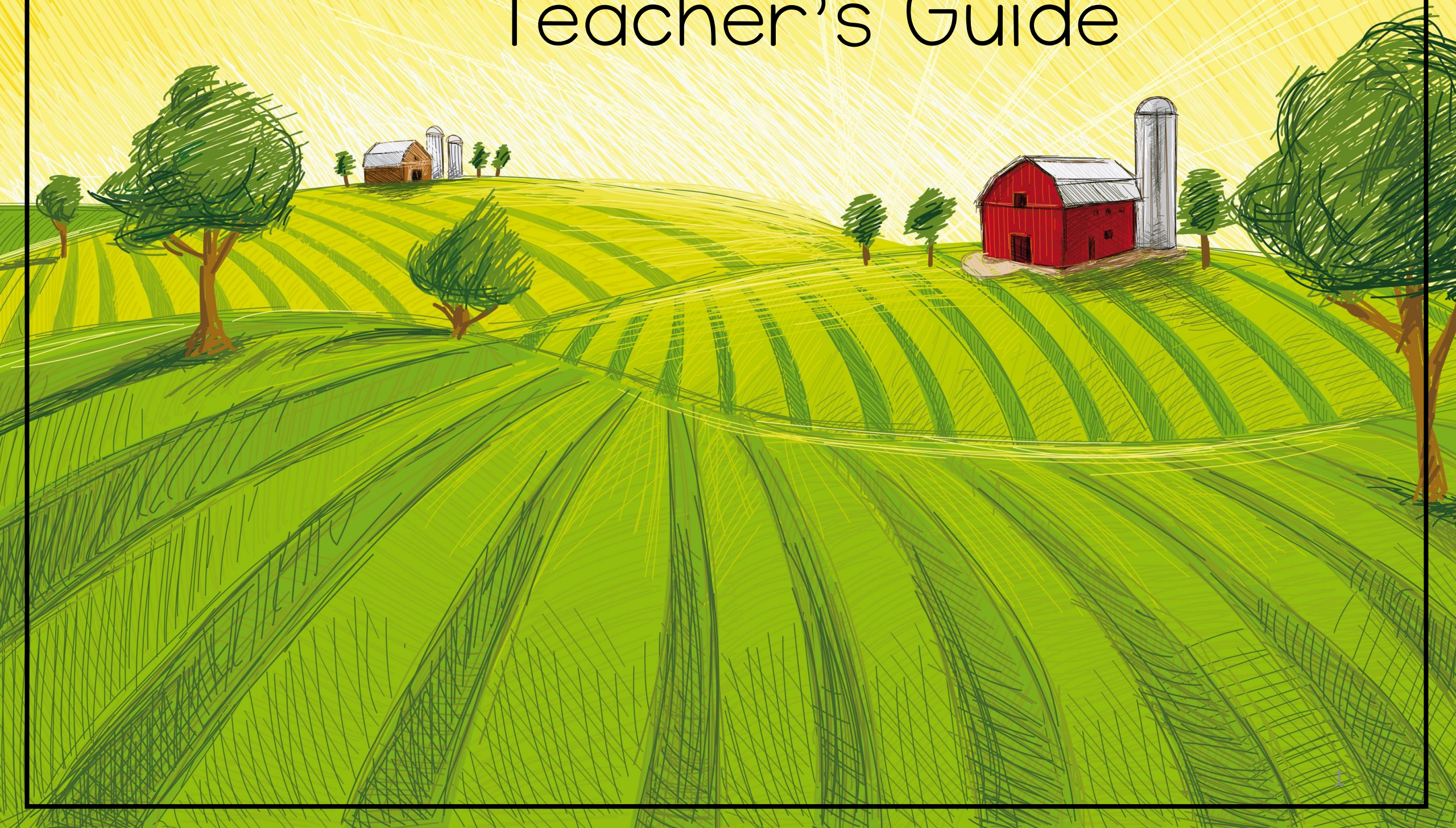


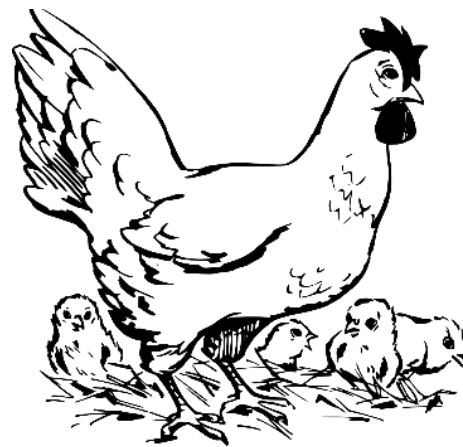
# Los pollitos: Unit Two

## Teacher's Guide





*Los pollitos dicen*  
Unit 2 Teacher's Guide



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## How to Use These Lessons

### Lesson Pacing

I try to make the lessons and suggestions very adaptable to every teaching situation (school, homeschool, private classes, etc). I created each unit to contain three lessons, with a list of activities, songs, games, and printables for each lesson.

You'll want to look over the targets and activities to see what pacing is best for your students. I meet with a group of homeschoolers once a week, and take at least a few weeks for each lesson. If there are more targets, I take more time.

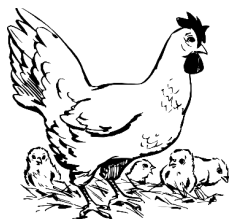
The kids are also practicing regularly at home. I often repeat activities, especially when they go well and everyone enjoys them.

### Teaching Philosophy

Children acquire language through repeated exposure to comprehensible input. They need hear new words spoken again and again, in context. Though I speak in Spanish for a lot of the class, my goal isn't just immersion itself: it's a very targeted way of speaking to the students so they understand what I'm saying. When I speak Spanish, it shouldn't be noise. I try to use what they know, and use lots of exaggerated gestures and visuals to convey meaning.

I don't push students to speak if they're not ready. Usually, the songs and games are fun enough that they try to use what they know. Just remember that input is more important than output at this stage. Make sure to pour on the praise when they do speak, and especially if they use what they're learning outside of class!

Many of the activities here are based on the TPRS method. If you would like to read more about it, here are some helpful links:



[The Three Steps of TPRS](#)

[What is TPRS?](#)

If you are a parent learning Spanish along with your kids, [Word Reference](#) is a great online dictionary, and you can hear audio for words you are unsure of.

## Los pollitos dicen - Unit Two Outline

	<u>Learning Goals</u>	<u>Target Structures</u>	<u>Other vocabulary</u>	<u>Main Activities &amp; Games</u>	<u>Optional Songs</u>	<u>Printables</u>
Lessons 4-6 Los pollitos dicen: "pío, pío, pío"	I can recognize and name some foods..	<i>tiene hambre, come, toma, la manzana, la leche, el maíz, el pan, el agua</i>		Story: El caballo que tiene hambre  Graph favorite foods	<a href="#">Vocabulario de comida</a> by Basho & Friends  <a href="#">La comida</a> by Calico Spanish	Food cutouts  Mini pop-up book: <i>¿Qué comen los animales?</i>
	I can say that I like or don't like something.	<i>me gusta, no me gusta, te gusta</i>	<i>las uvas, la zanahoria, el queso, la galleta, la lechuga, los arándanos, el helado, el huevo</i>	Story: El pato que tiene hambre  Food Bingo  ¿Que hay en la bolsa?		Food vocabulary cards  Food dice games  Mini-book: <i>¿Qué te gusta?</i>
	I can recognize and name some colors.	<i>rojo, anaranjado, amarillo, verde, azul, morado, blanco, negro, rosa, café, gris</i>	<i>pinta, nada</i>	Graph favorite colors  Story: El patito que le gusta pintar  Listen and paint	<a href="#">¡Colores, colores!</a> by Calico Spanish  <a href="#">Colores</a>  <a href="#">¿Qué color es la fresa?</a> by Calico	Colors Dice Game  Mini-book: <i>Los colores</i>

## Los pollitos dicen, Lesson 4 (Unit 2)

(Access my blog post on this lesson <a href="#">here</a> , where I write about teaching the lesson and have songs embedded in the post.)		Materials
<b>Lesson 4 Goals</b>	I can recognize and name some foods..	
<b>Target Structures</b>	<i>tiene hambre, come, toma, la manzana, la leche, el maíz, el pan, el agua</i>	
<b>Activity 1</b>	Introduce <i>la manzana, la leche, el pan</i> , and <i>el agua</i> . It's best to use real objects or toys. You can also use the pictures from the activity pack. Practice saying each a few times, and circle them a bit ( <i>¿Es una manzana? ¡No! ¿Es agua? ¡Sí!</i> )	<ul style="list-style-type: none"> <li>Picture Cards from activity pack, p. 17</li> </ul>
<b>Activity 2</b>	Have pictures or props of <i>la manzana, la leche, el pan, el maíz</i> and <i>el agua</i> ready for everyone. Pass them out, and practice following directions using the props. Say, <i>come el pan</i> ; they search for the the right picture, and pretend to eat it.	<ul style="list-style-type: none"> <li>Picture Cards from activity pack, p. 17</li> </ul>
<b>Activity 3</b>	Project and tell the story <i>El caballo que tiene hambre</i> . Stop to ask questions and check for understanding as needed.	<ul style="list-style-type: none"> <li>El caballo que tiene hambre PPT</li> </ul>
<b>Activity 4</b>	Do a graph activity. Post the pictures of the foods, and let everyone vote on a favorite. Have cards with their name on them ready to go, and put their name by the color they pick. Talk about the foods as you go.	<ul style="list-style-type: none"> <li>Name Cards</li> <li>Picture Cards from activity pack, p. 17</li> </ul>
<b>Activity 5</b>	Make and read the mini-book <i>¿Qué comen los animales?</i> Once they're familiar with the story, the students can guess what's under the flap on each page. Re-reading is great!	<ul style="list-style-type: none"> <li><i>¿Qué comen los animales? mini-book</i></li> </ul>

Los pollitos dicen, Lesson 5 (Unit 2)		
(Access my blog post on this lesson <a href="#">here</a> , where I write about teaching the lesson and have songs embedded in the post.)		Materials
<b>Lesson 5 Goals</b>	I can say that I like or don't like something.	
<b>Target Structures</b>	<i>me gusta, no me gusta, te gusta</i> (secondary vocabulary: <i>las uvas, la zanahoria, el queso, la galleta, la lechuga, los arándanos, el helado</i> )	
<b>Activity 1</b>	Introduce the new foods. Use props if available, or the picture provided in the activity pack.	<ul style="list-style-type: none"> <li>Real or toy food, or pictures from activity pack p. 17</li> </ul>
<b>Activity 2</b>	Project and tell the story El pato que tiene hambre	<ul style="list-style-type: none"> <li><i>El pato que tiene hambre</i> PPT</li> </ul>
<b>Activity 3</b>	Play Bingo. At the beginning, when the words are new, you may need to use visuals as you call out the terms. To keep the language as "whole" as possible, I call out the terms as Me gusta el helado, for instance, or Me gustan las uvas.	<ul style="list-style-type: none"> <li>Bingo from activity pack, p. 27</li> </ul>
<b>Activity 4</b>	Play <i>¿Qué hay en la bolsa?</i> again, from Lesson 3. Have bags ready with toy foods inside, or sneak foods into one bag for each turn. Sit in a circle, and the kids take turns getting a bag. They have to put their hand in the bag and guess what food is inside just by feeling it. Once they guess the food, we talk about it. <i>¿Te gusta el maíz? ¿El perro come el maíz?</i> etc.	<ul style="list-style-type: none"> <li>A bag and food props (like toy food)</li> </ul>
<b>Activity 5</b>	Do TPR or play charades with the words learned so far. Say a word or phrase, and they act it out. <i>El gato dice miao, come la manzana, toma agua</i> , etc. This is a perfect time to watch what everyone is doing and get a check on the pace of the lessons.	
<b>Activity 6</b>	Make and read the <i>¿Qué te gusta comer?</i> mini-book. This is designed for use at home or in small groups, for of Q & A. The kids get to pick and circle their answer for each food.	<ul style="list-style-type: none"> <li><i>¿Qué te gusta comer?</i> mini-book</li> </ul>

## Los pollitos dicen, Lesson 6 (Unit 2)

(Access my blog post on this lesson <a href="#">here</a> , where I write about teaching the lesson and have songs embedded in the post.)		Materials
<b>Lesson 6 Goals</b>	I can recognize and name some colors.	
<b>Target Structures</b>	<i>rojo, anaranjado, amarillo, verde, azul, morado, blanco, negro, rosa, café, gris, pinta, nada</i>	
<b>Activity 1</b>	Sing the colors to the tune of Frere Jacques (or choose a song from blog post). I like to sit in a circle for this and find who is wearing each color. We point to the colors as we sing.	<ul style="list-style-type: none"> <li>Los colores lyrics sheet</li> </ul>
<b>Activity 2</b>	Play <i>¡Salta, salta!</i> Scatter large cardstock circles on the floor. You can use whatever materials you have— paper, flexible plastic discs, etc. Call a color- <i>¡Salta en rojo!</i> - and the students find the color and jump onto it. Start with 2-3 colors, and slowly add in more (over several weeks, perhaps). They could also just find the color in the room and touch it.	
<b>Activity 3</b>	Do a graph activity. Choose some colors and let everyone vote on a favorite. Have cards with their name on them ready to go, and put their name by the color they pick. Remember that you can get in a ton on input with <i>me gusta</i> this way: <i>¿Te gusta rojo, o amarillo, o verde? Te gusta el verde? ¡Muy bien! Niños, ¿a Emma le gusta el rojo? No, a Emma le gusta el verde.</i>	<ul style="list-style-type: none"> <li>Name cards, activity pack p. 3</li> </ul>
<b>Activity 4</b>	Project and tell the <i>El patito que le gusta pintar</i> story. Let the students guess the colors as you tell the story, and stop to ask questions and check for understanding as needed.	<ul style="list-style-type: none"> <li>El patito que le gusta pintar PPT</li> </ul>
<b>Activity 5</b>	Hand out the food pictures. The students should listen to you for directions and paint or color: <i>Pinta el maíz de amarillo y verde.</i>	<ul style="list-style-type: none"> <li>Food coloring page, activity pack p. 6</li> </ul>

## Los pollitos dicen, Lesson 6 (Unit 2) cont'd

(Access my blog post on this lesson <a href="#">here</a> , where I write about teaching the lesson and have songs embedded in the post.)		Materials
<b>Activity 6</b>	Play Los colores dice games. There are so many ways to use these! If you want to use them for input (the focus is on listening), ask them questions when they land on a color: for beginners, <i>¿Es rojo o amarillo?</i> , or <i>¿Te gusta el rojo?</i> , or for intermediate, <i>¿Qué colores?</i> If the kids know the words well, they can say the color they land on, or even say a sentence or opinion (Me gusta amarillo. Las uva son moradas.) Make sure not to focus on mistakes and correcting mistakes– the message is more important than accuracy.	<ul style="list-style-type: none"> <li>Dice games</li> </ul>
<b>Activity 7</b>	Make and read mini-books for <i>Los colores</i>	<ul style="list-style-type: none"> <li>Mini-book: <i>Los colores</i></li> </ul>
<b>Activity 8</b>	Use the picture cards to play <i>Memory</i> . As you are playing and the kids turn the cards over, talk about them. This is a really natural way to say the words again and again.	
<b>Activity 9</b>	Use the picture cards to play <i>Go Fish</i> . When asking for a card, the students say <i>¿Tienes _____?</i> The other students will reply, <i>Sí, tengo _____.</i> or <i>No, no tengo _____.</i>	