

Juanito Counts to Ten/Johnny cuenta hasta diez: A Bilingual Counting Book
 written by Lee Merrill Byrd
 illustrated by Francisco Delgado

About the Book

Genre: Fiction

Format: Hardcover, 32 pages

ISBN: 9781933693125

Reading Level: Grade 1

Interest Level: Grades K–4

Guided Reading Level: H

Spanish Guided Reading Level: H

Accelerated Reader® Level/Points:
 English: 1.4/0.5

Spanish: 2.0/0.5

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Bilingual, Childhood Experiences and Memories, Families, Grandparents, Humor, Counting Book, Affection and Consent, Latino/Hispanic/ Mexican Interest

Resources on the web:

[leeandlow.com/books/juanito-counts-to-ten](https://www.leeandlow.com/books/juanito-counts-to-ten)

SYNOPSIS

Juanito loves to count, and what could be more fun than giving and counting kisses! Children's book author Lee Merrill Byrd was inspired to write *Juanito Counts to Ten* when she watched her four-year-old grandson Johnny. He was so happy and full of life that he was dishing out kisses to everybody. He kissed his mother, his father, Stray Gray the Cat, and, of course, his grandmother! He was so happy he even kissed his bossy big sister.

Lee Merrill Byrd's three children's books tell stories based off her grandchildren-- *Treasure on Gold Street* was about her first granddaughter, *Juanito Counts to Ten* focuses on her oldest grandson, and *Birdie's Beauty Parlor* (<https://www.leeandlow.com/books/birdie-s-beauty-parlor>) on her second granddaughter!

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

Early Childhood Consent Education

Juanito Counts to Ten is a joyful story of a young child who gives out kisses. It can spark conversations about happiness, affection, family, friends, and pets. It may also be helpful to talk to children about consent in the context of this story. Education Week (<https://www.edweek.org/teaching-learning/were-teaching-consent-all-wrong/2019/01>) shares guidance about viewing consent education as a key aspect of social-emotional learning, and to teach young children about it as a “life skill.” They suggest educating young children about respecting physical boundaries alongside teaching about other age-appropriate skills like sharing, taking turns, and respecting property. Besides teaching children to respect others’ declarations of “no,” it is important to model and coach young children about the importance of offering—and expecting—choices for physical contact (“Do you want a hug, high five, or ‘hooray?’”) and to notice and respond to others’ facial expressions and body language about physical contact. For more practical information about early childhood consent education, see <https://www.talkwithyourkids.org/lets-talk-about/healthy-sex-talk-teaching-kids-consent-ages-1-21.html> or <https://www.safesecurekids.org/teaching-consent#activities-printables>.

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:

- When you’re happy, how do you show it?
- Which people make you feel happy when you see them? What do you do to show them you care about them?

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, *Juanito Counts to Ten/Johnny cuenta hasta diez: A Bilingual Counting Book*. 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? Do they think this will be a story or an informational book? What makes them think that? What does “bilingual” mean? What do they know about counting books?

Book Walk: Display the book and analyze the cover. What do students notice in the illustration? Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, and illustrations. Point out the bilingual text and tell students if/how you will use it as you read.

Read Author’s and Illustrator’s Biographies: Read the author’s and illustrator’s biographies at the end of this guide. What do you think the process is like to write a book for young readers? Read the dedication to hear how this story was inspired by the author’s grandchildren. Why do you think the author made this book for young readers?

Setting a Purpose for Reading

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

Have students read to find out:

- Why does this story have such an interesting title, "*Juanito Counts to Ten/Johnny cuenta hasta diez: A Bilingual Counting Book*?"
- Where does this story happen? What do the characters do?
- How do the pictures in the book help us know more about what happens in the story and how the characters feel?

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

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

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

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

The 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

pitcher, Family Vocabulary Words: Sister, Daddy, Momma, Baby, Grandmother (not written)

Academic

tiny, boss, quits, served, blows, dreams, stray, "run out," delicious

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. Who is in this story?
2. Where does the story happen?
3. What does Juanito do? What do the other characters do?
4. What does Juanito's grandmother wonder?

5. How does the story end?
6. What numbers are featured in the story?

Extension/Higher Level Thinking

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

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

1. How do you think Juanito chooses who to kiss?
2. How are the characters Juanito kisses the same? How are they different?
3. How do you think each character in this story feels about Juanito's kisses? What makes you think that?
4. What does this story make you think about Juanito as a person?
5. How do the pictures show you more about what happens in the story?
6. Which parts of the illustrations seem real? Which parts seem made up?
7. How do the pictures show how the characters feel during different parts?
8. What was your favorite part? Why?
9. Would you like to be Juanito in this story? Why or why not?
10. Why does Juanito not kiss Beatriz? Why is it important that he respected her boundaries?
11. If you wrote this story about yourself, who would be in it?
12. Why do you think the author, Juanito's grandmother, wanted to share this story with young people?
13. Why do you think Juanito saved the most kisses for his grandmother? How does Juanito show that his grandmother is very special to him?

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. Why do you think the author chose to write this story? What do you think the author's message to the reader is?
2. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? How is the narrator similar or different to you and your role in your own family?
3. Have students make a text-to-text connection. Did you think of any other books while you read *Juanito Counts to Ten/Johnny cuenta hasta diez: A Bilingual Counting Book*? Why did you make those connections?
4. Have students make a text-to-world connection. What kind of connections did you make from

this book to what you have seen in the world or on the news? Why did *Juanito Counts to Ten/ Johnny cuenta hasta diez: A Bilingual Counting Book* make you think of that?

5. What is one big thought that you have after reading this book? Think about different character changes, the setting, and the relationships. What did you learn from reading *Juanito Counts to Ten/Johnny cuenta hasta diez: A Bilingual Counting Book*?
6. Choose your favorite page. Make a list of things you imagined as you read this page and looked at the illustration.
7. This author gets story ideas from time she's spent with her grandchildren. Make a list of story ideas about your family.

Multilingual Learner 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. It is also important to stress that the Spanish used in this book is considered Mexican-American Spanish and that may or may not resonate with all students. 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 people who make them happy.
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 English Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. The book is both in English and in Spanish. Have students read both texts, and compare both. Have students highlight any unknown words in the text, and then record them separately. Have students look up their definitions and share their knowledge about these words, if applicable.

7. Have students identify true cognates throughout the book. Students can begin with one to two pages and gradually increase to a chapter(s) where students highlight true cognates and determine the meaning to the word if they do not already know it. This can also be a great opportunity to also discuss false cognates with students. If time allows, have students reflect on the cognates that they found. Did they know the word in English? Did they know the word in Spanish? If it was an unknown word in English, did the identification of the Spanish cognate help them define the word? Consult ¡Colorin Colorado! for more ideas on how to use cognates in the classroom with MLs: <https://www.colorincolorado.org/using-cognates-ells>.
8. Additional resources to support multilingual students is: <https://www.multilinguallearning-toolkit.org/>.
9. Have students act out the story to support comprehension and practice counting. Use a Juanito puppet and scenery showing all the other characters. Have one student play Juanito and the rest of the class name each character and help count kisses for Juanito to give. They can also help make logical responses for each character (e.g., yowls for the cat, "thank you/gracias" for the grandmother).

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/CCSSen-Espanol/SLA-Literacy>

1. Asigne el libro *Juanito Counts to Ten/Johnny cuenta hasta diez: A Bilingual Counting Book* 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. What Social and Emotional Learning (SEL) skills does Juanito exhibit over the course of the book? Some examples of SEL skills include problem-solving, grit and perseverance, self-regulation, and perspective taking. How does Juanito demonstrate these skills?
2. Have students go on a Social and Emotional Learning scavenger hunt in the text, looking for evidence in the details from the book. Assign students to relevant Social and Emotional Learning themes, such as: empathy, problem-solving, perspective taking, perseverance, and recognizing and managing emotions. Using the illustrations to recognize and label each character's emotions (joyful, disgusted, proud, tired, loved, focused, scared, peaceful, etc.) would be especially appropriate for this book.
3. Choose an emotion that interests you: happiness, sadness, fear, anxiety, frustration, hope, perseverance and so on. Illustrate or act out what that emotion looks like in *Juanito Counts to Ten/Johnny cuenta hasta diez: A Bilingual Counting Book*.
4. Do you think the author wants Juanito to be a role model for young people or an example of caution? Why or why not?
5. Make list of characters and number of kisses. Work as a class to draw a face next to each character's name showing how they felt about the kisses. Write an emotion word for each face.
6. Talk more about how the different characters reacted to Juanito's kisses. Talk about what it may be helpful for Juanito to learn about respecting physical boundaries and asking permission. Role play scenarios for different characters and talk about nuances to each situation; for instance, Juanito doesn't need to ask permission to kiss his grandmother, as she obviously welcomes it, but he should probably ask permission before kissing his hair dresser.
7. Brainstorm a list as a class about ways to show you love someone. Star those that may require asking permission.

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

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

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

- **Have students practice retelling this story across their fingers, with the prompts “First, next, then, then, finally.”**
- **Read *Birdie’s Beauty Parlor* (<https://www.leeandlow.com/books/birdie-s-beauty-parlor>) by the same author and illustrator.** Compare and contrast the two books. Notice how Birdie is mentioned in this title.
- **Read other stories that list characters important in children’s lives, such as *Quinito’s Neighborhood / El Vecindario de Quinito* (<https://www.leeandlow.com/books/quinito-s-neighborhood-el-vecindario-de-quinito>).** Compare, contrast, and make connections between texts.
- **Invite students to write and illustrate their own counting books about people and animals they love.** You may wish to provide a sentence frame and word bank, such as “I give my [mom, dad, sister, brother, etc.][number 1-10][kisses/hugs/high fives/fist bumps/compliments, etc.]”
- **Read this book alongside *Connor Kissed Me* (<https://www.leeandlow.com/books/connor-kissed-me>) by Zehava.** This story stars Miriam, who’s not sure how to react when her friend unexpectedly kisses her. Refer to the resources and activities in the Teacher’s Guide for this title (https://www.leeandlow.com/uploads/loaded_document/1449/preview.pdf) to inform yourself and prepare to lead conversations with students about how the story relates to learning about consent. Compare and contrast the two titles. Ask students, “What might Miriam want to say to Juanito?”

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, 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)

- **Show students photos of children showing affection around the world.** What do they notice in the pictures? What are the people doing? How might they feel? What different traditions or social conventions exist in different places? Talk about how cultural traditions

around greetings, physical contact, and physical affection can impact what feels comfortable or uncomfortable for individuals.

Art

(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)

- **Notice the use of hearts on each page to convey love and happiness.** Invite students to paint or draw a portrait of themselves with someone they love, and give them options for adding hearts (drawing, stickers, stamps, collage, etc.) Or, let them use a photo editing program to add hearts to a photo that makes them happy and type a caption for it.

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)

- **Read other counting books, such as *Counting Pumpkins* (<https://www.leeandlow.com/books/counting-pumpkins>).** Make a list of features to expect from counting books. Compare and contrast the structure and details of *Juanito Counts to Ten/Johnny cuenta hasta diez: A Bilingual Counting Book* with other counting books.
- **Ask students to represent the number of kisses Juanito gave on each page in different ways (i.e., with manipulatives, with a picture, with tallies, etc.)**
- **Create story problems to solve using the number of kisses Juanito gave to different characters.** (E.g., how many kisses did he give to his dad and his mom combined? How many more kisses did he give to his grandmother than Birdie?)

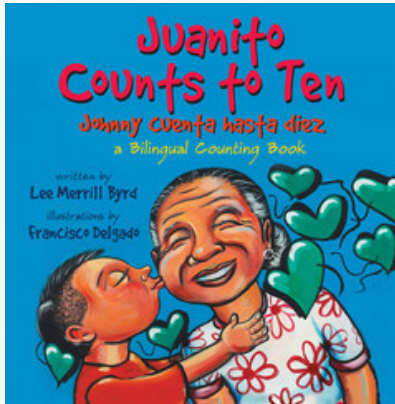
School-Home Connection

(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)

- **Have students survey people at home about people or animals who make them happy.** Have students record responses using words and/or pictures. Share and compare responses at school.
- **Collect information from families to learn about a person to whom each student could send a happy message through the mail, like Juanito sent “five kisses” to Birdie in the mail.**



Ordering Information

General Order Information:

leeandlow.com/contact/ordering

Secure Online Ordering:

leeandlow.com/books/juanito-counts-to-ten

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail:

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

ABOUT THE AUTHOR

Lee Merrill Byrd, novelist and publisher, was born and raised in New Jersey but has spent most of her life in the Southwest. Besides being an award-winning author, Lee is known as a pioneer in children's bilingual books as one of the co-founders Cinco Puntos Press (now a Lee & Low imprint), a publishing company named after their neighborhood in El Paso, Texas.

In October 2003, Cinco Puntos published Lee's first picture book for children, *The Treasure on Gold Street, A Neighborhood Story* in Spanish and English. It received a Skipping Stones Honor Book Award, a Southwest Book Award, a Paterson Poetry Center Prize, and a Teddy Award from the Texas Writers League.

Lee's children's books tell stories based off her grandchildren-- *Treasure on Gold Street* was about her first granddaughter, *Juanito Counts to Ten* focuses on her oldest grandson, and *Birdie's Beauty Parlor* on her second granddaughter!

ABOUT THE ILLUSTRATOR

Francisco Delgado a fronterizo artist, was born in Ciudad Juarez, Chihuahua in 1974. Throughout his life he has resided in both twin cities of El Paso and Ciudad Juarez.

Delgado's artworks reflect the United States and Mexican Border life and speak to the working class of the barrios. His visual language often uses iconic figures like El Chapulin Colorado, George W. Bush, Tin Tan, Lady Liberty, and Luchadores among many others to convey his political narrative. Even though his body of work is political and his message is direct it is delivered with the dark sarcasm and humor that is often found in Mexican, Chicano and Fronterizo Cultures.

He attended the University of Texas at El Paso where he received several honorary awards and a BFA. He received his MFA from the Yale School of Art. His paintings have been on book covers, in national art exhibits, private collections and community institutions. Delgado's first picture book was, *¡Sí, Se Puede! / Yes, We Can!* His second book was *Juanito Counts to Ten*, and *Birdie's Beauty Parlor* his third. Francisco and his wife Barbara have three children, Pedro, Xitlali and a Xochi. Learn more at <https://franciscodelgado.weebly.com/>.

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.