

# SOFI'S MAGICAL ADVENTURE READER'S THEATER GUIDE

CULTURAL AMBASSADOR JUNIOR RESOURCE

## Literature Connection

Sofi's Magical Adventure invites you to join Sofi exploring public art, imagination, and the Puerto Rican cultural tradition of Carnival as Sofi visits beautiful places on the Caribbean island of Puerto Rico and gets to know the carnival character, a vejigante.

**Cultural Connection - Social Studies, Ancestry, Storytelling:** Read Sofi's Magical Adventures while studying folklore, songs, music, poetry, or when working with papier-mâché or other art projects. Incorporate the script into a study of folklore, storytelling, or learning about Afro Puerto Rican culture. This story can also be included into the social studies curriculum.



## OBJECTIVE

Students will learn about setting, characters, main events, sequence, and problems in stories.

## VOCABULARY

vejigante, trickster, vejiga, bodega, pleneros, amapola, Viejo San Juan, island, Puerto Rico, plena, güiro, plaza, El Yunque, tropical, mural, Caribbean Sea, inviting, sneaky, scream, shocked, avoid, eastward, rain forest, gurgling, chatter, vegetation, south, vibrant, sapphire, plunge

## BEFORE

- Read the title of the script. Ask students to predict what the title means and what it may indicate about the plot of the story.
- Write the following elements on the board: setting, main characters, events, sequences, and problem. Discuss the different elements of a story. Use a story that the students are familiar with as an example and discuss each story element in detail.



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## BEFORE

- Divide the class into small groups of six and assign each student a part. Read the script aloud, modeling appropriate reading strategies. It is important for the students to hear the script read aloud before practicing their parts on their own. This will help them with fluency and comprehension, especially for the pronunciation of Spanish vocabulary.
- Practice daily for 20 - 30 minutes for one (1) week.
- Encourage students to take scripts home to practice their parts. Plan a performance to share with another class. Invite parents/caregivers to the performance.

## DURING

- Divide the class into groups of six to read and practice the script. As they read, encourage students to think of the main ideas of the script.
- As a group have the students choose and then highlight their parts in the script. Give students time to practice reading with expression, and to practice any actions that they will use during the performance.
- Offer students the option to choose a few simple props or materials to use during their performance or to create their own props or bring in props from home.
- After practicing, each group should perform the reader's theater for their class and / or another class.

## AFTER

- Have students work in small groups to discuss experiences in their own lives that remind them of Sofi's adventure.
- Have students locate the three places on the island of Puerto Rico that Sofi visited. Map Sofi's voyage and, as a class, make a list of all of the municipalities that Sofi flew over during her adventure.

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## CULTURAL AMBASSADOR JUNIOR RESOURCES

Currently there are a number of CENTRO Cultural Ambassador Junior educational materials for the bilingual picture book *SOFI AND THE MAGIC, MUSICAL MURAL*.

These free multimedia materials include author talks, teaching guides, maps, timelines, short videos, and documentaries.

## RESPONSE QUESTIONS

### GROUP DISCUSSION QUESTIONS

- How can you describe Sofi?
- What are some reasons Sofi may have been afraid of the vejigante?
- How did Sofi end up inside the mural? What does it mean that Sofi is too shocked to do anything else, and began to dance?
- What song did the musicians sing to Sofi? Why?
- At the end of the story Sofi hums and dances a plena with her arms outstretched to her friends across the street. What changed for her?
- How does Sofi feel about the mural now? How does she feel about the vejigante?

### WRITTEN RESPONSE QUESTION

- Why do you think everyone cheered for Sofi as she went soaring through the air?
- Sofi's sister, Esmeralda Pagán, was one of a long list of students who helped to paint the mural. Why is this important?
- Why might Sofi think that the vejigante winks at her? What could the wink mean?
- Sofi says to herself, "Maybe this really is a singing and dancing town." What do you think this means?
- Why do you think learning about customs and traditions is important?
- Should schools teach about customs and traditions from all around the world? Why or why not?