



LATINX KIDLIT BOOK FESTIVAL

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2024 Elementary School Educator's Guide



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LATINX KIDLIT BOOK FESTIVAL



Elementary School Educator's Guide

"You never forget the books you loved as a kid. You never forget the poems you memorized, the first book you read until the cover fell off, the book you read hidden from your mother. What an honor to hold hands with a child's imagination this way."

*-Meg Medina, National Ambassador for Young People's Literature and
New York Times best-selling children's author*

INTRODUCTION FOR EDUCATORS

The main goal of this document is to help guide young students through the Latinx KidLit Book Festival following the English Language Arts Literacy: Reading & Writing teaching core standards. The festival, of course, will cover literature from different genres and backgrounds. However, Meg Medina's quote gets at the root of the importance of teaching literature—specifically Latinx literature.

As educators, you have a chance to teach children about reading and enjoying literature and to focus on the true impact literature can have on a reader. Specifically, you can demonstrate how stories about Latinx people of different backgrounds help tell the truth about the questions, issues, and beauty within the broader Latinx community. The goals of the Latinx KidLit Book Festival and accompanying guide are to support learning about different cultures and peoples to increase empathy and understanding as well as contribute to a healthy global outlook of the modern world we share. The Latinx Kidlit Book Festival will take place during Hispanic/Latinx Heritage Month. Therefore, we hope this guide and the suggested in-class activities will be timely for your school.

Standards Covered

Although not all states follow the Common Core State Standards, we share the CCSS below as a guide and encourage others to see how these align with your standards.



TO ENSURE YOU CAN USE THE FOLLOWING IN YOUR LESSON PLANS, WE HAVE REFERENCED THE COMMON CORE STANDARDS. BELOW ARE SOME OF THE STANDARDS THAT THIS GUIDE WILL COVER:

CCSS.ELA-Literacy.RL.1-4.1

Ask and answer questions about key details in the text, specifically who, what, where, when, and why.

CCSS.ELA-Literacy.RL.1-4.2

Recount stories from diverse Latinx cultures whilst determining the central message of each story and explain how it is conveyed through key details in the text.

CCSS.ELA-Literacy.RL.1-4.3

Determine the meaning of words and phrases as they are used in a text.

CCSS.ELA-Literacy.RL.1-4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CCSS.ELA-Literacy.W.1-5.1A,1B,1C

Write opinion pieces that introduce a topic or a book they are writing about, state an opinion, and supply reasons that support the opinion.

CCSS.ELA-Literacy.W.1-5.5

Focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-Literacy.W.1-5.8

Recall information from experiences or gather information from provided sources to answer a question.



Pre-Festival Activities



Educators may introduce the topic of the Latinx Kidlit Book Festival in the classroom using the following activities, which are based on the writing and reading common core standards around key ideas and details.

PRE-FEST ACTIVITY 1

Before introducing the topic of book festivals, ask students to fill in the blanks.

Latinx people are ...

A book festival is ...

Kidlit is ...

After you're done with the participation portion of this activity, form a word cloud, circle the key words, and lead a discussion about the importance of Latinx representation in the world of literature.

Make sure the discussion touches on the difference between Hispanic and Latinx, offers examples of Latinx people in pop culture or otherwise (e.g., Selena Gomez, Dora the Explorer, Pixar's Coco, Disney's Encanto) that students know, and establish that Latinx is not a monolith, but rather a diverse group of people that come from different geographical areas and share different, yet similar, cultural understandings. Here are additional resources educators can use as references:

[What's the Difference?](#)

[Latino or Latinx](#)

[Latinx vs. Hispanic](#)



Pre-Festival Activities



PRE-FEST ACTIVITY 2

Read the mission statement (printed below) of the Latinx KidLit Book Festival and ask students the following questions:



What are some of the main ideas of the book festival?



What kind of people will the book festival be celebrating?



What do you expect from the festival?



Can you name any books written by Latinx people? Or books that are about Latinx people?

Mission Statement: The mission of the Latinx Kidlit Book Festival is to foster a love of story and literacy and increase empathy and conversation among educators, students, and book lovers while uplifting the voices of Latinx kidlit book creators.

Pre-Fest Activity 3

Write a short letter to one of the authors on the schedule. Make sure you ask them what it means to be Latinx and let them know what you're most looking forward to about the festival. Your letter should include three (3) questions about writing or illustrating that you can submit online using this [link](https://www.LatinxKidlitBookFestival.com/Education) (or using [LatinxKidlitBookFestival.com/Education](https://www.LatinxKidlitBookFestival.com/Education)). The festival may include your questions!



Pre-Festival Activities



Pre-Fest Activity 4

Create a drawing using any materials you have on hand that might become a page in a picture book. This drawing can be something important to you, something funny, something scary, or anything that you think would be a good starting point for a story.

Join your fellow students in a mini-storytime featuring your drawings!

Need inspiration? Start with an illustration from your favorite picture book!

Pre-Fest Activity 5

The teacher will read, or have students read, a book selected from the Latinx Kidlit Author/Illustrator List. Throughout the reading, the teacher will encourage students to think, reflect, and discuss the meaning of particular sentences, paragraphs, or sections within the book.

Once this is completed, students should be paired up and asked to share their thoughts with their partners.

After sharing, ask pairs to summarize the text in 1 or 2 sentences.



*Print out the activities
on the following pages*

Name: _____

Date: _____

Please fill in the blank for these sentences:

Latinx people are _____.

A book festival is _____.

Kidlit is _____.



Based on the fill-in-the-blanks above, form a word cloud. Write words that you associate with the sentences above. Circle words that are important to you.



Name: _____

Date: _____

Writing Activity



Stories connect us with the world because each of us has a unique story of our own. Read the mission statement of the Latinx KidLit Book Festival and answer the following questions.



LKBF Mission Statement

The mission of the Latinx Kidlit Book Festival is to foster a love of story and literacy and increase empathy and conversation among educators, students, and book lovers while uplifting the voices of Latinx kidlit book creators.

Answer the following questions in 2-3 sentences:

What are some of the main goals of the book festival?

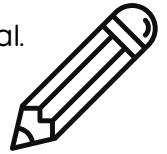
Who will the book festival be celebrating?

What do you expect from the festival?

Can you name any books written by Latinx people? Or books that are about Latinx people?

Date: _____

Your letter should include a greeting, body, and closing. The body of your letter should include three questions about their books.



Greeting

Closing

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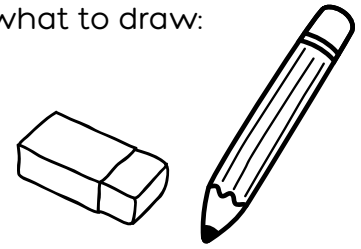
Name: _____

Date: _____

Draw It!

Using any materials you have on hand, create a drawing that might become a page in a picture book. Here are some ideas for what to draw:

- something important to you
- something funny
- something scary
- something that would make a good story



Need inspiration? Start with an illustration from your favorite picture book!

A large, empty rectangular box with a thick teal border, intended for the student to draw their picture book page.

Name: _____

Date: _____

Thinking Together

1. Select a book from the 2024 Latinx Kidlit Author/Illustrator list.
2. Think, reflect, and discuss the meaning of particular sentences, paragraphs, or sections within the book.
3. Pair up and share your thoughts with your partner and summarize the text in 1 or 2 sentences.

Title of Book _____

Author/Illustrator _____

Summarize the Text





During the Book Festival

This section will focus on quick recaps of topics and conversations students are experiencing during the Latinx Kidlit Book Festival. These activities are important to help reinforce what students saw and heard. Teachers can use the following activities to help guide students throughout the festival:

FESTIVAL ACTIVITY 1 - NOTE TAKING PROMPT

Write down important words and/or phrases during an event and then make a drawing (or other visual such as a collage) representing why those words/phrases were important to you. If there is time, write a brief summary to go with your picture.

FESTIVAL ACTIVITY 2 - DISCUSS A PANEL

Partner up with someone in the classroom immediately after a session is over. Use these questions as prompts to start your conversation:



Who was your favorite speaker? Why?



What do you think was the main idea/theme of the event?



Is there anything you wished they had done differently or added?



How did the event discuss or represent Latinx culture?

*Print out the activities
on the following pages*



Note-Taking Prompt

Write down keywords and phrases during an event. Make a drawing representing why the event was important to you.

Name: _____

Date: _____

My Notes

EVENT

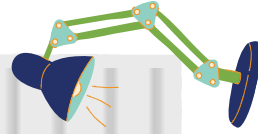
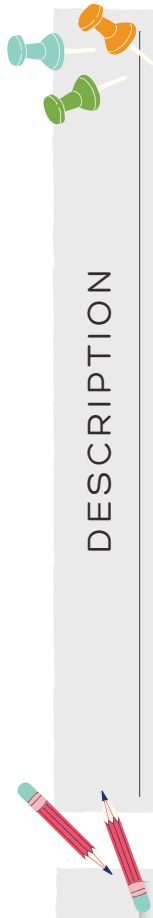
SPEAKERS

TOPIC

DESCRIPTION

KEYWORDS

DRAWING



Name: _____

Date: _____

Discussion Guide

Partner up with someone in the classroom immediately after an event is over. Use these questions as prompts to start your conversation. Summarize your responses below.

1. Who was your favorite speaker? Why?
2. What do you think was the main idea/theme of the event?
3. Is there anything you wished they had done differently or added?
4. How did the event discuss or represent Latinx culture?

QUESTION 1:

QUESTION 2:

QUESTION 3:

QUESTION 4:





After the Book Festival

This section will review some of the topics and conversations presented to students during the Latinx Kidlit Book Festival. These tasks focus on the integration of knowledge and ideas. Teachers can use the following activities to lead a productive discussion about Latinx literature:

POST-FEST ACTIVITY 1 - LET'S LEARN ABOUT IDENTITIES

The teacher will write their name and important aspects of their identity and culture on the board. The teacher will then ask the students to do the same on a sheet of paper or multiple sheets of paper. Then, the students will partner up and answer the following:



What is a similarity?



Do we like the same kinds of food or beverages?



Do we have similarities in music or traditions?



Are we more the same or different?



How do similarities help us connect as human beings?



POST-FEST ACTIVITY 2 - COMPARE AND CONTRAST

Review the Latinx Kidlit Book Festival schedule and fill out this chart:

Expectations: Write down at least one question or thought on what you expected from three (3) different events.

Reality: What were three (3) things you learned from each event? Was the book festival what you expected? Or were you surprised in some way? Explain.

After the Book Festival

Post-Fest Activity 3 - Brainstorm Writing Prompt

Teachers can use this prompt to help facilitate a whole class post-festival discussion.

List meaningful words and phrases from the festival and write down why you chose them.

Brainstorm a list of emotionally powerful words or phrases and then circle the words most relevant to Latinx identity.

Individually, or with a partner, write a short paragraph or poem about:



The beauty of language in literature



What those words and phrases mean to you



The beauty of Latinx culture

Post-Fest Activity 4 - Create a 4-Panel Comic Book

Using the 4-panel story idea presented in the Draw-Off: Graphic Novel Edition and these prompts below!

1. Think of a main character for your story
2. Think of a short adventure for your main character
3. Divide this adventure into four parts:

- Introduce your main character
- Introduce your conflict!
- The climax of the story!
- The resolution



After the Book Festival

POST-FEST ACTIVITY 5 - PUBLIC SPEAKING EXERCISE

Using one of the picture books featured at the festival, students take on the role of “author” by reading, or describing, the text aloud and facilitating a class discussion.



Instruct the student to read the text from beginning to end one time while their classmates watch and listen. For students who are not yet readers, the student “author” should be encouraged to describe the story verbally or through pictures instead of reading from the text.



During a second reading, the student “author” should identify a reading method for the rest of the class. Here are some ideas for the activity:

choral reading: have the class read the text together and out loud

theater reenactment: enact scenes from the book and assign character roles to different students

popcorn reading: divide the text into different sections and have every student read their part of the text out loud.



After reading the text, students should gather in small groups and talk about what they liked and didn't like about the text. However, they should be able to use textual evidence to explain why they liked or didn't like certain sections of the text.

*Print out the activities
on the following pages*

Name: _____

Date: _____

Similar & Different

Let's learn about Latinx identities!

Choose two (2) Latin American countries, and investigate the following:

Country 1

Country 2

Country Name:

Country Name:

Capital City:

Capital City:

Spoken languages:

Spoken languages:

Climate:

Climate:

Music, Food, Cultural Traditions:

Music, Food, Cultural Traditions:

Observations:

- What are the similarities?
- Do they like the same kinds of food or beverages?
- Do they have similarities in music or traditions?
- What are some ways they connect as human beings?

Name: _____

Date: _____

Expectation vs. Reality

Review the Latinx Kidlit Book Festival schedule and fill out the chart.

Expectations: Write down at least one question or thought on what you expected from three (3) different events.

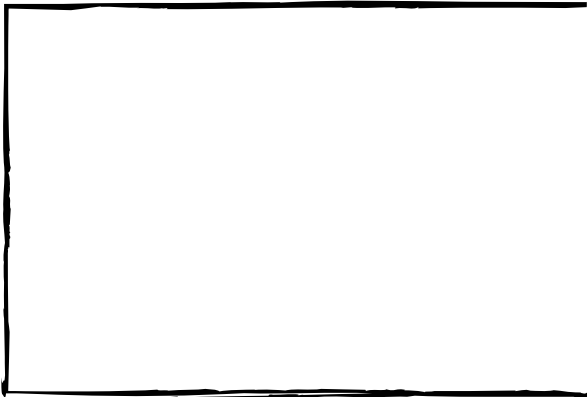
Reality:

- What were three (3) things you learned from each event?
- Was the book festival what you expected?
- Were you surprised in some way? Explain.

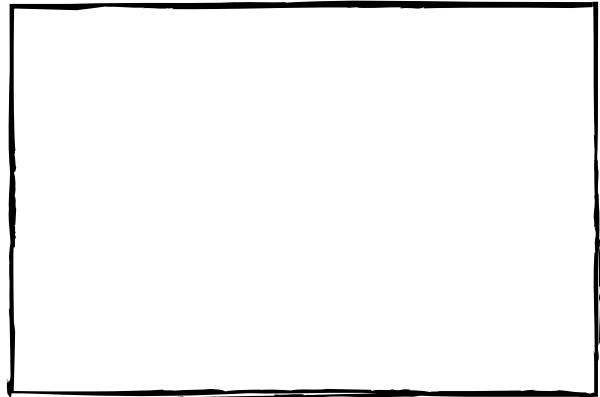
EVENT TITLES

- 1.
- 2.
- 3.

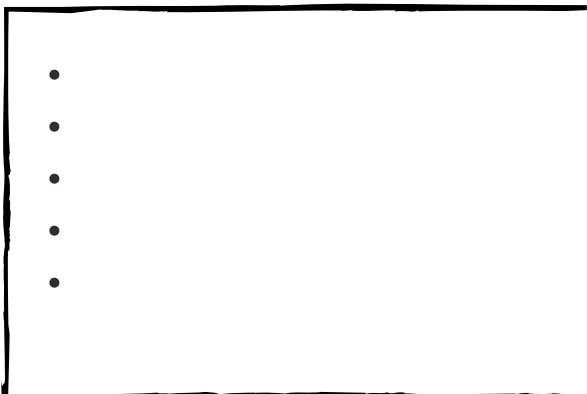
EXPECTATIONS



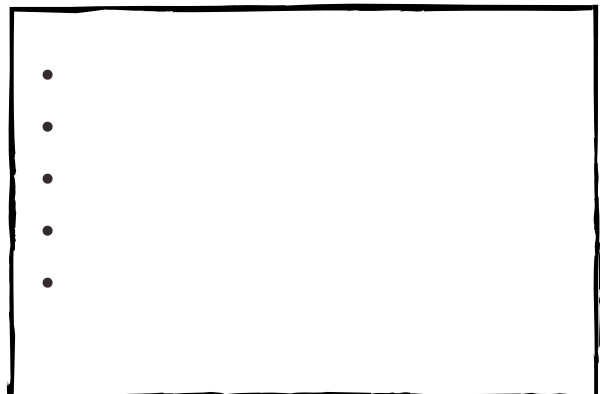
REALITY



DIFFERENCES



SIMILARITIES



Name: _____

Date: _____

Comic Book Adventure

Let's create a 4-panel comic book!

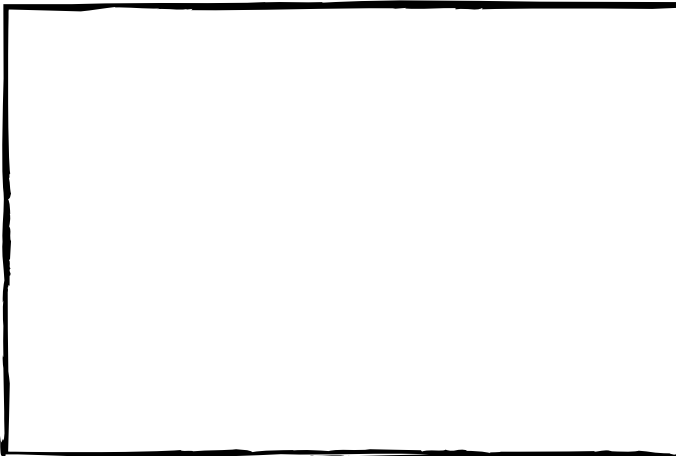
Start by:

- Thinking of a main character.
- What adventure will they go on?

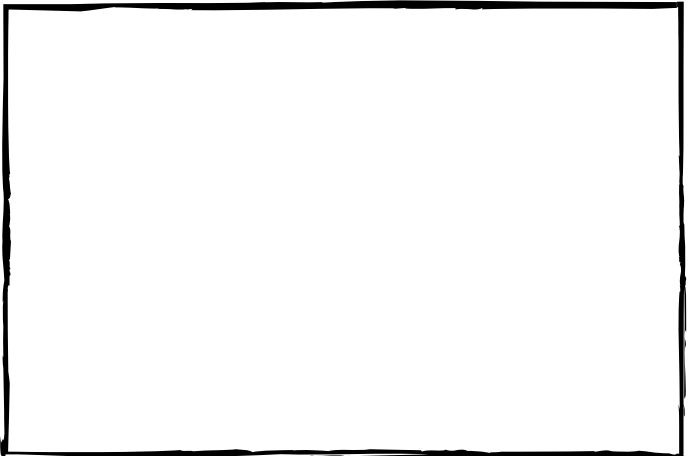
Divide this adventure into four parts:

1. Introduce your main character
2. Introduce your conflict!
3. The climax of the story!
4. The resolution.

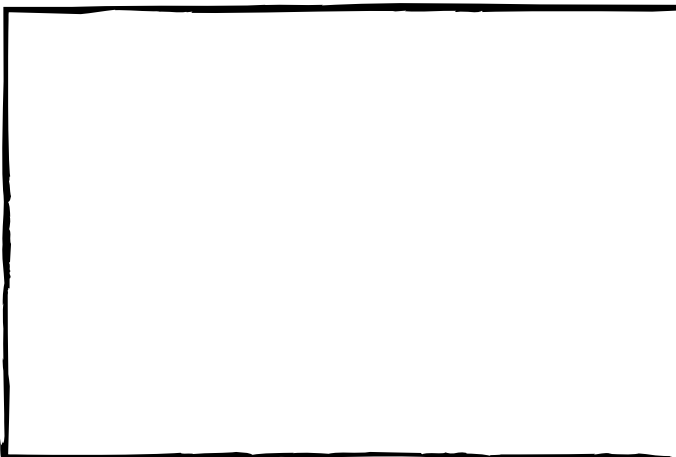
INTRODUCTION



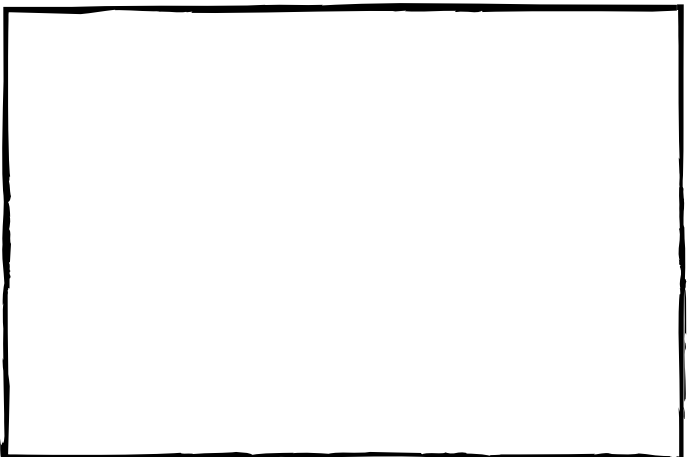
CONFLICT



CLIMAX



RESOLUTION



Name: _____

Date: _____

Empowering Ideas

List meaningful words and phrases from the festival and write down why you chose them.

1. Brainstorm a list of emotionally powerful words or phrases and then circle the words most relevant to you.
2. Individually, or with a partner, write a short paragraph or poem about:
 - a. The beauty of language in literature
 - b. What those words and phrases mean to you
 - c. The beauty of Latinx culture



EMOTIONAL, POWERFUL WORDS & PHRASES

YOUR PARAGRAPH OR POEM

Writing & Discussion Activities



This section will focus on common core standards surrounding writing, specifically activities based on text types and purposes, and research and presenting knowledge.

LETTER WRITING PROMPT

Encourage students to write a short letter or email to their favorite author/illustrator at the Latinx Kidlit Book Festival, keeping in mind the following essential questions:



What did you enjoy the most about this person?



How did this person inspire you?



What aspects of their own life did the person share with the audience? Did that help you relate, or connect, with them? How?

Feel free to [share the letter](#) with the Latinx Kidlit Book Festival. We will send the letter to the author/illustrator recipient.

CAN I CONVINCE YOU?

This activity aims to get students to think critically about the importance of literature as represented during the book festival. Students must write a persuasive paragraph convincing their classmates to read a book from the festival. They must address the topic and evaluate the strength or usefulness of their claims.

CREATIVE WRITING ACTIVITY

Students will write a short story thinking about the main ideas around Latinx representation. For emerging readers and writers, have students brainstorm a story idea and draw a storyboard for how they want it to look. Students should be able to include the following details in their respective stories:



A defined plot (beginning, middle, and end) with a clear setting and multiple characters.



Dialogue and basic literary devices (humor, images, suspense) to develop the story.



One of the following writing techniques: plot twist, flashback, or foreshadowing.

Writing & Discussion Activities



SPANISH BILINGUALISM MATCHING ACTIVITY (WORKSHEET)

Some Latinx books are written in English and include certain words or phrases in Spanish.

Students can pair the following words together to showcase these common words in Latinx Kidlit.

A

abuela
familia
amigo/a/e
papá
comida
mamá
autor
libro
fiesta
maestro/a/e
celebración
lectura/leer

B

friend
dad
food
grandma
family
mom
party
teacher
book
author
read
celebration

Alternatively, students can create their own list of English and Spanish words to create new matches.

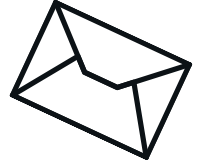
*Please note that these are suggestions. Educators should adapt these for your ages, grades, and abilities. You are the best judge of what your students need and will be responsive to in your classroom. This guide is simply a starting point. Use it as you deem appropriate.

*Print out the activities
on the following pages*



Name: _____

Date: _____



Letter Writing

Write a short letter or an email to your favorite author/illustrator at the Latinx Kidlit Book Festival, keeping in mind the following essential questions:

- What did you enjoy the most about this person?
- How did this person inspire you?
- What aspects of their own life did the person share with the audience? Did that help you relate, or connect, with them? How?

Heading

Greeting

Body

Closing

Signature _____

Date: _____

[illegible]

Name: _____

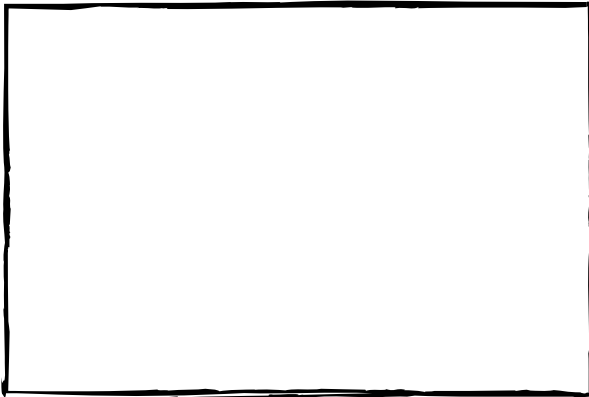
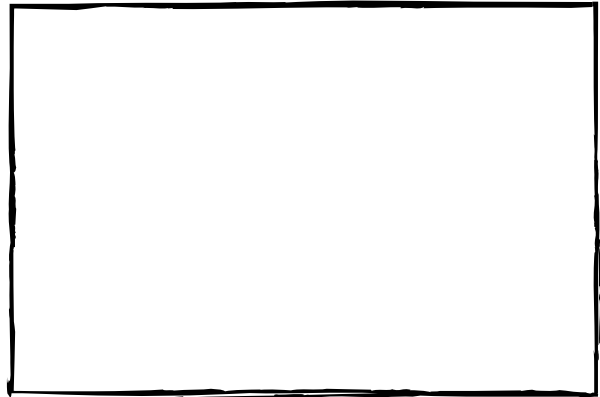
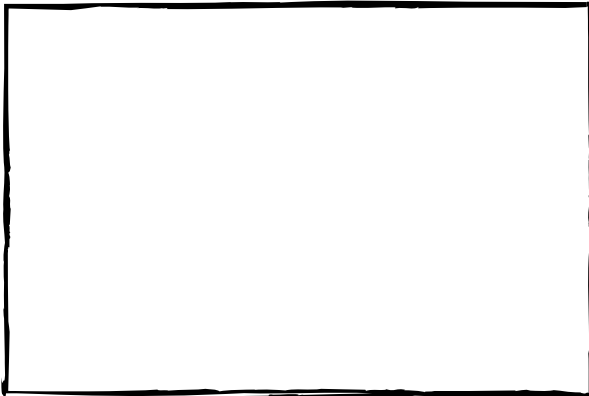
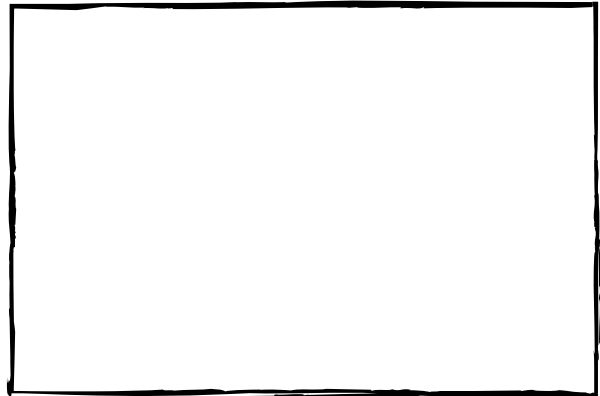
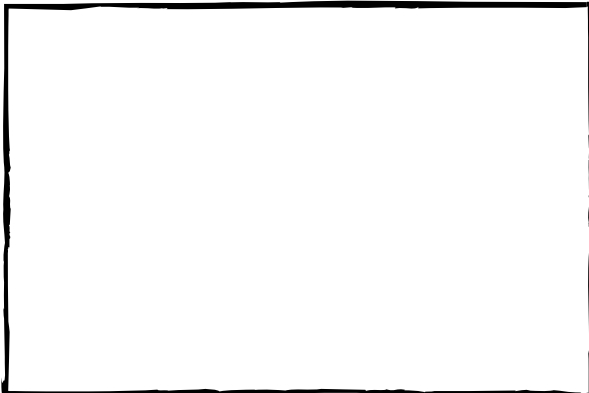
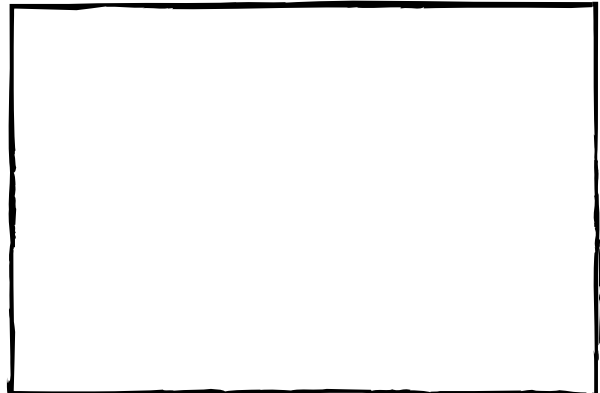
Date: _____

Creative Writing Activity

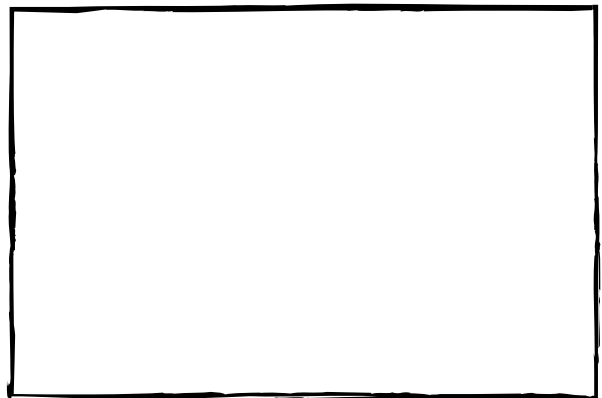
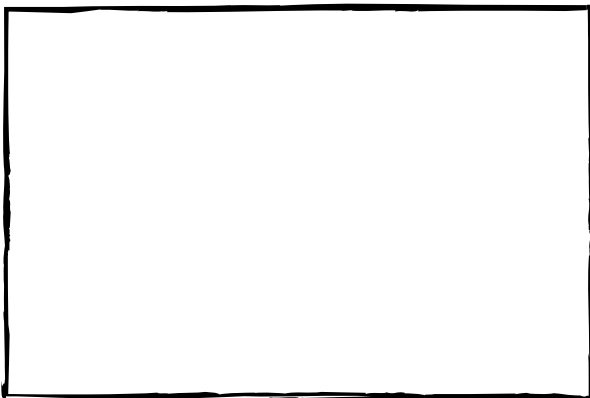
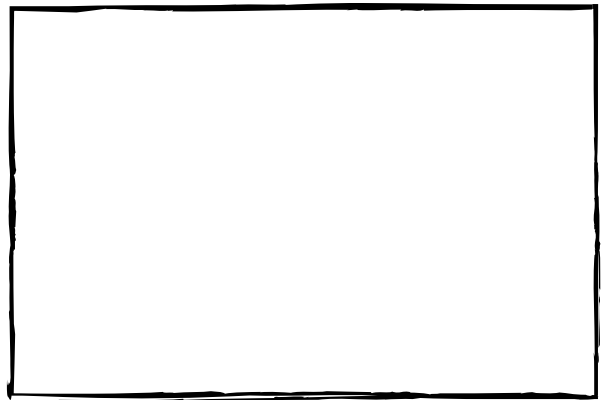
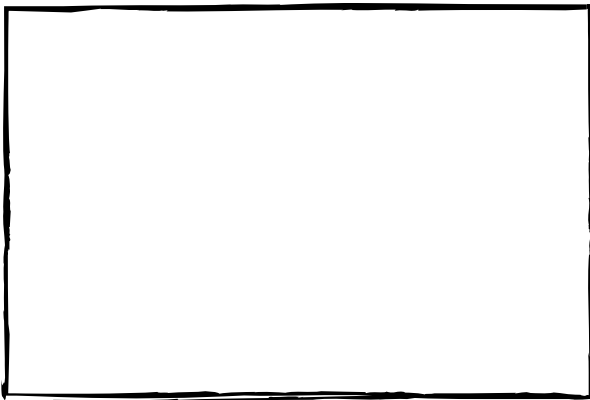
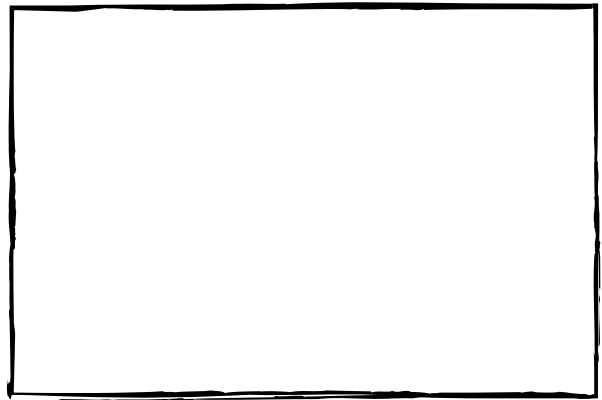
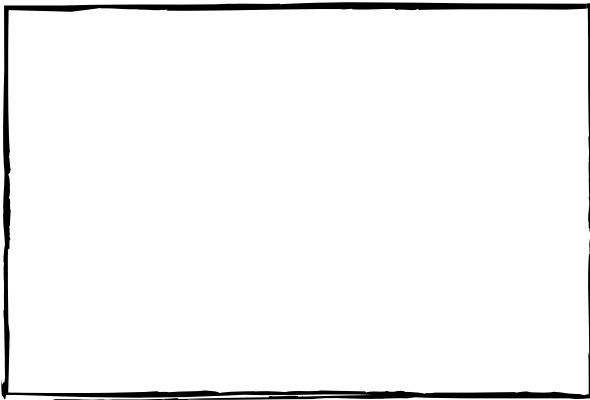
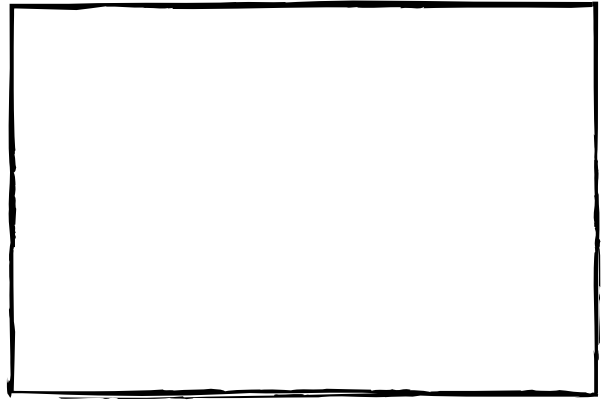
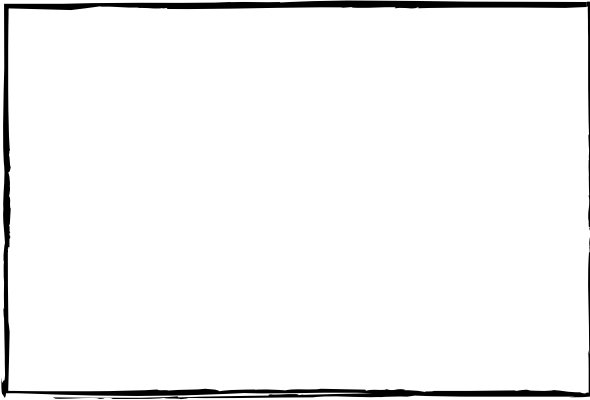
Think about the themes you learned about during the Book Festival. With those themes in mind, come up with your own story idea.

Use the storyboard below to help you plan. Include the following in your stories:

- A beginning, middle, and end
- Multiple characters
- A clear setting
- Dialogue

A large, empty rectangular box with a hand-drawn black border, intended for a storyboard panel.A large, empty rectangular box with a hand-drawn black border, intended for a storyboard panel.A large, empty rectangular box with a hand-drawn black border, intended for a storyboard panel.A large, empty rectangular box with a hand-drawn black border, intended for a storyboard panel.A large, empty rectangular box with a hand-drawn black border, intended for a storyboard panel.A large, empty rectangular box with a hand-drawn black border, intended for a storyboard panel.

Storyboards



Name: _____

Date: _____



Creative Writing Activity



Write a short story thinking about the main ideas around Latinx representation. Use the organizer below to help you get started. Include the following details in your story:

- A defined plot (beginning, middle, and end) with a clear setting and multiple characters.
- Dialogue and basic literary devices (humor, images, suspense) to develop the story.
- One of the following writing techniques: plot twist, flashback, or foreshadowing.

CHARACTERS _____ _____ _____ _____ _____	RISING ACTION _____ _____ _____ _____ _____ _____ _____ _____ _____	CLIMAX _____ _____ _____ _____ _____ _____ _____ _____ _____
SETTING _____ _____ _____		
FALLING ACTION _____ _____ _____ _____ _____ _____ _____ _____ _____	RESOLUTION _____ _____ _____ _____ _____ _____ _____ _____ _____	THEMES _____ _____ _____ _____ _____ _____ _____ _____ _____

Name: _____

Date: _____

Bilingual Matching Activity

Read each word. Draw a line from the English word on the left to match its Spanish word on the right.

- | | |
|-------------|----------------|
| home • | • abuela |
| book • | • papá |
| celebrate • | • casa |
| family • | • comida |
| friend • | • escribir |
| party • | • autor |
| food • | • mamá |
| dad • | • maestro/a/e |
| author • | • familia |
| grandma • | • libro |
| read • | • celebración |
| teacher • | • amigo/a/e |
| write • | • fiesta |
| mom • | • lectura/leer |