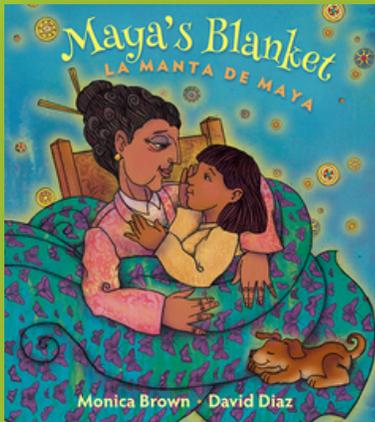


TEACHER'S GUIDE



LEE & LOW BOOKS



Maya's Blanket / La manta de Maya

written by *Monica Brown*
illustrated by *David Diaz*

About the Book

Genre: Fiction

***Reading Level:** Grade 3–4

Interest Level: Grades K–4

Guided Reading: L

Lexile™: AD1010L

Accelerated Reader®

Level/Points: 4.1/0.5

* Reading level based on the Spache Readability Formula

Themes: Recycling, Clothing, Imagination/Creativity, Storytelling, Passage of Time, Grandparents, Family and Community, Bilingual Stories, Folklore (Folk Songs), Latino Interest

SYNOPSIS

Little Maya Morales has a special *manta*, a blanket that her grandma stitched with her own two hands. As Maya grows, her blanket becomes worn and frayed, so with her *abuelita's* help, Maya makes it into a *vestido*, a dress. Over time the dress is made into a skirt, a shawl, a scarf, a hair ribbon, and finally, a bookmark. Each item has special, magical, meaning for Maya; it animates her adventures, protects her, or helps her in some way.

When Maya loses her bookmark, she preserves her memories by creating a book about her adventures and love of all the items that came before the bookmark. Then when Maya grows up, she shares her book—*Maya's Blanket / La manta de Maya*—with her own little daughter while snuggled under her own daughter's special blanket.

Inspired by the traditional Yiddish folk song “Hob Ikh Mir a Mantl” (“I Had a Little Coat”), this delightful story puts a child-focused, Latino spin on the tale of an item that is made into smaller and smaller items. *Maya's Blanket / La manta de Maya* charmingly brings to life this celebration of creativity, recycling, and enduring family love.

Awards and honors for include:

- **Junior Library Guild Selection**
- **Tejas Star Reading List**, Texas Library Association
- **Américas Award Commended Title**, Consortium of Latin American Studies Programs
- **“Choices,”** Cooperative Children's Book Center (CCBC)
- **Best Children's Books of the Year**, Bank Street College of Education
- **100 Titles for Reading and Sharing**, New York Public Library
- **Notable Books for a Global Society**, International Literacy Association



BACKGROUND

From the Author's Note: What if the objects we love—blankets, stuffed animals, dolls, toys—never leave us? Think creatively about how to recycle and reuse your favorite well-worn treasures. If they can't be reused in some kind of craft project, then recycle them using your imagination. Create a poem, a song, or even . . . your very own book! *Maya's Blanket / La manta de Maya* was inspired by the traditional Yiddish folk song “Hob Ikh Mir a Mantl” (“I Had a Little Coat”), about an old overcoat that is continually repurposed as smaller and smaller items. “Hob Ikh Mir a Mantl” was written long before Earth Day came into being, but it celebrates both creativity and recycling.

In *Maya's Blanket/ La manta de Maya*, I am also honoring both my Jewish and Latina heritage. I think of my mother tucking me in each night, telling me stories of her childhood in Peru as I snuggled under my yellow blanket decorated with orange butterflies. I also think of my nana, who with infinite patience and love, taught me how to sew and embroider.—Monica Brown, author of *Maya's Blanket/La Manta de Maya*

Folk song: A folk song is created by the people of a country or region that has been passed down from one generation to the next through oral tradition. Folk songs have deep roots in the culture of the people from where it originates and are often narratives about daily life experiences and other universal themes (www.loc.gov/folklife/guide/folkmusicandsong.html). Over time, it is not uncommon for there to be several different versions of a folk song as they become the creation of many different people across generations, but the overall message and meaning does not change.

Yiddish folk songs originated during the fourteenth century and were sung and spread by the Jewish people of Eastern Europe from the seventeenth century onward. These songs are a reflection of the thoughts, feelings, celebrations, and struggles of the Jewish communities at this time. Click here for more information about Yiddish folk songs:

www.jewishfolksongs.com/en/heritage#yiddishfolksongs.

Yiddish: Yiddish is the traditional language of the Ashkenazi Jews from Central and Eastern Europe. According to the Department of Jewish Studies at Rutgers University, the language is believed to be about 1,100 years old

(<http://jewishstudies.rutgers.edu/yiddish/102-department-of-jewish-studies/yiddish/159-yiddish-faqs>).

Prior to the Holocaust, there were an estimated eleven million Yiddish speakers in the world

(<http://jewishstudies.rutgers.edu/yiddish/102-department-of-jewish-studies/yiddish/159-yiddish-faqs>).

Today there are about a quarter million Yiddish speakers in the United States.

Textile and clothing waste in the United States:

According to the Council of Textile Recycling, the United States generates an average of twenty-five billion pounds of textiles (including clothing, footwear, bedding, and towels) each year and 85% of it goes into landfills

(www.weardonaterecycle.org/about/issue.html). The

Council for Textile Recycling has also created an infographic on the life cycle of secondhand clothing, available here:

www.weardonaterecycle.org/about/clothing-life-cycle.html.



VOCABULARY

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

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

tug-of-war, bookmark, Abuelita (Grandma), *cinta* (ribbon), *manta* (blanket), *libro* (book), *rebozo* (shawl), *vestido* (dress), *marcador de libros* (bookmark), *bufanda* (scarf), *falda* (skirt), *quinceañera* (girl's fifteenth birthday celebration)

Academic

magical, protected, edges, accident, stain, bounced, cozy, frayed, twirled, whirled, swirled, dizzy, fierce, shawl, worn, stitched, snuggled, stretched, ripped, scarf, adventure, remembered, special

NOTE: An English and Spanish glossary and pronunciation guide is available at the back of the book.

BEFORE READING

Prereading Focus Questions

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

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

1. Take a look at the front cover. 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 folk songs? What makes them different from other songs? What are they usually about? Can you name or share any folk songs?
3. What do you know about recycling or reusing items? What type of things can be recycled? Why is it important to recycle or reuse items?
4. What are some types of clothing? Let's make a list of different clothing words we know.
5. Why do you think I chose this book for us to read today?

Exploring the Book

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

Read and talk about the title of the book. Ask students what they think the title, *Maya's Blanket / La Manta de Maya*, means. Then ask them what 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, endpapers, dedications, title page, illustrations, English and Spanish text, the author's note, and glossary and pronunciation guide (for English speakers).

Setting a Purpose for Reading

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

Have students read to find out:

- how both Maya and her blanket change over time
- how recycling can give old items a new purpose and preserve memories connected to them



- how creativity and imagination are used to see new potential in a worn-out object
- how family traditions are formed and passed down across generations
- what Maya learns from her grandmother

Encourage students to consider why the author, Monica Brown, would want to share this story with young people. Have students determine why she wrote the text in both Spanish and English, as well as included Spanish words in the English text.

AFTER READING

Discussion Questions

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

Literal Comprehension

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

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

1. From whose point of view or perspective is the story told?
2. Is this book fiction or nonfiction? How do you know?
3. What is a *quinceanera*?
4. Who helps Maya make her blanket into each different item?
5. What is the first thing Maya and Abuelita make from her blanket? What is the third item Maya they make from her blanket? What is the sixth item? List, in chronological order, all of the items Maya makes from her blanket.
6. Why do Maya and Abuelita make her blanket into a *vestido*?

7. What does the sentence, “The purple butterflies whirled and swirled as Maya danced with her friends,” mean?
8. Why do Maya and Abuelita make her dress into a *falda*?
9. Why do Maya and Abuelita make her skirt into a *rebozo*?
10. Why do Maya and Abuelita make her shawl into a *bufanda*?
11. Why do Maya and Abuelita make her scarf into a *cinta*?
12. Why doesn't Maya need to wear her ribbon in her hair anymore?
13. What is the last thing Maya makes from her blanket?
14. How does Maya feel when she loses her bookmark?
15. List the different ways in which Maya describes her blanket, dress, skirt, shawl, scarf, ribbon, and bookmark as being magical.
16. What does Maya make after she loses her bookmark? How does she pass the new item onto someone else?
17. Compare and contrast Maya's daughter's *manta* to Maya's *manta*.
18. What book does Maya read to her daughter?

Extension/Higher Level Thinking

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

1. How is Maya's *manta* special to her?
2. How does Maya use her imagination and creativity to transform her blanket?
3. Why does Maya decide to recycle her frayed blanket first into a dress and eventually into a bookmark? Why doesn't she throw it away?
4. How are the items Maya makes her blanket into representative of her likes and interests?
5. How does the illustrator, David Diaz, connect the author Monica Brown's story and Maya's story in the book? (Hint: Read the Author's Note)



★ “VERDICT: A Latino-influenced and Yiddish-inspired tale that is recommended for Spanish readers and librarians in diverse communities.”
–School Library Journal, starred review

“A familiar tale crosses cultures with almost magical ease. . . . Readers may be eager to tell their own versions of the story—that’s how magic works.”
–Kirkus Reviews

“The angular poses and vivid colors of Diaz’s illustrations evoke the feeling of stained-glass windows in this uplifting story of passing time, enduring love, and creative reuse.”
–Publishers Weekly

6. How can Maya’s items be magical? Are they really magical? What does the author, Monica Brown, mean when she says the items are magical? What do Maya’s blanket, dress, skirt, shawl, scarf, ribbon, and bookmark provide for her?
7. How is Maya able to share her blanket with her daughter?
8. Why do you think Maya decides to create a story about her adventures? How does Maya’s story allow her to keep her blanket forever?
9. How do you think Maya “found magic on every page” of her book?
10. Do you think Maya is resourceful? Why or why not?
11. What is the overall main idea, or message, of the story? What do you think the author wants readers to learn from Maya’s story?
12. Why do you think the story is told in both English and Spanish? Think about the way the English text and Spanish text are laid out in the book. Why do you think the text is presented this way? Are there places where Spanish and English words are used together? Why do you think the author chose to do this?
13. Do you think the story comes full circle, or end up in the same place it started? Why or why not?
14. Read the Author’s Note in the back of the book. What are folk songs? How are they told? Why are they important to different cultures? What types of messages do they contain?

15. Encourage students to think about the ending of the story. Have them imagine that Maya did not lose her bookmark. If Maya hadn’t lost her bookmark, what might have happened next? What other items would Maya have made from her bookmark? Would the overall message of the story have changed? Why or why not?

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. Do you have a special item that is your “Maya’s Blanket?” How is your item special or important to you? How would you feel if you lost it?
2. Maya’s uses her imagination and creativity to create something new out of something old. How do you use your imagination to be creative? Write about a time you used your imagination to create something. What inspired you? What did you make?
3. Instead of throwing away her blanket, Maya decides to recycle it into different items she can. Have you ever recycled an item and used it for something else? What happened? Do you think it’s important to recycle or reuse objects? Why or why not?



4. Maya is upset when she loses her bookmark. Have you ever lost something that was important to you? What was it? How did you feel? How did you cope with losing the object?
5. Maya preserves her memories of her blanket by creating a story about her adventures. How do you preserve your memories?
6. Maya transforms her blanket into a dress, skirt, shawl, scarf, ribbon, and bookmark. How would you have recycled the blanket? Why? What do these items say about you and your interests?
7. Think of a time your grandparent or an adult in your life shared something with you. Describe what they shared with you.

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. Students who speak Spanish can help with the pronunciations of the Spanish words and terms in the book, as well as pair with readers to alternate the Spanish text with the English text on each spread.
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 an object that is important to them or what the author's message in the book is.
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.

NOTE: In addition to the Spanish version of the story, there are several Spanish words in the English text and English words in the Spanish text. An English or a Spanish translation does not always immediately follow these words. This is an opportunity for students to practice strategies around using context clues to determine the meaning of the words. The book also provides a glossary, with pronunciations, of these words at the end of the story for reference.

If your class has Spanish-speaking students, encourage them to volunteer to translate the words for the class. In doing so, these students will feel proud to share the role of teacher to their peers.



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.

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)

1. Have students make their own recycled paper with the Recycling and Composting lesson plan from PBS LearningMedia (www.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.lp_recycle/recycling-and-composting/). Then ask students to compare and contrast the recycled paper to Maya's blanket using a Venn diagram. How was each item recycled? For what can the recycled objects be used? From what material is each item made?
2. Encourage students to watch Reading Rainbow: How Trash is Recycled (www.youtube.com/watch?v=w1l8HXa3HLk) and the PBS animated video Garbage (www.pbslearningmedia.org/resource/lpsc10.sci.life.garbage/garbage/) to learn about the importance of recycling and reusing to reduce waste. Have students create a poster to teach others about the value of recycling, types of things that can be recycled, and ways to recycle. Brainstorm places students might be able to share and post their posters around the school or their community.

3. Gather different items from around the classroom or home to sort with students. As a class or in small groups, have students use a sorting graphic organizer to determine and physically sort 1) items that can be recycled, such as paper, plastic, and aluminum, 2) items that are biodegradable and can be composted, and 3) items that are trash. Then have students discuss ways to reduce the amount of waste from their piles. What can be reused?
4. Bring in a variety of textile materials (a scrap of cotton, silk, leather, polyester, and so on) for students to touch. As a whole group, make a list of the different materials and assign a small group to investigate each material. From where does the material come? How is it made? What properties does it have? On what occasions might someone wear it? Is it typically used for expensive or affordable clothing? Have each research group present its findings to the class, and have each student record the findings on her or his individual chart of all the materials.

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 read the original folk song, “Hob Ikh Mir a Mantl” (“I Had a Little Coat”), and another book based on it called *Joseph Had a Little Overcoat* (<http://zemerl.com/cgi-bin/print.pl?title=Hob+Ikh+mir+a+mantl+%28I+had+a+little+coat%29>). Then ask students to compare and contrast the Joseph story with *Maya's Blanket / La manta de Maya* using a Venn diagram. How are the two stories similar? How are they different? What object is being repurposed? What is the main idea or theme of each book? Which story is closer to the original folk song? Additionally, encourage students to think about their own heritages and backgrounds, and create a new version of the story.



2. Ask students to rewrite *Maya's Blanket / La manta de Maya* using a new item. What item would you start with? What will it be made into? How will your character use his or her imagination to find new uses for each object? How will your story end?
3. Encourage students to think about the ending of the story and continue the story from Maya's daughter's perspective. What might Maya's daughter turn the blanket into as she grows up? What might she think about recycling based on the story her mother shared with her?
4. Have students think about a favorite textile (including shoes, bedding, stuffed toy, or clothing) and how they could reuse or repurpose it once the original item gets worn out. Help students write a poem, song, or story about this item and what it means to them.
5. Ask students to read the interview with the author, Monica Brown: <http://blog.leeandlow.com/2015/08/11/interview-monica-brown-on-her-new-book-mayas-blanket/#more-11199>. Based on the information provided in the interview, have students write a friendly letter to the author. What thoughts and questions about the story, themes, research, or inspiration for writing *Maya's Blanket / La manta de Maya* do you have? What do you want to know about the author's writing process? What objects would you have transformed Maya's blanket into and why?

Art/Media

(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. Provide students with (or have students bring in) a large brown grocery paper bag, markers, scissors, and other decorating materials. Ask students to decorate their paper bags with their own unique designs. On chart paper, have

students generate ideas on how the bags can be repurposed. Then have students transform their paper bags into smaller and smaller objects, such as a cover for a textbook, wrapping paper, notepaper, or a bookmark. Then ask students to write about how they might reuse or repurpose a cereal box based on what they learned from reusing their bags.

2. Have students explore Recycle City from the Environmental Protection Agency for activities and games about how people can reduce waste in a community:

<http://www3.epa.gov/recyclecity/>.

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. Folk songs allow for stories and traditions to be passed down from one generation to another. Ask students to interview family members to find out more about their own heritage, family traditions, and customs. Encourage students to find out not only about the past, but also about the present and how their heritage is reflected in their daily lives. How have certain family traditions or customs evolved? What special foods or rituals are included in their celebrations? Have students write a short essay about what they found out and how their family background makes them special and unique.
2. Encourage students to share a folk song or folktale that their family knows or enjoys reading or telling. The song or story may be from their own heritage or another culture as long as it is meaningful to the student and his or her family. If possible, provide time for students to explore the different folk songs or folktales of their classmates and read one or two to the whole group or in partner reading.



3. Have students to select an object from home and list the different ways it could be recycled or reused. If possible, have students recycle or reuse the object in at least three different ways. Then have students write a reflective response about their experience. For what was the object originally used? How did you use your imagination to create something new out of something old? How did it make you feel to recycle or reuse the object?
4. With family permission and help, students may take an old shirt or blanket and try to turn it into one of the items Maya and her grandmother make in the book. There are many DIY and child-friendly recycled (or “upcycled”) clothing crafts available online, such as at FreeKidsCrafts.com (www.freekidscrafts.com/recycled-crafts/recycled-clothes-crafts/).
5. Help students launch a recycling drive with other classes or as a whole school project and see which class recycles the most. Since bottles and cans can be returned for a deposit, collecting and returning them is a great way to raise funds and instill ecologically conscious habits. Explore Tools to Reduce Waste in Schools (www3.epa.gov/epawaste/education/toolkit.htm) and Reduce, Reuse, Recycle (www.epa.gov/recycle) from the Environmental Protection Agency for more information.
6. Encourage students and their families to participate in environmental community service projects with the Volunteer for Change community service guide from the Environmental Protection Agency, which has ideas for ideas reusing, recycling, and composting projects (www3.epa.gov/epawaste/education/teens/pdf/vol4chng.pdf).

Additional titles to teach about recycling and repurposing:

Rainbow Weaver/Tejedora del arcoíris, written by Linda Elovitz Marshall, illustrated by Elisa Chavarri
<https://www.leeandlow.com/books/2939>

Christmas Makes Me Think, written by Tony Medina, illustrated by Chandra Cox
<https://www.leeandlow.com/books/2376>

The Can Man, written by Laura E. Williams, illustrated by Craig Orback
<https://www.leeandlow.com/books/2714>

Babu's Song, written by Stephanie Stuve-Bodeen, illustrated by Aaron Boyd
<https://www.leeandlow.com/books/2357>

Drummer Boy of John John written by Mark Greenwood, illustrated by Frané Lessac
<https://www.leeandlow.com/books/2813>

Estela's Swap, written by Alexis O'Neill, illustrated by Enrique O. Sanchez
<https://www.leeandlow.com/books/2389>

More stories from Monica Brown:

Marisol McDonald Doesn't Match/Marisol McDonald no combina, written by Monica Brown, illustrated by Sara Palacios
<https://www.leeandlow.com/books/2769>

Marisol McDonald and the Clash Bash/Marisol McDonald y la fiesta sin igual written by Monica Brown, illustrated by Sara Palacios
<https://www.leeandlow.com/books/2834>

Marisol McDonald and the Monster/Marisol McDonald y el monstruo written by Monica Brown, illustrated by Sara Palacios
<https://www.leeandlow.com/books/2926>

More stories from David Diaz:

The Pot That Juan Built, written by Nancy Andrews-Goebel, illustrated by David Diaz
<https://www.leeandlow.com/books/2434>



ABOUT THE AUTHOR

Monica Brown is the author of many award-winning bilingual books for children, many of which are inspired by her own mixed background. *Maya's Blanket/La manta de Maya* was inspired by Brown's Latina and Jewish heritage and her love of creative projects. The story was praised for its "message of resourcefulness, imagination, and appreciation for family traditions" in a starred review from *School Library Journal*. When not writing, presenting at conferences, or meeting young fans, Brown is a professor of English at Northern Arizona University, specializing in U.S. Latino/Latina literature and multicultural literature. She and her family live in Flagstaff, Arizona. You can find her online at monicabrown.net.

ABOUT THE ILLUSTRATOR

David Diaz won the Caldecott Medal in 1995 for *Smoky Night*. He is the illustrator of more than fifty books, including *December*, *Roadrunner's Dance*, *Going Home*, and *Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman*. Diaz has been honored five times with Pura Belpré Awards. In addition to illustrating books, Diaz is a fine art painter and accomplished ceramic artist. He is active in the Society of Children's Book Writers and Illustrators (SCBWI), as a member of its board of advisers and as a mentor to aspiring children's book illustrators. Diaz lives in New Orleans, Louisiana.

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.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

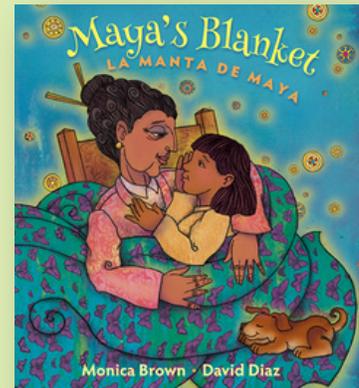
<https://www.leeandlow.com/books/2886> (secure online ordering)

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

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

Book Information for *Maya's Blanket / La manta de Maya*



\$17.95, HARDCOVER

978-0-89239-292-6

32 pages, 9-1/4 X 10-3/4

*Reading Level: Grades 3–4

*Reading level based on the Spache Readability Formula

Interest Level: Grades K–4

English Guided Reading Level: L

Accelerated Reader® Level/Points:

4.1/0.5

Lexile™ Measure: AD1010L

THEMES: Recycling, Clothing, Imagination/Creativity, Storytelling, Passage of Time, Grandparents, Family and Community, Bilingual Stories, Folklore (Folk Songs), Latino Interest

RESOURCES ON THE WEB:

Learn more about *Maya's*

Blanket/La manta de Maya at:

<https://www.leeandlow.com/books/2886>

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