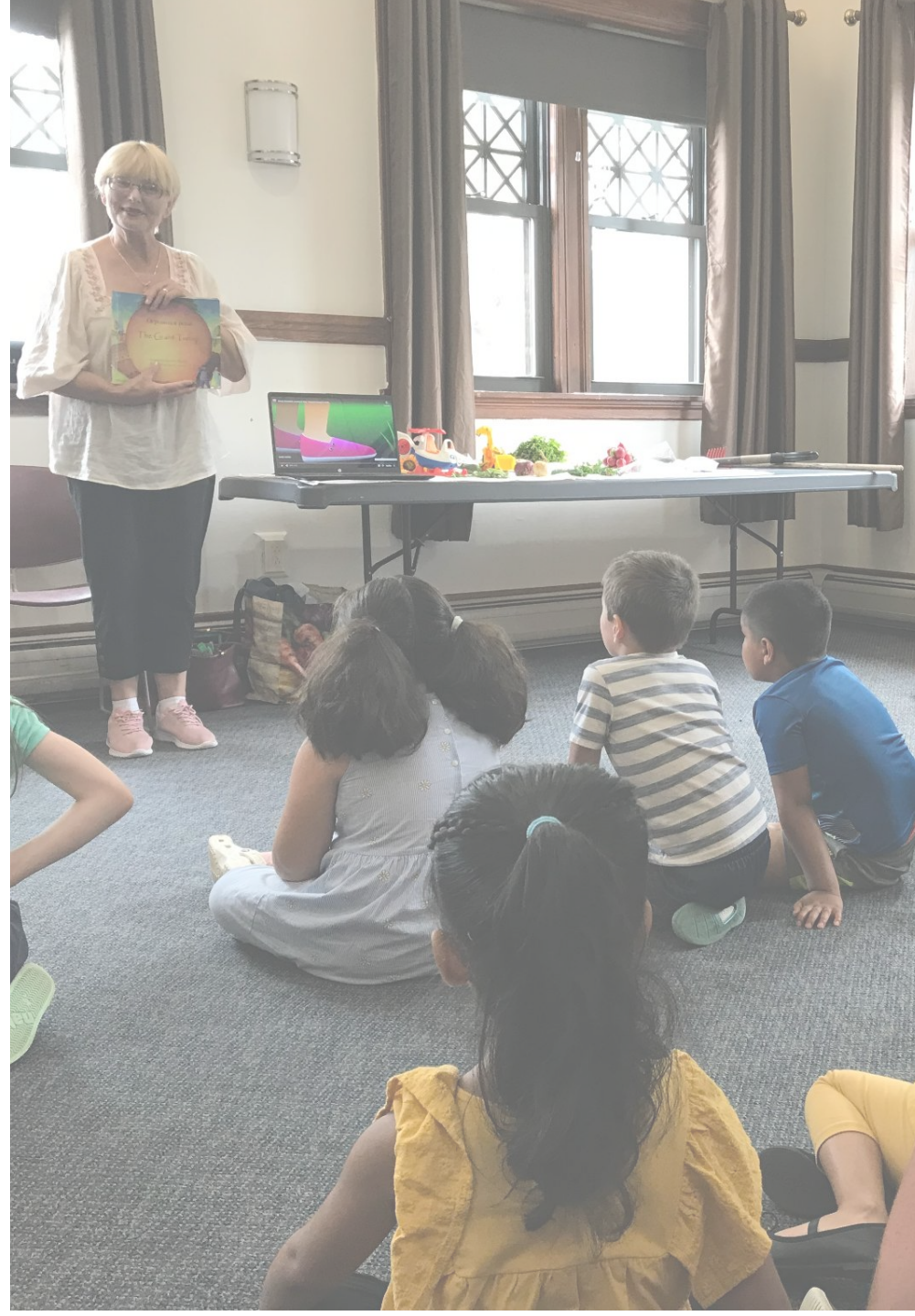


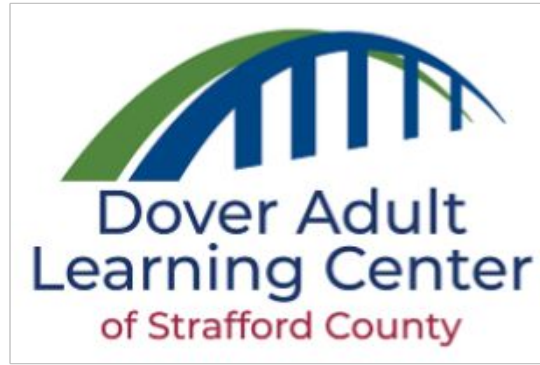
# Gallery Walk:

1. Check out [this jamboard](#) that includes books, art, and images from *Multilingual Book Club*.
2. Capture your thoughts on post-its.





Community Literacy Center



# Multilingual Book Clubs:

Connecting Communities  
through Literature,  
Language, and Art-making

Access this presentation here:  
<https://tinyurl.com/DALCCLC>

Bethany Silva (she/her) [bethany.silva@unh.edu](mailto:bethany.silva@unh.edu)

Emilie Coppinger (she/her) [emilie.coppinger@unh.edu](mailto:emilie.coppinger@unh.edu)

Lien Harris (she/her) [L.harris@doveradulthoodlearning.org](mailto:L.harris@doveradulthoodlearning.org)



# Agenda:

1. Gallery Walk
2. Introductions
3. Project Background
4. *English Through Multilingual Books*
5. *Multilingual Book Clubs*
6. Digital Library
7. Breakout Rooms
8. Final Thoughts



# Introductions



# Project Background



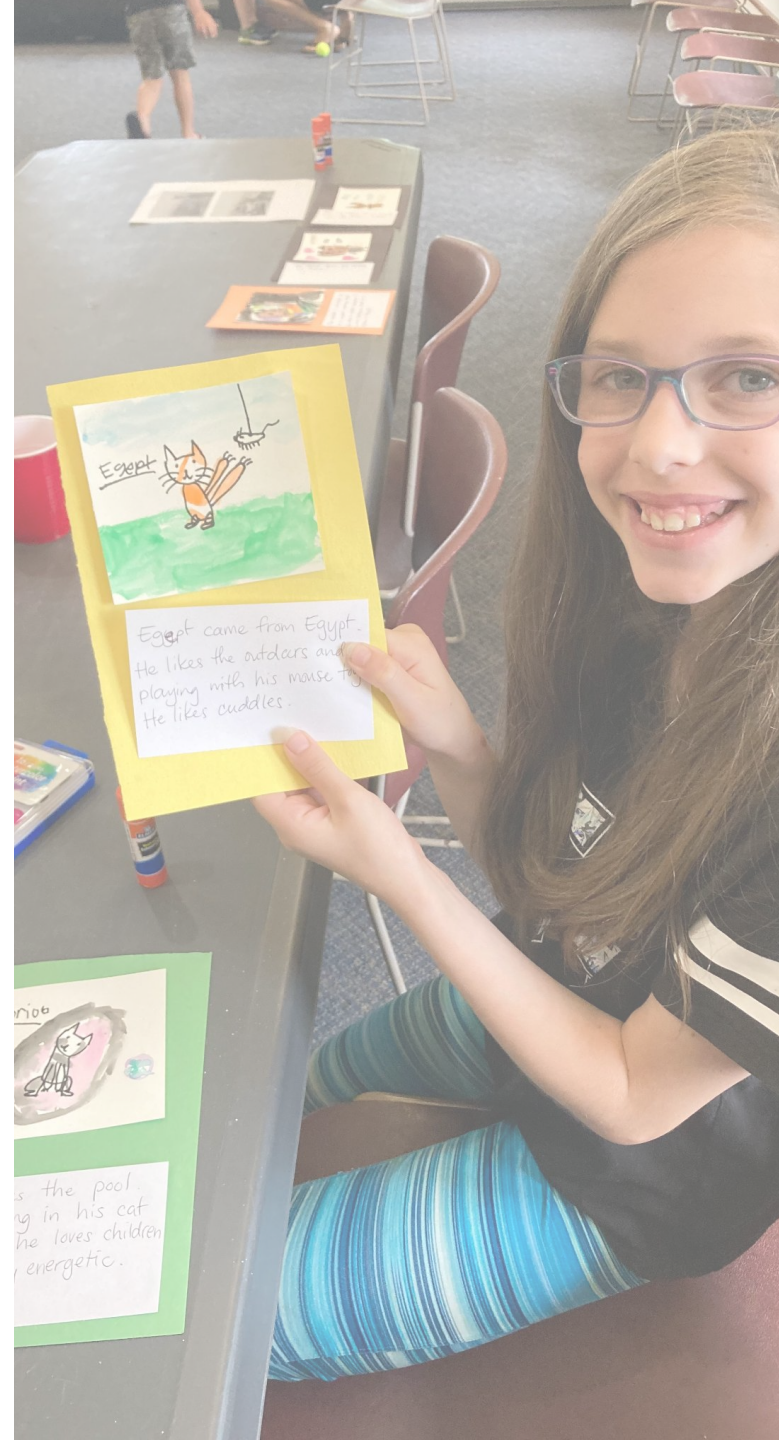
**Things we did  
to get people  
to join us.**



How it ended  
up working  
out.



# What readers had to say about their preparation





**How  
*Multilingual  
Book Clubs*  
developed**



# Mission

To position adult learners as experts and leaders in increasing the uptake of linguistically diverse books in public spaces, and to offer community programs where children and their families engage in and celebrate culturally relevant ways of interacting with books.



# English Through Multilingual Books

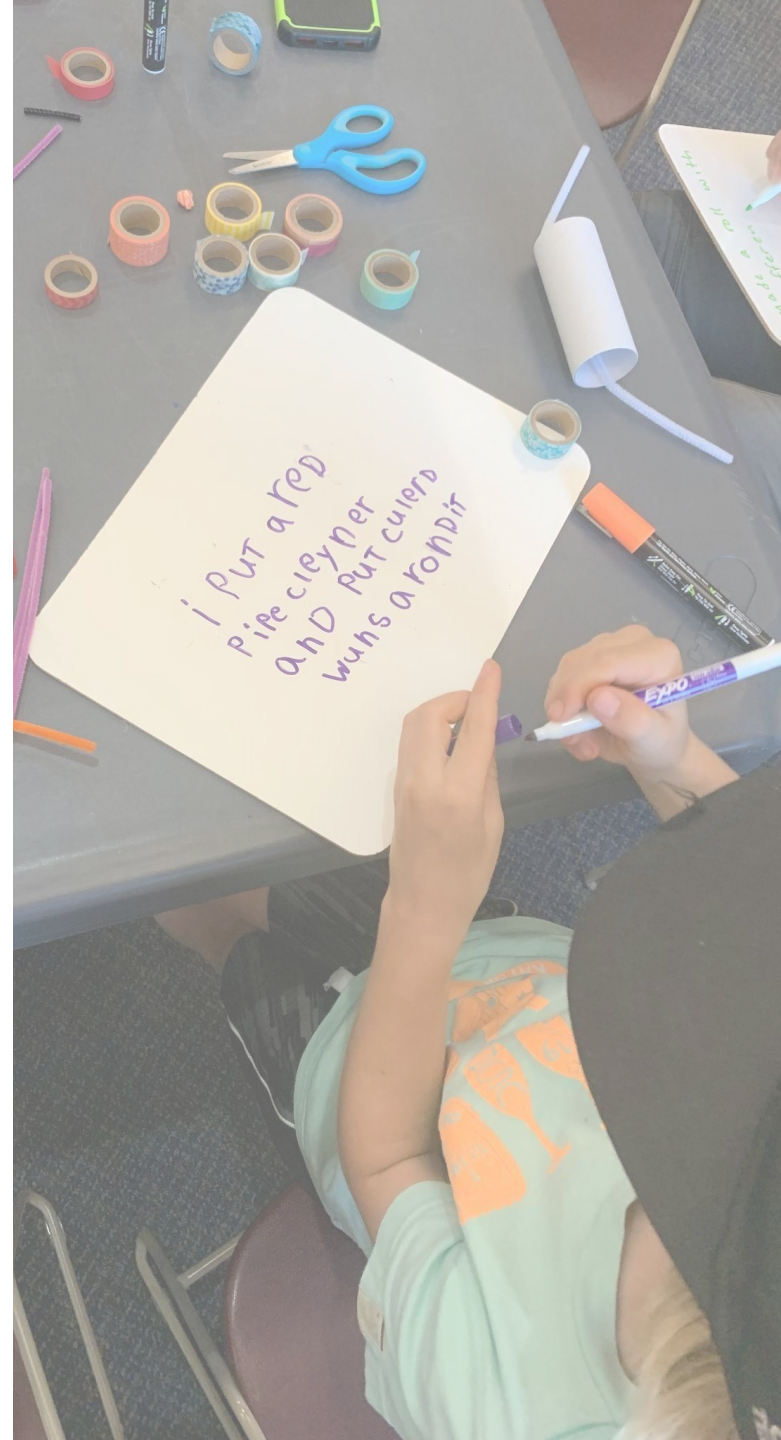


# Book Guidelines

1. Originally written in day's featured language.
2. Images relate to words - helps with communicating across languages.
3. Limited number of words - often, we chose books that might have felt slightly 'too young' for K-2 children, and they did not mind.

## Resources for finding books

1. Ask the readers.
2. [Diverse Book Finder](#)
3. [Language Lizard](#)
4. [Spanish/English Book List](#)
5. Amazon can be hit or miss
6. So. Much. Googling.



# Preparing readers

## What to do if you're the reader document

- Read your book through 3-5 times to practice.
- Find important words to define. Write the definition on a post-it note so you remember to define the word during the book club.
- Think about parts of the story that might be confusing. Prepare information to help the confusing parts make sense.
- Find places where your audience can interact.  
Examples:
  - define words or phrases that repeat and have the children practice saying them with you
  - find places that make good hand-movements
- Plan 2-3 questions to ask the group. Examples:
  - "What do you think will happen?"
  - "How do you say (word/phrase from the story) in your language?"
  - "How do you think (main character) feels?"



# Multilingual Book Club



# Interactive read-aloud



# Art Guidelines

1. Project supports space for youth to make choices as developing artists
2. Can be completed within the limits of our time together
3. Connected to the theme of this week's book, to act as a natural bridge for continued reflection and discussion about the story
4. Flexibility is key!

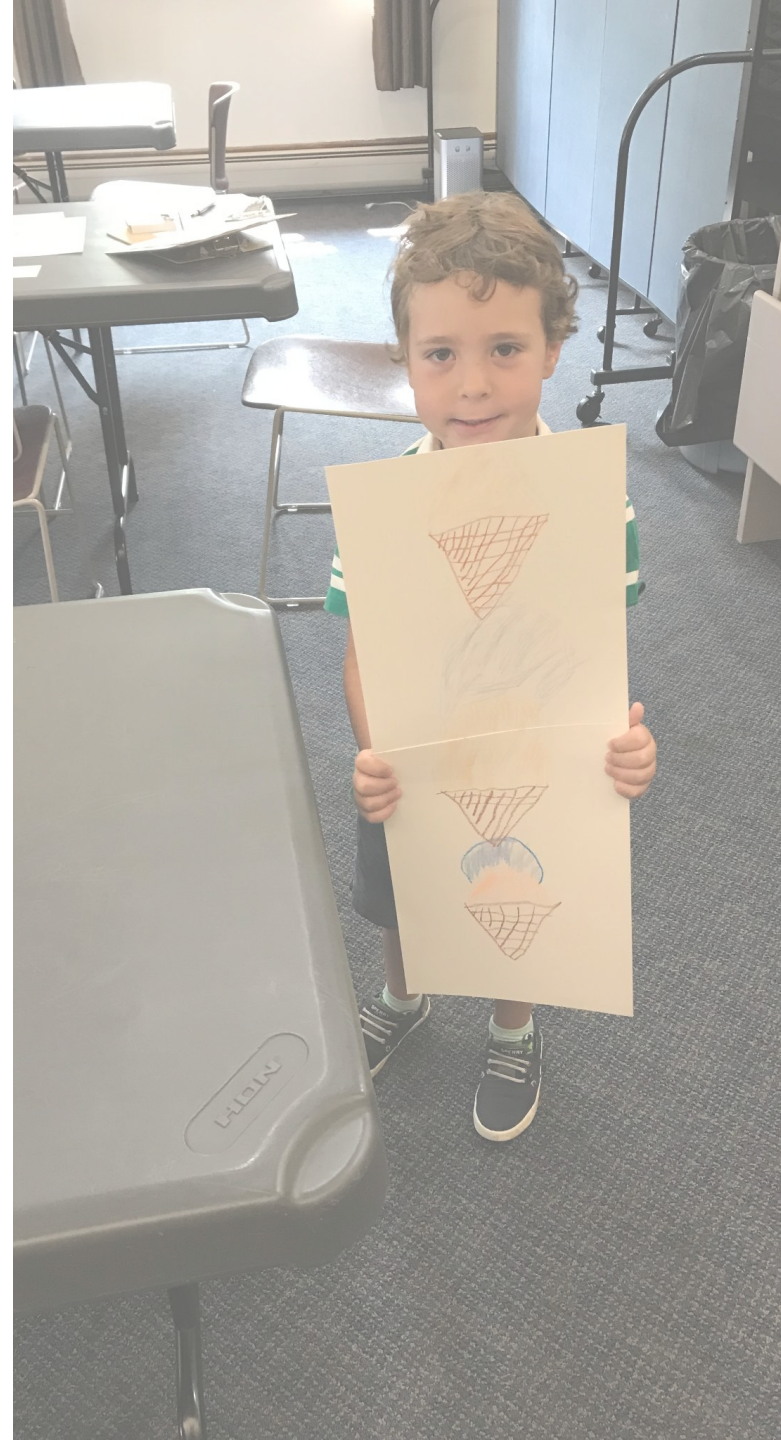
## Resources for finding projects

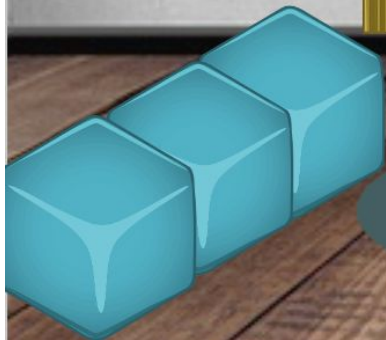
1. Ask the readers.
2. Process Art books
3. Pinterest
4. Even, More. Googling.





# Digital Library





# Breakout Rooms:

- 1) What pieces of this project interest you? What pieces feel feasible?
- 2) Could a project like this meet the needs of your students/community?
- 3) How could you implement a project like this at your organization?
  - a) What supports would you need to make this a reality?



# Debrief



**We would  
love to hear  
your ideas—  
We're here to  
help!**

Access this presentation here:  
<https://tinyurl.com/DALCCLC>



# Final Thoughts/ Questions?

