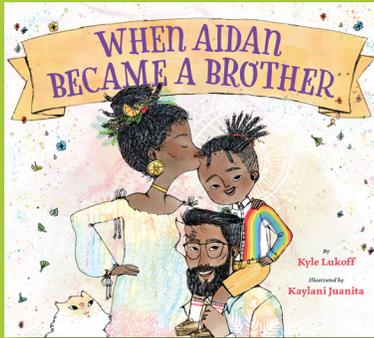


TEACHER'S GUIDE



LEE & LOW BOOKS

When Aidan Became a Brother

written by Kyle Lukoff, illustrated by Kaylani Juanita

About the Book

Genre: Realistic Fiction

*Reading Level: Grade 3

Interest Level: Grades PreK–5

Guided Reading Level: N

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: N/A

*Reading level based on the
Spache Readability Formula

Themes: Biracial/Multiracial
Interest, Breaking Gender
Barriers, Diversity, Empathy/
Compassion, Families, Identity/
Self Esteem/Confidence,
Kindness/Caring, LGBTQ,
Multiethnic interest, Siblings,
Dreams & Aspirations, Pride,
Realistic Fiction, Transgender
Identities

SYNOPSIS

When Aidan was born, everyone thought he was a girl. His parents gave him a pretty name, his room looked like a girl's room, and he wore clothes that other girls liked wearing. After he realized he was a trans boy, Aidan and his parents fixed the parts of his life that didn't fit anymore, and he settled happily into his new everyday.

Then Mom and Dad announce that they're going to have another baby, and Aidan wants to do everything he can to make things right for his new sibling from the beginning—from choosing the perfect name to creating a beautiful room to picking out the cutest onesie. But what does “making things right” actually mean? And what happens if he messes up? With a little help, Aidan comes to understand that mistakes can be fixed with honesty and communication, and that he already knows the most important thing about being a big brother: how to love with his whole self.

When Aidan Became a Brother is a heartwarming book that will resonate with transgender children, reassure any child concerned about becoming an older sibling, and celebrate the many transitions a family can experience.



BACKGROUND

Author's Note from Kyle Lukoff

“When I was born, everyone thought I was a girl. But my story is very different from Aidan’s. I don’t have a little sibling (but I do have a big brother!), I liked wearing dresses, and it took me much longer to discover that I was a boy.

Of course, some parts of my story are very much like Aidan’s. That might be true for you too. If you’re a kid who is transgender like Aidan (or transgender but not like Aidan), I’m hoping this story helps you understand what you’re feeling, and helps you talk about it if you’re ready.

You might also feel like Aidan in other ways. He knows what it’s like to not quite belong, and you might feel that way sometimes too. People don’t always see Aidan how he wants to be seen, and you might know what that feels like. Maybe you worry about making mistakes. Aidan is a transgender kid, but he’s also just a kid. Like you.

Life for Aidan, and for all different kinds of kids, will be full of growth and change. I don’t know what the future holds for him, but I hope he lives in a world that supports and believes in him. Thank you for helping to create that world.”

Transgender Resources

GLAAD (Gay & Lesbian Alliance Against Defamation) lists resources, organizations, and general information for transgender youth, adults, and families. The resources and organizations are categorized by their specific focus: media advocacy, policy and legislative advocacy, support for families of people who are trans, resources for trans people and their families, support services, legal services, economic empowerment, and more (<https://www.glaad.org/transgender/resources>). Explore these resources and organizations as part of reading *When Aidan Became a Brother* to find out how you can support and advocate for transgender youth in your school, community, and country. ACLU has an “LGBTQ Youth & Schools Resource Library” (<https://www.aclu.org/library-lgbt-youth-schools-resources-and-links>) that provides general resources, information, and organizations that help educators, librarians, and administrators learn more about what they can do to make schools and

libraries more welcoming, safer places.

LGBTQ Books for Young Readers

Welcoming Schools has a book list, “Great Diverse Children’s Books with Transgender, Non-Binary, and Gender Expansive Children” for additional reading and complementary texts to *When Aidan Became a Brother* in your respective setting (<http://www.welcomingschools.org/pages/looking-at-gender-identity-with-childrens-books/>). Continue to add and curate books inclusive of all identities to ensure that your library captures the diversity and wide spectrum of students in our schools and communities. Check out the Lee & Low Blog Post, “Pride Month: Fifteen LGBTQ-Themed Books for Readers of Every Age” for additional Lee & Low books and titles from other publishers that celebrate Pride Month and people of different genders, identities, sexual orientations, families, and more (<https://blog.leeandlow.com/2015/06/25/pride-month-fifteen-lgbtq-themed-books-for-readers-of-every-age/>).

Talking about Gender with Children

Maya Christina Gonzalez created the Gender Wheel as an opportunity for children and adults to see a range of bodies, the roots of the gender system, and how we can make room for all bodies and genders today. Consult the different resources about gender for more information about how everyone can be accepting and knowledgeable about how gender is a spectrum, and not necessarily finite categories (<http://www.reflectionpress.com/our-books/the-gender-wheel/>). Planned Parenthood has more definitions and videos about how to talk about gender identity with young people (<https://www.plannedparenthood.org/learn/parents/preschool/how-do-i-talk-with-my-preschooler-about-identity>). Welcoming Schools has a page titled, “Lesson Plans to Help Students Understand Gender and to Support Transgender and Non-Binary Children” with several different ways to teach books pertaining to these topics and ways to get young people involved in advocacy and change (<http://www.welcomingschools.org/resources/lesson-plans/transgender-youth/transgender-with-books/>).



VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Content Specific

accidentally-on-purpose, transgender, hardware store, gallon, puffy-cloud, rollers, due date

Academic

adjust, confused

BEFORE READING

Prereading Focus Questions

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. How do your family or friends help you when you need support? When you ask your family and friends with help for something, how do you do it?
2. Why are differences important? What would it be like if everyone was the same? Why is it important to be unique?
3. How is family important to you? What kinds of things do you like to do with your family? Do you have siblings or cousins that you enjoy spending time with? What do you like to do together? Why?
4. How do you show your family that you care about them? What are some things that you do to help your family? Why?
5. How have you prepared for a new sibling or friend in your class or neighborhood? Why did you do those things? What are ways that you can make someone feel welcomed in a place that might be new to them?

Note: This book requires careful teaching about referring to trans boys and girls accurately and with appropriate language and terminology. Consider referring to the different organizations and resources provided in the Background section of this guide for further information on how to properly prepare prior to engaging with *When Aidan Became a Brother*. For example, the first step could be to address “girls” and “boys” as “friends” or “people” to promote inclusivity.

Exploring the Book

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. **Book Title Exploration:** Talk about the title of the book, *When Aidan Became a Brother*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?



2. Read Kyle Lukoff's Biography: Read about Kyle Lukoff on the back flap as well as on his website at kylelukoff.com. Kyle has written another book for children, *A Storytelling of Ravens*. Encourage students to think about what the writing process is like and how authors come up with ideas for new books.
3. Read Kaylani Juanita's Biography: Read about Kaylani Juanita on the back flap as well as at her website, kaylanijuanita.com. Have students look at her other illustrations and compare and contrast the different works. How are her illustrations similar? How are they different? Does the subject matter influence her illustrations?
4. Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
5. Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

Setting a Purpose for Reading

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

Have students read to find out:

- what Aidan was perceived to be when he was born
- how Aidan used his experience as a trans child to help prepare for his new sibling
- how we can be accepting of all people, no matter their gender
- how worries and anxieties about welcoming new siblings and friends are part of the process
- what things you can do to help prepare for a new sibling or friend to make them feel welcomed
- why love is the most important part of being a sibling

Encourage students to consider why the author, Kyle Lukoff, would want to share with young people a story about the joys and fears of preparing for a sibling as a transgender child.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

1. What did everyone think Aidan was when he was born?
2. What did Aidan's room and clothes look like?
3. What happened as Aidan got bigger? What did he think about his name and clothes?
4. What does Aidan realize about himself?
5. What did Aidan's family do after he told them about himself?
6. How did Aidan explore different ways of being a boy?
7. What did Mom and Dad announce to Aidan one day? How did he respond?
8. What did Mom and Aidan do first to prepare for the baby?
9. What question did Aidan not like hearing when people asked his mom about the baby?
10. When Aidan and his dad are buying paint, the paint guy asks Aidan if he's excited about his



★“Joyful and affirming, Aidan’s story is the first of its kind among books for welcoming a new baby.”

—*Kirkus Reviews*

★ “#OwnVoices author Lukoff writes with sensitivity and candor as Aidan takes his first steps toward claiming his identity... The creators’ exploration of one transgender child’s experience emphasizes the importance of learning ‘how to love someone for exactly who they are.’”

—*Kirkus Reviews*

★“Together, the text and pictures create a heartfelt celebration of love that will be an ideal selection for trans children and for any who are expecting a new sibling.”

—*Booklist*

new brother or sister. What does Aidan say in response?

11. How did Aidan and his dad paint the baby’s room?
12. How did Aidan help his parents pick a name?
13. What kinds of things did Aidan practice to prepare for the arrival of his sibling?
14. Why did Aidan start to worry two weeks before the due date?
15. What did Aidan’s mom say to him when he told her about how he was feeling?
16. What did Aidan realize in the end about preparing for his new sibling?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

1. How do Aidan’s feelings change from the beginning of the story to the end of the story? What are the different events that cause frustration for Aidan, and what are the events that cause joy? How can you tell?
2. In the paint store, Aidan could tell that the paint guy wanted to ask another question. What question do you think Aidan is worried about? Why do you think that? What questions make you nervous?

3. Aidan gets worried when people throughout the book as if the baby is a boy or girl. Why do you think he doesn’t like it when people ask if the baby is a boy or girl? How do you think that makes him feel?
4. In the beginning of the book, it seems like Aidan hated wearing dresses, but when he and his dad are painting the baby’s room, it looks like he’s wearing one of his old outfits. Why do you think Aidan made that choice?
5. When Aidan and his dad are painting his room, Aidan remembers that he felt “trapped” in his bedroom before they fixed it. What do you think that means? Why do you think he felt that way, and what do you think painting his sibling’s room means to him?
6. Why do you think it was hard for Aidan’s parents to let go of the name they gave him? How do you think it felt for him to pick a name that he loved and was his own?
7. Why did Aidan wish the baby could choose the name they liked best?
8. How does Aidan show what it’s like to prepare for a sibling? Why do you think he goes on different outings with his mom and dad to help them welcome the new sibling? Why is this important for Aidan?
9. Aidan has concerns that he might not get everything right before the baby comes. Why do you think he worries about messing up?



What does he realize in the end about being a sibling?

10. Why do you think Aidan decides to look at his old baby pictures? What does he see there?
11. After all the questions about gender from people throughout the book, the reader never learns the gender of the new baby. What is the effect of not including that information? Why do you think the author chose to leave it out?

Reader's Response

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

1. What is one big thought that you have after reading this book? Think about Aidan's change over the course of the book and how he goes about preparing for his new sibling. What do you think he learns about himself through the process?
2. What do you think author Kyle Lukoff's message is to the reader? Think about possible motivations behind Kyle Lukoff's intentions in writing this book. What do you think he wanted to tell his readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Aidan's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *When Aidan Became a Brother*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
6. What does identity mean to students after reading? After reading *When Aidan Became a Brother*, what does it mean to you to "be yourself"? Why? How might your understanding

of "being yourself" have changed after reading *When Aidan Became a Brother*?

7. How has a family member, such as a sibling or cousin, or a close friend impacted your life? What are some memories that you have of someone doing something to help you in times of need? What did they do, and how was this meaningful?
8. How does author Kyle Lukoff use his background and experience to write this story? What about his life may have contributed to this story? Do you think this makes his story more powerful or effective? Why or why not? How can writers take events and experiences from their own lives to create stories?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.

1. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
2. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
3. Have students give a short talk about the steps they took to prepare for a new sibling and/or friend in their classroom or neighborhood and why they did those things.



- The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

Social and Emotional Learning

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of *When Aidan Became a Brother*:

- Select an illustration and describe what emotions are being conveyed. How can you tell that particular emotion is being shown in the illustration? Why?
- What are the different ways that you can welcome someone new to your library, classroom, or home? Create a chart in the classroom so that students can refer to it throughout the year. Why do students think those things are helpful? What are some situations when they have prepared for a new sibling or friend?
- Do students ever worry or get anxious about particular things? What are some things that help them calm down? Consider creating a chart that students can refer to with different

relaxation techniques whenever they feel stressed about a particular situation.

- Choose an emotion that interests you: happiness, sadness, frustration, anger, etc. Discuss or write about what that emotion looks like in *When Aidan Became a Brother*.
- Have students chart Aidan's emotions over the course of the story. How does he feel in the beginning of the story when everyone thought he was a girl? When he gets to redecorate his room? When he talks to his mom about his worries two weeks before the baby's due date? Use the illustrations as a visual reference and a way to tap into students' visual literacy skills.

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 some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

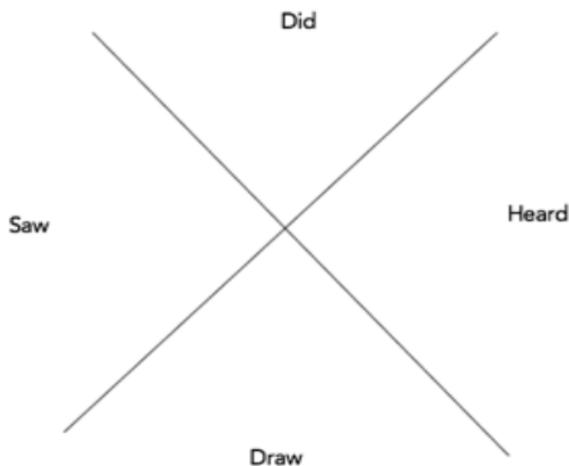
(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)
(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

- Prior to reading *When Aidan Became a Brother*, create a circle with two sections labeled "boy" and "girl" with a line separating them (preferably with dry erase or something that can be removed). Have students come up with characteristics they associate with "boys" and "girls" in their respective sections. After reading *When Aidan Became a Brother*, ask students if they would change any of the



qualities that they mentioned. After students make the modifications, erase the middle line in the circle. Ask students why they think the line was erased. What do they think of the circle now? Encourage students to think about how people can be all of these things, not just things specific to boys or girls.

2. Complete an X chart for Aidan. Students can complete this diagram for different sections of the book, and fill out Aidan did, what he heard, what he saw, and draw a scene. Afterwards, students can write one big thought from the details of their findings to make a conclusion about Aidan's character.



3. Have students select a quote or a few sentences from the book and write about Aidan's actions or feelings. Why did they choose to write about that particular quote? What are their reactions to those statements? Have students choose additional quotes from the beginning, middle, and end of the book. What do they notice about the change in those statements throughout the book? What does this reveal about Aidan's character?
4. Ask students: What and how can Aidan teach us? Have students share their findings. What lessons did Aidan teach readers over the course of the story? How did his specific actions develop the story, and what did they come away with learning? Students can talk with partners, in small groups, or with the

whole class. Consider creating a word cloud to find out what words came up the most often (<https://www.wordclouds.com>). Then students can come up with a big idea or statement about what they learned from Aidan in *When Aidan Became a Brother*.

5. Envision a sequel to *When Aidan Became a Brother*. Have students think about what would happen in the follow-up story. Who would they choose to write about and why? What would happen in their story? Encourage students to write their own sequel with accompanying illustrations. Have students look at the way Kyle Lukoff describes Aidan's thoughts and feelings in the book to inspire their own writing and stories.
6. Come up with questions to interview the author, Kyle Lukoff. What was his process behind creating *When Aidan Became a Brother*? What was his inspiration for how Aidan transitioned? Read the Author's Note with students and have them discuss what they learned and how it made them think about the book differently. Why did he write this book for young readers? Consider reaching out to Kyle Lukoff for an author visit, either in person or virtually.
7. Have students examine the spread where Aidan is brainstorming names for his new sibling. What do students notice on those pages? What do they realize about boy and girl names from reading and observing the names on this page? What kind of names could they come up with that are not necessarily associated with being a boy or being a girl? Why would that be important to Aidan?
8. Encourage students to examine the spreads where Aidan and his mom are talking about Aidan's worries about being a new brother. Students can work in partners, small groups, or have a whole-class discussion on why he is worried about if the baby will be happy with everything. Have students look closely at the spread with Aidan and his mother in bed. Have



students ever felt worried that they messed something up when they really tried? How did that feel? Why did they feel that way? What did they realize in the end? Chart responses on large paper for the students to see. Then have students look at the spread with his mom and Aidan looking at each other. What does his mom tell Aidan about being a sibling and part of a family? How do you think Aidan feels in this spread as opposed to the spread before and for the rest of the story? Chart responses on large paper for students to see, and have students think about Aidan's change over the course of the story in comparing the two chart papers.

9. What do students think is the most important part of being a sibling or friend? Have students brainstorm their ideas and then create their responses in writing with accompanying illustrations, or other formats of their choosing. What are the important parts of being a good sibling or friend? How can they be the best sibling or friend they can be, despite making mistakes along the way? Why are mistakes okay to make as a sibling or a friend, and what can you do to fix them?

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

1. Have students investigate the resources provided in the Background section of this guide. Conduct additional research on transgender issues that are happening in schools and in the government today. How can students get involved with helping advocacy groups with transgender children and supporting and fighting for their rights? Brainstorm different ways that they can enact immediate change in their classroom, in their school, and in their community.

2. Encourage students to research other books with transgender characters from the lists provided in the Background section of this guide. What did they find from their search? What similarities and differences do they notice in the books with transgender characters? What do students think could be done in their schools or the publishing industry to encourage more books with transgender characters? Have students brainstorm different ways to advocate for more books with transgender characters, through a letter, petition, or other ways to get involved in the community and their library.

Art/Media

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

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

1. Come up with questions to interview the illustrator, Kaylani Juanita. What was her process behind creating the illustrations for *When Aidan Became a Brother*? Why did she choose a particular artistic medium to create the illustrations? What was her inspiration to depict Aidan and his family in the ways that she did in the book? What were some of her favorite illustrations and why?
2. Have students look closely at the illustrations in *When Aidan Became a Brother*. In the two pictures of Aidan's room, what remains the same and what changes between the two images? What happens to his clothes from when he was younger? What outfits or decorations of Aidan's do students like best? What role does the cat play in the book?
3. Have students create a piece of art that reflects themselves. What are the things that make them different and unique? How would they create a self-portrait that reflects the things



that they care and are passionate about? How did Aidan inspire them in creating their artwork? Students can use whatever materials are readily available, including collage, paint, crayons, etc.

4. Then, using their ideas and realizations about themselves from creating their self-portraits, have students create a piece of art that reflects themselves and a friend or sibling. What are the things that they want to show others about their relationship? How can they show the best parts of being a sibling or friend in their artwork? Students can create their piece with whatever materials are readily available in your respective setting.
5. Encourage students to select an illustration that resonated with them the most from *When Aidan Became a Brother*. Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?

School-Home Connection

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

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

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

1. Have students ask caregivers how they dealt with preparing for a new child or welcoming a friend into their neighborhood or workplace. Everyone, both young people and adults, have met new friends or have welcomed new children into their families. What was that like? What steps did they take to prepare for a new child or welcome a new friend in their respective setting? Why did they do those particular things?
2. Provide students with the list of organizations from the Background section in this Teacher's Guide. Caregivers can learn more through resources about how they can advocate for

transgender children and their families in their respective communities.

Additional Lee & Low LGBTQ+ Titles

Antonio's Card/La tarjeta de Antonio written by Rigoberto González, illustrated by Cecilia Álvarez (Grades PreK-5)

<https://www.leeandlow.com/books/antonio-s-card-la-tarjeta-de-antonio>

Call Me Tree/Llámame Árbol written and illustrated by Maya Christina Gonzalez (Grades PreK-3)

<https://www.leeandlow.com/books/call-me-tree-llamame-arbol>

Sparkle Boy written by Lesléa Newman, illustrated by Maria Mola (Grades PreK-5)

<https://www.leeandlow.com/books/sparkle-boy>

Cat Girl's Day Off written by Kimberly Pauley (Grades 6-12)

<https://www.leeandlow.com/books/cat-girl-s-day-off>

Diverse Energies written by 11 speculative fiction authors, edited by Tobias S. Buckell & Joe Monti (Grades 8-12)

<https://www.leeandlow.com/books/diverse-energies>



ABOUT THE AUTHOR

Kyle Lukoff is the author of *A Storytelling of Ravens*, which Kirkus Reviews called “not to be missed” in a starred review. After a decade as a bookseller, he now works as a school librarian and writer in New York City. Kyle first came out as trans in 2004, and has over 15 years experience discussing trans identities and issues with adults and children from many different communities. You can find out his book recommendations, notes on trans life, and praise from Rachel Maddow at kylelukoff.com and on Twitter as [@shekels_library](https://twitter.com/shekels_library).

ABOUT THE ILLUSTRATOR

Kaylani Juanita describes her mission as an artist as “supporting the stories of the underrepresented and creating new ways for people to imagine themselves.” Her work has appeared at the Society of Illustrators, on the BBC website, and in her first picture book, *Ta-da!*, written by Kathy Ellen Davis. She lives in the Bay Area in California. Look for her online at kaylanijuanita.com and [@kaylanijuanita](https://twitter.com/kaylanijuanita) on Twitter and Instagram.

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children’s book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

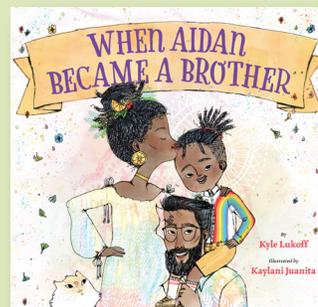
<https://www.leeandlow.com/books/when-aidan-became-a-brother> (secure online ordering)

By Phone: 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

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Book Information for

When Aidan Became a Brother



\$17.95, HARDCOVER

9781620148372

32 pages, 10 X 9

*Reading Level: Grade 3

Interest Level: Grades PreK–5

Guided Reading Level: N

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: N/A

THEMES: Biracial/Multiracial Interest, Breaking Gender Barriers, Diversity, Empathy/Compassion, Families, Identity/Self Esteem/Confidence, Kindness/Caring, LGBTQ, Multiethnic interest, Siblings, Dreams & Aspirations, Pride, Realistic Fiction, Transgender Identities

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All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.