

Sample Pages from



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**Early Childhood Themes
—Los animales
(Animals) Kit
(Spanish)**

This sample includes the following:

Teachers 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 Resources (1 page)
Pattern page from Unit Resources (1 page)
Reader (9 pages)

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Literacy, Language, & Learning

★
Early Childhood Themes
★

Los animales

Teacher's Guide

**Spanish
version**



Teacher Created Materials
PUBLISHING

Table of Contents

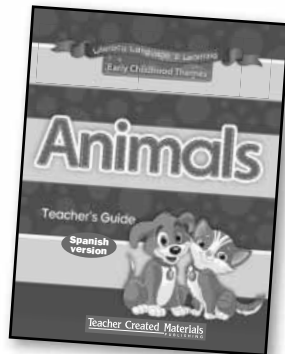
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Introduction

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 *Animals 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 depicting animals. They are bright and colorful and give the children images to which they can relate different types of animals 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, *Los hogares de los animales*, is used to introduce the unit and provide pictorial support for the children’s understanding of animals. A wordless photo book, *Los animales*, helps develop the children’s oral language as they discuss and create a story that shows animal parents and babies in their natural habitats. A book created around the traditional nursery rhyme “Baa, Baa, Black Sheep” 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 *Los hogares de los animales* and the traditional rhyme book *Bee, bee, borreguito negro*.

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.



Animal Needs



- *pájaro* vocabulary concept card
- Animal Needs Cards (p. 94)
- drawing paper
- crayons or markers



Procedure:

- 1 Gather children together on the rug or in their chairs.
- 2 Tell children that a need is something that we have to have in order to live. Explain that all living things have needs to keep them alive.
 - Display the Animal Needs Cards one at a time. Discuss each card and the reason it is needed in order to live.
 - Ask children if we need the same things in order for us to live.
- 3 Display the *pájaro* vocabulary concept card. Allow children to share their previous experiences with birds.
 - Encourage children to name different types of birds.
 - Discuss each of the Animal Needs Cards with a bird in mind. For example, children may say that birds need worms for food and a nest for shelter.
- 4 Have children draw a picture of the things that birds need.
 - Provide drawing paper folded into four sections. In each section, write one thing that animals need.
 - Provide crayons or markers for children to use as they draw pictures of what birds need.



Extension

Have each child think of a specific animal and draw things that animal needs. For example, children could draw things that a cow needs, such as a barn for shelter and grass for food.

pájaro



El pájaro busca
un gusano.

pájaro



Connecting Pieces: Activating Prior Knowledge

Show children the front of the card. Ask them to describe the bird in the picture. Have children share their experiences with birds. Ask, “¿Dónde está el pájaro? ¿Cómo se ve el pájaro?” Explain that birds build houses called *nidos*. Point out that mother birds lay eggs in their nests and sit on the eggs to keep them warm until they hatch. Allow children to share about nests that they have seen.



Building Blocks: Phonemic Awareness and Phonics

Write the word *pájaro* on the board and have children read it with you. Ask them to name the first letter of the word. Ask what sound the letter *p* makes. Model how to make the /p/ sound. Have children repeat the sound three times: /p/, /p/, /p/. Now segment the word into syllables as follows: pá-ja-ro. Ask children to repeat after you. Count the number of syllables in the word (three). Ask children to segment the word again.



New Ideas: Building Knowledge and Comprehension

Look at the picture of the bird. Ask children where most birds live. If necessary, lead them to the idea that most birds live outside. If weather permits, take children on a bird walk. Remind children that they want to look and listen for birds, so they must walk very quietly. When you see a bird, stop to observe its activity and listen for its song. Ask children to take note of the bird's color. You may wish to bring paper with you so that you can record how many birds and the types of birds that you see. When you return to the classroom, have each child draw a picture of a bird that he or she saw during the walk. If you are unable to do a bird walk, show children a book about birds and discuss the different types.

Animal Songs (cont.)

.....

Así es cómo el águila vuela

(Cantada con la melodía de "Así vamos de vuelta por la morera.")

Así es cómo el águila vuela,
El águila vuela, el águila vuela.
Así es cómo el águila vuela
En la madrugada.

(Segundo verso)

Así es cómo el mono columpia...

(Tercer verso)

Así es cómo el león ruge...

(Cuarto verso)

Así es cómo el grillo salta...

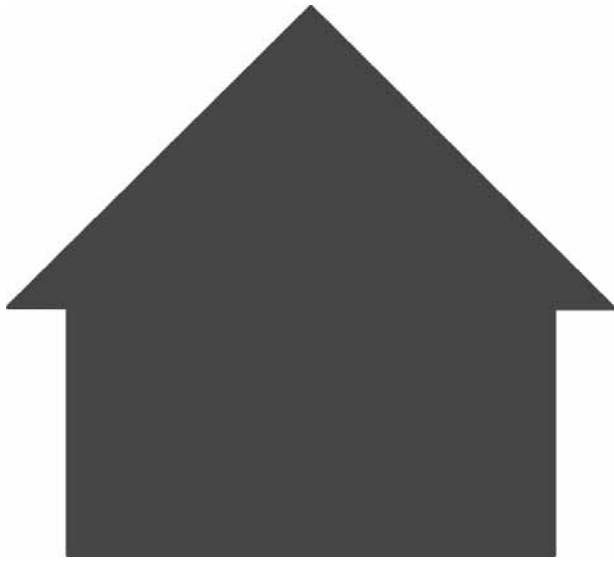
(Quinto verso)

Así es cómo el delfín nada...



Animal Needs Cards

Use this pattern with the lesson on page 63.



refugio



agua

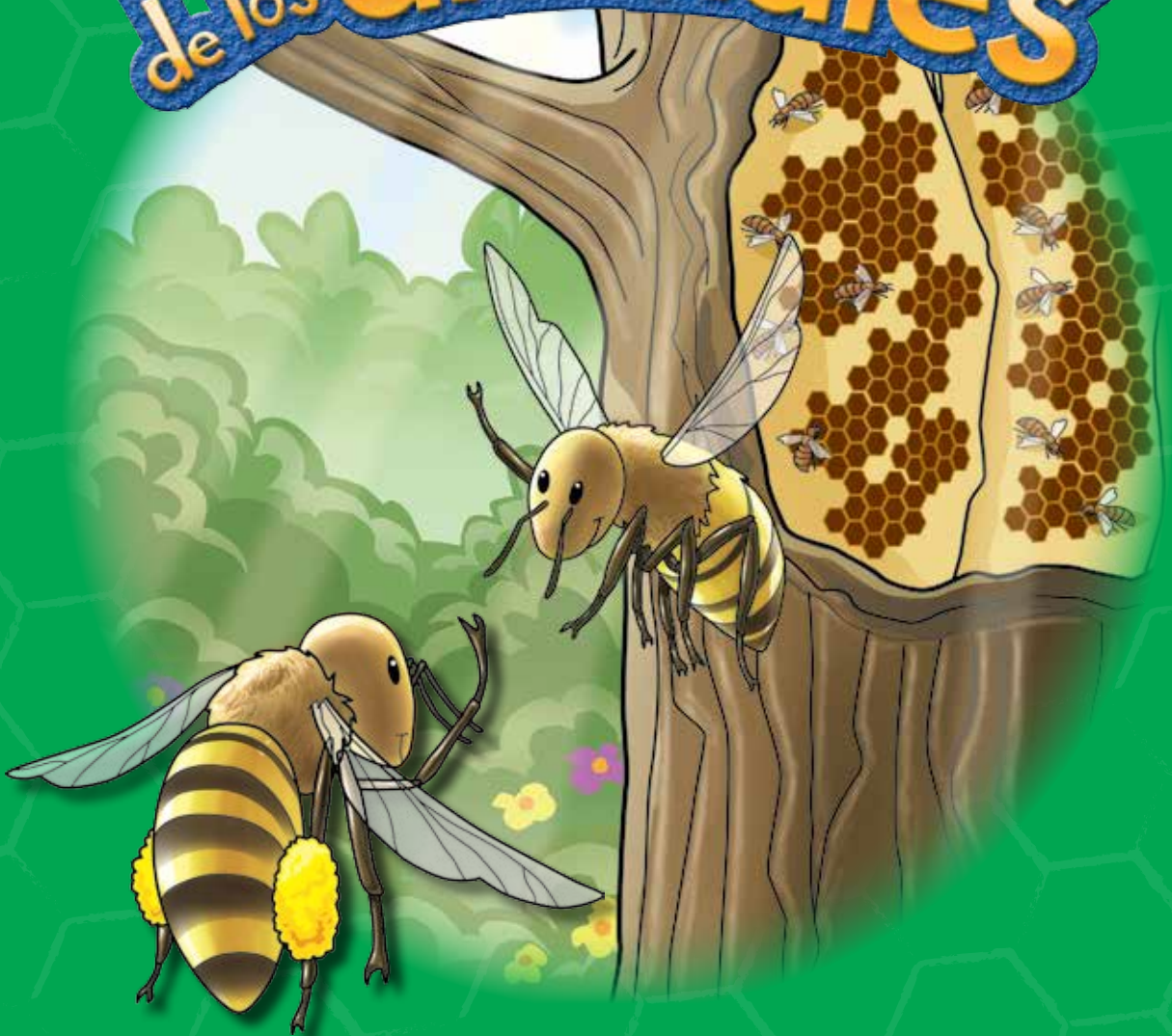


comida



aire

Los hogares de los animales

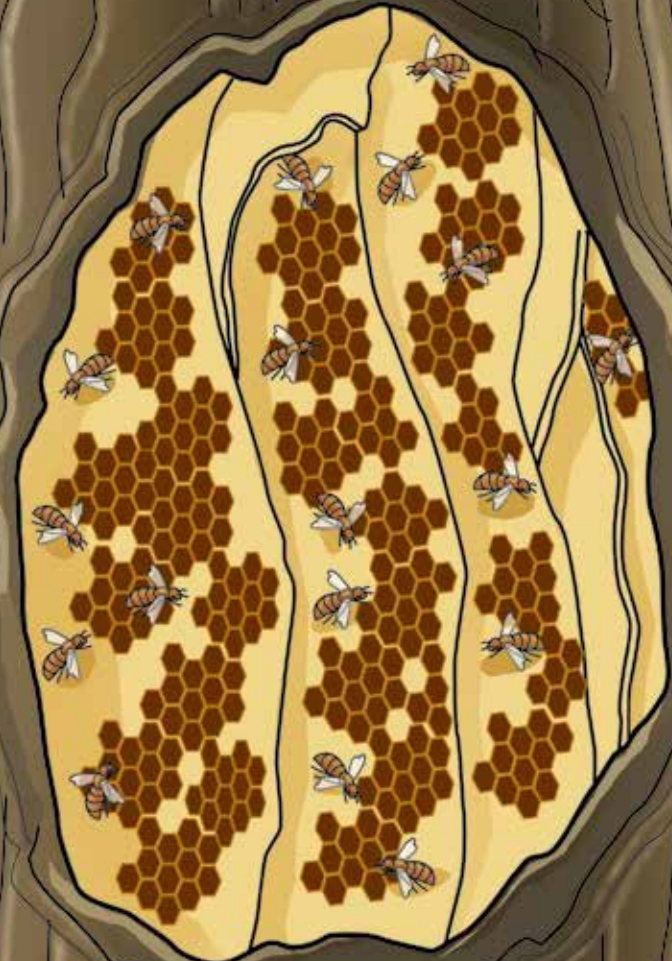


Dona Herweck Rice

En los árboles
viven las ardillas.



Las colmenas son para las abejas amarillas.



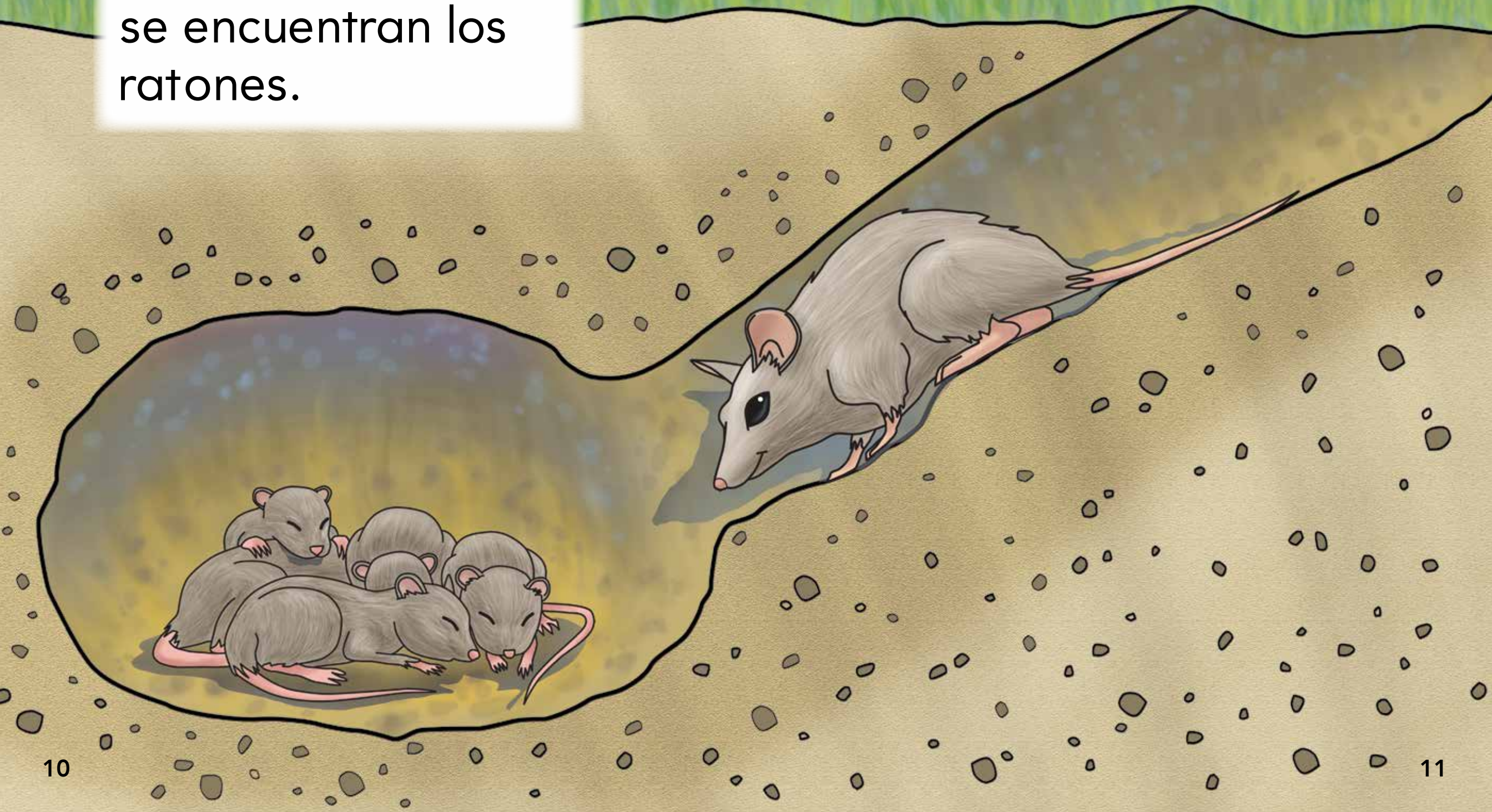
Los castores viven
al lado de sus presas.



Los corderos se reposan en un granero para cosechas.



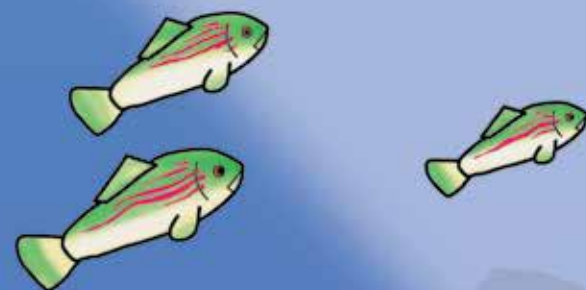
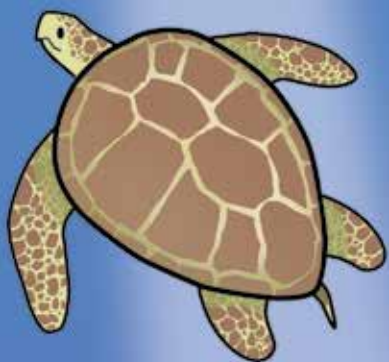
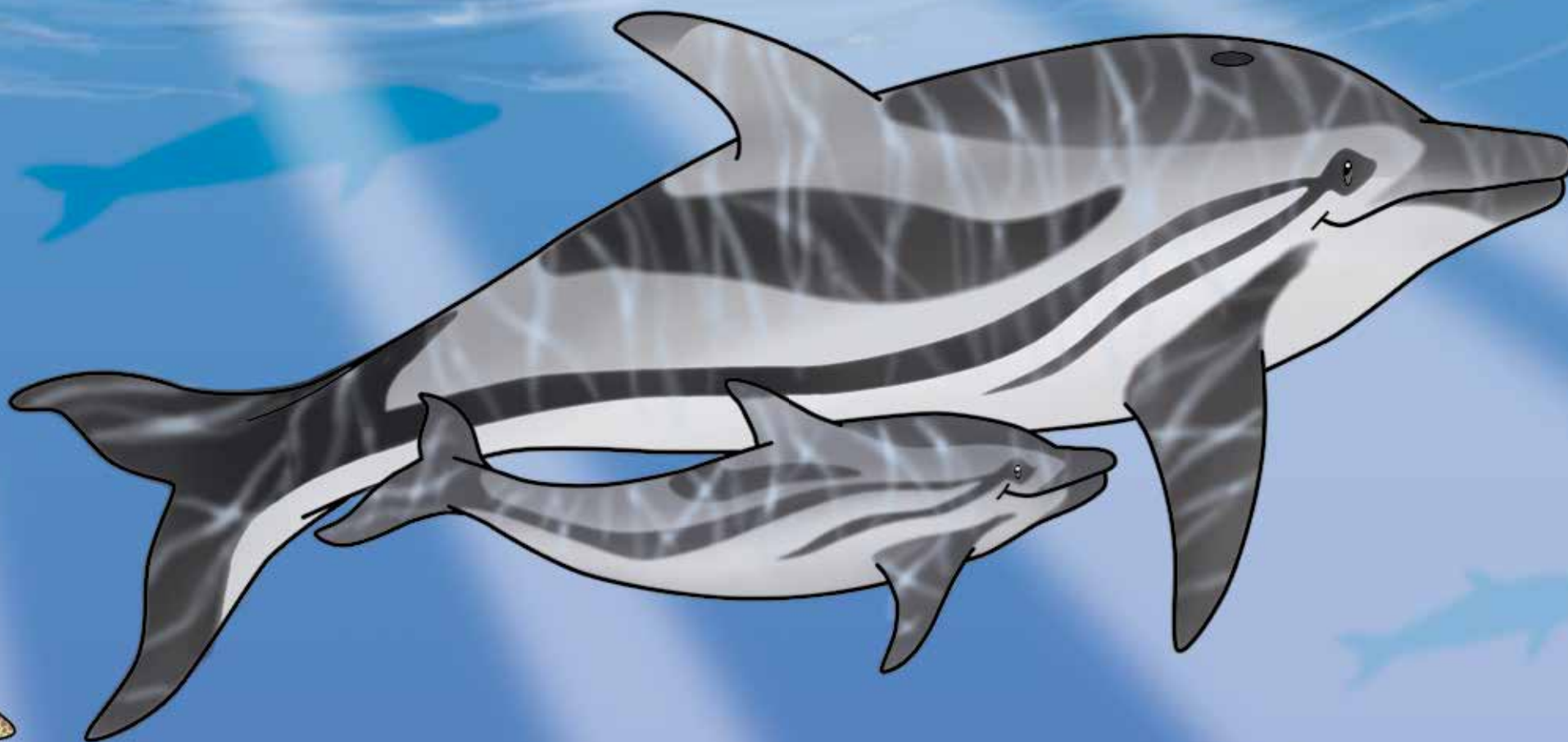
En las madrigueras
se encuentran los
ratones.



Las cuevas son perfectas
para los leones.



Los delfines nadan
en el mar.



Pero yo estoy contento
en mi hogar.

