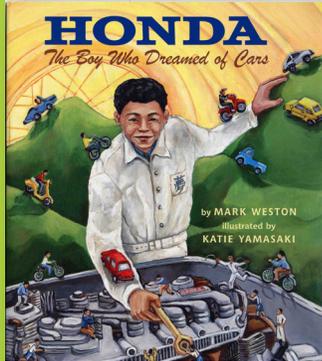


TEACHER'S GUIDE



LEE & LOW BOOKS

Honda:

The Boy Who Dreamed of Cars

written by Mark Weston, illustrated by Katie Yamasaki

About the Book

Genre: Nonfiction (Biography)

*Reading Level: Grades 4

Interest Level: Grades 1–6

Guided Reading Level: S

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: AD870L

*Reading level based on the
Spache Readability Formula

Themes: Biography, Inventors,
STEM, Technology and
Manufacturing, Overcoming
Obstacles, Leadership,
Persistence, Imagination, World
War II, Transportation (Vehicles
and Motorcycles), Japan,
Creativity and Innovation,
Reaching Goals Asian/Asian
American Interest

SYNOPSIS

One day in 1914 when Soichiro Honda was seven years old an astonishing, moving dust cloud appeared in his small Japanese town. The cause was a leaky, noisy machine—an automobile—the first the boy had ever seen. At that moment Honda fell in love with cars, and a dream took hold. He would one day make them himself.

It took Honda many years to reach his goal. In the process he became an expert mechanic and manufacturer of car parts. After World War II he developed a motorized bicycle, the forerunner of his innovative motorcycles. And eventually Honda began manufacturing cars, first racecars and then consumer cars. He constantly sought new ways to make his products better and cheaper than his competitors’.

Soichiro Honda had an inventive mind and a passion for new ideas, and he never gave up on his dream. A legendary figure in the world of manufacturing, Honda is a dynamic symbol of determination, creativity, and the power of a dream.



BACKGROUND

Afterword from Mark Weston:

“Soichiro Honda was an inventor with a passion for new ideas and improvements. He believed in the power of dreams and labored tirelessly to make his own dream of building cars come true. He worked, ate, and brainstormed with his employees, and saw failures as just necessary steps to his success. Because he broke with tradition and preferred new ways of doing things, Soichiro Honda is regarded as one of the world’s pioneering businessmen.

In 1982 the Honda Motor Company opened the first Japanese car factory in the United States, in Marysville, Ohio. At first many Americans were not happy that a foreign-owned car factory had been built in their country. In protest, some people slashed the tires of Honda cars. As the company opened more plants, bringing good jobs and money to economically struggling towns and cities, Americans changed their minds. People in several areas of the country are now interested in having Honda build plants in their own communities.

Soichiro Honda left the world a unique manufacturing empire. As of 2013 the Honda Motor Company was selling about twelve thousand cars a day worldwide—almost 4.3 million a year—and nearly four times as many motorcycles. Among its vast range of products, the company makes hybrid cars that help protect the environment because they run on electricity as well as gasoline, and small jets that operate as air taxis.

Today, Honda vehicles are everywhere, meeting the needs of consumers around the world. The popular cars and motorcycles are daily tributes to the work of a determined man who even as a boy dreamed of making his own cars.”

Honda Heritage Center:

The Honda Heritage Center highlights the successes of the Honda organization in North America over the last half of the century. There are various exhibits with photographs and videos that showcase Honda’s different innovations and the challenging spirit that has fueled Honda’s company and its positive impact on the environment, communities, and customers. (<http://www.hondaheritagecenter.com/>)

Honda Manufacturing:

Honda has built 25 million cars and light trucks in the U.S. since 1982. See more data and statistics about Honda cars in the United States and internationally, along with more details about how cars are made and produced in areas all over the world. Videos and photographs provide insight into the car manufacturing process and the different steps that are involved in creating Honda vehicles. (<https://hondainamerica.com/manufacturing/>)



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.

Content Specific

Tenryu, Mount Fuji, ports, blacksmith, molten, charcoal, machinery, Tokyo, Japan, mechanic, Domo arigato gozaimasu, carburetor, spark plug, combustible, transmission, Hamamatsu, piston, cylinder, piston rings, metallurgy, Toyota, propellers, chain belt, assembly line, Super Cub motorcycles, air-cooled engine, water-cooled engine, CVCC, Honda civic, Clean Air Act, Honda Motor Company

Academic

horizon, stoke, rumbling, crouched, harsh, muttered, persuaded, manufacturing, rigid, defeated, displeasure, associate, conquer, skyrocketed, executives

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

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

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What do you know about cars? What are some of the most important parts in cars? Why are they important? What are some of the major car companies that you know? Where do you think the cars originated? What are some of today's popular cars?
2. When do you think the car was invented? Who do you think invented it? How did people travel before cars existed?
3. What advantages do cars have over earlier ways of traveling? How did cars improve transportation?
4. What do you know about how cars are made? What do you think is part of the car manufacturing process?
5. What does innovation mean to you? What does it mean to innovate? How is innovation important in any industry? Can you think of some innovations that you know? Do you know how innovation is different than invention?
6. What do you think persistence means? How is persistence important in your life? What does it mean to achieve a goal?
7. What does it mean to have a dream? What are some of your life dreams and goals? What inspires you? What are your passions? Why do you have those dreams?

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)

1. **Book Title Exploration:** Talk about the title of the book, *Honda: The Boy Who Dreamed of Cars*. 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?
2. **Read Mark Weston's Biography:** Read about Mark Weston in the front of the book. Mark Weston also wrote a book about pioneering men and women of Japan, *Giants of Japan*. Have



students look into acquiring *Giants of Japan* or having a copy for students to look at in the classroom.

3. **Read London Ladd's Biography:** Read about Katie Yamasaki in the front of the book as well as at her website www.katieyamasaki.com. Have students look into her other illustrations and compare and contrast across books. How are her illustrations similar? How are they different?
4. **Encourage students to stop and jot in their reading notebooks during the read-aloud when they:** learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
5. **Have students quickly write a feeling in their notebook during reading.** After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

Setting a Purpose for Reading

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

Have students read to find out:

- about the influence Soichiro Honda's childhood had on his career
- how Honda decided he wanted to become a car engineer
- how Honda worked towards becoming a car engineer and business owner
- what the innovative practices and techniques Honda used to improve his product
- why Honda was hard on his employees but also admired and acknowledged them
- what qualities enabled him to achieve his goals

Encourage students to consider why the author, Mark Weston, would want to share with young people this story about Soichiro Honda and how he became a car engineer.

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. Where was Soichiro Honda born?
2. What did he like to watch in the harbor? What did it make him think of?
3. What did Honda's mother do? What did Honda like to watch his father do?
4. What did Honda see come through his town? How did this inspire him? What did he think to himself?
5. What made sense to Honda? What did he not like to do?
6. Where did Honda move when he was fifteen? What did he do there?
7. What did the garage owner say to Honda? What did Honda almost do but decided to do instead?
8. What did the garage owner notice about Honda? What did the garage owner let Honda do?
9. How long did Honda train as a mechanic? What did he learn how to do?
10. When did Honda open his own garage?
11. What did Honda do in his late twenties?
12. What did Honda build and drive in 1936? What happened shortly after?



“Weston presents Honda as a perfectionist, an innovator in his field and a model corporate leader, who encouraged his workers, listened to them and treated them well...A worthwhile introduction to a neglected subject.”

—*Kirkus Reviews*

“There has been very little published about Honda for children. This story takes a step toward filling that gap.”

—*School Library Journal*

“*Honda: The Boy Who Dreamed of Cars* will appeal to readers who enjoy carefully-illustrated picture books that feature informative biographies of people we otherwise may not know much about.”

—*Rutgers University Project on Economics and Children*

13. What did Honda begin manufacturing after his motorcycle accident? What did they do?
14. What did Honda go back to school to study? What did he learn and how did it affect his work?
15. What did the Japanese air force ask Honda to make during World War II?
16. What did Honda create after gasoline got too expensive? Why did he create this?
17. What local businessman raised money to build a motorcycle factory? What did he and Honda create? What did they admire about each other?
18. How did Honda use the latest motorcycle technology to improve his vehicles?
19. What did Honda tell his employees when they were working on assembly lines? What did the factory workers call Honda?
20. How did Honda treat his employees? What did he do for them?
21. What did the Honda Motor Company introduce to the United States in 1959? What was the slogan? What happened to sales?
22. Why did the Clean Air Act get signed into law? What did it regulate?
23. What happened after the Honda Motor Company opened the first Japanese car factory in the United States?
24. What did Honda return to in 1963? Why did he return to manufacturing cars?
25. What did Honda start shipping to the United States in 1969?
26. Who inspired Honda’s decision about what engines the cars should have? What kind of engine did he suggest? What did Honda do?
27. What was the name of the engine? What did the name of the engine inspire?
28. How were the Honda Civics important when they arrived in the United States in 1972?
29. What was the Clean Air Act and what did it require?
30. When did Honda retire from the Honda Motor Company? What did he like to do in his retirement?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

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

1. What does the title *Honda: The Boy Who Dreamed of Cars* mean to you after reading? Why do you think the author chose this particular title?
2. How did Soichiro Honda persist despite many obstacles in his way? How did Honda continue to strive for his goals throughout his life?



3. How did Honda's first experience with cars affect him for the rest of his life?
4. What did Honda learn from his first job as a mechanic? How did his first job affect his behavior as a boss for his own company? How did he treat his employees, and how was it similar to how he was treated at his first job?
5. What were some of the ways that Honda demonstrated his work ethic? How is working hard important to achieve your goals and lifelong dreams? How did Honda show his hard work throughout the book?
6. What were some things that Honda did when he encountered problems? How did he come up with solutions to things that weren't working?
7. How did Honda create innovations throughout his life? What ways did Honda show that he was an incredible innovator?
8. What are some of the things that make new products successful? What factors helped make Honda motorcycles and cars successful in the United States?
9. What did you admire about Honda? What were some of the things that you respected about Honda? How could Honda inspire you in your own life?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

1. What is one big thought that you have after reading this book? Think about Soichiro Honda's dedication to career as a car engineer. How did he show dedication to his passion throughout his life?
2. What do you think Mark Weston's message is to the reader? Think about possible motivations behind Mark Weston's intentions to write the book. What do you think he wanted to tell his readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Honda's

experiences, thoughts, and feelings mean to you?

4. Have students make a text-to-text connection. Did you think of any other books while you read *Honda: The Boy Who Dreamed of Cars*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
6. What does dedication and persistence mean to students after reading? After reading *Honda: The Boy Who Dreamed of Cars*, what does striving for your goals mean to you? Why? How did your meaning of persistence and drive change after reading this story?
7. How has a family member, teacher, or coach impacted your life? Honda was inspired by some early lessons with his father, who was a blacksmith, and the garage owner he worked for. Has a family member, teacher, or coach or teacher inspired you in what you're passionate about? How did they push you to achieve your goals?

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)

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're passionate about, or explain a dream that they have for their future.**
 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.

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)

1. Have students write an essay or reaction to Soichiro Honda's quote, "Progress is when you go forward, when you keep graduating

from one stage to another." What do students think of when they read this statement? Have students talk about a time when they made progress in something. How did they know? How were they able to track their progress? What do they envision in their future in terms of more progress that needs to be made?

2. Have students read the LEE & LOW interview with Mark Weston and Katie Yamasaki (<https://www.leeandlow.com/books/honda/interviews>). Have students write a journal entry in response to the interview. What did the interview make them think about? What new information did they learn about Soichiro Honda, the author, and the illustrator? What resonated with students the most after reading the interview? What other questions would they like to ask both Mark Weston and Katie Yamasaki after reading *Honda: The Boy Who Dreamed of Cars*?
3. Have students think about expository nonfiction versus nonfiction in picture books. How was reading a picture book about Soichiro Honda different from reading a newspaper article about Honda? Have students read the article, "Spirit of Soichiro: inside Honda's amazing Collection Hall" (<https://www.carmagazine.co.uk/features/car-culture/inside-hondas-collection-hall-type-rs-insights-super-cubs-asimo-and-more/>). Have students create a Venn Diagram with the headings, "Picture Book Nonfiction: Honda: The Boy Who Dreamed of Cars" and Expository Nonfiction: "Spirit of Soichiro: inside Honda's amazing Collection Hall." Students can compare and contrast the different formats of the texts and the information they learned in both.
4. If possible, have students read *Honda: The Boy Who Dreamed of Cars* and the chapter book counter-part, *The Story of Car Engineer Soichiro Honda*. (<https://www.leeandlow.com/books/the-story-of-car-engineer-soichiro-honda>) Have students compare and contrast the experiences of reading and engaging with both texts. What did they learn from *Honda: The Boy Who Dreamed of Cars* that helped them to prepare to engage with *The Story of Car Engineer Soichiro Honda*? What did students learn in *The Story of Car Engineer Soichiro Honda* that they didn't learn in *Honda: The Boy*



Who Dreamed of Cars? Have students write a reflection piece about the experience of reading both texts. Students can also examine how both picture books and chapter books are important for reading and learning.

5. As a follow-up activity, have students select a picture book biography in their classroom and create their own small chapter book about that historical figure. Have students conduct a research study about their own historical figure from a picture book biography of their choosing to simulate the process behind *Honda: The Boy Who Dreamed of Cars* and *The Story of Car Engineer Soichiro Honda* (<https://www.leeandlow.com/books/the-story-of-car-engineer-soichiro-honda>). Have students identify the different features in *The Story of Car Engineer Soichiro Honda* that would help to inform creating their own small chapter book about their historical figure. What kinds of information do they need to research? How should they present it in the book? What images, diagrams, or photographs would be helpful to their reader?

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)
(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

1. Help students investigate and conduct a research project on World War II in the Pacific. With older students, encourage them to think about what questions they have or topics that interest them and want to learn more about. For example, Pearl Harbor, Hiroshima and Nagasaki, relations before the war, the Japanese internment camps, the role of race in the war, and so on. There are many expert recommended resources and lesson plans, including:
 - The National World War II Museum has a unit on “War in the Pacific” which includes firsthand accounts, video, and lesson ideas (<http://ww2classroom.org/?q=search&subjects=2>).

2. Have students study the history of transportation. Divide students into small groups and assign them different year spans on the timeline. Students within that time period can create a presentation with images, videos, or whatever media is available to inform the rest of the class about modes of transportation during that time period. Enlarge the timeline so that students can add information and images to it throughout the project. *The Atlantic* produced an animated timeline of transportation. Show to students to provide inspiration about how to convey their findings. (<https://www.theatlantic.com/video/index/397865/animated-history-transportation/>)
3. After the transportation timeline project, have students then study the history of cars. Divide students into small groups and assign them different year spans on the timeline beginning when the first car was created. Students within that time period can similarly create a presentation with images, videos, or whatever media is available to inform the rest of the class about cars during that time period. Enlarge the timeline so that students can add information and images to it throughout the project. National Geographic Kids created a short video about the history of cars for reference. (<https://www.youtube.com/watch?v=d4TOPIEJ91A>)
4. Encourage students to study different continents of the world and what cars are produced there. Assign students to different continents and have them conduct a car study: what cars are produced and made there? How are they made? Who created them? Where are they shipped to?

Science/STEM

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



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

1. Have students watch the different steps that is involved with car manufacturing in modern times. Show students this video from a Honda manufacturing plant in India that provides the steps (<https://www.youtube.com/watch?v=oGVrdFDYO44>). Have students revisit the photograph of the Ford Assembly line in 1913. What kinds of changes did they notice? How has car manufacturing changed, and how has it affected cars today?
2. Encourage students to research the Clean Air Act and find out more about how cars affect the environment. What are other car companies doing to improve the environment today? Assign students in small groups to work together to find out more about the Clean Air Act and the environmental effects it had on the car industry. Encourage students to research more about what car companies are doing currently to be environmentally friendly and conscious.

Arts/Media

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students create a drawing, painting, or other visual representation of something that they would like to innovate. Why did they choose this particular object to innovate? How would they innovate it? Have students create labels and captions for their innovative object. Then, have students create a slogan like Honda's for their innovation. What made them choose that caption?
2. Encourage students to select an illustration that resonated with them from the story. Have students write a reflection about that illustration. What stood out to them? How did

it make them feel? What did it make them think about?

3. Conduct an illustrator study on Katie Yamasaki. Visit her website at katieyamasaki.com/work and have students examine her different pieces of art. Students can select a piece of art and write a reflection piece. Why did they choose that piece of art? What do you notice in the artwork? Why do you think Katie Yamasaki decided to create that piece of art?

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)

1. If possible, provide students with a copy of LEE & LOW's *Honda: The Boy Who Dreamed of Cars*. Encourage family members to read the chapter book version, *The Story of Car Engineer Soichiro Honda* at home. Have students and their families talk about what hard work, dedication, and persistence means to them.
2. Encourage students, family members, and guardians to visit a mechanic or car repair shop. If possible, have students see a mechanic and look at how mechanics work and the different parts of their job. What kinds of things do they do to fix cars? Do they see anything from what they learned about in *Honda: The Boy Who Dreamed of Cars*?
3. If possible, invite a family member to share their experience with students. Additionally, you may want to reach out to a veterans' group or the local historical society if they know of any speakers on World War II in the Pacific. Perhaps someone served during World War II, was affected by the Japanese American concentration camps, or remembers American treatment of Japanese-Americans during the twentieth century.

ABOUT THE AUTHOR

Mark Weston's inspiration for this children's book about Soichiro Honda came from the extensive research he did for his highly praised adult book about pioneering men and women of Japan called *Giants of Japan*. A former attorney, journalist, and Jeopardy! contestant, Weston is now a full-time writer. He lives in Armonk, New York.

ABOUT THE ILLUSTRATOR

Katie Yamasaki is an illustrator, author, muralist, fine artist, and teaching artist. Growing up in the "car culture" of Detroit, Yamasaki had an immediate connection to Honda's story. Yamasaki comes from a huge, diverse family that is full of (among many other things) artists and teachers. *Honda: The Boy Who Dreamed of Cars* is her first picture book. She lives in Brooklyn, New York. Visit her online at www.katieyamasaki.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.

ORDERING INFORMATION

On the Web:

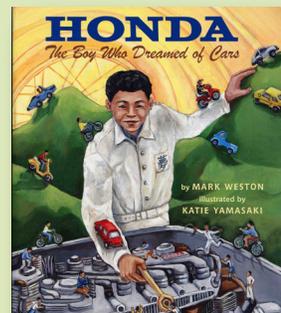
www.leeandlow.com/contact/ordering (general order information)

<https://www.leeandlow.com/books/honda> (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 *Honda: The Boy Who Dreamed of Cars*



\$9.95, PAPERBACK

978-1-62014-191-5

32 pages, 9 X 10-1/2

*Reading Level: Grade 4

Interest Level: Grades 1–6

Guided Reading Level: S

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: AD870L

THEMES: Biography, Inventors, STEM, Technology and Manufacturing, Overcoming Obstacles, Leadership, Persistence, Imagination, World War II, Transportation (Vehicles and Motorcycles), Japan, Creativity and Innovation, Reaching Goals Asian/Asian American Interest

RESOURCES ON THE WEB:

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

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