Toolkit for Spanish-Speaking Communities

Welcome and Introduction

Welcome to the Every Child Ready to Read® (ECRR®) Toolkit for Serving Spanish-Speakers. This toolkit was developed as a complement to ECRR 2nd Edition. It is primarily aimed at English-speaking public library staff using or planning to use ECRR with partners and families in Latino communities.

ECRR is a parent education initiative of the Association for Library Service to Children (ALSC) and the Public Library Association (PLA), both divisions of the American Library Association (ALA). The ECRR program provides public libraries and other early literacy centers with tools to help prepare parents/caregivers for their critical role as their child's first teacher. The 2nd Edition toolkit includes a series of customizable workshops that demonstrate how parents, grandparents, childcare providers, and preschool teachers can use five simple practices—talking, singing, reading, writing, and playing—to develop language and pre-reading skills in children from birth to age 5. Every Child Ready to Read® 2nd Edition can be purchased at the ALA Store. It includes a printed manual as well as a CD with eight workshop presentations, three for staff and five for the public.

In this kit you will find Spanish versions of the five public workshops. As with the English edition, these slides are customizable. This means you can edit the wording in the PowerPoint slides and notes pages, you can add and delete slides, and you can insert your own photos.

The five public workshops are:

- Parent Workshop (for adults only)
- Fun for Parents and Children (newborn to age 5)
- Fun with Words for Parents and Children (2–5 year olds)
- Fun with Letters for Parents and Children (2–5 year olds)
- Fun with Science and Math for Parents and Children (2–5 year olds)

This kit also includes the following handouts (in English and Spanish):

- Stages in Learning Vocabulary/Etapas en el proceso de aprendizaje de vocabulario
- Milestones in Learning the Alphabet/Metas en el aprendizaje del alfabeto
- Fun with Letters/ Actividades divertidas con las letras
- Fun with Words: Telling Stories/Las palabras son divertidas: Contando cuentos
- Fun Writing Letters and Words/Divertidas actividades escribiendo letras y palabras
- Preschool Milestone/Logros en la etapa preescolar
- Getting Ready to Read at Home/Preparando a los ninos para leer en el hogar
- Evaluation Form/Formulario de evaluación

The following booklists:

- Books That Invite Participation/ Libros que invitan a la interacción.
- Wordless Books That Make You the Storyteller/ Libros sin texto que le permitirán contar una historia a través de sus ilustraciones.
- Books in Spanish with Rhyme and Poetry/ Libros en español, con rimas y poesía.
- Books that you can Sing/ Libros para cantar.
- Books with Rich Language/ Libros Con Un Lenguage Elaborado y Rico
- Books About Science and Math/ Libros Sobre Ciencias y Matemáticas.

More Help for Serving Spanish-Speakers

Before you get started, you may want to peruse further resources that address working with Latino communities and offering a broader array of programs and services. At the end of this introduction, you'll find a Resources section that includes further reading as well as a Pronunciation Guide to Spanish and English Letters. The information in

these resources certainly applies to offering ECRR in Latino communities as well. Some excellent resources are:

Building a Culture of Literacy in Your Community Through Día by Jeannette Larson (ALA, 2011) especially Chapter 3: Cultural Competencies and Chapter 4: Reaching the Community.

Serving Latino Communities: A How-To-Do-It Manual for Libraries®, 2nd ed. by Camila Alire and Jacquiline Ayala (Neal-Schuman, 2007)

In addition, these websites may help you as your plan your ECRR for Spanish-Speakers programming:

REFORMA Website for Children and Young Adult Services

The Children's and Young Adult Services Committee of REFORMA (CAYASC) provides a forum for the exchange of ideas and information relevant to the effective delivery of library services to Spanish speaking children and families in the U.S. Its many activities and tasks include planning and organizing the Pura Belpré Celebraciòn each year, reaching out to ALA divisions, Affiliates, and other organizations to explore cooperative programming and sponsorship, and establishing guidelines for Spanish Language Collection Development for Children.

Webjunction Spanish Language Outreach

Webjunction presents training workshops for library staff on outreach to Spanish-speakers. The workshop materials, projects, case studies, success stories, and tools for your own initiatives are available.

Additional resources, including many more case studies, Spanish translations, and information on marketing and programming for Spanish-speakers also are available through OCLC.

ECRR Facebook and Ning

Join the Every Child Ready to Read Facebook page (*https://www.facebook.com/everychild*) and ECRR Ning site (*http://everychildreadytoread.ning.com*) to interact with other ECRR users, get ideas and tips, and share your own experiences and knowledge.

Buy-In and Out-Reach

Information in the ECRR Manual itself addresses the importance of early literacy for all children and their parents/care-

givers; however, you may find you have to convince others as to why it is important to reach the Latino community in particular with your outreach and early literacy efforts.

There are several reasons that are both practical and philosophical. It is best to begin with a thorough understanding of the Latino communities you seek to serve. It is important to know the demographics for your local area, including what percent of your service area is Latino, their education levels, and the number of young children.

These questions will help you identify the need in your community. How are Latino children faring in kindergarten? Are they entering school with the skills they need to be ready to learn to read? Are they lagging behind? In addition to this general "all Latino" grouping, talking with the principals, pre-K and kindergarten teachers, and ESL/ELL teachers will help you to find out if focusing on a geographic area or particular Latino communities would be helpful.

Within any of these groups, keep in mind there will be differences in families and in individuals. If a school is able to identify a particular geographic area that needs additional support in helping children, you may want to pilot library services there first. After talking with partners and families, you can determine if ECRR workshops would be valuable. Focusing on one community allows you and your library to maximize impact with available resources as well as to locate local data to show the impact of library services and programs.

On a national level, in 2010, Hispanics represented almost a quarter (23 percent) of all children.[1]

Of children under age five, 26% percent were Hispanic in 2009 and 22 percent of children under 18 are Hispanic.[2] Latino children are the fastest-growing segment of the U.S. population and, according to a study commissioned by the National Task Force on Early Childhood Education for Hispanics, will comprise more than a quarter of Americans eight and younger by 2030.[3]

[1] Frey, W. H. (2011). America's diverse future: initial glimpses at the U.S. child population from the 2010 Census. Washington, DC: Metropolitan Policy Program at the Brookings Institution.]

[2] [Hispanic Americans: Census Facts]

[3] www.infoplease.com/spot/hhmcensus1.html#ixzz28jQrPTWL

[4] Head Start and the Changing Demographics of Today's Young Children by Olivia Golden, http://www.nhsa.org/files/static_page_files/4285130C-1D09-3519-ADD7A0A961907161/DialogBriefs_V14.pdf

[5] www.urban.org/UploadedPDF/412203-young-children.pdf. [Fortuny, Karina, Hernandez, Donald J., & Chaudry, Ajay. 2010. Young Children of Immigrants: The Leading Edge of America's Future. Policy Brief. Washington, DC: Urban Institute.

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About 48% of young children (ages 0 – 8) of immigrants from Mexico and about 41% of immigrants from Central America live in families where no one age 14 or older is proficient in English. About 81% of children of Mexican parents, about 71% of children of Central American parents, 40% of Caribbean parents, (with 65% of Dominican parents) are in households where the parents are English Language Learners.[4]

Among young children (0 – 8 years) of immigrants about one third live in households where no person age 14 or older is English proficient. For children of immigrants from Mexico, about 48% live in families where no one age 14 or older is proficient in English. At age 5, about 35% are bilingual (speak English and one other language well) and about 37% are English language learners.[5]

The most obvious reason to reach out to the Latino community, is the same reason we reach out to anyone in our community. The public library is here to serve all. A democracy requires educated people to sustain and support it, to make informed decisions. Education and reading are part of that commitment; the public library's mission includes education and lifelong learning.

If you need reasons of a more practical nature, then:

- Reaching out to Latinos brings further library support.
- Latinos pay taxes and are entitled to services.
- Educating all in the community betters the whole community, economically and socially.
- Helping Latino children reach their potential in turn develops productive adults.

Getting to Know Your Latino Community

Talking about people as part of a group or culture by definition means we are generalizing. While this is necessary and can be valuable to help us address assumptions we make from our own cultural point-of-view and can be an aid to understanding the other culture, we also run the risk of not seeing people as individuals. Please keep both perspectives in mind as we talk about reaching Latino communities and families.

Whether you have very few or many Latino families in your community, it is important not to make assumptions. Some Latinos have lived in the U.S. for generations and may, in fact, be more comfortable speaking English than Spanish. Others may be new immigrants to the U.S. and are just figuring out how to get around their new home. Some new immigrants may be highly educated in their native countries, but because they do not know English fluently, cannot get jobs at the same level as they had. When there are very few Latino families, you may find them more assimilated into the larger community. In places where there is a large La-

Your eagerness to know the families and a welcoming attitude go a long way to create enduring interactions and relationships.

tino community, families may be able to work, live, and be educated within that neighborhood.

We serve all our families best when we talk with them and get to know their ideas, values, and needs. This can be complicated by the fact that we may not know Spanish or not know it well. We will need to use interpreters or talk with partners who know the Latino communities well. Do not underestimate the value of collaborating with interpreters, community partners, and advocates. Your eagerness to know the families and your welcoming attitude go a long way to creating enduring interactions and relationships. Partnerships and relationships take time and care to develop. Be proactive and patient.

Who are they?

Be sure to familiarize yourself with the Latin American map, with its countries and capitals. Get to know regions such as the Caribbean, North, Central, and South America.

For demographic information about the Latino community in your area, you can use federal census data and state government statistics. Interviews with local leaders, local residents, and other community organizations will also assist in the development of the community profile. Further resources include:

- Reference and User Services Association Library, American Library Association—Guidelines for Library Services to Spanish-Speaking Library Users

- *Hispanics in America* from The PEW Hispanic Center, which provide national statistics on how the Latino/Hispanic population is composed in the United States.

Using census data and statistical sources will give you an overview of the community but certainly not a complete one. It is only by getting out into the Latino communities that you will best be able to serve them. This can be daunting especially if you do not know any or much Spanish.

Strategic Partnerships

We always talk of partnerships, and this is certainly a good approach to take. When we think of partnerships we think of working with organizations or agencies with whom our goals overlap and we can complement what each other does.

Probably the easiest place to start when working with partners is with the partners you already have. However, do not limit yourself to them. Rather, see them as an initial point of contact to reach more partners and more Latino families! For example, in terms of outreach regarding early literacy, we often partner with Head Start. By contacting the Family Services Provider for Head Start, you can work together to provide workshops for all parents and families, some of whom will be Latino. This partnership could then lead you to others as you come to know these families.

Other possible partnerships include:

- Organizations that teach English to new immigrants
- Agencies teaching English to speakers of other languages
- Child Care Resource and Referral agencies that provide training to child care providers and families
- Child care centers, family child care providers, informal care
- Department of Family Services/Human Services
- Churches with Latino ministries/services
- Churches that offer child care that include Latino families
- Catholic school personnel who serve Latino families
- Catholic charities
- Public school officials especially those who work with school enrollment
- ESOL/ELL teachers at schools (English for Speakers of Other Languages/English Language Learner)
- Early learning division of schools, early childhood specialists in the school or county, Pre-K, and kindergarten teachers
- Home Visiting Programs such as Parents As Teachers
- Community Action Centers (CAC)
- Early literacy/early childhood organizations such as Success by Six
- Early childhood coalitions in your community/region
- Migrant Network Coalitions and other migrant groups
- Radio and TV stations serving Spanish-speaking communities
- Latino cultural organizations
- Doctors and health clinics
- Business owners (especially if advertising in Spanish) e.g. laundromats, food stores, overseas money-wiring services
- Latino business owners

Ask every contact you make from these groups to recommend one or two others in the community who might help.

Work with "Ambassadors"

Another approach to consider is that of identifying ambassadors. An ambassador may not be affiliated with an organization. For example, an ambassador may be a Latina mother you struck up a conversation with at a grocery store. They may be Latino summer reading volunteers who like the library, are eager to share what they know about the library in their communities, and offer you advice and ideas to reach non-library users. You may find people who were teachers in their native countries but cannot get teaching jobs here. They are wonderful ambassadors and love to put their knowledge to use. Ambassadors may or may not be informal leaders in the community. They are individuals who are eager to learn and to share information and ideas. They can share information about library offerings with their peers, families, and neighbors while simultaneously helping library staff to better understand the Latino community.

Understanding Latino Culture—A Beginning

In a report entitled "Connections and Commitment: A Latino-Based Framework for Early Childhood Educators,"[6] Costanza Eggers-Piérola explains a framework of values, principles, and practices responsive to Latino families. They are:

- Familia/Family: Forming alliances with the family network
- Pertenencia/Belonging: Creating a sense of family
- Educación/Education: Learning together
- Compromiso/Commitment: Reaching beyond boundaries

The report addresses these areas in an early childhood educational setting, but some of these same concepts can be applied to the library setting and to library services as well.

Familia

Family, not the individual, is seen as the central unit. Often grandparents, aunts, uncles, cousins, and friends of all ages are part of the immediate family. The family takes care of each other, helps, supports and mentors each other. Everyone in the community—neighbors, fellow-church-goers, community helpers—all have a role in supporting and raising children. As many of us have noticed, programs where the whole family is welcomed are more likely to bring in Latino families. Older children may have some responsibility for the care of younger children. Older children read to the younger ones, so we need to acknowledge and sup-

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[6] Eggers-Pierola, Costanza. Connections and Commitments: Reflecting Latino Values in Early Childhood Programs, Heinemann, 2005.

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port their role, and make it a point of pride for them. With this broad definition of family, your ambassadors may be a grandparent, an aunt, a storekeeper, a soccer coach, or a priest. In addition, by participating in organizations, we can learn more about what families want for their children.

Pertenencia/Belonging: Creating a Sense of Family

One goal of Latino culture is to promote a child's sense of belonging to the group and by extension a commitment/responsibility to the group. Social contacts are the key means of access, support, and information. How might we in the library be able to create a "sense of group" that is seen as nurturing the child? Consider ways to convey an environment where children and adults care for each other, learn from each other, teach each other, and play together.

Prized personality characteristics are respect, loyalty, obedience to elders, understanding limits, and fostering empathy and responsiveness to each other's needs. Children are to feel cared for and also develop a sense of responsibility to those who care for them. So, when planning activities in a program, make sure to include group problem solving, and participation. Offer opportunities for children to be in the role of helping others, such as handing out materials. Here is a simple illustration comparing how we might set up an activity or craft. A more Euro-centric approach would be to put out supplies at each place (for each person) at a table. An approach that would support group interaction, negotiating, and sharing would be to put all the supplies in the middle of the table to encourage socializing.

Whether or not you speak Spanish, be sure to greet and welcome each child and adult. Smile and make eye contact. Have a dictionary available that you can use. Learn a few welcoming phrases. Join in with activities and art projects. We communicate in many ways, both verbal and non-verbal. Also, gathering around a meal as part of a program, and giving time for people to mingle and feel part of the group can support pertenencia.

Educación Learning Together

The holistic development of the child as part of a community is more important than individual development. Education is seen as a means for the child to grow into a productive and giving member of the larger community. In Spanish, the word educación refers to not just academic learning but also to group behavior and learning to serve as a model for others. A child who is well-educated has not just achieved academically but is also

a whole person who knows how to interact with others, is giving, and is responsible. Success is tied to not just what you achieve but to what you are or will become as a person. Success can also be seen by what you accomplish as a group: shared goals, shared parenting, and all working together. One example might be to praise not just the work the child has done, but also to indicate how proud you are of the child or how proud the family will be of the child. In programs, older children can help and explain to younger children, and all members of the group of any age can help each other as participants, co-planners, and initiators of programs.

In language and literacy learning, schools in the U.S. put much emphasis on text-based knowledge. It is important to also acknowledge the richness of oral language, and its strong basis for later literacy. It is critical to encourage adults to speak to their children in the language that is most comfortable for them, so that the children hear language spoken fluently and benefit from a large vocabulary and the joys that come with hearing stories, and with learning the information that adults can share with them.

Many Spanish-speaking families want their children to learn English well. It is important to convey the crucial role that the mother tongue (lengua materna) plays in language development, and still respect the parent's desire to help their children function well in English-speaking environments. Language values will vary from family to family. It is these conversations that will help determine the ways ECRR workshops will be delivered. Because Latino families are interested in educating the whole child, we can integrate some of the early literacy skills with other areas of development. For example, we may talk about the importance of vocabulary and learning the words for feelings—sad, scared, angry, frustrated, etc. In addition to the importance of knowing the meanings of words, we might also point out that being able to identify and say the words for feelings is a first step in helping children regulate or control what they feel and how they behave.

In one study, a focus group of Latino families of school-age children believed that instead of receiving a tangible reward like a toy or other item, children should be taught to feel proud of their work and proud of making their family happy. They saw material rewards as part of "American consumerism."[7] It might be a good idea to talk with your partners about how to offer incentives. For example, if we

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[7] p.289, "What Kind of School Would You Like for Your Children: Exploring Minority Mothers' Beliefs to Promote Home-School Partnerships" by Cristina Gillanders et al. Early Childhood Education Journal (March 2012) 40:285-294.

are giving away books or items to play with, we should be aware of how we offer them—as a reward or incentive? As a tool for learning? Talking with partners and getting to know the families themselves will offer insights into our efforts to draw families to our programs and services as well as to make sure they have the items needed to help their children enter school ready to learn to read.

Compromiso/Commitment: Reaching Beyond Boundaries

People in the Latino community help where needed, discuss, ask each other's advice, join forces to act, problem solve, and reach consensus in all matters. The individual goes beyond his/her own role when needed. This behavior is a direct result of growing up in a culture where interdependence is prized. In the library community, this means the expectation is that you will go beyond what you might perceive as your "library staff" role to help children and their families. As we get to know children and their families, it is not unusual to be expected to help in areas we had not initially planned for. We can use our knowledge of community resources to have the library be seen as part of the Latino community. Working with Latino leaders and agencies is one way to provide the services needed in ways that Latino families will best be able to take advantage of them.

We need to step back and listen to what is needed, not just come forth with our own agenda. By listening and taking time to understand, we will be better able to serve Latino families.

Understand the cultural differences and similarities among Spanish-speakers. If you have to work with a mixed audience, find the common ground. Understand ethnic/racial roots and African, European, and Indigenous influences. Explore the similarities in linguistic expressions, rhymes, songs, music, and stories. Celebrate the differences. When you sing a Spanish song, you may find it joyfully received by Latinos from one country but not familiar to those from another country. You may also find different versions of the same song. It is fun to have families share how the song is sung or the story told in their native countries. Allow time for sharing. For a list of books with songs, see Libros para cantar, in the Booklists section.

Books based on children's folklore can be a good start for sharing stories in book form. Many of these stories have origins in Spain, so while there are some differences related to colloquialisms or using different words to express the same idea, the stories themselves are familiar across many countries. Those who do not read Spanish well may be familiar with the stories and can likely tell the story guided by the pictures in the book. It may be difficult for families to find books in Spanish, so have Spanish or bilingual books available. Giving them away or highlighting your library's collection as part of workshops and events is one way to help families incorporate reading children's books into their daily lives. However, having Spanish and bilingual books for children in your collection will probably not be enough to bring families to the library. Remember that is only one aspect of service to the Latino community.

At the Library

Outreach to the Latino community may feel daunting at first. It stretches us beyond our comfort zone. This feeling can, in fact, be a strength in that it helps us understand those who do not feel comfortable speaking English or coming to the library. In general, Latinos are welcoming, appreciate our efforts getting to know them, and are understanding as we try to speak Spanish, to whatever extent we can. Our overarching goal is to help parents, and help their children develop a lifelong enjoyment of learning and enter school ready to read.

New immigrants, may not be familiar with the concept of a public library. This is one reason why outreach is so important. Librería in Spanish is a bookstore; a library is biblioteca. Make sure that they understand they borrow (for free), not buy materials and that there is a specific due date. Explain also that library programs are free. Emphasize that all they need in order to borrow materials from the library is a library card. In most library systems, only proof of address is needed, and this can be obtained even by sending an envelope to oneself in the mail and then bringing the envelope to the library as proof of address. Be sure to explain the process for obtaining a library card to your Latino patrons and translate any signage into Spanish. Those of us who work in public libraries and those who have grown up using public libraries have the assumption that libraries are considered a trusted institution, a place to get information, a place where your reading selections and information needs are treated with confidentiality. Library staff are assumed to have a level of trustworthiness. These are assumptions that cannot be made by Latinos, especially those new to our country. This is why building a relationship through other trusted people in the Latino community is key to helping the public library be seen as part of the Latino family. It is also important to make sure they know that personal information is considered confidential. This should be made clear with signage, on library card application forms, and as part of the information conveyed when people sign up for a library card.

If you are feeling overwhelmed, keep in mind that starting small is appropriate, such as focusing on working with a particular partner or one Latino community in a geograph-

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By listening and speaking, young children are learning the sounds and structure of the language as well as the meanings of many words. They are learning ideas, concepts, stories, and information.

ic area. Pace yourself and build on each experience. Expect some setbacks but don't get discouraged. These are learning experiences for all. Observe, take time to reflect, listen well, and persevere.

After listening to your community partners and ambassadors, think about what the library can offer and how best to offer it. You can share the workshops you feel are most helpful and engaging, and that support what your partners are doing or what they would like to do. Feel free to adapt the ECRR workshops to the communities you are working with. Take the advice of your partners and ambassadors. Continually learn and adapt to make them the best possible place for the people you are serving.

Make the Library a Welcoming Place

Once Latinos are coming to the library, we want to make sure they feel welcome. There are numerous ways that this can happen. The easiest method costs no money. SMILE! Talk with them and offer assistance in whatever way possible.

If most of your Latino community finds it easiest to communicate in Spanish, then it is of course best to have Spanish-speaking staff available during all hours that the library is open. Having all staff who speak Spanish wear a button that says "Hablo Español" might make it easier for some Spanish-speakers to approach the staff.

However, it is not only up to Spanish-speaking staff to help all who walk through our doors feel welcome.

Signage in Spanish, posters depicting Latino people, materials in Spanish, English-language learner materials, computers set up in Spanish, and translated library information that can help library staff members communicate with Spanish-speakers are all areas that can help make the library a welcoming place. "The Latinos and Public Library Perceptions Report" noted that friendly staff was a stronger factor in increasing visits to the library than Spanish language materials.[8] Webjunction offers a Spanish-English

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8 Edward Flores and Harry Pachon, WebJunction, OCLC Online Computer Library Center, Inc. 2008)

pointing guide which, while helpful, should not be a substitute for ongoing efforts to hire Spanish-speaking staff.

Language Use

Many parents want to know what language to speak with their children. Once again, the approach you take will depend on the group with whom you are speaking. What are the values, preferences, and language abilities of the people to whom you are speaking?

Here are some things to consider.

Some families make it a priority that they want their children to know Spanish well. They speak with their children in Spanish all the time. They know their children will learn English in school. Once children are surrounded by English, they often respond in English even when spoken to in Spanish. As children are more immersed in the English language, it can be harder to keep up Spanish, so having a strong base in Spanish from the beginning is important. Bilingual Edge addresses many of the concerns parents have and can provide support for when children become immersed in English-language environments.

English or Spanish?

Some families believe that learning English is the most important aspect of being able to do well in the U.S. They believe that whatever exposure or introduction to English they can give their children is the best way to prepare them for doing well in school. While this may seem natural, it is not necessarily true according to current research. Let's look at different situations.

Some parents are completely bilingual themselves—that is when they speak in English, they are thinking in English; when they speak in Spanish, they are thinking in Spanish. They speak both languages fluently, have good vocabulary in each language, and can say what they mean, using specific words to describe what they are saying.

Some parents are mono-lingual Spanish. That is, they have very little English, but speak fluent Spanish. Within this group, some parents are very literate with large vocabularies, while others converse in Spanish but do not read or do not read well.

It is important for Latino families who speak Spanish fluently and speak a little English to know that it is best for them to speak with their children in Spanish, the

language they know best. In this way, children are hearing language spoken fluently. By listening and speaking, young children are learning the sounds and structure of the language as well as the meanings of many words. They are learning ideas, concepts, stories, and information. Research shows that if children know one language well, they can learn another. If they come to school knowing only the little bit of English they hear from their parents, and only a little bit of Spanish, then they come to school with very little language. It is more important for a child to have LOTS OF LANGUAGE—in whatever that language is—so it can be used as a base for learning more language. For these families, when we talk about the value of bilingualism, we want to emphasize that talking with their children in Spanish will give them a strong base in that language. Their children will become bilingual because when they get to school, they will be learning in English. This is called sequential bilingualism. All the stories, information, ideas and activities parents share in Spanish will help their children have a strong knowledge base for learning in English as well. The children will be able to translate what they know, rather than having to learn both the concept and the English word at the same time.

Bilingual Families

For those families who are bilingual from a language-learning point-of-view, the adult can choose which language to use with the children. One important thing to note is that children learn language through social interaction. They relate the language to the person. So, if one member of the family speaks English well, that person can speak to the child consistently in English and other members of the family (like grandparents) can speak with the child consistently in Spanish. In this way, children are learning both languages and still keeping them distinct. This is called simultaneous bilingualism.

Code-Switching

It is natural for code-switching to occur—for children to mix Spanish and English. This is NOT a reason to stop using one language or the other. The current thinking is that code-switching is a natural occurrence with bilingual speakers. Although it used to be thought that code-switching by children meant they were unable to separate the two languages, current research and observations have found that even in baby's babbling, the child is making distinctions in the sounds used in each language. [Bilingual Edge p. 189]

There are many reasons for code-switching in young children:

- A word or phrase expresses the exact meaning that is not exactly expressed in the other language
- Emotional connection to a particular word or phrase
- Some words are associated more with one language because of the context in which they are heard (cooking and food in Spanish; playing at the park with English-speaking children)
- Some words are easier to pronounce in one of the languages

It is important for parents to watch the ways a child does code-switching. If there is a lot of language mixing in the home, the child is likely to do the same. However, if the child is speaking Spanish and replaces many words or the same word repeatedly with the English word, try to see if the child knows the word in Spanish, and teach it if necessary.

Once children start school they pick up English very quickly. Without strong support at home, children can slowly lose their Spanish. Losing the home language may mean that eventually children will not be able to communicate well with those who are more comfortable in Spanish. Adults may not be able to explain values, ideals, and other very important things to communicate to children as they grow older. In addition, being fluent in more than one language in today's world is an asset in the workplace.

Even after this information is conveyed, many Latino families want to use library programs, such as storytimes, as a way to learn English. It is important to respect their wishes while making sure that supports are present to make learning fun and meaningful. Including Spanish songs into English Language Learner Storytimes and talking about the importance of the home language can still be incorporated into these programs.

Planning Your Presentations

The ECRR® scripts talk about the parent as the child's first teacher. They also talk about the importance of starting young and reading to young children which will then help children be ready to learn to read in school. This in turn affects later school success. Plan to spend a bit more time on the following ideas.

- In the U.S. parents are expected to support their children's learning even before children reach school. Point out that this can be done in many enjoyable ways and stress that the library is here to help. Explain that when children get to school teachers will still expect parents to help their children to learn at home.

- Sharing books together with young children can be enjoyable. Show some flapbooks or other "toy books" that can encourage the love of books. Assure parents that young children are going to chew on books and may try to tear them, but we have board books. We would rather that children get comfortable with books when young. This is how they learn.
- Children should see their parents reading.Whether it is magazines, catalogs, books, anything. Show how this is an opportunity to talk about the pictures with children, and tell them a story or what you would do if you had something from the catalog, or describe what it does, how it works.

Selected Workshop Highlights

The Stories

The Bossy Gallito/El Gallo de Bodas: A traditional Folktale. (Dual Language Edition, English and Spanish) retold by Lucía González and illustrated by Lulu Delacre is used instead of *The Little Red Hen*, which is used in the English version of ECRR.

The stories, *The Little Red Hen* and the *Bossy Gallito/ El Gallo de Bodas*, present several similarities. Both stories are based on traditional folk tales. Their main characters, a hen and a rooster, find a grain. The hen finds a grain of wheat and the rooster finds a grain of corn. Both are searching for help and encounter different characters along the way. Both of them, for different reasons, obtain the same negative response: "No, I will not." At the end, in both stories, they are helped. *The Bossy Gallito* has been recognized with the 1996 Pura Belpré Honor Book for Narrative and Illustration, and was selected as one of the "New York Public Library's 100 Picture Books Everyone Should Know," along with *The Little Red Hen: An Old Story*.

Using *The Bossy Gallito/El Gallo de Bodas: A Traditional Folktale*

- Lends itself to making predictions about the plot of the story.
- Offers opportunities for repetition.
- Provides opportunity to extend conversations on kindness and good manners.

Ten Little Puppies/Los diez perritos by Alma Flor Ada and F. Isabel Campoy, illustrated by Ulises Wensell replaces The *Three Little Kittens* from the English version of ECRR. *Ten Little Puppies/Los diez perritos* is based on a popular children's Latin-American song and traditional rhyme. Parents will enjoy sharing and walking through the book

with their children. Like *The Three Little Kittens*, there are several printed versions of the diez perritos song. This recent edition by award-wining authors Alma Flor Ada and Isabel Campoy has a bilingual format and beautiful illustrations.

The *Ten Little Puppies/Los diez perritos* offers:

- Opportunities for repetition.
- Counting practice, as the reader counts along in Spanish or English, as each one of the ten puppies disappears from the pages.
- Opportunities for making predictions and inferences about the plot due to its repetitive wording and close matching of text and illustration
- Singing! This is a singable book and includes the lyrics.
- Enjoyment on several levels from counting the dogs with their fingers to making the sounds of a dog.
- Exposure to basic math operations, such as addition and subtraction.
- Identify the feelings of the characters through the story.
- The opportunity to extend conversations on lost and found.

Songs and Activities:

The recommended singing activities to match the substituted titles are:

If the presenter is using *The Bossy Gallito/ El Gallo de Bodas*, sing the songs "El gallo pinto" or "Mi gallito." These short rhymes from Latin-American folklore are appropriate to awaken the children's interest in the sounds of words. The rhymes rely on auditory patterns rather than meaning of words. In "Mi gallito" the "laleo" or repeated syllables generate simple sounds, like, la, la, la. In "El gallo pinto" the sounds at the end of the phrases match the last syllable, like "durmió, cocoricó, no lo oyó" making singing it fun and engaging. Both rhymes are appropriate to help children to remember things for a longer time, to help children to hear the smaller sounds in words. They both have rhyming words, silly words, and stretched out words. Children can also sing them fast, slow, and over and over. Both rhymes also tell a story that provides opportunity for conversation and discussion. Tunes for these songs are available in CD sound recordings, YouTube videos, and web sites. (See Resources.)

If the presenter is using "Ten Little Puppies/Los diez perritos," sing the songs "Los diez perritos" or "Los elefantes." These very popular short rhymes or "rondas" from Latin-American folklore are appropriate to help children remember things for a longer time, and hear the smaller sounds. Children can also sing them fast, slow, and over and over. In the book Los diez perritos children count the numbers down and in "Los elefan-

tes" children practice addition, by adding the elephants. Tunes for these songs are available in several CD sound recordings, YouTube videos, and websites. (See Resources)

You've done a workshop . . . now what?

Use the Evaluation Form (in the Handouts section) to gather information about and reactions to your program. Use the reactions to your ECRR workshop as a learning opportunity, both for continuing to work with your current partner(s) and/or ambassador(s) as well as ways to approach new partners and ambassadors. One of the most helpful activities is to see if some or all (depending on the size of the group) of the parents who attended would be willing to meet with you to discuss what they thought of the workshop—-what they learned, what was most helpful, what they might suggest to make it better, what else they would like to know, where else to do the program. You may find new ambassadors among them.

If you did the workshop in an outreach location, how can you work with your partners to see if families would come to the library? Talk together about what kinds of follow-up would be most beneficial. If the workshop was not as successful as you had hoped, what elements of the workshop worked? Listen well to the needs of the community. Perhaps a different approach is needed. Be open to suggestions.

The Every Child Ready to Read® model is designed to reach families where they are in the community. It not only encourages outreach, it is designed as an outreach initiative. Keep in mind that it can become a model for other services to the Latino community as well as outreach to other groups you wish to serve in your community.

Resources

Every Child Ready to Read Videos

Visit *www.everychildreadytoread.org* to download Spanish-language video clips to use in your presentations. The clips feature parents and children engaged in early literacy practices.

Beyond a Haircut, Lunch Pail, and New Shoes: Opening Doors to School Readiness for Latino Children and Their Parents by M. Bridges and S. Gutierrez. Zero to Three, 2011.

Bilingual Edge: Why, When and How to Teach Your Child a Second Language by Kendall King and Alison Mackey. HarperCollins, 2007.

Blog post on recommended Spanish and bilingual books

supporting early literacy: (Katie Cunningham) *http://bilingualchildrensprogramming.blogspot.com/2012/11/spanish-books-for-every-child-ready-to.html*

Celebrating Cuentos. Promoting Latino Children's Literature and Literacy in Classrooms and Libraries edited by Jamie Campbell Naidoo. Libraries Unlimited, 2011.

Colorado Libraries for Early Literacy: *www.storyblocks.org/videos/language/espanol* video clips of fingerplays and rhymes in Spanish

Colorín Colorado provides information, activities and advice for educators and Spanish-speaking families of English language learners, *www.colorincolorado.org*

Connections & Commitments, Conexion y Compromise: Reflecting Latino Values in Early Childhood Programs by Costanza Eggers-Piérola. Heinemann, 2005.

Early Literacy Programming en Español: Mother Goose on the Loose Programs for Bilingual Learners by Betsy Diamond-Cohen. Neal Schuman, 2010.

El día de los niños/El diá de los libros: Building a Culture of Literacy in Your Community Through Día by Jeanette Larson. (ALA, 2011)

¡Es divertido hablar dos idiomas! A place to share books, music, techniques, and all things related to bilingual storytime! *www.bilingualchildrensprogramming.blogspot.com*

Fred Rogers Center, Early Learning Environment: *http://ele.fredrogerscenter.org/activity* Click on video and type in Spanish, click on Search. Variety of activities for parents to help young children learn.

King County Library System: *http://wiki.kcls.org/tellmeastory/index.php/Category:World_Languages* video clips of fingerplays and rhymes in Spanish

Learning to Read: choosing languages and methods: *http://unesdoc.unesco.org/images/0014/001462/146229e.pdf*

Library Services to Youth of Hispanic Heritage edited by Barbara Immoroth, Kathleen de la Peña McCook, Chaterine Jasper. McFarland, 2000.

Libros Esenciales. Building, Marketing and Programming a Core Collection of Spanish Language Children's Materials by Tim Wadham. Neal-Schuman Publishers, 2004.

Many Languages, Building Connections: Supporting Infants and Toddlers Who Are Dual Language Learners by Karen Nemeth. Gryphon House, 2012.

Raising a Bilingual Child by Barbara Pearson. Living Language, 2008.

Read Me a Rhyme in Spanish and English by Rose Zertuche Trevino. American Library Association Editions, 2009.

REFORMA website for Children and Young Adult Services *http://reforma.membershipsoftware.org/content.asp?pl=59&sl=9&contentid=87*

Todos los NIÑOS listos para LEER® en tu biblioteca®

http://reforma.membershipsoftware.org/content .asp?pl=59&sl=9&contentid=87

Serving Latino Communities: A How-To-Do-It Manual for Libraries®, 2nd ed. by Camila Alire and Jacquiline Ayala. Neal-Schuman, 2007.

Spanish Literacy Strategies for Young Learners by Alma Flor Ada and Isabel Campoy. Frog Street Press, 2010.

Strategies for English Language Learners by Blanca Enriquez. Frog Street Press, 2010.

Understanding the Language Development and Early Education of Hispanic Children by Eugene and Erminda García. Teachers College Press, 2012.

Webjunction Report – Latinos and Public Library Perspections by Edward Flores and Harry Pachon, September, 2008

YouTube videos (accessed 12/27/13):

Los elephantes:
https://www.youtube.com/watch?v=fERhWRQf3HE

El Gallo pinto:
https://www.youtube.com/watch?v=Hb3-DapMfmQ

Mi Gallito:
https://www.youtube.com/watch?v=I5xCkjj2sYc

Los Diez Percitos:
https://www.youtube.com/watch?v=fL_O_RNj8Ko

More on the Spanish and English Languages

This section is just a brief overview of Spanish in order to help non-Spanish speakers find ways to make connections between the two languages. See the Resources Section for further information.

In Spanish and English, there are many areas of cross-over, many similarities between the two languages.

Letters: With the exception of one additional letters used in Spanish (ñ), English and Spanish alphabet letters are the same.

Consonants: Thirteen consonants (B, C, D, F, K, L, M, N, P, S, T, W, Y) make the same sounds in English and in Spanish. By beginning letter sound work with the more commonly occurring letters from this list (e.g., B, C, D, F, L, M, N, P, S, T) children get a head start in both languages.

El Abecedario: The Spanish Alphabet: The Spanish alphabet contains 27 letters.

Learning to Read Method: The regularity of the Spanish language makes it easy to use phonics when learning to read (relating the letter to the sound). In Spanish, there are 5 vowel letters and 5 vowel sounds that are consistent. When learning Spanish, the vowels are taught first. They are always spelled the same, except for i which is sometimes spelled with a y (i griega) such as in soy, voy, y. (From: *Transfer of Metalinguistic Knowledge in Spanish/English Biliterate Students*.] In English the consonants are taught first because their letter sounds are more consistent than the vowels.

You may find these handouts on the Spanish and English languages helpful for yourself, your partners and for parents.

- *Learning to Read Method in Spanish*
- *Comparing Spanish and English Languages*
- *La Pata Pita: Libro primero de lectura* by Hilda Perera and Mana Fraga (Lectorum, 1994)

www.librerialectorum.com/producto/21860/demostrado is a book that many Spanish speaking parents used to learn Spanish, a good place to start when talking about words and word sounds. By understanding some basic aspects of the Spanish language and the ways that the parents have learned the language, we can gain some insights to help make connections between the two languages.

Syntax: English and Spanish syntax are very similar, except for a few notable exceptions (e.g., placement of object pronouns and negatives).

Cognates: Between 30% and 40% of all English words have Spanish cognates. Helping children make the connection between these words that are similar in both languages (familia, family) boosts vocabulary development, which in turn supports early literacy development. [*Early Literacy Instruction in Dual Language Preschools* (Spanish/English) by Karen Ford (2011) *www.colorincolorado.org/article/40679*

More information:

English: *www.colorincolorado.org/article/c40*
Español: *www.colorincolorado.org/articulo/c55*
For a list of cognates in English and Spanish: *www.colorincolorado.org/pdfs/articles/cognates.pdf*
See information in this article on false cognates (spelled similarly or sound similar but different meanings)
English: *www.colorincolorado.org/article/14307*
Español: *www.colorincolorado.org/articulo/14024*
Video of the vowels and children's song: *www.youtube.com/watch?v=qM26UWj6cd8&feature=related*
Spanish alphabet (abecedario) song to Twinkle Twinkle Little Star tune: *www.youtube.com/watch?v=IT8vfTWmWUw&feature=related*
Spanish alphabet song with clear pronunciation: *www.youtube.com/watch?v=Vudw7GtB034&feature=related*
More Spanish language information can be found here: *www.angelfire.com/sc/espanol/alphabet.html*

Todos los **NIÑOS** listos para **LEER** en tu biblioteca