

Unit 3: Los Listones

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Unit 3: Los Listones

Culturally Authentic Curriculum
Based on the Hispanic Oral Tradition

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Printable Teacher Resources and Student Activities

Student Bracelets, **Teacher Resource 3.1**

Pocket Chart Puzzle Word Pieces, **Teacher Resource 3.2**

Descubre la palabra/Word find, **Activity Sheet 3.3**

Los Listones Unit Poster, **Teacher Resource 3.4**

Color Deck Cards, **Teacher Resource 3.5**

¡Pintemos!/Let's color!, **Activity Sheet 3.6**

Un trabalenguas/A tongue twister, **Activity Sheet 3.7a**

Creando patrones/Creating patterns, **Activity Sheet 3.7b** (Legal size)

El arcoíris/The rainbow, **Activity Sheet 3.8**

Una adivinanza/A riddle, **Activity Sheet 3.9**

El semáforo/The traffic light, **Activity Sheet 3.10**

Pinta el color/Color the word, **Activity Sheet 3.11**

Alphabetized Word Wall Words, **Teacher Resource 3.12**

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Unit 3: Los Listones

About the Unit

This unit incorporates color words, group identification and differentiating between more and less, weather, creating colors, and safety as topics with applications in the areas of Language Arts, Math, Science/Art, and Social Studies.

About the Game

Los Listones (The Ribbons) is a game in which students identify the different colors. Each student is provided with a color wrist band. The students form a circle and one student is selected to step outside the circle to be *La Vieja Inés* (Old Inés). She/he will ask for a ribbon (bracelet) of a given color. If none of the students is wearing the bracelet color that was called out, the students will respond that the color is not available and *La Vieja Inés* will call out another color. If the color is available, all students will scatter while the one(s) wearing the color *La Vieja Inés* called out will run from her so she cannot catch them. If *La Vieja Inés* catches a student wearing a bracelet of the color she called out, that student will give *La Vieja Inés* his/her bracelet and will play the role of *La Vieja Inés* next. In this Unit, the game helps reinforce the children's knowledge of colors.

Un Elefante Units

Un Elefante units provide enrichment ideas and activities for oral language development that support the Texas Essential Knowledge and Skills (TEKS). The units are presented in a flexible and flowing fashion that enables the teacher to use each unit in parts or as a whole.

Un Elefante activities are fun, playful, active, and culturally relevant. They encourage students' exposure to and celebration of the Hispanic culture and language. Each of the nine units in *Un Elefante* is named after a traditional song or game in Spanish:

- I *Los Elefantes*
- II *Patito Color de Café*
- III *Los Listones*
- IV *Los Pollitos*
- V *Pin Pón*
- VI *El Lobo*
- VII *Amo Ató*
- VIII *La Víbora de la Mar*
- IX *Cucú*

Level: PK-K

Unit Purpose: Recognize that the spoken word can be written, differentiate between a letter and a word, and match one-to-one correspondence while reading a text. Recognize the quantity in a small group and identify more and less. Identify a pattern in the weather (rainbow follows rain) and explore colors. Identify that rules help provide safety.

Objectives:

Texas Essential Knowledge and Skills (TEKS)	Objetivos de los Estudiantes	Student Objectives
<p>Chapter 128.11 Spanish Language Arts and Reading, Kindergarten (b) Knowledge and Skills (1) Reading/Beginning Reading Skills/Print Awareness. Students are expected to:</p> <p>(A) recognize that spoken words can be represented by print for communication;</p> <p>(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;</p> <p>(D) recognize the difference between a letter and a printed word.</p> <p>(5) Reading/Vocabulary Development. Students are expected to:</p> <p>(D) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).</p>	<p>Lenguaje</p> <ul style="list-style-type: none"> Yo puedo reconocer los colores escritos. Yo puedo reconocer letras y palabras. Yo puedo separar objetos según su color. 	<p>Language Arts</p> <ul style="list-style-type: none"> I can recognize color words. I can recognize letters and words. I can sort objects by color.
<p>Chapter 111.2 Mathematics, Kindergarten (b) Knowledge and Skills. (2) Number and Operations. The student is expected to:</p> <p>(D) recognize instantly the quantity of a small group of objects in organized and random arrangements;</p> <p>(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.</p>	<p>Matemáticas</p> <ul style="list-style-type: none"> Yo puedo reconocer cuántos tengo. Yo puedo decir dónde hay más. 	<p>Math</p> <ul style="list-style-type: none"> I can tell how many I have. I can tell which has more.

Level: PK-K

Unit Purpose: Recognize that the spoken word can be written, differentiate between a letter and a word, and match one-to-one correspondence while reading a text. Recognize the quantity in a small group and identify more and less. Identify a pattern in the weather (rainbow follows rain) and explore colors. Identify that rules help provide safety.

Objectives:

Texas Essential Knowledge and Skills (TEKS)	Objetivos de los Estudiantes	Student Objectives
<p>Chapter 112.11 Science, Kindergarten (b) Knowledge and Skills (8) Earth and Space. The student is expected to: (B) identify events that have repeating patterns, including seasons of the year and day and night; (C) observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun.</p>	<p>Ciencias</p> <ul style="list-style-type: none"> Yo puedo predecir cuando sale el arcoíris. Yo puedo reconocer un arcoíris en el cielo. 	<p>Science</p> <ul style="list-style-type: none"> I can predict when the rainbow comes out. I can identify a rainbow in the sky.
<p>Chapter 117.2 Art, Kindergarten (b) Knowledge and Skills. (2) Creative Expression/ Performance. The student is expected to: (B) arrange forms intuitively to create artworks; (C) develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.</p>	<p>Arte</p> <ul style="list-style-type: none"> Yo puedo crear y pintar un dibujo. 	<p>Art</p> <ul style="list-style-type: none"> I can create a picture by drawing and painting.
<p>Chapter 113.11 Social Studies, Kindergarten (b) Knowledge and Skills. (8) Government. The student is expected to: (A) identify purposes for having rules; (B) identify rules that provide order, security, and safety in the home and school.</p>	<p>Ciencias Sociales</p> <ul style="list-style-type: none"> Yo puedo seguir reglas de seguridad. Yo puedo detenerme cuando veo el color rojo/seguir cuando veo el color verde. 	<p>Social Studies</p> <ul style="list-style-type: none"> I can follow safety rules. I can stop when I see red/go when I see green.

Materials

Introductory Activity/Language Arts

- El Juego del Calentamiento* song and game (**Unit Video & Audio File**)
- Student Bracelets (**Teacher Resource 3.1**)

Pocket Chart/Language Arts

- Alphabetized Word Wall Words (**Teacher Resource 3.12**)
- Pocket Chart Puzzle Word Pieces (**Teacher Resource 3.2**)
- Descubre la palabra*/Word find (**Activity Sheet 3.3**)
- Clipboard

Language Arts

- Los Listones* Unit Poster (printable), (**Teacher Resource 3.4**)
- Color Deck Cards (**Teacher Resource 3.5**)
- ¡Pintemos!*/Let's color! (**Activity Sheet 3.6**)

Guided Reading

- Los Listones* Unit Book
- Alphabetized Word Wall Words (**Teacher Resource 3.12**)

Math

- Un trabalenguas*/A tongue twister (**Activity Sheet 3.7a**)
- Creando patrones*/Creating patterns (**Activity Sheet 3.7b**) (legal size)

Science/Art

- El arcoíris*/The rainbow (**Activity Sheet 3.8**)
- Crayons
- Watercolor/paintbrush
- Una adivinanza*/A riddle (**Activity Sheet 3.9**)
- Small styrofoam plates

Social Studies

- El semáforo*/The traffic light (**Activity Sheet 3.10**)

Assessment

- Pinta el color*/Color the word (**Activity Sheet 3.11**)
- Blocks of three different colors

Instructions

1. Outside Play/Game - Students will sing and play *Los Listones* using the **audio file** and **Unit Video**. Using **Teacher Resource 3.1**, each student will have a color band whose ends will be taped together around the student's wrist to create a bracelet. The students will form a circle and one student will be selected to step outside the circle to be *La Vieja Inés* (Old Inés). She/he will ask for a ribbon (bracelet) of a given color. If none of the students is wearing the bracelet color that was called out, the students will respond that the color is not available and *La Vieja Inés* will call out another color. If the color is available, all students will scatter while the one(s) wearing the color *La Vieja Inés* called out will run from her so she cannot catch them. If *La Vieja Inés* catches a student wearing a bracelet of the color she called out, that student will give *La Vieja Inés* his/her bracelet and will play the role of *La Vieja Inés* next.

2. In the Classroom/Center Activities - Teacher provides a short introduction to centers at the beginning of the unit and introduces the Alphabetized Word Wall Words from **Teacher Resource 3.12**.

Pocket Chart Center/Language Arts - Students will build color words using the color word puzzle pieces on the pocket chart (**Teacher Resources 3.2a & 3.2b**). Students may progress from single letter to syllable word formation. After students finish building the color word puzzles, they will fill in the blanks with the missing letters on **Activity Sheet 3.3** to write the color words.

Language Arts - Students will review *Los Listones* song from the **Unit Video** as they read through the Unit Poster (**Teacher Resource 3.4**) using the pointer to follow the text throughout the song. As students read through the poster, they will identify periods, question marks, and exclamation points. Next, the teacher will provide the students with the color deck from **Teacher Resource 3.5**. Students will take turns reading through the poster and drawing out the next color word from the provided color deck to finish the song. Then, students will use **Activity Sheet 3.6** and will color in the picture according to the assigned color words.

Guided Reading - Using the *Los Listones* Unit Book, students will do a book walk and will predict what color will come next by looking at the illustrations (for example, Which is the new color word on page 5? Answer: *amarillo*/yellow). Next, the students will look for those words around the room and on the word wall, which display the words from **Teacher Resource 3.12**.

Math Center - The teacher will introduce the tongue twister from **Activity Sheet 3.7a**. Next, students will count how many times the words *rosa* (rose; pink), *Rosa* (Rose), and *blanco* (white) are found in the tongue twister. Students will also identify which one occurs more in the text.

Instructions

Then, the teacher will help students recognize how the word *rosa/Rosa* has three different meanings (the name *Rosa*, the color *rosa*, and the flower *rosa*). Using these three meanings, the students will create their individual patterns using the tiles provided on **Activity Sheet 3.7b**. After creating their patterns, students will answer the questions.

Science/Art - The teacher will introduce the *dicho* at the bottom of **Activity Sheet 3.8**. Once students acknowledge the term (*arcoíris/rainbow*), students will go outside and using a mist spray, the teacher will spray towards the sun to create a rainbow. The teacher will explain that a rainbow is created by light going through a prism (water mist). In the classroom, students will use crayons to write the color word on their Activity Sheet and will use white crayon to outline the sections of the rainbow. The teacher will encourage students to press hard, creating a heavy line. Paint each color over with watercolor (using red watercolor over the red crayon arc to create a resist).

Next, the teacher will introduce the *adivinanza/riddle* from **Activity Sheet 3.9** and will set up an experiment. The teacher will provide students with three blobs of paint on a styrofoam plate (blue, green, and yellow). Encourage students to mix two different colors, ask them to reread the riddle and have students discover the answer. After identifying the answer, review the riddle one more time and allow students to paint in the colors on their Activity Sheets to share the riddle at home.

Social Studies - The teacher will review with students how we use color in our safety signs. For example, in terms of traffic signs, red means stop, green means go, and yellow means be careful. Students will use **Activity Sheet 3.10** to create a traffic light and trace words. The teacher may have the students play red light, green light. Use an extra piece of paper to show only the color to follow. Students will recognize the importance of starting or stopping based on the directions given by the color cue. Students will brainstorm what would happen if people did not follow traffic rules.

3. Assessment - For Language Arts, students can read the color words provided in **Activity Sheet 3.11** and color the bubbles accordingly. For Math, students can create a pattern using blocks of three different colors.

Extension Activities

- 1. Language Arts** - Students may create color word puzzles for new color words such as *celeste*, *gris*, *negro*, and *blanco*.
- 2. Math** - Students may create a different pattern such as ABB or ABC.

Additional Reading Resources

Fiction

1. *Brown bear, brown bear, what do you see?* (1992). Bill Martin Jr./Eric Carle. New York, NY: Henry Holt and Company.
2. *Bugs in a rug.* (2002). Sue Heap. New York, NY: Scholastic Inc.
3. *Gathering the sun.* (1997). Alma Flor Ada. New York, NY: Scholastic Inc.
4. *Los conejitos aprenden los colores.* (2003). Alan Baker. Boston, MA: King Fisher.
5. *Los dibujos de David.* (2001). Cathryn Falwell. Boston, MA: Houghton Mifflin.
6. *Oso pardo, oso pardo, ¿qué ves tú?* (1992). Bill Martin Jr./Eric Carle. New York, NY: Henry Holt and Company.
7. *Salí de paseo.* (2003). Sue Williams. Boston, MA: Houghton Mifflin.
8. *The color bear.* (1996). Barbara Brenner. Columbus, OH: SRA/McGraw Hill.
9. *The mixed-up chameleon.* (1984). Eric Carle. Hong Kong, China: Harper Trophy Collins.
10. *Yo veo colores.* (1995). Rozanne Lanzak Williams. Cypress, CA: Creative Teachers Press.

Nonfiction

1. *Chorro de colores.* (2003). Big Books by George. USA: Author.
2. *Colores que vuelan.* (2003). Big Books by George. USA: Author.
3. *Colors in the Desert.* (1998). Susan Canizares. New York, NY: Scholastic Inc.
4. *Frida.* (2002). Jonah Winter. New York, NY: Scholastic Inc.



Los Listones Game Lyrics

*Tan, tan.
¿Quién es?
La vieja Inés*

*¿Qué quería?
Un listón.
¿De qué color?
¿Hay rojo?
No hay rojo.*

*¿Hay verde?
No hay verde.*

*¿Hay amarillo?
No hay amarillo.*

*¿Hay azul?
No hay azul.*

*¿Hay rosa?
No hay rosa.*

*¿Hay morado?
No hay morado.*

*¿Hay anaranjado?
¡Sí hay anaranjado!
¡A correr!*

Knock, knock
Who's there?
Old Inés.

What do you need?
A ribbon.
What color?
Is there red?
No, there isn't red.

Is there green?
No, there isn't green.

Is there yellow?
No, there isn't yellow.

Is there blue?
No, there isn't blue.

Is there pink?
No, there isn't pink.

Is there purple?
No, there isn't purple.

Is there orange?
Yes, there is!
Run!

Printable Teacher Resources and Student Activities

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Student Bracelets (Teacher Resource 3.1)

Cut and create bracelets for each student.

For game - card stock and laminating recommended.

blanco

rosa

rojo

anaranjado

amarillo

verde

azul

morado

blanco

rosa

rojo

anaranjado

amarillo

verde

azul

morado

Pocket Chart Puzzle Word Pieces (Teacher Resource 3.2)

a na ran ja do

a ma ri llo

v e r d e

r o j o a z u l

mo ra do

r o s a

Descubre la palabra/Word find (Activity Sheet 3.3)

r _ _ a

v _ _ _ e

a _ _ _ _ _ o

r _ _ o

a _ _ l

a _ _ _ _ _ _ _ o

m _ _ _ _ o

Poster (Teacher Resource 3.4)

The Unit Poster includes the game lyrics and illustrations. To create it, follow these steps:

1. Print the three poster sheets using a standard home or office printer.
2. Cut off the white edges where indicated by dotted lines.
3. Tape the three sheets together making sure there is a seamless continuation of the graphics and song lyrics. Use the single page poster as a guide.

Los Listones



Tan, tan.
¿Quién es?
La vieja Inés.

¿Qué quería?
Un listón.

¿De qué color?
¿Hay rojo?
No hay rojo.

¿Hay verde?

No hay verde.

¿Hay amarillo?

No hay amarillo.

¿Hay azul?

No hay azul.



¿Hay rosa?

No hay rosa.

¿Hay morado?
No hay morado.

¿Hay anaranjado?
¡Sí hay anaranjado!
¡A correr!

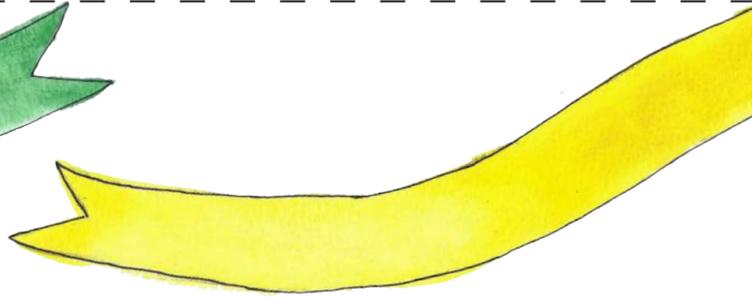
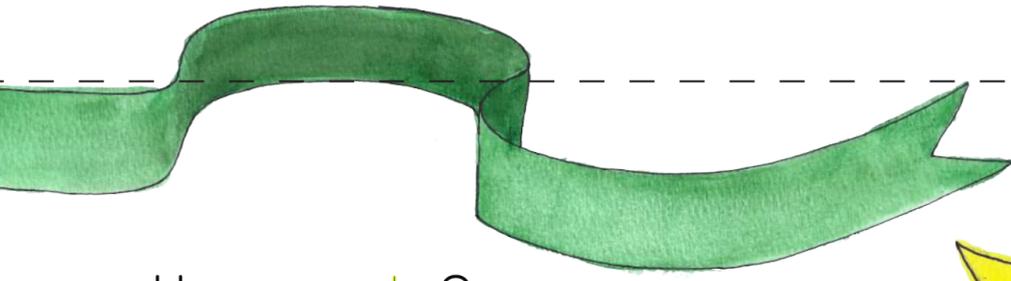


Los Listones

Tan, tan.
¿Quién es?
La vieja Inés.

¿Qué quería?
Un listón.

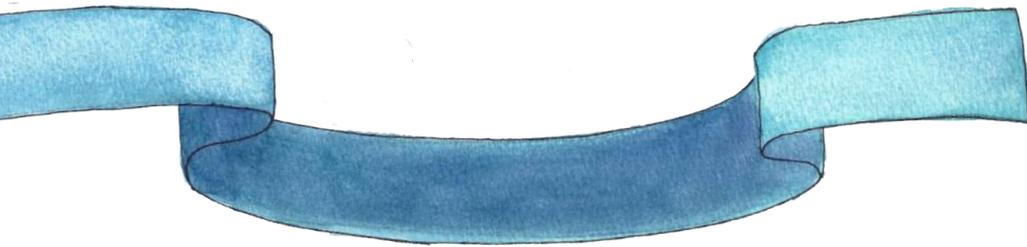
¿De qué color?
¿Hay rojo?
No hay rojo.



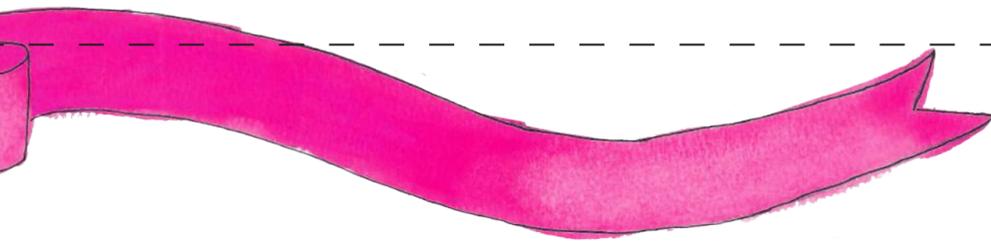
¿Hay verde?
No hay verde.

¿Hay amarillo?
No hay amarillo.

¿Hay azul?
No hay azul.



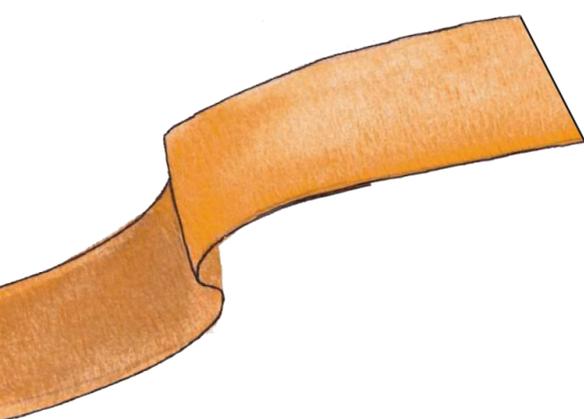
¿Hay rosa?
No hay rosa.



¿Hay morado?
No hay morado.



¿Hay anaranjado?
¡Sí hay anaranjado!
¡A correr!



Color Deck Cards (Teacher Resource 3.5)

rosa



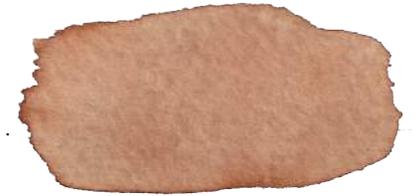
morado



amarillo



café



anaranjado



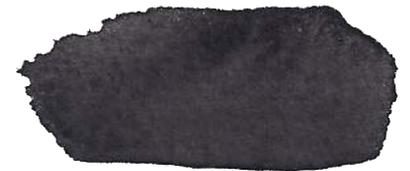
blanco



verde



negro



azul



gris



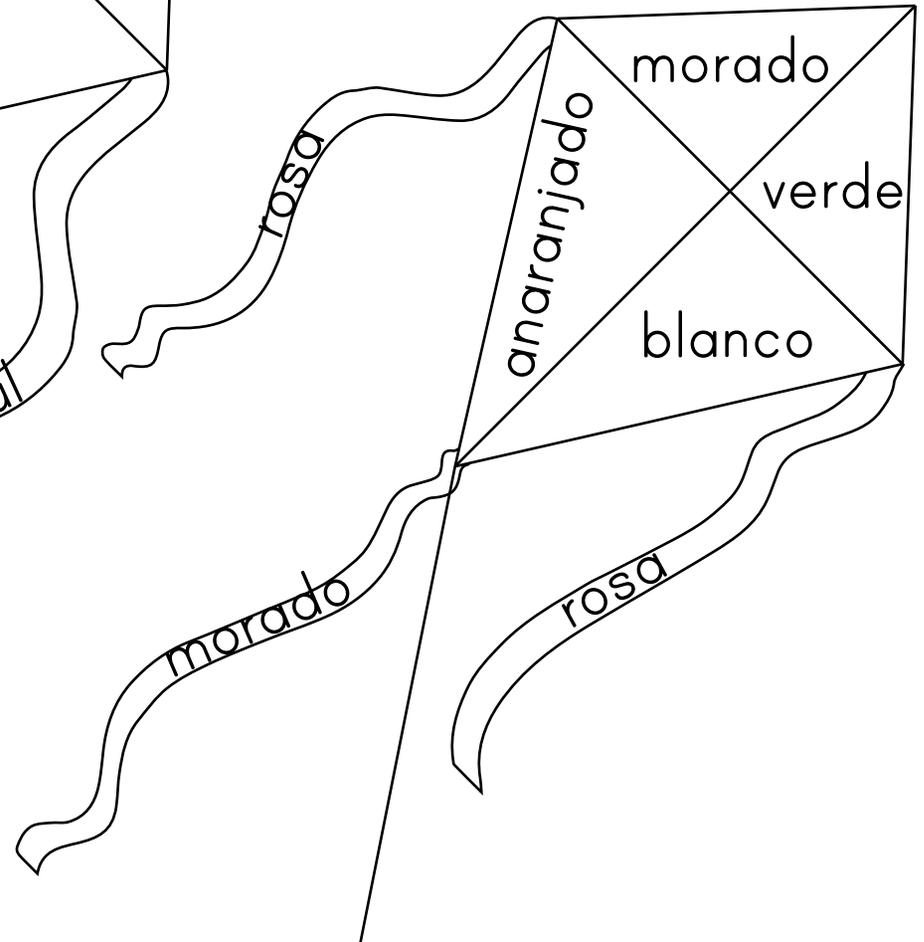
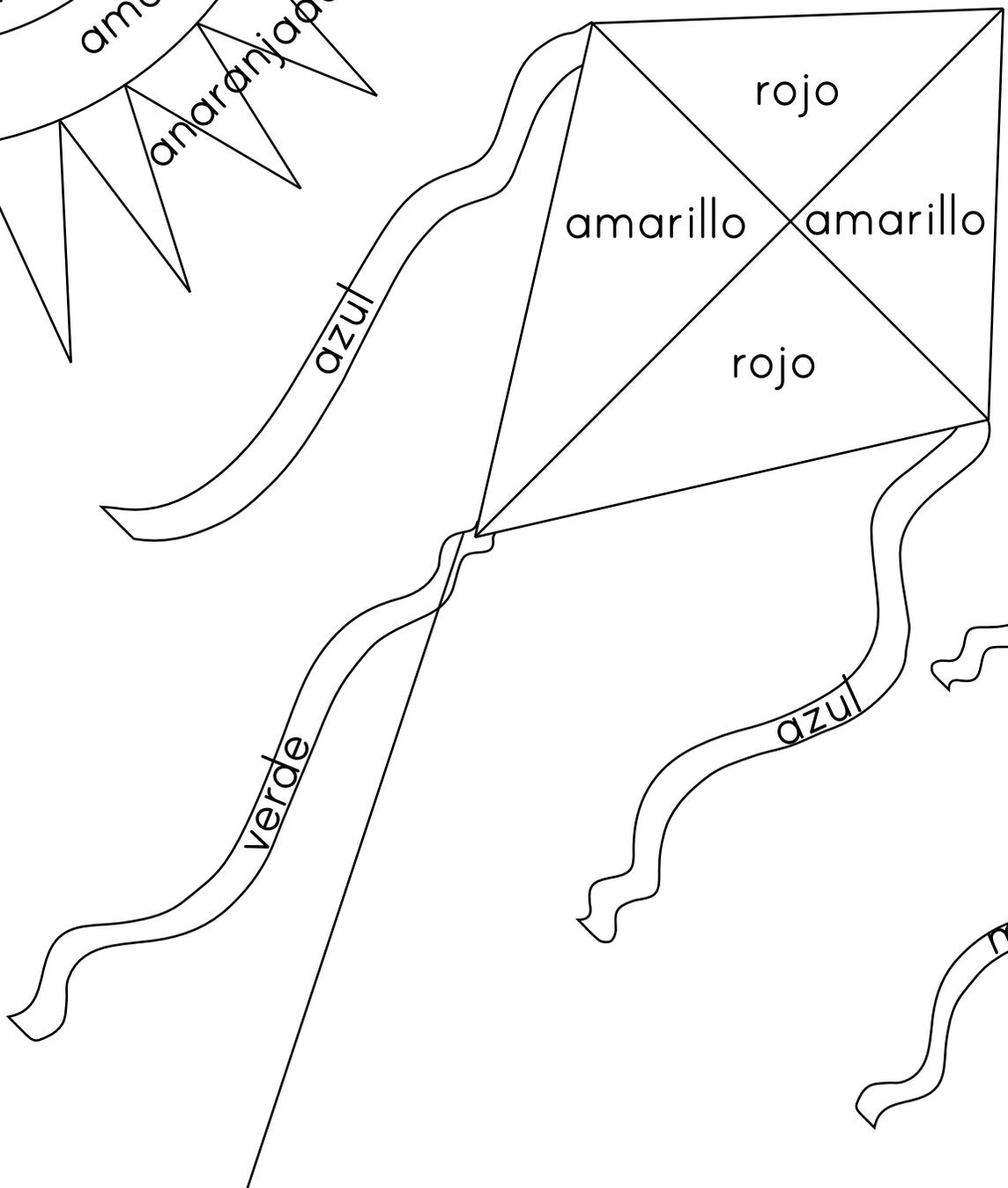
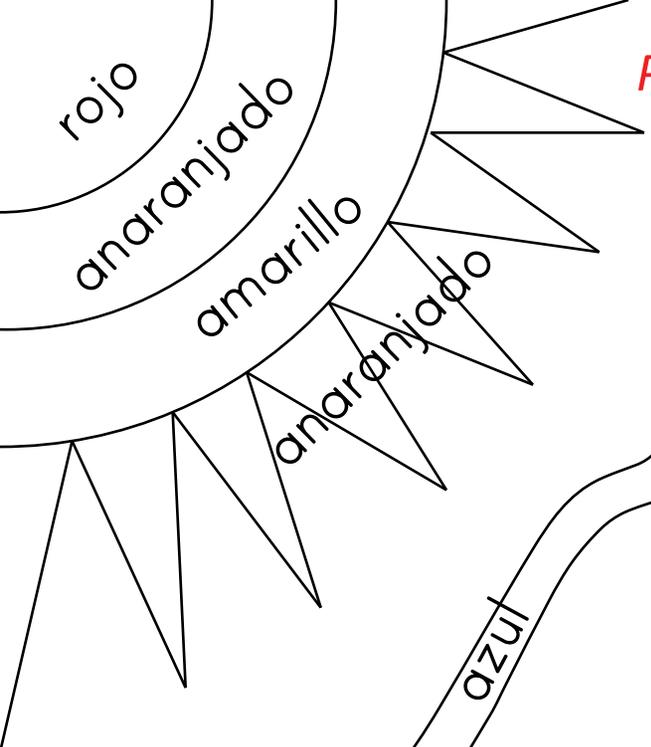
rojo



celeste



Pintemos/Let's color (Activity Sheet 3.6)



Un trabalenguas/A tongue twister (Activity Sheet 3.7a)

La rosa de Rosa es rosa.
Rosa y no blanco de arroz.
A Rosa le gusta el rosa.
A Rosa le gusta el arroz.

1. ¿Cuántas veces puedes ver la palabra rosa?

2. ¿Cuántas veces puedes ver la palabra blanco?

3. ¿Qué número es más grande?

Creando patrones / Creating patterns (Activity Sheet 3.7b)

Please see the legal sheet packet for this Activity Sheet.

El arcoíris/The rainbow (Activity Sheet 3.8)

rojo

anaranjado

amarillo

verde

azul

morado

Arcoíris en el cielo,
agua en el suelo.



amarillo

Una adivinanza/A Riddle (Activity Sheet 3.9)

¿Qué color odia el color azul
porque lo pone verde?



azul



verde

El semáforo/The traffic light (Activity Sheet 3.10)

Traza las palabras e ilumina el semáforo.

rojo
alto

amarillo
precaución

verde
siga

rosa

morado

amarillo

café

anaranjado

blanco

verde

negro

azul

gris

rojo

celeste

amarillo

blanco

anaranjado

café

celeste

color

Alphabetized Word Wall Words (Teacher Resource 3.12)

de es

gris

hay

Inés

la los

listones

morado

negro

qué

quería

quién

rosa

Alphabetized Word Wall Words (Teacher Resource 3.12)

rojo

si

tan

un

vieja

verde