



Book of the Month

Presented by ADL's Education Division

About the Book of the Month: This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A WORLD OF DIFFERENCE® Institute](#), ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

Gaby, Lost and Found

Angela Cervantes (Author)

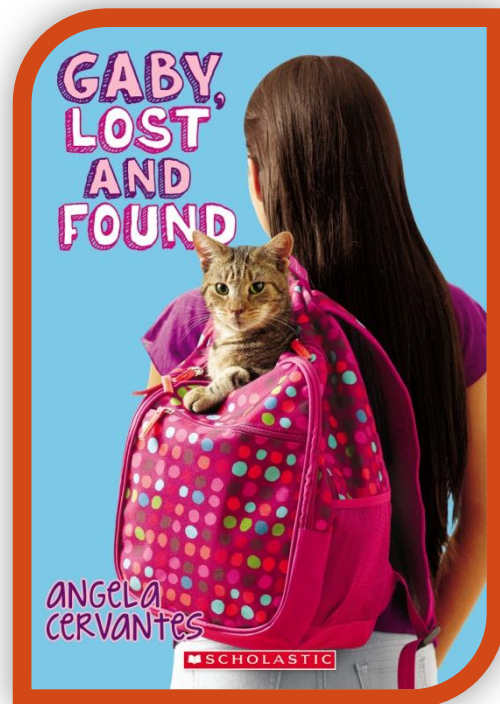
When Gaby Ramirez Howard starts volunteering at the local animal shelter, she takes special pride in writing adopted advertisements. Her fliers help the dogs and cats there find their forever homes: places where they'll be loved and cared for, no matter what. Gaby is still in need of a forever home herself. Her mother has recently been deported to Honduras and Gaby doesn't know where to turn. Meanwhile, Gaby's favorite shelter cat, Feather, needs a new place to live. Gaby would love to adopt her but if Gaby doesn't have a place that feels like home to her, how can she help Feather?

ISBN: 978-0545798631

Publisher: Scholastic

Year Published: 2015

Age Range: 8-12



Book Themes

Immigration, Bullying, Bias, Friendship, Family

Key Words

Discuss and define these words with students prior to reading the book and remind them of the meanings as they come up in the book. See ADL's [Glossary of Education Terms](#) and [Definitions for Elementary Age Children](#).

- abandoned
- adoptable
- community service
- deported
- detained
- expulsion

- | | | |
|-------------------------|-----------------|----------------|
| ■ fragile | ■ raided | ■ shelter |
| ■ Honduras | ■ reclaim | ■ stray |
| ■ “illegal immigration” | ■ remorse | ■ undocumented |
| ■ lenient | ■ scribe | ■ unease |
| ■ migrants | ■ self-absorbed | ■ volunteer |
| ■ ordeal | ■ sequel | |
| ■ pathetic | ■ severe | |

Discussion Questions

If the students read the book in small groups or as a whole class, ask discussion questions throughout their reading in order to check comprehension and engage them on a deeper level. Some of these questions can also be used as writing prompts. When students have finished the book, choose from these questions to guide a group discussion:

- What is the book about?
- How would you describe Gaby's personality and how does she change throughout the book?
- In the beginning of the book, why was Gaby nervous about potentially volunteering at the City Harvest Center? How would you feel if you were in her situation?
- How did Gaby's classmates—specifically Jan and Dolores—target her for bullying? Why did some of Gaby's classmates make fun of her whenever someone mentioned “illegal immigration?”
- At one point in the book, Gaby says, “There are girls who call my mom illegal because my mom isn't a U.S. citizen. But if they'd known her, they wouldn't call her names.” What did Gaby mean by this?
- What did you learn about Gaby's mother throughout the book? What is her story?
- How did Gaby feel about her mother being away? How do you know? How might you feel if you were in her situation?
- Why do you think Gaby connected so much with the animals at the shelter? Can you share a specific quote or example that illustrates the ways in which she related to them?
- What was the relationship like between Gaby and her father?
- When Gaby and Alma went to the coffee shop to ask if they will post signs for the animal shelter, what happens? What made this an important scene in the book?
- What about Gaby's personality made her such a good writer, particularly the stories/ads she writes about the animals in the shelter?
- What led to Gaby and Alma's argument?
- Why was Feather so important to Gaby?
- Did you agree or disagree with the punishment Gaby received for taking Feather? Explain.
- How did you feel when you learned that Gaby's mother would not return to the United States?
- How did Gaby and Alma confront Jan and Dolores?

- What character do you relate to most and why?
- How does the book end? How do you think it will be for Gaby to live with the Gomez family?
- How does Gaby feel in the end?
- What did you learn about immigration and being undocumented from the book?
- What is the overall theme and message of the book?

Extension Activities

Below are activities that you can do with children in order to extend the learning from the book.

1. Identity-Based Bullying

Ask students: *What is identity?* Come to a definition of **identity** as the qualities and beliefs that make a particular person or group different from others. Ask students: *What are some examples of identity categories?* Explain that identity can include categories like race, gender, ethnicity, religion, etc. as well as things like teenager, skateboarder, dancer, etc. Explain to students that when someone engages in bullying behavior by targeting a person's identity, that is called **identity-based bullying**. Ask students: *What kind of identity-based bullying took place in the book?* Elicit from students that Gaby is called names and is bullied because her mother is an undocumented immigrant and was recently deported and because their family is poor. Introduce students to the definitions (see below) for the words ally, target, aggressor and bystander and ask students to identify characters in the story who played each of these. Then have students talk in pairs or small groups to come up with a list of suggested ways to address the bullying behavior in the book and ways to be an ally. If time permits, have students act out some of their ideas and strategies.

Ally: Someone who helps or stands up for someone who is being bullied.

Bullying: When one person or a group behaves in ways—on purpose and over and over—that make someone feel hurt, afraid or embarrassed.

Bystander: Someone who sees bullying happening and does not say or do anything.

Aggressor: Someone who says or does hurtful things to another person on purpose and over and over.

Target: Someone who is bullied or treated in a hurtful way by an individual or a group on purpose and over and over.

2. Reading Response Essay

Have students write an essay using one of the following methods.

Diary Entry of a Character: Have students write diary entries for a main character such as Gaby, Alma, Marcos, Dr. Villalobos, Daisy, Mrs. Gomez (Alma's mother), Gaby's Dad or Mrs. Kohler (teacher). After selecting their character, students are to write 5–10 diary entries that the character might have kept before, during or after the book's events. Remind students that the character's thoughts and feelings are very important in a diary as well as their reaction to daily events. You may choose to have students engage in pre-writing discussions with a partner about their character in order to get some of their ideas out. After they have completed the assignment, have them share their diary entries with the class and consider creating a paper or online collection of all the diary entries.

Book Review: Have students write a book review of *Gaby, Lost and Found*. The elements of a book review should include: (1) title, author, genre and theme; (2) personal reflections about the book—how it made you feel, what you learned and your thoughts about it; (3) plot summary—describe what happened without giving away spoilers; (4) characters you loved or disliked and (5) why it is worth reading or not. Consider sharing the reviews on a class blog, use GoodReads for online reviews or make a video of students reading their reviews aloud.

Write a Sequel to the Book: Ask students: *What is a sequel?* Explain that a **sequel** is a novel, movie, play, etc. that continues a previously related story. Ask if anyone has ever read a sequel to a book or seen a sequel for a movie and have students talk about those experiences. Tell students that they are going to write a sequel chapter to *Gaby, Lost and Found* which means they will imagine what will happen in the beginning of a new book if the author wrote one. Remind students how the book ends and ask the following questions: *What do you think happens when Gaby goes back home with the Gomez family, along with her new cat Feather? What happens in school with Dolores and Jan? Do Gaby and her father keep in touch and how does their relationship evolve? Does Gaby go to Honduras to visit her mother and if so, what happens?* The sequel should continue to be written with Gaby as the main character and can include other characters as well. Students will write the first chapter for the sequel and give it a title.

3. Learn More About Immigration

Engage students in a discussion about immigration. Ask students: What is immigration? Define **immigration** as the process of coming into a non-native or foreign country to live. Read additional stories about immigration aloud as suggested below, find out what students know and don't know about immigration and use these resources to learn more: [Immigration Stories of Yesterday and Today](#) (Scholastic) and [Immigration Past and Present](#) (PBS Kids). Have students do a research project, investigating one country in particular with large groups of immigrants coming to the United States (e.g. Mexico, India, China, El Salvador, etc.) and in a research report, share information about the country, why people are immigrating to the United States and what life is like for them here.

It is also important to share information with students about undocumented immigrants. Explain that in the book, Gaby's mother is considered an "undocumented immigrant." People who are undocumented are foreign-born people who come to the United States without the legal papers to do so and who often have fled their home countries because of extreme poverty, danger or wanting to be with their families in the U.S., a high percentage of whom live with their U.S. born children. Some enter the country legally as tourists, students or temporary workers and become undocumented when their papers expire. Many have lived in the U.S. for a long time, have families here (as Gaby's mother did) and feel like citizens. Explain that approximately 11.3 million undocumented immigrants live in the United States, which has been a stable number for the past five years. To learn more, you could read aloud some [Dreamers' \(DREAM Act\) Stories](#).

ADL Resources

The following are curriculum and resources on anti-bias teaching strategies, immigration/immigrants and identity-based bullying.

Curriculum Resources

“Huddled Mass or Second Class? Challenging Anti-Immigrant Bias in the U.S.,” *Curriculum Connections*, http://archive.adl.org/education/curriculum_connections/spring_2009/

“Identity-Based Bullying,” *Current Events Classroom*, www.adl.org/assets/pdf/education-outreach/identity-based-bullying.pdf

“What Is the Dream Act and Who Are the Dreamers?,” *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/what-is-the-dream-act.html

“Who Am I? Identity Poems,” *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/who-am-i-identity-poems.html

“Who Are the Children at Our Border?,” *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/who-are-the-children-at-our-border.html

“Words That Heal: Using Children’s Literature to Address Bullying,” *Curriculum Connections*, www.adl.org/education-outreach/lesson-plans/c/words-that-heal.html

Websites

Anti-Bias Education

www.adl.org/education-outreach/anti-bias-education

Provides training program offerings for pre-K through 12th grade school communities—educators, administrators, youth and families—which focus on the development of an inclusive culture and respectful school climate by addressing issues of bias and bullying.

Bullying/Cyberbullying

www.adl.org/education-outreach/bullying-cyberbullying

Anti-bullying and anti-cyberbullying training program offerings, curriculum and resources for youth, educators, youth providers and adult family members.

Creating an Anti-Bias Learning Environment

www.adl.org/education-outreach/curriculum-resources/c/creating-an-anti-bias-learning-environment.html

Tips for the classroom educator to create an anti-bias learning environment.

Definitions Related to Name-Calling, Bullying and Bias

www.adl.org/education-outreach/bullying-cyberbullying/c/definitions-bullying-and-bias.html

Anti-bullying and anti-cyberbullying training program offerings, curriculum and resources for youth, educators, youth providers and adult family members.

National Hispanic Heritage Month Resource

www.adl.org/education-outreach/curriculum-resources/c/national-hispanic-heritage.html

Provides a list of PreK-12 curriculum and other resources to bring the themes of Hispanic Heritage Month into classrooms.

Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

Anti-Immigrant Bias, www.adl.org/education-outreach/books-matter/general-books.html?generalsub=anti-immigrant

Being an Ally, www.adl.org/education-outreach/books-matter/bullying-books.html?bullying_sub=being-an-ally

Bullying Awareness and Prevention, www.adl.org/education-outreach/books-matter/bullying.html

Immigrants, www.adl.org/education-outreach/books-matter/people-books.html?subpeople=immigrants

Latino/Hispanic, Latino-American, Hispanic-American, www.adl.org/education-outreach/books-matter/people-books.html?subpeople=latinohispanic-latino-american-hispanic-american