¡Yo aprendo! 2nd Edition

Lessons and Activities

Level K-1

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¡Yo aprendo!

K–1

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.

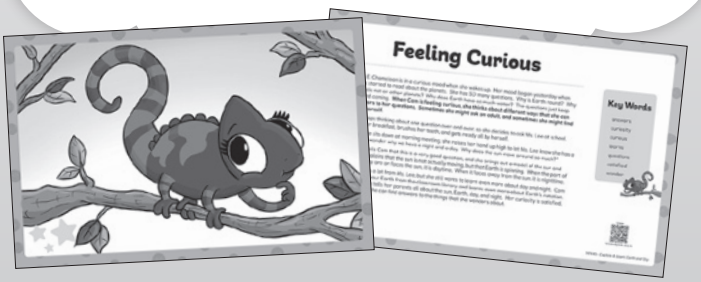


Vocabulary Concept Cards

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.

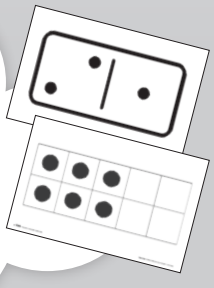
Social Story Posters

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

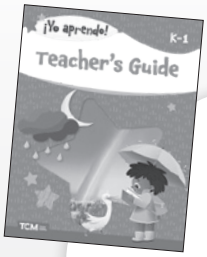


Subitizing Cards

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







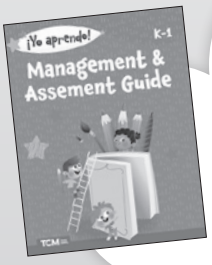
Teacher's Guide

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.



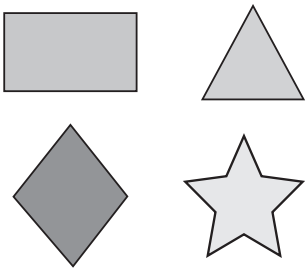
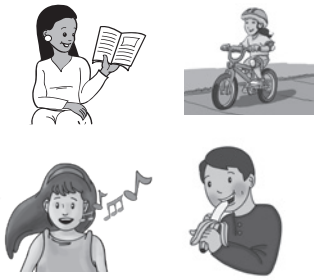
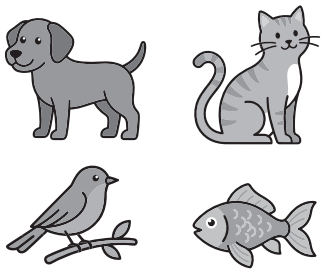
Daily Schedule

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

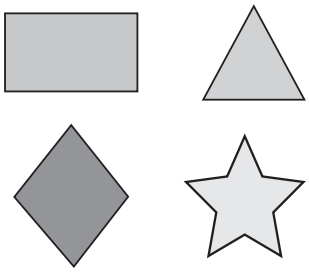
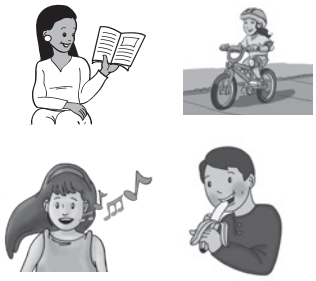
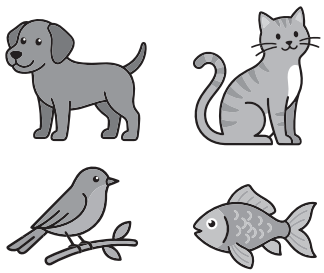
Item	Teacher Script	Answer
1. 	*Circle the star.*	The student should circle the star.
2. 	*Circle something you use in the rain.*	The student should circle the umbrella.
3. 	*Circle the person that is going somewhere.*	The student should circle the girl on the bike.
4. 	*Circle the animal that can fly.*	The student should circle the bird.

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 estrella.*	The student should circle the star.
2. 	*Encierra lo que usas en la lluvia.*	The student should circle the umbrella.
3. 	*Encierra a la persona que va a algún lugar.*	The student should circle the girl on the bike.
4. 	*Encierra el animal que puede volar.*	The student should circle the bird.

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.	Preview and read *Wild Weather.*	Use vocabulary to retell *Wild Weather.*	Follow the direction of text while reading *Wind on the Hill.*	Read and respond to *Wind on the Hill.*	
Literacy Explorations	Learn how to work in centers.	Small-Group Lesson 1: Name and match capital and lowercase letters.			Small-Group Lesson 2: Create text for the wordless book *Wild Weather.*	
Physical Development	Move their bodies to music with different tempos.	Toss beanbags into bins.	Volley balloons back and forth.	Follow directions to play a movement game.	Move along a path.	
Phonics	Blend and segment words with short *i.*	Blend and segment words with short *o.*	Blend and segment words with short *e.*	Blend and segment words with short *u.*	Identify letters and sounds.	
Phonological Awareness	Identify rhyming words.	Produce rhyming words.	Count syllables.	Blend syllables.	Segment compound words.	
Mathematics	Share strategies to count up to 20 objects.	Count objects and identify numerals up to 10.	Count objects and identify numerals up to 20.	Estimate large and small quantities.	Order numbers 1–20.	
Social Development	Learn and use the phrase *I can.*	Read and discuss the social story "Solving Problems."	Role-play using the social story "Solving Problems."	Watch a video about and use the phrase *I can.*	Begin writing social stories.	
Fine Motor Development	Use appropriate pressure to color.	Use scissors to cut out pictures.	Practice precision pulling cotton balls with clothespins.	Practice precision using clothespins to move beads.	Practice lacing.	
Science	Conduct an experiment to learn about rain.	Investigate types of precipitation.	Discuss how temperature affects people.	Experiment with how temperature affects water.	Experiment with the effects of wind.	
Creative Explorations	Create sunny day beach drawings.	Add texture to their beach drawings.	Create snowflakes with pipe cleaners and beads.	Create rainbow dot paintings.	Create kites.	
Music and Movement	Learn "Sun Smiles."	Add movements to "Sun Smiles."	Learn "Draw Your Shape."	Learn "Snow Guys and Gals."	Add movements to "Snow Guys and Gals."	

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	Day 6	Day 7	Day 8	Day 9	Day 10	Learning Block
	Make predictions about *Ezra Watches the Weather.*	Confirm and revise predictions about *Ezra Watches the Weather.*	Write about *Ezra Watches the Weather.*	Read the class text for *Wild Weather.*	Complete the KWL chart, and discuss essential questions.	**Literacy**
	Small-Group Lesson 2: Create text for the wordless book *Wild Weather.*		Small-Group Lesson 3: Write letters in sensory trays.			**Literacy Explorations**
	Balance beanbags on parts of their bodies.	Toss and catch beanbags.	Follow directions to play a game.	Move their bodies in different ways.	Follow directions to play a game.	**Physical Development**
	Read and spell VC words.	Read and spell CVC words.	Read and spell CCVC words.	Read CVCC words.	Manipulate letters to make new words.	**Phonics**
	Segment and count syllables.	Count words in sentences.	Manipulate words in sentences.	Blend three phonemes to make words.		**Phonological Awareness**
	Fix a variety of patterns.	Replicate patterns.		Sort objects by different attributes.	Collect and graph data.	**Mathematics**
	Learn how to say *I can* in ASL.	Learn how to say *I can* in other languages.	Add details to social stories.	Rewatch the video about the phrase *I can.*	Share social stories.	**Social Development**
	Use appropriate pressure to color.	Use scissors to cut out pictures.	Practice tracing.	Practice precision using clothespins to move cotton balls.	Practice lacing.	**Fine Motor Development**
	Learn about meteorologists.	Discuss weather in different seasons.	Explore how weather affects clothing choices.	Identify ways to protect themselves from weather.	Plan how to represent types of weather in a mural.	**Social Studies**
	Create art by blowing paint.	Create salt snowflakes.	Paint salt snowflakes.	Create shelters for animals.	Create a weather mural.	**Creative Explorations**
	Practice unit songs with movements.	Learn "Thunder Song."	Add movements to "Thunder Song."	Practice unit songs with movements.	Perform unit songs.	**Music and Movement**

Day 8 Preparation and Materials

Morning Meeting

- **Materials:** *Morning Meeting* routine (page 4); audio recording of an upbeat song
- **Preparation:** Prepare to share the diamond cutout from Day 1 and the audio recording of your selected song.

Literacy

- **Materials:** copy of *Ezra Watches the Weather*; *Weather Watcher* (page 57 of *Student Activity Book*); crayons

Literacy Explorations

- **Materials:** shallow trays; sensory material (e.g., shaving cream, sand, rice)
- **Preparation:** Fill enough trays with your selected sensory material for each student in a small group to receive one. Ensure that each Literacy Exploration center is prepared.

Physical Development

- n/a

Phonics

- **Materials:** *Blending* routine (page 7); *Segmenting* routine (page 7); dry erase boards, dry erase markers, and erasers, or paper and pencils

Phonological Awareness

- n/a

Mathematics

- **Materials:** *Weather Patterns* (page 59 of *Student Activity Book*); child-safe scissors; glue sticks

Social Development

- **Materials:** *Writing Social Stories* routine (page 11); "Solving Problems" social story poster; crayons
- **Preparation:** Prepare to distribute the student-created social stories.

Fine Motor Development

- **Materials:** *Tracing Practice* (page 61 of *Student Activity Book*)

Social Studies

- **Materials:** *Sun*, *Rain*, and *Snow* vocabulary concept cards; *What Should I Wear?* (page 62 of *Student Activity Book*); clothing items; crayons
- **Preparation:** Gather enough clothing so that each pair of students has one item. Clothing items should represent rainy, sunny, and snowy weather (e.g., sunglasses, umbrellas, rain boots, snow boots, mittens, sandals).

Creative Explorations

- **Materials:** watercolor paints; paintbrushes; cups; water; drawing paper (*optional*)
- **Preparation:** Prepare to distribute students' salt snowflakes from Day 7, and locate your own to model with.

Music and Movement

- **Materials:** "Thunder Song" audio recording (thundersong.mp3) and lyrics (page 195)
- **Preparation:** Prepare to share the audio recording of the song.

Closing Circle

- **Materials:** *Closing Circle* routine (page 12)

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Morning Meeting



1. Follow the *Morning Meeting* routine.
2. Display the diamond cutout from Day 1. Say, "We have been learning about diamonds. A diamond is a shape with four equal sides and four corners. There are two narrow corners and two wide corners."
3. Tell students that you will play music as they pass the diamond cutout around the circle. When the music stops, the student holding the diamond will trace the outline with their finger.
4. Play the prepared audio recording, pausing occasionally to have students stop and trace the diamond cutout. Repeat as time allows.

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



Whole-Group Lesson

1. Display *Ezra Watches the Weather*, and read the title, author, and illustrator aloud. Say, "Today, we will reread and write about the types of weather that Ezra sees."
2. Read the book aloud, pausing to have students identify the different types of weather.
3. After reading, tell students that they will pick one type of weather to write about. Have students share what types of weather they will write about with partners.

Independent Practice

4. Have students move to their workspaces to complete *Weather Watcher* (page 57 of *Student Activity Book*). Distribute crayons, and circulate as students draw pictures. Students may write their own words to complete the sentence, or you may scribe the words.

Literacy Explorations



Meet with one group to deliver Small-Group Lesson 3 (page 114), while the rest of the students engage in self-chosen centers. For more information about independent learning centers, see page 115.

Physical Development



1. Gather students together, and say, "Today, we will play Meteorologist Says. I will you give you directions, and you will listen closely. If I say, 'Meteorologist says' before the direction, you follow the direction. If I do not say, 'Meteorologist says' before the direction, you stand still."
2. Give the following directions:
   - "Meteorologist says balance on one foot in the wind."
   - "Meteorologist says spin like a tornado."
   - "Jump up and down."
   - "Meteorologist says reach for raindrops on your tiptoes."
   - "Touch the floor."
3. Create more directions or allow student volunteers to lead the game, as time allows.

Phonics



1. Gather students together and follow the *Blending* routine to read these words that follow the CCVC pattern:

English
- *swim*
- *clap*
- *stop*
- *plus*
- *sled*

Español
- *gris*
- *flor*
- *tren*
- *flan*
- *club*

2. Follow the *Segmenting* routine with the sounds in the word *frog* for English or *tras* for Spanish.
3. After you tap each sound, say, "I hear four sounds in this word." Draw four blank lines where all students can see. Use a think-aloud to model connecting the sounds to letters. Write the letters on the blank lines.
4. Distribute dry erase boards and markers. Repeat steps 2 and 3 with these words, having students spell the words on their boards:

English
- *flop*
- *glad*
- *club*
- *grip*

Español
- *gran*
- *cruz*
- *plan*
- *tres*

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Phonological Awareness

English

15 minutes



whole group

1. Gather students together, and say, "Today, we will play a game with your imaginations! I will say a sentence, and you will help me change one word in the sentence to say something new. For example, if I say, 'I see foggy weather,' can you picture foggy weather in your mind?"
2. Say, "Now, change the word *foggy* to *sunny*. Picture the sun in your mind. *I see ____ weather.* What is the new sentence?" Have students say the new sentence. (*I see sunny weather.*)
3. Continue the activity by changing the target word to make the following sentences: *I see ____ weather.* (*windy, stormy, rainy*)
4. Continue the activity with the following sentences:
   - *I love ____ weather. warm, cloudy, sunny*)
   - (*The snow, The rain, The wind*) ____ *is cold.*
   - (*A kite, A flag, A bag*) ____ *blows in the wind.*

Extension Idea

Have students create new sentences by generating replacement words for each blank.



Phonological Awareness

Español

15 minutes



whole group

1. Gather students together, and say, "¡Hoy vamos a jugar con la imaginación! Voy a decir una oración, y ustedes me ayudarán a cambiar una palabra para que diga otra cosa. Por ejemplo, si digo: 'Veo un día de niebla', ¿pueden ver la niebla con la imaginación?"
2. Say, "Ahora, cambien la palabra *niebla* por *sol*. Vean el sol con la imaginación. *Veo un día de ____*. ¿Cuál es la nueva oración?" Have students say the new sentence. (*Veo un día de sol.*)
3. Continue the activity by changing the target word to make the following sentences: *Veo un día de ____*. (*viento, tormenta, lluvia*)
4. Continue the activity with the following sentences:
   - *Me encanta el tiempo ____*. (*cálido, nublado, soleado*)
   - (*La nieve, La lluvia, El viento*) ____ *me da frío.*
   - *Una* (*cometa, bandera, bolsa*) ____ *se vuela con el viento.*

Day 8

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.



Fine Motor Development



1. Gather students together. Draw a line in pencil where all students can see it. Say, "I will trace this line by drawing over it and following the path. Tracing helps me become a better writer and artist."
2. Model tracing the pencil line with a crayon or maker. Narrate how you hold your marker steady and trace the exact path.
3. Draw a few more shapes in pencil, such as a circle and triangle. Use a think-aloud model to trace the shapes.
4. Have students move to their workspaces to complete *Tracing Practice* (page 61 of *Student Activity Book*).

Social Studies



1. Gather students together, and display the *Sun*, *Rain*, and *Snow* vocabulary concept cards. Discuss the types of clothing people wear for each type of weather.
2. Place the vocabulary concept cards in different locations in the space. Give pairs of students a clothing item you prepared. Have partners discuss their items and place them in the location of the corresponding vocabulary concept cards.
3. Allow time for students to visit each vocabulary card to observe and discuss the clothing.
4. Have students move to their workspaces to complete *What Should I Wear?* (page 62 of *Student Activity Book*).

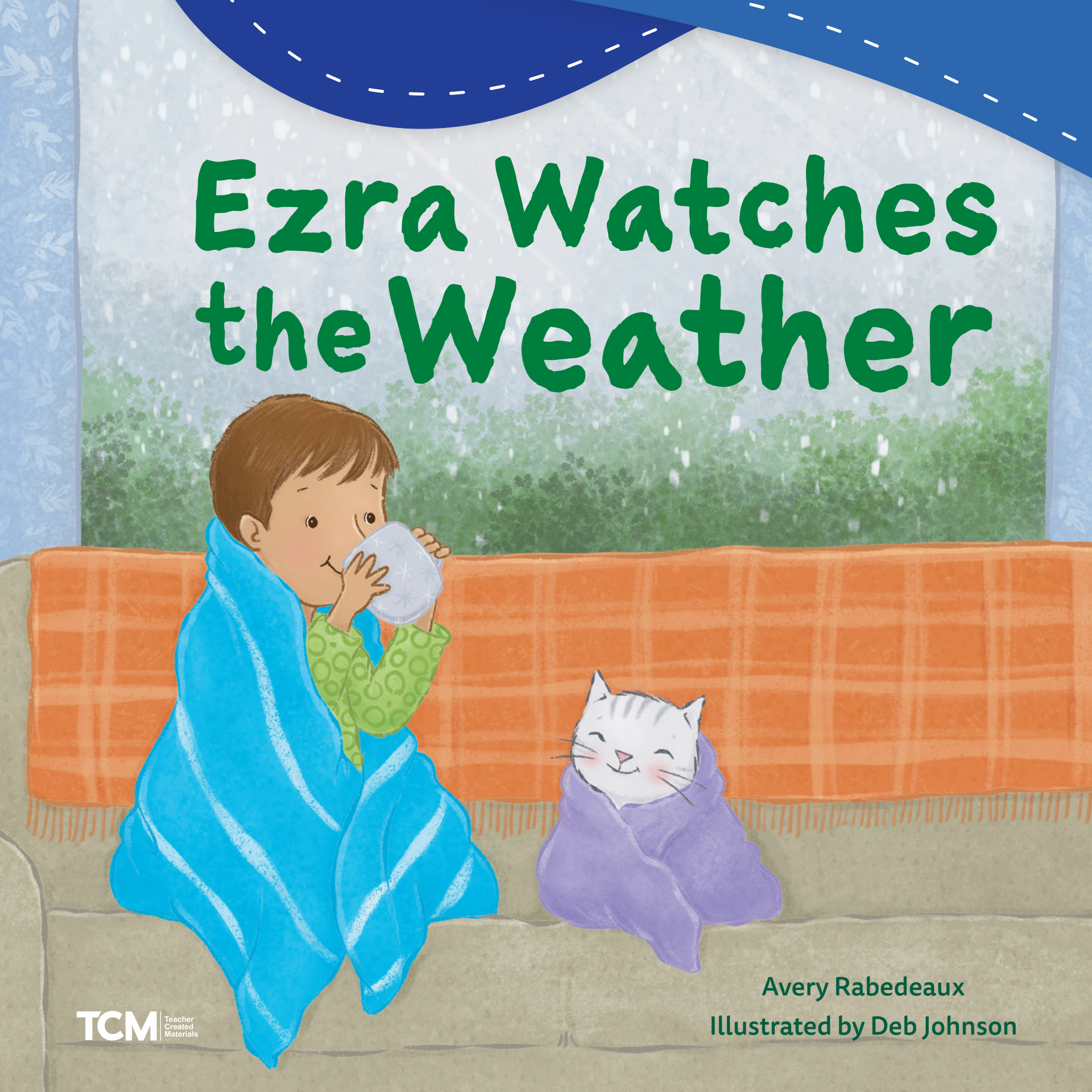
Free Play Idea

Leave the weather clothing items in the classroom dress-up box for the duration of the weather unit. Invite students to participate in dramatic play with various items of clothing.



Day 8

Ezra Watches the Weather



Avery Rabedeaux
Illustrated by Deb Johnson

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Spring and summer, fall and winter. Rain and sun, snow and wind. Every season, every day, Ezra watches the weather.

Ezra feels a cool breeze as he plays. The bare trees bend. The wind whistles.

Listening to the chimes, Ezra watches the wind.



Ezra mira cómo está el tiempo



Avery Rabedeaux
Ilustrado por Deb Johnson

TCM Teacher Created Materials



En primavera o en verano, en otoño o en invierno. Con lluvia o sol, con nieve o viento. En todas las estaciones del año, todos los días, Ezra mira cómo está el tiempo.



Ezra siente la brisa fresca mientras juega. Los árboles, sin hojas, se balancean. Se oye el silbido del viento.

Ezra escucha los carillones y mira cómo sopla el viento.



snow



frozen water that falls from clouds

snow

Related Words

blizzard sledding snowflake

Sentence

I can roll the **snow** into balls and use them to build a snowman.

Engage

- ★ Does it snow where we live? Describe your experiences with snow.
- ★ What animals live where it is cold and snowy?
- ★ Reread the sentence. What would you add to a snowman?
- ★ Look at the picture. What is the girl wearing to keep her warm in the snow?

nieve



agua congelada que cae
de las nubes

nieve

Palabras relacionadas

copo de nieve trineo ventisca

Oración

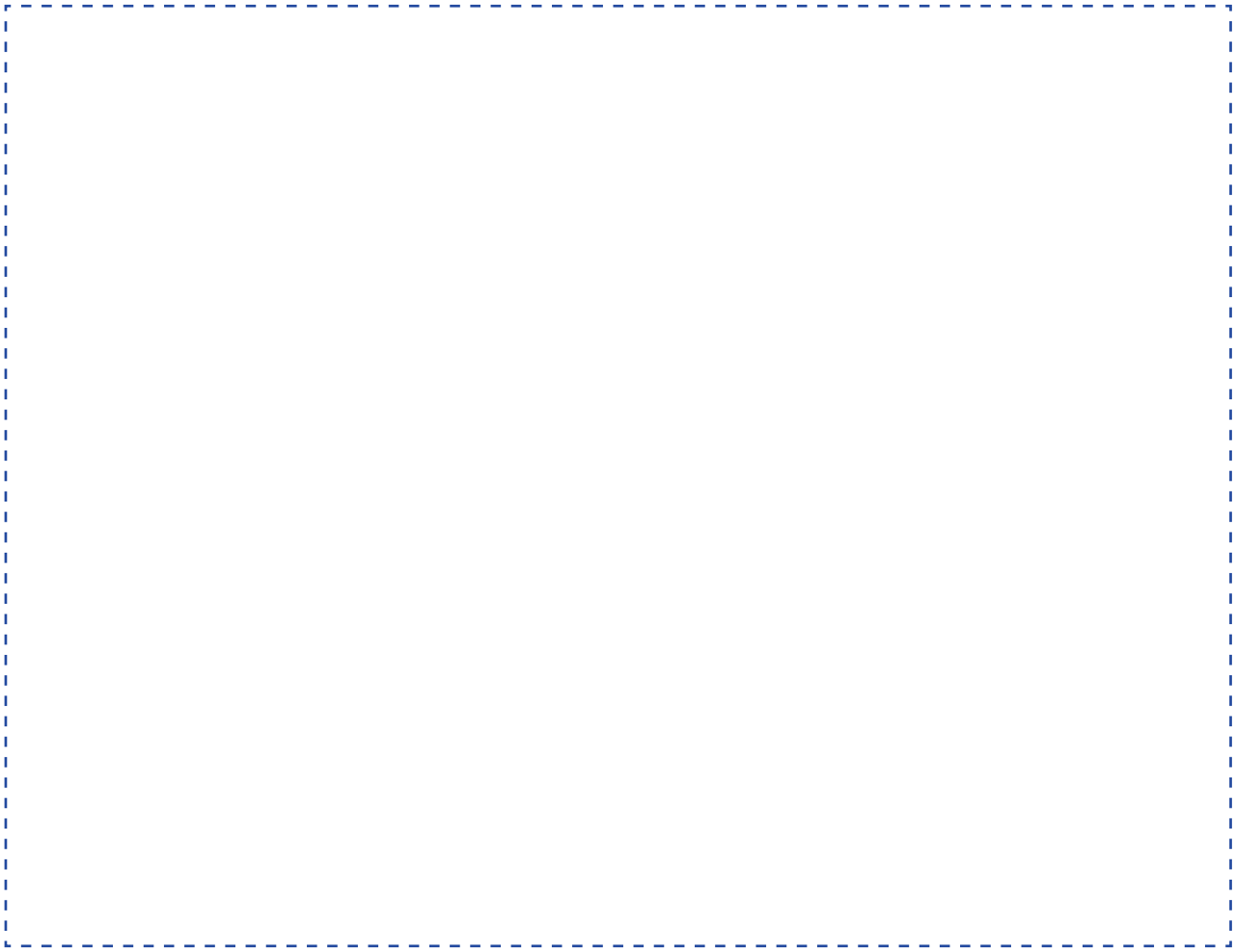
Puedo hacer bolas con la **nieve** y usarlas para construir un muñeco.

Participar

- ★ ¿Nieva en donde vivimos? Describe tus experiencias con la nieve.
- ★ ¿Qué animales viven donde hace frío y nieva?
- ★ Vuelve a leer la oración. ¿Qué le agregarías a un muñeco de nieve?
- ★ Observa la imagen. ¿Cómo está vestida la niña para estar abrigada en la nieve?

Name: _____

Weather Watcher



I like to watch _____

_____

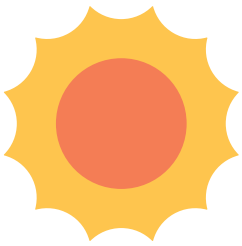
because _____.

Adults, read this aloud: Draw a picture of your favorite type of weather to watch. Write words to complete the sentence.

Name: _____

What Should I Wear?

Circle One



sunny



rainy



snowy

Adults, read this aloud: Circle sunny, rainy, or snowy. Then, draw a picture of what you would wear in that type of weather. Add labels to the picture.

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Nombre: _____

Mirar cómo está el tiempo

Me gusta mirar _____

_____

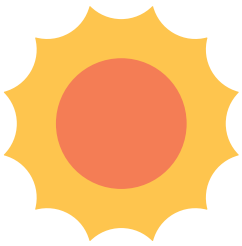
porque _____.

Adultos, lean esto en voz alta: Dibuja el estado del tiempo que más te gusta mirar. Escribe palabras para completar la oración.

Nombre: _____

¿Qué me pongo?

Encierra una opción.



soleado



lluvioso



con nieve

Adultos, lean esto en voz alta: Encierra en un círculo un día soleado, lluvioso o con nieve. Luego, dibuja la ropa que usarías con ese estado del tiempo. Rotula la imagen.

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