

EL CHICO PEQUEÑO Y SUS AMIGOS

Story, Activities and Illustrations by Bryce Hedstrom



This is a simple story which may seem like a step back as far as level of language difficulty for the 2nd quarter, 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. A story with simple words like this one can allow that to happen.

*The objective for teachers with lessons like this one is to **learn the process of creating a story** with your class. If you use this template, **you will not so much be teaching this particular story as much as you will be creating a story with many of the same words with your own students.** The goal is you to be able to create your own stories, lessons and units, 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:*

Clase, enséñame “cierra”.

Cierra una puerta.

Cierra una ventana.

Cierra un libro.

Class, show me “closes/shuts”.

Close a door.

Close a window.

Close a book.

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 “Help!”, and that wonderfully implied that there was someone that could help him, that someone might come to rescue him. That could become the ending, the arc of the story—a small boy gets in trouble and his friend(s) come and rescue him. That was a good story outline because our students often feel small and insignificant... but having friends changes everything. Having friends can even the odds against a more powerful foe. The story becomes 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. In your questions, you guide the students 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, “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, ask 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?*

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

Most students were already familiar with many of these verbs:

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	<i>laughs</i>	<i>fun verb</i>
entiende	<i>understands</i>	<i>high frequency</i>
piensa	<i>thinks</i>	<i>high frequency</i>
puede	<i>can, is able to</i>	<i>Super high frequency</i>

After you have invented a similar story with your class, your students will be ready to read the following 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.

EL CHICO PEQUEÑO Y SUS AMIGOS

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Hay un chico grande. El chico grande mira a un chico pequeño con pantalones **azules**. El chico pequeño anda a la escuela.

El chico grande tiene un libro grande en la mano. El libro grande es **verde**. El chico grande anda al chico pequeño. **Se ríe** un poco porque tiene una idea.

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. Lo mira y grita:

—¡No! ¡Por favor, no!

se ríe *laughs* **completamente** *completely* **entiende** *understands*

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

El chico pequeño grita muy fuerte:

—¡**Ayúdame!** ¡Ayúdame!

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



ayúdame *help me* **hacia** *towards* **piensa** *thinks* **ayuda** *help* **no puede** *can't*



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 pantalones **morados**!

Al chico grande le gustan sus pantalones morados mucho. Pero al gato no le gustan los pantalones. 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* **pantalones** *pants*



Vicente ataca, pero el chico grande **todavía** agarra al chico pequeño con el libro grande. **Así que** el chico pequeño grita **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.

otro *another*

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



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

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



El fin.



Nombre _____

Fecha _____

Clase _____

EL CHICO PEQUEÑO Y SUS AMIGOS Questions

I. READING COMPREHENSION

Instrucciones: On the odd numbers, answer the questions based on the reading. You may answer those in English or Spanish. On the even numbers, write the sentence **in Spanish** from the story that gives the **clue**.

1. Where is the small boy going? _____

2. **Clue:** _____

3. What does the big boy have in his hand? _____

4. **Clue:** _____

5. Why does the big boy laugh a little bit? _____

6. **Clue:** _____

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

8. **Clue:** _____

9. Who does the cat belong to? _____

10. **Clue:** _____

11. What is the cat's name? _____

12. **Clue:** _____

13. Which knee does the cat attack? _____

14. **Clue:** _____

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

16. **Clue:** _____

17. What does the small boy do then? _____

18. **Clue:** _____

There is more than one correct answer from the story for the following questions:

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

20. **Clue:** _____

21. Why does the big boy finally let the small boy go? _____

22. **Clue:** _____

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

24. **Clue:** _____

II. WORD COMBINATIONS IN THE STORY

Nouns & Adjectives

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

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

Possession

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

36. *the big boy's eyes* _____
37. *the small boy's cat* _____
38. *his pants* _____
39. *his friends* _____

Function Words *(Other Important Words in the Story)*

Escribe en inglés.

40. *de repente* _____
41. *ahora* _____
42. *pero* _____
43. *ya no* _____
44. *por favor* _____
45. *otra vez* _____
46. *un poco* _____
47. *así que* _____
48. *todavía* _____
49. *gracias* _____
50. *más* _____

50/50

Nombre _____ ANSWER KEY _____

EL CHICO PEQUEÑO Y SUS AMIGOS Questions

1. *Where is the small boy going?* *to school*
2. El chico pequeño anda a la escuela.
3. *What does the big boy have in his hand?* *a big book*
4. El chico grande tiene un libro grande en la mano.
5. *Why does the big boy laugh a little bit?* *He has an idea.*
6. Se ríe un poco porque tiene una idea.
7. *What does the small boy yell when the book is closed on him?* *Help me!*
8. El chico pequeño grita muy fuerte: —¡Ayúdame! ¡Ayúdame!
9. *Who does the cat belong to?* *The small boy*
10. Es el gato del chico pequeño.
11. *What is the cat's name?* *Vicente*
12. Es rojo y loco y se llama Vicente.
13. *Which knee does the cat attack?* *the right knee*
14. Vicente ataca la rodilla derecha del chico grande.
15. *Does the big boy drop the small boy when the cat attacks him?* *No*
16. Vicente ataca, pero el chico grande todavía agarra al chico pequeño con el libro.
17. *What does the small boy do then?* *He yells again.*
18. Así que el chico pequeño grita otra vez.
(*There is more than one correct answer for these questions*)
19. *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.*
20. 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.
21. *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.*
22. 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.
23. *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.*
24. El chico pequeño grita muy fuerte: —¡Ayúdame! ¡Ayúdame!
Pero el chico pequeño tiene amigos.

Word combinations in the story

Write the words combinations from the story in Spanish

- | | | |
|-----|---------------------|---|
| 25. | purple pants | __ pantalones morados _____ |
| 26. | a small boy | __ un chico pequeño _____ |
| 27. | a big boy | __ un chico grande _____ |
| 28. | the right knee | __ la rodilla derecha _____ |
| 29. | a big pencil | __ un lápiz grande _____ |
| 30. | blue pants | __ pantalones azules _____ |
| 31. | a big book | __ un libro grande _____ |
| 32. | the big book | __ el libro grande _____ |
| 33. | a crazy cat | __ un gato loco _____ |
| | | |
| 34. | another small boy | __ otro chico pequeño _____ |
| 35. | another friend | __ otro amigo _____ |
| | | |
| 36. | the big boy's eyes | __ los ojos del chico grande _____ |
| 37. | the small boy's cat | __ el gato del chico pequeño _____ |
| 38. | his pants | __ sus pantalones _____ |
| 39. | his friends | __ sus amigos _____ |
| | | |
| 40. | de repente | __ all of a sudden, suddenly _____ |
| 41. | ahora | __ now _____ |
| 42. | pero | __ but _____ |
| 43. | ya no | __ any more, no longer _____ |
| 44. | por favor | __ please _____ |
| 45. | otra vez | __ again _____ |
| 46. | un poco | __ a little, a little bit _____ |
| 47. | así que | __ so _____ |
| 48. | todavía | __ still, yet _____ |
| 49. | gracias | __ thanks, thank you _____ |
| 50. | más | __ more _____ |

TELL THE STORY

Tell the story in your own words in the target language. Add details. Show what you can do.

1.



2.



3.



4.



5.



6.



Number of words written: _____

Name _____

Date _____

Classes _____

WRITE THE STORY

Write the story in your own words in the target language. Use the back if you need more space.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

