

DAY  
1

Circle Time

ESL Bridge



Songs and Fingerplays  
“My Family”  
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CD Track #13

### Oral Language

#### My Family Fingerplay

- Teach children the words and motions for the fingerplay “My Family.”
- Repeat the fingerplay, and count the number of people in the family. Ask children to tell how many people are in their own families. Have them focus on immediate family members. Have children tell whether a brother or sister is older or younger than they are.

### Phonological Awareness

#### Syllables in My Name

- Pronounce the first name of one of the children in the classroom, syllable by syllable. Clap the syllables while saying the name aloud. Then, invite children to clap and say the name along with you. Ask children how many parts, or syllables, they hear.
- To help them recognize syllables, have children place a finger beneath their chins. Explain that they can tell it is a new syllable if they feel their chin drop.
- Repeat with other children’s names until children have caught on. Then, ask children to clap and count the syllables in their own names. Point out how many syllables are in each child’s name.

#### Oral Segmentation



### Oral Language

- To help children understand the fingerplay, draw an outline of a house with a stick-figure family inside it. Touch and name the members of the family—*mother, father, sister, and brother*.
- As you say and perform the fingerplay, point to the picture of the family member. Have the children repeat each line in English with you.

### Phonological Awareness

- If the name-clapping game is difficult, practice by building up one syllable at a time. Invite children to clap along with you as you say one-syllable words such as *ball* or *Ling*. Add another syllable, to form two-syllable words like *finger* or *Marco*. Graduate to three-syllable words.
- Ask children to clap and count the syllables in their names. Help them notice their chins dropping as they enunciate each syllable.

### Observing Children

#### Daily Work

- How are children connecting the fingers that represent each family member with fingerplay about their families? Do they know how many people are in their own families?
- Are children able to clap out the syllables in their names?

**Vocabulary**

**Words for family members:**  
mother father sister  
brother

**Observing Children**

- How are children connecting the words and motions of the fingerplay?
- Can children count the people in their families? How do they relate the concept of older and younger to their siblings?
- Are children actively listening for syllables in their names? How are they clapping and counting the syllables?

**CD-ROM Activities**

You'll find vocabulary activities related to this theme on the **Usborne's Animated First Thousand Words CD-ROM**.



**Lenguaje oral**

**Juego con las manos "Mi familia"**

- Enseñe a los niños las palabras y los movimientos del juego con las manos "Mi familia".
- Repita el juego y cuente el número de personas en la familia. Pregunte a los niños cuántas personas hay en sus familias. Dígalos que se limiten a sus familiares inmediatos. Pregúnteles si sus hermanos o hermanas son mayores o menores que ellos.



Canciones y juegos con las manos "Mi familia", pág. 9



CD Pista #13

**Reconocimiento fonológico**



**Las sílabas de mi nombre**

- Pronuncie el nombre de uno de los niños, sílaba por sílaba, y dé una palmada por cada una de ellas. Luego, anime a los niños a repetir el nombre mientras dan las palmadas. Pregúnteles cuántas partes o sílabas escuchan.
- Para reconocer las sílabas, pídeles que coloquen un dedo debajo de la barbilla. Explíqueles que, en muchos casos, cada vez que la barbilla toque el dedo empieza una nueva sílaba.
- Repita la actividad con otros nombres hasta que los niños se hayan familiarizado con el ejercicio. Luego, pídeles que cuenten con palmadas las sílabas de sus nombres. Señale cuántas sílabas tiene cada nombre.

**Segmentación oral**

**Pre-K Guidelines**

**Language and Early Literacy**

- 1.b Listens for different purposes
- 1.c Understands and follows simple oral directions
- 3.c Refines and extends understanding of known words
- 3.f Increases listening vocabulary and begins to develop vocabulary of names and phrases in English (ESL)
- 5.d Begins to break words into syllables or claps along with each syllable in a phrase