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Fiction Readers— Emergent (Spanish)

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (6 pages)

Lesson Plan (10 pages)

Reader (7 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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Read! Explore! Imagine!

Fiction Readers

Teacher's Guide

Spanish
Version



Table of Contents

Program Welcome	4	Word Counts and Level Correlations.....	34
Program Scope and Sequence	6	Using a Guided-Reading/Balanced-Literacy Model	35
Research		Guided Reading	35
The Importance of Reading Fiction.....	8	Other Blocks of a Balanced Reading Program	36
Developing Essential Reading Skills	9	Pacing Plans.....	37
Key Reading Skills	10	Introduction to Correlations	44
The Power of Storytelling	12	Lessons	
The Art of Fiction	12	Lesson 1: <i>Diversión en el estanque de los patos</i>	46
The Benefits of Reading Fiction	12	Lesson 2: <i>El tren de Seb</i>	54
Elements of Fiction	13	Lesson 3: <i>Colores del carrusel</i>	62
Gradual Release of Responsibility as a Model of Instruction	14	Lesson 4: <i>Cuando sea grande</i>	70
The Active Reading Process	14	Lesson 5: <i>Amigos del parque infantil</i>	78
Benefits of Leveled Reading.....	15	Lesson 6: <i>El cabello rebelde de Maddy</i>	86
Differentiating by Specific Needs.....	16	Lesson 7: <i>Al otro lado del mar</i>	94
Using Quality Assessment to Guide Instruction	18	Lesson 8: <i>Max</i>	102
School and Home Connections	19	Lesson 9: <i>Mi abuelito y yo</i>	110
Using Technology in the Classroom	19	Lesson 10: <i>Boris el basset</i>	118
Best Practices		Lesson 11: <i>Edward el explorador</i>	126
Managing Small Groups	20	Lesson 12: <i>¡Chapoteando!</i>	134
Before-Reading Activities	21	Lesson 13: <i>Cómo ser un gatito</i>	142
During-Reading Activities.....	22	Lesson 14: <i>Alboroto en el zoológico</i>	150
After-Reading Activities.....	23	Lesson 15: <i>La casa dinosaurio</i>	158
Making It Memorable.....	24	References	166
How to Use This Product		Answer Key	168
Kit Components.....	25	Template	172
Getting Started.....	26	Indexes	
Teaching a Lesson	27	<i>Read! Explore! Imagine! Fiction Readers: Emergent Comprehension Skills</i>	173
Using Assessment Options.....	28	<i>Read! Explore! Imagine! Fiction Readers: Emergent Cross-curricular Connections</i>	174
Using Technology Options	28	Contents of the CDs and DVDs	175
Using Interactiv-eBooks.....	29		
About the Books.....	33		

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

Digital Resource CD

- PDFs of books
- teacher resources
- student activity sheets
- supplemental images, audio, and video

Audio CD

Professional recordings of books and reader's theater scripts

Assessment Guide

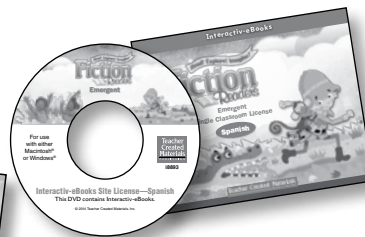
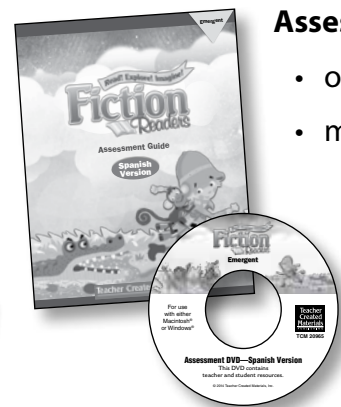
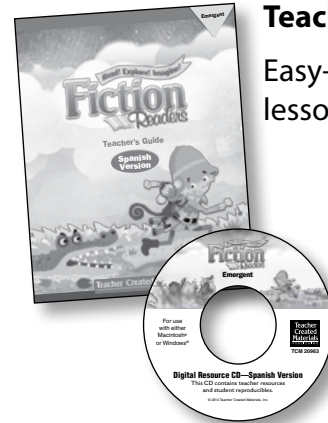
- oral reading records
- multiple-choice tests

Assessment DVD

- placement test
- assessments in both electronic and printable form

Interactiv-eBooks Single Classroom Site License

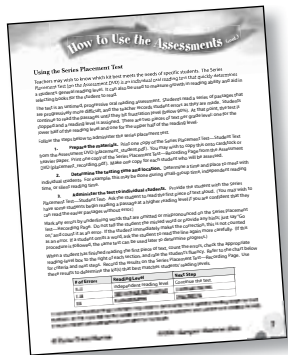
Interactiv-eBooks with embedded audio, response-to-literature prompts, and activities



How to Use This Product (cont.)

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 to reading groups based on their reading levels or other instructional needs. See page 20 for practical tips for managing small groups. See pages 35–36 for tips on using *Read! Explore! Imagine! Fiction Readers* in a guided-reading/balanced-literacy model.

3. Prepare student resources. As an option, create some student resources, including cards for key words and storage boxes (or rings), and folders to store writing samples. The reader's theater scripts can be bound into a folder so each student has a set of scripts at the end of the instructional period. See page 172 (or the Digital Resource CD) for the cover template.



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 each student's placement test, oral reading records, multiple-choice tests, activity pages, notes from informal assessments suggested in the lessons, and/or anecdotal records taken during the reading lessons. Keep sticky notes handy for those quick notes that can be inserted into a folder.

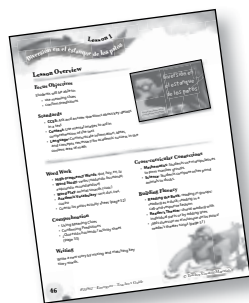
5. Make a school-and-home connection. Send the Parent Tips booklet (found on the Digital Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.



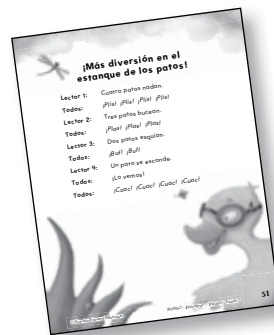
How to Use This Product (cont.)

Teaching a Lesson

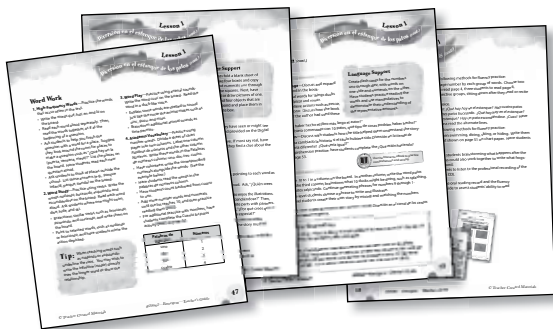
Each eight-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a reader's theater script, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students.



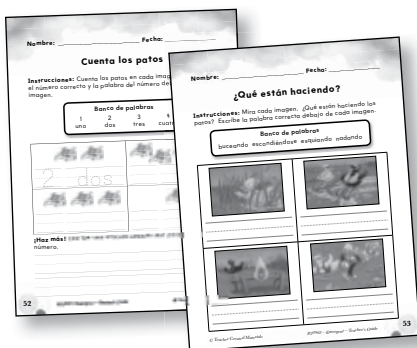
Each **lesson** begins with an overview page that provides standards information and information for planning purposes. Every lesson addresses a reading content standard and a language standard.



The **reader's theater script** provides additional fluency practice and an authentic purpose for rereading text.



The **instructional components** include Word Work on high-frequency words, key words used in the story, word play, and academic vocabulary. Comprehension work includes before-, during-, and after-reading instruction. Writing, Cross-curricular Connections, and Building Fluency follow.

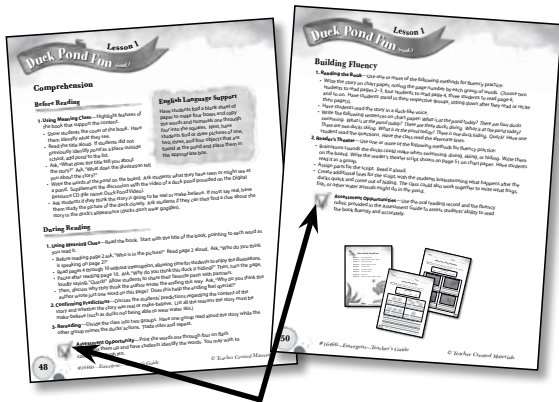


The **student activity sheets** can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-grade-level students or as independent practice for on- or above-grade-level students.

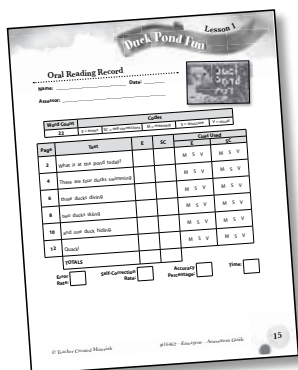
How to Use This Product (cont.)

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. Develop anecdotal records as they meet the needs of your classroom.

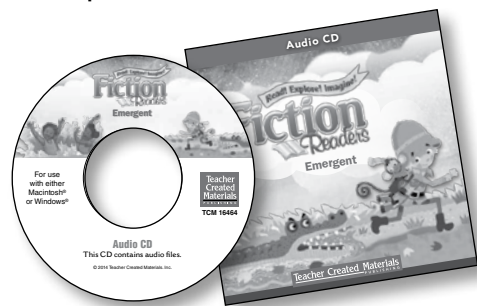


2. Use formal assessments at the end of each lesson. The oral reading record and multiple-choice comprehension test provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Assessment DVD offers two versions of the multiple-choice assessments: printable PDF form and electronic form, giving students the opportunity to take the test on the computer and immediately print their results.



Using Technology Options

1. Use the Audio CD as a model of fluent reading. The Audio CD includes professional recordings of the books and reader's theater scripts in this kit. Consider playing the audio tracks of the books to support students as rereading practice for fluency or in a listening center. Play the reader's theater script as a model of presentation.



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, record their voices, and complete interactive activities that build comprehension and writing skills. The Interactiv-eBooks can be used in a variety of instructional settings and to support numerous literacy and learning goals.

Using a Guided-Reading/ Balanced-Literacy Model

Read! Explore! Imagine! 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 used in all 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 *Read! Explore! Imagine! Fiction Readers* allow them to be effectively used within a guided-reading program. First, the books can serve to target specific word-recognition and word-work skills. Second, the high-interest story books make them ideal selections for use with groups who need practice at specific reading levels and with general reading skills. Oral reading records for each book are included so teachers can monitor the progress of students as they increase their reading levels.

Targeting Leveled Practice and Other Reading Skills

Each book included in *Read! Explore! Imagine! Fiction Readers* 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 34 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 stories designed to provide practice with many areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, 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 *Read! Explore! Imagine!* lesson plans are set up in the traditional guided reading structure of before-, during-, and after-reading activities and questions. High-frequency, challenging, and academic words are isolated for pre-instruction. Special attention is given to words that encourage rhyming, alliteration, or general word play.

How to Use This Product *(cont.)*

Guided Reading *(cont.)*

Progress Monitoring

As mentioned, oral reading records and comprehension assessments for each book are included so teachers may monitor the growth of their students in oral reading and comprehension and record 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, *Read! Explore! Imagine!* provides the necessary tools. Further, there are recommended informal assessments in the lesson plans.

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 students who are not in the small instructional group with which the teacher is currently working are constructively engaged. The lesson plans provide suggestions for connections and writing activities for independent student work. Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word-recognition, word-work, 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 *Read! Explore! Imagine!* 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-play development.

Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets and the Interactiv-eBooks. Depending on the level of the kit a teacher is using in the classroom, the writing activities vary from students completing sentence frames or writing simple sentences to writing short stories as a way to apply the new skills they learn to show comprehension of the story. Modifications in the writing assignments are offered for below-, at-, and above-grade-level students.

Independent Reading

The books from *Read! Explore! Imagine!* provide quality, high-interest, easy-to-read 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 or balanced-literacy model. Throughout the lessons, 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 retain what they have learned.

Boris el basset

Lesson 10

Lesson Overview

Focus Objectives

Students will be able to:

- use mental images based on pictures and print to aid in comprehension of the text
- summarize information found in the text

Standards

- **Reading:** Use the illustrations and details in a text to describe its key ideas
- **Reading:** Use mental images to aid in comprehension of the text
- **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of language arts



Word Work

- **High-Frequency Words:** *no, le gusta*
- **Word Study:** adjectives (*grises, ventosos*)
- **Word Play:** alliterative animal names (*Boris el basset*)
- **Academic Vocabulary:** *calientes, fríos, húmedos, nevados, soleados, grises*
- *Encuentra los opuestos* activity sheet (page 124)

Comprehension

- Using Mental Images
- Summarizing Information
- *Las cuatro estaciones* activity sheet (page 125)

Writing

Using sentence frames, write stories based on personal experiences with pets.

Cross-curricular Connections

- **Music:** Students learn a dog song.
- **Science:** Students match clothing and accessories to seasonal weather patterns.

Building Fluency

- **Reading the Book:** using expression and various voices
- **Reader's Theater:** using expression and elaborating with different animal voices
- *Boris el basset* reader's theater script (page 123)



Word Work

1. High-Frequency Words—Practice the words that occur often in the text.

- Write the following sentence frames on the board: *No le gusta* _____. *Le gusta* _____.
- Say, “Esta historia es sobre un perro llamado Boris. ¿Alguno de ustedes tiene un perro?”
- Ask, “¿Qué cosas le gustan a tu perro? ¿Qué cosas no le gustan a tu perro?” Complete the blanks, adding more examples as time allows.
- Discuss how the word *no* changes the meaning of the sentence.

2. Word Study—Practice using adjectives.

Discuss what the current weather is like. Write the following sentence on the board: *Me gustan los días* _____.

- Say, “Vamos a completar la oración. ¿Cuál es tu clima favorito?” Write the adjective, such as *grises* or *ventosos* in the blank.
- Write *No me gustan los días* _____ on the board. Ask students what kind of weather they don’t like.

3. Word Play—Practice using alliterative animal names. Write the words *Boris el basset* on the board. Point out that *Boris* and *basset* both start with the letter *B*.

- Say, “Otro tipo de perro es el caniche. ¿Puedes pensar en un nombre para un caniche que comience con la letra *c*?” Write answers on the board, such as *Canelo el caniche*.
- Ask, “¿Puedes nombrar otros animales como Tomas el tigre o Eduardo el elefante?” List them on the board.

Tip: When teaching alliteration (words that start with the same sound), underline the alliterative letters when writing them on the board. Students may enjoy sharing tongue twisters such as “Pedro pica piedra con un pico pica piedra.”

4. Academic Vocabulary—Practice using weather words. Introduce opposites by choosing some of the words identified in the Word Study section. Write the word *caliente* on the board.

- Say, “A algunos de ustedes les gustan los días calurosos o calientes. ¿Qué es lo opuesto de un día caliente?” Discuss several examples.
- Say, “En la historia vas a leer la palabra *soleado*. ¿Qué es lo opuesto a soleado?”
- Repeat with *brillantes*, *húmedos*, *nevados*, and *soleados*.
- For additional practice, have students complete the *Encuentra los opuestos* activity sheet on page 124.

Comprehension

Before Reading

- 1. Using Mental Images**—Show students the cover of the book. Read the title aloud.
 - Ask, “¿Cómo crees que se siente Boris?” Accept all answers. Then, read the back cover.
 - Ask, “¿Crees que Boris parece gruñón? ¿Por qué piensas eso?”
 - Encourage students to think of their own pets or pets they may know.
 - Ask, “¿Cómo demuestran las mascotas si están felices o tristes?”
 - Ask, “¿Cómo demuestran las mascotas si están cansadas o con mucha energía?”

Language Support

This book provides an opportunity to help students realize pictures support the text in many stories. To demonstrate this, prepare the book for the initial reading by covering the text with sticky notes from pages 6–10. After reading page 4 together, have students use the illustrations to make guesses about the text. Confirm their predictions as you move through the book, removing the sticky notes.

During Reading

- 1. Using Mental Images**—Help students understand the character of Boris.
 - Read the story through page 10. For each set of pages ask, “¿Qué crees que está molestando a Boris en esta imagen?”
 - After reading page 10 ask, “¿Crees que exista algo que le guste a Boris?” (Accept all answers.) Then, finish the story.
- 2. Rereading**—Begin rereading page 2 aloud. Then, remind students the pictures give them clues about the words in the rest of the story.
 - Have volunteers read pages 4–10.
 - Read page 12 together as a class.
- 3. Summarizing Information**—Tell students to think about the story.
 - Ask, “¿Cómo describirías a Boris?”
 - Ask, “¿Qué paso al principio, en medio y al final de la historia?”
 - Ask, “¿Qué crees que es la idea principal de la historia?”



Assessment Opportunity—Write a selection of the adjectives used in the story or generated during the Word Study on index cards (*brillantes, fríos, calientes, húmedos, nevados, soleados, grises, ventosos*). Prepare more word cards with animal words (*gato, perro, elefante*). Have students sort the cards into the two categories.

Comprehension (cont.)

After Reading

1. Summarizing Information—Tell students you want them to tell you about the pictures—not to read what is already written.

- Begin by turning to page 2. Say, “Si no pudiera leer, vería la imagen y pensaría que Boris tiene su oreja atorada en el árbol. Vamos a ver la próxima página.”
- Say, “Boris no se ve tan gruñón en esta página. Si no supieras que él es un gruñón, ¿qué podrías decir de Boris en esta página?”
- Continue through the book in the same fashion.

2. Building Oral Language—Write the following phrases on the board: *grises y ventosos, brillantes y soleados, fríos y nevados, calientes y húmedos.*

- Ask, “¿En qué otros tipos de días puedes pensar? Trata de pensar en dos palabras que vayan juntas, como *brillantes y soleados.*” Write responses on the board. If students have trouble, build on weather that has happened recently or brainstorm types of weather such as rainy, hailing, sleeting, or warm.
- For additional practice, have students complete the activity sheet *Las cuatro estaciones* on page 125.

Language Support

Encourage students to talk about their pets and experiences with animals. Give students time to share their favorite animal stories with one another.



Use the Interactiv-eBook to practice comprehension and writing.

Writing

Write the following sentence frames on the board. *Mi mascota es _____.* *Su nombre es _____.* For students without pets, write *Quiero una mascota _____.* *La llamaré _____.* Tell students to write about a pet using one set of these sentences to start.

- Have below-grade-level students use this sentence frame to write about what the pet likes: *A [Nombre de mascota] le gusta _____.*
- Have on-grade-level students write 2 sentences about what their pet likes and doesn't like.
- Have above-grade-level students write 4–5 sentences about what their pet likes and doesn't like.

Cross-curricular Connections



Music—Teach the song *BINGO* to students. The lyrics and music are provided on the Digital Resource CD (file names: *Bingo Audio* and *Bingo Lyrics*)



Science—Gather together a variety of season-related apparel and accessories such as an umbrella, boots, a jacket, a hat, a sweater, and mittens. Have students sort them into seasons.

Boris el basset

Lesson 10

(cont.)

Building Fluency

1. Reading the Book—Use one or more of the following methods for fluency practice:

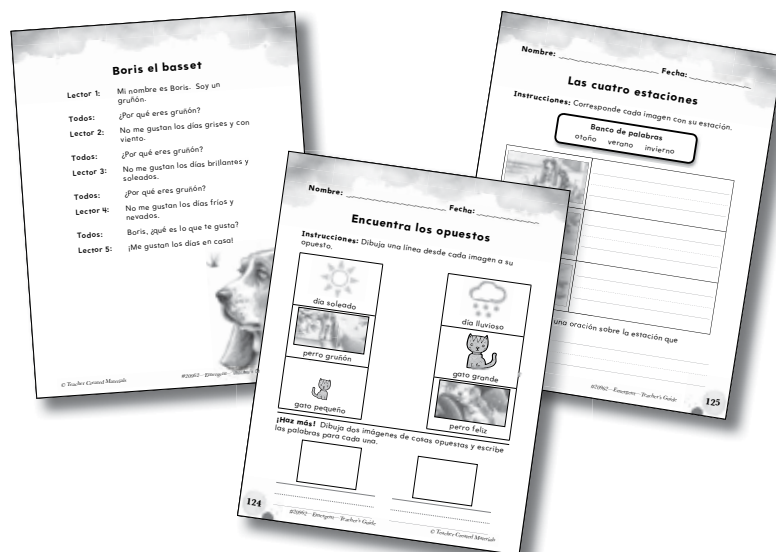
- Write *Boris es un perro gruñón* on the board. Have students read the sentence before reading pages 4–10 aloud.
- Have students read the story aloud in a grumpy voice, except for page 12.
- Rewrite the story. Begin with *Boris es un perro feliz*. Have the students help you reconstruct the following pages, such as *Le gustan los días grises y con viento*. Read the new story aloud.

2. Reader's Theater—Use one or more of the following methods for fluency practice:

- Using the script on page 123, have some readers read the line *¿Por qué eres gruñón?* as a question. Have other readers read the responses in a grumpy voice.
- Brainstorm voices for other animals. Read the animal responses as a cat, duck, or donkey.
- To model fluency and expression, allow students to listen to the professional recording of the reader's theater script (provided on the Audio CD).

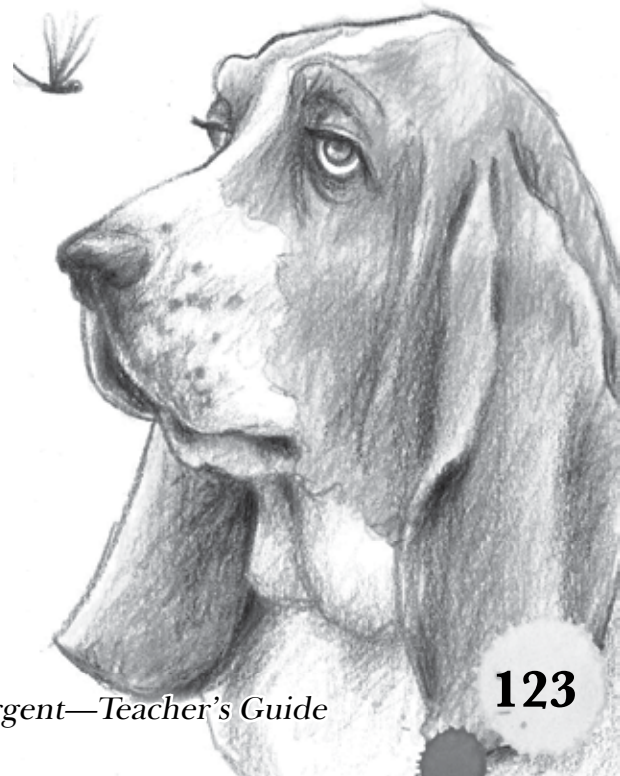


Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students' ability to read the book fluently and accurately.



Boris el basset

- Lector 1:** Mi nombre es Boris. Soy un gruñón.
- Todos:** ¿Por qué eres gruñón?
- Lector 2:** No me gustan los días grises y con viento.
- Todos:** ¿Por qué eres gruñón?
- Lector 3:** No me gustan los días brillantes y soleados.
- Todos:** ¿Por qué eres gruñón?
- Lector 4:** No me gustan los días fríos y nevados.
- Todos:** Boris, ¿qué es lo que te gusta?
- Lector 5:** ¡Me gustan los días en casa!



Nombre: _____ Fecha: _____

Encuentra los opuestos

Instrucciones: Dibuja una línea desde cada imagen a su opuesto.



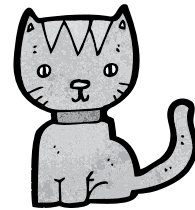
día soleado



día lluvioso



perro gruñón



gato grande



gato pequeño



perro feliz

¡Haz más! Dibuja dos imágenes de cosas opuestas y escribe las palabras para cada una.



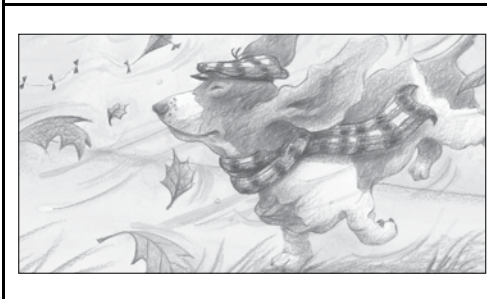
Nombre: _____ Fecha: _____

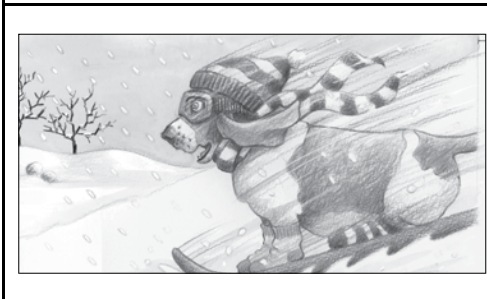
Las cuatro estaciones

Instrucciones: Corresponde cada imagen con su estación.

Banco de palabras
otoño verano invierno







¡Haz más! Escribe una oración sobre la estación que te hace feliz.

Boris el basset

Lesson 10

Oral Reading Record



Name: _____ Date: _____

Assessor: _____

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

Page	Text	E	SC	Cues Used	
				E	SC
2	Boris es un perro gruñón.			M S V	M S V
4	No le gustan los días grises y con viento.			M S V	M S V
6	No le gustan los días brillantes y soleados.			M S V	M S V
8	No le gustan los días fríos y nevados.			M S V	M S V
10	No le gustan los días calientes y húmedos.			M S V	M S V
12	¿Qué días le gustan a Boris? ¡Le gustan los días en casa!			M S V	M S V
TOTALS					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Multiple-Choice Test

Nombre: _____ Fecha: _____

Instrucciones: Lee cada pregunta. Elige la mejor respuesta. Rellena el círculo de la respuesta que has elegido.

1 Boris es un ____.

- (A) pez
- (B) gato
- (C) perro
- (D) pájaro

3 ¿Cómo es Boris normalmente?

- (A) absurdo
- (B) feliz
- (C) dormilón
- (D) gruñón

2 ¿En dónde le gusta estar a Boris?

- (A) en el parque
- (B) adentro
- (C) en la tienda
- (D) afuera

4 ¿Qué le gusta a Boris?

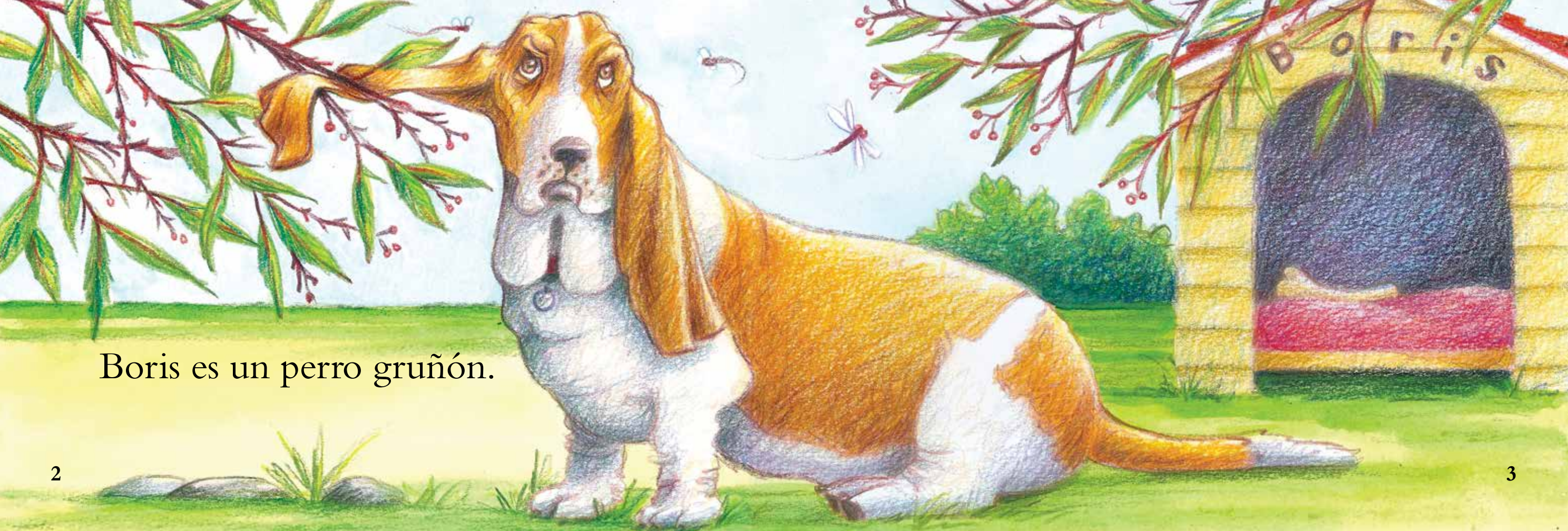
- (A) acostarse en el sofá
- (B) esquiar en la nieve
- (C) nadar en la piscina
- (D) jugar en la arena




Boris

el basset

Escrito por Sharon Callen
Ilustrado por Susy Boyer



Boris es un perro gruñón.

A vibrant, watercolor-style illustration of a dog running across a green field. The dog is brown and white, wearing a red and white striped scarf and a red hat. It is running towards the left, with its tail up. The field is covered in green grass and several large, colorful autumn leaves in shades of yellow, orange, and red are falling around it. In the background, there are green hills, a blue sky with a purple kite flying, and a string of small pink bows. The overall scene is bright and cheerful, suggesting a sunny day with a breeze.

No le gustan los días grises y con viento.



No le gustan los días brillantes y soleados.



No le gustan los días fríos y nevados.



No le gustan los días calientes y húmedos.

¿Qué días le gustan a Boris?
¡Le gustan los días en casa!

