

Andean and Amazonian Storytelling and Spanish Literacy

Weekly Chart

Dates: 10/17, 10/24, 11/7 (in library area—no auditorium), 11/14, 11/28, 12/5, 12/12

Times: Wednesdays 4:30-5:30 p.m. (Volunteers arrive at 4:00 to set up)

Volunteers: Pamela, Michelle, Mabi, Shaunda, Kapil, Cameron, Sonia, Frances, Estelí, Amanda, Lauren, Lindsay

Program support: Megan Hasting (CLAS)

Bexley Library Folks: Julie Scordato and Ken Flower

- Two learning objectives:
1. Learning something about the Andes and Amazonia, especially concepts and values.
  2. Working on and eventually feeling confident with reading in Spanish.

WK	THEME	SONG 5 mins	STORYTIME BOOKS 10-15 mins	ACTIVITY 7-10 mins	KIDS READING TIME 15 mins	ART PROJECT 20 mins	Goodbye
Wk 1 10/17	Familiar stories and words  Greeting parents and kids in Spanish  Registration table. Como te llamas? Ah, sí, aquí estás en la lista...  Escribe tu nombre aquí (name tag)	Discipline – commands (Simón dice style to gauge what they understand) 2 regular commands (todos sentaditos, todos calladitos)  1, 2, 3 –Yo te veo y tu me ves! (replaces OH-IO)  Bienvenidos/ Welcome  Borreguito (vowel pronunciation)  El patio de mi casa (for vowels and consonants)	English w/Spanish + Familiar in Spanish translation 1. Bebé goes shopping (Eng/Spanish) good story to project as we read... 2. Sepo y Sapo (Sp. Translation of familiar stories—options for acting out as reading assessment—rehearse action verbs ahead of time)—one image to project	Name favorite books→ we help translate name to Spanish.  Practice “me encanta...”, “mi libro favorito es...”  General guide pronunciation – vowels + g, j, h, z, ll, rr, ñ –project cute letters? Affective relationships—“la g, gordita, la ll larga y flaca, la z zigzag, la h silenciosa, la j feliz siempre se rie ha! ha!, ñ cosquillas en la nariz, rr—rolled and dragged)	Simple and familiar stories. Groups of 4 with helper.  Hola Hombre Mosca-- Each child reads 1 pg. coached then 1 pg. alone. The read to large group (copy sections for each group)  Review pronunciation tips  Free choice—apply learning from Hombre Mosca to book of own choosing in pairs.	1 <sup>st</sup> week only—two art projects  1. <b>Shakers</b> (leave with us)  2. <b>Journals</b> decorate cover and label with name (leave with us)  Phrases: “Maestra/o—necesito ayuda”  “Necesito más ____ (papel, tape, color rojo, goma, etc.) por favor”  “Cómo suena?” “Suena bien” “Suena feo, fuerte, excelente, etc.”	Kids take home swag bags + copy of Hombre Mosca chapter + Welcome to the program note with SoundCloud link.  Adios!  Nos vemos la próxima semana! (Sí, nos vemos!)  Portate bien! (Y tu también!)  Chao!

						<p>“Toquemos suavecito, fuerte, rápido, despacio, juntos”</p>	<p>Que te vaya bien! (Y tu también)</p> <p>Saludos en la casa! (Igualmente!)</p>
<p>Wk 2 10/24</p>	<p>Relationship with Nature</p> <p>Greet kids and parents in Spanish</p> <p>*Special visitor from indigenous community in the Andes (ILCLA presenter)</p>	<p>Discipline: Joke: Between no more and drink a seat (Entre no más y tome asiento)</p> <p>Welcome song (with kids on shakers)</p> <p>Shuk cuiquita (Quichua) (with shakers)</p> <p>Somatics and vowels exercise</p>	<p>1. <i>Cuentos del Yasuní</i> (Sp. With Quichua)—<i>Tambor mágico</i> –Bring bombo, flute, kids use shakers</p>	<p>Did you know... Animals speak differently in different languages? Book: <i>Perritos</i></p> <p>Facts about deforestation Amazon.</p> <p>Relationship with environment— Pachamama</p> <p>Inka fascination with stone</p> <p><i>Wakas</i>—sacred things or places including sentient stones.</p>	<p>Groups of 4 <i>El pintor de las cosas</i> (photocopy for each group and to take home)</p> <p>Short Poems— <i>También los Insectos</i>. Read with coaching; read alone; present to larger group.</p> <p><i>Qué Vuela?</i> Adivinanzas</p> <p>Take home to memorize and recite or read for parents</p> <p>+ free choice reading large animals selection</p>	<p>Andean/Amazonian <i>Wakas</i> <b>Pet rocks</b> projects—paint and decorate stones</p> <p>Review Shuk cuiquita</p>	<p>Adios!</p>
<p>*No Session 10/31 Halloween</p>							

<p>Wk 3 11/7 *No Aud.*</p>	<p>Indigenous Worldviews</p> <p>Greet kids and parents in Spanish</p> <p>Introduce: “Imaynalla” (“cushilla kani”, “allilami kani”— Quechua)</p>	<p>Discipline: “Ama Llulla Ama Sua Ama Quella”</p> <p>Rehearse Shuk cuiquita, Borreguito, Patio de mi casa</p>	<ol style="list-style-type: none"> <li>Hijo del Condor (Eng., Spanish, Quechua)—1 page only for projection and introduction to Indigenous Worldviews</li> <li>The Llama’s secret (Eng.) book coordinates with art project and assessment based on children telling story with puppets.</li> </ol>	<p>“Mi cuento favorito es....”</p> <p>“Mi canción favorita es...”</p> <p>Children’s reflection on experience in journal –writing + drawing.</p>	<p>Review poems/adivinanzas</p> <p>Read <i>Ecuador</i> (photo copy? to take home?)</p> <p><i>Lo grande que es chiquito—canción con sol short poem</i> (project or copy to take home?)</p>	<p><b>Popsicle puppets</b> (options for telling the story include Inti, quilla, mama cocha, llama— tassles for the llama, Andean people, fox)— precut blank forms that they can color and paste on popsicle stick.</p> <p>Pair each character with a phrase or expression for example “el Inti brillante y enorme” or “el zorro travieso”</p>	<p>Children take home popsicle puppets— encouraged to act out the story for parents in English with some inserted Spanish or Quechua words (totally made up example, but you get the idea: Then <i>el inti brillante y enorme</i> rose to the sky and illuminated the landsape and <i>el zorro travieso</i> howled... <i>au! Au! Au!</i>)</p>
<p>Wk 4 11/14</p>	<p><i>El Ayllu</i>— Community and Relationships</p> <p>Service dogs to rehearse for reading to buddies</p>	<p>Soy paz y amor</p> <p>Welcome</p> <p>Shuk Cuiquita</p>	<ol style="list-style-type: none"> <li>Abuela (Eng with Spanish words)</li> </ol> <p>General lesson is redefining community to include people, extended family and friends, but also animals, trees, nature. This is why we say Mama cocha, Taita Inti,</p>	<p>Choose favorite book so far and rehearse reading in Spanish with and without coaching + to service dogs or large group (in anticipation of Buddies in Wk 5)—El pintor, Hombre</p>	<p><i>Capulí</i> (Sp) (trees as part of family)</p> <p>Copy for small groups reading.</p> <p>Each group takes one part of the story.</p>	<p>Who is in your <i>ayllu</i>?—</p> <p><b>Drawing—plain sheets, markers, crayons.</b> Labeling in Spanish or Quichua.</p>	<p>Children take home their drawings of their community</p>

<p>*No session 11/21 ThkGvg</p>			<p>Mama Quilla, Allpa Mama, Pachamama.</p> <p>1 image for projection - Andes-Amazonia</p>	<p>Mosca, Ecuador, Insectos, Sepo y Sapo, Llama's Secret or books from free choice.</p> <p>Present self and book: "Me llamo ____" "mi libro favorito es..." "me encanta" "porque es ____" (chistoso, lindo, entretenido, miedoso, interesante, tierno...)</p>		<p>Photograph drawings for documentation.</p> <p>Quién es? Cómo se llama? Este es mi ____ Se llama ____ Es ____ (viejo, bebé, chistoso, simpático, grande y fuerte, travieso).</p>	
<p>Wk 5 11/28</p>	<p>Buddies week! (K-2 or siblings any age)</p> <p>**All hands on deck. Extra volunteers needed this week since we'll have twice as many kids!</p>	<p>Children lead Welcome song for Buddies</p> <p>Perform Shuk cuiquita for buddies (song has gestures. We can also make visuals)</p> <p>Children teach buddies Soy paz y amor</p>	<p>1. Cuentos del Yasuní – anaconda story.</p>	<p>Reading favorite pick with buddies.</p> <p>Possibly copy one chapter for buddies to take home?</p> <p>Did you know... Anaconda facts.</p>	<p>Reading favorite pick with buddies.</p>	<p>Green anaconda video</p> <p>Make <b>Green sock puppet anacondas</b> –green socks, googly eyes, glue that sticks, tongues, markers for black spots. (enough for 50 kids). Bigger kids help their buddies.</p> <p>Phrases: "Qué enorme!" "Qué verde!" "Qué monstruosa!" "Mi anaconda es ____ y ____" (enorme y verde)</p>	<p>Kids take home green anaconda puppets, link to video, copy of one chapter in color.</p> <p>Review shuk cuiquita</p>

						Sing along with puppets and video	
Wk 6 12/05	Work and Play—Labor, contribution, Imagination	Children’s choice + La vaca eres tu (rehearse vowels)  Reflect on experience with Buddies. Write in journal.	<ol style="list-style-type: none"> <li>1. Little weaver of Agato (Eng. Labor)</li> <li>2. La Leyenda del Tio Lobo (Eng., Spanish, Quichua)—great for review of Ama Llulla, Ama Sua, Ama Quella.</li> </ol>	<p>Did you know... Children work side by side with parents. Not told how to do things but allowed to figure it out by doing...</p> <p>Ask about their chores and translate into Spanish.</p> <p>Game—ronda del lobo.</p> <p>Children’s general reflections on experience.</p>	<p>Choose another favorite to read and act out in groups of 8 – in anticipation of presenting to parents.</p> <p>For instance, designate two narrators to read, other children act out and have short memorized lines.</p> <p>Review memorized poems.</p> <p>Review favorite book</p>	<b>Weaving project</b>  Photograph to document	Adios!  Children take home weaving project.
Wk 7	El Buen Vivir— Andean- Amazonian conceptions of the common good  *Parents’ week + invite Buddies back + service dog. Final presentation.	<p>Children lead Welcome song for parents and buddies</p> <p>Perform Shuk Cuiquita or La Vaca eres tu or Borreguito or Paz y amor with buddies (we’ll decide with kids the week before)</p>	<ol style="list-style-type: none"> <li>1. Up and down the Andes (Eng.)</li> <li>2. Cuentos Andinos (Sp.)</li> </ol>	<p>Children read a reflection from their journal to parents. And wouldn’t it be wonderful if they integrated some Spanish?!</p> <p>For example, “I was nervous about reading in Spanish at first but was surprised I could do it! Now me encanta el español! And my</p>	<p>Small groups --Kids read their favorite individual book to parents, buddies, service dogs. (Fluency and ability to read in Spanish)</p> <p>Large group--Children recite or read their memorized short poems. (Pronunciation and inflection)</p>	<p>→ show and tell of art projects completed. We can encourage kids to use phrases learned:</p> <p>For instance: Esta es mi anaconda. Se llama _____ Es enorme y verde y monstruosa!</p>	<p>Children thank audience and say goodbye.</p> <p>“Gracias por venir”</p> <p>“Adios!”</p> <p>“Nos vemos pronto!”</p>

	<p>Extended session 1.5 hrs.</p> <p>Bring galletitas and limonada</p> <p>Children greet audience in Spanish</p>			<p>libro favorito is _____ or my canción favorita is _____”</p>	<p>2 Groups of 8 present their narrated and acted out stories (puppets or acting) for the audience. (Acting or retelling story as comprehension)</p>	<p>Este es mi tapiz. Tiene muchos colores.</p>	
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