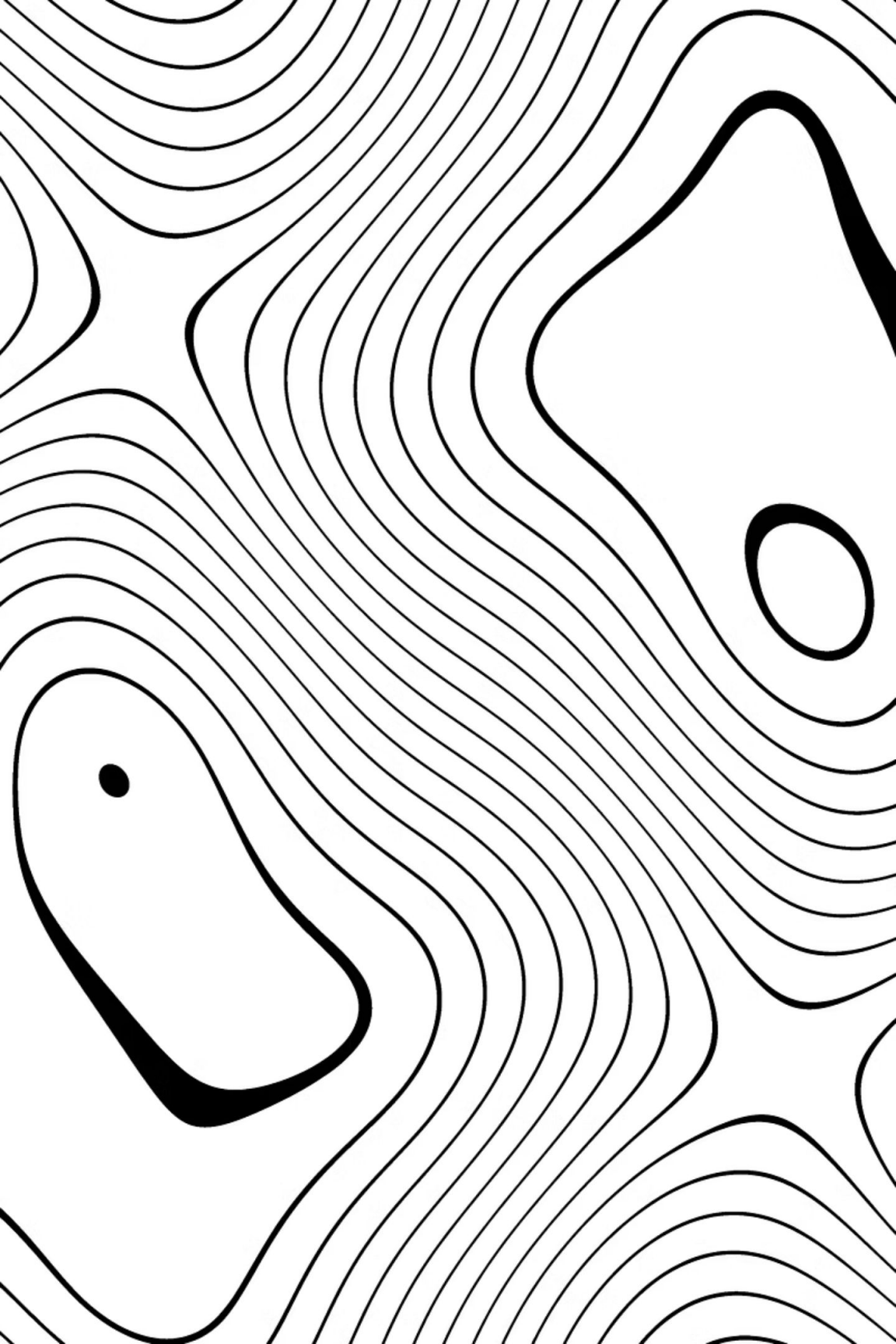




Translingual Storytelling Library: Translingual Children's Books

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Translingual Storytelling Project: Creating a Children's Book

semester-long project, you will **engage with storytelling by drafting a story, illustrating, and publish** a *translingual children's book* that reflects the beautiful flow and fluidity of how you use language with your family, friends, and community. Your story should capture moments, memories, and relationships that matter to you—stories you might one day share with your future students, children, or family.



This is **mainly a storytelling project.**

You will share your own experiences with language. This includes how it sounds, feels, and is used in your world.

The process includes:

- Creating your story idea and main message
- Writing and illustrating your story
- Getting feedback and permission from family or community
- (Optional) Publishing your book online and as a physical copy



During the semester, you will also:

- ❑ Write **short thoughts** about how your story connects to your language experiences
- ❑ **Make a lesson plan** based on your story
- ❑ **Record videos**, including reading your book aloud, to share your storytelling journey



Translingual Storytelling

The **Translingual Library & Children's Book Project** celebrates storytelling as a vibrant expression of language, love, and connection. It highlights how languages fluidly blend in everyday family and community life. Our children's stories move beyond traditional bilingual formats, embracing **translanguaging**—where languages meet and dance together, just as they do in real life.

- Helps children see their own voices, cultures, and memories reflected in books.
- Nurtures intergenerational relationships and linguistic traditions.
- Empowers teachers, families, and children as storytellers who cultivate love and pride through language.

You will collaborate with family members, friends, or community circles to transform real-life moments into stories that celebrate the vibrant linguistic and cultural tapestry of your family or community.



Reality: Loving the languages of the people we love the most

What Problem (What problem or question were you addressing when you asked students to create stories?)

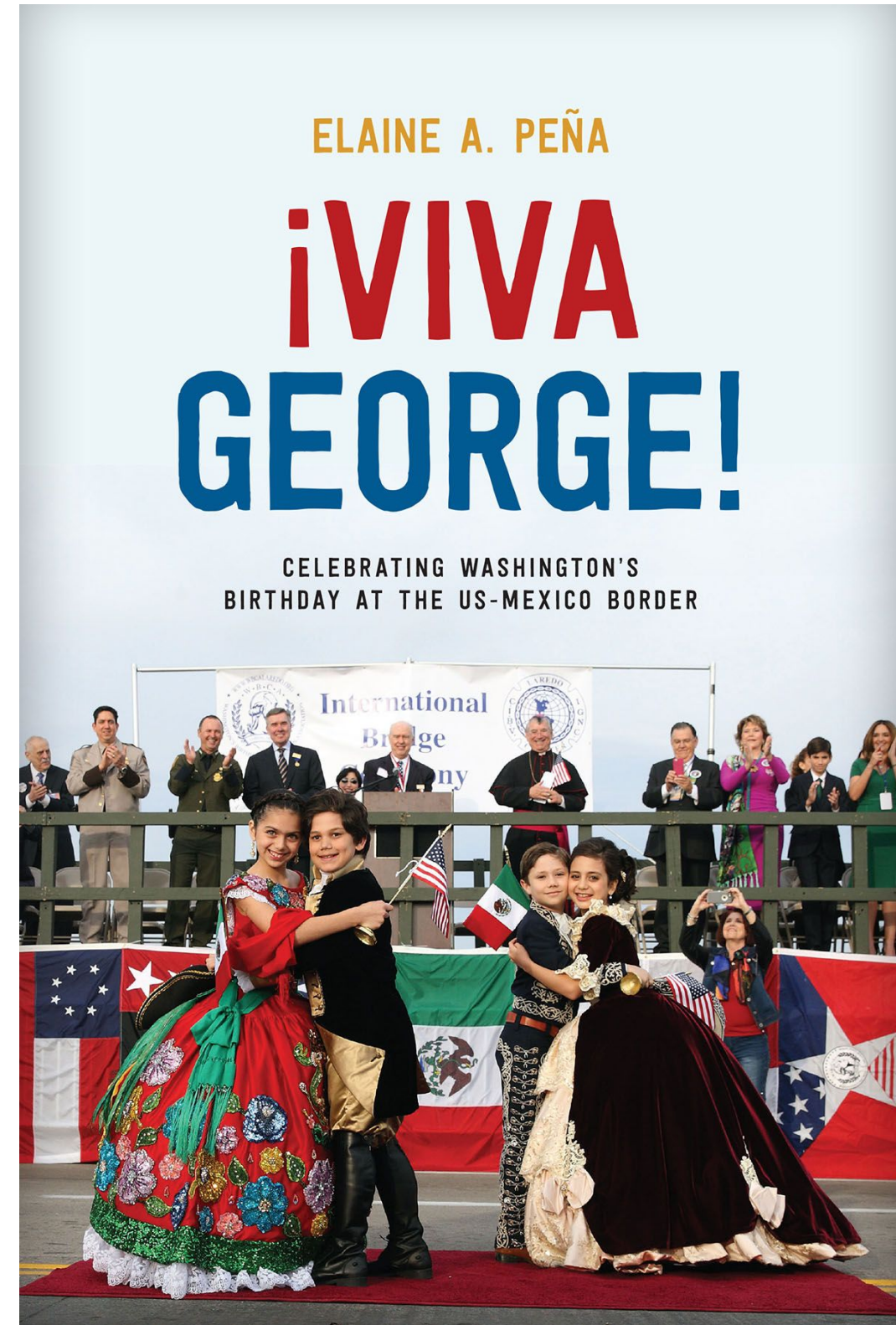
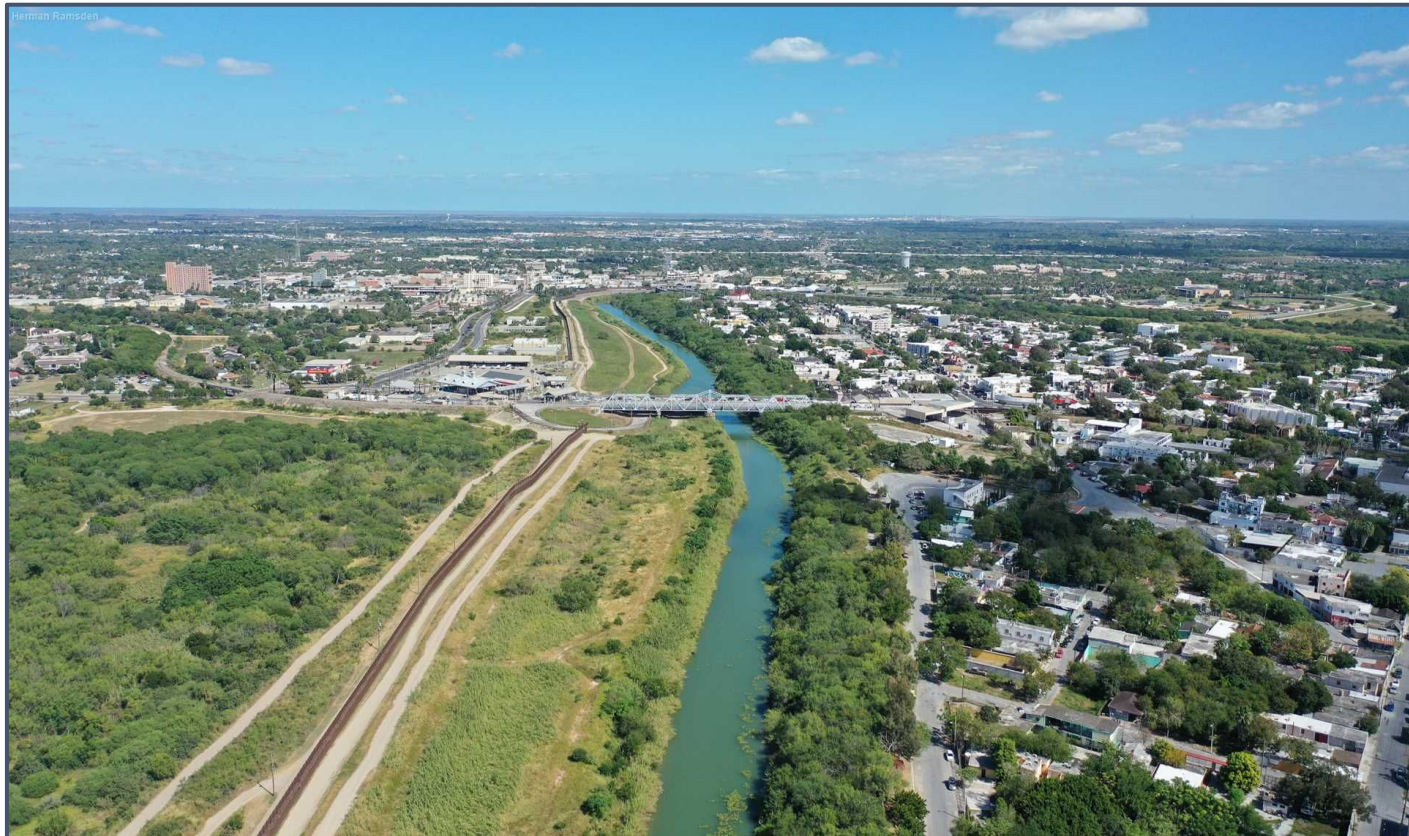
- affirming the languages of the people the students often times love the most - their parents, grandparents, neighbors, Tias and Tios, friends,
- bringing the family/ community together through language
- telling stories our students love
- translingualism is the norm (50 percent of the world population is bi/multilingual)
- The question at the core is "what kind of relationship would you like your students to have with their languages? (Deiri, 2023)
- Books for children to love reading rather than to learn to mistrust their language

Language Based Questions: What language traditions would you like to pass on?

- If you had to describe your family in one word, what would it be?
- How do you describe the way you speak at home?
- How do you describe the relationship you have with your language?
- How do you feel when you blend your languages?
- Do you trust your language in reading, writing? Becoming an author that can trust the languages they write with.
- When your family members tell you a story or when you are sharing stories together how does the language flow?

Laredo, Texas

Laredo was founded in 1755 by Captain Tomás Sánchez and was originally part of New Spain. After Mexico gained independence in 1821, Laredo remained under Mexican control even after Texas declared independence in 1836. The city was later the capital of the short-lived Republic of the Rio Grande before officially becoming part of Texas and the United States following the Mexican-American War in 1846. Laredo is the largest inland port in the US and unique fact is that the city flew under seven flags.

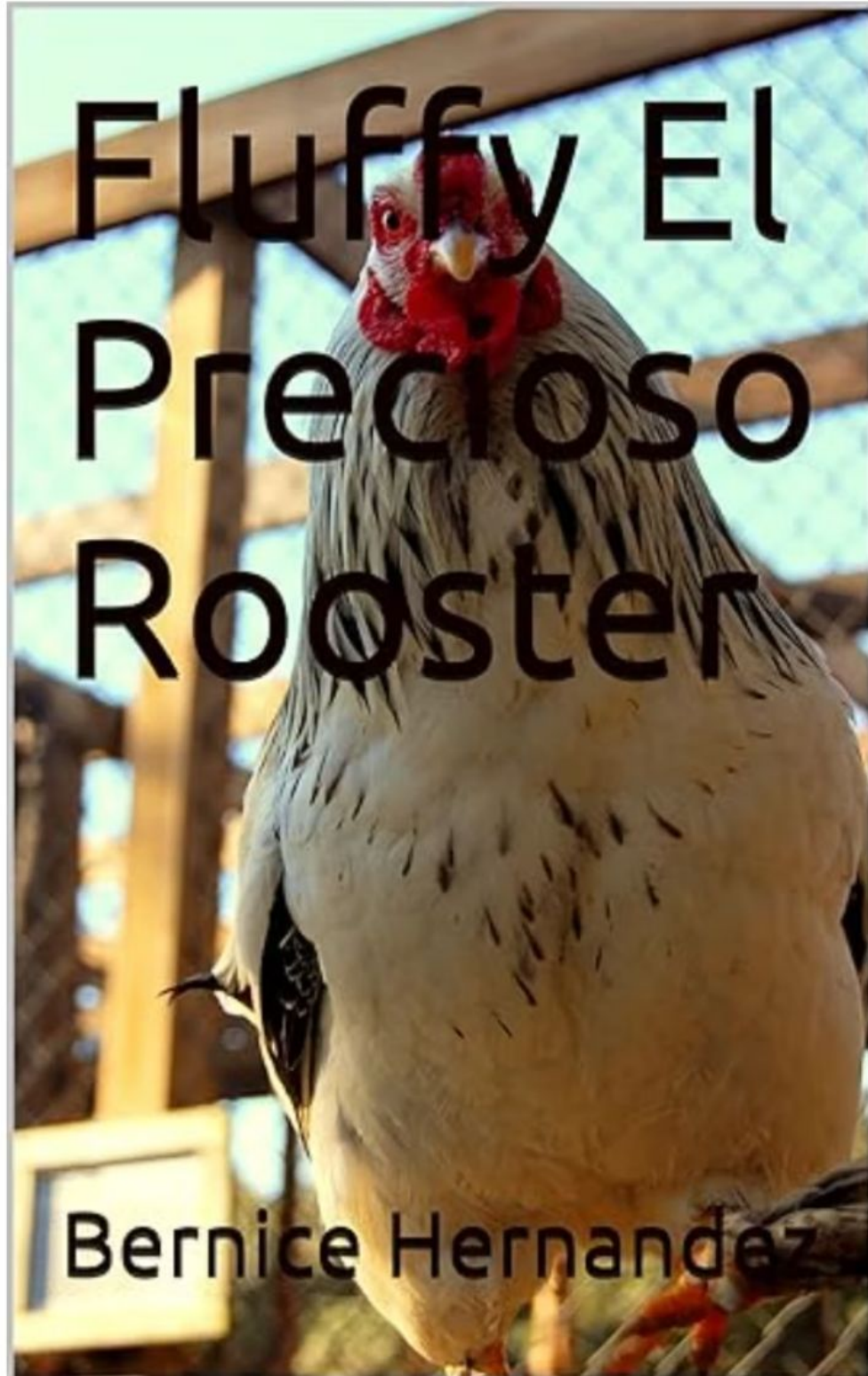


Family Literacy Night at Laredo ISD

A Translanguaging and Translingual City

The need for translingual books or books that represent how families speak. While these books are available they also do not account for the beautiful stories from the community itself.





La Sopa de la Abuela
Grandma's
Soup



Author & Illustrator:
Janelle Zamora



La Sopa de la Abuela <https://a.co/d/hd2EQ3LNot>

Another Baseball Game! <https://a.co/d/emAQ7JW>

Despiertate <https://a.co/d/08l7DjbMy>

My Abuelita's House <https://a.co/d/236MLvp>

El Precioso Rooster a.co/d/hl2KoY0El

Camion Amarillo <https://a.co/d/clntK2yLa>

Munequita <https://a.co/d/4WzlxfwMarisol's>

Easter at the Rancho <https://a.co/d/8YcdSvNThe>

Scary Adventure <https://a.co/d/55uNKfVMy>

Abuelita's Tamales <https://a.co/d/bJrqmZ0The>

Frontera Is My Home <https://a.co/d/iDaJiIJHulkie's>





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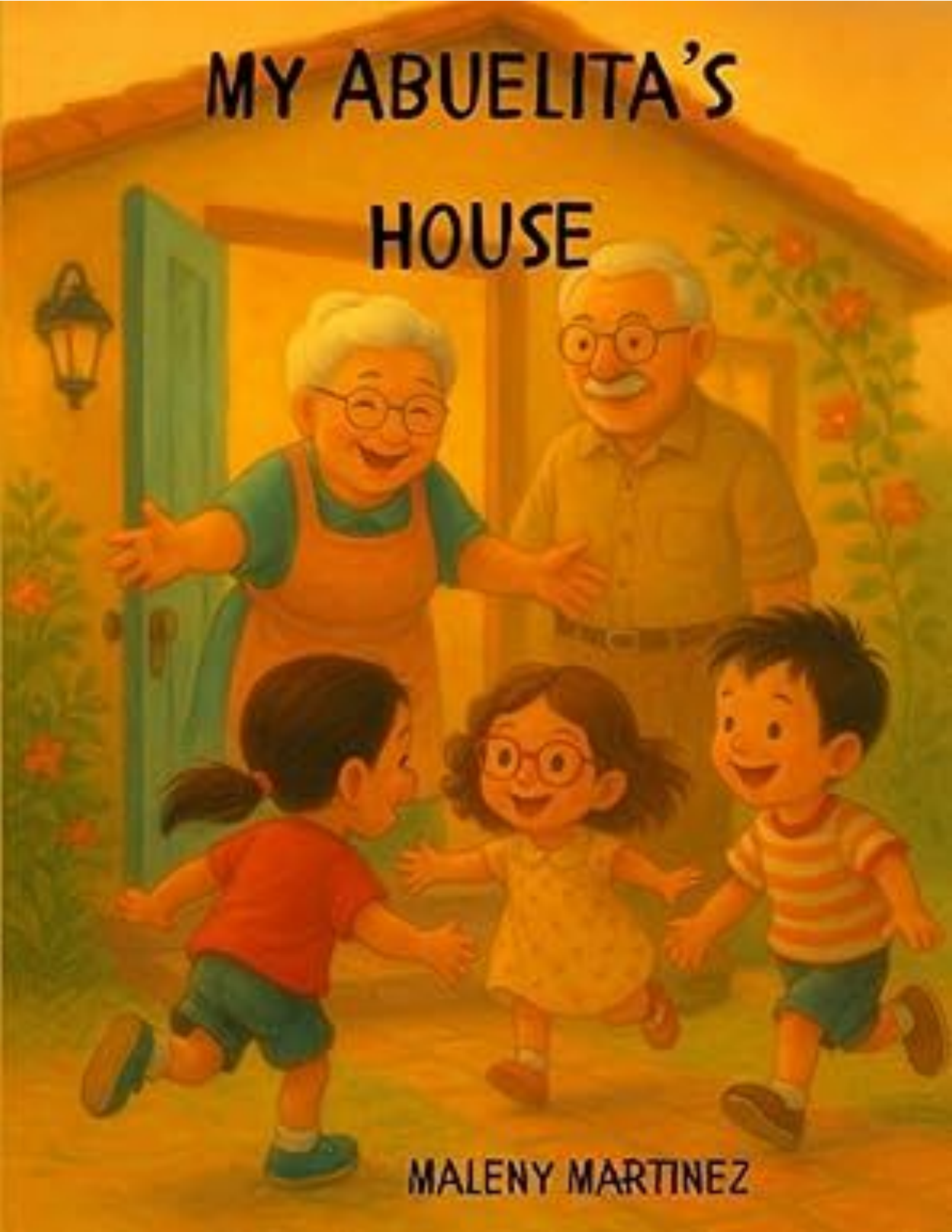
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Kindle

\$4⁹⁹ Print List Price: \$9.99

You Earn: 15 pts

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"To my abuelitos, whose love is unconditional."



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MALENY MARTINEZ

My Abuelita's House

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How did this storytelling assignment **increase engagement compared to more traditional assignments?**

| Maleny talking about her experience

| Ximena talking about her experience

How does storytelling connect to identity, belonging, or meaning-making in your work with students?

Guidelines Set for the Students

- Family members can be co-authors, or illustrators, interviewed to create the books as well...etc
- We used a good portion of the grant to pay the students as a thank you for all the hard work and many students loved their books and wanted to share them with the world
- Very active instruction on safety first given the current social and political landscape
- We had no right or wrong stories -- Does the story feel meaningful to you or to your family?
- If stories were gifts what kind of stories would you like to gift to the Laredo/ border communities.
- What are some beautiful memories that you want to keep to yourself (sacred stories kept in the community -- we do not share or write the books about those)
- What's a story or memory that always brings your family together? What relations do you value most?
- Do you have an heirloom or a meaningful object at home that has been passed down through generations? What does it mean to your family? Example, story of a fish, cat, and so on.
- What traditions or values do you want your children to remember from their heritage?
- What part of the story is the most important to you?

Supporting Students Through the Process

Students would say, "I did not get a lot of support" and that is true and not true

- Zoom and/office hours support sessions and going over the assignment (collectively and individually) - in person and through a recorded video
- Group chat to support for peer support
- brainstorming templates powerpoint and questions
- Handout with suggestions of stories
- quick turn around on feedback (such as a text message what do you think?" I would read and give feedback
- This year both Ximena and Maleny created tutorials for the students to walk them through how they broke down the assignment, how they managed the work, how they understood and how they published it.
- Sample work from previous students is helpful

Language Practices and Histories

Youmna

Vicky

Maleny

Ximena

Did quieter students find their **voices** through storytelling?

One student said who is now writing her story about her grandfather.

She said that "grandpa told me I was his voice." but he gave her also her voice and her words because without having to translate for him she may have not have learned Spanish.





Thank you!



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