

ESOL Family Literacy Bibliography,

compiled by Alicia Hsu January 2019

The Summer My Father Was Ten by Pat Brisson and Andrea Shine
(1998)

The Matchbox Diary by Paul Fleischman and Bagram Ibatoulline (2013)

The Eagle and The Wren by Jane Goodall and Alexander Reichstein
(2000)

Leo and Bob by Simon James (1997)

Ferdinand the Bull by Robert Lawson (1936)

Running Shoes by Frederick Lipp and Jason Gaillard (2008)

Alma And How She Got Her Name by Juana Martinez-Neal (2018)

Make Way for Ducklings by Robert McClosky (1969)

Mirette and the High Wire by Emily Arnold McCully (1992)

A Different Pond by Bao Phi (2017)

The Keeping Quilt by Patricia Polacco (1998)

Officer Buckle and Gloria by Peggy Rathmann (1995)

My Name is Yoon by Helen Recorvits and Gabi Swiatkowska (2003)

Naked Mole Rat Gets Dressed (2009) by Mo Willems

A Chair for My Mother by Vera B. Williams (1982)

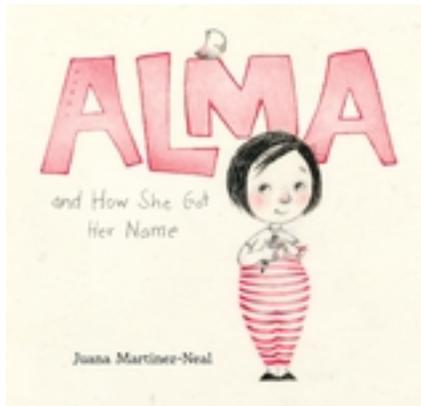
Alma and How She Got Her Name

author/illustrator: Juana Martinez-Neal

If you ask her, Alma Sofia Esperanza José Pura Candela has way too many names: six! How did such a small person wind up with such a large name? Alma turns to Daddy for an answer and learns of Sofia, the grandmother who loved books and flowers; Esperanza, the great-grandmother who longed to travel; José, the grandfather who was an artist; and other namesakes, too. As she hears the story of her name, Alma starts to think it might be a perfect fit after all — and realizes that *she* will one day have her own story to tell. In her author-illustrator debut, Juana Martinez-Neal opens a treasure box of discovery for children who may be curious about their own origin stories or names.

What's in a name? For one little girl, her very long name tells the vibrant story of where she came from — and who she may one day be.

Juana Martinez-Neal is the daughter and granddaughter of painters. She started her story in Lima, Peru, and then moved to the United States. The winner of a 2018 Pura Belpré Illustrator Award for *La Princesa and the Pea* by Susan Middleton Elya, Juana Martinez-Neal is still writing the story of her life, with the help of her husband and three children, in Arizona.



For homework, please write a paragraph telling the story of your name(s), or the story of your child's name(s). What does this name mean? Why and how was this name chosen? We will share our stories next week in class. Give your story a title.

My Names

By Alicia Hsu

I have two names: Alicia and 许多雯. My father chose both of my names. When he was a college student, my father read a Spanish novel translated into Chinese. One of the characters in the story was named Alicia, and he loved the sound of this name. My Chinese name means Many Beautiful Clouds. My father was the oldest of nine siblings. All of my cousins have the same first two Chinese characters in their names: 许 and 多. Together they mean "many." My father chose the last character 雯, "beautiful cloud." This Chinese character is made up of two parts: 雨 which means rain, and 文 which means culture. My names remind me of my father.



There are some Spanish words in this story. Here are the English translations:

culturas Puruan – Peruvian Culture

flores – flowers

pajarito – birds

Aves de las Americas – Birds of the Americas

Abetas & Flores – Firs and Flowers

La Amazonia – The Amazon

Genealogia – geneology

Estados Unidos – The United States

denuncia – protest

perro - dog

tiburón - shark

chanchito - pig

caballo - horse

conejo - rabbit

zorro - fox

escucha - listen

piensa - think

mi historia – my story

Family Literacy 2018

Session 2: An Eagle

October 11, 2018

Snack by Sam

10:30 – 10:50 – Art and Conversation: A tableau of artifacts that included Matrioshka dolls, a soccer ball, a stuffed animal, a gumball machine, etc. was arranged in the center of the table. Students seated around the table were asked to sketch or paint some thing(s) that interested them in the display from the perspective of where they sat. Students shared their artwork, and described what they saw and why they chose it.

10:50 – 11:10 – Students who wanted to shared their Name Story from the previous week’s homework assignment. Yanhong, Amely, Yaming. Students also shared the responses of their children when they read Alma together at home. Yaming’s son felt that a long name would take too long to write in school. Anisa came for the first time, with her baby, around this time.

11:10 – 11:55 - Introduced birds with photos: eagle, wren, skylark, ostrich, vulture, dove. Forgot to preview and sort vocab words prior. Read the story first: The Eagle and The Wren retold by Jane Goodall. Discussed the nature of fables, Sung knew of Jane Goodall and her work with chimpanzees, we noticed the artists perspective in the illustrations. Students read round robin, very engaged with the story. Yanhong felt certain her son would enjoy this story.

~ Explained homework assignment.

~ Introduced synonym shades of color strips.

11:55 – 12:15 – Talking with a Teacher. Students discussed the major differences between school in their home countries and school in Brookline. These differences included

- number of students per class
- the use of textbooks
- nature of parent / teacher discourse

Concerns included

- Incorrect grammar in emails
- The perception that questions are irritating to teachers and can be taken out on child

Discussion included how to request translator at conferences, translation of documents, conference reports to be given for review prior to meeting date, ways to get involved in school.

Family Literacy 2018

Session 3: Humor in Art and Text

October 18, 2018

Snack by Sam and Sung

10:30 – 10:50 Conversation: Students passed their nametags down three places, and introduced that student by name, and 3 things they remember about her. I checked in to see if the class was meeting student expectations and learning needs. Yanhong suggested we find a way to use the vocabulary words to practice. Amely appreciates the writing opportunities. Yun is interested in more home/school discussions.

10:50 – 11:05: Sharing Stories. Students shared Eagle stories. This writing assignment had several options, two writing and one art based. We discussed the teaching/learning approach of celebrating and promoting different learning styles – something that may seem unusual for immigrant parents, but may be common practice in Brookline schools. Yaming shared her bird drawing, with labeled feathers, and explained that her son encouraged her to choose the art project rather than the writing.

11:05 – 11:20: Homework explanation. Vocabulary review and sort. Students noted that there were more words to sort than in previous weeks.

11:20 – 12:00: Read Officer Buckle and Gloria by Peggy Rathman. Acknowledged how hard it can be to express and appreciate humor in a second language and different culture. Noted that in this book, the art reveals more of the story than the text does. Many details found in the illustrations add to the humor, suspense and plot. Students initiated a discussion about why children enjoy reading and rereading the same book, or often ask again and again to hear the same story - ability to anticipate outcome, confidence in the familiar, developing mastery, experiencing the known. Now familiar with the format of round robin reading and response, students thoroughly enjoyed reading aloud and sharing insights while reading together. Lots of laughter.

12:00 – 12:15: Closing conversation: Textbooks in Brookline Classrooms. Why don't children use textbooks in the classroom? Parents would like to be able to preview curriculum and support their children in learning by following the guidelines and content of a textbook. I was able to explain that due to the high cost of purchase for textbooks reflecting one (often Texas based) perspective that may become quickly outdated, Brookline schools generally do not use textbooks.

Family Literacy 2018

Session 4: A Journey

October 25, 2018

Snack by Sam, Amely and Yanhong

10:30 – 10:50 Make A Matchbox: Students worked to fold a 3D matchbox using card stock, following the instructions on a printed template. As students arrived to class, others would explain what to do and how to get started. They gave tips to one another for folding a successful matchbox. I listed words on the board: scissors, fold, trim, crease, etc. After students completed their matchboxes, I explained the week's homework assignment using my own matchbox, diary object, and journey story as example.

10:50 – 11:20 Some students shared last week's homework: Tips. Students' work included tips for

- playing ping pong, (Yaming shared)
- sewing a patchwork quilt, (Yuka shared)
- cleaning the house well, (Sung)
- making sweet sticky rice balls, (Yanhong shared)
- teaching children at home, (Joanna)
- planning a trip, (Yun)

Yanhong's snack contribution this week was the sweet sticky rice balls for which she wrote tips to make. Many were interested in asking questions about the recipe and how they were made. They were delicious! Students are becoming comfortable asking questions of others, engaging with less teacher direction.

11:20 – 11:30 Vocabulary sort and review: This week's words were somewhat less contemporary, but of interest. Horse drawn carriage, steamship, schoolmaster generated interesting discussion. This book is longer and more challenging than previous ones, and so words are divided into Part 1 (today) and Part 2 (next week)

11:30 -12:15 Read The Matchbox Diary by Paul Fleishman, halfway through. With sepia illustrations and a solemn tone, this story contrasts to the lighthearted humor of last week's book. Students seemed struck by the sadness of the hungry boy, the sacrifice of a grandmother watching her family leave home for America. One student commented that poverty and hardship can be overcome if the family is all together, but when the father is far away there is a sense of emptiness. Students are beginning to look carefully at the artwork for details, making inferences and responses.

12:15 There was no time this session for parent/teacher conversation practice.

Family Literacy ESOL Class
Introducing Ourselves
Class #1

Please answer the questions below. You will use this information to introduce yourself to your classmates.

What is your full name? _____

What name do you like to be called? _____

What is your country of origin? _____

What is your first language? _____

What language do you speak at home? _____

How many years have you lived in the United States? _____

How many years have you lived in Brookline? _____

How many children do you have? _____

What are their names? _____

How old are your children? _____

What school(s) do they attend? _____

What do you hope to learn from this class? _____

Parent ESOL Class

Homework #2

October 11, 2018

In the fable, The Eagle and The Wren retold by Jane Goodall, and illustrated by Alexander Reichstein, a wise owl praises two birds that have flown high, high above the clouds. “Together you have set a new record. With your strong wings and determination, mighty Eagle, and with your dreaming and your quick brain, little Wren, you have flown to a height never reached by any bird before.”

For homework choose one of the following:

1. Write about a time in your life when someone important has helped you. Describe your eagle.
2. Write about a time when together you and someone else worked together to accomplish what you could not do alone.
3. Paint, draw or make an eagle. Label the feathers on your eagle. Who is the center tail helping you to steer? Who are the strong wing feathers? Who are the soft downy feathers that keep you warm and safe?

We will share our stories and art next week in class.

Talking to a Teacher

In my child's school in my country:

In my child's school in Brookline:

What I want my child's teacher to know:

What I want to ask my child's teacher:

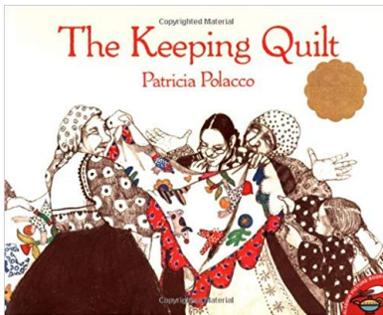


Passing on Traditions

Lesson Plan by Alicia Hsu, ESOL Family Literacy Class 2019

Immigrant parents often consider what home country and family traditions they want to keep and pass on to future generations while living in the U.S. What traditions are essential to maintaining and developing home cultural identity? How can these traditions be meaningful here in this country? What will change and what will stay the same? How do we make space and time to celebrate these traditions? What stories do we tell to bring these traditions to life for our children?

The Keeping Quilt by Patricia Polacco "We will make a quilt to help us always remember home," Anna's mother said. "It will be like heaving the family in backhome Russia dance around us at night. And so it was. From a basket of old clothes, Anna's babushka, Uncle Vladimir's shirt, Aunt Havalah's nightdress and an apron of Aunt Natasha's become *The Keeping Quilt*, passed along from mother to daughter for almost a century. For four generations the quilt is a Sabbath tablecloth, a wedding canopy, and a blanket that welcomes babies warmly into the world. In strongly moving pictures that are as heartwarming as they are real, Patricia Polacco tells the story of her own family, and the quilt that remains a symbol of their enduring love and faith.



Vocabulary words are identified (see attached), and can be photocopied on paper or card stock. Before reading the text, students cut out word cards in class, and participate together in word sorting activities. To review definitions, students first sort the words into two categories: Know and Do Not Know. They may work in groups, with a partner or alone. Students can discuss, and then ask the teacher to define the remaining Do Not Know Words. Later in the session, students can be asked to sort words in different ways: nouns/verbs/adjectives; long vowel/short vowel; past tense/present tense; etc. At home, students choose which words they tape into their class journals, and may write definitions in their native language, or draw pictures below or under the card to remind or make associations in order to retain the new vocabulary.

Students take turn **reading the story** aloud round robin, one page per student, reading as one would read a story to a friend or child at home. The teacher models how this is done by reading the title, dedication and about the author pages, pausing to ask one question or to respond to pictures or text or both. **Focus questions** to consider during reading may vary depending on the needs and backgrounds of the students. Below are just a few to consider. Choose one for in class reading, and another for home reading.

1. In Patricia's family, what traditions are kept and how do they change with each passing generation?
2. How does the quilt tell a story? What objects in your family's tradition can tell an important story?
3. In what ways does Patricia Polacco's use of color in the book's illustrations add to the story she tells?

Homework: Read The Keeping Quilt by Patricia Polacco at home with a friend or family member.

1. As you read the story, make a list of questions you as readers ask. Questions may be about a word or phrase, the pictures, the story, the setting, the author, etc. Any question is an interesting question! Example: How did the quilt stay so clean after so many years?
2. Write and illustrate a paragraph about a cultural or family tradition you would like to keep and pass on to your children and grandchildren.

We will share our questions and stories in class next week.

Final Quilt Project: As a final class project, students are invited to create one square of a quilt representing their experience learning English as part of the class community. This quilt square may depict a favorite story, a tradition to keep, an aspect of personal growth, etc. When each individual square is completed, the squares can be loosely sewn or taped together (using wide painters tape on the back) to create a large quilt. Each individual square tells a story, and the combined work tells yet another, larger story. After display or celebration of the quilt, students may choose to take their own squares home for keeping.

Materials needed: felt squares 12" x 12" one per student, fabric glue, scissors, additional felt, buttons, ribbon, wooden dowels for hanging, thread and needle. The big idea for this project is for each student to reflect on their own learning, and then recognize the collective power and beauty of learning in community by putting together the individual quilt squares to form a larger quilt.

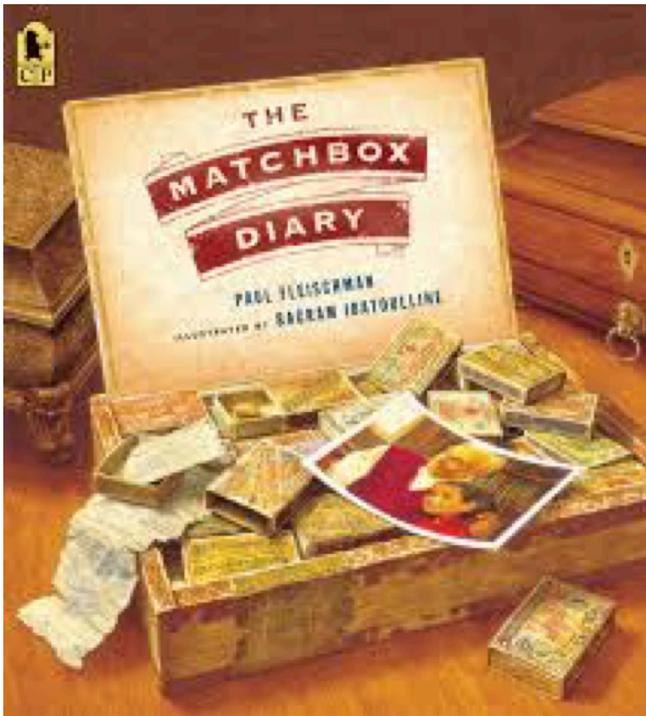
Ideally the art making happens together during class time where open ended English language conversation and questions are encouraged during the creating process. Conversation starters, and questions for students to ask one another, can be available or posted if needed. Newly introduced vocabulary can be incorporated while discussing previously read books, personal stories and reflections.

Finally, students can write a brief description to explain their quilt square, and reflect on the class experience. If the quilt is displayed, these descriptions can be placed nearby to highlight the art piece. Local libraries often have display cases well suited for such an exhibit, providing a chance for immigrant stories to be celebrated and honored.

thick	dirt farmers	hauling
overcoat	artificial	in a hurry
neighbors	pebbles	shallow
backhome	Russia	babushka
sewn	nightdress	quilt
scraps	needles	threaded
border	Sabbath	challah
tablecloth	rock salt	linen
handkerchief (hankie)	wealth	flavor
engaged	huppa	wedding

celebrated	separately	poverty
hunger	bouquet	kulich
soul	trace	edge
pretend	cape	bullring
jungle	sprinkle	wine

Attachment #1



For homework, choose an object to put in your matchbox diary. This object should remind you of a special event or journey. Write a story about this memory.

A Smooth Stone
By Alicia Hsu

When my father was a boy, he lived at the summit of a small island in the Fujian Province of southern China. Every day, my father and his nine brothers and sisters would race down the narrow, winding paths of Gulangyu to their village school. My father, the oldest brother, would choose a smooth stone from the path and kick it down the hill. The children would chase and kick the same stone back and forth to each other until they reached the schoolyard. The youngest brother would pick up the stone and put it in his pocket until school was over. Then, they would run again, kicking the same stone uphill until they arrived home.

When I visited Gulangyu with my own children many years later, I told them this story about their grandfather, great uncles and great aunties as we walked up the hill to the big house. We imagined them all together as children, laughing and running, and kicking a smooth stone to school.



She'll be coming round the mountain US traditional

She'll be coming round the mountain when she comes, oh yes! She'll be coming round the

6 moun-tain when she comes, oh yes! She'll be com-ing round the moun-tain, She'll be

11 coming round the mountain, She'll be coming round the mountain when she comes, oh yes!

by Yaming

She will meet an American sister
when she comes, wahoo!
She will meet an American sister
when she comes, wahoo!
She will meet an American sister
She will meet an American sister
She will meet an American sister
when she comes, wahoo!

by Amely

She will keep her love and rings in a box
when she comes!
She will keep her love and rings in box
when she comes!
She will keep her love and rings
She will keep her love and rings
She will keep her love and rings
in a box, thump thump!

by Joanna

She will see a beautiful village
when she comes, Obrigada!
She will see a beautiful village
when she comes, Obrigada!
She will see a beautiful village
She will see a beautiful village
She will see a beautiful village
when she comes, Obrigada!

by Yun

He'll remember Halmoni
when he comes, toot toot!
He'll remember Halmoni
when he comes, toot toot!
He'll remember Halmoni
He'll remember Halmoni
He'll remember Halmoni
when he comes, toot toot!

by Yuka

She will pray for healthy children
when she comes, yes indeed!
She will pray for healthy children
when she comes, yes indeed!
She will pray for healthy children
She will pray for healthy children
She will pray for healthy children
when she comes, yes indeed!

by Bishnu

She'll be looking for the red top
When she comes, glug glug!
She'll be looking for the red top
when she comes, glug glug!
She'll be looking for the red top
She'll be looking for the red top
She'll be looking for the red top
when she comes, glug glug!

By Sung

She will have a beautiful baby in her arms,
rock rock!
She will have a beautiful baby in her arms,
rock rock!
She will have a beautiful baby
She will have a beautiful baby
She will have a beautiful baby in her arms,
Rock rock!