



# Hansel & Gretel

THE CLASSIC FAIRY TALE  
RETOLD IN SPANISH  
FOR INPUT AND INTERPRETIVE TASKS



Story Adaptation, Commentary,  
and Lessons by Bryce Hedstrom

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Bryce Hedstrom



**Bryce Hedstrom**

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**PREVIEW**

# HANSEL & GRETEL

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## INTRODUCTION

“Comprehension precedes production... by a mile.” –Susan Gross

Students can understand before they can write or speak. This activity provides engaging comprehensible input to give students a way to demonstrate understanding of what they have read without requiring output. Novice level students can read this story and show that they understand it with drawings even if they are not at the level to re-tell or re-write the story in their own words.

It is offered to help teachers that need to be out of the classroom and do not have a substitute that is fluent in the language—as is often the case. In my classroom, I have copies of activities like this ready to go in case I need to be gone at a meeting or due to an emergency. I have also used activities like this while administering oral tests. This story works well for independent study because most students are familiar with it. They will be able to follow the text, but they will need to read the specific details in this version to fulfill the assignment and show that they clearly understand what they have read.

### WHY THIS STORY?

Hansel and Gretel is a German story, so why use it in a Spanish class? Arguably the best use of time would be to use an authentic cultural tale for an activity like this one; teaching language and culture together. But there are reasons to use this fairy tale:

- **Familiarity** This story is known throughout the world. It has been translated and told in many different languages and cultures. Over the years, it has become part of the lore in scores of languages and cultures.
- **Relevance** Hansel and Gretel has stayed relevant to generations of readers, hearers and viewers. Over the centuries, the story has had lasting appeal. The theme of lack and the impact of hunger on family life resonate through the years regardless of the culture or the era. Many students can relate to being rejected, abandoned, lost and tempted — and overcoming these challenges. We all hope to find the wits and bravery to overcome the challenges that life brings us.
- **Age Appropriate** Even though it was written by the Brothers Grimm and is often included with other more cheerful fairy tales, this story does not seem to be appropriate for young children in our age. It has never been made into an animated Disney movie because incorporating happy, singing animals into this story would not work with a dark tale like this one. The somber, more mature themes in a story like this work better with adolescents than with children. Adolescents can look back and remember the feelings of helplessness as children without being traumatized by this story.

### VOCABULARY

This story was adapted with lower level learners in mind. It shelters the vocabulary, but not the grammar. It is written with the most common Spanish words (*see the glossary on page 19*). The text is in the present tense but uses other tenses as needed for natural language. One vocabulary goal was to make the vocabulary as simple as possible, but no simpler. Vocabulary that is crucial to the story is included. Since many of those words are relatively rare, they will need to be pre-taught before students begin reading (*see page 8*).

It also contains much of the common vocabulary that Novice Level students need to know.

These common vocabulary categories include:

- Nature: **árbol, bosque, camino, día, luna, noche, pájaros, piedras, luz**
- Colors: **amarillo, azul, blanco, rojo, verde**
- Food: **pan, dulces, pollo, hueso, horno, gordo, flaco, preparar, tener hambre, comer**
- Family: **familia, casa, mamá, madrastra, papá, padre, hermano, hermana, hijo, hija, niño, esposa**

## PREVIEW



- High Frequency Verbs: **ser, estar, tener, poder, decir, ir, ver, dar, saber, querer, deber, hablar, dejar, encontrar, llamar, volver, vivir, mirar, esperar, buscar**
- Feelings: **estar contento/triste/preocupado; tener miedo, tener hambre; gustar**
- Conjunctions: **que, y, o, pero, porque, como, cuando, mientras, también, todavía, ya**
- Connecting Expressions: **por eso, así que, entonces, por fin**
- Prepositions of Place: **al lado de, entre, enfrente de, en, hacia**
- Time Expressions: **día, cada día, hora, cuando, ahora, ya, toda la noche, al fin**
- Cognates: **especialmente, realmente, normal, adultos, furiosa, etc.**
- Present Subjunctive in Recognizable Forms: **coma, escape, pueda, sea**

### USING THIS STORY

Copy and give students pages 9-17 (present tense) or pages 23-29 (past tense), which contains the rubric, the story, and the glossary.

**Point out that this is not art class.** If they comprehend what they read and show that they get it, they can earn a good grade even if they are not great artists. The point is reading and demonstrating understanding of the text, not creating artistic masterpieces. It is encouraging to students, however, for the teacher to highlight when students give outstanding effort. Displaying exceptional creations in the classroom as a recognition of effort can be motivating.

Optional comprehension questions about the story are provided if the teacher wants ideas for oral questioning or if additional independent work is needed. (*See pages 21-23 and 35-37*)

### DIFFERENTIATION

This activity is flexible and you can use one set of materials for different levels within a class or across classes in many different levels. Here are some ideas for differentiation:

- **Novice-Mid to Novice-High Students / Level 1-2:**

Read the **present** and/or **past tense** story and draw it.  
(Use the rubric on pages 11 or 25.)

- **Intermediate-Low Students / Level 2-4:**

Read the story and re-write portions of the text in your own words in the **past tense**, adding some more advanced vocabulary.

- **Intermediate-Mid to Intermediate-High Students / Level 3-5):**

Read the story and re-write it using **subjunctive expressions** to give narrative insight and to express some of the thoughts and motivations of the characters. Add more dialogue to include **commands** and **higher-level vocabulary**.

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Clase \_\_\_\_\_

# VOCABULARY IN THE STORY

KEY:   = High frequency verbs (Among the top 300 words in Spanish)   = Other verbs

• Total word count, minus cognates and repeated or closely related forms of words: 120 unique words

The list below is organized by the number of times a word appears in the text. Most of the words are high frequency in Spanish, and therefore very good to know. There are some specialized words that are necessary for telling this story.

- Reading Readiness Check:**
- Check to see how many of these words you know.
  - #1 to #43 are the most important words to know for this story. They occur many times.
  - Knowing 90 or more of these words before you start will make the reading easier.

*Occur 9-28 times in the story*  
Many of the words in this first section are special words needed to tell this particular story.

1. niño / niña (28) \_\_\_\_\_
  2. casa (25) \_\_\_\_\_
  3. pero (22) \_\_\_\_\_
  4. bruja (21) \_\_\_\_\_
  5. puede (18) \_\_\_\_\_
  6. dice (14) \_\_\_\_\_
  7. madrastra (13) \_\_\_\_\_
  8. bosque (12) \_\_\_\_\_
  9. otra vez (12) \_\_\_\_\_
  10. quiere (11) \_\_\_\_\_
  11. así que (11) \_\_\_\_\_
  12. hermano/hermana (9) \_\_\_\_\_
  13. piedra (9) \_\_\_\_\_
- Occur 5-8 times in the story*
14. cuando (8) \_\_\_\_\_
  15. le da (8) \_\_\_\_\_
  16. tienen (8) \_\_\_\_\_
  17. va (8) \_\_\_\_\_
  18. ve (8) \_\_\_\_\_
  19. blanco (7) \_\_\_\_\_
  20. come/a \_\_\_\_\_
  21. pan (7) \_\_\_\_\_
  22. caminan (6) \_\_\_\_\_
  23. por fin (6) \_\_\_\_\_
  24. tiene hambre (6) \_\_\_\_\_
  25. hay (6) \_\_\_\_\_

26. horno (6) \_\_\_\_\_
  27. noche (6) \_\_\_\_\_
  28. puerta (6) \_\_\_\_\_
  29. jaula (5) \_\_\_\_\_
- Occur 5 times in the story*
30. el camino \_\_\_\_\_
  31. comida \_\_\_\_\_
  32. debemos \_\_\_\_\_
  33. dedo \_\_\_\_\_
  34. deja \_\_\_\_\_
  35. dulces \_\_\_\_\_
  36. esposa \_\_\_\_\_
  37. hueso \_\_\_\_\_
  38. la mañana \_\_\_\_\_
  39. tiene miedo \_\_\_\_\_
  40. pedazo \_\_\_\_\_
  41. pequeño \_\_\_\_\_
  42. todo \_\_\_\_\_
  43. vuelve \_\_\_\_\_
- Occur 3 times in the story*
44. abre \_\_\_\_\_
  45. agarra \_\_\_\_\_
  46. ayudar \_\_\_\_\_
  47. bueno \_\_\_\_\_
  48. cada día \_\_\_\_\_
  49. casi \_\_\_\_\_
  50. comer \_\_\_\_\_
  51. corren \_\_\_\_\_
  52. duermen \_\_\_\_\_
  53. encontrar \_\_\_\_\_
  54. flaco \_\_\_\_\_
  55. gordo \_\_\_\_\_
  56. hombre \_\_\_\_\_
  57. lloran \_\_\_\_\_

58. piensa \_\_\_\_\_
  59. pobre \_\_\_\_\_
  60. trabajar \_\_\_\_\_
- Occur 2 times in the story*
61. árboles \_\_\_\_\_
  62. buscar \_\_\_\_\_
  63. se despiertan \_\_\_\_\_
  64. después \_\_\_\_\_
  65. dinero \_\_\_\_\_
  66. encuentra \_\_\_\_\_
  67. esperan \_\_\_\_\_
  68. grita \_\_\_\_\_
  69. hija, hijo \_\_\_\_\_
  70. horas \_\_\_\_\_
  71. se llama \_\_\_\_\_
  72. luna \_\_\_\_\_
  73. mientras \_\_\_\_\_
  74. mira \_\_\_\_\_
  75. oye \_\_\_\_\_
  76. padre \_\_\_\_\_
  77. pájaros \_\_\_\_\_
  78. pollo \_\_\_\_\_
  79. sale \_\_\_\_\_
  80. siempre \_\_\_\_\_
  81. lo siento \_\_\_\_\_
  82. tocar \_\_\_\_\_
  83. vamos \_\_\_\_\_
  84. vive \_\_\_\_\_
- Occur just 1 time in the story*
85. amarillo \_\_\_\_\_
  86. aquí \_\_\_\_\_
  87. azul \_\_\_\_\_
  88. cierra \_\_\_\_\_
  89. comieron \_\_\_\_\_

90. deben \_\_\_\_\_
91. dejaron \_\_\_\_\_
92. empuja \_\_\_\_\_
93. entran \_\_\_\_\_
94. felices \_\_\_\_\_
95. le gusta \_\_\_\_\_
96. habla \_\_\_\_\_
97. hasta \_\_\_\_\_
98. hecha \_\_\_\_\_
99. se levantan \_\_\_\_\_
100. luz \_\_\_\_\_
101. muerta \_\_\_\_\_
102. nuestro \_\_\_\_\_
103. permiso \_\_\_\_\_
104. pone \_\_\_\_\_
105. pueda \_\_\_\_\_
106. rojo \_\_\_\_\_
107. sabe \_\_\_\_\_
108. salir \_\_\_\_\_
109. sea \_\_\_\_\_
110. seis \_\_\_\_\_
111. señora \_\_\_\_\_
112. solo \_\_\_\_\_
113. somos \_\_\_\_\_
114. tengo \_\_\_\_\_
115. tiempo \_\_\_\_\_
116. todavía \_\_\_\_\_
117. tonta \_\_\_\_\_
118. tres \_\_\_\_\_
119. triste \_\_\_\_\_
120. verde \_\_\_\_\_
121. vivieron \_\_\_\_\_
122. volvió \_\_\_\_\_



Nombre \_\_\_\_\_  
Fecha \_\_\_\_\_  
Clase \_\_\_\_\_

# EL CUENTO DE HANSEL Y GRETEL

## **PRESENT TENSE VERSION RUBRIC (100 points total)**

Student's Self-Grade according to the rubric → → →  ← ← ←  
Grade assigned by teacher according to the rubric \_\_\_\_\_

The point is to read the story and show that you understand it with your drawings.

<b>Completion of Illustrations</b>	<b>20</b> <i>Illustrations for each section (14 total)</i>	<b>15</b> <i>Lacking for 2-3 sections (12-13 total)</i>	<b>10</b> <i>Lacking for 4 sections (11 total)</i>	<b>0</b> <i>Lacking for 5 or more sections (10 or fewer)</i>
<b>Quotes in Spanish (See below)</b>	<b>20</b> <i>Contains all 9 quotations; all accurately written &amp; in the right spot</i>	<b>15</b> <i>Contains 7-8 quotations; accurately written &amp; in the right spot</i>	<b>10</b> <i>Contains 6 quotations, or all 9 quotations with <u>1-3</u> total inaccuracies</i>	<b>0</b> <i>Contains 5 or fewer quotations and/or four or more inaccuracies</i>
<b>Accuracy of Illustrations</b>	<b>30</b> <i>Reflects the wording accurately and thoroughly</i>	<b>20</b> <i>Reflects most of the wording accurately and thoroughly</i>	<b>10</b> <i>Does not reflect much of wording accurately or thoroughly</i>	<b>0</b> <i>Does not accurately reflect wording in illustrations</i>
<b>Quality of Illustrations</b>	<b>30</b> <i>High quality, effort obviously outstanding</i>	<b>20</b> <i>Average quality, obvious effort</i>	<b>10</b> <i>Low quality; minimal effort apparent</i>	<b>0</b> <i>Sloppy or shoddy; very little to no effort apparent</i>

↓ **QUOTES TO INCLUDE: Include ALL of these quotes in “bubbles” in your illustrations:**  
(Quotes are in order, but they do not appear in the narration. You have to figure out where they fit best in the story.)

- Tengo hambre, papá.
- Lo siento. No hay dinero. Somos pobres.
- Debemos dejar a los niños en el bosque.
- ¡Los niños están aquí!
- ¡O no! ¡Los pájaros comieron todo el pan!
- ¡Mira! ¡Una casa hecha de dulces!
- Dale el hueso en vez de tu dedo, hermano.
- Está bien hermano, la bruja ya está muerta.
- ¡Mira! ¡Es nuestra casa!

↑ Hay un hombre que vive en una pequeña casa blanca en un bosque. El hombre vive con su esposa y con su hija y su hijo. El hijo se llama Hansel, y la hija se llama Gretel. La esposa del hombre no es la mamá de los niños. Es su madrastra.

El papá trabaja en el bosque. Cada día va al bosque para buscar árboles. Pero no puede encontrar muchos árboles buenos, así que la familia es muy pobre. La madrastra no puede ver muy bien, pero puede preparar la comida. Normalmente la madrastra prepara comida muy buena, pero ahora no hay dinero, y por eso no hay mucha comida. Todos tienen hambre, especialmente los niños. Siempre lloran porque tienen hambre. **(DIBUJO #1)**

↑ El padre está triste. Ve que sus hijos son flacos y que tienen mucha hambre. La madrastra es una cocinera muy buena, pero no hay comida. Un día, ella le dice al padre:

—Debemos abandonar a los niños.

—¿Qué? ¿De qué hablas? ¿Cómo? ¿Por qué?— le dice el padre.

—No hay comida suficiente para todos. Debemos abandonar a los niños en el bosque porque comen mucho, especialmente el niño— ella responde.

El papá no quiere abandonarlos, pero su esposa insiste. La madrastra no deja de hablar de su plan. Habla toda la noche. Al papá no le gusta el plan, y no quiere abandonar a sus hijos, pero por fin acepta el plan de su esposa.

Pero Gretel oye el plan de su madrastra. **(DIBUJO #2)**



↑ Gretel va y habla con su hermano. Le explica el plan de la madrastra. Los niños tienen miedo y lloran, pero Hansel piensa un momento e inventa un plan diferente. Le dice a Gretel:

—Está bien, hermana. Tengo un plan también. Debemos agarrar muchas pequeñas piedras blancas.

Así que Hansel va y agarra piedras blancas. Le da parte de las piedras a su hermana.

**(DIBUJO #3)**

↑ En la mañana toda la familia va al bosque. Caminan por cuatro horas. Mientras caminan, Hansel y Gretel dejan piedras blancas en el camino. Por fin la madrastra habla con Hansel y Gretel. La madrastra les dice:

—Niños, su papá y yo vamos a trabajar.

Así que los niños duermen entre dos árboles pequeños. Pero el papá y la madrastra realmente no van a trabajar. Dejan a los niños en el bosque y vuelven a casa. **(DIBUJO #4)**

# GLOSARIO (For Present Tense Version)

KEY: **Underlined Red Print** = Among the 300 most frequently used Spanish words

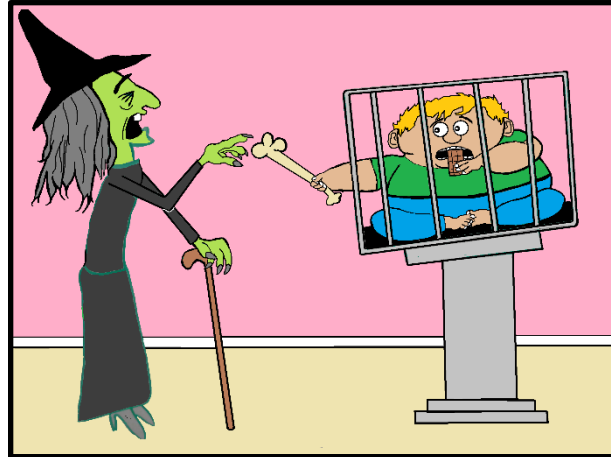
**Yellow Highlighting** = Cognates

<b>A</b>		<b>diferente</b>	different	<b>inventa</b>	invents	<b> pueden</b>	they can
<b>abandonar</b>	to abandon	<b>dinero</b>	money	<b>J</b>		<b>puerta</b>	door
<b>abre</b>	opens	<b>dónde</b>	where	<b>jaula</b>	cage	<b>Q</b>	
<b>abrir</b>	to open	<b>dormir</b>	to sleep	<b>L</b>		<b>quiere</b>	wants
<b>acepta</b>	accepts	<b>dulces</b>	sweets, candy	<b>al lado de</b>	next to	<b>R</b>	
<b>adultos</b>	adults	<b>duermen</b>	they sleep	<b>les</b>	to them	<b>realmente</b>	really
<b>agarra</b>	grabs	<b>E</b>		<b>se levantan</b>	they get up	<b>responde</b>	he answers
<b>agarrar</b>	to grab	<b>empiezan</b>	they start	<b>se llama</b>	is called	<b>rojo</b>	red
<b>al lado de</b>	next to	<b>empuja</b>	pushes	<b>llegan</b>	they arrive	<b>S</b>	
<b>amarillo</b>	yellow	<b>empujar</b>	to push	<b>llorando</b>	crying	<b>sabe</b>	knows
<b>aquí</b>	here	<b>encontrar</b>	to find	<b>luna</b>	moon	<b>saber</b>	to know
<b>árboles</b>	trees	<b>encuentran</b>	they find	<b>luz</b>	light	<b>sale de</b>	leaves, goes out
<b>así que</b>	so	<b>enfrente de</b>	in front of	<b>M</b>		<b>salir</b>	to leave, go out
<b>ayudar</b>	to help	<b>entonces</b>	so, then	<b>madrastra</b>	step mother	<b>sea</b>	he might be
<b>azul</b>	blue	<b>entran</b>	they enter	<b>malo</b>	bad	<b>seis</b>	six
<b>B</b>		<b>entre</b>	between	<b>mamá</b>	mom	<b>segundo</b>	second
<b>blanco</b>	white	<b>escapa</b>	escapes	<b>la mañana</b>	the morning	<b>señora</b>	mam, Mrs.
<b>bosque</b>	forest	<b>escape</b>	he might escape	<b>tienen miedo</b>	are afraid	<b>ser</b>	to be
<b>bruja</b>	witch	<b>por eso</b>	so	<b>mientras</b>	while	<b>lo siento</b>	I'm sorry
<b>bueno</b>	good	<b>especialmente</b>	especially	<b>mira</b>	watches	<b>siempre</b>	always
<b>buscar</b>	to look for	<b>esperan</b>	they wait	<b>momento</b>	moment	<b>solos</b>	alone
<b>C</b>		<b>esposa</b>	wife, spouse	<b>mucho</b>	a lot, much	<b>somos</b>	we are
<b>cada</b>	each, every	<b>está</b>	is	<b>muerta</b>	dead	<b>suficiente</b>	enough
<b>caminan</b>	they walk	<b>esté</b>	may be	<b>N</b>		<b>T</b>	
<b>el camino</b>	way, road, path	<b>explica</b>	explains	<b>niño/a</b>	little boy / girl	<b>también</b>	also
<b>casa</b>	house	<b>F</b>		<b>niños</b>	children	<b>la tarde</b>	the afternoon
<b>casi</b>	almost	<b>familia</b>	family	<b>noche</b>	night	<b>temperatura</b>	temperature
<b>cierra</b>	closes	<b>felices</b>	happy	<b>normal</b>	normal	<b>tengo</b>	I have
<b>colores</b>	colors	<b>por fin</b>	finally	<b>normalmente</b>	normally	<b>tiempo</b>	time
<b>coma</b>	might eat	<b>flaco</b>	skinny	<b>nuestra</b>	our	<b>tienen</b>	they have
<b>come</b>	eats	<b>furiosa</b>	furious	<b>nunca</b>	never	<b>tocar</b>	to touch
<b>comer</b>	to eat	<b>G</b>		<b>O</b>		<b>todavía</b>	still
<b>comida</b>	food	<b>gordo</b>	fat	<b>otra vez</b>	again	<b>todo</b>	all
<b>comido</b>	eaten	<b>grita</b>	yells	<b>ove</b>	hears	<b>tonta</b>	stupid
<b>comieron</b>	they ate	<b>le gusta</b>	likes it	<b>P</b>		<b>trabaja</b>	works
<b>con</b>	with	<b>H</b>		<b>padre</b>	father	<b>trabajar</b>	to work
<b>contento</b>	happy	<b>han</b>	they have	<b>pájaro</b>	bird	<b>tres</b>	three
<b>corren</b>	they run	<b>hablar</b>	to talk	<b>papá</b>	dad, papa	<b>triste</b>	sad
<b>cuando</b>	when	<b>hacerlo</b>	to do it	<b>pan</b>	bread	<b>V</b>	
<b>cuento</b>	story	<b>hacia</b>	towards	<b>parte</b>	part	<b>va</b>	goes
<b>D</b>		<b>hambres</b>	are hungry	<b>pedazos</b>	pieces	<b>vamos</b>	let's go
<b>da</b>	gives	<b>hasta</b>	until	<b>pequeño</b>	little	<b>ve</b>	sees
<b>dale</b>	give her	<b>hecha de</b>	made of	<b>perdón</b>	forgiveness	<b>ver</b>	tosee
<b>deben</b>	they should	<b>hermana</b>	sister	<b>permiso</b>	permission	<b>verde</b>	green
<b>debemos</b>	we should	<b>hermanos</b>	brother	<b>piedras</b>	rocks	<b>vez</b>	time
<b>dedo</b>	finger	<b>hija</b>	daughter	<b>piensa</b>	thinks	<b>en vez de</b>	instead of
<b>no deja de hablar</b>	doesn't quit talking	<b>hijo</b>	son	<b>plan</b>	plan	<b>otra vez</b>	again
<b>deja libre</b>	sets him free	<b>hijos</b>	children	<b>pobre</b>	poor	<b>vive</b>	lives
<b>dejan</b>	they leave	<b>hombre</b>	man	<b>pollo</b>	chicken	<b>vivieron</b>	they lived
<b>dejar</b>	to leave	<b>hora</b>	hour	<b>pone</b>	puts	<b>volvió</b>	returned
<b>dejaron</b>	they left	<b>horno</b>	oven	<b>por eso</b>	so	<b>vuelve</b>	returns
<b>desapareció</b>	disappeared	<b>hueso</b>	bone	<b>no te preocupes</b>	don't worry	<b>Y</b>	
<b>se despiertan</b>	they wake up	<b>I</b>		<b>prepara</b>	prepares	<b>ya</b>	already
<b>después</b>	after, then	<b>idea</b>	idea	<b>problema</b>	problem		
<b>dice</b>	says	<b>insiste</b>	insists	<b>pueda</b>	she might be able		
		<b>intenciones</b>	intentions				

## WHAT STUDENTS CAN DO WHEN THEY READ FOR MEANING

*Students that had read and illustrated the Hansel and Gretel reading activity were shown this image from the story and asked to write sentences about it. Activities like this turn students' imaginations loose. Here is what one level 1 class was able to do. They used high-frequency verbs, along with nouns from the story and other simple vocabulary in unique combinations to say a lot about the drawing.*

1. Hay una bruja.
2. La bruja es fea.
3. La bruja es flaca.
4. La bruja es vieja.
5. La bruja vive en el bosque.
6. La bruja vive en una casa de dulces.
7. La bruja es mala.
8. La bruja tiene un sombrero negro.
9. La bruja tiene pelo largo.
10. El pelo de la bruja es gris.
11. El pelo de la bruja no es normal.
12. La bruja lleva un vestido negro.
13. El vestido de la bruja es largo.
14. La bruja no tiene pantalones.
15. La bruja solo tiene un diente.
16. La bruja es tonta.
17. La bruja tiene dos ojos malos.
  
18. Hay un niño.
19. El niño se llama Hansel.
20. Gretel no está.
21. ¿Dónde está Gretel?
22. Hansel está en una jaula.
23. Hansel sienta en la jaula.
24. La jaula es pequeña.
25. Es la jaula de la bruja.
26. Hansel no puede andar en la jaula.
27. Hansel no puede escapar de la jaula.
28. Así que Hansel come todo el día.
29. Hansel come mucho.
30. Hansel es muy gordo.
31. Hansel tiene mejillas gordas.
32. Hansel tiene mucha hambre.
33. Hansel está comiendo dulces.



34. Hansel come mucha comida buena.
35. La bruja va a la jaula.
36. Hansel mira a la bruja.
37. La bruja está hablando con Hansel.
38. Hansel tiene miedo a la bruja.
39. La bruja tiene ojos malos.
40. La bruja no puede ver muy bien.
41. La bruja quiere comerse a Hansel.
42. La bruja quiere comerse a un niño gordo.
43. La bruja quiere saber si Hansel es gordo o no.
  
44. La bruja le dice, –quiero tocar tu dedo, niño.
45. Hansel tiene un hueso.
46. Hansel no le da su dedo a la bruja.
47. Hansel le da el hueso a la bruja.
48. La bruja toca el hueso.
49. La bruja agarra el hueso.
50. La bruja piensa que el hueso es el dedo de Hansel.
51. La bruja piensa que Hansel todavía es flaco.
52. La bruja no sabe que Hansel es gordo.
53. La bruja no quiere comerse a Hansel todavía.
54. Hansel está contento y come más.