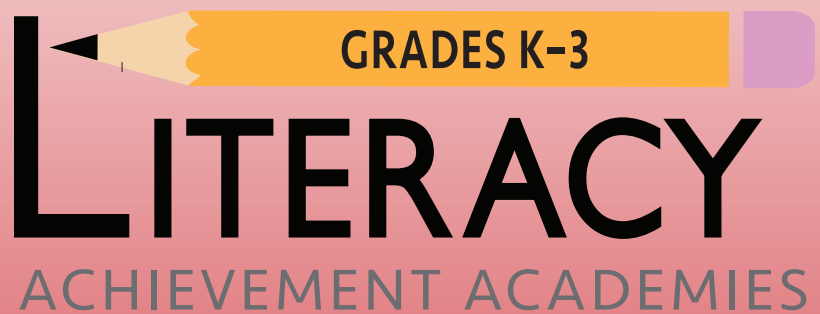




# Oral Language Development

Participant Notes



**KINDERGARTEN**





**Oral Language Development**

**LITERACY**  
ACHIEVEMENT ACADEMIES

*Kindergarten*

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**Oral Language Development**

**“Research consistently demonstrates that the more children know about language...the better equipped they are to succeed in reading.”**  
— Burns, Griffin, & Snow, 1999, p. 8

- **Oral language involves both speaking and listening and includes vocabulary development.**
- **Children need numerous opportunities to engage in frequent, meaningful, and focused conversations with responsive peers and adults.**

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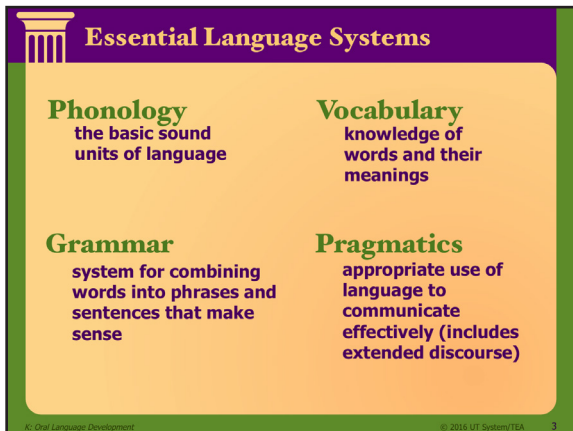
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**Essential Language Systems**

<b>Phonology</b> the basic sound units of language	<b>Vocabulary</b> knowledge of words and their meanings
<b>Grammar</b> system for combining words into phrases and sentences that make sense	<b>Pragmatics</b> appropriate use of language to communicate effectively (includes extended discourse)

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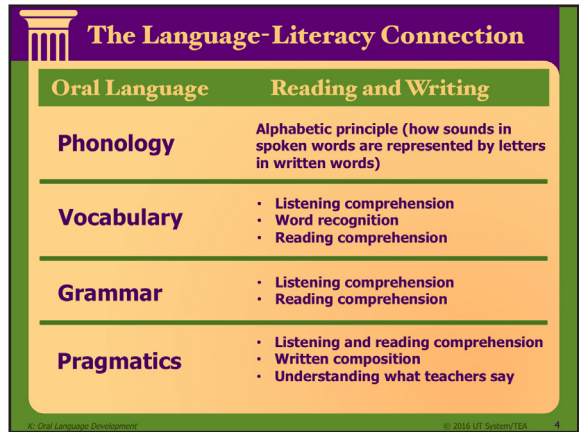
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**The Language-Literacy Connection**

Oral Language	Reading and Writing
<b>Phonology</b>	Alphabetic principle (how sounds in spoken words are represented by letters in written words)
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>• Listening comprehension</li><li>• Word recognition</li><li>• Reading comprehension</li></ul>
<b>Grammar</b>	<ul style="list-style-type: none"><li>• Listening comprehension</li><li>• Reading comprehension</li></ul>
<b>Pragmatics</b>	<ul style="list-style-type: none"><li>• Listening and reading comprehension</li><li>• Written composition</li><li>• Understanding what teachers say</li></ul>

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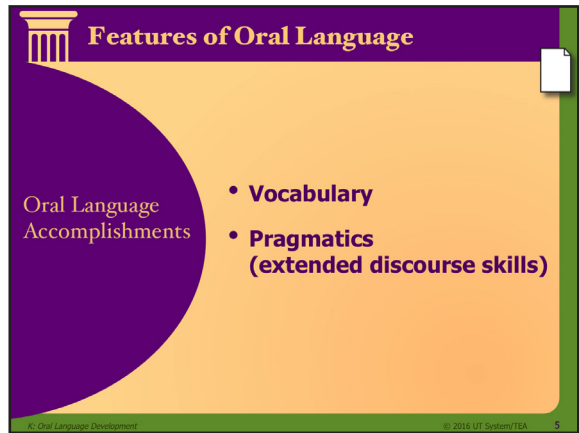
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**Features of Oral Language**

Oral Language Accomplishments

- Vocabulary
- Pragmatics (extended discourse skills)

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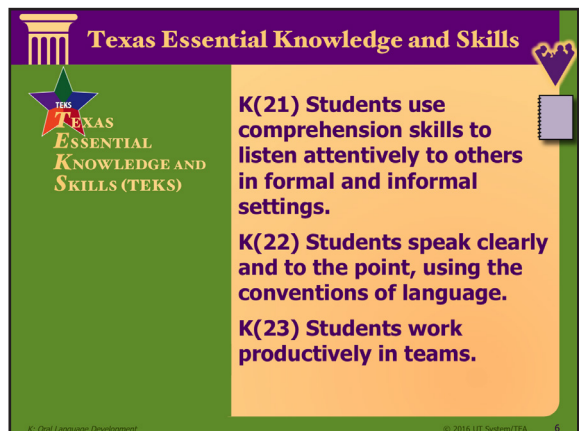
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**Texas Essential Knowledge and Skills**

**THE TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)**

**K(21) Students use comprehension skills to listen attentively to others in formal and informal settings.**

**K(22) Students speak clearly and to the point, using the conventions of language.**

**K(23) Students work productively in teams.**

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### A Language-Centered Classroom

Teachers	Students
<ul style="list-style-type: none"><li>Engage students in extended conversations</li><li>Encourage students to tell and retell stories and events</li><li>Discuss a wide range of topics and word meanings</li><li>Use new and unusual words</li><li>Ask open-ended questions</li><li>Give explicit guidance in vocabulary, grammar, and pronunciation</li><li>Encourage language play</li></ul>	<ul style="list-style-type: none"><li>Explore and experiment with language</li><li>Name and describe objects, actions, emotions, and locations</li><li>Ask and answer <i>wh-</i> and <i>how</i> questions</li><li>Hear appropriate models of language use</li><li>Discuss topics of interest to them</li></ul>

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### Optimal Language Interactions

**Small, partitioned spaces**

- Higher-quality verbal interactions
- More cooperative play
- Greater use of language-related activities

**Large, open spaces**

- Poor language interactions
- Less use of language-related activities

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### Diverse Experiences

**Scaffold** Adjust instruction to account for the differences in students' knowledge and experiences.

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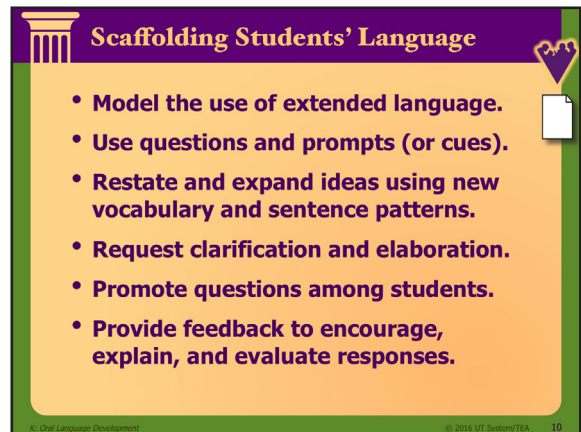
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**Scaffolding Students' Language**

- Model the use of extended language.
- Use questions and prompts (or cues).
- Restate and expand ideas using new vocabulary and sentence patterns.
- Request clarification and elaboration.
- Promote questions among students.
- Provide feedback to encourage, explain, and evaluate responses.

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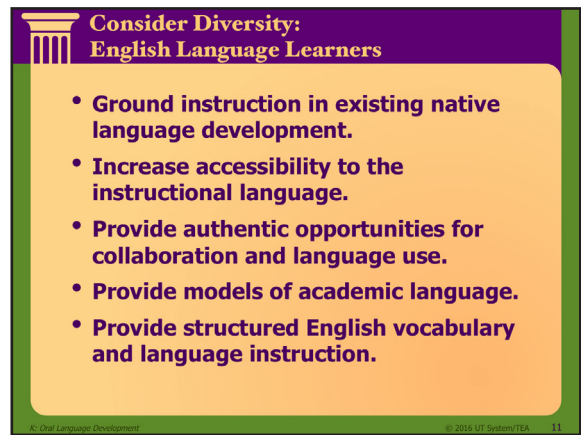
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**Consider Diversity: English Language Learners**

- Ground instruction in existing native language development.
- Increase accessibility to the instructional language.
- Provide authentic opportunities for collaboration and language use.
- Provide models of academic language.
- Provide structured English vocabulary and language instruction.

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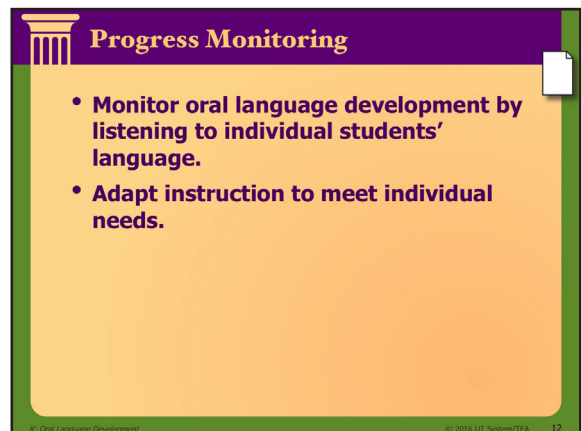
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**Progress Monitoring**

- Monitor oral language development by listening to individual students' language.
- Adapt instruction to meet individual needs.

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**Oral Language Lessons**

- Choose a children's book.
- Read Lesson 1 on the Oral Language Lesson handout.
- Using the Sharing Hand Planning Guide, write six questions.
- Practice the lesson.

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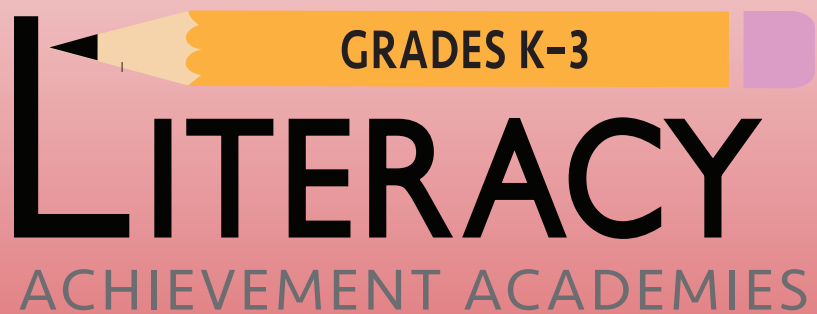






# Oral Language Development

Handouts



**KINDERGARTEN**



# Oral Language Accomplishments of Monolingual Five-Year-Old Children

## Typical Five-Year-Olds Entering Kindergarten

- Have an expressive speaking vocabulary of about 2,200 words
- Have a receptive listening vocabulary of more than 20,000 words
- Have mastered 90 percent of most basic grammar rules for their home language, though they tend to overgeneralize certain rules, producing English words such as *foots* and *bringed*
- Can understand the use of words like *before* and *after* or *yesterday*, *today*, and *tomorrow* to describe a sequence of events
- Can ask and answer questions that begin with *who*, *what*, *where*, *when*, *why*, and *how*
- Can discuss feelings and use language to converse and entertain
- Can tell simple stories and describe familiar objects and situations, though are likely to tell narratives using only “and then” to establish time sequence
- Can define the function of familiar objects and explain the relationship between objects or events
- Can engage in word play and games
- Have generally adult-like pronunciation, though a few sounds may remain difficult
- Are aware that words can have more than one meaning

## What Five-Year-Olds Are Still Learning

- Vocabulary: More than 3,000 new words a year
- Definitions
- Pragmatic skills for effective communication, such as ways to connect sentences and ideas when they talk
- Use of nonliteral language (irony, metaphor, sarcasm)
- Complex social uses of language (jokes, invitations, speeches, formal greetings, etc.)
- How to talk to individuals in different social positions (how to talk to a teacher, a police officer, a friend)
- How to talk politely
- Literate discourse: language used in books

Adapted from Owens, 2015.



## Scaffolding Script

Teacher	Student
Tell us a story about your photo.	Umm... [ <i>Has difficulty beginning</i> ]
[ <i>Wait 5–10 seconds.</i> ] Tell us what was happening here.	[ <i>No response</i> ]
[ <i>Wait 10 seconds.</i> ] Who is that in the picture? ( <i>Questions and prompts</i> )	This is me...and my Mom...and my grandma.
Where were you when this was taken? ( <i>Questions and prompts</i> )	Outside, behind my house
Yes, I see that you were outside on the patio and that it was a beautiful, sunny day. ( <i>Recasts and expands</i> ) What were you all doing?	It was my grandma's birthday. We made her a big cake.
That was very thoughtful of you. It looks delicious! What kind of cake was it? ( <i>Provides feedback; uses questions and prompts</i> )	Chocolate with little flowers, and it said her name.
Chocolate? Yum. That's my favorite flavor! So you decorated the cake with flowers and wrote a name on it. Whose name did you write? ( <i>Recasts and expands</i> )	Rose. It said "Happy Birthday, Rose."
Rose? Who is Rose? ( <i>Requests clarification</i> )	My grandmother... [ <i>Hesitates to tell more</i> ]
You said before that you baked your grandmother's birthday cake. Tell us how you did that. ( <i>Questions and prompts</i> )	Yes. I made it with Mom. We went to the store and got all the stuff to put in it and I helped.
Well, I know you're a great helper. I'll bet you mixed the ingredients together. Am I right? ( <i>Recasts and expands; adds new vocabulary</i> )	Yes. And it fell on the floor and made a big mess!
Hmm, I'm not sure I understand. Tell us exactly what happened. ( <i>Requests clarification</i> )	Umm...well...I was mixing the 'gredients and Spot...Spot's my dog...he came by and scared me and I jumped...and...and the flour fell down and got all over the floor and...and it got on Spot's nose, and my Mom laughed.

**Teacher****Student**

What a great story! I like how you told us that Spot is your dog. That helped us understand a lot better. *(Provides feedback)*

Boys and girls, would any of you like to ask [name] a question about her photo? *(Promotes questions and conversation among students)*

## Guión para apoyar y guiar la expresión oral

Maestra/o	Estudiante
Cuéntanos una historia sobre tu foto.	Ummmm... <i>[Muestra dificultad para empezar]</i>
[Espere 5–10 segundos.] Cuéntanos que está pasando en la historia.	<i>[No hay respuesta]</i>
[Espere 5–10 segundos.] ¿Quién sale en la foto? <i>(Questions and prompts)</i>	Éste soy yo...y ésta es mi mamá...y mi abuelita.
¿Dónde estaban cuando tomaron esta foto? <i>(Questions and prompts)</i>	Afuera, atrás de mi casa.
Si, ya veo que están afuera...en el patio, y era un hermoso día soleado.	Era el cumpleaños de mi abuelita. Le hicimos un pastel grandote.
Eso fue un muy bonito detalle de su parte. ¡El pastel se ve delicioso! ¿Qué clase de pastel era? <i>(Provides feedback; uses questions and prompts)</i>	De chocolate. Tenía florecitas chiquitas y decía su nombre arriba.
¿De chocolate? Mmmm. ¡Ese es mi sabor favorito! Entonces decoraron el pastel con flores y escribieron el nombre arriba. ¿Qué nombre escribieron? <i>(Recasts and expands)</i>	Elena. Decía “Feliz Cumpleaños Elena.”
¿Elena? ¿Quién es Elena? <i>(Requests clarification)</i>	Mi abuelita... <i>[No dice más]</i>
Tú nos dijiste antes que le habían hecho un pastel a tu abuelita. Cuéntanos cómo hiciste esto. <i>(Questions and prompts)</i>	Sí. Lo hice con mi mamá. Fuimos a la tienda y compramos todas las cosas para ponerle y yo ayudé.
Yo sé que eres muy buen ayudante. Te apuesto que mezclaste los ingredientes muy bien. ¿Verdad que sí? <i>(Recasts and expands; adds new vocabulary)</i>	Sí. Y luego se cayó en el piso y se hizo un mugrero...
Hmm. No entendí. Cuéntanos qué fue lo que pasó. <i>(Requests clarification)</i>	Umm...bueno...es que yo estaba mezclando los ingredientes y Duque, Duque es mi perro, vino y me asustó y yo salté...y...y la harina se cayó y cayó arriba de toda la comida y también le cayó a Duque en la nariz y mi mamá se rió.

**Maestra/o****Estudiante**

¡Qué buena historia! Me gustó como nos dijiste que Duque era tu perro...eso nos ayudó a entender mucho mejor. *(Provides feedback)* Niños y niñas, ¿quisiera alguien preguntar algo sobre la foto? *(Promotes questions and conversation among students)*



# Oral Language Checklist

Student Name: \_\_\_\_\_

	Date	Notes	Date	Notes
Does the student use complete sentences?				
Does the student use new words and sentence patterns when talking?				
Does the student express clear relationships between events in personal narratives and story retells?				
Does the student respond to questions and requests for information?				
Does the student adapt to the listeners' needs?				
Does the student use extended language in a variety of settings?				

## Uso y desarrollo del lenguaje oral

Nombre del estudiante: \_\_\_\_\_

	Date	Notes	Date	Notes
¿Utiliza oraciones completas?				
¿Utiliza palabras o estructuras del lenguaje nuevas?				
¿Expresa relaciones claras entre los eventos al contar una narrativa personal o recontar una historia?				
¿Responde a preguntas o da más información a pedírsele?				
¿Se adapta a las necesidades de los oyentes?				
¿Utiliza un amplio lenguaje en una variedad de contextos?				

## Literacy Lesson: Book Partners

**Objective:** Students interact with peers as they retell familiar books

**Topic:** Oral language

**Materials:** Favorite books

### Directions

- Provide a selection of predictable, repetitive, familiar storybooks for students to “pretend read.”
- Pair students with classmates. Pair students with varying levels of oral language abilities.
- Have students retell the story to each other or have students take a book home to retell to a family member.
- Provide instructional support while students work together in pairs.

### Scaffolding Strategies

Begin with strategies that offer less support and increase support as needed to help each student complete the task. The number of stars indicates the level of support—more stars indicate more support.



Ask students to describe illustrations in the book: “What do you see? What happened?”

Help students think about their listeners: “Do you think Jason understood that?”



Ask students to clarify information: “Tell us who drove the school bus.”



Model how to make connections using the pictures: “The monkey is crying. The picture on the page before this shows why she is crying.”

Provide prompts to help students sequence events: “What happened first? Next?”

Encourage students to use pictures to help them sequence their retelling.



Repeat-read books and include books with repetitive phrases or rhymes to help students recall events.

Ask questions that give students choices: “Did the teacher move away or did she visit her parents?”

Use books and stories that are familiar to students.

Provide additional opportunities for students to look through and “pretend read” familiar stories and books.

★ ★ ★ ★ ★

Model how to expand responses: “Yes, that’s a butterfly. It is a monarch butterfly.”

Encourage peer interactions: “Tell Becky how a tadpole becomes a frog.” “Ask Amy whether she can tell you about hibernation.”

★ ★ ★ ★ ★

Ask specific questions about pictures in the story: “What is the bear eating in this picture?”

Practice retelling books before asking students to read them with a classmate: “Remember, the girl couldn’t find her mitten. Now, you tell me what happened.”

Model how to use one picture at a time to recall events in a story.

Adapted from O’Connor, Notari-Syverson, & Vadasy, 1998.

# Oral Language Lesson 1

- Objective:** Help students use extended discourse  
**Grouping:** Large or small group  
**Materials:** Sharing Hand planning guide; Sharing Hand poster

## Procedures

Model how to use the Sharing Hand. Use your hand (make a happy face on the palm of your hand) and/or use the Sharing Hand poster. Point to each finger for the *wh*- questions and the palm of your hand for the *how* question.

Explain: “If you include the *who*, *what*, *when*, *where*, *why*, and *how* when you share, it helps those who are listening understand. That’s why a happy face is placed in the palm of the hand.”

Retell a simple event and then ask the Sharing Hand questions (e.g., Who is it about? What is happening? When did it happen? Where did it happen? Why did it happen? How did it happen?). As you ask each question, point to the appropriate finger and to your palm for *how*.

Ask individual students to tell a story or personal narrative. Model and have the other students point to their fingers and to their palm when they hear the *who*, *what*, *when*, *where*, *why*, and *how*.

Use the Sharing Hand congratulation (e.g., high five, handshake) each time a student includes most or all of this information.

Give students practice using the Sharing Hand as a guide as they share personal narratives or explanations with partners.

Ask each of the *wh*- questions as you point to the corresponding finger on your hand to assist students who have difficulty telling about an event.

Have students who are having difficulty with all of the questions focus on only two or three of the questions (e.g., *who*, *what*, *when*). Gradually add questions one at a time.







Use the Sharing Hand planning guide when preparing lessons for listening to storybooks, information books, or a shared writing activity in which the group tells about an event or describes a classroom project.

## Home Link

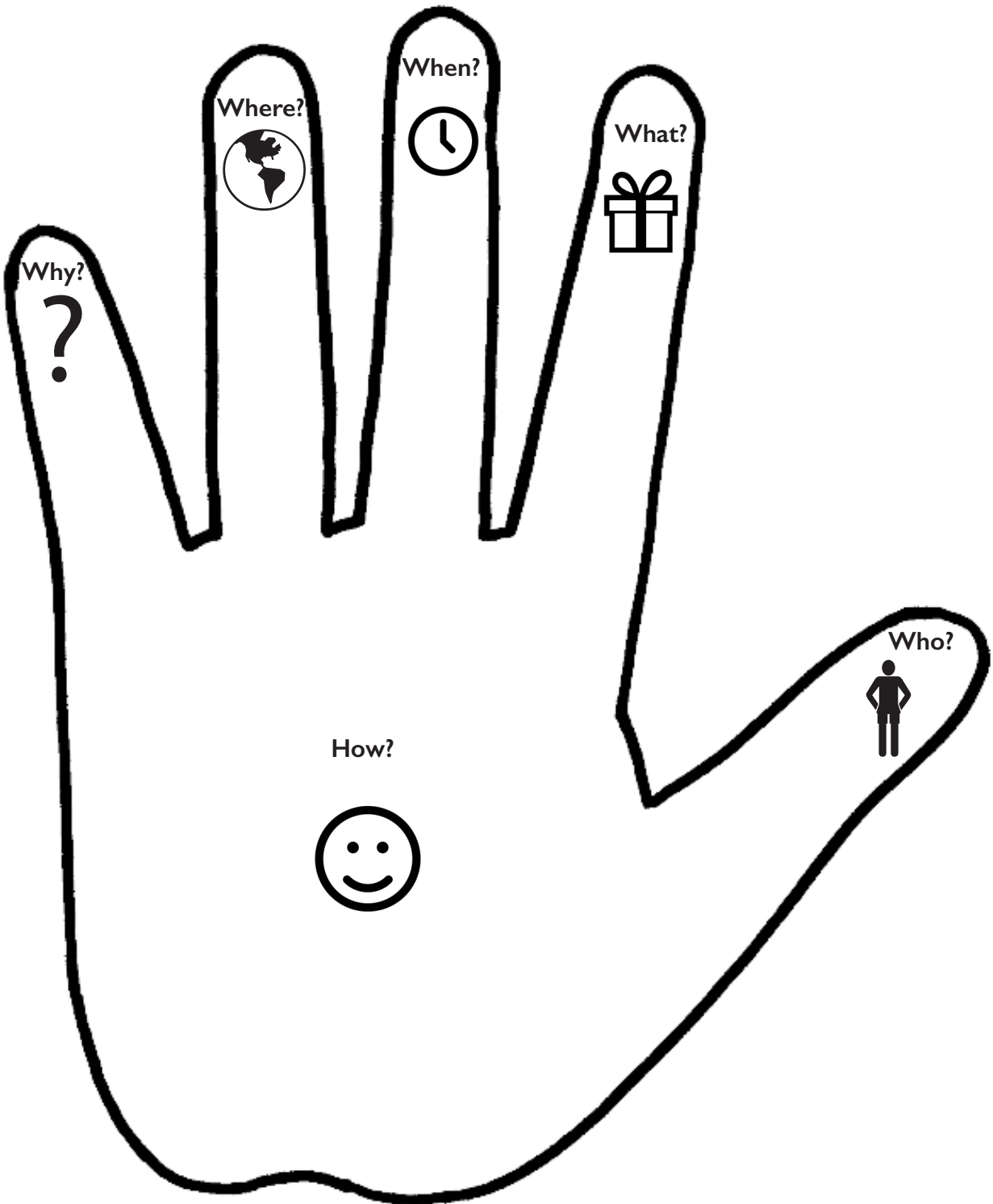
Provide a copy of the Sharing Hand for parents to use with their students when discussing events or storybooks at home.

# The Sharing Hand Planning Guide

Before a Sharing Hand lesson, write your questions.

<b>Who?</b> 	
<b>What?</b> 	
<b>When?</b> 	
<b>Where?</b> 	
<b>Why?</b> 	
<b>How?</b> 	

# The Sharing Hand



## Oral Language Lesson 2

- Objective:** Help students learn part-whole relationships including labels and functions
- Grouping:** Large or small group
- Materials:** Everyday objects in the classroom and pictures

### Procedures

Before the lesson begins, identify two- to four-part objects. Objects for teaching part-whole relationships include a chair (legs, back, seat, rungs); a table (top, legs); a pencil (shaft, point, eraser); a desk (top, legs, drawers); a bookcase (shelves, top, sides); a flower (petals, stem, leaves); and a tree (branches, trunk, leaves). Later, use pictures or toy models of objects that have many parts, such as cars, bicycles, trucks, and houses.

Place a chair in front of the group. Ask students to name the object.

Point to each part of the chair (the back, the seat, the legs, and if appropriate, the rungs) and encourage students to name each part using complete sentences: “A chair has legs. A chair has a back. A chair has a seat.”

Immediately provide the name of any parts students don’t know.

Have students practice naming the parts until they can name all of them. Then ask students to say the name of the whole object.

Point to the back of the chair, and ask, “Why does a chair have a back?” Provide scaffolding to help students state clear and concise answers. Repeat with each part of the chair.

Play the “What if?” game. Ask: “What if a chair didn’t have a back?” Help students clarify their responses. Repeat with each part of the chair, and then ask a final question: “Why do we have chairs?”

Encourage students to determine whether other chairs in the room have the same parts as the model chair.

For other part-whole lessons, begin with a review and have students name the parts, their functions, and play the “What If?” game.

Discuss objects that don’t have common names for all of the parts. For example: A cup has a handle, but the other part does not have a common name. Have the students suggest a name.

When working with objects with many parts, help the students learn three or four parts one day and then add more parts the next day.

Whenever possible, show students the connection between the names of parts of objects and the names of parts of the body. For example: “People have legs, and tables and chairs have legs. People have eyes, and a needle has an eye.”

Play the “Do You Know What I Am Thinking Of?” game. Name a part or parts that students have learned. For example: “I am thinking of legs and a back.” After students respond, ask, “How do you know?”



Have the students work in pairs. Each member of the pair draws pictures with missing parts—for example, a chair with missing legs or a toothbrush with missing bristles. Then partners exchange pictures and draw and name the missing parts of the pictures.

**Home Link**

- Ask students to look around their house for objects with parts that they have been learning about. Have them notice whether the objects at home have the same parts.
- Have the students bring objects or toys with parts from home.

## Lección para el desarrollo del lenguaje oral – I

- Objetivo:** Los estudiantes utilizarán el lenguaje oral al identificar y discutir sobre los distintos componentes de un cuento.
- Grupo:** Grupo grande o pequeño
- Materiales:** Guía de planeación de la Mano para Compartir; póster de la Mano para Compartir

### Procedimiento

Modele cómo usar la Mano para Compartir. Utilice su mano (dibuje o pegue una carita feliz en la palma de su mano) y utilice el póster de la Mano para Compartir. Señale cada dedo para mostrar la pregunta indicada y señale la palma de su mano para mostrar la pregunta *¿Cómo?*

Explique: “Si al compartir o decirle algo a alguien ustedes incluyen el *quién, qué, cuándo, dónde, por qué y cómo* de la historia, esto ayudará a los oyentes a entender mejor. Por esto una carita feliz está en la palma de la mano.”

Cuente una historia corta y haga las preguntas de la Mano para Compartir (ej., *¿De quién se trata? ¿Qué está pasando? ¿Cuándo pasó? ¿Dónde pasó? ¿Por qué pasó? ¿Cómo pasó?*). Conforme haga cada pregunta, señale el dedo apropiado y señale la palma de la mano para la pregunta *¿Cómo?*.

Invite a cada estudiante a contar una historia personal. Modele cómo señalar el dedo correspondiente y/o la palma de la mano cuando se diga el *quién, qué, cuándo, dónde, por qué y cómo* de la historia.

Cada vez que el estudiante incluya la mayoría o toda esta información, utilice la felicitación de la Mano para Compartir (ej., un apretón de mano o “high five”).

Aliente a los estudiantes a utilizar la Mano para Compartir como guía cuando compartan historias personales o explicaciones con un compañero/a.

Para ayudar a los estudiantes que tienen dificultad al contar un evento o historia, usted puede hacerles cada pregunta mientras señala los dedos de su mano.

Si a los estudiantes se les dificulta manejar todas las preguntas, enfóquese en sólo dos o tres preguntas (ej., *¿quién?*, *¿qué?*, *¿cuándo?*).







Utilice la guía de planeación para preparar lecciones en las cuales los estudiantes escucharán historias leídas en voz alta y/o libros de información. También se puede utilizar para una actividad de escritura general en la cual el grupo escriba sobre un evento o describa un proyecto del salón de clases.

### Enlace con la casa

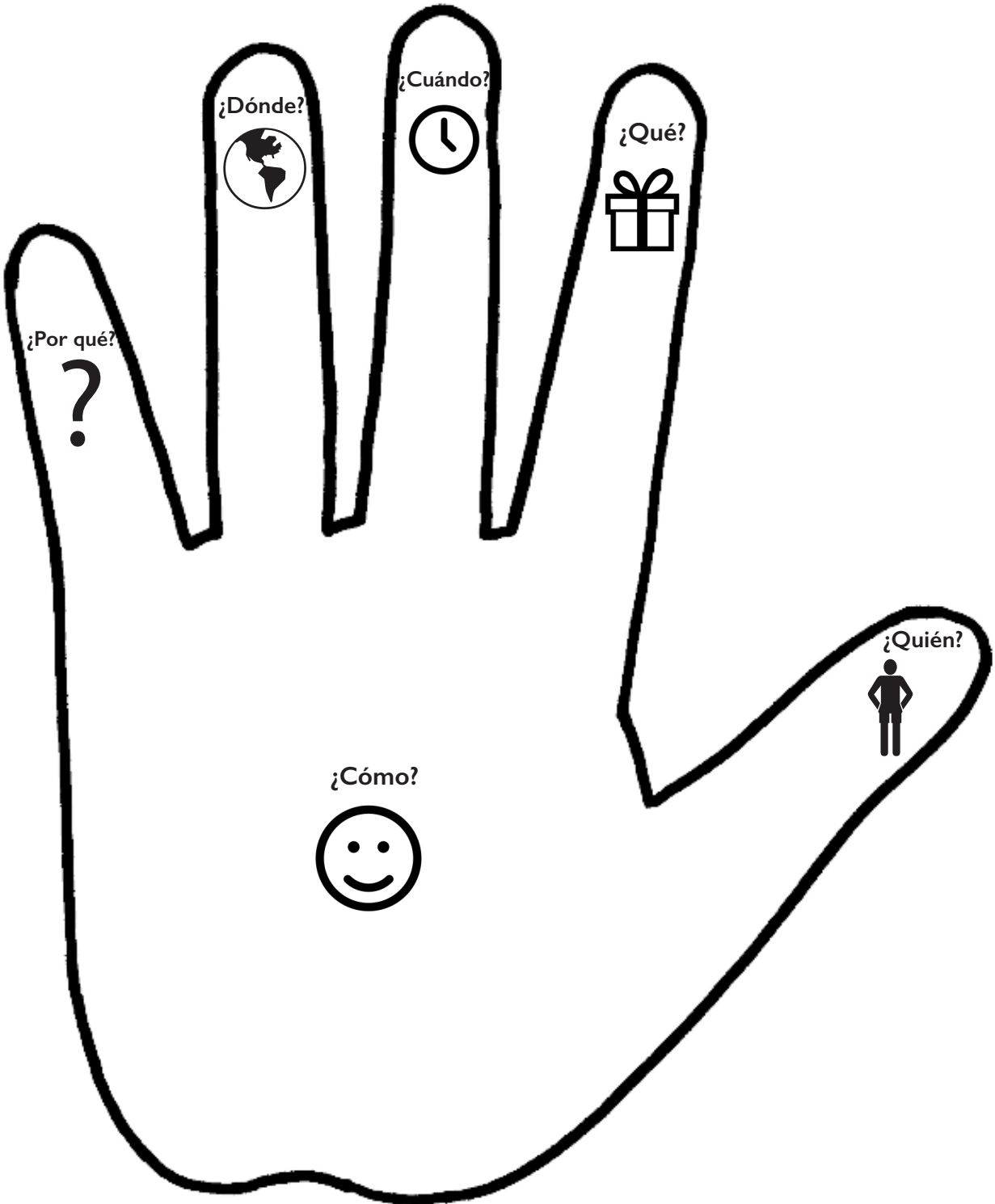
Proporcione a los padres de familia una copia de la Mano para Compartir para que la utilicen con sus hijos en casa cuando conversen sobre situaciones, eventos o libros.

# Guía de planeación para “Mano para Compartir”

Antes de una lección, escriba las preguntas.

<p>¿Quién?</p> 	
<p>¿Qué?</p> 	
<p>¿Cuándo?</p> 	
<p>¿Dónde?</p> 	
<p>¿Por qué?</p> 	
<p>¿Cómo?</p> 	

# Mano para Compartir



## Lección para el desarrollo del lenguaje oral – 2

**Objetivo:** Los estudiantes explicarán la relación entre el entero y sus partes incluyendo nombres y funciones.

**Grupo:** Grupos pequeños o el grupo completo

**Materiales:** Objetos de uso común y fotografías

### Procedimiento

Antes de empezar la lección agrupe objetos que tengan de dos hasta cuatro partes para enseñar la relación entre un entero y sus partes. Ejemplos:

una silla = patas, asiento, respaldo, barrotes

una mesa = cubierta, patas

un lápiz = punta, borrador

un escritorio = cubierta, patas, cajones

un librero = repisas, paredes

una flor = pétalos, tallo, hojas

un árbol = ramas, tronco, hojas

Más adelante, utilice fotos de objetos que tengan más partes como carros, bicicletas, camiones y casas.

Ponga una silla enfrente del grupo. Pídale a los estudiantes que nombren el objeto.

Señale cada parte de la silla (el respaldo, el asiento, las patas y, si existen, los barrotes entre las patas) y aliente a los estudiantes a nombrar cada parte del objeto usando oraciones completas: “Una silla tiene patas. Una silla tiene un respaldo. Una silla tiene un asiento.”

Mencione inmediatamente el nombre de las partes que ellos desconozcan.

Permita que los estudiantes practiquen los nombres de las partes hasta que ellos puedan decirlos solos. Después pídale que digan el nombre del objeto.

Señale una parte de la silla y pregunte “¿Por qué tiene la silla un respaldo?” Ayude a los estudiantes a dar respuestas claras y concisas. Repita el proceso con cada parte de la silla.

Organice el juego “¿Qué pasaría si ...?”

Pregunte: “¿Qué pasaría si la silla no tuviera un respaldo?” Ayude a los estudiantes a formar respuestas claras. Repita el proceso con cada parte de la silla y haga la pregunta final: “¿Para qué tenemos sillas?”

Pídale a los estudiantes que determinen si las otras sillas en el salón tienen las mismas partes que la silla modelo.

Para otras lecciones de un entero y sus partes, empiece con un repaso de un objeto visto anteriormente y haga que los estudiantes nombren las partes, sus funciones y jueguen el juego “¿Qué pasaría si ...?”

Hable también de objetos que no tienen nombres para todas sus partes. Por ejemplo: Una taza tiene un asa pero la otra parte no tiene un nombre específico. Pídale a los estudiantes que sugieran un nombre.

Cuando trabajen con objetos que tienen muchas partes, ayude a los estudiantes a aprender tres o cuatro partes en un día y añadir más nombres posteriormente.

Cuando sea posible muéstreles a los estudiantes la relación que existe entre los nombres de las partes de los objetos y los nombres de las partes del cuerpo. Por ejemplo: “Las personas tienen **ojos** y una aguja tiene un **ojo**. Las personas tienen **piernas** y las sillas y las mesas tienen **patas**.”

Organice el juego “¿Sabes en lo que estoy pensando?”

Nombre una parte o partes de un objeto para que los estudiantes descubran el objeto completo. Por ejemplo: “Estoy pensando en unas patas, un asiento y un respaldo.” Después de responder “una silla”, pregúnteles a los estudiantes: “¿Cómo supieron?”

Pídale a los estudiantes que trabajen en parejas. Cada miembro de la pareja dibuja un objeto con partes faltantes. Por ejemplo, una silla sin algunas de sus patas o un cepillo de dientes sin todas las cerdas. Los estudiantes se intercambian los dibujos para dibujar y nombrar las partes faltantes.

### Enlace con la casa

- Pídale a los estudiantes que busquen en su casa objetos similares a los que ellos han estudiado. Pídale que noten si los objetos en casa tienen o no tienen las mismas partes.
- Pídale a los estudiantes que traigan de sus casas objetos o juguetes con partes.

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