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Focused Reading Booster Pack— Level 1 (Spanish)

This sample includes the following:

Management Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (4 pages)

Resources (5 pages)

Booster Card (3 pages)

Reader (7 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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Level 1

Focused
Reading

Booster Pack

Management Guide

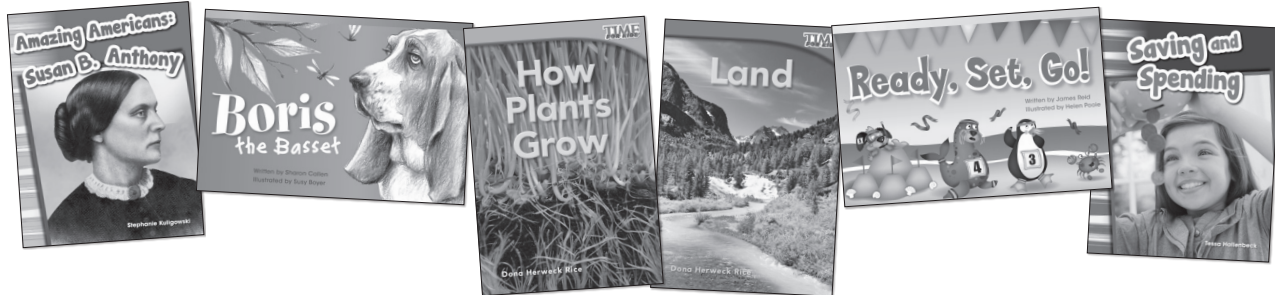
Table of Contents

| | |
|--|----|
| Welcome Letter | 4 |
| Reading Instruction and Practice | |
| Reading Instruction | 5 |
| The Importance of Reading Practice..... | 6 |
| Independent, Partner, and Small Group Reading | 7 |
| Differentiating for All Learners..... | 9 |
| How to Use This Product | |
| Kit Components | 10 |
| Pacing and Instructional Setting Options | 11 |
| Strategies for Differentiating Booster Card Activities | 12 |
| Assessing Responses..... | 13 |
| About the Books and Activities | |
| Introduction to Standards Correlations..... | 14 |
| Standards Correlations..... | 15 |
| Book Summaries..... | 18 |
| Reading Levels and Content Areas | 19 |
| Resources | |
| Booster Cards | 20 |
| Response Pages..... | 26 |
| Graphic Organizers | 28 |
| Reading Response Checklist | 34 |
| Reading Response Rubric | 35 |
| Appendix | |
| Answer Key..... | 36 |
| References Cited | 38 |
| Digital and Audio Resources | 39 |

Kit Components

High-Interest Books (six copies of six titles)

The books include various, high-interest topics at grade level across content areas. Titles were chosen to capture a wide variety of student interest.



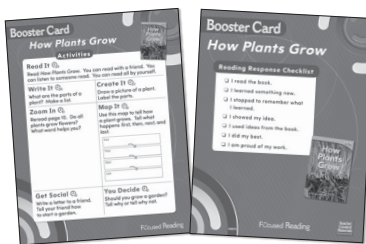
Overview Cards

Overview Cards include a book summary, objectives, reading levels, academic vocabulary, and cross-content connections.



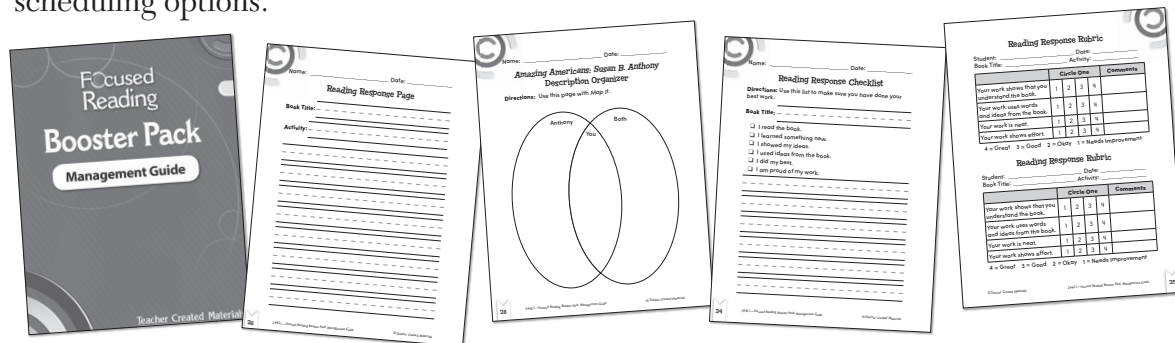
Booster Cards

Booster Cards include six engaging activities for students and a Reading Response Checklist.



Management Guide

This useful resource includes a brief overview of research, standards correlations, and grouping and scheduling options.



Digital and Audio Resources

PDFs of the books, Booster Cards, and Response Pages, as well as a professional audio recording of each book are included. A complete list of available resources is listed on page 39.

Pacing and Instructional Setting Options

The following pacing and instructional setting options show suggestions for how to use this product. The *Focused Reading: Booster Pack* series is designed to be flexible and can be used in tandem with a core curriculum and a teacher's preferred instructional framework, such as Guided Reading.

Pacing

Teachers should customize pacing according to student need. Each Booster Card includes approximately 100 minutes of activities for a total of 600 minutes per level. Students may complete one activity or complete several activities to match the time available and the instructional needs of the students. Teachers may assign specific activities to meet instructional objectives or allow students to choose activities.

| Activity | Approximate Time |
|------------|------------------|
| Read It | 20 min. |
| Write It | 20 min. |
| Zoom In | 10 min. |
| Get Social | 10 min. |
| Create It | 20 min. |
| Map It | 10 min. |
| You Decide | 10 min. |

Instructional Setting Options

Whole-Class Instruction

Whole-class instruction is best suited for introducing each text to students or for teaching specific strategies or content-area concepts as they apply to instructional standards and objectives. In this setting, every student engages with the same text at the same time. The *Focused Reading: Booster Pack* Digital and Audio Resources can be used to share the texts with a large group.

Small-Group Instruction

Small-group instruction is effective for addressing varying needs of students in a class. During small-group instruction, the teacher works with a select group of students with similar instructional needs. Students may sit with teacher, either at a table or on the carpet. This setting promotes a sense of teamwork and collaboration, and encourages participation in text discussions. Working with students in small groups is also a great opportunity for teachers to informally assess student progress and make anecdotal notes.

Workstations or Centers

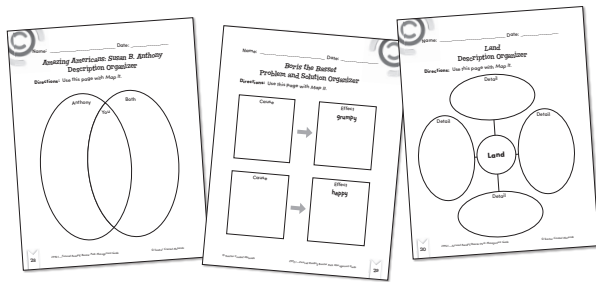
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary. When working within this instructional setting, it is important that procedures and expectations are clear and students are provided with activities that require little to no teacher guidance so that teachers can spend time with small groups.

Strategies for Differentiating Booster Card Activities

Below-Level Learners

You may choose to support below-level learners with some or all of these suggestions:

- **Guided Preview:** Preview each book with select students. Use the table of contents, headings, and bold vocabulary to orient students to the structure and topic before they read.
- **Graphic Support:** Provide a copy of the graphic organizer from the Resources section (pages 28-33) to support students as they complete the Map It activity.



Above-Level Learners

You may choose to support above-level learners with some or all of these suggestions:

- **New Booster Cards:** Have students create Booster Cards for books in your classroom library.
- **Multimedia Presentation:** Challenge students to create multimedia presentations to demonstrate what they learned from the *Focused Reading Booster Pack*.

English Language Learners

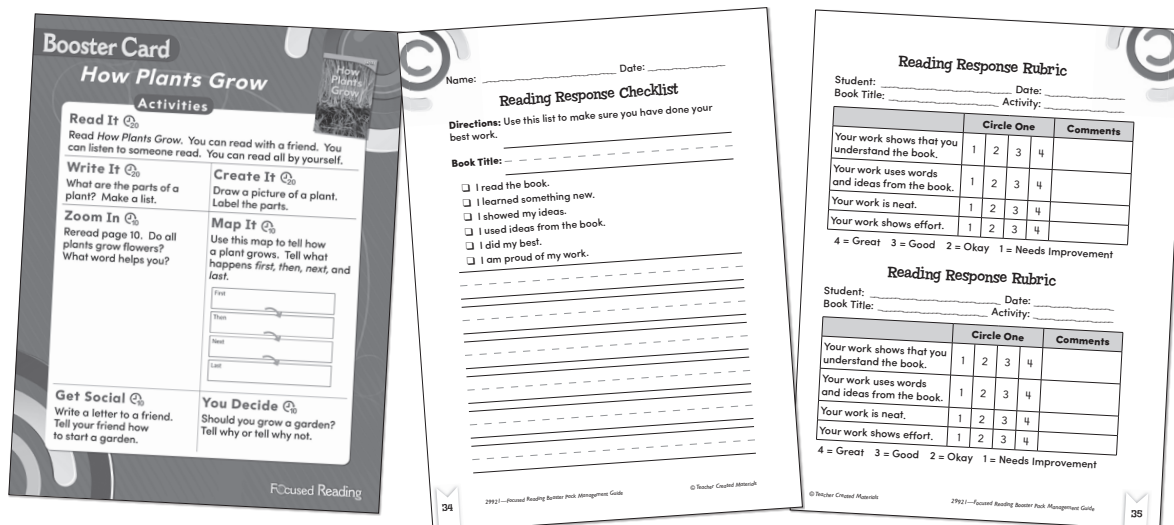
You may choose to support English language learners with some or all of these suggestions:

- **Build Background Knowledge:** Build students' background knowledge about unfamiliar topics using visuals, realia, and other concrete objects. Students can also listen to the audio recording of the book before completing activities. See page 10 for details about audio recordings.
- **Sentence Frames:** Support language development and acquisition with sentence frames, such as the following:
After reading the timeline, I know that
_____.

Assessing Responses

Each *Focused Reading: Booster Pack* offers multiple informal assessment opportunities. Teachers can gain insight into student learning through small-group observations and analysis of student responses to the Booster Card activities. These formal and informal assessments provide teachers with additional data to help make informed decisions about what to teach and how to teach it.

The Reading Response Checklist provides an opportunity for students to reflect on their work. Distribute copies of the Reading Response Checklist activity sheet (page 34) to students to guide self-reflection. Use the Reading Response Rubric (page 35) to record the quality of students' reading response work. These rubrics may be used in conjunction with each other to guide conversation during teacher-student conferences.



- ▲ Use the Reading Response Checklist on each Booster Card as a quick reference while completing activities.

- ▲ Distribute copies of Reading Response Checklist (page 34) to students as a way to encourage self-reflection.

- ▲ Complete the Reading Response Rubric (page 35) to give students feedback.

Nombre: _____ Fecha: _____

Página de respuesta a la lectura

Título del libro: _____

Actividad: _____

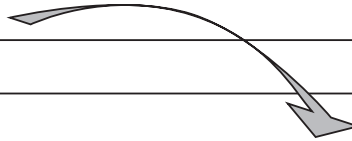


Nombre: _____ Fecha: _____

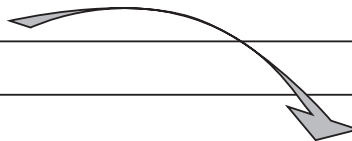
¡En sus marcas, listos, fuera! Organizador de secuencias

Instrucciones: Usa esta página con *Trázalo*.

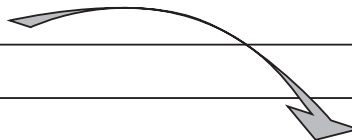
Primero



Después



Luego



Finalmente

Criterios de evaluación de respuesta

Estudiante: _____ Fecha: _____

Título del libro: _____ Actividad: _____

| | Encierre una | | | | Comentarios |
|---|--------------|---|---|---|-------------|
| Tu trabajo muestra que comprendes el libro. | 1 | 2 | 3 | 4 | |
| Tu trabajo usa palabras e ideas del libro. | 1 | 2 | 3 | 4 | |
| Tu trabajo es claro. | 1 | 2 | 3 | 4 | |
| Tu trabajo muestra tu mejor esfuerzo. | 1 | 2 | 3 | 4 | |

4 = Genial 3 = Bien 2 = Adecuado 1 = Necesita mejorar

Criterios de evaluación de respuesta

Estudiante: _____ Fecha: _____

Título del libro: _____ Actividad: _____

| | Encierre una | | | | Comentarios |
|---|--------------|---|---|---|-------------|
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| Tu trabajo usa palabras e ideas del libro. | 1 | 2 | 3 | 4 | |
| Tu trabajo es claro. | 1 | 2 | 3 | 4 | |
| Tu trabajo muestra tu mejor esfuerzo. | 1 | 2 | 3 | 4 | |

4 = Genial 3 = Bien 2 = Adecuado 1 = Necesita mejorar

Overview Card

Spanish

Cómo crecen las plantas

Book Summary

From seed to tree, plants take an amazing journey. Look inside this book to find out how plants grow.

Objectives

- Write explanatory texts that name a topic and provide facts and closure.
- Describe the connection between two ideas in a text.
- Identify the main topic and key details.

Academic Vocabulary

| | | |
|---------|--------|--------|
| above | ground | plants |
| flowers | grow | roots |
| food | leaves | soil |

Cross-Content Connections

(Mathematics) Ask students to use the picture on page 5 to count the number of roots they see. Have students observe the roots on pages 6–9, noting the differences between each picture. Use words and phrases such as *increase*, *more*, and *a greater number* while discussing.

(Science) Have students plant seeds and chart the seeds' growth. You will need a seed, soil, a plastic cup, and water for each student. As students plant their seeds, discuss how the plants will grow over time. (*First, roots will grow. Next, the leaves will expand. Then, a stem will emerge. Finally, flowers may grow.*) Place the cups in warm, sunny spots.

FOCUSED Reading



Reading Levels

Lexile®: 110L

Guided Reading: F



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TCM 100318 (i22289)

Teacher
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Tarjeta de refuerzo

Cómo crecen las plantas

Actividades



Léelo ⌚₂₀

Lee *Cómo crecen las plantas*. Puedes leer con un amigo. Puedes escuchar a otra persona que lea. Puedes leer por tu cuenta.

Escríbelo ⌚₂₀

¿Cuáles son las partes de una planta? Haz una lista.

Créalo ⌚₂₀

Haz un dibujo de una planta. Rotula las partes.

Acércate ⌚₁₀

Vuelve a leer la página 10. ¿Todas las plantas tienen flores? ¿Qué palabra te ayuda?

Trázalo ⌚₁₀

Usa este diagrama para indicar cómo crece una planta. Indica qué sucede *primero, después, luego y finalmente*.

Primero

Después

Luego

Finalmente

Socializa ⌚₁₀

Escribe una carta a un amigo. Explica a tu amigo cómo comenzar un jardín.

Tú decides ⌚₁₀

¿Deberías plantar un jardín? Explícalo.

Tarjeta de refuerzo

Cómo crecen las plantas

Lista de repaso de respuesta a la lectura

- Leí el libro.
- Aprendí algo nuevo.
- Me detuve a recordar qué aprendí.
- Mostré mis ideas.
- Usé ideas del libro.
- Hice mi mejor esfuerzo.
- Estoy orgulloso de mi trabajo.



The background of the cover is a close-up photograph of rice seedlings. The top half shows vibrant green blades of grass-like leaves. The bottom half shows the roots and stems of the seedlings emerging from dark, rich soil. The overall scene is a dense field of young rice plants.

Cómo crecen las plantas

Dona Herweck Rice

Asesor

Timothy Rasinski, Ph.D.
Kent State University

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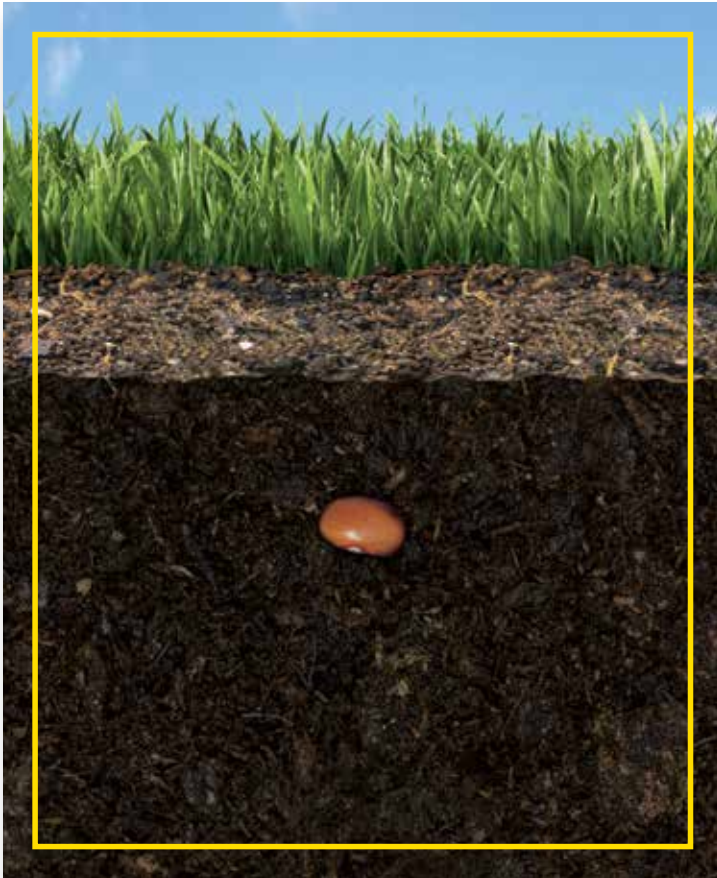
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¿Sabes cómo crecen las plantas?



**Primero, hay una
semilla.
Está bajo tierra.**



**Luego, las raíces
crecen dentro de la
tierra.**



Las raíces agarran comida y agua para la planta.



**Después, empiezan a crecer las hojas.
Las hojas suben.**



**La planta pronto
estará sobre la
tierra.**



**Luego, la planta
crece en el sol.**



**Pueden crecer
flores en la planta.**



**Podemos ver las
plantas crecer.
Podemos ver las
plantas crecer altas.**

Palabras para aprender

| | | |
|---------|----------|---------|
| a | empiezan | primero |
| agarran | en | pronto |
| agua | está | pueden |
| altas | estará | raíces |
| bajo | flores | sabes |
| comida | hay | semilla |
| cómo | hojas | sobre |
| crece | la | sol |
| crecen | las | suben |
| crecer | luego | tierra |
| de | para | una |
| dentro | planta | ver |
| después | plantas | y |
| el | podemos | |