

Unit 4: Los Pollitos

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Unit 4: Los Pollos

Culturally Authentic Curriculum
Based on the Hispanic Oral Tradition

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Illustrated by Lauren Betancur

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Printable Teacher Resources and Student Activities

Pocket Chart Sentences, **Teacher Resource 4.1a**

Pocket Chart Animal Pictures, **Teacher Resource 4.1b**

Pocket Chart Animal Pictures, **Teacher Resource 4.1c**

¿Qué animal dice...?/What animal says...? (Picture sheet), **Activity Sheet 4.2a**

¿Qué animal dice...?/What animal says...? (Cut-out bubbles), **Activity Sheet 4.2b**

Los Pollitos Unit Posters (printable), **Teacher Resources 4.3a & b**

jDescubre las palabras!/Discover the words! (Cut-out syllables), **Activity Sheet 4.4a**

jDescubre las palabras!/Discover the words! (Picture Sheet), **Activity Sheet 4.4b**

En la granja/On the farm (Picture sheet), **Activity Sheet 4.5a**

En la granja/On the farm (Graph sheet), **Activity Sheet 4.5b**

La Leche/Milk, **Activity Sheet 4.6**



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*Mamá Gallina/ Mother Hen, **Activity Sheet 4.7***

*Corta los pasos, ordénalos, y dibuja/Cut out, sequence, and draw, **Activity Sheet 4.8***

Alphabetized Word Wall Words, **Teacher Resource 4.9**

Unit 4: Los Pollitos

About the Unit

This unit incorporates Language Arts, Math, Science, and Art. Students form words from syllables; create a graph to tell how many; research a process; report their findings using a flow chart; and create a work of art with a variety of tools.

About the Song

The song *Los Pollitos* describes a scene where a hen cares for its chicks when they are hungry or cold and when they need sleep.

La Chacra is a song that invites the listener to visit a farm where various animals live. The students name these animals and make different animal sounds.

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 | <i>Los Elefantes</i> |
| II | <i>Patito Color de Café</i> |
| III | <i>Los Listones</i> |
| IV | <i>Los Pollitos</i> |
| V | <i>Pin Pón</i> |
| VI | <i>El Lobo</i> |
| VII | <i>Amo Ató</i> |
| VIII | <i>La Víbora de la Mar</i> |
| IX | <i>Cucú</i> |

Level: PK-K

Unit Purpose: Introduce research strategies using a variety of sources and graphic organizers.

Objectives:

Texas Essential Knowledge and Skills (TEKS)	Objetivos de los Estudiantes	Student Objectives
§128.11 Spanish language arts, Kindergarten (b) Knowledge and Skills (1) Reading/Beginning Reading Skills/Print Awareness. Students are expected to: (A) recognize that spoken words can be written; and (C) demonstrate one-to-one correspondence (spoken word, printed word). (2) Reading/Beginning Reading Skills/Phonological Awareness. Students are expected to: (h) separate multisyllabic spoken words (i.e., /to/ /ma/ /te/). (3) Reading/Beginning Reading Skills/Phonetics. Students are expected to: (b) decode by syllables; and (i) acknowledge that new words can be formed by changing, adding, or taking away syllables.	Lenguaje <ul style="list-style-type: none"> • Yo puedo formar una palabra con sílabas. • Yo puedo señalar las palabras que forman una oración. 	Language Arts <ul style="list-style-type: none"> • I can create a word from syllables. • I can point to each word in the sentence. <p>(from syllables to words)</p>
§111.2 Math, Kindergarten (b) Knowledge and Skills (2) Number and operations. The student is expected to: (A) count forward and backward to at least 20 with and without objects; and (B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. (1) Mathematical process standards. The student is expected to: (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; and (E) create and use representations to organize, record, and communicate mathematical ideas.	Matemáticas <ul style="list-style-type: none"> • Yo puedo contar los objetos de un dibujo. • Yo puedo usar una gráfica para indicar cuántos hay. 	Math <ul style="list-style-type: none"> • I can count objects in a picture. • I can use a graph to tell how many.

Level: PK-K

Unit Purpose: Introduce research strategies using a variety of sources and graphic organizers.

Objectives:

Texas Essential Knowledge and Skills (TEKS)	Objetivos de los Estudiantes	Student Objectives
§113.11. Social Studies, Kindergarten (b) Knowledge and skills (6) Economics. The student is expected to: (A) identify basic human needs of food, clothing, and shelter; (B) explain the difference between needs and wants; and (C) explain how basic human needs can be met such as through self-producing, purchasing, and trading.	Estudios Sociales <ul style="list-style-type: none"> • Yo puedo explicar cómo la comida va desde la granja hasta mi casa. • Yo puedo usar una gráfica de flujo para demostrar una secuencia. 	Social Studies <ul style="list-style-type: none"> • I can tell how food gets from a farm to my home. • I can use a graphic organizer/flow chart to show sequence.
§117.2 Art, Kindergarten (b) Knowledge and Skills (2) Creative expression/performance. The student is expected to: (B) arrange forms intuitively to create artworks; and (C) develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.	Arte <ul style="list-style-type: none"> • Yo puedo crear un dibujo usando diferentes materiales. 	Art <ul style="list-style-type: none"> • I can create a picture by using different materials.

Materials

Introductory Activity/Social Studies

- Los Pollitos* song and *La Chacra* song ([Unit Video & Audio File](#))

Language Arts

- Alphabetized Word Wall Words ([Teacher Resource 4.9](#))
- Pocket Chart Sentences ([Teacher Resource 4.1a](#))
- Pocket Chart Animal Pictures ([Teacher Resource 4.1b & c](#))
- Pointer
- ¿Qué animal dice...?/What animal says...? (Picture sheet) ([Activity Sheet 4.2a](#)) (Legal size)
- ¿Qué animal dice...?/What animal says...? (Cut-out bubbles) ([Activity Sheet 4.2b](#))
- Crayons
- Los Pollitos* Unit Poster (printable) ([Teacher Resource 4.3a](#))
- Dry erase markers (look for words *pollitos*, *gallina*, *maíz*, *mamacita*, *lombricita*, *trigo*)
- iDescubre las palabras!*/Discover the words! (Cut-out syllables) ([Activity Sheet 4.4a](#))
- iDescubre las palabras!*/Discover the words! (Picture sheet) ([Activity Sheet 4.4b](#))
- Scissors
- Brads

Guided Reading

- Los Pollitos* Book

Math

- En la granja*/On the farm ([Activity Sheets 4.5a & 4.5b](#))
- Crayons

Social Studies

- La Leche*/Milk ([Activity Sheet 4.6](#))
- Research books on farms and farm animals (cows)
- Pencils
- Crayons

Art

- Mamá Gallina*/Mother Hen ([Activity Sheet 4.7](#))
- Watercolors
- Brushes
- Yellow jumbo pipe cleaners
- Small google eyes
- Orange felt cut in small pieces for chicks' beaks and feet
- Craft glue
- Feathers

Assessment

- Corta los pasos, ordénalos, y dibuja*/Cut out, sequence, and draw ([Activity Sheet 4.9](#))

Instructions

1. Game/Classroom Play - Students will sing songs *Los Pollitos* and *La Chacra* from the **Unit Video** a couple of times. Next, the teacher will ask the students what actions farm animals make. The teacher will accept students' answers and the class will role play actions (for example, *el pato nada* [the duck swims]; *la vaca come* [the cow eats]; *la oveja corre* [the sheep runs]; *el perro brinca* [the dog jumps]; *el gallo canta* [the rooster crows]).

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 4.9**.

Pocket Chart/Language Arts - On the pocket chart, the teacher and students will read the sentences from **Teacher Resource 4.1a** and match them with the pictures in **Teacher Resource 4.1b & c**. The teacher will point out words that name the sounds each animal makes. Students will point to each word that names animal sounds (*gruñe, ladra, maúlla*, etc.) and then the teacher will ask each student to place those words on the classroom word wall. As the last student returns to the pocket chart, the group will choral read the sentences.

Next, students will work independently as they cut the speech bubbles from **Activity Sheet 4.2b** and paste each bubble on the picture of the corresponding animals shown on **Activity Sheet 4.2a**. When the activity is complete, students may color the animals.

Students will sing *Los Pollitos* song one more time. Then, students will read through the Unit Poster (**Teacher Resource 4.3a**) using the pointer to follow the text. On the poster, students will read and underline the words (*gallina, maíz, trigo, lombricitas, mamacita, pollitos*) using dry erase markers.

Next, students will cut out the egg shapes in **Activity Sheet 4.4a**. The students will read the syllables in the egg shapes and discover the words created. The students will then match the syllables to the correct word in **Activity Sheet 4.4b** and will use brads to join the syllables with the correct words. The students will read to each other the words they found.

Guided Reading - Students will do a book walk using *Los Pollitos* book. Then, students will read the book and they will share a personal story about their mother and them. Students will draw a picture and write a sentence to illustrate their story.

Math Center - The teacher will tape together **Activity Sheets 4.5a & b** to create one single sheet. Students will observe and describe the picture. Then, as a group, the class will review the *adivinanza* (riddle) at the top of the Activity Sheet. The teacher will ask the question in the riddle and will let students predict as they examine the barnyard scene.

Answer: a hen (*una gallina*)

Instructions

Next, the teacher will have the students name the animals in the barnyard scene and color them according to the instructions provided. Then, students will count each animal and fill in the graph using the appropriate color. Example: 3 chicks; 5 sheep; 2 dogs; etc. To complete the activity, students will read the graph and state the number of each animal found.

Social Studies - Students will listen to the following traditional verse:

<i>Los gallos cantan al alba, yo canto al amanecer.</i>	Roosters sing at dawn, I sing when the sun rises.
<i>Ellos cantan porque saben, yo canto por aprender.</i>	They sing because they know how to do it, I sing because I want to learn how to do it.

The teacher will introduce the idea of learning by doing and will share that the verse says many of us sing so we can learn how to sing well. The teacher will ask the students to name other things they know how to do. Students will share things they know and how they learned them.

Next, the teacher will introduce the idea of research (seeking information through books, the internet, and personal experience). To prepare for the next activity, the teacher will share that research tools we use include graphic organizers such as the graph created in the Math center. The teacher will then introduce a flow map, which students will use to illustrate the process of milk going from the farm to their home. Using books and the internet, students will research how we get milk. On **Activity Sheet 4.6**, students will create a flow chart illustrating how they get milk.

Art - Students will watercolor **Activity Sheet 4.7** (set aside). The students will create baby chicks using jumbo yellow pipe cleaners previously cut in 1-inch lengths. The students will bend the 1-inch segments in half. On the upper part, students will glue eyes and an orange felt piece for the beak. On the lower portion of the pipe cleaner, students will glue two additional orange felt pieces for the feet.

Students will cut out hen's wing to flap. The teacher will tape a blank sheet behind hen. Students will glue chicks under the hen's wing and may enhance their hen by gluing feathers on her.

3. Assessment - For Social Studies, students will use the flow chart in **Activity Sheet 4.8** to sequence and illustrate the steps for the production of *tortillas*.

Extension Activities

- 1. Language Arts** - Students may create sentences using the words that name the sounds each animal makes. Example, *El pollito pía*, etc. Students may self check with pocket chart.
- 2. Social Studies**- Students may research other sources of food (such as vegetables, grains, and meat) and share their findings.
- 3. Math**- Students may add an item of their choice to the barnyard scene and may then incorporate that item into their graph. Students could also create addition problems using information from the graph. For example, 3 chicks plus 5 dogs equals 8 animals.

Additional Reading Resources

Fiction

1. *Barnyard banter*. (1994). Denise Fleming. New York, NY: Henry Holt and Company.
2. *Cerdota grandota*. (2009). Clare Beaton. Cambridge, MA: Barefoot Books.
3. *Driving my tractor*. (2009). Jan Dobbins & David Sim. Cambridge, MA: Barefoot Books.
4. *El ternero recién nacido*. (1984). Edith Newlin-Chase & Barbara Reid. New York, NY: Scholastic.
5. *Here a chick, there a chick*. (1992). Bruce McMillan. New York, NY: The Trumpet Club.
6. *La granja*. (2003). José Luis Orozco. Columbus, OH: SRA/McGraw-Hill.
7. *My cousin Katie*. (1989). Michael Garland. New York, NY: Thomas Y. Crowell.
8. *My mother plants strawberries*. (1995). Alma Flor Ada. Worthington, OH. SRA Macmillan/McGraw-Hill.
9. *Old Macdonald had a farm*. (2008). Pam Adams (illustrator). Auburn, ME: Child's Play (International) Ltd.

Nonfiction

1. *Explora tu mundo. Crías de animales*. (2012). Andrea Pinnington. New York, NY: Scholastic.
2. *Explora tu mundo. La granja*. (2012). Penelope Arlon & Tory Gordon-Harris. New York, NY: Scholastic.
3. *Vamos a la granja. Las gallinas*. (2006). Hannah Ray. London, UK: QED Publishing.
4. *Vamos a la granja. Las ovejas*. (2006). Hannah Ray. London, UK: QED Publishing.
5. *Vamos a la granja. Los cerdos*. (2006). Hannah Ray. London, UK: QED Publishing.

Los Pollitos Song Lyrics

*Los pollitos dicen
pío, pío, pío,
cuando tienen hambre,
cuando tienen frío.*

The baby chickens say
pío, pío, pío,
when they are hungry,
when they are cold.

*La gallina busca
el maíz y el trigo.
Les da la comida
y les presta abrigo.*

The hen looks for
corn and wheat.
She gives them their food
and protects them.

*Bajo sus dos alas,
acurrucaditos,
duermen los pollitos
hasta el otro día.*

Under her two wings,
cuddled up,
the chicks sleep
until the next day.

*Cuando se despiertan
dicen -- Mamacita,
tengo mucha hambre.
Dame lombricitas.*

When they wake up
they say "Mommy,
I'm very hungry.
Give me worms."

La Chacra Song Lyrics

*Vengan a ver mi chacra que es hermosa.
 Vengan a ver mi chacra que es hermosa.
 El pollito hace así, pío, pío.
 El pollito hace así, pío, pío
 Opacamará, opacamará, opá, opá, opá.
 Opacamará, opacamará, opá, opá, opá.*

*Vengan a ver mi chacra que es hermosa.
 Vengan a ver mi chacra que es hermosa.
 El Perrito hace así, guau, guau.
 El Perrito hace así, guau, guau.
 Opacamará, opacamará, opá, opá, opá.
 Opacamará, opacamará, opá, opá, opá.*

*Vengan a ver mi chacra que es hermosa.
 Vengan a ver mi chacra que es hermosa.
 El patito hace así, cuá, cuá.
 El patito hace así, cuá, cuá.
 Opacamará, opacamará, opá, opá, opá.
 Opacamará, opacamará, opá, opá, opá.*

*Vengan a ver mi chacra que es hermosa.
 Vengan a ver mi chacra que es hermosa.
 La vaquita hace así, mu, mu.
 La vaquita hace así, mu, mu.
 Opacamará, opacamará, opá, opá, opá.
 Opacamará, opacamará, opá, opá, opá.*

*Vengan a ver mi chacra que es hermosa.
 Vengan a ver mi chacra que es hermosa.
 La ovejita hace así, beee, beee.
 La ovejita hace así, beee, beee.
 Opacamará, opacamará, opá, opá, opá.
 Opacamará, opacamará, opá, opá, opá.*

*Vengan a ver mi chacra que es hermosa.
 Vengan a ver mi chacra que es hermosa.
 El gallito hace así, quiquiriquí.
 El gallito hace así, quiquiriquí.
 Opacamará, opacamará, opá, opá, opá.
 Opacamará, opacamará, opá, opá, opá.*

Come see my farm; it's so beautiful.
 Come see my farm; it's so beautiful.
 The chick says *cheep, cheep*.
 The chick says *cheep, cheep*.
Opacamará, opacamará, opá, opá, opá.
Opacamará, opacamará, opá, opá, opá.

Come see my farm; it's so beautiful.
 Come see my farm; it's so beautiful.
 The dog says *wow, wow*.
 The dog says *wow, wow*.
Opacamará, opacamará, opá, opá, opá.
Opacamará, opacamará, opá, opá, opá.

Come see my farm; it's so beautiful.
 Come see my farm; it's so beautiful.
 The duck says *quack, quack*.
 The duck says *quack, quack*.
Opacamará, opacamará, opá, opá, opá.
Opacamará, opacamará, opá, opá, opá.

Come see my farm; it's so beautiful.
 Come see my farm; it's so beautiful.
 The cow says *moo, moo*.
 The cow says *moo, moo*.
Opacamará, opacamará, opá, opá, opá.
Opacamará, opacamará, opá, opá, opá.

Come see my farm; it's so beautiful.
 Come see my farm; it's so beautiful.
 The sheep says *baaa, baaa*.
 The sheep says *baaa, baaa*.
Opacamará, opacamará, opá, opá, opá.
Opacamará, opacamará, opá, opá, opá

Come see my farm; it's so beautiful.
 Come see my farm; it's so beautiful.
 The rooster says *cock-a-doodle-doo*.
 The rooster says *cock-a-doodle-doo*.
Opacamará, opacamará, opá, opá, opá.
Opacamará, opacamará, opá, opá, opá.

Printable Teacher Resources and Student Activities

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EI pollito pía
pío, pío.

EI pato grazna
cuá , cuá.

La vaca muge
mú, mú.

El gato maúlla
miau, miau.

El gallo canta
quiquiriquí.

El perro ladra
guau, guau.

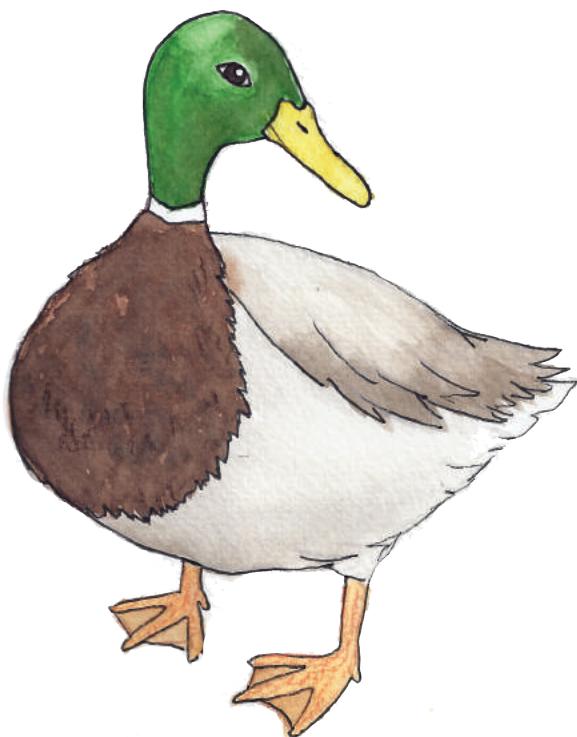
La oveja bala
ba, ba.

El búho ulula
u, u.

Pocket Chart Animal Pictures (Teacher Resource 4.1b)



pollo
chick



pato
duck



gallo
rooster



perro
dog

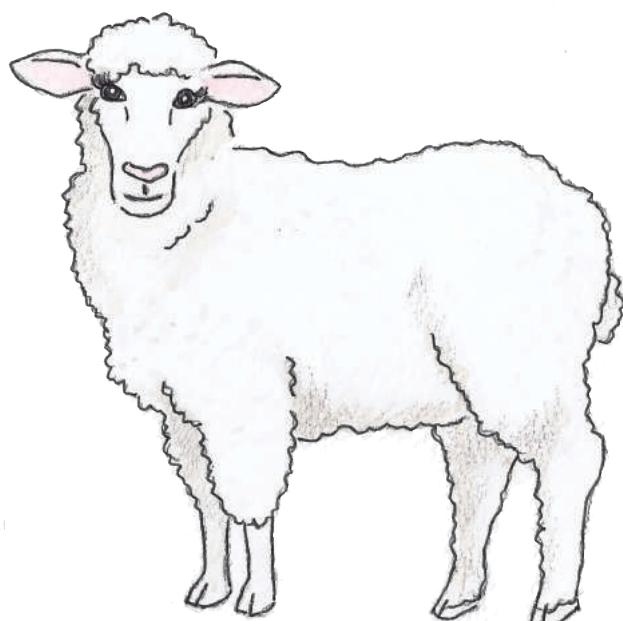
Pocket Chart Animal Pictures (Teacher Resource 4.1c)



vaca
cow



gato
cat



oveja
sheep



búho
owl

¿Qué animal dice...? / What animal says...? (Activity Sheet 4.2a)

Please see the legal sheet packet for this Activity Sheet.

¿Qué animal dice...? / What animal says...? (Activity Sheet 4.2b)

cuá,
cuá

guau,
guau

cuá,
cuá

guau,
guau

pío,
pío

ba, ba

pío,
pío

ba, ba

mú,
mú

quiquiriquí

mú,
mú

quiquiriquí

miau,
miau

u,u

miau,
miau

u,u

Posters (Teacher Resources 4.3a & b)

The Unit Posters include the song lyrics and illustrations. To create them, follow these steps for each:

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

Los Pollitos

Los pollitos dicen
pío, pío, pío
cuando tienen hambre,
cuando tienen frío.



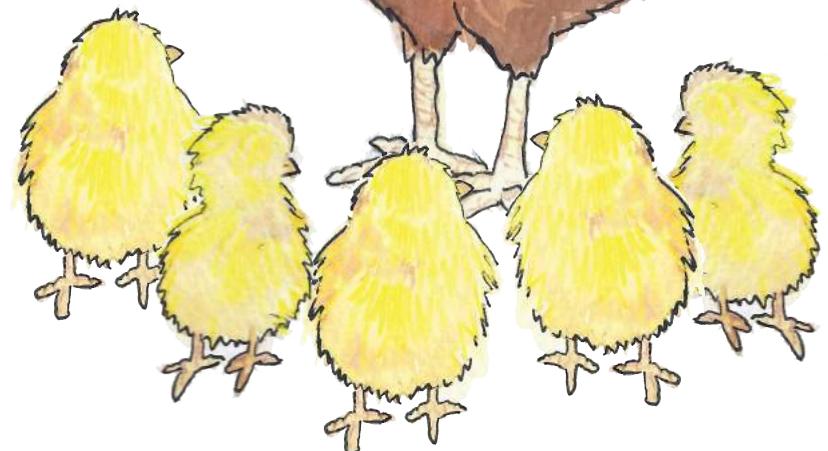
La gallina busca
el maíz y el trigo.

Les da la comida
y les presta abrigo.



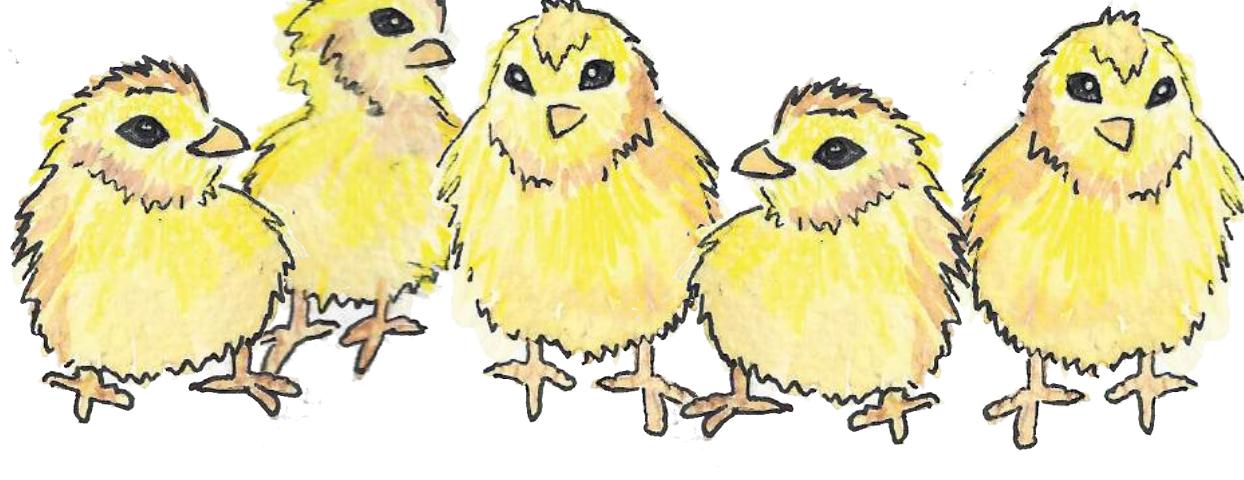
Bajo sus dos alas, acurrucaditos
duermen los pollitos hasta el otro día.

Cuando se despiertan
dicen -- Mamacita,
tengo mucha hambre.
Dame lombricitas.



Los Pollitos

Los pollitos dicen
pío, pío, pío
cuando tienen hambre,
cuando tienen frío.



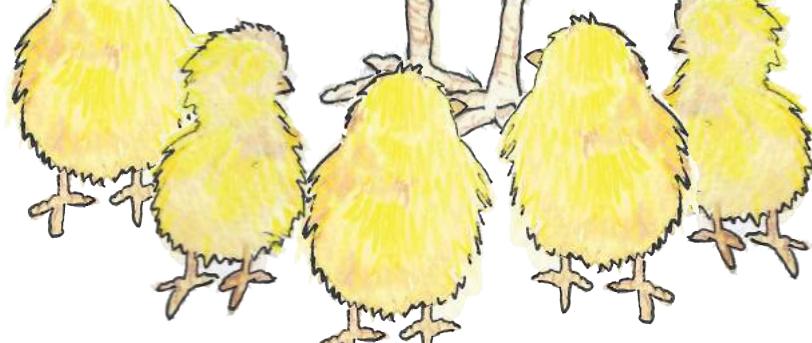
La gallina busca
el maíz y el trigo.
Les da la comida
y les presta abrigo.



Bajo sus dos alas, acurrucaditos
duermen los pollitos hasta el otro día.



Cuando se despiertan
dicen -- Mamacita,
tengo mucha hambre.
Dame lombricitas.



La Chacra

Vengan a ver mi chacra que es hermosa.

Vengan a ver mi chacra que es hermosa.

El pollito hace así, pío, pío.

El pollito hace así, pío, pío.

Opacamará, opacamará, opá, opá, opá.

Opacamará, opacamará, opá, opá, opá.

Vengan a ver mi chacra que es hermosa.

Vengan a ver mi chacra que es hermosa.

El perrito hace así, guau, guau.

El perrito hace así, guau, guau.

Opacamará, opacamará, opá, opá, opá.

Opacamará, opacamará, opá, opá, opá.

Vengan a ver mi chacra que es hermosa.

Vengan a ver mi chacra que es hermosa.

El patito hace así, cuá, cuá.

El patito hace así, cuá, cuá.

Opacamará, opacamará, opá, opá, opá.

Opacamará, opacamará, opá, opá, opá.

Vengan a ver mi chacra que es hermosa.

Vengan a ver mi chacra que es hermosa.

La vaquita hace así, mu, mu.

La vaquita hace así, mu, mu.

Opacamará, opacamará, opá, opá, opá.

Opacamará, opacamará, opá, opá, opá.

Vengan a ver mi chacra que es hermosa.

Vengan a ver mi chacra que es hermosa.

La ovejita hace así, beee, beee.

La ovejita hace así, beee, beee.

Opacamará, opacamará, opá, opá, opá.

Opacamará, opacamará, opá, opá, opá.

Vengan a ver mi chacra que es hermosa.

Vengan a ver mi chacra que es hermosa.

El gallito hace así, quiquiriquí.

El gallito hace así, quiquiriquí.

Opacamará, opacamará, opá, opá, opá.

Opacamará, opacamará, opá, opá, opá.

¡Descubre las palabras! / Discover the words! (Activity Sheet 4.4a)

tri
go

po
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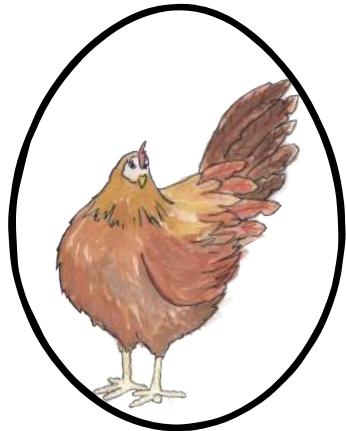
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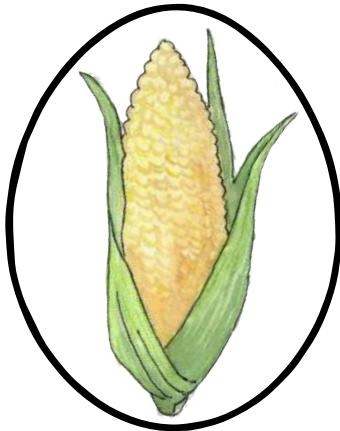
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bri
ci
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¡Descubre las palabras! / Discover the words! (Activity Sheet 4.4b)



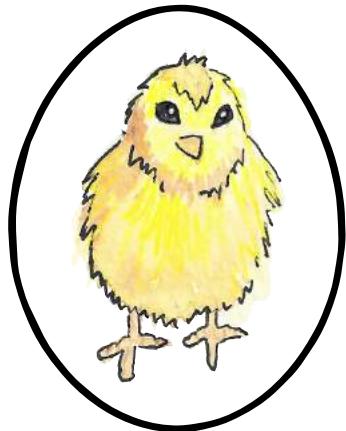
gallina



maíz



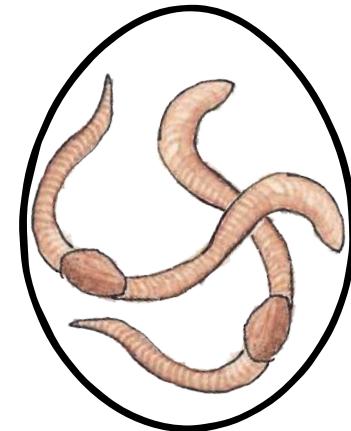
trigo



pollitos



mamacita



lombricitas

En la granja / On the farm (Activity Sheet 4.5a)

Una señorita muy aseñorada,
Con muchos remiendos y
ni una puntada.

¿Cúal es el animal de la
adivinanza?



En la granja / On the farm (Activity Sheet 4.5b)

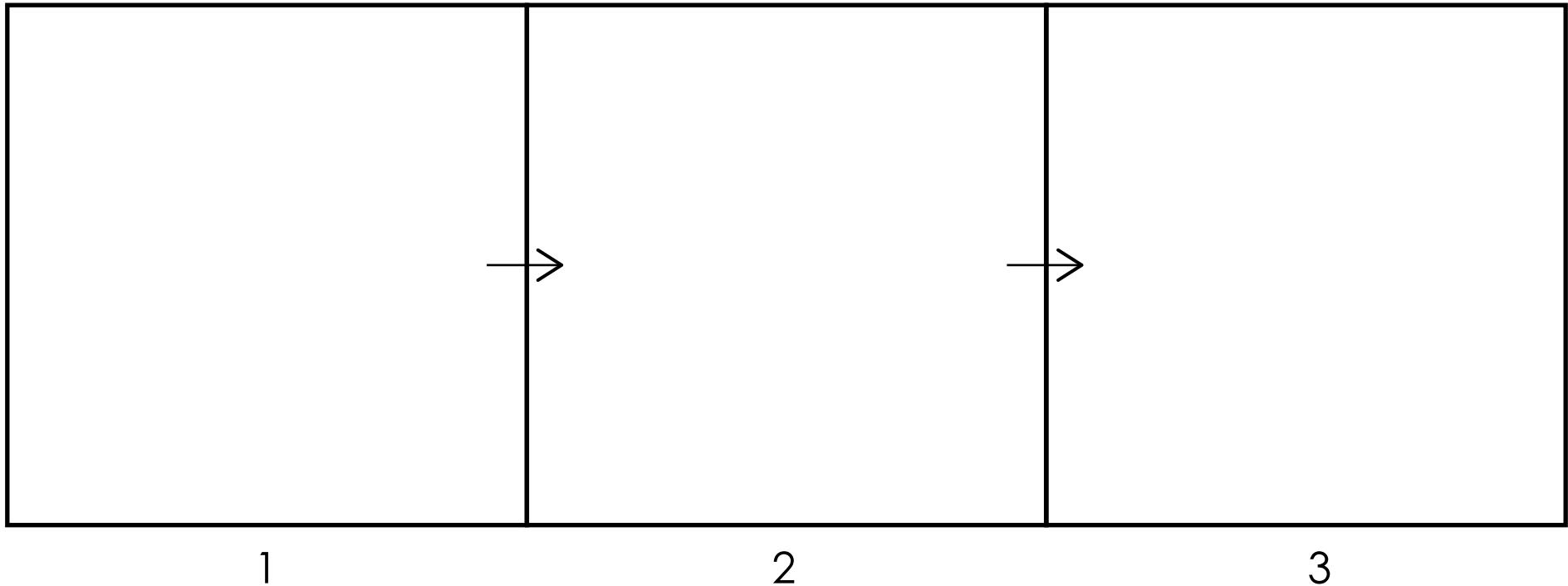
Colorea:

- los pollitos de amarillo
- los perros de naranja
- las ovejas de negro
- el gallo de azul
- las gallinas de rojo

Cuenta cada animal y haz la gráfica.

5					
4					
3					
2					
1					
	pollitos	gallinas	perros	gallo	ovejas

La leche / Milk (Activity Sheet 4.6)



El granjero ordeña
las vacas para
sacar su leche.

Con la leche, la
fábrica hace
quesos y yogur.

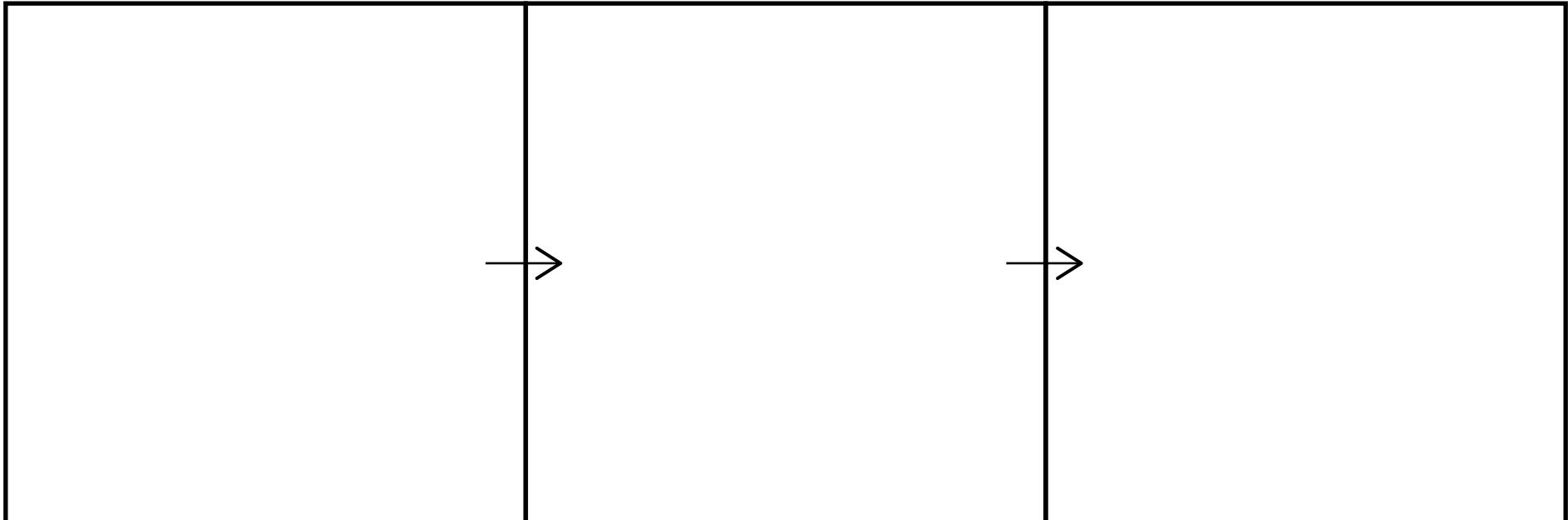
Los camiones
llevan la leche, los
quesos, y el yogur
a la tienda.

Mamá Gallina / Mother Hen (Activity Sheet 4.7)



Corta los pasos, ordénalos, y dibuja / Cut out, sequence, and draw
(Activity Sheet 4.8)

Las tortillas



1

2

3



Con el maíz, la
fábrica hace tortillas.

Los camiones llevan las
tortillas a la tienda.

El granjero siembra el
maíz y lo cosecha.

Alphabetized Word Wall Words (Teacher Resource 4.9)

abrigos

acurrucaditos

alas

bajo

busca

comida

Alphabetized Word Wall Words (Teacher Resource 4.9)

cuando

da

dame

despierta

día

dicen

Alphabetized Word Wall Words (Teacher Resource 4.9)

dos

duerme

el

frío

gallina

hambre

Alphabetized Word Wall Words (Teacher Resource 4.9)

hasta

la

les

lombricitas

los

mamacita

Alphabetized Word Wall Words (Teacher Resource 4.9)

maíz

muchas

otro

pío

pollitos

presta

Alphabetized Word Wall Words (Teacher Resource 4.9)

se

sus

tengo

tienen

trigo