

The Coyote Under the Table/El coyote debajo de la mesa: Folktales told in Spanish and English

written by Joe Hayes
illustrated by Antonio Castro L.

About the Book

Genre: Fiction (Folktales)

Format: Paperback, pages 32

ISBN: 9781935955061

Reading Level: Grade 6

Interest Level: 1-7

Guided Reading Level: W

Spanish Guided Reading Level: W

Accelerated Reader® Level/Points:
4.9/2.0 4.3/2.0

Lexile™ Measure: 780L

*Reading level based on the ATOS Readability Formula

Themes: Dual Language, Folktales/Fairy Tales, Latino/Hispanic/Mexican Interest, Bilingual, Fiction, Spanish

Resources on the web:

leeandlow.com/books/the-coyote-under-the-table-el-coyote-debajo-de-la-mesa

SYNOPSIS

What happens when an old dog sitting at the dinner table with his master slides a whole leg of lamb, a big bowl of posole, a stack of tortillas and a bottle of wine to a coyote, who just happens to be under the table? A whole ruckus, that's what!

But that's nothing compared with some of the other wild and wonderful folktales gathered by author Joe Hayes in this bilingual edition of *The Coyote Under the Table/El coyote debajo de la mesa/El coyote debajo de la mesa*. Like his signature collection *The Day It Snowed Tortillas*, this book is full of lively characters and laugh-out-loud stories. There's a trio of unsuitable suitors who court a clever young girl and end up being scared out of their wits one midnight in a haunted church. And a greedy man who learns his lesson on a day when he couldn't stop dancing. And a spotted cat who is actually a guardian angel in disguise.

Junior Library Guild Selection!

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

BACKGROUND

Preserving, Sharing, and Adapting of Folklore

Excerpted from the author's note of the companion title *The Day It Snowed Tortillas / El día que nevó tortillas* (<https://www.leeandlow.com/books/the-day-it-snowed-tortillas-el-dia-que-nevo-tortillas>):

"These stories are all adaptations of traditional folk tales...They are re-tellings for modern readers and listeners, and although I try to stay closer to the original tale than many writers, I've added to and subtracted from the tradition in creating my own version of each tale." –*Joe Hayes*, author

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

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

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- What do you know about folktales?
- What do you know about life long ago? How might people have lived, worked, eaten, and traveled differently than they do now?

You may want to have students journal their responses to these questions or pose the final question as a KWL discussion and chart so that you can refer back to it throughout and after the reading of the book to further their thinking on the topic(s).

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

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

- **Book Title Exploration:** Talk about the title of the book, *The Coyote Under the Table/El coyote debajo de la mesa*. Ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Book Walk:** Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, dedication, table of contents, bilingual text, illustrations, author and illustrator biographies, and "Notes to Readers and Storytellers" at the end. Display the book and analyze the cover. What do students notice in the illustration?
- **Read Author's Biography:** See the end of this guide. What do you think the process is like to write a book for young readers? Why do you think he wrote this book for young readers?
- **Encourage students to stop and jot** in their reading notebooks during the reading when they: learn new information, have an emotional reaction or an idea, have a question, or see new words.

- Have students write feeling(s) in their notebook during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it. Have students complete one journal entry per each reading session.

Setting a Purpose for Reading

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

Have students read to find out:

- What do the characters in these stories learn as a result of their experiences?
- Why might these stories remained popular over many generations?

Encourage students to consider why the author would want to share these stories with young people.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

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

The book 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 developmentally-appropriate strategies to support students' vocabulary acquisition: Look at a photo or picture that represents the word, draw a picture of the meaning of the word, explain the meaning of a word to a partner, act out the meaning of a word, explain how the meaning of one word is the similar and different to another word.

Content Specific

"If I Were an Eagle": orphan, blacksmith, jaws, weaving, armies, flock, pasture, graze, thicket, valley

"What Am I Thinking?": priest, village, bald, riddle, Mass, carriage, governor, province, sermon, collection, tax collectors, robes, burro

"The Golden Slippers": seamstress, saint, prayer, finery, Mass, goldsmith, slippers, blessed, niche, petticoats

"Caught on a Nail": coffin, pray, devil, charcoal, rosary beads

"How to Grow Boiled Beans": village, fiesta, pesos, dozen, cattle, fertile, court, lawyer, pueblo, acres, bushel, landowner, courthouse, client, gavel

"*The Coyote Under the Table/El coyote debajo de la mesa/El coyote debajo de la mesa*": coyote, brush, baptize/baptism, lamb, pozole, tortillas

"The Tale of the Spotted Cat": will, roof beams, latillas, ashes, stray, parrot, priest, angel

"The Little Snake": woodcutter, cabbage, barrel, desert, plain, shepherd, snake skin, magician

"The Magic Ring": successor, throne, "issue a proclamation," blessing, sorceress, trunk, "sign of the cross," wagon, hay, prayer, burro, saddle, handkerchief, reins, mule, hooves, pillar, iron, earthquake

"The Man Who Couldn't Stop Dancing": herd, goats, village, pesos, ranch, goatherd, violin, grazed, coyotes, bow, strings, charged, sheriff

Academic Specific

"If I Were an Eagle": survive, assistant, gestures, flesh, gnaw, bristled, charging, imprisoned, perched, startled, scurried, boasted, swelled, pride, natural, contented, exhausted, stumbled, forbidden, lush, muttered, overcome

"What Am I Thinking?": wisdom, stump, greedy, cruel, afford, plotting, concerned, correct, shuddered, despair, humbly, impressed, approval, clever, delight, "swallow his pride," faithful

"The Golden Slippers": fond, statue, garment, disturb, envy, miracle, produced, elegantly, attract, delight, devoted

"Caught on a Nail": forlorn, impress, ignored, haul, swore, abandoned, trembling, embarrassed

"How to Grow Boiled Beans": produced, settle, invested, profit, diligently, defend, sorrow, acquired, proceedings, impatient

"The Coyote Under the Table/El coyote debajo de la mesa/El coyote debajo de la mesa": stiff, expense, afford, bitter, struggles, determined, puzzled, recovered

"The Tale of the Spotted Cat": traditional, spacious, spiteful, envied, harm, kindhearted, squawked, inherit, ashamed

"The Little Snake": begged, pleaded, barren, desolate, granted, snug, coax, contented, strayed

"The Magic Ring": ridiculous, demonstrate, insisting, budge, reduce, resumed, enchanted, deafening, stubborn, nudged, obeyed, defeated, declared, challenge, broad, wise

"The Man Who Couldn't Stop Dancing": hire, anxious, accepted, produced, lively, tune, exhausted, suspicious, content, digest, lull

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 textual evidence with their answers.

Literal Comprehension

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

Note: Adapt the questions below to be relevant to each story.

1. Who are the main characters in this story? What does the text say about each one?
2. When and where does this story take place? What details does the text include about the setting and what life was like in this time and place?
3. How did the story begin? What are the main events in this story? What is the problem or challenge and how is it resolved?
4. How did the characters react to the challenges they faced? How did the characters' decisions impact the events of the story? The lives of other characters?
5. Look back at the illustration for the story. What does the image show? How is it related to the story?

Extension/Higher Level Thinking

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

Note: Choose questions that feel the most relevant to each story.

1. Consider each main character in the story. What character trait words describe each character? What evidence from the text supports your thinking?
2. Which events happened in this story because of a character's actions? Which happened by chance or coincidence? How do you know?
3. How did the characters learn, grow, or change in this story? What do you think the author wants readers to learn from the characters' experiences?
4. Which scene did you enjoy imagining the most? What details from the text helped you visualize the scene?
5. Which parts of the story are realistic? Which are exaggerated or unrealistic? Why do you think the author included the exaggerated or unrealistic details? How do they add to the story?
6. Is this a funny story? Why or why not? Why do you think this story is popular with listeners and readers?
7. What opposites or contrasts exist in this story? For instance, is it a story of rich vs. poor, clever vs. foolish, etc.? What is the moral or message related to this contrast?
8. Read the author's note related to this story. What did you learn? How does this information help you appreciate the story differently?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

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 independent or collaborative writing, artwork, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. Choose one of the stories. What do you think the author's message to the reader is? What do you think he wanted to convey to young readers? Why do you think he chose this story to tell?
2. Have students make a text-to-self connection. What kind of connections did you make from a story or stories in this book to your own life? What is your role in your own family?
3. Have students make a text-to-text connection. Did you think of any other stories while you read the stories in *The Coyote Under the Table/El coyote debajo de la mesa*? Why did you make those connections?
4. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did the stories in *The Coyote Under the Table/El coyote debajo de la mesa* make you think of that?
5. What is one big thought that you have after reading this book? Think about different character

changes, the setting, and the relationships. What did you learn from reading *The Coyote Under the Table/El coyote debajo de la mesa*?

6. What different type of conflicts are presented in the stories in *The Coyote Under the Table/El coyote debajo de la mesa*? Discuss the characters' conflicts within themselves, their family, and conflicts in the world. Compare and contrast the different conflicts within the text.
7. Which character in this book would you most like to spend time with? Share several reasons and include your thinking about the characters' traits based on their actions in the story.
8. Choose one folktale or consider all the folktales in the collection. What parts of the story/stories are outdated? What aspects are relevant to life today? Make a detailed two-column list of your ideas.
9. Reflect on the similarities and differences between these written stories and oral storytelling. View one or more of these stories told orally by Joe Hayes, such as *The Coyote Under the Table/El coyote debajo de la mesa* at <https://www.youtube.com/watch?v=B1Gt7xjUwvc>. Consider this quote from Joe Hayes's website: "...Telling a story is a wholly different experience. Even a very informal, very unpolished telling affects listeners in a different way. There's something more personal, more intimate, about the experience. The listener really feels as though the teller is sharing not just the story, but a part of himself or herself. The story comes not just from the voice of the teller, but from the face, the eyes, the whole being of the teller, and it's heard with more than just the ears. This experience is unique to live storytelling." Write about whether you prefer to read or hear stories and why.
10. Discuss how many of these stories involved a planned trick or test. Create a chart to compare how this plot structure played out in various stories. Write the story title, the characters, the trick or test, how it turned out, and what the related lesson or moral was.

Multilingual 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 Learners and multilingual learners. The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Words can hold different meanings in other types of Spanish around the world.

1. Assign Multilingual Learners 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 story from the book and why they liked it.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose Multilingual 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.
6. The book is both in English and in Spanish. Have students read both texts, and compare both. Have students highlight any unknown words in the text, and then record them separately. Have students look up their definitions and share their knowledge about these words, if applicable.
7. Have students identify true cognates throughout the book. Students can begin with one to two pages and gradually increase to a chapter(s) where students highlight true cognates and determine the meaning to the word if they do not already know it. This can also be a great opportunity to also discuss false cognates with students. If time allows, have students reflect on the cognates that they found. Did they know the word in English? Did they know the word in Spanish? If it was an unknown word in English, did the identification of the Spanish cognate help them define the word? Consult ¡Colorin Colorado! for more ideas on how to use cognates in the classroom with ELs: <https://www.colorincolorado.org/using-cognates-ells>.
8. Additional resources to support multilingual students is: <https://www.multilinguallearning-toolkit.org/>.

ACTIVIDADES EN ESPAÑOL PARA APOYO EN PROGRAMAS BILINGÜES Y DE INMERSION DUAL

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

For the CCSS in Spanish, please check out <https://commoncore-espanol.sdcoc.net/CCSS-en-Espanol/SLA-Literacy>

1. Estas estrategias se pueden usar en la clase de español o en la clase de inmersión dual igual cómo el resto de la guía de actividades.
2. Asigne el libro *The Coyote Under the Table/El coyote debajo de la mesa* a sus estudiantes. Coloque dos estudiantes juntos para leer el libro en voz alta. Compare las palabras en inglés y en español. ¿Cómo se comparan las palabras? Los estudiantes pueden practicar las palabras que tengan dificultad en pronunciar. Estudiantes pueden tener un cuaderno con las palabras difíciles para hacer referencia en el futuro.
3. Durante el tiempo de lectura, haga preguntas de comprensión a los estudiantes en inglés y en español para medir el nivel de comprensión en los dos idiomas. Preguntas pueden incluir: ¿de qué se trata el cuento? ¿Conectaste con uno de los personajes en el cuento? ¿Por qué sí o

no? ¿Qué parte te gusta más en el cuento?

4. Elija palabras de vocabulario. Los libros ilustrados bilingües son una excelente manera para que sus estudiantes aprendan nuevas palabras de vocabulario porque el idioma se presenta en contexto. Mire a través del libro y asigne las palabras de vocabulario a las ilustraciones del libro. Si es posible, haga fotocopias de las páginas. Estudiantes pueden usar subrayadores en un color para inglés y un color para español para las palabras nuevas. También, puede recordar las palabras en un póster para referencia. Reflexione con sus estudiantes sobre cual palabras ya sabían y cuales palabras aprendieron.
5. En casa los estudiantes pueden pre-leer el libro con sus familias y puede sugerir que lean el libro juntos. Esto ayuda a practicar en leer y en el aprendizaje del vocabulario de los dos idiomas, inglés y español.
6. El uso de cognados puede ser útil en libros bilingües, en español y en inglés. En esta actividad estudiantes pueden buscar cognados en el libro. Los estudiantes pueden trabajar en parejas para identificar y formar una lista si las palabras son cognados verdaderos o falsos. Al final de la actividad es importante distinguir cómo clase la lista de los cognados verdaderos o falsos.

Estas actividades solo son sugerencias. Puede encontrar más recursos para apoyar las clases de inmersión dual y bilingües. Puede leer mas en (<https://blog.leeandlow.com/2013/11/04/using-dual-language-and-bilingual-books-in-third-and-fourth-grade/>).

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Choose one story. What Social and Emotional Learning (SEL) skills do the characters exhibit over the course of the story? Some examples of SEL skills include problem-solving, grit and perseverance, self-regulation, and perspective taking. How do they demonstrate these skills?
2. Have students go on a Social and Emotional Learning scavenger hunt in the text, looking for evidence in the details from the book. Assign students to relevant Social and Emotional Learning themes, such as: empathy, problem-solving, perspective taking, perseverance, and recognizing and managing emotions. Alternatively, or as a follow-up, have students go on a scavenger hunt for places where a character could use a social and emotional learning lesson! Discuss scenes that could have turned out more positively if a character displayed more empathy, self-regulation, etc.
3. Encourage students to identify passages where characters manage and resolve interpersonal conflicts in constructive ways. In a chart with four columns, write: What was the cause of the

conflict? What was the consequence of the conflict? How does the character(s) resolve the problem? What are additional ways the character(s) could have solved the problem? What advice would you give?

4. Use sticky notes to note the emotions of various characters at different points in the book and the circumstances that contributed to that emotion. Have students choose an emotion that interests them: happiness, sadness, fear, anxiety, frustration, hope, perseverance, regret, and so on. Illustrate or act out what that emotion looks like in one of the stories in this book, and then also in an example from modern-day life.
5. Do you think the author wants the characters in this book to be role models for young people or an example of caution? Why or why not, for each character?

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.

Writing and English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3; Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students work in pairs to identify a set of characters from one of the stories in this book that are opposites in some way.** Have them make posters with images, character trait words, and text excerpts about each character. Share and compare responses across the class and note different examples of the same set of opposites (e.g., foolish clever, greedy vs. kind).
- **Have small groups act out stories from this book.** Have students discuss decide whether to include a narrator and how to use the dialogue in the text to guide characters' lines. Decide as a class whether groups should use simple props or scenery, or simply rely on expressions and gestures to bring each story to life.
- **Host a storytelling event for your school community.** Have students work together to practice their own versions of stories from this book to share aloud.
- **Read folktales shared as picture books such as *El Cucuy!* (<https://www.leeandlow.com/books/el-cucuy>) or *A Spoon for Every Bite/Una cuchara para cada bocado* (<https://www.leeandlow.com/books/a-spoon-for-every-bite-una-cuchara-para-cada-bocado>.)** Make connections between the picture books and stories from this book. Compare readers' experiences with a picture book and a book with limited illustrations. Which do students prefer for this genre, and why?
- **Discuss the characteristics of these stories that make them appealing—and**

therefore, withstand the test of time. Have students stage photos to “advertise” the stories in appealing ways. For example, set up the scene with one person in a coffin, one dressed as devil and one caught on a nail on chair from “Caught on a Nail.”

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Read a collection of folktales from a different culture, such as *Bears Make Rock Soup* (<https://www.leeandlow.com/books/bears-make-rock-soup>) or *Dance, Nana, Dance / Baila, Nana, baila: Cuban Folktales in Spanish and English* (<https://www.leeandlow.com/books/dance-nana-dance-baila-nana-baila>.)** Notice common themes and details that reflect the culture of origin.

Math

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

- **Use the contexts of some of the stories to create math problems relevant to your curriculum.** For instance, talk about dividing the area of a house using roof beams, as in “The Tale of the Spotted Cat,” or doubling the amount of weight someone can lift in “The Magic Ring.”

Art

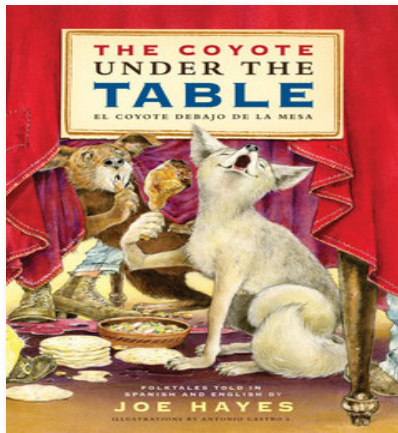
(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Reflect on how the illustrator chose one key image for each story. Have students discuss whether that image would have been the one students chose for a given story and why or why not.** Have each student choose a story and create their own black and white pencil drawing they think best reflects the theme of the story.

Home-School Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Develop interview questions as a class for students to ask an adult at home or in their community about a story with a moral or message shared with them as children.** Give examples from your own life to spark ideas. Share and compare responses at school.




Ordering Information


General Order Information:

leeandlow.com/contact/ordering

Secure Online Ordering:

leeandlow.com/books/the-coyote-under-the-table-el-coyote-debajo-de-la-mesa

 **By Phone:** 212-779-4400 ext. 25

 **By Fax:** 212-683-1894

By Mail:

Lee & Low Books, 95 Madison Avenue,
New York, NY 10016

ABOUT THE AUTHOR

Joe Hayes is one of America's premier storytellers. He grew up in a small town in southern Arizona where he started learning Spanish from his classmates. As Joe got older, he began reading the work of folklorists and anthropologists and gathering the old stories from the Southwest region. His books have received the Arizona Young Readers Award, two Land of Enchantment Children's Book Awards, the Texas Bluebonnet award, and the National Storytelling Network Talking Leaves Award. He lives in New Mexico. Learn more about him at joehayesstoryteller.com

ABOUT THE ILLUSTRATOR

Antonio Castro Lopez (L.) was born in Zacatecas, Mexico and has lived in the Juarez-El Paso area for most of his life. He has illustrated dozens of children's books including *Barry, the Bravest Saint Bernard* (Random House), *Pajaro Verde*, *The Treasure on Gold Street*, *The Day It Snowed Tortillas* and *The Gum-Chewing Rattler* (Cinco Puntos Press). His artwork for *My Tata's Remedies/Los remedios de mi tata* won a Pura Belpré Honor for illustration

Reviews

"Hayes has a perfect storyteller's voice, and the words flow on the page as though children were listening to the tale in person." – *School Library Journal*

"It is impossible to open this book without wanting to finish it, or without laughing!" – *Midwest Book Review*

"Once again Hayes intrigues and amuses with this charming compilation of 10 classic tales from the Latino communities of northern New Mexico." – *Booklist*

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.