

**NO WAY, JOSÉ! / ¡DE NINGUNA MANERA, JOSÉ!**  
Pages 33-45 in *Tell Me a Cuento / Cuéntame un Story* by Joe Hayes

**STORY SUMMARY**

In this highly repetitive tale, the bossy rooster José wants to go to the wedding of his Tío Perico, his uncle the parrot, but he has dirtied his beak by eating a raspberry. He orders the other characters in the story to help him, but he gets the same answer every time—No way, José! / ¡De ninguna manera, José!

The ending comes with a boo! José calls on the ghosts in the graveyard to frighten the man who won't help him. The ghosts frighten the man and that frightens all the other characters into action. Now José is able to attend his uncle's wedding with a clean beak.

**PRE-READING ACTIVITIES**



**DISCUSSION**

Prepare the children for this story by asking:

1. Do you like to be bossed around?
2. When someone bosses you, what do you usually do?
3. Can you remember a time when someone bossed you, and—even though you might have liked to do what they asked—you didn't just because they told you to?
4. How do you make a request sound bossy?
5. What animals seem like they would be bossy to you?
6. Have you ever heard anyone say, "No way, José!" or "¡De ninguna manera, José!"
7. How do you think that expression got started?

**ART**

**Materials**

-  White paper
-  Crayons, markers or paints

Tell your students that in this story they are going to meet a very bossy rooster named José. See who can draw a picture of the bossiest rooster using crayons markers or paints.

## VOCABULARY

On the blackboard, list all the vocabulary words below. Before reading the story, review the vocabulary words with your students. 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 learn the rhythm and inflection patterns of the second language.

The highly repetitive nature of this story lends itself well to a vocabulary lesson in a second language. The most often used nouns in this story are the names of the characters.

tío	uncle
el perico	parrot
el gallo	rooster
el zacate	grass
el hombre	man
la oveja	sheep
el perro	dog
el lobo	wolf
los muertos	dead
los fantasmas	ghosts
la boda	wedding

Several of the frequently used verbs lend themselves well to learning animal names and voices:

decir	to say
mandar	to order, to command
gritar	to yell, to shout
balar	to bleat
gruñir	to growl
ladrar	to bark
reír	to laugh
invitar	to invite

## 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 character's names and the cumulative "runs" (the sections where José tells the other characters what to do so that he can go to the wedding of his Uncle Perico).

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 and—as you read—use the second language when you reach these passages. The first time you use the second language, translate, but after your students become more familiar with the second language just use the second language by itself for

the repeated words and phrases.

For example, if your students' first language is English, you might read page 39 from the storybook like this:

*He commanded:  
—Oveja, Oveja, come zacate.  
Zacate no quiere limpiarme el pico,  
¡y voy a las bodas de mi tío Perico!*

Then you might want to provide the English translation.

*Sheep, Sheep, eat the grass.  
The grass won't clean off my beak,  
and I'm going to the wedding of my Uncle Perico!*

If your students' first language is Spanish, you might read page 39 from the storybook like this:

*Mandó:  
Sheep, Sheep, eat the grass.  
The grass won't clean off my beak,  
and I'm going to the wedding of my Uncle Perico!*

Then you might want to provide the Spanish translation.

*—Oveja, Oveja, come zacate.  
Zacate no quiere limpiarme el pico,  
¡y voy a las bodas de mi tío Perico!*

If your students' first language is Spanish, you might want to read page 41 from the storybook like this:

*Siempre que the dog, el perro, veía al lobo, he would run out and bite it, salía a darle una mordida. Así que José le mandó:*

*“Dog, dog, bite the wolf.  
The wolf won't kill the sheep.  
The sheep won't eat the grass.  
The grass won't clean off my beak,  
and I'm going to the wedding  
of my Uncle Perico!”*

Because you introduced the character (the dog, el perro) and the action (to bite, morder) to the students in the first paragraph, you don't need to provide a translation of the run.

If your students' first language is English, you might want to read page 41 from the storybook like this:

*Whenever el perro, the dog, saw the wolf, salía a darle una mordida, he would run out and bite it. So José ordered:  
—Perro, perro, muerde al lobo.  
Lobo no quiere matar a la oveja.  
Oveja no quiere comer el zacate.  
Zacate no quiere limpiarme el pico,  
¡y voy a la boda de mi tío Perico!*

Because you introduced the character (the dog, el perro) and the action (to bite, morder) to the students in the first paragraph, you don't need to provide a translation of the run.

As your students become more familiar with the story, work in the second language wherever it will fit smoothly.

For example, if your students' first language is English, instead of starting the story (page 33) like this:

*On a small farm, in the high, high hills, lived a bossy little rooster named José,*

you could read it like this:

*On a small farm, in the high, high hills, lived a bossy little rooster named José, vivía un gallito mandón que se llamaba José.*

If your students' first language is Spanish, instead of starting the story (page 33) like this:

*En una granja pequeña entre los cerros muy altos, vivía un gallito mandón que se llamaba José,*

you could read it like this:

*En una granja pequeña entre los cerros muy altos, vivía un gallito mandón que se llamaba José, lived a bossy little rooster named José.*

Since the phrase “No way, José! / ¡De ninguna manera, José!” is repeated frequently, the first several times you might want to repeat the phrases in both Spanish and English. As the story progresses, only say the phrase in the students' second language. Encourage your students to chime in and say the phrase with you.

### **STORYTELLING TIPS FOR THIS STORY FROM JOE HAYES**

You don't have to ask the children to participate in this story. Unless they have been so stifled that they're afraid to make a sound, they'll spontaneously chime in on “No way, José!” So there's no real need to perfect special voices for all the characters who say it.

The children will drown you out anyway!

I find that many students with limited exposure to English don't know the word "rooster." Ask them what "gallo" means, and they'll say "chicken," and they'll give the same answer for "gallina." When I tell this story to such groups, I start out alternatively calling José a rooster and a chicken. Later in the story I drop chicken.

I almost never do the cumulative runs in this story in English. They're just so much more fun in Spanish. I use consistent gestures to keep the English-only kids from getting confused. I make sure they're aware that they can follow along by watching my gestures. As soon as I get to the place where José hollers at the sheep I say, "José thought he would tell the sheep to eat the grass. He said it in Spanish. If you don't know too much Spanish, just watch my hands. I think you can tell what he's saying." And then after I say it, I ask, "You know what he said, don't you?" And I go over it in English, emphasizing the gestures as I do so. To bring them "back up to speed," later on, after José talks to the man, I say, "Nothing happened. And then Jose figured out what the problem was. The man couldn't speak Spanish. But it wasn't a big problem for José, he could speak two languages, so he said it again in English this time." (It also gives me a chance to put in a plug for bilingualism.)

You can have a lot of fun imitating a chicken walk when José is going down the road. I do it sitting in a chair, moving my hands in stiff little steps and bobbing my head forward and back in time with the steps. The kids like to imitate me.

## **FOLLOW UP ACTIVITIES**

### **SEQUENCING ACTIVITY**

The purpose of this activity is to help students discern logical pattern and sequence.

### **Making Character Tags**

#### **Materials**

- ~~✂~~ 2 x 6 inch strips of heavy card stock or poster paper
- ~~✂~~ Crayons, markers or colored pencils
- ~~✂~~ Hole punch
- ~~✂~~ Glue
- ~~✂~~ Pieces of string or yarn approximately 24 inches in length
- ~~✂~~ Scissors

#### **Teacher preparation**

1. Cut enough pieces of string for each of your students. The string should be approximately 24 inches in length.
2. Cut enough 2 inch x 6 inch strips of heavy card stock or poster paper for each of your students.

3. Divide the class up into groups of seven.
4. Assign one of the seven characters from the story to one person in each group. There are: José, the grass, the sheep, the wolf, the dog, the man and the ghosts.. If there are additional students, they can “share” a character with another student.

### **Directions for students**

1. On the strip of heavy card stock, write the name of the character you have been assigned in English and in Spanish.
2. Draw a small picture of that character on the other side of the card using crayons, markers or colored pencils.
- 3 Using a hole punch, punch two holes on one of the shorter ends of the card.
4. Tie one end of the piece of string through each hole on your card to make a necklace that you can place around your neck.
5. Place the character card around your neck.

### **Sequencing Activity**

1. Have your students do this activity in their first language. Divide your students up into groups of seven with each group having a José, the grass, a sheep, a wolf, a dog, a man and a ghost represented.
2. Select one group to start.
3. Ask the student who has the José character tag to talk to each of the characters in sequence and to demand whatever José demands in the story. For example, the José-student would first walk to the student with the grass necklace and say, “Grass, clean off my beak” or “Zacate, límpiame el pico.” The grass would exclaim, “No way, José!” or “¡De ninguna manera, José!” Then the student would go to the sheep next and say, “Sheep, eat the grass.” or “Oveja, come zacate.”
5. Can the student do the whole “run” for each character? For example, when she or he gets to the wolf, instead of simply saying, “Wolf, kill the sheep,” or “Lobo, mata a la oveja.” can she or he say, “Wolf, wolf, kill the sheep. The sheep won’t eat the grass. The grass won’t clean off my beak, and I’m going to the wedding of my Uncle Perico!” or “Lobo, lobo, mata a la oveja. Oveja no quiere comer el zacate. Zacate no quiere limpiarme el pico, y voy a la boda de mi tío Perico!”
6. Have each group do the exercise.

7. Try to give each student the opportunity to be José.

## **CHALLENGE**

1. Now that your students have mastered this activity using their first language, ask them to repeat the activity using their second language. If your students' first language is English, tell them to do the activity in Spanish. If your students' first language is Spanish, tell them to do the activity in English. They will probably need to listen to the story being read bilingually several more times and complete some of the vocabulary enrichment activities before they are ready to do this.
2. If the student with José's character tag can't remember some of the phrases in his or her second language, encourage the other students to help him or her out.
3. Of course, the double challenge would be for the student with José's character tag to do the whole run for each character in their second language. Because of the difficulty of the challenge, you might want to have the students do this out loud together with one group acting it out. For example, if the student with the character tag walked up to the student with the dog's character tag, and the students' first language was Spanish, the whole class would say together, "Dog, dog, bite the wolf. The wolf won't kill the sheep. The sheep won't eat the grass. The grass won't clean off my beak, and I'm going to the wedding of my Uncle Perico." If the students' first language was English, the whole class would chime in with "Perro, perro, muerde al lobo. Lobo no quiere matar a la oveja. Oveja no quiere comer el zacate. Zacate no quiere limpiarme el pico, y voy a la boda de mi tío Perico."




## **LUNCH BAG PUPPET PLAY**

The sequencing activity could easily lead into a puppet play based on the story. Divide your students up into groups of seven so that each student will have a part in the play. Each group might want to construct their own puppet theater.

## **PRODUCTION**

### **Making a Puppet Theater (for students and/or teachers)**

#### **Materials**

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

#### **Directions**

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 on its own.
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 lunch bag puppets (for students)**

Each student will want to make a puppet for the character that s/he is going to be in the play.

#### **Materials**

- ~~/~~ Crayons, markers or colored pencils
- ~~/~~ Lunch bags
- ~~/~~ Found items such as cloth, cotton balls, magazines, colored construction paper, etc.
- ~~/~~ Glue
- ~~/~~ Scissors

#### **Directions**

1. From home, bring items that you think will help to decorate the puppet that you will be in the play. You might want to bring cloth, cotton balls, magazines or colored construction paper. **NOTE TO TEACHER:** You will want to brainstorm with your students about items they will want to look for in their home. If a student is making a sheep puppet, s/he might want to use white cotton balls to decorate their puppet. For a dog, s/he might want to use brown cloth; for grass, green construction paper.
2. Using crayons, markers or colored pencils, draw the outline of your character onto a lunch bag. Make sure to draw the character onto the side of the bag with the flap. The flap will be the mouth of your character so you will want to design the character so that its mouth is at the bottom of the flap.
3. Use your imagination, the found items and the glue to decorate your character.
4. Put your hand into the paper bag puppet to bring it to life.

### **Theater Script (for students and/or teacher)**

As the students become familiar with the sequence of the story, it shouldn't be hard for them to write a script for this play. In addition to the roles of the characters, they might want to add a narrator. 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 or her turn to speak.

For example, the theater script might begin like this:

**Narrator:** *A rooster named José was invited to the wedding of his Uncle Perico. On his way to the wedding, he saw a red berry dangling from a bush beside the road. He wanted to eat the berry.*

**José:** *But if I eat it, I'll dirty my beak, and I'm going to the wedding of my Uncle Perico.*

### **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, tell the student to put their hand inside their lunch bag puppet in the puppet theater. As they say their lines, they can move the mouth of their puppet up and down.

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**

Of course, the challenge for this exercise would be for the students to do the play in their second language or to do it bilingually, using their second language when they can.

### **VOCABULARY ENRICHMENT**

After reviewing the vocabulary list again, test your students' language acquisition with this true or false activity.

If your students' first language is English ask them:

¿Es cierto o falso lo que digo? Is what I say true or false?

Una oveja ladra.

Un hombre ríe.

Un gallo canta.

Un gallo bala.

Un hombre gruñe.

Un perro gruñe.

Un lobo grita.

Una oveja ríe.

If your students' first language is Spanish, ask them:

Is what I say true or false? ¿Es cierto o falso lo que digo?

A sheep barks.

A man laughs.

A rooster sings.

A rooster bleats.  
A man growls.  
A dog growls.  
A wolf shouts.  
A sheep laughs.

If the students answer “false” or “falso” to any of the statements, ask them to correct the statement in their second language.

### **MIXING IT UP: ART AND VOCABULARY**

Uncle Perico has forgotten to send out the invitations to his wedding. He wants to send the invitations to all of his friends. Some of Uncle Perico’s friends only speak English, some of them speak only Spanish and some of them speak both Spanish and English. Instead of making two invitations to his wedding, Uncle Perico wants to make one invitation that he can send to all of his friends, and—of course—to his nephew José. Uncle Perico needs help making the invitations. He wants them to be beautiful, but he also wants to make sure that his Spanish-speaking friends, his English-speaking friends and his bilingual friends can understand them.

With your class, discuss what information should be included on an invitation to a wedding (who is getting married, when, what time, where, what to wear, etc.).

### **Materials**

- ~~✂~~ Large piece of construction paper (at least 12 x 18 inches)
- ~~✂~~ Crayons, markers or colored pencils
- ~~✂~~ Glue
- ~~✂~~ Glitter
- ~~✂~~ Lace paper doilies
- ~~✂~~ Bridal magazines that you can cut up
- ~~✂~~ Any other arts and crafts items that would make a good decoration for the invitation
- ~~✂~~ Pencil
- ~~✂~~ Spanish/English dictionary

### **Directions for students**

1. Fold the large piece of construction paper in half.
2. Using a pencil, write down all the information that someone would need to know to get to the wedding of Uncle Perico—what time, what day, where, who Uncle Perico is marrying (we never did find out in the story). Do this in your first language.
3. Using a Spanish/English dictionary and the help of the other students and your teacher, figure out how to write down all the information in your second language.  
**NOTE TO TEACHER:** You might want to discuss as a class how to say and spell all of the information in the students’ second language. Ask students to use a

reference Spanish/English dictionary to help with any questions about how to say something in their second language. Also, encourage them to ask each other for help.

4. Decorate the invitations so that they will be beautiful and will make Uncle Perico happy to pass them out to his friends. Use glue, glitter, lace doilies, cutouts from magazines, crayons, markers or colored pencils to decorate the invitations.

## **VOCABULARY EXTENSION**

### **ORAL EXERCISE**

1. Choose a word from the list of vocabulary words on the second page of this guide.
2. Select a student to use this word in a sentence in their first language.
3. As a class, decide how to translate this sentence into the second language.
4. On a blackboard, write down the translation for this sentence.
5. Have the students repeat the sentence after you.

### **CHALLENGE**

1. Choose a word in your students' second language from the list of vocabulary words on the second page of this guide.
2. Select a student to use this word in their second language.
3. If the student has trouble doing this, tell him/her to say as much of the sentence as s/he can in the second language and fill in the blanks with the first language. For example, if your students' first language is Spanish, you select the vocabulary word *sheep*. The student might want to say in English, "The sheep ate the grass," but she only knows the word in English for sheep and grass. She doesn't know the word for eat so she might say, "The sheep comió the grass." Other students in the class could help the student to come up with the English word for *eat* or the student could look up the word in a Spanish/English dictionary.
4. Once the class has agreed on how to say the sentence, write the sentence down and have the class repeat after you. This activity encourages the students to experiment as they begin to use a second language. One of the biggest obstacles to learning a second language is the fear of making mistakes.

## **WRITTEN EXERCISE**

1. Ask students to write ten sentences, and in each sentence use a vocabulary word that they learned from this story.
2. Ask them to write the sentence in their first language and then translate the sentence into their second language. Let the students use Spanish/English dictionaries to help them with this activity. Let them know that the purpose of this activity is not that they are 100% correct, but that they are beginning to learn how to use a second language.

## **CHALLENGE**

1. Ask students to write ten sentences in the second language and in each sentence use a vocabulary word from the second language that was learned from this story.
2. As in the oral challenge exercise, tell them to write the sentence in as much of the second language as they can and to fill in the blanks with the first language.
3. Follow up on this activity by showing each student how to write the words that they didn't know in their second language.

## **SOCIAL STUDIES**

With your class, discuss how each student celebrates weddings in his or her family.

## **LIBRARY PROJECT**

Divide the class up into several groups. Have each group select a culture they would like to study. At the library have each group look up the wedding rituals for the culture they selected. Have them report back to the class about what they learned.