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¡Yo aprendo!—Level PreK–K

This sample includes the following:

Teacher’s Guide Cover (1 page)

Table of Contents (3 pages)

Introduction (5 pages)

Lesson Plan (1 page)

Cards (English and Spanish) (4 pages)

Reader (9 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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Level
PreK-K

iYo aprendo!



**Focused Language and
Literacy Instruction**

Teacher's Guide

Teacher Created Materials
PUBLISHING

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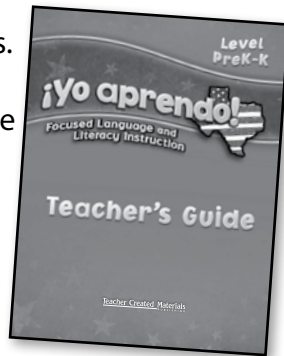
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Introduction

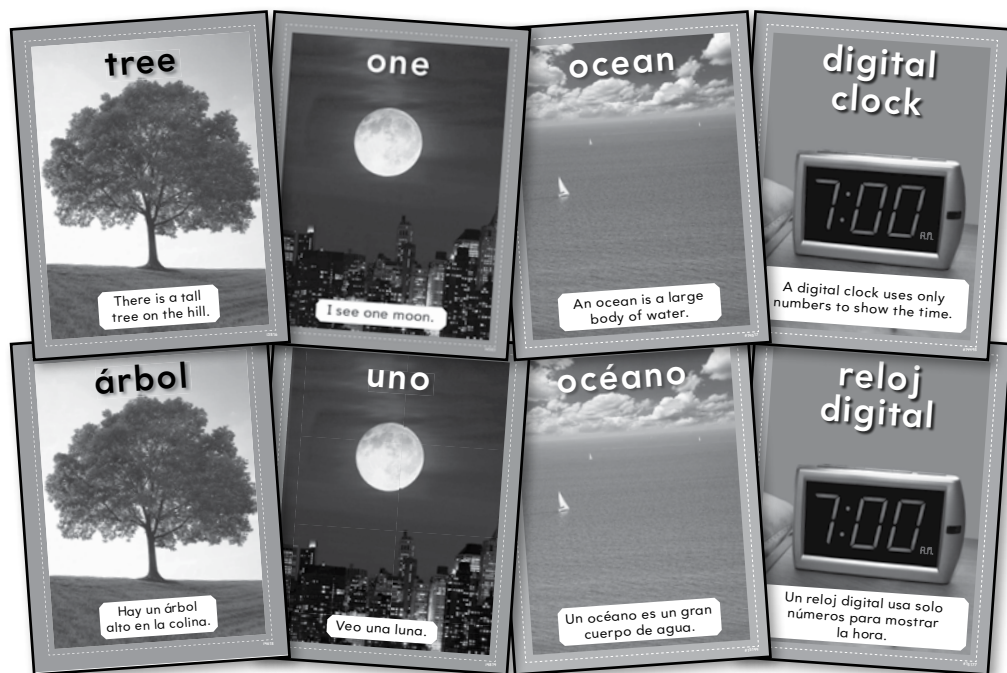
Welcome to *iYo aprendo! Focused Language and Literacy Instruction*. This bilingual program offers engaging themes to help prepare English language learners for the upcoming school year. As a teacher, you have the exciting opportunity to lead your students through meaningful activities that allow them to make discoveries and experiment with language in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of developing language and literacy within the contexts of the content areas.

The components of this kit create captivating units around four themes. The main resource for the teacher is the *Teacher's Guide*. In it, teachers can find easy-to-implement lessons in the



following areas: literacy, oral language development, math, social studies, science, music and movement, and art. Each unit has five lesson plans for each instructional area. The Menu of Lessons at the beginning of each unit provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

The vocabulary concept cards are core to many of the lessons. These cards, provided in both English and Spanish, offer clear and detailed photographs depicting concepts that support each unit theme. They are bright and colorful and give the students images to which they can relate concepts about the themes as they are being discussed throughout the units. The backs of the cards include activities that teachers can use for activating prior knowledge, oral language development, and building knowledge and comprehension.



Introduction *(cont.)*

The books included in this kit provide the literature foundation for the themes. The concept books provide pictorial support for the students' understanding of numbers, plants, oceans, and time. The wordless photo books help develop students' oral language as they discuss and create a story about each theme. The books created around the traditional nursery rhyme or song provide a beautifully illustrated way for students to access and read print.



The Digital Resources USB Device included in the kit features the following resources:

- audio recordings of the theme-related songs (both as instrumentals and with vocals), the concept books, and the traditional rhyme or song books
- PDFs of all student materials (books, activity sheets, etc.), in English and Spanish
- PDFs of all teacher resources (vocabulary concept cards, assessments, parent letters, etc.), in English and Spanish
- interactive whiteboard activities, electronic page-turning books, and video clips
- correlations to the Texas Essential Knowledge and Skills (TEKS)

Suggestions for using the digital resources can be found on pages 240–248. A complete list of digital resources can be found on the *Digital Resources Chart* (pages 250–265).

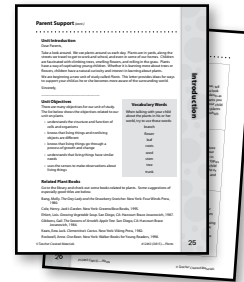
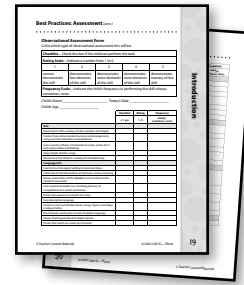


How to Use This Product *(cont.)*



Getting Started

1. Take time to review the *Best Practices* section of the Introduction (pages 10–28) in this Teacher’s Guide. There you’ll find highlights of current research on early elementary education, differentiation, and supporting English language learners.
2. The section on assessment (pages 18–28) includes best practices for assessment in an early elementary classroom. See pages 21–28 for the *Observational Assessment Form* for each unit. Make copies of this checklist for each student in your class for use throughout the unit.
3. Review the section called *Emergent and Early Writers* (pages 29–31) for valuable information about young writers. Consider the abilities of the students when determining expectations for various lessons.
4. Refer to the *Parent Support* section (pages 32–33) for helpful suggestions for strengthening parent communication and parent/family partnerships. Find the *Unit Introduction Parent Letter* and the *Take-Home Book Parent Letter* on the Digital Resources USB Device. Duplicate these letters in preparation for the unit.
5. Introduce each unit with one or more of the engaging activities listed in the Introducing the Unit section (introunit.pdf).



Using the Lessons

Once you have determined the pacing of instruction and introduced a unit, begin with the first lesson of instruction. Each easy-to-use one-page lesson is organized in the same way.

A list of materials tells exactly what is needed.

The step-by-step procedure guides teachers through the lesson.

Pictures Tell a Story

Numbers book

Materials

Procedure:

- 1 Gather children together on the rug or in their chairs.
- 2 Show children the *Numbers* book.
 - Point to the title and read it aloud.
 - Discuss the picture on the front cover. Have children predict what they might see inside the book.
- 3 Show children the title page of the *Numbers* book. Explain that a title page gives more information about a book. Discuss the information on the title page.
- 4 Turn to pages 2–3 of the book and discuss the photos. Have them identify what is missing from the pages. If necessary, lead them to the idea that this book does not have words.
- 5 Continue to look carefully at the remaining pages with the class. Have children describe what they see in each picture.
- 6 Reread the book with children. As you turn the pages, point out the direction in which you are turning the pages. Remind children that a book is read left to right.

Extension

Give children *drawers*, *crayons*, and *markers*. Have each child write his or her favorite numbers from 1 through 10. Then have children draw the corresponding number of items.

Literacy

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The side border indicates the key instructional area for the lesson.

Icons indicate where resources on the Digital Resources USB Device can be used to supplement the lessons. See page 34 for the icon key.

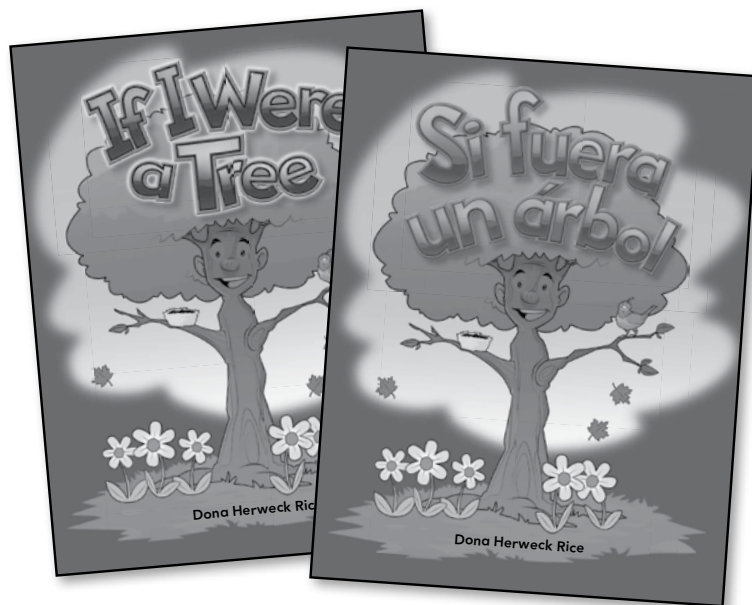
Extension ideas are included in every lesson.

How to Use This Product *(cont.)*



Lesson Resources

All resources included in this kit are provided in both English and Spanish. Depending upon the type of bilingual program and the language proficiency levels of students in a class, a teacher might choose to teach each lesson using the English resources, the Spanish resources, or both. While a lesson plan might reference only the English resources, keep in mind that the available Spanish resources offer additional options for adjusting or extending each lesson.

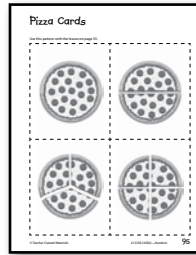


How to Use This Product *(cont.)*

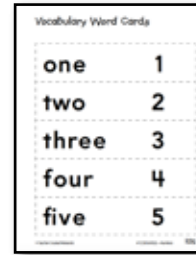
The lessons in this Teacher’s Guide may indicate the use of different resources. Some of these materials are included in the Teacher’s Guide, while others are only found on the Digital Resources USB Device included in the kit. All resources needed for each lesson are noted in the materials list at the top of each lesson or are indicated with an icon at the end of the lesson.



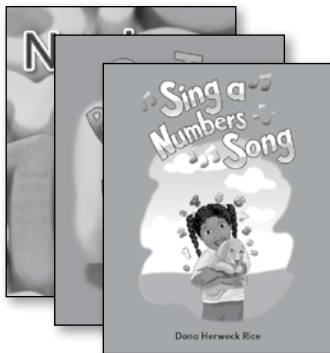
Songs—Song lyrics and music tracks are included on the Digital Resources USB Device.



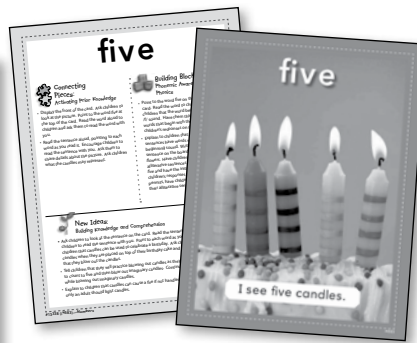
Reproducible patterns—Patterns are included on the Digital Resources USB Device.



Vocabulary Word Cards—These cards are included (in English and Spanish) on the Digital Resources USB Device.



Theme-related books—Electronic versions of these books and read-aloud audio tracks are included on the Digital Resources USB Device.



Vocabulary Concept Cards—These are included (both with and without sentences) on the Digital Resources USB Device. The back of each vocabulary concept card contains activities for building literacy skills.

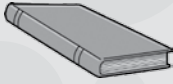


Digital Resources USB Device—See pages 250–265 for a complete listing of all files included.

Ocean Animals



- sentence strip
- chart paper
- marker
- pointer



Procedure

- 1 Prior to the lesson, write the following sentence frame on a sentence strip:
A _____ lives in the ocean.
- 2 Gather students on the rug or in their chairs.
- 3 Display the sentence strip. Read it aloud to students. Ask them to think about things that live in the ocean. List on chart paper all the ocean animals students can name.
- 4 Model how to choose an animal from the list and read the sentence by inserting the animal's name in the blank.
 - Record the completed sentence on a separate sheet of chart paper.
 - Write your name in parentheses at the end of the sentence.
- 5 Remind students that print is read from left to right. Practice reading the sentence again using a pointer to point to each word as you read it.
Note: If you are working with students in the very early stages of literacy, you may wish to put a star at the beginning of each sentence so they know where to begin.
- 6 Have students take turns completing the sentence frame. Record the sentences as students create them, placing their names in parentheses at the end of the sentence. Have each student read his or her sentence using the pointer to point to each word.
- 7 Practice reading the sentences several times and make a pointer available so students can practice reading the sentences during free-choice time.

Extension

Create other sentence frames for students to practice on subsequent days. For example:

A _____ lives on land. A _____ can live in the ocean or on land.

A _____ is in the ocean. My favorite ocean animal is _____.



ocean

A large body of blue ocean water under a blue sky with white clouds. Several sailboats are visible on the water.

An ocean is a large
body of water.

ocean



Connecting Pieces: Activating Prior Knowledge

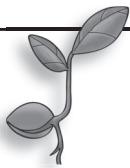
- Show children the front of the card. Tell them this is a picture of the ocean. Explain that sometimes people call the *ocean* the *sea*. Ask children to share what they notice about the picture.
- Draw a line down the middle of a sheet of chart paper. Label one side *animals* and the other side *things*.
- 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 *ocean* on the front of the card. Explain that words are made up of syllables. Segment the word *ocean* into two syllables and clap one time as you say each syllable /ō/ /shun/. 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.

seal (1)	fish (1)
beach (1)	jellyfish (3)
octopus (3)	seaweed (2)
water (2)	submarine (3)



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.

océano



Un océano es un gran cuerpo de agua.

océano



Connecting Pieces: Activating Prior Knowledge

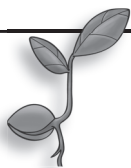
- Show children the front of the card. Tell them this is a picture of the ocean. Explain that sometimes people call the *ocean (océano)* the *sea (mar)*. Ask children to share what they notice about the picture.
- Draw a line down the middle of a sheet of chart paper. Label one side *animales* and the 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.

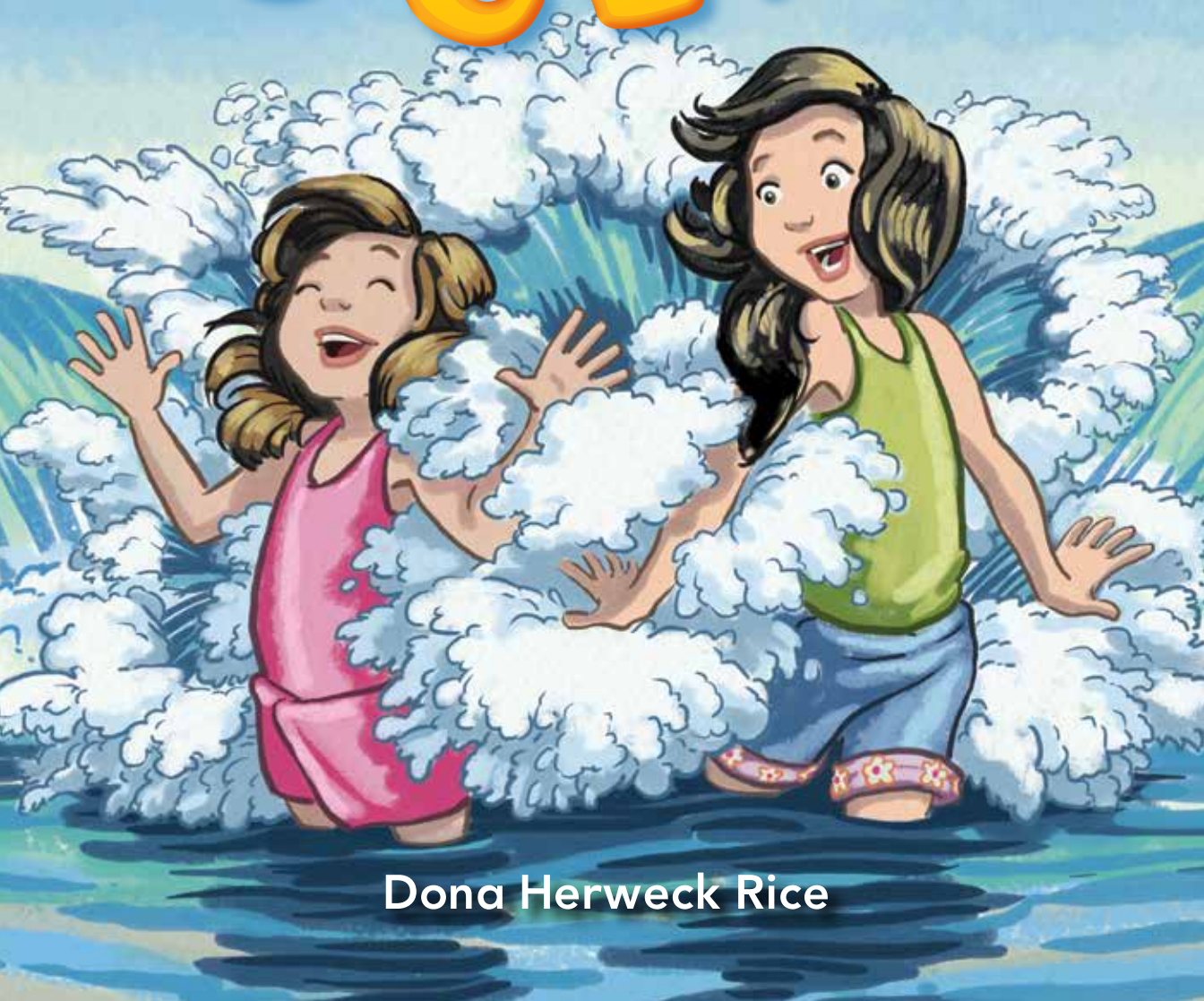
foca (2)	pulpo (2)
playa (2)	medusa (3)
pescado (3)	alga (2)
agua (2)	submarino (4)



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.

Oh, to the OCEAN



Dona Herweck Rice

Oh, to the ocean I will go.
Away I'll go to the sea!

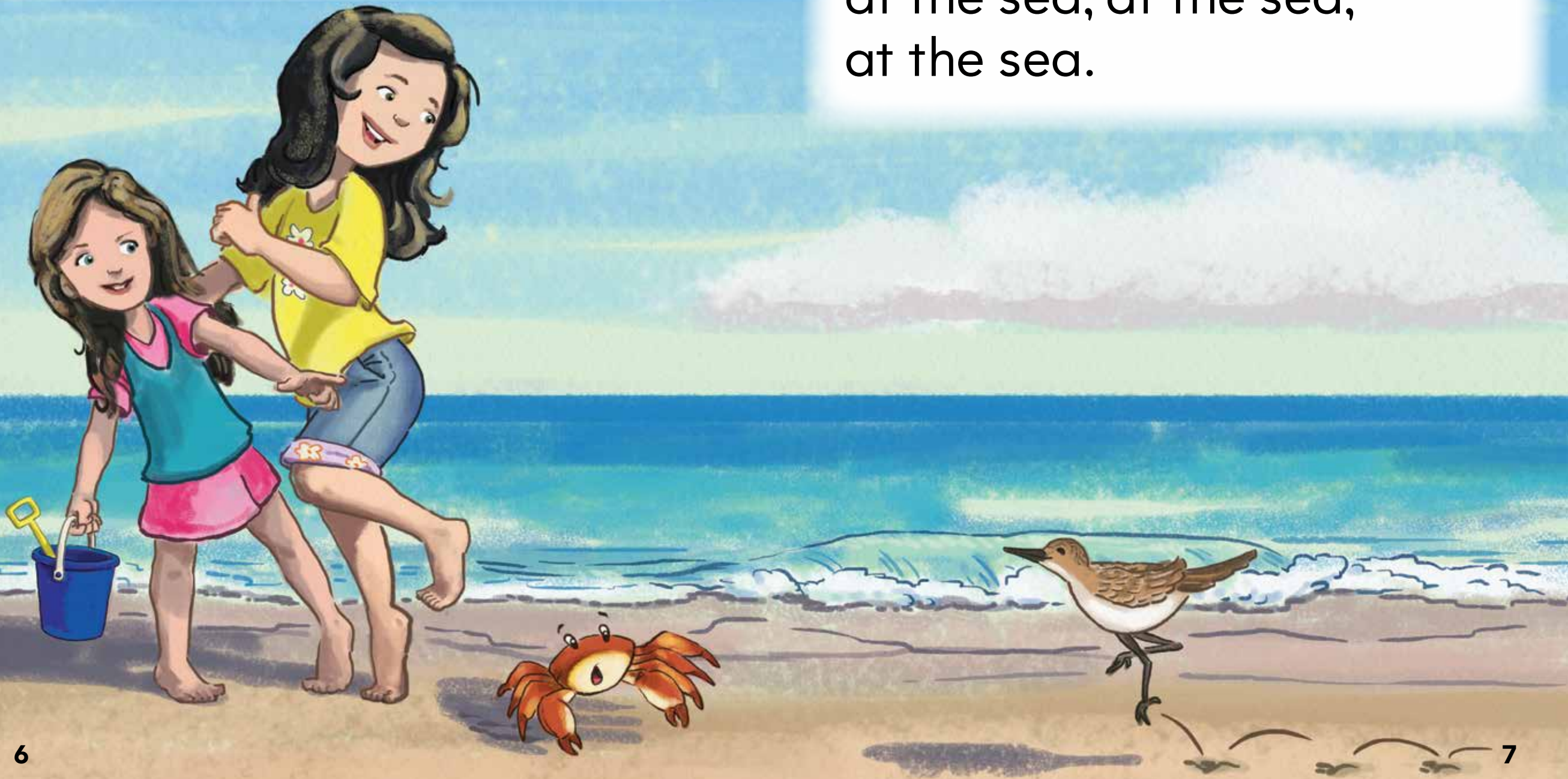


Where seagulls soar,
and sea lions roar,
at the sea, at the sea,
at the sea.



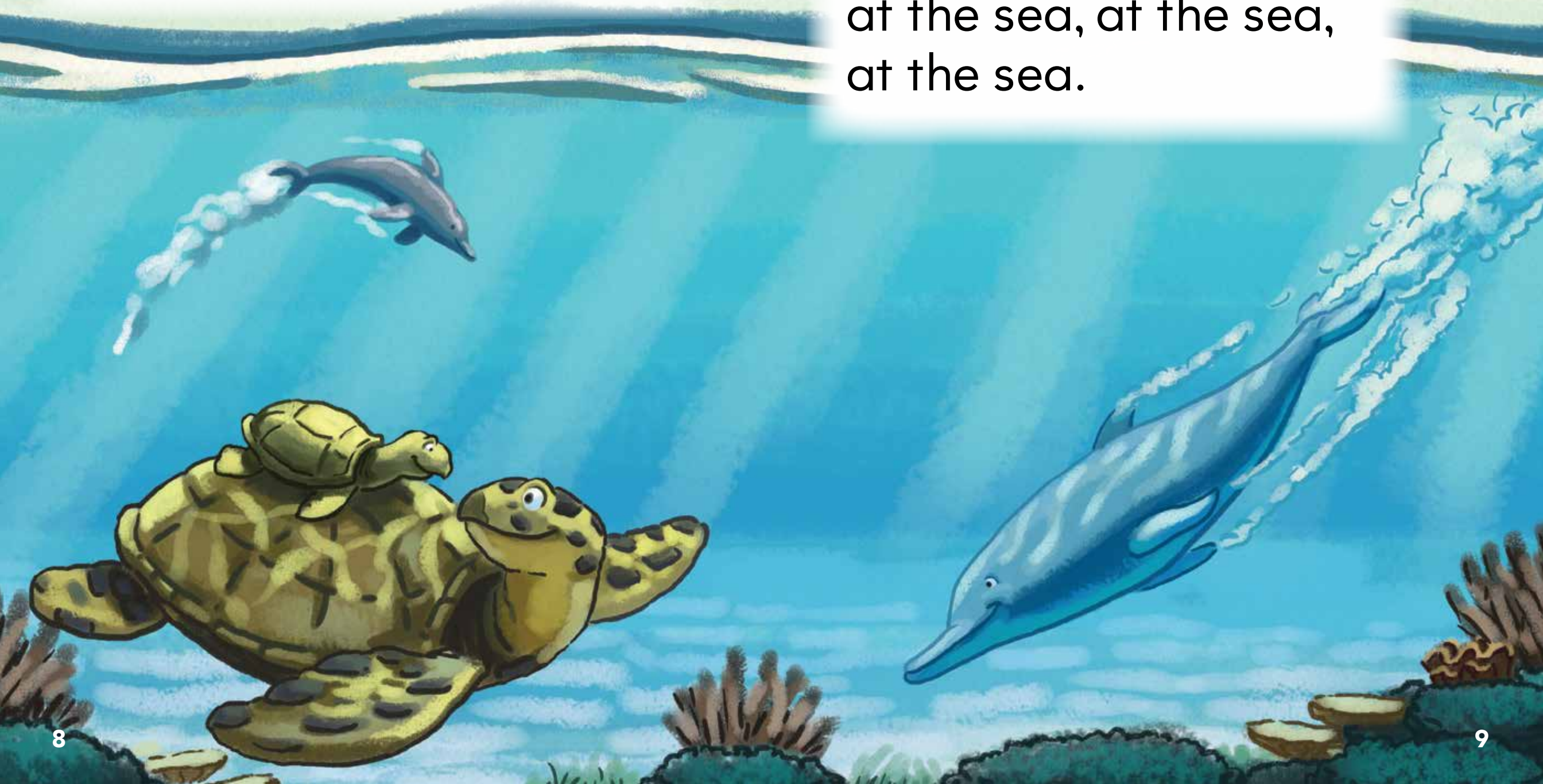
Oh, to the ocean I will go.
Away I'll go to the sea!

Where creeping crabs stop,
and sandpipers hop,
at the sea, at the sea,
at the sea.



Oh, to the ocean I will go.
Away I'll go to the sea!

Where sea turtles ride,
and dolphins glide,
at the sea, at the sea,
at the sea.



Oh, to the ocean I will go.
Away I'll go to the sea!

Where kelp beds sway,
and seahorses play,
at the sea, at the sea,
at the sea.



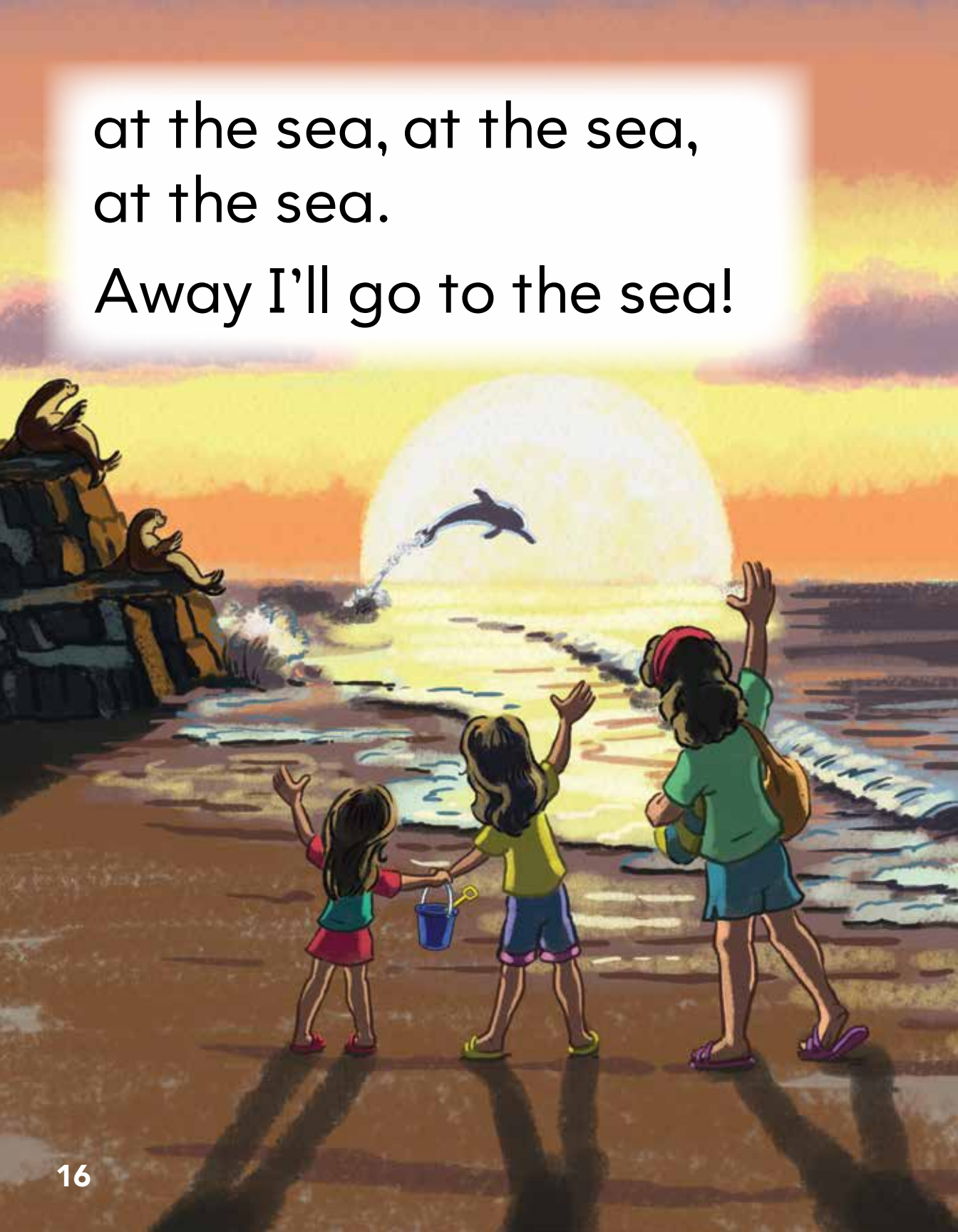
Oh, to the ocean I will go.
Away I'll go to the sea!



Where sunlight shines,
and the world is mine,



at the sea, at the sea,
at the sea.
Away I'll go to the sea!



To the Teacher or Parent

This book allows for a wonderful shared-reading experience for children who are beginning readers. The strong link between words and images helps readers understand the content. Readers are also able to make predictions about the text based on the images and the overall pattern of the book. This book is an excellent tool for building the confidence new readers need to embark on the adventures that await them while reading!

To extend this reading experience, do one or more of the following:

1. Reread the book, stopping at each page. Encourage the child to name the wildlife found throughout the book. Discuss the differences and similarities between the different animals.
2. Visit a local aquarium to learn more about the wildlife mentioned in this book. Which is the child's favorite and why?
3. Have the child discuss which beach features were found throughout the book, such as sand, waves, and rocks. Discuss other beach features not seen in this book.
4. Explain to the child that the word sea is another word for ocean. Discuss other ocean related words that have more than one name, such as *killer whale* and *orca*.
5. After reading, let the child come back to the book again and again. Rereading is an excellent tool for building literacy skills.

