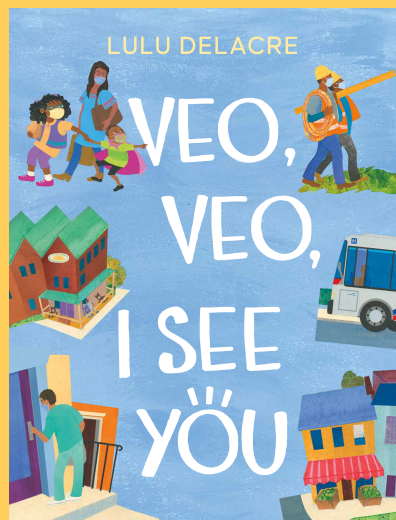


TEACHER'S GUIDE



VEO, VEO, I SEE YÖÜ

by Lulu Delacre

ABOUT THE BOOK

Genre: Fiction

Interest Age: 4 - 8 years

Grades: Pre-K - 3rd Grade

Great for readers at levels O, 3.5, and 600L, as estimated by the Lexile text analyzer in conjunction with the leveling charts found on the Fountas & Pinnell and Accelerated Reader websites

Themes:

COVID-19, Pandemic, Lockdown, Virus, Infectious Diseases, Sickness, Illness, Communities, Workers, Essential Workers, Cooking, Bilingual Books, Latino/Hispanic Interest, Multicultural, Teamwork, Gratitude, Love

SYNOPSIS

Marisol's mami is the best cook at Rosita's Cafe! But now, the restaurant is closed. A bad virus—too easy to catch in small, crowded places—is going around.

Marisol, Pepito, and Mami still need to go out to bring Mami's arroz con pollo to housebound Tía Olga and Cousin Johnny. As Marisol and Pepito watch the people working around the neighborhood, who their mother explains have essential work, Marisol thinks of the perfect game to play:

Veó, veó...

¿Qué ves, Marisol?

I spy...a trash collector. Essential work. Those bins were full!

By the time they get home, Marisol has another idea: a way to show the people in her neighborhood that she sees them!



ABOUT THE AUTHOR



Three-time Pura Belpré Award honoree Lulu Delacre has been writing and illustrating children's books since 1980. The New York Times Bestselling artist was born and raised in Puerto Rico.

Delacre says her Latino heritage and her life experiences inform her work. Her many titles include **¡Olinguito, de la A a la Z! Descubriendo el bosque nublado; Olinguito, from A to Z! Unveiling the Cloud Forest** and **Cool Green: Amazing Remarkable Trees.**

Delacre has lectured internationally and served as a juror for the National Book Awards. She has exhibited at The Eric Carle Museum of Picture Book Art and the Zimmerli Art Museum among other venues.

For more visit her at www.luludelacre.com

STORY BACKGROUND

(from the backmatter)

The year 2020 brought a worldwide pandemic. To protect people from getting sick, many local governments throughout the United States ordered everyone to stay home for many months.

Workers who state governments agreed were **essential** were exempt from the stay-at-home orders. They were needed to keep the country going. They could not work from home to avoid catching the deadly virus.

Essential workers included people in the healthcare field, like nurses and doctors, and those in food production, like Marisol's neighbors at the chicken plant and the food pantry.

But many other people were needed for all our neighborhoods to function. Trash collectors, bus drivers, pharmacists, cashiers, electricians, plumbers, landscapers, firefighters, and police officers all kept going to work. Essential workers, who according to government statistics were disproportionately Black and Brown, risked their lives daily to protect their communities—to protect all of us. They worked in jobs that allowed the rest of us to go about our daily lives and meet our basic needs.

Before the pandemic, many of us did not think about how important these workers were for our society to function properly. They were invisible.

Not anymore.

SPANISH GLOSSARY

Almuerzo - lunch

Arroz con pollo - rice and chicken dish

Basurero - trash collector

Bomberos - firefighters

Conductor de bus - bus driver

Cuando trabajan tenemos luz, agua, comida
- when they work we have light, water, food

El amor en tu corazón - the love in your heart

Enfermero - nurse

Farmacéutica - pharmacist

Muy necesarios - very necessary

Jardinero - landscaper

¿Por qué? - why?

¿Qué ves? - what do you see?

Sí - yes

Técnicos - technicians

Trabajo muy necesario - essential work

Van a la planta de pollo - they go to the chicken plant

¡Veo, veo! - I see, I see!

BEFORE READING

Pre-Reading Focus Questions

Standards: Craft & Structure, Strands 4-5 and Integration of Knowledge & Ideas, Strand 7, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Before reading, you may wish to develop background knowledge by posing the following focus questions:

1. What can you tell about the book by looking at the front cover?
2. What can you tell by looking at the back cover– Do you think there is a game involved?
3. Is this book fiction or nonfiction?
4. What might the main character's problem be?
5. Where might this story take place?
6. What do you think the book is about? Why?
7. What do you think you might learn? Why?
8. What do you already know about essential workers?
9. Do you know an essential worker personally? If so, who is it and what do they do?
10. What is COVID-19?
11. What impact do infectious diseases have on our communities?

Exploring the Book

Standards: Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Use the following ideas to explore the book and build anticipation before reading:

1. Read and discuss the title of the book.
2. Make predictions based on the title, cover, and illustrations shown.
3. Show students the different features of the book: front and back cover, end papers, and title page.
4. Introduce *Veo, Veo ¿Qué Ves?* as the game of I Spy. Show how often that phrase appears on the book pages. Ask students if they've played this game before and discuss other guessing games their families like to play together.
5. Show the author's note and consider why the author chose to include it.
6. Explore the flap copy with author/illustrator bio.

Pre-reading Instructional Activities

Standards: Reading Standards, Key Ideas & Details, Strands 1 - 3, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Use the instructional practices below to better engage students before reading.

K-W-L Chart

Materials: Large chart paper or whiteboard and markers (dry erase or regular)

Draw a 3 column chart on large chart paper or the whiteboard. Label each column with the following letters in this order: K, W, L. In the "K" (KNOW) column record what students already know about essential workers. In the "W" (WANT TO KNOW) column record what students want to know about essential workers. After reading, in the "L" (LEARNED) column record what students learned about essential workers.

Mind Map

Materials: Large chart paper or whiteboard and markers (dry erase or regular)

Using large chart paper or the whiteboard, draw a circle with the topic COVID-19 written in the middle. Host a class-wide discussion about COVID-19, recording students' background knowledge on the board. Write down student thoughts in outer circles, stemming from the inner circle COVID-19.

Picture Walk

Materials: Copy of VEO, VEO, I SEE YOU

Host a 'picture walk', by flipping through each page of the story, stopping at different illustrations. This works best if each student has their own copy of the book. Encourage students to establish connections, ask questions, and/or make predictions. See samples below.

Connections: "This reminds me of another book I read all about people working in a community."

Ask Questions: "Why did the illustrator choose to use collages in their work?"

Make Predictions: "I think we'll learn more about illnesses because I see that the

Academic Vocabulary to Consider

Standards: Reading Standards, Craft & Structure, Strand 4, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Aroma - a noticeable and usually pleasant smell

Community - a group of people living in a particular area

Essential - absolutely necessary; of the greatest importance

Food Pantry - a charitable organization that distributes food to those who have difficulty purchasing enough food to avoid hunger

Pandemic - a widespread occurrence of an infectious disease over a whole country or the world at a particular time

Shriek - utter a high-pitched piercing sound or words

Virus - a very simple microorganism that infects cells and may cause disease

Wafts - to pass easily or gently through as if through the air

Worker - a person who does a specific type of work or who works in a specific way

AFTER READING

Discussion Questions

Embed these questions into your lessons after reading to generate discussion, enhance comprehension, and develop an appreciation for the content. Encourage students to use evidence from the text to support their thinking.

Basic Comprehension Questions

Standards: Reading Standards, Key Ideas & Details, Strands 1 - 3, Craft & Structure, Strand 5-6, Integration of Knowledge & Ideas Strand 7, Range of Reading & Level of Text Complexity Strand 10, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

1. Is this book fiction or nonfiction? Why?
2. What is the genre of this book? How do you know?
3. Who are the characters?
4. Where does the story take place?
5. What is the problem/solution?
6. What message do you think the author/illustrator is trying to send? Why?
7. Retell the beginning, middle, and end.
8. List the essential workers pictured in this story.
9. What is your favorite essential job discussed in this story? Why?
10. What is your favorite illustration from the story? Why?
11. What do you remember about COVID-19 after having read the story?
12. Do you know a classmate that speaks English to family members who then respond in Spanish or a language other than English?

Higher-Order Questions

Standards: Reading Standards, Key Ideas & Details, Strands 1 - 3, Craft & Structure, Strand 5-6, Integration of Knowledge & Ideas Strand 7, Range of Reading & Level of Text Complexity Strand 10, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

1. Compare/contrast how Marisol felt about essential workers at the beginning of the story to the end.
2. How did Marisol's understanding of essential workers change from the start of the story to the end? What evidence from the story supports your thinking?
3. Why do you think Marisol chose to create the collage? Did she accomplish what she set out to do? How do you know?
4. At the end of the story, Mami tells Marisol that the love in her heart is "muy necesario." What do you think Mami means by this? Why do you think that?
5. Why do you think the author/illustrator wrote this story for young people?
6. Why do you think the author/illustrator used collages while creating the illustrations in this book?
7. Why do you think the author/illustrator included Spanish words in this book?
8. What's your opinion on the work that essential workers do in this story? How are they similar to other, non-essential workers? How are they different?

Higher-Order Questions Cont.

9. Rank the importance of the essential jobs in this story and tell why. How would that ranking change if the story were about a building in flames?
10. What's the relationship between essential workers and viruses like COVID-19?
11. The author's note teaches us that according to government statistics, essential workers during the COVID-19 pandemic were disproportionately Black and Brown people. Why do you think that is?

Reading Response Prompts

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 notebooks. Younger students can simply draw their responses to each prompt. It's encouraged that you set aside time for students to share and discuss their work.

Your Favorite Scene

Standards: Writing Standards, Text Types & Purposes Strand 1, Range of Writing Strand 10

Lulu Delacre uses colorful palettes and collage art in her illustrations. What scene in the story was your favorite? Why? Write a short passage about what illustration is your favorite and why.

Summarize (S,W,B,S,T)

Standards: Writing Standards, Text Types & Purposes Strand 2, Range of Writing Strand 10

When we summarize we think about the key events of the story. A strategy we can use to summarize a story is called Somebody, Wanted, But, So, Then. Write a short passage summarizing the story VEO, VEO, I SEE YOU, using the Somebody, Wanted, But, So, Then strategy (see notes below).

Somebody - who is the main character?

Wanted - what do they want?

But - what is the problem they face?

So - how do they try to solve the problem?

Then - how does the story end?

Written Retell

Standards: Writing Standards, Text Types & Purposes Strand 3, Range of Writing Strand 10

Each fiction book has story elements. Think about the story elements in VEO, VEO, I SEE YOU (the characters, setting, beginning, middle, and end). Write a short passage retelling the story and sequencing the events in the correct order from beginning to end.

See list of lessons below for interdisciplinary, instructional activities after reading.

The lessons in this guide can be differentiated for students in grades pre K - 3 and may be taught in any order.

READING, WRITING & VOCABULARY

Problem & Solution

Standards: Reading Standards, Key Ideas & Details, Strand 1 - 3

Materials: Notebook/lined paper & pencils

In fiction stories, we consider both the problem and solution. In other words, what goes wrong in the story (problem) and how that obstacle is overcome (solution). The problem in VEO, VEO, I SEE YOU is relatable and clear. First, retell the story. Then, use notebook paper and pencils to write or draw about a problem from the story and explore possible solutions.

Essential Worker Research Project

Standards: Writing Standards, Production & Distribution of Writing, Strand 6, Writing Standards, Research to Build & Present Knowledge, Strands 7-9, Range of Writing Strand 10

Materials: Blank paper, pencils, and access to research tools (books, Chromebooks, etc.)

Pick your favorite essential worker from the story to research. Using the note from the author in the back of the book, technology, and/or books, research the essential job, writing down new facts. Remember to write the new facts you learn in your own words! Then, create an informational paragraph using the facts you found and transitional words and phrases. Your teacher can compile your informational paragraphs into a big book all about essential workers!



Thank You Letters

Standards: Writing Standards, Text Types & Purposes Strand 1

Materials: Blank paper, pencils, & preferred art supply

The jobs essential workers do are important to our society. Without their dedication, our communities would struggle to thrive. Their contributions should be recognized and appreciated. Using lined or blank paper, write a thank you letter to an essential worker of your choice. Explain why you're thankful for them and the work they do. Decorate your letter by drawing and coloring pictures. As a bonus, deliver your thank you letter to an essential worker in your community!

Spanish Word Memory Match

Standards: Language Standards, Vocabulary & Acquisition, Strand 4

Materials: Index cards & pencils

The characters in VEO, VEO I SEE YOU play I Spy to spot essential workers. Now it's your turn to play a fun game! Using index cards and pencils, create and play a memory match game. On one side of the index card, write the word and definition of each Spanish word from the story (see Spanish Glossary above). Then, face all of the index cards blank side up. With a partner, take turns at attempting to pair the Spanish words with their definitions. The partner with the most matches at the end

Be a Co-author... help Marisol finish her I SEE YOU Collage!

Standards: Reading Standards, Key Ideas & Details Strands 1-3

Materials: Thin white or light colored marker, a copy of VEO, VEO, I SEE YOU

In the story we learn some of the essential jobs for a community to function (trash collector, nurse, doctor, food worker, police, fire fighter, cashier, pharmacist, bus driver, landscaper, farm worker). But, what about Mami? Is Mami's job essential? Why/why not? Even if she's lost her cook's job, isn't she preparing food for Marisol, and Pepito in addition to Tía Olga and Uncle Johnny? Do you think that perhaps because of their ages' and health conditions, Tía Olga and Uncle Johnny depend on the food that Mami prepares? In your own copy of the book, using a white or light color permanent marker write the essential worker names (listed above) Marisol has identified on the eyelashes of the big eyes. Be sure to include Mami, as we now know that her job is essential too! Your book's copy will be unique and unlike any other reader's copy!

SCIENCE/STEM

How Germs Spread

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
 Standards: Next Generation Science Standards, K-2.ETS1.A (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); K-2.ETS1.B (3-5-ETS1-2); K-2.ETS1.C (3-5-ETS1-2), (3-5-ETS1-3); (3-5-ETS1-1); (3-5-ETS1-1),(3-5-ETS1-2), (3-5-ETS1-3); (3-5-ETS1-2),(3-5-ETS1-3)

Materials: Hand soap / lotion, glitter, & hand sanitizer

Germs are tiny organisms that creep into our bodies and cause illnesses. When we wash our hands, we protect ourselves from others' germs and prevent the sharing of our own germs. Watch how easily germs can spread with this demonstration.

1. Coat your hands with lotion or hand soap.
2. Have a classmate or teacher sprinkle glitter over your hands (you don't need a lot).
3. Touch a surface and/or shake a classmate's hand.
4. Notice how the glitter easily travels from your hand to another surface.
5. Now, imagine if the glitter were germs that could cause illness...this is how easily germs spread.
6. Then, wash your hands thoroughly with soap and water or use hand sanitizer and watch the glitter disappear.
7. Finally, reflect on the importance of hand washing and how using soap, water, or in the absence of soap and water, hand sanitizer, helps keep us healthy and clean.

SCIENCE/STEM CONT.

Mask Wearing

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
Standards: Next Generation Science Standards, K-2.ETS1.A (3-5-ETS1-1),(3-5-ETS1-2), (3-5-ETS1-3); K-2.ETS1.B (3-5-ETS1-2); K-2.ETS1.C (3-5-ETS1-2),(3-5-ETS1-3); (3-5-ETS1-1); (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); (3-5-ETS1-2), (3-5-ETS1-3); 3-LS1-1; 3-LS3

Materials: Wax candle, lighter or matches, surgical mask, cloth mask, bandana/handkerchief, journals, pencils. Optional Materials: knitted scarf, construction paper, etc

Flip through the pages of VEO, VEO, I SEE YOU. In the story we see all of the characters wearing masks when they're out in the community. People wore masks during the pandemic to prevent COVID-19 from spreading. Even now, people with low immunity still wear masks to help protect their health. Have you ever wondered which mask is the most effective? Let's find out in this experiment!

Note: This experiment requires a lit candle. If you feel this is unsafe or not approved at your school you can replace this part of the experiment with a bottle of strong perfume. Follow the steps below, but instead of exhaling to test the strength of each mask against germs, you will inhale.

1. Place a candle on a firm, hard surface.
2. Your teacher will make sure there are no flammable materials surrounding the candle and will then light it.
3. Cover your face with the bandana/handkerchief first and try to blow out the candle. Record your observations. (Depending on the age of students, steps 3 - 5 can be done by an adult).

4. Relight the candle (if needed), and repeat step 3 to test the cloth and surgical masks. Record your observations.
5. If time allows, explore more and test other materials, such as construction paper, scarves, costume masks, and so on.
6. Which face covering worked the best and was the most effective at blocking your breath from the candle? Which was least effective? Reflecting on the most effective masks, which one allows you breathe and talk comfortably?

Build a Virus Model

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
Standards: Next Generation Science Standards, K-2.ETS1.A (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); K-2.ETS1.B (3-5-ETS1-2); K-2.ETS1.C (3-5-ETS1-2), (3-5-ETS1-3); (3-5-ETS1-1); (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); (3-5-ETS1-2),(3-5-ETS1-3); 3-LS1-1; 3-LS3

Materials: Playdough (blue and red)



The virus introduced in VEO, VEO, I SEE YOU is a coronavirus, also known as COVID-19. COVID-19 is spread through particles that fill the air when an infected person coughs, sneezes, or even talks. These particles are microscopic, so they can't be seen with our eyes, but have you ever wondered what they look like under a microscope? Create a 3-dimensional model of the virus using blue and red playdough. First, create a small round ball with blue. Then, create spikes with flat ends using the red. Press the red spikes onto the blue ball to create a visual model of the virus.

SOCIAL STUDIES

Culture & Traditions

Standards: Writing Standards, Text Types & Purposes, Strand 2 & 10

Materials: Blank paper, pencils, & preferred art supply

Culture refers to the way that people live. Food, clothing, language, and celebrations are all a part of culture. We learn all about Marisol's culture through the illustrations, dialogue and interactions between characters in the story. Think about your own culture and traditions. Using what you know about your culture, create a mind map (see **Pre-reading Instructional Activities section** for more information on mind maps) showing parts of your own culture with blank paper. Add drawings and illustrations. Then, share your mind map with a friend.

Mapping Essential Workers

Standards: Writing Standards, Text Types & Purposes, Strand 2 & 10; Reading Standards, Integration of Knowledge & Ideas, Strand 7

Materials: Blank paper & preferred art supply

Lulu Delacre puts essential workers on the map with her story VEO, VEO I SEE YOU. Draw a map of your own community. Be sure to include locations where essential workers work and can be found. Create a map key, using a heart to represent areas in your community where essential workers work. Title your map, map key, and label each location. Add color to your map with your preferred art supply.

ART & SOCIAL-EMOTIONAL

I SEE YOU Collage (Class-wide)

Standards: Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Materials: Essential worker pictures, types of material (paper, fabric, scrapbook paper), gluesticks, scissors & large poster board

A collage is a type of art created by piecing together pictures or pieces of paper/material. Did you know that you can create a collage similar to the one that Marisol created in the story? Your teacher will cut out big ovals and circles for eyes out of construction paper. Then, draw or cut out pictures of the essential workers in your school or community and write about why they're important. Your classmates can add to the collage by drawing and writing too! Then, your teacher will hang up the collages in a special place for others to admire.

Class-wide Cookbook

Standards: Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Materials: Recipes from home, lined paper with space to draw or paste pictures, & a stapler

In the story VEO, VEO, I SEE YOU we learn that Mami is a great cook! In fact, she was the best at Rosita's Cafe before it closed. Mami, Marisol, and Pepito gather the ingredients at the food pantry to make rice and beans, a dish they'll share with their family. Think about the dish you enjoy making and eating with your family. Bring a recipe card with an ingredient list and step by step directions from home. Then, used lined paper to copy the special recipe. Draw or paste pictures of the finished recipe. Your teacher will take all of the recipes and bind them together into a class-wide cookbook.

ART & SOCIAL-EMOTIONAL CONT.

Helping Hearts

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
 Materials: Colored construction paper, scissors, pencils, & stapler/tape

Throughout the COVID-19 pandemic, we learned the importance of teamwork and working together. Think about how YOU can work together in your own classroom. Cut out a construction paper heart and write one way that you can contribute to your classroom community and be a team player. Tape or staple your heart to your classmates', creating a string of helping hearts.

Food Pantry Interview

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
 Materials: Paper & pencils

In VEO, VEO, I SEE YOU, we see the characters stop by the food pantry to get their groceries. Do you think they'll have to pay for them? Many people make tough choices about spending money. With rising living prices, some families need help and that's okay. Some people visit the food pantry for free food. Did you know that food comes from donations from other people in the community? Your teacher will invite a representative from your local food pantry to your classroom. Prepare questions to ask them during the visit. Then, brainstorm a list of ways that YOU can help feed your community.

HOMESCHOOL CONNECTIONS

Cooking is a fun way to spend meaningful time together! It's also a significant part of the story VEO, VEO, I SEE YOU. Gather the ingredients in your kitchen or at the store to make a recipe that's important to your family. Choose a food that honors your culture and/or traditions and enjoy making the meal with the ones you love.

Essential workers give back to their communities simply by doing their jobs. Give back to YOUR community by completing a service project or volunteering your time. Some ways that you can give back to your community include: volunteering at a food pantry, offering to do yard work for a neighbor, donating supplies to a local animal shelter, spending time with the elderly at a nursing home, helping out at your local library, or writing a thank you note to an essential worker you personally know for Labor Day or Thanksgiving.





LULU'S SCHOOL PROGRAMS

Lulu presents in English or Spanish

LET'S PLAY VEO, VEO!

45 min. After reading the book, Lulu explains why she drew the characters first; how she used a popular Latino game to define the important concept of "essential work" in the story; and how she created the collage art. We end with a game of Veo, Veo, (I Spy). Students will try to guess the essential workers represented in the end papers! A fun-filled bilingual program. Recommended for Pre-k - 1.

To book Lulu for an author visit or to view other program descriptions go to:

www.luludelacre.com



ORDERING INFORMATION



PRODUCT DETAILS

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Grade level : Preschool - 3

"Delacre ingeniously sets up the game of Veo, Veo as a conversation between the siblings and Mami that alternates between English and Spanish, leveraging that back and forth to acknowledge the importance of each worker during the unprecedented pandemic lockdown."— **Kirkus Reviews**

"Recommended for those building their collection of titles covering the COVID-19 pandemic, but this is also a wonderful choice for expanding bilingual titles on offer."— **School Library Journal**