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Early Childhood Themes
—La escuela
(School) 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)
Picture Cards from Unit Resource (2 pages)
Reader (9 pages)

To Create a World ⁱⁿ which
Children love to Learn!

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Literacy, Language, & Learning

Early Childhood Themes

La escuela

Teacher's Guide

**Spanish
version**



Teacher Created Materials
PUBLISHING

Table of Contents

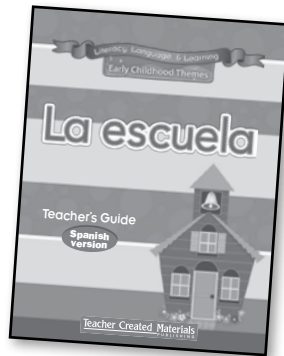
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Introduction

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 *La escuela 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 showing people, places, things, and activities associated with school. They are bright and colorful and give the children images to which they can relate concepts about school 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, *Escuela de niños grandes*, is used to introduce the unit and provide pictorial support for the children’s understanding of the types of tools and materials used to build things. A wordless photo book, *La escuela*, helps develop the children’s oral language as they discuss and create a story that shows various building materials and structures. A book created around the traditional nursery rhyme “Mary Had a Little Lamb” 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 *Escuela de niños grandes* and the traditional rhyme book *María tenía una corderita*.

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.



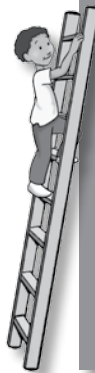
Beginning Sounds



- Beginning Sounds Picture Cards (pp. 85–86)
- *maestra* vocabulary concept card
- crayons

Procedure:

- 1 Prior to the lesson, make one copy of the Beginning Sounds Picture Cards for each child.
- 2 Gather children together on the rug or in their chairs.
- 3 Introduce children to the *maestra* vocabulary concept card. Read the sentence on the front of the card.
 - Allow them to share their thoughts about the card.
 - Explain to children that you are a teacher, just as the person in the picture is.
- 4 Display the front of the card. Say the word *maestra*, carefully pronouncing each sound. Ask children to repeat the word after you.
- 5 Tell children that *maestra* begins with the /m/ sound. Say *maestra* again and tell children to listen for the /m/ sound. Have children repeat /m/.
- 6 Tell children that you need help finding the /m/ sound. Recite the following words and ask children to put their thumbs up if they hear /m/ at the beginning of the word. If they do not hear /m/ at the beginning of the word, they should put their thumbs down.
 - mono (thumbs up)
 - muñeca (thumbs up)
 - pintura (thumbs down)
 - mundo (thumbs up)
 - tiza (thumbs down)
 - música (thumbs up)
 - mesa (thumbs up)
 - crayón (thumbs down)
- 7 Distribute the Beginning Sounds Picture Cards. Say the names of the pictures together. Instruct children to listen for /m/ at the beginning of the word. If the picture begins with /m/, they should color the picture. If it does not begin with /m/, they should leave the picture blank.



Extension

Go on a /m/ scavenger hunt in the classroom or on the playground. Ask children to find as many objects that begin with /m/ as they can.

maestra

A smiling female teacher with dark hair tied back, wearing a red t-shirt, is writing on a green chalkboard. She is holding a piece of white chalk in her right hand. On the board, there are two large numbers, '2' and '3', and two drawings of jellyfish. The teacher is looking towards the camera with a friendly expression.

Mi maestra me
ayuda a aprender.

maestra



Connecting Pieces: Activating Prior Knowledge

- Before displaying the card, give children clues to help them guess the person they will see on the card such as, “Esta persona trabaja en una escuela” or “Esta persona ayuda a los niños a aprender.” When children have guessed *maestra*, show them the front of the card. Allow them to share their experiences with teachers.
- Show children the front of the card. Read the sentence on the bottom of the card aloud, pointing to each word as you read it. Ask them to read the sentence with you. After you have finished reading the sentence, ask children to name ways that teachers help them learn. Write their responses.
- Explain that when we want to refer to a specific person based on their gender, the word *maestra* can change to *maestro*. Let children know that *maestra* and *maestro* mean the same (teacher), but *maestra* is a female teacher and *maestro* is a male teacher.



Building Blocks: Phonemic Awareness and Phonics

- Show children the front of the card. Read the word *maestra* aloud as you point to it. Ask children to repeat the word. Read the word together again, emphasizing the beginning sound. Ask children to name the beginning sound. If necessary, tell them that the word *maestra* begins with the /m/ sound.
- Tell children that you will say some words related to school. Ask them to repeat the word you say and to determine if they hear the /m/ sound at the beginning of the word. If the word begins with the /m/ sound, they should clap their hands. If the word does not begin with the /m/ sound, they should keep their hands still. You may wish to use the following words:

lápiz (no clap)	libro (no clap)
mano (clap)	mesa (clap)
mapa (clap)	papel (no clap)
mochila (clap)	silla (no clap)



New Ideas: Building Knowledge and Comprehension

- Show children the front of the card. Point to each word in the sentence as you read it aloud. Tell children that a teacher helps students learn. Review the chart listing children’s responses from the activating prior knowledge activity.
- Distribute a sheet of drawing paper to each child. Tell children to select one word from the chart and draw a picture. Encourage children to copy the word from the chart and to write it under their drawing.

School Songs (cont.)

.....

¡A la escuela voy!

*(Cantada al ritmo de "Por la montaña")
Escrita por Evelyn Garcia y James Anderson*

Me gusta ir a la escuela.

Me gusta ir a la escuela.

Escucho y aprendo

y espero mi turno.

Me gusta ir a la escuela.

Pongo mis cosas en mi mochila.

Pongo mis cosas en mi mochila.

Lápices y libros,

¡yo hice mi tarea!

Pongo mis cosas en mi mochila.

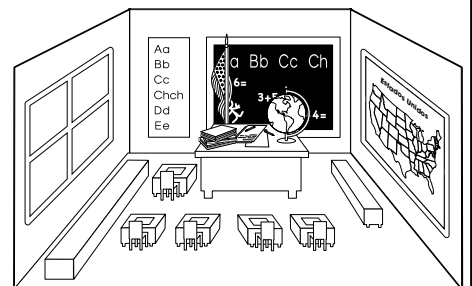
Leo un libro nuevo en mi salón.

Leo un libro nuevo en mi salón.

Libros son los mejores

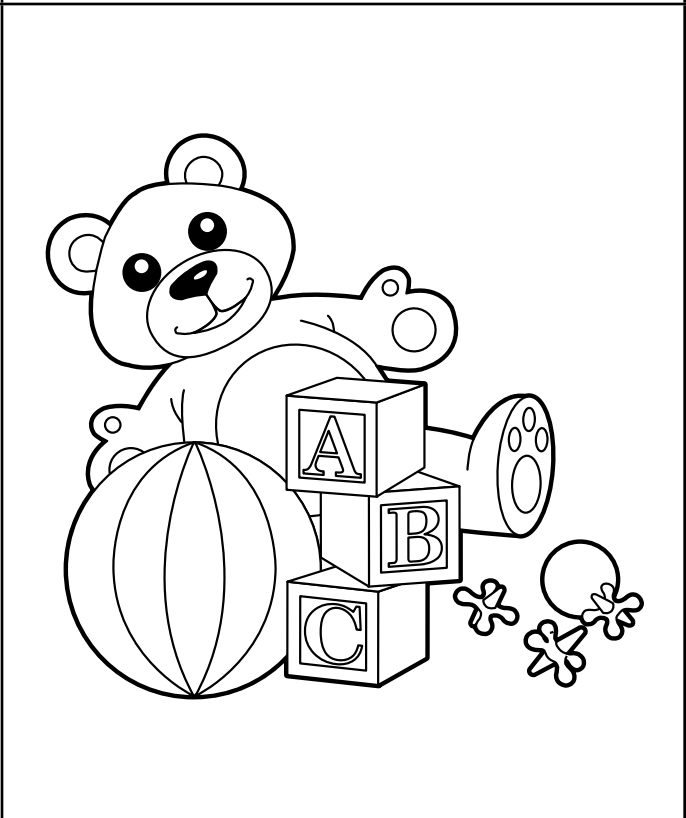
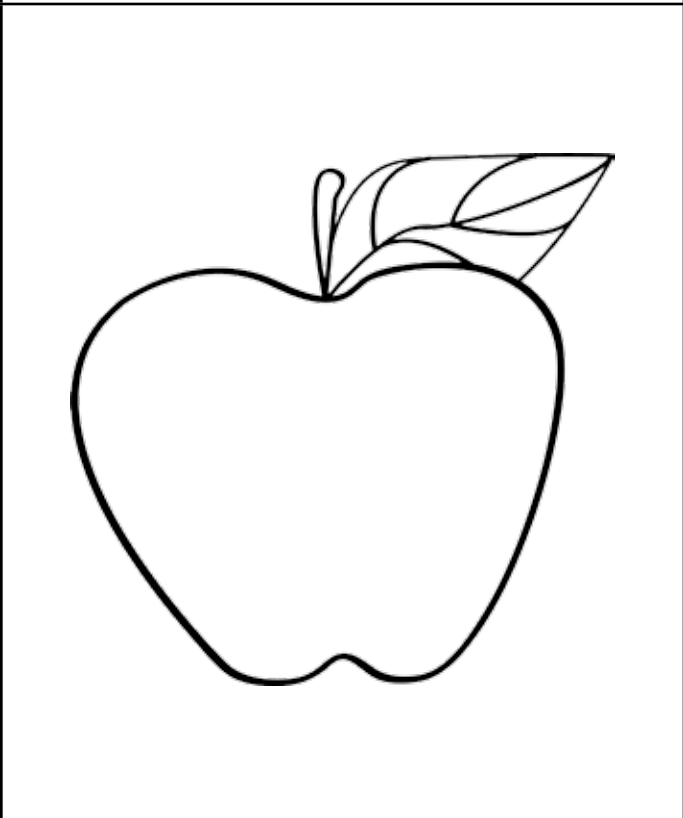
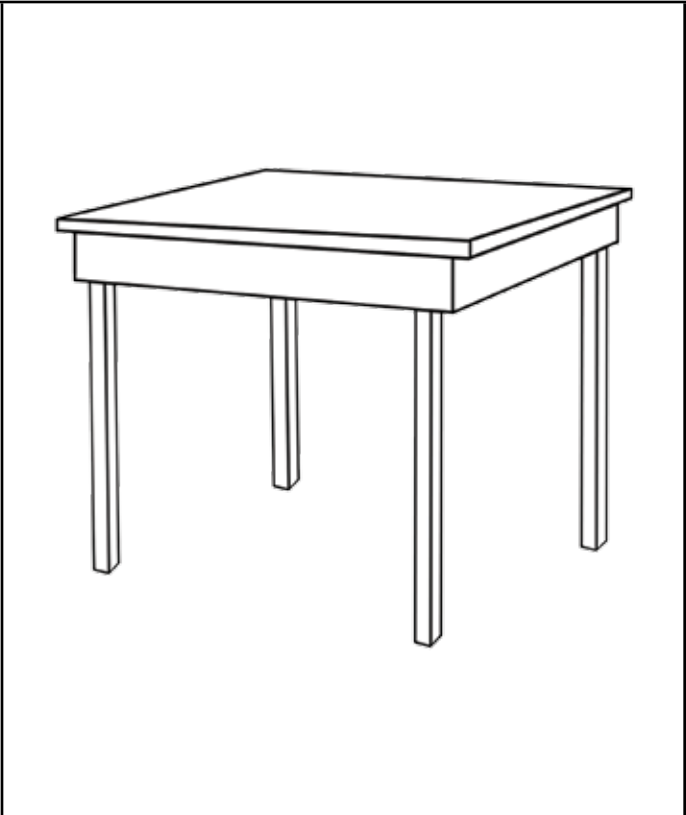
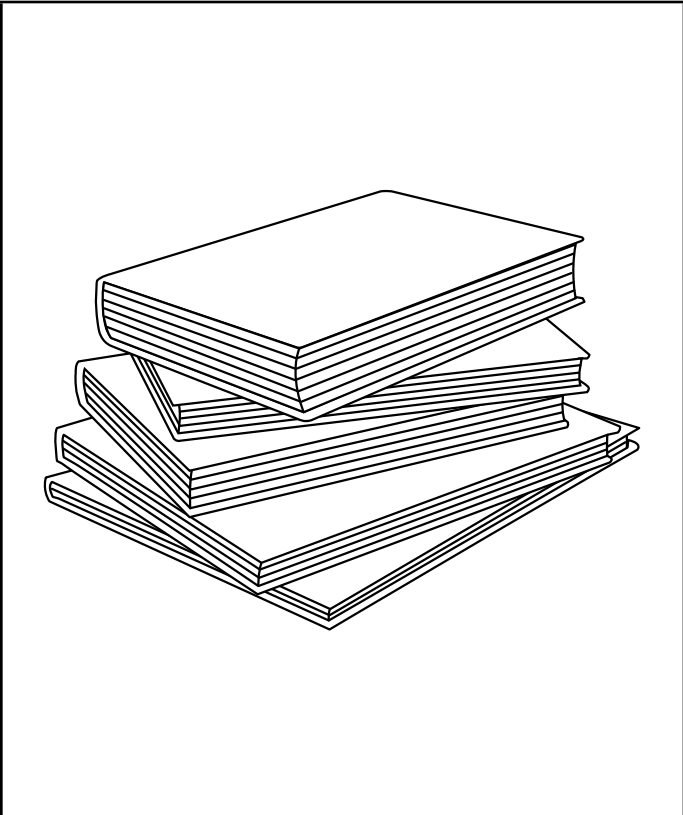
¡y por eso los adoro!

Leo un libro nuevo en mi salón.



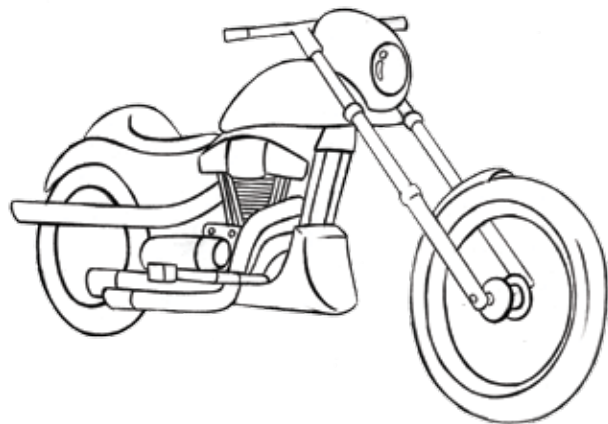
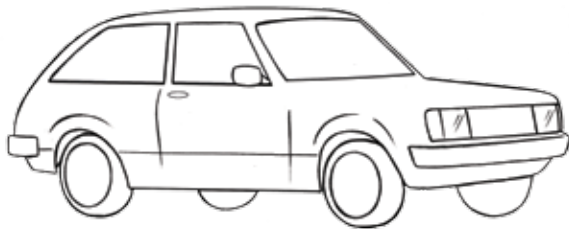
Beginning Sounds Picture Cards

Use these cards with the lesson on page 46.



Beginning Sounds Picture Cards (cont.)

Use these cards with the lesson on page 46.



María tenía una corderita



Canción tradicional ilustrada
por Janelle Bell-Martin

María tenía
una corderita,
una corderita,
una corderita.



María tenía una corderita.
Su lana era blanca
como la nieve.



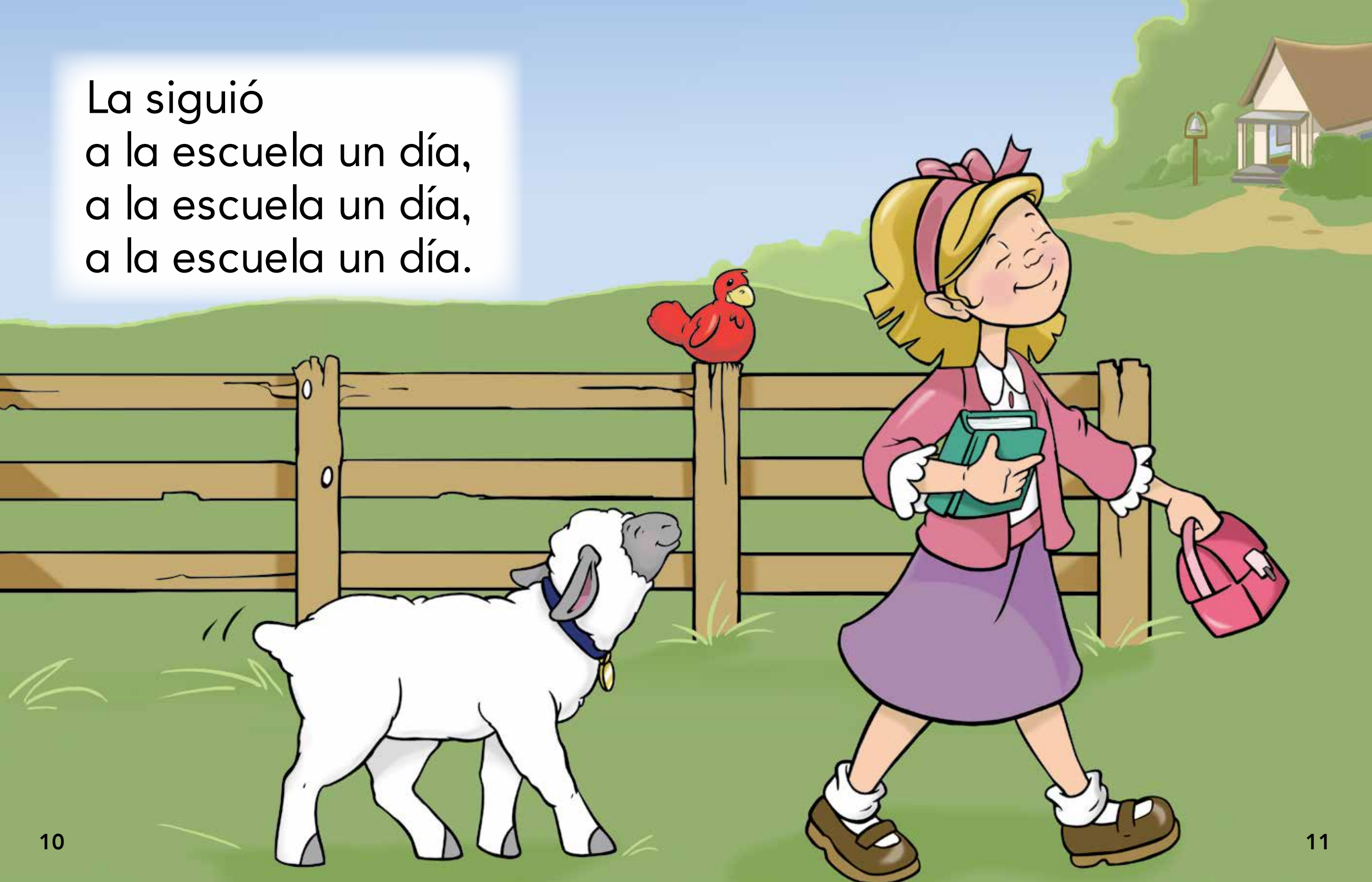
Por todas partes donde
María iba,
María iba,
María iba,



Por todas partes donde
María iba,
la corderita la seguía.



La siguió
a la escuela un día,
a la escuela un día,
a la escuela un día.



La siguió
a la escuela un día,
pero era prohibido.



Los niños
se rieron y jugaron,
se rieron y jugaron,
se rieron y jugaron.



Los niños
se rieron y jugaron
de ver a una corderita
en la escuela.

