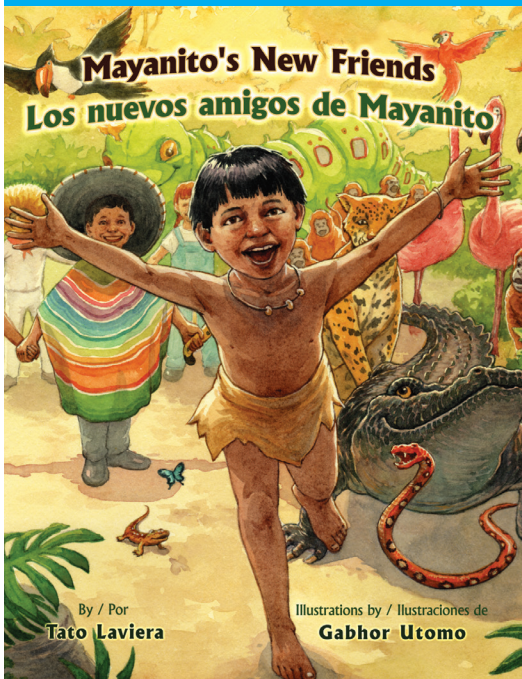


Mayanito and His New Friends / Los nuevos amigos de Mayanito

written by Tato Laviera / illustrations by Gabhor Utomo



From his perch high up on a mountaintop, a young Mayan prince watched as raindrops formed in the clouds below him. Suddenly, within each drop there was a child! The raindrop children landed gently on the ground and Mayanito raced down the mountainside to play with them. The children were from Mexico, Brazil, Jamaica and other countries in the Americas. But, as the sun warmed the land they evaporated and turned into flowers!

Mayanito decided to go find his lost friends. Thankfully, the animals of the jungle - including Pablito the snake, Teresa the crocodile and Rafael the jaguar - helped him. In this adventurous romp through the rainforest. And, when Mayanito was named king, he declared all the children of the hemisphere members of his tribe!

This Caregiver Guide will help you and your child have fun learning about Puerto Rican culture while reading *Mayanito and his New Friends*. This guide includes:

- questions and prompts
- additional activities
- vocabulary exercises
- Centro teaching resources
- think aloud strategies
- internet resources

BEFORE-DURING-AFTER

Increase your child's reading comprehension by using a before-during-after approach. This helps your child comprehend more and learn quicker.

BEFORE

Help your child understand the story they're about to read. Read the title of the book with your child. Then take a few minutes to explore each of the following concepts:

Friend

- Ask your child to explain what a friend is, what makes a person a friend, and how he or she acts when they are being a friend.

Music

- Ask your child to define musical or music. Ask what we can use to make music. Point out the instrument on the cover.
- Invite your child to make the noise that they think the following instrument may make: banjo, flute, *güiro*, ukulele, *shekere*

Jungle Animals

- Ask your child to name animals that live in the jungle. Then, have them identify their favorite animal. Invite your child to share with you what they know about their favorite animal and why this animal is his or her favorite
- Introduce the following animals that you will find in the story. Invite your child to make a noise that the following animals may make: snake, crocodile, monkey, jaguar

Predicting

Look at the book's front and back cover with your child. Ask your child:

- What could this book be about?
- Where might this story take place?
- What type of friends might Mayanito make?
- What do we usually do with instruments?



Book Walk

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, introduction, English and Spanish text, illustrations, backmatter, dedications, author’s biography and illustrator’s biography.

Fun With Words

Mayanito’s New Friends has a number of words that your child may not be familiar with. Before or after the reading look at the words listed below and explain their meaning to your child.

Western Hemisphere	transformed	canoe
gigantic	honor	map
Appalachia	hammock	Mayan

DURING

Read *Mayanito’s New Friends* together. Talk about what’s happening in the story as you’re reading. Take time to:

- Look at and discuss the illustrations.
- Stop to explain any interesting or tricky vocabulary words.

Talk about surprising or sad passages. Help your child understand these parts of the story:

- Mayanito crying and his tears running down his face and body
- Mayanito joining the children playing music
- Mayanito looking at the mountaintop, missing his family

Brainstorm what might happen in the story. Ask: “What do you think will happen next?”

- When Mayanito goes down the mountain toward the village
- When Mayanito boards the inchworm train
- When a herd of jungle animals goes to the mountaintop

AFTER

Help your child reflect on what he or she has read. Do some or all of the following:

- Ask your child to summarize the story.
- Do a “picture walk” and have your child tell you the story as you page through the book, using the illustrations as clues.
- Ask your child to share his or her favorite part of the book. Then have him or her explain why.
- Have your child rate the book on a scale from 1 to 10. Then have him or her explain why they like or dislike the story.
- Have your child reread his or her favorite part of the story or act it out.

THINK ALOUD

Children learn when they make connections between what they hear and what they know. A Think Aloud helps your child to expand his or her learning and to improve reading comprehension.

Connect the book to your child’s own life experience.

- EXAMPLE: “You’ve had adventures in your dreams before.”

Connect the book to other books he or she has read.

- EXAMPLE: “This story reminds me of *The Jungle Book*. Both stories are about a little boy in the jungle on an adventure. Do you know any other stories about children going on adventures?”

Connect the book to big ideas/lessons.

- EXAMPLE: “This story helps me understand that making new friends and going to new places is fun.”

Think–Share–Pair Questions

1. How does Mayanito feel in the beginning, middle, and end of the story?
2. If you were Mayanito, what would you have done different?
3. If you could make friends with a jungle animal, which animal would you pick? Why?

ADDITIONAL ACTIVITIES

- Draw and color a picture that celebrates the instruments and cultures mentioned in the story. Remember to include the Puerto Rican *güiro*.
- Look at a map and locate all of the places where the children in the story are from.
- Help your child identify and research a jungle or rainforest to visit. Then, tell or write a story about an adventure with Mayanito and new animal friends from that region.
- Read the poem “Mayanito” written by Tato Laviera:

mayanito
way up there on top of clouds
above the rain linkages
eastern hemispheric mountains
nearing heaven
mayanito looking down
observing rain below
descending upon continental
each with generous showers ...

mayanito saddened that
mountain clouds are not
blessing him
prayers to higher sources
old civilizations
centuries of rituals
celestial spirituals ...

mayanito awakened in
early morning with
nightly gods united
torrential warpath
thundering warriors ...

mayanito’s observed miracles
gigantic raindrops
landing powerfully
one by one
nature’s canopy
like tiny soldiers
bouncing briskly
silent bombs plunging ...

mayanito in fields of eternity
playing marbles rain Olivia
drops dancing-n-marching
joyfully rank-n-file
newly found friends
nature’s amigos.



CENTRO TEACHING RESOURCES



A six-minute piece on the poem “AmeRican.” Nuyorican poet Tato Laviera explaining the poem and various renowned poets reading the poem. t.ly/DqDLI



A conversation on the legacy of beloved Nuyorican poet Tato Laviera for the April 29 launch of Centro’s newest publication *The AmeRican Poet: Essays on the Work of Tato Laviera*, edited by Stephanie Alvarez and William Luis. This conversation features some of the most accomplished writers in the field, who help shine new light on Laviera’s literary and social importance. *The American Poet: Essays on the Work of Tato Laviera* t.ly/ydZD



Timeline of Puerto Rican History Booklet

This booklet introduce students to major events, themes and concepts that are important to understand Puerto Rican history. bit.ly/2r1Zlpq



The Puerto Rican Heritage Poster Series

• History: A Cartography, Part II, Puerto Rican Migrations to the United States and the Caribbean, 1898 - 2012 bit.ly/2Z6fS8f

CONNECT WITH THE INTERNET

Poetry Foundation

Children: <https://www.poetryfoundation.org/articles/70281/childrens-poetry>

Tato Laviera: <https://www.poetryfoundation.org/poets/tato-laviera>

National Geographics Kids

Rain Forest: <https://kids.nationalgeographic.com/explore/nature/habitats/rain-forest/#rain-forest-chimp.jpg>

Animals: <https://kids.nationalgeographic.com/animals/>

Smithsonian

Rhythm Instruments: Guiro <https://folkways.si.edu/ella-jenkins/rhythm-instruments-guiro/childrens/music/track/smithsonian>

Lesson Plan: Caribbean Beats and Blends <https://kids.nationalgeographic.com/animals/>

Lesson Plan: El Coquí <https://folkways.si.edu/el-coqui/music/tools-for-teaching/smithsonian>

Additional Online Literacy Resources

Colorín Colorado! <http://www.colorincolorado.org>

National Center for Family Literacy (NCFL) <https://www.familieslearning.org>

Reading Is Fundamental

<https://www.rif.org>

ABOUT THE AUTHOR

JESÚS “TATO” LAVIERA (1950-2013) was a poet, playwright, novelist and community advocate. Born in Puerto Rico, he was raised in Manhattan’s Lower East Side, or Loisaida. He is generally acknowledged to be the best-selling Hispanic poet in the United States. He performed his works all over the U.S., the Caribbean, Europe and Africa. His books include *La Carreta Made a U-Turn*; *Enclave*, winner of the American Book Award; *AmeRícan*; *Mainstream Ethics*; and *Mixturao and Other Poems*, and *Bendición: The Complete Poetry of Tato Laviera*, all published by Arte Público Press. His plays have been produced in Chicago and New York City, and have been staged at The New Federal Theater, The Public Theater, the Delacorte Theatre in Central Park, Circle in the Square, and Teatro Cuatro.

ABOUT THE ILLUSTRATOR

GABHOR UTOMO was born in Indonesia, and received his degree from the Academy of Art University in San Francisco in 2003. He has illustrated a number of picture books, including *Kai’s Journey to Gold Mountain* (East West Discovery Press, 2004) and *Lupita’s First Dance / El primer baile de Lupita* (Piñata Books, 2013). Gabhor’s work has won numerous awards from local and national arts organizations. His painting of Senator Milton Marks is part of the permanent collection at the California State Building in downtown San Francisco. He lives with his family in Portland, Oregon.

The Center for Puerto Rican Studies (Centro) is the nation’s leading university-based institution devoted to the interdisciplinary study of the Puerto Rican experience in the United States. Centro is dedicated to understanding, preserving and sharing the Puerto Rican experience in the United States. Centro invites Centro Voices contributors to make use of the extensive archival, bibliographic and research material preserved in its Library and Archives.

The Centro Library and Archives is devoted to collecting, preserving and providing access to resources documenting the history and culture of Puerto Ricans. The Centro Library and Archives was established in 1973 as a component of the Center for Puerto Rican Studies. The collections include books, current and historic newspapers and periodicals, audio, film & video, manuscripts, photographs, art prints, and recorded music. The Library and Archives provides services and programs to the scholarly community as well as the general public. Constituents are diverse and come from the United States and abroad. The Library and Archives facilitates access to information on its holdings through the City University’s online public catalog or CUNY+. It also provides research and information assistance via phone and email.

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