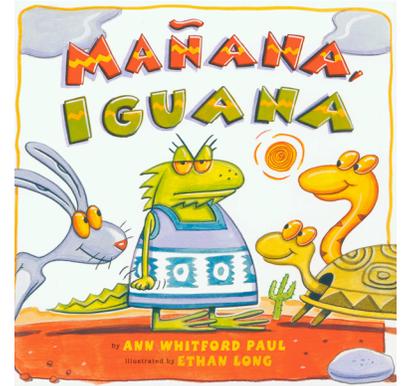


IDEAS AND ACTIVITIES TO USE WITH MAÑANA, IGUANA

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Before Reading:

1. Let any Spanish-speaking students introduce some basic words to the class such as days of the week, tomorrow, names of animals, and Spanish phrases from the book such as “Yo, no.” These can be listed on a chart and compared with the English words as to use of capitals, accent marks, and beginning punctuation.
2. Ask students, “Do you know what a fiesta is? After they realize that it is a party, have them pair up and list three things you need to have for a party and three things you need to do to get ready. When lists are made, have pairs combine to form groups of four. Share lists and decide on five or six different things in each category. Then as a class see if they can come up with ten different things for each category. Have students decide who should get or do these things. As you read, you can check off the things needed for this fiesta and add any that weren’t on the list.
3. Review an original version of The Little Red Hen so students can appreciate the changes and learn how a story can be retold with a different setting and characters.

During Reading:

1. After reading the page that starts with “On martes . . .” ask, “What do you think the animals will say?” Compare the expression of Iguana’s eyes with that of the other animals. Does this give you a clue?
2. Point out the pattern of three’s that the author uses in this book. Three characters who won’t help and their three replies each time.
3. As you continue reading, see if the class can supply what each of the animals will say (or something similar).

After Reading:

1. Use the Spanish-English Matching page to review the Spanish words in the story.
2. Let the students work in pairs to complete the sequencing activity in this packet.
3. Have students pair up or work in small groups to think of other animals that might be in the story. Can they find their Spanish names? What excuse would these animals give?
4. Show students how to make a Magic Book (see attached directions) for the names of their animals. They can list the English name first with an illustration. When you open the book you will find the Spanish name and an illustration. After completing the books, they can move about the class sharing their books and quizzing other students.
5. Let students prepare skits to act out Spanish action words or phrases. The rest of the class can try to guess the words. Spanish speakers can be the experts. Possible phrases: too tired, too little, too big and clumsy, can’t hear, not me, I will, etc.

6. Teach the class some more Spanish words and have them make an illustrated Spanish/English dictionary. They can share it with other classes.
7. Iguana is planning another fiesta and the three animals have moved away. She doesn't want to do all the work herself so she decides to place a help wanted ad in the newspaper. Let students write an ad for her. Decide which jobs she needs help with and make them sound interesting so that lots of animals will apply. What will the animals receive in return for their help?
8. Read *Cook-A-Doodle-Do* by Janet Stevens and her sister. Compare with *Mañana, Iguana*.
9. Read "The Little Red Hen and the Grain of Wheat" from *You Read to Me, I'll Read to You* (for two voices) by Mary Ann Hoberman. (See attached) Divide the class into two groups. Have each group read their parts with you. Talk about the kind of expression that each part requires. Practice with students a few times and then see if they can perform by themselves. If you have the book, pairs of students (or a small group) may want to practice some more of the fairy tales to perform for the class and others.
10. With older students, discuss the importance of the comma. For some good examples, read the picture book version of *Eats, Shoots & Leaves* by Lynne Truss. Have students discuss the meanings of the sentences with and without commas. See if students can create similar sentences such as "Eat little fish" or "Eat, little fish." They may want to illustrate the two versions.

Other Related Books

Armadilly Chili by Helen Ketteman and Illustrated by Will Terry

Cook-A-Doodle-Do by Janet Stevens and Susan Stevens Crummel and Illustrated by Janet Stevens

Eats, Shoots & Leaves: Why, Commas Really DO Make a Difference! by Lynne Truss and Illustrated by Bonnie Timmons

Gator Gumbo by Candace Fleming and Illustrated by Sally Anne Lambert

Help Yourself, Little Red Hen! by Dr. Alvin Granowsky and Illustrated by Jane Manning

I Wanna Iguana by Karen Kaufman Orloff and Illustrated by David Catrow

The Little Red Hen Written and Illustrated by Jonathan Allen

The Little Red Hen Written and Illustrated by Jerry Pinkney

The Little Red Hen Published by Scholastic

The Little Red Hen Written and Illustrated by Margot Zemach

The Little Red Hen (Makes a Pizza) by Philemon

sturges and Illustrated by Amy Walrod

The Little Red Hen Makes Soup by Rozanne Lanczak

Williams and Illustrated by Mary Thelan

With Love, Little Red Hen by Alma Flor Ada and

Illustrated by Leslie Tryon

