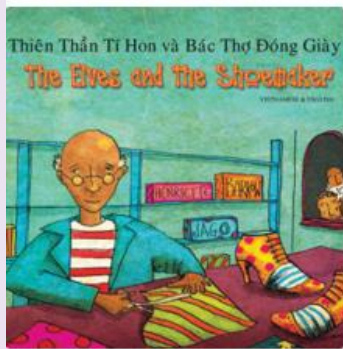
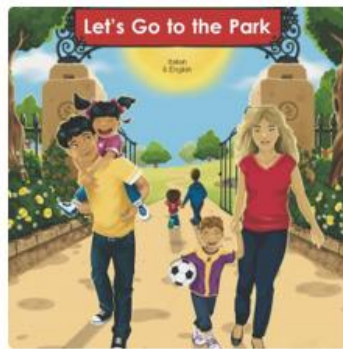


Kitabu E Books

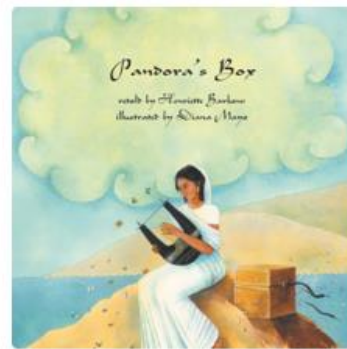
Staff guidance on using Kitabu



The Elves and the...
English and Vietnamese



Let's Go to the...
English and Italian



Pandora's Box(...
English and Albanian



Staff guidance on using Kitabu

This guidance was produced by the Kitabu Working Group in the summer of 2020. It is aimed at EMTAS Bilingual and EAL Assistants and supports their use of Kitabu with children they are supporting in schools.

The members of the Kitabu Working Group were:

Ulrike Strothmann

Fiona McKenzie

Eva Papathanassiou

Anantha Kurup

Ildiko Ordog

Shelley Clarke

Magda Raeburn

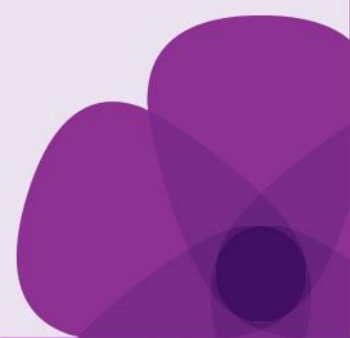
Luba Ashton

Cristina Mitchell

Steve Clark

Catarina Martins

Julie Yates





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What is Kitabu?

The Kitabu dual-language eBook library from Mantra Lingua comprises a range of interactive stories for children. Each story has audio in first language and in English. There are many titles which have been translated into various languages. It is an ideal resource to use with children in KS1 and KS2 to support listening, speaking, reading and even writing in first language and in English.

Children are often more engaged in reading tasks when using eBooks: they enjoy discovering the sounds and activities and they can listen to the narration in first language and English. The English text allows English-speaking peers to work alongside the bilingual child. There are also videos, teacher's notes, word highlights and activities at the end of each book.

Ways of using Kitabu

Building rapport with a child

- Create a friendly and welcoming environment for bilingual children by having resources and stories in their first languages to hand when you visit.
- You can use a Kitabu story to help build rapport with a child, especially when the first language is not shared.
- Help build and maintain self-esteem by giving the child opportunities to show how well they can listen, understand and maybe read in L1.
- Help settle an upset child with something that is familiar/something that reminds them of home by sharing or listening to the story if the child is not literate in L1.
- You can build on your conversation with the child in L1 before, after or whilst reading the story to share experiences and ideas, make predictions etc. This is also helpful in giving the child experience of the types of interactions with stories that are presented in a group or whole class context by teachers and other support staff.





Profiling and first language assessment

- If a child is literate in L1, use one of the stories to help you assess their reading proficiency.
- Look at the first few pages of the story and think of questions you could use to check the child's understanding.
- Ask the child to read aloud from the story.
- After reading part of the story, ask the child to re-tell the story, describe a character, explain how someone felt, imagine what happens next etc.
- Talk about the story in L1 to assess speaking and listening skills (e.g. fluency, choice of vocabulary, use of inference and deduction etc.)
- For literate children, use only an extract of the audio in L1. Allow the child to listen twice and then ask them to tell you what they have heard. Ask the child to rewrite this part of the story without seeing the text.

English assessment

- If the child has sufficient English, after reading part of the story, ask them to re-tell the story, describe a character, explain how someone felt, imagine what happens next etc.
- Check if the child can define or translate any key topic words or ask the child to point to and read words which are familiar to them.

NB: If a child speaks several languages, Kitabu is a handy resource to use to check listening, speaking and reading skills in each of those languages.



Establishing relationships within the peer group

- Use one of the bilingual stories for quiet reading together in pairs; each child reads in his/her own language.
- You can use Kitabu to build a shared experience of story, drawing on the different languages spoken by a small group of children.
- Working individually or in pairs/small groups, the children could complete a simple book review to pin up in the book corner. Their reviews can be read by other peers.
- To build empathy, and using Google Translate if necessary, children working in pairs or small groups can compare who liked the story and why. They could talk about what they would change in the story and give their reasons. Or they discuss how the characters felt and/or how they would feel in a similar situation.
- Use collaborative group activities to support a new EAL child to become more confident to speak and participate. Children can share the story, complete the activities, videos and games and start engaging in different conversations.

These sorts of activities show the child that their first language is valued in school as per the UNCRC:

Article 30: (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Supporting classroom learning and topic work

Collaboration between the Bilingual/EAL Assistant and Class Teacher can promote integrated use of Kitabu within the mainstream curriculum, thereby increasing the EAL child's engagement in regular class activities.

- Use the L1 version to go through a story being used in class e.g. The Three Little Pigs, Jack and the Beanstalk, Beowulf etc.
- Use a story as a model for story writing e.g. bring key events into a story map as preparation and planning
- Use a theme from the story to support discussion, vocabulary brainstorming, etc.
- Use as a cultural resource during adapted lesson topics to include aspects of the child's experience of growing up in another country (where relevant).
- Key word Maths, English and Science books with dual language vocabulary lists are also available in Kitabu.
- Plan the activity in advance with the class teacher so it is scheduled as a learning activity with a learning objective that can be carried out during a support visit. Discussion can take place from the profiling stage for planning ahead



Supporting reading and group activities

- During reading time, group the EAL child with a few supportive peers. When turn taking, allow your child to read aloud in L1 and to follow the story in L1 when his/her peers are reading aloud in English.
- Use collaborative activities and shared tasks to check understanding of the gist/main points e.g. ordering pictures/events, true/false statements in both languages, matching character descriptions to names etc.
- Vocabulary work is more fun in a group e.g. finding adjectives, verbs etc. or sorting words into categories. Matching words to definitions is also useful to check meaning is clear.
- Depending on the story, choose a related, follow-up writing task that can be done collaboratively in the group e.g. writing a letter, writing instructions on how to do something etc.
- If suitable, use the activities at the end of the book. These include: Flash Cards to reinforce key vocabulary used in the story; Labelling the Parts where children can drag the correct words to the appropriate picture; Matching Pairs where children match the correct picture to the correct word; Sequencing Events and Video Observations, which check the child's understanding of the story.
- The Reading Logs can be used by teaching staff as records of how the children coped with the reading activity.

Encouraging parental engagement and reading at home

Where a school has bought their own subscription to Kitabu, they can make the dual language books available to parents/carers. Parents/carers can then use the stories in different ways to support their child's reading development at home:

- Parents/carers can share the L1 stories with their child.
- Parents/carers can support the development of L1 by sharing stories, listening to their children read in L1, talking about the pictures/characters/key events in the stories, encouraging their child to learn new words etc.
- Parents/carers can reinforce language being used in school by sharing the same story in L1 at home and supporting their children to learn the new words in English and/or learning new words in English themselves, alongside their child.
- Parents/carers who have sufficient understanding of English can support their child to read in English more confidently with the audio and translated version alongside the first language version.
- The logs can be used by parents/carers as records of how their child engaged with the reading activity.



How to access Kitabu

To find out more about Kitabu and how to access Kitabu using a web browser, click [here](#)

[Here](#) a school can find information about how to purchase their own subscription.

Top Tips and planning to get the best from Kitabu

- In advance of your session with the child, check the story is appropriate to the child's age, interest and skill level.
- Look at the activities at the end of the book. Make sure they are accessible to the child. Note that children will be able to access more if they are supported than if they are working more independently.
- Either download the story and check if it is working or make sure you have internet access in school. If possible, have a hard copy for back-up.
- Know what variety of books are available in L1 in Kitabu and where and how they may fit into the curriculum, see table.
- Promote reading for pleasure, including the experience of being read to by others.
- Whenever possible, send the bilingual story home so that parents/carers can read to their children and/or learning can be reinforced at home.
- There are dyslexia friendly texts in English available, which are available if you purchase the full subscription.
- Keywords for English, Geography, Maths, and Science in a range of L1. They can be found if you click on the menu in the top left corner, click into Library and then scroll down and click into Reference books. These may be suitable for older children.





Topic related books: Some useful titles to know about

Curriculum area	Title of book	Supports	Key Language
<ul style="list-style-type: none"> • Science • Maths • Geography • PHSE 	The Giant Turnip	<ul style="list-style-type: none"> • Children's understanding of how plants grow • Sequencing and measuring according to age and size • Retell story using different locations • Co-operation, achieving more when working together with others 	Carrots Lettuce Peas Radishes Tomatoes Turnip Seeds Sunflower Garden School Rope
<ul style="list-style-type: none"> • Maths • Literacy 	Goldilocks and the three bears	<ul style="list-style-type: none"> • Comparing sizes • Sequencing events 	First Next Bigger Hotter Smaller etc.
<ul style="list-style-type: none"> • Science • Maths • SEAL • Geography • RE 	The Little Red Hen and the Grains of Wheat	<ul style="list-style-type: none"> • Children's understanding of growing crops • Doubling • Working together • Talk about other types of farms • Harvest Festival 	Bake Barn Bread Cat Cloud Dog Farm Flour Goose Grains Help Hen Wheat
<ul style="list-style-type: none"> • SEAL 	Alfie's Angels	<ul style="list-style-type: none"> • Being what you want to be, dreams and ambitions 	Angel Book Boy Girl Dog Elephant Mouse Teacher Wings





• Literacy	Jill and Giant Beanstalk	• Traditional tales	
• Literacy	The Three Billy Goats	• Traditional tales	
• Literacy	Hansel and Gretel	• Traditional tales	
• RE	Li's Chinese new year (KS3)	• Festivals and celebrations	
• Literacy	Beowulf (KS3)	• Myths and legends	
• Literacy	Sports day in the jungle	• Animals	

Example of using Kitabu in the classroom

To read a Bilingual Assistant's experience using Kitabu in the classroom, read [this article](#), published on the EMTAS blog.

