



Sistema EDUSPARK Pre-K / EDUSPARK Pre-K System

Guía del maestro/ Teacher's Guide



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1. ¿Qué es EDUSPARK Kiddos? - What is EDUSPARK Kiddos?

EDUSPARK Kiddos es un curriculum para PreKínder integrado en una poderosa plataforma y es el principal componente del Sistema EDUSPARK PreK, aprobado por TEA con un 95.81% de cobertura de Texas PreK Guidelines, en su versión en español. **EDUSPARK Kiddos** facilitan la comunicación, colaboración, monitoreo, reporte, almacenamiento y creación de nuevo contenido para apoyar la labor del docente y de los administradores, tanto en la escuela como a distancia, de manera eficaz y divertida.

Los recursos de **EDUSPARK Kiddos** están diseñados para captar la atención favorecer el desarrollo neurológico, gracias a técnicas de percepción visual y estímulos multisensoriales de alta velocidad, repetición y variedad, a través de videos, juegos y actividades interactivas para desarrollar habilidades lenguaje y pensamiento de los diferentes dominios.

El diseño instruccional y la metodología de **EDUSPARK Kiddos** están basados en principios de neurociencias para lograr un aprendizaje efectivo. Un ejemplo de esto es la integración de lenguaje rimado, las técnicas de percepción visual para el reconocimiento instantáneo de palabras e imágenes, la integración de vocabulario en categorías en los textos de cada video, técnicas de lectura veloz, la velocidad y frecuencia de los estímulos visuales y auditivos, entre otras.

EDUSPARK Kiddos favorece el desarrollo de circuitos neurológicos a nivel sensorial y motor, como base para construir circuitos de un lenguaje amplio, variado y significativo. Sobre este cimiento será más efectivo desarrollar habilidades de pensamiento superior.

EDUSPARK Kiddos is a PreK online curriculum (powered by NEO LMS platform) and it's the main component of EDUSPARK PreK System, which is TEA approved with 92.25% of TPG's coverage for the English version.

EDUSPARK Kiddos facilitates communication, collaboration, monitoring, reporting, storage and creation of new content to support teaching and learning process in the school and virtually, providing hybrid learning formats in an effective and fun way.

EDUSPARK Kiddos resources are designed to attract attention and promote neurological development, thanks to techniques of visual perception and multisensory stimuli of high speed, repetition and variety, through videos, games and interactive activities to develop language and thinking skills in the different domains.

The instructional design and methodology of **EDUSPARK Kiddos** are based on brain-research principles, to achieve effective learning. An example of this is the integration of rhyming language, visual perception techniques for instant word and image recognition, integrate vocabulary into categories, frequent and fast-paced stimuli, high-speed reading techniques, songs with academic concepts, among others.

EDUSPARK Kiddos promotes the development of sensory, motor and language skills. On this foundation, higher thinking skills can be developed.

2. Alcance y secuencia de contenidos / Scope and Sequence

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	CIENCIAS	SCIENCE	LENGUAJE (Tema 2)	LANGUAGE (Topic 2)	MATEMÁTICAS	MATH	PROYECTOS DE ARTE	ART PROJECTS
I. Me and my School/Yo y mi escuela	1	Vamos a la escuela	Back to School	Propiedades de la materia	Properties of Matter	La fiesta de las frutas	The Fruit Party	Contando hasta el 10	Counting to 10	Rutinas diarias, Frutas de muchos colores, Juego de boliche	My Daily Schedule, Colorful Fruits
	2	Reglas en la escuela y en la casa	Behaving Properly	Cambios en la materia	Changes in Matter	Las figuras geométricas	Previo Geometric Figures	Encuentro figuras por todos lados	Finding Shapes Everywhere	Mi cuerpo, Prepara tu pizza	My Body, Make Your Own Pizza
	3	Un mundo de colores	A Colorful World	El ciclo del agua	The Water Cycle	En el parque	At the Playground	Contar de 1 a 10 objetos	Counting from 1 to 10 objects	El arcoíris, Juego de boliche	Rainbow, Bowling Game
II. My Family and my Places/Mi familia y mis lugares	4	La fiesta de la familia	My Family Party	El movimiento	Motion	Mi casa	My Home	Figuras de muchos lados	Shapes with Many Sides	Mi familia, Un globo puede ser un juguete muy poderoso, ¿Lo necesito o lo deseo?, Características culturales	My Family, A balloon can be a powerful toy, Cultural Characteristics, Do I need it or want it?
	5	Los oficios	Occupations	La energía produce cambios	Energy causes changes	Mi ciudad	My City	Contar del 1 al 20	Counting to 20	Los trabajadores de la comunidad, Mapa en 3D de los lugares en la escuela	Community Helpers, 3D map of places in the school
	6	Las profesiones	Professions	Fuentes de energía	Sources of energy	Los medios de transporte	Means of Transportation	Contar del 1 al 30	Counting from 1 to 30	Las profesiones, Contar del 1 al 30	Professions, Counting from 1 to 30
III. Plants and Animals/ Las plantas y los animales	7	Los vegetales	The Vegetables	Características de los seres vivos	Characteristics of Living Organisms	Vida sana	Healthy Life	Agrupar hasta 5 objetos	Grouping up to 5 objects	Títeres de vegetales, Comida sana	Veggie Puppets, Healthy Food
	8	El zoológico	El zoológico	Los animales vertebrados	Vertebrate Animals	La orquesta de los animales	Animal Orchestra	Agrupar hasta 10 objetos	Group up to 10 objects	Máscaras de animales, Agrupar hasta 10 objetos	Animal Masks, Adding up to 10 objects
	9	Mariposa Monarca	Monarch Butterfly	Los animales invertebrados	Invertebrate Animals	El gusanito	The Caterpillar	Quitar objetos de un conjunto	Taking away objects from a group	Ciclo de vida de la mariposa, Títeres de animales	The Life Cycle of the Butterfly, Animal Puppets

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	CIENCIAS	SCIENCE	LENGUAJE (Tema 2)	LANGUAGE (Topic 2)	MATEMÁTICAS	MATH	PROYECTOS DE ARTE	ART PROJECTS
IV. Natural Environment / El ambiente natural	10	Maravillas de la naturaleza	Wonders of Nature	El bosque, el desierto y la tundra	The Forest, Desert and Tundra	Las catarinas	The Ladybugs	Contar hasta 30 objetos	Counting up to 30 objects	Bosque y desierto, Contar del 1 al 30, Escultura de arena húmeda	Forest and Desert, Wet Sand Sculptures, Counting from 1 to 30
	11	El gusanito Gusi	Gusi, the Little Worm	Las praderas y la selva tropical	Prairies and Rain Forest			Juntar hasta 10 objetos	Adding up to 10 objects	La sabana y la selva tropical, Competencia de gusanos	Savanna and Rain Forest, Worm Competition
	12	Un sueño en el mar	A Dream in the Sea	Relación de seres vivos con su medio ambiente	Relationship of organisms to their environments			Separar objetos en grupos iguales	Separating objects into equal groups	La tundra y el ecosistema marino, Animales de origami, Títeres de animales marinos	Tundra and Marine Ecosystem, Origami Animals, Marine Animal Puppets
V. Objects in the Sky and Weather / Objetos en el cielo y el clima	13	Las estaciones del año	Seasons of the Year	Objetos en el cielo	Objects in the sky			Patrones	Patterns	El Sistema Solar, Las cuatro estaciones	The Solar System, The Four Seasons
	14	Los días y los meses del año	Days and Months	Los planetas	The planets			El tiempo pasa	Time Goes By	Mi primer reloj, Calendario	My First Watch, Calendar
	15	Ropa de invierno	Winter Clothes	Cambios en la tierra y en el cielo	Changes in the earth and sky			Longitud y peso de los objetos	Length and Weight of Objects	Los cambios diarios del clima	Daily Changes in Weather
VI. Taking care of the environment / Cuido el ambiente	16	Los productos de la granja	The Farm's Produce	Materiales de la tierra y recursos naturales	Earth Materials and Natural Resources	Los patos en el lago	The Ducks at the Pond	¿Similar o diferente?	Similar or Different?	La tiendita	The Grocery Store
	17	El supermercado	The Supermarket	El medio ambiente	Natural environment	Jugar antes de dormir	Playing before Bedtime	Cuerpos sólidos	Solid Bodies	El supermercado, Lotería del supermercado	The Grocery Store, The Supermarket Game
	18	Cuidando el planeta	Protecting our Planet	Cuidar nuestro planeta	Taking care of our planet	Salir a jugar	Playing Outside	Secuencias y ciclos	Sequences and Cycles	Gráficas de los animales y frutas favoritas	Bar graph of animals and favorite fruits

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	MÚSICA	MUSIC	DESARROLLO FÍSICO	PHYSICAL DEVELOPMENT
I. Me and my School/Yo y mi escuela	1	Vamos a la escuela	Back to School	Concierto: Rondó alla Turca / Wolfgang Amadeus Mozart; Concierto: Música Acuática / George Friedrich Haendel; Canción: Música en todas partes; Canción: ¿Cómo escuchamos?; Canción: La vibración produce el sonido; Canción: Las ondas del sonido viajan; Solfeo	Concert: Turkish Rondo / Wolfgang Amadeus Mozart; Concert: Water Music / George Friedrich Haendel; Song: Music Everywhere; Song: How do we Listen?; Song: Vibration Makes Sound; Song: Sound Waves Travel; Solfa	Actividad: L1_Ritmo y movimiento_Ranitas brinconas; Desarrollo físico - Concierto de la lección	Rhythm and Movement - Jumping Frogs; Activity: L1_Physical Development
	2	Reglas en la escuela y en la casa	Behaving Properly				
	3	Un mundo de colores	A Colorful World	Concierto: Sinfonía Pastoral / Ludwig Van Beethoven; Concierto: Minueto en Sol / Johann Sebastian Bach; Canción: La forma de la música_Día 1-Día 4; L3.1 Solfeo; L3.2 Solfeo; Video: Instrumentos de cuerda; Video: Instrumentos de madera	Concert: Pastoral Symphony / Ludwig Van Beethoven; Concert: Minuet in G / Johann Sebastian Bach; Song: Musical Form_Day 1-Day 4; L3.1 Solfa; L3.2 Solfa; Video: String Instruments; Video: Wood Instruments	Actividad: L2_Ritmo y movimiento_Gusanito de seda; Actividad: L2 Desarrollo físico - Concierto de la lección	Activity: L2_Rhythm and Movement_Little Caterpillar; Activity: L2_Physical Development
II. My Family and my Places/Mi familia y mis lugares	4	La fiesta de la familia	My Family Party				
	5	Los oficios	Occupations	Concierto: Pequeña Serenata Nocturna / Wolfgang Amadeus Mozart_Día 1-Día 2; Concierto: Aleluya / George Friedrich Haendel; Canción: La música expresa sentimientos_Día 1-Día 5; L6.1 Solfeo; L6.2 Solfeo; Video: Instrumentos de metal; Video: Instrumentos de percusión	Concert: Little Night Music / Wolfgang Amadeus Mozart; Concert: Hallelujah Chorus / George Friedrich Haendel; Song: Music Communicates Feelings_Day 1-Day 5; L5.1 Solfa; L5.2 Solfa; Video: Brass Instruments; Video: Percussion Instruments	Actividad: L3_Ritmo y movimiento_Lola; Actividad: L3 Desarrollo físico - Concierto de la lección	Activity: L3_Rhythm and Movement_Lola; Activity: L3_Physical Development
	6	Las profesiones	Professions				
III. Plants and Animals/ Las plantas y los animales	7	Los vegetales	The Vegetables	Concierto: Sinfonía de los juguetes / Leopold Mozart; Canción: El timbre del sonido_Día 1- Día 5; L7.1 Solfeo; L7.2 Solfeo	Concert: Toy Symphony / Leopold Mozart; Song: Tone Color of Sounds_Day 1-Day5; L7.1 Solfa; L7.2 Solfa	Actividad: L4_Ritmo y movimiento_Buuu; Actividad: L4 Desarrollo físico - Concierto de la lección	Activity: L4_Rhythm and Movement_Buuu; Activity: L4_Physical Development
	8	El zoológico	El zoológico				
	9	Mariposa Monarca	Monarch Butterfly	Concierto: La Primavera / Antonio Vivaldi; Concierto: Canción de Cuna / Johannes Brahms; Canción: El ritmo de las palabras_Día 1-Día 3; L9.1 Solfeo; L9.2 Solfeo	Concert: Spring / Antonio Vivaldi; Concert: Cradle Song / Johannes Brahms; Song: The Rhythm of Words_Day 1-Day 3; L9.1 Solfa; L9.2 Solfa	Actividad: L5_Ritmo y movimiento_El ranchito de Pascual; Actividad: L5 Desarrollo físico - Concierto de la lección	Activity: L5_Rhythm and Movement_Pascual's Little Ranch; L5_Physical Development
IV. Natural Environment / El ambiente natural	10	Maravillas de la naturaleza	Wonders of Nature				
	11	El gusanito Gusi	Gusi, the Little Worm	Concierto: Opera "Guillermo Tell"/ Antonio Rossini; Canción: Nombre de las notas musicales_Día 1-Día 3; L11.1 Solfeo; L11.2 Solfeo; L11.3 Solfeo	Concert: Opera "William Tell"/ Antonio Rossini; Song: Musical Names of Notes_Day 1-Day 3; L11.1 Solfa; L11.2 Solfa; L11.3 Solfa	Actividad: L6_Ritmo y movimiento_Los honguitos bailarines; Actividad: L6 Desarrollo físico - Concierto de la lección	Activity: L6_Rhythm and Movement_The Dancing Mushrooms; Activity: L6_Physical Development
	12	Un sueño en el mar	A Dream in the Sea				
V. Objects in the Sky and Weather /Objetos en el cielo y el clima	13	Las estaciones del año	Seasons of the Year	Concierto: Marcha Turca / Ludwig Van Beethoven; Canción: Sonidos altos y bajos_Día 1-Día 3; L13.1 Solfeo; L13.2 Solfeo; L13.3 Solfeo	Concert: Turkish March / Ludwig Van Beethoven; Song: High and Low Sounds_Day 1-Day 3; L13.1 Solfa; L13.2 Solfa; L13.3 Solfa		
	14	Los días y los meses del año	Days and Months				
	15	Ropa de invierno	Winter Clothes	Concierto: Himno a la Alegría / Ludwig Van Beethoven; Canción: Melodía, armonía y ritmo_Día 1-Día 3; Video: Escucha y descubre la melodía, armonía y ritmo_Día 1-Día 2; L15.1 Solfeo; L15.2 Solfeo; Actividad 1-3: Sigue y repite los patrones	Concert: Ode to Joy / Ludwig Van Beethoven; Song: Melody, Harmony and Rhythm_Day 1-Day 3; Video: Listen and discover the melody, harmony and rhythm_Day 1-Day 2; L15.1 Solfa; L15.2 Solfa; Activity 1-3: Rhythm Patterns		
VI. Taking care of the environment /Cuido el ambiente	16	Los productos de la granja	The Farm's Produce				
	17	El supermercado	The Supermarket	Concierto: Cradle Song /Johannes Brahms; Song: The History of Music; L17.1 Solfa; L17.2 Solfa	Concierto: Canción de Cuna /Johannes Brahms; Canción: La historia de la música; L17.1 Solfeo; L17.2 Solfeo		
	18	Cuidando el planeta	Protecting our Planet	Concierto: Huapango / José Pablo Moncayo_Día 1-Día 3; Canción: Lo que aprendí de la música; L18.1 Solfeo; L18.2 Solfeo	Concert: Huapango / Jose Pablo Moncayo_Day 1-Day 3; Song: What I learned from music; L18.1 Solfa; L18.2 Solfa		

UNIDAD	LECCIÓN	Language Pre-Test	Language Media Resources	Language Worksheets	Language Test	Science Media Resources	Science Worksheets	Language Pre-Test Topic 2	Language Media Resources Topic 2	Language Test Topic 2	Math Media Resources	Math Worksheets	Math Quiz	Music Media Resources	Art Projects Worksheets	Fine Motor Skills Worksheets	Art/ Reading or Writing Project Evidences	Physical Development Worksheets	Physical Development Songs	Total Media Resources	Total Printable Worksheets
I. Me and my School/ Yo y mi escuela	1	1	3	13	2	1	18	1	3	2	2	0	1		15	9	1				
	2	1	3	13	2	1	5	1	3	2	2	0	2	7	9	9	1	3	1		
	3	1	3	13	2	2	5	1	3	2	5	10	2		8	9	1				
II. My Family and my Places/ Mi familia y mis lugares	4	1	3	13	2	1	9	1	3	2	5	0	3	10	17	17	1	4	1		
	5	1	3	13	2	1	4	1	3	2	4	9	2		7	17	1				
	6	1	3	13	2	2	7	1	3	2	4	6	2	12	9	17	1	5	1		
III. Plants and Animals/ Las plantas y los animales	7	1	3	13	2	4	4	1	3	2	2	0	1		7	13	1				
	8	1	3	13	2	3	4	1	3	2	2	0	1	8	10	9	1	3	1		
	9	1	3	13	2	2	6	1	3	2	4	9	1		11	3	1				
IV. Natural Environment / El ambiente natural	10	1	3	13	2	1	8	1	3	2	5	3	1	7	13	3	2	5	1		
	11	1	3	13	2	1	6				6	0	2		9	3	2				
	12	1	3	13	2	1	6				2	2	1	7	14	3	2	4	1		
V. Objects in the Sky and Weather / Objetos en el cielo y el clima	13	1	3	13	2	1	3				4	0	1		9	3	2				
	14	1	3	13	2	4	0				3	0	0	7	3	3	2				
	15	1	3	13	2	1	6				5	0	2		6	3	2				
VI. Taking care of the environment / Cuido el ambiente	16	1	4	13	3	1	5				5	0	4	11	6	6	3				
	17	1	4	13	3	1	3				2	0	1		13	6	3				
	18	1	4	13	3	1	3				2	0	1	6	3	6	3				
		18	57	234	39	29	102	10	30	20	64	39	28	75	134	139	30	24	6	1078	613

EDUSPARK Kiddos permite a los maestros y alumnos navegar fácilmente entre las 18 lecciones, resultando muy amigable visualizar, en forma dosificada, un total de 1,078 objetos de aprendizaje en español. Un poco menos de la mitad son videos animados, canciones, conciertos, solfeos o juegos. Esto muestra el enfoque lúdico y global, que favorece la estimulación audio-visual frecuente en intervalos de tiempo, como parte de nuestro diseño instruccional, de acuerdo a una metodología basada en potenciar los procesos de pensamiento globales (HD) y de pensamiento difuso, pues así es como los neurocientíficos han demostrado que se logra un aprendizaje efectivo. También se sabe el impacto que tiene la música de cuatro tiempos sobre la arquitectura de circuitos neurológicos que ayudarán a fortalecer habilidades de conciencia fonológica, lenguaje e incluso habilidades de pensamiento matemático.

Las restantes 600 actividades, forman parte del cuaderno de trabajo y sus objetivos varían entre fortalecer vocabulario, construir lenguaje, desarrollar motricidad fina (estimular la sensorialidad con texturas, la correcta posición, fuerza y prensión de la herramienta de trazo), así como para favorecer la creatividad, la escritura y desarrollar habilidades socio-emocionales.

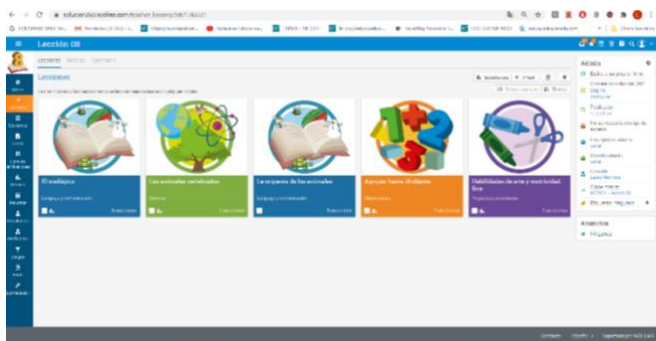
EDUSPARK Kiddos allows teachers and students to easily navigate between the 18 lessons, making it very user-friendly to view well organized 1,078 English learning objects. Almost half of them are media resources, such as videos, songs, concerts, musical elements, or games. This shows the importance of the neuroscience approach for effective learning that favors frequent audio-visual stimulation in time intervals as part of our instructional design, according to our brain-base methodology to enhance global processes of the right brain and the diffuse thinking vs focused thinking, since this is how neuroscientists have developed effective learning techniques (1). The impact that four-beat music has on the brain architecture helps to develop phonological awareness, language, and math skills (2).

The remaining 600 digitals activities are part of the workbook and their objectives vary between developing meaningful vocabulary and fine motor skills (sensorial stimulation, correct position, strength and grasp of the tracing tool), as well as creativity, writing and developing socio-emotional skills.

3. Estructura y componentes / Structure and Components

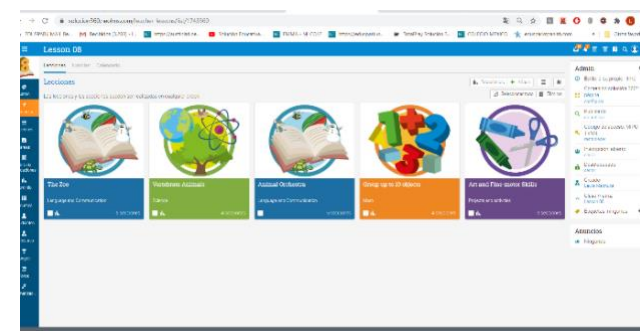
Menú principal con 18 lecciones

- Se recomienda usar cada lección durante 10 días (2 semanas) para lograr la consolidación del aprendizaje (ver Fundamentos EDUSPARK y metodología basada en neurociencias*).
- Cada lección ofrece clases de lenguaje, ciencias, matemáticas, arte y motricidad fina.



The main menu has 18 lessons

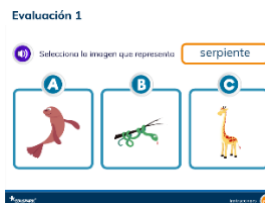
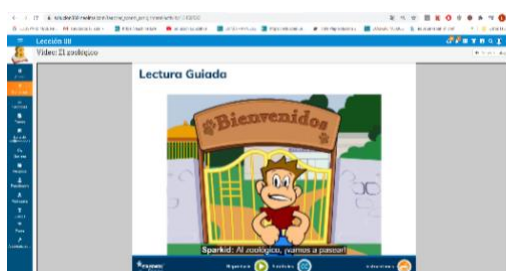
- It is recommended to use each lesson for 10 days (2 weeks) to achieve the consolidation of learning (see "EDUSPARK Brain-based Methodology*").
- Each lesson offers classes of language arts, science, math, art and fine motor skills.



3.1 Clases de lenguaje y comunicación

Contienen 6 objetos de aprendizaje:

- Video de cuento rimado:** Cuento rimado con fondo musical que integra vocabulario de una misma categoría. Se recomienda presentar al grupo durante 10 sesiones. Incluye técnicas de lectura veloz y percepción visual por ello el video y el vocabulario se presentan con alta velocidad y se repiten con diversas técnicas.
- Juego de memoria:** al abrir cada tarjeta se escucha el audio correspondiente. La maestra pedirá a los alumnos repetir cada palabra para practicar el vocabulario de la lección. El objetivo es encontrar los pares.
- Juego de asociar:** el alumno escucha una palabra del vocabulario de la lección y debe seleccionar la imagen correspondiente, un audio le indicará si es correcta. Cuando es incorrecta, el alumno escuchará el nombre de la tarjeta y un mensaje de que es incorrecta.
- Cuaderno de trabajo:** 10-13 páginas para realizar al menos una diariamente con indicaciones del docente.
- Evaluación 1 de vocabulario:** el alumno escucha el audio y selecciona la imagen correspondiente.
- Evaluación 2 de vocabulario:** el alumno escucha el audio, observa la imagen y selecciona la palabra correspondiente.



3.2 Language and Communication Classes

There are six learning objects:

- Rhythmic story video:** This is a guided reading story that integrates a category of words. It can be used during ten sessions. It includes speed reading techniques; therefore, the video and vocabulary are presented at high speed and area repeated with various perceptual techniques.
- Memory Game:** when opening each card, the corresponding audio is heard. The teacher will ask the students to repeat each word to practice the vocabulary of the lesson. The goal is to find the pairs.
- Matching Game:** the student hears a word from the vocabulary of the lesson and must select the corresponding image. An audio will indicate if it is correct. When it is incorrect, the student will hear the name on the card and a message that it is incorrect.
- Workbook:** 10-13 pages to do at least one daily as guided by the teacher.
- Vocabulary Test 1:** the student listens to the audio and selects the corresponding image.
- Vocabulary Test 2:** the student listens to the audio, observes the image and selects the corresponding word.

a. Video de cuento rimado: Presenta un cuento animado con música y palabras rimadas. Al terminar se presenta el vocabulario de la lección con diferentes técnicas de percepción visual:

1. **Tarjetas de imagen-palabra** – algunas con audio o sin audio de la palabra.
2. **Técnica de seguimiento visual** – pide a los alumnos que sigan la estrella o imagen con la mirada, sin mover la cara. Esto ayuda a entrenar la habilidad de seguimiento visual para una lectura eficaz.
3. **Técnica de zoom mágico** – desarrolla la habilidad de cierre visual para identificar imágenes antes de que aparezcan completas.
4. **Rodillo de alta velocidad** – las palabras e imágenes giran en un rodillo a alta velocidad y se detiene en una. Esto permite estimular el hemisferio derecho para automatizar el reconocimiento de palabras.
5. **Técnica de taquistoscopio**– muestra la imagen cada vez más separada de la palabra para desarrollar mayor campo visual y permitir al alumno ver más letras o palabras en una misma mirada al leer.
6. **Técnica de palabra espejo:** enriquece el vocabulario del alumno al ofrecer otras palabras que significan lo mismo o regionalismos del lenguaje usados en diferentes países.



a. Rhythmic story video This is a story presented with music and rhyming words. At the end of the story there are different techniques to stimulate visual perception:

1. **Word-picture 'flash cards'** – some with and some without audio.
2. **Visual tracking** – ask the students to follow the sign or image moving only their eyes, and no other part of the face or head. This helps train eyesight for effective reading.
3. **Magic Zoom Technique**– Slowly uncovering images/objects and identifying them before completely revealed.
4. **High Speed Roller** – words and images roll by quickly and then land on one. This stimulates the right hemisphere to automatically recognize words.
5. **Tachistoscope**– images are moved increasingly farther away from the corresponding word, developing a greater field of vision, which leads to the student's ability to see and read more words at a time when reading.
6. **Mirror words:** enriches vocabulary by introducing words and phrases that are synonyms.

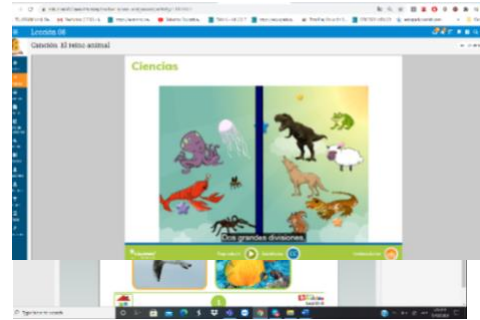
3.3 Clases de ciencias

Ofrece tres tipos de objetos de aprendizaje:

- Video:** Es un tutorial para explicar un concepto o tema de ciencias con apoyo de elementos gráficos.
- Canción:** Refuerza el concepto o tema de ciencias, presentado en el video, con música y apoyo de elementos gráficos.
- Actividad:** Pueden ser proyectos de construcción, actividades de recortar y pegar o situaciones didácticas para investigar o aplicar un concepto. Utiliza casi siempre fotografías en vez de ilustraciones.

Los recursos de ciencias no incluyen evaluaciones debido a que el principal objetivo es el desarrollo de lenguaje y la exploración. El maestro podrá evaluar en base a los resultados de ambos aspectos a través de la observación del alumno, a través de preguntas y las respuestas ofrecidas por el alumno en forma oral.

Los maestros fortalecerán su vocabulario académico en inglés y español, contarán con actividades y sugerencias prácticas para observar, explorar, comparar, encontrar semejanzas y diferencias, discutir y obtener conclusiones que llevarán a los alumnos a una primera aproximación de conceptos de ciencias.



3.4 Science Classes

Offers three types of learning objects:

- Video:** It is a tutorial to explain science concepts or topics with graphic support.
- Song:** Reinforce the science concept or topic presented in the video, with music and graphic support.
- Activity:** Students can build projects, cut, and paste activities and investigate or apply the concepts.

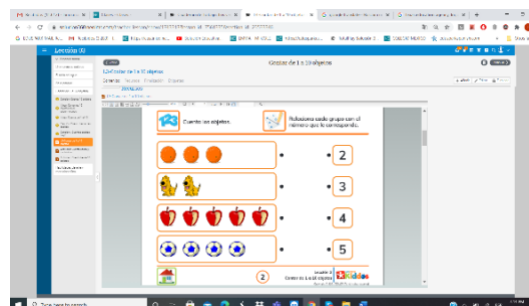
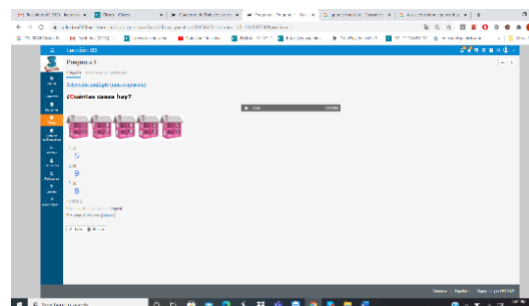
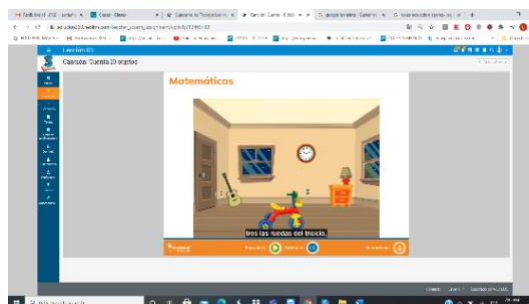
Science resources do not include assessments because the main objective is language development and exploration. The teacher may evaluate the student through observation and their oral answers to the questions.

Teacher will strengthen their academic vocabulary in English/Spanish and will have hands-on activities and practical suggestions to observe, explore, compare, find similarities and differences, discuss, and draw conclusions that will take students to a first approach to science concepts.

3.5 Clases de matemáticas

Ofrece cuatro tipos de objetos de aprendizaje:

- Video:** Es un tutorial para explicar un concepto o tema de matemáticas con apoyo de elementos gráficos.
- Canción:** Refuerza el concepto o tema de matemáticas, presentado en el video, con música y apoyo de elementos gráficos.
- Actividad:** Permite al alumno escribir, trazar o dibujar para aplicar el concepto aprendido. El maestro puede imprimir o guardar en formato PDF o Word.
- Prueba o quiz:** Contiene de 5 a 10 preguntas con respuestas de opción múltiple (de una o varias respuestas) o de arrastrar y soltar.



3.6 Math Classes

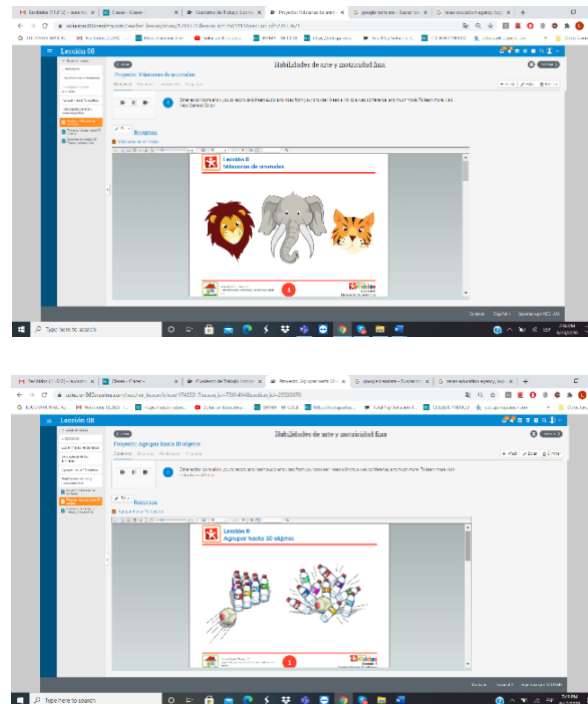
Offers four types of learning objects:

- Video:** It is a tutorial to explain a math concept or topic with graphic support.
- Song:** Reinforce the math concept or topic presented in the video, with music and graphic support.
- Activity:** It allows the student to write, trace or draw to apply the concept. The teacher can print or save as a pdf or word format.
- Quiz:** Contains 5 to 10 questions with multiple choice (single or multiple answers) or drag and drop answers.

3.7 Proyectos de arte y motricidad fina

Ofrece tres tipos de objetos de aprendizaje:

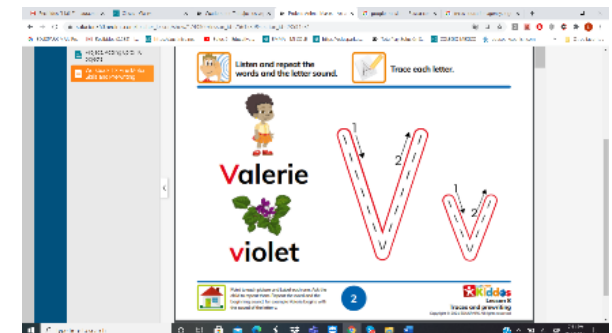
- Proyecto de arte:** Es una actividad que se puede imprimir con el objetivo de desarrollar habilidades de motricidad fina, creatividad y habilidades socioemocionales.
- Actividad de trazos:** Para realizar trazos de todas las letras, mayúsculas y minúsculas, con la correcta direccionalidad.
- Trabajo en casa:** El alumno puede subir sus proyectos de arte o trazo, o prácticas de lectura, o grabar su voz o video como evidencia de su trabajo en casa.



3.8 Art projects and Fine Motor Skills

Offers three types of learning objects:

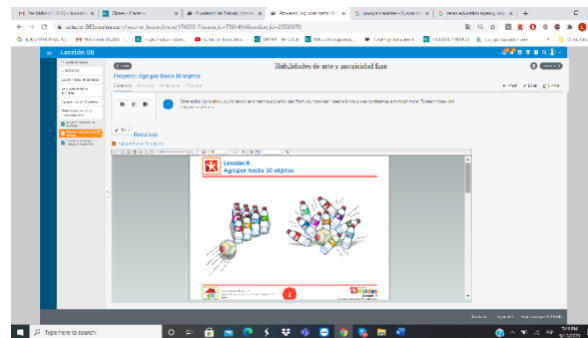
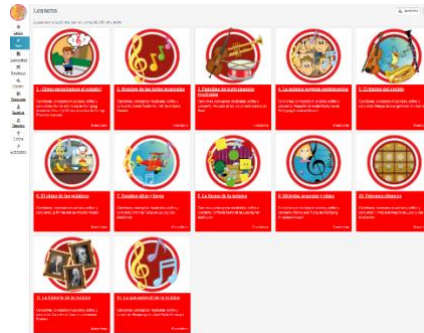
- Art project:** Printable activity to develop fine motor skills, creativity, and social-emotional skills.
- Tracing Activity:** Trace all letters, uppercase and lowercase, with the correct directionality.
- Working at Home:** The student can upload their art projects, tracing activity or reading practices, or record their voice/video as evidence of working at home.



3.9 Música

Ofrece tres tipos de objetos de aprendizaje:

- d. **Proyecto de arte:** Es una actividad que se puede imprimir con el objetivo de desarrollar habilidades de motricidad fina, creatividad y habilidades socioemocionales.
- e. **Actividad de trazos:** Para realizar trazos de todas las letras, mayúsculas y minúsculas, con la correcta direccionalidad.
- f. **Trabajo en casa:** El alumno puede subir sus proyectos de arte o trazo, o prácticas de lectura, o grabar su voz o video como evidencia de su trabajo en casa.



3.10 Music

Offers three types of learning objects:

- d. **Art project:** Printable activity to develop fine motor skills, creativity, and social-emotional skills.
- e. **Tracing Activity:** Trace all letters, uppercase and lowercase, with the correct directionality.
- f. **Working at Home:** The student can upload their art projects, tracing activity or reading practices, or record their voice/video as evidence of working at home.

4. Sugerencias para el desarrollo de una clase – Lesson suggestions

4.1. Utilizar los videos o canciones para introducir temas

1. Ver y escuchar el video o canción para que se familiaricen con el contenido.
2. Explorar conocimientos previos a partir del segundo día, para ir identificando que han aprendido del tema.
3. Promover la participación de los alumnos para repetir el vocabulario, cantar las canciones y provocar movimientos rítmicos o uso de lenguaje corporal para representar el vocabulario, a partir del segundo día. Al avanzar los días los alumnos se convierten en los protagonistas y el maestro es el mediador o guía. Al final los alumnos son los que repiten solos, al menos todo el vocabulario y algunas palabras aisladas. Entre más pequeños, solo podrán repetir palabras del vocabulario, no se espera que canten completa la canción o contenido de cada lección.
4. Utilizar el contenido temático de **EDUSPARK Kiddos** de manera flexible en su planeación curricular. **EDUSPARK Kiddos** tienen una secuencia didáctica con dificultad creciente a través de sus 18 lecciones organizadas en 6 unidades.
5. Estructurar pequeñas frases integrando vocabulario visto en el programa (sustantivo + adjetivo, Ejemplo: elefante grande, manzana roja, pelota azul) y luego oraciones completas.
6. Generar actividades significativas alternas que refuercen el tema y desarrollen competencias de lenguaje verbal, por ejemplo: mencionar objetos que ven en el salón de clases, colores, formas o cualquier manipulativo que puedan traer de casa, compartir una experiencia personal o conexión con su entorno relacionado al tema o contenido de **EDUSPARK Kiddos**.

4.2. Use the videos or songs as warm-ups

1. Look at and listen to the video or song to become familiar with the material.
2. Starting the 2nd day, review the previous day's lesson in order to identify what the students captured from that lesson.
3. Encourage the students to repeat the vocabulary, sing the songs, and use rhythmic movements or body language to represent the vocabulary, starting the 2nd day. As the days go on, the students become the leaders and the teacher becomes more of a guide. In the end, the students review the work by themselves, at least the vocabulary and a few special words. The younger children will only be able to repeat the vocabulary words; they are not expected to dominate complete songs or lesson content.
4. You have flexibility to choose and integrate the thematic content of **EDUSPARK Kiddos** in your lesson plan. **EDUSPARK Kiddos** resources have advancing degrees of difficulty through its 18 lessons organized into 6 units.
5. Create small phrases integrating the lesson's vocabulary. (noun + adjective; Example: big elephant, red apple) and then complete sentences.
6. Organize meaningful alternative activities that reinforce the topic and develop oral language skills. For example, point out and name objects in the classroom, colors, shapes, and well with items brought from home, make connections with its own experiences and share them, related with the material they've been exposed to by **EDUSPARK Kiddos**.

4.3. Utilizando el Vocabulario Digital

Después de escuchar el video o la canción de cada lección, la maestra regresará al *Menú de la lección* para repasar el *vocabulario*, de la siguiente forma:

1. Pedir a los alumnos, en forma grupal, que identifiquen cada imagen y/o practiquen la lectura global de las palabras del vocabulario durante dos días.
2. Invitar a participar a los alumnos, en forma individual, a que identifiquen imágenes, palabras, letras o sonidos, durante un día.
3. Hacer juegos con las palabras, durante dos días:
 - ¿Cuántas palabras he aprendido?
 - Formar frases con las palabras
 - Promover que los alumnos expresen lo que les gusta o disgusta, expresar emociones
 - Describir imágenes. Construir frases usando el vocabulario aprendido y agregando adjetivos que lo describen (color, tamaño, forma, sabor).

Después de una semana de repetición del vocabulario con audio y variantes, la maestra podrá trabajar en forma “manual” el vocabulario para usar la herramienta digital de plumones y pedir a los alumnos que participen, por ejemplo:

4.5. Using the Digital Vocabulary

After listening to the video or song of each lesson, the teacher will go back to the Lesson Menu to go over the vocabulary, as follows:

1. Ask students, in group, to identify each image and / or practice the global reading of the vocabulary words for two days.
2. Invite students to participate, individually, to identify images, words, letters, or sounds, during a day.
3. Play games with words, for two days:
 - How many words have I learned?
 - Create sentences with these words
 - Promote that students express what they like or dislike, express emotions
 - Describe images. Write sentences using the vocabulary learned and adding adjectives that describe it (color, size, shape, taste).

After a week of repeating the vocabulary words with audio and variants, the teacher will be able to work the “vocabulary” manually to use the digital tool kit and ask students to participate, for example:

- Identificar letras o sonidos (aprovechar la *herramienta digital de plumones y borrador*, Ej. Underline the beginning sound, underline the ending sound, circle the letter M, circle the vowels).



- Escribir una frase con sustantivo más adjetivo, es decir, describir o nombrar cualidades del objeto, lugar o cosa. Se puede iniciar el trabajo con sílabas, pedir al alumno que aplauda al ir separa en sílabas una palabra. Una vez que domine las sílabas se puede hacer énfasis en los sonidos de cada letra.
- Repasar todas las palabras

- Identify letters or sounds (take advantage of the digital kit and eraser tool, eg Underline the beginning sound, underline the ending sound, circle the letter M, circle the vowels).



- Write a sentence (red color) or give simple instructions eg Circle the letter d, circle the sound “s”, etc. First it emphasizes the vowels and their sounds and then the consonants and their sounds. First the initial sounds and then the final sounds (beginning sound and ending sound), but always emphasize first the whole word and its image.
- Go over all words

4.4. Realizando las actividades de cuaderno de trabajo

1. Resolver las actividades digitales. Pueden ser una cada día o ir las distribuyendo durante los 10 días que dura el tema. Se recomienda invitar a alumnos a participar, con ayuda del grupo o en forma individual, o incluso, hacer competencias entre equipos.
2. Promover actividades que favorezcan los cinco sentidos, el movimiento y la imaginación, tales como: representar, hacer mímica para adivinar palabras, hacer figuras con plastilina, construir una lotería con el tema y vocabulario aprendido, usar manipulativos para aplicar el lenguaje aprendido.
3. Promover actividades de lectura y escritura, tales como:
 - Leer las instrucciones, palabras u oraciones de la actividad.
 - Escribir en la libreta oraciones completas usando vocabulario de la lección
 - Inventar una nueva estrofa de la canción de la lección de acuerdo con sus propias experiencias.
 - Investigar temas del interés del alumno a través de lectura de libros (con ayuda de adulto) y compartirlo a sus compañeros en forma oral inicialmente y luego en forma escrita.
 - Celebrar los proyectos de lectura y escritura de grupo o individuales.



4.6. Doing the Activities of the Workbook

1. Solve the digital activities. They can be done one every day or distribute them during the 10 days that the topic lasts. It is recommended to invite students to participate, with the help of the group or individually, or even do competitions between teams.
2. Promote activities that stimulate the five senses, movement and imagination, such as: represent, mimic words, make figures with clay, build a lottery with the topic and vocabulary learned, use manipulatives to apply the language learned.
3. Promote reading and writing activities, such as:
 - Read the instructions, words, or sentences of the activity.
 - Write complete sentences using lesson vocabulary words in the notebook
 - Invent a new stanza of the lesson song according to their own experiences.
 - Do an interesting research on any topic, choose and read books (with adult assistance) and share it orally to other classmates at the beginning, then promote individual and group writing.
 - Celebrate the individual or group reading and writing projects.



5. Horario propuesto de medio día y día completo: Ejemplo Lección 1 / Half-day and Full Day Suggested Schedule: Example Lesson 1

			THEME I. MY SCHOOL / TEMA I. MI ESCUELA		DATE / FECHA:									
			Half-Day / Full-Day Schedule		Week 1					Week 2				
Time - Min	Centers (Min)	Activity	Lesson / Lección: 1	Resource / Recurso	M	TU	W	TH	F	M	TU	W	TH	F
10		Child arrival & independent activities												
10		Opening (for example, pledge, helper chart, calendar (2–3 minutes), songs with movement	Art and Fine-motor Skills / Habilidades de arte y motricidad fina	Project: My Daily Schedule / Proyecto: Mi rutina diaria										
15		Circle time (for example, introducing center activities, talking about children’s’ experiences)												
10		Language Development (Large Group)	Back to School / Vamos a la escuela	Introduction of the topic / Introducción del tema										
55	10	Centers/small group instruction time (includes child-directed		Video / Video										
				Memory game / Juego de memoria										
				Matching Game / Juego de asociar										

			THEME I. MY SCHOOL / TEMA I. MI ESCUELA		DATE / FECHA:									
			Half-Day / Full-Day Schedule		Week 1					Week 2				
Time - Min	Centers (Min)	Activity	Lesson / Lección: 1	Resource / Recurso	M	TU	W	TH	F	M	TU	W	TH	F
		play in play centers)		Evaluation 1 / Evaluación 1										
				Evaluation 2 / Evaluación 2										
				Workbook / Cuaderno de Trabajo										
	15	Fine-Motor Skills / Vocabulary development	Art and Fine-motor Skills / Habilidades de arte y motricidad fina	Workbook: L1 Fine Motor Skills and Prewriting / Cuaderno de trabajo: L1 Trazos y preescritura Aa, Ee, li										
	15	Science	Properties of Matter / Propiedades de la materia	Video: Objects has color, shape, and size / Video: La materia tiene color, forma y tamaño										
				Activity: Exploring Materials / Actividad: Explorando materiales										
				Activity: Exploring Natural Objects / Actividad: Explorando objetos naturales										
				Activity: Classify by properties / Actividad: Propiedades de los objetos										

			THEME I. MY SCHOOL / TEMA I. MI ESCUELA		DATE / FECHA:									
			Half-Day / Full-Day Schedule		Week 1					Week 2				
Time - Min	Centers (Min)	Activity	Lesson / Lección: 1	Resource / Recurso	M	TU	W	TH	F	M	TU	W	TH	F
	15	Technology Center (Math and Language Development)	Counting to 10 / Contando hasta el 10	Song: Counting 10 objects / Canción: Cuenta 10 objetos										
				Video: Counting from 1 to 10 / Video: Cuenta del 1 al 10										
				Activity: Counting up to 5 / Actividad: Cuenta hasta el 5										
				Activity: Counting up to 10 / Actividad: Cuenta hasta el 10										
15		Gross-motor Skills LG	Physical Development / Desarrollo físico	Activity: L1_Physical Development / Actividad: L1_Desarrollo Fisico - Concierto de la lección										
15		Snack time												
15		Read aloud (genre text)												
20		Outdoor time (for independent play and teacher-child conversations)												
15		Closing/Share Art or Writing	Music - By choice as a supplemental content anytime											

			THEME I. MY SCHOOL / TEMA I. MI ESCUELA		DATE / FECHA:									
			Half-Day / Full-Day Schedule		Week 1					Week 2				
Time - Min	Centers (Min)	Activity	Lesson / Lección: 1	Resource / Recurso	M	TU	W	TH	F	M	TU	W	TH	F
		projects /Reflection												
FINISH HALF-DAY SCHEDULE														
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30		Lunch Time												
15		Circle time (Language or Social Studies or Math Digital Content in Large Group)	The Fruit Party / La fiesta de las frutas	Introduction of the topic / Introducción del tema										
				Video / Video										
				Memory game / Juego de memoria										
				Matching Game / Juego de asociar										
				Evaluation 1 / Evaluación 1										
				Evaluation 2 / Evaluación 2										
30		Break												
20		Movement	Physical Development /	Activity: L1_Rythm and Movement_Jumping Frogs /										

			THEME I. MY SCHOOL / TEMA I. MI ESCUELA		DATE / FECHA:									
			Half-Day / Full-Day Schedule		Week 1					Week 2				
Time - Min	Centers (Min)	Activity	Lesson / Lección: 1	Resource / Recurso	M	TU	W	TH	F	M	TU	W	TH	F
			Desarrollo físico	Actividad: L1_Ritmo y movimiento_Ranitas brinconas										
15		Circle time (Explain Science Discovery or Reading /Writing center activities)												
30	15	Science Discovery Centers (Child-directed play and science projects)	Art and Fine-motor Skills / Habilidades de arte y motricidad fina	Project: Bowling Game / Proyecto: Juego de boliche										
	15	Reading and Writing Center (child-directed reading or writing time)		Project: Colorful Fruits / Proyecto: Frutas de muchos colores										
25		Outdoor time (for independent play and teacher–child conversations)												
15		Closing/Share Art or Writing projects /Reflection	Music - By choice as a supplemental content anytime											
6	Hours													

			THEME I. MY SCHOOL / TEMA I. MI ESCUELA		DATE / FECHA:									
			Half-Day / Full-Day Schedule		Week 1					Week 2				
Time - Min	Centers (Min)	Activity	Lesson / Lección: 1	Resource / Recurso	M	TU	W	TH	F	M	TU	W	TH	F
		Music / Música Flexible resources throughout the day	L1 Concert: Turkish Rondo / Wolfgang Amadeus Mozart / L1 Concierto: Rondo a la Turca / Wolfgang Amadeus Mozart											
			L1 Concert: Water Music / George Friedrich Haendel / L1 Concierto: Música Acuática / George Friedrich Haendel											
			L1 Song: Music Everywhere / L1 Canción: Música en todas partes											
			L1 Song: How do we Listen? / L1 Canción: ¿Cómo escuchamos?											
			L1 Song: Vibration Makes Sound / L1 Canción: La vibración produce el sonido											
			L1 Song: Sound Waves Travel / L1 Canción: Las ondas del sonido viajan											
			L1.1 Solfa / L1.1 Solfeo											

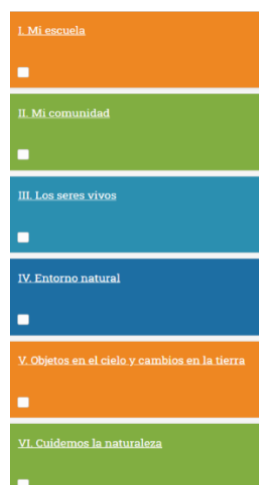
Hay 18 lecciones, pero todas se pueden planear similar debido a que tienen los mismos componentes y recursos.

There are 18 lessons but each one may be organized as this lesson plan since all them have the same components and resources.

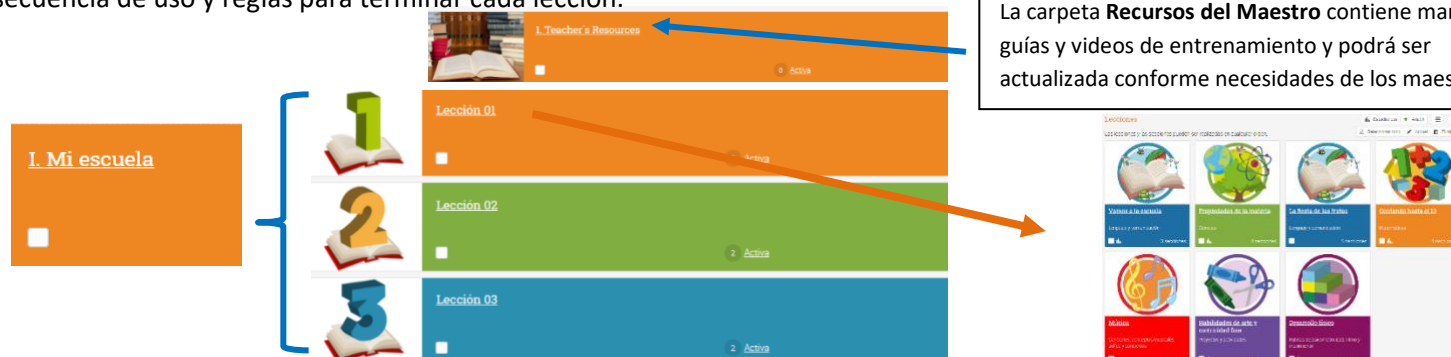
6. Currículo flexible a las necesidades de los alumnos y del Distrito Escolar / Flexible Curriculum to students and District's needs

Los maestros pueden elegir contenido que mejor se adapte a la edad (3 o 4 años) y a las necesidades de sus alumnos, así como a los planes de estudio del distrito. Para ello, hay que conocer que la dificultad y los temas de las lecciones están organizadas a través de seis unidades, que parte de lo más cercano al niño, como su escuela y comunidad, para luego conocer acerca de los seres vivos y el ambiente dónde viven, y finalmente presentar al niño los objetos del cielo, el clima y la importancia de cuidar el medio ambiente.

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	CIENCIAS	SCIENCE	LENGUAJE (Tema 2)	LANGUAGE (Topic 2)	MATEMÁTICAS	MATH	PROYECTOS DE ARTE	ART PROJECTS	MÚSICA	MUSIC	DESARROLLO FÍSICO	PHYSICAL DEVELOPMENT
I. Me and my School/Yo y mi escuela	1	Vamos a la escuela	Back to School	Propiedades de la materia	Properties of Matter	La fiesta de las frutas	The Fruit Party	Contando hasta el 10	Counting to 10	Rutinas diarias, Frutas de muchos colores, Juego de boliche	My Daily Schedule, Colorful Fruits	Concierto: Rondó alla Turca / Wolfgang Amadeus Mozart; Concierto: Música Acuática / George Friedrich Haendel; Canción: Música en todas partes; Canción: ¿Cómo escuchamos?; Canción: La vibración produce el sonido; Canción: Las ondas del sonido viajan; Solfeo	Concert: Turkish Rondo / Wolfgang Amadeus Mozart; Concert: Water Music / George Friedrich Haendel; Song: Music Everywhere; Song: How do we Listen?; Song: Vibration Makes Sound; Song: Sound Waves Travel; Solfa	Actividad: L1_Ritmo y movimiento_Ranitas brincanas; Desarrollo físico - Concierto de la lección	Rhythm and Movement - Jumping Frogs; Activity: L1_Physical Development - Lesson's Concert
	2	Reglas en la escuela y en la casa	Behaving Properly	Cambios en la materia	Changes in Matter	Las figuras geométricas	Previo Geometric Figures	Encuentro figuras por todos lados	Finding Shapes Everywhere	Mi cuerpo, Prepara tu pizza	My Body, Make Your Own Pizza	Concierto: Sinfonía Pastoral / Ludwig Van Beethoven; Concierto: Minueto en Sol / Johann Sebastian Bach; Canción: La forma de la música_Día 1-Día 4; L3.1 Solfeo; L3.2 Solfeo; Video: Instrumentos de cuerda; Video: Instrumentos de madera	Concert: Pastoral Symphony / Ludwig Van Beethoven; Concert: Minuet in G / Johann Sebastian Bach; Song: Musical Form_Day 1-Day 4; L3.1 Solfa; L3.2 Solfa; Video: String Instruments; Video: Wood Instruments		
	3	Un mundo de colores	A Colorful World	El ciclo del agua	The Water Cycle	En el parque	At the Playground	Contar de 1 a 10 objetos	Counting from 1 to 10 objects	El arcoíris, Juego de boliche	Rainbow, Bowling Game				



Las seis unidades solo sirven de referencia al docente, ya que no se visualizan en la plataforma. Los maestros y alumnos tienen las 18 lecciones en su menú principal para facilitar la navegación. El maestro podrá mover el orden de las lecciones, elegir que recursos son obligatorios o no, ocultar recursos para mostrarlos en otro momento a los estudiantes y decidir las condiciones de secuencia de uso y reglas para terminar cada lección.



Teachers can choose content that is best suited to the age (3-4 years) and needs of their students, as well as the district's yearly plan lesson guide. For this, it is necessary to know that the difficulty and the topics of the lessons are organized through six units, which start from what is closest to the child, such as their school and community, and then units about living beings and environment, to finally present to the child objects of the sky, weather and the importance of caring for the environment.

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	CIENCIAS	SCIENCE	LENGUAJE (Tema 2)	LANGUAGE (Topic 2)	MATEMÁTICAS	MATH	PROYECTOS DE ARTE	ART PROJECTS	MÚSICA	MUSIC	DESARROLLO FÍSICO	PHYSICAL DEVELOPMENT
I. Me and my School/Yo y mi escuela	1	Vamos a la escuela	Back to School	Propiedades de la materia	Properties of Matter	La fiesta de las frutas	The Fruit Party	Contando hasta el 10	Counting to 10	Rutinas diarias, Frutas de muchos colores, Juego de boliche	My Daily Schedule, Colorful Fruits	Concierto: Rondó alla Turca / Wolfgang Amadeus Mozart; Concierto: Música Acuática / George Friedrich Haendel; Canción: Música en todas partes; Canción: ¿Cómo escuchamos?; Canción: La vibración produce el sonido; Canción: Las ondas del sonido viajan; Solfeo	Concert: Turkish Rondo / Wolfgang Amadeus Mozart; Concert: Water Music / George Friedrich Haendel; Song: Music Everywhere; Song: How do we Listen?; Song: Vibration Makes Sound; Song: Sound Waves Travel; Solfa	Actividad: L1_Ritmo y movimiento_Ranitas brincolas; Desarrollo físico - Concierto de la lección	Rhythm and Movement - Jumping Frogs; Activity: L1_Physical Development - Lesson's Concert
	2	Reglas en la escuela y en la casa	Behaving Properly	Cambios en la materia	Changes in Matter	Las figuras geométricas	Previo Geometric Figures	Encuentro figuras por todos lados	Finding Shapes Everywhere	Mi cuerpo, Prepara tu pizza	My Body, Make Your Own Pizza	Concierto: Sinfonía Pastoral / Ludwig Van Beethoven; Concierto: Minueto en Sol / Johann Sebastian Bach; Canción: La forma de la música_Día 1-Día 4; L3.1 Solfeo; L3.2 Solfeo; Video: Instrumentos de cuerda; Video: Instrumentos de madera	Concert: Pastoral Symphony / Ludwig Van Beethoven; Concert: Minuet in G / Johann Sebastian Bach; Song: Musical Form_Day 1-Day 4; L3.1 Solfa; L3.2 Solfa; Video: String Instruments; Video: Wood Instruments		
	3	Un mundo de colores	A Colorful World	El ciclo del agua	The Water Cycle	En el parque	At the Playground	Contar de 1 a 10 objetos	Counting from 1 to 10 objects	El arcoíris, Juego de boliche	Rainbow, Bowling Game				



The six units only serve as a reference to the teacher since they will not be displayed on the platform. Teachers and students have all 18 lessons in their main menu for easy navigation. The teacher will be able to move the order of the lessons, select which resources are required or not, hide and unhide resources to the students and configure out the sequence of usage and completion rules for each lesson.



Unidad 1 Yo y mi escuela / Unit 2 Me and my School

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	CIENCIAS	SCIENCE	LENGUAJE (Tema 2)	LANGUAGE (Topic 2)	MATEMÁTICAS	MATH	PROYECTOS DE ARTE	ART PROJECTS	MÚSICA	MUSIC	DESARROLLO FÍSICO	PHYSICAL DEVELOPMENT
1. Me and my School/Yo y mi escuela	1	Vamos a la escuela	Back to School	Propiedades de la materia	Properties of Matter	La fiesta de las frutas	The Fruit Party	Contando hasta el 10	Counting to 10	Rutinas diarias, Frutas de muchos colores, Juego de boliche	My Daily Schedule, Colorful Fruits	Concierto: Rondó alla Turca / Wolfgang Amadeus Mozart; Concierto: Música Acuática / George Friedrich Haendel; Canción: Música en todas partes; Canción: ¿Cómo escuchamos?; Canción: La vibración produce el sonido; Canción: Las ondas del sonido viajan; Solfeo	Concert: Turkish Rondo / Wolfgang Amadeus Mozart; Concert: Water Music / George Friedrich Haendel; Song: Music Everywhere; Song: How do we Listen?; Song: Vibration Makes Sound; Song: Sound Waves Travel; Solfa	Actividad: L1_Ritmo y movimiento_Ranitas brincas; Desarrollo físico - Concierto de la lección	Rhythm and Movement - Jumping Frogs; Activity: L1_Physical Development - Lesson's Concert
	2	Reglas en la escuela y en la casa	Behaving Properly	Cambios en la materia	Changes in Matter	Las figuras geométricas	Previa Geometric Figures	Encuentro figuras por todos lados	Finding Shapes Everywhere	Mi cuerpo, Prepara tu pizza	My Body, Make Your Own Pizza				
	3	Un mundo de colores	A Colorful World	El ciclo del agua	The Water Cycle	En el parque	At the Playground	Contar de 1 a 10 objetos	Counting from 1 to 10 objects	El arcoiris, Juego de boliche	Rainbow, Bowling Game	Concierto: Sinfonía Pastoral / Ludwig Van Beethoven; Concierto: Minueto en Sol / Johann Sebastian Bach; Canción: La forma de la música_Día 1-Día 4; L3.1 Solfeo; L3.2 Solfeo; Video: Instrumentos de cuerda; Video: Instrumentos de madera	Concert: Pastoral Symphony / Ludwig Van Beethoven; Concert: Minuet in G / Johann Sebastian Bach; Song: Musical Form_Day 1-Day 4; L3.1 Solfa; L3.2 Solfa; Video: String Instruments; Video: Wood Instruments		

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Lesson 01 - Post Adoption

Lecciones: [Inicio](#) [Calendario](#)

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar

 Back to School Language and Communication 6 secciones	 Properties of Matter Science 4 secciones	 The Fruit Party Language and Communication 5 secciones	 Counting to 10 Math 5 secciones
 Music Songs, musical concepts, songs, and concerts 7 secciones	 Art and Fine Motor Skills Projects and activities 5 secciones	 Physical Development Gross motor skills, Rhythm and Movement 2 secciones	

Lesson 02 - Post Adoption

Lecciones: [Inicio](#) [Calendario](#)

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar

 Behaving Properly Language and Communication 6 secciones	 Changes in Matter Science 3 secciones	 Geometric Figures Language and Communication 5 secciones	 Finding Shapes Everywhere Math 4 secciones
 Music Songs, musical concepts, songs, and concerts 7 secciones	 Art and Fine Motor Skills Projects and activities 4 secciones	 Physical Development Gross motor skills, Rhythm and Movement 2 secciones	

Lesson 03 - Post Adoption

Lecciones: [Inicio](#) [Calendario](#)

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar

 A Colorful World Language and Communication 6 secciones	 The Water Cycle Science 3 secciones	 At the Playground Language and Communication 5 secciones	 Counting from 1 to 10 objects Math 8 secciones
 Music Songs, musical concepts, songs, and concerts 10 secciones	 Art and Fine Motor Skills Projects and activities 4 secciones	 Physical Development Gross motor skills, Rhythm and Movement 2 secciones	

Unidad 2 Mi comunidad / Unit 2 My Community

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	CIENCIAS	SCIENCE	LENGUAJE (Tema 2)	LANGUAGE (Topic 2)	MATEMÁTICAS	MATH	PROYECTOS DE ARTE	ART PROJECTS	MÚSICA	MUSIC	DESARROLLO FÍSICO	PHYSICAL DEVELOPMENT
II. My Community / Mi comunidad	4	La fiesta de la familia	My Family Party	El movimiento	Motion	Mi casa	My Home	Figuras de muchos lados	Shapes with Many Sides	Mi familia, Un globo puede ser un juguete muy poderoso, ¿Lo necesito o lo deseo?, Características culturales	My Family, A balloon can be a powerful toy, Cultural Characteristics, Do I need it or want it?	Concierto: Sinfonía Pastoral / Ludwig Van Beethoven; Concierto: Minueto en Sol / Johann Sebastian Bach; Canción: La forma de la música_Día 1-Día 4; L4.1 Solfeo; L4.2 Solfeo; Video: Instrumentos de cuerda; Video: Instrumentos de madera	Concert: Pastoral Symphony / Ludwig Van Beethoven; Concert: Minuet in G / Johann Sebastian Bach; Song: Musical Form_Day 1-Day 4; L4.1 Solfa; L4.2 Solfa; Video: String Instruments; Video: Wood Instruments	Actividad: L2_Ritmo y movimiento_Gusanito de seda; Actividad: L2 Desarrollo físico - Concierto de la lección	Activity: L2_Rhythm and Movement_Little Caterpillar; Activity: L2_Physical Development - Lesson's Concert
	5	Los oficios	Occupations	La energía produce cambios	Energy causes changes	Mi ciudad	My City	Contar del 1 al 20	Counting to 20	Los trabajadores de la comunidad, Mapa en 3D de los lugares en la escuela	Community Helpers, 3D map of places in the school	Concierto: Pequeña Serenata Nocturna / Wolfgang Amadeus Mozart_Día 1-Día 2; Concierto: Aleluya / George Friedrich Haendel; Canción: La música expresa sentimientos_Día 1-Día 5; L6.1 Solfeo; L6.2 Solfeo; Video: Instrumentos de metal; Video: Instrumentos de percusión	Concert: Little Night Music / Wolfgang Amadeus Mozart; Concert: Hallelujah Chorus / George Friedrich Haendel; Song: Music Communicates Feelings_Day 1-Day 5; L5.1 Solfa; L5.2 Solfa; Video: Brass Instruments; Video: Percussion Instruments		
	6	Las profesiones	Professions	Fuentes de energía	Sources of energy	Los medios de transporte	Means of Transportation	Contar del 1 al 30	Counting from 1 to 30	Las profesiones, Contando from 1 al 30	Professions, Counting from 1 to 30				

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Lesson 04 - Post Adoption

Lecciones [Noticias](#) [Calendario](#)

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar



My Family Party
Language and Communication
6 secciones



Motion
Science
3 secciones



My Home
Language and Communication
5 secciones



Shapes with Many Sides
Math
8 secciones



Music
Songs, musical concepts, skills, and
concepts
10 secciones



Art and Fine Motor Skills
Projects and activities
6 secciones



Physical Development
Gross motor skills, Rhythms and
Movement
2 secciones

Lesson 05 - Post Adoption

Lecciones [Noticias](#) [Calendario](#)

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar



Occupations
Language and Communication
6 secciones



Energy Causes Changes
Science
2 secciones



My City
Language and Communication
3 secciones



Counting to 20
Math
7 secciones



Music
Songs, musical concepts, skills, and
concepts
11 secciones



Art and Fine Motor Skills
Projects and activities
4 secciones



Physical Development
Gross motor skills, Rhythms and
Movement
2 secciones

Lesson 06 - Post Adoption

Lecciones [Noticias](#) [Calendario](#)

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar



Professions
Language and Communication
6 secciones



Sources of Energy
Science
5 secciones



Means of Transportation
Language and Communication
5 secciones



Counting from 1 to 30
Math
7 secciones



Music
Songs, musical concepts, skills, and
concepts
11 secciones



Art and Fine Motor Skills
Projects and activities
4 secciones



Physical Development
Gross motor skills, Rhythms and
Movement
2 secciones

Unidad 3 Seres vivos / Unit 3 Living Things

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	CIENCIAS	SCIENCE	LENGUAJE (Tema 2)	LANGUAGE (Topic 2)	MATEMÁTICAS	MATH	PROYECTOS DE ARTE	ART PROJECTS	MÚSICA	MUSIC	DESARROLLO FÍSICO	PHYSICAL DEVELOPMENT
III. Living Things / Los seres vivos	7	Los vegetales	The Vegetables	Características de los seres vivos	Characteristics of Living Organisms	Vida sana	Healthy Life	Agrupar hasta 5 objetos	Grouping up to 5 objects	Titeres de vegetales, Comida sana	Veggie Puppets, Healthy Food	Concierto: Sinfonía de los juguetes / Leopold Mozart; Canción: El timbre del sonido_Día 1- Día 5; L7.1 Solfeo; L7.2 Solfeo	Concert: Toy Symphony / Leopold Mozart; Song: Tone Color of Sounds_Day 1-Day5; L7.1 Solfa; L7.2 Solfa	Actividad: L3_Ritmo y movimiento_Lola; Actividad: L3 Desarrollo físico - Concierto de la lección	Activity: L3_Rhythm and Movement_Lola; Activity: L3_Physical Development - Lesson's Concert
	8	El zoológico	El zoológico	Los animales vertebrados	Vertebrate Animals	La orquesta de los animales	Animal Orchestra	Agrupar hasta 10 objetos	Group up to 10 objects	Máscaras de animales, Agrupar hasta 10 objetos	Animal Masks, Adding up to 10 objects	Concierto: La Primavera / Antonio Vivaldi; Concierto: Canción de Cuna / Johannes Brahms; Canción: El ritmo de las palabras_Día 1-Día 3; L9.1 Solfeo; L9.2 Solfeo	Concert: Spring / Antonio Vivaldi; Concert: Cradle Song / Johannes Brahms; Song: The Rhythm of Words_Day 1-Day 3; L9.1 Solfa; L9.2 Solfa		
	9	Mariposa Monarca	Monarch Butterfly	Los animales invertebrados	Invertebrate Animals	El gusanito	The Caterpillar	Quitar objetos de un conjunto	Taking away objects from a group	Ciclo de vida de la mariposa, Titeres de animales	The Life Cycle of the Butterfly, Animal Puppets				

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Lesson 07 - Post Adoption

Lecciones: Notificaciones: Calendario

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Secciones: + Añadir - Eliminar

Secciónar todos Actual Eliminar

The Vegetables
Language and Communication
8 secciones

Characteristics of Living Organisms
Science
5 secciones

Healthy Life
Language and Communication
8 secciones

Grouping up to 5 objects
Math
3 secciones

Music
Songs, musical concepts, solfa, and concerts
8 secciones

Art and Fine Motor Skills
Projects and activities
4 secciones

Lesson 08 - Post Adoption

Lecciones: Notificaciones: Calendario

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Secciones: + Añadir - Eliminar

Secciónar todos Actual Eliminar

The Zoo
Language and Communication
6 secciones

Vertebrate Animals
Science
4 secciones

Animal Orchestra
Language and Communication
5 secciones

Grouping up to 10 objects
Math
3 secciones

Music
Songs, musical concepts, solfa, and concerts
6 secciones

Art and Fine Motor Skills
Projects and activities
4 secciones

Lesson 09 - Post Adoption

Lecciones: Notificaciones: Calendario

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Secciones: + Añadir - Eliminar

Secciónar todos Actual Eliminar

Monarch Butterfly
Language and Communication
6 secciones

Invertebrate Animals
Science
3 secciones

The Caterpillar
Language and Communication
8 secciones

Taking away objects from a group
Math
6 secciones

Music
Songs, musical concepts, solfa, and concerts
7 secciones

Art and Fine Motor Skills
Projects and activities
5 secciones

Unidad 4 El ambiente natural / Unit 4 Natural Environment

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	CIENCIAS	SCIENCE	LENGUAJE (Tema 2)	LANGUAGE (Topic 2)	MATEMÁTICAS	MATH	PROYECTOS DE ARTE	ART PROJECTS	MÚSICA	MUSIC	DESARROLLO FÍSICO	PHYSICAL DEVELOPMENT
IV. Natural Environment / El ambiente natural	10	Maravillas de la naturaleza	Wonders of Nature	El bosque, el desierto y la tundra	The Forest, Desert and Tundra	Las catarinas	The Ladybugs	Contar hasta 30 objetos	Counting up to 30 objects	Bosque y desierto, Contar del 1 al 30, Escultura de arena húmeda	Forest and Desert, Wet Sand Sculptures, Counting from 1 to 30	Concierto: La Primavera / Antonio Vivaldi; Concierto: Canción de Cuna / Johannes Brahms; Canción: El ritmo de las palabras_Día 1-Día 3; L10.1 Solfeo; L10.2 Solfeo	Concert: Spring / Antonio Vivaldi; Concert: Cradle Song / Johannes Brahms; Song: The Rhythm of Words_Day 1-Day 3; L10.1 Solfa; L10.2 Solfa	Actividad: L4_Ritmo y movimiento_Buuu; Actividad: L4 Desarrollo físico - Concierto de la lección	Activity: L4_Rhythm and Movement_Buuu; Activity: L4_Physical Development - Lesson's Concert
	11	El gusanito Gusi	Gusi, the Little Worm	Las praderas y la selva tropical	Prairies and Rain Forest			Juntar hasta 10 objetos	Adding up to 10 objects	La sabana y la selva tropical, Competencia de gusanos	Savanna and Rain Forest, Worm Competition				
	12	Un sueño en el mar	A Dream in the Sea	Relación de seres vivos con su su medio ambiente	Relationship of organisms to their environments			Separar objetos en grupos iguales	Separating objects into equal groups	La tundra y el ecosistema marino, Animales de origami, Titeres de animales marinos	Tundra and Marine Ecosystem, Origami Animals, Marine Animal Puppets	Concierto: Opera "Guillermo Tell" / Antonio Rossini; Canción: Nombre de las notas musicales_Día 1-Día 3; L11.1 Solfeo; L11.2 Solfeo; L11.3 Solfeo	Concert: Opera "William Tell" / Antonio Rossini; Song: Musical Names of Notes_Day 1-Day 3; L11.1 Solfa; L11.2 Solfa; L11.3 Solfa		

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Lesson 10 - Post Adoption

Lecciones Noticias Calendario

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar

Wonders of Nature
Language and Communication
6 secciones

The Forest, Desert and Tundra
Science
3 secciones

The Ladybugs
Language and Communication
5 secciones

Counting up to 30 objects
Math
7 secciones

Music
Song, musical concepts, skills, and concepts
7 secciones

Art and Fine Motor Skills
Projects and activities
5 secciones

Lesson 11 - Post Adoption

Lecciones Noticias Calendario

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar

Gusi, the Little Worm
Language and Communication
6 secciones

Prairies and Rain Forest
Science
2 secciones

Adding up to 10 objects
Math
9 secciones

Music
Song, musical concepts, skills, and concepts
7 secciones

Art and Fine Motor Skills
Projects and activities
5 secciones

Lesson 12 - Post Adoption

Lecciones Noticias Calendario

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar

A Dream in the Sea
Language and Communication
6 secciones

Relationship of organisms to their environments
Science
2 secciones

Separating objects into equal groups
Math
4 secciones

Music
Song, musical concepts, skills, and concepts
7 secciones

Art and Fine Motor Skills
Projects and activities
5 secciones

Unidad 5 Objetos en el cielo y el clima / Unit 5 Objects in the Sky and Weather

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	CIENCIAS	SCIENCE	LENGUAJE (Tema 2)	LANGUAGE (Topic 2)	MATEMÁTICAS	MATH	PROYECTOS DE ARTE	ART PROJECTS	MÚSICA	MUSIC	DESARROLLO FÍSICO	PHYSICAL DEVELOPMENT
V. Objects in the Sky and Weather / Objetos en el cielo y el clima	13	Las estaciones del año	Seasons of the Year	Objetos en el cielo	Objects in the sky			Patrones	Patterns	El Sistema Solar, Las cuatro estaciones	The Solar System, The Four Seasons	Concierto: Marcha Turca / Ludwig Van Beethoven; Canción: Sonidos altos y bajos_Día 1-Día 3; L13.1 Solfeo; L13.2 Solfeo; L13.3 Solfeo	Concert: Turkish March / Ludwig Van Beethoven; Song: High and Low Sounds_Day 1-Day 3; L13.1 Solfa; L13.2 Solfa; L13.3 Solfa	Actividad: L5_Ritmo y movimiento_El rancho de Pascual; Actividad: L5 Desarrollo físico - Concierto de la lección	Activity: L5_Rhythm and Movement_Pascual's Little Ranch; L5_Physical Development
	14	Los días y los meses del año	Days and Months	Los planetas	The planets			El tiempo pasa	Time Goes By	Mi primer reloj, Calendario	My First Watch, Calendar	Concierto: Himno a la Alegría / Ludwig Van Beethoven; Canción: Melodía, armonía y ritmo_Día 1-Día 3; Video: Escucha y descubre la melodía, armonía y ritmo_Día 1-Día 2; L15.1 Solfeo; L15.2 Solfeo; Actividad 1-3: Sigue y repite los patrones	Concert: Ode to Joy / Ludwig Van Beethoven; Song: Melody, Harmony and Rhythm_Day 1-Day 3; Video: Listen and discover the melody, harmony and rhythm_Day 1-Day 2; L15.1 Solfa; L15.2 Solfa; Activity 1-3: Rhythm Patterns		
	15	Ropa de invierno	Winter Clothes	Cambios en la tierra y en el cielo	Changes in the earth and sky			Longitud y peso de los objetos	Length and Weight of Objects	Los cambios diarios del clima	Daily Changes in Weather				

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Lesson 13 - Post Adoption

Lecciones: [Inicio](#) [Inicio](#) [Inicio](#)

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar



Seasons of the Year
Language and Communication
6 secciones



Objects in the Sky
Science
2 secciones



Patterns
Math
6 secciones



Music
Songs, musical concepts, solfa, and concerts
7 secciones



Art and Fine Motor Skills
Projects and activities
6 secciones

Lesson 14 - Post Adoption

Lecciones: [Inicio](#) [Inicio](#) [Inicio](#)

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar



Days and Months
Language and Communication
6 secciones



The Planets
Science
4 secciones



Time Goes By
Math
3 secciones



Music
Songs, musical concepts, solfa, and concerts
7 secciones



Art and Fine Motor Skills
Projects and activities
5 secciones

Lesson 15 - Post Adoption

Lecciones: [Inicio](#) [Inicio](#) [Inicio](#)

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar



Winter Clothes
Language and Communication
6 secciones



Changes in the earth and sky
Science
2 secciones



Length and Weight of Objects
Math
7 secciones



Music
Songs, musical concepts, solfa, and concerts
11 secciones



Art and Fine Motor Skills
Projects and activities
4 secciones

Unidad 6 Cuido el ambiente / Unit 6 Taking care of the environment

UNIDAD	LECCIÓN	LENGUAJE (Tema 1)	LANGUAGE (Topic 1)	CIENCIAS	SCIENCE	LENGUAJE (Tema 2)	LANGUAGE (Topic 2)	MATEMÁTICAS	MATH	PROYECTOS DE ARTE	ART PROJECTS	MÚSICA	MUSIC	DESARROLLO FÍSICO	PHYSICAL DEVELOPMENT
VI. Taking care of the environment / Cuido el ambiente	16	Los productos de la granja	The Farm's Produce	Materiales de la tierra y recursos naturales	Earth Materials and Natural Resources	Los patos en el lago	The Ducks at the Pond	¿Similar o diferente?	Similar or Different?	La tiendita	The Grocery Store	Concierto: Himno a la Alegría / Ludwig Van Beethoven; Canción: Melodía, armonía y ritmo_Día 1-Día 3; Video: Escucha y descubre la melodía, armonía y ritmo_Día 1-Día 2; L15.1 Solfeo; L15.2 Solfeo; Actividad 1-3: Sigue y repite los patrones	Concert: Ode to Joy / Ludwig Van Beethoven; Song: Melody, Harmony and Rhythm_Day 1-Day 3; Video: Listen and discover the melody, harmony and rhythm_Day 1-Day 2; L15.1 Solfa; L15.2 Solfa; Activity 1-3: Rhythm Patterns	Actividad: L6_Ritmo y movimiento_Los honguitos bailarines; Actividad: L6 Desarrollo físico - Concierto de la lección	Activity: L6_Rhythm and Movement_The Dancing Mushrooms; Activity: L6_Physical Development - Lesson's Concert
	17	El supermercado	The Supermarket	El medio ambiente	Natural environment	Jugar antes de dormir	Playing before Bedtime	Cuerpos sólidos	Solid Bodies	El supermercado, Lotería del supermercado	The Grocery Store, The Supermarket Game	Concierto: Cradle Song /Johannes Brahms; Song: The History of Music; L17.1 Solfa; L17.2 Solfa	Concierto: Canción de Cuna /Johannes Brahms; Canción: La historia de la música; L17.1 Solfeo; L17.2 Solfeo		
	18	Cuidando el planeta	Protecting our Planet	Cuidar nuestro planeta	Taking care of our planet	Salir a jugar	Playing Outside	Secuencias y ciclos	Sequences and Cycles	Gráficas de los animales y frutas favoritas	Bar graph of animals and favorite fruits	Concierto: Huapango / José Pablo Moncayo_Día 1-Día 3; Canción: Lo que aprendí de la música; L18.1 Solfeo; L18.2 Solfeo	Concert: Huapango / Jose Pablo Moncayo_Day 1-Day 3; Song: What I learned from music; L18.1 Solfa; L18.2 Solfa		

The six units only serve as a reference to the teacher since they will not be displayed on the platform. Teachers and students have all 18 lessons in their main menu for easy navigation. The teacher will be able to move the order of the lessons, select which

Lesson 16 - Post Adoption

Lecciones Noticias Calendario

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar



The Farm's Produce
Language and Communication
8 secciones



Earth Materials and Natural Resources
Science
2 secciones



Similar or Different?
Math
3 secciones



Music
Songs, musical concepts, skills, and concepts
11 secciones



Art and Fine Motor Skills
Projects and activities
5 secciones

Lesson 17 - Post Adoption

Lecciones Noticias Calendario

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar



The Supermarket
Language and Communication
8 secciones



Natural Environment
Science
2 secciones



Solid Bodies
Math
3 secciones



Music
Songs, musical concepts, skills, and concepts
4 secciones



Art and Fine Motor Skills
Projects and activities
6 secciones

Lesson 18 - Post Adoption

Lecciones Noticias Calendario

Lecciones

Las lecciones y las secciones pueden ser realizadas en cualquier orden.

Seleccionar todo Actual Eliminar



Protecting our Planet
Language and Communication
8 secciones



Taking care of our planet
Science
2 secciones



Sequences and Cycles
Math
3 secciones



Music
Songs, musical concepts, skills, and concepts
6 secciones



Art and Fine Motor Skills
Projects and activities
5 secciones

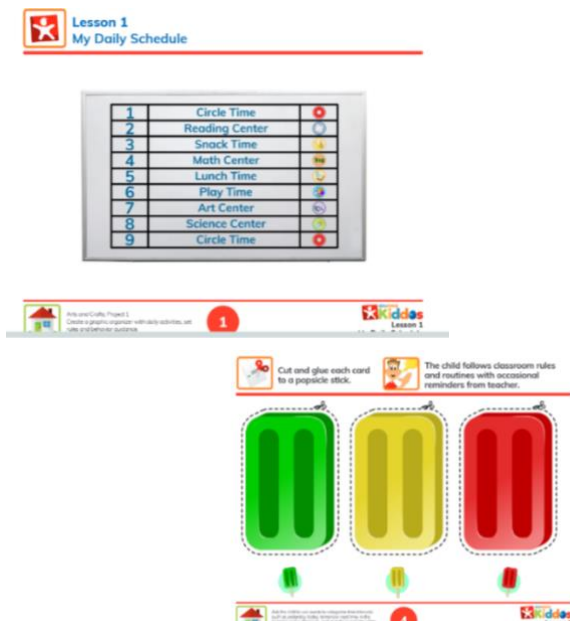
How to use

7. Cómo usar los recursos digitales de la Lección 1 / How to use digital resources of Lesson 1:

The 18 lessons were built with the same structure. The suggestions on how to use Lesson 1 will help to use all the lessons.

7.1 Explore los Recursos del maestro y el Proyecto de Arte de Lección 1 – Mis rutinas diarias

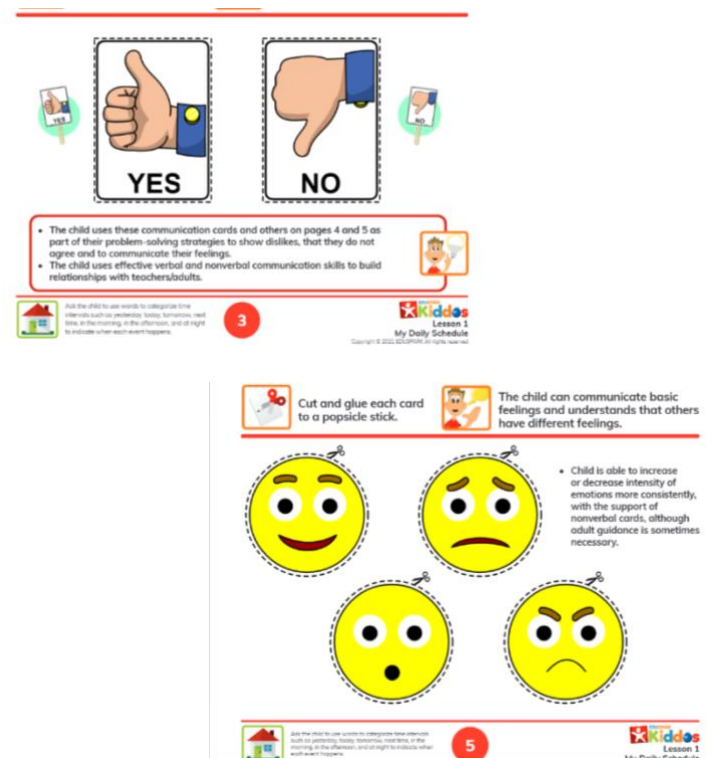
- Utilice el proyecto: **Mis rutinas diarias** (Proyectos de arte recuadro morado) para presentar a los estudiantes las actividades del día en un pizarrón magnético para que el estudiante pueda observar la secuencia y el símbolo que representa a cada una.
- Explorar con los estudiantes formas de comunicación verbal y no verbal para expresar necesidades, emociones y para responder preguntas utilizando los recursos que provee el proyecto. Dar ejemplos y realizar una actividad.



- Elaborar con los estudiantes un cartel con las reglas del aula.

7.2 Explore Teacher's Resources and Art Project of Lesson 1 – My Daily Schedule

- Use the project: **My Daily Schedule** (Art Project Purple Box) to show daily activities by sequence with a symbol to identify each one.
- Explore with students verbal and non-verbal communication to express needs, emotions and to answer questions using the resources provided by the project.



- Make the Classroom Rules chart.

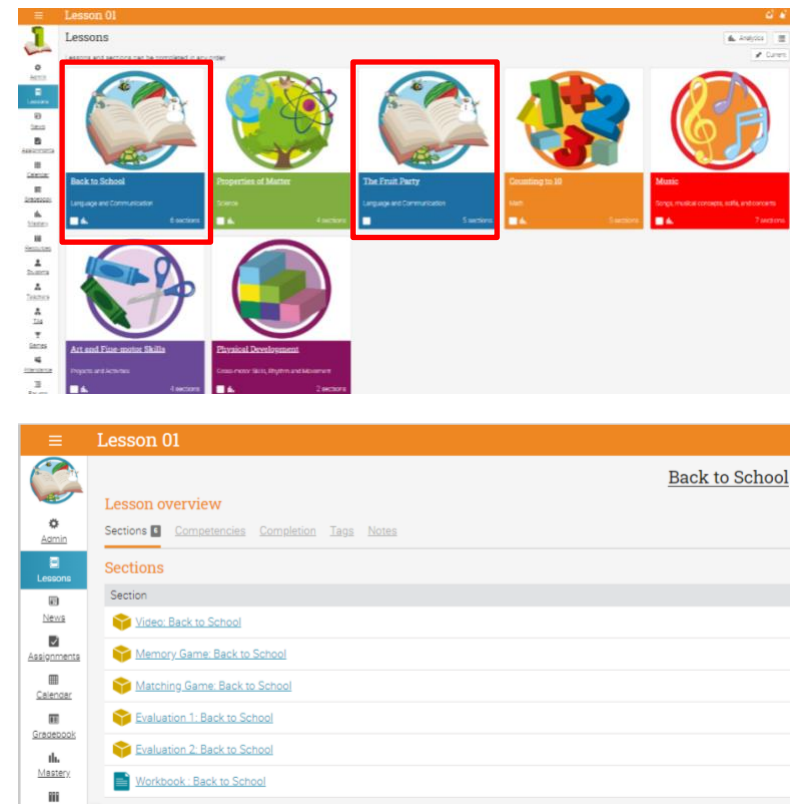
7.3 Recursos de Lenguaje y Comunicación: Vamos a la escuela



Cómo usar los recursos que contiene la sección azul:

1. Video – Presente todos los días el video con el vocabulario y haga preguntas (¿De qué se trató? ¿Qué palabras nuevas aprendiste?). Duración: 6 minutos en grupo completo. Sirve para desarrollar vocabulario, conciencia fonológica y

7.4 Language and Communication Resources: Back to School



How to use resources of the blue box:

1. Video – Present the video with the vocabulary every day and ask questions (What is it about? What new words do you learn?) Duration: 6 minutes in whole group. It is used to develop vocabulary, phonological awareness and

habilidades de lectura global a base de repetición de patrones con asociación significativa.

2. Juego de memoria - Presente todos los días invitando a diferentes alumnos a participar. Duración: 4 minutos en grupo completo. Sirve para desarrollar memoria visual y auditiva, para desarrollar la conciencia fonológica, para conocer la correcta pronunciación y para incrementar vocabulario significativo.
3. Juego de asociación – Actividad independiente para trabajar en el Centro de Tecnología. Se califica que se complete la práctica, no se califican aciertos, siempre tiene retroalimentación para saber la respuesta correcta.
4. Evaluación 1 – Actividad independiente para trabajar en el Centro de Tecnología para identificar la imagen que representa una palabra. Se recomienda modelar en grupo completo el tercer día de haber iniciado la lección. Los alumnos pueden realizar ilimitadamente y la plataforma tomará la mejor calificación de sus intentos.
5. Evaluación 2 – Actividad independiente para trabajar en el Centro de Tecnología para identificar la palabra que corresponde a una imagen y al audio escuchado. Se recomienda modelar en grupo completo al iniciar la segunda semana de haber iniciado la lección. Los alumnos tienen intentos ilimitados y la plataforma les asigna la mejor calificación.
6. Cuaderno de trabajo (sólo para el primer tema de cada lección) – Presentar actividades de asociación de imagen y palabra como actividad de grupo completo. Imprimir actividades seleccionadas para trabajo independiente en el Centro de Lenguaje.

emergent reading skills based on frequent and fast-paced patterns with meaningful association.

2. Memory Game – Present every day choosing different students to participate. Duration: 4 minutes in whole group. It is used to develop visual and auditory memory, phonological awareness, appropriate pronunciation, and meaningful vocabulary.
3. Matching Game – Independent activity in the Technology Center. Students have feedback for wrong answers. Completion
4. Test 1 – Independent activity in the Technology Center to identify the correct image that represents a word. It is recommended to model in whole group on the third day of starting the lesson. Students have unlimited opportunities and they get the best score.
5. Test 2 – Independent activity in the Technology Center to identify the word that corresponds to a given image and audio. It is recommended to model in whole group on the third day of starting the lesson. Students have unlimited opportunities to have repeated use and they get the best score.
6. Workbook (only for the first topic of each lesson)– Present image and word matching activities as a whole group. Teacher may print chosen activities for independent work in the Language Center.

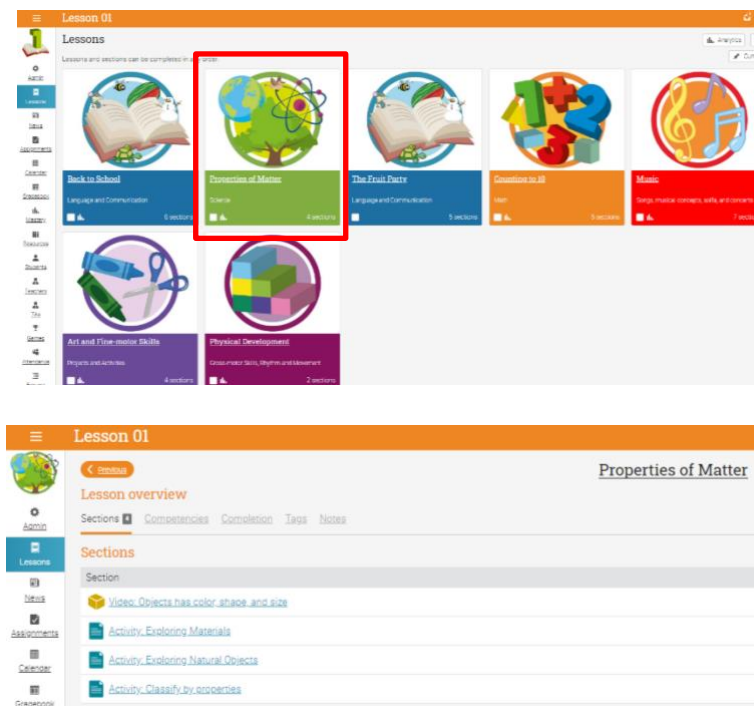
7.5 Recursos de Ciencias: Propiedades de la materia



Cómo usar los recursos que contiene la sección verde:

1. Video – Presente el video para introducir el tema de ciencias y haga preguntas (¿De qué se trató? ¿Qué palabras nuevas aprendiste?). Duración: 3 minutos en grupo completo. Sirve para desarrollar vocabulario académico, conciencia fonológica y habilidades de lenguaje oral por medio de la repetición de patrones con asociación significativa.

7.6 Science Resources: Properties of Matter



How to use resources of the green box:

1. Video – Present the video as a warm-up of a new Science topic and ask questions (What is it about? What new words do you learn?) Duration: 3 minutes in whole group. It is used to develop academic vocabulary, phonological awareness and oral language skills based on frequent patterns with meaningful association.
2. Song – Present the song as a rhythmic pattern to reinforce a new Science topic and ask child to move. Duration: 3 minutes in whole group. It is used to develop vocabulary,

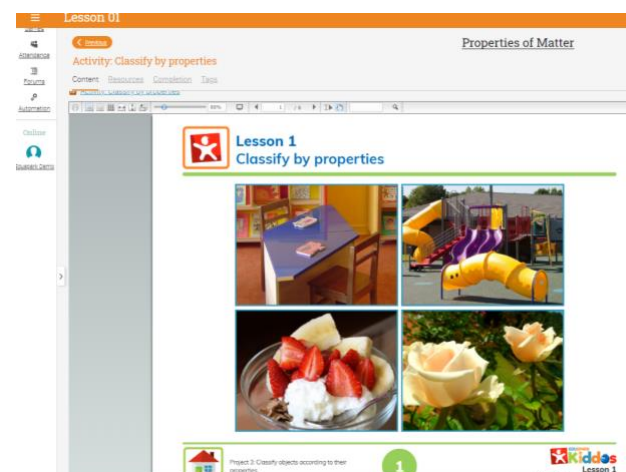
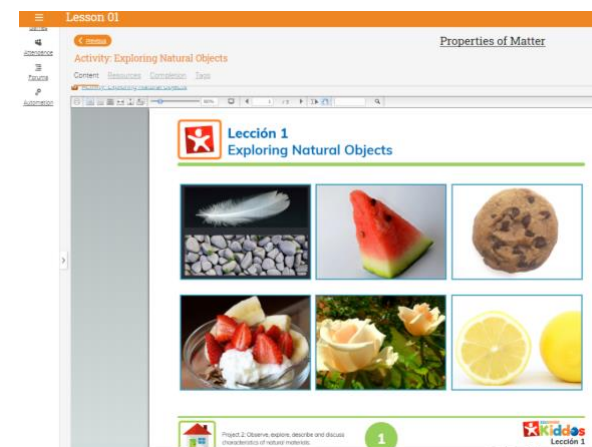


2. Canción – Presente la canción para reforzar el tema de ciencias y pida al niño que se mueva al ritmo de la música. Duración: 3 minutos en grupo completo. Sirve para desarrollar vocabulario, conciencia fonológica y habilidades de lenguaje oral por medio de la repetición de patrones con asociación significativa.
3. Actividad – Muestre en grupo completo para guiar al estudiante a explorar y descubrir conceptos de ciencias a través de actividades manipulativas o proyectos. Incluye conceptos de ciencias y fotografías reales para explicar y entender mejor el concepto.



phonological awareness and oral language skills based on frequent patterns with meaningful association.

3. Activity – Show as a whole group to guide student to explore, discover and develop Science skills through hands-on activities or projects. Includes science concepts and real photographs to better explain and understand the concept.



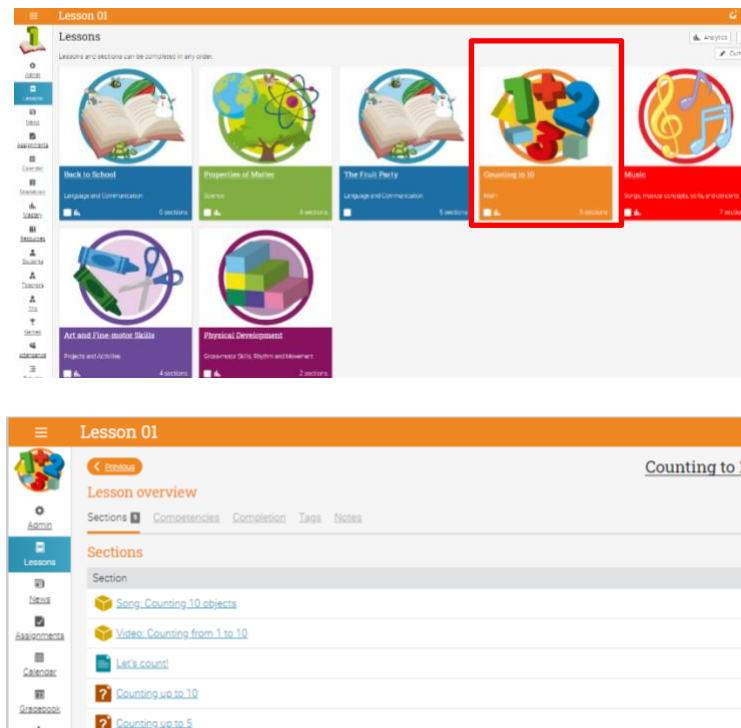
7.7 Recursos de matemáticas: Contando hasta 10



Cómo usar los recursos que contiene la sección anaranjada:

1. Video – Presente el video para introducir el tema de matemáticas y haga preguntas (¿Qué palabras nuevas aprendiste?). Duración: 3 minutos en grupo completo. Sirve para desarrollar vocabulario académico, conciencia fonológica y facilitar la comprensión de conceptos de matemáticas por su asociación visual.

7.8 Math Resources: Counting to 10

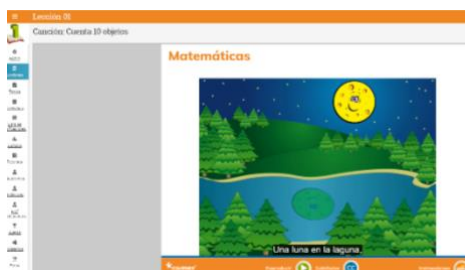


How to use resources of the orange box:

1. Video – Present the video as a warm-up of a new Math topic and ask questions (What new words do you learn?)
Duration: 3 minutes in whole group. It is used to develop academic vocabulary, phonological awareness and understand math concepts with meaningful association.



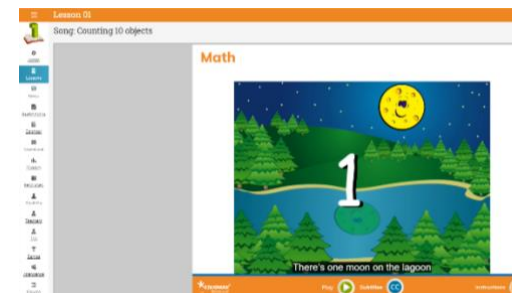
2. Canción – Presente la canción para reforzar el tema de matemáticas y pida al niño que se mueva al ritmo de la música y use movimientos corporales para representar lo que escucha. Duración: 3 minutos en grupo completo. Sirve para desarrollar vocabulario, conciencia fonológica y habilidades de lenguaje oral por medio de la repetición de patrones con asociación significativa.



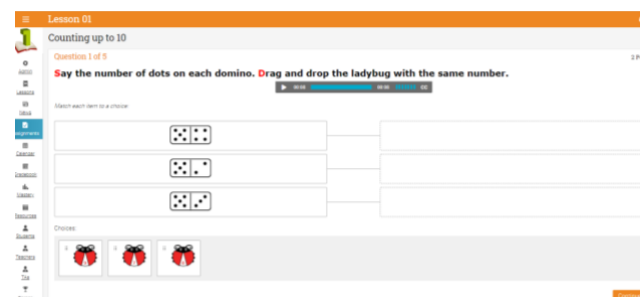
3. Actividad – Muestre en grupo completo para practicar conceptos de matemáticas y siga las instrucciones. Imprima actividades seleccionadas para trabajo individual en Centro de Matemáticas.
4. Prueba de matemáticas – Modele en grupo completo la manera de contestar la prueba. Hay preguntas de opción múltiple y preguntas para arrastrar la respuesta. Muestre al estudiante dónde hacer clic para indicar que está **terminado** para que la plataforma registre la calificación. Permita al estudiante contestar en forma independiente con apoyo para usar la herramienta durante el Centro de Matemáticas.



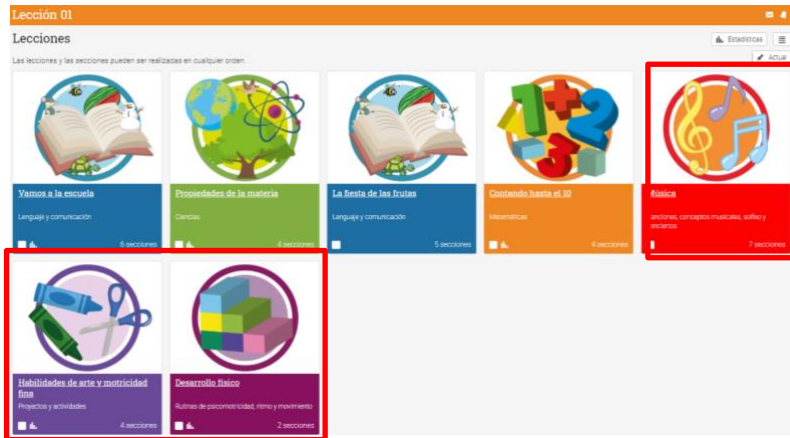
2. Song – Present the song as a rhythmic pattern to reinforce a new Math topic and ask child to move and to use total physical response (TPR). Duration: 3 minutes in whole group. It is used to develop vocabulary, phonological awareness and oral language skills based on frequent patterns with meaningful association.



3. Activity – Show as a whole group to guide student to practice Math skills following directions. Print selected activities for independent practice in Math Center.
4. Math Quiz – Show as a whole group how to answer the questions. There are multiple option and drag and drop questions. Show the student click to **finished** to get the score. Let the student work independently during Math Center with some guidance on how to use this tool.

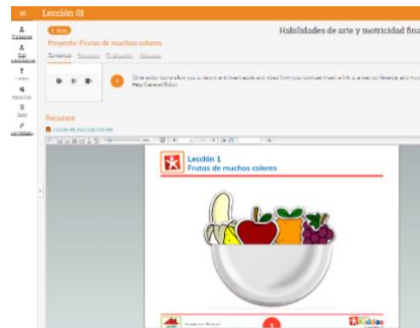


7.9 Recursos de arte y motricidad fina, música y desarrollo físico

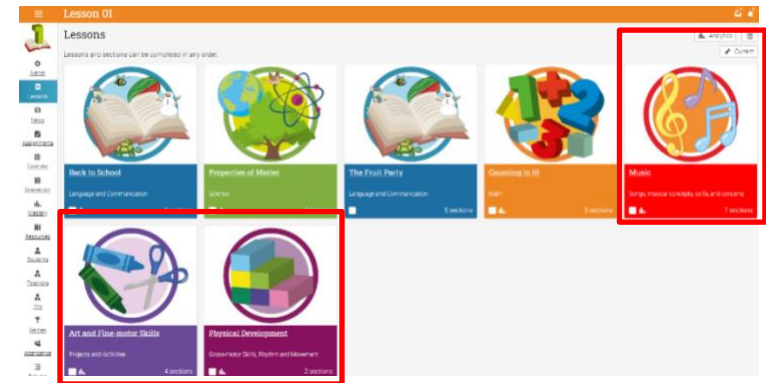


Cómo usar los recursos en el Centro de Arte y motricidad fina:

1. Proyecto de arte – Siga las instrucciones de los encabezados y utilice las notas al pie de página para obtener recomendaciones, ejemplos o explicación de conceptos. Observe que los proyectos pueden tener relación con los aprendizajes de lenguaje, ciencias o matemáticas de la lección. Sirven para desarrollar habilidades socioemocionales y de arte. El dominio de estudios sociales se cubrió a través de estos proyectos, en su mayoría.

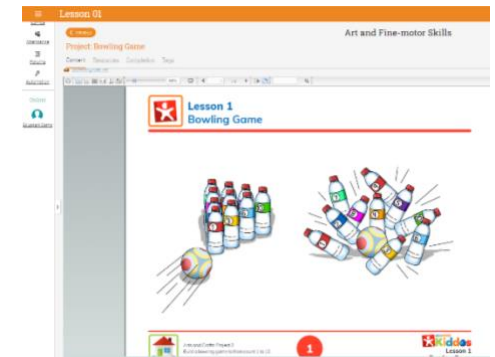


7.10 Art and Fine Motor Skills, Music and Physical Development Resources



How to use resources for Art and Fine Motor Skills Center:

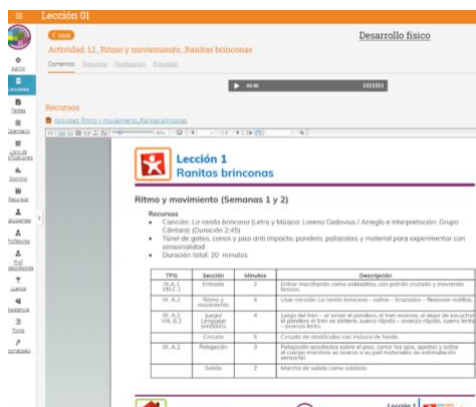
1. Art Projects – Follow the instructions in the headings and use the footnotes for recommendations, examples, or explanation of concepts. Note that projects may be related to the Language, Science, or Math content in the lesson. Help to develop social-emotional and art skills. The Social Studies Domain was covered through this kind of projects, mostly.



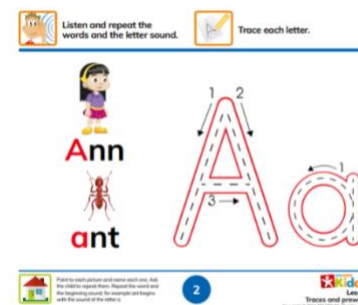
- Actividades de motricidad fina – Siga las instrucciones de los encabezados y utilice las notas al pie de página para obtener recomendaciones o ejemplos para guiar al estudiante. Estas actividades enfatizan el trazo de cada letra, la direccionalidad y correcta ortografía de las palabras.



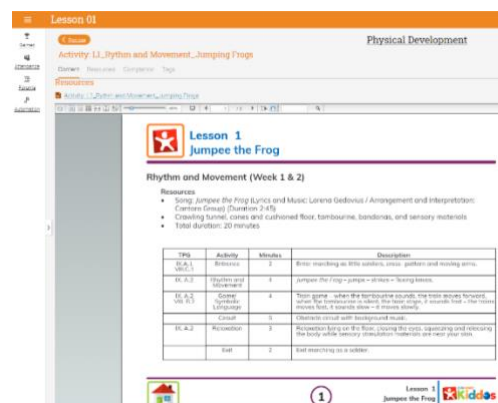
Cómo usar los recursos de música y desarrollo físico:
Siga las instrucciones y secuencias de actividades sugeridas. Utilice la música que se proporciona o cualquier otra música de su preferencia para acompañar las rutinas de movimiento.



- Fine Motor Skills Activities – Follow the instructions in the headings and use the footnotes for recommendations or example to guide the student. These activities emphasize the stroke of each letter, directionality and correct spelling of the word.



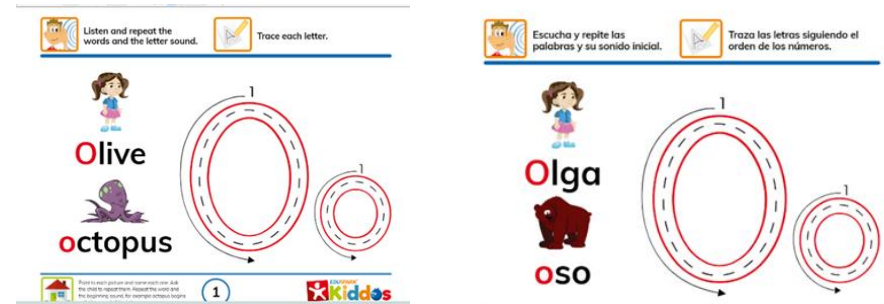
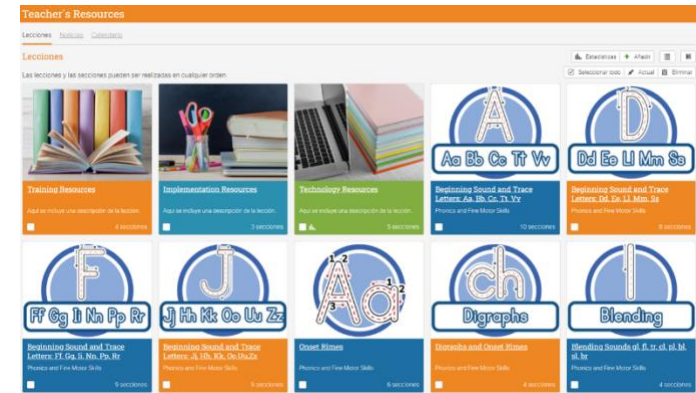
How to use Music and Physical Development resources:
Follow the suggested instructions and activity sequences. Use the music provided in Music section or any other music of your choice to accompany rhythm and movement routines.



8. Carpeta digital de Recursos del Maestro / Teacher's Resources Digital File

Teacher can find useful materials for training, implementation, technology domain, and phonics resources for intervention and differentiation.

- a. **Recursos de entrenamiento/Training Resources:**
EDUSPARK Pre-K System Quik- Start Video,
EDUSPARK Pre-K System Navigation Guide v2,
EDUSPARK_PreK_System_Topics_and_Vocabulary,
EDUSPARK Pre-K System Teacher Training v2.
- b. **Recursos de implementación/Implementation Resources:**
EDUSPARK Pre-K System Teacher's EDUSPARK Pre-K
System_Schedule and Scope & Sequence,
EDUSPARK Pre-K Intervention & Differentiation Strategies.
- c. **Recursos de tecnología /Technology Resources:** Activities related
with technology domain such as name of digital tools, how to use apps
for learning or to create a product.
- d. **Recursos de fonética/Phonics Resources:** Pre-test, instructional
materials, and post-test for phonics instruction to support
intervention or differentiation strategies.
Workbook: Beginning Sound and Trace Letter: Aa, Ee, Ii, Oo, Uu;
Beginning Sound and Trace Letters: Aa, Bb, Cc, Tt, Vv;
Beginning Sound and Trace Letters: Dd, Ee, Ll, Mm, Ss;
Beginning Sound and Trace Letters: Ff, Gg, Ii, Nn, Pp, Rr;
Beginning Sound and Trace Letters: Jj, Hh, Kk, Oo,Uu,Zz;
Onset Rimes / Sílabas de palabras;
Digraphs and Blendin sounds



Fine Motor Skills

Goals

- Work with rhythm, correct posture, and paper position
- Use the appropriate hand and arm strength
- Practice the correct pencil tripod grasp
- Develop visual-motor integration (move only the fingers to develop fine-motor skills)
- Develop bilateral coordination and hand dominance (use non-dominant hand to stabilize paper)
- Use sensorial materials and different texture surfaces for multi-sensory stimuli while tracing or writing.



9. Modelo y estrategias didácticas basadas en neurociencias / Brain-based Learning Model and Strategies

8.1 Lea el documento PDF /Read PDF document:

Best Practices in Education with Brain-based Learning Strategies and EDUSPARK Kiddos_v2



I. Child's Brain Development

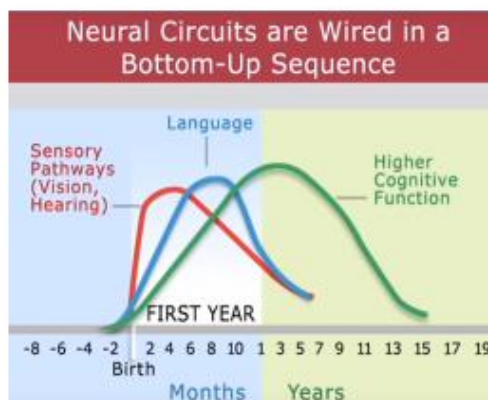
Center on the Developing Child Harvard University

Step 1: Why Is Early Childhood Important?



The brain is prepared to be shaped by experiences. Experiences shape our learning capacity, behaviors and physical and mental health.

*Jack P. Shonkoff, M.D.
Director, Center on the Developing Child
Harvard University*



Center on the Developing Child (2007). *The Science of Early Childhood Development* (InBrief). Retrieved from www.developingchild.harvard.edu

<https://developingchild.harvard.edu/resources/inbrief-the-science-of-early-childhood-development/>

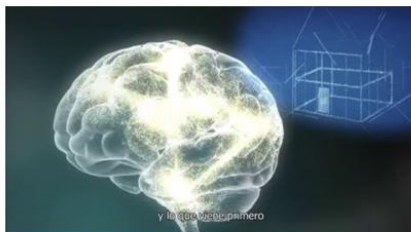


I. Child's Brain Development

Center on the Developing Child **Harvard University**

Three Core Concepts in Early Development

1. Experiences Build Brain Architecture



Step 2: How Does Early Child Development Happen?

1. Genes provide the basic blueprint, but experiences will provide foundations for future learning, behavior and health.
2. Neurons form circuits and strong connections. Weakest connections begin to die through a process known as pruning.
3. Connections for visual skills, emotions, language, memory, motor skills, behavioral control in the critical period of development.
4. Connections become more efficient and connect with other areas of the brain more rapidly, so they always are interconnected.

<https://developingchild.harvard.edu/translation/tres-conceptos-clave-del-desarrollo-infantil-temprano/>

10



I. Child's Brain Development

Center on the Developing Child **Harvard University**

Three Core Concepts in Early Development

2. Toxic Stress Derails Healthy Development



<https://developingchild.harvard.edu/resources/three-core-concepts-in-early-development/>

Step 2: How Does Early Child Development Happen?

From Best Practices to Breakthrough Impacts

A Science-Based Approach to Building a More Promising Future for Young Children and Families

1. Relationships with caring, responsive adults and early positive experiences build strong brain architecture for children.
2. Significant stress disrupts the biological foundations of learning, behavior, and health, with lifelong consequences.
3. Providing protective factors in early years produces better outcomes than trying to fix problems later.

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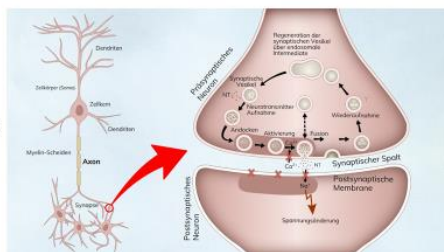


I. Child's Brain Development

Our brain is the most complicated object in the universe

Your Brain, National Geographic, 2018

- Because...the human brain contains **90 billion neurons**. Each link to so many others...making **trillions of connections (synapse)**.
- Electrical impulses in the neuron activates charged molecules called neurotransmitters which moves from the first neuron two the second.
- Arrival of a neurotransmitter alters the electrical charge at the edge of the new neuron and sparks a new electrical impulse until it reaches the synapse of another receptor cell, and starts the process all over again.



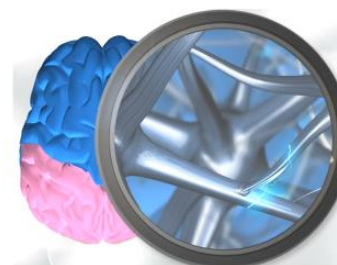
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II. EDUSPARK's brain-based Best Practices

Brain Rules by John Medina

Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School



www.brainrules.net

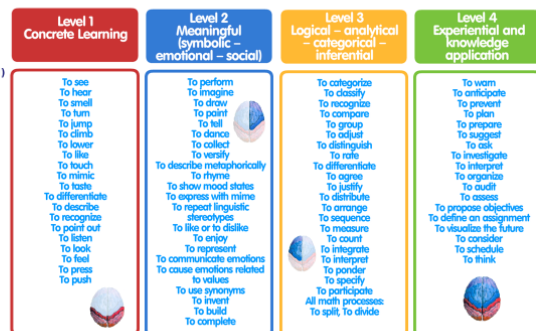
1. Exercise boosts brain power.
2. We are better at seeing **patterns** than we are at recording details.
3. Every brain is wired differently (Looking for meaning/**Relevance**)
4. We don't pay attention to boring things. **Emotional arousal** helps learning.
5. **Repeat to remember** (Short-term memory). Information is remembered when it is **elaborated, meaningful and contextual**.
6. Remember to repeat (Long-term memory). The way to build long-term memory is to incorporate new information gradually and **repeat it in timed intervals**.
8. **Stressed brains do not learn** the same way.
9. **Stimulate more of the senses at once**.
10. Vision is by far our most dominant sense.
12. We are powerful and natural explorers (Curiosity). We can recognize and imitate patterns and feelings because of "mirror neurons" across our brain.

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Best practices Brain- based Learning Model

Four Levels of Learning (1)



(1) MT Aldrete based on Bloom's Taxonomy

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II. EDUSPARK's brain-based Best Practices

How brain processes information

Left Hemisphere

Logical-Analytical Learning Skills

- Syllables and Phonics (Decoding language)
- Learning spelling and language conventions by categories
- Reading and writing process
- Question Stems: Who? When? Where? How? Why? (abstract thinking)
- Creative and essay writing (knowledge application)

Language conventions/Reading Comprehension & Writing



Right Hemisphere

Global – Holistic-Symbolic Emotional and Social Learning

- Listening and repeating spoken patterns-oral language
- Vocabulary words and phrases with visual association (Global and meaningful language)
- Stimulate more of the senses (concrete thinking)
- Emotional arousal
- TPR

Listening & Speaking/ Spelling and Reading Patterns

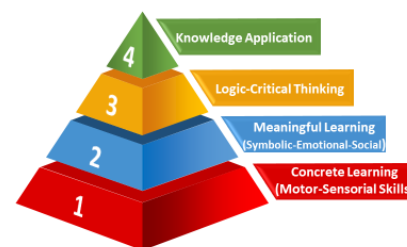
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II. EDUSPARK's brain-based Best Practices

Brain- based Learning Model

EDUSPARK is backed on brain research, taking advantage in the way the left and right brain hemispheres function while learning. Our methodology and techniques help multiply the impact at neurological level and achieve an effective and long-lasting learning.



MT Aldrete / Four Levels for Learning

Effective learning occurs if students:

- Learn through senses and motion.
- Represent reality by symbols, using songs and games to stimulate their imagination and positive emotions.
- Promote logical and critical thinking.
- Apply their knowledge and language.

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II. EDUSPARK's brain-based Best Practices

Early Critical Period of Development

Early Critical Period of Development – The higher plasticity-

Actively building skills

Build Brain Architecture through a nurturing, stable and supporting environment:

- Fine-motor and gross-motor skills activities
- Stimuli five senses
- Promote positive emotions
- Develop Language & Cognitive Skills
- Healthy food



27

8.2 EDUSPARK Kiddos promueve emociones positivas y estímulos multisensoriales. Se recomienda integrar actividades variadas para desarrollar habilidades correspondientes a los cuatro niveles, tales como: actuar, imaginar, dibujar, pintar, contar, bailar, etc. para desarrollar la creatividad, imaginación, habilidades socio-emocionales y aprendizaje simbólico. Después de realizar este tipo de actividades, los maestros pueden usar **EDUSPARK Kiddos** para desarrollar habilidades de pensamiento superior enumeradas en los Niveles 3 y 4.



Taxonomía de los 4 niveles

M.T. Aldrete basado en Bloom

 Nivel 1 Aprendizaje Concreto ENTUSIASMAR Y EXPLORAR	 Nivel 2 Significativo (simbólico – emocional – social) ENTUSIASMAR Y EXPLORAR	 Nivel 3 Lógico – analítico – categorial – inferencial EXPLICAR Y ELABORAR	 Nivel 4 Experiencial y de aplicación del conocimiento ELABORAR Y EVALUAR
Ver Oír Oler Girar Saltar Subir Bajar Gustar Tocar Imitar Saborear Discriminar Describir Reconocer Señalar Escuchar Mirar Palpar Pulsar Presionar	Ejecutar, actuar, personificar Imaginar Dibujar Pintar Contar Bailar Juntar Versificar Describir con metáforas Hacer rimas Mostrar estados de ánimo Expresarse con mímica Repetir estereotipos lingüísticos Gustar o disgustar Disfrutar Representar Comunicar emociones Provocar emociones en relación con un valor o disvalor Usar sinónimos Inventar Armar Completar	Observar, Analizar Comparar Categorizar Clasificar Agrupar Acomodar Reconocer, Distinguir Cualificar Diferenciar Acordar Justificar Repartir Ordenar Secuenciar Medir Contar Integrar Interpretar Ponderar Participar Todos los procesos lógico matemáticos: Dividir, fraccionar	Advertir Anticipar Prevenir Planear Preparar Proponer Preguntar Investigar Interpretar Organizar Auditar Evaluar Proponer objetivos Definir una misión Visualizar el futuro Pensar Programar Reflexionar

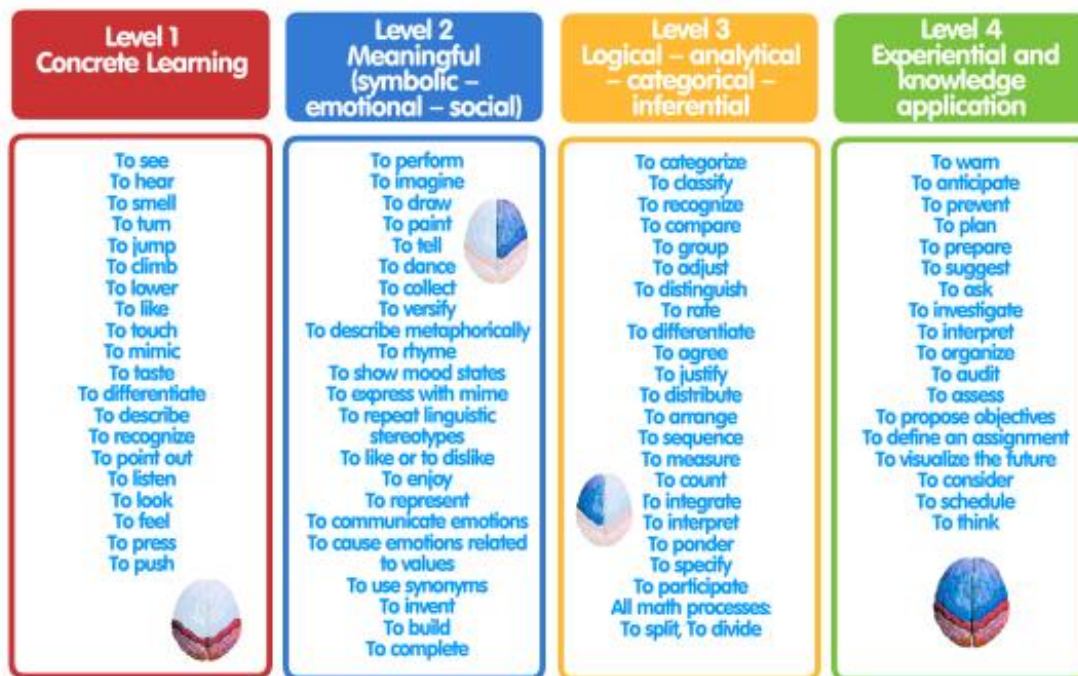
10

8.3 EDUSPARK Kiddos promotes positive emotions and audio-visual-motor stimuli. It is highly recommended that teachers create hands-on activities to involve more senses as well to train Level 2 skills (to perform, to imagine, to draw, to paint, to tell, to dance, etc.) in order to develop symbolic thinking, meaningful language, and social-emotional learning. After these activities, teachers can use **EDUSPARK Kiddos** to develop some of the high-order level thinking skills listed in Levels 3 and 4.



Best practices Brain- based Learning Model

Four Levels of Learning ⁽¹⁾



(1) MT Aldrete based on Bloom's Taxonomy

6.4 Estrategias de aprendizaje para desarrollar habilidades de lenguaje y pensamiento. Cuando presente un nuevo concepto o contenidos de aprendizaje, utilice estrategias relacionadas con el Nivel 1 y 2. Cuando los alumnos estén familiarizados con el nuevo contenido y vocabulario, pruebe las estrategias de Nivel 3 y 4 para consolidar y aplicar el nuevo aprendizaje.



Estrategias para un aprendizaje efectivo en cada nivel

Nivel 1 Aprendizaje Concreto	Nivel 2 Significativo (simbólico - emocional - social)	Nivel 3 Analítico - lógico - crítico	Nivel 4 Aplicación del conocimiento
Entusiasmar y Explorar		Explicar-Extender	Elaborar y Evaluar
•Tecnología •Multimedia •Claves visuales •Construir pensamiento concreto •Manipulativos •Tarjetas visuales impresas	•Tecnología •Multimedia •Organizadores o mapas mentales con imagenes •Construir pensamiento concreto •Tarjetas visuales impresas • Palabras y frases • Comparte y platica en pares • Signos o señales de respuesta inmediata • Compartir recuerdos positivos, narrarlos imaginando estar en ellos, que harías si...	•Tecnología •Multimedia •Organizadores o mapas mentales con oraciones o relaciones •Pasar de lo concreto a lo abstracto •Árbol de preguntas y respuestas (¿Qué, Quién, Cómo, Cuándo, Dónde?) •Comparte y platica en pares •Piensa, habla y comparte •Escribir oraciones (Yo digo, Nosotros decimos, Ustedes dicen)	•Tecnología •Multimedia •Investigar: árbol de preguntas y respuestas (¿Qué, Quién, Cómo, Cuándo, Dónde?) •Piensa, habla y comparte •Discusión en grupos pequeños •Escribir oraciones completas •Hacer reflexiones •Elaborar proyectos •Evaluaciones

5.5 Learning strategies to develop language and thinking skills. When you introduce a new learning concept, use strategies related to Level 1 and Level 2 skills. When students are familiarized with the new content or vocabulary, then try the Level 3 or Level 4 strategies that will help consolidate the new learning.



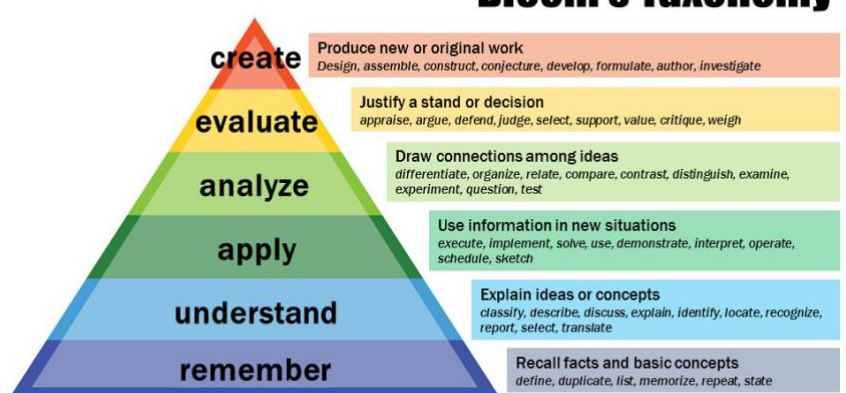
Learning Model & Strategies



Level 1 Concrete Learning	Level 2 Meaningful (symbolic – emotional – social)	Level 3 Logical – analytical – categorical – inferential	Level 4 Experiential and knowledge application
Engage and Explore		Explain and Elaborate	Evaluate
Technology Multimedia Visual Clues Manipulatives Anchors/ Visual Print	Technology Multimedia Graphic Organizers Chunking Anchors/ Visual Print Quick Write (words and phrases) Turn and Talk Total Response Signals	Technology Multimedia Graphic Organizers Chunking Question and Answer Stems Turn and Talk Think, Pair and Share I say, We say, You say (sentences)	Technology Multimedia Question and Answer Stems Think, Pair and Share Small Group Discussion Write (complete sentences)

10. Engage the students, builds on prior learning, and develops critical thinking skills with a new perspective: Cognitive Psychology and Neuroscience Approach for learning (Part 1: Resources).

In 2001, Bloom's Taxonomy to identify learning objectives was expanded in the book *A taxonomy for learning, teaching, and assessing: a revision of Bloom's Taxonomy of educational objectives* (Editors: Anderson and Krathwohl).

Six cognitive processes - Remember - Recognizing - Recalling (patterns) - Understand - Interpreting - Exemplifying - Classifying - Summarizing - Inferring - Comparing - Explaining - Apply - Executing - Implementing - Analyze (breakdown the global information into parts) - Differentiating - Organizing - Attributing - Evaluate - Checking - Critiquing - Create - Generating - Planning - Producing	The six cognitive processes were divided into four Knowledge Dimensions - Remember - List - Describe - Tabulate - Appropriate Use - Understand (knows what is being communicated and can make use it without necessarily relating it to other material) - Summarize - Interpret - Predict - Execute - Apply (use of abstractions in particular and concrete situations) - Classify - Experiment - Calculate - Construct - Analyze (breakdown the global information into parts) - Order - Explain - Differentiate - Achieve - Evaluate - Rank - Assess, Conclude, Action - Create - Combine - Plan - Compose - Actualize	Bloom's Taxonomy  create Produce new or original work <i>Design, assemble, construct, conjecture, develop, formulate, author, investigate</i> evaluate Justify a stand or decision <i>appraise, argue, defend, judge, select, support, value, critique, weigh</i> analyze Draw connections among ideas <i>differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test</i> apply Use information in new situations <i>execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch</i> understand Explain ideas or concepts <i>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate</i> remember Recall facts and basic concepts <i>define, duplicate, list, memorize, repeat, state</i> Vanderbilt University Center for Teaching
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<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

To show an example on how the EDUSPARK Kiddos engages students with content, builds on prior learning, and develops critical thinking skills let's start identifying the critical thinking skills or student expectations for PreK students in the Texas Prekindergarten Guidelines. The TPG's includes a well-balanced student expectation on developmental skills and knowledge related with cognitive processes to remember, understand, apply and analyze associated with the child's brain development expectations at this age.

SPANISH	ENGLISH
(II) Dominio del lenguaje y de la comunicación: Durante los años de prekínder, las experiencias de los niños con el lenguaje empiezan a formar la base de su éxito escolar posterior. Explicar palabras y sonidos, hablar con los niños acerca de los objetos y sus nombres (etiquetar/nombrar) y usar el vocabulario ampliado son las maneras en que los maestros pueden ayudar a desarrollar las habilidades del lenguaje oral de los niños. Al brindar oportunidades adecuadas para interactuar con adultos responsables en los salones de clases con una variedad de material para el desarrollo del lenguaje, las habilidades lingüísticas de los niños pequeños usualmente se amplían muy rápidamente durante estos años. Las habilidades lingüísticas incluyen escuchar y hablar, ampliar la comprensión de lo que los niños escuchan y también su capacidad de comunicar sus propias ideas y experiencias. Estas habilidades lingüísticas además tienen un gran impacto en la lectura y escritura a medida que los niños progresan en la escuela.	(II) Language and Communication Domain: During the prekindergarten years, children's experiences with language begin to form the basis for their later school success. Explaining words and sounds, talking to children about objects and their names (labeling), and using expanded vocabulary are all ways in which teachers can help to build children's oral language skills. Given adequate opportunities to interact with responsive adults in language rich classrooms, young children's language skills usually expand rapidly during these years. The language skills include listening and speaking, expanding both children's understanding of what they hear, as well as their ability to communicate their own ideas and experiences. These language skills in turn have a tremendous impact upon reading and writing as children progress through school.
(VI) DOMINIO DE ciencias: En prekínder, los niños observan y describen el mundo natural usando sus cinco sentidos. Los niños hacen ciencia con investigaciones para desarrollar y enriquecer su capacidad de entender conceptos y procesos científicos. Los niños desarrollan vocabulario mediante sus experiencias mediante la investigación de las propiedades de los objetos comunes, materiales de la tierra y organismos. Un tema central durante todo el estudio de la investigación y el razonamiento científicos; materia y energía; fuerza, movimiento y energía; Tierra y espacio; y organismos y medio ambiente es el involucramiento activo al hacer preguntas, comunicar ideas y explorar con herramientas científicas. La investigación científica y el razonamiento involucra practicar procedimientos seguros, hacer preguntas acerca del mundo natural y buscar respuestas a esas preguntas mediante observaciones simples e investigaciones descriptivas. La materia se describe en términos de sus propiedades físicas, inclusive tamaño y masa relativa, forma, color y textura. Se identifica la importancia de la energía del sonido, la luz y el calor. Se explora la ubicación y el movimiento de los objetos. Se registra y discute el clima a diario para que empiecen a reconocer patrones en el clima. Se observan otros patrones en la apariencia de los objetos en el cielo. En las ciencias biológicas, los niños reconocen la interdependencia de organismos en el mundo de la naturaleza. Ellos entienden que todos los organismos tienen necesidades básicas que se pueden satisfacer mediante interacciones con los seres vivos y no vivos. Los niños investigarán el ciclo de la vida de las plantas e identificarán similitudes entre progenitores y descendencia. El contenido de ciencias está muy integrado a las metas de matemáticas y alfabetización, pero agrega el aspecto de ayudar al niño a aprender acerca del mundo natural. Los ambientes de juego ricos apoyan la comprensión de procesos científicos: observar, preguntar, investigar, recoger datos y sacar conclusiones.	(VI) Science Domain: In prekindergarten, children observe and describe the natural world using their five senses. Children do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. Children develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms. A central theme throughout the study of scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment is active engagement in asking questions, communicating ideas, and exploring with scientific tools. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations and descriptive investigations. Matter is described in terms of its physical properties, including relative size and mass, shape, color, and texture. The importance of light, heat, and sound energy. The location and motion of objects are explored. Weather is recorded and discussed on a daily basis so s may begin to recognize patterns in the weather. Other patterns are observed in the appearance of objects in the sky. In life science, children recognize the interdependence of organisms in the natural world. They understand that all organisms have basic needs that can be satisfied through interactions with living and nonliving things. Children will investigate the life cycle of plants and identify likenesses between parents and offspring. Science content is closely integrated to math and literacy goals but adds the aspect of helping the child learn about the natural world. Enriched play environments support an understanding for the scientific process: observe, question, investigate, collect data, and draw conclusions.

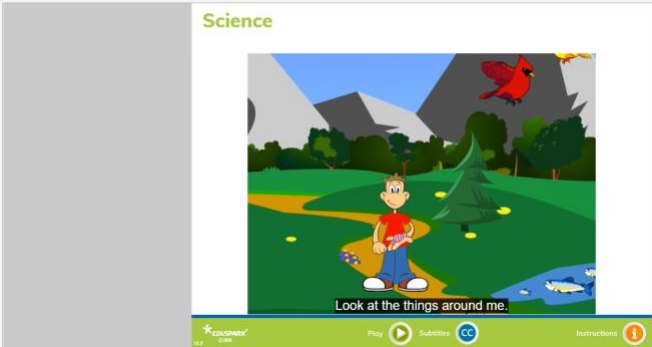
Example of a Science Lesson

A.1 Child observes, investigates, describes, and discusses properties and characteristics of common objects

How to Engage: Watch a video to introduce to properties of color, shape, and size. Teacher makes questions checking prior knowledge inviting them to explore things around them, asking the name and color. Second day may introduce size or shape checking for prior knowledge. Videos provide representations of reality because of the animated cartoon format. Remember that those patterns are useful to understand abstract concepts like energy or planets to get them easier with a model, drawing or animated cartoon.

Science activities: Present real objects, real world needs, problems, or activities to connect with students' lives. These activities guide students to observe and explore concrete objects, describe what they perceive with their five senses, compare, identify, and apply academic vocabulary, analyze, discuss, and classify properties and characteristics of common objects.

Lesson 01 - Post Adoption
Video: Objects have color, shape, and size



2

Observe and name each object.

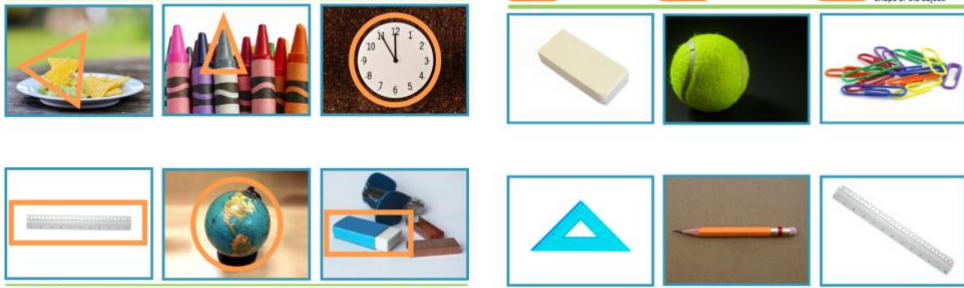
What color and shape does each object have?

Search for other objects. Play to form groups of objects of the same color.

Explore the objects in the mystery bag with the sense of touch.

Describe the shape and texture of the objects you touch. Guess what it is.

Take out the item and confirm or adjust your prediction. Observe and describe the color and shape of the object.



Ask the child to identify common objects in the classroom. Use photographs to explore with your eyes. Name each object and its characteristics. Explain to the child that all of these objects are man-made. Explain, observe, and use your sense of touch.

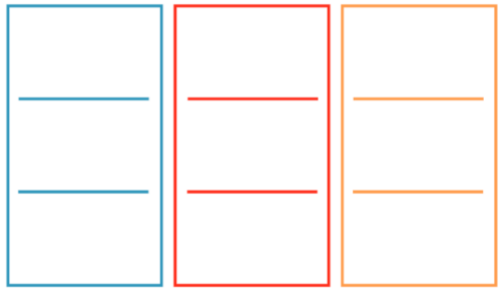
Place common objects inside the 'mystery bag' and make sure it does not allow you to see the content. Use your sense of touch to identify objects. Explain, observe, and use your sense of touch.

4

Take all the objects out of the bag. Observe, compare and group objects of the same color.

Observe and name the shape of each object (circle, square, triangle, rectangle).

Observe and compare the size of the objects. Group up objects with the same size (large, medium, small).



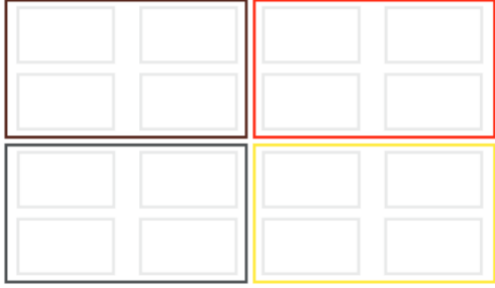
Explain to the child that the eyes allow us to see some characteristics of the objects, such as color, shape or size. Ask the child to identify

5

Identify objects made of wood, plastic, metal, or paper.

Cut out the images on page 6.

Classify and glue the objects in the group to which it belongs.



Ask the child to look at the objects on page 6. Identify and describe what materials the objects are made of: wood, plastic, metal, paper.

6

Cut



7

Observe and name different materials (wood, plastic, metal, paper).

Look at each object and identify materials. Name and describe the material for each group of objects.

Sort the objects into groups (color, shape, size, material). Name and describe the material for each group of objects.



Explain to the child that the eyes allow us to see some characteristics of the objects, such as color, shape or size. Ask the child to identify

EDUSPARK PreK System obtained 92.25% of TPG's coverage in the English version and 95.81% in the Spanish version so this means in that proportion we offer instructional materials for students to learn and for teachers to teach the corresponding TPG's.

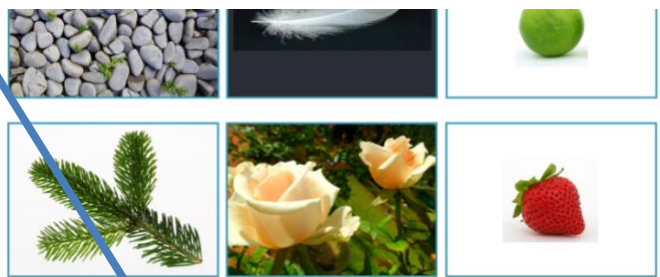
Children develop vocabulary through their experiences investigating properties of common objects, as is expected by TPG's, so teachers will have a variety of Science activities to choose what use for teaching, whole group, small group or individual work, because flexibility is needed in the hybrid learning formats. Teachers can print or share the digital page to the students. Teachers will easily find the Spanish academic vocabulary always to help their EL students. Teacher instructions and suggested activities and questions are in the note below. Students listen to short instructions associated with visual icons.

Lección 1
Explorando objetos naturales



Proyecto 2: Observar, explorar, describir y discutir características de materiales naturales.

Kiddos
Lección 1
Explorando objetos naturales



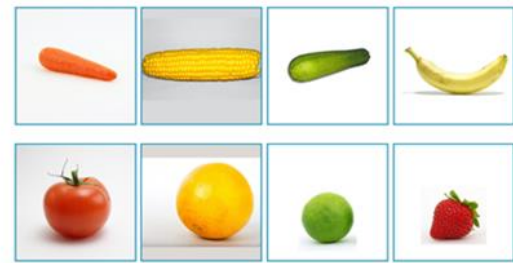
Calorar objetos o productos de origen natural en una mesa (fruta, vegetales, pluma de ave, piedras, flores, hojas, arena, tierra). Ofrecer al niño una experiencia sensorial al pedir que explore con el tacto un objeto. Pedirle describir la textura con palabras como suave, duro, áspero, liso o pegajoso.

Kiddos
Lección 1
Explorando objetos naturales

Observa, compara y agrupa objetos con el mismo color.

Agrupar objetos con la misma forma (círculo, cuadrado, triángulo, rectángulo).

El tamaño de los objetos. Agrupa objetos con el mismo tamaño (grandes, medianos, pequeños).



Explora al niño que los ojos nos permiten ver algunas características de los objetos. Pide al niño que describa los objetos de la naturaleza y agrupe objetos que tengan una característica en común.

Kiddos
Lección 1
Explorando objetos naturales

Utiliza un sentido para no ver. Explora objetos con el sentido del gusto o del olfato.

Describe el sabor o el olor de los objetos. Además ¿qué es?

Observa y describe el color del objeto.



Explora al niño que otros sentidos nos permiten sentir el sabor dulce, agrio o no tan agradable. Experimenta. Brinda al niño la experiencia de oír o captar algunos sonidos naturales, por ejemplo: dar una patada con una pelota, raspar el edificio, raspar alfombra.

Kiddos
Lección 1
Explorando objetos naturales

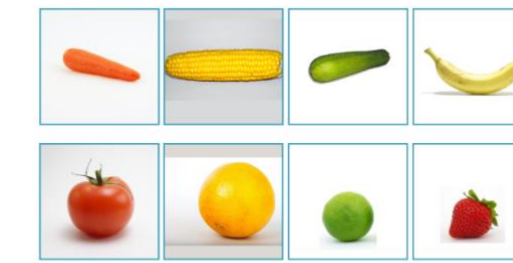
Place objects or products of natural origin on a table (fruit, vegetables, feathers, stones, flowers, leaves, sand, dirt). Offer the child a sensory experience by asking them to explore an object by touch. Ask when describing the texture to use words like soft, hard, rough, smooth, or sticky.

Kiddos
Lesson 1
Exploring Natural Objects

Observe, compare and group objects with the same color.

and group objects with the same shape (circle, square, triangle, rectangle).

the size of objects. Group objects with the same size (large, medium, small).



Explore to the child that the eyes allow us to see some characteristics of the objects, such as color, shape or size. Ask the child to identify characteristics of objects and group objects that have a characteristic in common.

Kiddos
Lesson 1
Exploring Natural Objects

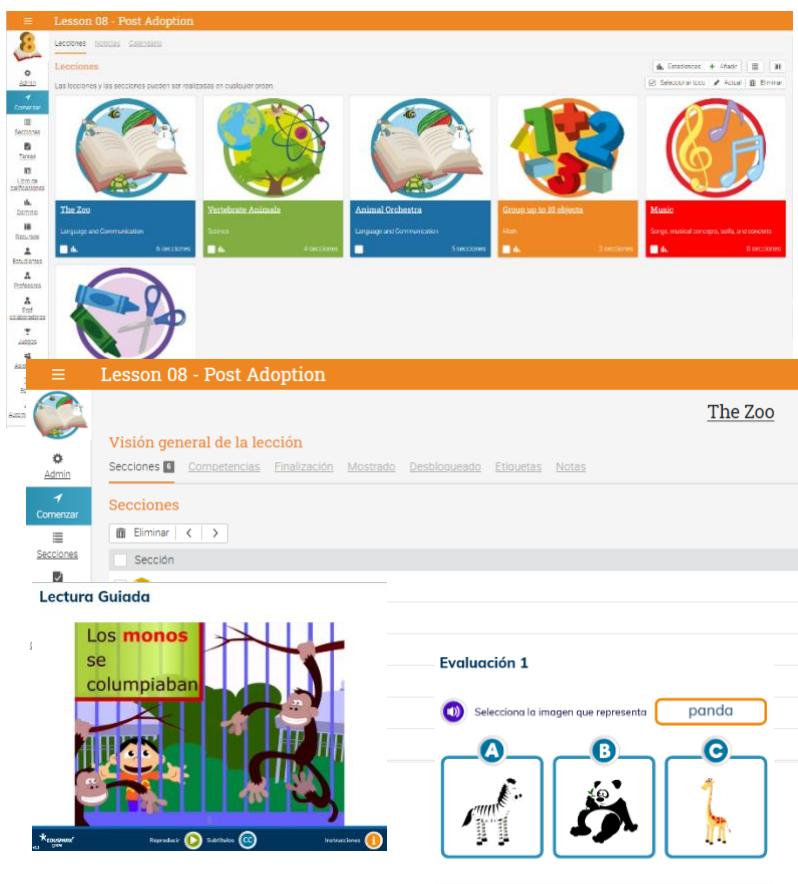
Science will be evaluated with the academic vocabulary, the application of the concepts in these activities and the project-based that is suggested to create with the students, if it is the case.

Competencies Tool in EDUSPARK Kiddos platform to easily correlate with the approved TPG's for this product.

Example: Lesson 08

Science: Vertebrate animals

- Click on The Zoo- topic. Engage students with 3-minute video and memory game (integrates rhythmic reading, fast-paced vocabulary, high-speed reading techniques, perceptual skills, and vocabulary of a category – all them are global techniques for effective learning. **Read about Cognitive Psychology and Neuroscience approach for learning in section 11 of Teacher's Guide.**
- Develop language skills shown in Competencies repeating video daily, memory and matching game for first week. Select a Daily Workbook activity. Vocabulary Test to be completed in the second week.
- Click on the tab "Competencies" to display the TPG's



Lesson 08 - Post Adoption

The Zoo

Visión general de la lección

Secciones Competencias Finalización Mostrado Desbloqueado Etiquetas Notas

Secciones

Eliminar < >

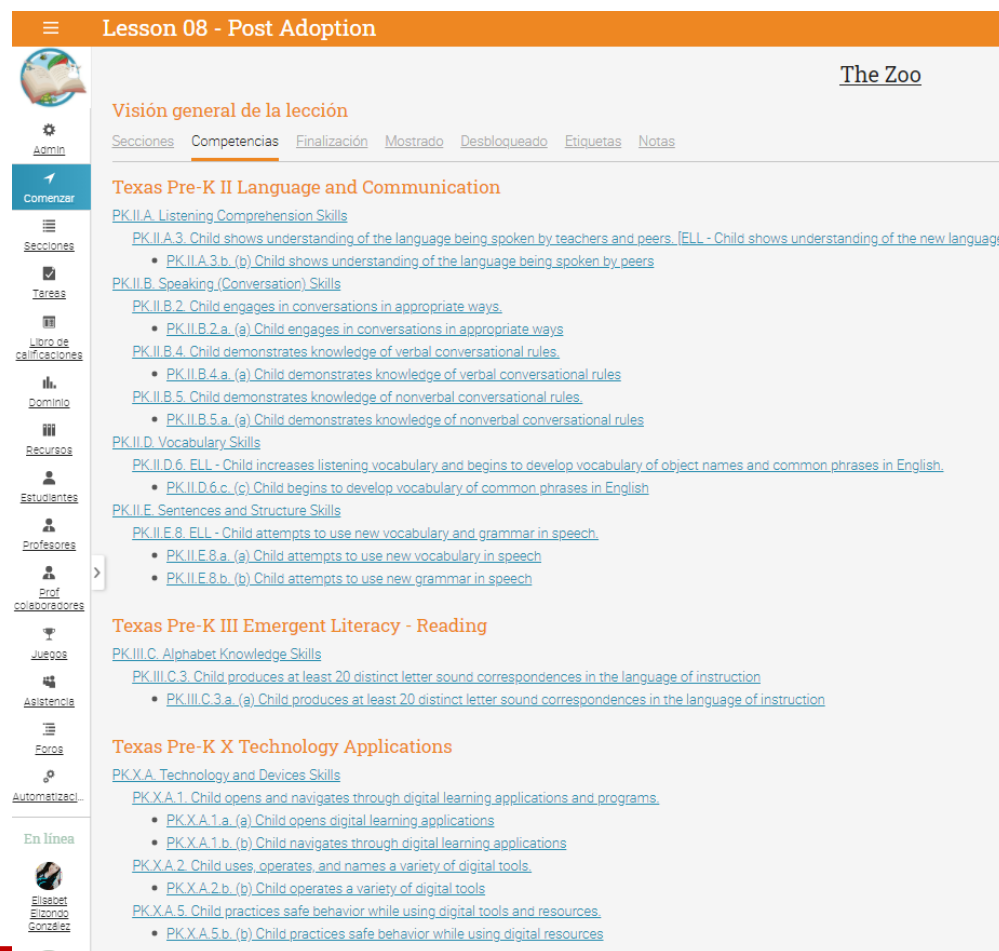
Lectura Guiada

Los monos se columpiaban

Evaluación 1

Selecciona la imagen que representa panda

A B C



Lesson 08 - Post Adoption

The Zoo

Visión general de la lección

Secciones Competencias Finalización Mostrado Desbloqueado Etiquetas Notas

Texas Pre-K II Language and Communication

PK II.A. Listening Comprehension Skills

PK II.A.3. Child shows understanding of the language being spoken by teachers and peers. (ELL - Child shows understanding of the new language)

- PK II.A.3.b. (b) Child shows understanding of the language being spoken by peers

PK II.B. Speaking (Conversation) Skills

PK II.B.2. Child engages in conversations in appropriate ways.

- PK II.B.2.a. (a) Child engages in conversations in appropriate ways

PK II.B.4. Child demonstrates knowledge of verbal conversational rules.

- PK II.B.4.a. (a) Child demonstrates knowledge of verbal conversational rules

PK II.B.5. Child demonstrates knowledge of nonverbal conversational rules.

- PK II.B.5.a. (a) Child demonstrates knowledge of nonverbal conversational rules

PK II.D. Vocabulary Skills

PK II.D.6. ELL - Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.

- PK II.D.6.c. (c) Child begins to develop vocabulary of common phrases in English

PK II.E. Sentences and Structure Skills

PK II.E.8. ELL - Child attempts to use new vocabulary and grammar in speech.

- PK II.E.8.a. (a) Child attempts to use new vocabulary in speech
- PK II.E.8.b. (b) Child attempts to use new grammar in speech

Texas Pre-K III Emergent Literacy - Reading

PK III.C. Alphabet Knowledge Skills

PK III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction

- PK III.C.3.a. (a) Child produces at least 20 distinct letter sound correspondences in the language of instruction

Texas Pre-K X Technology Applications

PK X.A. Technology and Devices Skills

PK X.A.1. Child opens and navigates through digital learning applications and programs.

- PK X.A.1.a. (a) Child opens digital learning applications
- PK X.A.1.b. (b) Child navigates through digital learning applications

PK X.A.2. Child uses, operates, and names a variety of digital tools.

- PK X.A.2.b. (b) Child operates a variety of digital tools

PK X.A.5. Child practices safe behavior while using digital tools and resources.

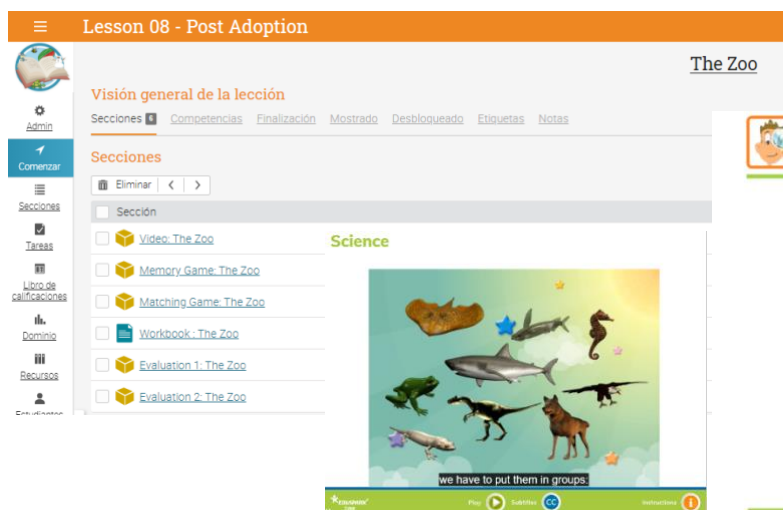
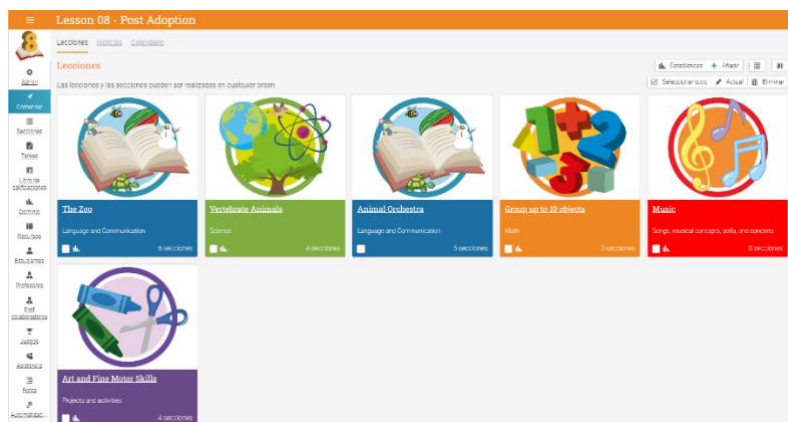
- PK X.A.5.b. (b) Child practices safe behavior while using digital resources

Competencies Tool in EDUSPARK Kiddos platform to easily correlate with the approved TPG's for this product.

Example: Lesson 08

Science: Vertebrate Animals

- Click on Vertebrate Animals -topic (Engage students with the Video and Song of Vertebrates. Teachers check for prior knowledge)
- Develop science skills shown in Competencies through activities to observe, investigate, describe, and discuss the characteristics of animals. Teacher asks questions to help students to make connections to their own experiences.
- Click on the tab "Competencies" to display the TPG's



Competencies Tool in EDUSPARK Kiddos platform to easily correlate with the approved TPG's for this product.

Example: Lesson 08

Art and Fine Motor Skills

- Click on Project: Animal Masks and Adding up to 10 objects.
- Click on the tab "Competencies" to display the TPG's
- Art projects develop not only Fine Arts and Social-emotional skills, but also Social Studies, Science, Language, or Math skills (see example of Bowling project below). Social Studies skills are developed through Art projects that help students to connect with real world needs, problems, activities, as well as students' lives such as presenting different cultural characteristics, needs and wants.

Lesson 08 - Post Adoption

Art and Fine Motor Skills

Secciones

- Project: Animal Masks
- Project: Adding up to 10 objects
- Workbook: La Fine Motor Skills and Prewriting

Lesson 8
Adding up to 10 objects

Listen and repeat the words and the letter sound.

Trace each letter.

Valerie
violet

1 2

1 2

Lesson 08 - Post Adoption

Art and Fine Motor Skills

Visión general de la lección

Texas Pre-K II Language and Communication

PK II B. Speaking (Conversation) Skills

- PK II B.6. Child matches language to social contexts.
- PK II B.6.a.(g) Child matches language to social contexts

PK II C. Speech Production Skills

- PK II C.1. Child's speech is understood by both the teacher and other adults in the school.
- PK II C.1.a.(g) Child's speech is understood by the teacher
- PK II C.1.b.(p) Child's speech is understood by the other adults in the school

PK II E. Sentences and Structure Skills

- PK II E.6. ELL - Child engages in various forms of nonverbal communication with those who do not speak her native language.
- PK II E.6.a.(g) Child engages in various forms of nonverbal communication with those who do not speak her native language
- PK II E.9. ELL - Child attempts to use new vocabulary and grammar in speech.
- PK II E.9.a.(g) Child attempts to use new vocabulary in speech
- PK II E.9.b.(p) Child attempts to use new grammar in speech

Texas Pre-K VIII Fine Arts

PK VIII A. Art Skills

- PK VIII A.1. Child uses a variety of art materials and activities for sensory experience and exploration.
- PK VIII A.1.c.(c) Child uses a variety of art activities for sensory experience
- PK VIII A.1.d.(g) Child uses a variety of art activities for sensory exploration
- PK VIII A.2. Child uses art as a form of creative self-expression and representation.
- PK VIII A.2.a.(g) Child uses art as a form of creative self-expression

PK VIII C. Dramatic Expression Skills

PK VIII C.1. Child engages in dramatic activities through role-play and imagination.

Visual Guide for Animal Mask:

- Cut and glue.
- Assemble the mask with a rubber band.
- Decorate the mask.
- Recorta y pega.
- Arma la máscara con una liga.
- Decora cada máscara.

11. Engage the students, builds on prior learning, and develops critical thinking skills with a new perspective: Cognitive Psychology and Neuroscience Approach for learning (Part 2. Research).

These are brain-research principles that fit with our learning model and methodology:

1. Brain architecture – neural circuits- are wired in bottom-up sequence from the sensory and motor pathways that support the language circuits to the higher cognitive function. Genes provide the basic blueprint, but experiences will provide foundations for future learning, behavior and health. Center on the Developing Child at Harvard University (2007). *The Science of Early Childhood Development*. Dr. Jack P. Shonkoff, M.D.
2. Connections that are used more become more efficient and connect with other areas of the brain more rapidly. Weakest connections begin to die through a process known as pruning.
3. Learning is a synaptic process that become strong by:
 - Variety – involve the more senses at once
 - Speed and intense stimuli
 - Spaced frequency- repetition in time intervals
 - Positive emotions
 - Information organized in categories

Techniques that build habit strength that makes learning and memory stronger are listed and explained by Brown, Roediger and McDaniel in their book *Make it stick – The Science of Successful Learning*:

1. Retrieval- recall, do not trap by familiarity
2. Spacing – The time periods between sessions of practice let memories consolidate. Sleep play a large role in memory consolidation, so practice with at least a day in between sessions is good.
3. Interleaving – helps learner build a broad schema.
4. Variation – helps learner build a broad schema. Helps learner reach beyond memorization to higher level of conceptual learning and applications, building more rounded, deep, and durable learning, what in motor skills shows as underlying habit strength. It is important do not repeat the flashcards in the same order, the program show the vocabulary tests and games in a randomly style.
5. Reflection – learning from experience. Reflection is a form of retrieval practice.
6. Elaboration – What would I do differently next time?

A summary of ***Make it stick, The Science of Successful Learning***. Authors: Brown, Roediger, McDaniel. The Belknap Press of Harvard University Press. 2014 help teachers to learn about technique for effective learning.

This book was written as the result of a research grant awarded to the authors: “*Applying Cognitive Psychology to Enhance Educational Practice*”. After 12 years of research, this book share techniques and principles for effective learning. “Two or the primary learning principles in this book: spaced repetition of key ideas, and the interleaving of different but related topics. If learners spread out their study of a topic, retuning to it periodically over time, they remember it better. Similarly, if they interleave the study of different topics, they learn each better than if they had studied them one at a time in sequence.....Teachers and coaches, too, can be more effective right now by helping students understand these principles and by designing them into the learning experience.” (Preface)

1. Putting new learning into a **larger context** helps learning.
2. To learn and abstraction... ground it in something concrete that you already know.
3. Extract **key ideas of a new material and organize them into a mental model** and connect that model to prior knowledge. A mental model is a mental representation of a external reality (extended to include motor schemas)
4. Making mistakes and correcting them builds the bridges to advancing learning.

Massed Practice refers to conditions in which individuals **practice** a task continuously without rest.

Spaced **Practice** refers to conditions in which individuals are given rest intervals within the **practice** sessions

5. Research suggest that spaced practice is more effective than massed practice *because the gains achieved with massed practices are transitory and melt away quickly*. Rereading gives familiarity with the content but not necessarily mastery.
6. Difficulties are opportunity of learning. Embrace difficulties, learn from mistake, learning is not having a good or bad answer, is creating patterns out from perception to consolidate into long-term memory by spacing, interleaving, varying, reflection and elaborating.
7. Get beyond learning styles.... Be exposure to more alternatives not only the way you feel more comfortable will give you more learning opportunities.

Processes to build to long-term memory

Perceptions goes into an encoding process to create mental or meaningful representations of the observed patterns (memory traces). The consolidation process strengthening these mental representations for long-term memory. In consolidation process in the brain reorganizes and stabilizes the memory traces making connections to prior knowledge or experiences. Sleep seems help memory consolidation. Consolidation occurs over a period. As Dog Larsen reminds us, the connections between the neurons in the brain are very plastic. “Making the brain works Is actually what seems to make a difference – beginning in more complex networks, then using those circuits repeatedly, which makes them more robust.”

Dr. Terrence Sejnowski and Dr. Barbara Oakley create 10 Rules of Good Studying based on neuroscientific research. Among them they suggest: use recall, test yourself (flashcard are your friend), chunk your problems so that it can all come to mind in a flash, like learning a son by stanzas, space your repetition, use alternative technique to solve a problem, use analogies...

We find again reaffirmations that support our Learning Model with more brain-research of this remarkable neuroscientist Dr. Sejnowski and Dr. Barbara Oakley, author of the bestseller *A Mind for Numbers*. As part of their course called *Learning how to Learn*, they explained:

- Building strong neural structures requires little practice every day follow by relaxing or rewarding period, especially for abstract concepts.
- There are four slots in our working memory, practice and repetition help to get it into long term memory.
- The Importance of Sleep in Learning: You might be surprised to learn that just being awake creates toxic products in your brain. How does the brain get rid of these poisons? Turns out that when you sleep, your brain cells shrink. This causes an increase in the space between your brain cells. It's like unblocking a stream. Fluid can flow past these cells and wash the toxins out. So sleep, which can sometimes seem like such a waste of time, is actually your brain's way of keeping itself clean and healthy.

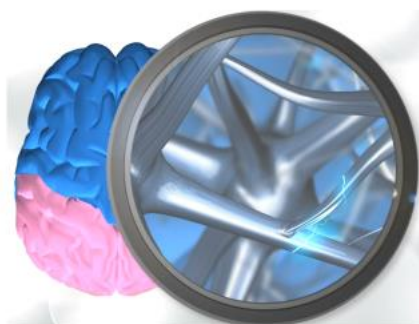
John Medina, Molecular Biologist at Washington University, and author of *Brain Rules* and *Baby Brain Rules*, confirmed our brain-based principles:



II. EDUSPARK's brain-based Best Practices

Brain Rules by John Medina

Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School



www.brainrules.net

1. Exercise boosts brain power.
2. We are better at seeing **patterns** than we are at recording details.
3. Every brain is wired differently (Looking for meaning/**Relevance**)
4. We don't pay attention to boring things. **Emotional arousal** helps learning.
5. **Repeat to remember** (Short-term memory). Information is remembered when it is **elaborated, meaningful and contextual**.
6. Remember to repeat (Long-term memory). The way to build long-term memory is to incorporate new information gradually and **repeat it in timed intervals**.
8. **Stressed brains do not learn** the same way.
9. **Stimulate more of the senses at once**.
10. Vision is by far our most dominant sense.
12. We are powerful and natural explorers (Curiosity). We can recognize and imitate patterns and feelings because of "mirror neurons" across our brain.

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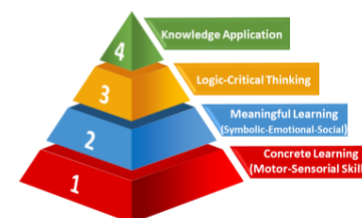
EDUSPARK Learning Model an extended Bloom's Taxonomy adapted by M.T. Aldrete to include the importance for Concrete Level Skills and the Symbolic and Emotional Skills of Level 2, follows by the Level 3 and 4 that corresponds with Bloom's Taxonomy. Why this model? Because this is how neuronal circuits are formed, from the basic functions to the highest cognitive functions, and what comes first is the foundation for what comes later (Dr. Jack P. Shonkoff, Center of Developing Child at Harvard University).



II. EDUSPARK's brain-based Best Practices

Brain- based Learning Model

EDUSPARK Pre-K System is backed on brain research, taking advantage in the way the left and right brain hemispheres function while learning. Our methodology and techniques help multiply the impact at neurological level and achieve an effective and long-lasting learning.



MT Aldrete / Four Levels for Learning

Effective learning occurs if students:

1. Learn through senses and motion.
2. Represent reality by symbols, using songs and games to stimulate their imagination and positive emotions.
3. Promote logical and critical thinking.
4. Apply their knowledge and language.

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These are the skills that we integrated in our Pre-K curriculum, as well all the Texas Education Guidelines. We strongly recommend to the teacher follow this extended taxonomy to create and make other activities to reinforce skills of Level 1 and Level 2 shown below, because both are the foundations for the next Levels of developmental skills corresponding to Bloom's Taxonomy. Brain circuitry is wired from the bottom and simple skills to the most complex circuits of the language and then the high cognitive functions.



II. EDUSPARK's brain-based Best Practices

Brain- based Learning Model

Four Levels of Learning ⁽¹⁾

Level 1 Concrete Learning	Level 2 Meaningful (symbolic – emotional – social)	Level 3 Logical – analytical – categorical – inferential	Level 4 Experiential and knowledge application
- To see - To hear - To smell - To turn - To jump - To climb - To lower - To like - To touch - To mimic - To taste - To differentiate - To describe - To recognize - To point out - To listen - To look - To feel - To press - To push	- To perform - To imagine - To draw - To point - To tell - To dance - To collect - To verify - To describe metaphorically - To rhyme - To show mood states - To express with mime - To repeat linguistic stereotypes - To like or to dislike - To enjoy - To represent - To communicate emotions - To cause emotions related to values - To use synonyms - To invent - To build - To complete	- To categorize - To classify - To recognize - To compare - To group - To adjust - To distinguish - To rate - To differentiate - To agree - To justify - To distribute - To arrange - To sequence - To measure - To count - To integrate - To interpret - To ponder - To specify - To participate - To use synonyms - To build - To complete	- To warn - To anticipate - To prevent - To plan - To prepare - To suggest - To ask - To investigate - To interpret - To organize - To audit - To assess - To propose objectives - To define an assignment - To visualize the future - To consider - To schedule - To think

(1) MT Aldrete based on Bloom's Taxonomy

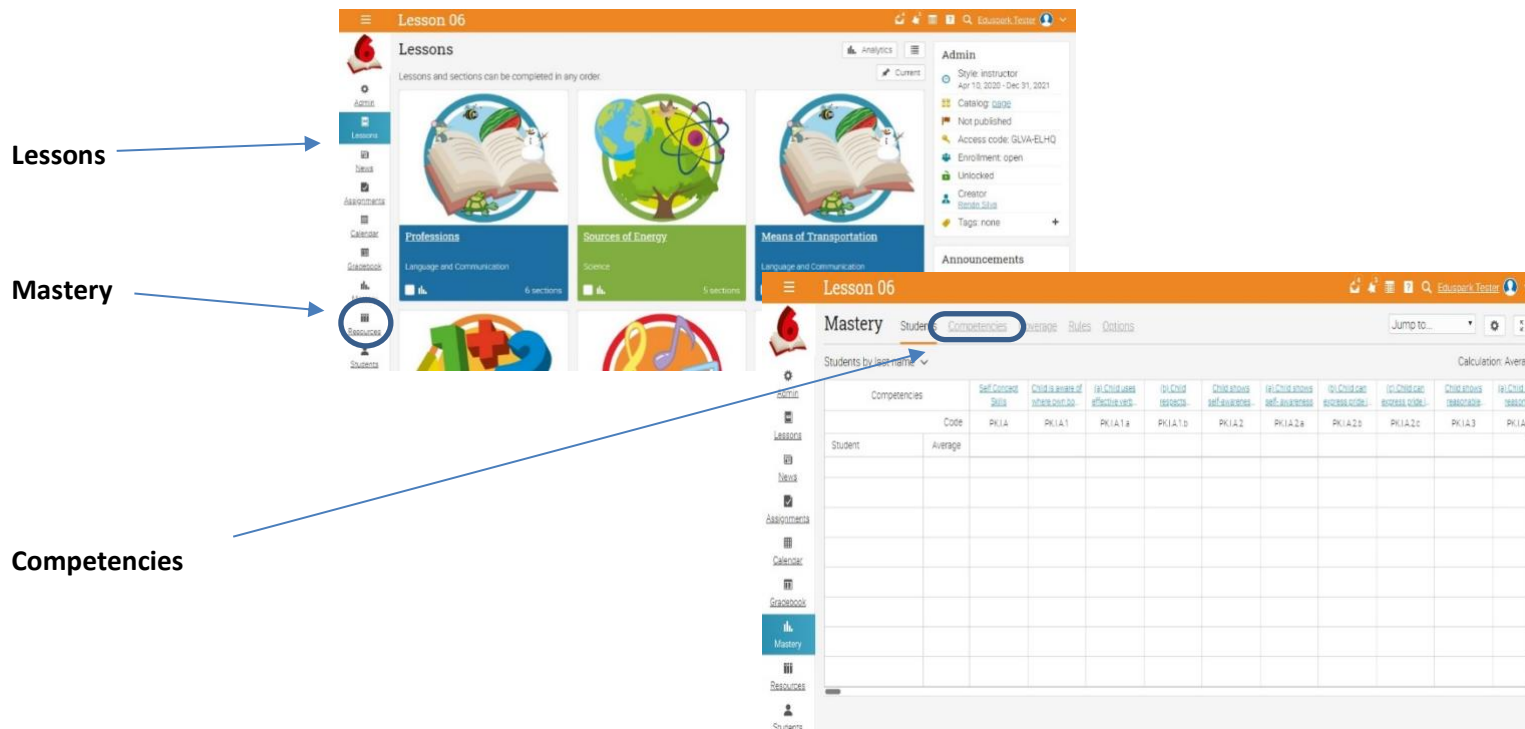
"There is more than one solution to virtually every meaningful problem", said Josh Waitzkin In his book *The Art of Learning*.

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12. Intervention Strategies

When we do Intervention, we group a few of students that need to strengthen the same skill. Teachers can use EDUSPARK Pre-K System / EDUSPARK Kiddos online platform to do interventions following these steps:

First, go to the Lesson that you prefer. Once you open the lesson you will find a menu on the left side of Standards (TEKS). You can browse them individually or choose the domain you are looking for. Once you find the skill you are looking for you can click it to see which lessons cover that standard.



Lessons

Mastery

Competencies

Competencies	Self-Concept Skills	Child Awareness of Others and Self	Child Awareness of Others and Self	Child Awareness of Others and Self	Child Awareness of Others and Self	Child Awareness of Others and Self	Child Awareness of Others and Self	Child Awareness of Others and Self	Child Awareness of Others and Self	Child Awareness of Others and Self	Child Awareness of Others and Self
Code	PK1A	PK1A1	PK1A1a	PK1A1b	PK1A2	PK1A2a	PK1A2b	PK1A2c	PK1A2d	PK1A3	PK1A4
Student											
Average											

TEA

Domains

☰
Lesson 06



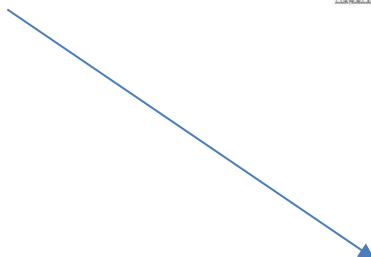
Mastery

[Students](#) [Competencies](#) [Coverage](#) [Rules](#) [Options](#)

Competencies

Name
Texas Pre-K I Social and Emotional Development
Texas Pre-K II Language and Communication
Texas Pre-K III Emergent Literacy - Reading
Texas Pre-K IV Emergent Literacy Writing
Texas Pre-K IX Physical Development
Texas Pre-K V Mathematics
Texas Pre-K VI Science
Texas Pre-K VII Social Studies
Texas Pre-K VIII Fine Arts
Texas Pre-K X Technology Applications

Student Expectation (Skills)



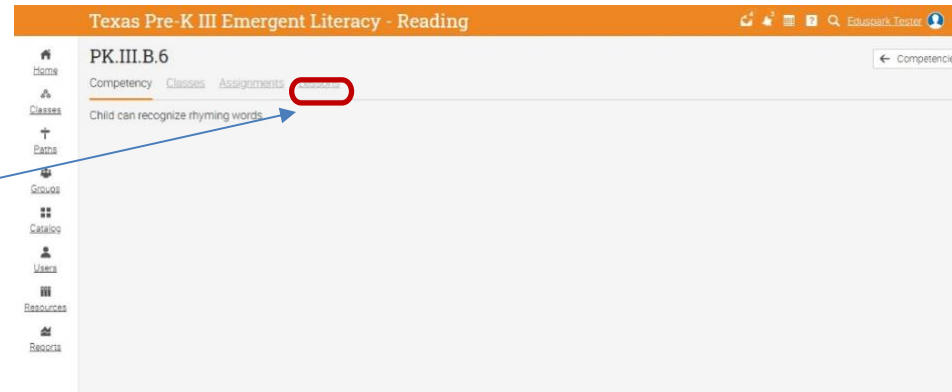
☰
Texas Pre-K III Emergent Literacy - Reading



Resources

PK.III.A.2.b. (b) Child self-selects other written materials to engage in pre-reading behaviors
PK.III.A.3. Child recognizes that text has meaning.
PK.III.A.3.a. (a) Child recognizes that text has meaning
PK.III.B. Phonological Awareness Skills
PK.III.B.1. Child separates a normally spoken four- word sentence into individual words.
PK.III.B.1.a. (a) Child separates a normally spoken four-word sentence into individual words
PK.III.B.2. Child combines words to make a compound word.
PK.III.B.2.a. (a) Child combines words to make a compound word
PK.III.B.3. Child deletes a word from a compound word.
PK.III.B.3.a. (a) Child deletes a word from a compound word
PK.III.B.4. Child blends syllables into words.
PK.III.B.4.a. (a) Child blends syllables into words
PK.III.B.5. Child can segment a syllable from a word.
PK.III.B.5.a. (a) Child can segment a syllable from a word
PK.III.B.6. Child can recognize rhyming words.
PK.III.B.6.a. (a) Child can recognize rhyming words
PK.III.B.7. Child can produce a word that begins with the same sound as a given pair of words.
PK.III.B.7.a. (a) Child can produce a word that begins with the same sound as a given pair of words

Go to Lessons



Lessons where you can find resources to develop that skill



Suggestions on how to use the components of each lesson:

Language and Communication:

- Videos: You can use the videos in each lesson as a hookup, and to present/practice vocabulary words, or to introduce a concept. Teachers can pause and/or mute depending on the skills they are working on.
- Games: Use the games to practice vocabulary words, pronunciation, and to develop their Phonemic & Phonological Awareness. It also helps to strengthen their object identification. Students can play this games individually or in pairs.
- Assessments: Pre-Assessments and Assessments can be used by the teacher to identify students' strengths and weaknesses. It can also serve as a self-assessment for students on all tiers.
- Activities: Activities can be used as enrichment for different tiers. For Tier 3 students, teacher should assist and guide the activity. For Tier 2 students the activities can be made in pairs or groups. For Tier 1 students they can work on the activities individually and/or as a project. Activities can also be used as homework projects to do at home with family members.

Music: The music part of the lesson can be integrated with Social Studies as well as utilized on its own for Music Class. Songs can also be used as background music in the classroom.

Art and Fine-motor skills: Teachers can use these activities as centers/stations. Students need to be supervised by an adult while managing scissors and other tools needed to complete these activities.

Physical Development: This can be used as a whole group and as brain breaks once students are familiarized with the activity.

Science: Science can also be integrated into the Language and Communication parts of your lessons.

- Video: You can use the video as hookup, and to present/practice scientific concepts being learned.
- Activities: Activities can be done in groups and integrated into other subjects.

Math:

- Song: Song can be used for students to memorize the concept being taught. Also, can be used as ongoing practice.
- Video: The video will help students identify concepts, and also to practice them.
- Workbook: The workbook can be used as a formative assessment, guided & independent practice, intervention, and homework.
- Quizzes: Quizzes can be used as formative assessment and self-assessment.

The teacher can utilize all of these components of each lesson in a variety of ways depending on the needs of the students. Some concepts can be integrated with others to strengthen students' knowledge. Teachers can also utilize concepts on various lessons and integrate those if needed.

****Note**: For more teaching resources go to **Home**, then on the bottom of the page after Lesson 18 you will find **Teacher's Resources**. There you have Trainings, Implementation Resources, and Phonics and Fine Motor Skills Resources.**

Teacher's Resources>Phonics and Fine Motor Skills Resources:

The Phonics and Fine Motor Skills Resources found on the Teacher's Resources Section contains Phonemic & Phonological Awareness with Fine Motor Skills Resources embedded that can be utilized in many ways.

- Pre-Quiz: can be used periodically to evaluate the progress (example: at the beginning of the year, every 6 weeks, monthly or weekly as the teacher prefers or as indicated by your Administration).
- Workbook: can be used as whole group or to practice skills needed to learn/reinforce based on results from the Pre-Quiz. Teacher can use the Workbook as Intervention practice, guided & independent practice, or added to a center/station. It can also be sent home as homework if the practice skill doesn't provide the Working at Home component.
- Working at Home: can be used as homework. Teacher can choose if given daily or weekly.
- Test: can be used periodically to evaluate the progress from what students scored on the Pre-Quiz and after they have practiced the skills using the Workbook and Homework practices.
-

13. Differentiation Strategies

When teachers deliver a lesson, they need to take into consideration that not every student is at the same proficiency level. For the whole group lesson, they can be more general about the topic, but when working with individual groups it is important to differentiate. For this purpose we have identified students as Tier 1 which means that they are above grade level, Tier 2 which means they are on grade level, and Tier 3 which means that they are below grade level and need much support.

Teachers can use EDUSPARK Pre-K System / EDUSPARK Kiddos online platform to guide their lessons, as well as to provide support for all the tiers. The following suggestions will help teachers utilize EDUSPARK Pre-K System / EDUSPARK Kiddos online platform resources efficiently for the different tiers.

Videos: The videos on each Lesson can be used as a whole group to present a concept or as a hookup. If students are struggling with vocabulary or a concept the teacher can use the video to re-teach or reinforce the vocabulary or concept being taught.

- Tier 1 students can watch the video and create a project based on the concept (Teacher may suggest some of the Science or Art projects related with the video). In the case of vocabulary, the teacher can ask students to create a short sentence and a drawing to represent each word. For Language and Communication there are also printable activities with different levels of difficulty.
- Tier 2 students can watch the video with support from the teacher. Teacher can pause and explain concepts or vocabulary words. For vocabulary practice teacher can show the pictures and students will write the word, or vice versa, the teacher will show the word and students can draw a picture that represents the word.
- Tier 3 students need extra support. The teacher can show them the video, pausing and explaining each concept or vocabulary words. For vocabulary words, teacher can ask the students to match to the words to the pictures. Teachers can also work with sounds, blending or segmenting. There are Phonics Resources and Tests in the Teacher's Resources File.

Games: Games are a great tool for students to practice a skill or concept without fear of making mistakes. It gives them the opportunity to explore what they know and reinforce what they are having difficulty with.

- Tier 1 students can play individually since they need little to no support.
- Tier 2 students can play in pairs to give each other support.
- Tier 3 students can play with the teacher to get support and further explanation of concepts.

Songs: Songs can help students retain concepts more easily, specially to understand abstract concept that become meaningful with visual association and project-base application.

- Tier 1 students can dramatize and sing aloud the song and choose objects that identify elements of the song as props. They can also highlight vocabulary words found in the song.
- Tier 2 students can sing aloud the song, and try to identify a few vocabulary words found in the song
- Tier 3 students can choose objects that represent elements of the song from different images presented to them by the teacher on their smart board. Teachers can also give students different images that represent vocabulary words for students to show as they hear those words in the song.

Evaluations: Evaluations can serve as a formative assessment for the teacher or as a self-assessment for the students. Evaluations should be used after the concept taught has been explained and practiced thoroughly.

- Tier 1 students can use the evaluations to self-assess themselves, and to identify areas they need more work on.
- Tier 2 students can benefit from evaluations so that the teacher and student can assess where more work is needed.
- Tier 3 students can benefit from the evaluations presenting the teacher with a clear understanding of the areas where each student needs more support, re-teach or reinforcement of concept.

Workbook: The workbook (or printable worksheets) is a greatly beneficial tool for all students to use. It allows them to practice the concepts being taught. They can also use it as homework for reinforcement.

- Tier 1 students can use it to practice and can create short sentences for Language and Communication skills. For math, they can use the workbook to recreate the problems using real world objects.
- Tier 2 students can practice as it is with the support of a pair in all subjects.
- Tier 3 students can use the workbook in intervention with the teacher and can use manipulatives for all subjects. (example: use snap cubes for segmenting words, working with sounds, blending, addition, subtraction, etc.)

Activities: Activities are an extension of the lesson, and can work as enrichment for more proficient students, reinforcement for average students, and as support for below level students.

- Tier 1 students can use the activities as projects to do individually or in pairs.
- Tier 2 students can use the activities in small groups.
- Tier 3 students can do the activities with the teacher to reinforce concept.

Poems: Poems are a fun way for students to practice concepts

- Tier 1 students can dramatize the poem using props and signs for onomatopoeia.
- Tier 2 students can identify rhyming words in the poem.
- Tier 3 students can count verses and stanzas in the poem.

Phonics and Fine Motor Skills Resources: Teachers can use the Pre-Quiz to assess each student's knowledge, and to track their progress over time. At the end of the year teachers can use the Test to assess their overall progress. The materials found in this section can be used as individual practice, homework, or intervention.

- Tier 1 students can practice using the workbook and can be challenged to create short sentences.
- Tier 2 students can practice using the workbook and use manipulatives like playdoh, stamps, stickers, wikki Stix, pipe cleaners, and other manipulatives.
- Tier 3 students can use the workbook with their teacher to practice. It is encouraged that they use manipulatives like regular sand and glue to trace, playdoh, markers, crayons, beads, and other manipulatives. There are Phonics pre-test, instructional resources, and post-test in the Teacher's Resources file to use for Tier 3 students.

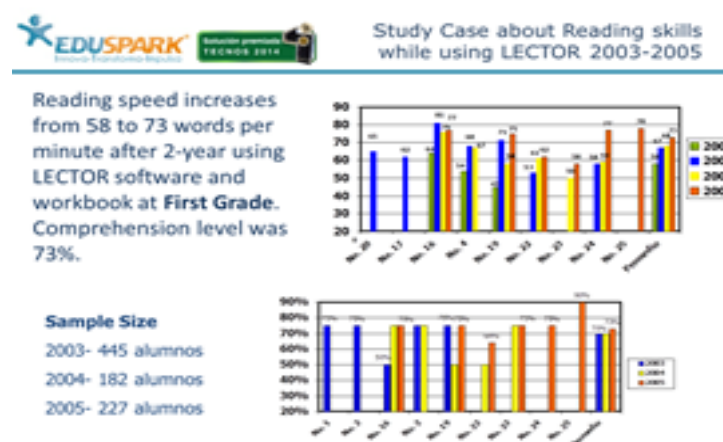
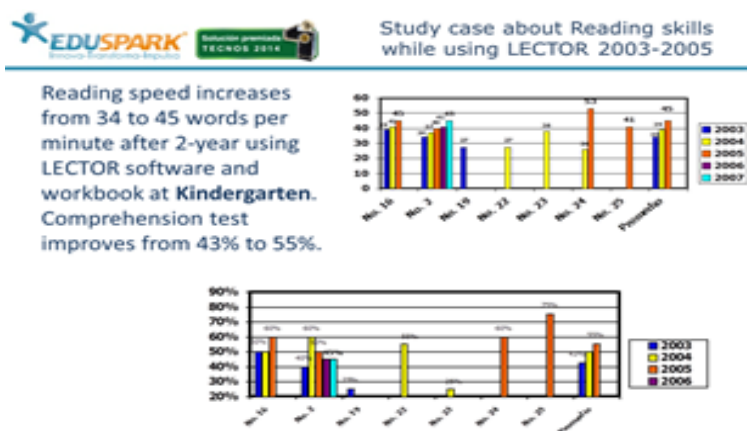
14. Information about research base supporting the EDUSPARK Pre-K methods and effectiveness with our Neuroscience Approach for learning.

A. EDUSPARK prepared a CASE STUDY assisted and supervised by Jesús Amaya Ph.D.
Who is Jesús Amaya?

Jesús Amaya is teaching at the Universidad de Monterrey in Special Education, Bilingual, and ESL fields.

- Doctoral Degree in Curriculum and Learning, specialized in Educational Technology and Cognitive Systems from the University of North Texas. Postdoctoral Studies in Brain Research at the Velma Schmidt Program at the University of North Texas. Author of 22 books. International speaker at Educational Congresses. Master's degree in Education. Experience as a teacher from kindergarten to doctoral degree students in Mexico and the United States.

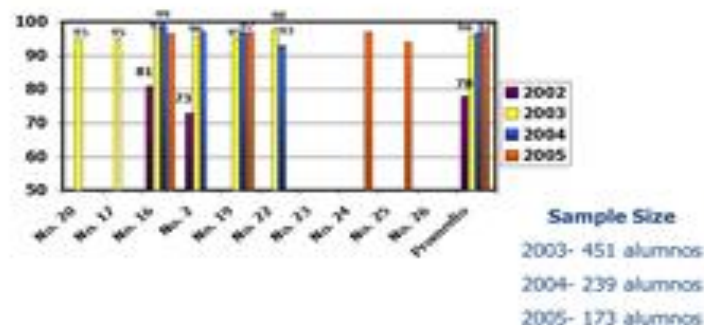
There are the results that confirm the effectiveness of using EDUSPARK for emergent reading and writing.





Study Case about Reading skills while using LECTOR 2003-2005

The written test results change from 78% to 97% correct answers.



- B. There is another case study - this time conducted by PhD. Teresa Garza and PhD. Ilse Brunner from the University of Monterrey and IIIPE— which shows that first grade students who use the EDUSPARK reading program improve their results by 15% compared to the control group. Meanwhile, students in kindergarten do by up to 11%.

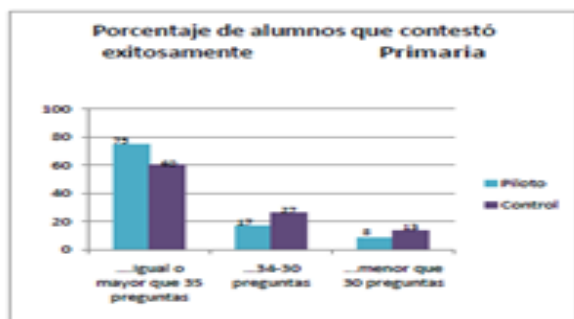


Fig. 2
 Porcentaje de alumnos de primaria (n=27) que contestaron las pruebas correctamente, "Lo Hace" en un total de 41 reactivos de la prueba.

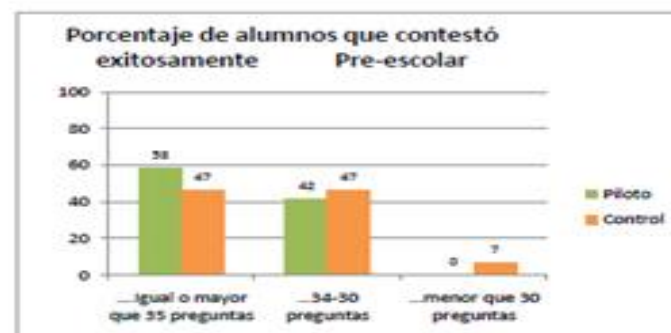


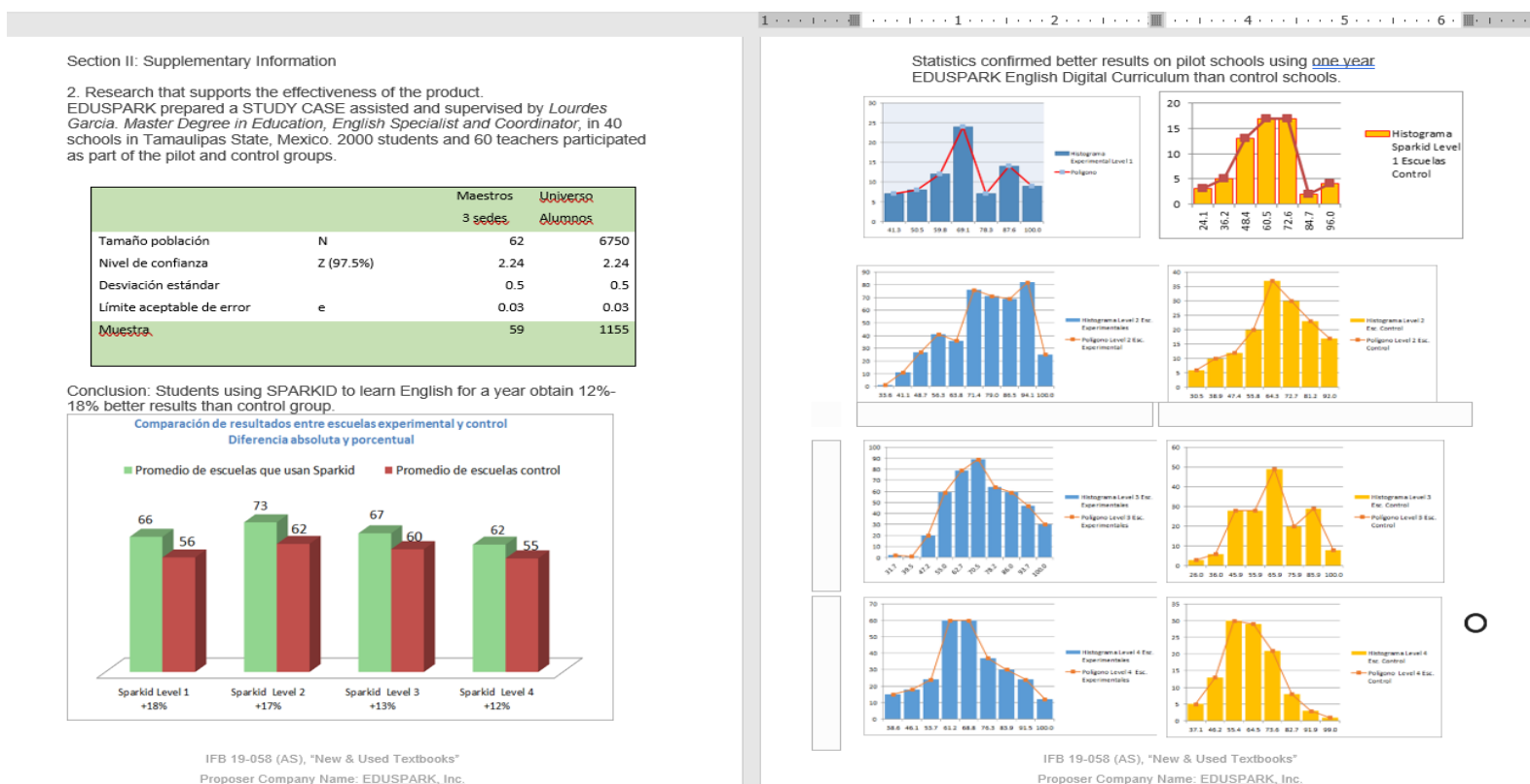
Fig. 1. Porcentaje de alumnos de Preescolar (n=27) que contestaron las pruebas correctamente, "Lo Hace" en un Total de 41 reactivos de la prueba.

C. Research supporting the efficacy of the EDUSPARK English product

EDUSPARK carried out a Case Study for Public Schools in Tamaulipas, Mexico with 2,000 students and 60 teachers participated as part of the pilot and control groups as a representative sample.

What was the conclusion of the Case Study?

Students who used EDUSPARK to learn English for one year performed 12-18% better than the control group.



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