

Bilingual Storytime Ideas: Mixed Ages

In all cultures, families enjoy reading together because it sparks our imagination. Bilingual books expand this opportunity as readers make new connections with languages.

Read-Aloud Books in Spanish with Program Ideas:

- *Harold y el lapis color morado / Harry and the Purple Crayon*, by Crockett Johnson and Teresa Mlawer. Using only his imagination and a purple crayon, Harold embarks on exciting adventures. Extension: Give children a purple crayon and see what they do in an open-ended line art activity.
- *No es una caja / It's not a box* (2008), by Antoinette Portis. Rabbit's imagination takes over as he explores the possibilities of an ordinary cardboard box. Extension: Provide plenty of cardboard or other building supplies and allow children to use their imagination as they create something—anything! (See "Makerspaces" section)
- *Azul el sombrero, Verde el sombrero / Blue Hat, Green Hat*, by Sandra Boynton (2003). Imagine funny ways these animals can wear clothing while reading a simple, delightful book that will also teach colors and vocabulary. Extension: Follow these links or use your own ideas to allow kids to design their own fun hats.
http://www.firstpalette.com/Craft_themes/Wearables/easypaperhat/easypaperhat.html
http://www.firstpalette.com/Craft_themes/Wearables/Birthday_Hat/Birthday_Hat.html

Rhyme:

Zapatito blanco, zapatito azul.
(Little white shoe, little blue shoe.)
Dime ¿cuántos años tienes tú?
(Tell me, how old are you?)

Additional rhymes/fingerplays:

*Grandpa's Glasses (p 75); Caps Mittens Shoes and Socks (p 300)

*From *The Bilingual Book of Rhymes, Songs, Stories and Fingerplays* by Pam Schiller, Rafeal Lara-Alecio, and Beverly J. Irby (Gryphon House, 2004).

- *Oso en un cuadrado / Bear in a Square*, by Stella Blackstone (2009). Bear is looking for squares, circles, zigzags and more in this rhyming text. Readers learn shapes and counting. Bilingual edition includes vocabulary words in Spanish and English, and a



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pronunciation guide. Extension: Provide a variety of shaped snacks (like Wheat Thins, Cheez-Its, Ritz crackers, rice crackers and pretzel sticks). Allow children to create their own shapes and practice counting as they design and eat during this edible art activity.

- *Veloz como el grillo / Quick as a Cricket*, by Audrey Wood (1998, 2011). Now a classic, this book encourages imaginative use of language to describe feelings and actions. Extension: Free printable sequencing cards for retelling the story or practicing vocabulary:

<http://wordsofhisheart.wordpress.com/2013/03/25/quick-as-a-cricket-free-printable-sequencing-cards/>.

Music and Movement: children move around in ways that illustrate the phrases "quick as a cricket" or "large as a whale." Writing Extension: children write or paint which animal they think they are like.

(from <http://www.gryphonhouse.com/activities/activityDetail.asp?ID=164&CatID=5>)

Song: *To the tune of "Head, Shoulders, Knees and Toes"*

Cabeza, torax, abdomen, abdomen tengo.

Cabeza, torax, abdomen, abdomen tengo.

Seis patas, cuatro alas, dos antenas

Cabeza, torax, abdomen, abdomen tengo.

~ from *The Bilingual Book of Rhymes, Songs, Stories and Fingerplays* by Pam Schiller, Rafael Lara-Alecio, and Beverly J. Irby, ISBN 978-0-87659-2847, reprinted with permission from Gryphon House, Inc., www.gryphonhouse.com

- *Perfect Season for Dreaming / Una temporada perfecta para soñar*, by Benjamin Alire Saenz (2008). An excellent read-aloud that treasures dreams and imagination. The artwork and the portrayal of a close intergenerational relationship between the grandpa and his grandchild evoke traditions of Hispanic cultures. Extension: "All About My Family" cube from the RIF Multicultural Resource Guide, page 10 (printable template on page 16): http://www.rif.org/assets/documents/RIF_Multicultural_Lending_Library.pdf

Song: **Quiero a mi mami** (I Love My Mommy)

To the tune of "Love Somebody, Yes I Do!"

Yo quiero a mi mami (I love my mommy)

y así la quiero. (Yes, I do.)

Yo quiero a mi mami, (I love my mommy)

y así la quiero. (Yes, I do.)

Yo quiero a mi mami (I love my mommy)

y ella me quiere a mí. (And she loves me, too.)

Repeat with papi (daddy), abuela (grandma), abuelo (grandpa)



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Additional rhymes/fingerplays:

***Grandpa's Glasses (p 75); How Many People in Your Family? (p 76)**

*In *The Bilingual Book of Rhymes, Songs, Stories and Fingerplays* by Pam Schiller, Rafeal Lara-Alecio, and Beverly J. Irby (Gryphon House, 2004).

- *If I Had a Dragon / Si yo tuviera un dragon*, by Tom and Amanda Ellery and Teresa Mlawer (2006). From Booklist: Ordered to play with his toddler brother, a boy wishes that his sibling would turn into a dragon. As he imagines playing with a dragon, though, the boy realizes that the beast might not be an ideal companion after all. A good partner for Paul Meisel's *I Wish My Brother Was a Dog* (1997).
- *Que puedes hacer con una paleta? / What can you do with a paleta?* by Carmen Tafolla (2009). A paleta is a frozen, fruit-flavored popsicle treat that Mexicans and Mexican-Americans love. Children in this colorful story use them to make blue mustaches, purple tongues, and art projects. Art Extension: Ice cube painting can be done as a group on large butcher paper, or individually on smaller paper. You can use tempera paint or food coloring: http://www.firstpalette.com/Craft_themes/Colors/Ice_Cube_Painting/Ice_Cube_Painting.html. Snacks: Popsicles or paletas if you can find them at a Mexican food store.
- *Que puedes hacer con un rebozo? / What Can You Do with a Rebozo?* by Carmen Tafolla (2008). A rebozo is a long flat scarf that is used traditionally by women mostly in Mexico. In this story, a young girl uses her imagination to find new things to do with a rebozo, like playing hide-and-seek and carrying things around. Music and Movement Extension: stimulate auditory skills with music and visual skills with bright moving colors as children twirl, toss and dance with scarves. Art Extension: Provide small "rebozos" for children to decorate and play with.

Rhyme: Yo puedo, tú puedes (I Can, You Can)

Suit actions to words.

Yo puedo alzar las manos. Y tú? (I can put my hands up high. Can you?)

Yo puedo guiñar el ojo. Y tú? (I can wink my eye. Can you?)

Yo puedo sacar la lengua. Y tú? (I can stick out my tongue. Can you?)

Yo puede tener la boca bien abierta. Y tú? (I can open my mouth wide. Can you?)

Yo puede doblar los brazos. Y tú? (I can fold my arms. Can you?)

Yo puede taparme los oídos. Y tú? (I can cover my ears. Can you?)

Yo puede tocarme la nariz. Y tú? (I can touch my nose. Can you?)



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Yo puede darme un tremendo abrazo. Y tú? (I can give myself a great big hug. Can you?)

Y si yo te doy un abrazo puedes tu darme uno a mi? (And if I give my hug to you, will you give me yours, too?)

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Additional rhymes/fingerplays:

***Slowly, Slowly (p 219)**

*In *The Bilingual Book of Rhymes, Songs, Stories and Fingerplays* by Pam Schiller, Rafeal Lara-Alecio, and Beverly J. Irby (Gryphon House, 2004).

- *Este no es mi dinosaurio*, by Fiona Watt (board book). This tactile book appeals to our youngest “readers” and inspires us to imagine fun dinosaur decorations. Extension: Use heavy paper or cardstock to print dinosaur templates like the ones found by Googling “free printable dinosaur templates.” Set out a variety of textured arts and craft supplies with glue, and allow children to create and describe their dinosaur. Try offering sequins, buttons, textured paper, newspaper strips, glitter, sandpaper, small pieces of felt, ridged crafting cardboard, wallpaper samples, etc.

Song: Dinosaurios

To the tune of “The Bear Went Over the Mountain”

Me gustan los dinosaurios (I like dinosaurs)

Con dientes grandes y Fuertes (With long strong teeth)

Con garras muy afiladas (With very sharp claws)

Con cola y cuello muy largos. (And very long necks and tails.)

Con cola y cuello muy largos. (And very long necks and tails.)

Con cola y cuello muy largos. (And very long necks and tails.)

Me gustan los dinosaurios (I like dinosaurs)

Que rugen muy alto. (Who roar very loudly.)

¡GRRRRRR!

(From “Rhymes, Songs, and Fingerplays,” a project of The Child Development Center of Northern Virginia. Zero to Three website: <http://main.zerotothree.org/site/DocServer/songsengspan.pdf?docID=2682>)

More Bilingual Songs and Fingerplays

*From *The Bilingual Book of Rhymes, Songs, Stories and Fingerplays* by Pam Schiller, Rafeal Lara-Alecio, and Beverly J. Irby (Gryphon House, 2004).



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This Little Elf (p 237)

This Little Fairy (p 237)

Anytime Songs:

The More We Get Together

The more we get together,
together, together.

The more we get together,
the happier we'll be.

'Cause your friends are my friends
and my friends are your friends.

The more we get together,
the happier we'll be!

Mientras más estemos juntos,
juntos, juntos

mientras más estemos juntos,
más felices seremos.

Tus amigos son los míos,
Y los míos son los tuyos.

Mientras más estemos juntos,
¡Más felices seremos!

If You're Happy and You Know It

If you're happy and you know it clap your hands.

If you're happy and you know it clap your hands.

If you're happy and you know it,
then your face will surely show it.

If you're happy and you know it clap your hands.

Sing it again with these actions:

...stomp your feet (stomp, stomp)

...shout "Hurray!" (Hurray!)

...do all three (clap, clap, stomp, stomp, Hurray!)

Si eres feliz y lo sabes

Si eres feliz y lo sabes bate las manos

Si eres feliz y lo sabes bate las manos

Si eres feliz y lo sabes,

Entonces pon las señales.

Si eres feliz y lo sabes bate las manos

... dé patadas

... grita hurra (¡Hu-rra!)

... haz los tres



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