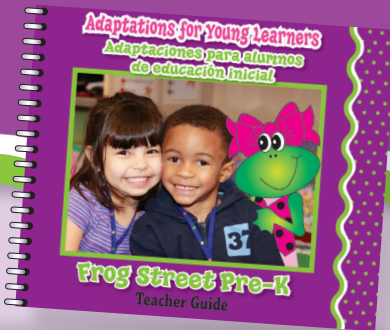


# Families • Familias

These pages taken from the  
*Adaptations for Young Learners Guide.*



Theme  
2

Week  
1

## Read-Aloud Time

### Learning Goals

- Demonstrates receptive vocabulary (three to four thousand words) ➤ II.D.3.
- Uses information learned from books by describing, relating, categorizing, or comparing and contrasting ➤ III.D.2.
- Identifies similarities and differences in characteristics of families ➤ VII.A.2.
- Identifies flags of the United States and resident state ➤ VII.D.1.
- Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence ➤ VII.D.2.

### Materials

- *Meet My Grandparents* big book
- *Conocer a los abuelos* big book
- “My Aunt Violet” • “Mi tía Violeta” story folder



### Vocabulary

grandfathers	abuelos
grandmothers	abuelas
aunt	tía
uncle	tío



- Listening
- Comprehension
- Social Studies

### Meet My Grandparents • Conocer a los abuelos



#### First Reading

- Display the cover of the book. Invite a volunteer to point to the photograph. Have children predict the relationship between the two people in the photograph and determine what they are doing.
- Read the section on grandfathers. Pause on each page to help children identify the different names the grandfathers are called.
- Have children share the names they call their grandfathers. Record their answers on chart paper. Count the number of different names.



#### Second Reading

- Display the book cover. Ask a volunteer to recall what the book is about.
- Read the book.
- If a globe or map is available, show it to children. Explain that the maps in the book show us where the grandparents lived before they came to America. Point out where America is on the globe or map.
- Review the names grandmothers are called in the book. Ask children to share the names they call their grandmothers.

#### Ideas for additional readings

- Explain that all of the grandmothers and grandfathers in this book came from countries far away. Now they live in America. We live in America, too. Another name for America is the United States.
- Point to the flags in the classroom and remind children of the pledge they say each morning. If time permits, display the *Pledge to the Flag • Cómo decir el juramento a la bandera* rebus card and recite the pledge. *No matter what country we may come from, once we decide to make our home in America we pledge our loyalty to our country. No importa de que país vinimos, una vez que decidimos vivir en Estados Unidos, le juramos lealtad a nuestro país.*

Theme  
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### “My Aunt Violet” • “Mi tía Violeta” story folder

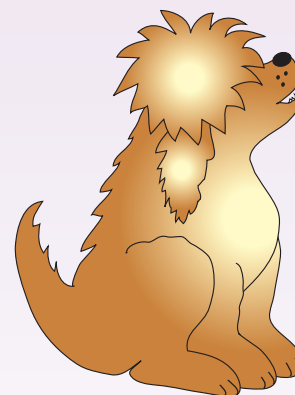
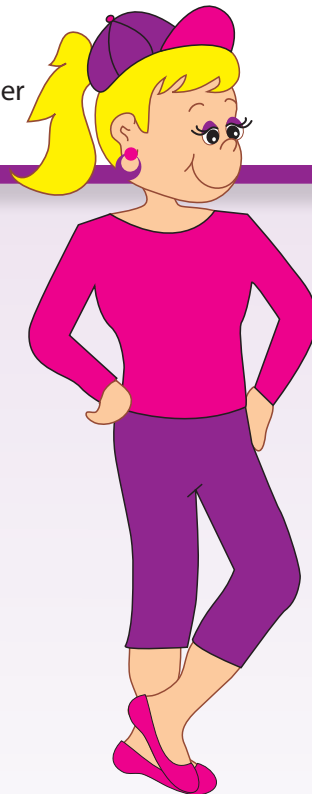
- Discuss extended family members. Provide a list of people who fit into that group (aunts, uncles, cousins, and grandparents).
- Tell children that the story is about Aunt Violet who comes for a visit. Suggest they listen carefully to hear all the things that Aunt Violet and the child in the story collect on their walk.
- Present the story.
- Invite children to list all of the things collected in the wagon. Use the story props to help children recall all of the items.

### Ideas for Additional Readings

- Encourage children to share things they like to do when relatives come to visit.
- Invite children to draw pictures of things they would like to pull in a wagon.
- Ask questions:  
*What caused the wagon to be crowded? ¿Por qué la carretilla se estaba llenando?*  
*What other things can become crowded? ¿Qué otros objetos se pueden llenar de cosas?*

### Additional Program Resources

- “The Three Bears” • “Los tres osos” story folder



# Families • Familias

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## Math

### Learning Goals

- Demonstrates use of location words ➤ V.C.3.
- Identifies and creates common features in her immediate environment ➤ VII.C.1.
- Shows understanding by following two-step oral directions, and usually follows three-step directions ➤ II.A.2.
- Demonstrates receptive vocabulary (three to four thousand words) ➤ II.D.3.

### Materials

- Moving with Math CD (“Hands and Fingers”)
- Camino a las Matemáticas CD (“Manos y dedos”)



### Vocabulary

(over four weeks)

over	sobre	middle	mitad, centro	on	encendido
under	debajo	inside	dentro	off	apagado
in	dentro	outside	fuera	here	aquí
out	fuera	beside	al lado	there	allá
top	parte superior	behind	detrás	high	alto
bottom	parte inferior	in front of	frente a	low	bajo



### • Spatial Relationships

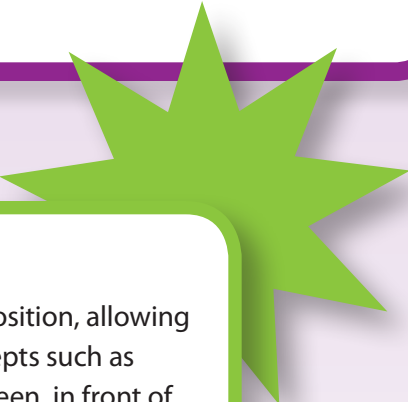
### Math Lesson

- Teach children to sing “Hand and Fingers” • “Manos y dedos.” Discuss the spatial relationship words in the song. Tell children that some words are used to tell a listener where something is located.
- Ask a volunteer to follow these directions: *Please take this block and place it on the top shelf, in the block center, beside the triangular blocks.* *Toma este bloque y ponlo en el estante superior, en el centro de bloques, al lado de los bloques triangulares.*
- Repeat the directions slowly. Provide one spatial description at a time and encourage the volunteer to place the block in the location you describe. Emphasize the location words.
- After the block is delivered, ask children what would have happened to the block if you had said: *Please take this block and put it in the block center.* *Toma este bloque y ponlo en el centro de bloques.* Where would the block have been placed? *¿Dónde pudo haber sido colocado el bloque?*

### Spatial Relationships

Spatial relationships explore directionality and position, allowing children to begin to understand important concepts such as top and bottom, left and right, under, over, between, in front of, behind, and other positional words.

Begin introducing spatial relationships as you line children up to move from one place to another or when they are seated in a circle. Model the vocabulary by naming who is in front of, behind, or beside another person.





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# Math Practice Centers

## Gross Motor Center

**Materials:** boxes, yarn

Set up an obstacle course and have children describe their movements as they go through the course using appropriate vocabulary.

## Math Center

**Materials:** Hula-hoop, beanbags, wadded paper, empty toilet-paper tubes, rolled socks

Ask children to stand inside and then outside a Hula-hoop that is placed on the floor. Invite children to toss beanbags inside the hoop. Encourage them to describe the location where the beanbags land. Continue to reinforce this concept by inviting children to play with a variety of objects (wadded paper balls, rolled socks, empty toilet-paper tubes).

## Outdoors

Play games that use position and direction words (p. 180):

Simon Says  
London Bridge  
Go In and Out the Windows  
Hokey Pokey

# Thematic Connections

## Family Order

Encourage children to place family photos, dolls, or cutouts of family members in specific locations (inside the doll's house, on top of the doll bed, beside the table).

## Mother, May I . . . ? ¿Mamá, puedo . . . ?

Play a variation of the game using directions that require moving in a specific direction. For example, ask children to take two baby steps backwards or daddy steps to stand in front of a friend.

## Who Lives Here?

Fold a paper in half. Have children draw a picture of their house on the top of the paper, and the people who live there on the bottom.

