

# Explore & Learn

## Lessons and Activities

PK, TK, and VPK Instruction

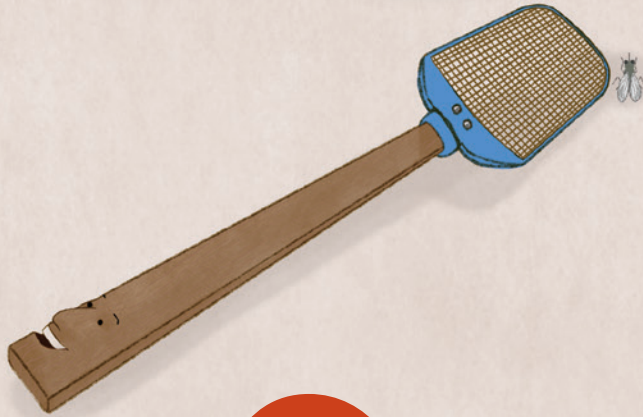
How Do We Build and Explore? (Spanish)

### Table of Contents

- Thematic Read-Aloud Book (12 pages)
- Sample Lesson Plan and Materials (8 pages)
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# ¿Qué le dijo...?

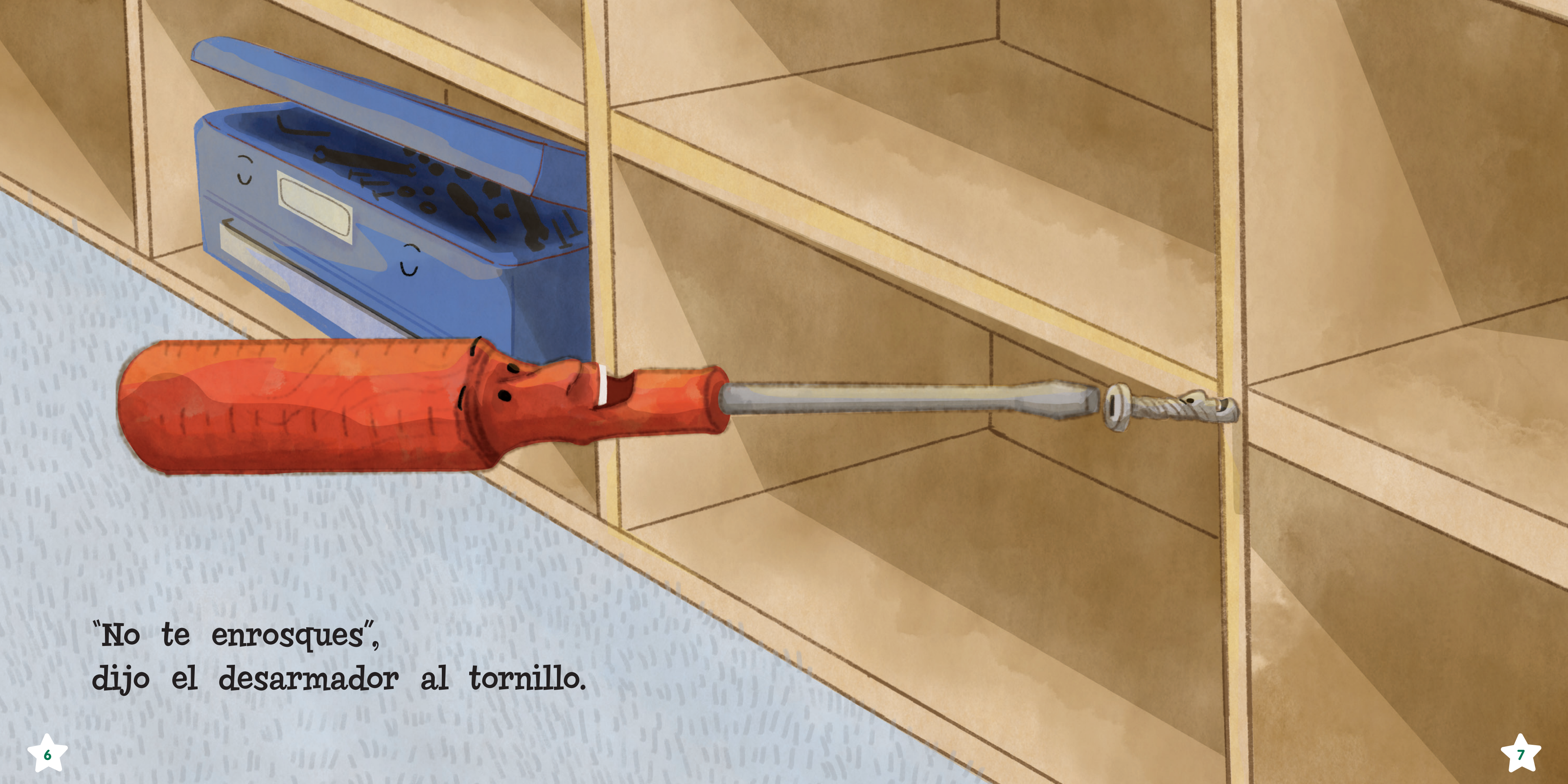


“Mi trabajo no fue en balde”,  
dijo la pala a la cubeta.



"No me dejes clavado",  
dijo el clavo al martillo.





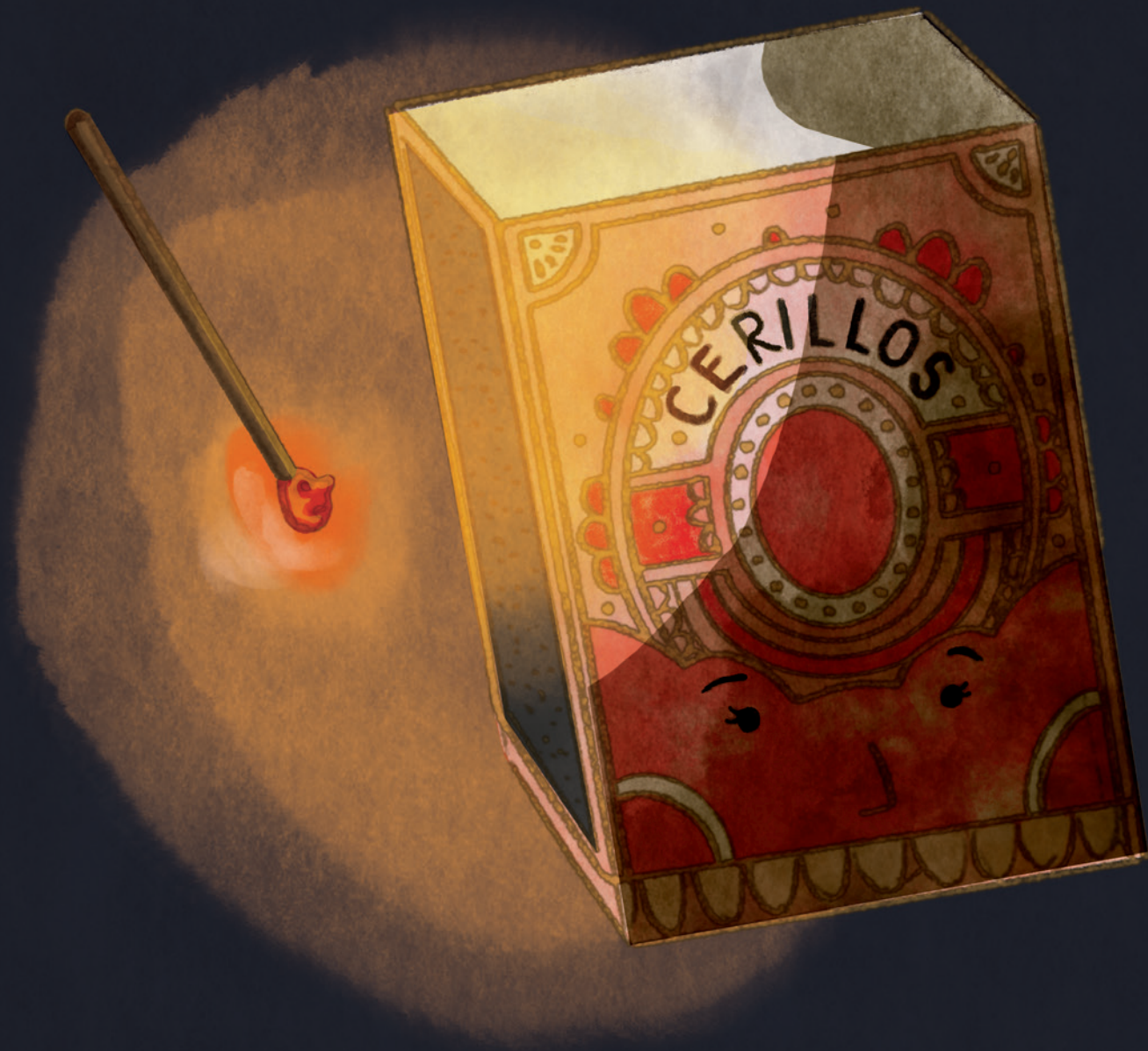
“No te enrosques”,  
dijo el desarmador al tornillo.

“Nuestra relación está rota”,  
dijeron los pedazos al pegamento.



"Sin mí, tu papel es secundario",  
dijo el lápiz a la hoja.





“¡Hágase la luz!”,  
dijo el cerillo a la caja.



“¡Enderézate!”,  
dijo el nivel al cuadro.

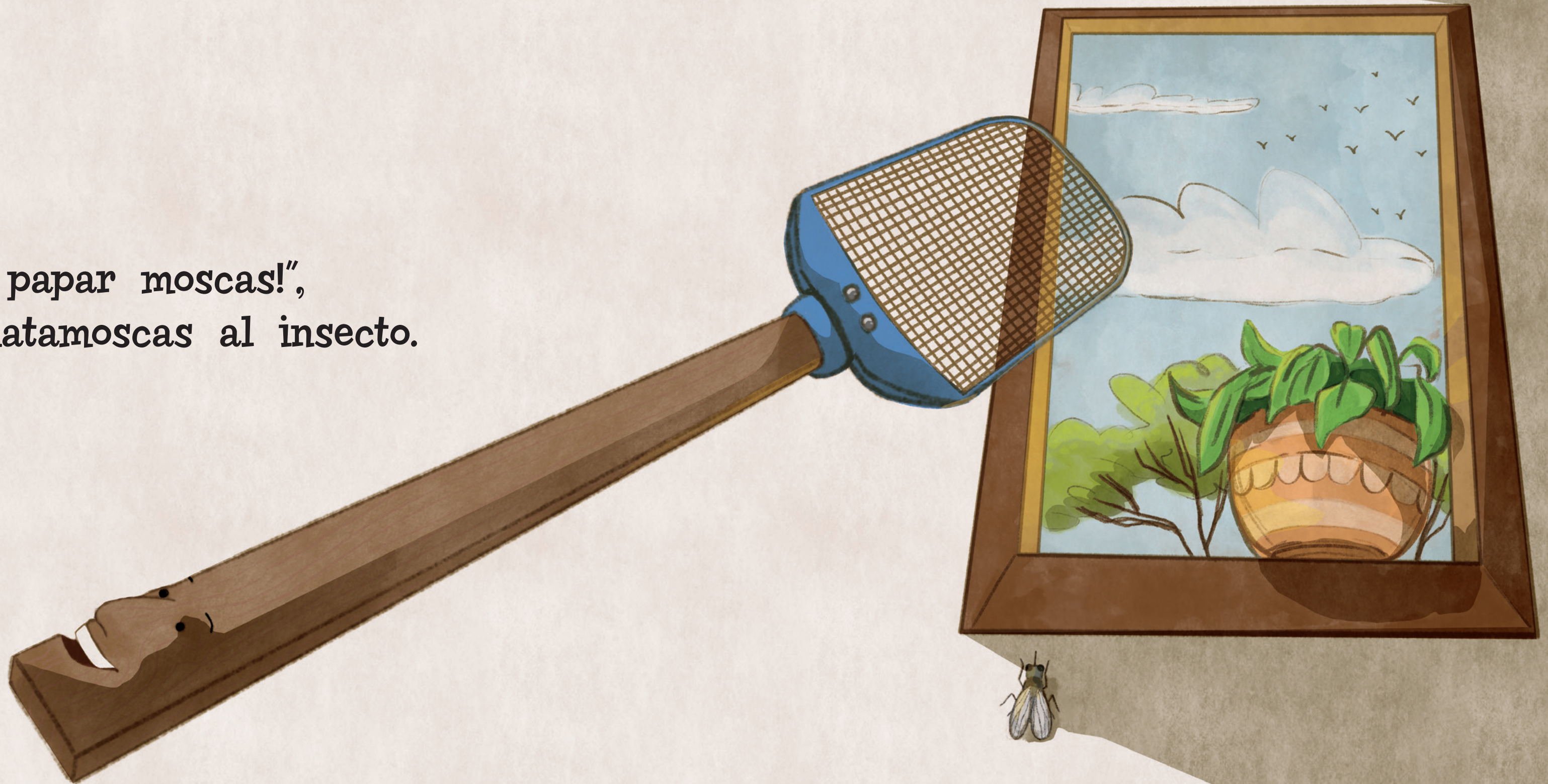




"Voy a suavizar las cosas",  
dijo el cepillo a la silla.



“¡Deja de papar moscas!”,  
dijo el matamoscas al insecto.





“¡Estamos engançados!”,  
dijo el candado al cofre.

## 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. Los diálogos y las imágenes 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:

Comente con el niño la puntuación del texto, que incluye las comillas. Conversen sobre qué hacen las comillas en un texto.

Si tienen acceso a las herramientas que se mencionan en este libro, obsérvenlas y conversen sobre qué se puede hacer con ellas.

Diviértanse escribiendo sus propios juegos de palabras sobre otras herramientas comunes, como utensilios de cocina.

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

Conversen sobre los juegos de palabras y cómo están incluidos en el el libro. Comente con el niño sobre el doble significado de cada juego de palabras.

# ¿Cómo construimos y exploramos? Teacher's Guide



## Day 8 Preparation and Materials

### Morning Meeting

- **Materials:** *Morning Meeting* routine (card 1)

### Literacy

- **Materials:** *Teach Letters and Sounds* routine (card 2); copy of *¿Qué le dijo...?*; sticky notes

### Literacy Explorations

- **Materials:** string; clothespins; different color construction paper
- **Preparation:** Cut out a variety of previously taught shapes from the construction paper, enough for each student to receive a few shapes. Hang the string across the small-group workspace with tape or by tying the ends to nearby objects. Students should be able to reach the string, and it should be long enough to hang the cutouts. Leave the string for Days 9 and 10, and ensure that each Literacy Exploration center is prepared.

### Physical Development

- **Materials:** unit books (*optional*)

### Phonological Awareness

- **Materials:** *Segmenting* routine (card 8)

### Mathematics

- **Materials:** *Rascacielos* and *Puente* vocabulary concept cards; *Skyscraper and Bridge Measuring Cards* (pages 97-98); string; clothespins
- **Preparation:** Prepare and cut apart a set of *Skyscraper and Bridge Measuring Cards*. Tape them on the wall in the whole-group learning space; make sure that the images are not aligned. Cut enough pieces of string for groups of three to four that are long enough to measure large objects in the classroom, such as tables, shelves, and other furniture.

### Social Development

- **Materials:** *Writing Social Stories* routine (card 16); “Buscar ayuda” social story poster
- **Preparation:** Locate students’ social stories that they started on Day 5.

### Fine Motor Development

- **Materials:** *Sky Writing* routine (card 12); *La u minúscula* (page 10 of *Libro de actividades del estudiante*); pencils (one for each student)

### Social Studies

- **Materials:** *Puente* vocabulary concept card; copy of *Ese puente se cayó*; images of bridges and tunnels
- **Preparation:** Locate and prepare to share images of real bridges and tunnels on the internet or in books.

### Creative Explorations

- **Materials:** *Puente* vocabulary concept card; paper or plastic cups (about 20 for each partner pair); craft sticks (about 20 for each partner pair); toy vehicles (one for each student)
- **Preparation:** Prior to the lesson, prepare sets of blocks for partners, enough for each pair to receive the necessary blocks for building bridges.

### Music and Movement

- **Materials:** “El rap del rascacielos” audio recording (*Rapascacielos.mp3*) and lyrics (page 96)
- **Preparation:** Prepare to share the audio recording of the song.

### Closing Circle

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

## Morning Meeting



10-15  
minutes



1. Follow the *Morning Meeting* routine (card 1).
2. Draw a square in clear view of students. Say, “Muchas cosas se hacen con cuadrados. ¿Cuáles conocen?” Accept and record a variety of student responses.
3. Say, “Imaginemos que este cuadrado es un objeto que tiene esta forma.” Share the sentence frame, *No es un cuadrado, es un/una \_\_\_\_*. Model sharing your responses using the sentence frame. For example, you may say, “No es un cuadrado, es una casa.”
4. Have students share their responses using the sentence frame. Students may use previously brainstormed ideas or come up with new ones.

### ★ ★ Free Play

Free Play is a fundamental part of the *Explore & Learn* day. See page 13 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 *¿Qué le dijo...?*, and read the title aloud.
3. Say, “Ayer hicimos preguntas sobre *¿Qué le dijo...?* y las respondimos. Hoy vamos a leer el libro de nuevo, pero esta vez vamos a inventar palabras para que digan los personajes. Las llamamos *diálogo*.”
4. Display and read pages 2-3. Say, “Voy a inventar otras palabras que la pala podría decirle a la cubeta. El nuevo diálogo es: ‘¿Cuántas paladas?’” Write the words on a sticky note, and place the sticky note on the page.
5. Display and read pages 4-5, and ask students to create new dialogue that the hammer might say to the nail. Accept a variety of student responses, recording the responses on sticky notes. Place the sticky notes on the page.
6. Follow step 5 with the remaining pages of the book.
7. Reread the book, this time reading student-created dialogue from the sticky notes.



## Literacy Explorations



15-20  
minutes



small groups



centers

Meet with one group to deliver Small-Group Lesson 3 (see page 16), while the rest of the students complete self-chosen centers. For more information about independent learning centers, see page 17.

## Physical Development



10-15  
minutes



whole group

1. Gather students together, and tell them they will play a game of charades. Say, “Voy a hacer los movimientos de las herramientas y ustedes van a adivinar qué herramienta es.”
2. Stretch your arms out long, and use your fist to pretend to hammer a nail. Have students guess which tool you are acting out. (*martillo*)
3. Act out the following movements to represent tools. Have students guess the tools.
  - Stand straight up and spin in a circle. (*destornillador*)
  - Move your hand back and forth in a sawing motion. (*serrucho*)
  - Extend your arms wide and retract. (*cinta de medir*)
  - Act out digging and tossing dirt. (*pala*)
4. If time allows, have students act out different tool movements. You may consider displaying images of tools from the unit books to provide ideas.

## Phonological Awareness



10-15  
minutes



whole group

1. Gather students together and say, “Las palabras están formadas por sílabas, ¡y las sílabas tienen sonidos! Hoy vamos a escuchar algunas sílabas y vamos a separar los sonidos que las forman.”
2. Say, “El gallo hace ¡qui-qui-ri-quí! Escuchen la sílaba *qui*. Los sonidos son /k/ /i/.”
3. Say the following sentences. Use the *Segmenting* routine (card 8) to have students identify the sounds within the syllables.
  - La gallina hace ¡co, co, co! Co: /k/ /o/
  - El tambor hace ¡ta, ta, ta! Ta: /t/ /a/
  - El claxon hace ¡tu, tu! Tu: /t/ /u/
  - La vaca hace ¡mu! Mu: /m/ /u/
  - La oveja hace ¡be! Be: /b/ /e/
  - Cuando me río digo ¡ja, ja! Ja: /j/ /a/

### ★ ★ 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.



## Mathematics



20-30  
minutes



whole group



partner work

### Whole-Group Lesson

1. Gather students together, and explain that sometimes they might need to compare the lengths of objects that cannot be moved.
2. Hold up a piece of string, and point to the *Skyscraper and Bridge Measuring Cards* (pages 97–98) you hung up. Say, “Quiero saber qué rascacielos es más alto. No los puedo poner uno al lado del otro para alinearlos. ¿Cómo puedo usar este cordel para saber cuál es más alto?” Accept a variety of responses.
3. Narrate as you align the string with the length of the skyscraper, and place a clothespin on the string where it aligns with the top of the skyscraper.
4. Repeat with the next skyscraper, and discuss where the clothespin lands in relation to the clothespin. Guide students to use the sentence frame, *El primer rascacielos es \_\_\_\_.* (*más largo/más corto*)
5. Repeat steps 2–4, this time comparing the lengths of the bridges. Provide the sentence frame, *El primer puente es \_\_\_\_.* (*más largo/más corto*)

### Partner Practice

6. Form groups of three to four students, and have them use pieces of string and clothespins to compare the lengths or heights of two classroom objects that cannot be moved, such as tables, book shelves, or desks. Encourage them to use the sentence frames. Repeat as time allows.

## Social Development



10-15  
minutes



whole group



independent work

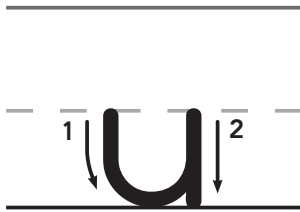
1. Gather students together, and display the “Buscar ayuda” social story poster. Reread, “Cami levanta la mano y le pide al señor Ronnie que le repita las instrucciones.” Note that the story includes actions, like Cami raising her hand.
2. Say, “Es probable que en las historias de ustedes también haya acciones. Tal vez levantan la mano para pedir ayuda o le tocan el hombro a un adulto para que les preste atención. Piensen qué detalles pueden agregar a sus ilustraciones para mostrar estas acciones.”
3. Distribute students’ social stories, and allow time for students to review and add to their illustrations. Have students make plans to add actions to their illustrations and share their plans with partners.
4. Have students move to workspaces, and continue to work on their social stories. Encourage students to add more details. Support the remaining students in completing step 5 of the *Writing Social Stories* routine (card 16) by scribing their stories.

### Scaffolded Support

For students who are developing in their ability to draw people, quickly scribe the actions they want to add to their drawings. This can serve as a reminder if their pictures do not clearly depict the details they brainstormed.



## Fine Motor Development



1. Have students move to their workspaces, and say, “Hoy vamos a escribir la u minúscula.”
2. Follow the *Sky Writing* routine (card 12) to make u. As you model making the lines in the air, say, “Hacia abajo, curva, hacia arriba, hacia abajo.” Have students practice.
3. Model writing u in clear view of students. As you make the movements with your writing tool, say, “Hacia abajo, curva, hacia arriba, hacia abajo.”
4. Have students complete *La u minúscula* (page 10 of *Libro de actividades del estudiante*). As students work, monitor for proper pencil grasp, pressure, and paper positioning, correcting as needed.

## Social Studies



1. Gather students together, and review the *Puente* vocabulary concept card.
2. Show images of real bridges you prepared, and discuss their purpose.
3. Reread the book *Ese puente se cayó*. Ask, “¿Qué pasaría si se cayera un puente?” Accept a variety of student responses.
4. Show images of tunnels, and discuss their purpose. Discuss the similarities and differences between bridges and tunnels.
5. Tell students that they will be using what they have learned about bridges and tunnels to complete a fun building activity during Creative Explorations.

### Language Development Support

During step 4, provide the sentence frames, *Los puentes son diferentes de los túneles porque \_\_\_\_.* and *Los puentes se parecen a los túneles porque \_\_\_\_.*



## Creative Explorations



15-20  
minutes



whole group



partner work

1. Gather students together, and say, “Hoy vamos a usar vasos y palillos para hacer puentes y túneles.” Model using the cups and craft sticks to build a bridge, narrating as you lay the craft sticks between cups. Guide students to notice that a tunnel is formed under the bridge.
2. Have partners move to their workspaces, and distribute cups and craft sticks to each pair. Have partners spend a few minutes planning their bridges. Then, have students use the materials to build bridges and tunnels.
3. When students have completed their bridges, distribute toy vehicles. Have partners practice driving the vehicles across the bridges and under the tunnels. Encourage students to use the words *puente* and *túnel* as they move the cars.
4. If time allows, have students build new bridges. Have partners discuss what was successful and what could be improved when building their bridges.

### Free Play Idea

Place cups and craft sticks in the blocks center. Encourage students to build bridges and tunnels during free play. Challenge students to build the longest bridges they can.



## Music and Movement



10-15  
minutes



whole group

1. Gather students together, and say, “Agreguemos movimientos a la nueva canción, ‘El rap del rascacielos.’”
2. Read the lyrics, and model hammering with your fist and palm each time you say, “Clava.” Have students repeat the lyrics and movements.
3. Play the audio recording of the song, having students sing the words. Have students perform the hammer movements when the lyrics indicate.

## 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.

# puente



**una estructura que conecta  
dos lugares entre sí**

# puente

## Palabras relacionadas

pasarela      túnel      viaducto

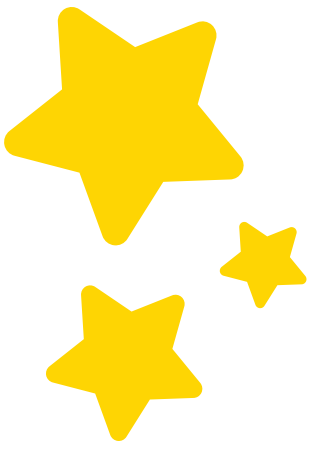
## Oración

Mamá conduce por el **puente**  
para llevarme a mi clase de karate.

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## Participar

- ★ ¿Has caminado o conducido a través de un puente? ¿Cómo te sentiste al cruzarlo?
- ★ Los puentes deben ser fuertes para soportar el peso de los carros, los trenes y las personas. ¿Qué crees que usan los trabajadores de la construcción para construir los puentes?
- ★ ¿Por qué las personas necesitan puentes?
- ★ Observa las imágenes. ¿De qué manera se utilizan estos puentes?





# Buscar ayuda

Esta mañana, Cami Camaleona está muy emocionada. Hoy viene a la clase un invitado que los va a ayudar a construir una pajarera. A Cami le encanta construir cosas y sabe que se divertirá mucho. Entra corriendo en el salón, y la maestra Ling le sonr e, pero le dice que se calme y respire hondo.

Cami guarda todas sus cosas. Luego, ve la mesa donde est an las herramientas. Busca el lugar que tiene escrito su nombre y se sienta, lista para empezar. La maestra Ling les presenta al se or Ronnie, el constructor invitado. El se or Ronnie les muestra a los ni os todas las piezas que van a usar para construir las pajareras y empieza a darles instrucciones. Cami trata de seguir lo que dice el se or Ronnie, pero empieza a confundirse.

Levanta la mano y le pide al se or Ronnie que le repita las instrucciones. El se or Ronnie acerca una silla hasta donde est  Cami para explicarle todo. Le muestra d nde van las piezas. Tambi n le ense a c mo usar la cantidad justa de pegamento para que no le falte ni le sobre. **Cuando Cami se confunde, levanta la mano y le pide ayuda a un adulto. Tiene paciencia y espera hasta que esa persona pueda responder sus preguntas.**

Cuando Cami termina, se siente muy orgullosa de s  misma. El se or Ronnie le pide que pinte la pajarera con su color favorito, que es el morado. Cuando Cami vuelve a casa, su pap  y su mam  la ayudan a colgar la pajarera en un  rbol que est  justo enfrente de su rec mara. Cada vez que mira su pajarera, Cami recuerda c mo la ayudaron los adultos.

## Palabras clave

ayudar  
c mo  
confundirse  
construir  
emocionada  
empezar  
explicar  
pide  
presenta



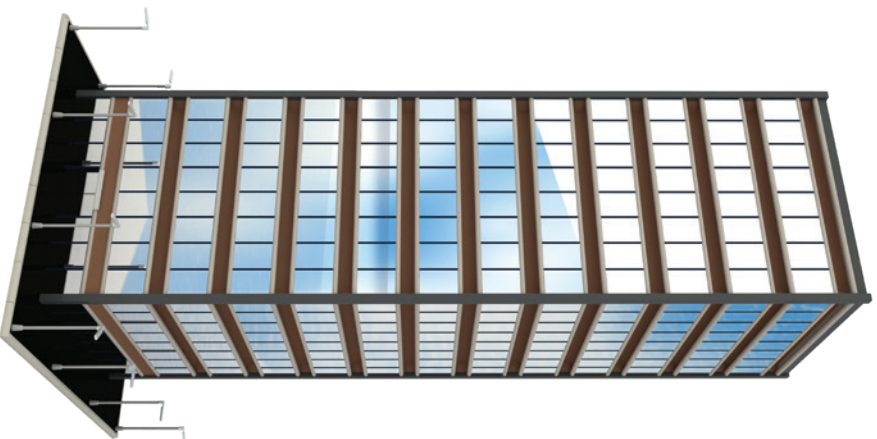
Listen



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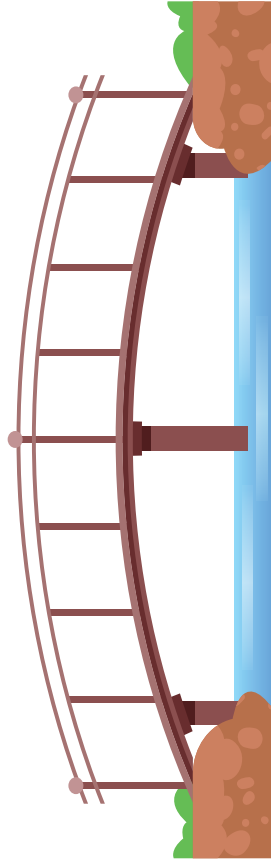
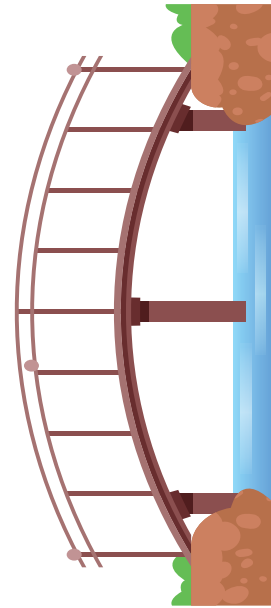
# Skyscraper and Bridge Measuring Cards

Make a copy of these cards for the Day 8 lesson.



# Skyscraper and Bridge Measuring Cards *(cont.)*

Make copies of these cards for the Day 8 lesson.



Nombre: \_\_\_\_\_

## La u minúscula



**Adultos, lean esto en voz alta:** Empieza en cada estrella. Traza cada letra. Luego, escribe tus propias letras.

# 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 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
<b>Building Relationships</b>	Builds, sustains, and expands relationships.	Builds and sustains relationships.	Starting to build and sustain relationships.	Starting to build relationships with support.
<b>Social Awareness</b>	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.
<b>Decision-Making</b>	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.
<b>Working Memory</b>	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.
<b>Attention</b>	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.
<b>Self-Control</b>	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.