

Explore & Learn

Lessons and Activities

PK, TK, and VPK Instruction

Who Cares for Me? (Spanish)

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Amigos como nosotros





—¡Oye, tú! —dijo el pajarito Emmett desde lo alto de un roble rojo—. ¿Por qué estás tan triste?

Emmett, que era un petirrojo, le hablaba a Jasper, un zorrillo rojo que estaba sentado panza arriba contra el tronco del árbol.



—Ay —suspiró Jasper—. Mi mejor amigo, el zorro Charlie, y su familia se mudaron lejos de aquí. Ahora viven en un árbol distinto, en un bosque lejano —se lamentó suspirando una vez más—. Extraño a mi amigo.

Emmett comprendía y respondió con un silbido suave: —Uy, cuánto lo siento. Es difícil perder a un amigo.

—¿Alguna vez has perdido a un amigo? —preguntó Jasper entre llantos, estirando el cuello para mirar a Emmett.

—Sí, me ha pasado —dijo Emmett moviendo la cabeza de arriba abajo con energía—. A veces sucede, y es triste. Pero lo bueno es que el mundo está lleno de amigos nuevos que puedes conocer.

—Pero ¿cómo? —preguntó Jasper, secándose las lágrimas—. Charlie era mi mejor amigo, el mejor. Es un zorro, igual que yo, y nos gustan las mismas cosas. ¡Además, es muy gracioso!



—Tengo una idea —dijo Emmett agitando las alas—. ¿Qué te parece si tú y yo lo intentamos? Pareces un buen chico. Me encantaría ser tu amigo.

En los labios de Jasper se dibujó una sonrisa y de su boca salió una risita como la que hacen todos los zorros. —¡Qué ridículo! Tú eres un pájaro y vives allí arriba —dijo Jasper, señalando a Emmett con su cola peluda—. Yo soy un zorro y vivo aquí abajo, en el suelo. ¡No podemos ser amigos!



—Bueno, no creo que sea tan así. Dos chicos listos como tú y yo podemos encontrar la manera, ¿no te parece? —le preguntó Emmett, estirando el pico para sonreír.

—Bueno... —comenzó a decir Jasper.

—Para empezar, tenemos mucho en común, ¿no? Quiero decir, tan solo míranos. Los dos somos famosos por el color de nuestro pelaje o de nuestras plumas. Los dos vivimos en este bosque tan bonito. Y a los dos nos encanta este hermoso árbol, ¿qué tal? —dijo Emmett.

—Bueno, eso es verdad —asintió Jasper.



—Pero, ¿qué hay del hecho de que tú vives allí arriba y yo aquí abajo? —se preguntó Jasper en voz alta—. Charlie estaba siempre aquí abajo, como yo.

—Sí, bueno, eso es una diferencia. Pero nuestras diferencias nos pueden ayudar a ser muy buenos amigos. Solo imagínate: puedo cantar muy dulcemente desde aquí arriba para que te duermas, mientras tú te acurrucas allí abajo en tu madriguera —sugirió Emmett.



—¡Imagínate! Desde aquí abajo, yo puedo mantener alejados a los gatos que quieren merodear tu árbol —agregó Jasper, entusiasmado.
—¡Qué buena idea! —silbó Emmett.



A Emmett se le ocurrió otra idea.
—¿Te gusta jugar a las damas? —preguntó.
—¡Me encanta! —respondió Jasper.

—¡Mira esto! —dijo Emmett, dejando caer una bellota sobre un tablero que había dibujado con el pico en la tierra.
—¡Genial! ¡Así se hace! —agregó Jasper, empujando su bellota con una pata para colocarla sobre el tablero.



—Y no hay nada que nos impida salir a dar largos paseos juntos, ¿verdad? —preguntó Emmett.

—Absolutamente nada —respondió Jasper, meneando la cola peluda.



—¡Seremos los mejores amigos! —dijo Emmett, batiendo las alas y volando rápido alrededor del árbol.

—¡No habrá amigos como nosotros! —aulló Jasper, dando un brinco y girando en círculos.

—Los amigos como nosotros juegan juntos y se ayudan el uno al otro. Seremos muy buenos amigos —canturreó Emmett.

Y así fue que Jasper y Emmett se convirtieron en buenos amigos. Tal vez no eran iguales, pero los amigos no tienen por qué ser iguales en todo. Los amigos deben ser simplemente... amigos. Y así fue que Jasper y Emmett se hicieron amigos... amigos para siempre.



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:

Conversen entre ustedes y cuéntense historias sobre sus amigos y sus relaciones de amistad.

Comenten qué es un buen amigo. ¿Es necesario que las personas sean iguales o parecidas para ser amigas?

Sugíerale al niño que haga un dibujo para un amigo en el que muestre por qué son tan buenos amigos.

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

Mencionen algunas cosas que pueden hacer juntos los amigos y cómo pueden ayudarse el uno al otro.

¿Quiénes me cuidan?

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 *Amigos como nosotros*

Literacy Explorations

- **Materials:** drawing paper
- **Preparation:** Ensure that each Literacy Exploration center is prepared.

Physical Development

- n/a

Phonological Awareness

- n/a

Mathematics

- **Materials:** counting manipulatives
- **Preparation:** Prepare a set of five counting manipulatives for each student.

Social Development

- **Materials:** *Writing Social Stories* routine (card 16); “Enojarse” social story poster; crayons
- **Preparation:** Locate student-created social story books from Day 5.

Fine Motor Development

- **Materials:** *Sky Writing* routine (card 12); *La Y mayúscula* (page 21 of *Libro de actividades del estudiante*)

Science

- **Materials:** flashlights (one for each pair of students)
- **Preparation:** : Locate the *Shadow Diagram* from Day 6.

Creative Explorations


- **Materials:** dark-colored construction paper; variety of objects with interesting shapes (e.g., buttons, keys, pattern blocks, beads); rocks for paperweights
- **Preparation:** Locate an outdoor space where artwork can sit undisturbed in the sun for several hours.

Music and Movement

- **Materials:** “Para eso están” audio recording (Paraesoestan.mp3) and lyrics (page 180)
- **Preparation:** Prepare to share the audio recording of the song.

Closing Circle

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

 If you have access to the digital manipulatives, you may choose to use the digital counters in place of the noted materials during the Mathematics lesson.

Morning Meeting



1. Follow the *Morning Meeting* routine (card 1).
2. Draw an oval on the board or chart paper. Have students identify the shape. Say, “Este es mi amigo Oval-do (como Osvaldo). Oval-do quiere mostrarles cómo se siente.”
3. Inside of the oval, draw two eyes and a nose. Then, draw eyebrows pointing downward in the middle and a frown to show an angry face. Show students, and say, “¿Cómo se siente Oval-do?” Provide time for students to respond. (*enojado*) Ask students how they know Oval-do is angry. Provide time for students to respond, and say, “Sé que Oval-do está enojado porque sus cejas apuntan hacia abajo en el centro y su boca está fruncida.” Have students show an angry face.
4. Go through a few more feelings, drawing different expressions on Oval-do, such as the following:
 - happy (*contento*)—draw a smile and eyebrows that are rainbow-shaped
 - worried (*preocupado*)—draw a mouth that is a slanted line and eyebrows that are pointing down on the outsides
 - sleepy (*cansado*)—draw closed eyes and a neutral mouth

★ ★ Free Play

Free Play is a fundamental part of the *Explore & Learn* day. See page 103 for free play ideas related to this unit.



Literacy



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 *Amigos como nosotros*, and remind students that the characters, Jasper and Emmett, become unexpected buddies. Read the book aloud to students.
3. Say, “Los amigos tienen cosas en común y también cosas que son diferentes. Los amigos pueden aprender de sus diferencias y disfrutar juntos de las cosas que les gustan a los dos.”
4. Have partners discuss their likes and dislikes. Provide topics for students to discuss, such as what they like to do at the playground, favorite foods, and favorite games. Challenge partners to find something they have in common and something that is different.

Literacy Explorations



Meet with one group to deliver Small-Group Lesson 3 (page 106), while the rest of the students engage in self-chosen centers. For more information about independent learning centers, see page 107.

Physical Development



1. Gather students together, and say, “Hoy vamos a jugar al juego del semáforo. Cuando yo diga *luz verde*, pueden caminar hacia mí. Cuando diga *luz roja*, deben quedarse quietos.”
2. Begin the activity slowly. Remind students to walk, not run, and be careful with their peers nearby to help everyone stay safe.
3. Say, “¡Ahora van a jugar con un compañero!” Have pairs of students link arms and work together to move forward and stop when prompted.

Extension Idea

Have one student close their eyes, with the other serving as a guide. Hold up red and green sheets of paper to signal to the guiding partner when to stop and go. Have partners switch roles and continue the activity.



Phonological Awareness



1. Gather students together, and say, “Hay aliteración cuando las palabras empiezan con el mismo sonido. *Tito toma té de tomate*. En esta oración, la mayoría de las palabras comienzan con el sonido /t/. Repitan conmigo. *Tito toma té de tomate.*”
2. Say each sentence below, emphasizing the beginning sound of each word, and have students repeat after you. Chant with rhythm.

Escuchen esta oración con aliteración.
Un sonido se repite: /t/, /t/, /t/, /t/.

Tito toma té de tomate.

Repitan conmigo:
Tito toma té de tomate.
/t/, /t/, /t/, /t/
3. Repeat step 2, using more sentences.
 - Fifi es feliz con su familia.
 - Pepe patea la pelota.
 - Luis lee los lunes.
 - El canguro corre con cuidado.

★ ★ 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



independent work

Whole-Group Lesson

1. Gather students together, and write the number 0 where students can see. Have them identify the number and show zero with their fingers. Hold up zero fingers on your hand, and say, “Este es el cero. Cero también significa *ninguno*.”
2. Hold up a few fingers on one hand, and have students identify how many. Hold up zero fingers on the other hand, and say, “Tengo ____ dedos en una mano y cero dedos en la otra mano. ¿Cuántos dedos estoy mostrando en total?” Have students respond. Repeat several times with different quantities to have students practice adding zero.

Guided Practice

3. Have students move to their workspaces and use manipulatives to solve the following number stories involving zero. Have students share what they should do each time the number zero appears in the number story.
 - Yo tenía dos naranjas. Fui a la tienda a comprar más, pero no tenían. Entonces, compré cero naranjas. ¿Cuántas naranjas tengo ahora?
 - Yo tenía cero flores en mi casa, entonces fui a mi jardín y recogí cinco flores. ¿Cuántas flores tengo ahora?
 - Vi cuatro pájaros apoyados en un árbol. Cero pájaros se fueron volando. ¿Cuántos pájaros quedan en el árbol?

Social Development



10-15
minutes



whole group



independent work

1. Gather students together, and display the front of the “Enojarse” social story poster. Reread, “Están construyendo no un simple castillito de arena, ¡sino todo un pueblo de arena!” Have students close their eyes and picture what a sand village looks like.
2. Note that illustrators think of details that will make their illustrations interesting to look at. Say, “¡Un pueblo de arena suena genial! Ese sería un gran detalle para agregar a las ilustraciones de este cuento. Puede haber algunas cosas interesantes para agregar a las ilustraciones que están haciendo ustedes.” Distribute social stories, and allow time for students to look at and think about their illustrations. Have students make plans for details they could 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 to their pictures. Support the remaining students in completing step 5 of the *Writing Social Stories* routine (card 16) by writing their stories.

Fine Motor Development



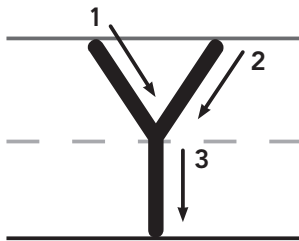
10-15
minútes



independent work



whole group



1. Have students move to their workspaces, and say, “Hoy vamos a escribir la Y mayúscula.” Write Y in clear view of students.
2. Ask, “¿Cuántas líneas diagonales tiene la Y?” (dos) Ask, “¿Cuántas líneas rectas tiene la Y?” (una)
3. Follow the *Sky Writing* routine (card 12) to make Y. As you model making the lines in the air, say, “En diagonal, en diagonal, hacia abajo.” Have students practice.
4. Model writing Y in clear view of students. As you make the movements with your writing tool, say, “En diagonal, en diagonal, hacia abajo.”
5. Have students complete *La Y mayúscula* (page 21 of *Libro de actividades del estudiante*). As students work, monitor for proper pencil grasp, pressure, and paper positioning, correcting as needed.

Science



15-25
minútes



whole group



partner work

1. Gather students together. Display the *Shadow Diagram* from Day 6, and ask, “¿Cómo se forman las sombras?” Have students turn and talk to partners to share their ideas. Select several students to share with the group. Paraphrase student ideas as needed.
2. Explain, “Con un compañero, van a usar una linterna para crear sombras. Deben trabajar juntos y turnarse para que las sombras se formen bien.” Turn off the lights. With a student volunteer, demonstrate the two jobs of holding the flashlight and creating the shadow. Tell students that they will have many opportunities to do both jobs.
3. Provide time for partners to experiment with creating shadows. Encourage them to create shadows with their hands and objects around the classroom. Every few minutes, signal partners to switch roles.

Creative Explorations



15-25
minutes



independent work



whole group

To account for weather conditions, this lesson can be switched with the Day 9 or Day 10 lessons.

1. Gather students together outdoors. Say, “Estuvimos usando el sol para crear sombras. ¡Hoy vamos a usar el sol para crear arte!” Explain that students will create designs. The objects they use will block the sun from that part of the paper. The rest of the paper that is exposed to the sun will become lighter.
2. Distribute a piece of construction paper to each student, and have them place it on the ground. Have students choose the materials they would like to use to create a design then arrange the objects on their papers.
3. Have students place rocks on the edges of their papers as paperweights. Leave the designs in the sun for several hours.
4. Have students remove the objects to reveal their designs.

Language Development Support

After students reveal their designs, have them share with peers. Have students explain the materials they used to create their shadow art.



Music and Movement



10-15
minutes



whole group

1. Gather students together, and review the song “Para eso están.”
2. Ask, “¿Qué hacen sus amigos por ustedes?” Record a few student responses on the board or chart paper.
3. Plug the ideas into the blank verses. Sing the new verses aloud as a group.
Con los amigos ____, ____, ____.
Con los amigos ____,
para eso están.

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
 - elbow bump
 - fist 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.



reír



**lo que hace una persona cuando
cree que algo es divertido**

reír

Palabras relacionadas

carcajada

risa

sonrisa

Oración

Mi amigo me hace **reír** cuando pone una cara boba.

Participar

- ★ ¿Cuál de tus amigos tiene la mejor risa? ¿Cómo suena?
- ★ ¿Cómo te sientes cuando ríes?
- ★ ¿Qué cosa te hace reír?
- ★ Observa la imagen. ¿Por qué crees que las personas se están riendo?



Enojarse

Cami Camaleona está jugando al sol en el arenero con su querido amigo Ray. Están construyendo no un simple castillito de arena, ¡sino todo un pueblo de arena! Los dos oyen el timbre para entrar al salón de clases, pero necesitan terminar su trabajo. Cami empieza a trabajar muy rápido para que las últimas casas de arena queden perfectas. Ray se levanta para volver al salón, pero Cami todavía no está lista.

La maestra Ling se acerca para ver por qué Cami no regresa. Se arrodilla a su lado y le dice que es hora de decirle adiós a su obra. Cami aprieta la arena con los puños. Cuando Cami se enoja, se le tensa la mandíbula, siente calor en el cuerpo y aprieta los puños.

—¡No quiero irme! ¡Quiero terminar! —grita Cami.

La maestra Ling respira hondo y le explica que es natural enojarse. Para ayudarla a calmarse, le dice:

—Es difícil irse y dejar de hacer algo que te gusta. Pero, en el recreo, para cuidarnos entre todos, tenemos que escuchar y seguir las instrucciones. Ahora, todos vamos a entrar y es necesario que entres con nosotros, por seguridad.

La maestra Ling le propone a Cami que haga un ejercicio llamado “autoconversación”. Le explica que puede decirse a sí misma, en silencio, palabras de aliento como ayuda para tomar buenas decisiones en momentos difíciles. Le sugiere estas palabras: “Es difícil irme, pero sé que volveré esta tarde para seguir construyendo”.

Cami piensa: “Es difícil irme, pero sé que volveré esta tarde para terminar mi trabajo”. Después de pensar eso, Cami se da cuenta de que le resulta más fácil irse. Toma la mano de la maestra Ling y vuelve a clase.

La maestra la felicita por haber pensado esas palabras. Cami se sienta junto a Ray en el salón de clases y, cuando saca su bocadillo favorito, se da cuenta de que Ray no tiene un bocadillo que le guste. Ve que se le tensa la mandíbula, que aprieta los puños y que se le ponen rojas las mejillas. Ella respira hondo y le cuenta a Ray cómo puede pensar palabras de aliento para superar ese momento difícil.

Palabras clave

aprieta
autoconversación
decisiones
enojada
lista
puños
seguridad
tensa



Listen



tcmpub.digital/el_story6

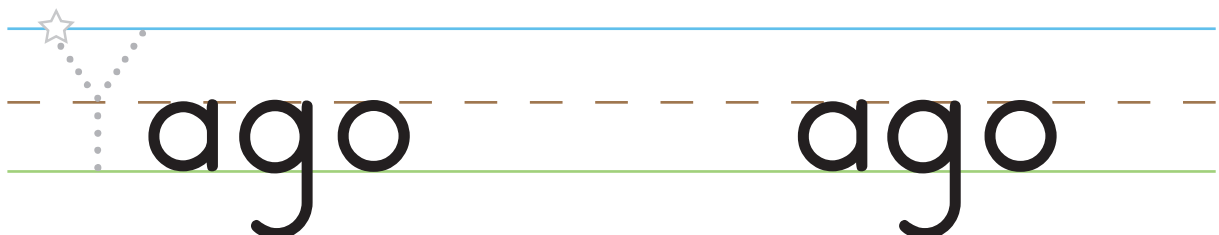
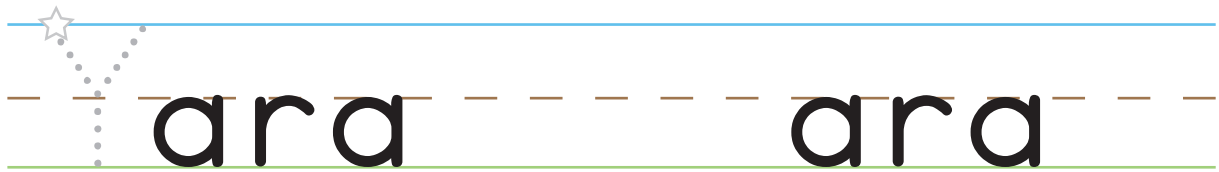
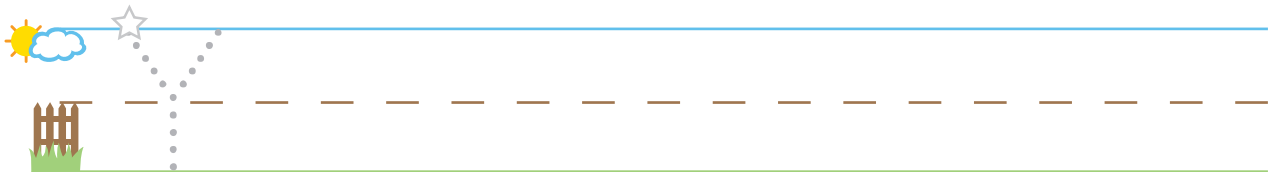
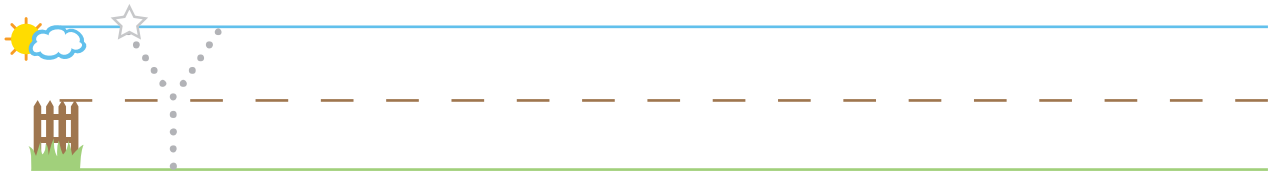
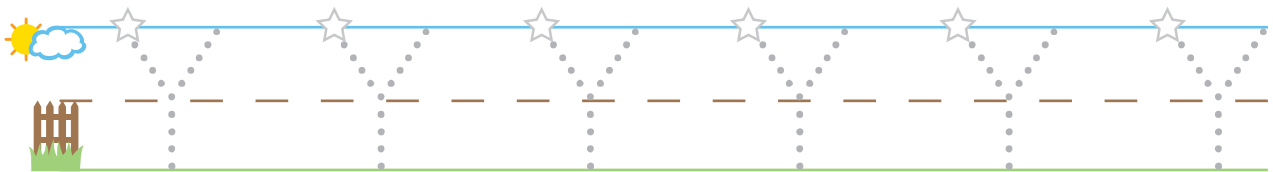
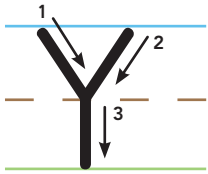
Shadow Diagram

Make a copy of this image for the Days 6–8 lessons.



Nombre: _____

La Y mayúscula



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
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.