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**Early Childhood Themes
—Los números
(Numbers) Kit
(Spanish)**

This sample includes the following:

Teacher's Guide Cover (1 page)
Table of Contents (1 page)
Introduction (2 pages)
Lesson Plan (1 page)
Vocabulary Concept Card (2 pages)
Song Page from Unit Resource (1 page)
Pattern Page from Unit Resource (1 page)
Reader (9 pages)

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Children Love to Learn!

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Literacy, Language, & Learning

Los números

Teacher's Guide

**Spanish
version**



Teacher Created Materials
PUBLISHING

Table of Contents

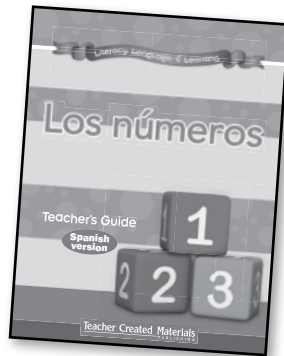
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Introduction

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 *Los números 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 ten vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting numbers and corresponding quantities. They are bright and colorful and give the children images to which they can relate concepts about numbers 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, *Canta una canción de números*, provides pictorial support for the children's understanding of numbers, quantities, and counting. A wordless photo book, *Los números*, helps develop the children's oral language as they discuss and create a story about how to use numbers. A book created around the traditional nursery rhyme "One, Two, Buckle My Shoe" 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 *Canta una canción de números* and the traditional rhyme book *Uno, dos, abrocho mi zapato*.

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.



Our Five Senses



- *cinco* vocabulary concept card
- The Five Senses (p. 102)
- pencils
- clipboards or cardboard



Procedure:

- 1 Prior to the lesson, make a copy of The Five Senses chart for each child.
- 2 Gather children together on the rug or in their chairs.
- 3 Display the *cinco* vocabulary concept card. Ask children to describe what they see. Count the candles in the picture. Lead children in counting to five on their hands.
- 4 Show children The Five Senses chart and explain the activity.
 - Tell children that they will make observations outside.
 - Remind children to walk quietly and stay together as a group.
 - Explain that they will walk around and pretend to be scientists who make observations about what they hear, see, feel, smell, or taste.
 - Show children how to draw pictures on the chart about what they observed.
- 5 Provide each child with a clipboard, The Five Senses chart, and a pencil.
- 6 Walk outside and allow children to talk about what they see, hear, feel, smell, and taste.
- 7 Ask children to name something that they can feel, such as a leaf.
 - Have children locate the feel column on The Five Senses chart.
 - Have them draw a picture of the item they named.
 - Repeat this process for each of the senses. For example, children can get a drink of water and record what they taste.
- 8 Have children work in pairs to find more items for each sense and record the items on their charts.
- 9 Upon returning to the classroom, review the observations that children made. Count how many items they listed in each column.



Extension

Provide children with an extra sheet of The Five Senses to take home. Encourage parents to help their children complete the charts using items they find around their homes.

cinco



Veo cinco velas.

cinco



Connecting Pieces:

Activating Prior Knowledge

- Display the front of the card. Ask children to look at the picture. Point to the word *cinco* at the top of the card. Read the word aloud to children and ask them to read the word with you.
- Read the sentence aloud, pointing to each word as you read it. Encourage children to read the sentence with you. Ask them to share details about the picture. Ask children what the candles may represent.



Building Blocks: Phonemic Awareness and Phonics

- Point to the word *cinco* on the front of the card. Read the word to children. Say the first syllable in the word *cinco* (*cin-*). Say the *cin-* syllable with students and repeat it three times: *cin, cin, cin*.
- Tell students that other words have the same syllable *cin-*. Tell children that you will say some words aloud. If they hear the syllable *cin-*, they should show thumbs-up. If they do not hear *cin-*, they should show thumbs-down. You may wish to use the following list of words:
 - vecindad (thumbs-up)
 - lápiz (thumbs-down)
 - recinto (thumbs-up)
 - vaso (thumbs-down)



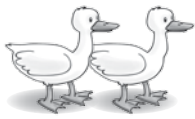
New Ideas:

Building Knowledge and Comprehension

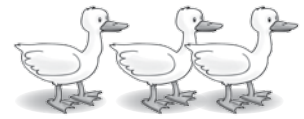
- Ask children to look at the sentence on the card. Read the sentence to children. Then ask children to read the sentence with you. Point to each word as you read the sentence. Tell children that candles can be used to celebrate a birthday. Ask children what they do to the candles when they are placed on top of their birthday cake and lit. Children should respond that they blow out the candles.
- Tell children that they will practice blowing out candles as they count to five. Model how to count to five and then blow out imaginary candles. Continue practicing counting to five while blowing out imaginary candles.
- Explain to children that candles can cause a fire if not handled properly. Tell children that only an adult should light candles.

Numbers Songs (cont.)

.....



Cinco patitos



Cinco patitos un día se van,
Sobre la colina, muy lejos
están.

La mamá pata llama,
—Cua, cua, cua.—

Un patito se queda atrás.

Cuatro patitos un día se van,
Sobre la colina, muy lejos
están.

La mamá pata llama,
—Cua, cua, cua.—

Un patito se queda atrás.

Tres patitos un día se van,
Sobre la colina, muy lejos
están.

La mamá pata llama,
—Cua, cua, cua.—

Un patito se queda atrás.

Dos patitos un día se van,
Sobre la colina, muy lejos
están.

La mamá pata llama,
—Cua, cua, cua.—

Un patito se queda atrás.

Un patito un día se va,
Sobre la colina, muy lejos está.
La mamá pata llama,

—Cua, cua, cua.—

Este patito se queda atrás.






La triste mamá un día se va,
Sobre la colina, muy lejos está.

La triste mamá llama,
—Cua, cua, cua.—

¡Y cinco patitos regresan!

The Five Senses

Use this pattern with the lesson on page 63.

La vista 	El oído 	El tacto 	El gusto 	El olfato 

Uno, dos, abrocho mi zapato



Rima tradicional ilustrada
por Chad Thompson

Uno, dos,
abrocho mi zapato.



Tres, cuatro,
doy un portazo.



Cinco, seis,
recojo palitos.



Siete, ocho,
los acomodo derecho.



Nueve, diez,
cantemos otra vez.



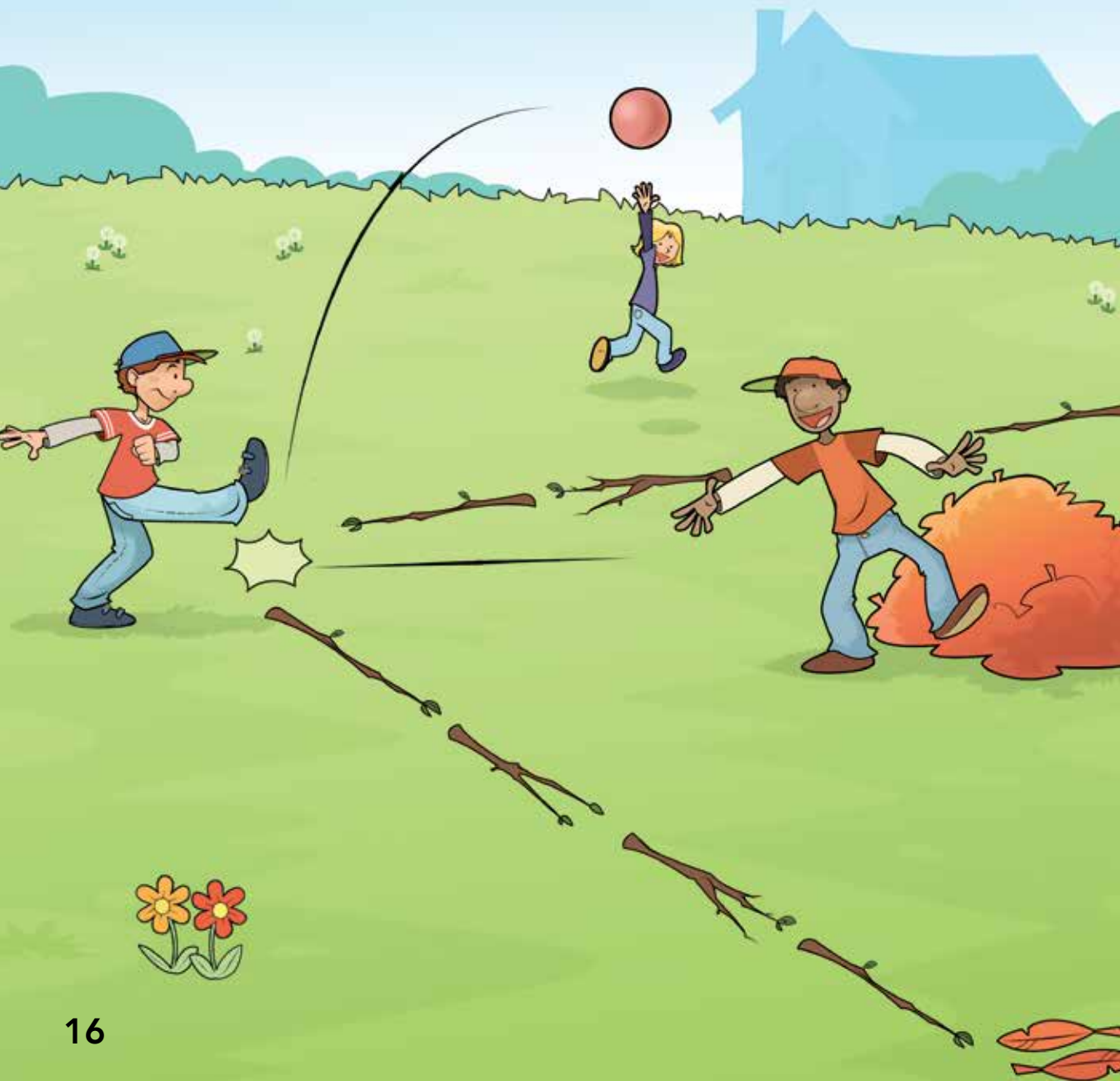
Uno, dos,
abrocho mi zapato.
Tres, cuatro,
doy un portazo.



Cinco, seis,
recojo palitos.
Siete, ocho,
los acomodo
derecho.



Nueve, diez, y se acabó.



Para el maestro o padre

Este libro les permite tener una experiencia maravillosa con niños que apenas están aprendiendo a leer. Los niños ya están familiarizados con las rimas y las imágenes, y les ayuda a contar el cuento si ellos leen o si uno les lee el cuento. ¡Este libro es una excelente herramienta para fortalecer la confianza que los lectores nuevos necesitan para embarcar en las aventuras que les esperan mientras leen!

Para extender la experiencia mientras leen, trate de hacer algunas de las siguientes actividades:

1. Canten la rima juntos mientras leen el libro.
2. Pídale al niño que cuente los objetos en el libro. Por ejemplo, el niño puede contar el número de niños que él o ella vea en una página específica.
3. Haga que el niño cree un libro para contar. Escriba los números 1–10 en hojas de papel. Pídale que dibuje el mismo número de objetos que el número en cada página. Por ejemplo, el niño puede dibujar dos zapatos en la página marcada con el número 2.
4. Ayude al niño a crear una versión original de la rima, sustituyendo las palabras que riman. Por ejemplo, —Uno, dos, tengo tos—. Anime al niño a representar los versos originales.
5. Después de que lea, deje que el niño regrese al libro a las páginas que le gustan. El “releer” es una herramienta excelente para fortalecer la alfabetización.

