# 7.1 Being Puerto Rican through Folktales

**Subject:** ESL  
**Length:** 7 weeks

## Stage 1 - Desired Results

### Unit Summary
In this unit, students will reflect on what it means to be Puerto Rican through discussion, writing personal narratives and folktales. Students will study folktale structure and compare and contrast Puerto Rican folktales to folktales around the world, culminating in writing their own folktale.

### Content Standards and Learning Expectations

#### Listening and Speaking
**L/S.7.1** Listens and responds during a read aloud from a variety of fiction and nonfiction to comprehend, generalize, relate to character and setting, and make connections to text.

**L/S.7.4** Applies correct language patterns to organize events in a variety of narrative texts and identifies problem and solution within presented literature.

#### Reading
**R.7.2** Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.

**R.7.3** Distinguishes main character from supporting characters, compares and contrasts characters traits, describes and explains setting in fiction.

**R.7.4** Sorts and organizes relevant events, states cause and effect, makes connections, predictions and inferences; draws conclusions; states the problem and solution in fiction and nonfiction.

#### Writing
**W.7.1** Combines sentences and ideas by using simple transitional phrases; applies commas to correctly punctuate and construct sentences; distinguishes complete sentences from fragments and run-on sentences.

**W.7.5** Uses the writing process; applies prewriting strategies to generate ideas; uses the dictionary and thesaurus as an aid in the writing process; revises writing; proofreads to identify errors in spelling, capitalization, and ending punctuation when prewriting, drafting, revising, editing, and writes a final draft.

### Big Ideas/Enduring Understandings:
- Our home country influences who we are through its language, culture, and customs.
- The setting of our lives shapes who we are by providing novel experiences.
- Folktales provide entertainment, but also share local wisdom or lessons to be learned.

### Essential Questions:
- What does it mean to be Puerto Rican?
- Does our home make us who we are?
- Why do people tell stories?

### Content (Students will know...)
- Correct language patterns to organize events in a variety of narrative texts such as folktales orally and in writing Folktale Structure (focused on a problem, solution aided by magic or unreal events, a lesson or moral is learned)
- Problem and solution within presented literature such as folktales

### Skills (Students will be able to...)
- Listen and respond to read alouds of folktales in order to comprehend, generalize, relate to character and setting and make connections to text
- Apply context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning
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- Proverbs from other countries (will also collect their own from Puerto Rico)
  - One finger cannot lift a pebble (Iranian).
  - When elephants battle, the ants perish (Cambodian).
  - If you chase two hares, you will not catch either (Russian).
  - The pot calls the kettle black (United States).
  - It is better to turn back than to get lost (Russian).
  - Handsome words don't butter cabbage (German).
  - Talk does not cook rice (Chinese).
  - After the rain, there is no need for an umbrella (Bulgaria).
  - When the kettle boils over, it overflows its own sides (Yiddish).
  - You can't chew with somebody else's teeth (Yiddish).
  - Mistrust is an axe at the tree of love (Russian).
- The writing process (prewriting, drafting, revising and editing with peers, final draft, publishing)

Content Vocabulary
- Proverb
- Folktale
- Lesson
- Moral
- Wisdom
- Inference
- Connection
- Prediction
- Exaggeration
- Proofread

Stage 2 - Assessment Evidence

Performance Tasks:
Stories from my Home Country
Write a personal narrative on an event that happened in their home country that influenced who you are.
- Select a clear, powerful memory of an event that shaped what being Puerto Rican means

Other Evidence:
- Inference chart for vocabulary from word wall (See Attachment: 7.1 Other Evidence - Vocabulary Inference Chart)
- Word Detective: Select Seven vocabulary words from a text and have students complete a Word Detective Organizer for each one (See
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- Include description of sensory language that makes the reader feel as if they were there (See Attachment: 7.1 Writing Tool - Sensory Language).
- Write in the first person and include dialogue and internal thought.
- Use transitions to guide the reader (See Attachment: 7.1 Writing Tool - Transition Words).
- Follow the writing process (prewriting, drafting, revising and editing with peers, final draft, publishing).
- Peer edit and self assess published piece using rubric (See Attachment: 7.1 Writing Tool – Personal Narrative Rubric).

#### Modern Day Puerto Rican Folktales

- Prewriting: Read Puerto Rican folktales, collect folktales and proverbs from family members and friends.
- Invite family members into the classroom to share folktales and proverbs, discuss how folktales impart local wisdom and culture.
- Select a Puerto Rican proverb or create your own lesson that will share an important part of Puerto Rican culture or beliefs to your readers.
- Plan out your folktale (See Attachment: 7.1 Graphic Organizer – Folktale Story Map).
- Include humorous dialogue and some magic or unreal events that lead to the solution of the problem.
- Follow the writing process (prewriting, drafting, revise and edit with peers, final draft, publishing).
- Peer edit and self assess published piece using rubric (See Attachment: 7.1 Writing Tool - Folktale Rubric).
- Share folktales in a celebration: invite family members to come and read student’s folktales and have students discuss the process they went through to write them.

#### Reader’s Theater: Adapt a Puerto Rican Folktale into a play

- Edit and revise the text of a Puerto Rican

### Attachments

- 7.1 Other Evidence – Word Detective Organizer and 7.1 Other Evidence – Word Detective Example
- Vocabulary Analysis (See Attachment: 7.1 Graphic Organizer – Vocabulary)
- While students are reading folktales, have them keep a dialogue journal of their inferences and connections (See Attachment: 7.1 Other Evidence – Dialogue Journal, Making Inferences)
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>Folktales into a play format</td>
<td>(cutting out lines, revising narration by shortening it for the narrator) (See Attachment: 7.1 Performance Task – Sample Reader’s Theater Script).</td>
</tr>
<tr>
<td>Revise and proofread</td>
<td>the script to ensure it has the description of setting, characters, problem and solution, dialogue of characters.</td>
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<tr>
<td>Guidance on how to</td>
<td>adapt a story to a script: <a href="http://www.aaronshep.com/rt/Tips1.html">http://www.aaronshep.com/rt/Tips1.html</a></td>
</tr>
<tr>
<td>Guidance on how to</td>
<td>Stage a play: <a href="http://www.aaronshep.com/rt/Tips2.html">http://www.aaronshep.com/rt/Tips2.html</a></td>
</tr>
<tr>
<td>Guidance on how to</td>
<td>read or perform a play: <a href="http://www.aaronshep.com/rt/Tips3.html">http://www.aaronshep.com/rt/Tips3.html</a></td>
</tr>
<tr>
<td>Teacher has the option of</td>
<td>having all students perform in one play, or having two plays.</td>
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<tr>
<td>Have students select roles</td>
<td>(have multiple narrators), and crew (directors, props, plan and create background scenery).</td>
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## Stage 3 - Learning Plan

### Learning Activities

**What does it mean to be Puerto Rican?**

- Introduce the theme of the year of “Being Puerto Rican” by having a free write on the question: “What does it mean to be Puerto Rican?” Share writing and have a discussion. Create a poster showing: “Being Puerto Rican means…” and have students keep a list in their journal.
- Write a “Who I am” poem about Puerto Rico (See Attachment: 7.1 Learning Activity – Who I am Poem)
- Read the poem, “Coca-Cola and Coco Frio” by Martin Espada. Share connections and inferences based on the poem and free write “Am I more Coca-Cola or Coco Frio?” Then share and engage in a discussion about what it means to be Puerto Rican. Is it one or the other, or a mix of cultures? (See Attachment: 7.1 Text – Coca Cola or Coco Frio).

**Folktales: Problem and Solution and Character Analysis**

- Discuss how folktales follow a narrative of a problem and a solution. Typically the solution is solved by an unreal event occurring or by magic. While reading folk tales, emphasize examples of magic solutions in a class chart. Have students also create the chart in their journals (See Attachment: 7.1 Graphic Organizer – Folktale Problem and Solution Chart).
- Summarize problem and solution of folktales (See Attachment: 7.1 Graphic Organizer – Folktale Story Map).
- Compare and contrast lessons learned from Puerto Rican Folktales (See Attachment: 7.1 Graphic Organizer – Folktale Comparison Chart).
- Compare and contrast characters from folktales (See Attachment: 7.1 Graphic Organizer – Character Comparison Chart).

**Sequencing**

- Cut a folktale into separate parts and with pairs rearrange the story in the appropriate sequence, using time sequencing words to organize the events (See Attachment: 7.1 Writing Tool – Transition...
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**Words).**

- Copy a folktale from a printed anthology and cut it up into sections or scenes. Paste each section on a separate page. Give out the sheets to students who each prepare to retell their small piece of the whole story. Assemble the story by having each student retell his or her part in the plot’s sequence. Have students keep the flow going as the story is told so that the performance moves along as though one person were telling it. Do a second round by giving students different sections to retell. Notice how differently students retell the same sections.

**Proofreading**

- When introducing the proofreading (revising and editing) in the writing process of writing, model how to edit for capitalization, spelling, sentences, by writing a sample paragraph with errors and having students find the errors with a partner.
- Select a topic for editing every week (capitalization, punctuation, correcting fragments, correcting run-on sentences, correcting dialogue) and edit the same text as a class on a chart, the chalkboard, or an overhead projector.

**Sample Lessons**

- Lessons on Analyzing Puerto Rican Folktales (See Attachment: 7.1 Sample Lesson – Analyzing Puerto Rican Folktales)
- Proofreading Lesson (See Attachment: 7.1 Sample Lesson – Sentence Proofreading)

**Additional Resources**

- Puerto Rican Folktale: “The Pesky Goat” (See Attachment: 7.1 Resource – Puerto Rican Folktale 1)
- Puerto Rican Folktale: “Rabbit and the Tiger” (See Attachment: 7.1 Resource – Puerto Rican Folktale 2)
- Folktales from around the world: [http://www.unc.edu/~rwilkers/title.htm](http://www.unc.edu/~rwilkers/title.htm)

**Literature Connections**

- Golden Tales: Myths Legends and Folktales from Latin America by Lulu Delacre
- Best Loved Folktales from Around the World by Joanna Cole
- 12 Fabulously Funny Folktale Plays: Super-Engaging Fractured Tales That Boost Fluency, Vocabulary & Comprehension by Justin McCory Martin