

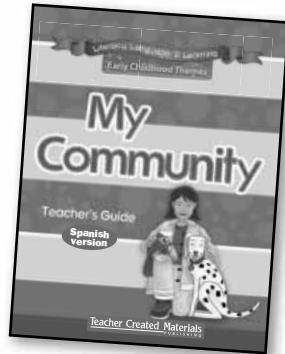
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Introduction

Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *My Community Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and



phonics, math, social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting places around the community. They are bright and colorful and give the children images to which they can relate concepts about the community as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness and phonics, and building knowledge and comprehension.



Introduction *(cont.)*

The three books included in this kit provide the literature foundation for the theme. The concept book, *Puedo hacer cualquier cosa*, is used to introduce the unit and provide pictorial support for the children’s understanding of people and places in a community. A wordless photo book, *Mi comunidad*, helps develop the children’s oral language as they discuss and create a story that shows the typical places and people that are part of a community. A book created around the traditional nursery rhyme “Vieja madre Hubbard” provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged “lap size” book for teacher read-aloud as children gather around for storytime and other learning activities.



The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *Puedo hacer cualquier cosa* and the traditional rhyme book *Vieja madre Hubbard*.

The Teacher Resource CD included in the back of this Teacher’s Guide provides a variety of features to supplement the lessons: all patterns from this Teacher’s Guide (pages 82–104) in both color and black-and-white; the vocabulary word cards from this Teacher’s Guide (pages 105–106) in both color and black-and-white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher’s Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



I'm a Mail Carrier



- *oficina de correos* vocabulary concept card
- Post Office Picture Cards (p. 101)
- “Quisiera escribir una carta” song (p. 78)
- empty shoe boxes

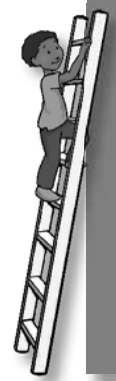
Procedure:

- 1 Gather children together on the rug or in their chairs.
- 2 Display the *oficina de correos* vocabulary concept card. Allow children to share their experiences with the post office, sending and receiving mail, etc.
- 3 Show children the Post Office Picture Cards. Explain that these pictures show items that can be found at a post office.
- 4 Teach children the song “Quisiera escribir una carta.” Sing the song several times until children are comfortable with the words.
- 5 Discuss the special things mail carriers do every day. Emphasize that even though they drive mail trucks, they often walk to houses and buildings to deliver mail and heavy packages.
- 6 Remind children how important daily exercise is. Ask children if they think mail carriers exercise while at work. Encourage them to explain their answers.

- 7 Tell children that they will be taking a walk around the school to deliver some packages. Have children line up at the door. Give each child an empty box to carry and deliver the boxes to other classes.
- 8 Remind children to be respectful of other classes. You may want to leave the packages at the door of the classrooms to avoid disrupting other teachers and children.



Refer to the Audio CD track #3.



Extension

Have children make boxes, envelopes, and/or create postcards using a variety of art supplies. Allow children to “deliver” these items to friends in the class.

My Community Songs (cont.)

.....

Quisiera escribir una carta

(cantada al ritmo de "Tanto más nos juntamos")

Escribo una carta, una carta, una carta.

Escribo una carta

Y te la mando a ti.

Pego la estampilla, estampilla, estampilla.

Pego la estampilla,

Mi carta para ti.

La llevo al buzón, al buzón, al buzón.

La llevo al buzón

Y te la mando a ti.

El cartero la llevará,
la llevará, la llevará.

El cartero la llevará

Y te la dará a ti.

Abrirás mi carta,
mi carta, mi carta.

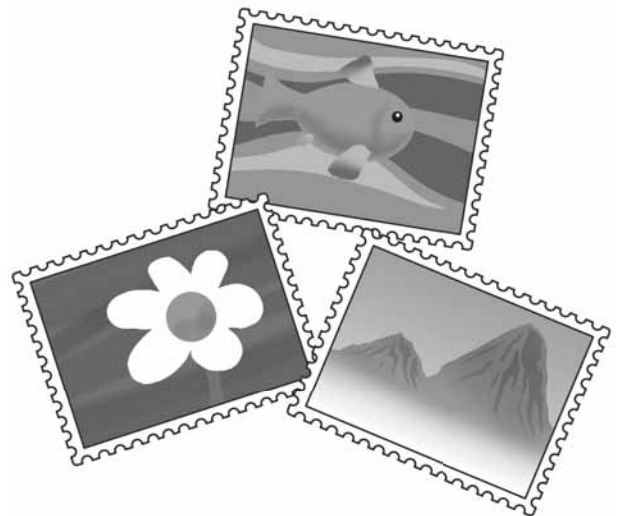
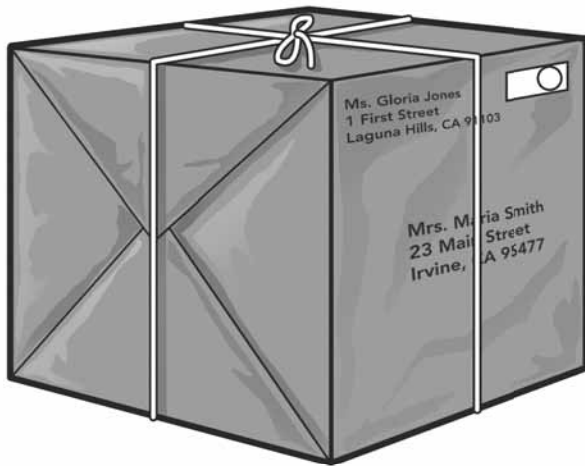
Abrirás mi carta

¡Y me darás una a mí!



Post Office Picture Cards

Use this pattern with the lesson on page 66.



Puedo ser una escritora
que escribe los libros
que lees.



oficina de correos



Podemos enviar una carta en la oficina de correos.

oficina de correos



Connecting Pieces: Activating Prior Knowledge

Gather children on the rug. Tell them that you are going to talk about a special place called the *oficina de correos*. Ask children whether they have been to the *oficina de correos*. Ask them to name the types of things people do there. Allow children to share their ideas and experiences. Point to the words *oficina de correos* at the top of card and read them aloud. Ask children to read the words along with you. Encourage children to share what they see in the picture. Ask children whether they have ever mailed a letter or received a letter or a package. Ask if they have ever seen a mailman place mail in their mailboxes. "¿Han visto a un cartero poner correo en sus buzones?"



Building Blocks: Phonemic Awareness and Phonics

Read the words *oficina de correos* aloud as you point to them. Ask children to repeat the words. Ask children to name the first letter in the word *oficina*. (Point to the *o* as you ask the question.) If necessary, tell children that it begins with the letter *o*. Model how to make the /o/ sound and encourage them to practice the /o/ sound with you. Ask if anyone can think of another word that begins with the /o/ sound, such as *oso* (bear), *ola* (wave), *oído* (ear). Sound out each word that children name and tell them to clap when they hear the /o/ sound.



New Ideas: Building Knowledge and Comprehension

Gather children together on the rug. Show children the picture on the card, and have them share what they have learned about the post office. Ask children what the purpose of the post office is. "¿Cuál es el propósito de la oficina de correos? ¿Sabes lo que hace un cartero?" If necessary, remind children that the purpose of the post office is to send and pick up letters and packages. You may wish to show children letters and/or packages complete with addresses and stamps. Next, model how to use the words *oficina de correos* in a sentence. For example, you can tell children that you purchased stamps at the post office. "Compré estampillas en la *oficina de correos*". Have each child work with a partner to create a sentence and draw a picture that illustrates the sentence.