

An illustration of two children flying kites in a field. The child on the left is wearing a yellow shirt and dark pants, and the child on the right is wearing a blue shirt and dark pants. They are standing on a sandy path in a green field. Two kites are flying in the sky: a large orange and green kite and a smaller purple and yellow kite. The sky is a light blue gradient.

Where is mi amigo, Pedro?

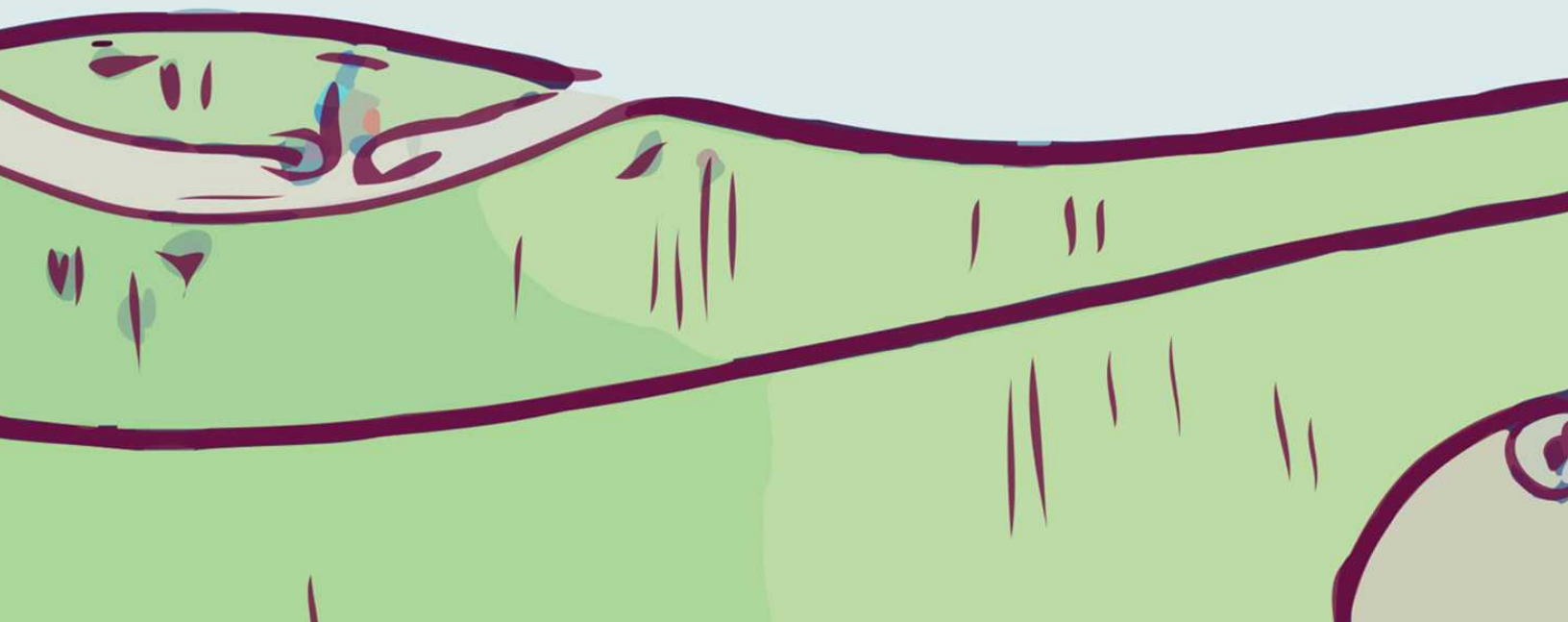
Written by Alex X. Martínez
Illustrated by Grayson Cusimano

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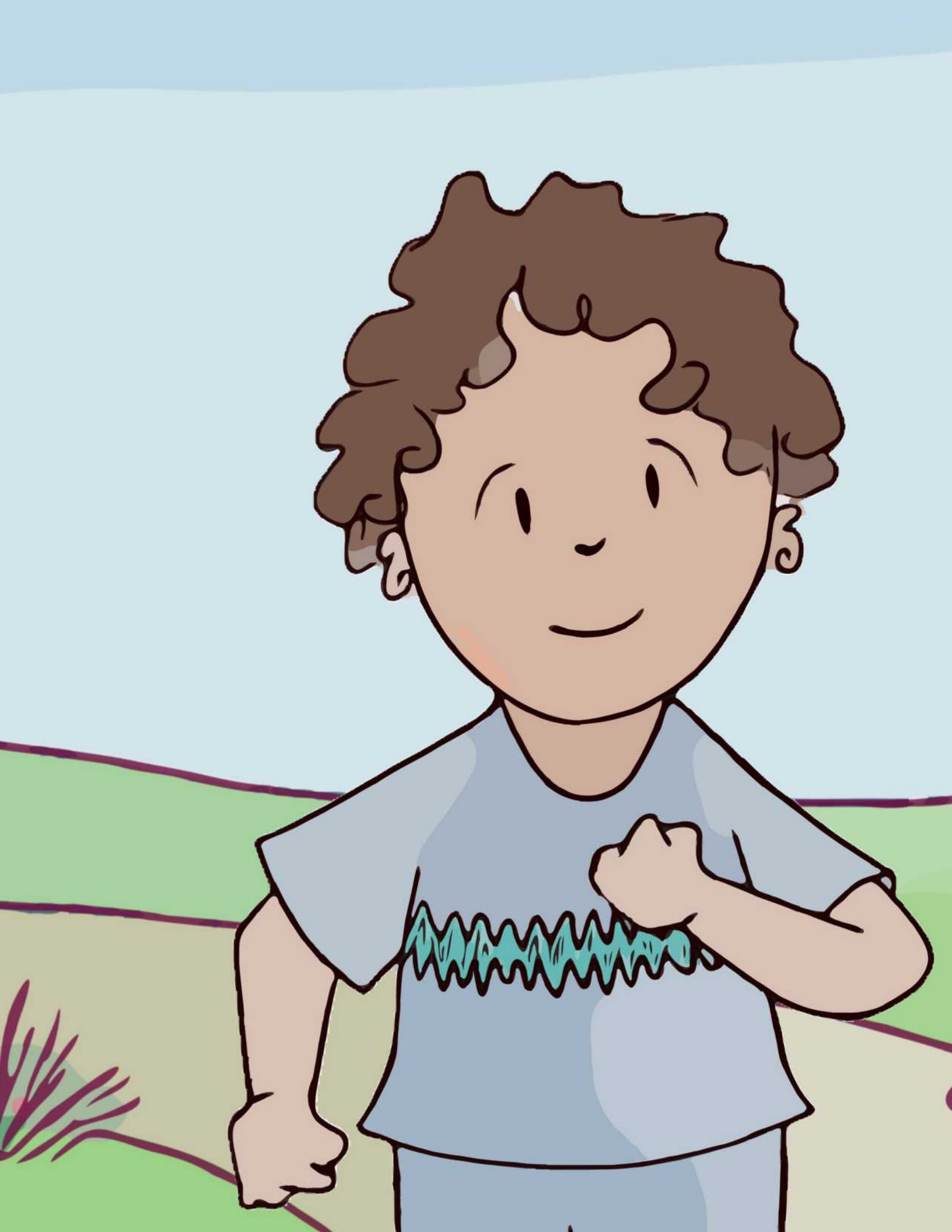


This book is dedicated to those who are creating spaces that welcome ALL people to be participants and agents of change in our society.



It was a breezy Saturday and Marcos was on his way to fly kites with his friend Pedro!







When Marcos arrived at Pedro's home, nobody was there!

"Where is mi amigo!?" Marcos exclaimed.

Luckily, Marcos saw his friend Maria go by with her jump rope.

"Maria! Have you seen mi amigo, Pedro?" he asked.

"Yes, I saw him at the dog park", replied Maria.

"Gracias, Maria!" Marcos said, running off to find his friend.







When Marcos arrived at the dog park he saw big dogs, small dogs, and spotted dogs, but no Pedro.

Luckily, Marcos saw his friend Chris.

“Chris! Have you seen mi amigo, Pedro?” he asked.
“Yes, I saw him at the basketball gym”, replied Chris.
“Gracias, Chris!” Marcos said, running off to find his friend.





What is the name of your best friend?







When Marcos arrived at the gym he saw kids playing soccer, basketball, and football, but no Pedro.

Luckily, Marcos saw his friend Angel.



How many basketballs can you find?

“Angel! Have you seen mi amigo, Pedro?” he asked.

“Yes, I saw him at the track”, replied Angel.

“Gracias, Angel!” Marcos said, running off to find his friend.







When Marcos arrived at the track he saw yellow bikes, red bikes, bikes with two wheels and three wheels, but no Pedro.

Luckily, Marcos saw his friend Amir.

“Amir! Have you seen mi amigo, Pedro?” he asked.

“Yes, I saw him at the pool!” replied Amir.

“Gracias, Amir!” Marcos said, running off to find his friend.





How many wheels does Amir's bike have?









When Marcos arrived at the pool kids were splishing and splashing, but no Pedro.

Luckily, Marcos saw his friend Erin.

“Erin! Have you seen mi amigo, Pedro?” he asked.

“Yes, I saw him at the dance studio” replied Erin.

“Gracias, Erin!” Marcos said, running off to find his friend.



Can you find all the ways to get into the pool?







When Marcos arrived at the studio he saw kids movin' and groovin', singing and playing instruments, but no Pedro.

Luckily, Marcos saw his friend Elizabeth.

“Elizabeth! Have you seen mi amigo, Pedro?” he asked.



What is your favorite dance move?



“Yes, he is waiting for you at the park!” replied Elizabeth.

“Gracias, Elizabeth!” Marcos said, running off to find his friend.





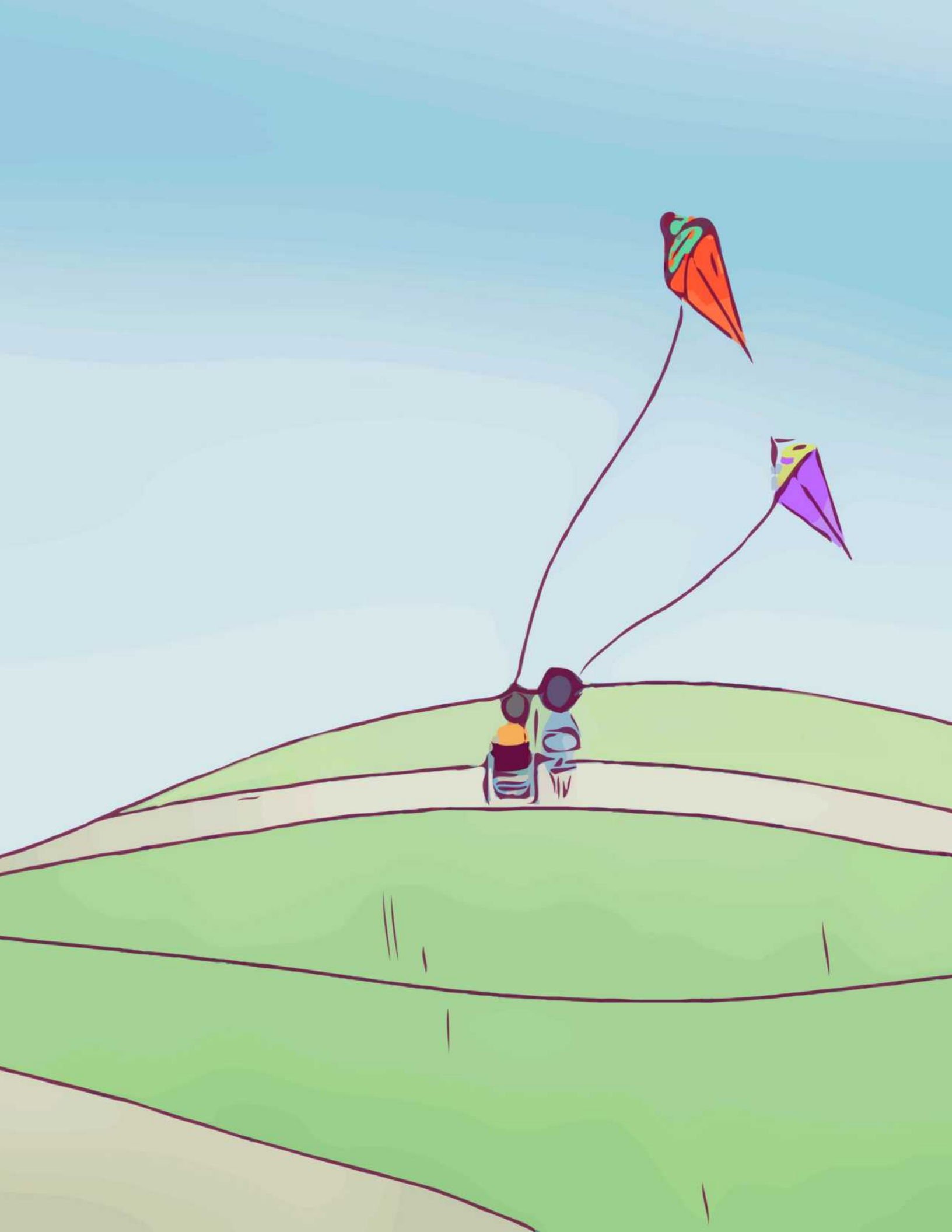


When Marcos arrived at the park he immediately saw his friend Pedro.

“Hola, Amigo!” Pedro yelled, “I have been waiting on you!”

Pedro and Marcos spent the rest of the breezy day flying kites.

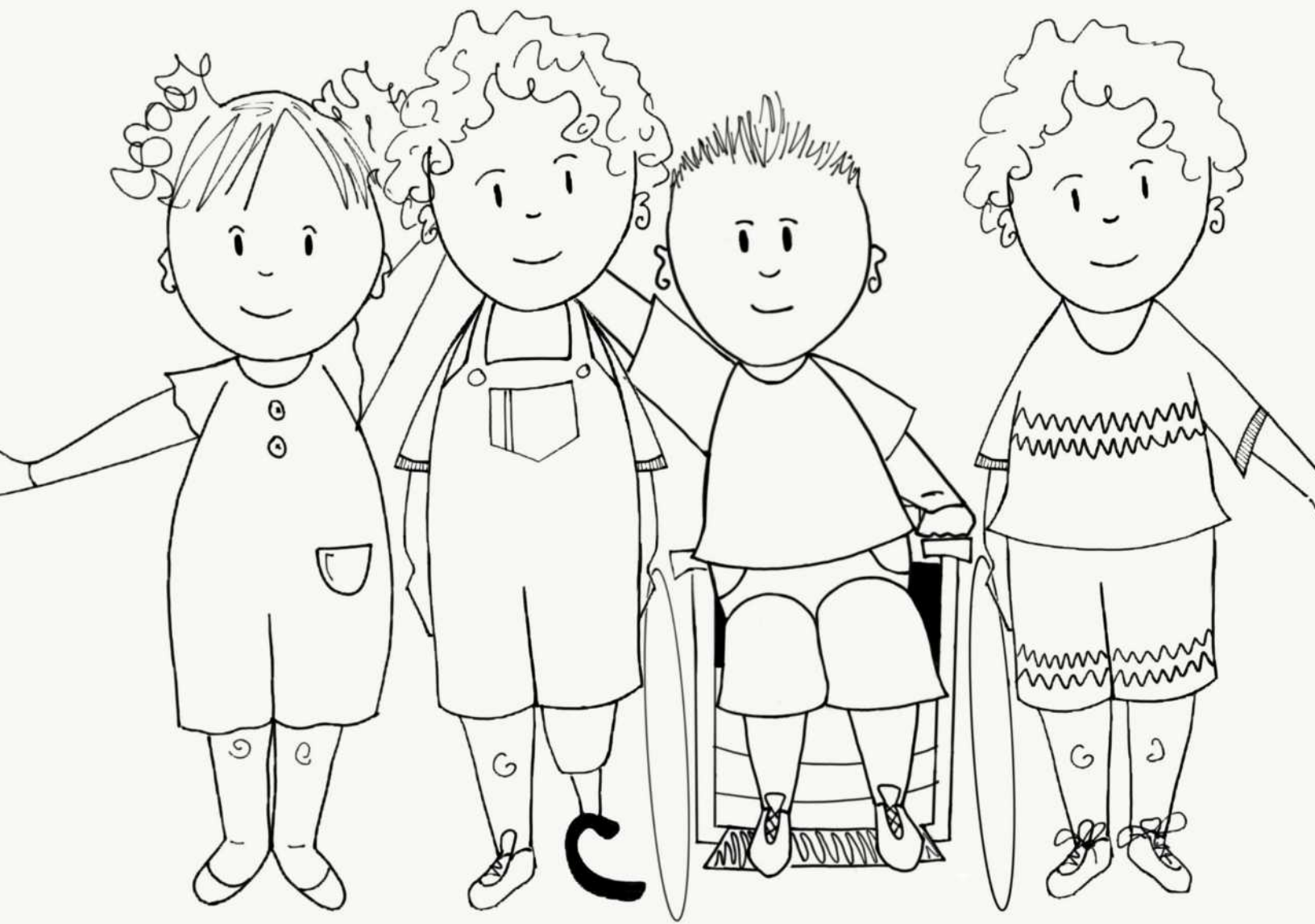




Where did Pedro go?





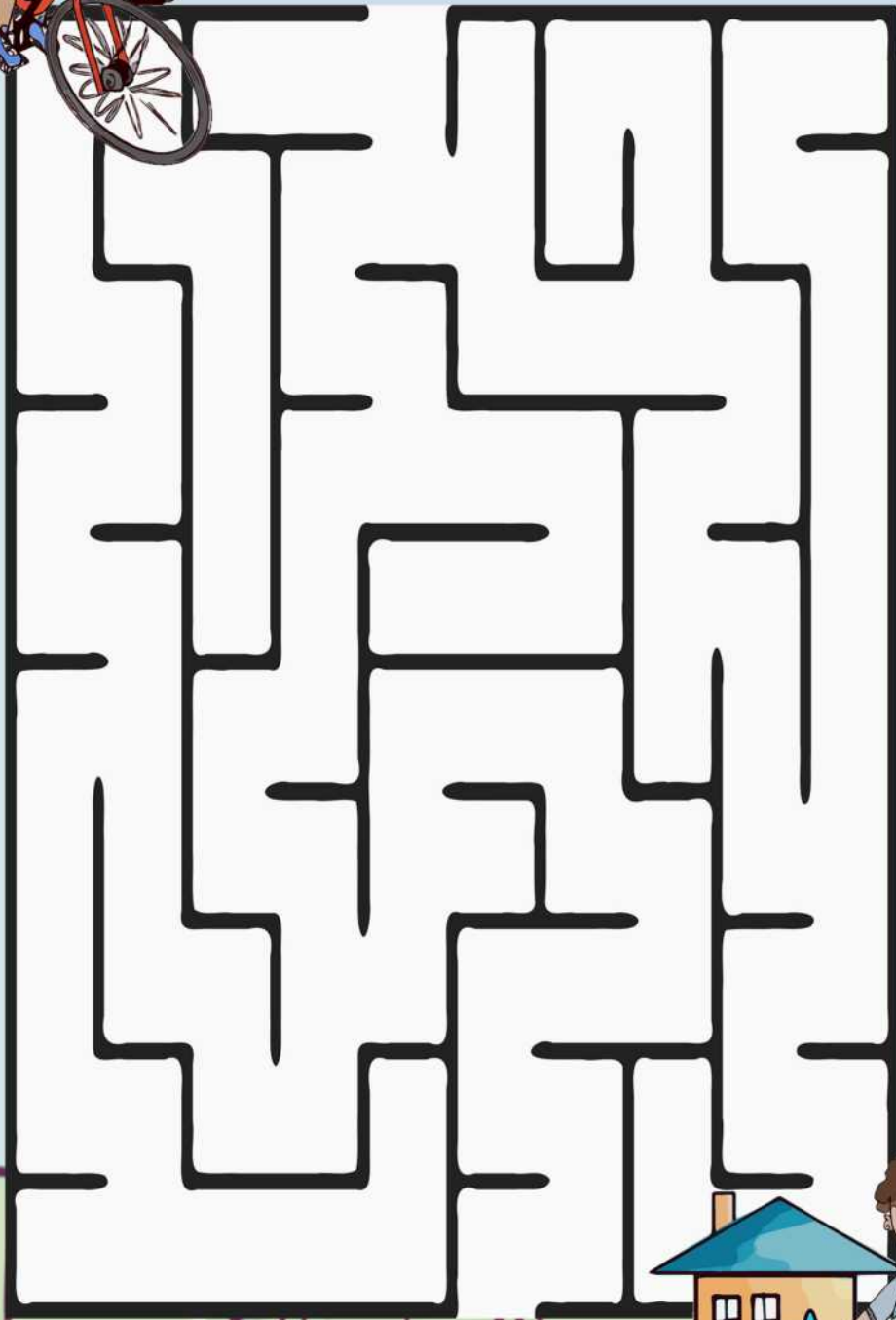


Meet Pedro and his friends!



Where Should Pedro Go?

Complete the maze to help Pedro ride his bike to Marcos' house!



An illustration of two children flying kites in a field. The child on the left is wearing a yellow shirt and the child on the right is wearing a blue shirt. They are standing on a dirt path in a green field. Two kites are flying in the sky: a red and green one and a purple one. The background is a light blue sky with faint clouds.

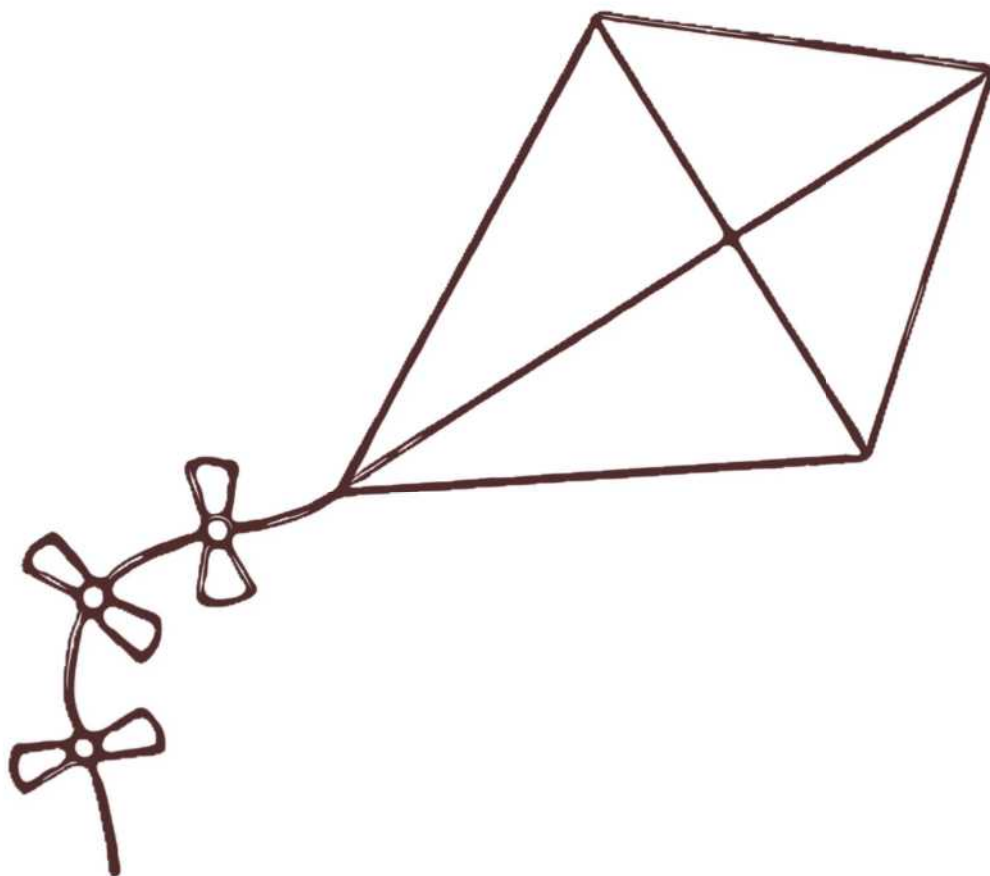
Where is mi amigo, Pedro?

Activities & Teacher Discussion Guide

Name _____

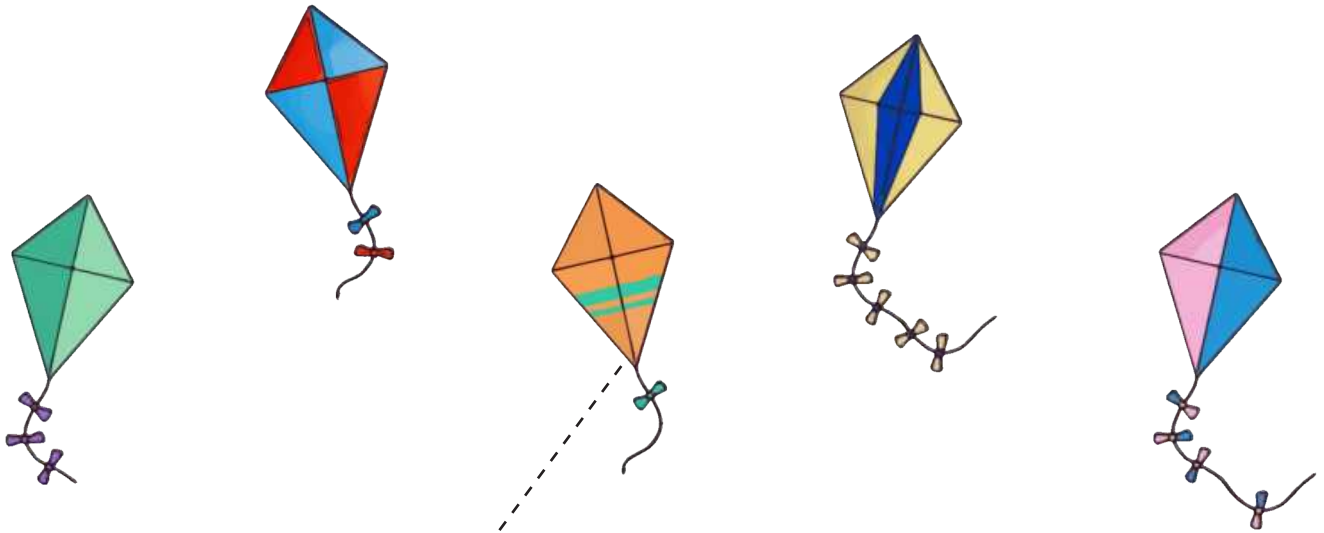
K k

is for kite!



Name _____

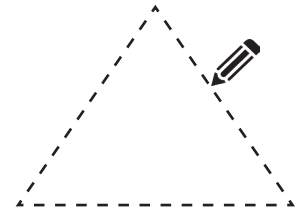
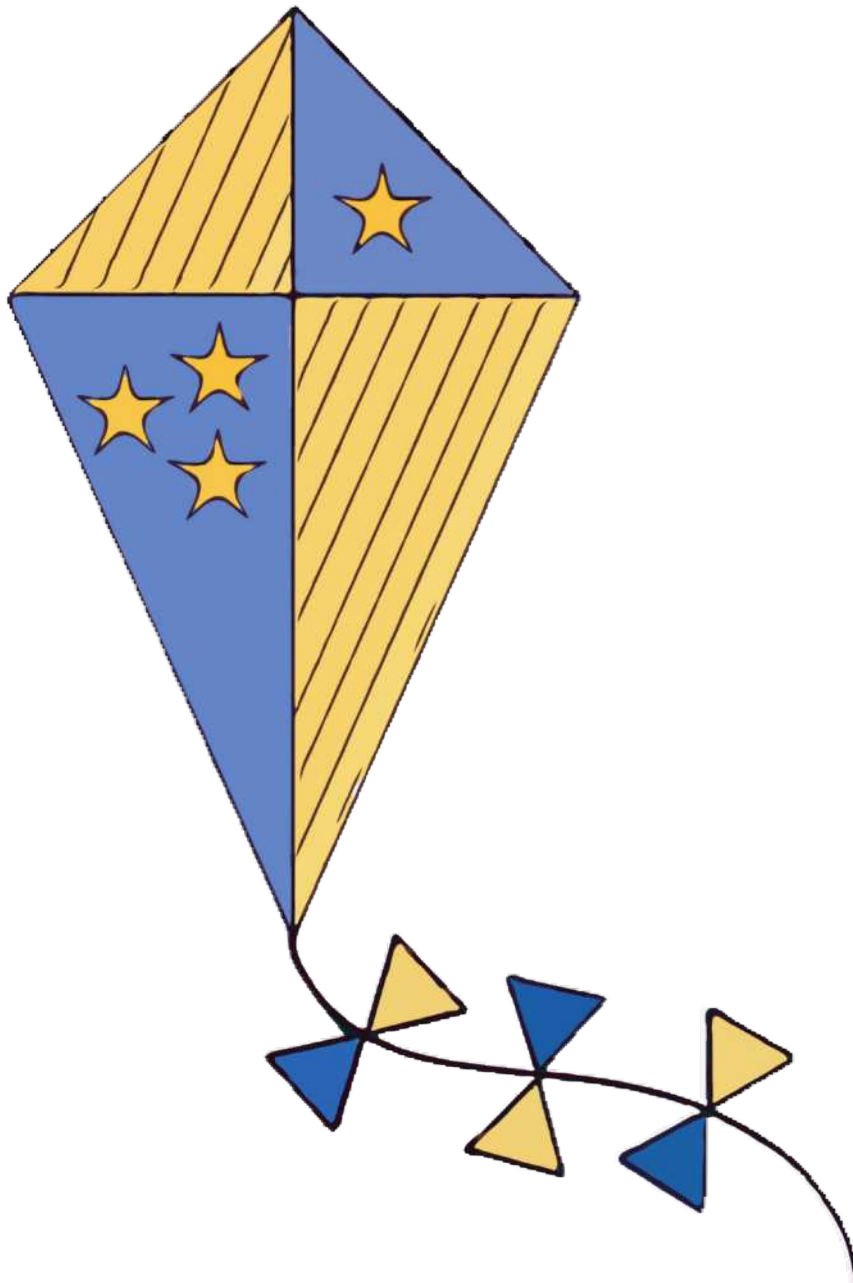
How many bows do you see on each kite?
Draw a line to match the kite with the number of bows.



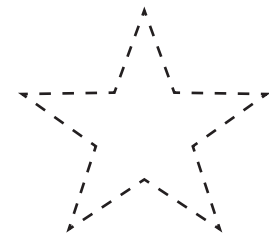
1 **2** **3** **4** **5**

Name _____

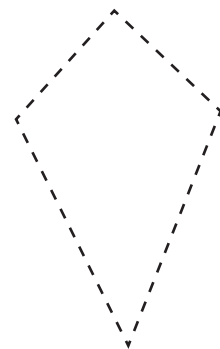
How many geometric shapes can you find?



Triangles



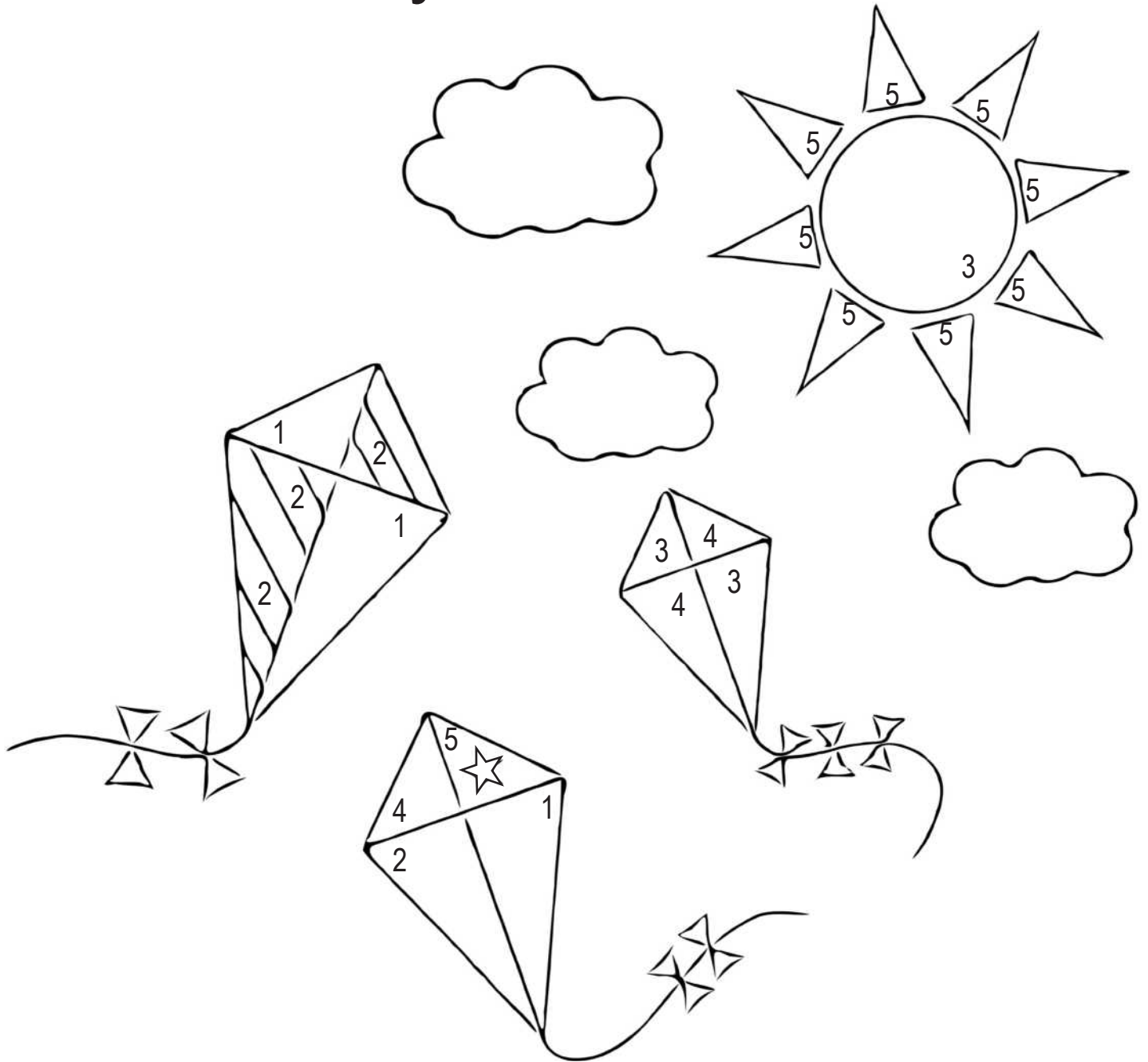
Stars



Diamonds

Name _____

Kite Color by Number



1
Red

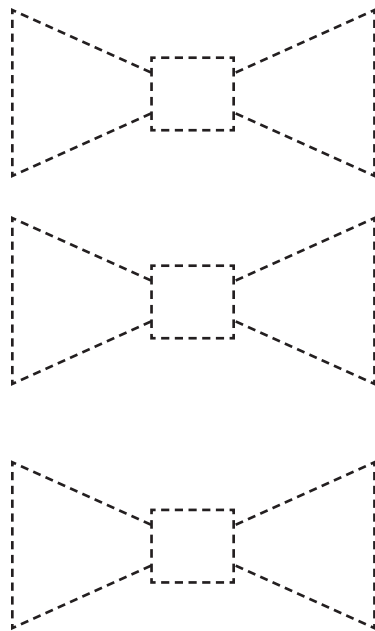
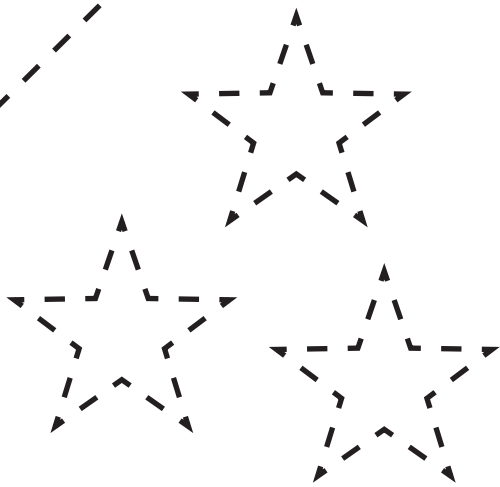
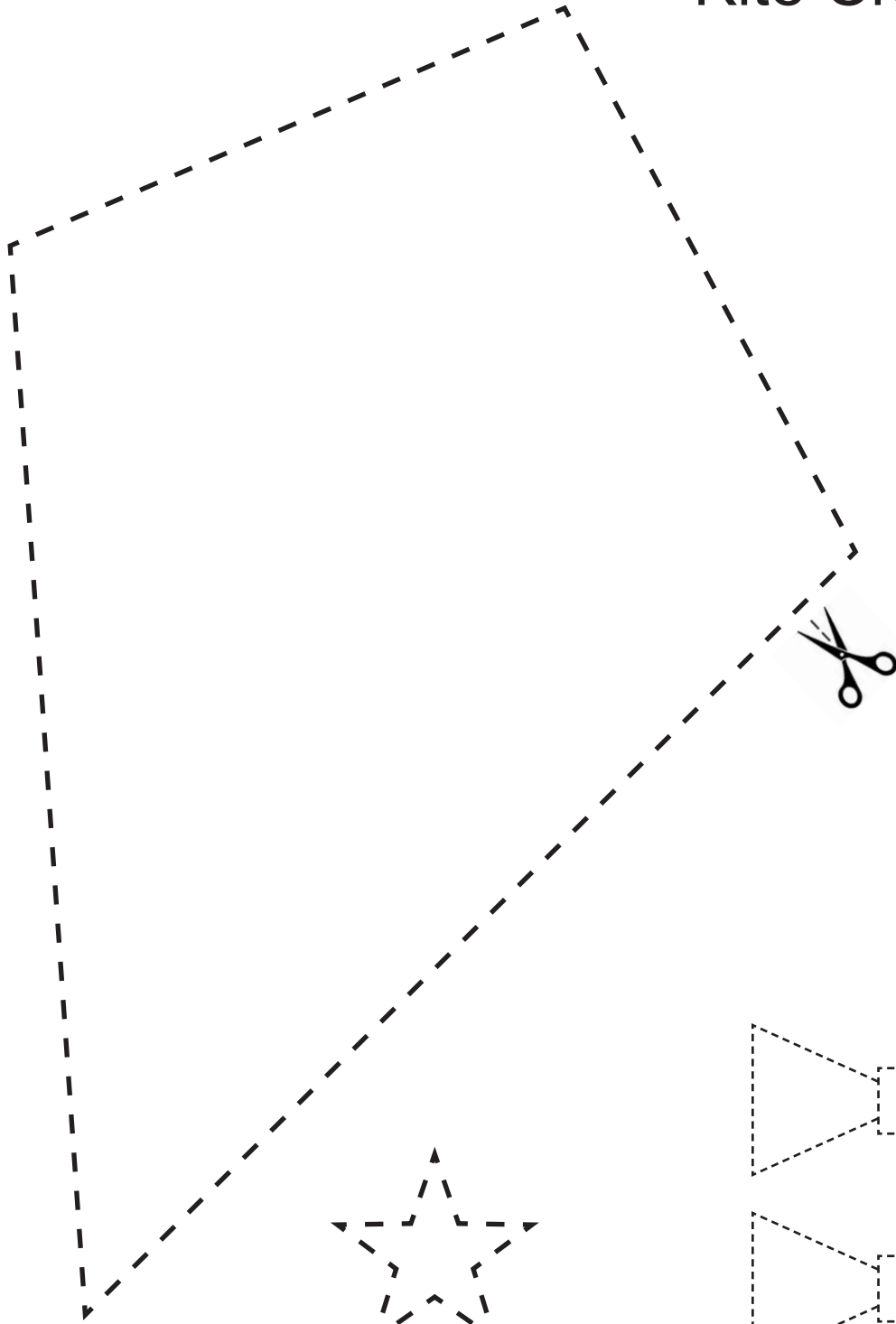
2
Blue

3
Yellow

4
Green

5
Orange

Kite Craft Cut-Outs



Name _____

Decorate your own Kite Craft

Supplies:

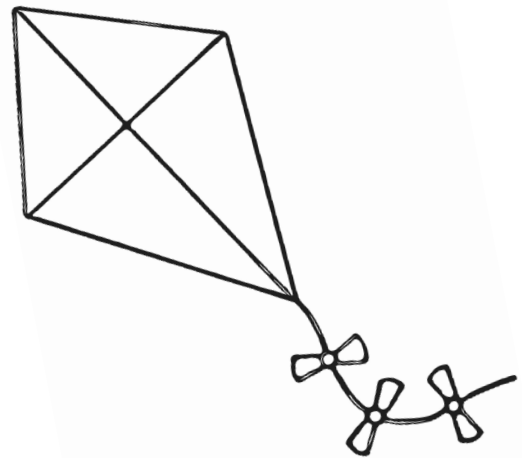
Kite Craft cut-outs

Crayons or Markers

Scissors

Tape

Yarn or ribbon



Directions:

1. Use crayons or markers to color the kite, decorative stars, and bows in your favorite colors
2. After you are finished coloring, carefully cut out all of the shapes on the dashed line
3. Use the tape to put the stars where you like on the kite
4. Use the tape to attach a 10 inch length of yarn or ribbon to the bottom of the back of the kite to create a tail
5. Use the tape to attach the bows to the tail of your kite
6. Enjoy your fun craft!

Build Your Own Kite

Supplies:

1 Piece of Paper (8.5 x 11)

Tape

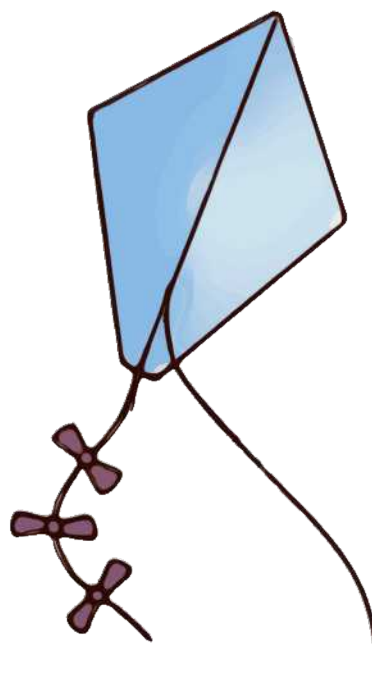
1 Drinking Straw

16" of Ribbon

Spool of String

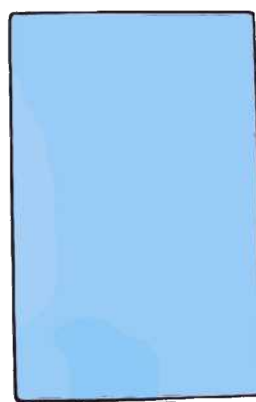
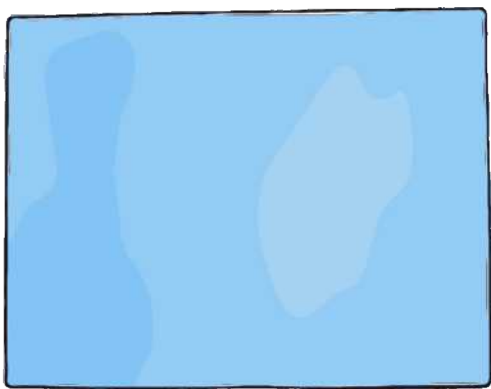
Scissors

Optional: Crayons & Markers

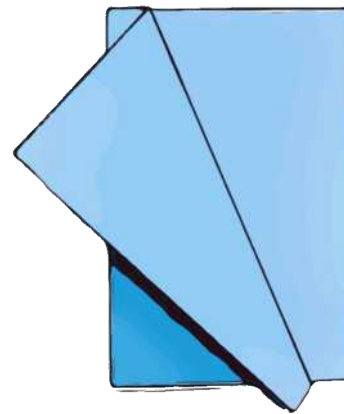
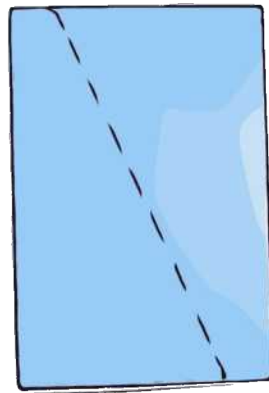


Directions:

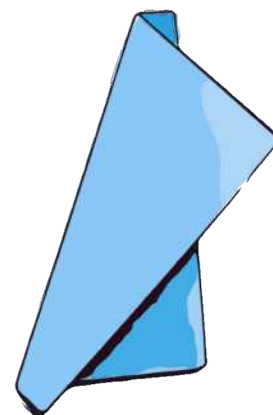
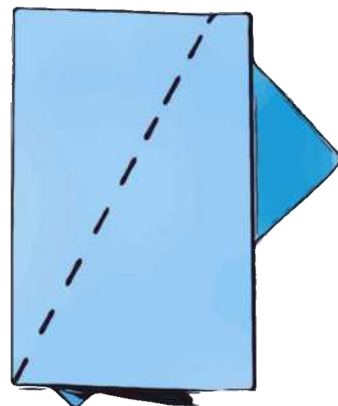
1. Start with your piece of paper and fold in half



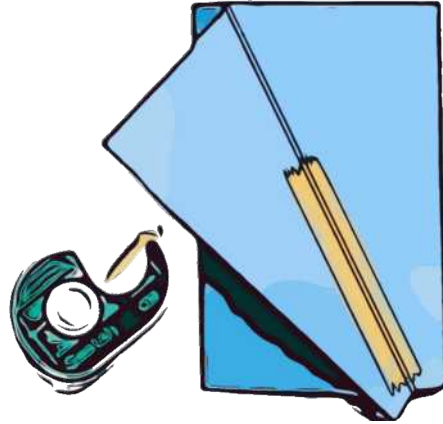
2. Mark a point on the top of the paper about one inch from the fold. Mark a point on the bottom of the paper about one inch from the open side. Imagine, or draw, a line connecting these two dots. Fold the top corner of the paper down along the line that you've just created.



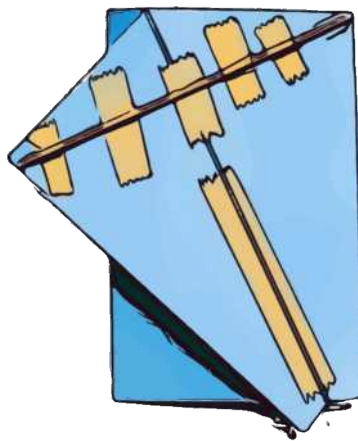
3. Next, flip the paper over and fold the other side down to match the side you just folded.



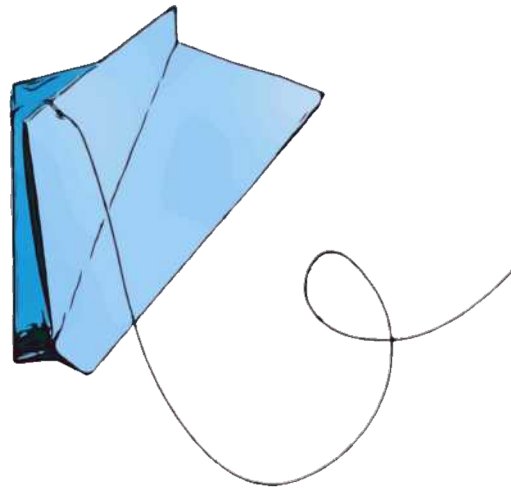
4. Open up the flaps and tape along the middle seam.



5. Lay a straw across the kite, as shown, and tape it in place. You'll probably have to cut the straw down to size with your scissors. Tape along the middle seam.

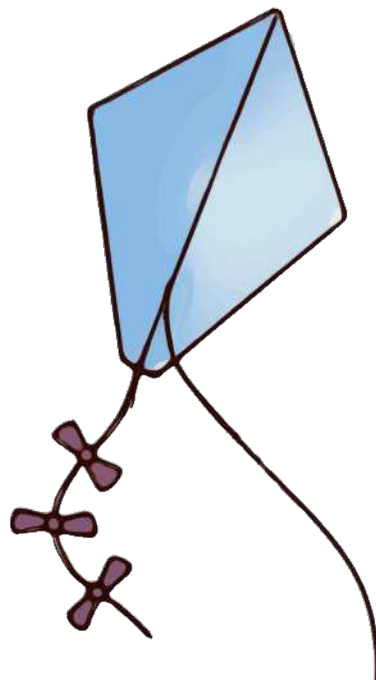


5. Flip the kite back over and straighten the “spine”. Mark a spot about a third of the way down the spine, and about half an inch from the edge. Put tape over this mark to reinforce it on both sides. Use your hole punch or scissors to make a hole in this spot. Tie your kite string through this hole. Make sure to use a good knot!

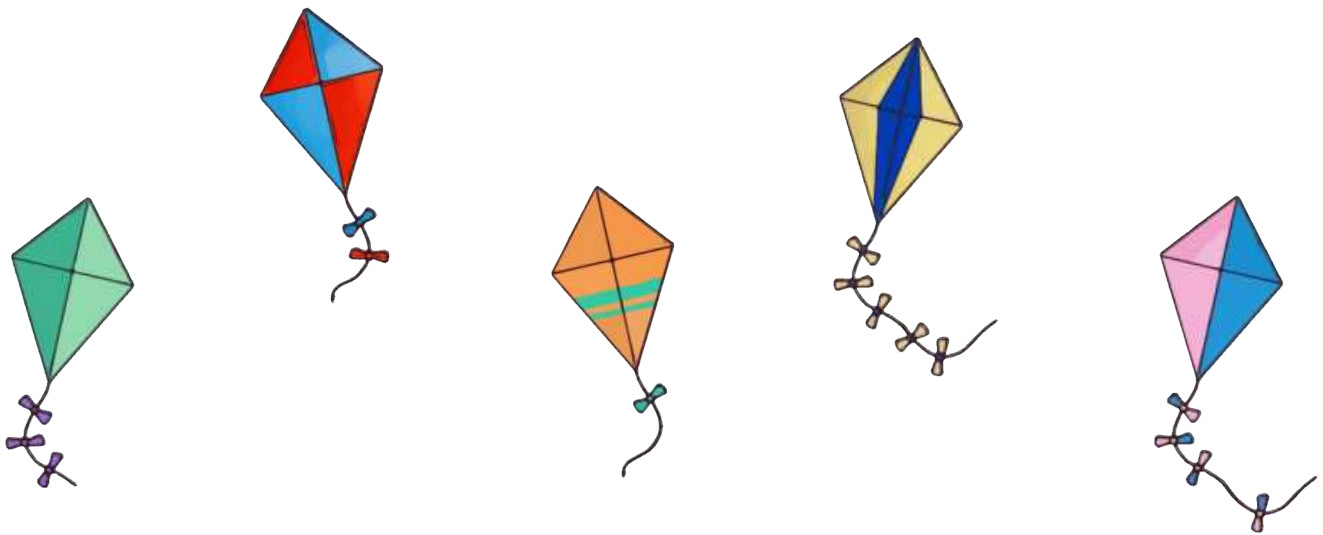


6. Tape the length of ribbon to the back and your kite is ready to fly!

These kites don't need very much wind to get lift, and are not the best for VERY windy days. A nice steady breeze is all it needs.



For the Teacher



Discussion Questions and Classroom
Inclusion Strategies

Notes

Use the following concepts to teach about the wind



- Discuss that the wind can move things.
- The wind is moving air.
- Ask for examples of things that the wind can move. For example, leaves on the tree.
- Go outside and observe what the wind is moving.
- Demonstrate ways that students can create a breeze. Blowing objects with their mouths or moving a book up and down vigorously.
- Ask the students if they know any tools or machines that move air (hairdryers, fans, etc.).
- Discuss with the student that in the story "The Three Little Pigs" the wolf uses the air from his lungs to blow the pigs' houses down.
- Explain to children that air is invisible. Ask children to hold their breath for a few seconds and then breathe out while holding a hand or body part in front of their mouth to feel the air.
- Hand out a ping pong ball to each child and let them blow and move the ball around the floor.
- Build a kite and go outside to fly it. Explain that the wind is helping the kite to stay up in the air.

Classroom inclusion strategies

- Have a basic understanding of disability.
- Don't use phrases such as “wheelchair-bound, handicapped or special needs”.
- Treat everyone with the same respect.
- Speak directly to the students. Speak clearly and in a normal tone. Do not alter your voice.
- Do not portray disability as negative.
- Avoid distractions such as outside noise.
- Do not move the student’s mobility devices without the student's consent.
- Do not finish the student’s sentences.
- Use visuals to provide information such as pictures, drawings, and videos.
- Give students extra time to understand or complete a task.
- Involve the students in the planning process. Ask questions.
- Be aware of the student’s allergies.
- Make sure that the visuals used in class are representative of the students in your class.
- Be culturally competent.
- Remove unnecessary objects or potential obstacles in the classroom.
- If communication is difficult, consider writing your message or asking the student to write what they are trying to communicate.
- Adapt the Universal Design for Learning (UDL) Framework in your curriculum.
- Create learning activities that are meaningful to the student’s goals.





Use the following concepts to teach about disability and inclusion.



- To the fullest extent possible, have students or staff with disabilities participate in the discussion and share their lived experiences. Time and resources permitting, invite people with various disability types.



- Disability can be part of a larger discussion about diversity

- It's ok to have a disability! Disability is not negative or suffering. You can have a disability and be happy, go to school, play sports grow up and get a job, drive a car, be a parent and have a family.



- It may be helpful to explain that many important people have had disabilities (e.g. one of the most famous U.S. Presidents, Franklin Delano Roosevelt, was in a wheelchair, Thomas Edison was deaf and Harriet Tubman had epilepsy.) You can also talk about how fictional characters such as comic book heroes have disabilities. Inclusion is not only about disability. Inclusion is about acceptance of people with different identities or characteristics.



- If we remove barriers, everyone, including people with disabilities can participate and go where they want to go. For example, that's why we have things like ramps & elevators instead of stairs, special parking spaces close

- Allow the students to ask questions.
- Dispel students' fears about people with disabilities.
- Children are usually fascinated by technology. Explain and show how a student uses assistive technology (e.g. wheelchairs help people get around, some computers can talk for a person who is not able to speak, sometimes a person's smartphone can talk to them if they can't read the screen.)
- Explain that assistive technology devices are not a toy to play with.
- Explain how animals support students with disabilities and that they are working. It's important to ask permission to pet any service dog.
- Students with disabilities might perform tasks in a different way, including needing more time to do something or using adapted equipment.
- Students with disabilities do not have "special needs." Avoid using that term. All students have similar needs (have friends, eat, rest, be safe, play, be loved and many more).
- Do not assist a student with a disability without asking if they would like assistance. Ask first. Act second.
- Provide examples of students with disabilities participating in activities with their peers.



About the Author

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Alex X. Martínez is an Inclusion Specialist at the National Center on Health Physical Activity and Disability (NCHPAD). He is a husband and a dad but he's also been a physical education teacher a United States Marine and a volleyball and basketball coach. Alex grew up in Puerto Rico but currently resides in Alabama with his wife and son. When he is not working or spending time with the family he's probably exercising, working on house projects, playing sports or drinking coffee.

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About the Illustrator

Grayson Cusimano

Grayson Cusimano is an artist, a storyteller, and a maker. While she works for the National Center on Physical Activity and Disability (NCHPAD) her foundation is in design and production and she has a diverse background working as a freelance artist, dressing circus performers, and traveling the world working on cruise ships! Grayson is a Southern lady who spends her free time baking delicious vegan treats, visiting museums, and sewing.

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