TCM
Teacher Created Materials

TIME FOR KIDS
Nonfiction Readers

Lessons and Activities
Foundations (Spanish)

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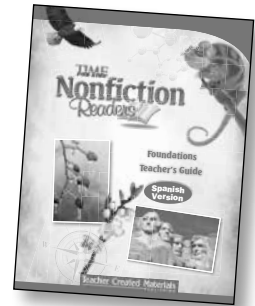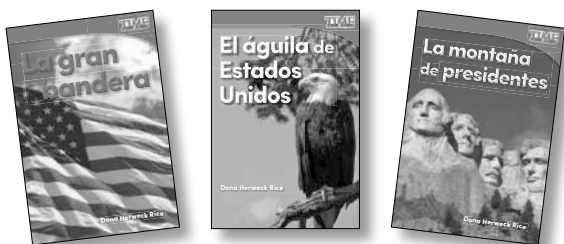
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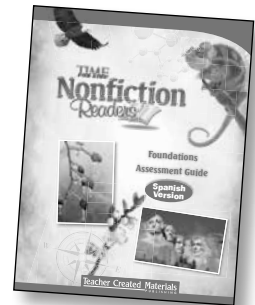
Digital and Audio Resources

- PDFs of books suitable for whiteboard use
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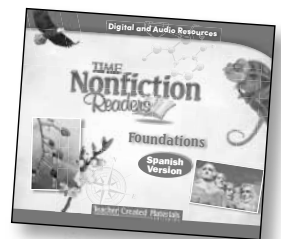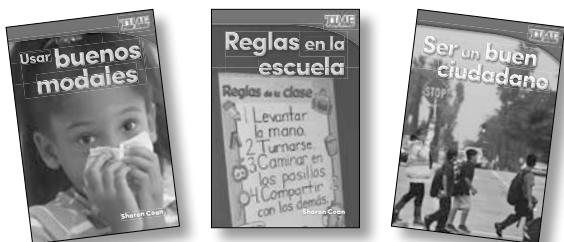
Getting Started

1. Use the Series Placement Test. If desired, use the Series Placement Test (on the Digital and Audio Resources USB Device) 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.
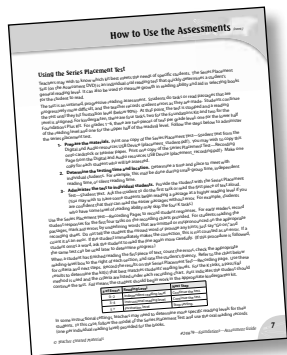
2. Create reading groups. If desired, assign students into reading groups based on their reading levels or other instructional needs. See page 18 for practical tips for managing small groups. See pages 28–29 for tips on using *TIME FOR KIDS Nonfiction Readers* in a guided reading/balanced literacy model.

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 198–199 (or the Digital and Audio Resources USB Device) 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 students' placement tests, oral reading records, or assessment activities, activity pages and/or anecdotal records taken during the reading lessons.

5. Make a home-school connection. Send the Parent Tips booklet found on the Digital and Audio Resources USB Device home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.
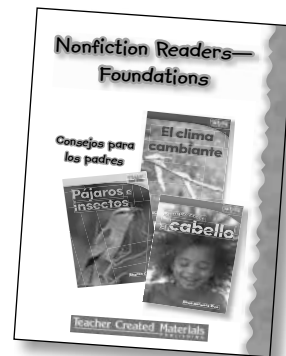
How to Use This Product *(cont.)*

Teaching a Lesson

Each 10-page lesson is organized in a consistent format for ease of use: an overview, five pages of instruction that address all aspects of literacy, a fluency poem, and three 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.
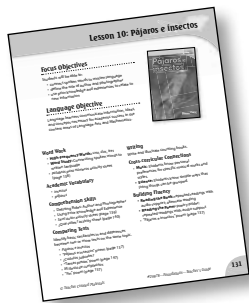
The lesson begins with an overview page that provides key information for planning purposes.
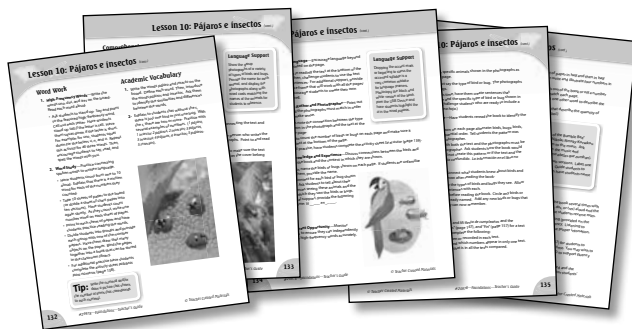
The instructional components follow the same sequence: Word Work, Academic Vocabulary, Comprehension (Before Reading, During Reading, and After Reading), Comparing Texts, Writing, Cross-curricular Connections, and Building Fluency.

The fluency poem provides a thematic connection to the book and can be used as a tool for building content-area vocabulary and fluency.
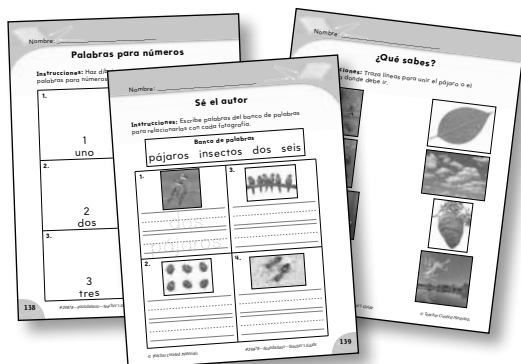
The student activity sheets offer additional opportunities for practicing the skills addressed in the lesson. Teachers may choose to use these activity pages in a variety of ways in order to meet students' needs. For example, teachers may use these as opportunities for additional guided practice with 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.
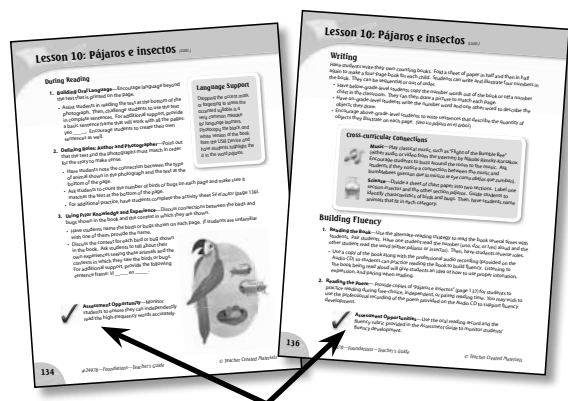
2. **Use formal assessments at the end of each lesson.** The oral reading record and comprehension assessment activity provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Digital and Audio Resources USB Device offers two versions of the comprehension assessment activities: in printable pdf form and in electronic form (embedded in the interactiv-eBook for each title), giving students the opportunity to take the test on the computer and immediately print his or her results.
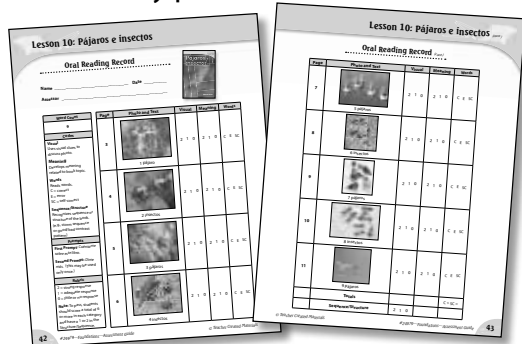
Using Technology Options

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 and assessments 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 Foundations level is designed for students in the first semester of kindergarten and includes wordless and labels only formats. Each book in the Foundations kit has 12 pages. There are six copies each of 15 titles.

Beginning Readers: Wordless Books

Trio 1: *Empujar y jalar; Lo que puede hacer el sol; El clima cambiante*

Trio 2: *La gran bandera; El águila de Estados Unidos; La montaña de presidentes*

Beginning Readers: Labels Books

Trio 3: *Siempre crece: El cabello; Siempre crece: La fruta; Siempre crece: La piel*

Trio 4: *Pájaros e insectos; ¿Cuántos juguetes?; Mi fiesta de cumpleaños*

Trio 5: *Usar buenos modales; Reglas en la escuela; Ser un buen ciudadano*

Leveling Components

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

Wordless
- simple yet engaging images
- progression of images
- clearly implied narrative structure

Labels
- simple yet engaging images
- precise text and image correlation
- repetition of vocabulary
- consistent placement of the text from page to page
- frequent use of sight words
- large, sans serif font

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, Foundations* 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.*

Foundations Title	Word Count	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Measure
Empujar y jalar	0	Beginning Reader: Wordless	A	1	1	NP
Lo que puede hacer el sol	0	Beginning Reader: Wordless	A	1	1	NP
El clima cambiante	0	Beginning Reader: Wordless	A	1	1	NP
La gran bandera	0	Beginning Reader: Wordless	A	1	1	NP
El águila de Estados Unidos	0	Beginning Reader: Wordless	A	1	1	NP
La montaña de presidentes	0	Beginning Reader: Wordless	A	1	1	NP
Siempre crece: El cabello	9	Beginning Reader: Labels	A	1	1	NP
Siempre crece: La fruta	9	Beginning Reader: Labels	A	1	1	NP
Siempre crece: La piel	7	Beginning Reader: Labels	A	1	1	NP
Pájaros e insectos	9	Beginning Reader: Labels	A	1	1	NP
¿Cuántos juguetes?	9	Beginning Reader: Labels	A	1	1	NP
Mi fiesta de cumpleaños	9	Beginning Reader: Labels	A	1	1	NP
Usar buenos modales	9	Beginning Reader: Labels	A	1	1	NP
Reglas en la escuela	9	Beginning Reader: Labels	A	1	1	NP
Ser un buen ciudadano	9	Beginning Reader: Labels	A	1	1	NP

*These titles have been translated and adapted from English. Levels are for text prior to translation.

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.

Guided Reading *(cont.)*

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, 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/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 who retain what they have learned.

Focus Objectives

Students will be able to:

- connect spoken words to written language
- define the role of author and photographer
- use prior knowledge and experiences to relate to new information

Language Objective

Language learners communicate information, ideas, and concepts necessary for academic success in the content areas of Language Arts and Mathematics.

Word Work

- **High-Frequency Words:** *uno*, *dos*, *tres*
- **Word Study:** Connecting spoken words to written language
- *Palabras para números* activity sheet (page 138)

Academic Vocabulary

- *insectos*
- *pájaros*

Comprehension Skills

- Defining Roles: Author and Photographer
- Using Prior Knowledge and Experience
- *Sé el autor* activity sheet (page 139)
- *¿Qué sabes?* activity sheet (page 140)

Comparing Texts

Identify basic similarities in and differences between two or more texts on the same topic.

- *Pájaros e insectos*
- "Pájaros e insectos" poem (page 137)
- *¿Cuántos juguetes?*
- "Tantas piezas" poem (page 147)
- *Mi fiesta de cumpleaños*
- "Fin" poem (page 157)

Writing

Write and illustrate counting books.

Cross-curricular Connections

- **Music**: Students know personal preferences for specific musical works and styles.
- **Science:** Students know simple ways that living things can be grouped.

Building Fluency

- **Reading the Book:** repeated readings with audio support; alternate reading
- **Reading the Poem:** poetry folder; repeated readings with audio support
- "Pájaros e insectos" poem (page 137)

Word Work

1. **High-Frequency Words**—Write the words *uno*, *dos*, and *tres* on the board. Read each word aloud.

   - Ask students to stand up. Say and point to the featured high-frequency word. Call out each letter. Have students stand up tall if the letter is tall. Have them squat down if the letter is short. For example, for *uno*, students squat down for the letters *u*, *n*, and *o*. Repeat this activity for all three words. Then, encourage students to say, read, and spell the words with you.

2. **Word Study**—Practice connecting spoken words to written language.

   - Have students count from one to 10 aloud. Explain that there is a written word for each of the numbers they counted.
   - Tape 10 sheets of paper to the board (or divide a sheet of chart paper into ten sections). Have students count again slowly. As they count, write one number word on each sheet of paper.
   - Point to each sheet of paper and have students practice reading the words.
   - Divide students into groups and provide each group with one of the number papers. Have them draw that many objects on the paper. Bind the pages together into a book that can be stored in the classroom library.
   - For additional practice have students complete the activity sheet *Palabras para números* (page 138).

> **Tip:** Write the numeral and/or draw a picture that shows the number of items that corresponds to each numeral.

Academic Vocabulary

1. Write the words *pájaro* and *insecto* on the board. Define each word. Then, introduce the words *pájaros* and *insectos*. Ask them to identify the similarities and differences between the words.

2. Explain to students that without the *s*, there is just one bird or just one bug. With the *s*, there are two or more. Practice with several examples of numbers. (*1 pájaro, 1 insecto; 2 pájaros, 2 insectos; 3 pájaros, 3 insectos; 4 pájaros, 4 insectos; 5 pájaros, 5 insectos*).

Comprehension

Before Reading

1. **Building Oral Language**—Help students build oral language and connect to the topic of the text.

   - Display the cover of the book. Ask students to describe what they see. For additional support, provide the following sentence frames: *Veo_____. La portada tiene _____. Hay _____. El pájaro _____.*
   - Explain to students that there is one type of bird and one type of bug on the cover. Ask if students are familiar with other types of birds and bugs that may be in this book. Allow students to name other birds and bugs. Record their ideas on a sheet of chart paper.

> **Language Support**
>
> Show the group photographs of a variety of types of birds and bugs. Provide the name for each animal, and display the photographs along with word cards matching the names of the animals for students to reference.

2. **Defining Roles: Author and Photographer**—Assist students in connecting the text and photograph on the cover.

   - Read the title of the book. Remind students that the author is the person who writes the words, and the photographer is the person who takes the photographs. Point to and read aloud the author's name.
   - Explain that the author and photographer have to work together to make sure the text and photographs match. Ask students if the title and photograph on the cover belong together. For additional support, provide the following sentence frame: *El título coincide con la fotografía porque _____.*

3. **Using Prior Knowledge and Experience**—Tap into students' prior knowledge and experiences about birds and bugs.

   - Ask students to share what they know about birds and bugs. Prompt students as needed with questions, such as "¿Dónde viven?" "¿Qué comen?" "¿Viven en grupos o solos?"
   - Encourage students to preview some of the birds and bugs they will see as they read the book by taking a picture walk through the book.
   - For additional practice, have students complete the activity sheet *¿Qué sabes?* (page 140).

During Reading

1. **Building Oral Language**—Encourage language beyond the text that is printed on the page.

   - Assist students in reading the text at the bottom of the photograph. Then, challenge students to use the text in complete sentences. For additional support, provide a basic sentence frame that will work with all the pages: *Veo _____.* Encourage students to create their own sentences as well.

2. **Defining Roles: Author and Photographer**—Point out that the text and the photographs must match in order for the story to make sense.

   - Have students note the connection between the type of animal shown in the photograph and the text at the bottom of the page.
   - Ask students to count the number of birds or bugs on each page and make sure it matches the text at the bottom of the page.
   - For additional practice, have students complete the activity sheet *Sé el autor* (page 139).

3. **Using Prior Knowledge and Experience**—Discuss connections between the birds and bugs shown in the book and the context in which they are shown.

   - Have students name the birds or bugs shown on each page. If students are unfamiliar with one of them, provide the name.
   - Discuss the context for each bird or bug shown in the book. Ask students to tell about their own experiences seeing these animals and the contexts in which they saw the birds or bugs. For additional support, provide the following sentence frame: *Vi _____ en _____.*

> **Language Support**
>
> Dropping the accent mark or forgetting to stress the accented syllable is a very common mistake for language learners. Photocopy the black and white version of the book from the USB Device and have students highlight the *á* in the word *pájaros*.

✔ **Assessment Opportunity**—Monitor students to ensure they can independently read the high-frequency words accurately.

After Reading

1. **Building Oral Language**—Incorporate the specific animals shown in the photographs as students create sentences to describe each page.

   - Help students notice that the text does not say the type of bird or bug. The photographs used depict specific types of birds and bugs.
   - Have students review the book again. This time, have them create sentences that include the text at the bottom of the page and the specific type of bird or bug shown in the photograph. (*Hay cuatro catarinas*.) Challenge students who are ready to include a context as well. (*Hay cuatro catarinas en una hoja*.)

2. **Defining Roles: Author and Photographer**—Have students reread the book to identify the patterns presented.

   - Guide students to see that the animals shown on each page alternate: birds, bugs, birds, bugs. Additionally, the numbers are in sequential order. Tell students the pattern was intentionally created by the author and photographer.
   - Discuss how carefully creating a pattern with both the text and the photographs must be coordinated between the author and photographer. Ask students how the book would change if the author and photographer did not create this pattern or if the text and the photographs did not match. (*El lector estaría confundido. La información en el libro no sería correcta*.)

3. **Using Prior Knowledge and Experience**—Connect what students knew about birds and bugs before reading the book to what they know after reading the book.

   - Review the book and have students identify the types of birds and bugs they see. Allow students to share their knowledge and experiences with each.
   - Return to the list of birds and bugs created before reading the book. Circle any birds or bugs that were in the book that students already named.   Add any new birds or bugs that students read about in the book or that they can now remember.

Comparing Texts

Use the books *Pájaros e insectos, ¿Cuántos juguetes?,* and *Mi fiesta de cumpleaños* and the poems "Pájaros e insectos" (page 137), "Tantas piezas" (page 147), and "Fin" (page 157) for a text comparison. Choose at least two of the texts, and complete the following:

- Help students record the numbers that are written or recorded in each text.
- Chart which numbers appear in multiple texts and which numbers appear in only one text.
- Create your own text using one of the numbers that is in all the texts compared.

Writing

Have students write their own counting books. Fold a sheet of paper in half and then in half again to make a four-page book for each child. Students can write and illustrate four numbers in the book. They can be sequential or out of order.

- Have below-grade-level students copy the number words out of the book or off a number chart in the classroom. They can then draw a picture to match each page.
- Have on-grade-level students write the number word and one other word to describe the objects they draw.
- Encourage above-grade-level students to write sentences that describe the quantity of objects they illustrate on each page. (*Veo un pájaro en el árbol*.)

Cross-curricular Connections

Music—Play classical music, such as "Flight of the Bumble Bee" (either audio or video from the Internet) by Nikolai Rimsky-Korsakov. Encourage students to buzz around the room to the music. Ask students if they notice a connection between the music and bumblebees (*piensan que la música se oye como abejas que zumban*).

Science—Divide a sheet of chart paper into two sections. Label one section *insectos* and the other section *pájaros*. Guide students to identify characteristics of birds and bugs. Then, have students name animals that fit in each category.

Building Fluency

1. **Reading the Book**—Use the alternate-reading strategy to read the book several times with students. Pair students. Have one student read the number (*uno*, *dos*, or *tres*) aloud and the other student read the word (either *pájaros* or *insectos*). Then, have students reverse roles.

   - Use a copy of the book 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.

2. **Reading the Poem**— Provide copies of "Pájaros e insectos" (page 137) for students to practice reading during free-choice, independent, or paired reading time. 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 monitor students' fluency development.

Pájaros e insectos

por Sharon Coan

Pájaros e insectos que vuelan o se arrastran,
ahora les explico por qué tanto me encantan:

Me gusta ver lo que hacen,
y también cómo se ven.
Me gusta oír cómo suenan,
¡de seguro a ti también!

Me gusta mirar los nidos
llenos de huevos azules.
Y me gustan las arañas,
¡con sus patas tejen tules!

Me gusta el mirlo que trina
y anuncia la primavera.
Y las abejas que zumban
dando miel a quien la quiera.

Me gusta cuando los loros
hablan y hablan porque sí.
Y también las mariposas
que se posan sobre mí.

Me gustan los búhos que ululan.
Y los grillos, ¡qué bien cantan!
Y las palomas que arrullan,
¡animales que me encantan!

Rápidos o lentos, pájaros e insectos,
¡a todos los quiero, grandes o pequeños!

Palabras para números

Instrucciones: Haz dibujos que correspondan con las palabras para números.

1. 1 uno	**4.** 4 cuatro
2. 2 dos	**5.** 5 cinco
3. 3 tres	**6.** 6 seis

Sé el autor

Instrucciones: Escribe palabras del banco de palabras para relacionarlas con cada fotografía.

Banco de palabras
pájaros   insectos   dos   seis

1.

dos

pájaros

3.

2.

4.
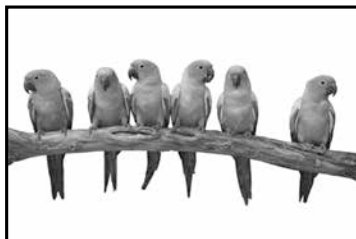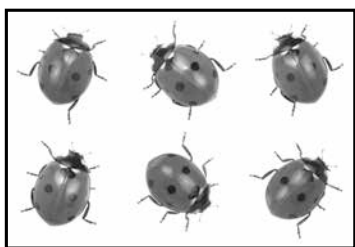
¿Qué sabes?

Instrucciones: Traza líneas para unir el pájaro o el insecto a donde debe ir.
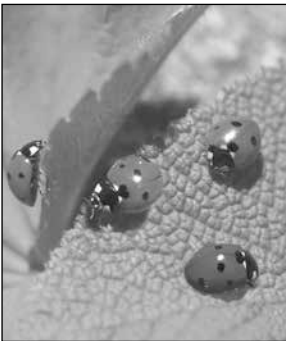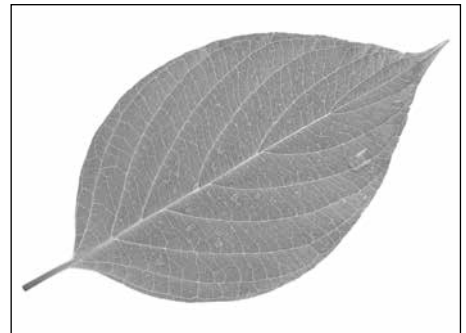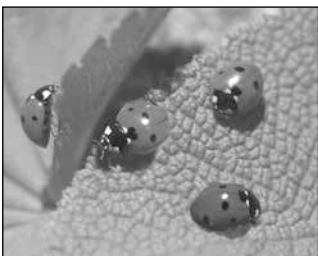
Oral Reading Record

Name _____ **Date** _____

Assessor _____
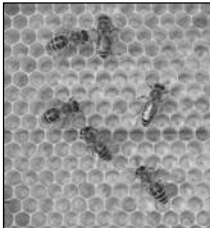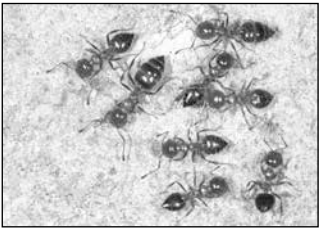
Word Count
9

Codes
Visual Uses visual clues to discuss photo.
Meaning Develops meaning related to book topic.
Words Reads words. C = correct E = error SC = self-correct
Sequence/Structure Recognizes sequence or structure of the book (e.g., storm sequence or good/bad contrast pattern).

Prompts
First Prompt: *Cuéntame sobre este libro.*
Second Prompt: *Dime más.* (This may be used only once.)

Rubric
2 = strong response 1 = adequate response 0 = little or no response
Note: To pass, students should score a total of 6 or more in each category and have a 1 or 2 in the Sequence/Structure.

Page	Photo and Text	Visual	Meaning	Words
3	 1 pájaro	2 1 0	2 1 0	C E SC
4	 2 insectos	2 1 0	2 1 0	C E SC
5	 3 pájaros	2 1 0	2 1 0	C E SC
6	 4 insectos	2 1 0	2 1 0	C E SC

GO ON ▶

Oral Reading Record (cont.)

Page	Photo and Text	Visual	Meaning	Words
7	 5 pájaros	2 1 0	2 1 0	C E SC
8	 6 insectos	2 1 0	2 1 0	C E SC
9	 7 pájaros	2 1 0	2 1 0	C E SC
10	 8 insectos	2 1 0	2 1 0	C E SC
11	 9 pájaros	2 1 0	2 1 0	C E SC
	Totals			C + SC =
	Sequence/Structure	2 1 0		

Actívidad de evaluación

Nombre: _____ Fecha: _____

Instrucciones: Traza una línea desde cada imagen hasta el círculo correcto: *pájaro* o *insecto*.

pájaro   insecto
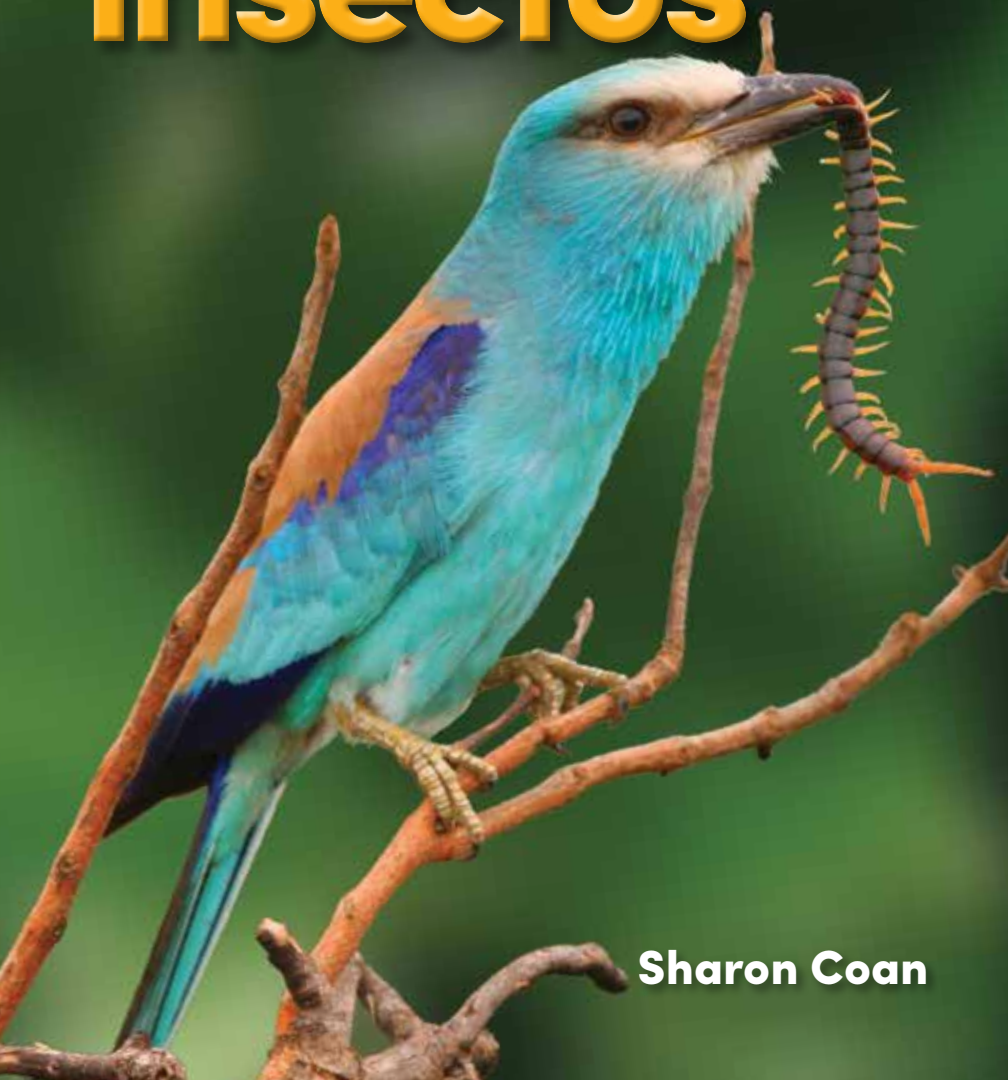
Pájaros e insectos

Sharon Coan

1 pájaro

2 insectos

3 pájaros

4 insectos

5 pájaros

6 insectos

7 pájaros

8 insectos

9 pájaros

Palabras para aprender

insectos

pájaros