

Sense of Self

This book beautifully illustrates interactions in a multi-generational family raising a bilingual boy (English and Spanish). It shows how the boy turns to his family members (puppy and cat included!) to ask for help finding Bongo, his stuffy toy.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

RELATE



Children will:

- ◆ Show awareness about self
- ◆ Understand characteristics of self and others

Teachers will:

- ◆ Embrace similarities and differences

TEACHING TIP

Many young children speak a language other than English at home. Similarly, some children use other means to communicate (including sign language). When you incorporate children’s home language in the classroom, you are sending children the message that you welcome, value, and respect them, their language, and their culture. For emergent bilingual children, listening to their home language in the classroom helps them develop confidence and a more positive sense of self. For children who do not speak a language other than English, exposure to some words in another language is beneficial too! When you incorporate some words in other languages, you are helping these children to expand their worldview and develop cultural humility.

1. INTRODUCE

- ◆ “Do you have a stuffed toy, blanket, or something that you love? Show me a thumbs up if you do. In this book, *Looking for Bongo*, the boy cannot find his stuffed toy, Bongo, and he asks his family for help to find Bongo.”

2. READ THE BOOK

- ◆ Pause occasionally to point out the bilingualism in the book, by acknowledging that the boy and his family are communicating in two languages.

Embrace Similarities and Differences



Read: “I asked Wela, ‘¿Dónde está Bongo? Where is Bongo?’ She says, ‘No sé. I don’t know.’”

Ask: “Wow! Did you realize that the boy is asking the question in two languages? First in Spanish and then in English. How awesome is that? When you speak two languages, you can communicate with more people, make friends who speak different languages, or enjoy music, cartoons, and games in more than one language!”

Read: “I try to ask my mom, but she is busy. She says, ‘No lo he visto. Búscalo. I haven’t seen it. Look for it.’”

Ask: “The mom responds in both Spanish and English. What languages do you use at home? Does anyone in your family or someone else you know (e.g., parents or relatives) speak a language other than English?”

Read: “The bell rings. Wela opens the door. It is a man with a box”

Ask: “The boy calls his grandmother ‘Wela.’ What name do you call your grandparents? There are many different names we use to call our grandparents! Isn’t that wonderful?”

3. REVIEW

- ◆ “In some ways, we are all different! We speak different languages or use different names to call our grandparents. In other ways, we are all similar! We all use language (verbal or not) to communicate with our friends and family.”

4. KEEP IT GOING

- ◆ Review your book collection, writing center, and/or classroom print to make sure they represent multiple languages to expand children’s worldview. Especially, make sure that they represent the multiple languages children in your classroom and their families speak at home.