

Using the Collection in Your Classroom

Introducing the Collection

- ➔ **Set up your collection:** Use a special shelf or create a display of the titles.
- ➔ **Preview books with students:** Share book talks and show eye-catching book covers.
- ➔ **Host a Family Night:** Introduce families to the collection and familiarize them with the home and classroom components.

Supporting Children During and After Reading

- ➔ **Make read-alouds interactive:** Read with expression and pause to ask open-ended questions to help students engage more deeply with the text.
- ➔ **Use Talk About It questions:** Ask the provided Talk About It questions during reading conferences or after a read-aloud.
- ➔ **Invite students to share:** Students may want to write and draw to share their thoughts about the book on their own or using the activity provided in this guide.
- ➔ **Write a Scene:** Have students work in pairs or small groups to write a dramatic scene from a book they've read and perform this scene for the class.

Connecting With Families

- ➔ **Connect families to the books you share:** Invite family members who speak Haitian Creole to participate in a bilingual reading of a classroom read-aloud.
- ➔ **Remind families that they are reading role models:** Reading with children at home, talking with them about books, and listening to them read helps children come to value reading.
- ➔ **Encourage sharing family stories:** In these books, children learn about cultural traditions. Encourage family members to share stories and traditions that are important to their family.

About Haitian Creole In reviewing and editing the Haitian Creole language in these texts, careful attention was paid to follow the resolutions put forth by the Akademi Kreyòl Ayisyen (The Haitian Creole Academy) regarding the official orthography of Kreyòl. There may be instances where certain phrasing may reflect the long history of Haitian Creole as primarily an oral language and the variations that exist between certain regional dialects. The editors acknowledge the subjectivity that is often present when translating and translanguaging.

Dear Educator,

I am excited to introduce the Our Community: Haitian Heritage Classroom Collection. Both of my parents were born and raised in Haiti; my siblings and I were born and raised in Brooklyn, New York. My mother would tell us stories about the beauty of Haiti and the rich culture. I had a great deal of pride in my heritage; however, once I entered my classroom, the confidence that I felt at home with my family would slowly begin to fade.

The lack of representation in the stories we read as children made us feel left out, invisible. Although there was a large population of Haitian Creole-speaking students in my school, we were not reflected in any of the reading materials. To make matters worse, when Haiti was mentioned, it was described as being a poor and devastated island with no value. Even as an adult, I found it difficult to find stories to share with my children where they could see themselves in the pages. This is why I am honored to be a part of this collection, both as a mentor and a contributing author.

The stories in this collection elevate the self-image of Haitian students in the classroom, challenge stereotypes, celebrate Haitian/Haitian American culture and history, and feature books written and illustrated by creators of Haitian descent. These stories and the tips in this teacher resource will allow all children to have a greater understanding of the culture and share personal and authentic stories in their classrooms, sending the powerful message that everyone matters.

The assortment of stories in the Our Community: Haitian Heritage Classroom Collection are fun for children to read! They showcase the cultural pride in the history of Haiti, the fight for freedom, the beauty of the island, the joy in the celebrations, and the strength in overcoming the hardships. These stories will encourage students of Haitian descent to stand a little taller as they grow as readers. I truly enjoyed reading every story in this collection and I believe you and your students will, too.

Enjoy!

Jamie Hector

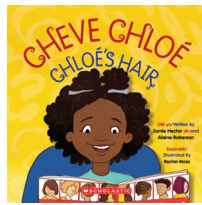
Meet the Mentor: Jamie Hector is a Brooklyn-born actor who studied at the Lee Strasberg Theatre & Film Institute. He is best known for his role as Marlo Stanfield on the critically acclaimed HBO series *The Wire*. Some of Jamie's more recent works include *Bosch*, *Queen of the South*, and *We Own This City*. However, one of Jamie's favorite roles is as the founder of Moving Mountains Inc., a nonprofit organization that gives inner-city youths the opportunity to study the arts free of charge.

He has also authored several children's books with Scholastic, which will be included in the collection.



Grade 2 Booklist

Your library contains two copies of each of the following titles. Use the annotations and the Talk About It questions below as you explore these books with students.



Cheve Chloé / Chloé's Hair

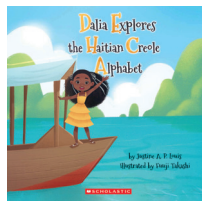
Authors: Jamie Hector* and Alaine Roberson*
Illustrator: Rachel Moss

Chloé is ready for entirely new look, but she doesn't know what style to get!

GRL: L
Lexile: AD480L

TALK ABOUT IT: How do Chloé's mom and Malika support her? What do you think are the most important things they say that help Chloé feel better? (**Key Details, Problem and Solution**)

ACTIVITY: At the end of the book Chloé says her hair is just right for her. Write about something that is just right for you.



Dalia Explores the Haitian Creole Alphabet

Author: Justine A. P. Louis*
Illustrator: Fuuji Takashi

Dalia shares the language and culture of Haiti through a lively exploration of the Haitian Creole alphabet. Told in verse and featuring pronunciation guides, readers will enjoy learning about Haiti and Haitian Creole with Dalia as their tour guide.

GRL: N
Lexile: AD650L

TALK ABOUT IT: Let's look back through the book. What are some of the most interesting things you learned about Haiti and the Haitian Creole words from Dalia? (**Key Details**)

ACTIVITY: Did you notice there's a poem for every letter in the book? Pick a letter from the book and practice reading aloud the poem about the word featured. Take turns with a partner to read aloud a poem.



Devine kiyès k ap vini? / Guess Who's Coming?

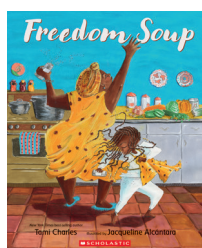
Author: Martyna Dessources*
Illustrator: Audeva Joseph*

When Bili's mother seems to be ill, he is worried. Bili's parents tell him not to worry, that they will soon have a wonderful gift for him. Turns out, Bili is getting a baby sister! Second graders will be delighted as they discover why Bili's worry turns to excitement.

GRL: K
Lexile: 530L

TALK ABOUT IT: Why do you think Bili is happy to have a new baby sister? Why might someone be excited to add a new member to the family? (**Make Inferences, Make Connections**)

ACTIVITY: At first Bili is worried, but then his parents give him great news. Write about the ways Bili's parents make him feel special about becoming a big brother.



Freedom Soup

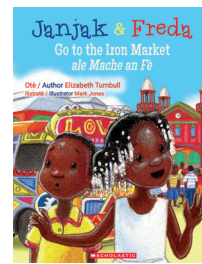
Author: Tami Charles
Illustrator: Jacqueline Alcántara

Every culture has its own traditions; for Haiti, a tradition held in high regard is celebrating the New Year with soup joumou. But Belle doesn't know about the history, so Ti Gran, Belle's grandma, teaches her all about it.

GRL: P
Lexile: AD600L

TALK ABOUT IT: Why is the soup important to Haitian culture? Why does the grandma say to share the soup with everyone instead of just family? What does the author want readers to know? (**Summarize, Author's Purpose**)

ACTIVITY: This book includes many descriptive phrases that appeal to the five senses. Look back at the book and write down a few favorite descriptive phrases. Use your own words and draw pictures to explain what these phrases mean to you.



Janjak & Freda Go to the Iron Market (ale Mache an Fè)

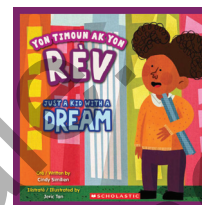
Author: Elizabeth Turnbull*
Illustrator: Mark Jones

Janjak and Freda have a nice day trip with their godmother and get to experience the market as it usually is, as well as have an unexpected adventure!

GRL: N
Lexile: AD620L

TALK ABOUT IT: Why do you think Janjak and Freda are so happy to go the market if they cannot buy anything? What makes the market special to them? (**Make Inferences, Setting**)

ACTIVITY: After helping Mrs. Jean clean up, Freda says, "Many hands make light work." Write about the events explain why she says this.



Yon Timoun ak Yon Rèv / Just a Kid with a Dream

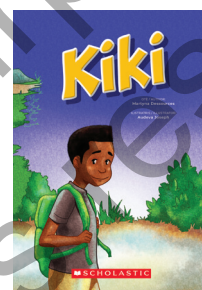
Author: Cindy Similien*
Illustrator: Jeric Tan

A young girl dreams of all the things she could be if she wanted to. From a chef to pilot, she knows she can do it all.

GRL: K
Lexile: AD840L

TALK ABOUT IT: When someone has perseverance, they do not give up, even when what they are trying to do may be hard. How can perseverance help someone achieve their dreams? (**Vocabulary**)

ACTIVITY: The girl in this story thinks about jobs she might have when she grows up. Write and draw about your dream job.



Kiki / Kiki

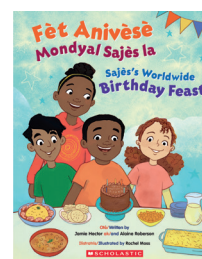
Author: Martyna Dessources*
Illustrator: Audeva Joseph*

After school ends, Kiki is more than excited to go to Aquin. There are so many things he wants to do and see on his trip, not to mention spending time with the people he cares about. But will Kiki want to return home and start school again after such an amazing vacation?

GRL: M
Lexile: 610L

TALK ABOUT IT: How does the author let you know that the trip to Aquin takes a long time? What does Kiki enjoy doing in Aquin? (**Key Details, Summarize**)

ACTIVITY: At the end of the book Kiki says, "Vacation is good but school is better." What do you think? Write about what's good about vacation and what's good about school.



Fèt Anivèsè Mondyal Sajès la / Sajès's Worldwide Birthday Feast

Authors: Jamie Hector* and Alaine Roberson*
Illustrator: Rachel Moss

Friends and family all come together to help Sajès celebrate his birthday, but they all bring different cultural dishes and speak differently. Maybe celebrating their differences and learning about new cultures can bring people together just as much as a birthday!

GRL: K
Lexile: AD500L

TALK ABOUT IT: Mr. Taylor says that he has an accent too. Have you ever thought about how you might sound different to other people around the world? What else does Chloé learn about the way the people at the party speak and the foods they bring? (**Make Connections, Summarize**)

ACTIVITY: There are several different dishes at Sajès's birthday feast. If you were planning a feast with friends and family, what dishes would you want to have? Why?

*denotes an author or illustrator of Haitian descent

For more ideas about how to use these books with your class, turn the page.