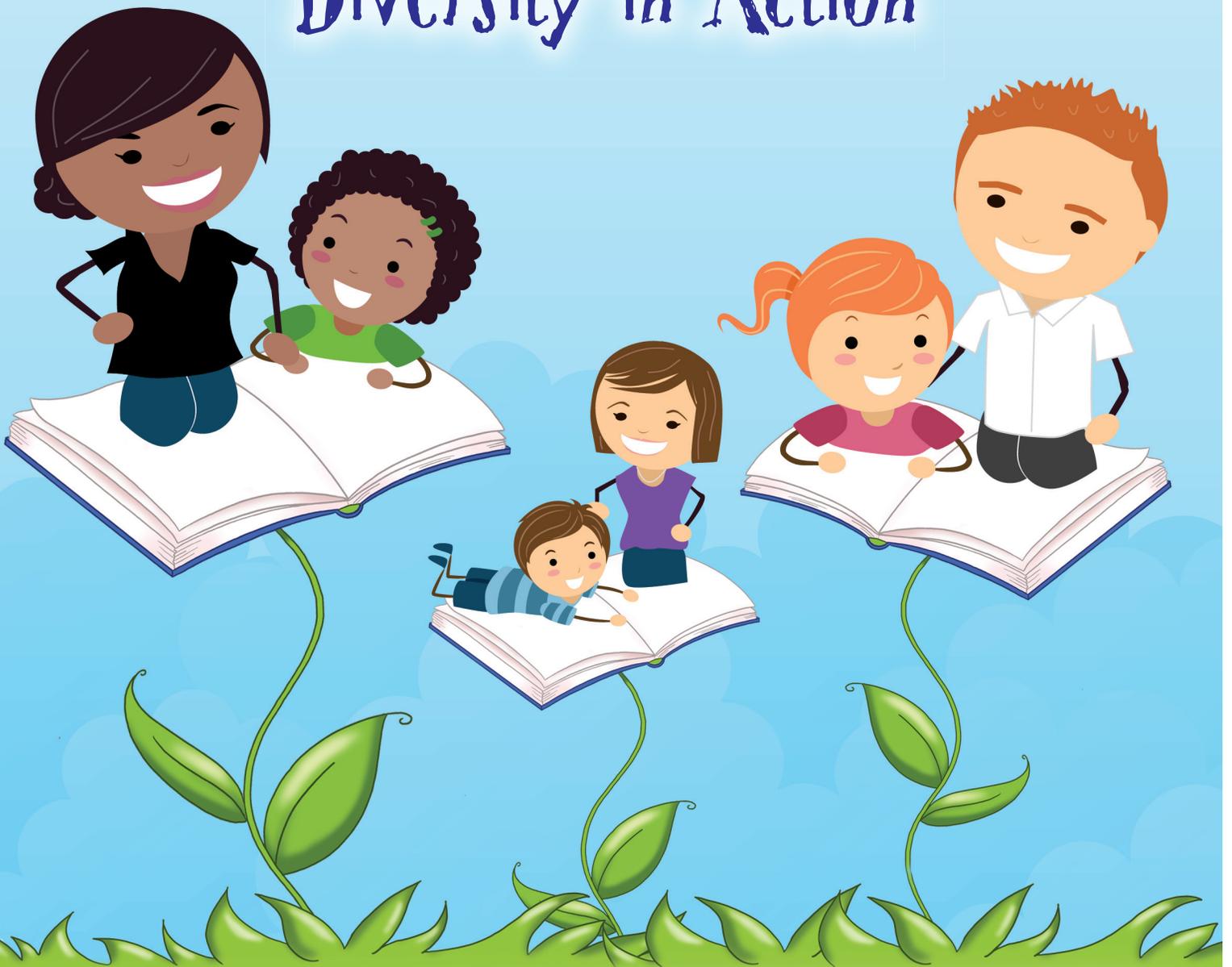


Día!



Diversity in Action



Día Family Book Club Toolkit

Día Family Book Club Toolkit

The Día Family Book Club is a reading program that engages children and families in the shared reading and discussion of contemporary children’s literature that reflects our common plurality. Through shared discussion and reflection, families will explore themes and issues that matter, and learn how to help their child to both enjoy and better understand literature. Additionally, the Día Family Book Club provides families with opportunities to learn together and collaborate in their children’s learning and reading development. Together they will employ useful strategies for reading and analyzing stories, learn new vocabulary and comprehension skills, and develop and nurture the habits and practices of critical thinking.

The Día Family Book Club also provides families with opportunities to discover the world of knowledge and information at the public library. They can apply for library cards, check out books, and learn about the multiplicity of services and programs available at the public library. This toolkit includes resources to help your library successfully implement a Día Family Book Club. More resources can be found online at <http://dia.ala.org>.

Table of Contents

Best Practices for a Día Family Book Club	3
Partnerships, sponsors, and facilitators—why are they important and how do you get them?	
Día Family Book Club Checklist	4
Pre-club activities for you and your facilitators to make the book club a success.	
Día Family Book Club Tips	5
Planning a bilingual club or choosing titles that feature American Indians? What to do and what not to do.	
Recommended Books and Helpful Websites	6
Which book to chose when planning your Día Family Book Club.	
Discussion Questions	7
Use these general discussion questions in your club or to help you brainstorm book-specific ones.	
Sample Agenda for Your Book Club	8
Use this agenda to help plan your Día Family Book Club Programs.	
Planning Worksheet	9
Copy and use this worksheet to help make planning your Día Family Book Club Programs easier.	
Sample Lesson Plan	10
The planning is done! A book club program for <i>Weedflower</i> by Cynthia Kadohata.	
Resources for Parents	11
Copy these reading tips and home activities for parents to bring the Día Family Book Club alive at home!	

Best Practices for a Día Family Book Club

Develop partnerships with schools or other literacy-based organizations. Find individuals or community organizations such as local literacy groups, schools, or businesses that are committed to bringing families and books together. Find out if they are willing to work with you to offer children and their families unique opportunities to share and discover literature together. Ideally, they should be committed to helping to develop and make the Día Family Book Club a worthwhile endeavor. Team up with a dedicated schoolteacher or other literacy advocate who has good rapport with families and is willing to help promote and bring families in his or her school or other community organization to the Día Family Book Club.

A school–public library partnership is crucial to the success of any family book club. While public libraries may have more resource materials and staffing than schools, schools have the advantages of having more frequent contact with families, and the relationship necessary to encourage and recommend family participation. Additionally, the school library media specialist plays a key role in getting the word out to families through school communications. A Día Family Book Club will be more successful when both the school and the public library are working together to achieve a shared literacy goal.

Find sponsors for your Día Family Book Club. Sponsors may contribute directly through monetary donations, or they may provide in-kind contributions for the purchase of food or other essential supplies, such as paper plates, forks, napkins, cups, bookmarks, crayons, and pencils. Solicit donations from the library Friends or other library patrons for the purchase of multiple copies of the selected title for your branch or library. Consider giving participating families a copy of the featured book. Solicit a business sponsor who is willing to cater or defray the cost of a meal.

Don't hesitate to use **incentives or giveaways** as a way to invite an audience back to your programs. Incentives can be as simple as a sticker or a bookmark, but they also serve a useful purpose as a reward for participation. Offering a light meal before or after the Día Family Book Club is a good way for busy families to come together to bond and get to know one another. Food is a welcome motivator and encourages families to participate. Additionally, encourage teachers to assign students to attend the Día Family Book Club with their parents. Ask them to consider assigning Día Family Book Club participation in lieu of extra homework or for extra credit.

In order to have a successful book club, it is important to enlist the help of **volunteer facilitators** who will act as reading guides and facilitate discussion in small groups of children and their parents. In the Día Family Book Club, the facilitator guides participants in lively discussions of the featured book, asking questions that address themes and characters from a cultural perspective. Make sure you have a facilitator for each group. Six to eight students and their parents per group is ideal. Recruit other school or children's services librarians, local schoolteachers, or other community nonprofit staff to help you facilitate the small-group discussions. Estimate at least one adult facilitator per group of six families. Be sure to meet with volunteers before the event to go over their roles as facilitators.



Día Family Book Club Checklist

Pre-Book Club Activities for Coordinators

- Plan a teacher meet-up. Invite teachers to come to the library for a meet and greet, or set up an after-school meeting at the local public school. Share your plans for starting a Día Family Book Club and invite teachers to participate. Coordinate the school and the public library calendars to make sure there are no conflicting events scheduled. Form a team that will help you make the Día Family Book Club an exciting and successful endeavor.
- Determine the length of time your book club will be held and how often the book club will meet. Ideally, reading clubs meet monthly for an hour to an hour and a half.
- Select the number of titles for the book club based on your plans for the duration of the club.
- Order sufficient quantities of the selected books for your anticipated participants. If participating families are to receive a free copy of the book, consider purchasing paperback editions of the selected books. Additionally, make sure that the books under discussion are readily available through the library system and that your branch has at least three copies of the selected title. Instruct participants to check out the books and read them before the start of the Día Family Book Club program.
- Reserve the public space you will use for the program and ensure you have enough room for all club activities (food, crafts, club meeting, etc.).
- Visit with the library Friends group or other donors and ask them to help you fund the book club. Present them with a budget for your expenses and ask them to fund the program and the cost of the books. Be sure to also present them with statistics about the state of reading in local schools and provide them with the benefits of holding a book club.

Pre-Program Activities for Coordinator

- Read the selected book thoroughly.
- Prepare guiding questions you would like the facilitators to use for the small-group discussions.
- Meet with facilitators before the Día Family Book Club to go over logistics and the agenda for the club.
- Establish the ground rules for the book club (for example, practice active listening; respect others' opinions; ask thoughtful questions; when in doubt, reread; enjoy the conversation).
- Set an overall agenda for the event itself. Be sure to build in time for any pre-book club activities such as a light dinner, or post-book club activities such as cleaning up, checking out books, and so on.
- Prepare a list of materials or supplies needed for the Día Family Book Club (worksheets, food, posters, etc.).
- Develop a lesson plan and activities (discussion questions, a skit, reading parts of the book aloud, small-group activities, worksheets, drawings, etc.).

Outreach and Publicity Strategies

- Start early. Prepare a flyer for school and community distribution at least two months before the start date of your book club.
- Publicize your book club widely. Distribute publicity materials widely, reaching out to schools, churches, neighborhood organizations, and other nonprofits serving children and families.
- Make sure the publicity material is available in multiple languages and that the outreach material also reaches Spanish- and other non-English-language media groups.
- Word of mouth is often the best outreach. Talk to the PTA or other parent groups and create the buzz for a great community reading experience.
- Partner with an art teacher to hold an art contest with a “Families Read Together” theme and display the artwork at the library. Hold a reception for the participating students at the library and invite their families to sign up for the book club.

Día Family Book Club Tips

Tips for conducting a Día Family Book Club featuring titles from American Indians

- When developing programs about American Indians, **be tribally specific and use present tense!**
- **Choose** stories, songs, and activities about a specific tribal nation, like Cherokees, Navajos, or Lakotas. When talking about them, say people instead of Indians, and use present tense verbs like are instead of were. Example: say “The Navajos are in Arizona”; don’t say “The Indians were in Arizona.”
- **Avoid** “Indian” or “American Indian” or “Native American” stories, songs, and activities, because there is no such thing as an Indian, American Indian, or Native American. Instead, there are specific tribal nations, each with its own government, language, culture, and history.
- **Do not** sing popular songs like “Ten Little Indians” because they encourage stereotyping.
- **Instead** of calling children to the story center and asking them to sit “Indian style,” ask them to sit like a pretzel. Most people around the world cross their legs when sitting on the ground. Saying it is “Indian style” is stereotypical and incorrect.
- **Don’t** make construction paper feathers or headdresses for children to wear, or apply “war paint” to children’s faces. These items have religious significance to Native peoples who use them. Using them as art activities is disrespectful of Native religions. Many Native Nations are well-known for their ceramics or pottery. Items made with clay are practical, not religious, in nature and can be made in the library using modeling clay.

Tips for Conducting a Bilingual Día Family Book Club

All suggestions for conducting a Día Family Book Club also apply to bilingual book clubs. Additionally, it is important to keep in mind the following suggestions:

- When facilitating a bilingual book club program using a picture book, it is ideal to have two presenters—one for each of the languages in which the book is written. While a presenter may be bilingual, we recommend getting a second presenter to read the book in the second language. This technique helps in the transition between languages and makes the reading more active, animated, and entertaining. If the book is only available in one language but the members of the audience are monolingual or want the bilingual experience, then find a presenter who is willing to take the time to practice reading the story aloud in both languages until both versions flow seamlessly.
- Try to anticipate the participants’ linguistic skills or preferences beforehand to plan accordingly. If there are enough bilingual readers to form a group, then set up a discussion group specifically for them. This allows for participants to read and discuss the book in the language they are most comfortable with. If there are not enough bilingual participants for their own group, mix up the group but allow participants to express themselves in their native language if they prefer to do so. Be sure to translate for the rest of the group.
- In selecting Spanish editions or Spanish books to read, check with a teacher beforehand to ensure the vocabulary is on or near grade level.
- Highlight new, difficult, or strange-sounding vocabulary words. Ask participants to help you understand root origins or use another word to help the audience understand the meaning.



Recommended Books and Helpful Websites

Books

Ages 4–8

Hill, Laban Carrick
Dave the Potter: Artist, Poet, Slave
Illustrated by Bryan Collier
Little, Brown, 2010
9780316107310

Lee-Tai, Amy
A Place Where Sunflowers Grow/Sa-baku ni saita himawari
Illustrated by Felicia Hoshino
Translated by Marc Akio Lee
Children's Book Press, 2006
9780892392155
(English/Japanese)

Mora, Pat
Doña Flor: A Tall Tale about a Giant Woman with a Great Big Heart
Illustrated by Raúl Colón
Alfred A. Knopf, 2005
9780375861444

Smith, Cynthia Leitich
Jingle Dancer
Illustrated by Cornelius Van Wright and Ying-Hwa Hu
HarperCollins, 2000
9780688162412

Ages 8–12

Conkling, Winifred
Sylvia & Aki
Tricycle Press, 2011
9781582463377

Curtis, Christopher Paul
Elijah of Buxton
Scholastic, 2007
9780439023443

Lai, Thanhha
Inside Out and Back Again
HarperCollins, 2011
9780061962783

Tingle, Tim
Crossing Bok Chitto: A Choctaw Tale of Friendship & Freedom
Illustrated by Jeanne Rorex Bridges
Cinco Puntos Press, 2006
9781933693200

Ages 12–up

Alvarez, Julia
Return to Sender
Alfred A. Knopf, 2009
9780375858383
Spanish edition:
Devolver al remitente
Yearling, 2010
9780375851247

Bruchac, Joseph
Hidden Roots
Scholastic, 2004
9780557711680

Kadohata, Cynthia
Weedflower
Simon & Schuster/Atheneum, 2006
9780689865749

Nelson, Kadir
Heart and Soul: The Story of America and African Americans
Illustrated by the author
HarperCollins/Balzer & Bray, 2011
9780061730740

Web Resources

“Book Clubs for Kids,” PBS Parents website, www.pbs.org/parents/education/reading-language/reading-tips/book-clubs-for-kids/

“It’s Not Just for Oprah: Book Clubs for Kids,” GreatSchools website, www.greatschools.org/students/books/255-book-clubs-for-kids.gs

Strauss, Valerie. “Five Habits of Great Students: Lessons from Top-Ranked STEM School,” The Answer Sheet, *Washington Post*, Feb. 20, 2013, www.washingtonpost.com/blogs/answer-sheet/wp/2013/02/20/five-habits-of-great-students-lessons-from-top-ranked-stem-school/

Talk Story: Sharing Stories, Sharing Culture website, www.talkstorytogether.org/



Discussion Questions

Día book selections and book discussion questions invite readers of all ages to explore many cultures other than their own. One of the major attractions of a book club is the lively discussion. Lively discussions are essential to involving children in the book. The Día Family Book Club may use a format of casual, free-flowing discussions or more structured discussions. A facilitator or discussion leader draws book club members into the discussion and sets the tone for a fulfilling experience.

Below are some general questions to get your Día Family Book Club discussion started.

Primary Grade Questions

- What does the title of the book mean to you? Why did they select this title for the book?
- Who is the main character in the story? Does the character look like you? If not, what is different about the main character? Are there other characters in the story?
- What is the story mainly about?
- Where does the story take place? Does it look like where you live? What is the same or different about where you live?
- What is your favorite part of the story?
- Did you like the pictures in the story? What was your favorite color(s)? Why?
- How do you feel about the story? Did it make you feel happy or sad? Mixed? Why?

Upper-Grade Fiction Questions

- Did you feel the story was real? Was the plot believable? Explain.
- Did you find the characters convincing? Did you find them believable? How would you describe them? Did any of them look like you?
- Did you find any characters that you cared for or didn't care for? Explain.
- Did you learn anything new about the setting of the story or the culture of the characters?
- If you placed yourself in the story, what would you have to know about the culture of the characters?
- How would you describe the writing style of the author? Did the plot unfold naturally or was it contrived?
- Was the ending a surprise to you or did you expect it? Was it forced? Or was it unresolved?
- If you could rewrite the ending, how would you change it?
- Was there a particular passage or scene in the story that you found profound or interesting?
- Does the story remind you of your own life situation?

Upper-Grade Nonfiction Questions

- Does the story celebrate or criticize traditional cultures (for example, family tradition economic and political structures, the arts, language, and religious beliefs)?
- Does the story attempt to preserve or reform the culture? If reform, what and how?
- Do the issues in the story impact your life? In what ways do they impact your life today?
- Do you feel the story is factual? Is it relevant or logical? Were you able to research other primary sources regarding this story?
- What kind of language is used in the story? Is it authentic?
- Are the story's issues controversial? If so, what evidence does the author use to support his or her point of view?
- Can you point to specific passages that you found to be particularly profound, silly, or not factual?
- Did you learn something new reading this story? Did it broaden your perspective about different cultures or an ethnic or regional culture in your own country?



Sample Agenda for Your Book Club

Seating: Arrange for theater-style or semicircular seating where the focus is on the group discussion leader or readers.

Displays: Display copies of the book under discussion and other books with similar or related themes that can be checked out. Display pictures or other objects of interest related to the theme or the culture the club will be discussing. Be sure to display a sign thanking your club sponsors and partners.

Make sure you allow sufficient setup time!

Club Agenda

Leader	Activity	Time
Coordinator (full group)	Welcome, warm up, and review of the rules: Introduce yourself and the facilitators and welcome the families. Acknowledge teachers and the schools represented and introduce and thank partners and sponsors who contributed to the club. Lay out the agenda and ground rules for club. Explain the purpose of the Día Family Book Club and how it helps children.	5–10 min.
Coordinator (full group)	Introduction of the book: Introduce the featured book and broad questions about themes related to the book. For younger groups or shorter books, read the book together.	5–10 min.
Facilitators (small groups)	Small-group discussion questions: In small groups led by facilitators, talk about the book, using guided discussion questions prepared prior to the club.	10–15 min.
Facilitators (family groups)	Family work: Have families do a small activity together and then share it with the group (write an article, make a craft, make a collage, respond to a question).	5–10 min.
Facilitators (small groups)	Small-group activity: Have small groups work together to complete a project related to the book or the cultures represented in the book. This could be a completing a craft, making food, a skit, a dance, a puppet show, anything!	15–20 min.
Coordinator (full group)	Closing: Summarize the club, give a home activity, talk about the next meeting, thank everyone, and pass out “Let’s Read at Home” reading tips sheet (page 11) and other materials.	5 min.
Coordinator (full group)	Food and social: Allow time for families to talk freely amongst one another and with facilitators. This is a great time for families to ask specific questions, sign up for library cards, and [missing words?].	20–30 min.

Post-Club

Make sure you schedule time to clean up after the club and to debrief with the facilitators about your successes!

Planning Worksheet

This worksheet is designed to help you plan each Día Family Book Club event. Please note that you may not need all of this information for each event, or you may need additional information. Good Luck!

Date of the event: _____ Time: _____ Place: _____

Featured title: _____

Age level: _____ Target no. of participants: _____

Partners or sponsors: _____

What partners or sponsors are providing: _____

No. of books ordered: _____ No. of other language editions ordered: _____

Facilitators for book club: _____

Participating schools or community groups: _____

Instructions for pre-club activities: _____

Community outreach plan: _____

Materials needed for book club event: _____

Set-up preparation (who/when): _____

Tables: _____ Chairs: _____ Drinks: _____ Snacks: _____ Napkins: _____

Snacks (who prepares or purchases and sets up): _____

Table display (crafts, pictures, related books): _____

Prepare poster or sign with book club rules: _____

Prepare agenda for the evening: _____

Provide handout of activities for home use: _____

Provide guiding discussion questions parents can use at home: _____

Copy the "Let's Read at Home" page for participants: _____

Evaluate program with facilitators and staff: _____

Sample Lesson Plan

Club Information

Club Information		
Book: Weedflower by Cynthia Kadohata	Ages: 11–12	No. of participants: 5–7 students with parents

Pre-Club Activities

Prior to the club, pass out copies of the book and flyers with talking points to families; ask families to read the book and to begin discussing the subjects of racism and World War II.

Club Activities

Leader	Activity	Time
Coordinator	Welcome, warm up, and review of rules	5 min.
Coordinator	Introduction: Talk a about World War II and Japanese American internment.	5 min.
Facilitators	In small groups, discuss the following questions: 1.) What do you think it feels like to be lonely? Can you relate to Sumiko's feelings on page 1? Why does Sumiko feel more American than her cousins? What makes someone American? What makes you American or not American? 2.) How does Sumiko deal with being part of two different cultures? Japanese and American? Are you part of two cultures? How do you celebrate both? 3.) In the book, many people use racial slurs against the Japanese people. How does this make Sumiko feel? What do you do when someone calls you a bad name that you don't like? 4.) How do you think the Mohave Indians felt with the Japanese living on their land? Do you think they felt the same way the Japanese felt when they were told to move out of their homes? 5.) Why doesn't Sumiko want to leave Camp Poston when Auntie finds a job in a sewing factory near Chicago? 6.) Page 163 "Friendship was really different from the way she had envisioned it all these years." What does that mean?	15 min.
Facilitators	Have family groups write an article for the camp newspaper	10 min.
Facilitators	In small groups, with groups cycling through craft stations: (1) make candy sushi; (2) make a diorama of the Poston Camp or Flower Farms; (3) make a mini-mattress filled with hay, or a flower as a reminder of the book.	20 min.
Coordinator	Closing: Summarize, give home activities, and invite families to stay for food.	5 min.
Coordinator	Food and social: Throw a New Year's party for Mr. Muramoto and provide or make Japanese New Year foods, such as mochi, and decorations.	30 min.

Post-Club Activities for Families

Oral history project	Find out where your family or community members were during World War II. Interview them and record (on your cell phone), to preserve their oral history.
Discuss	Talk as a family about racial discrimination in today's world. Discuss a current event that is a racial issue and how we should respond to this situation.
Museum visit	Visit a local museum that discusses World War II or a different culture, or visit an online museum from your home.

Let's Read at Home!

Make Reading Part of Your Family's DNA

No matter if you are rich or poor or halfway in-between, reading is a cultural practice that is best nurtured and modeled at home. Inculcate the love of reading by modeling reading to your children every day. Children are more likely to read when they see reading as a natural thing to do because it's what their parents do. Introduce your children to the many genres of literature and to as many authors and different cultures as there are in the world.

Make Space for Reading

Carve out a special space in your home for books and other reading materials. Get a library card and check out a variety of different types of books. Children need to be exposed to a wide variety of books like fiction, nonfiction, poetry, and graphic novels, as well as to different styles of writing: sad, humorous, witty, and so on.

Make Reading a Daily Ritual at Home

Carve out a set time for reading and make it special. It may be every day at the same time, or it may vary, depending on family schedules. The important thing is that reading is happening every day, either as a family or individually. Turn off the television and other distracting devices each day and use a timer or alarm to help you reach your goal. Reading requires its own time and attention.

Alternate Reading Experiences at Home

Have parents read to each other; have children read to each other; have one child read to the mom, and the other to the dad. Alternate reading chapters from the featured book under discussion at the Día Family Book Club.

Read Bilingually

If mom or dad only read Spanish or another language, then they can read that version of the text and the child can read the English version. Reading in a child's first language does not hinder the child's ability to master reading in a second language. To the contrary, the reading experience is good no matter what language they are reading in. The important thing is that they are reading and learning.

Engage Children in Conversation

Ask questions and have conversations with your child about what you are reading together. The important thing about reading is that it stirs the imagination and provokes ideas about endless possibilities. Reading develops empathy as the reader identifies with the sorrow, joy, sadness, or trauma a character may be undergoing. Thinking occurs when children are speaking and discussing ideas. Conversation helps a child to learn new vocabulary and encourages children to use their thought processes to learn and articulate ideas.

Read and Think Aloud

When reading aloud, it's OK to also think aloud about what you have read. Conversations and questions about the text help children to develop more complex reading skills and an appreciation for story and plot. Ask children to predict what will happen next. Keep a dictionary handy and use it to look up big words you or your child may not know. Point to the synonyms and antonyms that accompany the word. Make up sentences using the synonyms and antonyms.

Activities Families Can Do at Home

- Read the story aloud together as a family. Family members can take turns reading.
- As the story piques your child's interest, allow for questions, comments, or observations.
- Allow your child to tell you how they feel about the story. (Use discussion questions to guide the conversation).
- Draw a picture of a favorite scene in the story.
- Write a letter to a character in the story, telling them what you think or how you feel.
- Create a diorama from a particular scene in the story you are reading.
- Create a list of new vocabulary words your child is learning.
- Look up synonyms and antonyms for these words.





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The Día Family Book Club Toolkit was created by Oralia Garza de Cortés and Lucía González of the National Association to Promote Library & Information Services to Latinos and the Spanish Speaking (REFORMA); Dr. Claudette McLinn of the Black Caucus of the American Library Association (BCALA); Lessa Pelayo-Lozada of the Asian Pacific American Librarians Association (APALA); and Dr. Debbie Reese of the American Indian Library Association (AILA).