



Using multicultural picture books
to promote English learners'
literacy, language, and
social and emotional development

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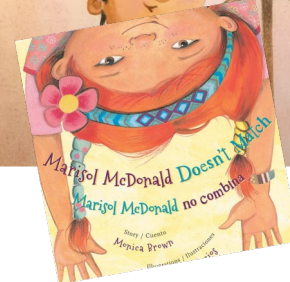
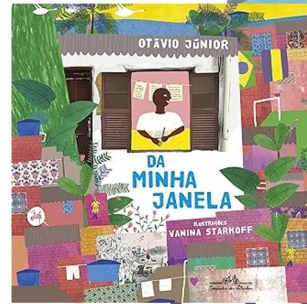
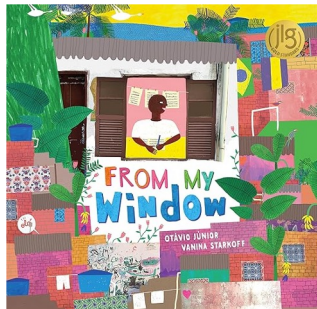
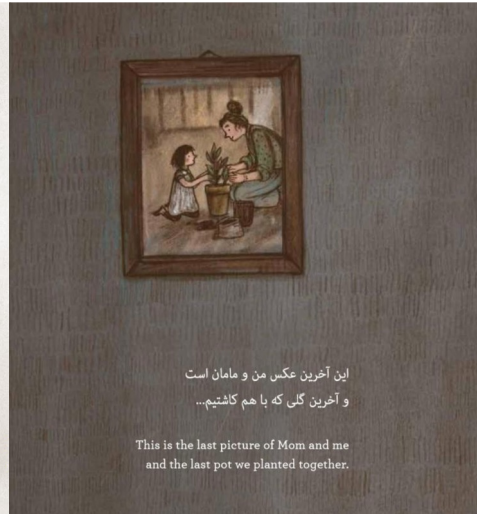
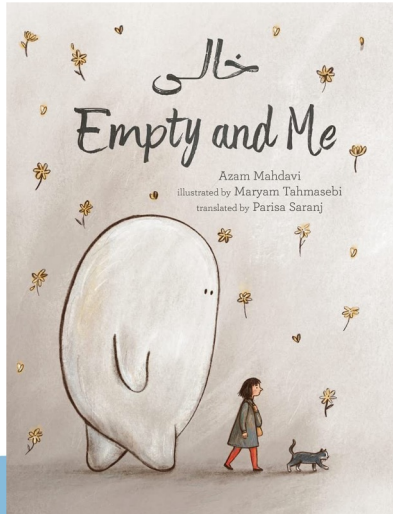
Multicultural Picture Books

Multicultural literature “reflects the **racial, ethnic, and social diversity** that is characteristic of our **pluralistic society** and the world”
(Bishop, 1997, p. 3)

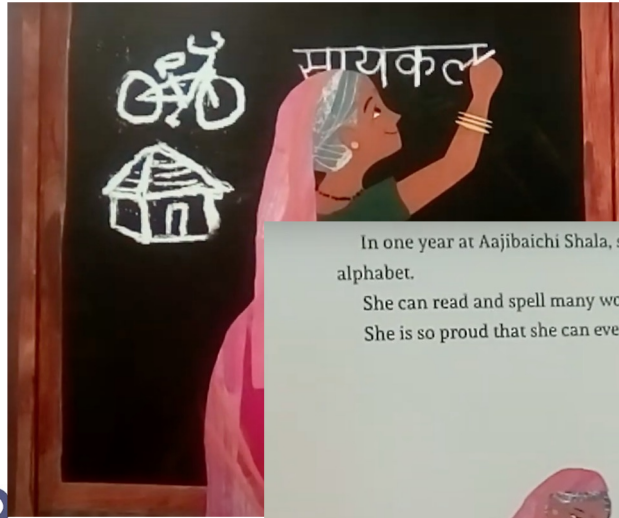
Multicultural literature highlights “the lives of people from marginalized and **underrepresented groups** in the United States” (Short, 2016, p. 5)



Bilingual Multicultural Books



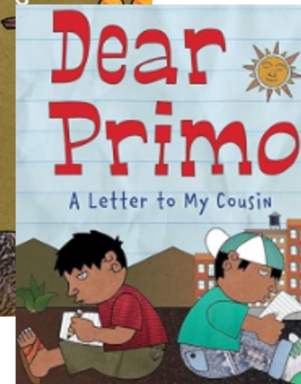
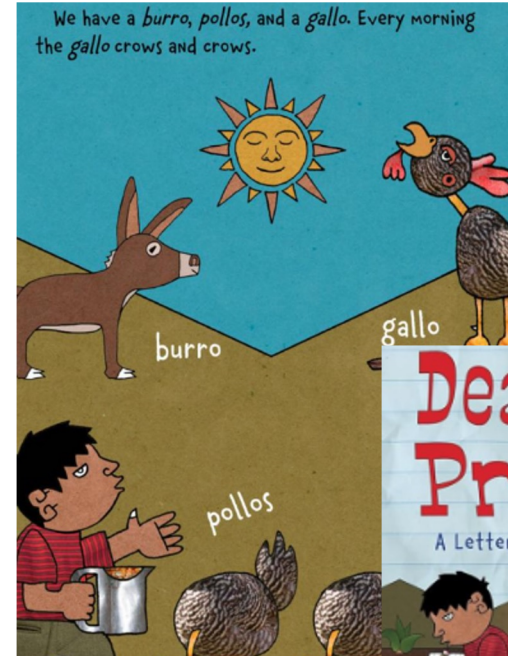
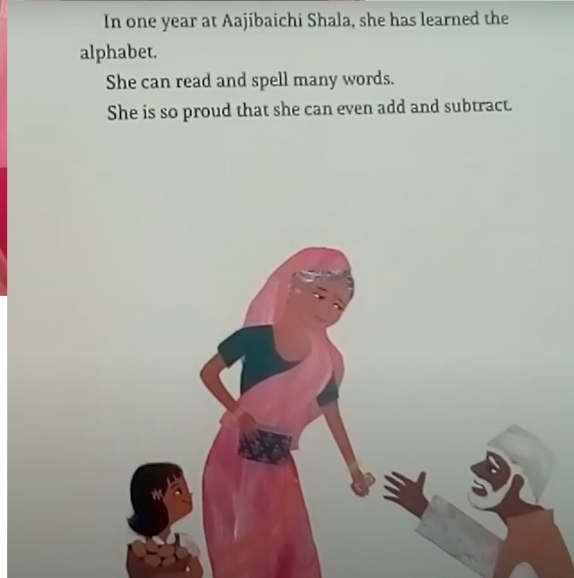
Full Linguistic Repertoire in a Single Text

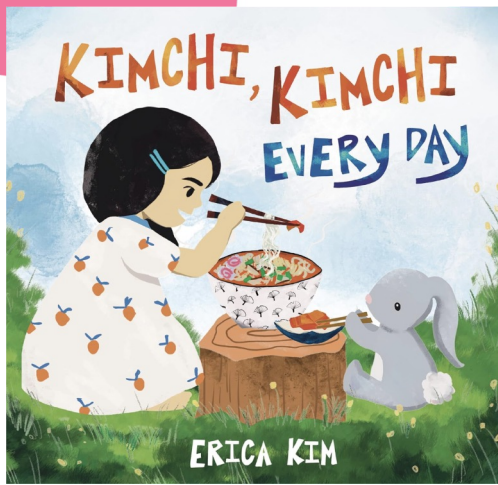


In one year at Aajibaichi Shala, she has learned the alphabet.

She can read and spell many words.

She is so proud that she can even add and subtract.





Why Use Multicultural Picture Books?

Introduce students to diverse cultures, backgrounds, and **perspectives**.

Enhance students' understanding of **different cultural practices** and traditions.

Reflect the reality of a multicultural, **multilingual**, and globalized world.

Help all students **see themselves** represented in literature.

Promote **understanding, respect, and appreciation** for different languages.



BOOKS ARE...

MIRRORS



WINDOWS



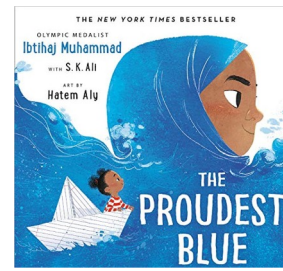
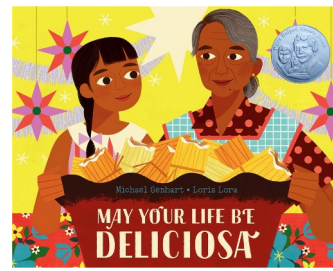
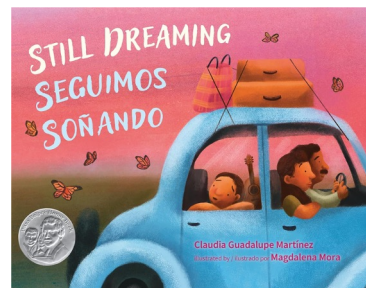
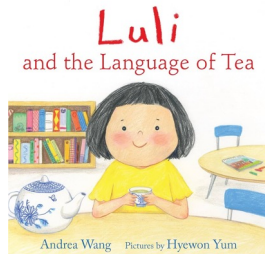
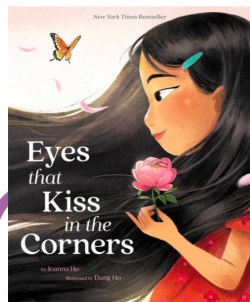
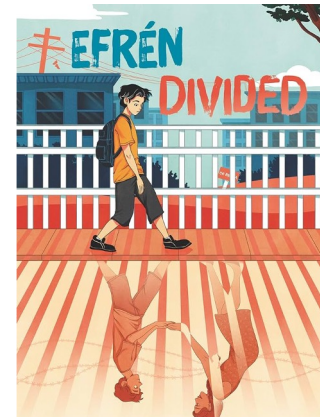
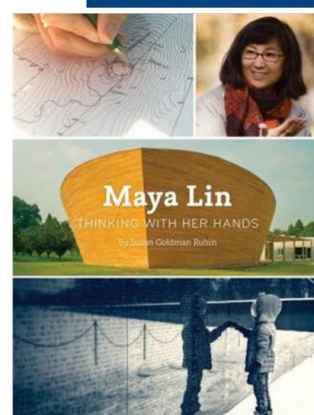
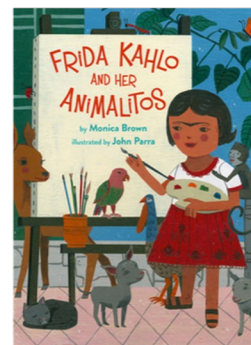
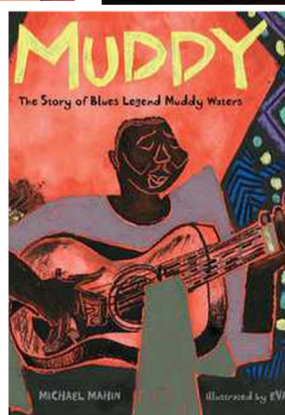
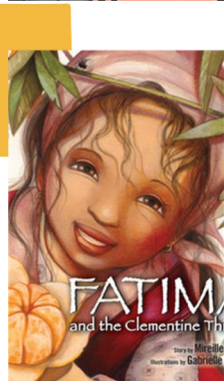
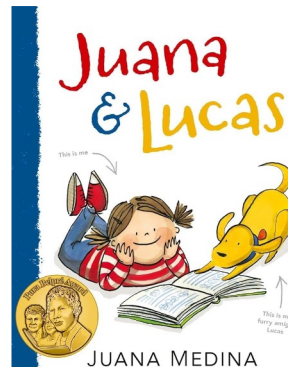
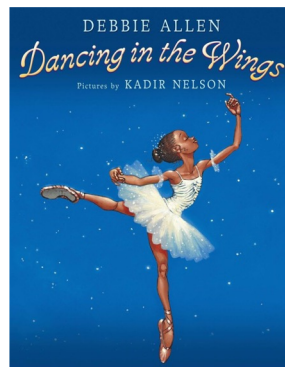
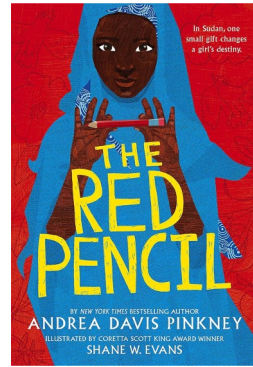
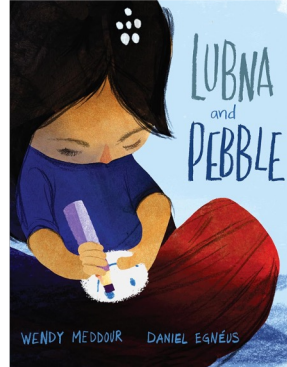
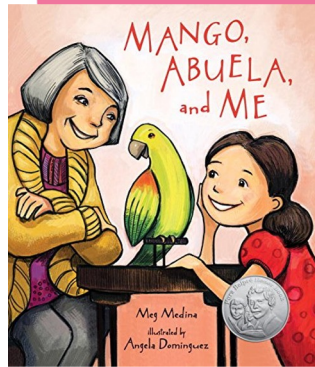
SLIDING GLASS DOORS




“Books are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange. These windows are also **sliding glass doors**, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author.

When lighting conditions are just right, however, a window can also be a **mirror**.”

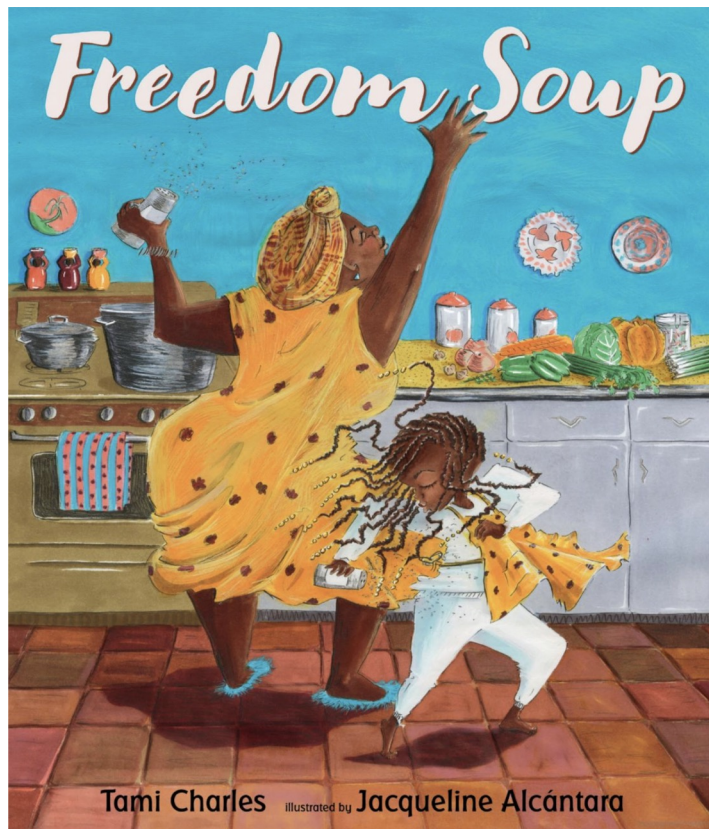
-Dr. Rudine Sims Bishop





Literacy & Language

How can we use MPB to promote reading,
writing, word knowledge, and language?



Literacy Connections

Reading

With the help of the teacher, students read the Author's note from the end of the book (modified version to suit students' development)

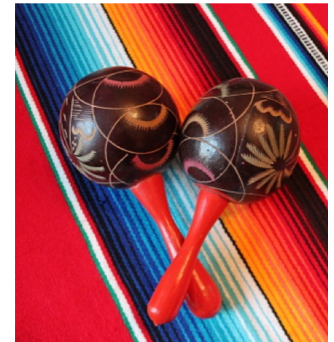
Read-aloud, with student participation (if possible)

DQ: *Is this book fact and/or fiction? Which parts are fact and which parts are fiction? Who is the main character? Where and when does the story take place? How would you describe Ti Gran? Why do you think the author wrote the story?*

Word Study



freedom soup;
maracas; pilon;
revolution; sugar
cane; Port-au-
Prince



What could you do with this book?



We pause our dancing, and Ti Gran says, "First, Belle, is
the epis."
She places the pilon between my knees.



Click! Clack!

Click! Clack!

Together, we mash the garlicky herbs to the kompa beat.
Then we add it to our meat and let it rest.

Beyond Read-Aloud

Good readers use their relevant prior knowledge before, during and after reading to enhance their understanding of what they're reading

Before reading: **Activate background knowledge** – Make predictions

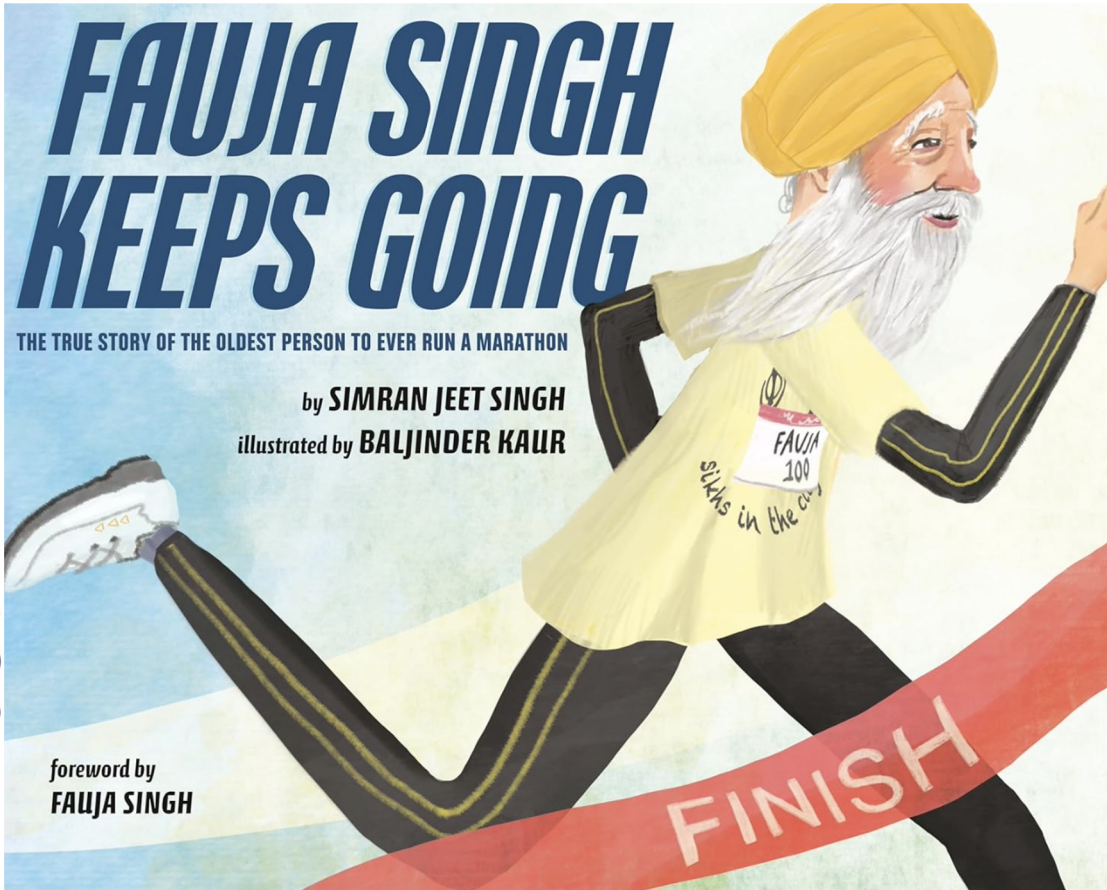
During reading: **Questioning, Make inferences, Creating mental images**

After reading: **Questioning, Relate to self, to text, and to world**

(Zimmerman & Hutchins, 2003)

Creating Opportunities for Student Talk

- Imagine in your mind an athlete. What does an athlete look like? Using adjectives or even sentences, share with us your description in the chat.

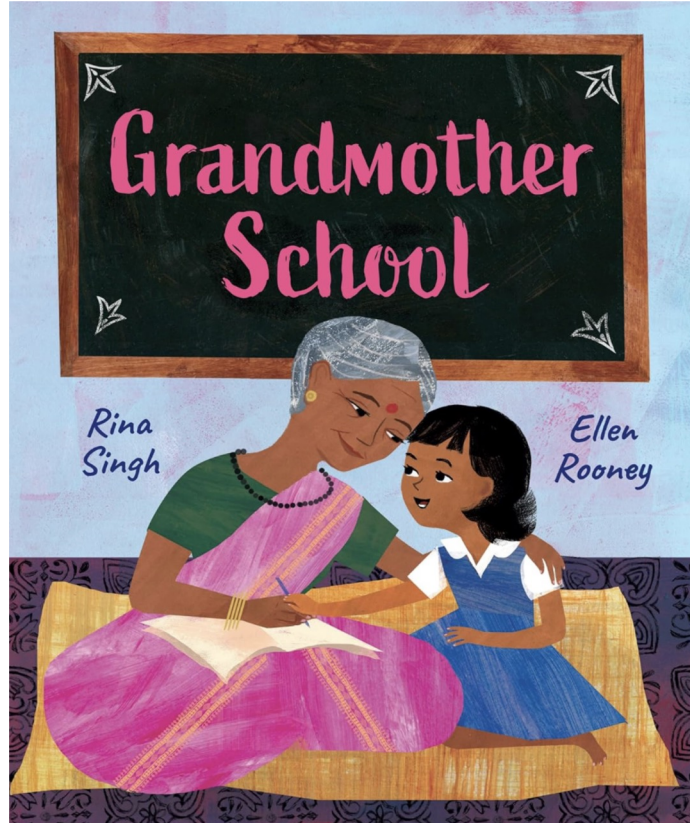


Ask:

- *What are similarities and differences between the picture you had in you mind and the illustration on this book cover?*
- *What can we learn about someone based on their outward appearance?*
- *Do you think there's a connection between what we see on the outside, and other aspects of someone's identity on the inside?*

Predict:

What do you think this book is going to be about?

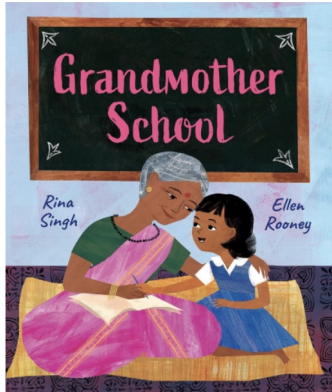


Create mental images

(Zimmerman & Hutchins, 2003)

Good readers create a wide range of visual, auditory, and other sensory images as they read, and they become emotionally involved with what they read.

Using crayons or markers, can you draw this mental image?

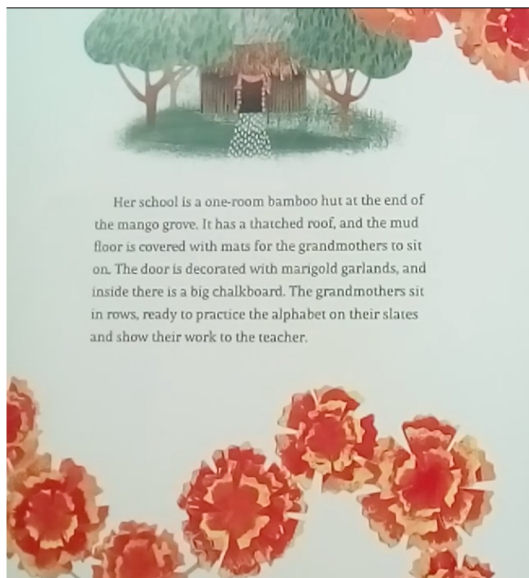
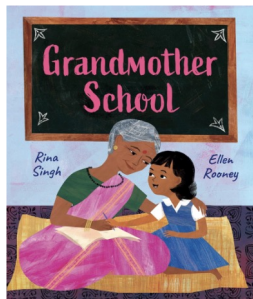


Her school is a one-room bamboo hut at the end of the mango grove. It has a thatched roof, and the mud floor is covered with mats for the grandmothers to sit on. The door is decorated with marigold garlands, and inside there is a big chalkboard. The grandmothers sit in rows, ready to practice the alphabet on their slates and show their work to the teacher.

Create mental images

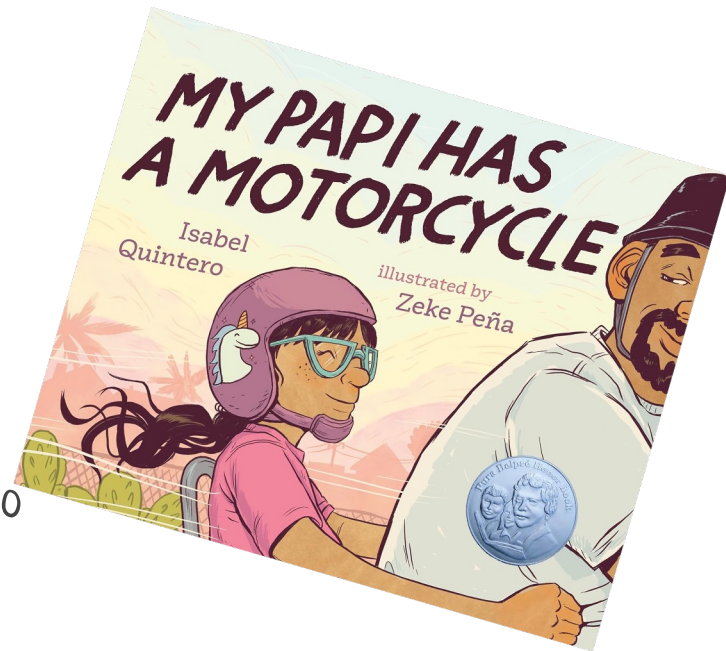
(Zimmerman & Hutchins, 2003)

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To Summarize

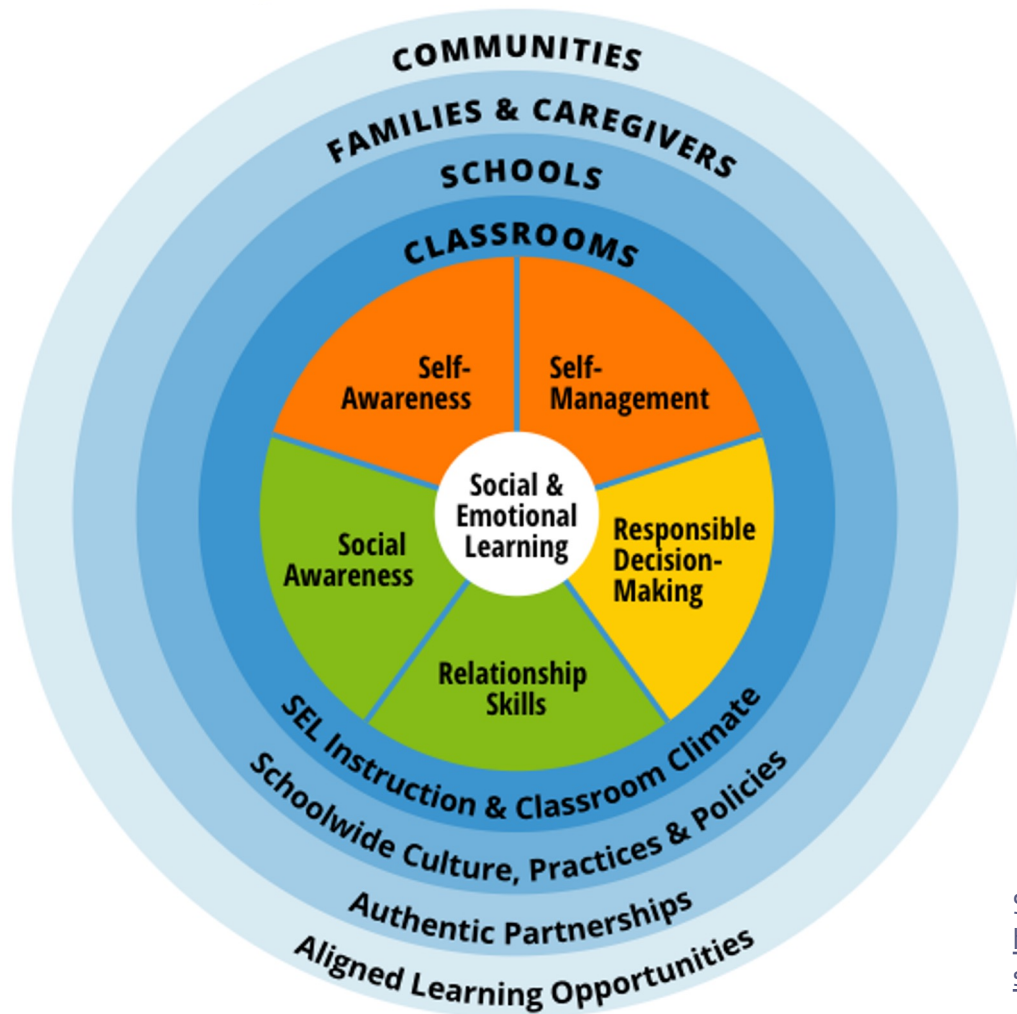
1. Mentor text as a provocation
2. Classroom library that reflects multilingual practices and identities
3. Themes, texts, and full linguistic repertoire
 - a. Themes or topics that engage students' interests and experiences
 - b. Powerful texts
 - c. Pedagogical practices that allows children to use all their linguistic repertoire



Adapted from España & Herrera, 2021



Social and Emotional Learning



Source:

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

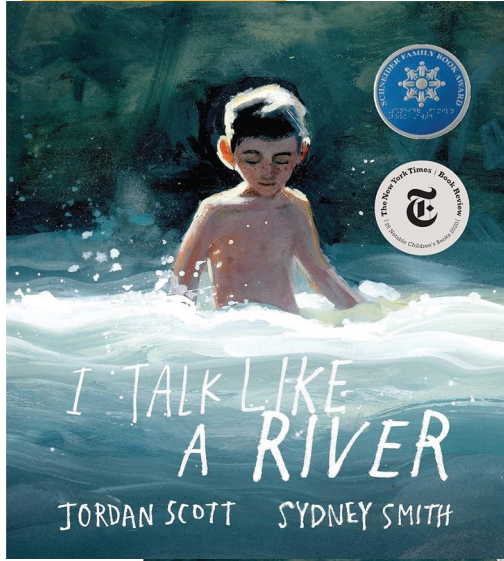
The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

<https://www.southville.bristol.sch.uk/safety-and-well-being/zones-of-regulation/>

I Talk Like a River

Directions: As the story is read, chart the feelings of the main character. Circle, the emoji, color the feeling, and then use a Spanish and/or English word to represent that feeling.



Pages from book	Emoji - Circle one	Zone Color green, blue, yellow, red	Spanish and English Word to represent what the character is feeling
1-8			
9-14			
15-24			

Responsible Decision Making



Responsible decision making: “the abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations” (CASEL, 2020, p. 2)

Social action and community service connections:

- *How do the decisions you make affect other people?*
- *How can we make a positive difference for our school?*
- *What can we do to improve our community?*