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**Early Childhood Themes**  
**—Los océanos**  
**(Oceans) 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** (1 page)  
**Reader** (9 pages)

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Literacy, Language, & Learning

Early Childhood Themes

# Los océanos

Teacher's Guide

Spanish  
Version



Teacher Created Materials  
PUBLISHING

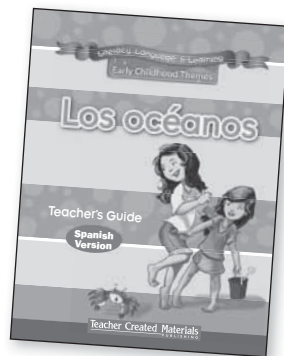
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## Introduction

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 *Los océanos 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 ocean-related words. They are bright and colorful and give the children images to which they can relate concepts about the ocean 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, *Hasta el océano*, provides pictorial support for the children’s understanding of the oceans. A wordless photo book, *Los océanos*, helps develop the children’s oral language as they discuss and create a story that shows all kinds of things we can do in and around the ocean. A book created around the traditional song “Down by the Bay” 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 *Hasta el océano* and the traditional rhyme song *Por la bahía*.

The Digital 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.



# Fish Types



- “Si fuera un...” song (p. 78)
- Fish Types Cards (p. 97)

## Procedure

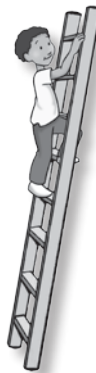
- 1 Gather children on the rug or in their chairs.
- 2 Sing the first stanza of “Si fuera un...” to children.
- 3 Tell children that the animals named in the stanza are all types of fish. Display the Fish Types Cards one at a time for children to see various types of fish.
- 4 Explain that scientists group animals together because they have something in common. Discuss fish similarities with children. Point to fins and gills on the illustrations.
- 5 Teach children the first verse of “Si fuera un...” by singing one line at a time as children repeat. Finally, sing the entire stanza together. Display each Fish Types Card as children sing the name of the fish.
- 6 Teach remaining verses of the song to children.
- 7 Teach children the movements to “Si fuera un...”
  - Stanza 1 (*pez*)—Hold hands together, fingers pointing away from the body. Sway hand back and forth to represent a fish swimming.
  - Stanza 2 (*cangrejo*)—Use four fingers and thumb on both hands as pinchers.
  - Stanza 3 (*ballena*)—Hold one hand on top of the other with outstretched arms. Move arms in a downward motion to show diving.
  - Stanza 4 (*tiburón*)—Hold both hands together on top of head to represent a shark fin.
- 8 After singing, have children sort the Fish Types Cards into different categories such as color, size, and number of fins.



You may wish to use the Science interactive whiteboard activity. See the Digital Resource CD.



Refer to the Audio CD track #3.



## Extension

Discuss with children the difference between fish found in the ocean and fish in a tank. Ask children what the benefits and drawbacks would be for each type of habitat.

# océano



Un océano es un gran cuerpo de agua.

# océano



## Connecting Pieces: Activating Prior Knowledge

- Show children the front of the card. Tell them this is a picture of the ocean. Explain that sometimes people call the *ocean* (*océano*) the *sea* (*mar*). Ask children to share what they notice about the picture.
- Draw a line down the middle of a sheet of chart paper. Label one side *animales* and the other side *cosas*.
- Tell children that many animals are found underwater in the ocean. Make a list of animals found in the ocean on one side of the chart paper.
- Ask children to brainstorm things that can be found in and on the ocean. Write their ideas on the other side of the chart paper.



## Building Blocks: Phonemic Awareness

- Point to the word *océano* on the front of the card. Explain that words are made up of syllables. Segment the word *océano* into four syllables and clap one time as you say each syllable *o-cé-a-no*. Then have children segment the word and clap the syllables.
- Tell children you will say other words. They need to segment the word and clap the syllables for each word. Say the words from the list one at a time. Guide children in saying and clapping the syllables.

foca (2)	pulpo (2)
playa (2)	medusa (3)
pescado (3)	alga (2)
agua (2)	submarino (4)



## New Ideas: Building Knowledge and Comprehension

- Explain that there are two types of fish: saltwater fish and freshwater fish. Explain that freshwater fish live in types of water, such as lakes, rivers, and ponds. Saltwater fish live only in the ocean.
- Explain to children that ocean water has salt in it. Provide children with a small amount of salt for them to taste. Ask children to describe how the salt tastes. **Note:** Be sure to be mindful of any allergies children may have.
- Pour some salt in a clear cup of water. Allow the salt to settle to the bottom of the cup. Swirl the water around in the cup. Discuss what happens to the salt. Explain that the waves in the ocean help to mix the salt with the water.



# Ocean Songs (cont.)

.....

## Si fuera un...

*(Cantada con la melodía de "The More We Get Together")*

*Letra de Evelyn Garcia*

Si fuera un pescado,  
pescado, pescado.

Si fuera un pescado,  
¿cuál podría ser?

Un lindo dorado  
o un pez payaso.

Si fuera un pescado  
¿cuál podría ser?

Si fuera un cangrejo,  
cangrejo, cangrejo.

Si fuera un cangrejo,  
¿cuál podría ser?

De clase ermitaña,  
de roca o araña.

Si fuera un cangrejo,  
¿cuál podría ser?

Si fuera una ballena,  
ballena, ballena.

Si fuera una ballena,  
¿cuál podría ser?

Ballena azulada,  
gris o jorobada.

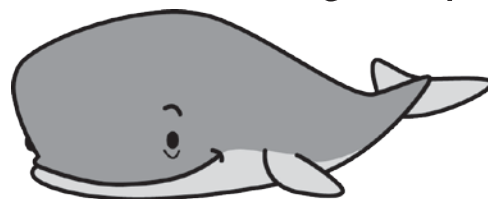
Si fuera una ballena,  
¿cuál podría ser?

Si fuera un tiburón,  
tiburón, tiburón.

Si fuera un tiburón,  
¿cuál podría ser?

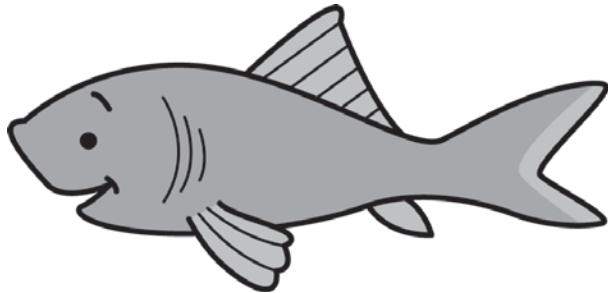
Sería un dentiliso,  
quizá un blanquecino.

Si fuera un tiburón,  
¿cuál podría ser?

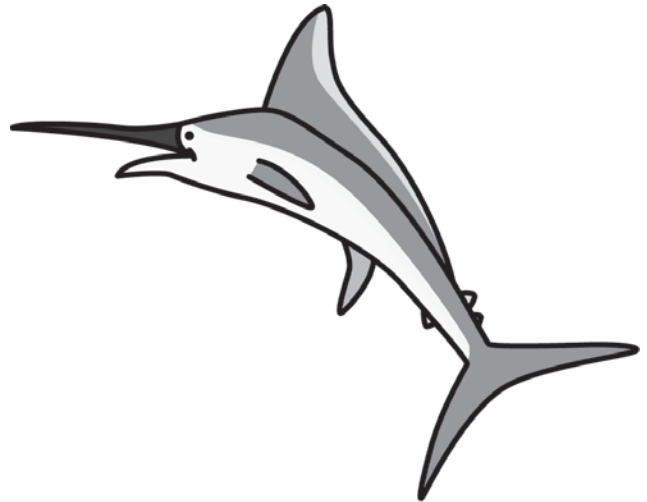


# Fish Types Cards

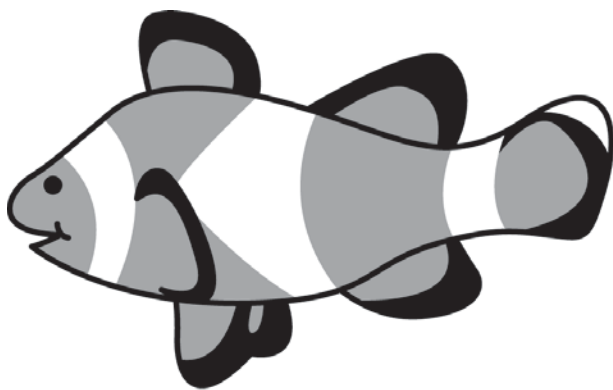
Use these pictures with the lesson on page 64.



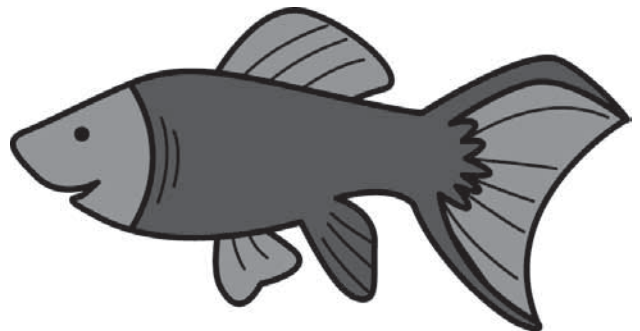
**carpa dorada**



**pez espada**



**pez payaso**



**molly**

# HASTA <sup>el</sup> OCÉANO



Dona Herweck Rice

Hasta el océano me iré.  
¡Lejos iré hacia el mar!



Donde hay gaviotas volando  
y leones marinos aullando,  
en el mar, en el mar,  
en el mar.



Hasta el océano me iré.  
¡Lejos iré hacia el mar!

Donde cangrejos  
se detienen  
y zarapitos se entretienen,  
en el mar, en el mar,  
en el mar.



Hasta el océano me iré.  
¡Lejos iré hacia el mar!

Donde tortugas y delfines  
danzan como bailarines,  
en el mar, en el mar,  
en el mar.



Hasta el océano me iré.  
¡Lejos iré hacia el mar!

Donde las algas ondean  
y los hipocampos juegan,  
en el mar, en el mar,  
en el mar.





Hasta el océano me iré.  
¡Lejos iré hacia el mar!



Donde el sol brilla y sonrío  
porque el mundo es mío,



en el mar, en el mar,  
en el mar.  
¡Lejos iré hacia el mar!

