

Explore & Learn

Lessons and Activities

PK, TK, and VPK Instruction

What Affects Our Planet? (Spanish)

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Ezra mira cómo está el tiempo



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Ilustrado por Deb Johnson

En primavera o en verano, en otoño o en invierno. Con lluvia o sol, con nieve o viento. En todas las estaciones del año, todos los días, Ezra mira cómo está el tiempo.



Ezra siente la brisa fresca mientras juega.
Los árboles, sin hojas, se balancean. Se oye el
silbido del viento.

Ezra escucha los carillones y mira cómo sopla
el viento.



¡Plic! ¡Ploc! Los charcos se acumulan en las calles, en el césped y en las aceras.

–¡Chipi, chapa! –grita Ezra. Saltando de un charco a otro, Ezra mira la lluvia.



Ya dejó de llover. Salió el sol. La mamá de Ezra se para junto a la ventana.

—¡Vengan, antes de que desaparezca!



Ezra y su papá corren a ver el gran arco que se ha formado. Pegadito a sus padres, Ezra mira el arcoíris.

-¡Al parque! -dice Ezra. El sol brilla en el cielo,
y Ezra lo saluda con la mano.

-¡Hola, sol! ¡Gracias por tu calor!
Mientras corre entre los juegos del parque,
Ezra mira el sol brillar.



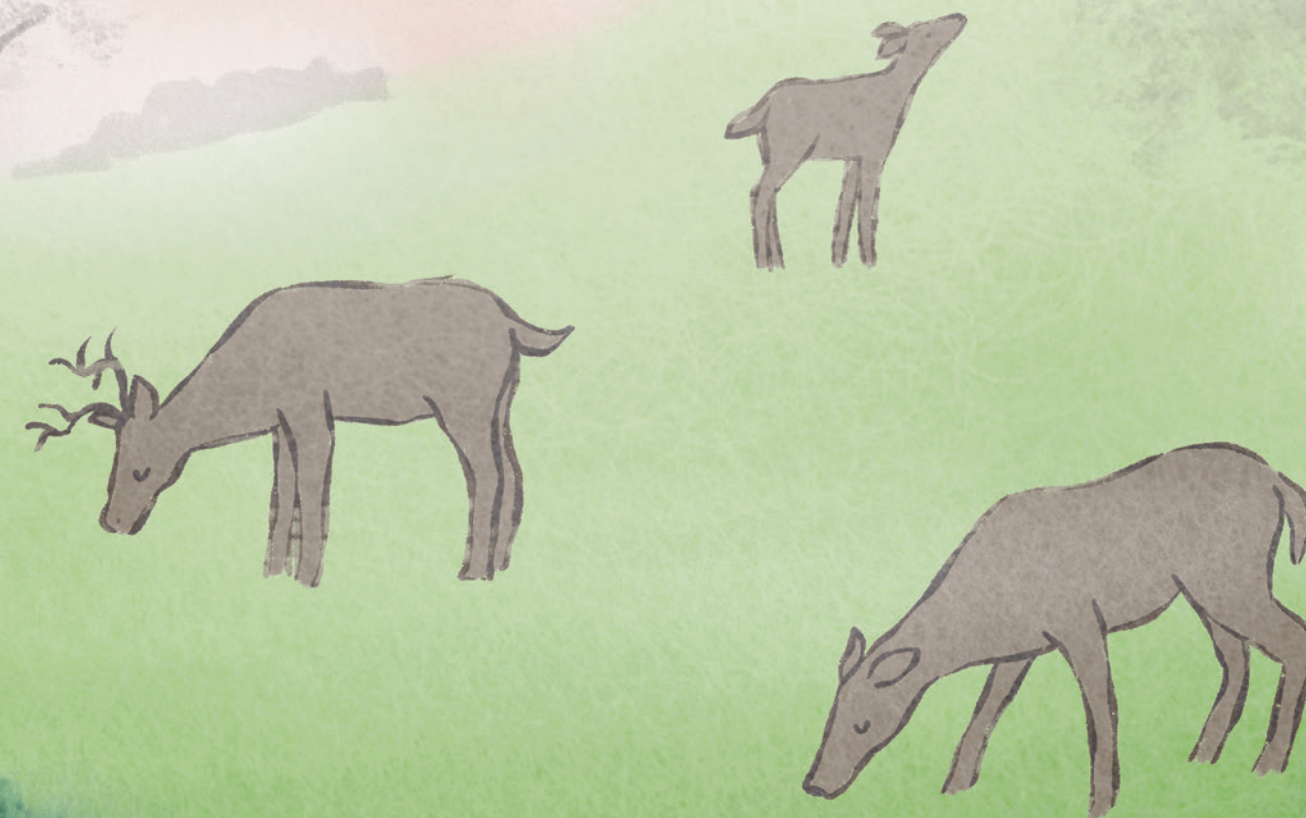


Ezra mira y vuelve a mirar, pero el mundo se ve borroso.

-¿Hay extraterrestres afuera? -pregunta.

-No, hijo. Es solo la niebla -dice su papá, sonriendo.

A través de la ventana, Ezra mira la niebla.



¡Bum! ¡Crac! Los truenos sacuden la casa. Los relámpagos rajan el cielo.

Acurrucado entre su mamá y su papá, Ezra mira la tormenta.





¡Paf, paf, paf! ¿Qué es ese ruido?



Parece nieve, pero es duro como el hielo.
-¡Es granizo! -grita la mamá-. ¡Rápido, hijo!
Vamos adentro.

Envuelto en una manta, Ezra mira el granizo.

Del cielo gris caen blandos copos de nieve. ¡Fiuum! Se levanta viento. El papá de Ezra lo llama para que entre a la casa.



Mientras bebe chocolate caliente, Ezra mira la tormenta de nieve.

Ezra se sienta en el porche y mira cómo está el tiempo.



Haya truenos y relámpagos, haya viento o granizo, todos los días, en todas las estaciones del año, Ezra estará mirando.

Notas para los adultos

Este libro ofrece una valiosa experiencia de lectura compartida a los niños que se están iniciando o que aún se están afianzando en la lectoescritura. Las imágenes dinámicas ayudan a los niños a contar la historia, ya sea que lean por su cuenta o que alguien más les lea. ¡Qué excelente herramienta para desarrollar la confianza que necesitan para encarar las aventuras que los esperan al leer!

Para ampliar esta experiencia de lectura, realice una o más de las siguientes actividades:

Escojan un “área de observación del tiempo”. Observen juntos cómo cambia el tiempo atmosférico con las estaciones.

Identifiquen estados del tiempo que aparecen en el libro pero que ustedes no experimentan donde viven. Busquen videos en línea sobre ellos.

Miren las ilustraciones e identifiquen cómo cambia la ropa de Ezra. Hablen del tipo de ropa que usamos según cómo está el tiempo.

Después de leer, vuelvan al libro una y otra vez. Volver a leer es una excelente herramienta para desarrollar destrezas de lectoescritura.

Hablen acerca de las estaciones del año y cómo se muestran en el libro. Comenten cómo suele estar el tiempo en cada estación.

¿Qué cosas afectan a nuestro planeta?

Teacher's Guide



Day 6 Preparation and Materials

Morning Meeting

- **Materials:** *Morning Meeting* routine (card 1); vocabulary concept cards for *Soleado/Soleada*, *Viento*, *Lluvia*, and *Nieve*

Literacy

- **Materials:** *Teach Letters and Sounds* routine (card 2), copy of *Ezra mira cómo está el tiempo*; chart paper

Literacy Explorations

- **Materials:** *Interactive Writing* routine (card 4); *Estado del tiempo*, *Lluvia*, and *Nieve* vocabulary concept cards; copy of *Tiempo extremo*; sentence strips or sticky notes; tape (if using sentence strips)
- **Preparation:** Ensure that each Literacy Exploration center is prepared.

Physical Development

- **Materials:** beanbags (one per student)

Phonological Awareness

- **Materials:** *Segmenting* routine (card 8); *Weather Stressed-Syllable Cards* (pages 171-173)
- **Preparation:** Cut apart the *Weather Stressed-Syllable Cards*.

Mathematics

- **Materials:** three colors of counting manipulatives
- **Preparation:** Prepare enough sets of 15 counting manipulatives with five of each color for groups of three or four students.

Social Development

- **Materials:** *Teach American Sign Language* routine (card 13); *Writing Social Stories* routine (card 16); “Puedo” video; *Ways to Say Puedo* (page 174); crayons
- **Preparation:** Prepare to share the video, and distribute the student-created social stories.

Fine Motor Development

- **Materials:** *Arcoiris para pintar* (page 26 of *Libro de actividades del estudiante*); crayons
- **Preparation:** Prepare one copy of *Rainbow Coloring Page* for modeling.

Social Studies

- **Materials:** *Introduce Vocabulary* routine (card 6); *Meteorólogo/Meteoróloga* vocabulary concept card; *Informe del tiempo* (page 27 of *Libro de actividades del estudiante*); digital weather report and/or video of local meteorologist
- **Preparation:** Locate and prepare to share a digital weather report and/or a video of a local meteorologist reporting the weather.

Creative Explorations

- **Materials:** construction paper; straws (one per student); a variety of colors of tempera paint; tissue or crepe-paper
- **Preparation:** Cut a streamer from tissue or crepe paper.

Music and Movement

- **Materials:** audio recordings and lyrics for “El sol sonríe,” “Ven a dibujar,” and “Muchachos y muchachas de la nieve”
- **Preparation:** Prepare to share the audio recordings of the songs.

Closing Circle

- **Materials:** *Closing Circle* routine (card 18)

Morning Meeting



10-15
minutes



1. Follow the *Morning Meeting* routine (card 1).
2. Review the *Soleado/Soleada*, *Viento*, *Lluvia*, and *Nieve* vocabulary concept cards. Tell students they are going to create movements to represent each type of weather.
3. Have students brainstorm movements that could represent each type of weather, such as moving their arms around for *viento* and forming circles with their arms above their heads for *soleado*. Choose the final movements yourself or vote as a class.
4. Display the vocabulary concept cards one at a time, and have students do the movements. Repeat as time allows.



Free Play

Free Play is a fundamental part of the *Explore & Learn* day. See page 99 for free play ideas related to this unit.



Literacy



20-30
minutes



Alphabet Knowledge Warm-Up

1. Gather students together, and follow the *Teach Letters and Sounds* routine (card 2) to teach the letter of the day. Choose which letter to teach based on your scope and sequence. (See page 39 in the *Spanish Management Guide* for more information.)

Whole-Group Lesson

2. Display the book *Ezra mira cómo está el tiempo*. Read the title, author, and illustrator aloud. Ask students what they notice about the cover illustration.
3. Ask, “¿De qué piensan que tratará este libro?” Accept a variety of student responses, guiding students to understand that the book will be about a boy who watches the weather.
4. Say, “Hoy vamos a hacer predicciones sobre los estados del tiempo que podría ver el personaje del libro.” Share the sentence frame: *Pienso que Ezra verá _____*.
5. Model sharing your own response using the sentence frame, for example, “Pienso que Ezra verá lluvia.”
6. Have students share their responses one at a time using the sentence frame. Record students’ responses on chart paper, and save for the following day’s lesson.

Literacy Explorations



Meet with one group to deliver Small-Group Lesson 2 (page 102), while the rest of the students engage in self-chosen centers. For more information about independent learning centers, see page 103.

Physical Development



1. Gather students together, and say “Hoy vamos a hacer de cuenta que nuestras bolsas de frijoles son bolas de nieve. Ustedes van a hacer equilibrio para sostener las bolas de nieve con diferentes partes del cuerpo.”
2. Distribute the beanbags, and say the directions aloud, guiding students as needed. Say, “Sostengan las bolas de nieve con ____.” (*la cabeza, un hombro, el codo, la rodilla*)
3. You may create more directions or allow student volunteers to lead the game, as time allows.

★ ★ Teacher-Choice Read-Aloud

Per the pacing plan suggestions on page 38 of the *Spanish Management Guide*, after the phonological awareness activity is a good time in the *Explore & Learn* day for a teacher-choice read-aloud.



Phonological Awareness



1. Gather students together. Say, “Las palabras tienen partes que se llaman *sílabas*. En todas las palabras hay una sílaba que se escucha más fuerte que las demás sílabas. Hoy vamos a separar palabras en sílabas y vamos a saltar en la sílaba que suene más fuerte.”
2. Show the *nevar* card from the *Weather Stressed-Syllable Cards* (pages 171-173) and say the syllables, deliberately putting extra stress on the last syllable: *ne-var*. Say, “La sílaba que se escucha más fuerte es *var*.” Say *ne-var* again, clapping on the syllable *var*.
3. Tell students that they will be jumping on imaginary rain puddles. Have students repeat the syllables jumping on *var*.
4. Continue with the following words, using the *Segmenting* routine (card 8). Show each card, say the word, and have students segment the word, jumping on an imaginary rain puddle on the stressed syllable.
 - llover: llo-**ver**
 - copo: **co**-po
 - mamá: ma-**má**
 - papá: pa-**pá**
 - rayo: **ra**-yo
 - pantalón: pan-ta-**lón**
 - calcetín: cal-ce-**tín**
 - botas: **bo**-tas
 - falda: **fal**-da
 - charco: **char**-co
 - gorro: **go**-rro

Scaffolded Support

Have students segment the words, crouching for an unstressed syllable, and jumping in the air for a stressed syllable.



Mathematics



20-30
minutes



whole group



small groups

Whole-Group Lesson

1. Gather students together. Explain that today they are going to be detectives, and they will find the missing weather in each of the patterns that you show them.
2. Create an AB pattern using two colors of manipulatives. Leave an empty space later in the pattern. Say, “El patrón del tiempo es sol, lluvia, sol, lluvia, sol, _____, sol, lluvia.” As you chant the pattern, point to each manipulative.
3. Point to the empty space, and ask students to think about what type of weather completes the pattern. Invite students to respond verbally or by pointing to the manipulative that is needed. Add the missing part of the pattern, and chant the pattern as a group.
4. Repeat the activity, having students identify a missing part from the following patterns.
 - sol, sol, lluvia (AAB)
 - sol, lluvia, nieve (ABC)
 - nieve, nieve, lluvia, sol (AABC)

Small-Group Practice

5. Have students form groups of three or four, and distribute the sets of manipulatives you prepared. Have students take turns making patterns with one missing part. Have the rest of the group determine what belongs in the empty space.
6. Repeat until each student has had a turn making a pattern.

Social Development



10-15
minutes



whole group



independent work

1. Gather students together, and say, “Estuvimos practicando cuándo decir *puedo*. Esto muestra que conocemos nuestras capacidades y podemos hacer planes. También podemos decir *puedo* en lengua de señas. Así podemos comunicarnos con quienes hablan esa lengua.”
2. Follow the *Teach American Sign Language* routine (card 13), referencing *Ways to Say Puedo* (page 174), to teach the phrase in ASL.
3. Show the “Puedo” video, having students sign the phrase each time it appears.
4. Have students move to their workspaces and continue to work on their social stories. Circulate and support a few students to complete step 5 of the *Writing Social Stories* routine (card 16).

Fine Motor Development



10-15
minútes



independent work



whole group

1. Gather students together. Say, “Hoy vamos a pintar un arcoíris con cuidado. ¿Qué colores tiene un arcoíris?” (*rojo, anaranjado, amarillo, verde, azul, índigo, violeta*)
2. Say, “Podemos hacer distintos tonos de un mismo color apretando los crayones con más o con menos fuerza.” Display a sheet of drawing paper in clear view of students, and select a crayon. Model coloring with light and hard pressure, narrating the differences between the colors that are produced.
3. Say, “Al pintar su arcoíris, aprieten con más o con menos fuerza para hacer colores de diferentes tonos.” Display a copy of *Arcoíris para pintar* (page 26 of *Libro de actividades del estudiante*), and model coloring each band of the rainbow with the appropriate colors, using different pressures. Narrate the difference between the pressures you are using as you color.
4. Have students move to their workspaces to complete *Arcoíris para pintar*. Distribute crayons to students, and circulate as students color to monitor for appropriate pressure.

Social Studies



15-25
minútes



whole group



independent work

1. Gather students together. Follow the *Introduce Vocabulary* routine (card 6) to introduce the *Meteorólogo/Meteoróloga* vocabulary concept card. Explain that meteorologists use tools to make guesses about what the weather will be.
2. Display the digital weather report and/or a video of a local meteorologist that you prepared. Have students discuss what they notice. Ask, “¿Qué hace un meteorólogo para ayudar a la comunidad? ¿De qué maneras su trabajo los ayuda a ustedes o a su familia?” Accept a variety of responses.
3. Discuss vocabulary and concepts that could appear in a weather report (e.g., *temperatura, humedad, tipos de precipitación*).
4. Tell students that they will act as meteorologists by observing the weather and creating a weather report. Have students observe the weather by looking out the window or going outside. Have partners discuss what they observe, then discuss as a group.
5. Have students move to their workspaces. Distribute crayons, and instruct students to complete *Informe del tiempo* (page 27 of *Libro de actividades del estudiante*) based on the weather they observed.

Free Play Idea

Add props to a free play center to support students in role-playing meteorologists. You may consider adding microphones, weather maps, and images of different types of weather.



Creative Explorations



15-25
minutes



whole group



independent work

1. Gather students together. Hold up the streamer you prepared, and blow on it until it moves. Ask, “¿En qué se parecen el viento y el aire que soplo por la boca? ¿En qué son diferentes?” Accept a variety of student responses. Tell students that they will blow like the wind today to create art.
2. Display a sheet of construction paper in clear view of students. Put a small amount of paint on the paper, and use a straw to blow the paint in different directions. Emphasize that the air you are blowing represents wind. Continue blowing until the paint is well distributed. Add another color, and continue to blow the paint.
3. Distribute a sheet of construction paper and a straw to each student. Squeeze small amounts of paint on students’ papers, and have them use the straws to blow the paint.
4. Add new colors of paint to students’ papers as they work.
5. When students complete their paintings, place them on flat surfaces to dry.

Music and Movement



10-15
minutes



whole group

1. Gather students together. Play the audio recordings of “El sol sonríe,” “Ven a dibujar,” and “Muchachos y muchachas de la nieve,” and sing along with movements. Encourage students to join in as they feel comfortable.
2. Sing each song several times until students are comfortable with the lyrics and movements. Continue practicing as time allows.

Closing Circle



5-10
minutes



whole group

1. Follow the *Closing Circle* routine (card 18).
2. If time allows, choose an extension activity from the routine card.

Card 1

Morning Meeting

Objective: Students will build community through safe, predictable routines.

Materials: *Tarjetas del horario en imágenes* (Horarioimagenes.pdf; optional)

Gather and Greet

1. Signal to the whole group that it is time to gather for the morning meeting. You may choose to use a song as a transition.
2. Gather students together in a circle. Remind students about personal space and the importance of keeping their hands and feet to themselves.
3. Have students greet each other. You may choose to do a whole-class greeting with a song or have students pass one of the following greetings around the circle by greeting the peers next to them:
 - high five
 - fist bump
 - elbow bump
 - wave

Our Day

4. Share the plan for the day. This can be done by reviewing the *Tarjetas del horario en imágenes* together or through a morning message—a short note addressed to the class that includes one or two main events that will take place during the day. The daily learning objectives are included in the Spanish *Teacher's Guides* for your easy reference.

Theme

5. Have students engage with the theme, color, shape, and/or phrase of the week. Ideas are included in the daily lesson plans in the Spanish *Teacher's Guides*.

Card 2

Teach Letters and Sounds

Objective: Students will learn the letters of the alphabet and the sounds they represent to support reading readiness and emergent writing skills.

Materials: *Tarjetas de letras* (Tarjetasletras.pdf)

Preparation: Choose which letters to teach based on your scope and sequence. (See page 39 in the Spanish *Management Guide* for more information.) Prepare to share the selected *Tarjetas de letras*.

Name It

1. Display the selected *Tarjeta de letra*, and say, “Esta es la letra ____ . Esta es la ____ mayúscula (point to the capital letter), y esta es la ____ minúscula (point to the lowercase letter).”
2. Point to the *Tarjeta de letra*, and say, “¿Qué letra es esta?” (Students respond with the letter name.)

Say It

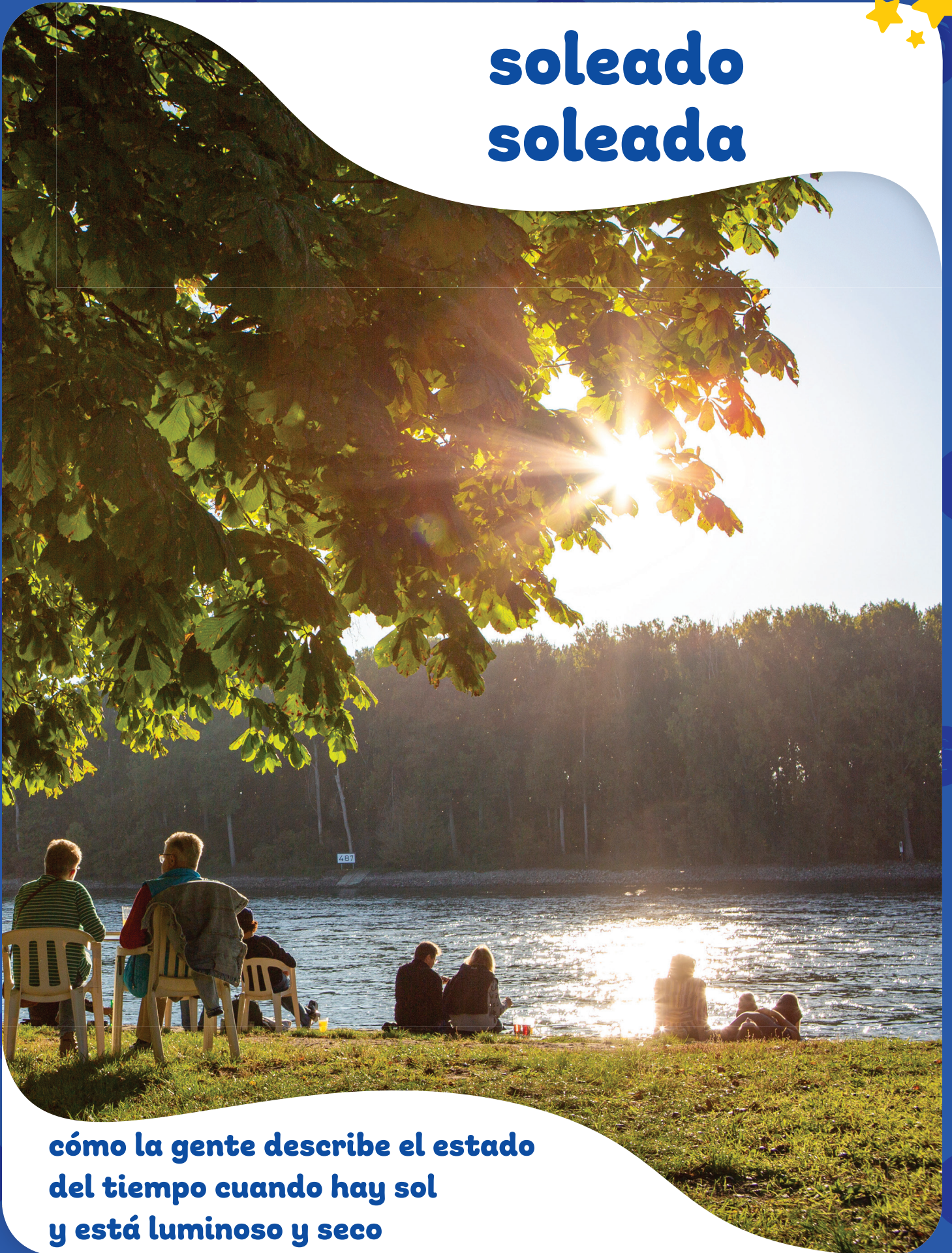
3. Say the sound the letter represents, and discuss how the sound is formed. Have students repeat the sound several times.
4. Say the syllables that can be formed with that letter (for example, *pa, pe, pi, po, pu*). Have students repeat the syllables several times.

Write It

5. With your finger, trace the capital letter on the card. Narrate your movements, describing the starting point and the types of lines you are forming.
6. Ask students to hold up their pointer fingers and form the lines of the uppercase letter on flat surfaces. Have students repeat the sound the letter makes while they are forming the letter.
7. Repeat steps 5–6 with the formation of the lowercase letter.



**soleado
soleada**



**cómo la gente describe el estado
del tiempo cuando hay sol
y está luminoso y seco**

soleado soleada

Palabras relacionadas

brillante cálido/caliente gafas de sol

Oración

Me gusta usar gafas de sol
al aire libre cuando está
luminoso y **soleado**.

Participar

- ★ ¿Qué es lo que más te gusta hacer cuando está soleado?
- ★ ¿Puedes nombrar diferentes tipos de vestimenta que la gente usa cuando está soleado?
- ★ ¿Qué cosas puedes hacer al aire libre cuando está soleado que no puedes hacer cuando está lluvioso?
- ★ Observa la imagen. ¿Qué pistas te indican que es un día soleado?



Resolver problemas

Una mañana, Cami Camaleona se despierta al oír un fuerte BUM y un CRAC. Piensa: “¿Qué es eso?”. Se acerca a la ventana y mira hacia afuera. Ve que llueve muchísimo, y estallan truenos y relámpagos.

—¡Ay, no! —exclama Cami—. ¿Cómo voy a ir a la escuela?

Va a buscar a su mamá.

—Mamá, ¿puedo ir a la escuela aunque esté lloviendo? ¡Me encanta la escuela y no quiero faltar!

—Claro que puedes —responde la mamá con una sonrisa—. Escucha. Ya no se oyen truenos y no hay más relámpagos. Ahora llueve más despacio. Un poco de lluvia no le hace daño a nadie.

—¡Pero, mamá, me voy a mojar toda! —se queja Cami.

—Cami, tú eres muy buena resolviendo problemas. Respira hondo para calmarte y piensa un poco. ¿Qué puedes hacer para protegerte de la lluvia? —le pregunta la mamá.

Cami respira hondo y regresa a su recámara para prepararse para la escuela. Luego, en su recámara, vuelve a respirar hondo. Ya se siente mucho más tranquila, y estar en calma la ayuda a pensar. “Puedo resolver esto”, se dice a sí misma. Y, de repente, se le ocurre qué hacer. “Tengo un paraguas. Y tengo un impermeable. Puedo usarlos para no mojarme cuando estoy afuera. Cuando estoy adentro, la lluvia no puede tocarme”. Cami sonrío de oreja a oreja y llama a su mamá.

—¡Problema resuelto! —dice.

—Sabía que lo resolverías —le responde la mamá.

Cuando Cami se calma primero y luego piensa en las soluciones, tiene la capacidad y la confianza que necesita para resolver problemas.

—Puedo resolver problemas —dice.

Y sabe que es así.

Palabras clave

calma

pensar

problema

protegerte

resolver

sabe

soluciones



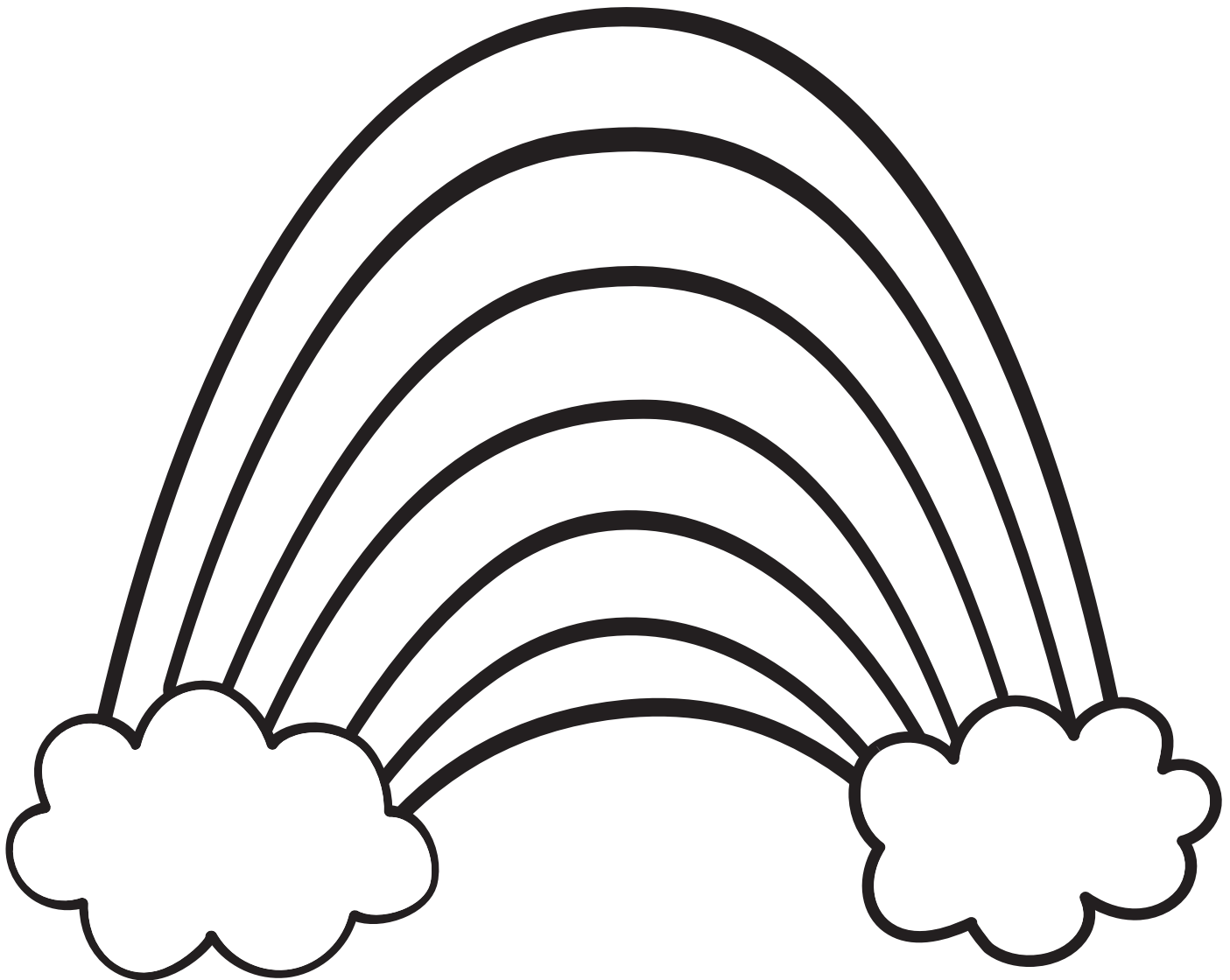
Listen



tcmpub.digital/el_story16

Nombre: _____

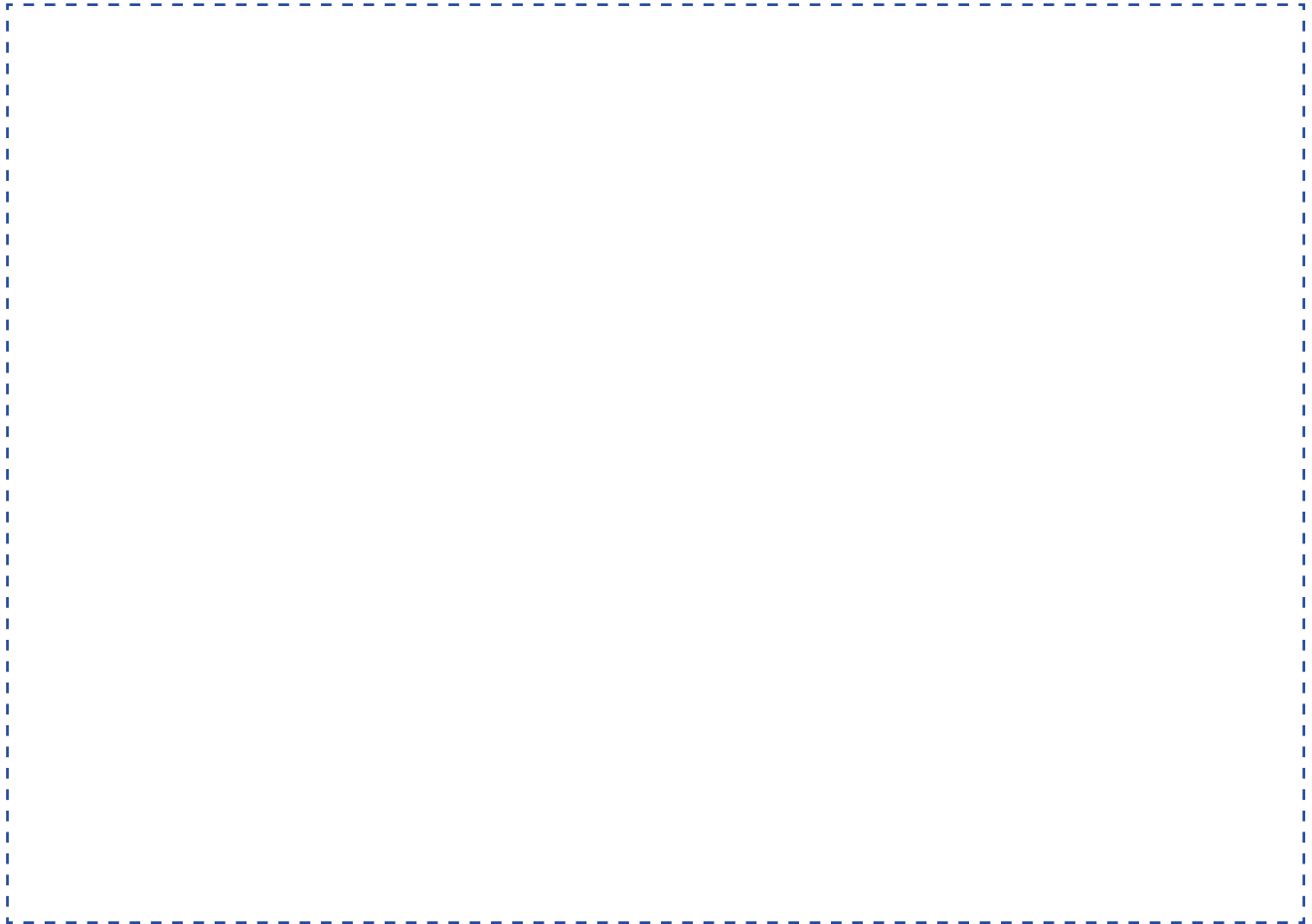
Arcoíris para pintar



Adultos, lean esto en voz alta: Pinta el arcoíris. Usa poca y mucha presión para crear diferentes tonos de color.

Nombre: _____

Informe del tiempo



Hoy el tiempo está _____

Adultos, lean esto en voz alta: Dibuja el estado del tiempo que observaste. Escribe palabras para completar la oración.

Social Development and Executive Functioning

Social development and executive functioning include skills and competencies that are essential to getting along with others and managing cognitive processes to regulate behavior. Developing these skills is essential in early childhood as young learners set the foundation for healthy identity development and strong interpersonal relationships.

There are six components that will be assessed in this area:

- **Building Relationships**—Building relationships is the ability to establish and maintain relationships with peers and adults. This involves communicating with others, working together to achieve shared goals, and navigating social situations that may involve differences or conflicts.
- **Social Awareness**—Social awareness is the capacity of early learners to become aware of the needs, desires, and perspectives of others. This involves feeling empathy and showing care for others. Students use cues and situational context to learn that other people’s perspectives may be different from their own. Social awareness also involves understanding and navigating social norms.
- **Decision-Making**—Decision-making involves the processes through which prekindergarten students gather information and make choices that balance their own needs and rights with others’ needs and rights. When making personal choices and engaging in social interactions, students consider different ideas and solutions. They also reflect on and evaluate the consequences of their decision-making.
- **Working Memory**—Working memory is the capacity to hold information in mind for a short amount of time. Young learners draw on working memory to process information and complete tasks. This includes focusing when gathering information, organizing thoughts and information, following multistep directions, and problem-solving.
- **Attention**—Attention involves the ability to take in information from the environment and select and focus on one or more things. Students at this level are developing their abilities to sustain attention for increasing lengths of time. Attention involves focusing sufficiently to understand information or perform a task and ignore distractions.
- **Self-Control**—Self-control is the ability to manage one’s own feelings, thoughts, behaviors, and actions. This includes regulating emotions in various social situations, delaying gratification, and controlling impulses to make thoughtful and intentional choices.



Social Development and Executive Functioning Checklist

Date: _____

Teacher Directions: During each two-week unit, use this checklist to indicate each child's level based on your observations. Use the following symbols, and include notes about their work when possible.

 Advancing
  Meeting
  Emerging
  Beginning

Student Name	Building Relationships	Social Awareness	Decision-Making	Working Memory	Attention	Self-Control

Social Development and Executive Functioning Rubric

Student Name: _____ Date: _____

Directions: Use the *Social Development and Executive Functioning Checklist* to summarize these skills throughout this unit. Based on your notes and annotations on the checklist, determine at which level the student is working for each criterion. Circle or highlight the rating for each component.

	Advancing	Meeting	Emerging	Beginning
Building Relationships	Builds, sustains, and expands relationships.	Builds and sustains relationships.	Starting to build and sustain relationships.	Starting to build relationships with support.
Social Awareness	Considers the needs, desires, and perspectives of others when making choices.	Is aware of the needs, desires, and perspectives of others.	Starting to be aware of the needs and desires of others.	Starting to be aware of the needs of others with support.
Decision-Making	Considers multiple ideas when making choices that balance own needs and rights with others.	Makes choices that balance own needs and rights with others.	Starting to make choices that balance own needs and rights with others.	Starting to make choices with support.
Working Memory	Recalls information to follow multi-step directions and solve problems.	Recalls information to follow multi-step directions.	Starting to recall information to follow directions.	Starting to recall information for short amounts of time with support.
Attention	Focuses and sustains attention for increasing periods of time.	Focuses and sustains attention.	Starting to focus and sustain attention.	Starting to focus on one thing with support.
Self-Control	Manages own feelings, thoughts, behaviors, and actions in various social situations.	Manages own feelings, thoughts, behaviors, and actions in routine situations.	Starting to manage own feelings, thoughts, behaviors, and actions.	Starting to manage own feelings and thoughts with support.