

Sample Pages from

TCM 15149 Early Childhood Themes: Los sentimientos



The following sample pages are included in this download:

- Teacher's Guide: Front Cover, Table of Contents, Menu of Lesson Choices, lesson plan, pattern page, and song lyrics
- Vocabulary Concept Card
- *Me pongo mis sentimientos* book

Find our sample audio and Interactiv-eBook links for this product at <http://www.teachercreatedmaterials.com>.

For correlations to Common Core and State Standards, please visit <http://www.teachercreatedmaterials.com/correlations>.

Literacy, Language, & Learning

Los sentimientos

Teacher's Guide

Spanish
version



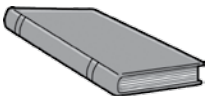












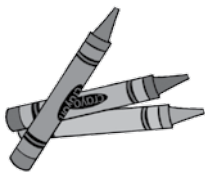
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Menu of Lesson Choices

	Day 1	Day 2
Literacy 	Feelings Stories—Introduce the book <i>Los sentimientos</i> ; Create and write stories about what may cause the feelings experienced by children in the book. (p. 41) 	Expressing Excitement—Introduce the emocionada vocabulary concept card ; Create a list of exciting statements. Read the list with expression. (p. 42) 
Phonemic Awareness and Phonics 	Same Number of Syllables—Introduce the felices vocabulary concept card ; Count syllables in words. Determine which words have the same number of syllables as <i>felices</i> . (p. 46)	Rhymes with Sad—Introduce the triste vocabulary concept card ; Brainstorm and spell words that rhyme with <i>sad</i> . (p. 47) 
Math 	When I'm Loved—Introduce the amada vocabulary concept card ; Discuss a symbol that represents love and order it by size. (p. 51) 	No Longer Scared—Introduce the asustado vocabulary concept card ; Learn to make scary objects go away by using subtraction. (p. 52)
Social Studies 	Searching for a Surprise—Introduce the sorprendido vocabulary concept card ; Use a map of the school to search for a surprise. (p. 56)	My Time Line—Learn about sequential order as you order happy events in your life. (p. 57)
Science 	Feelings About Weather—Learn vocabulary for different types of weather. Discuss how weather makes you feel. (p. 61) 	My Body Shows Feelings—Name body parts and their responses to feelings. Learn how our bodies respond to feelings. (p. 62)
Music and Movement 	Expressions of Anger—Introduce the enojada vocabulary concept card ; Brainstorm and act out angry movements. (p. 66) 	How Did I Feel?—Act out a story about an event that caused a feeling. Allow classmates to guess the feeling. (p. 67) 
Art 	Proud of My Work—Introduce the orgullosa vocabulary concept card ; Learn what it means to take pride in your work. Create artwork in which you feel pride. (p. 71)	Colors and Feelings—Look at picture books to see how color is used to express feeling. Use color knowledge to create feeling pictures. (p. 72)

Menu of Lesson Choices *(cont.)*

Day 3	Day 4	Day 5
<p>Singing a Happy Song—Introduce <i>Cada vez que estoy feliz</i> book; Sing and create new actions for the song. (p. 43)</p> 	<p>A Feelings Book—Talk about how feelings are seen on faces. Draw pictures expressing how people feel to create a feelings book. (p. 44)</p>	<p>How I Feel—Discuss how events make you feel. Draw a picture of how you feel and write about events that cause that feeling. (p. 45)</p>
<p>Wearing Rhymes—Introduce the book <i>Me pongo mis sentimientos</i>; Find rhyming words in story. (p. 48)</p> 	<p>Find the Feeling—Blend and say words. Think about how the blended words make you feel. (p. 49)</p>	<p>Does It Belong?—Listen to and say words. Identify the word with a different beginning sound. (p. 50)</p>
<p>Time for Feelings—Discuss how certain activities are done at specific times in the day. (p. 53)</p>	<p>Happy and Sad Patterns—Use pictures of happy and sad faces to create and label patterns. (p. 54)</p> 	<p>Graph How You'd Feel—Ask and respond to questions about various situations. Record the responses on a feeling graph. Discuss graph results. (p. 55)</p>
<p>Happy Earth, Sad Earth—Brainstorm ways to take care of Earth and activities that hurt Earth. Draw pictures of ways to keep Earth happy. (p. 58)</p> 	<p>I Feel—Discuss how feelings can be different day to day or even morning to night. (p. 59)</p>	<p>Rules Help Us Feel Good—Learn about rules and their purpose. Discover how you feel when rules are and are not followed. (p. 60)</p>
<p>Feeling Safe—Learn what to do in scary situations such as fire drills and emergencies. Practice activities for staying safe in a scary situation. (p. 63)</p>	<p>Keeping Plants Happy—Discuss what children need to grow and stay healthy. Compare this to what plants need to stay healthy. Help take care of class plant. (p. 64)</p>	<p>What Living Things Do—Collect nonliving objects and compare them to living things. (p. 65)</p>
<p>How Emotions Feel—Learn a song about emotions. Change emotions in the song and sing as though you are feeling the new emotion. (p. 68)</p> 	<p>Rapping About Emotions—Create emotion stick puppets. Use sticks to rap to the emotion song. Show the correct puppet at the appropriate place in the song. (p. 69)</p> 	<p>Happy Song and Dance—Learn a song about being happy. Dance and make up actions to go along with the song. (p. 70)</p> 
<p>Feeling Masks—Select two feelings and create a mask using both sides of a paper plate to show the feelings. (p. 73)</p>	<p>A Happy Friend—Create a puppet. Use the puppet to act out the song <i>Cada vez que estoy feliz</i>. (p. 74)</p> 	<p>A Special Surprise—Create a placemat to be given to a family member as a special surprise gift. (p. 75)</p>

Rapping About Emotions



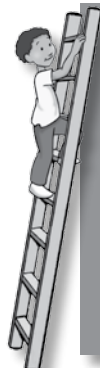
- Emotion Faces (p. 99)
- “Rap de la emoción” song (p. 79)
- scissors
- crayons or markers
- large craft sticks (2 for each child)
- glue

Procedure

- 1 Prior to the lesson, prepare copies of Emotion Faces. There should be enough faces copied and cut apart for each child to have two faces.
- 2 Gather children together on the rug or in their chairs.
- 3 Show children Emotion Faces.
 - Ask them to identify each expression.
 - Have children make the expressions with their faces and bodies.
- 4 Distribute two faces to children.
 - Have them color the faces.
 - When children have finished coloring, give them two craft sticks.
 - Have children glue their faces to the tops of the sticks.
 - Write their names on the craft sticks.
 - Set sticks aside to dry.
- 5 Teach children the “Rap de la emoción” song.
 - Encourage children to express the emotions in the rap.
 - Explain to children that *estar genial* means they are feeling really great.
- 6 When the stick puppets have dried, allow children to reclaim the puppets they made and gather together on the rug.
- 7 Teach children to hold the sticks near the puppets' heads and tap the sticks on the ground.
 - Encourage children to tap their sticks in rhythm as they sing the rap together.
 - When you reach the section naming the emotions, have children raise their puppets when they match the emotions being sung.
 - Have children exchange puppets with a friend and sing the song again.



Refer to the Audio CD track #4



Extension

Collect puppets and make them available at a center, as well as other stories and songs. Encourage children to use puppets to act out the stories and songs.



Emotion Faces

Use these pictures with lesson on page 69.



Feelings Songs *(cont.)*

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Rap de la emoción

(Canción original)

Letra de Evelyn Garcia

Bate las palmas, golpea los pies.
Es hora de cantar otra vez.

E-mo-ción. ¿Cuál es la cuestión?
E-mo-ción. ¡Es mi sensación!
E-mo-ción. Lo siento real.
E-mo-ción. ¡Me hace chillar!



Puedo estar triste. Feliz puedo estar.
Puedo tener miedo. Me puedo enojar.
Puedo estar genial y me puedo cansar.
Son todos sentimientos que puedo notar.

E-mo-ción. ¡Qué bien sentirse así!
E-mo-ción. Puede ir y venir.
E-mo-ción. ¡Ey!, ¿qué me cuentas?
E-mo-ción. ¿Cómo lo llevas?

triste

A close-up photograph of a young girl with dark hair, looking down with a sad expression. She is holding a white thermometer in her mouth. Her right hand is raised to her forehead, partially covering her eyes. She is wearing a blue, textured sweater over a purple shirt. The background is plain white.

Esta niña se siente triste
de que está enferma.

triste



Connecting Pieces: Activating Prior Knowledge

- Show the front of the card to children. Have them identify the girl's feeling and brainstorm reasons why she may feel sad. Ask children to think of times they have felt sad.
- Draw a line down the middle of a sheet of chart paper. Make a list of the causes of sadness on one side. Ask children to brainstorm things they can do when they feel sad to help them feel better. Write their ideas on the other side of the chart paper. Help children understand that everyone feels sad at times, but when they are sad there are things they can do to feel better.



Building Blocks: Phonemic Awareness

- Have children look at the word *triste* on the card. Read the word slowly, and emphasize the /s/ sound in the middle of the word. Ask children to read the word and emphasize the /s/ sound. Point to the letter *s*, and tell children that this letter makes the /s/ sound. Ask children to say the /s/ sound. Tell children that you will say some words and they need to decide whether each word has the /s/ sound. Tell them to stand up if they hear the /s/ sound in the word. Use the following words:

sal (yes)	rico (no)
cama (no)	sonrisa (yes)
silla (yes)	saltar (yes)
foco (no)	salsa (yes)



New Ideas: Building Knowledge and Comprehension

Most fairy tales end with the phrase, "...y vivieron felices para siempre." Discuss familiar fairy tales to determine what makes the ending a happy one. Help children recreate the stories so they have a sad ending. For example, the glass slipper broke before Cinderella could try it on so she and the prince never got married. Or, the big bad wolf ate the three little pigs and then had a very bad stomachache. Compare the sad versions with the original versions and discuss why the happy endings make the stories better.

Me pongo mis sentimientos



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Para el maestro o padre

Este libro le permite tener una experiencia maravillosa con niños que apenas están aprendiendo a leer. La fuerte conexión entre imágenes y palabras ayuda a los lectores a comprender el contenido. Los lectores también podrán hacer predicciones acerca del texto basándose en las imágenes y la estructura general del libro. ¡Este libro es una excelente herramienta para fortalecer la confianza que los lectores nuevos necesitan para embarcarse en las aventuras que les esperan mientras leen!

Para ampliar esta experiencia mientras leen, realice una o más de las siguientes actividades:

1. A medida que leen cada página, conversen acerca de los sentimientos que muestran los niños en el libro, y analicen las razones posibles por las que se sienten así.
2. Relean la historia, deteniéndose después de cada página. Haga que el niño actúe los diferentes sentimientos que se mencionan en el libro.
3. Hable con el niño acerca de por qué es importante conversar de sus sentimientos.
4. Haga que el niño anote sus sentimientos en un diario. Haga que cada día dibuje su cara enfatizando su estado de ánimo. Después de hacer cada dibujo, converse con el niño acerca de lo que siente y por qué.
5. Anime al niño a dibujar o actuar un sentimiento que no se encuentre en este libro.



Me pongo mis sentimientos



Dona Herweck Rice

En cada día,
lugar y momento,



me pongo en la cara
mis sentimientos.



Me pongo una mueca cuando estoy apenado.



Me pongo un mohín cuando estoy enojado.



Me pongo un bostezo
si estoy fastidiada.



Me pongo un puchero
si soy ignorada.



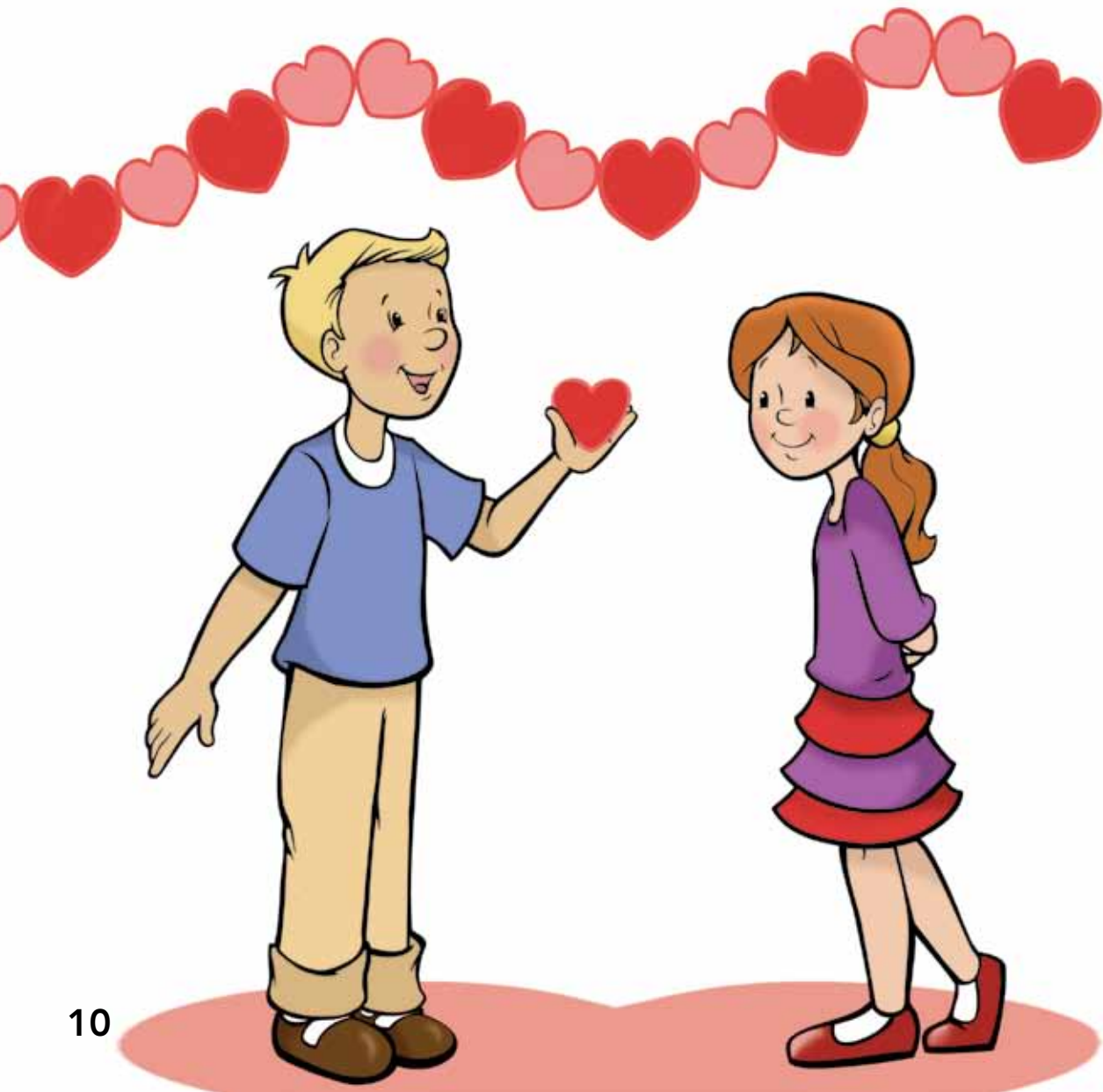
Me pongo cejas altas
si algo me atemoriza.



Me pongo dos hoyuelos
cuando estoy agradecida.



Me pongo la cara roja
si me muero de vergüenza.



¡Y me pongo ojos grandes
si me llevo una sorpresa!



Me pongo ojos pequeños cuando estoy receloso.



Me pongo la lengua afuera cuando estoy ambicioso.



Me pongo una sonrisa
cuando estoy emocionada.



Me pongo una boca abierta
con mi cerebro activado.

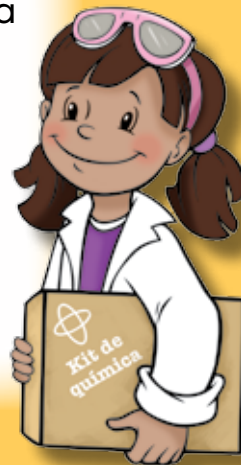


Me pongo una gran risa
cuando estoy contento.
¡Y me pongo una más
grande cuando feliz me
siento!



Me pongo mis sentimientos

La mayoría de la gente se “pone” los sentimientos en la cara. También se los ponen en sus cuerpos. ¿Dónde te pones tus sentimientos? Echa una mirada para encontrar qué sentimientos pueden verse en este libro.



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