

# Study Guide



**Yo la Llamo Rusita Rojas  
(*I Call Her Rusita Rojas*)**

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## Synopsis of the Story

“I Call Her Rusita Rojas” is an adaptation of Charles Perrault’s classic fairytale “Little Red Riding Hood”. In this version, a police inspector tries to solve the wolf’s strange disappearance. The only witness is Rusita, a very talkative, smart, but frustrating girl. She tells the events from her viewpoint, even as the wolf himself appears and disappears to retell parts of the story from his way of thinking. These contradictions leave the inspector struggling to reach a conclusion. During the course of the play, the three characters return to the story’s origin: the pages of a storybook on which a child has fallen fast asleep.

Lively, fun and instructive, the play makes us reflect on the importance of enjoying childhood and a healthy fantasy life.

## Spanish Vocabulary with English Translations by Grade Level

### Pre-K Through 1st Grade:

abuela (*ah-Boo-eh-la*) ..... grandmother  
alguien (*AHL-gee-n*) ..... someone  
años (*AH-nios*) ..... years  
árbol (*ARE-bowl*) ..... tree  
callar (*kah-YAR*) ..... to keep quiet  
capa (*CAH-pah*) ..... cape  
cara (*CAR-ah*) ..... face  
casa (*CAH-sah*) ..... house  
cerrar (*seh-RAHR*) ..... to close  
claro (*CLAH-row*) ..... clear  
colores (*co-LORE-s*) ..... colors  
comer (*co-MARE*) ..... to eat  
continua (*cohn-TEA-new-ah*) ..... continue  
delicioso (*day-lee-see-OH-sow*) ..... delicious  
día (*DEE-ah*) ..... day  
dormido (*door-ME-dough*) ..... asleep  
edad (*eh-DAHD*) ..... age  
feo (*FAY-oh*) ..... ugly  
flores (*FLOOR-ehs*) ..... flowers  
fresa (*FREH-sah*) ..... strawberry  
gordo (*GORE-dough*) ..... fat

grande (*GRAHN-deh*) ..... big  
grito (*GREE-toe*) ..... yell/cry  
(la) historia (*lah ee-STORE-ee-ah*) ..... (the) story  
lobo (*LOW-bow*) ..... wolf  
mejor (*may-HORE*) ..... better  
mundo (*MOON-dough*) ..... world  
nada (*NAH-dah*) ..... nothing  
niña (*KNEE-niah*) ..... girl  
niños (*KNEE-niohs*) ..... children  
nadie (*NAH-deeay*) ..... no one  
ojos (*OH-hoes*) ..... eyes  
orejas (*or-RAY-hahs*) ..... ears  
palabra (*pah-LA-brah*) ..... word  
pájaros (*PAH-ha-rose*) ..... birds  
pequeño (*pay-KAY-nio*) ..... little  
perdida (*pair-DEE-dah*) ..... lost  
piedras (*pea-AI-drahs*) ..... rocks  
pobre (*POH-bray*) ..... poor  
pueblo (*POOAI-blow*) ..... town  
reír (*ray-EAR*) ..... to laugh  
rojo (*ROW-ho*) ..... red

### 2nd Through 4th Grade:

acercar (*ah-sair-CAHR*) ..... to come closer  
amistoso (*ah-me-STOW-sew*) ..... friendly  
animalito (*ah-knee-mahl-LEE-toe*) ..... little animal  
arco iris (*ARE-co EE-rees*) ..... rainbow  
ayudar (*ai-you-DAR*) ..... to help  
bosque (*BOWS-kay*) ..... woods  
camino (*cah-ME-no*) ..... road/path  
cesta (*SAYS-tah*) ..... basket  
contestar (*cohn-tais-TAR*) ..... to answer  
coser (*co-SAIR*) ..... to sew  
cosquillas (*kos-KEY-yahs*) ..... tickling  
crecer (*cray-SAIR*) ..... to grow up  
cuerpo (*coo-AIR-poh*) ..... body  
¡detente! (*day-TEN-tay*) ..... stop!  
enojar (*ain-oh-HAR*) ..... to get angry  
entonces (*ain-TONE-says*) ..... then  
escuchar (*ais-coo-CHAR*) ..... to listen  
extraño (*aiks-TRAHN-nio*) ..... strange  
fantasía (*fahn-tah-SEE-ah*) ..... fantasy  
¡siéntate! (*seeAIN-tah-tay*) ..... sit!

feroz (*fair-ROTHz*) ..... fierce  
galletitas (*gah-yay-TEA-tahs*) ..... little cookies  
haragán (*are-ah-GAHN*) ..... lazy person  
infinidad (*een-fee-knee-DAHD*) ..... infinity  
interrumpir (*een-tair-room-PEER*) ..... interrupt  
leñador (*lay-nya-DOOR*) ..... woodcutter  
loco (*LOH-coh*) ..... crazy  
mentir (*main-TIER*) ..... to tell a lie  
miel (*me-ALE*) ..... honey  
movimiento (*moe-vee-me-N-toe*) ..... movement  
nervioso (*nair-vee-OH-sew*) ..... nervous  
horno (*OR-no*) ..... oven  
panza (*PAHN-thza*) ..... belly  
seguir (*say-GEER*) ..... to follow  
sencillo (*sain-SEE-;yo*) ..... simple  
serio (*SAIR-ee-oh*) ..... serious  
silencio (*see-LAIN-see-oh*) ..... silence  
soñar (*sew-NYAR*) ..... to dream  
tesoro (*tay-SORE-row*) ..... treasure

### 5th Through 8th Grade:

abalanzar (*ah-baa-lanth-ZAR*) ..... to rush forward  
actitud (*ahk-tea-TOOD*) ..... attitude/posture  
alimentar (*ah-lee-main-TAR*) ..... to feed  
almendra (*ahl-MAIN-drah*) ..... almond  
apiadar (*ah-pea-ah-DAR*) ..... to move to pity  
aprovechar (*ah-pro-vay-CHAR*) to take advantage  
arriesgar (*are-ee-ace-GAR*) ..... to risk  
atentar contra (*ah-tain-TAHR COHN-tra*)  
..... to commit an outrage against  
colibrí (*coh-lee-BREE*) ..... hummingbird  
colmo (*COHL-moe*) ..... the height/limit  
cómplice (*COMB-plea-say*) ..... accomplice  
comportámonos (*comb-poor-TAY-moe-nos*)  
..... lets carry ourselves  
comprometer (*comb-pro-may-TAIR*)  
..... to jeopardize  
charlatan/a (*char-la-TAHN/ah*)  
..... chatterbox/trickster  
de repente (*day ray-PAIN-tay*) ..... suddenly

estómago (*ais-TOE-mah-go*) ..... stomach  
fábulas (*FAH-boo-lahs*) ..... fables  
gravedad (*grah-VEH-dahd*) ..... gravity  
gruñón (*grew-KNEEOWN*) ..... grumpy  
insolente (*een-sole-AIN-tay*) ..... insolent  
investigando (*een-vase-tea-GAHN-doe*)  
..... investigating  
muñeco (*moo-NYAI-ko*) ..... dummy/puppet  
notorio (*no-TORE-ee-oh*) ..... notorious  
ofuscar (*oh-foos-CAR*) ..... to confuse  
panecillo (*pahn-ai-SEE-yo*) ..... roll (bread)  
paradero (*pah-rah-DARE-oh*) ..... whereabouts  
pista (*PEAS-tah*) ..... track/trail  
pretigio (*pray-TEA-he-oh*) ..... prestige  
prosigue (*pro-see-GEH*) ..... proceed  
pruebas (*proo-EH-bahs*) ..... proofs  
sospechoso (*soes-peh-CHOE-so*) ..... suspicious  
tamaño (*tah-MAHN-nio*) ..... size  
tenebroso (*teh-neh-BRO-so*) ..... gloomy/dismal

## Spanish Phrases with English Translations

No me acuerdo. (*No may ah-CWER-dough*) ..... I don't remember  
Un sexto sentido (*oon SAYKS-toe sain-TEA-dough*) ..... a sixth sense  
¡Al punto! (*al POON-toe*) ..... Get to the point!  
perder el tiempo (*pair-DARE l tee-M-po*) ..... to lose time  
cuentos de hadas (*coo-N-toes day AAH-das*) ..... fairy tales

## Vocabulario de Teatro Theater Vocabulary

- Autor** (*auw-TORE*) Playwright: The person who wrote the play.
- Actor/Actriz** (*ahk-TORE/ahk-TREESTH*) Actor/Actress: The men and women who play the parts onstage.
- Director** (*dee-reck-TORE*) Director: The person who picks the actors and tells them what to do.
- Escena/Escenario/ Escenografía** (*ai-SAIN-ah, ai-sain-ARE-ee-oh, ai-sain-oh-grah-FEE-ah*) Scene/Stage/Scenery: All words related to the stage. The scene is the location where each part of a play takes place; the stage is the place where the actors work, and the scenery is what they act in front of.
- Fotografía** (*foe-tow-grah-FEE-ah*) Photography. Photos have to be taken of all shows – for publicity, for program covers, and for reminders.
- Maquillaje** (*mah-key-YA-hay*) Makeup: All actors, both women *and* men, wear stage makeup to make them more visible from the audience.
- Musicalización** (*moo-see-cah-lee-tha-see-OWN*) Music Design: Selecting what music is used for the play.
- Producción** (*pro-duke-see-OWN*) Production: The people who organize everything about the play, including who will direct it, who will design and build the set, and where the costumes come from.
- Sonido** (*sow-NEE-doe*) Sound: Not just music is used during a play; many times there are other sounds involved, too.
- Vestuario** (*ves-too-ARE-ee-oh*) Costumes: What the actors wear to make them look different.
- Utilería** (*oo-teel-air-EE-ah*) Properties: everything that an actor uses onstage (such as the Old Woman's embroidery).

## Biography of Neher Jacqueline Briceño Director



A Venezuelan, Neher Jacqueline Briceño began acting in 1973 when she joined the University Theater children's theater group at the University of Carabobo in Venezuela. Later she found that she liked other parts of theater better, and became a producer, director and writer.

She was worked in children's theater for 20 years, including more than 40 productions. She has won many awards for her artistic work. In 1997, now living in Miami, she started the Miami Children's Theatre, which was invited to perform at Teatro de la Luna's 2nd International Festival of Hispanic Theater. She has written and directed many of la Luna's plays for children, including 'The Adventures of Pinocchio,' 'The Sleeping Beauty,' 'Hansel and Gretel', 'ABE: a Dream Fulfilled', 'The Cat and the Seagull' and 'Drops of Water'.

## Performance Related Classroom Activities by Grade Level

### Pre-K Through First Grade:

Spanish/Colors: What color is the cape worn by Rusita Roja? Have students find other items in the classroom (or their clothes) that are the same color. Practice saying the word “rojo” together.

Science/Art/Spanish: Much of the story takes place in the woods (*el bosque*). Ask each student to draw and color a tree (*un árbol*), then cut out the trees and create a forest of all of them on a bulletin board or large paper. As the students are working, you can talk about other things that live in the woods (ex. “Do penguins live in the woods? How about squirrels?”).

Spanish/English Vocabulary: Many of the vocabulary words are parts of our faces. How many can the students identify in English and in Spanish?

Safety/Critical Thinking: Was it wise for Rusita Roja to talk with the Wolf? Ask students why talking to strangers is a bad idea or a good idea.

### Second through Fourth Grades:

Spanish/Critical Thinking/Imagination: The Inspector thinks Rusita Roja is telling lies (*mentiras*). Ask students why it might seem like she is lying. Using the Spanish word, ask students how they might talk about their trip to school so it might seem like a lie.

English/Spanish: Why is Rusita Roja given that name? Ask students if they have ever called something by an incorrect name when they were younger (ex. “pisgetti” instead of “spaghetti”).

Science/Spanish/Critical Thinking/Art: The Wolf (*Lobo*) is the villain of the play. Are wolves really evil? Where do wolves live? What are their families like? Do students know any stories where wolves are good (ex. “The Jungle Book” by Kipling, and Disney’s film adaptation). Ask students to draw and color a wolf; not the actor playing him, but what they think the Wolf really looked like.

Spanish/Literature: Food is very important in this story, from Rusita Roja’s description of the delicious things in her basket (*miel de la más rica y pura, pasteles de fresa, panecillos de almíbar, dulces de almendra*) to the Wolf eating both the Granny and Rusita Roja. What other stories do the students know where food is important (ex. “Snow White” and the poisoned apple)?

### Fifth through Eighth Grades:

Spanish/Writing: There are many legalistic terms in the play (*cómplice, investigando, proseguir, pruebas*). Ask students to use these words, either in English or Spanish, in a short story they write either alone or with partners.

Spanish/Vocabulary/Critical Thinking: Using some of the adjectives in the vocabulary (*sospechoso, tenebroso*), have students create characters with those characteristics. They can either write about the characters or act them out.

Literature/Critical Thinking: This play is loosely based on Charles Perrault’s “Little Red Riding Hood”. How is Perrault’s version different from that of The Brothers Grimm, or other versions of “Red Riding Hood”?

Spanish/English/Critical Thinking: One of the vocabulary phrases is “a sixth sense” (*un sexto sentido*). What does this mean? When might a sixth sense be useful?