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**Building Fluency through
Reader's Theater:
Niveles 1–2 (Grades 1–2)
(Spanish Version)**

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

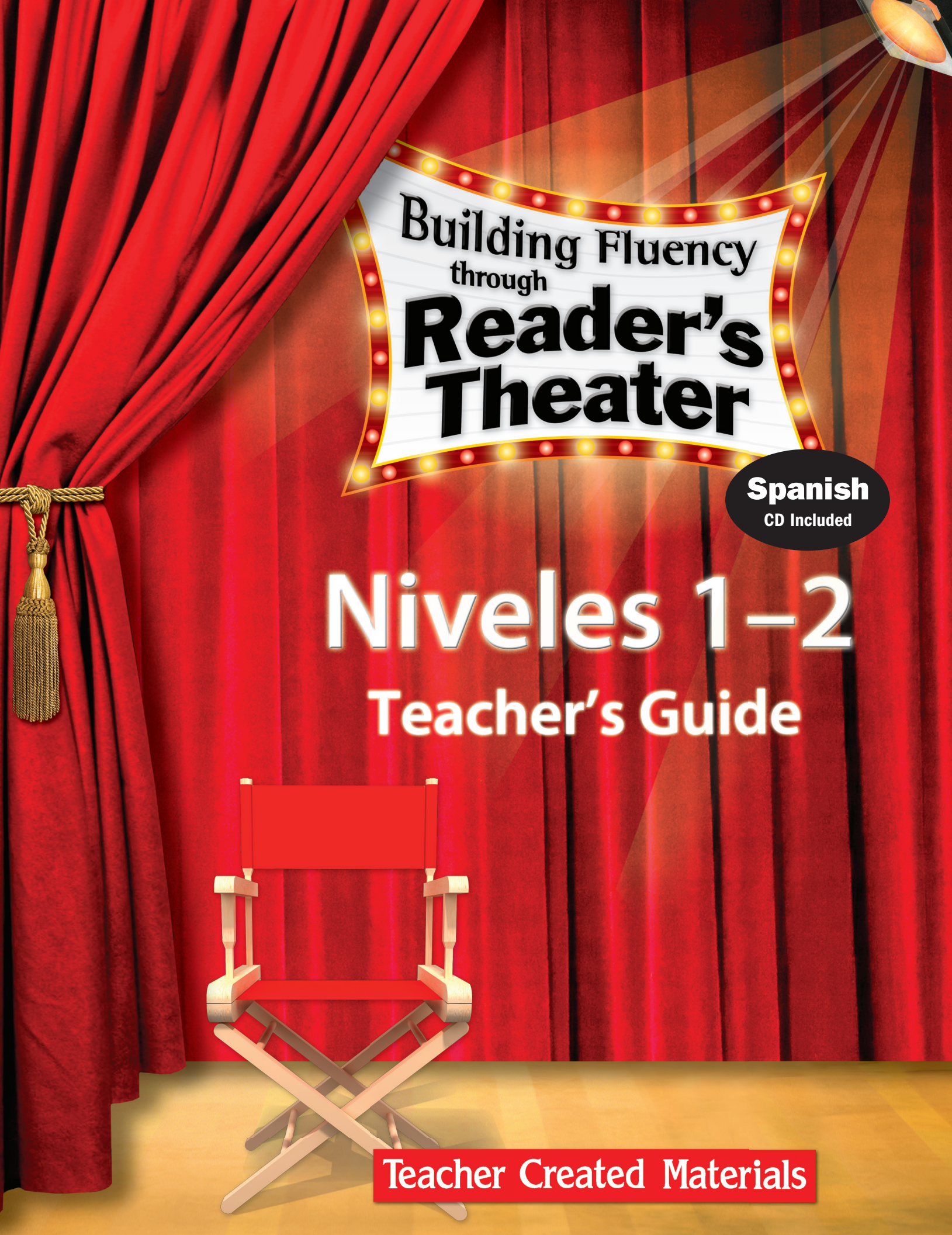
What's Included in Each Lesson (7 pages)

Lesson Plan (6 pages)

Script (12 pages)

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Building Fluency
through
**Reader's
Theater**

Spanish
CD Included

Niveles 1–2
Teacher's Guide



Teacher Created Materials

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What's Included in Each Lesson

Objectives

The objectives state the purpose of each lesson and communicate the desired outcome of the lesson related to fluency and the content area. The objectives are taken from the Mid-continent Research for Education and Learning (McREL) compilation of content standards for K–12 curriculum. As stated on the McREL website (<http://www.mcrel.org>), the purpose of the standards compilation is “to address the major issues surrounding content standards, provide a model for their identification, and apply this model in order to identify standards and benchmarks in the subject areas.”

Summary

Within each lesson there is a summary section that describes the script and provides information to share with students to prepare them for the reader's theater performance. To decide which scripts to complete with students, read the summaries to determine how each fits in with your teaching plans. As a convenience, the summaries for the scripts are also provided below.

Many Helping Hands—This script shows the true meaning of friendship and helping others. When a family is confronted with difficult times, the neighbors and extended family are there to help in any way they can. The language arts connection is making predictions. This script complements *A Chair for My Mother* by Vera B. Williams.

Poetry? Yuck!—Many students cringe at the thought of writing a poem. But once they perform this script, they will realize that poetry can be both fun to read and write. The language arts connection is writing poetry. This script complements the book *The Tale of Custard the Dragon* by Ogden Nash.

Lucky the Firehouse Dog—Firefighters play an important role in our community. But, their job is not easy. There are many things a firefighter must do to prepare for his/her job. *Lucky the Firehouse Dog* takes a cat, Pumpkin, on a tour of a firehouse. Pumpkin learns all about firefighters and how they prepare for an emergency. The social studies connection relates to firefighters and their role in our community. This script can be used to introduce any book about community heroes, such as *Daisy the Firecow* by Vicki Woodworth, *Firefighters A to Z* by Chris L. Demarest, and *Firefighters* by Angela Royston.

Moving Forward—Making changes is often difficult for anyone, no matter how young or old. *Moving Forward* explores the topic of immigration and the feelings immigrants might have had, through a story told by a grandmother to her granddaughter, who is nervous about moving to a new school. The social studies connection for this script relates to understanding reasons why immigrants often came to America. This script complements *How Many Days to America* by Eve Bunting.

What's Included in Each Lesson *(cont.)*

Summary *(cont.)*

Money Counts—What would you do with a million dollars? In this script, Ben and Melissa work for their neighbors, Mr. and Mrs. Cash to earn some extra money. By the time they finish helping their neighbors, Ben and Melissa discover how to someday become millionaires. They have a great time imagining what they would do with a million dollars, but they also learn about money and the banking process. The mathematical connection is understanding the various denominations of money and what each will buy. This script relates to *If You Made a Million* by David M. Schwartz.

Webs of Beauty—Patterns are found in many places in our world, from the back of a zebra to a rainbow in the sky. This script shows students the intricate patterns of a spiderweb and how patterns are often found everywhere in nature. The mathematical connection is understanding that patterns are a repetition of colors or objects, and that they can be created by putting shapes or colors together. This script is based on *The Spider Weaver: A Legend of Kente Cloth* by Julia Carnes.

A Garden in the City—Flowers and other forms of nature exist almost everywhere, but are especially abundant in the country. Anne soon realizes this when she visits her friend, Maria, in the country. But Anne longs to see the birds and flowers in the city, too. So, Anne takes action. With her neighbor, Mrs. Hill, she turns an empty lot into a beautiful garden. The science connection is understanding the importance of protecting the environment. This script complements *City Green* by DyAnne DiSalvo Ryan.

Amazing Animals—Just as the title of the reader's theater implies, animals are amazing and children, in particular, find them fascinating. This script gives students the opportunity to learn interesting facts about animals—while a young child, who loves all animals, must choose only one for a pet. The science connection involves learning about the various characteristics of different animals. This script can be used to introduce any animal, and complements *Wolves* by Nancy Gibson, *Wolves* by Laura Evert, *Wolves* by Seymour Simon, *Dolphin* by Robert Ada Morris, and *Endangered! Dolphins* by Casey Horton.

Materials

All of the materials needed to complete a lesson are listed in this section to assist you in preparing for each lesson.

Introduce the Literature

Each script in this kit is based on a piece of children's literature. You are encouraged to read the book to your students or have your students read the book during language arts time.

What's Included in Each Lesson *(cont.)*

ELL Support

Reader's theater can be used effectively in English-as-a-second-language classrooms to enhance students' proficiency in the areas of reading, writing, listening, and speaking. Furthermore, the program can be adapted to scaffold and model language usage to meet students' needs at multiple ELL levels. Through this program's ELL support activities and other various components of the lesson plans, students will become actively engaged in authentic language development activities. As a result, students' motivation to utilize the English language will increase.

The drama component of reader's theater helps students feel less inhibited in both speaking and reading the English language, and thus fluency in both areas will increase. In *Stage by Stage: A Handbook for Using Drama in the Second Language Classroom* by Ann F. Burke and Julie C. O'Sullivan, the authors state that "Drama is simply a good way to get students' whole selves involved with language and it is fun" (p. xiii). The authors also emphasize that once students feel less inhibited, their fluency will increase, because within the context of reader's theater there is an inherent opportunity to do repeated readings and practice skills such as pronunciation in an authentic context.

McMaster (1998), in her review of research studies involving literacy and drama in the classroom, states the benefits of drama for emergent readers. Drama provides prior knowledge and rich literary experiences needed for future readers as well as a scaffold for literacy instruction. It helps students develop symbolic representation, new vocabulary, knowledge of word order, phrasing, and metacognition and introduces them to various forms of discourse, all of which contribute to the construction of meaning from text.

Each script in this kit is accompanied by a musical piece as well as a corresponding poem. Both of these components have also been shown to facilitate students' language acquisition. Educator Tim Murphey (1992) analyzed the lyrics of pop songs and found several common language characteristics that would benefit language learners: the language is conversational; the lyrics are often sung at a slower rate than words, and there is a repetition of vocabulary and structures. Moriya (1988) found that music provided Asian learners a forum to practice pronunciation and learn the phonemic differences between Asian languages and English. Speakers of various languages can benefit from the language experience that the music selections will provide.

The poetry component to the program can be used in many creative ways to enhance students' language acquisition in reading, writing, listening, and speaking. Gasparro and Falletta (1994) assert that using poetry in an ELL classroom provides students with the opportunity to explore both the linguistic and conceptual facets of text without focusing on the mechanics of language. Choral reading of the poem builds fluency and provides practice in pronunciation. Some of the vocabulary words used in the script are reinforced through the poem, providing the opportunity to see the words used in multiple contexts.

What's Included in Each Lesson (cont.)

ELL Support (cont.)

The accompanying poems can also serve as a model for students to write their own poems. Depending on students' ELL levels, a framework or template can be developed for each poem to structure the writing process and provide students another opportunity to use the vocabulary and word order they have learned from the script and the poem. Additionally, the poem can also serve as a medium for discussion of the themes and concepts presented in each script. Moreover, students and teachers can create action sequences to facilitate visualization and comprehension of the text. Gasparro and Falletta (1994) emphasize that dramatizing poetry enables the learner to become intellectually, emotionally, and physically engaged in the target language; therefore, language is internalized and remembered.

Students' listening comprehension will also develop as a result of using reader's theater. According to Brown (2001), some characteristics of speech make listening difficult, such as clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. Brown proposes methods for helping second-language learners overcome these challenges. Reader's theater utilizes authentic language and contexts, it is intrinsically motivating, and it supports both bottom-up and top-down listening techniques. Illustrations in the scripts, along with the possible inclusion of realia and gestures, will assist students in understanding unfamiliar vocabulary and idiomatic phrases.

In addition, the professional recording of the scripts on the Performance CD will provide another opportunity for students to enhance listening comprehension and reading ability. The voices on the CD are articulate and expressive, and they serve as models for accurate pronunciation and fluent reading. By listening to the CD, students will be able to practice visualizing text and speech. One Best Practice suggested by second-language teacher-training programs is for the students to hear an oral reading of the piece of literature prior to reading it aloud themselves. The CD can be used for this practice as well.

Reader's theater provides a medium for ELL students to interact with other students in the classroom and will facilitate the development of a strong community of language learners. The experience will increase students' motivation and diminish their inhibitions to learn the new language. The components of the program will provide the necessary support and scaffolding that teachers need to provide effective instruction to ELL students in the areas of reading, writing, listening, and speaking. The program will engage students and serve as a model for fluency, pronunciation, and overall language usage.

What's Included in Each Lesson *(cont.)*

Involving All Students

Even though each script has only six roles, all students can be involved in each reader's theater performance. Students can be involved in a variety of ways. In this section of each lesson are suggestions for ways to include all students.

Reading the Script

This section of each lesson explains how to introduce the reader's theater script to your students and offers suggestions for introducing unfamiliar vocabulary and understanding the characters. As you read each script with the students, you may try to use the following performance tips.

Performance Tips

Reader's theater performance can be a frightening experience for some students. Assist them by reviewing the following suggestions.

- Relax! Breathe deeply and speak slowly to avoid a quivering or breathless voice.
- Stand with one foot in front of the other and with your weight balanced to avoid that feeling of shaking and trembling.
- Don't rush through your lines or speak too rapidly. Take your time and say each word distinctly.
- Some movement for emphasis or to give you a relaxed look is good, but don't move back and forth or develop nervous mannerisms. Avoid wringing hands, tugging at clothing, or twisting hair.
- A mistake is a normal part of any learning experience. If you make one, correct it and go on.

Getting to know your character will make your performance more believable. Use these questions to get in character as you rehearse.

- How old do you think the character is?
- What kind of voice do you think the character should have? Is the voice soft, loud, high pitched, or low pitched?
- How does the character stand or use his or her hands when speaking?
- Does the character seem happy, proud, or excitable?
- Do you think this character is serious or silly?
- Is the character kind?
- Do you think people would like this character?
- What can you do to communicate this character's personality to others?

What's Included in Each Lesson *(cont.)*

Assigning Roles

Each script contains six character roles. Each of the roles is written for a different reading level. The chart below lists the reading levels for all the characters in the eight scripts.

Script Title	High 1 st Grade 1.5–2.0	Low 2 nd Grade 2.0–2.5	High 2 nd Grade 2.5–3.0
Many Helping Hands	Mario Mom	Ellen Mr. Foster	Narrator 1 Narrator 2
Poetry? Yuck!	Cassie Mike	Jason Nicolle	Narrator Chris
Lucky the Firehouse Dog	Matt Pumpkin	Karen Lucky	Narrator 1 Narrator 2
Moving Forward	Rachel Sophia	Gram Dad	Narrator 1 Narrator 2
Money Counts	Ben Melissa	Narrator 1 Mr. Cash	Narrator 2 Mrs. Cash
Webs of Beauty	Slinky Spotsy	Mrs. Patterno Diego	Sam Maya
A Garden in the City	Mrs. Hill Maria	Anne Dad	Narrator 1 Narrator 2
Amazing Animals	Dolphin Wolf	Hummingbird Brian	Mom Narrator

What's Included in Each Lesson *(cont.)*

Assigning Roles *(cont.)*

Reading Levels Correlation Chart

Grade Level Range	Guided Reading	Early Intervention	DRA
1.5–2.0	E–I	8–17	8–18
2.0–2.5	I–K	17–20	18–28
2.5–3.0	K–M	20–21	28–30

Meeting the Fluency Objective

Each lesson focuses on a specific fluency objective, such as reading with accuracy or reading with expression. This section provides procedures for teaching the fluency objective related to the featured script.

Content-Area Connection

Each reader's theater script focuses on a specific content area: language arts, social studies, mathematics, or science. This section of each lesson explains the content and provides suggestions for introducing this content to your students. The content in the scripts can be quite sophisticated and warrants specific instruction to help your students understand it.

Fine Arts Connection

Each script has a song and a poem to accompany it. Your students will perform these songs and poems at designated places within the reader's theater performances. Your kit includes a Performance CD containing all of the songs and poems related to the eight scripts. This section of each lesson offers suggestions for using this CD to learn the songs and poems.

Many Helping Hands

Family and Friends Lesson Plan

Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of voice and tone as they read.
- **Content Area:** Students will make predictions about the story *Many Helping Hands*.

Summary

Many Helping Hands shows the true meaning of friendship and helping others. When a family is confronted with difficult times, the neighbors and extended family are there to help in any way they can.



Materials

- Many Helping Hands script booklets
- Family and Friends Character Masks (pages 26–31 or Teacher Resource CD) copied on cardstock
- copies of Handy Predictions (Teacher Resource CD)
- copies of Word Predictions (Teacher Resource CD)
- copies of T-Chart (Teacher Resource CD)
- copies of the Take-Home Script (Teacher Resource CD)
- PowerPoint® slide show (Teacher Resource CD)
- overhead transparencies of the poem and song
- Performance CD and CD player or computer with a CD drive and speakers

Introduce the Literature

Bring in a large, empty glass jar. Ask students to pretend they are saving money in the jar. What would they buy once the jar is filled? Have students make lists of ideas, then allow them to share their lists, giving reasons for buying each item. Show them the cover of *A Chair for My Mother* by Vera B. Williams. Ask them to predict, from the cover and title, what this book might be about. Then, read the book aloud to the students. After you have read and discussed the book, explain that students will read a script called *Many Helping Hands*. This script is also about a family who gets help when something bad happens to them. After completing the reader's theater, allow students to compare *Many Helping Hands* to *A Chair for My Mother* using a T-Chart.

ELL Support



Instead of ELL students making a list of items to buy, allow them to find pictures in a magazine to create collages of objects. Help students label the pictures with assistance from another classmate or an adult. Students should then present the collages, and the class can chorally read the picture labels.

Involving All Students

Though there are only six roles, it is important to involve all students in the reader's theater experience. For this lesson, assign the same role to three or four students. Each person assigned to a given role will read that character's lines together with the other students assigned to that same role. This gives every student the opportunity to take part in the reader's theater.

Many Helping Hands

Family and Friends Lesson Plan

Reading the Script



1. Give each student paper and a crayon. Ask students to trace their hands. In each of the hands, have students write about a time that they helped a friend, family member, or neighbor. Allow students to share their drawings with the class and hang them around the room. Tell students that they will read a script about a family having a hard time. Luckily, this family had many neighbors and friends who were willing to help.
2. Provide each student with a copy of the script. Give the script booklets to small groups, or print copies of the Take-Home Script: Many Helping Hands. Ask students to look at the cover. In what ways is this story about helping others? (For more prediction activities, see the Content-Area Connection on page 23.)
3. Before reading the script, draw students' attention to new vocabulary words in the script. Focusing on the language arts skill of prediction, read the new vocabulary words to the students in sentences that convey the words' meanings. Ask students, based on context clues, to predict what the words mean.
4. Students write down the words and their predictions on the Word Predictions graphic organizer. Point out the glossary at the end of the script. Explain that a glossary is like a minidictionary and provides definitions of certain words in the script. The glossary also provides pronunciations for some of the words.
5. After students find the words in the glossary, ask if the actual definitions are close to their predictions. Have them write the actual definition on the graphic organizer under "The Real Definition." Students who cannot yet write can draw pictures of their predictions and the actual definitions.



ELL Support

Partner an ELL student with a fluent reader. Have the fluent reader read the part while the ELL student does corresponding actions and gestures that the character might do. Choose actions ELL students can use that are similar to illustrations in the text, as well as look and listen for key vocabulary words in the script.



Many Helping Hands

Family and Friends Lesson Plan



Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate.

If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency.

Approximate reading levels for the roles in this script are:

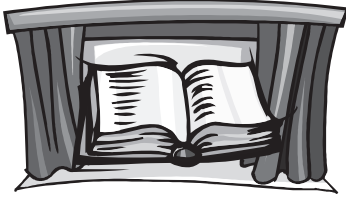
- ❖ Mario: high 1st grade
- ❖ Aunt Ellen: low 2nd grade
- ❖ Narrator 1: high 2nd grade
- ❖ Mom: high 1st grade
- ❖ Mr. Foster 1: low 2nd grade
- ❖ Narrator 2: high 2nd grade

Meeting the Fluency Objective

1. The fluency objective for this script focuses on using tone and vocal expression while reading a passage. Before reading the script, model the use of voice when reading. Read the following sentence aloud to students: “It is so hot!”
2. First, read it in a happy vocal expression, using an upbeat tone; then in a sad voice; and finally, in a complaining voice.
3. Ask students how each sentence sounded as you read it. Were you happy that it was hot in the first sentence? How did you feel about the heat in the second sentence? What about the third?
4. Explain that the use of tone in the voice helps convey how you feel. Sometimes in the script, characters feel sad, and sometimes they are happy or energetic.
5. Write the following sentences from *Many Helping Hands* on the board.
 - Mario:** “Can we have pizza?”
 - Mom:** “Oh, my leg. I think I broke my leg.”
 - Mario:** “Mom, are you going to be okay?”
 - Mom:** “I’m so happy to see my boys! How are things at home?”
6. Read the sentences aloud in a monotone. Ask students how to improve on the tone and voice. Allow some students to demonstrate the proper tone to use for the sentences.
7. Explain that using proper tone and voice while reading both conveys the meaning of the script and also makes it more exciting for the audience.
8. Allow students to read the script again, focusing on tone. Ask them to listen to a recording of the script on the Performance CD. Remind students to pay attention to the reader’s tone and how that tone affects the sentences.

Many Helping Hands

Family and Friends Lesson Plan



Content-Area Connection— Language Arts

Making predictions sets a purpose for reading a story because it gives students an opportunity to find out

if the predictions were correct. Explain that it is important to make predictions based on background information, pictures, or the title.

1. Explain that students are to become detectives and to figure out what *Many Helping Hands* is about. Students will read a story about a boy who has something terrible happen to him but overcomes his troubles with the help of family and friends.
2. List the six characters on the board. Ask students what role each character will play in the story. Who could Mario be? What about Mr. Foster? Write their predictions about the identity of each character on the board.
3. Show students the following items or pictures of them from a magazine: a car (toy car), a photo of a doctor or a stethoscope, and grocery bags. Ask students to predict how these items might relate to the reader's theater script, *Many Helping Hands*. Remind them about the importance of making predictions.
4. Ask each student to create his or her own predictions, using the graphic organizer *Handy Predictions*. Discuss these predictions as a class. Tell students that if their detective work has paid off, they will discover if their predictions are correct.
5. After reading the script, review the predictions and ask them to explain how close they came to the actual story.
6. Discuss why, as detectives, it is important to use what one knows about a situation when making predictions. Explain that detectives base their predictions on evidence that they find.
7. For a follow-up activity, ask students to choose a favorite literature book and to draw three objects that are important to that story. Students will show their drawings to their partners, along with the cover and title of the books. The partners should then predict how the items drawn relate to the books. Allow the partners to read the books to check if the predictions are correct.



ELL Support

Cut out pictures of objects that relate to *Many Helping Hands*, and write on

note cards the names of the objects. On chart paper, record events in the story with which the objects coincide. Read through the events. Use illustrations and actions in the script to help convey meaning. Ask students to name the object and match it with the corresponding note card. Ask students to predict which part of the story the object represents. Tape the object and the note card next to the predicted event. After students read the script, review their predictions.



Many Helping Hands

Family and Friends Lesson Plan

Fine Arts Connection

1. The script contains a song and a poem: “Lend a Hand” and “Helping Others.” This song and poem are directly related to Many Helping Hands but are not limited to use with this script.
2. To relate the poem to the fluency objective for this lesson, ask students to listen to the professional recording of the poem. Ask them to identify the tone of the reader used as he or she reads the poem. Is the voice dull? Sad? Happy? Does the tone of the voice match the words of the poem to convey the meaning? Ask students to use the proper tone as they read the poem during the reader’s theater performance.
3. To make the song more interactive, ask students to create “helping hands,” using cutout hands glued to craft sticks. Every time they sing the word “hands” in the song, they clap the “helping hands” together or wave them in the air.
4. Have students practice singing the song with the necessary vocal expression and tone.
5. Have students write on the fingers of their helping hands the names of friends and family members who could help them when needed. Have students share these names with a partner.



Many Helping Hands

Family and Friends Lesson Plan

Performance CD

Description	Track
Script reading, pages 2–10	Volume I, Track 03
Poem: “Helping Hands”	Volume I, Track 04
Script reading (<i>cont.</i>), pages 10–15	Volume I, Track 05
Song: “Lend a Hand”	Volume I, Track 06
Script reading (<i>cont.</i>), pages 16–17	Volume I, Track 07



Teacher Resource CD

Description	File Name
Family and Friends Character Masks	masks_Many Helping Hands.pdf
Take-Home Script: Many Helping Hands	THS_Many Helping Hands.pdf
PowerPoint®: Many Helping Hands	PP_Many Helping Hands.ppt
Handy Predictions	Handy Predictions.pdf
T-Chart	T-Chart.pdf
Word Predictions	Word Predictions.pdf
Poem Transparency: “Helping Hands”	poem_Many Helping Hands.pdf
Song Transparency: “Lend a Hand”	song_Many Helping Hands.pdf

Edificando la fluidez en la lectura usando el teatro del lector



El dinero cuenta

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EL DINERO CUENTA



Personajes

Narrador 1

Ben

Narrador 2

Sr. Dinero

Sra. Dinero

Melissa

Escenario

Esta obra de teatro tiene lugar en y alrededor de la casa del Sr. y la Sra. Dinero.



Sr. Dinero



Sra. Dinero



Ben



Melissa

Acto 1

Narrador 1: Un hombre y una mujer acaban de mudarse a la casa vecina de Ben y Melissa.

Ben: Melissa, mira el letrero en el jardín de nuestros vecinos.



Narrador 2: El letrero dice, “Se necesita ayuda.”

Melissa: Ben, ¡ésta podría ser nuestra oportunidad de ganar algo de dinero!

Ben: Vamos a ver qué tenemos que hacer.

Narrador 1: Ben y Melissa fueron caminando hasta la casa de sus vecinos. Vieron una serie de letreros en el jardín.

Melissa: Mira este letrero, Ben. Dice que podemos ganar un dólar si barremos la terraza delantera.

Narrador 2: En ese momento, Melissa y Ben escuchan voces.

Sr. Dinero: ¡Hola! Soy el Sr. Dinero y ésta es mi esposa.

Sra. Dinero: Somos sus nuevos vecinos.

Melissa: ¡Hola! Yo soy Melissa y éste es mi hermano, Ben.

Ben: Vimos el letrero en su jardín, Sr. Dinero. Dice que necesita ayuda en su casa.

Sr. Dinero: Es correcto, Ben. Esta casa vieja requiere mucho trabajo. Con gusto le pagaríamos a alguien que esté dispuesto a ayudarnos.

Melissa: Yo barreré su terraza delantera. El cartel dice que pagarán un dólar por ese trabajo.

Narrador 1: Melissa barre la terraza con rapidez. Está muy complacida con su trabajo.

Sra. Dinero: Melissa, te has ganado un dólar. ¿Cómo quieres que te pague?

Melissa: ¿Qué quiere decir?

Sr. Dinero: Podríamos pagarte con un billete de un dólar. ¿O quizás te gustaría cuatro monedas de 25 centavos?

Melissa: ¿Importa eso?

Sra. Dinero: No, es la misma cantidad de dinero.

Melissa: Entonces, aceptaré las monedas.



Ben: Yo recogeré las hojas de su jardín delantero. El letrero dice que pagarán cinco dólares por ese trabajo.

Sr. Dinero: Es correcto, Ben. Por tu trabajo arduo ¡tendrás cinco dólares! Podríamos pagarte con un billete de cinco dólares o con cinco billetes de un dólar. De cualquier manera, siguen siendo cinco dólares.

Narrador 2: Ben y Melissa empezaron a soñar despiertos en cómo iban a gastar el dinero.



Sra. Dinero: Melissa, una tableta de chicle cuesta veinticinco centavos. Podrías comprar cuatro tabletas con un dólar.

Sr. Dinero: Una canica cuesta un centavo. Podrías comprar cien canicas con un dólar.

Ben: ¿Y yo? ¿Qué podría comprar con cinco dólares?

Melissa: Podrías comprar diez galletas, si cuestan 50 centavos cada una.

Ben: O podría comprar cinco paquetes de tarjetas de béisbol. Sólo cuestan un dólar cada uno.

Sra. Dinero: Cuando tengan el dinero, será necesario que decidan si quieren gastarlo o ahorrarlo.

Sr. Dinero: Ahorrar dinero es importante. No siempre deben gastar el dinero que ganan.

Sra. Dinero: ¡Correcto! Si ahorran dinero, crecerá y crecerá.

Ben: ¡Sí! Mi papá dice que el dinero crece en los árboles.

Melissa: No, Ben. Te has equivocado. Papá siempre te dice que el dinero NO crece en los árboles.

Ben: Vaya. Me gustaría que fuera así. ¡Sería fantástico!

Sra. Dinero: Por supuesto que el dinero no crece en los árboles. Pero, si lo ahorras en lugar de gastarlo al momento, crecerá con el tiempo.

Sr. Dinero: ¡Es así! Podrías ahorrar el dinero en casa en una alcancía. O podrías llevar tu dinero a un banco.

Sra. Dinero: Si quieres ahorrar dinero en el banco, tienes que abrir una cuenta de ahorros. La cuenta lleva tu nombre, así que el banco sabe que el dinero es tuyo.

Poema: Viendo crecer el dinero

Acto 2

Narrador 1: Ben observa otro letrero en el jardín delantero. Dice que el Sr. y la Sra. Dinero le pagarán diez dólares a cualquier persona que les corte el césped.

Narrador 2: Ben corta el césped con mucha rapidez.

Sr. Dinero: ¡Muy buen trabajo, Ben! Te has ganado diez dólares. ¿Te gustaría recibir un billete de diez dólares o dos de cinco dólares?

Narrador 2: Ben no responde. Está demasiado ocupado pensando en cómo gastará el dinero.

Ben: Podría comprar algunas flores para el cumpleaños de mi mamá. Vi algunas rosas en la florería por sólo cincuenta centavos cada una. A ese precio, podría comprar veinte rosas con diez dólares.



Sra. Dinero: También te podríamos dar diez dólares en monedas. Te gustaría tener una pila de doscientas monedas de cinco centavos?

Narrador 1: Ben se detiene a pensar un momento. No está seguro de cómo quiere que le paguen por su trabajo.

Melissa: Recuerda, en lugar de gastar el dinero, puedes ahorrarlo.

Sr. Dinero: Correcto, después de abrir una cuenta de ahorros, puedes agregarle dinero cuando quieras.

Sra. Dinero: El dinero que agregas a tu cuenta es el depósito.

Sr. Dinero: Aunque dejas tu dinero en el banco, sigue siendo tuyo.

Sra. Dinero: Después de ahorrar por un tiempo, puede que quieras comprar algo especial.

Melissa: ¡Una bicicleta!

Ben: ¡Un videojuego!

Sr. Dinero: ¡Un auto nuevo!

Sra. Dinero: ¡Pendientes de diamante!

Sr. Dinero: Pero, no exageremos.

Sra. Dinero: Entonces, cuando quieres sacar tu dinero del banco, haces un retiro.

Sr. Dinero: Así es, un retiro es la forma en que sacas el dinero del banco.

Acto 3

Narrador 1: Melissa observa los otros letreros en el jardín. Aún hay mucho trabajo por hacer. Decide plantar flores y sacar las malas hierbas.

Ben: Sr. Dinero, creo que tendría que pagarle cien dólares a mi hermana por su arduo trabajo.

Narrador 2: Ben lo dice con una gran sonrisa.

Sra. Dinero: Está bien, pero tendremos que pagarle en monedas de un centavo.

Sr. Dinero: Serían 10 mil monedas de un centavo. ¡Imagínate!

Melissa: Necesitaría bolsillos súper grandes para guardar todos esos centavos.

Ben: ¿Qué pasa si quiero comprar una casa? Vi una en venta en la calle. ¡Creo que cuesta cien mil dólares!

Melissa: ¡No tenemos tanto dinero!

Sra. Dinero: No mucha gente lo tiene.

Sr. Dinero: La mayoría de la gente pide dinero prestado al banco para comprar una casa.

Melissa: ¿Tendríamos que devolver el dinero que pedimos prestado?

Sra. Dinero: Sí, tendrían que pagarle al banco un poco cada mes por muchos, muchos años.



Acto 4

Melissa: ¿Qué podríamos hacer para ganar un millón de dólares?

Narrador 2: El Sr. y la Sra. Dinero se miran entre sí y se sonríen. Saben cuál es el trabajo perfecto para Ben y Melissa.

Sr. Dinero: Tenemos un trabajo que les pagará un millón de dólares. Tienen que estar dispuestos a trabajar duro.

Ben y Melissa: ¿Cuál es?

Sr. Dinero: Tienen que ser buenos niños.

Sra. Dinero: Y tienen que esforzarse en la escuela.

Narrador 2: Ben y Melissa se miran el uno al otro y dicen,

Ben y Melissa: ¡Podemos hacerlo!

Sr. y Sra. Dinero: ¡Grandioso! Entonces, pueden ganar un millón de dólares en toda su vida.

Narrador 1: El Sr. y la Sra. Dinero lo dicen con un guiño.



Sr. Dinero: ¿Saben ustedes que un millón de dólares en monedas de veinticinco centavos pesaría lo mismo que una ballena?

Ben: ¿Qué pasaría si tuviera esa cantidad de dinero en billetes de un dólar?

Sra. Dinero: Un millón de dólares en billetes de un dólar ¡alcanzaría una altura de unos 360 pies!

Melissa: ¡Vaya! Eso es 111 metros. ¡Eso sí es mucho dinero!

Narrador 2: El Sr. y la Sra. Dinero, Ben y Melissa hablan de las cosas que comprarían si tuvieran un millón de dólares de verdad.

Sr. Dinero: ¡Pero no olviden! También tendrían que ahorrar algo de dinero.

Ben y

Melissa: ¡Vaya! Hay muchas alternativas cuando se tiene dinero.



Canción: Rap de Dinero cuenta





VIENDO CRECER EL DINERO

Ahorrar el dinero es lo que me interesa.
Deseo ver que en el árbol crezca.
Invierte tu dinero y tu dinero empieza
A crecer y crecer.

Si no ahorro, me estresa
Ver que el dinero desaparezca.
No gasto tanto para que no me
enloquezca
A crecer y crecer.

Rica quiero ser; una princesa,
Y contar mi dinero sin pobreza,
Y ver qué tanto ahorré; ¡qué sorpresa!
A crecer y crecer.



🎵 RAP DE DINERO CUENTA 🎵

Coro Un, dos, tres, cuatro,
El dinero hay que ahorrar
Un, dos, tres cuatro
El dinero hay que ahorrar

Verso Con un dólar compras globos
Dulces o caramelos.
Si ahorras tu dinero,
Tus amigos tendrán celos.
Un dólar se hace con monedas,
Muchas hacen más.
Si ahorras un millón,
Comprarás mucho más (Vamos!)

Repetir coro

Ahora te toca a ti
Cantar el rap
Con Don Dinero (vamos!)

Repetir verso

Repetir coro

GLOSARIO

nickels—monedas estadounidenses con un valor individual de cinco centavos

dimes—monedas estadounidenses con un valor individual de diez centavos

ganado—el dinero que se le paga a alguien por el trabajo realizado

pedir prestado—tomar o recibir algo con la promesa de devolverlo

un centavo— monedas con un valor individual de un centavo

quarters—monedas estadounidenses con un valor individual de veinticinco centavos



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“Thank you for helping us create a world in which children love to learn!”

