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Exploring Reading— Level K (Spanish)

This sample includes the following:

- Welcome Supplemental Card** (1 page)
- Best Practices Guide Cover** (1 page)
- Table of Contents** (1 page)
- Overview of Reading Instruction** (3 pages)
- Components of Effective Intervention** (1 page)
- How Words Work** (1 page)
- Instructional Overview** (2 pages)
- Lesson Plan** (19 pages)
- Poster** (1 page)
- Reader** (8 pages)

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Exploring Reading

Spanish
Version

Welcome to *Exploring Reading!*

We welcome you on an adventure toward reading comprehension in Spanish! The English version of the *Teacher's Guide* and the Spanish version of the *Great Works Literature Guides* are your tools for leading *Exploring Reading* instruction. The literature for this level includes *Última parada de la calle Market* and *¿Eres tú mi mamá?* A PDF of the Spanish Answer Key for the *Cuaderno de prácticas guiadas para el estudiante* and an overview of the Spanish skills taught in the *How Words Work* lessons can be found with the Digital Resources on the USB Device.



TIME
FOR KIDS

Teacher Created Materials

K

Exploring **Reading**



Best Practices Guide



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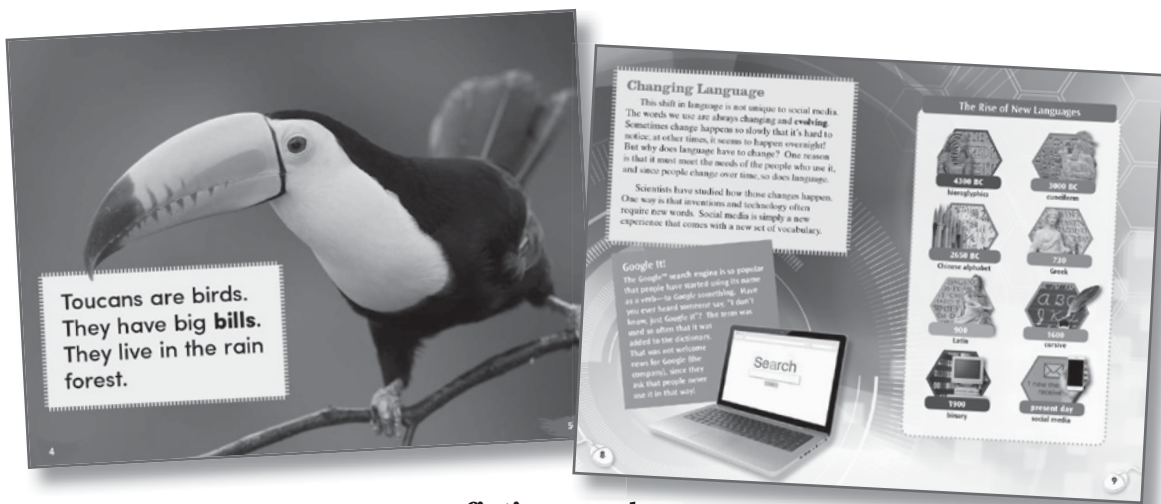
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The Importance of Reading Informational Text

In an increasingly global and information-rich society, students need to be eager to learn, seek answers, and have the necessary skills to navigate the various informational texts they will come across in school, the workplace, and everyday life. According to Stephanie Harvey and Anne Goudvis in their book *Strategies That Work: Teaching Comprehension to Enhance Understanding*, “interesting, authentic nonfiction fuels kids’ curiosity, enticing them to read more, dig deeper, and search for answers to compelling questions” (2007, 156).

Aside from the long-term goal of developing skilled readers, nonfiction text also has a role in standardized testing. Because students are most often tested on their abilities to comprehend nonfiction text, it is important to provide readers with explicit instruction for the ways in which nonfiction text is organized, along with specific skills and strategies for comprehending nonfiction text. In their article featured in *The Reading Teacher* (2000), Broaddus and Ivey suggest that familiarity with nonfiction text will add to students’ depth of content-area knowledge and understanding, which may increase standardized test scores.



nonfiction readers

These are some examples of nonfiction text in *Exploring Reading*. All nonfiction text contains nonfiction text features, rich charts, diagrams, images, and photographs to bring the text to life.



text cards

The Importance of Reading Literature

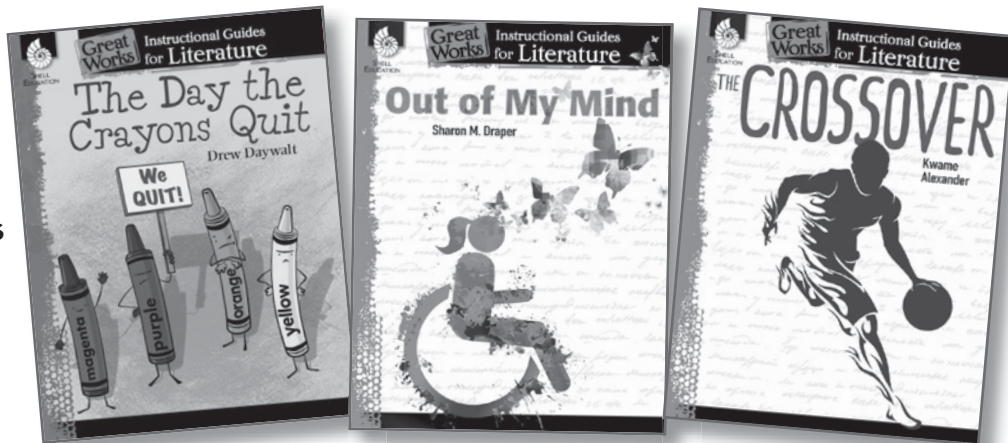
Recommending that children read “literary wholes” may seem like a contemporary criticism of basal programs, but this quotation is taken from a 1908 work on the teaching of reading in the United States, *The Psychology and Pedagogy of Reading* by Edmund Burke Huey. Huey’s observations highlight what every parent and teacher of young children knows—children love a good story. And the discussion that extends from the story is just as important. Speaking and listening strategies are critical during preschool and primary grades, during which time oral discourse provides the primary context for learning. Numerous correlational studies indicate that frequent, high-quality reading experiences benefit preschoolers in vocabulary acquisition (Lawrence and Snow 2011). Further, primary students who are learning decoding skills benefit from discussions that set a purpose for reading, activate prior knowledge, ask and answer thoughtful questions, and encourage peer interaction. Reading fiction provides rich opportunities for oral discourse development and vocabulary acquisition.

text cards



These are some examples of the fiction selections in *Exploring Reading*. All literature text contains story elements, rich vocabulary, and engaging images that support the text.

literature selections



The Importance of Intertextuality

Using fiction and nonfiction texts together is a natural way to explore themes. In an article in *The Reading Teacher*, Deanne Camp poses this question: “Given children’s natural tendencies to ask questions about the world around them, why not focus on both fact and fiction to answer those questions?” (2000, 400) Fictional books can be an engaging way to introduce a topic to students; however, instruction does not need to begin with the work of fiction. Reading a nonfiction text before a fictional text on the same topic can build or strengthen background knowledge that may be required to successfully comprehend the fictional piece (Baer 2012; Soalt 2005). Additionally, students who prefer nonfiction texts will be more motivated to read a related fictional text when the informational piece is presented first (Soalt 2005). According to research by Sylvia Read, “interacting with nonnarrative texts may be the best path to overall literacy” (2005, 36).

TCM Grade Level, word count, Fountas and Pinnell Guided Reading Level, DRA Level, and Lexile Level are listed on the back cover of each reader. These measures are for reference only, as *Exploring Reading* nonfiction readers are not meant to match student's independent reading level. The books are studied through a shared read, led by the teacher. The books have the appropriate rigor for the purpose.

Theory into Practice



The Great Works Instructional Guides for Literature included in each *Exploring Reading* kit encourage teachers to engage in **modeled reading of rich, diverse texts**. The selections include a variety of characters and stories meant to be **culturally relevant and engaging** to all students.

Table 3 lists the literature selections that have been chosen for each level. The *Teacher's Guide* provides prompts and activities. More importantly, sharing the literature provides opportunities for authentic, student-initiated use of comprehension strategies.

Components of Effective Intervention

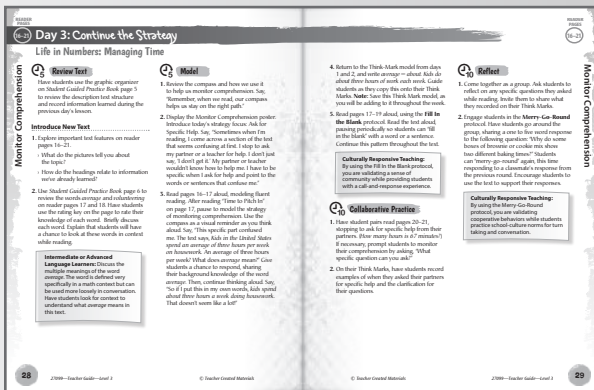
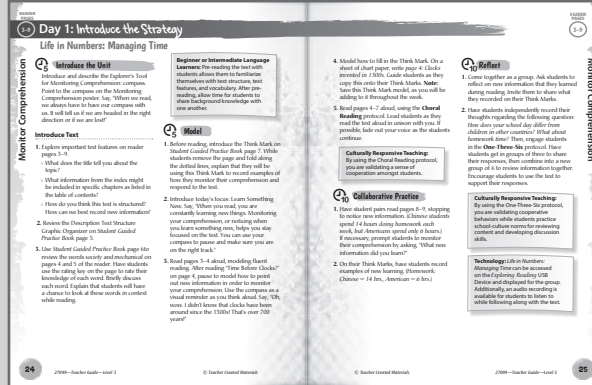
Theory into Practice

Reader Sample Lesson

Exploring Reading has embedded Gradual Release of Responsibility into each reader lesson, including review, teacher modeling, and collaborative practice.

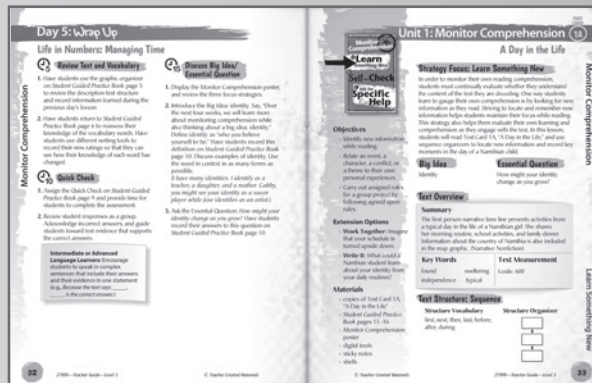


On day one, the teacher **introduces the strategy**. The teacher models reading fluently with a **shared read** before student practice with a partner.



By the third day of each reader lesson, students **practice the strategy** as they read the text with less guidance from the teacher.

Each reader lesson ends with a quick check, reflection, and discussion. Students reread, write, and discuss the big idea as a group or with partners.



How Words Work

How Words Work





All text card lesson plans include a *How Words Work* skill on Days 3 and 4.

Card Title	How Words Work Lesson
1A: Sé amigable	La <i>e</i> : dos sílabas
1B: Este es tu cuerpo	La <i>e</i> : una sílaba cerrada
1C: ¡Yo soy mucho más!	La <i>a</i> : dos sílabas
2A: Un proyecto de la clase	La <i>a</i> : una sílaba cerrada
2B: Ayudantes de la comunidad	La <i>o</i> : dos sílabas
2C: Niños héroes	La <i>i</i> : dos sílabas
3A: Un nuevo camino a casa	La <i>o</i> : una sílaba cerrada
3B: Patrones de la naturaleza	La <i>i</i> : una sílaba cerrada
3C: La vida de una mariposa	La <i>u</i> : dos sílabas
4A: Muévete	Diptongo <i>ue</i>
4B: El libro pequeño	La <i>ñ</i>
4C: En contra del desperdicio	Dígrafo <i>qu</i>
5A: ¡Aléjate de mí!	Dígrafo <i>ch</i>
5B: El habla animal	Dígrafo <i>ll</i>
5C: Un amigo de muy lejos	Dígrafo <i>rr</i>
6A: El hombre Muppet	La <i>h</i>
6B: Interpretar a Pete	La <i>y</i> al final de una palabra
6C: El búho nocturno	Hiatos
7A: ¿Quién debería recibir un premio?	Palabras de una sílaba
7B: Conoce a un autor	Palabras de dos sílabas
7C: La fiesta de disfraces	Palabras de una y de dos sílabas
8A: ¡Vamos a la escuela!	Sustantivos (lugares)
8B: Tiempo de celebrar	Sustantivos (cosas)
8C: Mostrar y contar	Sustantivos (personas)

Instructional Overview

Exploring Reading has eight units, each focusing on a different reading comprehension strategy. Instruction is organized into 30-minute lessons. If taught daily, each of the eight units spans four weeks.

Sample Unit

Nonfiction Reader	3 Text Cards		
Big Idea: Myself and Others	Essential Question: Who are you?		
Week 1	Week 2	Week 3	Week 4
Strategy: Monitor Comprehension	Learn Something New	Self Check	Ask for Specific Help
			
Students use an Explorer Tool to learn a comprehension strategy. After building shared knowledge, students are introduced to a big idea.	Students read three text cards and practice three parts of the strategy. They continue to explore the big idea through an essential question. This ties all the texts together. The unit concludes with a reflective-writing exercise, asking students to revisit their initial thoughts about the big idea.		

After every four units (mid-year and end-of-year), teachers can use the *Great Works: Instructional Guide for Literature* to navigate students through an authentic trade book. These instructional guides include authentic vocabulary instruction and activities, key discussion points, guided close-reading questions, writing prompts, and assessments.



Nonfiction Reader Lessons

During each of the reader lessons, students will examine **text structures**, **text features**, **vocabulary**, and **comprehension strategies**. Students will receive **explicit modeling** from the teacher before **practicing the strategy** independently or with partners. Each lesson concludes with a **discussion** and **reflection** on learning. The accompanying *Student Guided Practice Book* pages give students a chance to practice vocabulary, analyze text structure, record thinking, and assess comprehension.

Text Card Lessons

Lessons for the text cards differ slightly each day.

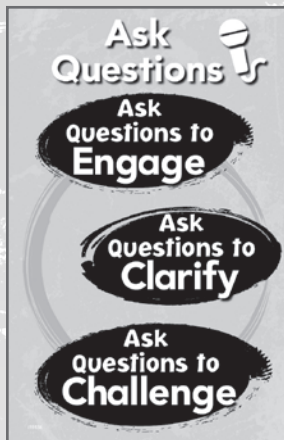
- › *Day 1:* Students **analyze text features** and **identify new vocabulary** words. After an introduction to a new strategy focus, students read the text for the first time, applying the strategy.
- › *Day 2:* Teachers lead students through a **close reading** of the text card. Students **annotate** and **jot notes** directly on a copy of the text in their *Student Guided Practice Books*. Students look at elements such as word choice and author's purpose while also **analyzing the text** and **applying comprehension strategies**.
- › *Day 3:* Students read the text a final time. This time, they are looking for **evidence of the Big Idea** while also examining the text **structure** or **author's craft**. Discussion questions allow the group to reflect on learning while also pulling elements of the Big Idea from the text and applying them to other scenarios.
- › *Day 4:* Students learn and practice a **language skill** that aims to enhance their speaking, listening, reading, or writing abilities. Students also complete a Quick Check **comprehension assessment** and review answers as a group. This allows teachers to embed **test-taking strategies** into their teaching.
- › *Day 5:* Teachers are given two activities from which to choose. Students can **work collaboratively** to write, create, or discuss, or they can complete a **writing assignment** that asks them to reflect upon the content of the text card as well as the Big Idea or Essential Question. On the last day of the unit, teachers may choose to have students return to their notes about the Big Idea and **record text evidence** that supports a **deeper understanding**.

Assessment

Throughout *Exploring Reading*, teachers can assess students' progress and reading development in a variety of ways. First, teachers can pinpoint specific areas of need by administering the **Diagnostic Assessment**. A **Pretest** and **Posttest** can be given at the beginning and end of each unit to measure growth. Additionally, an **Oral Reading Assessment** is provided for each reading selection. Finally, teachers can measure overall improvement in reading comprehension with the **Summative Assessment**. See the *Exploring Reading Assessment Guide* for more information.

Unit 4: Ask Questions

Life in Numbers: Our Favorites



Big Idea

Choice

Essential Question

What choices do you make?

Unit Overview

Throughout this unit, students will learn and practice three different strategies that will help them question the text. They will ask questions to engage with the text, clarify confusing information, and challenge the author or the content. As students read *Life in Numbers: Our Favorites*, they will use a microphone as a reminder to ask questions while reading.

Text Summary

You make choices every day. You choose what to say. You choose what you like best, too. What choices do you make?

Key Words

choose
four
color
treat

Text Measurements

Lexile: 130L

Objectives

- › Question the text as needed when reading to demonstrate understanding.
- › Apply understanding of the text to clarify meaning or ask questions.
- › Synthesize understanding of the text to ask questions that challenge what is written.

Materials

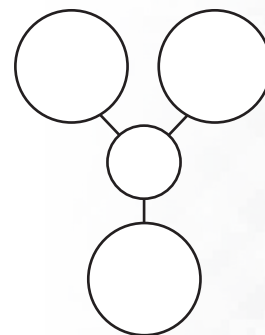
- › copies of *Life in Numbers: Our Favorites*
- › *Student Guided Practice Book* pages 76–81
- › *Life in Numbers: Our Favorites* Interactiv-eBook
- › Ask Questions poster
- › digital tools, children’s scissors, paper squares, paper strips

Text Structure: Description

Structure Vocabulary

key idea, main idea, details

Structure Organizer



Day 1: Introduce the Strategy

Life in Numbers: Our Favorites

Ask Questions



Introduce the Unit

1. Introduce the Explorer Tool for asking questions: microphone. Have students turn to *Student Guided Practice Book* page 197 to cut out their Microphone Think Marks. As students cut, say, “Microphones help make our voices loud so others can hear us. When we read, we can use microphones to ask questions. If we are confused, it’s important to stop and ask our questions. We can search for answers or ask for help.”
2. Define and describe the strategy of asking questions. Point to the poster and say, “This week, we will learn how to ask questions while we read. That means we will stop along the way and ask ourselves questions to make sure we understand the text. We can ask ourselves, *What is the author telling me?* or *What does it mean?*”
4. Say, “Today, we are going to read pages 3–5. On these pages, we will encounter the word *choose*.”
5. Have students turn to *Student Guided Practice Book* page 76 to assess their understanding of the word. Have them circle the heart if they are familiar with the word or the question mark if the word is new. Guide students in a brief discussion as they ask questions and share background knowledge. While building background knowledge, have students copy the word onto the appropriate line.
6. Introduce the focus strategy by saying, “While we read, we are going to ask questions that will keep us interested in what we are reading. Watch as I practice this strategy. I will use my microphone as a reminder to stop every so often to ask myself questions to stay excited about what I am reading.”



Introduce Text

1. Distribute one copy of *Life in Numbers: Our Favorites* to each student. Read the title and author aloud.
2. Discuss the title and the image on the cover. Ask the following questions:
 - What does the title tell you about the book?
 - What do you think the book will be about?
3. Introduce students to the song “Our Favorites!” Have them turn to *Student Guided Practice Book* page 78 to follow along with the words as you sing aloud. Encourage students to sing along.

Beginner or Intermediate Language Learners:

Have students think about the choices they make every day. (e.g., *I choose what snack to eat.*) Have them draw pictures of their choices. While students are drawing, engage them in conversations about why they make these choices. Have students label their choices in English or their native languages if they choose. Explain to students that that is a choice!

5 Model

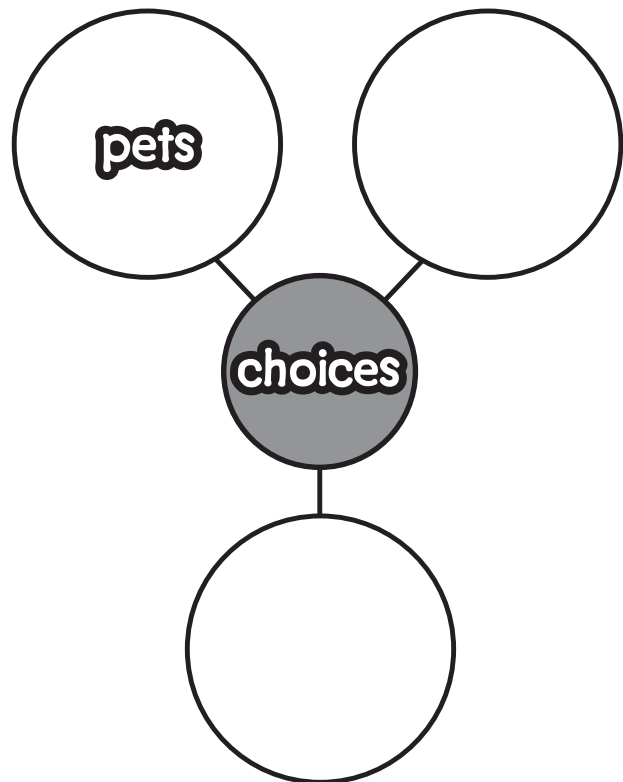
1. Read pages 3–4 aloud, modeling fluent reading.
2. Pick up the Microphone Think Mark. Say, “I am going to stop here to ask questions about what I just read so I stay interested in the book. On page 4, the boy chooses a dog. Why did he choose the dog? I think I would have chosen a cat.”

10 Collaborative Practice

1. Read page 5 aloud. Lead students as they follow along with their pointer fingers.
2. Say, “Today, we read pages 3–5 together. I want you to pick up your microphone and ask questions about this section of text.” Guide students as they revisit pages 3–5, noticing that the boy can choose between a cat and a dog.
3. Have students cut the picture for *choose* from *Student Guided Practice Book* page 76 and glue it under the word.

5 Reflect

Come together as a group. Invite students to share their learning. Have students turn to the graphic organizer on *Student Guided Practice Book* page 77. Say, “Today, we read about a choice that the boy made. What did he choose? (a pet) Let’s write *pets* on our graphic organizers. **Note:** You may choose to have students draw instead of write, depending on ability.”



Technology:

Life in Numbers: Our Favorites can be accessed on the *Exploring Reading* USB Device and displayed for the group. Additionally, an audio recording is available for students to listen to while following along with the text.

Day 2: Use the Strategy

Life in Numbers: Our Favorites

Ask Questions



Review Text and Tool

1. Say, "Remember, this week we are learning all about asking questions. That means we will stop to ask ourselves questions to make sure we understand what we read."
2. Point to the Ask Questions poster. Say, "Using our microphone will help us remember to stop to ask questions while we read."
3. Say, "We're going to continue reading *Life in Numbers: Our Favorites* today. Let's sing the song about our favorites." Have students turn to *Student Guided Practice Book* page 78 to follow along with the words.



Introduce New Text

1. Say, "Today, we are going to read pages 6-7. On these pages, we will encounter the word *color*."
2. Have students turn to *Student Guided Practice Book* page 76 to assess their understanding of the word. Have them circle the heart if they are familiar with the word or the question mark if the word is new. Guide students in a brief discussion as they ask questions and share background knowledge. While building background knowledge, have students copy the word onto the appropriate line.
3. Introduce the focus strategy by saying, "While we read, we are going to ask questions if we are confused. We have to clarify what we don't understand. Watch as I practice this strategy. I will use my microphone as a reminder to stop every so often to ask questions to clear up anything that I do not understand."

Intermediate or Advanced Language Learners:

Have students list the names of all the colors that they know and record these along the bottom of a sheet of chart paper. Share your favorite color, and record an X above it on the chart. Have students take turns adding Xs above their favorite colors, creating columns of Xs. Discuss the chart, noticing which colors are more popular than others.



Model

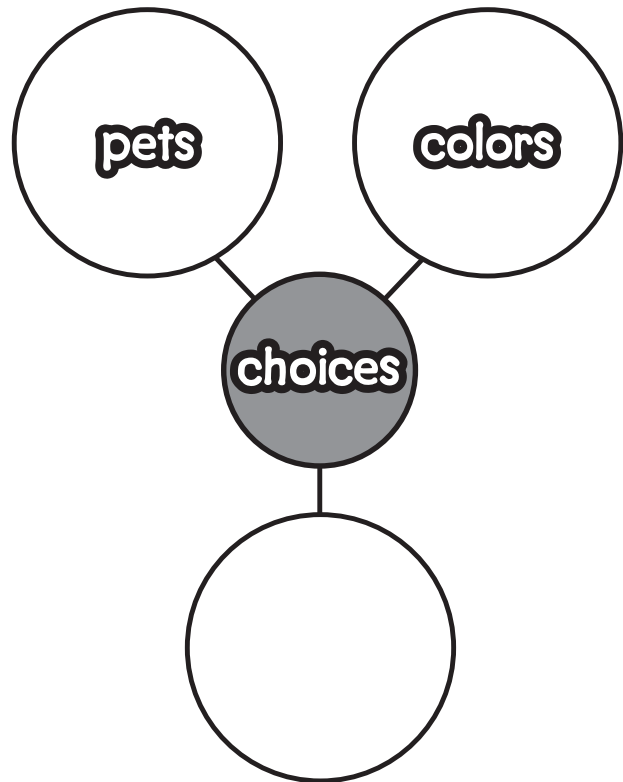
1. Read pages 6 aloud, modeling fluent reading.
2. Pick up the Microphone Think Mark. Say, "I am going to stop here to ask myself *What are some colors that I know about?* Well, I know red, orange, yellow, green, blue, and purple. This helps me because now I have an idea what colors the children might choose."

10 Collaborative Practice

1. Read page 7 aloud. Lead students as they follow along with their pointer fingers.
2. Say, "Today, we read pages 6–7 together. Let's ask questions to clarify. Talk to your partners about what you read today, and share the questions you have." Guide students as they ask questions that will clarify information.
3. Have students cut the picture for *color* from *Student Guided Practice Book* page 76 and glue it under the word.

5 Reflect

Come together as a group. Invite students to share their learning. Have students turn to the graphic organizer on *Student Guided Practice Book* page 77. Say, "Today, we learned that we can choose colors. Let's add the word *colors* to our organizers." **Note:** You may choose to have students draw instead of write, depending on ability.



Day 3: Continue the Strategy

Life in Numbers: Our Favorites

Ask Questions



Review Text and Tool

1. Say, "Remember, this week we are learning about asking questions. That means we will stop to ask ourselves questions to make sure we understand what we read."
2. Point to the Ask Questions poster. Say, "Using our microphone will help us remember to stop to ask questions while we read."
3. Say, "Today, we're going to continue reading *Life in Numbers: Our Favorites*. Let's sing the song about our favorites." Have students turn to *Student Guided Practice Book* page 78 to follow along with the words.



Introduce New Text

1. Say, "Today, we are going to read pages 8-9. On these pages, we will encounter the word *four*."
2. Have students turn to *Student Guided Practice Book* page 76 to assess their understanding of the word. Have them circle the heart if they are familiar with the word or the question mark if the word is new. Guide students in a brief discussion as they ask questions and share background knowledge. While building background, have students copy the word onto the appropriate line.
3. Introduce the focus strategy by saying, "While we read, we are going to ask questions to challenge what is in the text. That means if we come across something we don't agree with, we should stop to ask questions about it. Watch as I practice this strategy. I will use my microphone as a reminder to ask questions if I disagree."

Beginner or Intermediate Language Learners:

Provide sentence frames to guide students as they use the pictures to help them understand the text.

_____ girls like blue.
_____ boys like green.



Model

1. Read page 8 aloud, modeling fluent reading.
2. Pick up the Microphone Think Mark. Say, "I am going to stop here because I want to challenge the text. The author only told me about two colors—blue and green. Why didn't she talk about all the colors? What about the children who like red or orange? I think people would like to know about other favorite colors picked."



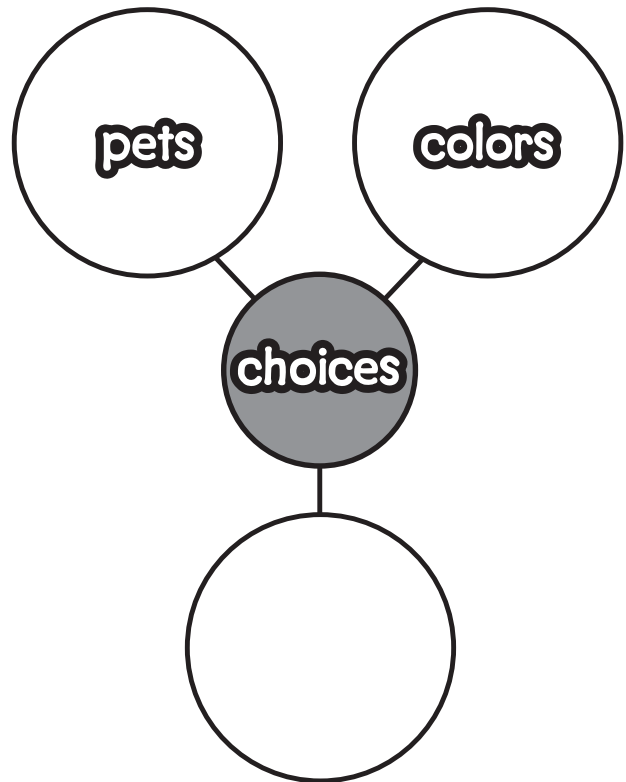
Collaborative Practice

1. Read page 9 aloud. Lead students as they follow along with their pointer fingers.
2. Say, "Today, we read pages 8–9 together. What questions did you ask in order to challenge the text?"
3. Have students cut the picture for *four* from *Student Guided Practice Book* page 76 and glue it under the word.



Reflect

Come together as a group. Invite students to share their learning. Have students turn to the graphic organizer on *Student Guided Practice Book* page 77. Say, "Today, we learned that four girls chose blue and six boys chose green as their favorite colors. We didn't learn about other things that we can choose, though, so let's leave our graphic organizers blank."



Day 4: Know the Strategy

Life in Numbers: Our Favorites

Ask Questions



Review Text and Tool

1. Say, “Remember, this week, we are learning about asking questions. That means we will stop to ask ourselves questions to make sure we understand what we read.”
2. Point to the Ask Questions poster. Say, “Using our microphone will help us remember to stop to ask questions while we read.”
3. Say, “We’re going to continue reading *Life in Numbers: Our Favorites* today. Let’s sing the song about our favorites.” Have students turn to *Student Guided Practice Book* page 78 to follow along with the words.



Introduce New Text

1. Say, “Today, we are going to read pages 10–12. On these pages, we will encounter the word *treat*.”
2. Have students turn to *Student Guided Practice Book* page 76 to assess their understanding of the word. Have them circle the heart if they are familiar with the word or the question mark if the word is new. Guide students in a brief discussion as they ask questions and share background knowledge. While building background knowledge, have students copy the word onto the appropriate line.

3. Introduce the focus strategy by saying, “While we read, we are going to ask different kinds of questions! Our minds have to be very focused while we read. Watch as I practice the questioning strategies. I will use my microphone as a reminder to ask questions about things I find interesting, to clarify confusing text, and to challenge what I don’t agree with.”

Intermediate or Advanced Language Learners:

Help students create a simplified checklist that will provide focus as they apply their new strategies. For example, you might provide them with a visual image for asking questions to engage (e.g., *excited child*), clarify (e.g., *confused child*), challenge (e.g., *child holding their finger up as if saying “but wait”*), and place a small check box beside each. Students can reference this checklist while reading pages 10–12 of *Life in Numbers: Our Favorites*.

5 Model

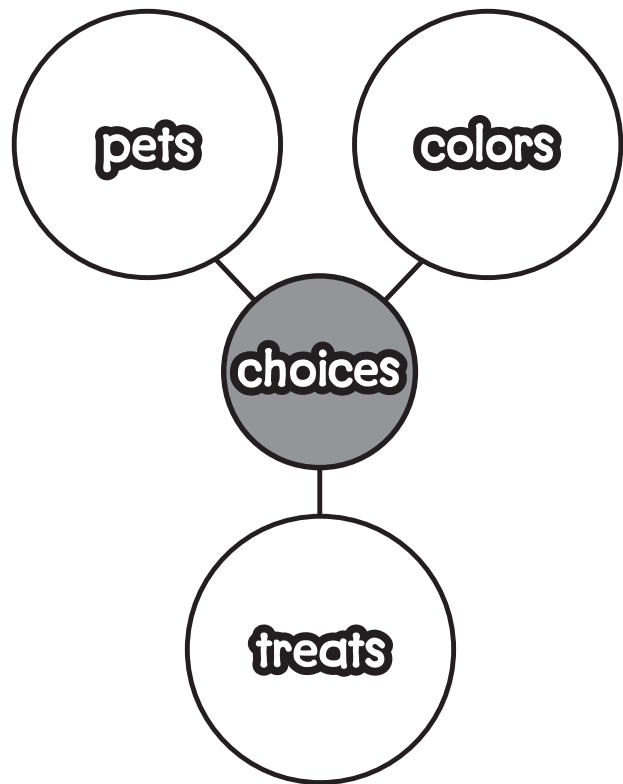
1. Read pages 10–12 aloud, modeling fluent reading.
2. Pick up the Microphone Think Mark. Say, “I am going to stop here because I am going to ask questions to clarify my confusion. Why did all the children choose cake? I bet it was because it was a birthday! I also wonder why they picked one treat. Don’t you think it would be better to pick two?”

10 Collaborative Practice

1. Say, “Listen as I read *Life in Numbers: Our Favorites*. Each time I stop, talk to a partner about any questions you have. Use the pictures and words on the pages to stay interested, clarify confusing parts, and challenge the text if you disagree.”
2. Read *Life in Numbers: Our Favorites* from the beginning. Stop for partner talk after every two to four pages.
3. Have students cut the picture for *treat* from *Student Guided Practice Book* page 76 and glue it under the word.

5 Reflect

Come together as a group. Have students turn to the graphic organizer on *Student Guided Practice Book* page 77. Say, “Today, we read about something else that we can choose. Treats! Let’s write *treats* on our graphic organizers.” **Note:** You may choose to have students draw instead of write, depending on ability.



Technology:

If students are ready to work independently, have them access the digital platform and complete one or more of the activities. Students can annotate the text, watch two videos, complete a word work activity, or do a comprehension assessment.

Day 5: Wrap Up

Life in Numbers: Our Favorites



Review Text and Vocabulary

1. Complete the graphic organizer on *Student Guided Practice Book* pages 77. Say, “We finished reading *Life in Numbers: Our Favorites*, so let’s read through our graphic organizers to revisit some of the things we learned.” Have students track silently with their pointer fingers while you read the text aloud.
2. Return to *Student Guided Practice Book* page 76, and have students review the vocabulary words. Say, “Now that you’ve spent some time with these words, do you understand them more? Using a different writing tool, circle the heart if you could teach the word to a friend, or circle the question mark if you need more practice with the word.” Monitor students’ responses, and discuss specific words if necessary.

Beginner or Intermediate Language Learners:

Have students think about their favorite foods, books, and people. Have them share one favorite from each category. Encourage students to use complete sentences to explain why these things are their favorites. Give students a sheet of paper folded into thirds. Have them illustrate each favorite, writing a word or phrase to go with it. Encourage students to teach the word to the rest of the class.



Quick Check

1. Have students turn to the Quick Check on *Student Guided Practice Book* page 79. Read each question aloud, and guide students as they answer the questions as a group.











Discuss Big Idea/ Essential Questions

1. Introduce the Big Idea: Choice. Say, “For the rest of this unit, we will practice asking questions while we also think about the Big Idea: Choice.” Let’s reread *Life in Numbers: Our Favorites* and search for other choices.”
2. Have students track silently with their pointer fingers while you read the text aloud.
3. Guide students as they expand on their thoughts about the Essential Question. Talk about how the Big Idea ties in with the Essential Question. (e.g., *We all make choices daily. We make choices about our favorite things. My sister’s favorite food is pizza! That is what she chose to eat for lunch today! I like grilled cheese better, so that is what I chose. I remember a time I got to choose a prize from the teacher’s treasure box. I chose a purple eraser with sparkles! Choices are everywhere.*)
4. Students can record their initial thoughts on the top half of *Student Guided Practice Book* page 80.

Nombre _____ Fecha _____

Palabras importantes

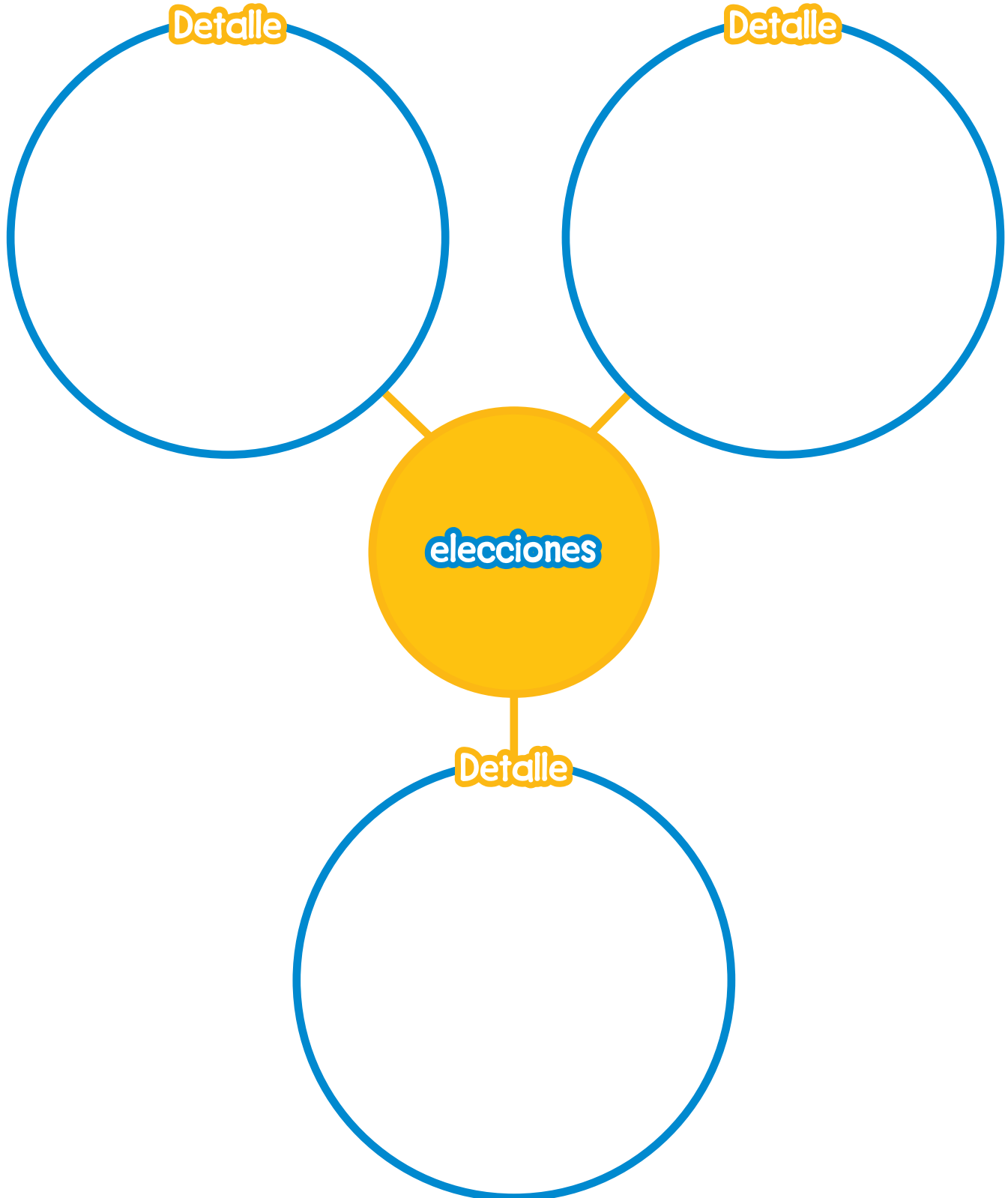
Instrucciones: ¿Conoces la palabra? Encierra  o . Escribe la palabra. Une la imagen con la palabra.

<p>color  </p> <hr/> <hr style="border-top: 1px dashed black;"/> <hr/>	<p>cuatro  </p> <hr/> <hr style="border-top: 1px dashed black;"/> <hr/>
<p>elegir  </p> <hr/> <hr style="border-top: 1px dashed black;"/> <hr/>	<p>postre  </p> <hr/> <hr style="border-top: 1px dashed black;"/> <hr/>



Organizador gráfico de descripción

Instrucciones: ¿Qué cosas puedes elegir? Escríbelo o dibújalo en los círculos.



¡Canta una canción!

¡Nuestros favoritos!

(cantado con la melodía de
"Twinkle Twinkle Little Star")

¿Qué mascota elegirás?

Gato, perro y mucho más.

¿Qué color elegirás?

Rojo, verde y mucho más.

La mascota o el color,

¡elegir es lo mejor!



Repaso de comprensión

Instrucciones: Escucha las preguntas. Escoge las mejores respuestas.

1. ¿Cuál mascota eligió?



(A) un perro



(B) un gato

2. ¿Cuál postre eligieron?



(A) galletas



(B) un pastel

Instrucciones: Escucha la oración. Escribe la mejor palabra en el renglón.

Banco de palabras		
mascota	postre	elegir

3. Puedo _____ mi favorito.



**Gran
idea**

Elecciones

**Pregunta
esencial**



¿Qué decisiones tomas?

Instrucciones: Dibuja y di lo que sabes.

Sé

Elijo...

Instrucciones: Dibuja y di lo que aprendiste.

Aprendí

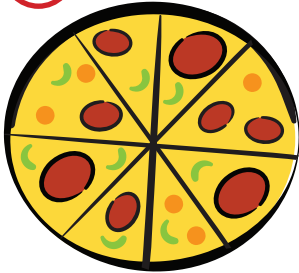
También elijo...



¡Dibújalo! Comida favorita

Instrucciones: Observa la comida. ¿Cuál te gusta más? Dibuja tu favorita. Escribe el nombre de tu favorita.

1



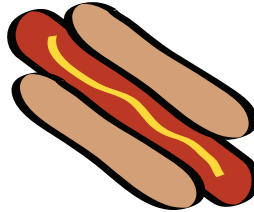
pizza

2



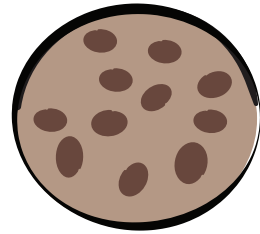
pastelito

3



perro caliente

4



galleta

Prueba preliminar

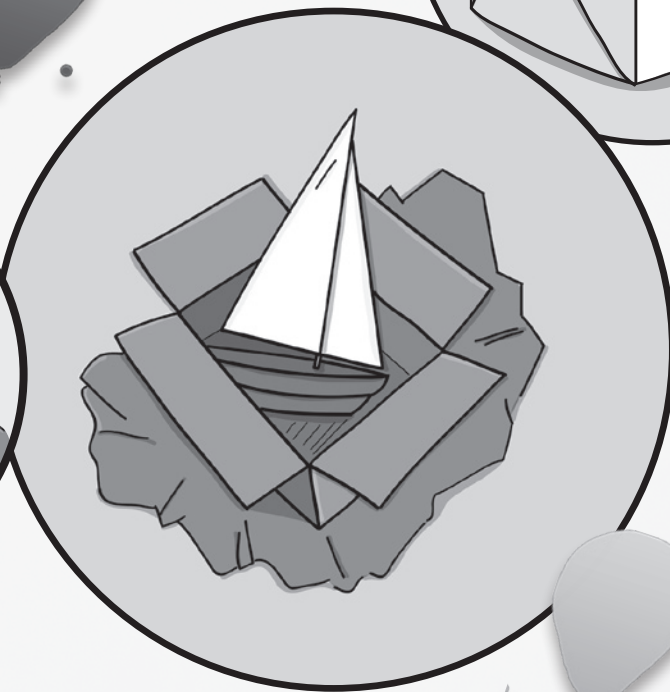
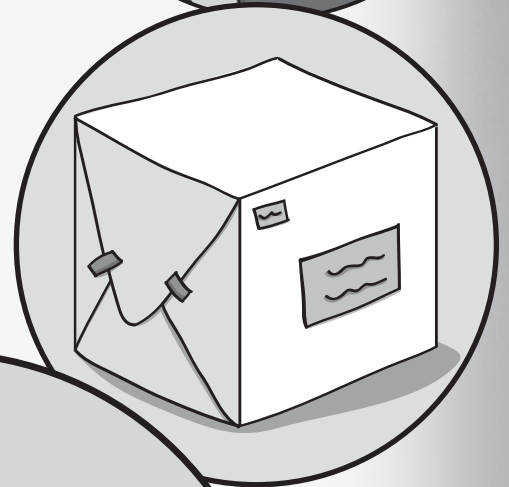
Instrucciones: Escucha el pasaje.

El cumpleaños de Beto

Hoy es el cumpleaños de Beto.
Él ve una caja grande en su cuarto.
Está envuelta en papel blanco.
Beto abre la caja.
¡Guau! ¡Hay un bonito barco rojo
dentro!

Encuentra una nota.

Dice: ¡Feliz cumpleaños, Beto!



Prueba preliminar *(cont.)*

Instrucciones: Escoge la mejor respuesta.
Puedes usar el texto como ayuda.

1. ¿Cuándo es el cumpleaños de Beto?

- (A) hoy
- (B) mañana
- (C) el mes que viene

2. ¿Cuál es una buena pregunta para el cuento?

- (A) ¿Qué es un barco?
- (B) ¿De qué color es el cabello de Beto?
- (C) ¿Quién le dio la caja a Beto?

3. ¿De qué color es el papel en el que está envuelta la caja?

- (A) azul
- (B) blanco
- (C) rojo

4. ¿Qué pregunta contesta el cuento?

- (A) ¿Quién es Beto?
- (B) ¿Qué recibió Beto por su cumpleaños?
- (C) ¿Qué comió Beto?

Name _____ Date _____

La vida en números: Tus favoritos

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

Word Count	Text	E	SC	Cues Used	
				E	SC
6	La vida en números: Tus favoritos			M S V	M S V
10	Puedes elegir un favorito.			M S V	M S V
12	¿Cuál mascota?			M S V	M S V
16	Él elige un perro.			M S V	M S V
18	¿Cuál color?			M S V	M S V
23	Cuatro niñas eligen el azul.			M S V	M S V
28	Seis niños eligen el verde.			M S V	M S V
30	¿Cuál postre?			M S V	M S V
34	Ellos eligen el pastel.			M S V	M S V
38	¿Cuál es tu favorito?			M S V	M S V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Haz preguntas

**Pregunta
para
cautivar**

**Pregunta
para
aclorar**

**Pregunta
para
comprobar**

La vida en
números

TIME
FOR KIDS

Tus favoritos



Kristy Stark

La vida en números

Tus favoritos



Kristy Stark, M.A.Ed.

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Puedes elegir un favorito.

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¿Cuál mascota?



**Él elige un
perro.**





¿Cuál color?





**Cuatro niñas
eligen el azul.**



**Seis niños eligen
el verde.**





¿Cuál postre?



Ellos eligen el pastel.





¿Cuál es tu favorito?



**Teacher
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Materials**
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EDUCATION**

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