

## Yon Parese

*Manman krapo gen pwoblèm. Pakèt travay pou li fè.  
Chans pou li, Ti krapo la. L ap jwenn moun ede li.*

**Manman:** Krapo!

**Ti Krapo:** Plètil manman

**Manman:** Vin ranje kabann

**Ti Krapo:** M pa kapab non manman. Bese ap ban mwen tèt vire.



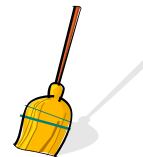
*Krapo pito ap sote bò isit, bò lòt bò nan pakèt flè ki gen devan pòt yo.*

**Manaman:** Krapo

**Ti Krapo:** Plètil manman

**Manaman:** Vin bale kay la

**Ti Krapo:** M pa kapab non manaman. Pran pousyè fè m gripe.



Krapo kache dèyè touf sitwonèl, zokrikrit yo pou manman l pa wè li.

**Manaman:** Krapo

**Ti Krapo:** Plètil manman

**Manaman:** Vin al nan mache

**Ti Krapo:** M pa kapab non manman. M pè moun.

*Vire manman krapo vire; krapo sanble tout zanmi pou l jwe, fè dezòd.*

**Manaman:** Krapo!



**Ti Krapo:** Plètil manman

**Manaman:** Vin al nan dlo

**Ti Krapo:** M pa kapab non manman. M santi lafyèv frison.

*Krapo kouche; li kouvri ak pakèt dra, kò krapo tranble, menm kabann souke.*

**Manaman:** Krapo!!



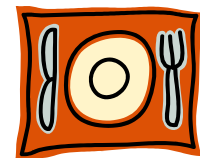
**Ti Krapo:** Plètil manman

**Manaman:** Vin foubi chodyè. M pral met manje sou dife

**Ti Krapo:** M pa kapab non manman. M malad nan men.

*Krapo vlope men ni ak twal gaz. L ap souke men, fè grimas.*

**Manaman:** Krapo!!



**Ti Krapo:** Plètil manman

**Manaman:** Vin ranje kouvè. Manje a kwit

**Ti Krapo:** M pa kapab non manman.

*Wouy, wouy, wouy! Sanble men an vin pi fè M mal.*

*Li kenbe li ak lòt men an, L ap peze, Lap souke.*

**Manaman:** Krapo

**Ti Krapo:** Plètil manman

**Manaman:** Vin pran manje met sou tab. Li fin separe.

**Ti Krapo:** M pa kapab non manman.

Manman cheri M nan, afè men sa a, vin pou li  
touye M wouy, wouy, wouy ki jan pou mwen fè.

**Manaman:** Krapo



**Ti Krapo:** Plètil manman



**Manaman:** vin pran manje pa ou

**Ti Krapo:** Wi manman, wi manman, M ap debat, M ap  
Debat. Depi se manje depi se manje.



## Plan Activities

LAFS.1.RF.4.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (2)

LAFS.1.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (2)

LAFS.1.RF.4.4.a Read on-level text with purpose and understanding. (2)

| <b>Fokis Enstriksyon</b>   | <b>Materyo</b>  | <b>Objektif</b>  |
|--|---|--|
| <p><b>Reader's Theater: <i>Yon Parese</i></b><br/> <b>Genre:</b> Play<br/> <b>Fluency:</b> Accuracy, Rate, and Expression.<br/> <b>Introduce the Play</b></p> <ul style="list-style-type: none"> <li>1) Review characteristics of a play</li> <li>Review list of characters</li> </ul> <p><b>Assign Roles, Practice the Play</b></p> <ul style="list-style-type: none"> <li>Reader's Theater</li> </ul> <p><b><i>Yon Parese</i></b><br/> <b>Write About Reading: -Read: <i>Jwèt Lekti Premye Ane – Li, Lili, Li p. 87-90 Workbook p. 61-64</i></b><br/> <b>***Retell</b><br/> <b>***Make Connections</b></p> | <p><b><i>Yon Parese</i></b><br/> <i>Konprann sa nou li Lekti 2èm ane p.60-62 or Bilingual Website</i><br/> <b><i>Jwèt Lekti Premye Ane – Li, Lili, Li p. 87-89</i></b><br/> <b><i>Jan Jak Desalin- Libète Ou Lamò Bilingual Website 2<sup>nd</sup> grade 4<sup>th</sup> quarter</i></b><br/> <i>Haitian History Month Drapo Repiblik D Ayiti</i><br/> <b><u>Vocabulary-Word Work</u></b></p> <p><b>1. Mo Kle:</b> <i>parese, ranje, Bale, foubi, ranje kouvè, manje</i></p> | <p><b>For literary and/or informational text, the student will:</b></p> <ul style="list-style-type: none"> <li>build background knowledge.</li> <li>read on-level text with purpose and understanding.</li> <li>read a play.</li> <li>understand the characteristics of a play.</li> </ul> |

### Procedure:

1. Introduce the word **PLAY**. Ask students what they know about **PLAY**. Present to them what they will read in this lesson.
2. Tells students: (may view Wonders – Reading/Writing Workshop Mini-Lessons & Genre Mini-Lessons)  
**A play** is a story that is told only with dialogue and can be performed in front of an audience.

#### **A play:**

- has dialogue, or words, that the characters speak.
- can be performed for an audience in a theater.
- has a beginning, a middle, and an end.

#### **A fantasy:**

- Remind children that a fantasy is a story that could not really happen.
- has imaginary characters, settings, and events.
- has a narrator who tells the story.
- has events that cannot happen in real life.
- often has animal characters who talk and act like real people.
- often has illustrations.

#### **Visualization:**

- Remember, you can think about words you read and illustrations you saw to visualize, or create pictures in your mind. This strategy helps you understand and remember what you read.

3. Read the play to the students as they follow along with their copy of the Play ***Yon Parese Reader's Theatre*** **1)Characteristics of a Play** A play is made up of different parts. All of the parts work together to tell a story.

- The list of characters at the beginning of a play tells who the characters are.
- The people who play the parts of the characters are called actors.
- Some plays have a narrator.
- The narrator tells the audience what is happening in the play.
- The setting is where and when the play takes place.
- Many plays have more than one setting.
- The dialogue is the lines of text the characters speak in the play.
- The characters' names appear before the lines they speak.

4. **Assessment:** understand the characteristics of a play; understand the different characters within a play and student participation

**\*\*\*Note:** After learning the play have students action is out by selecting a mother frog and several students as the little frogs. Mother frog will say her part and the little frogs will respond (*m ap debat, m ap debat*) accordingly while hopping like little frogs toward the bowl of food in front of the mother frog.