¡Yo aprendo! 2nd Edition

Lessons and Activities

Level PreK-K

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¡Yo aprendo!

PK–K

Management & Assessment Guide



TCM Teacher Created Materials

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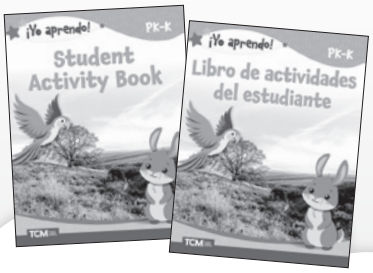
What's Included



Read-Aloud Books

Engage readers with thematic books that reflect diverse characters, experiences, and settings. Two copies of each book are included in both English and Spanish.



Student Activity Books

Provide opportunities for students to practice skills and express their ideas creatively. One English and one Spanish version is included.



Vocabulary Concept Cards

Facilitate the development of oral language and content knowledge with real-life examples and age-appropriate definitions. Cards are included in both English and Spanish.

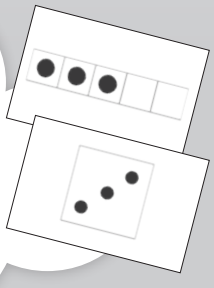
Social Story Posters

Promote the development of social skills and executive functioning through student-friendly scenarios, included in both English and Spanish.

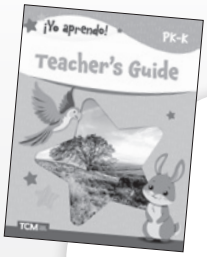


Subitizing Cards

Build foundational number sense and promote automaticity in quantifying numbers with these double-sided cards.







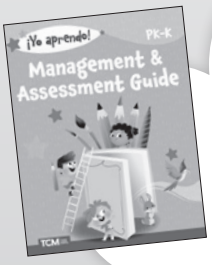
Teacher's Guide

Deliver easy-to-use, research-based daily lessons that include developmentally appropriate learning experiences.

Activity Cards

Provide opportunities for students to apply new skills and vocabulary using pre-printed, visual-forward sets of cards.





Management & Assessment Guide

Explore best practices for promoting efficient and effective early childhood development. Monitor student progress with English and Spanish assessment opportunities.

Digital Learning Resources

Enhance student learning with student videos, read-along ebooks, audio recordings, family engagement letters, and more.



Daily Schedule

This suggested Daily Schedule provides six hours of instruction each day, for a total of 120 instructional hours over four weeks. Use this schedule as a flexible guide, adapting the lesson blocks as needed to fit your daily schedule and district requirements.

Lesson Block	Minutes
Morning Meeting	30
Free Play*	25
Literacy	30
Literacy Explorations	20
Physical Development	20
Phonics	20
Phonological Awareness	15
Teacher-Choice Read-Aloud*	20
Mathematics	45
Social Development	15
Fine Motor Development	15
Science/Social Studies	45
Creative Explorations	30
Music and Movement	15
Closing Circle	15
	360 (6 hours of daily instruction)

*Although the daily lesson plans do not include scripted lessons for Free Play and Teacher-Choice Read-Alouds, these are important pieces of an early childhood classroom. See pages 23–24 for more information on how to implement these important learning experiences.

Listening–Level B

Item	Teacher Script	Answer
1. 	*Circle the seed.*	The student should circle the seed.
2. 	*Circle the thing you use to walk a dog.*	The student should circle the leash.
3. 	*Circle the person who has a kitten.*	The student should circle the person with a kitten.
4. 	*Circle the person who is planting seeds.*	The student should circle the person planting seeds.

Scoring

Record the student's score on the *Assessment Scoring Sheet*.

- If the student answers 3 or 4 items correctly, continue with the Listening—Level C assessment items.
- If the student answers 0, 1, or 2 items correctly, stop the Listening portion of the assessment here. Then, go to the Speaking—Level A section.

Listening–Level B

Item	Teacher Script	Answer
1. 	*Encierra la semilla.*	The student should circle the seed.
2. 	*Encierra la cosa que usas para pasear un perro.*	The student should circle the leash.
3. 	*Encierra a la persona con un gatito.*	The student should circle the person with a kitten.
4. 	*Encierra a la persona que siembra una semilla.*	The student should circle the person planting seeds.

Scoring

Record the student's score on the *Assessment Scoring Sheet*.

- If the student answers 3 or 4 items correctly, continue with the Listening—Level C assessment items.
- If the student answers 0, 1, or 2 items correctly, stop the Listening portion of the assessment here. Then, go to the Speaking—Level A section.

Overview

English Unit Pacing Plan

English

Learning Block	Day 1	Day 2	Day 3	Day 4	Day 5	
Literacy	Discuss the theme and start a KWL chart.	Discuss how animals grow and change while reading *Baby Animals Grow.*	Learn names for baby animals and reread *Baby Animals Grow.*	Discuss concepts of print while reading *Old McDonald Had a Farm.*	Reread and respond to *Old McDonald Had a Farm.*	
Literacy Explorations	Learn how to work in centers.	Small-Group Lesson 1: Place letter manipulatives in alphabetical order.			Small-Group Lesson 2: Create text for the wordless book *Baby Animals Grow.*	
Physical Development	Travel like birds.	Complete animal yoga poses.	Toss and catch balls.	Move and freeze to music.	Travel like birds.	
Phonics	Identify characteristics of letters.	Distinguish between letters and numbers.	Identify characteristics of words.	Identify first and last letters of words.	Practice 1:1 correspondence with words.	
Phonological Awareness	Count phonemes in words.	Identify initial sounds in words.	Identify alliterative sounds.	Identify final sounds in words.	Blend two phonemes.	
Mathematics	Count quantities to 20.	Produce quantities to 20.	Count quantities and identify numbers to 20.	Compare quantities of objects.	Compare quantities of objects.	
Social Development	Discuss and practice listening.	Read and discuss the social story "Listening."	Role-play using the social story "Listening."	Watch a video about and use the phrase *I listen.*	Begin writing social stories.	
Fine Motor Development	Strengthen hand muscles by clipping clothespins.	Develop the hand-eye coordination needed for zipping bags.	Write numbers *0*, *1*, and *2*.	Write numbers *3*, *4*, and *5*.	Practice cutting.	
Science	Identify living and nonliving things.	Identify ways animals meet their needs.	Identify animal body parts.	Learn about animal adaptations.	Observe an animal.	
Creative Explorations	Create artwork with feathers and paint.	Create bird nests.		Create symmetrical butterflies.	Engage in directed drawings of a frog life cycle.	
Music and Movement	Learn "The Way the Eagle Soars."	Add movements to "The Way the Eagle Soars."	Sing "Rainbow Mambo."	Learn "Five Little Frogs."	Add movements to "Five Little Frogs."	

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	Day 6	Day 7	Day 8	Day 9	Day 10	Learning Block
	Make predictions about *Cam and Sam's Colorful Adventure.*	Read and respond to *Cam and Sam's Colorful Adventure.*	Reread *Cam and Sam's Colorful Adventure*, and create prints.	Read the class text for *Baby Animals Grow.*	Complete the KWL chart and discuss essential questions.	**Literacy**
	Small-Group Lesson 2: Create text for the wordless book *Baby Animals Grow.*		Small-Group Lesson 3: Practice letter formation with gel bags.			**Literacy Explorations**
	Move like animals.	Bounce and catch balls.	Play Follow the Leader.	Navigate through an obstacle course.	Use tools to manipulate balloons.	**Physical Development**
	Identify characteristics of sentences.	Understand text directionality and spacing between words.	Follow text using 1:1 correspondence.	Identify first letters of first names.	Identify letters in first names.	**Phonics**
	Identify alliterative sounds.	Produce alliteration.	Blend syllables.	Count the words in sentences.	Manipulate sentences.	**Phonological Awareness**
	Identify and describe shapes.	Manipulate shapes to create pictures.	Identify and manipulate shapes.	Identify and manipulate shapes.	Manipulate shapes.	**Mathematics**
	Learn how to say *I listen* in ASL.	Learn how to say *I listen* in other languages.	Add details to social stories.	Rewatch the video about the phrase *I listen.*	Share social stories.	**Social Development**
	Strengthen hand muscles by clipping clothespins.	Develop the hand-eye coordination needed for zipping.	Draw shapes.	Color using appropriate pressure.	Write numbers 0–5.	**Fine Motor Development**
	Discuss caring for pets.	Learn about veterinarians.	Interpret zoo maps.	Learn about a polar habitat.	Learn about an ocean habitat.	**Science**
	Create fishbowls.	Create clay animals.	Create clay animals.	Create homes for their clay animals.		**Creative Explorations**
	Practice all songs.	Learn "Caring for a Pet."	Add new verses to "Caring for a Pet."	Practice unit songs with movements.	Perform unit songs.	**Music and Movement**

Day 6 Preparation and Materials

Morning Meeting

- **Materials:** *Morning Meeting* routine (page 4)
- **Preparation:** Prepare for students to observe the seeds they planted on Day 1.

Literacy

- **Materials:** copy of *Watching Plants Grow*

Literacy Explorations

- **Materials:** *Interactive Writing* routine (page 5); copy of *Garden Adventure*; sticky notes or sentence strips; tape (if using sentence strips)
- **Preparation:** Ensure that each Literacy Exploration center is prepared.

Physical Development

- **Materials:** *Seed*, *Root*, *Stem*, and *Leaf* vocabulary concept cards

Phonics

- **Materials:** *Blending* routine (page 7); *CVC Match* (page 44 of *Student Activity Book*)

Phonological Awareness

Español

- **Materials:** *Segmenting* routine (page 7)

Mathematics

- **Materials:** *Plant Classification* activity cards 1–15; *Plant Sort* (page 45 of *Student Activity Book*); T-chart
- **Preparation:** Create a blank T-chart on chart paper, the board, or a pocket chart.

Social Development

- **Materials:** *Teach American Sign Language* routine (page 10); *Writing Social Stories* routine (page 11); *Ways to Say I Care* (page 195); "I Care" video; crayons
- **Preparation:** Prepare to share the video. Locate the student-created social story books from Day 5.

Fine Motor Development

- **Materials:** *Letter Mats* (lettermats.pdf); dried beans; clothespins; child-safe tweezers
- **Preparation:** Prepare copies of several *Letter Mats*. You may choose specific letters for students to focus on, or allow students to select from all letters.

Social Studies

- **Materials:** *Introduce Vocabulary* routine (page 6); *Farmer* vocabulary concept card; *Farm to Table* (page 47 of *Student Activity Book*)

Creative Explorations

- **Materials:** a variety of plant parts (e.g., acorns, pinecones, flowers, leaves, pine needles); paint; palettes or paper plates
- **Preparation:** Gather a variety of plant parts. Add paint to palettes or paper plates.

Music and Movement

- **Materials:** "My Garden" audio recording (mygarden.mp3) and lyrics (page 188); "How is Seedling?" audio recording (seedling.mp3) and lyrics (page 193)
- **Preparation:** Prepare to share the audio recordings of the songs.

Closing Circle

- **Materials:** *Closing Circle* routine (page 12); *KWL Chart* routine (page 5)
- **Preparation:** Locate the KWL chart started on Day 1.

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Morning Meeting

30 minutes

whole group

1. Follow the *Morning Meeting* routine.
2. Distribute the seed cups students planted on Day 1. Allow time for students to observe their seeds.
3. Ask students, "How has your plant changed? What parts do you notice?" Discuss the growth of the plants.

Free Play

Free Play is a fundamental part of the *¡Yo aprendo!* day. See page 105 for free play ideas related to this unit.



Literacy

30 minutes

whole group

1. Display the book *Watching Plants Grow* in clear view of students. Read the title aloud as you point to each word. Describe the cover illustration, and ask students what they think the book will be about. Say, "The title and pictures on the cover can help us tell what a book may be about. We can also learn a lot before reading a book by looking at the pictures."
2. Display each page without reading the words, and ask students to describe the illustrations.
3. After viewing a few pages, stop and ask students if their predictions are correct so far. Have students make new predictions based on the illustrations they have seen.
4. Continue with the remainder of the pages, stopping every few pages for students to evaluate and update their predictions.

Literacy Explorations

20 minutes

small groups

centers

Meet with one group to deliver Small-Group Lesson 2 (page 114), while the rest of the students engage in self-chosen centers. For more information about independent learning centers, see page 115.

Phonological Awareness

English

15 minutes



whole group

1. Gather students together, and say, "We are going to count phonemes today. A phoneme is the smallest sound in the words we say."
2. Say, "The word *leaf* has three phonemes: /l/ (touch your shoulder), /ē/ (touch your elbow), /f/ (touch your wrist). Put them together, and what do you get? (Sweep your hand down your arm.) *Leaf*!"
3. Say, "Now hold up a finger for each sound in *leaf*." Repeat the sounds so students can hold up a finger for each sound in the word. Ask, "How many sounds did you hear?" (3) "There are three phonemes in the word *leaf*."
4. Repeat step 3 with the following two- and three-phoneme words, elongating the sounds that can be elongated and encouraging students to count the sounds independently.
   - *seed*—/s/ /ē/ /d/ (3)
   - *bee*—/b/ /ē/ (2)
   - *pot*—/p/ /ŏ/ /t/ (3)
   - *bud*—/b/ /ŭ/ /d/ (3)
   - *sun*—/s/ /ŭ/ /n/ (3)
   - *hoe*—/h/ /ō/ (2)
   - *bean*—/b/ /ē/ /n/ (3)
   - *dirt*—/d/ /er/ /t/ (3)
   - *tool*—/t/ /ū/ /l/ (3)
   - *rake*—/r/ /ā/ /k/ (3)

Phonological Awareness

Español

15 minutes



whole group

1. Gather students together, and say, "Las sílabas están formadas por sonidos, que se llaman *fonemas*. Hoy voy a decir algunas sílabas y ustedes van a decir qué sonidos escuchan en esas sílabas."
2. Say, "En mi jardín vuela una abeja. ¡Zum! Escuchen la sílaba: *zum*. Los sonidos son /s/ /u/ /m/."
3. Follow the *Segmenting* routine to have students segment the syllables in the following stories into phonemes:
   - En mi jardín cayó una rama. ¡Paf! *Paf*: /p/ /a/ /f/
   - En mi jardín ríen los niños. ¡Ji, ji, ji! *Ji*: /j/ /i/
   - En mi jardín canta un pajarito: ¡Pío, pío! *Pío*: /p/ /i/ /o/
   - En mi jardín sonó el timbre: ¡rin! *Rin*: /r/ /i/ /n/

Day 6

Teacher-Choice Read-Aloud

Per the schedule suggestions on page 39 of the *Management & Assessment Guide*, after the phonological awareness activity is a good time in the *¡Yo aprendo!* day for a teacher-choice read-aloud.



Mathematics



Whole-Group Lesson

1. Gather students together, and display the *Plant Classification* activity cards. Say, "Look at all these plants! What do you see?" Allow students to share observations. Repeat their ideas, highlighting similarities and differences that students point out.

2. Say, "I'm going to come up with a rule for sorting these pictures. Here's the rule: Plants with leaves go here, plants with no leaves go here." Point to each side of the blank T-chart as you say the rule.

3. Have a student select a card and show it to the class. Discuss whether or not the plant has leaves, and sort it to the appropriate side. Say, "This ____ plant has leaves/no leaves, so it goes here." Continue until all the cards have been sorted.

4. Remove all cards from the T-chart and distribute them to pairs of students. Say, "I have a new rule. Plants with branches go here, plants with no branches go here." Have partners discuss and examine their cards. One at a time, have students place their cards in the corresponding part of the T-chart. Review the images in each column to confirm that they fit the rules.

Independent Practice

5. Have students complete *Plant Sort* (page 45 of *Student Activity Book*).

Social Development



1. Gather students together, and say, "We have been practicing saying *I care*. Saying *I care* lets people know what is important to you and what you care about. We can say *I care* in sign language. This helps us communicate with folks in our community who speak sign language. It lets them know we care."

2. Follow the *Teach American Sign Language* routine, referencing *Ways to Say I Care* (page 195), to teach the phrase in ASL.

3. Show the "I Care" video, having students sign *I care* each time it appears.

4. Have students move to their workspaces and continue to work on their social stories. Circulate and support a few students to complete step 6 of the *Writing Social Stories* routine.

Day 6

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Fine Motor Development



1. Gather students together, and say, "We are going to use clothespins and tweezers to move and organize dried beans, which are a type of seed that we can eat."
2. Model using a clothespin to pick up a bean. Narrate how you adjust your grip on the clothespin depending on the size of the item. Place the seed on the outline of the letter on the star of *Letter Mat*, where you would begin forming the letter. Model picking up and adding several more seeds to the *Letter Mat*, placing them in order of how the letter is formed.
3. Have students select a *Letter Mat* to use, and move to their workspaces. Allow time for students to pick up beans with their clothespins and tweezers.
4. Once a student has filled their *Letter Mat*, have them select a new mat and tool and continue the activity.

Social Studies



1. Gather students together, and ask what their favorite fruit or vegetable is. Ask if they know who grows fruits and vegetables. Share the *Farmer* vocabulary concept card using the *Introduce Vocabulary* routine.
2. Add that a farmer is a *producer* because they produce, or grow, something that can be sold at a market. When we buy fruits and vegetables at a market, we are called *consumers*.
3. Have students complete *Farm to Table* (page 47 of *Student Activity Book*). Review the correct answers as a group, emphasizing the word *producer* when talking about the farmer and the word *consumer* when discussing the woman buying the corn.
4. Have students act out the four steps for another crop, pretending to be the farmer, the truck driver transporting the crop, the consumer buying produce at the store, and family members eating the produce.

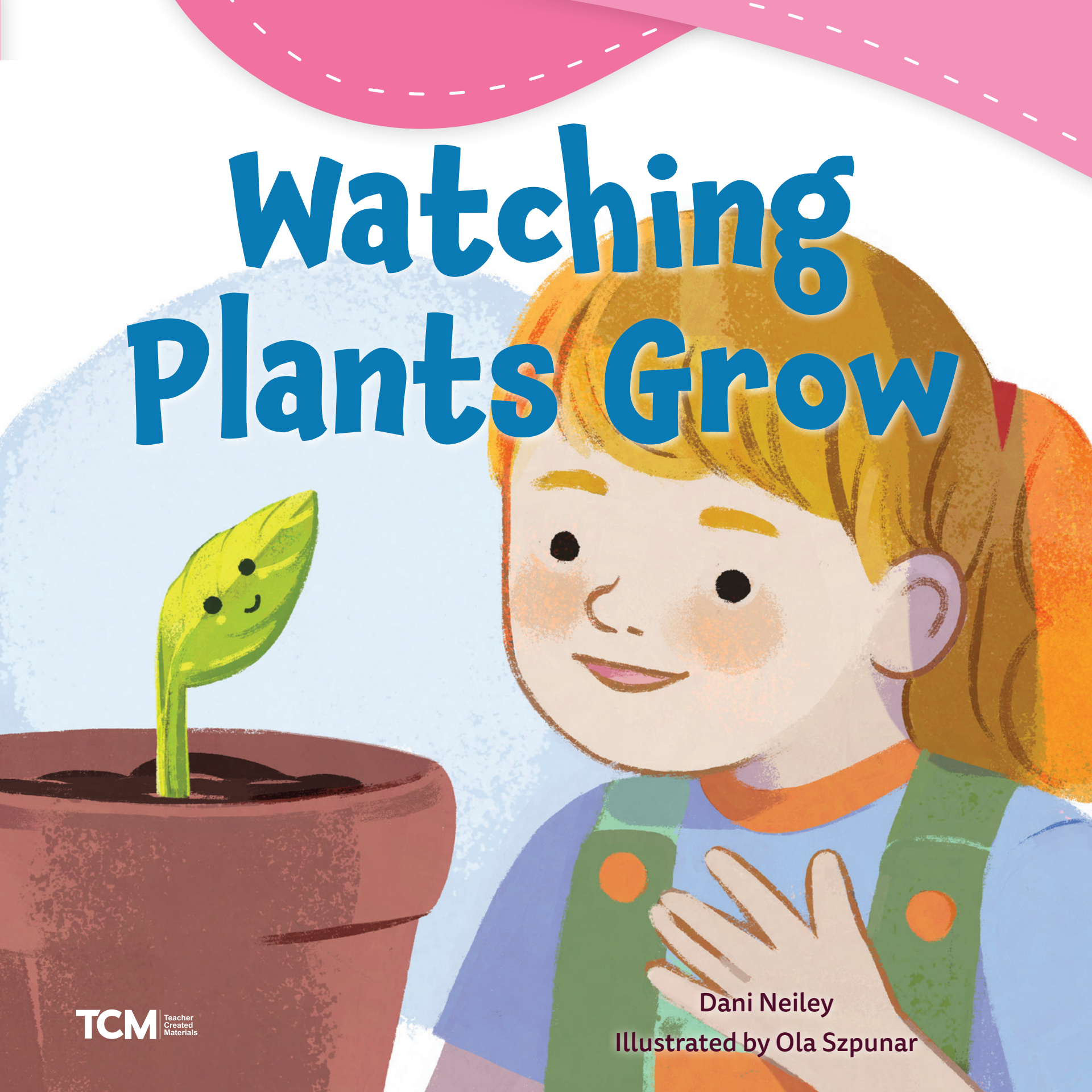
Scaffolded Support

If students have difficulty sequencing the steps on the student page, have them cut apart the images and move them into the correct order.



Day 6

Watching Plants Grow



Dani Neiley
Illustrated by Ola Szpunar

TCM Teacher Created Materials


Plants are all around us.
They grow here. They grow there.
They can grow almost anywhere!



Hello! I am a seed.

Most plants start small, like me. I go into the dirt. I can grow in the ground. I can also grow in a pot.

¡Mira cómo crecen las plantas!



Dani Neiley
Ilustrado por Ola Szpunar

TCM Teacher Created Materials



Hay plantas por todas partes.

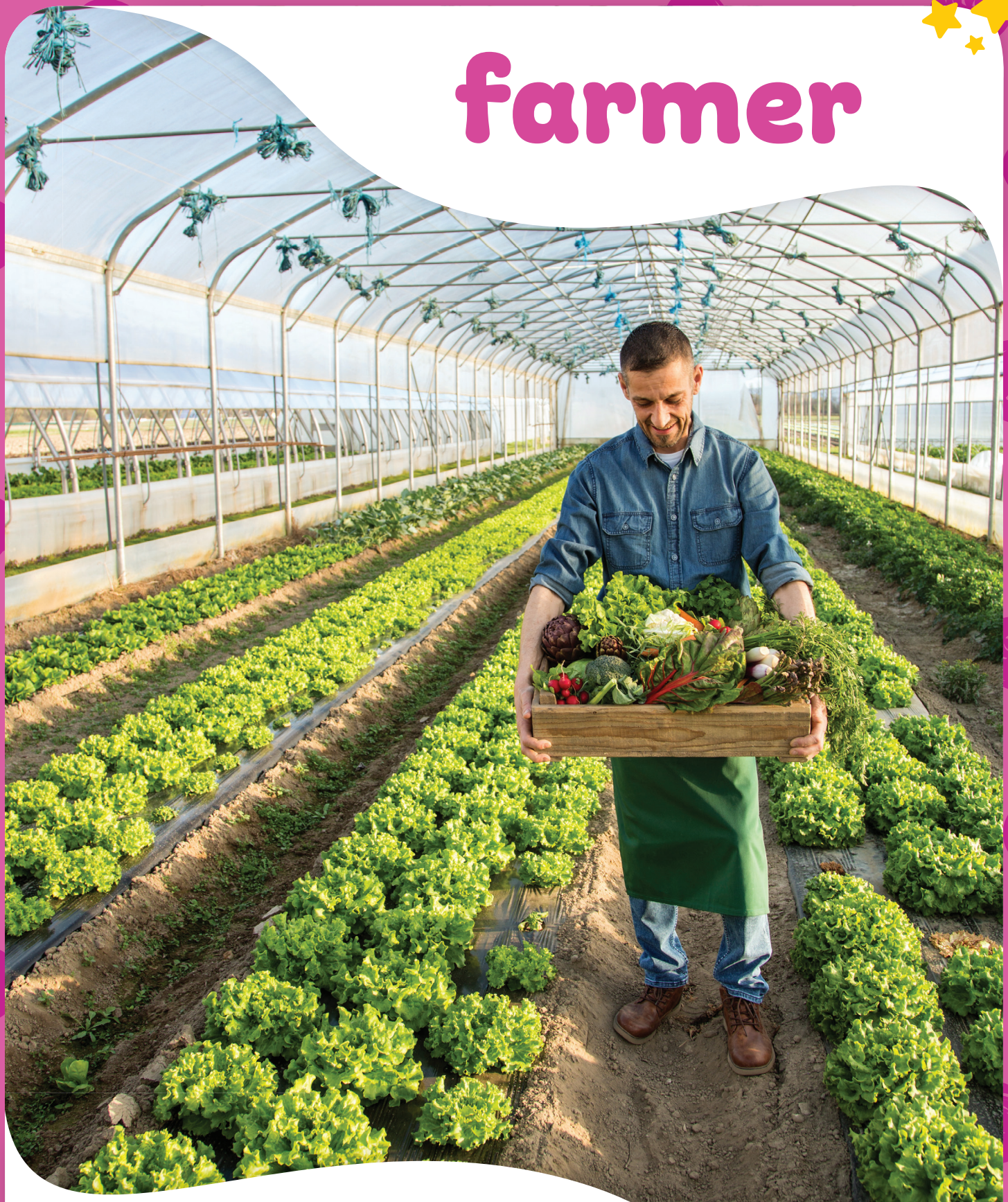
Crecen por aquí. Crecen por allá.
¡Crecen casi en cualquier lado!



¡Hola! Soy una semilla.

Al principio, la mayoría de las plantas son pequeñas, como yo. Me escondo en la tierra. Puedo crecer en el suelo. También puedo crecer en una maceta.

farmer



a person who grows food or
raises animals for people to eat

farmer

Related Words

crop farm harvest

Sentence

The **farmer** sold his crops at the market.

Engage

- ★ If you were a farmer, what would you grow?
- ★ What are some tools that a farmer might use?
- ★ Some farmers grow plants. Other farmers raise animals. If a farmer collects eggs each day, what animals might they care for?
- ★ Look at the picture. What vegetable is this farmer growing in his greenhouse?

granjero
granjera



una persona que cultiva alimentos o
que cría animales para que la gente coma

granjero
granjera

Palabras relacionadas

campo cosecha cultivo

Oración

El **granjero** vendió su cosecha en el mercado.

Participar

- ★ Si fueras granjero, ¿qué cultivarías?
- ★ ¿Qué herramientas podría utilizar un granjero?
- ★ Algunos granjeros cultivan plantas. Otros crían animales. Si un granjero recolecta huevos todos los días, ¿qué animales cría?
- ★ Observa la imagen. ¿Qué vegetales cultiva este granjero en su invernadero?

Name: _____

Plant Sort

Plants With Flowers	Plants Without Flowers













Adults, read this aloud: Use scissors to cut the pictures. Then, sort them. Glue them on the correct side of the chart.

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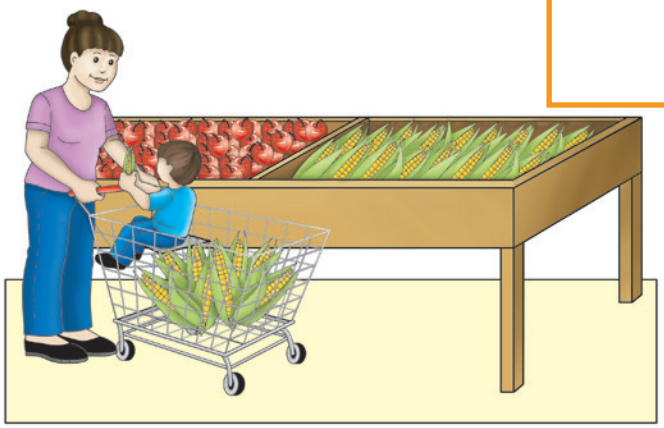
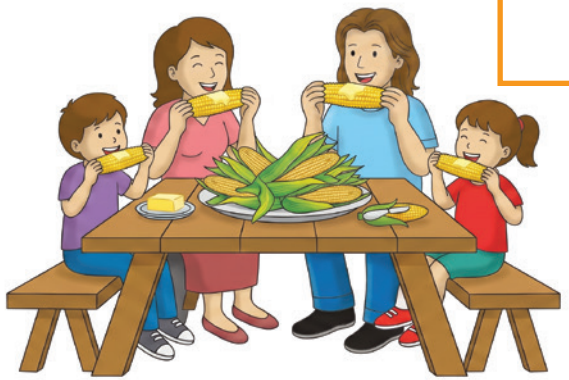
Name: _____

Farm to Table









Adults, read this aloud: These pictures show corn going from a farm to a family's table. Write the numbers 1–4 to put the steps in order.

Nombre: _____

Clasificar plantas

Plantas con flores	Plantas sin flores









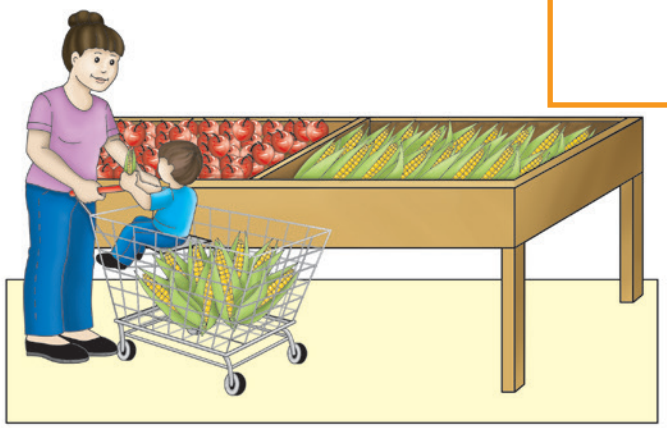




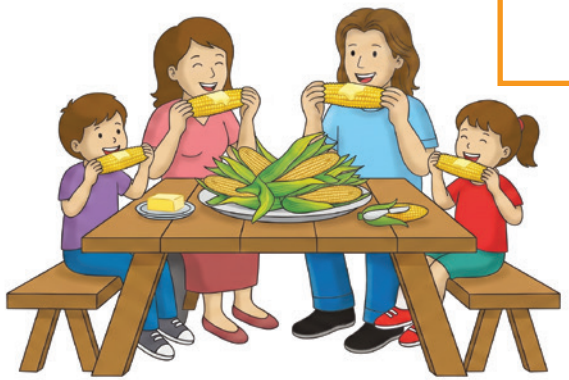
Adultos, lean esto en voz alta: Usa tijeras para recortar las imágenes. Luego, clasifícalas. Pégalas en el lado correcto de la tabla.

Nombre: _____

De la granja a la mesa









Adultos, lean esto en voz alta: Estas imágenes muestran cómo el maíz pasa de una granja a la mesa de una familia. Escribe los números del 1 al 4 para poner los pasos en orden.

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170794—¡Yo aprendo! Student Activity Book