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**Early Childhood Themes
—Las plantas
(Plants) Kit
(Spanish)**

This sample includes the following:

Teachers Guide Cover (1 page)
Table of Contents (1 page)
Introduction (2 pages)
Lesson Plan (1 page)
Vocabulary Concept Card (2 pages)
Song page from Unit Resources (1 page)
Pattern page from Unit Resources (1 page)
Reader (9 pages)

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Literacy, Language, & Learning

Early Childhood Themes

Las plantas

Teacher's Guide

**Spanish
version**



Teacher Created Materials
PUBLISHING

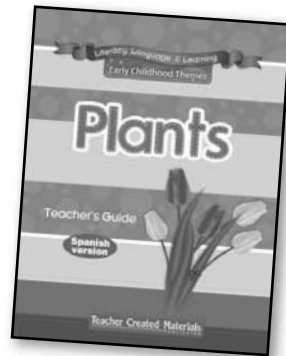
Table of Contents

Introduction	4	Social Studies Lessons	56
Introduction.....	4	Plants and Clothes	56
Research and Rationale	6	Producers and Consumers.....	57
Best Practices: Learning to Read	8	In the Desert.....	58
Best Practices: The Five		Plants for Shelter.....	59
Components of Reading.....	10	Disappearing Plants.....	60
Best Practices: Differentiation.....	13	Science Lessons	61
Best Practices: English Language		Living or Not?.....	61
Support.....	15	Plants Grow and Change	62
Best Practices: Assessment	16	Plant Parts	63
Emergent and Early Writers.....	21	Plants' Needs.....	64
Parent Support	24	Observing Seeds.....	65
Correlation to Standards	29	Music and Movement Lessons	66
Standards/Objectives Chart	30	A Tree in All Seasons	66
How to Use This Product	32	Don't Step on the Plants.....	67
Overview	36	Creating Movements.....	68
Menu of Lesson Choices.....	36	Plant Movement Story	69
Vocabulary: Academic Language	38	Planting a Garden.....	70
Introducing the Unit	40	Art Lessons	71
Literacy Lessons	41	Potato People.....	71
Plants.....	41	Apple Prints	72
If I Were a Tree	42	Painted Leaf Collages	73
Sequencing Events.....	43	Beautiful Flowers.....	74
Flower Descriptions.....	44	Branch Painting.....	75
Plant Journal.....	45	Unit Resources	76
Phonemic Awareness and		Plant Songs.....	76
Phonics Lessons	46	Patterns	82
Beginning Sound	46	Vocabulary Word Cards.....	105
Sound Sort	47	Recommended Children's	
Making Words	48	Literature	107
Secret Words.....	49	Using the CDs.....	109
Covered with Seeds	50	Appendices	123
Math Lessons	51	References Cited.....	123
Seed Count.....	51	Contents of the Teacher	
Seed Sort.....	52	Resource CD	124
Leaf Patterns.....	53	Contents of the Audio CD	128
What's Inside Fruit?	54		
Five Little Leaves.....	55		

Introduction

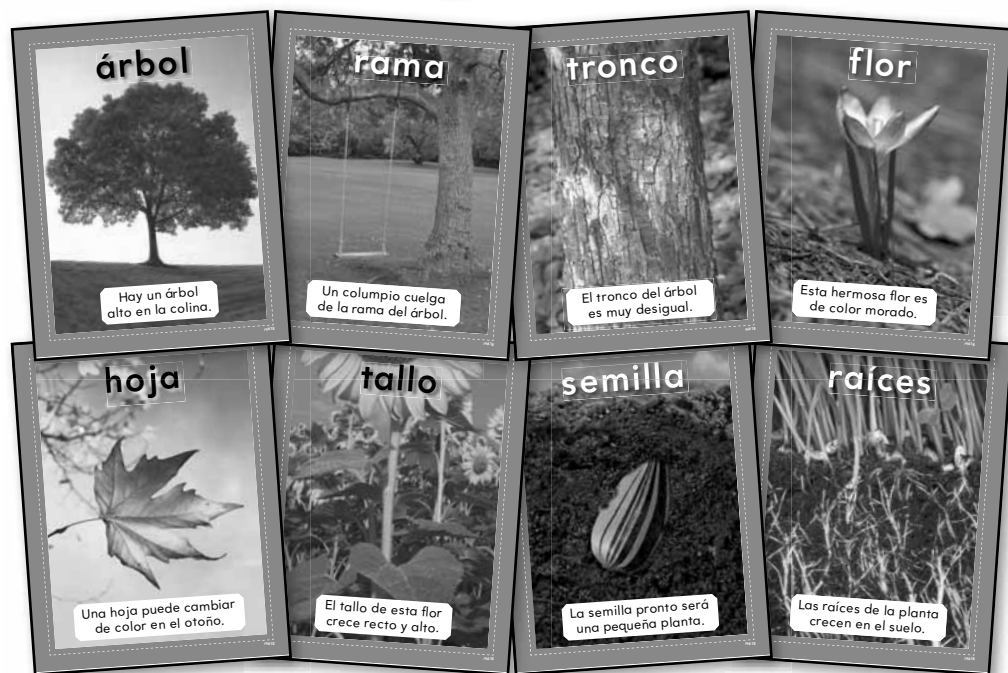
Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *Plants Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and phonics, math,



social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs showing different plants and parts of plants. They are bright and colorful and give the children images to which they can relate concepts about plants as they are being discussed throughout the unit. 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 three books included in this kit provide the literature foundation for the theme. The concept book, *Si fuera un árbol*, is used to introduce the unit and provide pictorial support for the children's understanding of plants in the world around them. A wordless photo book, *Las plantas*, helps develop the children's oral language as they discuss and create a story that shows various types of plants. A book created around the traditional nursery rhyme "Oats, Peas, Beans, and Barley Grow" provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged "lap size" book for teacher read-aloud as children gather around for storytime and other learning activities.



The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *Si fuera un árbol* and the traditional rhyme book *La avena, los chícharos, los ejotes y la cebada crecen*.

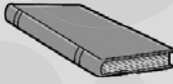
The Teacher Resource CD included in the back of this Teacher's Guide provides a variety of features to supplement the lessons: all patterns from this Teacher's Guide (pages 82–104) in both color and black and white; the vocabulary word cards from this Teacher's Guide (pages 105–106) in both color and black and white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher's Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



Sequencing Events



- *La avena, los chicharos, los ejotes y la cebada crecen* book
- Sequencing Events Cards (p. 82)
- scissors
- 6" x 18" construction paper
- glue
- crayons or markers



Procedure:

- 1 Prior to the lesson, determine if you would like children to cut out the cards or if you will have the pieces cut out for them. If you will provide the pieces, cut them out.
- 2 Gather children together on the rug or in their chairs.
- 3 Show children the cover of the book *La avena, los chicharos, los ejotes y la cebada crecen*.
 - Discuss the cover of the book, including the title and the author.
 - Allow children to make predictions about the book.
 - Read the book so that children get an overview of the story.
- 4 Point out that the book shows the things that a farmer does to grow crops. Explain that it shows what happens first, second, third, and so on. Show children the Sequencing Events Cards. Discuss each picture.
- 5 Tell children that they will arrange the cards in the correct sequence.
 - Mix up the cards and place them so children can see them.
 - Assist children in placing the cards in the correct order. Use the book's pictures as visual cues for children who are having difficulty.
- 6 Provide children with the Sequencing Events Cards and construction paper. If the cards have not been cut out, have children cut out the cards. Ask children to place the cards on the construction paper in the correct order.
- 7 Have children glue the cards in the correct order. Provide enough time for children to color the pictures.



You may wish to use the audio recording of the *La avena, los chicharos, los ejotes y la cebada crecen* book. Refer to the Audio CD track #14.



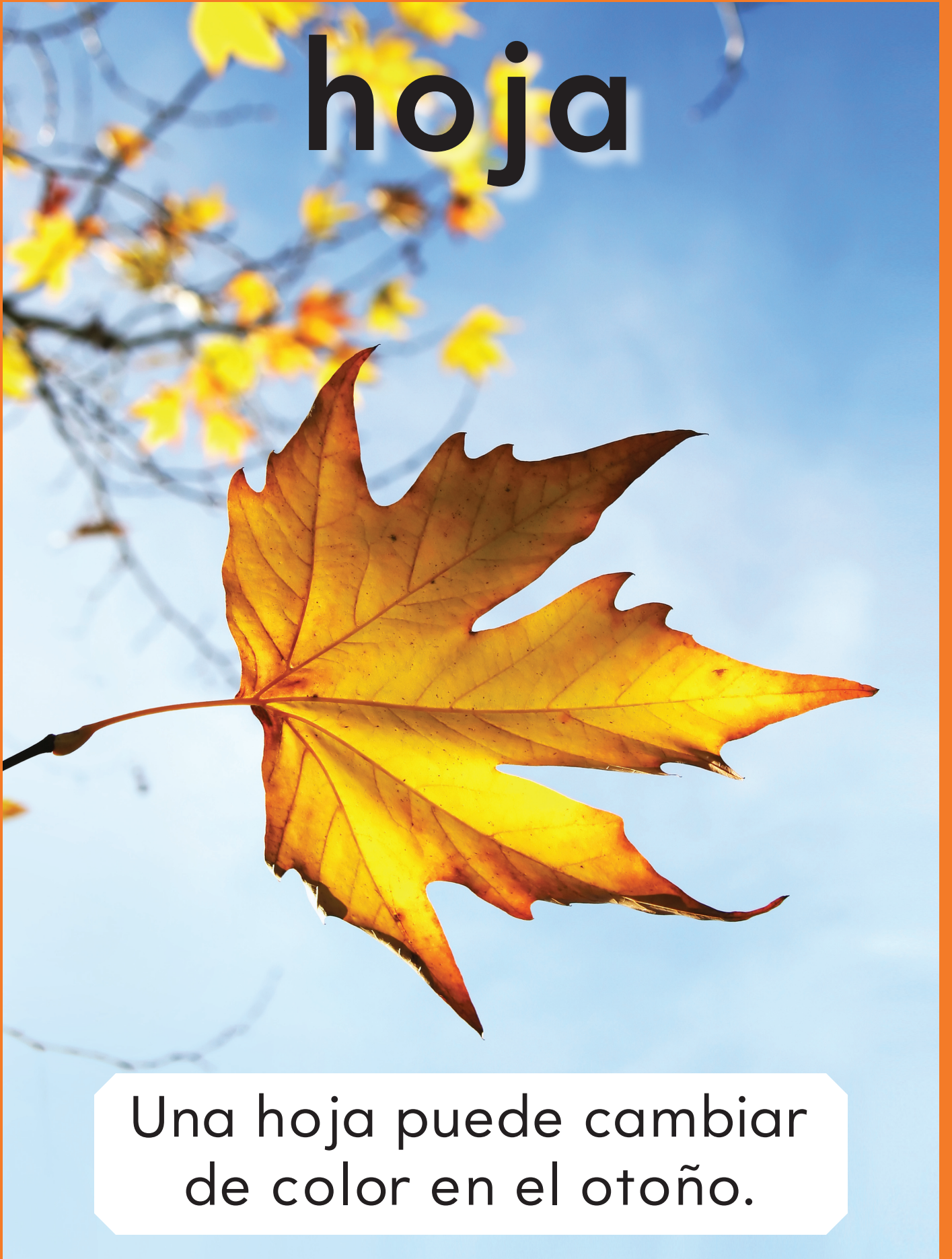
You may wish to use the interactive page-turning book *La avena, los chicharos, los ejotes y la cebada crecen*. See the Teacher Resource CD file [oatsbook.html](#).



Extension

Have children help think of movements that can be performed with each verse of the rhyme. Sing the song or play the audio recording as the class performs the movements.

hoja



Una hoja puede cambiar de color en el otoño.

hoja



Connecting Pieces: Activating Prior Knowledge

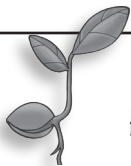
Have children look at the picture on the card and identify the leaf. Ask them to describe the leaf in the picture. Have children tell about places they have seen leaves and describe the leaves they have seen. If there are trees nearby, encourage children to describe the leaves that they see. Explain that leaves help make food for plants and they can also store water. Point out that some leaves are large and others are small. Tell children that there are leaves that people eat. Ask children whether they have eaten any leaves. Then ask whether they have eaten salads. Explain that lettuce, cabbage, and spinach are leaves that people often eat. Remind children not to eat leaves that they pick for themselves because some leaves could make them sick. They should always check with an adult before trying a new food.



Building Blocks: Phonemic Awareness and Phonics

Draw children's attention to the word *hoja* on the card. Read the word aloud and emphasize the /o/ sound. Ask children to read the word aloud and listen for the /o/ sound. Explain that you are going to say some words. Tell children that they will listen to see whether each word has the /o/ sound. If the word has this sound, have children nod their heads "yes." If it does not, have children shake their heads "no." Use the following words:

árbol (yes)	carro (yes)
casa (no)	carne (no)
plátano (yes)	oído (yes)
dulce (no)	lápiz (no)



New Ideas: Building Knowledge and Comprehension

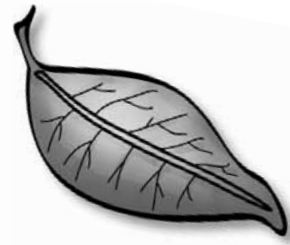
Ask children to look at the picture on the card while you read the sentence. Explain that the leaves on most trees change color and fall to the ground in autumn. Ask children to name the colors of autumn leaves. If weather permits, take a walk outside and have each child gather two or three leaves. When you return to the classroom, collect the leaves and compare their shapes and sizes. You may wish to sort the leaves into piles of similar leaves. As you study the leaves, point out the veins in each leaf. Allow each child to hold a leaf and trace its veins with his or her finger. Distribute sheets of paper and crayons that have had the paper wrappings removed. Allow children to select leaves. Demonstrate how to place a leaf under the paper and rub over it with the side of the crayon. When children have completed their leaf rubbings, ask them to identify the veins in their leaves. These drawings may be collected and used for a classroom leaf display.

Plant Songs

.....

Cinco hojitas

(Cantada con la melodía de "Duérmase niño".)



En una rama cuelgan cinco hojitas.
Sopla el viento y las agita.
Una hojita de color marrón,
Flota despacio y deja al árbol.

En una rama cuelgan cuatro hojitas.
Sopla el viento y las agita.
Una hojita de color verde,
Cae al suelo de repente.

En una rama cuelgan tres hojitas.
Sopla el viento y las agita.
Una hojita de color naranja,
Se inclina y cae en una colina.

En una rama cuelgan dos hojitas.
Sopla el viento y las agita.
Una hojita muy rojita,
Deja la rama y cae en la cama.

En una rama cuelga una hojita.
Sopla el viento y la agita.
Una hojita que sola queda
Se cae al suelo y aterriza.

Todas las hojas dejan al árbol,
Pero volverán el proximo año.

Sequencing Events Cards

Use these cards with the lessons on pages 43 and 68.



La avena, los chícharos, los ejotes y la cebada crecen



Canción tradicional ilustrada
por Tony Garbani

La avena,
los chícharos,
los ejotes
y la cebada
crecen.

¿Puede usted o yo
o alguien saber
cómo las cosechas
aparecen?



Primero el granjero en su campo pleno siembra su semilla y observa el terreno.



Da una patada en el suelo y aplaude con satisfacción. Y se voltea para ver su creación.



La avena,
los chícharos,
los ejotes
y la cebada
crecen.

¿Puede usted o yo
o alguien saber
cómo las cosechas
aparecen?



Después el granjero
en su campo pleno
riega la semilla
y observa el terreno.



Da una patada en el suelo
y aplaude con satisfacción.
Y se voltea para ver
su creación.



La avena,
los chícharos,
los ejotes
y la cebada
crecen.

¿Puede usted o yo
o alguien saber
cómo las cosechas
aparecen?



Después el granjero
en su campo pleno
azadona la maleza
y observa el terreno.



Da una patada en el suelo
y aplaude con satisfacción.
Y se voltea para ver
su creación.



La avena,
los chícharos,
los ejotes
y la cebada
crecen.

¿Puede usted o yo
o alguien saber
cómo las cosechas
aparecen?



Al final el granjero
en su campo pleno
cosecha su semilla
y observa el terreno.

Da una patada en el suelo
y aplaude con satisfacción.

Y se voltea para ver
su creación.

