

Explore & Learn

Lessons and Activities

PK, TK, and VPK Instruction

Where Do I Grow and Learn? (Spanish)

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Lista para ir a la escuela



Dona Herweck Rice

Ilustrado por Amanda Morrow

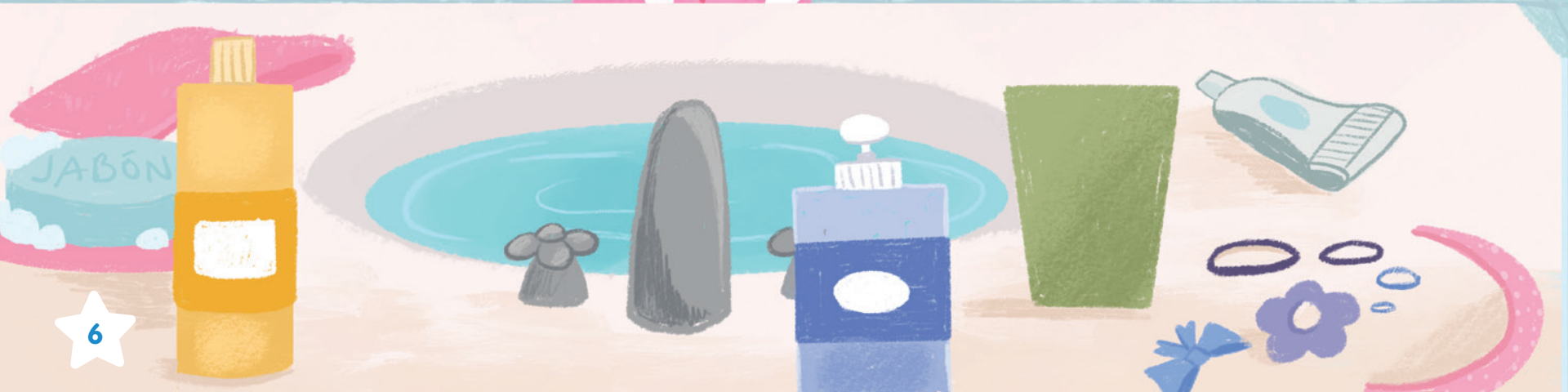
¡Viva! ¡Viva!
¡Hoy tengo escuela!



Veré a mi maestra. Jugaré con
mis amigos.
¡Será un día genial!



Comenzaremos con la reunión de la mañana y el calendario. Mis amigos y yo nos sentaremos sobre la alfombra.



La maestra Young escogerá a alguien para que lea el calendario y diga cómo está el tiempo. ¡Tal vez me toque a mí!



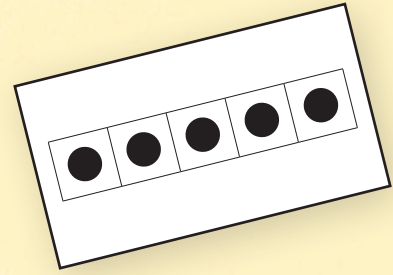
Luego, la maestra Young nos leerá un libro. Espero que nos lea sobre el ratón, la paloma o nuestra amiga, la camaleona.



¡Todos esos libros me gustan!



Después viene la clase de Matemáticas.
Estamos aprendiendo el número 5.



5

Cinco dedos hay en mi
mano. Cinco dedos hay en
mi pie. Cinco pecas en mi
nariz conté. ¡1, 2, 3, 4, 5!





¡Hora del recreo! Shaila y yo buscaremos la pelota roja. Estamos tratando de batir el récord de pases seguidos. ¡Creo que hoy lo lograremos!

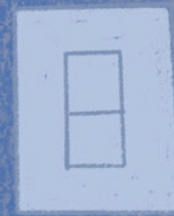
¿Después tendremos Música o Arte?
¡Quizá las dos cosas! Puedo terminar
mi dibujo de Mocha, y podemos
tocar la pandereta.





¡No veo la hora de ir!
¡No veo la hora de ir!
¡No veo la hora de ir!
¡Me ENCANTA la escuela!

—Mamá, ¿ya estás lista para irnos?



—Cariño, me parece que tendríamos que esperar hasta que sea de día, ¿no crees?



Notas para los adultos

Este libro ofrece una valiosa experiencia de lectura compartida a los niños que se están iniciando o que aún se están afianzando en la lectoescritura. Los diálogos y las imágenes ayudan a los niños a contar la historia, ya sea que lean por su cuenta o que alguien más les lea. ¡Qué excelente herramienta para desarrollar la confianza que necesitan para encarar las aventuras que los esperan al leer!

Para ampliar esta experiencia de lectura, realice una o más de las siguientes actividades:

Pídale al niño que le cuente acerca de las actividades que hace en la escuela.

Cuéntele al niño cómo era la escuela durante su infancia. Compáren y contrasten la escuela de antes con la de ahora.

Dibujen su parte favorita de un día de escuela.

Después de leer, vuelvan al libro una y otra vez. Volver a leer es una excelente herramienta para desarrollar destrezas de lectoescritura.

Imaginen cómo sería una escuela que fuera solo para animales.

¿Dónde crezco y aprendo?

Teacher's Guide



Day 7 Preparation and Materials

Morning Meeting

- **Materials:** *Morning Meeting* routine (card 1); blocks; butcher paper; crayons; tape
- **Preparation:** Cut small squares of drawing paper, and color half pink and half a variety of previously taught colors. Tape a colored square to each block. On the butcher paper, draw a simple picture of a common classroom object. Place the blocks on top of the picture so the colors are facing up and the picture is fully covered.

Literacy

- **Materials:** *Teach Letters and Sounds* routine (card 2); copy of *Lista para ir a la escuela*

Literacy Explorations

- **Materials:** *Interactive Writing* routine (card 4); copy of *Días de escuela*; sentence strips or sticky notes; tape (if using sentence strips)
- **Preparation:** Ensure that each Literacy Exploration center is prepared.

Physical Development

- **Materials:** jump rope
- **Preparation:** Tie one end of the jump rope securely to the leg of a chair or table.

Phonological Awareness

- **Materials:** *School Initial-Syllable Cards* (pages 177–179)
- **Preparation:** Cut apart the *School Initial-Syllable Card*

Mathematics

- **Materials:** *Cube Net* (page 180); square-shaped objects; cube-shaped objects; tape; crayons
- **Preparation:** Prepare a copy of *Cube Net* for groups of six students by cutting along the perimeter of the image. Gather a variety of square-shaped objects (e.g., square drawn on paper, square cutouts, sticky notes, a wire bent into the shape of a square) and cubes (e.g., sugar cube, building block, number cube).

Social Development

- **Materials:** *Teach Other Languages* routine (card 15), *Writing Social Stories* routine (card 16); *Ways to Say Comparto* (page 176); crayons
- **Preparation:** Review how to say *comparto* in multiple languages (page 176), and determine which languages you want to share. (Based on your student population, you may want to research how to say *comparto* in their home languages as well.) Locate the student-created social story books from Day 5.

Fine Motor Development

- **Materials:** child-safe scissors; construction paper

Science

- **Materials:** *Crayones y lápices* (page 23 of *Libro de actividades del estudiante*); crayons; pencils; tray; chart paper
- **Preparation:** Prepare a T-chart on the chart paper with the labels *Parecidos* and *Diferentes*. Place various crayons and pencils on a tray.

Creative Explorations

- **Materials:** chart paper; crayons; markers; scissors
- **Preparation:** Cut the chart paper into large puzzle pieces, enough for each student in the class. The pieces can be different shapes, but all should be about the same size.

Music and Movement

- **Materials:** *Teach a New Song* routine (card 17); “Es hora de la escuela” audio recording (*Eshoraescuela.mp3*) and lyrics (page 181)
- **Preparation:** Prepare to share the audio recording of the song.

Closing Circle

- **Materials:** *Closing Circle* routine (card 18)

Morning Meeting



10-15
minutes



1. Follow the *Morning Meeting* routine (card 1).
2. Place the picture covered in colored blocks you prepared in the center of the circle. Tell students that they will remove blocks one at a time to reveal a mystery picture.
3. Have students take turns removing one block at a time, naming the colors on the blocks as they move them. Have students make a pile of pink blocks.
4. As students remove blocks, have them guess the picture. When all blocks have been removed, have students name the object you drew.

★ ★ Free Play

Free Play is a fundamental part of the *Explore & Learn* day. See page 101 for free play ideas related to this unit.



Literacy



20-30
minutes



Alphabet Knowledge Warm-Up

1. Gather students together, and follow the *Teach Letters and Sounds* routine (card 2) to teach the letter of the day. Choose which letter to teach based on your scope and sequence. (See page 39 in the *Spanish Management Guide* for more information.)

Whole-Group Lesson

2. Display the book *Lista para ir a la escuela*. Say, “Ayer, le dimos un vistazo al libro *Lista para ir a la escuela*, miramos las imágenes e hicimos predicciones. Hoy vamos a leer las palabras del libro.”
3. Read the book aloud, pausing to ask questions, such as “¿Por qué la niña está tan emocionada por ir a la escuela? ¿Qué cosas le gusta hacer en la escuela a la niña? ¿Qué ve la niña en la escuela?”
4. After reading, ask students to share their favorite parts of their school days with partners.

Extension Idea

Have students create schedule cards for their favorite parts of the school day. Use students' cards in addition to or instead of your classroom visual schedule.



Literacy Explorations



15-20
minutes



small groups



centers

Meet with one group to deliver Small-Group Lesson 2 (page 104), while the rest of the students engage in self-chosen centers. For more information about independent learning centers, see page 105.

Physical Development



10-15
minutes



whole group

1. Gather students together, and review the *Patio de juegos* vocabulary concept card. Tell students that often students play on playgrounds at recess. Encourage students to make connections to things they like to do at recess or outdoor games they like to play. Explain to students that jumping rope is a game that some students play at recess.
2. Tell students that they will be playing an indoor version of jump rope today. Show students the jump rope tied to a table or chair leg that you prepared. Model holding the loose end of the jump rope, and gently swing it from side to side. Explain to students that they will be jumping over the rope.
3. Have students form a line behind the rope and take turns jumping over the rope as you gently swing it back and forth. You can increase the challenge by increasing the height of the rope or the speed of your movements.

Phonological Awareness



10-15
minutes



whole group

1. Gather students together, and say, “Ayer separamos palabras en sílabas. Hoy vamos a escuchar con qué sílaba empiezan algunas palabras.”
2. Hold up the *cepillo* card from *School Initial-Syllable Cards* (pages 177-179), and place it in a sentence-strip chart, saying, “Este es un cepillo. Ce-pi-llo.” Make a gesture with your right hand, as if you were pulling away the syllable *ce*. Say, “Cepillo empieza con la sílaba *ce*.” Hold up the *cebra* card, and place it in the chart, saying, “Esta es una cebra. Ce-bra.” Make a gesture with your right hand, as if you were pulling away the syllable *ce*. Say, “¿Con qué sílaba empieza?” (*ce*) “¡Muy bien! ¡Cebra también empieza con *ce*! Cepillo y cebra empiezan con la sílaba *ce*.”
3. Repeat with the words *lápiz* (*lá-piz*) and *lata* (*la-ta*); *mono* (*mo-no*) and *mochila* (*mo-chi-la*); *lupa* (*lu-pa*) and *luna* (*lu-na*), *tizas* (*ti-zas*) and *tijeras* (*ti-je-ras*); *pato* (*pa-to*) and *paloma* (*pa-lo-ma*).

Scaffolded Support

Have students practice making gestures with their left hands as if pulling away the first syllable in the words from the cards.



★ ★ Teacher-Choice Read-Aloud

Per the pacing plan suggestions on page 38 of the *Spanish Management Guide*, after the phonological awareness activity is a good time in the *Explore & Learn* day for a teacher-choice read-aloud.



Mathematics



20-30
minutes



whole group



small groups

Whole-Group Lesson

1. Gather students together, and display a square cutout. Ask students to identify the shape. Hold up a cube and ask, “¿Qué figura es?” Accept a variety of responses. (Students may say *cuadrado*, *rectángulo*, or *cubo*.)
2. Say, “Cuando esta figura es plana, es un cuadrado, pero la figura no es plana. Es 3D, o tridimensional; por eso se llama *cubo*.” Repeat the word *cubo*, and have students pronounce it.
3. Display one at a time the squares and cubes you gathered, and have students identify if they are squares or cubes. Sort the objects into two groups.
4. Explain that a cube is made of squares. Show the square faces of one of the cube-shaped objects.

Small-Group Practice

5. Form groups of six students, and have them move to their workspaces. Hold up a *Cube Net* (page 180) you prepared, and ask students how many squares they notice. (*seis*) Explain that they will turn the six square faces into a cube. Distribute crayons and the cube nets you prepared, and instruct groups to have each student color one face of the cube.
6. As groups finish coloring, circulate to fold and tape each *Cube Net*.
7. Encourage groups to examine and discuss their assembled cubes.

Social Development



10-15
minutes



whole group



independent work

1. Gather students together, and review how to say *comparto* using American Sign Language.
2. Follow the *Teach Other Languages* routine (card 15), referencing *Ways to Say Comparto* (page 176) to teach the word in a few languages.
3. Have students move to their workspaces and continue to work on their social stories. Support several students with step 5 of the *Writing Social Stories* routine (card 16) by scribing their stories.

Fine Motor Development



10-15
minútes



whole group



independent work

1. Gather students together, and remind them of the importance of using scissors safely.
2. Display a pair of child-safe scissors in clear view of students. Say, “Para tomar las tijeras, uso la mano con la que escribo. Levanten la mano con la que escriben.” Allow students time to hold up their hands as you hold up your own.
3. Say, “Voy a usar el pulgar, el índice y el dedo del medio para sostener las tijeras.” Hold up your hand with these fingers up, and have students do the same.
4. Model with the pair of scissors as you say, “Pongo el pulgar en el agujero más pequeño de arriba, y el índice y el dedo del medio en el agujero más grande de abajo.”
5. Model with the pair of scissors as you say, “Espacio y con cuidado, voy a subir el pulgar y voy a bajar el índice y el dedo del medio para abrir las tijeras. Luego voy a volver a juntar los dedos para cerrar las tijeras.”
6. Display a sheet of construction paper in clear view of students. Model with the scissors as you say, “Cuando corto papel, tomo las tijeras con la mano que uso para escribir y sostengo el papel con la otra mano. Abro las tijeras con los dedos y pongo el papel entre las cuchillas. Tengo cuidado y mantengo los dedos lejos de las cuchillas. Luego, cierro las tijeras para cortar.” Model cutting a few strips from the sheet of construction paper.
7. Have students move to their workspaces, and distribute a pair of child-safe scissors and a sheet of construction paper to each student. Instruct them to cut thick and thin strips.

Science



15-25
minútes



whole group



independent work

1. Gather students together, and display the tray of crayons and pencils you prepared. Have students identify the objects.
2. Display the T-chart you prepared, and read the labels *Parecidos* and *Diferentes*. Ask students, “¿En qué se parecen los lápices y los crayones?” Record their ideas in the corresponding columns of the T-chart. Ask students to tell how pencils and crayons are different. Record responses on the chart. Prompt students to think about the colors, sizes, shapes, and purposes of the tools when discussing similarities and differences.
3. Have students move to their workspaces, and guide students as they complete *Crayones y lápices* (page 23 of *Libro de actividades del estudiante*). Explain that they need to listen to directions to complete the paper. Read the following directions to students, one at a time. (Allow students to complete each part before reading the next direction.)
 - Encierren el lápiz corto.
 - Agreguen rayas al lápiz largo.
 - Encierren el crayón fino.
 - Pinten el crayón grueso.

Extension Idea

Show students the tray of pencils and crayons. Invite volunteers to come forward to find the item you describe and complete the directions. (For example, “Pongan el crayón morado en el caballete,” or “Busquen un lápiz roto y pónganlo al lado de la puerta.”)



Creative Explorations



15-25
minutes



1. Gather students together, and ask, “¿Qué les encanta de la escuela?” Have students share their responses with partners, then invite students to share with the whole group. Tell students, “Hoy vamos a crear un rompecabezas que represente lo que a cada estudiante de nuestra clase le encanta de la escuela.”
2. Have students move to their workspaces, and prepare puzzle pieces, crayons, and markers. Remind students to draw things that they love about school, such as books, blocks, art, the playground, or friends.
3. When students finish decorating their puzzle pieces, have them place their pieces on the floor. Have students work together to assemble the puzzle.

Music and Movement



10-15
minutes



1. Gather students together, and follow the *Teach a New Song* routine (card 17) to teach “Es hora de la escuela.” (The lyrics are provided for your reference on page 181.)
2. After students learn the song, explain that the word *triunfar* means to accomplish something you have been trying to do. Ask, “¿Cómo los ayuda la escuela a triunfar?” Emphasize to students that learning in school can help them succeed at things they want to do.

Closing Circle



5-10
minutes



1. Follow the *Closing Circle* routine (card 18).
2. If time allows, choose an extension activity from the routine card.

Card 1

Morning Meeting

Objective: Students will build community through safe, predictable routines.

Materials: *Tarjetas del horario en imágenes* (Horarioimagenes.pdf; optional)

Gather and Greet

1. Signal to the whole group that it is time to gather for the morning meeting. You may choose to use a song as a transition.
2. Gather students together in a circle. Remind students about personal space and the importance of keeping their hands and feet to themselves.
3. Have students greet each other. You may choose to do a whole-class greeting with a song or have students pass one of the following greetings around the circle by greeting the peers next to them:
 - high five
 - elbow bump
 - fist bump
 - wave

Our Day

4. Share the plan for the day. This can be done by reviewing the *Tarjetas del horario en imágenes* together or through a morning message—a short note addressed to the class that includes one or two main events that will take place during the day. The daily learning objectives are included in the Spanish *Teacher's Guides* for your easy reference.

Theme

5. Have students engage with the theme, color, shape, and/or phrase of the week. Ideas are included in the daily lesson plans in the Spanish *Teacher's Guides*.

Card 2

Teach Letters and Sounds

Objective: Students will learn the letters of the alphabet and the sounds they represent to support reading readiness and emergent writing skills.

Materials: *Tarjetas de letras* (Tarjetasletras.pdf)

Preparation: Choose which letters to teach based on your scope and sequence. (See page 39 in the Spanish *Management Guide* for more information.) Prepare to share the selected *Tarjetas de letras*.

Name It

1. Display the selected *Tarjeta de letra*, and say, “Esta es la letra ____ . Esta es la ____ mayúscula (*point to the capital letter*), y esta es la ____ minúscula (*point to the lowercase letter*).”
2. Point to the *Tarjeta de letra*, and say, “¿Qué letra es esta?” (*Students respond with the letter name.*)

Say It

3. Say the sound the letter represents, and discuss how the sound is formed. Have students repeat the sound several times.
4. Say the syllables that can be formed with that letter (for example, *pa, pe, pi, po, pu*). Have students repeat the syllables several times.

Write It

5. With your finger, trace the capital letter on the card. Narrate your movements, describing the starting point and the types of lines you are forming.
6. Ask students to hold up their pointer fingers and form the lines of the uppercase letter on flat surfaces. Have students repeat the sound the letter makes while they are forming the letter.
7. Repeat steps 5–6 with the formation of the lowercase letter.

**alumno
alumna**



**una persona que va
a la escuela a estudiar**

alumno alumna

Palabras relacionadas

aprendiz beca estudiante

Oración

El **alumno** estaba emocionado por aprender sobre los animales durante la clase de ciencias.

Participar

- ★ ¿Cuántos alumnos hay en nuestra clase?
- ★ ¿Hay algo que hayas aprendido durante este año que te haga sentir orgulloso de ser alumno de nuestra escuela?
- ★ Vuelve a leer la oración. Eres un estudiante. ¿Qué te entusiasma aprender en la escuela?
- ★ Observa la imagen. ¿Quién está ayudando al alumno a aprender?



Hacer amigos

Cami Camaleona empieza el día un poco nerviosa, pero también entusiasmada. Ayer la maestra Ling anunció que se uniría a la clase un compañero nuevo llamado Siam. Cami no sabe si el estudiante nuevo será amable o si ella le caerá bien. Pero le gustaría que lleguen a ser buenos amigos.

Camino a la escuela, el papá de Cami nota que está inquieta. Cami le cuenta sobre la llegada de Siam. El papá le explica que las personas suelen tener muchos sentimientos distintos cuando hay un cambio, por ejemplo, pueden sentir nervios y entusiasmo al mismo tiempo. Le sugiere que aproveche toda esa energía para hacer que Siam se sienta bienvenido. **Después de todo, ¡la mejor forma de hacer amigos es ser buena amiga!** Durante el resto del viaje, Cami piensa mucho en lo que le dijo su papá. Cuando llega a la escuela, ya tiene preparado un plan perfecto. Sabe que tener un plan puede ayudarla a lograr lo que necesita y quiere hacer.

La maestra Ling presenta a Siam en la reunión de la mañana. Cami le sonríe a Siam para mostrarse amable. Cuando la maestra les dice que es hora del juego libre, Cami está lista para poner en marcha su plan. Busca los bloques, empieza a construir y hace contacto visual con Siam. Cuando Siam la ve, Cami lo saluda con la mano y le sonríe. Luego, lo llama y le pregunta si quiere compartir los bloques con ella. A Siam se le ilumina la cara de alegría. ¡Le ENCANTAN los bloques! Con mucho entusiasmo, se sienta a jugar con Cami. Para demostrarle a Siam que quiere ser su amiga, Cami le pregunta cómo se siente en su nueva clase. Escucha lo que Siam le cuenta. **Después, le presta su bloque favorito, porque compartir también es una buena manera de hacer amigos.**

El plan de Cami sale mejor de lo que se imaginaba. Cami se siente bien por haber hecho un amigo nuevo siendo buena amiga. ¡Y es divertido tener un amigo al que le gustan los bloques tanto como a ella!

Palabras clave

amigos
cambio
compartir
plan
saluda
sentimientos
sonríe



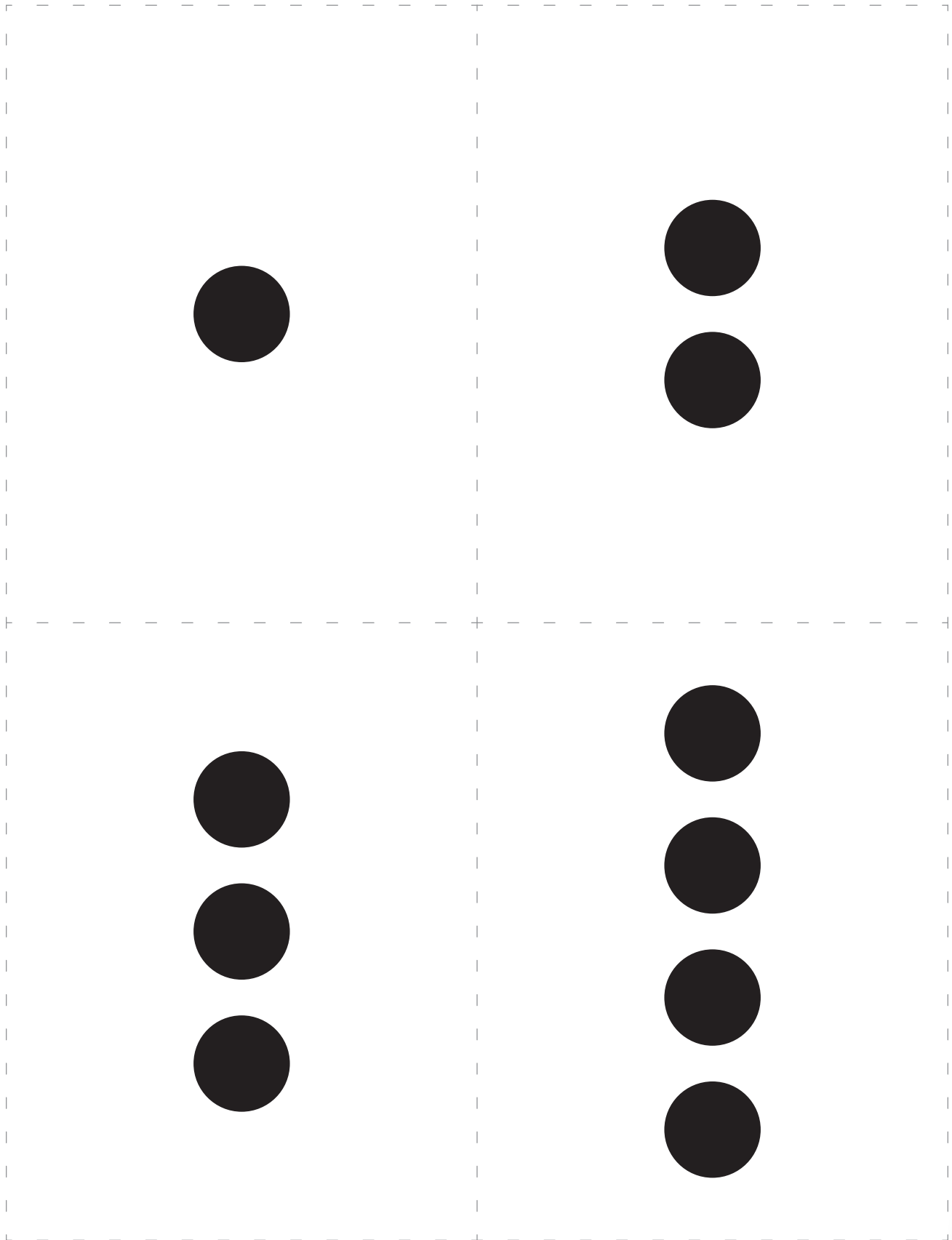
Listen



tcmpub.digital/el_story8

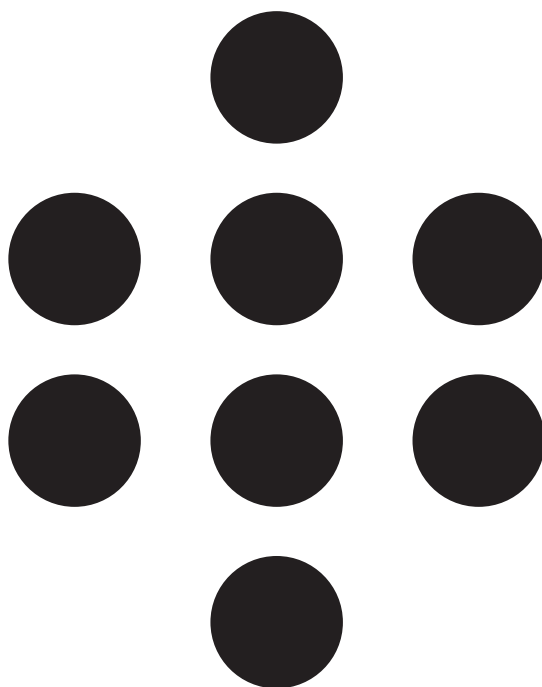
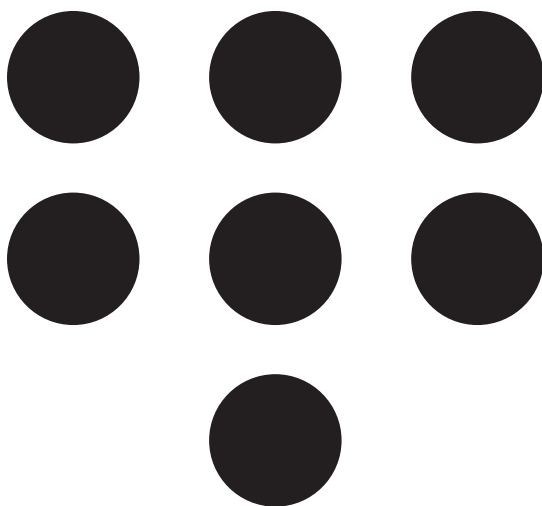
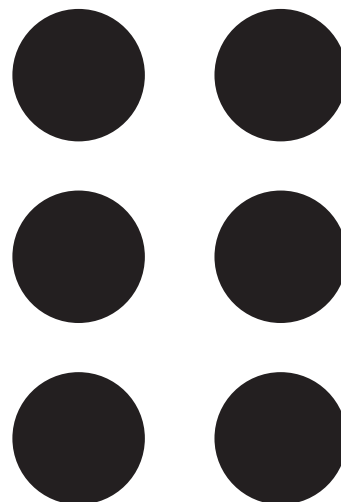
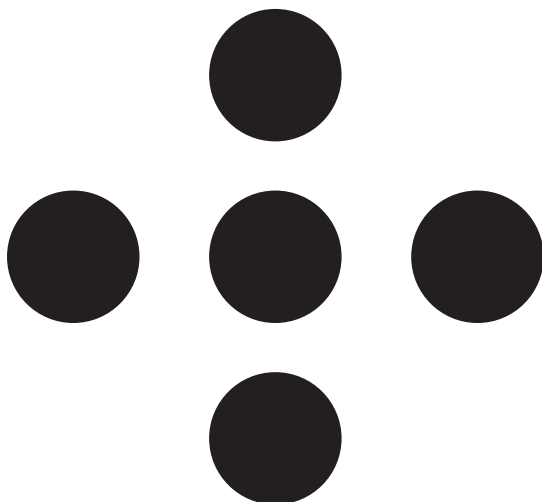
Dot Cards

Make copies of these cards for the Day 5 lesson.



Dot Cards (cont.)

Make copies of these cards for the Day 5 lesson.



School Initial-Syllable Cards

Make a copy of these cards for the Days 5 and 7 lessons.



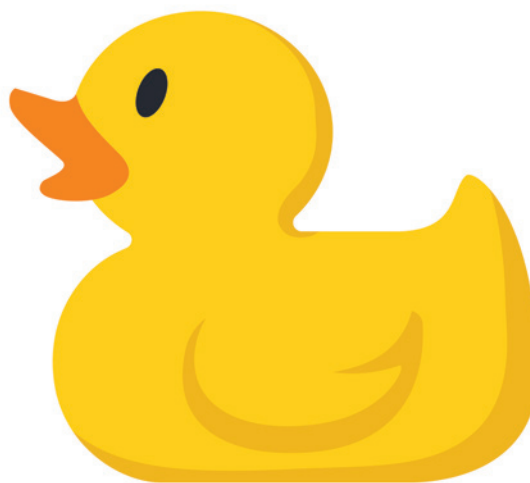
lupa



luna



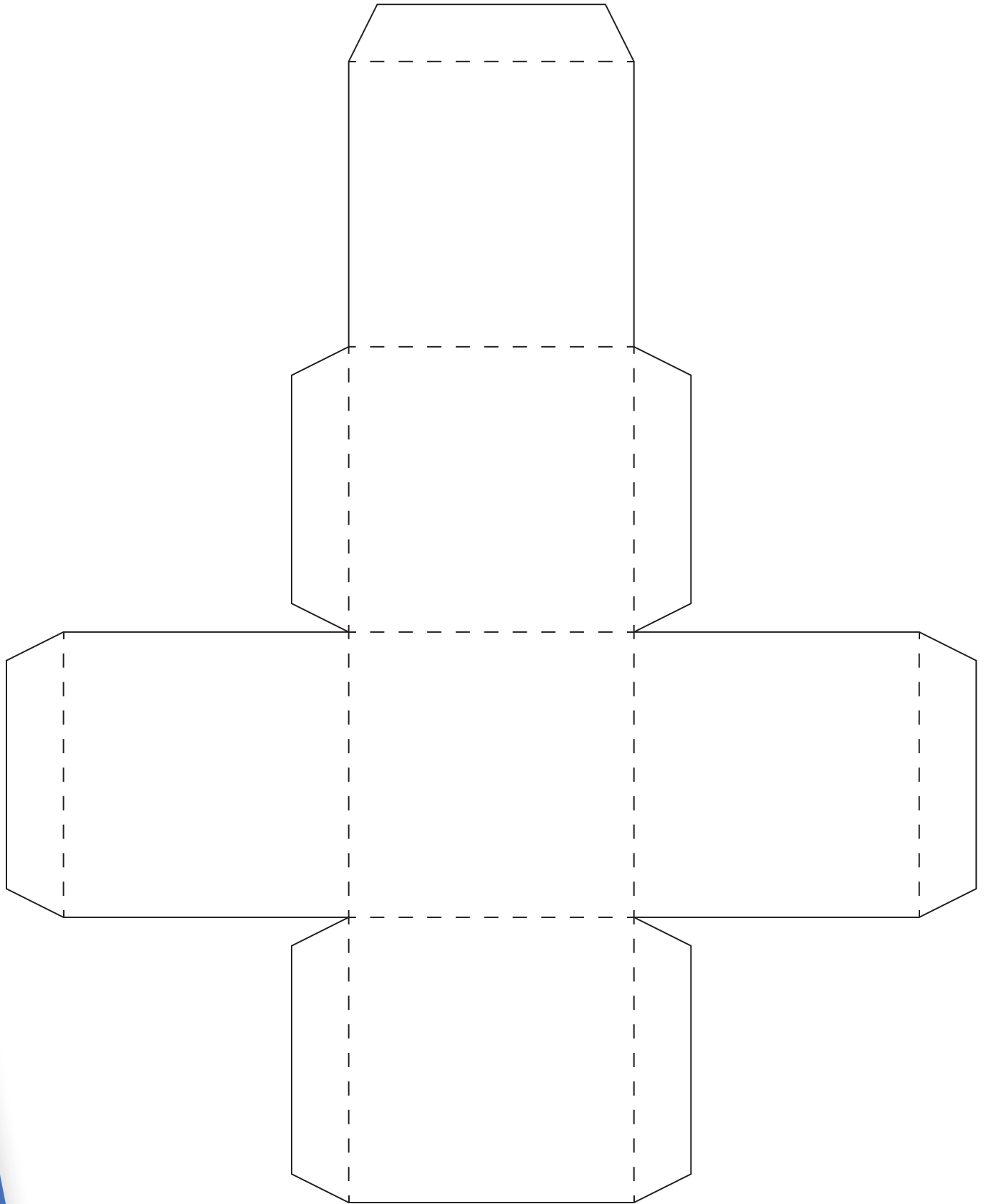
paloma



pato

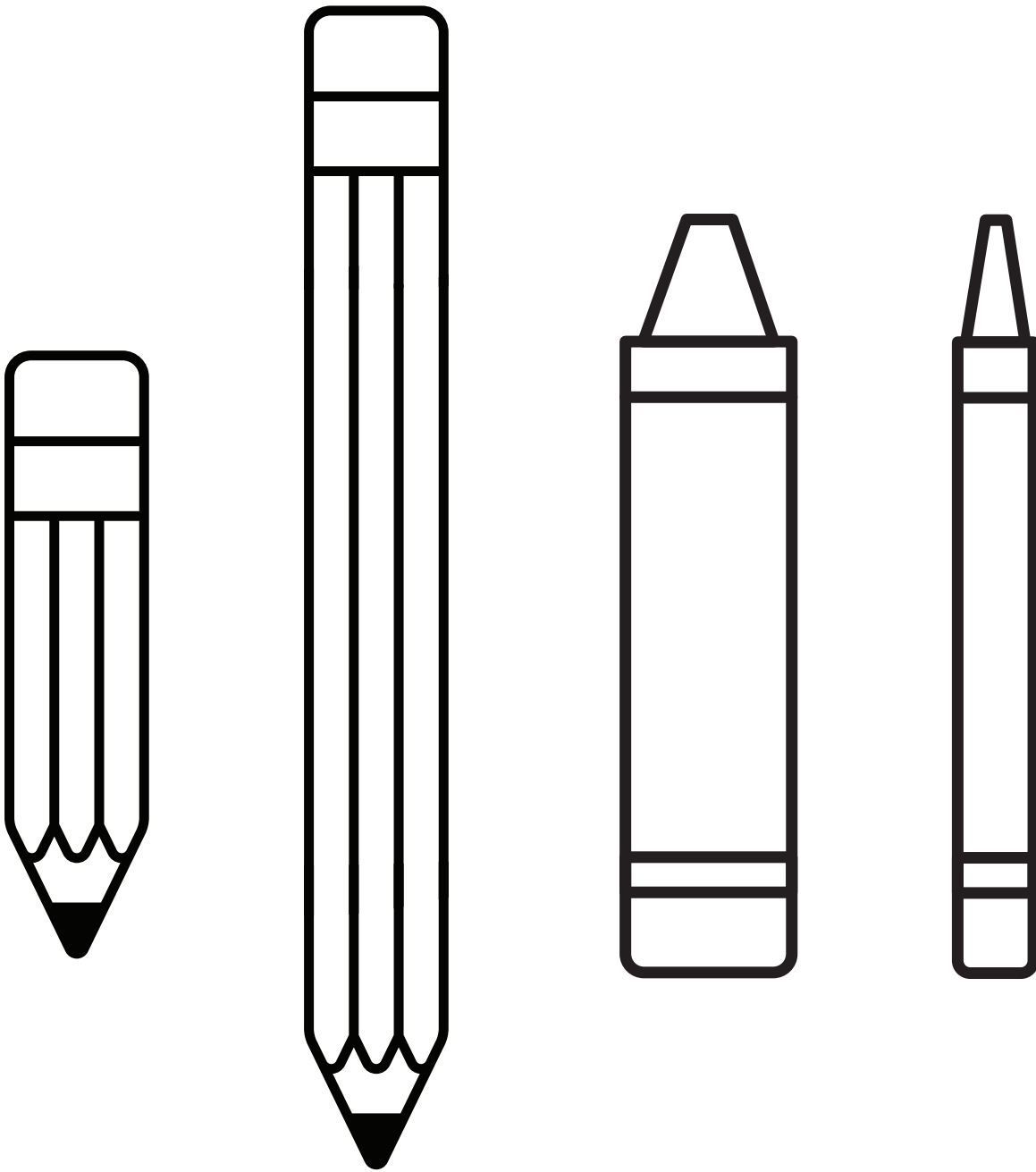
Cube Net

Make copies of this page for the Day 8 lesson. Cut along the perimeter of the image to prepare the cube net.



Nombre: _____

Crayones y lápices



Adultos, lean esto en voz alta: Escucha las instrucciones de tu maestro para marcar cada dibujo.

Social Development and Executive Functioning

Social development and executive functioning include skills and competencies that are essential to getting along with others and managing cognitive processes to regulate behavior. Developing these skills is essential in early childhood as young learners set the foundation for healthy identity development and strong interpersonal relationships.

There are six components that will be assessed in this area:

- **Building Relationships**—Building relationships is the ability to establish and maintain relationships with peers and adults. This involves communicating with others, working together to achieve shared goals, and navigating social situations that may involve differences or conflicts.
- **Social Awareness**—Social awareness is the capacity of early learners to become aware of the needs, desires, and perspectives of others. This involves feeling empathy and showing care for others. Students use cues and situational context to learn that other people’s perspectives may be different from their own. Social awareness also involves understanding and navigating social norms.
- **Decision-Making**—Decision-making involves the processes through which prekindergarten students gather information and make choices that balance their own needs and rights with others’ needs and rights. When making personal choices and engaging in social interactions, students consider different ideas and solutions. They also reflect on and evaluate the consequences of their decision-making.
- **Working Memory**—Working memory is the capacity to hold information in mind for a short amount of time. Young learners draw on working memory to process information and complete tasks. This includes focusing when gathering information, organizing thoughts and information, following multistep directions, and problem-solving.
- **Attention**—Attention involves the ability to take in information from the environment and select and focus on one or more things. Students at this level are developing their abilities to sustain attention for increasing lengths of time. Attention involves focusing sufficiently to understand information or perform a task and ignore distractions.
- **Self-Control**—Self-control is the ability to manage one’s own feelings, thoughts, behaviors, and actions. This includes regulating emotions in various social situations, delaying gratification, and controlling impulses to make thoughtful and intentional choices.



Social Development and Executive Functioning Rubric

Student Name: _____ Date: _____

Directions: Use the *Social Development and Executive Functioning Checklist* to summarize these skills throughout this unit. Based on your notes and annotations on the checklist, determine at which level the student is working for each criterion. Circle or highlight the rating for each component.

	Advancing	Meeting	Emerging	Beginning
Building Relationships	Builds, sustains, and expands relationships.	Builds and sustains relationships.	Starting to build and sustain relationships.	Starting to build relationships with support.
Social Awareness	Considers the needs, desires, and perspectives of others when making choices.	Is aware of the needs, desires, and perspectives of others.	Starting to be aware of the needs and desires of others.	Starting to be aware of the needs of others with support.
Decision-Making	Considers multiple ideas when making choices that balance own needs and rights with others.	Makes choices that balance own needs and rights with others.	Starting to make choices that balance own needs and rights with others.	Starting to make choices with support.
Working Memory	Recalls information to follow multi-step directions and solve problems.	Recalls information to follow multi-step directions.	Starting to recall information to follow directions.	Starting to recall information for short amounts of time with support.
Attention	Focuses and sustains attention for increasing periods of time.	Focuses and sustains attention.	Starting to focus and sustain attention.	Starting to focus on one thing with support.
Self-Control	Manages own feelings, thoughts, behaviors, and actions in various social situations.	Manages own feelings, thoughts, behaviors, and actions in routine situations.	Starting to manage own feelings, thoughts, behaviors, and actions.	Starting to manage own feelings and thoughts with support.