

Bilingual activity book Possible uses, lesson plan activities

Savannah Blue's Activity Book / Libro de Actividades de Savananah Azul

Written and illustrated by Sudie Rakusin. Carrboro, NC, Winged Willow Press, 2005. Paperback, 36 p.

FOR TEACHER/TUTOR: USES WITH AN ADULT STUDENT

1. Share with the adult student how to “read aloud” to preschool and primary children. Do this by **Modeling (show by doing)**: one page at a time, read aloud words on page, ask student what they see on the page, what they think will happen next with Savannah Blue, what colors they would make the items in the picture. This is what the parent needs to ask also.
2. Use the same technique of modeling with the adult students when reading each page; but spend less time.
3. Teacher reads the English and then the student reads the Spanish of each page.
After reading this as them to find words that look similar in Spanish and English.
(cognates)
Practice and practice again, for better English pronunciation of these English words.
4. This book is written in **conversational English**; while not slang or dialect there are some idioms and ways to express ideas that do not translate directly.
Beforehand, guess which ones you think your students may not know, may express awkwardly, etc. Examples: “very own”, picky eater, Velcro, points her finger, (use pictures for the animals on page 16: check with your Spanish-speaking student what they call these animals ... may or may not be the same translation), just have to, you know, whatever you say, gosh, ‘cuddle’ names, and others.
5. This book uses **past, present and future tenses**. Be sure to point these out when using a different tense would change what the story is saying. Pull your copy of the book off your shelf when you get to ‘Step Forward’ lessons that focus on simple past, present and future tense.
6. Make use of the author’s biographical information at the end of the book.
7. Be aware that some people are very fearful of dogs, especially large dogs. They usually are not considered appropriate as “pets”. This may create a cultural ‘block’ to the usefulness of a book.

How the tutor can introduce the book to the student, for use in the student’s family

1. Make sure the student knows that this is a gift.
2. If you plan to use it for your student’s lessons ... ask them to not give it to their own children to color the pictures until after you have used it with your students. Also, I suggest using it as additional material/activities for two or three lessons right when the students receive the book. It will be had to make the book “off limits” since it looks like a children’s book and coloring pages.
3. Tell your student to read aloud the book with their children. They (student and children) both can take turns reading the English and the Spanish to each other. That means you as tutor must model this skill for your student/who is a parent.