

CALLALOO™

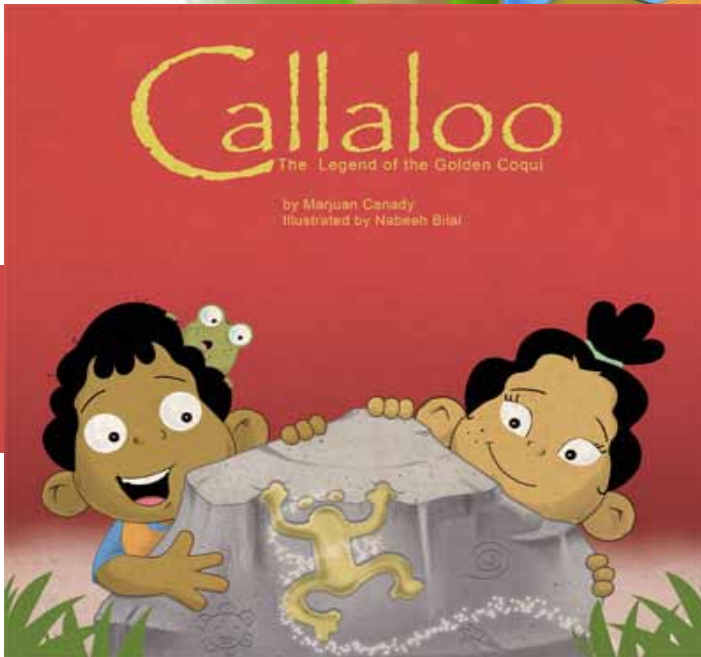
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Callaloo
Official Teacher's Guide

Get more info at
www.callaloothebook.com
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Teacher's Guide

The following is thematic information for teachers to understand cultural and historical concepts in Callaloo: The Legend of the Golden Coquí as well as developmentally appropriate activities intended to promote higher-order thinking skills through fun and hands-on activities for student readers.

Theme: Children celebrate the culture and folklore of their native, Puerto Rico. It's important to encourage the celebration of

diverse cultures and customs in and outside of the classroom.

*****ACTIVITY*** Read Aloud**

Connection: Discuss with children what they know about their home culture, customs and holidays.

Picture walk: Guide children through a picture walk and ask what they think they'll learn from the book. Analyze the forefront and background of certain illustrations

and ask children to predict where they think the characters are on their journey.

Before reading: Create a chart of the elements children recognized during the picture walk and those that sparked their curiosity. Review the chart together and have children predict how they believe these components will come together in the story. Review and compare your predictions to the story once you've finished enjoying the book.

As you read: Make it a point to stop on the bold vocabulary words and have pictures ready to demonstrate their meanings. Display the picture and accompanying

vocabulary words in both English and Spanish as a reference for children. During repeat readings children can use the pictures, words and sounds where indicated in the story for a fun and interactive reading.

After reading: Use the bold vocabulary words throughout the classroom and school day in order to encourage fluency and recognition. You can even use the coquí sound, "ko-kee, ko-kee" to indicate a classroom transition.

Taino Indians, a subgroup of the Arawakan Indians (a group of American Indians in northeastern South America), inhabited the Greater Antilles (comprising Cuba, Jamaica, Haiti and the Dominican Republic, and Puerto Rico) in the Caribbean Sea.

When the Spanish settlers first came in 1508 it is estimated that there were between 20,000-50,000 Tainos on the island of Puerto Rico. By 1515 it diminished to 4,000; in 1544 a bishop counted only 60. Disease and violence were the cause of death.

Historical Fact: Yuíza- was one of only 2 female Taino caciques (chiefs) in the Caribbean. The town of Loíza is named after Yuíza. Legend has it that she was the lover of a mulatto conquistador and was subsequently killed because of this. Loíza is still known today as the town where Afro-Puerto Ricans live. Every year in El Barrio Nuyoricans hold a Loíza Festival in August to commemorate their African, Taino and Spanish history.

***The Capital of Puerto Rico is San Juan.

Taino words / Present:

Huracan / Hurrricane
Hamaca / Hammock
Iguana / Iguana
Barbacoa / Bar-B-Que
Canoa / Canoe

Historical Timeline:

1000 AD: Tainos inhabit Puerto Rico
1493: Christopher Columbus claims Puerto Rico for Spain

1513: African slaves are brought to the island to labor

1736: Coffee arrives on island

1776: Coffee and sugarcane become major exports

1786: The first history of Puerto Rico is published in Spain

1800: Slave population rises to 13,300

1830: Puerto Rico becomes a plantation economy

1898: The Spanish-American War ends, the U.S. wins Cuba, Puerto Rico and the Phillipines

1900: Free trade is established between Puerto Rico and the U.S.

1917: Puerto Rico is declared a U.S. territory

1945: Post WWII wave of Puerto Rican immigration to the U.S. begins

1952: Puerto Rico becomes a Commonwealth.

1953: The largest migration of Puerto Ricans to U.S. occurs. 70,000 people move to New York, New Jersey and Florida.

1974: Puerto Rican New Yorkers, found the Nuyoricans Poets Café in NYC

1991: Puerto Rico declares Spanish the official language of the island

1998: Mayor Rudolph Giuliani declares June 7-14th Puerto Rican Week in NYC

2000: Sila M. Calderón is elected as Puerto Rico's first woman governor

Caribbean Diaspora: Puerto Ricans in New York City

The Caribbean Diaspora is defined as the dispersal of people with origins from the Caribbean islands throughout the world including



the United States, South America, Europe, Asia and Africa.

Among the first Puerto Ricans to immigrate to New York City were men and women were exiled by the Spanish Crown for their political beliefs and struggles for the cause of Puerto Rican independence in the 1860's. The "Great Migration" of Puerto Ricans to New York City occurred in the 1950's.

***Spanish Harlem: also known as El Barrio or East Harlem is a neighborhood in Manhattan, NY, comprised of mostly Puerto Ricans.

*** Nuyoricans is a linguistic blending of words, "New York" and "Puerto Rican" and refers to the members or culture of the Puerto Rican diaspora located in the NYC metropolitan area.

Fun Facts:

Today, more than one million Puerto Ricans live in New York City alone, more than in San Juan, Puerto Rico's capital.

Puerto Rico is also popularly known in Spanish as la isla del encanto, meaning "the island of enchantment".

Arturo Alfonso Schomburg, considered by many as the "Father of Black History" immigrated to New York in 1871 from Puerto Rico.

Interesting Fact:

The original Taino name of Puerto Rico was Borikén, which means "Land of the Valiant Lord". The terms boricua and borincano derive from Borikén and Borinquen respectively, and are commonly used to identify someone of Puerto Rican heritage.

It's believed that Taino settlements ranged from single families to groups of 3,000 people.

ACTIVITY

Connection: Have children discuss how their own homes and neighborhoods look. Reiterate the variety among the classroom home environments.

Neighborhood Cartographers:

Go on a neighborhood walk, take pictures and draw a map of your neighborhood. Encourage children to do the same with their home neighborhoods. Be creative and developmentally appropriate when deciding which map type to make: topographic map, a physical map, a climate map, etc.

Vocabulary: urban, suburban, rural, transportation, highways, roads, rivers, mountains, etc.

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Section 2: Geography

Puerto Rico is located in the Caribbean, between the Caribbean Sea and the North Atlantic Ocean, in the Greater Antilles.

Geographic Coordinates: Latitude: 18° 15" N Longitude: 66° 30" W

Total Area: 9,104 sq km (3,508 sq mi)

The Greater Antilles is a grouping of the larger in the Caribbean Sea; consisting of Cuba, Haiti, the Dominican Republic, Puerto Rico, Jamaica and the Cayman Islands.

The Lesser Antilles is a chain of islands to the east and south in the Caribbean Sea; consisting of Trinidad and Tobago, Barbados, Grenada, Antigua, Barbuda, St. Vincent and St. Lucia.

Interesting Historical Fact: Puerto Rico is close to the deepest submarine depression in the North Atlantic Ocean. The Puerto Rico Trench is about 1,090 miles and 60 miles wide. The origin of the trench can be traced back to the beginning of the Tertiary period. The Puerto Rico Trench appears to be part of a complex system of sinistral strike-slip faults in the north Caribbean; the trench seems to have been opened continuously for about 70 million years.



Fun Facts:

Puerto Rico is 1,000 miles south-east of Miami, Florida.
Puerto Rico is the third largest island in the United States and the 82nd largest island in the world.

ACTIVITY

Connection: Have children view a map of the Caribbean and identify the islands and if they are in the Greater Antilles and the Lesser Antilles.



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Section 3: Science

Coquí is a small frog easily identified by the sounds of its call, from which it gets its name. The coquí is one of the most common frogs in Puerto Rico with more than 16 different species found within its territory, including 13 in the Caribbean National Forest. Most coquí species (13 of 17) live in the El Yunque National Forest. Because of deforestation, coquíes are endangered.



Fun Facts:

The coquí is the National Symbol of Puerto Rico.

Coquíes belong to the Eleutherodactylus genus which in Greek means free toes.

Puerto Ricans love their coquíes and have written poems, stories, and art work about them.

El Yunque National Forest is a forest located in northeastern Puerto Rico. It is the only tropical rain forest in the United States Na-

tional Forest System. El Yunque National Rainforest is located on the slopes of the Sierra de Luquillo mountains, encompassing 28,000 acres of land, making it the largest block of public land in Puerto Rico. El Yunque is also renowned for its unique Taíno petroglyphs.

El Toro, the highest mountain peak in the forest rises 1,065 metres (3,494 ft) above sea level.

Species endemic to Puerto Rico, number 239 plants, 16 birds and 39 amphibians/reptiles, recognized

as of 1998.

El Yunque is home to more than 240 plants, 26 of which are endemic to the island. It is also home to 50 bird species, including the critically endangered Puerto Rican amazon.

10 Natural wonders of Puerto Rico:

10. Las Cabezas de San Juan Nature Reserve in Fajardo
9. Cueva Ventana (Window Cave) in Arecibo
8. Guánica Dry Forest

7. El Yunque National Forest
6. La Parguera Nature Reserve in Lajas
5. Gilligan's Island off the coast of Guánica
4. Mosquito Bioluminescent Bay on Vieques
3. San Cristóbal Canyon
2. Flamenco Beach on Culebra
1. Rio Camuy Caves in Arecibo

*****ACTIVITY*****

Connection: Discuss the vast variety of life found in the rainforest. Prompt children to think about how these life forms all work together.

Coquí Frog Life Cycle: Explore the unique changes that occur throughout the life cycle of a Coquí, which unlike other frogs, do not have a tadpole stage!

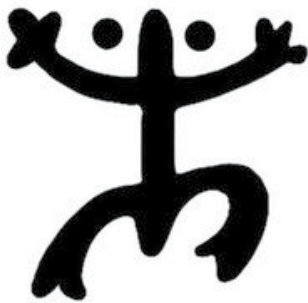
				
1-2 days old Egg size 3mm opaque	10-11 days Egg size 5mm transparent	14-15 days Coquí size 6mm Hatching	Froglet <1 hour old	Adult coquí frog

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Section 3: Science

Frog Comparison Chart: Using the coquí as a reference, compare and contrast other frog types that may interest children. Perhaps you can compare different rainforest frogs or compare frogs that live in various environments. Here's a chart that you can modify to serve your needs:

My name is:	I live in:	I am:	My color is:	My eyes are:	The sound I make is:	I like to:
<i>Coquí</i>	<i>The rainforest</i>	<i>Small</i>	<i>Gray and copper</i>	<i>Brown</i>	<i>Ko-kEE, ko-KEE</i>	<i>Climb trees</i>



Rainforest Terrarium: Children can better understand the environment of a rainforest if they help create their own rainforest terrarium, which they can monitor. This is a great opportunity to learn some

vocabulary words: condensation, evaporation, precipitation, etc.

Materials: A large clear container (i.e. fish tank), some small gravel, some charcoal (similar to charcoal used for orchids), plenty of very rich potting soil or compost, a few tropical plants, tap water, a large piece of glass to cover the top of the aquarium completely

Steps:

1. Put the gravel and charcoal in the bottom of the aquarium
2. Now put the potting soil (or compost) in a layer of at least

- 1 inch on top of the gravel and charcoal
3. Dampen the soil
Plant the plants around the aquarium
4. Spray water from spritzer bottle into the aquarium
5. Put the glass over the top, seal with clear tape
6. Put your new terrarium in a warm, well-lit spot
7. Watch what happens—keep a notebook.

Vocabulary: As children observe their rainforest terrarium use these vocabulary words to discuss the project: condensation, evaporation, precipitation, water vapor, ground water, emergent, canopy, understory, forest floor

Consider: Have children consider where the coquí and other animals live, sleep and eat in the rainforest



Puerto Rican cooking is a unique tasty blend of Spanish, African, Taíno, and American influences.

Main dishes include: mofongo, arroz con gandules, pasteles, and pig roast.

Interesting Fact: Plantains are an important crop in many agricultural sectors of the island. However, demand is so high that many plantains are also imported, usually from the Dominican Republic and Costa Rica.

Plantains: Tostones may also be made with plantains. In fact, the plantains seems to be the single most popular side dish served on the island. Plantains are a variety of banana that cannot be eaten raw. They are much coarser in texture than ordinary bananas and are harvested while green, then baked, fried, or boiled.

Piraguas: A shaved ice cone covered with syrup of fruity flavors such as: raspberry, pineapple, coconut, guava or tamarind, among others. Those who sell "piraguas" are known



as piragüeros.

Fun Fact: Locals in Puerto Rico call their cuisine cocina criolla which means "Creole" Cooking.

Taino Food Influences: Tropical roots and tubers like yautía (taro) and especially Yuca (cassava), from which thin cracker-like casabe bread is made.

Ajicito or cachucha pepper, a slightly hot habanero pepper, recaó/culantro (spiny leaf), achiote (annatto), peppers, ají caballero (the hottest pepper native to Puerto Rico), peanuts, guavas, pineapples,

Spanish / European influence Wheat, chickpeas (garbanzos), capers, olives, olive oil, black pepper,

onions, garlic, cilantro (cilantro), oregano, basil, sugarcane, citrusfruit, eggplant, ham, lard, chicken, beef, pork, and cheese.

African Influences: Coconuts, coffee (brought by the Arabs and Corsos to Yauco from Kafa, Ethiopia), okra, yams, sesame seeds, gandules (pigeon peas in English) sweet bananas, plantains, other root vegetables and Guinea hen, all come to Puerto Rico from Africa.

ACTIVITY

Puerto Rican Farmers: Learning about different foods is great, but eating them is even better! Create a small garden (indoor or outdoor) where children can learn to grow some Puerto Rican staple foods. Chart the germination of the different seeds using pictures and checklists. Make a tropical salad from your Puerto Rican farm!

Type	Location	Temperature	Germination Period
Gandules (pigeon peas)			
Recao (culantro)			



The Ancient Art of Puerto Rico were Taíno petroglyphs, which was the Taíno written language in the form of carving symbols on rocks.

Santos, meaning “Saints” is a form of Puerto Rican folk art, depict figures of saints and other religious icons. Families continue to pass this centuries-old craft down from generation to generation. The artisans, called santeros, create Santos from native wood, clay, and stone. Traditionally, Santos were seen as messengers between the earth and Heaven.



Fun Facts:

During the time of the Taíno Indians trillions of coquí serenaded Puerto Rico. Many Taíno Indian myths surround the coquí and are found in many Ancient pictographs and pottery

Caretas are constructed of papier-mâché, coconut shells and fine



metal screening are sometimes used as well.

ACTIVITY

Connection: Prompt children to discuss their favorite book illustrations and art work

Puerto Rican Instruments:

Use household items to create your own Puerto Rican musical instruments. There are so many ways to create your Puerto Rican instruments- just allow children to be creative. Here are some great materials to use to start:

Paper towel and toilet rolls, paper plates, yarn, dried beans, dried rice, dried seeds, jingle bells, tape, hole punchers, forks, rubber bands, different sized cereal boxes,

wooden cooking spoons and of course crayons, markers and stickers to decorate your creations!

Bomba y Plena Attire: You'll surely want traditional Puerto Rican clothing to accompany your homemade instruments! You can make long white “skirts” using white shawls or by cutting white bed sheets or pillowcases. Children can use their homemade skirts to dance to their favorite Bomba y Plena songs!

Taino Petroglyph: Using “leather-hard” molding clay, or clay left out for a few hours, have children carve their Taíno symbols or Taíno-inspired symbols and masks

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Section 6: Music

The music of Puerto Rico has evolved as creolized dynamic product of diverse cultures including Spain, West Africa, Indigenous Taíno and the U.S.

Puerto Rican Musical Instruments:

Güiro: a notched hollowed-out gourd, which was adapted from pre-Taíno Columbian times.

Cuatro: a guitar-like instrument with 10 strings.

Tambours: hollowed tree trunks covered with stretched-out animal skin.

Maracas: gourds filled with pebbles or dried beans and mounted on handles.

Conga Drums: a variety of drums whose original designs were brought from Africa by the island's slaves.

Bomba y Plena

Bomba y Plena are two different types of music that are coupled with dance. Bomba pure African, was brought over by black slaves who worked on the island's sugar plantations in the 17th century. This form of music is produced by one large drum plus a smaller drum called a subidor. The drums are accompanied by the rhythmical beating of sticks and maracas to create a swelling tide of drumbeats. Plena blends elements from Puerto Ricans' wide cultural backgrounds,



including music that the Taíno tribes may have used during their ceremonies. Instruments used in plena include the güiro, cuatro, a 10 stringed guitar and the panderos, a tambourine.

Salsa is a combination of fast Latin music that embraces the rumba, mambo, cha-cha, guanguanco, and merengue. Salsa bands require access to a huge array of percussion instruments, including güiros, the gourds on which the Taíno people

may have played music. Other instruments include maracas, bongos, timbales, conga drums, and claves-and, to add the jíbaro (hill-billy) touch, a clanging cowbell.

INTERESTING FACT:

Salsa originally developed within the Puerto Rican community of New York. It draws heavily from the musical roots of the Cuban and the African-Caribbean experience.

FUN FACTS:

Plena first appeared in Puerto Rico about 100 years ago, when performing the plena became a hallmark of Spanish tradition.

In Bomba y Plena the drummer and the dancer have a musical dialogue where, unlike other forms of dance, the drummer is actually following the lead of the dancer and not the other way around.

The first great salsa musician was Tito Puente

Bomba is regarded as an Afro-Puerto Rican creation.

ACTIVITY

Connection: Have children demonstrate sounds, movements, instruments, music and other items from their own culture and folklore.

Puerto Rican ensemble: Use household items to create your own Puerto Rican musical instruments. Here are some instruments to create:

Güiro: a güiro is an open-ended, hollowed-out gourd with parallel lines along the outside. A scraper is used on the outside to make long and short scratching sounds

Maracas: are hollowed-out gourds filled with seeds or dried beans, mounted on wooden handles

Pandereta: tambourine

Panderos: set of 3 thin drums, similar to a tambourine without the jingles

Palitos: 8-10 inch wooden sticks

Tambora: a drum

¡A bailar!: You can't go wrong with a Bomba y Plena dance party! Allow children to volunteer to showcase their dance moves; remember in Bomba the drummer follows the dancer's lead!

Rainforest Yoga: There's so much life to imitate in the rainforest using Yoga.

Mindfulness: Perhaps you'd like to guide children through a quiet imaginative journey with Winston and Marisol as you play some background sounds

from El Yunque

Movement: Adapt traditional Kids Yoga postures to life in the Puerto Rican Rainforest

Connection: Remind children of their picture walk story predictions and invite them to use those elements in their dramatic play.

Puerto Rican Life: Introduce traditional Puerto Rican items in dramatic play areas: rice, beans, plantains, cassava, hammocks, bananas, sofrito, maracas, palm trees, mangos, etc. Remember to awaken the different senses in order to have a well-rounded experience.



Picture	Pose
	Palm Tree Pose (Touching neighbors' hands= Rainforest Pose)
	Waterfall Pose
	Frog Egg Pose
	Coquí Frog Pose
	Chupacabra Pose/ Toro Pose
	Canoe Pose/ Banana Leaf Pose
	Resting Coquí Pose

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Section G: Vocabulary

Connection: Have students review all the vocabulary in the glossary section of the book.

These are a few key vocab words:

El Barrio (el-bar-ree-o): a Latino neighborhood, also known as Spanish Harlem, in Manhattan, mostly made up of Puerto Ricans.

Nochebuena (no-che-buen-a): a traditional Christmas Eve celebration practiced in Spain, Latin America and the Caribbean, that consists of a traditional family dinner.

Bomba y Plena (bom-ba e-play-na): are traditional musical styles from Puerto Rico that mix African, Spanish and Taino cultures.





Asopao (ah-so-pow): a rice and soup mix dish containing stewed meat and/or seafood.

Abuela (ah-bue-la): Grandmother (English Translation)

Callaloo (cal-a-loo): a Caribbean spinach dish originating from West Africa.

Coquí (ko-kee): a singing tree frog, native to Puerto Rico.

Golden Coquí (gold-en-ko-kee): a rare and possibly extinct frog species native to Puerto Rico.

Taino Symbol	English Meaning	Spanish Translation
	Sun	Sol
	Water	Agua
	Coquí Tree Frog	Coquí Sapo
	Turtle	Tortuga

ACTIVITY

Connection: Remind children that there are many different ways to use language; practice by using

different words to name the same items (ie. _____)

Taino Symbols: Using Taino symbols (petroglyphs) around the classroom promotes literacy and

the diversity of language throughout the world and in time. Keep in mind that because of the history of colonialization, much of what we know about the meanings of Taino symbols is up to interpretation.

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Section G: Vocabulary

Nevertheless, here are some important symbols and their predicted meanings:

Taino symbols can be used in a variety of ways in the classroom. Here are some suggestions, but remember to have fun with the possibilities!

Taino petroglyph tracing: small children can practice their writing by tracing common symbols

Taino petroglyph bingo: playing a fun game of bingo can prove to be a great way to use matching skills

Classroom labeling: Taino symbols can be used to promote literacy by indicating the location of the classroom water fountain or pet turtle

Word prediction: based on what children know about Taino culture, they can predict and chart which words Tainos probably wrote (ie. river, cassava) and which words they probably didn't use (ie. snow, polar bear)

Adapting the Taino ways: children can create their own Taino-inspired petroglyphs to symbolize their own everyday life



El Alfabeto: The Spanish Alphabet is much like the English Alphabet, however, there are a few more letters found in the Spanish Alphabet that aid in pronouncing Spanish words. Here's the Spanish Alpha-

A a "aah"	B b "beh"	C c "seh"	Ch ch "cheh"	D d "deh"	E e "eh"
F f "eh-feh"	G g "heh"	H h "ach-eh"	I I "ee"	J j "hōta"	K k "kah"
L l "el-eh"	LI ll "eh-jeh"	M m "em-eh"	N n "en-eh"	Ñ ñ "en-yeh"	O o "ōh"
P p "peh"	Q q "kooH"	R r "ehr-eh"	Rr rr "eh-rreh"	S s "eh-seh"	T t "teh"
U u "ooh"	V v "veh"	W w "dōh-bleh-ooh"	X x "eh-kis"	Y y "ee-gree-eh-gah"	Z z "seh-tah"

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Section G: Vocabulary

Have some fun with the Spanish Alphabet by introducing Spanish words that use the letters not used in the English Alphabet:

Ch ch	Ll ll	Ñ ñ	Rr rr
<u>Ch</u> upacabra (choo-pah-KAB-rah)	S <u>ll</u> a (SEE-jah) chair	Ni <u>ñ</u> a/ni <u>ñ</u> o (NEE-nyah/ NEE-nyō) girl/boy	Pe <u>rr</u> o (PEH-rrō) dog
<u>Ch</u> ocolate (cho-co-LA-teh) chocolate	Ll <u>l</u> uvia (joo-veeah) rain	A <u>ñ</u> o (AHN-yō) year	Ca <u>rr</u> o (KAH-rrō) car
<u>Ch</u> ivo (CHEE-vō) goat	Est <u>ll</u> e <u>ll</u> a (eh-streh-jah) star	Se <u>ñ</u> or/ Se <u>ñ</u> ora (seh-NYÖR/ seh-NYOR-ah) sir & gentleman/ ma'am & lady	Ar <u>rr</u> iba (ah-REE-bah) above
<u>Ch</u> ico/ <u>Ch</u> ica (CHEE-kō/ CHEE-kah) boy/ girl	B <u>ll</u> a (beh-jah) Beautiful	Mu <u>ñ</u> eca (moo-nyeh-ka) doll	Bar <u>rr</u> io (BAH-reeō) neighborhood
Le <u>ch</u> e (LEH-cheh) milk	El <u>ll</u> a (eh-jah) her	Ma <u>ñ</u> ana (mah-NYA-nah) tomorrow & morning	Ar <u>rr</u> oz (AH-rrōz) rice
Escu <u>ch</u> a (ehs-KU-chah) listen	Ama <u>rr</u> illo (ah-mah-REE-jō) yellow	Pi <u>ñ</u> a (PEE-nyah) pineapple	Ti <u>rr</u> era (tee-EH-rrah) Earth/land/soil

¿Qué?: There are words in Callaloo: Legend of the Golden Coquí that have different symbols, or accents above a vowel.

These accents are in place to indicate _____.



Here are additional resources that complement these activities and Callaloo: Legend of the Golden Coquí

El Museo del Barrio: <http://www.elmuseo.org>

Caribbean Cultural Center: www.cccadi.org

El Yunque National Forest: <http://www.fs.usda.gov/elyunque>

<http://www.corestandards.org/read-the-standards/>

<http://www.ctahr.hawaii.edu/coqui/life.asp>

<https://www.nwf.org/Wildlife/Wildlife-Library/Amphibians-Reptiles-and-Fish/Puerto-Rican-Coqui.aspx>

<http://www.kidsecologycorps.org/kid-power/activities/how-tall-is-your-favorite-tree>