

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**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Early Childhood Themes
—Mi cuerpo
(My Body) 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 (2 pages)
Reader (9 pages)

To Create a World ⁱⁿ which
Children love to Learn!

800-858-7339 • www.tcmpub.com

Literacy, Language, & Learning

Early Childhood Themes

Mi cuerpo

Teacher's Guide

**Spanish
version**



Teacher Created Materials
PUBLISHING

Table of Contents

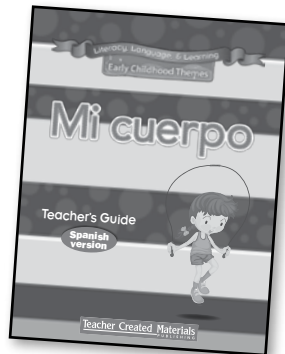
.....

Introduction	4	Social Studies Lessons	56
Introduction.....	4	Do You Know How I Feel?.....	56
Research and Rationale.....	6	Stay Safe.....	57
Best Practices: Learning to Read.....	8	What You Can Do.....	58
Best Practices: The Five		Friend to Friend.....	59
Components of Reading.....	10	In an Emergency.....	60
Best Practices: Differentiation.....	13	Science Lessons	61
Best Practices: English Language		Dress Your Body.....	61
Support.....	15	Hear Your Heart.....	62
Best Practices: Assessment.....	16	What Could It Be?.....	63
Emergent and Early Writers.....	21	I'm Getting Bigger.....	64
Parent Support.....	24	Breathe Right.....	65
Correlation to Standards.....	29	Music and Movement Lessons	66
Standards/Objectives Chart.....	30	Turn Yourself Around.....	66
How to Use This Product.....	32	This Is My Body.....	67
Overview	36	Good Exercise.....	68
Menu of Lesson Choices.....	36	Favorite Exercise.....	69
Vocabulary: Academic Language....	38	Head and Shoulders.....	70
Introducing the Unit.....	40	Art Lessons	71
Literacy Lessons	41	Parts of a Face.....	71
What Can Bodies Do?.....	41	Parts of a Mouth.....	72
Delicious and Nutritious.....	42	Fingerprint Art.....	73
Yummy Words.....	43	Mini Me.....	74
Food for Me.....	44	The Body.....	75
The Big Top.....	45	Unit Resources	76
Phonemic Awareness and Phonics		My Body Songs.....	76
Lessons	46	Patterns.....	82
Feeling Sound.....	46	Vocabulary Word Cards.....	105
Sorting Sounds.....	47	Recommended Children's	
Rhyme Time.....	48	Literature.....	107
Tap It Out.....	49	Using the CDs.....	109
Elbows Have It.....	50	Appendices	123
Math Lessons	51	References Cited.....	123
Healthy Day.....	51	Contents of the Teacher	
Healthy Food.....	52	Resource CD.....	124
Using Your Senses.....	53	Contents of the Audio CD.....	128
How Big Is My Foot?.....	54		
Counting My Parts.....	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. The main resource for the teacher is the *Mi cuerpo 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 ways our bodies can move. They are bright and colorful and give the children images to which they can relate concepts about our bodies 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, *Delicioso y nutritivo*, is used to introduce the unit and provide pictorial support for the children’s understanding of tasty foods that are good for us. A wordless photo book, *Mi cuerpo*, helps develop the children’s oral language as they discuss and create a story that shows the wonderful ways our bodies can move and play. A book created around the traditional tune, “Head and Shoulders” 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 *Delicioso y nutritivo* and the traditional tune *Cabeza y hombros*.

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.



I'm Getting Bigger



- bathroom scale
- Getting Bigger Picture Cards (p. 103)
- Me Picture Cards (p. 104) (one copy for each child)
- chart paper
- marker
- tape
- crayons

Procedure

- 1 Gather children on the rug or in their chairs.
- 2 Show children the scale. Ask children whether they know what it is called and what it does. Explain that it is a scale and it measures how much something weighs. Explain that weight is how heavy something is and that it is one way to measure how big something is.
- 3 Ask children if they remember being weighed either at home or at the doctor's office. Allow children time to share their experiences.
- 4 Discuss with children how living things grow and change. Remind them that weight is one of the ways to measure how the body is growing.
- 5 Show children the Getting Bigger Picture Cards. Discuss the order in which a person's body grows and changes. Tape the cards onto the chart paper in order from *bebé* and *niño* to *adulto*. Make sure to leave space on the chart between the toddler and the adult cards.
- 6 Ask children if they can name what is missing in the space between toddler and adult. Help children decide that a child is missing. Tell children you will weigh each of them in order to complete the chart.
Note: You may need to assure children that it does not hurt to be weighed. You may also need to be sensitive if there are overweight children in your class.
- 7 Weigh each child. Write his or her weight on the Me Picture Card.
- 8 Allow children time to illustrate the Me Picture Card with crayons. Tape the cards onto the appropriate place on the chart.



Extension

Measure and record the children's heights in addition to their weights. Explain that height is measured in feet and inches, and weight is measured in pounds and ounces.

manos



Yo pinto con las manos.

manos



Connecting Pieces: Activating Prior Knowledge

- Show children the card. Have them locate their hands. Discuss the parts of the hand such as the finger, thumb, fingernail, palm, wrist, and knuckle. As each part is discussed, have children touch each body part.
- Have children hold up their hands and fingers. Count the number of fingers on each hand. Tell children that when you say a number, they should hold up the correct number of fingers. If necessary, teach them how to use their thumbs to help keep the ring and pinkie fingers down when showing the numbers *dos* and *tres*.
- Explain that the words *mano* and *manos* both identify the same body part but *mano* refers to one. Explain that *manos* is a plural and means more than one hand.



Building Blocks: Phonemic Awareness and Phonics

- Tell children to look at the card. Read the word *manos* aloud as you point to it. Have children repeat the word. Read the word together.
- Write the word *mano* on the board, using one color for the *ma* (onset) and another color for *-no* (rime). Say *mano* slowly and emphasize the rime *-no*. Write the words *gano* and *sano* on the board, using the same color pattern. Say the words and explain that these words rhyme. Tell children that they will decide whether other words rhyme with *mano*. Ask children to raise their hands if the word rhymes with *mano*. Tell them to keep their hands in their laps if the word does not rhyme with *mano*. You may wish to use the following words:
 - plano (hands up) dedo (hands down)
 - brazo (hands down) gusano (hands up)
 - humano (hands up) rodilla (hands down)
 - hermano (hands up) océano (hands up)



New Ideas: Building Knowledge and Comprehension

- Show children the card. Point to each word in the sentence as you read it aloud. Ask children what the hands are doing. If necessary, point out that the hands are *pintando*. Explain to children that *pintando* is an action word. Ask children what other things hands can do. Make a list on the board.
- Teach children the names of the different fingers: *dedo gordo*, *dedo índice*, *dedo medio*, *dedo anular*, and *dedo meñique*. Then play Where is Thumbkin?

My Body Songs

.....

Cuerpo musical

(cantada al ritmo de "Old McDonald")

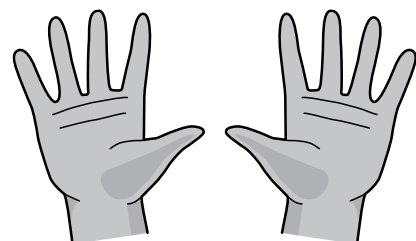
Escrita por Evelyn Garcia y Dona Herweck Rice

Mi cuerpo tiene muchas partes, i-a-i-a-o.
Dos de las partes son mis manos,
i-a-i-a-o.
Palmada aquí,
Chasquear allá.
Una aquí.
Otra allá.
Y por todos lados,
Mi cuerpo tiene muchas partes, i-a-i-a-o.

Mi cuerpo tiene muchas partes, i-a-i-a-o.
Dos de las partes son mis pies,
i-a-i-a-o.
Un paso aquí,
Otro paso allá.
Uno aquí.
Otro allá.
Y por todos lados,
Mi cuerpo tiene muchas partes, i-a-i-a-o.

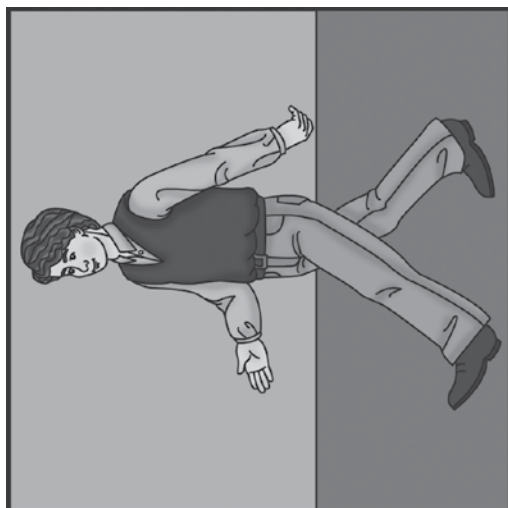
Mi cuerpo tiene muchas partes, i-a-i-a-o.
Una parte es mi nariz, i-a-i-a-o.
Un olor aquí,
Un "ah-choo" allá.
Uno aquí.
Otro allá.
Y por todos lados,
Mi cuerpo tiene muchas partes, i-a-i-a-o.

Mi cuerpo tiene muchas partes, i-a-i-a-o.
Una parte es mi boca, i-a-i-a-o.
Mastica aquí,
Morder allá.
Una aquí.
Otra allá.
Y por todos lados,
Mi cuerpo tiene muchas partes, i-a-i-a-o.

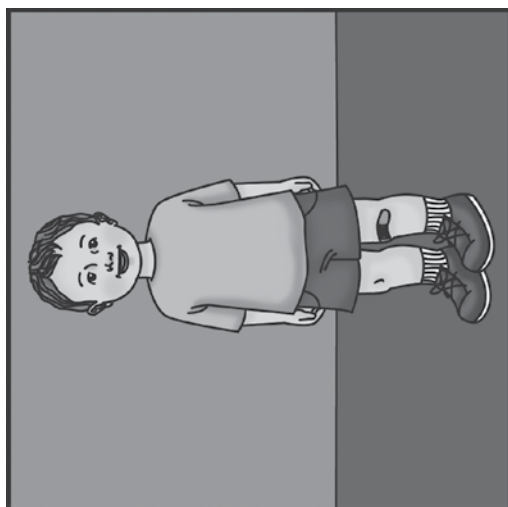


Getting Bigger Picture Cards

Use this page with the lesson on page 64.



Adulto
150 libras



Niño
35 libras



Bebé
15 libras

Me Picture Cards

Use this page with the lesson on page 64. Copy enough for each child to have one card.

	Niño _____ libras
	Niño _____ libras
	Niño _____ libras



Canción tradicional ilustrada
por Janelle Bell-Martin

Cabeza, hombros,
rodillas y dedos,



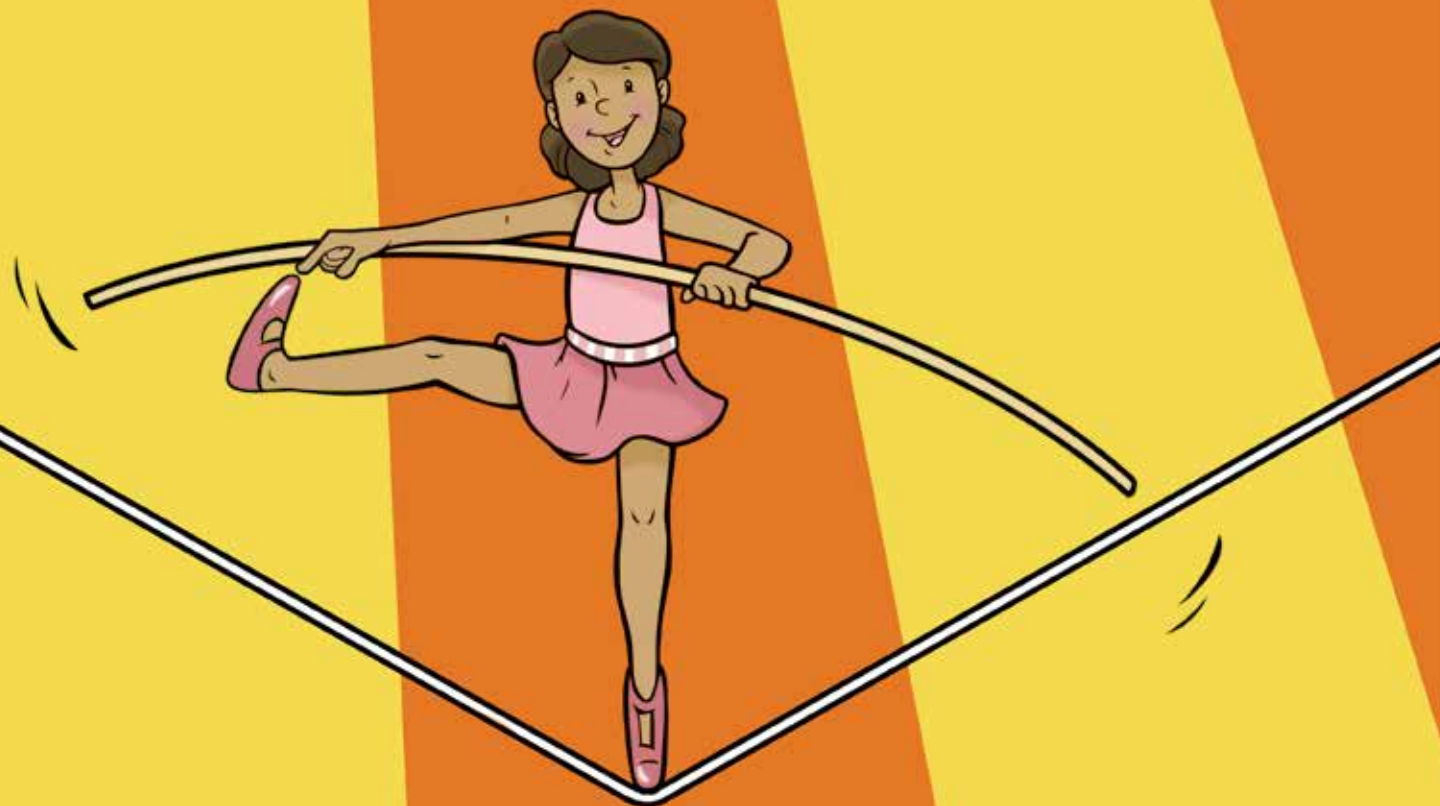
rodillas y dedos.



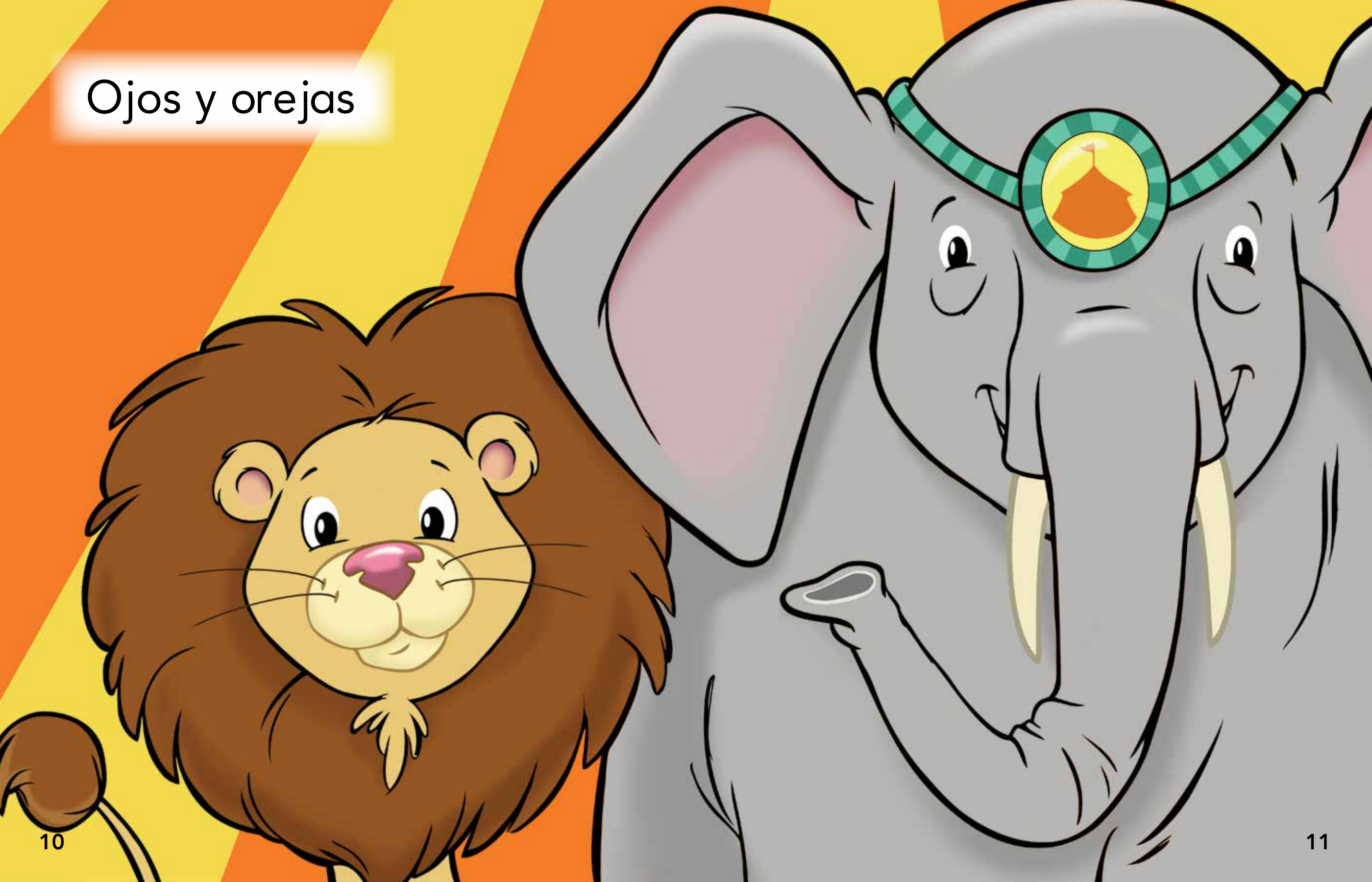
Cabeza, hombros,
rodillas y dedos,



rodillas y dedos.



Ojos y orejas



boca y nariz.



Cabeza, hombros,
rodillas y dedos,



rodillas y dedos.



Para el maestro o padre

Este libro les permite tener una experiencia maravillosa con niños que apenas están aprendiendo a leer. Los niños ya están familiarizados con las rimas y las imágenes y les ayuda a contar el cuento si ellos leen o si uno les lee el cuento. ¡Este libro es una excelente herramienta para fortalecer la confianza que los lectores nuevos necesitan 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. Canten la canción juntos mientras leen el libro.
2. Vuelva a leer el cuento señalando las partes diversas del cuerpo que son mencionadas en la canción. Aníme al niño que apunte a las partes de su cuerpo con usted.
3. Hablen sobre las maneras de cómo cuidar su cuerpo. Por ejemplo, tomando baños, jugando y haciendo ejercicio, cepillándose los dientes y descansando.
4. Pídale al niño que escoja diferentes partes del cuerpo para cambiar las palabras de la canción, por ejemplo, los pies, los codos o el pelo. Canten juntos la canción nueva.
5. Después de que lea, deje que el niño regrese a las páginas del libro que le gustaron. El releer es una herramienta excelente para fortalecer la alfabetización.

