

A wide range of ready-to-use resources for teachers to celebrate diverse multicultural classrooms

## THE LITTLE GIRL

Written by H. P. Fraser  
Illustrated by Akemi

FEATURED



CLICK HERE  
to find more  
multicultural  
book suggestions  
and resources on  
our website.



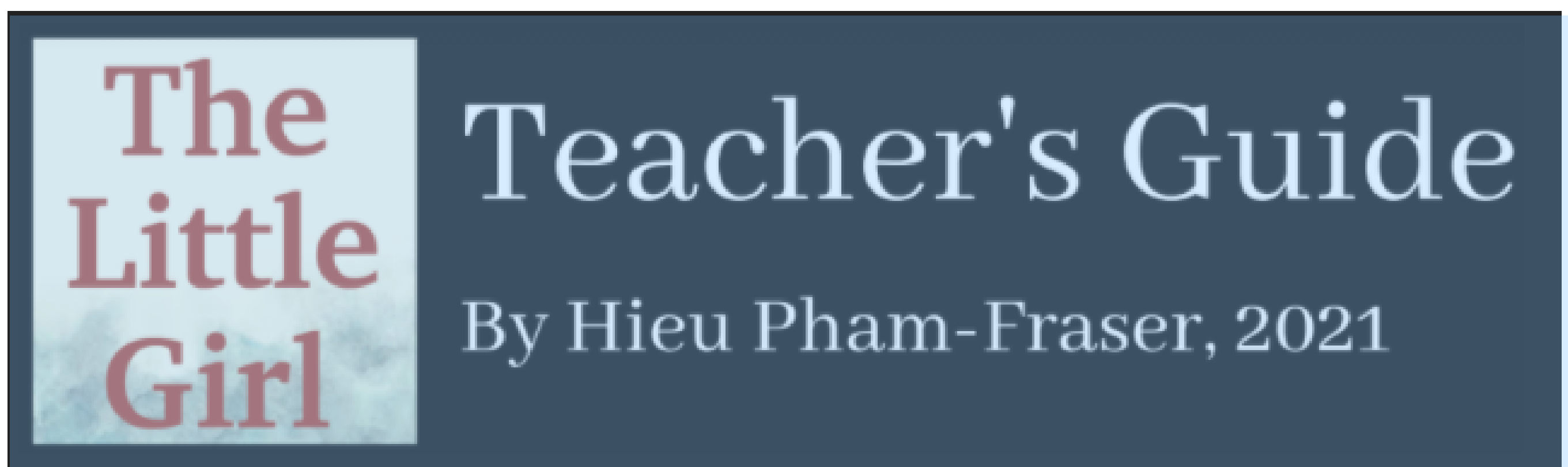
# FROM THE AUTHOR

## Teacher's Guide

“One of my main reasons for writing this book was I truly felt that educators in my community wanted to do better but often didn't understand what racism looked like, sounded like and felt like. The story of the little girl is one example of how a person can be nice and caring but still behave in a racist way. Intention alone does little to dismantle inequities and stop the pain that our students/families/colleagues carry throughout their lives. We must and we can do better. Knowledge is power. Knowledge, combined with intention, can make one a strong collaborator to dismantle racial inequities in the classroom, school and ultimately in the greater community.”

-H. P. Fraser

The author, Hieu Pham-Fraser, has created a thoughtful and comprehensive teacher's guide for her book, *The Little Girl*.



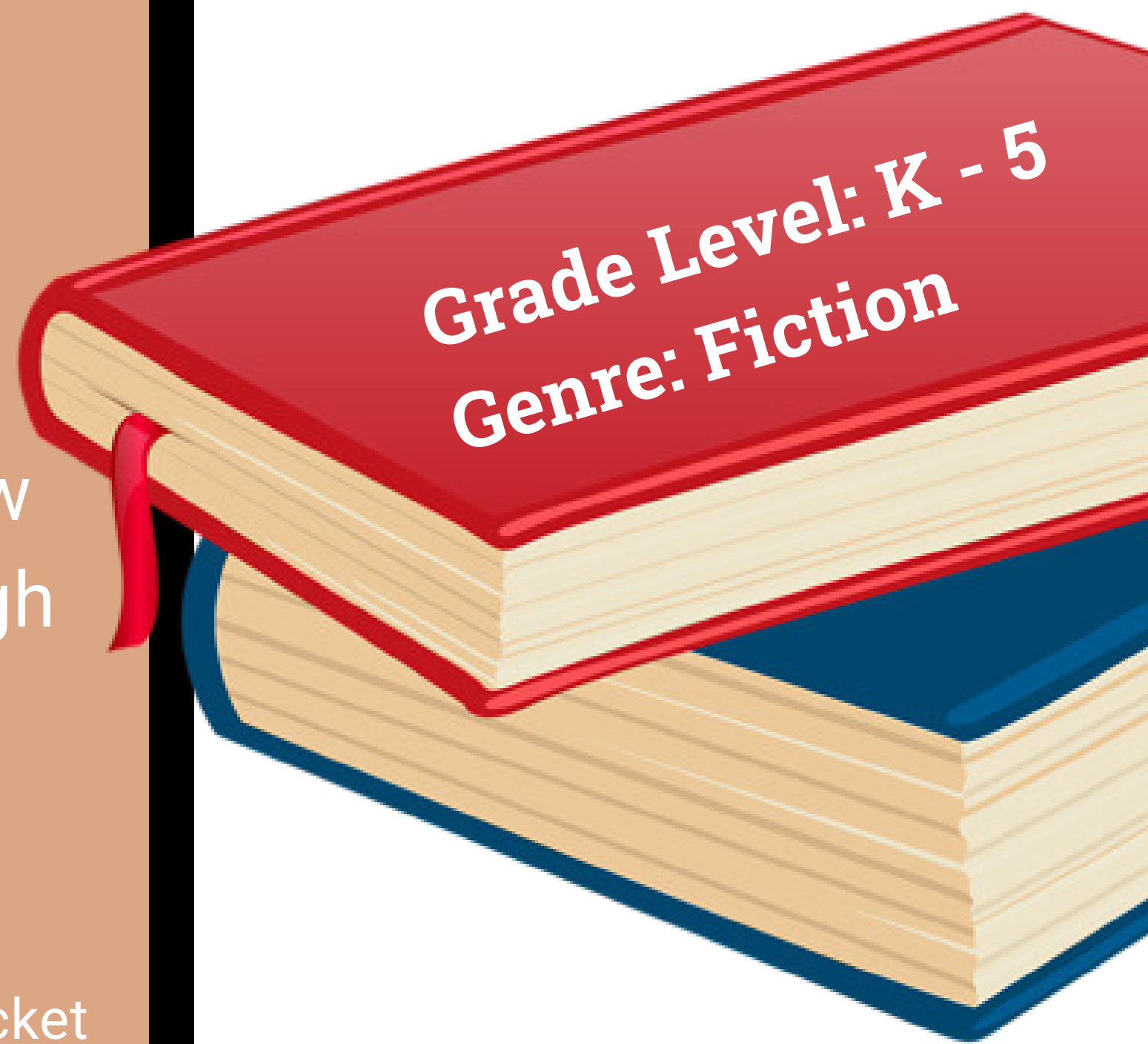
This magazine highlights parts of the teacher guide, while building upon and adding other resources. Click on the above image to access the Teacher's Guide.

# BOOK

## summary

The Little Girl has arrived at a new place, a new world. It is both beautiful and scary; friendly and cruel. She must learn so many new things; how to draw, read, and print. Though she works very hard, will it be good enough?

- From book jacket



## CURRICULAR Competencies

### **PERSONAL AND SOCIAL AWARENESS & RESPONSIBILITY**

- Understanding Relationships and cultural context
- Valuing Diversity
- Building Relationships
- Self Regulating

### **COMMUNICATION**

- Connecting and Engaging with Others
- Working Collectively
- Determining Common Purposes

### **CRITICAL AND REFLECTIVE THINKING**

- Questioning and Reflecting
- Analyzing and Critiquing

Find this icon on every page. Click and it will bring you back to the Table of Contents.

Click on the page number to take you directly to that page.



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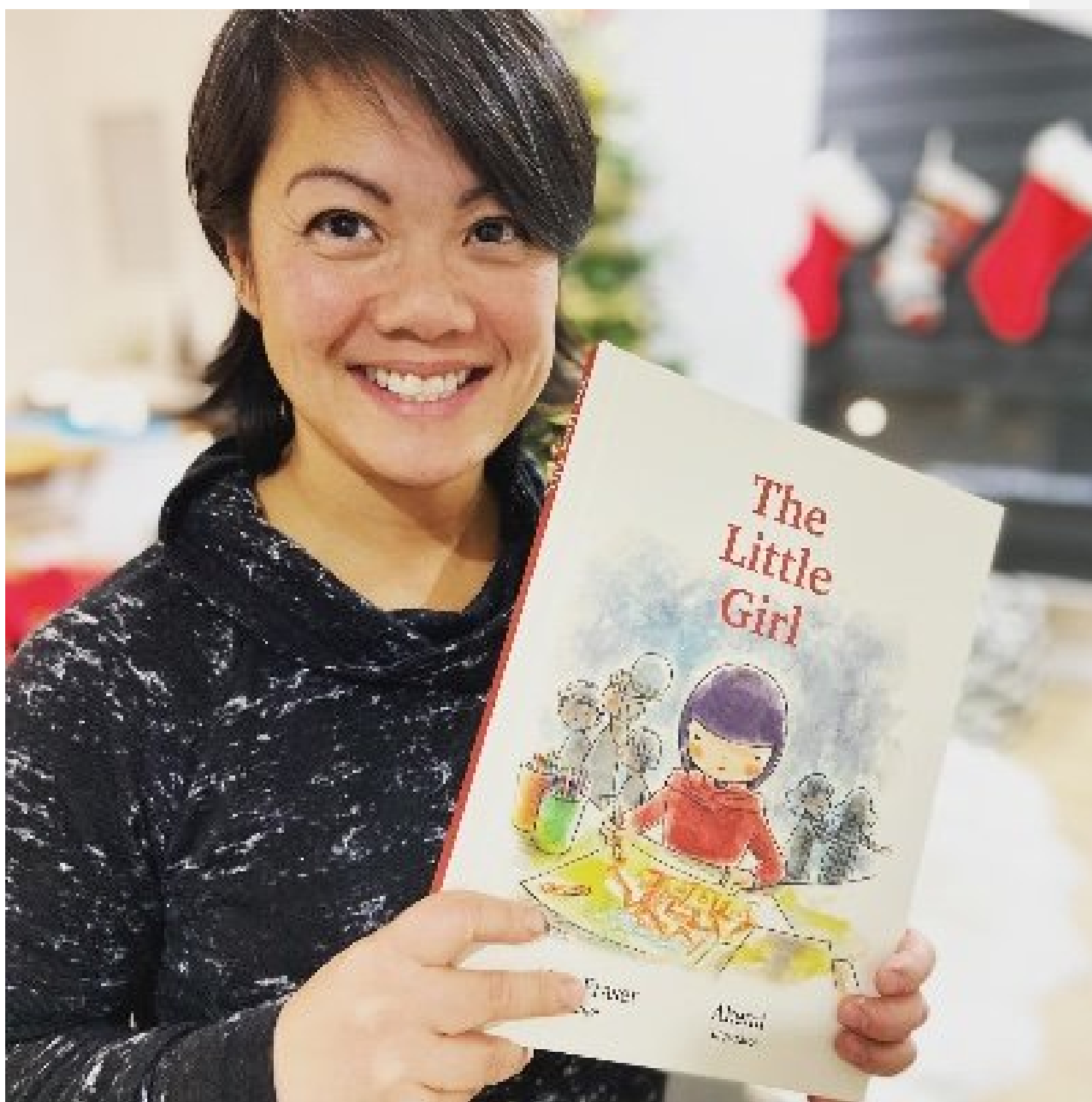


# MEET THE AUTHOR

## Hieu Pham-Fraser

### About the Author

Hieu Pham-Fraser is an educator in Richmond, BC. She wrote and independently self-published her book through a Kickstarter campaign, saying that she "wanted to give voice to BIPOC professional artists and designers who share the same passion for social justice and who strive to empower those who have long been marginalized due to the colour of their skin."



### Why Hieu Wrote this Book

Globally, Black, Indigenous and people of colour (BIPOC) bear the brunt of implicit bias and structural racism on a daily basis. In this world of 2020 racial awareness and action, I decided to do my part and dust off a story I have had hidden for years. The story is based on true events of a child, her teacher, and her Mother. The belief systems of these characters and their actions set an example for us all. This is both a sad and inspiring story of identity and courage; it is only one example so that we might better understand the complexities of implicit racism.

I wrote this story because, as an educator, I see firsthand how hard teachers, parents and our children work to make our communities a better place. But hard work without critical reflection and awareness is not enough to dismantle the structural racism that has been in the making for centuries. I hope this story can be a vehicle for self-reflection, the start of a conversation, a call to action for any of us who are willing to do the hard work so that our future generations can live in a world of equality, justice and love.

[Interview with Hieu Pham-Fraser](#)

[View Kickstarter Campaign Here](#)

# MEET THE ILLUSTRATOR

## Akemi

Akemi (Emma) Ito is a mixed media illustrator and picture book maker. Originally from Japan, and now living on the West Coast of Canada, her creative style and drawings are influenced by both Eastern and Western cultures. She works in watercolor, pen and ink and colored pencils. Her favorite lunch ritual involves coffee and a daily sketch. She has been an active member of SCBWI ( Society of Children's Book Writers and illustrators ) since 2014.

For more artwork and information on Akemi, click on the image to visit My Picture Book Cafe, or her Instagram.



## Recent Interview with Akemi

In a recent interview with Kidlit411, Akemi said:

I am an illustrator (and a writer). Originally from Japan, and now living on the West Coast of Canada. Drawing has been always part of my life since I was a child. However, I had forgotten my passion of drawing for a while after moving to Canada as I was too busy adopting new life. Fortunately, there is a big art school in my current city, Vancouver BC, and I am glad that I came across their brochure at a subway station. That was how I found a picture book making course. I loved leaning the process of making a dummy, developing my own style, and meeting like-minded artists through the course. Since then, I have been carried away with the picture book world. I joined SCBWI in 2014, and keep leaning and pursuing my dream of becoming a picture book illustrator.

**Full Interview  
found [HERE](#)**

# CULTURAL Context

“ In the 1970s and 1980s, Canada welcomed thousands of refugees, often referred to as “boat people” who fled political persecution after the Vietnam civil war ended. Hieu Pham-Fraser and her parents were among them. ”

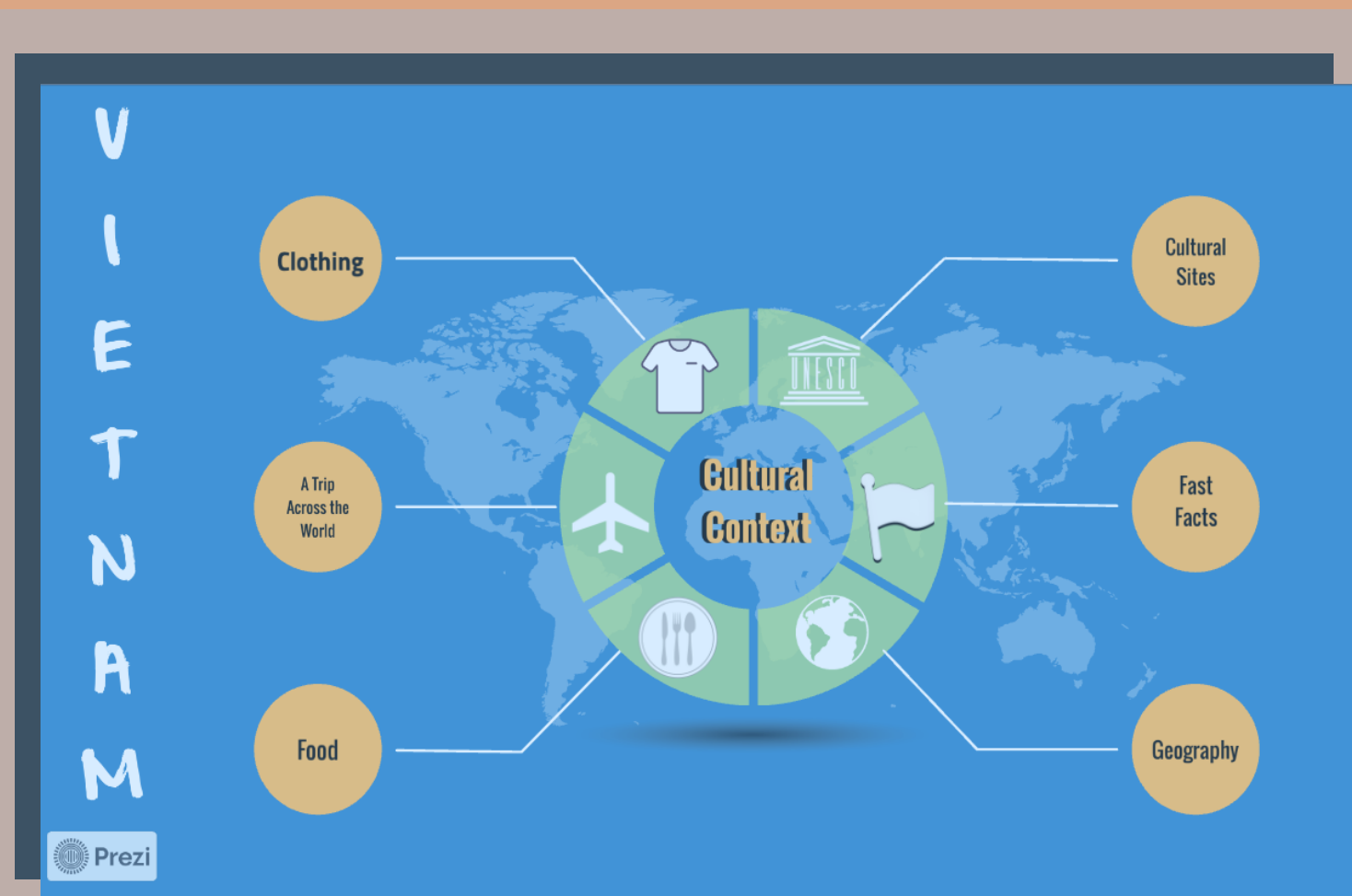
[Click here to read the full interview with Hieu Pham-Fraser and the Canadian UN Refugee Agency.](#)





# EXPLORING Vietnam

"We often group 'people of colour' from the acronym, BIPOC' (Black, Indigenous, people of colour) into a lump grouping. Sometimes it is necessary to talk in generalities; however, each person is unique and different as is their historical membership in a particular ethnic, cultural and/or language group." **Hieu Pham-Fraser**



## A BRIEF INTRODUCTION TO VIETNAM

Click here for a presentation you can share with a class to take a quick look at Vietnamese culture.

## LEARN SOME VIETNAMESE

Click here to practice saying a few Vietnamese words and phrases with your class.

### Vietnamese

#### Greetings

Hello  
Xin Chào  
(Sin Jaow)

Goodbye  
Tạm biệt  
(Jaow)

How are you?  
(name), Khỏe Không  
( \_\_\_ Kwair Khohm)

My name is \_\_\_  
Tôi Là \_\_\_  
(Toy la \_\_\_)

#### Essentials

Thank you  
Cảm ơn  
(Gam un)

Yes  
Vâng  
(Vung)

No  
Không  
(Khohm)

Excuse me  
Xin Lỗi  
(Sin loy)

I don't understand  
Tôi không hiểu  
(toy khohm hey-oo)

#### Numbers

1	Một	mut	5	Năm	nahm	9	Chín	chin
2	Hai	hi	6	Sáu	sao	10	Mười	muh-uoy
3	Ba	ba	7	Bảy	bay			
4	Bốn	bon	8	Tám	tam			

Created by A. Goh.



# BACKGROUND

## Context



The best way to use this book is in response to your students in front of you. After careful observation, you will know when is the right time to expose this book to them. Ask yourself, "who may be empowered by this book" and "who may be traumatized or re-traumatized as well"? Be sure to have supports available before and after students experience this book.

**HIEU PHAM-FRASER**

For SD62 teachers, click here to visit the Engage site for anti-racism and culturally responsive practice resources.



**SOOKE SCHOOLS 62**  
Shaping Tomorrow Today



# INFORMATION for teachers

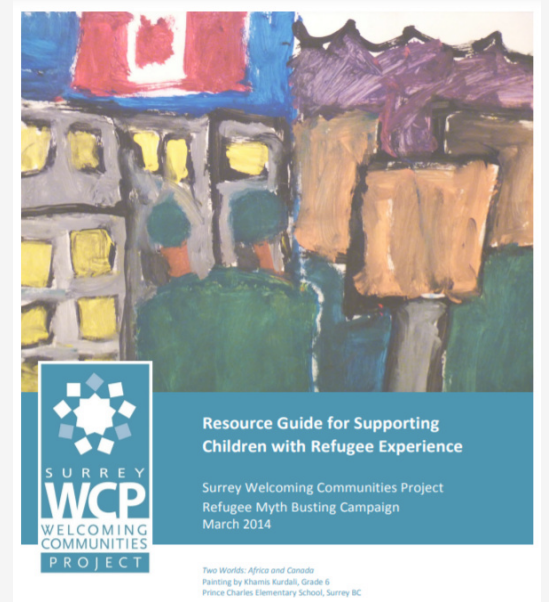


## REFUGEES

*by C. Zanichelli*

Click here to access a digital book about refugees. It is intended for both teachers and students. It gives a general overview of who refugees are, where they come from, where they go, and what happens as they begin to adjust to a new way of life.

Find more information here.



## IMMERSION

*by Richard Levien*

Click here to watch the award winning short film (12:24) which provides a glimpse into the perspective of one English Language Learner. Moises, a ten-year-old student, struggles to communicate in his new school with limited access to his native language.



## Microaggressions In the Classroom

## MICROAGGRESSIONS IN THE CLASSROOM

*Directed by C. L. Carter*

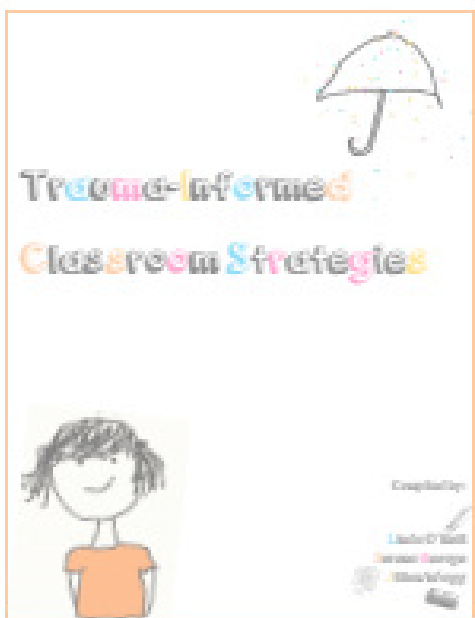
*Produced by Dr. Yolanda Flores Niemann*

Click here to watch a video that examines micro aggressions, micro insults, and micro invalidations in the classroom.

# THE TEACHER'S CORNER

Most new learners of English will go through a “silent period,” where they are unwilling or unable to communicate orally, even though they understand much of what is going on around them. They are not comfortable speaking in the new language, because it is difficult for them to express their thoughts orally. Children in this silent period should not be forced to speak before they are ready. They need time to listen to others talk, digest what they hear, and observe their fellow classmates’ interactions with each other. Because they are silent, it does not mean they are not learning the language. This pre-production stage (“the silent period”) often lasts six weeks or longer, depending on the individual.

Students may fear speaking and making mistakes. Some may come from backgrounds of trauma and/or may be students with limited or interrupted formal education (SLIFE). The experiences of immigrant and refugee children are often fraught with trauma. Many arrive after harrowing journeys involving violence, upheaval, and marginalization.



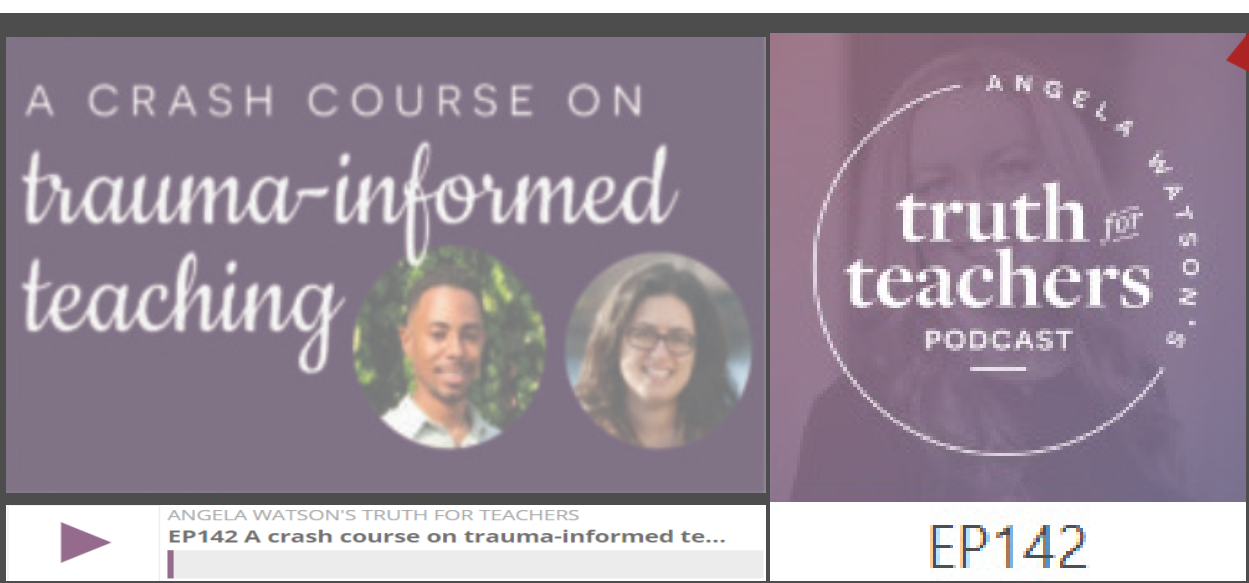
Click on the image for a comprehensive Trauma-informed Classroom Strategies Guide.

Click on the image for a larger view and an interactive PDF to view instructional strategies.

## Healing Families, Helping Systems:

A Trauma-Informed Practice Guide for Working with Children, Youth and Families

Click on the image to view BC's Trauma-informed Practice Guide.



Click on the image to listen to a podcast from Truth for Teachers. Episode 142: A Crash Course on Trauma-informed Teaching



# SILENCE IS SAFER THAN SPEECH.

- Epictetus

## Stages of Second Language Acquisition

Click on the Stage for Instructional Strategies

### Preproduction, or the Silent Stage This phase can last 0-6 months

Students primarily listen and try to absorb information. They have minimal comprehension, very few oral language skills and may only respond nonverbally by pointing, gesturing, nodding or drawing.

#### Teacher prompts

- Show me...
- Circle the...
- Where is ...?
- Who has ...?

### Early Production This phase can last 6-12 months

Students listen with greater understanding but comprehension is still limited. They can produce one or two word responses. They participate using key words and familiar phrases in present tense.

#### Teacher prompts

- Yes/no questions
- Either/or questions
- 1-2 word answers
- Lists
- Labels

### Speech Emergence This phase can last 1-3 years

By this stage, students have good comprehension and can produce simple sentences, though still make grammar and pronunciation errors. Students will still misunderstand jokes at this stage.

#### Teacher prompts

- Why?
- How?
- Explain ...
- Phrase or short sentence answers

### Intermediate Fluency This phase can last 3-5 years

The student has excellent comprehension by this stage and makes very few grammatical errors.

#### Teacher prompts

- What would happen if...?
- Why do you think...?

### Advanced Fluency This phase can last 5-6 years

At this stage the student has near fluent level of speech.

#### Teacher prompts

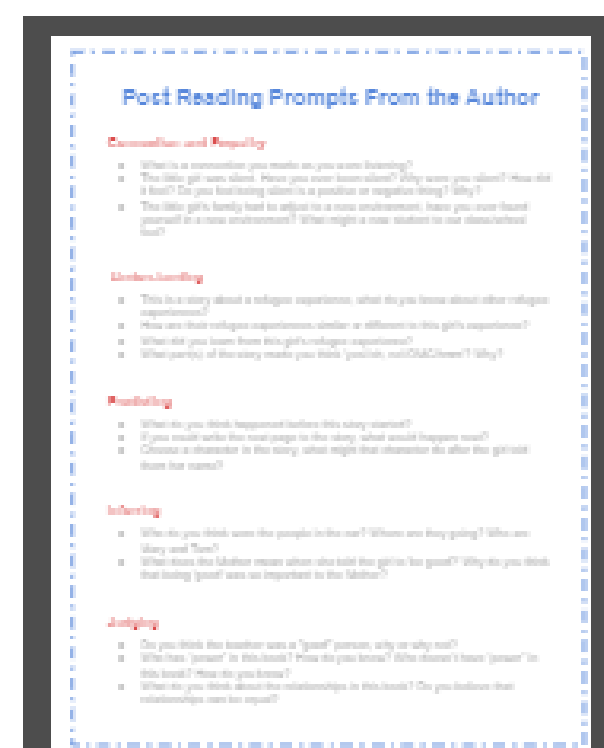
- Decide if...
- Retell...



# Read Aloud

Click on the image for a read aloud of the book.

Click here for Post Reading Questions from the author.



# The Little Girl



H. P. Fraser  
Author

Akemi  
Illustrator




# ACTIVITY

## Silence



Find connections to curricular competencies within the resource.

Facets of Communication	Facets of Critical and Reflective Thinking	Facets of Social Awareness and Responsibility	Facets of Personal Awareness and Responsibility
<p><b>Focusing on intent and purpose:</b> Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact. They draw from a range of forms, media, and techniques, monitoring and adjusting their approaches and assessing their effects.</p> <p><b>Connecting and engaging with others:</b> Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.</p>	<p><b>Questioning and investigating:</b> Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions. Critical thinking activities may focus on one part of the process, such as questioning, and reach a simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.</p>	<p><b>Solving problems:</b> Students identify and develop an appreciation for different perspectives on issues. They show empathy, disagree respectfully, and create space for others to use their voices. They generate, use, and evaluate strategies to resolve problems.</p> <p><b>Valuing diversity:</b> Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies commitment to developing positive communities.</p>	<p><b>Well-being:</b> Students who are personally aware and responsible recognize the factors that affect their holistic wellness and take increasing responsibility for caring for themselves. They keep themselves healthy and stay active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including their online communities and use of social media. They recognize their personal responsibility for their happiness and have strategies that help them find peace in challenging situations.</p> 



# Silence

Take a walk through someone else's experience

Created by Ana Galac 2021



[Click Here](#)

## ACTIVITY Overview

This resource is based on the theme of silence. It will take you on an adventure through a room of activities. Within, you will find five separate activities to explore with students:

- 1. Diary entry** - Students will write a diary entry from the point of view of the little girl.
- 2. Immersion** - Students will listen to children's books in Vietnamese and be asked to think, draw, and share about their experience.
- 3. Silent communication** - Students will learn to communicate and work together through silent communication to solve a problem.
- 4. Fluency** - Students will have the opportunity to practice speaking Vietnamese and make connections with how the little girl must have felt.
- 5. Meditation** - This guided breathing exercise will have students questioning what silence is and how it feels.



# ACTIVITY

## What's in a Name?

### ACTIVITY

### Overview

This activity has students exploring the story of their names, and how their name is part of their identity. The activity provides everything needed to teach the lesson.

#### **Included you will find:**

- A description of the competencies covered
- Pre-reading and post-reading questions
- Detailed instructions
- A letter to send home
- Writing paper (leveled)
- Planning sheets
- Paragraph planning visuals
- Editing sheets
- An art project to pair for display



# What's in a Name?

The Story of my Name

Created by Ana Galac  
2021



[Click Here](#)



# ACTIVITY

# Change



## ACTIVITY Overview

[Click Here](#)

Examine the changes that the little girl goes through and how she ultimately changes. Students will then look at changes around them and within their own lives. They will explore how they view the changes that happen and how they cope with them.

### **Included you will find:**

- A description of the competencies covered
- Post-reading questions
- Detailed activity guide
- Handouts ready for print
- An extension exercise

# ACTIVITIES

## for an Inclusive Classroom



### Curricular Competencies explored through these activities

#### Personal and Social Awareness & Responsibility

- Building relationships
- Valuing diversity
- Resolving problems
- Understanding relationships and cultural context

#### Communicating and Collaborating

- Connecting and engaging with others
- Focusing on intent and purpose
- Working collectively
- Supporting group interactions



## Beads of Kindness

Have students brainstorm words of kindness and how we welcome others. Then complete an art activity where students make kindness beads that can be later gifted. This could be done as an activity to welcome a newcomer, or simply to talk about friendship.



## Buddy Binder

Using an included handout, students will highlight key aspects of themselves that they would like others to know. These can then be compiled in a binder that can be displayed, or even presented to a newcomer. It is a way for a newcomer to join in with the class by adding their own page to the book. This would also make a great start of the year activity.

For more art-based activity ideas that can be used with newcomer and refugee students.



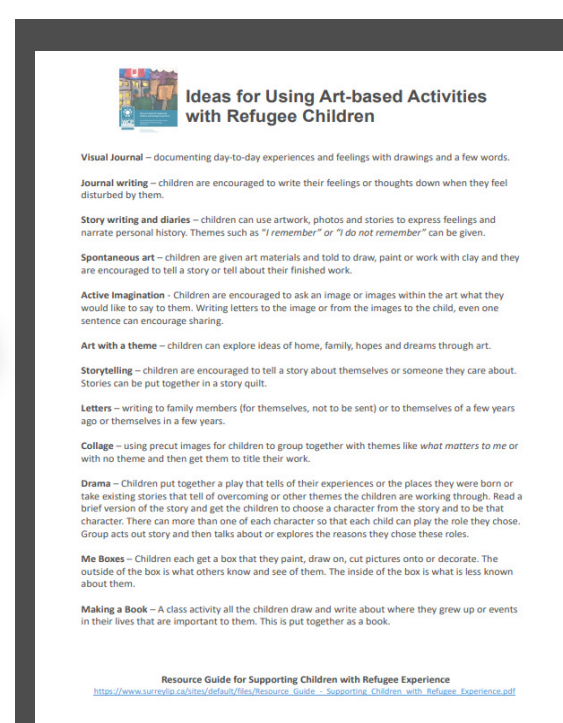
## Apple Bullying

This activity is a way for students to visualize what impact words can have. The activity includes questions to later discuss as a class, or which can be presented as a handout for students to complete individually.



## Kind Words

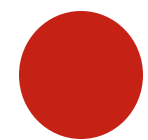
Students will have the opportunity to spread kindness by highlighting the good qualities of their classmates. This activity is an easy and quick set-up, but effectively creates an environment of kindness, respect, and inclusion.




Magazine Creator, Content Creator, and Editor

**Ana Galac**-----



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A big thank-you to Carolyn Zanichelli and  
Lindy Kovacik for final editing support.





If you try any of our content or lessons in your classroom, and enjoy them, please consider sharing some examples of student work so we can highlight them on our website. Email submissions to

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