

# BILINGUAL STORYTIMES: REACHING THROUGH THE LANGUAGE BARRIER



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# BILINGUAL STORYTIME

## Why Bilingual?



## Why Me?



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# I'M NOT BILINGUAL, HOW CAN I DO BILINGUAL STORYTIME?

*"And the trouble is, if you don't risk anything, you risk even more."* Erica Jong, *How to Save Your Own Life*

- ❑ First, **REASSURE** yourself, it's storytime and they are kids. **You CAN do this.**
- ❑ Use the Storytime you already do.
- ❑ Take advantage of your patronage:
  - Recruit Spanish-speaking volunteers.
  - Have attendees help with Spanish reading and translation.





**YOU CAN DO THIS!  
IT'S STILL STORYTIME**



Get talking with Mango!

THE MOST EFFECTIVE WAY TO LEARN TO SPEAK A FOREIGN LANGUAGE

Rosetta Stone



duolingo

- Cram and study Spanish
  - Research shows 20-minutes a day
  - Use the language learning tools you have
  - Create an introduction, get it translated, learn to say it
  - Start a personalized vocabulary list

RESEARCH

- **Don't Start Bilingual Storytime until you've made some relationships.**

- This is the number one reason librarians are not successful with bilingual storytime.

- **Who could I ask to help?**

- Library staff & volunteers
- School language teachers
- Online contacts
  - list serv
  - social media

- **Take advantage of your patronage:**

- Recruit Spanish-speaking volunteers.
- Have attendees help with Spanish reading and translation.
- Ask parents and caregivers to contribute songs and rhymes





- Follow a standard outline
- Read short books
- Keep it culturally relevant
- Do lots of music
- Bring the fun!




YOU CAN DO THIS!  
CHILDREN'S LIBRARIAN + SPANISH SPEAKER = PROGRAM

## My Spanish speaker



**RELATIONSHIPS  
YOUR "LIVING" RESOURCES**

- 
- Look for translations of the book you are already using
  - Find translations of the same songs you are using
  - Use the same fingerplays but include one to five words to practice in Spanish
  - Play games that could also practice those words
  - Consider using digital media to do the Spanish elements for you like YouTube performers or TumbleBooks
  - Finding Early Literacy Tips

ADAPTING YOUR CURRENT STORYTIME  
**THE OVERVIEW**

## BILINGUAL SPANISH/ENGLISH STORYTIME OUTLINE

### Opening Song (tune of Frere Jacques)

Buenas días, buenas días,  
¿Cómo estás? ¿Cómo estás?  
Muy bien, gracias.  
Muy bien, gracias.  
¿Y usted? ¿Y usted?

Good morning! Good morning!  
How are you? How are you?  
Very well, thank you!  
Very well, thank you!  
And you? And you?

Early Literacy Tip:

Movement Song:

Spanish Book:

Spanish Song:

Co-read Book:

Activity:

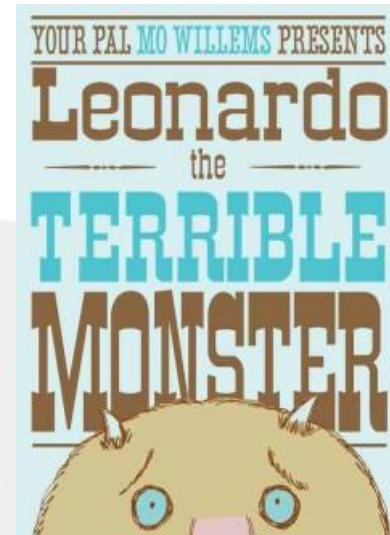
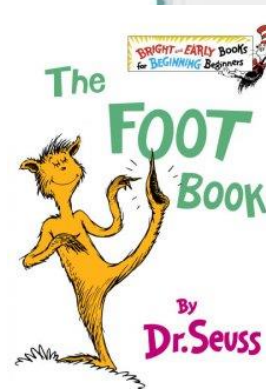
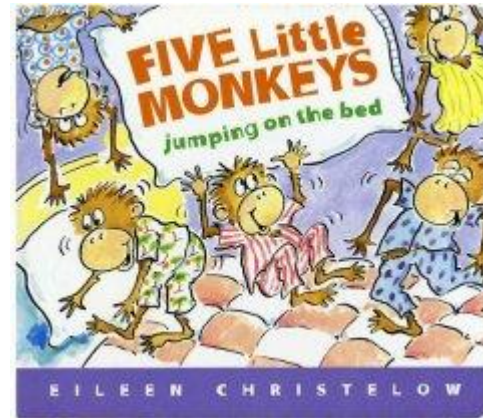
English Book:

Craft:



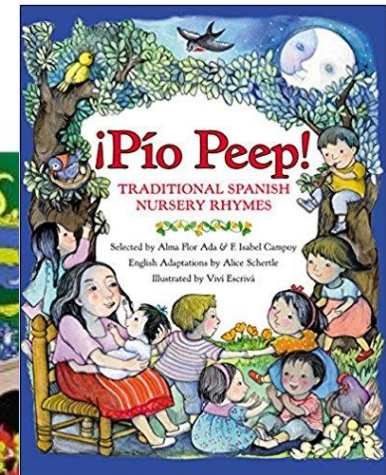
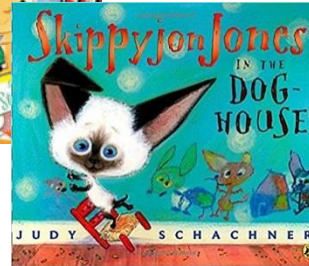
ADAPT YOUR CURRENT STORYTIME  
OUTLINE

- Short, really short—for both languages
  - You've got a shorter attention span when you don't understand – getting it from speakers on both sides
- English
  - Use your favorite books, your enthusiasm will translate
  - Use books that have phrases or words in Spanish



BOOKS  
REMEMBER IT'S STILL HALF ENGLISH

- Use bilingual books that include phrases or words in Spanish
- Consider translating a couple of words or phrases from your favorite English songs and rhymes
- Books with CDs
  - You will need to emote & react to the story



BOOKS  
WHEN YOU DON'T HAVE A FLUENT READER

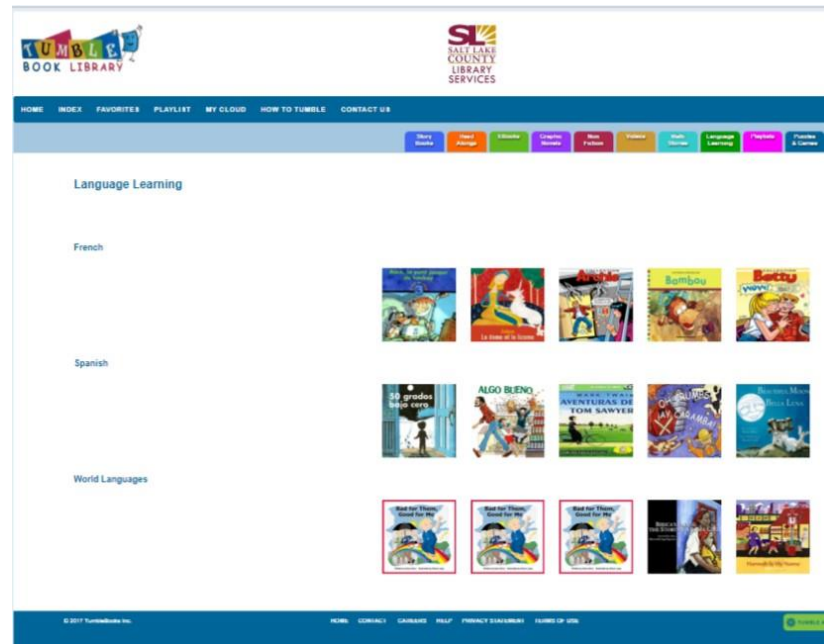
# BOOKS

## WHEN YOU DON'T HAVE A FLUENT READER

- Weston Woods – Videos in Spanish



- TumbleBooks Spanish: [www.bibliotecatumble.com/](http://www.bibliotecatumble.com/)



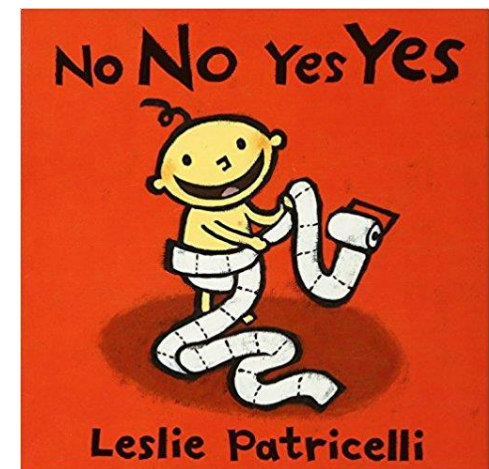
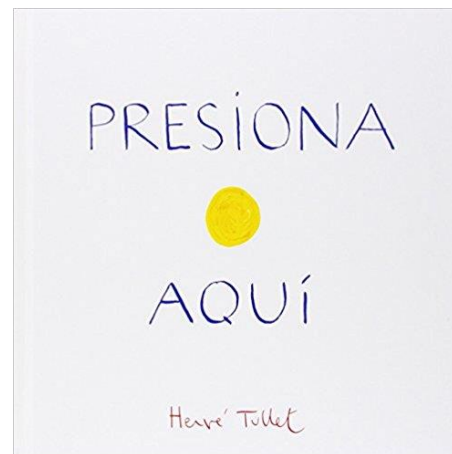
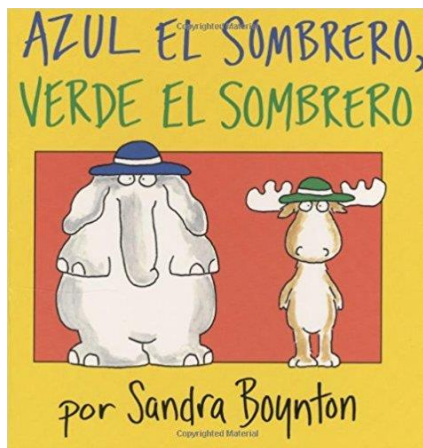
- Spanish or other language
  - Same instructions as for English
  - Give your volunteer reader 3-4 choices so they can pick a book they are comfortable with
  - Challenge of traditional stories
- Co-reading
  - Find books that you have in both languages
  - Only the very shortest titles
  - Get someone to translate it for you



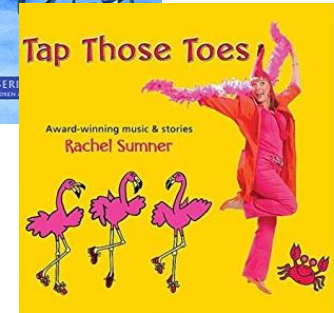
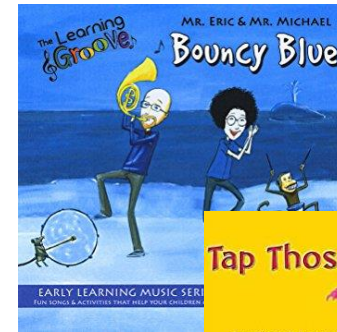
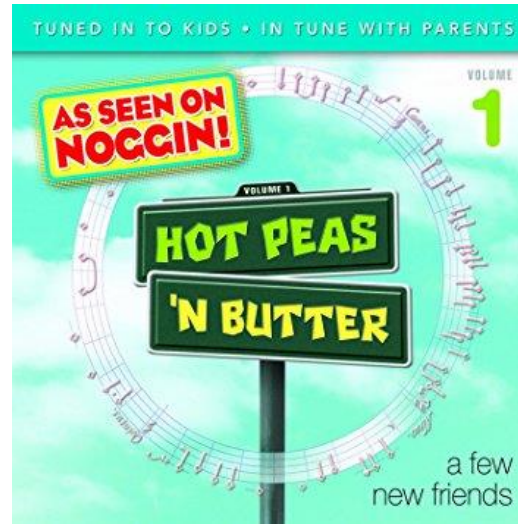
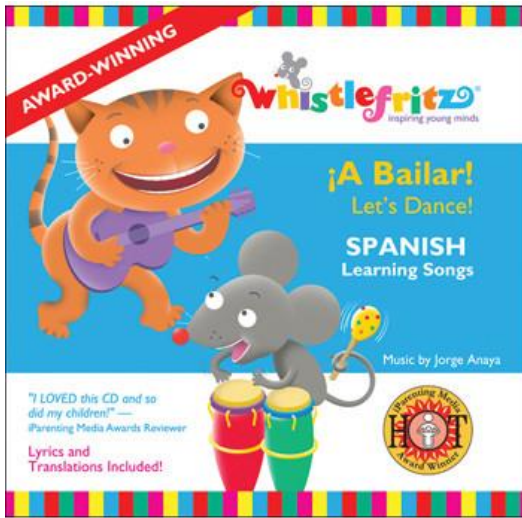
BOOKS  
WHEN YOU HAVE A FLUENT READER



- Look for a native speaker to help with pronunciation
- Have a volunteer read a complete book while you listen actively and help attendees to do so as well
- Using books with very few words or that are very interactive can make this very effective



**BOOKS  
PRACTICE**



See the **Books, Songs, and Digital Resources** handout for a list of suggested songs.

**MUSIC**  
**USE CDS & OTHER RECORDINGS**

- Incorporate simple multilingual elements to your storytime
  - Lots of repetition
  - A welcome song that includes Spanish
  - One or two songs you use frequently in Spanish

## Hola, Amigos

*(to the tune of “Hi, Hello”)*

Hola, amigos,  
y cómo están?  
cómo están?  
cómo están?  
Hola, amigos,  
y cómo están?  
cómo están ustedes?

Adiós, amigos, Adiós, amigos,  
Ya me voy, Ya me voy,  
Me dio mucho gusto  
Estar con ustedes,  
Adiós, Adiós.

Buenas días,  
buenas días,  
¿Cómo está?  
¿Cómo está?  
Muy bien, gracias.  
Muy bien, gracias.  
¿Y usted?  
¿Y usted?

MUSIC  
THAT'S EASY TO LEARN & SING

## La araña pequeña

F

La araña pequeña

C7 F

subió, subió, subió.

Salió el sol

C7 F

y todo lo secó.

Vino la lluvia

C7 F

y se la llevó

Y la araña pequeña

C7 F

subió, subió, subió

Itzi, bitzi araña,  
Itzi, bitzi araña,  
se fue a la canaleta  
vino la lluvia y se la llevó  
ya salió el sol se secó  
la lluvia  
y itzi bitzi araña  
de nuevo regreso.

-- "La araña pequeña"/"La araña grandotota Track #5--Traditional; adapted by Barbara Cass-Beggs from Early Literacy Programming en Español: Mother Goose on the Loose Programs for Bilingual Learners --Song Lyrics and Directions

MUSIC  
THAT'S EASY TO LEARN & SING

CantaJuego - CantaJuegos Volumen 1 Completo



▶ 🔊 0:42 / 39:03

vevo



**MUSIC. DIGITAL RESOURCES**  
**HEAR THE WORDS, SEE THE MOTIONS**

Taza	Cup	
Tetera	Tea pot	
Cuchara	Spoon	
Cucharon	Ladle	
Plato hondo	Bowl	
Plato llano	Plate	
Cuchillito	Knife	
Tenedor	Fork	
Salero	Salt shaker	
Azucarero	Sugar bowl	
Batidora	Beater	
Olla express	Pressure cooker	



ADAPTING YOUR CURRENT STORYTIME  
PROPS

## Vocabulary

### Baila Baila

Pies - Toes

Rodillas – Knees

Caderas – Hips

Manos – Hands

Cabeza – Head

### El baile de los manos

Arriba - up

Abajo - down

a los lados – to the sides

aplaudir – clap

adelante – forward

para atrás – backward

volar – fly

Song	Time	Artist	Album
Mi Cuerpo Hace Musica (Hispanic Folk Music)	1:46 Bilingual	Mr. Eric & Mr. Michael	Bouncy Blue
<b>Welcome/Announcements</b>			
Baila Baila	2:29 Spanish	Baila Baila y Isabel Brazon	<a href="https://youtu.be/wl16FbAC4Y">https://youtu.be/wl16FbAC4Y</a> (Song not on playlist, play directly from youtube)
<b>Read one bilingual book</b>			
If I Was a Bird	2:39 English	Stacy Buehler	Wiggleworms Love You
Head Shoulders Knees & Toes (Classic Funk)	2:04 English	Mr. Eric & Mr. Michael	Bouncy Blue
<b>Hand out Ribbons</b>			
La mariposa (The butterfly)	3:34 Bilingual	Rachel Sumner	Tap Those Toes
Rocketship Run	2:30 English	Laurie Berkner	Rocketship Run
<b>Collect Ribbons</b>			
El baile de las manos	3:24 Spanish	Jorge Anaya y Heidi Stock	A bailar! =Let's dance!
<b>Goodbye/Hand stamps</b>			

BILINGUAL MUSIC & MOVEMENT  
**LET'S TRY IT!**

Hunter Presents

# Bilingual Storytime



Come join us for stories, songs, fingerplays, and other fun.  
Presented in English and Spanish.

September 14th  
7:00 p.m.  
Children's Corner

No need to register!  
All Ages!

Hunter Quiere Presentarse

# Hora de Cuentos Bilingües



Favor de asistirse y disfrutar cuentos, juegos con dedos, canciones, y mucho más cosas.  
Se presentarán en Inglés y Español.

14 de Septiembre  
7:00 p.m.  
Rincón de Niños

Gratis!  
No necesita registrar!  
Para Toda la Familia!

# Amigos y Libros

Los Jueves,  
a partir 08 de enero  
a las 11:00 a.m.

Join us for Spanish/English fun  
with stories, songs and more.

Ensámblenos por diversiones en  
español y inglés con cuentos,  
canciones y  
mas.



Hunter Library  
4740 West 4100 South  
West Valley City, Utah 84120  
(801) 943-4636  
slcolibrary.org



MY TRANSLATION PROCESS  
WHEN USING SIGNS/PROPS IN MULTIPLE LANGUAGES  
THE TEXT ON BOTH SHOULD SAY THE SAME THING



1. Write what I want to say.
2. Plug the text into Google Translate.
3. Give copies of both to one of my “living resources.”
4. Wait for translation

#### English description

Can you "Head, Shoulders, Knees and Toes" with the best? Join us for 30 minutes of music and energetic movement. This exuberant class is for kids ages 1 and older. (Children must be accompanied by an adult.)

#### From Google Translate

Puede usted "El baile de los manos " con la mejor ? Únase a nosotros para 30 minutos de música y movimiento energético . Esta clase exuberante es para niños de 1 y mayores. (Los niños deben estar acompañados por un adulto.)

#### From Gloria

Puede usted mover mejor la “Cabeza, hombros, rodillas y pies?

Unase a nosotros por 30 minutos de musica y movimientos enegeticos.

(Los niños deben estar acompañados por un adulto.)

# MY TRANSLATION PROCESS

It's in these conversations about cultural elements that little details will come out that will help you improve your cultural relevancy.

Tina, the version I know is a little bit different.

**Cabeza, cara, hombros, pies**

Cabeza, cara, hombros, pies

Hombros pies, hombros pies.

Cabeza, cara, hombros, pies

Hombros pies, hombros pies

Y una vuelta entera.

You repeat as many times from slow to fast.

Puede usted mover mejor la Cabeza, cara, hombros, pies?

Unase a nosotros por 30 minutos de musica y movimientos enegeticos.

(Los niños deben estar acompañados por un adulto.)

MY TRANSLATION PROCESS  
TRIGGERS A CULTURAL CONVERSATION

www.everychildreadytoread.org/spanish-language-video-clips

**Every CHILD Ready to READ**  
your library

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## Spanish-language Video Clips

These videos are designed to help illustrate the ideas in the slide sets available in the Every Child Ready to Read® @ your library® Toolkit for Spanish-Speaking Communities, plan to use them during your workshops.

How to download video clips/mp4 files below: Right click on the video title/link you'd like to download. In the window that opens up, click "save target as" or "save link as." A "save as" window will open, allowing you to browse for the location where you want to save the file. If you'd like to download the original, larger versions of the clips (40+ MB), click on the Vimeo links provided.

Stretching Language - Toddler [4 MB]  
(Download original on Vimeo.com - Stretching Language)

Pretend Reading - Toddler [5 MB]  
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Sharing Books [5 MB]  
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Wordless Books - Toddler [6 MB]  
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Talking to Increase Vocabulary & Comprehension [3 MB]

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### FREE BOOK

Webquest Discover resources to help your child's learning

### READ


The Hidden Alphabet By: Laura Seeger

### RESOURCES

Parent Resources

Utah Early Literacy Providers

Local Libraries



# FINDING EARLY LITERACY TIPS



- SUCCESSFUL MARKETING STYLES
- SENSE OF TIME
- EXPECTATIONS

## CULTURAL DIFFERENCES THAT EFFECT STORYTIME



THIS WILL WORK IN OTHER  
LANGUAGES!



- MAKE THE RELATIONSHIPS
- USE THE EXPERTS TO DECIDE THE NEEDS AND BEST TOOLS
- ADAPT WHAT YOU ALREADY HAVE AND DO

“I DON’T SPEAK FRENCH!”

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By [Tim Wadham](#) on July 18, 2013

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HEAD START/EARLY CHILDHOOD LEARNING &  
KNOWLEDGE CENTER





# Jbrary

...tune in for storytime success

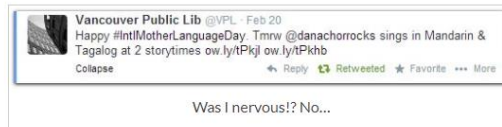
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May  
1  
2014

## Multilingual Storytimes: A Beginner's Guide

by Dana Horrocks

Way back in February we celebrated [International Mother Language Day](#) round these parts. And because I work at a branch that has materials for kids in six different languages I felt it was my duty to try out some of these languages in storytime. Now it's May which means February was basically last week and I'm finally getting around to writing it up. I thought it might be more useful to talk about how I went about planning it rather than just tell you all what I did, hope you agree! (Though if you're all about the storytime outline our pal [Danielle](#) and her colleague Shanshan Hui published an awesome Mandarin/English storytime in [Winter 2013 YAACing](#).) Still with me? Ok, onto the planning!



### Know Thy Crowd. Know Thyself.

When I decided to put together a multilingual storytime I had been with my storytime crowd for a couple months. I'd had a chance to suss out which languages families were speaking at home and therefore might lend a vocal hand during a program- I don't think there's any shame in being strategic. I also had to think about my capabilities: I love trying out new languages but I mostly limp by with English and some French. The nice thing is though when you share your own culture (even haltingly) it invites the crowd to stay awhile and play with language.

### Stay Connected



### About Us



Hi! We're Dana and Lindsey, two children's librarians ready to take on storytime. Jbrary is a library of storytime resources for those of us working with children. Join us for songs,

MORE RESOURCES  
JBRARY'S MULTILINGUAL STORYTIMES:  
A BEGINNER'S GUIDE (2014)

# CONTACT

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