



english for **NEW
BOSTONIANS**

ESOL for Parents and Caregivers Curriculum

Supporting Children's Learning: Unit 4 *Using the Library*

Activities:

#1: A Class Trip to the Library (b)

#2: Parents Take Their Children to the Library (b)

#3: How to Find Books You Want (b)

Developed by Susan Klaw

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About English for New Bostonians

English for New Bostonians (ENB) invests in the future of our region by fostering a high-quality ESOL system that prepares immigrants to pursue their educational, economic and civic aspirations. Through grant making, training teachers, and building public awareness, ENB expands the number of English for Speakers of Other Languages (ESOL) seats, improves program quality across agencies, customizes curricula to diverse subpopulations, and leverages private and public resources. Founded in 2001 by the Mayor's Office for Immigrant Advancement (MOIA), immigrant leaders, and local foundations, ENB now involves several city departments, approximately 20 public and private funders, and numerous community organizations.

About the ESOL for Parents and Caregivers Initiative

Through ESOL for Parents and Caregivers, ENB guides ESOL providers and immigrant-rich schools in building partnerships to facilitate parent engagement in schools, enabling parents/caregivers to improve their English and digital literacy skills, navigate school systems, and understand expectations and opportunities for school involvement and ways to optimize children's learning. At the same time, ESOL for Parents helps adults prepare to pursue their own educational and employment goals, *while supporting children's learning – aiming to eliminate multigenerational poverty.*

About Susan Klaw

Susan Klaw has directed, taught in, and developed original curriculum materials for Boston-based parent ESOL programs since 1991. She has delivered extensive training locally and nationally on various aspects of Family Literacy and been named a "Literacy Champion" by the Massachusetts Literacy Foundation, Parent Educator of the Year by the Children's Trust Fund, and Adult Educator of the Year by the Massachusetts Coalition for Adult Education.

About the ESOL for Parents and Caregivers Curriculum

The Curriculum (on ENB website and available free of charge) gives ESOL teachers background materials, lessons and activities designed to help immigrant parents learn English and become more effectively involved in their children's education. Selecting curriculum units and lessons relevant to their classes, ESOL teachers can orient immigrant parents to the U.S. school system and provide practical skills such as interpreting report cards, participating in teacher conferences, advocating for children, and supporting children's learning at home. While some information is Boston specific, much can be used in any locale. ENB can assist in adapting materials for school districts. Additionally, ENB offers a Companion Middle/High School Guide, as well as a Digital Learning Guide to support online instruction.

Using the ESOL for Parents and Caregivers Curriculum

All materials are intended to be downloaded and widely used. Please cite English for New Bostonians and credit English for New Bostonians on all reproductions. We welcome feedback and stories on how you and your students are using the ESOL for Parents and Caregivers Curriculum!

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Contact us at info@englishfornewbostonians.org
or visit us online at www.englishfornewbostonians.org

ACTIVITY #1: A CLASS TRIP TO THE LIBRARY

(Can be used/adapted for use with beginning level students)

Rationale:

Many immigrant students are unfamiliar with public libraries and have never gone to their branch library. They don't know they are free. They don't know they can use the library regardless of their document status. They don't know that libraries often have books in multiple languages and have computers with Internet access they can use. They don't know that libraries offer Homework Help for children. Overall, they don't realize what a wonderful resource a library can be for themselves and their children. Rather than telling students about the library system and encouraging them to go frequently, a class trip to the library is a more effective way to introduce students to this most important community resource.

An anecdote from Susan Klaw, ESOL for Parents Curriculum Developer: I took an ESOL class of parents to the local East Boston library. After our trip, one of the parents said to me (translated from the Spanish she used), "Thank you so much Susan. I walk by the library every day with my son to go home from school. He always wants to go to the library because his teacher talked about it. But I didn't know. I was afraid to go in. So we never went. I was worried no one would speak Spanish and that maybe without, you know, papers, I shouldn't go in. Now I can take him a lot."

Student Objectives:

- Students will become familiar with the library system by visiting a local library.
- Students will learn basic library related vocabulary.
- Students will get and use a library card.
- Students will know where the branch library closest to their house is located.

Materials:

- "Tips for Parents: Resources at Your Library," Colorín Colorado, ▪ <http://www.colorincolorado.org/guide/parent-guide-resources-your-library>
- Handout A: Library Related Vocabulary
- Handout B: Using the Library Related Vocabulary
- Handout C: Using the Library
- Handout D: A Library Scavenger Hunt

Activity Outline:

1. Explain objectives.
2. **Before the trip:** Introduce the concept of libraries and go over library vocabulary in a class before the trip itself.

- a. Opening discussion: *How many of you have gone to the library here in Boston?* Ask for a show of hands and for students to elaborate on their experiences. *How many of you went to libraries in your home countries?* Ask for a show of hands and have students elaborate.
- b. Share your own personal experience with libraries, especially how you used them with your own children or when you were a child.
- c. Explain how public libraries work, using “Tips for Parents: Resources at Your Library” from Colorín Colorado (www.colorincolorado.org/article/37044/). This is an excellent, simply written overview of how libraries work and what students can find there, with a lot of valuable literacy related vocabulary. It is also available in Spanish and might be given out to Spanish speaking students to take home. When summarizing the material, make sure to emphasize that 1) libraries are free and 2) students do not need to have documents to use the library.
- d. Distribute Handout A: Library Related Vocabulary and go over the words. Tell students they will probably hear these words during their trip to the library. Alternately, this can be done during the library trip itself as a mini lesson once the library tour is completed.
- e. For practice with these words, have students complete the Handout B: Using Library Related Vocabulary or assign it as homework.
- f. Explain that a major goal of the trip is for all students to get and use their library cards. To get or replace a lost library card, students will need to bring a picture ID of any sort, plus something with their name and current address on it (a bill is fine). Those students who already have library cards should bring them. Explain that they will be able to borrow books immediately and that will be part of the plan for the class trip.

3. The trip itself:

- a. Go to a branch library that is most convenient for you and your class. Come with copies of the handouts already made.
- b. Tour the library when you arrive so students will get an overview of what the library offers and where the different parts of the library are. This should be arranged ahead of time with, ideally, the children’s librarian.
- c. Have students get their library cards.
- d. Distribute Handout C: Using the Library. Ask students to work on it individually and show it to you when they are finished. Remind them that they can always ask the librarian for help.
- e. If there is time, do a library scavenger hunt. You can use Handout D: Library Scavenger Hunt or use the Tip Sheet. If you choose the Library Scavenger Hunt, point out to parents that this would also be fun to do with their children on a visit to the library. If you use the Tips Sheet, you will see that

the second page is entitled “What can I find at the Library?” and lists different kinds of books and audiovisual resources. Each student can be assigned one of the items on these lists to go and find and bring back to the group.

4. After the trip:

- a. Opening discussion: *What did you like about the library?* Write responses on the board. *Would your children like going to the library? Why?* Write responses on the board.
- b. Go online to look at a listing of the Boston Public Library 25 branch libraries. (www.bpl.org) Have students identify and write down the address and hours of the branch library closest to them.
- c. In case students didn’t learn this on their library tour, or to remind them, explain how libraries have passes to most Boston museums which students can borrow. These make going to the museums much more affordable. They usually have to reserve the passes quite far in advance.
- d. Encourage students to make going to the library a regular part of their routine and to go every week.

Follow-Up:

- Show students how they can get a weekly calendar of events at their closest branch library sent to them via email. Go to www.bpl.org/branches Choose the local branch the student is interested in and find a monthly calendar of events. From their students can chose to subscribe.
- For intermediate students, the textbook Future has a reading/exercise section on a children’s library which reviews useful library vocabulary, pp. 52-54. Check other text book series as well for library related exercises.
- With more advanced students, devise an assignment which takes them to the library to complete or has them exploring BPL digital resources.
- Take a class trip to visit the main library in Copley Square. The children’s room in the Johnson Building is a vibrant hub of activities for young children and the teen room next door is wonderfully modern. On the floor below is the World Languages section where students can find books in many of their first languages.

Handout A: Library Related Vocabulary

Directions: As we discuss these words, write down the definitions in your own words.

borrow

branch library

library card

due date

renew

check out

pre-school story time

fiction

non-fiction

biography

Handout B: Using Library Related Vocabulary

Borrow branch libraries library card due date
renew check out pre-school story time nonfiction biography

Directions: Fill in the blanks in the following sentences. Use the words from the list above. Check your handout with the definitions you wrote.

1. A _____ tells the story of a person's life.
2. I want to get a _____ for myself and my child.
3. I always let my daughter _____ as many books as she wants when we go to the library.
4. There are a lot of _____ in the city of Boston.
I will go to the Boston Public Library website to find the one closest to my house.
5. In the book Lola Goes to the Library, she goes every week to the _____.
6. I always look in the _____ section of the children's room at the library because my daughter likes books about animals.
7. If I borrow a book from the library and have not finished it by the due date, I can always _____ it.
8. Stories that are not true or that come out of the author's imagination are called _____.

Handout C: Using the Library

You have now toured the library and gotten a library card. Now you will begin to **use** the library. Follow the directions below.

1. Choose one book or magazine to borrow today for yourself.

Write the name of book or magazine you chose: _____

2. Choose a book to borrow today for your child.

Write the name of the book you chose: _____

3. Write the date your books are due back to the library: _____

4. Find out what hours the library is open. Write these down below.

Mondays _____ Tuesdays _____ Wednesdays _____ Thursdays _____

Fridays _____ Saturdays _____ Sundays _____

5. Find out when the library has Pre-School Story Time.

Write down the day and time of Pre-School Story time: _____

6. Find out when the library has ESOL Conversation classes.

Write down the days and times of the ESOL conversation classes _____

6. What other programs does the library offer? When?

7. Collect one flyer you see about a community event.

What event does the flyer advertise? _____

Handout D: A Library Scavenger Hunt¹

Directions: Find an example of each of the following. When you find it, put a check (✓) next to the item. You can leave the book where you found it.

Find a book...

1. with an animal that is green (can be fiction or non-fiction)
2. about someone who lived at least 100 years ago
3. with just pictures and no words
4. that shows you how to make delicious food
5. about life in another country
6. that you can listen to
7. that is written in another language (even if you can't read it)
8. about how plants grow
9. about colors
10. with the alphabet
11. with numbers
12. about a sport or outdoor activity
13. with a plane, train or automobile (can be fiction or non-fiction)
14. that rhymes
15. with a cover that you like

¹ Developed by *Linda Cappabianca*, senior children's librarian at the *Peabody Institute Library in Peabody, Mass.*

ACTIVITY #2: PARENTS TAKE THEIR CHILDREN TO THE LIBRARY

(Can be used/adapted for use with beginning level students)

Rationale:

We want our students and their children to become lifelong library users and library lovers as a way to promote success in school and the utilization of community resources for family enrichment.

Student Objectives:

- Students will take their children to the library.
- Students will help their children get their own library cards
- Students will help their children borrow materials from the library.

Materials:

- Children's book: Lola at the Library, by Anna McQuinn and Rosalind Beardshaw, single or multiple copies or project a YouTube Read Aloud version. This is an easy to read story about Lola, a young African American girl, and how her weekly trip to the library with her mother is her favorite activity.
- Handout A: Family Assignment Grades K-3: A Trip to the Library
- Handout B: Family Assignment Grades 4-5: A Trip to the Library
- Handout C: A Library Scavenger Hunt
- Handout D: For Teachers—Children's Books about Libraries

Activity Outline:

1. Explain objectives.
2. Opening discussion: *How do you feel about having a library card? How do you think your children would feel about having their own library cards? About going to the library?*
3. Read Lola at the Library aloud to the class. It is easy enough for all levels of students to understand even if they do not have their own copies to follow. If you do have multiple copies, have students take turns reading.
4. Explain this independent assignment: students will take their children to a branch library close to their house, sometime in the coming week. The goal is for their children to get their own library cards and to borrow books. They will have a family assignment to do with their children at the library. Remind students that they previously wrote down the name, address and hours of the branch library closest to them. Have students go around saying the name of their branch library.
5. Go over the family assignment(s). Remind parents that they can always ask the children's librarian for help in finding books. Remind them to bring some form of identification with the child's name and address on it in order to get their child a library card. Give them copies of the Library Scavenger Hunt and if it is new to

them, review how they might use it.

6. Once the independent trips to the library have been completed, use class time for students to report back on their experiences with their children.

Follow-Up:

- If you have purchased or made multiple copies of Lola at the Library, have students borrow it to take home and read with their younger children. Have them report back how their children liked the book. Encourage students to look for other Lola books at the library. It is a **series**. Talk to students about what a series is, and to look for other books in a series if their child has liked a particular book, say Curious George or Madeleine.
- Over school vacations, give out a “Family Assignment” of at least one trip to the library. In class, before the vacation, have students go on line to identify any special activities at their branch library over the vacation.
- Read one of the other books that features libraries from the list provided.

Handout A: Family Assignment Grades K-3: A Trip to the Library

Child Name: _____ Parent Name: _____

- 1) Help your child pick a short picture book in English or your home language that they are interested in. Read that book together in the library.

■ **Write the title and author of the book here:**

Title: _____

Author: _____

- 2) Sign your child up for their own library card. You will need to have some form of identification for your child, such as a Mass Health card.

- 3) Look for flyers about upcoming events at the library or in the community. Choose one and discuss it with your child. See if your child would like to go to the event.

■ **What was the event you discussed?** _____

- 4) Borrow at least one book from the library. It can be in any language. Check them out.

■ **My books are due back to the library on:** _____

Extra credit: Reserve a pass to one of the museums. Choose a time in the future you would like to go and ask whether you could reserve a pass that day.

■ **I reserved a museum pass for** _____ **on** _____.

Handout B: Family Assignment Grades 4-5

A Trip to the Library

Child Name: _____ Parent Name: _____

- 1) Imagine your child has a research paper to write on **whales**. Look for information about whales in the library. How would you find a book on whales? Can you find information on the Internet? Remember, you can ask the librarian for help.

▪ **List two sources of information on whales that you found:**

- 2) Look for flyers about upcoming events at the library or in the community. Choose one and discuss it with your child. See if your child would like to go to the event.

▪ **What was the event you discussed?** _____

- 3) Sign your child up for their own library card if they don't have one. You will need to have some form of identification for your child, such as a Mass Health card.

- 4) Help your child find at least two chapter books they would like to read. Suggest your child looks for an author or series they know they like

▪ **My books are due back to the library on:** _____ ▪

The books we chose are:

Extra credit: Reserve a pass to one of the museums. Choose a time in the future you would like to go and ask whether you could reserve a pass that day

I reserved a museum pass for _____ **on** _____.

Handout C: A Library Scavenger Hunt²

Directions: Find an example of each of the following. When you find it, put a check (✓) next to the item. You can leave the book where you found it.

Find a book...

1. with an animal that is green (can be fiction or non-fiction)
2. about someone who lived at least 100 years ago
3. with just pictures and no words
4. that shows you how to make delicious food
5. about life in another country
6. that you can listen to
7. that is written in another language (even if you can't read it)
8. about how plants grow
9. about colors
10. with the alphabet
11. with numbers
12. about a sport or outdoor activity
13. with a plane, train or automobile (can be fiction or non-fiction)
14. that rhymes
15. with a cover that you like

² Developed by *Linda Cappabianca, senior children's librarian at the Peabody Institute Library in Peabody, Mass.*

Handout D: For teachers: Children's Books about Libraries:

Lola Goes to the Library, by Anna McQuinn. This is referenced in this Using the Library unit and the suggestion is that you buy multiple copies of this book for your classes. The book is simple, multicultural, and suggests that parents take children weekly to the library. There are also other Lola books you could buy or borrow single copies of to illustrate the idea of a **series**. Suggest that getting another book in the same series if your child has liked the first is a good way to choose books at the library.

Tomas and the Library Lady, by Pat Mora. This is a true story of a migrant worker child who finds new worlds in the library as his parents work in the fields. He grows up to be the Chancellor of the University of California Riverside. This book works well for the deep reading approach described in Topic 2, Unit 5-Advocacy and Special Education and in Topic 3, Unit 3-Reading with children. It is recommended not to tell students this is a true story until they finish the book.

My Library is a Camel, by Margriet Ruurs. A book of photographs from around the world exploring how books get to people in remote areas.

Biblioburro: A True Story from Colombia, by Jeanette Winter. (Also in Spanish.) This picture book with lush illustrations of the Colombian jungle, side tells the true story of an avid reader who decides to deliver his books by burro to remote parts of the country so that children will have access to books.

ACTIVITY #3: HOW TO FIND BOOKS YOU WANT

(Can be used/adapted for use with beginning level students)

Rationale:

It is important that parents be able to choose and help find specific library books for their children to borrow. Immigrant parents, however, typically have no knowledge of American children's books nor know how to find specific books

Student Objectives:

- Students will learn several ways to choose books from the library for their children.
- Students will be able to ask the librarian for help when looking for specific books at the library.

Materials:

- Handout A: Asking Questions at the Library
- Handout B: Library dialogues
- Handout C: Libros Para Compartir Con Su Familia, for Spanish speaking parents
- Handout D: Libros Bilingues Para Compartir Con Su Familia/Bilingual English-Spanish Books to Share with Your Family
- Handout E: Some Selected Children's Books for Arabic Speaking Parents ·
- Handout F: Good Books to Share with Your Children

Activity Outline:

1. Explain objectives.
2. Opening discussion: Explain that it is good to let children choose a few books on their own to borrow, but that parents should also choose books that they think their children will like and/or will be good for generating discussion. Remind them that it is important for children to read a variety of different kinds of books—fiction, non-fiction, poetry, etc. Brainstorm with parents how to choose books, listing answers on the board. Add to the list so it includes:
 - Other books by authors children have liked
 - Other books in a series children have liked
 - Books on topics children are interested in
 - Books on topics you want your children to know more about

Note: this is a good way to review basic book vocabulary from Activity #5 in Reading With Children Unit which precedes this unit on Using the Library.

3. Ask: *When you go to the library, how do you **find** the books you want to borrow?*
Emphasize that the best way to find specific books is to ask the children's

librarian for assistance. Typically, they are very happy to help.

4. Distribute Handout A: Asking Questions at the Library. Go over the basic information at the top of the handout on how books are organized in a library. Then have students practice the questions aloud. Reinforce the questions by using some of them as a dictation exercise.
5. Distribute Handout: Library Dialogues. Read them over as a group, and then have students practice the dialogues in pairs, switching roles several times. As an extension with intermediate students, do parent/librarian role plays in which the parent is trying to find a specific book.
6. If there are Spanish and Arabic speakers in the class, distribute to them the two targeted list children's books. For speakers of other languages, distribute the English children's book list. Explain to students that the Boston Public library would have all these books. If a book is not at a specific branch, the librarians will order it and call when it arrives.
7. Ideally, you will take a second trip to the library. Once there, take a few minutes to practice again the questions students can use in speaking with the librarian. Then tell students their assignment is to find and/or request three age appropriate books from the book lists they have. They can ask the librarian for assistance. Explain to the librarian what the purpose of the class visit is, and if relevant, ask her to only speak in English with the students. If it isn't possible to take a class trip, then the same task can be assigned as homework.

Handout A: Asking Questions at the Library

If you want to find specific books at the library, first you should know a little about how books are organized. Second, you should know how to ask the librarian to help you.

How are books organized at the library?

- **Fiction books** are organized alphabetically by the last name of the authors. Thus if you were looking for Dr. Seuss books (like The Cat in the Hat), you would look under S. Ask the librarian where the fiction books are.
- **Non-fiction** books are organized by subject. You can ask the librarian to help you find books about a particular subject. Each subject has a number which is on the spine of the book.

What do you ask the librarian?

» When you want to find a specific title:

- Could you help me find this book? (Show librarian the title)
- Do you have this book? (Show librarian the title)

» To find more books by an author you or your child likes:

- Where can I find books by _____?
Name of author
- Can you help me find books by _____?
Name of author

» When you want to find books about a topic:

- Where do you have books about animals (science, weather, etc)?

» When you want to find books in Spanish or in Arabic:

- Are the Spanish (Arabic, Chinese, etc.) books in a special section? Can you show me where they are?

Handout B: Library Dialogues

Dialogue #1:

Parent: Do you have the book Wilma Unlimited, by Kathleen Krull?

Librarian: I'll look it up for you.

Parent: Thank you.

Librarian: No, we don't have it here, but I can order it for you.

Parent: That would be great. How long will it take?

Librarian: The book will probably be here in a few days. I can call you when it comes in.

Parent: Thank you very much.

Dialogue #2:

Parent: My son is very interested in dinosaurs. Where can I find books about dinosaurs?

Librarian: That would be over in the corner. Let me show you.

Parent: Okay, thanks very much.

Librarian: Here they are. On this shelf you should find lots of books about dinosaurs.

Dialogue #3:

Parent: My son likes the Curious George books. I know there are lots in the series. Where can I find them?

Librarian: The author is H.A. Rey. So you would look in the fiction section under R.

Parent: Where is the fiction section?

Librarian: Fiction starts here. On the other side are the authors starting with R,S and T.

Handout C: Libros Para Compartir Con Su Familia/Books in Spanish to Share with Your Family¹

PARTE 1: LIBROS QUE PUEDEN OBTENER EN SOLO UN IDIOMA (ESPAÑOL O INGLÉS)

Libros Populares Para Niños Pequeños

- **Jorge el Curioso** o Curious George (muchos libros en el serie) por H.A. Rey · Buenas Noches, Luna o Good Night, Moon por Margaret Wise Brown ·
- Libros de **Maisy** por Lucy Cousins
- Madeline por Ludwig Bemelmans
- Libros de **Clifford** por Norman Bridwell
- La Oruga Muy Hambrienta o The Very Hungry Caterpillar por Eric Carle
- Libros de **Arturo** por Marc Brown
- El Hallazgo de Jamaica o Jamaica's Find **por** Juanita Havill
- Un Bolsillo Para **Corduroy** o A Pocket for Corduroy (y otros libros en el serie) por Don Freeman
- Abuela **por** Arthur Dorros

Otros libros para compartir con sus niños:

- Está Bien Ser Diferente o It's OK to be Different por Todd Parr [pre escolar]
- ¿Hay Alguien en Casa? o Is Anyone Home? por David Le Jars [pre-escolar]
- La Muñeca de Elizabeti o Elizabeti's Doll por Stephanie Stuve-Bodeen
- Abran Paso a Los Patitos o Make Way for Ducklings por Robert McCloskey
- Los Dibujos de David o David's Drawings por Cathryn Falwell ·
- Las Abuelas de Liliana o Liliana's Grandmothers por Leyla Torres
- Lola en la Biblioteca o Lola at the Library por Anna McQuinn
- Los Discos de Mi Abuela o Grandma's Records por Eric Velasquez
- El Jardín de Flores o Flower Garden **por** Eve Bunting
- El Tapiz de Abuela o Abuela's Weave por Omar S. Castaneda ·
- Momentos Tiernos en el Reino Animal o Tender Moments in the Wild por Stephanie Maze
- Quienquiera que Seas o Whoever You Are por Mem Fox
- Los Dibujos de David o David's Drawings por Cathryn Falwell

¹ Alice Levine, Former Family Education Curriculum Specialist, Boston Public Schools, compiled the book lists on the next six pages

- Lllaman a la Puerta • The Doorbell Rang por Pat Hutchins
- Se Necesita Todo un Pueblo • It Takes a Village por Jane Cowen-Fletcher
- Las Aventuras de Max, el Perro Taxista • The Adventures of Taxi Dog por Debra y Sal Barracca
- Un Mundo Nuevo • When This World Was New por D. H. Figueredo
- Bajo La Luna de Limón • Under the Lemon Moon por Edith Hope Fine
- Un Regalo de Gracias • Gift of Gracias por Julia Alvarez

Libros para familias con niños más grandes o toda la familia:

- Wilma sin límites • Wilma Unlimited por Kathleen Krull
- Gracias, Señor Falker • Thank You, Mr. Falker por Patricia Polacco
- ¿Adónde van las personas cuando mueren? • Where do People Go When They Die? por Mindy Avra Portnoy
- Ser Vecinos • Be My Neighbor por Maya Ajmera and John D. Ivanko
- La Calle es Libre • The Street is Free
- El beisbol nos salvó • Baseball Saved Us por Ken Mochizuki
- Baseball en los Barrios • Baseball in the Barrios por Henry Horenstein
- La llaman América • America is her Name por Luis Rodriguez
- Cosechando esperanza: la historia de César Chávez • Harvesting Hope por Kathleen Krull
- Tomás y la señora de la biblioteca • Tomás and the Library Lady por Pat Mora
- El camino de Amelia • Amelia's Road
- La Escuela de Lona Azul • The Blue Tarp School por Edith Hope Fine

Handout D: Libros Bilingües Para Compartir Con Su Familia/Bilingual English-Spanish Books to Share with Your Family

Para niños más jóvenes:

- My Grandma/Mi Abuelita por Ginger Foglesong Guy [pre-escolar]
- Mis Abuelos y Yo/My Grandparents and I por Samuel Caraballo
- Marisol McDonald Doesn't Match/Marisol McDonald No Combina por Monica Brown
- Clara and the Curandera/Clara y la curandera por Monica Brown
- Rene Has Two Last Names/Rene Tiene Dos Apellidos por Rene Colato Lainez
- Grandma's Chocolate/El chocolate de Abuelita por Mara Price
- My Day/Mi Día por Rebecca Emberley
- Everybody Has Feelings/Todos Tenemos Sentimientos por Charles E. Aver
- ¡Fiesta! por Ginger Foglesong Guy
- We are Cousins/Somos Primos por Diane Gonzales Bertrand
- My Friends/Mis Amigos por Taro Gomi
- Estrellita se despide de su isla/Estrellita Says Good-Bye to Her Land por Samuel Caraballo
- My Pal, Victor/Mi amigo, Victor por Diane Gonzales Bertrand
- Lupita's Papalote/El papalote de Lupita por Lupe Ruiz-Flores
- Icy Watermelon/Sandia fría por Mary Sue Galindo
- Sopa de frijoles/Bean Soup (¡un poema para cocinar!) por Jorge Argueta
- Un día con mis tías/A Day with My Aunts por Anilú Bernardo
- Just Like Home/Como en Mi Tierra por Elizabeth I. Miller
- Family/Familia por Diane Gonzales Bertrand
- Gracias/Thanks por Pat Mora
- Playing Lotería/El juego de la lotería por René Colato Laínez

Para niños más grandes o toda la familia:

- Sonia Sotomayor: A Judge Grows in the Bronx/Sonia Sotomayor: La Juez Que Creció en el Bronx por Jonah Winter
- My Diary From Here to There/Mi Diario de Aquí Hasta Allá por Amada Irma Pérez
- Antonio's Card/La Tarjeta de Antonio por Rigoberto Gonzalez
- Remembering Grandma/Recordando a Abuela por Teresa Armas
- ¡Sí, Se Puede! Yes We Can! por Diana Cohn
- Pie-Biter/Comepasteles (en inglés, español, y chino) por Ruthanne McCunn

- It Doesn't Have To be This Way: A Barrio Story/ No Tiene Que Ser Así: Una Historia del Barrio por Jorge Argueta
- Waiting for Papa/Esperando a Papa por René Colato Laínez
- The Storyteller's Candle/La velita de los cuentos por Lucia González
- Braids/Trencitas por Kathleen Contreras
- From North to South/Del Norte al Sur por René Colato Laínez

Handout E: Some Selected Children's Books for Arabic-speaking Families

Bilingual:

- Spot Goes to School by Eric Hill (for young children)
- Samira's Eid by Nasreen Aktar
- Mei Ling's Hiccups by David Mills (translated by Azza Habashi)
- Mirror by Jeannie Baker (Pictures of two families going shopping—one in Morocco and the other in Australia.)
- Lebanon 1-2-3 A Counting book in three Languages (English, French and Arabic) by Marijean Moran Boueri
- Handa's Surprise by Eileen Browne
- We're Going on a Bear Hunt by Michael Rosen
- Who Lives Here? By Kathleen Rizzi (Board book)
- Walking Through the Jungle by Barefoot Books; Illustrated by Debbie Harter

In Arabic only:

- by Mutlaq Rafiq Book about animal Camouflage al-Tamwīyah wa-sīlat difā tabīyah
- Books by Charlotte Guillain:
 - The Moon Al-Qamar
 - The Sun Al-Shams
 - The Earth Al-Ard

Books (about different feelings) by Sarah Medina:

- Sad Al-Huzn
- Angry Al-Ghadab
- Proud Al-Fakhr
- Jealous Al-Ghayrah
- Happy Al-Sa'adah

Books in English about North Africa, the Middle East, or Muslim Families

- Going to Mecca by Na'ima B. Robert
- My Father's Shop by Satomi Ichikawa (Morocco)
- The Butter Man by Elizabeth Alalou and Ali Alalou (Morocco)
- The Day of Ahmed's Secret by Florence Parry Heide and Judie Heide Gilliland (Egypt)
- Islamic Stories by Anita Ganeri
- Ramadan: Count and Celebrate by Fredrick L McKissack, Jr. and Lisa Beringer McKissack
- The Children of **Morocco** by Jules Hermes
- Ramadan by Molly Aloian

Handout: English Books to Share With Your Family

POPULAR BOOKS FOR SMALL CHILDREN

- Curious George (many books in this series) by H.A. Rey
- Good Night Moon by Margaret Wise Brown
- Maisy (many books in this series) by Lucy Cousins
- Madeline (many books in this series) by Ludwig Bemelmans
- Clifford (many books in this series) by Norman Bridwell
- The Very Hungry Caterpillar by Eric Carle
- Arthur (many books in this series) by Marc Brown
- Jamaica's Find **by** Juanita Havill
- A Pocket for Corduroy (and other books in this series) by Don Freeman Abuela **by** Arthur Dorros

OTHER BOOKS TO SHARE WITH YOUR CHILDREN:

- It's OK to be Different by Todd Parr [pre-school]
- Busy Fingers by C.W. Bowie [pre-school]
- Lola Reads to Leo by Anna McQuinn [pre-school]
- Is Anyone Home? by David Le Jars [pre-school]
- Elizabeti's Doll by Stephanie Stuve-Bodeen
- Make Way for Ducklings by Robert McCloskey (you can go to the Public Gardens in Boston to see the swan boats and the ducklings with your children) David's Drawings by Cathryn Falwell
- Liliana's Grandmothers by Leyla Torres
- Lola at the Library by Anna McQuinn y Rosalind Beardshaw
- Grandma's Records by Eric Velasquez
- Flower Garden **by** Eve Bunting
- Abuela's Weave by Omar S. Castaneda
- Tender Moments in the Wild by Stephanie Maze
- Whoever You Are by Mem Fox
- David's Drawings by Cathryn Falwell
- The Doorbell Rang by Pat Hutchins
- It Takes a Village by Jane Cowen-Fletcher
- The Adventures of Taxi Dog by Debra and Sal Barracca
- When This World Was New (about an immigrant from a tropical island who now lives in New York, in the snow) by D. H. Figueredo
- Under the Lemon Moon by Edith Hope Fine
- Gift of Gracias by Julia Alvarez

BOOKS FOR FAMILIES WITH OLDER CHILDREN OR FOR THE WHOLE FAMILY

- Wilma Unlimited by Kathleen Krull
- Thank You, Mr. Falker by Patricia Polacco
- Where do People Go When They Die? By Mindy Avra Portnoy
- Be My Neighbor by Maya Ajmera and John D. Ivanko
- Baseball Saved Us by Ken Mochizuki
- Baseball in the Barrios by Henry Horenstein
- America is her Name by Luis Rodriguez
- Harvesting Hope (a true story about migrant workers) by Kathleen Krull
- Tomás and the Library Lady by Pat Mora
- Amelia's Road by Linda Jacobs Altman