

## How to use: The ILC Community Across Cultures Book Guides

Whether you are leading a story time for a group of all immigrant children, all U.S.-born children or somewhere in between, The ILC Community Across Cultures Book Guides are for you. A collaboration between pedagogy and content experts, the Guides give you the support you need to feel confident introducing immigration-related themes to children.

### How to choose a book

Choose a book that speaks to the children's interests and experiences, and also your goals for the story time. Would you like the children to learn about a specific country or theme? Are there immigrant children in your group? Consider picking a book related to their country of origin.

**Tip:** remember to choose a variety of genres including fiction, nonfiction and poetry!

In addition to general information about the book and author, the Guide gives you the synopsis from the publisher and a few sentences on "What we love" to help you choose. The "Background" section is designed to give you more information so you can feel confident talking about the topic with children.

### How to prepare

Read your chosen book to yourself a few times. Make sure you can pronounce all the vocabulary (especially foreign language words) and the author's name correctly.

### How to start the read aloud

Show the children the cover of the book and read the title. Depending on the children, you may want to:

- Ask them to predict what the story will be about, based on the front cover.
- Go over any vocabulary words you think they might need.
- Ask them a pre-reading focus question. You could choose just one or ask them all!
- Tell the children why you chose this book.



### During reading

Read with expression! Vary your speed, pacing and volume to keep the children engaged.

Consider telling the children that you will read through the entire book without interruptions so they can become immersed in the story. They should save their questions and comments for the end.

Give children enough time to study the pictures.



### After reading

Ask children all or some of the after-reading discussion questions and extension/higher-level thinking questions.

Give children the opportunity to ask questions and make comments. This could be done as a whole group discussion, as pair work, or children could take a few minutes to write down their thoughts.

Use the “Additional Resources” section if you’d like to learn more. This section may include links to more in-depth activities to go along with the book, more background about the author or book’s subject, and/or videos of the book being read aloud.



### Additional Resources



[Literacy Guide](#)  
(Bank Street Graduate School of Education)



[10 Tips Experienced Teachers Have on Read-Alouds for New Teachers](#)  
(Scholastic)



[10 Tips for Reading Aloud with Children](#)  
(New York Public Library)



[Why we should all be reading aloud to children](#)  
(TEDx talk by Rebecca Bellingham, Columbia University Teachers College)

#### About The Immigrant Learning Center

The Immigrant Learning Center, Inc. of Malden, MA, is a not-for-profit organization that gives immigrants a voice in three ways. The English Language Program provides free, year-round ESOL (English for Speakers of Other Languages) classes to help immigrant and refugee adults in Greater Boston become successful workers, parents and community members. The Public Education Institute informs Americans about immigrants and immigration in the United States. The Institute for Immigration Research, a joint venture with George Mason University, conducts research on the economic contributions of immigrants.