

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **[www.tcmpub.com](http://www.tcmpub.com)**.

For correlations to state standards, please visit  
**[www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations)**

**Early Childhood Themes**  
**—El tiempo**  
**(Weather) 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** (4 pages)  
**Song Page from Unit Resource** (1 page)  
**Reader** (9 pages)

To Create a World <sup>in</sup> which  
**Children** love to Learn!

800-858-7339 • [www.tcmpub.com](http://www.tcmpub.com)

Literacy, Language, & Learning

Early Childhood Themes

# El tiempo

Teacher's Guide

**Spanish  
version**



**Teacher Created Materials**  
PUBLISHING

# Table of Contents

.....

<b>Introduction</b> .....	4	<b>Social Studies Lessons</b> .....	56
Introduction.....	4	Community Helper—Meteorologist .	56
Research and Rationale .....	6	Protect Yourself .....	57
Best Practices: Learning to Read .....	8	Dress for the Weather .....	58
Best Practices: The Five		Shelter Around the World .....	59
Components of Reading.....	10	Weather Mural.....	60
Best Practices: Differentiation.....	13	<b>Science Lessons</b> .....	61
Best Practices: English Language		Hot or Cold? .....	61
Support.....	15	The Sun Provides Heat .....	62
Best Practices: Assessment .....	16	Discover the Wind.....	63
Emergent and Early Writers.....	21	It’s Raining.....	64
Parent Support .....	24	Animal Homes .....	65
Correlation to Standards .....	29	<b>Music and Movement Lessons</b> .....	66
Standards/Objectives Chart .....	30	Weather Charades .....	66
How to Use This Product .....	32	Snow Guys and Gals.....	67
<b>Overview</b> .....	36	Thunder Dance .....	68
Menu of Lesson Choices.....	36	I Love the Sunshine .....	69
Vocabulary: Academic Language ....	38	Be the Weather .....	70
Introducing the Unit .....	40	<b>Art Lessons</b> .....	71
<b>Literacy Lessons</b> .....	41	Wind Masterpiece.....	71
Different Types of Weather .....	41	A Day at the Beach.....	72
Weather Clothing and Activities .....	42	Rainbow Creations.....	73
The Itsy Bitsy Spider.....	43	Spider Kite.....	74
Weather and After .....	44	Snowflake Prints .....	75
Make a Weather Big Book .....	45	<b>Unit Resources</b> .....	76
<b>Phonemic Awareness and</b>		Weather Songs.....	76
<b>Phonics Lessons</b> .....	46	Patterns .....	82
Letter Evaporation .....	46	Vocabulary Word Cards.....	105
Initial Sounds in Words.....	47	Recommended Children’s	
Begins the Same .....	48	Literature .....	107
Quick as Lightning .....	49	Using the CDs.....	109
Sand Name .....	50	<b>Appendices</b> .....	123
<b>Math Lessons</b> .....	51	References Cited.....	123
Weather Graph.....	51	Contents of the Teacher	
Sunshine Grid.....	52	Resource CD .....	124
Weather Roundup .....	53	Contents of the Audio CD .....	128
Rainy Day Math .....	54		
Snowman Button Count.....	55		

## 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 of weather. The main resource for the teacher is the *Weather 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 various types of weather. They are bright and colorful and give the children images to which they can relate the different types of weather 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 building knowledge and comprehension.



## Introduction *(cont.)*

The three books included in this kit provide the literature foundation for the theme. The concept book, *¿Qué tipo de tiempo?*, is used to introduce the unit and provide pictorial support for the children’s understanding of different types of weather. A wordless photo book, *El tiempo*, helps develop the children’s oral language as they discuss and create a story for what happens during and after a weather event. A book created around the traditional nursery rhyme “The Itsy Bitsy Spider” 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 tipo de tiempo?* and the traditional rhyme book *La pequeña arañita*.

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 interactive page-turning format; 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.



# It's Raining



- *lluvia* and *nube* vocabulary concept cards
- “Charcos crecientes” song (p. 81)
- coffee filter
- clear jar or glass with a narrow neck
- tape
- water
- medicine dropper

## Procedure:

- 1 Gather children together on the rug or in their chairs.
- 2 Display the *lluvia* vocabulary concept card.
  - Have children describe what they see in the picture.
  - Tell children that when it rains puddles can form on the ground.
- 3 Teach children the song “Charcos crecientes.”
  - Sing the song and do the actions for children so they become familiar with the words.
  - Encourage children to repeat after you as you sing the song again, one line at a time.
  - Ask children to join you and sing the song while doing the motions.
- 4 Ask children if they know where the rain comes from.
  - Allow children to share their prior knowledge about the rain. Accept all their responses.
  - Tell children they are going to do an experiment to learn how clouds release rain.
  - Show children the *nube* vocabulary concept card.
- 5 Tell children that you will use a coffee filter to show what a cloud does.
  - Display the coffee filter and discuss what it is used for. Allow the children to touch it.
  - Push the center of a coffee filter into the neck of a jar to form a white “cloud” inside the jar.
  - Tape the edge of the coffee filter to the lip of the jar. Tell children the jar will help collect the water.
- 6 Have children count as you add drops of water into the coffee filter. Add water until it “rains” inside the jar.
- 7 Help children conclude that it started to “rain” when the water became too heavy for the coffee filter to hold. Discuss how it rains when water becomes too heavy for clouds to hold.



Refer to the Audio CD track #6.



## Extension

Have children estimate how many drops of water it will take before the coffee filter starts to allow water through it. Repeat the experiment several times. Is the number of drops always the same?

# lluvia

A young boy with wet hair, wearing a red raincoat, is holding a yellow umbrella. He is smiling broadly and looking up at the rain falling around him. The background is a dark, blurred scene of rain.

La lluvia cae sobre el niño y su paraguas.

# Iluvia



## Connecting Pieces: Activating Prior Knowledge

Ask children to look at the picture on this card and tell you what is happening. Does the boy look like he is having a good time? What is he holding and why does he need it? What would happen if he weren't holding an umbrella? Ask children to share any experiences they have had in the rain. Maybe they were caught in a big rainstorm or they played outside in the puddles while it rained lightly. Ask children to think about activities they can do in the rain and activities they can't do when it's raining. Discuss any special clothing that people wear when it rains or equipment that is needed, like an umbrella, rain boots, and a raincoat. Also discuss why it rains, why rain is needed, and why plants can't survive without it. Ask children to describe what it feels like when they get wet. Ask them questions like the following: "¿Se siente resbaloso?" "¿Se siente frío?"



## Building Blocks: Phonemic Awareness and Phonics

Ask children to look at the picture on this card. Review your previous discussion about rain. Ask them to look at the word at the top of the card. Encourage them to look at the picture while they are thinking about what the word might be. Point out that the word begins with the letters *ll*, which makes the /y/ sound. Eventually tell them that the word is *Iluvia* and read it together. Next, direct children's attention to the sentence at the bottom of the card. Point to the words while you read them aloud. Encourage children to read the words while you are pointing to them. Read the sentence again, asking children to clap their hands when you get to the word *Iluvia*. Take turns having small groups of children read the sentence. First, have the boys read it while the girls listen. Next, have the girls read it while the boys listen. Have children make up sentences using *Iluvia*. Classmates should clap when they hear the word *Iluvia*.



## New Ideas: Building Knowledge and Comprehension

Gather children and have them sit in a circle on the floor. Have children look at the card again. Ask them to close their eyes and think about what it sounds like when it is raining. Ask them to describe it while you record the words on the board. Ask children to take a tour of the classroom to see if they can find an object that can help them make a rain sound. Bring the class together again on the floor. Ask all children to play their rain-making objects at the same time and have a rain concert. You may want to gather some instruments ahead of time that would work well for this activity. Cardboard tubes filled with beans and taped at the ends are great for this.



A large, fluffy white cloud is the central focus of the image, set against a bright blue sky with some lighter, wispy clouds. The cloud is soft and voluminous, with a slightly darker blue shadow on its left side. The entire scene is framed by a white dashed border on a solid blue background.

# nube

Una nube grande y blanca  
está en el cielo.

# nube



## Connecting Pieces: Activating Prior Knowledge

Show children the picture on this card. Explain to them that the word you will be talking about today begins with the letter *n*. Ask children to look at the picture and think about what word begins with the letter *n* and describes the picture. Tell them the word is *nube*. Talk about clouds and how they are really made of water, even though they look like big pieces of fluffy cotton. Ask children to describe what it looks like on a cloudy day. Share any books you may have in your classroom that shows pictures of clouds or that talk about weather. Discuss the different kinds of clouds. Explain to children that some clouds produce rain and others do not. (The cloud on this card is not a rain cloud.) Ask children to share any experiences they may have had with cloudy days. If the weather permits, take a walk outside and look at the clouds. Ask children to lie down in the grass and look up at the sky. Tell them to use their imaginations to see objects in the clouds. You should model this first, describing what you see.



## Building Blocks: Phonemic Awareness and Phonics

- Tell children to look at the word *nube*.
- Have them practice making the /n/ sound.
- Then have them practice saying the first syllable *nu*. Brainstorm other words that start with *nu* such as *número* or *nutrición*.
- Direct children's attention to the sentence at the bottom of the card. Tell them to look for any words they know. Ask them if they can find the word *nube*, and once they do, ask them to point out the *nu* syllable. Read the sentence to children while pointing to the words. Ask children to read it with you. Have children take turns pointing to the words while the class reads them.
- Write each of the words in the sentence on a word card. Mix up the words and put them back in the correct order. If children are ready, mix up the word cards again and then ask students to put them in the correct order.



## New Ideas: Building Knowledge and Comprehension

Show children the card again. Briefly discuss the card, asking students to describe what they see. Read the word *nube*. Also read the sentence at the bottom of the card, asking children to clap when they hear the word *nube*. Tell children to think about what they saw in the clouds when they used their imaginations. Give each child a dark blue sheet of paper and a white crayon. Tell them to draw pictures of clouds. When children are finished with their pictures, ask them to talk about clouds in small groups, or as a large group with you leading. Notice the vocabulary that children use. Did they use words such as *grande*, *blanca*, *esponjoso*, or *algadón*?

# Weather Songs (cont.)

.....

## Charcos crecientes

*(cantada a la tonada de "María tenía un borreguito")*

Gotas de lluvia caen a la tierra.

Caen a la tierra, caen a la tierra.

*(Mueve los dedos hacia el suelo.)*

Gotas de lluvia caen a la tierra,  
charcos crecen grandes.

*(Circula los brazos enfrente del cuerpo.)*



# ¿Qué tipo de tiempo?



Dona Rice

¿Qué tiempo hace  
en este lugar?  
¿Podré salir afuera  
para jugar?



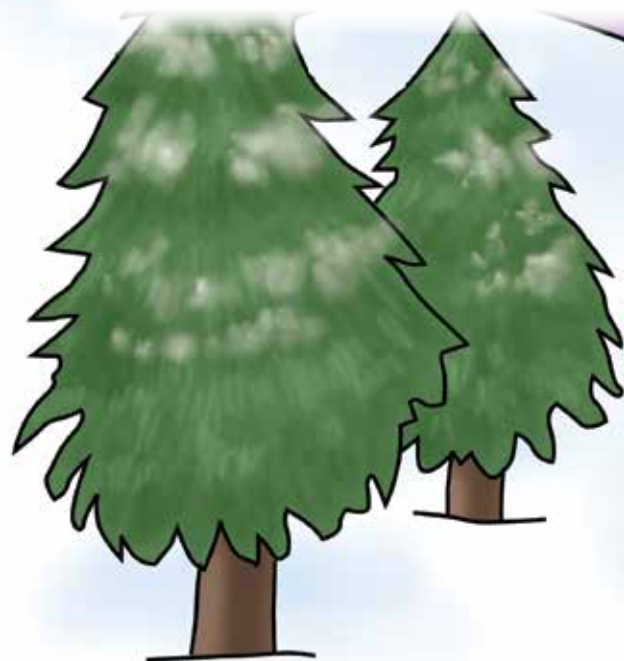
Hoy hace calor.  
En el sol jugaré.  
Me pondré mis  
pantalones cortos.  
En la playa andaré.



Hoy está lloviendo.  
No me mojaré.  
Usaré mi paraguas  
y me taparé.



Hoy está nevando.  
Me pongo mi abrigo,  
mis botas y mi gorro.  
¡Hace mucho frío!





Hoy hay mucho viento.  
Mi nariz está helada.  
Soy muy afortunada  
de estar abrigada.



Hoy hay mucha  
neblina.

No puedo ver  
nada.

¡Qué inteligente  
fui al usar  
mi chaqueta  
abrigada!



No importa el tiempo  
que hoy nos va a tocar.  
Si escojo bien mi ropa,  
¡podré salir a jugar!



¿Qué tipo de ropa  
usaste hoy?

