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**Early Childhood Themes
—La transportación
(Transportation) 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

La transportación

Teacher's Guide

**Spanish
version**



Teacher Created Materials
PUBLISHING

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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 *La Transportación 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.

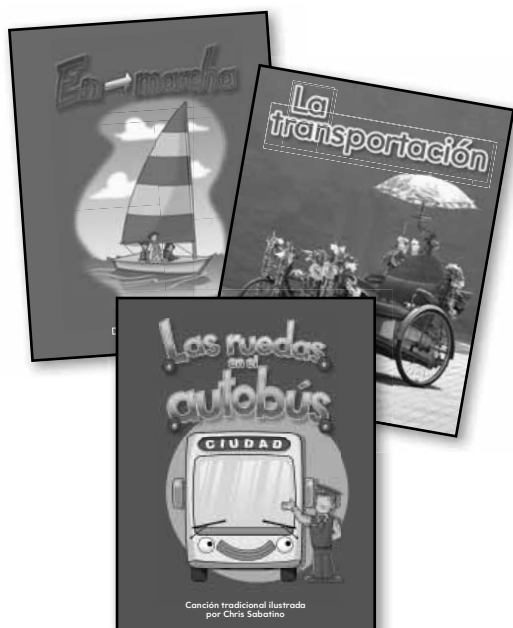
The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs showing different types of transportation. They are bright and colorful and give the children images to which they can relate concepts about transportation as they are being discussed 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, *En marcha*, is used to introduce the unit and provide pictorial support for the children’s understanding of types of transportation in the world around them. A wordless photo book, *La transportación*, helps develop the children’s oral language as they discuss and create a story that shows various transportation vehicles. A book created around the traditional nursery rhyme “Wheels on the Bus” 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 *En marcha* and the traditional rhyme book *Las ruedas en el autobús*.

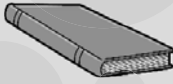
The Teacher Resource CD included in the back of this Teacher’s Guide provides a variety of features to supplement the lessons: all patterns from this Teacher’s Guide (pages 82–104) in both color and black and white; the vocabulary word cards from this Teacher’s Guide (pages 105–106) in both color and 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.



Find My Car



- *carro* vocabulary concept card
- chart paper
- “¿Has visto mi carro?” song (p. 76)
- Car Pattern (p. 83)
- crayons or markers



Procedure:

- 1 Prior to the lesson, make one copy of the Car Pattern for each child and one copy for yourself. Color one car pattern.
- 2 Gather children together on the rug or in their chairs.
- 3 Display the *carro* vocabulary concept card. Allow children to describe the car. Write their descriptions on a sheet of chart paper.
- 4 Teach children the “¿Has visto mi carro?” song.
 - Sing the song one line at a time to teach children the words.
 - Sing the song several times until children are comfortable with the words.
 - Encourage children to create movements that go along with the words.
- 5 Explain that words used to describe an object are called *adjetivos*. Ask children to name adjectives that they heard in the song and add these words to your list.
- 6 Distribute copies of the Car Pattern. Ask each child to select one color for his or her car and color it.
- 7 When the cars have been colored, collect them and gather the children back into a group.
- 8 Display the colored cars. As you sing the song, replace an adjective in the song with one that describes the car that you colored. Pause before singing the last line and give children an opportunity to identify your car.
- 9 Allow each child to sing about his or her car and have the other children identify the car.



Refer to the Audio CD track #1.



Extension

Provide children with additional copies of the Car Pattern. Have them decorate the cars with patterns or designs. Allow them to describe their cars and see if others can identify them.

carro



Un carro nos puede llevar a muchos lugares.

carro



Connecting Pieces: Activating Prior Knowledge

- Display the front of the card. Ask children to identify the vehicle on the card. Have children describe the car in the picture. Ask children to name the color of the car. Name and discuss other parts of the car.
- Look at the sentence on the card. Point to each word as you read the sentence. Ask children to name places that they travel to when they ride in cars. Make a list of those places on chart paper.
- Discuss the importance of always wearing a seat belt when riding in a car. Allow children to share their experiences. Discuss other safety procedures related to a car (e.g., stopping at stop signs and red lights, driving cautiously around pedestrians and other cars, following the speed limit).



Building Blocks: Phonemic Awareness and Phonics

- Point to the word *carro* on the card. As you slowly read the word, point to each letter as you make the sound. Have children read the word slowly as you point to the letters. Ask children to identify the sound that they hear at the end of the word *carro*. Tell children that the letter *o* makes the /o/ sound. Next, say the word *pavo*. Have children repeat the word. See if they can identify the /o/ sound at the end of the word *pavo*.
- Tell children that you are going to say other words and that they need to repeat each word and decide whether the word has the /o/ sound. If the word has the /o/ sound, have children tap their shoulders. If not, children can keep their hands still. You may wish to use the following words:
 - calle (no tap) oso (tap)
 - cinco (tap) sal (no tap)
 - taza (no tap) plato (tap)



New Ideas: Building Knowledge and Comprehension

- Show the front of the card to children. Have children identify the color of the car. Explain that cars come in many different colors. Have children brainstorm colors of cars they have seen. Ask children to think about their family's cars. Provide each child with a sheet of paper. Have them draw their family's cars. Children who do not have a family car can draw a car that they have seen.
- Create a graph to show colors of children's family cars. Use the graph to determine which colors are the most common and least common.

Transportation Songs

.....

¿Has visto mi carro?

(Cantada con la melodía de “¿Has visto alguna vez un Lassie?”)

¿Has visto mi
carro rojo,
Carro rojo, carro rojo?
¿Has visto mi
carro rojo,
Manejar de un lado a otro?
¿Manejar de un lado a otro,
Y otro lado a otro?
¿Has visto mi
carro rojo,
Manejar de un lado a otro?

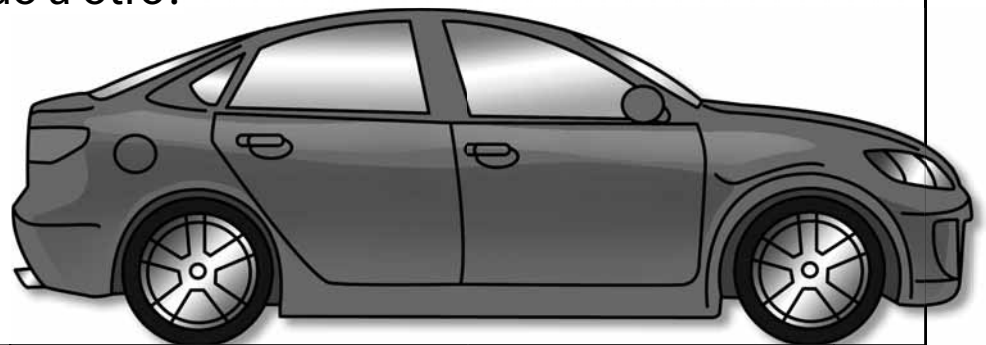
(segundo verso)

¿Has visto mi
carro grande,
Carro grande, carro grande?
¿Has visto mi
carro grande,
Manejar de un lado a otro?

¿Manejar de un lado a otro,
Y otro lado a otro?
¿Has visto mi
carro grande,
Manejar de un lado a otro?

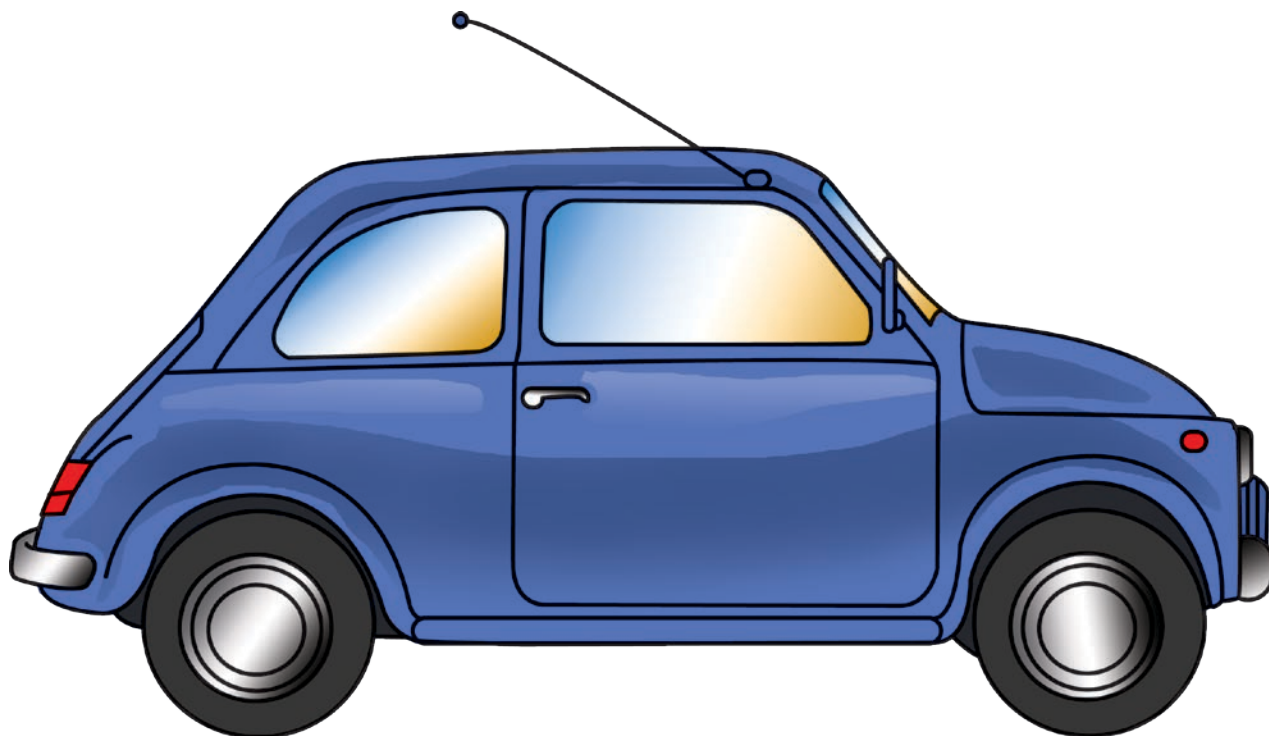
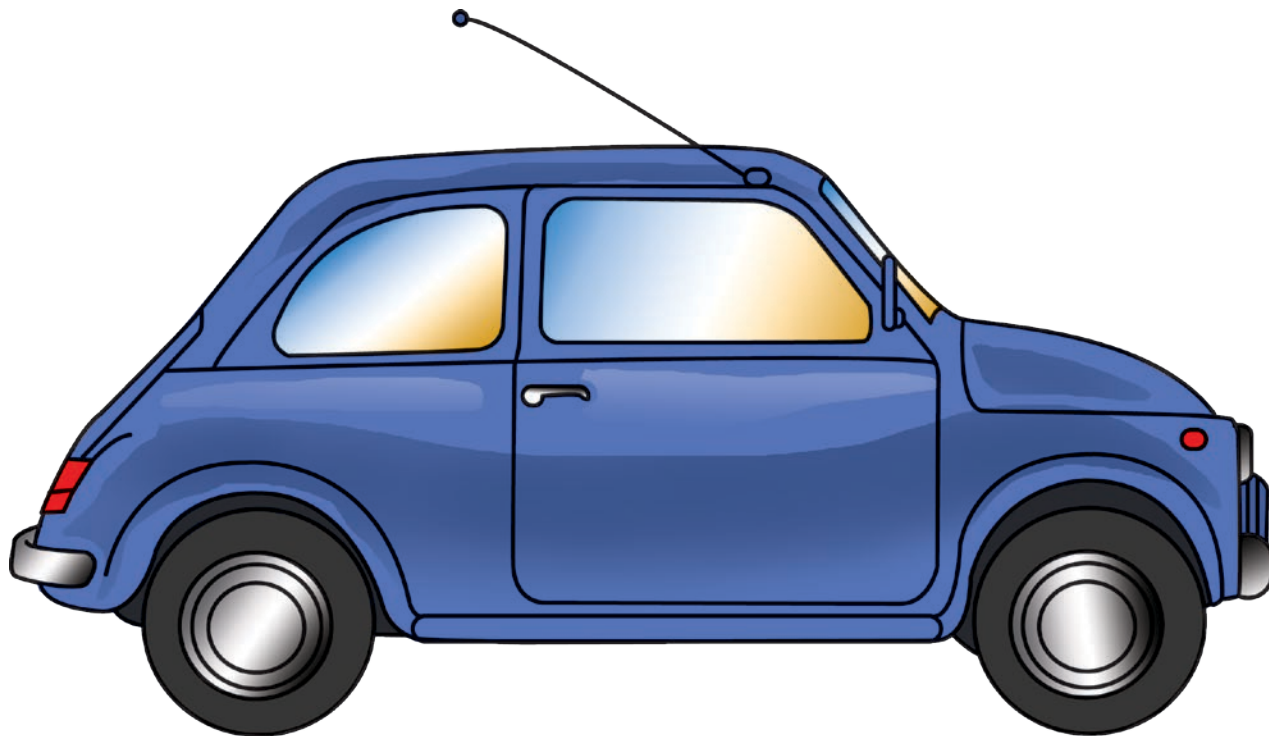
(tercer verso)

¿Has visto mi
carro rápido,
Carro rápido, carro rápido?
¿Has visto mi
carro rápido,
Manejar de un lado a otro?
¿Manejar de un lado a otro,
Y otro lado a otro?
¿Has visto mi
carro rápido,
Manejar de un lado a otro?



Car Pattern

Use this pattern with the lesson on page 45.

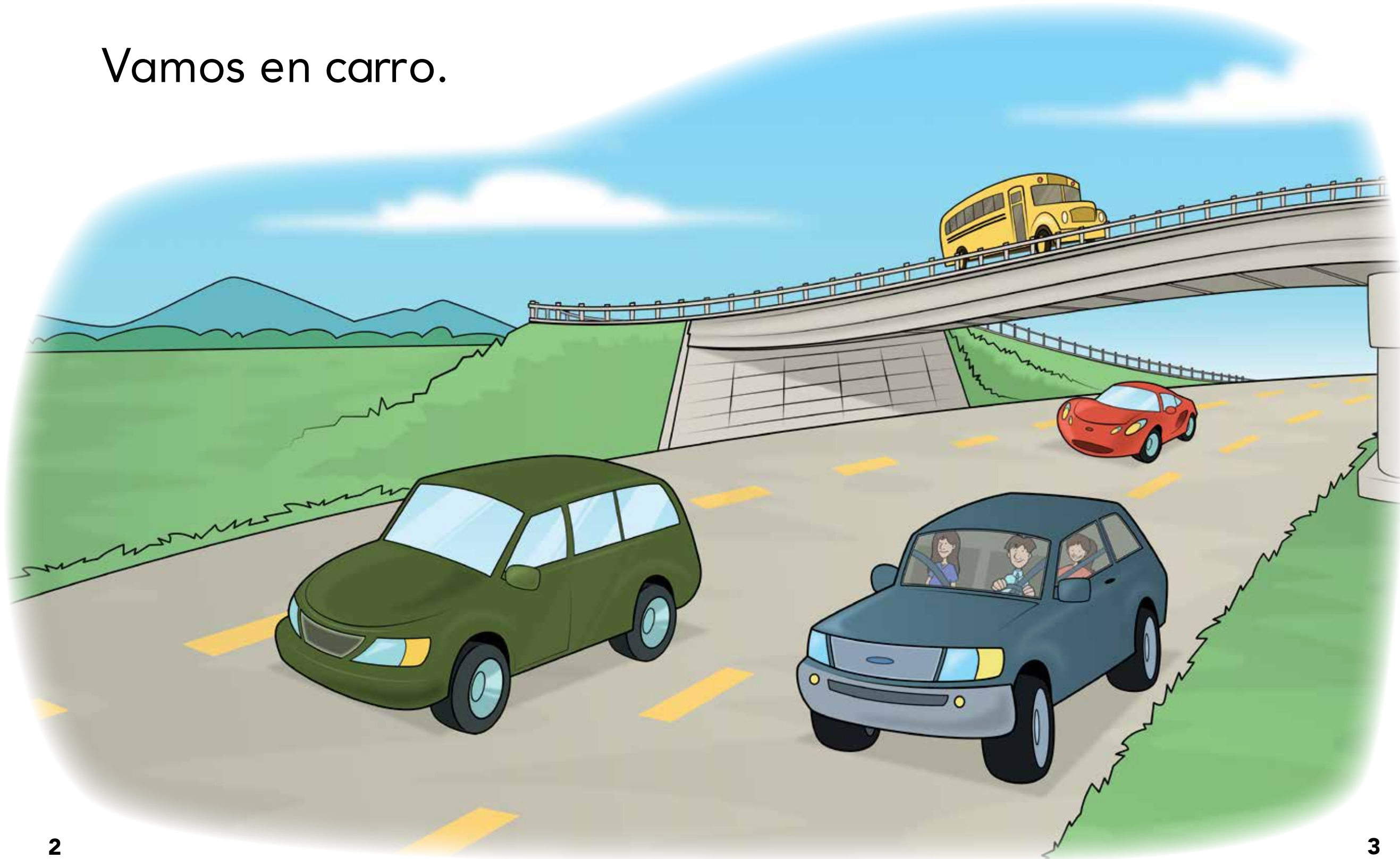


En → marcha



Dona Herweck Rice

Vamos en carro.



Vamos en tren.



Vamos en bicicleta.
Vamos en avión.



Vamos a pie.



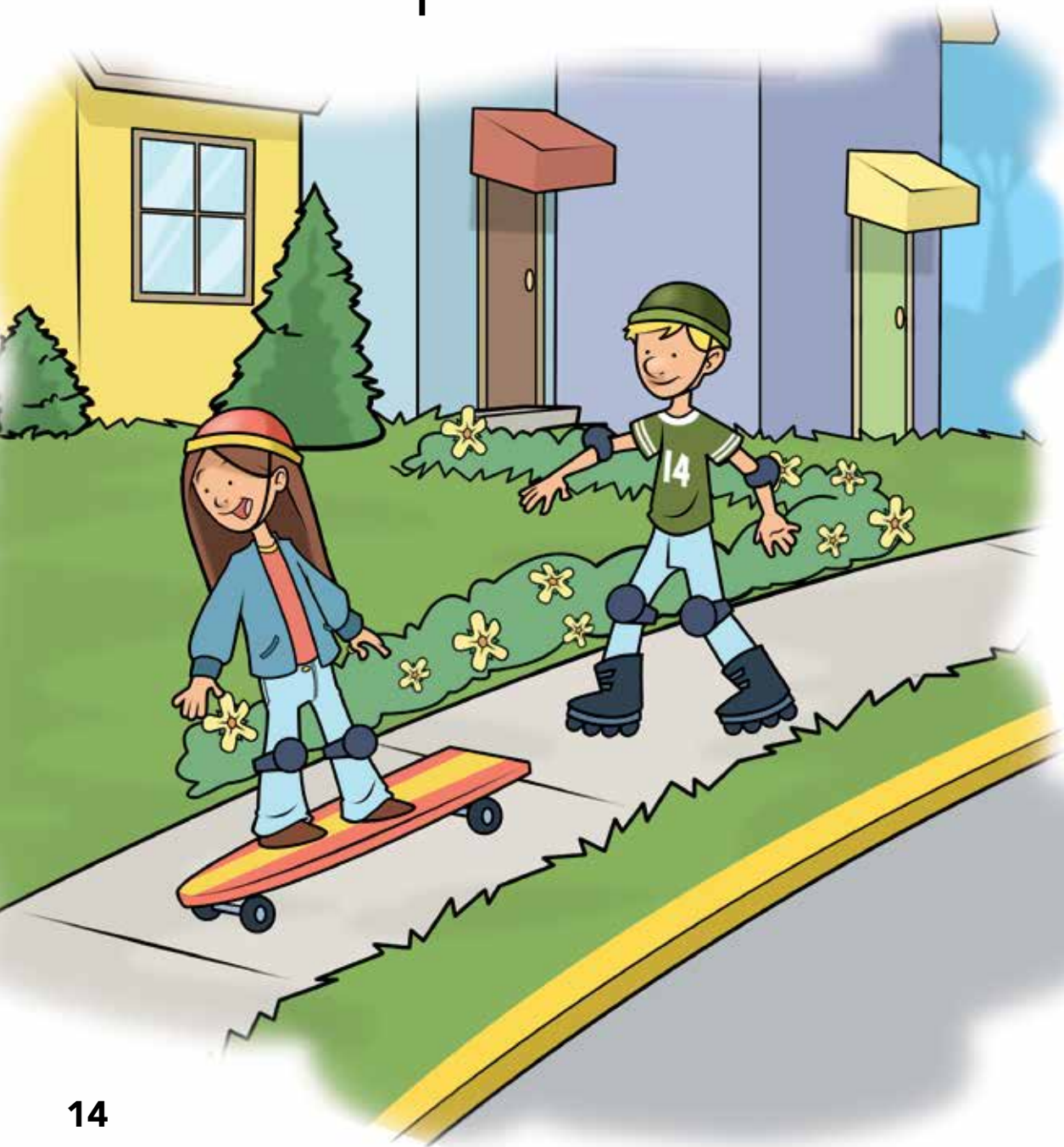
Vamos en barco.



Vamos en trineo.
Vamos en cabrita.



Vamos por la tierra.
Vamos por el aire.



¡Vamos hasta que
todos lleguemos!

