



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.

Mango, Abuela, and Me

Meg Medina (Author), Angela Dominguez (Illustrator)

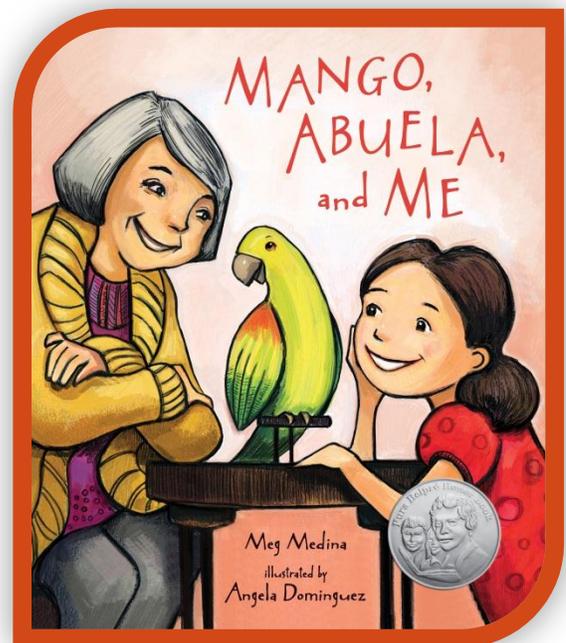
Mia's Abuela (Grandmother) has left her sunny house with parrots and palm trees to live with Mia and her parents in the city. The night she arrives, Mia tries to share her favorite book with Abuela before they go to sleep and discovers that Abuela can't read the words inside. So while they cook, Mia helps Abuela learn English ("dough. *masa*"), and Mia learns some Spanish too, but it's still hard for Abuela to learn the words she needs to tell Mia all her stories. Then Mia sees a parrot in the pet-shop window and has the *perfecto* idea for how to help them all communicate a little better.

ISBN: 978-0763669003

Publisher: Candlewick Press

Year Published: 2015

Age Range: 5–8



Book Themes

Language, Latino culture, Family, Communication

Key Words

Discuss and define these words with children prior to reading the book. Do not focus on students' retention of all the words; instead make sure they understand the words enough to follow the story and remind children of their meanings as they come up in the book. You can also post the words and point

out to students when they appear in the story. See also ADL's [Definitions Related to Bias, Injustice and Bullying for Elementary Age Children](#).

- dive
- neighbors
- parrot
- perch
- practice
- satin
- snapshot
- tricks
- unlock

Discussion Questions

Before reading the book aloud, ask pre-reading questions:

- What is the title of the book?
- Who and what do you see on the cover of the book?
- What do you think the book might be about?

As you read the book aloud, ask a few discussion questions periodically throughout the reading to check comprehension and keep the students engaged:

- What does Mia notice about her Abuela when she shows Abuela her new book? (page 5)
- What are some of the words that Mia places around the living room to help Abuela learn English? (page 16)
- Why did Abuela and Mia name their new parrot Mango? (page 23)

After reading the book aloud, ask some or all of the following discussion questions:

- What happened in the story?
- Why does Abuela leave her home to come live with Mia and her family?
- Why do you think Mia feels shy toward her grandmother?
- How do you think Abuela feels when she can't read Mia's new book? How can you tell?
- What does Mia want to talk about with Abuela, but can't?
- What do you think Abuela may want to talk with Mia about?
- What was your favorite scene of the book and why?
- What did you notice in the book that showed aspects of the family's Latino/Hispanic culture?
- Have you ever had an experience where it was difficult to communicate with someone because you didn't know their language and/or they didn't know your language?
- What are some of the new Spanish words you learned by reading the book?
- What does Mia mean when she says "with our mouths as empty as our bread baskets" after feeling the birds?

- What happened in the past with Mia's friend Kim that Mia's mother reminded her about?
- How do Mia and Abuela teach each other English and Spanish?
- Why does Mia want to buy the parrot?
- What do Mia and Abuela discover about Mango the parrot that helps them communicate?
- What happens with Abuela when she learns more English?
- What kinds of things do Mia and Abuela talk about when each learns more of each other's language?
- What do you think was the 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. Draw a Scene

Have students select a favorite scene from the book and draw that scene, giving it a title, caption or quote. First, as a class, brainstorm the different parts of the book or scenes by asking: *What was your favorite scene of the book? What part really grabbed your attention or surprised you?* (e.g. when Mia and Abuela tried to read together, when Mia and Abuela fed the birds, when Mia hung signs around the living room with the English words, when Mango helped Mia and Abuela communicate). Make a list of scenes on the board and have each student choose one. Instruct them to draw a picture of the scene and write a title, caption or quote that goes with it. If they are too young to write, they can dictate their caption or title and you can write it for them. Have the students share their drawings with the class, asking them to talk about what happened in the scene and how the person(s) felt. Create a gallery and invite parents/family members to view it.

2. Exploring Our Identity and Culture

Ask students: *What is culture?* Define the word **culture** as the parts of daily life that are seen in food, customs, holidays, music and more that a group of people share. Explain that these parts of culture are often handed down from family members or from one generation to the next. They can also come from the country where the person's family/ancestors came from. You could also ask if any students know what countries their family members originally came from and when they share those countries, ask if they can name any aspects of culture from that country. Explain that culture also can include one's region of the country, whether you live in a city, suburban or rural setting, one's family traditions including how you celebrate holidays, your religion, etc. Ask students: *What did you notice about Mia and her family's culture throughout the book? Were there aspects of their daily life that are part of their culture (e.g. language, food, country of origin, etc.)?* After this discussion, have students create their own culture flags. You can use construction paper to create a flag shape and have them draw (or use photos) pictures, symbols or words that reflect aspects of their culture. This activity can also be done by having students talk with their parents/family first about aspects of their culture and then bringing that information to school for inclusion into the culture flags.

3. Learn and Practice Another Language

Ask students: *What is communication?* Define **communication** as sharing thoughts, feelings or information to another person or group. Engage students in a discussion about communication and

language, explaining that most people in the United States speak English and in addition, many people speak other languages. The language they speak at home often is determined by the country from where their family originated. Ask if anyone in the class speaks another language or any of their family members do (be sensitive to the fact that students may not want to share this so make it voluntary). You may want to share that according to the [Census](#), 38 million U.S. residents age 5 and older speak Spanish at home, which is 73% of Latino people, a very high number and percentage. If there is interest and time permits, teach students some Spanish or another language that may be relevant or useful in your community. Be clear with students that learning another language can be fun and interesting and at the same time, learning another language is a serious endeavor because the primary purpose is to increase one's ability to communicate with more people. There are online resources for learning Spanish: http://takelessons.com/blog/Spanish-worksheets-resources-z03#Spanish_websites

ADL Resources

The following are curriculum and other educational resources on identity and Latino people and culture.

Curriculum Resources

"Dolls Are Us," *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/dolls-are-us.html.

"Identity-Based Bullying," *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/identity-based-bullying.html.

"Who Am I? Identity Poems," *Current Events Classroom*, www.adl.org/education-outreach/lessonplans/c/who-am-i-identity-poems.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.

Educational Resources in Spanish

www.adl.org/education-outreach/curriculum-resources/c/educational-resources-in-spanish.html

A listing of ADL curriculum and other resources in Spanish for children and families and educators.

National Hispanic Heritage Month

www.adl.org/education-outreach/curriculum-resources/c/educational-resources-in-spanish.html

A list of PreK-12 curriculum and other resources that help bring the themes of Hispanic Heritage Month to your classrooms.

The Question Corner

www.adl.org/education-outreach/early-childhood/c/the-question-corner.html

A collection of answers to frequently asked questions about anti-bias issues faced by early childhood professionals and family members interested in promoting respect for diversity among young children.

Children's Books

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

People, Identity and Culture: Immigrants, www.adl.org/education-outreach/books-matter/people-books.html?subpeople=immigrants

People, Identity and Culture: Latino/Hispanic or Latino-American/Hispanic-American, www.adl.org/education-outreach/books-matter/people-books.html?subpeople=latinohispanic-latino-american-hispanic-american

People, Identity and Culture, www.adl.org/education-outreach/books-matter/people-identity-culture.html