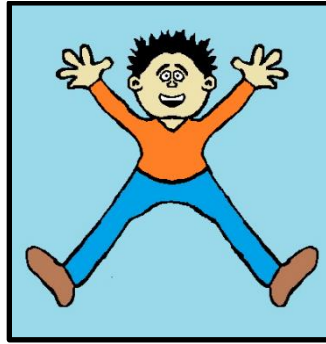


EL CHICO PEQUEÑO Y SUS AMIGOS

Story, Activities and Illustrations by Bryce Hedstrom

Teacher Version pages 1-7
Student Version pages 8-20



TEACHER VERSION

This is a simple story which may seem like a step back as far as level of language difficulty for the 2nd quarter of Spanish 1, but students need a break from time to time in order to consolidate the learning. We cannot always be pushing the outer edge of what they are able to do. Plus, I am always surprised with what students are not getting—when I think they’ve got it, they don’t know it as well as I thought they did. Stories with simple vocabulary like this one can let them have room to put all of the pieces together.

*The objective for teachers with lessons like this one is also to **learn the process of creating a story** with your class. If you use this template, **you will not so much be teaching this exact same story as much as you will be creating a story with many of the same words along with your own students.** The goal is you to be able to create your own story, lesson and unit rather than just teach the story provided here—although you are free to do that as well.*

When you create a story with a class magic happens. There is energy, ownership and authentic language being used. When asking a story, the teacher moves into a classic Socratic questioning mode: apparently passive but directing the action with questions and selecting only the answers that will move the lesson in the desired direction, all the while knowing where the lesson is headed.

*This is a story that grew out of working on the word **cierra**, and on the difference between **pequeño** and **un poco**. I was giving classic TPR commands with the words “closes”, **cierra**. The sequence was:*

CLASSICAL TPR COMMAND—STUDENTS REACT WITH GESTURE:

Clase, enseñame “cierra”.

Class, show me “closes/shuts”.

NOVEL SENTENCES FOR STUDENTS TO ACT OUT:

Cierra una puerta.	<i>Close a door.</i>
Cierra una ventana.	<i>Close a window.</i>
Cierra un libro.	<i>Close a book.</i>
Cierra un libro rápido.	<i>Close a book fast.</i>
Cierra un libro despacio.	<i>Close a book slowly.</i>
Cierra un libro pequeño.	<i>Close a little book.</i>
Cierra un libro muy pequeño.	<i>Close a very little book.</i>
Cierra un libro grande.	<i>Close a big book.</i>
Cierra un libro grande en un chico pequeño.	<i>Close a big book on a small boy.</i>
¿El chico pequeño grita?	<i>Does the small boy yell?</i>
¿Qué grita el chico pequeño?	<i>What does the small boy yell?</i>

The best answer from the students was that the small boy yelled “Ayúdame!”, and that wonderfully implied that there was someone that could help him, that he had friends that might come to rescue him.

That is a good story arc—a teeny, little boy gets in trouble and his friends come and rescue him. It is a good story outline because students sometimes feel small and insignificant. But having friends changes everything. Having friends can even the odds against more powerful foes. This is a classic escape tale.

We needed to explore that idea and how it was going to develop, but first, we needed to know something about the small boy and the person that shut the book on him, so I asked some questions. Every single detail in the story developed from the questions I asked and the student answers. Every new detail demands an explanation and so it generates more questions. The story grew from the questions.

When you ask your students questions, you guide them to use the structures that you know they need to work on. You can do this by only accepting answers that fit. If students do not come up with answers that work with the template in your mind, you say, “Class, it’s obvious, it is...” And you give them an answer that works with the general direction you have in mind. Do not do this too often so that students retain the feeling of control over the story. That ownership drives attention and involvement.

If you are not sure how to ask questions that develop detail, begin by asking questions like these:

- Is the boy in the book a little boy or is he a very little boy?*
- Does he have clothes?*
- Does he have pants?*
- What color are his pants?*

- Is the big boy good or bad?
- Does he shut the book hard or softly?
- Does he laugh?
- Why does he laugh?
- What kind of clothes is he wearing?

GRAMMAR AND VOCABULARY

As far as grammar and vocabulary, the story emphasizes **noun/adjective word order** and **noun/adjective agreement**. Other level 1 items such as **possession**, **colors**, **basic function words** and **basic verbs** are also used.

Most students were already familiar with many of these verbs. They were introduced with classical TPR gestures and novel commands.

abre	<i>opens</i>	<i>Useful word that is heard several times each class period: Open the door. Open the window. Open your book. Open your eyes.</i>
agarra	<i>grabs</i>	<i>A fun, image-filled verb that spices up stories.</i>
anda	<i>goes</i>	<i>A useful word because it can mean goes, walks or rides</i>
ataca	<i>attacks</i>	<i>A instantly recognizable cognate that adds memorable action</i>
es	<i>is</i>	<i>Super high frequency verb</i>
está	<i>is</i>	<i>Super high frequency verb</i>
grita	<i>yells</i>	<i>Adds interest and action to stories—way more fun than “says”</i>
hay	<i>there is</i>	<i>Super high frequency verb</i>
le gusta	<i>likes it</i>	<i>High frequency and useful for talking about opinions</i>
le gustan	<i>likes them</i>	<i>High frequency and useful for talking about opinions</i>
se llama	<i>is called</i>	<i>High frequency</i>
mira	<i>looks at</i>	<i>High frequency</i>
le pega	<i>hits him/it</i>	<i>A fun, image-filled verb that spices up stories</i>
salta	<i>jumps</i>	<i>A fun, image-filled verb that spices up stories</i>
tiene	<i>has</i>	<i>Super high frequency verb</i>

These verbs were still being acquired by some students at the time:

se ríe *laughs* *fun verb*
entiende *understands* *high frequency*
piensa *thinks* *high frequency*
puede *can, is able to* *Super high frequency*

After you have invented a similar story with your class, your students will be ready to read the story. Use the story below as a template and include several situations that are similar so that students will be easily able to follow the action when they read.



Nombre ANSWER SHEET
 Fecha ANSWER SHEET
 Clase ANSWER SHEET

EL CHICO PEQUEÑO Y SUS AMIGOS

Vocabulary Pre-View / Check-Up / Test

To see what students already know / To see what they're learning / To see what they've learned

Instrucciones: Write as many of these words as you recognize before reading the story. Put a * beside the words that you do not recognize right now. As you read or after you read, fill in the missing translations. Note that some of these words are verbs in the "yo" form that do not appear in the story, but you can figure them out. You may be tested on the words on this assignment at the end of the unit.

- | | | |
|---|---|--|
| <p>VERBS</p> <ol style="list-style-type: none"> 1. hay there is 2. ¡Ayúdame! Help me! 3. abre opens 4. abro I open 5. agarra grabs 6. agarro I grab 7. anda walks, goes 8. ando I walk, I go 9. ataca attacks 10. ataco I attack 11. es is 12. soy I am 13. está is located, is feeling 14. estoy am located/am feeling 15. grita yells 16. grito I yell 17. le gusta likes it 18. me gusta I like it 19. le gustan likes them 20. me gustan I like them 21. se llama is called 22. me llamo I am called 23. mira looks at 24. miro I look at 25. le pega hits it 26. le pego I hit it | <ol style="list-style-type: none"> 27. salta jumps 28. salto I jump 29. tiene has 30. tengo I have 31. entiende understands 32. entiendo I understand 33. piensa thinks 34. pienso I think 35. puede can, is able to 36. puedo I can 37. sabe knows 38. sé I know 39. sabemos we know 40. se ríe laughs 41. me río laugh <p style="text-align: center;">NOUNS</p> <ol style="list-style-type: none"> 42. la escuela the school 43. lápiz pencil 44. libro book 45. mano hand 46. rodilla knee 47. cabeza head <p style="text-align: center;">ADJECTIVES</p> <ol style="list-style-type: none"> 48. derecho right 49. izquierdo left 50. azul blue 51. verde green | <ol style="list-style-type: none"> 52. morado purple <p style="text-align: center;">IMPORTANT SHORT WORDS</p> <ol style="list-style-type: none"> 53. un poco a little 54. pequeño little, small 55. grande big, large 56. muy very 57. mucho a lot, much 58. más more 59. ya no no longer 60. el fin the end 61. gracias thank you 62. por favor please 63. de repente all of a sudden 64. otra vez again 65. todavía still, yet 66. con with 67. ahora now 68. hacia towards 69. y and 70. despacio slowly 71. otro another 72. pero but |
|---|---|--|

Nombre _____ **ANSWER KEY** _____**EL CHICO PEQUEÑO Y SUS AMIGOS** Preguntas

1. What does the big boy have in his hand? *a big book*
2. Clue: **El chico grande tiene un libro grande en la mano.**
3. Why does the big boy laugh a little bit? *He has an idea.*
4. Clue: **Se ríe un poco porque tiene una idea.**
5. What does the small boy yell when the book is closed on him? *Help me!*
6. Clue: **El chico pequeño grita muy fuerte: —¡Ayúdame! ¡Ayúdame!**
7. Who does the cat belong to? *The small boy*
8. Clue: **Es el gato del chico pequeño.**
9. What is the cat's name? *Vicente*
10. Clue: **Es rojo y loco y se llama Vicente.**
11. Which knee does the cat attack? *the right knee*
12. Clue: **Vicente ataca la rodilla derecha del chico grande.**
13. Does the big boy drop the small boy when the cat attacks him? *No*
14. Clue: **Vicente ataca, pero el chico grande todavía agarra al chico pequeño con el libro.**
15. What does the small boy do then? *He yells again.*
16. Clue: **Así que el chico pequeño grita otra vez.**

(There is more than one correct answer for these questions)

17. Why does the crazy cat attack the big boy's pants?
 - *The small boy yells for help.*
 - *He is the small boy's cat.*
 - *He is the small boy's friend.*
 - *He doesn't like pants.*
 - *He doesn't like the color purple.*
 - *He doesn't like the big boy.*
18. Clue: **El chico pequeño grita muy fuerte: —¡Ayúdame! ¡Ayúdame!**
Pero el chico pequeño tiene amigos.
Es el gato del chico pequeño.
Pero al gato no le gustan los pantalones.
No le gusta el color morado.
Y no le gusta el chico grande.
19. Why does the big boy finally let the small boy go?
 - *He has a lot of problems.*
 - *Diego hits him on the head with a pencil.*
 - *Diego is on his head and Vicente is on his knee.*
20. Clue: **Ahora el chico grande tiene muchos problemas.**
Salta y le pega al chico grande en la cabeza con el lápiz.
Tiene Diego en la cabeza y Vicente en su rodilla.
Así que abre el libro, y el chico pequeño escapa.
21. Why did the small boy's friends come to help him?
 - *He yelled.*
 - *He is in trouble.*
 - *He has friends.*
 - *He was shut in a book.*
22. Clue: **El chico pequeño grita muy fuerte: —¡Ayúdame! ¡Ayúdame!**
Pero el chico pequeño tiene amigos.

II. Word combinations in the story

Write the words combinations from the story in Spanish

- | | | |
|-----|---------------------|--|
| 23. | purple pants | <u> pantalones morados _____</u> |
| 24. | a small boy | <u> un chico pequeño _____</u> |
| 25. | a big boy | <u> un chico grande _____</u> |
| 26. | the right knee | <u> la rodilla derecha _____</u> |
| 27. | a big pencil | <u> un lápiz grande _____</u> |
| 28. | blue pants | <u> pantalones azules _____</u> |
| 29. | a big book | <u> un libro grande _____</u> |
| 30. | the big book | <u> el libro grande _____</u> |
| 31. | a crazy cat | <u> un gato loco _____</u> |
| | | |
| 32. | another small boy | <u> otro chico pequeño _____</u> |
| 33. | another friend | <u> otro amigo _____</u> |
| | | |
| 34. | the big boy's eyes | <u> los ojos del chico grande _____</u> |
| 35. | the small boy's cat | <u> el gato del chico pequeño _____</u> |
| 36. | his pants | <u> sus pantalones _____</u> |
| 37. | his friends | <u> sus amigos _____</u> |
| | | |
| 38. | de repente | <u> all of a sudden, suddenly _____</u> |
| 39. | ahora | <u> now _____</u> |
| 40. | pero | <u> but _____</u> |
| 41. | ya no | <u> any more, no longer _____</u> |
| 42. | por favor | <u> please _____</u> |
| 43. | otra vez | <u> again _____</u> |
| 44. | un poco | <u> a little, a little bit _____</u> |
| 45. | así que | <u> so _____</u> |
| 46. | todavía | <u> still, yet _____</u> |
| 47. | gracias | <u> thanks, thank you _____</u> |
| 48. | más | <u> more _____</u> |

EL CHICO PEQUEÑO Y SUS AMIGOS

Story, Activities and Illustrations by Bryce Hedstrom



STUDENT VERSION



Nombre _____

Fecha _____

Clase _____

EL CHICO PEQUEÑO Y SUS AMIGOS

Vocabulary Pre-Test / Check-Up / Post-Test

To see what students already know / To see what they're learning / To see what they've learned

Instrucciones: Write as many of these words as you recognize before reading or listening to the story. Put a * beside the words that you do not recognize right now. After we tell the story or after you read it, fill in the words you missed. Note that some of these words are verbs in the "yo" form—these do not appear in the story, but you may be able to figure them out. You may be tested on all of the words on this assignment at the end of the unit.

VERBS

73. **hay** _____

74. **¡Ayúdame!** _____

75. **abre** _____

76. **abro** _____

77. **agarra** _____

78. **agarro** _____

79. **anda** _____

80. **ando** _____

81. **ataca** _____

82. **ataco** _____

83. **es** _____

84. **soy** _____

85. **está** _____

86. **estoy** _____

87. **grita** _____

88. **grito** _____

89. **le gusta** _____

90. **me gusta** _____

91. **le gustan** _____

92. **me gustan** _____

93. **se llama** _____

94. **me llamo** _____

95. **mira** _____

96. **miro** _____

97. **le pega** _____

98. **le pego** _____

99. **salta** _____

100. **salto** _____

101. **tiene** _____

102. **tengo** _____

103. **entiende** _____

104. **entiendo** _____

105. **piensa** _____

106. **pienso** _____

107. **puede** _____

108. **puedo** _____

109. **sabe** _____

110. **sé** _____

111. **sabemos** _____

112. **se ríe** _____

113. **me río** _____

NOUNS

114. **la escuela** _____

115. **lápiz** _____

116. **libro** _____

117. **mano** _____

118. **rodilla** _____

119. **cabeza** _____

ADJECTIVES

120. **derecho** _____

121. **izquierdo** _____

122. **azul** _____

123. **verde** _____

124. **morado** _____

125. **un poco** _____

126. **pequeño** _____

127. **grande** _____

128. **muy** _____

129. **mucho** _____

130. **más** _____

IMPORTANT SHORT WORDS

131. **ya no** _____

132. **el fin** _____

133. **gracias** _____

134. **por favor** _____

135. **de repente** _____

136. **otra vez** _____

137. **todavía** _____

138. **con** _____

139. **ahora** _____

140. **hacia** _____

141. **y** _____

142. **despacio** _____

143. **otro** _____

144. **pero** _____

EL CHICO PEQUEÑO Y SUS AMIGOS

Story, illustrations and assessments by Bryce Hedstrom



Hay un chico grande. El chico grande tiene un libro grande en la mano. El libro grande es **verde**. El chico grande mira a un chico pequeño con pantalones **azules**. El chico grande anda **hacia** chico pequeño. **Se ríe** un poco porque tiene una idea. No es una idea buena.

El chico grande agarra el libro con las dos manos y lo abre **despacio**. No abre el libro completamente, lo abre un poco.

El chico pequeño mira en los ojos del chico grande y **entiende** sus intenciones. El chico pequeño lo mira y grita: —¡No! ¡Por favor, no!

se ríe laughs **despacio** slowly **hacia** towards **entiende** understands **lo** him

Pero el chico grande abre el libro un poco más. Anda hacia el chico pequeño. Y muy rápido, cierra el libro grande y verde en el chico pequeño.

El chico pequeño grita muy fuerte: —¡**Ayúdame!** ¡Ayúdame!

Ayúdame Help me

El chico grande se ríe. No **piensa** que el chico pequeño tiene **ayuda**. Piensa que **no puede escapar**. Pero el chico grande no sabe que el chico pequeño tiene amigos.

piensa thinks **ayuda** help
no puede escapar can't escape
sabe knows





De repente, un gato **loco** ataca al chico grande. ¡Es el gato del chico pequeño! El gato loco es **rojo**, y se llama Vicente. Vicente ataca la rodilla derecha del chico grande.

Ahora el chico grande no se ríe. Ahora grita. Grita mucho. Grita:

—¡Mis pantalones! ¡Mis preciosos pantalones **morados**!

Al chico grande le gustan sus pantalones morados mucho. Pero al gato no le gustan los pantalones. Al gato no le gusta el color morado, y no le gusta el chico grande.

de repente *all of a sudden* **loco** *crazy* **ataca** *attacks* **ahora** *now*



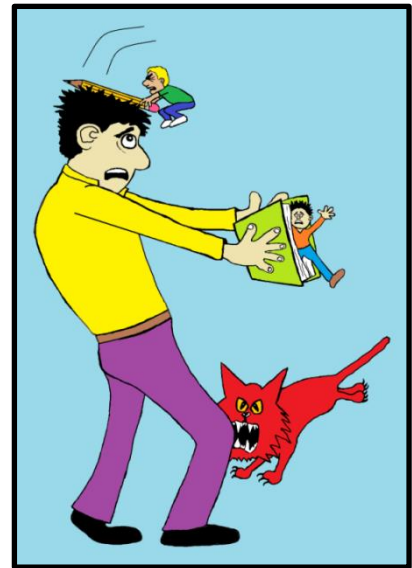
Vicente ataca, pero el chico grande **todavía** agarra al chico pequeño con el libro grande. **Así que** el chico pequeño grita —¡Ayúdame! — **otra vez**.

todavía *still* **así que** *so* **otra vez** *again*

De repente, hay **otro** chico pequeño. Se llama Diego, y es otro amigo del chico pequeño. Diego tiene un lápiz grande. Salta y le pega al chico grande en la cabeza con el lápiz. Le pega muy fuerte y grita: —¡Es mi amigo!

otro *another*

Ahora el chico grande tiene muchos problemas. Tiene Diego en la cabeza, Vicente ataca su rodilla, y el chico pequeño todavía está gritando. Así que él abre el libro, y el chico pequeño escapa.



Gracias a sus amigos, el chico pequeño **ya no** está en el libro verde. El chico pequeño escapa. ¡Qué fantástico!

Ya no *no longer, anymore* **el fin** *the end*

La moraleja: **Todos necesitamos amigos.**

El fin. (372 palabras)



Nombre _____
Fecha _____
Clase _____

EL CHICO PEQUEÑO Y SUS AMIGOS Preguntas

I. READING COMPREHENSION

Instrucciones: Use the written story to find the answers to these questions. In the odd numbers (1, 3, 5, etc.) answer the questions based on the reading. You may answer those in English or Spanish. On the even numbers (2, 4, 6, etc.), **write the sentence in Spanish** from the story that gives the **CLUE**.

1. What does the big boy have in his hand?

2. **Clue:**

3. Why does the big boy laugh a little bit?

4. **Clue:**

5. What does the small boy yell when the book is closed on him?

6. **Clue:**

7. Who does the cat belong to?

8. **Clue:**

9. What is the cat's name?

10. **Clue:**

11. Which of the big boy's knees does the cat attack?

12. **Clue:**

13. Does the big boy drop the small boy when the cat attacks him?

14. **Clue:**

15. What does the small boy do then?

16. **Clue:**

There may be more than one correct answer for these questions:

17. Why does the crazy cat attack the big boy's pants?

18. **Clue:**

19. Why does the big boy finally let the small boy go?

20. **Clue:**

21. Why did the small boy's friends come to help him?

22. **Clue:**

II. WORD COMBINATIONS IN THE STORY

Nouns & Adjectives and Their Word Order

Escribe en español. *These are all in the story, so re-read if you are not sure.*

- 23. *purple pants* _____
- 24. *a small boy* _____
- 25. *a big boy* _____
- 26. *the right knee* _____
- 27. *a big pencil* _____
- 28. *blue pants* _____
- 29. *a big book* _____
- 30. *the big book* _____
- 31. *a crazy cat* _____
- 32. *another small boy* _____
- 33. *another friend* _____

Possession

Escribe en español. *These are all in the story, so re-read it if you are not sure.*

- 34. *the big boy's eyes* _____
- 35. *the small boy's cat* _____
- 36. *his pants* _____
- 37. *his friends* _____

Function Words *(Important short words in the story)*

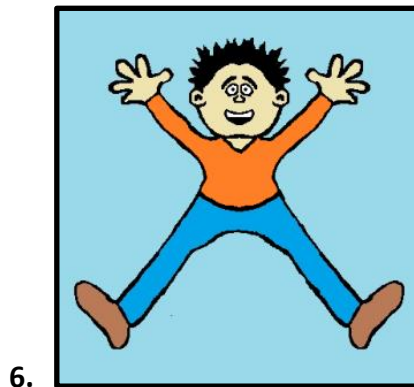
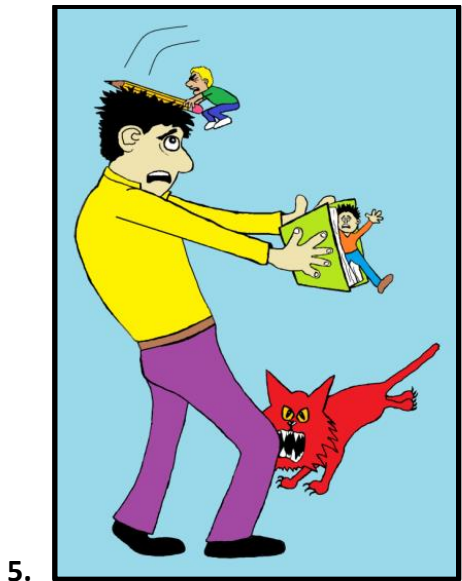
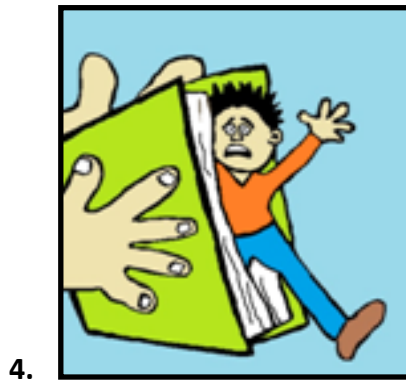
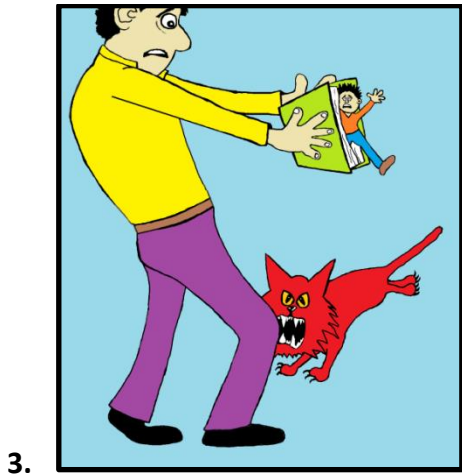
Escribe en inglés.

- 38. *de repente* _____
- 39. *ahora* _____
- 40. *pero* _____
- 41. *ya no* _____
- 42. *por favor* _____
- 43. *otra vez* _____
- 44. *un poco* _____
- 45. *así que* _____

- 46. todavía
- 47. gracias
- 48. más

TELL THE STORY

Tell the story to a partner in your own words in the target language.
Add extra details based on what you see or imagine to show what you can do.



Number of words written: _____

Name _____

Date _____

Class _____

WRITE THE STORY

Write the story in your own words in the target language.

Use another sheet of paper if you need more space. Count the number of words you wrote.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Number of words written: _____ Name _____

Date _____

Class _____

CHALLENGE LEVEL: ANOTHER PERSPECTIVE

Write the story in your own words in the target language FROM ANOTHER PERSPECTIVE— as if YOU were one of the characters in the story. Use the back if you need more space.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

