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**Early Childhood Themes**  
**—Las familias**  
**(Families) 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** (8 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

# Las familias

Teacher's Guide

**Spanish  
version**



**Teacher Created Materials**  
PUBLISHING

# Table of Contents

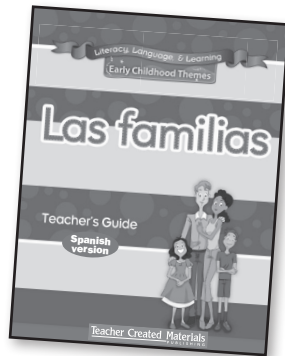
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## Introduction

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 *Las familias 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.

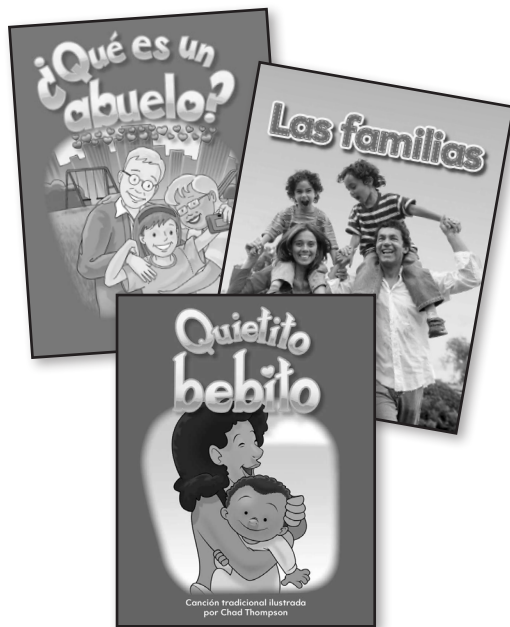
The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting families. They are bright and colorful and give the children images to which they can relate concepts about families as they are being discussed throughout the unit. The backs 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, *¿Qué es un abuelo?*, provides pictorial support for the children’s understanding of families. A wordless photo book, *Las familias*, helps develop the children’s oral language as they discuss and create a story that shows all kinds of families that belong together. A book created around the traditional nursery rhyme “Hush, Little Baby” 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 *¿Qué es un abuelo?* and the traditional rhyme book *Quietito bebito*.

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.



# Family Patterns



- *hermano, hermana, madre, and padre* vocabulary concept cards
- Family Picture Cards (p. 93)
- scissors
- masking tape
- glue
- construction paper

## Procedure:

- 1 Prior to the lesson, make two copies of the Family Picture Cards for each pair of children, and then cut out the cards. These cards will also be used in the “My House” lesson on page 57.
- 2 Gather children together on the rug or in their chairs.
- 3 Display the *hermano, hermana, madre, and padre* vocabulary concept cards. Discuss each photograph and allow children to share their experiences with and knowledge about these family roles.
- 4 Introduce the Family Picture Cards. Encourage children to help you name each person in the pictures.
- 5 Tell children that the Family Picture Cards can be used to create patterns. Remind children that a pattern repeats over and over.
- 6 Show children the brother/boy and sister/girl Family Picture Cards. Explain that they can use these pictures to make a pattern using boys and girls or brothers and sisters. Use the Family Picture Cards to create a pattern of your choice. Tape the picture cards on the board so children can see the pattern.
- 7 Repeat the procedure, using the mother and father picture cards. Start a pattern and encourage children to complete it.
- 8 Tell children that they will create their own patterns with partners.
  - Distribute copies of the Family Picture Cards to each pair of children.
  - Ask children to use the cards to create a pattern.
  - After you have checked for accuracy, have children glue their patterns on sheets of construction paper.
  - Display the patterns around the room.



## Extension

Have children create patterns using illustrations of their family pets. If children do not have pets, they can make patterns using pets they would like to have.

# hermano



Mi hermano y yo  
jugamos juntos.

# hermano



## Connecting Pieces: Activating Prior Knowledge

- Show children the picture on the front of the card. Ask for volunteers to point out specific details about the picture, such as who is in the picture and what they are doing.
- Read the sentence aloud, pointing to each word as you read it. Tell children to think of one sentence about how or why their brother makes them laugh. Children can do this for a friend or another family member if they do not have a brother.



## Building Blocks: Phonemic Awareness and Phonics

- Say the word *hermano*. Have children repeat the word with you. Say the word again and emphasize the ending /o/ sound. Ask children to repeat this sound.
- Ask children to name other words that end with the /o/ sound. You may wish to have children name other vocabulary words from this unit that end with the /o/ sound (e.g., *abuelo*, *hijo*).



## New Ideas: Building Knowledge and Comprehension

- Explain that girls can be sisters and boys can be brothers. Review the other family vocabulary words. Sort all of the vocabulary concept cards into girl and boy groups.
- If time permits, brainstorm additional family roles and write them on index cards and have children sort them accordingly.



# hermana



Mi hermana me ayuda.

# hermana



## Connecting Pieces: Activating Prior Knowledge

- Show children the picture on the front of the card. Have them take turns describing what they see. Ask what the children in the picture are doing. Ask, “¿Parece que se están divirtiendo? ¿Parece que se conocen? ¿Cómo lo sabes?”
- Point to the sister in the picture. Ask children whether they have sisters. Ask the girls whether they are sisters. Allow children to share their experiences.
- After children have had an opportunity to discuss the picture, read the sentence aloud. Brainstorm a list of possible activities that brothers and sisters do together.



## Building Blocks: Phonemic Awareness and Phonics

- Say the word *hermana* to children. Say the word again slowly and clap your hands for each syllable. Have children say *hermana* and clap for each syllable. Ask them to hold up fingers to match how many syllables are in the word (three).
- Continue this process for the following family words:

hermano (three)	hijo (two)
madre (two)	padre (two)
tía (two)	abuela (three)



## New Ideas: Building Knowledge and Comprehension

- Have each child choose a word from the family word list above. Give each child a sheet of drawing paper to illustrate the word. Ask each child to draw a picture on one side and, if appropriate, write the family word on the other side.
- As needed, help children write, or use inventive spelling to write the word or sentence. If a child is not a sister, or does not have a sister, he or she can write about an activity with a friend or another family member.

# madre

A photograph of a woman with long dark hair, wearing a red top and a blue floral skirt, sitting on a concrete step and hugging a young girl. The girl is wearing a pink polka-dot dress and pink shoes, and she has a joyful expression with her mouth open. The background shows a brick wall and a window.

Mi madre me quiere  
mucho.

# madre



## Connecting Pieces: Activating Prior Knowledge

- Show children the front of the card. Ask them to share details about what they see in the picture. Encourage children to discuss some important things that mothers do.
- Have children share stories about the things they do with their mothers. Tell children to explain why their mothers are special. Depending on children's family situations, you may wish to have children share about other special women in their lives.
- Write the word *madre* on the board. As a class, complete an acrostic poem for the word. For example, *m*: madre; *a*: ama; and so on.



## Building Blocks: Phonemic Awareness and Phonics

- Give each child a small card with a lowercase *m* written on it. Repeat the /m/ sound three times.
- Tell children that they will listen for the /m/ sound at the beginning of some words. If they hear the /m/ sound, they should hold up their *m* cards. If they do not hear the /m/ sound, they should keep their cards down. Provide enough time for children to listen to the word and think about their decision. You may use the following words:

mago (yes)	fresa (no)
playa (no)	galleta (no)
mosca (yes)	casa (no)
moño (yes)	música (yes)



## New Ideas: Building Knowledge and Comprehension

- Write the following sentences on the board: "Mi madre es especial porque \_\_\_\_." "Mi madre puede \_\_\_\_." Read the sentences aloud, and ask for volunteers to complete each sentence about their mother.
- Some children may prefer to talk about another special woman in their life. Make sure to provide a safe and comfortable environment for them to do so.

# padre



Mi padre juega  
conmigo.

# padre



## Connecting Pieces: Activating Prior Knowledge

- Display the front of the card. Ask children to look at the picture. Point to and read the word *padre* at the top of the card. Ask children to say the word with you.
- Read the sentence, pointing to each word as you read it. Ask children to think of games that they play with their fathers or other special men in their lives (e.g., uncles, older cousins, older brothers). Encourage children to share stories about their fathers or other special men in their lives.



## Building Blocks: Phonemic Awareness and Phonics

- Point to the word *padre* on the front of the card. Read the word to children. Tell them that the word *padre* begins with the /p/ sound. Model how to make the /p/ sound. Then have them repeat the /p/ sound with you three times.
- Write the following tongue twister on the board: *Las papas que pelan Paca y Pola las pone Pepe, poco a poco, en pilas*. Read it aloud to children and have them repeat it with you three times.
- Ask for volunteers to come up to the board and find a letter *p* in the sentence. Circle each letter *p* as children point to it.



## New Ideas: Building Knowledge and Comprehension

- Display the picture again for children to see. Point out that the boy and his father are playing soccer. Depending on each child's family situation, encourage children to talk about the fun things that they do with their fathers.
- Have children sit in a circle on the rug and recall one detail about another classmate's father (or another special man) to share with the rest of the class.

# Families Songs (cont.)

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## ¡Somos una familia!

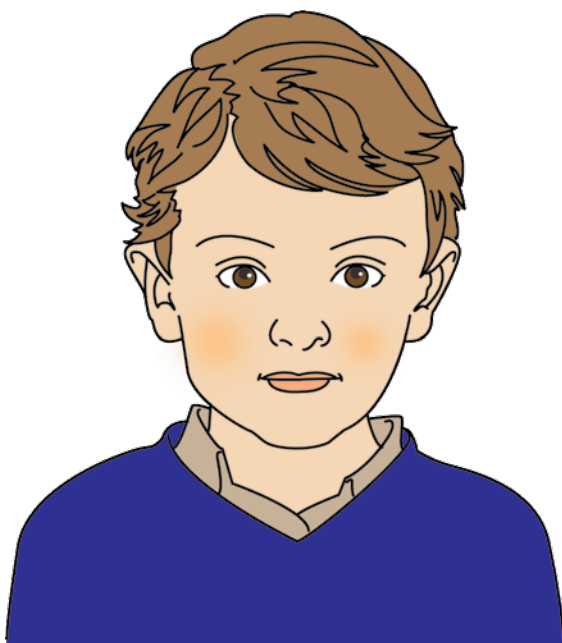
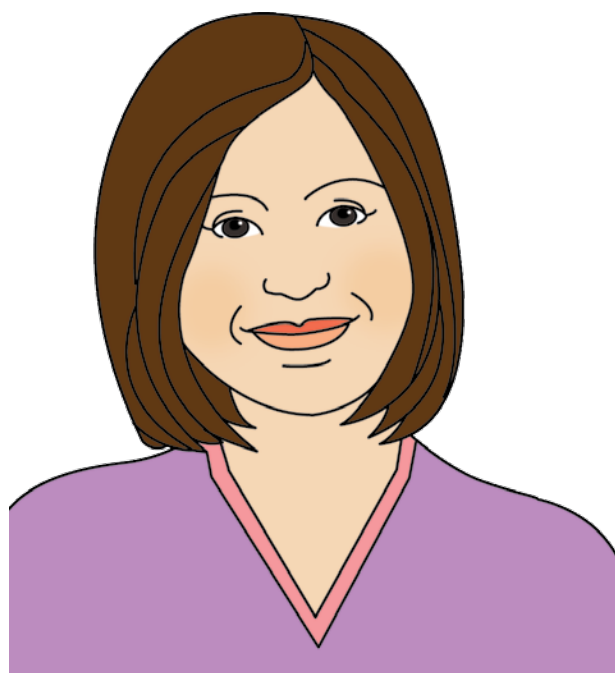
*(Cantada con la melodía de "Sr. Sol")*

Amo a mi mamá, papá,  
Mi tía y tío,  
¡Somos una familia!  
Amo a mi abuela,  
y a mi abuelo, también,  
¡Somos una familia!  
Una familia tiene muchos o pocos,  
Grandes o pequeños,  
Su amor es único.  
Amo a mi hermana,  
y mi hermano, también,  
¡Somos una familia!



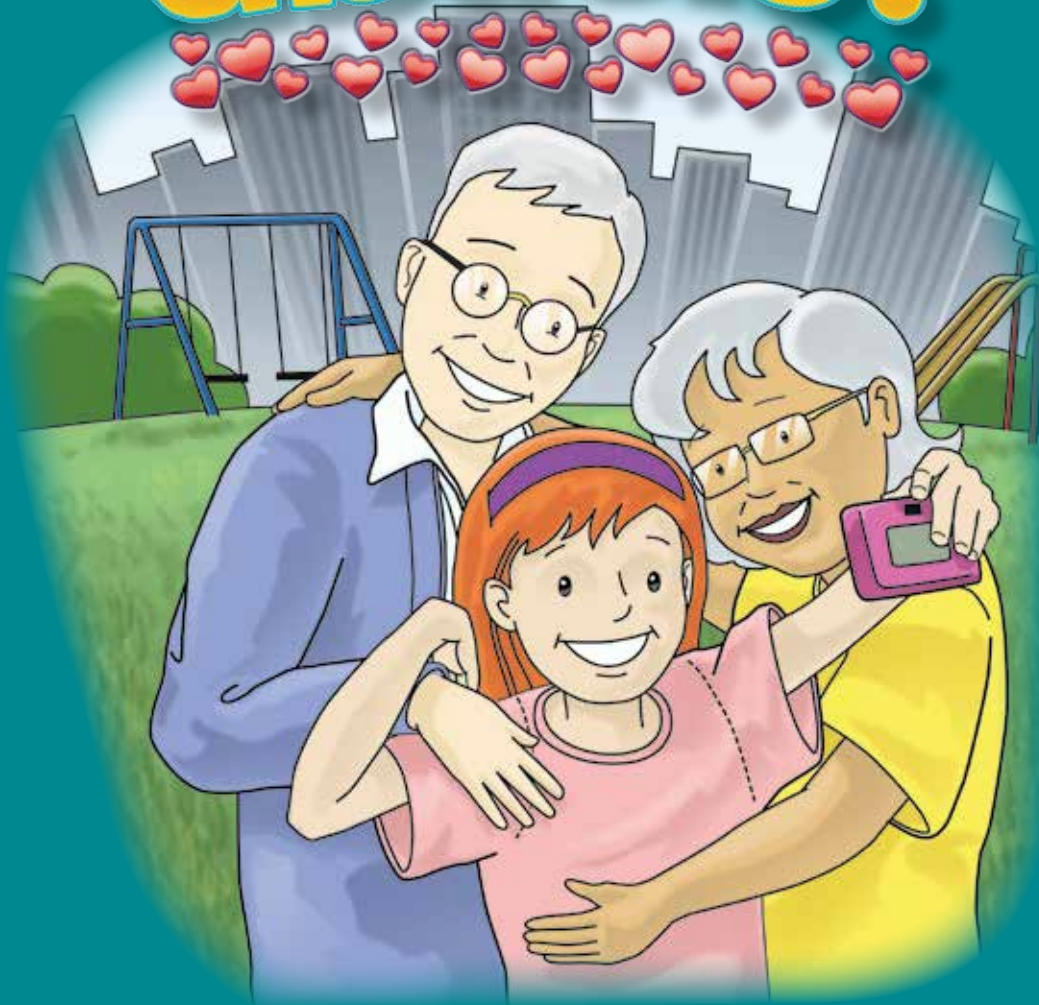
# Family Picture Cards

Use these cards with the lessons on pages 53 and 57.





# ¿Qué es un abuelo?

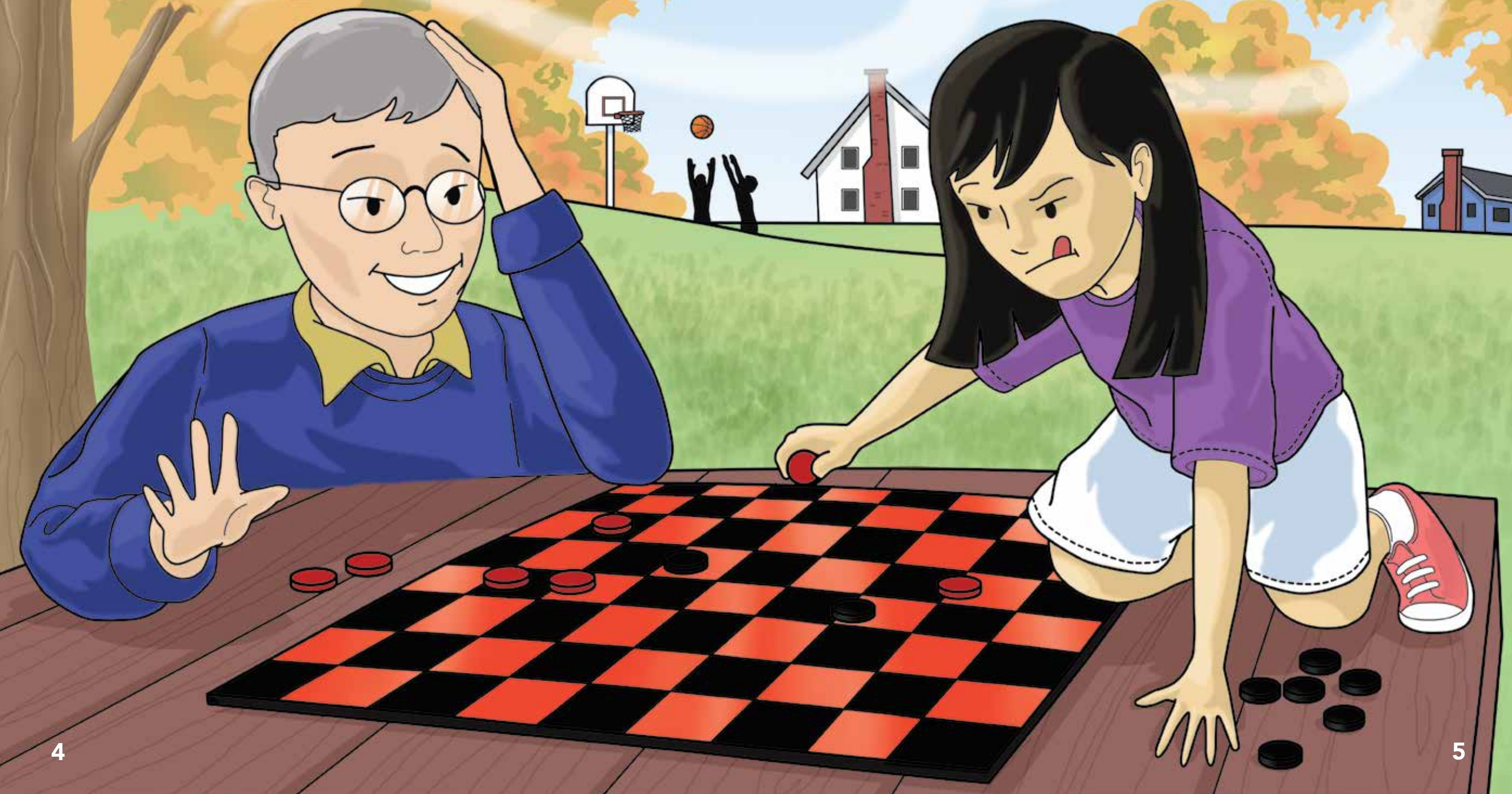


Dona Herweck Rice

¿Qué es  
un abuelo?  
Es fácil saber.



Pero no son las gafas



ni el olor a galletas.



No es un jardín



ni el cabello plateado.



No son las cañas de pescar



ni una silla de consuelo.





¿Qué es un abuelo?  
Casi lo sabes.  
Querer a sus nietos  
los hace así.

