

YES, I CAN!

Fingerplays coupled with hand movements are essential to young children's development and learning. They help in the development of memory and language skills. Through hand and body movements children demonstrate their understanding of the words and their facial expressions capture the emotion the words elicit. The purpose of *Yes, I Can!* is to empower children from an early age that they can accomplish whatever they want and to instill pride in whom they are.

IN THE CLASSROOM

Creativity Corner

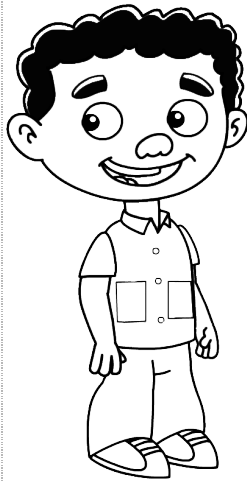
Establish a "creativity corner" in the classroom where children are allowed to freely express their creativity and to explore their own interests. This will enable young children to identify their strengths and what they can do best. Some ideas may include: blocks and other building materials, props, costumes and puppets, fabric, paper scraps, glue, etc. Change or add materials every couple of weeks to keep the children interested.

Echo Chant

Say the first line of this poem with movement. Then have the children repeat. This time recite it with great emotion and expression. Through repetition, children will gain oral fluency.

Cloze Chart

Select a child to be the "special child of the day."—Use the structure of this poem to fill in the unique characteristics and dreams of this child. The following structure can be used:



In this beautiful
And great world
(Enrique) is unique.
(Enrique) is very special,
And full of _____.
He is _____.

(Enrique) can reach
His goals
By _____
And by always

With love
With pride
And with pleasure.

Yes, he can!

*En este mundo
tan lindo y tan grande
(Enrique) es único.
(Enrique) es especial,
lleno de _____
y de _____.*

*(Enrique) puede realizar
sus sueños de _____
siendo un buen estudiante
y haciendo siempre*

*_____
con amor
con orgullo
y con gusto
porque sabe que
¡Sí se puede!*



Shared Reading

Chart the poem *Yes, I Can!* or project it on a screen. Begin to develop concepts of print by reading it daily and focusing on specific concepts or skills each day. Here are some examples:

- Point to each word while reading.
- Emphasize sweep from left to right.
- Focus on specific academic vocabulary (e.g., unique, intelligent, goals, pride, pleasure).
- Identify sight words (e.g., in, this, am, and, I, can, my).
- Count the syllables in some of the words (e.g., u-nique, spe-cial).
- Identify words that begin with the same initial sound.

I Can

Have children sit in a circle. Provide a ball. Give children time to think about something that they can do. As each child rolls the ball across to another child, he will call out something he can do, for example, "I can paint", "Yo puedo saltar", etc.

Painting Dreams

Engage children in a discussion of having dreams. Teacher shares some of her own personal dreams. In partners, children share some of their dreams. Have children close their eyes to create an image of one of their dreams. Have children paint and dictate one of their dreams at the easel area. Encourage the child to write the letter *I* to begin his sentence or the phrase *I can*. Cut out the paintings and create a big book of dreams. Children's dictations are written under each painting. Add this book of dreams to the collection of class big books.



COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS - K

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables and sound (phonemes)
 - b. Count, pronounce, blend, and segment syllables in spoken words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Demonstrate basic knowledge of one-to-one letter –sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).

Fluency

4. Read emergent-reader texts with purpose and understanding.

Writing Standards

Text Types and Purposes

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - a. Understand and follow- one- and two-step directions.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things and events and, with prompting and support, provide additional details.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Conventions

Conventions of Standard English

1. Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs,
 - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun I.
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Additional Concepts and Skills

Health

- There are characteristics that make everyone unique.
- Family and friends support a positive self-concept.
- Understand that a positive attitude promotes high self-esteem.
- Express feelings that the poem elicits.



RESOURCES

Books to read aloud:

- *I Like Me* by Nancy Carlson
- *I Like Myself* by Karen Beaumont
- *I'm Gonna Like Me* by Jamie Lee Curtis
- *The Colors of Us* by Karen Katz
- *What I Like About Me!* By Allia Zobel-Nolan
- *When I Was Little* by Jamie Lee Curtis
- *The Little Engine That Could* by George and Doris Hauman

• Suggested Fingerplays and Movement Rhymes:

- San Severino
- Vamos a cantar/Let's Sing
- Pimpón
- Este chiquito y bonito/This One Is Little and Pretty
- Este compró un huevito/This One Bought an Egg
- La araña pequeñita/ The Eensy Weensy Spider