

Esteban de Luna, Baby Rescuer! Esteban de Luna, ¡rescatador de bebés!

By Larissa M. Mercado-López
Illustrated by Alex Pardo DeLange

SUMMARY

With whimsical illustrations by Alex Pardo DeLange, Larissa Mercado-López's first bilingual picture book, *Esteban de Luna, Baby Rescuer! / Esteban de Luna, ¡rescatador de bebés!*, features a kind and compassionate boy who learns how to be a superhero in an unexpected and special way.

Esteban wears his green cape every day. He wears it to breakfast. He wears it to the park. He even wears it to the grocery store. The only problem is that it doesn't do anything. It doesn't help him fly or become invisible. He decides to sell it.

Just then his mother tells him that they're going to the park, so Esteban puts his cape back on. At the park, he sees a baby doll on the swings. Suddenly a storm blows in, and Esteban's mom calls him to run home. If Esteban leaves the doll, it will get wet and dirty. So he wraps the doll in his cape and ties it back on. "Don't worry, baby! I'll save you!"

On the way home he jumps over puddles and walks under awnings to keep the baby dry. At home, he wears the doll in his cape as he plays and does his chores. That night—with the baby clean and dry—the boy feels like a superhero. He will not sell the cape after all. "From now on, I am Esteban de Luna, Baby Rescuer!"

This charming bilingual picture book for children ages 4-8 will generate dialogue about what it means to be a boy while broadening the definition of masculinity to include tenderness and caring.



ABOUT THE BOOK

GENRE: Fiction
Hardcover
978-1-55885-847-3
32 pages, 11 x 8 ½
Price: \$17.95

THEMES

LATINO/HISPANIC INTEREST, KINDNESS AND CARING, IMAGINATION, IDENTITY, HERO, SUPERPOWERS, NEIGHBORHOOD, ACTIVITIES, SUPERHEROES, TENACITY, DETERMINATION, FAMILY, FICTION

VOCABULARY

Esteban de Luna, Baby Rescuer! / Esteban de Luna, ¡rescatador de bebés! has a number of words that your students may not be familiar with. Before or after the reading, review some or all of the words listed below.

Content Specific

cape, superhero, three stories high, puff

Academic

ripples, invisible, blocks, plop, puddles, shelters, snugly

ELL / ESL Teaching Strategies

Encourage your Spanish-speaking students to translate the Spanish words in the English text for the class.

Act out the following words found in text: fly and jumps. Encourage your students to act out these words when they hear them during the reading.

Before Reading

(Pre-reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

Pre-Reading Questions

1. What is a superhero? How does a superhero act? What does he or she do?
2. What types of powers do you have or would you like to have?
3. Are you a superhero? Would you like to be one? Is there anything bad about being a superhero? Describe what you think it would be like to be one.
4. How are you helpful? Who do you help?

Exploring the Book

(Reading Standards, Craft & Structure, Strand 5, Key Ideas and Details, Strand 1 and Integration of Knowledge and Ideas, Strand 7)

1. Read and talk about the title of the book. Ask the students what they think the title, *Esteban de Luna, Baby Rescuer!*, means. Ask the students who and what they think this book might be about. Ask the students to explain how we rescue someone or something. Ask students to make a prediction on where this story may take place.
2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, introduction, English and Spanish text, illustrations, backmatter, dedications, author's and illustrator's notes

Establishing a Purpose for Reading

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

Ask students to read to find out:

- How a little boy can be a baby rescuer
- What makes someone a hero

Encourage students to consider why the author, Larissa M. Mercado-López, wants to share this story with young people. Ask students to also consider why the text is presented in both English and Spanish.



After Reading

Discussion Questions

Use these or similar questions to generate discussion, enhance comprehension and facilitate a deeper appreciation of the story. Encourage students to refer to the text and the illustrations to support their responses. To build close reading skills, students should cite evidence to support their answers.

Literal Comprehension

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

1. Why is Esteban disappointed with his cape?
2. What does Esteban decide is the only thing left to do with his cape?
3. What does Esteban find at the park?
4. What does Esteban rescue the baby doll from?
5. How does Esteban's cape help the baby doll?
6. What does Esteban decide about his cape at the end of the story?
7. Why is Esteban a superhero?

Extension / Higher Level Thinking

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

1. Based on the text and illustrations, describe Esteban's home, family and neighborhood. Is it different or similar to your home, family and neighborhood?
2. Why does Esteban want to sell his cape?
3. How do you think Esteban felt about saving the baby doll?
4. Why do you think Esteban gives himself the title of 'Baby Rescuer'?
5. What can you learn about heroes from this story?
6. What traits do you think someone needs to become a hero?



Reader's Response

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

(Reading Standards, Key Ideas & Details, Strands 1-3, Craft & Structure, Strand 4, Integration of Knowledge & Ideas, Strands 7-9)

1. Which parts of the book do you relate to the most? Why? Describe a time when you helped someone.
2. Esteban wanted his cape to give him super powers. What type of superpowers would you like to have? What item could you use to give you superpowers?
3. Why is it important to try to help others?
4. Write about a time you would have liked to be a hero, have superpowers and rescue someone. What happened? What did you do? How did you solve the situation? Were you a hero? Why or why not?
5. Esteban's cape didn't give him any special powers. What are the advantages and disadvantages of being a superhero without having any special powers?

ELL/ESL Teaching Strategies

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

(Language Standards, Vocabulary Acquisition & Use, Strands 4-7)

Below, please find strategies that may be helpful to use with English Language Learner students.

1. Review all of the vocabulary. Ask students to make predictions about word meaning and create and share an action for each word. Invite students to write the meaning of the word or phrase in their own words, draw a picture or create a list of synonyms and antonyms.
2. Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another or listen to the more fluent reader. Students who speak Spanish can help with pronunciation of the Spanish or read the Spanish alongside a student reading the English text.
3. Have each student write three to five questions about the text. Then let students pair up and discuss their answers.
4. After the reading:
 - Review the illustrations in order and ask students to summarize what is happening on each page, first orally, then in writing.
 - Working in pairs, ask students to retell either the plot of the book or key details. Then ask students to write a short summary or opinion about what they have read.
5. Ask students to give a short talk about Esteban and explain why they believe he is or isn't a hero.



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 activities below to help students integrate what they have read with other curriculum areas. These activities may also be used for extension activities, advanced readers and creating a home-school connection.

English Language Arts

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)
(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Explore the verbs used to describe Esteban's actions in the story. Act them out. Then brainstorm more actions for more adventures with Esteban and the baby doll he rescued. Have each student write an additional scene for the book using their new adventures.
2. Superheroes always have a theme song. In small groups or pairs, ask students to write the lyrics for a song for Esteban to sing while he's doing superhero work. Make sure to write lyrics that rhyme with Esteban de Luna and Baby Rescuer.

Science

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)
(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Share general information about Superman, such as Superman comes from outer space, from the imaginary planet of Krypton. Working in small teams or pairs, have the students research a known planet and create a superhero that could come from that planet. Have all groups present their findings and new superhero to the entire class.
2. As a class, have a discussion about people who have extraordinary powers. Ask students to pick a topic and research ordinary people who have special powers. Have each student share with their classmates what they've learned.



Art, Media and Music

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Working in small groups, have the students turn the story into a comic book.
2. Have the students create a comic book sequel for the book. Let the students decide if they would like to use Baby Rescuer as the main character or create a comic based on their own superhero.
3. Study the illustrations of Esteban's hero costume at the end of the story. Ask students to describe, design and draw their own superhero costume.
4. Help students see themselves as super and as heroes. Invite each student to claim a super power and design a super suit. Then make life-size works of art celebrating all the super students in the class. Find a lesson plan to make life-size super students here: <https://www.dickblick.com/lesson-plans/float-people/>
5. Using stop-go animation create a short video of the book. Find a lesson plan using Claymation here: <https://cdn.dick-blick.com/lessonplans/claymation-metamorphosis/claymation-metamorphosis-claymation-metamorphosis.pdf>

Home School Connection

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4 and Research to Build & Present Knowledge, Strands 7 and 8)

1. Invite students to interview their parent or caregiver about who their hero is. Have the students share the information they learned from their interview with the class by drawing a picture, creating a collage or writing about this hero. Share all of their work on a bulletin board and create a Month of Heroes. Daily, have one or two students share information about their parent or caregiver and this person's hero.
2. Encourage students to research someone special or important to them. Ask students to prepare a list of questions similar to the following to guide their research: Why is this person heroic? What did he or she do that was heroic and why? How did this person make their community, or our world, a better place? Would you like to be like this person? Why or why not? Would you like to be someone's hero? Why or why not?
3. Ask each student to search their home for items that would have a potential superpower. Then write a short description of the item's superpower and bring it to class. Invite each student to share his or her item with the class. Then as a class celebrate Hero Day, noting everyone has the potential to be a hero.
4. Invite students to visit a comic book store. Looking at the new comic books, ask them to pick one hero and to answer the following questions: What is his or her origin story? Why is he or she a superhero? What superpowers does this hero have? What are their strengths? What are their weakness? Would you like to be this superhero? Why or why not?

CONNECT WITH THE INTERNET

Blick Art

Claymation Metamorphosis

<https://cdn.dick-blick.com/lessonplans/claymation-metamorphosis/claymation-metamorphosis-claymation-metamorphosis.pdf>

Float People

<https://www.dickblick.com/lesson-plans/float-people/>

Home Town Map

<https://www.dickblick.com/lesson-plans/home-town-map/>

Kids National Geographic

Facts About Mars

<https://www.natgeokids.com/uk/discover/science/space/facts-about-mars/>

Space Images Primary Resource

<https://www.natgeokids.com/uk/primary-resource/space-images-primary-resource/#!/register>

Read Write Think, International Reading Association

Is Superman Really All That Super?

<http://www.readwritethink.org/classroom-resources/lesson-plans/superman-really-that-super-990.html>

Siegel & Shuster Society

<http://supermanincleveland.com>

Smithsonian

Fun Stuff for Kids Online

<https://www.si.edu/kids>



MEET THE AUTHOR & ILLUSTRATOR

**LARISSA M. MERCADO**

LÓPEZ a Texas native and the mother of four children, is a professor of Women's Studies at California State University, Fresno. She received her doctorate in English/Latina literature from the

University of Texas at San Antonio. This is her first book for children.

**ALEX PARDO DELANGE**

is a Venezuelan-born artist educated in Argentina and the United States. A graduate in Fine Arts from the University of Miami, she has illustrated numerous Piñata Books for children, including the Pepita series, *The Empanadas That Abuela*

Made / Las empanadas que hacía la abuela and *Sip, Slurp, Soup, Soup / Caldo, caldo, caldo*. She lives with her family in Florida.

ABOUT PIÑATA  BOOKS

Piñata Books is an imprint of Arte Público Press, the oldest and largest publisher of contemporary and historical literature written by US Hispanics: Mexican Americans, Puerto Ricans, Cuban Americans and others. Piñata Books is dedicated to the publication of children's and young adult literature focusing on US Hispanic culture and has made giant strides in filling the void that exists in American publishing and literature: books that accurately reflect themes, characters and customs unique to US Latino culture. Books published under the imprint are designed to serve as a bridge from school to home and to support family literacy and elementary school education. Discover more surprises at <https://artepublicopress.com/about-pinata-books-2/>.

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ORDERING INFORMATION

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