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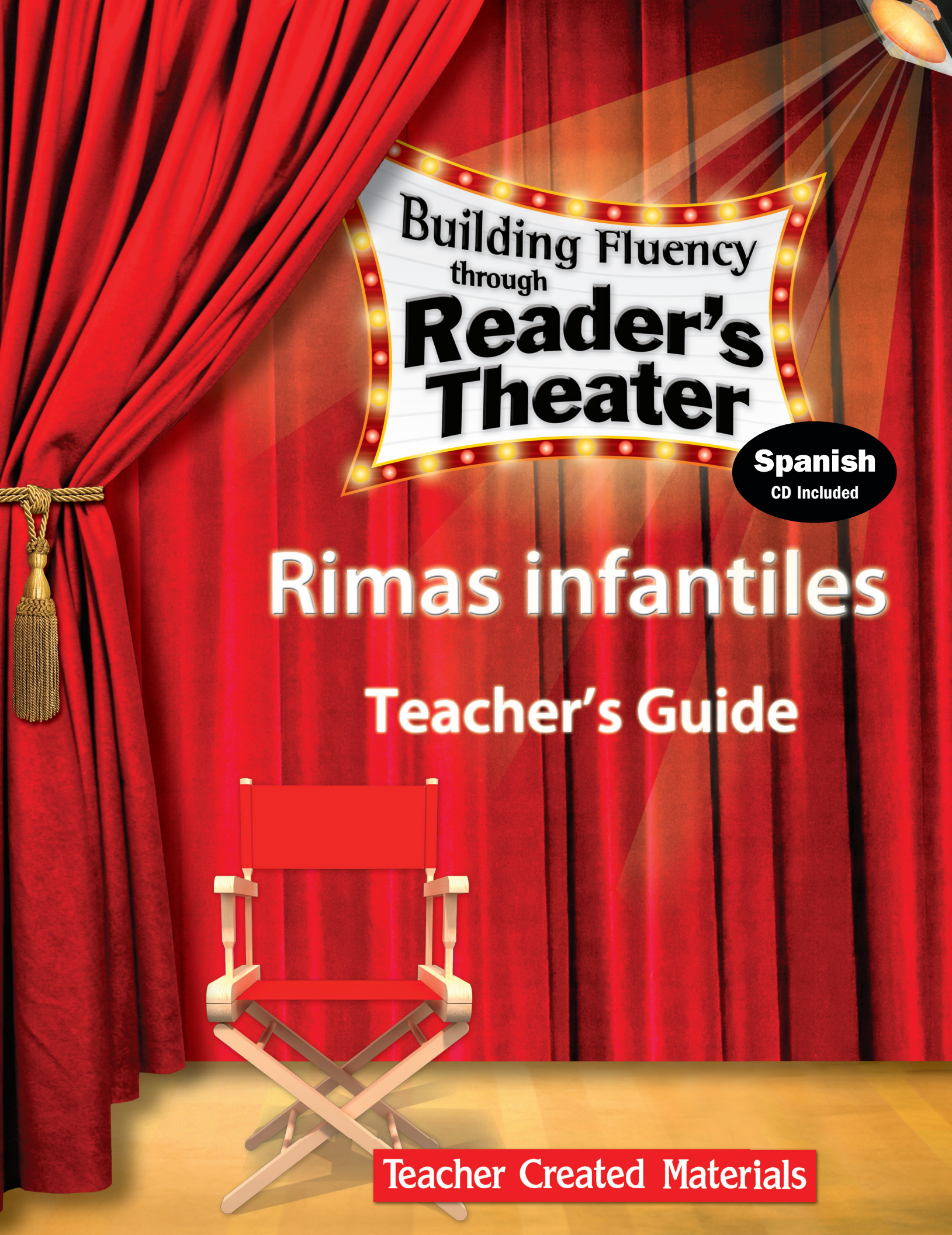**www.tcmpub.com/administrators/correlations**

Building Fluency through Reader's Theater: Rimas infantiles (Nursery Rhymes) (Spanish Version)

This sample includes the following:

Teacher's Guide Cover (1 page)
Table of Contents (1 page)
Lesson Components (7 pages)
Using the Character Patterns (2 pages)
Lesson Plan (6 pages)
Script (10 pages)

To **Create** a World in which
Children Love to Learn!

Table of Contents

Lesson Components

Objectives

The objectives state the purpose of each lesson and communicate the desired outcome of the lesson related to fluency and the content area. The objectives are taken from the Mid-continent Research for Education and Learning (McREL) compilation of content standards for K–12 curriculum. As stated on the McREL website (**http://www.mcrel.org**), the purpose of the standards compilation is "to address the major issues surrounding content standards, provide a model for their identification, and apply this model in order to identify standards and benchmarks in the subject area."

Summary

The summary section gives a summary of the script. To decide which scripts to complete with students, read the summaries to determine how each fits with your teaching plans. **Note: Although the scripts and lessons are stand-alone and can be used in any order, they are arranged in order of approximate difficulty from easier to harder. Also, the first lesson plan teaches the special text structure of a reader's theater script.** For your convenience, the summaries and nursery rhymes for the scripts are also provided below with a brief outline of the accompanying lesson.

Comamos: "La señorita Muffet" y "El señorito Jack Horner"—Muffet sits down on a tuffet to eat curds and whey. When Muffet gets scared by Spider, she runs away and finds Jack. Jack and Muffet eat until Spider comes to scare them. Mother finds Jack and Muffet eating pie with plums. The accompanying lesson focuses on how a reader's theater script is organized and read.

Las estrellas: "Brilla, brilla, estrellita" y "Estrella alumbrada, estrella brillante"—As three children look up in the night sky at the stars, three stars look down at the children on Earth. The stars twinkle and the children twirl as they make wishes on each other. The accompanying lesson focuses on concepts of print such as the front and back covers, holding a book, and turning the pages.

Mascotas perdidas: "La pequeña Bo Pip" y "¿A dónde ha ido mi perrito?"—While Bo Pip is sleeping, the sheep and a dog go to the hill to play. A boy hears his dog and finds it. Bo Pip hears the boy and his dog but cannot find her sheep. When the sheep hear Bo Pip, they go home. The accompanying lesson helps students identify the problem and solution in the story.

El desfile: "Humpty Dumpty"—A parade is coming, and everyone wants to see it. But Humpty Dumpty cannot see from where he is sitting, so he climbs a wall. Everyone warns him that a wall is not a good place to sit, and then he falls. Everyone helps to put Humpty Dumpty together again. The accompanying lesson compares and contrasts the characters in the nursery rhyme "Humpty Dumpty" with those in the story.

Summary (cont.)

Los cochinitos: "Este cochinito y "Palmas, palmitas"—Mother needs food and three of her little pigs decide to help. At the market, the pigs buy bread and roast beef. While they are at the market, they ask the baker to make Baby Pig a cake. They then go home where they all eat sandwiches and cake. The accompanying lesson focuses on concepts of print such as the title, author, and illustrator.

¿Qué hora es?: "Reloj, reloj, el gritón" y "Muchachito dormilón"—Two mice learn to tell time as they play on a grandfather clock. A child comes home and plays by the clock until it is time for bed. Muchachito dormilón checks at 8:00 to see if the child is in bed. Then the mice can play again. The accompanying lesson focuses on which characters are in the beginning, middle, and end of the story.

Los violinistas: "El viejo Rey Cole" y "Eh, chin, chin"—A king sits in the throne room. The bowl and spoon provide soup for the king. The cat, dog, and cow provide music for the king. When the music gets too loud, the dish runs away with the spoon. The accompanying lesson helps students identify characters who have two names in the script.

¡Qué dolor!: "Juan y Juanita"—Juan and Juanita go to get water on a hill. The hill proves to be too steep for Juan and Juanita, and they both fall down. Juan hurts his head when he falls. Juan runs home to his mom, who takes care of him. During the story, students learn the meanings of some words in the nursery rhyme. The accompanying lesson focuses on identifying the two settings in the story.

Materials

All of the materials needed to prepare for and complete each lesson are listed in this section. An additional Materials section is listed on the Content-Area Connection lesson page to assist in the preparation and completion of the lesson.

Introduce the Nursery Rhyme(s)

Each script in this kit is based on one or two nursery rhymes. You are encouraged to read the nursery rhyme(s) to your students. Ideas for presenting the nursery rhyme(s) are included on the first page of each lesson.

Lesson Components *(cont.)*

Differentiation Support

Reader's theater can be used effectively with English language learners to enhance students' proficiency in reading, writing, listening, and speaking. Furthermore, the program can be adapted to scaffold and model language usage to meet students' needs at multiple English language learner levels. Through this program's English language learner support activities and other components of the lesson plans, students will become engaged in authentic language-development activities. As a result, their motivation to utilize the English language will increase.

The drama component of reader's theater helps students feel less inhibited in both speaking and reading the English language, and thus fluency in both areas will increase. In *Stage by Stage: A Handbook for Using Drama in the Second Language Classroom* by Ann F. Burke and Julie C. O'Sullivan, the authors state that "drama is simply a good way to get students' whole selves involved with language, and it is fun" (2002 xiii). The authors also emphasize that once students feel less inhibited, their fluency will increase, because within the context of reader's theater, there is an inherent opportunity to do repeated readings and practice skills.

In her review of research studies involving literacy and drama in the classroom, McMaster (1998) states the benefits of drama for emergent readers. Drama provides prior knowledge and rich literary experiences needed for future readers as well as a scaffold for literacy instruction. It helps students develop symbolic representation, new vocabulary, knowledge of word order, phrasing, and metacognition and introduces them to various forms of discourse, all of which contribute to the construction of meaning from text.

Each script is accompanied by a musical piece as well as a corresponding poem. Both of these components have also been shown to facilitate students' language acquisition. Educator Tim Murphey (1992) analyzed the lyrics of pop songs and found several common language characteristics that benefit language learners: the language is conversational; the lyrics are often sung at a slower rate than words, and there is a repetition of vocabulary and structures. Moriya (1988) found that music provided Asian learners a forum to practice pronunciation and learn the phonemic differences between Asian languages and English. Speakers of various languages can benefit from the language experience that the music selections provide.

The poetry component to the program can be used in many creative ways to enhance students' language acquisition. Gasparro and Falletta (1994) assert that using poetry in an English language learner classroom provides students the opportunity to explore the linguistic and conceptual facets of text without focusing on the mechanics of language. Choral reading builds fluency and provides practice in pronunciation. Some of the vocabulary words in the script are reinforced through the poem, providing the opportunity to see the words in multiple contexts.

Lesson Components *(cont.)*

Differentiation Support *(cont.)*

The accompanying poems can also serve as models for students to write their own poems. Depending on English language learner levels, a framework or template can be developed for each poem to structure the writing process and provide students with another opportunity to use the vocabulary and word order they have learned from the script and the poem. Additionally, the poem can also serve as a medium for discussion of the themes and concepts presented in each script. Moreover, students and teachers can create action sequences to facilitate visualization and comprehension of the text. Gasparro and Falletta (1994) emphasize that dramatizing poetry enables the learner to become intellectually, emotionally, and physically engaged in the target language; therefore, language is internalized and remembered.

Students' listening comprehension will also develop as a result of using reader's theater. According to Brown (2001), some characteristics of speech make listening difficult, such as clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. Brown proposes methods for helping second-language learners overcome these challenges. Reader's theater utilizes authentic language and contexts, is intrinsically motivating, and supports both bottom-up and top-down listening techniques. Illustrations in the scripts, along with the possible inclusion of realia and gestures, will assist students in understanding unfamiliar vocabulary and idiomatic phrases.

In addition, the professional recording of the scripts on the Performance CD will provide another opportunity for students to enhance listening comprehension and reading ability. The voices on the CD are articulate and expressive, and they serve as models for accurate pronunciation and fluent reading. By listening to the CD, students will be able to practice visualizing text and speech. One best practice suggested by second-language teacher-training programs is for the students to hear an oral reading of the piece of literature prior to reading it aloud themselves. The CD can be used for this practice as well.

Reader's theater provides a medium for English language learners to interact with other students in the classroom and will facilitate the development of a strong community of language learners. The experience will increase students' motivation and diminish their inhibitions about learning the new language. The components of the program will provide the necessary support and scaffolding that teachers need to provide effective instruction to English language learners in the areas of reading, writing, listening, and speaking. The program will engage students and serve as a model for fluency, pronunciation, and overall language usage.

Lesson Components *(cont.)*

Reading the Script

This section of each lesson explains how to introduce the reader's theater script to your students and offers suggestions for introducing unfamiliar vocabulary and understanding the characters. As you read with the students, you may want to use the following tips.

Performance Tips

Reader's theater performance can be a frightening experience for some students. Assist them by reviewing the following suggestions.

- Relax! Breathe deeply and speak slowly to avoid a quivering or breathless voice.
- Stand with one foot in front of the other and with your weight balanced to avoid that feeling of shaking and trembling.
- Don't rush through your lines. Take your time and say each word distinctly.
- Some movement for emphasis or to give you a relaxed look is good, but don't move back and forth or develop nervous mannerisms. Avoid wringing hands, tugging at clothing, or twisting hair.
- A mistake is a normal part of any learning experience. If you make one, correct it and go on.

Getting to know your character will make your performance more believable. Use these questions to get into character as you rehearse.

- How old do you think the character is?
- What kind of voice do you think the character should have? Is the voice soft, loud, high pitched, or low pitched?
- How does the character stand or use his or her hands when speaking?
- Does the character seem happy, proud, or excitable?
- Do you think the character is serious or silly?
- Is the character kind?
- Do you think people would like the character?
- What can you do to communicate the character's personality to others?

Lesson Components *(cont.)*

Assigning Roles

Each script contains six roles. The chart below lists the details of each role. Use the number of lines, the number of words, and the number of unique words to help you match students to roles.

Script	Roles and Level	Details
Comamos	**Muffet:** Level 0.0 **Jack:** Level 0.0 **Madre:** Level 0.0 **Escabel:** Level 0.0 **Pastel:** Level 0.0 **Araña:** Level 0.0	(8 lines; 1 shared line; 30 words; 18 unique words) (6 lines; 1 shared line; 17 words; 15 unique words) (5 lines; 19 words; 16 unique words) (4 lines; 10 words; 10 unique words) (4 lines; 12 words; 11 unique words) (4 lines; 4 words; 1 unique word)
Las estrellas	**Niño 1:** Level 0.2 **Niña 1:** Level 0.0 **Niño 2:** Level 0.2 **Estrella 1:** Level 0.0 **Estrella 2:** Level 0.0 **Estrella 3:** Level 0.0	(5 lines; 14 words; 17 unique words) (5 lines; 21 words; 16 unique words) (5 lines; 35 words; 31 unique words) (5 lines; 22 words; 17 unique words) (5 lines; 24 words; 19 unique words) (5 lines; 37 words; 33 unique words)
Mascotas perdidas	**Bo Pip:** Level 0.0 **Niño:** Level 0.0 **Oveja 1:** Level 0.0 **Oveja 2:** Level 0.0 **Oveja 3:** Level 0.0 **Perro:** Level 0.0	(8 lines; 33 words; 30 unique words) (8 lines; 39 words; 29 unique words) (6 lines; 1 shared line; 28 words; 15 unique words) (6 lines; 1 shared line; 22 words; 12 unique words) (6 lines; 1 shared line; 23 words; 12 unique words) (8 lines; 14 words; 1 unique word)
El desfile	**Caballero del Rey 1:** Level 0.0 **Caballero del Rey 1:** Level 0.0 **Caballo del Rey 2:** Level 0.0 **Caballero del Rey 2:** Level 0.0 **Doctor:** Level 0.0 **Humpty Dumpty:** Level 0.0	(9 lines; 2 shared lines; 43 words; 26 unique words) (11 lines; 3 shared lines; 50 words; 31 unique words) (10 lines; 2 shared lines; 13 words; 6 unique words) (11 lines; 2 shared lines; 23 words; 7 unique words) (10 lines; 2 shared lines; 33 words; 29 unique words) Level 0.0 (7 lines; 1 shared line; 32 words; 24 unique words)
Los cochinitos	**Cochinito 1:** Level 0.0 **Cochinito 2:** Level 0.0 **Cochinito 3:** Level 0.0 **Cochinito 4:** Level 0.0 **Cochinito 5:** Level 0.0 **Madre Cochinita:** Level 0.0	(10 lines; 2 shared lines; 35 words; 25 unique words) (6 lines; 3 shared lines; 16 words; 13 unique words) (10 lines; 2 shared lines; 37 words; 25 unique words) (6 lines; 2 shared lines; 13 words; 3 unique words) (10 lines; 2 shared lines; 35 words; 26 unique words) (9 lines; 3 shared lines; 25 words; 22 unique words)

Assigning Roles *(cont.)*

Script	Roles and Level	Details
¿Qué hora es?	**Reloj:** Level 0.2 **Ratón 1:** Level 0.0 **Ratón 2:** Level 0.0 **Niño:** Level 0.0 **Madre:** Level 0.0 **Muchachito dormilón:** Level 0.0	(9 lines; 41 words; 32 unique words) (8 lines; 1 shared line; 30 words; 21 unique words) (7 lines; 1 shared line; 31 words; 24 unique words) (6 lines; 1 shared line; 27 words; 25 unique words) (7 lines; 1 shared line; 25 words; 21 unique words) (5 lines; 28 words; 24 unique words)
Los violinistas	**Rey Cole:** Level 0.0 **Tazón:** Level 0.0 **Vaca:** Level 0.0 **Perro:** Level 0.0 **Gato:** Level 0.0 **Cuchara:** Level 0.0	(10 lines; 45 words; 34 unique words) (9 lines; 34 words; 30 unique words) (5 lines; 40 words; 20 unique words) (5 lines; 26 words; 19 unique words) (5 lines; 22 words; 16 unique words) (6 lines; 16 words; 14 unique words)
¡Qué dolor!	**Juanita:** Level 0.0 **Juan:** Level 0.0 **Colina:** Level 0.0 **Todos:** Level 0.0 **Balde:** Level 0.0 **Agua:** Level 0.0	(10 lines; 47 words; 36 unique words) (7 lines; 29 words; 27 unique words) (8 lines; 25 words; 20 unique words) (10 lines, 50 words; 38 unique words) (8 lines; 28 words; 24 unique words) (7 lines, 24 words; 21 unique words)

Meeting the Fluency Objective

Each lesson focuses on a specific fluency objective, such as reading expression or reading in unison with other characters. This section provides procedures for teaching the fluency objective related to the featured script.

Content-Area Connection

Each reader's theater script focuses on a specific content area: social studies, mathematics, science, health, or music. This section of each lesson explains the content and provides suggestions for introducing it to your students.

Fine Arts Connection

This section includes options for a connection to the recorded songs of the nursery rhymes and/or an art project with materials on the Teacher Resource CD. The kit includes Performance CDs containing all of the songs and poems related to the eight scripts. Students will perform the songs at designated places within the reader's theater performances. If the nursery rhyme has a traditional melody connected with it, that melody is used for the song. However, some of the rhymes are almost always spoken only. In these cases, to provide some variety in the type of music among the scripts, the rhymes are performed as raps.

Using the Character Patterns

The character patterns included in this book can be used during performances to help the audience identify the various speakers in the scripts. Following are three ideas for using them. Choose the idea that will work best with your students. Be sure to have students practice with the character necklaces, headbands, or hats prior to the actual performance.
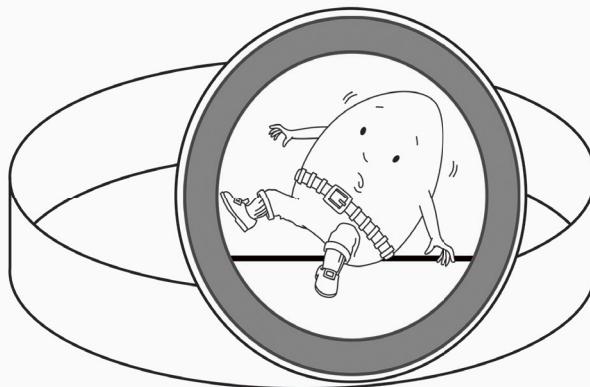
Character Necklaces

Photocopy the character patterns for students. Color the character patterns or, if you prefer, you can print color versions of the patterns from the Teacher Resource CD. Cut out the characters and glue them to small paper plates. Punch two holes at the top of each paper plate. Tie string or yarn through the holes and around students' necks.
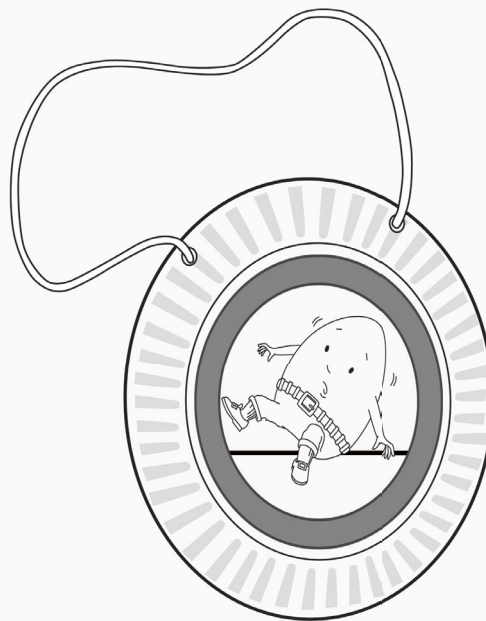
Character Headbands

Photocopy the character patterns on cardstock paper. Color the character patterns or, if you prefer, you can print color versions of the patterns from the Teacher Resource CD. Photocopy the Headband Pattern (headband.pdf) from the Teacher Resource CD onto cardstock paper. Cut out the headband pattern. Glue the characters on the headband. Size the headbands around the students' heads using the headband straps. Staple the straps so they will fit on students' heads like a headband.

Using the Character Patterns *(cont.)*

Character Hats

Photocopy the character patterns on cardstock paper. Color the character patterns, or, if you prefer, you can print color versions of the patterns from the Teacher Resource CD. To make a hat, use an 11" x 17" piece of paper. Lay the paper down lengthwise and then fold it horizontally. Now, fold the two top corners to the center, so that they meet and there is space at the bottom. Finally, fold the two flaps at the bottom upward to make the hat and staple the sides together. Instead of wearing the hat with the pointed side facing forward, paste the character pattern on the side with this part in the front. To keep the hat in place, punch holes on both sides of the hat and attach string fitted under the chin of each student.
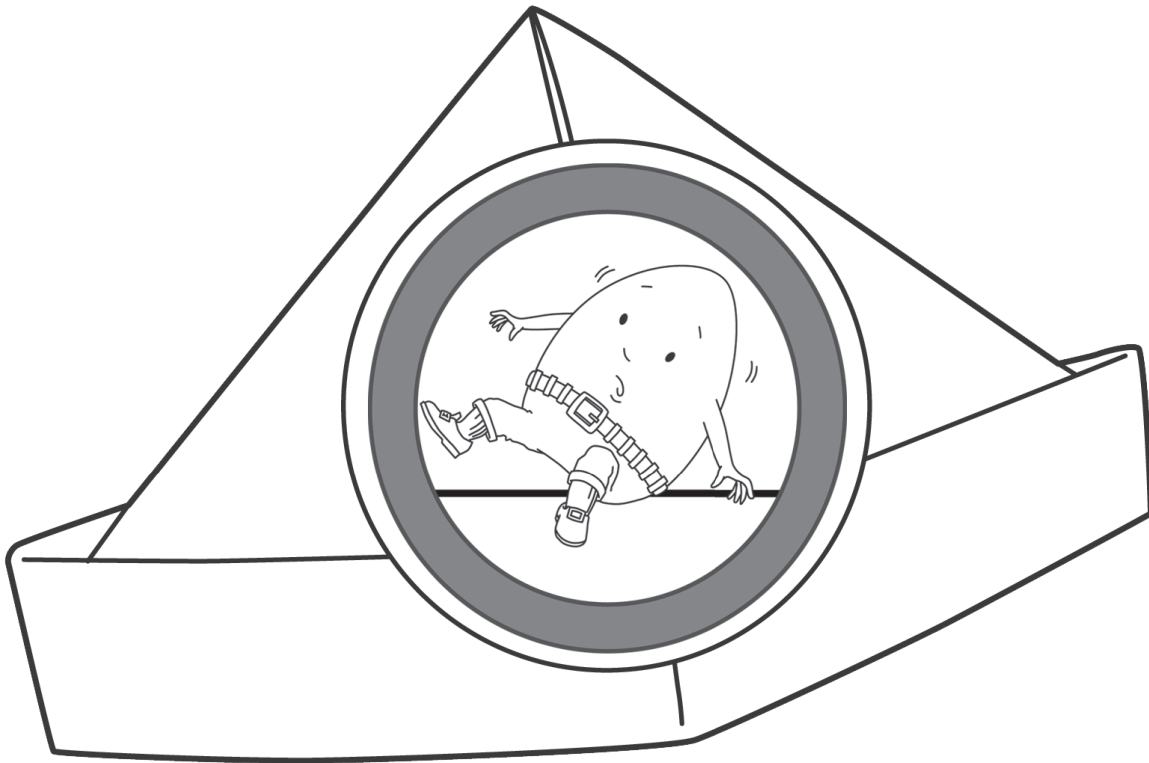
Los cochinitos Lesson Plan

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Objectives

- **Fluency:** Students will read aloud stories with fluency and expression, focusing on pausing as they read sentences with commas.

- **Literacy:** Students will understand concepts of print such as the title, author, and illustrator.

- **Content Area— Health:** Students will distinguish between healthy and unhealthy foods.

Summary

Mother needs food, and three of her little pigs decide to help. At the market, the pigs buy bread and roast beef. While they are at the market, they ask the baker to make Baby Pig a cake. They then go home where they all eat sandwiches and cake.

Materials

- *Los cochinitos* script booklets
- *Los cochinitos* character patterns (pages 77–82 or Teacher Resource CD) copied on cardstock and worn as necklaces, headbands, or hats (see pages 21–22)
- copies of the Take-Home Script (Teacher Resource CD)
- *PowerPoint* slide show (Teacher Resource CD)
- transparencies of "Los cochinitos" and "Palmas, palmitas" (or Teacher Resource CD)
- *Los cochinitos* Script Lines (Teacher Resource CD)
- Performance CD and CD player or computer with a CD drive and speakers
- chart paper
- marker

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Introduce the Nursery Rhymes

"Este cochinito"

1. Ask students if they have brothers and sisters and how they are the same and different. Allow students to share about their families.
2. Tell students that they will listen to a nursery rhyme about a family of pigs. Tell students that the poem tells something unique or different about each pig. Have students listen for what is unique about each pig as you read the poem to them.
3. Display the transparency of the rhyme "Este cochinito." Introduce the nursery rhyme to students by playing the recording of the poem from the Performance CD several times.
4. Share a finger play with students to help them remember the nursery rhyme. Have students hold up and wiggle the following fingers as they say each of the following lines:

First pig—thumb	Este cochinito fue al mercado.
Second pig—index finger	Este cochinito se quedó en casa.
Third pig—middle finger	Este cochinito comió rosbif.
Fourth pig—ring finger	Este cochinito no comió nada.
Fifth pig—pinkie finger	Este cochinito gritó —Whee, whee, whee, whee, whee—todo el viaje hacia la casa.

"Palmas, palmitas"

1. Tell students that the nursery rhyme you will read is about a dessert. Ask students to tell about their favorite kind of dessert. Allow each child to share his or her favorite dessert.
2. Display the transparency of the rhyme "Palmas, palmitas". Introduce the nursery rhyme to students by playing the recording of the poem from the Performance CD several times. Ask students to listen for the dessert in this nursery rhyme.
3. Tell students this nursery rhyme also has hand motions. Ask if anyone knows hand motions that go with this nursery rhyme. Allow students to share those they know. If nobody knows motions, teach some motions to the class.

Reading the Script

1. Display the cover of the reader's theater script *Los cochinitos*. Point to the name of the book and read it aloud to students. Point to the author's name. Tell students that the *autor* is the person who wrote the story. Read the author's name to students. Have students use the illustration on the cover to make predictions about the story. Allow several students to share their thoughts and ideas. Read the entire script of *Los cochinitos* aloud to students.

2. Write the key vocabulary words on the board. (These words are in the glossary on page 16 of the reader's theater script. You may wish to display the *PowerPoint* of this page from the Teacher Resource CD.) Ask students if they know what each word means. Guide students' responses or provide an accurate definition. Once a good definition has been established, have several students use the word in a sentence. This helps put the word in context, especially for students who are just learning the word.

3. Provide students with a copy of the script (or display the *PowerPoint*) and have them follow along as you play the recording from the Performance CD. Encourage them to listen for the use of proper tone and expression in the characters' voices.

4. Assign parts to students using the Assigning Roles chart (page 73). To ensure that each student can participate, assign multiple students to each role. After assigning roles to your students, chorally read the script. (Use the *PowerPoint*, as desired.) Remind students to use proper voice, tone, and expression. Model how to do this if necessary.

5. Provide students practice in pausing after commas using the Meeting the Fluency Objective part of the lesson (page 74).

6. Introduce students to making healthy food choices. See the Content-Area Connection—Health (page 75). Discuss with students the various food groups and have them create a healthy meal.

7. Divide your class according to role assignments. Have each group spend time reading their character's lines together. Students can read their parts chorally along with the CD recording in their performance groups. Provide copies of the Take-Home Script to students. Have students highlight their parts in their copies of the Take-Home Scripts. Encourage students to practice their parts at home with an adult.

Differentiation Support

Ensure students know that *cochinito* is a cute name for pig. Review any unknown vocabulary words such as *mercado* and *rosbif*. If possible, bring roast beef as a class treat. Be sure to check for food allergies or other restrictions prior to having students sample food.

Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels, so they can focus on accuracy, expression, and reading rate. If a student reads a text that is too difficult, too much attention is focused on sounding out words instead of fluency.

This script has six roles. The chart below lists the details of each role. Consider the number of lines, the number of words, and especially the number of unique words to match your students to roles.

Cochinito 1: Level 0.0	**Cochinito 2:** Level 0.0
(10 lines; 2 shared lines; 35 words; 25 unique words) Yo voy a ayudar. Sí, yo voy. Regresamos pronto. Adiós. (with All) Aquí estamos en el mercado. Aquí está el pan. Sí, por favor, para Bebé Cochinito. Compramos rosbif y pan. Compramos rosbif y pan. ¡Mmmm mmmm! (with All)	*(6 lines; 3 shared lines; 16 words; 13 unique words)* Yo no. Yo voy a quedarme en casa. Adiós. (with All) Tengo hambre. Aquí vienen. ¡Mmmm! (with Madre Cochinita) ¡Mmmm, mmmm! (with All)
Cochinito 3: Level 0.0	**Cochinito 4:** Level 0.0
(10 lines; 2 shared lines; 37 words; 25 unique words) Quiero rosbif. Adiós. (with All) Aquí está el rosbif. Aquí está el panadero. ¿Nos hará un pastel? Ese es un buen pastel. "B" es para Bebé. Vamos a estar en casa pronto. Compramos un pastel para Bebé. ¡Mmmm, mmmm! (with All)	*(6 lines; 2 shared lines; 13 words; 3 unique words)* Buaa, buaa. Adiós. (with All) Buaa, buaa. ¡Buaa, buaa, buaa! Buaa, buaa, buaa. ¡Mmmm, mmmm! (with All)
Cochinito 5: Level 0.0	**Madre Cochinita:** Level 0.0
(10 lines; 2 shared lines; 35 words; 26 unique words) Yo voy a ir, también. Vamos a divertirnos. Adiós. (with All) ¡Whee, whee, whee! Esto es divertido. Él hace pasteles. Tiene una "B". Ya vamos a casa. ¡Compramos un pastel! ¡Whee, whee, whee! Estoy feliz. ¡Mmmm, mmmm! (with All)	*(9 lines; 3 shared lines; 25 words; 22 unique words)* Nosotros necesitamos comida. ¿Irás al mercado? Compren pan también. Adiós. (with All) Yo también. ¡Mmmm! (with Cochinito 2) Aquí hay sándwiches para nosotros. Ya pueden comer el pastel. ¡Mmmm, mmmm! (with All)

Differentiation Support

In the script, there are five pigs and a mother pig who are all at home. Then, some of the pigs go to the market and some stay home. Write the name of each pig on the board. Then read script pages 5–8 with students. Help students determine which pigs go to the market and which ones stay home. Point out the words in the script that tell which pigs go to the market and which pigs stay home.
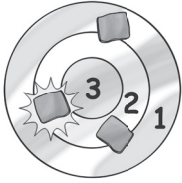
Meeting the Fluency Objective

1. Write a comma on the board. Tell students that it is a comma and that it tells us when to pause, or take a short breath, as we read. Commas separate words and ideas and make the story easier to follow. Authors use commas to help us know how to read the story. The author can put a comma or commas in a sentence to show expression.

2. Write the following on the board:

   ¡María ven aquí!

   María, ¡ven aquí!

   Read the lines above aloud to students. Have students vote with thumbs up or down to indicate which sentence they preferred. Ask students to tell about the differences between the two sentences. Have students practice reading both sets of lines aloud with you.

3. Write the following lines from the script on the board, or display the *Los cochinitos* Script Lines (available on the Teacher Resource CD).

Cochinito 1:	Sí, yo voy.
Cochinito 5:	Yo voy a ir también.
Cochinito 4:	Buaa, buaa.
Cochinito 5:	¡Whee, whee, whee!
Cochinito 2:	Sí, por favor, para Bebé Cochinito.
Madre Cochinita:	Yo también.

   Each of these lines has at least one comma in it. Demonstrate how to read the sentences by modeling how to pause at the commas in order to show expression with voices.

4. Ask students to practice reading the sentences from step 3 using the proper pausing and expression. Have pairs of students work together to practice reading the sentences from step 2 to each other using proper intonation. Have students rate their partners on whether the line was read correctly. They can give a thumbs-up or thumbs-down.

5. Have students break into their rehearsal groups to practice reading the script. Ask them to listen to all members' performances, being sure that everyone uses the punctuation to guide their reading.

Content-Area Connection—Health

Materials

- paper plate
- magazines
- scissors
- glue sticks
- Food Pyramid (Teacher Resource CD)

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1. Display the Food Pyramid from the Teacher Resource CD. Point to and name the various categories of food on the pyramid.

2. Discuss the shape of the food pyramid. Point out the food groups that have a larger section on the pyramid. Point out the food groups that have smaller sections on the pyramid. Discuss what the size of the group tells us about the foods in each section. Should we eat more or less of them? Share with students that we are to eat more of the foods with larger sections and less of the foods with smaller sections.

3. Have students think of the script *Los cochinitos*. Ask students what foods the pigs buy at the market. Have students identify the food groups in which *rosbif, pan*, and *pastel* belong. Discuss which of the foods that the piggies buy should be eaten more often or less often.

4. Tell students you are going to name a food. They must identify the food group to which it belongs. Name foods from the following Food Word Bank. Help students to name the correct food group for each item.

Food Word Bank	
brócoli	uvas
manzana	helado
pavo	leche
yogur	lechuga
tortilla	fresas
pollo	pan
zanahoria	guisantes
queso	mantequilla

5. Provide each student with a paper plate, magazines, glue stick, and scissors. Tell students to think about the Food Pyramid and create a meal of healthy foods. Have students cut out pictures of food from the magazines and glue them onto their paper plates.

6. Have students write about their meals or take dictation about their meals.

7. Display the paper plate meals and student writing on a bulletin board titled "Tomamos decisiones saludables".

Fine Arts Connection

1. Display the transparency of the nursery rhyme "Este cochinito" and play the recording of the song for students. Run your fingers under the words as they are sung. Display the transparency of the nursery rhyme "Pat-a-Cake." Students should act out the traditional rhyme with hand motions and pretend they are baking a cake as fast as they can. Have students try to memorize both songs and sing them with the instrumental tracks.

2. Divide students into groups of five. Each student will be a part of the traditional nursery rhyme "Este cochinito." Practice the rhyme with students until they have memorized it. Each student should also practice his or her part of the rhyme, and then make up an action for that part. For example, the first student will say "Este cochinito fue al mercado." while pointing at himself or herself, and pretending to walk out the door. Have each group practice and perform for the rest of the class.
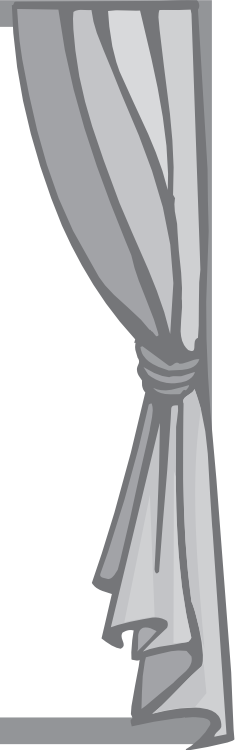
Performance CD	
Description	**Track**
Poem: "Este cochinito"	Volume II, Track 01
Poem: "Palmas, palmitas"	Volume II, Track 02
Script Reading	Volume II, Track 03
Song: "Este cochinito"	Volume II, Track 04
Song: "Palmas, palmitas"	Volume II, Track 05

Teacher Resource CD	
Description	**Filename**
Los cochinitos Character Patterns	character_Los cochinitos.pdf
Take-Home Script: *Los cochinitos*	THS_Los cochinitos.pdf
PowerPoint: *Los cochinitos*	PP_Los cochinitos.ppt
Los cochinitos Script Lines	Los cochinitos Script Lines.pdf
Transparency: "Este cochinito"	rhyme_Este cochinito.pdf
Transparency: "Palmas, palmitas"	rhyme_Palmas, palmitas.pdf
Food Pyramid	Food Pyramid.pdf

Los cochinitos

"Este cochinito"
y "Palmas, palmitas"

Sharon Coan

Los cochinitos

"Este cochinito" y "Palmas, palmitas"

Sharon Coan

Personajes

Madre Cochinita

Cochinito 1

Cochinito 2

Cochinito 3

Cochinito 4

Cochinito 5

Escenario

En el mercado y en la casa de los cochinitos
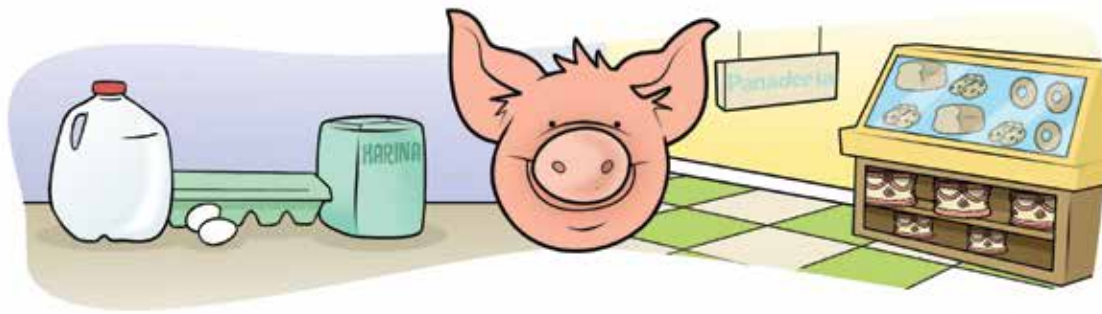
Poemas

Este cochinito

Este cochinito fue al mercado.
Este cochinito se quedó en casa.

Este cochinito comió rosbif.
Este cochinito no comió nada.

Este cochinito gritó,
—¡Whee, whee, whee!—
Todo el viaje hacia la casa.

Palmas, palmitas

¡Palmas, palmitas, panadero!
Hornéame un pastel muy ligero.
Estira, moldea y ponle una "B".
Y mételo en el horno para mí y Bebé.
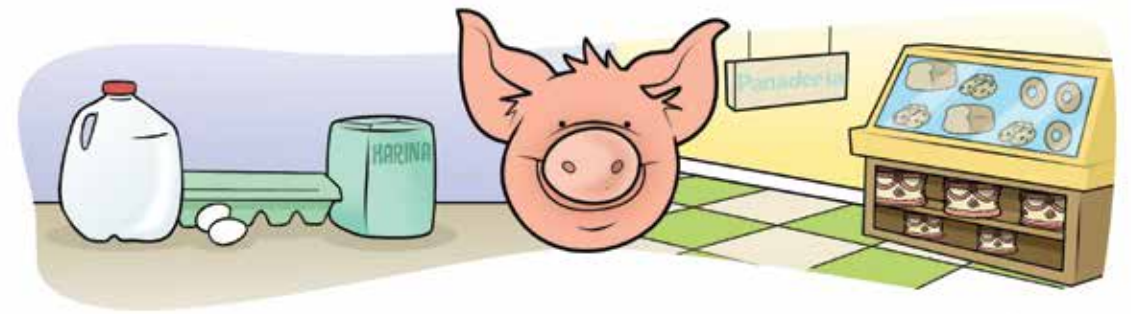
Acto 1

Nosotros necesitamos comida.

Yo voy a ayudar.

¿Irás al mercado?

Sí, yo voy.
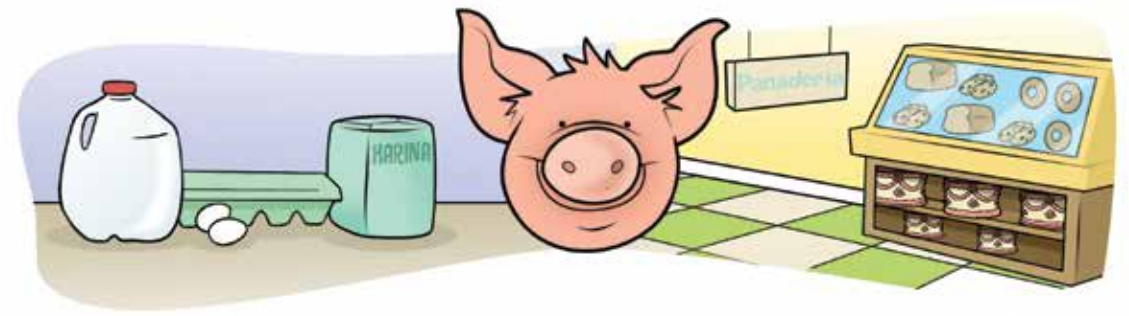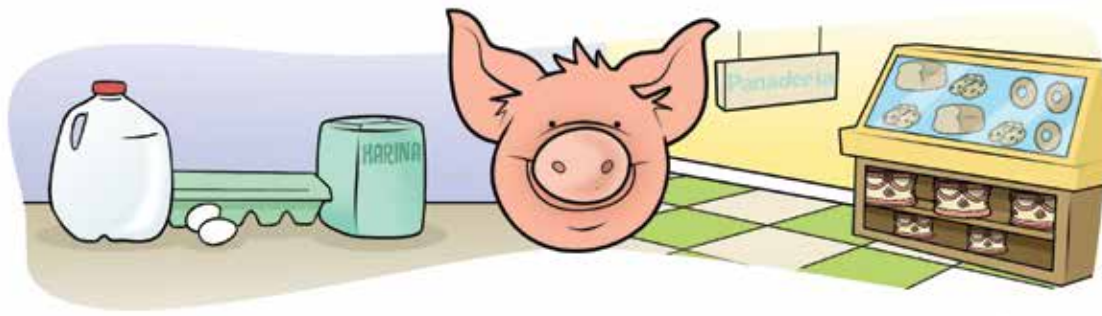
Yo voy a ir también.

Yo no. Yo voy a quedarme en casa.

Quiero rosbif.

Buaa, buaa.

Compren pan también.

Regresamos pronto.

Vamos a divertirnos.
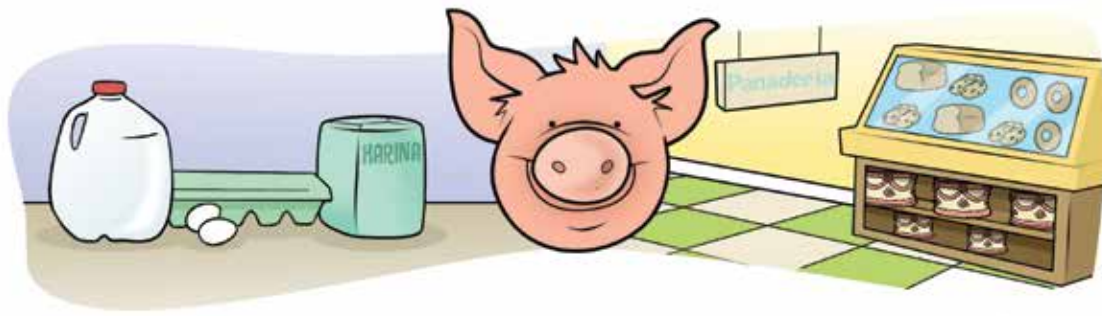
Adiós.

Acto 2

1 Aquí estamos en el mercado.

3 Aquí está el rosbif.

1 Aquí está el pan.

5 ¡Whee, whee, whee! Esto es divertido.
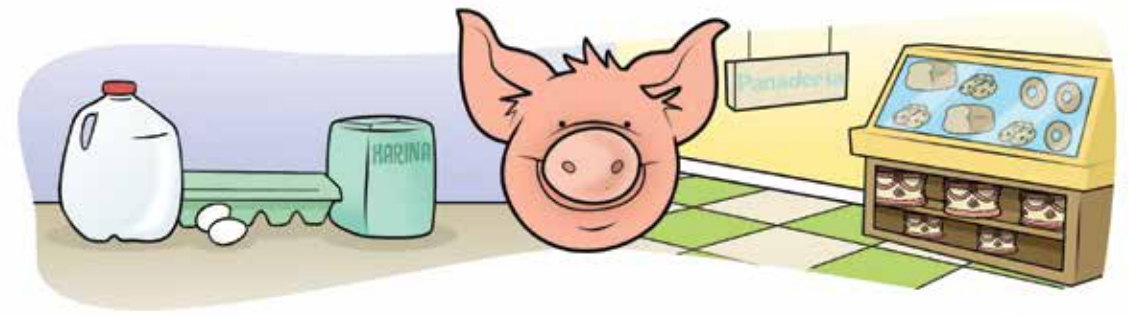
3 Aquí está el panadero.

5 Él hace pasteles.

3 ¿Nos hará un pastel?

1 Sí, por favor, para Bebé Cochinito.
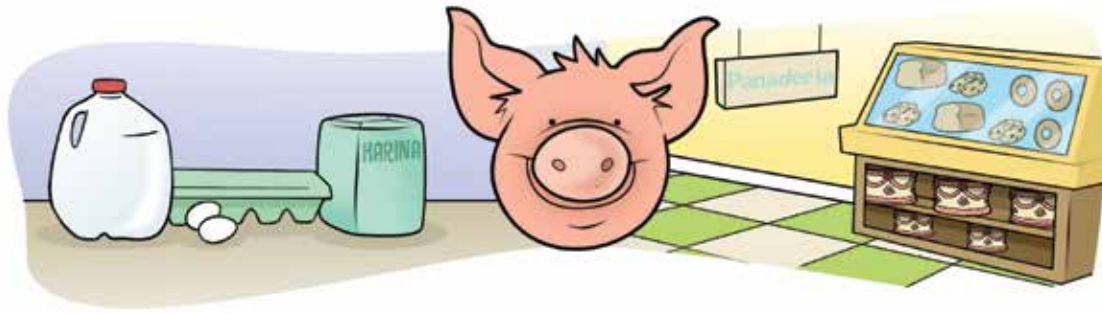
Ese es un buen pastel.

Tiene una "B".

"B" es para Bebé.

Ya vamos a casa.

Acto 3
(de regreso a casa)

Compramos rosbif y pan.

¡Compramos un pastel!

Vamos a estar en casa muy pronto.

¡Whee, whee, whee! Estoy feliz.
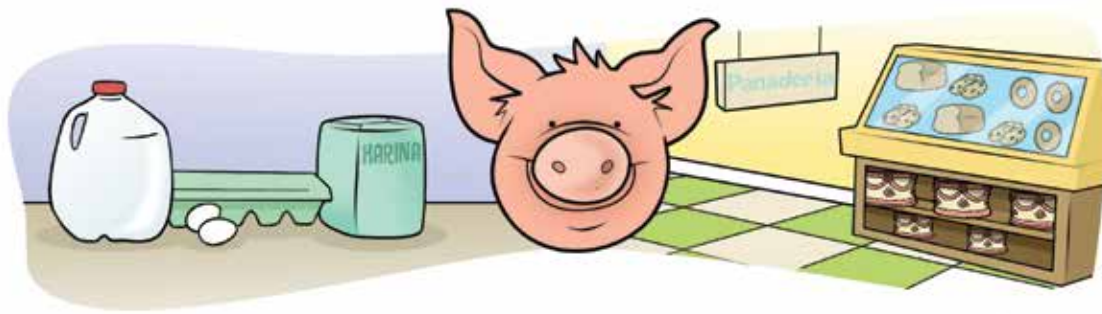
Acto 4

 Tengo hambre.

 Yo también.

 Buaa, buaa.

 Aquí vienen.

 Compramos rosbif y pan.

 Compramos un pastel para Bebé.

  ¡Mmmm!

 ¡Buaa, buaa, buaa!
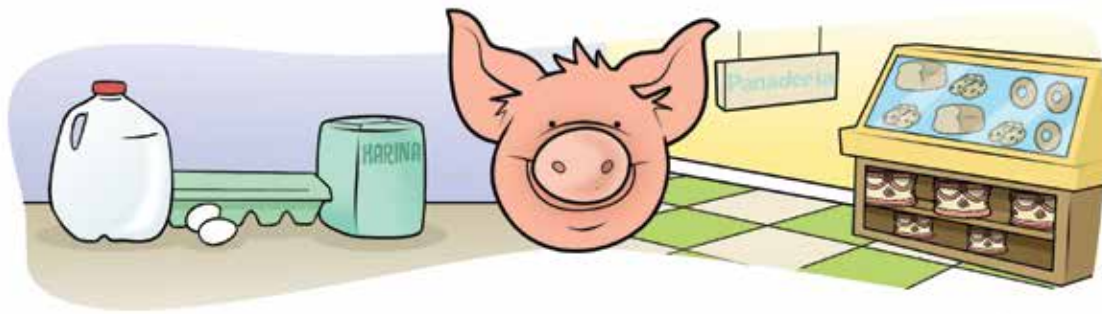
Aquí hay sándwiches para nosotros.

Buaa, buaa, buaa.

Ya pueden comer el pastel.

¡Mmmm, mmmm!

🎵 Canciones 🎵

Este cochinito

Este cochinito fue al mercado.
Este cochinito se quedó en casa.

Este cochinito comió rosbif.
Este cochinito no comió nada.

Este cochinito gritó,
—¡Whee, whee, whee!—
Todo el viaje hacia la casa.

Palmas, palmitas

¡Palmas, palmitas, panadero!

Hornéame un pastel muy ligero.

Estira, moldea y ponle una "B".

Y mételo en el horno para mí y Bebé.
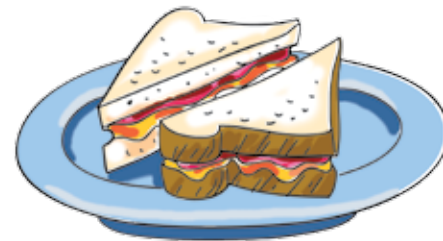
Glosario

mercado
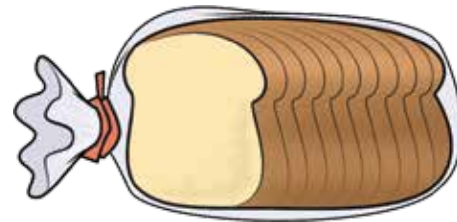
pan

rosbif

sándwich

" **Thank you for helping us create a world in which children love to learn!** *"*