

SANTIAGO'S DINOSAURIOS



Mariana Ríos Ramírez

illustrated by Udayana Lugo

educational TEACHING GUIDE

RESOURCES DESIGNED BY: the subway side

SANTIAGO'S DINOSAURIOS

teaching guide

SANTIAGO'S DINOSAURIOS



Mariana Ríos Ramírez Illustrated by Udayana Lugo

ABOUT THE BOOK

Santiago finds a way to connect to his classmates—through dinosaurios! Santiago is new to the United States, and he doesn't speak English. On his first day of school, how will he connect with his peers? Santiago learns that even when you don't speak the same language, some interests—like dinosaurs—are universal.

ABOUT THE AUTHOR

Mariana Ríos Ramírez

Mariana Ríos Ramírez is a Mexican picture book author living in South Carolina. She was a high school teacher and co-owned an online business before becoming a writer. Her debut book, *Santiago's Dinosaurios*, will be published by Albert Whitman in October 2022. Besides writing, Mariana enjoys photography, traveling, Chai Lattes, and k-dramas.

PRE-READING ACTIVITIES

Before reading *Santiago's Dinosaurios* consider the following activities to engage your readers.

1. Take a picture walk of the story, flipping each page and pointing out the illustrations. Encourage students to predict what will happen in the story.
2. Host a class-wide discussion about the title. Why did the author choose that title? What might we be reading about?
3. Create a mind map to record what students already know about inclusivity and diversity.



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EDUCATIONAL ACTIVITIES

Santiago's Dinosaurios is a unique picture book that explores themes of kindness and inclusivity. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

SOCIAL / EMOTIONAL

Dinosaur-sized problem

Target Grade Range: K – 5th Grade

Santiago has a DINOSAUR-SIZED PROBLEM: He's recently moved to the United States, but he speaks Spanish. That's a huge problem that for Santiago feels nearly impossible to solve. Everyone has dinosaur-sized problems. Encourage students to reflect on a huge problem they've encountered and brainstorm ways to solve their problem.

SOCIAL / EMOTIONAL

Despite Our differences

Target Grade Range: K – 5th Grade

Mariana Ríos Ramírez teaches us all about how very different we are. Just look at Santiago's differences from his classmates. Take this a step further by inviting students to reflect on how different they are from a close friend or family member. This social-emotional activity allows learners to celebrate their differences and appreciate those of a friend.

SCIENCE

Fossil Dig

Target Grade Range: K – 5th Grade

Students will act as paleontologists with this fun and interactive science activity. You'll need a few days and a couple of supplies to prepare for this educational activity. Students will enjoy using digging tools to uncover buried dinosaur fossils. Explore the science behind fossils and their importance in our world today. Younger students may need to complete this project with additional assistance from an adult.



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EDUCATIONAL ACTIVITIES

Santiago's Dinosaurios is a unique picture book that explores themes of kindness and inclusivity. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

WRITING

Acrostic poem

Target Grade Range: 1st – 5th Grade

In the story, we learn the importance of showing kindness. In this writing activity, students will write about how it's cool to show kindness, using each letter from the word KINDNESS. Students will enjoy this creative writing activity that allows them to think about a central concept from the story. Younger students may complete the acrostic poem with their teacher as a whole group.

WRITING

Dinosaur research Flipbook

Target Grade Range: 2nd – 5th Grade

In this cross-curricular writing activity, students will assemble an interactive flipbook that lists facts about a specific dinosaur they choose to research. The differentiated flipbook pages allow this activity to be completed by a range of learners. Younger students may complete this project as a shared research project or in partnerships.

STEAM

Build a dinosaur

Target Grade Range: K – 5th Grade

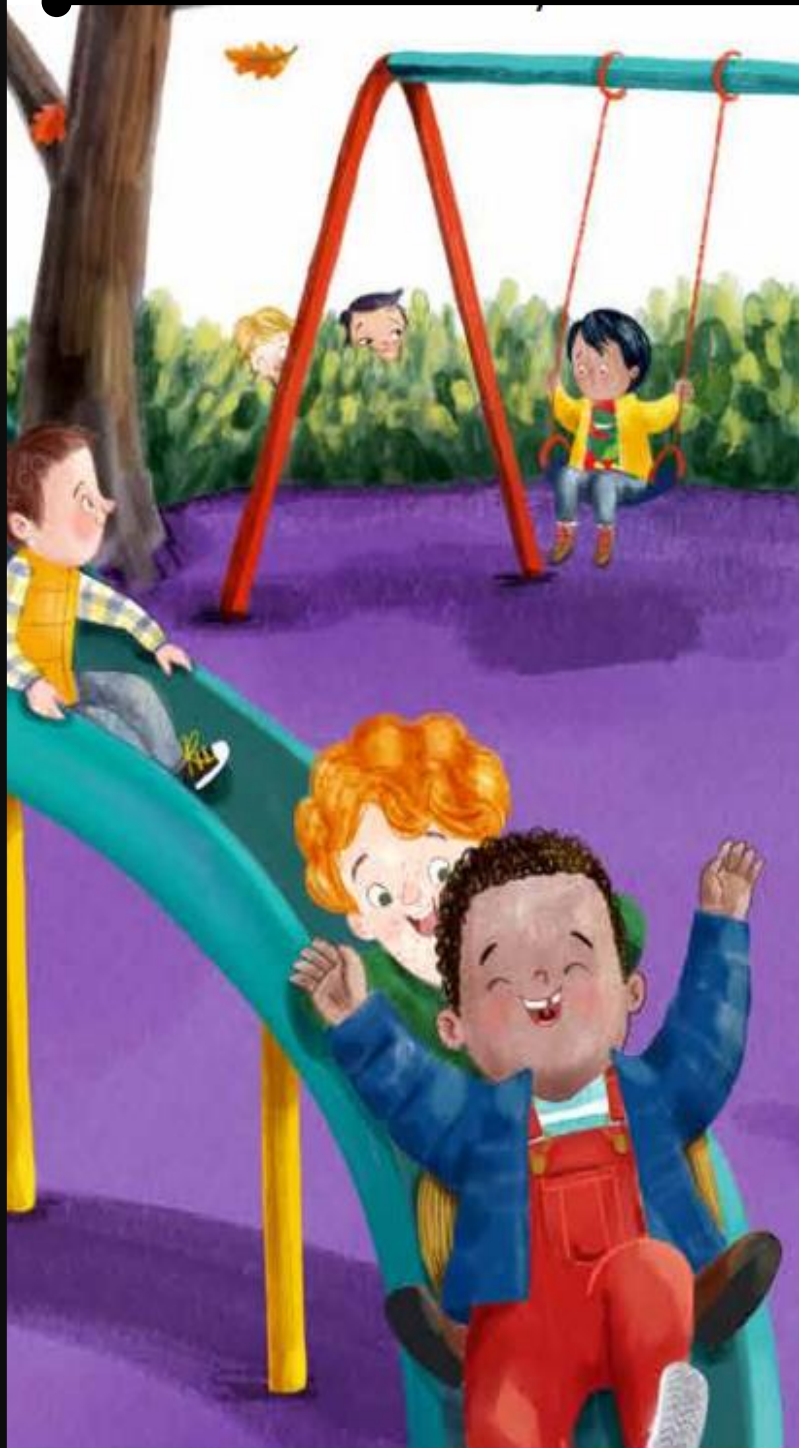
Encourage students to flex their creative muscle with this super fun STEAM experience. Students will have the opportunity to design and create a brand-new dinosaur species. They may add their artistic spin on things by using crayons or colored pencils to make their design complete. There are optional writing papers, differentiated for students in a range of grade levels. Students can then write about their creative new dinosaur. This activity will surely have your students excited!



RESOURCES DESIGNED BY: the subway side

EDUCATIONAL ACTIVITIES

Santiago's Dinosaurios is a unique picture book that explores themes of kindness and inclusivity. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.



ENGLISH LANGUAGE ARTS

Problem & solution

Target Grade Range: K – 5th Grade

In *Santiago's Dinosaurios*, Santiago experiences a clear problem in the story. As with any story, every problem has a solution. Explore Santiago's dinosaur-sized problem and how he works to solve it. Students can draw a creative picture to go along with their thoughts, using their favorite art supply. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.

ENGLISH LANGUAGE ARTS

Why Characters Change?

Target Grade Range: K – 5th Grade

Santiago changes from the beginning to the end. This English / Language Arts activity encourages students to reflect on the main character Santiago and how/why he changes from the beginning to end. Students can practice using evidence to support their thinking – an important test-taking skill. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.

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SOCIAL / EMOTIONAL ACTIVITY

DINOSAUR-SIZED PROBLEM

SANTIAGO'S
DINOSAURIOS



Standards:

CCSS.ELA-LITERACY.SL.K.1
CCSS.ELA-LITERACY.SL.1.1
CCSS.ELA-LITERACY.SL.2.1
CCSS.ELA-LITERACY.SL.3.1
CCSS.ELA-LITERACY.SL.4.1
CCSS.ELA-LITERACY.SL.5.1

You will need:

- White or colored copy paper
- Pencils
- Art Supplies (crayons or colored pencils)
- Oversized poster board or anchor chart paper

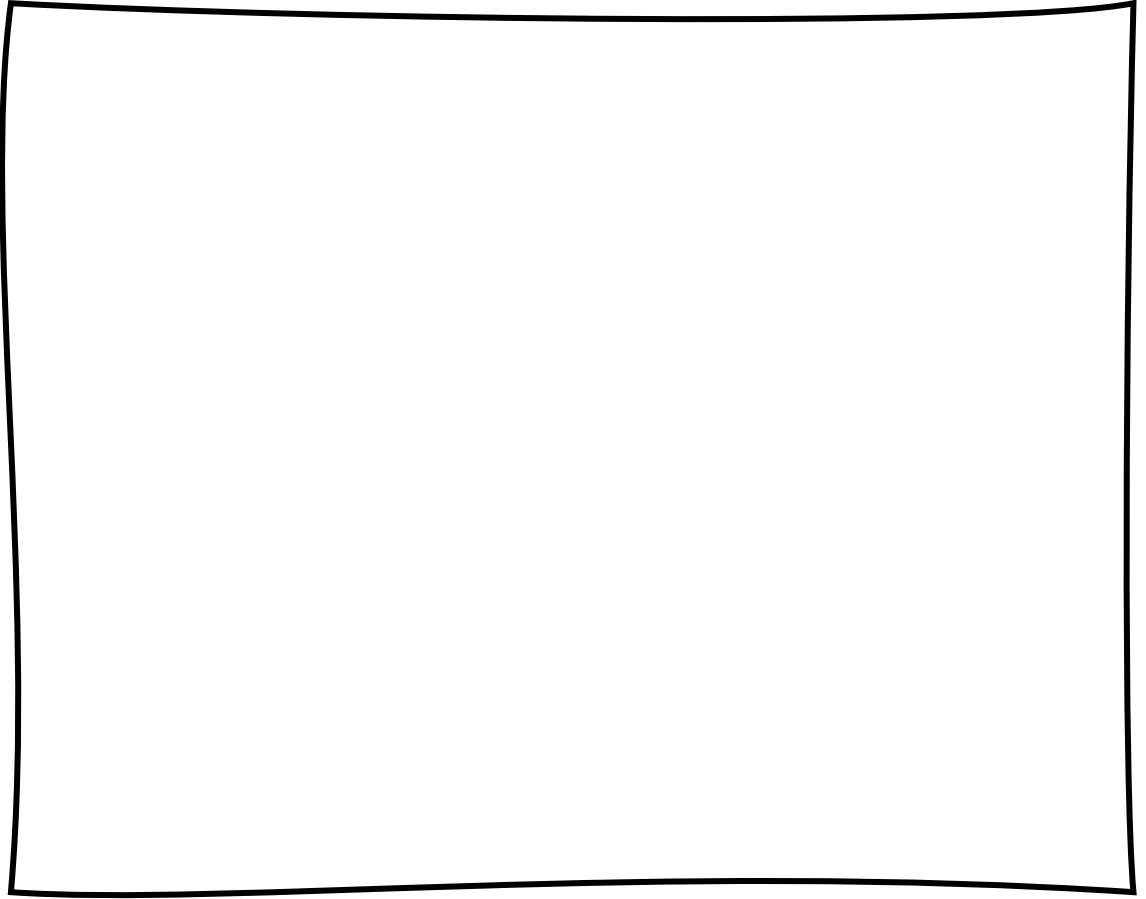
Step by step to do list:

1. Copy the DINOSAUR-SIZED PROBLEMS graphic organizer on copy paper.
2. Explain that a dinosaur-sized problem is a giant problem that feels almost impossible to solve.
3. Brainstorm a list of dinosaur-sized problems (e.g., moving to a new town, getting into an argument with your best friend, etc.).
4. Have students complete the graphic organizer independently.
5. Then, they should gather in small groups (2 – 4 students per group) and share their problems with the group.
6. Together, each group should create a large poster-board showcasing their problems and decorate it.
7. Finally, each group will share with the class what they created.

RESOURCES DESIGNED BY: the subway side

Name: _____

In the story, *Santiago's Dinosaurios*, Santiago has a giant, dinosaur-sized problem. Or a problem that feels almost impossible to solve. Have you ever had a dinosaur-sized problem? Draw and write about it!

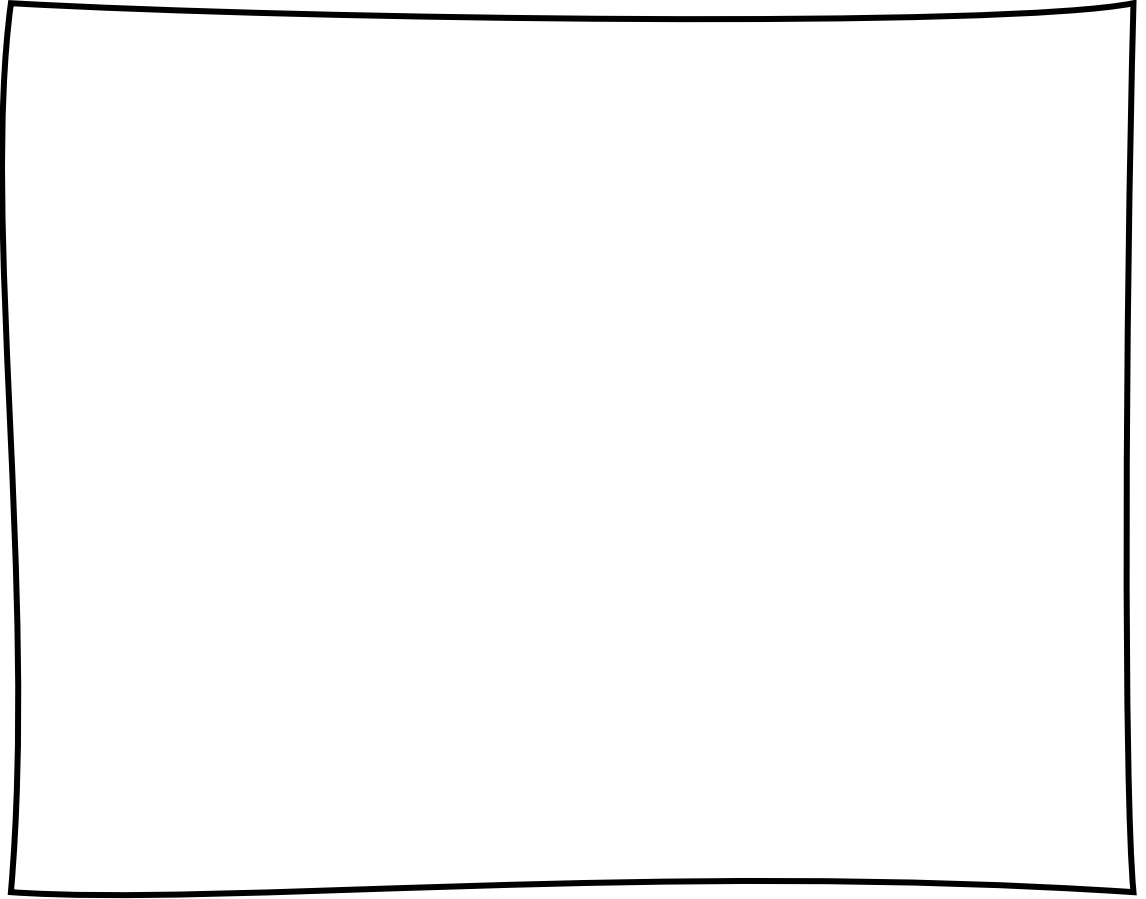


MY DINOSAUR-SIZED PROBLEM IS...

I CAN MAKE MY PROBLEM EXTINCT BY...

Name: _____

In the story, *Santiago's Dinosaurios*, Santiago has a giant, dinosaur-sized problem. Or a problem that feels almost impossible to solve. Have you ever had a dinosaur-sized problem? Draw and write about it!



MY DINOSAUR-SIZED PROBLEM IS...

I CAN MAKE MY PROBLEM EXTINCT BY...

SOCIAL / EMOTIONAL ACTIVITY

DESPITE OUR DIFFERENCES

SANTIAGO'S
DINOSAURIOS



Mariana Ríos Ramírez Illustrated by Udayana Lugo

Standards:

CCSS.ELA-LITERACY.SL.K.1
CCSS.ELA-LITERACY.SL.1.1
CCSS.ELA-LITERACY.SL.2.1
CCSS.ELA-LITERACY.SL.3.1
CCSS.ELA-LITERACY.SL.4.1
CCSS.ELA-LITERACY.SL.5.1

You will need:

- White or colored copy paper
- Pencils
- Art Supplies (crayons or colored pencils)
- White board / oversized poster paper

Name: _____

DESPITE OUR DIFFERENCES

REOURCES DESIGNED BY: *The Subby Side*

In the story, Santiago's Dinosaurios, Santiago is different than his classmates. Think about how you and a friend are similar and different. Write and draw in the boxes below.

This is ME

This is:

How we are alike...

How we are different...

My favorite thing about _____ is...

ARTIST: MARIANA RÍOS RAMÍREZ ILLUSTRATOR: UDAYANA LUGO PUBLISHER: ALBERT WHITMAN & COMPANY

Step by step to do list:

1. Copy the DESPITE OUR DIFFERENCES graphic organizer on copy paper.
2. Brainstorm and discuss a list of ideas that show our differences (Focus the discussion on INSIDE traits rather than outside – religious beliefs, cultural practices, family traditions, etc.).
3. Have students complete the graphic organizer independently.
4. Then, as a whole group, share who each student compared themselves to and celebrate each student's differences.

RESOURCES DESIGNED BY: *The Subby Side*

Name: _____

DESPITE OUR DIFFERENCES

In the story, *Santiago's Dinosaurios*, Santiago is different than his classmates. Think about how you and a friend are similar and different. Write and draw in the boxes below.



This is ME

This is:

How we are alike...

How we are different...

My favorite thing about _____ is...

SCIENCE ACTIVITY

FOSSIL DIG SCIENCE EXPERIMENT

SANTIAGO'S
DINOSAURIOS



Mariana Ríos Ramírez Illustrated by Udayana Lugo

Standards:

- NGSS: K-LS1-1.
- NGSS: K-ESS3-1.
- NGSS: K-ESS3-3.
- NGSS: 3-LS4-3.
- NGSS: 3-LS4-4.

You will need:

- White copy paper
- Pencils
- Fossil Dig materials (cornstarch, water, plastic containers, mixing bowl, dinosaur skeleton toys, light-weight hammers, toothbrushes, toothpicks, and paintbrushes)



Step by step to do list:

1. Decide whether you want students working as a whole group or small group (if conducting as a whole group you will need less materials and students will take turns digging the classroom sample together, for small groups you will need enough FOSSIL DIG MATERIALS for each group of students).
2. Prepare the experiment materials:
 - Before the experiment, mix 1 cup of water and 1 – 2 cups of cornstarch in the mixing bowl and pour the mixture into smaller plastic containers (repeat for as many fossil digs that you need).
 - Bury the dinosaur skeleton toys completely inside the plastic containers.
 - Let mixture dry completely (1 – 2 days).
3. Copy the FOSSIL DIG LAB REPORT on white copy paper & distribute to students.
4. First, students should complete the question, hypothesis, materials, and sketch portion of their lab report.
5. Next, set up the experiment and distribute the needed materials.
6. Allow students an opportunity to use the digging tools (toothpicks, light-weight hammers, paintbrushes, and toothbrushes) to uncover dinosaur fossils.
7. Have students finish the results portion of the lab report after discussing the science behind the experiment.

RESOURCES DESIGNED BY: the subway side

Name: _____

RESOURCES DESIGNED BY: *the sunny side*

SCIENCE

experiment

Fossil Dig

QUESTION

What will happen to the surface of the cornstarch mixture when pressure from the digging tools is applied?

MY HYPOTHESIS

I think...

MATERIALS

-
-
-
-

SKETCH

Draw a model of the experiment below.

OBSERVATIONS

What happened?

RESULTS

Why did that happen?

ANSWER KEY

RESOURCES DESIGNED BY: *the sunny side*

SCIENCE experiment

Fossil Dig

QUESTION

What will happen to the surface of the cornstarch mixture when pressure from the digging tools is applied?

MY HYPOTHESIS

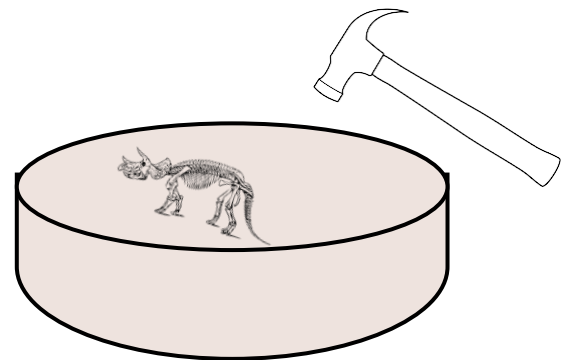
I think...the hardened cornstarch mixture will break apart into smaller pieces as pressure from the digging tools is applied.

MATERIALS

- Cornstarch
- Water
- Plastic containers
- Mixing bowl
- Dinosaur skeleton toys
- Digging tools (light-weight hammers, toothbrushes, paintbrushes, toothpicks, etc.)

SKETCH

Draw a model of the experiment below.



OBSERVATIONS

What happened?

As pressure from each digging tool was applied, the surface of the cornstarch mixture began to breakdown.

RESULTS

Why did that happen?

The surface of the cornstarch mixture broke down. The pressure from the digging tools helped uncover dinosaur fossils buried beneath. The cornstarch mixture acted as the dirt and rock, and we acted as the paleontologists.

WRITING ACTIVITY

KINDNESS ACROSTIC POEM

SANTIAGO'S
DINOSAURIOS



Mariana Ríos Ramírez Illustrated by Udayana Lugo

Standards:

CCSS.ELA-LITERACY.W.1.4

CCSS.ELA-LITERACY.W.2.4

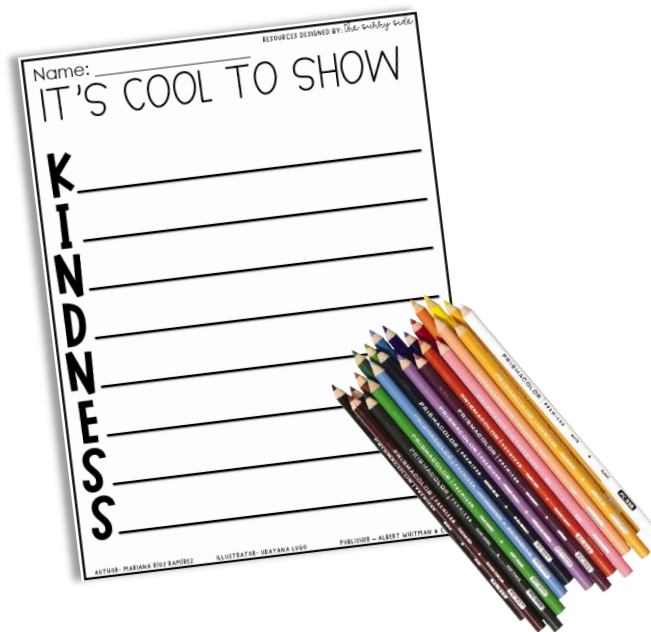
CCSS.ELA-LITERACY.W.3.4

CCSS.ELA-LITERACY.W.4.4

CCSS.ELA-LITERACY.W.5.4

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)
- Glue sticks
- Large colored construction paper



Step by step to do list:

1. Copy the ACROSTIC poem template on white copy paper.
2. Discuss with students why it's important to show kindness and record thinking on the white-board for students to reference later.
3. Encourage students to write an ACROSTIC poem about why it's cool to show kindness, using the thoughts on the white-board.
4. Remind students that an acrostic poem must use each letter in the word that's written vertically. The sentence or phrase should begin with each letter listed and should also relate to the topic.
5. After writing their acrostic poem and illustrating, they should glue both pages to a larger piece of construction paper (12x18).
6. Finally, have students share their poems with their classmates.

RESOURCES DESIGNED BY: the subway side

Name: _____

IT'S COOL TO SHOW

**K
I
N
D
N
E
S
S**

WRITING ACTIVITY

DINOSAUR RESEARCH FLIPBOOK

SANTIAGO'S
DINOSAURIOS



Mariana Ríos Ramírez Illustrated by Udayana Lugo

Standards:

- CCSS.ELA-LITERACY.W.1.7
- CCSS.ELA-LITERACY.W.2.7
- CCSS.ELA-LITERACY.W.3.7
- CCSS.ELA-LITERACY.W.4.7
- CCSS.ELA-LITERACY.W.5.7

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)
- Stapler
- Glue stick

Step by step to do list:

1. Decide which differentiated flipbook pages work best for your students.
2. Copy the DINOSAUR RESEARCH FLIPBOOK pieces on white or colored copy paper (copying the pages as a stapled packet works best).
3. Have students cut around the solid black lines of each flipbook page.
4. Discuss and record a list of popular dinosaurs (use the dinosaur dictionary at the back of the book).
5. Explain that students will choose a dinosaur to research and write about.
6. Students will write and respond to the above prompts on each flipbook page.
7. Have students stack the flipbook pages in order with the Dino Research title page on top.
8. Staple (or if your students are old enough have them staple) the pages together at the top.
9. Students should choose a dinosaur template to decorate.
10. Then, glue the dinosaur template to the top of the flipbook.
11. After flipping through each step, you will read the name of the dinosaur, its diet, and appearance.



RESOURCES DESIGNED BY: the subway side

ANSWER KEY

DINOSAUR RESEARCH FLIPBOOK

The name of the dinosaur I'm researching is Tyrannosaurus Rex.

Name of dinosaur

The Tyrannosaurus Rex was a meat eater and often hunted smaller prey animals.

Diet

The Tyrannosaurus Rex had an oversized head, huge teeth, a powerful tail, and tiny arms.

Appearance

Name: _____

DINOSAUR RESEARCH FLIPBOOK

Directions:

1. Gather the flipbook pieces.
2. Cut around the solid black line.
3. Research and write about a dinosaur— name, diet, and appearance.
4. Stack the flipbook pages in order with the Dino Research title page on top.
5. Have your teacher staple the pages together at the top.
6. Choose a dinosaur template to decorate.
7. Then, glue your dinosaur to the top of your flipbook.

GLUE DINOSAUR HERE

NAME: _____

DINO RESEARCH

RESOURCES DESIGNED BY: *the subway side*

DINOSAUR RESEARCH FLIPBOOK

Blank handwriting lines for the first dinosaur entry.

Name of dinosaur

Blank handwriting lines for the second dinosaur entry.

Name of dinosaur

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DINOSAUR RESEARCH FLIPBOOK

Name of dinosaur

Name of dinosaur

RESOURCES DESIGNED BY: *the subway side*

DINOSAUR RESEARCH FLIPBOOK

Diet

RESOURCES DESIGNED BY: *the subway side*

DINOSAUR RESEARCH FLIPBOOK

Diet

RESOURCES DESIGNED BY: *the subway side*

DINOSAUR RESEARCH FLIPBOOK

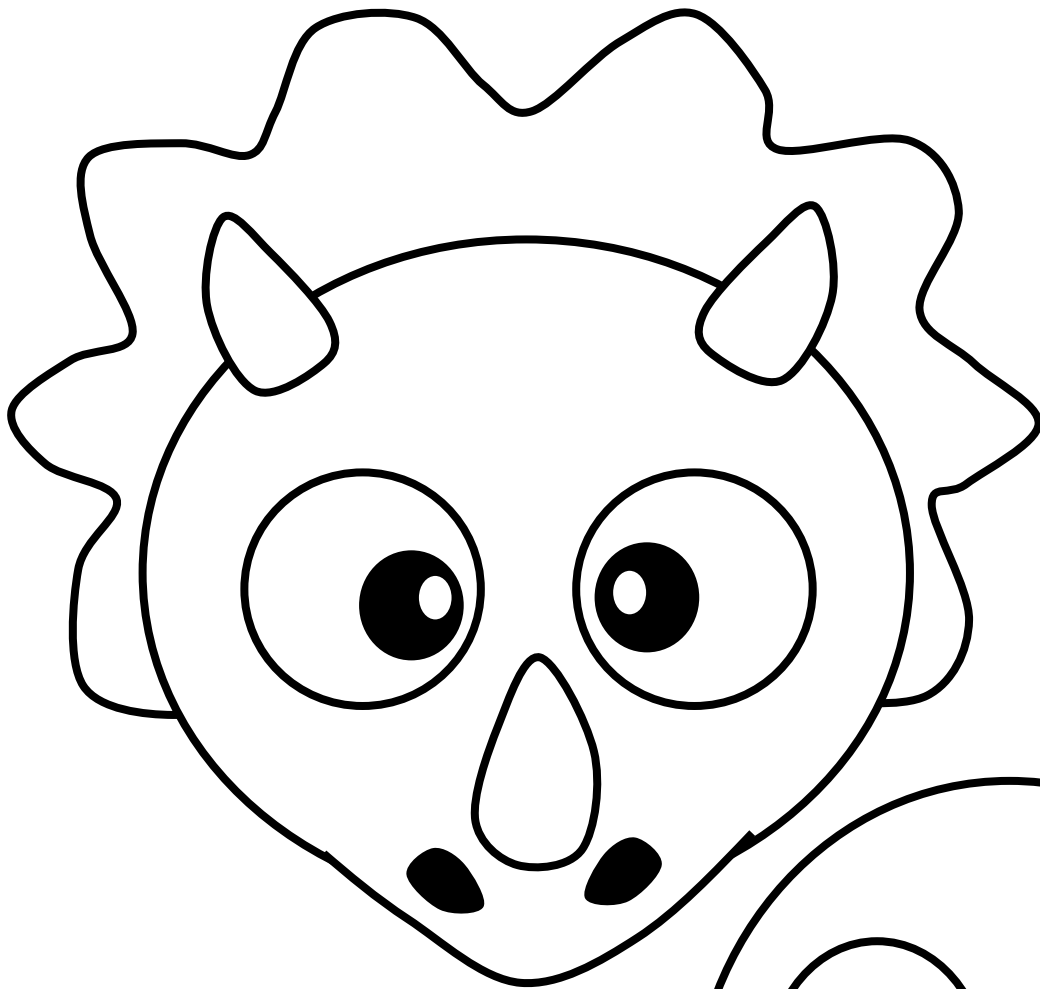
Appearance

DINOSAUR RESEARCH FLIPBOOK

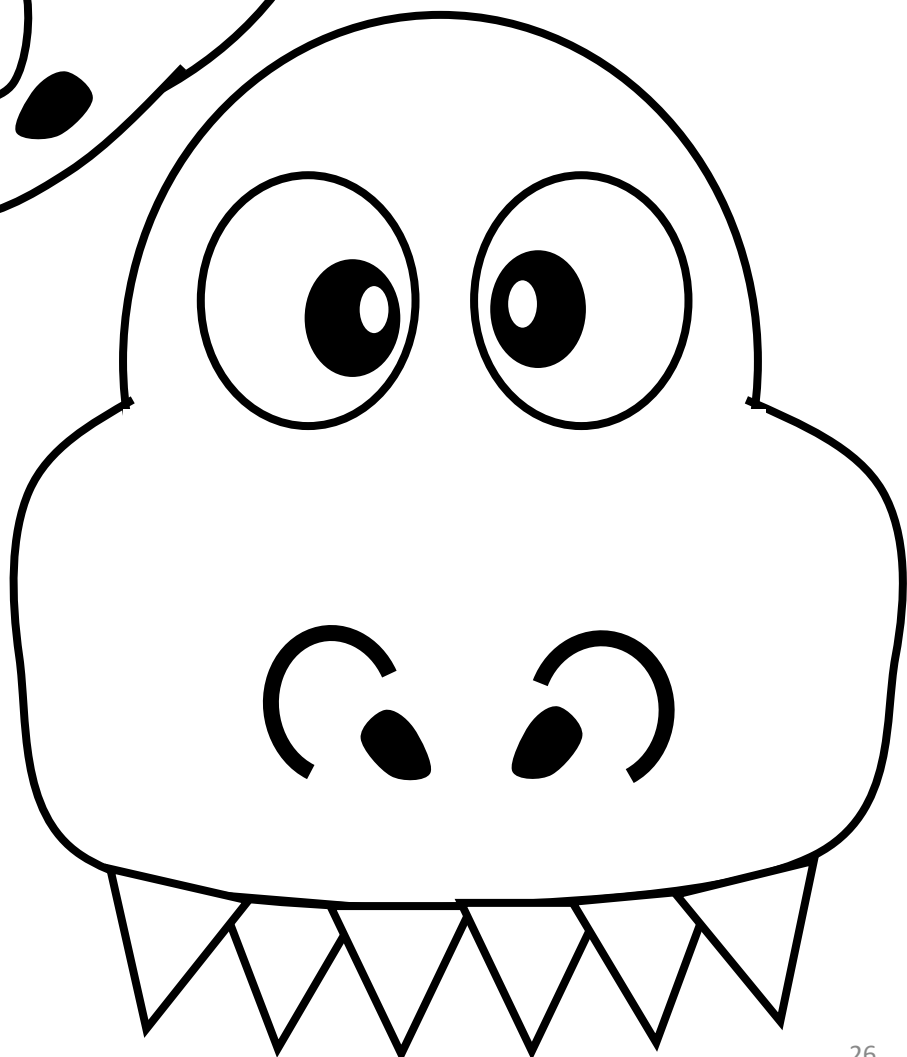
Appearance

RESOURCES DESIGNED BY: *the subway side*

DINOSAUR RESEARCH FLIPBOOK



Copy dinosaur face templates on white construction paper or copy paper. Students will decorate the dinosaur and glue it to the top of their flipbook.



RESOURCES DESIGNED BY: *the subway side*

STEAM ACTIVITY

BUILD A DINOSAUR

SANTIAGO'S
DINOSAURIOS



Mariana Ríos Ramírez Illustrated by Udayana Lugo

Standards:

- NGSS: 3-5-ETS1-1.
- NGSS: 3-5-ETS1-2.
- NGSS: 3-5-ETS1-3.
- NGSS: MS-ETS1-1.
- NGSS: MS-ETS1-2.
- NGSS: MS-ETS1-3.
- NGSS: MS-ETS1-4.

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)

Name: _____

BUILD A DINOSAUR

Name of dinosaur: _____

AUTHOR: MARIANA RÍOS RAMÍREZ ILLUSTRATOR: UDAYANA LUGO

Name: _____

ALL ABOUT MY NEW DINOSAUR



AUTHOR: MARIANA RÍOS RAMÍREZ ILLUSTRATOR: UDAYANA LUGO PUBLISHER: ALBERT WHITMAN & COMPANY

Step by step to do list:

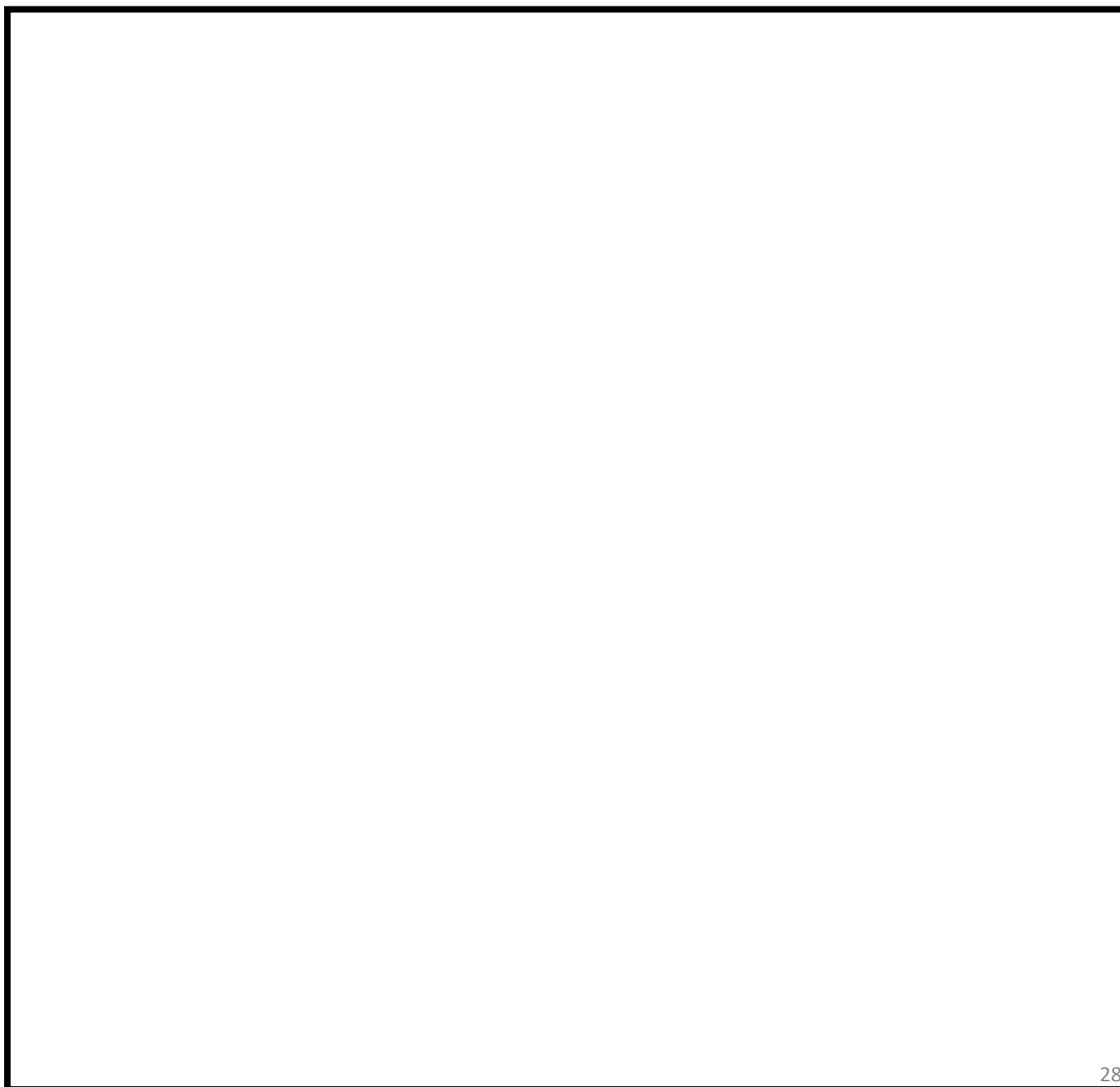
1. Decide which differentiated STEAM pages work best for your students and copy them on white copy paper.
2. Copy the BUILD A DINOSAUR graphic organizers on white copy paper.
3. Explain that students will have the opportunity to design and create their very own dinosaur species!
4. Students will draw and name the new dinosaur on the first page.
5. Next, students will describe their new dinosaur species in writing using the differentiated writing paper (Consider the following questions: Is your dinosaur a meat/plant eater?, How large or small is your dinosaur?, How does your dinosaur hunt/sleep/live? What kind of habitat does your dinosaur live in?).
6. Take this activity a step further by providing everyday classroom supplies for students to build a model of their dinosaur (paperclips, crayons, pipe cleaners, pompoms, playdough, etc.).
7. End the lesson by reflecting on the STEAM experiment and allow students an opportunity to share with each other.

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Name: _____

BUILD A DINOSAUR

Name of dinosaur



Name: _____

ALL ABOUT MY NEW DINOSAUR

Name: _____

ALL ABOUT MY NEW DINOSAUR

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated 10 times for writing.

ENGLISH / LANGUAGE ARTS ACTIVITY

SANTIAGO'S
DINOSAURIOS



Mariana Ríos Ramírez Illustrated by Udayana Lugo

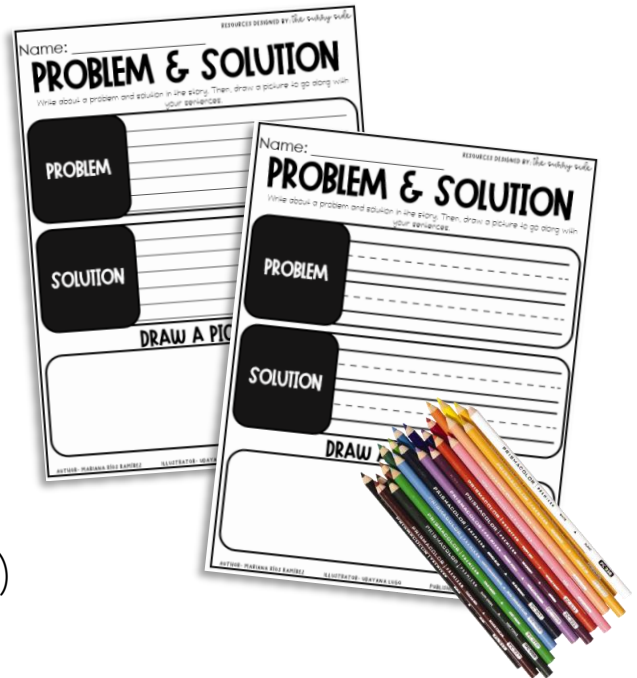
PROBLEM & SOLUTION

Standards:

CCSS.ELA-LITERACY.RL.K.1
CCSS.ELA-LITERACY.RL.1.1
CCSS.ELA-LITERACY.RL.2.1
CCSS.ELA-LITERACY.RL.3.1
CCSS.ELA-LITERACY.RL.4.1
CCSS.ELA-LITERACY.RL.5.1

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)



Step by step to do list:

1. Decide which differentiated worksheets work best for your students.
2. Copy the PROBLEM AND SOLUTION graphic organizers on white copy paper.
3. Brainstorm with students a problem that was encountered by Santiago and how that problem was solved.
4. Students should write about a problem, a solution to the problem, and then draw a picture to go along with their thoughts.
5. Allow students an opportunity to share with other students in class.
6. For younger students (2nd grade and younger) you may want to complete this activity as a whole group or use the graphic organizer with blank boxes for students to draw rather than write.

RESOURCES DESIGNED BY: the subway side

Name: _____

PROBLEM & SOLUTION

Write about a problem and solution in the story. Then, draw a picture to go along with your sentences.

PROBLEM

SOLUTION

DRAW A PICTURE!

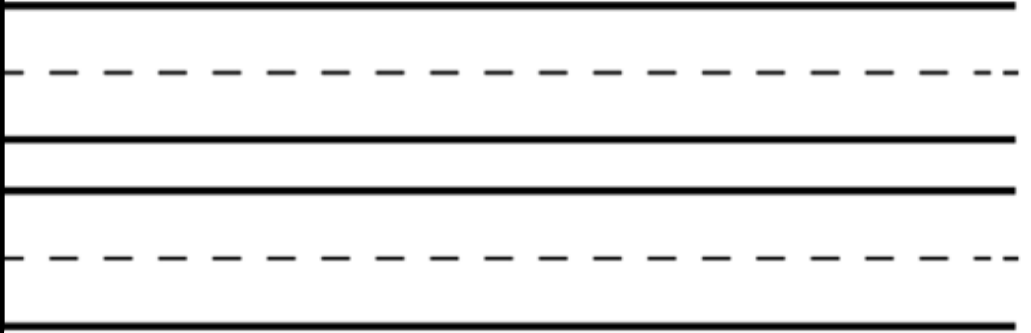


Name: _____

PROBLEM & SOLUTION

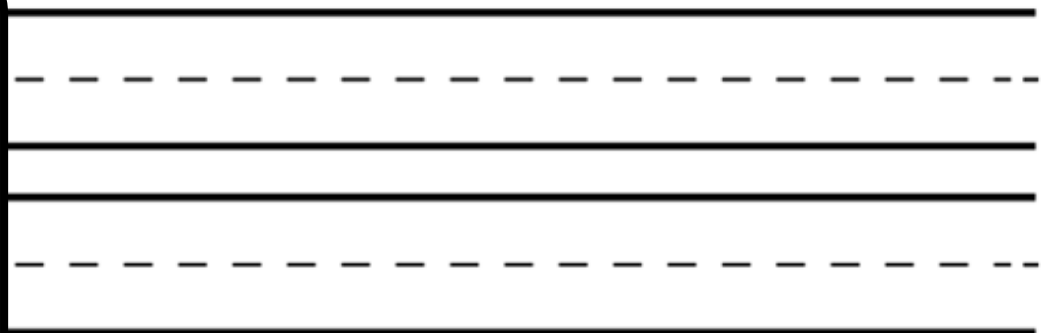
Write about a problem and solution in the story. Then, draw a picture to go along with your sentences.

PROBLEM



Four horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

SOLUTION



Four horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

DRAW A PICTURE!



A large, empty rectangular area with rounded corners for drawing a picture.

Name: _____

PROBLEM & SOLUTION

Write about a problem and solution in the story. Then, draw a picture to go along with your sentences.

PROBLEM

SOLUTION

DRAW A PICTURE!

ENGLISH / LANGUAGE ARTS ACTIVITY

SANTIAGO'S
DINOSAURIOS



HOW CHARACTERS CHANGE

Standards:

CCSS.ELA-LITERACY.RL.K.3
CCSS.ELA-LITERACY.RL.1.3
CCSS.ELA-LITERACY.RL.2.3
CCSS.ELA-LITERACY.RL.3.3
CCSS.ELA-LITERACY.RL.4.3
CCSS.ELA-LITERACY.RL.5.3

You will need:

- White copy paper
- Pencils

HOW CHARACTERS CHANGE
Name: _____
In the story Santiago changed. Write about how he changed from beginning to end and why?

HOW DID SANTIAGO CHANGE?

How did Santiago feel in the beginning of the story? Why?	What caused Santiago to change?	How did Santiago feel at the end of the story? Why?

HOW CHARACTERS CHANGE
Name: _____
In the story Santiago changed. Write about how he changed from beginning to end and why?

HOW DID SANTIAGO CHANGE?

How did Santiago feel in the beginning of the story? Why?	What caused Santiago to change?	How did Santiago feel at the end of the story? Why?

Step by step to do list:

1. Decide which differentiated worksheets work best for your students.
2. Copy the HOW CHARACTERS CHANGE graphic organizers on white copy paper.
3. Brainstorm with students how and why Santiago changes from the beginning to the end of the story. Encourage students to use evidence from the story to support their thinking (e.g., if Santiago changed from sad at the beginning to happy at the end, then the evidence from the story should show WHY Santiago changed).
4. Students should write how Santiago was feeling at the beginning in the first box of the graphic organizer.
5. Students should write what caused Santiago to change in the middle box of the graphic organizer.
6. Students should write how Santiago was feeling at the end of the story in the last box of the graphic organizer.
7. Allow students an opportunity to share with other students in class.
8. For younger students (2nd grade and younger) you may want to complete this activity as a whole group or use the graphic organizer with blank boxes for students to draw rather than write.

RESOURCES DESIGNED BY: the subway table

Name: _____

HOW CHARACTERS CHANGE

In the story Santiago changed. Write about how he changed from beginning to end and why?

HOW DID SANTIAGO CHANGE?

How did Santiago feel in the beginning of the story? Why?

What caused Santiago to change?

How did Santiago feel at the end of the story? Why?

Name: _____

HOW CHARACTERS CHANGE

In the story Santiago changed. Write about how he changed from beginning to end and why?

HOW DID SANTIAGO CHANGE?

How did Santiago feel in the beginning of the story? Why?

What caused Santiago to change?

How did Santiago feel at the end of the story? Why?

Name: _____

HOW CHARACTERS CHANGE

In the story Santiago changed. Write about how he changed from beginning to end and why?

HOW DID SANTIAGO CHANGE?

How did Santiago feel in the beginning of the story? Why?	What caused Santiago to change?	How did Santiago feel at the end of the story? Why?

CREDITS PAGE

The author – Mariana Ríos Ramírez

Mariana Ríos Ramírez is a Mexican author living in Anderson, South Carolina with her husband, two kids and a Chihuahua mix dog named Rogers. Mariana loves writing books for children about diversity, perseverance, friendship, and kindness. She believes kids need stories that inspire positive feelings and dreams in them. Santiago's Dinosaurios is her debut picture book. She learned a lot about dinosaurs from her son, who wants to be a paleontologist. Mariana's favorite dinosaurs are Triceratops and Stegosaurus. Besides writing, Mariana enjoys photography which has led her to participate in juried shows and exhibitions in her area. Her hobbies include singing, traveling, watching k-dramas, and spending time with family and friends. She also loves flowers, dogs, Mexican and Asian food, and Chai Lattes.



 CREDIT: J.PRAY PHOTOGRAPHY

CONNECT WITH HER



The illustrator – Udayana Lugo

Udayana is a self-taught illustrator of very mixed heritage. Having worked as a designer of many varied things, from jewelry to auto-parts, and from furniture to whole interiors, she still does that but in children's books which are her true passion. She and her husband have lived in Mexico, Italy and England, but they call British Columbia their home along with their two kids. When not working on a book, you can find her walking her dog or baking something with her children.







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