NAEYC 2009

Building the culturally and academically relevant classroom library: How to organize, what to select, where to look

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Session Overview

- The importance of building a high-quality, culturally relevant collection

- Selecting high quality urban and multicultural children's literature

- Organizing, managing, and maintaining the classroom library

Selecting high quality multicultural children's literature

What do we know?

Brainstorm titles list – Realistic Fiction

picture books with characters of color	**picture books with city settings**

The well-stocked library

- Range of text types (narrative, expository, environmental)
- Range of formats (big books, picture books, wordless books, collections, class-made)
- Range of genres (concept books, realistic fiction, traditional tales, fantasy, poetry, information, etc.)
- Range of books appropriate for children at different levels of emergent/beginning literacy
- Range of selections reflecting the lives and experiences of children in our classrooms

What's so important about familiar texts?

- Emergent literacy skills/oral language and literacy
  - Concepts about print
  - Relating speech to print
- Familiar schema for story comprehension
- Maintaining interest and motivation
- Seeing self, family, community represented and valued
- Authors and illustrators like me

Characteristics of high quality picture books: Realistic fiction

General characteristics

- Cover
- Character
- Plot
- Theme
- Language
- Illustrations

Urban-specific characteristics

- Accuracy of characters
- Familiar Context
- Familiar Language
- Authentic Urban Scenery
- Diversity of Characterization
- Diversity of Setting

(see handout for details)

Urban Children's Literature

<u>Urban-specific characteristics</u>

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- Familiar Context
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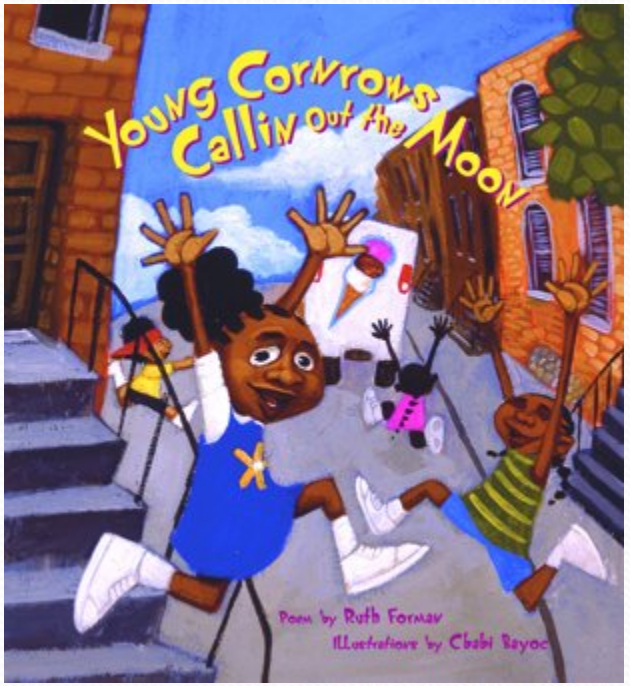
- Diversity of Setting



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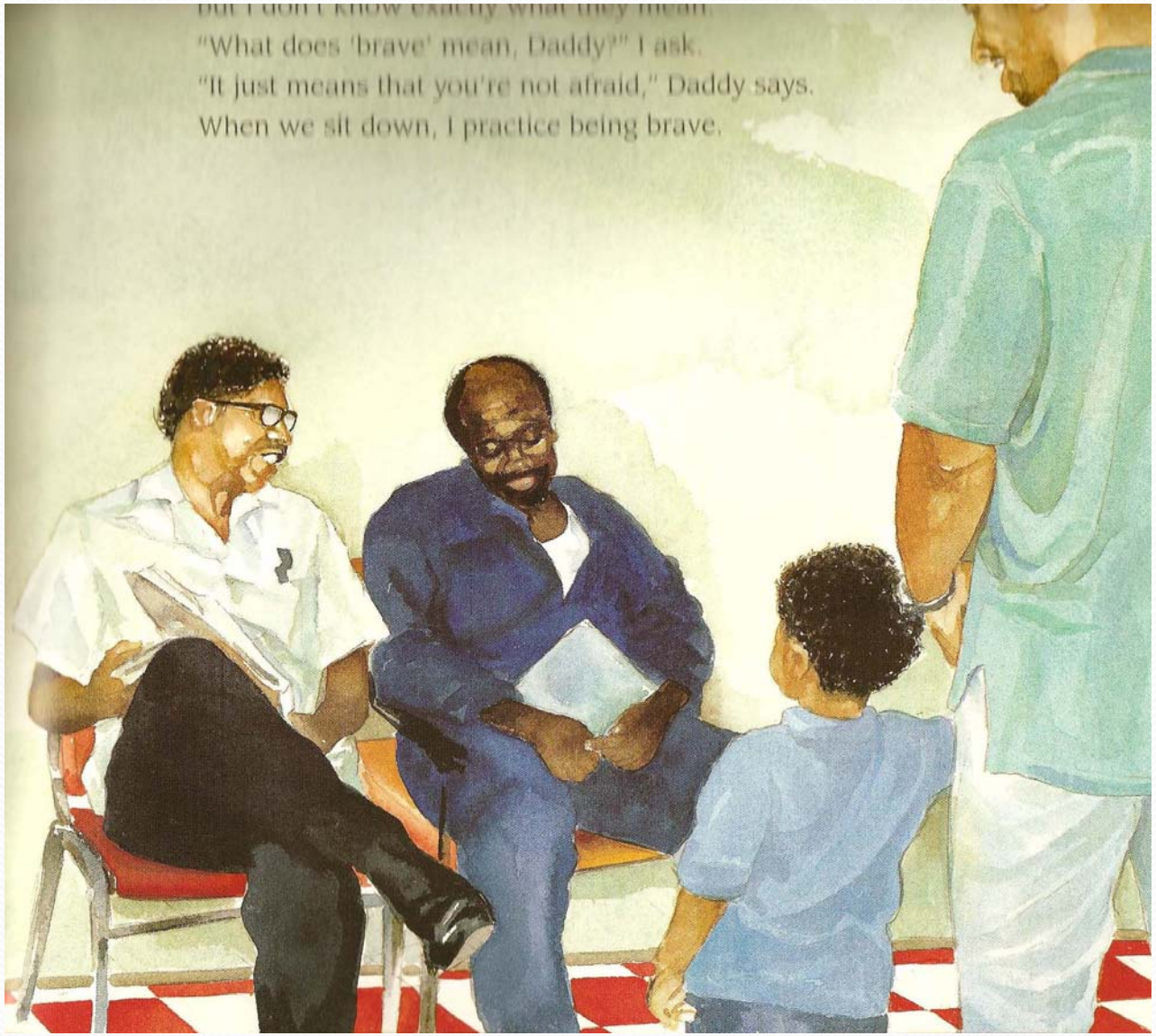
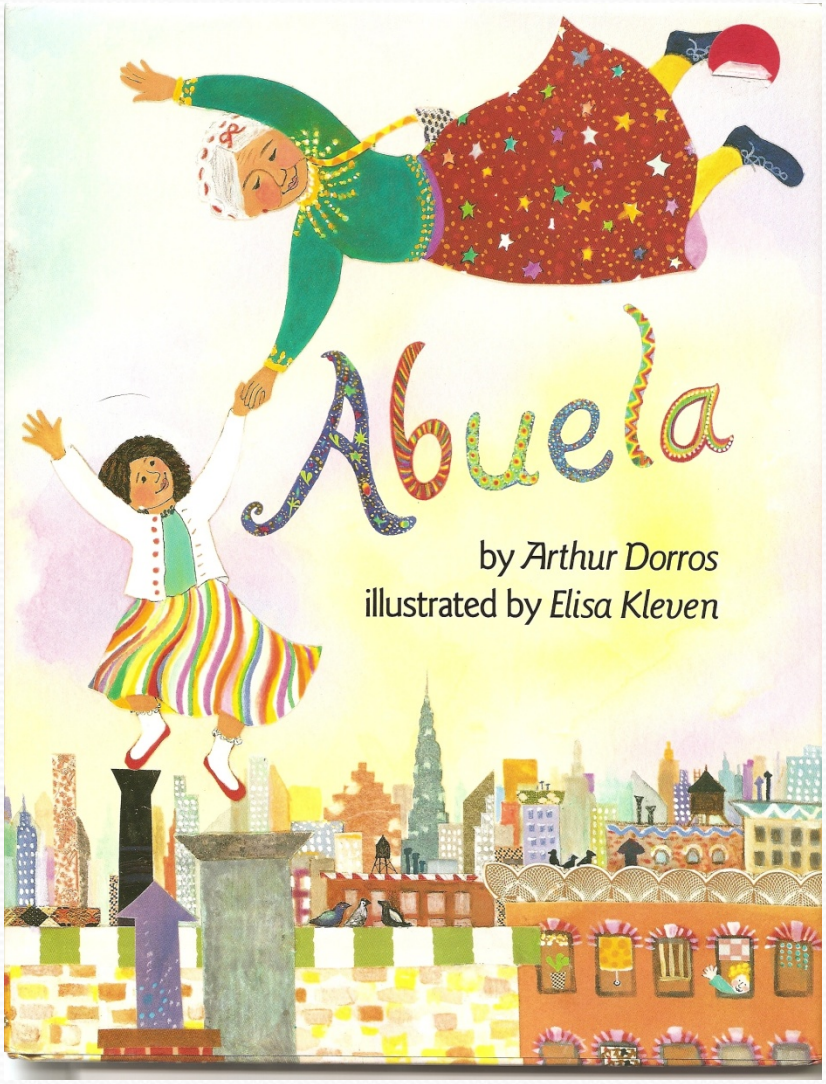
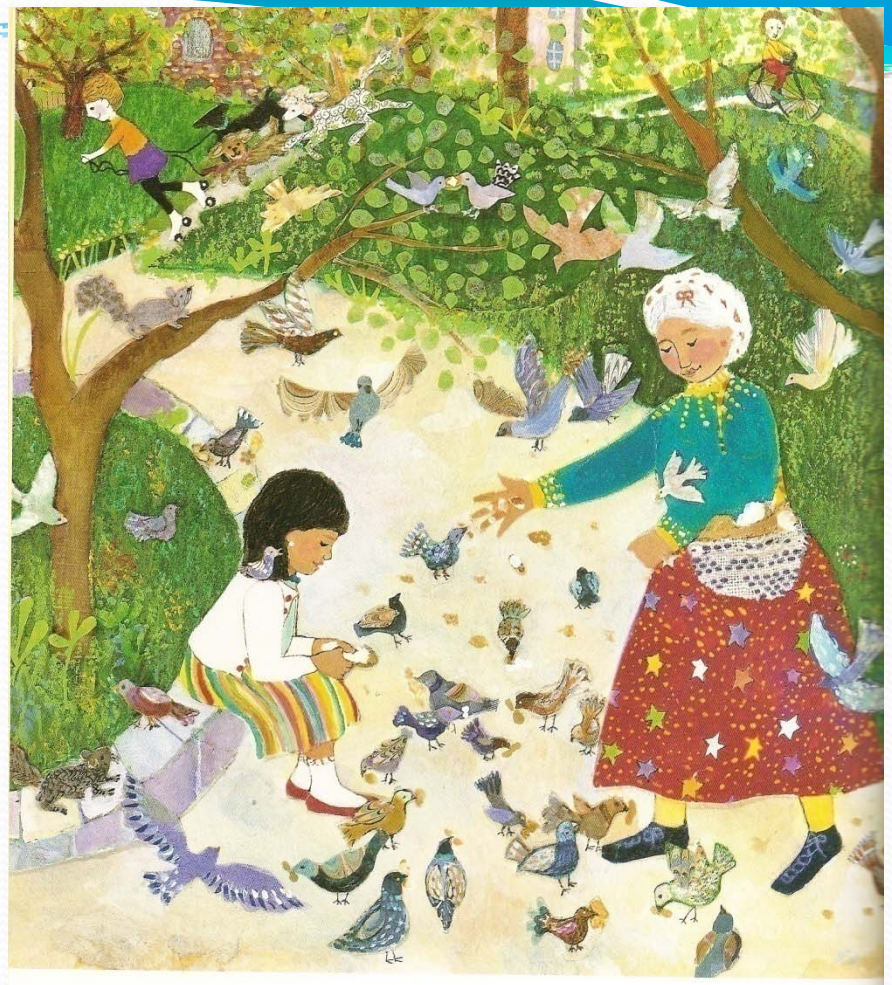
Accuracy of characters



Familiar Context

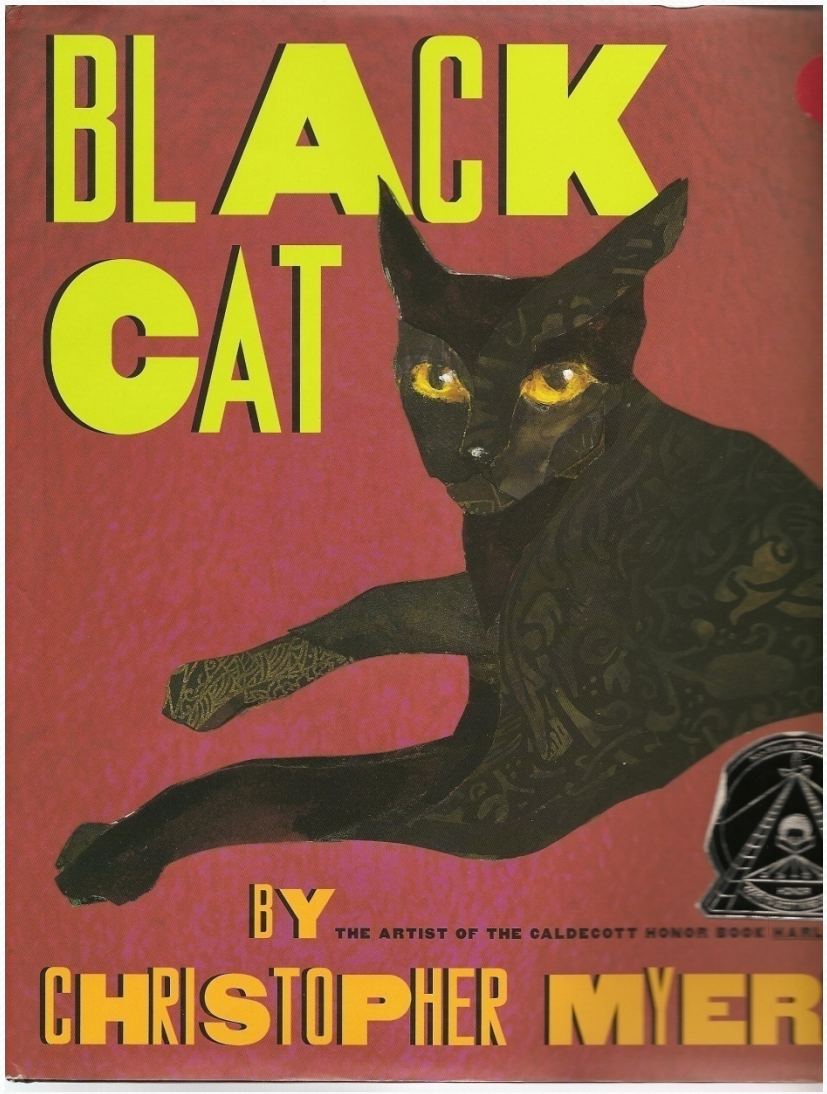
Familiar Language



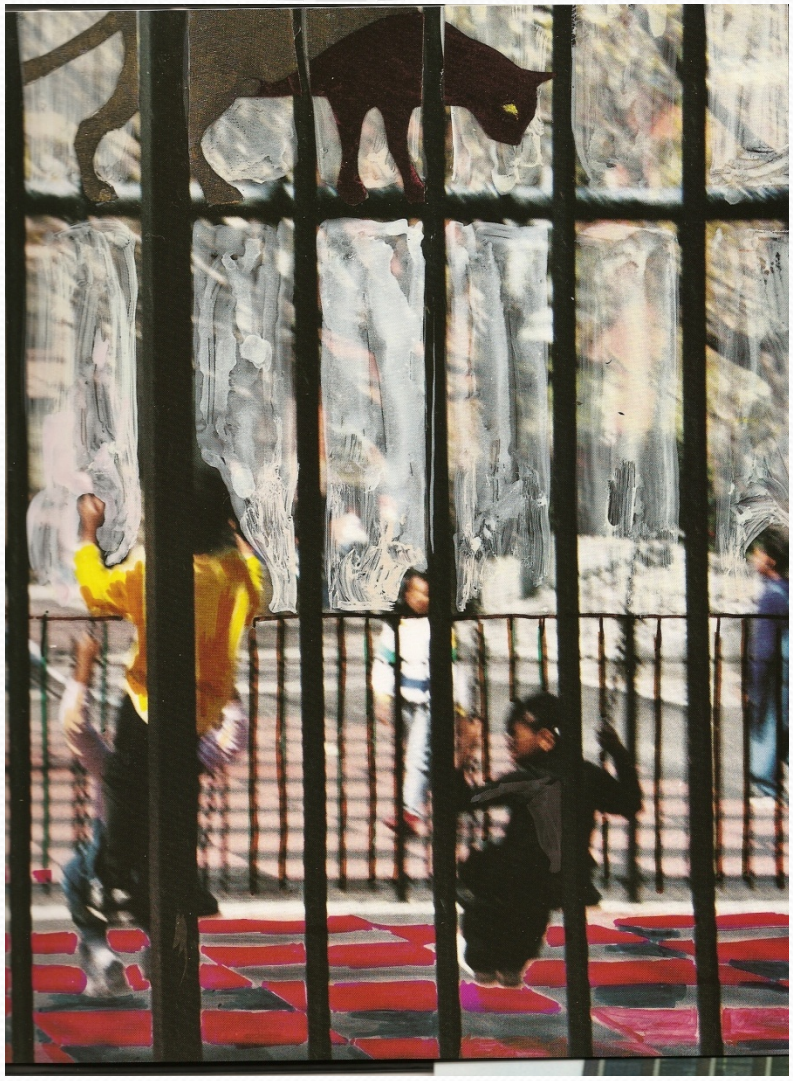


Today we're going to the park.
"*El parque es lindo,*" says Abuela.
I know what she means.
I think the park is beautiful too.

Authentic Urban Scenery



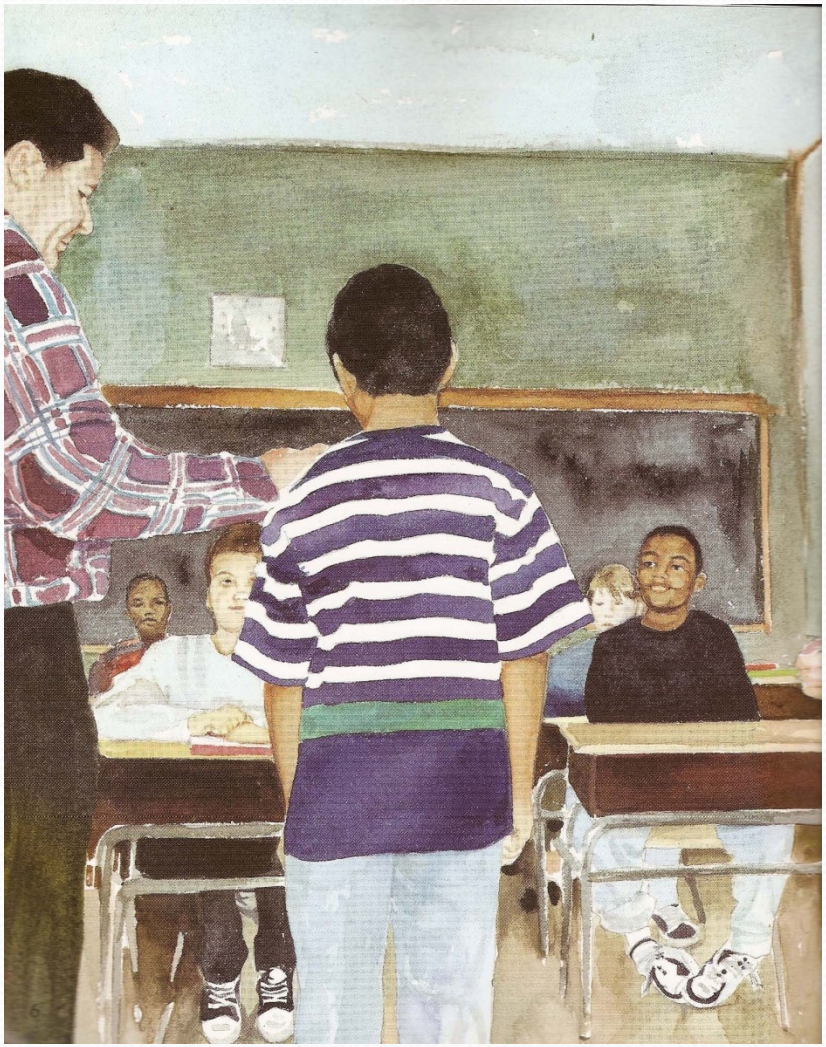
crossing basketball courts and no-netted hoops



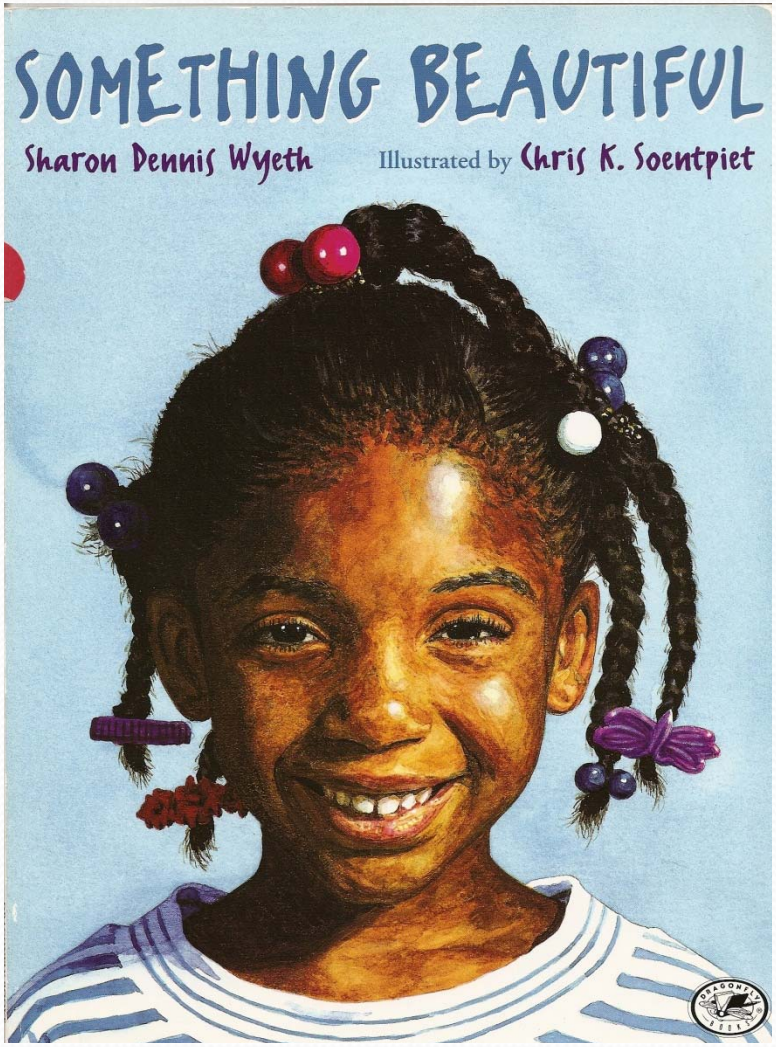
past the school,

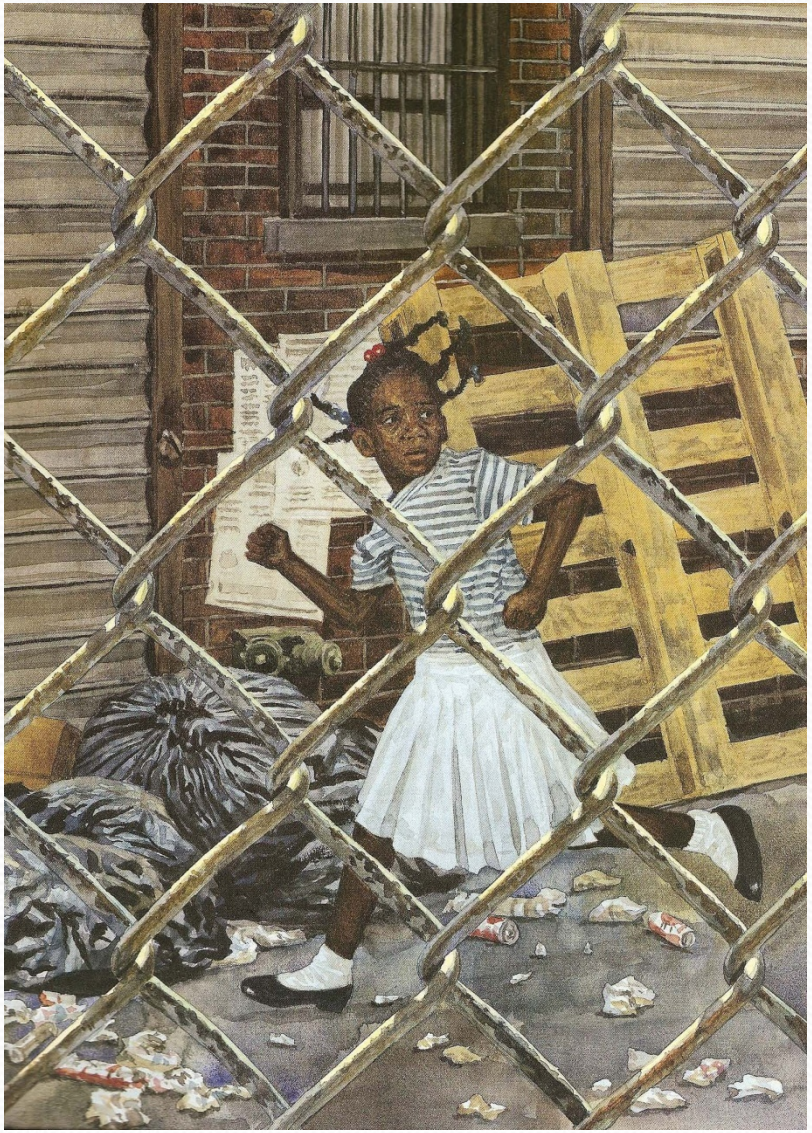
Then they left.

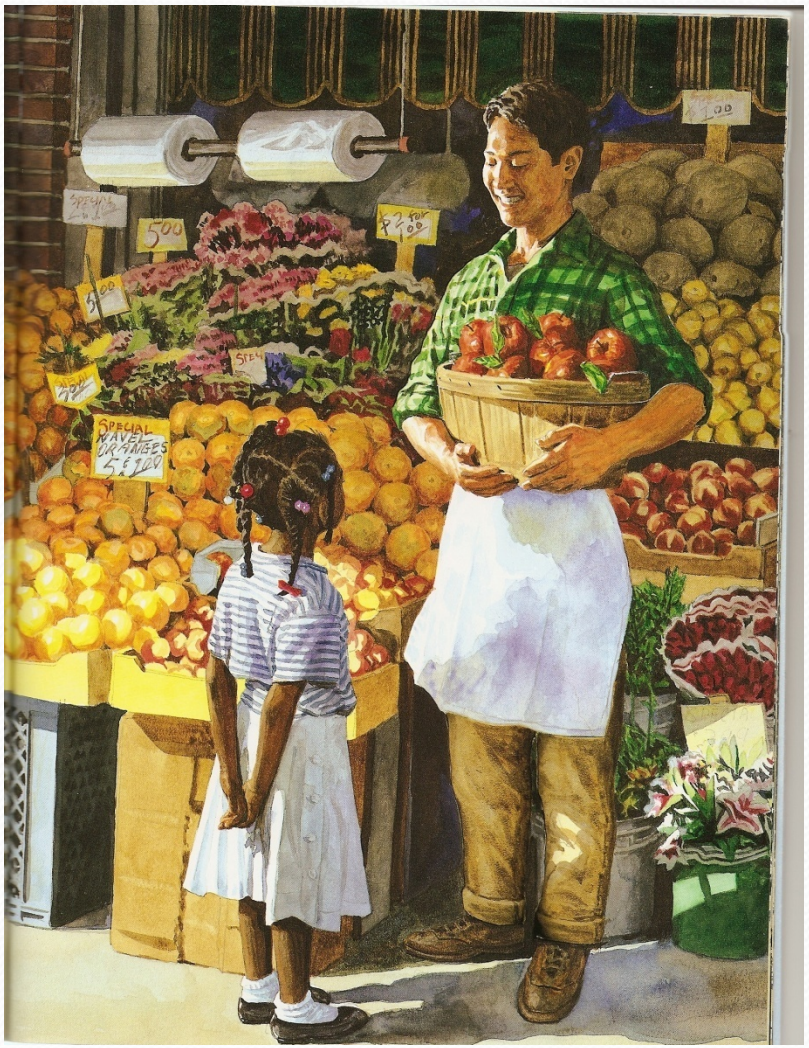
Diversity of Characterization



Diversity of Setting



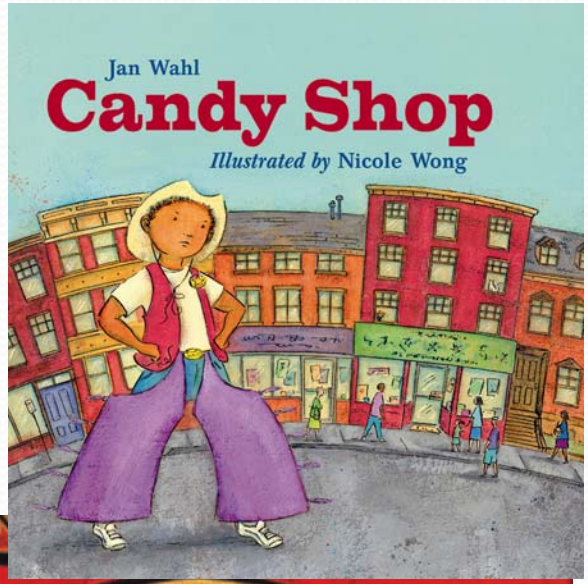


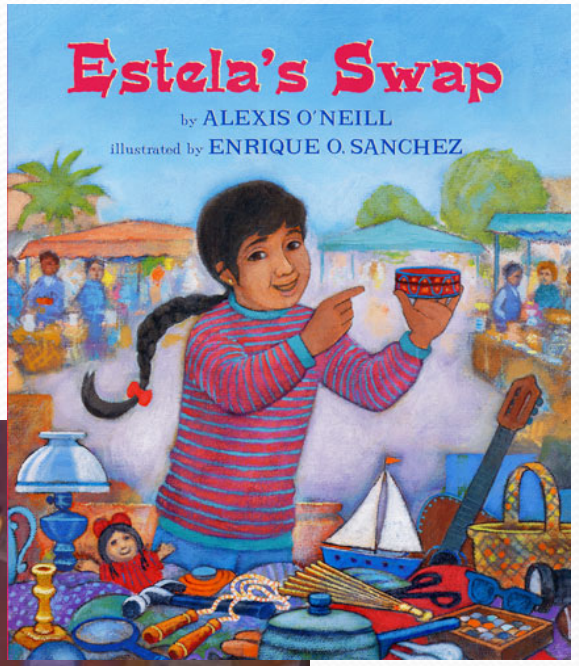

SPECIAL
NAVEL
ORANGES

Selected Picture Book Recommendations – Realistic Fiction, Concept Books, Poetry

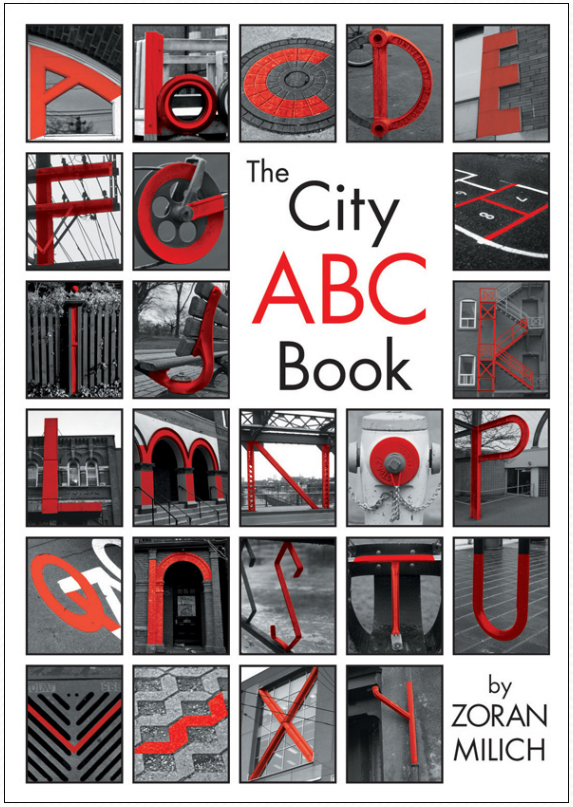
www.kidslikeus.org

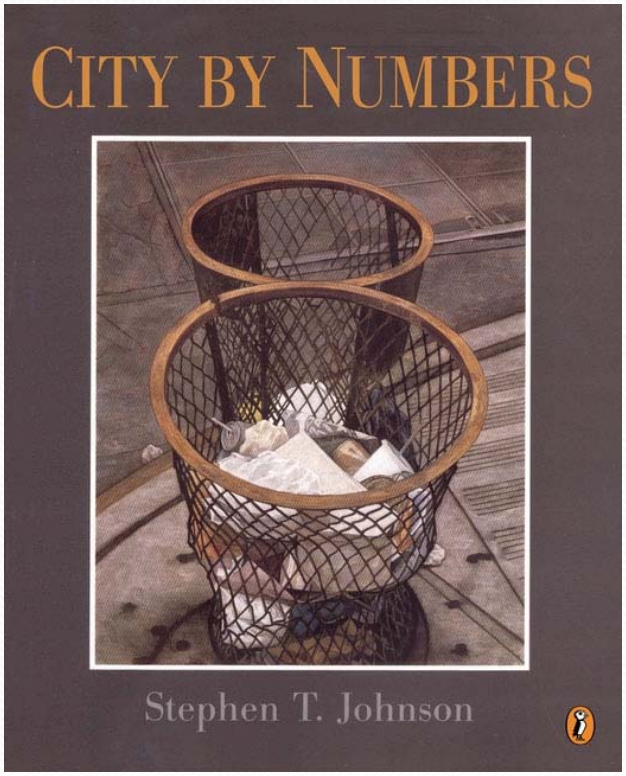
Realistic Fiction

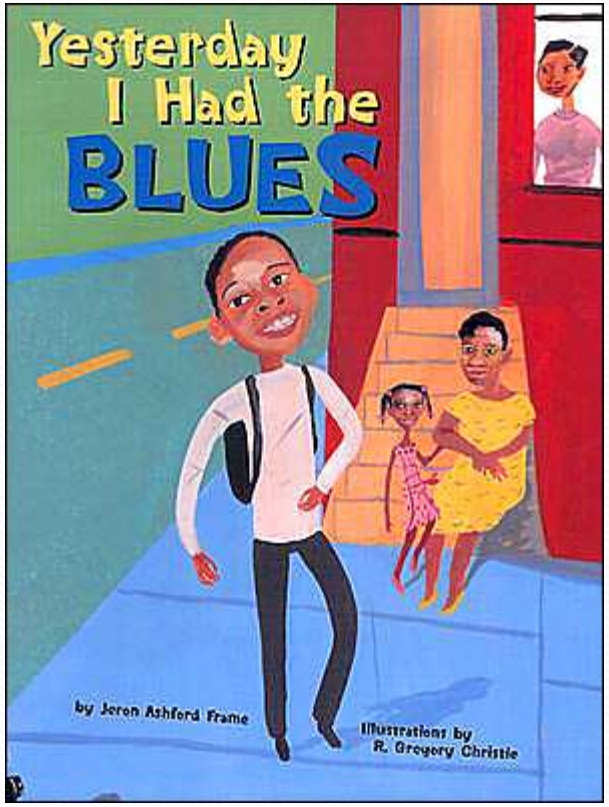




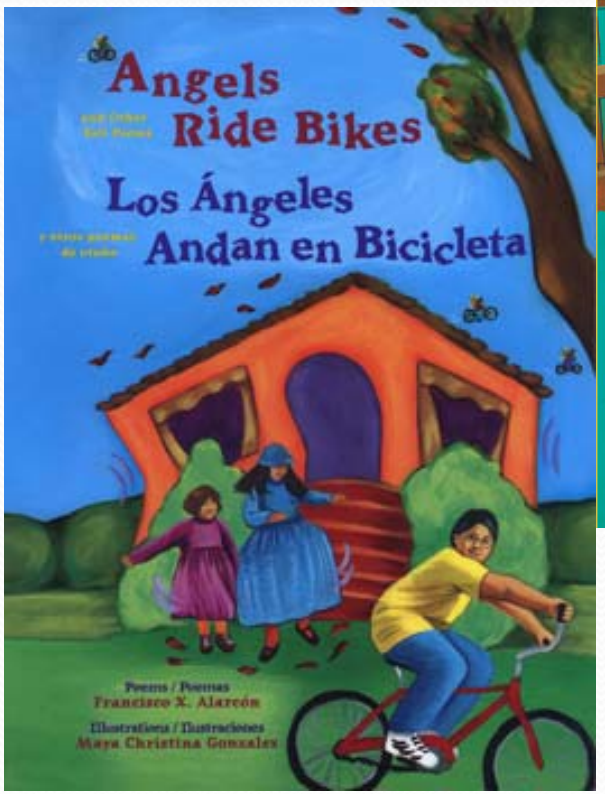
Concept Books

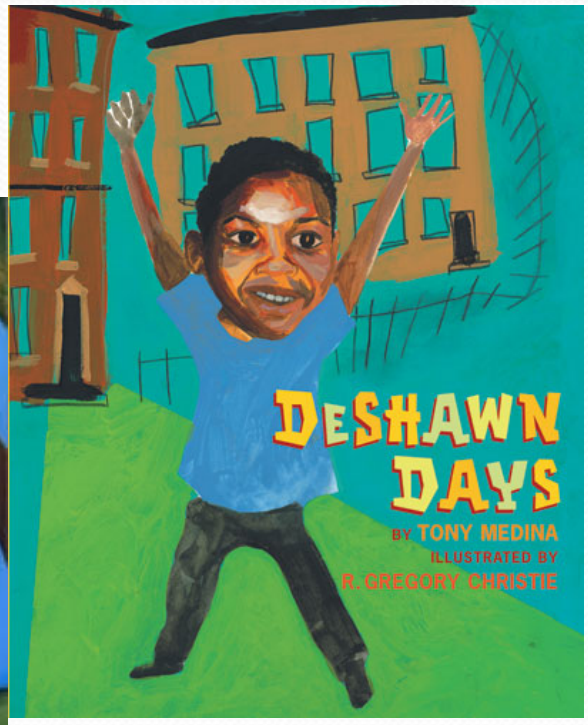


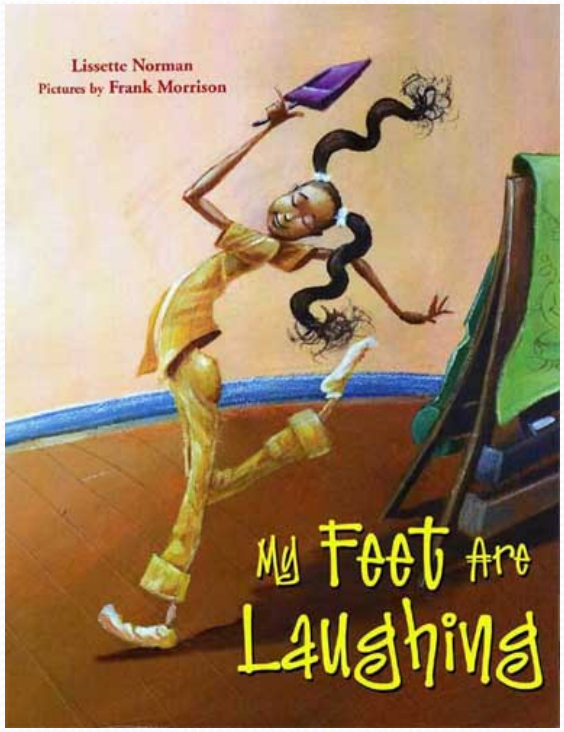




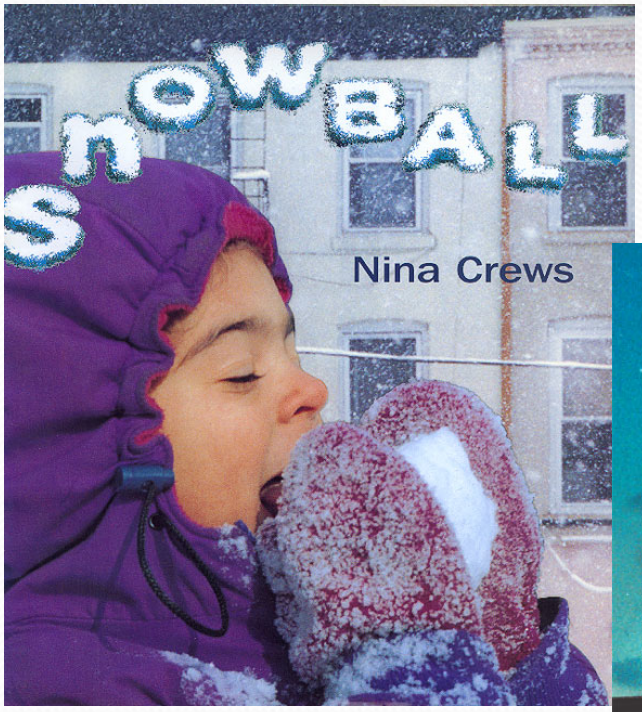
Poetry

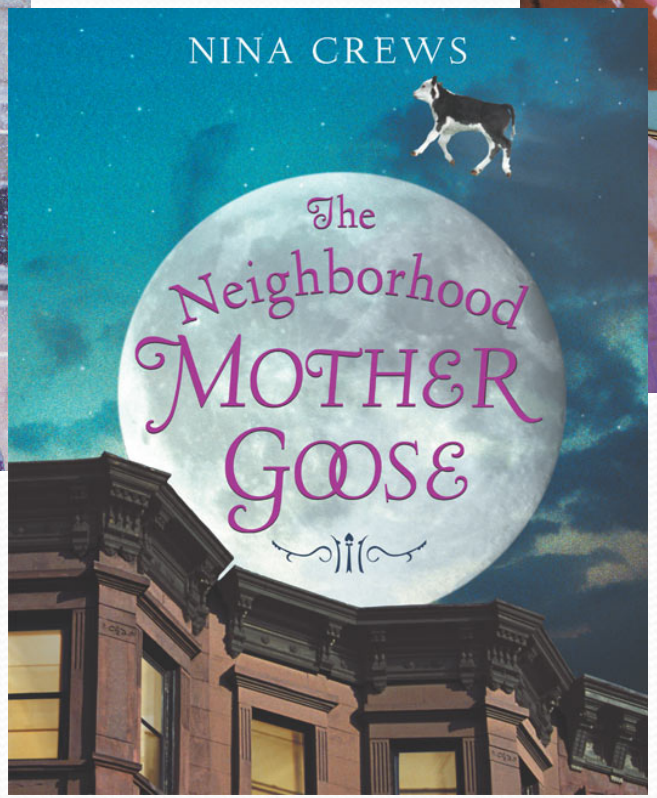

Angels Ride Bikes
Los Ángeles Andan en Bicicleta
Poems / Poemas
Francisco X. Alarcón
Illustrations / Ilustraciones
Maya Christina Gonzalez


DESHAWN DAYS
BY TONY MEDINA
ILLUSTRATED BY
R. GREGORY CHRISTIE

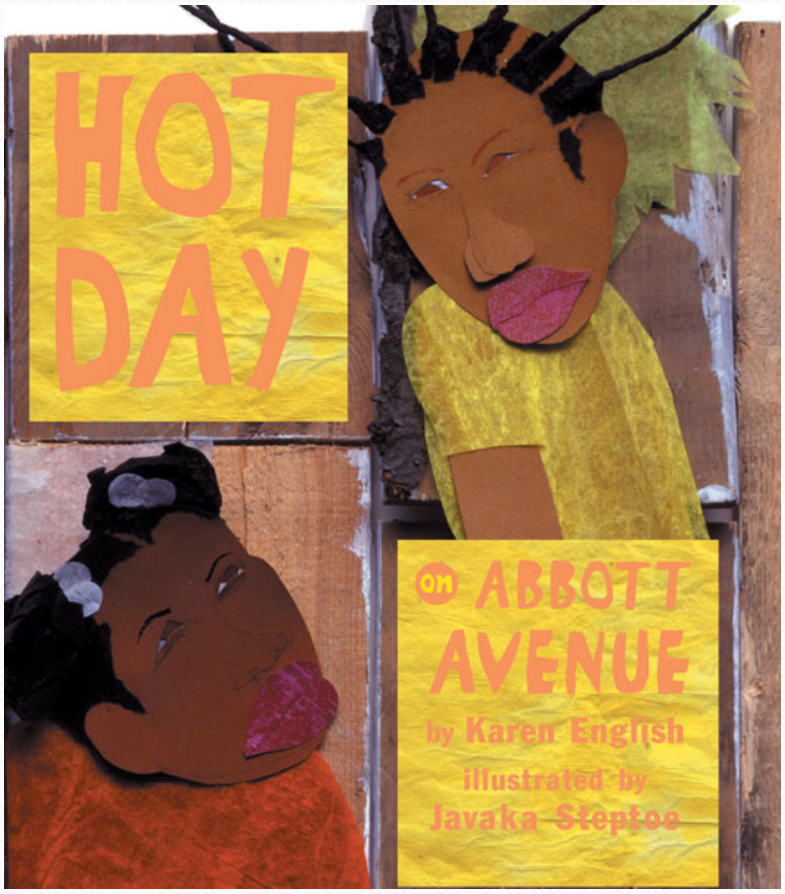

Lissette Norman
Pictures by Frank Morrison
My Feet Are Laughing

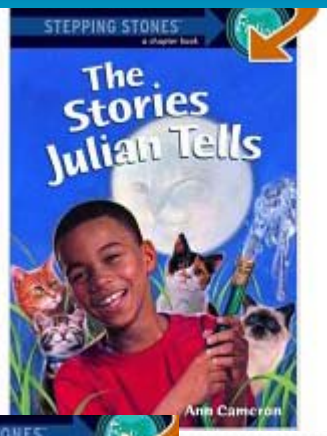
Featured authors

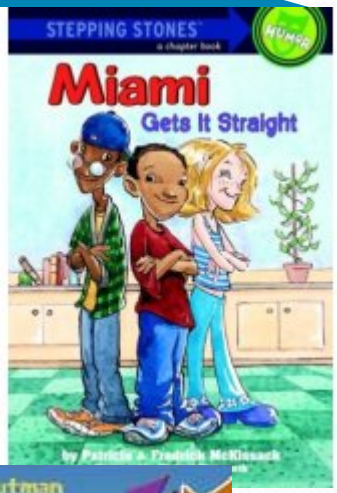


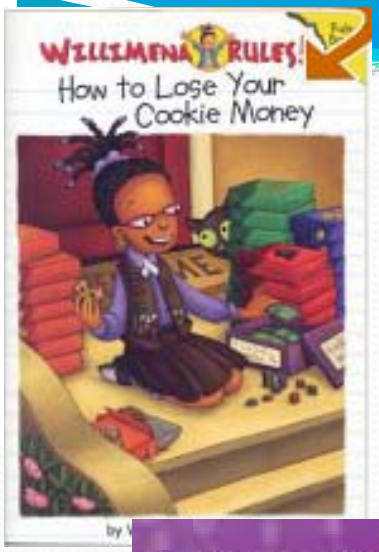


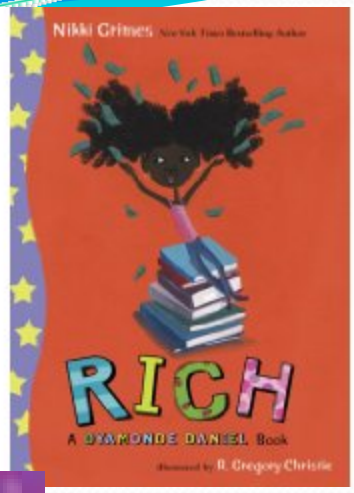
Featured Illustrators

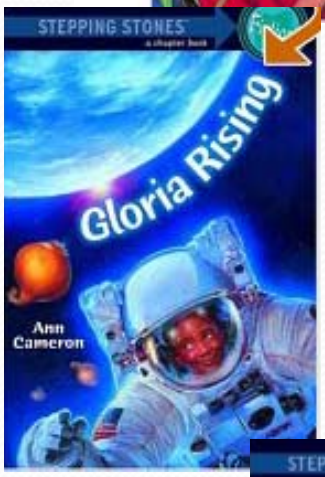


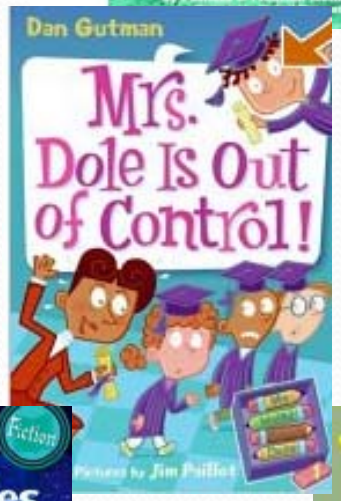

STEPPING STONES
The Stories Julian Tells
Ann Cameron

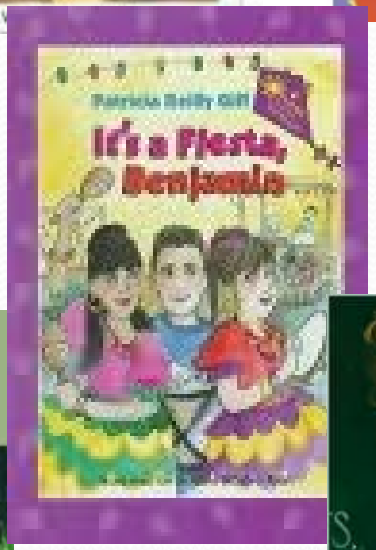

STEPPING STONES
Miami Gets It Straight

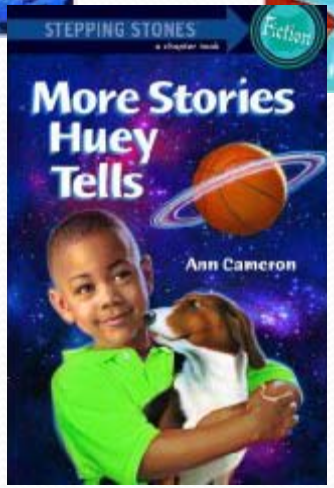

Willimena Rules!
How to Lose Your Cookie Money

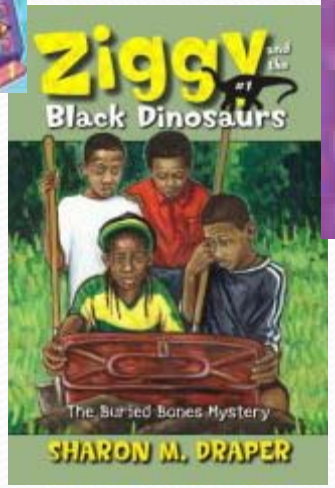

Nikki Grimes
RICH
A DIAMONDE DANIEL Book

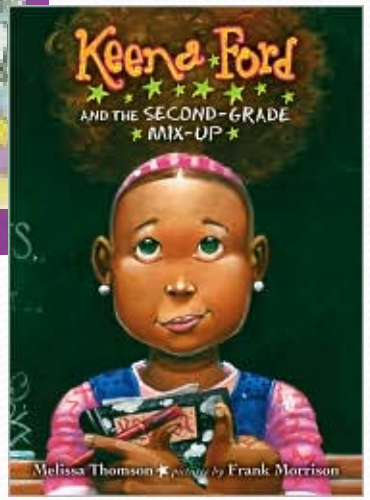

STEPPING STONES
Gloria Rising
Ann Cameron


Dan Gutman
Mrs. Dole Is Out of Control!


It's a Fiesta, Benjamin!


STEPPING STONES
More Stories Huey Tells
Ann Cameron


Ziggy and the Black Dinosaurs
The Buried Bones Mystery
SHARON M. DRAPER


Keena Ford
AND THE SECOND-GRADE MIX-UP
Melissa Thomson
Frank Morrison

III. Building, organizing, and utilizing a high-quality classroom library

- Creating an inviting space
- Building a high-quality collection (where to get books)
- Organizing and labeling
- Management
- Check in/out systems
- Opening the classroom library
- Scheduling time
- Maintaining the library
- Generating interest – effective read alouds and book talks

Sharing ideas

Creating an inviting space	**Building the collection: where to find books**
Organization	**Maintenance**

Creating an inviting space

- Shelving, crates, bins in designated space
- Create comfortable space for 3-4 children
- Rug, pillows, other seating
- Stuffed animals, puppets, other props?

Comfortable space with soft items

Face forward, inviting displays

Where to get books?

- Books
- Furniture
- Other supplies

How many books?

- Minimum 10 per child (Fractor et al, 1993) in the *collection*
- You can have too many books
- Rotate books in and out
  - curriculum unit themes
  - student use
  - student growth

Less is more

Hospital
Clifford
alligators
Little Critter
dinosaurs
Eric Carle
Rhyming
Curious George
ducks
bears
pigs
Dr. Seuss
Berenstain Bears
I Love Trains!
Transportation

Rotation bins

Organizing texts

- Create an appealing, inviting display
- Consider developmental level
- Sort out appropriate reading/viewing range
- Organize by
  - Format (big books, board books, picture books, wordless)
  - Topic/Type
- Complexity depends on developmental level

Book “gutter” for display

Labeling

- Developmentally appropriate labels
- Clip art and other visuals
- Label bins and books
- Key: the children know how books are displayed and why

Topic bins

Hospital
Clifford
alligators
Little Critter
dinosaurs
Eric Carle
Rhyming
Curious George
ducks
bears
pigs
Dr. Seuss
Berenstain Bears
I Love Trains!
transportation

Opening the library

- Observation first (organization, quality, etc.)
- Teach and practice the system (finding books of different types, check in/out, return and reshelving, etc.)
- Map or chart of library organization
- Selection strategy suggestions

Check in/out

Pros and cons

- traditional card pockets and catalog
- bulletin board with card/title holder
- reading log (title, author, topic)
- book place holders

Reshelving bin or placeholders

Book “hospital”

Suggestions

-make it easy

-goal is for children to use independently and responsibly

-use system that allows for monitoring selections

Tracking use

- Anecdotal observation
- Check-out log
- Conferencing around individual selections
- Sharing time (e.g., pick of the week)

Troubleshooting

- Practice makes perfect (guided and independent)
- Monitor the collection (assign jobs – reshelver, bin checker, etc.)
- Brainstorm remedies with the class

Hands On Activities with Multicultural Children's Literature

Tan to Tamarind
Self-portraits

Isadora fairy tales/fables
Author study with paper cutting and collage

ABeCedarios/Opuestos
Dough animal carvings