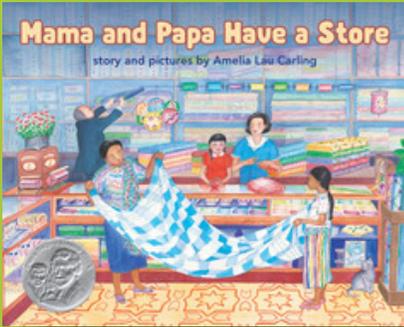


TEACHER'S GUIDE



LEE & LOW BOOKS

Mama and Papa Have a Store

written and illustrated by Amelia Lau Carling

About the Book

Genre: Autobiography/
Memoir

***Reading Level:** Grades 3–4

Interest Level: Grades K–6

Guided Reading Level: Q

**Accelerated Reader® Level/
Points:** 4.1/0.5

Lexile™ Measure: 810L

*Reading level based on the Spache
Readability Formula

Themes: Childhood Experiences and Memories, China, Guatemala, Customs and Traditions, Economics, Education, Empathy and Compassion, Families, Home, Immigration, Occupations, Persistence/Grit, Latino/Hispanic/Mexican Interest, Multiethnic Interest, Asian/Asian American Interest

SYNOPSIS

From the *clip, clop* of the milkman's mule in the early morning to the clacking of her father's abacus at night, a young girl brings us into her home, which is also her parents' store. Located in Guatemala City, the store is filled with the colorful textures of cloth, threads, buttons, and things from her parents' homeland in China. As people come and go throughout the day, the girl hears several languages—Spanish, Chinese, and Mayan.

The Mayans buy thread for weaving in colors such as “parrot green” and “mango yellow.” The girl's parents talk about their hometown in China, from which they emigrated, fleeing a war, years ago. The girl and her brothers and sisters make up games to play on the rooftop terrace, on the sidewalk, and in the store. After supper the girl dances to celebrate her day.

Lyrical writing and delightful artwork will captivate both children and adults in this story drawn from the author/illustrator's childhood memories.



BACKGROUND

Author's Note: As a young couple in 1938 when World War II was beginning, my parents fled the Japanese invasion of their village of Nine Rivers on the lush Pearl River delta in Guangdong, China. Like other *paisanos*, countrymen from their own land, they settled in Spanish-speaking Guatemala. Although they both longed to return, Mama never revisited Nine Rivers, but as a widower Papa traveled back forty-five years later. In celebration, he set off firecrackers at his parents' gravesites and, reunited with relatives, feasted on the foods of his beloved hometown." —Amelia Lau Carling

Chinese Immigration to Guatemala: The author writes in the author's note that her parents "fled the Japanese invasion of their villages of Nine Rivers on the lush Pearl River Delta in Guangdong China" in 1938. World War II lasted from 1939–1945, but conflict in Asia began earlier, in 1937, when Japan attacked China with the goal of controlling Asia and the Pacific. Japanese naval occupation of the mouth of the Pearl River blocked an important supply route and isolated the British port of Hong Kong. (See http://ww2db.com/battle_spec.php?battle_id=205 for more information.) The Chinese community in Guatemala is relatively small and centered around the capital and urban areas (<http://www.refworld.org/docid/3ae6abc218.html>).

Guatemala: Guatemala is located in Central America, bordering Mexico, Belize, Honduras and El Salvador. The landscape includes mountains, beaches on both the Pacific Ocean and Caribbean Sea, and volcanoes. Lake Atitlan, the deepest lake in Central America, was formed by a volcanic eruption. The mountains are cool (one-third of the population lives in highland villages), and the lowlands are warm and humid. The capital is Guatemala City, which is surrounded by three volcanoes. More than half the population is descended from the indigenous Maya people and most of the remaining citizens are of mixed Spanish and Maya ancestry. More information about Guatemala can be found here (<http://travel.nationalgeographic.com/travel/countries/guatemala-facts/>) and here (<http://kids.nationalgeographic.com/explore/countries/guatemala/#guatemala-volcano.jpg>).

The Abacus: An abacus is a tool that uses counters that slide on rods or in grooves to perform calculations. It is still widely used by merchants in China, Japan, Africa

and other countries. There is a specific type of abacus used in China called a suanpan. It is more complex than a basic abacus for schoolchildren and can be used for other operations besides addition and subtraction. More information can be found here (<http://www.newworldencyclopedia.org/entry/Abacus>).

Additional titles to teach about immigration and cultural differences:

Xochitl and the Flowers/ Xóchitl, la Niña de las Flores written by Jorge Argueta, illustrated by Carl Angel
<https://www.leeandlow.com/books/xochitl-and-the-flowers-xochitl-la-nina-de-las-flores>

The Have a Good Day Cafe written by Frances Park, Ginger Park, illustrated by Katherine Potter
<https://www.leeandlow.com/books/the-have-a-good-day-cafe>

Auntie Yang's Great Soybean Picnic written by Ginnie Lo, illustrated by Beth Lo
<https://www.leeandlow.com/books/auntie-yang-s-great-soybean-picnic>

Going Home, Coming Home written by Truong Tran, illustrated by Ann Phong
<https://www.leeandlow.com/books/going-home-coming-home>

A Movie in My Pillow / Una película en mi almohada written by Jorge Argueta, illustrated by Elizabeth Gómez
<https://www.leeandlow.com/books/a-movie-in-my-pillow-una-pelicula-en-mi-almohada>

Home at Last written by Susan Middleton Elya, illustrated by Felipe Davalos
<https://www.leeandlow.com/books/home-at-last>

Grandfather Counts written by Andrea ChengPérez, illustrated by Ange Zheng
<https://www.leeandlow.com/books/grandfather-counts>



VOCABULARY

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

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

milkman, mule cart, church bells, roosters, paper lanterns, firecrackers, perfume, soy sauce, sawdust, knits, abacus, stoop, saints, lottery tickets, volcanoes, weave, pomegranate, magenta, mango, maroon, iguana, marshes, maize, cornfields, Chinese bean curd, tofu, thermos, hot peppers, mincing, cleavers, patio, wood burning stove, corn tortillas, roof terrace, cement, pagodas, cliffs, craggy, wax, tin roof, gas lamps, display window, ink, Chinese brush, accounting book

Academic

moist, blind, arranged, imperfect, fled, complain, sizzles, rickety, miniature, landscape, pelts, bundles, columns

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, 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:

1. Do you know anyone who owns a store? What stores do you go to with your family? What tasks or responsibilities might you expect for someone who owns a store?
2. This is a story about an entire typical day in the life of one family. What parts of their day do you expect to hear about? Think about a day in order.
3. Did your family, or someone you know, move here from another country? What might someone who moves to a new country do to get settled in a new place? How might someone stay connected to home?

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)

Talk about the title of the book. 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?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, author's note, author and illustrators' dedications, and illustrations.

Setting a Purpose for Reading

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

Have students read to find out about:

- what a typical day is like for the narrator and her family as they run their store
- how the characters in the book have many different experiences and interact with many different people over the course of one day

Encourage students to consider why the author, Amelia Lau Carling, would want to share this story with young people.



AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

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

1. Who is the narrator of the story? How do you know?
2. What sounds are there as the day starts? What are people doing?
3. What do Mama and Papa sell in their store? What is it like there? What do Mama and Papa do as they work?
4. Who does the girl see from the stoop?
5. Who comes to shop at the store? What do they want to buy? What colors of thread do they need?
6. Who is Don Chema? What do he and Mama and Papa talk about?
7. What happens at lunchtime? Where does the family go?
8. What does the girl and her siblings like to do for fun?
9. What's up on the roof? What do the children do?
10. How does an abacus help Papa? How is it used?
11. How does the weather change at lunchtime? What happens because of the rain?
12. What does everyone do when the power goes out?
13. What happens when the lights come back on? Why must Santiago, Maria and Elsitita hurry?

14. What does the family do to close the store and prepare for the next day?

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 adjectives would you use to describe the setting of this book?
2. Why do you think the little girl likes to sit on the stoop of the store?
3. What does the girl think about the family from the Indian village? What interests her about them?
4. How does Maria keep track of the colors of thread she needs? What does her “list” teach you about where she lives?
5. Why do you think Mama invites Don Chema to sit down and drink tea even though she's busy running the store?
6. How is lunchtime at the store the same or different than lunchtime for you? What makes lunchtime a special time for this family?
7. Why do you think Papa chose to decorate the roof terrace the way he did? How does the garden and miniature landscape have a different meaning for Mama and Papa than the children?
8. What do you imagine as you read the part about the children sledding on the roof? What is the mood? How does the mood change when it's time to reopen the store?
9. How does the family react to the rain? What do their reactions tell you about their ability to manage difficult situations?
10. Why does the girl think her parents are watching her as they work? What's different for her, being the youngest, than her siblings?
11. Compare how the day begins and ends. Why do you think the author begins by describing the scene outside on the street and ends by describing what's happening inside the store?



“Kids may enjoy trying to separate out the threads of Mayan, Spanish and Chinese cultures, but all come together seamlessly in this snippet of an idyllic childhood.”

–*Publishers Weekly*

“There is a timeless quality to this account, which is based on the author’s memories...

A pleasant family story that should enrich library collections. . . .”

–*School Library Journal*

“[T]his is a remarkable and affectionate story of one family’s resilience, of grace under fire, of how a life can flourish under trying circumstances. . . .”

–*Kirkus Reviews*

12. How does the author, Amelia Lau Carling, show that multiple cultures co-exist peacefully?

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 reader’s response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. The author information says Amelia Lau Carling was inspired to write this book by her children’s fascination with stories of her childhood. Why do you think her children found her stories so interesting? Which part of the book do you find the most interesting? Why?
2. The main character meets many different people during the day. How does she react to their differences? How is this a story about appreciating differences?
3. Compare your day to the family’s day in the book. Consider each part of the day (morning, lunch, afternoon, evening.) What do you do that is the same as in the story? What do you do differently?
4. What does this story teach readers about life in Guatemala? How does the family maintain its connection to its Chinese heritage even in a faraway place?

5. How is this a book about the meaning of family? Give examples of how the family members support one another in this book. What does your family work together to accomplish?

ELL/ESL Teaching Activities

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

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students’ level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about what they do on a typical school day or on a weekend day.



- 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 English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
- Ask students to retell the events in the family's day to practice using sequential language. Provide picture cards as supports if needed.
- Use the Spanish edition of this book if it would be helpful for your students (<https://www.leeandlow.com/books/la-tienda-de-mama-y-papa>).
- Color words are used throughout the story. Create a chart listing the colors red, orange, yellow, green, blue, purple, pink, black, white, and brown in English. Create two additional columns for Spanish and Chinese for students to practice and learn.

Papa using his abacus, and the store's various wares. Then, ask students to infer more information about the family's actions and surroundings by noticing aspects of the illustrations not explicitly described in the text.

- Study examples of how the author uses rich details to create a scene for readers. Then ask students to imitate her writing technique to write a description of a scene from their day at home or school.
- Discuss the idea of common human experiences. Though the work, meals, activities, etc. in the book might differ from those familiar to your students, what IS the same? Younger students could contribute to a class book about how they spend time with their families, using patterned text such as "Some families _____ and some families _____, but all families [have fun together, eat together, help each other, etc.]" Older students could write a list of ideas about how different families might eat, play or work together, using examples from the book and their own lives.
- Revisit the section where Mama and Papa reminisce with Don Chema about life in China. Have students write an imaginary letter from them to friends or family in China sharing details of life in Guatemala City.

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

(Reading Standards, Key Ideas and Details, Strand 1, and Craft and Structure, Strands 4 and 5)

(Writing Standards, Text Types and Purposes, Strands 2 and 3, and Production and Distribution of Writing, Strand 4)

- Support comprehension by matching phrases from the text to the details in the illustrations. For instance, ask students to point out Mama knitting,

Social Studies

(Reading Standards, Key Ideas and Details Strands 1–3 and Integration of Knowledge and Ideas, Strands 7 and 9)

- Imagine more about the lives of characters Santiago, María and Elsitá by reading *Rainbow Weaver* (<https://www.leeandlow.com/books/rainbow-weaver-tejedora-del-arcoiris>) and *Abuela's Weave* (<https://www.leeandlow.com/books/abuela-s-weave>), two stories about traditional weaving in a Mayan village. Revisit the sections of *Mama and Papa Have a Store* that give information about this family and make connections between the three books.
- Read the author's note at the beginning of the text ("Remembering Mama and Papa.") Locate the places in China on a map and trace the route the author's parents took to Guatemala City. Have students research the Chinese locations and



landscapes mentioned in the story, such as Yellow Mountain (<http://whc.unesco.org/en/list/547>). Discuss how photographs of the actual places compare to Papa's rooftop miniature landscape.

3. Use this text as a springboard for exploring other immigration stories, such as *Xochitl and the Flowers* (<https://www.leeandlow.com/books/xochitl-and-the-flowers-xochitl-la-nina-de-las-flores>) or *The Have a Good Day Cafe* (<https://www.leeandlow.com/books/the-have-a-good-day-cafe>). Make connections between the experiences of the families in each book as they establish their livelihoods in a new place.

Art/Drama

(Reading Standards, Integration of Knowledge and Ideas, Strand 7)
(Speaking and Listening Standards, Comprehension and Collaboration, Strand 1)

1. Study the author's use of detailed drawings to convey information. Have students use colored pencils or another fine-point medium to make a drawing of a scene from their lives. Talk in partnerships about what information the drawings convey.
2. Revisit the section in which the Maria talks about which color thread she needs to buy by listing the colors of the rain forest, marshes and cornfields. Talk about different locations in your school community. How would you describe the colors in each place? Have students mix paints to match the colors on your list and work together to create a series of murals showing where you live.
3. Discuss what it's like when the electricity goes out. What did the characters in the book do? What do you have to do differently than normal when there is no power? Experiment with having class in the dark, or explore making shadow puppets like the children in the book.
4. For younger students, set up a dramatic play area with elements from the story, such as a cash register or abacus, display window, store counter and wares to sell. If you have the space, also include a house area with a kitchen for the "family" to prepare and eat their meals.

5. For younger students, challenge them to use blocks to construct the family's store and home based on descriptions from the book. Provide cardboard or a cookie sheet to make the tin roof and experiment with making small figures "sled" down it.

School-Home Connection

(Speaking and Listening Standards, Comprehension and Collaboration Strands 1 and 2 and Presentation of Knowledge and Ideas, Strand 6)
(Writing Standards, Research to Build and Present Knowledge, Strands 7 and 8)

1. Invite students to share details from the text with their families as examples of stories from the author's childhood. Then have them interview family members about stories from their own childhoods and share stories at school. Generate a list of questions together beforehand, such as "What did your parents do for work? Did you ever help them?" and "What did you and your siblings or friends do for fun together?"
2. Revisit the page that describes Mama and Papa's different names in Spanish and Chinese. Discuss what it would be like to change your name upon arriving in a new place. Have students talk to their families about the origins of their own names, or research the meaning of their names online.



ABOUT THE AUTHOR AND ILLUSTRATOR

Amelia Lau Carling was born and grew up in Guatemala, the youngest of six children of Chinese immigrants. Surrounded by family and customers in her parents' general store, she learned about Chinese, Spanish, and Mayan cultures. After moving to the United States, she was inspired to write *Mama and Papa Have a Store*, her debut book, by her own children's fascination with stories of her childhood. Carling now lives in Yonkers, New York.

Awards and honors include:

- **Pura Belpré Illustrator Award Honor**, ALSC/REFORMA
- **Américas Book Award**, Consortium of Latin American Studies Programs
- **"Choices,"** Cooperative Children's Book Center
- **Notable Social Studies Trade Books for Young People**, National Council for the Social Studies/Children's Book Council

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

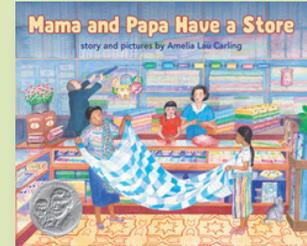
www.leeandlow.com/books/mama-and-papa-have-a-store (secure online ordering)

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

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

Book Information for *Mama and Papa Have a Store*



\$9.95, PAPERBACK

978-1-58430-275-9

40 pages, 9 x 10-1/2

*Reading Level: Grades 3–4

*Reading level based on the Spache Readability Formula

Interest Level: Grades K–6

Guided Reading Level: Q

Accelerated Reader® Level/Points: 4.1/0.5

Lexile™ Measure: 810L

THEMES: Childhood Experiences and Memories, China, Guatemala, Customs and Traditions, Economics, Education, Empathy and Compassion, Families, Home, Immigration, Occupations, Persistence/Grit, Latino/Hispanic/Mexican Interest, Multiethnic Interest, Asian/Asian American Interest

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/mama-and-papa-have-a-store>

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