

**Course Title:** Story Time with Interpreters

**Time Needed:** 2 hours

**Necessary Trainer Preparation:**

- Schedule interpreters
- Create Packet for Interpreter with
  - Letter
    - Time, Date, Location, Directions/Map
  - Text of Books (3)
  - Text of Fingerplays (4)
  - Outline of Workshop (their role in more detail)
- Create Booklist of Books purchased with grant (2 years worth)
- Prepare Key Elements Handout, with Outcomes on back
- Order story books for workshop, multiple copies
- Print Fingerplays for workshop (60 handouts)
- Confirm procedure for children's librarians to hire interpreters
- Create felt pieces for Fishies presentations in small groups
- Make sure Timesheets are available; be sure to include mileage

**Setup:**

- Small tables facing large white board - 8 groups of tables with chairs
- Tables at back for display, one at front for presenters
- Felt Board and Easel
- Language Posters from 3/15 on walls
- White Board pens available
- Diez Deditos written on white board
- Have Felt sets, books, etc. all ready to go
- Paper fishes for rhyme - to use with practice session (1 set per table - 5 colors)

## **Hook**

Time: 5 min.

Resources:

- Spanish interpreter!

Open with “Diez Deditos” with a Spanish interpreter. Announce that we are going to sing a song. First, we will sing it in Spanish, then we will sing it in English (have Spanish interpreter interpret introduction as well). Ask people join in as best they can during the Spanish version – many of them probably know how to count to ten in Spanish! (Words on white board)

**Learning Outcomes** (found on back of guided note-taking handout)

By the end of this workshop, you will:

- 1) Observe an interpreted story time.
- 2) Learn the process of developing and presenting an interpreted story time.
- 3) Prepare and present one story time element with an interpreter.

## **Introduction**

Time: 5 min.

Resources:

- Interpreters!

Through the Multilingual Grant, we have had the wonderful experience of reaching non-English-speaking and low-level English speakers by providing interpreted story times. By offering interpreted story times, you are able to provide this library service yourself to children and families with whom you might not be able to serve due to a language barrier. In addition, you have the fun of collaborating with a colleague to create a story time that will truly be meaningful to the cultural group you are reaching.

However, planning and presenting an interpreted story time is not the same as preparing and presenting a story time yourself! We hope to provide you with tools, tips, and practice, so that your interpreted story times at your branches are fun and successful!

We are Jill Olson, Children’s Outreach Librarian, and Shannon Schinagl, Children’s Librarian. Jill has been working on the Multilingual Grant for 2 years, and Shannon joined in to help the second year.

We would also like to introduce our interpreters. Have interpreters introduce themselves, say which language(s) they speak, and say hello in one of those languages. Let’s get started!

**By the end of this workshop, you will observe an interpreted story time.**

Time: 30 min.

Resources:

- Interpreters (Decide who is doing what ahead of time)
- Story Books
- Felt pieces and felt board for Fishies

Story Time (20 min.):

Action Rhyme: Clap Your Hands (*Summarize, then proceed in English*)

Read-Aloud: Handa's Surprise by Eileen Browne (*page by page*)

Rhyme/Poem: "Ifidom, the Village Drum," by Uzo Unobagha (*interpret by couplets*)

Storytelling: The Bossy Gallito (*in short phrases*)

Song: "There Are So Many Fishies" (*Summarize, then proceed in English, inserting colors in interpreted language*)

**By the end of this workshop, you will learn the process of developing and presenting an interpreted story time.**

Time: 15 min.

Resources:

- Key Elements List; prepare selected anecdotes

Questions (10 min.)

Give librarians a chance to ask questions. Jill, Shannon, and/or interpreters should answer, depending on who is most appropriate.

**By the end of this workshop, you will prepare and present one story time element with an interpreter.**

Time: 1 hour

Resources:

- Interpreters
- Pre-Selected Books
  - Handa's Surprise by Eileen Browne
  - What Shall We Do With the Boo-Hoo Baby? by Cressida Cowell
  - Walking Through the Jungle by Julie Lacome

- Pre-Selected rhymes, fingerplays, songs, etc.
  - “Clap Your Hands”
  - “Diez Deditos”
  - “Fishies” (need felt or paper pieces for practice groups)
  - “Ifidom, the Village Drum”

### Interpreted Story Time (45 min.)

Explain that librarians will break into groups of 8(?) . Everyone will receive a packet that includes a few books, and some fingerplays, rhymes, songs, etc. Each group will use every book -- 2-3 people per book. Each librarian will choose one item (rhyme or book). The interpreter will move around the table, discussing with each of you how to present the book or action rhyme with the interpreter. Then, each librarian should present a *few pages* of the book or their chosen additional element with the interpreter to the rest of the small group.

When each librarian has finished, the group with interpreter will discuss things that went well or need to be improved.

Break librarians into groups. Pass out materials. Assign interpreters.

### Sharing/Q&A (15 min.)

Give librarians a chance to share experiences/insights with the large group. Jill, Shannon, interpreters answer questions or respond as appropriate.

### **Closure**

Time: 5 min.

### Resources:

- Display of translated brochures and tapes
- List of storybooks purchased under 2-year grant project

FINAL REMARKS: This fall we will be offering a World Languages Story Time Training for current and potential new world language story time presenters. We are very interested in receiving names and contact information for people they would recommend attend this training, either to become an interpreter or a storyteller.