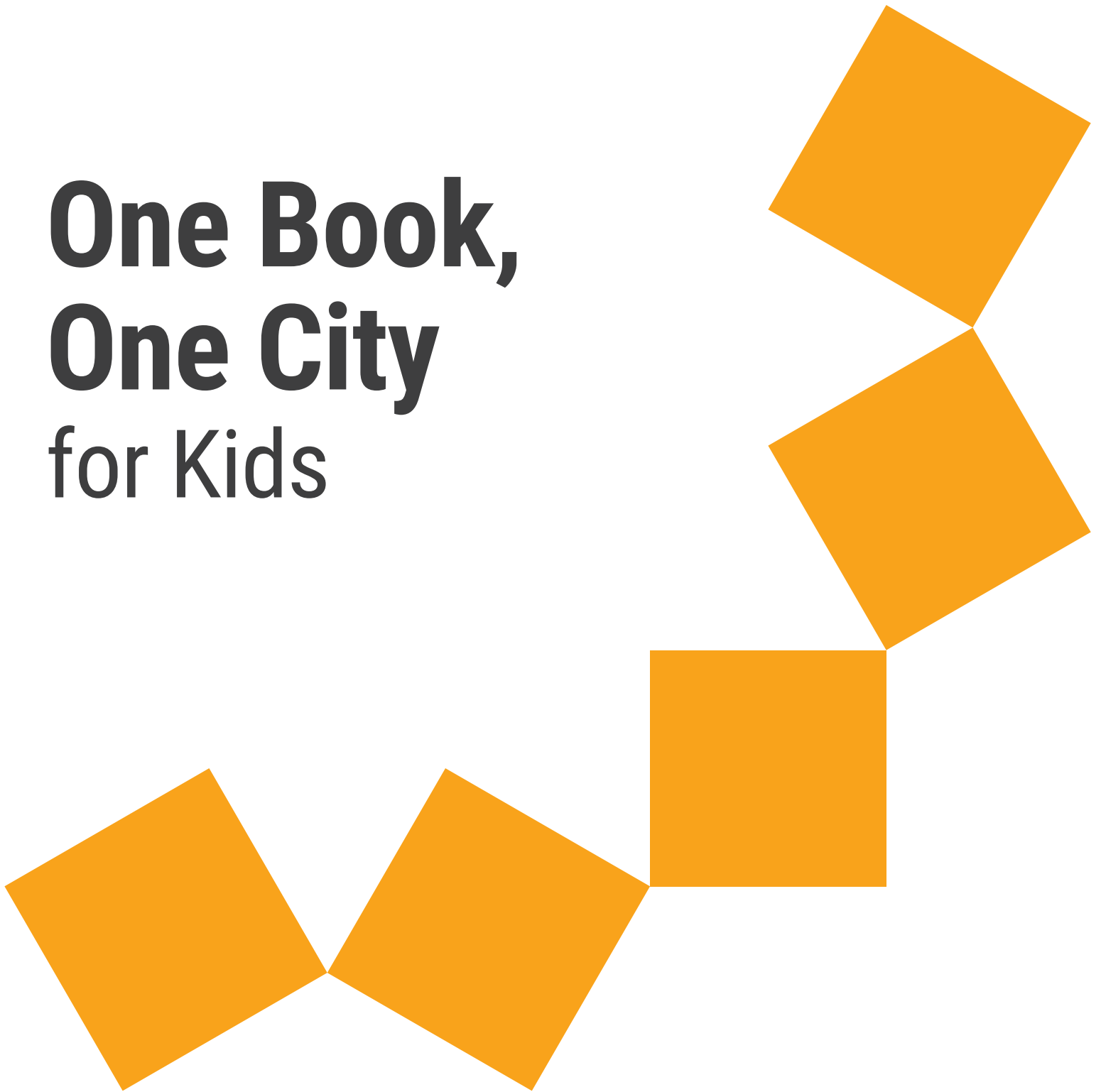


# One Book, One City for Kids



GRAND  
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Teacher's Guide  
2024

# One Book, One City For Kids



## Read with us!

One Book, One City for Kids is an annual reading program that encourages upper elementary students to read and discuss the same book. The program also helps to develop a lifelong love of reading among school-age readers, to inspire readers to bring story ideas and themes to life through discussion and creative reactions, and to build collaborative ties between public libraries, school libraries, and area schools.

This year's One Book, One City for Kids selection is *Shine On, Luz Véliz* by Rebecca Balcárcel.

## About the book

Have you ever been the best at something . . . only to lose it all? Luz Véliz is a soccer star—or rather, she was a soccer star. With her serious knee injury, it's unlikely she'll be back on the field anytime soon. But without soccer, who is she? Even her dad treats her differently now—like he doesn't know her or, worse, like he doesn't even like her. When Luz discovers she has a knack for coding, it feels like a lifeline to a better self. If she can just ace the May Showcase, she'll not only skip a level in her coding courses and impress Ms. Freeman and intriguing, brilliant Trevor—she'll have her parents cheering her on from the sidelines, just the way she likes it.

But something—someone—is about to enter the Vélizes' life. And when Solana arrives, nothing will be the same, ever again. Unforgettable characters, family drama, and dauntless determination illuminate Luz's journey as she summons her inner strength and learns to accept others and embrace the enduring connection of family. Through it all, Luz's light is a constant—a guide for others, a path forward through the dark, and an ineffable celebration of her own eternal self.

*Cover illustration by Caribay Marquina*



## About the author

Rebecca Balcárcel loves popcorn, her kitty, and teaching her students at Tarrant County College as Associate Professor of English. She is the author of *Shine On, Luz Véliz!* and *The Other Half of Happy*, which was named a Pura Belpré Honor Book, an ALSC Notable Book, and the Best Middle Grade Book by Texas Institute of Letters. Her most recent book, *Boundless*, is a collection of short stories by multi-racial/multi-cultural authors. Find Rebecca on YouTube where she analyzes literature and chats about writing as the SixMinuteScholar.

You can find out more about Rebecca at [rebeccabalcarcel.com](http://rebeccabalcarcel.com) and follow her on Instagram at [@rebeccabalcarcel](https://www.instagram.com/rebeccabalcarcel).

Listen to the author talk about her book:  
[youtube.com/watch?v=ges2zjKARHc](https://www.youtube.com/watch?v=ges2zjKARHc)

## If You Liked *Shine On, Luz Véliz!*...

*Merci Suárez Changes Gears* by Meg Medina

*The List of Things That Will Not Change* by Rebecca Stead

*Marcus Vega Doesn't Speak Spanish* by Pablo Cartaya

*The First Rule of Punk* by Celia C. Pérez

*The Many Fortunes of Maya* by Nicole D. Collier

*A Field Guide to Getting Lost* by Joy McCullough

*The Only Road* by Alexandra Diaz

*A Rover's Story* by Jasmine Warga

*Maya and the Robot* by Eve L. Ewing

*Lucky Broken Girl* by Ruth Behar

*Secret Coders* series by Gene Luen Yang

*Allie, First at Last* by Angela Cervantes

*The Best at It* by Maulik Pancholy

# In your classroom

Here are some ways you can use the 5th grade Common Core Standards and the Michigan Academic Standards while reading *Shine On, Luz Véliz!*

## Reading Literature

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### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.5.1  
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.2  
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3  
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### Craft and Structure:

CCSS.ELA-LITERACY.RL.5.4  
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.5  
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-LITERACY.RL.5.6  
Describe how a narrator's or speaker's point of view influences how events are described.

## Writing

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### Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.1  
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.3  
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.5.4  
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.5  
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.5.7  
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.W.5.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Foundation Skills

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### Fluency:

CCSS.ELA-LITERACY.RF.5.4  
Read with sufficient accuracy and fluency to support comprehension.

## Speaking and Listening

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CCSS.ELA-LITERACY.SL.5.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.2  
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## Language

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### Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.4  
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.5  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

# Resources

## Discussion questions and writing prompts

Luz has to adapt to many changes in her life, like her injury and Solana's arrival. When have you had to adapt to a big change in your life? How did you handle it?

This book has an epigraph (quote at the beginning) by Stephen Hawking: "We are very, very small, but we are profoundly capable of very, very big things." What do you think that means? Why do you think the author chose that quote for the book?

Luz sets a goal for herself—to skip to Robotics Two—and makes a plan to achieve that goal. When have you set a goal? What steps did you take to accomplish it?

On page 38, Mr. Mac tells Luz, "A self is not discovered but created." What do you think he means by that?

On page 115, Luz yells at Solana, "Everyone likes you. Everyone but me." Why does she say this? How does she fix things with Solana?

Luz's mom decides to cheer up the family by taking a trip to see the bluebonnets. What's something you do that always cheers you up?

## Activities

On the walls of his garage, Mr. Mac has posters of famous scientists who inspire him, like Stephen Hawking, Marie Curie, Rosalind Franklin, and Katherine Johnson. Make a poster of someone who inspires you and write about why you chose that person.

You can play Luz's GrowBot program for yourself at [scratch.mit.edu/projects/489640072](http://scratch.mit.edu/projects/489640072). Click "see inside" to see the code that runs it! Can you figure out what line of code controls what? Try making your own program using Scratch!

Solana makes a program based on the Mayan Tzolk'in calendar. You can convert your own birthday to a Tzolk'in date and find your nahual at [maya.nmai.si.edu/calendar/maya-calendar-converter](http://maya.nmai.si.edu/calendar/maya-calendar-converter)

The back of the book contains recipes for chilaquiles and Guatemalan hot chocolate. Try making one of them!

Solana loves the artist Paula Nicho Cúmez and makes a drawing based on her painting "Crusando Fronteras" ("Crossing Borders"). Discuss the painting, which can be found at [mihistoria.net/el-taller-post/crusando-fronteras-crossing-borders/](http://mihistoria.net/el-taller-post/crusando-fronteras-crossing-borders/)

Did you know that Guatemala is the second most common country that people immigrate to Grand Rapids from? Use the CultureGrams website (available for free with your library card at [grpl.org/resources/kids](http://grpl.org/resources/kids)) to learn more about Guatemala.

Create a "What You Know, What You Want to Know, What You Learned" poster chart for your classroom about any of the themes and topics in Shine On, Luz Véliz!

# Themes with Research Support:

## Computer science and the history of computers

“The Secret History of the ENIAC Women”

<https://www.youtube.com/watch?v=Zevt2blQyVs>

“Timeline of Computer History”

<https://www.computerhistory.org/timeline/>

“How Computers Work”

<https://www.youtube.com/playlist?list=PLzdnOPI1iJNcsRwJhvksEo1tJqjlqWbN->

“Crash Course: Computer Science” series

<https://www.youtube.com/playlist?list=PL8dPuuaLjXtNIUrzyH5r6jN9ullgZBpdo>

## Immigration and asylum

“New Americans in Kent County”

<https://www.americanimmigrationcouncil.org/research/new-americans-kent-county>

“Time for Kids Text Set: Refuge Seekers”

<https://www.timeforkids.com/g56/g5-text-set-refuge-seekers/>

“Who Is An Asylum Seeker?”

[https://www.youtube.com/watch?v=E1E\\_tiaqn8Q&list=PL9g\\_yp\\_6cf6rO6P9WuoS1ArPG1qkDVkXb&index=4](https://www.youtube.com/watch?v=E1E_tiaqn8Q&list=PL9g_yp_6cf6rO6P9WuoS1ArPG1qkDVkXb&index=4)

“Migrants, Asylum Seekers, Refugees, and Immigrants: What’s the Difference?”

<https://www.rescue.org/article/migrants-asylum-seekers-refugees-and-immigrants-whats-difference>

“Explainer: How the US Legal Immigration System Works”

<https://www.migrationpolicy.org/content/explainer-how-us-legal-immigration-system-works>

## Women and people of color in STEM

“The Forgotten Female Pioneers Who Created Modern Tech”

<https://www.npr.org/sections/alltechconsidered/2014/10/06/345799830/the-forgotten-female-programmers-who-created-modern-tech>

“Hispanic Scientists and Engineers”

<https://www.sciencebuddies.org/blog/hispanic-scientists-engineers>

“Code.org Celebrates Black History Month”

<https://code.org/blackhistorymonth#bhm-blackpioneers>

“Behind the Spacecraft: From Colombia to Mars”

<https://mars.nasa.gov/mars2020/multimedia/videos/?v=432>

“Historical Women in STEM”

<https://blogs.loc.gov/headlinesandheroes/2022/03/historical-women-in-stem/>



## Special Thanks!

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