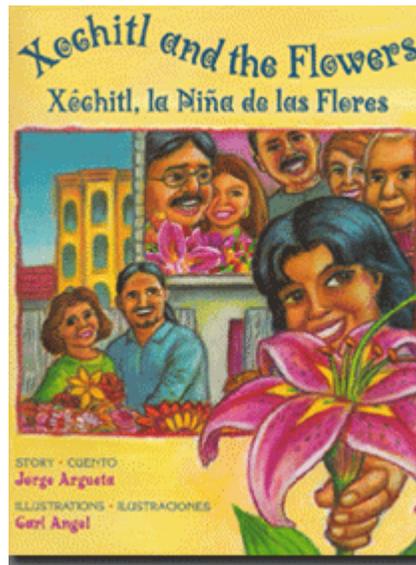


## READING COMMUNITIES: CBP TEACHER'S GUIDES

*Xochitl and the Flowers/Xóchitl, la Niña de las Flores*

Written by **Jorge Argueta**  
Illustrated by **Carl Angel**



WHAT'S IT ALL ABOUT?

In *Xochitl and the Flowers / Xóchitl, la Niña de las Flores*, we meet a young Salvadoran girl and her family, immigrants who are determined to become an integral part of their new community. The story of how they do so, overcoming many obstacles in the process, illustrates both the challenges and the triumphs of many new immigrants to the United States. Along the way, Xochitl (pronounced ZO-cheel) and other members of the Flores family learn that making a home involves making friends, working together, and nurturing beauty wherever you find it.

Author Jorge Argueta and illustrator Carl Angel present the story of a family setting down roots in a new community and growing together with their friends and neighbors. *Xochitl and the Flowers* is based on the true story of a Salvadoran woman's struggle to set up a nursery in the Mission District of San Francisco. Her success was due to a combination of determination, hard work, and advocacy from neighborhood allies. These key ingredients are at the heart of the Flores family's story.

As students read *Xochitl and the Flowers*, they will make connections to their own experiences immigrating or moving to a new community, making friends, and fighting for what they know is right. Along the way, they will have opportunities to learn about local businesses in their own community; the math of small business enterprises; village life in El Salvador; and, of course, the beauty and biology of flowers.

COMMUNITY: Salvadoran American

THEMATIC UNITS

**Communities:** neighborhoods; family and friendship; shared problem solving

**Immigration:** cultural roots; language; advocacy and immigrant rights

**Local Economies:** occupations and careers; barter and trade; economic interdependence

ABOUT THE AUTHOR



Jorge Argueta is a celebrated Salvadoran poet who has written and participated in over fourteen books and anthologies. His first book for Children’s Book Press, *A Movie in My Pillow*, received the Américas Award for Latin American Juvenile Literature, as well as a Skipping Stones Honor Award, and an IPPY Award. He is a three-time winner of the San Francisco Biannual Poetry Award, and he is also a 2002 San Francisco Library Laureate.

*Xochitl and the Flowers / Xóchitl, la Niña de las Flores* is based on actual events that took place in Jorge’s own neighborhood in San Francisco. Like the family in the story, Jorge himself immigrated to the United States at age 19 to escape the violent conflict raging in his homeland. Since his arrival in the Bay Area, he has engaged in significant social and political work. Through poetry, lectures, and activism, he has eased the transition for other Central American immigrants. He has worked to promote literacy and cultural understanding in homeless shelters and public schools for over ten years. Jorge lives in San Francisco with his partner, fellow poet Teresa Kennett, and teenage daughter, Luna.

#### ABOUT THE ARTIST



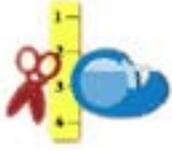
Carl Angel is a painter and illustrator whose work is exhibited in galleries and museums throughout the San Francisco Bay Area. Carl's exhibitions are usually based on a theme, such as Filipino mythology, racism in America, religion and spirituality in Oakland, or the Philippine-American War. In addition to *Xochitl and the Flowers*, Carl is also the illustrator of *Lakas and the Manilatown Fish* (also published by Children's Book Press), *Mga Kuwentong Bayan: Folk Stories from the Philippines*, and *Willie Wins*. He has also contributed to the anthology *Honoring Our Ancestors* (published by Children's Book Press), and was the designer for the anthology of new Filipino American writing entitled *Seven Card Stud and Seven Manangs Wild*.

As an artist, Carl's focus is on storytelling, symbolism, and its relationship to the human condition, both social and spiritual. He says his first objective as an illustrator "is to serve the writer's vision, and capture the spirit of the narrative." For *Xochitl and the Flowers*, he worked closely with the author and based many of the characters on residents of San Francisco's Mission District. The title character, for example, was modeled after Jorge's daughter, Luna. Carl lives in Oakland, California.

*Our thanks to the Irwin Home Equity Foundation for their support in the production of this Teacher's Guide.*

## GETTING THE CLASSROOM READY

### Growing Your Community



Flowers and vases; maps and photographs of your community and El Salvador; books describing life in El Salvador and the immigrant experience (see [Resources](#)); bulletin board

- Decorate your classroom with different types of plants and flowers, which students can later observe and describe for writing and art activities.
- Post maps of San Francisco, El Salvador, and your own local community prominently in your classroom. As you read the story, encourage your students to refer to these maps for more information. Use them further in [Social Studies](#) activities based on the book.
- Create a bulletin board “Flower Market,” where students can display writing and artwork related to *Xochitl and the Flowers*. Decorate its borders with paper flowers.
- In your reading area, gather books that describe life in El Salvador, discuss the immigrant experience, or tell stories of community life similar to that told in *Xochitl and the Flowers*. Encourage students to explore these books and to make connections between what they find and *Xochitl and the Flowers*.

## GETTING READY FOR READING

### **You Can't Judge a Book by Its Cover . . .**

*By discussing the meaning of the word *xochitl*, students activate their prior knowledge about flowers and El Salvador and make predictions about the book.*



15 minutes



Partners and large group

**CA Reading Standard 2.2:** Students ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.



Chart paper and markers

- Show students the cover of the book *Xochitl and the Flowers*. Read the first page of the story out loud to the students. Discuss the meaning of the word *xochitl* (ZO-cheel). Explain to your class that *xochitl* means flower in Nahuatl. As you discuss the word *xochitl*, be sure to also point out the meaning of the word *Nahuatl*, a language spoken by many native people in Central America and Mexico.
- Ask class members to make new predictions about the story itself. What do they think it will be about? Where is El Salvador? And where do they think Xochitl is now? Ask your students to think about what it means to be in a neighborhood far from where you were born, as Xochitl is. How would it feel? What challenges might you and your family face in a new place? As you discuss the issues with your students, be aware that some of them may have already faced these challenging experiences and be sensitive to their needs.

## EXPLORING THE BOOK

### Diving In



30 minutes



Small or large groups

Introduce the book to students in a large or small group. The focus of this first reading should be reading for pleasure — encouraging students to enjoy the beauty of the book and understand the story it tells. In order to foster this enjoyment, try some of the following activities:

- Discuss the cover, the title, and the illustrations. Ask students what they notice most. If you have not already done so, read your class the first page of the book. Then, read Don Roberto’s words on page 22, “First thing tomorrow morning, I am letting the authorities know what you’re up to.” Ask students to make predictions: What could he be talking about? What do they think will be the conflict in this story? List these predictions and ask students to check them after the reading is complete.
- Encourage students to further explore the book actively by taking a “picture walk” through the book, thinking about the story as it is told in the illustrations.
- Read sections aloud to the group, or have students read the book on their own, in pairs or in small groups.

## FIRST TIME AROUND: VOCABULARY DEVELOPMENT

### A Rose by Any Other Name

Students identify the power of specific, complex language and brainstorm synonyms for commonly used general terms.



30 minutes

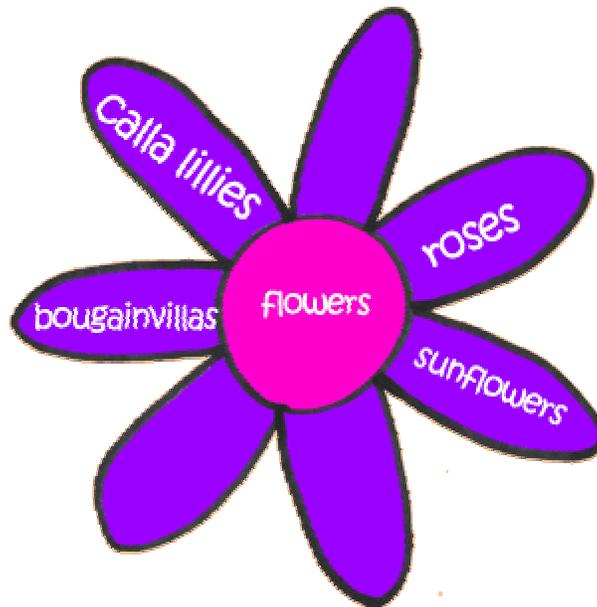


Whole class and individual



Paper and pens; crayons or colored pencils; blackboard and chalk, or flipchart and markers

1. Read page 18 of *Xochitl and the Flowers* aloud to the class. Ask your students what they noticed about the description. How would the passage sound if Xochitl simply said, “We buy flowers?” What makes this description more interesting? Discuss the power of using specific words that paint pictures in the mind of a reader, rather than general, oftentimes boring, words that might not mean very much.
2. Draw a flower with large petals on your flipchart or blackboard. Write the word *flowers* in its center. Lead the class in deciding which of the words in the passage on page 18 are flowers. As you find them, record each type of flower on a petal. Ask class members to fill in the empty petals with other types of flowers they know.



3. As a group, brainstorm a list of generic adjectives such as *big*, *nice*, or *beautiful*. Record your list.
4. Ask students to draw large flowers on their paper. Then, ask each student to choose one generic word and to record it in the center of his or her flower.
5. Now, tell class members that it's their turn to look for interesting words. Have students look for synonyms to write on the petals of their flowers. They can look in *Xochitl and the Flowers*, search other books, or practice using a dictionary or thesaurus.
6. Finally, give students the opportunity to color in and cut out their flowers. Post them in a word garden on a wall of your classroom for reference during writing time.

## SECOND TIME AROUND: READING COMPREHENSION

### Solving Problems Together

*Working together, students identify problems and solutions in **Xochitl and the Flowers**. As they do so, they trace the story's plot, conflict, and resolution.*



40 minutes



Whole class and partners

**CA Reading Standard 2.6:** Extract appropriate and significant information from the text, including problems and solutions.



Blackboard and chalk, or flipchart and markers; pens or pencils; Solving Problems worksheet (see next page); overhead transparency of worksheet

1. As a class, brainstorm a list of the problems facing Xochitl and her family. Record students' comments on the board. Possible items may include: Xochitl misses El Salvador; Xochitl doesn't speak English; Mami and Papi have to work very hard; the yard of the house is a mess; and Don Roberto wants to close their plant nursery.
2. Pick one problem from your list and talk about it with the class. What was the nature of the problem? Who solved it? How? Why did the solution work? How do they know? Encourage students to return to the text to support their arguments.
3. Distribute the Solving Problems worksheets to students and show the worksheet transparency on the overhead projector. Together, fill out the first line based on the discussion you just completed. Then, complete the first column as a class, using the problems you listed at the beginning of the lesson.
4. Next, have students work with partners to fill in the remaining columns. Remind them to decide which information matters the most, so that they can fill in their chart succinctly. Encourage them to record the page number from which they drew their conclusions, if appropriate.
5. Ask pairs to share and defend their findings. If students disagree, make sure they return to the text to support their arguments.

# Solving Problems

Name: \_\_\_\_\_

Problem							
Who solves the problem?							
How is the problem solved?							
Why does the solution work?							

## AFTERWORDS: LITERARY RESPONSE AND ANALYSIS

### Fighting for What's Right

Through discussion, students identify the theme of *Xochitl and the Flowers* and make connections between the story and their own lives.



45 minutes



Whole class and individual

**CA Reading Standard 3.4:** Students determine the underlying theme or author's message in fiction and nonfiction text.



Pens or pencils and paper

1. As a class, discuss the patterns you see in the [Solving Problems](#) worksheet (see [Second Time Around: Reading Comprehension](#)). In *Xochitl and the Flowers*, how do most problems get solved? Why do people always end up helping each other? Can't people solve problems on their own?
2. Turn your students' attention to the large problem Xochitl's family faces at the end. This is a conflict they can't resolve on their own. They need the help of their friends and neighbors. Explain the word *advocacy* to your students. Tell them that *advocate* can be both a noun and a verb – “advocates” are people who speak on behalf of others, and *to advocate* for something is to use your voice to fight for what you think is right. In *Xochitl and the Flowers*, the neighbors advocate for the Flores family, and on page 24, Doña Candelaria is chosen as the special advocate on their behalf.
3. Now, ask your students to think about their own lives. Was there a time they worked with other people to solve problems? Did their solution involve any advocacy? Why or why not? Did they ever stand up for something that they knew was right? Elicit some examples from the class. Have an example available from your life if they need prompting.
4. Ask your students to write personal responses to *Xochitl and the Flowers*, making connections between Xochitl's story and their own. How are the problems and solutions similar? How are they different?

## LANGUAGE ARTS

### Let Your Words Blossom

*Students carefully observe and respond to flowers. They use their observations as the basis for writing poetry and prose that looks at flowers in a new way.*



30 minutes a day  
for a week



Whole class, small groups, partners, and  
individual

**CA Writing Standard 1.0:** Students write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.



Chart paper and markers; masking tape; pens or pencils; paper; bouquets of flowers, i.e. roses, sunflowers, calla lilies, bougainvillea, and stargazer lilies

### Plan

- Bring in bouquets of flowers. If possible, use the flowers described in *Xochitl and the Flowers*: roses, sunflowers, calla lilies, bougainvillea, and stargazer lilies. Create stations around the room, each with one type of flower. Behind each station, post a piece of chart paper and place some markers.
- Ask students to do a “gallery walk” of the room in small groups, quietly observing and describing the flowers. Have them record their observations on the chart paper posted behind the vase. Encourage them to use more than adjectives. Remind students that Xochitl thinks of lilies as “freckle-faced” (page 8). What words do the flowers make them think of? What could they compare these flowers to? Are there verbs that match particular flowers? Remind students to use specific, interesting language! Tell them that they can talk *quietly* with each other to get their thoughts going, but they should be sure to write down what they come up with on the chart.
- Read aloud the words and phrases generated in the gallery walk. Ask the class if listening gave them any new ideas, and add these words to the chart paper as appropriate.
- Tell your students that they are going to use these words to write about one flower of their choice. They have many options: They could write a poem describing the flower, or a story featuring the flower, or a personal narrative discussing what the flower means to them. Tell them that no matter what they choose to do, they want to

show the reader something interesting about the flower, to help the reader see the flower in a new way. Use examples to support students in understanding the differences between the forms of writing so that they can make informed choices.

### **Draft**

- Now, ask your students to get to work! Have students begin writing. Refer them to the words and the flowers that surround them for inspiration.

### **Revise**

- Once they have completed their drafts, ask students to share their writing with partners. Remind students that at this stage in the writing process, they should focus on the clarity of the writing and the impact of specific words or events, rather than on spelling or grammar.
- Encourage students to revise their work according to their partner’s feedback. Tell them to reread their drafts to themselves and then to read them out loud to see if there are other changes they wish to make.

### **Edit**

- Ask students to edit their second drafts for publication, checking spelling and punctuation. Read through the drafts and mark errors. Encourage students to use a word wall, a dictionary, or other classroom reference tools as they correct their episodes.

### **Publish**

- Post the finished projects on a “Flower Market” bulletin board in your classroom.

## OTHER WRITING ACTIVITIES

- ***Filling in the Blanks:*** What did Doña Candelaria say to Don Roberto to change his mind? Have your students imagine their dialogue and write a scene, using poetic description, that fits between pages 24 and 26. What does the conversation sound like? What does Don Roberto say when Doña Ivania gives him the parakeet?
- ***Immigration Stories:*** Most families have stories about how they came to the United States and about the struggles they faced upon arrival. Ask your students to retell these stories, using the first person, as Xochitl does.

## SOCIAL STUDIES

### Community Business

*Students identify and interview local businesspeople, in the process learning about how their work supports both themselves and their community. They practice mapping skills by connecting their reports to a neighborhood map.*



1.5 hours (over several days)



Small and large group

**CA Social Studies Standard 3.5.1:** Students describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.



Map of your community; string; pens or pencils; paper; flipchart and markers; disposable cameras (if available)

1. Read page 10 of *Xochitl and the Flowers* to your students. In this scene, Xochitl and her mother explore their neighborhood, making friends with people who work there. These are all people who form what's known as a "local economy"; they provide goods and services to each other, in the process strengthening their community. Ask your students to brainstorm a list of important people and businesses in their own neighborhood. Who contributes to the community by providing people with things or services they need, like food or music? Record your list on a piece of chart paper.
2. Once you have your list, tell class members that they are going to have the opportunity to learn more about these important people. Ask them what they would like to know about how and why these people do their work. Record the questions they generate on a piece of chart paper.
3. Once the group has a long list of questions, narrow them down and categorize them to address issues such as: their motivation for choosing this work; the skills and resources required for their work; the support they receive; their daily responsibilities; the challenges and benefits of their work; and the contributions they make to the community. Create an interview note-taking sheet based on your students' questions.

4. Now, assign students to small groups based on their interest in each type of business. Review with your students appropriate ways to act during an interview, such as taking notes, listening respectfully, and asking thoughtful follow-up questions. Act out scenarios with the class and debrief what they see.
5. Send teams out on interviews at each business, using their note-taking sheets as a guide. If possible, provide students with disposable cameras so that they can photograph the people interviewed in their work environment (If the people agree to having their pictures taken).
6. Once students have collected their data, ask them to work together to summarize their findings. Each group should create a one-page flier with a photograph or drawing of their subject and key information about the person they interviewed and the business they run.
7. Post the fliers around the map of your neighborhood, with strings connecting each flier to its place on the map. If possible, take photographs, or ask students to draw pictures of other neighborhood landmarks, such as parks, schools, or libraries, and familiar figures, such as police officers or teachers (again, only with permission). Mark students' homes on the map as well.

#### OTHER SOCIAL STUDIES ACTIVITIES

- ***The Country of Flowers:*** Ask students to see what they know about Xochitl's life in El Salvador from her story. Record this information on a piece of chart paper, then brainstorm questions for further research. Ask students to gather information that answers their questions, using the Internet and book resources.
- ***Immigrant Interviews:*** People come to the United States for many reasons, and they find many different things when they get here. Ask your students to interview an immigrant – if possible, somebody in their own family or someone from El Salvador – about his or her experience. Where did they come from? How or why did they make the decision to leave their home country? What were their lives like back home? What do they miss? What did they bring with them? What were their journeys like? If students are themselves immigrants, give them the option of answering these questions.
- ***Community Clean Up:*** In *Xochitl and the Flowers*, the Flores work hard to make an ugly place beautiful. Tell your class that they can do the same. Identify a site (such as a part of the school grounds) that is a good candidate for a clean-up job, and get to work!
- ***Naming Names:*** *Xochitl* means flower in Nahuatl. Xochitl's family chose that name for her because it symbolized a language, a culture, and an idea of beauty. Ask your students to interview their families about how they got their own names. What meanings do their names carry?

## ART

### Picture Perfect

*Students compare portraits of flowers in **Xochitl and the Flowers** and other works of art, and then use watercolors to create their own.*

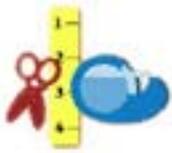


45 minutes



Individual and whole class

**CA Art Standard 2.4:** Students create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.



Watercolor paints and paper; flowers; color printouts of artists' work (see [Resources](#)).

1. As a group, look at the flowers in ***Xochitl and the Flowers***. Ask your students what they notice about these drawings. Encourage them to be as specific as possible in making their observations, and help them notice Carl Angel's use of different types of perspective throughout the book. Then, pass around printouts of other artists' depictions of flowers, such as works by Diego Rivera (Mexico, 1886 - 1957), Georgia O'Keeffe (U.S., 1887 - 1986), or Vincent Van Gogh (Netherlands, 1853 - 1890) (see [Resources](#) for website links). Again, ask your students for their observations.
2. Read aloud to the class Georgia O'Keeffe's words:

*Nobody sees a flower, really, it is so small. We haven't time - and to see takes time like to have a friend takes time.*

*If I could paint the flower exactly as I see it no one would see what I see because I would paint it small like the flower is small. So I said to myself — I'll paint what I see — what the flower is to me but I'll paint it big and they will be surprised into taking time to look at it — I will make even busy New Yorkers take time to see what I see of flowers.*

As a class, discuss what O'Keeffe could mean by saying she wanted other people to really see flowers. How might flowers look different when you look at them

carefully – and large? Then, tell your students that they’re going to have the opportunity to do what O’Keeffe did in their own art.

1. Ask students to select one flower to paint from those you have spread around the room. If appropriate, encourage students to look at their notes from their “gallery walk” (see Language Arts) as they make their choice. Send students to the appropriate flower stations with their paints and paper.
2. Before students begin to paint, ask them to think about the many forms their art could take. Do they want to show their flower from the side, as in pages 2 and 3 of *Xochitl and the Flowers*? Or do they want to paint them from above, as in page 24? What other choices can they make? What did they see in other artists’ work?
3. When students have finished, post their art on a “Flower Market” bulletin board (see Getting the Classroom Ready) in your room.

#### OTHER ART ACTIVITIES

- **Mural Arts:** Ask students to point out the many murals featured in the illustrations of *Xochitl and the Flowers*, including the cover image and pages 5, 9, 14, 20, and 25. As a group, talk about what a mural is and how murals can contribute to a community. Take a tour of murals in your own neighborhood, or create a mural of your own at the school.
- **Family Pictures:** On page 7, Xochitl draws pictures of her family. Ask students to draw their own family portraits from the same perspective, with themselves in Xochitl’s place.

## MATH

### Dollars and Sense

*Students calculate the profits that Xochitl and her mother make from selling flowers, practicing the addition, subtraction, multiplication, and division of decimal numbers. They apply these strategies to their own class fundraiser.*



30 minutes



Individual and whole class

**CA Math Standard 3.3:** Students solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.



Pens or pencils and paper; Dollars and Sense word problem worksheet (see page 20)

1. Distribute the Dollars and Sense worksheet with word problems based on *Xochitl and the Flowers*. Ask students to solve the problems, using numbers, words, and diagrams to explain their answers.
2. Explain to class members that for this activity they won't include other costs such as travel expenses or the cost of some materials.
3. Now, talk about the amount of work that Xochitl and her mom go through to earn their money. They have to go to the flower market, buy the flowers, make the bouquets, and sell the bouquets. And they were lucky, because somebody decided to buy twelve bouquets at once. Usually, it would take all day to sell that many flowers. Is it worth it? Tell your class that they are going to find out. Your class can buy flowers wholesale and resell them as a fundraising project. Choose a date (days close to Valentine's Day or Mother's Day are good options) and make fliers advertising your project. Send the fliers home and post them prominently in your community.
4. Go to your local flower market and buy flowers wholesale. (You may wish to take your students with you on a class trip.) Bring the flowers and receipt back to your

class. Using the information on the receipt, determine the cost of each type of single flower.

5. Ask the class to create and price bouquets. Ask them to note the numbers and types of flowers in each bouquet. Then, add and multiply to determine the original wholesale cost of each bouquet. Record that information. Now, ask students to decide how much to charge for the bouquets, based on their unit cost.
6. Once the sale is over, compare your original cost with your total sales. What was your profit? Encourage students to use the strategies they used when analyzing Xochitl and her mother's sales on the worksheet. Then, decide how you'll use the money you've earned through your hard work!

Name: \_\_\_\_\_

## Dollars and Sense

1. Before Xochitl and her mother make the bouquets, they have to buy the flowers from the Flower Market. At the market, they buy 4 roses for \$1. How much does 1 rose cost the Flores?
2. When the Flores sell bouquets of roses, they use 3 yellow roses, 2 white roses, and 3 red roses. Using your answer from problem 1, calculate how much money **total** these flowers cost the Flores at the Flower Market.
3. Xochitl and her mom decide to charge \$8.00 for each bouquet. Using your answer from problem 2, calculate how much money they make when they sell 1 bouquet of roses.
4. You're going to have a party and you want to decorate with flowers! If 1 bouquet of roses costs \$8.00, how much money would you have to pay for **12** bouquets of roses?

### **CHALLENGE**

Look at your answer to problem 3. How much money do the Flores make when they sell you the **12** bouquets of flowers?

## SCIENCE

### Let's Watch it Grow

*Students plant seeds and observe their growth into flowering plants, in the process identifying the structures that allow them to survive.*

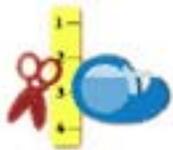


30 minutes/session  
over several  
months



Large group, partners, and individual

**CA Science Standard 3.a:** Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.



Green bean seeds, soil, water, and access to light; chart paper and markers; colored pencils or crayons; paper and pens or pencils

1. As a group, plant your green bean seeds. Discuss what plants need to survive and choose a good place for your garden, either in indoor planters or outdoors. Make predictions about what the plants will do. Be careful to remind students that growing plants take lots of time and patience.
2. At regular intervals, send a pair of students to observe the plants. What do they notice? Ask students to write down and illustrate their observations in science journals. Then, ask the students to report on the plants' growth to the class. Record their observations on chart paper so you can track growth over time.
3. Once the plants have blossomed, carefully dig up and clean one plant. As a group, identify important structures that you see. Then, tell the class that they will need to investigate the different parts of the plant. What do the roots do? The stem? The different parts of the plant? Ask pairs of students to research each structure.

## RESOURCES

### **Related Titles from Children’s Book Press**

#### **By the Same Author**

*A Movie in My Pillow / Una película en mi almohada.* Story by Jorge Argueta and illustrations by Elizabeth Gómez.

#### **Books About Community**

*My Very Own Room / Mi propio cuartito.* Story by Amada Irma Pérez and illustrations by Maya Christina Gonzalez.

*Grandma and Me at the Flea / Los meros meros remateros.* Story by Juan Felipe Herrera and illustrations by Anita DeLucio-Brock.

*Angels Ride Bikes and Other Fall Poems / Los Angeles andan en bicicleta y otros poemas del otoño.* Poems by Francisco Alarcón and illustrations by Maya Christina Gonzalez.

*Iguanas in the Snow and Other Winter Poems / Iguanas en la nieve y otros poemas del invierno.* Poems by Francisco Alarcón and illustrations by Maya Christina Gonzalez.

#### **Books About Immigrant Kids**

*The Upside Down Boy / El niño de cabeza.* Story by Juan Felipe Herrera and illustrations by Elizabeth Gómez.

*My Diary from Here to There / Mi diario de aquí hasta allá.* Story by Amada Irma Pérez and illustrations by Maya Christina Gonzalez.

*Aekyung’s Dream.* Story and illustrations by Min Paek.

*Friends from the Other Side / Amigos del otro lado.* Story by Gloria Anzaldúa and illustrations by Consuelo Méndez.

*Super Cilantro Girl / La superniña del cilantro.* Story by Juan Felipe Herrera and illustrations by Honorio Robledo Tapia.

#### **Websites:**

For images of artwork by Diego Rivera, Georgia O’Keeffe, and Vincent Van Gogh, go to the **Artcyclopedia** website at <http://artcyclopedia.com/> and follow the links.

- Rivera’s work is at [http://artcyclopedia.com/artists/rivera\\_diego.html](http://artcyclopedia.com/artists/rivera_diego.html)
- O’Keeffe’s is at [www.artcyclopedia.com/artists/okeeffe\\_georgia.html](http://www.artcyclopedia.com/artists/okeeffe_georgia.html)
- Van Gogh’s is at [www.artcyclopedia.com/artists/van\\_gogh\\_vincent.html](http://www.artcyclopedia.com/artists/van_gogh_vincent.html)

For even more images of flowers, go to [www.artcyclopedia.com/subjects/Flowers.html](http://www.artcyclopedia.com/subjects/Flowers.html)

To learn more about flowers, go to **Yahooligans!** and type the word *flowers* into the search engine. You’ll find pictures, explanations of why flowers smell, and an “Ask Earl” page that answers some basic flower questions. [www.yahooligans.com](http://www.yahooligans.com)

On the bilingual web page **El Salvador en Imágenes**, you will find amazing photographs illustrating a range of Salvadoran life. Picture galleries include “traditions,” “tropical flowers,” and “countryside,” among many others. <http://www.4elsalvador.com/>

On the **Lonely Planet** website, you can find basic information about Salvadoran history, culture, and environment.

[http://www.lonelyplanet.com/destinations/central\\_america/el\\_salvador/](http://www.lonelyplanet.com/destinations/central_america/el_salvador/)

## CONTRIBUTORS

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## TIPS FROM THE PROS

Please share your own ideas for how to use *Xochitl and the Flowers* in the classroom. We'll be pleased to post your work on the website for other teachers to use. Email us your lesson plans at [communityprograms@childrensbookpress.org](mailto:communityprograms@childrensbookpress.org)