

Translanguaging Collections: Affirming Bilingual and Multilingual Learners

COMMUNITY AND CONNECTIONS THAT SUSTAIN ME

(ISBN: 9780593604588)

MEDIA RESOURCES

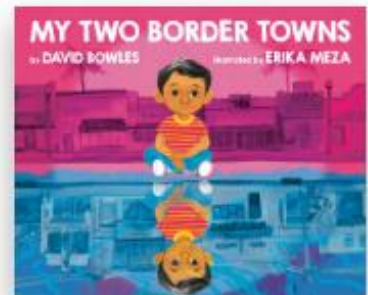
Reading-in-Community

Community and Connections that Sustain Me #1

Reading-in-Community Plan: *My Two Border Towns* by David Bowles and Erika Meza

Set Up and Introduce

- **Focus on Illustrator:** Show the “Books” page from Erika Meza’s [website](#) and read the short bio on her life as a migrant. Ask students about their observations of the book covers on the site.



Reading-in-Community

Community and Connections that Sustain Me #2

Reading-in-Community Plan: *Stand Up, Yumi Chung!* by Jessica Kim

Set Up and Introduce

- **Author Study:** Introduce the author in one of the following ways:
 - with a short biography found at the end of the book
 - with a brief biography from the [author's website](#) (or clicking the images to read the captions):
 - with an excerpt from an interview (transcript or video) found on www.teachingbooks.net
 - watch the [Penguin Classroom QandA](#) with Jessica Kim
- **Book Cover Observations.** Show the book cover and ask students to share what they notice:
 - For those familiar with stand-up comedy, what feels familiar from the book cover?
 - How is this cover different from other books you've read?
 - Read the biography for the cover artist, Jennifer Hom, on her website: <https://cargocollective.com/jenniferhom/jennifer-hom> Take a look at the other work Hom has done, such as her google doodles here: <https://dribbble.com/jenniferhom>. What do you notice about her artwork from the book cover and across her other words?



Reading in Community

Chapter 5:

- **Humor:** If you are reading with a reading partner or a small group, revisit pages 48 - 52. Now, try the “World’s Worst” improv activity together! Need a bit more inspiration with a video of what this looks like? Watch the first 2 minutes of children trying this out on “Improv for Kids.”

Translanguaging Collections:
**Affirming Bilingual and
Multilingual Learners**

https://www.youtube.com/watch?v=xvedC_u7OUw

Chapters 15-16

The Chung family gets another reminder of how the changes in the community are affecting them when they are told they have eight days to get on track with their rent. This is the chapter where you can discuss the term “gentrification” and how this describes what is happening in Koreatown. You can show the “Gentrification Explained” video by Urban Displacement <https://youtu.be/V0zAvImzDFc>

Discussion and Response

- If you have a more extended ELA block schedule in your school that permits you more time for reading in community and discussion, or you find that your students would like more prompts for their reading partnerships or book club groups, please see the wonderful Discussion Guide for *Stand Up, Yumi Chung!* Written by Dr. Sarah Park Dahlen at the back of the book or on the Penguin Classroom website here: <https://penguinclassroom.com/books/stand-up-yumi-chung/>
- Food, Memory, and Connection to Family - Ask students to read the American Booksellers Association, “[An Indies Introduce QandA With “Stand Up, Yumi Chung!” Author Jessica Kim.](#)”

Reading-in-Community

Community and Connections that Sustain Me #3

Reading-in-Community Plan: *Tight* by Torrey Maldonado

Set Up and Introduce

- **Author Study:** Introduce the author in one of the following ways:
 - with a short biography found at the end of the book
 - with a short biography from the author's website: <http://www.torreymaldonado.com/>
 - with an excerpt from an interview (transcript or video) found on www.teachingbooks.net
- **Connection with a Literacy Unit**
 - Share a brief synopsis from the back cover of the book or Lila Quintero Weaver's review of *Tight* on <https://latinosinkidlit.com/>



Translanguaging Collections:
**Affirming Bilingual and
Multilingual Learners**

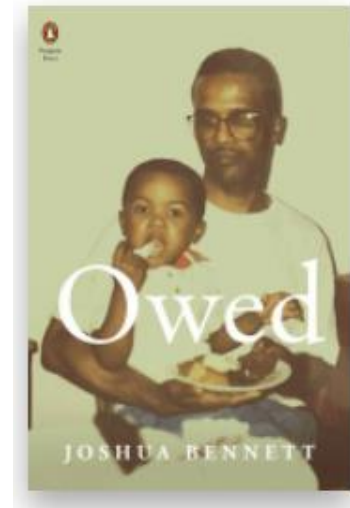
Reading-in-Community

Community and Connections that Sustain Me #4

Reading-in-Community Plan: *Owed* by Joshua Bennett

Set Up and Introduce

- **Author Study:**
 - Read Joshua Bennett's biography on his site <https://www.drjoshuabennett.com/about>
 - Listen to or read the NPR interview with Joshua Bennett, "Owed": Poems That Celebrate Denigrated Places and People" <https://www.npr.org/2020/09/23/916209021/owed-poems-that-celebrate-denigrated-places-and-people>
 - Watch a few of Joshua Bennett's performances and discuss patterns, observations, and questions. <https://www.drjoshuabennett.com/performances>



Reading in Community

Listening & Discussion Activity: Select a poem to read and listen to with some guiding questions. The following are some guiding questions that can be used with "The Book of Mycah."

- Does this poem feel familiar or different to you? How do your experiences and connections with what is happening in the world contribute to the way you respond to this poem?
- This is a prose poem. How does Joshua Bennett create rhythm and help you picture this scene in this prose poem?
- Listen to Joshua Bennett read "The Book of Mycah" and the discussion with editors on The Poetry Magazine podcast. <https://www.poetryfoundation.org/podcasts/145519/joshua-bennett-reads-the-book-of-mycah>