

Kaitlin Lytle
Political Science 350
Community Based Research Project
December 11, 2008

Abstract:

Rice County, Minnesota in 2004 had approximately 12.5% Hispanic/Latino, that is 3,117 people and this population has continued to grow. As the second largest population in the county, NGOs such as Growing Up Healthy, who promote holistic health for children ages 0-5 have started to emerge. With this large Hispanic/Latino community, linguistic and educational barriers have increased. This paper attempts to solve and empower those families affected by such obstacles by providing them with an educational and culturally appropriate Spanish storyhour, Cuentos y Canciones en Familia. Cuentos y Canciones en Familia will work with community organizations and families to improve early literacy skills for children in their home language. The program anticipates that by subjecting children to this educational resource, while involving parents, the child will develop bilingual language skills, take pride in their culture, and be successful throughout their education.

Cuentos y Canciones en Familia Literature Review:

After completing my community based research project, Cuentos y Canciones en Familia, I have come to the conclusion that my lens has shifted focus. For my original literature review, I focused on debates surrounding bilingual education, ELL/ESL, and No Child Left Behind. During my community based research project with Growing Up Healthy, I have had the privilege to interview librarians, teachers, and neighborhood leaders, I have also narrowed my focus on literature, which has led to a substantial change in my literature review. This review will discuss theories surrounding the importance of early literacy and family involvement; in particular its relationship to developing bilingual, bicultural, individuals.

Cuentos y Canciones en Familia aims to promote early literacy for children with the help and involvement of parents and community organization. Research suggests the most accurate predictors of achievement in school is not family income or parents' education level, but the extent to which parents believe they can be key resources in their children's education and become involved at school and in the community (Henderson and Berla 1994; Ballantyne, Sanderman D'Emilio, and McLaughlin 2008). Therefore, the integration of parents in Cuentos y Canciones en Familia will be essential to the promotion of education.

With the help of community members and families, *Cuentos y Canciones en Familia* will give children the tools they need to be successful in school by subjecting them to reading, singing, talking, and playing in their home language, a language they share with their parents, family, and community. Through strong community and family support in the prekindergarten years, children increase their readiness when they arrive in kindergarten (Riches and Genesee 2006; August and Shanahan 2006). In addition, children who come to school with experience in reading due to early literacy activities, such as reading books, talking about books, watching their parents read, learning songs and rhymes etcetera, are less likely to encounter reading difficulties, regardless of the language in which they read or are read to at home (Riches and Genesee 2006; August and Shanahan 2006; Genesee, Lindholm-Leary, Suanders, and Christian 2006; Ballantyne, Sanderman, D’Emilio, and McLaghlin 2008). Whether promotion of literacy is done by parents reading in front of their children and encouraging reading behavior, or better yet, using “dialogic reading strategies”, early literacy exposure in the home language allows parents to involve themselves as their child’s first teachers. Research indicates that when parents use dialogic reading strategies which include interactive conversation with their children by using quality questions such as “how” or “who”, children make significant gains in the home language and also in emergent literacy skills (vocabulary, phonological processing skills, concepts about print, and print motivation) that will support later academic progress. (Jiménez, Filippini, and Gerber 2006).

Cuentos y Canciones en Familia also promotes cultural awareness by providing opportunities to share cultural and familial information. Because of the great diversity within the Hispanic/Latino population in the United States, having literacy experiences in Spanish will allow families to pass on to their children their own cultural traditions. By providing culturally and linguistic appropriate books, songs, and rhymes, parents and story time leaders will be able to express the importance of maintaining the culture and the language (Jiménez, Filippini, and Gerber 2006; Henderson and Berla 1994; Lewis and Henderson 1997).

According to research on second language acquisition, “learning a second language does not mean losing the first” indicating that by promoting the first language, children will be able to build an educational foundation composed of vocabulary and advanced knowledge for the second language (Windler, Diaz, Espinosa, and Rodriguez 1999; August and Shanahan 2006).

Growing Up Healthy and the communities that they serve value bilingualism and they are aware that young second language learners can easily lose their first language and ties to their family and culture. Cantos y Canciones en Familia is an effort to provide first language maintenance and development while building second language competence.

Bibliography:

- August, D. and T. Shanahan. 2006. Developing literacy in second language learners. In *Report of the National Literacy Panel on Minority-Language Children and Youth*, ed. Diane August and Timothy Shanahan, 398. New Jersey: Center for applied Linguistics.
www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf [accessed December 4, 2008].
- Ballantyne, Keira Gebbie, Alicia Sanderman, Timothy D'Emilio, and Nicole McLaughlin. 2008. Dual languages learners in the early years: getting ready to succeed in school. Washington, DC: National Clearinghouse for English Language Acquisition. <http://www.ncela.gwu.edu/resabout/ecell/earlyyears.pdf> [accessed November 16, 2008].
- Henderson, A.T. and Berla, N. 2006. A new generation of evidence: The family is critical to student's achievement. Columbia: National Committee for Citizens Education.
<http://www.eric.ed.gov/ERICDocs2/content> [accessed November 15, 2008].
- Jiménez, Terese C, Alexis L. Filippini, and Michael M. Gerber. 2006. Shared reading within latino families: An analysis of reading interactions and language use. *Bilingual Research Journal* 30, no.2 . [accessed December 3, 2008].
- Riches, C., K. Lindholm-Leary, W.Saunders, and F. Genesee, 2006. Literacy: Crosslinguistic and crossmodal issues. In *Educating English Language Learners*. Chapter 3. New York: Cambridge University Press
<http://www.cambridge.org/catalogue/catalogue.asp?isbn=9780511145131&ss=fro>
[accessed December 4, 2008].
- Winsler, Adam, Rafael M. Diaz, Linda Espinosa, and James L. Rodriguez. 1999. When learning a second language does not mean losing the first: Bilingual language development in low-income, Spanish-speaking children attending bilingual preschool. *Child Development* 70, no. 2 [March/April]
http://csaweb102v.csa.com/ids70/view_record.php?id=4&recnum=3&log=from_res&SID=3ekr5b7rtvl4d6mbgbeub6tv3&mark_id=search%3A4%3A13%2C0%2C10
[accessed December 8, 2008].

Cuentos y Canciones en Familia

Young children are capable of learning languages simultaneously when quality language and literacy development opportunities in both languages are provided in school, at home, and in the community. The knowledge, concepts, and skills established in the home language support and contribute to the development of the child's second language. Therefore, story-hour programs that emphasize emerging literacy should support and build upon a child's home language. A learning environment that facilitates social emotional growth while a child's language and culture is essential for healthy identity development. In addition, effective and appropriate approaches for linguistic and cultural development build strong home-school partnerships and support parents as a child's first teacher. It also acknowledges the expertise and cultural contribution of families, something that is often lost when Hispanic/Latino children enter formal schooling in English. Decades of research have shown that one of the most accurate predictors of achievement in school is not family income or parents' education level, but the extent to which parents believe they can be key resources in their children's education and become involved at school and in the community (Henderson and Berla 1994; Ballantyne, Sanderman, D'Emilio, and McLaughlin 2008).

Growing Up Healthy serves children who are still in the process of acquiring their first language, even as they are also acquiring their second. These children have diverse linguistic backgrounds dependent on the amount of English that their parents speak (from very little English to fluent English). In families where one or both parents do not speak English, parents are less likely to read to their children regularly than in families where both parents speak English (O'Donnell, 2008). According to information on the 2004 Census data, there are 3,117 or 12.5% Hispanic/Latinos living in Rice County, MN, indicating that there is most likely a high number of parents that do not speak English and may not be reading to their children. It is estimated that these numbers have increased in the last four years. For the Hispanic/Latino families that Growing Up Healthy serves, the difficulties that go with poverty are compounded by difficulties in accessing appropriate community materials because of linguistic and or cultural barriers. In an effort to meet the information needs of Hispanic/Latino members in the communities of Northfield and Faribault, MN, it is necessary to establish literacy programs that will bring library services and Hispanic users in their communities together. Studies show that strong community and family support in the prekindergarten years is what helps children to be ready when they arrive in kindergarten, and that children who come to school with experience in reading are less likely to encounter reading difficulties, regardless of the language in which they read or are read to at home

(Riches and Genesee 2006; August and Shanahan 2006; Genesee, Lindholm-Leary, Suanders, and Christian 2006). Growing Up Healthy Hispanic/Latino community leaders need to reassure parents who do not speak English that early reading activities in Spanish are helpful and not harmful, and that early literacy skills learned in one language can transfer to another.

Cuentos y Canciones en Familia (Spanish storytime) is the suggested name for a project by which the Hispanic/Latino community can access quality early literacy information for themselves and their children. In my interview with staff from Hennepin County Libraries, research on the title “Cuentos y Canciones en Familia” indicated this name to be the most descriptive and clear title. I added “en Familia” because I wanted to make clear that the family was included in the storytime and not only children. This Spanish storytime will increase three key factors of early literacy practices; visiting the library, sharing books, and talking and singing with children. For my project, I have created a binder with information for Growing Up Healthy, the Northfield Public Library, St. Dominic Catholic Church, St. Olaf, and other community partners such as students in the Amistades Spanish Immersion program. This binder contains information on topics such as; what is early literacy, why are story times important, how to have a successful story time, and everything one would need for a story time (book titles, songs and rhymes.) Songs, rhymes, educational information for parents, and sample storytimes are provided in both Spanish and English so that information can be shared regardless of language competency. I have met with Lessa Wisdorf, Northfield Public Library librarian and Lynne Young, library director for the Northfield Public Library. Both of these women stated that there is a low library attendance rate amongst Hispanics/ Latino families in the surrounding area. The librarians believed that most of the Hispanic/Latino families who come to the library use the computers and not the early literacy programs. Ms. Wisdorf and Ms. Young both seemed interested and enthusiastic about the potential of having the early literacy Spanish program Cuentos y Canciones en Familia. I have also spoken to Professor Leon Narvaez, Chair of the Spanish department, and Professor Broner at St. Olaf College about using St. Olaf College Spanish students as program volunteers. In addition I have been in frequent contact with Father Dempsey, pastor at St. Dominic Catholic Church, Ivan Ortiz, a neighborhood leader for Growing Up Healthy, and Chris O’Neill teacher at the Amistades Spanish Immersion program in Northfield. I also received information from Caitlin Cowan a Hennepin County librarian. All interviewees have all expressed interest in Cuentos y Canciones en Familia, a Spanish storytime project. The Northfield Public Library, Ivan Ortiz (GUH neighborhood leader) and St. Dominic Catholic church seem to be the

community members most interested in Cuentos y Canciones en Familia and have stated their desire and need for such a program.

Bibliography

- August, D. and T. Shanahan. 2006. Developing literacy in second language learners. In *Report of the National Literacy Panel on Minority-Language Children and Youth*, ed. Diane August and Timothy Shanahan, 398. New Jersey: Center for applied Linguistics.
www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf [accessed December 4, 2008].
- Ballantyne, Keira Gebbie, Alicia Sanderman, Timothy D’Emilio, and Nicole McLaughlin. 2008. Dual languages learners in the early years: getting ready to succeed in school. Washington, DC: National Clearinghouse for English Language Acquisition. <http://www.ncela.gwu.edu/resabout/ecell/earlyyears.pdf> [accessed November 16, 2008].
- Broner, Maggie: Spanish professor at St. Olaf College. 2008. Interviewed by Kaitlin Lytle, November 19. Northfield, MN.
- Cowan, Caitlin: Hennepin County Librarian. 2008. Interviewed by Kaitlin Lytle, November 17. Minneapolis, MN.
- Delacre, Lulu. 1989. *Arroz con leche: popular songs and rhymes from latin america*. New York: New York Scholastic Inc. [accessed November 20, 2008].
- Dempsey, D: Father at Saint Dominic Catholic Church. 2008. Interviewed by Kaitlin Lytle, November 17, 21. Northfield, MN.
- Ebinger, Virginia Nylander. 1993. *Niñez: spanish songs, games and stories of children*. Santa Fe: Sunstone Press. [accessed November 22,2008].
- Griego, Margo C. 1981. *Tortillitas para mama and other nursery rhymes: Spanish and english*. New York: Holt, Rinehart and Winston. [accessed November 22, 2008].
- Henderson, A.T. and Berla, N. 2006. A new generation of evidence: The family is critical to student’s achievement. Columbia: National Committee for Citizens Education.
<http://www.eric.ed.gov/ERICDocs2/content> [accessed November 15, 2008].
- Hennepin County Library.2008. “Recent Staff Presentations.”
www.hclib.org/extranet [accessed November 17, 2008].

- Holguin Jimenez, Emma Conchia, and Morales Puncel. 1969. *Cancionciatas para chiquitines los pollitos*. Clendale: Bowmar Publishing Corporation. [accessed November 20, 2008].
- Narvaez, Leon: Spanish Department Chair at St. Olaf College . 2008. Interviewed by Kaitlin Lytle, November 18. Northfield, MN.
- Riches, C., K. Lindholm-Leary, W.Saunders, and F. Genesee, 2006. Literacy: Crosslinguistic and crossmodal issues. In *Educating English Language Learners*. Chapter 3. New York: Cambridge University Press <http://www.cambridge.org/catalogue/catalogue.asp?isbn=9780511145131&ss=fro> [accessed December 4, 2008].
- O'Donnell, K. 2008. *Parents' reports of the school readiness of young children from the national household education surveys program of 2007*. National Center of Education Sciences, Washington, DC. U.S. Department of Education. [accessed November 15, 2008].
- Orozco, José-Luis. 1994. *De colores and other latin-american folk songs for children*. New York: Dutton Children's Books. [accessed November 24, 2008].
- Orozco, José-Luis. 1997. *Diez deditos and other play rhymes and action songs from latin america*. New York: Dutton Children's Books. [accessed November 22].
- Ortiz, Ivan: Growing Up Healthy neighborhood leader. 2008. Interviewed by Kaitlin Lytle, November 20, 25. Northfield, MN.
- O'Neill, Chris: Amistades teacher, Northfield schools. 2008. Interviewed by Kaitlin Lytle, November 20. Northfield, MN.
- Wisdorf, Lessa: Northfield Public Library librarian. 2008. Interviewed by Kaitlin Lytle, November 24. Northfield, MN.
- Young, Lynne Marie: Northfield Public Library Director. 2008. Interviewed by Kaitlin Lytle, November 24. Northfield, MN.

Project Overview

Cuentos y Canciones en Familia (Storytime in Spanish) is an effort to bring the services of the public library to the Hispanic/Latino communities in Northfield and Faribault. The goals of the program are to increase the frequency of three key indicators of early literacy practices; visiting the library, sharing books, and parents talking and singing with children. In an effort to bring together established resources in Rice County with the population that Growing Up Healthy serves, the following initial partners could be considered: the Public Libraries in Northfield and Faribault, St. Dominic Catholic Church in Northfield, Growing Up Healthy Community Neighborhood Leaders, and volunteers from both communities, including faculty and students from the colleges of St. Olaf and Carleton, and middle school students from Amistades Spanish Immersion program in Northfield. The identified churches have programs already established for the Hispanic/Latino communities. Cuentos and Canciones en Familia would be a natural extension of the programs they already have in place, at a time, Sunday after the worship service, when families meet for food and fellowship. This setting is ideal because it already has trusted mentors and does not have the obstacles that a public library may have such as language and cultural barriers and transportation. The role of the librarian will be to provide technical expertise to trusted mentoring neighborhood leaders and volunteers on how to create interesting, meaningful early literacy experiences for the parents and children. In addition, the Northfield Public Library have suggested that besides their assistance in planning the story hour, the library perhaps could arrange for *Booker*, a mobile library, to visit the church site on the day of Cuentos y Canciones en Fmailia. Having the resource of *Booker* is extremely important since the library has on staff bilingual volunteers that could operate the mobile library.

Program Implementation:

I recommend that it will be important for community partners to understand the importance of Cuentos y Canciones en Familia/Storytime project in Northfield and Faribault, MN. Included in the following overview are programs implementation suggestions offered by Ms. Cowan, Hennepin County Library resource for external relations and partnership. It is recommended that this information summarizing the importance of early literacy be shared with community partners. The following is an overview of early literacy and how this relates to the goals of Growing Up Healthy of incorporating the community in the health and development of children zero to age five.

What is early literacy?

- Early literacy is what the child knows about reading and writing before they can read or write. Early literacy is important because it is the first step that a parent can take in helping their child's education

Why is a story time important?

- Helps improve the child's vocabulary
- Promotes learning in a fun and interactive way
- The more a child knows about the world, there is a better chance that the child will do better in school.
- Fun activity to do with parent
- The first step a parent can take toward participating in the child's education
- Educational activity that will promote reading and writing
- Learn to love reading
- Learn to use the library
- Introduces parents and children to six literacy tips to help your child get ready to read in school:

1. Print motivation means interest in and enjoyment of books.
Let your child see you reading.
2. Vocabulary means knowing the names of things.
Read books about things that interests your child. Ask a librarian for help finding easy information books.
3. Letter knowledge is learning that letters look different, and have different names and sounds.
Read alphabet books to your child.
4. Print awareness means learning that in English we read from left to right and from top to bottom.
For fun, hold a book upside-down so your child can notice that something is "wrong".
5. Phonological awareness means the ability to hear and manipulate the smaller sounds in words.
Singing songs is a fun way to help your child hear the different parts of a word.
6. Narrative skills means a child's ability to understand and tell stories.
Tell your child stories about you and your and your family.

Seis Consejos para ayudarle a su hijo/a alistarse a leer:

1. Motivación por Los Escritos significa interés y gusto por los libros.
Consejo: Deje que su hijo le vea leer.
2. Vocabulario significa conocer los nombres de las cosas.
Consejo: Lea libros sobre cosas que le interesan a su hijo. Pida ayuda a una bibliotecaria para encontrar libros de información general sobre algún tema.
3. Conocimiento de Letras es aprender que las letras tienen diferentes formas, nombres y sonidos.
Consejo: Lea a su hijo libros que traten sobre el abecedario.
4. Conocimiento de Lo Escrito significa aprender que en español se lee de izquierda a derecha y de arriba a abajo.
Consejo: Jugando, ponga un libro al revés para que su hijo se dé cuenta de que algo no está bien.
5. Conocimiento Fonológico significa la habilidad de escuchar y manipular los sonidos más pequeños en las palabras.
Consejo: Cantar canciones es una manera divertida que ayuda a su hijo a escuchar diferentes partes de una palabra.
6. Habilidades Narrativas significa la habilidad de un niño de entender y contar cuentos.
Consejo: Cuente a su hijo historias sobre usted y su familia.

Why is it important to have a Spanish story time?

- Speaking to a child in their native language (Spanish) will allow them to develop vocabulary that will help them academically when they are older and learn English.
- Knowing words and concepts in Spanish will help them learn the English label faster.
- Example: If they know the label and concept of abajo/arriba, means that they will only have to learn the label for up/down
- Knowing two languages will mean that they will be literate in both languages and will be more successful in school, find better jobs.
- Improve their self-esteem. “Ser bilingüe, Vale por Dos” (“Being bilingual is doubly valuable)”

Six steps to a successful Cuentos y Canciones en Familia story time:

Cuentos y Canciones en Familia supports the goals of Growing Up Healthy by “incorporating the community in the health and development of children zero to age five.”(www.growinguphealthy.org). The following are six steps to a successful Cuentos y Canciones en Familia story time:

1. Know the community- Talk to community leaders and local organizationsExample: Northfield library, Growing Up Healthy, St. Dominic’s Church in Northfield, Divine Mercy Catholic Church in Faribault, St. Olaf and Carleton Colleges, local public schools.
2. Find a Program leader who is a native speaker of Spanish. This program leader can be paid or it can be a volunteer position.
Example: Neighborhood leader, retired professor, students, community member, librarian who is a native speaker.
The Northfield librarian will work with the program leader, and train them in literacy development.
 - The librarian will be the expert on how the story time works and early literacy education.
 - The program leader will be the expert on the language and culture.

3. Preparing for story time:

- Your first story time should start small and eventually grow to a larger group story times.
- Work as a team. The librarian and program leader should plan and practice the story time event.
- Use a nonfiction book and explain how reading can be a fun activity
This may be some families first time using the public library, so explain the services offered to children and their families. Create a simple bookmark or pamphlet with this information in Spanish to take home.

Example: Library cards are used to check out books, movies, and music for free. The library also has computers and Internet. Children can participate in story time and other educational activities for free.

Introducing the story time (See script for Cuentos y Canciones en Familia, Spanish Story time)

- Have a plan of how you want the story time to work.
- Set goals of what you want to accomplish with your story time.
- Use traditional stories and songs (Los Pollitos)
- Do a welcoming song in Spanish to a familiar tune.
- Ask parents to participate in the story time.
Example: Parents should participate in any way possible, like signing songs, dancing, doing art activities, and talking to their children about the story to promote their vocabulary in Spanish.
- If there are Spanish and English speaking children at the story time, read the book in Spanish and talk about it at the end in English.
Example: Program leader will read the book in Spanish and the librarian will discuss the book at the end in English.
- Make a theme for the story time.
Example: If you read a ¿Oso Pardo ,Oso Pardo ,Que Ves Ahi? (Black Bear Black Bear What do you See?) you could also do a song about animals (Los Pollitos, De Colores) and as an art project you can make binoculars and ask the children what they can see through the binoculars.

Some important things to keep in mind about early literacy:

- Let the child pick a book that they want to read and enjoy.
- By reading or telling stories, children will learn new words that they don't hear in daily conversations
- Whenever possible point out letters
Example- When in the store point to a letter on a sign and ask your child what letter it is or tell them the name of the letter
- Allow your child to hold or touch the book so that they feel comfortable with books and the idea of the library.
- Practice telling stories together.
- Have your child tell you a story by looking at the pictures in the book and coming up with their own version of the story.
- Explain to your child that each letter has a different sound. Practice this by using the first letter of their name, make the sound, and find another word that starts with that letter. Example: the name "Catalina" starts with "C" and sounds like "CAH" then pick another word that starts with "C" like "caminar" (to walk)

Next Step/Challenges

- Growing Up Healthy neighborhood leaders will present the concept of Cuentos y Canciones en Familia (Spanish Storytime) to members of their community. This personal interaction with the community will be one of the most important elements to the success of the program.
- Identify a coordinator that will facilitate setting up the program between the identified partners (Library, Growing Up Healthy, Churches of St. Dominic and Divine Mercy, local colleges).
- Investigate sources of grant money to establish the program. Northfield has at their disposal the United Way that works in conjunction with the Imagination Library (<http://www.imaginationlibrary.com/>). This library program gives children ages 0-5 one free book every month. Another source of money could be through either a governmental grant or a private benefactor.
- The books and CDs used during Cuentos y Canciones en Familia could be borrowed from the library lending system, but there will need to be a small budget for an art/craft interactive literacy.
- Weekly or monthly drawings for free books in Spanish would be motivating and would support the practice of sharing books and talking and singing with children.
- Grant money could also provide for field trips to local and neighboring libraries. This would be a beneficial way of connecting families to the library and directly reinforcing the connection between the project and the early literacy behavior of using the library and sharing books on a regular basis. A special program for the children could be set up at the library and parents would have a chance to see the library as a resource for not only their children, but also for themselves.

Scripts for Cuentos y Canciones en Familia- Early Literacy Activity –

Long Term Objective:

Share with parents tools for developing early literacy. Reinforce the basic belief that everyone is an author and even if you don't have literacy skills, you have stories to tell. Share theories of second language acquisition by discussing importance of home language development.

Short Term Objective:

Familiarize children with the name of familiar and unfamiliar animals, colors, and quantitative (ex. many, few, some) and directional concepts (ex. in, out, around, between) using stories and songs.

Activity:

1. Action song to welcome children to activity. Children will be wearing nametags.
2. Introduce vocabulary with picture cards to increase background knowledge and vocabulary.
3. Introduce book in Spanish and also show the English version. *¿El Canguro Tiene Mamá? Does a Kangaroo have a Mother Too?*
4. Familiarize children with text structure (cover, title, and author).
5. Involve children and parent in a language development activity by predicting what the book is about.
6. Read book(s)
7. Action song about the family with puppets.
8. Take home activity that acts as a follow up on the book read.

Sample Script for Cuentos y Canciones en Familia Story Hour in SPANISH

Bienvenida e Introducción (Welcome and Introduction)

Binvenida a los padres

Complacido por su asistencia

1. Breve introducción a los servicios de la biblioteca
2. “*Canciones y Cuentos* es un programa de prelectura y lo que ustedes pueden hacer para ayudar a que sus hijos pequeños se sientan a gusto con los libros y lenguaje.”
3. “Empecemos con una rima que a los niños pequeños les gusta. Es importante mantener los libros y lenguaje como algo divertido para que los niños quieran volver a hacerlo.”

Escoja una canción o rima que usted crea que es conocida por algunos de los niños o padres. “De ahora en adelante tendremos una canción especial de bienvenida que cantaremos cada vez que nos reunamos.”

Introduzca los Seis Consejos de Pre-lectura y dé ejemplos

Existen seis habilidades que los estudios sobre la lectura han determinado que los niños deben saber antes de poder aprender a leer. “

“Hoy vamos a hablar sobre *Motivación por lo Escrito* – esto quiere decir el interés y el gozo que el niño tiene por los libros.”

Lea un libro modelando cómo leerlo con un tono jovial y divertido.

4. “Recuerden de leer a menudo y que sea una actividad placentera.”
5. “Asegúrense que tanto ustedes como su hijo estén de buen humor, para que la experiencia sea positiva.”
6. “Paren de leer cuando su hijo se canse o pierda el interés.”

“En nuestras próximas reuniones hablaremos de los otros cinco consejos de pre-lectura.”

“Otra actividad importante que usted puede hacer con su hijo es cantar canciones y recitar rimas.” Utilice una rima o canciones de su elección, o pídale a los participantes que le digan una rima que les gusta.

Despedida

“Hemos hablado de:

Lo importante que es la lectura temprana en el futuro de su hijo. Hemos discutido uno de los seis consejos para encaminar a su hijo en la lectura. Disfruten compartiendo libros con sus hijos.”

Canción de despedida

Introduction to Rimas Infantiles and Circle Games

Rimas Infantiles (finger plays and rhymes) are a fun way of teaching children to listen and distinguish the sounds that make up language (phonological awareness). Rhymes are short and because they are often accompanied by music, they are a fun activity for babies who like to listen to them many times over and eventually say them with you. Finger plays and rhymes also allow babies to learn more vocabulary.

Las rimas infantiles es una manera divertida para enseñarle a los niños como escuchar y distinguir los sonidos que componen el lenguaje (conciencia fonológica).

La importancia de las rimas, es que son breves y tienen la particularidad de tener musicalidad al decirlas, es por eso que a los bebés, les gustara repetir las, y fácilmente podrá decirlas luego. Son importantes también, ya que les estarán aportando nuevo vocabulario, y así podrán desarrollar aun más su lenguaje.

Rondas Infantiles (Circle games)are played by making a circle. Children of all ages enjoy these games with their parents.

Las rondas infantiles son cantadas formando un círculo, Tienen como beneficio, fomentar en el niño la unión con sus pares, ya que para participar en ella, deben todos, a través de las manos, formar “la ronda”.

The English version of rimas and juegos has been provided as a point of reference for a non-Spanish speaker, but not to be used as a rhyming activity.

Juego de Ronda (Circle Game)

Con todos mis amigos
Haremos una ronda,
Que me da mucha risa, porque es toda redonda
Ahora hay que soltarse
Bailar en el lugar
Dar muchas, muchas vueltas Y a un amigo abrazar.

*With all of my friends
We are going to make a circle
It makes me laugh because is all round
Now we let go
And we dance in place
We turn and turn and hug a friend*

Rimas (Rhymes)

Los Lobitos
The Little Wolves

Cinco lobitos
Tuvo la loba,
Blancos y negros
Tras de la escoba.
Cinco crio,
Cinco cuidó
Y a todos ellos
Solita enseñó.

*The mother wolf had five baby cubs;
black ones, white ones all in a row.
She raised them and bathed them
and taught them all they know.*

*Put the fingers together in the right hand, opening and closing to the beat. Help
the child with the movement while reciting the rhyme.*

Mis Cinco Sentidos

Una boquita para comer, (Señalar la boca)
Mi naricita para oler. (Señalar la nariz)
Mis dos ojitos para ver. (Señalar los ojos)
Mis dos orejitas para oír, (Señalar las orejas)
Mis dos manitas para tocar (Señalar las manos)
¿Y mi cabecita? (Descansar la cabeza sobre las 2 manos, como si se fuera a dormir
Para dormir

My Five Senses

*A small mouth for eating, (Point to mouth)
My nose for smelling, (Point to nose)
My two eyes for seeing, (Point to eyes)
My two ears for hearing, (Point to ears)
My two hands for touching. (Point to hands)
And my head? (Lean head on both hands, as if to sleep)
For sleeping.*

Rima de Chocolate
(Hot Chocolate)

Uno...dos...tres...cho!
uno...dos...tres...co!
uno...dos...tres...la!
uno...dos...tres...te!
bate, bate, chocolate!
Bate, bate, chocolate

One...two...three...cho!
one...two...three...co!
one...two...three...la!
one...two...three...te!
Mix the Chokolade !

Caballito Blanco

Caballito blanco
llévame de aquí
llévame a mi pueblo
donde yo nací.

Tengo, tengo, tengo,
tú no tienes nada,
tengo tres ovejas,
en una cabaña

Una me da leche,
otra me da lana,
otra mantequilla
para la semana.

*Little White Pony
Little white pony,
Let's gallop away.*

Take me to my hometown, My birthplace, today.

There's something, something special,

Waiting there for me:

Fine sheep in a thatched hut,

One, two three!

One sheep gives me milk to drink,

Another gives me butter,

A whole week's full.

Tortillitas

Tortillitas, tortillitas
Tortillitas para mamá
Tortillitas para papá

Las bonitas para mamá
Las grandecitas para papa

*Pancakes, pancakes for mom
Pancakes, pancakes for dad
The pretty ones for mom
The big ones for dad*

Cinco Pollitos

Cinco pollitos
tiene mi tía.

Extend five fingers on one hand.

Uno le canta,

First raise index finger.

otro le pía.

Raise middle finger.

Y tres le tocan (And three play the symphony)

Then all five fingers are extended again.

la sinfonía

Five little chicki
has my aunt

*One sings so pretty
one says, "peep,peep"*

*And the three others
play in the symphony!*

Introduction to Canciones Infantiles

Canciones Infantiles is a collection of my favorite childhood songs and lullabies that my grandmother and mother sang to me as a child. Most of these songs (please see the bibliography for *Cuentos y Canciones en Familia*) are known all over Latin America, however the wording might be slightly different from country to country, even region to region. Neighborhood leader partners will be able to advise on when and how to adapt the wording to a particular audience. The English words are provided as a way of informing a non-Spanish speaking audience or staff about what the song is about.

1. Opening and Closing song: This is a song that is used to set up the routine of the storytime.
2. Las Ruedas Del Autobus – (The Wheels on the Bus)
3. Las Mañanitas – This is a traditional Mexican song that people sing early in the morning on the day of your birthday.
4. Los Pollitos – a favorite of children, especially when you can read the bilingual book by Ashley Wolff. ISBN: 0-316-06732-6.
A game that is great to play with this is that for the first verse, one child represents the hen, and the rest of the children walk around the hen in a circle, moving their elbows up and down to imitate the baby chicks. For the second verse, the circle stops moving and the hen walks around looking for food and feeding the chicks. For the third, the chicks sit down and close their eyes to rest, while the hen walks around giving them comfort.
5. Pin Pon – traditional song that you can act out.
6. *Arrurru* is a traditional lullabye song about a baby boy and a baby girl
7. De Colores – popular song.
8. El Barquito, traditional song. Count the number of weeks on fingers.
9. *Arroz Con Leche* – traditional song in Latin America; this is a very popular playground song and game. Children join hands and go around in a circle while singing the song.

(To the tune of “Goodnight, Ladies”)
Apertura De Cuentos y Canciones en Familia

Hola a todos (repetir tres veces) ¡Nos vamos a divertir!

Opening Storytime

Hello everybody, (repeat three times) We're going to have some fun!

Canción De Despedida

Adios a todos (repetir tres veces) Nos tenemos que despedir.

Closing Song

Goodbye everybody, (repeat three times) We have to say goodbye.

Arroz Con Leche

Arroz con leche
Me quiero casar
Con una señorita
De la capital.

Que sepa coser,
Que sepa bailar,
Que sepa abrir la puerta
Para ir a jugar.

Con ésta sí,
Con ésta no,
Con esta señorita
Me caso yo.

Las Ruedas Del Autobus (To the tune of “The Wheels on the Bus”)

Las ruedas del autobus dan vueltas y vueltas
dan vueltas y vueltas, vueltas y vueltas.
Las ruedas del autobus dan vueltas y vueltas, por la ciudad.

La gente en el autobus sube y baja
sube y baja sube y baja
La gente en el autobus sube y baja por la ciudad.

La bocina (corneta) del autobus suena pii piii,
suena piii piii suena piii piii
La bocina (corneta) del autobus suena piii piii por la ciudad.

Los bebés en el autobus lloran y lloran
waaa,waaa,waaa waaa,waaa,waaa
Los bebés en el autobus lloran y lloran por la ciudad.

Los padres en el autobus dicen shh, shh, shh,
dicen shh, shh, shh dicen shh, shh, shh
Los padres en el autobus dicen shh, shh, por la ciudad.

Las Mañanitas

Estas son las mañanitas, que cantaba el Rey David,
Hoy por ser día de tu santo, te las cantamos a ti,
Despierta, mi bien, despierta, mira que ya amaneció,
Ya los pajarillos cantan, la luna ya se metió.

Que linda está la mañana en que vengo a saludarte,
Venimos todos con gusto y placer a felicitarte,
Ya viene amaneciendo, ya la luz del día nos dio,
Levántate de mañana, mira que ya amaneció.

*This is the morning song that King David sang
Because today is your saint's day we're singing it for you
Wake up, my dear, wake up, look it is already dawn
The birds are already singing and the moon has set*

*How lovely is the morning in which I come to greet you
We all came with joy and pleasure to congratulate you
The morning is coming now, the sun is giving us its light
Get up in the morning, look it is already dawn*

Los Pollitos

Los pollitos dicen
pío, pío, pío
cuando tienen hambre,
cuando tienen frío.

La mamá les busca
El maíz y el trigo,
Les da la comida
Y les presta abrigo.

Bajo sus dos alas,
Acurrucaditos,
Hasta el otro día,
Duermen los pollitos.

*Baby chicks are singing
“pío,pío,pío,”
“mamma we are hungry,”
“mamma we are cold.”
Mamma looks for wheat,
mamma looks for corn,
mamma feeds them dinner,*

*Under mama's wings
Sleeping in the hay
Baby chicks all huddle
Until the next day*

Pin Pon
Pin Pon

Pin Pon era un muñeco muy guapo de cartón.
Se lava la carita con agua y con jabón.
(pretenda lavarse su cara con la mano)
cuando se peina el pelo con peines de marfil.
(pretenda peinarse su pelo)
Cuando se da tirones no llora ni hace así.
(frote sus ojos como si estuviera llorando)
Cuando toma las sopas no mancha el delantar.
(pretenda comer sopas con su mano)
Y se las come todas como un buen general
(dé un saludo de soldado)
Cuando las estrellitas empiezan a lucir.
(con sus dos manos haga como si fueran estrellas brillando)
Pin Pon se va a la cama y se acuesta a dormir.
(haga como si se fuera a dormir)
Pin Pon dame la mano,, dame un buen apretón.
(dele la mano a su niño/niña)
Que quiero ser tu amigo...
Pin Pon ... Pin Pon ...
Pin Pon... Pin Pon!

Pin Pon was a boy doll, made out of cardboard.
He will wash his face with water and soap.
(Make gestures with your hands pretending to wash your face)
When he combs his hair with Ivory combs.
(Pretend to comb your hair)
When he pulls his hair he will not cry nor go like this.
(Rub your eyes pretending you are crying)
When he takes his soup, he will not stain his bib.
(Pretend to eat soup with your hand)
And he will eat it all like a general.
(Make a soldiers salute with your hand)
When the stars in the sky start to blink.
(Pretend your hands are like stars and they are blinking)
Pin Pon goes to bed and goes to sleep.
(Put your hands on the side of your face pretending to go to sleep)
Pin Pon give me your hand, give it a good squeeze.
(Shake hands with your child)
Because I want to be your friend,
Pin Pon... Pin Pon...
Pin Pon... Pin Pon!

Arrurru

Arrurru mi niña, arrurru mi amor
Arrurru pedazo de mi corazón.

Esta niña linda
que nació de día
quiere que la lleven
a la dulcería

Duérmete, mi niña
duérmete mi amor
duérmete pedazo
de mi corazón.

Arrurru mi niño, arrurru mi amor
Arrurru pedazo de mi corazón.

Este niño lindo
que nació de noche
quiere que lo lleven
a pasear en coche

Duérmete mi niño. Duérmete solito,
que cuando despiertes te daré atolito.
Duérmete mi niño. Duérmete mi sol.
Duérmete pedazo de mi corazón.

*Go to sleep my baby.
Go to sleep and dream,
for when you awaken
you shall have some cream.*

*Go to sleep my baby.
Go to sleep my sunshine.
You will always be
in this heart of min*

De Colores

De colores
De colores se visten los campos
en la primavera.
De colores,
de colores son los pajaritos que vienen
de afuera.
De colores,
de colores es el arcoiris que vemos lucir.

Y por eso los grandes amores
de muchos colores
me gustan a mí (cantar dos veces)

Canta el gallo,
canta el gallo con el kiri, kiri, kiri, kiri
las gallinas,
las gallinas con el cara, cara, cara, cara, cara.
Los pollitos,
los pollitos con el pío, pío, pío, pío, pí.

Y por eso los grandes amores
de muchos colores
me gustan a mí (cantar dos veces)

*De Colores, the fields love to dress in all during the springtime
the birds have their clothing that comes every season
the rainbow is vested across the blue sky
and so must all love be
of many bright colors
to make my heart cry
De Colores and so must all love be
of many bright colors
to make my heart cry*

*Sings the rooster
Sings the rooster with his kiri kiri kiri kiri kiri
And the cluck hen with her cara cara cara cara cara
And the baby chicks
And the baby chicks with their pio pio pio pio pi
De Colores and so must all love be
of many bright colors
to make my heart cry
De Colores and so must all love be
of many bright colors to make my heart cry.*

El Barquito

Había una vez un barco chiquito
había una vez un barco chiquito
había una vez un barco chiquito
que no podía, que no podía navegar

Pasaron una, dos, tres, cuatro, cinco, seis, siete semanas
pasaron una, dos, tres, cuatro, cinco, seis, siete semanas
pasaron una, dos, tres, cuatro, cinco, seis, siete semanas
y el barquito tan chiquito, que no podía navegar.

Y si este cuento no les parece largo
y si este cuento no te parece largo
y si este cuento no te parece largo
lo volveremos, lo volceremos, lo volveremos a contar.

Había una vez un barco chiquito
había una vez un barco chiquito
había una vez un barco chiquito
que no podía, que no podía navegar

*Oh!, once there was a very little boat that was tiny, was so tiny, that it couldn't sail away.
We counted one and two, three and four, five and six and seven weeks more, and the tiny boat
was so tiny that it couldn't sail away,
And if you think that the story has an end, we are ready, we are ready, to start al over again.*

Promoting Cuentos/ Canciones

- The success of Canciones and Cuentos will be dependant on the link between the community partners and the Hispanic/Latino community. For example, it will be important to contact the following agencies in the Northfield and Faribault area and contact the person that promotes activities for non-profit organizations.
 - Newspapers and local bulletins
 - Radio stations
 - Television stations
 - Churches (Sunday bulletins)
 - Schools (weekly packets or on their websites)
 - Community and Youth Centers
 - Clinic (HealthFinders)
- Plan a visit to neighborhood recreation centers, laundromats, grocery stores. Ask to speak to the manager and ask for permission to publicize Cuentos and Canciones programs.
- Contact the Department of Human Services and the Health Department and ask permission to put flyers in the lobby area.
- Example of information to be included in the flyers:

Story time

Every Sunday

At 1:00 p.m.

For more information, call****

Storytime for the Whole Family

Hora de Cuentos y Canciones en Familia

Todos los domingos

A la 1:00 de la tarde

Para más información llame al ****

Hora de Cuentos y Canciones en Familia para toda la familia

Community Members who have expressed interest in “Cuentos y Canciones en Familia”

Father Dempsey: St. Dominics Catholic Church, Northfield, MN. E-mail: ddempsey@churchofstdominic.org
phone: 507-645-8816 ext. # 202

Leon Narvaez: St. Olaf College, Spanish department chair, Northfield, MN. E-mail: narvaez@stolaf.edu phone:
507-786-3557

Maggie Broner: St. Olaf College, Spanish professor, Northfield, MN. E-mail: broner@stolaf.edu phone: 507-
786-3469

Chris O’Neill: Amistades sixth grade teacher, Northfield, MN. E-mail: chris.oneill@nfld.k12.mn.us

Ivan Ortiz: Neighborhood leader for Growing Up Health, Northfield, MN. E-mail: ios_475@hotmail.com
phone: 5075813494

Lynne Marie Young: Northfield Library Director, Northfield, MN. E-mail: Lynne.Young@ci.northfield.mn.us
phone: 507-645-1801

Leesa Wisdorf: Northfield Library, librarian, Northfield, MN. E-mail: Leesa.Wisdorf@ci.northfield.mn.us
Phone: 507-645-6606

Janet Muth: Growing Up Healthy Director, Rice County, MN. E-mail: janet@growinguphealthy.org

Sources for Parents and Community Partners participating in Project “Cuentos y Canciones en Familia”

Wisconsin Department of Public Instruction, Division for Libraries, Technology, and Community Learning-
Public Library Development, has informative information for parents. Most of “The Early Learning Parent
Handouts” are available in Spanish and English.

Contact Information:

Barbara Huntington, Youth Services Consultant

Wisconsin Department of Public Instruction

Division for Libraries, Technology, and Community Learning- Public Library Development

125 S. Webster St.

PO Box 7841

Madison, WI 53707-7841

barbara.Huntington@dpi.wi.gov

Colorín Colorado is an excellent source for language and literacy information for parents and educators. Colorín Colorado has been created for Spanish-speaking parents. It provides “information, activities, and advice on helping children learn to read and succeed”. The information is available in both Spanish and English and is formatted in a way that is easy to share and understand.

www.colorincolorado.org

Reading is Fundamental (RIF) Inc. is the largest children’s and family nonprofit literacy organization in the United States. Its mission is to reach underserved children from birth to age 8. RIF’s programs match the goals of Project Cuentos y Canciones en Familia by providing information on reading motivation, family and community involvement, and the excitement of receiving free books to read. RIF has educational information for parents and children in both Spanish and English.

www.rif.org

ED.gov by the U.S. Department of Education provides extensive information for parent and educators on literacy and development. Their pamphlets written in Spanish and English are free to the public. To order “Helping Your Preschool Child; with activities for children from infancy through age 5 / “*Cómo ayudar a su hijo durante la edad preescolar.*”

Education Publication Center

U.S. Department of Education

P.O. Box 1398

Jessup, MD 20794-1398

Or e-mail request to edpubs@net.ed.gov

Make sure to request information in both Spanish and English

www.ed.gov/español/parents/academic/preescolar/index.html

Excellent sources of information about early literacy in Spanish and English for parents and children.

Hennepin County Library (www.hclib.org/)

Multnomah County Library (www.multcolib.org/libros/)

Bilingual Storytime Resources

Compiled by Reforma Children and Young Adult Services Committee Members: Donie Gignac and Rose V. Treviño

The following resources are for the use of any individual wishing to find books, finger plays, songs, and rhymes in Spanish. For more information please look at REFORMA – The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking, which is associated with the American Library Association. www.reforma.org

Alexander, Frances. *Mother Goose on the Rio Grande*. Lincolnwood, IL:

NTC/Contemporary Publishers, 1997.

Delacre, Lulu. *Arroz Con Leche: Popular Songs and Rhymes from Latin America.*

New York: Scholastic Inc., 1989.

Delacre, Lulu. *Navidades: Popular Christmas Songs from Latin America.* New York:

Scholastic Inc., 1990.

Griego, Margo C. *Tortillitas para Mama and Other Nursery Rhymes: Spanish and*

English. New York: Holt, Rinehart and Winston, 1981.

Hall, Nancy A. & Syverson-Stork, Jill. *Los Pollitos Dicen: Juegos, Rimas y Canciones*

Infantiles de Países de Habla Hispana. Boston: Little, Brown, and Company,

1994.

Jaramillo, Nelly P. *Grandmother's Nursery Rhymes: Lullabies, Tongue Twisters, and*

Riddles from South America. New York: Henry Holt, 1994.

Orozco, José-Luis. *De Colores and Other Latin-American Folk Songs for Children.* New

York: Dutton Children's Books, 1994.

Orozco, José-Luis. *Diez Deditos and Other Play Rhymes and Action Songs from*

Latin America. New York: Dutton Children's Books, 1997.

Ring a Ring O'Roses: Finger Plays for Preschool Children. [compiler Charles Hansen

and Cynthia Stilley]10th ed. Flint, MI: Flint Public Library, 1996.

Bilingual Picture Books:

Ada, Alma F. *The Christmas Tree = El árbol de Navidad.* New York: Hyperion Books

for Children, 1997.

Ada, Alma. *Gathering the Sun: An Alphabet in Spanish and English.* New York:

Lothrop, Lee and Shepard Books, 1997.

- Brusca, Maria C. *Three Friends: A Counting Book = Tres amigos: Un cuento para contar*. New York: Henry Holt, 1995.
- Dorros, Arthur. *Radio Man = Don Radio*. New York: Harper Collins, 1993.
- Ehlert, Lois. *Cuckoo: A Mexican Folktale = Cucú: Un cuento folklórico Mexicano*. San Diego, CA: Harcourt Brace, 1997.
- Guy, Ginger F. *Fiesta!* New York: Greenwillow Books, 1996.
- Hoffman, Eric. *Play Lady = La Señora juguetona*. St. Paul, MN: Redleaf Press, 1999.
- Hoffman, Eric. *No Fair to Tigers = No es justo para los tigres*. St. Paul, MN: Redleaf Press, 1999.
- Lipniacka, Ewa. *A la cama o – ya veran! = To Bed – or Else!* London: Magi, 1996.
- Lowell. *Tres pequeños jabalíes = The Three Little Javalinas*. Flagstaff, AZ: Northland, 1996.
- Luenn, Nancy. *A Gift for Abuelita: Celebrating the Day of the Dead = Un regalo para Abuelita: En celebración del Día de los Muertos*. Flagstaff, AZ: Rising Moon, 1998.
- Mata, Marta. *Goldilocks and the Three Bears = Ricitos de oro y los tres osos*. San Francisco, CA: Chronicle Books, 1998.
- Reiser, Lynn. *Margaret and Margarita = Margarita y Margaret*. New York: Greenwillow Books, 1993.
- Roe, Eileen. *Con mi hermano = With My Brother*. New York: Bradbury Press, 1991.
- Ross, Tony. *Quiero mi bacinilla = I Want My Potty*. London: Magi, 1991.
- Saézn, Benjamin A. *Grandma Fina and Her Wonderful Umbrellas = La Abuelita Fina y sus sombrillas maravillosas*. El Paso, TX: Cinco Puntos Press, 1999.

Seuss, Dr. *Gato ensombrerado = Cat in the Hat*. New York: Beginner Books: Random House, 1967.

Tabor, Nancy. *Albertina anda arriba = Albertina Goes Up*. Watertown, MA: Charlesbridge, 1992.

Tabor, Nancy. *Cincuenta en la cebra: Contando con los animales = Fifty on the Zebra: Counting With the Animals*. Watertown, MA: Charlesbridge, 1994.

Bilingual Folktales:

Ada, Alma F. *The Lizard and the Sun = La lagartija y el sol*. New York: Doubleday Book for Young Readers, 1997.

Bofill, Francesc. *Jack and the Beanstalk = Juan y los frijoles mágicos*. San Francisco, CA: Chronicle Books, 1988.

Cruz Martinez, Alejandro. *The Woman Who Outshone the Sun: The Legend of Lucia Zenteno = La mujer que brillaba aun mas que el sol: La leyenda de Lucia Zenteno*. San Francisco, CA: Children's Book Press, 1991.

González, Lucía M. *The Bossy Gallito: A Traditional Cuban Folktale = El gallo de bodas*. New York: Scholastic, 1994.

Hayes, Joe. *Little Gold Star: A Cinderella Cuento = Estrellita de oro*. El Paso, TX: Cinco Puntos Press, 2000.

Rohmer, Harriet. *Atariba & Niguayona: A Story From the Taino People of Puerto Rico*. San Francisco, CA: Children's Book Press, 1988.

Rohmer, Harriet. *How We Came to the Fifth World: A Creation Story From Ancient Mexico = Cómo vinimos al quinto mundo*. San Francisco, CA: Children's Book Press, 1988.

Rohmer, Harriet. *Uncle Nacho's Hat: A Folktale from Nicaragua = El sombrero de Tio Nacho: Un cuento de Nicaragua*. San Francisco, CA: Children's Book Press, 1984.

Short Nonfiction Bilingual Books:

Ancona, George. *The Piñata Maker = El piñatero*. San Diego, CA: Harcourt Brace, 1994.

Avery, Charles. *Everybody Has Feelings: The Moods of Children = Todos tenemos sentimientos*. Seattle, WA: Open Hand Pub., 1992.

Lomas Garza, Carmen. *Family Pictures = Cuadros de familia*. San Francisco, CA: Children's Book Press, 1990.

Lomas Garza, Carmen. *In My Family = En mi familia*. San Francisco, CA: Children's Book Press, 1996.

Lomas Garza, Carmen. *Magic Windows: Cut-Paper Art and Stories = Ventanas mágicas*. San Francisco, CA: Children's Book Press, 1999.

Kissinger, Katie. *All the Colors We Are: The Story of How We Get Our Skin Color = Todos los colores de nuestra piel: La historia de porque tenemos diferentes colores de piel*. St. Paul, MN: Redleaf Press, 1994.

Pratt, Kristin J. *Un paseo por el bosque lluvioso = A Walk in the Rainforest*. Nevada City, CA: Dawn Pub., 1995.

