

MARIPOSA, MARIPOSA

Pages 3-13 in *Tell Me a Cuento / Cuéntame un Story* by Joe Hayes

STORY SUMMARY

La Mariposa—the Butterfly—finds a coin while she is sweeping and uses it to buy some yellow and black cloth to make a new dress. Wearing her beautiful new dress, she sits in front of her house. All the animal neighbors who pass by want to marry her. She asks each one to sing for her. Because the Little Mouse sings best, she decides to marry him. Unfortunately, soon after they are married, the Little Mouse meets up with the Cat. Gulp! La Mariposa is heartbroken, but the flowers that her friends send to cheer her up are so pretty she decides to spend the rest of her days flying from flower to flower.

PRE-READING ACTIVITIES

ART—BUTTERFLY COLLAGE

In this story, students will meet a butterfly named La Mariposa. La Mariposa decides to buy a beautiful dress that is bright yellow with black spots all over it. In this art project, students will make a dress for La Mariposa with all of their own favorite colors.

Materials

- ~~/~~ Enough copies for each student of the outline of a butterfly on page 9
- ~~/~~ A pencil
- ~~/~~ Magazines that the students can cut up
- ~~/~~ Scissors
- ~~/~~ Glue
- ~~/~~ Crayons

Teacher preparation

Photocopy the outline of the butterfly on page 9 or have your students draw their own outline of a butterfly. If your students draw the outline, make sure it is large and fills the whole page so they have a large area to decorate.

Directions for students

1. Search through the magazines to find bright colors for Mariposa's dress.
2. Cut out the colors in different shapes—circles, hearts, stars, squares, and triangles.
3. Once the colors for La Mariposa's dress have been collected, use the glue to paste the colors to La Mariposa's dress (wings).

4. When you have finished gluing the colors on Mariposa's dress, use crayons to fill in the empty spaces and to color in Mariposa's face.

Vocabulary

On the blackboard, write down all the vocabulary words listed below. Before reading the story to your students, review the vocabulary words with them. If you are going to read the story bilingually, introduce the words in both languages. Review the words a second time, asking your students to repeat after you. This will help them to recognize the words in the story. It will also help them to learn the rhythm and inflection patterns of the words in their second language.

la mariposa	butterfly
la esquina	corner (outside)
el rojete	rouge (make-up)
la tela	cloth
guapo(a)	handsome (pretty)
el marrano	pig
el gato	cat
la iglesia	church
la cama	bed
el ramo	bouquet (bunch)
de flor en flor	from one flower to another
arrodarse	to kneel
el rincón	corner (inside)
los dulces	candy
la mancha	spot
casar	to marry
el perro	dog
el ratón	mouse
la boda	wedding
el estómago	stomach
el corazón	heart
el vestido	dress

A good way to introduce this story is to teach the children how to say the characters' names in sign language:

1. *The butterfly, la mariposa*: With your hands crossed and palms toward you, hook your thumbs and flap your hands like wings.
2. *The pig, el marrano*: Put your right hand under your chin palm down and wiggle your fingers.

3. *The dog, el perro*: Slap your thigh and then snap your fingers as if you're calling your dog.
4. *The cat, el gato*: With the thumb and index finger of each hand act like you're stroking the long whiskers under your nose.
5. *The mouse, el ratón*: Extend the index finger of your right hand and with the other three fingers, hold down the thumb (the sign for the letter "m"); then stroke the side of your nose with the index finger.

Review the names of all the characters in English, Spanish and sign language.

PRESENTATION OF THE STORY

To prepare for a bilingual reading, locate the words and phrases that you will say in the second language. These are usually those elements that are frequently repeated. In this story, the animal names and the verse dialogue are repeated frequently. Underline or highlight these passages. Review these passages in the second language. As you read, use the second language when you reach these passages. The first time you use the second language, translate, but after that just use the second language for the repeated words and phrases.

For example, when reading page 6 from the storybook to students whose first language is Spanish you might read:

*Después de poco tiempo vino alguien por la calle. Era the Pig—el Marrano. Al ver a la Mariposa se paró. Dijo the Pig:
—Mariposa, Mariposa, how beautiful you are! ¡Mariposa, Mariposa, qué guapita que estás!
Bien sabía que se veía bonita. Le respondió: —I know, I know. Don't you want to tell me more? Ya lo sé, ya lo sé. ¿No quieres decirme más?
¡Sí que the Pig quería decirle más! Le pidió: —Mariposa, Mariposa, will you marry me? Mariposa, Mariposa, ¿que te casas conmigo?*

If you are reading the story to a group of students whose first language is English, you might read page 6 from the storybook like this:

*In a little while someone came up the street. It was el Marrano—the Pig. When he saw la Mariposa he stopped. El Marrano said, "Mariposa, Mariposa, ¡qué guapita que estás! Mariposa, Mariposa, how beautiful you are!"
She knew she looked pretty. She answered, "Ya lo sé, ya lo sé. ¿No quieres decirme más? I know, I know. Don't you want to tell me more?"
Yes! The Pig wanted to say more. He asked, "Mariposa, Mariposa, ¿que te casas conmigo? Mariposa, Mariposa, will you marry me?"*

When Mariposa’s neighbor the Dog comes to court her, instead of translating the repetitive phrases in both Spanish and English, just read the repetitive phrases in the students’ second language.

For example, if you are reading to students whose first language is Spanish, you might want to read page 8 from the storybook as follows:

Pronto vino el Perro por la calle. Vio lo bonita que estaba la Mariposa.

—Mariposa, Mariposa, how beautiful you are!

—I know, I know. Don’t you want to tell me more?

—If I marry you, how will you sing for me?

El Perro se puso a ladrar: —¡Guau-guau-guau-guau!

—You would scare me with that!

El Perro corrió calle adelante llorando: —¡Ju-ju-ju-ju!

If you are reading to students whose first language is English, you might want to read page 8 from the storybook as follows:

Soon el Perro—the Dog—came up the street. He saw how pretty La Mariposa looked.

“Mariposa, Mariposa, ¡qué guapita que estás!”

“Ya lo sé, ya lo sé. ¿No quieres decirme más?”

“Mariposa, Mariposa, ¿que te casas conmigo?”

“¿Cómo me cantarás, si me caso contigo?”

The Dog began to bark, “Ruff-ruff-ruff!”

“¡Me asustarás!”

And the dog ran up the street crying, “Bow-how-how-how!”

STORYTELLING TIPS FOR THIS STORY FROM JOE HAYES

This is an especially easy story to learn because it’s so repetitive, but it’s probably the most delightful story in this collection. It’s a good one for new storytellers to start out with. All you have to memorize is the repeated dialogue and the order in which the suitors arrive.

Before you tell this story, you might want to practice a voice for the pig, dog, cat and mouse, as well as some snorting, barking, meowing and squeaking. You don’t have to make any great changes in your voice. In storytelling, just a suggestion of the character’s voice will stimulate the listener’s imagination to create the fully expressed voice.

I don’t really have a voice for the butterfly, but I try to define her by exaggerated, rather stereotyped, flirtatious movements. I try to repeat the gestures pretty precisely each time the Mariposa talks to a suitor, and often some of the children will mimic them. By the way, in general, women gesture with their elbows held close to their bodies, and men thrust their elbows out.

The point when the Mariposa finds the coin (page 3 in the storybook) is a perfect example of how a teller can focus the listeners’ imaginations and hold them in expectation while saying the same line in two languages. When you say “She bent down and discovered a…” everyone’s imagination is waiting to picture what she finds. Give it

first in Spanish: “una monedita de plata,” if Spanish is your listeners’ second language (or “a little silver coin, if English is your listeners’ second language) and then translate it. The listeners won’t feel as though they’re sitting through the same line twice.

I don’t really do this one as a participation story, but by the time the cat comes along, I often say to the kids, “And you know what the cat said. See if you can say it with me.” They usually jump right in.

FOLLOW UP ACTIVITIES

DISCUSSION

After reading the story, ask your students the following questions:

1. What other animals might have wanted to marry Mariposa?
2. How do you say those animals’ names in Spanish? In English?
3. How would these animals sing for Mariposa?
4. Would their songs scare Mariposa?
5. If Mariposa said that their songs scared her, what would it sound like when that animal cried?

STICK PUPPET PLAY

The discussion above easily leads into a play based on the story of La Mariposa.

Making a Puppet Theater (for students and/or teacher)

Materials

- ~~/~~ 22 x 28-inch colored poster board
- ~~/~~ Markers, crayons or paints
- ~~/~~ Scissors

1. Use the long side of the poster board for the bottom of the theater.
2. Fold the poster board about 7 inches in from each side. This will allow the theater to stand by itself.
3. In the center of the theater, cut a window that is big enough for the puppets to perform in.
4. As a group, decorate the theater using marker, crayons or paints.

Making the Puppets (for students)

In the play, add the new animals that the students thought would like to marry Mariposa. Add enough so that each student will have a part in the play. Each student should make a puppet for the character that s/he is going to be in the play.

Materials

- ~~/~~ Crayons, markers or colored pencils
- ~~/~~ 8½ x 11 inch tagboard or cardstock
- ~~/~~ Glue
- ~~/~~ Scissors
- ~~/~~ Craft sticks

1. Choose a character.
2. Using crayons, markers or colored pencils, draw and color in the character on a piece of 8½ x 11 inch tagboard or cardstock.
2. Cut out the character with the scissors.
3. Glue the craft stick onto the back of your character. Make sure half of the stick is glued sturdily on the back of the character and the other half is available to hold onto.

Theater Script (for students and/or teacher)

Create a play based on the story, but add the new animals that you discussed previously so that each student will have a role. As the teacher, you can narrate the story, or have one of the students narrate the story. As a class, develop a theater script—who will say what and when. This can be written down or just discussed so that each student will know when it is his/her turn.

For example, the theater script might begin like this:

Narrator: *A butterfly—La Mariposa—lived in a little house on the corner of the street. One day La Mariposa was sweeping in front of her house. She saw something shiny on the ground. She knelt down and discovered a little silver coin.*

Mariposa: *What should I buy with this money? Should I buy some make-up and paint my face really pretty...? No. They'll say I'm a flirt if I do that.*

The Play

Once the puppets are made and the script has been developed, the students should be ready to put on the play. When it is time for each character to say something, ask the student to hold up the stick puppet in the theater and say their lines.

Joe Hayes always encourages people to make a story their own by adding their own personality into a story. Let the students know that they can play with the story and add in their own personality.

CHALLENGE

Once the students feel comfortable doing the play in their first language, ask them to perform the story using their second language. The students don't have to do the whole play in their second language, only as much as they can do. Perhaps in their second language, they can say the names of the characters and the verse dialogue that is repeated so often between Mariposa and her suitors.

TAG TEAM VOCABULARY

1. There are 22 vocabulary words listed on page 2 in this guide. Write down each vocabulary word in the students' first language on an index card.
2. Put the index cards in a box.
3. Pass the box to a student.
4. Tell the student to pull a word from the box and make a sentence using that word. You can instruct the student to do this activity out loud or to go to the blackboard and write out the sentence.
5. If the student is having trouble making up a sentence, tell the student that s/he can tag another student to help. Together the two students can put together a sentence.
6. When the student is done, have him or her remove the card from the box, then tag another student to pull a card from the box.
7. When all the words have been used, repeat the activity, but this time have the students pull out two cards and use both words to make a sentence.

CHALLENGE

1. Do the same activity but this time use the vocabulary words from the students' second language. Write down each vocabulary word in the students' second language on an index card. Since this project will probably be harder for the students, remind them that they can tag another student to help them out when they get stuck.
2. If a student gets stuck and cannot make a whole sentence in their second language, suggest that they do as much of the sentence as they can in their second language and use the first language where they can't think of the second language translation. For example, if the student's first language is English and the sentence they would like to say means "The butterfly flew from flower to flower," but they don't know the Spanish word for fly, you could encourage them to say "La Mariposa flew de flor en flor." Likewise, if the student's first language is Spanish and the sentence they would like to use means "La mariposa se casa con el ratón," but they don't know the English word for casar, you could encourage them to say, "The butterfly se casa con the mouse."

3. When they are done building the sentence, they can use a Spanish/English dictionary to look up the words that they didn't know. If they make some mistakes or have questions, help them change the sentence to better convey the meaning they intended.

CREATING A NEW STORY

The story of *La Mariposa* uses the imagination rather than scientific fact to describe the behavior of the butterfly. It is a story that gives a reason for why the butterfly flies from flower to flower.

Ask your students to write stories that detail how it is that the earth or its creatures exhibit particular behaviors. Why does it rain? Why do bees sting? Why do dogs chase their tails? Why do birds fly? Why do kangaroos carry their young in their front pouch? You could ask the students to do a little research by looking up their favorite animals to find out about some of the behaviors that are particular to that species. Then they could use their imaginations to elaborate on why this animal behaves the way it does. Tell them to have fun.

The students could collaborate in groups to write their stories. Then each group could tell their stories to the rest of the class.

CHALLENGE

Have students translate their stories into the second language. They will probably need a lot of time to look up words in the dictionary and to consult with peers about the translation. When they have completed the translation, have them read their stories out loud. The important thing about this exercise is not that everything is perfect, but that the students are beginning to explore the second language and become comfortable experimenting with it.

SCIENCE

At the library, tell your students to research the way that science tells the story of *La Mariposa*. What do scientists say makes the butterfly fly from flower to flower? Does science have an explanation for why she is so pretty? Have students write a short report based on their research at the library.

