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**Early Childhood Themes**  
**—Las figuras**  
**(Shapes) Kit**  
**(Spanish)**

**This sample includes the following:**

**Teacher's 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 Resource** (1 page)  
**Word Cards from Unit Resource** (2 pages)  
**Reader** (9 pages)

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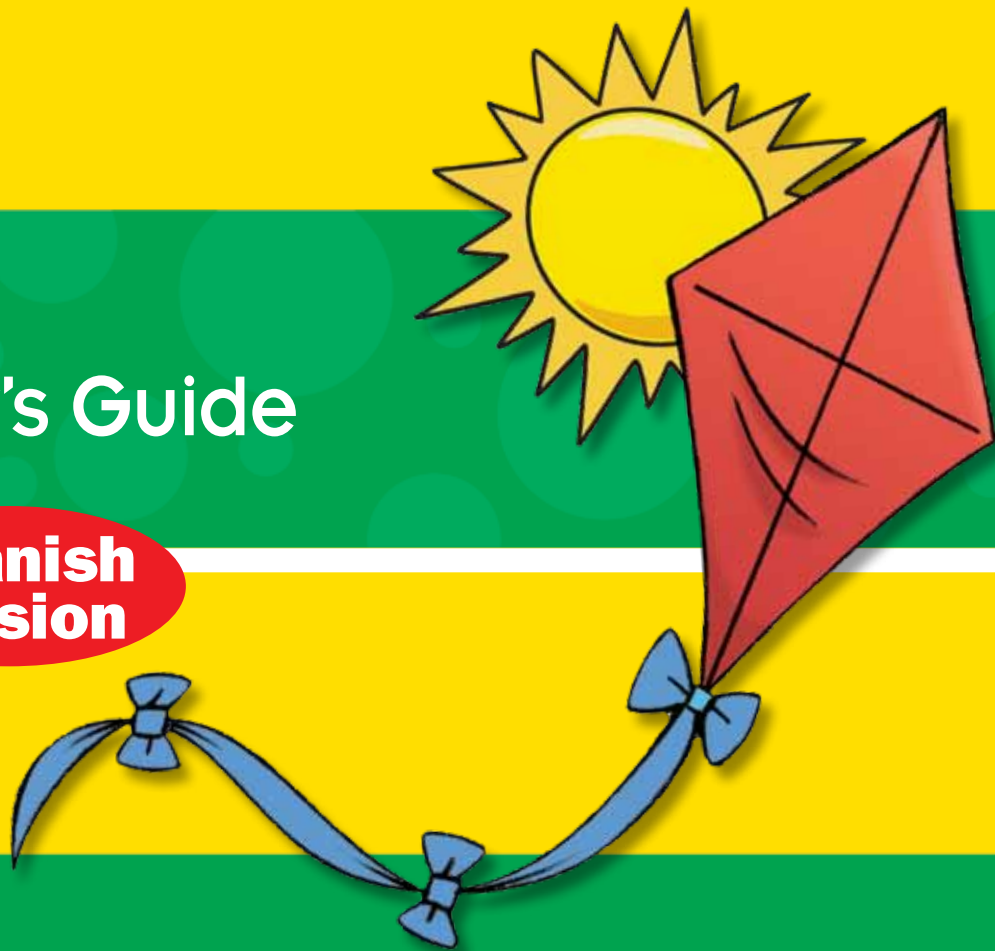
Literacy, Language, & Learning

Early Childhood Themes

# Las figuras

Teacher's Guide

**Spanish  
version**



Teacher Created Materials  
PUBLISHING

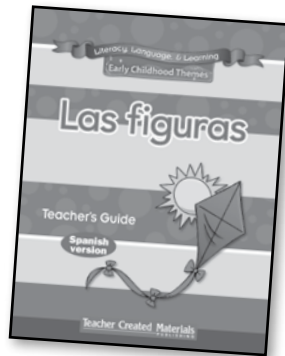
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## Introduction

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 *Las figuras 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.

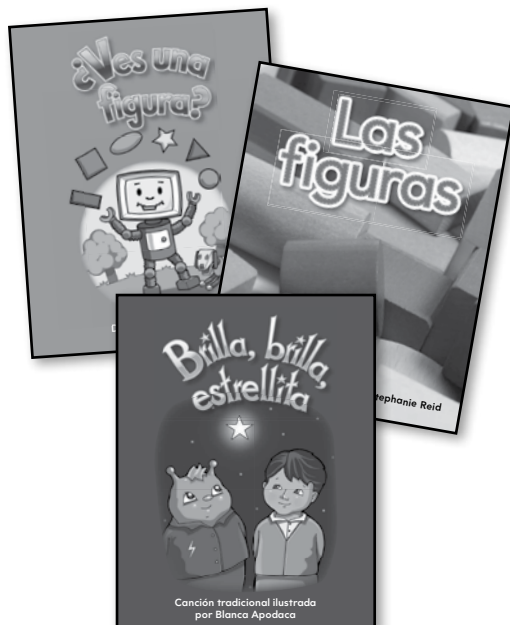
The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting shapes in the world around us. They are bright and colorful and give the children images to which they can relate concepts about shapes as they are being discussed throughout 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, *¿Ves una figura?*, provides pictorial support for the children’s understanding that shapes are everywhere. A wordless photo book, *Las figuras*, helps develop the children’s oral language as they discuss and create a story about shapes in the world around them. A book created around the traditional nursery rhyme “Twinkle, Twinkle, Little Star” 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 *¿Ves una figura?* and the traditional rhyme book *Brilla, brilla, estrellita*.

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.



# Shapes in the World



- vocabulary word cards (pp. 105–106)
- *Las figuras* book
- “El viejo McShapester” song (p. 76)
- chart paper
- marker
- paper
- crayons

## Procedure:

- 1 Gather children together on the rug or in their chairs.
- 2 Display the vocabulary word cards. Describe each shape and ask children to find the shape on the word cards.
- 3 Teach the “El viejo McShapester” song.
  - As you sing, have children point to the vocabulary word card that matches the shape in the song.
  - Invite children to sing along as they become familiar with the song.
- 4 Show children the book *Las figuras*.
  - Look at the book together.
  - Discuss the shapes on each page.
  - List the locations of shapes on a sheet of chart paper. Use a sentence frame when you write (e.g., *Un(a) \_\_\_\_\_ es un(a) \_\_\_\_\_*.)
  - Have children name the objects and the shapes (e.g., A window is a rectangle.)
- 5 Take the class for a walk around your school.
  - Encourage children to look for shapes as you walk.
  - Stop to point out shapes you see in the environment.
- 6 When you return to the classroom, provide each child with a sheet of paper and crayons.
  - Ask children to think of a shape that they saw while walking.
  - Ask children to draw this object.
- 7 Allow each child to share his or her picture and talk about it.
  - Label each child’s picture with a sentence about the shape and object.
  - Practice reading the sentences together as a group.



You may wish to use the interactive page-turning book *Las figuras*. See the Teacher Resource CD file [shapesbook.html](#).



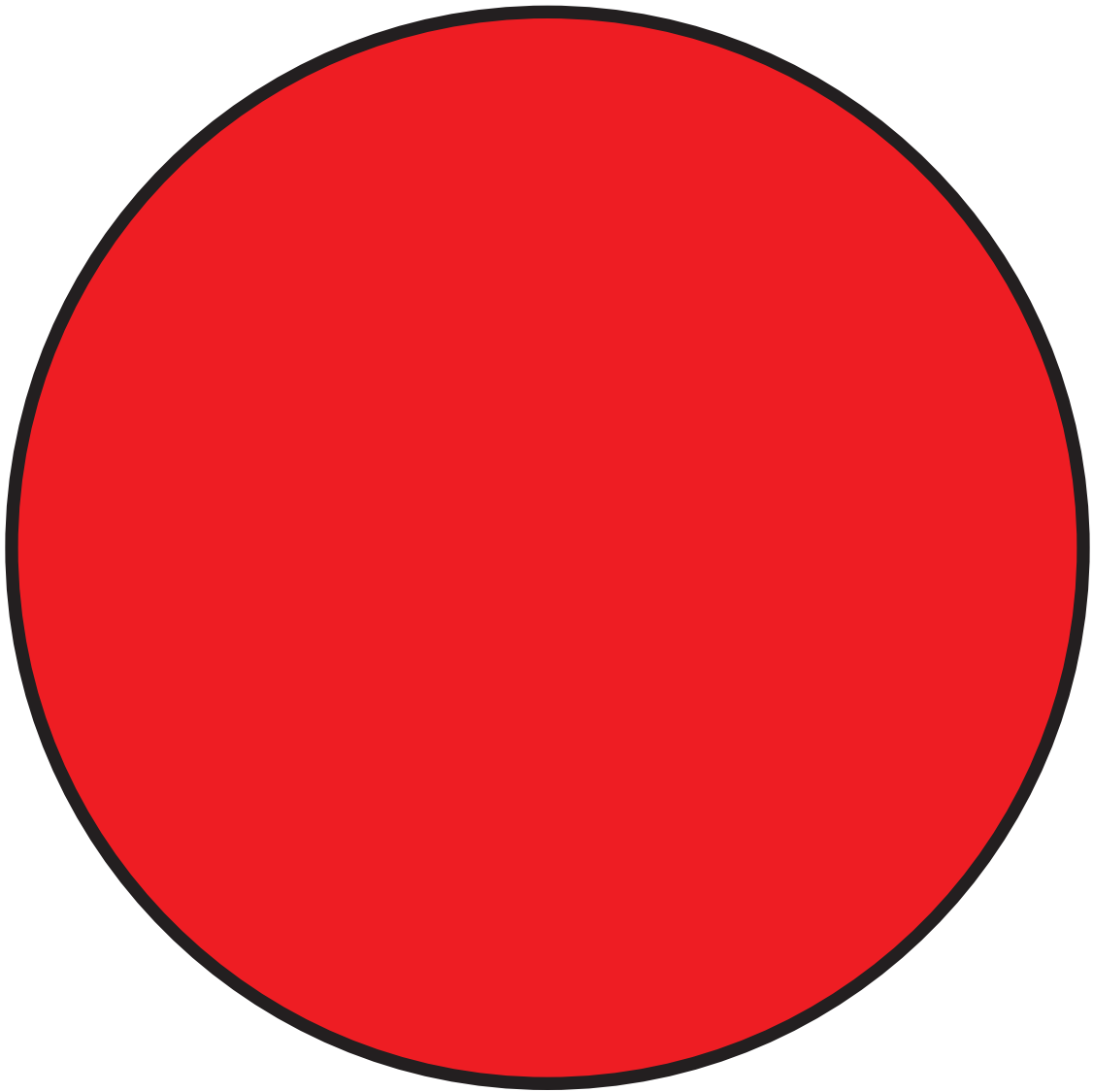
Refer to the Audio CD track #1.

## Extension

Collect children’s labeled shape drawings. Bind them together into a book for your classroom library. Encourage children to continue looking for shapes in the world around them and make pages to add to the book.



# círculo



Un círculo es redondo.

# círculo



## Connecting Pieces: Activating Prior Knowledge

- Before displaying the card, give clues to help children guess the shape. You may wish to give clues such as, “Esta figura es redonda sin esquinas.” When children have guessed *círculo*, show them the card.
- Read the sentence aloud. Trace the circle on the card. Then have children trace a circle in the air with their fingers. Emphasize that a circle is round with no sides or corners.
- Have children stand together in a circle. Allow each child, one at a time, to walk around the outside of the circle.



## Building Blocks: Phonemic Awareness and Phonics

- Have children stand together in a circle. Say the word *círculo* while you clap for each syllable (*cír-cu-lo*). Ask children to clap each syllable of the word *círculo*. Ask children to tell how many times they clapped. Children should indicate that they clapped three times. Explain that you clapped three times because there are three syllables in the word *círculo*.
- Continue to practice counting syllables with the following words:

estrella (three)	línea (two)
diamante (three)	cuadrado (three)
lado (two)	figura (three)
esquina (three)	redondo (three)
curva (two)	óvalo (three)



## New Ideas: Building Knowledge and Comprehension

- Ask children to think of objects that are circles. Allow children to share their ideas.
- Ask if anyone has seen or made a snowman. Explain that snowmen are made of balls of snow that look like circles. Display a picture of a snowman or draw a snowman on the board. Trace and count the snowman’s circles.
- Talk about the sizes of the circles on the snowman. Point out that there is a large circle on the bottom, a medium circle in the middle, and a small circle on top for a head. Allow children to make their own snowman pictures. You can provide precut circles for them to glue on paper or have them draw circles to create snowmen. When their drawings are complete, encourage children to use shapes to add details, such as eyes (circles), noses (triangles), and mouths (crescents).



# Shapes Songs

.....

## El viejo McShapester

*(Cantada a la melodía de "El viejo McDonald".)*

El viejo McShapester tenía una caja, I-A-I-A-U.

Y en la caja tenía un cuadrado, I-A-I-A-U.

Con una esquina aquí, esquina allá.

Aquí una esquina, allá una esquina,  
dondequiera una esquina.

El viejo McShapester tenía una caja, I-A-I-A-U.

El viejo McShapester tenía una caja, I-A-I-A-U.

Y en la caja tenía un círculo, I-A-I-A-U.

Con una curva aquí, curva allá.

Aquí una curva, allá una curva, dondequiera una curva.

El viejo McShapester tenía una caja, I-A-I-A-U.

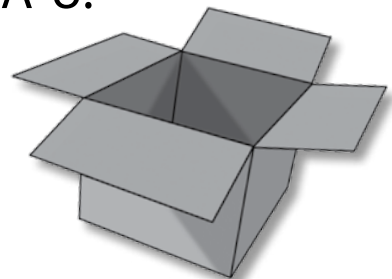
El viejo McShapester tenía una caja, I-A-I-A-U.

Y en la caja tenía un triángulo, I-A-I-A-U.

Con un ángulo aquí, ángulo allá.

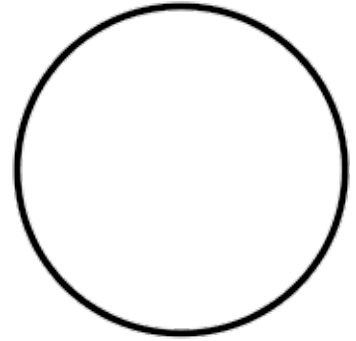
Aquí un ángulo, allá un ángulo, dondequiera un ángulo.

El viejo McShapester tenía una caja, I-A-I-A-U.

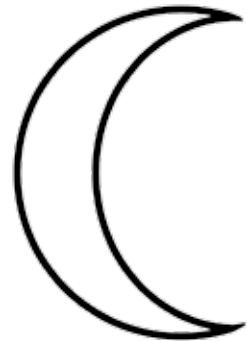


# Vocabulary Word Cards

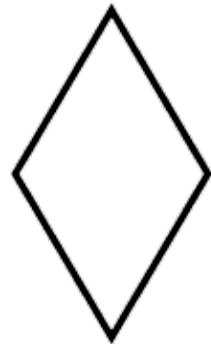
**círculo**



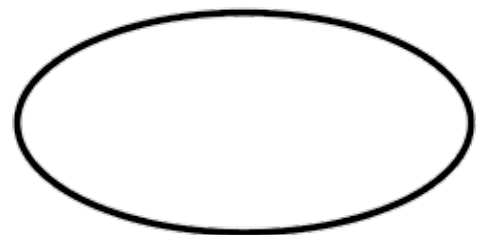
**media luna**



**diamante**

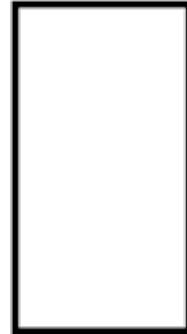


**óvalo**

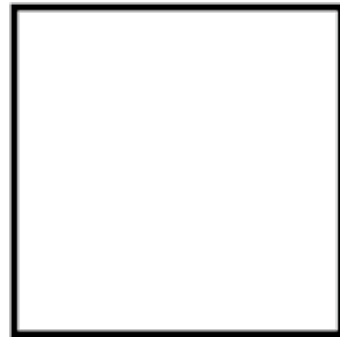


# Vocabulary Word Cards (cont.)

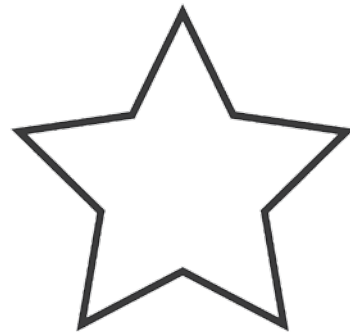
**rectángulo**



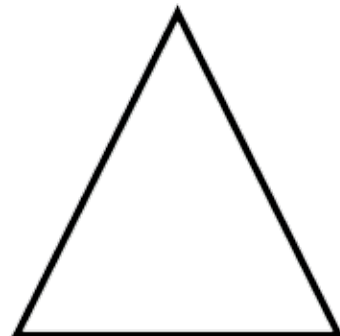
**cuadrado**



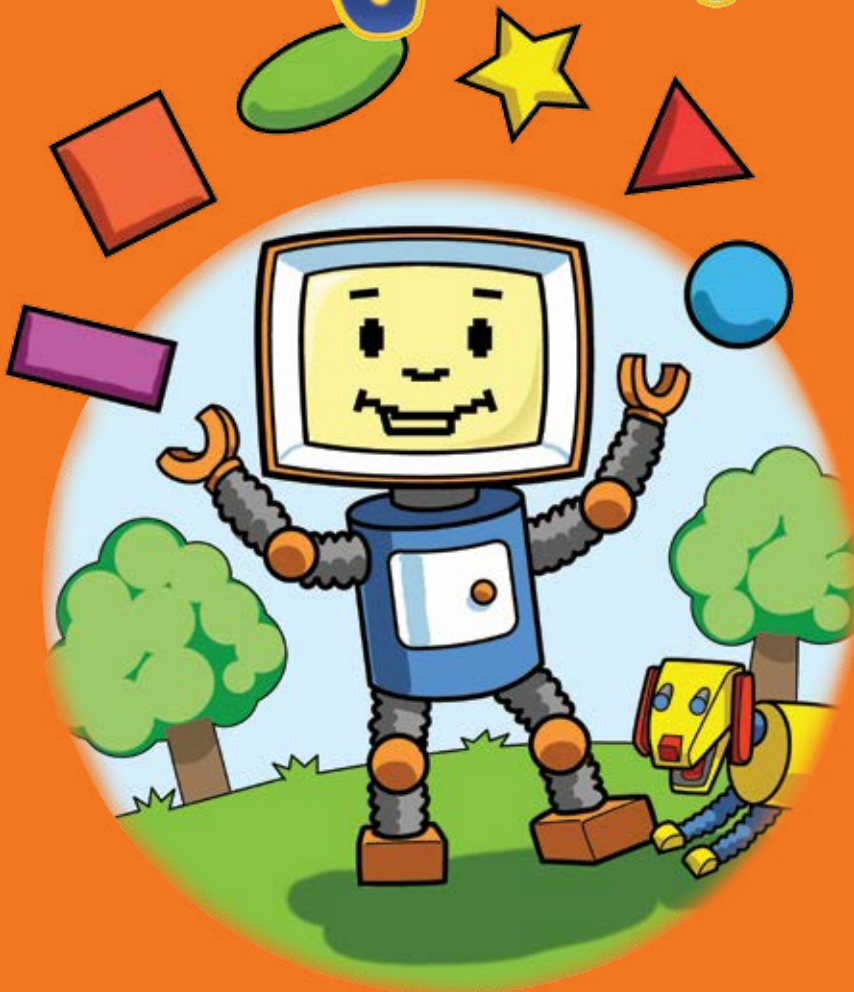
**estrella**



**triángulo**

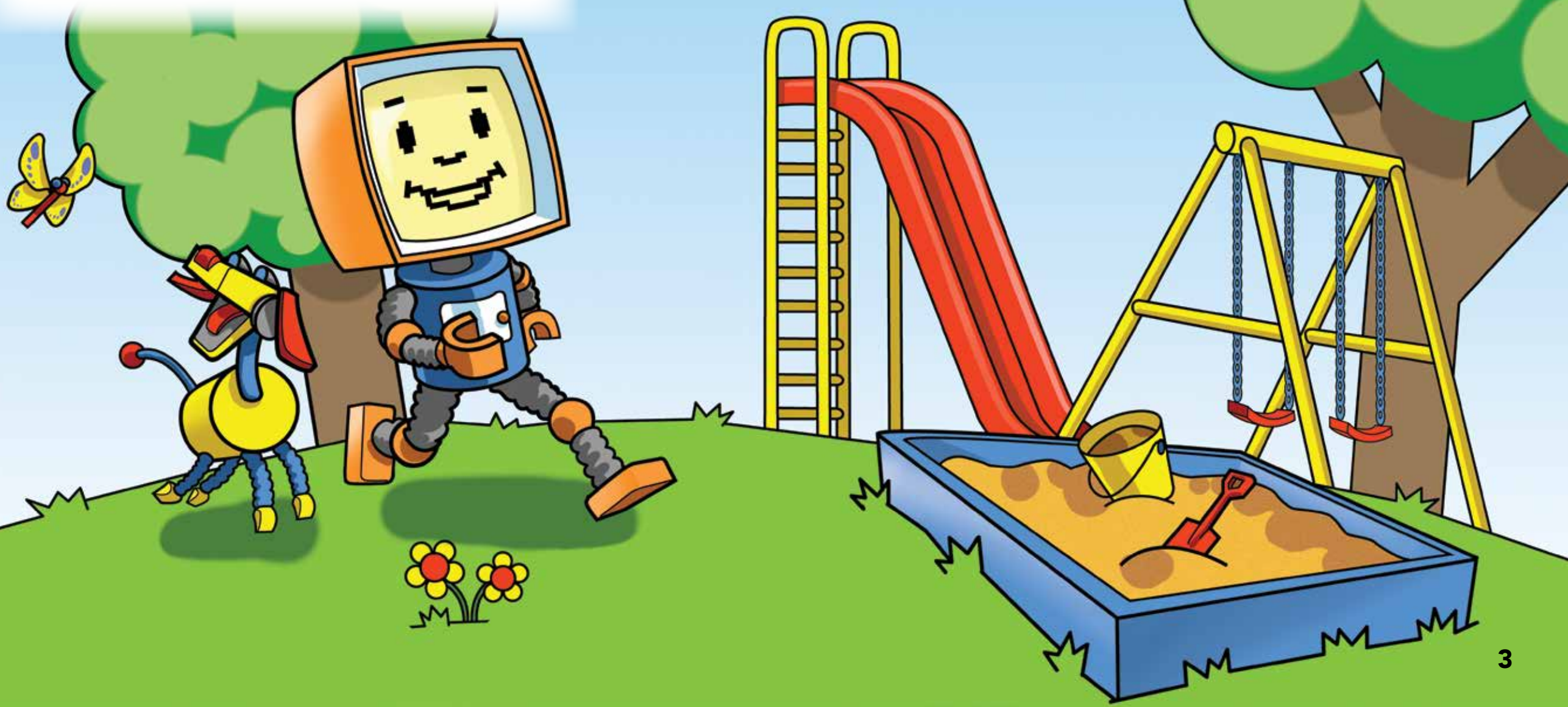


# ¿Ves una figura?



Dona Herweck Rice

¿Ves las figuras  
que nos rodean?  
Te mostraré las  
figuras que vea.



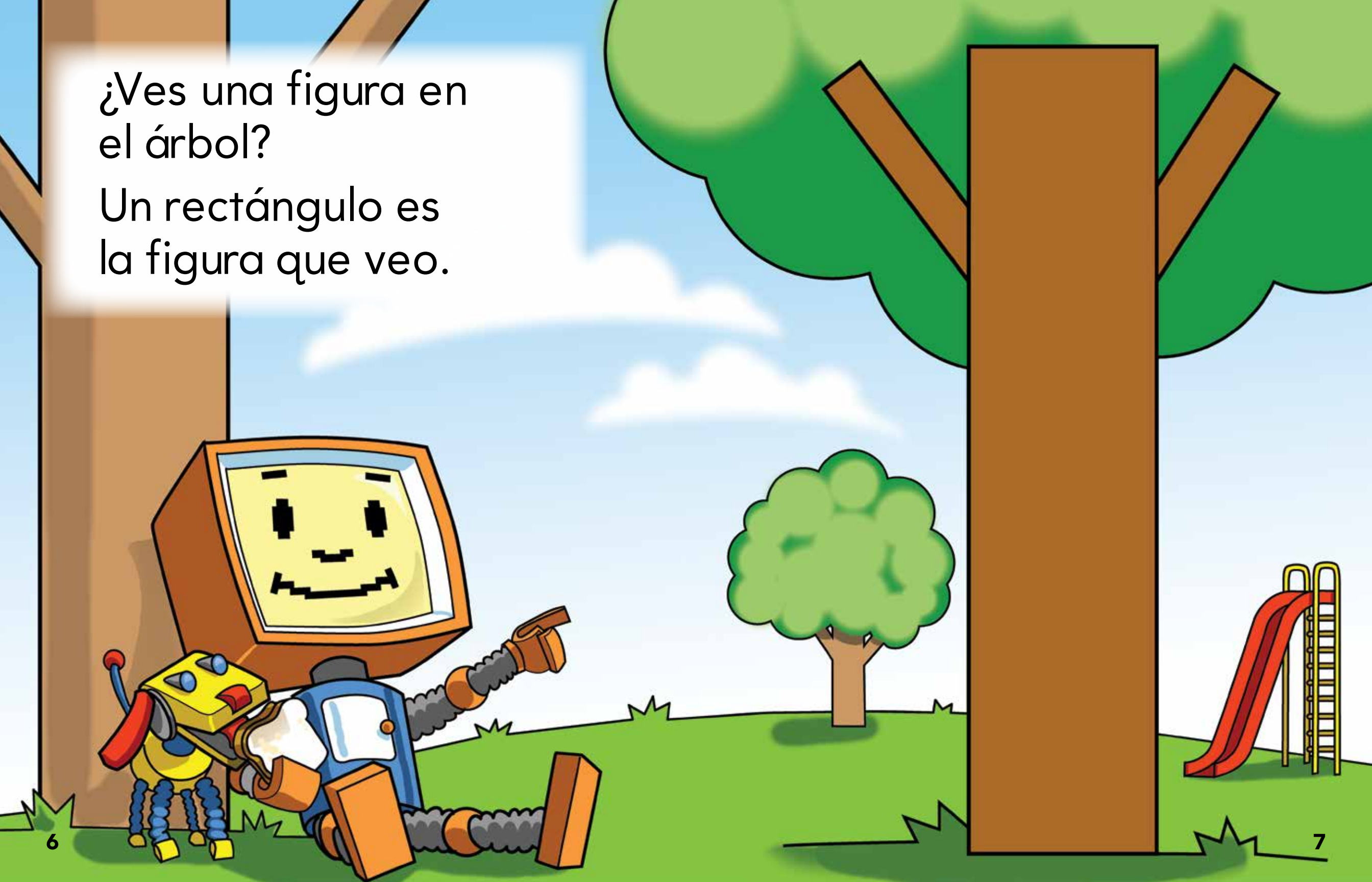
¿Ves una figura en el cielo?

Un círculo es la figura que espío.



¿Ves una figura en el árbol?

Un rectángulo es la figura que veo.



¿Ves una figura en el bote?

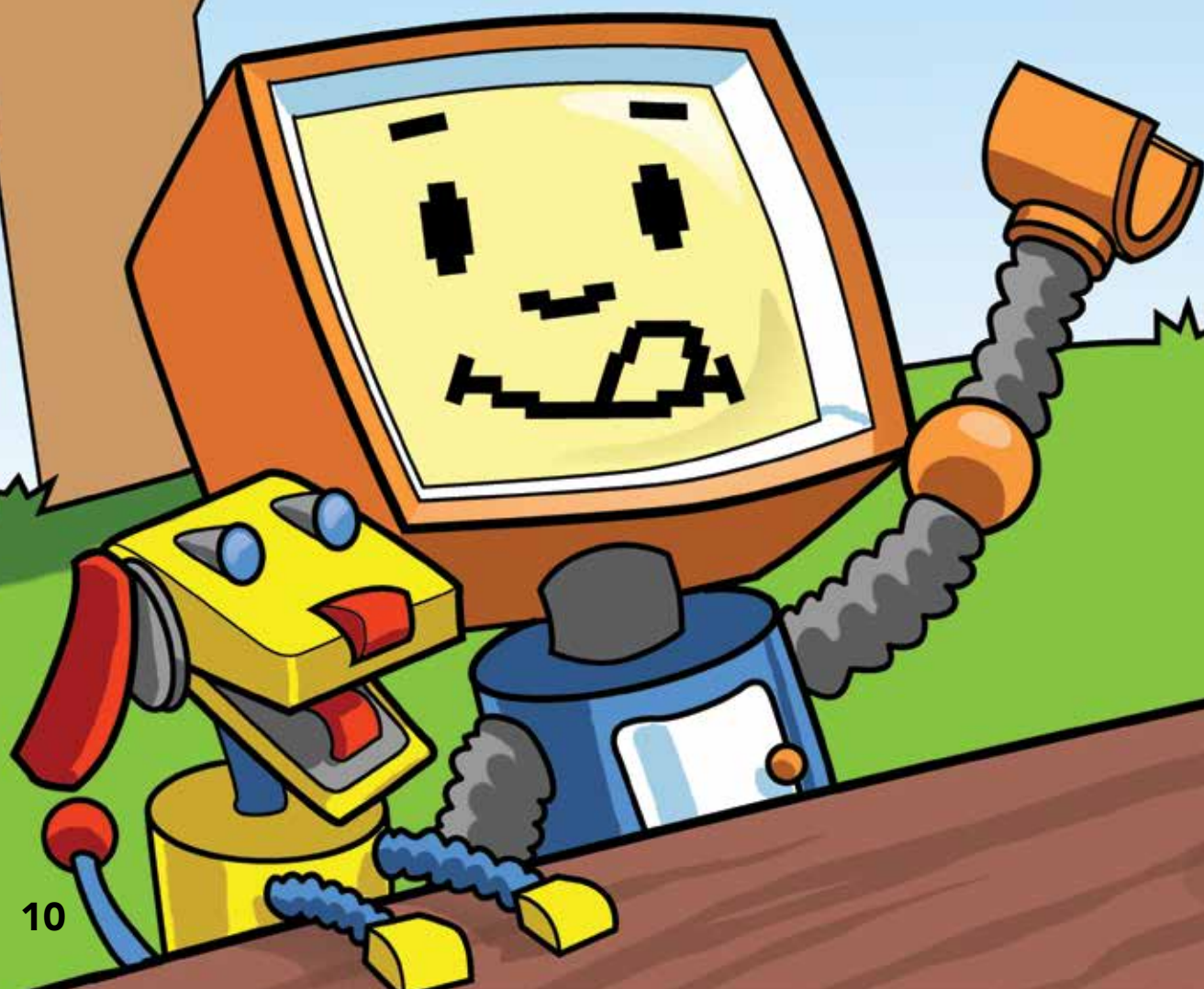
Un triángulo es la figura que noté.





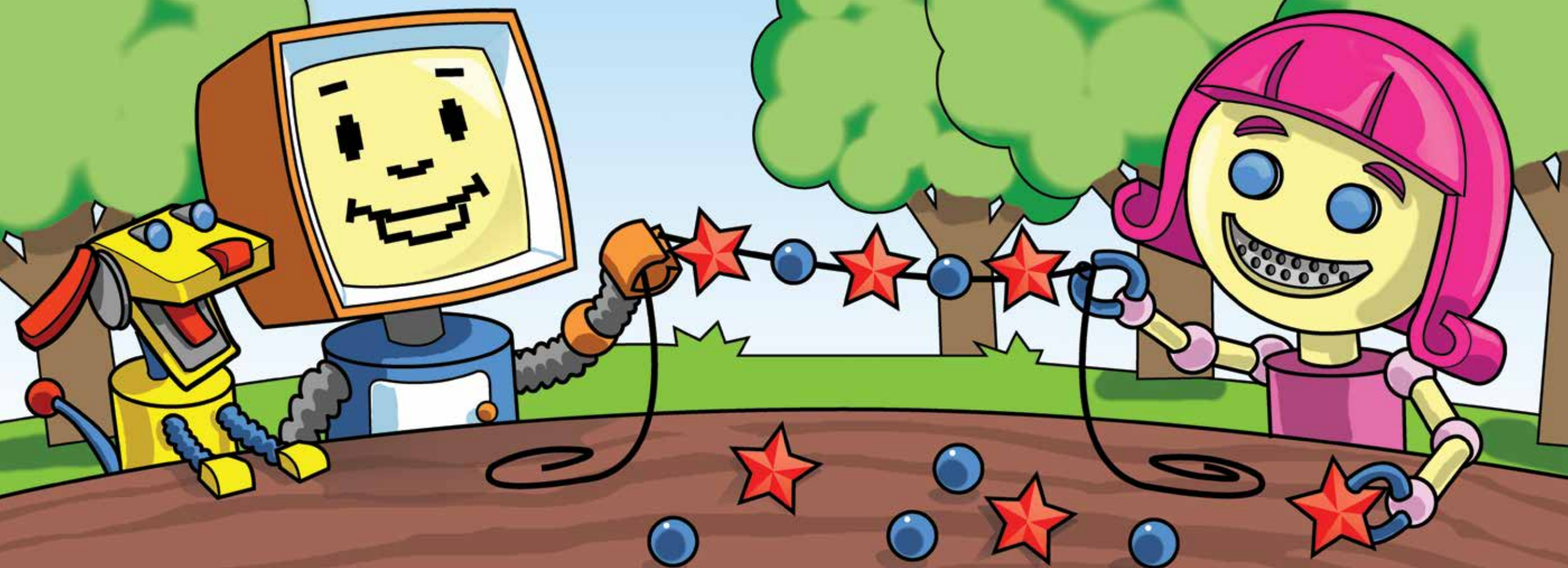
¿Ves una figura en  
el balde?

Un óvalo es la figura  
que ubiqué.



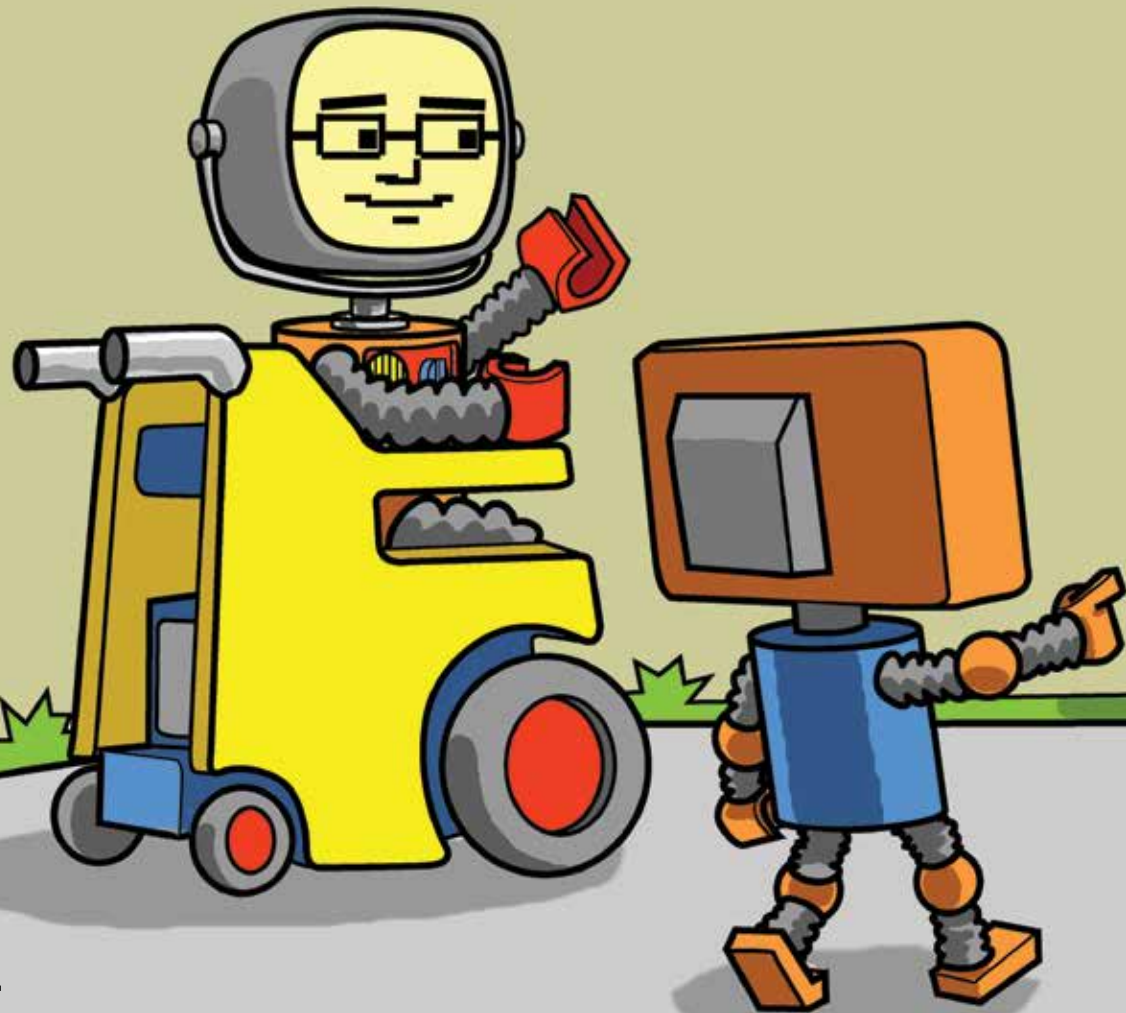
¿Ves una figura en las cuentas?

Una estrella es la figura que se destaca.



¿Ves una figura en el zoológico?

Un cuadrado es la figura que observo.



¿Ves las figuras  
con tus ojos?  
¡Encontré figuras  
de todos tipos!

