

Storytelling/Grammar- Juaninco Pececito

Objectives

- Recognize and use appropriate aspect in the past tense (preterit vs. imperfect)
- Write and edit a progressive story

Materials

- Manipulatives
- Story strips
- Tape or sticky tack
- Student activity packets
- Envelopes with images for starting progressive reading and writing activity

Input Procedures

A. Context

- We are going to learn the short story of Juaninco Pececito, a tale from Perú that teaches why we should listen to our parents, to combine preterit and imperfect.

B. Prereading

1. Brainstorm: We will brainstorm on times our parents or relatives warned us about something and we didn't listen. What were the results?
2. Look at the visuals, predict what will happen using this activity (SMART, DRTA, Asking Divergent Questions)

C. Guided Interaction

1. Storytelling: I will tell the story once through using the manipulatives, and then I will tell it again and ask comprehension check questions.
2. Dictionary: Students will answer questions to learn the meanings of new vocabulary in the story.
3. Order pictures: Students will order
4. Story Strips: I will pass out large strips that are lines from the story. We are going to post the strips on the wall with actions in chronological order top to bottom, and the descriptions will be posted to the sides of the actions that they describe. I will ask the students what they notice about how I'm organizing the story. What type of verbs are posted top to down? What about to the sides? What can we say about the purposes for preterit and imperfect when telling a story? This will serve as the grammar inducing session.
Our summarization will be "Frequently, we use the preterit to describe actions or events in a story. We can picture each action/event as a place on a timeline that travels top to bottom. A lot of times, we use the imperfect to describe the scene and say what's going on in the background. We can picture the imperfect as little details that grow out to the sides like panorama."
5. Extra Strips: For this activity, I will have additional sentences that were not originally in the story I told printed up. As a class, we will discuss where each of these sentences would fit in to our story that's still posted on the wall.

Output Procedures

A. Preparation

1. Progressive Writing Prep: I will divide the class into pairs and give each pair an envelope that holds a series of pictures that will serve as the basis for a story. The pair will write an initial description to set the scene of the story. They will decide when this story happened and what the protagonist and any other main characters are like.

B. Personalization, Progressive Story

1. Round 1: Each pair will write the opening descriptions (1-3 sentences). Next, they will pass their story to the next pair.

Name: _____ Fecha: _____ Período: _____

2. Rounds 2-4: The new pair will write the two actions of the story using picture 2 and their imaginations as inspiration. We will pass the stories around for a total of three times (therefore, all four pictures in the envelope have been used) and each story should have 6 actions (depending on the size of the class, you might want to add more photos or make the groups of three).
3. Rounds 5-7: Then, we will pass the story again and this time the pairs will have to add in details such as how the characters felt or what was happening in the background of the action. We will pass the story 3 more times to add details. Pairs can write 1-2 sentences for whatever action they would like. After 6 rounds of passing, the story will go back to the original owners. They will read their developed story and add an appropriate title as well do any necessary error correction. If time remains, the pairs will do a “run-through” reading in which they will decide who will read what parts of the story for their presentation and practice appropriate pronunciation and intonation. This can be done at the end of class or the beginning of the next class before presentations.
4. Collect Drafts: I will collect the drafts and make corrections for any major mistakes overnight and return the papers by next class period.
5. Presentations: Next class, students will present their stories to the class. Listeners will take notes as we will be voting for the following awards that will give bonus points: craziest plot, most interesting characters, most likely to be based on a true story

Name: _____ Fecha: _____ Período: _____

El cuento de Juaninco Pececito

- Cuando era pequeño. Don Juan Pez se llamaba Juaninco Pececito.
- Vivía con su mamá en una pecera.
- La pecera estaba en el salón de una casa.
- En la casa, también había un gato.
- Como todos los niños, Juaninco era muy curioso.
- Quería ver que había fuera de la pecera.
- La mamá de Juaninco se dio cuenta de la curiosidad de Juaninco.
- Le dijo, “No debes acercarte a la superficie del agua porque el gato puede venir y comerte.”
- Un día, cuando su mamá dormía, Juaninco subió a dar un paseo.
- Vio muchas cosas: vio un sillón y una ventana.
- Y más allá había árboles.
- Juaninco fue más arriba.
- Pero, de repente, ¡apareció el gato!
- ¡Era enorme!
- Juaninco no sintió miedo.
- El gato trató de engañar a Juaninco. Dijo, “Sal del agua; voy a enseñarte el mundo.”
- El gato ya se lamía los labios porque Juaninco Pececito iba a salir.
- Pero la mamá de Juaninco llegó justo a tiempo.
- Empujó a Juaninco hacia abajo. • Y el gato no pudo atraparles.
- Juaninco entró en el agua y nadó hasta el fondo.
- La mamá de Juaninco le regañó por desobedecer.
- Entonces Juaninco comprendió el peligro de nadar cerca del gato.
- Prometió “Nunca voy a salir de la pecera.”

Name: _____ Fecha: _____ Período: _____

The story of Juaninco Pececito (Juaninco the Little Fish)

- When he was little, Don Juan Pez (Mr. John Fish) was called Juaninco Pececito.
- He lived with his mom in a fish bowl.
- The fish bowl was in the living room of a house.
- A cat also lived in the house.
- Like all children, Juaninco was very curious.
- He wanted to see what was outside the fish bowl.
- Juaninco's mom noticed his curiosity.
- She told him, "You should not get close to the surface of the water because the cat can come and eat you."
- One day, when his mom was taking a nap,
- Juaninco went up to "take a walk."
- He saw many things: he saw a sofa, a chair and a window.
- Beyond the window there were trees.
- Juaninco went even higher.
- But suddenly, the cat appeared!
- He was huge!
- Juaninco did not feel afraid.
- The cat tried to trick Juaninco.
- He said, "Come out of the water; I will show you the world."
- The cat was already licking his lips because Juaninco was going to come out.
- But Juaninco's mom arrived just in time.
- She pushed Juaninco down.
- And the cat couldn't catch them.
- Juaninco went into the water and swam to the bottom.
- Juaninco's mom scolded him for disobeying.
- Then Juaninco understood the danger of swimming near the cat.
- He promised that he would never leave the fish bowl.