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**Early Childhood Themes
—Los cinco sentidos
(Five Senses) 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 (1 page)
Reader (9 pages)

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Literacy, Language, & Learning

Early Childhood Themes

Los cinco sentidos

Teacher's Guide

**Spanish
Version**



Teacher Created Materials
PUBLISHING

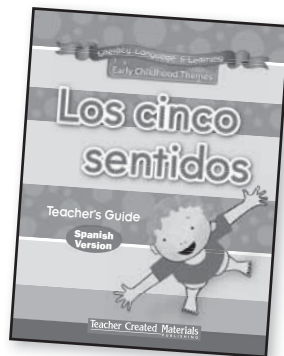
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Introduction

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 *Los cinco sentidos 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 the five senses. They are bright and colorful and give the children images to which they can relate concepts about our senses 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, *Con mis sentidos*, provides pictorial support for the children’s understanding of the five senses. A wordless photo book, *Los cinco sentidos*, helps develop the children’s oral language as they discuss and create a story that shows all kinds of things we can do with our senses. A book created around the traditional nursery rhyme “Canta por peniques” 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 *Con mis sentidos* and the traditional rhyme book *Canta por peniques*.

The Digital 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.



Leaf Sort



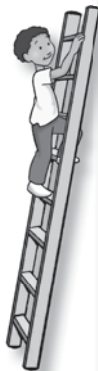
- veo vocabulary concept card
- Leaves, Leaves, Leaves (p. 103)
- stuffed animals (various sizes)
- scissors

Procedure

- 1 Gather children together on the rug or in their chairs.
- 2 Review the *veo* vocabulary concept card with children.
 - Give them time to discuss what they know about the word *veo*.
 - Ask them to share things that they see with their eyes.
- 3 Explain to children that they will use their eyes to see items and sort them from smallest to largest.
- 4 Place three stuffed animals (various sizes) in the front of the classroom.
 - Have the class order the animals in a line from smallest to largest.
 - Point out to children the smallest animal in the line. Then point out the largest in the line.
- 5 Show the *Leaves, Leaves, Leaves* page to children. You may wish to bring in real leaves for children to feel before distributing the activity page. Have them observe each leaf on the activity page. Discuss the size of each. Encourage children to use the words *pequeño*, *mediano*, *grande*, and *más grande* to describe the size of the leaves.
- 6 Distribute the *Leaves, Leaves, Leaves* page and scissors to children.
 - Have them cut out the four leaves.
 - Tell children to sort the leaves from smallest to largest. Then have them sort them from largest to smallest.
- 7 Walk around to monitor children's understanding.

Extension

Distribute drawing paper to children. Have them fold the paper into fourths. Tell children to think of an object they would like to draw that can be different sizes. Have them draw the object in each box, making sure they range in size. Have partners cut apart the pictures and order them from smallest to largest.



A young girl with freckles and blue eyes is looking through a magnifying glass. The magnifying glass is focused on a small green beetle with gold spots, which is resting on her index finger. The background is a close-up of her face, showing her eyes and freckles. The entire image is framed by a green border with a white dashed line.

veo

Yo veo un insecto
de cerca.

veo



Connecting Pieces: Activating Prior Knowledge

- Gather children on the rug. Show the front of the card. Encourage children to share what they see in the picture.
- Tell children that our eyes help us see many things. Ask children what they see in the room. Encourage them to use complete sentences when answering.
- Read the sentence aloud and point to each word as you read it. Encourage children to read the word and sentence with you.
- Explain to children that some people are not able to see with their eyes. Tell them that these people depend on their other senses to “see” the world around them. For example, they may use their sense of touch to feel instead of see what is on a table.



Building Blocks: Phonemic Awareness

- Point to the word *veo* on the front of the card. Read the word and then ask the children to read the word with you.
- Emphasize the sounds made by the *eo* combination. Have them repeat the sounds. Tell children that you will say other words. Ask them to repeat each word and listen for the *eo* sounds. If the word has the *eo* ending, have children point to one elbow. If the word does not have the *eo* ending, ask children to keep their hands in their lap. You may wish to use the following words:

feo (elbow)	museo (elbow)
gota (lap)	cabeza (lap)
video (elbow)	fideo (elbow)
ceja (lap)	rodeo (elbow)
pies (lap)	mascota (lap)



New Ideas: Building Knowledge and Comprehension

- Explain to children that our eyes can see better when the light around us is brighter. We can more easily see fine details and beautiful colors.
- Tell children that when the lights are first turned off, it takes our eyes time to adjust to the darkness. We can see, but not with the same detail that we see in the light. Explain that the pupil, the black circle in the center of our eye, contracts (or gets smaller) when the light is bright and opens up (or gets larger) when it is darker.

Five Senses Songs *(cont.)*

.....

Si estás feliz con tus sentidos

(Cantada con la melodía de "If You're Happy and You Know It")

Letra de Sharon Coan

A medida que cantan cada estrofa, hagan las acciones que se indican.

Si te agrada poder ver,
¡a pestañear!
Si te agrada poder ver,
¡a pestañear!
Si te agrada poder ver,
todo puede suceder.
Si te agrada poder ver,
¡a pestañear!

Si te agrada escuchar,
cubre tu oreja.
Si te agrada escuchar,
cubre tu oreja.
Si te agrada escuchar,
pon tu oído a trabajar.
Si te agrada escuchar,
cubre tu oreja.

Si te agrada saborear,
saca la lengua.
Si te agrada saborear,
saca la lengua.
Si te agrada saborear,
muévela aquí y allá.
Si te agrada saborear,
saca la lengua.

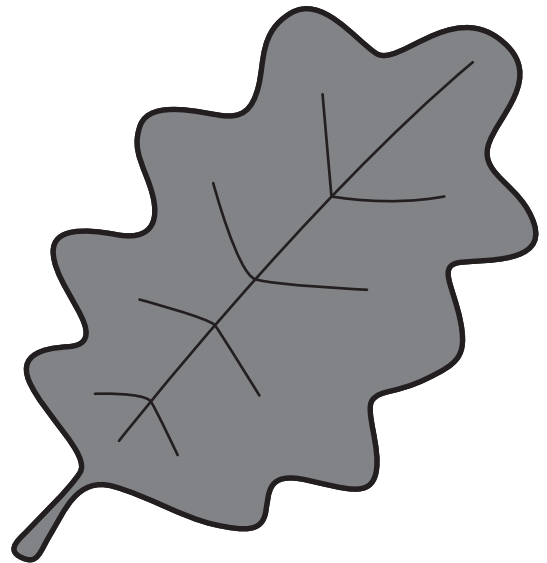
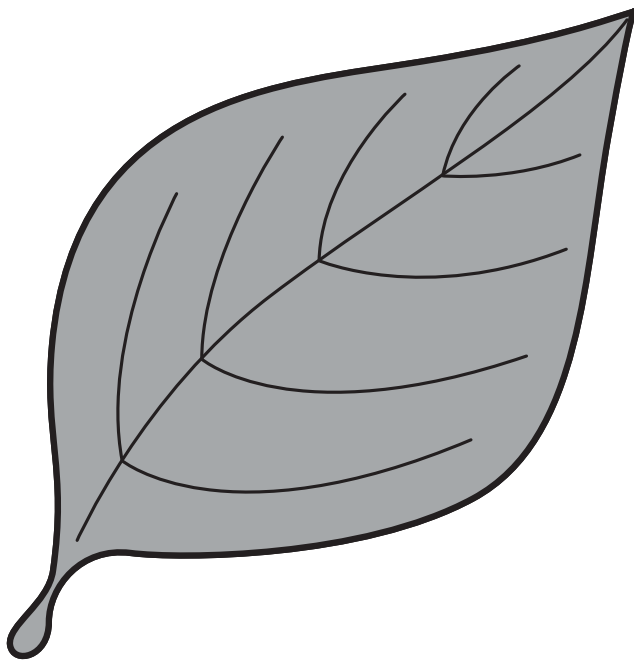
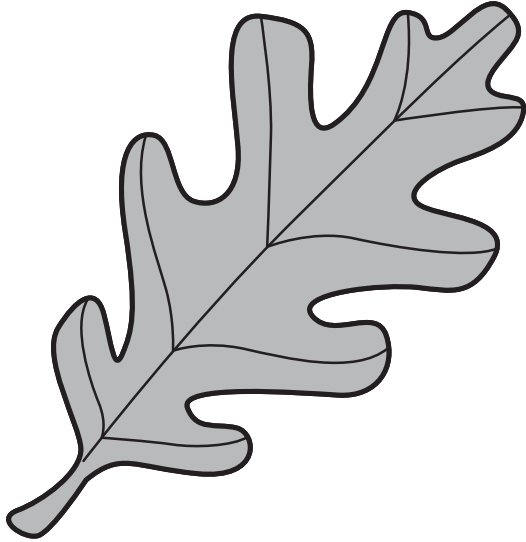
Si te agrada oler,
mueve la nariz.
Si te agrada oler,
mueve la nariz.
Si te agrada oler,
todo puede suceder.
Si te agrada oler,
mueve la nariz.

Si te agrada tocar,
mueve los dedos.
Si te agrada tocar,
mueve los dedos.
Si te agrada tocar,
pon tu mano a trabajar.
Si te agrada tocar,
mueve los dedos.

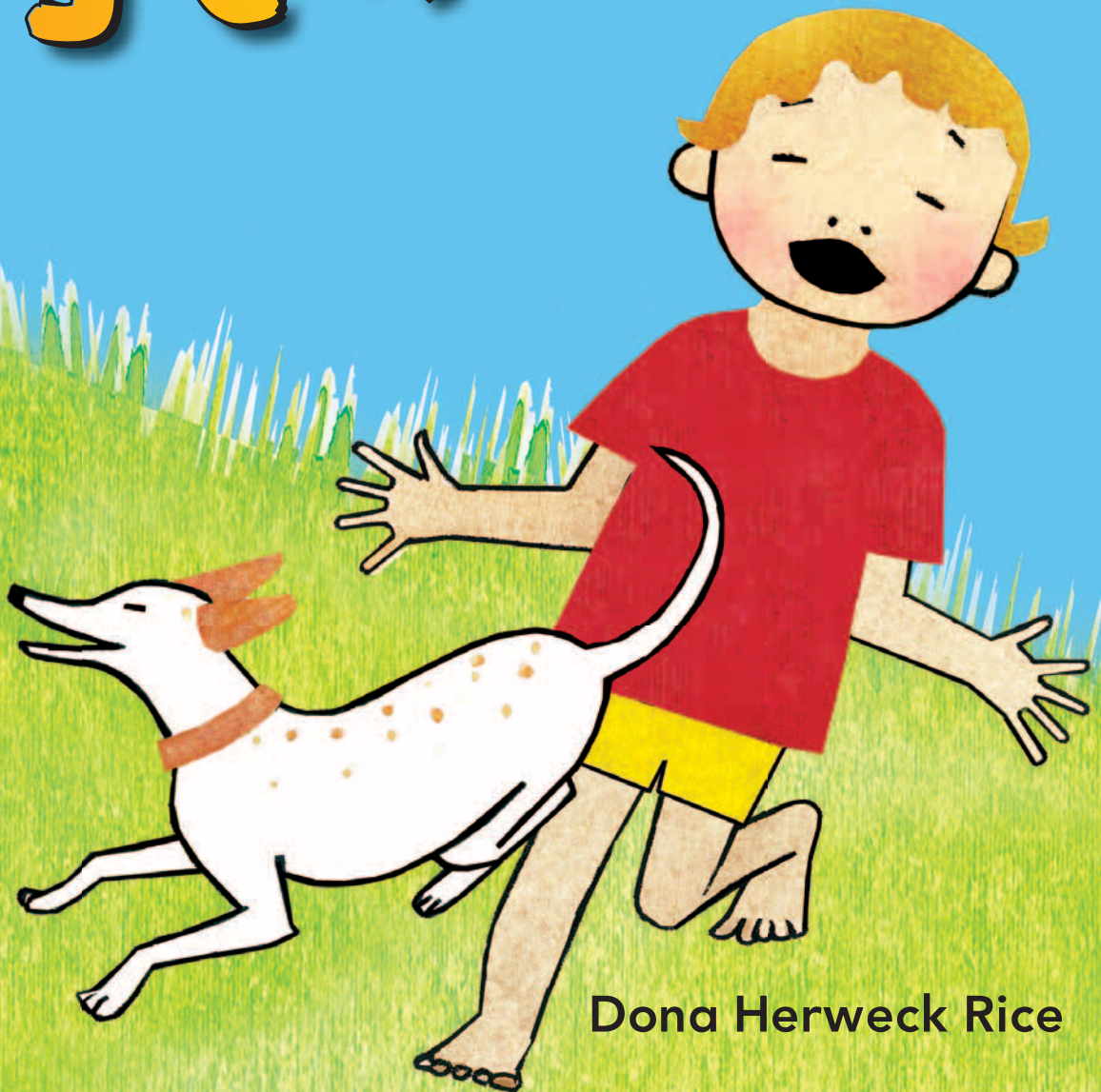


Leaves, Leaves, Leaves

Use these pictures with the lesson on page 63.



Con mis sentidos



Dona Herweck Rice

Con mis ojos
veo el cielo,
mariposa y ave
que alzan vuelo.



Con mis oídos
oigo una canción.
Y es que la música
es mi gran pasión.

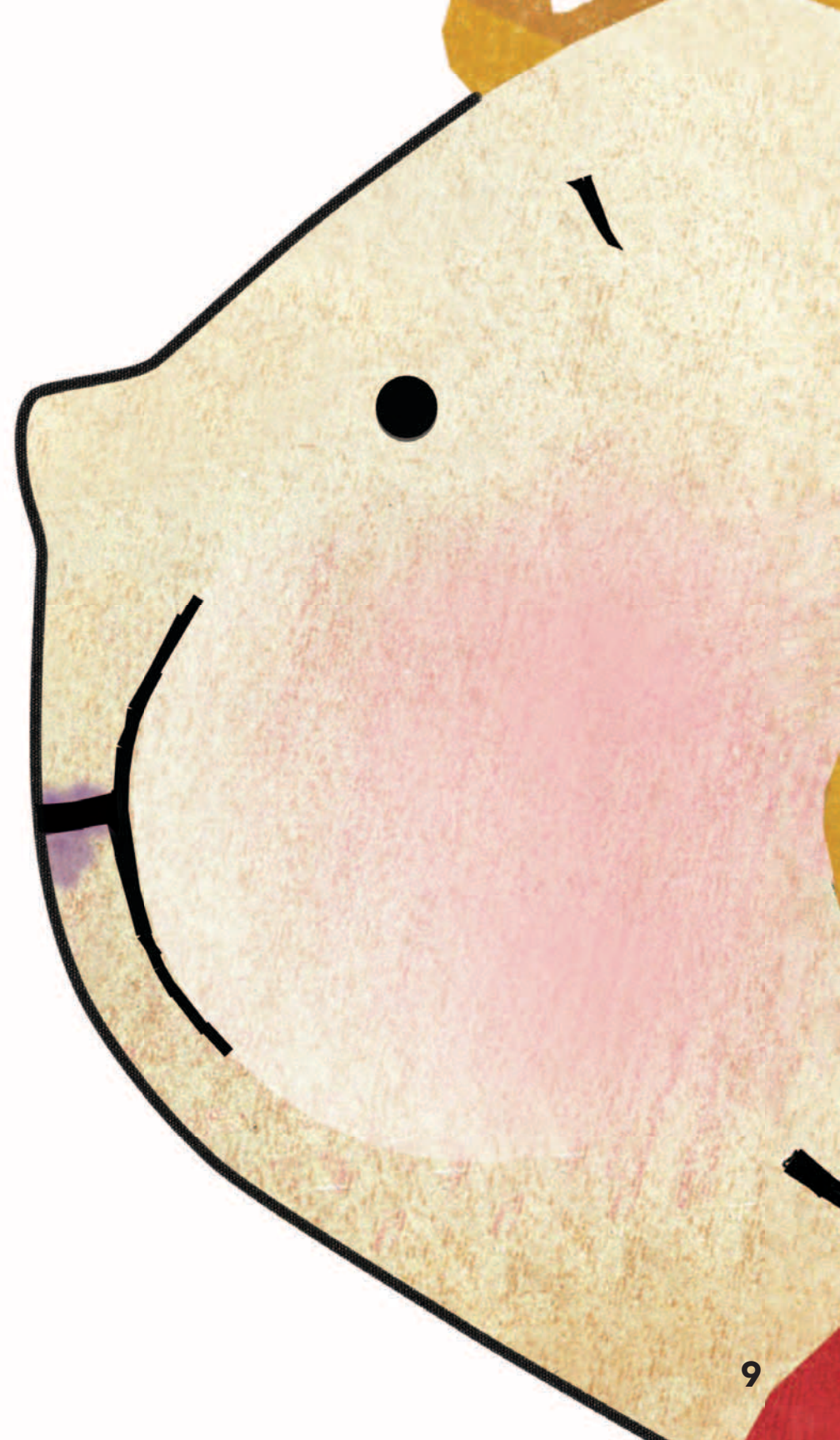


Con mi nariz
huelo las galletas.
Una delicia
es la receta.



Con mi boca
la ciruela saboreo.

Su rico jugo:
"Mmm... ¡qué bueno!".



Con mis manos toco
árboles y cosas,
hojas verdes
y pegajosas.



Con mis sentidos
quiero aprender
lo que este mundo
me puede ofrecer.



Con mis sentidos
sé qué hay allí:
sabores, sonidos
y flor de alhelí.



Con mis sentidos
siento alegría.

Puedo vivir en paz
y en armonía.

