



FACULTAD DE EDUCACIÓN
PONTIFICIA UNIVERSIDAD
CATÓLICA DE CHILE

PROMOTING THE JOY OF READING AND INTERCULTURAL AWARENESS:

A CORPUS OF AUTHENTIC TEXTS FOR ELEMENTARY EFL CLASSROOMS IN CHILE



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INTRODUCTION

Research on teaching English to Young Learners (TEYL) suggests that the more children use the language in meaningful contexts, the more effective their learning is likely to be (Garton & Copland, 2018).

More specifically, a range of studies have indicated that early language learning can be influenced by learning conditions, classroom experiences, and the ability of a teacher to design a suitable learning environment. These factors have been identified as having a significantly impact on the success of early language development, especially in terms of student attitude and motivation to language learning (Inostroza et al., 2024).

In Chile, the primary objective of TEYL is to provide young learners with basic communicative skills, as well as to encourage a positive attitude toward the learning of language (Ministerio de Educación, 2018). Therefore, the focus of the curriculum is centred on learning English through the design of engaging tasks that encourage spontaneous and natural forms of language use. The curriculum also aims to develop cognitive skills that are essential for successful language learning and the appreciation of diverse cultures and traditions of those who use the language. This holistic approach infers that learning English is not only about achieving language proficiency, however, is also about understanding and valuing global perspectives (Prošić-Santovac & Savić, 2020).





In this context, the development of love for reading of both literary and non-literary texts has been identified as an essential foundation for learning English at a younger age (Arnold, 2009; Cameron, 2001). The importance of reading in language development cannot be overstated, as it is also a fundamental skill that serves as the foundation for lifelong learning and personal development (Nation, 2009). Moreover, the development of reading skills in a first language (L1) is closely linked to literacy development in a second language (L2), as it builds on oral language levels and is influenced by the ability to comprehend and use listening and speaking skills (Babayigit, 2015). Providing young learners with a well-developed foundation in auditory and oracy skills is therefore critical for their progression to becoming proficient readers and writers in any language.

By fostering a love for reading, we also encourage young learners to discover diverse cultures through relatable characters and narratives. Such discovery can make learning more enjoyable and educationally valuable, fostering active reading and engagement with other social contexts to build an intercultural awareness. Intercultural awareness has been described as the capacity to reflect on and be mindful of your own cultural practices, beliefs, and perspectives, as well as those from different cultures (Baker, 2015).

Intercultural awareness in English as a Foreign Language (EFL) contexts can be enhanced by exploring both literary and non-literary texts that foreground diverse cultural perspectives (Gómez-Rodríguez, 2013). These texts should ideally showcase the interplay between language and culture in in-

tercultural communication (Zhu, 2011). This involves dialogic engagement, where students interact with the text and with others, reflecting on their knowledge and experiences (or perceptions) of different cultural contexts. This process can strengthen students' levels of empathy and self-reflection. It can also broaden student understanding of cultural diversity to enhance their appreciation of the value of cultural diversity.

To foster such a love for reading and to enhance intercultural awareness among young learners in Chile, we initiated this project that has resulted in a corpus of literary texts, fiction and non-fiction texts. This corpus is specifically designed for Chilean primary EFL classrooms and teacher education programs orientated toward primary-level English teachers. In developing this project, we analyzed Chile's national English curriculum, systematically considering the genres and types of texts that teachers could productively integrate from 1st to 6th grade. Based on this analysis, we established criteria for selecting texts that promoted a love of reading and develop intercultural awareness to guide the development of our corpus. We also worked to include as many texts as possible that are freely available online through Biblioteca Escolar Futuro. Additionally, we have also developed accompanying pedagogical designs for various grade levels to assist teachers in using these resources to enhance student intercultural awareness and foster a lifelong enjoyment of reading in English.





MAIN CONCEPTS

INTERCULTURAL AWARENESS

In the context of EFL teaching, intercultural awareness means recognizing and understanding the cultural diversity and complexity within and beyond one's own community (Baker, 2012). This capacity implies the ability to reflect on held cultural values, beliefs, and perceptions—as well as those possessed by other cultures—to be able to communicate effectively across cultural boundaries (Byram, 1997). For EFL teaching, it has been suggested that such awareness can be fostered through various means, such as:



- Exploring local and global cultures;



- Critically evaluating cultural representations in learning materials and media; and



- Engaging in intercultural communication through technology and face-to-face interactions.

(Baker, 2012)

Moreover, by integrating these elements of intercultural awareness into EFL teaching, teachers can encourage young learners to develop a more nuanced understanding of the world, enhancing their language skills. This ability means younger language learners can potentially become more empathetic and effective communicators in a diverse and interconnected world (Baker, 2022).

In Chile, the national curriculum emphasizes the importance of intercultural awareness in English language education (Ministerio de Educación, 2016). It encourages students to explore and compare their personal experiences with those of other cultures through literary and non-literary texts. The curriculum aims to promote an understanding and appreciation of both other cultures and as well as one's own. This approach aligns with the concept of intercultural awareness, which involves recognizing and valuing cultural diversity and developing empathy and tolerance towards others (Baker, 2015).

This curriculum orientation has been identified by researchers such as Ghosn (2013) as significant, as learning about other cultures in the language classroom can be not only educational, but also humanizing. It allows learners to make more meaningful connections between their own lives and the values and standards of other cultures. Furthermore, literature has been advocated as having a transformative potential in the foreign language classroom (Ghosn, 2002). Books serve as socializing agents, enabling learners to explore and connect with different cultural perspectives. Such exposure can lead to a potential shift in attitudes, reducing prejudices and fostering empathy, tolerance, and increasing awareness of global issues.



PROMOTING THE JOY OF READING IN THE EFL PRIMARY CLASSROOM

The joy of reading for young learners of EFL can foster a lifelong engagement with language and literature (Arnold, 2009). Cultivating such joy is not only about the pleasure derived from reading itself, but is also the essence of developing an independent, lifelong reading capability. For instance, Clark and De Zoysa (2011) established an explicit correlation between the enjoyment of reading and subsequent reading behaviours, suggesting that individuals who find joy in reading are more inclined to pursue further reading opportunities. Similarly, Arnold (2009) and Cameron (2001) have stressed the importance of nurturing a love for both literary and non-literary texts from a young age, arguing this enthusiasm is crucial for learning English effectively. The critical role in lifelong

learning and personal growth has also been foregrounded by others (including Nation, 2009) who link first language (L1) reading skills development to second language (L2) literacy. Similarly, it has been determined that proficiency in reading in any language builds foundational oral and oracy skills (Babayiğit, 2015). Therefore, by cultivating a joy for reading, educators can not only enhance language skills, but also can introduce young learners to diverse cultures through engaging characters and stories. This approach not only makes learning enjoyable but also educational, encouraging active reading and engagement with narratives that broaden students' cultural horizons and contribute to their intercultural awareness.

In Chile, the Ministry of Education provides textbooks to public and subsidised schools to guide students' learning processes. Subsidised and private schools often use textbooks from major publishing houses that specialize in EFL. These textbooks commonly feature adapted versions of well-known stories and short fiction and non-fiction texts. However, as Exton and O'Rourke (1993) argue, such adapted textbooks may not completely satisfy the learning needs of readers in the language classroom. Furthermore, often English lessons simply cannot allocate sufficient time for complementary reading using authentic books (which could more effectively foster learners' reading enthusiasm).

Books which carry an authenticity for language learners are crucial to the development of intercultural competence and igniting a joy for reading. To achieve this, dedicated time for authentic reading needs to be consistently integrated into



English lessons. It has been established that such texts should be well-crafted, with engaging illustrations that clarify the language. This approach can most effectively assist learners to expand their linguistic repertoire and provide an aesthetic experience that can captivate readers' attention and enhance their engagement in language learning (Ghosn, 2002; Shih, 2005). **Therefore, by incorporating such authentic materials into English lessons, educators can provide a more enriching and satisfying reading experience for learners.**

INTEGRATING AUTHENTIC LITERARY AND NON-LITERARY TEXTS IN THE EFL CLASSROOM

Integrating both literary and non-literary texts has also been identified as potentially beneficial as another means of designing engaging learning environment for teaching English to young learners (Bland, 2019). The inclusion of non-literary texts—such as newspapers, magazines, brochures, and online articles—can enhance learners' language proficiency and cultural understanding (Gilmore, 2007). Additionally, such non-literary texts can enhance reading comprehension skills, encouraging students to identify key language and cultural dimensions by extracting explicit insights from texts. These skills are seen as also fundamental for learning English, as they support the development of reading strategies (e.g., vocabulary, and grammar in context), thereby offering a model for interaction and production. Non-literary texts have also been identified as providing significant instances of authentic language use, exposing students to the language as it is used in real-world contexts. This can enhance their ability to understand and use English in practical situations outside the classroom (Gilmore, 2007).

Incorporating a range of different literary texts into the EFL curriculum can offer a different range of benefits to conventional texts, that can further contribute to the joy of reading and also build greater intercultural awareness (Bland, 2019). **Literary works, including picturebooks, stories, rhymes, and poems, can provide a rich and diverse language experience, exposing students to varied vocabulary and language uses. They can also be motivating for learners through engaging themes, encouraging critical and creative thinking, and introducing diverse cultural perspectives. In addition, stories are a natural and engaging way for children to learn language (Ellis & Brewster, 2014).** Therefore, literary texts can not only stimulate the imagination but can also foster a love for reading and learning. In the early stages of the language learning process, reading simple original stories and rhymes can enrich the language experience and facilitate vocabulary development through images, word repetition, and a mix of familiar and unfamiliar words. (Ellis & Brewster, 2014).



PICTUREBOOKS IN THE EFL CLASSROOM



Picturebooks are also considered authentic literary texts that can be integrated in the primary EFL classrooms. A picturebook is a multimodal text that depends on both pictures and words to create meaning. It is characterized by the interdependence of what the pictures show, and what the words tell us (Veliz, 2022). This unique relationship between pictures and words makes a picturebook unique in its pedagogical effect, as it cannot be fully understood if only read aloud without the visual element. The design of a picturebook, including its format and peritextual features (such as endpapers, title pages, and covers), is also an integral part of its underpinning narrative (Mourão, 2016).

The benefits of using picturebooks in TEYL are manifold. Firstly, picturebooks provide authentic language exposure, presenting words and expressions in a natural context, enriched by cultural nuances (Mourão, 2016). The visual support offered by illustrations aids comprehension—especially for learners with limited vocabulary—by providing contextual clues to assist learning. Moreover, the engaging combination of text and images can more effectively capture the interest of very early language learners, making their learning experience more stimulating and motivating. Properly selected, picturebooks can also serve as a window into different cultures, fostering cultural awareness and understanding among young learners (Harrington, 2016; Mourão, 2023). The interactive nature of

sharing and discussing picturebooks promotes language development, as learners are encouraged to express their thoughts and engage in storytelling. Additionally, the complex dynamics between pictures and words in some picturebooks challenge learners to think critically and interpret the interplay between the two. The emotional resonance of picturebooks can lead to affective engagement, encouraging learners to connect personally with the content and enhancing their retention and learning outcomes (Véliz, 2022). Overall, picturebooks are a potentially valuable tool in the EFL classroom for very young learners, offering a multi-faceted approach to language learning that is both educational and enjoyable (Mourão, 2016).



SELECTING CRITERIA

When choosing books and cultural materials for the classroom, it is crucial for teachers to select stories that not only capture learners' imaginations but also introduce them to different ways of thinking and being. By selecting books that question the usual ways stories are told and represent a wide array of experiences, teachers can help students appreciate the rich tapestry of our world (García González et al, 2022).

The corpus of texts included in this guide were selected according to seven criteria which are described below. The selection criteria were the result of iterative analytical process in which we analysed a range of genres, texts, the national curriculum, and related literature on TEYL.



1. GENRES AND TYPES OF TEXTS IN THE NATIONAL CURRICULUM

The national curriculum for primary education in English recommends the incorporation both literary and non-literary texts into the EFL classroom. Our examination of the curriculum for 1st to 6th grade identified a wide range of genres, including brochures and pamphlets, descriptive reports, emails and web forms, fairy tales, poetry, adventure, fantasy, mystery fiction stories, rhymes, songs and picturebooks. Based on this analysis, we chose a balanced selection of authentic fiction and non-fiction works that were aligned with the national curriculum. Our corpus includes a significant number

of picturebooks, as literary forms that highlight the dynamic relationship between pictures and words for very young language learners (Mourao, 2016). In the context of this stage of TEYL, picturebooks can provide engaging and authentic opportunities for language use, discussion, and the development of visual literacy skills. This capacity makes picturebooks potentially valuable tools for promoting authentic responses and meaningful engagement with the language and content (Mourão, 2016).

2. JOY OF READING AND LEARNING

An essential criterion for selecting texts for this corpus was their potential to foster a joy of reading. As highlighted earlier, the importance of reading enjoyment goes beyond mere pleasure; it is closely linked to the development of independent, lifelong readers. Studies have shown a clear relationship between the enjoyment of reading and subsequent reading behaviors, indicating that individuals who find joy in reading are more likely to seek out further reading opportunities (Schieffele, et al., 2012). **Therefore, it is crucial to instill a love for reading, both literary and non-literary texts, from an early age as this enthusiasm plays a pivotal role in the development of reading skills and habits.**

Moreover, reading performs a pivotal role in lifelong learning and personal development, connecting the development of reading skills in a first language to literacy in a second language (Koda & Zehler, 2008). Thus, by promoting the joy of reading, educators not only enhance language skills, but also expose young learners to diverse cultures through captivating characters and narratives. This approach makes learning potentially more engaging, encouraging active reading and connection with stories that expand students' cultural perspectives and contribute to their intercultural awareness (Han & Wang, 2021).

3. INTERCULTURAL AWARENESS

Another essential criterion for selecting texts was their potential to develop intercultural awareness. **Intercultural awareness in the context of TEYL involves recognizing and understanding the cultural diversity and complexity both within and beyond one's own community (Baker, 2022).** It includes the ability to reflect on one's own cultural values, beliefs, and perceptions, and those of other cultures, and to communicate effectively across cultural boundaries. In TEYL, this awareness can be fostered through various means, such as exploring local and global cultures, critically evaluating cultural representations in learning materials and media, and engaging in intercultural communication through technology and face-to-face interactions (Karras, 2021; Lee & Lee, 2021; Mourão, 2023).



By ensuring learners' exposure to different cultural realities, learners can develop and explore:

- Their knowledge about them;



- Their attitudes towards other cultures;



- Their own skills of interpreting and relating towards other cultures;



- Their own skills of interpreting and relating towards other cultures



(Schaft et al, 2023)

4. DIVERSITY OF AUTHORS

Another criterion used was the need to offer a diversity of authors in our selections. To ensure that our selected corpus was culturally diverse, we focused on including texts from authors and illustrators of different genders and from a diversity of cultures (both English and non-English speaking). Moreover, we achieved a positive balance of gender representation among the authors and illustrators, and the range of countries of origin for these authors is broad. They

originate not only from English-speaking countries (like the United States, the United Kingdom, Australia, New Zealand, Canada, and South Africa), but also from non-English speaking countries such as Chile, Colombia, Germany, Honduras, Spain, Israel, and Portugal. In some cases, the authors are members of—or have strong connections to—ethnic groups in their regions, further enriching the diversity of the corpus.

The following tables summarize the variety of the authors and illustrators of our corpus:

Gender of Authors and Illustrators



28

Female



17

Male



2

Group

Countries of origin of authors and illustrators

35

English speaking
countries



16

United States
of America



3

England



1

New Zealand



6

Canada



2

South Africa



4

Australia



1

United Kingdom



2

Ireland

9

Non English
speaking countries



1

Colombia



2

Spain



2

Chile



1

Portugal



1

Honduras



1

Germany



2

Israel

5. SOCIALLY RELEVANT TOPICS

A complement to the diversity of cultures in the corpus is the different topics that the materials address. **We were determined that the selected texts had to be both culturally and socially relevant. To address this need, we chose a variety of topics that could** assist learners to better know about and understand the world they live in by exploring different stereotypes, genres, abilities, and different forms of racism. As learners encounter and dialogue with these realities, it is expected they can reflect on the world they live in and can help to build a better one.

6. STRUCTURE OF THE TEXTS

There is a consensus among educators and researchers that children's literature often employs six basic types of text structure:

- description, cause and effect, compare and contrast, sequence, enumeration, problem and solution

<https://www.readingrockets.org/classroom/comprehension/teaching-text-structure>.



The selected texts follow these identified structures, as not only do these structures give a flow and a rhythm to the reading process, but they also make the reading experience more engaging and memorable for learners. The perspective of the use of repetitive structures in a meaningful context provides a long-lasting learning experience for the readers

(<https://www.readingrockets.org/topics/comprehension/articles/implementing-text-structure-strategy-your-classroom>).

7. RICH COMMUNICATIVE LEARNING OPPORTUNITIES

The selected books offer the opportunity to learn and practice English meaningfully. The linguistic level of the texts is not an impediment for students for several compelling reasons. **Authentic children’s literature is immediately relevant and highly motivating, as it addresses themes and experiences that resonate with children’s own lives, such as friendship, courage, and overcoming fears.** This connection not only engages learners but also supports the broader social and emotional aspects of language education, which are essential for young learners’ holistic development. Research over the past 30 years supports the use of children’s literature in language learning, showing positive effects on vocabulary acquisition, comprehension, and language production skills (Ghosn, 2013).

Moreover, literature provides a rich source of natural language input, offering learners exposure to a range of lin-



guistic structures and vocabulary in meaningful contexts (Ghosn,2002). This exposure is crucial for language acquisition, as it mirrors the way children learn their first language—through immersive and contextualized experiences rather than isolated grammar exercises. The use of stories and literature in the language classroom also facilitates genuine, interactive discourse, fostering communicative competence and fluency (Ghosn, 2002).



OUR SELECTION AND RECOMMENDATIONS

This section presents our selected corpus. To make the search easier for literary works that match the needs of teachers and students, we have grouped the books according to the grade levels they are recommended for, and whether they are fiction or non-fiction texts.

Grade Level	Text type	
1st and 2nd	 <p data-bbox="753 1110 859 1143">Fiction</p>	 <p data-bbox="1170 1110 1349 1143">Non-Fiction</p>
3rd and 4th		
4th and 5th		
5th and 6th		
Across Levels		

It is important to note that most of the selected texts can be found in Biblioteca Digital Escolar site (<https://bdescolar.mineduc.cl/?locale=en>). This Chilean Ministry of Education website allows access to different literary works to teachers using their own ID numbers and password. In addition, teachers are

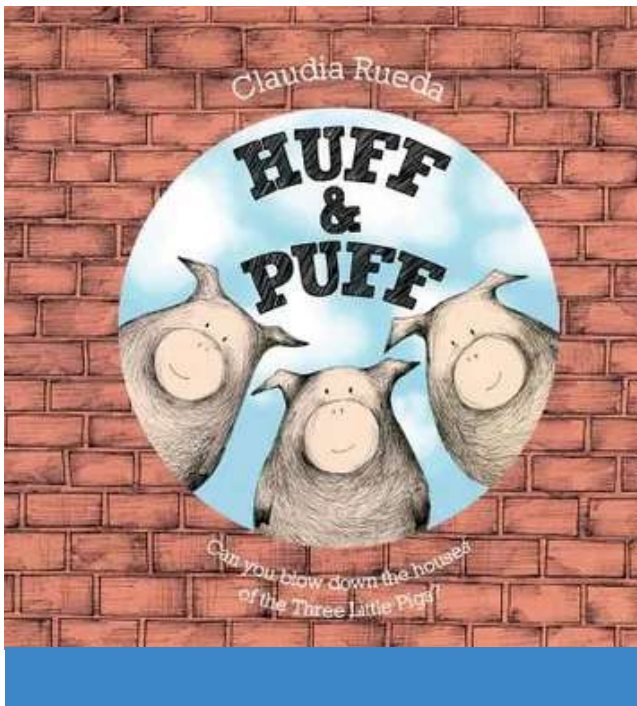
encouraged to review other initiatives that value the active participation of children in culture, such as ‘The White Ravens’, an international selection of children’s and youth literature (<https://www.ijb.de/en/home/the-white-ravens>).

1ST AND 2ND GRADES

FICTION



TITLE: HUFF AND PUFF



Author: Claudia Rueda (Colombia)

Publisher: Abrams

Year Published: 2013

What is the book about?:

This interactive retelling of the Three Little Pigs story allows the reader to play the part of the big bad wolf.

Why should you read it with your students?:

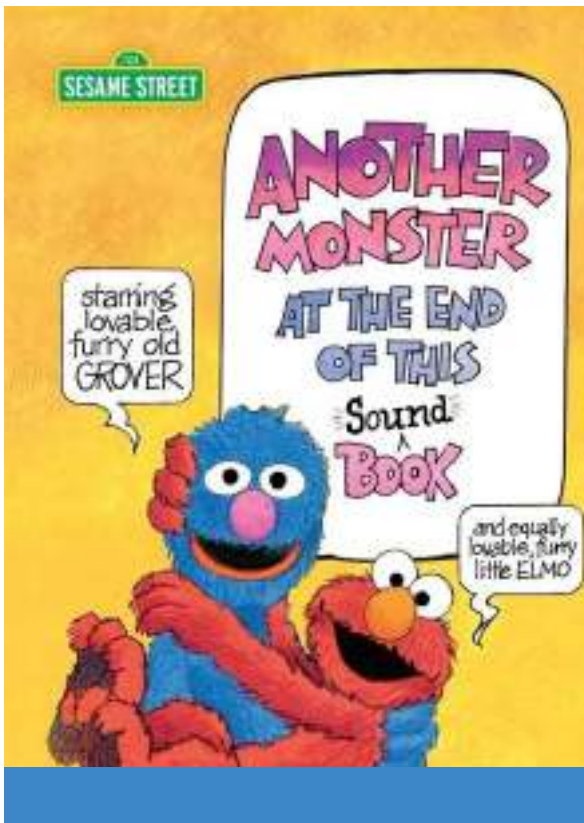
This book is interactive and engaging, as it retells the Three Little Pigs story. It is probable that students will know the original story in Spanish and will be able to understand it in English much easier. The story is told from the wolf's perspective, so it can foster empathy in readers and encourage the comparison of diverse viewpoints.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:

ANOTHER MONSTER AT THE END OF THIS BOOK



Author: Kathryn Knight (United States of America)

Publisher: Sesame Workshop

Year Published: 2015

What is the book about?:

There's something waiting at the end of this book. Could it be...a monster?! Lovable, furry old Grover is about to find out—and he's bringing his equally lovable and furry friend Elmo with him!

Why should you read it with your students?:

This book demands active reader engagement, which helps to immerse students in the reading experience. Its humorous style effectively grabs students' attention and conveys the story in an entertaining way. Additionally, the book's repetitive structure simplifies comprehension, making it an ideal choice for students learning English.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:

BABIES CAN SLEEP ANYWHERE



Author: Lisa Wheeler (United States of America)
& Carolina Búzio (Portugal)

Publisher: Abrams

Year Published: 2017

What is the book about?:

This gentle picturebook introduces the sleeping habits of many animals—from puppies to whales—and compares them to the sometimes-unusual habits of human babies.

Why should you read it with your students?:

This book has characters that promote identification, in addition to addressing the comparison of humans with animals, a very common interest in childhood. By blending fiction and nonfiction, this book allows children to learn about the world they live in.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:
ELI, NO



Author: Katie Kirk (United States of America)

Publisher: Abrams

Year Published: 2011

What is the book about?:

This book narrates the misadventures of Eli, a dog. He is always causing big problems, which really annoys his owners. The narration uses a repetitive structure, and the characters keep saying “Eli, no!” over and over which can make readers laugh and engage in the reading.

Why should you read it with your students?:

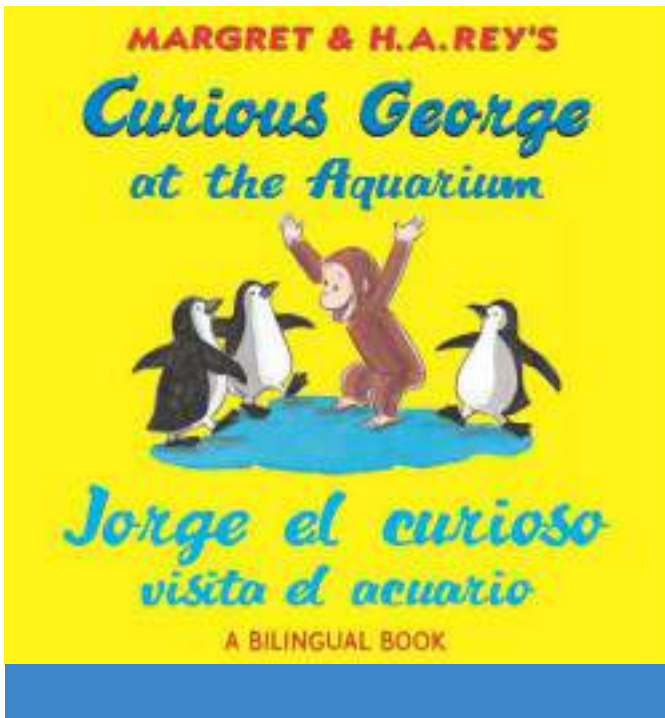
This book is ideal for first graders. Easy words and fun pictures make it perfect for kids. Teachers can read it to children and it’s not just fun, it also talks about the special connection between pets and their owners.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:

**JORGE EL CURIOSO VISITA EL ACUARIO
/ CURIOUS GEORGE AT THE AQUARIUM
(READ-ALoud) (BILINGUE)**



Author: Rey, H. A. (Germany)

Publisher: AHMH Books for Young Readers

Year Published: 2013

What is the book about?:

This story recounts George the monkey's visit to the aquarium. During his tour, George encounters a variety of sea animals, including octopuses and smaller species. However, his adventure takes an unexpected turn when he reaches the penguin exhibit. It is an entertaining story both in English and Spanish with audio.

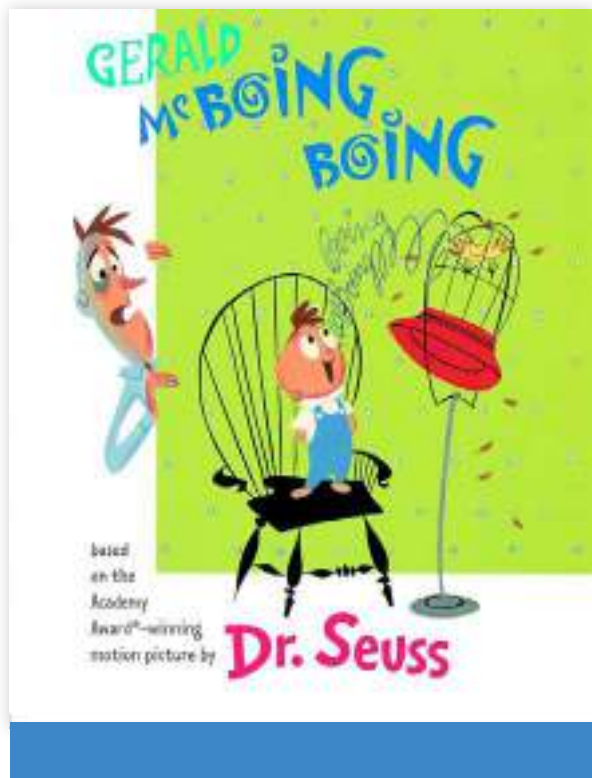
Why should you read it with your students?:

This book creates space for children to have conversations around topics such as compassion and solidarity and what it means to help others in need. This bilingual book serves as a useful resource for English lessons with young learners, particularly for read-aloud activities.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE: GERALD MCBOING



Author: Dr. Seuss (United States of America)
& Mel Crawford (Canada)

Publisher: Classic Seuss

Year Published: 1950

What is the book about?:

The story is about a boy who does not learn how to speak but makes onomatopoeic noises instead. He is excluded by his school, the children in his neighborhood, and even his parents due to his differences until one day he is discovered by a radio theatre producer who turns him into a star.

Why should you read it with your students?:

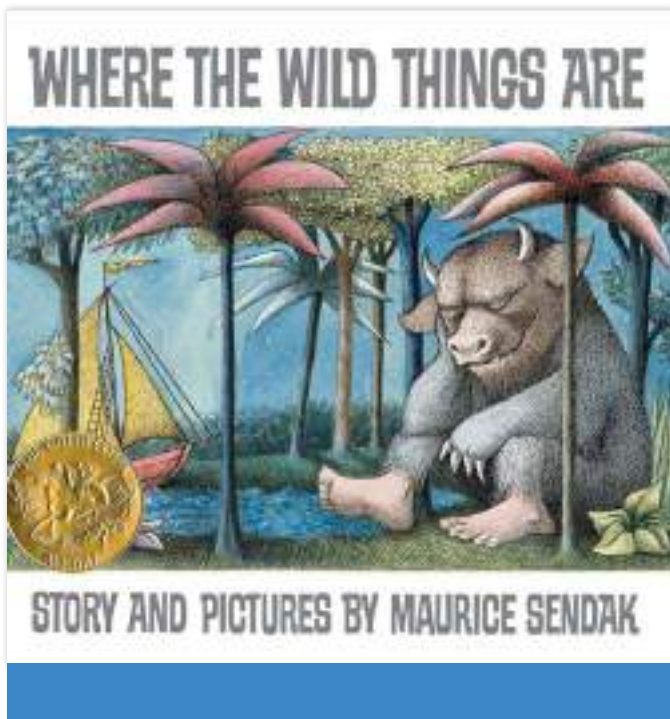
This story introduces the topic of neurodivergence by delving into the effects of bullying and ostracism at a young age. The narrative text is full of onomatopoeias and rhyme that contribute to readers' language awareness.

Where can I access it?:

Needs to be purchased online.

TITLE:

WHERE THE WILD THINGS ARE



Author: Maurice Sendak (United States of America)

Publisher: Harper and Row

Year Published: 1950

What is the book about?:

The story is about a boy who is sent to his room without supper by his mother. He travels to a fantasy world full of monsters and exotic flora where he is king for a day. After playing with the monsters, the boy gets homesick and travels back home to his mother who waits for him with a warm supper.

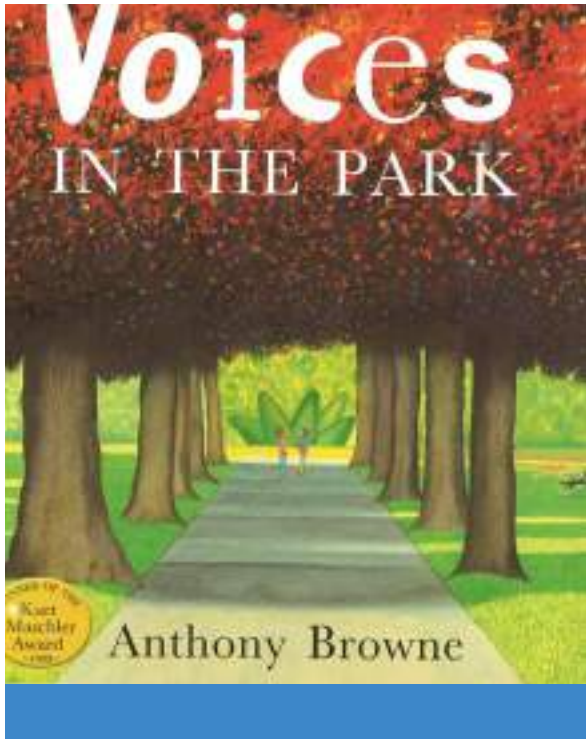
Why should you read it with your students?:

The story invites readers to explore imaginary landscapes reflecting a young boy's vivid imagination. The illustrations and their frames are direct reflections of his inner turmoil which invite readers to do interesting interpretations.

Where can I access it?:

Needs to be purchased online.

TITLE: VOICES IN THE PARK



Author: Anthony Browne (England)

Publisher: Random House

Year Published: 1998

What is the book about?:

The story is told from four unique perspectives, a boy and his mother and a girl and her father, who all visit the same park at the same time. In the park, the events, and how they are told, reveal much about the characters' perspectives on life.

Why should you read it with your students?:

The story encourages young readers to develop awareness of the importance of perspective. Each character tells the story from their own perspective with a typography that matches their personality traits. In addition, students are invited to reflect on how the landscape changes each time the story changes narrator. The presence of different fonts for each character as well as the illustration styles helps the reader to understand which point of view they are reading and to associate their emotional state to the way their perspective is written.

Where can I access it?:

Needs to be purchased online.

TITLE:

WE ARE ONE



Author: Refiloe Moahloli & Zinelda McDonald (South Africa)

Publisher: Pan Macmillan South Africa Children's Books

Year Published: 2020

What is the book about?:

A story about friendship that celebrates both our differences and similarities.

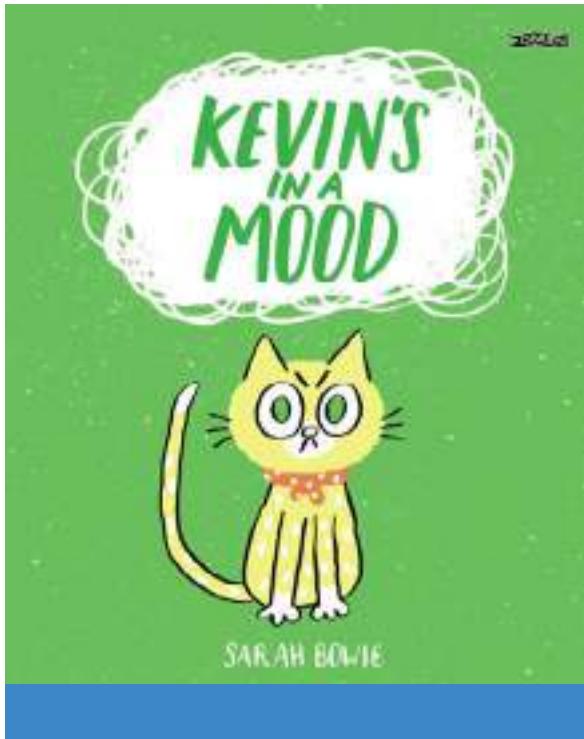
Why should you read it with your students?:

The story fosters awareness of similarities and differences people may have due to ethnic, cultural, and physical differences. The story encourages students to develop tolerance and appreciation of differences.

Where can I access it?:

Needs to be purchased online.

TITLE: KEVIN'S IN A MOOD



Author: Sarah Bowie (Ireland)

Publisher: The O'Brien Press

Year Published: 2020

What is the book about?:

The story is about a girl and her pet cat who have a close friendship and most of the time get along very well. The story, however, focuses on a day when Kevin, the cat, is in a bad mood because Suzy has been invited to a birthday party and he has not. Suzy struggles to understand why Kevin is dismissive of her.

Why should you read it with your students?:

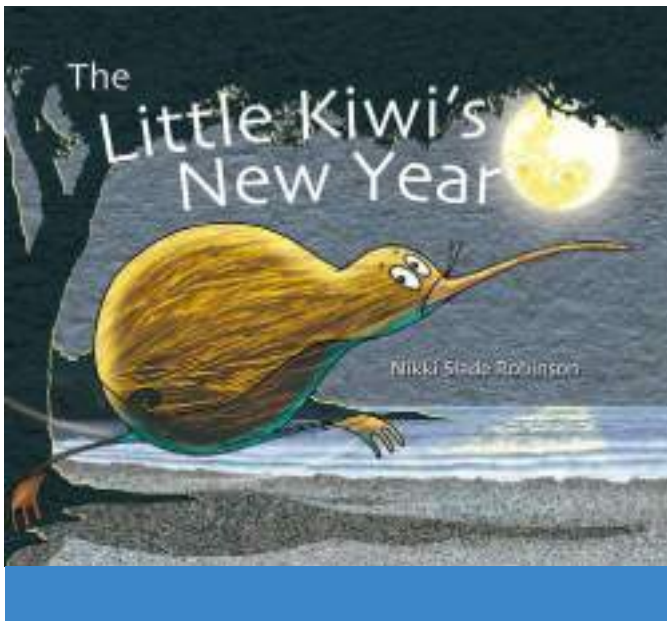
The text and illustrations in the story interact playfully and complement each other well, making it an excellent choice for young students who are just starting to learn English. Additionally, the story is relatable for young learners as it explores the theme of relationships with pets.

Where can I access it?:

Needs to be purchased online.

TITLE:

LITTLE KIWIS MATARIKI (NEW YEAR)



Author: Nikki Slade Robinson (New Zealand)

Publisher: David Ling Publishing

Year Published: 2010

What is the book about?:

The book is about the festivities of Matariki, the Māori New Year in New Zealand. It is not only about this celebration, but it also provides insights into its historical roots, customs, and contemporary role. Additionally, the book introduces readers to the Māori names for each star within the Matariki constellation.

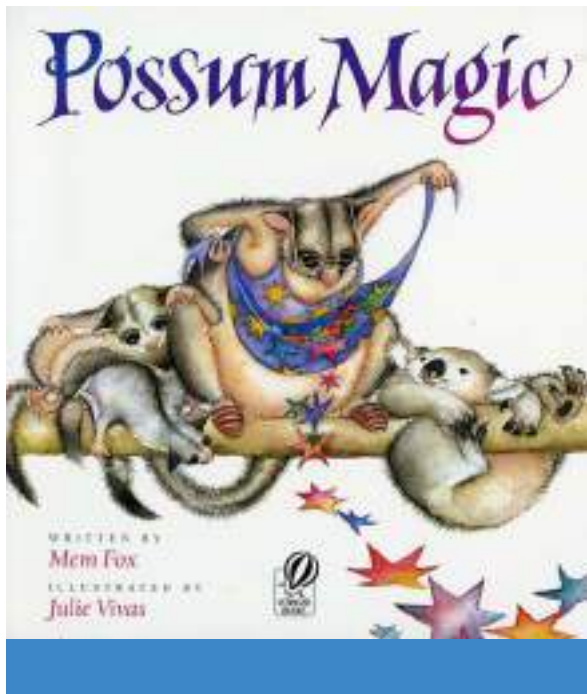
Why should you read it with your students?:

This book is suitable for a wide range of age groups but is particularly well-suited for a read-aloud experience with children in the first and second years of primary school. Little Kiwi's Matariki can serve as a valuable resource for a lesson on discussing cultural traditions around the world.

Where can I access it?:

Needs to be purchased online.

TITLE: POSSUM MAGIC



Author: Mem Fox (Australia)

Publisher: Scholastic

Year Published: 1983

What is the book about?:

The book narrates the tale of Grandma Poss and young Hush, two possums residing in the Australian outback. Grandma Poss possesses a unique talent – bush magic – that allows her to render Hush invisible. Hush greatly enjoys her invisibility, enabling her to playfully slide down the backs of kangaroos and avoid threats from predators.

Why should you read it with your students?:

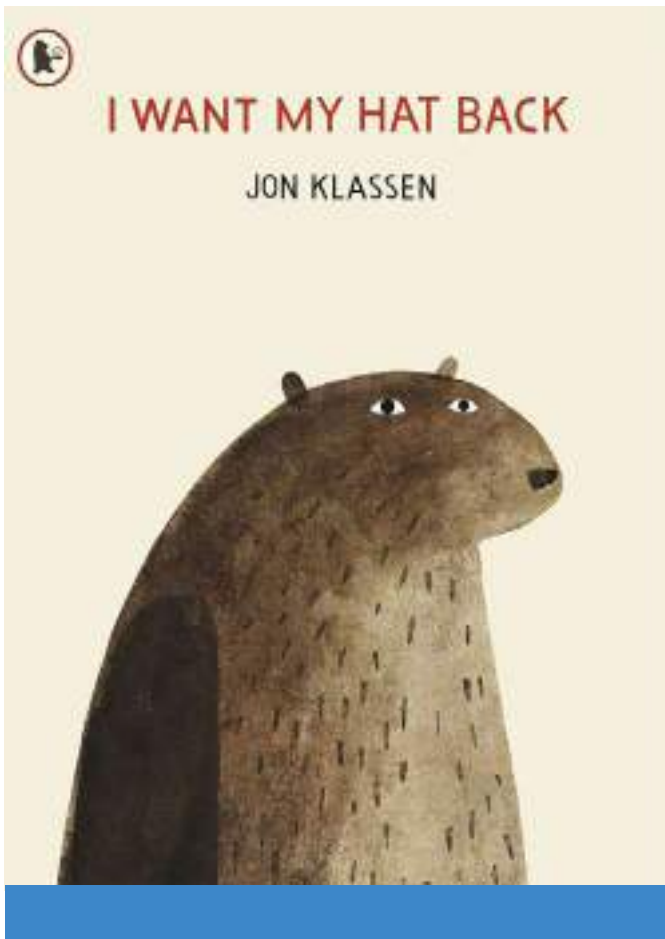
This book is ideal for classrooms, introducing kids to the captivating world of “Australiana,” showcasing unique animals and foods. It sparks curiosity about diverse cultures and environments. The heartwarming portrayal of the special grandparent-child bond is easily relatable, making it perfect for engaging discussions about family and culture with young learners.

Where can I access it?:

Needs to be purchased online.

TITLE:

I WANT MY HAT BACK



Author: Jon Klassen (Canada)

Publisher: Candlewick Press

Year Published: 2011

What is the book about?:

The book tells a humorous story about a bear who has lost his hat and is determined to find it. He approaches various animals he encounters, inquiring about his missing hat with patience and courtesy. The bear keeps searching until an unexpected event occurs.

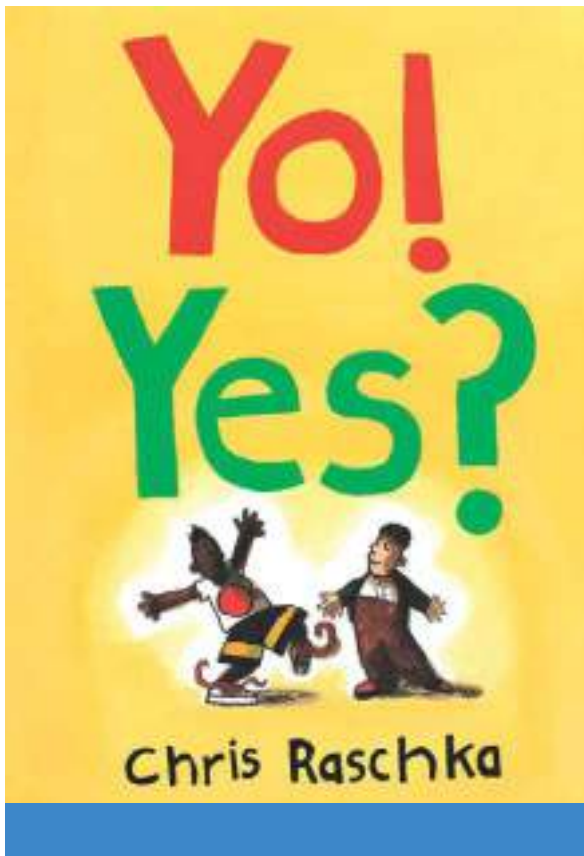
Why should you read it with your students?:

This is a great resource for enhancing young readers' interpretive skills. It encourages critical thinking and comprehension through a fun narrative, inviting readers to analyze character actions and events. Jon Klassen's minimalist illustrations, filled with symbolism, provide teachers with a valuable tool to subtexts. "The narrative encourages readers to make connections between the story and their own experiences, making it an excellent choice for improving social and emotional understanding. The book follows a repetitive structure.

Where can I access it?:

Needs to be purchased online.

TITLE:
YO! YES?



Author: Chris Raschka (United States of America)

Publisher: Scholastic

Year Published: 2020

What is the book about?:

In this story, set against soft pastel backgrounds and vivid, vibrant illustrations, two boys from different racial backgrounds, an African American boy and a white boy, encounter each other on the street. Their brief exchanges of one- and two-word sentences gradually build to a hesitant but heartwarming friendship.

Why should you read it with your students?:

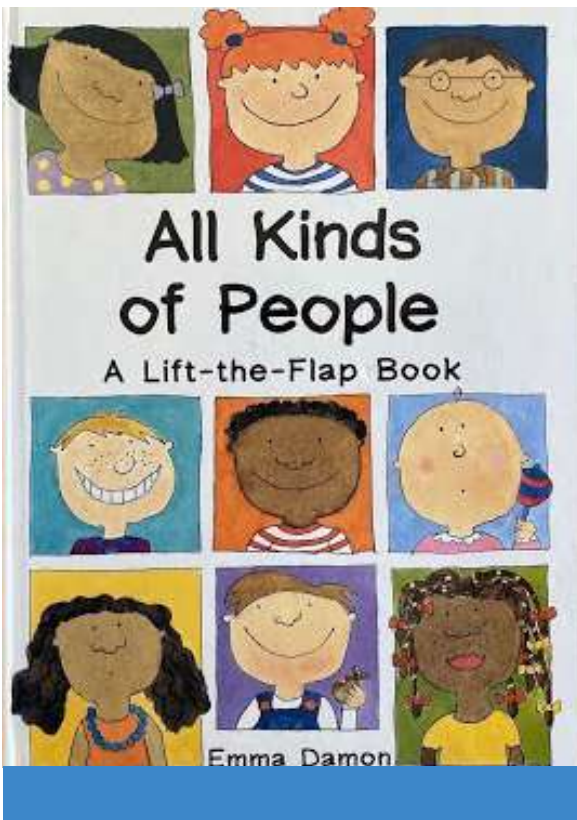
This book combines engaging illustrations, relatable themes such as friendship and diversity, and simplified language to create an ideal resource for EFL young readers, fostering both language development and intercultural awareness.

Where can I access it?:

Needs to be purchased online.

TITLE:

ALL KINDS OF PEOPLE: A LIFT-THE-FLAP BOOK



Author: Emma Damon (United Kingdom)

Publisher: TangoBooks

Year Published: 1995

What is the book about?:

This book beautifully captures the diversity of people, presenting various shapes, sizes, interests, and hobbies in an affectionate and humorous lift-the-flap format. Its engaging style fosters a positive exploration of differences. It includes a mirror and a chart for writing in personal, special characteristics.

Why should you read it with your students?:

This book blends captivating content with interactive features, fostering language development, particularly in describing physical traits. It also promotes cultural awareness and inclusivity, offering a holistic learning experience. The “lift the flap” format is ideal for promoting young students to explore the book.

Where can I access it?:

Needs to be purchased online.

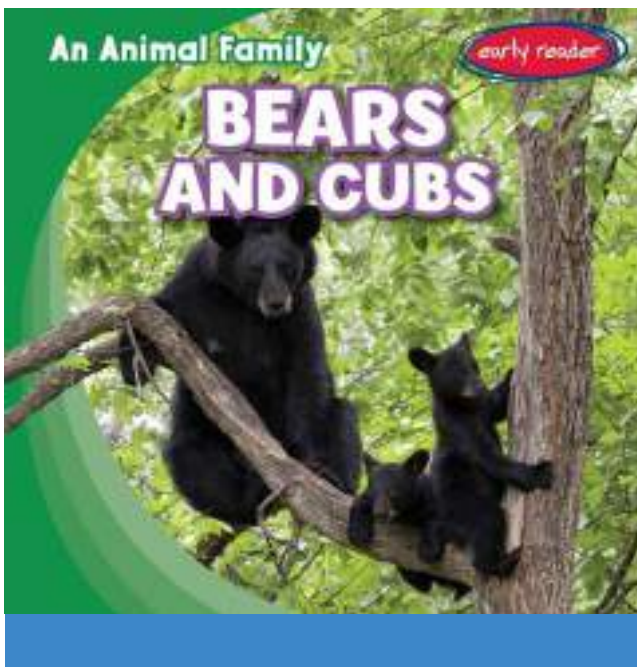


1ST AND 2ND GRADES

NON FICTION



TITLE: BEARS AND CUBS



Author: Polly LeChance

Publisher: Gareth Stevens Publishing LLLP

Year Published: 2017

What is the book about?:

It is about bears and cubs and their variety in type, color, names and what they do while growing up.

Why should you read it with your students?:

It explains the characteristics of bears and cubs in an easy and approachable way. Since information is accompanied by pictures of bears in their different stages of life.

Where can I access it?:

Biblioteca Digital Escolar (BDE)



3RD AND 4TH GRADES

FICTION

TITLE: THE LAST TREE



Author: María Quintana Silva (Spain)
& Silvia Álvarez (Honduras)

Publisher: Cuento de Luz

Year Published: 2019

What is the book about?:

One night, the last tree in the forest decides it's time to uproot and leave. A little boy soon realizes what is happening. All the trees have disappeared, and holes can be seen where they used to be. Understanding the consequences this will have for animals, humans, and the environment, he sets off to counteract the damage that has already been done.

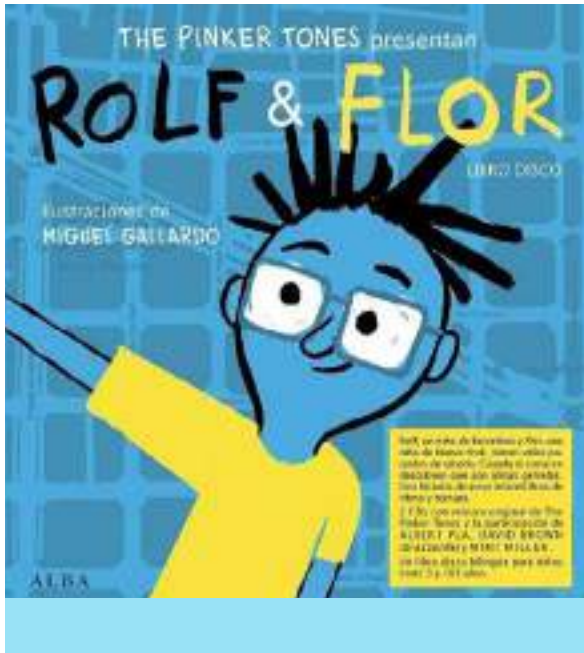
Why should you read it with your students?:

It talks about the relationship between humans and nature, whilst grasping the horrible consequences of deforestation. Through accessible language, it is a book that will allow its readers to relate to their own relation to nature and their role in preserving it. In terms of its pedagogical use, it can help in the development of environmental awareness.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE: ROLF Y FLOR (BILINGÜE)



Author: The Pinker Tones (Spain)

Publisher: Alba

Year Published: 2013

What is the book about?:

Rolf, a boy from Barcelona, and Flor, a girl from New York, have parallel lives without knowing it. When they meet, they discover that they are soul mates. A childish love story full of rhythm and tenderness.

Why should you read it with your students?:

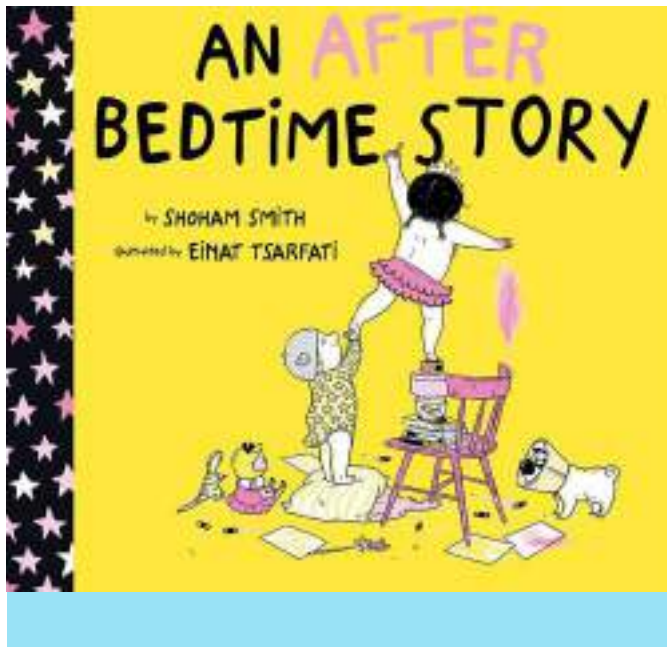
This bilingual book is a valuable resource for EFL young learners. It offers Spanish translations to aid comprehension. Additionally, it explores significant themes like migration and the experiences of first-generation immigrants, fostering a deeper understanding of intercultural issues.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:

AN AFTER BEDTIME STORY



Author: Shoham Smith (Israel)

Publisher: Abrams

Year Published: 2016

What is the book about?:

Little Nina will not go to bed. Not when the adults are having so much fun in the other room without her! Before her exasperated parents can catch up, Nina escapes her bedroom and races through the house, sampling cakes and just generally causing trouble.

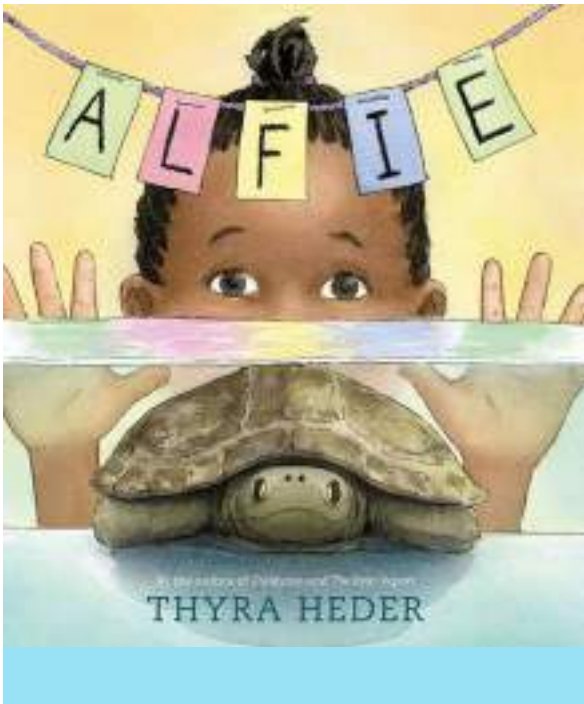
Why should you read it with your students?:

This story explores themes such as childhood mischief and the common struggle children face in resisting sleep when they are enjoying themselves. These topics are likely to engage students, as they resonate with their own experiences.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:
ALFIE



Author: Thyra Heder (United States of America)

Publisher: Abrams

Year Published: 2017

What is the book about?:

Nia adores her pet turtle, Alfie, despite his hard shell, lack of tricks, and quiet nature. In fact, he's so quiet that she sometimes forgets about him. However, everything changes on the eve of Nia's seventh birthday when Alfie goes missing. At this point, the story takes an interesting turn as it shifts to Alfie's perspective, revealing his side of the story.

Why should you read it with your students?:

This book explores the dynamic relationship between children and their pets by presenting the perspectives of both the children and the animals. Beautiful watercolor illustrations are vivid and portray African American child and her family.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:
I AM A CAT



I AM A CAT

Galia Bernstein

Author: Galia Bernstein (Israel)

Publisher: Abrams

Year Published: 2017

What is the book about?:

A simple housecat named Simon encounters some bigger cats: Lion, Puma, Panther, Tiger, and Cheetah. Each of the big cats has something to say about Simon not being “cat” enough. According to them, he just doesn’t measure up.

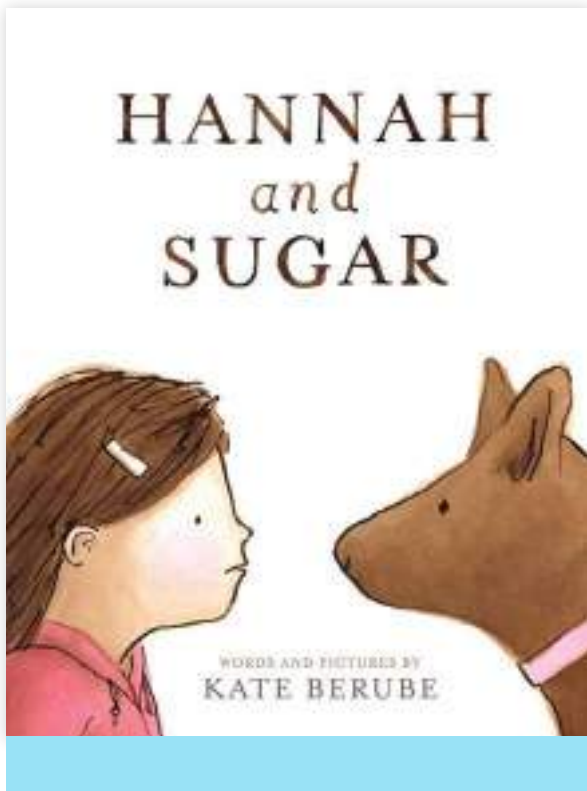
Why should you read it with your students?:

This book uses a repetitive structure to aid early English learners in connecting their L1 with the L2. Additionally, it addresses important childhood issues such as inclusion, exploring themes of belonging and how we navigate our differences.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE: HANNAH AND SUGAR



Author: Kate Berube (United States of America)

Publisher: Abrams

Year Published: 2016

What is the book about?:

Every day after school, Hannah's school bus is greeted by her classmate's dog, Sugar. All the other kids love Sugar, but Hannah just can't conquer her fear of dogs. Then, one day, Sugar goes missing, so Hannah joins the search with her classmates. Will Hannah find a way to be brave, and make a new friend in the process?

Why should you read it with your students?:

This book portrays characters of diverse ethnicities, enabling readers to identify with them. It also tackles the theme of overcoming fears, a topic that students are likely to find engaging.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:

BACK TO SCHOOL IS COOL (PINKY DINKY DOO)



Author: Jim Jenkins (United States of America)

Publisher: Random House Books for Young Readers

Year Published: 2005

What is the book about?:

This book narrates the story of how Pinky Dinky Doo tells a tale to her little brother to help him be less worried about starting first grade. Pinky employs her vivid imagination to craft a funny story about the worst bad hair day in history - which just happened to occur on class picture day! The book contains vibrant and innovative mixed-media illustrations, reminiscent of cartoons, which complement the text beautifully.

Why should you read it with your students?:

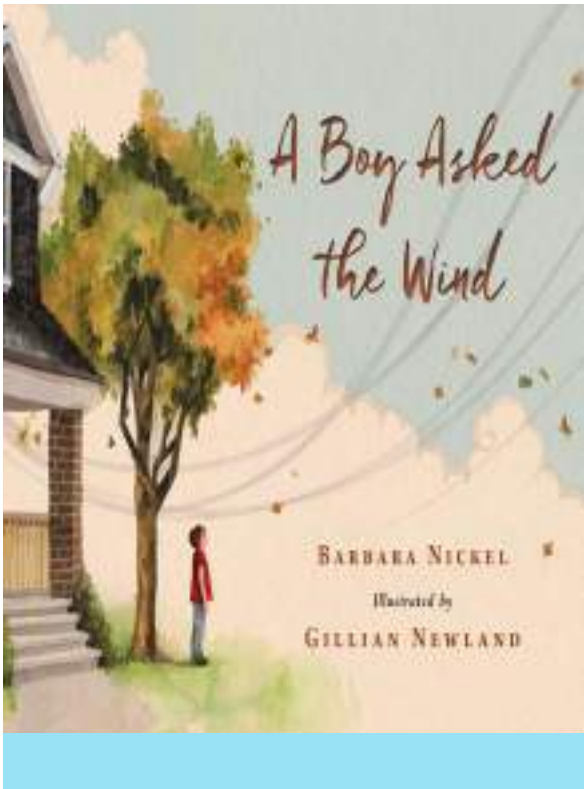
The book offers an abundance of enjoyable content that will engage young readers. It can be used in English class and encourage students to select the most amusing answers from a range of whimsical multiple-choice questions. To aid comprehension, you'll find informative comments within speech bubbles, clarifying the meanings and pronunciations of challenging words.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:

A BOY ASKED THE WIND



Author: Barbara Nickel (Canada)

Publisher: Red Deer Press

Year Published: 2016

What is the book about?:

In this tale, a young boy inquires where the wind lives prompting the wind to respond by embarking on a journey with the boy. During their travels, the wind assumes different names and personas. It is written through poetry using verbs and gerunds.

Why should you read it with your students?:

The combination of the wind's journey and the overarching message of international peace creates an interconnected narrative that engages students on multiple levels. It allows for discussions about both the literal and metaphorical aspects of the story, promoting critical thinking. The illustrations are dynamic, offering insights into different geographic regions.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

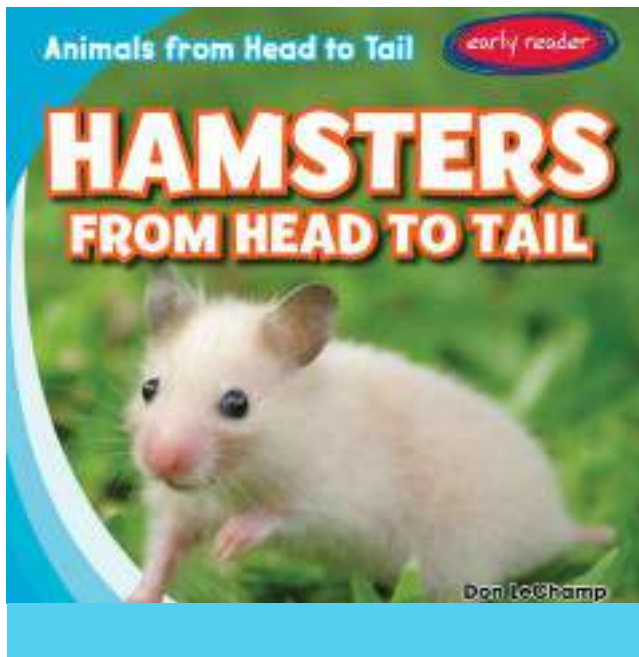


3RD AND 4TH GRADES

NON FICTION

TITLE:

HAMSTERS FROM HEAD TO TAIL



Author: Don LeChamp

Publisher: Gareth Stevens Publishing LLLP

Year Published: 2016

What is the book about?:

It is about Hamsters and their variety in color, size, shape, and their place in the world.

Why should you read it with your students?:

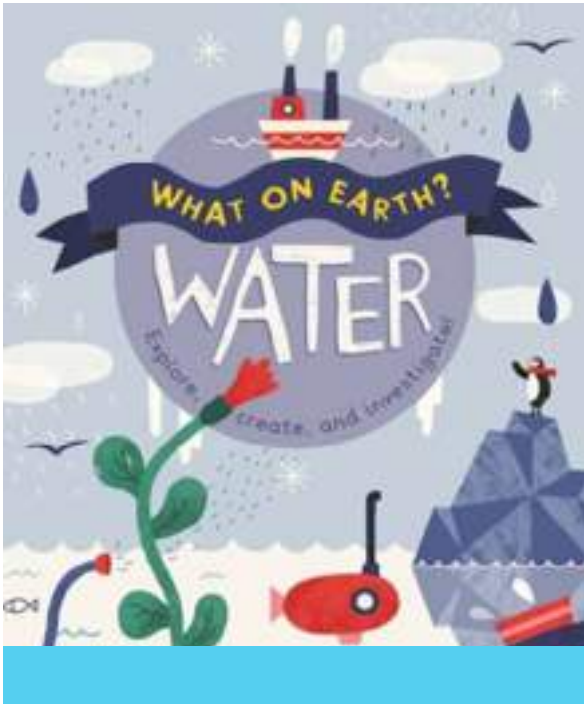
It explains the characteristics of Hamsters in an easy and approachable way. By using multimodality, the images along with the written text become inseparable to understand the subjects. Because hamsters are a common pet, students will be interested in knowing more about them and more so in an approachable way.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:

WHAT ON EARTH? WATER



Author: Isabel Thomas (England)
& Paulina Morgan (Chile)

Publisher: Words & Pictures

Year Published?: 2016

What is the book about?:

This book is about the water cycle, states of water, how to make experiments with deep-sea water secrets and many more. Throughout its pages, the reader will find out poems, stories, art, reflective questions, history, cultural content, hands-on projects, science and very significant information and facts about water.

Why should you read it with your students?:

This intercultural book can be used as a cross-disciplinary text. Readers will learn a new language in a fun way through experiments and projects to be done in class or at home. It also includes colorful illustrations, and beautiful distribution of the words within all the pages that will capture the reader's attention.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

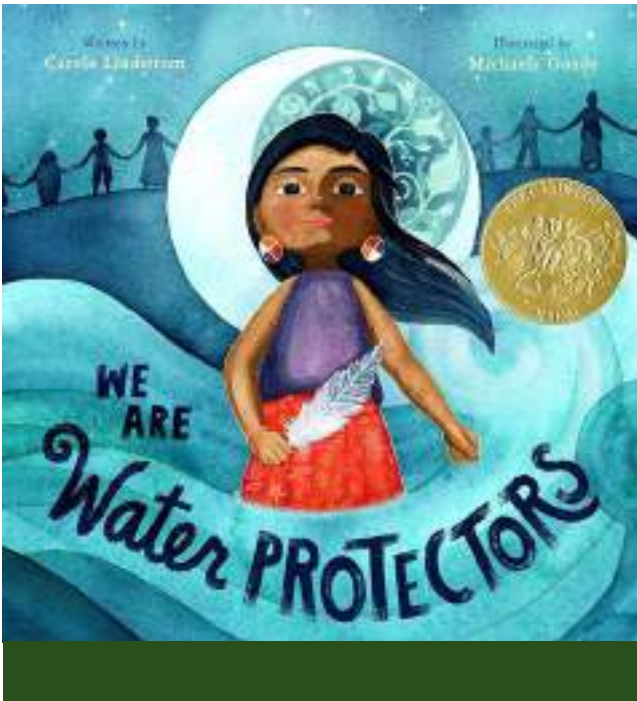
4TH AND 5TH GRADES

FICTION



TITLE:

WE ARE WATER PROTECTORS



Author: Carole Lindstrom & Michaela Goade
(United States of America)

Publisher: Roaring Brook Press

Year Published: 2020

Fiction/Non Fiction: Fiction/Non Fiction

What is the book about?:

This story is about a girl from the Ojibwe tribe who narrates how she and her people defend their territory against Dakota Access Pipeline. The story is based on a real-life event and the book ends with a double spread about this event written in non-fiction.

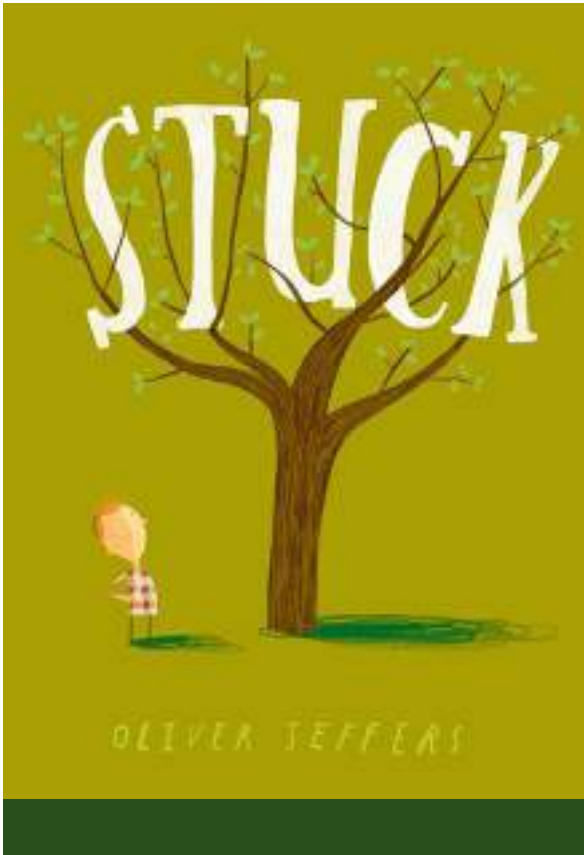
Why should you read it with your students?:

The story informs young readers to a large array of topics such as native American values, ecopolitics and ecocriticism. The book is written both in verse and non-fiction, allowing readers to connect to the story understanding that it is based on a true event. Illustrations contain several visual metaphors that can aid in the comprehension of the story.

Where can I access it?:

Needs to be purchased online.

TITLE:
STUCK



Author: Oliver Jeffers (Australian-Irish)

Publisher: Philomel and Harper Collins

Year Published: 2011

What is the book about?:

This book tells a story about a young boy who keeps throwing larger and larger objects and animals into trees. To his big surprise and frustration, they all get stuck.

Why should you read it with your students?:

The story serves as an analogy, illustrating how life's challenges can recur. It encourages reflection on resilience and the importance of persistently seeking solutions. Additionally, the humor within the story adds an engaging element, making it an enjoyable and relatable read for young students learning English.

Where can I access it?:

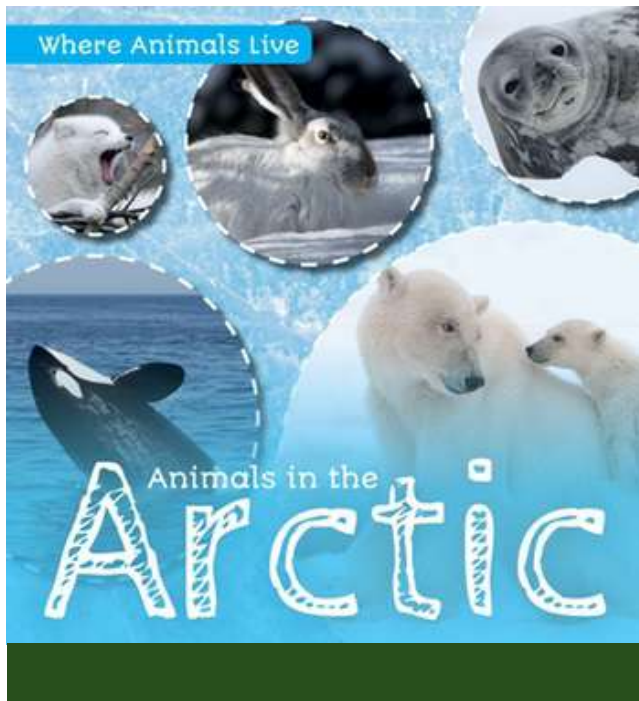
Needs to be purchased online.

4TH AND 5TH GRADES

NON FICTION



TITLE:
ANIMALS IN THE ARTIC



Author: John Wood

Publisher: Greenhaven Publishing LLC

Year Published: 2017

What is the book about?:

It is about different Arctic habitats, and how animals have adapted to be able to make their homes in each of them. It also explores some environmental issues that affect the Arctic and endangered animals present in the zone.

Why should you read it with your students?:

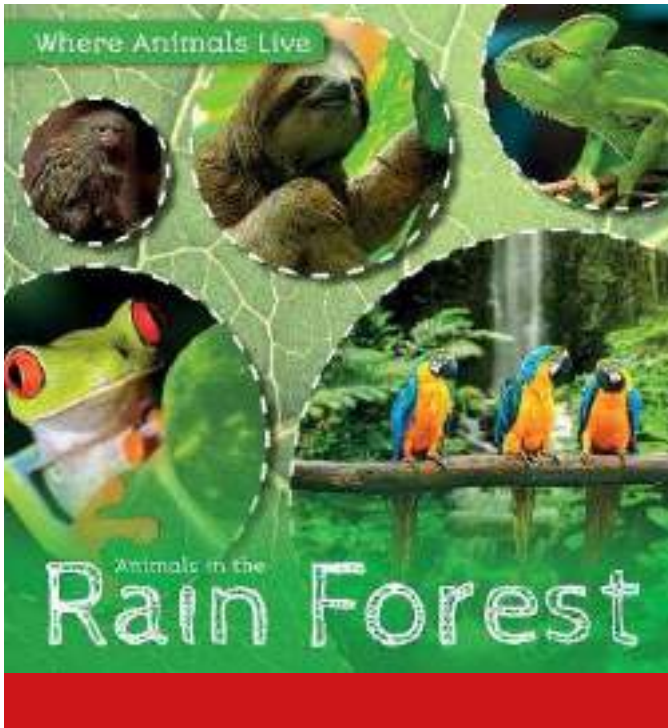
It explains in a simple way how animals adapt to the Arctic weather and conditions to make their homes in there. The book provides interesting facts about Arctic animals and eye-catching photographs that will capture your students' attention and interest.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:

ANIMALS IN THE RAIN FOREST



Author: John Wood

Publisher: Greenhaven Publishing LLC

Year Published: 2017

What is the book about?:

This book is about the animals that live in the rain forest, how they adapt, what they eat and some other interesting facts. It also explains why rain forests are in danger and shows some of the endangered animals that live there.

Why should you read it with your students?:

It describes the characteristics of animals and habitats in a simple way, together with eye-catching pictures. It also raises awareness about deforestation and endangered animals like poison dart frogs and orangutans.

Where can I access it?:

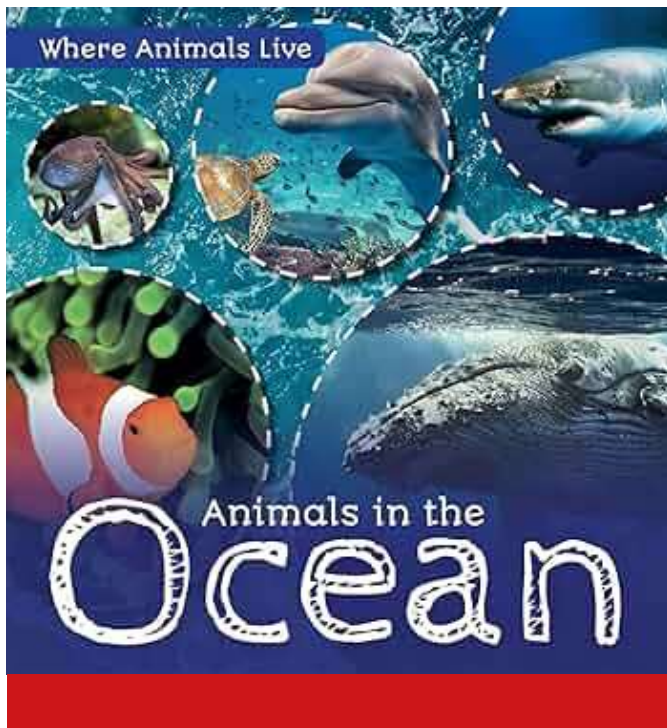
Biblioteca Digital Escolar (BDE)

4TH AND 5TH GRADES

NON - FICTION

TITLE:

ANIMALS IN THE OCEAN



Author: John Wood

Publisher: Greenhaven Publishing LLC

Year Published: 2017

What is the book about?:

This book is about oceans and five different species of fish that live there. It describes how animals adapt to the ocean, make their homes and some other interesting facts. It also explains how overfishing puts into danger different ocean animals like scalloped hammerheads and sea turtles.

Why should you read it with your students?:

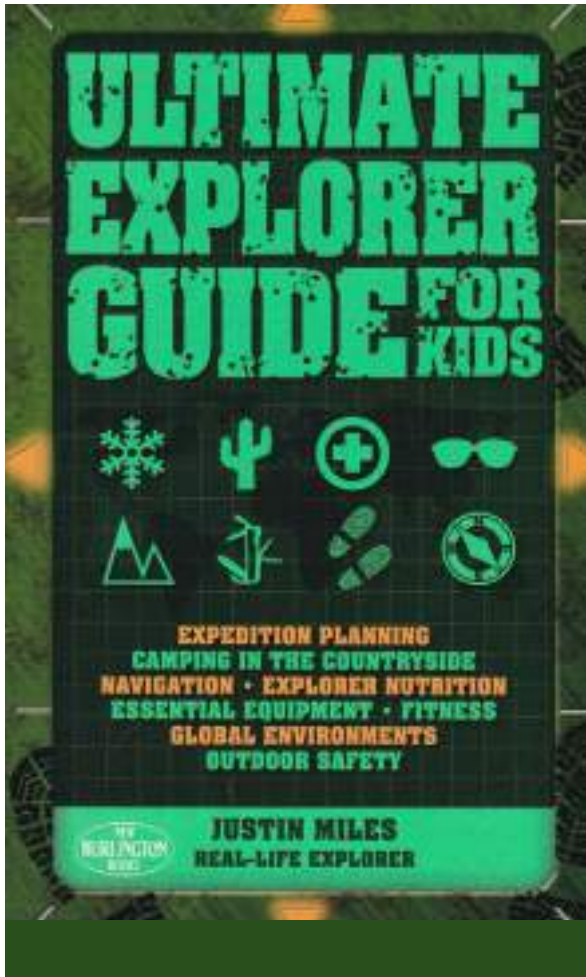
This book describes different ocean animals and how they adapt to ocean life and grabs the readers' attention through simple descriptions and colorful, striking pictures.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:

ULTIMATE EXPLORER GUIDE FOR KIDS



Author: John Wood

Publisher: Firefly Books

Year Published: 2015

What is the book about?:

This book brings what every explorer must know to survive in nature, like how to face challenges, pack the essentials and more. It includes Watch Out! warnings and danger alerts, “What to Wear” checklists, “How To” advice, Equipment essentials, “Did You Know” sidebars, and Explorer/Author Q&A’s.

Why should you read it with your students?:

This fascinating book is based on the real adventures and challenges the author faced during his trips around the world. For this reason, it is a great source of information and guidance for students to dream about and go on with their own adventures while learning a new language in a fun way.

Where can I access it?:

Needs to be purchased online.

5TH AND 6TH GRADES

FICTION



TITLE:

CAPTAIN UNDERPANTS AND THE TYRANNICAL RETALIATION OF THE TURBO TOILET 2000: COLOR EDITION



Author: Dav Pilkey (United States of America)

Publisher: Scholastic

Year Published?: 2014

What is the book about?:

This book is the eleventh instalment of Dav Pilkey's #1 New York Times bestselling series, the Turbo Toilet 2000 makes a fierce comeback. Renowned for devouring everything, it now hungers for revenge. George, Harold, and nemesis Melvin Sneedly must save humanity. Will Wedgie Power triumph, or will Captain Underpants be flushed away forever?

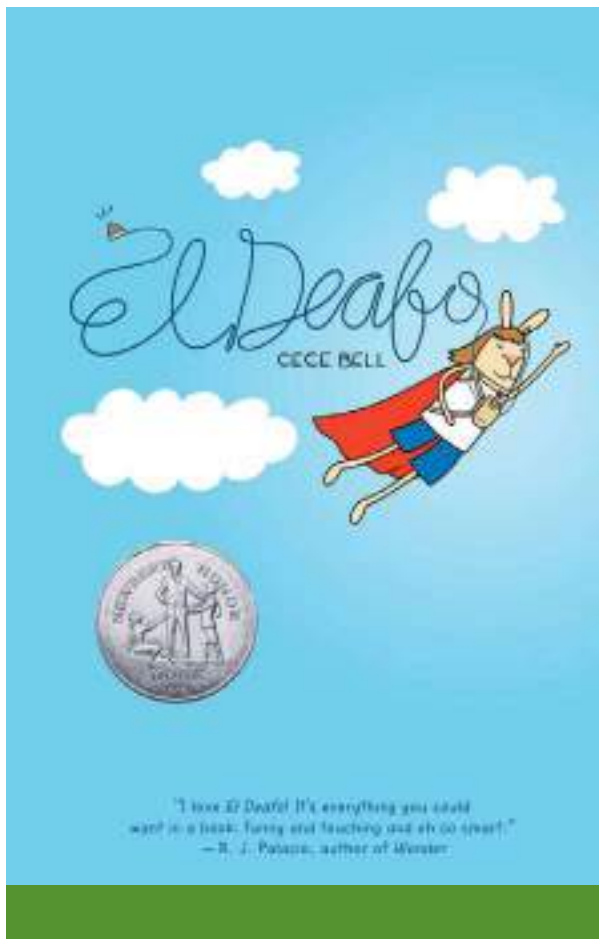
Why should you read it with your students?:

This captivating novel can nurture a love for reading and is useful for exploring themes of teamwork and resilience. As a bestseller, it has been proven to be of interest to children.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE: EL DEAFO



Author: Cece Bell (United States of America)

Publisher: Abrams

Year Published: 2014

What is the book about?:

Going to school and making new friends can be tough. But going to school and making new friends while wearing a bulky hearing aid strapped to your chest? That requires superpowers! In this funny, poignant graphic novel memoir, author/illustrator Cece Bell chronicles her hearing loss at a young age and her subsequent experiences with the Phonic Ear, a very powerful—and very awkward—hearing aid.

Why should you read it with your students?:

The book addresses the inclusion of deaf people and people with hearing aids in society, and the difficulties that this entails. Additionally, since it is a graphic novel, its visual aspect will help students understand the text more easily. Because the book is a mixture of fiction and nonfiction, they can relate more to the story because it is based on true events.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE:

BIG FOOT AND LITTLE FOOT (BOOK #1)



Author: Ellen Potter (United States of America)

Publisher: Abrams

Year Published: 2018

What is the book about?:

Hugo is a young Sasquatch who longs for adventure. Boone is a young boy who longs to see a Sasquatch. When their worlds collide, they become the unlikeliest pair of best friends.

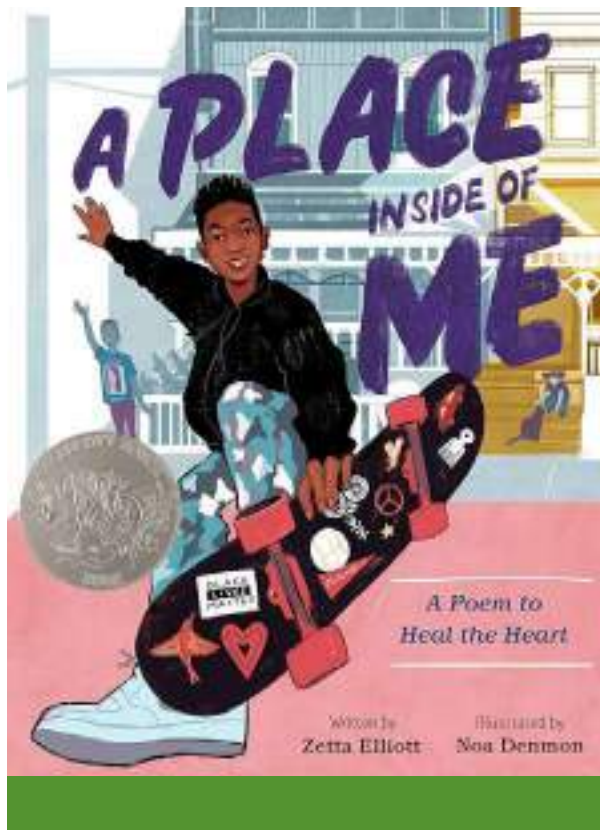
Why should you read it with your students?:

This children's novel covers a theme that is interesting to students and uses illustrations to accompany its text, which allows students to engage more easily with the story. It can also be addressed from the perspective of how difference can enrich our lives and join people that didn't expect to have things in common.

Where can I access it?:

Biblioteca Digital Escolar (BDE)

TITLE: A PLACE INSIDE OF ME



Author: Zetta Elliott (Canada)
& Noa Denmon (United States of America)

Publisher: Farrar Straus Giroux

Year Published: 2020

What is the book about?:

The story is narrated in first person by a young African American boy who reflects on his emotional response towards the assassination of a young African American girl by a white police officer. The story is written in verse and contains language that reflects on the complex and varied emotional responses the narrator has towards the event and how he and his community mourn and overcome their grief.

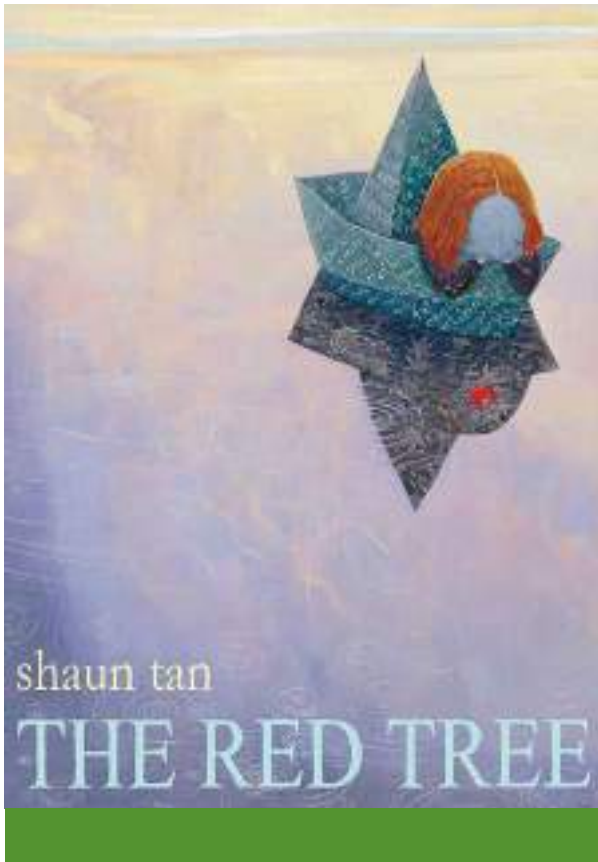
Why should you read it with your students?:

The story sheds light on racism and police brutality in the USA. The language is vibrant and emotional. The illustrations are full of complex metaphors and intertextual references.

Where can I access it?:

Needs to be purchased online.

TITLE:
THE RED TREE



Author: Shaun Tan (Australia)

Publisher: Simply Read Books

Year Published: 2003

What is the book about?:

Enigmatic story about a nameless young woman who wanders forlornly through a dystopic landscape without a sense of purpose until finally she encounters a sign of hope in a blooming red tree.

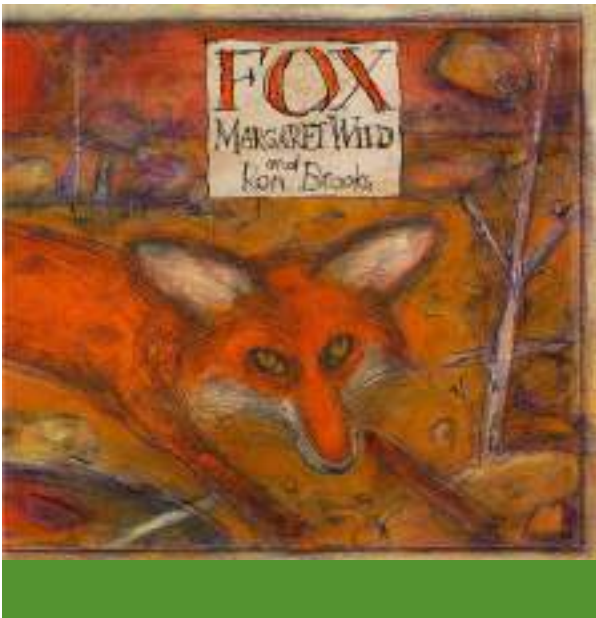
Why should you read it with your students?:

The story sheds light on how the monotony of everyday society can have detrimental effects on citizens. The story tells readers that beauty is present, we only need to look closely. The narrative is thought-provoking, and the illustrations are full of metaphors that foster analytical thinking and emotional response.

Where can I access it?:

Needs to be purchased online.

TITLE: FOX



Author: Margaret Wild & Ron Brooks (Australia)

Publisher: Allen & Unwin

Year Published: 2001

What is the book about?:

A story about loyalty, betrayal, and deceit between two friends and an imposter. Magpie, the protagonist, learns the difference between true friendship and false promises.

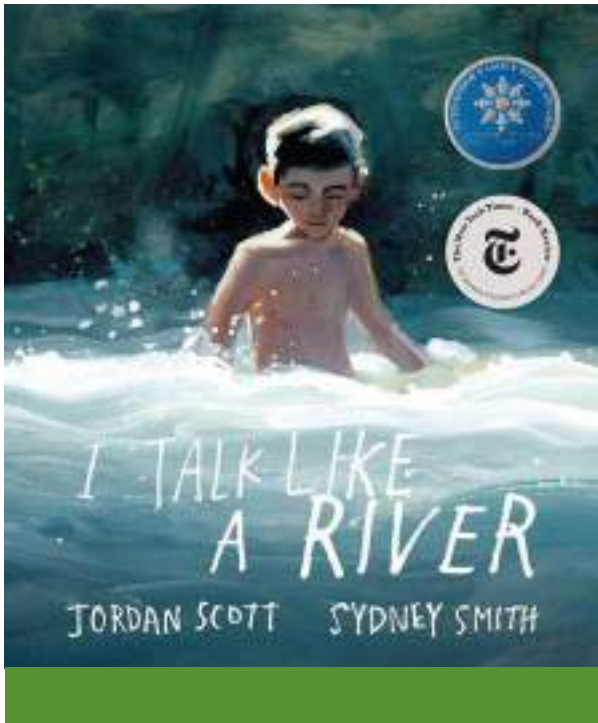
Why should you read it with your students?:

“Fox” has a unique design where illustrations allow readers to understand characters from different perspectives. The design of the written text is artistic and unconventional. Readers are challenged to interpret the meaning of the artistic choices made by the author and illustrator.

Where can I access it?:

Needs to be purchased online.

TITLE: I TALK LIKE A RIVER



Author: Jordan Scott & Sydney Smith (Canada)

Publisher: Neal Porter Books

Year Published: 2020

What is the book about?:

The story is about a boy who struggles to express his ideas orally. He leads us through a day in his life and how his speech impediment affects his life. The setting takes place at his school and at the riverside where the boy has an insightful conversation with his father.

Why should you read it with your students?:

This story invites readers to experience a day through the eyes of a boy who has communication problems. Through the story, readers may develop understanding and tolerance for people who struggle with communication problems. The story invites readers to make the analogy between his speech and the river.

Where can I access it?:

Needs to be purchased online.

5TH AND 6TH GRADES

NON FICTION

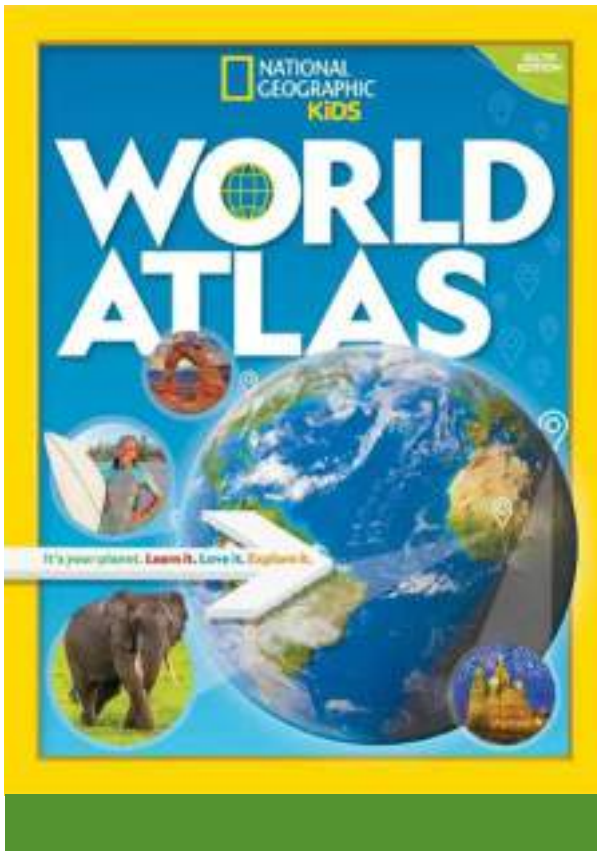


5TH AND 6TH GRADES

NON -FICTION

TITLE:

NATIONAL GEOGRAPHIC KIDS WORLD ATLAS



Author: National Geographic

Publisher: National Geographic Kids

Year Published: 2017

What is the book about?:

This Atlas is a window to explore our planet. With it, you can learn to use maps, the position of our planet in the Solar System, landforms, time zones and more. It shares a collection of maps and reliable information about our physical and political world, our continents and the countries within them.

Why should you read it with your students?:

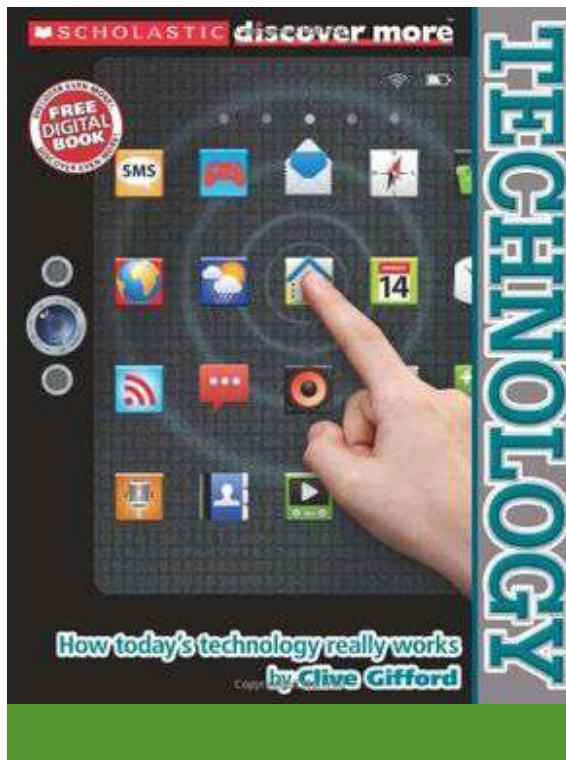
This book includes many facts, captivating colorful photos, and entertaining activities to interact with the content. It also is a perfect reference for learners to not only learn about geographical features of the Earth, but also about languages, religions, traditions and flags.

Where can I access it?:

Needs to be purchased online.

TITLE:

TECHNOLOGY: HOW TODAY'S TECHNOLOGY REALLY WORKS



Author: Clive Gifford (England)

Publisher: Scholastic Discover More

Year Published: 2012

What is the book about?:

Technology is everywhere, being considered to explore the world around us. This book investigates the science behind technology, it explores how everyday objects work covering smart tech, GPS, wi-fi, to the world of movement – means of transport- to nano technology, spy gadgets, cyborgs, building in space, and the eco house.

Why should you read it with your students?:

This book will capture your students' attention with its captivating pictures, infographics and interesting explanations about how technology works. Explore its pages to discover how the coolest technology from human engineering to game consoles really work. It is a great resource for independent reading, activities and whole class reading.

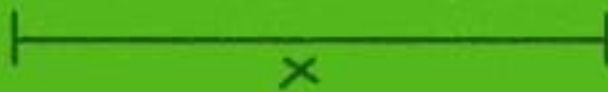
Where can I access it?:

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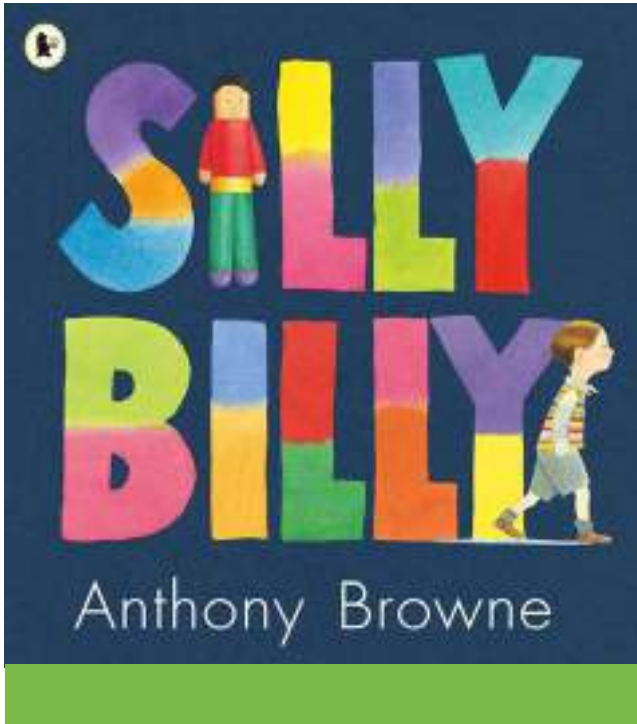
ACROSS LEVELS

FICTION & NON-FICTION



TITLE:

SILLY BILLY



Author: Anthony Browne (England)

Publisher: WALKER BOOKS

Year Published: 2007

Fiction/Non Fiction?: Fiction

What grade is it recommended for?:

Grades 1, 2, 3, and 4

What is the book about?:

This book narrates the tale of Billy, a young boy who tends to be quite anxious. His worries encompass a wide range of things, including hats, shoes, the weather, and even the presence of enormous birds.

Why should you read it with your students?:

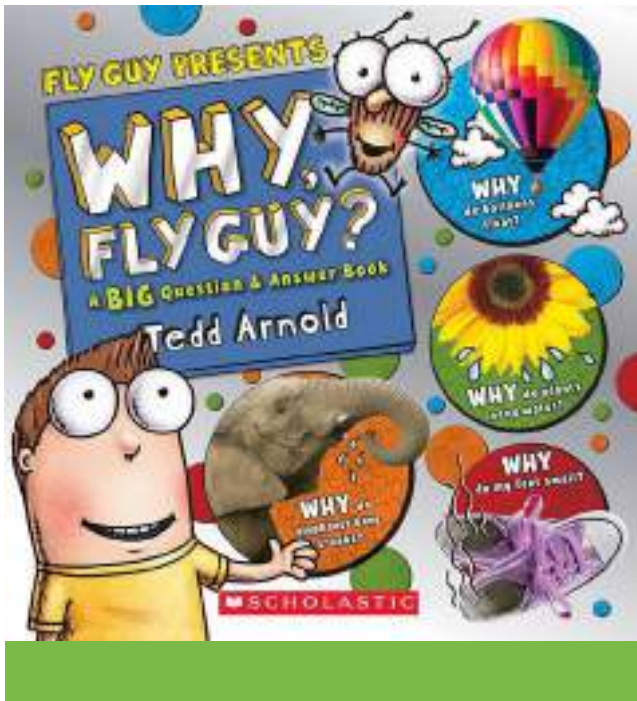
This book is suitable for a wide range of age groups but is particularly well-suited for a read-aloud experience with children in the first and second years of primary school. “Silly Billy” can serve as a valuable resource for a lesson on discussing feelings and emotions such as childhood anxiety and it offers a straightforward, practical approach to alleviate it.

Where can I access it?:

Needs to be purchased online.

TITLE:

WHY, FLY GUY? A BIG QUESTION & ANSWER BOOK



Author: Tedd Arnold (United States of America)

Publisher: Scholastic

Year Published: 2017

Fiction/Non Fiction?: Fiction

What grade is it recommended for?:
Grades 1 to 5.

What is the book about?:

This book answers fifty “why?” questions! Why do my feet smell? Why do I bruise? Why do cats climb trees if they can’t get down? Why do elephants have trunks? And more! It also includes science projects and fun activities to put into practice what they learned.

Why should you read it with your students?:

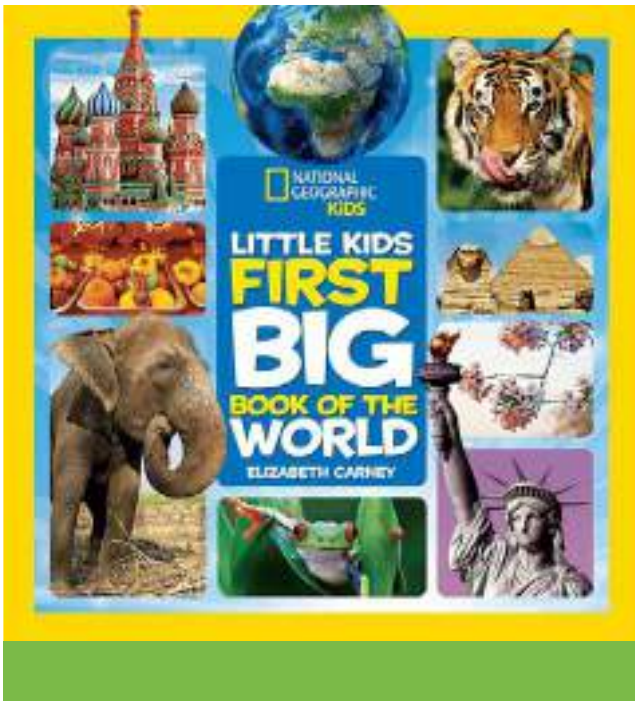
Readers can learn about science and other interesting topics from this fun children’s book. It engages readers not only through the content, but also through the colorful pictures, illustrations, simple language and helpful glossary and index at the back of the book. It is a great book to connect English with other subjects students may be interested in, motivating them to read independently.

Where can I access it?:

Needs to be purchased online.

TITLE:

NATIONAL GEOGRAPHIC LITTLE KIDS FIRST BIG BOOK OF THE WORLD



Author: Elizabeth Carney

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Publisher: National Geographic

.....

Year Published: 2015

.....

Fiction/Non Fiction?: Non-Fiction

.....

What grade is it recommended for?:
Grades 3 to 6.

.....

What is the book about?:

This book is divided into seven chapters, one for each continent, its countries, landscapes, weather, people, animals, sights, languages and interesting facts.

.....

Why should you read it with your students?:

It captures readers' attention with lots of pictures, facts, and fun activities such as singing songs in different languages or creating a mini forest. This insightful, colorful and entertaining book will become the favorite among your students!

.....

Where can I access it?:

Needs to be purchased online.



PEDAGOGICAL APPROACH AND DIDACTIC SEQUENCES

PEDAGOGICAL APPROACH

The pedagogical approach underpinning the pedagogical recommendations for text integration made here are based on a sociocultural understanding of learning (Vygotsky, 1978). Pedagogical advice is orientated to fostering active learning and critical thinking, enhancing the joy of reading, and promoting intercultural awareness among students. By engaging in discussions, role-playing, and creating comic strips, students actively participate in their learning process, making it a more enjoyable experience (Kohne, 2018). The emphasis on critical thinking, through activities like making predictions and analyzing illustrations, deepens their engagement with the material, further enhancing their enjoyment of reading (Hollis, 2021).

Incorporating picturebooks that highlight diverse cultures and environmental themes broadens students' understanding of the world, fostering a sense of global citizenship and intercultural awareness (Mastellotto, 2023). This exposure to different perspectives is complemented by a multimodal learning approach, which keeps the reading experience dynamic and engaging (Morgado, 2019). Teachers are encouraged to design interactive reading experiences that meet the specific needs and interests of their students, ensuring that the joy of reading is maintained and that the content is relevant and engaging. Interactive reading experiences can be characterized as lessons in which teachers read aloud with expression and involve students in choral reading, further enhance the joy of reading by making it a shared and lively activity (Hasbrouck, 2006).



When using picturebooks in the classroom, teachers should recognize that children's responses to these texts are personalized and meaningful. Encouraging a variety of responses, such as analytical, personal, intertextual, transparent, and performative, can engage learners in a transactional sense and help them use their linguistic repertoire as a bridge to English (Mourau, 2016). Additionally, teachers should prompt learners to notice and discuss the visual elements of picturebooks, including illustrations and design features, which can develop their visual literacy skills and enhance their ability to interpret visual texts. Recognizing and valuing the linguistic

repertoire of learners, including their ability to code-switch between Spanish and English, is crucial. This approach can facilitate communication and understanding, making the use of picturebooks a more effective and inclusive teaching strategy.



Based on this pedagogical approach, we have designed didactic sequences for four of the books presented in this corpus. The selected books range in variety, as they cover the intended audience from Grades 1 to 6, three of them are fictional, and all of them are accessible through either the free and on-line portal Biblioteca Digital Escolar or other online platforms.



TEACHING PRACTICES:

- Teachers should read books aloud, demonstrating fluent and expressive reading with textual cues, to support the developing comprehension and listening skills of students. Teachers are the storytellers, managers and encouragers making sure the storytelling session moves forward but also to allow for learners' responses (Mourão.2019).
- Teachers are encouraged to facilitate the understanding of picturebooks by focusing on the synergy between images and text.
- Active child participation in the reading process should be promoted by teachers. Young learners should be encouraged to respond in different ways, and teachers should be prepared to incorporate learners' responses into their shared reading activities
- If only one copy of a book is available, it can be projected onto a whiteboard during reading sessions for better illustration visibility.
- Employing both English and Spanish in teaching through translanguaging practices can be advantageous.
- All educational recommendations provided here should be viewed as flexible suggestions, with teachers adapting them to their context and the needs of their students.

STRUCTURE OF DIDACTIC SEQUENCES

The structure of the didactic sequences suggested follow a three-stage structure: pre-reading, during reading and post reading stages (Grabe & Stoller, 2011). Each stage plays a crucial role to enhance reading experiences and facilitating comprehension (Shin & Crandall, 2014).

Pre-reading stage:

The before-reading stage is crucial for setting the stage and preparing students for the themes and topics they will encounter in the story. In this phase, teachers activate students' prior knowledge by asking them to make predictions and connect the story to their past experiences and personal life. This helps to engage students and build a connection between the text and their own experiences. Additionally, teachers use the book cover and title to stimulate curiosity and emotional engagement, creating a sense of anticipation for the story. This stage is all about preparing students for the reading experience, ensuring they are ready to engage with the text in a meaningful way.



During this phase, teachers might:

- Engage students in discussions that connect the upcoming story to their past experiences or personal life.
- Use the book cover and title to spark curiosity and create anticipation for the story.

Examples of Pre-reading activities:

- Show pictures or objects related to the story to engage students through multiple senses.
- Ask students to make predictions about the story based on the cover and title.
- Encourage students to relate the book to other familiar stories, games, or movies.

During Reading stage:

During the while-reading stage, the focus shifts to interactive reading and active participation. Teachers encourage students to engage with the text by asking questions, checking comprehension, and involving them in the reading process. This creates a dynamic and interactive reading experience. Visual literacy is also emphasized, as teachers focus on illustrations to enhance understanding and engage students in making inferences about the story. Language development is supported through various strategies like gestures, drawings, and paraphrasing to make language and ideas comprehensible to students. Furthermore, critical thinking is encouraged as students are guided to reflect on the story and its elements, such as characters' emotions and the significance of certain events, fostering deeper understanding and engagement with the text.



Key components of this stage include:

- Asking probing questions to encourage deeper understanding.
- Utilizing illustrations and visual cues to enhance comprehension.
- Supporting language development through various strategies such as gestures, drawings, and paraphrasing.

Key components of this stage include:

- Have students draw a scene from the story to aid in visual literacy.
- Discuss the emotions and actions of characters to foster empathy and critical thinking.
- Encourage students to make connections between the story and their own experiences.
- Predict what comes next in the story.

Post-Reading:

The post-reading stage is where students reflect on and apply what they have learned from the story. Teachers guide students to reflect on the story's message and relate it to their own experiences, promoting personal connections to the text. Creative expression is encouraged as students are invited to express their understanding and emotions through activities like role-playing and creating comic strips. This allows for a deeper exploration of the story's themes and characters. Discussion and sharing are facilitated, allowing students to share their thoughts, ideas, and personal connections to the story, fostering a sense of community and shared understanding. Finally, extension activities engage students in further activities that relate the story's themes to broader real-world contexts, extending the learning experience beyond the text.



It involves:

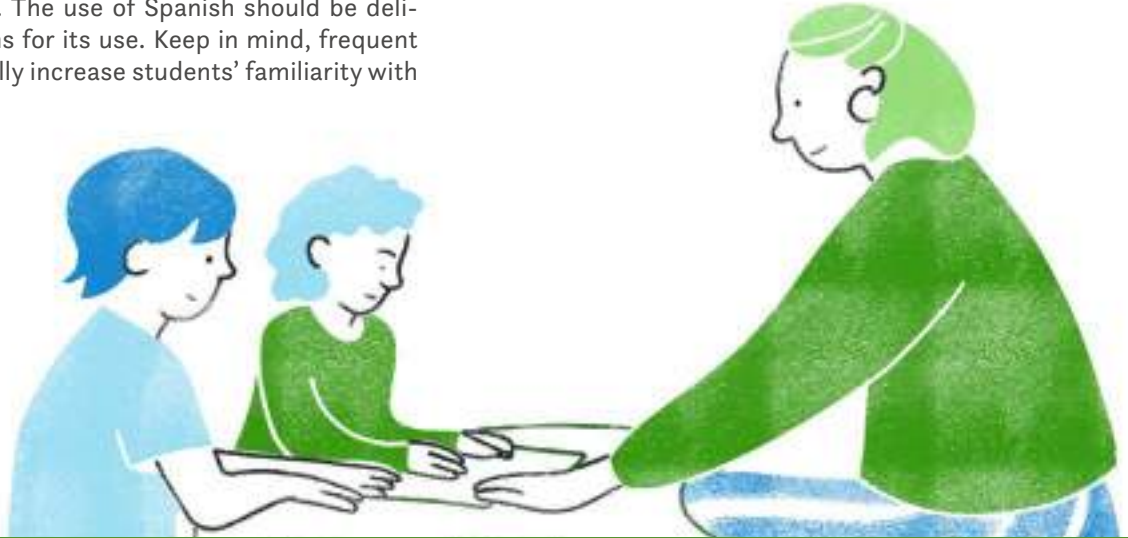
- Reflecting on the story's message and its relevance to their own lives
- Engaging in creative expression to explore the story's themes and characters.
- Facilitating discussions to share thoughts and personal connections to the story.
- Implementing extension activities that relate the story's themes to broader contexts.

Examples of Post-Reading Activities:

- Encouraging students to express the emotions they felt during the reading and identifying story elements that elicited those emotions.
- Having students revisit their initial predictions and discussing how the story aligned or differed from their expectations.
- Inviting students to participate in role-playing or creating comic strips based on the story to deepen their engagement with the narrative.

USE OF SPANISH:

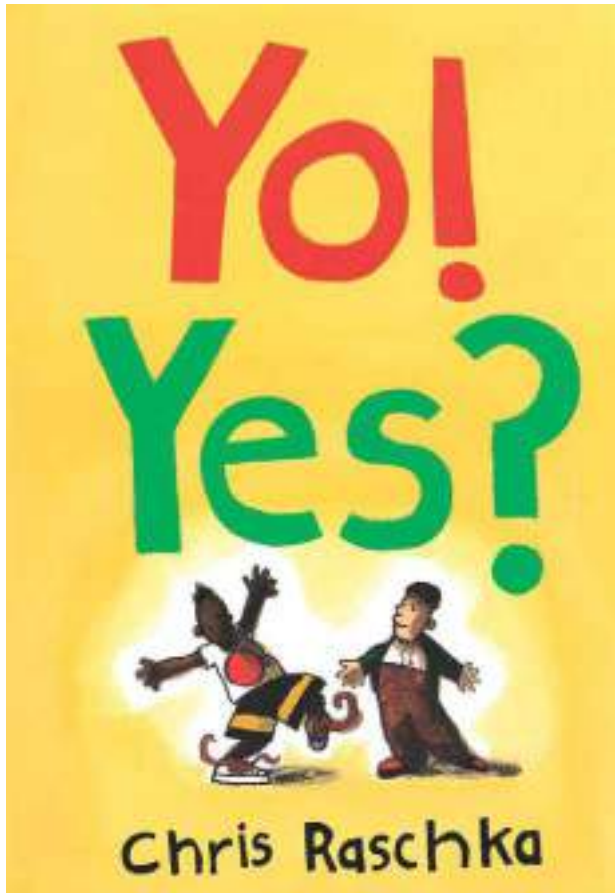
There might be times when it is beneficial to use Spanish while reading certain books. The use of Spanish should be deliberate, with clear reasons for its use. Keep in mind, frequent use of English will naturally increase students' familiarity with the language.



Here are some occasions when you might decide to use Spanish:

- setting the scene, contextualizing a story, and relating it to the child's own personal experience by drawing upon their prior knowledge of a subject and of the language.
- predicting what comes next in a story.
- providing a gloss of the main storyline. This is important with more difficult stories.
- eliciting vocabulary or phrases.
- explaining vocabulary, a grammatical rule or cultural information.
- reminding pupils what has happened so far in the story.
- explaining how to do an activity such as pair work or a game.
- discussing learning strategies. You will know best how to support your children's learning in the classroom.

DIDACTIC SEQUENCE FOR GRADES 1 & 2: YO! YES? BY CHRIS RASCHKA



OA from the Chilean Curriculum that can be aligned to the proposed reading:

OA 1 Comprender textos leídos por un adulto o en formato audiovisual, como:

- poemas
- chants y canciones
- cuentos
- diálogos
- textos informativos

OA 4 Escuchar textos orales y aplicar estrategias para apoyar la comprensión; por ejemplo:

- hacer predicciones sobre la base de conocimientos previos
- relacionar el texto con imágenes
- focalizar la atención en palabras clave
- visualizar diferentes aspectos del texto
- verificar predicciones

OA 5 Reaccionar a lo escuchado, estableciendo relaciones con experiencias personales y/o expresando preferencias, sentimientos u opiniones por medio de:

- ilustraciones y representaciones (maquetas, figuras, modelos)
- acciones o dramatizaciones
- frases u oraciones escritas

Actitud / OAT / OAH:

Demostrar curiosidad, interés y respeto ante otras realidades y culturas, reconociendo sus aportes y valorando la diversidad de modos de vida.

Before Reading

- Prompt a discussion about diversity and friendship by examining the book cover. Ask students to describe the characters and guess the story's theme. For example: who are they? What are they doing? What are they wearing? It is recommended that you provide examples of descriptions such as one boy is wearing black and yellow shorts.
- Present images representing three potential storylines and have students predict the story based on the cover.
- Challenge students to listen carefully and hypothesize the story's ending.

During Reading

- Read aloud the book with expressive voices and intonation to bring characters to life. I will read a page first, and you will follow, echoing my intonation and pacing.
- Encourage the children to ask questions of the visual, what can they see, what do they think this means? What are the characters thinking? What might they be feeling? Which word(s) do they recognize? What happened at the end of the story?
- It is recommended that students actively participate while reading the story encouraging students to take the roles of characters. One strategy that could work well is doing **choral reading**. A student, or a group of students reads a page together, with or without a teacher. Choral reading can be done individually, in small groups, or as a whole class.

Post Reading

- Organize students into pairs for role-playing, emulating the pronunciation and intonation they heard.
- Guide them in creating a three-act comic strip depicting the story's main events, emphasizing the theme of respect and friendship.
- Facilitate a reflection on the message of the book and encourage students to share personal experiences related to the story's themes.



DIDACTIC SEQUENCE FOR GRADES 3 & 4: THE LAST TREE



OA from the Chilean Curriculum that can be aligned to the proposed reading:

OA 1 Comprender textos leídos por un adulto o en formato audiovisual, como:

- poemas
 - chants y canciones
 - cuentos
 - diálogos
 - textos informativos
-

OA 4 Escuchar textos orales y aplicar estrategias para apoyar la comprensión; por ejemplo:

- hacer predicciones sobre la base de conocimientos previos
 - relacionar el texto con imágenes
 - focalizar la atención en palabras clave
 - visualizar diferentes aspectos del texto
 - verificar predicciones
-

OA 5 Reaccionar a lo escuchado, estableciendo relaciones con experiencias personales y/o expresando preferencias, sentimientos u opiniones por medio de:

- ilustraciones y representaciones (maquetas, figuras, modelos)
 - acciones o dramatizaciones
 - frases u oraciones escritas
-

Actitud / OAT / OAH:

Demostrar valoración e interés por conocer su propio contexto y realidad, ampliando el conocimiento de su entorno.

Before Reading

- Before starting reading, ask your students what reasons there could be for only one tree being left in the world.
- Then, ask them to look at the cover and title of the book and tell them to describe the emotions that it portrays. Afterwards, ask questions like Why do you think the little boy is hugging the tree? and What is the reason behind there being two birds on the cover? so that they can generate predictions and connect them to what they have read in the past and their own life experiences.

During Reading

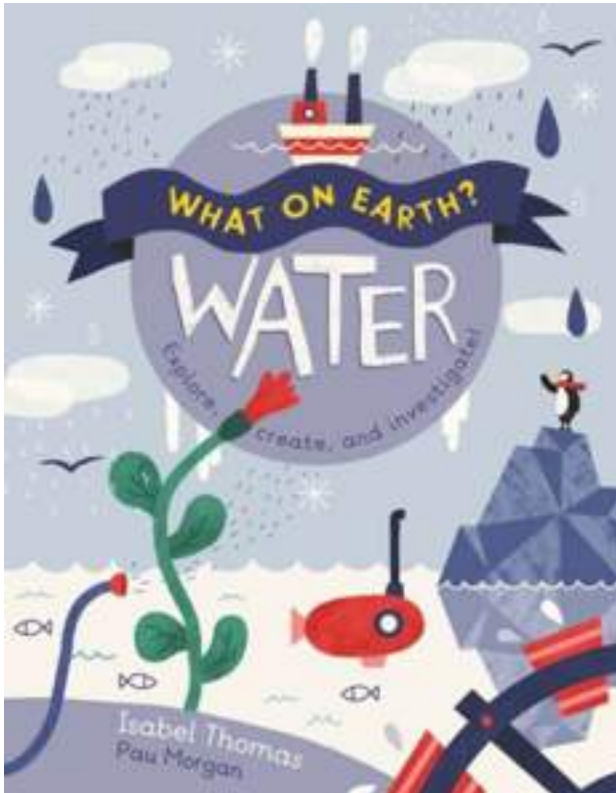
- As you read the book, focus on showing the illustrations along with the text. Stop in moments of the story such as when the birds decide to leave, did their predictions about the birds align with the story?
- When Goran begins remembering his fondest memories with the tree in his backyard ask your students to recognize different elements in the illustrations that, without reading the text, could give them hints about the season Goran is remembering: What clothes is he wearing? What color are the tree's leaves?
- Continue reading the book and stop when the tree in his backyard is leaving, tell your students to look at the illustrations and ask: What colors are represented now in the illustrations and how do they differ from the colors used previously? What emotions do they feel when they see the holes in the ground and the sky foggy? Let them come to the front of the class and point to what part of the illustration made them feel that way and why they think it did so.
- Continue reading the book and stop at any other moment you think the students might need more time for reflection.

Post Reading

- After finishing the story, answer the following questions as a class: What do they think is the reason behind the trees wanting to leave? How would they convince them to stay?
- Finally, ask your students to think of a memory they have along a tree. Just as Goran remembered moments that happened in the four different seasons, they can think of one at any moment of the year. Then, each student receives a piece of paper so that they can draw the moment they thought of and, when they finish, a few volunteers can share their memory with the classroom.



DIDACTIC SEQUENCE FOR GRADES 3 & 4: WHAT ON EARTH? WATER



OA from the Chilean Curriculum that can be aligned to the proposed reading:

OA 1 Comprender textos leídos por un adulto o en formato audiovisual, como:

- poemas
- chants y canciones
- cuentos
- diálogos
- textos informativos

OA 9 Reaccionar a lo leído, estableciendo relaciones con experiencias personales y/o expresando preferencias, sentimientos u opiniones por medio de: ilustraciones y representaciones (figuras); dramatizaciones; palabras o frases escritas.

OA 11 Participar en diálogos, interacciones de la clase y exposiciones muy breves y simples, acerca de temas conocidos: usando apoyo de gestos e imágenes; usando vocabulario aprendido.

Actitud / OAT / OAH:

Demostrar valoración e interés por conocer su propio contexto y realidad, ampliando el conocimiento de su entorno.

Before Reading

- Before starting reading, show students different pictures of how to save water and ask them questions like: What do you see? What is this person doing? It is recommended that you provide model answers as examples for students.
- Then tell the students that the pictures show different ways of saving water, name some examples and asks students: Do you save water at home? How? Why is important to save water?
- Finally show the students the text and ask them about the way of reading the text, for example: Where do you start reading? Where do we continue? Are the pictures important? Briefly explain how multimodal texts are read.

During Reading

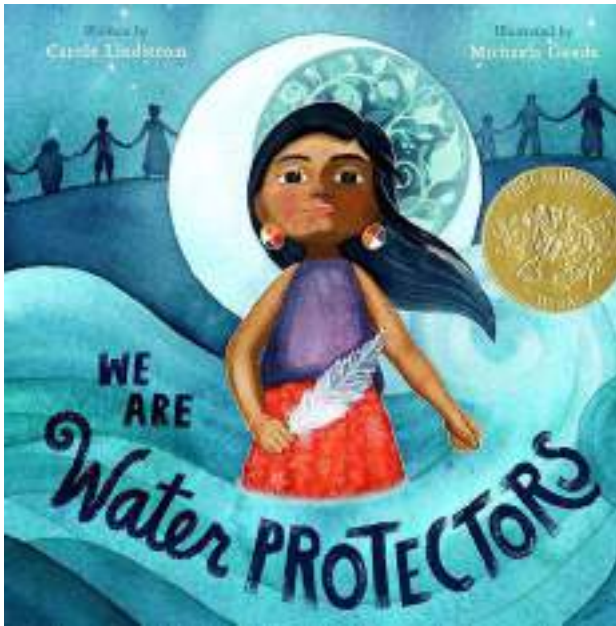
- Start reading the text aloud, carefully guiding the students through the text and the pictures. Make pauses to check comprehension of ideas.
- Use gestures, drawings, paraphrasing among other strategies to make language and ideas comprehensible.
- Encourage students to ask questions and comment on the ways of saving water, for example if they do it are home.
- Ask students to repeat actions (TPR) present on the text, for example make the gesture of washing the dishes and ask students to repeat it.

Post Reading

- Organize students in pairs and ask them to think of a different way of saving water based on what they know and draw it, additionally, ask them to briefly explain their drawing.
- Give each student one of the seven ways of saving water and ask them to draw it and comment if they would do it or not and why.
- Organize the class in two groups, ask them to mimic one of the seven ways of saving water. The other students from the group have to guess by naming the action, for example 'washing clothes', 'washing dishes'



DIDACTIC SEQUENCE FOR GRADES 5 & 6: WE ARE WATER PROTECTORS



OA from the Chilean Curriculum that can be aligned to the proposed reading:

OA 1 Comprender textos leídos por un adulto o en formato audiovisual con temas de actualidad e interés global como el cuidado del medio ambiente.

OA 7 Leer comprensivamente textos literarios adaptados y auténticos simples como rimas, canciones y cuentos, que contengan palabras de uso frecuente, familias de palabras, repetición de palabras y frases y estén acompañados de abundante apoyo visual, identificando:

- tema general del texto
 - personajes, lugares y tiempo
 - secuencia de eventos (beginning - middle - end)
 - vocabulario temático y expresiones de uso común.
-

OA 7 Proteger el entorno natural y sus recursos como contexto de desarrollo humano.

Actitud / OAT / OAH:

Demostrar respeto ante otras personas, realidades o culturas, reconociendo sus aportes y valorando la diversidad de modos de vida.

Before Reading

- Before the story is read,ask students: why is fresh water important for human beings?
- Ask students to look at the cover of the book and prompt questions such as: what can you see? What are the illustrations showing? You can also show different pictures of Then ask students to make predictions of the story they are going to read using prompts such as: who is the protagonist? what is she protecting? why?

During Reading

- Read the story aloud and displays the illustrations of each double spread to the students. Do the first reading fluently without interruptions paying close attention to rhythm and pronunciation. Once the first reading has been completed, ask students what it means to be a water protector according to the story. Additionally, ask students to describe the protagonist based on both physical attributes, personality traits, and ethical values. Encourage students to support their answers based on examples taken from the text. Their answers are compared to their first predictions.
- Read the text aloud again. This time stop at certain pages to ask specific questions about either the language or the illustrations.
- For example, ask students about their impressions of the line “The river’s rhythm runs through my veins”. Ask students about their impression of the repetition of the consonant sound “r” in this line. Do they believe it sounds nice? Does it create a melody?
- Continue reading the story and stop on the third double spread which displays animals partially alive and partially dead. Ask students to identify what animals they can find. Which animals live in the sea, land, air? Ask the students why they think the animals are depicted in this way?

- Continue reading the story until you reach the double spread which displays the protagonist’s hair full of animals. Ask students what animals they can find in her hair. What animal do they like the most? Why is her hair full of animals?
- Stop at the last double spread of the story which displays a big group of people protesting. Ask students “Why are these people protesting? What do they want? What type of people are protesting? Go back to the group protesting at the beginning of the story and make students compare the illustrations. What has changed?
- Continue reading the book and stop at any other moment you think the students might need more time for reflection.
- Once you have finished with the second reading of the story. Read the notes at the end of the book called “more on water protectors” aloud to the class. Write down key vocabulary on the board and give definitions of the key terms and examples of how to use those words.Ask students to read through the section again silently. Ask students to mention some important facts they learnt from this section. How does it relate to the story they just read?

Post Reading

- Organize students in pairs and ask them to think of a different way of saving water based on what they know and draw it, additionally, ask them to briefly explain their drawing.
- Give each student one of the seven ways of saving water and ask them to draw it and comment if they would do it or not and why.
- Organize the class in two groups, ask them to mimic one of the seven ways of saving water. The other students from the group have to guess by naming the action, for example ‘washing clothes’, ‘washing dishes’

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