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**Early Childhood Themes  
—Construir cosas  
(Building Things) 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)  
**Pattern Page from Unit Resource** (1 page)  
**Reader** (9 pages)

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Literacy, Language, & Learning

Early Childhood Themes

# Construir cosas

Teacher's Guide

Spanish  
version



Teacher Created Materials  
PUBLISHING

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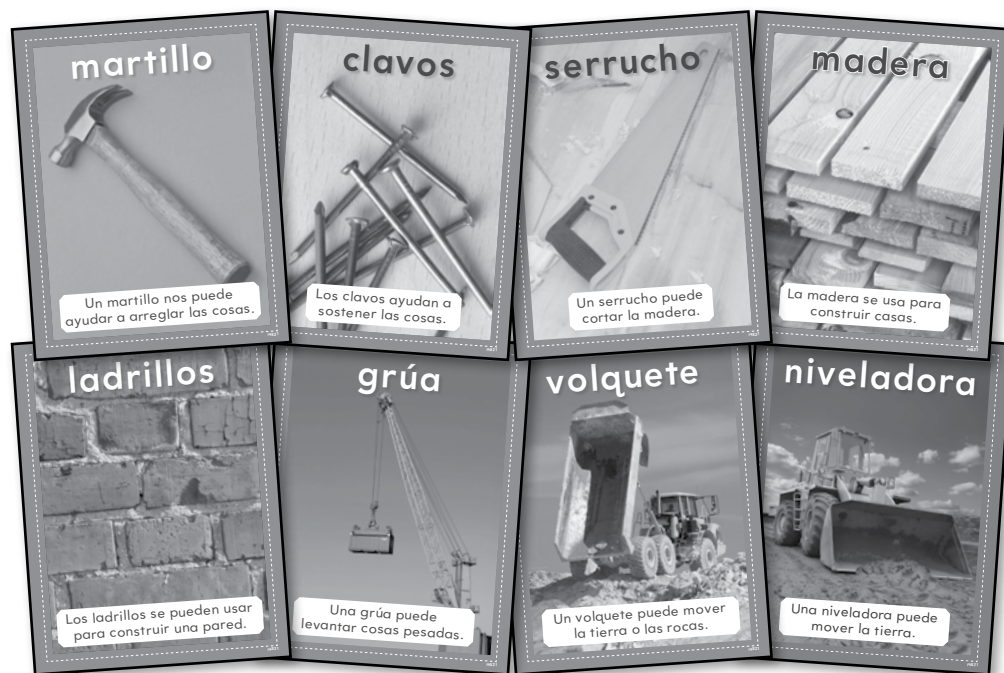
## Introduction

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 the *Construir cosas 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 different types of materials and tools used to build things. They are bright and colorful and give the children images to which they can relate concepts about building things 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, *Listos para construir*, 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, *Construir cosas*, 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 “London Bridge” 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 *Listos para construir* and the traditional rhyme book *El puente de Londres*.

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.



# Skyscraper Rap



- *martillo* vocabulary concept card
- “El rap del rascacielos” song (p. 81)
- Skyscraper Rap Letter Cards (p. 82)
- chart paper
- marker

## Procedure:

- 1 Prior to the lesson, make a copy of the Skyscraper Rap Letter Cards for each child.
  - 2 Gather children together on the rug or in their chairs.
  - 3 Introduce the *martillo* vocabulary concept card. Ask children to name things that can be built with a hammer. Record their ideas on the board.
  - 4 Ask children to raise their hands if they know what a skyscraper is. Encourage children to share their experiences.
  - 5 Teach children the “El rap del rascacielos” song. Sing the song several times until children are comfortable with the words.
  - 6 Write the word *clava* on chart paper. Say the word *clava* slowly. Ask children to repeat the word and listen for the first sounds they hear. Tell children that the word begins with the blend /cl/. Have children practice making the /cl/ sound three times: /cl/, /cl/, /cl/.
- Separate the beginning blend from the rest of the word: /cl/, /ava/. Model how to separate the beginning sounds from the rest of the word. Have children say them with you.
- Tell children that you will replace /cl/ with other sounds to make new real words and some invented words.
- Distribute the Skyscraper Rap Letter Cards with sounds on them.
- Ask children to say the beginning sound on their card. Then say the sound again. Have children say the sound again, this time adding /ava/ to it. For example, say /l/, /l/, /ava/, lava.



Refer to the Audio CD track #6.



## Extension

Have children list the rhyming words from the “El rap del rascacielos.” Write the rhyming words on the board. Ask children to think of two more rhyming words for each pair.



# martillo



# martillo



## Connecting Pieces: Activating Prior Knowledge

- Show children the front of the card. Ask, “¿Esta foto muestra algo que hayas visto antes?” Have children share what they see. Ask children what the object is used for and encourage children to act out the hammering motion.
- Ask children if they know anyone who uses this tool. After discussing the picture, point to the word *martillo* at the top of the card and read it aloud. Have children repeat the word with you.



## Building Blocks: Phonemic Awareness and Phonics

- Point to the word *martillo* on the front of the card. Say the word and then ask children to say it with you.
- Tell children that you will count the syllables in the word *martillo*. Clap as you say each syllable. Ask children to hold up their fingers to show how many times you clapped. Depending on children’s abilities, you may wish to say the word and clap each syllable again. Guide children to the idea that there are three syllables in the word *martillo*. Tell them you are going to do the same thing with the names of some things that people build with hammers. You may wish to provide the following words: *casa*, *edificio*, *mesa*, *silla*.



## New Ideas: Building Knowledge and Comprehension

- Gather children together on the rug. Tell children that there are many uses for a hammer. Ask children to brainstorm objects that are built with a hammer. Write their responses on the board.
- Provide each child with a sheet of white construction paper. Model how to fold the paper into fourths. Depending on children’s abilities, you may want to do this prior to the lesson. Ask children to select four objects from the board and draw pictures in each square. Encourage them to write the word for each object under each picture.



# Building Things Songs *(cont.)*

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## El rap del rascacielos

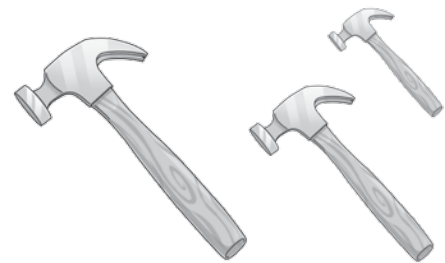
*(un ritmo original)*

Clava, clava, pum, pum,  
Clava, clava, pum, pum,  
Clava, clava, pum, pum,  
Clava, clava, pum, pum.

Rascacielos, ¡toca los cielos!  
¡Estírate recto ante mis ojos!  
Eres tan alto, piso por piso.  
Eres tan fuerte, de puerta a puerta.  
Tienes la cabeza por encima de las nubes.

¿Nos puedes ver aquí en la tierra?  
Rascacielos, ¿tienes fin?  
Rascacielos, ¡no vemos la cima!

Clava, clava, pum, pum,  
Clava, clava, pum, pum,  
Clava, clava, pum, pum,  
Clava, clava, pum, pum...



# Skyscraper Rap Letter Cards

Use these cards with the activity on page 46.

**l**

**b r**

**c**

**p**

**h**

**r**

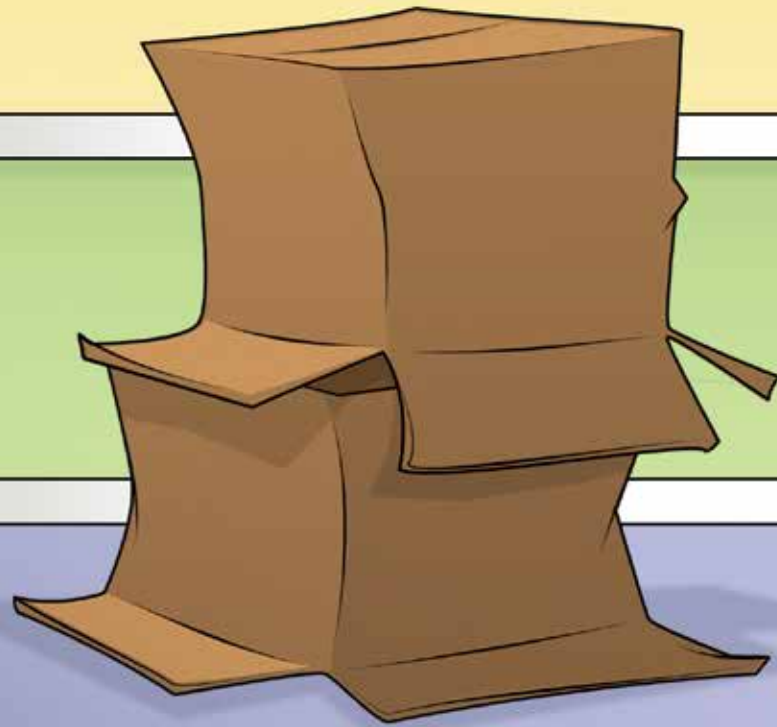
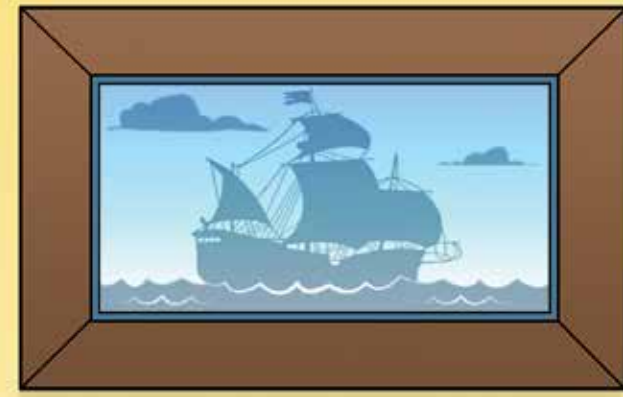
# Listos <sup>para</sup> construir



**Dona Herweck Rice**



Tengo una caja.  
Tengo cinta.



Tengo ladrillos.  
¡Esto me fascina!



Tengo pintura.  
Tengo pegamento.





Tengo mis pinceles.  
¡Ahora te necesito!



Lo vamos a  
construir alto.  
Lo vamos a  
construir ancho.





Lo vamos a construir grande y saltaremos adentro.





¡Estamos listos para  
construir!

¡Estamos listos para  
jugar!





Si hoy sólo dejara  
de llover.



## Para el maestro o padre

Este libro les permite tener una experiencia maravillosa con niños que apenas están aprendiendo a leer. La fuerte conexión entre las palabras y el texto les ayuda a entender el contenido. Los niños también son capaces de hacer predicciones sobre el texto basadas en las imágenes y la estructura general del libro. ¡Qué herramienta preciosa para fortalecer la confianza en los nuevos lectores para embarcarse en las aventuras que les esperan mientras leen!

Para extender la experiencia mientras leen, trate de hacer algunas de las siguientes actividades:

1. En cada página, hable sobre los materiales que usan el niño y la niña para construir su fuerte.
2. Pídale al niño que busque en su casa o en la escuela materiales que se puedan usar para construir algo. Anime al niño a usar su imaginación para crear algo con los materiales.
3. Hable con el niño sobre los trabajos que tiene la gente que se tratan de la construcción. Discuta el nombre de cada trabajo y las herramientas que usan los albañiles.
4. Haga que el niño dibuje algo que muestre una estructura que haya visto en el proceso de construcción.
5. Anime al niño a dibujar otra página para este libro con un dibujo de lo que los niños construirán después de que deje de llover.

