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Exploring Reading— Level 1 (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** (14 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 *Henry y Mudge: El primer libro de sus aventuras* and *El día que los crayones renunciaron*. 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

LEVEL

1

Exploring Reading

Best Practices Guide



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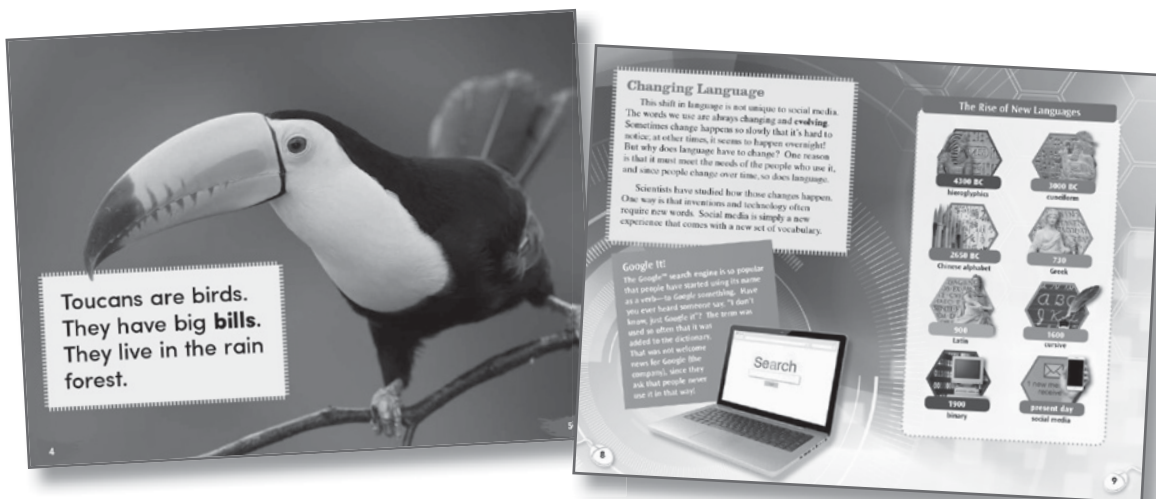
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The Importance of Reading Informational Text

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.

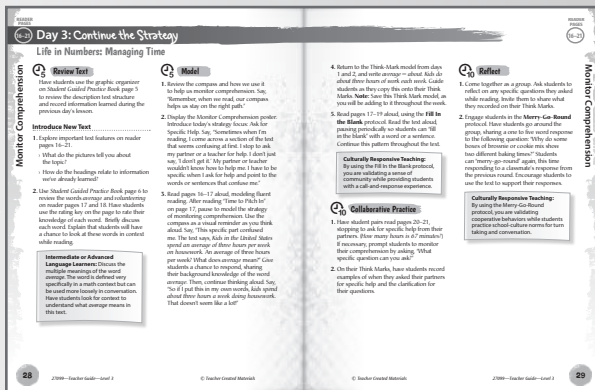
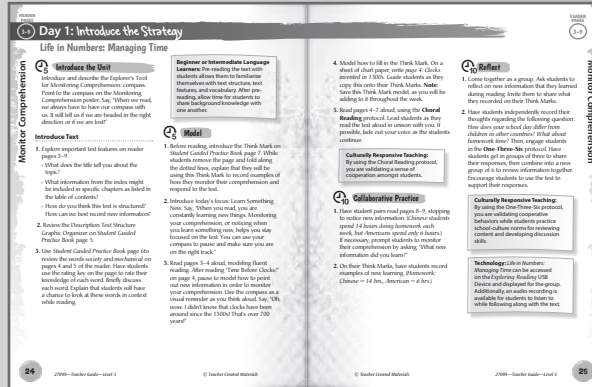
Theory into Practice



Reader Sample Lesson

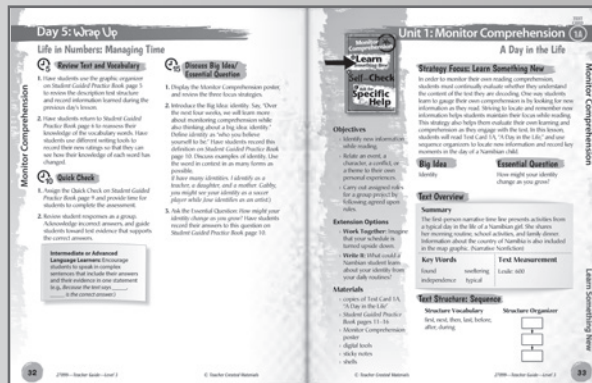
Exploring Reading has embedded Gradual Release of Responsibility into each reader lesson, including review, teacher modeling, and collaborative practice.

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: Ayudantes en la escuela	La <i>a</i>
1B: Hogares del mundo	Sílabas con <i>a</i>
1C: La pequeña iguana	Diptongos: <i>au</i> y <i>ua</i>
2A: El día de suerte de Alma	La <i>u</i>
2B: Haz el bien, siéntete bien	Sílabas con <i>u</i>
2C: Grupos de animales	Sílabas abiertas y cerradas
3A: Ricitos de Oro y los tres osos: Lo que sucedió después	La <i>o</i>
3B: Los patrones de la naturaleza	Sílabas con <i>o</i>
3C: Cómo crece una catarina	Hiato: <i>eo</i>
4A: El regalo de cumpleaños	La <i>i</i>
4B: Tiempo de compartir	Diptongos: <i>iu</i> y <i>ui</i>
4C: Hábitos saludables	Hiato: <i>ía</i> e <i>ío</i>
5A: Fuera de este mundo	La <i>e</i>
5B: ¿Entiendes el mensaje?	Sílabas abiertas y cerradas
5C: Ayudante de animales	Diptongos: <i>ei</i> y <i>ie</i>
6A: Listo para escribir	Dígrafos: <i>gu</i> y <i>qu</i>
6B: ¡Qué gran idea!	Dígrafos: <i>ch</i> , <i>ll</i> y <i>rr</i>
6C: Artista y autora	Grupos consonánticos: consonante + <i>r</i>
7A: Campeones de deletreo	Grupos consonánticos: consonante + <i>l</i>
7B: Hora de jugar	Sílabas: repaso de dígrafos y grupos consonánticos
7C: Un buen perdedor	Sílabas: repaso de hiato
8A: Cazador de dinosaurios	Sílabas: dos consonantes
8B: Hombres de montaña	Sílabas: tres consonantes
8C: La gran tarea de los crayones	Sustantivos plurales

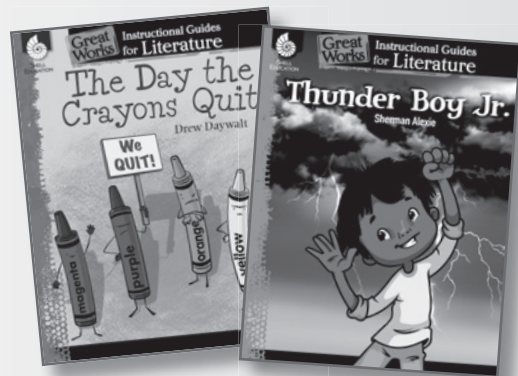
Instructional Overview

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: What different kinds of people are in your world?	
<p>Week 1</p> <p>Strategy: Monitor Comprehension</p>  <p>Students use an Explorer Tool to learn a comprehension strategy. After building shared knowledge, students are introduced to a big idea.</p>	<p>Week 2</p> <p>Learn Something New</p>  <p>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.</p>	<p>Week 3</p> <p>Self Check</p> 	<p>Week 4</p> <p>Ask for Specific Help</p> 

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.

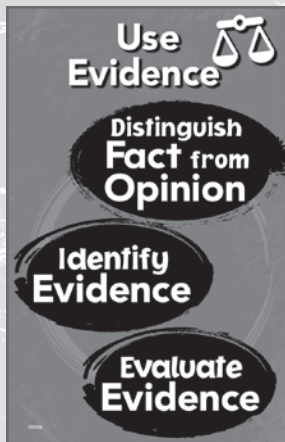
- › *Day 1:* Students **analyze text features** and **identify new vocabulary** words. After an introduction to a new strategy focus, students read the text for the first time, applying the strategy.
- › *Day 2:* Teachers lead students through a **close reading** of the text card. Students **annotate** 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 7: Use Evidence

The Best You: Calm Down



Big Idea

Winning and Losing

Essential Question

How can you be a good sport even when you do not win?

Unit Overview

Throughout this unit, students will learn and practice three different strategies that will help them find and use evidence. They will distinguish facts from opinions, identify evidence, and evaluate the validity of the evidence. As students read *The Best You: Calm Down*, they will use a scale as a reminder to weigh different ideas in order to find the strongest evidence.

Text Summary

Everyone gets angry now and then. The important thing is what you do about it. Throwing a tantrum is not good. So, what can you do when you feel angry? You can calm down. Here is how you can do it!

Objectives

- › Understand the author's purpose.
- › Identify evidence that supports the argument.
- › Use major points in the text to draw conclusions or make and confirm predictions.
- › Use text structure to comprehend a variety of texts.
- › Read aloud with fluency and expression to support comprehension.

Materials

- › copies of *The Best You: Calm Down*
- › *Student Guided Practice Book* pages 148–153
- › *The Best You: Calm Down* Interactiv-eBook
- › Use Evidence poster
- › children's scissors

Key Words

flushed
gentle
self-talk
tantrum
yoga

Text Measurements

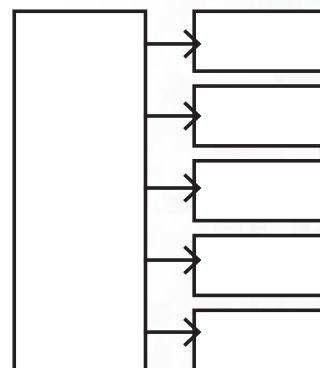
Lexile: 490L

Text Structure: Problem-Solution

Structure Vocabulary

same, different, compare, contrast, both

Structure Organizer



Day 1: Introduce the Strategy

The Best You: Calm Down

Use Evidence



Introduce the Unit

1. Introduce the Explorer Tool: scale. Have students cut out the Scale Think Mark on *Student Guided Practice Book* page 199. (**Note:** After each lesson, have students leave the Think Marks in their readers.) As students cut, say, “Scales help people weigh things. When we read, we can use scales to decide which evidence is stronger.”
2. Define and describe the Use Evidence strategy. Point to the poster, and say, “This week, we will learn how to use evidence. That means we will stop along the way to notice our thoughts and find evidence to support them.”
5. Have students turn to *Student Guided Practice Book* page 148 to assess their understanding of the words. Have them circle the heart if they are familiar with a word or the question mark if a 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 words onto the appropriate lines.
6. Introduce the focus strategy by saying, “While we read today, we will use evidence by distinguishing fact from opinion. That means we will look at the information that can be proven true and the information that shares someone’s feelings on a topic. Watch as I practice this strategy. I will use my scale as a reminder to stop and weigh the information: Is it a fact or an opinion?”



Introduce the Lesson

1. Distribute one copy of *The Best You: Calm Down* 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 does the picture tell you about the book?
 - › What do you think the book will be about?
3. Introduce students to the song “How Do You Feel?” Have them turn to *Student Guided Practice Book* page 150 and follow along with the words as you sing aloud. Encourage students to sing along.
4. Say, “Today, we will read pages 4–9. On these pages, we will encounter the words *flushed* and *tantrum*.”

Beginner or Intermediate Language Learners:

Guide students to say the word *calm* in a calm way. Discuss how your body feels when it is calm. Have students repeat this activity by saying the word *angry* in an angry way. Discuss how your muscles feel tense when you are angry.

5 **Model**

1. Read pages 4–7 aloud, modeling fluent reading.
2. Pick up the Scale Think Mark. Say, “I see a lot of facts on page 6. Everyone feels angry at times. That is a fact. Anger is a normal feeling. That is also a fact. It’s normal because everyone feels that way sometimes. You can choose what to do about it. That is also a fact. You always have a choice about how to behave when you feel angry.”

10 **Collaborative Practice**

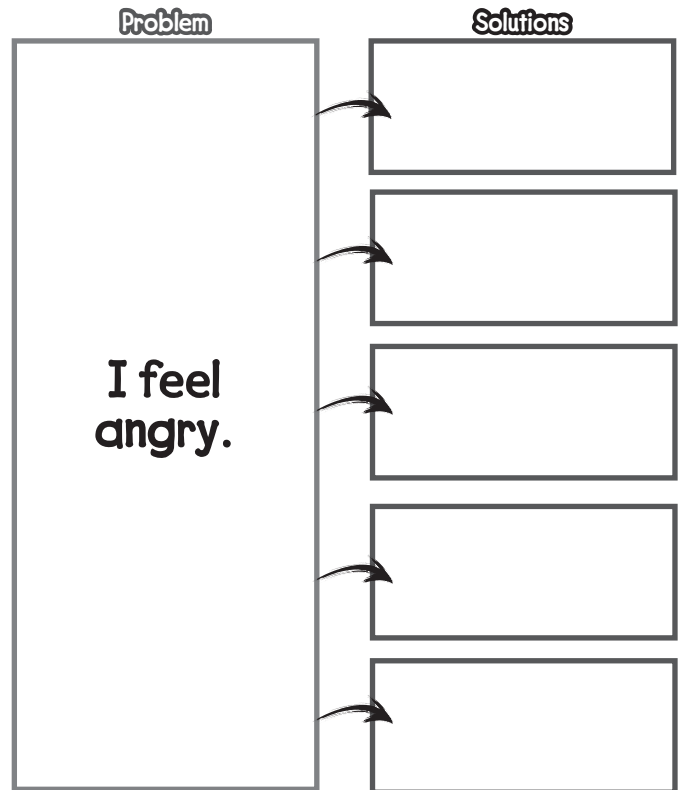
1. Read pages 8–9 aloud, using the **Choral Reading** protocol. Lead students as they read the text aloud in unison with you. If possible, fade your voice as the students continue.
2. Say, “Today, we will read pages 4–9 together. With partners, revisit these pages and find one fact. Tell how you know it is a fact.” Guide students as they revisit pages 4–9, noticing facts and opinions. Have them share their findings with the group.
3. Have students draw lines from the words *flushed* and *tantrum* to the pictures of a boy with red cheeks and a girl crying on *Student Guided Practice Book* page 124.

Cultural Responsiveness:
By using the Choral Reading protocol, you are validating the cultural behavior of collective success among students.

5 **Reflect**

1. Invite students to share their learning. Have students turn to the graphic organizer on *Student Guided Practice Book* page 149.

Technology:
The Best You: Calm Down 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

The Best You: Calm Down



Review Text and Tool

1. Say, "Remember, this week we are learning about using evidence. That means we will notice our thoughts and find evidence to support them."
2. Point to the Use Evidence poster. Say, "Using our scales will help us weigh facts and opinions, identify evidence, and decide which evidence is strongest."
3. Say, "We're going to continue reading *The Best You: Calm Down* today. Let's sing our song about how we can act when we feel proud, sad, or angry." Have students turn to *Student Guided Practice Book* page 150 and follow along with the words as you sing aloud. Encourage students to sing along.



Introduce New Text

1. Say, "Today, we will read pages 10–13. Before we get started, let's look back at our vocabulary words from pages 4–9."
2. Have students turn to *Student Guided Practice Book* page 148 to review the words *flushed* and *tantrum*. Guide students in a brief discussion as they share ideas about a time when they felt flushed or possible reasons a young child might have a tantrum.
3. Introduce the focus strategy by saying, "While we read today, we will identify evidence. That means I will pay attention to my thoughts and then find evidence to support my thoughts. Watch as I practice this strategy. I will use my scale as a reminder to weigh evidence."

Intermediate or Advanced Language Learners:

Show students how to use the word *because* when providing evidence. Explain that the word can go at the beginning or in the middle of a sentence. For example, *I know that you are angry because your hands are in fists.* Or, *Because your hands are in fists, I know you are angry.* Have students practice providing evidence using the word *because* in two ways.



Model

1. Read pages 10–11 aloud, modeling fluent reading.
2. Pick up the Scale Think Mark. Say, "The text says that there are many good choices we can make when we are angry. I can prove this because the evidence on page 11 says we are about to learn about them!"



Collaborative Practice

1. Read pages 12–13 aloud, using the **Fill in the Blank** protocol. Read the text aloud, pausing periodically so that students can “fill in the blank” with a word.
2. Say, “Today, we will read pages 10–13 together. With a partner, find some evidence to prove that there are many good choices we can make when we feel angry. If you find something you’d like to share, show me how you would take a calming breath.”
3. Have students draw lines from the words *self-talk* and *gentle* to the pictures of a girl looking in the mirror and a girl with her eyes closed on *Student Guided Practice Book* page 148.

Cultural Responsiveness:

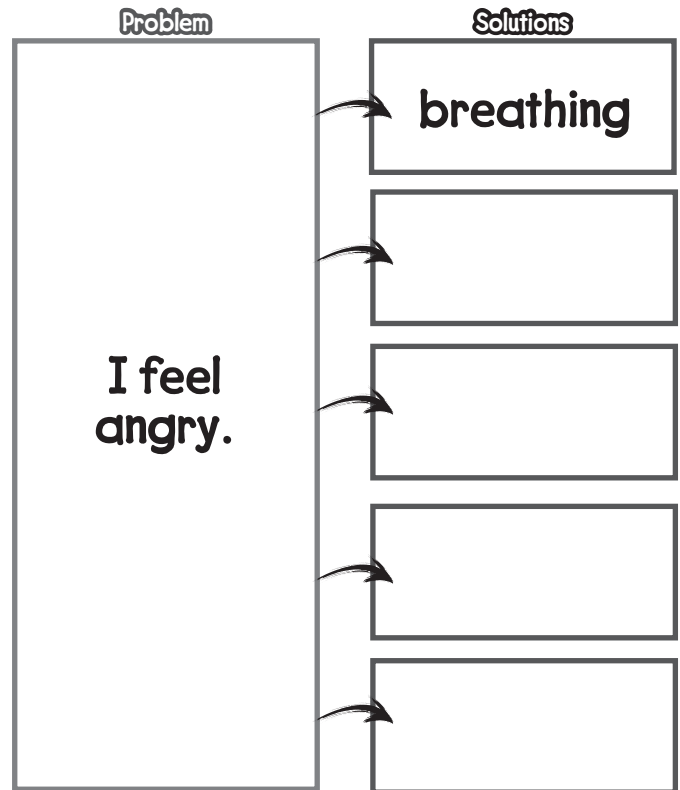
By using the Fill In the Blank protocol, you are validating a sense of community while providing students with a call-and-response experience.



Reflect

Come together as a group. Invite students to share their learning. Have them record information using the graphic organizer on *Student Guided Practice Book* page 149.

Note: You may choose to have students draw pictures or record fewer words than those listed in the example.



Day 3: Continue the Strategy

The Best You: Calm Down

Use Evidence



Review Text and Tool

1. Say, "Remember, this week we are learning about using evidence. That means we will notice our thoughts and find evidence to support them."
2. Point to the Use Evidence poster. Say, "Using our scales will help us weigh facts and opinions, identify evidence, and decide which evidence is strongest."
3. Say, "We're going to continue reading *The Best You: Calm Down* today. Let's sing our song about how we can act when we feel proud, sad, or angry." Have students turn to *Student Guided Practice Book* page 150 and follow along with the words as you sing aloud. Encourage students to sing along.



Introduce New Text

1. Say, "Today, we will read pages 14–17. On these pages, we will encounter the words *self-talk* and *gentle*."
2. Have students turn to *Student Guided Practice Book* page 148 to assess their understanding of the words. Have them circle the heart if they are familiar with a word or the question mark if a 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 words onto the appropriate lines.
3. Introduce the focus strategy by saying, "While we read today, we will evaluate evidence. That means we will decide which evidence is stronger. Watch as I practice this strategy. I will use my scale as a reminder to weigh the evidence."

Beginner or Intermediate Language Learners:

Provide sentence frames to support students as they use evidence

- › The evidence is _____.
- › The proof is _____.



Model

1. Read pages 14–15 aloud, modeling fluent reading.
2. Continue reading aloud, stopping at the end of page 15. Pick up the Scale Think Mark. Say, "I remember that on page 12, the author told us that breathing is an easy way to calm down. On page 14, she said that self-talk is also easy. I'm going to weigh the evidence for each one and decide which evidence is stronger. I think the evidence for breathing is stronger. The author gave us all kinds of examples of things we can say to ourselves when we are talking to ourselves. That makes self-talk seem hard! But for breathing, the author says we just need to breathe in and out slowly. Breathing is something we do anyway!"



Collaborative Practice

1. Read pages 16–17 aloud, using the **Choral Reading** protocol. Lead students as they read the text aloud in unison with you. If possible, fade your voice as the students continue.
2. Say, “Today, we will read pages 14–17 together. We have read about breathing, self-talk, and counting. Let’s look at the evidence and decide which of these is easiest. If you have something you’d like to share, say ‘I’m amazing.’”
3. Have students turn to *Student Guided Practice Book* page 148. Then, have them draw lines to match the pictures of *self-talk* and *gentle* to the words.

Cultural Responsiveness:

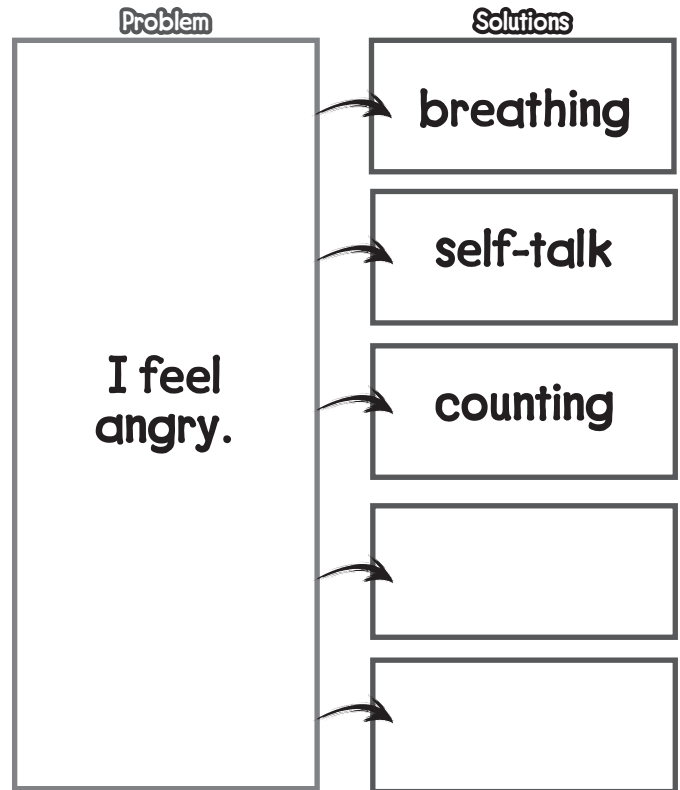
By using the Choral Reading protocol, you are validating the cultural behavior of collective success among students.



Reflect

Come together as a group. Invite students to share their learning. Have them record information using the graphic organizer on *Student Guided Practice Book* page 149.

Note: You may choose to have students draw pictures or record fewer words than those listed in the example.



Day 4: Know the Strategy

The Best You: Calm Down

Use Evidence



Review Text and Tool

1. Say, "Remember, this week we are learning about using evidence. That means we will notice our thoughts and find evidence to support them."
2. Point to the Use Evidence poster. Say, "Using our scales will help us weigh facts and opinions, identify evidence, and decide which evidence is strongest."
3. Say, "We're going to continue reading *The Best You: Calm Down* today. Let's sing our song about how we can act when we feel proud, sad, or angry." Have students turn to *Student Guided Practice Book* page 150 and follow along with the words as you sing aloud. Encourage students to sing along.



Introduce New Text

1. Say, "Today, we will read pages 18–23. On these pages, we will encounter the word *yoga*."
2. Have students turn to *Student Guided Practice Book* page 148 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.

Intermediate or Advanced Language Learner:

Explain that exercising is one way to feel better when you are frustrated or angry. Show students the photographs on pages 18–21 of running and yoga. On a sheet of chart paper, write the word *Exercise* at the top. Begin a list of different types of exercise, starting with running and yoga. Have students share forms of exercise in which they like to participate, and add each type to the chart. Challenge students to choose a form of exercise that calms them down, and have them explain how it helps them.



Model

1. Read pages 18–19 aloud, modeling fluent reading.
2. Pick up the Scale Think Mark. Say, "I see a fact on page 19. Running is good for your body. I can prove it. Page 19 says running can help you calm down."

10 Collaborative Practice

1. Have students draw a line from the word *yoga* to the pictures of children doing yoga on *Student Guided Practice Book* page 148.
2. Say, "Listen as I read *The Best You: Calm Down*. While I read, think about how you use evidence. Each time I stop, talk to a partner about any facts or opinions you identified or any evidence that you read."
3. Read *The Best You: Calm Down* from the beginning. Stop for partner talk after every two to four pages.

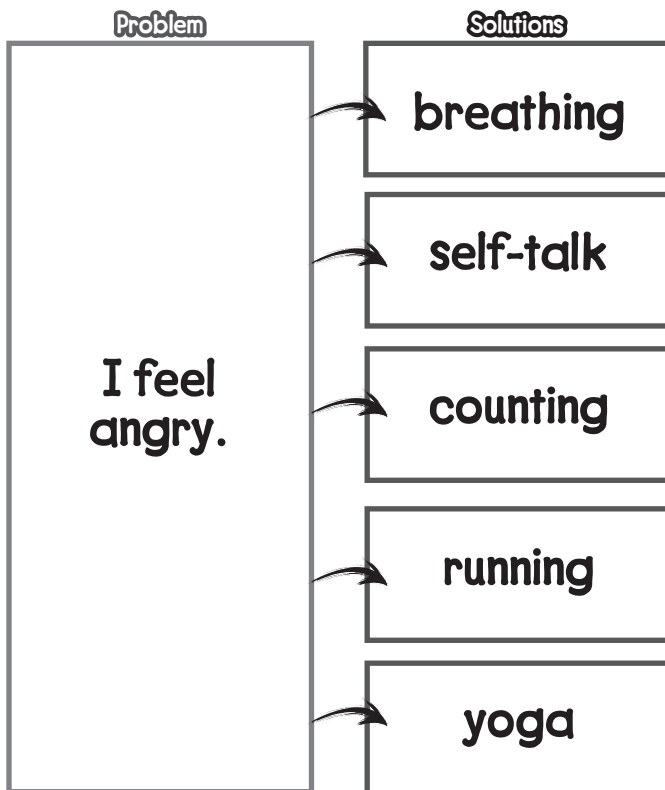
5 Reflect

Come together as a group. Invite students to share their learning. Have them record information using the graphic organizer on *Student Guided Practice Book* page 149.

Note: You may choose to have students draw pictures or record fewer words than those listed in the example.

Technology:

If students are ready to work independently, they can access the interactiv-eBook on the *Exploring Reading* USB Device to complete one or more of the activities. Students can annotate the text, watch videos, practice a word work activity, or complete a comprehension assessment.



Day 5: Wrap Up

The Best You: Calm Down



Review Text and Vocabulary

1. Complete the graphic organizer on *Student Guided Practice Book* page 149. Say, "We finished reading *The Best You: Calm Down* in our last session, so let's read through our graphic organizers to revisit some of the things we learned." Have students choral read their graphic organizers, practicing sight word fluency.
2. Return to *Student Guided Practice Book* page 148, 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 as needed.

Beginner or Intermediate Language Learner:

Have students use one or more words from the picture glossary to say something they now know about when and how to calm down.



Quick Check

Have students turn to the Quick Check on *Student Guided Practice Book* page 151. Read each question aloud, and guide students as they answer the questions as a group.



Discuss Big Idea/ Essential Question

1. Introduce the Big Idea: winning and losing. Say, "For the rest of this unit, we will practice using evidence while we also think about the Big Idea: winning and losing. Let's reread *The Best You: Calm Down*, and search for examples of winning and losing." Have students track silently with their pointer fingers while you read the text aloud.
2. 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., *Sometimes, we work very hard and we win. Other times, we work very hard and someone else wins! It's important to figure out ways to cope when we don't get something we really want.*)
3. Students can record their initial thoughts on *Student Guided Practice Book* page 152.

Palabras importantes

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

enrojeces  



berrinche  



reflexionar  



amable  



yoga  

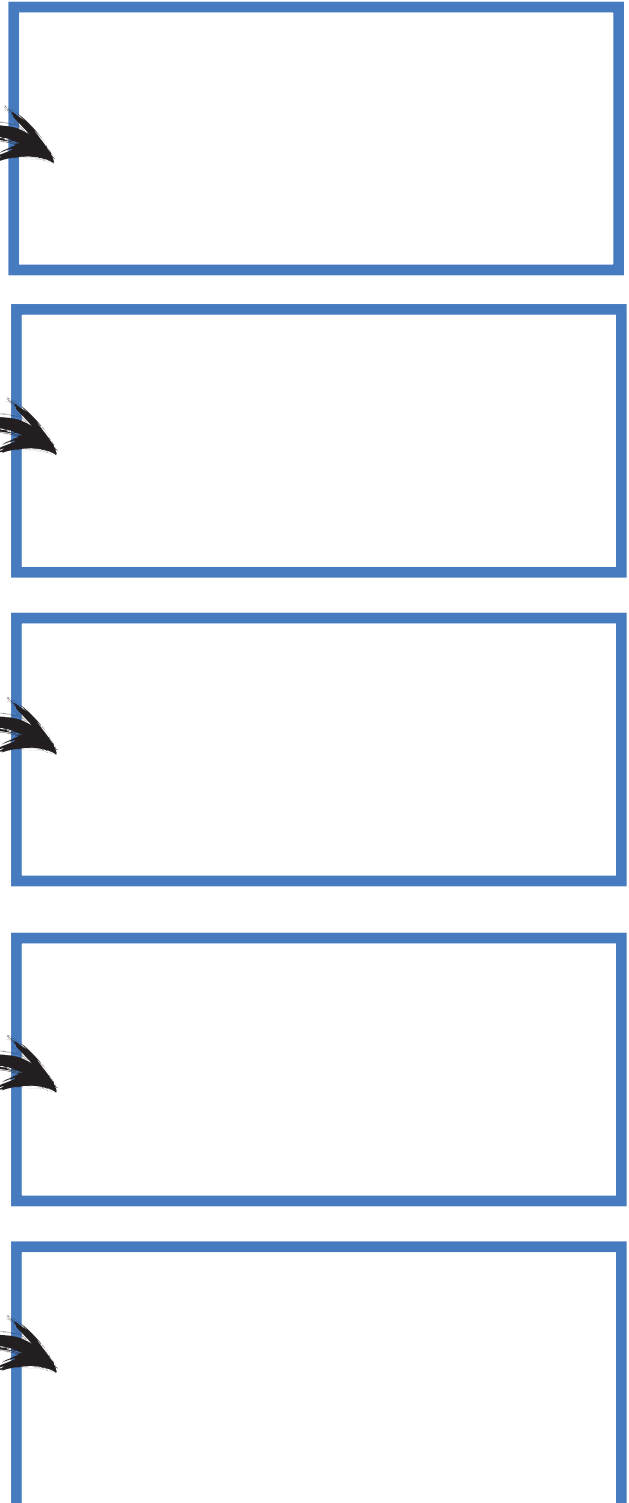


Organizador gráfico de problema y solución

Instrucciones: ¿Cuál es el problema en el texto? ¿Cómo se resuelve? Escríbelo o dibújalo en los recuadros.

Problema

Soluciones



¡Canta una canción!

¿Cómo te sientes?

(cantado con la melodía de "Head and Shoulders")

Letra por Evelyn García y Dona Herweck Rice

(Pídeles a los niños que hagan la acción que se describe en cada estrofa).

Sonreír y aplaudir, aplaudir.

Sonreír y aplaudir, aplaudir.

Y cuando estés feliz podrás
sonreír y aplaudir, aplaudir.

Gimotear y patalear, patalear.

Gimotear y patalear, patalear.

Y cuando estés triste podrás
gimotear y patalear, patalear.

Contar desde uno hasta diez, hasta diez.

Contar desde uno hasta diez, hasta diez.

Y cuando te enojas podrás
contar desde uno hasta diez, hasta diez.

Repaso de comprensión

Instrucciones: Escucha las preguntas. Escoge una respuesta.

1. ¿Cuál es una buena manera de calmarse?



(A) un berrinche



(B) respirar

2. ¿Cuál es una buena manera de calmarse?



(A) correr



(B) gritar

Instrucciones: Escoge la mejor palabra. Escríbela en el renglón.

Banco de palabras		
enojarse	yoga	gritar

3. El correr y el _____ te pueden ayudar a calmarte.



**Gran
idea**

Ganar y perder

**Pregunta
esencial**



**¿Cómo puedes ser un buen perdedor
aun cuando no ganes?**

Instrucciones: Escribe lo que sabes.

Sé

Sé que puedo ser un buen perdedor al _____

Instrucciones: Escribe lo que aprendiste.

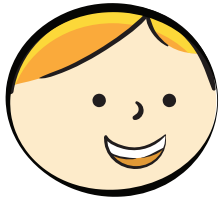
Aprendí

Aprendí que puedo ser un buen perdedor también al _____



¡Dibújalo! Familia

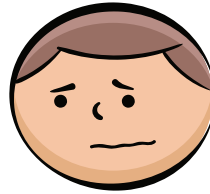
Instrucciones: Cuando dibujas a personas, puedes mostrar cómo se sienten. Dibuja a una persona. Muestra cómo se siente. Escribe sobre sus sentimientos.



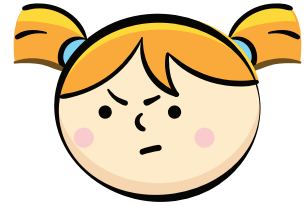
feliz



triste



preocupado



enojada

Esta persona se siente _____

Prueba preliminar

Instrucciones: Escucha mientras tu maestro lee el pasaje.

Mantenerse en forma con los deportes

¡Ponte en forma!

Los deportes son una excelente forma de mantenerte en forma.

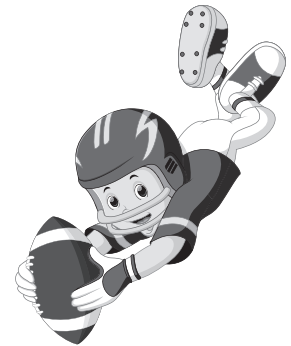
Baloncesto

En el baloncesto, los jugadores anotan puntos cuando meten la pelota en la canasta. ¿Puedes lanzar una pelota? Quizás el baloncesto sea tu deporte.



Fútbol americano

El fútbol americano es un juego brusco pero divertido. Los jugadores usan cascos y almohadillas para protegerse. ¿Puedes correr sin que te agarren? El fútbol americano puede ser el deporte para ti.



Fútbol

El fútbol requiere pies ágiles. Los jugadores de fútbol usan los pies para patear la pelota. Si tienes pies ágiles, prueba el fútbol.



Kárate

¿Puedes patear y dar una vuelta? Puedes ser un buen karateca. El kárate es bueno para tu cuerpo. El kárate te hará fuerte.



Prueba preliminar *(cont.)*

Instrucciones: Usa el texto de la página 70 para contestar las preguntas.

1. ¿Qué palabras dicen cómo se mantienen seguros los jugadores de fútbol americano?

- Ⓐ *brusco y divertido*
- Ⓑ *casco y almohadillas*
- Ⓒ *correr y agarren*

2. Puedes ser bueno para el kárate si _____.

- Ⓐ puedes lanzar una pelota
- Ⓑ puedes nadar
- Ⓒ puedes patear y dar una vuelta

3. ¿Para qué deporte son buenos los pies ágiles?

- Ⓐ el patinaje
- Ⓑ el fútbol
- Ⓒ el kárate

Name _____ Date _____

Lo mejor de ti: Calmarse (pages 4–8)

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

Word Count	Text	E	SC	Cues Used					
				E			SC		
1	¡Enojado!			M	S	V	M	S	V
10	Tu respiración se acelera, te enrojeces y sientes calor.			M	S	V	M	S	V
19	Tus manos se cierran en forma de puños. Quieres			M	S	V	M	S	V
27	gritar. ¿Qué te está pasando? ¡Te sientes enojado!			M	S	V	M	S	V
30	Tienes el control			M	S	V	M	S	V
38	Todos nos enojamos. El enojo es un sentimiento			M	S	V	M	S	V
46	normal. Puedes elegir qué hacer con ello. Tú			M	S	V	M	S	V
53	controlas tus sentimientos. Tus sentimientos no te			M	S	V	M	S	V
56	controlan a ti.			M	S	V	M	S	V
63	Cuando estás enojado, algunas decisiones te hacen			M	S	V	M	S	V
70	sentir mejor. Algunas decisiones te hacen sentir			M	S	V	M	S	V
78	peor. Hacer un berrinche no está bien. Puedes			M	S	V	M	S	V
82	lastimar a los demás.			M	S	V	M	S	V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Usa la evidencia



Distingue entre
**hechos y
opiniones**

**Identifica
la evidencia**

**Evalúa
la evidencia**

Lo mejor de ti

TIME
FOR KIDS

Calmarse

Dona Herweck Rice

Lo mejor de ti

Calmarse



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¡Enojado!

Tu respiración se acelera,
te enrojeces y sientes
calor.

Tus manos se cierran en
forma de puños.



Quieres gritar.
¿Qué te está pasando?
¡Te sientes enojado!



Tienes el control

Todos nos enojamos.
El enojo es un sentimiento normal.
Puedes elegir qué hacer con ello.



Tú controlas tus sentimientos.
Tus sentimientos no te controlan a ti.



Cuando estás enojado, algunas decisiones te hacen sentir mejor. Algunas decisiones te hacen sentir peor.



Hacer un berrinche no está bien. Puedes lastimar a los demás. ¿Qué puedes hacer para sentirte mejor?

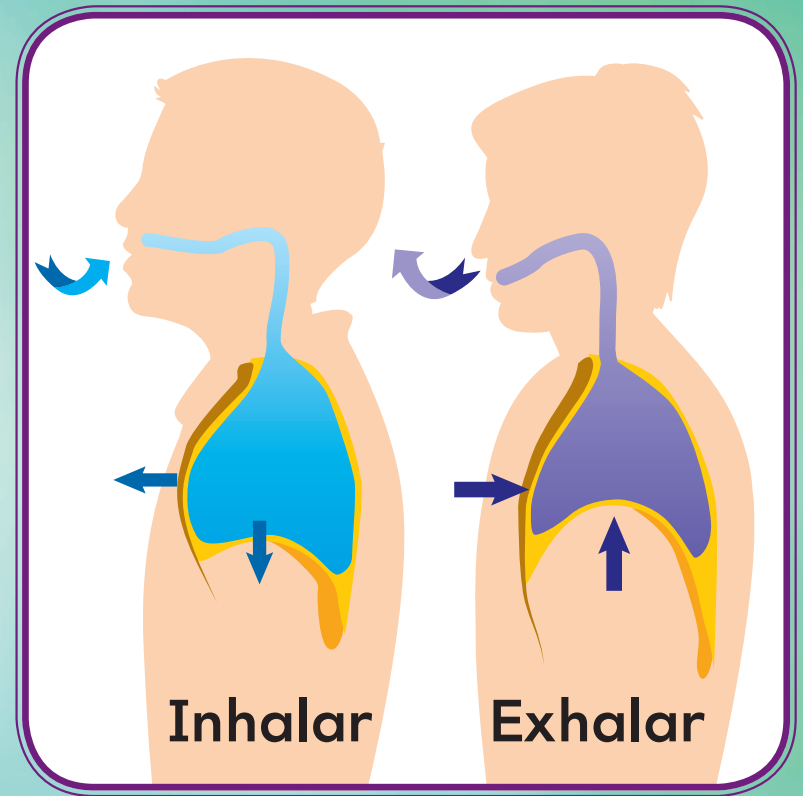


Toma buenas decisiones

Hay muchas buenas decisiones que puedes tomar cuando te sientes enojado.



Las próximas páginas están llenas de ideas que puedes probar.
¡Pruébalas todas, y fíjate en qué funciona mejor para ti!



Respirar

Una forma sencilla de calmarse es respirar profundamente. Puedes hacerlo en cualquier lugar.

Inhala lentamente a través de tu nariz y exhala a través de tu boca. Hazlo varias veces hasta que comiences a calmarte.

**Todo estará
bien.**



Reflexionar

Reflexionar también es algo fácil de hacer.

Háblate a ti mismo sobre estar calmado.

Usa un tono amable.

**Di a ti mismo: "Cálmate".
Di: "Todo estará bien".**

No necesitas decir estas cosas en voz alta.



Contar

Contar del 1 al 10 funciona para muchas personas. Es todo lo que debes hacer.



Cuenta lentamente. Esto te puede ayudar a calmarte. Si lo necesitas, cuenta hasta el 10 otra vez.



Correr

¿Te gusta correr?
Correr es algo muy bueno
que puedes hacer cuando
te sientes enojado.



Correr te puede ayudar a
calmarte.
¡Correr también es bueno
para ti!



Yoga

Muchos tipos de ejercicio te ayudan a calmarte. El yoga es una buena elección.



En el yoga pones tu cuerpo en diferentes posturas. Mantienes cada postura por un tiempo. Respiras con calma.



¡Puedes hacerlo!

No está mal sentirse enojado.

Calmarse es la mejor elección para ti y para quienes te rodean.

Puedes hacerlo.

¡Recuerda que tú tienes el control!

Glosario

amable



berrinche



enrojeces



reflexionar



yoga



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create a world in which
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