



ORIGINAL ARTICLE


## Playful strategies for critical-creative thinking in five-year-old children

*Estrategias lúdicas para el pensamiento crítico-creativo en niños de cinco años*

Estratégias lúdicas para o pensamento crítico-criativo em crianças de cinco anos

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### KEYWORDS

playful strategies, model, critical thinking, creative thinking.

**ABSTRACT.** This research aimed to develop a model of playful strategies for the development of critical and creative thinking in 5-year-old children from the Educational Institution No. 284 of Bagua Grande, Amazonas region, Peru. The research was purposeful because the playful strategies model was formulated to develop these two thoughts. The data was collected through a test applied to 25 5-year-old children in the classroom and an interview guide for the teacher in charge of the school. As a result, it was found that more than 80% of the population presented a low level of critical and creative thinking in all its dimensions and that teachers do not use adequate strategies to promote these thoughts during the teaching-learning process. Therefore, it was concluded that playful strategies are valuable tools to develop critical and creative thinking in 5-year-old preschool children.

### PALABRAS CLAVE

estrategias lúdicas, modelo, pensamiento crítico, pensamiento creativo.

**RESUMEN.** El objetivo de esta investigación fue elaborar un modelo de estrategias lúdicas para el desarrollo del pensamiento crítico y creativo de niños de 5 años de la Institución Educativa N°284 de Bagua Grande, región Amazonas, Perú. La investigación fue propositiva porque se formuló el modelo de estrategias lúdicas para desarrollar estos dos pensamientos, los datos se recolectaron a través de un test aplicado a 25 niños del aula de 5 años y de una guía de entrevista a la docente a cargo del aula. Como resultados se comprobó que más del 80% de la población presentaron un nivel bajo de pensamiento crítico y creativo en todas sus dimensiones y que las docentes no utilizan estrategias adecuadas para fomentar estos pensamientos durante el proceso de enseñanza-aprendizaje. Se concluyó que las estrategias lúdicas son herramientas útiles para desarrollar el pensamiento crítico y creativo de niños de 5 años de preescolar.

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## PALAVRAS-CHAVE

estratégias lúdicas,  
modelo, pensamento  
crítico, pensamento  
criativo.

**RESUMO.** O objetivo desta pesquisa foi desenvolver um modelo de estratégias lúdicas para o desenvolvimento do pensamento crítico e criativo em crianças de 5 anos da Instituição Educacional nº 284 de Bagua Grande, região do Amazonas, Peru. A pesquisa foi proposital porque o modelo de estratégias lúdicas foi formulado para desenvolver esses dois pensamentos, os dados foram coletados por meio de um teste aplicado a 25 crianças de 5 anos em sala de aula e um roteiro de entrevista para a professora responsável pela sala de aula. Como resultados, verificou-se que mais de 80% da população apresentou baixo nível de pensamento crítico e criativo em todas as suas dimensões e que os professores não utilizam estratégias adequadas para estimular esses pensamentos durante o processo de ensino-aprendizagem. Concluiu-se que as estratégias lúdicas são ferramentas úteis para desenvolver o pensamento crítico e criativo em crianças pré-escolares de 5 anos.

## 1. INTRODUCTION

The initial level of Regular Basic Education is essential because girls and boys strengthen their comprehensive development through different situations, moments, and experiences in their immediate environment and the educational institution. In this period, they discover the world through exploration and play, actions necessary for developing different skills and abilities such as critical and creative thinking, which has become one of the leading educational challenges for the system.

In the United States, Cerf (2018) highlighted the importance of 21st-century students developing critical thinking because it allows them to analyze and evaluate the information they receive from society to question it. He also states that to develop this thought, it is necessary to develop the ability to interpret, analyze, evaluate, and the ability to self-analyze.

Luque (2020) states that despite being a benchmark for occupying one of the top positions in school performance worldwide, Korea has considered making educational reforms to promote the development of creativity in students in an integrated manner.

Soto (2020) maintains that, in the Caribbean and Latin America in general, educational institutions have to be committed to developing critical thinking in students, as it is a skill that has priority in its development in the present century, XXI. He then touches on the effective participation in this type of fundamental task, informing students in general and children in particular.

Minedu (2019) the Ministry of Education made a diagnosis on the academic achievement of the students of Regular Basic Education in Peru, within the deficiencies found, emphasized the need for the progress of social skills and critical thinking, and pointed out that it should be considered the importance of mediators, means, resources, conditions, and materials to achieve these objectives.

Bretel (2018) specifies that in the new 2017 National Curriculum, competencies related to critical and creative thinking have been included to develop skills that allow students to solve problematic situations in their daily lives.

The review of previous research has revealed many forms of educational work aimed at developing critical and creative thinking, as detailed.

Kevser and Güngör (2020) investigated to explore the outcome of the story method on the critical thinking of 43 5-year-old children. First, a critical thinking skills test was applied. As a result, a demonstrative discrepancy was obtained in the total score of the thinking skills test and the interpretation, elucidation, deduction, analysis, and self-regulation scores.

Da Cruz (2020) developed a thesis to conduct an educational intervention with a systematic inquiry about critical thinking progress in second-cycle infants. As instruments, she used a questionnaire and the record. They concluded that critical thinking must be developed from the earliest years of childhood by reading and collecting opinions.

Obregón (2019) in his research work, applied a complete methodological strategy to contribute to the development of skills for the solution of difficulties and the optimization of critical thinking of 16 children between 5 and 6 years of age, in which he used the workbook. Field and video recording of children in the classroom. He concluded that strategies increased critical thinking skills in a dynamic, entertaining, attractive, and pleasant way for the child.

Alvarez (2019), in his research, aimed to promote critical thinking in 120 children between 4 and 6 years of age with the use of a test to estimate essential thinking skills. He concluded that the use of information and communication technologies and the planned sessions were relevant to the profiles of critical thinking identified in those recognized in children.

In their thesis, Medina et al. (2017) worked with 23 5-year-old children. They applied a didactic strategy to develop their creative abilities. They used the questionnaire, interview, and observation guide as data collection instruments. They concluded that the applied didactic approach improved children's creativity, reaching a high level of development.

In the Educational Institution No. 284 of the Esperanza Baja sector of Bagua Grande, Utcubamba, Amazonas, it was observed that the development of critical and creative thinking in 5-year-old students is limited because they do not quickly answer the questions that they ask. After reading a text, the teacher makes them have difficulty arguing their ideas and solving problem situations that arise in their daily lives. The causes found come to be the scarce application of adequate and pertinent strategies to the age of the children, which also generate different learning and abilities such as analyzing, reasoning, solving problems, giving value judgments according to their age and educational level.

If the problem above is not resolved, the children will continue to be passive, not very participative, with difficulties making decisions, analyzing, interpreting, and discerning the information. Not developing both thoughts will affect their training in general, thus preventing the fulfillment of one of the objectives of current education set by the Organization for Economic Cooperation and Development, which points out the importance

of preparing children and young people to face the challenges of today's world with the incorporation in the educational curriculum of socio-affective skills and critical capacity.

The research question was: How does the model of playful strategies promote the development of critical and creative thinking in 5-year-old preschool boys and girls in the city of Bagua Grande-Amazonas?

The research was justified in four aspects: in practice because the playful strategies model was designed to develop critical and creative thinking, which will be incorporated into the daily curricular programming. In the theoretical aspect, it gave rise to increasing knowledge through the results obtained with the execution of the research and the opportunity to systematize academic information related to the study variables. In the methodological aspect, the possibility of making methodological changes from the classroom was demonstrated by elaborating and disseminating technically structured work guides where playful methodological strategies are perceived. Finally, in the epistemological aspect, the research was scientifically based on critical and creative thinking and active systems theories. The same ideas support both independent and dependent variables.

The general objective was to develop a model of playful strategies for developing critical and creative thinking in 5-year-old preschool children. The specific goals were to identify the level of development of critical and creative thinking in 5-year-old boys and girls, design the model of playful strategies for the development of critical and creative thinking, and evaluate the model's relevance.

As a hypothesis, it was proposed that the playful strategies model is an effective tool to promote the development of critical and creative thinking in 5-year-old preschool boys and girls in the city of Bagua Grande, 2021.

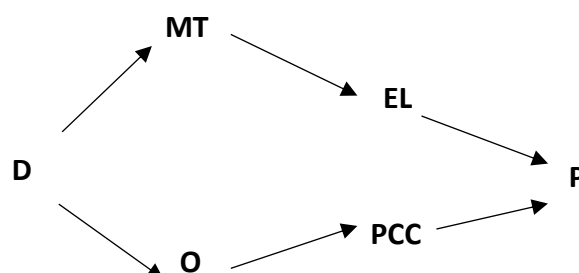
## 2. METHOD AND MATERIALS

### 2.1. Research type and design

The type of research is essential because it does not produce changes in the subjects involved in the research. It is proactive because the proposal of a model of playful strategies was designed to develop critical and creative thinking in 5-year-old preschool children from the city of Bagua Grande. According to Estela (2020) purposeful research is the study where a resource is exposed to solve a particular problem.

The research design was non-experimental. Since the variables are not handled, the only reality is evaluated as it is found, which implies that the variables will remain firm (Hernández et al., 2014).

**Figure 1**  
Diagram of the non-experimental design



Note: This figure shows the elements of non-experimental, primary, and purposeful research where: D represents the diagnosis, MT represents the theoretical framework, O the objectives, EL the ludic strategies, PCC the critical and creative thinking, and P to the proposal.

## 2.2. Variables and operationalization

As study variables, we have the independent variable ludic strategies with their dimensions: experimentation games, locomotion games, hunting games, architectural games, imitative games, and curiosity games (Gross, 1902).

The dependent variable was critical and creative thinking, whose dimensions were those proposed by Villarini (2003), such as processing information, building knowledge, mental representations, mental operations, and mental attitudes.

## 2.3. Population, sample and sampling

### Population

The sample was made up of 100% of the population since only 25 children of the same age participated, of which 12 were men and 13 women, one teacher and the director of the educational institution No. 284 of the city of Bagua Grande in the year 2021. Therefore, no type of sampling was carried out.

Toledo (2016) points out that the population of an investigation comprises all the elements (people, objects, organisms, medical records) that participate in the phenomenon that was defined and delimited in the analysis of the research problem.

## 2.4. Data collection techniques and instruments

The observation was applied through a test to measure the level of development of critical and creative thinking of 5-year-old boys and girls. For this purpose, the dimensions of each variable were considered, and it was

applied through the reading of the story "The mischievous friends of the farm" (Annex 01), where each child, after reading the text, answered literal, inferential, and critical questions. The interview technique was also used with its guide, which was applied to the teacher of the 5-year-old classroom of the educational institution No. 284. Considering what Folgueiras (2016) points out that the interview is used for research methods, it has its value, and its objective is to obtain information about individuals' events, practices, and opinions.

The programming allowed a program related to the study variables, which consisted of planning a didactic proposal of systematic and sequentially ordered activities with pedagogical intention (Valls, 2021).

Twenty learning sessions were scheduled with the application of playful strategies, competencies, capacities, and indicators of the current national curriculum and the pedagogical and didactic processes of the initial level to develop the critical and creative thinking of children of 5 years of age. Preschool.

Valdés (2006) mentions that dosing reasonably distributes the content intended to be taught among all aspects of the organization for teaching-learning to achieve its comprehensive development.

### **Validity**

The validity of the research instruments was submitted to the judgment of 05 expert doctors in education, who received a request attached to the tools necessary for the said procedure and the evaluation sheet giving conformity to the instruments of both study variables, with the required recommendations. Aiken's V was then applied for validity.

### **Reliability**

Reliability was determined with a pilot test with ten children who did not belong to the study sample. Cronbach's alpha was applied to assess its reliability, resulting in reliability of 0.873.

As Morales (2007) mentions, reliability indicates how the same results are produced when the instrument is repeatedly applied to the same subjects.

## **2.5. Procedures**

The information was obtained by consulting different sources and platforms such as academic Google, ProQuest, Scopus to find the theoretical basis. For the collection of knowledge of the complex reality, the respective coordinations were made with the direction of the educational institution to whom the authorization for the execution of the investigation was requested, with the teaching staff for the application of the data collection instruments, and with parents to support the participation of their children.

## **2.6. Data analysis method**

The data obtained with the application of the research instruments were analyzed with the Excel and SPS programs from which tables and figures were obtained, which served to carry out the respective analysis.

The information collected with the interview guide was analyzed and interpreted according to the results about the dimensions of each of the variables with the application of the Atlas ti program.

## 2.7. Ethical aspects

The ethical aspects of the study focused on the provisions of the Research Ethics Code of the César Vallejo University (2020), in which it is established to have the free consent of the people who will be included in the research and to whom the information was provided. For the duration of the research process, the privacy of their identity was maintained. In the same way, the citations of the authors and co-authors were made considering the APA standards seventh edition.

## 3. RESULTS

The results of the research are presented according to the objectives, in tables followed by the corresponding analysis.

### Results of the development of critical thinking at the level of its five dimensions

**Table 1**

*Dimension processing information*

Levels	F	%
Under	18	72%
Means, medium	6	24%
High	1	4%
Total	25	100%

*Note:* Test applied to the study sample

A total of 18 children, equal to 72%, were located at a low level in the dimension of processing information related to critical thinking, 24% similar to 6 children at the medium level, and 1 of them, equal to 4%, was located at the high level.

**Table 2**

*Building knowledge dimension*

Levels	F	%
Under	16	64%
Means, medium	8	32%
High	1	4%
Total	25	100%

*Note:* Test applied to the study sample

It is observed that 16 children, corresponding to 64% of the total, present a low level in the dimension building knowledge of critical thinking, eight children that are 32% reached a medium level, and one child that is 4% of the total is in the high level.

**Table 3***Mental representations dimension*

Levels	F	%
Under	20	80%
Means, medium	5	20%
High	0	0%
Total	25	100%

*Note:* Test applied to the study sample

It is observed that 80% of the total that comes to be 20 children have a low level, 20% that corresponds to 5 children a medium level and 0% a high level of the mental representations dimension of critical thinking.

**Table 4***Mental operations dimension*

Levels	F	%
Under	16	64%
Means, medium	8	32%
High	1	4%
Total	25	100%

*Note:* Test applied to the study sample

Of the total number of children, 16 of them, representing 64%, are located in the low level, eight children corresponding to 32%, are in the middle class, and only one child that is fitting 4%, is located in the high level of the operations dimension critical thinking skills.

**Table 5***Dimensión actitudes mentales*

Levels	F	%
Under	17	68%
Means, medium	7	28%
High	1	4%
Total	25	100%



*Note:* Test applied to the study sample

68% of the total population, which amounts to 17 children, have a low level of the mental attitudes dimension of critical thinking, 28%, which are seven children, are at the medium level, and 4%, which corresponds to 1 child, are located at the high level.

The previous tables show that the highest percentages obtained in the five dimensions of critical thinking were at the low level, with the highest scores in the mental representations and information processing dimensions standing out.

### Results of the development of creative thinking in its dimensions

**Table 6**

*Aesthetic dimension*

Levels	F	%
Under	17	68%
Means, medium	7	28%
High	1	4%
Total	25	100%

*Note:* Test applied to the study sample

Of 100% of the population, 68% corresponding to 17 children, present a low level of the aesthetic dimension of creative thinking, 28% that are seven children a medium level, and 4% that represents one child shows a low level.

**Table 7**

*Dimensión movilidad*

Levels	F	%
Under	15	60%
Means, medium	8	32%
High	2	8%
Total	25	100%

*Note:* Test applied to the study sample

A total of 15 children, similar to 60%, show a low level in the mobility dimension of creative thinking, 32% equivalent to 8 children in the medium group, and two children corresponding to 8% are in the high level.

**Table 8***Limit work dimension*

Levels	F	%
Under	13	52%
Means, medium	9	36%
High	3	12%
Total	25	100%

*Note:* Test applied to the study sample

Of the total population, 13 children, corresponding to 52%, have a low level, nine children equal to 36% show a medium level, and three children that come to be 12% are in the low level of the limited work dimension of creative thinking.

**Table 9***Dimensión objetividad*

Levels	F	%
Under	12	48%
Means, medium	9	36%
High	4	16%
Total	25	100%

*Note:* Test applied to the study sample

The 48% representing 12 children of the total population show a low level of the objectivity dimension of creative thinking. 36% of nine children are in the medium level, and 16%, equal to 4 children, are in the high level.

**Table 10***Intrinsic motivation dimension*

Levels	F	%
Under	13	52%
Means, medium	8	32%
High	4	16%
Total	25	100%

*Note:* Test applied to the study sample

Of the total number of children in the population, 52% reveal a low level in the intrinsic motivation dimension of creative thinking; 32%, which is equivalent to 8 children, are at the medium level, and 16%, equal to 4 children, are at the high level.

The previous tables show that the highest percentages were obtained at the low level in all five dimensions of creative thinking, where the aesthetic and mobility dimensions stand out with the highest rates.

### **Model-level results**

The model was developed considering the diagnosis made through the test applied to 5-year-old boys and girls, the interview with the classroom teachers, and the observation of the context.

The pedagogical, anthropological, and psychological foundations were considered for education at the initial level. In addition, values such as responsibility, respect, solidarity, empathy, sincerity, and patience were considered in the sessions' development. That includes the proposal.

Regarding planning, the competencies, capacities, and indicators of the National Curriculum related to the development of critical and creative thinking were selected, and playful strategies and evaluation techniques and instruments.

The model was validated by professional experts from the initial education level who sent observations and recommendations, being considered to make improvements to the case.

The treatment of the data considered in the evaluation form of the model determined a value of 1, which indicates the model is pertinent and therefore capable of being applied to contribute to the development of critical and creative thinking in children aged five years old.

## **4. DISCUSSION**

The research aimed to develop the model of playful strategies to develop critical and creative thinking in 5-year-old children from the I.E.I. Unfortunately, N ° 243, after the diagnosis was made, it was determined that the children have a low level of development of the two thoughts. In addition, the teacher of the 5-year-old classroom does not use adequate strategies in her learning sessions.

After the elaboration of the model, it is argued that playful strategies are practical tools for the development of critical and creative thinking because, through play, children acquire learning skills, abilities and develop competencies that will allow them to act autonomously innovatively. And creative.

To achieve the general objective, in the first place, the level of development of critical and creative thinking of the children had to be identified. For this purpose, the test was applied to each child through the zoom platform, in which it was determined that children have difficulty interpreting, analyzing, understanding texts, and problem-

solving. It can also be noted that the lowest levels obtained were by men in dimensions such as processing information, construction of knowledge, and mental representations.

In the same way, an interview was conducted with the teacher of the 5-year-old classroom of the educational institution No. 284, which revealed the lack of application of appropriate strategies in the planning of the learning sessions and that there is a need for them to be developed. Activities with playful designs that are motivating and timely to develop critical and creative thinking in preschool children.

As a second step, the model of playful strategies was designed to develop critical and creative thinking. The results obtained in the data collected through the test and the interview with the classroom teacher of 5 years of age were taken into account. The initial educational institution N ° 284, in addition to the bibliography on playful strategies and on the development of the child since the characteristics of the 5-year-old children were taken into account to formulate relevant activities and of their interest, as a theoretical basis considered the theory of Gross (1902) that proposes a different way of working with children of this age, to awaken in their creativity, imagination, the critical part, decision-making, and other thoughts through the games that were used in the 20 learning sessions of the proposal.

The 20 learning sessions that are proposed present games that were adapted from Karl Gross's theory. They have a pedagogical sense because they consider the didactic processes of each area of the initial level and are also related to the competencies, capacities, and indicators that focus on development. Critical and creative thinking are raised in the national curriculum. In addition, the relevance of the playful strategies model was evaluated by five experts, specialists from the initial level, who concluded that the twenty proposed sessions are relevant, that they are focused on developing critical and creative thinking, and that they are interesting for children. Preschool children.

The application of the two instruments was carried out successfully because it was possible to collect information from all the students considered as the population of this research, and essential information was obtained from the classroom teacher who was interviewed, thus allowing the diagnosis to be made. Was the starting point of this research work.

The research that was carried out is relevant because it enables other teachers at the initial level to apply the model of ludic strategies in their curricular programming since it turns out to be interesting, compelling, and is based on different theoretical bases of psych pedagogues, pedagogues, and psychologists who have carried out various studies of child development over the years. It can also be assured that this research will serve as a reference for future research related to this topic that has become relevant worldwide because critical and creative thinking is a fundamental thought today. Thanks to it, children will be able to acquire other learning from high cognitive demand.

Having a theoretical base is essential in research work because it is with it that we sustain and justify each action, activity, and resource that we propose in the investigation. The proposed model is based on important and

interesting theories about the child's cognitive and emotional development, critical and creative thinking, playful strategies, and the relationship between theory, experience, and innovation of the research teacher.

Similarly, in Turkey, an investigation was carried out to determine the influence of the story method on the development of critical thinking in 5-year-old children, which as a result, managed to improve necessary thinking skills such as interpretation, elucidation, deduction, analysis, and self-regulation (Kevser & Güngör, 2020). In Colombia, the work carried out by Obregón (2019) contributed to the development of skills for solving difficulties and the optimization of critical thinking in children aged 5 and 6, thanks to the application of a methodological strategy. In Peru, the research by Medina et al. (2017) improved the creative abilities of 5-year-old students with didactic strategies, which allows us to affirm that most authors propose the use of educational strategies to develop critical and creative thinking. Therefore, it is argued that, at the international, Latin American, and national levels, these thoughts are being treated as fundamental skills for students in the 21st century because they will allow them to function competently in this society with constant and challenging changes. From the results of this research and the previous research, it can be affirmed that playful strategies are essential tools to work on the development of critical and creative thinking from the level of initial education.

## 5. CONCLUSIONS

When making the diagnosis, it was found that the 5-year-old boys and girls of the Educational Institution No. 284 of Bagua Grande have not yet developed critical and creative thinking, since more than 80% obtained low levels of development in all the dimensions of these thoughts.

For the design of the model of ludic strategies, the diagnosis of reality should be considered as a first step to know the characteristics of children, their level of development of critical and creative thinking and the theoretical foundations that will be the basis on which argue the usefulness of ludic strategies.

The model of playful strategies is pertinent to promote the development of critical and creative thinking in children of 5 years of age at the initial level, since according to the evaluation of experts it turns out to be a valuable, efficient model and responds to the characteristics and needs of children of this age.

It is necessary for researchers to consider the results obtained in this research and the proposed model for future research that contributes to the development of critical and creative thinking in children from early childhood.

### **Conflicto de intereses / Competing interests:**

La autora declara que no incurre en conflictos de intereses.

### **Rol de los autores / Authors Roles:**

No aplica.

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### **Aspectos éticos / legales; Ethics / legals:**

La autora declara no haber incurrido en aspectos antiéticos, ni haber omitido aspectos legales en la realización de la investigación.

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## Appendix

### CUENTO PARA EL TEST: “Los amigos traviesos de la granja”

En una granja vivían muchos animales con su gran familia, ellos eran el perro Toby, la cerda Pepa, la pata Karola, la vaca Carmina, el caballo Pintadito, el burro Juaco y el pollo Miquito, cada uno de ellos vivía en una bonita choza con sus padres quienes los querían muchísimo y los cuidaban y atendían con amor. Todas las tardes después de ir al jardín los animales de la granja se reunían en el patio para jugar juntos, pero siguiendo la recomendación de sus papás quienes advertían que no se aproximen al bosque que estaba cerca de la granja porque en él vivía un otorongo muy hambriento a quien le gustaba comer animalitos de la granja.

Un día cuando estaban jugando muy felices, Miquito el más travieso dijo a todos: ¡Amigos vamos a jugar en el bosque! para ver qué es lo que hay en él y si tenemos suerte encontraremos al otorongo ¡ja, ja, ja! empezó a reírse haciendo muecas; todos se sorprendieron por la propuesta de Miquito y Toby le dijo: Miquito y si el otorongo nos come, entonces Miquito respondió: ¡jamás! porque le daré un aletazo y lo golpearé para que tenga miedo y se corra e insistió mucho hasta convencerlos; sin embargo, Carmina les mencionó: ¡yo no quiero ir! porque es peligroso y tengo mucho miedo, además mi mamá me dijo que no vaya y no quiero desobedecerla, Juaco se burló de ella diciéndole que era ¡Muy miedosa! y después junto con sus otros amigos partieron al bosque en busca de aventuras.

Todos a excepción de Carmina, ingresaron al bosque y una vez adentro empezaron a escuchar raros sonidos ¡Grrrrr!, Juaquito tenía mucho miedo, le temblaban las piernas y propuso a sus amigos que regresaran a casa, pero Pepa le dijo: ¡No seas cobarde!, sigamos adelante hasta encontrar al famoso otorongo. Pasaron unos minutos y de pronto escucharon un gruñido muy fuerte ¡¡Grrrrrrrrrrrrr!!, todos empezaron a temblar de miedo y el pollo Miquito exclamó ¡No tengan miedo, aquí estoy yo para defenderlos!, pero apenas terminó de hablar saltó desde un árbol un otorongo muy grande, con dientes enormes y filudos. Sin poder dar un paso parecían estatuas, no podían hablar ni correr porque tenían mucho miedo; entonces, el otorongo que estaba muy molesto porque habían entrado a su bosque, les habló: ¡hola pequeños! ¿Quién dijo que pueden ingresar a mi bosque?, si todos saben que no me gusta las visitas, así que tendré que comerlos, terminó de hablar y se lanzó sobre ellos, primero fue por el pollo Miquito y lo tragó de un solo bocado, luego a Pepa, seguía Karola, a Juaco y a Toby, ya nadie pudo escapar de las garras del otorongo.

En la granja todos los papás de los animales estaban muy preocupados porque ya se llegaba la noche y sus hijos no llegaban, todos fueron a buscarlos y sólo encontraron a Carmita quien estaba llorando, los padres preocupados preguntaron si sabía dónde estaban sus amigos, ella respondió que habían entrado al bosque y que ya no regresaron, los papás se pusieron a llorar ya que pensaban que el otorongo los había comido, pero don caballo que era un animal muy valiente les dijo: ¡no se desesperen! que juntos podemos derrotar al otorongo y rescatar a nuestros hijos y es así que todos decidieron ir en busca de sus pequeños hijos. Cuando llegaron al bosque encontraron al otorongo durmiendo en su árbol, tenía una enorme barriga y roncaba mucho, de pronto el papá caballo se acercó y escucho gritos de animales dentro de la barriga del otorongo y sin hacer mucho ruido, comentó a los otros animales que sus hijos estaban vivos, ¡Entonces!, la mamá gallina les propuso cortar la barriga del otorongo con mucho cuidado para no lastimar a sus hijitos, todos aceptaron y lo hicieron de inmediato, antes de que el otorongo se despertara. Los papás sacaron de la barriga del otorongo a todos sus hijitos y llenaron la barriga del animal con cocos para que ya no tuviera hambre y no lastimara a ningún otro animal.

Ya en la granja los animales prometieron obedecer siempre a sus padres porque se dieron cuenta que ellos eran sabios y que si les prohibían hacer algunas cosas era para protegerlos de los peligros. Hicieron una gran fiesta por el regreso de los animales de la granja en donde bailaron muy felices y comieron torta de maíz que preparó la mamá gallina.

#### PREGUNTAS:

¿De qué trató el cuento?, ¿Quiénes eran los personajes?, ¿En dónde vivían?, ¿Por qué vivían ahí?, ¿Con quienes vivían estos animalitos?, ¿Qué les aconsejaron sus padres?, ¿Por qué les aconsejaron eso?, ¿Los amiguitos obedecieron a sus padres? ¿Por qué?, ¿A dónde fueron los amiguitos?, ¿A quién se encontraron?, ¿Por qué el otorongo vivía en el bosque?, ¿Qué les dijo el otorongo a los amiguitos?, ¿Qué hicieron los amiguitos al ver al otorongo?, ¿Cómo se sintieron?, ¿Cómo se sintió el otorongo al verlos y escucharlos?, ¿Qué les hizo el otorongo a los amiguitos?, ¿Por qué creen que les hizo eso?, ¿Cómo se sintieron los padres al enterarse que a sus hijos los había comido el otorongo?, ¿Qué hicieron los padres por sus hijitos?, ¿Qué creen que hubiera pasado si los animalitos no hubieran ido al bosque?, ¿Por qué creen que decidieron ir al bosque?, ¿Ustedes que hubieran hecho? ¿Por qué los amiguitos tuvieron miedo al ver al otorongo? ¿Cómo te sentirías si encontraras a un animal, así como el otorongo?, ¿Crees que está bien lo que hicieron los amiguitos?, ¿Por qué?, ¿Cómo actuarías si estuvieras en una situación igual a la de los amiguitos con el otorongo?, ¿Cómo crees que se sentirían tus padres si te pasara algo igual?, ¿Que lección habrán aprendido los amiguitos de la granja?, ¿Crees que los amiguitos de la granja existen realmente?, ¿Por qué?, ¿Los han visto?, ¿Conocen el lugar en dónde viven?, ¿Por qué vivirán en una granja?, ¿Has visto alguna vez al otorongo?, ¿En dónde?, ¿Por qué no vivirá en una granja como los amiguitos?

#### ❖ LITERALES:

1. ¿De qué trató el cuento?
2. ¿Quiénes eran los personajes?
3. ¿En dónde vivían?
4. ¿Por qué vivían ahí?
5. ¿Con quiénes vivían estos animalitos?



6. ¿Qué les aconsejaron sus padres?
7. ¿Por qué les aconsejaron eso?
8. ¿Los amiguitos obedecieron a sus padres?
9. ¿Por qué?
10. ¿A dónde fueron los amiguitos?
11. ¿A quién se encontraron?
12. ¿Por qué el otorongo vivía en el bosque?
13. ¿Qué les dijo el otorongo a los amiguitos?
14. ¿Qué hicieron los amiguitos al ver al otorongo?
15. ¿Cómo se sintieron?
16. ¿Cómo se sintió el otorongo al verlos y escucharlos?
17. ¿Qué les hizo el otorongo a los amiguitos?
18. ¿Cómo se sintieron los padres al enterarse que a sus hijos los había comido el otorongo?
19. ¿Qué hicieron los padres por sus hijitos?

#### INFERENCIALES:

1. ¿Por qué creen que les hizo eso?
2. ¿Cómo se sintieron los padres al enterarse que a sus hijos los había comido el otorongo?
3. ¿Qué hicieron los padres por sus hijitos?
4. ¿Qué creen que hubiera pasado si los animalitos no hubieran ido al bosque?
5. ¿Por qué creen que decidieron ir al bosque?
6. ¿Por qué los amiguitos tuvieron miedo al ver al otorongo?
7. ¿Qué lección habrán aprendido los amiguitos de la granja?
8. ¿Crees que los amiguitos de la granja existen realmente?
9. ¿Por qué?, ¿Los han visto?
10. ¿Conocen el lugar en dónde viven?
11. ¿Por qué vivirán en una granja?
12. ¿Has visto alguna vez al otorongo?
13. ¿En dónde?
14. ¿Por qué no vivirá en una granja como los amiguitos?

#### ❖ CRITERIALES:

1. ¿Ustedes que hubieran hecho?
2. ¿Cómo te sentirías si encontraras a un animal, así como el otorongo?
3. ¿Crees que está bien lo que hicieron los amiguitos?
4. ¿Por qué?
5. ¿Cómo actuarías si estuvieras en una situación igual a la de los amiguitos con el otorongo?
6. ¿Cómo crees que se sentirían tus padres si te pasara algo igual?