

TEACHER'S GUIDE



LEE & LOW BOOKS

Family Poems for Every Day of the Week/Poemas familiares para cada día de la semana

written by *Francisco X. Alarcón*

illustrated by *Maya Christina Gonzalez*

About the Book

Genre: Poetry, Biography/Memoir

*Reading Level: Grade 2

Interest Level: Grades PreK–4

Guided Reading Level: N/A

Accelerated Reader® Level/Points: N/A

Lexile™ Measure: N/A

*Reading level based on the Spache Readability Formula

Themes: Days of the Week, Origins of the Names of the Days, Childhood Experiences and Memories, Family, Home, Community, Planets, Poetry, Latino/Hispanic Interest

SYNOPSIS

the first day

of the week is

dedicated to the Sun—

with family around

it's always sunny

on Sunday

el primer día

de la semana fue

dedicado al Sol—

con familia alrededor

siempre hace sol

el domingo

So begins this bilingual collection of poems that take us through the week day by day. Children spend Sunday visiting their grandparents, play with school friends on Monday, daydream on Tuesday, eat popcorn at the local market on Wednesday, and more, until we arrive at Saturday, when they get to play nonstop all day. Along the way, we also learn how the names of the seven days came to be.

Based on the childhood experiences of the late acclaimed poet Francisco X. Alarcón and his family, this festive, celebratory collection of poems highlights the daily life of children while also honoring the experiences of the poet's Latino family in the United States. With her vibrant illustrations, illustrator Maya Christina Gonzalez has created a loving tribute to childhood, to family, and to Francisco Alarcón.* This festive collection is sure to engage all families—*todas las familias*—every day of the week.

*Francisco X. Alarcón passed away in January 2016.



BACKGROUND

From the Author's Note:

These bilingual poems reflect the multicultural life experiences of many Latino children in the United States today. They also celebrate the seven days of the week, a rich heritage shared by most regions of the world.

The seven-day week was first used by the ancient peoples of Mesopotamia, who named the days after their gods associated with the Sun, Moon, and planets Mars, Mercury, Jupiter, Venus, and Saturn. Centuries later, the Romans adopted the seven-day week and changed the names to line up with their own system of gods and planets.

Spanish evolved from Latin, so its day names are connected to the ones used by the Romans. *Sábado* (Saturday) can be traced back through Latin to the Hebrew *shabát* (Sabbath), Judaism's day of rest and worship. *Domingo* (Sunday) comes from the Latin *dominicus*, which means "of the Lord" and reflects the Christian holy day. *Lunes* (Monday) comes from *luna*, the Latin word for "moon." The other four days are named after Roman gods connected to planets. *Martes* (Tuesday) recalls Mars, god of war. *Miércoles* (Wednesday) celebrates Mercury, messenger of the gods. *Jueves* (Thursday) is in honor of Jupiter, king of the gods. *Viernes* (Friday) commemorates Venus, goddess of love and beauty.

English descends from languages spoken by ancient Germanic tribes. When they came into contact with Romans, these tribes translated the day names to match their own gods. Sunday and Monday simply mean "Sun's Day" and "Moon's Day." The other days are named after gods who survive in Norse myths. Tuesday (Tyr's Day) is named after Tyr, the equivalent of Mars. Wednesday (Woden's Day) honors the god Woden (also known as Odin) and corresponds to Mercury. Thursday (Thor's Day) is named after Thor, a thunder god like Jupiter. Friday (Frigg's Day) is named in honor of the goddess Frigg, who corresponds to Venus. Saturday is the odd leftover, which seems to keep the name of the Roman god Saturn.

Poetic License: Explain to students that Francisco X. Alarcón uses what is called "poetic license" in his work. His poems have very little punctuation and few capital letters. Poets sometimes use language in unusual ways or depart from conventional rules or forms to create certain effects when you read their work.

Additional titles to teach about poetry:

Water Rolls, Water Rises written by Pat Mora, illustrated by Meilo So

<https://www.leeandlow.com/books/water-rolls-water-rises-el-agua-rueda-el-agua-sube>

Poems in the Attic written by Nikki Grimes, illustrated by Elizabeth Zunon

<https://www.leeandlow.com/books/poems-in-the-attic>

Poems to Dream Together written by Francisco Alarcón, illustrated by Paula Barragán

<https://www.leeandlow.com/books/poems-to-dream-together-poemas-para-sonar-juntos>

Cool Melons— Turn to Frogs! The Life and Poems of Issa written by Matthew Gollub, illustrated by Kazuko G. Stone

<https://www.leeandlow.com/books/cool-melons-turn-to-frogs-the-life-and-poems-of-issa>

Amazing Faces written by Lee Bennett Hopkins, illustrated by Chris Soentpiet

<https://www.leeandlow.com/books/amazing-faces>

Amazing Places written by Lee Bennett Hopkins, illustrated by Christy Hale, Chris Soentpiet

<https://www.leeandlow.com/books/amazing-places>

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

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



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.

Content Specific

Sunday (Domingo), Mexico, Monday (Lunes), sea urchin, oyster, porcupine, dragon, Tuesday (Martes), Mars, punctuation, Mardi Gras, Fat Tuesday, Wednesday (Miercoles), trade, Mercury, Roman, tortoise, hare, Thursday (Jueves), Jupiter, Thor, Thanksgiving, Alcatraz Island, Indigenous People's Sunrise Gathering, chopsticks, Chinese food, Friday (Viernes), Venus, Frigg, Valentine's Day, caterpillars, butterflies, auto service, Saturday (Sabado), Saturn, hummingbird, Garden of Eden

Academic

joyful, swift, balmy, fuzz, bright, sleepy, blazing, roar, douse, friendly, wild, amid, freshly, roasted, midway, pace, mighty, cheerful, playful, nonstop, thrilled, assemble, recalling, unique, worthy

Note: In addition to the Spanish version of the story, there are a few Spanish words in the English text. If an English translation does not immediately follow of a Spanish word, use this as an opportunity for students to practice strategies around using context clues to determine the meaning of each word.

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 knowledge and promote anticipation by posing questions such as the following:

1. Take a look at the front and back covers. Take a picture walk. Do you think this book will be fiction or nonfiction? What makes you think so? What clues do you see in the pictures and poems that support your claim?
2. What are the days of the week? What is the first day of the week?
3. What is your favorite day of the week? Why? What is your least favorite day of the week? Why?
4. What kinds of things do you like to do with your family? Are there special times or days of the week when you do things together? What are they?
5. What are some things you like to do with your friends? Are there any special days when you do some things? What are they?
6. What do you know about our solar system? Can you name some of the objects in our solar system? What are they?
7. 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 to make a prediction. What do you think the title *Family Poems for Every Day of the Week/Poemas familiares para cada día de la semana* means? Then ask students 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, dedication, illustrator's note, acknowledgements, title page, author's note, illustrations, English and Spanish text throughout, and reference sources.



Setting a Purpose for Reading

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

Have students read to find out:

- how the days of the week were named
- how the names of the days of the week are related to the sun, moon, and planets
- what the poet and his family like to do and how they feel on each day of the week

Encourage students to consider why the author, Francisco X. Alarcón, would want to share these poems with young people. Have students consider why he wrote the poems in both Spanish and English.

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 are the poems written?
2. What are the days of the week in Spanish? What are they in English?
3. According to the poems “Domingo/Sunday,” to what part of the solar system is Sunday dedicated?
4. Why is it “always sunny on Sunday”?
5. In the poems “Día familiar/Family Day,” how are Sundays spent?
6. What day of the week is named after the moon?
7. Why does the narrator (Francisco) wish Monday would turn back into Sunday?
8. How is the narrator like a porcupine and a dragon on Monday?
9. What makes the narrator happy on Monday?
10. What part of the solar system does Tuesday honor?
11. How does the narrator react when he meets someone new?
12. In the poems “En otro lugar/Somewhere Else,” how does the narrator feel?
13. What is Mardi Gras? What is Fat Tuesday? What would the narrator like to do on Mardi Gras?
14. Why does Grandma say “we are never really alone”?
15. According to the poems “Miércoles/Wednesday,” who is Wednesday named after?
16. In the poems “Deleite del miércoles/Wednesday Treat,” what is the treat the narrator and his family enjoy?
17. Why is Wednesday the worst day of the week?
18. Why is time tricky?
19. After what part of the solar system is Thursday named?
20. What does the narrator celebrate instead of Thanksgiving? Why?
21. In the poems “La mejor cena/Best dinner,” what is the best dinner? Why is it the best dinner?
22. How does everyone feel on Friday? What goddess makes this happen?
23. What do the narrator and his brothers do after school on Fridays?
24. What part of the solar system is related to Saturday?
25. What does the narrator wish people would celebrate on Saturday?
26. In the poems “Mi día favorito/My Kind of Day,” why does the narrator like Saturdays?
27. To what does the narrator compare the days of the week in the last poem(s) in the book?



“Equating the distinct characteristics of each day with the uniqueness of each family member, the poems embrace the strength of individuality while recognizing the power of the whole.”—*Kirkus Reviews*

Sunday and Monday simply mean “Sun’s Day” and “Moon’s Day.”

Lunes (Monday) comes from *luna*, the Latin word for “moon.” The other four days are named after Roman gods connected to planets.

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1–3, Craft & Structure, Strands 4–6, and Integration of Knowledge & Ideas, Strand 7)
(Language Standards, Vocabulary Acquisition & Use, Strand 4–5)

- Why do you think the Romans named the days after their gods, goddesses, and the planets? How do the names of the days honor the gods, goddesses, and planets?
- What connections do you see between the Spanish day names and their origins? How do the names reflect their origins?
- Why do you think the Germanic tribes changed the Roman day names?
- What connections do you see between the English day names and their origins? How do the names reflect their origins?
- Why does the author compare the dog to “a swift bowling ball” in the poems “Juguetón en domingo/Playful on Sunday”? What image does this comparison convey?
- What do you think the phrase “balmy/ ball of fuzz” means?
- In the poems “Día familiar/Family Day,” what does the narrator mean when he says his Grandpa’s face “shines with a smile/ bright like the Sun”?
- In the poems “Lunes/Monday” what do you think the phrase “daydreaming on the Moon” means? How does this relate to or describe how the narrator feels on Mondays?
- In the poems “El lunes me siento como un dragón/ On Monday I Feel Like a Dragon,” what image does the phrase “my hair stands out/ like a sea urchin” convey?
- Why does the narrator compare sleepy eyes to shut oysters?
- Why does the narrator use a porcupine and a dragon to describe how he feels on Monday? What images do these animals bring to mind?
- In the poems “Martes/Tuesday,” why does the narrator compare his skin color to Mars? How does this comparison convey how he feels?
- In the poems “En otro lugar/Somewhere Else,” what does the phrase “like a tiny punctuation dot/ alone amid so much dark” mean? What is the narrator comparing to a punctuation dot? How does this describe how he feels when he looks up at the night sky?
- In the poems “Escucha/Listen,” what does Grandma mean when she says “the wind/ the stars/ the sea/ never stop/ speaking to/ each of us”?
- How does the narrator feel about Mardi Gras? Why do you think he wishes all Tuesdays were like Carnival Tuesday?
- In the poems “Miércoles/Wednesday,” what does the narrator imply is the reason market days take place on Wednesday?
- In the poems “El tiempo es vacilón/Time is Very Tricky,” how does the narrator convey the passage



of time? Why does he compare time to a hare and a tortoise?

18. Why do you think the narrator feels big and mighty on Thursday?
19. Why do you think the narrator celebrates the Indigenous People's Sunrise Gathering instead of Thanksgiving Day? What/who does this gathering honor?
20. In the poems "Viernes/Friday," why do you think everyone feels very friendly on Friday? How does Valentine's Day tie into this?
21. What do caterpillars turning into butterflies symbolize in the poems "Viernes feliz/Happy Friday"?
22. In the poems "Sábado/Saturday," how does the author compare Saturday to the planet Saturn?
23. For the poems "Día de los Niños/Children's Day," how do you think the world would change if every Saturday was celebrated as "Children's Day"?
24. In the poems "Mi día favorito/My Kind of Day," what do you think the narrator means by saying "the blue of the sky/ seems a lot bluer/ on Saturday"?
25. How is each day of the week part of "one big family," as expressed in the last poem(s) in the book?
26. What are some common themes shared across some or all of the day-of-the-week poems in the book?

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, 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. Do you have special things you have to do on each day of the week? What are they?
2. Do you think it is important to think about how you spend your time each day and each week? Why or why not?
3. If you could celebrate one of the weekdays as described in the poems, what day would it be? Why?
4. If you could plan a perfect week, what would it look like? What would you do each day? How would you spend your time? With whom would you spend your time? Why?
5. Which poems in the book do you like best? Why do they appeal to you? How does the way the narrator (Francisco X. Alarcón) describes and spends the days of the week compare with your experiences? How are they similar? How are they different?
6. Which illustrations do you like best? Why? How do they help you understand the poems?

ELL/ESL Teaching Activities

*(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 story 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 story. 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 story 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 their favorite and least favorite days of the week and why, or how they spend the days of the week.
5. The poems contain 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: 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

English Language Arts

(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 1–3, Craft and Structure, Strands 4 and 6, and Integration of Knowledge & Ideas, Strands 7–9)

1. Have students write a persuasive essay about the days of the week. Ask them to imagine that they have the opportunity to either repeat or remove one day of the week, and to write a persuasive essay supporting their decision. Encourage students to support their arguments with examples and stories.
2. Using a notebook or online journal, have students record and describe what they do each day of the week for at least two weeks. Encourage students to record what they do and experience each day, and to reflect on how they feel. How did you spend your time today? What positive things did you do, see, or hear? Who did you see? With whom did you spend your time? What do you like or dislike about this day?
3. Introduce or review similes and metaphors with students.
 - Explain that similes are comparisons of unlike things that are characterized by the words *like* or *as*. Give as an example the simile in the poem “Juguetón en domingo/Playful on Sunday.” Point out that the doggie is being compared to a bowling ball because they are both round.
 - Explain that metaphors are also comparisons, but without the use of the words *like* or *as*. Give as an example this metaphor from “El lunes me siento como un dragón/On Monday I Feel Like a Dragon”—*I’m a wild porcupine*. Explain that the narrator is comparing himself to a porcupine because he feels prickly and is in a bad mood.
 - Help students find other examples of similes and metaphors in the poems. Then have them create a three-column chart, recording all of the similes and metaphors in one column, what the author is comparing in the second column, and the analysis of the simile or metaphor in the third column. Then encourage students to write their own comparisons using similes and metaphors about each day of the week.
4. Ask students to write their own poems for each day of the week. Have students think about what they enjoy and like to do each day, and encourage them use their journal reflections from English Language Arts/Writing activity 2 as a reference. What makes each day special? What do students look forward to? How do you like to spend your time? Who do you spend your time with each day?
5. Ask students to imagine that they are going to rename the days of the week. What would you name each day of the week and why? What does the name represent about the day of the week to you?



6. Have students read *Poems in the Attic* (<https://www.leeandlow.com/books/2838>) and *Poems to Dream Together/Poemas para soñar juntos* (<https://www.leeandlow.com/books/2405>). As students reflect on the poems in each book, ask them to compare and contrast what each book teaches about family and childhood experiences. What is the central idea of each collection of poems? How does each book compare to *Family Poems for Every Day of the Week/Poemas familiares para cada día de la semana*?
7. Ask students to imagine that they are going to interview the illustrator Maya Christina Gonzalez. Have students write a list of interview questions they would like to ask her. What thoughts and questions about the story, themes, or inspiration for illustrating *Family Poems for Every Day of the Week/Poemas familiares para cada día de la semana* do they have? What do students want to know about the process of creating the illustrations for Francisco X. Alarcón's last book? How was this project special or unique for her?

Social Studies/Geography

(Reading Standards, Integration of Knowledge & Ideas, Strand 7)
 (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)

Have students list the names of the Roman gods and goddesses, along with their corresponding gods and goddesses from Norse mythology, as mentioned in the introduction of the book. Then assign pairs or small groups of students different gods or goddesses to research. Have them present their findings in a visual poster presentation. Who are the god and goddesses? What do they represent and for what are known? How are they celebrated or honored? Students should also include connections between the gods and goddesses and objects in the solar system.

Science/STEM

(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. On a diagram of the solar system, have students label the planets, sun, and moon and then identify the bodies that correspond to the names of the days of the week. Then ask students to research a planet, the sun, or the moon and present the information in a visual presentation to the class. Students should include information about each planet's size, climate, temperature, atmosphere, moons, and other identifying facts. Encourage students to use the Solar System Exploration website from NASA to research and compare the planets (<https://solarsystem.nasa.gov/planets/>).
2. Have students research a planet and design a travel brochure for future travelers planning to visit that planet with the Travel Agent lesson plan from NASA (https://www.nasa.gov/audience/foreducators/k-4/features/A_Travel_Agent.html).
3. Have students compare size and distance relationships among planets with the Solar System Scale & Size lesson plan from NASA (https://mars.nasa.gov/files/mep/Solar_System_Size_Beads_K-4_Lesson_08_2013.pdf).
4. Review the five senses with students—sight, touch, hearing, taste, smell. Point out that poems often evoke these senses either directly or indirectly. Create a chart like the one shown here, including an example for each sense. Have students look for other examples in the poems in this book, or in Alarcón's other books of poetry for children (available from Children's Book Press/ Lee & Low Books) (https://www.leeandlow.com/search?utf8=%E2%9C%93&searching_in=home&search_term=alarcon&commit=Go). See last page for the examples senses chart.



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, and Presentation of Knowledge and Ideas, Strands 4–5)

1. Using the information researched and shared with the class for Science activities 1 and 2, have students create a planet fact flipbook describing the planets in our solar system. Be sure to include a photo or illustration of each planet. Challenge: Encourage students to create a solar system model that depicts their relative sizes and distances from the sun.
2. Ask students to design and create a days-of-the-week booklet that incorporates the poems they wrote for English Language Arts/Writing activity 4. Encourage students to create a drawing or find photos or magazine clippings to illustrate and accompany their poems.
3. Ask students to create and design a family heritage poster using pictures, images, drawings, and maps to represent their family and cultural heritages. Have students include information about their parents or guardians, siblings, and grandparents, including where their family members/ancestors are from, the languages family members speak, the holidays they celebrate, and any special traditions their family observes. Let volunteers share and present their family heritage posters to the class.

Home-School Connection

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

1. Ask students to interview someone in their family about their favorite and least favorite day of the week. What is your favorite day of the week and why? How do you enjoy spending your time or what do you like to do on that particular day? What is your least favorite day of the week and why? What might you do to make your least favorite day better?

2. Have students interview someone in their family about their weekday schedule. Ask them to describe their day-to-day activities and what they do each day of the week. What makes each day unique or special? With whom do they enjoy spending time? How has the way they spend their days changed throughout the years? What advice do they have about how best to use your time?
3. Have students bring in and share something that they like to share with their families, such as a recipe, food, game, or hobby. How do you spend time with your family? What do you enjoy doing together? What makes this special or unique to you and your family? Do the things you do have any cultural or holiday significance? What day, or what time of year, do you do this activity together? Encourage students to share their special family traditions in small groups.



Sight	“maybe there is another kid/ looking right now at Mars” (from “En otro lugar/ Somewhere Else”)
Touch	“right now I would hug/ each and every one” (from “Una gran familia/One Big Family”)
Hearing	“we are never/ really alone/ whispers/ my grandma” (from “Escucha/Listen”)
Taste	“grown-ups/ eat and chat” (from “Día familiar/Family Day”)
Smell	“the smell of freshly/ roasted popcorn” (from “Deleite del miércoles/Wednesday Treat”)



ABOUT THE AUTHOR

Francisco Alarcón was a renowned Chicano poet and educator, and a three-time winner of the Pura Belpré Author Award Honor for his bilingual *Magical Cycle of the Seasons* series of poetry for children. His many other honors include the American Book Award, the Jane Addams Children's Book Award, the Chicano Literary Prize, and finalist for state poet laureate of California. Alarcón was also the author of several poetry collections for adults and textbooks for teaching Spanish. He passed away in early 2016.

ABOUT THE ILLUSTRATOR

Maya Christina Gonzalez is an acclaimed fine artist, educator, and children's book author and illustrator. She is known for her vivid imagery of strong women and girls. Gonzalez collaborated with Alarcón on five of his previous poetry collections and has honored his memory with the illustrations for this book. Her numerous children's books have earned recognition from the Pura Belpré Award, Américas Award, Notable Books for a Global Society, and International Latino Book Awards. She lives in San Francisco, [California.lives](http://california.lives) with her husband and their children in the San Francisco Bay Area.

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/family-poems-for-every-day-of-the-week> (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 Family Poems



\$18.95, HARDCOVER

978-0-89239-275-9

40 pages, 8-3/4 X 11

*Reading Level: Grade 2

*Reading level based on the Spache Readability Formula

Interest Level: Grades PreK–4

Guided Reading Level: N/A

Accelerated Reader® Level/Points: N/A

Lexile™ Measure: N/A

THEMES: Days of the Week, Origins of the Names of the Days, Childhood Experiences and Memories, Family, Home, Community, Planets, Poetry, Latino/Hispanic Interest

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/family-poems-for-every-day-of-the-week>

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