

Explore & Learn

Lessons and Activities

PK, TK, and VPK Instruction

How Does My Body Work? (Spanish)

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Magnífico y asombroso



Dona Herweck Rice

Ilustrado por Kate Fallahee

Me encantaría tener plumas. ¡Qué magnífico y asombroso sería eso! ¡Mira! ¡Estaría cubierto de plumas desde la cabeza hasta los pies!



Pero plumas yo no tengo.
Tengo cabello... así es mi cuerpo.



Me encantaría tener garras. ¡Qué magnífico y asombroso sería eso!

Tendría cuatro garras cubiertas de pelo: una en cada pierna y una en cada brazo.




Pero garras yo no tengo.
Tengo manos y pies... así
es mi cuerpo.



Me encantaría tener una cola larga.
¡Qué magnífico y asombroso sería eso!

¿Te imaginas si tuviera una cola muy larga para
jugar, hacer piruetas y colgarme de las ramas?





Pero una larga cola no tengo.
Yo soy así... así es mi cuerpo.

Me encantaría tener branquias. ¡Qué magnífico y asombroso sería eso!



¿Te das cuenta? Nadaría horas bajo el agua, haciendo giros y mil volteretas.



Pero branquias yo no tengo.
Tengo nariz... así es mi cuerpo.

Me encantaría tener plumas y garras, y también branquias y una cola bien larga.



¡Qué magnífico y asombroso sería eso!
¡Yo sería único y espléndido!

Pero nada de esas cosas tengo.



¡Aun así, magnífico y asombroso es mi cuerpo!

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 rimas 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:

Converse con el niño sobre los parecidos y las diferencias entre el cuerpo de los animales y el de las personas.

Imaginen cómo sería tener otras partes del cuerpo que tienen los animales, como astas, pico, trompa, un cuerno u orejas caídas.

Pídale al niño que le cuente qué le gusta del cuerpo "magnífico y asombroso" que él tiene.

Pídale al niño que se dibuje haciendo con el cuerpo algo que le guste mucho, como bailar, practicar un deporte o incluso dormir.

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

¿Cómo funciona mi cuerpo?

Teacher's Guide



Day 8 Preparation and Materials

Morning Meeting

- **Materials:** *Morning Meeting* routine (card 1); cardboard shape cutouts
- **Preparation:** Locate the circle, square, and triangle cutouts from Day 3.

Literacy

- **Materials:** *Teach Letters and Sounds* routine (card 2); copy of *Magnífico y asombroso*

Literacy Explorations

- **Materials:** *Pencil Grasp* routine (card 11); drawing paper
- **Preparation:** Ensure that each Literacy Exploration center is prepared.

Physical Development

- **Materials:** beanbags (one for each set of partners)

Phonological Awareness

- **Materials:** *Blending* routine (card 7)
- **Preparation:** Locate *My Body Compound Word Cards* from Day 1.

Mathematics

- **Materials:** construction paper; string
- **Preparation:** Cut the construction paper and string into different-length pieces. You will need four or five paper strips for demonstration and a piece of string for each student.

Social Development

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

Fine Motor Development

- **Materials:** *Pencil Grasp* routine (card 11); *Sky Writing* routine (card 12); *El número 1* (page 10 of *Libro de actividades del estudiante*)

Science

- **Materials:** *Introduce Vocabulary* routine (card 6); *Huesos* vocabulary concept card; image of a human skeleton; *Animal X-ray Cards* (page 91)
- **Preparation:** Cut apart the *Animal X-ray Cards*, and place them around the room. Prepare to share the human skeleton image.

Creative Explorations

- **Materials:** *Un insecto con mi dedo* (page 11 in *Libro de actividades del estudiante*); ink pads (one for each set of partners); crayons (enough for groups to share); hand wipes (one for each student)
- **Preparation:** Locate the student fingerprints from Day 7.

Music and Movement

- **Materials:** “Cuerpo musical” audio recording (*Cuerpomusical.mp3*) and lyrics (page 90)
- **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. Hold up the circle, square, and triangle cutouts from Day 3, and review the names of each shape. Say, “Vamos a pasarnos estas tres figuras en la ronda. Cuando les toque el turno, yo voy a decir el nombre de una figura y ustedes van a mostrar esa figura.”
3. Model saying the name of a shape and holding up the cutout. Have students pass the shape cutouts around the circle, pausing as you say the name of a shape for each student.



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 *Magnífico y asombroso*. Say, “Hoy vamos a volver a leer *Magnífico y asombroso* y vamos a usar la imaginación para describir qué haríamos si tuviéramos las partes del cuerpo de un animal.”
3. Read the book aloud.
4. After reading, model using the sentence frame, *Si yo tuviera* ____, *podría* ____. You will fill in the first blank with an animal body part that you do not have and the second blank with an action. For example, you might say, “Si yo tuviera alas, podría volar alto en el cielo.”
5. Have each student share their response using the sentence frame.

Scaffolded Support

When students are responding with the sentence frame, you may provide a few choices to complete the first blank. For example, *aletas*, *orejas largas*, and *garras*.



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 engage in self-chosen centers. For more information about independent learning centers, see page 17.

Physical Development



10-15
minutes



whole group



partner work

1. Gather students together in the best area for partners to toss beanbags, and discuss expectations. Demonstrate how to toss a beanbag underhand to a student, and ask the student to catch it with two hands. Then, have the student toss it back to you.
2. Have student pairs stand about two feet apart and begin gently tossing beanbags back and forth. After a few minutes, have them move a few steps apart. Continue in this manner until they are five or six feet apart. Have students count how many times they can toss and catch their beanbags without dropping them.
3. For the last few minutes, discuss how the eyes and hands work together to catch the beanbag. Have students share the body parts needed to toss the beanbag.

Phonological Awareness



10-15
minutes



whole group

1. Gather students together, and say, “Hoy vamos a practicar cómo formar palabras compuestas. Se pueden formar palabras compuestas uniendo dos palabras más pequeñas. Vamos a usar las tarjetas de imágenes para repasar una palabra compuesta que ya practicamos y aprender algunas nuevas.”
2. Display the *My Body Compound Word Cards* from Day 1, and point to the *gira* card. Say, “Esta es *gira*.” Hold up the *sol* card, and place it next to the *gira* card, saying, “Este es un *sol*. Vamos a unir las palabras: *gira, sol, ¡girasol!*”
3. Place the *girasol* card under the *gira* and *sol* cards. Say, “Las palabras más pequeñas nos dan pistas sobre la palabra compuesta.” Discuss the connection between the words that make up the compound and the compound word.
4. Follow the *Blending* routine (card 7) to form the compound words *girasol, baloncesto, guardabosques, cumpleaños, and salvavidas*.

Scaffolded Support

Provide students with copies of the *My Body Compound Word Cards* so they can manipulate the cards as they blend the words. For example, students may touch each card as they say the word parts, then run their fingers across the bottoms of the cards as they blend the words together.



★ ★ 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



Whole-Group Lesson

1. Gather students together, and review the terms *largo*, *más largo*, *corto*, and *más corto*.
2. Display the paper strips you prepared where students can see. Say, “Ayer pusimos en línea palillos para comparar el largo. Hoy vamos a poner en línea grupos de objetos para comparar el largo.”
3. Line up the paper strips, noting that the bottom of each strip needs to be at the same point to compare their lengths. Have students help place them in order from shortest to longest by answering the following questions as you move the paper strips in order:
 - ¿Qué tira de papel es la más larga?
 - ¿Qué tira es la más corta?
 - ¿Qué tira es más corta que la tira ____?
 - ¿Qué tira es más larga que la tira ____?

Small-Group Practice

4. Distribute a piece of string to each student, and have them form groups of three or four. Have groups align their pieces of string and place them in order from shortest to longest.
5. Have students create sentences to describe the lengths of their strings, using the terms *más largo* and *más corto*. You can provide the sentence frames, *El cordel de ____ es el más corto y el cordel de ____ es el más largo*.
6. Distribute new pieces of string to students, and repeat the small-group practice as time allows.

Social Development



1. Gather students together, and display the “Entusiasarse” social story poster. Reread, “Está muy entusiasmada porque hoy irá a jugar con su querido amigo Kent.” Note that sometimes in stories there are multiple characters and illustrators can choose to include those other characters in their drawings.
2. Encourage students to think about including other people in their illustrations. Distribute students’ social stories, and allow time for students to review and add to their illustrations. Have students make plans for characters or other details they can add to their drawings and share their plans with partners.
3. Have students move to their 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.

Language Development Support

Tell students that characters are the people, animals, or creatures in stories. Characters do things that make stories more interesting. Have students identify the characters in familiar stories before brainstorming characters they can add to their own social stories.



Fine Motor Development



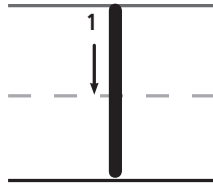
10-15
minutos



independent work



whole group



1. Have students move to their workspaces, and say, “Hoy vamos a escribir el número uno. ¿De qué partes del cuerpo tenemos solo una?” Accept a variety of student responses.
2. Follow the *Sky Writing* routine (card 12) to make 1. As you model making the lines in the air, say, “Hacia abajo.” Have students practice.
3. Model writing 1 in clear view of students. As you make the movements with your writing tool, say, “Hacia abajo.”
4. Have students complete *El número 1* (page 10 of *Libro de actividades del estudiante*). As students work, monitor for proper pencil grasp, pressure, and paper positioning, correcting as needed. Note: When speaking to students about the activity, remember to modify the number when using it as an adjective: *una manzana, un libro*.

Science



15-20
minutos



whole group

1. Gather students together. Have students feel their heads. Ask, “¿La cabeza es dura o blanda?” Accept a variety of student responses. Explain that the skin and hair on the outside of your head are soft, but that there is bone, called the skull (*cráneo*), underneath. Say, “Tenemos huesos duros en todo el cuerpo.”
2. Share the *Huesos* vocabulary concept card using the *Introduce Vocabulary* routine (card 6).
3. Share an image of a human skeleton you prepared. Ask students, “¿Qué creen que pasaría si no tuviéramos huesos?” Accept a variety of student responses. Explain, “Los huesos forman el esqueleto y sostienen el cuerpo. Nos ayudan a estar de pie y a sentarnos derechos. Además, protegen los órganos, como el cerebro y el corazón.”
4. Tell students that the bones in their bodies are alive and growing. Some foods, like milk, cheese, eggs, kale, broccoli, and salmon help their bones grow strong. Ask students which of these foods they like to eat.
5. Share that doctors take special pictures of bones, called x-rays (*radiografías*). Explain, “Hay algunas radiografías de animales colgadas en el salón de clases. Tal como pasa con las personas, los huesos le dan forma al cuerpo de los animales. Fíjense si pueden adivinar qué animal muestra cada radiografía.”
6. Have students walk around the classroom, observing and discussing the *Animal X-ray Cards* (page 91) you placed around the room.
7. Reveal the animals for each card at the conclusion of the activity.

Creative Explorations



15-25
minutes



independent work



whole group

1. Gather students together, and display some examples of fingerprints from Day 7's Creative Explorations lesson. Ask students to share what they noticed about their fingerprints. Accept a variety of student responses.
2. Have students move to their workspaces to complete *Un insecto con mi dedo* (page 11 in *Libro de actividades del estudiante*). Explain to students that they will use their fingerprints to make a special critter or animal. Tell students to stamp their thumbs one time on the sheets, then use their pencils and crayons to add to the thumbprint to make a critter, real or imaginary.
3. Use a blank sheet of paper to model stamping your thumb and adding body parts, such as eyes, arms, and legs, to make a critter. You may choose to make a real or imaginary critter.
4. Have students move to their workspaces to complete *Un insecto con mi dedo* (page 11 in *Libro de actividades del estudiante*). Distribute materials, and remind students that they should only stamp their fingers on the paper.

Language Development Support

Review the names of taught body parts, and have students discuss how they may add them to their fingerprint critters.



Music and Movement



10-15
minutes



whole group

1. Gather students together. Say, “Vamos a practicar los movimientos de nuestra nueva canción, ‘Cuerpo musical’. Miren, escuchen y repitan lo que digo y lo que hago.”
2. Read and model the movements for each line, pausing for students to repeat each one. For example, “Palmada aquí, chasquear allá. (pause) Una aquí, (pause) otra allá, (pause) y por todos lados (pause).”
3. Play the audio recording of the song, having students sing the words. Model the movements so students can watch and copy you.

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.*)

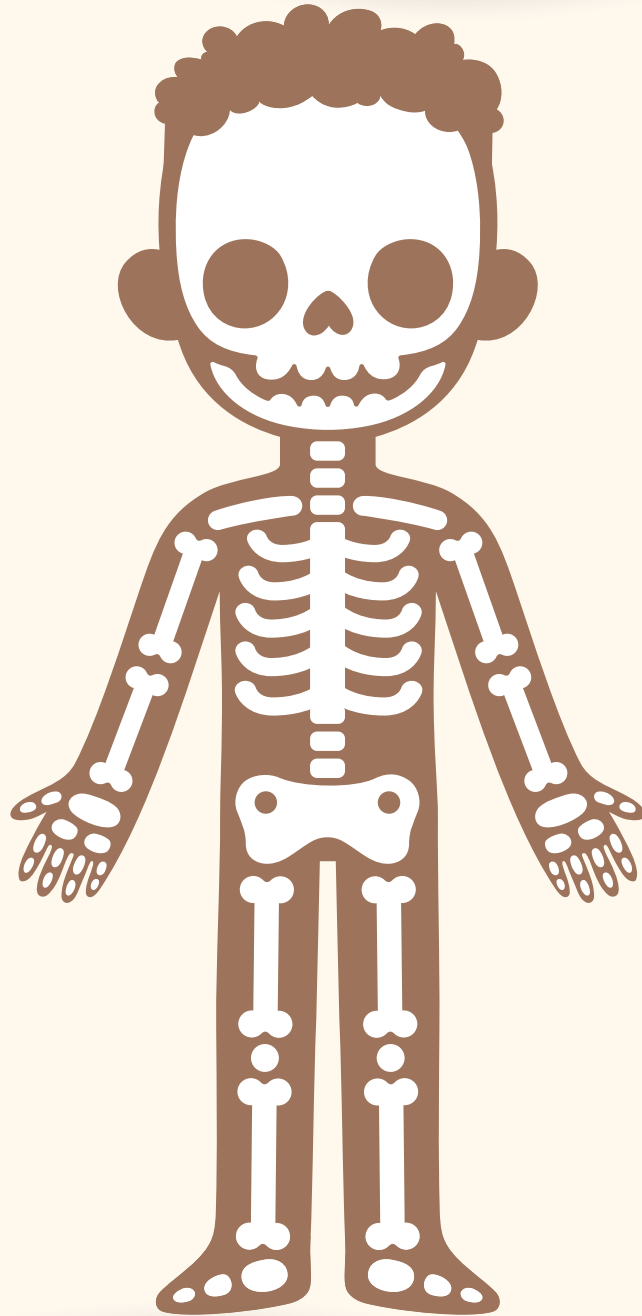
Say It

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.

huesos



partes duras dentro del cuerpo
que protegen los órganos y ayudan
a la gente a mantenerse de pie

huesos

Palabras relacionadas

cráneo esqueleto estructura

Oración

Mis **huesos** son parte del esqueleto que está dentro de mi cuerpo.

Participar

- ★ ¿Qué huesos de tu cuerpo te ayudan a saltar?
- ★ ¿Qué aspecto tendríamos si no tuviéramos los huesos que nos sostienen? Muéstralo.
- ★ ¿Cómo hacen los médicos para ver los huesos debajo de la piel?
- ★ Observa la imagen. Intenta sentir los huesos duros en las diferentes partes de tu cuerpo.



Entusiasmarse

Cami Camaleona se despierta temprano. Está muy entusiasmada porque hoy irá a jugar con su querido amigo Kent. Kent ha estado de viaje con su familia, y Cami siente que pasó mucho tiempo desde que se vieron por última vez. Van a encontrarse en su patio de juegos favorito, el que tiene el tobogán de rodillos y unos columpios muy rápidos. ¡Cami sabe que se va a divertir muchísimo! Siente una alegría ENORME. Cuando Cami se entusiasma mucho con algo, le cuesta centrarse.

Está tan entusiasmada que se despierta temprano y no puede volver a dormirse. Como es muy temprano, su papá y su mamá todavía no se han despertado. Cami sabe que no debe hacer ruido antes de que se despierten sus padres, así que practica una estrategia que le enseñó su maestra para centrarse. Primero, aprieta los puños y los suelta. Después, aprieta con fuerza los dedos de los pies. Relaja los dedos y pasa a los hombros. Sube los hombros hacia las orejas, cuenta hasta cinco y los afloja. Luego viene su parte favorita: Cami arruga toda la cara. Se ríe despacito mientras relaja la cara. Por último, se acurruca haciéndose un ovillo. **Se abraza fuerte, apretando los brazos contra el cuerpo todo lo que puede, y cuenta en voz baja: “Cinco, cuatro, tres, dos, uno”. Cami se suelta y siente todo el cuerpo relajado y tranquilo.**

Cuando Cami termina, no siente tanta energía en el cuerpo y puede centrar su atención en prepararse para el día. Oye que sus padres se despiertan y sonrío tanto que apenas puede abrir los ojos. Les da un abrazo de oso y les dice que está muy entusiasmada por el día genial que va a pasar con Kent.

Palabras clave

aprieta
con fuerza
despacito
energía
entusiasmada
estrategia
relajado
se acurruca



Listen



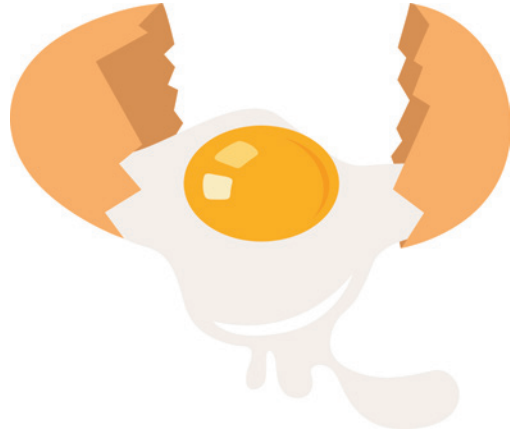
tcmpub.digital/el_story3

My Body Compound Word Cards

Make a copy of these cards for the Days 1-2 and 8-9 lessons.



balón



rompe



cesto



cabezas



baloncesto

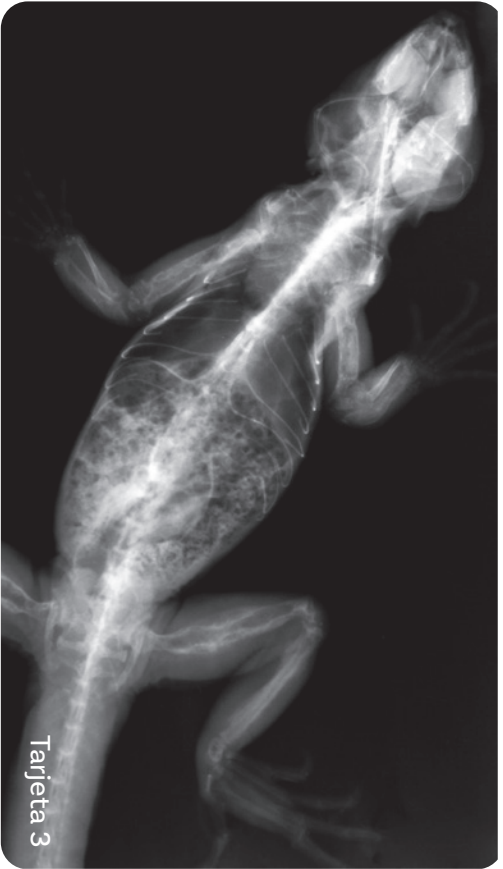


rompecabezas

Animal X-ray Cards

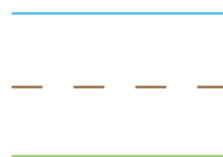
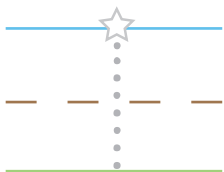
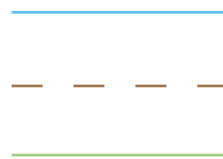
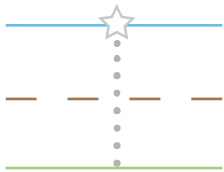
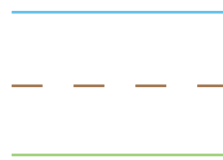
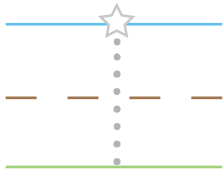
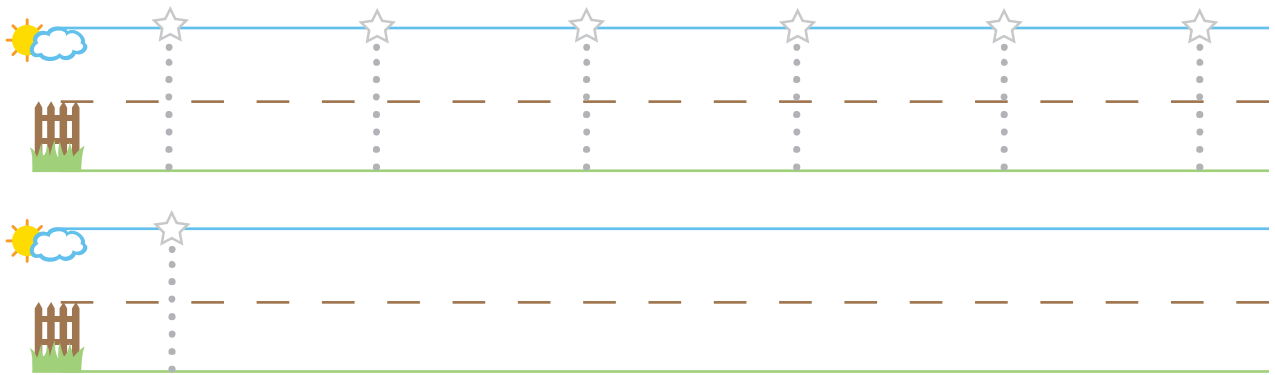
Make copies of these cards for the Day 8 lesson.

The x-rays depict the following animals: turtle (card 1), fish (card 2), iguana (card 3), dog (card 4).



Nombre: _____

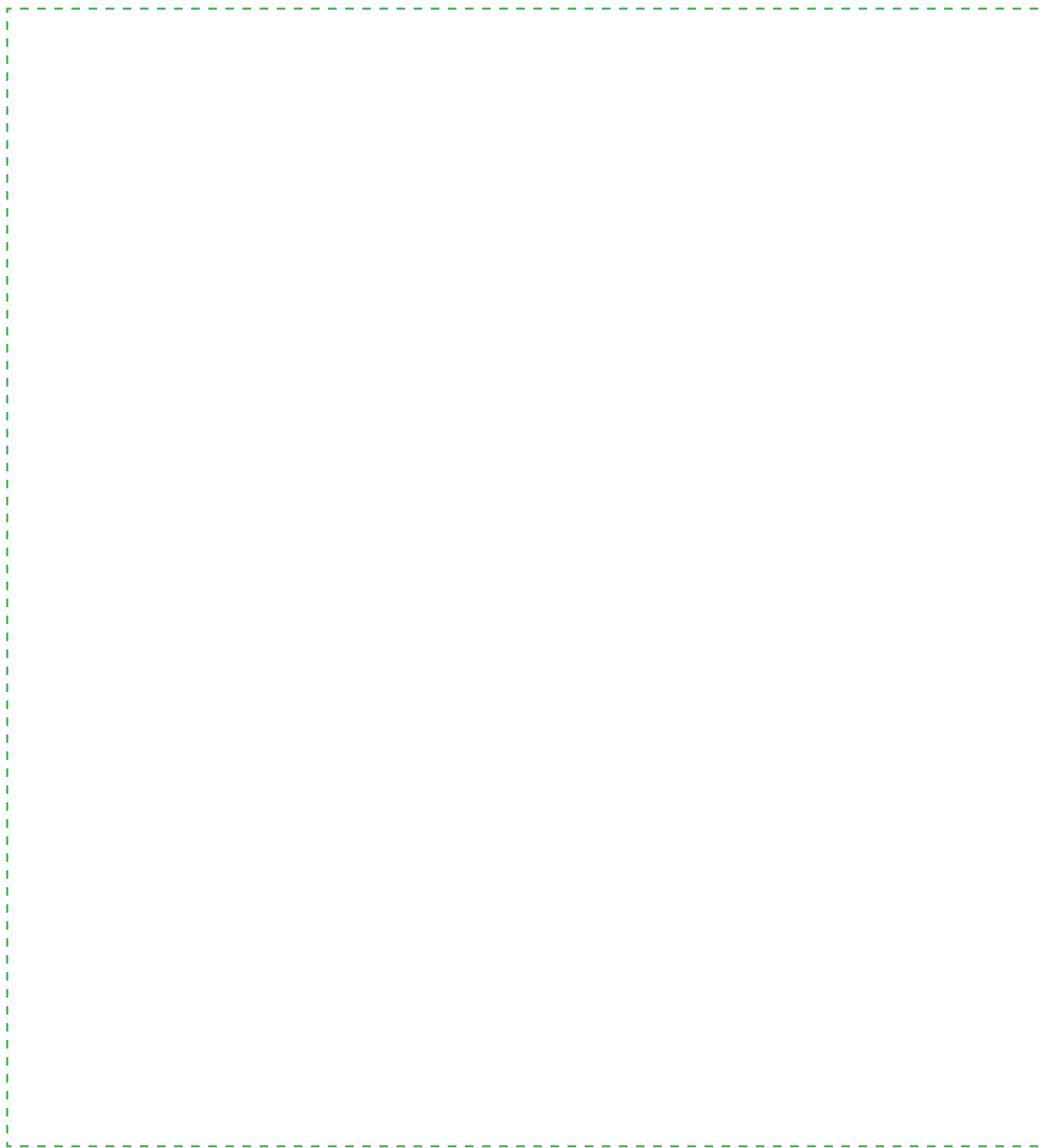
El número 1



Adultos, lean esto en voz alta: Empieza en cada estrella. Traza cada número. Luego, escribe tus propios números.

Nombre: _____

Un insecto con mi dedo



Adultos, lean esto en voz alta: Presiona el dedo pulgar contra una almohadilla de tinta para sellos. Luego, apóyalo con fuerza sobre esta página. Con un lápiz y crayones, agrégale partes del cuerpo y otros detalles. Será tu propio insecto real o imaginario.

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
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.