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Multicultural Books Bibliography

EDUC 3205: Culturally Responsive Teaching; Spring 2019

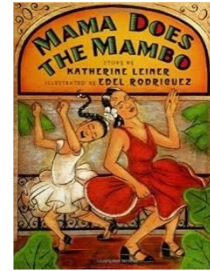
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This is How We Do It: One Day in the Lives of Seven Kids from Around the World	multiculturalism

Title: Mama Does the Mambo

Author: Katherine Leiner

Reading level/audience: 2nd-6th grade



Summary:

The narrator of this story is a young girl whose father has recently passed away. She has noticed that her mother has also stopped dancing and playing music around the house. Her mother and father used to dance all the time. The first thing they did when he returned home from work was dance. Mama used to dance doing everyday tasks such as cooking and cleaning. The narrator's parents also used to steal the show at Carnival with their dancing, especially the Mamba. As Carnival approaches the year after Papa has passed away, the narrator is trying to find a dance partner for her mother. Mama is not satisfied with anyone who comes to audition for the position. She finally makes a male friend named Eduardo and starts to be happy again. However, Eduardo can't dance. The day of Carnival, the narrator goes with her mother and Eduardo to the celebration. Her mother ends up asking her daughter to Mambo with her instead of a male partner.

Mirror/Window/Sliding Glass Door:

This story is a mirror for me. Growing up, my mother was often hospitalized and my father would need to stay with her. My grandparents often stayed with me. When my grandmother passed away it felt as though I had lost my mother. The biggest difference I saw, however, was in my grandfather. He no longer laughed as loud or paid attention to what was going on in the family. He was often emotional. The person he was becoming was not someone I recognized as the grandfather I knew. Eventually, he met a woman named Judy. He began to smile again. He married Judy, and though he never really returned to the man he was before, it was amazing to see what a difference love and loss can make in our lives and personalities.

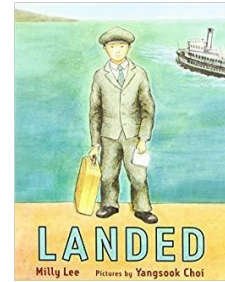
Questions for Before (B), During (D), and After (A):

- (B) What kind of traditions do you have in your home?
- (B) Looking at the cover, where do you think this story takes place?
- (D) Why do you think the daughter missed her mother's dancing?
- (D) How did the daughter try to help her mother feel better?
- (A) Do you think Mama made the right choice in dance partner?

Title: Landed

Author: Milly Lee

Reading level/audience: 2nd-6th grade



Summary:

This story is about a 12 year old boy who is immigrating to America to live with his older brothers in San Francisco. The immigration process is explained in detail. Sun is tutored on how to answer the questions the officers will ask him upon his arrival in America. When he gets to San Francisco he is sent to Angel Island to await his interview and “landing” approval. He is detained for four weeks. He makes friends who confess that they are “paper sons” who are pretending to be the sons of a merchant in order to reach America. When the time for Sun’s interview comes he becomes nervous and cannot remember the directions they ask him such as what direction the window faces and what direction he walks to school. His father sends him a compass and helps him pass the interview. He is “landed.”

Mirror/Window/Sliding Glass Door:

This book is a sliding glass door for me. I was born in the U.S. and have never had experience with immigration procedures. It was very interesting for me to step into the world of someone who has to jump through hoops, even a small child, to enter the country. It is sad that there is so much distrust between the different countries on the earth.

Questions for Before (B), During (D), and After (A):

(B) How would you feel if you had to leave your home and family to go to a new country?

(B) What does it mean to you to be an American?

(D) Could you remember how many windows are in your house?

(A) What can we do to make people from other places feel welcome?

(A) What do you think Sun did after he “landed?” Did he get a job? Did he go to school? Do you think he returned to China?

Title: The Name Jar

Author: Yangsook Choi

Reading level/audience: K-4



Summary:

Unhei is a young girl who has just moved to the U.S. from Korea. On her first day of school, the children on the bus ask her name. When she tells them, they make fun of it and mispronounce it on purpose. Unhei become embarrassed. When she arrives in her classroom she tells the class she has not picked a name yet and will introduce herself later. The students bring in a jar and put in pieces of paper with suggestions for American sounding names. When the day comes for Unhei to choose a name, she decides to keep the one she already has. She helps the class learn to pronounce it correctly.

Mirror/Window/Sliding Glass Door:

This book is a window in my life. I have often wondered about the students I have encountered who have both American names and names in another language. Why do they choose to do that? How is Unhei different? This book gave me a chance to reflect on my cultural observations and think about what I may do in that situation. Names are part of our identity. No one should have to give that up just because someone else may have to adapt a little.

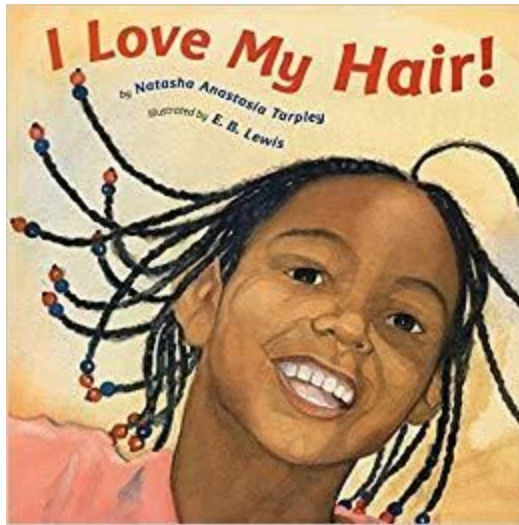
Questions for Before (B), During (D), and After (A):

- (B) Would you change your name if given the chance? What would you change it to?
- (D) What name would you suggest for Unhei?
- (D) Do you have something special that reminds you of someone you love like Unhei's name stamp?
- (A) Do you think Unhei made the right decision in keeping her name?
- (A) How can you help new students feel welcome in the class like Unhei's class did with the name jar?

Title: I Love My Hair

Author: Natasha Anastasia Turpley
Illustrator: E.B. Lewis

Reading level/audience: 2-3



Summary: This book is about a young black girl and her hair. She describes how painful it can be to brush it and do it, and how her mom describes how amazing her hair is because of all the different ways she can style it. The girl talks about how she loves to let it fly free and it feels as soft as cotton candy, and how she loves to hear the music her hair makes when it is braided and the beads clack together.

Mirror/Window/Sliding Glass Door: This book is a window for me. I know that many black women and girls struggle to accept their natural hair and it is hard for me to understand why, because I think their hair is beautiful. This book offered insights I had not considered, like how painful it can be just to brush out. I had previously only thought it was painful when it was tightly braided or as it was getting done. It helped me see more of the love/hate relationship that many girls of color have with their hair, and also reminded me of one of my preschoolers I had years ago: she never needed music, she would shake her head around until her beads created their own beat, then sing and dance to that music, just as the girl in the book does.

Questions for Before (B), During (D), and After (A):

(B) What do you think she loves about her hair?

(A) What are some things you love about yourself?

(D) What are some things your parents/families do to help you?

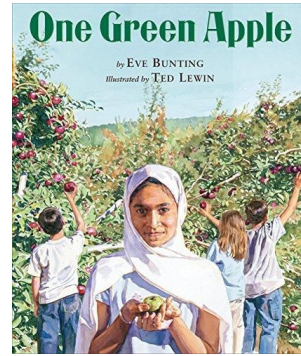
(A) Can you think of anything you love about yourself that can also be difficult to deal with sometimes?

(A) What are some things that make you feel proud?

Title: One Green Apple

Author: Eve Bunting
Illustrator: Ted Lewin

Reading level/audience: K-2



Summary: This book is about a young girl who has recently immigrated to the U.S. She does not yet know how to speak or understand English. She goes on a field trip to an apple orchard. She compares and contrasts this country with her home country. There are some similarities but some of the students make her feel left out and that they do not like the country from which she came. She talks about how she looks and dresses similar to these children, but the other children do not wear the dupatta here, but in her old country they all do. She compares the dogs here to the dog she had at home. She chooses a green apple and while some of the children do not want her to use it, she puts it in before they can protest and it adds a special flavor to the cider, much like she adds something special to the class. It is clear that she misses her old country and feels out of place, but two of the children and the teacher show her kindness and begin to form friendships, which makes her feel more welcome and willing to try again tomorrow.

Mirror/Window/Sliding Glass Door: This book is a sliding glass door to me. I found myself with tears in my eyes reading it. Trying to imagine what it's like to start over in a new country that you do not understand the language or customs of must be difficult enough, but to come from a country that your new country seems to hate must be a very unique kind of challenge. Perhaps reading this book for the first time the day that 49 Muslims in New Zealand were murdered made it that much more difficult. I hope to use this book in my future classroom in order to help children understand and empathize with children who are different from them.

Questions for Before (B), During (D), and After (A):

(B) What do you think this story is about?

(D) How could you make her feel more welcome in this new country?

(D) Why were the other children trying to stop her from putting her apple in the cider? What happened when she did?

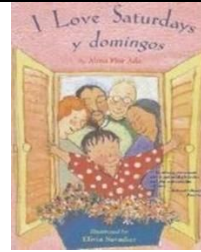
(A) How do you think she feels at the end of this day?

(A) Can you think of a time when you felt out of place or like you didn't belong? What made you feel better?

Title: I Love Saturdays y Domingos

Author: Alma Flor Ada

Reading level/audience: Pre-K – 2nd Grade



Summary: This story talks about a young girl's relationship with her two sets of grandparents. While one set of grandparents are European-American and speak English, the other set is Mexican-American. The story walks us through the heritage of both families, how they came to America, and their life here. It talks about the weekend she spends with her grandparents and abuelos and the things they did together. Then it talks about how her grandparent and abuelos come to her house to celebrate her birthday together. The story shows how different the two cultures are between the two families, but how they are celebrated equally and alike. Both sets of grandparents love to share the experiences they do with their granddaughter.

Mirror/Window/Sliding Glass Door: I Love Saturdays y Domingos serves as a mirror of my own childhood. Weekends in my family were spent with my grandparents. Just as the young girl did in this book, I would go on adventures with both sets of my grandparents. My grandparents on my father's side would regularly take me to the Daughters of Utah Pioneers Museum and tell me about the family stories that went along with the pictures of our ancestors. My mother's parents would take my siblings and I out into the mountains or to sporting events. When it was just my grandmother and I, she loved to tell me stories of her childhood and how she grew up all over the country. Birthdays in my home were celebrated the same way this young girl celebrated hers, with all her cousins, aunts and uncles, friends, and grandparents coming to my house. When everyone came together, they all interacted and built relationships. Reading this story brought me back to those days and reminded me of all of my great childhood memories with my grandparents. They were very different experiences, but cherished the same way.

Questions for Before (B), During (D), and After (A):

B: Looking at the cover of this book, what do you think this story is about? Why do you think some words are in English and others are in Spanish?

B: What are Domingos? And why does this young girl call them that?

D: What things have you noticed so far that her abuelito and abuelita do similarly to her grandma and grandpa?

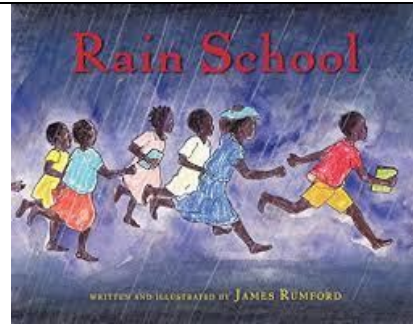
D: What did they do differently? Why do you think they did things that were kind of the same but kind of different?

A: In this story, the young girl talk about her grandparents and where they came from. Why do you think that she called her grandparents different names? Do you have different names that you call your different grandparents or have you heard of grandparents being called different names than what you usually hear? Why do you think they have different names?

Title: Rain School

Author: James Rumford

Reading level/audience: Pre-K – 2nd Grade



Summary: Rain School is about children in Chad, Africa going to school. The story starts with a young boy named Thomas asking his older sister what school is like while they walk to school on their first day. When they arrive to the schoolyard, they see that there is no school. Their teacher stood there with a few materials and said that together, they were going to build their school. The children and teacher worked together to build the school out of natural materials such as mud, saplings and leaves. Once the school is built, the children continue to learn throughout the school year, getting pencils and notebooks to do their work. One the last day of school, the children take home their notebooks full of the work they did and thank their teacher. Just after the last day of school, a rainstorm came and washed away the school.

Mirror/Window/Sliding Glass Door: Rain Schools serves as a window for me. The author, James Rumford, paints a picture with his words of the dirt streets in Chad Africa. He verbally illustrates the experience of the children and their excitement for school and learning. Without looking at the images, I could image the children building their school out of mud bricks and leaves. While I never personally experienced having to build my own school or use very minimal classroom materials the way that the class did in this story, I remember talking with a friend of mine who moved to Utah as a refugee from Africa in 3rd grade. They told me how we are very blessed to be able to go to school here and have the things that we have. There, they lived in mud houses and had no protection or shelter beyond that. Remembering back on that conversation and reading this story, I recognize the humility and gratitude that comes with that lifestyle. The children were simply grateful to have a place to learn, regardless of the circumstances. Overall, it made me realize how different the learning environments and opportunities are in different countries and different economic status situations.

Questions for Before (B), During (D), and After (A):

B: Looking at the cover of this book, what do you think this book will be about? Do you have any guesses on where it might be taking place?

D: How do you think Thomas feels about his first day of school? Why do you think that? How did you feel on your way to your first day of school?

D: Why do you think that the children used mud, saplings, and leaves to build their school? Do we use those same materials? What materials are used to build our school?

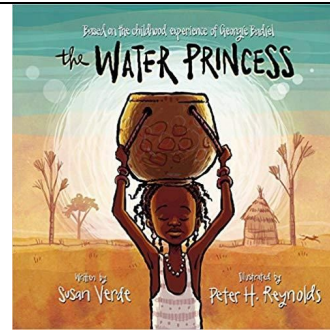
D: What other things do you think the children learned about in their classroom?

A: In the story, the teacher and children worked together to build their school. Even though our school is already built, how can we all work together to make school a great place to learn?

Title: The Water Princess

Author: Susan Verde

Reading level/audience: Pre-K- 2nd Grade



Summary: This story is based in a small village of Africa that doesn't have clean drinking water. Princess Gie Gie tries with all her might to bring clean water to the village. She tries everything she can think of besides making the long journey to the well as she is thirsting for clean water to drink. Throughout the story, she talks about her journey to and from the well, carrying the pot on her head as if it were a crown, the process it takes for the water to become clean from boiling and cooling the water to drink to using the water to clean clothes. As the story ends, she dreams of a time when she will no longer have to make the journey to the well, because clean water will be available.

Mirror/Window/Sliding Glass Door: This story serves as a Sliding Glass Door for me. I felt like I was in the story with Gie Gie. I could feel her energy and desire to bring the water closer to her. I envisioned the movements she made in the beginning of the story trying to get the water to come to her, and I felt her thirst. I felt as though I had taken on the day's journey along side of her. It put me in Gie Gie's shoes of living in a small African village that doesn't have the necessary means for sustaining life.

Questions for Before (B), During (D), and After (A):

B: On the cover of this book is Gie Gie. She calls herself a water princess. Looking at the picture, why do you think she calls herself that?

B: On top of Gie Gie's head is a pot. What do you think that pot is for? And why do you think she is carrying it on her head?

D: In Gie Gie's village, they don't have clean water. Why do you think the water isn't coming to her? What do you think she will have to do to get water?

D: Gie Gie's mom boiled the water before using it for cooking, cleaning, and drinking. Why do you think she had to boil the water first? Why do we need clean water?

A: Gie Gie and her mother have to make the journey to get water every day. What do you think they can do to get the clean water closer to them? If you lived far from water, how would you travel to get the water and what would you do to get it back home?

Title: The Girl Who Thought in Pictures

Author: Julia Finley Mosca

Reading level/audience: 2nd- 4th grade



Summary: When young Temple was diagnosed with autism, no one expected her to talk, let alone become one of the most powerful voices in modern science. Yet, the determined visual thinker did just that. Her unique mind allowed her to connect with animals in a special way, helping her invent groundbreaking improvements for farms around the globe!

Mirror/Window/Sliding Glass Door: This book is a sliding glass door for me not only because I can picture this girl's life in my head. But also, because this is how my little brother is. So, I have some what lived a life like Temples. Growing up with a little brother that is autistic really put things in perspective. He didn't start talking until he was about 5 and when he did, it would be short simple words. But he did his best communicating in pictures. People have always made fun of him and he has often felt excluded because he isn't "normal". The way the author writes about Temple and the pictures that went along with the story, had me pulled in, in such a way, it was like I could was there with Temple. Watching her go through her life and seeing everything in a way most people can't even comprehend. This book gave me a better understanding of what my brothers everyday life is like.

Questions for Before (B), During (D), and After (A):

B: With the Title page having a girl directly in the center, surrounded by so many different illustrations, what do you think this book is going to be about?

B: Do you think these different illustrations of the rocket, a cow in a machine and so forth, are going to be an important part of the story?

D: Do you think it was appropriate for the doctor to tell Temple's mom to send Temple away?

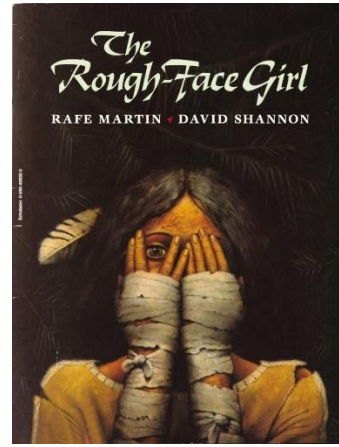
D: Why did Temple's mindset change from, "I can't do anything", to "I can do anything"?

A: Imagine you are Temple; how do you think she felt about herself throughout her entire life?

Title: The Roughed Face Girl

Author: David Shannon, Rafe Martin

Reading level/audience: 1st- 5th



Summary: The powerful Invisible Being is looking for a wife, and all the girls in the village vie for his affections. But only the girl who proves she can see him will be his bride. The two beautiful but spoiled daughters of a poor village man try their best to be chosen, but it is their Rough-Face-Girl sister, scarred on her face and arms from tending fires, who sees the Invisible Being in the wonder of the natural world.

Mirror/Window/Sliding Glass Door: For me this book is portrayed as a window. This story allowed me to become immersed in Oochigeaskw, the Rough-Skin Girl's world. The book's descriptive words and illustrations paint the incredible story of Oochigeaskw's life of being tormented and hating herself. I didn't live the same life she did, but I have seen how people have been mistreated based on their looks. Especially those of a different race/culture.

Questions for Before (B), During (D), and After (A):

B: From the title page's illustration, what can you interpret about this girl?

B: What do you think has caused this girl to become "rough faced"?

D: Why do you think the sisters tortured the rough faced girl so much?

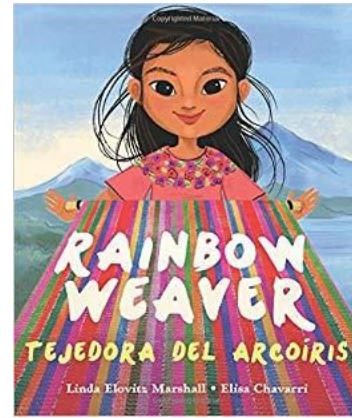
D: Why do you think the rough faced girl decided to go and try to see the Invisible Being?

A: What was different about the rough faced girl compared to all the other girls that went to go see the Invisible Being?

Title: Rainbow Weaver

Author: Linda Elovitz Marshall

Reading level/audience: K-6



Summary:

Rainbow Weaver is about a girl's dream to weave beautiful fabric like her mother and Mayan ancestors, however her mother is busy and does not have extra fabric. Because of Ixchel's great desire to help her mother and create something to sell to help send her to schools she uses her creativity to create somethings beautiful.

Mirror/Window/Sliding Glass Door:

I felt that this was a mirror book. I can relate to this because I have always had a strong desire to be like my mom and do what she does. I really feel that the kids can get into the life of Ixchel and her desire to weave just like those before her and connect with that story and see that they should love the heritage they come from.

Questions for Before (B), During (D), and After (A):

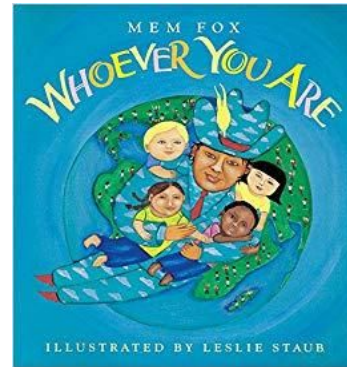
D: Have any of you ever felt like you needed to do something to help your parents?

A: In what ways do you feel you can relate to Ixchel?

Title: Whoever you Are

Author: Mem Fox

Reading level/audience: K-2



Summary:

This book moves around the earth, across cultures and generations celebrating the fact that we are different, but inside we are all the same.

Mirror/Window/Sliding Glass Door:

This is a window book because it allows us to see into a world where everyone is treated like equals. It paints a picture of how the world should be and how it should matter the differences that are seen on the outside, but we should care more about a person's heart.

Questions for Before (B), During (D), and After (A):

B: Who are you?

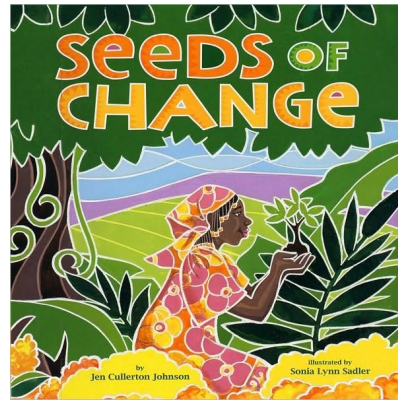
D: Are there differences in our classroom that are the same as in this book?

A: What does this book teach us about how we should treat others?

Title: Seeds of Change

Author: Jen Cullerton Johnson

Reading level/audience: 2-6



Summary:

Wangari is a girl from Kenya. She has always been taught to respect nature. Even though most Kenyan girls were not education because of Wangari's curiosity with education she was allowed to go to school. She excelled at at science and went on to study in the United States. However, she returns to Kenya. Using her knowledge Wangari promotes the rights of her countrywomen and helps save that land that is being destroyed.

Mirror/Window/Sliding Glass Door:

I would call this a sliding glass door book because you are really able to go into Wangari's life and see what it was like to be a Kenyan countrywoman. You are also able to see how important it was for Wangari to preserve the nature.

Questions for Before (B), During (D), and After (A):

B: What do you think this book is going to be about?

D: Have any of your parents made sacrifices, so that you can have your dreams come true?

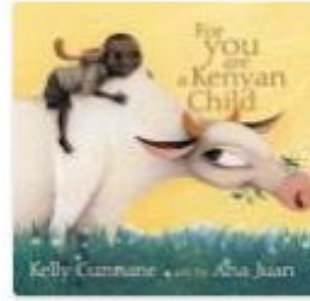
A: What are some things that we can change to preserve people's rights?

Title: For You are a Kenyan Child

Author: Kelly Cunnane

Art: Ana Juan

Reading level/audience: p-3



Summary:

The story is about a “typical” day for a young Kenyan boy. IT takes up from dawn to dusk and all the wonderful adventures in between. It introduces the reader to family life and responsibilities. Additionally, it shows some of the Kenyan culture such as cooking, agricultural work, family life, and some city life. Our main character starts his day with a charge from his family to tend to his grandfathers’ cows. Along the way he is distracted by so many other things that are going on around him that he forgets about the cows. The cows in the meantime are getting into trouble. In the end, he thinks that the cows have run off and he will be in trouble only to find that his grandfather had tended to the cows in his absence. He helps get the cows home with grandfather to a loving family and a good night’s sleep.

Mirror/Window/Sliding Glass Door:

This story would be a sliding glass door for me because it allows me to see what a day for a Kenyan boy may be like. Not unlike many of the youth I know the main character is easily distracted from his responsibilities. The illustrations are wonderful and really open the reader to a world past the words on the page. I felt like I was moved into this area and was along for the ride with the main character.

Questions for Before (B), During (D), and After (A):

(B) Looking at the cover page and artwork: What do you think this book will be about? Where do you think the story takes place?

(D) Do you think the main character is purposefully not tending to the cows? Why? What is keeping him from tending to the cows?

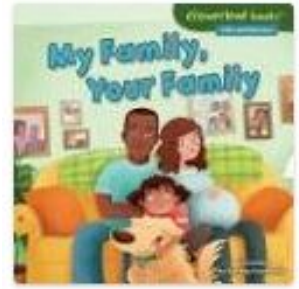
(A) What kinds of things did the main character do during a typical day? How is that different from what you do?

Title: My family, your family

Author: Lisa Bullard

Art: Renee Kurilla

Reading level/audience: k-2



Summary:

This book is about Makayla and her “treasure hunt” to see what different families are like. She is the first child of a mixed-race couple and is expecting a little brother soon. She heads out to see how different doesn’t necessarily mean bad. She goes to spend time with Mateo’s large family and realizes that a large family isn’t bad but there is always someone to play with. Next, we move on to Ms. Betsy and Ms. Roberta. They are a family as well and have all the love they need to make it work. She moves on to spend time with Olivia, a child of a divorced family, and finds out that she has two houses with people that love her. She continues to move on through different family make-ups and dynamic, throughout the book there are thought bubbles that help explain the different family make-ups.

Mirror/Window/Sliding Glass Door:

This story is a double whammy for me. While it is loosely about culture (family make-up/dynamics help drive your culture) I can see it as a mirror and a window because of how many different family dynamics that are covered. The pictures do a great job of showing differences in families that we might see in our daily lives. I grew up in a divorced family and thought it was the end of the world but soon grew to realize, like in the story, it just meant that I had two places where people loved me, I got two Christmases and two birthdays. It also could serve as a window because of all the different family dynamics. I am sure it will cover almost everyone.

Questions for Before (B), During (D), and After (A):

(B) Looking at the cover page and artwork: What do you think is going to happen in the story? What kinds of questions do you have about the picture?

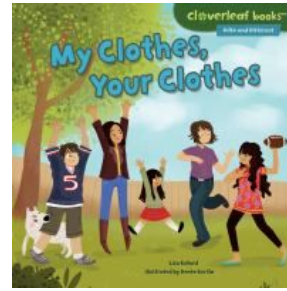
(D) Does anyone’s family look like this? What would you tell Makayla about your family?

(A) Do you think different is always bad or good, why? Would you like to go on a journey like Makayla, why?

Title: My Clothes, Your Clothes

Author: Lisa Bullard

Reading level/audience: K-3



Summary:

Chloe gets to pick her outfit for school. She could wear a karate uniform, her helmet that is like a firefighter's, or maybe her slippers she wears at bed time. To help her figure out what to wear she decides to talk with her friends and family about the different kinds of clothes. Clothes can show a person's interests. They can also show that a person belongs to a certain religion or culture. They could also tell about a person's job. From looking at all different kinds of clothes Chloe will decide what she should wear to school.

Mirror/Window/Sliding Glass Door: I believe this book is a mirror that helps each individual reader reflect on their life. Every person wears something different and there is a reason behind it. It shows what you might go through to pick what to wear and understand what other people wear and why. You might also understand why you might wear certain clothes.

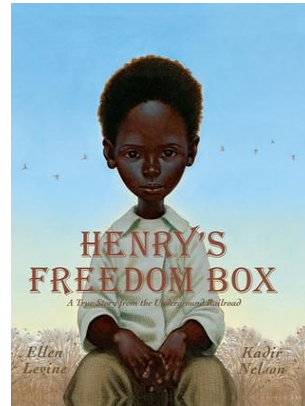
Questions for Before (B), During (D), and After (A):

- (B) What do you see is happening on the cover of the book?
- (D) What kinds of clothes show that a person is from a certain religion or culture?
- (D) How do her friends and family help her decide what to wear?
- (A) What does Chloe decide to wear to school?
- (A) What are clothes you like to wear and what does it show about you?

Title: Henry's Freedom Box

Author: Ellen Levine

Reading level/audience: Grade 3-5



Summary:

This book is about a man who does not know when his birthday is because there are no records of slaves' birthdays. Henry Brown dreams of being free one day. On his way to freedom, he endured many hardships through being a slave such as having his family sold at a slave market. When he then decides to mail himself to freedom in Philadelphia to a member of the underground railroad.

Mirror/Window/Sliding Glass Door:

This book would be a sliding glass door for me. It allows me to experience the hardships that African Americans faced while dealing with slavery. The book uses beautiful illustrations to takes us through his journey to freedom and experience the sad times that he was going through.

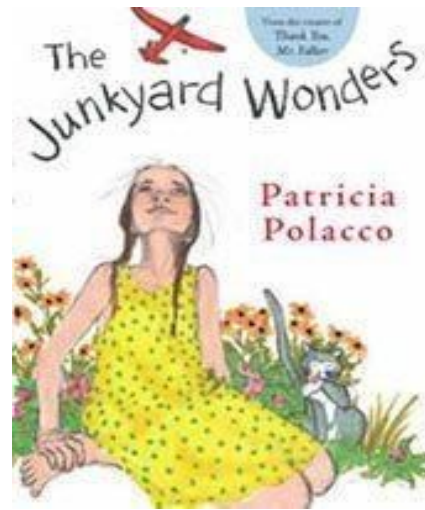
Questions for Before (B), During (D), and After (A):

- (B) What do you know about the underground railroad?
- (B) What do you think it means to be free?
- (D) What were some things that slaves were not allowed to do in the story?
- (D) Why do you think Dr. Smith helped Henry?
- (A) What did Henry get at the end of the story?

Title: Junkyard Wonders

Author: Patricia Polacco

Reading level/audience: Intermediate/ Junior high age



Summary: This book is about a girl that asks to stay with her father and grandmother instead of going back to California to live with her mother like she usually does. She wanted to stay with her father because she had just learned how to read and did not want anyone to know that she was in a special class. But she was disappointed when she was looking at her school class schedule to find out that she was in a special class. But, then she begins to see how each of her classmates have their own unique talent including her.

Mirror/Window/Sliding Glass Door: This book to me is a mirror in a lot of ways. I struggled with reading and other school subjects through school and had to be pulled out of class for reading help. I did not like people to know about it. But, because of being pulled out for help with reading I got to know some of my classmate that I did not usually talk to at school.

Questions for Before (B), During (D), and After (A):

(B) What is a junkyard?

(D) Why do you think they called the classroom the junkyard?

(D) Why do you think Mrs. Peterson called the kids “Junkyard Wonders”?

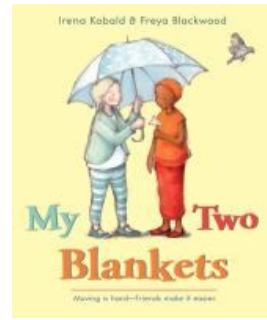
(D) How did Mrs. Peterson help the kids to not give up?

(A) What things can we do to make sure this doesn't happen at our school? To make sure all students feel welcome?

Title: My Two Blankets

Author: Irena Kobald

Reading level/audience: K-4



Summary: Cartwheel has moved to a new country. She moved with her aunt. Cartwheel feels like everything is strange: plants, animals, just everything! She has an old blanket that brings her comfort when she is sad about being in a new country. This old blanket brings back old memories that she has of her home. Cartwheel meets a new friend! This friend helps her ease into a new culture. She comes to make a new blanket that is built out of friendship and a sense of belonging in a new culture.

Mirror/Window/Sliding Glass Door: This book shows an example of a sliding glass door. This story allows the reader to take a step into the world of the character to see and experience what they went through in coming to a new country. This helps the reader understand how important it is to be a friend to others and help those who are new to the community.

Questions for Before (B), During (D), and After (A):

(B) Who do you think are the two people on the cover?

(B) What are they doing?

(D) Why did Cartwheel move to another country?

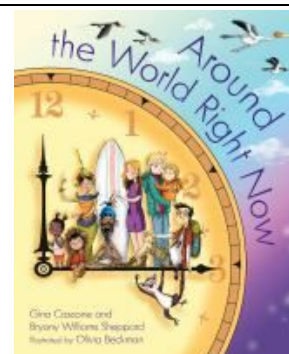
(D) What are some of her memories from back home?

(A) How is Cartwheel making a new blanket?

Title: Around the World Right Now

Author: Gina Cascone and Bryony Williams Sheppard

Reading level/audience: K-3



Summary: This book takes you through each of the 24 time zones. The reader will travel the world and see experiences from all types of people. There is so many things that exist on this planet. Something magnificent is happening at every minute of the day! Explore New Mexico, Greenland, Madagascar, and many other wonderful places, as well as what is going on in the oceans. This is a celebration of diversity on this planet we call home.

Mirror/Window/Sliding Glass Door: This story allows the reader to look through a window into other cultures and places around the world. It shows what other people go through while you are here in your home country. You are able to look and observe the other people through the book.

Questions for Before (B), During (D), and After (A):

(B) What places are represented on the cover?

(B) Why do you think the people are standing on a clock?

(D) What do you think it would take to train dogs to pull a sled?

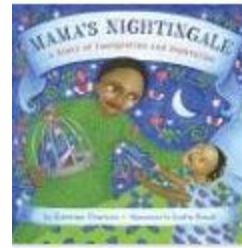
(A) What is one thing you learned about a new place that was mentioned in this book?

(A) Where would you like to visit and why?

Title: *Mama's Nightingale*

Author: Danticat, E.

Reading level/audience: 2-5



Summary: This book follows the story of a young girl, Saya, who is very close with her mom. Her mom has to go away to prison because she is in America illegally without papers. Saya listens to voicemails that her mother has left on their phone. She listens to them over and over because she misses her so much. She gets to see her mom once a week but is hysterical when she has to leave her. Her mom sends her a tape with a bedtime story on it, telling about a nightingale's long journey. Saya and her dad have been writing letters to the news stations and lawmakers telling their story. Saya is interviewed about her experiences, and her voice eventually makes it possible for her mom to come home.

Mirror/Window/Sliding Glass Door: This book is a mirror for me because of the struggles that the young girl Saya goes through with missing her mother. Her mother is in jail because she is an illegal immigrant. Although I cannot relate with that aspect of the book, I remember missing my dad when he would go on frequent business trips. I remember it being hard for me, not only because I missed my dad, but because it was hard on my mom too. Saya's dad is experiencing the feeling of loss, and Saya has to see him go through it.

Questions for Before (B), During (D), and After (A):

Have you ever missed someone?

How did you feel when they were gone?

What emotions did you notice in the book?

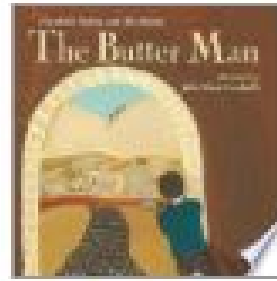
How would you react if your mom or dad was taken away from you?

Saya wrote about her story. Her dad wrote letters to lawmakers too. What would you do to get the person back?

Title: *The Butter Man*

Author: Elizabeth Alalou and Ali Alalou

Reading level/audience: K-3



Summary: Ali tells his story of the butter man to his daughter Nora. She is impatient for their weekly Saturday night couscous dinner to be ready. This is a dinner that takes a long time to prepare. Ali begins his story. His father and mother lived off the land and had plentiful food. Until one day, a drought came, drying their crops. They couldn't have the wonderful couscous dinners they used to. Ali's father travelled far so that he could get food for them, while mother baked bread for them to eat. They didn't even have butter to put on their bread. Ali's mother told him to wait outside, holding his morsel of bread, for the butter man to pass by and ask him to dip his bread in the butter man's butter. He waited a long time. Finally his dad is home bring wonderful foods- even a cow to make butter. They feast on their couscous dinner, finally. Ali finishes his story, and the couscous is done! Ali, Nora, and her mom can all feast on their wonderful couscous dinner.

Mirror/Window/Sliding Glass Door: This book is a window because I have a personal connection to how food is a huge part of family culture, but I have never experienced hunger and having little to eat like Ali and his mother do in the story. I have seen people in my communities facing hunger just as they do in the story. I think this story impacts me because I realize that some kids may have the fear of facing hunger everyday and may not know when they are going to eat. In Ali's family culture, food is important to his family. He has vivid memories of the fragrant food he and his family would prepare every saturday night. One day, the crops start to die because of a drought. Ali's father must leave their home to find work and food for their family, since their home farm was suffering from the lack of rain. Ali only has hard bread to eat most days, and waits outside for the butter man so that he can ask him to dip his bread into the butter.

Questions for Before (B), During (D), and After (A):

What food traditions does your family have?

What do you think will happen to Ali and his mom?

What do you think Ali's dad is going away to do?

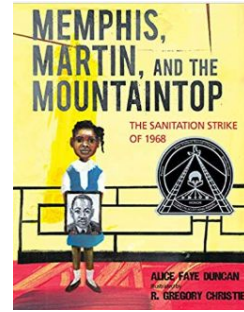
If you knew someone was in need, what ways would you try to help them?

What do you think Ali learned from his experience?

Title: *Memphis, Martin, and the Mountaintop*

Author: Duncan, A.F.

Reading level/audience: 2-5



Summary: This story follows a girl named Lorraine, who is growing up in the midst of the civil rights movement, and it particularly highlights the sanitation strike. Lorraine's father is a garbage truck driver and participates in this strike. She sees her father struggling and her mother worrying and wants to help. She describes a fire building inside of her, a fire that was fueled by the speeches of Martin Luther King Jr. This young girl participates in protests and sees many horrors along the way, but learns to stand up for herself and what she believes in and to never give up.

Mirror/Window/Sliding Glass Door: I cannot relate with any part of this book, but I can learn to have sympathy for students who may have experienced injustices such as Lorraine's family did, and I can be a voice of encouragement for them and help them learn how to stand up for injustices.

Questions for Before (B), During (D), and After (A):

Do you think it was hard for Lorraine to stand up for what she believed in? Why?

What would you do to make a change?

How do you think Lorraine felt when she marched with her parents?

How do you feel when you *see* unfairness?

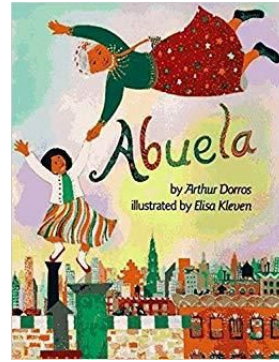
How do you feel when you *experience* unfairness?

Title: Abuela

Author: Arthur Dorros

Illustrator: Elisa Kleven

Reading level/audience: K-2



Summary:

Rosalba and her grandmother, or Abuela, are always going places. While feeding birds at the park, Rosalba wonders, “What if I could fly?” A look into Rosalba’s imagination begins. Starting above the tall buildings and streets of Manhattan, New York, to the docks, a soar around the Statue of Liberty, all with her Abuela. While Rosalba is using her imagination, memories are recollected by Abuela. The culture of Abuela and what has shaped who she is depicted within the story. Spanish words and phrases are used throughout the story since Abuela speaks little English. This story represents multicultural material for all to enjoy.

Mirror/Window/Sliding Glass Door:

This story serves as a mirror for me. Growing up, my grandmother has always been a huge part of my life. She comes from a rich Mexican culture, speaking only Spanish for quite some time, and taking pride in who she was. Although it was hard for her to adjust to the culture here, especially the language, she remained positive. Throughout all of the trials she has faced, she remained to be the strongest of women and inspired me to do the same. She has taught me the importance of believing in things that make sense to me to allow me to accomplish whatever I want to accomplish in life. Like Rosalba, her Abuela allowed her to explore life in ways that made sense to her. In ways that allowed her to be who she wanted to be. This book felt like home. I relate to it in many ways and I’m proud of that.

Questions for Before (B), During (D), and After (A):

B: What does Abuela mean? What language is being used?

B: What do you think Rosalba and Abuela are going to see while they are using their imagination to fly?

D: What state are they in? What city are they in?

D: Are Rosalba and Abuela really flying?

A: Where are some of the places Rosalba and Abuela explored?

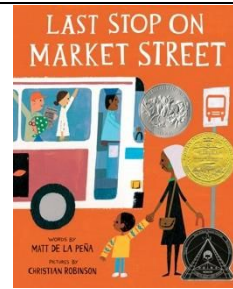
A: What does Abuela mean?

Title: Last Stop on Market Street

Author: Matt de la Peña

Illustrator: Christian Robinson

Reading level/audience: K-2



Summary:

CJ and his grandmother ride the bus across town every Sunday after church. Today, however, was different. CJ wants to know why they don't have a car like his friend Colby? Why doesn't he have an iPod like the boys he saw on the bus? How come they get off of the bus in a dirty part of town? CJ's grandmother always knows the right things to say. Each question is answered with positive and encouraging words. This allows CJ to understand and see the loveliness in their routine. There is beauty in everything around them, no matter the circumstance.

Mirror/Window/Sliding Glass Door:

This story serves as a window for me. Although I am aware of public transportation and have ridden it myself, I've never had thoughts like CJ's. I have a car, electronic devices, and have never gotten off at a place that feels unfamiliar or dirty. It's easy to forget what people around us are facing on a day-to-day basis. Ultimately, the most powerful aspect of this story is the grandmothers ability to be positive towards all of CJ's questions. It allowed him to view his circumstances much differently. Rather than it being a burden, it was a lesson for him to learn. "Be kind. For everyone you meet is fighting a battle you know nothing about."

Questions for Before (B), During (D), and After (A):

B: Have you ever taken public transportation? What form of transportation did you take?

D: Why do you think CJ feels the way he does about not having things like the people around him do?

A: Should we let what we have or don't have define who we are?

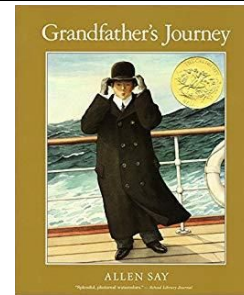
A: What did CJ learn from his grandmother?

Title: Grandfather's Journey

Author: Allen Ray

Illustrator: Allen Ray

Reading level/audience: K-5



Summary:

A young man from Japan crosses the Pacific Ocean to explore the United States. Of all the places he has seen, California was what he liked best because of the Sierra Mountains. Although he loved California, he moved back to Japan to get married. Later on, he moves back to California with his wife and has a daughter. As his daughter gets older, he decides to move back to Japan because it brought him such joy. It's home. His daughter has a son, whom grows up to have such a passion in getting his grandfather back to California because he misses it. Unfortunately, World War II creates a barrier of allowing this to happen. His grandson, now older, follows the same journey as his grandfather. He understood his grandfather's feelings towards both California and Japan being called home.

Mirror/Window/Sliding Glass Door:

This story serves as a sliding glass door for me. While reading this, I was drawn into a story that allowed me to understand the importance of culture. Because I have always lived in the same place, I have never been exposed to having to choose one 'home' over another. I found it interesting that even though Japan and California are such different places, they both hold such a special place in his heart. Culture is who we are and what we are made up of. We can't be defined by just one thing. Many characteristics make us who we are. There are no limits.

Questions for Before (B), During (D), and After (A):

B: Do you know where Japan is? Do you know where California is? Has anyone been to these places?

D: What is the Pacific Ocean? Where is it? How did he get across the water?

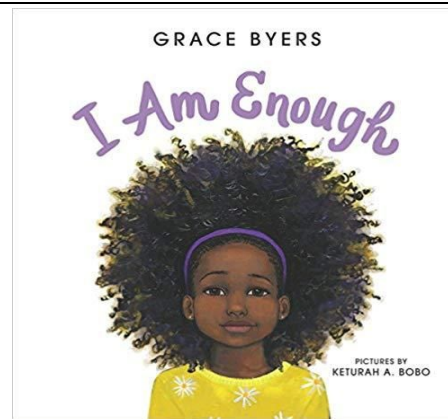
A: Why do you think grandfather moved back-and-forth between Japan and California?

A: What is 'home' to you? What does that mean? What does that look like?

Title: I Am Enough

Author: Grace Byers

Reading level/audience: 4-8years



Summary:

This is a story that everyone could hear. It is a story about loving who you are, respecting others around you and being kind to others.

Mirror/Window/Sliding Glass Door:

This story was a mirror for me because I grew up with a mother and a grandmother who surrounded me with love, appreciation and self-worth. As a mother of five children this is something that has been important to pass down to them. They are unique, they are unconditionally loved, and they are always enough. Our world is hard for everyone at times especially children and as I have been learning in class, harder for children of color. This book is beautifully illustrated with children of all ethnicities and colors, which is important for all to see.

Questions for Before (B), During (D), and After (A):

(B) By looking at the title of this book and the book cover, what do you think this book is about?

(A) Why do you think I wanted to read this book to you?

(A) Have you ever felt like that before?

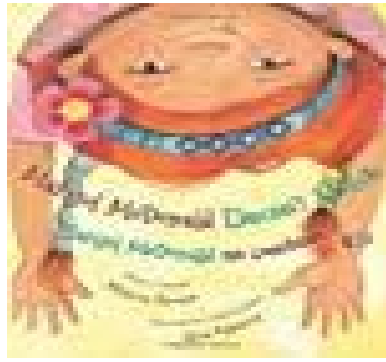
(A) What can we do as friends to help others feel better when they are feeling sad?

(A) What are somethings we can do to help ourselves feel better when we are feeling down?

Title: Marisol McDonald Doesn't Match

Author: Monica Brown

Reading level/audience: 5-9 years



Summary:

Marisol McDonald has brown skin and red hair. She loves wearing polka dots and stripes and eating peanut butter and jelly burritos. To others around Marisol she does not match, but she is happy. After her friends tease her about not being able to match, Marisol decides to prove them wrong. The next day her clothes match, her lunch is the same as everyone else's and she plays what everyone else is playing at recess. The problem is she is not happy. The next day she decides to be true to herself and tells everyone "My name is Marisol McDonald and I don't match because I don't want to!"

This story teaches us how some can feel as being biracial. We learn from this book it is a good thing we don't all match, that is what makes us unique.

Mirror/Window/Sliding Glass Door:

This book is a window for me. The cute way that the story is told helped me have a little insight on what people who are biracial may feel like at times. Although, I view biracial as beautiful, it is important to understand sometimes it can be an insecurity for others. It is important that children recognize what it means to be biracial and that it is something that makes us all different and that is a good thing. The book is written in Spanish and English which is fun for bilingual families to enjoy together.

Questions for Before (B), During (D), and After (A):

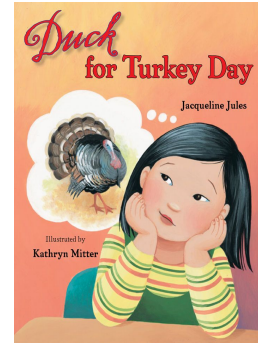
- (B) What does it mean to be biracial?
- (B) What are some ways that we are all different from one another?
- (D) Is there anything that you like to eat that is different?
- (A) Do you think Marisol would make a good friend? Why?
- (A) Do you think Marisol picked out the right puppy for her? WHY

Title: Duck for Turkey Day

Author: Jacqueline Jules

Illustrator: Kathryn Mitter

Reading level/audience: K-5



Summary:

This story is about Tuyet , a young Asian girl who celebrates “Turkey Day” at school with the rest of her class. She leaves for the holiday, excited to celebrate this holiday, but is disappointed when she realizes her family will be having duck instead of turkey, like everyone else. Upset, she tries to find a way to have turkey, but alas, has duck for dinner. She enjoys the holiday with family, but is embarrassed to talk about her family’s traditions at school the next day, before she realizes that everyone celebrated their own cultures in different ways.

Mirror/Window/Sliding Glass Door:

I would consider this book a window for several reasons. The first is that children have different varieties of celebrations- some celebrate birthdays, holidays, seasons, and even tasks they do each day. I think children would be able to relate to being able to be celebrate with those they love and be with too. I also think that children can relate to feeling and being different, much like the main character of this book. We all have times where we feel different, but other times that we recognize we are all different and all do different things and that’s okay. It made me feel as though I had been celebrating with Tuyet and her family, as I could relate to the holiday, but appreciate the differences between myself and the vast characters.

Five Questions Before (B), During (D), and After (A):

B: What is “Turkey Day”? Explain to me what you think it means. (For older children: What do you think this title tells us about the story we’re going to read? What clues do you see?)

D: Tuyet tries to buy her own turkey. Why might she have done that?

D: Why do you think the other children didn’t speak up until Tuyet did? What made them all speak up and how do you think that felt?

A: Why might Tuyet have been embarrassed to talk about the duck her family ate?

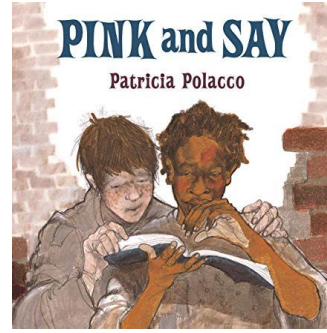
A: What special days or holidays do you celebrate that are important to you or specific to your family or culture?

Title: Pink and Say

Author: Patricia Polacco

Illustrator: Patricia Polacco

Reading level/audience: 3- up



Summary: This book is about two boys who are fighting for the Union during the Civil War. Sheldon Curtis is left for dead with a bullet hole in his leg when Pinkus Aylee saved him, taking him back to his mom's home to recover. The two boys attempt to escape. Sheldon helps Pinkus learn to read as Pinkus nurses Sheldon back to help, hiding from the soldiers. Pinkus' mother ends up sacrificing herself to save the boys.

Mirror/Window/Sliding Glass Door: I would say this is a sliding glass door because it allows the reader not only to go into a different time period, but to experience the war up close, including some of the emotions with it. There have been instances in my life where I experienced distaste and judgement firsthand when it comes to ethnicity, but to the degree of wanting to hurt another being is different to me. The pictures in this book paint a vivid picture and not only place the reader in the scenery, but also allow for a more detail, clear picture of the storyline. The way it is written also allows to feel the authenticity of the characters and where they are from.

Five Questions Before (B), During (D), and After (A):

B: On the cover, we see two characters with the words, "Pink and Say" above them as the title. What do you think this title means?

B: This book takes place during the Civil War. What can you tell me about that? What background knowledge do you have about it and how do you think that will come into play in the book?

D: Why was Pinkus's mom hiding? What differences do you think Pinkus and his mother faced versus others who weren't in slavery? Why would of Mooma Bay have gotten in trouble?

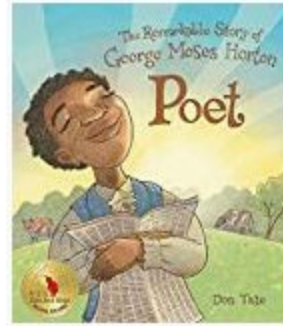
D: Why did they have to pretend to be part of the Confederates? Because Sheldon was with Pinkus, he had been treated differently. Do you think he would've been treated kinder had he been alone? Why?

A: Why were others treated differently because of skin color? Have you ever had personal experiences like this- treated differently because of skin color, culture, beliefs, etc.?

Title: Poet: The Remarkable Story of George Moses Horton

Author: Don Tate

Reading level/audience: k-5



Summary:

Poet is about an enslaved young boy named George Moses Horton. George loved words and wanted to learn how to read but he knew he wasn't able to because his master would not allow it. When other children would read, George would try to take in everything they said. He was very intrigued with the Alphabet and wanted to learn every word. George's mom gave him a hymn book to help him become familiar with letters. He also found an old spelling book. It was ripped and torn but George felt blessed to have it. George would study his books long into the night. He taught himself to read sentences. When he became comfortable with words, George began to write poems. George went on to share his work and it was later published. He went on to be the first enslaved African American to have a published piece of work.

Mirror/Window/Sliding Glass Door:

This book serves as a mirror for me. George had a great desire to learn the alphabet and become familiar enough with words to read them. The illustrations show what life was like for George on a slave farm and how he could not let his master see him read. I chose this book to represent the category mirror because I have a deep love for reading. At a young age, I loved to read anything I could get my hands on. As I have grown older, my love for reading only grows stronger as I explore so many books about diversity.

Questions for Before (B), During (D), and After (A):

B: Why do you think George looks happy holding the newspaper on the front cover?

B: Where do you think the setting of this story takes place? What time is history?

D: Have you ever had a desire to learn to do something?

D: How would you feel if you were not able to read? Think about all the things you read throughout your day.

A: What do you think about George becoming the first African American to have something published? Does he set an example for other African Americans?

Title: *The Invisible Boy*

Author: Trudy Ludwig

Reading level/audience:
Grades 1-4



Summary: Brian is invisible in his classroom. His peers often overlook or ignore him. He is chosen last for kickball and then not chosen at all, he is not part of main conversations during lunch, he doesn't participate in small group activities during free time, and he isn't invited to his classmate's birthday parties. All of this begins to change when a new student named Justin enters the classroom. Justin compliments Brian's drawings, involves him in a group activity, and asks him to sit with him during lunch time. Justin's kindness makes Brian feel a lot less invisible.

Mirror/Window/Sliding Glass Door: This book serves as a mirror for me. In elementary school I was very shy and quiet. Like Brian, I felt like I might as well have been invisible because no one seemed to notice me or care that I was a part of their class. During P.E. time I was chosen last for any games or sports we played, I often chose to sit alone and read or draw during free time, and I was never invited to the "popular kid" parties. Despite my feelings of being left out and ignored, I had one very close friend who did her best to look out for me. If I was chosen to be on the same team as her, she would help me by giving me tips and techniques that made me a more valuable player. She invited me to all of her birthday parties and if she saw me sitting alone during free time, she would come sit with me or include me in a game. My best friend helped me feel less invisible in the classroom.

Questions for Before (B), During (D), and After (A):

B: When you look at the cover of this book, does the boy pictured look like he is someone you would want to be friends with? Can you think of why he is called "the invisible boy"?

D: Have you even felt left out in your own classroom? How did it make you feel?

D: Why do you think Justin chose to befriend Brian?

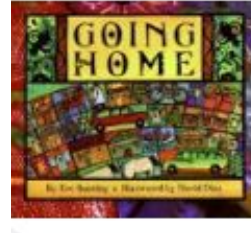
A: What are some ways you can make your classmates feel less invisible?

A: Do you think Brian's "invisible boy" days are over? Will he be noticed more often now?

Title: *Going Home*

Author: Eve Bunting

Reading level/audience: 4th -5th grade



Summary: Carlos and his family are driving home to Mexico for Christmas. Carlos and his sisters are a lot less excited than their parents, Mexico doesn't feel as much like home to them anymore. When they get there, Carlos feels like Mexico is not as special as his parents have made it out to be. After the trip, Carlos has a better understanding of what home really means and what his parents have sacrificed for him.

Mirror/Window/Sliding Glass Door: This book serves as a window for me. My home is not as far as Mexico, but it was still a 3 hour long drive by myself. I moved to Southern Utah for my first two years of college. After being there for two months, I drove home to visit my parents. As I drove through the dessert to Murray, Utah, I couldn't help but feel like it wasn't my home anymore. I had grown to love Cedar City and Murray seemed very foreign to me. However, after spending the weekend there and visiting friends and family, I remembered why I loved it so much.

Questions for Before (B), During (D), and After (A):

B: Where do you think "home" is for Carlos?

D: Why do you think Delores correct her father when he speaks the Spanish word for papers instead of the English word?

D: Have you ever been on a road trip that lasted for a very long time? What was it like?

D: Why do Carlos's parents find it so easy to dance in Mexico when they are normally very stiff and sore from working in America?

A: Why do you think Carlos now understands what home means?

Title: *King For a Day*

Author: *Rukhsana Khan*

Reading level/audience:
3rd-4th grade



Summary:

Basant is a kite flying festival that is celebrated in South Asia. Malik participates in a kite battle and takes down all of the kites in the sky, he becomes king for a day! At the end of the day, Malik sees a boy bullying a girl and taking away her kite. He takes action and gives the girl the biggest kite he won from the battle.

Mirror/Window/Sliding Glass Door: This book serves as a sliding glass door for me. It introduced me to the tradition of the kite flying festival and how important and fun it is for children in South Asia.

Questions for Before (B), During (D), and After (A):

B: Do you think the boy on the cover will be king for a day?

D: What kinds of traditions do you have in your family or culture?

D: What do you think will happen in the kite battle?

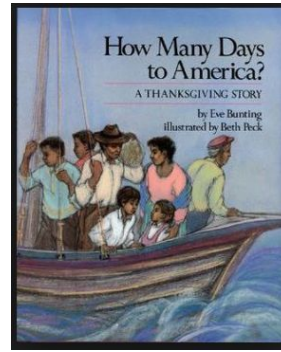
D: Have you ever flown a kite?

A: Why is it an important part of the story when Malik gives the kite to the girl?

Title: How Many Days to America

Author: Eve Bunting

Reading level/audience: K-3 reading level.



Summary:

In this book, a family is forced to leave their home. Their home is not stated in the story, but they are heading toward America. They get in a boat to leave and as they are leaving, the father makes the mother give him her wedding ring and garnet necklace for safekeeping. There were many people on one small boat as they left the shore. On the way, the children ask the parents consistently, “How many days to America?” On the way they encounter thieves who steal the belongings that they managed to get onto the boat. They also experience a false alarm when it comes to making it to dry land. The dad jumped off the boat and swam to land to check to see if they could come to shore. There are soldiers on land who end up putting them in a different boat and taking them back to their ship. They are discouraged after this but they continue on to find America. Through these hardships, they finally make it to America. There are people standing on shore waiting to greet and welcome them. They celebrate their arrival by giving thanks and eating dinner with those people who welcomed them.

Mirror/Window/Sliding Glass Door:

Sliding Glass Door- This book helps me to see into the lives of these people on their pilgrimage to America. I felt as if I were on the boat with them experiencing their hardships.

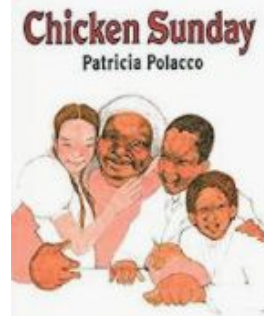
Questions for Before (B), During (D), and After (A):

- 1 Before- Why are the people in the cover photo on a boat?**
- 2 Before- Why do you think this book is titled “How many days to America?”**
- 3 During - Where do you think the family is living at the beginning of the story?**
- 4 During – Why do you think there are so many people on one small boat?**
- 5 After – Why do you think the family was welcomed in America but not at their first destination based off the photos of the military men in uniform?**
- 6 After – Can you think of a time when you weren’t welcomed somewhere? How did that feel?**

Title: Chicken Sunday

Author: Patricia Polacco

Reading level/audience: K-3



Summary: This is the story about a family. An African American family takes in a young Russian-American girl and the girl tells the story of this is now her new family. They go to church on Sundays and then they always have friend chicken Sunday evenings. The story tells of the adventures the young girl and her young brothers go through as they try to buy their grandma Eula a new hat. The kids go to the back of a hat store to try to look at hats for grandma Eula. As they are there, some other kids throw eggs at the back of the mans shop and the three kids are framed. The man believes they did it and their grandma is upset with them. They have to prove that it wasn't them so they make Russian eggs for the man as a gift. The man forgives them, and they sit around having tea together, connecting and talking. The kids ask for work to help them afford a hat for Eula. The man recommends that the kids sell those same eggs at his shop to earn the hat. They sold all the eggs the very first day and were able to afford the hat. The man let them keep their money and also gave them the hat Eula wanted. In the end, they give the hat to miss Eula on Easter and they all laugh and hug each other thinking about their lives and family connection. *Chicken Sunday* is a story of connecting, adventuring, and honesty.

Mirror/Window/Sliding Glass Door:

This is a Window. I have not personally experienced something like this, but I do know people who have. I know many families who adopt and have people in their families who are very different in many ways but connect on a deeper level and accept and love one another. I can see into the lives of the family in the story and imagine how it would feel to be any one of those characters.

Questions for Before (B), During (D), and After (A):

Before

- 1- How many brothers and sisters do you have? Are any of them adopted?
- 2- Does the young girl portray that she feels different from her family?

During

- 1) This family eats chicken every Sunday, do you have any family traditions you can think of?
- 2) How well do the children get along?
- 3) Do you think they make the right choice about making the eggs for the hat shop owner?

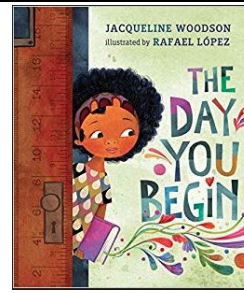
After

- 1-Why is Grandma Eula so happy with the children?
- 2-Have you done something nice for someone before?

Title: The Day you Begin.

Author: Jacqueline Woodson

Reading level/audience: K-3



Summary: This is a children’s book about being different. It describes differences about hair, skin, language and feelings relating to these things. Woodson then tells the story of a girl who is hearing the marvelous vacations her peers went on during a break and she thinks about her own experience of only staying at home, babysitting. The book gives examples of children loving different types of food and feelings of insecurity as people question what you’re eating. Another boy gets told he is too short to play the same games they are playing. This is a story of feeling different from other people, but believing in you and understanding yourself. It is about finding your place within who you are and how relationships can better evolve from that point. This book does a great job at showing how telling your own story and “owning” who you are, can make a difference in those same rooms that you feel different and insecure in.

Mirror/Window/Sliding Glass Door:

This book is a great example of a **mirror**. I see myself in the girl in this story. It is often difficult to stand up for what you believe and to be yourself in a room full of people who are different from you. I often feel very insecure, just as the girl in the story seemed to feel about herself. This is a great example of how being kind and also being true to who you are can open up new opportunities for you that you couldn’t have imagined were there. Believing in yourself and also being open to learning new things and putting yourself out there is an important lesson the book gives us. I would read this book in my classroom because it presents children who feel very different for many reasons other than just the color of their skin. These differences should be brought to light in every classroom and kids should be taught confidence and comfort and other nonjudgmental practices.

Questions for Before (B), During (D), and After (A):

Before-

- 1) By looking at the title and cover page, “The Day you Begin”, what do you think this story is going to be about?
- 2) Do you remember the first day you began something new? What was that like?

During-

- 1) How do you think she feels hearing about all of her friends Summer vacation stories?
- 2) What is a Summer memory that you have?

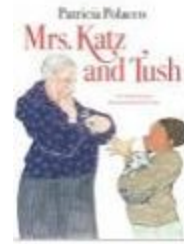
After-

- 1) What did she have to do to feel better about being herself?
- 2) Did she make new friends and why do you think that happened?

Title: *Mrs. Katz and Tush*

Author: Patricia Polacco

Reading level/audience: 2nd-5th Grade



Summary: This is a story about Mrs. Katz, who is an immigrant from Poland and a young boy named, Larnel. Larnel's mother often visits with Mrs. Katz because she is an elderly widowed lady that needs some company. On one particular visit Mrs. Katz is explaining how sad she is that she will be all alone for Hanukkah and Passover. Larnel starts to feel really bad for her and wonders what he can do to help her not feel so lonely. Larnel decides that he is going to get Mrs. Katz a cat, the runt of the litter and the only one left that needs a home. He gives Mrs. Katz the cat and then returns each day to check on her and the cat. They end up having some really good conversations and she tells him a lot about what her life was like growing up in Poland and what she enjoyed doing there with her husband.

Mirror/Window/Sliding Glass Door: For me this story was a mirror, because I had an experience similar to this when I was younger. When I was about eight years old there was a lady that lived across the street from us and she was an immigrant from another country. I remember occasionally going over to her house and visiting with her because she was all alone. She would tell me stories about her life where she grew up. She would also always give me cookies that she would make from her native country. I don't really remember a whole lot about it because it was so long ago but I do remember thinking that she talked a lot different than my family and I did and I do remember her cookies being very delicious.

Questions for Before (B), During (D), and After (A):

B: Have any of you ever had experiences with talking to someone from a different county? What do you remember about this experience?

D: Why do you think Larnel felt a little nervous the first time he went to Mrs. Katz house? Have any of you felt this way when you went somewhere for the first time or met someone for the first time that you didn't know?

D: How do you think Mrs. Katz felt about Larnel giving her the kitten?

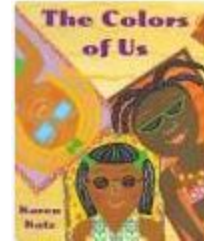
A: Do you think Mrs. Katz enjoyed having Larnel come and visit her every day?

A: If you have never had an experience like this before, do you think you would like the opportunity to talk to someone who has lived in a different country?

Title: *The Colors Of Us*

Author: Karen Katz

Reading level/audience: 1st-3rd grade



Summary: This is a story about a little girl named Lena, who is seven years old. She is wanting to paint a picture of herself and is starting to notice that there are many people around her that have different skin colors. She notices that she has a different skin color than her mom. She describes the different skin colors of those around her as related to food colors. Which is something that kids would easily be able to understand. She goes to the park and is sitting on the park bench and notices that all the people sitting on the park bench have different color skin. This little girl is extremely fascinated by this and it makes this book so much fun and will help kids have a good feeling about having different color of skin and to know that it is okay to be different and that we should be kind to everyone. She then displays all her pictures that she has painted of her friends with all different shades of colors.

Mirror/Window/Sliding Glass Door: For me this book would be a window. This is happening all over in the multicultural world around us. I think it gives a very good example of the world in which we live and how we are all different. It also is a great example to kids of how we should not judge others who have different skin colors but help to notice how we are all unique. We are all people and we should embrace this and teach our children to embrace this as well.

Questions for Before (B), During (D), and After (A):

B: Have you noticed that we all have different skin colors?

D: What did Lena say was the color of Jo-Jins skin color?

A: What was something that stuck out to you after reading this book?

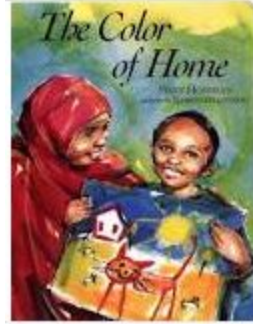
A: How did Lena describe the different skin colors of those around her?

A: What did Lena notice about everyone's legs while at the park?

Title: *The Color of Home*

Author: Mary Hoffman

Reading level/audience: 2nd-5th grade



Summary: This story is about a little boy named Hassan who has just arrived to America from Somalia. He misses his country very much and does not have any friends here in America. Hassan only knows a few words in English and has a very rough first few days at school. He then discovers that he can communicate to his class and his teacher by painting things from his home country. He paints all the things that he remembers and misses. The teacher notices how beautiful his artwork is and wants Hassan to be able to tell his story to the class. The teacher finds an interpreter to come to school so that Hassan can tell about his life in Somalia. He finally feels like he can fit in here and starts to enjoy his new life in America.

Mirror/Window/Sliding Glass Door: I feel like this book is a great example of a sliding glass door. It allows us to enter into Hassan's world of his life in Somalia. It lets us understand him better and how he came to America. I find that this book could be very beneficial to read in the classroom to help students understand what it might feel like to come to a new country not knowing the language and not having any friends.

Questions for Before (B), During (D), and After (A):

B: What does the word immigrant mean?

B: Do any of you know someone who is an immigrant?

D: Why do you think Hassan felt scared to come to a new school? Have any of you felt like this before if you moved to a new school?

A: Do you think it would be scary coming to a new school from a different country?

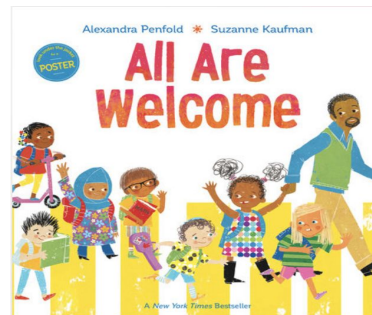
A: How do you think Hassan felt after he got to share his story with the other kids in his class?

Title: All Are Welcome

Author: Alexandra Penfold

Illustrator: Suzanne Kaufman

Reading level/audience: Preschool-3



Summary: This book takes you through the day in the life of children in the classroom and all that happens there. Every person is welcomed no matter their race, religion, or background.

Mirror/Window/Sliding Glass Door:

This book is like a sliding glass door for me. This book is all about everyone being welcome no matter their race, religion, or background. I want my future classroom to be a safe place for every person that comes through it. Reading it, I felt as though I was put in the classroom experiencing this sort of welcome myself.

Questions for Before (B), During (D), and After (A):

Before: Look at the illustrations on the front and the back of this book — What do you think this book is about?

Before: Where do you think they are going?

During: How do you think the children feel in the classroom?

During: They share stories from the heart — what kind of stories do you like to share?

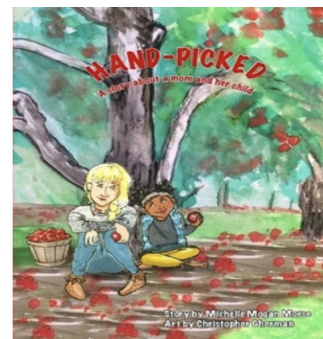
After: Who in our classroom is welcome here?

Title: Hand-Picked

Author: Michelle Mogan Morse

Illustrator: Christopher Gherman

Reading level/audience: K-3



Summary: On a school field trip the little girl takes her mom and lets everyone know she is hers. One little boy, Tommy, tells the little girl that they don't match. Her mom takes her aside and lets her know that that isn't true and that even though they may have different color hair and different color skin, their hearts match perfectly.

Mirror/Window/Sliding Glass Door: This book serves as a window for me. Having siblings of different skin color, this has happened to them before. I have watched as my mom and dad have had to have these same exact talks with my siblings, letting them know that they are theirs and that different skin and different hair doesn't matter, its the heart. Reading this book, it was as if I was watching my own mom have this conversation with one of my siblings.

Questions for Before (B), During (D), and After (A):

Before: This book is titled Hand-Picked — looking at this picture what do you think this book is about? Think about this little girl and mommy as we read.

Before (after reading first page): When you are leaving the house, what do you grab before you go?

During: What kind of field trips do you like to go on? Who do you like to bring with you on field trips?

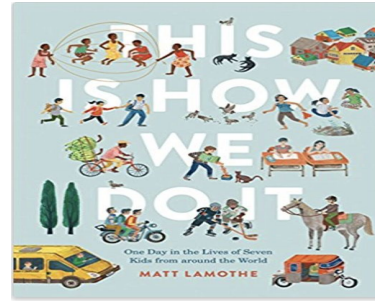
During or After: How are you different from the classmate sitting next to you? How are you similar?

After: What did you learn from this book?

Title: This Is How We Do It: One Day in the Lives of Seven Kids from around the World

Author: Matt Lamothe

Reading level/audience: K-3



Summary: This book is about the day in the life of seven real kids from around the world. They may play in different ways, but the parallel rhythm of their days brings them together. This book was inspired by the author, Matt's, travels around the world.

Mirror/Window/Sliding Glass Door: For me I feel that it was a mirror because there were a few parts in the book that I do the same in my daily life. Something as simple as how I get to school: I drive myself or when I was younger I rode the school bus like some of the children in the book. A breakfast that I have a lot was similar to the family in Uganda: meat (sausage or bacon), bread (toast), eggs, and milk. That, as well as, having siblings from around the world, we try to include some of their culture the best we can sometimes. That is why it serves as a mirror for me.

Questions for Before (B), During (D), and After (A):

Before: What do you think this book will be about? I want you to think about the different children and their way of life and we will talk about it at the end.

During: What do you wear to school?

During: What is your favorite food to eat?

During: How do you get to school?

After: After hearing about all these children and their way of life, which one did you like? Why did you like that country?