Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler Theme: _____ Week of: _____

Inquiry Questions: Who am I? Why do I matter?

Focus Words:

I Am So Brave!

Feelings/sentimientos *(sehn-tee-myehn-tohs):* how you feel inside/como te sientes por dentro

Brave/valiente *(bah-lyehn-teh):* someone who is not afraid/alguien que no tiene miedo

Scared/asustado(a) *(ah-soos-tah-doh):* to be afraid of something or someone/tener miedo de algo o alguien

Enjoy/disfrutar *(dees-froo-tahr):* to really like something/cuando te gusta algo mucho

Can You Make a Happy Face?

Feelings/sentimientos *(sehn-tee-myehn-tohs):* how you feel inside/como te sientes por dentro

Expression/expresión *(ehks-preh-syohn):* the way your face moves to show your feelings/la forma en que la cara se mueve para mostrar tus sentimientos

Excited/emocionado *(eh-moh-syoh-nah-doh):* very happy/estar muy content(a) por algo

Surprised/sorprendido(a) *(sohr-prehn-dee-doh):* how you feel when you do not expect something/como nos sentimos cuando no esperamos algo

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?

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Support and Adaptations for Dual Language Learners

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Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff, volunteers, or family members who share the same language as your dual language learners to read the book to children in their first language
- Choose one (or more!) of the extension activities to do in the first language
- Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map.
  - Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
- **Make connections between words that are cognates, or words that are similar in English and another language:**
  - Spanish cognates from ***Can You Make a Happy Face?***: **Expression/expresión** *(ehks-preh-syohn)*

Partner with Families:

Invite families to discuss, complete, and send in to school the Family Language and Culture Survey on Cox Campus, so that we can all learn more about the families in the classroom and how our families are the same and different. This is important for our efforts to create a culturally preserving and honoring classroom for each child and family.

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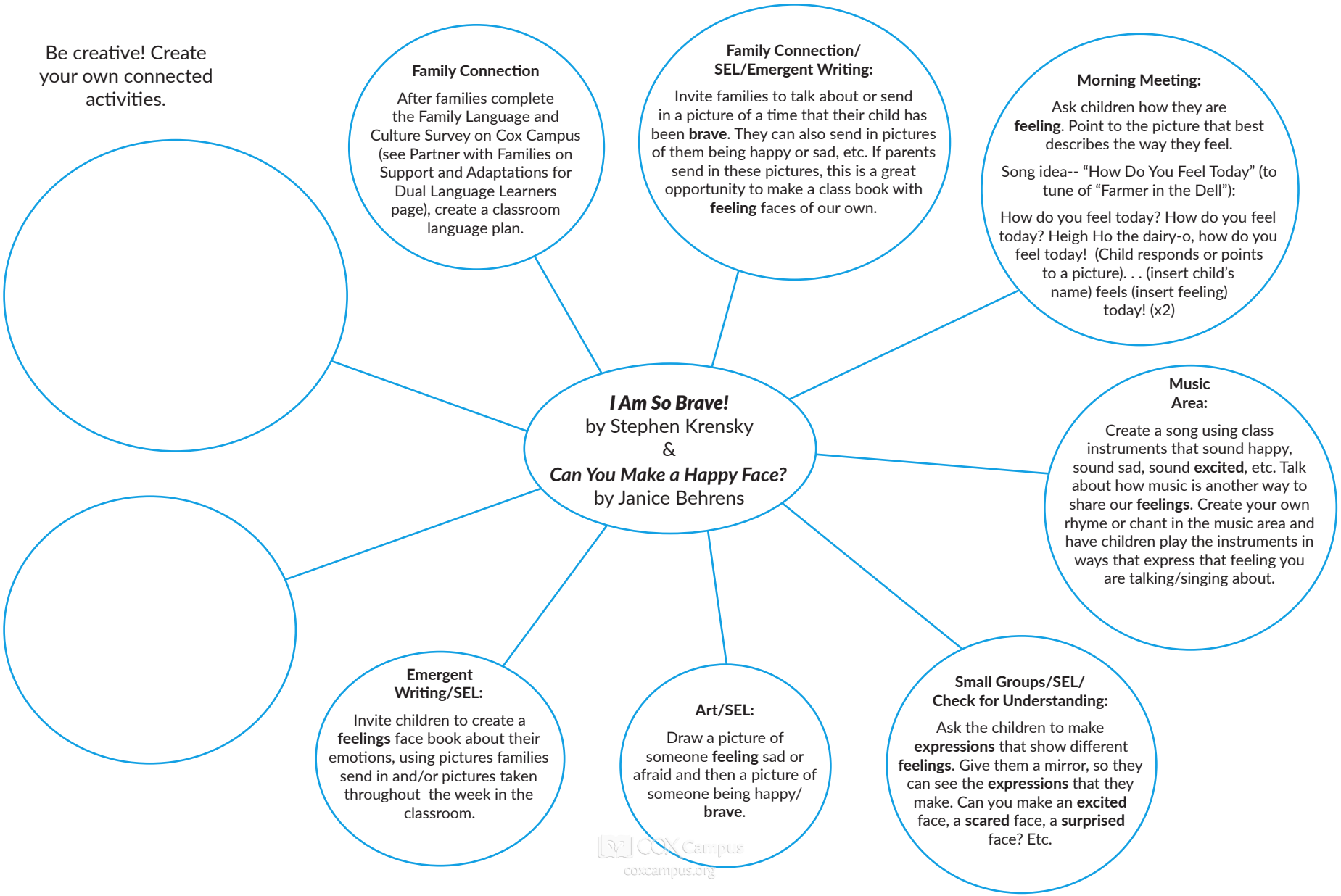

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