



# Mission Possible: Spy a Book!



## Bilingual Programs

by Rose Treviño

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# Mission Possible: Spy a Book!



## Toddler Programs

Misión Posible: Espía los animales! /Mission Possible: Spy Animals!

### Books to Share

*Como los animales* by Margarita Robleda Moguel.

*El gato de las mil narices* by Margarita Robleda Moguel.

*Pulgas, el perro de José Luis* by Margarita Robleda Moguel.

*¿Oso pardo, oso pardo qué ves ahí?* and *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.

*El paseo de Rosie* and *Rosie's Walk* by Pat Hutchins.

*El ratoncito pequeño / The Little Mouse* by Pipina Salas-Porras.

### Name Tags

Ratoncito y osito / Little mouse and little bear. (Patterns are provided at the end of the chapter.)

### Fingerplays

Este marranito  
(Tradicional)

Este marranito fue de compras.

Este marranito se quedó en casa.

Este marranito comió carne asada.

Este marranito no comió nada.

Y este marranito lloró

Gui, gui, gui hasta que llegó a casa.

This Little Piggy  
(Traditional)

This little piggy went to market.

This little piggy stayed home.

This little piggy had roast beef.

This little piggy had none.

And this little piggy cried

“Wee, wee, wee” all the way home.

El gato  
(Tradicional)

Cuatro patas  
tiene un gato,  
una, dos, tres, cuatro.

## Rhymes

Nadaban  
(Tradicional)

Nadaban, nadaban,  
nadaban los patos  
nadaban, nadaban,  
y no se mojaban.

Palmas  
(Tradicional)

Palmas, palmitas,  
que viene papá  
y trae un perrito  
que dice guá, guá

The Cat  
(English translation by Rose  
Treviño.)

Four legs  
*(Hold up four fingers)*  
Has a cat.  
One, two, three, four.  
*(Count four fingers)*

Swimming  
(English translation by Rose  
Treviño.)

Swimming and swimming,  
the ducks go by,  
Swimming and swimming,  
they always stay dry.

Let's Clap  
(English translation by Rose  
Treviño.)

Let's clap, clap, clap  
Here comes daddy  
He's brought me a puppy  
That says bow wow.

Un ratoncito  
(Tradicional)

Un ratoncito  
iba por un arado  
y este cuentecito  
ya se ha acabado

## Songs

Pesito, pesito, pesito  
(Traditional)

Pesito, pesito, pesito  
Al reloj subió un ratoncito,  
La una dió  
Y el ratón se bajó  
Pesito, pesito, pesito.

Caballito blanco  
(This traditional song was translated into English by Rose  
Treviño. Recorded on *De Colores* by José-Luis Orozco.)

Caballito blanco,  
Sácame de aquí,  
Llévame a mi pueblo,  
Donde yo nací.

A Little Mouse  
(English translation by Rose  
Treviño.)

A little mouse ran  
to swim in a pond  
and this little story  
is now long gone.

Hickory, dickory, dock  
(Traditional)

Hickory, dickory, dock  
The mouse ran up the clock,  
The clock struck one,  
The mouse ran down  
Hickory, dickory, dock.

Little White Horse

Little white horse  
Get me out of here,  
Take me to my town,  
Where I was born.

Tengo, tengo, tengo  
Tú no tienes nada.

I have, I have, I have  
You don't have anything.

Tengo tres borregas  
En una manada.  
Una me da leche  
Otra me da lana,  
Y otra mantequilla  
Para la semana.

I have three lambs  
In a flock.  
One gives me milk,  
Another gives me wool,  
The other gives me butter  
For the whole week.

## Craft

### Jaguar Mask

#### Materials

Jaguar pattern  
Tag board  
Crayons and markers  
Straws or craft sticks or string  
Tape or hole punch  
Scissors

#### Directions

In advance, trace and cut out the jaguar face mask pattern at the end of this chapter onto the tag board. Cut out the eyes. Let the children decorate the mask using markers and crayons. Tape a straw or craft stick to the inside end of one side of the mask so a child can hold it, or punch holes on either side and attach string so that the mask can be tied to a child's head.

## Game

### Mami, ¿puedo? / Mother May I?

Create a starting line and a finish line by placing strips of masking tape on the floor at each end of the room. You may also use string or yarn. Give all of the children nametags at the beginning of the game. Select one person to be Mami. This person will stand at the finish line and face participants who are all lined up at the starting line. Participants should not cross the starting line until they are given permission. The rules are as follows.

1. Mami calls out the name of a player and asks him or her to take a certain number of steps. Instead of regular steps, they will be animal steps. For example – 2 bunny steps, 3 horse steps, 4 pig steps, etc. If the group is large, Mami might ask groups to take the steps, such as “all children with brown eyes” or “all children wearing blue”.
2. The Player whose name is called say “Mami, ¿puedo?” before he or she takes a step
3. The player loses a turn if he or she doesn't ask “Mami, ¿puedo?”
4. First player to reach Mami at the finish line becomes the new Mami.

|              |             |
|--------------|-------------|
| Un paso      | One step    |
| Dos pasos    | Two steps   |
| Tres pasos   | Three steps |
| Cuatro pasos | Four steps  |
| Cinco pasos  | Five steps  |
| Seis pasos   | Six steps   |

|             |             |
|-------------|-------------|
| Siete pasos | Seven steps |
| Ocho pasos  | Eight steps |
| Nueve pasos | Nine steps  |
| Diez pasos  | Ten steps   |

|  |                                     |
|--|-------------------------------------|
| Mami dice “da tres pasos de conejito.” | Mama says “take three bunny steps.” |
|--|-------------------------------------|

You can use the following animals:

|           |          |
|-----------|----------|
| Conejito  | Rabbit   |
| Tortuga   | Turtle   |
| Elefante  | Elephant |
| Perro     | Dog      |
| Gato      | Cat      |
| Ratoncito | Mouse    |

## Activity

Animal sounds —  
how do animals sound in Spanish?

| Animal         | Animal  | Spanish              | English     |
|----------------|---------|----------------------|-------------|
| (ah knee MAWL) |         |                      |             |
| gallina        | chicken | cara cara            | cluck cluck |
| perro          | dog     | gua gua<br>(wow wow) | arf arf     |
| pato           | duck    | cua cua              | quack quack |
| borrego        | lamb    | behhh behhh          | bahhh bahhh |

|         |              |          |           |
|---------|--------------|----------|-----------|
| pollito | little chick | pío pío  | peep peep |
| gallo   | rooster      | kikirikí | cock-a-   |
|         |              | kikirikí | doodle-do |

## Guest Speakers

Contact a pet store and invite a representative to bring a few small pets that young children can look at and pet, such as a rabbit, a mouse, and a guinea pig.

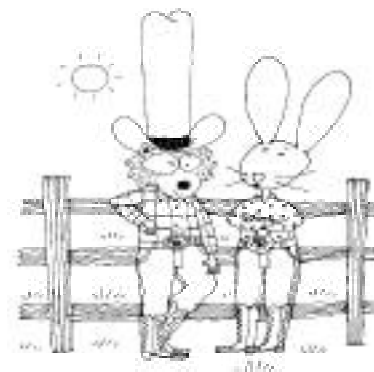
## Audio Recordings

“Patico-Patico” en *Infantiles por Hugo Liscano y Javier Galué, Vol. 1* por Hugo Liscano.

“Los Pollitos” en *Lírica infantil con José-Luis Orozco, Volumen 4: “Animales y movimiento”* por José-Luis Orozco.

## Videos

*Leo, el retoño tardío* and *Leo the Late Bloomer*. (6 minutes)  
*Spot and His Grandparents Go to the Carnival*. (30 minutes)



# Misión Posible: ¡Espía la naturaleza, bichos y reptiles! / Mission Possible: Spy Nature, Bugs and Reptiles!

## Books to Share

*The Desert is My Mother / El desierto es mi madre* by Pat Mora.

*Un grillo en mi cocina* by Margarita Robleda Moguel.

*Olmo y la mariposa azul* by Alma Flor Ada.

*La oruga muy hambrienta* and *The Very Hungry Caterpillar* by Eric Carle.

*Salta, ranita, salta* and *Jump, Frog, Jump* by Robert Kalan.

*Sana ranita, sana* by Margarita Robleda Moguel.

## Name Tags

Flowerpot and cloud. (Patterns are included at the end of this chapter.)

## Refreshments

Serve raisins and sunflower seed kernels. Tell the kids to pretend they are eating pill bugs and ants. Serve apple juice flavored with cinnamon sticks. In a pot, heat apple juice on low and add a few cinnamon sticks. Stir and remove from heat after it is warmed up.

## Fingerplays

La hormiguita  
(Tradicional)

Andaba la hormiguita

Juntando su comidita

Le coge un aguacero

Que corre para su casita

Y se metió en su covachita.

## Rhymes

Agua  
(Tradicional)

Agua con la que te bañas  
La que te moja al llover

The Little Ant  
(English translation by Rose Treviño.)

A little ant was walking  
(*Fingers climb up your arm*)

Gathering her food  
(*Cup hands together*)

When along came a rainstorm  
(*Use fingers to show a rainstorm*)

So she ran towards home  
(*Run fingers down your arm*)

And dove straight into her anthill.  
(*Place fingers just under your bottom*)

Water  
(English translation by Rose Treviño.)

Water you use it to bathe  
It wets you when it rains

La que corre por los ríos  
La que te gusta beber.

### Grillo

(Tradicional)

It flows through the rivers  
And you like to drink it.

### Cricket

(English translation by Rose  
Treviño.)

Los pajaritos cantan,  
Las nubes se levantan.  
Que sí, que no,  
¡Que caiga un chaparrón!  
Que sí, que no,  
¡Que canta el labrador!

The little birds are singing,  
The clouds are slowly rising.  
Say yes, say no,  
Let's have a nice downpour,  
Say yes, say no,  
Sings the farm worker.

En las noches fresquecitas  
Suele alegrarnos un grillo  
Me gusta escuchar su canto  
Cuando voy por el camino.

On very cool nights  
a cricket brings us joy  
I like to hear his song  
When I go for a walk.

### Las hormigas marchan

(Spanish adaptation and translation by Rose Treviño. This is not a word for word translation so that when they march two by two in the Spanish version, the little one does not stop to tie his shoe, but rather stops because “tiene una tos” – he has a cough.)

## Songs

### Las hojitas

(Tradicional)

Las hojitas, las hojitas  
De los árboles se caen,  
Viene el viento y las levanta

Y se ponen a bailar  
La la la la la.

### ¡Que llueva!

(Tradicional)

¡Que llueva, que llueva!  
La vieja de la cueva.

### Little Leaves

(English translation by Rose  
Treviño.)

Little leaves, little leave  
Fall from the trees,  
The wind comes and lifts  
them

And they swirl in a dance  
La la la la la.

### It's Raining!

(English translation by Rose  
Treviño.)

It's raining, it's raining!  
The lady of the cave.

Las hormigas marchan una por una, hurra, hurra  
Las hormigas marchan una por una, hurra, hurra  
Las hormigas marchan una por una  
La chiquita se para y chupa su dedo  
Y después todas se marchan  
debajo de la tierra, BOOM, BOOM, BOOM

Las hormigas marchan dos por dos, hurra, hurra  
Las hormigas marchan dos por dos, hurra, hurra  
Las hormigas marchan dos por dos  
La chiquita se para porque tiene una tos  
Y después todas se marchan  
debajo de la tierra, BOOM, BOOM, BOOM

Las hormigas marchan tres por tres, hurra, hurra  
Las hormigas marchan tres por tres, hurra, hurra  
Las hormigas marchan tres por tres

La chiquita se para y anda al revés  
Y después todas se marchan  
debajo de la tierra, BOOM, BOOM, BOOM

Las hormigas marchan cuatro por cuatro, hurra, hurra  
Las hormigas marchan cuatro por cuatro, hurra, hurra  
Las hormigas marchan cuatro por cuatro  
La chiquita se para a ver un zapato  
Y después todas se marchan  
debajo de la tierra, BOOM, BOOM, BOOM

Las hormigas marchan cinco por cinco, hurra, hurra  
Las hormigas marchan cinco por cinco, hurra, hurra  
Las hormigas marchan cinco por cinco  
La chiquita se para a dar un brinco  
Y después todas se marchan  
debajo de la tierra, BOOM, BOOM, BOOM

Las hormigas marchan seis por seis, hurra, hurra  
Las hormigas marchan seis por seis, hurra, hurra  
Las hormigas marchan seis por seis  
La chiquita se para a rascar sus pies  
Y después todas se marchan  
debajo de la tierra, BOOM, BOOM, BOOM

Las hormigas marchan siete por siete, hurra, hurra  
Las hormigas marchan siete por siete, hurra, hurra  
Las hormigas marchan siete por siete  
La chiquita se para y resbala en aceite  
Y después todas se marchan  
debajo de la tierra, BOOM, BOOM, BOOM  
Las hormigas marchan ocho por ocho, hurra, hurra

Las hormigas marchan ocho por ocho, hurra, hurra  
Las hormigas marchan ocho por ocho  
La chiquita se para y se come un bizcocho  
Y después todas se marchan  
debajo de la tierra, BOOM, BOOM, BOOM

Las hormigas marchan nueve por nueve, hurra, hurra  
Las hormigas marchan nueve por nueve, hurra, hurra  
Las hormigas marchan nueve por nueve  
La chiquita se para a ver si llueve  
Y después todas se marchan  
debajo de la tierra, BOOM, BOOM, BOOM

Las hormigas marchan diez por diez, hurra, hurra  
Las hormigas marchan diez por diez, hurra, hurra  
Las hormigas marchan diez por diez  
La chiquita se para y dice fin, no más  
Y después todas se marchan  
debajo de la tierra, BOOM, BOOM, BOOM

### The Ants Go Marching

(This traditional song is gently adapted by Rose Treviño.)

The ants go marching one by one, hurrah, hurrah.  
The ants go marching one by one, hurrah, hurrah.  
The ants go marching one by one,  
The little one stops to suck his thumb,  
And they all go marching down to the ground  
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching two by two, hurrah, hurrah.  
The ants go marching two by two, hurrah, hurrah.



The ants go marching two by two,  
The little one stops to tie his shoe,  
And they all go marching down to the ground  
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching three by three, hurrah, hurrah.  
The ants go marching three by three, hurrah, hurrah.  
The ants go marching three by three,  
The little one stops to rub his knee,  
And they all go marching down to the ground  
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching four by four, hurrah, hurrah.  
The ants go marching four by four, hurrah, hurrah.  
The ants go marching four by four,  
The little one stops to shut the door,  
And they all go marching down to the ground  
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching five by five, hurrah, hurrah.  
The ants go marching five by five, hurrah, hurrah.  
The ants go marching five by five,  
The little one stops to take a dive,  
And they all go marching down to the ground  
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching six by six, hurrah, hurrah.  
The ants go marching six by six, hurrah, hurrah.  
The ants go marching six by six,  
The little one stops to pick up sticks,  
And they all go marching down to the ground  
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching seven by seven, hurrah, hurrah.  
The ants go marching seven by seven, hurrah, hurrah.  
The ants go marching seven by seven,  
The little one stops to pray to heaven,  
And they all go marching down to the ground  
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching eight by eight, hurrah, hurrah.  
The ants go marching eight by eight, hurrah, hurrah.  
The ants go marching eight by eight,  
The little one stops to move a crate,  
And they all go marching down to the ground  
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching nine by nine, hurrah, hurrah.  
The ants go marching nine by nine, hurrah, hurrah.  
The ants go marching nine by nine,  
The little one stops to climb a vine,  
And they all go marching down to the ground  
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching ten by ten, hurrah, hurrah.  
The ants go marching ten by ten, hurrah, hurrah.  
The ants go marching ten by ten,  
The little one stops to say "THE END!"  
And they all go marching down to the ground  
To get out of the rain, BOOM! BOOM! BOOM!

## Crafts

### Bookworm Bookmark

#### Materials

Bookworm pattern  
Crayons

#### Directions

Pre-cut bookworm using the pattern at the end of this chapter and give one to each child to color.

### Clouds / Las nubes

#### Materials

Construction paper  
Glue sticks  
Cotton balls

#### Directions

Give each child one sheet of construction paper and a glue stick and ask them to make clouds by gluing the cotton balls onto the construction paper.

## Guest Presenters

Call a pet store and invite the owner to bring an ant farm to the library so that the kids can see how fast they move. Bring a few magnifying glasses so they can take turns closely examining ants at work. Sing “The Ants Go Marching”.

## Audio Recordings

“La cucaracha” en *Infantiles por Hugo Liscano y Javier Galué, Vol. 2* por Hugo Liscano.

“El coquí” en *Lírica infantil con José-Luis Orozco, Vol. 3* por José-Luis Orozco.

## Videos

*The Day Jimmy's Boa Ate the Wash.* (8 minutes) Available in English and Spanish.

*I, Crocodile.* (10 minutes)



# Misión Posible: ¡Espía comida! / Mission Possible: Spy Food!

## Books to Share

*La gallinita, el gallo y el frijol* by Alma Flor Ada.  
*Llaman a la puerta* and *The Doorbell Rang* by Pat Hutchins.  
*El ratoncito, la fresa roja y madura y el gran oso hambriento*  
and *Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear* by Don Wood.  
*Una sorpresa para Ana Cristina* by Margarita Robleda Moguel.  
*La tortillería* and *The Tortilla Factory* by Gary Paulsen.

## Name Tags

Strawberry and molinillo. (Pattern included at the end of the chapter.)

## Refreshments

Purchase or borrow a molinillo. (A molinillo is a wooden whisk used in Mexican cooking.) Purchase milk and Mexican chocolate and make the chocolate ahead of time. If you have a small group, invite them to come up one by one to take a turn at the molinillo. Be sure to stir until the chocolate foams! Distribute a cup of Mexican chocolate to each of the children. Some children may be allergic to chocolate or milk so be sure to get parental permission! Or, invite one of the Hispanic storytime

mothers to bring a molinillo and a pot to show the children how chocolate is made. Purchase some galletitas, which are cookies. They are available at grocery stores although they are usually sold separately from the cookie section. They may be in the “Mexican Foods” aisle.

## Fingerplays

*Hallando un huevo*  
(Tradicional)

*Finding an Egg*  
(English translation by Rose Treviño.)

(Raise one finger at a time beginning with your pinkie. The thumb is the little fat one who ate the egg.)

Este niño halló un huevo.  
Este lo coció.  
Este lo peló.  
Este le echó la sal.  
Este gordo chaparrito se lo comió.

This little boy found an egg.  
This one cooked it.  
This one peeled it.  
This one salted it.  
This little fat one ate it.

*Este*

*This one*

(This traditional fingerplay is translated into English by Rose Treviño. It is similar to the one above. Raise one finger at a time.)

Este compró un huevo.  
Este encendió el fuego.  
Este trajo la sal.

This one bought an egg.  
This one lit the fire.  
This one brought the salt.

Este lo guisó. This one cooked it.  
Y éste pícaro gordo se lo comió. And this fat rascal ate it.

## Rhymes

**Tortillitas**  
(Tradicional)

Tortillitas de manteca  
para mamá que está contenta.  
Tortillitas de salvado  
Para papá que está enojado.

**Papas**  
(Tradicional)

Papas y papas para papá,  
Papas y papas para mamá;  
las calientitas para papá,  
las quemaditas para mamá.

**Little Tortillas**  
(English translation by Rose Treviño.)

Little tortillas made with  
shortening  
For mama who is very  
content.  
Little tortillas made with  
bran  
For papa who is angry.

**Potatoes**  
(English translation by Rose Treviño.)

Potatoes, potatoes for papa.  
Potatoes, potatoes for mama.  
The nice little hot ones for  
papa.  
The burnt little toasted ones  
for mama.

**El chocolate**  
(Tradicional)

Batir, batir y batir  
Y el chocolate a subir.

## Activity

Play the longer version of “Chocolate” by José-Luis Orozco from *Lírica infantil, Vol. 4*. Distribute percussion instruments and let each child shake their instrument with the beat in this song.

## Flannel Board Rhyme

**Este marranito**

(Adapted and translated by Rose Treviño. Make a flannel board from the five piggy patterns at the end of this chapter.)

Este marranito se fué de  
compras,  
Este se quedó en casa,  
Este comió carne guisada,  
Este no comió nada,  
Y éste lloró gui, gui, gui hasta  
Que llegó su nana.

**Chocolate**

(English translation by Rose Treviño.)

Twirl and twirl the molinillo  
And the chocolate froth will  
rise.

**This Little Piggy**

This little piggy went  
shopping,  
This little piggy stayed home,  
This little piggy had meat  
with gravy,  
This little piggy had none,  
And this little piggy cried  
“Wee, wee, wee”  
All the way to Grandma.

## Songs

### Hoy es lunes

(Sing to the tune of “Are You Sleeping?” Adapted by Irene Gonzalez, Children’s Librarian for San Antonio Public Library, and Rose Treviño.)

Hoy es lunes,  
Hoy es lunes,  
¿Qué comer?  
¿Qué comer?  
Lunes los ejotes,  
Lunes los ejotes,  
Mmm, mmm, mmm

Hoy es martes,  
Hoy es martes,  
¿Qué comer?  
¿Qué comer?  
Martes los camotes,  
Lunes los ejotes,  
Mmm, mmm, mmm

Hoy es miércoles,  
Hoy es miércoles,  
¿Qué comer?  
¿Qué comer?  
Miércoles, cerezas  
Martes los camotes,  
Lunes los ejotes,  
Mmm, mmm, mmm

### Today is Monday

Today is Monday,  
Today is Monday,  
What’s to eat?  
What’s to eat?  
Monday, string beans,  
Monday, string beans,  
Mmm, mmm, mmm

Today is Tuesday,  
Today is Tuesday,  
What’s to eat?  
What’s to eat?  
Tuesday, sweet potatoes  
Monday, string beans,  
Mmm, mmm, mmm

Today is Wednesday,  
Today is Wednesday,  
What’s to eat?  
What’s to eat?  
Wednesday, cherries  
Tuesday, sweet potatoes  
Monday, string beans,  
Mmm, mmm, mmm

Hoy es jueves  
Jueves muchas fresas.

Hoy es viernes,  
Viernes, el pescado

Hoy es sábado,  
Sábado, helado

Hoy es Domingo,  
Hoy es Domingo,  
¿Qué comer?  
¿Qué comer?  
Domingo, como todo,  
Domingo, como todo,  
¡Ay de mí!

Today is Thursday  
Thursday, lots of strawberries  
(repeat refrain)

Today is Friday  
Friday, fish (repeat refrain)

Today is Saturday  
Saturday, ice cream (repeat  
refrain)

Today is Sunday,  
Today is Sunday,  
What’s to eat?  
What’s to eat?  
Sunday, I eat everything,  
Sunday, I eat everything,  
Oh, poor me!

## Craft

### Apple and Worm

#### Materials

Apple and worm patterns  
Glue sticks  
Crayons  
Craft sticks

#### Directions

Copy and cut out one apple and one worm pattern for each child using the patterns at the end of this chapter. Glue them to construction paper and cut them out again to give

them strength. Let the children color both patterns, glue the worm to the end of a craft stick, and pop the worm up and down behind the apple.

## Audio Recordings

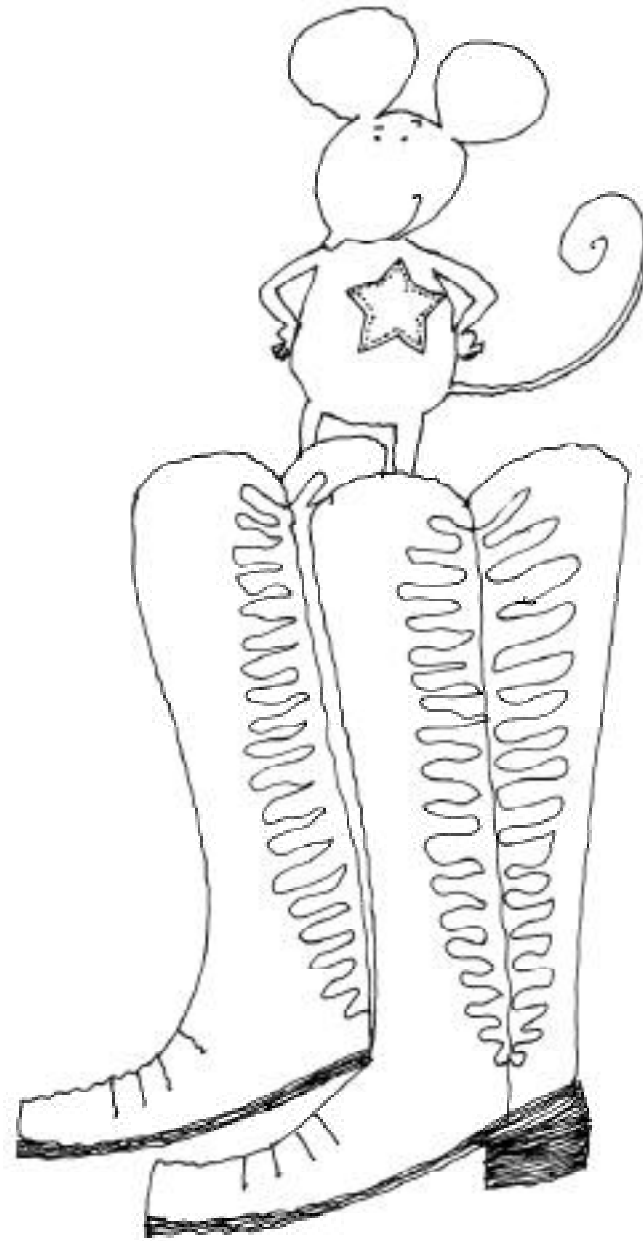
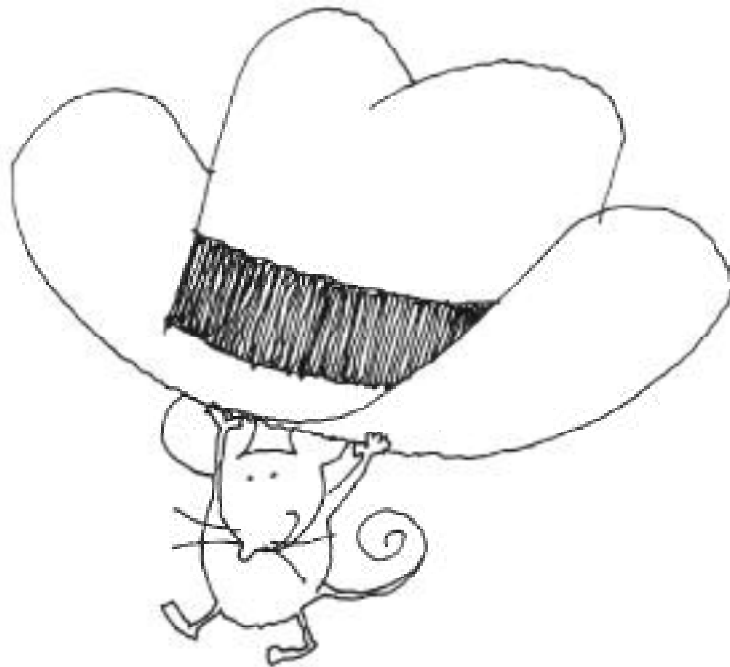
“El Atole” en *Lírica Infantil con José-Luis Orozco, Volumen 2*  
by José-Luis Orozco.

“El Chocolate” en *De Colores* by José-Luis Orozco.

## Videos

*La Gallinita Roja y otros cuentos populares.* (37 minutes)

*Petés a Pizza.* (6 minutes)





# Mission Possible: Spy a Book!



## Preschool/School-Age Program

Misión Posible: Espía animales!  
/Mission Possible: Spy Animals!

### Books to Share

*Borreguita y el coyote* and *Borreguita and the Coyote* by Verna Aardema.

*Eight Animals on the Town* by Susan Middleton Elya.

*El gallo que fue a la boda de su tío* and *The Rooster Who Went to his Unclé's Wedding* retold by Alma Flor Ada.

*Niña bonita* by Ana Maria Machado.

*Tomasa the Cow / La vaca Tomasa* by Pietrapiana.

*Los tres pequeños jabalies / The Three Little Javelinas* by Susan Lowell.

### Name Tags

Frog and Rooster. (Patterns may be found at the end of the chapter.)

### Refreshments

Serve pineapple juice popsicles. To make them, buy a can of pineapple juice. Pour the juice into an ice cube tray. Allow the juice to partially freeze. Insert toothpicks or wooden ice cream spoons. When frozen, pop them out and serve in foil cupcake paper liners.

### Bulletin Board

Who Knows, Whose Nose? /  
De quien es esta nariz?

Cut out animal noses from magazines. Cut out a bird beak, an elephant's trunk, an anteater's nose, etc. Decorate with question marks and magnifying glasses. Put together an activity sheet with clues such as "this animal loves to eat ants". Display copies of animal books in English and Spanish such as the following:

*Carlos and the Skunk* and *Carlos y el zorrillo* by Jan Romero Stevens.

*Cuckoo: a Mexican Folktale / Cucu: un cuento folklórico Mexicano* Lois Ehlert.

*The Lizard and the Sun / Lagartija y el sol* by Alma Flor Ada.  
*The Twenty-five Mixtec Cats* by Matthew Gollub.

## Fingerplays

### Los animalitos

(This traditional rhyme was translated into English translation by Rose Treviño. Create motions for Mrs. Chicken and Mrs. Sheep.)

Detrás de Doña Pata

Corren los patitos;

Por allí, por allá,  
Cuá, cuá, cuá.

Detrás de Doña Gallina  
Siguen los pollitos;  
Por allí, por allá,  
Pío, pío, pío.

Detrás de Doña Borrega  
Van los borreguitos  
Por allí, por allá,  
Beh, beh, beh.

### The Little Animals

After Mrs. Duck  
(*Shake your shoulders up  
and down*)

Run the little ducklings;  
(*Put your heels together  
and make running  
motions*)

This way and that way,  
Quack, quack, quack.  
(*Put hands together and  
make quacking motion*)

After Mrs. Chicken  
The little chicks follow;  
This way and that way,  
Cheep, cheep, cheep.

After Mrs. Sheep  
Go the little lambs;  
This way and that way,  
Baa, baa, baa.

Cinco ratoncitos  
(Tradicional)

Cinco ratoncitos

De colita gris,

Mueven las orejas,

Mueven la nariz.

Uno, dos, tres, cuatro, cinco!

Corren al rincón!

Porque viene el gato,  
A comer ratón...

## Rhymes

Periquito  
(Tradicional)

Periquito, periquito,

### Five Little Rats

(English translation by Rose Treviño.)

Five little rats

(*Wave five fingers*)

With gray little tails

(*Wave five fingers behind  
you*)

Move their ears,

(*Grab your ears and move  
up and down*)

And move their nose.

(*Pinch end of your nose  
and move around*)

One, two, three, four, five!

(*Count off on five fingers*)

They run to a corner!

(*Put fingers behind your  
back*)

Because here comes the cat,  
To eat the rat...

### Little Parakeet

(English translation by Rose Treviño.)

Little parakeet, little  
parakeet,



Te pareces a tu Papá  
Por arriba por abajo,  
  
Por delante y por detrás

You look just like your Pop  
From your feet to your  
middle,  
From your middle to your  
top

## Songs

### La planchadora

(This traditional song is translated into English by Rose Treviño. It is recorded on *Diez dedos* by José-Luis Orozco.)

Una rata vieja  
que era planchadora;  
por planchar su falda  
se quemó la cola.

Se puso pomada  
se amarró un trapito

y a la pobre vieja  
le quedó un rabito.

### Cinco patitos

(Tradicional)

Cinco patitos fueron a nadar

Sobre el lago y más allá

### The Laundress

A little old rat  
Who did the ironing;  
While ironing her skirt,  
She burned her tail.

She put on a salve  
And tied a bandage on her  
tail,  
And the poor little old one  
Ended up with a shorter tail.

### Five Little Ducks

(Traditional)

Five little ducks went out  
one day

Over the hill and far away

La pata dijo cuac, cuac, cuac  
  
Cuatro patitos regresaron p'atrás.

Versos:

Cuatro patitos fueron a nadar...

Tres patitos fueron a nadar...

Dos patitos fueron a nadar...

Un patito fue a nadar...

Mother duck said quack,  
quack, quack  
Four little ducks came back  
to play.

Verses:

Four little ducks went out  
one day...

Three little ducks went out  
one day...

Two little ducks went out  
one day...

One little duck went out to  
play...

## Riddles

¿Por qué los pájaros vuelan  
hacia el Sur?

Porque tardarían más si se  
fueran caminando.

¿Qué animal come con la  
cola?

Todos, ninguno se la quita para  
comer.

Why do birds fly South for  
the winter?

Because it would take too  
long for them to walk.

What animal eats with its  
tail?

All of them, not one takes it  
off when they eat.

## Story With No End!

(Repeat this “story with no end” over and over!)

Una hormiguita

(Tradicional)

Esta era una hormiguita  
Que salió de un hormiguero;  
Se robó un granito  
Y volvió a su hormiguero.

Y vino otra hormiguita  
Del mismo hormiguero;  
Se robó un granito

Y volvió al hormiguero.

Y vino otra hormiguita...

A Little Ant

(English translation by Rose Treviño.)

There was a little ant  
Who left the anthill  
To steal a little grain  
And then returned to the  
anthill.

Along came another little ant  
From the same anthill  
Who came to steal a little  
grain

And then returned to the  
anthill.

Along came another little  
ant...

## Flannel Board Story / Short Reader's Theater Script

El coyote y el tlacuache

(This traditional folktale about a coyote and an opossum might call to mind the tale of *Borreguita and the Coyote* by Verna Aardema. Adapted and translated into English by Rose Treviño from a traditional folktale from Mexico. Copy and color

the coyote and possum patterns at the end of the chapter to make flannel board animals.)

**Narrador:** Había una vez, un tlacuache que vivía en una cueva. Un día tenía las patas apoyadas sobre la pared cuando llegó el coyote.

**Coyote:** ¿Qué haces, Tlacuache?

**Tlacuache:** Pues nada.

**Coyote:** ¿Porqué tienes las patas apoyadas sobre la pared?

**Tlacuache:** Sabes que estoy atrancando el campo del cielo que va a hundirse y si se cae, nos tapa.

**Coyote:** ¡Aye, que horrible! ¿Te puedo ayudar?

**Tlacuache:** ¡Claro que si! Ven y pon las patas apoyadas sobre la pared. Haz fuerza. Voy a traer un puntal.

**Coyote:** Muy bien, pero no te tardes.

**Narrador:** Tlacuache se puso de pie y se fue y no regresó. El Coyote desesperaba.

**Coyote:** ¿Cuándo volverá ése Tlacuache que fue a buscar al puntal?

**Narrador:** Después de esperar mucho tiempo, se dio valor y saltó a un lado, escapando luego a todo correr. Cuando volvió la cara, vio que no había sucedido nada.

## The Coyote and the Opossum

(English translation by Rose Treviño.)

**Narrator:** Once there was an Opossum who lived in a cave. One day he was leaning with his feet placed firmly on a wall when Coyote walked by.

**Coyote:** What are you doing, Opossum?

**Opossum:** Nothing much.

**Coyote:** Why are you leaning with your legs firmly planted on the wall?

**Opossum:** Well, you see, I am holding up this wall because if it falls it will cover this land completely and we will be trapped underneath it.

**Coyote:** Oh how horrible! Can I help you?

**Opossum:** Of course you can! Come and put your feet firmly against this wall. I'll go find something to support it.

**Coyote:** Okay, but hurry!

**Narrator:** Opossum quickly ran away and never returned. Coyote became desperate.

**Coyote:** When is Opossum going to return with something to support this wall?

**Narrator:** After waiting for a very long time, Coyote bravely jumped off to one side ready to escape the landslide. When he opened his eyes, he saw that nothing had happened. Opossum had tricked him!

## Games and Activities

### La casa del conejo The Bunny's House

(This traditional rhyme is translated into English by Rose Treviño. The children stand in a circle. Choose one child to be the bunny who walks around on the outside of the circle. The children recite the rhyme together. In the second verse, the bunny enters the circle to choose a new bunny. Let everyone have a turn as the bunny.)

Esta es la casa del conejo This is the bunny's house  
y el conejo no está aquí. But the bunny isn't home  
Salió esta mañana He went out this morning  
Y no ha vuelto por aquí. And he hasn't returned.

¡Ay! ¡Ay! ¡Ay! ¡Ay! Oh! Oh! Oh! Oh!  
El conejo ya está aquí. The bunny has returned.  
Escoge a la niña o niño Now choose the little girl or boy  
Que te gusta más a ti. That you like best.



## Craft

### Molas

#### Materials

Patterns of an animal in three different sizes  
Construction paper in various colors  
Pencil  
Scissors  
Glue

#### Directions

Mola is traditionally the name used for the blouse worn by the Indian women in Spanish-speaking countries; but the term has come to represent the reverse applique panels that are made to adorn the blouse. Traditionally, each mola, or panel, is hand sewn with from two to seven layers of different colored cloth. Examples of molas may be viewed at [www.folkart.com/~latitude/swenty-3/](http://www.folkart.com/~latitude/swenty-3/). The designs, which are often inspired by nature, are frequently animals, sea-life, plants, and flowers. Animals such as lizards, birds, or turtles are especially common. This mola will be made up of three different colors and sizes of a fish and three fish patterns are included at the end of the chapter. For preschoolers, cut out all three patterns in advance on different colors of construction paper. . Older children may trace and cut out their own fish. Glue the smallest fish to the top of the mid-sized fish and glue the mid-sized fish to the largest fish. Use left-over scraps of colored paper to add designs or facial features to the creatures.

## Guest Presenters

Contact the zoo, a pet shop, or an animal shelter and invite them to bring some small animals to the library and talk to the children about caring for pets and/or wild animals.

## Web Site

*Kuna Molas & Molitas of San Blas, Panama*  
[www.folkart.com/~latitude/swenty-3/](http://www.folkart.com/~latitude/swenty-3/)

## Audio Recordings

“Las hormiguitas” on *De colores* by José-Luis Orozco.  
“Con real y medio” on *Infantiles por Hugo Líscano y Javier Galué, Vol. 1* by Hugo Líscano.

## Videos

*Antarctic Antics*. (5 minutes)  
*Descúbrela, Vol. 3 & 4*. (20 minutes)



# Misión Posible: ¡Espía la naturaleza, bichos y reptiles! / Mission Possible: Spy Nature, Bugs, and Reptiles!

## Books to Share

*La Cucaracha Martina: A Caribbean Folktale / La cucaracha Martina: Un cuento colklorico del Caribe* by Daniel Moretón.

*The Little Ant / La hormiga chiquita* by Michael Rose Ramirez.

*The Lizard and the Sun / La largartija y el sol* by Alma Flor Ada.

*Perez y Martina* and *Perez and Martina* by Pura Belpré.

*Where Fireflies Dance / Ahí donde bailan las luciérnagas* by Lucha Corpi.

## Bulletin Board

### Sprout A Reader! / Jardín de niños

Design a garden on your bulletin board. Gather photographs of your summer readers. Cut out plants, fruit, flowers, bugs, or reptiles for frames for their pictures. Let the children choose their frame, glue their picture to it, and place it in the garden of readers. Patterns for vegetables are provided at the end of this chapter. Place the caption, "Sprout a Reader!" or "Jardín de niños" on your bulletin board.

## Name Tag

Leaf and butterfly. (Patterns are included at the end of the chapter.)

## Refreshments

Serve trail mix and lemonade. To make trail mix, combine one box of wheat chex, one box of raisins, one package of mixed nuts, and one package of dried fruit in a large bowl. Stir it and serve it in small paper cupcake holders.

## Fingerplays

Al subir una montaña  
(Tradicional)

Al subir una montaña,

Una pulga me picó.

La cogí de las narices,

Y se me escapó.

Botín, botero y salió,  
Rosa, clavel y botón.

Climbing a Mountain  
(English translation by Rose Treviño.)

While climbing a mountain,  
(*Climbing motion up your arm*)

A flea bit me.  
(*Pinch arm gently*)

I grabbed it by the nose,  
(*Hold two fingers pinched together*)

But it got away.  
(*Open fingers to show flea got away*)

Hop away fast  
Before you're trapped.

## Rhymes

### Los sapitos

(Tradicional)

La ranita soy yo, glo, glo,  
glo.

El sapito eres tú, glu, glu, glu.

Cantemos así gli, gli, gli.

Que la lluvia se fue, gle, gle,  
gle.

Y la ronda se va, gla, gla, gla.

### Doña araña

(Tradicional)

Doña araña se fue a pasear,  
Hizo un hilo y se puso a trepar,

Vino el viento y la hizo bailar,

Vino la tormenta, la hizo  
bajar.

### The Little Toads

(Traditional)

I am a little frog, glo, glo, glo.

You are the little toad, glu,  
glu, glu.

We sing like this, gli, gli, gli.

That the rain will go away,  
gle, gle, gle.

And the round will end, gla,  
gla, gla.

### Ms. Spider

(English translation by Rose  
Treviño.)

Ms. Spider went for a walk,  
She spun a thread and  
started to climb,

Then came a wind that made  
her dance,

Then came a storm that  
made her go home.

## Songs

### Huitsi, huitzi araña

(This is one of two different translations of this traditional English song. Rose Treviño's mom prefers this one. The other translation begins "La araña pequeñita" in place of "Huitsi, huitzi araña".)

Huitsi, huitzi araña  
subió a la telaraña,  
Vino la lluvia  
Y se la llevó.  
Salió el sol  
Y todo lo secó,  
Y la huitzi, huitzi araña  
Subió, subió, subió.

### La mar

(This traditional song is translated into English by Rose Treviño. It is recorded on *Lírica infantil, Vol. 3* by José-Luis Orozco.)

La mar estaba serena,  
Serena estaba la mar.  
La mar estaba serena,  
Serena estaba la mar.

(Repeat each verse, substituting the vowels a, e, i, o, u)

A  
La mar astaba sarana,  
Sarana astaba la mar.

### Eensy Weensy Spider

The eensy weensy spider  
Went up the waterspout  
Down came the rain  
And washed the spider out  
Out came the sun  
And dried up all the rain  
And the eensy weensy spider  
Went up the spout again.

### The Sea

The sea was serene,  
Serene was the sea.  
The sea was serene,  
Serene was the sea.

E  
Le mer estebe serene,  
Serene estebe le mer.

I  
Li mir istibi sirini,  
Sirini istibi li mir.

O  
Lo mor, ostobo sorono,  
Sorono ostobo lo mor.

U  
Lu mur, ustubu surunu,  
Surunu ustubu lu mur.

## Riddle

Q: ¿Cuál es el animal que come con las patas en la cabeza? Q: What animal eats with its feet on a head?

A: El piojo, que come con las patas en la cabeza de los demás. A: Lice, because they eat their feet on another's head.

## Game

A la víbora de la mar The Sea Serpent

(This rhyme was translated into English by Rose Treviño and is recorded on *De Colores* by José-Luis Orozco. The traditional game is very much like “London Bridge”. The children form a line and become a sea serpent that tries to get through a cave. Choose two children to be the “cave”. Instruct them to face

each other, interlock their fingers, and raise their arms to allow the serpent to pass through. The children who are the serpent chant the rhyme and walk through the cave. At the phrase “Tras, tras, tras, tras!” the two children who are forming the cave drop their arms and catch whoever is between them. The child who is caught trades places with one of the children who is forming the cave. That child joins the end of the serpent.)

A la víbora, víbora de la mar, de la mar,  
Por aquí pueden pasar;

The serpent, serpent of the sea  
Can pass through here,  
through here;

Los de adelante corren mucho,  
Y los de atrás se quedarán.

The ones in front run very fast,  
Those in back get left behind.

Tras, tras, tras, tras!

Una mexicana,  
¿Qué fruta vendía?  
Ciruela, chabacano,  
Melón o sandía

Tras, tras, tras, tras!

A Mexican girl  
What did she sell?  
Plums or apricots,  
Cantaloupes or watermelons.

Verbena, verbena  
Jardín de matatena.  
Verbena, verbena  
Jardín de matatena.

Verbena, verbena,  
In a garden of jacks.  
Verbena, verbena,  
In a garden of jacks.

Campanita de oro,  
Déjame pasar  
Con todos mis hijos,

Little bell of gold,  
Let me pass  
With all my children,

Menos el de atrás  
¡Tras, tras, tras, tras!

Except the last!  
Tras, tras, tras, tras!

the same with the other coffee filter. Next, take one pipe cleaner and wrap it around the top of the clothespin and shape it to look like antennae.

## Crafts

### Pet Rocks

#### Materials

Smooth rocks  
Glue  
Construction paper  
Pom poms  
Markers

#### Directions

Gather smooth rocks without sharp edges and give one to each child. Let the children use their imagination to create a pet rock decorated with construction paper, markers, and pom-poms. Other materials such as fabric remnants and lace may also be used.

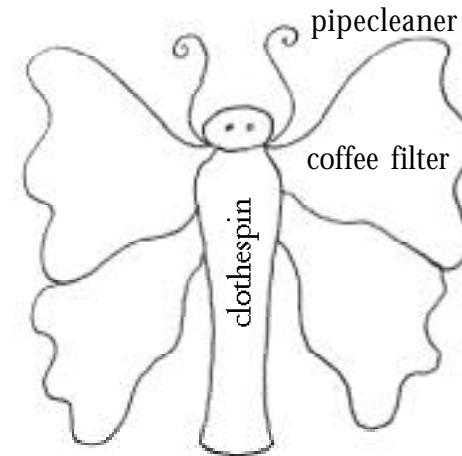
### Butterflies

#### Materials

Coffee filters  
Markers  
Pipe cleaners  
Old-fashioned wooden craft clothespins

#### Directions

Give each child two coffee filters. Ask them to decorate the flattened coffee filters with the markers. When they finish, take one of the coffee filters and push it through the opening in the clothespin so that it appears to be gathered. Do



## Guest Presenters

Invite a library patron who has reptiles such as iguanas, snakes, and lizards for pets to bring them to storytime for a show and tell session for the children. Display a collection of books about reptiles that children can check out after the presentation.

## Audio Recordings

“Una mosca” en *Lírica infantil con José-Luis Orozco, Volumen 5* por José-Luis Orozco.

“El piojo y la pulga” en *Lírica infantil con José-Luis Orozco, Volumen 4* por José-Luis Orozco.



## Videos

*A Bug's Life*. (95 minutes)

*Descúbrelo, Vol. 1 & 2*. (20 minutes)



Misión Posible: ¡Espía comida! /

Mission Possible: Spy Food!

## Books to Share

*Benito's Bizcochitos / Bizcochitos de Benito* by Ana Baca.

*Big Enough / Bastante grande* by Ofelia Dumas Lachtman.

*La cena de Chato* and *Chato's Kitchen* by Gary Soto.

*Icy Watermelon / Sandía fría* by Mary Sue Galindo.

*Magda's Tortillas / Las tortillas de Magda* by Becky Chavarría-Cháirez.

*Qué mónton de tamales* and *Too Many Tamales* by Gary Soto.

## Poetry Books to Share and Booktalk

*Angels Ride Bikes and Other Fall Poems / Los ángeles andan en bicicleta y otros poemas de Otoño* by Francisco X. Alarcón.

*From the Bellybutton of the Moon and Other Summer Poems / Del ombligo de la luna y otros poemas* by Verano Francisco X. Alarcón.

*Laughing Out Loud, I Fly: Poems in English and Spanish* by Juan Felipe Herrera.

*Love to Mamá: a Tribute to Mothers* edited by Pat Mora.

*The Tamarindo Puppy and Other Poems* by Charlotte Pomerantz.

*The Tree Is Older Than You are: A Bilingual Gathering of Poems and Stories from Mexico With Paintings by Mexican Artists* selected by Naomi Shihab Nye.

## Bulletin Board

*Relish These Books! / Saborea estos libros!*

Make a book salad of carrots and fruit holding mini-books. A few patterns are included at the end of this chapter for this bulletin board, but use your imagination!

## Name Tags

Carrot and watermelon slice. (Patterns are included at the end of the chapter.)

## Refreshments

Serve Mexican fruit punch and repostería. To make the punch, combine chunks of seedless watermelon, a banana, some pineapple chunks, and some strawberries in a blender. Blend well and serve chilled. Repostería are small sugar cookies that you can get at a Mexican panadería or bakery. Look around! There is probably a panadería in your area that you never knew was there!

## Rhymes

*El maíz*

(Tradicional)

El maíz tiernecito de raíz,  
Va estrenando su nariz  
Que parece flor de lis.  
¡Qué maíz tan feliz!

*Colores*

(Tradicional)

Colores y más colores,  
Colores te doy, mi niña,  
Para que pintes el jugo  
De la naranja y la piña.

## Poem

*A tapar la calle*

(Tradicional)

A tapar la calle,  
Que no pase nadie.

*Corn*

(English translation by Rose Treviño.)

The tender root of the corn,  
Is stretching out its nose  
It looks like a glorious flower  
What a happy corn it is!

*Colors*

(English translation by Rose Treviño.)

Colors and more colors,  
My child, I'll give you colors,  
So you can paint the juice  
Of the orange and the  
pineapple.

*Cover the Street*

(English translation by Rose Treviño.)

Cover the street,  
Let no one pass.

Que pase mi abuelo  
Comiendo buñuelos  
Que pase mi abuela  
Comiendo ciruelas.  
Que pase mi tía  
comiendo sandía.  
Que pase mi primo  
Comiendo pepino.  
Que pase mi hermana  
Comiendo manzana.

## Songs

### Naranja dulce (Tradicional)

Naranja dulce,  
Limón partido,  
Dame un abrazo,  
Que yo te pido.

Si fueran falsos  
Mis juramentos,  
En poco tiempo  
Se olvidarán.

Toca la marcha  
Mi pecho llora;  
Adiós señora,  
Yo ya me voy.

Except my grandpa  
Eating his buñuelos,  
And my grandma  
Eating her plums,  
And my aunt  
Eating her watermelon,  
And my cousin  
Eating a pickle,  
And my sister  
Eating an apple.

### Sweet Orange (English translation by Rose Treviño.)

Sweet honey orange,  
A slice of lemon,  
Give me a hug,  
That's all I ask.

If my promises  
Were false,  
In a short time  
They'll be forgotten.

Time goes by  
I'll part tomorrow;  
Goodbye dear friend.  
I leave with sorrow.

## Riddle

Q: ¿Qué le dijo la cuchara  
a la sopa?

A: Me voy, pero vuelvo.

Q: What did the spoon say to  
the soup?

A: I'm leaving, but I'll be  
back.

## Craft

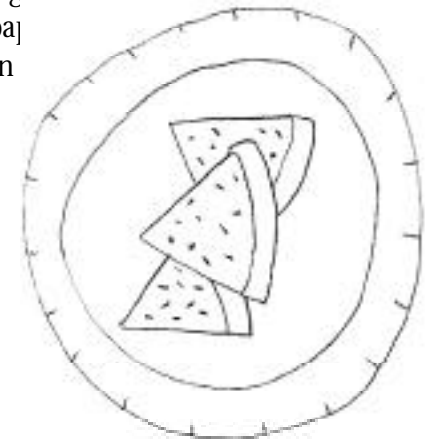
### Sandía / Watermelon

#### Materials

Paper plates  
Red construction paper  
Green and black markers or crayons  
Scissors  
Glue

#### Directions

Precut red triangles for the watermelon slice. Distribute one red triangle, markers, glue sticks and a paper plate to each child. Ask participants to glue their red triangle on the paper plate. Tell them to draw on the seeds and the rind.



## Guest Presenters

Invite one of the story time mothers to make tortillas for the group. Ask the presenter to talk about all the ingredients and the steps involved in making tortillas. She can give each child a piece of dough to knead while she speaks. Have a package of tortillas ready to heat up and give one to each of the kids.

## Audio Recordings

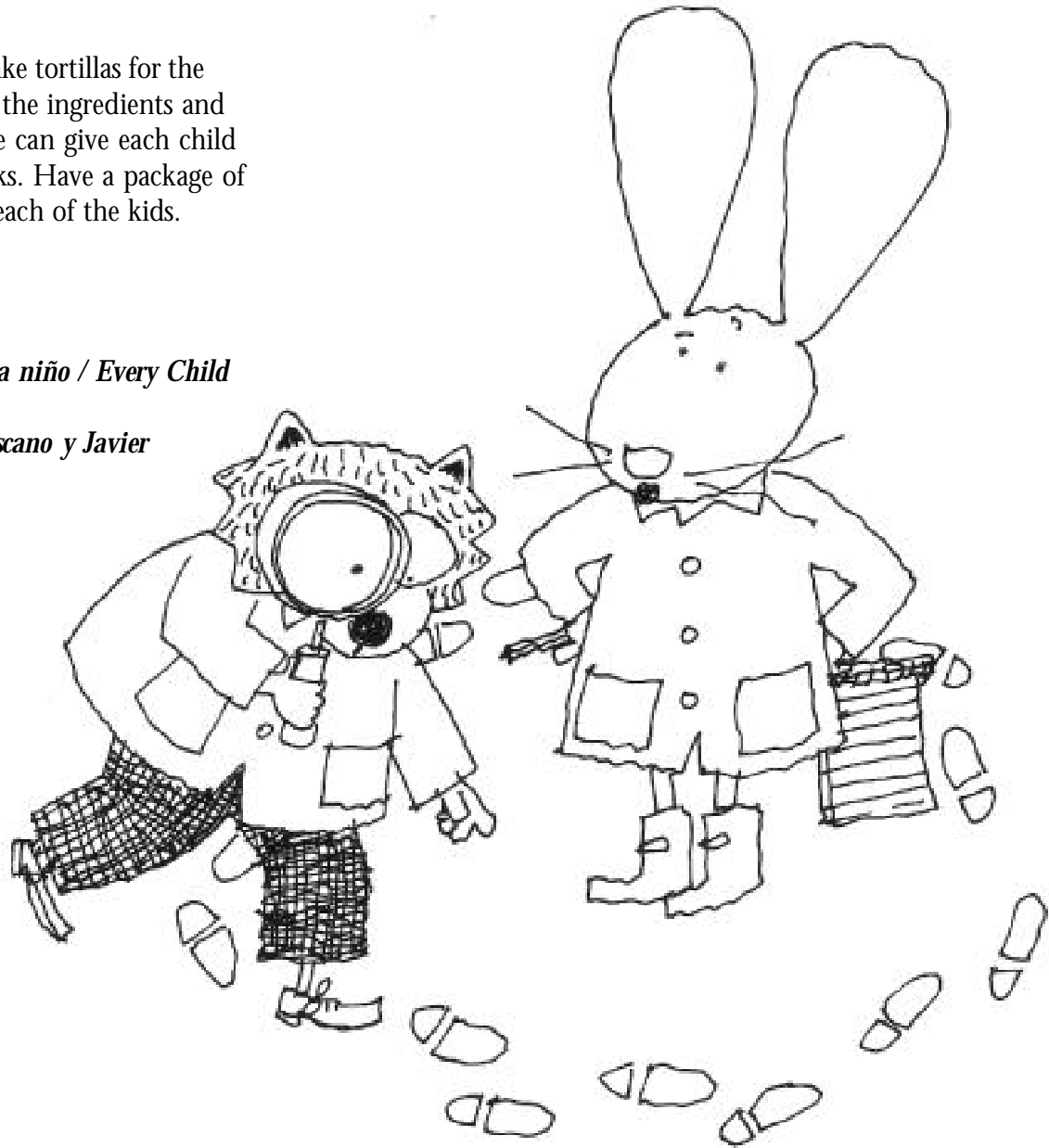
“Barnyard Dance / Baile vegetal” en *Cada niño / Every Child*  
by Tish Hinojosa.

“La manzana” en *Infantiles por Hugo Liscano y Javier Galué, Vol. 1* por Hugo Liscano.

## Videos

*Chato y su cena* and *Chato's Kitchen*.  
(11 minutes each)

*Chicken Soup With Rice*. (5 minutes)





# Mission Possible: Spy a Book!



## Programs for Families

Misión Posible: ¡Espía familias! /

Mission Possible: Spy Families!

## Books to Share

*Las abuelas de Liliana / Liliana's Grandmothers* by Leyla Torres.

*Chavés Memories / Los recuerdos de Chave* by María Isabel Delgado.

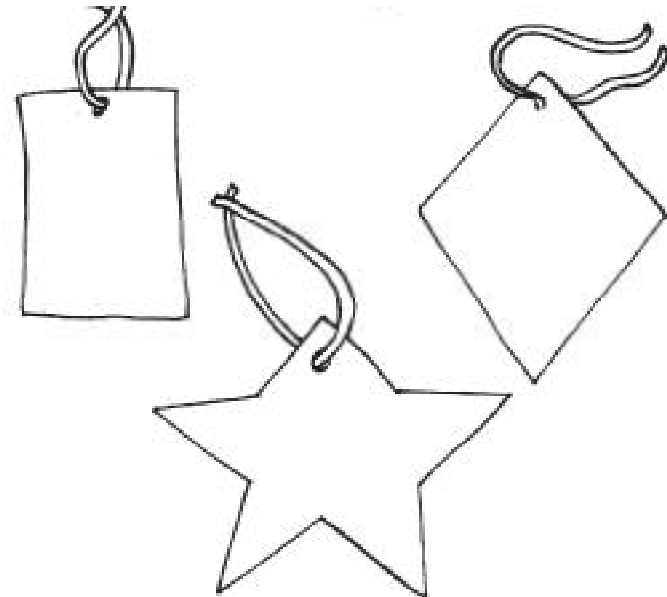
*Family / Familia* by Diane Gonzales Bertrand.

*Grandma Fina and Her Wonderful Umbrellas / La abuelita Fina y sus sombrillas. maravillosas* by Benjamin Alire Sáenz.

*My Very Own Room / Mi propio cuartito* by Amada Irma Pérez.

*Uncle Chentés Picnic / El picnic de tío chente* by Diane Gonzales Bertrand.

each child a 3" X 5" index card or piece of paper shaped like a diamond or a star. They can write anything such as "I wish for every child to be happy" or "I want my Grandma to get better." There are no guidelines. After the wishes and hopes are written on the piece of paper, mount them on another piece of colored paper. Punch a hole at the top and string ribbon or yarn through the hole. Staple these to the bulletin board for a colorful background of hopes and wishes called milagros in Spanish.



## Bulletin Board

Milagros / Miracles

This bulletin board will be made up of hopes and wishes. Give

## Name Tags

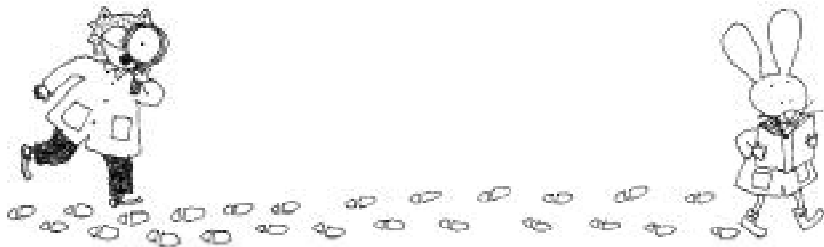
Heart and umbrella. (Patterns are included at the end of the chapter.)

## Refreshments

Serve empanadas purchased at a Mexican panadería or bakery. Or make them! Here's a simple recipe for empanadas.

1. Buy a couple of ready-made piecrusts.
2. Thaw and flatten.
3. Cut out small circles (about 3 inches)
4. Fill center with fruit filling. My preference would be pumpkin with nuts and cinnamon.
5. Fold over and seal to keep fruit inside. Use a fork to seal edges.
6. Bake at 350° for about 7 minutes or until golden
7. Sprinkle with a cinnamon and sugar combination
8. Serve warm and enjoy

For a great Mexican drink, serve *horchata*, which is a drink made with rice, cinnamon, and sugar. Purchase a packet of horchata in the “Mexican Foods” aisle at your grocery store.



## Fingerplays

### Mi familia

(This traditional fingerplay was translated into English by Rose Treviño. Start with the pinkie and on the last line, close your fist and bring it close to your heart.)

Mi mamá, toda cariño,  
Mi papá, todo bondad,

Nuestro encanto, el dulce niño,  
Mi hermanito alto y formal,  
Y yo, en la casa, aliño,  
Vivimos en nuestro hogar.

### Mi familia

(This traditional fingerplay was translated into English by Rose Treviño. Start with your pinkie. On the last line, grab your thumb and point to yourself.)

Este chiquito es mi hermanito.

Esta es mi mamá.  
Este altito es mi papá.  
Esta es mi hermana.

¡¡¡Y éste chiquito y bonito  
soy YO!!!

### My Family

My mother, filled with love,  
My father, filled with  
goodness,

Our charming, sweet baby,  
My brother, tall and reliable,  
And me, at home,  
We live together.

### My Family

This tiny one is my little  
brother.

This one is my mother.  
This tall one is my father.  
This one is my sister.

And this little pretty one is  
ME!!!

## Rhymes

### El beso

(Tradicional)

Todas las mañanas, sueño  
al despertar  
Que un ángel del cielo me viene  
a besar  
Al abrir mis ojos, busco  
adonde estoy  
Y en el mismo sitio del angel,  
veo a mi mamá.

### Mamita

(Tradicional)

Mi buena mamita  
Me lleva a la mesa  
Me da la sopita  
Y luego me besa.

## Songs

### De colores

(This traditional song is often sung in groups with arms slung around each other's shoulders. The group sways right and left

### The Kiss

(English translation by Rose Treviño.)

Every morning, I dream at  
dawn  
That an angel from Heaven  
has come to kiss me.  
When I open my eyes, I look  
around  
And where the angel should  
be, I see my Mama.

### Mommy

(English translation by Rose Treviño.)

My good mommy  
Takes me to the table  
She gives me soup  
And then she kisses me.

until the song is over. It is recorded on *De colores* by José-Luis Orozco.)

De colores, de colores se visten los campos en la primavera.  
De colores de colores són los pajaritos que vienen de afuera  
De colores, de colores es el arcoiris que vemos lucir.  
Y por eso los grandes amores de muchos colores me gustan a mí.  
y por eso los grandes amores de muchos colores me gustan a mí.  
Canta el gallo, canta el gallo con el kiri, kiri, kiri kiri, kiri.  
La gallina, la gallina con el cara, cara, cara, cara, ca  
Los pollitos, los pollitos con el pío, pío, pío, pío, pí.  
Y por eso los grandes amores de muchos colores me gustan a mí.  
y por eso los grandes amores de muchos colores me gustan a mí.

### Colors

(English translation by Rose Treviño.)

Oh, the colors  
The fields become colorfully dressed in Spring time  
Oh, the colors  
The birds that come from afar are so colorful,  
The rainbow that we see glowing is colorful,  
That's why I like this colorful world so much.  
The rooster sings, the rooster sings with the kiri, kiri, kiri, kiri,  
kiri,  
The chicken, the chicken with the cara, cara, cara, cara, cara  
The chicks, the chicks with the pio, pio, pio, pio, pi

And that's why I like this colorful world so much.  
That's why I like this colorful world so much.

## Games and Activities

### Fandango

(This traditional rhyme is translated into English by Rose Treviño. The children pass a stick around the circle as they sing. The stick is used to keep the beat. The person holding the stick when the last “tran” is sung is “out”.)

Al son de un fandango, tango  
tango, tango,  
Cantaré.  
Cantaré con alegría,  
Y con el triqui triqui tran,  
Con el triqui triqui tran.

### Fandango

With the sound of a  
fandango, tango  
I will sing.  
I will sing with happiness,  
With the triqui triqui tran,  
With the triqui triqui tran.

### Juan Pirulero

(While singing this traditional rhyme translated into English by Rose Treviño, the children choose instruments and pretend to play them as if they are in a band or orchestra. One child is the musical conductor or leader. While the children sing the song, the conductor conducts for a while and then pretends to take someone's instrument and play it. The child who loses his instrument becomes the new conductor. When ready, the each conductor chooses an instrument and becomes part of the orchestra again. Each child must pay attention to the conductor.)

### Juan Pirulero

Este es el juego de Juan  
Pirulero.  
Que cada quien atienda  
su juego.

This is Juan Pirulero's game.  
Everyone must pay attention  
to what they play.

### Hopscotch

Hopscotch in Mexico features the days of the week leading up to the sky and then the world as shown in the illustration below. Draw a hopscotch game on the library sidewalk and teach the children to play!



## Craft

### Mexican Tissue Flowers

#### Materials

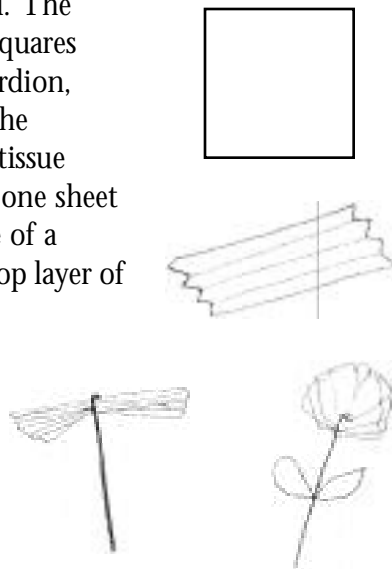
Tissue paper in assorted colors  
Chenille pipe cleaners (two per child)

#### Directions

Mexican tissue flowers are used to decorate homes, businesses, plazas, etc. They are used for celebrations and everyday events. Cut the tissue paper into 5" X 5" squares.



Distribute four squares of tissue paper in various colors and two chenille stems to each child. The children place the four tissue squares together, fold them into an accordion, and twist one chenille stem in the center. They then separate the tissue paper by lifting and fluffing up one sheet at a time to give the appearance of a flower in bloom, and twist the top layer of tissue paper to form the center of the flower. They use the other chenille pipe cleaner to make the leaves on the stem.



## Guest Presenters

Invite grandparents to share stories from their childhood with the storytime children. Have a rocking chair available for grandparent/grandchild pictures. Set up another area for multi-generational pictures of grandma, momma, and child, and another for “Family Pictures”.

## Audio Recordings

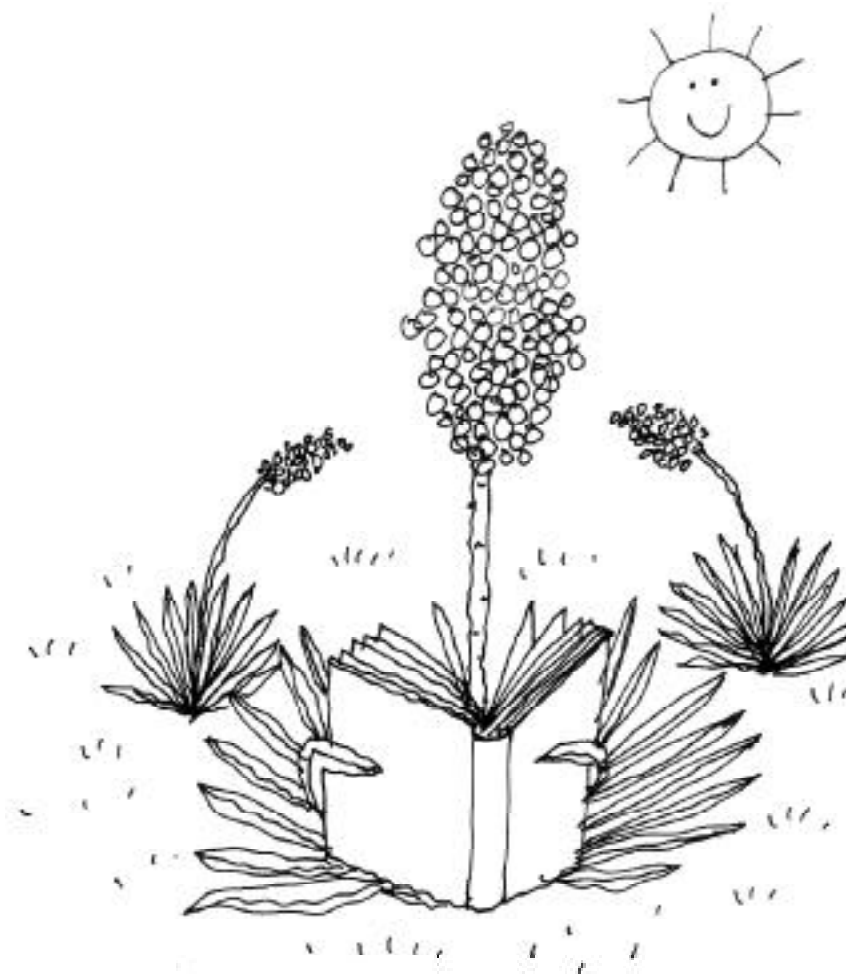
“Siempre abuelita” on *Cada niño / Every Child* by Tish Hinojosa.

“Simplemente por amor / Simply for Love” on *Cada niño / Every Child* by Tish Hinojosa.

## Videos

*Chrysanthemum.* (12 minutes)

*George Washington's Mother.* (20 minutes)



## Misión Posible: ¡Espía fiestas y celebraciones! / Mission Possible: Spy Parties and Celebrations!

### Books to Share

*The Birthday Swap / Qué sorpresa de cumpleaños* by Loretta Lopez.

*The Last Doll / La última muñeca* by Diane Gonzales Bertrand.

*Magda's Piñata Magic / Magda y la piñata mágica* by Becky Chavarría Cháirez.

*Manuela's Gift* by Kristyn Rehling Estes.

*Salsa* by Lillian Colón-Vilá.

*Uno, dos, tres / One, Two Three* by Pat Mora.

### Bulletin Board

#### Fiesta de Libros / Book Celebration

Cut out and enlarge the piñata patterns provided at the end of this chapter and position them at the top of the bulletin board. From colorful paper, cut out candy, toys, and books using the patterns at the end of the chapter. Place them on the bulletin board so that they appear to be raining down from the piñata. Let the children write their favorite titles on the book patterns.

### Name Tags

Piñata and maracas. (Patterns provided at the end of the chapter.)

### Refreshments

Serve pan dulce, sweetbread that can be purchased at a Mexican panaderia or bakery. Some grocery stores also sell pan dulce. Serve this with milk. One of Rose's favorite memories as a child was sitting at the table with her Mom, Dad, and sisters and brother as they ate pan dulce dipped in bowls of milk. Yummm!

### Fingerplay

Los días de la semana      The Days of the Week

(This traditional rhyme is translated into English by Rose Treviño. Raise one finger at a time for each day of the week.)

|                                  |  |
|----------------------------------|--|
| Lunes, martes, miércoles, ¡tres! | Monday, Tuesday,<br>Wednesday, three!    |
| Jueves, Viernes, Sábado, ¡seis!  | Thursday, Friday, Saturday,<br>six!      |
| Domingo, siete, ¡qué fiesta es!  | Sunday, seven, what a fiesta<br>this is! |

Aplaudir con las manos  
(Tradicional)

Clap Your Hands  
(English translation by Rose Treviño.)

Con esta mano derecha,

With this right hand  
(Wave right hand)

Y esta mano izquierda,

And with this left hand,  
(Wave left hand)

Se juntan las palmas para  
aplaudir.  
Ruidoso, quedito y más  
quedito.

## Rhymes

Bajen la piñata  
(Tradicional)

Bajen la piñata,  
Bajenla un tantito  
Que le den de palos  
Poquito a poquito

No quiero oro  
(Tradicional)

No quero oro,  
Ni quiero plata.  
Yo lo que quiero  
Es quebrar la piñata.

I put them together to clap.  
(Clap)  
Loudly, quietly, and  
even more quietly.  
(Clap loud, then soft, then  
even more softly)

Lower the Piñata  
(English translation by Rose  
Treviño.)

Lower the piñata,  
Lower it a bit,  
So that they can give it  
Another little hit.

I Don't Want Gold  
(English translation by Rose  
Treviño.)

I don't want gold,  
I don't want silver.  
What I really want  
Is to break the piñata.

## Songs

Las mañanitas

(This traditional birthday song is recorded on De Colores by  
José-Luis Orozco.)

Estas son las mañanitas  
Que cantaba el Rey David,  
Pero no eran tan bonitas  
Como las cantan aquí.

Despierta, mi bien, despierta,  
Mira que ya amaneció,  
Ya los pajarillos cantan,  
La luna ya se metió.

Piñata  
(Tradicional)

Dale, dale, dale,  
No pierdas el tino.  
Mide la distancia  
Que hay en el camino.

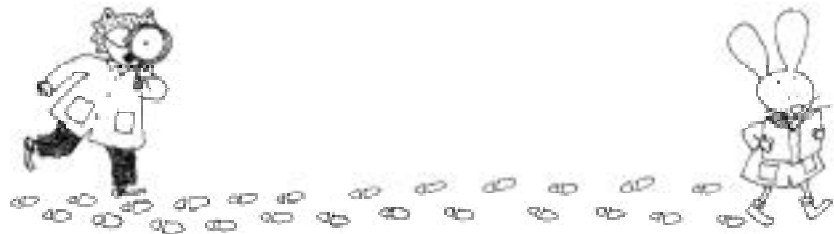
Songs

These are the songs  
Sung by King David  
But they weren't as pretty  
As they are sung now.

Wake up, my sweet, wake up,  
Look who's awoken,  
The birds are singing,  
And the moon is no longer  
shining.

Piñata  
(Traditional)

Strike it, strike it, strike it,  
Don't lose your grip.  
Measure the distance  
From here to there.



## Tongue Twisters

*Cuando cuentes cuantos*  
(Tradicional)

Cuando cuentes cuantos  
Cuenta cuántos cuantos cuentas,  
Porque cuando cuentas cuantos  
Nunca sabes cuántos cuantos  
cuentas.

*Me dicen que*

(By Mary Zertuche, Rose Treviño's mom, from another similar saying. Rose remembers her mother reciting this often.)

Me dicen que he dicho un dicho  
A que dicho he dicho yo,  
Este dicho está muy bien dicho  
Por a haberlo dicho yo.

*When You Tally Tales*  
(English translation by Rose Treviño.)

When you tally tales  
Tally total tales told,  
Because when you tally tales  
No telling total tales told.

*Someone Said I*

Someone said I, said a saying  
Said a saying so said I  
Such a saying so well said  
Seeing how I said it so.

## Game

*Doña Blanca*

This is a traditional circle game and there is no limit to the number of players. The words can be sung or chanted. Here is how to play. Choose a Doña Blanca and a Jicotillo\* (hornet). Doña Blanca stands inside the circle and Jicotillo remains on the outside. The children join hands and circle around Doña Blanca as they sing or chant. After the second verse, Jicotillo

tries to break through the clasped hands to catch Doña Blanca. When Jicotillo succeeds in entering the circle, she chases Doña Blanca. Doña Blanca cannot run outside of the circle. When she has been caught, Doña Blanca chooses a new Jicotillo before she becomes part of the circle. The old Jicotillo is now the new Doña Blanca

Doña Blanca está cubierta  
con pilares de oro y plata.  
Romperemos un pilar  
Para ver a Doña Blanca.

Doña Blanca all surrounded  
By pillars of silver and gold.  
Break a column now  
If Doña Blanca you will hold.

Quién es ese Jicotillo  
que anda en pos de Doña  
Blanca?  
Yo soy ése, yo soy ése  
que anda en pos de Doña  
Blanca!

Who is this hornet  
Who chases Doña Blanca?  
I am (s)he, I am (s)he  
Who's trying to catch her!

\*Jicotillo - (hee coh TEE oh)

## Craft

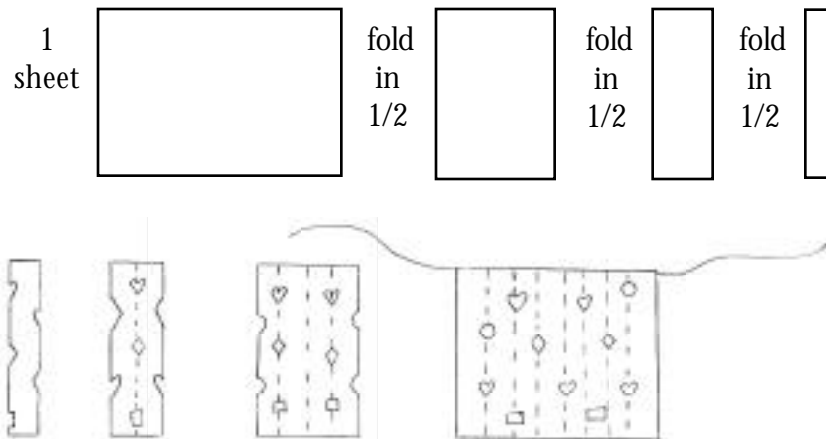
*Papel picado / Paper Cut-outs*

### Materials

Tissue paper in assorted colors  
String  
Scissors  
Glue

### Directions

Papel picado is used as a decoration for all types of festivities and celebrations from the Day of the Dead to Christmas to birthday parties. The illustrations at the end of the chapter will help as you make this craft. Cut out 6" X 6" squares of tissue paper in assorted colors. Distribute one or more sheets to each child. The children fold each sheet of tissue paper in half, then in half again, and again, and again. Leaving one inch at the top edge uncut, they then cut small shapes such as triangles, stars, hearts, and squares from both sides of the folded edges without cutting all the way through to the other side. They unfold the tissue paper once and cut out more shapes along the folded edges and then unfold it again and again and cut out more shapes until the sheet of tissue paper is completely unfolded. Next, they place a small amount of glue on the top edge of the sheet and fold it over a piece of string or ribbon approximately twelve inches in length. Tie the sheets of *papel picado* together and hang the fiesta banner!



### Audio Recordings

“Cumpleaño” on *Infantiles por Hugo Liscano y Javier Galué, Vol. 1* by Hugo Liscano.

“Las mañanitas” on *De colores* by José-Luis Orozco.

“La piñata” on *De colores* by José-Luis Orozco.

### Videos

*Chicka Chicka Boom Boom.* (6 minutes)

*Winter Holiday Stories.* (27 minutes)



## Word Search

### Fiestas / Parties

S H C R T K B A C F C C A U P  
T T A Q L A S L I H A O K K X  
N W S S C L M E J N R M Y A H  
E Y C Y A U S A C H G I T M V  
S H A S K T M I L Y B D R G Y  
E H R D A J O P J E P A A K D  
R D O H H N N I L F S I P Z T  
P T N O E T Z A S E R P R O S  
P S E S J S R F S G A Q A X D  
S A S A T A N I P Y C N S W V  
K G C Y F V R R B C H D O I W  
I F N Q H P B M W Y L M M S I  
T B M O R N V R E G A L O S H  
V U N U S F O O D C Y V M B S  
C I S A O H Q S Y G S V V B E

BIRTHDAY  
CANCIONES  
CASCARONES  
COMIDA  
CUMPLEANOS  
FIESTA  
FOOD  
SORPRESA

PARTY  
PINATA  
PRESENTS  
REGALOS  
SALSA  
SONGS  
SURPRISE  
TAMALES

## Web Sites

### *Brooklyn Expedition: Latin America*

[www.brooklynexpedition.org/latin/gateway2.html](http://www.brooklynexpedition.org/latin/gateway2.html)

### *Hispanics in American History*

[coloquio.com/galvez.html](http://coloquio.com/galvez.html)

### *Latin American Network Information Center*

[www.lanic.utexas.edu/la/region/k-12/](http://www.lanic.utexas.edu/la/region/k-12/)

### *Little Explorers*

[www.EnchantedLearning.com/Dictionary.html](http://www.EnchantedLearning.com/Dictionary.html)

### *Multi Cultural Calendar*

[www.kidlink.org/KIDPROJ/MCC/](http://www.kidlink.org/KIDPROJ/MCC/)

### *Web Sites in Spanish for Children*

#### *Bienvenidos Amigos!*

[www.kn.pacbell.com/wired/amigos/spanish.htm](http://www.kn.pacbell.com/wired/amigos/spanish.htm)

#### *Diego Rivera Museo Virtual*

[www.diegorivera.com/](http://www.diegorivera.com/)

#### *Libros para niños en Español*

[www.nypl.org/branch/kids/espanol/sprdli.html](http://www.nypl.org/branch/kids/espanol/sprdli.html)

#### *Mundo Latino*

[www.mundolatino.org/rinconcito/](http://www.mundolatino.org/rinconcito/)

#### *Vistas del sistema solar*

[www.solarviews.com/span/homepage.htm](http://www.solarviews.com/span/homepage.htm)

*Zoo aquarium de la casa de campo de Madrid*  
[www.zoomadrid.com/index.php3](http://www.zoomadrid.com/index.php3)

## Professional Resources

Although I did not use many of these for this bilingual chapter, they are books that will be very helpful in gathering additional ideas.

*Arroz con leche: Popular Songs and Rhymes from Latin America*  
by Lulu Delacre.

*Las Navidades: Popular Christmas Songs from Latin America*  
by Lulu Delacre.

*The Emerald Lizard: Fifteen Latin American Tales to Tell* by  
Pleasant DeSpain.

*Thirty-three Multicultural Tales to Tell* by Pleasant DeSpain.

*Hispanic Games and Rhymes: Rimas y juegos en Español* by  
Cynthia Downs and Gloria Erickson

*Tortillitas para mamá: and Other Nursery Rhymes* by Margot  
Griego.

*Library Services to Youth of Hispanic Heritage* by Barbara  
Immroth.

*Los pollitos dicen: juegos, rimas y canciones infantiles de paises  
de habla Hispana / The Baby Chicks Sing: Traditional  
Games, Nursery Rhymes and Songs from Spanish Speaking  
Countries* by Nancy Abraham Hall.

*Momentos mágicos / Magic Moments* by Olga Loya.

*Tuck-Me-In Tales: Bedtime Stories From Around the World* by  
Margaret Read MacDonald.

*Hands-On Latin America: Art Activities for All Ages* by Yvonne  
Y. Merrill.

*De colores and Other Latin-American Folk Songs for Children*  
by José-Luis Orozco.

*Diez deditos / Ten Little Fingers and Other Play Rhymes and  
Action Songs from Latin America* by José-Luis Orozco.

*Teatro! Hispanic Plays for Young People* by Angel Vigil.

*Programming with Latino Children's Materials* by Tim  
Wadham.

*Plays From Hispanic Tales: One-Act, Royalty-Free  
Dramatizations for Young People, from Hispanic Stories and  
Folktales* by Barbara Winther.



## Spanish Book and Audio Recording Vendors

Anes Records, C.A., Caracas, Venezuela.  
email: [liscanogalue@liscanogalue.com](mailto:liscanogalue@liscanogalue.com)  
telephone: 014/921.55.03  
fax: 014/204.59.24  
[www.liscanogalue.com](http://www.liscanogalue.com)

Arte Publico Press  
University of Houston  
800-633-2783  
[www.arte.uh.edu](http://www.arte.uh.edu)  
Email: [info@arte.uh.edu](mailto:info@arte.uh.edu)

Bilingual Publications  
270 Lafayette Street Suite 705  
New York, NY 10012  
212-431-3500  
Email: [lindagoodman@juno.com](mailto:lindagoodman@juno.com)

Books on Wings  
973 Valencia Street  
San Francisco, CA 94110  
415-285-1399  
[www.booksonwings.com](http://www.booksonwings.com)  
Email: [casalibro@aol.com](mailto:casalibro@aol.com)

Chulainn Publishing  
8421 Sweetwater Road  
Lone Tree, CO 80124

888-525-2665  
Email: [libros@attbi.com](mailto:libros@attbi.com)

Downtown Book Center  
247 SE First Street, Miami, FL 33131  
Raquel Roque  
ph. (305) 377-9941  
fax (305) 371-5926  
Email: [raxdown@aol.com](mailto:raxdown@aol.com)

Fondo de Cultural Económica USA  
2293 Verus Street, San Diego, CA 92154  
Toll Free: 1-800-5-FCEUSA (532-3872)  
Tel: 619/429-0455 - Fax: 619/429-0827  
[www.fceusa.com/](http://www.fceusa.com/)

Hispanic Book Distributors  
240 E. Yvon  
Tucson, AZ 85704  
Email: [hbdus@compuserve.com](mailto:hbdus@compuserve.com)

iLeon.com  
West Division:  
12686 Springbrook Drive, Unit B  
San Diego, CA 92128  
1-800-300-3975  
[www.iLeon.com](http://www.iLeon.com)  
E-mail: [Pamela@ileon.com](mailto:Pamela@ileon.com)

Latin American Book Source, Inc.  
289 3<sup>rd</sup> Ave.  
Chula Vista, CA 91910



Ph. 619-426-1226  
Fax 619-426-0212  
[www.latambooks.com](http://www.latambooks.com)  
Email: [eduardo@latambooks.sdcoxmail.com](mailto:eduardo@latambooks.sdcoxmail.com)

Lectorum (now affiliated with Scholastic)  
1-800-345-5946  
[www.lectorum.com](http://www.lectorum.com)  
Email: [CRivera@Scholastic.com](mailto:CRivera@Scholastic.com)

Libros Sin Fronteras  
P.O. Box 2085  
Olympia, WA 98507  
360-357-4332  
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Email: [info@librossinfronteras.com](mailto:info@librossinfronteras.com)

SBD Spanish Book Distributor, Inc.  
8200 Southwestern Blvd., Suite 1316  
Dallas, TX 75206-3252  
Ph. 800-609-2113 (Spanish line 214-369-1655)  
Fax 214-369-3252  
[www.sbdbooks.com](http://www.sbdbooks.com)  
Email: [sbd@sbdbooks.com](mailto:sbd@sbdbooks.com)

Spanish Audios (books on tape publisher)  
1700 NW 65<sup>th</sup> Ave., Suite 8  
Plantation, FL 33313  
Ph. 954-321-5560  
Fax 954-321-5422  
[www.spanishaudios.com](http://www.spanishaudios.com)  
Email: [info@spanishaudios.com](mailto:info@spanishaudios.com)

## Web Sites With Information on Spanish Materials

Leer  
[www.leer.nisc.com](http://www.leer.nisc.com)  
(Similar to OCLC)

Submarino.com  
[www.submarino.com.br/](http://www.submarino.com.br/)  
(Similar to Amazon.com)

Barohona Center for the Study of Books in Spanish for Children and Adolescents  
[www.csusm.edu/csb/english/](http://www.csusm.edu/csb/english/)

SpanishUS.com  
[www.spanishus.com/suppliers\\_of\\_spanish\\_materials.htm](http://www.spanishus.com/suppliers_of_spanish_materials.htm)

