

Storytelling Activities Inspired by *The Hairy Hand Visits*

This story was inspired by the playful warnings and spooky tales passed down in my family. Use this book to spark conversations about the stories children hear at home—funny, surprising, or a little bit scary. Teaching Standards for TEKS and CCSS for each of these activities can be found at the end of the activities.

Activity 1: Memory Spark

A Warning I Remember: Students brainstorm a family warning, superstition, or playful scare they've heard at home.

Prompts:

- What did someone in your family warn you about?
- Was it funny, spooky, or surprising?
- What were they trying to protect you from?

Skills addressed: personal connections, inferencing, oral language.

Activity 2: Write a Mini-Story

Invite students to write a short story based on a real memory, just like the author did.

1. The warning or saying
2. What the kids believed
3. What was really happening
4. How they felt afterward

Skills addressed: writing process, narrative structure, sequencing.

Activity 3: Draw the Moment

Students illustrate one scene from their story—either the spooky warning or the funny truth behind it.

Skills addressed: multimodal composition, visualization, comprehension.

Activity 4: Story Swap

Students pair up and share their stories orally. Partners listen and then retell the story back in their own words.

Skills addressed: speaking, listening, summarizing.

Actividades de Narración Inspiradas por *Una Visita de la Mano Peluda*

Esta historia nació de los avisos juguetones y los cuentos espantosos que se cuentan en mi familia. Use este libro para iniciar conversaciones sobre los cuentos que los niños escuchan en casa—graciosos, sorprendentes o un poquito tenebrosos. Los estándares de enseñanza para TEKS y CCSS correspondientes a cada una de estas actividades se encuentran al final de las actividades.

Actividad 1: Chispa de Memoria

Recordando una Advertencia — Pida a los estudiantes que compartan un dicho, advertencia o tradición familiar que recuerden.

Indicaciones:

- ¿Sobre qué te advirtió alguien de tu familia?
- ¿Era algo chistoso, espeluznante o sorprendente?
- ¿De qué te estaban tratando de proteger?

Destrezas desarrolladas: conexiones personales, inferencias, lenguaje oral.

Actividad 2: Escribe un Mini Cuento

Invite a los estudiantes a escribir un cuento corto basado en un recuerdo real, igual que hizo la autora.

1. La advertencia o dicho
2. Lo que los niños creían
3. Lo que realmente estaba pasando
4. Cómo se sintieron después

Destrezas desarrolladas: proceso de escritura, estructura narrativa, secuenciación

Actividad 3: Dibuja el Momento

Los estudiantes ilustran una escena de su historia—ya sea la advertencia espeluznante o la verdad chistosa detrás de ella.

Destrezas desarrolladas: composición multimodal, visualización, comprensión

Actividad 4: Intercambio de Cuentos

Los estudiantes se emparejan y comparten sus historias de manera oral. Las parejas escuchan y luego vuelven a contar la historia con sus propias palabras.

Destrezas desarrolladas: expresión oral, escucha, resumen.

Activity 5: Family Folklore Hunt

Students interview a family member at home and bring back:

- A saying
- A superstition
- A family game
- A spooky or funny story

They can add this to a class “Folklore Wall.”

Skills addressed: research, oral history, cultural understanding.

Actividad 5: Búsqueda de folclor familiar”

Los estudiantes entrevistan a un miembro de su familia en casa y regresan con:

- Un dicho
- Una superstición
- Un juego familiar
- Una historia espeluznante o chistosa

Pueden agregar esta información al “Muro de Folclor” de la clase.

Destrezas desarrolladas: investigación, historia oral, comprensión cultural.

Activity 6: La Tatema Pebble Challenge

Students create a simple pebble toss game using beans, pebbles, or paper circles. They write instructions for how to play.

Skills addressed: procedural writing, creativity, cultural connection.

Actividad 6: El Reto de La Tatema

Los estudiantes crean un juego sencillo de lanzar piedritas usando frijoles, piedritas o círculos de papel. Escriben instrucciones para explicar cómo se juega.

Destrezas desarrolladas: escritura procedural, creatividad, conexión cultural.

Activity 1 Related Teaching Standards:

A Warning I Remember: Students brainstorm a family warning, superstition, or playful scare they’ve heard at home.

TEKS Alignment:

English TEKS:

- Oral Language: 110.13–110.16 (1)(A–D)
- Reading Comprehension: 110.13–110.16 (6)(A–F)
- Literary/Cultural Understanding: 110.13–110.16 (7)

Spanish TEKS:

- Lenguaje Oral: 128.4–128.7 (1)(A–C)
- Comprensión Lectora: 128.4–128.7 (6)(A–F)
- Cultura y Tradiciones: 128.4–128.7 (7)

CCSS Alignment:

Speaking & Listening

- SL.2–5.1 — Participate in collaborative conversations with peers and adults.
- SL.2–5.4 — Tell a story or recount an experience with appropriate details.
- SL.2–5.6 — Produce complete sentences to express ideas clearly.

Reading

- RL.2–5.1 — Ask and answer questions to demonstrate understanding.
- RL.2–5.3 — Describe how characters respond to events; explain relationships.
- RL.2–5.7 — Use illustrations and details to understand characters, setting, or plot.
- RL.2–5.9 — Compare and contrast themes, topics, and cultural experiences.

Writing

- W.2–5.8 — Recall information from experiences to answer questions.
- W.2–5.3 (supporting) — Use narrative elements when recounting personal experiences.

Activity 2 Related Teaching Standards

Write a Mini-Story: Invite students to write a short story based on a real memory, just like the author did.

TEKS Alignment:

English TEKS

- Oral Language: 110.13–110.16 (1)(A–D)
- Reading Comprehension: 110.13–110.16 (6)(A–F)
- Writing – Composition: 110.13–110.16 (10)(A–D)
- Writing – Genre (Personal Narrative): 110.13–110.16 (11)(A)

Spanish TEKS

- Lenguaje Oral: 128.4–128.7 (1)(A–C)
- Comprensión Lectora: 128.4–128.7 (6)(A–F)

Spanish TEKS

- Escritura – Composición: 128.4–128.7 (10)(A–D)
- Escritura – Género narrativo: 128.4–128.7 (11)(A)

CCSS Alignment:

Speaking & Listening

- SL.2–5.1 — Engage in collaborative discussions.
- SL.2–5.4 — Tell a story with relevant details and clear sequence.

Reading

- RL.2–5.1 — Ask and answer questions to show understanding.
- RL.2–5.3 — Describe how events unfold and how characters respond.
- RL.2–5.7 — Use illustrations and details to clarify meaning.

Writing

- W.2–5.3 — Write narratives that recount real or imagined events with sequence, details, and closure.
- W.2–5.5 — Strengthen writing through planning, revising, and editing.
- W.2–5.8 — Recall information from experiences to develop writing.

Activity 3 Related Teaching Standards

Draw the Moment: Students illustrate one scene from their story—either the spooky warning or the funny truth behind it.

TEKS Alignment:

English TEKS

- Oral Language: 110.13–110.16 (1)(A–D)
- Reading Comprehension: 110.13–110.16 (6)(A–F)
- Writing – Composition (Planning & Developing Ideas): 110.13–110.16 (10)(A–D)

Spanish TEKS

- Lenguaje Oral: 128.4–128.7 (1)(A–C)
- Comprensión Lectora: 128.4–128.7 (6)(A–F)
- Escritura – Composición (Planear y desarrollar ideas): 128.4–128.7 (10)(A–D)

CCSS Alignment:

Speaking & Listening

- CCSS.ELA-Literacy.SL.2–5.1 — Participate in collaborative conversations with peers and adults.
- CCSS.ELA-Literacy.SL.2–5.4 — Tell a story or recount an experience with appropriate facts and details.
- CCSS.ELA-Literacy.SL.2–5.5 — Create visual displays to clarify ideas, thoughts, and feelings.

Reading

- CCSS.ELA-Literacy.RL.2–5.1 — Ask and answer questions to demonstrate understanding of a text.
- CCSS.ELA-Literacy.RL.2–5.3 — Describe how characters respond to events; explain relationships and sequences.
- CCSS.ELA-Literacy.RL.2–5.7 — Use illustrations to understand characters, setting, or plot.

Writing

- CCSS.ELA-Literacy.W.2–5.3 — Write narratives that recount real or imagined experiences with sequence and details.
- CCSS.ELA-Literacy.W.2–5.5 — Strengthen writing by planning, revising, and editing.
- CCSS.ELA-Literacy.W.2–5.8 — Recall information from experiences to answer questions.

Activity 4 Related Teaching Standards

Story Swap: Students share their stories orally; partners listen and retell using their own words.

TEKS Alignment:

English TEKS

- Oral Language: 110.13–110.16 (1)(A–D)
- Reading Comprehension: 110.13–110.16 (6)(A–F)
- Response Skills: 110.13–110.16 (7)(A–C)
- Writing – Response & Process: 110.13–110.16 (9)(C), (10)(A)

Spanish TEKS

- Lenguaje Oral: 128.4–128.7 (1)(A–C)
- Comprensión Lectora: 128.4–128.7 (6)(A–F)
- Habilidades de Respuesta: 128.4–128.7 (7)(A–C)
- Escritura – Respuesta y Proceso: 128.4–128.7 (9)(C), (10)(A)

CCSS Alignment:

Speaking & Listening

- SL.2–5.1 — Participate in collaborative conversations with peers and adults.
- SL.2–5.2 — Recount or describe key ideas from a text read aloud or information presented orally.
- SL.2–5.4 — Tell a story or recount an experience with appropriate details.
- SL.2–5.6 — Produce complete sentences to express ideas clearly.

Reading

- RL.2–5.1 — Ask and answer questions to demonstrate understanding.
- RL.2–5.3 — Describe how characters respond to major events and challenges.

Writing (supporting)

- W.2–5.8 — Recall information from experiences to answer questions.

Activity 5 Related Teaching Standards

Family Folklore Hunt: Students interview a family member and collect a saying, superstition, family game, or story to contribute to a class Folklore Wall.

TEKS Alignment:

English TEKS

- Inquiry & Research: 110.13–110.16 (12)(A–D)
- Response Skills: 110.13–110.16 (7)(A–C)
- Oral Language: 110.13–110.16 (1)(A–D)
- Culture & Meaning (implicit through texts): 110.13–110.16 (5)(A–B)

Spanish TEKS

- Indagación e investigación: 128.4–128.7 (12)(A–D)
- Habilidades de respuesta: 128.4–128.7 (7)(A–C)
- Lenguaje oral: 128.4–128.7 (1)(A–C)
- Cultura y significado: 128.4–128.7 (5)(A–B)

CCSS Alignment:

Speaking & Listening

- SL.2–5.1 — Participate in collaborative conversations with peers and adults.
- SL.2–5.2 — Recount or describe key ideas from information presented orally.
- SL.2–5.4 — Tell a story or recount an experience with appropriate details.
- SL.2–5.5 — Create visual displays to clarify ideas (Folklore Wall contribution).

Reading (supporting)

- RL.2–5.9 — Compare and contrast themes and cultural experiences.

Writing

- W.2–5.7 — Conduct short research projects based on a focused question.
- W.2–5.8 — Recall information from experiences or gather information from sources.

Activity 6 Related Teaching Standards

La Tatema Pebble Challenge: Students create a simple pebble-toss game and write instructions for how to play.

TEKS Alignment:

English TEKS

- Writing – Composition (Procedural): 110.13–110.16 (11)(A–B)
- Inquiry & Research: 110.13–110.16 (12)(A–D)
- Oral Language: 110.13–110.16 (1)(A–D)
- Culture & Meaning: 110.13–110.16 (5)(A–B)

Spanish TEKS

- Escritura – Composición (Procedimental): 128.4–128.7 (11)(A–B)
- Indagación e investigación: 128.4–128.7 (12)(A–D)
- Lenguaje oral: 128.4–128.7 (1)(A–C)
- Cultura y significado: 128.4–128.7 (5)(A–B)

CCSS Alignment:

Writing

- W.2–5.2 — Write informative/explanatory texts that convey ideas clearly.
- W.2–5.7 — Conduct short projects that build knowledge through exploration.
- W.2–5.8 — Recall information from experiences to answer questions.

Speaking & Listening

- SL.2–5.1 — Participate in collaborative conversations with peers and adults.
- SL.2–5.4 — Present information clearly with relevant details.

Reading (supporting)

- RI.2–5.3 — Describe connections between steps in a procedure.