

Explore & Learn

Lessons and Activities

PK, TK, and VPK Instruction

Where Do We Live? (Spanish)

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Nuestro parque



Dona Herweck Rice

Ilustrado por Giorgia Broseghini



En mi ciudad viven muchas personas que van de un lado a otro haciendo distintos trabajos. También hay muchos lugares para visitar y actividades para hacer.

Mi lugar favorito de toda la ciudad es nuestro parque. ¡Te invito a conocerlo!

Estos son la señora McGee y el señor Baker. Se reúnen aquí casi todos los días para conversar y jugar al ajedrez. ¡También me están enseñando a mí!



A los niños y las niñas como yo nos gustan mucho los juegos del parque. El puente de la torre es mi parte favorita. ¡Es como estar en un castillo!

A mis amigos les encanta columpiarse bien alto e imaginar que son gigantes que miran el parque desde arriba.



A mi hermano mayor le encanta jugar al béisbol. Su equipo juega todos los fines de semana en los campos de béisbol del parque. ¡Toda mi familia alienta a mi hermano y a su equipo!



El deporte que practica mi hermana es el fútbol. Algunas personas aquí lo llaman *soccer*. Mi hermana juega de delantera. En el parque, mi familia se sienta a los costados de la cancha para verla jugar. Cuando ella marca un gol, ¡todos festejamos muy fuerte!



Después de los partidos, vamos al puesto de comidas del parque. Mi hermana pide un perrito caliente y mi hermano come nachos. Mi mamá, mi papá y mi abuela toman café. Yo pido un cono de nieve.



Algunas noches de verano, hay conciertos en el anfiteatro del parque. Nos sentamos a escuchar la música en los bancos de cemento. A veces toca mi grupo de mariachis favorito. ¡Es mi favorito porque mi papá toca la trompeta!



En el parque también hay muchos espacios abiertos. Las personas vuelan cometas, hacen pícnicos, leen libros y toman sol en los amplios sectores de hierba. Disfrutan el parque de todas las formas posibles.

¡El parque es de toda la comunidad!



A muchos animales también les encanta el parque. Las aves hacen sus nidos en los árboles, y hay insectos por todas partes. Los conejos salen muy temprano por la mañana, y también al atardecer. Algunas personas pasean a sus perros. Los ratones y otros animales pequeños miran todo lo que sucede en el parque.





Ojalá todas las comunidades tuvieran un parque como el nuestro. Aquí hay muchísimo para ver y disfrutar. ¡Nos encanta nuestro parque!

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. 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:

Visiten un parque de su comunidad ¡y disfruten todo lo que se puede hacer allí!

Comenten los parecidos entre el parque de este libro y algún parque de su comunidad.

Comenten por qué algunas ciudades y pueblos construyen y mantienen parques para toda la comunidad.

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

Anime al niño a dibujarse a sí mismo en un parque de su comunidad.

¿Dónde vivimos? Teacher's Guide



Day 8 Preparation and Materials

Morning Meeting

- **Materials:** *Morning Meeting* routine (card 1); red rectangle cutout
- **Preparation:** Prepare to share the red rectangle cutout from Day 1.

Literacy

- **Materials:** *Teach Letters and Sounds* routine (card 2); copy of *Nuestro parque*; chart paper

Literacy Explorations

- **Materials:** clay
- **Preparation:** Tear a palm-sized piece of clay for each student. Ensure that each Literacy Exploration center is prepared.

Physical Development

- **Materials:** *Cartero/Cartera* vocabulary concept card; upbeat music
- **Preparation:** Prepare to share music.

Phonological Awareness

- n/a

Mathematics

- n/a

Social Development

- **Materials:** *Writing Social Stories* routine (card 16); crayons
- **Preparation:** Prepare to distribute student-created social stories.

Fine Motor Development

- **Materials:** *Sky Writing* routine (card 12); *El número 8* (page 12 of *Libro de actividades del estudiante*)

Social Studies

- **Materials:** *School and Park Picture Cards* (pages 95–96); T-chart
- **Preparation:** Cut apart the *School and Park Picture Cards*. Prepare a T-chart with the labels *Escuela* and *Parque*.

Creative Explorations


- **Materials:** Copy of *Nuestro parque*; *Mapa de mi parque* (page 13 in *Libro de actividades del estudiante*); pencils; crayons
- **Preparation:** Prepare to share the brainstormed list of community park components from the Literacy lesson.

Music and Movement

- **Materials:** “Al rescate” audio recording (Alrescate. mp3) and lyrics (page 94)
- **Preparation:** Prepare to share audio recording of the song.

Closing Circle

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

 If you have access to the digital manipulatives, you may choose to use the digital letter formation tools in place of the noted materials during the Fine Motor Development lesson.

Morning Meeting



1. Follow the *Morning Meeting* routine (card 1).
2. Display the red rectangle cutout, and tell students it is a rectangle—a shape with four sides and four corners. Have students count the sides and corners.
3. Tell students they are going to search for rectangles in the room. They should stand by the object quietly when they've found one. Call on individual students to share what they found.
4. As each student shares, have the rest of the group draw the outline of the object in the air and count the sides to check if it is a rectangle.

★ ★ Free Play

Free Play is a fundamental part of the *Explore & Learn* day. See page 13 for free play ideas related to this unit.



Literacy



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 *Nuestro parque*. Say, “Ayer leímos este libro. Mientras leemos hoy, piensen en esta pregunta: *¿Por qué necesitamos que haya parques en las comunidades?*” Write the question on the board.
3. Read the book aloud, pausing to ask the following questions:
 - On pages 6–7, ask, “¿Por qué algunos parques tienen patios de juegos?”
 - On pages 12–13, ask, “¿Por qué en algunos parques se vende comida?”
 - On pages 14–15, ask, “¿Por qué en algunos parques hay conciertos?”
 - On pages 16–17, ask, “¿Por qué en algunos parques hay espacios abiertos?”
4. After the reading, point to the question on the board, and ask, “¿Por qué necesitamos que haya parques en las comunidades?” Accept a variety of the student responses.
5. Tell students, “¡Los parques son para todos y todas! Si ustedes diseñaran un parque, ¿qué incluirían?” Provide the sentence frame, *Si diseño un parque, incluiré ____*. For example, you may say, “Si diseño un parque, incluiré una fuente de agua.”
6. Have students turn and talk to partners to share their ideas with them. Then, have students share aloud. Record responses on chart paper. These ideas will be used during the Creative Explorations lesson.

Literacy Explorations



15-20
minutes



small groups



centers

Meet with one group to deliver Small-Group Lesson 3 (page 16), while the rest of the students complete self-chosen centers. For more information about independent learning centers, see page 17.

Physical Development



10-15
minutes



whole group

1. Gather students together, and share the *Cartero/Cartera* vocabulary concept card. Have students share their connections and experiences. Ask, “¿Qué cosas entregan los carteros y las carteras?” Have students brainstorm ideas.
2. Say, “Voy a poner algo de música. Vamos a hacer de cuenta que somos carteros y carteras. Piensen en el tipo de cosas que van a entregar. Pueden conducir el camión del correo o caminar hasta las casas de la gente para dejar el correo, como la última vez que jugamos. También pueden saludar a un vecino o una vecina, ¡o agacharse para acariciar el perro de alguien!” Show movements along with the new actions (e.g., wave to a pretend neighbor as you walk by or bend down to pet a pretend dog).
3. Say, “Cuando la música se detenga, ¡deben convertirse en estatuas! Se quedarán muy, muy quietos en el lugar, como una estatua. Cuando se convierten en estatuas, su cerebro les dice que no deben moverse. El cerebro controla el cuerpo. Cuando la música vuelva a empezar, pueden seguir entregando el correo.”
4. Play music, and have students practice moving and freezing several times. During the pauses, praise students for controlling their bodies and staying focused.

Phonological Awareness



10-15
minutes



whole group

1. Gather students and say, “Ayer estuvimos escuchando algunas sílabas y dijimos qué sonidos las forman. Hoy vamos a hacer al revés. Voy a decir sonidos y ustedes van a unir esos sonidos para formar sílabas.”
2. Hold up the index finger of your right hand and say /m/. Hold up the index finger of your left hand and say /a/. Bring the two fingers together and say *ma*. Hold up the index finger of your right hand and say /m/. Hold up the index finger of your left hand and say /e/. Bring the two fingers together and say /m/ /e/. Ask, “¿Qué sílaba es?” (*me*)
3. Repeat with the following sounds, having students hold up their left index finger for the first sound and their right index finger for the second sound, and bring their fingers together to form the syllables:
 - /m/ /i/: *mi*
 - /m/ /o/: *mo*
 - /m/ /u/: *mu*

★ ★ 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



Whole-Group Lesson

1. Gather students together, and say, “Vamos a contar algunos cuentos matemáticos. Vamos a hacer de cuenta que estamos en el puesto de comidas del parque. Yo compré una caja de jugo.” Hold up your pointer finger on your right hand. Continue, “Mi mamá también compró una caja de jugo.” Hold up your pointer finger on your left hand. Ask, “¿Cuántas cajas de jugo compramos?” (dos) Have students share ideas for how they figured out the answer to the question.
2. Share several more number stories, having students use their fingers to represent the items in the stories. Pause as you tell the stories, discussing how students should use their fingers to show what is happening.
 - Sami compró dos perritos calientes. Cami compró tres perritos calientes. ¿Cuántos perritos calientes compraron en total?
 - Sami compró tres conos de helado. Se le cayó uno. ¿Cuántos le quedan?
 - Cami compró cuatro botellas de agua. Bebió dos. ¿Cuántas le quedan?
 - Tengo dos pretzels y una galleta. ¿Cuántos bocadillos tengo en total?
 - Cami tiene tres bastones de zanahoria y dos palitos de apio. ¿Cuántos tiene en total?

Language Development Support

Share and discuss pages 12–13 from the book *Nuestro parque* to provide context and visuals for the number stories.



Social Development



1. Gather students together, and show the social stories they have been writing.
2. Emphasize that even though we are not finished yet, sharing your progress with someone can be a great way to celebrate what you have done so far, and think about what you still need to do. Have students share what they have worked on so far with partners. Then have partners share plans for what they will work on today.
3. Have partners say *gracias* to one another, then move to their individual workspaces and continue to work on their social stories. Encourage students to add more details. Support the remaining students in completing step 5 of the *Writing Social Stories* routine (card 16) by scribing their stories.

Fine Motor Development



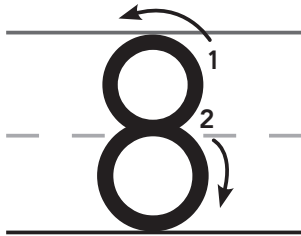
10-15
minutes



independent work



whole group



1. Have students move to their workspaces, and say, “Hoy vamos a escribir el número 8. Este número puede ser complicado porque tiene cuatro curvas.”
2. Follow the *Sky Writing* routine (card 12) to make 8. As you model making the lines in the air, say, “Curva hacia la izquierda, curva hacia atrás, curva hacia arriba, curva hacia atrás.” Have students practice.
3. Model writing 8 in clear view of students. As you make the movements with your writing tool, say, “Curva hacia la izquierda, curva hacia atrás, curva hacia arriba, curva hacia atrás.”
4. Have students complete *El número 8* (page 12 of *Libro de actividades del estudiante*). As students work, monitor for proper pencil grasp, pressure, and paper positioning, correcting as needed.

Scaffolded Support

Provide multi-sensory ways of practicing the number 8, such as sand trays or create textured number mats.



Social Studies



15-25
minutes



whole group

1. Gather students together, and display the T-chart you prepared. Read the labels *Escuela* and *Parque* aloud, and ask, “Digan algunas cosas que se pueden ver en una escuela. Digan algunas cosas que se pueden ver en un parque.” Have students turn and talk to partners.
2. Display each *School and Park Picture Card* (pages 95–96), one at a time. Have students name the item in each picture. Model sorting the picture according to where it belongs in the community. For example, you might think aloud, “Este es un lápiz. ¿Usaría un lápiz en la escuela o en el parque? Un lápiz sirve para escribir y para dibujar. Es más probable que haga eso en la escuela. Así que lo agregaré a *Escuela*.”
3. Choose a student to select a card and sort it. Support students by asking, “¿Qué es esto? ¿En qué lugar de la comunidad se encuentra? ¿Cómo lo saben?” Have the group confirm the student’s sorting with thumbs-ups.
4. Continue the activity until all cards have been sorted.

Extension Idea

Challenge students to think of other locations in the community. Have students brainstorm objects that could be found in those locations.



Creative Explorations



15-25
minutes



1. Gather students together, and display the brainstormed community park components from the Literacy lesson. Say, “Se nos ocurrieron muchas cosas que se pueden ver en un parque.” Read the brainstormed list aloud.
2. Display pages 2–3 of *Nuestro parque*. Say, “Ahora van a diseñar un parque que incluya todas las cosas que quieren.” Have students turn and talk to partners, sharing two things they will include in their parks.
3. Have students move to their workspaces and begin adding things to their *Mapa de mi parque* (page 13 in *Libro de actividades del estudiante*).
4. After five minutes, ask, “¿Cómo llegarán las personas de un lugar a otro del parque?” Encourage students to add roads or walkways to connect the things they included in their parks.

Scaffolded Support

Have copies of *Nuestro parque* available for students to consult as they work.



Music and Movement



10-15
minutes



1. Gather students together. Play the audio for “Al rescate.” Encourage students to join in when they are comfortable.
2. Tell students they are going to add movements to match the lines of the song.
3. Sing the first two lines of the song. Ask students to share ideas for a movement that matches those lines. You may make a final selection by choosing yourself or asking the class to vote. Practice the first two lines of the song, adding the movement.
4. Repeat with the remaining lines of the song. Sing “Al rescate” with the movements as a whole group.

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
 - fist bump
 - elbow 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.

cartero
cartera



**un o una ayudante de la comunidad
que entrega cartas y paquetes**

cartero cartera

Palabras relacionadas

buzón entrega estampilla

Oración

El **cartero** trajo tarjetas a mi casa el día de mi cumpleaños.

Participar

- ★ ¿Qué importancia tienen los carteros para sus comunidades?
- ★ Cuando quieres enviarle una carta a alguien, ¿qué pasos debes seguir?
- ★ Vuelve a leer la oración. ¿Se te ocurren otras ocasiones en las que un cartero podría entregar un correo especial?
- ★ Observa la imagen. ¿Qué crees que hay en los paquetes que está entregando el cartero?



Sentir nervios

Cami Camaleona se ha puesto su capa más espectacular. Le encanta disfrazarse, y hoy irá con su familia a la fiesta de disfraces del Día de los Héroes, que se celebra en la biblioteca. ¡Cami está muy emocionada porque las familias de Ray y de Siam también van a ir!

Cuando están cerca de la biblioteca, empiezan a ver muchos autos. El estacionamiento está lleno y tienen que estacionar lejos. Cuando por fin llegan a la biblioteca, lo único que ven es un mar de gente. Es como si toda la ciudad estuviera allí.

Como hay tantas personas, Cami se pone nerviosa. Le tiembla un poco el cuerpo y siente un nudo en la garganta. Incluso empieza a sudar un poco. Se abraza a la pierna de su mamá para calmarse.

Cuando Cami se pone nerviosa, prefiere quedarse cerca de las personas que conoce bien. Su papá ve a las familias de Ray y de Siam, y Cami y su familia se abren paso entre la multitud para saludar a sus amigos. Al encontrarse con ellos, Cami se siente menos nerviosa. Su cuerpo empieza a calmarse.

Cami, Ray y Siam están jugando juntos, cuando de repente Cami se da cuenta de que no sabe dónde está su familia. Vuelve a ponerse nerviosa. Ray y Siam la consuelan y le dicen que la ayudarán a buscar a sus padres. Cami sabe que tiene que ser valiente y mantener la calma.

Poco después, sus amigos encuentran a la mamá de Cami. Está conversando con alguien del trabajo. Cami corre hacia su mamá y le da un abrazo fuerte. Mira a sus amigos y les dice:

—Gracias por ayudarme a encontrar a mi familia.

Cami sabe que se siente más cómoda cuando está con personas que conoce bien. Eso la ayuda a mantener la calma y a ser valiente incluso cuando está nerviosa. ¡Está feliz de haber recibido la ayuda de sus amigos hoy!

Palabras clave

amigos
calmarse
cómoda
emocionada
nerviosa
nudo
sudar
tiembla



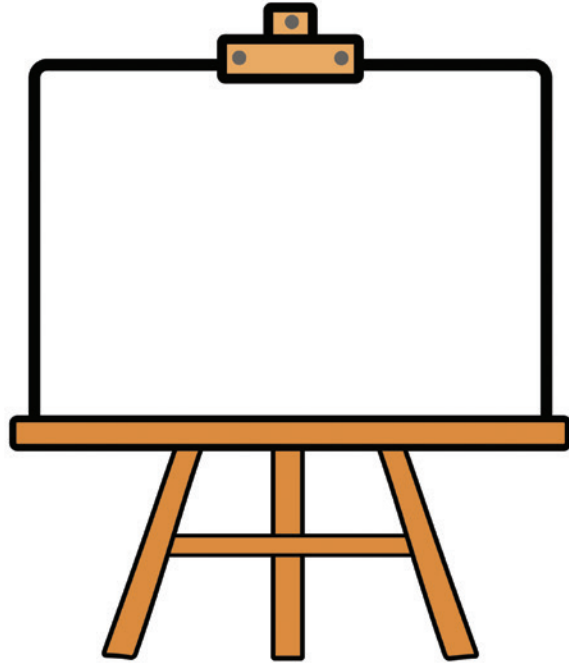
Listen



tcmpub.digital/el_story9

School and Park Picture Cards

Make copies of these cards for the Day 8 lesson.



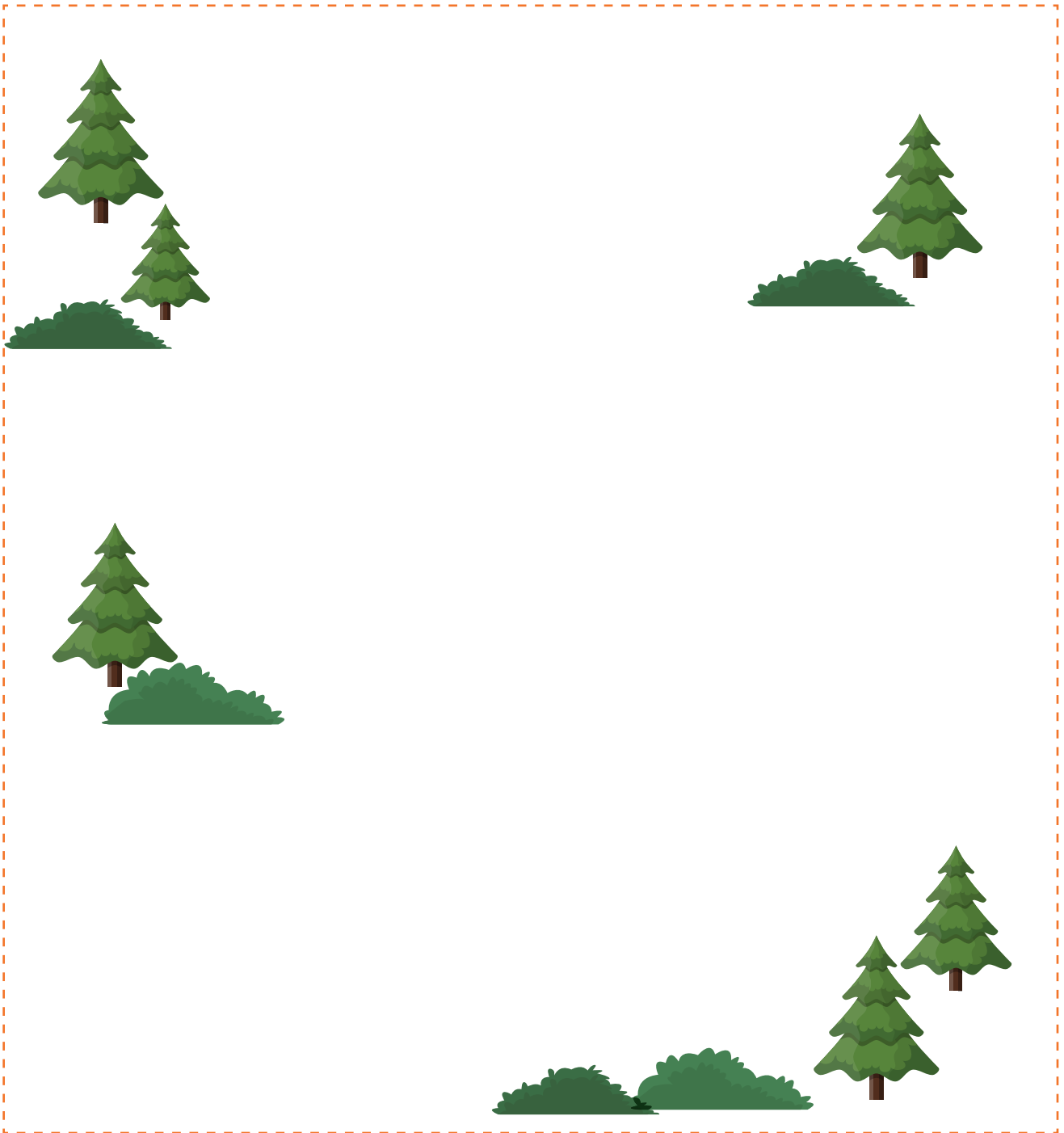
School and Park Picture Cards *(cont.)*

Make copies of these cards for the Day 8 lesson.



Nombre: _____

Mapa de mi parque



Adultos, lean esto en voz alta: Dibuja en el mapa las cosas que incluirías en tu propio parque.

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.