



Children & Libraries en Español

Spanish and Bilingual Programming Template

Name of Library: Broward County Library

City/State: Fort Lauderdale, FL 33301

Title of Program: EnCuentos y EnCantos

Type of Program: ongoing

If ongoing, how often is the program presented?: Monthly

Theme of program: Bilingual Stories and Songs. English and Spanish. The name of the program, "EnCuentos y EnCantos" is a combination of the Spanish words "en" (in) "cuentos" (stories) and "en" (in) "cantos" (songs.) In Spanish, the word "EnCantos" also means enchantment.

Age group targeted: Preschool (3-5)

Length of Program: 1/2 hour

Staffing Required: 1

Level of fluency in Spanish required to present the program:

Advanced - conversationally fluent in Spanish

If you answered "none" or "some" to the previous question, what key phrases in Spanish would a non-speaker benefit from knowing before presenting this program? :

Books used in the program: Multicultural materials

Other materials needed: Exhibit table displaying books and props related to theme, lap stage or flannel board. A puppet, a musical instrument, letters or numbers, laminated flannel board figures.

Approximate preparation time needed: 2 to 3 hours

Contact or Acknowledgement (optional): Freda Mosquera, Youth Services Administration, Broward County Library, fmosquera@browardlibrary.org

Additionally, you might want to describe further your program and how it is implemented: Broward County Library. EnCuentos y EnCantos. Cuentos y canciones bilingües – Bilingual Stories and songs Conceived and presented by Freda Mosquera Graduate Intern Youth Services Administration November 2006
THEME: Small but Smart – Pequeño pero inteligente SET UP: Exhibit table displaying books and props related to theme, lap stage, in the middle or flannel board PROPS: A puppet, a lap stage, musical instrument, magnet letters, laminated flannel board figures. AUDIENCE: This program is suitable to be presented to preschool and elementary children. OBJECTIVE: “To promote the enjoyment and appreciation of the Spanish language and traditions through stories, songs and games.” (Library Services to Youth of Hispanic Heritage, by Barbara Immroth and Kathleen de la Peña McCook, page 21) 1. Play song when children are entering the room: Rin Rin Rin Do Re Mi by Jose Luis Orozco (Song and Instrumental) 2. Introduce yourself. (Use your favorite musical instrument to catch children’s attention). Tell to the children that you came from the library to share with them bilingual stories and songs. For today, bilingual means English and Spanish. Show them the books and tell them that at the library they can check out books, videos, music, etc, and the only thing that they need is a free library card. 3. Guest puppet interacts with the children: This game can be played with any animal puppet. Presenter will start asking to the children if they can hear a noise, ask them several times; then surprise them showing up the puppet to the audience and introduce it. Instead of calling the animal by its name in English, call it with its name in Spanish, adding the word: Señor. In this case, we will use a dog and I will call him, “Señor Perrito”. Puppet will tell an adaptation of the poem “Bilingual” by Francisco Alarcón. (Poem attached.) 4. Alphabet Game: Play this game with the puppet. You need a string attached to a magnet and magnet letters. Puppet must be wearing some cloths that indicate he is going fishing. Place the big letters (cardboard & magnet) behind the lap stage. Puppet will catch the letters with the string and show them to the children, they have to guess the

letter and the color. This game can be played also with some volunteers. For preschoolers, emphasize letter A, simulate writing the letter with your hands and ask them for words that start with letter A. For elementary: write a sentence read it aloud with the children: Si se puede/ Yes I can Then, puppet will say goodbye and will leave, wishing the children that they enjoy the stories. Ask the children to give to him a big applause. 5. Poem: Repeats aloud with the children the poem: Si se puede/ Yes I can. (In this beautiful world and great world, I am unique, I am very special, and full of love. I am intelligent.... En este mundo tan lindo y tan grande, yo soy único, yo soy especial, lleno de amor y de inteligencia...) From the book: Diez Deditos. Ten Little Fingers. Other Play Rhymes and Actions Songs from Latin America. Selected, Arranged and Translated by José Luis Orozco. (See poem attached.) 6. Discuss briefly with the children thing they can do. 7. Read the book and interact with the children: From Head to Toe by Eric Carle. De la cabeza a los pies por Eric Carle. Children must stand up. Tell names of the animals in Spanish: "I am a pingüino and I turn my head. Can you do it?" Children make the movement and respond: "Yes, I can do it, Si, si puedo." This sentence is "the confidence-building message". "Movements....provide healthful exercise for many parts of the body in sequence. As they play, children will be learning important skills such as listening carefully, focusing attention, understanding the spoken word, following instructions..." 8. Ask the children to sit down and relax. Introduce them to the next book 9. Read the book: It's Okay to be different by Todd Parr. After you read each page, children must say "It's Okay to be different"? Esta bien ser diferente. 10. Play your instrument. To catch children attention. Ask to them: are you ready for a story? Emphasize today's theme: Small but Smart – Pequeño, pero inteligente 11. Flannel Board Story: "The Billy Goat and the Vegetable Garden" based on the version from the book Señor Cat's Romance and Other Favorite Stories from Latin America, retold by Lucía Gonzalez and Multicultural Folktales by Judi Sierra. 12. Fingerplay: La hormiguita (Resource: Texas State Library's web page. Retrieved from <http://www.tsl.state.tx.us/ld/projects/ninos/programs.html>). To play this tickle game, child walks two fingers up his/her arm, beginning at the hand. The fingers are a little ant looking for a home. When the fingers reach the child's armpit, he tickles himself or herself. That is when the ant finds her home! Por aquí va una

hormiguita Here is a little ant buscando su casita. looking for her home. Por aquí pasó, She looked here, por aquí pasó, she looked here, ¡y aquí la encontró! and here she found it!

13. Closing Song & Action: Good-bye my friends/Adios amigos by José Luis Orozco in Spanish & English. (See instructions attached) From the book: Diez Deditos. Ten Little Fingers. Other Play Rhymes and Actions Songs from Latin America. Selected, Arranged and Translated by José Luis Orozco. (See instructions attached.)

14. Recommended craft: An ant and letter A. Broward County Library. EnCuentos y EnCantos. Cuentos y canciones bilingües – Bilingual Stories and songs Conceived and presented by Freda Mosquera Graduate Intern Youth Services Administration November 2006

SET UP: A lap stage on the floor, surrounded by books. Children will seat around. Props: Cardboard Elephant (Big size), Cardboard Whale (Big size), Carboard Rabbit (Small size), a large rope. Laminated figures of elephants. AUDIENCE: Toddlers OBJECTIVE: “To promote the enjoyment and appreciation of the Spanish language and traditions through stories, songs and games.” (Library Services to Youth of Hispanic Heritage, by Barbara Immroth and Kathleen de la Peña McCook, page 21) THEME: Elephants/Elefantes

1. Opening song: Rin Rin Rin Do Re Mi by by José Luis Orozco
2. Introduce yourself. (Use your favorite musical instrument to catch children’s attention). Tell to the children that you came from the library to share with them bilingual stories and songs. For today, bilingual means English and Spanish. Show them the books and tell them that at the library they can check out books, videos, music, etc, and they only thing that they need is a free library card.
3. Play your instrument. To catch children attention.
4. Tell the poem Elephant Walk/La elefante camina by Beverly J. Irby and Rafael Lara from the book “The Bilingual Book of Rhymes, Songs, Stories and Finger plays). Wear a big elephant mask, and simulate the movements of the elephant while the children dance around you. (See poem attached)
5. Sing “The elephants”. Use a string as an imaginary spider web. Ask for two parents to hold each one of the sides of the string. Sing the song while each kid is attaching an elephant to the string.
6. Flannel Board: Five Elephants in the Bathtub. (Children will participate attaching the laminated figure of the elephant to the board, inside the tub)
7. Storytelling: The Great Tug –O-War from the book Multicultural Folktales by Judy Sierra. (For children Two –and-a-half to five.) (With the participation of the parents.
8. Spying on a book: Show and

tell to the children the book *Seven Blind Mice* by Ed Young, using a flashlight, illuminates the small mouse on each page. Children must guess what animal is hiding in the book. 9. Giveaway: Elephants stick puppets. 10. Closing Song & Action: Good-bye my friends/Adios amigos by José Luis Orozco in Spanish & English. (See instructions attached) From the book: *Diez Deditos. Ten Little Fingers. Other Play Rhymes and Actions Songs from Latin America. Selected, Arranged and Translated by José Luis Orozco.* (See instructions attached.) Flannel Board Five Elephants in the Bathtub One elephant in the bathtub going to a swim. Knock, Knock, (Clap twice with "Knock, Knock.") Splash, Splash, (Slap knees twice with "Splash, Splash.") Come on in! (Motion with both hands to come in.) Two elephants elephants in the bathtub Going for a swim. Knock, Knock, Splash, Splash, Come on in! Three elephants in the bathtub Going for a swim. Knock, Knock, Splash, Splash, Come on in! Three elephants elephants in the bathtub Going for a swim. Knock, Knock, Splash, Splash, Come on in! Four elephants elephants in the bathtub Going for a swim. Knock, Knock, Splash, Splash, Come on in! Five elephants elephants in the bathtub Going for a swim. Knock, Knock, Splash, Splash, Song Right Foot, Left Foot Right foot, left foot, see me go. I'm gray, and big, and slow. As I go walking down the street, With my trunk and four big feet.