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Early Childhood Themes
—La hora
(Time) 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)
Pattern Page from Unit Resource (1 page)
Reader (9 pages)

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Literacy, Language, & Learning

La hora

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 hora 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 different times of the day. They are bright and colorful and give the children images to which they can relate concepts about families 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, *El día y la noche*, provides pictorial support for the children's understanding of time. A wordless photo book, *La hora*, helps develop the children's oral language as they discuss and create a story that shows all kinds of activities that are done throughout the day. A book created around the traditional nursery rhyme "Tikiti, tikiti, ton" 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 *El día y la noche* and the traditional rhyme book *Tikiti, tikiti, ton*.

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.



Analog Clock



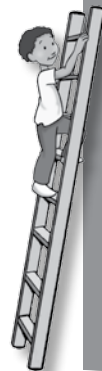
- *reloj analógico* vocabulary concept card
- Analog Clock Page (p. 85)
- analog clock (optional)
- sticky note
- crayons or markers

Procedure

- 1 Prior to the lesson, make enough copies of the Analog Clock Page for each child.
- 2 Gather children together on the rug or in their chairs.
- 3 Introduce the *reloj analógico* vocabulary concept card. Discuss the picture on the front of the card. Ask children to share their ideas about the picture. Explain that they will learn about the numbers on a clock.
- 4 If possible, show them a real analog clock.
 - Ask them how many big numbers are on the clock.
 - Have them name the numbers.
- 5 Cover up a number with a sticky note and have children figure out which number is missing. Have a child come up and write the missing number on the board. Do this several times so that each number is covered up at least once.
- 6 Show children the Analog Clock Page. Explain that they will make their own clocks.
 - Have them trace the numbers that are traceable and fill in the numbers that are missing.
 - Have them color the clock hands.



You may wish to use the Math interactive whiteboard activity. See the Digital Resource CD.



Extension

Put a variety of analog clocks with movable hands in a tub. Encourage children to use the clocks during free-choice time to show different times.

reloj analógico



Un reloj analógico usa manecillas para mostrar la hora.

reloj analógico



Connecting Pieces: Activating Prior Knowledge

Gather children together on the rug. Show them the picture on the front of the card. Have them take turns describing what they see. Read the words and the sentence aloud to children. Have them repeat the words after you. Ask children what analog clocks are used for (*dar la hora*), what shape the clock is (*un círculo*), and how many hands are on the clock (*tres*).



Building Blocks: Phonemic Awareness

- Show children the front of the card. Point to the word *analógico*. Write the word *analógico* on the board. Ask children to name each letter in the word. Ask them to say the sound the letter *a* makes in the word *analógico*. Have children practice making the /a/ sound.
- Ask children to name words that begin with the /a/ sound. Record their responses on the board. When children are finished naming words, read the list and underline the letter *a* in each word. Ask them to repeat each word.
- Repeat this process with the other letters in the word *analógico*.



New Ideas: Building Knowledge and Comprehension

- Gather children together on the rug. Show the front of the card again. Read the sentence to children, pointing to each word as you read it aloud. Ask them to read the sentence with you, as you point to the words.
- Show children the second hand and minute hand on the picture. Explain that the second hand moves much faster than the minute hand. If possible, show children a real analog clock. Let them watch the minute and second hand for one minute. Ask children to share what they notice. Lead them to the idea that the second hand moves all the way around the clock before the minute hand moves once.

Time Songs (cont.)

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Tic tac, tic tac

(Cantada con la melodía de "Baa Baa, Black Sheep")

Letra de Heidi Kellenberger y Dona Herweck Rice

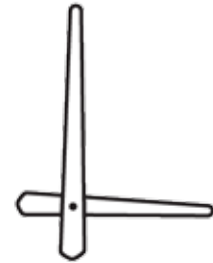
(Muevan la cabeza o un brazo de lado a lado al cantar esta canción).

Tic tac, tic tac, el tiempo pasará.

¿Por qué pasa sin parar?

Son los segundos,
minutos y horas.

Horas cada día en la torre del reloj.



Tic tac, tic tac, el tiempo pasará.

¿Por qué pasa sin parar?

Tic tac, tic tac, el tiempo pasará.

¿Por qué pasa sin parar?

Son los segundos,
minutos y horas.

Horas cada día en la torre del reloj.



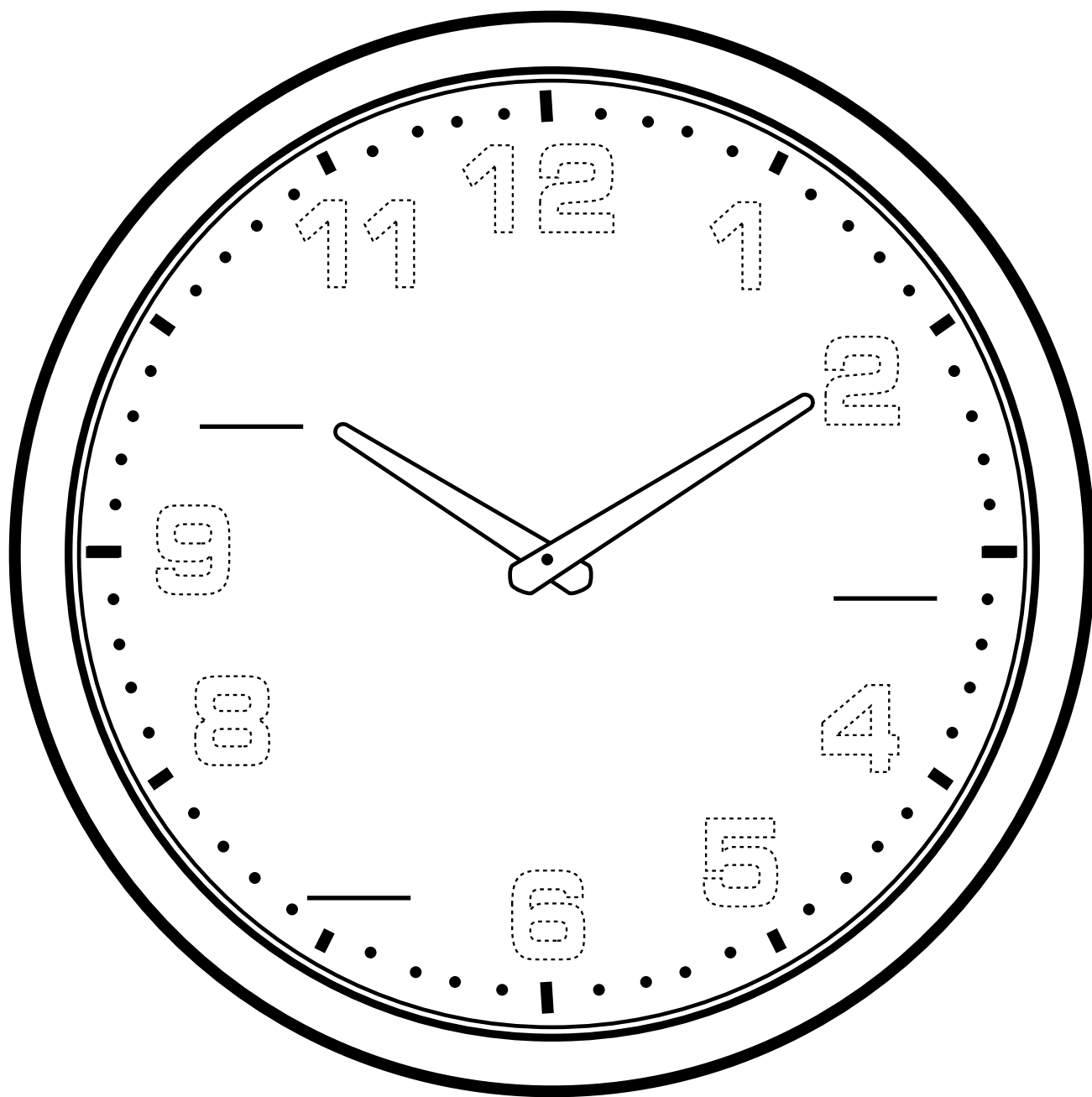
Tic tac, tic tac, el tiempo pasará.

¿Por qué pasa sin parar?



Analog Clock Page

Use this pattern with the lesson on page 51.



El día y la noche




Dona Herweck Rice

El día



El día brilla.
El sol ya sube
mientras viaja
entre las nubes.





Ya te levantas;
vas a jugar.
El sol tu día
va a colorear.

¡Te sientes bien!
Es hora de andar.
Y junto al sol,
vas a brillar.



La noche



El lucero brilla.
Se esconde el sol.
La luna alumbra
como un farol.



En tu camita,
bien abrigado,
te vas durmiendo.
Ya estás soñando.



Es hora de descansar.

Ya viene el hombre de
arena.

Dormirás pronto, mi niño.

Duerme y sueña.

