RESOURCE GUIDE
Everything You Need to Do Día

DOLLAR GENERAL LITERACY FOUNDATION
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ABOUT DÍÀ
Children’s Day/Book Day, also known as El día de los niños/El día de los libros (referred to as Día), is a celebration of children, families, and reading held annually on April 30. The celebration emphasizes the importance of literacy for children of all linguistic and cultural backgrounds.

As celebrated by libraries and librarians, Día is an enhancement of Children’s Day, a celebration which took hold in 1925 following the World Conference for the Well-being of Children in Geneva, Switzerland as a day to bring attention to the importance and well-being of children. Each country selected its own day for the celebration with Mexico and many other Latin American countries choosing April 30.

In March 1996, while being interviewed in Tucson, Arizona, the author and poet Pat Mora learned about the holiday celebrated in Mexico. Realizing that the United States had nothing similar, Pat proposed linking Children’s Day, the celebration of childhood and children, with literacy and bilingualism, creating a new holiday: El día de los niños/El día de los libros.

With assistance from members of REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking, Mora further developed the concept and began planning for the first celebration, to be held on April 30, 1997. Other organizations, including MANA del Norte, a women’s group in Santa Fe, New Mexico, and librarians, including Oralia Garza de Cortés and Veronica Myers, quickly offered their support for the celebration. REFORMA later voted to endorse this celebration of family literacy and became a founding supporter and leader in promoting the initiative throughout the United States and Puerto Rico. On April 30, 1997, the first El día de los niños/El día de los libros celebrations were held in Santa Fe, New Mexico; Tucson, Arizona; and El Paso and Austin, Texas.

Later in 1997, the Texas State Library, under the direction of Jeanette Larson, produced a planning booklet to help librarians develop local programs to celebrate El día de los niños/El día de los libros. The first Día logo was designed by James Larson. In 1998, a grant was awarded from the Kellogg Foundation to allow the National Association of Bilingual Education (NABE) to develop a plan for a national campaign to disseminate information on El día de los niños/El día de los libros. By 1999, schools and libraries across the country were hosting their own celebrations and creating bookjoy for children from all backgrounds.
In 1999, Pat Mora and her family established the Estela and Raúl Mora Award in honor of their parents to promote El Día de los Niños/El Día de los Libros and in 2000 the first Mora Award was presented to Austin (TX) Public Library.

The American Library Association formalized its support for El día de los niños/El día de los libros in 2001 when the Association for Library Service to Children (ALSC) applied for and received a W. K. Kellogg Foundation grant to promote the concepts of El día de los niños/El día de los libros. As a result, ALSC produced a tip sheet for librarians who were launching their own events and a brochure that librarians could distribute to parents. The W. K. Kellogg Foundation awarded a second grant to ALSC in 2002 to produce and distribute another Día brochure, in Spanish, for parents. In 2002 and 2003 the W. K. Kellogg Foundation also funded Día projects in North Carolina, Texas, and Arizona. In Texas, the grant funded a statewide model and resources for Día, while the University of Arizona hosted a meeting of a Día National Advisory Committee.

By 2004, El día de los niños/El día de los libros had become a tradition in many schools and libraries and found its permanent home with the Association for Library Service to Children.

In 2007, Target became the first official national sponsor of Día, providing funding for libraries to receive complimentary bilingual brochures about Día and mini-grants to help establish or enhance local programs at eight libraries. In 2008, Dora the Explorer, the children’s television character who shares her adventures in learning on public television, was featured on the Día poster, bookmarks, and brochures, bringing Día into the main stream of popular culture. Other national sponsors and partners have included the National Council of Teachers of English, Reading Rockets, and publishers like HarperCollins, Children’s Book Press, and Cinco Puntos Press. Support from these sponsors has included distribution of posters and other promotional materials, discounts for libraries purchasing bilingual resources, and the development of guides to assist in program development.

2011 marked the 15th anniversary, the Quinceañera, of Día, a celebration that continues to grow and reach more children and families. More than 300 libraries reported their activities through the ALSC Día database and librarians celebrated at a party at the ALA Annual Conference in New Orleans, LA. Also in 2011 Dollar General Literacy Foundation supported fifteen mini-grants of $4,000 or $6,000 for the expansion of El día de los niños/El día de los libros in libraries that demonstrated a need to better address the diverse backgrounds within their communities.

Eager to point out that the importance of literacy, books and reading should not be relegated to a single day, promoters of Día adopted the motto “Día! Today and Every Day of the Year.” The celebration has grown up around the April 30 events, with many libraries conduct programs and events for much of April and May, as well as throughout the year.

In preparation for 2012 Día celebrations, ALSC added additional content and reorganized the Día website, with additional support from Dollar General Literacy Foundation, and continues to sponsor Día-related webinars. We hope you’ll take a few minutes to explore the resources available here and support Día and its ideals.
While many libraries include Día programming throughout the year, these activities generally lead up to a culminating celebration on or around April 30. Planning for this celebration should start many months in advance to ensure a smooth and successful program. The months indicated are suggestions to allow work to happen in a timely manner and be sure everything gets done. Adapt this timeline and adjust dates to meet your library’s needs, and the size and scope of your program. Use the last column to set your deadlines and designate responsibility.

<table>
<thead>
<tr>
<th>When? (assumes late April event)</th>
<th>What has to happen?</th>
<th>Deadline/ Responsibility</th>
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<tr>
<td>May</td>
<td>Review previous program to determine successes and areas for improvement or change</td>
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<tr>
<td>May (ongoing)</td>
<td>Develop contact list for potential sponsors and partners</td>
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<td>May–July</td>
<td>Initial planning; goal setting</td>
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<tr>
<td>May–July</td>
<td>Get Día program on the library calendar. Inform primary partners and potential partners to save the date</td>
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<td>May–August</td>
<td>Reserve venue space</td>
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<td>June</td>
<td>Determine committees needed and assign responsibilities</td>
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<tr>
<td>August–October</td>
<td>Determine program components. Begin selecting presenters, performers, speakers</td>
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<tr>
<td>September</td>
<td>Contact sponsors and potential sponsors to solicit financial and in-kind support</td>
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<tr>
<td>October</td>
<td>Develop budget</td>
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<td>October</td>
<td>Contact presenters, performers, speakers and negotiate fees for participation, if any</td>
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<tr>
<th>When? (assumes late April event)</th>
<th>What has to happen?</th>
<th>Deadline/Responsibility</th>
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<tr>
<td>November (ongoing)</td>
<td>Register your celebration with ALSC</td>
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<td>November–December</td>
<td>Determine staffing and volunteer needs</td>
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<tr>
<td>December–January</td>
<td>Confirm speakers, presenters, performers and issue contracts or letters of commitment.</td>
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<td>January</td>
<td>Order supplies, including books for giveaway if applicable.</td>
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<tr>
<td>February</td>
<td>Determine audio-visual and other equipment needs</td>
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<tr>
<td>February</td>
<td>Create flyers and other publicity materials (use ALSC Día Media Kit)</td>
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<tr>
<td>March</td>
<td>Print and distribute publicity materials; send press releases to media</td>
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<tr>
<td>March</td>
<td>Schedule staff and volunteers; conduct any needed training for volunteers</td>
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<tr>
<td>March</td>
<td>Finalize venue logistics and set-up; identify any venue problems and how to resolve (need for a stage, renting chairs, etc.)</td>
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<tr>
<td>March</td>
<td>Contact presenters, performers, speakers and negotiate fees for participation, if any</td>
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<tr>
<td>April</td>
<td>Contact local media to confirm coverage Review all details and confirm responsibilities. Collect supplies and schedule pick up of refreshments and other items for the program</td>
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<tr>
<td>May</td>
<td>Send out thank you notes to presenters, performers, volunteers, sponsors, and partners Make notes about what worked and what didn’t, as well as ideas for next year</td>
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PROGRAM MODELS
Public Library Program Model for Planning an El día de los niños/El día de los libros Celebration

Introduction: What is Día?

What is Día? Día is a nationally recognized literacy initiative that honors children and childhood by advocating for children’s literacy development and access to the world of books, libraries and reading. Día is a daily and year round commitment to literacy that culminates on April 30th each year. Through the world of words and learning, we strive to nurture children’s cognitive and literacy development in ways that honor and respect a child’s home language and culture. By promoting bilingual and multicultural literacy year round, we strive to develop an appreciation for and an understanding of cultures and languages different from our own. Through engaged reading and learning we share our commonalities and our uniqueness, and discover a common humanity.

The common goals of all Día celebrations are:

- To celebrate children and connect them to the world of learning through books, stories and libraries.
- To introduce families to community resources that provide opportunities for learning through multiple literacies.
- To celebrate, honor and respect our unique culture, heritage and language as powerful tools for strengthening families and communities.

Purpose of the Librarian’s Program Model

This program model is designed to provide librarians with opportunities to determine the best course they would like to take in developing their Día celebration. It is based on best practices gathered from fifteen years of collective experience. We hope the model will spark your imagination to craft a program that best suits your community needs. Libraries and communities may choose any variety of ways in which to celebrate the event. This model is designed to offer a variety of programs for large, medium and small libraries wanting to reach out to their multicultural populations as follows:

A Plan A: Community-wide Celebration of Día

Plan A is a very detailed plan designed for large systems with multiple branches who are interested in conducting a community-wide celebration of Día.

B Plan B: Community Día Celebration at your Library

Plan B is a modified plan designed with a medium-sized libraries interested in working collaboratively with community partners.

C Plan C: Library Día Celebration

Plan C is designed for the small library with limited staff and resources who would like to reach out to unserved populations within their community.

Timeline

August

Regardless of the size of library or community you work in anyone planning a Día celebration should begin by reviewing the ALSC Día web site. We recommend that you familiarize yourself with the variety of Día programs that have been held throughout the country. Determine what programs or activities best meet your community needs, and
meet with your supervisor to discuss your plans for the type of Día event you would like to have at your library. The following questions may help you to determine the programming options available:

- What dates work best for your community? Should it be a weekday afternoon, an evening program, or a Saturday program? Check the community calendar to determine what other community events are scheduled for that day. Also check the school calendar to make sure the event does not conflict with major testing, UIL completion, school function, or spring break.
- What is your proposed audience size? If looking at having the event in your library, what general space is available? If planning a large community event is there enough space in the library or is there a community venue that would be available to accommodate the audience size you are expecting? Is the place you are planning to hold the event conducive for this type of program? If planning an outdoor event, is there an alternative space available in the event of rain?
- What types of programs do you think would be of benefit to your community? If planning to have a storyteller, author or illustrator at the event, would they be available at the times you need them? Is the place you are planning to hold the event conducive for this type of program?

Review the recommended Día booklist; it is useful resource for expanding your multicultural collection. Select titles that best match the cultures represented in your community as well as those cultures that your Día program could possibly highlighting. Also, consider purchasing titles in the multiple languages spoken in your community.

September

During the month of September, the decision to hold a Día event needs to be finalized. Once you have received administrative approval, the first order of business is to secure a date to hold your event. Reserve the library space as well as other public spaces you wish to use to hold additional programs, events or meetings during the seven month period leading up to the day of the event. Additionally we recommend that you inform library staff of the event at a staff meeting and invite them to be part of the planning team.

Begin to put together an Excel spread sheet listing the potential community partners you would like to invite to be part of the planning team. The community partners you invite and the involvement they will have in the planning and participation will vary depending on the type of program the overall planning team decides on. If you are working in a library system where you have access to many community groups, you may want to try a large event that involves many organizations that work with people throughout the city. Or, you may want your Día celebration to take place over several days with activities happening in different locations. If you are looking at something a little smaller you may want to consider a Día program at your library working with community groups that you are currently partnering with. Or if you are a small library you may want to try a one day event where you invite your community to participate in a special multicultural program. Once you have decided what type of program you would like to undertake, invite partners to an October meeting to begin the Día planning process.

**Potential Día Planning Committee Team Members may include representatives from the following Community groups:**

- **The Community School:** Schools are the best resource for locating and identifying parents and interested teachers, administrators, school librarians and others who care about children and their reading needs, habits and accessibility to books.
- **Early Learning Community:** Each community must determine what it would like to do to reach out to the community of educators who
work with young children ages 0-5 that comprise the early learners in your community. These educators are essential for reaching out to the parents of the young children under their care. They may include staff from Head Start, state pre-school programs, private day care centers and other pre-school programs and child development centers in your community. They can also be called upon to help design the hands on activities for young preschoolers on the day of the event.

- **The Literacy Community:** The literacy community may vary from city to city, depending on the wealth of resources available. When brainstorming, determine if there are any connections to book distribution organizations such as Reading is Fundamental (RIF) or First Book. Other literacy organizations may include after school tutoring programs as well as the local literacy coalition.

- **ESL Community.** Adults working with the ESL (English as a Second Language) community are a good source for helping to identify families who are non-traditional library users. Many of these literacy teachers or advocates have earned the trust and respect of the immigrants they serve. These are ideal outreach advocates who can help promote the event among their students and families.

- **Local Museums:** Identify all the museums in your community. Whether it is a children’s museum, an art institution or a historical or cultural museum or cultural center, these institutions can be invited to bring a modified version of their children’s programming to the Día event. Their presence at a Día event provides an opportunity for these institutions to introduce their programs to new audiences in a casual, non-threatening environment.

- **University Community:** Groups on campus may be drawn from the fields of education, library or information studies, women’s studies or ethnic studies. University sororities and fraternities are also a good source for community volunteers. We strongly recommend drawing on the knowledge and expertise of the education majors to help social service agencies with the development of hands-on literacy activities for the day of the event.

- **Neighborhood Associations and Churches:** These organizations are well established community institutions that can help promote the event in their community through neighborhood newsletters or church bulletins. Churches are a great resource for promoting the event among their own church members. These organizations may have member who might be willing to serve on the planning team.

- **Local Businesses:** Local businesses are a good resource to tap into for sponsorship for the event. They can also help through financial and in-kind contributions such as printing, food for volunteers, volunteer incentives, etc. These establishments can also be called on to publicize the event.

- **Media:** T.V., print and radio remain as traditional information sources for many people in the community. Particularly important are popular language-based print and radio stations. Media outlets are also an important source for major event sponsorship. Don’t forget the local PBS station.

- **Local Consulate:** Many countries have official representatives located in cities throughout the United States. Find out which countries are represented in your community and invite these consulate representatives to the Día Planning table and/ or to be a community partner for the event. Programs and services may vary among consulates. The Mexican Consulate, for example has given away free government issued textbooks to those visiting the Consulate booth at community sponsored events.

- **Local Immigrant clubs:** Larger metropolitan areas may be host to clubs organized as federations that represent specific states or areas of a country; Ex: Club Zacatecano del sur de Los Angeles (Zacatecas Club from Southern California) or the Club Jalicience represent-
ing citizens from the state of Jalisco, Mexico. Depending on the size of the immigrant community local immigrant clubs raise money for infrastructure projects in their communities. If teachers from these communities can be found, they can be utilized to conduct parent/child activities

- **Local Artists and/or non-profit art associations.** The arts organizations in your community are a good source of talent for Día programming. Be sure that the selected performers represent a broad range of cultures. Performers should have a proven track record for providing and performing quality programming for children and families.

- **Local chambers of commerce.** These groups may provide volunteers for the day of the event; they may also encourage chamber members to help as sponsors or help publicize the event.

- **Youth serving Community Organizations:** Organizations such as the Boys Scouts, Girls Scouts, Boys and Girls Club should be represented on the Día Planning Team Committee. They work directly with children and can help to promote the event among their members. Encourage them to bring their children and families that they work with to the event.

- **City Departments:** City or country departments such as the Parks and Recreation and the Health Department may also have children as their primary customer base. Invite them to join the Día planning table. Make sure they are working to promote the event in their department and throughout their organizational system.

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**October**

During the month of October you will begin looking at what tasks will need to be completed to insure a successful Día celebration. The decision will need to be made on a location for the event, keeping in mind the number of participants expected and the types of programs you envision. You will need to look at potential Día community partners and also at your current partners to determine if there is a common interest in promoting the goals of Día.

Also keep in mind that everyone goes about planning a program differently. If you are planning a large city wide community celebration you will need help. It is always helpful to have a committee to share the workload with. If planning a library community event or a single day event you may not need to follow a committee format but you will need someone to take on additional tasks to make sure the event is a successful one. As you plan your event, look at the different tasks assigned to each committee to see if this is something that could be done by yourself or whether it requires additional support from your staff or a cadre of volunteers.

For a community-wide event, we recommend that you convene the first meeting of the Día planning committee this month. You may want to elect two persons to serve as chair and a co-chair who will coordinate the overall planning for the Día Event. We recommend a team consisting of a library staff member and a community partner. Invite planning team members to serve on the various sub-committees. Committees are the best way to insure that the work will be accomplished on time. Be sure each sub-committee also has two co-chairs; two persons willing to work as a team and be responsible for overseeing the work of the sub-committee. Essential sub-committees include the following:

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**Publicity Committee**

The Publicity committee is charged with developing a strategy for getting the word out for the event in a timely fashion. The Committee is responsible for contacting local media to insure that information about Día is made available. They will develop the event poster, web page and flyers that will be
used to publicize the event. Members of this committee will be available for TV, radio, and print interviews. They are responsible for writing the press release and getting the information about the event on the various community calendars. They will contact local school administrators and elected officials to insure that the event is placed on calendars, and will work with elected officials to issue city, county, or state proclamations for Día.

**Fundraising Committee**

The Fundraising Committee is charged with developing a budget for the planned event. Committee members are responsible for identifying and applying for grants that may be available for Día events. Committee members must also identify major funders that would be willing to sponsor or co-sponsor a Día event. Once potential funders are identified, the committee will draft a letter to funders seeking sponsorship. Committee members will make individual appointments to meet with potential funders to solicit their support.

**Programming Committee**

The Programming Committee is responsible for identifying and selecting potential local, regional or national authors, illustrators or storytellers representative of the various cultures you wish to highlight at your event. The committee will determine if they are available and what their fees are. They will identify local talent from area school groups or other youth performers to determine if they are available to perform at the Día event. The Programming Committee is also responsible for contacting local community agencies and inviting them to participate at the Día event.

During the months of January, February and March, the Programming Committee will work with the library to provide programs and activities such as story times, puppet shows, craft activities or other literary arts programs at local area schools, community centers, museums, or other locations around the community. This will serve as a way to promote the upcoming April Día event in the community and to promote Día’s goals in the community.

**Local Arrangements /Logistics Committee**

The local arrangements committee conducts a preliminary search to determine the best site for the event. Once the site is secured, the committee works with site administrator on an ongoing basis to determine logistics for the event. (Ex: teen stage; storytelling stage, Hands-on Activity tables sponsored by local community agencies, etc.). The local arrangements committee is also charged with finding an alternate site for the event in the event of rain. The logistics committee works closely with the library staff to work out the details involved in electrical wiring, parking, and set-up and cleanup. Additionally, the logistics committee is also charged with recruiting and assigning job assignments to a cadre of volunteers who will be on site the day of the event.

**Tasks for Community-Wide Event**

**Publicity Committee**

- Work with local area schools to solicit student artwork for event poster contest. Committee works with area art teachers to promote art contest with a reading theme.
- Begin soliciting names for possible honorary chair for event. This can be used as an opportunity to introduce political leaders to the types of programs provided by the library and other partnering agencies.
- Set up library Día website.
- Will compile list of media agencies in your community.

**Fundraising Committee**

- Develop budget for the event.
- Develop a literacy fact sheet that contains
recent statistics and makes the case for the need for a community wide event such as Día.
• Send out letters to potential funders. Include any previous successes with Día programs and projects. Keep in mind that along with monetary donations there are businesses that may be able to help with in-kind donations. (You may want to set up different sponsorship levels)

Programming Committee
• Compile a contact list of potential participating agencies and performers, (include children’s groups), storytellers, authors, and illustrators.
• Develop registration form to be sent to performers. (see sample performer registration form)
• Develop registration form for community organizations. (see participating organization registration form)

Local Arrangements/Logistics Committee
• Make sure site has been secured.
• Determine the capacity of site. (Number of participants; number of organizations you can accommodate; space availability for programs and performances.)

November
Begin to send out reminders and update community calendars and web pages to keep your community informed about your library’s Día plans. Contacts should be made with possible funders. The funding committee may want to consider different scenarios for giving by setting up sponsorship levels. Begin talking with organizations that may have free books that can be distributed at your event. You may want to consider having a bookstore sponsor a book drive of new or gently used books that could be given to children.

A Tasks for Community-Wide Event

Día Planning Committee
• Co-chairs convene monthly meeting of the Día planning committee. (see sample agenda)
• Co-chairs meet with chairs of the Committees to insure monthly tasks are being accomplished.

Publicity Committee
• Update webpage to reflect date and plans that have been confirmed.
• Send out save the date reminders to local elected officials, school administrators, teachers, community agencies.
• Set up individual meeting with local media groups to introduce them to the conceptual idea and history of Día and to inform them of your preliminary plans for a city wide event. Invite them to send a representative to serve as a member of the planning team.

Fundraising Committee
• Call upon potential funders to set up meetings.
• Update budget to reflect the most current expenses and contributions to date.

Programming Committee
• Contact local agencies, performers, storytellers, authors, and or illustrators to see if they are available.

B Tasks for Community Día Celebration at your Library
• Secure the library space you plan to use for the event.
• Look at which community partners you are currently working with as well as groups you have an interest in working with.
• Invite community groups to the table to begin planning for your event.
• Determine what type of budget you will need.

C Tasks for Library Día Celebration
• Secure the library space you plan to use for the event.
• Determine who you want to reach with this event.
• Determine your budget for the event.
• Talk with groups from local community to seek donations of books to be distributed day of the event. (speak with local book stores in your area, local Reading Is Fundamental group, your local PBS station, Consulates in your area may have books published in their country that they can give you).

Local Arrangements/Logistics Committee
• Begin process for recruiting volunteers.
• Look at the location that has been chosen and work with programming committee to determine what types of programs will work with selected location. Consider number of stages you will be able to have, where authors will be reading, and whether you need to speak with neighboring businesses to allow for overflow parking.

B Tasks for Community Día Celebration at Your Library
• Send out a reminder to community groups you work with reminding them about the event.
• Encourage library director to have the event placed on the city council members’ and mayor’s calendar.
• Talk with local businesses and organizations to seek out financial and in-kind support for the event.

C Tasks for Día Celebration at your Library
• Identify targeted schools in the community that local children attend.
• Identify the social service agencies that offer services for the children and families in your community that you are trying to reach.

January
During the month of January the big push will begin to get schools, participating agencies, and performers on board. In order to maximize your relationship with the local school(s), it is wise to first visit the local school and introduce yourself. Make an appointment to meet with the principal and the librarian. Ask them to facilitate small group meetings with parents who can serve as community volunteers to bring other parents to the event. Consider touching base with school staff including teachers and other support staff such as the reading teacher or literacy coach; English as a Second Language (ESL), bilingual educators or / dual language teachers; ELL (English language learners) coordinators who oversee a variety of programs at the school campus. They may be able to recommend one of their student groups as possible performers for the event or they may have suggestions for literacy based activities.

December
No meeting date set for this month. Ask committee members to work on their assignments and plan to meet in early January.

Programming Ideas for Community Outreach

Storytime
A March Outreach storytime program, for example, could be combined with a César Chávez Day. Read or tell a story based on the life of César Chávez. Use Francisco Alarcon’s poem “Un arbol para César Chávez / A Tree for César Chávez” found in
Laughing Tomatoes: And Other Spring Poems / Jitomates Risueños: Y Otros Poemas de Primavera by Francisco X. Alarcón and illustrated by Maya Christina González (Children’s Book Press, 2005) Ask the local parks department to help you find a donor who would be willing to pay for the cost of planting a tree at the library, or who will provide seedlings so children can plant their own tree at home.

Booktalk

If you know what author/s are coming to your event, consider book talking the featured author’s work so that the children are familiar with the author’s work and can come prepared to ask the author questions about the literature.

Storytelling

Storytelling is a unique way to introduce children and adults to cultures and stories from throughout the world. You may want to select a winter story from another continent, or a story to coincide with a particular cultural celebration like Chinese New Year, Kwanzaa, World Storytelling Day, or African American Heritage Month.

Consider working with the school’s art teacher if one is available to design a class project based on the stories the children hear. Group projects such as story quilts; masks or other student artwork can serve as a special featured exhibit at the library during the Día event.

Multicultural Book Preview Event

Create a buzz about the recently acquired multicultural titles by inviting teachers, parents, school librarians and participating agencies to a book discussion of high quality multicultural children’s books recommended on the Día booklist. Setting up a book display and book-talking these titles are ways to use these books to introduce interested adults to the featured literature.

Writing Contest

Ask a local or community writing group to sponsor a children’s writing contest. Panel judges may be members of the planning committee, or you may ask a panel of news reporters or journalism students to judge the children’s writing. Target specific grade levels such as 2nd through 5th. Suggested theme could include: “Why I love Books” or “Why I like Reading”.

Tasks for Community-wide Event

Día Planning Committee

• Co-chairs convene monthly meeting of the Día planning committee.
• Co-chairs meet with chairs of the committees to insure monthly tasks are being accomplished.

Publicity Committee

• Update website.
• Select artwork for poster.
• Develop flyers and poster. Consider asking one of your partners to design the posters and flyers. Your local media partners have graphic artists on staff that may be able to help in the design of the poster. They may also have access to printers that can be used to print large amounts of flyers and posters.
• Work with planning committee to determine who should be invited to serve as honorary chair(s) for the event.
• Meet with proposed honorary chair(s) to personally extend the invitation.
• Visit local schools and meet with principals, teachers, and librarians. Encourage schools to reserve buses to bring families to event.
• Begin work with media outlets to develop PSA’s for the event.
• Contact state and city governments for proclamations for the day of the event.

Programming Committee

• Secure authors, illustrators, storytellers and other performers for the event
• Send out registration forms to community organizations and agencies.
• Send out registration forms to performers and artists.
• Work with local schools and after school programs to promote a writing contest.
• Work with members of planning team to set up a special multicultural program at a community center, school or community gathering place. Refer to outreach recommendations listed above.

Fundraising Committee
• Meet with local funders to secure their sponsorships. Don’t forget in-kind donations which can offset expenses. Make sure that the publicity committee has the correct logos of sponsoring agencies as well as the names of the donors for in-kind donations.
• Update budget

Local Arrangements/Logistics Committee
• Continue to recruit volunteers. Look to your planning team for suggestions on where to recruit volunteers.
• Begin gathering cost estimates for supplies you will need for event. If planning an outdoor event you may need to reserve tents and generators.

Tasks for Community Día Celebration at your Library

• Put an announcement about the Día event on your library calendar and webpage.
• Begin to develop a flyer for the Día celebration that can be handed out at any future library outreach events.
• Meet with library partners to determine what type of activities can be planned for the day of the event.
• If money is available for an author or storyteller, contact the author or his/her agent to determine if they are available and what the costs will be. You may be able to partner with a local school or bookstore to share in the cost.

Author may be able to be present at the Día event in the morning and then do a book signing and reading in the afternoon.
• Visit local schools and meet with principals, teachers, and librarians to encourage school participation in the event.
• Work with your partners to have a special multicultural cultural program at the library or one of their locations. Refer to outreach recommendations above for suggestions.

Tasks for Día Celebration at your Library

• Visit the targeted schools. Meet with administrators and key teachers or staff who have a trusting relationship with parents.
• Visit the social service agencies in the community who work with your targeted population. Invite social service agencies to help you promote the event at the library
• Visit the local church(s) where families are most likely to attend.

February

In February, begin to formalize your lists of participating agencies, performers and authors who have committed to participate at your event. Begin meeting with participating organizations to determine the types of activities they plan to have on the day of the event. Continue your efforts to engage the media, and continue to work with local schools to have families participate in your outreach efforts.

Review “Sample Suggestions Make and Take/Hands On Activities” below for suggestions for agency activities for the day of the event.

Sample Suggestions for Make and Take/Hands on Activities

The following suggested activities are recommended as a way to give social service agencies an
opportunity to interact with children and parents. The parent is more likely to remember the agency and its services based on the interaction and the activity. It is also an opportunity to provide a fun learning experience in a social environment. Most of these suggestions can also be projects that parents could easily reproduce at home. Feel free to add your own ideas for hands-on activities.

**Bookmaking**

Have children work with their parents to make a book together. As an example, if a health agency is sponsoring the table, they may want to use a health related theme like an *ABC Healthy Vegetable Book* or an action book that describes all the things a child can do when they eat healthy. (ex. jump, run, play, study, etc.) Work with a librarian who can help the programming committee to provide service agencies with ideas for sample books or other book project ideas.

**Book Marks**

Have children select a pre-cut blank bookmark. Ask them to design, create and decorate their own bookmark. Stress originality and creativity for this activity. Have student volunteers also help children with spelling if necessary.

**Materials Needed:** Paper, pencils, markers, glue, decorative craft supplies (ribbons, foam, glitter, etc.).

**Young Journalists Table**

Print media organizations may want to consider sponsoring a table where students are involved in laying out the format for a school, library, or community newspaper. Volunteers can guide students through the elements of a newspaper by introducing key words and concepts like layout; header; by-line; column.

**Materials needed:** Cut out Newsprint stories (supplied by media agency), 8 1/2 “ by 14 “ white blank paper, glue. Volunteers who will help students work on the project.

**Sock Puppets**

Have children and parents select materials to use for constructing a sock puppet. Yarn, buttons, and other craft supplies can be used to have children create their own unique design. Have volunteers on hand to help parent and child interact with each other’s puppet through dialogue.

**Materials Needed:** Socks- all sizes, color, craft supplies, glue.

**Finger Puppet I**

Participating agencies may choose to buy bulk pre-made finger puppets to hand out to children and parents. Be sure to demonstrate the importance of dialogue through the use of puppets. Work with children’s librarian to find wholesaler who sells bulk items.

**Finger Puppet II**

Participating agencies can also be given puppet patterns with characters from classic stories like *The Three Little Pigs*. The patterns are given to children to cut and decorate and place on sticks. Have children demonstrate their own re-telling of the story.

**Materials needed:** Black and white copies of selected story book characters, child size scissors, Colors, crayolas, magic markers, glitter, glue, tall size popsicle sticks.

**Paper Plate Puppet Masks**

Provide black and white copies of a variety of animal faces. Have children select, color, decorate, and cutout their selected mask design. Have children glue their design onto the paper plate. Help them punch holes and tie their pre-cut yarn if necessary.

**Materials Needed:** paper plates, hole puncher,
variety of pre-cut animal faces, crayons, markers, pencils, yarn.

A Tasks for Community-Wide Event

Día Planning Committee
- Co-chairs convene monthly meeting of the Día planning committee.
- Co-chairs meet with chairs of the Committees to insure monthly tasks are being accomplished.

Publicity Committee
- Update website.
- Finalize posters and flyers for the event.
- Continue visiting schools and community organizations and agencies to further develop the relationships. Ask them to help spread the word about upcoming Día events.
- Continue meeting with media to encourage them to publicize monthly programs of planning committee members.
- Continue adding information on community calendar(s) as performers and authors are confirmed.
- Work with local municipalities and state government officials to have an official proclamation written for Día.

Programming Committee
- Review sample suggestions for Make and Take/Hands-on Activities for Activity Tables. Convene a meeting with participating agencies to develop a hands-on literacy-based craft or make and take activity for their table. Utilize the skills of the public children’s librarians, local artists or other community persons who are willing to demonstrate examples of hands on activities that social service agencies can utilize.
- Work with members of planning team to have a special multicultural program at a community center, school or community gathering place. Uses this event to inform community of April event. You may want to refer to the outreach recommendations that were listed in January.
- Work with publicity team to help publicize the Día events.

Fundraising Committee
- Finalize list of sponsors and make sure that the publicity committee has the correct logos for any press releases that are to be sent out.
- Continue to seek out in kind donations.
- Update budget so that all committees know how much money is available.

Local Arrangements/Logistics Committee
- As registration forms come in, work with programming committee to determine the needs of participating agencies and performers.
- Begin to compile a list and budget for all supplies and equipment needed for the event.
- Continue to recruit volunteers.

B Tasks for Community Día Celebration at your Library

- Continue to visit local school and community partners to get the word out about the event.
- Create the flyer that will be used to publicize the event. Make sure to include the logos of any partners and sponsors that will be participating in the event.
- Speak with local media outlets about the event to see if they would be willing to help publicize the event for you.
- Work with local municipal and state government officials to have an official proclamation written for Día.
- Work with your partners to have a special multicultural cultural program at the library or one of their locations. Refer to outreach recommendations above for suggestions.

C Tasks for Día Celebration at your Library

- Seek native speaking community volunteers who are willing to assist you in publicizing the event.
• Seek native speaking community volunteers who are willing to assist you in planning the event.
• Locate local businesses that may be willing to sponsor and or promote the event.

March

During the month of March Día activities are in full swing. It is important that you check with planning team members to make sure that all tasks are being completed in timely fashion. Work closely with media to insure coverage of event is scheduled for April. Continue to work with community partners to insure that they are getting the word out to their constituents.

A Tasks for Community-Wide Event

Día Planning Committee
• Co-chairs convene monthly meeting of the Día planning committee.
• Co-chairs meet with chairs of the Committees to insure monthly tasks are being accomplished.

Publicity Committee
• Work with local media to have PSA’s taped
• Develop schedule with media to set up live interviews with featured authors, storytellers, and committee members who can speak about the event.
• Develop schedule for distribution of posters at local schools and businesses.
• Attend local neighborhood association meetings, P.T.A. meetings, Chamber meetings, and other organizations that might be interested in participating in the Día event.

Programming Committee
• Convene a meeting with participating agencies to develop a hands-on literacy –based craft or make and take activity for their table. Utilize the skills of the public children’s librarians, local artists or other community persons who are willing to demonstrate hands on activities that social service agencies can utilize.
• Work with members of planning team to have a special multicultural program at a community center, school or community gathering place. Uses this event to inform community of April event. You may want to refer to the suggestions made in January for outreach events.
• Finalize list of performers and their needs.
• Finalize list of agencies and their needs.
• Put together a spreadsheet for the logistics committee identifying the needs of the performers and agencies so that supplies and equipment can be ordered.

Fundraising Committee
• Continue to seek out in-kind donations.
• Update budget so that all committees know how much money is available.

Local Arrangements/Logistics Committee
• Order tables/chairs/tents and other equipment needed for the event.
• Work with programming Committee to determine if there are any special needs from participating agencies and groups to prepare for. (ex. electricity, water, number of microphones, number of tables...)
• Work with schools to ensure that buses are ordered to get students and parents to and from the event.
• Continue recruiting volunteers.

B Tasks for Community Día Celebration at your Library

• Continue visiting schools and other community meeting to inform groups about plans for upcoming Día celebration.
• Confirm participation of partnering agencies, and determine what types of activities they will be participating in.
• Work with your partners to have a special multicultural cultural program at the library or one of their locations. Refer to outreach recommendations above for suggestions.
• Recruit local volunteers who can serve as translators on the day of the event if you do not have Spanish speakers or other language speakers on your staff.
• Review sample suggestion for Make and Take/Hands on Activities for Activity Tables.

C Tasks for Día Celebration at your Library

• Get on the agenda for local PTA meeting or other community meetings
• Put out flyers in the community to publicize your event.

April

April is the busiest month yet. Multiple meetings will need to be held to insure that all loose ends have been tied up. Everyone will need to review their assignments and make sure all assigned tasks have been completed. Last minute calls should be made to media to remind them of the event. Check with your media contacts to see if they can do any late breaking interviews. Send letters to participating agencies, performers, and volunteers with information about their performance time, parking, arrival time, and set up.

A Tasks for Community-Wide Event

Día Planning Committee
• Co-chairs convene monthly meeting of the Día planning committee.
• Co-chairs meet with chairs of the Committees to insure monthly tasks are being accomplished.

Publicity Committee
• Write and send out press release. Make phone calls to local papers and news organiza-
tions to pitch a story idea for event coverage. Follow-up with media to make sure featured Día authors will be interviewed.
• If an honorary chair is selected send a letter letting them know what time they will need to will arrive, and where they should report and how much time they will have to address the audience.
• Work with schools to insure a flyer goes home with each child.
• Committee members will assign spokesperson to be available for any media request.

Programming Committee
• Email final confirmation to all performing groups and participating agencies. For performing groups let them know about parking, unloading of equipment, and dressing areas. For participating agencies, let them know about parking, dropping off times, and other logistical information.
• Determine final schedule for performers.
• Select emcees for major stage areas.
• Send letter to parents of the winning students of the art and writing contest. Let them know of the time and location of the award ceremony. (See sample letter to parents)
• Gather brief bio from performers and a brief description of services offered by participating agencies for use by emcees during the event.
• Write stage script for emcees.

Local Arrangements/Logistics Committee
• Draw out a layout plan of event activities.
• Order any special equipment that will be needed (ex. Sound system, microphones, helium tank)
• Determine how you will communicate with other planning team members during the event. Will you have radios or walkie talkies? Ask members to share their cell phone numbers and compile a cell phone list for the day.
• Determine volunteer assignments.
• Design name tags for volunteers who will act as Día ambassadors for the day.
• Order food for all volunteers. Determine who will pick up food or deliver food.
• Set a meeting with volunteers to go over event plan and assign job duties.
• Determine if there are any special parking needs. (ex. spot for local political leaders, honorary chair, etc.)
• Determine what signs will be needed for the day of the event and have signs made. (ex. parking, restrooms, public press release statement for use of photos, information table, dressing rooms, volunteer room signs, and participating agency names, etc.)

B Tasks for Community Día Celebration at your Library

• Work with local schools to make sure flyers go home with students.
• Send press release to local media and follow up with a phone call encouraging them to include the event in their community calendar or to write a story about the event.
• Confirm partnering organizations needs.
• If staff is not fluent in other language, ask native speaking volunteers to help conduct the program with you. Consider using bilingual books or books available in both languages for a dual language program. Review ALSC’s recommended Día book list for suggested book titles.
• Review sample suggestion for Make and Take/Hands on Activities for Activity Tables to use as possible craft ideas for your program.

C Tasks for Día Celebration at your Library

• Write up brief announcement for placement in local church bulletins and community bulletin boards.
• Write up press release for distribution to local media including native language newspaper and radio outlets.
• If staff is not fluent in other language, ask native speaking volunteers to help conduct the program with you. Consider using bilingual books or books available in both languages for a dual language program. Review ALSC’s recommended Día book list for suggested book titles.
• Review sample suggestion for Make and Take/Hands on Activities for Activity Tables.

Celebration Day Checklist

• Welcome volunteers; provide breakfast if possible.
• Have volunteers set up tables, chairs, and decorations for the event. Make sure tables are properly identified with participating agency names so that agencies can easily find their location.
• Have an information table for the public. You may also want to have a program which lists participating agencies and performers and schedule for the day.
• Set up signs around the neighborhood instructing people how to get to the event and where to park.
• If you had an art or writing contest make sure to recognize the children and representatives from the schools with the winning entries.
• Assign volunteers in the morning to help agencies unload their materials and to get them to their assigned tables.
• Assign volunteers to work at participating organizations’ tables.
• Assign volunteers to assist performers with finding the dressing rooms, stage, and making sure that performers are in place in time for performance and that sound person has the correct music.
• Assign volunteers to be responsible for serving food and to make sure that food area is kept clean.
• Assign volunteers to take pictures of the event.

Volunteer Job Duties for Day of the Event

The volunteers on the day of the event will not only do much of the grunt work but they will also serve
as ambassadors for your event. They will work with the agencies at the tables and will interact with the public. When deciding where to place a volunteer keep in mind their interests.

**Volunteer Jobs Descriptions**

- **Set up assistants**: will use map supplied by logistics committee to place tables and chairs in correct locations. They will place table covers and agency name plates on tables. Set up assistants will help with decorations and will help participating organizations unload vehicle and get materials set up on tables.
- **Parking lot attendants**: will direct attendees to parking lots surrounding venue, and insure that spaces are available for dignitaries near the entrance.
- **Water Patrol**: will insure that water coolers are kept filled with cool water and that cups are available.
- **Garbage Patrol**: will walk around venue and make sure that all trash is picked up and notify logistics chair if they see any problems.
- **Information table assistants**: will be responsible for facilitating the information booth. They will provide information and performance schedules to the public.
- **Stage Assistants**: make sure lighting and sound system is working correctly. Assist performers with their needs and make sure they know when and where to go. Will handle crowd control around stage area.
- **Table Assistants**: will assist agencies at tables with activities: will facilitate hand-on activities and pass out information.

- **Dress up as characters**: Local PBS station may be able to borrow character costumes such as Maya and Miguel, Clifford the Big Red Dog, Super Why. Assistants will walk around in costumes greeting kids.
- **Food assistants**: Set up food for volunteers, and clean up after volunteer have had breakfast and lunch.
- **Clean up crew**: will pick up tables and chairs, pick up trash, and other duties as needed.

**May**

**The following tasks are recommended for all libraries:**

- Convene a meeting of planning committee team members to assess what went well and what can be improved. (see event debrief outline)
- Send out evaluation form to all participating community organizations. (see exhibitor evaluation form.)
- Send certificates of appreciation to all sponsors, performing groups, participating agencies, and volunteers.

**Making the Year-round Connection**

In May, use the partner list to distribute on-going information about upcoming library programs such as the Summer Reading Club. Plan a follow-up visit to participating schools as a way to strengthen the existing or new-found partnership. Use opportunity to promote upcoming Summer Reading Club in the public library.
School Library Program Model for Planning an El día de los niños/ El día de los libros Celebration

Schools are the perfect setting in which to celebrate Día. Indeed, they are the perfect setting to share, enjoy, and learn from multicultural and multilingual books throughout the year. Such books have the potential to make a rich and varied contribution to the academic and social lives of all children. It is essential for children to see their heritage reflected in library and curricular materials. These books positively and authentically portray diversity, which helps all children gain appreciation and understanding of global peoples.

School librarians face increasing responsibilities with decreasing time and resources. This reality severely impacts what they are able to do for our schools. Nonetheless, a commitment to infuse multiculturalism and multilingualism into the library’s sphere of influence is feasible and valuable. In the library, a hub of school life, the staff has the unique opportunity to strengthen and expand the values of diversity. Día’s bookjoy can be seamlessly incorporated into library activities.

What follows are several suggestions to bring Día’s spirit to schools.

Months leading to April 30th

- Plan early, by at least autumn. Introduce Día to the whole staff and any other stakeholders. Set a follow-up planning meeting with those interested. Get the Día date/s on the school calendar. Notify parent groups and public librarians. Decide who, where, when, and scope. Suggest academic focus, such as inferential comprehension and/or multicultural understanding.
- Make it fun, simple, academically valuable, and replicable. Aim to expand in subsequent years.
- Plan for the observance by one teacher, group of teachers, or whole school. Teacher is any adult instructing students. Include parental involvement through parent teacher groups, parent volunteers, and individual parents who may have direct experience with heritage cultures.
- Use multicultural, international, and multilingual books.
- Introduce Día to students, what it is in the USA, and what they will do to participate this year. Suggest this will be an annual celebration in the school.
- Focus on students’ heritage cultures and languages.
- Both community and school district media should be invited to publicize the school’s Día activities.
- Specialists can share corresponding music, art, and games with the students. Use electronic resources, books, realia, and folk art. Consider recordings of world music by Putumayo or those of former teacher José Luis Orozco. Orozco’s book of finger rhymes and action songs is perfect for the youngest children.
- Spread the word to other district staff for this year or next year’s planning.
- Guests, parents, and/or older buddy classes can read a story to the students related to their heritage.
- Identify who can read a story to the students in a heritage language; or share a heritage language story via electronic resources. Include bilingual stories. Try a DVD or CD which can give an extra visual and/or auditory dimension.
- Tie in a Día activity with what could be planned by a nearby preschool, Headstart, migrant education, or after-school program. Think simple collaboration.
- Post-Día: share successes so others may join next year, include communication with parents.

Please see the Resources/Programming Ideas/Schools section of this Resource Guide for more ideas and book references to enhance your Día school celebration.
BEST PRACTICES
We offer the following examples of best practices, from public and school libraries that celebrate Dia. These practices are really good ideas that have proven to be sustainably effective over time. Also, they are presented in random order. The list is not exhaustive; and practices will be added as libraries share them.

- **Galt-Marian O. Lawrence Library (CA)** provided each attending family with a welcome bag that included information about library services and upcoming programs.

- **Hundreds of children at Clearwater Public Library, East Branch (FL)** created a diversity mural that was unveiled as part of the Día celebration. Kids made construction paper tiles with their own messages and illustrations. Staff and volunteers then arranged the tiles and placed them on larger pieces of paper to hang in the library.

- **Hamilton East Public Library (IN)** shared books from various countries and taught participants alphabet songs in a variety of languages as part of Book Fiesta.

- **Kenton County Public Library (KY)** presented an international storytime in nine languages along with crafts, music, and dance from various cultures.

- **Crossroads Elementary School in Santa Monica (CA)** combined Día with international literacy by inviting children and parents to share a page or two from a favorite book, translating the text after reading the original language.

- **Tifton-Tift County Public Library (GA)** shared international variations of the folktale “The Three Little Pigs” with guest readers introducing applicable words in Portuguese, Swahili, and Spanish.

- **Adriance Memorial Library (NY)** hosted “Around the World in One Day,” a day-long celebration featuring Italian, Indian, Polish, African, and Spanish stories, crafts, and food.

- **Corvallis-Benton County Public Library (OR)** partnered with Corvallis Multicultural Literacy Center to host a Multilingual Read-In. Families signed up to stop by and read books in their native or cultural language out loud throughout the day.

- **In addition to storytelling and other activities, Flagstaff Public Library (AZ)** had children create “mini-grandparents” that were affixed to a map of the world indicating where their ancestors came from.

- **Eastern Laramie County Campus (WY)** hosted a presentation of “Papa and the Pioneer Quilt,” by Jean Van Leeuwen, narrated in English, Spanish, and American Sign Language with the participation from the audience and guests.

- **Humor is universal so Truman Price Elementary (Donna, TX)** featured stand-up comedy and skits in English and Spanish.

- **Ben Milam Elementary (Harlingen, TX)** sponsored a world cultures read-a-thon. Participants used a globe and map to pinpoint the locations for stories from around the world.

- **Spanish-language students at George West High School (TX)** wrote bilingual stories which they then read, pantomimed, or acted out for elementary school students, teachers, and families.


Several libraries used their Dia celebration to showcase and encourage use of their bilingual collections, including media along with books. Some libraries also included demonstrations of bilingual and Spanish language computer programs and databases.
Tips for Successful Día Programming from the 2011 Dollar General Literacy Foundation Grant Winners

- Provide diversity training for staff.
- Provide outreach story times at churches and child care centers
- Be aware of other major events in your community that may draw away from Día event.
- Ask partners for help in selecting culturally authentic and linguistically appropriate materials, if staff is not able to do this on their own.
- Allow time to develop relationships with members of other groups, especially when there may be language and cultural differences. Use local contacts for introductions.
- There is a real push for the next generation to be bilingual. Many English-speaking families attend programs that will help their children learn other languages. They also want to expose their children to different cultures.
- Look for conflicts that may be preventing people from attending library programs. For example, Sunday afternoon programs may conflict with soccer games.
- Tie programming in with summer reading club themes and themes from other campaigns. Include challenges that encourage participants to read a book featuring a character, words, or food from another country.
- Día buttons and stickers make people aware of the event, and generate considerable interest and questions.
- Celebrations like Día that highlight one culture, but can be enjoyed by all, initiate an interest in other cultures.
- Utilize the resources of community partners to successfully reach the multicultural members of the community.
- Booktalk multicultural materials. They will be much more interesting to patrons after programming events and when they are introduced through booktalking. Displays alone won’t move materials as much as you might expect.
- Ask teens and members of families from different backgrounds to volunteer to tell stories, prepare food, and share information from their home country. Patrons can be valuable program partners.
- Due to budget constraints, library staff may be resistant to spending monies on non-English materials. Work to help them understand the importance of these materials to the library’s community.
- Cultural associations may be a source of funding for library materials relevant to the culture. These partners and other supporters may be able to suggest additional sources for grants and funding for Día programs.
- Word of mouth is almost always the most powerful method of getting people to attend a program.
- Provide informational materials in different languages, allowing people who are not fully comfortable with English to know what activities are available to them at the library.
- Send out “save the date” announcements early for your major programs, even if you don’t have all of the details worked out.
- Remember that bilingual and culturally authentic materials may need to come from specialty publishers and suppliers, and may cost more than mainstream materials.
- Look for local and state initiatives and celebrations that focus on global education. Partner with these programs when possible.
- Purchase handheld electronic translators for staff and public use to help with language barriers.

Winners of the 2011 Dollar General Literacy Foundation grant were:

- Bloomington Public Library
  Bloomington, IL
- Franklin T. DeGroodt Memorial Library
  Palm Bay, FL
- Forest Hill Public Library
  Forest Hill, TX
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<tr>
<th>Library Name</th>
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<td>Mount Pleasant, MI</td>
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OUTREACH
An exact definition of outreach can be difficult to articulate and its meaning blurs somewhat because outreach can be looked at as a type of marketing that is targeted towards bringing underserved or unserved customers, non-users, and customers with special needs, to the library and library services. Traditionally outreach services were often limited to people who because of disability, age, or factors such as incarceration could not get to the physical library location. More broadly, and more frequently now, outreach at its essence involves proactive action and requires that library staff bring services out into the community. Outreach efforts provide services and programs that extend beyond the library’s physical facility. The specific community of users targeted by outreach services may include:

- individuals with socio-economic disadvantages;
- individuals with disabilities;
- individuals with limited functional literacy or information skills;
- individuals with limited English-language proficiency;
- individuals having difficulty using a library due to a variety of reasons or limitations;
- individuals who are isolated due to geographic location or obstacles;
- individuals living in institutional facilities;
- Providing off-site collections of bilingual books in a health clinic or other community locations;
- Offering packets of information on library programs and services to new mothers at community hospitals;
- Extending summer reading club activities in summer child care facilities, community parks, and neighborhood centers;
- Providing information on library resources to media that serve non-English speaking communities;
- Promoting library resources that are available in languages other than English, including electronic resources;
- Participating in cultural and linguistic celebrations;
- Providing opportunities for individuals to participate in library programs that support and celebrate their cultural and linguistic heritage;
- Bringing library programs to young people who are temporarily incarcerated or housed in a juvenile detention facility.

**Tips for success:**

- Get to know the community. Talk to community leaders and solicit input.
- Attend meetings and programs held by other groups that are serving the population you want to reach. Just ask if you can sit in to introduce yourself and the library and to learn about the community.
- Be patient. Outreach programming often takes time to catch on.
- Translate promotional materials into the dominant or preferred language of your audience.
- Use a variety of marketing tools. Identify the best way to reach the target audience. This may be as simple as posting notices in neighborhood stores or be more involved like being a guest on a community radio program.
- Emphasize that library programs and services are free—be sure that is communicated in the home language of the community.
For partnerships to be effective there must be benefit to both partners. As you plan your Día activities and programs, look around your community for potential partners.

- The library wants partners that can:
  - Extend the reach and influence of the library
  - Attract new audiences
  - Build community relationships
  - Provide credibility to the library and its programs
  - Support the library’s efforts
  - Provide needed resources and funding

Before asking a potential partner to work with your Día program, be sure you know what you need from the partner, how the partner fits with your audience, and what benefit the partner may derive from the partnership. Consider both long and short term advantages that can be provided from supporting your project or program. Be prepared to work out issues of “turf” and focus on mutual benefit and serving the same or similar audiences. Have a quick description of your program and its goals and objectives ready to share with your potential partners. Be prepared to attend programs and events sponsored by partnering, and potential partnering, groups.

Partnerships can provide several types of support for the library (and of course the library may provide similar support for its partners).

- Promotional—helping the library get the word out about Día and multicultural services
- Programmatic—providing speakers, program development, resources for programs
- Funding—providing dollars, staffing, and other resources
- In-kind—offering specific products that support the library’s program (give-away books, refreshments, door prizes, signage)

Libraries offer partners a multitude of benefits, including:

- Access to the target audience
- Community recognition
- Credibility in the community
- Program collaboration and participation in partner events
- Advertising/promotional support
- Efficient use of resources
- Experience
- Strength of a trusted institution

Although some groups will be natural partners simply because they share the same stakeholders, start with key organizations that can provide worthwhile support for the program and that will strengthen your work. Prioritize your contact list so that you make the best use of your time, but be open to opportunities that come your way unexpectedly. Businesses and organizations may also be looking for partnerships and come to you.

Common interests provide a great starting point but partnerships are built on relationships and interactions between the people representing the partner organizations. Remember that your initial contact will be your best chance to make a good impression. Know what you want, why their partnership would be mutually beneficial, and what the library will do for the partner. Be specific in your request. Ask if additional information is needed before a decision is made, establish next steps, and determine a date for follow-up. Set a deadline so that you know if you need to seek similar support elsewhere. ALSC provides a customizable Día Fact Sheet that can be left with potential partners that explains Día and its goals.

Consider the types of groups and organizations listed here but any group that has an interest in common with the library is a potential partner.
Think of this as a starting point and add more from your community, as well as specific organizations and contact information.

- **Community organizations**
  - Youth
    - Boys and Girls Club
    - Scouts
    - Big Brothers/Big Sisters
    - 4-H
  - Seniors
  - Parenting Groups
    - Mom’s clubs
    - Child care providers
  - Arts and Culture, Heritage
    - Museums
    - Film societies
  - Ethnic and Cultural Groups
  - Service organizations
    - Rotary, Lions, etc.
  - Recreation organizations
    - Nature clubs
    - Recreational sports groups
- **Faith-based organizations**
  - Churches/synagogues/mosques
  - Interfaith groups
- **Foundations and Community Giving organizations**
  - United Way
  - NAACP
  - YMCA/YWCA
- **Education and Literacy Organizations/Institutions**
  - Public and private schools
  - Homeschool groups
  - PTA/PTOs
  - School service clubs (Junior Achievement, honor society)
  - Literacy providers
  - Head Start
  - National Association for the Education of Young Children
  - Fraternities and Sororities
- **Libraries**
  - School libraries
  - Public Libraries
    - Friends of the Library/Library Foundations
  - Private schools
  - Colleges and Universities
  - State and local library associations
    - REFORMA
- **Businesses**
  - Groceries and convenience stores
  - Banks and credit unions
  - Bookstores
  - Insurance Agencies
  - Restaurants
    - Fast food chains
    - Pizza parlors
  - Retail establishments
    - Games stores
    - Children’s clothing/goods
    - Large box stores
  - Chambers of Commerce
- **Healthcare providers and organizations**
  - Pediatricians
  - Family practitioners
  - Public health agencies
  - Health-related associations (American Heart Association, Mental Health Association)
  - Hospitals
- **Movie theatres and other entertainment venues**
- **Malls and shopping centers**
- **Public agencies**
  - Parks and recreation departments
  - Neighborhood departments
  - Local consular offices
- **Sports teams**
- **Utility Companies**
- **Transit Providers**
- **Media Outlets**
  - Public television stations
  - Community media sources, including language or cultural specific media
- **Providers/Organizers of other community events**
El día de los niños/El día de los libros (Children’s Day/Book Day)

About Día

El día de los niños/El día de los libros (Children’s Day/Book Day), known as “Día,” is an annual April 30th celebration that brings together all children, books, languages and cultures. Our library is in the process of expanding this annual celebration to emphasize the importance of literacy for children of all linguistic and cultural backgrounds on a daily basis. We are asking community partners to share in our vision to honor children and their diverse backgrounds; to encourage reading and literacy; and to promote library collections and programs that reflect our plurality.

Library Programs

Working with educators, parents, and caregivers, our library’s programs are designed to help close the opportunity gap in early learning by building foundational skills that children need for success in school and in life. Our library staff is dedicated to creating community spaces that cultivate the love of lifelong learning, and committed to creating sustainable change in childhood literacy, language and cultural and social skills. Our library collections contain significant numbers of culturally relevant print and non-print media materials that can support on-site and off-site programs and services. We believe our partnerships will enable us to increase public awareness of Día, and its goals in our community.

Partnerships have lead to successful celebrations in other communities, and we would like to expand our programming to include some of these ideas:

- **Literacy-focused programs**, such as presentations by multicultural authors, storytellers and illustrators, family story times, bilingual puppet shows, book-making workshops, international storytelling festivals, and bilingual reader’s theater;

- **Cultural demonstrations**, such as a lasso demonstration, jujitsu demonstrations, ethnic cooking demonstrations and tastings;

- **Multicultural performances**, including dances from different cultures, street performances, and art, music and dance presentations by youth of all ages; and

- **Other games and activities**, such as multicultural crafts, exhibits of original artwork, posters, and memorabilia, interactive art, 3-D animation, and book-samplings at area ethnic restaurants.
Let’s Help Each Other

- Communicate our Día activities to the groups you serve; and we’ll publicize the work of your organization as well, such as sharing website links.

- Incorporate your organization’s activities into library activities, such as a field trip to the library, including during our annual Día celebration.

- At your next activity, we could distribute information about Día, and the library: perhaps with a brief presentation by a member of the library staff.

- Also, if children are present, we would be pleased to read a story with the children; or set up a story time at your facility during a specific date and time.

- In the library, we would be glad to distribute literature about your organization, such as a flyer.

- Consider sponsoring a collection of books for the library.

- Partner with us to establish a community-wide event.

- We are open to discussing other ideas!

We invite you to join our planning team to ensure our Día celebrations are authentic and rooted in cultural perspective. Please partner with us as we reach out to new populations, promote literacy, and captivate international families with books and library programs in a Día yearlong initiative that links all children to books, languages, and cultures, and celebrates the cultural diversity of our community through books and reading.

Dia History

El día de los niños/El día de los libros is an enhancement of Children’s Day, which began in 1925 as a result of the first “World Conference for the Well Being of Children” in Geneva, Switzerland. Children’s Day was designated as a day to bring attention to the importance and well being of children. In 1996, Pat Mora, nationally acclaimed author of books for children and adults, proposed linking the celebration of childhood and children with literacy. Her proposal was endorsed by Día Founding Partner REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking in 1997. Subsequently, the National Association of Bilingual Education (NABE) and the National Council of Teachers of English (NCTE) endorsed the observance.

In 2001, the Association for Library Service to Children (ALSC), a division of the American Library Association, became the national home of Día. Día was initially supported by a series of grants awarded by The W.K. Kellogg Foundation to ALSC to promote the Día concept nationally to children and their parents. Target helped ALSC continue to promote Día. Today, support from the Dollar General Literacy Foundation enables outreach to libraries in more states, and the District of Columbia. Please visit www.ala.org/dia for more information.

About ALSC

The Association for Library Service to Children (ALSC), a division of the American Library Association, is the world’s largest organization dedicated to the support and enhancement of library service to children. With a network of more than 4,000 children’s and youth librarians, literature experts, publishers and education faculty, ALSC is committed to creating a better future for children through libraries. To learn more about ALSC, visit www.alra.org/alsc.
MARKETING AND PUBLICITY
Consider how you will promote your Dia program and how you can best reach those you want to bring into the library. By publicizing your Dia event in the community, both the event and your library are reaching many people. Following are basic ideas, which we’ll build on in the days to come:

• Create flyers that can be distributed both inside and outside of the library. Local businesses are often willing to post flyers, as are churches, mosques and synagogues. If you would like to use the Dia logo, it is available in black and white, and color:
  ° Black & white—JPG (low res/72 dpi)
  ° Black & white—EPS
  ° Color—JPG (low res/72 dpi)
  ° Color—EPS.

• Use your library’s website to publicize Día.
  ° We suggest you link to downloadable Public Service Announcements (PSA) featuring Día Founder, Pat Mora. These are broadcast quality at Audio PSAs; and they are also available en Español.
  ° These PSA’s may also be provided to your local radio station.

• Does your library offer an electronic newsletter? Be sure to feature your Dia event in it.

• Contact like-minded community organizations, such as schools, the PTA, and Boys & Girls Clubs for help in publicizing your Día event to their constituents.

• Contact your local newspaper. Give them your flyer, and offer to talk with them further about the library and your Día event.
Funding Día Activities
Dia can be celebrated without special funding. Please check the Program Models page and the Resources/Programming Ideas page of this Resource Guide for ideas.

For those libraries looking for funding sources, we offer these sources (and plan to offer more sources in the coming days):

• Many libraries include a free book as part of their celebration. Funding for the giveaway books can come from:
  ° Friends of the Library group
  ° Local public television stations
  ° First Book (http://www.firstbook.org)
  ° Local REFORMA chapters (http://www.reforma.org)
  ° Reach Out and Read (http://www.reachoutandread.org)

• Apply for the Mora Award. The Award is presented annually to the most exemplary program celebrating El día de los niños/El día de los libros (Children’s Day/Book Day). The Award is managed by REFORMA, The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking (http://www.reforma.org).

• Local businesses: Local businesses are a good resource to tap into for sponsorship for the event. They can also help through financial and in-kind contributions such as printing, food for volunteers, volunteer incentives, etc.
  ° Often, local Dollar General stores are open to sponsoring library events.

• Local chambers of commerce: These groups may encourage chamber members to help as sponsors.
Día Public Library Programming Ideas

Whatever activities you do as part of your programs, consider how they can connect to culture, language, literacy, children, and reading. Be sure to also look at the Día interactive map for additional ideas from other libraries, and add your own celebration ideas!

**Multicultural Read-in**

This program can provide a specific time for all participants to spend time reading silently together or can provide time for some participants to read a book publicly to an audience. Participants can choose a book that reflects their heritage and cultural language or that includes some words in the language spoken at home or by their ancestors.

**Flags of the World**

Flags are one way that countries and cultures portray themselves to the world. Provide materials for children and families to create a copy of the flag from their country of origin or heritage or a country they would like to learn more about.

**Materials:** Pattern templates, heavy paper or tagboard, tissue paper, glue sticks, chopsticks or dowels, tape.

**Instructions:** Download and print out pattern templates for flags from a variety of countries on a heavy piece of paper. In advance cut sheets of tissue paper in various colors into 1 1/2 to 2 inch squares. Apply glue to a small area of the flag. Crumple the appropriate color of tissue paper and place it on the glued area. Alternately, twist the tissue paper square around the eraser end of a pencil and press it in place. Continue until the flag is fully covered.

For younger children, select flags from countries like Japan or the Bahamas that have primarily geometric designs. If you want to include a country like Mexico that has an emblem or coat of arms as part of the design, let the children fill in the basic colors with tissue paper on a template without the emblem. From a second template, use crayons to color the remaining image. Cut out the image and glue it on top of the tissue paper. Tape a dowel or chopstick to the edge of the flag to wave it. ABC Teach, [http://abcteach.com/directory/research-reports/flags/country_flags/](http://abcteach.com/directory/research-reports/flags/country_flags/), and many other websites offer downloadable templates of flags.

**International (or Multicultural) Film Festival**

Host a festival that features short films from different countries or that reflect different cultures. Alternately, show a series of longer films over a period of time. Serve popular snacks like dates, rice crackers, Austrian Linzer cookies, wasabi peas, German pretzels, or Pocky to provide international flavors to the festival.

Invite musicians who play authentic instruments such as Bombo legüero (Argentinian drum), charango (Andean string instrument), tiple (Columbian “guitar”), or Tamburica (Croatian “lute”) to demonstrate their instruments. Other possibilities include performances by Japanese Taiko drummers, Andean panpipes, Mariachi musicians, Austrian yodelers, or German Oompah music. Add a craft by allowing the children to make their own instruments. Craft books and websites provide simple instructions for maracas, box guitars, rainsticks, and more.

**Storytelling Around the Globe**

Hire storytellers who can share authentic tales from other cultures or, if you are so inclined, learn stories
to tell. Collections like *Tell Along Tales!: Playing with Participation Stories* by Dianne De Las Casas, *Wisdom Tales from Around the World* by Heather Pirotta or *Glass Slipper, Gold Sandal: A Worldwide Cinderella* by Paul Fleischman and Judy Paschkis offer options. (For a homemade “big book” mix-and-match multicultural Cinderella story see Mel’s Desk, a blog by librarian Melissa Depper, http://melissa.depperfamily.net/blog/?p=2150)

**Borrowed Word Jeopardy**

English includes many words borrowed from other languages. Create your own Jeopardy game using the templates at Jeopardy Labs, http://jeopardylabs.com/. This site allows you to build and save a game to be played online. Check the list of saved templates created by others for some that test Spanish and other language knowledge. Other sites, including Microsoft Office, provide templates to create games in Powerpoint.

**One World; Many Stories: World Cultures Storytime**

Make storytime a Día experience by spotlighting stories from different cultures each session. Pick a destination country and create your program with books, fingerplays, rhymes, songs, and other activities related to that culture. The Día booklist, http://www.ala.org/alsc/initiatives/diadelosninos/2011booklist, offers books in eight languages in addition to English that can be used or shown at storytime. Resources like *Travel the Globe: Multicultural Storytimes* by Desiree Webber and *Windows on the World: International Books for Elementary and Middle Grade Readers* by Rosanne Blass can offer ideas. Also check out ¡Es divertido hablar dos idiomas!, a blog related to all things related to bilingual storytime, http://bilingualchildrensprogramming.blogspot.com/, which offers ideas for flannelboard stories and other activities. Mama Lisa, http://www.mamalisa.com/?t=eh, and Putamayo Kids, http://www.putumayo.com/kids/home, are great resources for songs.

**Día School Library Programming Ideas**

**Seasonal Life**

Maintain a display of multicultural books which feature each quarter of the year or season. Ensure that seasons in the Southern Hemisphere are included, as well as places where the seasons are labeled primarily by wet or dry weather as opposed to temperature. The National Education Association maintains an online diversity calendar with events observed by the diverse people of the United States. http://www.nea.org/grants/1360.htm

When a class borrows materials, briefly highlight a few of the books. If possible book talk them and/or read aloud enticing sections. These books will represent a variety of genres, subjects, and reading levels. If possible put this display near the world map, and locate the countries as you find reference to them in books. Seasonal and holiday folklore or non-fiction abundantly provide such material. Draw on the student’s prior knowledge and connect any new learnings with their own seasonal experiences. If feasible when the students return the books, ask them to tell the class one new thing they learned, and again have them point to the map as they name the location which the book represents.

**School Food**

What is on the menu? Can students connect any of the food with places marked on the world map? Does cafeteria staff have the leeway to plan international foods for school meals?
Following are some good books to use with this program.

Alalou, Elizabeth and Ali Alalou  
*The Butter Man*  
Illustrated by Julie Klear  
Essakalli  
Charlesbridge, 2008  
9781580891271

Dooley, Norah  
*Everybody Bakes Bread*  
Illustrated by Peter J. Thornton  
Carolrhoda Books, 1996  
9780876148648

Dooley, Norah  
*Everybody Brings Noodles*  
Illustrated by Peter J. Thornton  
Carolrhoda Books, 2002  
9780876144558

Dooley, Norah  
*Everybody Cooks Rice*  
Illustrated by Peter J. Thornton  
Carolrhoda Books, 1991  
9780876144121  
(Available in Spanish)

Dooley, Norah  
*Everybody Serves Soup*  
Illustrated by Peter J. Thornton  
Carolrhoda Books, 2000  
9781575054223

Friedman, Ina R  
*How My Parents Learned to Eat*  
Illustrated by Allen Say  
Houghton Mifflin, 1984  
9780395353790

Gilmore, Dorina K. Lazo  
*Corra Cooks Pancit*  
Illustrated by Kristi Valiant  
Shen’s Books, 2009  
9781885008350

Lin, Grace  
*Fortune Cookie Fortunes*  
Illustrated by the author  
Alfred A. Knopf, 2004  
9780375815218

Mora, Pat  
*Yum! ¡mmmnnn! ¡Qué rico!: America’ Sproutings*  
Illustrated by Rafael López  
Lee & Low Books, 2007  
9781584302711  
(Available in Spanish)

Priceman, Marjorie  
*How to Make an Apple Pie and See the World*  
Illustrated by the author  
Alfred A. Knopf, 1994  
9780679837053

Soto, Gary  
*Chato’s Kitchen*  
Illustrated by Susan Guevara  
Putnam & Grosset, 1995  
9780399226588  
(Available in Spanish)

When the papers are returned, the class discusses the results, and transfers the information to a similar world map posted in the room. Repositionable sticky notes can be used for temporary marking on the map. This remains displayed throughout Día.

Read one or more stories to the students from any of the places marked on the map. Focus on inferential comprehension, cultural understanding, and language as appropriate to the stories. If a student’s parent has listed “American” on the homework paper, American tall tales could be used, such as any by Arianne Dewey, Jerry Pinkney or Steven Kellogg.

Library staff arranges a display of corresponding materials for the students, staff and parents to borrow.

In the public library, staff can help students locate more of such books.

**More Homework**

At or near the end of Día, send home a paper that lists any stories shared with students and comments that speak to the students’ inferencing and their multicultural learning. If the students are old enough to recall a story, ask the parents to write anything their child remembers about a story. Then, have the child take it back to school.
Include Día in Other Celebrations

January 1
New Year’s Day

January 19
Pat Mora’s birthday

February
Discover Languages Month
(http://www.discoverlanguages.org/i4a/pages/index.cfm?pageid=4216)

February
Black History Month

February (first week)
Children’s Authors and Illustrators Week

March (date varies; celebrated mostly in the UK)
World Book Day
(http://www.worldbookday.com/)

March 2
Read Across America
(http://www.nea.org/grants/886.htm)

March 20
World Storytelling Day
(http://worldstorytellingday.webs.com/)

April 2
International Children’s Book Day
(http://www.usbby.org/icbd.htm)

April 6
National Tartan Day
(http://www.tartanday.org/)

April (varies; late in the month)
Earth Day
(http://www.earthday.org/)

April (varies)
Poem in Your Pocket Day
(http://www.poets.org/page.php/prmID/406)

April (varies)
National Library Week

April 23
International Day of the Book

May
Asian Pacific American Heritage Month
(http://asianpacificheritage.gov/)

May
Jewish American Heritage Month
(http://www.jewishheritagemonth.gov/)

May
Get Caught Reading Month

May 1
May Day

May 5
Cinco de Mayo

May (first full week)
Children’s Book Week
(http://www.bookweekonline.com/)

May (Tuesday of the first full week; dates vary by country)
National Teacher Appreciation Day
(http://www.teacher-appreciation.info/)

July 4
Independence Day
September 8
International Literacy Day
(http://reading.org/General/Conferences/InternationalLiteracyDay.aspx)

September 15-October 15
National Hispanic Heritage Month

September 21
International Day of Peace
(http://www.internationaldayofpeace.org/)

October
German-American Heritage Month

October
Italian-American Heritage Month

October
Polish-American Heritage Month

October 9
Leif Erikson Day

October (second Friday)
World Egg Day
(https://www.internationalegg.com/corporate/eggindustry/section.asp?id=26)

October 16
Dictionary Day

October (3rd week)
Teen Read Week

October 20
National Day on Writing
(http://www.ncte.org/dayonwriting/about)

October 24
United Nations Day

October 24
Food Day
(http://foodday.org/)

Mid-October to mid-November
Diwali, the Hindu Festival of Lights

October 31-November 2
Día de los Muertos

November
National American Indian Heritage Month
(http://nativeamericanheritagemonth.gov/)

November 1
National Family Literacy Day

November (second Saturday)
National Gaming Day
(http://ngd.ala.org/)

November 3
Thank a Youth Worker Day
(http://www.thankayouthworkerday.com/)

November 15
Shichi-Go-San (Seven-Five-Three)
This Japanese festival celebrates the growth of girls ages three and seven and boys ages three and five.

November 21
World Hello Day

December
Learn a Foreign Language Month

Resources
**Story Time Template**

**Make Every Day a Día Day**

The storytime template can assist with planning a Día storytime. As a template, this tool provides a general guide that should be adapted to suit your program. Not all items will be included in every storytime.

<table>
<thead>
<tr>
<th>Title/Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome/Opening Activity</td>
</tr>
<tr>
<td>Book 1</td>
</tr>
<tr>
<td>Book 2</td>
</tr>
<tr>
<td>Book 3</td>
</tr>
<tr>
<td>Languages included in program</td>
</tr>
<tr>
<td>Words to share</td>
</tr>
<tr>
<td>Early Literacy Skills to Highlight</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Crafts</td>
</tr>
<tr>
<td>Games/Other Activities</td>
</tr>
<tr>
<td>Snacks</td>
</tr>
<tr>
<td>Take Home Material</td>
</tr>
<tr>
<td>Closing Activity and Remarks</td>
</tr>
<tr>
<td>Books to Display</td>
</tr>
</tbody>
</table>
Coloring Sheets
Celebremos El día de los niños/El día de los libros

Celebrate Children's Day/Book Day
la jirafa  giraffe  la girafe
Activity Sheets
ALL ABOUT DIA

My Name / Mi nombre: ___________________________

My Age / Mi edad: ____________________________

My Favorite Book: ____________________________

Mi libro favorito: ____________________________

My Favorite Character: ________________________

Mi carácter favorito: _________________________

My favorite author: __________________________

Mi autor favorito: __________________________

My Library: _________________________________

Mi biblioteca: ______________________________
**Papel Picado:** Papel picado ("perforated paper") is a decorative craft made out of paper cut into elaborate designs. The designs are commonly cut from tissue paper following a guide.

**Instructions:**

1. Fold colored paper along dotted line.
2. Cut out letter and shapes along solid lines.
3. Unfold "papel picado".
4. Tape together a string of papel picado panels to form a long decorative banner.
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El día de los niños/El día de los libros - Children’s Day/Book Day

Crossword Puzzle

Across
3. Mark a special day in Mexico
6. Works in the library
8. Look at printed matter
9. Spanish day
10. Person who draws pictures for a book
11. Read in Spanish
12. Language

Down
1. Party in Mexico
2. A printed work
4. Spanish book
5. A young person
6. Place where books are housed
7. Spanish library
Find a Book in Any Language

Find the word for book in each of these languages. Also find the language written next to the word hidden in all the letters. Remember that the words can be up, down, backward or diagonal.

Basahin (Tagalog)  Leer (Spanish)
Boek (Dutch) Leggere (Italian)
Book (English) Libro (Spanish)
Buch (German) Lire (French)
Knjiga (Croatian) Livres (French)
Kusoma (Swahili) Livro (Portuguese)
The Mayan Maze:
Instructions:
1. Find the trail to the ruins of the Lost Mayan Library.
2. Find the six scrolls along the path.
SERAPE/REBOZO: A serape or rebozo is a colorful, woven blanket.

Instructions:
1. Color in the pattern on the serape or decorate with glitter or cut paper.
2. With a scissor cut fringe at both ends or the serape.
¿Dónde está la biblioteca? / Where is the library?
Suggested Websites for Día Program Planning

**Pat Mora**
http://www.patmora.com/dia.htm
The website for Día founder, Pat Mora, includes a variety of planning resources and ideas.

**REFORMA: the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking**
http://reforma.org/
The exclusive founding partner of Día, REFORMA sponsors the Mora Award and provides resources and support for librarians serving the Spanish-speaking.

* * * * * * *

**¡Colorín Colorado!**
Developed by the Reading Rocket project, this is a bilingual site for families and educators of English language learners. It offers articles on a variety of topics related to multicultural education, interviews with authors and illustrators, bilingual materials for families, and more. The site is available in English and Spanish. The Día section includes an interview with Pat Mora and activity sheets.

**Reading Rockets**
http://www.readingrockets.org/
Funded by the Department of Education, the site offers best-practice information on teaching kids to read and helping those who struggle with reading. The site includes links for author and illustrator interviews, professional development podcasts, and articles on reading development. Resources for librarians include bilingual door hangers, literacy calendar, and themed booklists.

**CHILES**
http://www.chil-es.org/home/
Children and Libraries en Español offers assistance to non-Spanish-speaking librarians serving Spanish-speaking children. The site includes vocabulary lists, including some with sound files for pronunciation help, and links to programming, outreach, and collection development ideas submitted by librarians. It does not appear that new information is being added, however there are some good resources still available.

**Countries and their Cultures**
http://www.everyculture.com/
The site offers articles and information about various cultures, divided into Multicultural America and World Cultures. The information includes history, holidays, language, and more plus contact information for cultural organizations and associations.

**DLTK-Kids**
http://www.dltk-kids.com/
Crafts, downloadable coloring pages, and other activities are offered. Search options include activities and recipes for a variety of countries and cultures and materials that include words in languages other than English.

**GraceLinBlog**
http://www.gracelinblog.com/
Every Sunday, author Grace Lin’s blog includes Sunday Chinese School, where visitors can learn a Chinese word or phrase with a sound file provided for pronunciation.

**Hennipen County Library System Birth to Six**
http://www.hclib.org/birthto6/
The site shares booklists and storytime ideas for young children, but also video clips showing fingerplays and pdf files with reading tips in 26 languages.

**Kids Activities**
http://www.kidactivities.net/
Dedicated to those who work with school-age children, the site offers thousands of ideas arranged
in categories. The “Diversity and Multicultural” section includes ideas for crafts, foods, language, and more.

Language Lizard
http://www.languagelizard.com/
Dedicated to inspiring kids through language, the site includes information on dual language books in numerous languages, often with reviews. They also offer lesson plans and articles related to bilingual literacy and language learning.

Mama Lisa’s World
http://www.mamalisa.com/
The words to songs and rhymes for children from around the world are gathered on this site, with MP3 or other sound files provided for some entries.

Mexicolore
http://www.mexicolore.co.uk/index.php
A London-based teaching team offers resources on Mexico and the Aztecs, including downloadable fact sheets, stories, music, and material on the Náhuatl language.

Read Write Think
http://www.read writethink.org/
A partnership between literacy organizations, including the International Reading Association and the National Council of Teachers of English, the site provides lesson plans, student interactives, and calendar-based activities (like Día).

Literacy Groups and Organizations

Read to Lead
http://readtoleadtoday.org/
This organization works to provide connections between businesses and communities to increase awareness of the enduring power of reading. Site includes some games and activities that reinforce reading skills.

Latino Literacy Now
http://www.lbff.us/index.html
This organization is dedicated to advancing the cause of reading and promoting literacy in the Latino community through festivals and book awards.

National Latino Children’s Institute
http://www.nlci.org
This organization advocates for the success of young Latinos and their well-being through its programs and partnerships. Initiatives focus on health and safety and they sponsor a broad-based celebration of El día de los niños.
## Participating Organization Registration Form

### Organization Representing: ________________________________

### Representative’s Name: ________________________________

### Representative’s Email: ________________________________

### Organization’s FAX: ________________________________

Community organizations should plan to be present from 9:15 A.M. to 2:30 P.M. (allowing about 30 minutes to set up your booth and to clean up your area at the end).

### Equipment and Volunteer Needs: Please indicate all needs

Table(s): _______________  Chair(s): _______________ *(Limit 2 chairs per table)*

Will you have bilingual staff present at your table? _______________________________

Will you need additional volunteers? If so, how many? _______________________________

Other Needs? *(Please list)*: _______________________________

*Electricity is available on a limited basis. Contact _______________________________ at _______________________________ to discuss this prior to event.

### Exhibit Information

- **Intended Audience:**
  - [ ] Children  Age Level ______
  - [ ] Family Audience *(all ages)*

- **Language:**
  - [ ] Spanish
  - [ ] English
  - [ ] Bilingual

Will you have handouts or give-a-ways? *(Please list)* _______________________________

In addition to providing information about your organization, each agency must provide a hands-on activity that will engage the children in learning, spark their creativity and imaginations, and/or encourage family literacy. *(While we encourage you to have a literacy-based activity, your activity can also be for entertainment value. For example: educational bingo, face-painting, etc. Be Creative!)*

Please return completed form by _______________________________, to _______________________________, Program Committee, preferably by e-mail _______________________________, or fax _______________________________.

Thank you!
El día de los niños / El día de los libros
Performers Registration Form

Performance Group Name: ____________________________________________
Organization Representing: _________________________________________
Contact Person: ____________________________________________________
Contact Phone #: _________________________________________________
Contact Email Address: _____________________________________________
Organization’s Address: ____________________________________________
Organization’s Fax: _______________________________________________

• We will provide a covered performance area and sound system with microphone.
• Performers should bring a CD (no tape cassettes) of required music or accompaniment.

Other Needs? (Please list): __________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Please describe the type of performance (dance, choir, storytelling, etc.)
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Number of Performers ______________ Age Level ______________________
Number of microphones preferred _______________________

Performances typically last 20-30 minutes. Do you prefer to perform between:
☐ Between 10am-noon
☐ Between noon-2pm

Please respond by _____________. Fax this form to _______________________,
or send via email to ________________________________