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## **Focused Mathematics Booster Pack—Level 1 (Spanish)**


**This sample includes the following:**

- Management Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (4 pages)
- About the Books and Activities** (2 pages)
- Booster Card Workspace A-C** (3 pages)
- My Mathematician Checklist** (1 page)
- Mathematician Rubric** (1 page)
- Answer Key** (1 page)
- Booster Card** (3 pages)
- Reader** (17 pages)

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Level 1

 Focused  
Mathematics

# Booster Pack

**Management Guide**

Teacher Created Materials  
PUBLISHING

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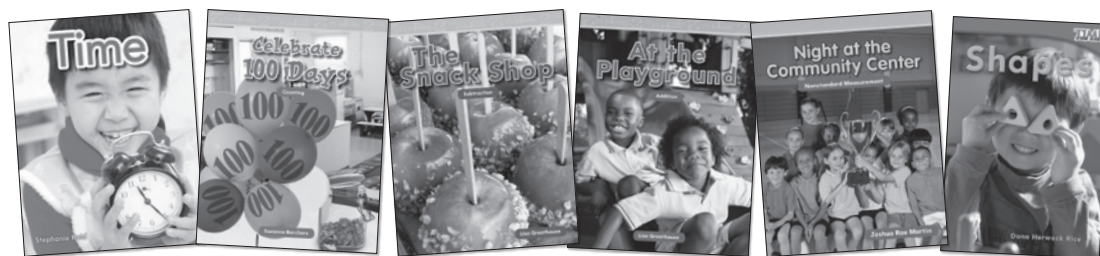
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# Kit Components

## High-Interest Books (six copies of six titles)

Books feature various, high-interest topics across content areas.



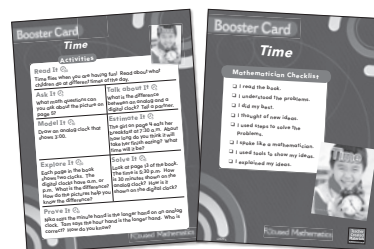
## Overview Cards

Overview cards include a book summary, mathematics objective, reading levels, mathematics vocabulary, and cross-content connections.



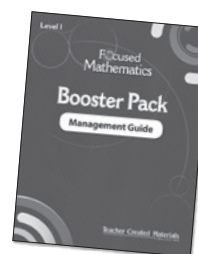
## Booster Cards

Activities engage students in real-world mathematics and require students to demonstrate mathematical practices and processes.



## Management Guide

The Management Guide includes a brief overview of the research, standards correlations, and instructional options and suggestions. Resources include student activity sheets, reproducible manipulatives, and rubrics.



## Digital and Audio Resources

PDFs of the books, Booster Cards, Response pages, as well as professional audio recordings of the books are included. A complete list of available resources is listed on page 39.

# Pacing and Instructional Setting Options

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

## Pacing

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

Activity	Approximate Time
Read It	30 min.
Ask It	5 min.
Talk about It	5 min.
Model It	10 min.
Estimate It	5 min.
Explore It	20 min.
Solve It	15 min.
Prove It	10 min.

## Instructional Setting Options

### Whole-Class Instruction

Whole-class instruction is best suited for introducing each text to students or for teaching specific strategies or content-area concepts as they apply to instructional standards and objectives. In this setting, every student engages with the same text at the same time. PDFs of the books are available in the Digital and Audio Resources and are great for displaying to the whole class for a shared-literacy experience.

### Small-Group Instruction

Instructional frameworks, such as Guided Math, support teachers who want to work with a specific group of students on a targeted comprehension or content skill. During small-group instruction, the teacher works with a select group of students with similar instructional needs. Students may sit with the teacher, either at a table or on the carpet. This setting promotes a sense of teamwork and collaboration and encourages participation in mathematical discussions. Working with students in small groups is also a great opportunity for teachers to informally assess student progress and make anecdotal notes.

### Workstations or Centers

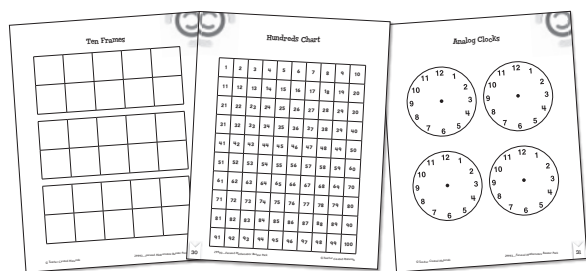
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary, while applying math concepts and process skills. When working within this instructional setting, it is important that procedures and expectations are clear and students are able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

# Strategies for Differentiating Booster Card Activities

## Below-Level Learners

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

- **Manipulatives:** Provide below-level learners with concrete or representational manipulatives to help them explore the mathematics concepts. PDFs of reproducible ten frames, a 120 chart, and analog clocks (pages 29–31) are available in the Digital and Audio Resources.



- **Total physical response:** Challenge students to create hand motions to represent new math vocabulary.

## Above-Level Learners

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

- **New Booster Cards:** Have students create Booster Cards for books in your classroom library.
- **Photo Collage:** Challenge students to take real-world math photos that match the topics learned about in the *Focused Mathematics: Booster Pack*.

## English Language Learners

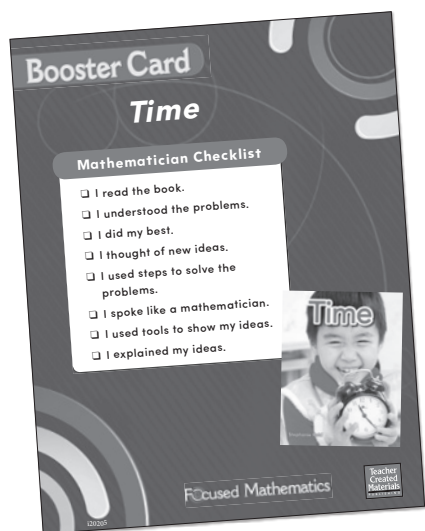
You may choose to support English language learners with some or all of these suggestions:

- **Professional Audio Recordings:** Model fluent reading by having English language learners listen to the professional audio recordings of the books that are available in the Digital and Audio Resources.
- **Sentence Frames:** Support language development and acquisition with sentence frames, such as the following:  
*This is a closed/open shape. This shape is a \_\_\_\_\_.*

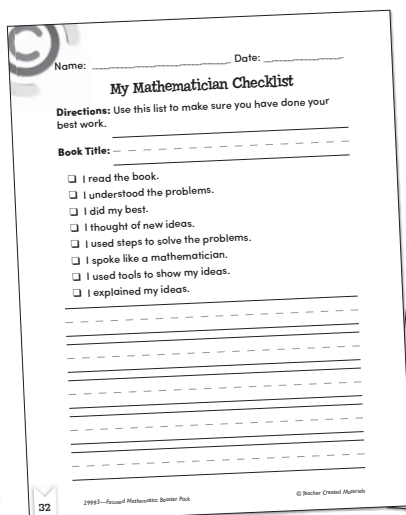
# Assessing Responses

Each *Focused Mathematics: Booster Pack* offers multiple assessment opportunities. Teachers can gain insight into student learning through small-group observations and analysis of student responses to the Booster Card activities. These formal and informal assessments provide teachers with additional data to help make informed decisions about what to teach and how to teach it. An answer key is provided (pages 34–37) to help evaluate student responses.

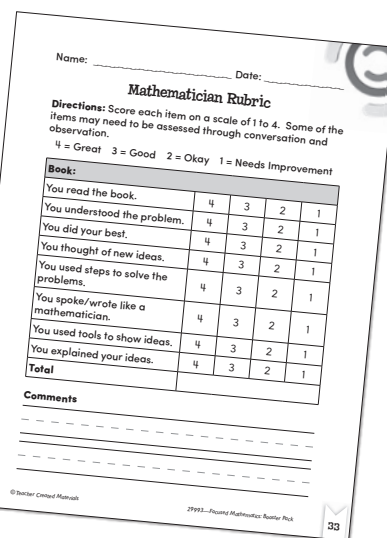
The Mathematician Checklist on the back of the Booster Cards provides an opportunity for students to reflect on their work. Distribute copies of the *My Mathematician Checklist* activity sheet (page 32) to students to guide self-reflection. Use the *Mathematician Rubric* (page 33) to assess students' mathematical practices and processes. These rubrics may be used in conjunction with each other to guide conversation during teacher-student conferences.



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



- ▲ Distribute copies of the *My Mathematician Checklist* (page 32) to students as a way to encourage self-reflection and mathematical practices and processes.



- ▲ Complete the *Mathematician Rubric* (page 33) to give students feedback.

# Book Summaries

Below are summaries of each book for teacher reference. This way, teachers can decide which books match the content that they would like to cover with their students. Also, teachers can use these summaries as a way to begin a group discussion with students about the books.

## ***Time***

Read about different children to find out what they do on a normal day. Practice reading and writing time.



## ***Celebrate 100 Days***

Are you learning how to count to 100? The students in this book are learning, too. Their teacher is helping them by celebrating their 100th day of school. They have fun counting all kinds of things in groups of 100.



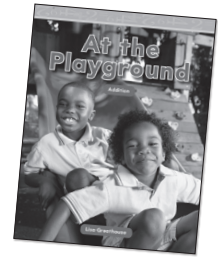
## ***The Snack Shop***

Do you play baseball? Do you like to watch other people play baseball? Baseball games are a lot of fun! Snack shops at baseball games are there in case people get hungry. As you read, use subtraction to help the shop owner keep track of sales.



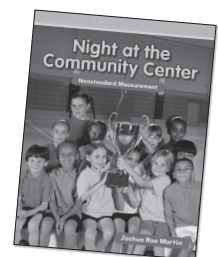
## ***At the Playground***

Practice addition at the playground. Add two blue swings and three red swings to get five swings. Add slides, rings, jump ropes, basketballs, and more!



## ***Night at the Community Center***

You can do many exciting activities at a community center. You can play games, swim, and even learn how to cook. As you read, compare the sizes of tennis rackets, use cubes to measure the world's smallest snake, and more!



## ***Shapes***

Look for shapes all around you and in the pages of this book.





# Reading Levels

Teacher Created Materials takes great care to maintain the integrity of authentic informational text while leveling it to make the text accessible for all students. In this way, our content-area books provide rich informational reading experiences from which students can learn and be ready for the complexity of college-and-career level reading.

To preserve the authenticity of these reading experiences, it is crucial to maintain important academic and content vocabulary.

To support leveled instruction, new and challenging terms are used repeatedly and defined in the text to promote understanding and retention.

The measures in this chart are for reference only. Books in the *Focused Mathematics: Booster Pack* series were chosen to include a range of grade-appropriate reading levels to support grade-level mathematics standards.

**Note:** Reading levels vary from program to program and do not correlate exactly.

Title of the Book	Lexile® Level	Guided Reading
<i>Time</i>	wordless book	wordless book
<i>Celebrate 100 Days</i>	350L	E
<i>The Snack Shop</i>	480L	K
<i>At the Playground</i>	350L	E
<i>Night at the Community Center</i>	400L	H
<i>Shapes</i>	60L	A

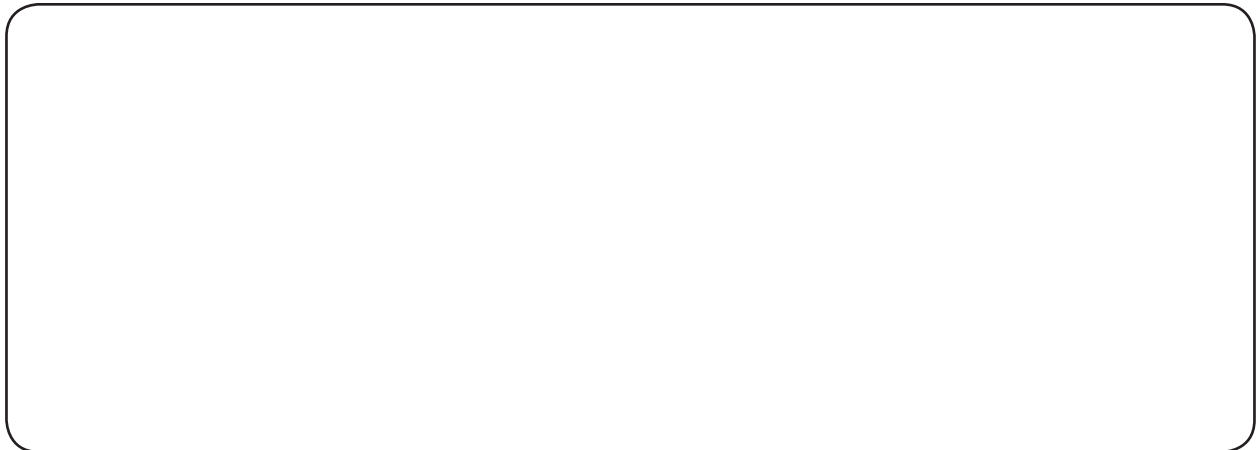
Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Espacio de trabajo A de la tarjeta de refuerzo

**Instrucciones:** Dibuja tus respuestas en el recuadro.  
Escribe tus respuestas en los renglones. Encierra la actividad que hiciste.

**Título del libro:** \_\_\_\_\_  
\_\_\_\_\_

Pregúntalo · Háblalo · Representalo · Estímalo  
Explóralo · Resuélvelo · Compruébalo



Pregúntalo · Háblalo · Representalo · Estímalo  
Explóralo · Resuélvelo · Compruébalo

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Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Espacio de trabajo B de la tarjeta de refuerzo

**Instrucciones:** Escribe tus respuestas en los renglones.  
Encierra la actividad que hiciste.

**Título del libro:** \_\_\_\_\_

Pregúntalo · Háblalo · Representalo · Estímalo  
Explóralo · Resuélvelo · Compruébalo

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Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

# Mi lista de repaso matemático

**Instrucciones:** Lee la lista. Escribe una X al lado de las cosas que hiciste.

**Título del libro:** \_\_\_\_\_  
\_\_\_\_\_

- Leí el libro entero.
- Comprendí los problemas.
- Hice mi mejor esfuerzo.
- Pensé en ideas nuevas.
- Usé los pasos para resolver los problemas.
- Hablé como un matemático.
- Usé herramientas para mostrar mis ideas.
- Expliqué mis ideas.

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Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Criterios de evaluación matemáticos

**Instrucciones:** Califique cada elemento en una escala de 1 a 4. Algunos elementos quizás necesiten evaluarse mediante conversación y observación.

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

<b>Libro:</b>				
Leíste el libro entero.	4	3	2	1
Comprendiste los problemas.	4	3	2	1
Hiciste tu mejor esfuerzo.	4	3	2	1
Pensaste en ideas nuevas.	4	3	2	1
Usaste los pasos para resolver los problemas.	4	3	2	1
Hablaste/Escribiste como un matemático.	4	3	2	1
Usaste herramientas para mostrar tus ideas.	4	3	2	1
Explicaste tus ideas.	4	3	2	1
<b>Total</b>				

### Comentarios

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# Answer Key (cont.)

## The Snack Shop

### Ask It

Responses will vary but may include, “If one of the boys takes off his hat, how many hats will still be on a head?”

### Talk about It

Answers will vary. Student should respond with subtraction number sentences with 3 as the difference, such as  $7 - 4 = 3$ .

### Model It

Answers will vary but may include “take away” story such as, “There are 9 bags of animal crackers. I take 4 bags. There are 5 bags of animal crackers left.”

### Estimate It

2 snacks

### Explore It

Students may use objects, pictures, equations, or number lines to solve subtraction problems.

#### pages 24–25 sidebar:

$$10 - 8 = 2$$

Two (2) snacks are left.



#### pages 26–27 sidebar:

$$6 - 3 = 3$$

Three (3) bottles of water are left.



### Solve It

Drawings may vary but should show 8 crackers with 6 crossed out.  $8 - 6 = 2$

### Prove It

Jack is correct. This is the idea of “shifting” on a number line.  $(9 + 1) - (5 + 1)$  gives the same distance as  $9 - 5$  since we have adjusted each term by the same amount. Justifications will vary but should show a shift.

## At the Playground

### Ask It

Responses will vary but may include, “How many more green balls are there than red balls?”

### Talk about It

$$2 + 2 + 2 + 2 + 2 = 10$$

### Model It

Answers will vary. Students should show combinations of 6 using fingers.

### Estimate It

You need 2 more to make 10.

### Explore It

#### pages 24–25 sidebar:

$$4 + 2 = 6$$

There are 6 balls in all.



#### pages 26–27 sidebar:

$$4 + 6 = 10$$

10 kids are playing tag.



### Solve It

Answers will vary. Students should write number sentences with addends 0 to 5.

### Prove It

$$0 + 9 = 9$$

$$1 + 8 = 9$$

$$2 + 7 = 9$$

$$3 + 6 = 9$$

$$4 + 5 = 9$$

## Night at the Community Center

### Ask It

Responses will vary but may include, “How many paper clips long is the snake?”

# Overview Card

Spanish

## *Puesto de comida*

### Book Summary

Do you play baseball? Do you like to watch other people play baseball? Baseball games are a lot of fun! Snack shops at baseball games are there in case people get hungry.

### Objective

Solve subtraction word problems and subtract within 10 (e.g., by using objects or drawings to represent the problem).

### Mathematics Vocabulary

less part subtract take away whole

### Cross-Content Connections

**(Social Studies)** Baseball was invented in 1839 in New York. That was over 100 years ago! Ask students to brainstorm other things that were invented over 100 years ago. Have them draw pictures to show how those things have changed from then to now.

**(Art)** Artists sometimes draw realistic pictures of snacks, such as fruit. They call these works of art still lifes. Have students create their own still-life pictures. Display some snacks and have students draw!

Focused Mathematics



Reading Levels

Lexile®: 480L

Guided Reading: K



TCM 100354 (i22181)

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# Tarjeta de refuerzo

## Puesto de comida

### Actividades



#### Léelo F

Es divertido jugar y ver béisbol. A las personas les gusta comer refrigerios cuando ven béisbol.

#### Pregúntalo $\text{C}_5$

Mira la página 6 del libro. ¿Qué preguntas matemáticas puedes hacer?

#### Háblalo $\text{C}_5$

Mira la recta numérica en la página 9 del libro. ¿Qué otras oraciones numéricas de resta serían iguales a 3? Cuéntaselo a un compañero.

#### Represéntalo $\text{C}_{10}$

Lee la oración numérica en la página 21. Dibuja un nuevo ejercicio matemático que muestre la oración numérica.

#### Estímalo $\text{C}_5$

Mira la página 24 del libro. ¿Como cuántos refrigerios comerán ambos equipos? ¿Cómo lo sabes?

#### Explóralo $\text{C}_{20}$

Resuelve los problemas matemáticos en las páginas 25 y 27. Resuelve cada problema de dos maneras. ¿Cuáles estrategias usaste?

#### Resuélvelo $\text{C}_{15}$

Resuelve los problemas matemáticos en las páginas 28 y 29 del libro.

#### Compruébalo $\text{C}_{10}$

Jack resolvió  $9 - 5$  y dijo: “¡Guau! Es lo mismo que  $10 - 6$ !”. ¿Tiene razón Jack? ¿Cómo lo sabes? Muestra tu pensamiento con palabras, dibujos o números.

# Tarjeta de refuerzo

## Puesto de comida

### Lista de repaso matemático

- Leí el libro entero.
- Comprendí los problemas.
- Hice mi mejor esfuerzo.
- Pensé en ideas nuevas.
- Usé los pasos para resolver los problemas.
- Hablé como un matemático.
- Usé herramientas para mostrar mis ideas.
- Expliqué mis ideas.





# Puesto de comida

Restas



Lisa Greathouse

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**¿Te gusta comer  
tentempiés en un  
partido de béisbol?**



**¡Puedes ir al  
puesto de comida!**



**3 niños hacen fila.**



**1 niño va a jugar.**

**¡Restar!**



$$3 - 1 = 2$$

**3 menos 1  
es igual a 2.**

**Quedan 2 niños.**



Hay 5 bolsas de palomitas.



Una niña compra 2 bolsas.

¡Restar!



$$5 - 2 = 3$$

5 menos 2  
es igual a 3.

Quedan 3 bolsas.



Hay 4 paletas.



Se venden 3 paletas.  
¡Restar!



$$4 - 3 = 1$$

4 menos 3  
es igual a 1.

Queda 1 paleta.





Hay 6 perros calientes.



Los niños compran 4 perros calientes.

¡Restar!



$$6 - 4 = 2$$

6 menos 4  
es igual a 2.

Quedan 2 perros calientes.



Hay 7 barritas de cereal.



Se venden 5 barritas.  
¡Restar!



$$7 - 5 = 2$$

7 menos 5  
es igual a 2.

Quedan 2 barritas.

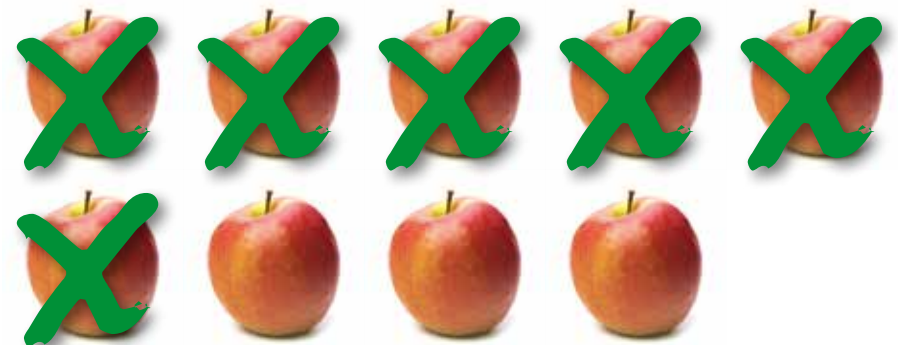


Hay 9 manzanas.



Los niños compran 6 manzanas.

¡Restar!



$$9 - 6 = 3$$

9 menos 6  
es igual a 3.

Quedan 3 manzanas.



**7 niños compran paletas heladas.**



**7 niños terminan de comerlas.**

**¡Restar!**



$$7 - 7 = 0$$

**7 menos 7  
es igual a 0.**

**Quedan 0 paletas  
heladas.**



Hay 9 bolsas de cacahuates.



Se venden 5 bolsas.  
¡Restar!



$$9 - 5 = 4$$

9 menos 5  
es igual a 4.

Quedan 4 bolsas.



10 niños compran  
conos de nieve.



5 niños terminan sus  
conos de nieve.

¡Restar!



$$10 - 5 = 5$$

10 menos 5  
es igual a 5.

Quedan 5 conos de  
nieve.



**¡INTÉNTALO!**

El entrenador trae  
10 tentempiés. Los  
jugadores comen 8.



¿Cuántos tentempiés  
quedan?



$$10 - 8 = \square$$



**¡INTÉNTALO!**

Hay 6 botellas de agua en la hielera.  
Se venden 3 botellas.



¿Cuántas botellas quedan?



$$\square - \square = \square$$





## RESUELVE EL PROBLEMA

Los niños tienen 8 galletas. Comen 6 galletas. ¿Cuántas galletas quedan?



### Materiales

✓ papel

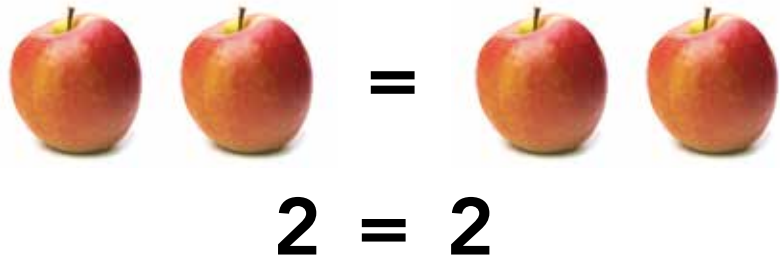
✓ lápiz

- 1** Dibuja 8 galletas.
- 2** Tacha el número de galletas que comieron los niños.
- 3** Restar. Escribe una oración numérica para mostrar tu respuesta.



## Glosario

**igual—lo mismo**

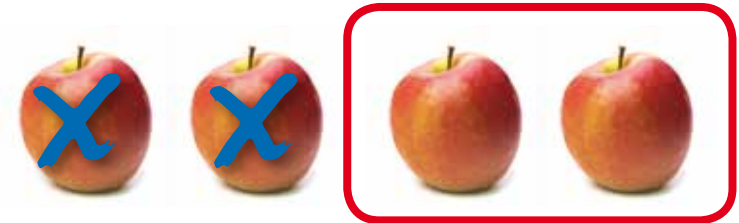


**menos—quitar**



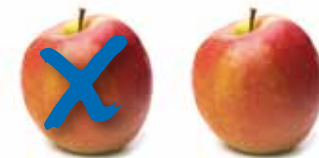
$$2 - 1 = 1$$

**queda—todavía hay**



$$4 - 2 = 2$$

**restar—quitar una parte de una cantidad**



$$2 - 1 = 1$$

## RESPUESTAS

### ¡Inténtalo!

Páginas 24–25:

$$10 - 8 = 2$$

Quedan dos (2) tentempiés.



Páginas 26–27:

$$6 - 3 = 3$$

Quedan tres (3) botellas de agua.



### Resuelve el problema

Los dibujos pueden variar pero deberían mostrar 8 galletas, con 6 de ellas tachadas.  $8 - 6 = 2$