



Book Title: *Lucía the Luchadora*

Written by: Cynthia Leonor Garza

Illustrated by: Alyssa Bermudez

Age Range: 3-8

Grades: PreK-2nd

Identities/Lived Experiences/Themes in This Book

- Feelings
- Standing up for self/others
- Identity affirmation
- Latino/a/e/x
- Multigenerational relationships

Literacy Connections

- Realistic fiction
- Identify details in the text
- Identify theme or main message
- Describe characters/Character development
- Character point of view
- Use illustrations/pictures/photos to gain information
- Make predictions
- Make inferences
- Make text connections (to self, text, the world)
- Describe major plot events
- Sequence events
- Figurative language

Anti-Bias Education

- **Empathy and Understanding**
- **Healthy Complex Identities**
- **Respect Across Differences**
- **Notice, Name, and Reject Bias**
- **Responsiveness and Action**

Social-Emotional Learning

- **Self-Awareness**
- **Self-Management**
- **Social Awareness**
- Relationship Skills
- **Responsible Decision-Making**

**Background Information for Adults**

This book explores the theme of gender roles and stereotypes through a child's imagination and the world of lucha libre, Mexican wrestling that uses masks and theatrical acrobatics as part of the performance of the sport.

For more information about gender roles and expectations and how to navigate conversations with children, see the **Gender Diversity Primer**.

To learn more about luchadores, luchadoras, and lucha libre, read the author's note in the back of the book. Also, check out the [curriculum guide](#) from the author, Cynthia Leonor Garza's, website for more connections and activities.

**Reflection Questions for Adults Reading This Book to Children**

1. Thinking back to your childhood, what did you learn about different expectations for different genders? How did you feel about those different expectations and gender roles?
2. How did you conform or not conform to stereotypical expressions of gender? How do you see the children in your life conforming or not conforming to gender stereotypes?
3. What language do you use to address children, students, or other young people in your life? Do you tend to use language that might convey certain gendered messages around expectations and roles? How can you build awareness for yourself and children around using language that can encourage growth and opportunity in all areas for all children, regardless of gender?

Book Summary to Read to Children Before Reading the Book

Lucía is told by some boys on the playground that she cannot be a superhero because she is a girl, which makes her very mad. With the help of her abuela (grandma), she creates a mask in the style of a luchadora, a female masked wrestler, so she can be brave and become anything she wants, including a superhero. Let's read to find out what happens when Lucía becomes a luchadora.

**Discussion Questions**
(essential questions in **bold**)

1. **How did Lucía feel when the boys told her she couldn't be a superhero because she was a girl?**
 - a. **How would you feel if someone told you that you could be or do something because of who you are?**
2. How does Lucía's abuela (grandma) help Lucía feel better?
3. **What is special about being a luchadora? How does being a luchadora make Lucía feel?**
 - a. Have you ever worn anything that made you feel special or important?
 - b. Why does what we wear sometimes affect how we feel about ourselves?
4. Why is Lucía excited when she sees a luchadora in a pink mask with glittery hearts?
5. **Why does Lucía take off her mask and reveal her true identity?**
6. **What do you think this line from the book means: "*Then, something SPECTACULAR happens. Luchadoras everywhere, hidden in plain sight!*"?**
7. How would you describe Lucía at the beginning of the story? How would you describe her at the end of the story?
8. **What does Lucía learn about herself at the end of the story?**

Journal Prompts and Extension Activities

1. **Create your own luchadore:** Have children come up with their own luchadore identity. Have them brainstorm:
 - a. What would your luchadore name be?
 - b. What would your luchadore mask look like?
 - c. What cause would your luchadore fight for – animals, the environment, peace, the rights of a certain group of people, etc.?

Have children draw their luchadore costume and write a paragraph about their luchadore identity. They could also write a short story or poem with their luchadore as the main character fighting for an important cause. Another idea is



that children could create a trading card (like a baseball trading card) for their luchadore, with their luchadore's name, picture, the cause they fight for, and other key facts about their identity and story.

2. **Onomatopoeia Acrostic Poems:** This book offers a great opportunity to introduce onomatopoeia as a figurative language device. Explain that an onomatopoeia is a word that represents a sound. For example, *buzz* is the sound a bee makes. Reread the story, allowing children to point out the examples of onomatopoeia as they come across them.

Next, have children think of one onomatopoeia word on their own (examples: *drip, crash, yuck, ouch, ring, splash, slurp, squish*). Have them brainstorm as many things as they can think of that make that sound, and write them down. Then have them make an acrostic poem using the onomatopoeia and the things that make that sound.

Example:

Stomp into a puddle with your biggest boot—SPLASH!

Plop a rock into a quiet pond and watch the ripples grow.

Leap from the diving board and make a giant cannonball!

Add your rubber duckies to the tub and swirl the water fast.

Swish your hands through the water like you're painting waves.

Hop into a pool with your friends and laugh as water sprays everywhere!

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[https://amazeworks.org/product/
book-set-gender-expectations-expression/](https://amazeworks.org/product/book-set-gender-expectations-expression/)

