



The Great and Mighty Nikko! / El gran y poderoso Nikko!

written and illustrated by Xavier Garza

About the Book

Genre: Fiction

Format: Paperback, pages 32

ISBN: 9781935955832

Reading Level: Grade 1-2

Interest Level: PreK-3

Guided Reading Level: K

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Beginning Concepts, Bilingual, Childhood Experiences and Memories, Counting Money/Everyday Math, Cultural Diversity, Diversity, Dual Language, Families, Imagination, Latino/Hispanic/Mexican Interest, Mothers, Spanish

Resources on the web:

leeandlow.com/books/the-great-and-mighty-nikko-el-gran-y-poderoso-nikko

SYNOPSIS

Nikko loves bedtime. That's because his bed turns into a magical wrestling ring for the masked luchadores he loves. They bounce up and down like crazy. His mom just thinks Nikko is jumping on his bed. But that's not true at all. Here comes luchador number ONE with a silver mask and cape. Then number TWO shows up wearing a flaming orange mask. And on it goes until Nikko dons his red mask and cape and TEN luchadores end up wrestling on his bed. After defeating all the other wrestlers, and with victory under his belt, it's finally time for the Great and Mighty Nikko to catch some ZZZZZs.

Nikko ama la hora de acostarse. Eso es porque su cama se convierte en un ring mágico para los luchadores enmascarados que él ama. Saltan arriba y abajo como locos. Su mamá solo piensa que Nikko está saltando en su cama. Pero eso no es cierto en absoluto. Aquí viene el luchador número UNO con una máscara plateada y una capa. Luego, el número DOS aparece con una máscara naranja llameante. Y así continúa hasta que Nikko se pone su capa y máscara roja y DIEZ luchadores terminan luchando en su cama. Después de derrotar a todos los demás luchadores y con la victoria en su haber, finalmente es hora de que el Gran y Poderoso Nikko cambie su enfoque a contar ovejitas.

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

The History of Lucha Libre

Lucha libre is an important and iconic part Mexican culture. In lucha libre there are masks, technical maneuvers, rules, and plenty of dramatic entertainment. Lucha libre dates back to the mid-1800s. Lucha libre wrestlers are called luchadores. The luchador masks are a “sacred part of a wrestler’s identity,” according to *Texas Highways*. Lucha libre is an important activity and pastime for families and fans not only in Mexico and the United States, but around the world today. To learn more about the history of lucha libre, visit some of the following resources: <https://www.si.com/wrestling/2019/09/17/lucha-libre-mexico-united-states> <https://abc7.com/lucha-libre-wrestling-mexico-sports/1412999/> <https://texashighways.com/culture/how-lucha-libre-mexican-style-wrestling-unites-two-countries/>

Counting and Everyday Math

Stanford University’s “What Children Know and Need to Learn About Counting” (<https://prek-math.te.stanford.edu/counting/what-children-know-and-need-learn-about-counting>) provides information on how young students develop non-verbal basic concepts of quantity, the use of counting words in everyday life, and the conceptions of perception and precision in counting (<https://prek-math-te.stanford.edu/counting/what-children-know-and-need-learn-about-counting>). Zero To Three’s “Everyday Fun with Counting” also provides additional details about establishing a strong foundation for early math skills and various activities associated with counting throughout your day (<http://toosmall.org/body/Early-Math-Tip-Sheet-Counting.pdf>).

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:

- How do you use counting and math in your everyday life? What are some of the different things that you have to count every day? Think about your daily routine. How is math and counting a part of it?
- Ask students to think about their family and what family means to them. How is family important to you? What are some favorite childhood memories of your family and/or family members? Why are these special or important to you?
- Do you have a favorite family member or adult in your life? What do you like to do with them? Why do you like doing those things? What does this person mean to you?
- Tell students that this is a bilingual book in English and Spanish. If students speak Spanish and are comfortable sharing, ask them how it felt to read a bilingual book in both English and Spanish. What was the experience like reading the book in English? What was it like in Spanish? Have students discuss the different translations.

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 Great and Mighty Nikko!;/El gran y poderoso Nikko!* Then 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?
- **Read Xavier Garza's Biography:** Read about author and illustrator Xavier Garza on interior side of the front cover of the book. Encourage students to think about what the writing process is like and how Xavier Garza came up with the idea for his book. What do you think inspired him to write *The Great and Mighty Nikko!;/El gran y poderoso Nikko!/?*
- 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.
- Ask students to make a prediction: Do you think this book will be fiction or nonfiction? What makes you think so? What clues are given that help you know whether this book will be fiction or nonfiction?

Setting a Purpose for Reading

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

Have students read to find out:

- where the story takes place
- describe the luchadores Nikko wrestles
- how counting is a part of the book and our everyday lives
- how family and childhood influence your life
- why it is important to acknowledge and learn about your own culture and/or cultures different from our own

Encourage students to consider why the author, Xavier Garza, would want to share this story with young readers.

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

luchadores, juguetes, silly/chistosito, lucha libre ring/un ring de lucha libre, guys/tipos

Academic

wrestling/luchar, standing/parados, defeats/venció

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)

1. How does the story begin? What does Nikko's mom tell him?
2. Who does Nikko say is wrestling on his bed? What is his mom's response?
3. What has Nikko's bed turned into?
4. Describe the first luchador that is wrestling on Nikko's bed
5. Describe the second luchador that is wrestling on Nikko's bed
6. Describe the third luchador that is wrestling on Nikko's bed
7. Describe the fourth luchador that is wrestling on Nikko's bed
8. Describe the fifth luchador that is wrestling on Nikko's bed
9. Describe the sixth luchador that is wrestling on Nikko's bed
10. Describe the seventh luchador that is wrestling on Nikko's bed
11. Describe the eighth luchador that is wrestling on Nikko's bed
12. Describe the ninth luchador that is wrestling on Nikko's bed
13. Describe the tenth luchador that is wrestling on Nikko's bed
14. When does Nikko step into the lucha libre ring?
15. What does Nikko realize when he steps into the ring?
16. How does the story end?

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)

1. What does the title *The Great and Mighty Nikko!;/El gran y poderoso Nikko!*, mean to you after reading the book? Why do you think the author chose this particular title?
2. How does *lucha libre* play a role in *The Great and Mighty Nikko!;/El gran y poderoso Nikko!*? How does it play a role in Nikko reimagining his bedroom?
3. Why is it important to use your imagination? What are the ways that you use your imagination in your daily life? How does it make you feel?
4. How is counting an important part of the book? What are the ways that the author uses numbers throughout the story?
5. Why do you think the author chose to make this a bilingual story? If you speak Spanish, how did it make you feel reading this book? If you don't speak Spanish, what did you learn about Spanish numbers?
6. What did you notice about the English and Spanish words in this book? Give an example how they were the same or different.
7. Was *lucha libre* new to you? What are you wondering about the *luchadores*? How could you find out more information?
8. What *luchador* featured was your favorite? Why? Which of the *luchadores* made you curious to want to learn more about *lucha libre*?

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. What is one big thought that you have after reading this book? Think about possible motivations behind Xavier Garza's intentions to write this book. Why do you think he used numbers to guide the story?
2. Have students make a text-to-self connection. What kind of connections did you make between the story and your own life? What did you relate to and how did the book make you think of your own childhood or growing up experiences?
3. Have students make a text-to-text connection. Did you think of any other books while reading *The Great and Mighty Nikko!;/El gran y poderoso Nikko!*? 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, such as on television or in a newspaper? Why did this book make you think of that?

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 ML 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 how they connected with the most from *The Great and Mighty Nikko/ ¡El gran y poderoso Nikko!* and why. Did they learn something new about history that they hadn't known before?
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. Consider consulting <https://www.multilinguallearningtoolkit.org/> for more ideas on how to support Multilingual Learners.

Actividades en Español para Apoyo en Programas Bilingües y de Inmersión 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.sdcoe.net/CCSS-en-Espanol/SIA-Literacy>

1. Asigne el libro *The Great and Mighty Nikko/ ¡El gran y poderoso Nikko!* 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.
2. 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?

3. 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. 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 anotar las palabras en un póster para referencia. Reflexione con sus estudiantes sobre cuales palabras ya sabían y cuales palabras aprendieron.
4. En casa los estudiantes pueden pre-leer el libro con sus familias y puede sugerir que lean el libro juntos. Esto ayuda a practicar la lectura y a aprender de los dos idiomas, inglés y español.
5. 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 como 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. Which illustration in *The Great and Mighty Nikko!* / *¡El gran y poderoso Nikko!* do you think best shows an emotion? Explain which emotion you think it is. How does the artist portray that emotion?
2. Choose an emotion such as happiness, hope, sadness, and so on. Illustrate or act out what that emotion looks like in *The Great and Mighty Nikko!* / *¡El gran y poderoso Nikko!*
3. What one part of your heritage, culture, or identity are you most proud of? Do you think your school or classroom has been a safe place to share that part of yourself? Why or why not?
4. Nikko realizes he is outnumbered when he has to step into the ring. Have you ever had to do something difficult? What steps did you take to overcome the difficult task?

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 and Foundational Skills

(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)

- **Encourage students select a spread from the book and write a reaction to it.** Why did they choose to write about that spread? What are their reactions? How does this spread make them feel? Students can write or illustrate a response.
- **Come up with questions to interview the author, Xavier Garza.** What was his process behind creating *The Great and Mighty Nikko! / El gran y poderoso Nikko!*? What was his inspiration for the book? Why did he write this book for young readers? Consider contacting Xavier Garza and inviting him to your school, library, or other relevant setting for an in-person or a virtual author visit.
- **Envision a sequel to *The Great and Mighty Nikko! / El gran y poderoso Nikko!*** What do they think it would be called? What other luchadores has Nikko wrestled? Students can also create a cover for the book (for more details see question 1 in the Art/Media section of this guide).
- **Read other counting books from Lee & Low Books, including, *Ten Blocks to the Big Wok* (<https://www.leeandlow.com/books/ten-blocks-to-the-big-wok>), *Juanito Counts to Ten* (<https://www.leeandlow.com/books/juanito-counts-to-ten>) and *Count Me In* (<https://www.leeandlow.com/books/count-me-in>).** Make connections and comparisons between texts. How does imagination play a role in the main character's lives? How are the main character's family important to them? Provide students with a graphic organizer to differentiate the three titles, and then have students write a short response answering the previous questions.
- **Encourage students to learn more about Xavier Garza's work through an author study.** Xavier Garza has several other books published by Lee & Low, listed below. After reading some or all the stories, ask students to compare and contrast the stories. What do you notice about how Xavier Garza writes? Why do you think Xavier Garza's books are bilingual English and Spanish? How does this add to the story or affect students' reading experiences?
 - *Lucha Libre* (<https://www.leeandlow.com/books/lucha-libre>)
 - *Charro Claus and the Tejas Kid* (<https://www.leeandlow.com/books/charro-claus-and-the-tejas-kid>)
 - *Maximilian & the Mystery of the Guardian Angel (Max's Lucha Libre Adventures #1)* /

Maximilian y el misterio del Ángel de la Guarda (<https://www.leeandlow.com/books/maximilian-the-mystery-of-the-guardian-angel>)

- *Maximilian & the Bingo Rematch (Max's Lucha Libre Adventures #2) / Maximilian & la revancha de la lotería* (<https://www.leeandlow.com/books/maximilian-the-bingo-rematch-max-s-lucha-libre-adventures-2-maximilian-la-revancha-de-la-loteria>)
- *Maximilian & the Lucha Libre Club (Max's Lucha Libre Adventures #3) / Maximilian y el Club de Lucha Libre* (<https://www.leeandlow.com/books/maximilian-the-lucha-libre-club-max-s-lucha-libre-adventures-3-maximilian-y-el-club-de-lucha-libre>)
- *Maximilian & the Curse of the Fallen Angel (Max's Lucha Libre Adventures #4) / Maximilian & la maldición del Ángel Caído* (<https://www.leeandlow.com/books/maximilian-the-curse-of-the-fallen-angel-max-s-lucha-libre-adventures-4-maximilian-la-maldicion-del-angel-caido>)
- **What does identity and culture mean to students after reading?** Nikko imagines a world of lucha libre in his room during the story. After reading *The Great and Mighty Nikko! / ¡El gran y poderoso Nikko!*, what does identity, culture, and heritage mean to students? Why? If students feel comfortable, have them share with a partner or a small group about different elements or traditions in their culture that they enjoy and are special to them

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)

- **Ask students to research the history of lucha libre at school or public library.** Where did lucha libre originate? How did lucha libre make its way to the United States? What are the rules of lucha libre? Why are masks important? Discuss how this information helps students understand *The Great and Mighty Nikko! / ¡El gran y poderoso Nikko!*
- **Have students read the book *Lucha Libre: The Man in the Silver Mask*** (<https://www.leeandlow.com/books/lucha-libre>), **it is a bilingual story about lucha libre.** Encourage students to take note of what they learn about lucha libre. What did they learn from reading this book? What did students think about the book? How does this title relate to *The Great and Mighty Nikko! / ¡El gran y poderoso Nikko!*? Students can write an essay what they learned about lucha libre from both books.

Math

(Mathematics Standards, Grade 5, Number & Operations in Base Ten, Strands 5 and 7 and Operations & Algebraic Thinking, Strands 1 and 2) (Reading Standards, Integration of Knowledge & Ideas, Strand 7) (Speaking & Listening Standards, Comprehension & Collaboration, Strands 2 and 3) (Writing Standards, Research to Build & Present Knowledge, Strand 9)

- **Practice counting in Spanish.** Have students go through their classroom and select objects to count from one to ten. They can collect different sets of objects (i.e. 5 crayons), and then state the number in Spanish. Consider consulting online resources for a pronunciation guide for the numbers in Spanish one to ten.
- **Ask students to evaluate how they use math in their everyday life.** Edutopia's article

"7 Real-World Math Strategies" has additional examples and ways to incorporate math from the classroom. Consider having students come up with their ideas and put them on a wall or chart paper for everyone to see how math is used so often (<https://www.edutopia.org/article/7-real-world-math-strategies>).

- **Play a counting scavenger hunt.** Select specific sets of items from zero to ten (in both English and Spanish), and have students work with a partner to find the objects in the classroom, or outside if possible (i.e. find one pencil, find two crayons, etc). Zero to Three and Too Small to Fail's "Let's Talk About Math" provides additional activities for young students in how to incorporate everyday fun with counting in their daily lives (<http://toosmall.org/body/Early-Math-Tip-Sheet-Counting.pdf>).

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)

- **For the question about the sequel activity in the English/Language Arts section, have students draw a cover image for their follow-up to *The Great and Mighty Nikko! / ¡El gran y poderoso Nikko!*** What kind of materials do they want to use for the cover? Encourage students to think about what they think will happen in the second book, and how that reflects the artwork for the cover. How can they use the current cover to inspire their work?
- **Come up with questions to interview the illustrator, Xavier Garza.** What was his process behind creating the illustrations for *The Great and Mighty Nikko! / ¡El gran y poderoso Nikko!*? Why did he choose a particular artistic medium to create the illustrations? What was his inspiration to depict the characters the way that he did in the book? What were some of the most challenging illustrations to create?
- **Encourage students to select an illustration that resonated with them the most from *The Great and Mighty Nikko! / ¡El gran y poderoso Nikko!*** Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?
- **Have students conduct an illustrator study on Xavier Garza.** Xavier Garza's pictures that he has illustrated at Lee & Low Books include *Charro Claus and the Tejas Kid* (<https://www.leeandlow.com/books/charro-claus-and-the-tejas-kid>) and *Lucha Libre* (<https://www.leeandlow.com/books/lucha-libre>). What kind of style does he use in his artwork? What do you think his process is for creating the illustrations for a children's book? Consider reaching out to Xavier Garza for a virtual author visit. Students can investigate other works by Xavier Garza and see how his other works compare to the artwork in *The Great and Mighty Nikko! / ¡El gran y poderoso Nikko!*

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)

- **Encourage students to interview family members about a favorite or powerful childhood memory.** How did that event influence the family member? How did it affect the person's life moving forward? Consider having children, if comfortable, share their findings with a partner, a small group, or whole class.
- **Have students and their family members think about how they use counting at home and when they're together.** How do they count during their everyday lives? For example, what do they count when they're cooking dinner, or how do they count things when they're getting ready to go to school? Students can reflect with their families on how counting and math are a critical part of our lives.



Ordering Information

🌐 General Order Information:

leeandlow.com/contact/ordering

🔒 Secure Online Ordering:

leeandlow.com/books/the-great-and-mighty-nikko-el-gran-y-poderoso-nikko

☎ **By Phone:** 212-779-4400 ext. 25

📠 **By Fax:** 212-683-1894

✉ **By Mail:**

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ABOUT THE AUTHOR AND ILLUSTRATOR

Xavier Garza was born and raised in the Rio Grande Valley, author and lucha libre aficionado Xavier Garza is a prolific and enthusiastic author, artist, and storyteller whose work focuses primarily on his experiences growing up in the small border town of Rio Grande City and is a lively documentation of the dreams, superstitions, and heroes in the bigger-than-life world of South Texas. Garza has exhibited his art and performed his stories in venues throughout Texas, Arizona and the state of Washington. He has authored and illustrated fourteen books, and has received such prestigious awards as the Americas Honor Book Award in 2005, the Tejas Star Book Award three times from 2007-2010 and the Pura Belpré Honor Book award in 2012. In 2014 he was awarded both the NAACS Tejas Young Adult Book Award and the Texas Institute of Letters Children's Book Award. In 2019 Xavier Garza will be inducted into the prestigious Texas Institute of Letters. Garza lives in San Antonio, Texas with his wife Irma and their teen son Vincent.

REVIEWS

"This fun, fully bilingual counting book is just the thing to settle down unruly luchadores everywhere. . . This rambunctious addition to the world of bedtime and early concept books stands out." – *Kirkus Reviews*

"Xavier Garza takes the traditional bedtime story and gives it a festive twist. . . What makes this work particularly distinctive is Garza's art, which is big and bold, with strong colors. The title's art style has a comic book feel, down to the Growls! and Roars! of the wrestlers. This is a book that celebrates not only Mexican culture, but the universal joys of imaginative play." – *Publishers Weekly*

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.