

Learning Links

Pre-School Activity Plans

Modifications and Adaptations

Specially Designed for

Duplin County Public School—

Head Start Students with

Limited Knowledge of the

English Language.

SPANISH VOCABULARY

Modifications and Adaptations prepared under the direction of

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Kenansville, Duplin County, North Carolina – August 2001

Participating Duplin County Public Schools

Head Start

Teachers and Teaching Assistants

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Suggested Sequence of Discoveries –

Added Cultural Topics

New Year's Day (January 1st)

Epiphany / Día de los Reyes Magos (January 6th)

Dr. Martin Luther King, Jr.'s Day

Black History Month (February)

Chinese New Year (In January or February)

Valentine's Day / El Día de los Enamorados (February 14th)

Flag Day

Presidents' Day

St. Patrick's Day (March 17th)

Jewish Passover / Easter Sunday

Arbor Day

Ground Hog Day

Children's Day / El Día de los Niños (April 30)

Cinco de mayo

Mother's Day / El Día de las Madres (May 10th)

Memorial Day

Father's Day

4th of July

Bastille Day (July 14th)

Grandparents' Day

Labor Day

Yom Kippur

Hispanic Heritage Month (September 15 – October 15)

Día de la Independencia (September 15th for countries in Central America,
and September 16th for Mexico)

Christopher Columbus' Day / El Día de la Raza (October 12th)

Native American's Month (November)

Halloween (October 31st)

Día de los Fieles Difuntos (November 1st)

Día de Todos los Santos (November 2nd)

Elections Day

Veteran's Day (November 11th)

Thanksgiving Day / El Día de Acción de Gracias

Kwanzaa

Hanukkah

Ramadan

Las Posadas (December 16th – 24th)

Christmas Eve / Noche Buena Christmas / Navidad (December 24th, 25th)

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Exploring Our New Surroundings**

Most students –almost ALL students—in the Head Start Program will display mastery of NONE, a FEW, or SOME of the words listed here. Students whose primary language is not English will display knowledge of NONE of the words or only a FEW of the words. Students whose primary language IS English, may only know a few of the words or some of them. Thus, teachers must insure that ALL students acquire the words listed here. Acquisition of the vocabulary provides evidence that the *goals and objectives* of this lesson have been achieved. The goals and objectives correspond with the Head Start Domain Elements and the North Carolina Standard Course of Study with Goals Based on Kindergarten Competencies.

As teachers plan to implement the instructional activities listed for this Unit, teachers need to include ORAL LANGUAGE DEVELOPMENT ACTIVITIES that **prepare** students for acquisition of the vocabulary included in the following lists.

Failure to plan for initial, preparatory language acquisition and development activities would render most, if not ALL, of the suggested learning activities meaningless for most, if not ALL, students. Definitely, children who lack knowledge of the English language, or who have limited knowledge of the English language used at school, for learning content areas, will fail to benefit from the suggested learning activities if implemented without insuring mastery of the vocabulary listed here.

The vocabulary is listed by meaningful categories that address the suggested content area activities. The vocabulary is not totally inclusive, and may need to be expanded or modified to reflect the specific classroom situation of each individual program.

Classroom areas:

- Housekeeping
- Manipulatives
- Science
- Music
- Library / Quiet
- Sleeping area(s)
- Blocks
- Art
- Puzzles
- Dramatic Play

Areas del salón de clase:

- Mantenimiento y limpieza
- Objetos para trabajar con las manos
- Ciencias
- Música
- Biblioteca / Silencio
- Dormitorio
- Bloques y cuadrados
- Arte
- Rompecabezas
- Drama

Within the classroom:

doors
windows
bathroom
tables
shelves
cubbies
computers
fish tank
sink
trash can
atlas / globe
walls
light switch
rug
blankets
mats
schedule
pillows
record player

books
easel
paint
paint brushes
crayons
markers
chairs
cabinets
computer table
blocks
magazine rack
carts

television
faucets
scissors
clay
play dough
texture cards
tape player
desks
discs
books

En el salón de clase:

puertas
ventanas
baños
mesas
estantes
armarios
computadoras
pecera
fregadero o lavabo
basurero
atlas / globo terráqueo
paredes
interruptor / encendedor
alfombra
mantas / frazadas / cobijas
alfombrillas / esteras
horario / plan del día / lista de actividades
almohadas / cojines
tocadiscos

libros
caballete
pinturas
pinceles
creyones
marcadores
sillas

armarios
mesa de computadora
bloques y cuadrados
revistero
carretillas / carritos
televisión
grifos / pila de agua
tijeras
arcilla
plastilina
tarjetas de diferentes texturas
grabadora

pupitres
discos
libros

Toys:

dolls – male / female dolls -- multicultural dolls
doll's crib
doll's clothes
stove
sink
cupboard
iron / ironing board
freezer
child's size mop and broom
broom stand
plastic spoons, forks, cups, plates
plastic food
blocks -- foam, wood
trucks
animals
microscope
puzzles -- transportation, animals, shapes, colors, cars, numbers, pets,
circus, community, foods, family, holidays, tractors, etc.
tracking maze
block play traffic signs

drums
zoo animals
farm animals
puppets
cars
airplanes
hats
medical kit
telephone
shopping cart
manipulatives
color paddles
magnets
community helpers
tools
lacing cards

closet
bookcase
electrical outlet
radio
CD player
washer
dryer
uniforms

Juguets:

muñecos / muñecas -- muñecos y muñecas multiculturales
cuna de muñecas
ropa de muñeca
estufa o cocina
fregadero o lavabo
armario
plancha tabla de planchar
congelador
limpiador y escobilla para jugar
armario para las escobas
cucharitas, tenedores, tazas (copas) y platos plásticos
comida plástica (imitación)

bloques de madera o plásticos

camiones

animales

microscopio

rompecabezas sobre los medios de transportación, animales, figuras, colores, carros, números, animales domésticos, el circo, la comunidad, las comidas, la familia, los días feriados, tractores, etc.

laberintos

señales de tránsito hechas de bloques

tambores

animales del zoológico

animales del campo/rancho/finca/hacienda

títeres

carros o automóviles

aeroplanos o aviones

sombreros

botiquín

teléfono

carretilla o carrito

objetos para trabajar con las manos

palas o remos de colores

imanes

ayudantes de la comunidad

herramientas

tarjetas para enlazar

gabinete o closet

estante de libros

tomacorriente

radio

reproductor

lavadora

secadora

uniformes

Clothing:

shirt

shoes

hat
coat
pants
dress
sweater
earmuffs
hair bow
socks
gloves
underwear
umbrella
boots
rain coat
skirt
shorts
vest
blouse

barrettes
ear rings
tights
jewelry
sandals
overalls
apron
scarves
toboggan
Long Johns
slips
under shirt
briefs
snaps
velcro
zipper
belts
buckles

buttons
shoe strings
eye glasses

Ropa:

camisa
zapatos
sombrero
abrigo
pantalones
vestido
suéter
orejeras
lazo, cinta
calcetines
guantes
ropa interior
paraguas / parasol
botas
impermeable o capa de agua
falda
pantalones cortos
chaleco
blusa

broches para el cabello
pendientes o aretes
medias largas
impermeable/capa de agua
joyas, alhajas
sandalias
overoles
delantal
bufandas
trineo, tobogán
calzones largos
enaguas, refajo, falderas
camiseta
broches
broche de velcro
ziper o cremallera
cinturones

hebillas

botones

cordones o lazos

lentes, gafas, o espejuelos

Outdoors:

table

tree house

slide

train

sand

climbers

bat

ball

horseshoe

swing

fence

monkey bars

truck

Al aire libre:

mesa

casita o caseta de árbol

canal o resbaladera

tren

arena

escaladores

bate, paleta

pelota

herradura

columpio, balanceador

valla, cerca, cercado

escaladores o trepadores

camión, troca

Breakfast / Lunch:

plate
spoon
cup
icebox
napkins
forks
place mats
foods and drinks milk, _____, _____, _____, etc.

Desayuno / Almuerzo:

plato
cuchara
taza o copa
refrigerador
servilletas
tenedores
mantel individuales
alimentos y bebidas: leche, _____, _____, _____, etc.

Going and Coming to/from school:

bus
car
book bag
bus monitor
announcements
field trip signature card
forms: emergency, physical, _____, _____.

Para ir a la escuela y venir de la escuela:

autobús
carro, auto, automóvil
mochila
guarda del autobús o custodio del autobús
anuncios, noticias, notificación
tarjeta de identificación para una excursión
formularios para: emergencia, examen físico, _____, _____.

Nap time / Sleeping:

mats
towels
sheets

La siesta / Para dormir:

alfombrillas, esteras, catres, camillas,
toallas
sábanas

AREAS: Housekeeping

sink
stove
refrigerator
cupboard
ironing board
table
chairs
tablecloth
flowers
utensils
mop, broom, dustpan
clothes
shoes
telephone
cash register
shopping cart
plastic foods
plates

AREAS: Housekeeping – WHAT TO DO

wash dishes
cook / bake
store food, store water
keep dry goods, canned food
iron clothes on it

serve food, eat at
sit on them
protection, decoration
centerpiece
cooking, serving, eating
cleaning the floor
dramatic play
learn to count money, give change, play grocery store
pretend eating
pretend to eat out of

AREAS: Mantenimiento y limpieza

fregadero, lavabo
estufa, cocina
refrigerador
armario
tabla de planchar
mesa
sillas
mantel
flores
utensilios
fregona, escoba, recogedor
ropa
zapatos
teléfono
caja registradora
carrito para mercaderías
comida plástica
platos

AREAS: Mantenimiento y limpieza – LO QUE SE HACE

fregar o lavar los platos, las vasijas, etc.
cocinar, hornear
guardar o almacenar alimentos, agua
guardar o almacenar alimentos enlatados
planchar la ropa
servir la comida, comer

sentarse
protección, decoración
decoración al centro de la mesa
cocinar, comer
limpiar el piso
drama, dramatizar los cuentos
aprender a contar el dinero, dar cambio,
 jugar “a las tiendas” o jugar “al mercado”
pretender o fingir que se está comiendo
pretender o fingir que se está comiendo

Everything in the room:

paper towel
sink
water faucet
Kleenex
door
walls
book cases
rug / carpet
light switch
electric outlets
bulletin boards
windows
cubbies
computers

Everything in the room: **WHAT TO DO**

dry hands
wipe up spills
wash hands
run water
play
clean paint brushes
pour things out
play
drink water

clean nose
wipe hands
go in & out
put pictures on
slam
lock
oil hinges
hold up roof
hang pictures
put hand prints on
put books on
put toys on
vacuum
sit on
circle time
turn lights on & off
plug things in
put safety covers on
put information on
put pictures on
to see out
to put coats in
to put covers in
to put shoes in
to put bookbag in
to keep our things in
play games
learn
print
listen

Cosas comunes del salón de clase:

toallas de papel
fregadero
grifo, pila
pañuelos de papel
puerta
paredes

estantes para libros
alfombra
interruptor, encendedor, chucho
tomacorriente
tablilla de anuncios
ventanas
armarios o cuchitriles
computadoras

Cosas comunes del salón de clase: LO QUE SE HACE

secarse las manos
limpiar lo que se derrama
lavarse las manos
dejar salir el agua
jugar
limpiar los pinceles, las brochas
echar o tirar desperdicios
jugar
beber agua potable
sonarse la nariz
limpiarse las manos
entrar y salir
colgar pinturas y trabajos manuales
cerrar de golpe
cerrar con llave, pestillo
engrasar las visagras
sostener el techo
colgar pinturas o cuadros
ensuciar o manchar con las manos sucias
poner los libros
poner los juguetes
aspirar con la aspiradora
sentarse
hacer un círculo para trabajar o escuchar o cantar
encender y apagar las luces
enchufar o conectar
cubrir con forros protectores
anunciar, mostrar información, anuncios, notas
mostrar dibujos o pinturas

mirar, ver hacia afuera, chequear el exterior
colgar los abrigos
guardar las sábanas o cobijas
guardar los zapatos
guardar la mochila
guardar nuestras pertenencias
jugar juegos electrónicos
aprender
imprimir
escuchar

Table Toys/Manipulative Area:

puzzles
peg board
lacing cards & string
linking elephants
wooden blocks
lego blocks
string & board

Table Toys/Manipulative Area: **WHAT TO DO**

talk about numbers, shapes, colors
talk about the items on puzzles and what
they do or what is going on on the puzzles
talk about the material it is made of:
 wooden or plastic
talk about size and space, color shape
counting colors
to exercise your fingers
talk about colors & shapes, textures
talk about positions, up & down; in & out
talk about colors, counting, size, sorting and
 recognizing patterns
for stacking,
talk about colors, texture, and sizes
talk about color, size, shape, texture
for stacking, and sorting
for sorting and for counting
to make patterns

Mesa de Juguetes/Area de Objetos para Trabajar con las Manos:

rompecabezas
tablero de clavijas
tarjetas para enlazar
elefantes para enlazar
bloques de madera
bloques de "lego"
cordón y tablero

Mesa de Juguetes/Area de Objetos para Trabajar con las Manos:
LO QUE SE HACE

hablar sobre los números, figuras, colores
conversar sobre las piezas del rompecabezas
lo que representan, y lo que representa el
rompecabezas
explicar de qué material está hecho:
 de madera o de plástico
conversar sobre el tamaño, los espacios,
colores y figuras
contar los colores
ejercitar los dedos (control de músculos pequeños)
conversar sobre colores, figuras, texturas
contar los colores
conversar sobre colores, contar, tamaño,
clasificar y reconocer patrones
apilar, hacer torres
conversar sobre los colores, texturas, tamaños
conversar sobre colores, tamaño, figuras,
 textura, apilar, clasificar
clasificar y contar
diseñar patrones

Music:

CD player
record player
tapes & CDs
headphones

books
tables
chairs & carpets
electric outlets

Music: WHAT TO DO

to play CDs
to play records
for listening
put on head for listening to music
to read along with tapes
to place recorder & player on
for sitting while listening to music
to plug in recorders and players

Música:

tocadiscos compactos
tocadiscos
casetes y discos compactos
auricular
libros
mesas
sillas y alfombra
tomacorrientes

Música: LO QUE SE HACE

tocar discos compactos
tocar discos
escuchar
puesto en la cabeza para oír música
leer al mismo tiempo que se escucha
colocar la grabadora y el tocadiscos
sentarse mientras se escucha la música
para conectar la grabadora y el tocadiscos

Computers:

keyboard
chairs
electric outlets
light switch
modem

Computers: WHAT TO DO

type in word
press "Enter"
to sit at computer
to plug in computer
to turn lights on
makes computer operate

Computadoras:

teclado
sillas
tomacorrientes
interruptor, encendedor, chuchó
modem

Computadoras: LO QUE SE HACE

mecanografiar, escribir palabras
apretar, presionar, pulsar "Entre"
sentarse a trabajar con la computadora
conectar la computadora
encender las luces eléctricas
operar la computadora

ART AREA

crayons
markers
art paper

clay
paints
easel
magazines
scissors
posters
glue
letters
pencil
ruler
play dough
cutters

ART AREA: WHAT TO DO

to color
to name and describe all colors
to draw
to draw
to cut out
to make animal cookies
to do hand painting
to draw what we are talking about
to look at pictures
to cut out pictures, glue on paper
to cut out
to make signs saying “art area”
to attach on to paper
to draw
to recognize letters
to write
to measure
to use imagination to create something
to play & cut different shapes

AREA de ARTE

creyones
marcadores
papel para dibujar
arcilla

pinturas
caballete
revistas
tijeras
carteles
pegamento, goma
letras
lápiz
regla
plastilina
moldes

AREA de ARTE: LO QUE SE HACE

colorear
nombrar y describir todos los colores
dibujar, colorear
dibujar o pintar
recortar
hacer galletitas con figuras de animales
para pintar o dibujar
dibujar lo que se describe
mirar, ver, observar las fotos
recortar o cortar y pegar las fotos en papel
cortar o recortar
preparar señales o anuncios del “Area de Arte”
pegar o engomar al papel
dibujar o trazar
reconocer las letras
escribir o trazar
medir, juzgar o estimar
usar la imaginación creando algo
jugar, cortar diferentes figuras

Breakfast / Lunch:

plate
spoon
napkinnd mouth
cup
chairs
table
trash can
milk carton
sink
bowl
serving spoon
basket

Breakfast / Lunch: WHAT TO DO

to put food on and eat food from
use it to eat
to clean hands and mouth
to drink out of
to sit in while eating
to place your plate and cup on
to put trash in
to drink milk from
for washing hands before eating
to pass food in
to put food on our plates
to keep bread rolls in

Desayuno / Almuerzo

plato
cuchara
servilleta
taza, copa
sillas
mesa
basurero
caja de leche
fregadero, lavabo
tazón, fuente
cucharón

cesto, cesta

Desayuno / Almuerzo: LO QUE SE HACE

poner la comida y comer

se usa para comer

limpiarse las manos y la boca

beber

sentarse a comer

colocar el plato y la taza o la copa

depositar la basura

beber la leche

lavarse las manos antes de comer

servir y compartir la comida

servir la comida en los platos

guardar los panecillos

Bathroom

sink

toilet paper

toilet paper holder

soap dispenser

paper towels

mirror (if one is accessible)

commode

handicap rails

air vents

lights

air extractor

Bathroom: WHAT TO DO

to wash hands
to wipe bottom
to hold toilet paper
to hold soap
to dry hands
to see themselves
to get rid of waste
to hold on to when you need help
to warm or cool area
to see in dark area
to take away foul air

Baño

lavabo
papel higiénico
soporte del papel higiénico
jabonera
toallas de papel
espejo (si hay alguno)
inodoro
barras para incapacitados
rejillas de ventilación
luces
extractor de aire

Baño: LO QUE SE HACE

lavarse las manos
limpiarse el trasero, abajo
aguantar o mantener el rollo de papel
contiene el jabón
secar las manos
verse a sí mismo
deshechar o eliminar los desperdicios
agarrarse si se necesita ayuda
calentar o enfriar el salón de clase
mirar, ver en la oscuridad
eliminar los malos olores

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Friends**

Most students –almost ALL students—in the Head Start Program will display mastery of NONE, a FEW, or SOME of the words listed here. Students whose primary language is not English will display knowledge of NONE of the words or only a FEW of the words. Students whose primary language IS English, may only know a few of the words or some of them. Thus, teachers must insure that ALL students acquire the words listed here. Acquisition of the vocabulary provides evidence that the *goals and objectives* of this lesson have been achieved. The goals and objectives correspond with the Head Start Domain Elements and the North Carolina Standard Course of Study with Goals Based on Kindergarten Competencies.

As teachers plan to implement the instructional activities listed for this Unit, teachers need to include ORAL LANGUAGE DEVELOPMENT ACTIVITIES that **prepare** students for acquisition of the vocabulary included in the following lists.

Failure to plan for initial, preparatory language acquisition and development activities would render most, if not ALL, of the suggested learning activities meaningless for most, if not ALL, students. Definitely, children who lack knowledge of the English language, or who have limited knowledge of the English language used at school, for learning content areas, will fail to benefit from the suggested learning activities if implemented without insuring mastery of the vocabulary listed here.

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People:

child

Each child's name printed on a flash card

first name

last name

middle name

nick name

teacher

Each teacher's name printed on a flash card

neighbor

cousin

sister, sister's friends

brother, brother's friends

aunt

uncle

mother, mother's friends

father, father's friends

grand daddy / grand mom

boys

girls

friends, special friends, friends of the family

classmates, class friends,

best friends

man / men

gentleman / gentlemen

woman / women

lady

friendship ring

friendship kiss

Gente:

niño / niña --

Escribir el nombre de cada niño/niña en tarjetas de identificación

primer nombre

apellido

nombre del medio o Segundo nombre

mote, apodo
maestro / maestra --
Escribir el nombre de cada maestro o maestra en una tarjeta
vecino / vecina
primo / prima
hermana, amigos / amigas de la hermana
hermano, amigos / amigas del hermano
tía
tío
madre / mamá, amigos / amigas de la madre
padre / papa, amigos / amigas del padre
abuelo / abuela
niños, muchachos, chavales,
niñas, muchachas, chavalas
amigos / amigas, amigos y amigas especiales, amigos y amigas de la familia
compañeros / compañeras de clase
los mejores amigos / las mejores amigas
hombre / hombres --
señor / señores
mujer / mujeres --
señora / dama
círculo de amigos / de amigas
un beso amistoso

Games to play with friends:

lotto
bubbles for friends to blow and chase
circle games

Juegos para compartir con los amigos

lotería
burbujas para que los amigos las soplen y las persigan
ruedas –

Here We Go Around The Mulberry Bush

Follow the Leader

Brown Bear, Brown Bear (with friends' names)

En español:

“A la rueda, rueda, de pan y canela,
Dame un besito y vete para la escuela,
Y si no quieres ir,
Acuéstate a dormir.”

“Víbora, víbora de la mar . . .”

Tools, Objects:

camera
photo album
picture / photo
floor graph
using name cards
picture graph of classroom with activity areas
letter paper, cards for writing to friends
telephone book
telephone number

Places we live in:

city, town, state, country
beads
string or rope

Variety of people accessories:

wallet, purse
bracelet

Means of transportation:

cars, trucks, etc.
boxes
balance scale
magnifying glass
mail box
sieves, buckets, shovels, other sand table tools

Description of friends:

body parts – arm, head, hand, feet, lips, legs, hair, etc.
colors: black, brown, blonde, brunette, gray, etc.

Herramientas, Objetos:

cámara
álbum de fotos / fotografías
cuadro / foto
plan o gráfica del salón de clase –
usar tarjetas identificadoras
diseño del salón de clase con las áreas para las actividades
papel para cartas, tarjetas para escribir a los amigos / amigas
libro de teléfonos / guía telefónica
número de teléfono

Lugares donde vivimos:

ciudad, pueblo, estado, país
cuentas
cuerda, soga
Distintos accesorios del vestuario
billetera, cartera, bolsa
brazalete, pulsera

Medios de transporte:

carros, coches, autos, automóviles, camiones, etc.
cajas
pesa, balanza
lupa, lentes de aumento
buzón
coladores, cubos, baldes, palas, otras herramientas para trabajar con la arena

Descripciones de los amigos / las amigas

partes del cuerpo – brazo, cabeza, manos, pies, labios, piernas, pelo /
cabello, etc.

colores: negro, café / carmelita / castaño, rubio / güero, castaño, castaña,
canoso, canosa

Songs to sing with a friend:

Row, Row, Row Your Boat

NOTE: It is recommended that the last verse in this song be changed to provide children with meaningful lyrics commensurate with their level of cognitive development.

“Row, row, row your boat,
Gently down the stream,
Merrily, merrily, merrily,
Down (Up) the stream we go.”

As children develop more language and cognitive skills, the last verse can be changed again to include other lyrics that introduce the idea in the original verse. For example: “*I like to have a dream,*” “*At night we like to dream,*” “*My life is like a dream,*” etc. Finally, the original verse is introduced: “*Life is but a dream.*”

Vocabulary / pictures to be presented BEFORE singing song:

Vocabulario / se presentan las fotos o dibujos ANTES de cantar la canción

Action: to row

Emotions: merrily, gently

Geographic features: stream

Means of transportation: boat

Direction: down, (up)

Tools or instruments: oars

Acción: remar

Emociones: alegremente, con cuidado

Características geográficas: riachuelo

Medios de transporte: barco
Dirección: abajo, (arriba)
Herramientas o instrumentos: remos

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Families**

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As teachers plan to implement the instructional activities listed for this Unit, teachers need to include ORAL LANGUAGE DEVELOPMENT ACTIVITIES that **prepare** students for acquisition of the vocabulary included in the following lists.

Failure to plan for initial, preparatory language acquisition and development activities would render most, if not ALL, of the suggested learning activities meaningless for most, if not ALL, students. Definitely, children who lack knowledge of the English language, or who have limited knowledge of the English language used at school, for learning content areas, will fail to benefit from the suggested learning activities if implemented without insuring mastery of the vocabulary listed here.

The vocabulary is listed by meaningful categories that address the suggested content area activities. The vocabulary is not totally inclusive, and may

need to be expanded or modified to reflect the specific classroom situation of each individual program.

People and Their Names

mother
guardian
father
siblings
brother
sister
family
aunt
uncle
cousin
grandfather
grandmother
wife
husband
child, children
relatives
half-brother
half-sister
step-mother
step-father
foster child
farmer

La gente y sus nombres o apelativos

madre, mamá
guardián
padre, papá
hermanos y hermanas
hermano
hermana
familia
tía
tío
primo / prima

abuelo
abuela
mujer
esposo
niño / niña niños / niñas
parientes
medio hermano / hermanastro
media hermana / hermanastra
madrastra
padrastra
hijo adoptivo
agricultor, campesino

Actions:

play
having fun
work
cleaning
brush teeth
comb hair
dress
cooking
going shopping
watch TV
sweep
mop
live with

Homes:

house
trailer
apartment
mobile home
address

Meals:

breakfast
lunch, lunch box

supper / dinner
snack

Cooking Utensils:

jello mold
muffin tin
pots, pans
food storage containers
ladle
slotted spoon

Places:

dell
bathroom
shower
tub / bathtub
school
work

Acciones:

jugar (tocar un instrumento)
divertirse
trabajar
limpiar
cepillarse (limpiarse, lavarse) los dientes
peinarse
vestirse
cocinar
ir de compras
mirar, ver la televisión
barrer
limpiar, fregar, enjuagar, etc.
vivir con, convivir

Casas, viviendas:

casa

casa a remolque, casa móvil
apartamento, piso
casa sobre ruedas, casa movable
dirección

Comidas

desayuno
almuerzo, cantina
cena / comida
merienda

Utensilios de cocinar

molde de gelatina
molde de panecillos
ollas, cazuelas, tetera
cantina
cucharón
espumadera

Lugares

cañada
cuarto de baño, baño
ducha
bañera, tina
escuela, colegio
trabajo

Time Measures

calendar
alarm clock
schedule, bedtime

Medidas de tiempo

calendario

despertador
horario, hora de dormir

Containers: Recipientes

ketchup bottles
mustard bottles
mayonnaise bottles
envelope

Recipientes

botellas de salsa de tomates
botellas de mostaza
botellas de mayonesa
sobre

Cleaning Utensils:

hand soap pump bottle
broom
dust pan
vacuum cleaner
mop

Utensilios de limpieza

botella de jabón para lavarse las manos
escoba
recogedor
aspiradora
aljofifa (para fregar el suelo / piso)

Vehicles

car
truck
SUV
van
golf cart

tricycle
wagon

Vehículos

carro, auto, automóvil, coche
camión
SUV
furgoneta
carro, carrito de golf
triciclo
vagón

School & Home Things: Cosas de la escuela y la casa

collage
pencil
glue
photo
yarn
burlap
cloth
doll house
thread
needle, plastic needle
ball
magnets—figures, letters, numbers
presents
wrapping paper
quilt
bone

Cosas de la escuela y la casa

collage
lápiz
pegamento, goma
foto, fotografía
hilo, hilaza
arpillera

tela, trapo
casa de muñeca
hilo, enhebrar
agujas, agujas plásticas
pelota, balón
imán, imanes – figuras, letras, números
regalos
papel de envolver
edredón
hueso

Qualities:

diverse
special
different

Cualidades

diversas
especial
diferente

Amounts

empty
number of people in each student's family
various

Cantidades

vacío
número de familiares de cada estudiante
varios

Age:

youngest
oldest

Edad:

el más joven / el más pequeño / el más chiquito – el menor
la más joven / la más pequeña / la más chiquita - la menor
el mayor – la mayor / el más viejo / la más vieja

Pets:

dog
cat
parakeet

Animales domésticos

perro
gato
periquito

Songs: Vocabulary for each song must be introduced BEFORE song.

Here We Go Round the Mulberry Bush

Farmer in the Dell

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Skin**

Most students –almost ALL students—in the Head Start Program will display mastery of NONE, a FEW, or SOME of the words listed here. Students whose primary language is not English will display knowledge of NONE of the words or only a FEW of the words. Students whose primary language IS English, may only know a few of the words or some of them. Thus, teachers must insure that ALL students acquire the words listed here. Acquisition of the vocabulary provides evidence that the *goals and*

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Skin:

Texture

rough
smooth
soft
skin tones

La piel

Textura

áspera
tersa
suave
tonos de la piel

Color --

white
black
brown
pink

Color

blanco
negro
castaño, café
rosado

Type --

mole
wart
freckled
wrinkled

Tipos

lunar
verruca
pecas
arrugado

Age:
elderly

Edad:
anciano, anciana

Spices

nutmeg
cinnamon
mustard
chili

Espicias

nuez moscada
canela
mostaza
guindilla, chile

Body Parts

finger nail
bare foot
hair
thumb – thumb prints

Partes del Cuerpo

uñas
descalzo
pelo, cabello
dedo pulgar – huellas digitales del pulgar

Outside skin:

goose bumps
perspiring
birth marks mancha de nacimiento

Piel:

piel erizada, piel de gallina
sudando
mancha de nacimiento

Textures

sand paper
leather
plastic
rubber

cotton
terry cloth
satin
velvet

Texturas:

papel de lija
cuero, piel
plástico
goma
algodón
toalla de rizo
satín, de raso
terciopelo

Protection:

sunscreen
hats with brims
visors

Protección:

protección contra el sol
sombbrero de ala
visera

Bedding:

blanket
pillow

Ropa de cama:

frazada, cobija, manta
almohada, cojín

Bathroom

shower, shower cap
soap, soap dispenser
antibacterial soap
shampoo bottle
towel, beach towel
wash cloth
hose
spray nozzle

Baño:

ducha, gorro de baño
jabón, jabonera
jabón anticéptico
botella de champú
toalla, toalla para la playa, toalla playera
toallita
manguera
regadera, boquilla

Toys:

tinker toys
waffle blocks
magnifying glass
modeling clay
stick puppet

Juguetes:

juguetes de hojalata, juguetillos
bloques
lupa
arcilla de modelar, plastilina
títeres, muñequitos en palitos

Others:

leaves
lumber

floor, rug
flashlight

Otros:

hojas
madera aserrada
suelo / piso, alfombra
linterna

Temperature:

warm
cold
hot

Temperatura:

tibio, templado
frío
caliente

First Aid Primeros Auxilios

Books in Braille Libros en Braille – para ciegos

Magazines: To cut out people Revistas: Para recortar personas

National Geographic, Parent, Modern Maturity, Hispanic, Ebony, etc.

Songs: Where is Thumbkin?

Parachute play with taped music to feel air.

INTRODUCTION

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Discoveries About: **Photography**

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Pictures:

camera pictures

film pictures

video pictures

digital camera picture

Fotos o cuadros

fotografías

películas

videos

fotografía digital

Questions to ask:

Who is this?

Do you remember?

What center/area are they in?

What are they doing?

Whose family is this?

Preguntas:

¿Quién es?

¿Recuerda(s)?

¿En qué centro o área están?

¿Qué están haciendo?

¿De quién es esta familia?

People:

family (photos)

mom

dad

sister

brother

Culture:

Hispanic

black

white

Asian

African

Jamaican

Gente, Personas

la familia (fotos)

mamá

papá

hermana

hermano

Cultura

hispano

negro

blanco

asiático

africano

jamaiquino

Parts of body:

Face:

eyes

lips

mouth

hair

nose

Body:

hands

arms

back

chest

legs

Partes del cuerpo:

La cara:

los ojos

los labios

la boca

el pelo, el cabello

la nariz

El cuerpo:
las manos
los brazos
la espalda
el pecho
las piernas

Disabilities:

Down's syndrome
crutches
wheel chair

Impedimento:

síndrome de Down
las muletas
la silla de ruedas

Color

red
white
black,
black and white
blue
tan
color photo
color water
shades of colors

Color:

rojo
blanco
negro,
negro y blanco
azul
marrón, bronceado
foto en color

agua de color
tonos de los colores

Clothes:

dress
pants
shorts
skirt
blouse
shirt
socks

Ropa:

el vestido
los pantalones
los pantalones cortos
la falda, la saya
la blusa
la camisa
las medias, los calcetines

Toys:

balls
hoola hoops
soft Frisbees

Juguetes:

pelotas
aros
platos voladores

Locations:

park
house
party

building
bridge

Lugar:

el parque
la casa
la fiesta
el edificio
el puente

Size:

tall
short
big
little
fat
skinny
enlarged

Tamaño

alto/alta
bajo-corto
grande
pequeño/a
grueso, gordo
flaco, delgado
agrandado

Actions:

to take aim
to pose
to smile
click
move
twist
bend

sit
stand
kiss
pouring
stirring
scooping

Acciones:

apuntar
retratar, modelar
sonreír
chasquido, chasquear
movimiento, mover
vuelta, voltear
curva, curvar, doblar
sentarse
pararse, ponerse de pie
beso, besar
vertir
revolver
sacar / servir con un cucharón o cuchara

Things:

box
tape, video tape
mirror
furniture

Cosas:

la caja, el cajón
la cinta, el video, el casete, el videocasete
el espejo
los muebles

Expressions:

excited

happy
surprised

Expresiones

excitado/a, emocionado/a
feliz
sorprendido, asombrado

Outdoors:

leaves
funnels
branches
containers
rocks
pine cones
sticks
plastic tubing

Al aire libre:

hojas de árbol
embudos
ramas
recipientes, envases
rocas
piñas y piñones
palos
tubos plásticos

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **What Can We Do With Brushes?**

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The vocabulary is listed by meaningful categories that address the suggested content area activities. The vocabulary is not totally inclusive, and may need to be expanded or modified to reflect the specific classroom situation of each individual program.

Jobs, Occupations, Professions:

dentist
hair stylist
painter
artist

Trabajos, Empleos, Profesiones

el dentista / la dentista
peluquero / peluquera, estilista
pintor
artista

Types of brushes:

(various size) paint brushes
(various sizes and types) tooth brushes
(various sizes and types) hair brushes & combs
pet brushes
scrub brushes
shoe brushes
pastry brushes
pick brushes
health and hygiene brushes
basting brushes
baby bottle brushes
make-up brushes
nail polish brushes
nail brushes
shampoo brushes
clothes brushes

Tipos de brochas, pinceles, cepillos:

diferentes tamaños de pinceles / brochas
diferentes tamaños y tipos de cepillos de dientes
diferentes tamaños y tipos de cepillos para el pelo / cabello y peines
cepillos para los animales
cepillo para restregar
cepillos de zapatos
brocha para untar
cepillo para recoger
cepillos para la higiene del cuerpo
brochas para bañar y rociar la comida
cepillo para limpiar las botellas - biberones
cepillos para maquillarse
brocha para pintarse las uñas
cepillos para limpiarse las uñas

cepillos para enjabonarse con champú
cepillos para la ropa

Animals:

cat
dog
rabbit
stuffed animals

Animales:

gato
perro
conejo
animales rellenos de algodón

Carpets:

shag
manual carpet sweeper

Alfombras:

felpa
barrendero

Body Parts:

tooth, teeth
hair / fur (people / animal)
foot, feet / paw

Partes del Cuerpo:

diente / dientes
pelo/ pelaje (persona/animal)
pie, pies / pata, garra

Hair Types:

braids
straight
curly, wavy hair
long, short
waved hair
wigs
hair piece

Tipos o Clases de Pelo:

trenzas
liso, recto
rizado, ondeado
largo. corto
ondeado
pelucas
pelo postizo

Colors:

ALL shades

Colores:

Todos los tonos

Size:

height
width
length

Tamaño:

altura
anchura, ancho
largo

Action words:

splatter
follow
match
explore
sequence
walk
discriminating
assort
empty
clean
gather
scrub
count
creative movement

Acciones:

derramar
seguir
igualar, unir
explorar
poner en orden
caminar, pasear
discernir
ordenar, clasificar
vaciar
limpiar
recoger
restregar
contar, recontar
movimiento creativo

Clothing:

sweaters
shoes
hats
scarves

Ropa:

suéteres, jerseys
zapatos
sombreros
bufanda, pañuelo de cabeza

Food:

pastry & bread
vegetable
fruit
meat
milk & milk cartons

Comidas:

dulces / pasteles y panes
vegetales
frutas
carne
leche, cajitas de leche

Things, indoors and outdoors:

wall paper
chart
streamers
pitcher
easel
cup, glasses
baby bottle
cardboard
sponges
screens
bean bags
hoops
boxes
shovels
pails

thinned tempera paint

Cosas, adentro y afuera:

papel para empapelar

diagramas

serpentinatas

jarro

caballete

tazas, copas

botella / biberón

de cartón

esponjas

pantallas

bolsas de frijoles

aros

cajas y cajones

palas

cubos, baldes

pintura

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **What Will Make A Mark?**

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People:

children
teacher
neighbors
parents
carpenter

Gente o Personas

niños, niñas
maestro, maestra
vecinos, vecinas
padres

Items that mark:

pen
pencil, **lead pencil* (incorrect)**

ALL pencils are made of “graphite,” a form of CARBON, not lead.

crayons
chalk

charcoal
colored pencils
stamp pad
carbon paper
paint, water colors
fluorescent crayons
ink tinta

Objetos para marcar, escribir:

bolígrafo, pluma
lápiz
creyones
tiza, creta, gis
carboncillo (carbón)
lápices de colores
estampador
papel carbón
pintura, acuarela
creyones florescentes
tinta

Items that have marks on:

cars
trucks
mailbox
newspaper
 news
 comics
 messages,
 Ad page

Objetos o artículos que tienen marcas:

carros, coches, autos
camiones
buzón
periódico
 noticias

cómicos
mensajes, recados,
Página de anuncios

Colors:

black
purple
green
blue
gray
orange
yellow
red

Colores:

negro
morado
verde
azul, celeste
gris
anaranjado
amarillo
rojo

Places:

home
school
floor

Lugares:

casa, hogar
escuela, colegio
piso, suelo

Writing / Marking Places:

board
notebook
tablet
envelopes
note cards
stationary
index cards
chart paper
butcher
lap pad
clipboard
box
chalk board
blackboard
play dough
popsicle sticks
tape

Escritura / Lugares para escribir:

pizarra, pizarrón
libreta, cuaderno
lápida
sobres
tarjetas de notas
papel para correspondencia
fichas
papel para gráficos, diagramas
papel de carnicero
libretilla
tablilla, sujeta papeles
caja, palco
pizarra, pizarrón
pizarra, pizarrón
plastilina
palillos de tabletas
cinta magnética o transparente

Writing / Marking Places:

Actions:

draw
write
sort
paint
print: different types of fonts
print: in different languages, alphabets
count
record
illustrate, illustrations
discuss
assemble
mark
reflect
share
leave a mark
send a message

Escritura / Lugares para escribir:
Acciones:

dibujar
escribir (rayar)
clasificar, separar
pintar
imprimir: diferentes tipos de caracteres de imprenta
imprimir: diferentes idiomas o lenguajes, alfabetos
contar
anotar, registrar
ilustrar, ilustración
discutir
juntar, reunir, construir
marca, mancha / marcar, manchar
reflejar
compartir
dejar una marca
enviar/mandar un mensaje

Body parts:

foot, feet

Partes del cuerpo:

pie, pies

Time:

today

Friday

Fecha, Hora, Tiempo

hoy

viernes

Size:

large

small

wide

thin

big

little

variety of sizes

Tamaño

largo/a, grande

pequeño/a

ancho/a

delgado/a, angosto/a

grande

pequeño/a, chiquito/a

variedad de tamaños

Items:

whisk broom

magnifying glass

bucket
potato masher
ricer
rolling pins
shells
sticks
rocks
pebbles
biscuit cutters
sand combs

Artículos:

escobilla
lupa
cubo, balde
aplastador de papas
rallador, colador
rodillos
cáscaras, conchas
palitos, palitroques
rocas, piedras
piedritas, piedrecitas, guijarros
moldes, moldes para galletitas
rastrillo de arena

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Rocks, Stones and Pebbles**

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Size:

large
small
miniscule
medium
collection

Tamaño

largo, grande
pequeño/a
minúsculo
mediano
colección

Location:

maps
beach
mountains
rivers
volcanoes
on; under; besides
state parks
landscapes
rock gardens
obstacle course

Lugar

mapas
playa
montañas
ríos
volcanes
sobre, arriba; debajo; al lado de
parques estatales
paisajes
jardín con adornos de piedras
pista de obstáculos

Texture:

shiny
dull
jagged
rough
smooth
heavy
hardness
oval
light ligero
flat
round

Textura

brillante
gris, amortiguado
dentado/a
áspero/a
liso, suave
pesado, sólido
dureza
ovalado
ligero
plano, llano
redondo

Animals, Reptiles

goats
salamanders
bugs
worms
fossils
turtle

Animales, Reptiles

cabras
salamandras
insectos, bichos
gusanos
fósiles
tortuga

Jewelry: Gems

diamond
emeralds
quartz

Joyas: Gemas

diamante
esmeraldas
cuarzo

Colors:
green
white
black
brown
multicolored

Colores:
verde
blanco/a
negro/a
marrón
multicolor

Musical Instruments:

stones in plastic bottles
hit rocks together

Instrumentos Musicales

tarros plásticos
ruido al chasquear las rocas

Types of rocks:

rocks
gravel
sand
boulders
stones
pebbles
stepping stones

Tipos de Rocas

rocas
grava
arena
cantos rodados
piedras
piedritas, guijarros, piedrecitas
 baldosas, pedregal

Actions:

sit on
throw
skip rocks
build
flat, flatten
climb (rock)
step / walk
to sun (on a rock)
to live (on, under)
hit, hitting
scratch

Acciones

sentarse
tirar
saltar de piedra en piedra
construir
aplastar
escalar
caminar, pisar
bañarse al sol
vivir
golpear, dando golpes
arañar, rascar

Rock structures:

castles

walls
cathedrals
rocks used as tools
foot path
pyramid
Stonehenge
Parthenon

Estructuras de Rocas

castillos
paredes
catedrales
piedras usadas como herramientas
sendero
pyramid
Stonehenge
Partenón

Things/objects:

feely bag
cloth rock bag
jewelry box
drop box, lid
eyedropper
tongs
bulldozer
recipe
bark
grass

Cosas/objetos

saco para esconder rocas
saco o macuto para las rocas
joyero
caja para dejar mensajes, tapa
gotero
tenazas

buldozer
receta
corcho
hierba, césped, sacate

Items to wear:

gloves
backpack
goggles
fingernails

Artículos para usar / llevar puestos:

guantes
mochila
gafas
uñas

Idiomatic Expression: “You got rocks in your head”

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Long, Long Ago**

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People:

Grandparents
children
childhood
young people
old people
people of various ages

Gente:

Abuelos
niños
infancia, niñez
jóvenes
ancianos
personas de diferentes edades

Actions:

shuck (corn)
grind (corn)

snap (beans)
shell (peas)
sand (wood with sand paper)
dye (tie, fabric square)
beat (eggbeater)
modeling (clay)
weaving
wash (wash board)
dry (clothes pins & a line)
sequence (from young to old)
compare (skin, hair of people of different ages)
churn (ice cream, butter, applesauce)
sack race (with old pillowcases)

Acciones:

quitar/cortar (la mazorca de maíz)
moler / rayar (los granos de maíz)
pelar, abrir, desvainar
desvainar
raspar, pulir
teñir (corbata, tela)
batir
modelar (arcilla)
tejer, enlazar
lavar (lavadera)
secar (palitos de tender y tendedera)
secuencia (de joven a anciano/a)
comparar (la piel, el cabello de personas de diferentes edades)
batir, hacer manteca (nieve o helado, mantequilla, salsa de manzanas)
carrera (con los pies atados dentro de una funda)

Farm:

straw
hay
bales
corn in husks
farm animals
eggs (plastic)

iron, ironing board
saw
hammer
Lincoln logs
wooden bowl, wooden dowel

Granja, Finca, Rancho, Hacienda

paja
heno
fardos
mazorcas de maíz
animales de la granja
huevos (plásticos)
plancha, tabla de planchar
sierra
martillo
truncos para construir una cabaña como la de Lincoln
barreño, taco

Comparing and contrasting “Way of life” long ago and now:

1. Transportation (horse & buggy)
2. Time: daily schedule of chores
3. Buildings
4. Keeping warm (chop wood for wood heater)
5. Uses of water
6. Foods
7. Lanterns
8. Toilets / Out houses
9. Wash boards
10. Brooms (straw brooms)
11. Quilts
12. Butter Churn
13. Ice Cream Maker
14. Entertainment:
 - No radio or TV
 - Songs without accompaniment
 - Old songs, old tunes
 - Family songs

- Nursery rhymes
- Fables
- Fairy tales
- 15. No desks – small chalkboards and chalk
- 16. Ways of dressing:
 - Aprons
 - Bonnets
 - Old hats
 - Hand knitted items
 - Glasses
- 17. Screens in windows
- 18. Simple Tools
- 19. Horses to plow fields
- 20. Church and school in the same building
- 21. Toys had to be made.
- 22. _____

Comparación y contraste en la “forma de vida” antes y ahora:

1. Transporte (calesas o carruajes)
2. Tiempo: horario diario de tareas
3. Edificaciones
4. Mantenerse caliente (cortar leña para la chimenea o calefacción)
5. Usos del agua
6. Alimentos
7. Faroles
8. Lavabos / Retretes
9. Tablilla de lavandera
10. Escobas (escoba de pajas)
11. Edredones
12. Mantequillera
13. Batidora
14. Entretenimiento
 - Sin radio ni televisión
 - Canciones sin acompañamiento, “a capella”
 - Viejas canciones, viejas melodías
 - Canciones familiares
 - Canciones infantiles, rimas y poemas
 - Fábulas
 - Cuentos de hadas

15. Sin pupitres, pizarras o tizas
16. Maneras de vestirse / Vestimenta:
 - Delantales
 - Tocas
 - Sombreros anticuados
 - Tejidos hechos a mano
 - Gafas, espejuelos, lentes
17. Tela metálica en las ventanas
18. Herramientas sencillas
19. Caballos para arar el campo

20. La iglesia y la escuela en el mismo edificio
21. Juguetes hechos localmente
22. _____

Games: Juegos: “Pin the Tail on the Donkey” “Pegarle el rabo al burro”

Stories: Cuentos: “The Three Bears” “Los tres osos”
“The Three Little Pigs” “Los tres cochinitos”

Songs to sing without accompaniment: Canciones sin acompañamiento:

“London Bridge Is Falling Down”
“Ring Around the Rosie”
“Tisket, Tasket”

Ring Around the Rosie

NOTE: It is recommended that the verse before the last verse in this song be changed to provide children with meaningful lyrics commensurate with their level of cognitive development.

“Ring around the rosie,
A pocket full of posies,
Green grass, yellow grass,
We all fall down.”

As children develop more language and cognitive skills, the third verse can be changed again to include the lyrics that introduce the idea in the original verse: “*Ashes, ashes.*”

Vocabulary / pictures to be presented BEFORE singing song:

Action: to fall down, (moving around in a circle, skip, walk, hold hands, picking up, putting in my pocket; wilting, drying, becoming ashes)

Emotions: (Being friendly, sharing, being careful not to hurt others when falling down, dangerous falls)

Location: around, (outside, in a garden)

Shape: ring (circle)

Clothing features: pocket (in pants, dresses, shirts, skirts, jackets)

Características de la ropa: bolsillo (en pantalones, vestidos, camisas, faldas, chaquetas)

Flowers: roses, poses

Flores: rosas

Colors of roses: (yellow, red, pink, white, purple, blue, etc.)

Colores de las rosas: (amarillo, rojo, rosado, blanco, morado, azul, etc.)

People: (friends, classmates, brothers and sisters, teacher, mommy, daddy, etc.)

Gente: (amistades, condiscípulos, hermanos y hermanas, maestro, mamá y papá, etc.)

Smell: (fragrant flowers with sweet, soft, strong, nice, etc., fragrance)

Olores, Fragancias, Perfumes: (flores fragantes con olor dulce, suave, fuerte, agradable, etc.)

Book to read: **WHEN I WAS YOUNG IN THE MOUNTAINS**

NOTE: All books suggested for reading in this and in all lessons in Learning Links contain vocabulary that will NOT be understood by most, if not ALL, Head Start students, especially students who speak a native language other than English.

The vocabulary of each suggested book **MUST BE ANALYZED AND CATEGORIZED INTO MEANING** categories as has been done in all Learning Links lessons with the vocabulary of the suggested instructional activities.

The **FIRST** step in reading a book, then, is to **TALK ABOUT THE PICTURES, NAMING** all characters, objects, locations, etc. Students must actively participate by pointing to the characters, objects, locations, etc., identified and named by the teacher. The **SECOND** step in reading a book is to **TALK ABOUT THE ACTION, WHAT IS HAPPENING, NAMING** all actions and happenings, qualities and important details, and explaining what is going on in the story. Students must actively participate by pointing to the actions, happenings, qualities, etc., identified and named by the teacher.

AFTER, and only **AFTER** several “picture readings” in which students can actively point to the referents of the vocabulary words used in the story, that is, **AFTER** students have **HEARD, SPOKEN, POINTED TO**, and recognized the pictures representing 95-100% of the words in the book, should the teacher actually **READ** the story as written by the author of the book.

INTRODUCTION

The following lists of words represent the language that **ALL** students must master by the end of the implementation of the Unit:

Discoveries About: **Bread**

Most students –almost **ALL** students—in the Head Start Program will display mastery of **NONE**, a **FEW**, or **SOME** of the words listed here. Students whose primary language is not English will display knowledge of **NONE** of the words or only a **FEW** of the words. Students whose primary language **IS** English, may only know a few of the words or some of them. Thus, teachers must insure that **ALL** students acquire the words listed here. Acquisition of the vocabulary provides evidence that the **goals and objectives** of this lesson have been achieved. The goals and objectives correspond with the Head Start Domain Elements and the North Carolina Standard Course of Study with Goals Based on Kindergarten Competencies.

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Bread:

white
brown
soft
hard
round
square
raisin
bagel
pita bread
Pumpernickel
tortilla
croissants
donuts
cornbread
crust
muffin
biscuit
rye
rolls
slice

dough
flour
pan
bake
breads around the world
egg carton
scoop
sweet
cinnamon
wrapper
bread sticks

Pan:

blanco
negro
suave
duro
redondo
cuadrado
uvas pasas
trigo
bagel
pita bread
Pumpernickel
tortilla
cuernitos
donas
pan de maíz
corteza
panecillos
bizcochos, bolillos
centeno
rollos, panecillos
rebanada
masa, pasta
harina
sartén, cazuela
hornear, cocer al horno
el pan en todas partes del mundo

envase de huevos
cucharada, cucharadita, paleta
dulce, azucarado
canela
envoltorio, cubierta
palitroques, palitos

Recipes:

books
pictures
eggs
salt
sugar
baking powder
box mixes

Recetas

libros
retratos
huevos
sal
azúcar
polvo de hornear
cajas de pasteles preparados

Grains:

oats
wheat
flour
corn meal
corn kernels

Granos:

avena
trigo
harina

harina de maíz
granos de maíz

Utensils:

muffin tins
frying pans
bread basket
sifter
bread pans
measuring spoons
measuring cups
pastry brush
rolling pins
knives
biscuit cutters
stove
pie pans
oven
oven mitts

Utensilios

moldes de panecillos
sartenes
cesta de pan
cernidor
moldes para pan
cucharas de medir
tazas de medir
brocha para cubrir, embarrar, extender
rodillo
cuchillos
cortadores de bolillos
estufa, cocina
moldes para pasteles
horno
guantes

Shapes of bread:

loaf, bowl type
braid
giant sandwich
twisted bread
flat
round
little balls

Formas del pan

barra, flauta
trenza
gigante
pan trenzado
pan sobado
redondo
panecillos

Senses:

touch
smell
taste
sight
hearing

Sentidos:

tocar, tacto
oler, olfato
probar, gusto, sabor
ver, vista
oír, oído

Uses of bread:

sandwich , fillings
with a meal
as a utensil

breakfast toast
play dough plastilina

Cómo usar el pan:
emparedados, relleno
con la cena
como utensilio
tostada de desayuno
plastilina

Cultures:

American
Mexican
French
Cuban
Middle Eastern
Italian
Armenian
Native American
English muffin

Culturas:

americana
mejicana
francesa
cubana
del Medio Oriente, del Medio Este
italiana
armenia
nativa americana, aborígena
panecillo inglés

People/Characters Personas/Personajes

Muffin Man El muñeco de masa

Preparation:

fry
bake
rise

Preparación

freír
hornear
subir, aumentar de tamaño

Expression: “Let’s Break Bread Together.”
Expresión: “Vamos a compartir el pan juntos”

Toys: Juguetes

Grocery list
Lista de mercancías, mercaderías, mandados

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Boxes**

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Colors:

blue
black
orange
yellow
brown
white
green
red
purple
pink
gray

Colores:

azul
negro
anaranjado
amarillo
café, marrón, castaño
blanco
verde
rojo
morado
rosado
gris

Shapes:

rectangle
square
circle
triangle
octagon
hexagon
pentagon
trapezoid
diamond
heart
star
oval

Figuras, Formas

rectángulo
cuadrado
círculo
triángulo
octágono
hexágono
pentágono
trapezoide
diamante
corazón
asterisco, estrella
ovalado

Sizes:

large
small
medium
big
little
huge
giant

tiny
tall
short
wide
deep
long

Tamaño:

grande, largo
pequeño, chico
mediano
grande
pequeño
enorme
gigante
pequeñito
alto
corto, bajo
ancho, amplio
profundo
largo

Weight:

heavy
light

Peso

pesado, sólido
ligero

Made of:

cardboard
wood
plastic
ceramic

cloth, fabric
paper

Hecho de:

cartón
madera
plástico
cerámica
tela, tejido
papel

Texture:

smooth
rough
slick
fuzzy
feather
soft
hard
straw

Textura:

liso
desigual, burdo/a
suave, sedoso
peludo, rizado
pluma, plumoso
suave, blando
duro, recio
paja

Parts:

top
bottom
side
lid

holes
edge

Partes:

arriba
abajo
lado
tapadera, tapa
agujeros, hoyos
borde

Uses: for

shoes
food
tools
blankets
hats
fabric
jewelry
storage
toys
sand
soap
insect collection
cereal
computer
music
shirts
mail
fast-food
pictures
obstacle course
photos
band-aids curitas
nesting

as a tunnel
as a clubhouse

Usos: de

zapatos

alimentos, comida

herramientas

frazadas, cobijas

sombreros

tela, tejido

joyas, alhajas

almacenamiento

juguetes

arena

jabón

colección de insectos

cereal

computadora

música

camisas

correo

bocadillos, hamburguesas Jack-in-the-box

fotos, cuadros

carrera de obstáculos

fotos, fotografía

curitas

arrinconado, anidado

como un tunnel

como un club

Type:

open abierto

closed cerrado

Tipo, Clase

abierto

cerrado

Action:

fit into
roll into
stand on edge
crawling through

Acción:

caber
caer dentro
pararse al borde
gatear

INTRODUCTION

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Discoveries About: **What's Inside**

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Food inside boxes:

cereal
cookies
bread
crackers
pizza
cake mix
grits
rice
raisins
macaroni

Cajas de comidas:

cereal
galletas
pan
galletas saltines
piza
mezcla de pastel
pinol
arroz
uvas pasas
macarrones, tallarines

Electronics inside boxes:

TV
radio

telephone
computer
fax machine
videos
CD's
CD Rom
printer
camera
key board

Instrumentos electrónicos:

televisión
radio
teléfono
computadora
máquina de FAX
videos
discos compactos
CD Rom
impresora, impresor, impresora
cámara
teclado

Clothes inside drawers

socks
shirts
pants
towels
handkerchiefs
undergarments
pajamas
wash cloths

Cajón de ropa

calcetines, medias
camisas
pantalones

toallas
pañuelos
ropa interior
payamas
toallitas

Inside a Picnic Basket:

sandwiches
fruits – apples, bananas
chips
table cloth
ketchup
mustard
sodas, juice
plates
napkins

En una cesta de picnic:

emparedados, sánwiches
frutas – manzanas, plátanos, bananos
papitas fritas, patatas fritas
mantel
catsup
mostaza
sodas, jugo, refrescos
platos
servilletas

Inside a Jewelry Box: Inside a Tool Box

rings
chains
pendants
earrings
bracelets
watch

En un joyero: En un estuche de herramientas

anillos
cadenas
pendientes
aretes
brazaletes, pulsos
reloj

Inside a Tool Box

screw drivers
hammer
nails
screws
wrenches
saw
tool belt
level

En un estuche de herramientas

destornillador
martillo
clavos
tornillos
llaves inglesas
sierra
cinturón de herramientas
nivelador, cuadra

Inside a Tackle Box:

artificial bait
hooks
fishing line
corks
knife

En el estuche de pesca:

cebo artificial
anzuelos
aparejo
corchos
cuchillos

Inside the Refrigerator:

milk
juice
butter
eggs
cheese
bacon
biscuits

En el refrigerador:

leche
jugo
mantequilla
huevos
queso
tocino
panecillos

Inside a suitcase:

clothing
toothbrush
shoes

En la maleta / el petate:

ropa
cepillo de dientes
zapatos

Inside a Mail Box:

cards
letters inside envelopes

En el buzón:

tarjetas postales
cartas dentro de sus sobres

Inside Body Parts:

mouth

Dentro del cuerpo:

la boca

Inside Zip Lock Bags:

Inside Eggs:

Inside Fruits:

coconut

Inside Shells:

Inside Cases:

eyeglass cases—

Inside My Home:

En una bolsa plástica:

Dentro de los huevos:

Dentro de las frutas:

coco

Dentro de las conchas:

Dentro de las valijas:

estuches para los lentes

bolsas para los espejuelos

Dentro de mi casa:

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: Eyes

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To Wear on Eyes:

glasses
contact lenses, contacts
sunglasses
binoculars
goggles

Para los ojos:

lentes, espejuelos, gafas
lentes de contacto
lentes oscuros, lentes calobares
anteojos
gafas

Purpose of Eyes:

see, look
close (to sleep)
observe
gaze
notice
perceive
eye
distinguish
recognize
identify

Función de los ojos:

ver, mirar
cerrar (para dormir)
observar
mirada fija, mirar fijamente
notar
percibir
ver, mirar, ojear
distinguir
reconocer
identificar

What do you see?

teacher
children
buses
colors
sizes
shapes

eye chart
prism
traffic signs
safety signs

¿Qué ve usted? ¿Qué ves?

el maestro/la maestra
niños/niñas
autobuses, ómnibus
colores
tamaños, tallas
configuraciones, formas
diagrama
caleidoscopio
prisma
señales de tránsito, semáforos
señales de seguridad

We can put in our eyes:

eye drops
water

Lo que podemos poner en los ojos:

goats
agua

We do NOT put in our eyes:

sharp, pointed objects
chemicals
soap

Lo que NO nos ponemos en los ojos:

objetos cortantes o puntiagudos
productos químicos
jabón

Taking care of our eyes:

no rubbing our eyes
no sitting too close to TV
wear sunglasses

Cuidado de los ojos:

no frotar los ojos
no se siente cerca del televisor
use lentes para el sol, lentes oscuros, espejuelos calobares

Help with our sight:

guide dogs
glasses
eye patch
Braille cards
Braille books

Auxilios para ver:

perros guías
lentes, espejuelos, gafas
parche
tarjetas en Braille
libros en Braille

Locations:

art gallery
street (name and numbers)
maps
to go "sightseeing"
colors
shapes

Lugares:

gallería de arte
calle (nombre y número)
mapas
hacer un recorrido turístico
colores
formas, configuraciones

Descriptions of what we see:

Descripciones de lo que se ve:

Famous paintings:

Cuadros famosos:

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Nighttime**

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knowledge of the English language, or who have limited knowledge of the English language used at school, for learning content areas, will fail to benefit from the suggested learning activities if implemented without insuring mastery of the vocabulary listed here.

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People:

- (1) People who work by day
- (2) People who work at night

father
mother
brother
sister
family members
fireman
policeman
doctor
nurse
paramedic

Las personas (1) que trabajan de día, (2) que trabajan de noche

padre, papá
madre, mamá
hermano
hermana
miembros de la familia
bombero
policía
doctor, médico
enfermera, enfermero
paramédico

Actions:

- (1) Day time actions

(2) Night time actions

jumping
sleep
awake, wake up
hide
seek
rope jumping
scoop
rock
fall

Acciones: (1) que se hacen de día, (2) que se hacen de noche

brincar, saltar
dormir
despertar, despertarse, levantarse
esconder, esconderse
buscar
saltar la cuerda, brincar la cuerda
llenar el cucharón, sacar a cucharadas
mecerse
caerse

Animals: (1) Diurnal (2) Nocturnal

dog
cat
bat
owl
lighting bug
mosquitoes
candle flies
monkey

Animales: (1) diurnos (2) nocturnos

perro
gato
murciélago

tecolote, lechuza
luciérnaga
mosquitos
cocuyos
mono, chango

Colors:

black
blue, dark blue
gray
silver (glitter)

Colores:

negro
azul, azul oscuro
gris
plata, plata brillante

Numbers:

five
four
three
two
one
no, none, zero

Números:

cinco
cuatro
tres
dos
uno, una
no, nada, ninguno, cero

Body parts:

head

Partes del cuerpo:

cabeza

In the Sky:

moon

stars

Little Dipper

Big Dipper

clouds

lightening

sun

rain

snow

full moon

half moon

wind

airplane

rocket

En el cielo:

luna

estrellas

(Little Dipper)

(Big Dipper)

nubes

relámpago

sol

lluvia, llover

nieve

luna llena

media luna

viento

aeroplano, avión

cohete

In the House:

flashlight

cookie cutters

bed

slippers

robe

pillow

blanket

cradle

pajamas

alarm clock

Parts of a house:

bedroom

closet

En la casa:

linterna

moldes de galletitas

cama

zapatillas, pantuflas

bata de casa, sotana, albornoz

almohada

frazada, cobija, manta

cuna

payamas

despertador, reloj despertador

Partes de una casa:

recámara, cuarto, dormitorio

armario, closet

Phrases:

Good night!

. . . .and all

Frases:

¡Buenas noches!

. . .y todo

Parts of a tree:

bough
tree top

Partes de un árbol

rama
tope del árbol

You see at night:
shadows

Se ve de noche:
sombras

Camping:

tent
camp utensils
canteen
compass
sleeping bag

Acampando:

tienda de campaña
utensilios para acampar
cantina, cantimplora
brújula
sleeping bag

Sewing:

burlap
cotton balls
embroidery hoops (different sizes)
plastic needle

yarn

Cosiendo: / Costura:

cañamazo

bolas de algodón

aros de bordar (diferentes tamaños)

aguja plástica

hilaza, madeja, hilo, hilacha

Place: the world

Lugar: el mundo

Real Things

Not real: Fiction

Cosas Reales

No reales: Ficción

Song to sing with a friend: Canción para cantar con un amigo/una amiga:

Twinkle, Twinkle, Little Star

NOTE: Vocabulary / pictures to be presented BEFORE singing song:

Actions: twinkle, wonder

Acciones: centellear, preguntarse

Bodies in Space: star, world

Cuerpos espaciales: estrellas, el mundo

Size: little

Tamaño: pequeño/pequeña

Question words: How?, What?

Preguntas: ¿Cómo?, ¿Qué?

Location: up, above, high, sky

Lugar: arriba, sobre, alto, cielo

Beautiful Gems: diamond

Joyas bellas: diamante

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Hair**

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Colors:

blonde

brown

black

auburn
red
brunette

Colores:

rubio
castaño, carmelita
negro
rojizo
rojo / pelirojo
morena

Length:

long
short
bald
medium

Largo:

largo
corto
calvo
mediano

Texture:

soft
coarse
fine

Textura:

suave
basto, grueso
fino

People:

beautician
barber
stylist
clown

Personas:

esteticista
barbero
estilista
payaso

Tools:

brush
comb (different cultures)
shampoo
blow dryer
scissors
mirror
curlers
barrettes
beads
hair dryer
hair clippers

Herramientas:

cepillo
peine, peineta (de diferentes culturas)
champú
secadora
tijeras
espejo
rulos, rollos
pasadores
abalorios, cuentas
secadora
maquinilla para cortar el pelo

Types of hair:

eyebrows
eyelashes
mustache
beard
side burns
wig
hair piece
hair beads
hair braids

Tipos/Clases de pelo:

cejas
pestañas
bigote
barba
patillas
peluca
peluquín
adornos para el pelo
hair braids trenzas

Covers:

shower cap
hat
scarf

Cubiertas:

gorro de baño
sombrero
bufanda

Generalizations: Generalizaciones:

Do all women have long hair? ¿Llevan todas las mujeres el pelo largo?

Do all men have long hair? ¿Llevan todos los hombres el pelo largo?

Do all people have hair? ¿Tienen pelo todas las personas?

Do some people have no hair? Algunas personas no tienen pelo, ¿verdad?

Descriptions of the hair characteristics of many faces cut out from many different cultural magazines.

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Hats**

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Kinds of Hats:

Clases o Tipos de sombreros:

Sports:

baseball

football

soccer

tennis

bicycling

Deportes:

béisbol

fútbol

balonpié

tennis

carrera de bicicleta

Age:

baby

boys

girls

women

men

older men

older women

Edad:

bebé

niños/muchachos

niñas/muchachas

mujeres
hombres
anciano
anciana

Professions:

policeman
nurse
fireman
construction worker
fisherman
sailor
cowboy
state trooper
king/queen

Profesiones:

policía
enfermera
bombero
albañil, carpintero, plomero, mason
pescador
marino, marinero
vaquero
policía estatal
rey/reina

Size:

small
medium
large

Tamaño:

pequeño
medio
grande

Types:

straw hat
visors
party hat
church hat
veil
beret
cap
helmet
top hat
sombbrero
crown
turbans
hard hat
college hat
Mickey Mouse hat

Tipos/Clases:

sombbrero de paja
visera
sombbrero de fiesta
bonete
velo
boina
gorra
casco
sombbrero de copa
sombbrero
corona
turbantes
casco
boina universitaria
sombbrero de Mickey Mouse

Texture:

straw

wool
leather
paper
plastic
canvas
silk
fabric
cellophane
cotton

Textura:

paja
lana
cuero
papel
plástico
lona
seda
tela, tejido
celofán
algodón

Reason:

Safety
protection
decoration
custom
uniforme

Razón:

seguridad
protección
decoración
costumbre
uniforme

Place to buy hat:

K-mart
the mall
department store
food store mercado
convenience store
Wal-Mart

Sombrerería:

K-mart
el centro comercial
tienda de departamentos
mercado
tienda múltiple
Wal-Mart

On a hat:

feathers
buttons
ribbons
flowers
signs
beads

En un sombrero:

plumas
botones
cintas y lazos
flores
signos o señales
abalorios o cuentas

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Wood**

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Items made of wood:

paper
pencils
desks
tables
houses
schools
toy blocks

toys
clothes pins
cardboard
popsicle sticks
books
baskets
spoons
wooden spools
wood shavings
bowls
chopsticks
crutches
canes
wooden shoes
tongue depressors

Artículos hechos de madera

papel
lápices
pupitres
mesas
casas
escuelas
bloques
juguetes
imperdibles
cartón
paletas
libros
cestos/cestas
cucharas
carretes
aserrín
cuencas, tazones
palillos
muletas
bastones
zancos
depresores

Types:

pine
oak
maple
cherry
birch
sweet gum
plywood
driftwood

Tipos:

pino
roble
arce
cerezo
abedul
ocozol
contrachapado
madera de deriva

Texture:

smooth
knotty
rough
sticky

Textura:

liso
anudado
áspero
pegajoso

Animals:

squirrels

birds

Animales

ardillas

pájaros

Wood instruments:

rhythm sticks

clackers

Instrumentos de madera

palitos

castañuelas

Trees:

pine boughs

apple tree

tree limb

bark

branches

lumber

trunk

rings

firewood

twigs

shade

needles

kindling

Arboles:

ramas de pino

manzano

rama de árbol

corteza

ramas

madero
tronco
anillos o tiras de corteza
leña
ramitas
sombra
agujas
astillas

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Shoes**

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Cultural Shoes:

moccasins
tennis
wooden shoes
tap
ballet
sandals
thongs
infant shoes
horse shoes

Zapatos de diferentes culturas:

mocasines
tenis
zancos
claque
zapatillas de ballet
sandalias
chancletas
botitas
herraduras

Types of Shoes:

slippers
rubber boots
dress shoes
sneakers
baby shoes
children's shoes
velcro shoes
zipper shoes
slip-on shoes

Tipos / Clases de zapatos

zapatillas
chanclos
zapatos elegantes
zapatos de lona
zapatitos de bebé
zapatos para niños/niñas
velcros
zipes
zapatos sin talón

Textures:

leather
swede
cloth

Texturas:

cuero
sueco
tela

Accessories:

shoe laces
holes to put laces in
tongue of the shoe
sole of the shoe

Accesorios:

cordones
ojetes
lengüeta
suela

Uses of shoes:

running

walking
protecting feet

Usos de los zapatos:

carrera
caminar
proteger los pies

Types of shoe laces:

wide anchos
colorful
print

Tipos de lazos/cordones:

anchos
de colores / pinturescos
estampados

Function:
Función:

Time to Wear:
Tiempo de usarlos:

Type of Shoe Print:
Tipo de huellas:

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Pets**

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correspond with the Head Start Domain Elements and the North Carolina Standard Course of Study with Goals Based on Kindergarten Competencies.

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Animals as Pets:

cats
dogs
fish
bird
horse
snake
lizard
rabbit

Animales domésticos:

gatos
perros
pez, pecesito
pájaro
caballo
serpiente
lagartija

conejo

How they are cared for:

brush

wash

changing their litter box

cleaning their cage

giving them food

taking pet to veterinarian

Cómo cuidarlos:

cepillarlos

bañarlos

cambiarles su caja de necesidades

limpiando la jaula

alimentarlos

llevarlos al veterinario/tenerlos al cuidado del veterinario

Home / Habitat:

water

cage

fence

dog house

pet house

Dónde viven/Habitat:

agua

jaula

cerca, cercado

perrera, caseta de perro

caseta o dormitorio de animals domésticos

Sounds:

bark

meow

chirp

Sonidos:

ladrar, ladridos

miau, maullido

piar

Names for Pets:

Nombres:

Skips

Rex

Chacha

Parts of the body:

paws

feathers

gills

Partes del cuerpo:

patas / garras

plumas

agallas

What they eat:

cat food

dog food

fish food

bird food

seeds

milk bone

milk

water

table scraps

rabbit food, pellets

carrots

Lo que comen:

comida de gato big grande

comida de perro

comida de pez

alpiste

semillas

hueso de leche / para perros

leche

agua

migajas, sobrantes

alimento para conejos

zanahorias

Size:

big

small

medium

Tamaño:

grande

chico/a

mediano/a

Indoor / Outdoor Pets:

cat

dog

fish

bird

snake

horse

lizard

rabbit

Domésticos / Silvestres:

gato
perro
pez
pájaro
serpiente, culebra
caballo
lagartija
conejo

Texture:

slick
hairy
furry

Textura:

liso, sedoso
peludo
lanudo

Where got pet:

pet store
shelter
from friend or relative

Dónde obtuvo el animalito doméstico:

tienda/mercado
bando de piedad
de un amigo o pariente

Pet Toys:

yarn
bone
shoes
plastic bottles
ball

Juguetes:

lana
huesos
zapatos
botellas plásticas
pelota

Movement:

slide
swim
gallop
walk
run
fly

Movimiento:

deslizarse
nadar
galopar
caminar
corer
volar

Colors:

brown
black
yellow
mixed colors
striped
dots

Colores:

café, carmelita
negro

amarillo
multicolores
a rayas
manchas

Books about Pets:
Libros sobre los animals domésticos

Pet care
Cuidado de los animals domésticos

Kinds of Pets
Clases/Tipos de animales domésticos

Food for Pets
Alimento para los animales domésticos

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **How Cloth Stays Together**

Most students –almost ALL students—in the Head Start Program will display mastery of NONE, a FEW, or SOME of the words listed here. Students whose primary language is not English will display knowledge of NONE of the words or only a FEW of the words. Students whose primary language IS English, may only know a few of the words or some of them. Thus, teachers must insure that ALL students acquire the words listed here. Acquisition of the vocabulary provides evidence that the *goals and objectives* of this lesson have been achieved. The goals and objectives correspond with the Head Start Domain Elements and the North Carolina Standard Course of Study with Goals Based on Kindergarten Competencies.

As teachers plan to implement the instructional activities listed for this Unit, teachers need to include ORAL LANGUAGE DEVELOPMENT

ACTIVITIES that **prepare** students for acquisition of the vocabulary included in the following lists.

Failure to plan for initial, preparatory language acquisition and development activities would render most, if not ALL, of the suggested learning activities meaningless for most, if not ALL, students. Definitely, children who lack knowledge of the English language, or who have limited knowledge of the English language used at school, for learning content areas, will fail to benefit from the suggested learning activities if implemented without insuring mastery of the vocabulary listed here.

The vocabulary is listed by meaningful categories that address the suggested content area activities. The vocabulary is not totally inclusive, and may need to be expanded or modified to reflect the specific classroom situation of each individual program.

Types of Cloth:

wool
corduroy
tapestry
burlap
fabric
yarn

Tipos/Clases de Tela

lana
pana
tapiz
burlap
tela, tejido
hilacha, madeja, hilo

Tools:

needles (sewing machine)
thread
spinning wheel
pattern

Herramientas

agujas (máquina de coser)

hilo

hiladora

patrón

Texture:

soft

rough

slippery

smooth

stringy

bumpy

Textura:

suave

desigual, áspero

resbaladiza

liso

fibroso

desigual, acolchonado

Actions:

weaving

stitching

sewing

needle point

crochet

knitting

Acciones:

tejer, entretejer

coser, puntada

coser

bordar
tejer (a crochet)
tejer a dos agujas

People:

factory worker
mother
grandmother
friend
self
cousin
neighbor

Personas:

obrero
madre
abuela
amigo/a
uno mismo/una misma
primo/a
vecino/a

Places:

factory
home
porch

Lugares:

fábrica, factoría
casa, hogar
portal

What can we make with cloth:

painting
dress

shirt
underwear
pillow
coats
shoes
curtains
blankets
ribbons
napkins
mat
hat
quilt
ties
fishing net
carpet

¿Qué podemos hacer con tela?

pinturas, cuadros
vestido
camisa
ropa interior
almohada
abrigos
zapatos
cortinas
cobijas, mantas
cintas
servilletas
alfombra, tapete
sombbrero
edredón
corbatas
red de pescar
alfombra, carpeta, tapete

Who uses cloth:

mother
father

sister
brother
aunt
uncle
neighbor
fisherman
teacher
seamstress
carpenter
shoe maker

¿Quién usa tela?

madre, mamá
padre, papá
hermana
hermano
tía
tío
vecino/a
pescador
maestro/a
costurera
carpintero
zapatero

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Family Celebrations**

Most students –almost ALL students—in the Head Start Program will display mastery of NONE, a FEW, or SOME of the words listed here. Students whose primary language is not English will display knowledge of NONE of the words or only a FEW of the words. Students whose primary language IS English, may only know a few of the words or some of them. Thus, teachers must insure that ALL students acquire the words listed here. Acquisition of the vocabulary provides evidence that the ***goals and objectives*** of this lesson have been achieved. The goals and objectives

correspond with the Head Start Domain Elements and the North Carolina Standard Course of Study with Goals Based on Kindergarten Competencies.

As teachers plan to implement the instructional activities listed for this Unit, teachers need to include ORAL LANGUAGE DEVELOPMENT ACTIVITIES that **prepare** students for acquisition of the vocabulary included in the following lists.

Failure to plan for initial, preparatory language acquisition and development activities would render most, if not ALL, of the suggested learning activities meaningless for most, if not ALL, students. Definitely, children who lack knowledge of the English language, or who have limited knowledge of the English language used at school, for learning content areas, will fail to benefit from the suggested learning activities if implemented without insuring mastery of the vocabulary listed here.

The vocabulary is listed by meaningful categories that address the suggested content area activities. The vocabulary is not totally inclusive, and may need to be expanded or modified to reflect the specific classroom situation of each individual program.

Refer to the List of “Added Cultural Topics”
Véase la lista de “Tópicos Culturales”

Birthdays: cake, candles, gifts
Cumpleaños: pasteles, velas, regalos

Easter: eggs, candy, baskets, artificial grass, bunny rabbits
Semana Santa: huevos, caramelos/dulces/golosinas, cestos/cestas,
césped/zacate artificial, conejitos

New Year’s Day: party, fire crackers, food
Día de Año Nuevo: fiesta, cohetes/petardos, comida/alimentos

Mother’s Day: greeting cards, flowers, gifts
Día de las madres: tarjetas de felicitación, flores, regalos

Thanksgiving Day: turkey, pies
Día de Acción de Gracias: pavo/guajolote, pastels/tartas

4th of July: fire crackers, cookout, flag

Cuatro de Julio/ Día de la Independencia: fuegos artificiales, meriendas al aire libre, bandera

Christmas: wrapping paper, ribbons, dinner, Christmas tree, lights, spheres

Navidad: papel de envolver, perifollos/cintas/moños/lazos, cena, árbol de Navidad, luces/lucesitas, esferas

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Families at Work**

Most students –almost ALL students—in the Head Start Program will display mastery of NONE, a FEW, or SOME of the words listed here. Students whose primary language is not English will display knowledge of NONE of the words or only a FEW of the words. Students whose primary language IS English, may only know a few of the words or some of them. Thus, teachers must insure that ALL students acquire the words listed here. Acquisition of the vocabulary provides evidence that the *goals and objectives* of this lesson have been achieved. The goals and objectives correspond with the Head Start Domain Elements and the North Carolina Standard Course of Study with Goals Based on Kindergarten Competencies.

As teachers plan to implement the instructional activities listed for this Unit, teachers need to include ORAL LANGUAGE DEVELOPMENT ACTIVITIES that **prepare** students for acquisition of the vocabulary included in the following lists.

Failure to plan for initial, preparatory language acquisition and development activities would render most, if not ALL, of the suggested learning activities meaningless for most, if not ALL, students. Definitely, children who lack knowledge of the English language, or who have limited knowledge of the English language used at school, for learning content areas, will fail to benefit from the suggested learning activities if implemented without insuring mastery of the vocabulary listed here.

The vocabulary is listed by meaningful categories that address the suggested content area activities. The vocabulary is not totally inclusive, and may need to be expanded or modified to reflect the specific classroom situation of each individual program.

Types of Job:

police officer
nurse
store clerk
teacher
fisherman
construction worker
doctor
lawyer

Tipos/Clases de trabajos: Diferentes trabajos:

policía
enfermera
dependiente
maestro/a
pescador
albañil, cantero, masón
doctor, médico
abogado/a
campesino, agricultor, labrador

Work Clothes:

uniform
dress clothes –
jacket
suit
rain gear
jeans
overalls

Ropa de trabajo:

uniforme
ropa elegante --
chaqueta, chamarra, jaquet
traje
ropa para la lluvia / impermeable
pantalones de mecánico / jeans
overoles

Types of Shoes:

tennis shoes
boots
dress shoes
casual shoes

Tipos de zapatos / calzado:

zapatos de tennis
botas
zapatos elegantes
zapatos de andar

Location:

street
hospital
store
ocean
building
office
field
house
boat, ship

Lugar:

calle
hospital
tienda
océano

edificio
oficina
campo
casa
bote, barco

Tools:

gun
walkie talkie
needles, swabs, bandages
cashier register
money
books
pencil, paper
net, hooks, bait
hammer, nails
brief case
telephone
tractor
seeds
hoe, shovel
bulldozer
dump truck
building materials—
wood
bricks
traffic signs

Herramientas:

revólver, pistola, escopeta
transmisor portátil
agujas, algodón, bendas
caja
dinero
libros
lápiz, papel
red, anzuelos y ganchos, cebo
martillo, clavos

maletín
teléfono
tractor
semillas
azada, pala
buldócer
camión de basura, volquete
materiales de construcción—
madera
ladrillos
semáforos

Head Gear:

hat
straw hat
cap
hard hat

Cofias:

sombrero
sombrero de paja
gorro, gorra
casco

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Cars, Trucks, Buses and Vans**

Most students –almost ALL students—in the Head Start Program will display mastery of NONE, a FEW, or SOME of the words listed here. Students whose primary language is not English will display knowledge of NONE of the words or only a FEW of the words. Students whose primary language IS English, may only know a few of the words or some of them. Thus, teachers must insure that ALL students acquire the words listed here. Acquisition of the vocabulary provides evidence that the *goals and*

objectives of this lesson have been achieved. The goals and objectives correspond with the Head Start Domain Elements and the North Carolina Standard Course of Study with Goals Based on Kindergarten Competencies.

As teachers plan to implement the instructional activities listed for this Unit, teachers need to include ORAL LANGUAGE DEVELOPMENT ACTIVITIES that **prepare** students for acquisition of the vocabulary included in the following lists.

Failure to plan for initial, preparatory language acquisition and development activities would render most, if not ALL, of the suggested learning activities meaningless for most, if not ALL, students. Definitely, children who lack knowledge of the English language, or who have limited knowledge of the English language used at school, for learning content areas, will fail to benefit from the suggested learning activities if implemented without insuring mastery of the vocabulary listed here.

The vocabulary is listed by meaningful categories that address the suggested content area activities. The vocabulary is not totally inclusive, and may need to be expanded or modified to reflect the specific classroom situation of each individual program.

Actions:

steering
traveling
towing
riding
driving
flying
sailing
counting
cutting
coloring
to glue

Acciones:

manejando, dirigiendo, conduciendo
viajando

a remolque, remolcando
montando a caballo
manejando, conduciendo, dirigiendo
volando
navegando
contando
cortando
coloreando, pintando, dibujando
pegar

Size:

small
large

Tamaño:

pequeño
grande

Manipulatives

transportation puzzles
matching puzzles
traffic signs puzzles

Manipulativos / Manipuladores:

rompecabezas de medios de transporte
combinando, van juntos, son iguales
rompecabezas de señales de tránsito

Graphs:

count cars
count trucks
tell size
tell color

Gráficas

contar carros
contar camiones
diga el tamaño
diga el color

Automotive items:

wheels
hand air pump
keys
child seat
engine
gas
carburetor
motor
axle
car seat
gas tank
seat belt
license plate
steering wheel

Piezas de automóvil

ruedas
bomba de mano
llaves
asiento de niño
motor
gasoline
caburador
motor
eje
asiento
tanque de gasoline
cinturón de seguridad
placa
rueda

House Keeping:
Quehaceres domésticos:

Line chairs for the bus
Línea de asientos para el autobús

Means of transportation:

car
tractor
bus
lawn mower
truck
boat
van
airplane
train
helicopter
ambulance
police car
fire truck
bicycle
motorcycle
wagon
tricycle
skateboard
scooter

Medios de transporte:

carro, auto, automóvil
tractor
autobus, ómnibus
segadora, máquina de cortar el zacate
camión
bote, barco
camioneta, furgoneta
avión, aeroplano
tren
helicóptero

ambulancia
carro policía, perseguidora
camion de bomberos
bicicleta
motocicleta
vagón
triciclo
patín del diablo, monopatín
patineta, carriola

Via:

road
freeway
tunnel
subway

Vía:

camino, carretera
autopista
túnel
metro

Locations:

parking lot
car wash
garage
road map
traffic light
tracks
\$\$\$\$\$
credit card
money
check

Lugares:

parqueo, estacionamiento

lavadero
garaje
mapa de carreteras
semáforo
senderos
signo de dólares
tarjeta de crédito
dinero
cheque

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Sounds**

Most students –almost ALL students—in the Head Start Program will display mastery of NONE, a FEW, or SOME of the words listed here. Students whose primary language is not English will display knowledge of NONE of the words or only a FEW of the words. Students whose primary language IS English, may only know a few of the words or some of them. Thus, teachers must insure that ALL students acquire the words listed here. Acquisition of the vocabulary provides evidence that the *goals and objectives* of this lesson have been achieved. The goals and objectives correspond with the Head Start Domain Elements and the North Carolina Standard Course of Study with Goals Based on Kindergarten Competencies.

As teachers plan to implement the instructional activities listed for this Unit, teachers need to include ORAL LANGUAGE DEVELOPMENT ACTIVITIES that **prepare** students for acquisition of the vocabulary included in the following lists.

Failure to plan for initial, preparatory language acquisition and development activities would render most, if not ALL, of the suggested learning activities meaningless for most, if not ALL, students. Definitely, children who lack knowledge of the English language, or who have limited knowledge of the English language used at school, for learning content areas, will fail to benefit from the suggested learning activities if implemented without insuring mastery of the vocabulary listed here.

The vocabulary is listed by meaningful categories that address the suggested content area activities. The vocabulary is not totally inclusive, and may need to be expanded or modified to reflect the specific classroom situation of each individual program.

Types of sounds:

fire sirens
ambulance siren
tapping
tongue clicking
hum
bells
sound canisters
homemade instruments
people sounds – body parts
fingers—tapping
 snapping
 tongue clicking
 hands cupped over mouth
 clapping
 knuckles popping
nature sounds

Tipos/Clases de Sonidos:

sirena de bomberos
sirena de ambulancia
golpecitos, golpear
chasquido con la lengua
zumbido, zumbiar, canturrear
campanas
ruido de latas
instrumentos caseros
ruidos personales – partes del cuerpo
con los dedos -- golpecitos
 crugir
 con la lengua chasquidos
 con las manos sobre la boca

aplaudir
con los nudillos chasquidos
sonidos naturales / de la naturaleza

Actions:

making noise
to parade
to map (a route)
to write (music)

Acciones:

hacer ruido
desfile
hacer un mapa, trazar una ruta
escribir música

Musical Instruments:

guitars
saxophones saxofones
piano
bells
rubber bands (stretched to vibrate)

Instrumentos musicales:

guitarras
saxofones
piano
campanas
ligas (alargadas para que vibren)

Electronics with sound:
How is sound made?

Sonidos electrónicos:
¿Cómo se hacen los sonidos?

portable radio, radio
hum & place fingers on throat: (feel vibrations)

radio portátil, radio
canturrear y poner los dedos en el cuello: (se sienten las vibraciones)

TV
televisión

talk & place hands close to face: (feel warm air)
hablar y poner las manos cerca de la cara: (se siente el aire caliente)

computers
computadoras

telephone
teléfono

beepers
“biper,” máquina de aviso, avisador de llamadas

microphones
micrófonos

clock
reloj

coffee maker
cafetera

washing machine
lavadora

dryer
secadora

megaphone
megáfono

stethoscope

estetoscopio

earphones
auriculares

Visuals:
Visuales:

banners
pancartas, banderillas

streamers
serpentina

flags
banderas

music writing paper
papel con pentagramas

sign language
lenguaje mímico, señales de mano, lenguaje de señas

INTRODUCTION

The following lists of words represent the language that ALL students must master by the end of the implementation of the Unit:

Discoveries About: **Taking Care of Things We Use**

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As teachers plan to implement the instructional activities listed for this Unit, teachers need to include ORAL LANGUAGE DEVELOPMENT ACTIVITIES that **prepare** students for acquisition of the vocabulary included in the following lists.

Failure to plan for initial, preparatory language acquisition and development activities would render most, if not ALL, of the suggested learning activities meaningless for most, if not ALL, students. Definitely, children who lack knowledge of the English language, or who have limited knowledge of the English language used at school, for learning content areas, will fail to benefit from the suggested learning activities if implemented without insuring mastery of the vocabulary listed here.

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