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TIME for Kids Nonfiction Readers— Emergent (Spanish)

This sample includes the following:

Teacher's Guide Cover (1 page)
Table of Contents (1 page)
How to Use This Product (8 pages)
Lesson Plan (10 pages)
Reader (7 pages)

To **Create** a World in which
Children love to **Learn!**

TIME FOR KIDS
Nonfiction Readers

Emergent

Teacher's Guide

Spanish Version

Teacher Created Materials
PUBLISHING

Table of Contents

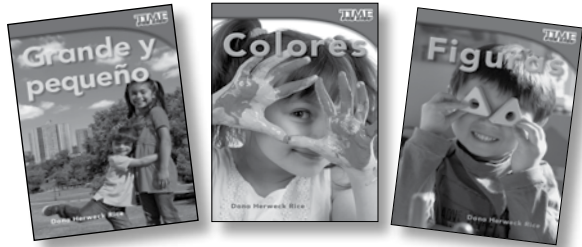# How to Use This Product

Kit Components

Trio 1

Trio 2

Trio 3

Trio 4

Trio 5
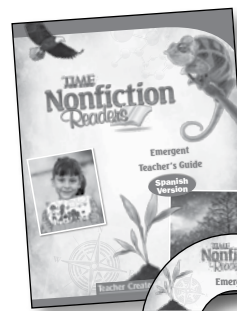
Teacher's Guide

Easy-to-use, standards-based lesson plans

Teacher Resource CD

- pdfs of books suitable for whiteboard use
- teacher resources
- student activity pages

Audio CD

professional recordings of books and poems

Assessment Guide

- oral reading records
- multiple-choice tests

Assessment DVD

- placement test
- assessments in both electronic and printable form
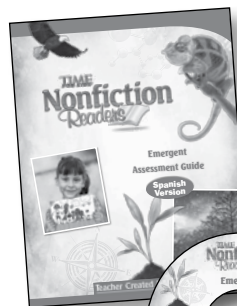
Interactiv-eBooks Single Classroom Site License

interactiv-ebooks with embedded audio, videos, and activities
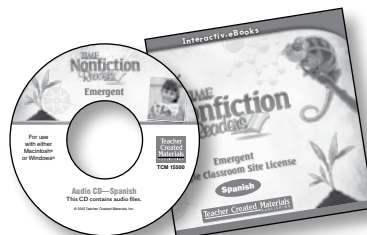
Getting Started

1. Use the Series Placement Test. If desired, use the Series Placement Test (on the Assessment DVD) to determine which kit is most appropriate for the students. For a complete overview of the placement test and directions for test administration, see page 7 of the Assessment Guide.
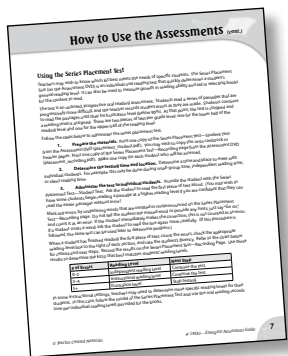
2. Create reading groups. If desired, assign students into reading groups based on their reading levels or other instructional needs. See page 18 for practical tips for managing small groups. See pages 28–29 for tips on using TIME For Kids *Nonfiction Readers* in a guided reading/balanced literacy model.

3. Prepare student resources. As an option, create some student resources, including a personal dictionary and a poetry folder. These can be created with common classroom resources such as lined paper, construction paper, spiral notebooks, etc. See pages 167–168 (or the Teacher Resource CD) for cover templates for these resources.

4. Prepare assessment resources. Depending on the amount of regular assessment planned, you may wish to create a simple assessment folder for each student. These folders can hold the student's placement test, oral reading records, multiple-choice tests, activity pages and/or anecdotal records taken during the reading lessons.

5. Make a home-school connection. Send the Parent Tips (*Consejos para los padres*) booklet found on the Teacher Resource CD home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.

Teaching a Lesson

Each 8-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a fluency poem, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students.
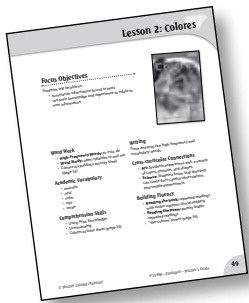
The lesson begins with an overview page that provides key information for planning purposes.
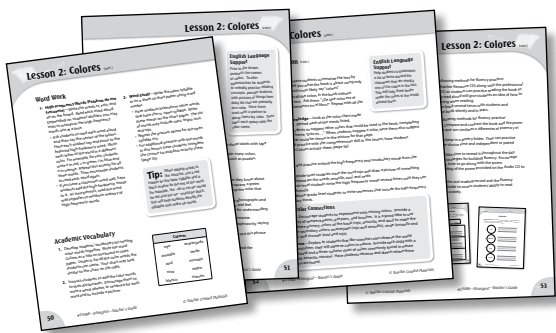
The instructional components follow the same sequence: Word Work, Academic Vocabulary, Comprehension (Before Reading, During Reading, and After Reading), Writing, Cross-curricular Connections, and Building Fluency.

The fluency poem provides a thematic connection to the book and can be used as a tool for building both content-area vocabulary and fluency.
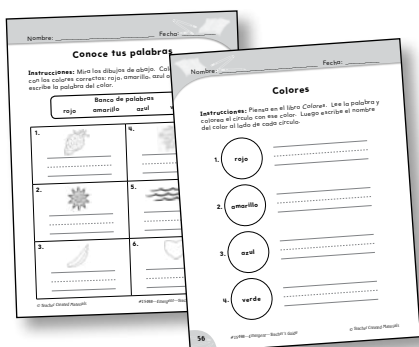
The student activity sheets offer additional opportunities for practicing the skills addressed in the lesson. Teachers may choose to use these activity pages in a variety of ways in order to meet students' needs. For example, teachers may use these as opportunities for additional guided practice with below-level students or as independent practice for on- or above-level students.

Using Assessment Options

1. Use informal assessments during each lesson. Refer to the assessment tips embedded throughout the lessons to gather information about students' reading skills. Record anecdotal records as they meet the needs of your classroom.
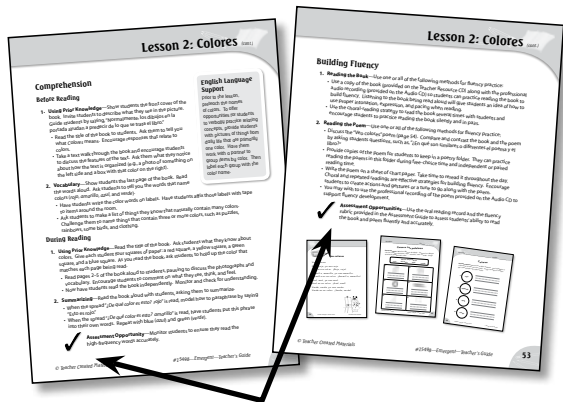
2. Use formal assessments at the end of each lesson. The oral reading record and multiple-choice comprehension test provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Assessment DVD offers two versions of the multiple-choice assessments: in printable pdf form and in electronic form, giving students the opportunity to take the test on the computer and immediately print his or her results.
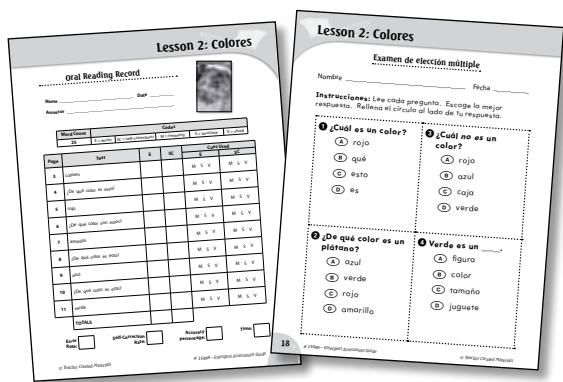
Using Technology Options

1. Use the Audio CD to provide a model of fluent reading. The Audio CD includes professional recordings of the books and poems in this kit. Consider playing the audio tracks of the books to support students as a pre-reading activity, during fluency practice, or in a listening center. Play the audio tracks of the poems as part of the poetry section of the lesson.

2. Use the Interactiv-eBooks to enhance the reading experience. This kit includes interactiv-ebooks that guide students toward independent reading and engage them in a fully interactive experience. Students can hear the text read aloud, view video clips, record their voices, and complete interactive activities that build academic skills—from word study and vocabulary to comprehension and writing. The interactiv-ebooks can be used in a variety of instructional settings and to support numerous literacy and learning goals. For a detailed overview of how to use the interactiv-ebooks in the classroom, see pages 37–38.

About the Books

The TIME For Kids *Nonfiction Readers* program has been designed to enhance any reading program. They motivate students to *want* to read with high-interest, nonfiction content and engaging full-color photographs. Moreover, the authentic, nonfiction reading experiences the books provide, combined with rich, dynamic lessons and audio and technology resources, can help students develop vocabulary, comprehension, and fluency skills.

The books are divided into reading levels. The Emergent level (levels 1.0 through 1.4) is designed for students in the first semester of grade one. Each book in the Emergent kit has 12 pages. There are six copies each of 15 titles.

Level 1.0: *Grande y pequeño; Colores; Figuras*
Level 1.1: *Este soy yo; Yo sé; Mi gran familia*
Level 1.2: *En movimiento; Trabajadores;*
A dónde ir
Level 1.3: *Terreno; El tiempo; Agua*
Level 1.4: *Como crecen las plantas; Ojos*
de animales; Madres animales y
sus crías

Leveling Components

Each reading level includes a variety of features that delineate that particular level. The features per level include the following:

Level 1.0

- repetition of words from page to page
- repetition of sentence structures
- consistent placement of the text from page to page
- brief sentences
- declarative sentences or interrogative sentences followed by an answering declarative sentence

- some labels instead of sentences
- regular use of sight-word vocabulary
- clear text and photo correlations
- no wraparound sentences
- words within sentences spaced for beginning readers
- use of a large, sans serif font

Level 1.1

- some slight, varied sentence structures
- introduction of two sentences on a page
- introduction of prepositional phrases
- introduction of slight variation in sentence patterns

Level 1.2

- varied pronoun use
- some slight deviation from exact text/ photo correlation
- introduction of writing addressed directly to the reader
- slight elevation in vocabulary used
- some use of multiple sentences on a page

Level 1.3

- increased use of interrogative and exclamatory sentences
- introduction of three sentences on a page
- noticeable increase in vocabulary difficulty

Level 1.4

- introduction of sequence words
- introduction of concepts as well as facts
- introduction of paragraphs
- introduction of multiple photos corresponding to a single section of text
- introduction of a single image corresponding to two pages of text

Word Counts and Level Correlations

Word counts are often considered an important aspect of leveling. The word counts for the TIME For Kids *Nonfiction Readers, Emergent* level are found on the chart below. Also included are the reading level designations from TCM (Teacher Created Materials) and the corresponding levels for Guided Reading (GR), Early Intervention (EI), and Developmental Reading Assessment (DRA), as well as Lexile® Measures.

Emergent Title	Word Count	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Measure
Grande y pequeño	22	1.0	A	1	1	BR
Colores	25	1.0	A	1	1	30L
Figuras	17	1.0	A	1	1	60L
Este soy yo	35	1.1	B	2	2	BR
Yo sé	30	1.1	B	2	2	BR
Mi gran familia	35	1.1	B	2	2	BR
En movimiento	48	1.2	C	4	4	BR
Trabajadores	44	1.2	C	4	4	BR
A dónde ir	39	1.2	C	4	4	BR
Terreno	50	1.3	D	6	6	BR
El tiempo	45	1.3	D	6	6	BR
Agua	53	1.3	D	6	6	50L
Cómo crecen las plantas	69	1.4	E	7	7	110L
Ojos de animales	69	1.4	E	7	7	BR
Madres animales y sus crías	71	1.4	E	7	7	460L

Using TIME For Kids *Nonfiction Readers* in a Guided Reading/Balanced Literacy Model

TIME For Kids *Nonfiction Readers* is a comprehensive program that can be flexibly implemented in a guided reading/balanced literacy model. The high-interest books will provide an engaging reading experience, while supporting students' development of phonics. The comprehensive teacher's guide with step-by-step lesson plans and student activities can be easily utilized in all the blocks of a balanced literacy model, including guided reading, whole-group mini-lessons, learning centers, independent guided practice, word work/vocabulary, writing, and independent reading. The multiple assessment opportunities will diagnose students' needs and inform teachers' instruction to move students toward mastery of key reading and writing skills.

Guided Reading

Two key features of TIME For Kids *Nonfiction Readers* allow it to be effectively used within a guided reading program. First, it can serve to target specific word-recognition and word-work skills. Second, the high-interest leveled books make them ideal selections for use with groups who need practice at certain reading levels and with general reading skills. Oral reading records for each book are included so that teachers can monitor the progress of students as they increase their reading levels.

Targeting Leveled Practice and Other Reading Skills

Each book included in the TIME For Kids *Nonfiction Readers* program has been leveled for use in small groups of students with similar reading levels. An oral reading record for each book is provided in the Assessment Guide

(and in digital form on the Assessment DVD) to help determine and monitor the appropriate reading level for each student. The chart on page 27 indicates the reading levels of the books included within this kit.

As students move through the books in the program, they will encounter carefully written content designed to provide, in addition to nonfiction reading skill development, practice with many other areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, text features, fluency, and the reading-writing connection. As such, teachers in a guided reading program will have access to ample material for encouraging reading development across all areas of literacy.

Whether the books in the program are being used to address specific word work and vocabulary skills or for leveled reading practice, teachers will find many other portions of the kits appropriate for a guided reading program.

Lesson Plan Structure

The TIME For Kids *Nonfiction Readers* lesson plans are set up in the traditional guided reading structure of Before, During, and After Reading activities and questions. Vocabulary is isolated for pre-instruction and more challenging words are noted for special attention. If needed, the lessons can also be used as a quick review or mini-lesson.

Progress Monitoring

As mentioned on the previous page, oral reading records and comprehension assessments for each book are included so that teachers may monitor the growth of their students in oral reading and comprehension and for their reading levels. Teachers will probably not want to administer the oral reading records for each book, but will choose points at which they need data to make instructional decisions for specific students. When those decision points arise, TIME For Kids *Nonfiction Readers* provides the tools needed in easy-to-use formats.

Other Blocks of a Balanced Reading Program

Learning Centers and Independent Guided Practice

One of the challenges of a guided reading program is making sure the students who are not in the small instructional group with which the teacher is currently working are constructively engaged. TIME For Kids *Nonfiction Readers* lesson plans provide ample suggestions and materials for independent student use and for the development of centers.

Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word recognition, word attack, or vocabulary skills addressed in the lesson. The other activity sheet focuses on a key comprehension skill from the lesson. Students who have read the book may complete these pages independently. Reviewing the students' work on these practice pages can also provide additional progress-monitoring information for the teacher.

Vocabulary and Word Study

Many of the activities in the TIME For Kids *Nonfiction Readers* program are appropriate for whole-class work in a word work or vocabulary session. These sessions could focus on activities suggested in the lesson plans for vocabulary development or for word-knowledge practice.

Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets. Depending on the level of the TIME For Kids *Nonfiction Readers* kit a teacher is using in the classroom, the writing activities vary from requiring students to label pictures or write sentences to writing short stories as a way to apply the new skills they learn, or as a way to show comprehension of the story.

Independent Reading

The books from the TIME For Kids *Nonfiction Readers* program provide quality, high-interest and low-readability content. As such, they can be added to classroom libraries for use as independent reading selections.

The program offers an extensive menu of instructional options that allows teachers to readily integrate the program into their guided reading/balanced literacy model. Throughout the lessons, the students will use different modalities. They will participate in reading, chanting, and doing physical movements. This encourages students to be active learners who are engaged in what they are doing and who retain what they have learned.

Lesson 14: Ojos de animales

Focus Objectives

Students will be able to:

- ask and respond to questions
- use prior knowledge and experience to relate to new information

Word Work

- **High-Frequency Words:** *son, ser, pero, pueden, tienen, todos, casi, en, algunos*
- **Word Study:** open syllable *la* and closed syllable *–al*
- *Conoce tus palabras* activity sheet (page 151)

Academic Vocabulary

- *guiñar*
- *mirar*
- *ojos*
- *parpadear*
- *ver*

Comprehension Skills

- Asking and Responding to Questions
- Using Prior Knowledge
- *Un ojo puede ser…* activity sheet (page 152)

Writing

Trace and practice high-frequency and vocabulary words.

Cross-curricular Connections

- **Math:** Students collect and represent information about objects or events in simple graphs.
- **Science:** Students know that tools such as thermometers (*termómetros*), magnifiers (*lupas*), rulers (*reglas*), or balances (*básculas*) can be used to gather information and extend the senses.

Building Fluency

- **Reading the book:** repeated readings with audio support; choral reading
- **Reading the poem:** poetry folder; repeated readings
- "Ojos" poem (page 150)

Word Work

1. **High-Frequency Words (Palabras de uso frecuente)**—Write the words *son, ser, pero, pueden, tienen, todos, casi, en,* and *algunos* on the board. Read each word aloud.

    *   Teach students how to play tic-tac-toe with the words. Assign students a partner. Give each pair a 3 x 3 grid and have them take turns writing the words into the grid, one word per box. Give each pair 10 counters, 5 of one color and 5 of another. In order for a student to place a counter into a square, he or she must read the word correctly. Three in a row wins. Repeat this activity as time allows.
    *   If you have a classroom word wall, have students add the high-frequency words to it. As time permits, read the word wall together to reinforce mastery of high-frequency words.

2. **Word Study**—Write the closed syllable *–al* on a sheet of chart paper using a red marker.

    *   Have students brainstorm other words that have the closed syllable *–al* and sound. Write these words on the chart paper. The list of words may include *algunos*, *alto*, *canal*, and *tropical*.
    *   Repeat the process above for the open syllable *la*.
    *   For additional practice with the words and syllables in this lesson, have students complete the *Conoce tus palabras* activity sheet (page 151).

    Tip: Place the tic-tac-toe boards from the high-frequency activity in a folder. Allow students to play tic-tac-toe during free-choice or center time.

Academic Vocabulary

1. Develop students' vocabulary by naming things eyes do. Write the verbs students name on a chart labeled *Ojos*. Your chart may look similar to the chart on the right.

2. Instruct students to add the words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and to include a picture.

Ojos	
ver	observar
mirar	otear
parpadear	llorar
ojear	cerrar

Comprehension

Before Reading

1. **Asking and Responding to Questions**—Show students the cover of the book, and invite them to describe what they see in the picture. Ask students what they notice about the eye and how it is different from a human's.
   - Tell students that often pictures on the covers of books are designed to make us ask questions about the book. Tell students that one of the questions this cover makes us ask is, "¿Cuál animal tiene esta clase de ojos?" Encourage students to think about and share other questions about the front cover.
   - Take a picture walk through the book. What do students notice about the pictures and what questions do they have?

2. **Using Prior Knowledge**—Display the cover of the book. Read the title aloud. Ask students what they know about eyes.
   - Refer back to the *Ojos* chart. Ask students to think about other things they know about eyes in addition to what they can do. Tell students that thinking about what they already know often helps predict what is going to be in a book and helps them to better understand what the author is trying to tell us.
   - Similar to the *Ojos* chart, make a *Partes del ojo* chart. Students might suggest adding parts of the eye such eyelid (*párpado*), eyeball (*globo ocular*), or lashes (*pestañas*).

During Reading

1. **Using Prior Knowledge**— Pointing to each word, read the title and author's name.
   - Read the book aloud to students, showing them the photographs while you read. Also track the text by pointing to the words as you read them.
   - As you read the book aloud once more, pause and ask students to raise their hands if they know what animal each set of eyes belongs to, or if they have ever seen eyes like the ones from the book. If so, allow them to share their experiences.

2. **Asking and Responding to Questions**—Once students are familiar with the text, put them in pairs.
   - Model how to analyze the picture and ask a question about the text.
   - Allow students time to develop and ask each other questions about the text.
   - Read pages 3–5 of the book aloud to students, pausing to discuss the high-frequency and vocabulary words and photographs. Allow students to comment on what they see, think, and feel.

✔ **Assessment Opportunity**—Monitor students as they read the vocabulary and high-frequency words.

Comprehension (cont.)

After Reading

1. **Asking and Responding to Questions** —Invite students to share what they have learned about eyes. Ask students to name some ways in which animals' eyes differ. For example, "¿Cómo son diferentes los ojos de una libélula y de un gato?"
   - Pair students and have them ask each other questions.
   - Repeat the activity, allowing students to ask each other questions about the eyes in the book. (**Note:** Students will need to infer things from what is read; for example, a dragonfly has smaller eyes than a cat.)

2. **Using Prior Knowledge**—Create a set of true-or-false questions about the book and write them on the board. Read the statements aloud. Let students answer *cierto* or *falso* to each. For additional practice with the comprehension skill in this lesson, have students complete the activity sheet *Un ojo puede ser…* (page 152).

English Language Support

Preteach academic vocabulary words to students. Post pictures and labels of each animal from the book to develop vocabulary and help with comprehension during the reading. Point out the photos in the book, using them to show students how the eyes of different animals can differ. Talk about how the habitat and needs of an animal may affect how its eye has developed over time.

Writing

Have students trace and practice writing the high-frequency and vocabulary words from the lesson.
- Have below-grade-level students trace the words and draw a picture.
- Have on-grade-level students say the sounds in the words slowly and write each sound they hear in order to write the word.
- Encourage above-grade-level students to write a sentence that includes the high-frequency and vocabulary words.

Cross-curricular Connections

Math—Tally and graph students' eye colors. Graph the information on a pictograph where one eye represents one student. Ask students questions about the graph, such as, "¿Qué color de ojos tienen la mayoría de los estudiantes? ¿Cuántos estudiantes tienen ojos de color marrón?"
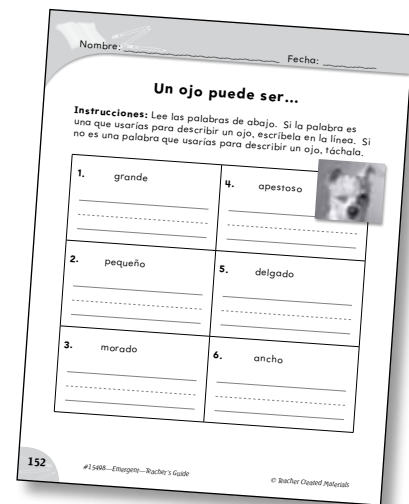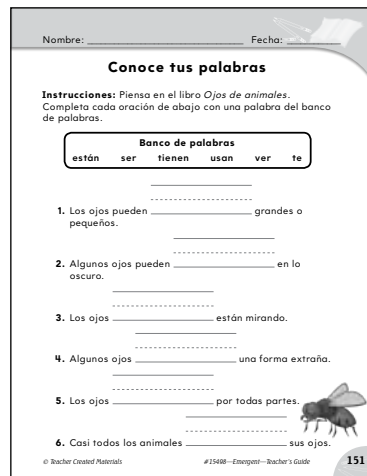
Science—Investigate extending the senses with magnifying glasses. Give each child a magnifying glass and go on an explorer's walk around the classroom or school. Have each child choose one thing to draw once they can see it close-up.

Building Fluency

1. **Reading the Book**—Use one or all of the following methods for fluency practice:
   - Use a copy of the book (provided on the Teacher Resource CD) along with the professional audio recording (provided on the Audio CD) so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
   - Use the choral-reading strategy to read the book several times with students and allow students to practice reading the book silently and in pairs.

2. **Reading the Poem**—Use one or all of the following methods for fluency practice:
   - Discuss the "Ojos" poem (page 150). Compare and contrast the book and the poem by asking students questions, such as, "¿En qué son similares o diferentes el poema y el libro?"
   - Provide copies of the poem for students to keep in a poetry folder. They can practice reading the poems in this folder during free-choice time and independent or paired reading time.
   - Write the poem on a sheet of chart paper. Take time to reread it throughout the day. Choral and repeated readings are effective strategies for building fluency. Encourage students to create actions and gestures or a tune to go along with the poem.
   - You may wish to use the professional recording of the poem provided on the Audio CD to support fluency development.

   Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students' ability to read the book and poem fluently and accurately.

Ojos

Un ojo abre.
Dos ojos miran.
Cuatro ojos giran.
Seis ojos brillan.
Ocho ojos espían.
Diez ojos tiran.
Doce ojos vichan.
Catorce ojos ven.
Dieciséis ojos temen.
Dieciocho ojos otean.
Veinte ojos ojean.
Dieciocho ojos revolotean.
Dieciséis ojos entornan.
Catorce ojos tapan.
Doce ojos buscan.
Diez ojos atisban.
Ocho ojos se ensanchan.
Seis ojos parpadean.
Cuatro ojos pestañean.
Dos ojos dan una mirada.
Y
   Un
      ojo
         se cierra . . .

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Nombre: _____   Fecha: _____

Conoce tus palabras

Instrucciones: Piensa en el libro *Ojos de animales*. Completa cada oración de abajo con una palabra del banco de palabras.

Banco de palabras					
están	ser	tienen	usan	ver	te

1. Los ojos pueden _____ grandes o pequeños.

2. Algunos ojos pueden _____ en lo oscuro.

3. Los ojos _____ están mirando.

4. Algunos ojos _____ una forma extraña.

5. Los ojos _____ por todas partes.

6. Casi todos los animales _____ sus ojos.

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Nombre: _____   Fecha: _____

Un ojo puede ser...

Instrucciones: Lee las palabras de abajo. Si la palabra es una que usarías para describir un ojo, escríbela en la línea. Si no es una palabra que usarías para describir un ojo, táchala.

1. grande		4. apestoso	
2. pequeño		5. delgado	
3. morado		6. ancho	

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Ojos

Un ojo abre.
Dos ojos miran.
Cuatro ojos giran.
Seis ojos brillan.
Ocho ojos espían.
Diez ojos tiran.
Doce ojos vichan.
Catorce ojos ven.
Dieciséis ojos temen.
Dieciocho ojos otean.
Veinte ojos ojean.
Dieciocho ojos revolotean.
Dieciséis ojos entornan.
Catorce ojos tapan.
Doce ojos buscan.
Diez ojos atisban.
Ocho ojos se ensanchan.
Seis ojos parpadean.
Cuatro ojos pestañean.
Dos ojos dan una mirada,
Y

    Un

       ojo

          se cierra . . .

Conoce tus palabras

Instrucciones: Piensa en el libro *Ojos de animales*. Completa cada oración de abajo con una palabra del banco de palabras.

> **Banco de palabras**
>
> están   ser   tienen   usan   ver   te

_____

- - - - - - - - - - - - - - - - - - - -

1. Los ojos pueden _____ grandes o pequeños.

_____

- - - - - - - - - - - - - - - - - - - -

2. Algunos ojos pueden _____ en lo oscuro.

_____

- - - - - - - - - - - - - - - - - - - -

3. Los ojos _____ están mirando.

_____

- - - - - - - - - - - - - - - - - - - -

4. Algunos ojos _____ una forma extraña.

_____

- - - - - - - - - - - - - - - - - - - -

5. Los ojos _____ por todas partes.

_____

- - - - - - - - - - - - - - - - - - - -

6. Casi todos los animales _____ sus ojos.

Un ojo puede ser...

Instrucciones: Lee las palabras de abajo. Si la palabra es una que usarías para describir un ojo, escríbela en la línea. Si no es una palabra que usarías para describir un ojo, táchala.

1.   grande

_____

- - - - - - - - - - - - - - - -

_____

2.   pequeño

_____

- - - - - - - - - - - - - - - -

_____

3.   morado

_____

- - - - - - - - - - - - - - - -

_____

4.   apestoso

_____

- - - - - - - - - - - - - - - -

_____

5.   delgado

_____

- - - - - - - - - - - - - - - -

_____

6.   ancho

_____

- - - - - - - - - - - - - - - -

_____

Oral Reading Record

Name _____ **Date** _____

Assessor _____

Word Count	Codes				
69	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	**SC**
3	¡Ojos te están mirando! Ojos están por todas partes.			M S V	M S V
4	Están en el aire. Están en la tierra.			M S V	M S V
5	También están en el agua.			M S V	M S V
6	Ojos miran. Ojos guiñan. Ojos parpadean.			M S V	M S V
7	Unos ojos ven en lo oscuro.			M S V	M S V
8	Ojos pueden ser grandes o pequeños. Pueden ser anchos o delgados.			M S V	M S V
9	¡Unos ojos tienen una forma extraña!			M S V	M S V
10	Casi todos los animales tienen ojos. Pero algunos animales no los usan.			M S V	M S V
11	¿De quién son estos ojos?			M S V	M S V
	TOTALS				

Error Rate: ☐   **Self-Correction Rate:** ☐   **Accuracy Percentage:** ☐   **Time:** ☐

Lesson 14: Ojos de animales

Examen de elección múltiple

Nombre _____ Fecha _____

Instrucciones: Lee cada pregunta. Escoge la mejor respuesta. Rellena el círculo al lado de tu respuesta.

❶ ¿Qué pueden hacer los ojos?

    Ⓐ oír
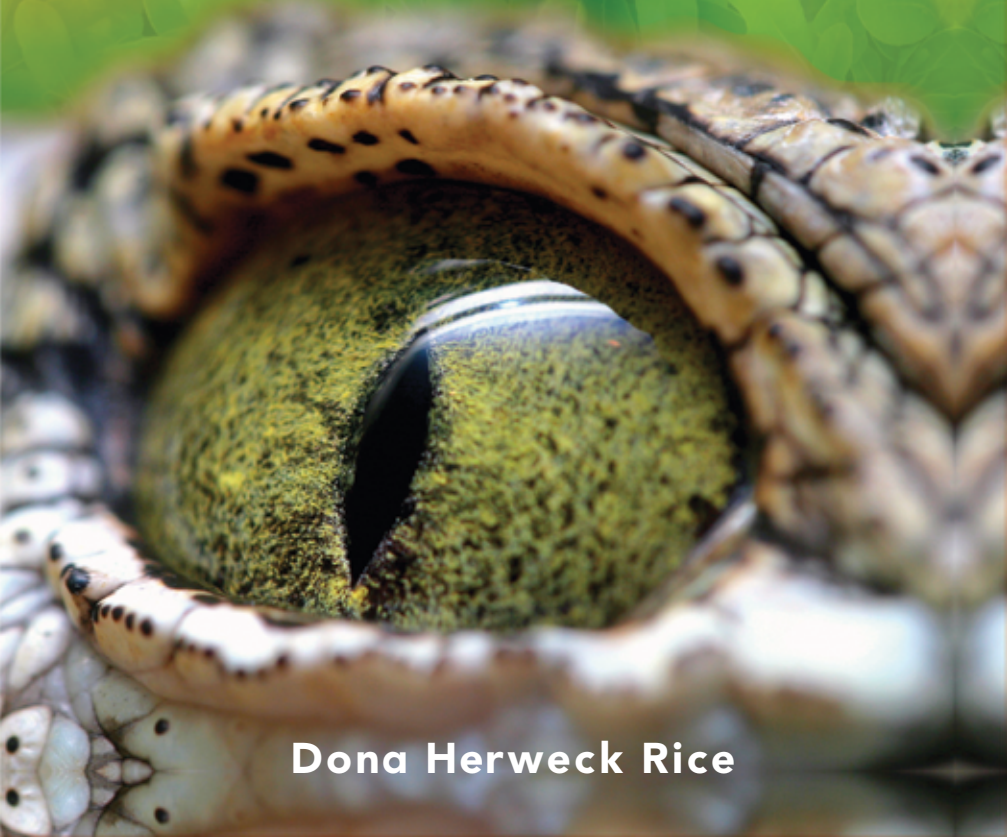
    Ⓑ mirar

    Ⓒ oscuro

    Ⓓ delgados

❷ ¿Cuál es cierto?

    Ⓐ Todos los animales usan los ojos.

    Ⓑ Los ojos no guiñan.

    Ⓒ Todos los ojos son iguales.

    Ⓓ Los ojos pueden parpadear.

❸ ¿Cuál animal puede ver en lo oscuro?

    Ⓐ un oso

    Ⓑ un pez

    Ⓒ un búho

    Ⓓ un topo

❹ Pequeño es el opuesto de _____.

    Ⓐ grande

    Ⓑ azul

    Ⓒ oscuro

    Ⓓ parpadear

Ojos de animales

Dona Herweck Rice

¡Ojos te están mirando!

Ojos están por todas partes.

Están en el aire.
Están en la tierra.

También están en el agua.

Ojos miran.

Ojos guiñan.

¡Ojos parpadean!

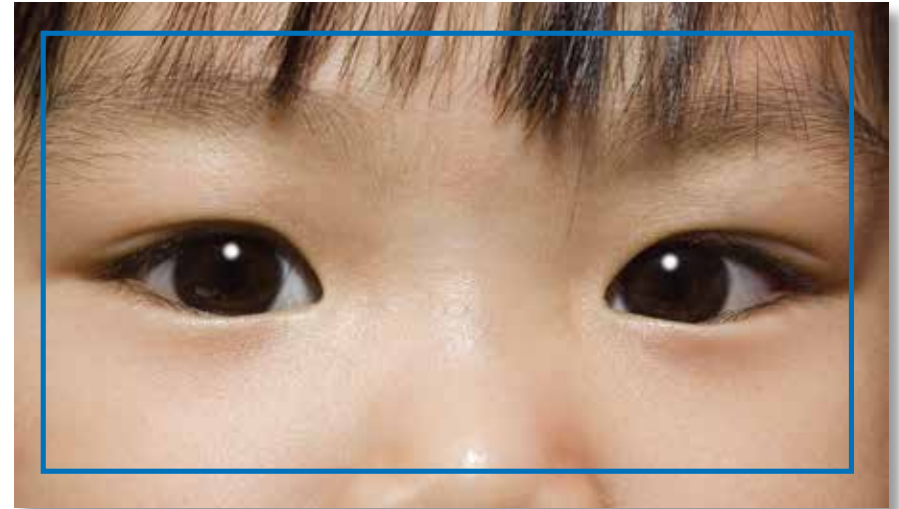Unos ojos ven en lo oscuro.

Ojos pueden
ser grandes o
pequeños.

Ojos pueden ser
anchos o delgados.

¡Unos ojos tienen
una forma extraña!

Casi todos los animales tienen ojos. Pero algunos animales no los usan.

¿De quién son estos ojos?

Palabras para aprender

agua	guiñan	pueden
aire	la	quién
algunos	lo	ser
anchos	los	son
animales	miran	también
casi	mirando	te
de	no	tienen
delgados	o	tierra
el	ojos	todas
en	oscuro	todos
están	parpadean	una
estos	partes	unos
extraña	pequeños	usan
forma	pero	ven
grandes	por	