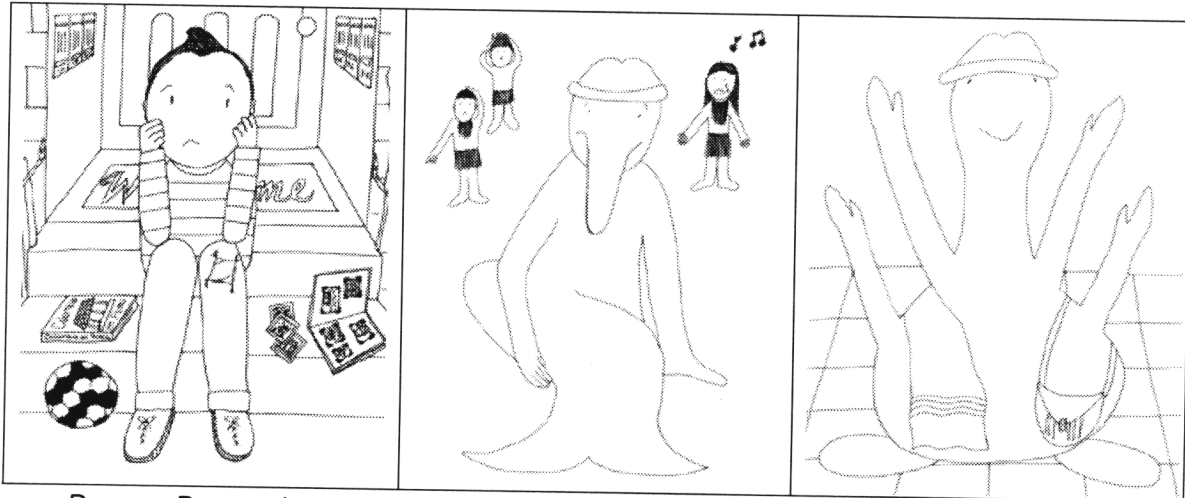


“Changes and Colombia”

**A literature-based curriculum unit
with Internet connections**



Ramon Remembers

Dreams of Land

The Eat-it-all Eats it All

This unit includes:

- Black-and-white copy masters for creating your own picturebooks
- Sites with hyper-linked picture dictionaries and full-color illustrations
 - Geographical and cultural connections with realia
 - Pre-reading, reading and post-reading activities
 - Culminating project ideas and suggestions

by Lori Langer de Ramirez, Ed.D.

Changes and Colombia

Curriculum Suggestions

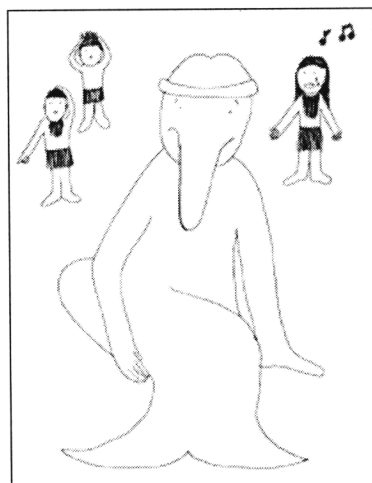


Introduction

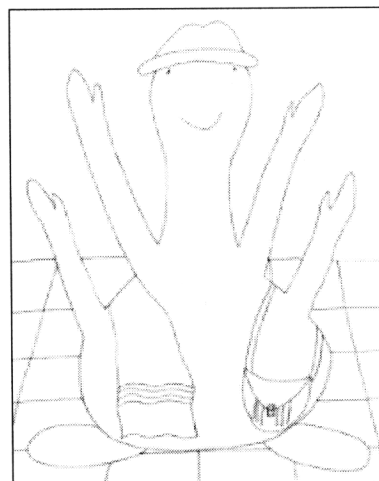
The stories in this unit are tales of transformation and change. They come from Colombian folklore or deal with Colombian themes. The main themes that might be explored in a curriculum unit linked to these tales are: change and adaptation, physical transformations, food and cooking, and Colombia (geography, peoples, food, etc.).



In "**Ramon Remembers**", the main character is a young immigrant boy. Throughout the story he thinks about the changes in his life as he compares his childhood in Colombia to his new life in the U.S. and recalls the fun times he's had in both places.



In "**Dreams of Land**", an Amazon River dolphin watches the Ticuna Indians play along the shoreline and he becomes envious. His wish comes true and he is changed into a man to spend a day on land. But when he meets a Ticuna girl, the events quickly get out of hand.



In "**The Eat-it-All Eats It All**", the main character takes the reader on a journey through popular Colombian cooking and shares his favorite recipes (hot *chocolate*, *beef patties*, *corn cakes*, *fried plantains*, *chicken stew*, *chicken and rice and pudding*).

Story #1: “Ramon Remembers”



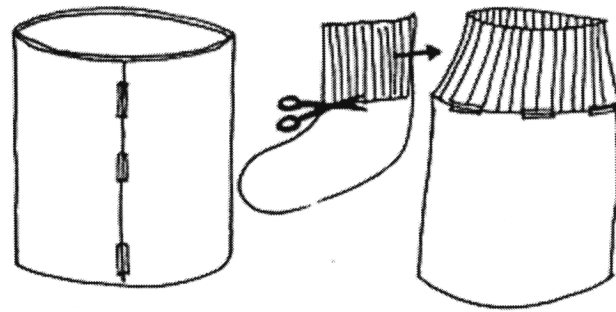
Vocabulary:

- 1) Copy the vocabulary cards onto card stock and cut each one out. Have students (or pairs of students) illustrate each vocabulary word in the space provided (Note: there are blank vocabulary cards available for you to add vocabulary words to the list if needed).
 - adventure (an/the): an exciting or unusual experience
 - almost: nearly
 - bathing suit (a/the): article of clothing used for swimming
 - Bogota: the capital city of Colombia, South America
 - Coney Island: a beach in New York City
 - embarrassed: ashamed
 - farm (a/the): place where food is grown or animals are kept
 - field (a/the): a stretch of land
 - funny: something that makes you laugh
 - hide (to): to keep out of sight
 - joke (a/the): a funny story
 - Long Island: a suburb of New York City
 - love letter (a/the): a romantic note or letter
 - lulo (a/the): a round, yellow-green tropical fruit
 - mad: angry
 - orchard (a/the): land where fruit trees are grown
 - passion fruit (a/the): a tropical fruit
 - Pereira: a small city in Colombia
 - raspberry (a/the): a purple-red fruit
 - realize (to): to understand
 - romantic: having to do with love and romance
 - steal (to): to take something without asking
 - strawberry (a/the): a small red fruit
 - ton (a/the): many; a lot (also a measure of weight)
 - uncomfortable: not at ease; not relaxed
 - Valentine's Day: February 14th; a day when you give cards to the people you love

2. Pre-teach the vocabulary by using a magic box*.
 - Place the vocabulary cards into the magic box.
 - Ask for volunteers to pull the cards from the magic box.
 - As each card is pulled from the box, ask students to act out the vocabulary word.

***How to make a magic box:**

Cover an oatmeal container or other cylindrical container with colored or contact paper. Attach the top part of a large sock or leg warmer to the top portion of the container. Decorate as you like.



Pre-reading activities:

1. Have students read the introduction and discuss the origin of the story.



Weblink: You can have students read the introduction on the website: www.miscositas.com/remembers.html


2. Divide the students into pair groups. Provide each pair with three black-and-white illustrations and three text pages from the story. Ask the students to try to match the text with the pictures.



Reading:

Copy the story text and illustrations for your students. You might want to create a booklet with the pages by photocopying the text and pictures so that the image is on the left and the story on the right.



Weblink: You can have students read the story on the website: www.miscositas.com/remembers1.html
(click  through story)

RAMON REMEMBERS Story text:

- 1) Every once in a while Ramon remembers his country and he feels sad. He used to live in Colombia, where he had a lot of fun and tons of friends. Now he lives in New York.
- 2) Back home in Pereira, Ramon used to play in the river with his friends.
- 3) One time some friends stole their clothes while they swam. They were all so embarrassed!
- 4) Then he remembered that almost the same thing happened to him last summer at the beach at Coney Island.
- 5) He lost his bathing suit in the water and he had to come out without it! Ramon felt really uncomfortable, but he laughed about it later on.
- 6) When he lived in Bogota, he liked to give love letters to the girls.
- 7) But his letters had silly jokes instead of romantic poems. The girls would always get mad.
- 8) Ramon remembered that for Valentine's Day last year, he gave one girl a funny card.
- 9) But when the girl opened the card, she saw all the silly jokes instead of words of love. She was so mad!
- 10) Ramon remembers his days living in Cartago. He used to walk for hours through the fields. He'd eat all the delicious fruit in the orchards.
- 11) He used to eat lulo, passion fruit, and mango until he couldn't eat any more.
- 12) He also remembers a time on Long Island when he went to a friend's farm.
- 13) There he ate so many strawberries, blueberries and raspberries that he couldn't eat lunch.
- 14) Ramon remembered all the adventures that he had in Colombia. Then he thought about the ones he is having in New York. He realized that he's been having fun all along! Right away he got on the phone and started to make plans for future adventures...



Post-reading activities:

1. Check for understanding by asking comprehension questions:

- Why was Ramon sad? *[he missed Colombia]*
- What are some of the things Ramon used to do in Colombia? *[he used to swim with his friends; he gave love letters to the girls; he ate tropical fruit]*
- How did Ramon finally cheer up at the end of the story? *[he remembered all the fun times he had in Colombia and in New York and realized that he was having fun in New York too.]*

2. Discuss the story with students by asking their opinions about the events:

- What memories made you sad? Which ones make you happy?
- Why do you think that Ramon used to give the girls joke cards instead of love letters?
- How would you feel if you had to live in another country? Explain your answer.

Story #2: “Dreams of Land”



Vocabulary:

1. Copy the vocabulary cards onto card stock and cut each one out. Have students (or pairs of students) illustrate each vocabulary word in the space provided (Note: there are blank vocabulary cards available for you to add vocabulary words to the list if needed).
 - afraid: fearful; scared
 - appear (to): to be seen
 - change (to): to take on a different shape
 - disappointed: sad; unhappy about a result
 - dream (to): to imagine; to hope
 - fin (a/the): a moveable wing-like part of a fish

- forest (a/the): an area with a lot of trees; the woods
- fortune teller (a/the): someone who tells the future
- grant (to): to give, to fulfill
- odd: strange
- preparation (a/the): something to get you ready
- reveal (to): to show
- share (to): to use together
- slip (to): to slide
- stranger (a/the): an unknown person
- sunset (a/the): when the sun goes down in the sky
- whistle (to): blow air through your lips and make a sound

2. Pre-teach the vocabulary by using the cards as flash cards.



Pre-reading activities:

1. Have students read the introduction and discuss the origin of the story.



Weblink: *You can have students read the introduction on the website:*
www.miscositas.com/dreams.html


2. Divide students into small groups. Have the students predict the story by arranging the black-and-white illustrations into the correct order. Ask one member of each group to tell their version of the story to the class. Vote on whose version of the story might be right.



Reading:

Copy the story text and illustrations for your students. You might want to create a booklet with the pages by photocopying the text and pictures so that the image is on the left and the story on the right.



Weblink: You can have students read the story on the website: www.miscositas.com/dreams1.html (click  through story)

DREAMS OF LAND Story text:

1. In the Amazon River, the pink dolphin shared the waters with the Ticuna Indians. They all lived happily together... except one dolphin in particular.
2. This dolphin dreamed of living on land. He watched the Ticuna and he wanted to be like them. One day, the gods granted him his wish.
3. All of a sudden he felt different. Instead of fins, now he had arms and legs. Instead of being in the water, now he found himself in the forest. A beautiful Ticuna girl found him and brought him to her village.
4. They went to speak to the chief. He said that, according to a fortune teller, the girl was going to marry a stranger. The chief announced that the wedding would take place that very night.
5. After talking and getting to know each other, the girl and the stranger fell in love. The stranger wanted to reveal his secret, but he was too afraid.
6. They began the traditional wedding preparations. Soon it was sunset and time for the ceremony.
7. Suddenly the stranger felt odd. Little by little his arms were changing into fins and his nose was growing longer and longer.
8. In a few minutes the stranger had turned back into a dolphin. He slipped back into the river and the girl went back to her village. They were disappointed but they still see each other every day.
9. The girl whistles and the dolphin comes to spend some time with her. Even today, if you want to call a dolphin, all you have to do is whistle like the Ticuna Indian girl, and one will appear.



Post-reading activities:

1. Check for understanding by asking comprehension questions:
 - What did the dolphin always dream about?
[he dreamed of being a human being]

- Why were the stranger and the Ticuna girl going to get married? [*because, according to a prophecy, the girl was destined to marry a stranger*]
- What happened to the man after he married the girl? [*he turned back into a dolphin*]

2. Discuss the story with students by asking their opinions about the events:

- Why do you think the dolphin wanted to be a man?
- Do you believe in “love at first sight”? Why, or why not?
- Do you dream about anything that seems impossible? How do you think you can achieve your dream?

Story #3: “The Eat-it-all Eats It All”



Vocabulary:

1. Copy the vocabulary cards onto card stock and cut each one out. Have students (or pairs of students) illustrate each vocabulary word in the space provided (Note: there are blank vocabulary cards available for you to add vocabulary words to the list if needed).

- appetizer (an/the): food to eat before the main dish
- beverage (a/the): a drink
- boil (to): to heat water until it bubbles and gives off steam
- cook (to): to prepare food by using heat
- dessert (a/the): food to eat at the end of the meal
- flattened: spread out flat
- main course (a/the): the main dish (food) of a meal
- mix (to): to combine
- mixture (a/the): a combination of ingredients
- nap (a/the): a short period of sleep
- plantain (a/the): a banana-like tropical fruit

- pocket (a/the): a hollow bag; a pouch
- recipe (a/the): directions for cooking
- sprinkle (to): to cover with small drops
- tablespoon (a/the): a large spoon
- yucca (some/the): cassava root

2. Pre-teach the vocabulary by asking students to predict each word based on the accompanying illustrations.



Pre-reading activities:

1. Have students read the introduction and discuss the origin of the story.



Weblink: You can have students read the introduction on the website: www.miscositas.com/eatitall.html


2. Show students the illustrations from the story. In a round, ask each student to name a favorite ingredient in the picture.



Reading:

Copy the story text and illustrations for your students. You might want to create a booklet with the pages by photocopying the text and pictures back-to-back.



Weblink: You can have students read the story on the website: www.miscositas.com/eatitall1.html
(click  through story)

THE EAT-IT-ALL EATS IT ALL Story text:

1. This is the Eat-it-all. He likes to cook, but most of all, he loves to eat Colombian food. Let's learn to make some of his favorite recipes...
2. **BEVERAGES: Hot chocolate**
Ingredients: chocolate (in bar form); cinnamon; sugar; milk;

- The recipe: 1. Break the chocolate into pieces; 2. Dissolve the pieces in milk; 3. Add cinnamon and sugar; 4. Cook the mixture.
3. **APPETIZERS: Beef patties**
Ingredients: potatoes; onions; ground beef; cornmeal
The recipe: 1. Mix the cornmeal with water; 2. Form flat circles with the dough; 3. Put potatoes, meat and onions in the middle of the circle; 4. Close the dough circle to make a pocket; 5. Cook the beef patty.
 4. **APPETIZERS: Corn cakes**
Ingredients: cornmeal; oil; salt;
The recipe: 1. Mix the cornmeal with water; 2. Add a tablespoon of salt; 3. Add 2 tablespoons of oil; 4. Mix until smooth; 5. Form a flattened ball; 6. Bake on a low flame.
 5. **APPETIZERS: Fried plantains**
Ingredients: plantains; oil; salt;
The recipe: 1. Cut the plantains into small pieces; 2. Cook the pieces in oil; 3. Take the pieces out of the oil; 4. Flatten them with a glass; 5. Fry the plantains again; 6. Take them out and sprinkle them with salt.
 6. **SOUPS: Chicken stew**
Ingredients: chicken; onions; yucca; garlic; potatoes; plantains;
The recipe: 1. Boil the water; 2. Cook the chicken in the water; 3. Add potato, yucca and plantains; 4. Add onions and garlic; 5. Stir the soup; 6. Let it cook for an hour.
 7. **MAIN COURSE: Chicken and rice**
Ingredients: chicken; garlic; carrots; peas; green pepper; rice;
The recipe: 1. Cook the rice; 2. Cut the chicken in pieces; 3. Mix everything in a pot; 4. Add the vegetables to the pot; 5. Heat the mixture.
 8. **DESSERTS: Sweet pudding**
Ingredients: flour; milk; cinnamon; raisins; brown sugar; coconut
The recipe: 1. Dissolve the flour in milk; 2. Add the brown sugar; 3. Add cinnamon and sugar; 4. Cook over a low flame; 5. Mix everything; 6. Sprinkle raisins and cinnamon on top.
 9. After eating, the Eat-it-all loves to take a nap. How about you?



Post-reading activities:

1. Check for understanding by asking comprehension questions:
 - What are some examples of “appetizers”?
[beef patties, corn cakes, and fried plantains]

- Is the chocolate in the recipe something to eat or something to drink? *[it's a drink]*
 - What does the Eat-it-all like to do after he's finished eating? *[he likes to sleep]*
2. Discuss the story with students by asking their opinions:
- Which is your favorite recipe?
 - Do you like to cook? Why, or why not?
 - Do you like to rest after you eat? Why, or why not?

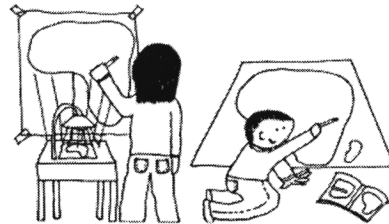


Culminating activity suggestions:

1. Have each student choose four black-line drawings from their favorite story. Ask them to color them and arrange them onto a piece of oak tag to create their own short story. After a rough draft on scrap paper, they can write their text directly onto the oak tag below the drawings and put a title to the story above.
2. Have students write and illustrate original stories about change and transformations.
3. Ask students to find transformation, change or selkie tales from different Spanish-speaking countries. Have a “tell-off” in which students tell their stories to the class. Using a floor map of Latin America*, have students tell their story standing on their story's country of origin.

***How to make a floor map**

Using a shower curtain liner, trace the shape of Colombia freehand, or project the image onto the sheet using an overhead projector and trace. Be sure to use permanent markers!



4. Take a “fantasy trip” to Colombia. Use the realia provided as you “visit” sites of interest.



Weblink: You can have students view the realia on the website: www.miscositas.com/colombiarealia.html

Vocabulary Cards

VOCABULARY CARDS – *Changes and Colombia*

adventure (an/the):
an exciting or unusual experience

Changes and Colombia – “Ramon Remembers”

almost:
nearly

Changes and Colombia – “Ramon Remembers”

bathing suit (a/the):
article of clothing used for swimming

Changes and Colombia – “Ramon Remembers”

Bogota: the capital
city of Colombia, South America

Changes and Colombia – “Ramon Remembers”

Coney Island:
a beach in New York City

Changes and Colombia – “Ramon Remembers”

embarrassed:
ashamed

Changes and Colombia – “Ramon Remembers”

farm (a/the): place where
food is grown or animals are kept

Changes and Colombia – “Ramon Remembers”

field (a/the):
a stretch of land

Changes and Colombia – “Ramon Remembers”

VOCABULARY CARDS – *Changes and Colombia*

funny:
something that makes you laugh

Changes and Colombia – “Ramon Remembers”

hide (to):
to keep out of sight

Changes and Colombia – “Ramon Remembers”

joke (a/the):
a funny story

Changes and Colombia – “Ramon Remembers”

Long Island:
a suburb of New York City

Changes and Colombia – “Ramon Remembers”

love letter (a/the):
a romantic note or letter

Changes and Colombia – “Ramon Remembers”

lulo (a/the):
a round, yellow-green tropical fruit

Changes and Colombia – “Ramon Remembers”

mad:
angry

Changes and Colombia – “Ramon Remembers”

orchard (a/the):
land where fruit trees are grown

Changes and Colombia – “Ramon Remembers”

VOCABULARY CARDS – *Changes and Colombia*

passion fruit (a/the):
a tropical fruit

Changes and Colombia – “Ramon Remembers”

Pereira:
a small city in Colombia

Changes and Colombia – “Ramon Remembers”

raspberry (a/the):
a purple-red fruit

Changes and Colombia – “Ramon Remembers”

realize (to):
to understand

Changes and Colombia – “Ramon Remembers”

romantic:
having to do with love and romance

Changes and Colombia – “Ramon Remembers”

steal (to):
to take something without asking

Changes and Colombia – “Ramon Remembers”

strawberry (a/the):
a small red fruit

Changes and Colombia – “Ramon Remembers”

ton (a/the): many;
a lot (also a measure of weight)

Changes and Colombia – “Ramon Remembers”

VOCABULARY CARDS – *Changes and Colombia*

uncomfortable:
not at ease; not relaxed

Valentine's Day: February 14th;
a day when you give cards
to the people you love

Changes and Colombia – “Ramon Remembers”

Changes and Colombia – “Ramon Remembers”

Changes and Colombia – “Ramon Remembers”

Changes and Colombia – “Ramon Remembers”

Changes and Colombia – “Ramon Remembers”

Changes and Colombia – “Ramon Remembers”

Changes and Colombia – “Ramon Remembers”

Changes and Colombia – “Ramon Remembers”

VOCABULARY CARDS – *Changes and Colombia*

afraid:
fearful; scared

Changes and Colombia – “Dreams of Land”

appear (to):
to be seen

Changes and Colombia – “Dreams of Land”

change (to):
to take on a different shape

Changes and Colombia – “Dreams of Land”

disappointed:
sad; unhappy about a result

Changes and Colombia – “Dreams of Land”

dream (to):
to imagine; to hope

Changes and Colombia – “Dreams of Land”

fin (a/the):
a moveable wing-like part of a fish

Changes and Colombia – “Dreams of Land”

forest (a/the): an
area with a lot of trees; the woods

Changes and Colombia – “Dreams of Land”

fortune teller (a/the):
someone who tells the future

Changes and Colombia – “Dreams of Land”

VOCABULARY CARDS – *Changes and Colombia*

grant (to):
to give, to fulfill

Changes and Colombia – “Dreams of Land”

odd:
strange

Changes and Colombia – “Dreams of Land”

preparation (a/the):
something to get you ready

Changes and Colombia – “Dreams of Land”

reveal (to):
to show

Changes and Colombia – “Dreams of Land”

share (to):
to use together

Changes and Colombia – “Dreams of Land”

slip (to):
to slide

Changes and Colombia – “Dreams of Land”

stranger (a/the):
an unknown person

Changes and Colombia – “Dreams of Land”

sunset (a/the):
when the sun goes down in the sky

Changes and Colombia – “Dreams of Land”

VOCABULARY CARDS – *Changes and Colombia*

whistle (to): blow air through your lips and make a sound

Changes and Colombia – “Dreams of Land”

Changes and Colombia – “Dreams of Land”

Changes and Colombia – “Dreams of Land”

Changes and Colombia – “Dreams of Land”

Changes and Colombia – “Dreams of Land”

Changes and Colombia – “Dreams of Land”

Changes and Colombia – “Dreams of Land”

Changes and Colombia – “Dreams of Land”

VOCABULARY CARDS – *Changes and Colombia*

appetizer (an/the):
food to eat before the main dish

Changes and Colombia – “The Eat-it-all Eats It All”

beverage (a/the):
a drink

Changes and Colombia – “The Eat-it-all Eats It All”

boil (to): to heat water
until it bubbles and gives off steam

Changes and Colombia – “The Eat-it-all Eats It All”

cook (to):
to prepare food by using heat

Changes and Colombia – “The Eat-it-all Eats It All”

dessert (a/the):
food to eat at the end of the meal

Changes and Colombia – “The Eat-it-all Eats It All”

flattened:
spread out flat

Changes and Colombia – “The Eat-it-all Eats It All”

main course (a/the):
the main dish (food) of a meal

Changes and Colombia – “The Eat-it-all Eats It All”

mix (to):
to combine

Changes and Colombia – “The Eat-it-all Eats It All”

VOCABULARY CARDS – *Changes and Colombia*

mixture (a/the):
a combination of ingredients

Changes and Colombia – “The Eat-it-all Eats It All”

nap (a/the):
a short period of sleep

Changes and Colombia – “The Eat-it-all Eats It All”

plantain (a/the):
a banana-like tropical fruit

Changes and Colombia – “The Eat-it-all Eats It All”

pocket (a/the):
a hollow bag; a pouch

Changes and Colombia – “The Eat-it-all Eats It All”

recipe (a/the):
directions for cooking

Changes and Colombia – “The Eat-it-all Eats It All”

sprinkle (to):
to cover with small drops

Changes and Colombia – “The Eat-it-all Eats It All”

tablespoon (a/the):
a large spoon

Changes and Colombia – “The Eat-it-all Eats It All”

yucca (some/the):
cassava root

Changes and Colombia – “The Eat-it-all Eats It All”

VOCABULARY CARDS – *Changes and Colombia*

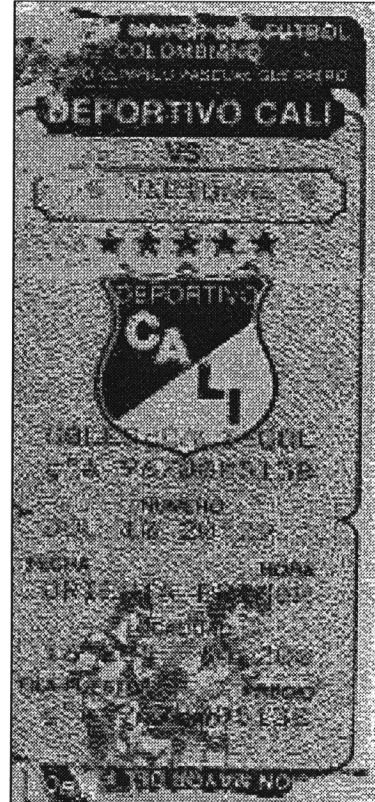
<i>Changes and Colombia – “The Eat-it-all Eats It All”</i>	<i>Changes and Colombia – “The Eat-it-all Eats It All”</i>
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Realia

REALIA – Changes and Colombia

For color versions of this realia, visit
www.miscositas.com

REALIA from COLOMBIA

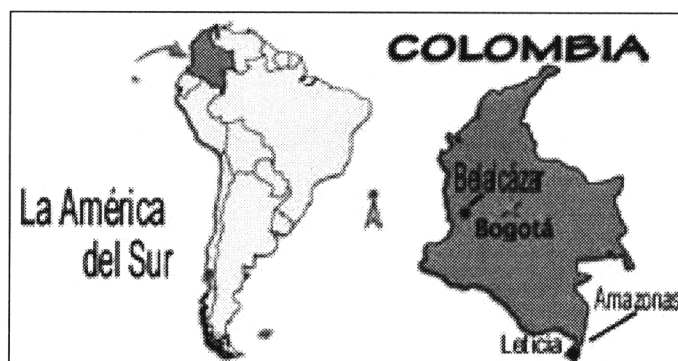


Copymasters

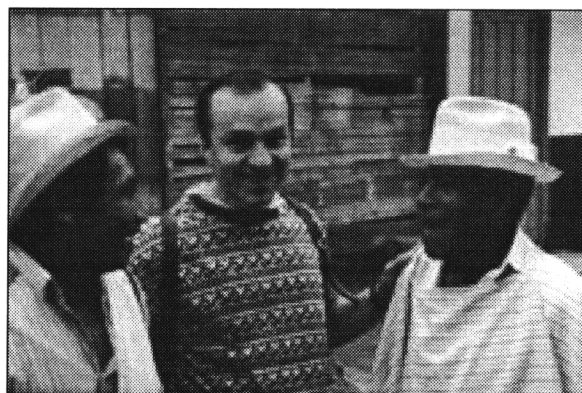
Introduction:

"Ramon Remembers"

"Ramon Remembers" is the story of a boy who came from Colombia to live in the United States.



The main character is based on my husband, Ramon (he's wearing the striped T-shirt in the photo). Do you know anyone who came to live in the U.S. from another country?

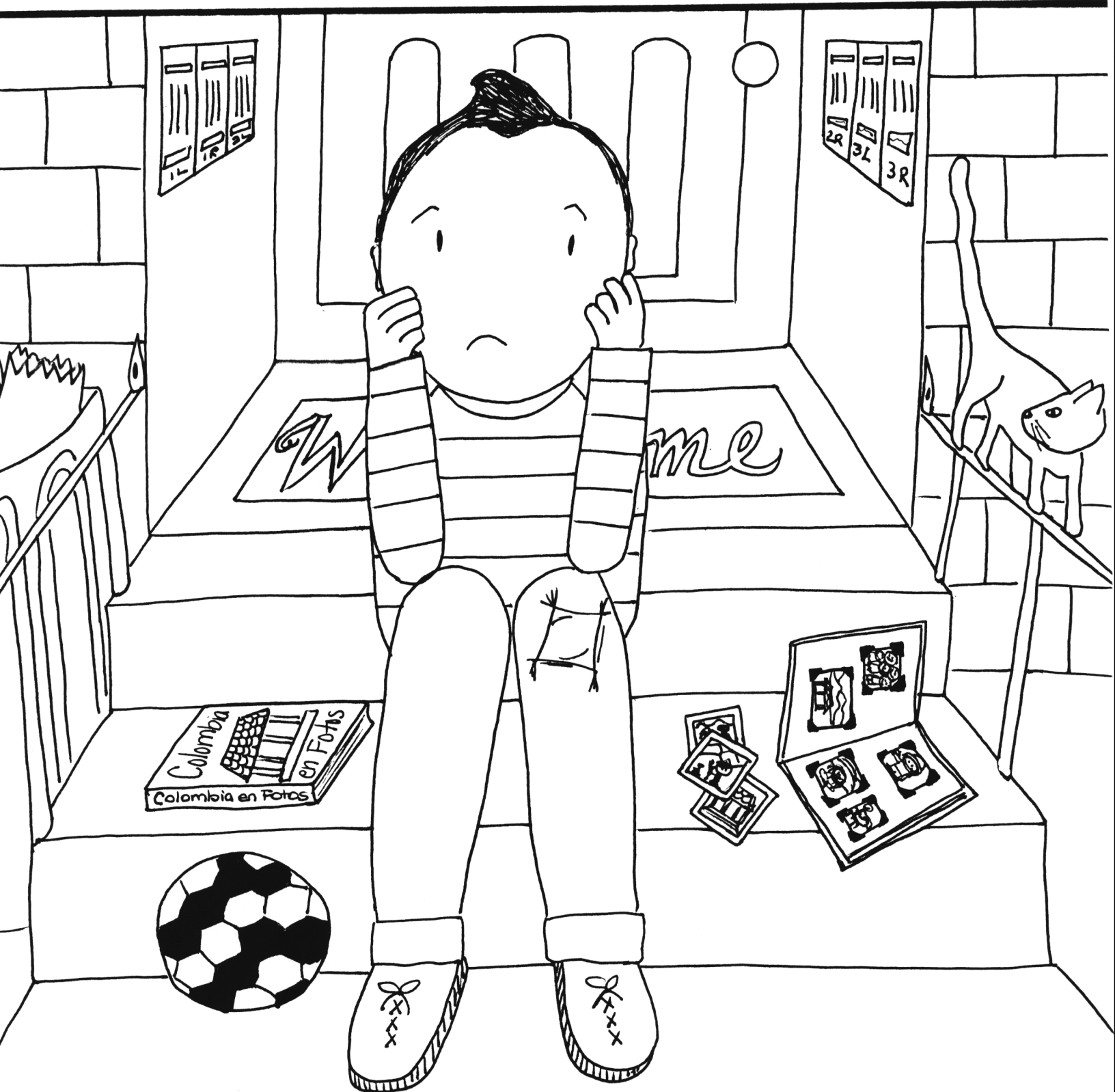


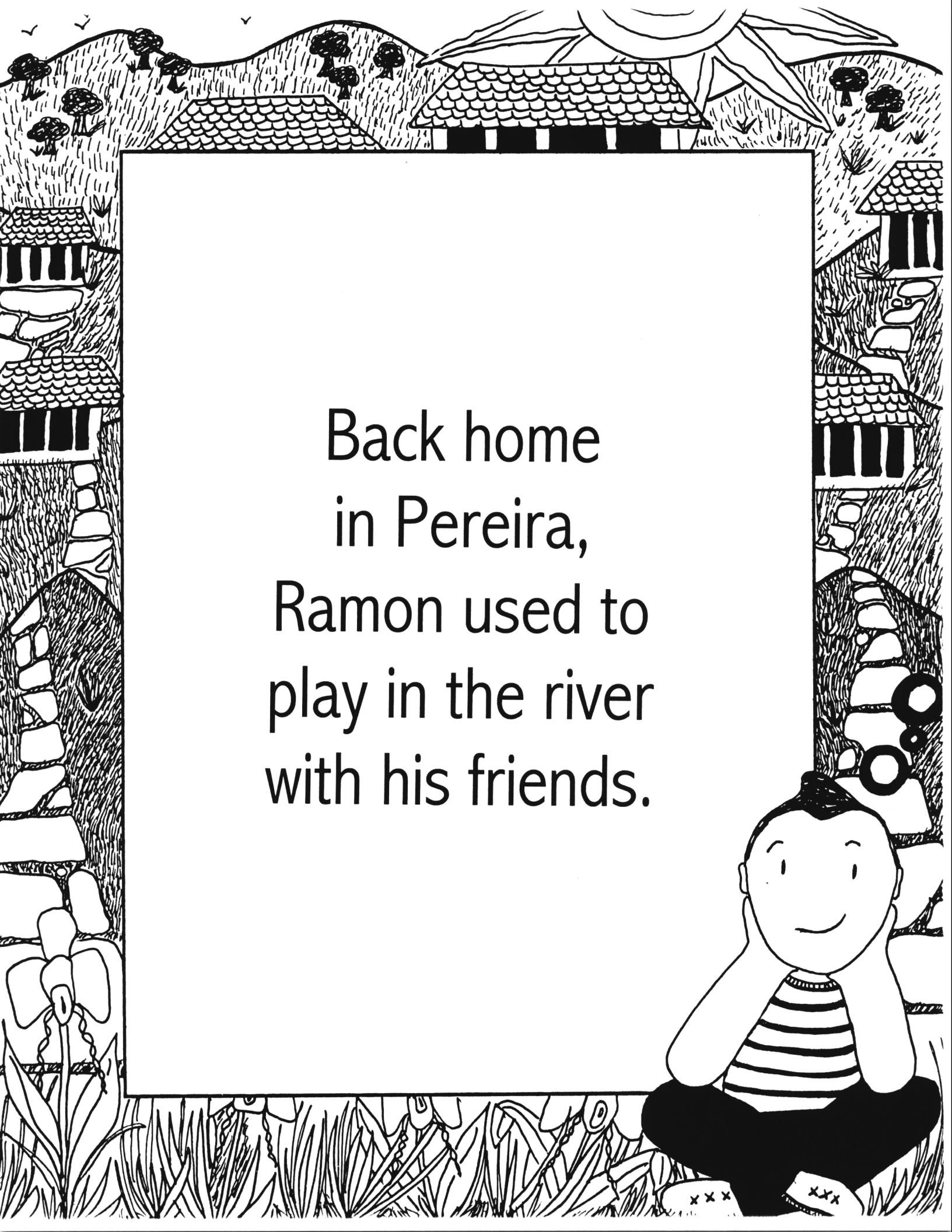
Ramon Remembers

by Lori Langer de Ramirez



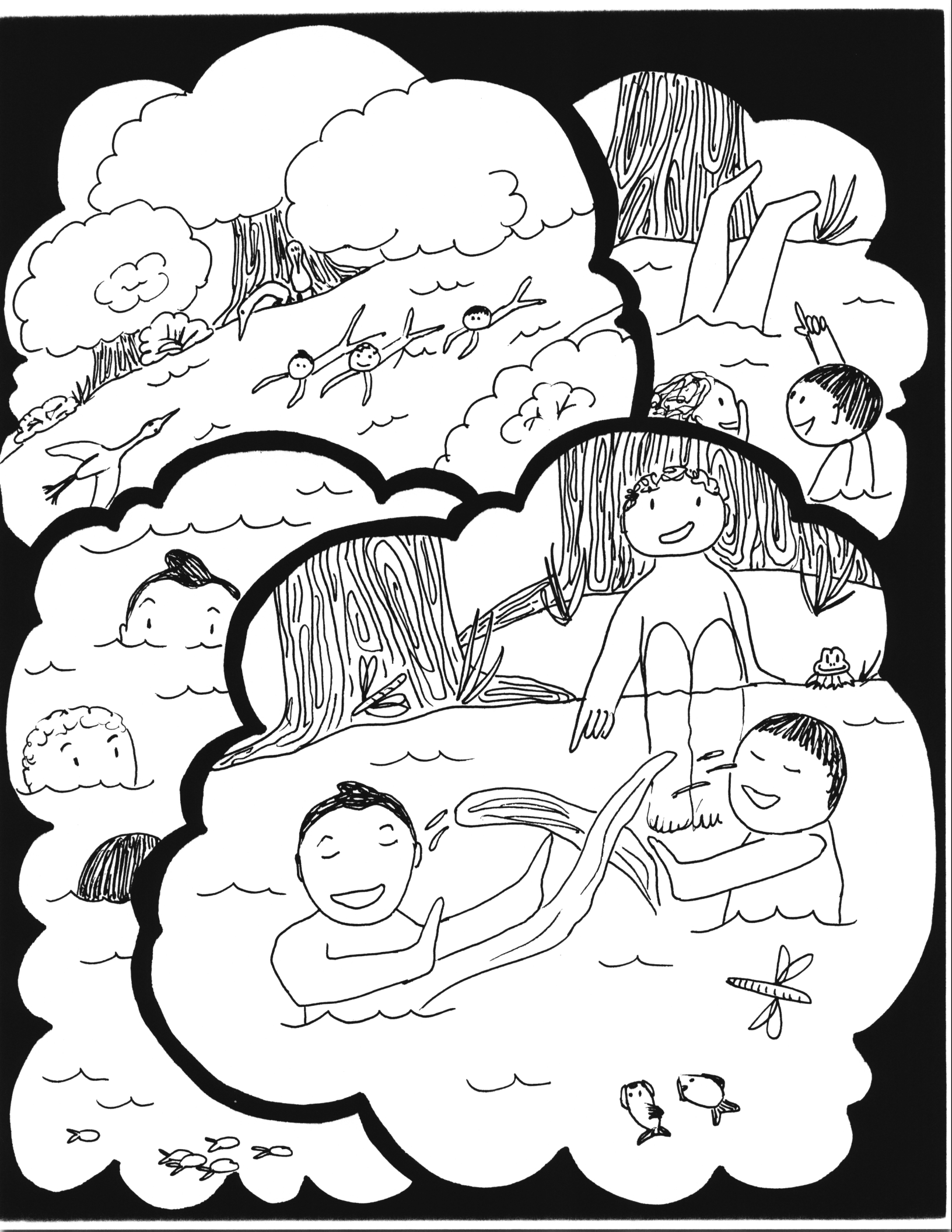
Every once in a while Ramon remembers his country and he feels sad. He used to live in Colombia, where he had a lot of fun and tons of friends. Now he lives in New York.

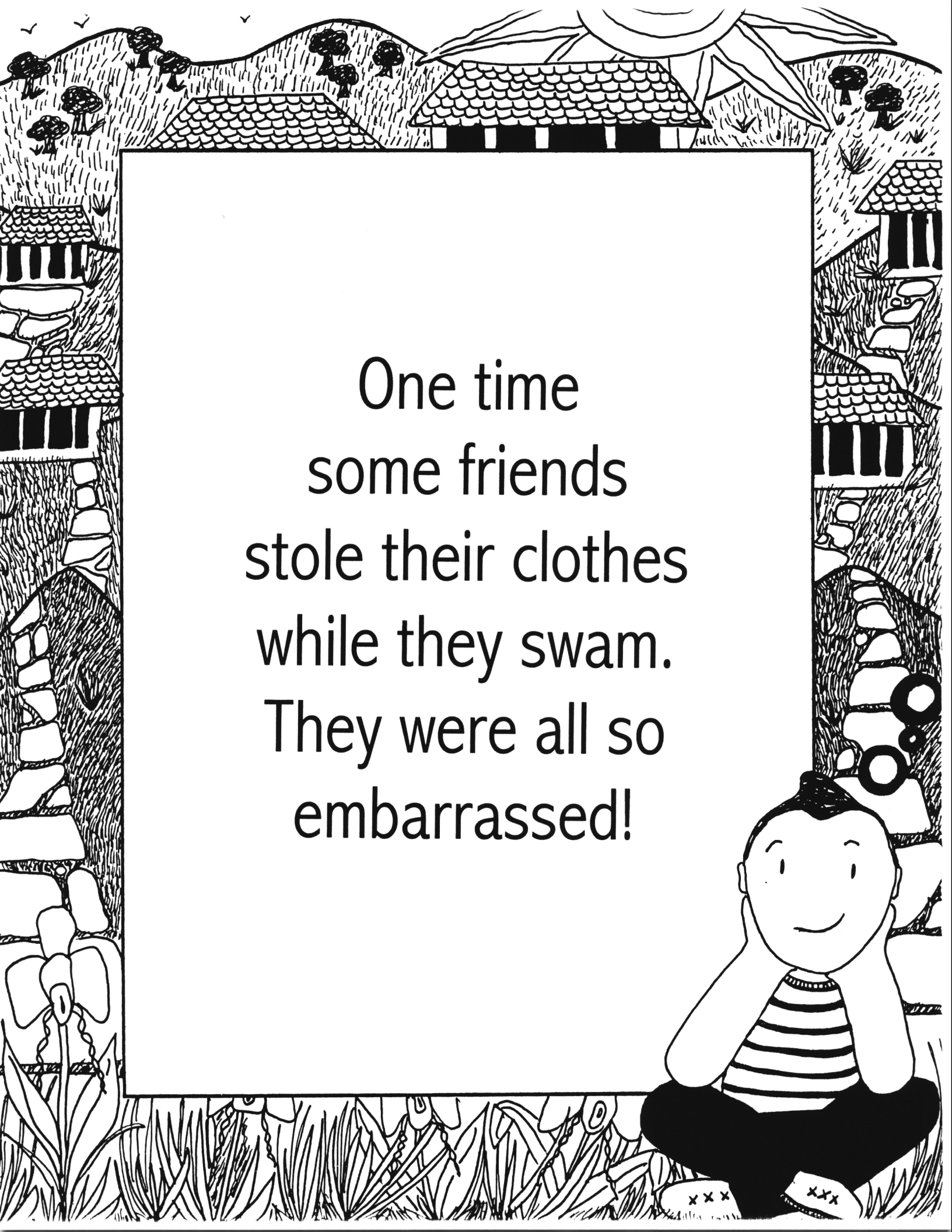




Back home
in Pereira,
Ramon used to
play in the river
with his friends.



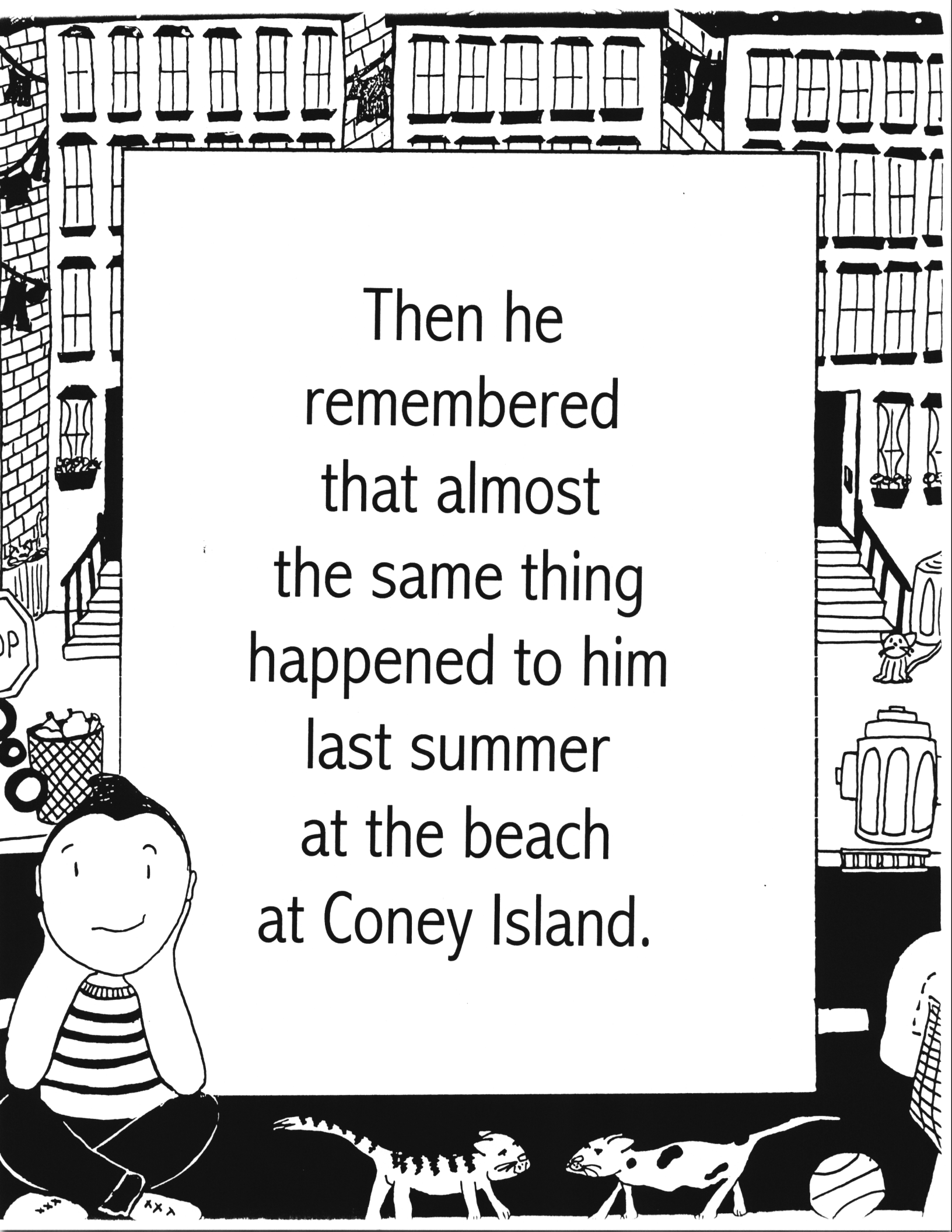




One time
some friends
stole their clothes
while they swam.
They were all so
embarrassed!

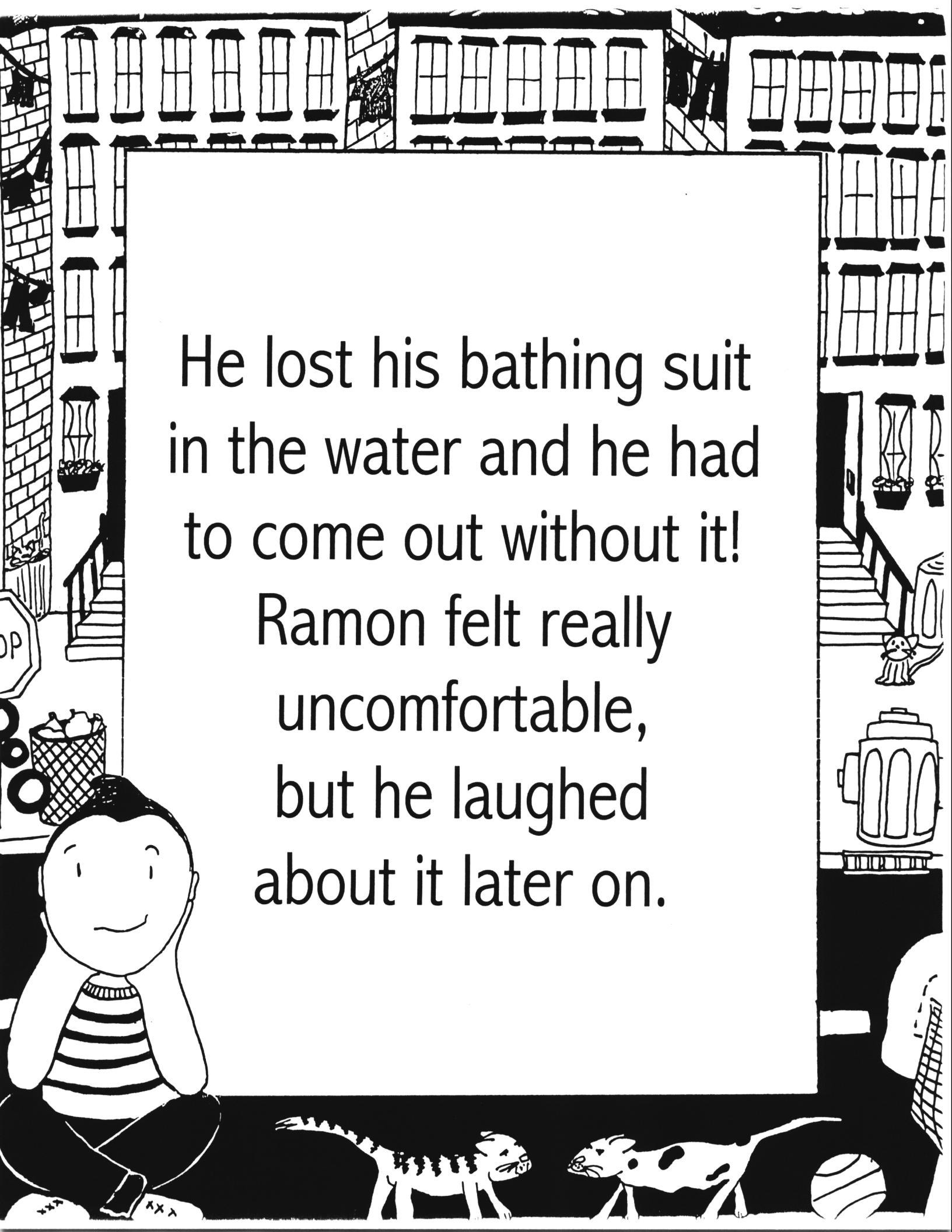




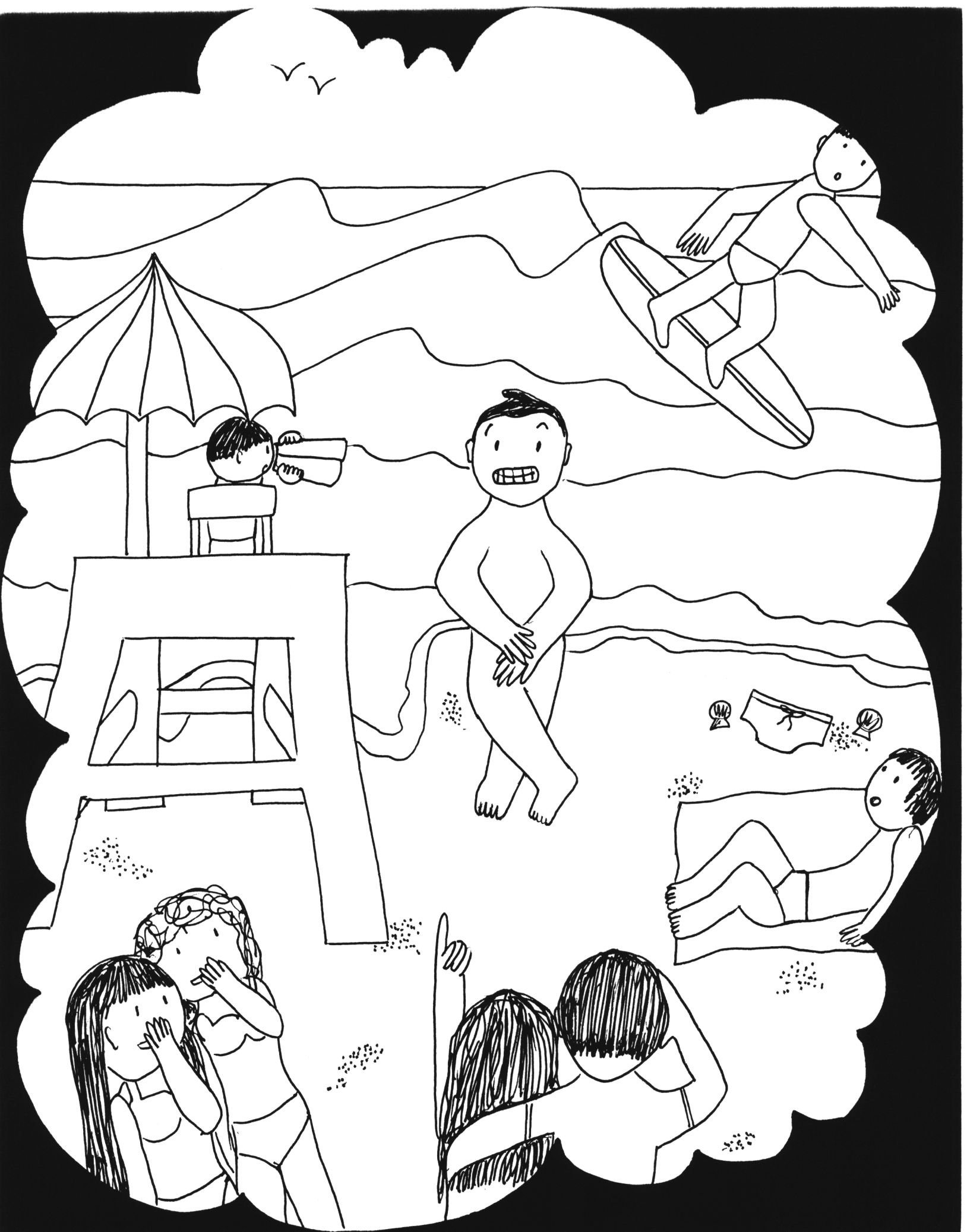


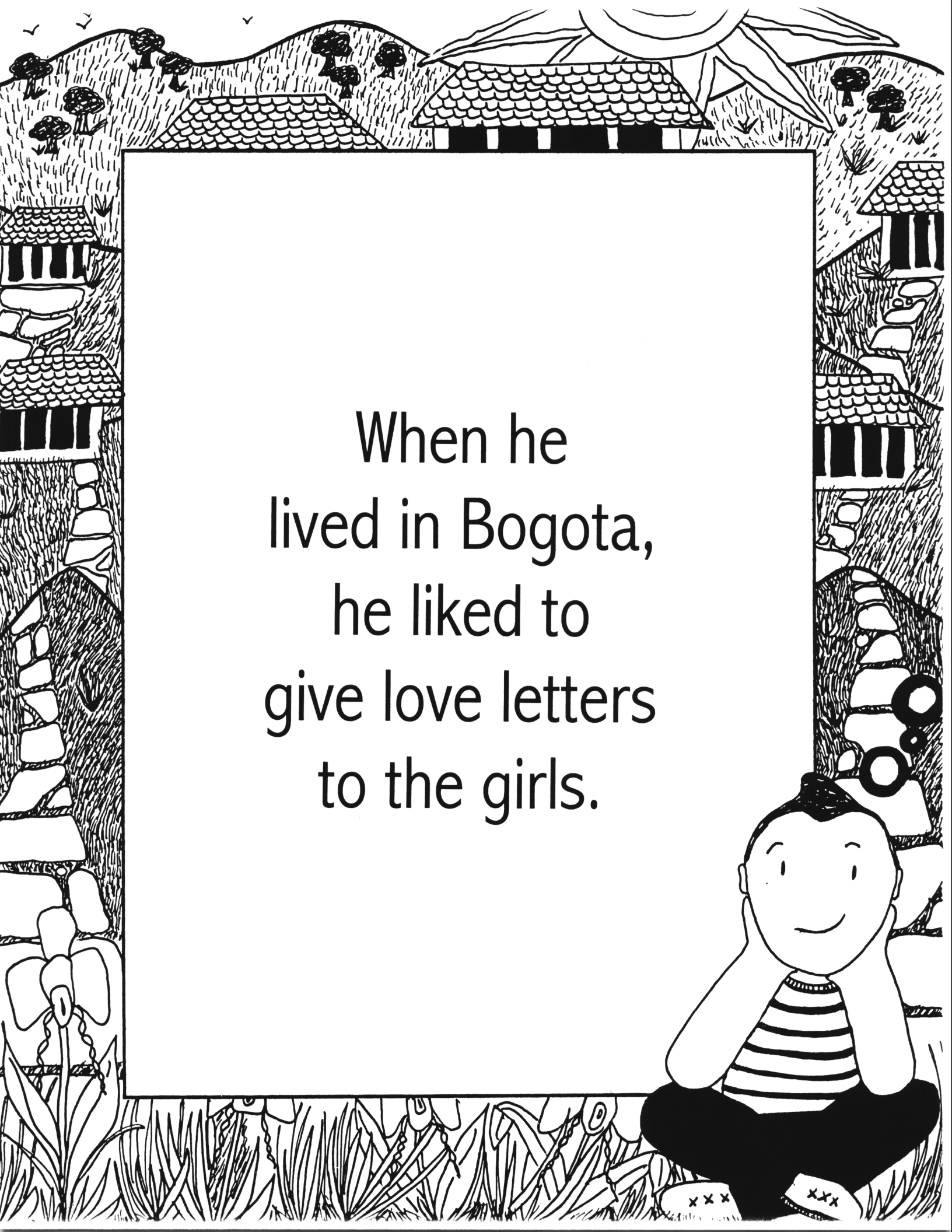
Then he
remembered
that almost
the same thing
happened to him
last summer
at the beach
at Coney Island.





He lost his bathing suit
in the water and he had
to come out without it!
Ramon felt really
uncomfortable,
but he laughed
about it later on.





When he
lived in Bogota,
he liked to
give love letters
to the girls.

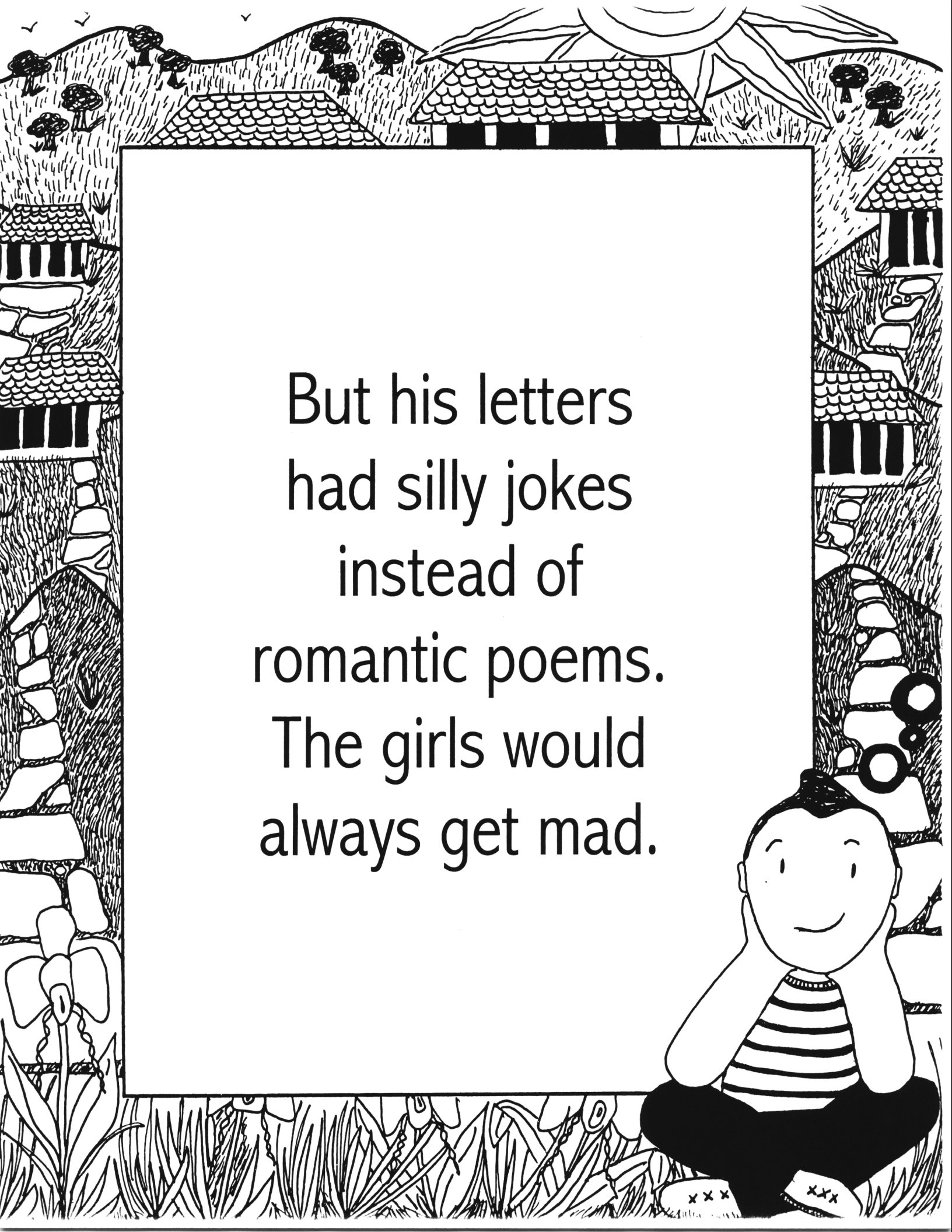




Antes
las Flores
podian hablar ...

FELIZ CUMPLEAÑOS

Antes
las Flores
podian hablar ...



But his letters
had silly jokes
instead of
romantic poems.
The girls would
always get mad.





Antes
las Flores
pedían...

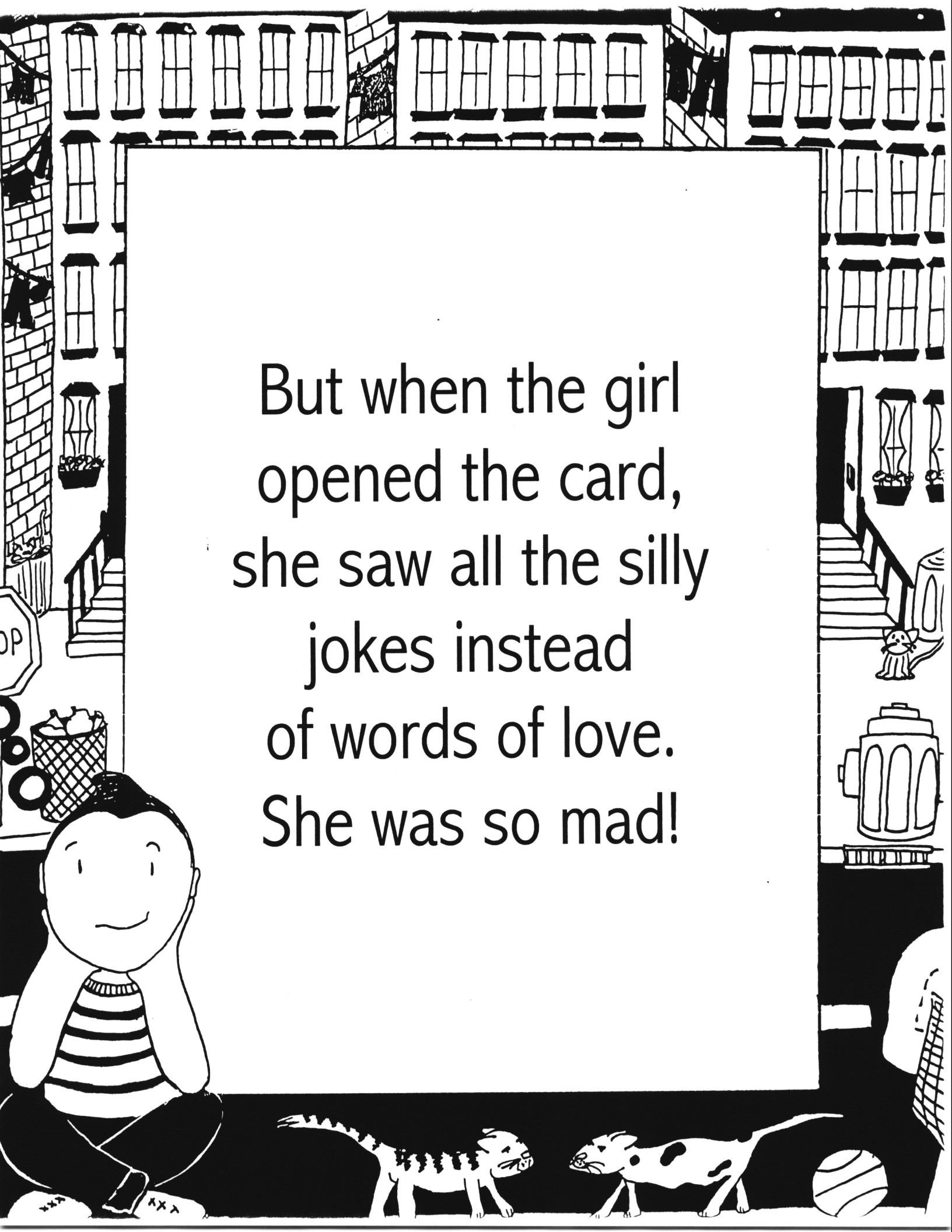
Pero los
Arboles
...

Pero los
arboles
tenían que
pisarlos para
que se
callaran...



Ramon
remembered
that for
Valentine's Day
last year, he gave
one girl a funny card.

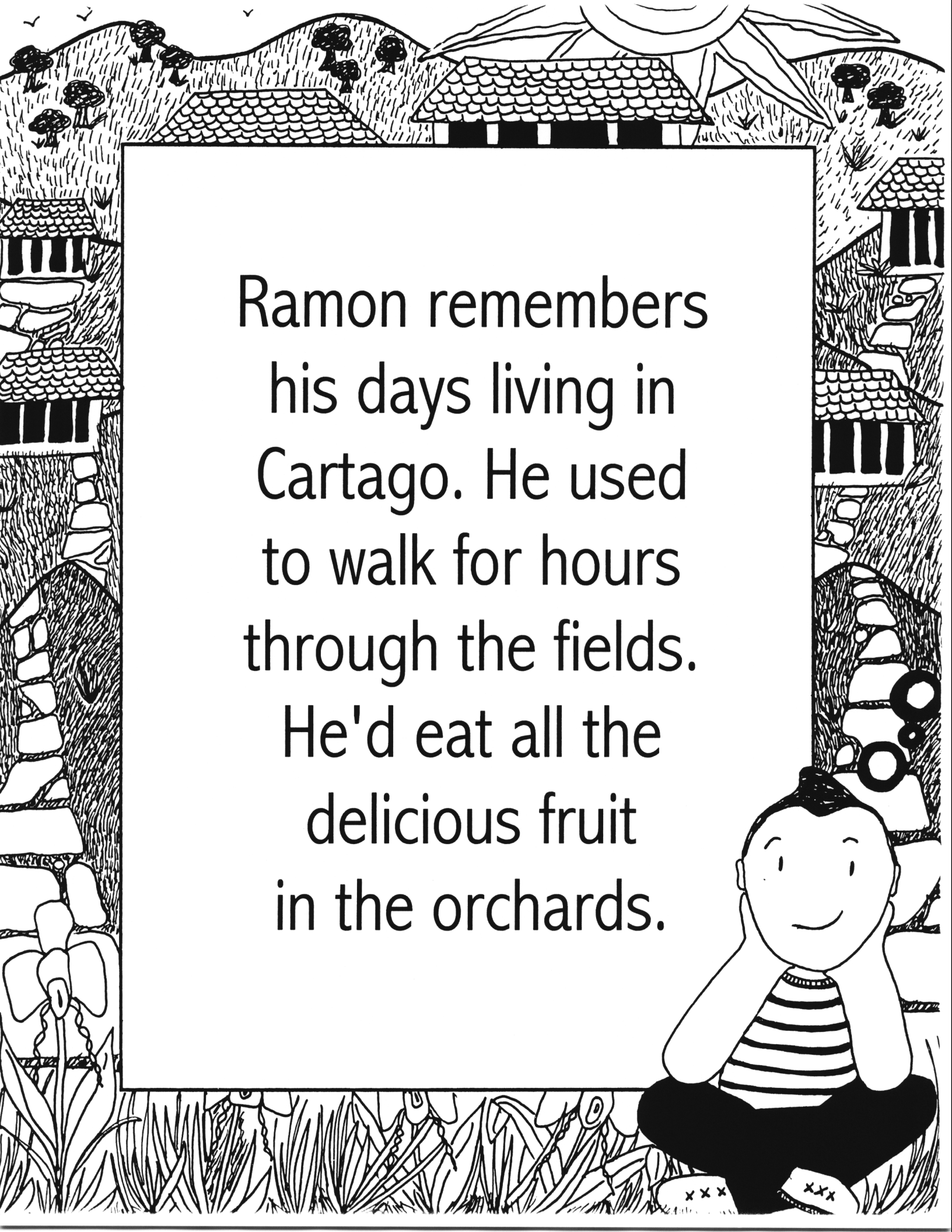




But when the girl
opened the card,
she saw all the silly
jokes instead
of words of love.
She was so mad!



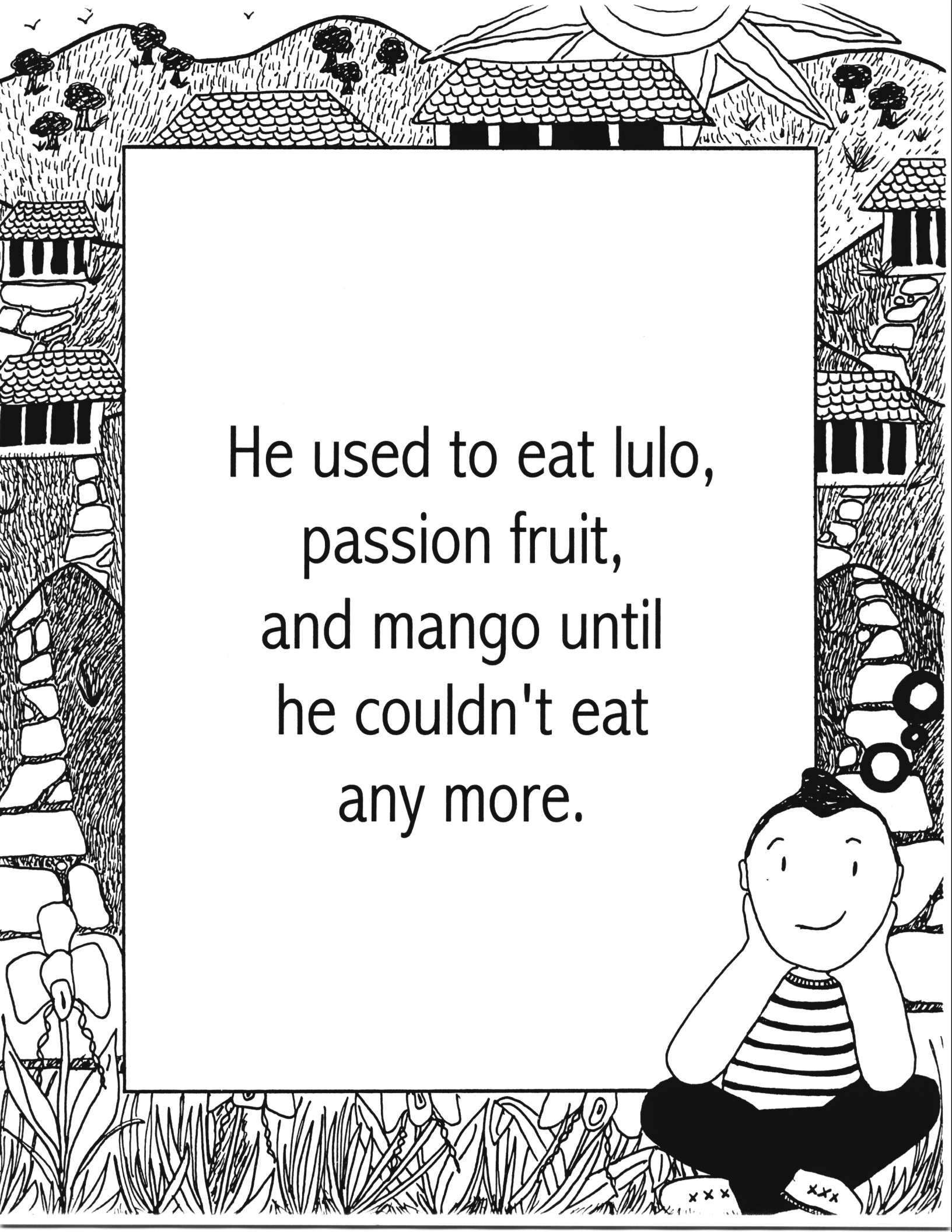
...go me
siento
que pare
mucho
por ella
...



Ramon remembers
his days living in
Cartago. He used
to walk for hours
through the fields.
He'd eat all the
delicious fruit
in the orchards.



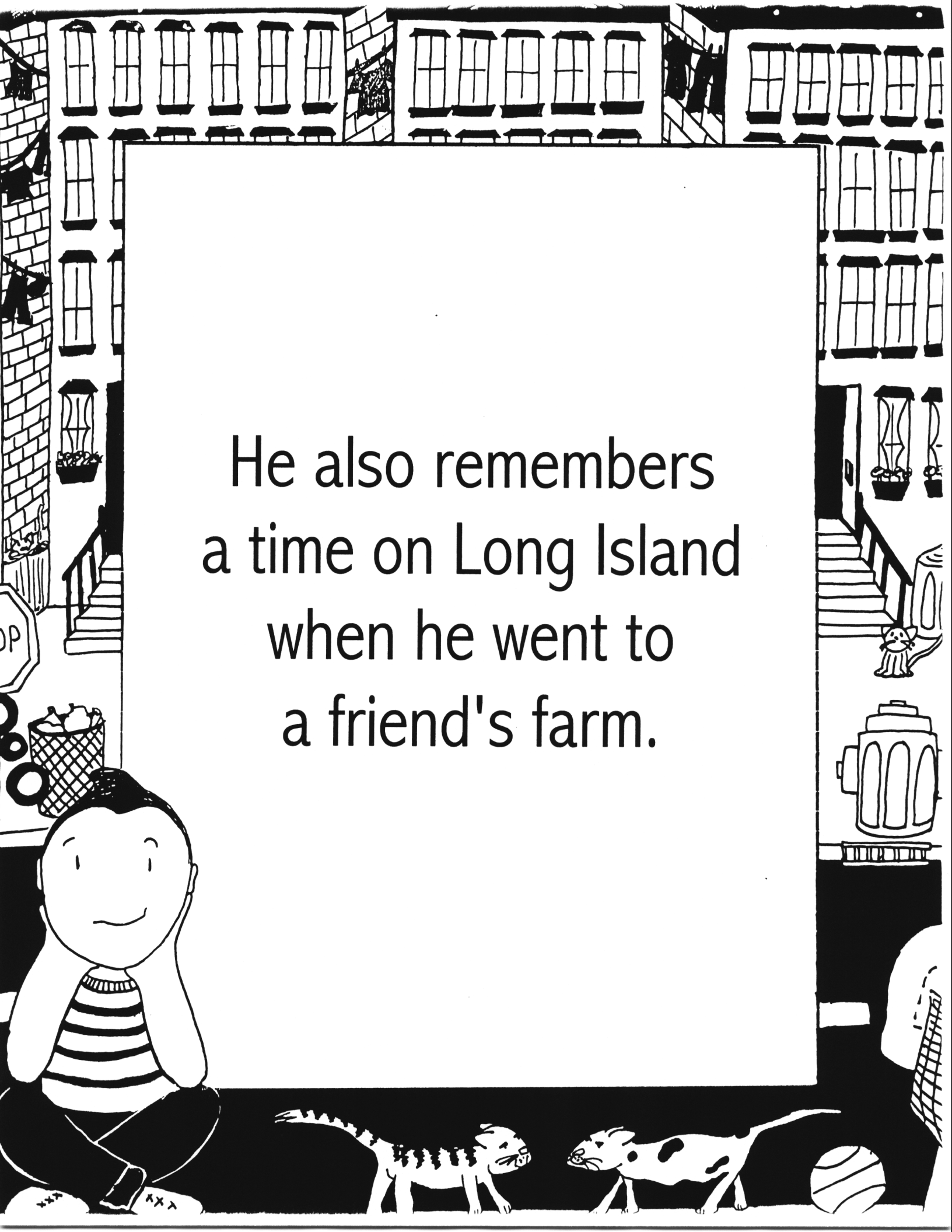




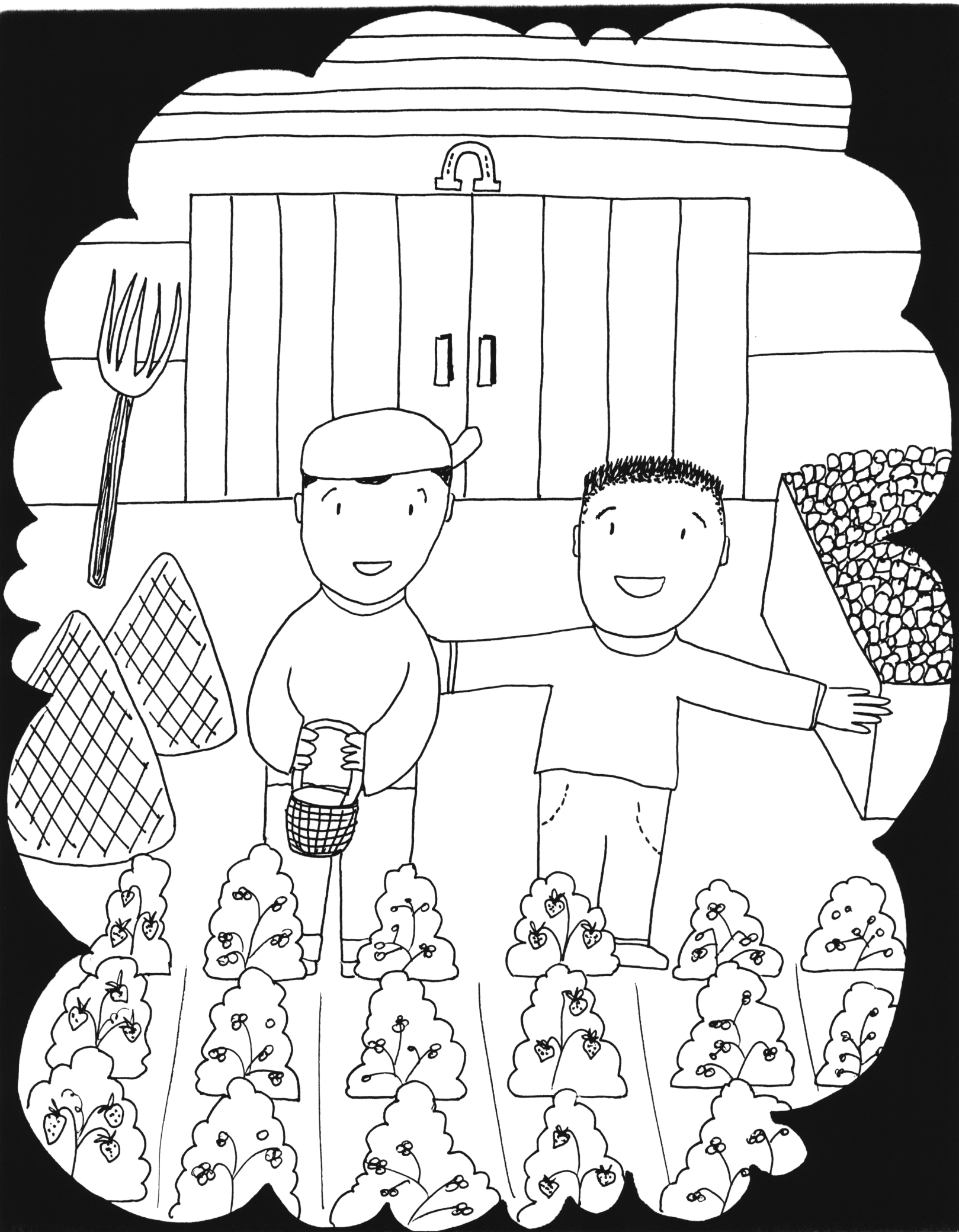
He used to eat lulo,
passion fruit,
and mango until
he couldn't eat
any more.

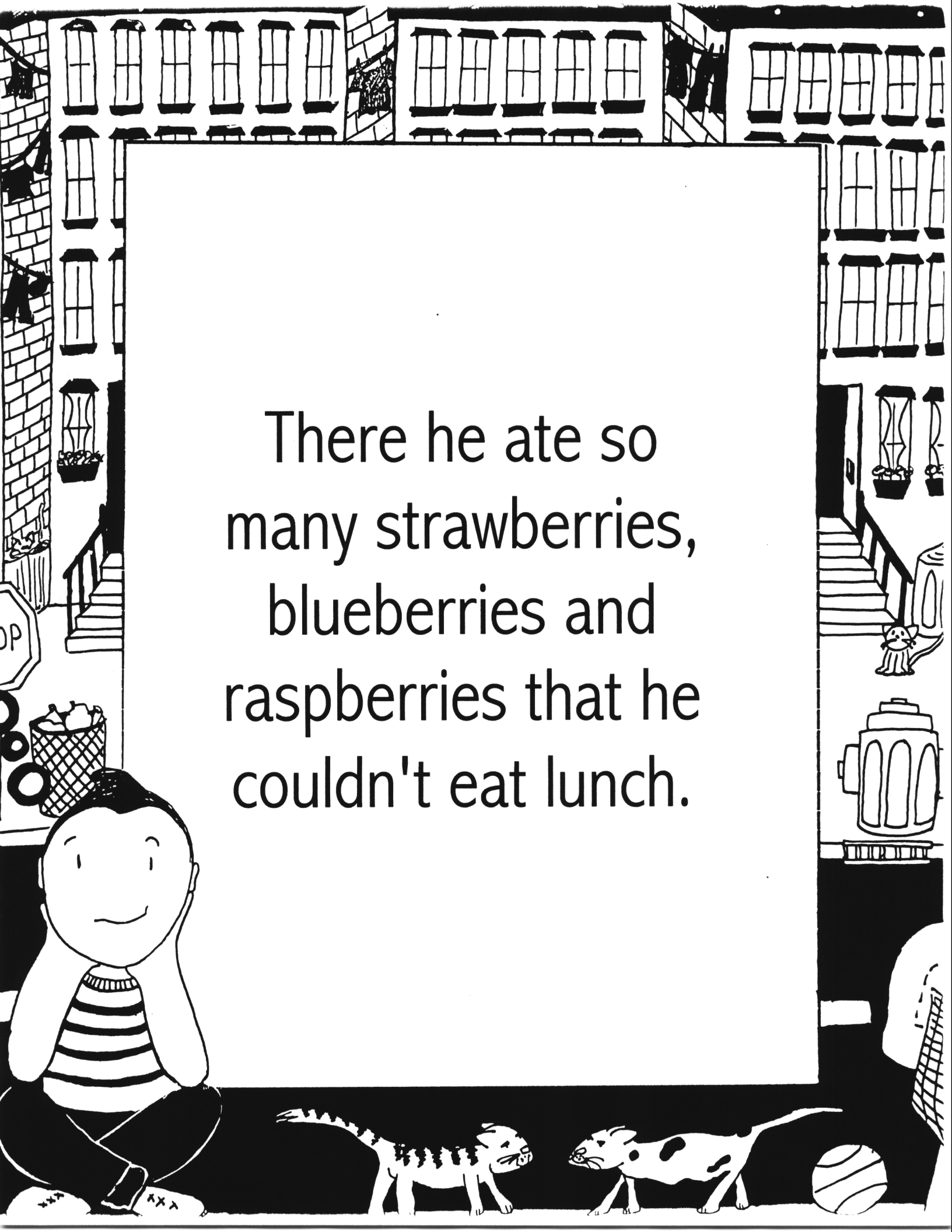




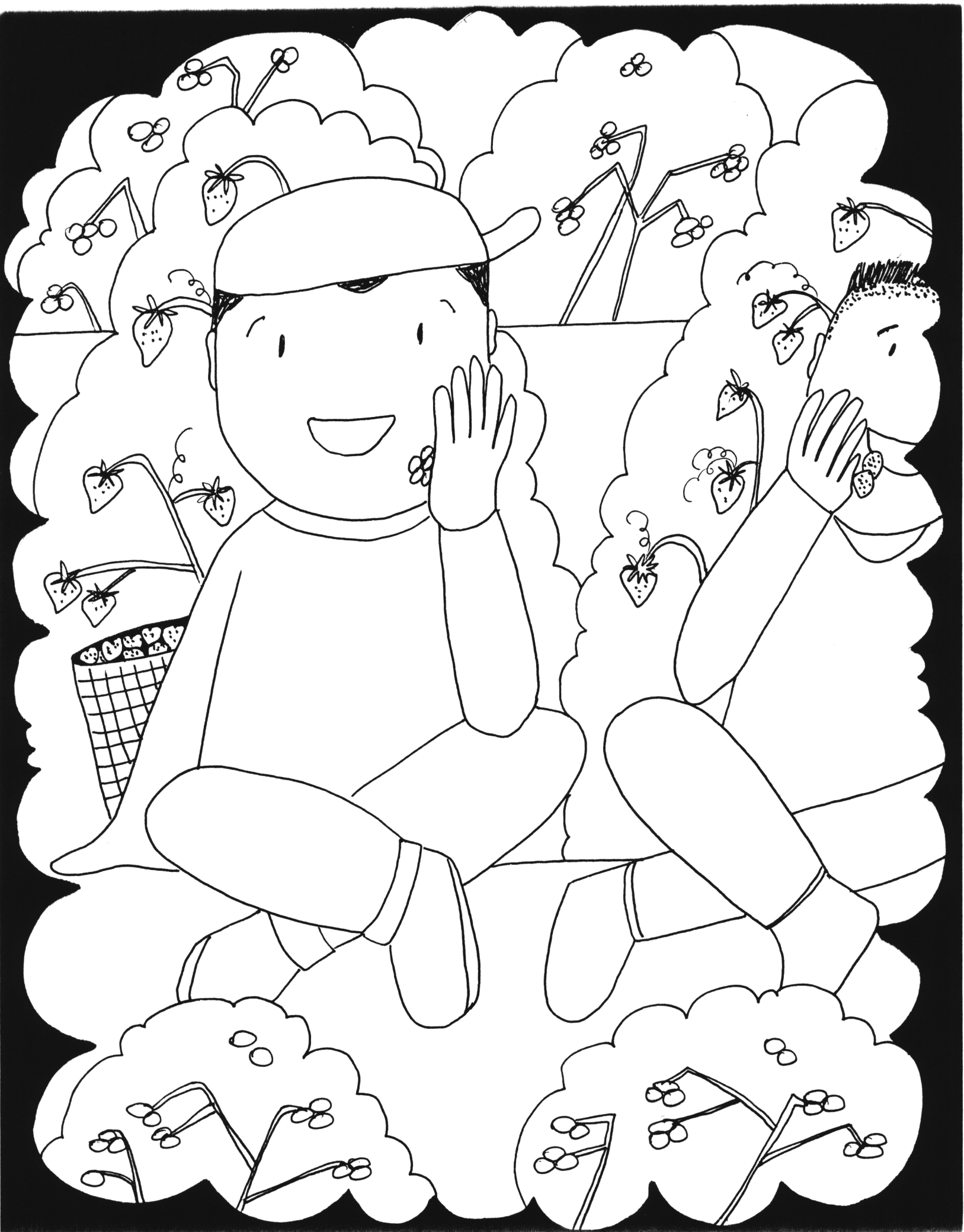


He also remembers
a time on Long Island
when he went to
a friend's farm.





There he ate so
many strawberries,
blueberries and
raspberries that he
couldn't eat lunch.





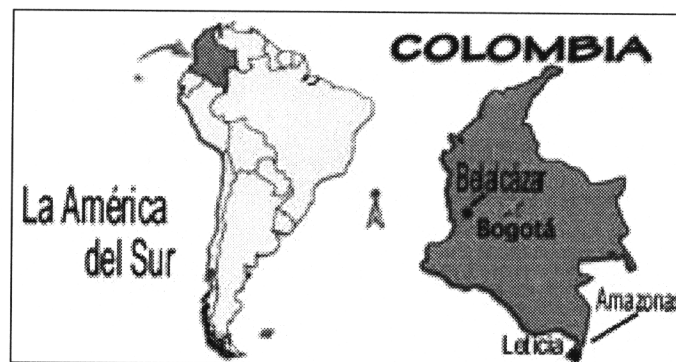
Ramon remembered all the adventures that he had in Colombia. Then he thought about the ones he is having in New York. He realized that he's been having fun all along! Right away he got on the phone and started to make plans for future adventures...

Introduction:

"Dreams of Land"

"Dreams of Land" is a story from Leticia in the Colombian Amazon.

Can you find the city on the map?



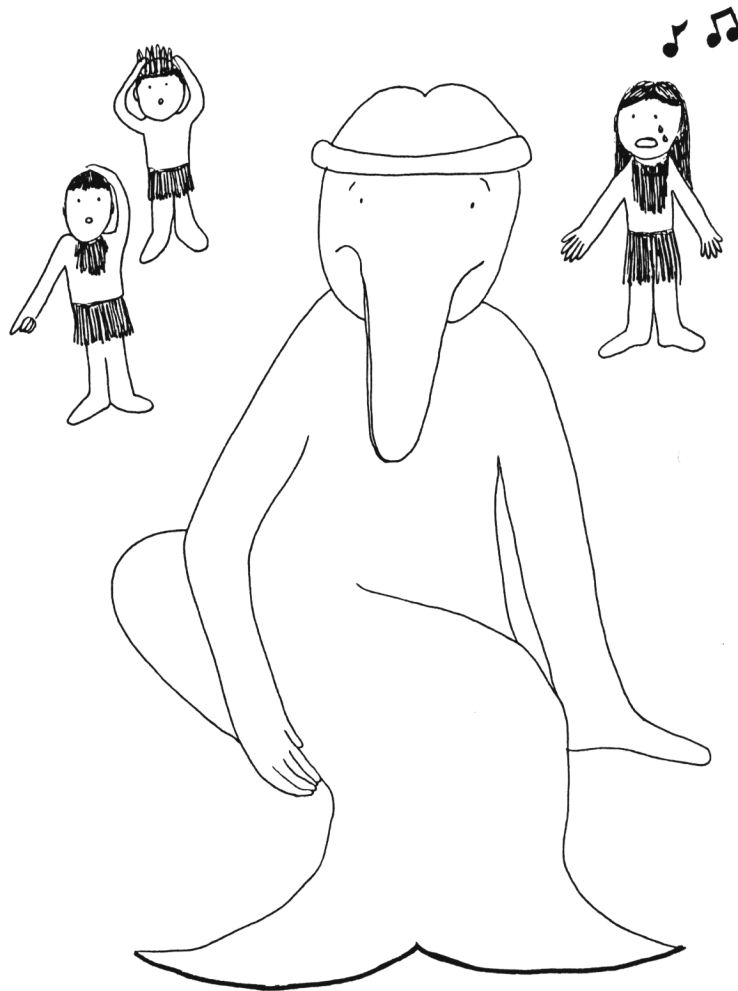
The story is about a dolphin that wanted to be a person. In the photo of the Amazon River, there is a dolphin. Can you see it?



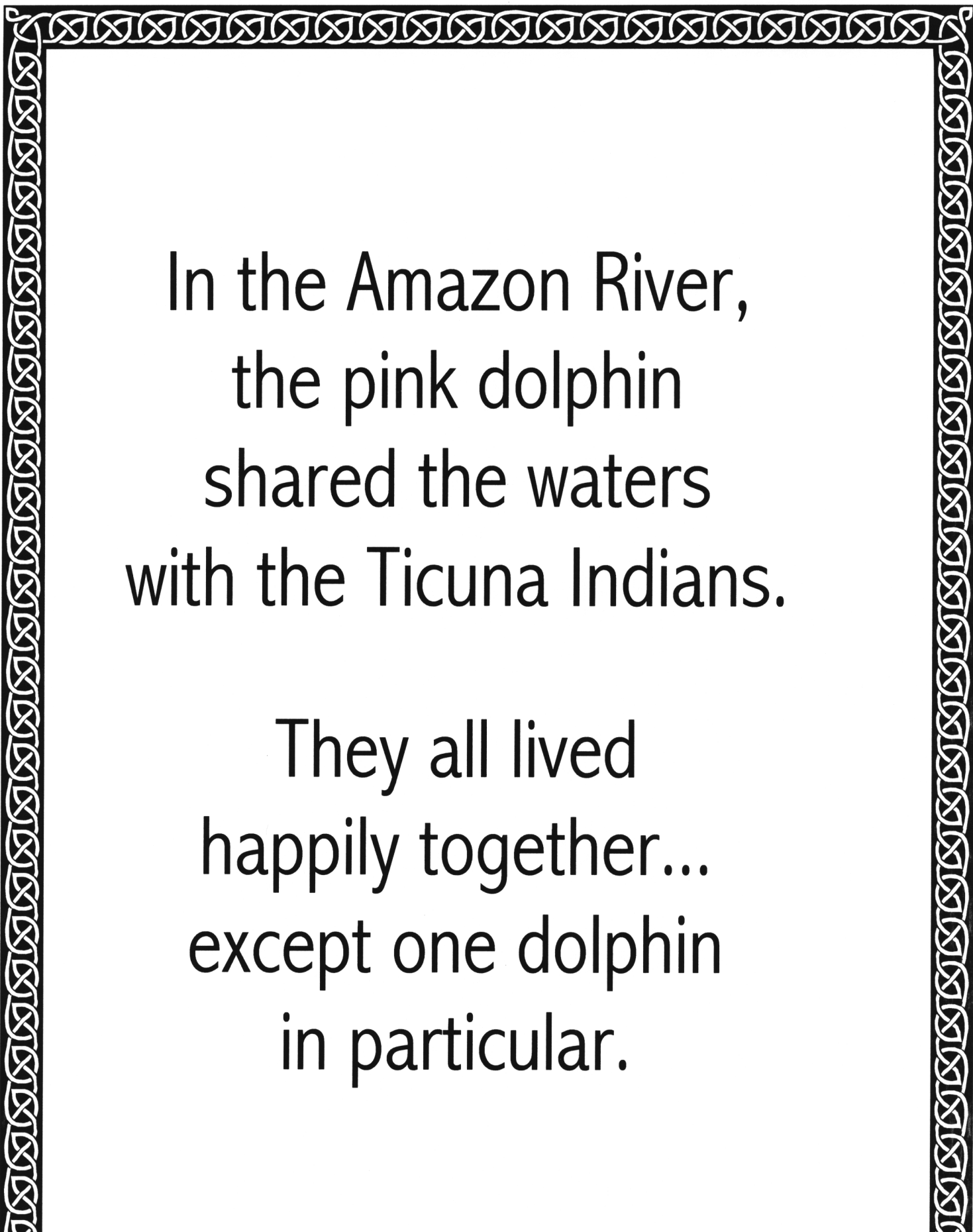
In which other countries do dolphins live?

Dreams of Land

A Ticuna tale from Colombia

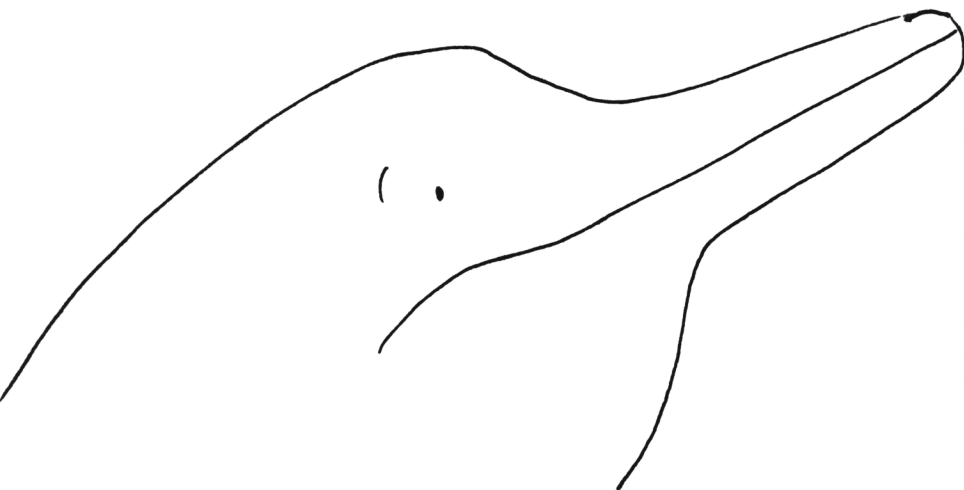


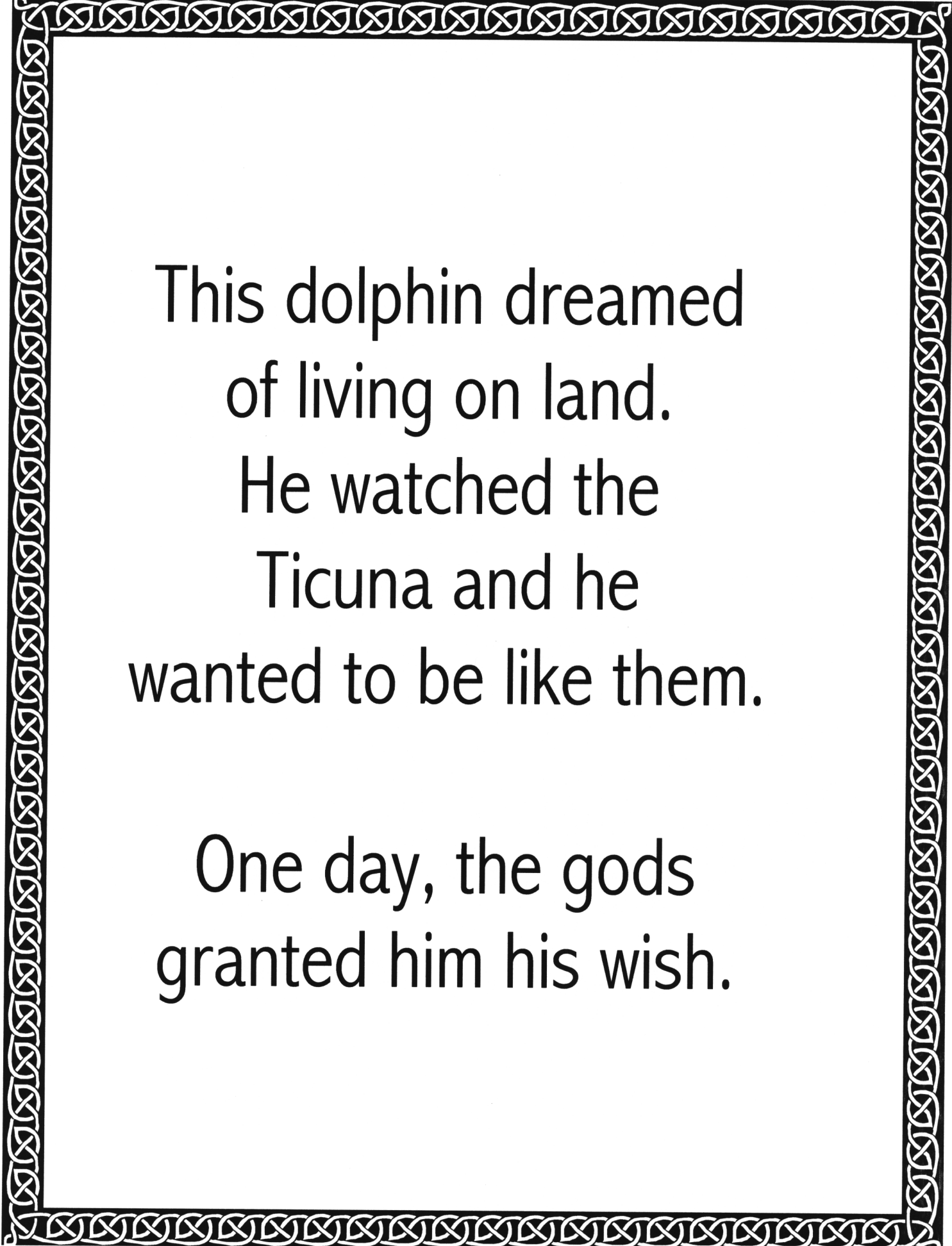
Adapted by
Lori Langer de Ramirez



In the Amazon River,
the pink dolphin
shared the waters
with the Ticuna Indians.

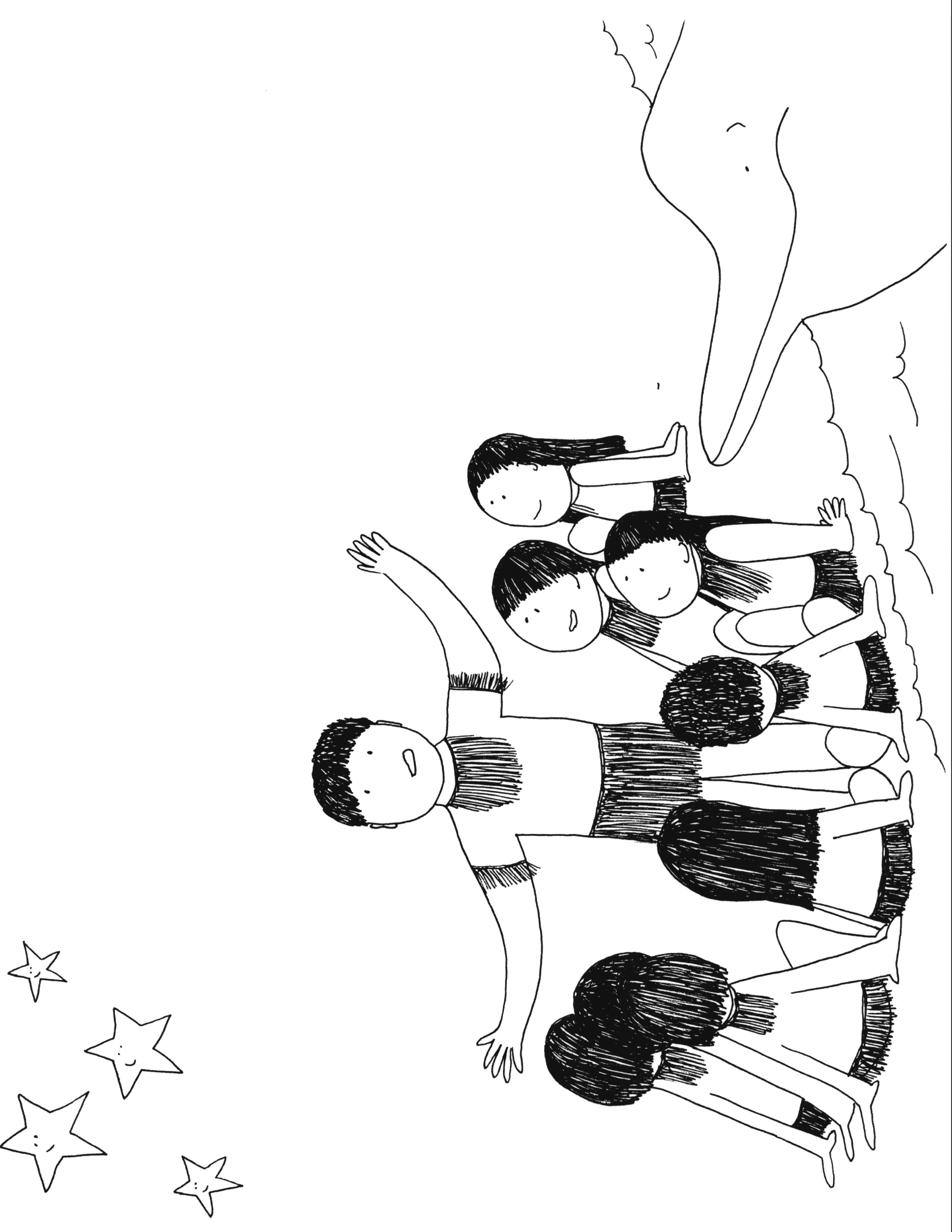
They all lived
happily together...
except one dolphin
in particular.

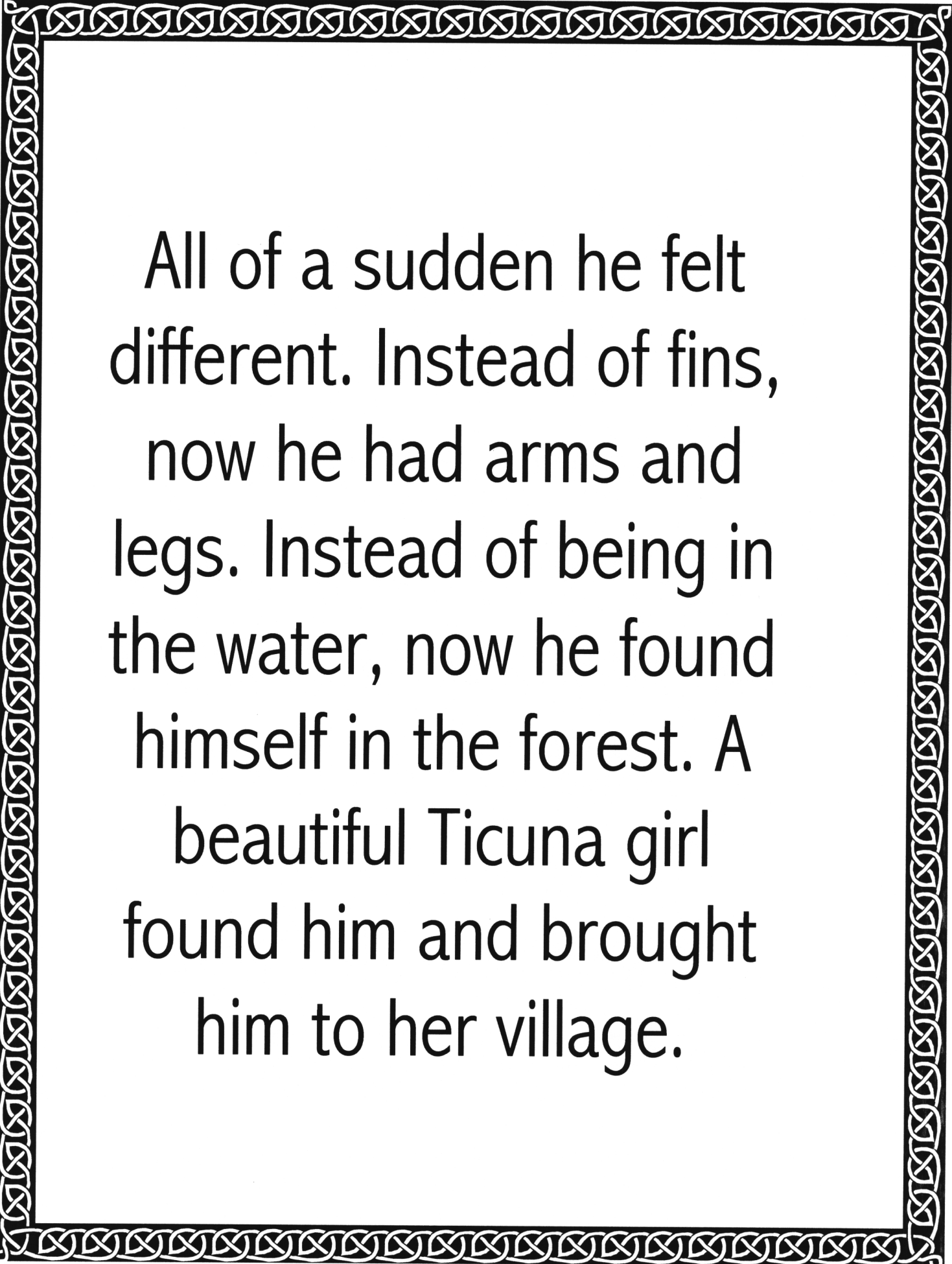




This dolphin dreamed
of living on land.
He watched the
Ticuna and he
wanted to be like them.

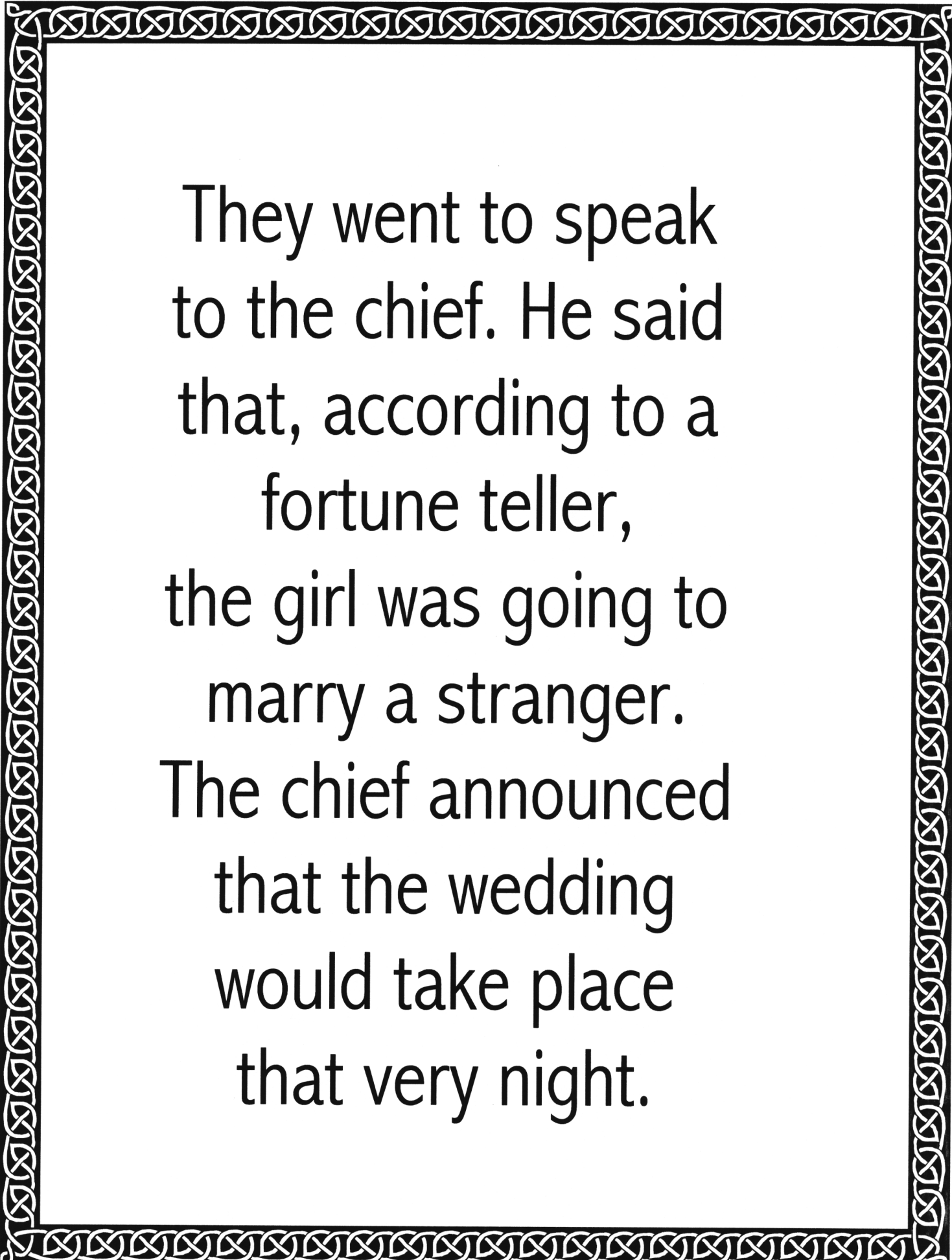
One day, the gods
granted him his wish.



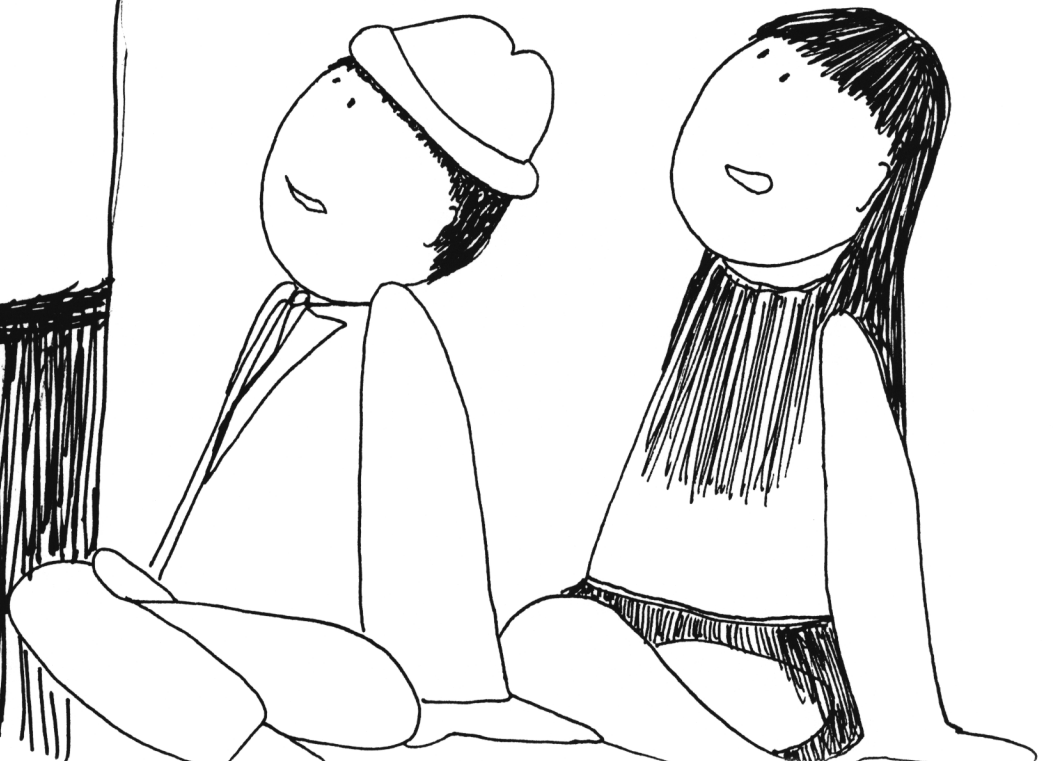


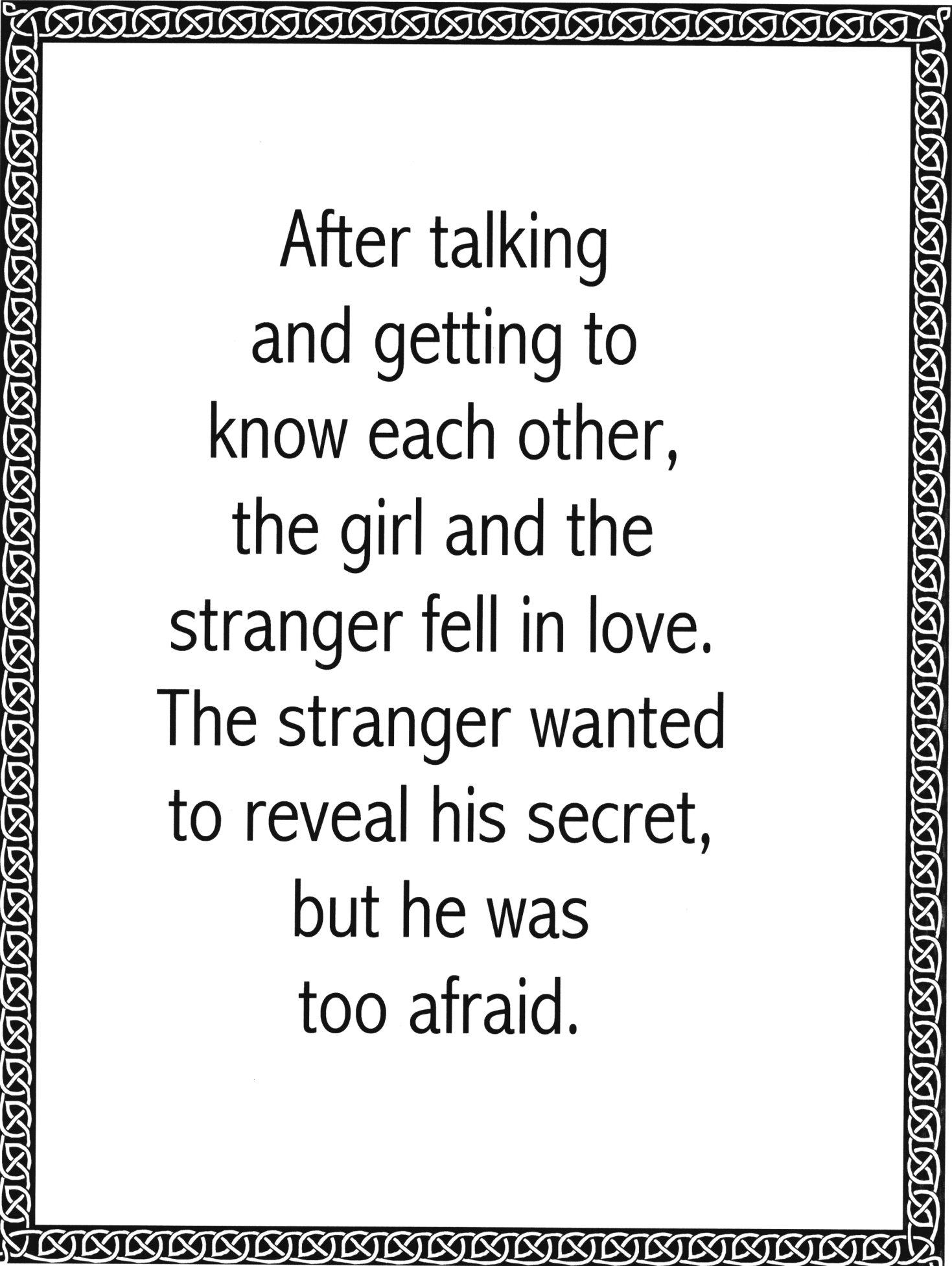
All of a sudden he felt different. Instead of fins, now he had arms and legs. Instead of being in the water, now he found himself in the forest. A beautiful Ticuna girl found him and brought him to her village.



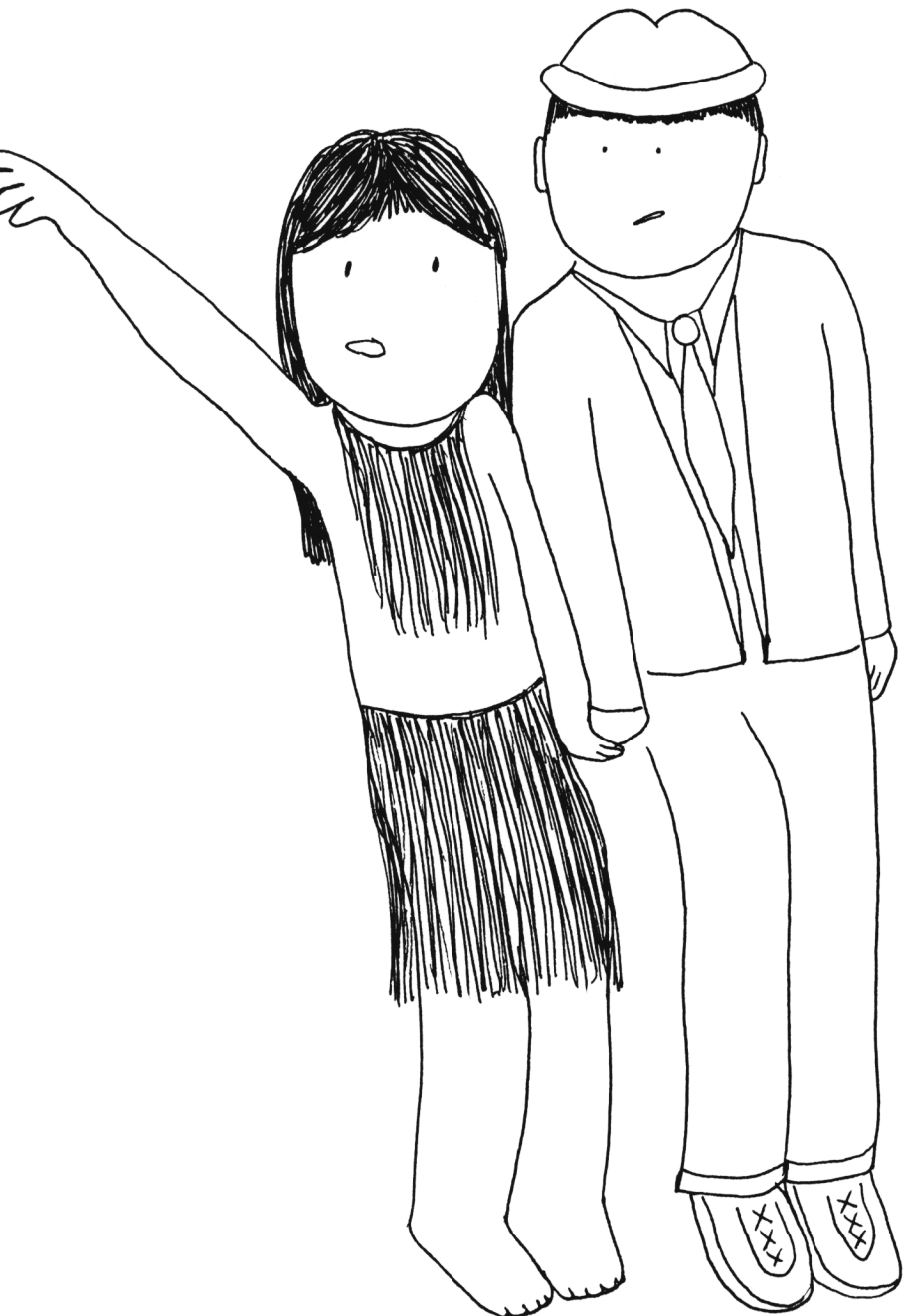


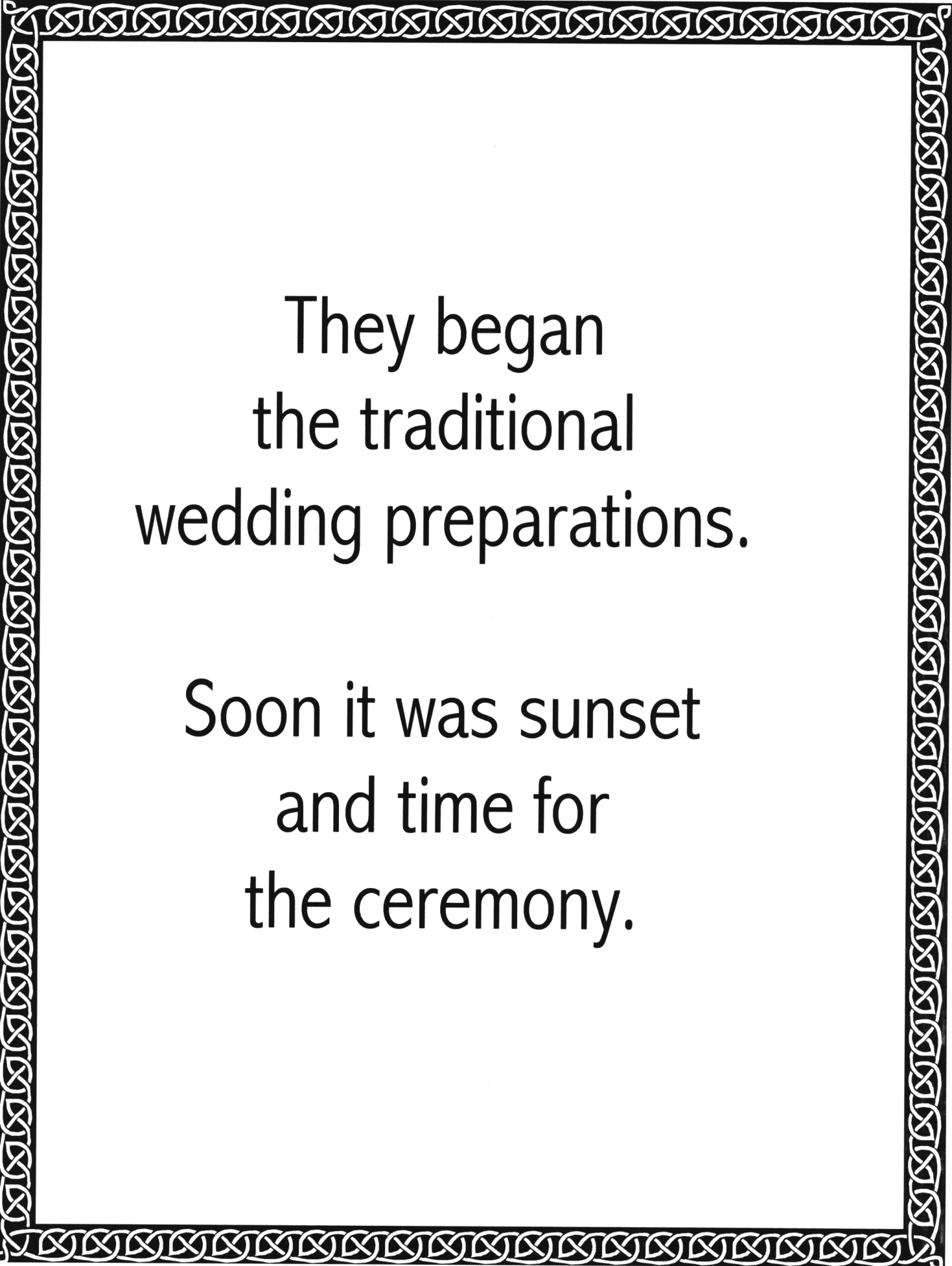
They went to speak
to the chief. He said
that, according to a
fortune teller,
the girl was going to
marry a stranger.
The chief announced
that the wedding
would take place
that very night.





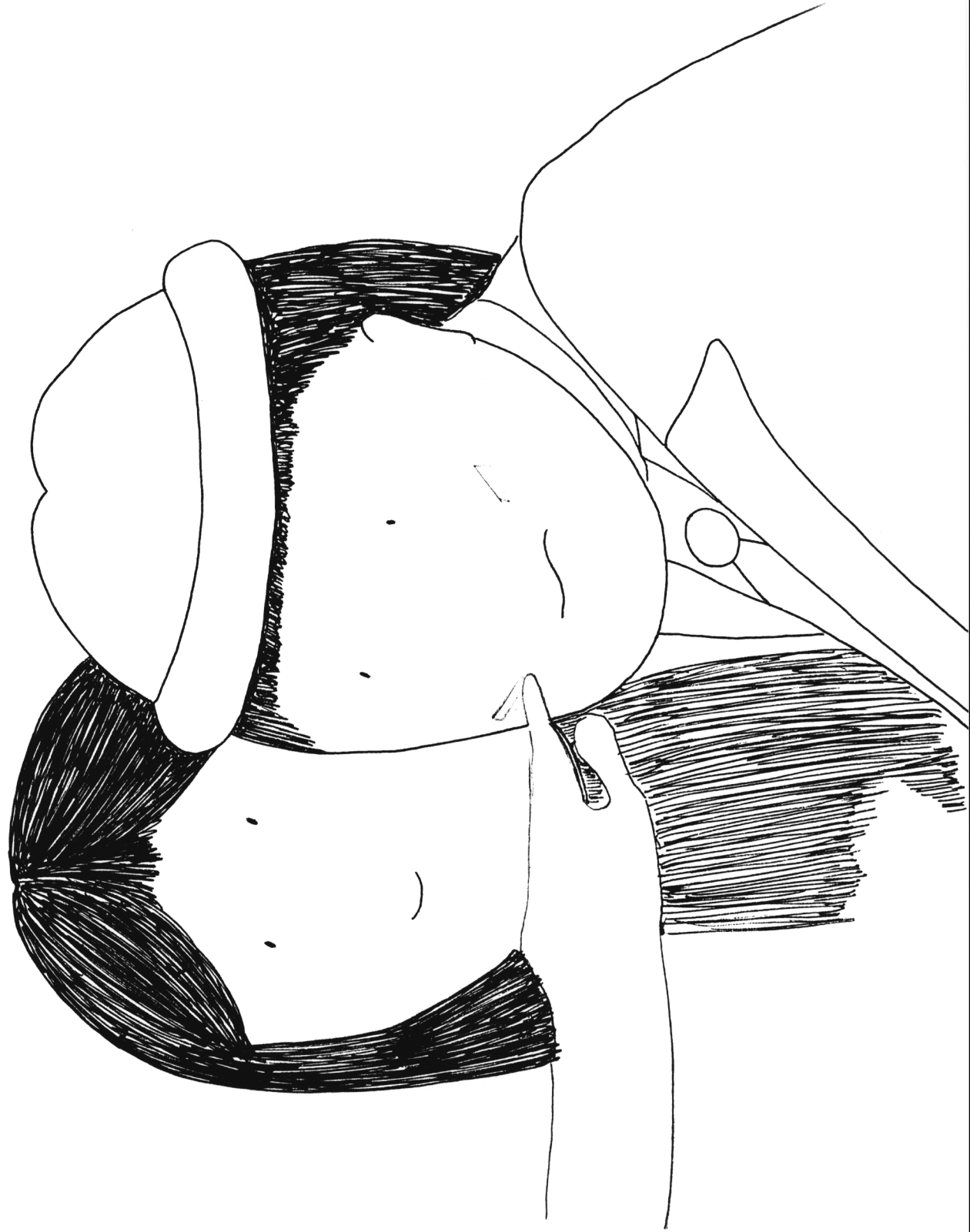
After talking
and getting to
know each other,
the girl and the
stranger fell in love.
The stranger wanted
to reveal his secret,
but he was
too afraid.

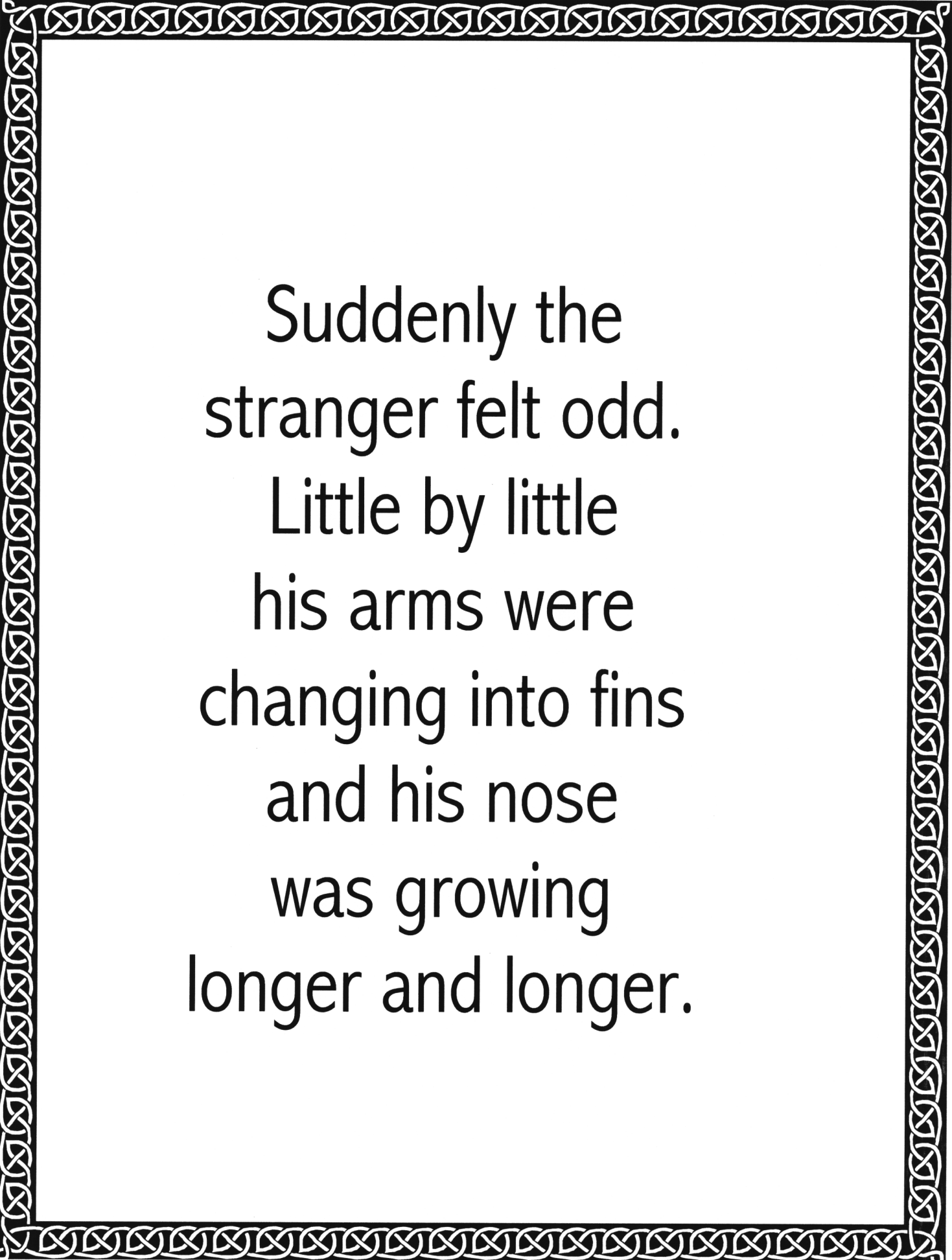




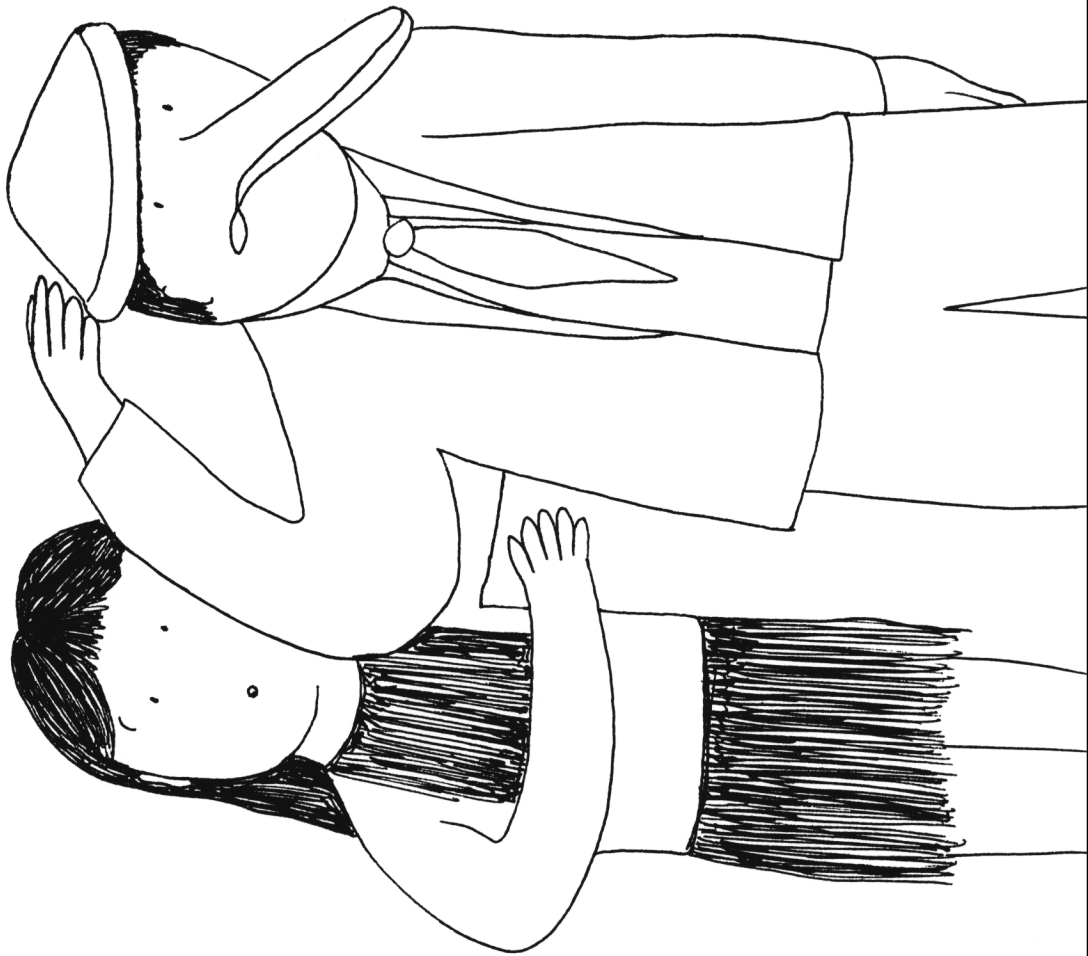
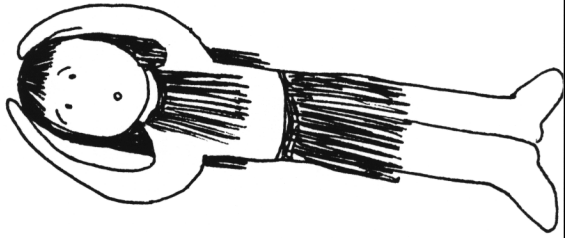
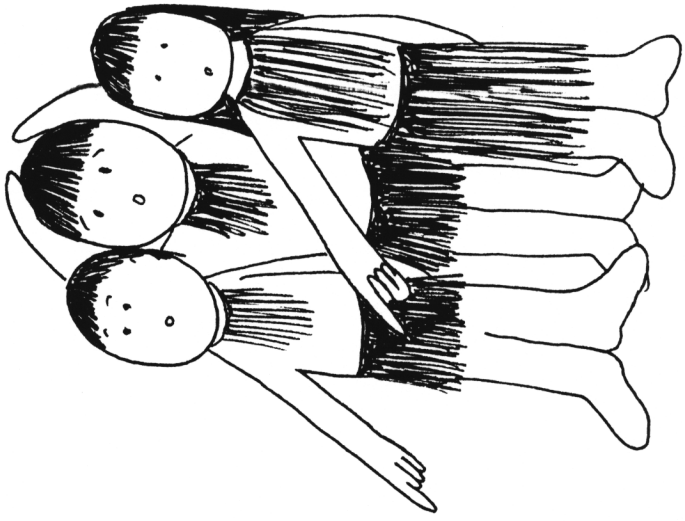
They began
the traditional
wedding preparations.

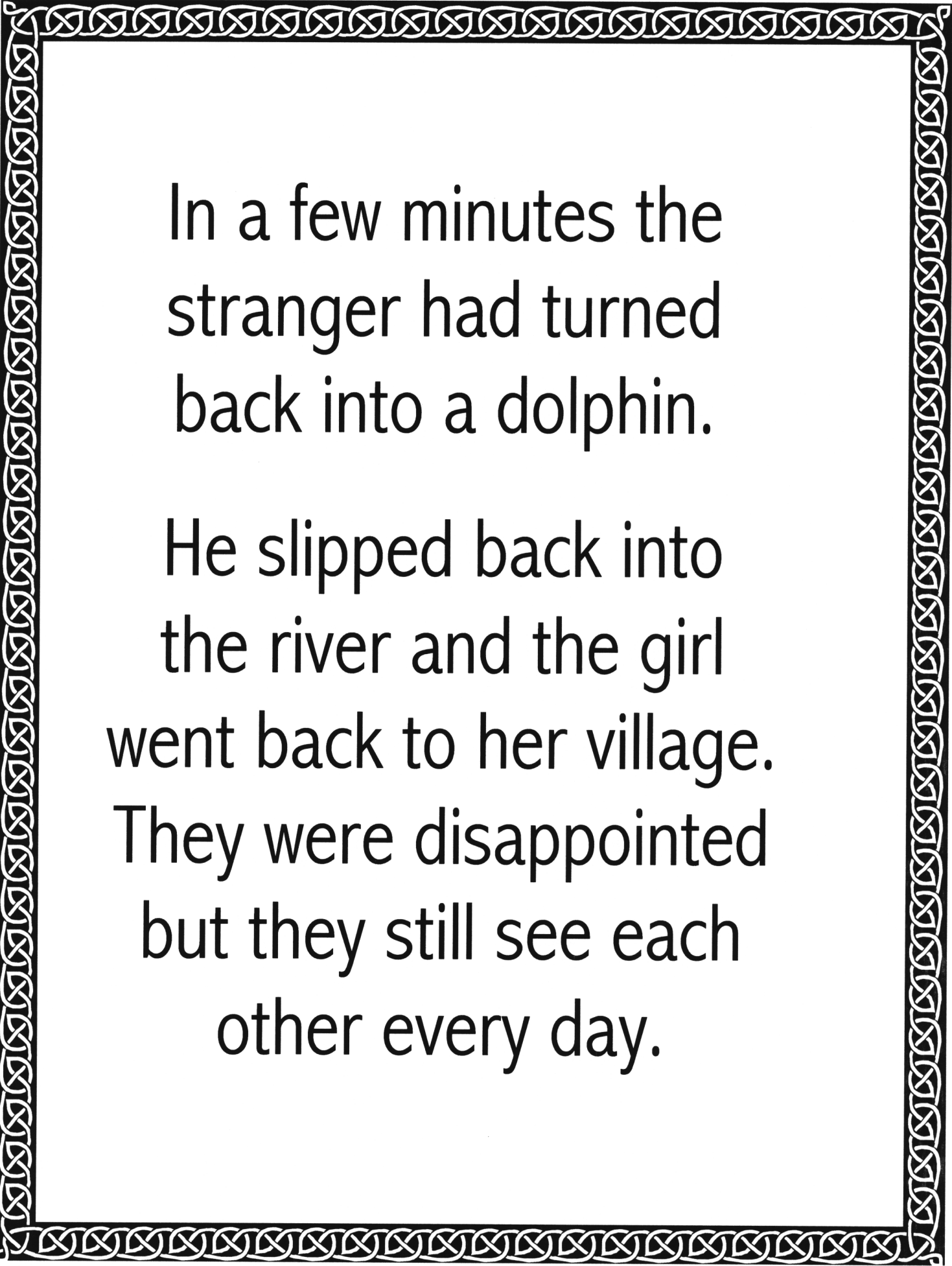
Soon it was sunset
and time for
the ceremony.





Suddenly the
stranger felt odd.
Little by little
his arms were
changing into fins
and his nose
was growing
longer and longer.

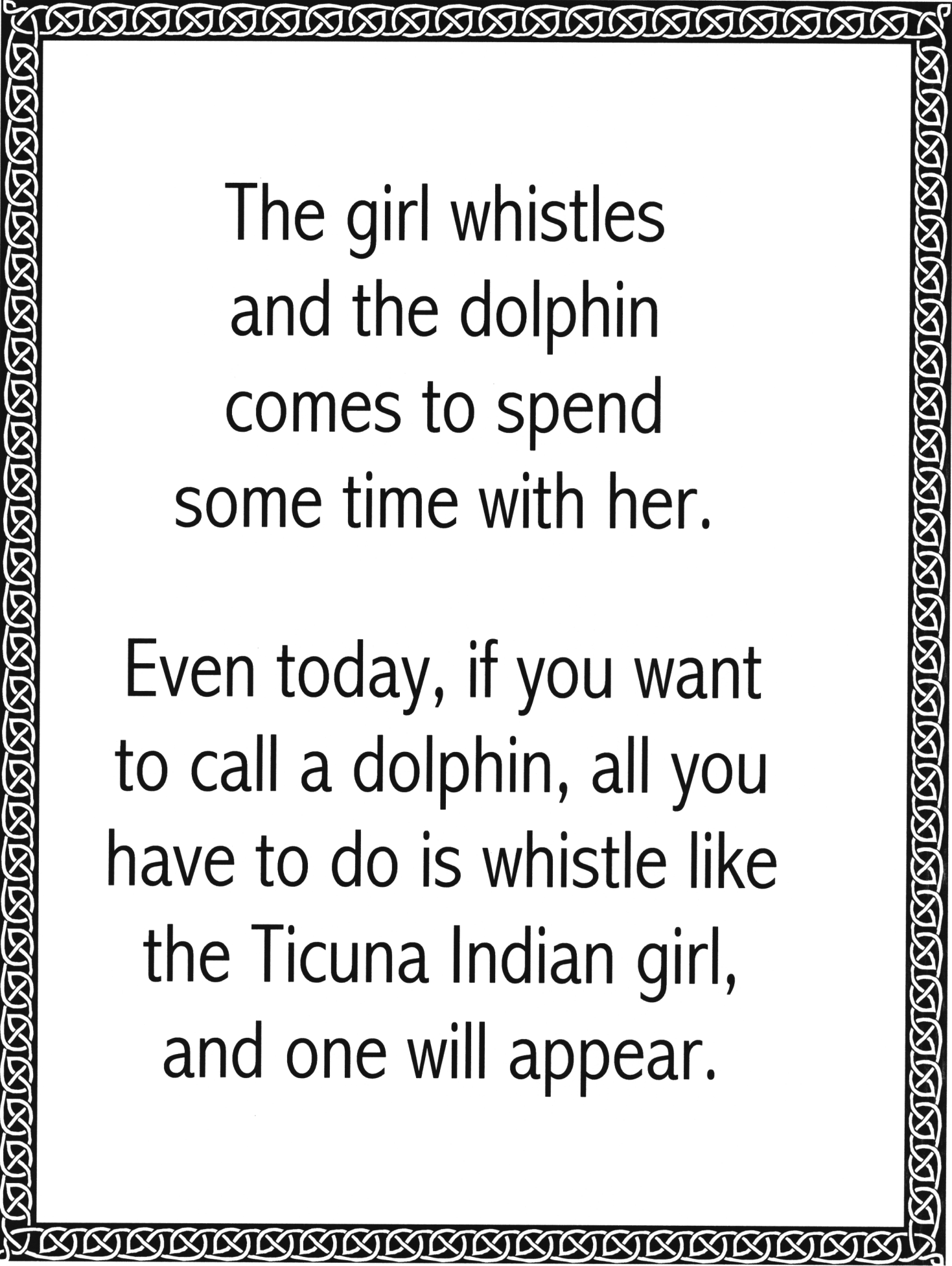




In a few minutes the
stranger had turned
back into a dolphin.

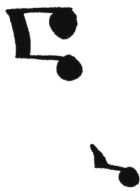
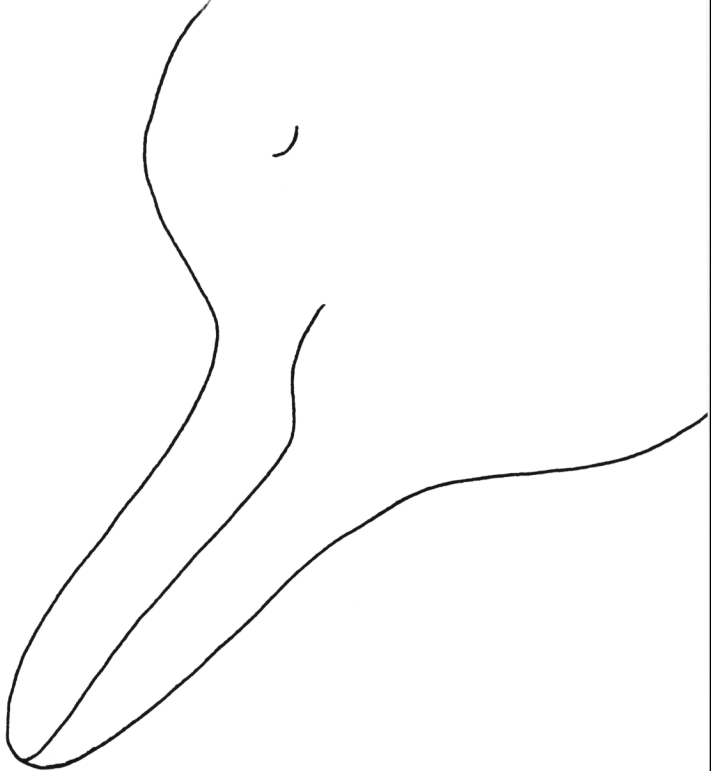
He slipped back into
the river and the girl
went back to her village.
They were disappointed
but they still see each
other every day.





The girl whistles
and the dolphin
comes to spend
some time with her.

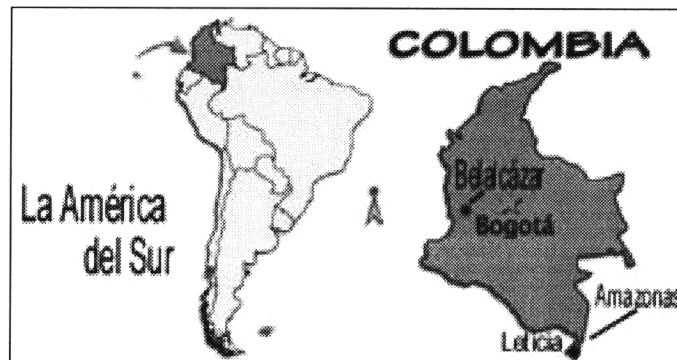
Even today, if you want
to call a dolphin, all you
have to do is whistle like
the Ticuna Indian girl,
and one will appear.



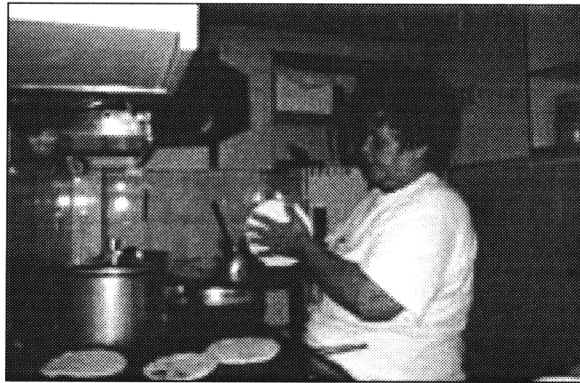
Introduction:

"The Eat-it-all Eats It All"

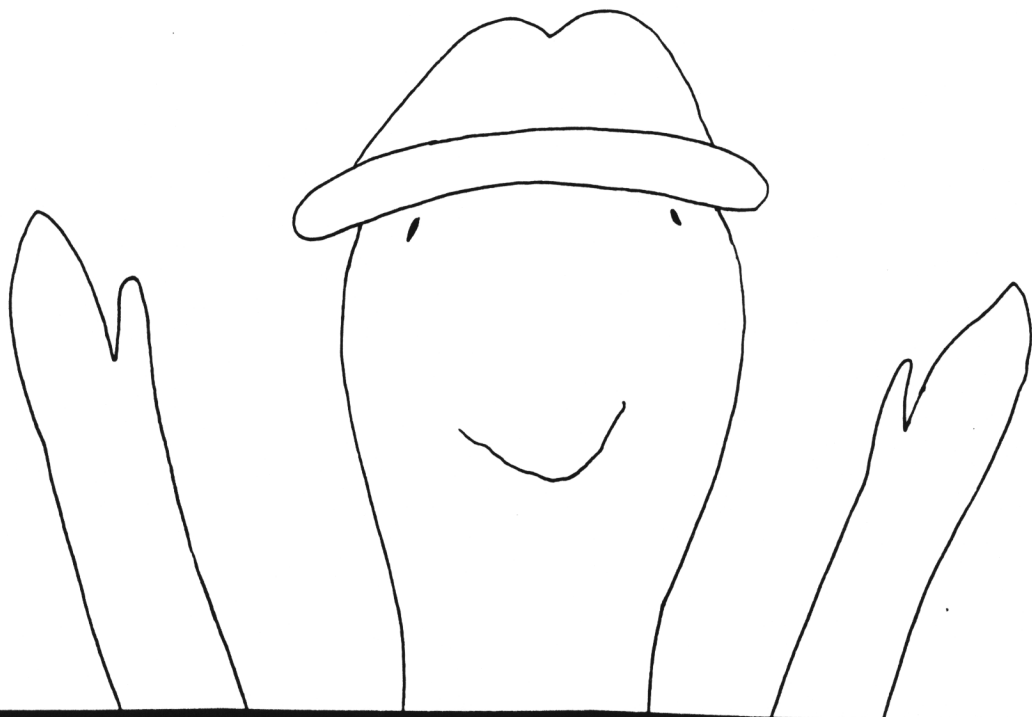
The story of "The Eat-it-all" contains a collection of Colombian recipes. All the recipes include a list of ingredients and the steps to make the food and drinks.



In the photo below, the woman is making "*arepas*" (a corn cake). This food is similar to the Mexican "*tortilla*" or pita bread.

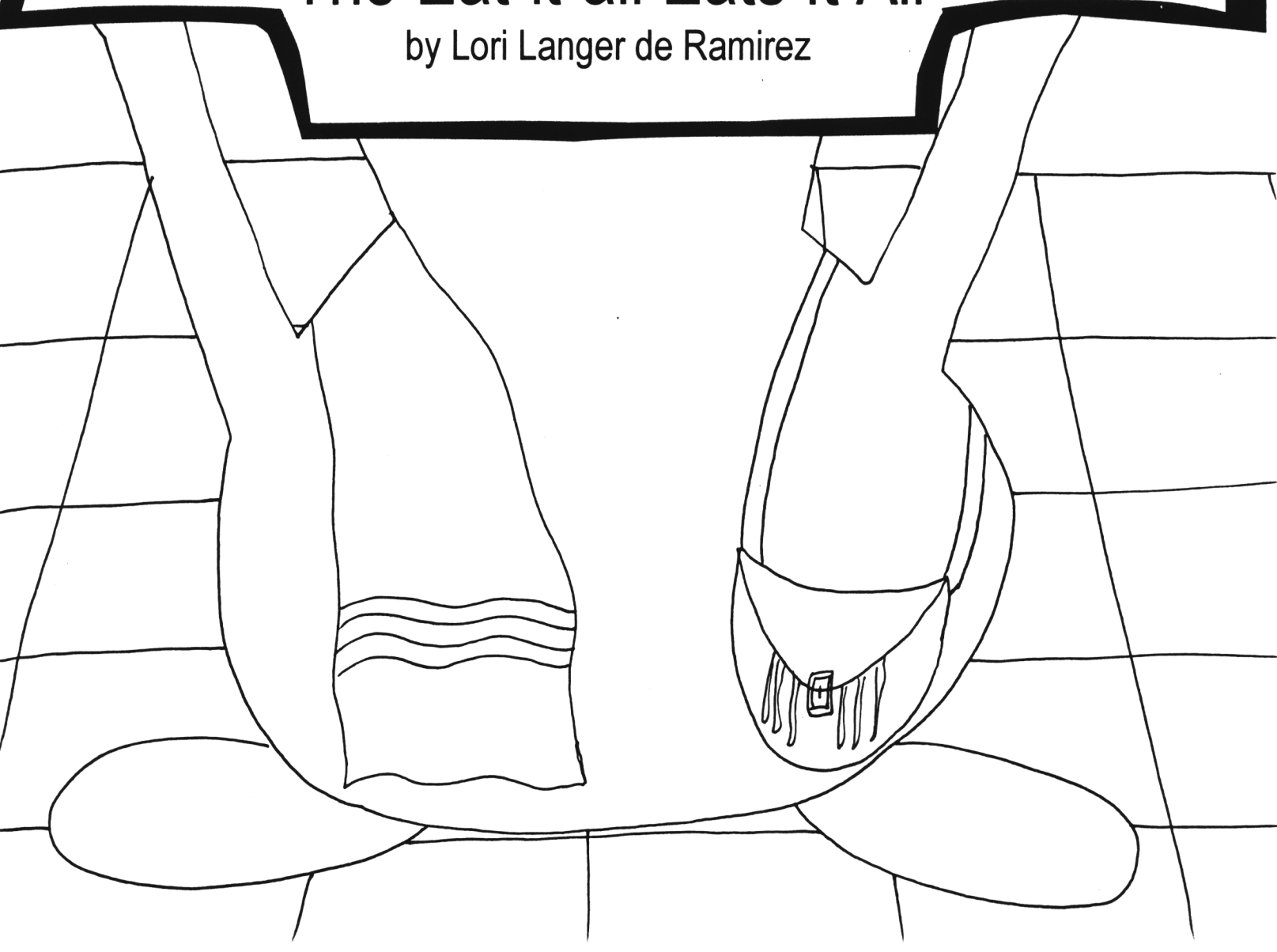


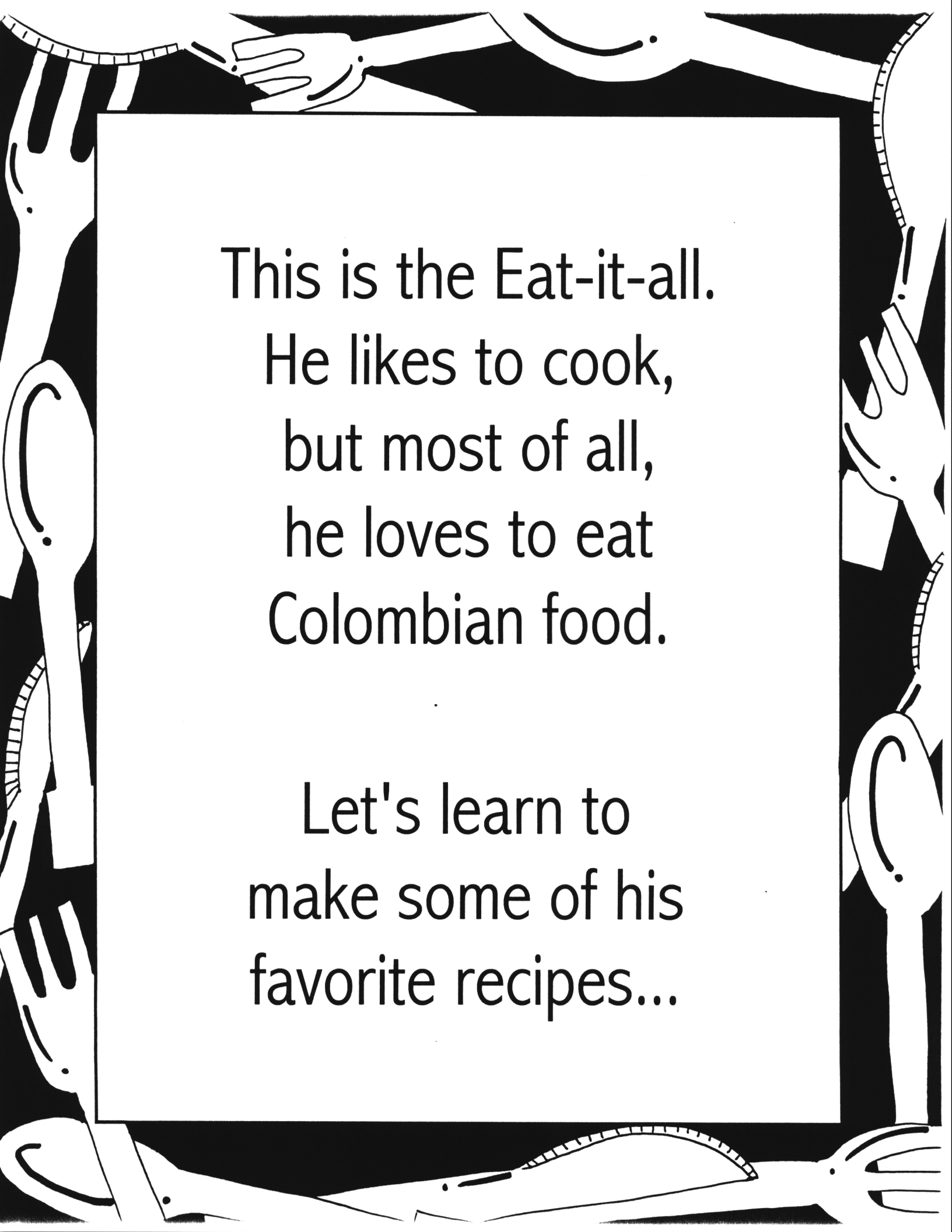
What type of bread is your favorite?



The Eat-it-all Eats It All

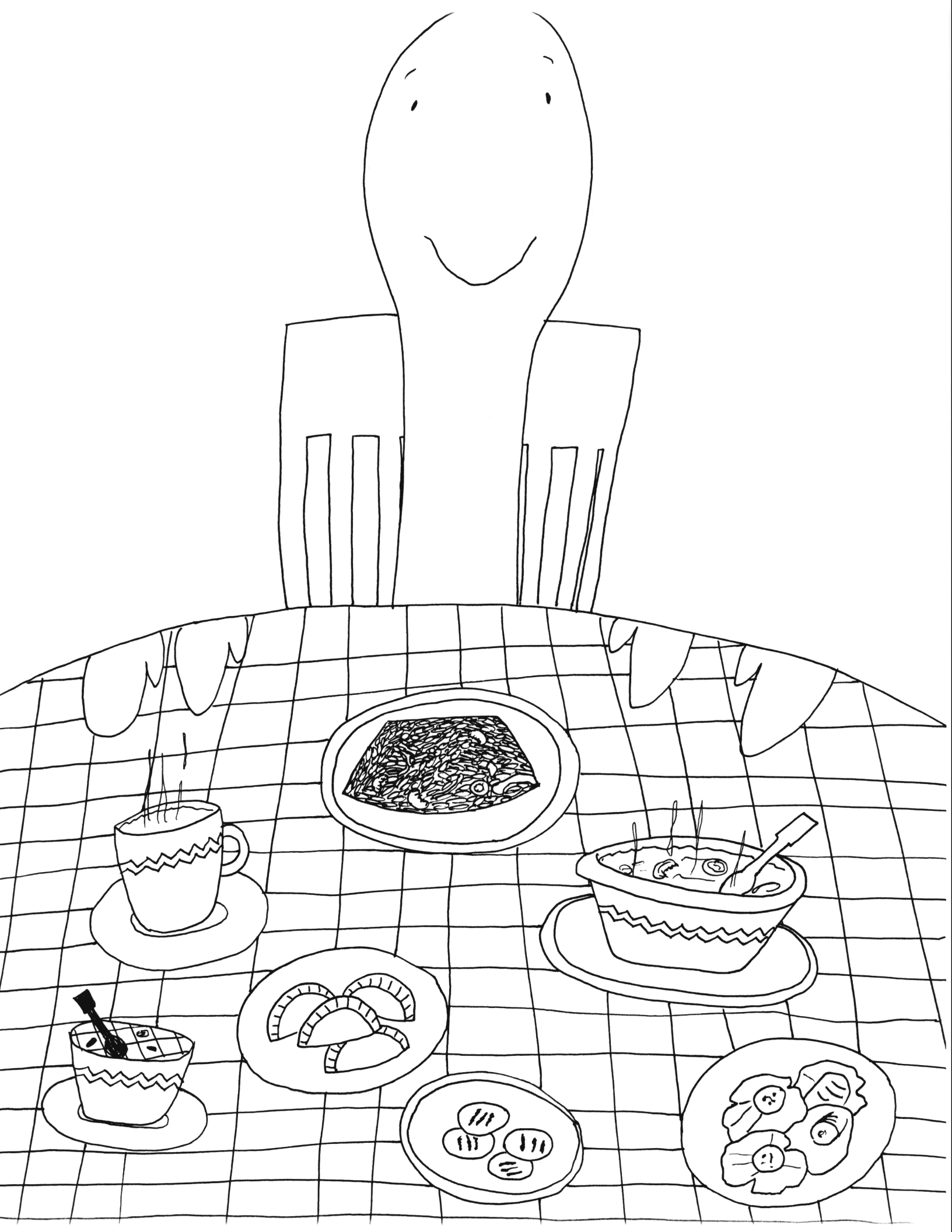
by Lori Langer de Ramirez

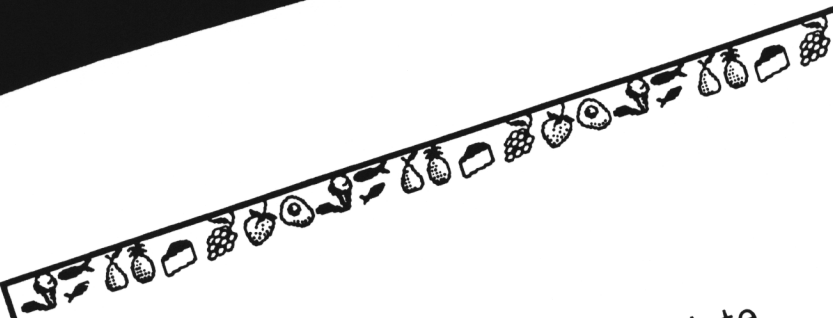


A black and white illustration of a table setting. At the top, a hand holds a fork. To the right, a hand holds a knife. To the left, a hand holds a spoon. The background is black, and the tableware and hands are white. The text is centered in a white rectangular box.

This is the Eat-it-all.
He likes to cook,
but most of all,
he loves to eat
Colombian food.

Let's learn to
make some of his
favorite recipes...



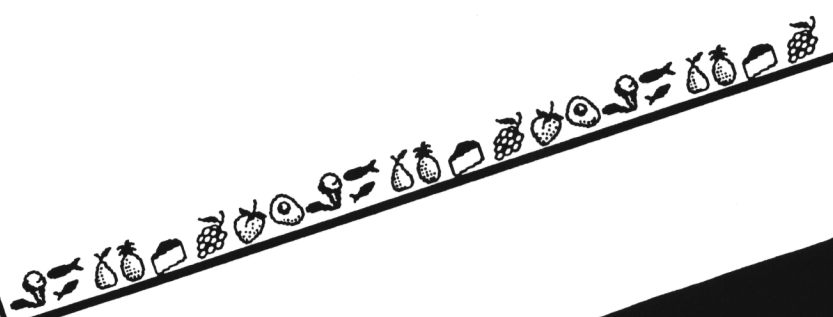


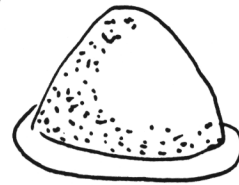
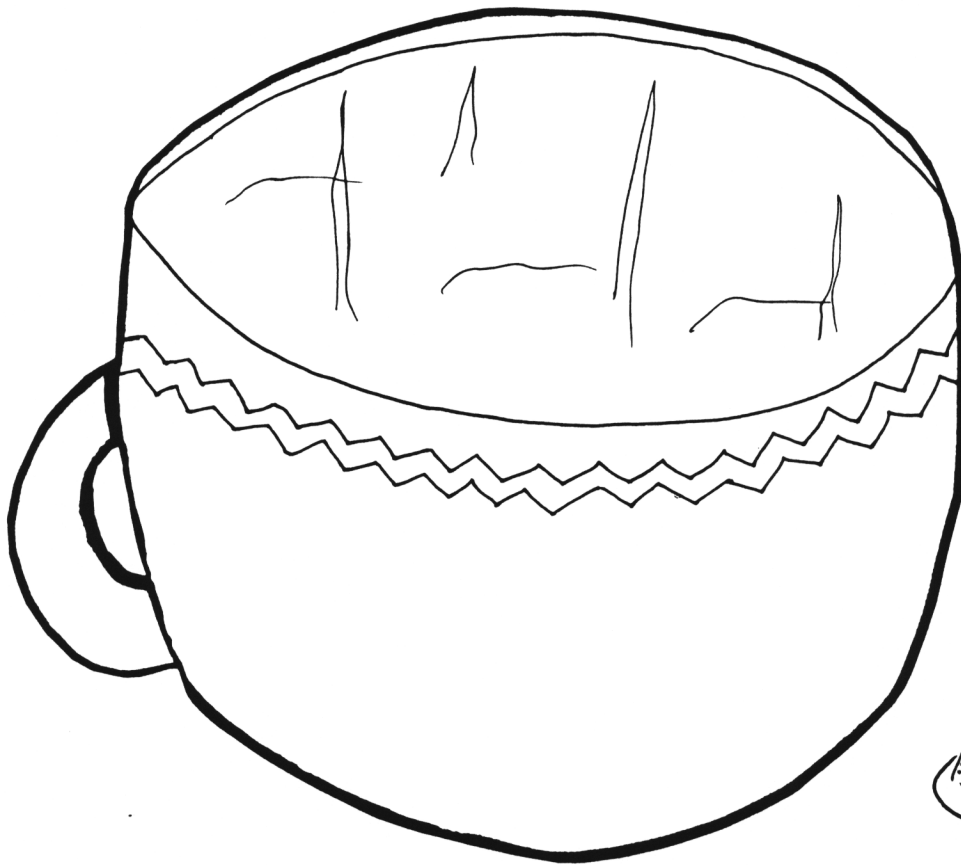
BEVERAGES: Hot chocolate

Ingredients:

chocolate (in bar form)
cinnamon
sugar
milk

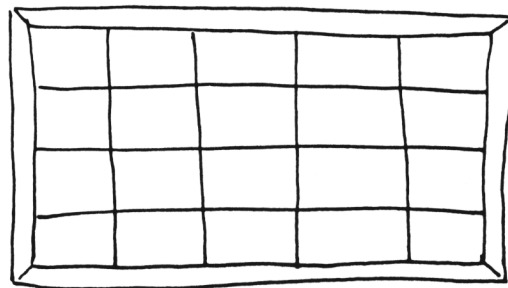
The recipe:

1. Break the chocolate into pieces
 2. Dissolve the pieces in milk
 3. Add cinnamon and sugar
 4. Cook the mixture.
- 

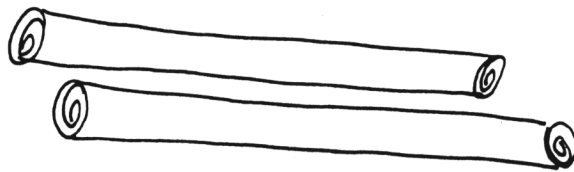


sugar

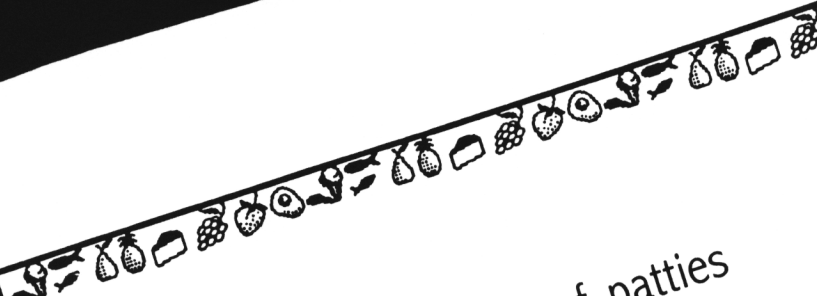
milk



chocolate (in bar form)



cinnamon

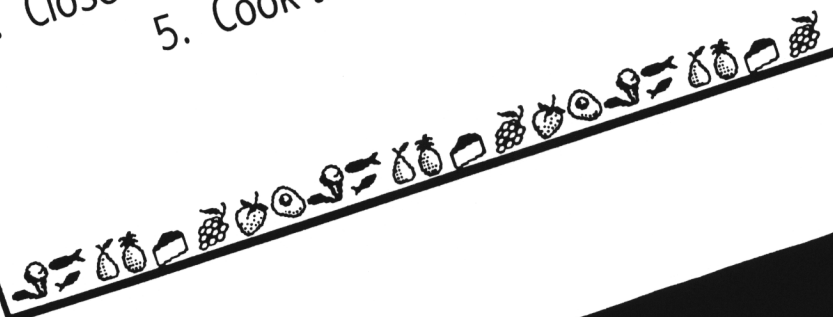


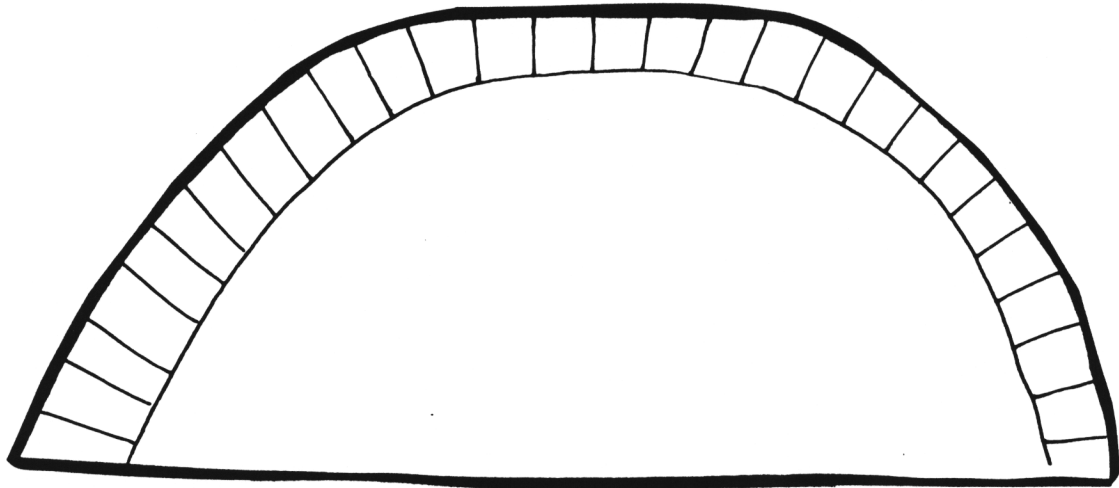
APPETIZERS: Beef patties

Ingredients:

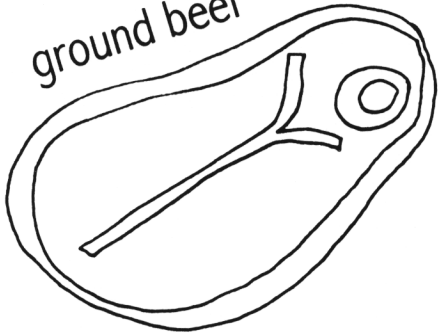
potatoes
onions
ground beef
cornmeal

The recipe:

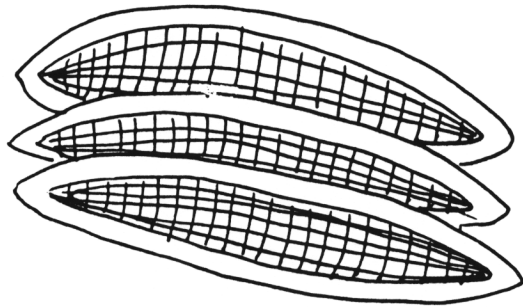
1. Mix the cornmeal with water
 2. Form flat circles with the dough
 3. Put potatoes, meat and onions in the middle of the circle
 4. Close the dough circle to make a pocket
 5. Cook the beef patty.
- 



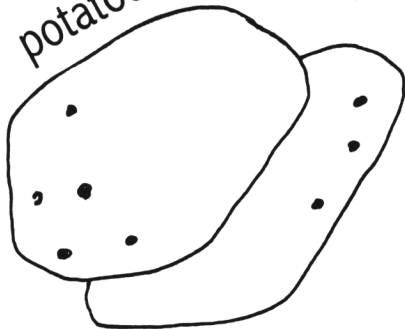
ground beef



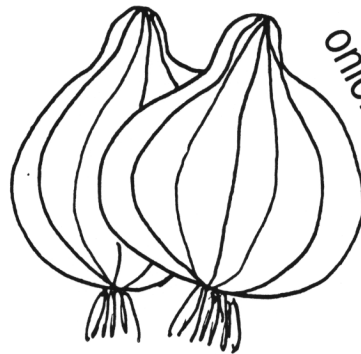
cornmeal

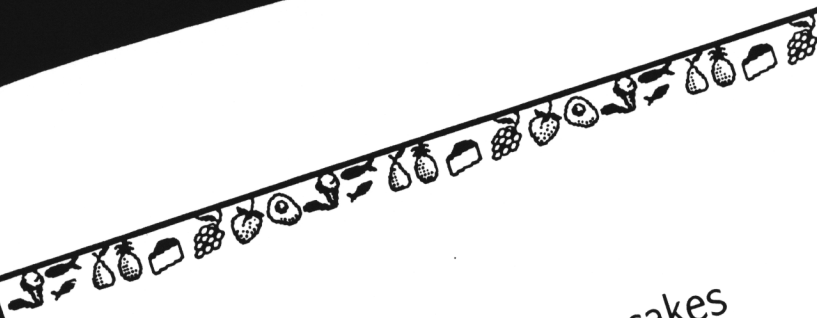


potatoes



onions





APPETIZERS: Corn cakes


Ingredients:

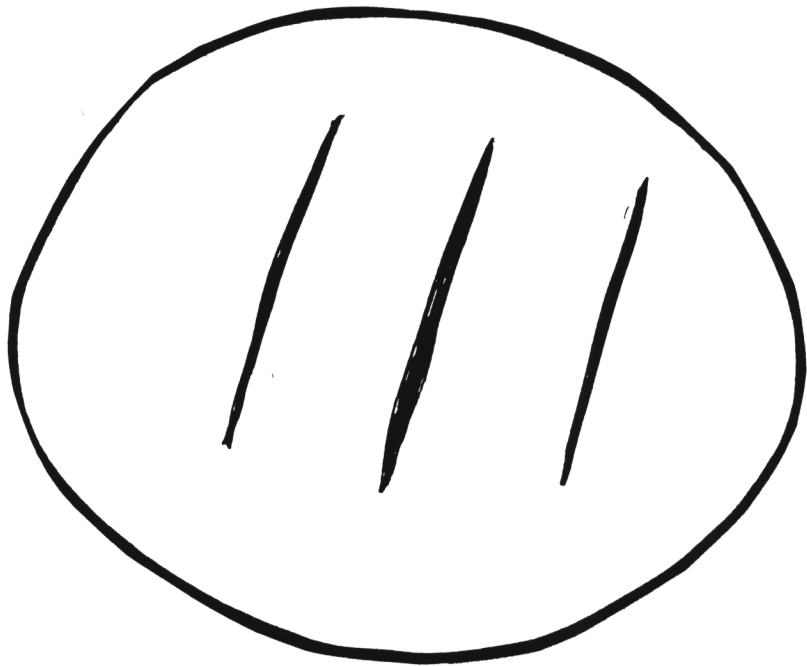
cornmeal

oil

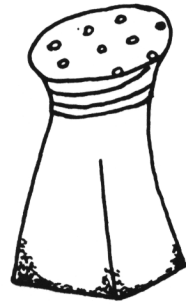
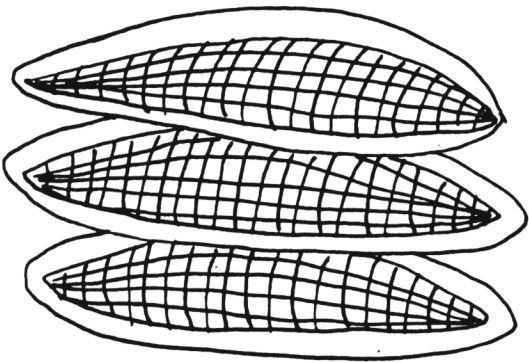
salt

The recipe:

1. Mix the cornmeal with water
 2. Add a tablespoon of salt
 3. Add 2 tablespoons of oil
 4. Mix until smooth
 5. Form a flattened ball
 6. Bake on a low flame.
- 



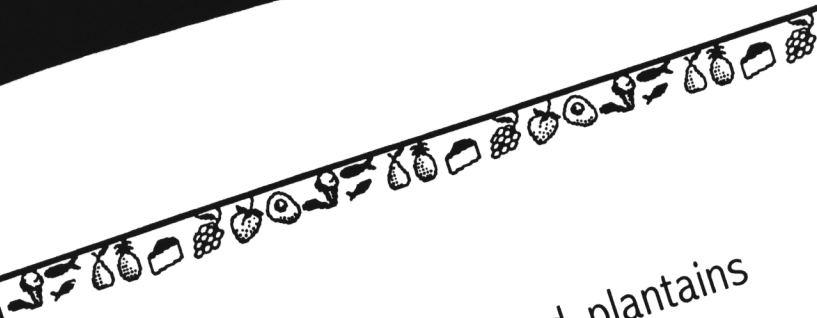
cornmeal



salt



oil

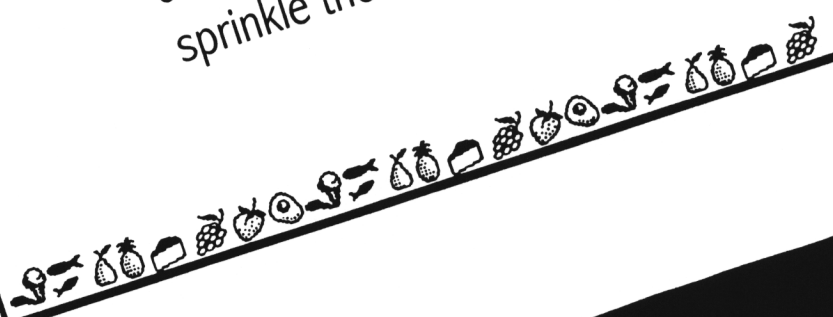


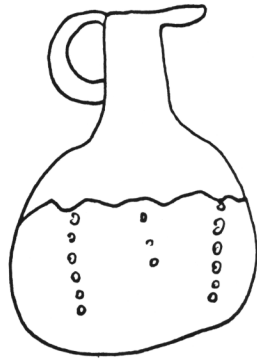
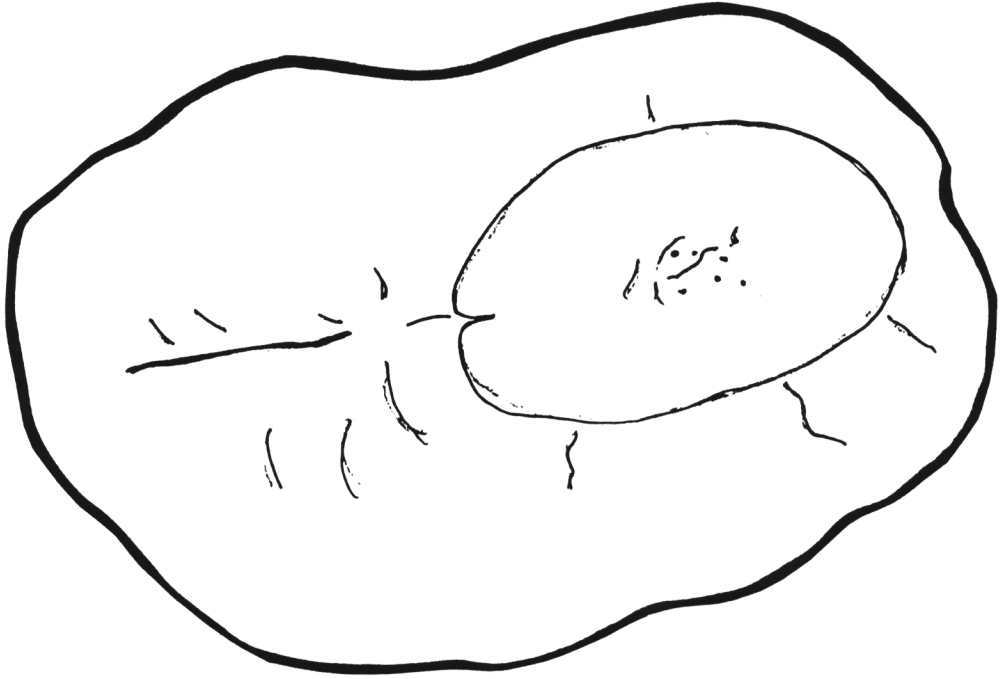
APPETIZERS: Fried plantains

Ingredients:

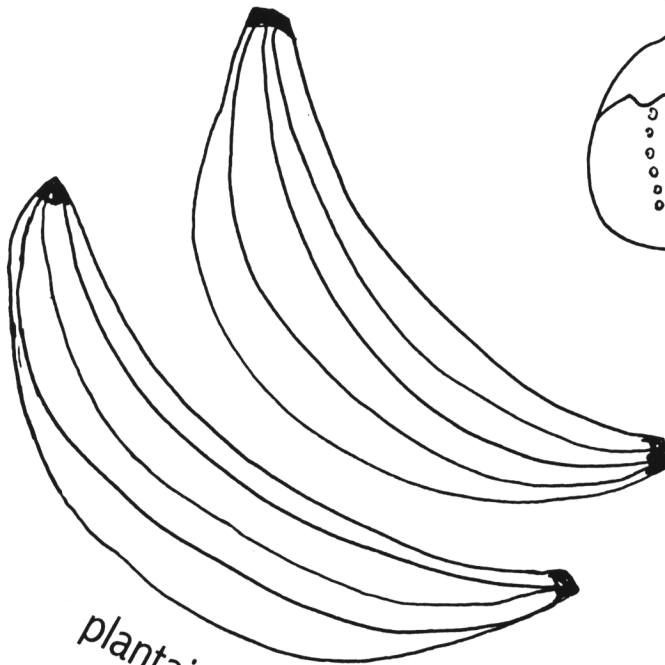
plantains
oil
salt

The recipe:

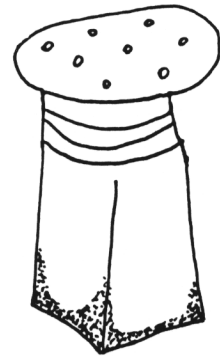
1. Cut the plantains into small pieces
 2. Cook the pieces in oil
 3. Take the pieces out of the oil
 4. Flatten them with a glass
 5. Fry the plantains again
 6. Take them out and sprinkle them with salt.
- 



oil



plantains



salt




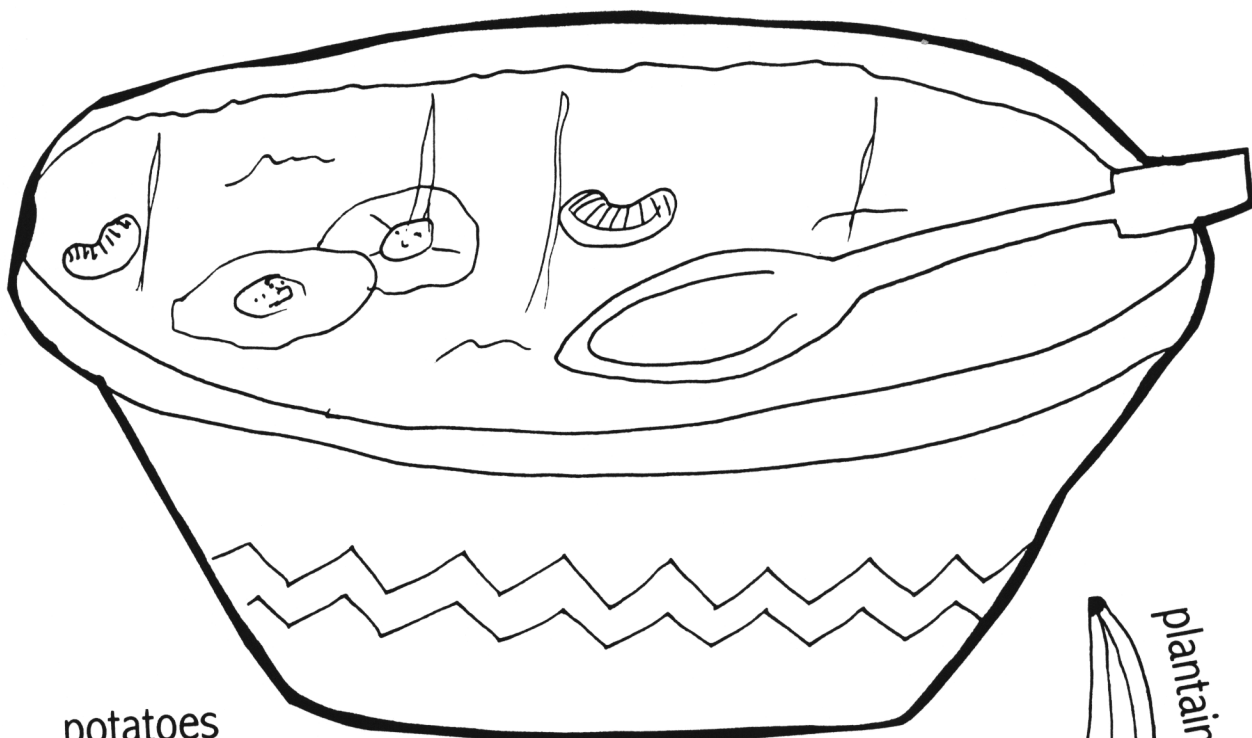
SOUPS: Chicken stew

Ingredients:

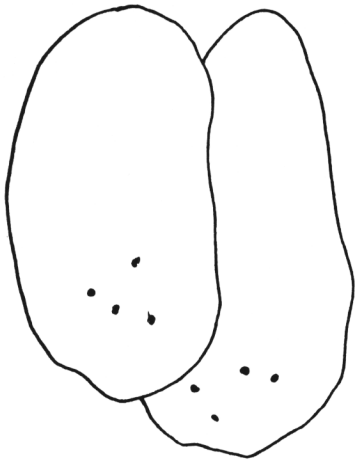
chicken
onions
yucca
garlic
potatoes
plantains

The recipe:

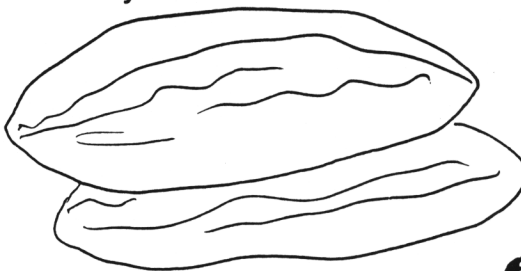
1. Boil the water
 2. Cook the chicken in the water
 3. Add potato, yucca and plantains
 4. Add onions and garlic
 5. Stir the soup
 6. Let it cook for an hour.
- 



potatoes



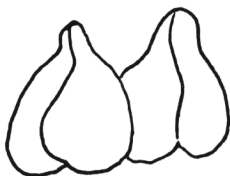
yucca



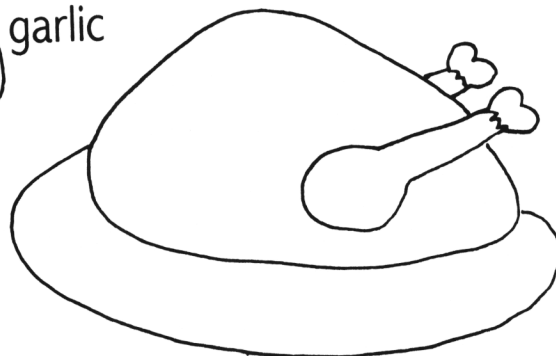
plantains



garlic



onions



chicken



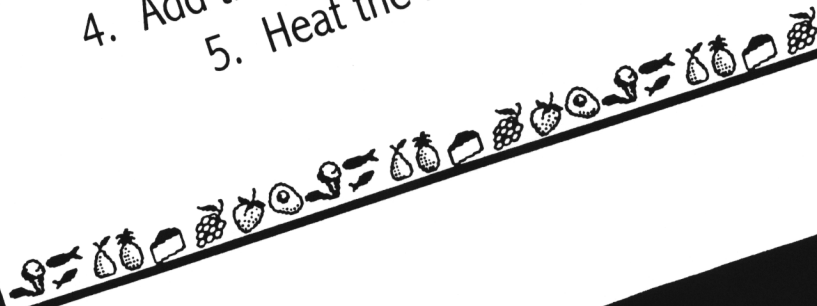
MAIN COURSE: Chicken and rice

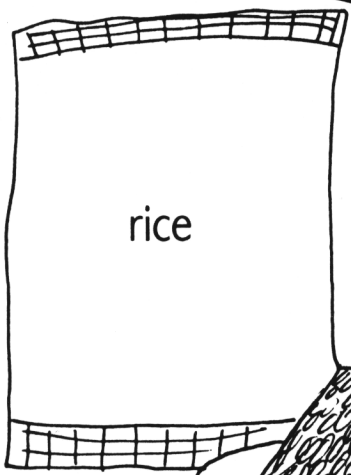
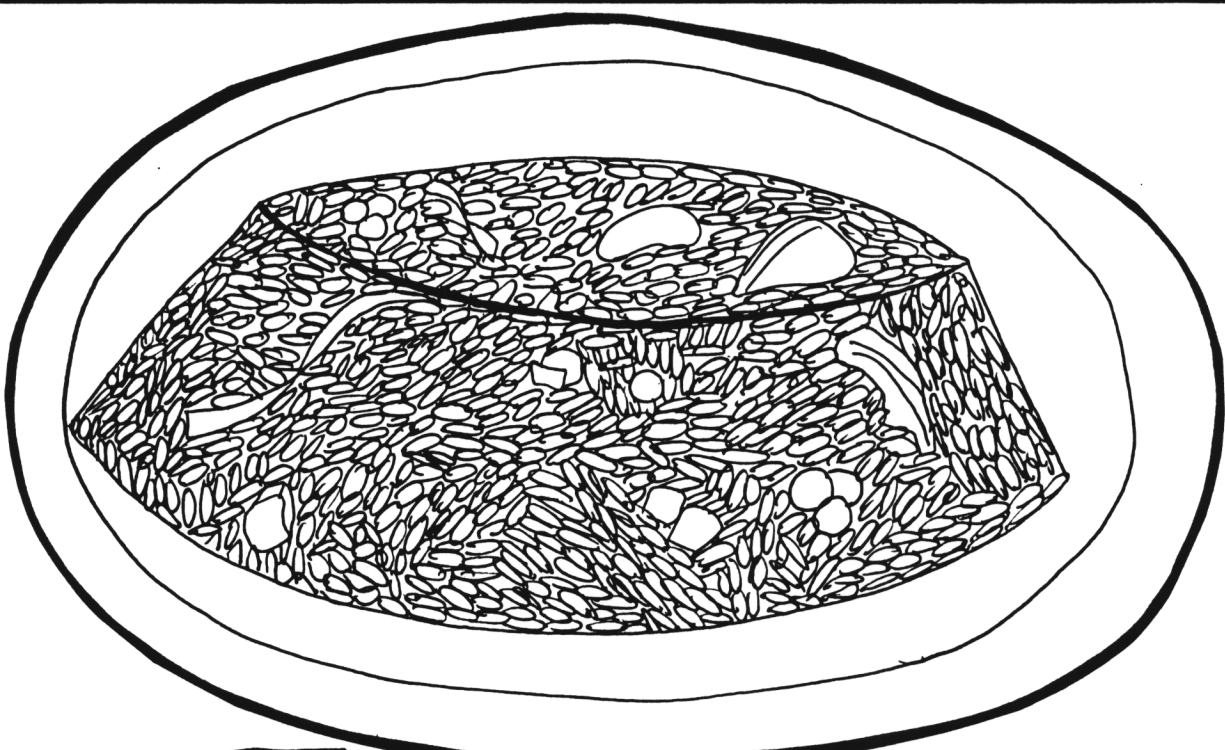
Ingredients:

- chicken
- Garlic
- carrots
- peas
- green pepper
- rice

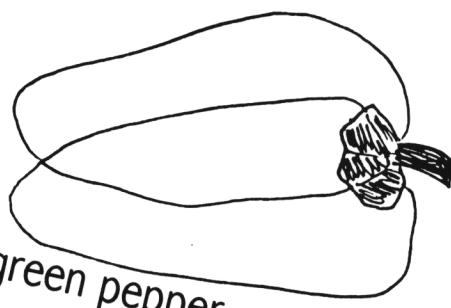
The recipe:

1. Cook the rice
2. Cut the chicken in pieces
3. Mix everything in a pot
4. Add the vegetables to the pot
5. Heat the mixture.

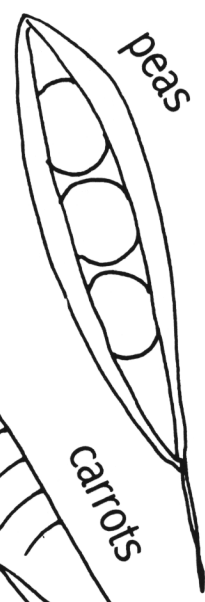




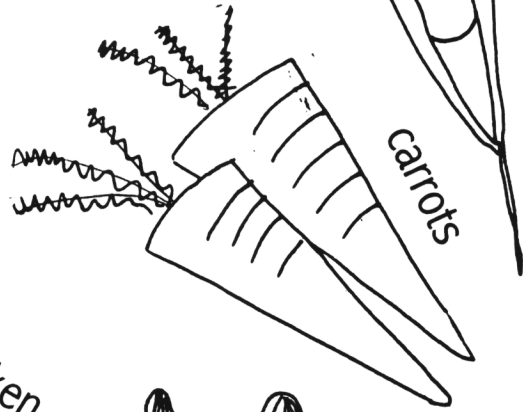
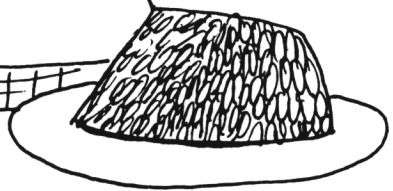
rice



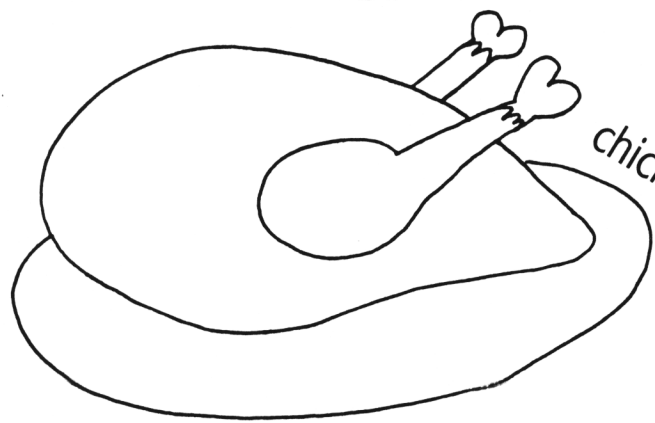
green pepper



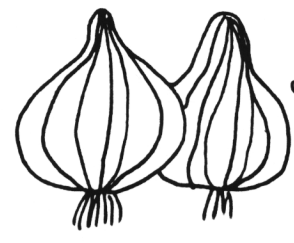
peas



carrots



chicken



garlic



DESSERTS: Sweet pudding

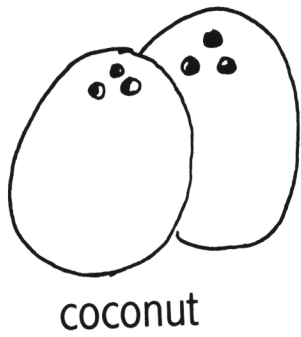
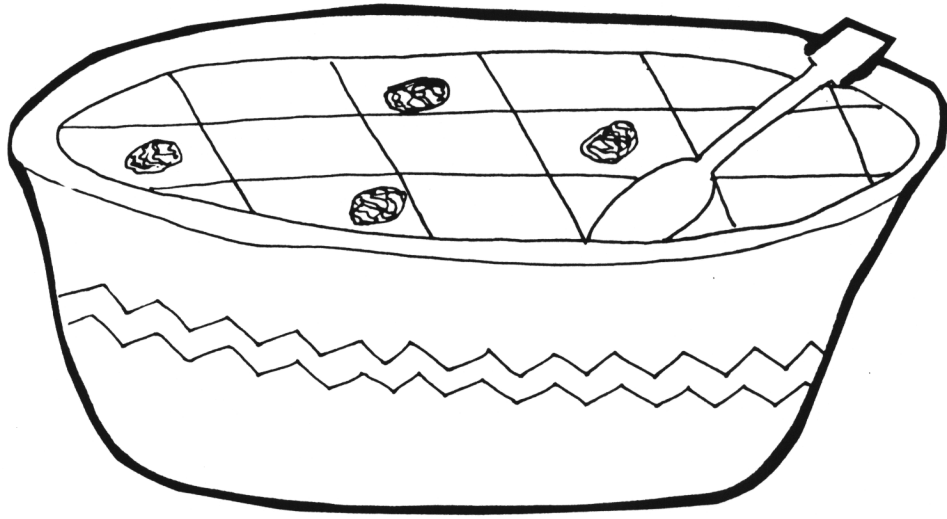
Ingredients:

- flour
- milk
- cinnamon
- raisins
- brown sugar
- coconut

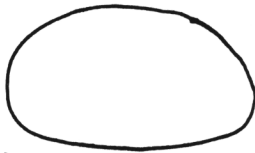
The recipe:

1. Dissolve the flour in milk
2. Add the brown sugar
3. Add cinnamon and sugar
4. Cook over a low flame
5. Mix everything
6. Sprinkle raisins and cinnamon on top.

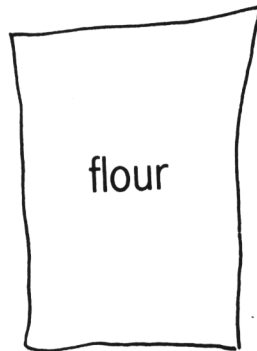




coconut



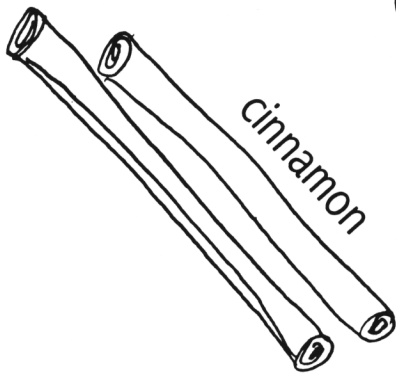
brown sugar



flour



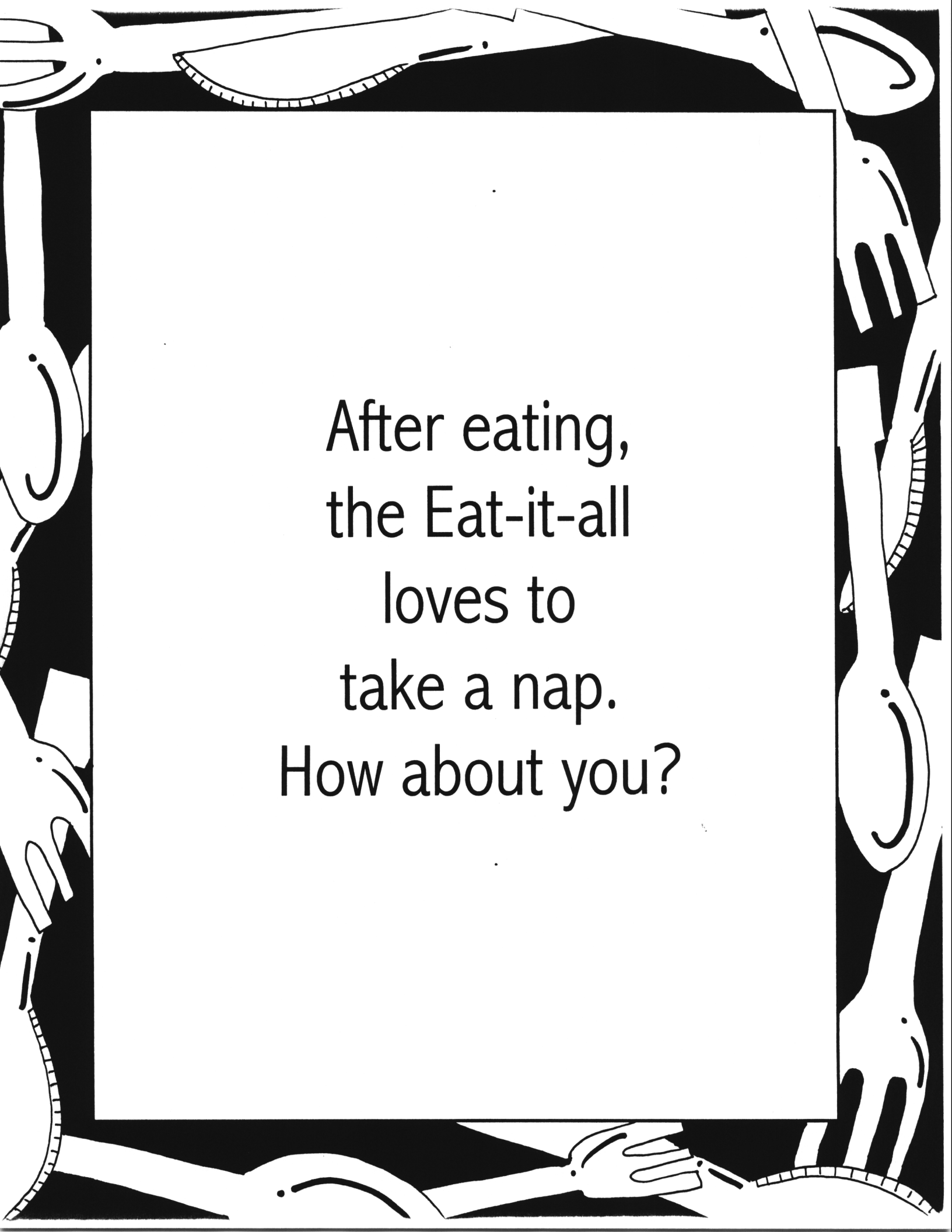
raisins



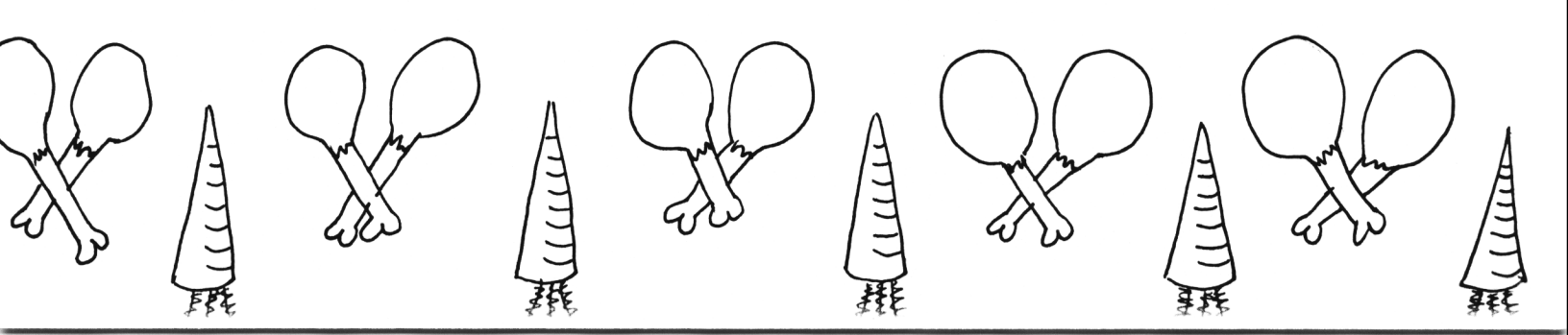
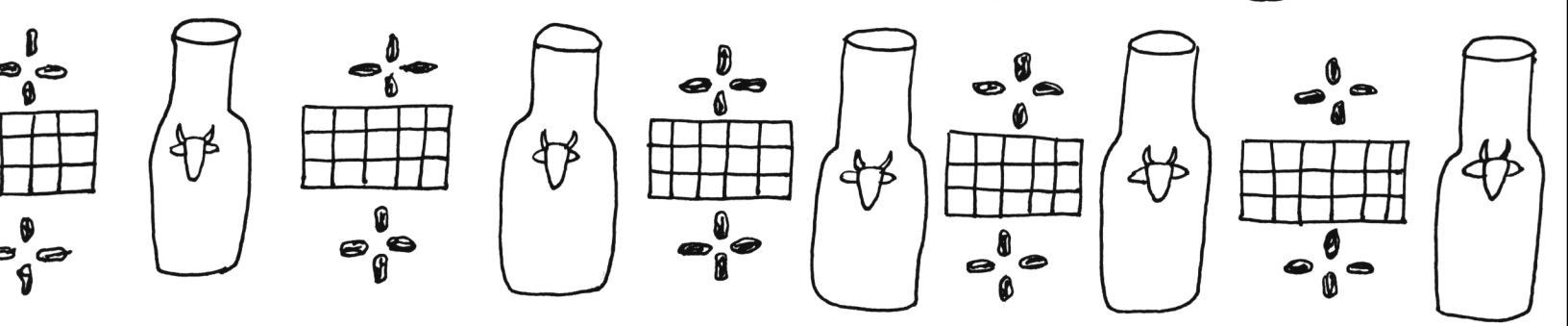
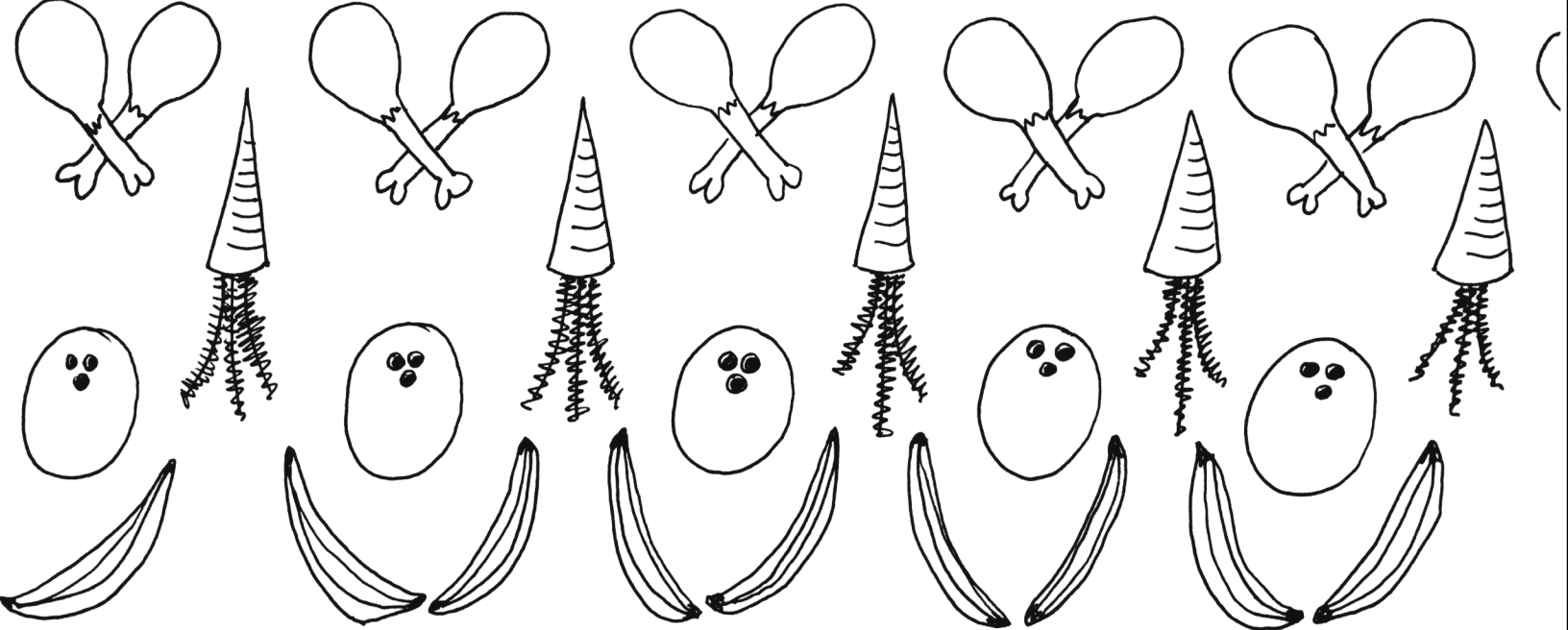
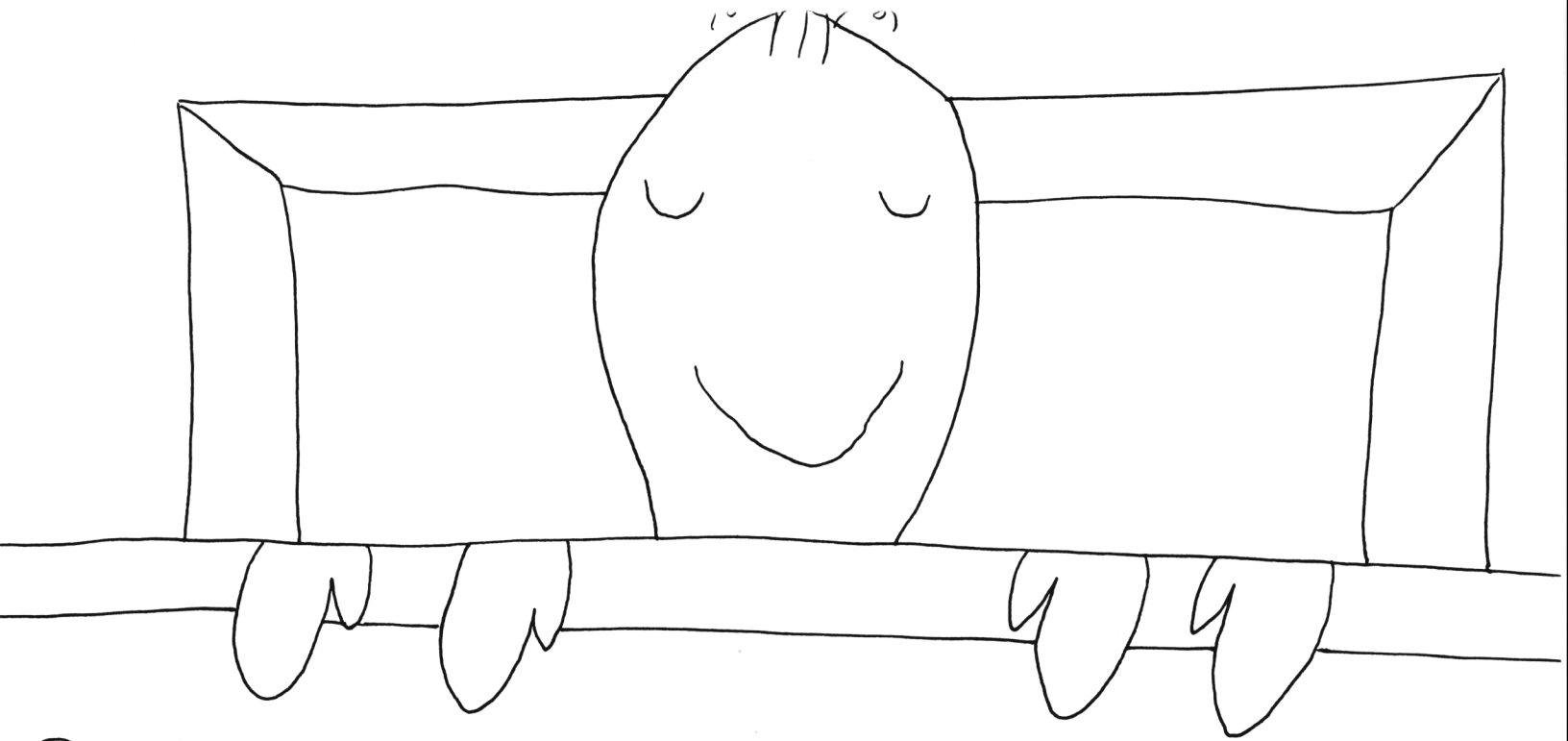
cinnamon

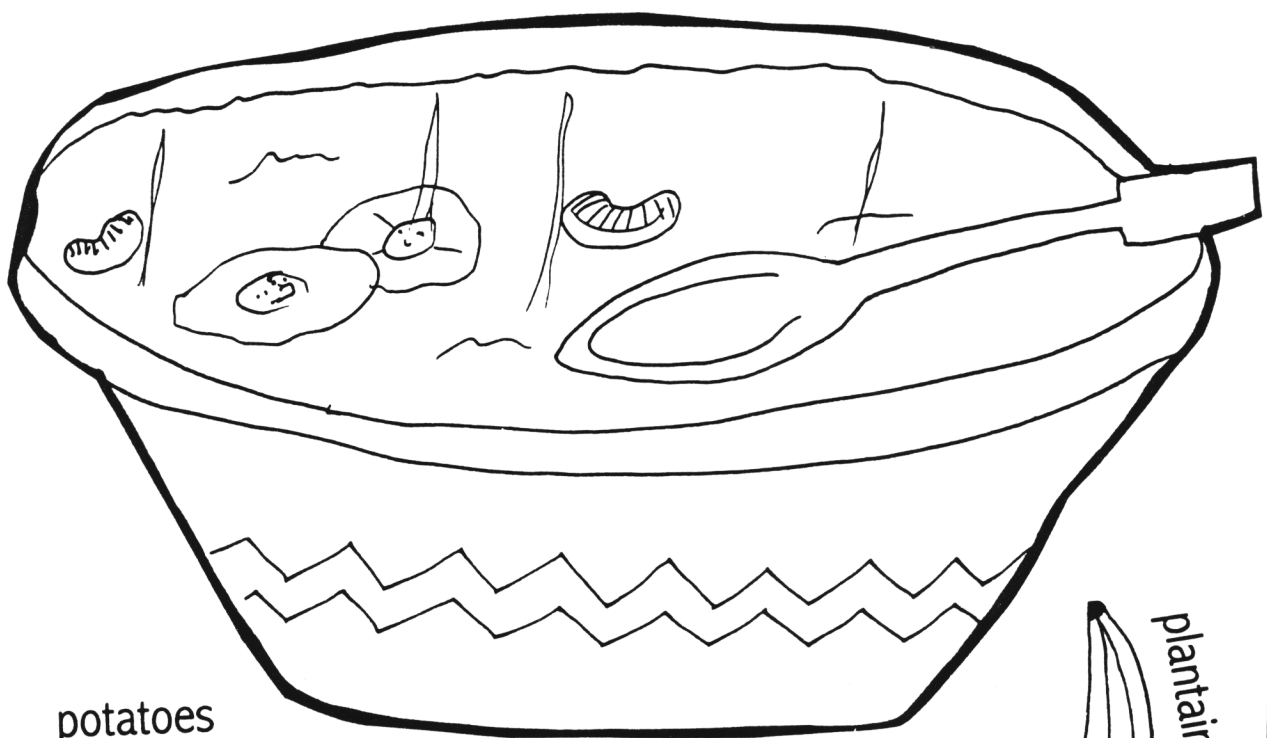


milk

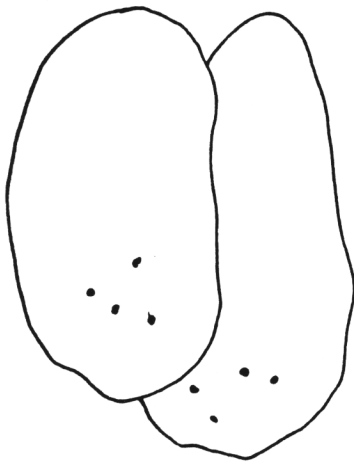
A black and white illustration of a table setting. In the center is a large white rectangular area containing text. Surrounding this area are stylized, high-contrast drawings of hands holding various pieces of cutlery: a fork, a knife, and a spoon. The hands are positioned as if they are about to pick up or have just finished with the utensils. The background is solid black, making the white lines and shapes stand out.

After eating,
the Eat-it-all
loves to
take a nap.
How about you?

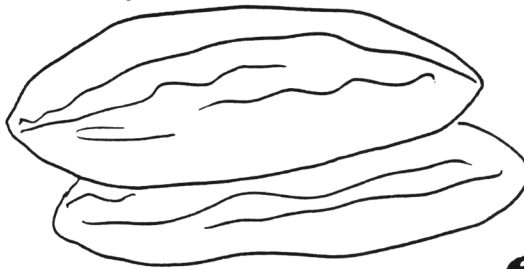




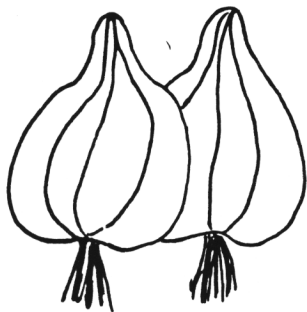
potatoes



yucca



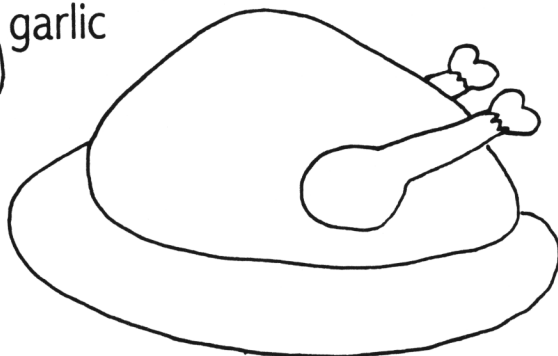
plantains




onions



garlic



chicken

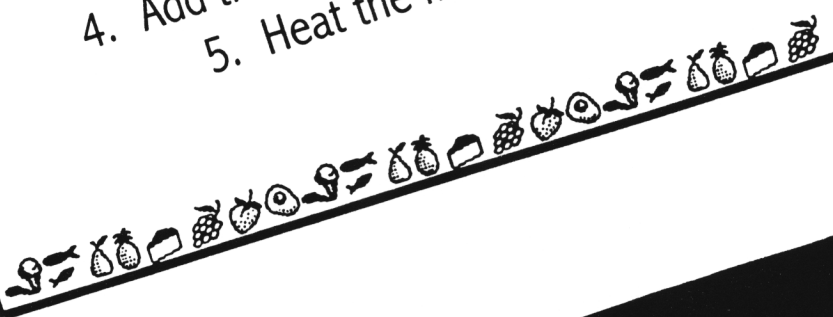


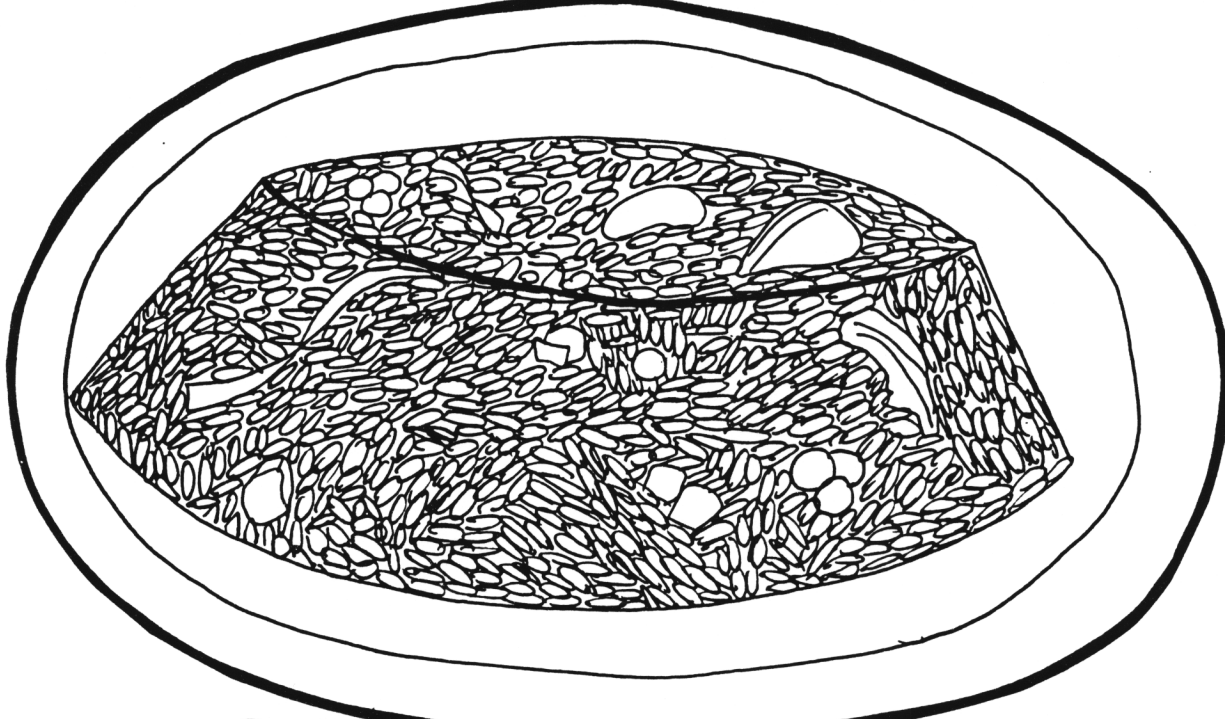
MAIN COURSE: Chicken and rice

Ingredients:

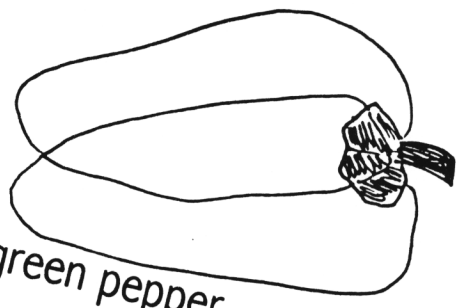
chicken
Garlic
carrots
peas
green pepper
rice

The recipe:

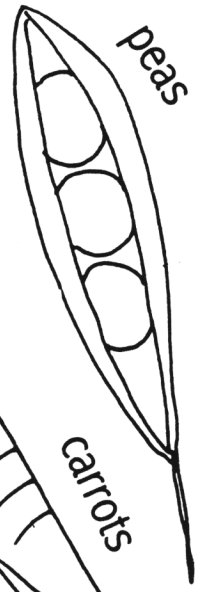
1. Cook the rice
 2. Cut the chicken in pieces
 3. Mix everything in a pot
 4. Add the vegetables to the pot
 5. Heat the mixture.
- 



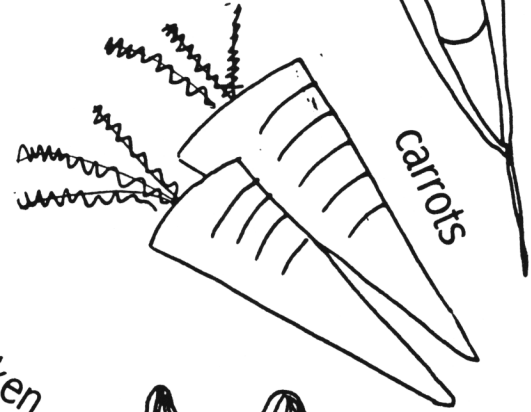
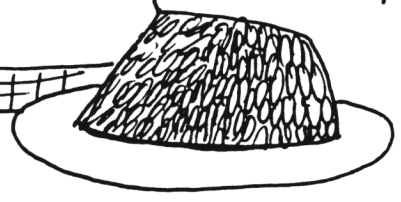
rice



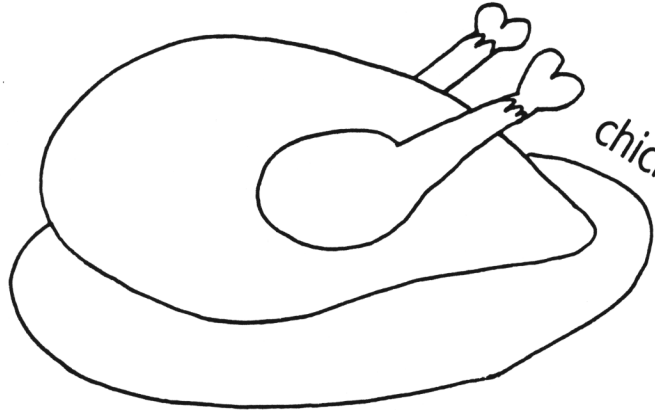
green pepper



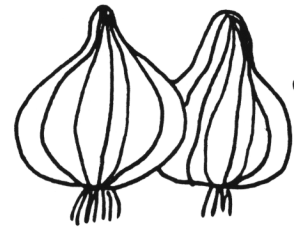
peas




carrots



chicken



garlic




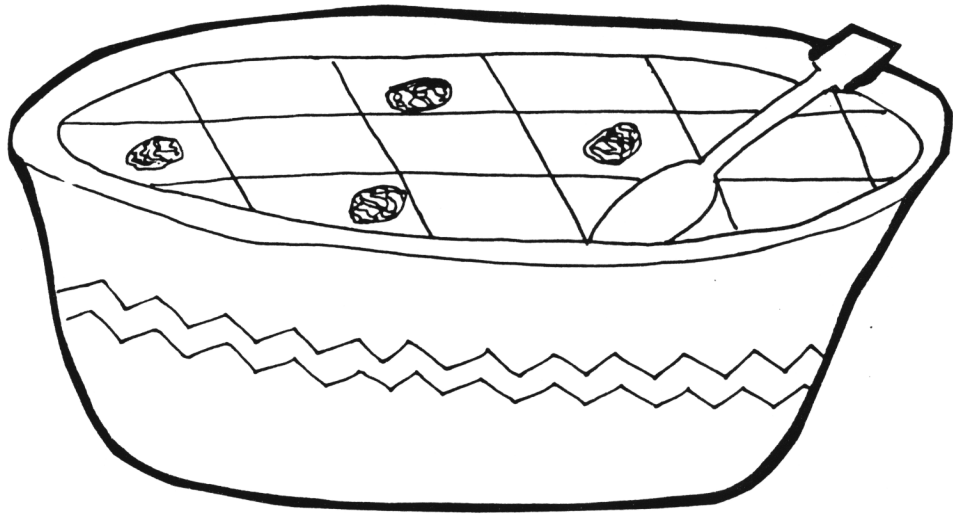
DESSERTS: Sweet pudding

Ingredients:

flour
milk
cinnamon
raisins
brown sugar
coconut

The recipe:

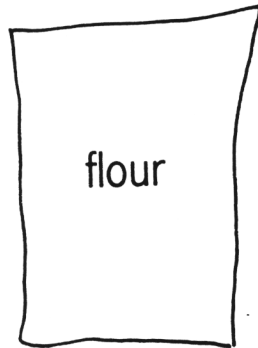
1. Dissolve the flour in milk
 2. Add the brown sugar
 3. Add cinnamon and sugar
 4. Cook over a low flame
 5. Mix everything
 6. Sprinkle raisins and cinnamon on top.
- 



coconut



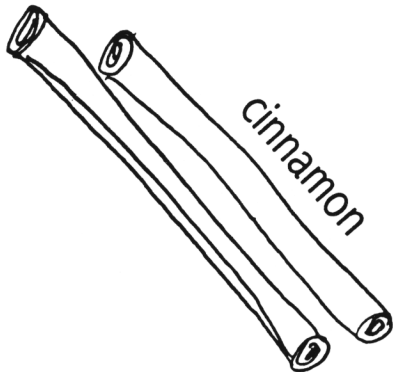
brown sugar



flour



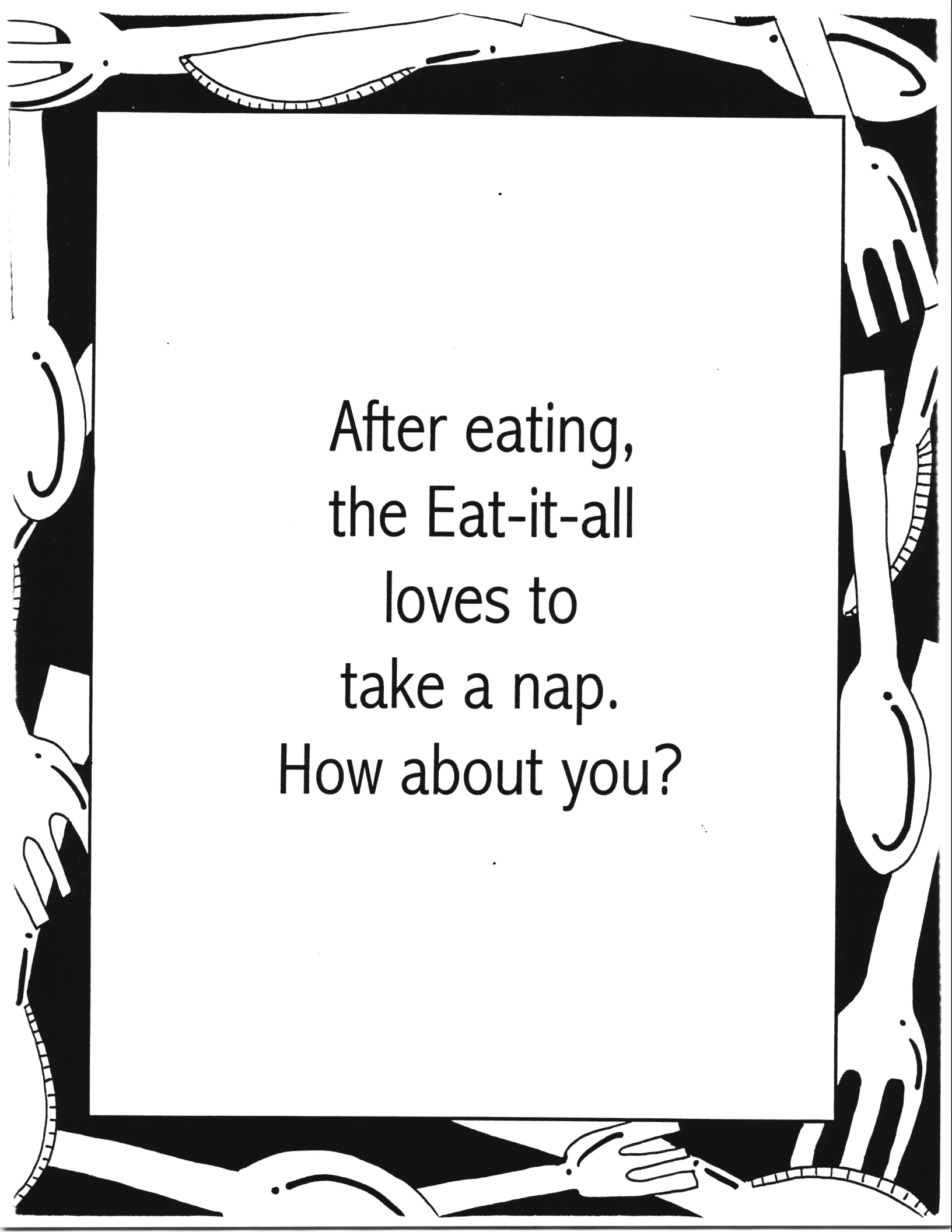
raisins



cinnamon



milk

A black and white illustration of a table setting. In the center is a large white rectangular area containing text. Surrounding this area are stylized, high-contrast drawings of hands holding various pieces of cutlery: a knife at the top, a fork on the left, and a spoon on the right. The hands are depicted in a simple, graphic style with black outlines and white fill, set against a black background.

After eating,
the Eat-it-all
loves to
take a nap.
How about you?

