seeds and hope need to keep growing?

10. José asks Mamá, "When these seeds grow, will you come home?" By the time the seeds sprout and grow into a plant, do you think Mamá will be back home in San Diego? Why or why not? Think about how long it takes for a seed to germinate and grow into a plant.
11. What does Mamá mean when she says "no matter where they are, our loved ones are always with us because they are in our hearts"?
12. Do Mama and the others seem happy at El Centro Madre Assunta? How is El Centro Madre Assunta a place of refuge and safety for the women and children?
13. How does José's dream show that he is hopeful for Mamá to come home?
14. How do you think author's, own immigrant experience and his experience with students of deported family members influenced him to write this book?
15. José's house is in San Diego, California, but where do you think José feels most at home in the story? In San Diego with Papá or in Tijuana with Papá and Mamá? Why?
16. Why do you think the author titled the book, *From North to South/Del Norte al Sur*? Do you think this is the best title for the book? Why? If not, suggest a title that might be better and why you think it would be better.
17. The text of the book is presented in both English and Spanish. Why do you think the author chose to share this story in these two languages?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1 and 2 and Production & Distribution of Writing, Strands 4–6)

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

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. Friends and family sometimes move away or do not live nearby. Do you have friends or family that live in other countries? How do you stay in touch with them? How often do you get to visit with them?
2. Gardening is a special activity for Mamá and José. Do you have a hobby or activity that you share with someone in your family or who is close to you? What makes the activity or hobby special?
3. Mamá was not able to take any of her photographs or clothing with her to Tijuana, but she was fortunate that José and Papá could bring her belongings to her. If you had to leave your home for a while what would you want to take with you in one suitcase? Why would you take each item? Why is it meaningful or important to you?
4. Saying goodbye to friends and family who we may not see for a while and missing people we care about can be hard. What might you do to cope with, or manage, your feelings when you are missing someone and feeling sad? What advice might you give someone who has a friend or family member far away?
5. Throughout the story, José is very optimistic for Mamá's return home and never gives up hope. Do you think it is important to have hope? Why or why not? In what types of situations do people rely on hope?
6. Immigrating to a new country can be exciting but also challenging and scary. Think about how you felt when you moved to a new town or changed schools, or when you met someone who had just moved or was new to your school.

How did you or the other person feel? Did you feel welcomed in your new town or school? What was exciting about the experience? What was difficult?

7. Home can mean many different things to people. To José, home is being together with his Mamá and Papá. What does home mean to you? How might the word mean more than just the place where you live?

ELL/ESL Teaching Strategies

(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 book 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 text. 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 book 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 why hope is important or what the author's message is about.
5. The story contains some content-specific 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.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Student 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.

Science/STEM

(Reading Standards, Integration of Knowledge & Ideas, Strands 7–9 and Range of Reading & Level of Text Complexity, Strand 10)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–5)

(Language Standards, Vocabulary Acquisition & Use, Strand 6)

1. Have students research the process of photosynthesis and then grow their own seeds in cans, cups, or planters in the classroom. What does a plant need to grow and survive? How does it use sunlight and water to grow? What does the plant make during photosynthesis? What happens if one variable (water, soil, sunlight) is changed or removed? For ideas, check out the lima bean plant experiment (http://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs144p2_037378.pdf) and seed jar activity. (<http://www.learnplayimagine.com/2014/05/growing-bean-seeds.html>) and seed jar activity. (<http://www.learnplayimagine.com/2014/05/growing-bean-seeds.html>)

Social Studies/Geography

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

(Writing Standards, Text Types & Purposes, Strands 1 and 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9)

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

1. Provide students with a map depicting the United States and Mexico. Ask students to locate and mark the United States–Mexico border on the map and identify the bordering US and Mexican states. Have students locate and identify San Diego, California, and Tijuana, Mexico, on their maps.
2. Have students compare and contrast San Diego, California, and Tijuana, Mexico, using a Venn Diagram. Ask them to think about differences and similarities in culture, traditions, geography, and government.
3. In groups, ask students to create a two-column list citing 1) some of the reasons why people immigrate to the United States, and 2) the challenges and risks immigrants face coming to the United States. Do the reasons for immigrating outweigh the challenges and risks?
4. Have students research United States citizenship. Who is considered a citizen? What are the different ways a person may become a citizen? What does it mean to be a citizen of the United States? What rights and privileges does a citizen have that a non-citizen does not? Have students answer sample questions from the government’s naturalization test (<http://constitutioncenter.org/constitution-day/constitution-day-resources/naturalization-test>) that people seeking US citizenship must answer to pass.
5. Ask students to find a current events article about US immigration policy or reform to bring in for classroom discussion. Provide students with critical thinking questions to answer about



their articles and bring to their discussion groups.

6. Have students research the history of US immigration policy and create a timeline. Indicate circumstances that influenced changes in existing policies or created new ones. In groups, ask students to discuss what the policies were addressing and why, the policies' goals and results, what was occurring nationally that might have influenced the policies, and the impact the policies had on immigrants and United States citizens.
7. Encourage students to participate in a debate on immigration with the Immigration Debate lesson plan from PBS. (http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_02.html)
8. Ask students to break down myths and stereotypes about immigration with the Immigration Myths lesson plan from Teaching Tolerance. (<http://www.tolerance.org/lesson/immigration-myths>)
9. Have students explore what it is like to be an outsider in another country with the You Have to Live in Somebody Else's Country to Understand lesson plan from PBS. (http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_01.html)

English Language Arts/Writing

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

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

1. Have students write a letter to Mamá in Tijuana from José in San Diego. From José's perspective, ask students to write to Mamá about what he has been doing while she has been away. How is school? How is their garden? How is Papá and his cooking? How is José feeling?

2. Encourage students to think about how this story would be different if told from Mamá's perspective. Ask students to write a diary entry about the day that José visits El Centro Madre Assunta from Mamá's point of view. How was she feeling throughout the day? What was she thinking about? What made her happy? What made her sad?
3. Provide students with news articles, videos, and periodicals about immigration and the United States–Mexico border. Ask students to write an opinion essay about how immigration is portrayed in the media. Do you think the media positively or negatively influences how people view immigration and US immigration policies? How?
4. Have students read *My Diary from Here to There / Mi diario de aquí hasta allá* (<https://www.leeandlow.com/books/2799>) and *Xochitl and the Flowers / Xóchitl, la Niña de las Flores* (<https://www.leeandlow.com/books/2829>), which are stories about immigration. As students reflect on each story, ask them to compare and contrast what each book teaches about home and overcoming obstacles. What is the central idea of each book? How is immigration portrayed in each story? How do these books compare to *From North to South / Del Norte al Sur*?
5. Have students watch the video interview with the author René Colato Laínez. (<http://thewiselatinaclub.com/rene-colato-lainez-writing-about-immigration-for-kids/>) Ask students to imagine that they are going to interview René Colato Laínez and have them write a list of interview questions that they would like to ask him. What thoughts and questions about the story, characters, or themes in *From North to South / Del Norte al Sur* do you have? What was his inspiration for the story? What do you want to know about the



author's writing process? About publishing or being an author?

Art

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

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

1. José draws a heart around Tijuana, Mexico, on the map on his way to visit Mamá. Ask students to print out a map of the United States or another country and draw a heart around a specific location that is special to them. Provide students with materials to decorate the area inside of the heart.
2. Just like José and the other children do in the story, have students decorate small pots or cans as plant holders to give to their parents or guardians. Provide students with paints, stickers, and other materials to design their planters. Students can then transplant their plants from the Science/STEM activity into their pots, or they may choose to grow a new plant from seeds in their pots.
3. Give each student a 4" X 4" square of cardstock. Ask students to draw something that represents their culture or heritage on the square, such as a flag or a special item. Have students present their squares to the class, explaining how their creations represent their culture or heritage. Punch holes around each square and use string to link each student's square together to create a classroom heritage quilt.

Home-School Connection

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strand 7)

1. Ask students to interview someone who has immigrated to the United States. When did they come to the US? How long have they lived here? Why did they come? How did they travel to the US? What was the journey like? What were their first impressions when they arrived? What challenges did they face? How is their homeland different from and similar to the United States?
2. José misses his Mamá's homemade tortillas. Encourage students to try making their own tortillas by following this step-by-step recipe for Mexican tortillas. Adult supervision is advised. (<http://www.mexicoinmykitchen.com/2012/12/how-to-make-flour-tortillascomo-hacer.html>)
3. Have students research their family history. Where were you born? Where were your parents and grandparents born? Who were your first relatives to come to the United States? What country were they from? What year did they arrive? Then ask students to bring in one to three items (clothing, recipe, photo, postcard, etc.) that symbolize the countries from which their families came. What cultural significance does each item have? For additional activity and lesson ideas, check out the Family Ties and Fabric Tales lesson plan from Teaching Tolerance. (<http://www.tolerance.org/supplement/family-ties-and-fabric-tales-elementary-grades>) To use digital storytelling to capture immigration stories, explore Crossing Border with Digital Storytelling from the American Immigration Council. (http://www.communityeducationcenter.org/sites/default/files/crossing_borders_with_digital_storytelling_teach_unit_plan_o.pdf)



ABOUT THE AUTHOR

René Colato Laínez was born in El Salvador. He is an award-winning author who holds an MFA in Writing for Children from the Vermont College of Fine Arts. *Críticas* magazine has called René's characters "immigrant heroes." He currently lives in Arleta, California.

ABOUT THE ILLUSTRATOR

Joe Cepeda received his BFA in Illustration from California State University, Long Beach. A recipient of the Pura Belpré Honor Award, Joe has illustrated many books and book covers, and has also written for children. He lives in Southern California with his wife and son.

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.

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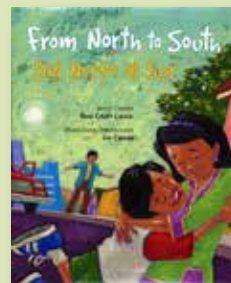
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Book Information



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*Reading Level: Grades 2–3

*Reading level based on the Spache Readability Formula

Interest Level: Grades K–3

Guided Reading Level: N

Accelerated Reader® Level/Points:
3.3/0.5

Lexile™ Measure: 640L

Themes: Family, Immigration, Deportation, Childhood Experiences, Courage, Overcoming Obstacles, Persistence, Optimism/Enthusiasm, Hope, Empathy/Compassion, Home, Identity, Mothers, Fathers, People in Motion, Citizenship, Latino/Hispanic/Mexican Interest, Realistic Fiction

RESOURCES ON THE WEB:

Learn more about *From North to South/Del Norte al Sur* at

<https://www.leeandlow.com/books/2838>

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