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¡Yo aprendo!— Level K–1

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
K-1

iYo aprendo!



**Focused Language and
Literacy Instruction**

Teacher's Guide

Teacher Created Materials
PUBLISHING

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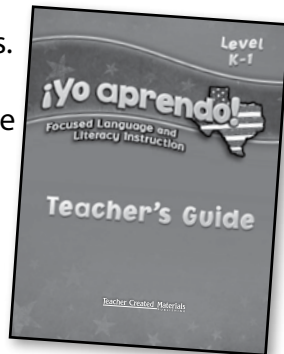


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Introduction

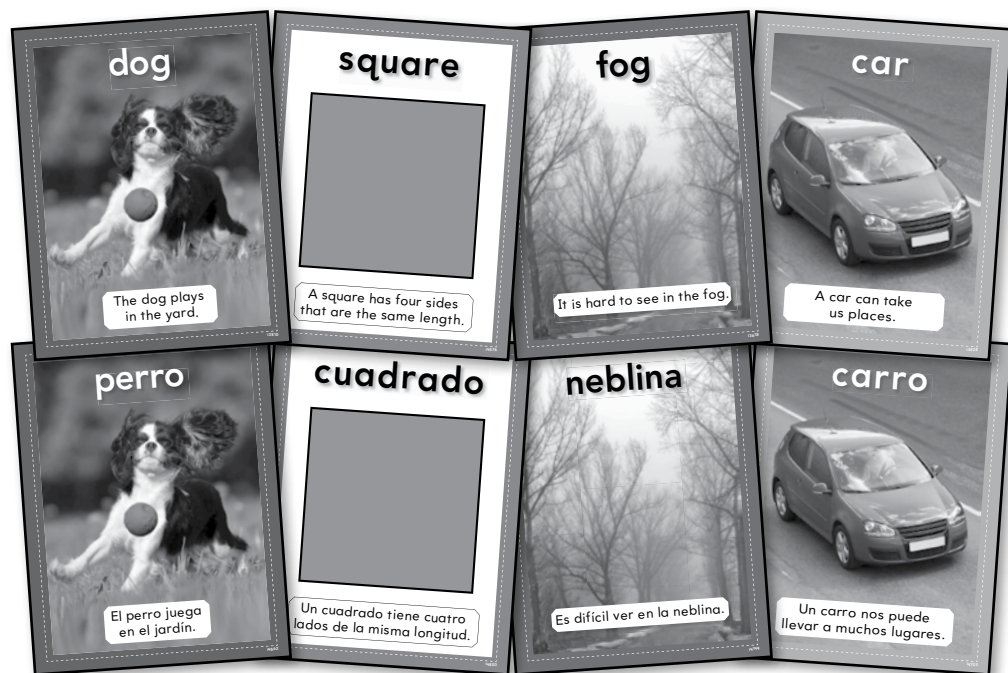
Welcome to *iYo aprendo! Focused Language and Literacy Instruction*. This bilingual program offers engaging themes to help prepare English language learners for the upcoming school year. As a teacher, you have the exciting opportunity to lead your students through meaningful activities that allow them 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. Within each section are five lesson plans. 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 digitally in both English and Spanish on the Digital Resources USB Device, 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, developing phonemic awareness and phonics, 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 shapes, animals, weather, and transportation. 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)

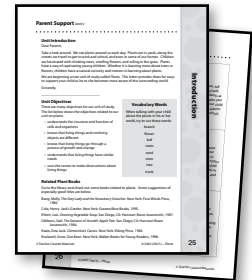
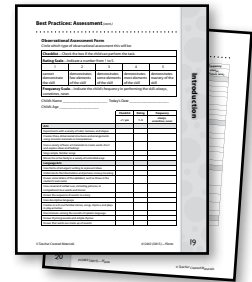
Suggestions for using the digital resources can be found on pages 325–333. A complete list of digital resources can be found on the *Digital Resources Chart* (pages 338–354).



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. Refer to the *Parent Support* section (pages 29–30) 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.
4. Introduce each unit with one or more of the engaging activities listed in the *Introducing the Unit* files (introunit.pdf) on the Digital Resources USB Device.



Using the Lessons

Once you have determined the pacing of instruction for this 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

Materials Numbers book

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

Literacy

© Teacher Created Materials #13338 (4582)—Numbers 41

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

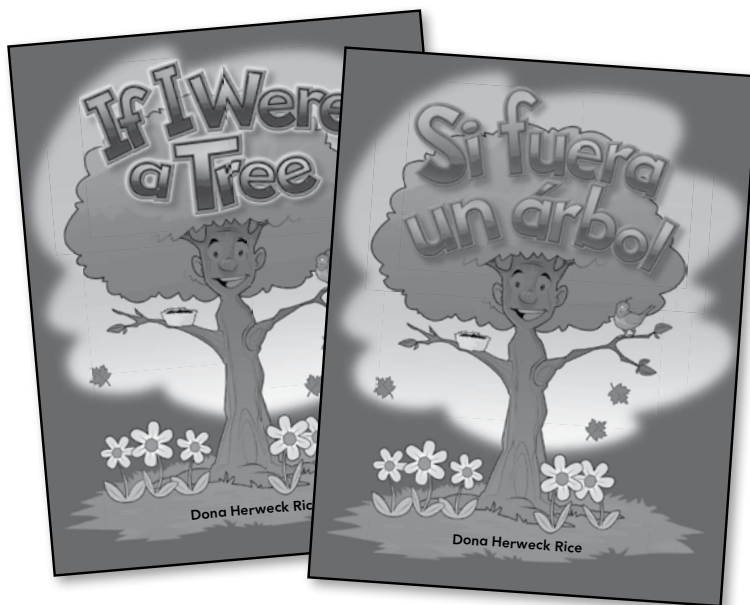
Icons indicate where resources on the Digital Resources USB Device can be used to supplement the lessons. See page 31 for the icon key.

Extension ideas are included in every lesson.

How to Use This Product *(cont.)*

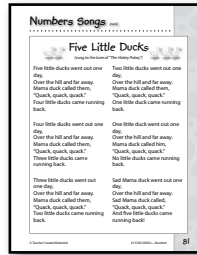
Lesson Resources

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.

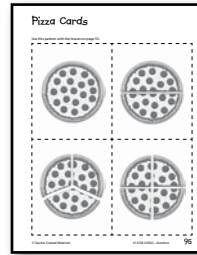


How to Use This Product *(cont.)*

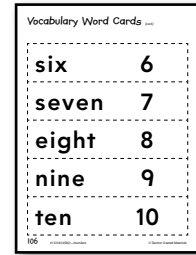
The lessons in this Teacher’s Guide may indicate the use of different resources. Some of these materials are included in the Teacher’s Guide, while others are only found on the Digital Resources USB Device included in the kit. All resources needed for each lesson are noted in the Materials list at the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



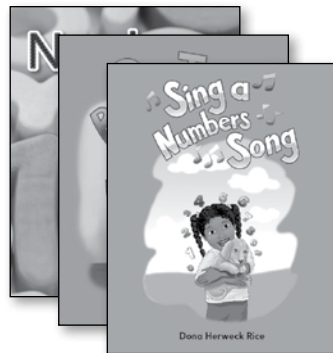
Songs—Song lyrics and music tracks are included on the Digital Resources USB Device.



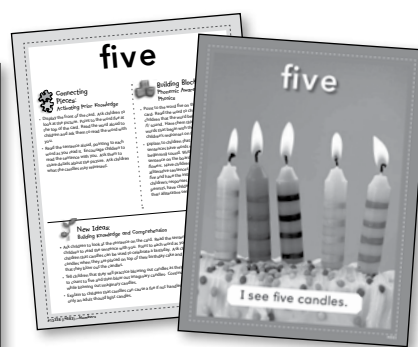
Reproducible patterns—Patterns are included on the Digital Resources USB Device.



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. Each vocabulary concept card contains activities for building literacy skills.



Digital Resources USB Device—See pages 338–354 for a complete listing of all files included.

Counting Shapes



- *square/cuadrado* vocabulary concept card (squarecard.pdf)
- index cards (4" x 6")
- marker
- wooden cubes

Procedure:

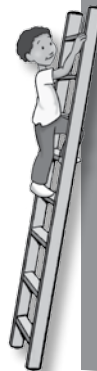
- 1 Prior to the lesson, write the numbers 1 through 10 on separate index cards. Mix up the cards so that they are in random order.
- 2 Gather students together on the rug or in their chairs.
- 3 Display the *square/cuadrado* vocabulary concept card.
 - Ask students to identify the shape.
 - Ask students to describe the shape.
- 4 Show students the number cards one at a time. Have students identify the number on each card.
- 5 Work together as a group to place the number cards in the correct order on the floor or on a table.
- 6 Show students the wooden cubes. Explain to students that they will read the number on the card and then place that number of cubes on the card.
- 7 Point to the card with the number 1.
 - Ask a volunteer to identify the number.
 - If the number is correctly identified, have that student place one wooden cube beside the number 1 card.
- 8 Repeat this process for each of the number cards.
- 9 When students have finished placing the cubes by the number cards, ask them to identify the number with the most cubes and the number with the least amount of cubes.



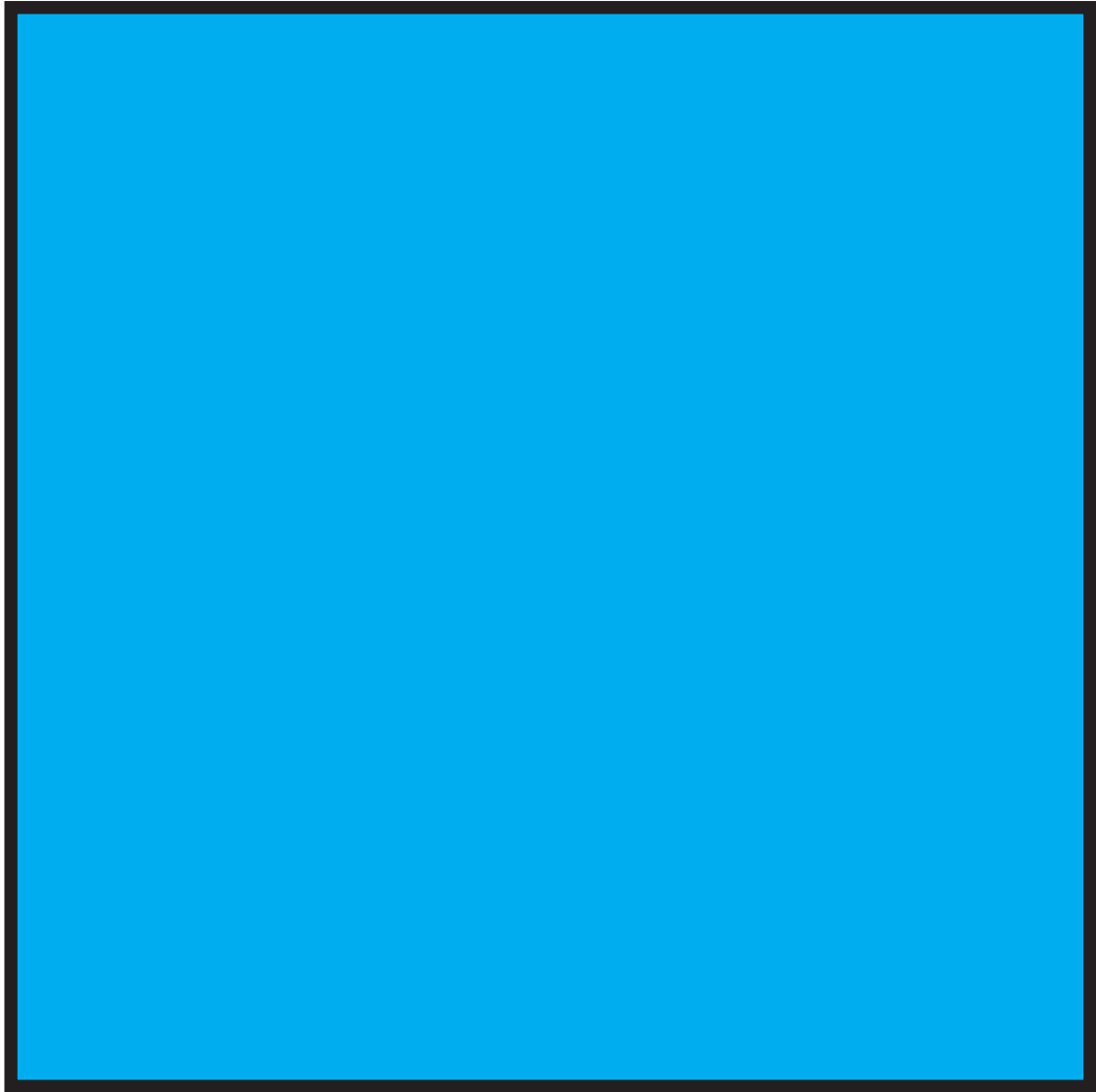
Square Video: square.mpg

Extension

Provide each student with a sheet of paper. Have him or her fold the paper in half to create two sections. Ask students to write a different number (1–10) on each side of their papers. Provide dot stickers to students, and have students place the dot stickers on their papers to match the numbers they wrote.



square



A square has four sides that are the same length.

square



Connecting Pieces: Activating Prior Knowledge

- Draw children's attention to the square on the card. Point to and read the word *square*. Read the sentence to children while pointing to each word.
- Ask children to name objects that are squares. Tell children that when you think of a square, you think of a box with a gift inside. Ask each child to complete the sentence: "When I think of a square, I think of a _____."



Building Blocks: Phonemic Awareness and Phonics

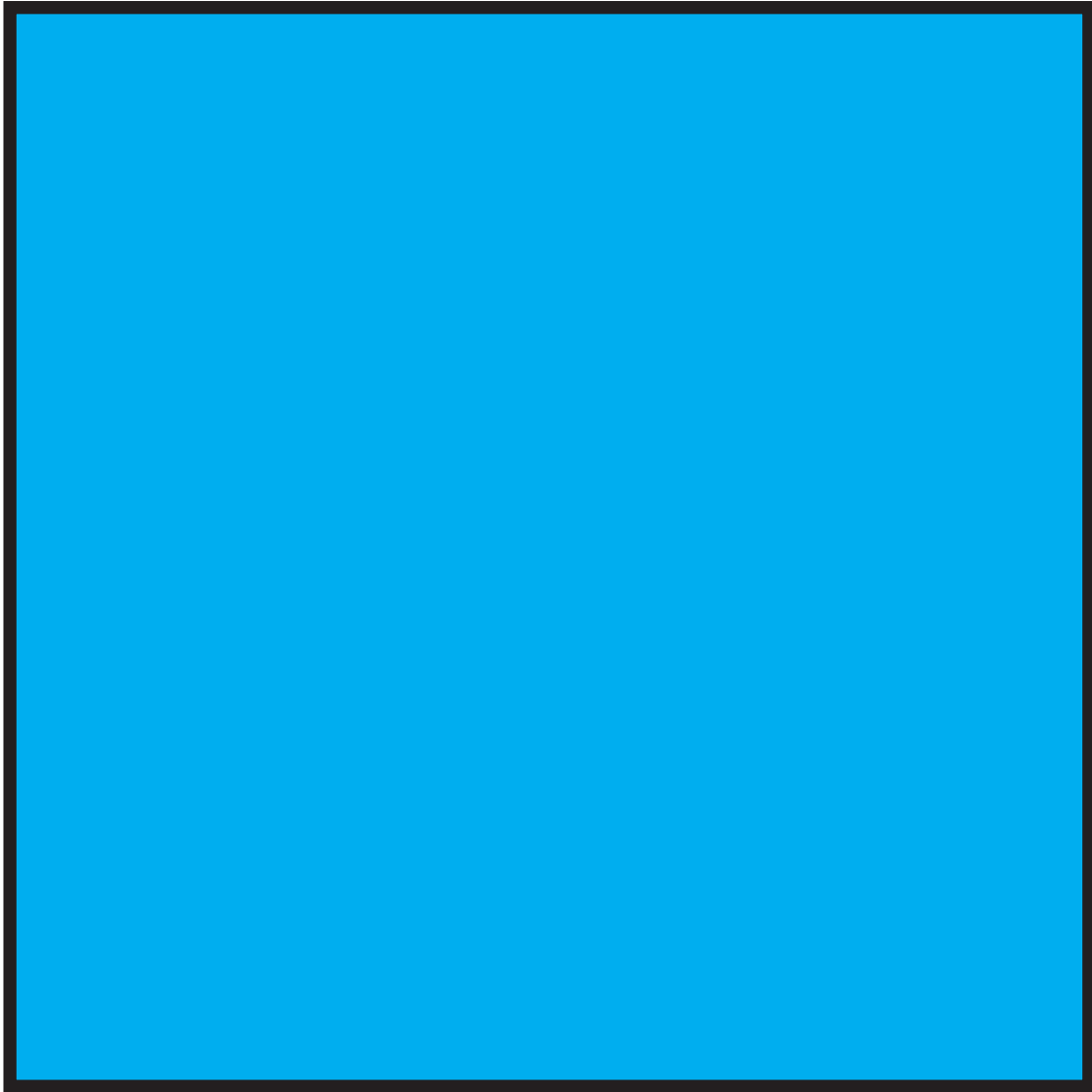
- Show children the front of the card. Ask them to name the shape. Have children brainstorm other words that rhyme with *square*. You may wish to make a list of the rhyming words.
- Explain to children that you are going to read a sentence, but leave a word out at the end. They need to think of and state a rhyming word that could complete the sentence. Start with the sentence: "Go over *there* and sit on the _____ (*chair*)."
- Repeat this process with the following sentences:
 - "I see a *bear* in a box that is _____ (*square*)."
 - "What should I *wear* when I go to the _____ (*fair*)?"
 - "I will *wear* this bow in my _____ (*hair*)."



New Ideas: Building Knowledge and Comprehension

- Display the card to children. Ask children to describe the shape. Encourage them to talk about the number of corners and sides.
- Tell children that squares are special because every side is the same size or length. Help children understand that each side is the same length by using a ruler to measure each side of the square on the card.
- Ask children to look for squares in the classroom. Use a ruler or yardstick to measure each side of the squares they find.
- Pair children with partners. Provide each group with a square; it could be a block or a book. Demonstrate how to use paper clips or cubes to measure each side of the squares. Allow groups to measure the sides of their squares.

cuadrado



Un cuadrado tiene cuatro
lados de la misma longitud.

cuadrado



Connecting Pieces: Activating Prior Knowledge

- Draw children's attention to the square on the card. Point to and read the word *cuadrado*. Read the sentence to children while pointing to each word.
- Ask children to name objects that are squares. Tell children that when you think of a square, you think of a box with a gift inside. Ask each child to complete the sentence: "Cuando pienso de un cuadrado, pienso en _____."



Building Blocks: Phonemic Awareness and Phonics

- Show children the front of the card. Ask them to name the shape. Have children brainstorm other words that rhyme with *cuadrado*. You may wish to make a list of the rhyming words.
- Explain to children that you are going to read a sentence, but leave a word out at the end. They need to think of and state a word that rhymes with *cuadrado* and could complete the sentence. Start with the sentence: "El perro está a mi _____ (*lado*)."
- Repeat this process with the following sentences:
 - "El cielo está _____ (*nublado*)."
 - "Él está en el primer _____ (*grado*)."



New Ideas: Building Knowledge and Comprehension

- Display the card to children. Ask children to describe the shape. Encourage them to talk about the number of corners and sides.
- Tell children that squares are special because every side is the same size or length. Help children understand that each side is the same length by using a ruler to measure each side of the square on the card.
- Ask children to look for squares in the classroom. Use a ruler or yardstick to measure each side of the squares they find.
- Pair children with partners. Provide each group with a square object; you may wish to use a block or a book. Demonstrate how to use paper clips or cubes to measure each side of the squares. Allow pairs to measure the sides of their squares.



Shapes

Stephanie Reid



