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Early Childhood Themes
—**Mi país**
(My Country) 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)

To Create a World ⁱⁿ which
Children Love to Learn!

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Literacy, Language, & Learning

Early Childhood Themes

Mi país

Teacher's Guide

**Spanish
version**



Teacher Created Materials
PUBLISHING

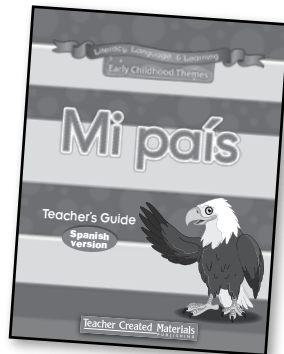
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Introduction

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 *Mi país 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.

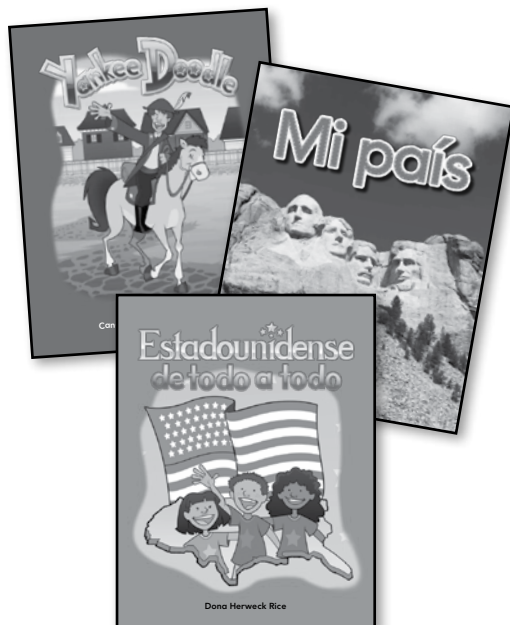
The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs showing symbols of our country. They are bright and colorful and give the children images to which they can relate concepts about our country as they are being discussed throughout the 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, *Estadounidense de todo a todo*, is used to introduce the unit and provide pictorial support for children's understanding of love and appreciation for our country. A wordless photo book, *Mi país*, helps develop the children's oral language as they discuss the beauty and diversity of our country's natural landscapes. A book created around the traditional song "Yankee Doodle" provides a beautifully illustrated way for 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 provides audio of the concept book, *Estadounidense de todo a todo*, and the traditional song/book, *Yankee Doodle*.

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.



Wave Your Flag



- *bandera* vocabulary concept card
- U.S. Flag (p. 84)
- straws
- scissors
- crayons or markers
- stapler

Procedure

- 1 Prior to teaching this lesson, make one copy of U.S. Flag for each child.
- 2 Gather children on the rug or in their chairs.
- 3 Show children the *bandera* vocabulary concept card.
 - Ask them to identify the picture.
 - Discuss the colors and shapes of the flag.
- 4 Provide each child with a U.S. flag.
 - Ask children to color the flag so it looks like the flag on the card.
 - Staple a straw to the side of each child's flag.
- 5 Gather children back in a group. Tell children they will play a rhyming game that involves moving their flags in special ways.
- 6 Say the chant in the *Canto de la bandera* box to the right, and have children follow your directions. Rhyming words have been given for each prompt; you may add other words that do not rhyme.

Canto de la bandera

Si la palabra rima con *tierra*,
ondea tu bandera.

(afuera, cierra, tijera)

Si la palabra rima con *pato*,
ondéala alto.

(gato, cuento, cuarto)

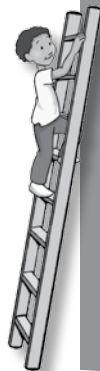
Si la palabra rima con *rojo*,
ondéala bajo.

(trabajo, ojo, viejo).

Si la palabra rima con
estado, ondéala a tu lado.
(redondo, helado, mundo)

Extension

Allow children to take turns stating words that rhyme. If they correctly give a pair of rhyming words (nonsense words are considered rhyming words), they can tell the class how to move their flags.



bandera



La bandera de nuestro país es roja, blanca y azul.

bandera



Connecting Pieces: Activating Prior Knowledge

- Show children the flag on the front of the card. Ask them to locate your classroom flag. Have children describe the flag. Encourage them to discuss the colors, patterns, and designs they see. Explain that the flag is a symbol for our country. Point to and count the flag's stripes.
- Tell children that the stripes represent the first 13 states that made up our country. These states are known as the colonies. If a map is available, show children the original 13 colonies. Tell children that there are 50 stars in the blue section. Ask children if they know why there are 50 stars. You may need to explain that we now have 50 states in our country and that each star represents a state.



Building Blocks: Phonemic Awareness and Phonics

- Hold up a flag and wave it around. Tell children that the flag is flying. Repeat, "La bandera está ondeando," emphasizing the /o/ sound in the word *ondeando*. Have children repeat the phrase with you. Remind them to pay attention to the /o/ sound in the word *ondeando*.
- Tell children that you will say a word and they need to repeat the word you say. If the word has the /o/ sound at the beginning, they should wave their arms like a flying flag. If the word begins with a different sound, children should stand stiff and still like a flagpole. You may wish to use the following words:

ocho (yes)	lejos (no)
orgullo (yes)	alta (no)
octubre (yes)	rojo (no)



New Ideas: Building Knowledge and Comprehension

- Tell children that every state and every country has its own flag. Locate pictures of state flags, including your own state's flag. Show flags to children and have them describe the colors and designs on each flag. Discuss and explain the symbols on the flags.
- Help children think of ways to categorize the flag pictures. Brainstorm various flag-sorting categories. Sorting ideas may include *colores*, *con estrellas/sin estrellas*, *con barras/sin barras*, *con palabras/sin palabras*, and *con dibujos/sin dibujos*. Write the categories on a sheet of chart paper. Distribute the flag pictures to children. Have them determine the category for each flag and place it under the correct label.

My Country Songs (cont.)

.....

La bandera

(Cantada al ritmo de "Rema tu barco")

Escrita por Chandra Prough

Rojo, blanco y azul,
es nuestra bandera.

Libertad, libertad,
libertad, libertad
¡para nosotros!

Rojo, blanco y azul,
es nuestra bandera.

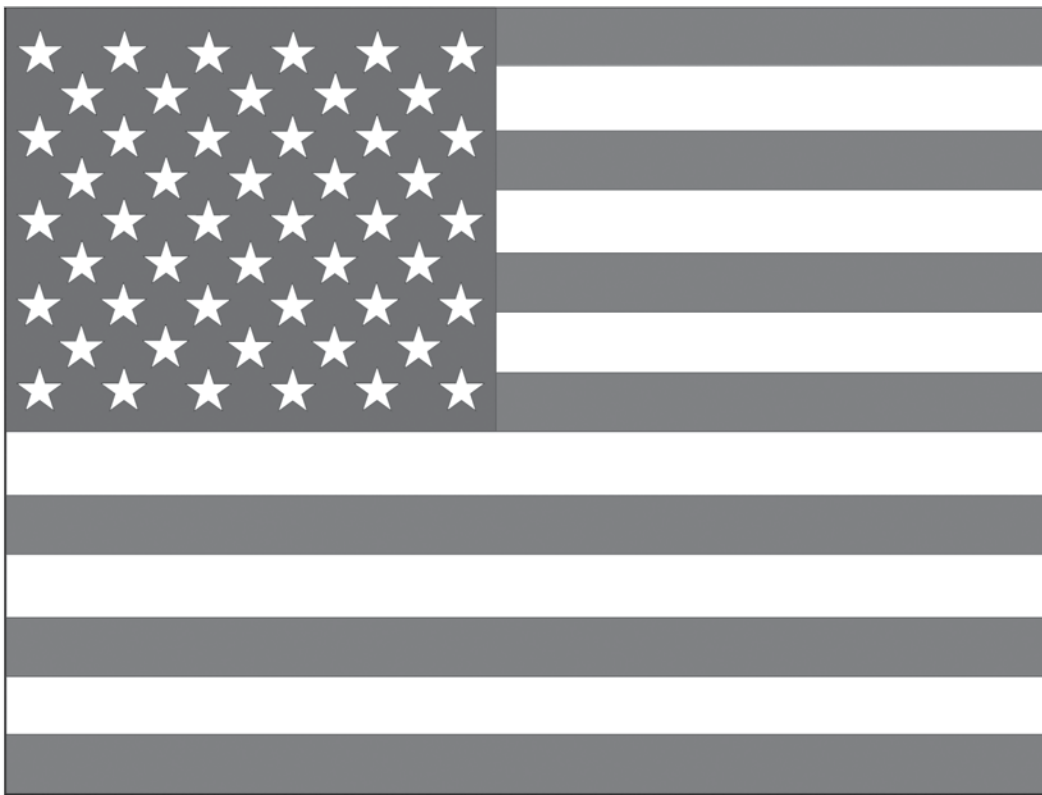
Libertad, libertad,
libertad, libertad
¡para nosotros!

Nota: *Se puede cantar en canon o todos juntos.*



U.S. Flag

Use this pattern with the lesson on page 49.



Estadounidense de todo a todo



Dona Herweck Rice

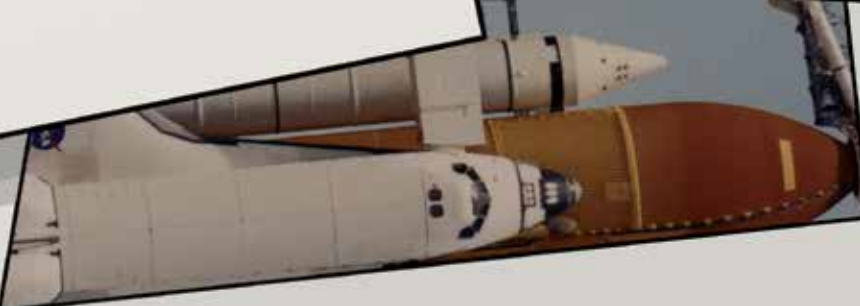
Yo soy hijo de los
Estados Unidos.

Yo soy rojo, blanco y azul.



Yo pertenezco a los
Estados Unidos.

Yo soy estadounidense
de todo a todo.



Yo amo las montañas
de mi país.

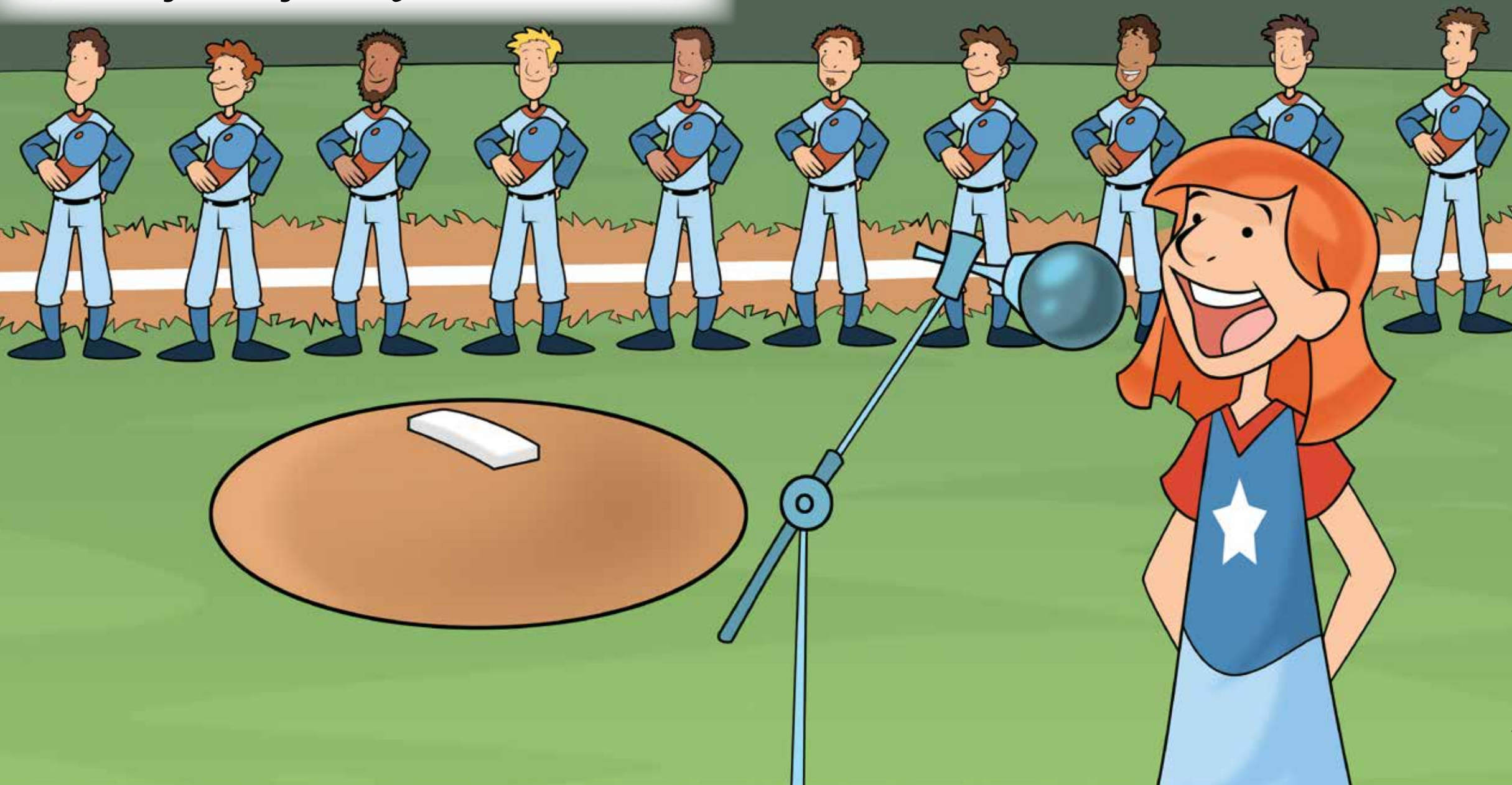
Yo también amo
sus desiertos.



Yo amo las llanuras
y praderas.
Yo soy estadounidense
de todo a todo.



Yo canto "La bandera
de estrellas centelleantes".
Yo soy un yanqui.



Yo celebro
el 4 de julio.

Yo soy estadounidense
de todo a todo.



Podemos venir de
lugares diferentes,
de Hong Kong
y Timbuctú.



Pero no importa
de donde venimos,
somos estadounidenses
de todo a todo.

