

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Early Childhood Themes
—Los sentimientos
(Feelings) 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)
Picture Card from Unit Resource (1 page)
Reader (9 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

800-858-7339 • www.tcmpub.com

Literacy, Language, & Learning

Los sentimientos

Teacher's Guide

Spanish
version



Teacher Created Materials
PUBLISHING

Table of Contents

.....

Introduction	4	Social Studies Lessons	56
Introduction.....	4	Searching for a Surprise.....	56
Research and Rationale.....	6	My Time Line.....	57
Best Practices: Learning to Read.....	8	Happy Earth, Sad Earth.....	58
Best Practices: The Five		I Feel.....	59
Components of Reading.....	10	Rules Help Us Feel Good.....	60
Best Practices: Differentiation.....	13	Science Lessons	61
Best Practices: English Language		Feelings About Weather.....	61
Support.....	15	My Body Shows Feelings.....	62
Best Practices: Assessment.....	16	Feeling Safe.....	63
Emergent and Early Writers.....	21	Keeping Plants Happy.....	64
Parent Support.....	24	What Living Things Do.....	65
Correlation to Standards.....	29	Music and Movement Lessons	66
Standards/Objectives Chart.....	30	Expressions of Anger.....	66
How to Use This Product.....	32	How Did I Feel?.....	67
Overview	36	How Emotions Feel.....	68
Menu of Lesson Choices.....	36	Rapping About Emotions.....	69
Vocabulary: Academic Language....	38	Happy Song and Dance.....	70
Introducing the Unit.....	40	Art Lessons	71
Literacy Lessons	41	Proud of My Work.....	71
Feelings Stories.....	41	Colors and Feelings.....	72
Expressing Excitement.....	42	Feeling Masks.....	73
Singing a Happy Song.....	43	A Happy Friend.....	74
A Feelings Book.....	44	A Special Surprise.....	75
How I Feel.....	45	Unit Resources	76
Phonemic Awareness and Phonics		Feelings Songs.....	76
Lessons	46	Patterns.....	82
Same Number of Syllables.....	46	Vocabulary Word Cards.....	105
Rhymes with Sad.....	47	Recommended Children’s	
Wearing Rhymes.....	48	Literature.....	107
Find the Feeling.....	49	Using the CDs.....	109
Does It Belong?.....	50	Appendices	123
Math Lessons	51	References Cited.....	123
When I’m Loved.....	51	Contents of the Digital	
No Longer Scared.....	52	Resource CD.....	124
Time for Feelings.....	53	Contents of the Audio CD.....	128
Happy and Sad Patterns.....	54		
Graph How You’d Feel.....	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 *Los sentimientos 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 a range of emotions that children can easily identify. They are bright and colorful and give the children images to which they can relate concepts about emotions 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.)*

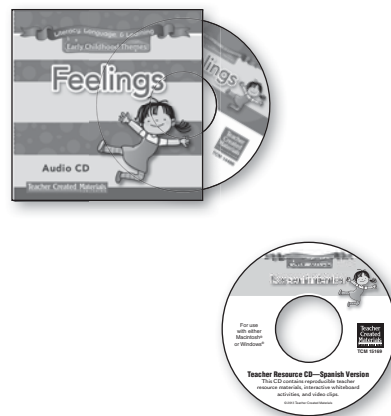
The three books included in this kit provide the literature foundation for the theme. The concept book, *Me pongo mis sentimientos*, is used to introduce the unit and provide pictorial support for the children’s understanding of feelings based on expressions and actions. A wordless photo book, *Los sentimientos*, helps develop the children’s oral language as they discuss and create a story that shows different emotions we can express with our faces. A book created around the traditional tune, “Cada vez que estoy feliz” 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 *Me pongo mis sentimientos* and the traditional tune *Cada vez que estoy feliz*.

The Digital 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.



Rapping About Emotions



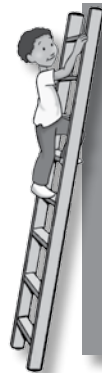
- Emotion Faces (p. 99)
- “Rap de la emoción” song (p. 79)
- scissors
- crayons or markers
- large craft sticks (2 for each child)
- glue

Procedure

- 1 Prior to the lesson, prepare copies of Emotion Faces. There should be enough faces copied and cut apart for each child to have two faces.
- 2 Gather children together on the rug or in their chairs.
- 3 Show children Emotion Faces.
 - Ask them to identify each expression.
 - Have children make the expressions with their faces and bodies.
- 4 Distribute two faces to children.
 - Have them color the faces.
 - When children have finished coloring, give them two craft sticks.
 - Have children glue their faces to the tops of the sticks.
 - Write their names on the craft sticks.
 - Set sticks aside to dry.
- 5 Teach children the “Rap de la emoción” song.
 - Encourage children to express the emotions in the rap.
 - Explain to children that *estar genial* means they are feeling really great.
- 6 When the stick puppets have dried, allow children to reclaim the puppets they made and gather together on the rug.
- 7 Teach children to hold the sticks near the puppets' heads and tap the sticks on the ground.
 - Encourage children to tap their sticks in rhythm as they sing the rap together.
 - When you reach the section naming the emotions, have children raise their puppets when they match the emotions being sung.
 - Have children exchange puppets with a friend and sing the song again.



Refer to the Audio CD track #4



Extension

Collect puppets and make them available at a center, as well as other stories and songs. Encourage children to use puppets to act out the stories and songs.



triste

A young girl with dark hair, wearing a blue sweater, looks sad and covers her eyes with her hand while holding a thermometer in her mouth. The word "triste" is written in white text at the top of the image.

Esta niña se siente triste
de que está enferma.

triste



Connecting Pieces: Activating Prior Knowledge

- Show the front of the card to children. Have them identify the girl's feeling and brainstorm reasons why she may feel sad. Ask children to think of times they have felt sad.
- Draw a line down the middle of a sheet of chart paper. Make a list of the causes of sadness on one side. Ask children to brainstorm things they can do when they feel sad to help them feel better. Write their ideas on the other side of the chart paper. Help children understand that everyone feels sad at times, but when they are sad there are things they can do to feel better.



Building Blocks: Phonemic Awareness

- Have children look at the word *triste* on the card. Read the word slowly, and emphasize the /s/ sound in the middle of the word. Ask children to read the word and emphasize the /s/ sound. Point to the letter *s*, and tell children that this letter makes the /s/ sound. Ask children to say the /s/ sound. Tell children that you will say some words and they need to decide whether each word has the /s/ sound. Tell them to stand up if they hear the /s/ sound in the word. Use the following words:

sal (yes)	rico (no)
cama (no)	sonrisa (yes)
silla (yes)	saltar (yes)
foco (no)	salsa (yes)



New Ideas: Building Knowledge and Comprehension

Most fairy tales end with the phrase, "...y vivieron felices para siempre." Discuss familiar fairy tales to determine what makes the ending a happy one. Help children recreate the stories so they have a sad ending. For example, the glass slipper broke before Cinderella could try it on so she and the prince never got married. Or, the big bad wolf ate the three little pigs and then had a very bad stomachache. Compare the sad versions with the original versions and discuss why the happy endings make the stories better.

Feelings Songs *(cont.)*

.....



Rap de la emoción

(Canción original)

Letra de Evelyn Garcia

Bate las palmas, golpea los pies.
Es hora de cantar otra vez.

E-mo-ción. ¿Cuál es la cuestión?
E-mo-ción. ¡Es mi sensación!
E-mo-ción. Lo siento real.
E-mo-ción. ¡Me hace chillar!



Puedo estar triste. Feliz puedo estar.
Puedo tener miedo. Me puedo enojar.
Puedo estar genial y me puedo cansar.
Son todos sentimientos que puedo notar.

E-mo-ción. ¡Qué bien sentirse así!
E-mo-ción. Puede ir y venir.
E-mo-ción. ¡Ey!, ¿qué me cuentas?
E-mo-ción. ¿Cómo lo llevas?

Emotion Faces

Use these pictures with lesson on page 69.



Me pongo mis sentimientos



Dona Herweck Rice

En cada día,
lugar y momento,



me pongo en la cara
mis sentimientos.



Me pongo una mueca cuando estoy apenado.



Me pongo un mohín cuando estoy enojado.



Me pongo un bostezo
si estoy fastidiada.



Me pongo un puchero
si soy ignorada.



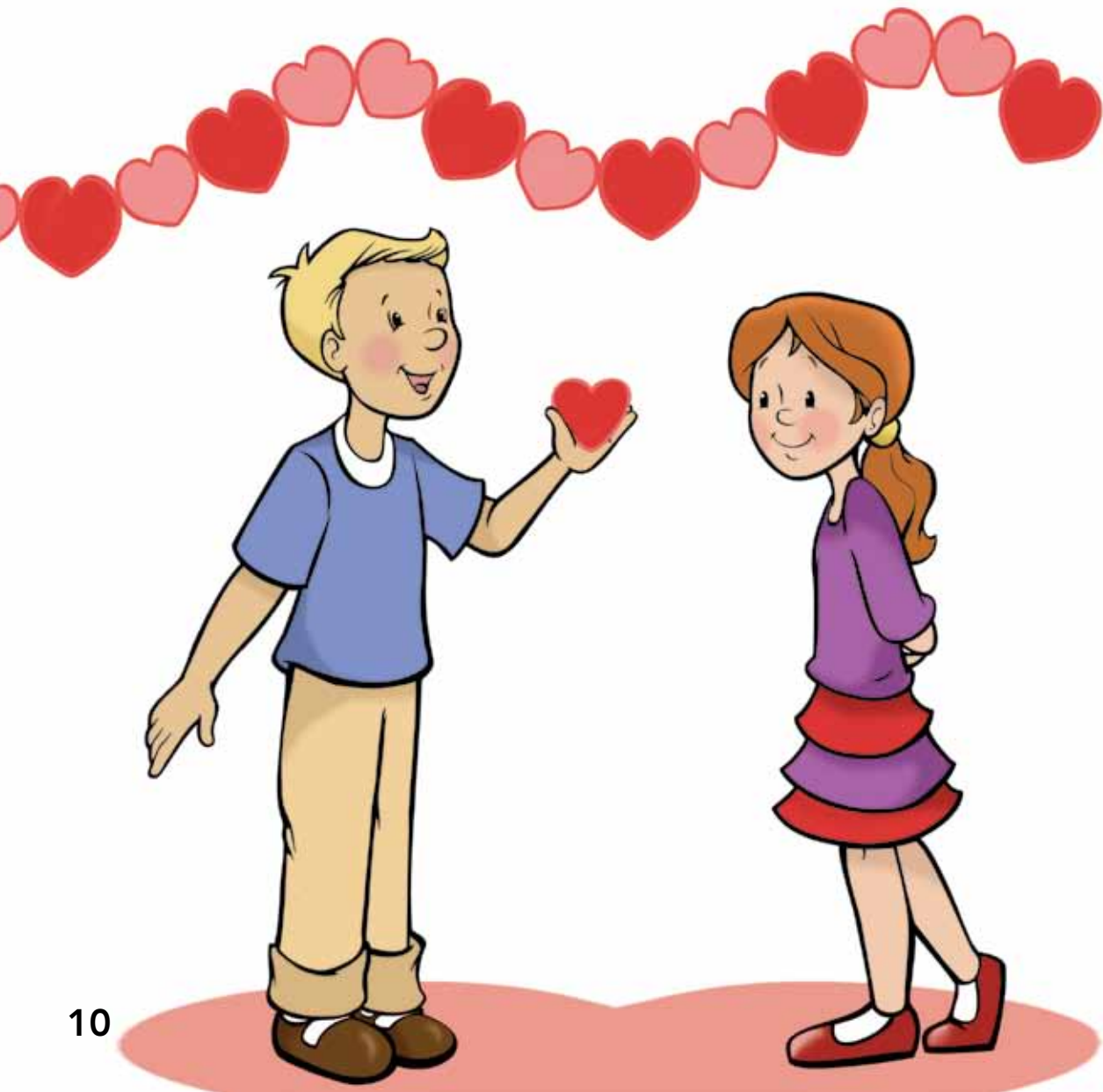
Me pongo cejas altas
si algo me atemoriza.



Me pongo dos hoyuelos
cuando estoy agradecida.



Me pongo la cara roja
si me muero de vergüenza.



¡Y me pongo ojos grandes
si me llevo una sorpresa!



Me pongo ojos pequeños cuando estoy receloso.



Me pongo la lengua afuera cuando estoy ambicioso.



Me pongo una sonrisa
cuando estoy emocionada.



Me pongo una boca abierta
con mi cerebro activado.



Me pongo una gran risa
cuando estoy contento.
¡Y me pongo una más
grande cuando feliz me
siento!

