

## TEACHER'S GUIDE



LEE & LOW BOOKS

# Seaside Dream

written by Janet Costa Bates

illustrated by Lambert Davis

## About the Book

**Genre:** Realistic Fiction

**\*Reading Level:** Grade 3

**Interest Level:** Grades 1–5

**Guided Reading Level:** Q

**Accelerated Reader® Level/  
Points:** 3.6/0.5

**Lexile™ Measure:** AD660L

\*Reading level based on the Spache  
Readability Formula

**Themes:** Sharing and  
Giving, Overcoming  
Obstacles, Immigration,  
Imagination, Home, Holidays/  
Traditions (Birthdays),  
Intergenerational Love,  
Families (Grandparents),  
Friendship, Dreams and  
Aspirations, African/African  
American Interest, Empathy/  
Compassion, Gratitude,  
Persistence/Grit, Childhood  
Experiences and Memories

## SYNOPSIS

Tomorrow is Grandma's birthday, and the house is overflowing with family and friends. Hugs, laughter, and the smells of delicious food fill the air as everyone gets ready for a beach party. Cora is excited, but she is also worried because she still does not have a present for Grandma. Cora cannot think of anything special enough.

Cora knows her grandmother misses her home country, Cape Verde. Could Cora's gift help her reconnect with faraway family she has not seen in decades? After a nighttime walk on the beach with Grandma, Cora has a dream that sparks an idea for the perfect birthday present—one that both of them will always remember and a way to help Grandma reconnect with faraway family.

Winner of Lee & Low's New Voices Award Honor, *Seaside Dream* is a loving celebration of the strength of family bonds that transcend age and distance. Set in a lush, coastal neighborhood, this contemporary, intergenerational story lovingly affirms the treasured relationship between a child and a grandparent and the joy of giving from the heart.



## BACKGROUND

**Cape Verde (From the Author's Note):** Cape Verde is a small, tropical country made up of a cluster of islands located off the west coast of Africa. Cape Verdeans are a beautiful mix of mostly African and Portuguese ancestry. Their language is Cape Verdean Crioulo, a dialect of Portuguese with strong African influences. The islands were a colony of Portugal for about five hundred years before Cape Verde gained its independence on July 5, 1975.

**Cape Verdean Drought and Migration (From the Author's Note):** Cape Verdeans have experienced severe droughts numerous times in their history. When the islands did not get any rain, food could not grow, and all too often people starved. A great number of Cape Verdeans, including all four of my grandparents, left the islands in search of a better life. Many of them came to the United States. Because of this migration, families were separated, sometimes forever.

**Mantenhas (From the Author's Note):** One way [Cape Verdean] families stayed connected was through mantenhas. Traditionally, a mantenha is a verbal greeting sent with someone who is traveling between the United States and Cape Verde. In the early 1900s, traveling and communicating were difficult and expensive. Sending a mantenha was a way to keep the bonds of family and friendship strong.

**Kachupa/Munchupa (from the glossary):** A national dish of Cape Verde, this national dish of Cape Verde is a stew made of dried corn, dried beans, vegetables, and sometimes meat. It has many variations. See this site (<http://www1.umassd.edu/specialprograms/caboverde/cachupa.html>) for more information and a sample recipe.

**From the author:** Cora's grandma is based on my own grandmother. Born on the island of Santo Antão in 1899, my grandmother arrived in the United States on July 4, 1926. In America, she and my grandfather were able to make a home where there was always enough food to go around. Like Cora, I lived right next door to my grandmother and felt very lucky to spend a lot of time with her. She never made it back to her beloved homeland, but she always held Cape Verde close to her heart and shared many stories of the islands with me. Although this story is fictional, the love between grandparent and grandchild—the kind of love that Cora

and her grandmother experience—was a very real part of my own story.—Janet Costa Bates

### Additional titles to teach about and celebrate grandparents:

**Grandfather Counts** written by Andrea Cheng, illustrated by Ange Zheng

<https://www.leeandlow.com/books/2399>

**Goldfish and Chrysanthemums** written by Andrea Cheng, illustrated by Michelle Chang

<https://www.leeandlow.com/books/2398>

**Rainbow Stew** by Cathryn Falwell

<https://www.leeandlow.com/books/2816>

**Hot, Hot Roti for Dada-jí** written by F. Zia, illustrated by Ken Min

<https://www.leeandlow.com/books/2749>

**Only One Year** written by Andrea Cheng, illustrated by Nicole Wong

<https://www.leeandlow.com/books/2715>

**Going Home, Coming Home** written by Truong Tran, illustrated by Ann Phong

<https://www.leeandlow.com/books/2794>

**The Wakame Gatherers** written by Holly Thompson, illustrated by Kazumi Wilds

<https://www.leeandlow.com/books/2901>

**Abuela's Weave** written by Omar S. Casteñeda, illustrated by Enrique O. Sanchez

<https://www.leeandlow.com/books/2350>

**Sunday Shopping** written by Sally Derby, illustrated by Shadra Strickland

<https://www.leeandlow.com/books/2883>

**The Have a Good Day Cafe** written by Frances Park and Ginger Park, illustrated by Katherine Potter

<https://www.leeandlow.com/books/2402>

**Two Mrs. Gibsons** written by Toyomi Igus, illustrated by Daryl Wells

<https://www.leeandlow.com/books/2828>



## 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

Cape Verde, stew, shell

### Academic

squeezed, joyful, hearty, greeted, parade, overflowing, blessed, insisted, shrugged, surrounded, journey, faith, starving, skimmed, brimming, struggled, tugged, admired

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5, 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. Was anyone in your family born in another country? When did he/she come to this country? Why? What do you think it would be like to move to a new country?
2. Have you ever been to a large family celebration? What was it like? What do families typically do at large gatherings?
3. Do you have a particular family member with whom you are very close? What makes your relationship special?
4. When you have to choose a present for someone, how do you decide what to get?

### 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 and illustrators' dedications, glossary, illustrations, and author's note.

### Setting a Purpose for Reading

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

Have students read to find out:

- what happens when Cora's family gathers for her grandmother's 70th birthday
- what Cora dreams about after a conversation with her grandmother
- what special gift Cora decides to give her grandmother

Encourage students to consider why the author, Janet Costa Bates, 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. What's happening at Grandma's house? What's the mood like? Why does Cora think she's luckier than the other family members?
2. What does Cora worry about when she sees Grandma's gifts?
3. Why does the family make so much food? What do Aunt Celia and Uncle Manny disagree about?
4. How does Cora feel when she slips out to the back porch? What does Grandma say that helps?
5. What does Cora think about when she tosses the shell into the ocean?
6. Why did Grandma leave Cape Verde? Why did her sister Aura stay behind? How did they promise to keep in touch? What's different than usual about Grandma during her conversation with Cora on the beach?
7. What does Grandma say when Cora suggests flying to Cape Verde?
8. What happens in Cora's dream? Who is the woman?
9. What does the family do to celebrate Grandma's birthday?
10. Why is it hard for Cora to wait for Grandma to open her gifts? What did Cora give Grandma? How did she feel when she gave it to her? What was Grandma's reaction?

11. How do Grandma's feelings about visiting Cape Verde change? What does she want Cora to do?

### 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 Cora's family members act towards one another? How do their actions show they care about one another? How do they have fun together?
2. How does the family honor its heritage through food?
3. How can you tell Grandma and Cora have a special relationship? What role does the beach play in their relationship? How do their conversations reflect their closeness?
4. How does Cora cheer her grandmother up when she's sad about missing her sister? What does Grandma mean when she says, "My Cora, you have such faith?"
5. How is the image of a shell in the ocean important to this story?
6. How does Grandma react to her birthday presents? What do her actions tell you about her as a person?
7. Why do you think Cora wants to give Grandma her present when they are alone?
8. What made Cora's present to Grandma meaningful? Was Cora's dream really a mantinha from Aura?

### 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. Describe examples from the story in which a character experiences multiple feelings at once. Describe a time in your life when you had several



"A moving portrayal of a grandparent-grandchild relationship as well as a distinctive take on universal aspects of immigration."

—Kirkus Reviews

"The close-knit nature of Cora's family shines through in Bates's prose, which is peppered with references to Cape Verdean cuisine and traditions."

—Publishers Weekly

"The marvelous illustrations have vigor and the tidbits of Cape Verdean culture make this picture book valuable for multicultural representation."

—School Library Journal

different feelings at once. Did you show your feelings or keep them private? Why?

2. What is the significance of mantenhas in this story? How might the idea of a mantenha be interpreted differently today than when Grandma first left Cape Verde? If you were to send a mantinha to someone far away, who would it be and what would you say?
3. Why do you think Grandma is so resistant to the idea of visiting Cape Verde at first? What is it about Cora's gift that makes her change her mind? Write about a time you were hesitant to do something but then changed your mind.
4. What made Cora's gift to her grandmother so special? Describe a special gift you gave or received. What made it meaningful?

## ELL 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 birthday celebrations, a relationship with a grandparent, or, if s/he is an immigrant, the experience of leaving his/her native country.
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 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.
6. Act out a mantinha to support comprehension of the concept. Assign roles to several students (immigrant, traveler, family member in Cape Verde.) Compose a message from the immigrant to



the family member and act out orally passing the message along.

## 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

(Writing Standards, Production and Distribution of Writing, Strand 4) (Reading Standards, Key Ideas and Details, Strands 1-3 and Integration of Knowledge and Ideas, Strand 9)

1. Write an imaginary letter from Grandma to Aura. What would Grandma say to Aura about her life in the United States? What questions would she ask?
2. Read other stories related to the ocean, such as *Surfer of the Century* (<https://www.leeandlow.com/books/2457>) or *The Wakame Gatherers* (<https://www.leeandlow.com/books/2901>). Explore the role the ocean plays in the text and the characters' lives using the discussion questions in this blog post: <http://blog.leeandlow.com/2014/07/06/book-and-activity-suggestions-to-match-your-summer-adventure-beaches/>.
3. Read this interview with author Janet Costa Bates: <https://www.leeandlow.com/books/2722/interviews>. When asked what she hopes children will take away from reading *Seaside Dream*, Bates says, “I hope Cape Verdean children feel proud seeing themselves represented in this book. I hope non-Cape Verdean children develop a curiosity about the islands and their beautiful people.” Discuss how books can be both mirrors (to see yourself) and windows (to see and learn about the experiences of others.)\* Ask students to make a two-column chart with ideas about how *Seaside Dream* serves as a mirror and a window for them. \*These terms

were coined by Rudine Sims Bishop from Ohio State University.

### Social Studies/Geography

(Reading Standards, Integration of Knowledge and Ideas, Strands 7-9)

1. Find Cape Verde on a map. Trace routes for a boat or plane journey to the United States. This site has information on emigration from Cape Verde. Trace routes on a map from Cape Verde to the other top countries for emigration (<http://www.migrationpolicy.org/article/cape-verde-towards-end-emigration>) (Portugal, The Netherlands, France, Italy, Spain and Luxembourg.) Discuss the term *diaspora*, which means a population scattered from its homeland.
2. Read other books with immigration as a theme. (Find many choices here: [https://www.leeandlow.com/search?searching\\_in=books&search\\_term=immigration&commit=Go](https://www.leeandlow.com/search?searching_in=books&search_term=immigration&commit=Go).) Compare and contrast the experiences of the characters. Where did they come from? What were the reasons for leaving their home countries? What are their experiences in their new countries? How do they stay connected to their roots?

### School-Home Connection

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

1. Have students interview an immigrant family member, friend, or neighbor. Brainstorm questions as a class beforehand using Grandma's experiences as a springboard. Share responses at school and locate each home country on a world map.
2. In this interview (<https://www.leeandlow.com/books/2722/interviews>) with author Janet Costa Bates, she talks about growing up in the United States surrounded by a strong Cape Verdean community and vibrant culture, saying, “Cape Verdeans don’t only remember where they came from, they celebrate it!” Have students write about how their families celebrate where they came from. If possible, invite families to school to share various traditions.



## ABOUT THE AUTHOR

**Janet Costa Bates** has been recognized by *Highlights for Children* as an Author of the Month. Her prize-winning fiction has been published in *Highlights* and in *Pockets* magazine. *Seaside Dream* was inspired by Bates's grandmother, who came to the United States from Cape Verde. Like Cora and Grandma in the story, Bates loves to spend time at the beach. This is her first book. She lives with her family in Massachusetts and can be found on the web at [janetcostabates.com](http://janetcostabates.com).

## ABOUT THE ILLUSTRATOR

**Lambert Davis** has illustrated numerous books for children, including the best-selling *The Jolly Mon* and *Whales Passing*, a Parents' Choice Recommended title. Born in Hawaii and having spent many years living near the ocean in California, Davis often creates artwork that reflects the beauty of the sea. When not painting, he enjoys surfing, sailing, and traveling. Davis now lives with his wife and their two sons in Australia. His website is [lambertdavis.com](http://lambertdavis.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](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

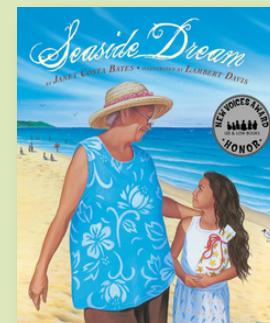
[www.leeandlow.com/books/2722](http://www.leeandlow.com/books/2722) (secure online ordering)

**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 Seaside Dream



\$9.95, PAPERBACK

978-1-62014-256-1

32 pages, 8-1/2 x 10

\*Reading Level: Grade 3

\*Reading level based on the Spache Readability Formula

Interest Level: Grades 1–5

Guided Reading Level: Q

Accelerated Reader® Level/Points: 3.6/0.5

Lexile™ Measure: AD660L

**THEMES:** Sharing and Giving, Overcoming Obstacles, Immigration, Imagination, Home, Holidays/Traditions (Birthdays), Intergenerational Love, Families (Grandparents), Friendship, Dreams and Aspirations, African/African American Interest, Empathy/Compassion, Gratitude, Persistence/Grit, Childhood Experiences and Memories, Kindness/Caring, Pride

## RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/2722>

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