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.

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<th>WK</th>
<th>THEME</th>
<th>SONG 5 mins</th>
<th>STORYTIME BOOKS 10-15 mins</th>
<th>ACTIVITY 7-10 mins</th>
<th>KIDS READING TIME 15 mins</th>
<th>ART PROJECT 20 mins</th>
<th>Goodbye</th>
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<td>Wk 1</td>
<td>10/17</td>
<td>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)</td>
<td>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</td>
<td>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)</td>
<td>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.</td>
<td>1st week only—two art projects 1.Shakers (leave with us) 2.Journals 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.”</td>
<td>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!</td>
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<td>Wk 2 10/24</td>
<td>Relationship with Nature</td>
<td>Disciplines: Joke: Between no more and drink a seat (Entre no más y tome asiento)</td>
<td>1. <em>Cuentos del Yasuní</em> (Sp. With Quichua)—<em>Tambor mágico</em>—Bring bombo, flute, kids use shakers</td>
<td>Did you know... Animals speak differently in different languages? Book: <em>Perritos</em></td>
<td>Groups of 4 <em>El pintor de las cosas</em> (photocopy for each group and to take home)</td>
<td><em>Andean/Amazonian Wakas</em> Pet rocks projects—paint and decorate stones</td>
<td>Adios!</td>
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<td><em>No Session 10/31 Halloween</em></td>
<td>Greet kids and parents in Spanish</td>
<td>Welcome song (with kids on shakers) Shuk cuiquita (Quichua) (with shakers) Somatics and vowels exercise</td>
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<td>Facts about deforestation Amazon. Relationship with environment—Pachamama Inka fascination with stone <em>Wakas</em>—sacred things or places including sentient stones.</td>
<td>Short Poems—<em>También los Insectos</em>. Read with coaching; read alone; present to larger group. <em>Qué Vuela?</em> Adivinanzas Take home to memorize and recite or read for parents + free choice reading large animals selection</td>
<td>Review Shuk cuiquita</td>
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<td><em>Special visitor from indigenous community in the Andes (ILCLA presenter)</em></td>
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| Wk 3 | Indigenous Worldviews  
| *No Aud.* | Greet kids and parents in Spanish  
| | Introduce: “Imaynalla” (“cushilla kani”, “allilami kani”—Quechua)  
| | Discipline: “Ama Llulla Ama Sua Ama Quella”  
| 11/7 |  
| 1. Hijo del Condor (Eng., Spanish, Quechua)—1 page only for projection and introduction to Indigenous Worldviews  
| 2. The llama’s secret (Eng.) book coordinates with art project and assessment based on children telling story with puppets. | “Mi cuento favorito es...”  
| | “Mi canción favorita es...”  
| | Rehearse Shuk cuiquita, Borreguito, Patio de mi casa  
| | Review poems/avivanzas  
| | Read Ecuador (photo copy? to take home?)  
| | “Lo grande que es chiquito”—canción con sol short poem (project or copy to take home?)  
| | Pair each character with a phrase or expression for example “el Inti brillante y enorme” or “el zorro travieso”  
| | 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 el inti brillante y enorme rose to the sky and illuminated the landscape and el zorro travieso howled... au! Au! Au!)  
| Wk 4 | El Ayllu—Community and Relationships  
| 11/14 | Service dogs to rehearse for reading to buddies  
| | Soy paz y amor  
| | Welcome Shuk Cuiquita  
| 1. Abuela (Eng with Spanish words)  
| | 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,  
| | 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  
| | Capuli (Sp) (trees as part of family)  
| | Copy for small groups reading.  
| | Each group takes one part of the story.  
| | Who is in your ayllu?—Drawing—plain sheets, markers, crayons. Labeling in Spanish or Quichua.  
| | Children take home their drawings of their community
| *No session 11/21 ThkGvg | Mama Quilla, Allpa Mama, Pachamama.  
1 image for projection - Andes-Amazonia | Mosca, Ecuador, Insectos, Sepo y Sapo, Llama’s Secret or books from free choice. 
Present self and book:  
“Me llamo ____”  
“mi libro favorito es...”  
“me encanta”  
“porque es ____”  
(chistoso, lindo, entretenido, miedoso, interesante, tierno...) | Photograph drawings for documentation.  
Quién es?  
Cómo se llama?  
Este es mi ____  
Se llama ____  
Es ____ (viejo, bebé, chistoso, simpático, grande y fuerte, travieso). |
|---|---|---|---|
| **Wk 5 11/28** Buddies week! (K-2 or siblings any age)  
**All hands on deck. Extra volunteers needed this week since we’ll have twice as many kids!** | Children lead Welcome song for Buddies  
Perform Shuk cuiquita for buddies (song has gestures. We can also make visuals)  
Children teach buddies Soy paz y amor | **1. Cuentos del Yasuní – anaconda story.**  
Reading favorite pick with buddies.  
Possibly copy one chapter for buddies to take home?  
Did you know... Anaconda facts.  
Green anaconda video  
Make Green sock puppet anacondas – green socks, googly eyes, glue that sticks, tongues, markers for black spots. (enough for 50 kids). Bigger kids help their buddies.  
Phrases:  
“Qué enorme!”  
“Qué verde!”  
“Qué monstruosa!”  
“Mi anaconda es ____ y ____” (enorme y verde) | Kids take home green anaconda puppets, link to video, copy of one chapter in color.  
Review shuk cuiquita |
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<th>Wk 6 12/05</th>
<th><strong>Work and Play</strong>—Labor, contribution, Imagination</th>
<th>Children’s choice + <em>La vaca eres tu</em> (rehearse vowels)</th>
<th>Reflect on experience with Buddies. Write in journal.</th>
<th><strong>Sing along with puppets and video</strong></th>
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<td><strong>Wk 7</strong></td>
<td><strong>El Buen Vivir</strong>—Andean-Amazonian conceptions of the common good</td>
<td>Children lead Welcome song for parents and buddies</td>
<td>Perform Shuk Cuiquita or <em>La Vaca eres tu</em> or <em>Borreguito</em> or Paz y amor with buddies (we’ll decide with kids the week before)</td>
<td><strong>Adios!</strong> Children take home weaving project.</td>
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<td>Little weaver of Agato (Eng. Labor)</td>
<td><em>La Leyenda del Tio Lobo</em> (Eng., Spanish, Quichua)—great for review of Ama Llulla, Ama Sua, Ama Quella.</td>
<td><strong>Weaving project</strong> Photograph to document</td>
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<td>Did you know... Children work side by side with parents. Not told how to do things but allowed to figure it out by doing...</td>
<td>Ask about their chores and translate into Spanish.</td>
<td>Choose another favorite to read and act out in groups of 8— in anticipation of presenting to parents.</td>
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<td>Game—<em>ronda del lobo</em>.</td>
<td>Children’s general reflections on experience.</td>
<td>For instance, designate two narrators to read, other children act out and have short memorized lines.</td>
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<td>Children’s general reflections on experience.</td>
<td>Review memorized poems.</td>
<td>Review favorite book</td>
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<td><strong>1.</strong> <em>Up and down the Andes</em> (Eng.)</td>
<td><strong>2.</strong> <em>Cuentos Andinos</em> (Sp.)</td>
<td><strong>Small groups --Kids read their favorite individual book to parents, buddies, service dogs. (Fluency and ability to read in Spanish)</strong></td>
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<td>Children read a reflection from their journal to parents. And wouldn’t it be wonderful if they integrated some Spanish?!</td>
<td>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 *</td>
<td>Large group—Children recite or read their memorized short poems. (Pronunciation and inflection)</td>
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<td>Children read a reflection from their journal to parents.</td>
<td>For instance: <em>Esta es mi anaconda. Se llama ____</em>.</td>
<td>→ show and tell of art projects completed. We can encourage kids to use phrases learned:</td>
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<td>And wouldn’t it be</td>
<td><em>Es enorme y verde y monstruosa!</em></td>
<td>“Gracias por venir”</td>
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<td>wonderful if they integrated some Spanish?!</td>
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<td>“Adios!”</td>
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<td>For example, “I was</td>
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<td>“Nos vemos pronto!”</td>
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<td>Extended session 1.5 hrs.</td>
<td>Bring galletitas and limonada</td>
<td>Children greet audience in Spanish</td>
<td>libro favorito is ____ or my canción favorita is _____”</td>
<td>2 Groups of 8 present their narrated and acted out stories (puppets or acting) for the audience. (Acting or retelling story as comprehension)</td>
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