Teacher’s Guide
UNIT 2 • My Family
UNIDAD 2 • Mi familia

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Juanita Copley has served as a consultant for the National Head Start Bureau in Washington, D.C., working with their new mathematics initiative for young children. Most recently, she served as Chair of the Curriculum and Instruction Department in the College of Education as well as the Director of the Teacher Education Program.

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Judith S. Lederman presents and publishes on the teaching, learning, and assessing of scientific inquiry and the nature of science in both formal and informal settings. She has served on the Board of Directors of the National Science Teachers Association (NSTA) and was president of the Council for Elementary Science International (CESI).
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Assistant Vice-President, Provider Engagement
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Houston, TX
Components

OWL provides everything you need to ensure a high-quality Pre–K experience.
All components include English and Spanish versions.

Teaching Resources
- Planning and Assessment Teacher’s Guide
- Teacher’s Guides, Units 1–8

Literature to Read Aloud
- Trade Books
- Big Books
- Little Big Books
- Read Aloud Anthology
- Read More About It Books
- Ollie and Friends Readers
Teaching Cards and Posters
- Story Time Cards
- Concept Word Cards
- Amazing Word Cards
- Alphabet Cards
- Envision It! Retelling Storyboards
- Envision It! Learning Strips for Classroom Routines
- Phonological and Phonemic Awareness Picture Cards
- Poetry Posters

Digital Resources
- Sing Along Songs and Poems Audio CD
- AudioText Audio CD
- Ollie’s Resources for Teachers and Families CD-ROM
- Texas Digital Teacher Materials DVD-ROM
- Interactive Big Books and Learning Games
- Texas Digital Teacher’s Guide Plus!

Other Classroom Resources
- Ollie Puppet
- Ollie’s Classroom Schedule
- OWL Manipulative Kit

Unit Themes
1. Welcome, New Friends/Bienvenidos, nuevos amigos
2. My Family/Mi familia
3. Our Community/Nuestra comunidad
4. Life on a Farm/La vida en una granja
5. From Jungle to Desert/De la selva al desierto
6. Earth and Sky/La tierra y el cielo
7. Shadows and Reflections/Sombras y reflejos
8. Make It Move!/¡Muévelo!
Week 4

What do families do together for fun?

Tradebook
Tradebook in Spanish

Review & Check

On our way to K!

Your Daily Schedule!

Plan Your Week

Your Daily Schedule!

Plan Your Week

Don’t forget!

Planning and Assessment Teacher’s Guide

Welcome .......................... 1
Overview .......................... 2
Planning .......................... 17
Assess & Check .................. 33
Resources ........................ 277
Scope and Sequence .......... 358
Correlation to Pre-K Outcomes 386
Index .............................. 411
Materials & Resources

Manipulatives

- Farm Animal Counters
- Snap Cubes
- Color Cubes

- Jumbo Rods
- Two-Color Counters
- Magnetic Letters

- Musical Instruments
- Attribute Shapes
- Flashlight

- Numbers Puzzle

Interactive Big Book

**English**
- eText: Tasting Time on Harmony Street, The Armadillo Family's Colorful Picnic Countdown
- Game: Learning Game 2

**Spanish**
- Textos electrónicos: Hora de saborear en la fiesta Armonía
- Juegos: Juego para aprender 2

**Digital Teacher's Guide Plus!**

**English**
- Envision It! Animation 2

**Spanish**
- ¡imaginaLo! Animados 2

Diapositiva para desarrollar el concepto

- Semana 1: 5
- Semana 2: 6
- Semana 3: 7
- Semana 4: 8
- Semana 5: Repasar todas las imágenes digitales

Ordenacuentos

- Semana 1: Quinto, Day and Night / Quinto, día y noche
- Semana 2: Onga Boonga
- Semana 3: Kevin and His Dad
- Semana 4: Antonio's Birthday Fiesta
- Semana 5: Repasar todos los ordenacuentos

OWL

Interactive Interactivo

Whiteboard Ready! ¡Listo para el pizarrón digital!

Approved for use with your whiteboard.

TexasOWL.com
**Materials to Gather**

**Home**

- Centers
  - empty, clean food containers (milk jug or carton, soda bottles, chip bag, candy wrapper)
  - purses, briefcases, computer carriers
  - family photo albums
  - stuffed animals
  - baby and current pictures of children
  - large plastic tubs
  - small sponge
  - washcloth
  - toothpaste
  - toothbrush
  - fingernail brush
  - clothing, empty detergent bottles, basket
  - objects to investigate senses (cotton balls, swabs, flowers, sand, rocks)
  - toy shovels
  - detergent
  - small boxes (one for each child to make a pretend camera)
  - soap
  - smocks
  - bag to hold counters

- Small Groups
  - small box
  - buttons or other small countable objects
  - tray
  - paper plates

- Morning Meeting
  - scarves, streamers

- Science & Social Studies Circle
  - sample get-well card
  - soap
  - towel
  - photographs of people at different ages
  - pictures of healthy and unhealthy foods
  - play clock (optional)
  - play foods or photos of foods (such as vegetables, fruit, milk, meat, and grains, bread)

- Math Circle
  - container
  - paper plates
  - box

- Extend Your Day
  - streamers or ribbons attached to dowel rods
  - carpet squares
  - small ball or bean bag

- Wrap Up
  - ball

**Classroom**

- Centers
  - books about pets and how to care for them
  - voice/sound recorder and touch screen
  - educational computer game
  - index cards
  - paper towels
  - alphabet chart
  - science logs
  - paints and paintbrushes
  - pencils, crayons, markers
  - construction paper
  - building blocks

- Small Groups
  - countable classroom objects
  - erasers
  - chart paper
  - crayons
  - markers
  - red and yellow classroom objects
  - blocks

- Morning Meeting
  - chart paper and marker

- Science & Social Studies Circle
  - chart paper and marker
  - props from Pretend and Learn Center for modeling difference between home and school
  - cleaning tools from Pretend and Learn Center

- Math Circle
  - countable classroom objects

- Extend Your Day
  - art materials (craft sticks, scissors, glue)

- Wrap Up
  - chart paper and markers

**Books to Gather from the Library**

- **English**
  - *Nana Upstairs and Nana Downstairs* by Tomie dePaola, Penguin Group, © 2000
  - *Max Cleans Up* by Rosemary Wells, Puffin, © 2002
  - *The Relatives Came* by Cynthia Rylant, Aladdin, © 1993

- **Spanish**
  - Mi familia, por Karen Hjemboe, Bebop Books, © 2000
  - Adivina cuánto te quiero, por Sam McBratney, Editorial Kókinos, © 2004
  - El oso fabuloso, por José Antonio Abad, Kalandraka, © 2007
  - Celebra un powwow con Sandy Bright, por Alma Flor Ada, Alfaguara, © 2006

More suggested read alouds are listed at the beginning of each week.
Monitor Progress for

Monitor children’s progress on success predictors—math and literacy skills that have been identified by research to be predictive of success in school.  
- Monitor progress informally each week  
- Use formal progress monitoring assessments every eight weeks  
- Track progress, regroup, and make instructional decisions

### SUCCESS PREDICTORS for Kindergarten

#### Phonological Awareness
- **English**: Segment familiar two- and three-syllable words  
- **Spanish**: Segmentar palabras conocidas de dos o más sílabas  
- **English**: Blend onset and rime to form words  
- **Spanish**: Reconocer y combinar sílabas/fonemas iniciales  
- **English**: Delete a word from a familiar compound word  
- **Spanish**: Eliminar un palabra de una palabra compuesta conocida

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
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<tr>
<td></td>
<td></td>
<td>Eliminar un palabra de una palabra compuesta conocida</td>
</tr>
</tbody>
</table>

#### Alphabet Knowledge
- **English**: Name letters $M, m, O, o$  
- **Spanish**: Nombrar letras $M, m, O, o$  
- **English**: Name letters $B, b, E, e$  
- **Spanish**: Nombrar letras $B, b, E, e$  
- **English**: Name letters $T, t, A, a$  
- **Spanish**: Nombrar letras $T, t, A, a$

<table>
<thead>
<tr>
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<tr>
<td><strong>Alphabet Knowledge</strong></td>
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</tr>
<tr>
<td>Name letters $M, m, O, o$</td>
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<td>Name letters $B, b, E, e$</td>
</tr>
<tr>
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<td>Nombrar letras $B, b, E, e$</td>
<td>Nombrar letras $T, t, A, a$</td>
</tr>
</tbody>
</table>

#### Math
- **English**: Recognize spatial patterns  
- **Spanish**: Reconocer patrones espaciales  
- **English**: Make 4 and find missing parts of 4  
- **Spanish**: Formar 4 y hallar las partes que faltan de 4  
- **English**: Add up to 4 objects  
- **Spanish**: Sumar hasta 4 objetos

<table>
<thead>
<tr>
<th>Week 1</th>
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<th>Week 3</th>
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<tbody>
<tr>
<td><strong>Math</strong></td>
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<td><strong>Math</strong></td>
</tr>
<tr>
<td>Recognize spatial patterns</td>
<td>Reconocer patrones espaciales</td>
<td>Make 4 and find missing parts of 4</td>
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<td></td>
<td>Formar 4 y hallar las partes que faltan de 4</td>
</tr>
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<td></td>
<td></td>
<td>Add up to 4 objects</td>
</tr>
</tbody>
</table>

#### Oral Vocabulary
- **English**: brother  
- **Spanish**: hermano  
- **English**: baby  
- **Spanish**: bebé  
- **English**: chore  
- **Spanish**: quehacer

<table>
<thead>
<tr>
<th>Concept Words</th>
<th>Amazing Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother</td>
<td>hermano</td>
</tr>
<tr>
<td>family</td>
<td>familia</td>
</tr>
<tr>
<td>father</td>
<td>papá</td>
</tr>
<tr>
<td>grandparent</td>
<td>abuelos</td>
</tr>
<tr>
<td>mother</td>
<td>mamá</td>
</tr>
<tr>
<td>sister</td>
<td>hermana</td>
</tr>
<tr>
<td>busy</td>
<td>ocupado</td>
</tr>
<tr>
<td>freeze</td>
<td>callar</td>
</tr>
<tr>
<td>hush</td>
<td>desordenado</td>
</tr>
<tr>
<td>messy</td>
<td>ordenado</td>
</tr>
<tr>
<td>neat</td>
<td>congelar</td>
</tr>
<tr>
<td>sticky</td>
<td>pegajoso</td>
</tr>
<tr>
<td>gently</td>
<td>learn</td>
</tr>
<tr>
<td>lullaby</td>
<td>pediatrician</td>
</tr>
<tr>
<td>sob</td>
<td>whisper</td>
</tr>
<tr>
<td>suavemente</td>
<td>canción de cuna</td>
</tr>
<tr>
<td>sollozar</td>
<td>murmurar</td>
</tr>
<tr>
<td>aprender</td>
<td>pediatra</td>
</tr>
<tr>
<td>dust</td>
<td>pitch</td>
</tr>
<tr>
<td>scrub</td>
<td>slipper</td>
</tr>
<tr>
<td>slippery</td>
<td>squeeze</td>
</tr>
<tr>
<td>tidy</td>
<td>apretar</td>
</tr>
</tbody>
</table>

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**xii**
<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delete a syllable from a word</td>
<td>Eliminar una sílaba de una palabra</td>
</tr>
<tr>
<td>Name letters</td>
<td>Nombrar letras</td>
</tr>
<tr>
<td>Subtract 1 to 4 objects from a set</td>
<td>Restar entre 1 y 4 objetos de un conjunto</td>
</tr>
<tr>
<td>Monitor progress on words from Units 1 and 2</td>
<td>Monitor progress on words from Units 1 and 2</td>
</tr>
<tr>
<td>celebrate</td>
<td>celebrar</td>
</tr>
<tr>
<td>decorate</td>
<td>decorar</td>
</tr>
</tbody>
</table>

**Review & Check**

**Week 5**

- **Blend syllables**
  - Sound isolation
  - Recognize rhyme
  - Produce rhyme
- **Combinar sílabas**
  - Aislar sonidos
  - Reconocer rimas
  - Producir rimas
- **Counting 1–5**
  - Subitize up to 2
  - Count up to 5 objects
  - Recognize numerals
- **Contar del 1 al 5**
  - Determinar cantidades al instante hasta 2
  - Contar hasta 5 objetos
  - Reconocer números

**Don't forget!**

**Planning and Assessment Teacher’s Guide**

Use these resources during Week 5 of the unit.

- Observation Checklists in English and Spanish .......... 41
- Progress Monitoring Assessment 1 ......................... 67
- Using the Results of the Assessment .......................... 75
- Spanish Progress Monitoring Assessment 1 .................. 77
- Using the Results of the Spanish Assessment .............. 85

**Hi, I’m Kitten!**
Conceput Development

Children develop their understanding of the concept by listening to stories, participating in discussions, engaging in concept-related play, and learning new vocabulary. The Amazing Words and Concept Words in every unit help children develop a large and rich vocabulary, an important step in preparing them for academic success.

My Family

How are families the same and different?

Theme Concepts

- A family is made up of different people. Family members have role names: mother, father, sister, and so on.
- Families may be alike in some ways and different in other ways.
- Members of a family may be alike in some ways and different in other ways.
- A family needs food, clothing, and shelter to live.
- Some family members live together in the same place; some live in other places but are still family members.
- People begin life as babies. Over time, they grow up to be adults.
- Members of a family do things together for fun.
- Members of a family help take care of their home.

WEEK 1 Meet My Family

Who is in our families?

Concept Words

- brother
- grandma
d- father
- mother
- sister

Amazing Words

- busy
- freeze
- hush
- messy
- neat
- sticky

Tasting Time on Harmony Street

Big Book

Quinto, Day and Night

“A Family Is a Family”
<table>
<thead>
<tr>
<th>Role</th>
<th>Possible Costumes and Props</th>
<th>Conversation Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom</td>
<td>Handbag, sweater, necklace</td>
<td>“Are you ready for school?” “Do you have your lunch?”</td>
</tr>
<tr>
<td>Dad</td>
<td>Tie, briefcase, newspaper</td>
<td>“What did you learn at school today?” “Dinner is almost ready.”</td>
</tr>
<tr>
<td>Baby</td>
<td>Doll, doll clothes, bottle, crib, blanket</td>
<td>“Can I have some juice?” “Is it nap time?”</td>
</tr>
<tr>
<td>Babysitter</td>
<td>Telephone, notepad, table and chairs, plastic food items</td>
<td>“What should I feed the kids for dinner?” “How can I reach you in an emergency?”</td>
</tr>
<tr>
<td>Sister</td>
<td>Plastic food items, books, table and chairs</td>
<td>“Will you play store with me?” “Can I read a book to you?”</td>
</tr>
<tr>
<td>Brother</td>
<td>Toy cars and trucks, blocks, play tools</td>
<td>“How fast do you think this car can go?” “What should I build?”</td>
</tr>
<tr>
<td>Grandparent</td>
<td>Books, plastic gardening tools and flowers, sun hat</td>
<td>“Would you like me to read you a story?” “Where should I plant these flowers?”</td>
</tr>
</tbody>
</table>

**Create Props Together**

**Family Car**  Ask children to use boxes to make a family car. Work with children to attach paper plates for the steering wheel and tires. Children can paint the car. Once dry, help children place the car in the Pretend and Learn Center.

**Microwave**  Remove the lid from an old box and cover with paper. Have children help you decorate the front of the box to look like a microwave by adding numbers and “Start” and “Stop” buttons. Model conversations about cooking different foods in the microwave.

**Shared Writing: Sign Making**  Have children help you make and decorate signs and artwork for the house. Signs may include a Home Sweet Home sign, a Welcome to the (insert family’s name) sign, and a Beware of Dog sign. Children may dictate what the signs should say and then decorate them. Children may also create family portraits labeled with the names of family members to hang up in the house.
WEEK 2  Caring and Sharing

How do family members care for one another?

Concept Words
- baby  grown-up
- care  hug
- child  tear

Amazing Words
- gently  pediatrician
- learn  sob
- lullaby  whisper

Oonga Boonga  “Keisha Then and Now”

Review & Check
On our way to K!

Children further explore the concepts “Welcome, New Friends” and “My Family” and review the Amazing Words and Concept Words they have learned. Additional exposure to the vocabulary in new contexts helps children take ownership of those words.

WEEK 3  We All Help

How does everyone in a family help?

Concept Words
- chore  inside
- clean  outside
- cook  work

Amazing Words
- dust  slippery
- pitch  squeeze
- scrub  tidy

Kevin and His Dad  “A Pet in the Family”

More Books for Concept Development

Use these books at any time during this unit to reinforce:
- Science
- Social Studies
- Social and Emotional Development

WEEK 4  Family Fun

What do families do together for fun?

Concept Words
- guest  picnic
- music  playground
- party  trip

Amazing Words
- celebrate  instrument
- decorate  musician
- enjoy  slice

Antonio’s Birthday Fiesta  “Fun with My Family!”

10 Openers Big Books
Ollie and Friends Reader 2
Desarrollar los conceptos

Los niños desarrollan la comprensión del concepto al escuchar los cuentos, participar con sus comentarios, involucrarse en los juegos relacionados con el concepto y al ampliar su vocabulario. Las Palabras asombrosas y las Palabras del concepto de cada unidad ayudan a los niños a desarrollar un vocabulario amplio y rico, paso importante en su preparación para el éxito académico.

Mi familia

¿En qué se parecen y se diferencian las familias?

Conceptos del tema

- Una familia está compuesta por diferentes personas. Los miembros de una familia tienen nombres de acuerdo a su función: la madre, el padre, la hermana, y así sucesivamente.
- Las familias pueden ser parecidas en algunas cosas y diferentes en otras.
- Los miembros de una familia pueden ser parecidos en algunas cosas y diferentes en otras.
- Una familia necesita alimentos, ropa y un lugar donde vivir.
- Algunos miembros de la familia viven juntos; otros viven aparte pero siguen siendo miembros de la familia.
- Al principio de sus vidas, las personas son bebés. Con el tiempo, crecen y se convierten en adultos.
- Los adultos de la familia cuidan de los niños.

Los niños pequeños necesitan más cuidado que los niños mayores. Los niños mayores pueden ayudar a cuidar de los hermanos y hermanas más pequeños.

- Los miembros de una familia hacen cosas juntos para divertirse.
- Los miembros de una familia ayudan a cuidar su hogar.

SEMANA 1 Te presento a mi familia

¿Quiénes forman parte de nuestras familias?

Palabras del concepto

- hermano
- abuelos
- familia
- mamá
- papá
- hermana

Palabras asombrosas

- ocupado
- desordenado
- congelar
- ordenado
- callar
- pegajoso

Quinto, día y noche

"Una familia es una familia"
SEMENA 2  Cuidarse y compartir

¿Cómo se cuidan los miembros de una familia entre ellos?

Palabras del concepto
- bebé
- cuidar
- chico
- adulto
- abrazo
- lágrima

Palabras asombrosas
- suavemente
- aprender
- canción de cuna
- pediatra
- sollozar
- murmurar

Onga, bonga
“Keisha antes y ahora”

Repasar y comprobar
¡En camino a K!

Los niños exploran con mayor profundidad los conceptos “Bienvenidos, nuevos amigos” y “Mi familia”, y repasan las Palabras asombrosas y las Palabras del concepto que han aprendido. Exponer a los niños al vocabulario en contextos nuevos les ayuda a hacer suyas esas palabras.

SEMENA 3  Todos ayudamos

¿Cómo ayudan todos en una familia?

Palabras del concepto
- quehacer
- limpiar
- cocinar
- adentro
- afuera
- trabajar

Palabras asombrosas
- desempolvar
- tirar
- restregar
- resbaloso
- apretar
- ordenar

Kevin y su papá
“Una mascota en la familia”

Más libros para desarrollar el concepto
Use los Superlibros iOpeners y los Libritos de Oli y sus amigos para reforzar y desarrollar los conceptos de ciencias y estudios sociales de esta unidad.

SEMENA 4  Diversion en familia

¿Qué hacen las familias para divertirse juntos?

Palabras del concepto
- invitado
- música
- fiesta
- picnic
- patio de recreo
- viaje

Palabras asombrosas
- celebrar
- decorar
- disfrutar
- instrumento
- músico
- tajada

La fiesta de cumpleaños de Antonio
“¡Diversion en familiar!”
How are families the same and different?

Introduce the Big Question
Read the Big Question. We're going to learn about families. We'll learn about the people in a family, the things family members do together, and how families are alike and different.

Set Up Purposeful Play

Build Background
- We will be learning about sharing a house. What is your house or home like? What is special about your room? Show a picture of a house to prompt discussion.
- Let's pretend we're having someone come to our house for dinner. What is the first thing we'll do when someone comes over? Model opening the door and inviting the visitor in. I have invited my friend in and we are going to have dinner.
- Ask two children to help you act out a dinner party. Introduce one child as a family member and the other child as a friend who is visiting. Invite children to give suggestions about what each person should do and how they should act.

Introduce the Pretend and Learn Center
- That was so much fun that I think we should turn part of our classroom into a house! Talk with children about what will be needed to turn the Pretend and Learn Center into a house. Children may suggest furniture, kitchen appliances, food, toys, and many other objects.
- Who are the people who would be in the house? (Children will suggest various family members.) What does the dad do? How do I know which person in the house is the dad? What does the dad say? Talk together about the tasks, tools, and appearances of the various roles. Model some conversations people in the house may have.

Possible Materials

Materials
- Kitchen appliances or boxes to look like kitchen appliances
- Table and chairs
- Plastic food items
- Empty food boxes, spray bottles, and other interesting containers
- Fabric scraps or blankets, towels, and washcloths
- Dolls and doll clothes
- Dress-up clothes

Opportunities for Print
- Books
- Newspapers and magazines
- Cookbooks
- Family albums
- Lists of chores
¿En qué se parecen y se diferencian las familias?

Presentar la Pregunta principal: Lea la Pregunta principal. Vamos a aprender cosas acerca de las familias. Aprenderemos sobre las personas que hay en las familias, las cosas que hacen juntas y en qué se parecen y se diferencian las familias.

Juego con un propósito

Desarrollar el contexto
- Vamos a aprender a compartir un hogar. ¿Cómo es la casa o el hogar donde viven? ¿Qué tiene de especial su habitación? Muestren una fotografía de una casa para propiciar la conversación.
- Imaginemos que alguien viene a cenar a nuestra casa. ¿Qué es lo primero que hacemos cuando viene a nuestra casa? Demuestre cómo abrir la puerta y pedir al invitado que entre. He pedido a mi amigo que entre y ahora vamos a cenar.
- Pida a dos niños que le ayuden a representar una cena con invitados. Presente a un niño como un miembro de la familia y a otro como el amigo que visita. Pida a los niños que le den sugerencias sobre lo que debe hacer cada persona y cómo se debe comportar.

Presentar el Centro Juega y aprende
- ¡Lo hemos pasado tan bien que deberíamos convertir parte del salón de clases en una casa! Comente con los niños qué necesitarán para convertir el Centro Juega y aprende en una casa. Podrían mencionar muebles, electrodomésticos, comida, juguetes y otros objetos.
- ¿Qué personas habrá en la casa? (Los niños sugieren diversos miembros de la familia). ¿Qué hace el papá? ¿Cómo se qué persona en la casa es el papá? Hablen sobre las tareas, instrumentos y aspectos de algunos de los roles. Demuestre diversas conversaciones propias de un hogar.

Materiales posibles

Materiales
- Electrodomésticos de cocina o cajas que los representen
- Mesa y sillas
- Comida de plástico
- Cajas vacías de comida, botellas de aerosol y otros recipientes interesantes
- Trozos de tela o mantas, toallas y trapos para lavar
- Muñecas y ropa para muñecas
- Ropa para disfrutar

Oportunidades para imprimir
- Libros
- Periódicos y revistas
- Libros de cocina
- Álbumes de fotos
- Lista de tareas
<table>
<thead>
<tr>
<th>Rol</th>
<th>Ropa y accesorios posibles</th>
<th>Textos para conversar</th>
</tr>
</thead>
</table>
| Mamá    | Cartera, suéter, collar                                                                  | “¿Estás listo para ir a la escuela?”  
“¿Llevas tu almuerzo?” |
| Papá    | Corbata, maletín, periódico                                                             | “¿Qué aprendiste hoy en la escuela?”  
“La cena está casi lista” |
| Bebé    | Muñeca, ropa para muñeca, biberón, cuna, manta                                         | “¿Puedes darme jugo?”  
“¿Ya es la hora de la siesta?” |
| Niñera  | Teléfono, cuaderno, mesa y sillas, comida de plástico                                    | “¿Quieres el niño para cenar?”  
“¿Cómo puedo encontrarlo en una emergencia?” |
| Hermana | Comida de plástico, libros, mesa y sillas                                               | “¿Juegas conmigo a las tiendas?”  
“Puedo leerle un libro?” |
| Hermano | Autos y camiones de juguete, cubos, herramientas de juguete                               | “¿Cuán rápido crees que puede ir este auto?”  
“¿Quieres que construya?” |
| Abuelo o abuela | Libros, herramientas de juguete de jardinería, sombrero para el sol | “¿Quieres que lea un cuento?”  
“Dónde quieres que plante estas flores?” |

**Crear accesorios juntos**

**Auto familiar** Pida a los niños que hagan un auto familiar con cajas. Ayúdles a hacer las ruedas y el volante con platos de papel. Pida a los niños que pinten el auto. Una vez seco, ayude a los niños a llevar el auto al Centro de Juego y aprende.

**Microondas** Quite la tapa de una caja vieja y cúbrala de papel. Pida a los niños que le ayuden a decorarla con números y botones de “Start” y “Stop” de manera que parezca un microondas. Demuestre conversaciones sobre cómo hacer distintas comidas en el microondas.

**Escritura comentada: Hacer carteles**

Pida a los niños que le ayuden a hacer y decorar carteles y obras de arte para la casa. Los carteles podrían decir: “Hogar, dulce hogar”, “Bienvenidos a la familia (apellido de la familia)” o “Cuidado con el perro”. Pídales que digan lo que quieran que ponga en el cartel y que lo decoren. Los niños pueden hacer retratos de la familia con los nombres de las personas y colgarlos por la casa.

**Que todo sea nuevo**

**Semana 2**
Añada accesorios de adultos como monederos, maletines y bolsas de computadora.

**Semana 3**
Añada animales de peluche para usar como mascotas.

**Semana 4**
Añada cámaras hechas por los niños y álbumes de fotos.

Los niños crean los objetos durante los Centros en los Centros de Escritura y Arte.
Quick and easy schedules allow you to see, in just a glance, where you’ve been and where you are about to go. A predictable daily schedule provides structure and allows children to anticipate what will come next in their day.

**Quick & Easy Schedules**

### Your Full-Day Schedule!

- **15 min** - Morning Meeting
- **15 min** - Literacy Circle
- **60 min** - Center Time / Small Groups
- **25 min** - Snack Time
- **15–20 min** - Story Time
- **15–20 min** - Outdoor Time
- **15 min** - Science & Social Studies Circle
- **40 min** - Meal Time
- **45 min** - Rest Time
- **15 min** - Extend Your Day (Movement & Music)
- **15 min** - Math Circle
- **60 min** - Center Time / Small Groups
- **15–20 min** - Outdoor Time
- **15 min** - Extend Your Day (Read Aloud)
- **10 min** - Wrap Up Your Day / Week

### Your Half-Day Schedule!

- **15 min** - Morning Meeting
- **15 min** - Literacy Circle
- **60 min** - Center Time / Small Groups
- **25 min** - Snack Time
- **15–20 min** - Story Time
- **15–20 min** - Outdoor Time
- **15 min** - Science & Social Studies Circle
- **15 min** - Math Circle
- **10 min** - Wrap Up Your Day / Week

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**Personalize Your View!**

OWL Digital Teacher’s Guide Plus! in English and Spanish

See it all by day or by strand online at TexasOWL.com
Center Time / Small Groups

Before Center Time
- **Maximize learning** by introducing and briefly demonstrating activities from Centers.
- **Facilitate management** by assigning or helping children choose the Center(s) they will visit; create a Turns List if necessary.

During Center Time

**Children**

**Small Groups**
Meet with the teacher or aide for Small-Group instruction.

**Independent**
Visit Centers.

**One-on-One**
Meet with the teacher or aide for Personalized Practice.

Teacher and Teacher Aide

Meet with Small Groups to provide differentiated instruction.
10 minutes per group

Meet with Small Groups or individuals to deliver English Language Development instruction.
10 minutes per group or individual

Provide Personalized Practice to children who are still working toward benchmarks.
5 minutes per individual

Scaffold children’s play and learning by working with them in Centers.
As time allows
Schedule A • Full Day
2 Center Time / Small Group Sessions

- Meet with two to four Small Groups per Center Time / Small Group session, as outlined below. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tr>
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<td>Math</td>
<td>Math</td>
<td>Math</td>
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<td>Math</td>
</tr>
</tbody>
</table>

- Use your remaining time to provide Personalized Practice or to scaffold children's play and learning in Centers.

Schedule B • Half Day
1 Center Time / Small Group Session

- Meet with two to four Small Groups per day. Choose between literacy and math instruction based on children's needs. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

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</tr>
</tbody>
</table>

- Use your remaining time to provide Personalized Practice or to scaffold children's play and learning in Centers.

Schedule C • Full Day
1 Center Time Session and 1 Small Group Session

- During the morning session, scaffold children's play and learning in Centers, or meet with individual children to provide Personalized Practice.

- During the afternoon session, meet with two to four Small Groups. Choose between literacy and math instruction based on children's needs. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

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Change it up,
but don't skip Days 3, 4, and 5!

These Small Group activities have built-in progress-monitoring assessments that let you know if children are on track for success in K.

- Literacy Day 3
- Literacy Day 4
- Math Day 5