

Families • Familias

Week
1

Day
2

Learning Goals

- Shows competence in initiating social interactions ➡ I.C.2.
- Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal ➡ I.C.4.
- Names at least 20 upper- and at least 20 lowercase letters ➡ III.C.1.



Vocabulary

fabulous fabulosa

Materials

- Songs of You and Me • Canciones de ti y de mí CD ("Catalina Magnalina" • "Catalina Margarina")
- attribute buttons
- letters cards—English—**F, f, m**
Spanish—**f, m**
- Commitment Poster and clothespin for each child
- Fanny Frog puppet

Greeting Circle

➡ I.A.3. I.B.1.c. I.B.2.a. I.B.2.c. I.C.2. I.C.6. II.A.1. II.A.2. II.D.1. III.B.1. III.C.1. IV.D.1. V.A.3. VIII.B.1.



- Social Skills
- Alphabet Knowledge

Unite

- Sing "Catalina Magnalina" • "Catalina Margarina" (p. 182).
- Point out that Catalina got her name from her mother whose name is the same. *What is Catalina's mother's name? ¿Cómo se llama la mamá de Catalina?* Ask if any children are named after a family member.
- Tell children that today they will continue learning about families.

Disengage the stress response

- If a STAR Helper has been added to your classroom jobs, allow him to choose one of the four calming strategies and lead the class. If not, you choose a calming strategy (p. 168 and 169).
- Review the four calming strategies – S.T.A.R., Balloon • El globo, Drain • Dejarlo ir, and Pretzel • La rosquita. Remind the children that the icons for these strategies are posted in the Safe Place. If a STAR helper has been added to your classroom jobs, allow him to choose a calming strategy for the children to perform.

Connect

- Have children select a partner and row a boat together as they sing "Row, Row, Row Your Boat" • "Rema, rema, sin parar" (p. 173). Pretend that the weather has turned stormy. Have children sing the song again, this time working and cooperating with their rowing partners to keep the boat steady in the rough sea. Remind children it is their job to help keep the classroom safe.
- Implement the Absent Child Ritual • Ritual para el niño ausente (p. 170). If no children are absent, give a cheer: *No one is absent today. Everyone in our School Family is here. Let's shout out a cheer, hip-hip-hooray! Nadie está ausente hoy. Toda la Familia Escolar está aquí. Vamos a echar unas porras: ¡Qué viva la escuela! ¡Qué viva!*
- Use Fanny Frog to assist with the Welcome Back Ritual • Ritual del regreso al salón (p. 170) for children who are returning to school.

Commit

- With the Safe Keeper Box • Caja para sentirse seguro in hand, recite the School Family Chant (p. 170).

Morning Message

- Say the words slowly, pausing between each word. Have children count the number of words.
- Write one word at a time, having children say each word with you.
- Display the letter cards for **F, f**, and **m**. Invite a volunteers to circle the letters.
- Ask children to say the letter name to a neighbor.

Moving and Learning

- Discuss buttons. Ask if children have ever seen a button sewn onto a shirt or other article of clothing. Ask: *Who sewed the button? ¿Quién cosió el botón?* Tell them that you are going to play a game using buttons. These buttons belong to Grandmother Abuela.
- Invite children to play Grandmother's Buttons • Los botones de abuela. Hide attribute buttons around the room, and invite children to see how many they can find.

Families are fabulous.

Las familias son
fabulosas.

Read-Aloud Time

Week
1Day
2

Learning Goals

- Identifies similarities and differences in characteristics of families. ♣ VII.A.2.
- Provides appropriate information for various situations ♣ II.B.3.

Special Needs Adaptations

When reading aloud to a child it is especially important that the child be able to see your face as well as the book. Some children, especially those with ADHD or autism, are very reluctant to sit in a group while you read to them. Make sure the child is seated on a surface that is not distracting for him. For example, try a beanbag chair, a cushion, or an orange therapy ball. If possible, introduce the read-aloud book to the child before you begin to read it to the group. Allowing the child to be familiar with his surroundings, and the materials involved in the activity will help the child be more relaxed and increase the likelihood he will enjoy the story.



- Culture
- Geography
- Oral Language

♣ II.B.3. II.D.1. III.D.3. IV.D.1. VII.A.2. I.C.6. I.D.2.

Little Red • Gorrita Roja

Materials: chart paper

- Discuss and provide examples of vocabulary words. Explain that sensations or sensaciones are our body's reaction to things like the feeling of cold when we touch ice or the feeling of excitement when a friend is coming over to play. Reread *Little Red • Gorrita Roja*.
- Discuss how Little Red and her mother wanted to send Grandmother a basket of food so that she would know that she was loved and that they cared about her. It was a *wish you well* gesture. Ask: *How do the members of your family show they care about each other? ¿Cómo demuestran los miembros de tu familia que todos son importantes para todos?*
- Little Red's mother placed soup, fruit, and bread in the basket. *What would you put in a basket for your grandmother? ¿Qué pondrían en una canasta para sus abuelitas?* Record responses on chart paper.
- What do you think the author wanted us to learn from this book? ¿Qué creen que el autor quería que nosotros aprendiéramos con este cuento? How do you think the author expected us to feel when we heard this story? ¿Cómo creen que el autor esperaba que nos sintiéramos al escuchar este cuento?*

♣ II.B.3. II.D.1. III.D.2. IV.D.1. VII.A.2. VII.D.4. III.A.3. III.A.2. V.A.3.

Meet My Grandparents • Conocer a los abuelos

- Display the cover of the book. Invite a volunteer to point to the photograph. Ask another volunteer to point to the words on the page. Read the title, pointing to each word. Have children predict the relationship between the two people in the photograph and determine what they are doing.
- Turn to the table of contents. Explain that this section of the book tells us where to find information. Demonstrate by pointing to the words *Meeting Grandfathers • Conociendo a los abuelos*. Tell the children that this information is located on page 4.
- Turn to page 4. Explain that this part of the book is about a grandfather who came to the United States from Cuba. Point to the map. Say: *The map helps us locate different places where people live. This is Cuba. El mapa nos ayuda a ubicar los diferentes lugares donde vive la gente. Ésta es Cuba.*
- Ask children to listen carefully and look closely at the photographs as you read. Explain that both the words and the photographs provide information. Provide examples of things seen in the photographs but not mentioned in the text (color of clothing, time of day).
- Read and discuss pages 4 through 13.
- Review the different names the grandfathers • *los abuelos* are called. Have children share the names they call their grandfathers. Record their answers on chart paper. Count the number of different names.



Vocabulary

immediately	inmediatamente
sweet powder	talco dulce
sensations	sensaciones
anxiously	ansioso



Vocabulary

table of contents	índice
page number	número de página
maps	mapas
grandfathers	abuelos



Week 1

Day 2

Literacy

Learning Goals

- Uses a large speaking vocabulary, adding several new words daily ➤ II.D.4.
- Identifies similarities and differences in characteristics of families ➤ VII.A.2.
- Uses some appropriate writing conventions when writing or giving dictation ➤ IV.D.1.



Vocabulary

work	trabajar
job	trabajo
role	papel/rol
perform	desempeñarse
cooperative	colaborador
burdened	preocupado
fabulous	fabulosa

Materials

- vocabulary card—**fabulous**
- vocabulary card—**fabulosa**
- chart paper
- markers

➤ II.D.1. II.D.4. IV.D.1. VII.A.2. VII.B.1.

Focus

- Teach children the rhyme, “Family Fun” • “Diversión familiar” (p. 193). Ask children what their family does for fun. Point out that families play together but they also work together. Taking care of each other and providing food and shelter is part of the work that families do. Families are *fabulous*!
- Display the vocabulary card for **fabulous** and **fabulosa** and discuss the meaning of the word. Invite a volunteer to identify the first letter in the word and then place the card on the letter wall.

Develop

- Remind children of the definition you created for families. Discuss how the work (cooking, cleaning, buying groceries, taking the trash out, feeding pets, washing the car) family members perform fits into this definition. Remind children that family members are *helpful* to each other.
- Taking care of family needs requires family members to be cooperative. They share the work so that no one family member is burdened with everything. Ask: *What does it mean to be cooperative?* ¿Qué significa ser colaborador?
- Brainstorm a list of jobs that are performed in the home. When the list is complete, discuss the jobs and who is responsible for the work. Help children determine that different people in the family perform different jobs. The person who cooks in one family may not be the person who cooks in another family, and in some families, people may take turns. The roles family members play may be different in each family.
- Place family jobs • **trabajos de la familia** in a Venn diagram. Draw two interlocking circles on chart paper. Print *outside jobs* • **trabajos externos** in one circle and *inside jobs* • **trabajos internos** in the second circle. The intersection of the two circles will be used for jobs that can be both inside and outside. For example, cooking might be both if an outside grill is used.

Transition to Practice Activities

- Describe center activities.
- Dismiss into centers by asking which family jobs they prefer to perform: cooking, feeding the pets, or mowing the yard. *If you had to choose between cooking, feeding the pets, or mowing the yard, how many of you would choose mowing?* Si tuvieran que escoger entre cocinar, darle de comer a las mascotas o cortar el pasto, ¿cuántos de ustedes escogerían cortar el pasto? Mowers can choose a center. *How many of you would choose cooking?* ¿Cuántos escogerían cocinar? You may choose a center. Send the remaining group to centers.



- Social Studies
- Writing
- Vocabulary

Recommended for Small Group

Special Needs Adaptations

Answering questions can be challenging. Start by asking general yes or no questions. Make sure the child is seated where he can hear you and see your face. Next ask a specific question which requires a yes or no answer. For a child who is nonverbal or has limited vocabulary, encourage her to nod her head yes or no when you ask her a question.

English Language Learners

➤ II.A.3. II.D.6. II.E.6. II.E.8.
Invite children to use their Family Posters to identify family members and then describe each family member’s job in the family.

Week 1
Day 2

Library & Listening



II.A.1. II.B.1.
III.A.1. III.A.2.
III.D.3.

Materials: *Meet My Grandparents • Conocer a los abuelos* small books, *Small Book Listening* CD (English and Spanish)

Invite children to listen to the story.

Reflect: Ask questions about the activities in the photographs.



- Listening Comprehension
- Writing
- Vocabulary

Special Needs Adaptations

Use centers to introduce the concept of partial participation or job sharing. For example, in the Construction Center one child can point to the correct match and the other child places the correct card on the gameboard. In the Library Center children can take turns turning the pages. In Writer's Corner a child with limited motor skills might dictate her information to a her assistant (a friend)

Construction Center



I.C.5. II.A.2. V.C.4. VI.A.1. VI.A.2.
IX.B.2

Materials: kitchen and garage tools (wooden spoon, spatula, salad plate, ruler, screwdriver, wrench), Shadow Match gameboard (p. 167)

Challenge children to match each tool to its shadow.

Reflect: How do you know which tools and which shadows go together?
¿Cómo saben cuáles herramientas y cuáles sombras van juntas?



Writer's Corner



IV.A.1. IV.B.1.

Materials: writing props for schedules (calendars, tablets, to do list)

Invite children to pretend to put activities on calendars, in tablets, or on a "to do" list.

Reflect: What kind of activities do you need to keep track of?
¿De qué clase de actividades tienes que llevar el control? Where will you keep your calendar or list so you can see it easily? ¿Dónde pondrían su calendario o lista para verlos fácilmente?

English Language Learners

II.A.3. II.D.6. II.E.6. II.E.8.

Provide magazines and newspapers for children to cut out pictures that represent activities on their "to do" list. Ask children to tell about their activity and transcribe a description of the activity next to the picture.

Learning Goals

- Knows that objects, or parts of an object, can be counted ➤ V.A.1.
- Verbally identifies, without counting, the number of objects from one to five ➤ V.A.8.
- Identifies, compares, discusses earth materials, and their properties and uses ➤ V.I.C.1.



Vocabulary

counting words to three	palabras del conteo hasta tres
number	número
set	conjunto
subitizing	subitizar

Materials

- “The Three Bears” • “Los tres osos” story folder
- connecting cubes
- scarf
- tray

➤ V.A.1. V.A.8. V.I.C.1.

Focus

- Invite a volunteer to quickly help retell the story of “The Three Bears” • “Los tres osos” using the props from the story folder.
- Ask: *If you were Goldilocks, would you know how many people lived in the bears’ house? Si ustedes fueran Ricitos de Oro, ¿sabrían cuántas personas vivían en la casa de los osos? How many of each thing (bowls, chairs, beds) did Goldilocks see? ¿Cuántas cosas de cada tipo, como platos, sillones, camas, vio la niña? Would you have to count those items, or can you know by looking (eyeballing) without having to count? ¿Tienen que contar las cosas o pueden saberlo de un vistazo, sin contar?*

Develop

- Show children two cubes. Ask: *How many do you see? ¿Cuántos cubos ven? How did you know there are two cubes? ¿Cómo saben que hay dos cubos? Did you count them or could you tell without counting? ¿Los contaron o lo dijeron sin contar?*
- Show children eight cubes. *How many do you see? ¿Cuántos cubos ven? Why can’t you tell how many are in this set? ¿Por qué ahora no pueden decir cuántos cubos hay en el grupo?* Explain that a set with a few items is sometimes easy to identify (eyeball) without having to count each object in the group one by one, while sets with several items must be counted.
- See if children are able to recognize without counting up to four items. Have children hide their eyes. Lay four cubes on the floor under a scarf. Have children open their eyes. Remove the scarf for three seconds and then cover the items and ask how many cubes are under the scarf. Continue placing cubes under the scarf in different arrangements and checking children’s ability to answer, *How many cubes do you see now? ¿Cuántos cubos ven ahora?* Use two, three, and four cubes in different arrangements. Note: Focus children on naming the quantity with automaticity (without counting). This is called *subitizing*.
- Display a tray of connecting cubes. Tell children to pretend they are Goldilocks and that they must take enough cubes so that each bear will have just one. Allow children to take the number of cubes they think is correct. *How many cubes should you take? ¿Cuántos cubos deben recoger? Were you able to take three cubes without counting? ¿Pudieron recoger tres cubos sin contar?*

Transition to Practice Activities

- Describe center activities.
- Dismiss to centers by having children determine how many fingers you are holding up. Hold up two fingers, four fingers, and three fingers. Allow children who are the first to identify the number of fingers being held up to choose a center. Continue until all children are dismissed.



- Counting
- One-to-One Correspondence

Recommended for Small Group

Special Needs Adaptations

Some children use their fingers to show how many items they see. For example, when asked to quantify a set of three items, a child might raise three fingers instead of saying *three* or counting each object one by one. Help children connect this informal strategy for identifying small quantities to the counting process by matching each of their fingers to one of the items in the set.

English Language Learners

➤ II.A.3. II.D.6. II.E.6.
Help children subitize, by displaying five sets of different-colored cubes each in quantities of 2 (2 red, 2 blue, 2 green, 2 yellow, 2 brown). Count each set with them. Apply TPR Strategy. Give children simple directions: *Point to the two yellow cubes; point to the two green cubes.* Repeat with a set of 3 cubes and a set of 4 cubes. Finally, give children a set of 8 cubes and instruct them to: *Pick up two cubes; pick up three cubes; pick up four cubes.*

Families • Familias

Week
1

Day
2

Practice Activities

Creativity Station

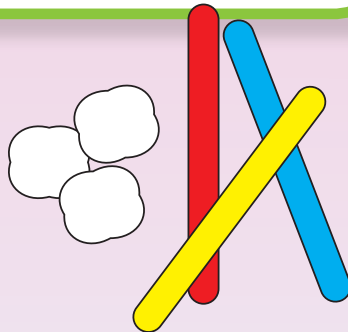


✦ V.A.1. V.A.8.

Materials: collage materials—craft sticks, cotton balls, buttons, macaroni

Have children make a collage with three of each item—three cotton balls, three craft sticks, and so on.

Reflect: Relate this activity to the story of the Three Bears: *If Goldilocks saw a toothpick lying next to each bowl, how many toothpicks would there be altogether?* *Si Ricitos de Oro hubiese visto un palillo de dientes al lado de cada tazón, ¿cuántos palitos habría en total?*



- Culture
- Economics
- Writing

Content Connection

Social Studies

✦ III.D.3. IV.D.1. VII.A.2. VII.B.1. VII.B.2. VII.B.3.

Materials: “My Mother Plants Strawberries” • “Mi mamá siembra fresas” story folder, chart paper, marker, *Feelin’ Froggy* CD (“My Mother is a Baker”)

- Sing “My Mother Is a Baker” • “Mi madre es panadera” (p. 186). Ask children about jobs their family members perform outside the home. Make a list of the jobs children mention on chart paper.
- Present “My Mother Plants Strawberries” • “Mi mamá siembra fresas.” Ask: *Which part of her job does the mother like best? ¿Qué parte de su trabajo le gusta más a la madre? Which part of the job does the mother like least? ¿Qué parte de su trabajo le gusta menos a la madre? Why? ¿Por qué?*
- *Do you think the little girl is proud of her mother? ¿Creen que la niña está orgullosa de su madre? How can you tell? ¿Por qué lo creen?* Mention that we often forget to think about the work it takes for food to get to our table. Discuss the progression of food from the growers to the grocery store. We need to be grateful for the hard work of others.
- Look at the list of jobs children listed. Encourage children to help you decide which jobs are performed indoors and which jobs are performed outdoors. Circle the jobs that are outdoor jobs and underline the jobs that are performed indoors. *What kind of job does the mother in the story have? ¿Qué tipo de trabajo tiene la madre del cuento?*

Learning Goals

- Participates in activities to help them become aware of what it means to be a consumer ✦ VII.B.2.
- Identifies similarities and differences in characteristics of families ✦ VII.A.2.
- Practices good habits of personal safety ✦ VI.D.1.

Language and Literacy Center



✦ III.D.1. III.D.3.

Materials: “The Three Bears” • “Los tres osos” story folder

Encourage children to retell the story. Have them match the bowls, chairs, and beds to the bears.

Reflect: *What will happen if Mama Bear has another baby? ¿Qué pasará si la Mamá Osa tiene otro bebé? How many bowls, chairs, and beds will they need? ¿Cuántos platos, sillones y camas necesitarán?*

Closing Circle

- Invite a couple of children to share their Family Posters • Afiches de la familia.
- Name some of the jobs family members perform in the home. Name some of the jobs that are performed by families outside the home. *Why is it important that families cooperate? ¿Por qué es importante que las familias colaboren?*
- *How might Goldilocks know how many family members lived in the cottage? ¿Cómo podría saber Ricitos de Oro cuántos miembros de la familia vivían en la cabaña?*
- Reflect on Daily Commitments. Use the Reflecting on Commitments Board • Tablero de pensar en los compromisos. Encourage children to describe specifically how they met their commitments.
- Invite the Kindness Recorder to count hearts on the Kindness Tree and make a report of kind actions.
- **Family Connection:** Children will need a small box from home (shoebox or box that size) to create a little house. They will paint it and decorate it (A request note is on *Family Connections* CD.)