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ABSTRACT

Educators must continue to nurture those processes that involve social negotiation and stem from the home and community by engaging students who come from various racial/ethnic groups and their classmates in various collaborative learning structures. To be successful as facilitators of intercultural classroom discourse, it is important for teachers to learn about, accommodate, and draw upon the positive culturally-rooted literacy practices of the students. An examination of over 200 multicultural children's books indicated that about 50 of them contained identifiable literacy images. The books can be charted for themes (such as family; literacy as a valued priority; learning a second language; cultural connections among story purpose, story tellers, and culture; modeling positive literacy behavior; and the power of literacy) that appeared to be parallel across cultures. Teachers need to examine multicultural children's books carefully for their worth if they are to make a positive contribution to children's learning. The book "Building Communities of Learners" by Sandra McCaleb provides a number of suggestions related to collaborative processes among teachers, students, families, and communities. Using images of literacy in children's literature to support the positions of language activities can be a rewarding endeavor. (Contains seven "overlays" illustrating various aspects of using images of literacy in children's literature.)
(RS)

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USING IMAGES OF LITERACY IN MULTICULTURAL CHILDREN'S
BOOKS TO ENGAGE PUPILS IN COMMUNITY-FOCUSED
LANGUAGE ARTS LEARNING

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"Using Images of Literacy in Multicultural Children's Books to Engage Pupils in Community-Focused Language Arts Learning"

Youngsters come to school from families and communities that have very diverse literacy practices. From our observations and those of cultural researchers, ethnographers such as Shirley Brice Heath, Leslie Magnolia, and Denny Taylor, we have learned that our pupils bring their literacy practices as well as their different ways of knowing and different patterns of interaction to school with them. For example, Mexican-American, Black, Laotian, or Cambodian students generally experience a spirit of group involvement and responsibility for one another in their families or in their home communities.

We must continue to nurture these processes that involve social negotiation and stem from the home and community. And, we do so by engaging our youngsters who come from various racial/ethnic groups and their classmates in various collaborative learning structures. Getting all of the children in our classrooms involved in "Intercultural Discourse" has been a prominent goal. The term, "Intercultural Discourse," as it is currently being used, encompasses the following:

Overlay 1

"INTERCULTURAL DISCOURSE" — literate practices and ways of communicating, not exclusive to any single socio-cultural group, which encourage linguistically diverse members of the group to participate.

When our pupils are comfortable—are eager to communicate with one another, and their potential for expansion of knowledge, understandings, and the effective use of language increases greatly.

To be successful as facilitators of intercultural classroom discourse, it's going to be very important for us as teachers to learn about, accommodate, and draw upon the positive culturally-rooted literacy practices of our students. Among the materials we turn to as sources of such information for ourselves as well as for our use with children is the multicultural children's literature that includes images of "literacy." It is, therefore, my intent in this morning's dialogue with you to:

Overlay 2

1. Briefly define the terms literacy, and multicultural literature as I'll use each in this presentation.
2. Share some children's multicultural selections that feature images of literacy and focus on a message or theme about literacy.
3. Engage the session audience in examining some multicultural books that include images of literacy.
4. Consider various literature response modes through which "intercultural discourse" can be shaped (i.e., song, dance, drama, art, instrumental, etc.) in the classroom community—"school community."
5. Describe some strategies/projects that may bridge children from learning about literacy images in books to more fully experiencing literacy practices in their families and in the communities where they reside.

Defining the Terms

During these past six months, as a part of an IRA Children's Literature and Reading Special Interest Group Committee responsibility, I have been reviewing and analyzing currently published multicultural children's and young adult books. The books I've looked at are representative of a number of companies that claim most current publication of multicultural selections for children. In preparation for this presentation particularly and with consideration of our continuing quest for positive models that book characters portray, I decided to find out whether or not and to what extent multicultural children's literature includes images of literacy.

My first step was to try to arrive at a definition of or the parameters of literacy, literate behaviors from a multicultural perspective. And, that wasn't an easy task since the term "multicultural" has been used to mean so many different things.

*Show - Overlay 3 and the Labels

*Refer to √'s and briefly define each using examples of books.

Overlay 3

Cultural Roots and Contexts

(Czech) The Three Golden Keys by Peter Sis
(Importance of Books and Libraries)

(Native American) Gift of Changing Woman by
Tryntje Seymour (Apache views on communication
through body movement and dance as superior to
language when communicating.)

American Culture Bound Values

(Mexican American) Voices From the Fields by Beth
Atkin (Valuing literacy and the joy in writing as a
means of achieving positive societal status.)

(Afro-American) Daddy and Me by Jeanne
Moutoussamy Ashe (Bonding through literacy)

U.S. Racial/Ethnic Minority Considerations

(Chinese American) Yang the Youngest and His
Terrible Ear by Lensey Nomioka (Making friends can
be initially difficult if you don't speak the native
language of the country in which you've come to
live.)

(African-American) Seven Candles for Kwanza by
Andrea and Brian Pinkney (Literate behaviors as a
part of cultural celebration.)

Defining and limiting parameters for the term literacy was equally
challenging for this one hour presentation. Nevertheless, as books with images of
literacy were examined, I perceived literacy as images of reading, listening, oral
language, and writing behaviors, and attitudes, or values revealed in illustrations
and/or the print context.

Sharing Children's Multicultural Books, K-6, That Feature Images
of Literacy and Focus on a Message or Theme About Literacy

As an outcome of examining over 200 books I found that about 50 of them (25%) contained identifiable literacy images. Most of the images in the selections I looked at were specific to the racial/ethnic contexts featured. Two examples of books that focused on some specific and different racial ethnic literacy element are: Mieko and the Fifth Treasure by Eleanor Coerr and Faith Ringgold by Robyn Montana Turner.

*Show the Book Mieko and the Fifth Treasure.

- project a color transparency of the cover.
- read inside of cover as marked.
- describe how it reflects value and appreciation of "painted word pictures" using the four treasures required to produce them—and—a fifth treasure, "beauty in the heart that flows to the hand and is honored by others."

*Show the Book, Faith Ringgold by Robyn Montana Turner

- project a color transparency of the cover.
- describe how the artist, Faith Ringgold, models the rich storytelling tradition of her culture and expresses it through her paintings, quilt stories, sculpting, and most recently published children's books.

For children whose literacy heritages are depicted in either of these books the selections can elicit cultural pride and mirror cultural identity and self esteem. For peers in the group whose cultural experiences differ from those highlighted in the book, the selection may be a source of new knowledge that generates cultural respect and acceptance.

In a number of other multicultural literature selections, the images of literacy projected were often parallel across cultures and could be readily themed. For example, literacy practices as avenues, socio-political activism or individual empowerment were addressed as in the following books:

***Show each book**

- project a color transparency of each cover.
- identify the parallel projections of power through literacy activities described within each.

It's Our World, Too by Philip Hoose - How young activists can get societal attention through press conferences, protest journeys, writing petitions and seeking signatures, designing invitations to a fund raiser, writing postcards to company executives to state a positive or a social issue.

Freda Kahlo by Robin Montana Turner - Expressed her individuality, independence, and position on a number of different social issues through her unusual selection of subjects and how she explained her feelings about them through the uniqueness of representations in art.

The Rebellious Alphabet by Jorge Diaz -- Tells how an illiterate dictator bans all reading and writing in a very big village -- how an old man creatively enlists the aid of pigeons in producing and distributing printed messages that decry censorship.

Theming multicultural literature so that selections about various racial-ethnic groups are included within a focused study lends greatly to "intercultural discourse." When children can relate to the literature that mirrors own home, family, community experiences, they are apt to respond more comfortably in a group share and exchange session. Assuming it would be of value when working with culturally diverse groups of youngsters, I looked for themes that appeared to be parallel across cultures and especially pertinent to interpretations of "Literacy." Books, charted thematically, are as follows:

Overlay 4

**Children's Multicultural Selections that Feature Images of
Literacy and Focus on a Literacy Theme or Message**

***Theme:** Family, Community, Peer Bonding Through Literacy Activities

Book Title	Author/ Illustrator/ Publisher/Date	Level	Racial/ Ethnic ID	Literacy Focused Annotation
K, Is For Kiss Goodnight	Jill Sardegna/ Michael Hays/ Doubleday/ 1994	Preschool-1	Afro-American, Asian, White	Listening to a story, looking at alphabetic references to this bedtime ritual.
Tell Me A Story, Mama	Angela Johnson/ David Soman/ Orchard/1992	K-12	Afro-American	Intergenerational bonding of mother and daughter <u>through</u> <u>stories</u> about the mother's childhood.
Daddy and Me	Jeanne Moutoussamy- Ashe/ Author and Photographer/ Knopf/1993	K-1	Afro-American	Reading and telling stories to each other bonds father and daughter in health and sickness.
Yo! Yes?	Chris Raschka/ Orchard/1993	K-3	Afro-American, White	Peer interaction and bonding occurring with an exchange of one word.
Jumping the Broom	Courtne Wright/ Gershon Griffith/ Holiday House/1994	2-4	Afro-American	Families experiencing joy and reflecting it through talk, story, and song.
The Three Golden Keys	Peter Sis/ Doubleday/ 1994	3-6	Czech	Trying to find the keys to childhood memories and experiences with books, a library, and legends written on scrolls.
The World of Daughter McGuire	Sharn Wyeth/ Delacorte/1994	5-7	Mixed Race/ Ethnicity	Doing a school project on family culture/ family stories, and how a child got her name from an ancestor who recognized Arabic.

***Theme: Literacy as a Valued Priority, A Valued Alternative**

<u>Book Title</u>	<u>Author/ Illustrator/ Publisher/Date</u>	<u>Level</u>	<u>Racial/ Ethnic ID</u>	<u>Literacy Focused Annotation</u>
Taxi, Taxi	Cari Best/ Dale Gottlieb/ Little, Brown/ 1994	K-2	Hispanic American	Taxiing to important places in a big city, including a library that is regularly visited by two children.
I Want To Be	Thylas Moss/ Jerry Pinkney/ Dial/1993	2-5	Afro-American	Valuing the desire to be a language, a "signer" for the deaf/the mute.
In for Winter, Out for Spring	Arnold Adoff/ Jerry Pinkney/ Trumpet Club/ 1991	2-5	Afro-American	Caring enough about books and papers to bring them inside and listen to the news when there's a storm.
This Home We Have Made	Anna Hammond/ Joe Matunis/ Crown, Inc./ 1993	2-4	Hispanic and written in English and Spanish	Based on a real mural, painted in the South Bronx by homeless children of a boy who joins a parade to find his home and sees a book being read along the way.
Seven Candles for Kwanza	Andrea Davis Pinkney/ Brian Pinkney/ Dial/1993	2-5	Afro-American	Celebrating the sixth day of Kwanza with Kuoomba-dancing to tell stories about the history of the people in Africa and reciting a favorite rhyme.
Hugh Boy	Rita Phillips Mitchell/Caroline Bench/ Dial/1993	2-5	Caribbean	Visiting the wisest man in the village for advice and finding him holding a book.
Through Our Eyes	Lee Bennett Hopkins/ Photos by Jeffrey Dunn/ Little, Brown/ 1992	Pre-5	Multiple Racial	Selected poems and pictures about growing up; valuing one's name and where/how it can be written in so many different place

***Theme: Learning a Second Language in a New Home Land**

<u>Book Title</u>	<u>Author/ Illustrator/ Publisher/Date</u>	<u>Level</u>	<u>Racial/ Ethnic ID</u>	<u>Literacy Focused Annotation</u>
Beneath the Stone	Bernard Wolf/ Orchard/1994	K-3	Mexican	An adventure in learning to read in Spanish though Leo's ancestral language is Zapotec and is not written.
Soon, Annaia	Riki Levinson/ Julie Downing/ Orchard/1993	K-3	Jewish/ American	The importance of learning to speak English and discard the German in the U.S. to Annaia; family reading letters together; the importance of the newspaper in the home.
Annie, Anya	Irene Trivas/ Orchard/1992	2-4	American Child in Russia	Frustration in learning Russian as a second language; desire to use and hold on to an English alphabet book.
Make a Wish, Molly	Barbara Cohen/ Jan Jones/ Doubleday/1994	2-4	Jewish/ American	Youngster's embarrassment and impatience with her mother who has to ask a neighbor to communicate for her with the child's school because mother can't write in English
Where the River Runs	Nancy Graff/ Richard Howard/ Little Brown/1993	2-4	Cambodian/ American	Learning English, helps the children feel more at home in the U.S.; becoming a writer is one child's goal.
Yang the Youngest and His Terrible Ear	Lensey Namioka/ Kees de Kieffe/ Little, Brown/ 1992	3-5	Chinese-American	Making friends can be initially difficult if you don't speak the native language.
Voices from the Fields	Beth Atkins/ Little, Brown/ 1993	All Levels	Mexican/ American	Valuing school and learning English; joy in writing and a child's reasons for it.

***Theme: Cultural Connections Between Story Purpose, Story Tellers/Writers and Culture**

<u>Book Title</u>	<u>Author/ Illustrator/ Publisher/Date</u>	<u>Level</u>	<u>Racial/ Ethnic ID</u>	<u>Literacy Focused Annotation</u>
The Village of Round and Square Houses	Ann Grifalconi/ Little Brown/ 1986	2-5	African	Respect and awe for Grandma who conveyed the power inherent in one's culture through story.
The Boy Who Lived With the Seals	Rafe Martin/ David Shannon/ Putnam/1993	2-5	Native American	Storytelling, its magnetism, and a folktale outcome.
Iktomi and the Buzzard	Paul Goble/ Orchard/1994	2-5	Native American	Interesting "play" on a continuing, but separate three strand dialogue from the perspective of the main character within the story line, the main character's thoughts parallel with the story line, and an invisible character who urges the reader to interact during the two preceding ongoing exchanges.
Over the Water	Maude Casey/ Henry Holt/ 1994	5-12	Irish	Escaping boredom by reading; writing about own feelings of displacement and torment as an emotional outlet in a story format.
Ann Frank, Beyond the Dairy	Ruud van der Rol and Rian Verhoeven/ Viking/1993	5-12	Jewish	Power of photos in enhancing one's story; the use of writings, photographed to verify commentary.

***Theme: Those Who Model the Positives of Literate Behavior**

<u>Book Title</u>	<u>Author/ Illustrator/ Publisher/Date</u>	<u>Level</u>	<u>Racial/ Ethnic ID</u>	<u>Literacy Focused Annotation</u>
Do Like Kyla	Angela Johnson/ James Ransome/ Orchard/1990	K-2	Afro-American	Modeling the positives of reading a book.
Dinner at Aunt Connie's House	Faith Ringgold/ Hyperion/1993	2-4	Afro-American	Highlights famous women, including a writer, preacher, and public speaker.
Faith Ringgold	Robyn Turner/ Little, Brown/ 1993	4-6	Afro-American	The richness of storytelling as a tradition in a culture; the worth of expression through painting, quilting, sculpting, and writing children's books.
Freda Kahlo	Robyn Turner/ Little Brown/ 1993	4-6	Mexican	A model of courage and freedom of expression who employed the creative arts as her means to communicate most effectively.
Champions	Bell Littlefield/ Bonnie Fuchs/ 1993	4-7	Many Cultures	Many athletes including Satchel Paige who acquired a positive image as a storyteller, a spinner of tall tales.
The Dream Keeper and Other Poems	Langston Hughes/ Brian Pinkney/ Knopf/1994	All Levels	Afro-American	How, in one poem, a young listener is captivated by Aunt Sue's poems.

***Theme: The Power of Literacy (Spoken and Written)**

<u>Book Title</u>	<u>Author/ Illustrator/ Publisher/Date</u>	<u>Level</u>	<u>Racial/ Ethnic ID</u>	<u>Literacy Focused Annotation</u>
Why the Sky is Far Away	Mary Gerson and Carla Golembe/ Little, Brown/ 1992	1-4	African	Messages can be sent through print, orally, or through music.
It's Our World, Too!	Phillip Hoose/ Little Brown/ 1993	3-12	Multiple Cultures	Children making a difference in the community, the state, the world through varieties of social-activism projects that necessitate the use of various language arts activities.
The Rebellious Alphabet	Jorge Diaz/ Oivind Jorfald/ Henry Holt/ 1993	5-12	Hispanic	Political satire on how knowledge and literacy set one free; how it is difficult to repress literacy behavior.
Darnell Rock Reporting	Walter Dean Myers/ Delacorte/1994	Middle School	Afro-American	Discovering the power of own words in print by writing for the school newspaper.
While Standing On One Foot	Nina Jaffe and Steve Zeitlin/ John Segal/ Henry Holt/ 1994	Middle School-High School	Jewish	How the Jewish people told stories with wit in order to survive.

***Theme: Modes of Communication Beyond the Language Arts**

<u>Book Title</u>	<u>Author/ Illustrator/ Publisher/Date</u>	<u>Level</u>	<u>Racial/ Ethnic ID</u>	<u>Literacy Focused Annotation</u>
Babyo	Nancy Carlstrom/ Sucie Stevenson/ Little, Brown/ 1992	K-2	Carribean	Using the rhythm inherent in daily life activities to communicate.
Sing To the Stars	Mary Barnett/ Sandra Speidel/ Little Brown/ 1994	2-5	Afro-American	How the violin speaks for a boy when he has no work; that music speaks best when someone listens.
At the Beach	Hury Voun Lee/ Holt/1994	K-2	Chinese American	The messages Chinese picture stories relay.
Osa's Pride	Ann Grifalconi/ Little, Brown/ 1990	2-4	African	Making picture stories out of little pieces of colored cloth scraps; using the cloth to tell a sequential story.
Alvin Ailey	Andrea Pinkney/ Brian Pinkney/ Hyperion/1993	3-5	Afro-American	Expressing one's imagination, cultural experiences and memories through dance.
Sweet Clara and the Freedom Quilt	Deborah Hopkinson/ James Ransome/ Knopf/1993	3-6	Afro-American	Mapping the route from South to North and freedom by quilting the directions.
Buffalo Dance	Nancy Van Laan/ Beatriz Vidal/ Little, Brown/ 1993	3-5	Native American	A folktale can be told through picture writing.
The Gift of Changing Woman	Tryntje Seymor/ Apache Artist/ Henry Holt/ 1993	3-6	Native American	Language may be a limitation in communicating about culture but body movement and dance can neutralize a deficiency; ceremony is a form of communicating.
The Willow Pattern Story	Alan Drummond/ North South Books/1992	3-5	Chinese	Telling a folktale using a pattern unique to Chinese pottery.
A Small Tall Tale from the Far, Far North	Peter Sis/ Knopf/1993	3-7	Alaskan	Models communicating through a series of slide like illustrations with captions.
Mieko and the Fifth Treasure	Elcanor Coerr/ Putnam/1993	3-6	Japanese American	Reflects freeing oneself of a constraint so that a message can convey what the heart knows, not just what the eyes see.

Selecting and Assessing the Worth of Current Multicultural Books That Include Images of Literacy

Multicultural children's books must be examined carefully for their worth if they are to make a positive contribution to children's learning. As teachers, examining and selecting books for the classroom library, the following are questions to reflect upon:

***Show Overlay 5**

Overlay 5

**QUESTIONS TO REFLECT ON WHEN EXAMINING MULTICULTURAL
BOOKS WITH A FOCUS ON IMAGES OF LITERACY**

1. Is literacy the main focus of the book or are literacy images naturally woven into a more dominant main theme?
2. Are the images of literacy presented by an author and/or illustrator positive or negative? Can these images serve or enhance the reader's or listener's academic or social development? Is understanding or appreciation of diversity in literate behavior fostered?
3. Does the author provide for or encourage cross culturally-based parallels so that pupils, not of the book's cultural focus, can nevertheless adequately construct meaning?
4. Is a book's content, related to literacy, societally and or historically accurate? Are the images of literacy worth offering to children?
5. Does the selection have potential as a stimulator of intercultural discourse and of a sense of community within a group of students?
6. Does the children's book possess the characteristics of quality multicultural literature (i.e., authenticity; accuracy; ethnically/racially identifiable but non-stereotypic characters; realistic as well as substantive character interactions; characters who are equivalent to "mainstream" population counterparts intellectually and as leaders; respect for diversity; etc.)
7. Can you think of a children's literature selection that focuses on literacy in the "mainstream" of America?

Overlay 6

TEACHERS USING A VARIETY OF LITERATURE RESPONSE MODES TO ENCOURAGE PUPILS' INTERCULTURAL DISCOURSE

Literacy Focused Themes

Family,
Community, Peer
Bonding Through
Literacy Activities

Literacy as a
Valued Priority,
A Valued
Alternative

Learning A Second
Language In a New
Land

Ideas for Pupil Responses to Theme Related Books

Making a chain of "links" that include photos or drawings of "special someone's who--read to me and/or I read to; tell me stories and/or I tell stories to; talk to me as a friend and/or I talk to them; share memories with me and/or with whom I share mine."

Speculating and dialoguing about why characters in books such as Taxi, Taxi, Seven Candles for Kwanga, or I Want To Be mirrored the worth or pleasure derived from a language or a literacy activity; decorating a large box, labeling it I'd Rather, Treasures; writing a review, audio taping a book talk, or illustrating a treasured story in order to again listen to it, tell it to a friend, or reread it another time.

Creating a small group or whole class "Research Scrapbook" that contains pages with words or sentences from other languages that were in a book read or in a storytelling session remembered; including an English translation and an illustration that might cue remembering a foreign word's meaning; talking with a non-native speaking relative or friends about their early arrival experiences in this country with little to no proficiency in the English language; dialoguing, sharing, and comparing their experiences to those of book characters.

**Connections
Between Story
Peer Story
Tellers/Writers
and Culture**

Designing a story teller's "tree stump" by using a small stool covered with brown paper and modified to look like one; describing how early story tellers often sat on a stump and gathered the masses to listen; encouraging pupil sharing of the "stories" they read or heard told by the main characters with books; discussing ways the storytellers kept listeners interested when sharing life related events; encouraging pupils to sit on the storytelling stump and tell their own excerpted life event that includes a main experience and some interesting related details (Juli Jensen, Best of Livewire, NCTE, 1989).

**Those Who Model
the Positives of
Literate Behavior
in Books**

Designing a bulletin board labeled, "Three Cheers For Good Speakers, Listeners, Readers and Writers"; having children create a "thumbnail" sketch of the literacy-related achievements of people they read about or listened to stories about; encouraging pupils to develop self-sketches or illustrations of the communication art or activity they best like to participate in.

**The Power of
Literacy (Spoken
and Written)**

Discussing the impact, effectiveness, or power that literacy characters in the books experienced; highlighting, especially, the social activism projects such as "collecting funds for the Sadako Memorial" in the book, It's Our World, Too by Hoose; facilitating pupils' planning of a class, school, or community involvement project that might be appropriate.

**Modes of
Communication
Beyond the
Language Arts**

Sharing a poster labeled "Messages Without Words" that contains sketches and illustrations of other ways to communicate described in this set of themed books (i.e., a violin, Chinese picture stories; cloth scraps, a dancing figure, a quilt square); encouraging pupil discourse about each as it related to message making and the cultural context of the story; designing individual, small group, or whole class ventures in using one of the message making modes or a newly created one in order to connect self to own cultural context.

Overlay 7

Examples of Strategies/Projects That Bridge From School to Home and Community Literacy

1. A Class or School Book of Amazing Family Facts.
2. Mapping Locations and Visiting Community Landmarks and People Who Are Valued Contributors.
3. Classroom or School Scrolls that List Favorite Books That Community Adults Had as Children.
4. The K. C.. Literacy Launch.
5. Parent, Child, Teacher, Community Literacy Programs.
6. Pantomimes of Folk Tales for Nursing Home Residents.
7. Guest Reporting for Community Newspapers or Bulletins.

Some Strategies/Projects That May Bridge Children From Learning About Literacy Images in Books To More Fully Experiencing Literacy Practices in the Home and Community

It has been said by a number of authors that "children live in two worlds, that of the school and that of the home and community. When these two worlds fail to know, respect, and celebrate each other, children are placed in a difficult position." Their own reality may be devalued and their own parents or primary caretakers may be disenfranchised.

It has become increasingly apparent as parents and the communities continue to display a lack of understanding of how literacy learning occurs that we include them as collaborators in the process. One of the books I've found that has excellent suggestions related to collaborative processes among teachers, students, families, and communities is this one —

***Show — Building Communities of Learners by Sandra McCaleb
and its contents.**

The following include some of the strategies and projects similar to as well as different from those projects described in the book.

1. **Amazing Family Facts** — Parents share something culturally unique, but true, about their families (i.e., my great, great grandmother came to Colorado in a covered wagon, Rattlesnake Kate once lived on the farm my grandparents now own, etc.). These facts should be written down by the youngsters or their parents and may be substituted with or accompanied by photos, news clippings, or related realia. Displaying them initially on a bulletin board as they are being accumulated is an incentive or may provide ideas for other children and parents who are still deciding on what they might share. Eventually these materials may be placed in a class published album of "Amazing Family Facts" that parents and children may "check out" and enjoy at home.
2. **Mapping and Labeling Locations and Visiting and Interviewing the People Who Work at Community Landmarks or are Known in the Community as Having a Valued Attribute** — Through this potentially integrative curricular learning experience, critical listening, informed note taking, peer dialoguing, and planned interviewing strategies can be naturally interwoven.

3. Scrolls of Most and Least Favorite Books — With permission from people in the community, encouraging children to contact them by phone or letter to ask about their three most preferred and three most disliked stories, books, or poems as elementary graders. The designing of a classroom or school scroll that will contain names of the books and community participants could be a very worthwhile project. Classroom publishers might make these available to parents at a school "open house" evening.
4. The K. C. Literacy Launch — Woodmen-Roberts Elementary School in Colorado Springs, publishes Tips for Parents by children that have been distributed as another example of youngsters credibly reaching out to the community and its parents. An alternative or parallel venture might focus on "Words of Advice About Literacy" to children from their parents, caretakers, or a prominent community dweller.
5. A Parents', Teachers', Pupils', and the Community Literacy Program — The Weld County "Read Aloud Venture," with representative community and UNC membership, collaboratively chose to bring Jim Trelease to Greeley in order to highlight the researched value of "reading aloud" to children. The sessions were free and babysitting services were provided. Parent turnout at the UCCC was excellent and most parents also praised the worth of being able to gain some insights into the world of children's literature.
6. Folktale Pantomimes at a Local Nursing Home — With administrative permission and the gracious welcome by many elderly, I enjoyed the opportunity to work with 3rd graders who, with the addition of props they prepared prior to the visit, entertained the elderly with two pantomimes of well known folktales and two favorite folks pantomime improvisations that came as special requests from the nursing home residents. Pupil growth in the art of a pantomime story or story excerpt was evident.

7. **Guest Reporting for the Community Newspaper or Bulletin** — Arranging opportunities for some children to shadow smaller local news reporters and, if possible, seeking opportunities for children to contribute to a "Kids Page" that many newspapers feature.

Using images of literacy in children's literature to support the positions of language activities can be a very rewarding endeavor. Cultural linking begins and is enhanced by "intercultural discourse" that occurs naturally. Invoking parents and other members of the community in collaborative library projects with their children and the school is a requisite for a successful program. Dreams and hopes for children's language arts successes can become a reality when what we attempt is done with students, parents, and the community rather than to them.