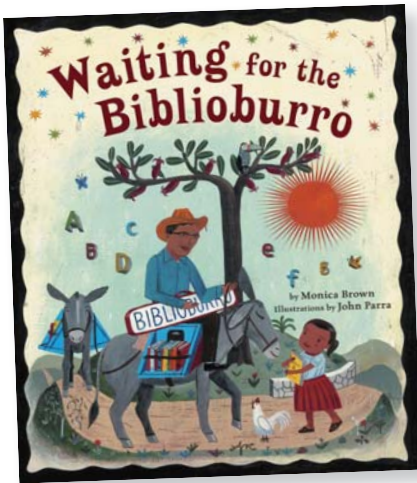


# WAITING FOR THE BIBLI BURRO

by Monica Brown • illustrated by John Parra

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## *¡Libros! Books! Here comes the Biblioburro!*



Ana loves stories, but she's read the few books in her small Colombian village over and over again. One morning, Ana hears the clip-clop of hooves and sees the most wonderful sight: two burros carrying a traveling library full of *libros*—enough stories to keep her busy until the next time the Biblioburro comes to her village.

Inspired by the heroic efforts of real-life librarian Luis Soriano Bohórquez, award-winning picture book creators Monica Brown and John Parra introduce readers to a mobile library that journeys over mountains and through valleys to bring literacy and culture to rural Colombia, and to the children who wait for the Biblioburro.



**MONICA BROWN, PhD**, is the author of several award-winning bilingual and multicultural books. Her books have won the Américas Award for Children's Literature and two Pura Belpré Honors. In addition, she received the prestigious Rockefeller Fellowship on Chicano Cultural Literacy from the Center for Chicano Studies at the University of California. She is a professor of English at Northern Arizona University, specializing in U.S. Latino literature and multicultural literature. She lives with her family in Flagstaff, Arizona. Learn more about her life and work at [monicabrown.net](http://monicabrown.net).

**JOHN PARRA** is an award-winning illustrator, designer, teacher, and fine art painter whose work is avidly collected. He has received the SCBWI Golden Kite Award for illustration, the International Latino Book Award for Best Children's Book Interior Illustrations, and the Pura Belpré Illustrator Honor Award for *Gracias/Thanks*, written by Pat Mora.

This curriculum guide was created by **LEIGH COURTNEY, PhD**. She teaches first and second grade in the Global Education program at a public elementary school in San Diego, California, and she holds both master's and doctoral degrees in education, with an emphasis on curriculum and instruction.

## BEFORE READING

- Author Rita Mae Brown once said, “When I got my library card that was when my life began.” Lead a class discussion on how books in general, and libraries in particular, have affected you and your students’ lives and the ways you all view the world. What would your lives be like without access to books?
- Bring in a book you cherish to share with your class—a book that you have read or listened to again and again. What makes this book dear to you? Does it remind you of how you felt when you read it for the first time? Does it bring back fond memories of the person who shared the book with you? Invite your students to bring in and discuss their most beloved books.

## DISCUSSION QUESTIONS

After reading *Waiting for the Biblioburro*, discuss the following questions:

- What things about Ana’s life are different from your life? How are your lives the same?
- Ana is impatient waiting for the Biblioburro to return to her village. Describe a time when you were waiting for something particular to happen. How did you pass the time while you waited?
- Look closely at the illustrations in the book. Which paintings depict a realistic scene and which show imagination at work? How can you tell the difference?



## AFTER READING

- The librarian and his burros, Alfa and Beto, have a unique way of bringing books to people who do not live near a traditional library. There are many alternative libraries around the world. Review the Libraries Around the World worksheet (guide page 4) with your students, locating each country on a map or globe as you go.
- Complete a Venn diagram comparing your school library to the Biblioburro (guide page 5). What do the two libraries have in common? What makes them different from one another?
- In the story, Ana becomes a talented storyteller as she makes up stories, or *cuentos*, to share with her little brother at night to help him go to sleep. Are your students good storytellers? Instructions to students: Think of a favorite story you know well, such as “The Three Little Pigs” or “Little Red Riding Hood.” Make notes on what happens in the beginning (setting and characters are established), middle (conflict or problem is introduced and worked on), and end (conflict is resolved). Create three detailed, colorful illustrations depicting what happens in the beginning, middle, and end of the story. Write key words on the back of each picture to help you remember what you need to include in the story as you tell it, such as characters’ names, the setting, the problem, and the solution. Practice your storytelling skills with a partner using your pictures and key words to guide you as you tell the tale. Listen to your partner’s story in return.
- The librarian tells Ana that she, too, could be an author. She excitedly grabs paper, string, and colored pencils and creates her own book. The librarian decides to take Ana’s book along with the other books carried by Alfa and Beto to share with readers in other villages. Have each person in your class create an original book with colored illustrations and a cover. Set aside a special place in your class or school library to showcase your original books for others to read.
- We all feel different emotions as we go through our days. Create a line graph showing how Ana’s feelings change throughout *Waiting for the Biblioburro* (guide page 6). Put a dot in the box that describes Ana’s emotions during the events of the story listed in the bottom line of the graph. Connect the dots to see how Ana’s emotions change over the course of the story.
- There are Spanish words sprinkled throughout the text of *Waiting for the Biblioburro*. Complete the Spanish Words worksheet (guide page 7), re-reading those sections of the story with Spanish words if necessary to determine the English translation from context.





## Libraries Around the World

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In **BANGLADESH**, librarians load boats with books and computers to share with villagers in remote parts of the country.

In **NORWAY**, a book boat carrying 6,000 books visits up to 250 communities on the islands and fjords that surround the country.

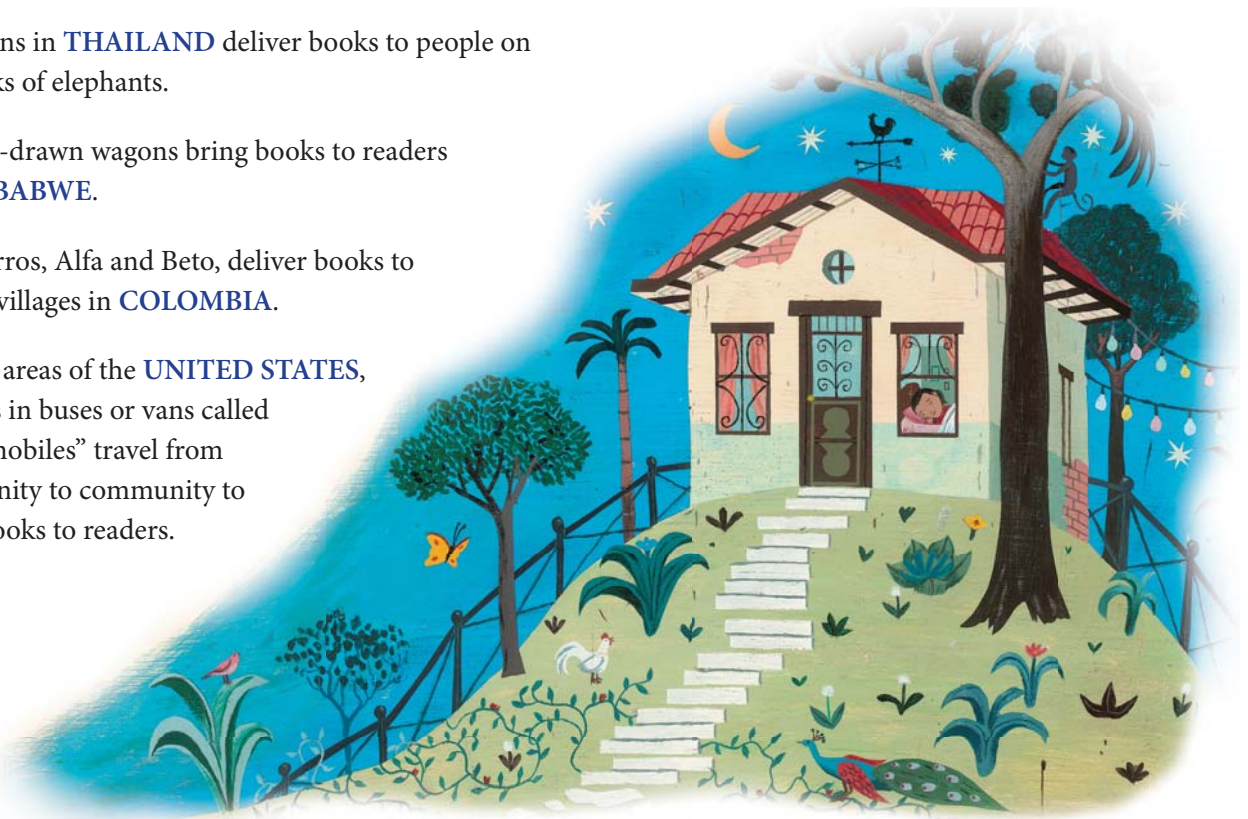
In **KENYA**, librarians ride on camelback over rough terrain and through searing heat to carry books to remote villages.

Librarians in **THAILAND** deliver books to people on the backs of elephants.

Donkey-drawn wagons bring books to readers in **ZIMBABWE**.

Two burros, Alfa and Beto, deliver books to remote villages in **COLOMBIA**.

In rural areas of the **UNITED STATES**, libraries in buses or vans called “book mobiles” travel from community to community to bring books to readers.

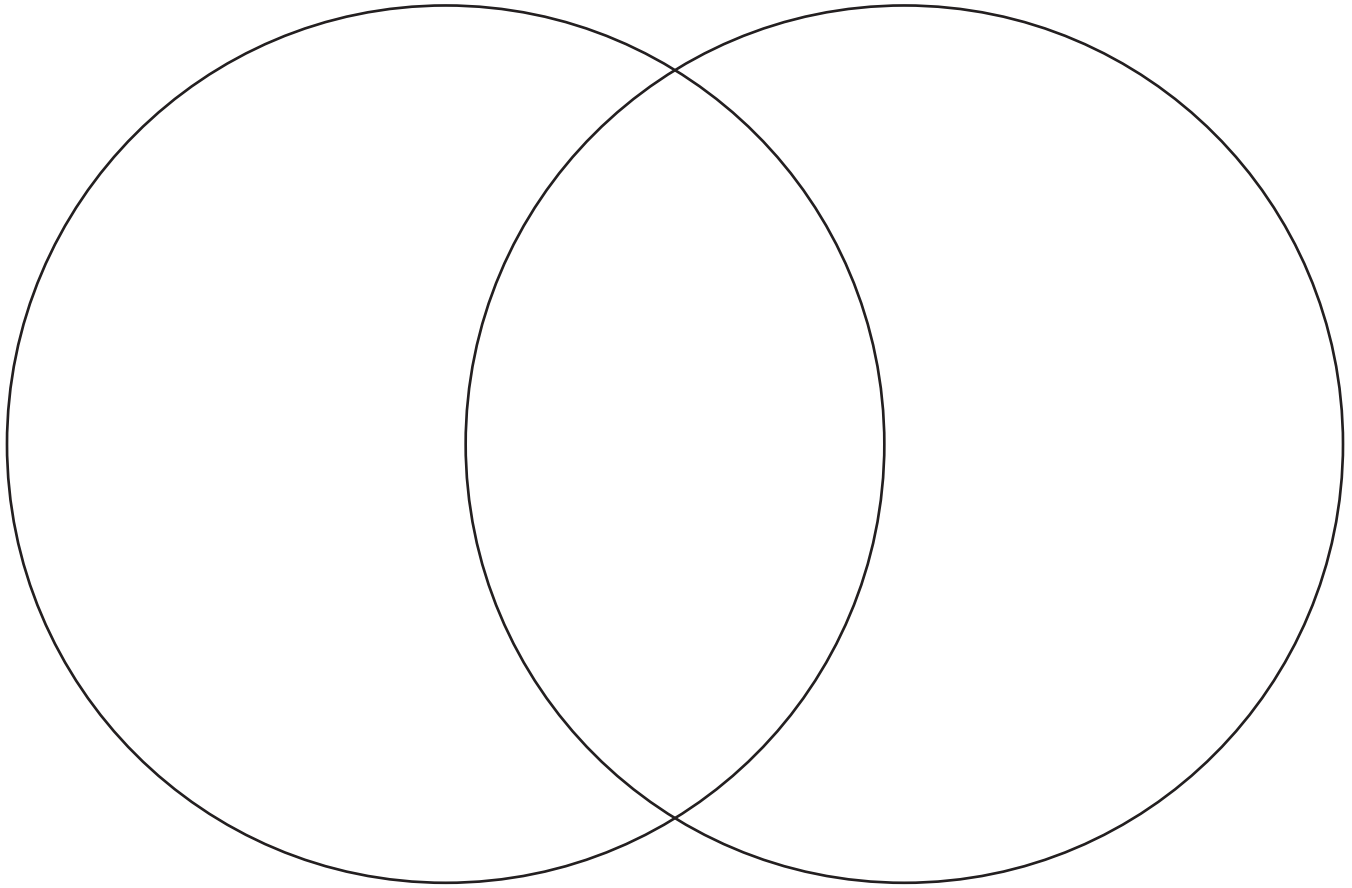




Name: \_\_\_\_\_

## Venn Diagram

Compare your library with the Biblioburro. What do they have in common? How are they different?



Your Library

The Biblioburro




Name: \_\_\_\_\_

## How Does Ana Feel?

Put a dot in the box that describes Ana's emotions during the events of the story listed in the bottom line of the graph. Connect the dots to discover how Ana's feelings change throughout the course of *Waiting for the Biblioburro*.



PROUD				
EXCITED				
IMPATIENT				
SAD				
	Ana has just one book to read.	The Biblioburro arrives with new books.	Ana waits for the Biblioburro to return.	Ana donates her original storybook to the Biblioburro.



Name: \_\_\_\_\_

## Spanish Words

Write the English equivalent of the Spanish words, phrases, and sounds found in *Waiting for the Biblioburro*.

quiquiriquí \_\_\_\_\_ bibliotecario \_\_\_\_\_

libro \_\_\_\_\_ biblioteca \_\_\_\_\_

cuento \_\_\_\_\_ señor \_\_\_\_\_

tacatac \_\_\_\_\_ abecedario \_\_\_\_\_

iii-aah, iii-aah \_\_\_\_\_ Había una vez \_\_\_\_\_

burro \_\_\_\_\_ ¡Qué bueno! \_\_\_\_\_

The days of the week in Spanish:

lunes \_\_\_\_\_

martes \_\_\_\_\_

miércoles \_\_\_\_\_

jueves \_\_\_\_\_

viernes \_\_\_\_\_

sábado \_\_\_\_\_

domingo \_\_\_\_\_



Answers can be found in the glossary at the end of *Waiting for the Biblioburro*.