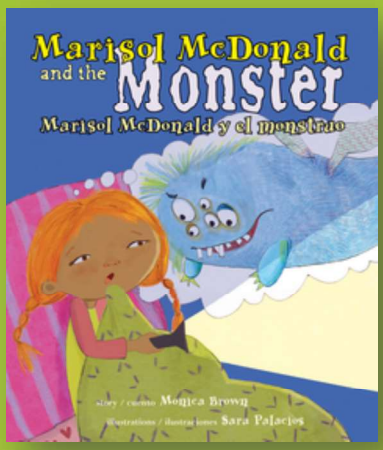
TEACHER'S GUIDE



LEE & LOW BOOKS

Marisol McDonald and the Monster/Marisol McDonald y el monstruo

written by Monica Brown
illustrated by Sara Palacios

About the Book

Genre: Fiction

*Reading Level: Grade 2–3

Interest Level: Grades K–3

Guided Reading: M

Lexile™: AD710L

Accelerated Reader® Level/Points: N/A

* Reading level based on the Spache Readability Formula

Themes: Individuality/Non-conformity, Identity/Self-Esteem, Self-Expression, Nighttime Fears and Monsters, Family, Childhood Experiences, Conflict Resolution, Courage, Imagination, Overcoming Obstacles, Persistence, Realistic Fiction, Home, Multiracial Interest, Hispanic/Latino Interest

SYNOPSIS

Marisol McDonald likes being mismatched and marvelous. And she loves eating foods and writing words that begin with the letter *m*—except the word *monster*. Monsters are scary, with big eyes, wild fur, pointy claws, and sharp teeth. Don't they?

One night, when Marisol hears loud bumps under her bed, she is immediately convinced that a monster is making the noise. Checking under the bed does not reveal a monster, but night after night, the bumps continue. Marisol is scared, even though she knows that monsters aren't really real. Can Marisol find a way to face her fear of the nighttime monster lurking in her room?

When the bumps become especially loud one night, Marisol bravely leads the charge downstairs to find the cause. Turns out the monster making noise under Marisol's bed does have eyes and fur and teeth, but it isn't scary at all. It's her dog, Kitty, playing ball against the kitchen wall.

Monica Brown and Sara Palacios come together again to bring another Marisol McDonald adventure to life. With her irrepressible spirit, endearing individuality, and unique problem-solving skills, Peruvian-Scottish-American Marisol learns to face her fears in this empowering story of harnessing the imagination and conquering nighttime fears.

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.

BACKGROUND

From the Author's Note: My bold, magical Marisol McDonald is a character born of two cultures who isn't afraid to be herself. Whether it's through her colorful artwork, her unconventional sense of fashion (Who wants to match? Not Marisol!), or her unique way of solving problems, Marisol has an imagination that is big and great and wild. This is a wonderful thing—most of the time. The mind is powerful at any age, and even older children can still be afraid of the dark or what is represents. When Marisol starts hearing loud bumps in the middle of the night, she imagines a monster, which is her way of naming her fear. With the support of her loving family, Marisol learns to face this fear and transform it in true, one-of-a-kind Marisol McDonald fashion. This book is for anyone—babies, kids, adults (including you and me!)—who has ever been afraid of anything. –*Monica Brown*

Additional titles from the Marisol McDonald series:

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 MacDonald/Marisol McDonald y la fiesta sin igual written by Monica Brown, illustrated by Sara Palacios
https://www.leeandlow.com/books/2834

The **Marisol McDonald series collection** is available here: https://www.leeandlow.com/collections/230

Additional titles to teach about overcoming fears and obstacles:

The Happiest Tree written by Uma Krishnaswami, illustrated by Ruth Jeyaveeran
https://www.leeandlow.com/books/2401

A House by the River written by William Miller, illustrated by Ying-Hwa Hu and Cornelius Van Wright
https://www.leeandlow.com/books/2932

Allie's Basketball Dream written by Barbara E. Barber, illustrated by Darryl Ligasan
https://www.leeandlow.com/books/2351

The Closet Ghosts written by Uma Krishnaswami, illustrated by Shiraaz Bhabha
https://www.leeandlow.com/books/2781

Get Set! Swim! written by Jeannine Atkins, illustrated by Hector Viveros Lee
https://www.leeandlow.com/books/2507

Baby Flo: Florence Mills Lights Up the Stage written by Alan Schroeder, illustrated by Cornelius Van Wright, Ying-Hwa-Hu
https://www.leeandlow.com/books/2767

Ghosts for Breakfast written by Todd Terasaki, illustrated by Shelly Shinjo
https://www.leeandlow.com/books/2396

Prietita and the Ghost Woman/Prietita y la llorona written by Gloria Anzaldúa, illustrated by Maya Christina Gonzalez
https://www.leeandlow.com/books/2858

When This World Was New written by D. H. Figueredo, illustrated by Enrique O. Sanchez
https://www.leeandlow.com/books/2474

Home at Last written by Susan Middleton Elya, illustrated by Felipe Davalos
https://www.leeandlow.com/books/2405

Moony Luna/Luna, Lunita Lunera written Jorge Argueta, illustrated by Elizabeth Gómez
https://www.leeandlow.com/books/2850

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.



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

mangoes, melocotones, miel, maestro, mustard, guard dog, magic, monkey, mami, maíz, magnífico, monkey bars, monster, empanadas, amor, yarn, Perú, mano, Abuelita, por favor, mi casa

Academic

mismatched, marvelous, especially, favorite, swing, scary/scared, wild, pointy, sharp, believe, imagine, one of a kind, different, unique, colorful, sew, suddenly, except, decorate, tiptoe, pushing, guard, sleeping, tired, frown, wide-awake, company, claws, asleep, math, of course

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, 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 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 does it feel like to be afraid or scared? How do people act or what do they do when they are afraid? What types of things might someone be afraid of?
3. Share a time you were afraid of something and how you overcame your fear. What were you afraid of? Who helped you? What advice can you share to help other people overcome their fears and stop being afraid?
4. What does the word *imagination* mean? What are some ways people use their imaginations? Why do you think people like to use their imaginations?
5. Make a prediction: Do you think Marisol is going to meet a monster in the story? Why or why not? Where and when might someone find a monster? How would you feel if you found or met a monster?
6. 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, *Marisol McDonald and the Monster/Marisol McDonald y el monstruo*, 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, author's note, Spanish and English glossaries, and author's and illustrator's bios.

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.

Setting a Purpose for Reading

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

Have students read to find out:

- what or who Marisol's monster is
- how Marisol overcomes her fear
- what Marisol and readers learn about conquering fear

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 and English words in the Spanish 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 and 3)
(Language Standards, Vocabulary Acquisition & Use, Strand 4)

1. From whose point of view or perspective is the story told?
2. Identify all the words in the story that begin with the letter *m*.
3. Marisol likes to drink milk with *miel*. What is *miel*? What strategy did you use to determine the meaning of *miel*?
4. Who is Marisol's favorite teacher? What are Marisol's favorite subjects in school?
5. What word does Marisol not like that begins with the letter *m*?
6. What does Marisol imagine when she thinks of monsters?
7. What does Marisol think is causing the loud bumps she hears at night?
8. Why does Marisol want Kitty to sleep in her room? How does Marisol think Kitty will help her?
9. Do Marisol's brothers and parents share the same fear of monsters as Marisol?
10. Who helps Marisol fall asleep night after night when she hears the loud bumps?
11. What is Marisol's favorite dinner? What shape does Marisol make her dinner into?
12. What does Marisol ask her mother about monsters?
13. Why don't Marisol's brothers want to talk to her about monsters?
14. Does Marisol think monsters are real? What makes them feel real to her?
15. How does Marisol use her imagination to make her own monster? What does she name her monster? Describe what Marisol's monster looks like.
16. Compare and contrast the scary monster Marisol imagines to the monster she creates. How are they similar? How are they different?
17. Why are Marisol's parents and brothers already in her room when she calls for them in the middle of the night?
18. What or who is causing the loud bumps that Marisol and her family hear?

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. What kind of person is Marisol? How would you describe her? Think about what she says and what she does. Think about how she dresses, her artwork, her bedroom, and her monster, Melody. Look for clues from both the author and the illustrator.
2. Why do you think Marisol's brothers and parents are not afraid of monsters at the beginning of the story?
3. What reasons might Marisol's parents have for not letting Kitty sleep in Marisol's room at the beginning of the story?

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.



"Marisol is a confident, bicultural girl. . . . Marvelously mismatched Marisol McDonald brings her unique perspective to the exploration of the universal topic of fear."
–Kirkus Reviews

"Her anxieties about the unknown are relatable, and Palacios's cozy mixed-media images never let things get too scary for readers with their own insecurities regarding *los monstruos*."
–Publishers Weekly

"Marisol McDonald is back and is as magical, mismatched, and marvelous as ever. . . . Young readers will be inspired to talk about their fears and face them head-on with confidence and creativity. VERDICT: A must-have for all collections."
–School Library Journal

4. Do Marisol's brothers and parents believe her about a monster under her bed? Why or why not?
5. How do you think Marisol and her family feel when they discover who is making the bumps at night?
6. Why do you think Marisol's "monster" only makes noise at night?
7. Why do you think Kitty is making noise late at night? What do you think Kitty wants?
8. What does Marisol mean when she says "the monster making noise under my bed does have eyes and fur and teeth, but he isn't scary"? How does Kitty fit Marisol's description of what a monster looks like? If Kitty fits the description of Marisol's imaginary monster, is Kitty a monster? Why or why not?
9. Do you agree or disagree (and why) with this statement: Does a monster live under Marisol's bed in this story?
10. How does Marisol name her fear in this story? Is Marisol really afraid of monsters? (Hint: Read the Author's Note)
11. Re-read the question Marisol asks her mother about monsters' *mamis*. What answer would you give to Marisol? Why?
12. How does Marisol use her imagination to overcome and transform her fear?
13. Why does Marisol decide to imagine and create her own monster? How does this help her?
14. Why do you think Marisol wants her monster to be "unique, different, and one of a kind"?
15. Does Marisol create her monster to look like herself? Why do you think so?
16. In a Venn diagram, compare and contrast Marisol and her monster, Melody. How are they similar? How are they different?
17. Do you think Marisol is still afraid of monsters by the end of the story? Why or why not?
18. Why does Kitty get to sleep in Marisol's bedroom at the end of the story?
19. If Kitty was allowed to sleep in Marisol's bedroom from the beginning of the story, would Marisol have learned to face her fears? Why or why not?
20. What do you think Marisol means when she says that people who think purple polka dots and green stripes don't match are probably the same people who think monsters have to be mean or scary? What is she saying about people who think purple polka dots and green stripes don't match?
21. Why do you think Marisol wants her monster, Melody, to live under her bed? How is this different from any monster living under Marisol's bed?
22. How is Marisol's imagination the cause of her fear and also the solution?
23. Do you think older children and adults can also be afraid? Why or why not?

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.

24. What is the overall main idea, or message, of the story? What do you think the author wants readers to learn from Marisol's story? What strategies does Marisol use in facing her own fears that readers can use in facing theirs?
25. 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, Monica Brown, chooses to do this?
26. How might the story be different if it was narrated by Marisol's brothers? What makes you think so?
27. The next time Marisol hears a noise at night, what do you think she will do, feel, and/or think? Will she be afraid? Why or why not?
28. Based on what you know about Marisol, what other *m* words might she like? What other *m* words might she dislike? Why?
29. Marisol tries to conquer her fear of monsters by creating one of which she is not afraid. Do you think this is a good strategy for facing your fears? What other ways might someone try something like this?
30. If you have read other books in the Marisol McDonald series, how does this book show Marisol loves to be mismatched and unique? How does she change from the two other books, *Marisol McDonald Doesn't Match* and *Marisol McDonald and the Clash Bash*?

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. Marisol is afraid of monsters. Have you ever been afraid of something? Of what were/are you afraid? How did/do you feel? How did/do you cope with or overcome your fear? Who helped you? Write some notes about your fears and solutions in your journals.
2. Marisol uses her imagination to conquer her fear of monsters. How do you use your imagination to help you when you are feeling scared, worried, or sad? Describe a time you used your imagination to overcome a fear. What did you imagine? How did it help you?
3. Instead of being afraid of monsters, Marisol decides to take control of her fear and transform it into something positive by making her own friendly monster. Do you think it is important to face your fears? Do you think it is brave? Why or why not?
4. Marisol thinks that a monster under her bed is the cause of the loud bumps she hears at night. Have you ever let your imagination get carried away? Has your imagination ever played tricks on you?
5. Marisol's parents stay with her to help her fall asleep when she is scared. How should we react when someone is scared or afraid? How can we help them? Who is someone in your life who helps or supports you when you're feeling anxious or scared? How does this person make you feel better?
6. When Marisol and her family investigate the source of the bumps, she brings Melody with her so Melody won't be scared being alone. If monsters were real, do you think they would sometimes feel afraid or scared too? Why or why not? If so, of what might they be afraid?

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.

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 a time that they faced and overcame a fear.
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.

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 1–3 and Presentation of Knowledge & Ideas, Strand 4–6)

1. Marisol's ancestors come from Scotland and Peru. Have students find these two countries on a globe or world map. Then provide students with a T-chart and ask them to list important facts and information about each country: location, geography, capital, size, climate, population, language, and so on. Have students compare and contrast each country. How are these countries similar and different?

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.

2. Ask students to research their cultural heritages and identify the countries from which their ancestors came. Have each student select one country from her or his heritage and research the country's location, geography, capital, size, climate, population, and language. Using this research, have each student create an informational poster about the country that includes maps, pictures, diagrams, and other nonfiction text features. Have students present their posters to the class and give a talk about their heritages and selected countries.

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, Key Ideas and Details, Strands 2–3, Craft and Structure, Strand 6, and Integration of Knowledge & Ideas, Strands 7–9)

1. Marisol likes words that begin with the letter *m*. Have students create and illustrate an alliteration wordbook using all the *m* words in the story. Then have students brainstorm words—adjectives, nouns, and verbs—that begin with the first letter of their own first names, and use these words to create and illustrate an alliteration wordbook.

2. Have students write acrostic poems using all the letters in their first or last names. Encourage students to use words (adjectives and verbs) they would use to describe themselves. Ask for volunteers to present their poems to the class.

3. Encourage students to work in small groups to write friendly letters to Marisol with another suggestion of an *m* word she might like, and explain why. Students may brainstorm a list of *m* words before they begin writing their letters. Students should use knowledge they have about Marisol's preferences and personality based on *Marisol McDonald and the Monster* and/or another Marisol McDonald book.

4. Marisol creates her own monster named Melody. Ask students to write a descriptive essay describing the types of monsters they would create and why. What does your monster look and sound like? What interests does your monster have? Where does your monster live? What does your monster eat? What does your monster like to do for fun? Students may include a sketch or drawing to accompany their compositions.

5. Encourage students to imagine that monsters, like Marisol's monster, Melody, or the monsters they created for activity 4, are real. Ask students to think about what monsters would be scared of and write journal entries from their monster's perspective. Of what is your monster afraid? Why? How is your monster going to face its fear?

6. Ask students to imagine they are Marisol and that no one believes she is hearing a monster or has one under her bed. Have students write a journal entry from Marisol's perspective about what she thinks the bumping noises could be. What is Marisol thinking? How does Marisol feel about other people's reactions to her fear? What does Marisol plan to do about the bumps in the night?

7. Have students read *Marisol McDonald Doesn't Match/Marsiol McDonald no combina* (https://www.leeandlow.com/books/2769) and *Marisol McDonald and the Clash Bash/Marisol McDonald y la fiesta sin igual* (https://www.leeandlow.com/books/2834). As students reflect upon each story, ask them to compare and contrast what each book teaches about individuality and problem solving. What is the central idea of each book? How does each book compare to *Marisol McDonald and the Monster/Marisol McDonald y el monstruo*? Check out "How to Compare and Contrast With the Common Core in Second Grade" (http://blog.leeandlow.com/2014/01/20/how-to-compare-and-contrast-with-the-common-core-in-second-grade/) for more ideas.

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.



8. Encourage students to read the full Marisol McDonald series (https://www.leeandlow.com/collections/230) and propose what should be the next adventure Marisol has. Students can write a letter to author Monica Brown outlining their storyline and why it should be the next Marisol adventure.
9. If Kitty were able to write a letter instead of just push a ball against a wall, what would Kitty want to express to Marisol? How does Kitty feel throughout the story? What does Kitty want or need? Have students imagine they are Kitty and write a letter to Marisol.
10. Ask students to imagine that they are going to interview author Monica Brown and illustrator Sara Palacios. Have students write a list of interview questions they would like to ask. What thoughts and questions about the story, themes, or inspiration for writing or illustrating *Marisol McDonald and the Monster/Marisol McDonald y el monstruo* do you have? What do students want to know about the author's writing process? About the illustrating process?

Art/Media

(Reading Standards, Integration of Knowledge & Ideas, Strand 7) (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. Marisol McDonald has many characteristics that make her unique. Have students draw their own self-portraits depicting the characteristics that make them unique. Encourage students to think about what they like about themselves, the way they feel, and their favorite colors, clothes, accessories, and hobbies. Then have students write reflective essays about their self-portraits.
2. Provide students with colored markers, pencils, and other decorating materials. Ask them to write and design their names in the center of a blank piece of paper. Then have students use the remainder of the blank space to create a mixed media collage (photos, paper, paint, and other items) that depicts their likes, hobbies, and interests. Have students present and explain their creations in small groups.
3. Have students create and draw their own mismatches with the "Making Matches!" (www.crayola.com/lesson-plans/making-matches-lesson-plan/) activity from Crayola®.
4. Marisol uses her imagination to conquer her fear and creates her own idea of a monster. Have students fold a large piece of paper in half. On one side, ask students to draw a picture of something of which they are afraid, and on the other side ask them to use their imaginations and creativity to transform this fear into something of which they are not afraid.
5. Ask students to use English Language Arts activity 4 to draw and design a picture of the monster they described in their essay. Encourage students to use markers, crayons, stickers, decorating material, and other mixed media.
6. Provide students with paper plates, popsicle sticks, and decorating materials. Have students use their imaginations or their descriptions from English Language Arts activity 4 to create a monster mask.
7. Give each student a 4" x 4" square of cardstock. Have each student draw something that represents his or her family, culture, or heritage on the square. Have students present their squares to the class, explaining how their creations represent their family, culture, or heritage. Punch holes around each square and use string to link each students' square together to create a classroom heritage quilt.
8. Encourage students to explore the Marisol McDonald Activity Kit (https://www.leeandlow.com:uploads:loaded_document:49:MarisolActivityKit.pdf) created by Leigh Courtney and provided by Monica Brown for more fun and engaging activities.

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.

Home-School Connection

(Reading Standards, Range of Reading & Level of Text Complexity, Strand 10)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3, and Presentation of Knowledge and Ideas, Strands 4 and 6)
(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strand 7)

1. Encourage students to try a simple empanada recipe (www.foodnetwork.com/recipes/empanadas-recipe2.html) at home with their families. If students are not able to make empanadas at home, suggest that they search their local grocery store for empanadas. If possible, ask for a volunteer to bring in an empanada sample or family recipe to share. A parent volunteer may even be willing to model how to make empanadas in class. Have students reflect upon their experience and compare and contrast empanadas to other foods they eat at home. How are empanadas different from or similar to dishes they typically make and eat? What was challenging about the recipe? What made the empanadas tasty? Ask students to share their experiences in class.
2. Have students bring in and share a recipe that is special to their families. For what occasion do they make this dish? What is the story or history behind the dish? Does the dish have any special cultural, religious, or holiday significance? Is it a dish they make often? Have students write and illustrate their recipes' ingredients and steps. Include each student's recipe in a class cookbook and make copies of the book for students to take home. If time and resources allow, have a classroom potluck.
3. Have students ask questions of a parent, caregiver, or adult mentor about facing their fears. When they were younger, what was the person afraid of? How did this person overcome this fear? What advice does this person have for the student in facing any fear he or she has? Encourage students to write down the answers to the interview questions and allow volunteers to share the information in class. As a group, discuss what students learned about grownups and their fears.
4. Ask students to interview a family member about her or his cultural heritage. From what country did the person's family come? When did the person's ancestors first arrive in the United States? How did they travel to the United States? Why did they come to the United States? Where did they settle and what was life like once they were settled? Have students bring in one or two items (clothing, recipe, photo, postcard, etc.) for a classroom cultural share. For additional activity and lesson ideas, check out the Family Ties and Fabric Tales (www.tolerance.org/supplement/family-ties-and-fabric-tales-elementary-grades) lesson plan from Teaching Tolerance.

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.

ABOUT THE AUTHOR

Monica Brown, is the author of many award-winning bilingual books for children, including *Maya's Blanket/La manta de Maya*, praised for its "message of resourcefulness, imagination, and appreciation for family traditions" in a starred review from *School Library Journal*. The character of Marisol is inspired by Brown's own mixed racial and religious heritage, and by her desire to bring diverse stories to children. 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

Sara Palacios is the illustrator of the Marisol McDonald picture books. She created the beloved visual image of Marisol for the first book in the series, *Marisol McDonald Doesn't Match/Marisol McDonald no combina*, for which she won a Pura Belpré Illustrator Award Honor. Palacios notes that Marisol, with her unique personality, is one of the most interesting characters she has worked with. Palacios divides her time between Mexico City and San Francisco, California. You can find her online at sarapalaciosillustrations.com.

Awards and honors for *Marisol McDonald and the Monster/Marisol McDonald y el monstruo* include:

Junior Library Guild Selection

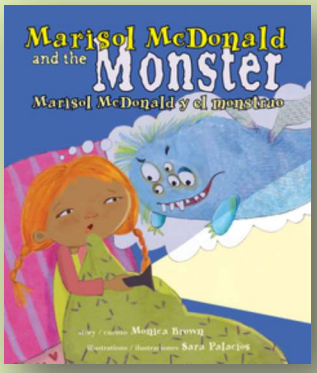
ABOUT LEE & LOW BOOKS

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/2926 (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 *Marisol McDonald and the Monster/Marisol McDonald y el monstruo*



$18.95, HARDCOVER
978-0-89239-326-8
40 pages, 8-1/4 X 9-3/4
*Reading Level: Grades 2–3
*Reading level based on the Spache Readability Formula
Interest Level: Grades K–3
English Guided Reading Level: M
Lexile™: AD710L

THEMES: Individuality/Non-conformity, Identity/Self-Esteem, Self-Expression, Nighttime Fears and Monsters, Family, Childhood Experiences, Conflict Resolution, Courage, Imagination, Overcoming Obstacles, Persistence, Realistic Fiction, Home, Multiracial Children, Latino Interest

RESOURCES ON THE WEB:

Learn more about ***Marisol McDonald and the Monster*** at: https://www.leeandlow.com/books/2926

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

Teacher's Guide copyright © 2016 LEE & LOW BOOKS. All rights reserved. Permission is granted to share and adapt for personal and educational use. For questions, comments, and/or more information, please contact us at general@leeandlow.com. Visit us online at leeandlow.com.