

MONDAY, TUESDAY, WEDNESDAY, OH! LUNES, MARTES, MIÉRCOLES, ¡OH!

Pages 15-31 in *Tell Me a Cuento / Cuéntame un Story* by Joe Hayes

STORY SUMMARY

“Monday, Tuesday, Wednesday, Oh! / Lunes, martes, miércoles, ¡oh!” sing the tiny men who dance in the forest at night. The kind-hearted poor woman improves the song by adding a second line, “Thursday, Friday and Saturday, so! / Jueves, viernes y sábado, ¡so!” And the little men reward her richly! But when the spiteful rich woman makes a change—“And Sunday, too. / Y domingo tambien.”—it ruins the rhythm of the song. The reward she receives isn’t at all what she had hoped for!

PRE-READING ACTIVITIES

DISCUSSION

Prepare the students for this story by asking them:

1. What do you think this story might be about?
2. If the story is about the days of the week, what could happen? How can the days of the week make a story?
3. Tell your students that “Monday, Tuesday, Wednesday, Oh!” and/or “Lunes, martes, miércoles, ¡oh!” will be part of a song. Make up a simple melody together to sing the words to. Add “Thursday, Friday and Saturday, So!” and/or “Jueves, viernes y sábado, ¡so!” to the song. How will that fit in with the tune and rhythm you have made up for the first line? What day of the week is missing? Sunday? Ask them if they think it will fit into the song.

ART

Explain to the students that in this story they are going to meet some tiny little men, los hombrecitos, who dance at night in the forest. The tiny little men like to give generous gifts to people who treat them kindly.

Materials

- White paper
- Crayons, markers or paints
- Glitter
- Sequins
- Glue
- Newspaper

Directions for the students

1. Imagine what these little men might look like. Draw a picture of the little men dancing at night in the forest. What kind of outfits will they wear?
2. If you had been kind to the little men, what might be a good surprise for them to give you? In your picture, draw the gift that you would like to receive in return for your kindness.
3. Since the little men are dancing at night, it might help us to see them if we add some glitter to their outfits. Put the drawings over a big piece of newspaper so you won't make a mess. Place drops of glue where you would like the men to sparkle so you can see them at night.
4. Sprinkle glitter and sequins over the glue spots.
5. Tip the paper onto the newspaper so that the glitter and sequins that didn't stick to the glue come off.

This story is ideal for teaching young learners the days of the week in both Spanish and English. On the blackboard, write down the days of the week in Spanish and English. Review the words with the students in both languages, asking them to repeat the words after you.

lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

Point out that the days of the week are capitalized in English, but not in Spanish.

Other words used frequently in this story are:

pobre	poor
rico/a	rich
la señora	woman
el pueblo	village
los hombrecillos	little men
el hijo/el hija	son, daughter
el niño	child
la semana	week
el día	day
la olla	pot

cantar	to sing
decir	to say
limpiar	to clean
lavar	to wash
hacer	to make
bailar	to dance
trabajar	to work
correr	to run

Write these words on the blackboard in both languages. 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.

PRESENTATION OF THE STORY

BILINGUAL READING

Read the basic story in the students' first language, enriching the reading by using the second language for the frequently repeated elements, such as the women's names—*the poor woman, la señora pobre* and *the rich woman, la señora rica*—and the songs.

To prepare for the bilingual reading, first locate the words and phrases which you will say in the second language. 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, if your students' first language is English, you might read page 15 from the storybook like this:

Once, at opposite sides of the very same town, there lived una señora pobre (a poor woman) and una señora rica (a rich woman).

Then, the next time the two women are mentioned on page 16 in the storybook, substitute the Spanish for the English without providing a translation.

The husband of la señora pobre had died and left her with six children but without a penny with which to raise them.

The husband of la señora rica had also died, but he had left her with a fortune in gold and silver.

If your students' first language is Spanish, you might read page 15 from the storybook like this:

Una vez, en lados contrarios del mismo pueblo, vivían a poor woman (una señora pobre) y a rich woman (una señora rica).

Then the next time the two women are mentioned on page 16 in the storybook substitute the English for the Spanish without providing a translation.

El marido de the poor woman había muerto y la había dejado con seis hijos, pero sin un solo centavo con que manetenerlos.

El marido de the rich woman también había muerto, pero la había dejado con una fortuna de oro y plata.

The first time that the days of the week are introduced on page 18 in the storybook, read the days of the week in the students' second language, then translate it into the students' first language.

For example, if the students' first language is English, you might want to read page 18 from the storybook like this:

So all day on el lunes (Monday), la señora pobre spent the whole day at the rich woman's house cleaning the house and washing the clothes and—slap-pat, slap-pat—making tortillas. At the end of the day, she received no pay for her work. El martes (Tuesday) was the same—clean the house, wash the clothes and—slap-pat, slap-pat—all the livelong day. El miércoles, el jueves, y el viernes (Wednesday, Thursday, and Friday) were no different.

If the students' first language is Spanish, you might want to read page 18 from the storybook like this:

Así que Monday (el lunes), the poor woman pasó todo el día en la casa de la rica, limpiando la casa y lavando la ropa y—pim-pam, pim-pam—haciendo tortillas. Al fin del día no recibió nada por su trabajo. Tuesday (el martes) fue lo mismo—limpiar la casa, lava la ropa y—pim-pam, pim-pam—el santo día. Wednesday, Thursday and Friday (el miércoles, el jueves, y el viernes) no fueron diferentes.

The next time the days of the week come up in the song of the tiny little men on page 21 do the same: read, or better yet sing, the song first in the students' second language and then again in the students' first language. Don't provide a translation as your students become more familiar with the song in their second language.

STORYTELLING TIPS FOR THIS STORY FROM JOE HAYES

This is the most complex story in this collection because it's more linear—less formulaic—than the others. I think of it as having about four sections or movements: the introduction of the two women and their situations; the poor woman's work week; the poor woman's experience with the little men; the rich woman's experience with the little men. If I ever get into trouble remembering a story, it happens when I have to move from one section of the story to another. As you're learning the story, pay special attention to the transitions.

You'll need to make up a melody for the song the little men sing—the simpler the better. I always have the men sing in a small, nasal voice. When they sing the rich

woman's song and say "And Sunday, too," it's spoken and sort of quick and silly.

I always sing the song in both English and Spanish. When the poor woman first hears the song, I sing in Spanish, then say, "They were singing about the days of the week! Sometimes they would sing in English, and then they'd say..." I usually invite the children to sing the song when the Poor Woman gets to the clearing and sees the little men. First I do a little arm dance and sing in Spanish. Again I say, "And sometimes they would sing in English," and I start to sing. Then I catch myself. "Wait," I say. "Why am I doing this all by myself? There was a whole group of little men singing. Can you do it with me to make it sound like a whole bunch of men?"

When I end this story and name the days of the week for the final time, I use my normal voice until I get to "Y domingo tambien." For that I go back to the silly nasal voice of the little men, just to throw in a final punch.

FOLLOW UP ACTIVITIES

ACTION VERBS

This might be a good activity to do outside.

1. Review the verbs used in this story in both Spanish and English with your students.

cantar	to sing
decir	to say
limpiar	to clean
lavar	to wash
hacer	to make
bailar	to dance
trabajar	to work
correr	to run
salir	to walk
oir	to hear
pensar	to think

2. In the students' second language, call out one of the verbs and ask the students to indicate through their actions that they know what the word is. For example, if your students' first language is English, call out the word "bailar." The students should begin to dance. If your students' first language is Spanish, call out the word "dance." Your students should begin to dance.
3. Do this with all of the verbs.
4. Repeat any verbs that they might have had trouble remembering. This experience will help the students recognize the verb when it is spoken verbally in their second language.
5. Now, write the words on separate pieces of paper.

6. Hold up one of the words. Ask the students to repeat the word and then to indicate through their actions that they know what the word is. For example, if your students' first language is Spanish, hold up the word "sing." Together they should repeat the word "sing" and then begin to sing. If your students' first language is English, you would hold up the word "cantar." Together your students should repeat the word "cantar" and then begin to sing. Through this experience, the students will begin to recognize and to read the verb when it is written down in their second language.

EXTENSION

1. Have the students think of other action verbs for activities they like to do.
2. Using a Spanish/English dictionary, have them find the translation for the verb in their second language.
3. Add these verbs to your verb list in the above activity.
4. Repeat the Action Verb activity using the additional verbs.

DAYS OF THE WEEK

After you have read this story, ask students to write the day of the week at the top of each of their assignments for the next week. When they have learned to write the days of the week in their first language, ask them to begin writing the day of the week in their second language at the top of each of their assignments.

Also, for the week following the telling of this story you might want to introduce each day by talking about what day of the week it is in both Spanish and English.

MUSIC AND LANGUAGE

When the little men were dancing and singing, they appreciated some suggestions on how to improve their song. Maybe one way to improve their song would be to add instruments, maybe some tambourines.

Materials

- Paper plates
- Uncooked pinto beans
- Hole punch
- Crayons or markers
- Decorative stickers
- Strong yarn or string

Directions for students

1. Decorate the bottom part of a paper plate (the part that sits on the table when you are eating) using crayons, markers and decorative stickers.

2. Fold the plate in half with the decorated part of the plate facing out so that you can see the design.
3. With the hole punch, punch holes along the rim of the plate leaving an inch between every hole. The holes should be a quarter inch from the outside rim of the plate. Make sure the holes are punched through both sides of the plate. **Note to teacher: Depending on the age and manual dexterity of your students, you might want to prepare this activity by punching the holes for your students.**
4. Slide the yarn or string through the first hole on either side.
5. Tie a knot around the rim of the plate so that the yarn or string is secured tightly.
6. Weave the yarn or string in and out of each hole till you get about half way done.
7. Pour a hand full of beans into the part of the plate that is still open.
8. Without letting the beans fall out, weave the string or yarn through the rest of the holes.
9. Pull the string tight.
10. Make another knot around the outside of the rim so that the plate is tightly secured and so that none of the beans will fall out.
11. Hold the edges of the tambourine and shake it up and down to make music.

When the tambourines are finished, read the story again and encourage the students to shake the tambourines rhythmically during the days of the week song. Ask them if they think this makes a better song. Do they think the little men will give them a pot of gold or a pot of bugs and snakes?

EXTENSION

1. Using their tambourines, have students make up songs for the numbers 1 through 10 in their first language.
2. Teach them the numbers in their second language.
3. Now have them sing the song in their second language.

SOCIAL STUDIES – OCCUPATIONS

The poor woman in this story did not have a job that she liked. It made all the days of the week drag by and then she only got paid with stale tortillas. Read the biography of Joe Hayes below. Joe found a job that he really enjoys.

JOE HAYES is one of America's premier storytellers—a nationally recognized teller of tales from the Hispanic, Native American and Anglo cultures. His bilingual Spanish-English tellings have earned him a distinctive place among America's storytellers. His books and tapes of Southwestern stories are popular nationwide.

Joe's tales combine the traditional lore of the American Southwest and his own imagination. The traditional part is based on things people have told him and on what he has learned from reading the work of folklorists and anthropologists. Most of the material he uses was collected fifty or more years ago, before radio, television and movies began to replace the old stories. Joe's own contribution is based on his instincts as a storyteller and what his experience tells him listeners need in order to feel satisfied with a story. The stories reflect his own values and sense of humor, as well as the values and humor of Southwest cultures, which is made up primarily of Hispanic, Native American and Anglo cultures.

Born in Pennsylvania, Joe moved as a child to a small town in southern Arizona, some fifty miles from the Mexican border. From Mexican-American friends and schoolmates he began to acquire a knowledge of Spanish and an appreciation for Hispanic culture. As an adult his experience with Spanish helped him find work doing mineral exploration in Mexico and Spain. When Joe moved to New Mexico in 1976 he first taught high school English, but his interest in the rich folklore of the region was already growing. He enjoyed sharing stories with his own children so much that he decided to shape a career for himself as a storyteller. Joe gathered traditional stories of the Southwest, added a little of his own spice and hit the road, traveling all over to share his stories. He has captured the imagination of children in over 1500 schools.

For thirteen years Joe has been the resident storyteller at the Wheelwright Museum of the American Indian in Santa Fe. He has been featured at the National Storytelling Festival in Jonesborough, TN, and is featured in the book *Best Loved Stories Told at the National Storytelling Festival..* Joe has taught storytelling to teachers at the University of New Mexico and been a guest lecturer at many colleges and universities, delivering the commencement address for the Graduate School of Library and Information Science at U.C.L.A. He was designated a New Mexico Eminent Scholar by the New Mexico Commission on Higher Education, and in 1995 he received the New Mexico Governor's Award for Excellence.

Joe has also published many books, some written in both Spanish and English.

Discussion

Discuss occupations with your students.

1. What kind of jobs would you like to have? What are the names of the people who perform these jobs?
2. What skills would you need to be a good storyteller?

Have each student pick a job that they would like to have when they grow up. Ask them to find a person in the community with that kind of job. Using the job interview

form at the end of this guide, have the students interview that person.

CHALLENGE

The challenge for this activity would be to have the students conduct the interview and do the report in their second language.

CREATING A NEW STORY

Have the children imagine a new situation where a kind child is rewarded and a spiteful one gets an unpleasant surprise.

1. Who might be the giver of the reward?
2. What would be the reward they would wish for most?
3. How would they help others with the reward they receive?

Have the students write a story based on these ideas.

TAG TEAM STORYTELLING

1. Have one student start a story with the ideas from the Creating a New Story activity in mind.
2. The first student should make up the first two or three lines.
3. When the student is finished with his or her part, tell him or her to tag another student.
4. The student who has been tagged should continue the story.
5. Have the students keep passing the story along until it is finished. This exercise can be done out loud or as a written exercise in small groups of 5 or 6 students.

NAME / NOMBRE _____

**JOB INTERVIEW
ENTREVISTA DE TRABAJO**

Name of person being interviewed _____

Nombre de persona entrevistada _____

1. What is your job title?

¿Qué es su título de trabajo?

2. What actions do you have to perform for your job?

¿Qué actividades hace en su trabajo?

3. Do you enjoy the work that you do? Why?

¿Le gusta el trabajo que hace? ¿Por qué?

4. Is it helpful to know two languages in the work that you do? Why or why not?

¿Es útil saber dos idiomas en su trabajo? ¿Por qué o por qué no?