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# Activity Guide

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## Salí De Paseo

### ABOUT THE STORY

A young child goes for a walk and discovers a colorful parade of animals along the way.

### ABOUT THE AUTHOR

Sue Williams has been a commercial artist, theatrical set designer, and is the founder and publisher of Omnibus Books, a children's book company in Australia. *I Went Walking* was written for her nieces and nephews and was her first picture book. She lives on a farm in Adelaide, Australia, where she grows apples and raises sheep.

### ABOUT THE ILLUSTRATOR

Julie Vivas was born in Adelaide, South Australia. Before becoming an illustrator of children's books, she studied design and architectural drawing and worked in an animation studio. She has illustrated award-winning books by several Australian authors and now lives in Sydney with her husband and two daughters.

### INTRODUCING THE STORY

Tell the children that the story they will read is about a boy who goes out for a walk and sees some very special things. What does he see? Listen and find out.

*(NOTE: Some exercises include words in both Spanish and English, enabling you to present them according to the needs of the group and the goals of your lesson.)*

### READING ACTIVITIES

#### Comprehension/Thinking Skills

- "Whom did the little boy meet on his walk?"
- "Which animal came first? Second?"
- "Where might the little boy be walking?" *(Draw conclusions)*
- "How did the boy feel about the animals he saw? How do you know?" *(Draw conclusions)*
- "Which animal would you most like to see on a walk? Why?" *(Make judgments)*

### Vocabulary

Write these Spanish and English lists of colors and animals on the board. Have children match the Spanish words to the correct English word.

Colors		Animals	
negro	yellow	vaca	dog
marrón	red	caballo	duck
Rojo	black	cerdo	cat
verde	green	pato	horse
rosado	brown	perro	cow
amarillo	pink	gato	pig

### CROSS-CURRICULAR ACTIVITIES

#### Drama: Act Out the Story

As you read the story, have the group act out each animal as it appears. Encourage them to include the animals' movements and noises in their portrayals.

#### Math: Ordering

Ask children to work with partners to order the animals that the little boy sees. They can put the animals in order according to size. They could also order the animals from favorite color to least favorite or from least favorite to favorite. Encourage pairs to compare their ordering with other children's.

#### Science: Animal Colors

Have children work in small groups to find out about the other colors of the animals in the book. They can use nonfiction books with illustrations to learn about the other colors of horses, cows, ducks, dogs, pigs, and cats come in. Groups can report on their findings to the rest of the class.

#### Language Arts: A Class Book

Have each child in the class contribute a page for a class book entitled *Salimos de Paseo (We Went for a Walk)*. At the bottom of a blank page write *Esto es lo que vi (This is what I saw)*. Let each child write or dictate a kind of animal and draw a picture of it. Put the pages together in book form and allow children to practice reading their own work.

### INTERNET ACTIVITY

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

#### Animal Pictures

Have children use one of these keywords to find a picture of the animal on the Internet: horse, cow, pig, cat, duck. Children can print out a picture they like and frame it on colored paper. Then they can label the picture with the name of the animal and its color.