

¡Yo aprendo!



Lessons and Activities

Level K-1

Table of Contents

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (3 pages)

Introduction (5 pages)

Lesson Plan (1 page)

Cards—English & Spanish (4 pages)

Reader (9 pages)



Level
K-1

iYo aprendo!



**Focused Language and
Literacy Instruction**

Teacher's Guide

Teacher Created Materials
PUBLISHING

Table of Contents

.....

Introduction	6	Shapes on Maps	59
Introduction	6	Shapes in the World	60
Research and Rationale	8	Science Lessons	61
Best Practices: Learning to Read	10	Moon Shapes	61
Best Practices: The Five		Observing Shapes	62
Components of Reading	12	Living Things	63
Best Practices: Differentiation	15	Egg Changes	64
Best Practices: English Language		Rock Shapes	65
Support	17	Music and Movement	
Best Practices: Assessment	18	Lessons	66
Parent Support	29	Evening Star	66
How to Use This Product	31	Crooked Walk	67
Shapes Unit	38	Circle Moves	68
Menu of Lessons	38	Shape Show	69
Literacy Lessons	41	Balancing Shapes	70
Do You See Shapes?	41	Art Lessons	71
Shape Book	42	Let's Fly a Kite	71
Twinkle, Twinkle, Little Star	43	Shape Person	72
Shapes	44	Pizza Parts	73
Name My Shape	45	Painting Shapes	74
Oral Language Development	46	Food Shapes	75
Star Jar	46	Songs	76
Beginning Sound Sort	47	TIME For Kids: Big and Little	88
Syllable Count	48	TIME For Kids: Shapes	99
Sounds at the End	49	Animals Unit	110
Do You Hear a Rhyme?	50	Menu of Lessons	110
Math Lessons	51	Literacy Lessons	113
Oval Sort	51	Animal Homes	113
Corner Count	52	Using Descriptive Language	114
Shape Changes	53	Make a Wish	115
Counting Shapes	54	Baa, Baa, Black Sheep	116
Comparing Words	55	Animal Alphabet Book	117
Social Studies Lessons	56	Oral Language Development	118
Healthy Foods	56	Writing with Paint	118
Pick Up the Shapes	57	Blending Animal Names	119
Sign Shapes	58		

Table of Contents *(cont.)*

.....

Pep Step Rhyme	120	TIME For Kids: <i>Animal Mothers and Babies</i>	171
Changing Sounds.....	121		
Animal Spelling.....	122		
Math Lessons	123	Weather Unit	182
In the Doghouse.....	123	Menu of Lessons.....	182
Animal Graph.....	124	Literacy Lessons	185
Animal Locations	125	Different Types of Weather	185
Comparing Animals.....	126	Weather Clothing and Activities	186
Animal Measures.....	127	The Itsy Bitsy Spider.....	187
Social Studies Lessons	128	Weather and After	188
Country Versus City	128	Make a Weather Big Book	189
Caring for a Pet	129	Oral Language Development	190
Caring for Animals in the World.....	130	Letter Evaporation	190
Animal Products	131	Initial Sounds in Words.....	191
Community Helper—Veterinarian ..	132	Begins the Same	192
Science Lessons	133	Quick as Lightning.....	193
Living or Not?.....	133	Sand Name	194
Growing Up.....	134	Math Lessons	195
Animal Needs.....	135	Weather Graph.....	195
Where Do Animals Move?	136	Sunshine Grid.....	196
Observing an Animal.....	137	Weather Roundup	197
Music and Movement Lessons	138	Rainy Day Math	198
Animal Hunt.....	138	Snowman Button Count.....	199
Animal Moves	139	Social Studies Lessons	200
Birds in Flight	140	Community Helper—Meteorologist	200
The Eagle Soars	141	Protect Yourself	201
Animal Streamer Stories.....	142	Dress for the Weather	202
Art Lessons	143	Shelter Around the World	203
Create a Paper Pet.....	143	Weather Mural	204
Fish Bowls	144	Science Lessons	205
Feather Painting	145	Hot or Cold?	205
Shearing a Sheep	146	The Sun Provides Heat	206
Create an Animal.....	147	Discover the Wind.....	207
Songs	148	It’s Raining.....	208
TIME For Kids: <i>Animal Eyes</i>	160	Animal Homes	209
		Music and Movement Lessons	210
		Weather Charades	210

Table of Contents *(cont.)*

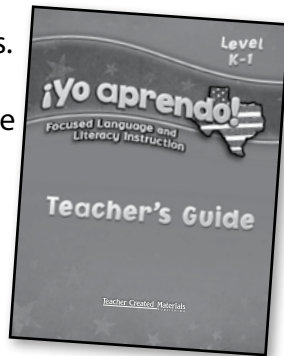
.....

Snow Guys and Gals.....	211	A Boat Ride.....	272
Thunder Dance.....	212	City Trucks.....	273
I Love the Sunshine.....	213	Travel Through Time.....	274
Be the Weather.....	214	Traffic Signs.....	275
Art Lessons.....	215	Science Lessons.....	276
Wind Masterpiece.....	215	How Does It Move?.....	276
A Day at the Beach.....	216	Sink or Float?.....	277
Rainbow Creations.....	217	Collecting Data.....	278
Spider Kite.....	218	Birds and Airplanes.....	279
Snowflake Prints.....	219	Using My Senses.....	280
Songs.....	220	Music and Movement Lessons.....	281
TIME For Kids: <i>Weather</i>.....	232	Imagination Movement.....	281
TIME For Kids: <i>Water</i>.....	243	My Bicycle.....	282
 		Going to the Station.....	283
Transportation Unit.....	254	Going Riding.....	284
Menu of Lessons.....	254	Wheels on the Bus.....	285
Literacy Lessons.....	256	Art Lessons.....	286
Transportation.....	256	Paint Tracks.....	286
What Is a Bicycle?.....	257	Sailboats.....	287
The Best Way to Go.....	258	Train Car Surprise.....	288
Transportation Writing.....	259	Let's Fly an Airplane.....	289
Find My Car.....	260	Hot Air Balloon.....	290
Oral Language Development.....	261	Songs.....	291
Transportation Alphabet.....	261	TIME For Kids: <i>On the Go</i>.....	303
Vehicle Sounds.....	262	TIME For Kids: <i>Places to Go</i>.....	314
Which One Is Out?.....	263	Digital Resources.....	325
What's Your Favorite?.....	264	Using the Digital Resources.....	325
Let's Rhyme.....	265	Appendices.....	334
Math Lessons.....	266	References Cited.....	334
Favorite Vehicles.....	266	Answer Key.....	335
Measuring Vehicles.....	267	Digital Resources Chart.....	338
Counting Coins.....	268		
Shape Creations.....	269		
Pasta Wheels.....	270		
Social Studies Lessons.....	271		
Vehicle Sort.....	271		

Introduction

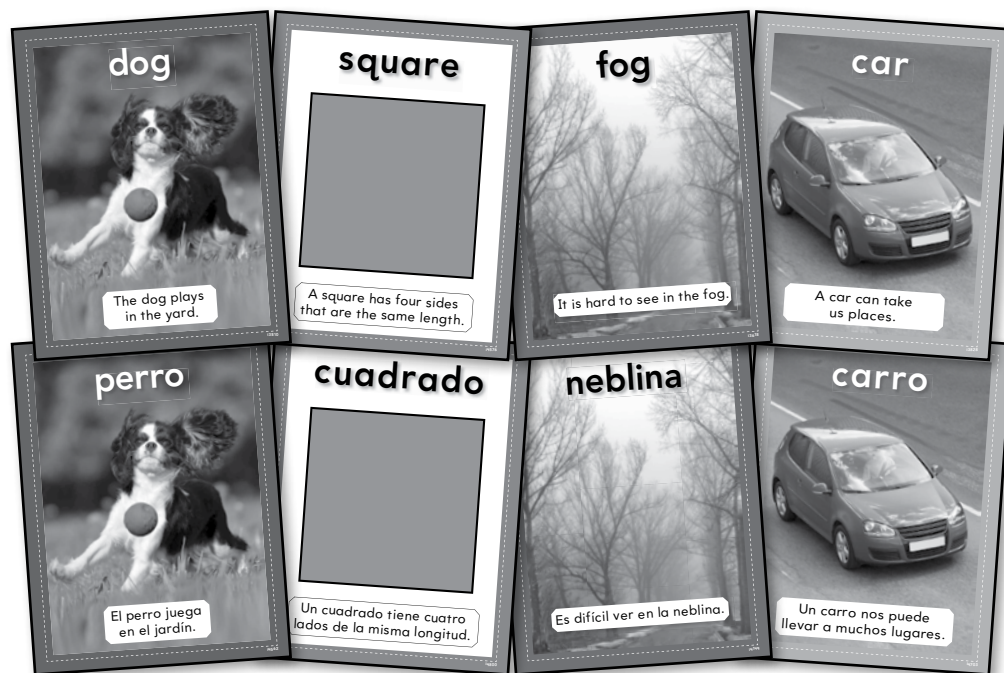
Welcome to *iYo aprendo! Focused Language and Literacy Instruction*. This bilingual program offers engaging themes to help prepare English language learners for the upcoming school year. As a teacher, you have the exciting opportunity to lead your students through meaningful activities that allow them 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:



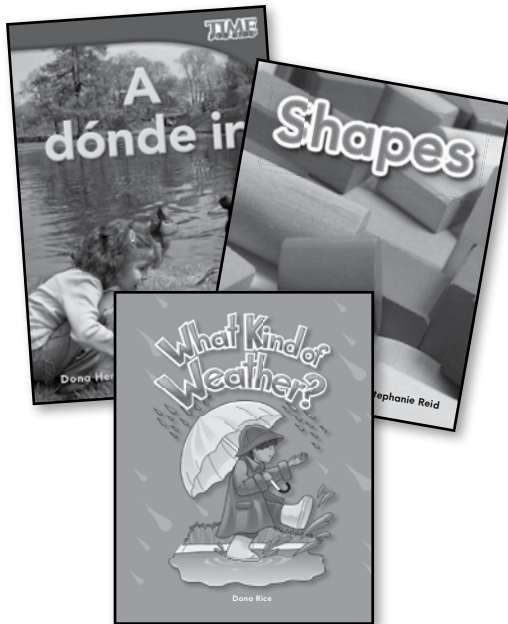
literacy, oral language development, math, social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lessons at the beginning of each unit provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed 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)

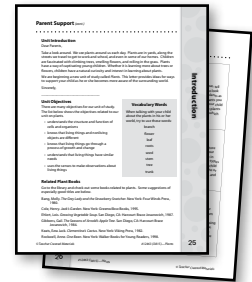
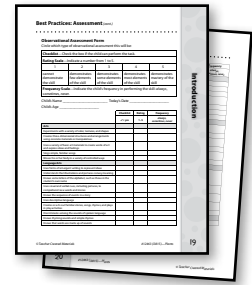
Suggestions for using the digital resources can be found on pages 325–333. A complete list of digital resources can be found on the *Digital Resources Chart* (pages 338–354).



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

Literacy

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.

© 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.

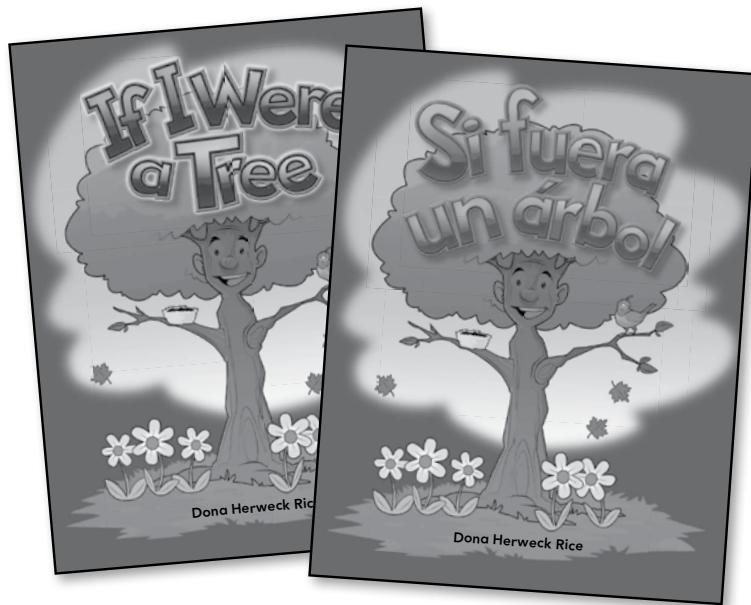
Extension ideas are included in every lesson.

How to Use This Product *(cont.)*

.....

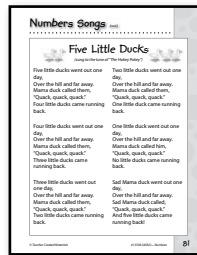
Lesson Resources

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.

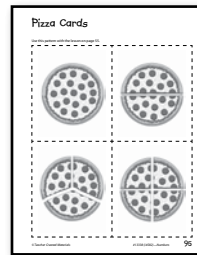


How to Use This Product *(cont.)*

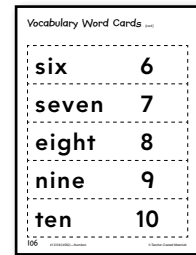
The lessons in this Teacher’s Guide may indicate the use of different resources. Some of these materials are included in the Teacher’s Guide, while others are only found on the Digital Resources USB Device included in the kit. All resources needed for each lesson are noted in the Materials list at the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



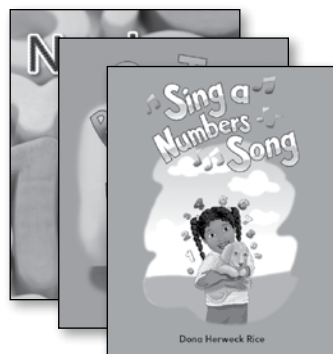
Songs—Song lyrics and music tracks are included on the Digital Resources USB Device.



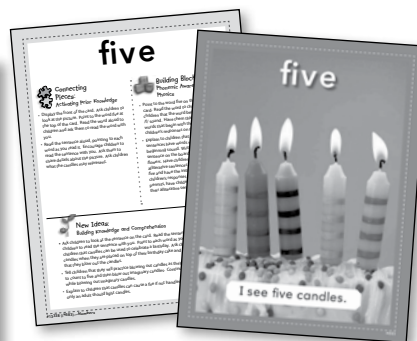
Reproducible patterns—Patterns are included on the Digital Resources USB Device.



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:

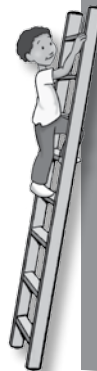
- 1 Prior to the lesson, write the numbers 1 through 10 on separate index cards. Mix up the cards so that they are in random order.
- 2 Gather students together on the rug or in their chairs.
- 3 Display the *square/cuadrado* vocabulary concept card.
 - Ask students to identify the shape.
 - Ask students 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.



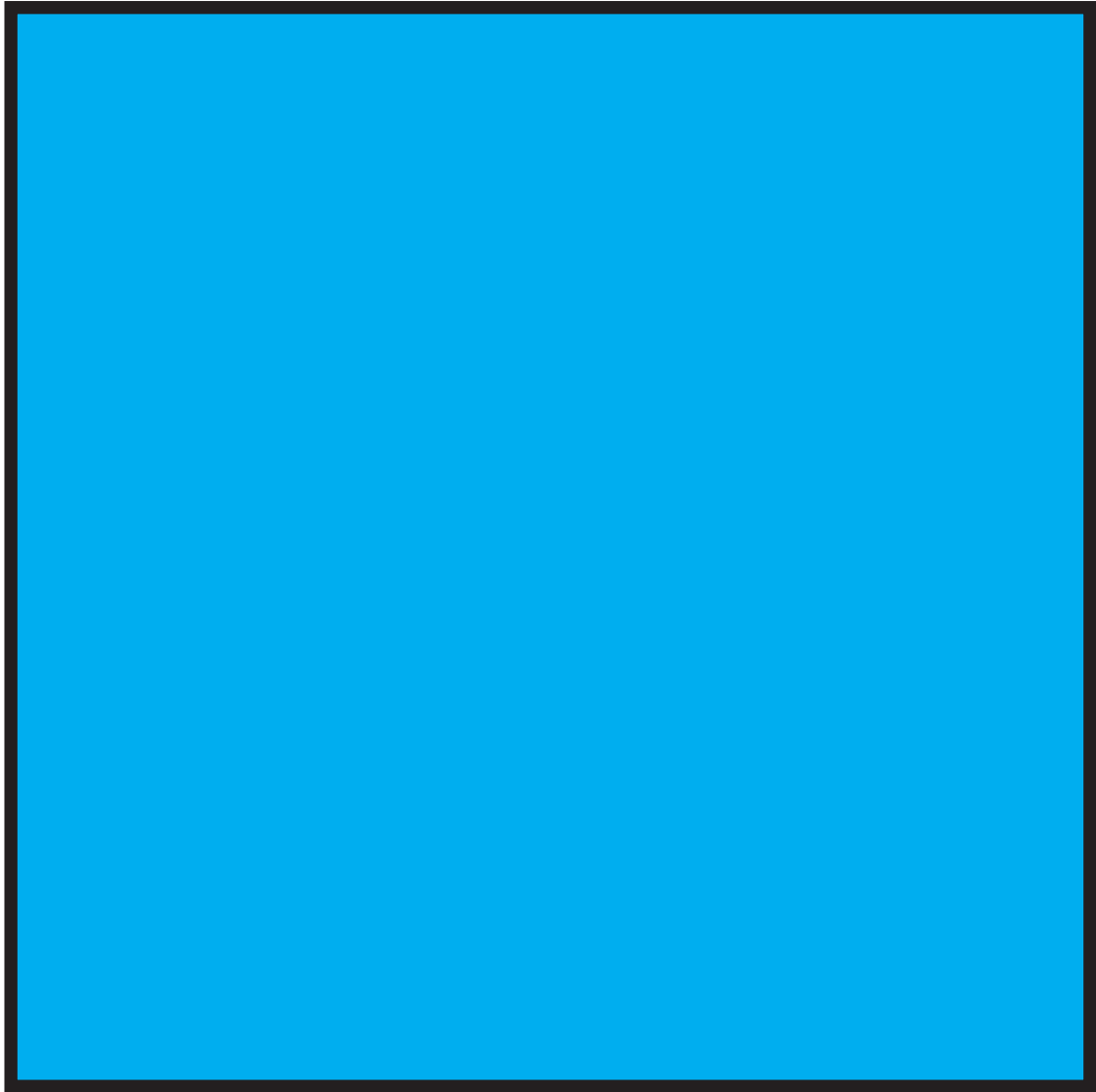
Square Video: square.mpg

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

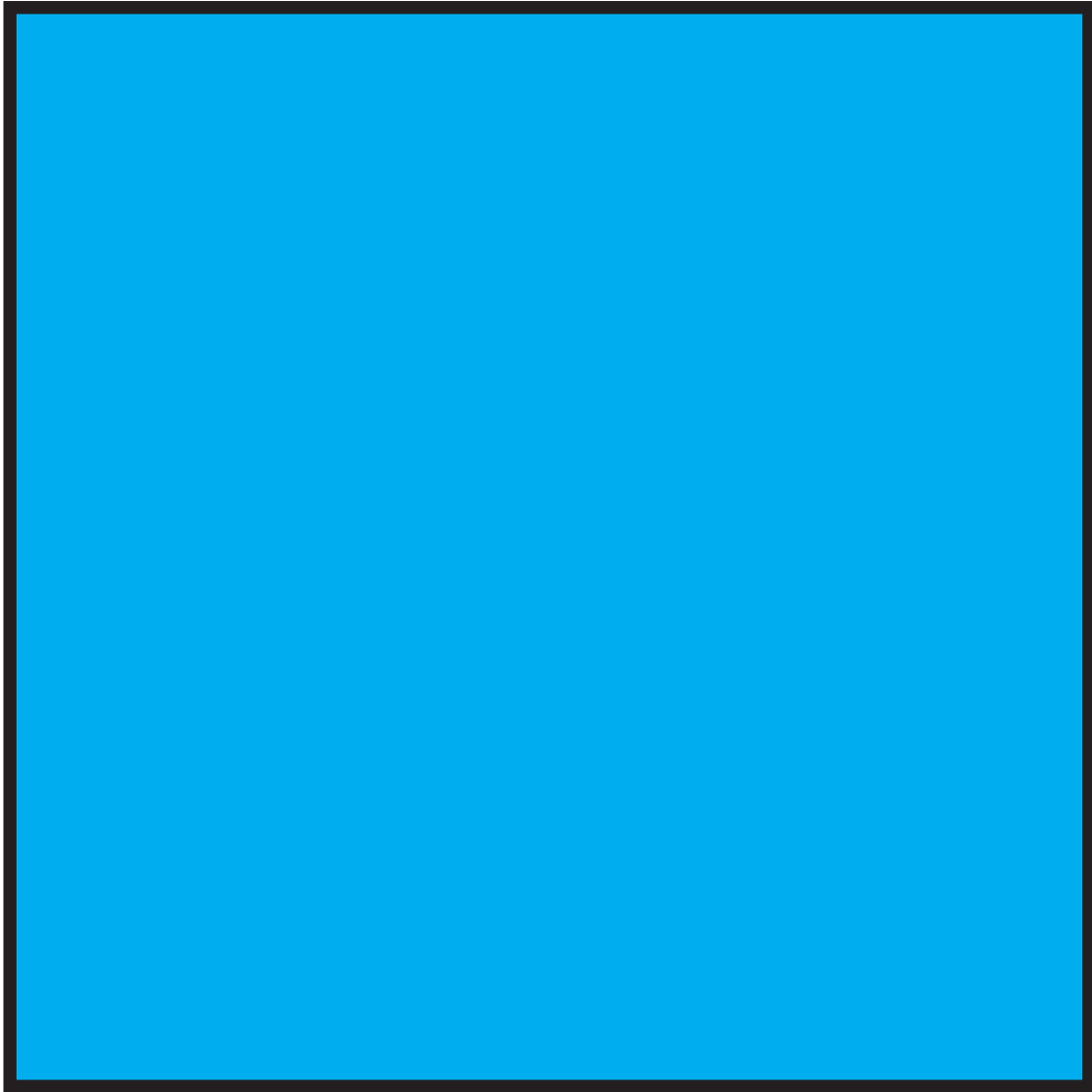
- Show children the front of the card. Ask them to name the shape. Have children brainstorm other words that rhyme with *square*. You may wish to make a list of the rhyming words.
- Explain to children that you are going to read a sentence, but leave a word out at the end. They need to think of and state 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



