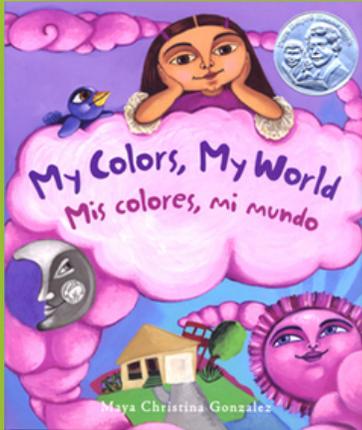


TEACHER'S GUIDE



LEE & LOW BOOKS



My Colors, My World/ Mis colores, mi mundo

written and illustrated by Maya Christina Gonzalez

About the Book

Genre: Fiction

***Reading Level:** Grade 2–3

Interest Level: Grades PreK–2

Guided Reading: I

Accelerated Reader® Level/Points: 2.0/0.5

Lexile™: AD560L

* Reading level based on the Spache Readability Formula

Themes: Colors, Art, Nature and Environment (Deserts), Five Senses (Sight), Identity and Confidence, Imagination, Home, Childhood Experiences and Memories, Beginning Concepts, Dreams and Aspirations, Families, Pride, Latino/Hispanic/Mexican Interest

SYNOPSIS

Maya longs to find brilliant, beautiful color in her world. But when the wind blows, desert sand covers everything, and turns her whole neighborhood the color of dust.

With the help of a feathered friend, Maya searches high and low to find the colors in her world. And she does—in the vibrant purple of her Mama’s flowers, the juicy green of a prickly cactus, the hot pink clouds at sunset, and the shiny black of her Papi’s hair. Which color is Maya’s favorite?

As they follow Maya’s search for all the colors of the rainbow, little readers will be inspired to look around and ask themselves, *where can I find the colors in my world?*

Winner of the 2008 Pura Belpré Illustrator Honor Award, *My Colors, My World* was the first book that Maya Christina Gonzalez both wrote and illustrated.

Awards and honors include:

- **Pura Belpré Illustrator Award Honor**, ALSC/REFORMA
- **Best Children’s and YA Books**, Críticas Magazine
- **International Latino Book Award, Best Children’s Picture Book, Bilingual 2nd Place**, Latino Literacy Now
- **Américas Award Commended Title**, Consortium of Latin American Studies Programs
- **Texas 2 x 2 Reading List Selection**, Texas Library Association



BACKGROUND

Colors: Primary colors are red, yellow, and blue. Secondary colors are the combination of two primary colors and are green, orange, and purple. Black and white can be added to these colors to add shades and tints. According to NASA, the visible light spectrum consists of colors visible to the human eye when broken apart and make up the colors of the rainbow: red, orange, yellow, green, blue, indigo, and violet (ROY-G-BIV)

(<http://science.hq.nasa.gov/kids/imagers/ems/visible.html>). When these light waves are together they are seen as white light. People also add meaning to specific colors and use color to communicate, such as with traffic lights (<http://wonderopolis.org/wonder/whats-your-favorite-color>). Colors often have different feelings associated with them and can represent different moods. For example, a painting with lots of blues may suggest sadness.

From the Author's Note: The little girl in this book is me. I also modeled her after a doll I had as a kid—a big, round-headed doll my aunt made for me. I dragged that doll around for years because she so reminded me of me, with her big round face.

I faced a number of challenges as a very young person. I turned to my environment to search out my reflection and a sense of belonging. The amazing desert sunset taught me that there was beauty in the world, and that beauty made a difference. I believe this helped lead me to be an artist, and in particular an artist who also paints for children. No matter where we look, inside or outside, there is beauty to greet us. Keep a look out!

—Maya Christina Gonzalez

Additional titles to teach about nature and the environment:

I Know the River Loves Me/ Yo sé que el río me ama by Maya Christina Gonzalez

<https://www.leeandlow.com/books/2802>

Call Me Tree/Llámame Árbol by Maya Christina Gonzalez

<https://www.leeandlow.com/books/2866>

Parrots Over Puerto Rico written by Susan L. Roth and Cindy Trumbore, illustrated by Susan L. Roth

<https://www.leeandlow.com/books/2835>

Prairie Dog Song: The Key to Saving North America's Grasslands written by Susan L. Roth and Cindy Trumbore, illustrated by Susan L. Roth

<https://www.leeandlow.com/books/2925>

¡Olinguito, de la A a la Z! Descubriendo el bosque nublado /Olinguito, from A to Z! Unveiling the Cloud Forest by Lulu Delacre

<https://www.leeandlow.com/books/2916>

Seeds of Change: Planting a Path to Peace written by Jen Johnson, illustrated by Sonia Sadler

<https://www.leeandlow.com/books/2716>

Giving Thanks: A Native American Good Morning Message written by Chief Jake Swamp, illustrated by Erwin Printup Jr.

<https://www.leeandlow.com/books/2397>

Confetti: Poems for Children written by Pat Mora, illustrated by Enrique O. Sanchez

<https://www.leeandlow.com/books/2378>

How Far Do You Love Me? by Lulu Delacre

<https://www.leeandlow.com/books/2818>

A Full Moon is Rising written by Marilyn Singer, illustrated by Julia Cairns

<https://www.leeandlow.com/books/2741>

My Steps written by Sally Derby, illustrated by Adjoa J. Burrowes

<https://www.leeandlow.com/books/2427>



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.

If your class has Spanish-speaking students, encourage them to volunteer to read the Spanish text or words for their classmates. In doing so, these students can feel proud of sharing the role of teacher to their peers.

Content Specific

cactus, pollen, irises, mud pies,
marigold flowers, tea

Academic

blows, extra-wide, shade/shady,
squishy, peeks, sunny, sharp, grows,
sway, shiny, dark, hot, perfect,
everything, covers, best, desert,
pink, blue, yellow, red, black, purple,
brown, orange, green, sunset,
guests

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 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 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?
2. What is color? What is an example of a color? What are the colors of a rainbow? What is your favorite color? Why? Look around the classroom—what colors do you see?
3. What do you know about deserts? What are the characteristics of a desert? What is the climate and environment like in a desert? What types of plants and flowers live in a desert?
4. 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, *My Colors, My World/Mis colores, mi mundo*, means. Talk about the title. Then ask them what and whom 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, illustrations, page numbers, author/illustrator's note, color-coded bilingual glossary, and author/illustrator's dedication and bio.

Setting a Purpose for Reading

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

Have students read to find out:

- what colors Maya observes in the world around her
- what Maya's favorite color is and why
- how Maya finds ways to enjoy colors even in the desert with so much sand

Encourage students to consider why the author, Maya Christina Gonzalez, wants to share this story with young people and why she wrote the text in both English and Spanish.



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 and 3 and Craft & Structure, Strand 4)

1. Who is the narrator/speaker in the story?
2. Where does the story take place?
3. Who is Maya's friend in the story?
4. What makes everything in the desert the same color?
5. How does Maya find the colors in her world? Where does she look?
6. What is Maya's favorite color? Why? In what natural thing does she see this color?
7. When does Maya wear the color pink?
8. What does Maya do on hot days?
9. With what does Maya make mud pies?
10. Who does Maya invite to be her guests for tea?
11. What grows green and sharp?
12. What colors does Maya see on the shady side of her house? On the sunny side?
13. What color is Maya's swing? Who built the swing?
14. What does the "hot pink sky" turn into?
15. Find two words that rhyme on page 8 and two that rhyme on page 14.
16. Find three to four examples of descriptive words and phrases in this story.
17. Find an example of personification and alliteration in this story.

18. What causes the "hot pink sky to turn into the dark blue night"?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3, Craft & Structure, Strands 4–6)

1. What does Maya mean when she says she needs to open her eyes extra-wide to find the colors in her world? Why does she need to do that?
2. How do you think Maya would feel if her world was always the same color?
3. What causes the desert sand to cover everything? How does this happen?
4. Compare how Maya looks in the illustration on page 4 with how she looks in the illustrations in the rest of the book. How do you think she feels on page 4? Why?
5. How does Maya invite color into her world?
6. How are the colors that Maya describes unique to her world?
7. Maya's world is made up of many different colors. How do you think Maya would feel if everything in her world was the same color? Why?
8. What is the main idea or message of this story? What does this story teach readers about finding beauty in the world around them?
9. How does the author/illustrator, Maya Christina Gonzalez, use colors in the text to highlight the colors in Maya's world? Why do you think she does this?
10. The story is written in both English and Spanish. Why do you think the author/illustrator chose to share the story in two languages?
11. How are your home and environment like Maya's? How are your home and environment different from Maya's?



“The exaggerated facial features of both Maya and her feathered friend capture the contentment they find through enjoying the beauty of their world. . . .

Recommended for public libraries and bookstores.”

–*Críticas Magazine*

“[Gonzalez’s] paintings are big and bold, fanciful and exuberant, and should inspire kids to look for the colors in their world, too.”

–*San Francisco Chronicle*

“This adaptation utilizes a brilliant palette to convey a girl’s lush landscape. . . . More than a Crayola-rich concept, this exhilarating experience spills over in its sensuous perspective.”

–*Kirkus Reviews*

Reader’s Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strand 4)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4 and 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. How would you define the word *beautiful*? What makes something or someone beautiful? Do you think everyone should agree about what makes something beautiful? Why or why not?
2. This story celebrates finding the beauty in the world around us. What makes your world beautiful and special to you? Where do you see the colors and beauty in your world?
3. Maya opens her eyes extra-wide to find the colors in her world. Do you think it’s always easy for people to see the beauty in the world around them? Why or why not?
4. Think about your favorite color. Where do you see this color in your world? Describe all different places where you see and/or celebrate this color.
5. Maya finds many different wonderful colors in her world. Do you think the world would be as beautiful if everything and everyone were the same color? Why or why not?

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 student: 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 where they find color and beauty in their world 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.

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 may 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. In a Venn diagram, have each student compare and contrast Maya's home in the desert to where he or she lives. Encourage students to think about the weather, climate, plants, animals, environment, and colors in their world. How are they different? How are they similar?
2. Maya likes to watch the “hot pink sky” turn into the “dark blue night.” Have students explore why the sky changes colors from sunrise to sunset with Optics 4 Kids' Blue Sky-Red Sunset activity (<http://www.optics4kids.org/home/content/classroom-activities/easy/blue-sky-%E2%80%94red-sunset/>).
3. Have students create their own rainbow, or water prism, with Optics 4 Kids' Release the Rainbow (<http://www.optics4kids.org/home/content/classroom-activities/easy/release-the-rainbow/>) or with Science Kids' Make Your Own Rainbow (<http://www.sciencekids.co.nz/experiments/makearainbow.html>) activity.

4. Ask students to explore the many colors of the rainbow and make their own Homemade Spectroscope from Buggy and Buddy (<http://buggyandbuddy.com/homemade-spectroscope/>).
5. Have students research how people use colors to communicate. Do certain colors have meaning? Have students investigate and present how people use color for traffic safety and road signs. Discuss the different colors of traffic lights and street and road signs. What other ways do people use colors to communicate with one another?
6. Have students investigate whether the character Maya is describing their community's environment or not. If Maya lives in a desert with sand, what regions of the United States might she be describing? Students can study a map and work with the school librarian on additional research. Have students present their hypotheses in class.

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. In a T-chart, ask students to list all of the descriptive adjectives and phrases from the story in one column and the noun that each descriptive adjective or phrase describes in the facing column.
2. Have students imagine there is no color in the world. Encourage them to write a creative story about what the world would be like without color.
3. Have students select five colors that they see in their world and write and/or cut-out examples of different objects, places, or people that represent each color to them. Ask students to describe each example using descriptive adjectives and phrases.
4. Read or have students read the two other books Maya Christina Gonzalez wrote and illustrated: *I Know the River Loves Me / Yo sé que el río me ama* (<https://www.leeandlow.com/books/2802>) and *Call Me Tree / Llámame árbol* (<https://www.leeandlow.com/books/2866>). Ask students to compare one or both of these books to



My Colors, My World / Mis colores, mi mundo. What does each book teach about the environment? What does Maya Christina Gonzalez believe about the relationship between children and nature/their environment? How can we draw inspiration from the world around us? Why might Maya Christina Gonzalez want to encourage young readers to think about their environment today?

- In a letter to a friend, explain why people should respect and care for the world they live in and describe ways people can and should take care of their environment. What can children and other people do to protect their environment everyday?
- This book contains many high frequency words and sight words. Encourage students to identify all the sight words they have studied so far. Common sight words lists include Dolch Words (<http://www.k12reader.com/dolch-word-list/>) and Fry Words (<http://www.sightwords.com/sight-words/fry/>), or your school may have its own list.

Mathematics

(*Mathematics Standards, Grade 1, Measurement & Data, Strand 4*)
 (*Mathematics Standards, Grade 2, Measurement & Data, Strands 9–10*)
 (*Mathematics Standards, Grade 3, Measurement & Data, Strands 3–4*)

Conduct a student poll to answer to find out the most favorite color in the class. Encourage students to share their favorite colors beyond the rainbow. Have students present the information of favorite colors as a bar graph or pie chart. Talk about why certain colors are more popular than others and whether or not students think their results would be the same across the whole school.

Art/Media

(*Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2*)

- Have students think about the colors in their world and create a collage from magazine cutouts with these colors. Then have students present to the class what each color in their collage represents to them or why it is special.
- Provide students with paint, markers, crayons, or colored pencils and have students create a picture of their home using the colors that are important in

their world. Ask students to think about the colors of special people, places, and things that remind them of home.

- Have students learn about primary, secondary, and tertiary colors and create their own color wheel (<http://www.teachkidsart.net/create-your-own-color-wheel-2/>) or a spinning color wheel (<http://www.crayola.com/lesson-plans/spinning-color-wheels-lesson-plan/>).
- Have students explore color mixing with the Crawling Colors activity (<http://parentingchaos.com/crawling-colors-color-mixing-science-experiment/>).
- Select a famous painting and display an image of it in class. Have students point out which primary and secondary colors they see. If painting materials are available, allow students to try to recreate some of the colors in the painting by mixing primary and secondary colors along with black and white.

Home-School Connection

(*Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3*)
 (*Writing Standards, Text Types & Purposes, Strands 2 and 3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strand 7*)
 (*Reading Standards, Integration of Knowledge & Ideas, Strand 7*)

- Encourage students with a caregiver to explore their neighborhood or backyard and identify the colors that make up their world. What people, places, or things are those colors in your world? Have students bring in a list of colors they observed and a few objects that contained those colors.
- Have students think of their favorite color and then list as many objects as possible in their home that have this same color. Did you find many objects in your home that are your favorite color? Why do you think you have so many or so few objects of this color?
- Ask students to interview a parent or guardian about their favorite color. Why is that color the person's favorite? Of what or who does the color remind the person? How does the color make the person feel? How does he or she wear this color?



ABOUT THE AUTHOR/ILLUSTRATOR

Maya Christina Gonzalez grew up watching the night sky above the Mojave Desert in California. Gonzalez is a fine artist, an educator, and the illustrator of more than twenty children's books. She is a widely exhibited artist renowned for her vivid imagery of strong women and girls. She has illustrated over twenty children's books, and her artwork has appeared on the cover of Contemporary Chicano/a Art. Her numerous books featuring Latino characters have received recognition from the Pura Belpré Award, Américas Award, Notable Books for a Global Society, International Latino Books Awards, and more. Gonzalez has both written and illustrated three books. The other two books are *I Know the River Loves Me/ Yo sé que el río me ama* and *Call Me Tree/Llámame árbol*. She lives in San Francisco, California, with her two children and her husband. Her website is mayagonzalez.com.

Additional titles illustrated by Gonzalez from LEE & LOW BOOKS:

- *Animal Poems of the Iguazú/ Animalario del Iguazú*
<https://www.leeandlow.com/books/2844>
- *Angels Ride Bikes and Other Fall Poems/ Los Ángeles Andan en Bicicleta y otros poemas de otoño* <https://www.leeandlow.com/books/2788>
- *My Very Own Room/ Mi propio cuartito*
<https://www.leeandlow.com/books/2798>
- *Prietita and the Ghost Woman/ Prietita y la llorona*
<https://www.leeandlow.com/books/2858>
- *My Diary from Here to There/ Mi diario de aquí hasta allá*
<https://www.leeandlow.com/books/2799>

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:

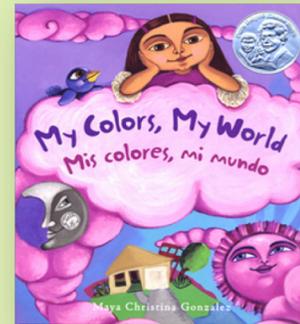
www.leeandlow.com/contact/ordering (general order information)
<https://www.leeandlow.com/books/2780> (secure online ordering)

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 *My Colors, My World/ Mis colores, mi mundo*



\$9.95, PAPERBACK
978-0-89239-278-0
24 pages, 7-7/8 x 9-7/8
*Reading Level: Grades 2–3
*Reading level based on the
Spache Readability Formula
Interest Level: Grades PreK–2
Guided Reading Level: I
Accelerated Reader® Level/Points:
2.0/0.5
Lexile™ Measure: AD560L

THEMES: Colors, Art, Nature and Environment (Deserts), Five Senses (Sight), Identity and Confidence, Imagination, Home, Childhood Experiences and Memories, Beginning Concepts, Dreams and Aspirations, Families, Pride, Latino/Hispanic/Mexican Interest

RESOURCES ON THE WEB:

Learn more about *My Colors, My World / Mis colores, mi mundo* at:
<https://www.leeandlow.com/books/2780>

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