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Fiction Readers— Foundations (Spanish)

This sample includes the following:

Implementation Guide Cover (1 page)

Table of Contents (1 page)

Reading Instruction Best Practices (4 pages)

How to Use This Program (8 pages)

Lesson Plan (12 pages)

Reader (6 pages)

To Create a World ⁱⁿ which
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Implementation Guide

Fiction Readers

**Foundations/
Foundations Plus**

**Spanish
Version**

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Research to Practice

Fiction Readers instruction begins with a simple, 20-minute guided reading lesson.

► Introduce the Text

Quickly and efficiently introduce the book and prepare students to read. In just five minutes, present the elements of the book cover, identify the genre and/or establish a purpose for reading, and review reading behavior.

► Read the Text

Students read the story aloud independently. Observe as students explore the story, experience appropriate struggle, and apply strategies to draw meaning from the text. After the story has been read once, prompt students to share their initial understandings of the story and their experiences with the act of reading. Respond with praise and problem-solving support. Lastly, guide the group through a targeted reread under teacher guidance.

► Discuss the Text

For the last five minutes of the lesson, use targeted questions and prompts to lead students to consider the text again and build a more complete understanding of what they have read.

La gallinita roja

Guided Reading Lesson

3 Introduce the Text

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Let students know that this book is a retelling of a traditional story that has been told by many people for many years.
3. Remind students that readers do the following: look at each image, create a story based on the words and pictures, and think and talk about what they read.

15 Read the Text

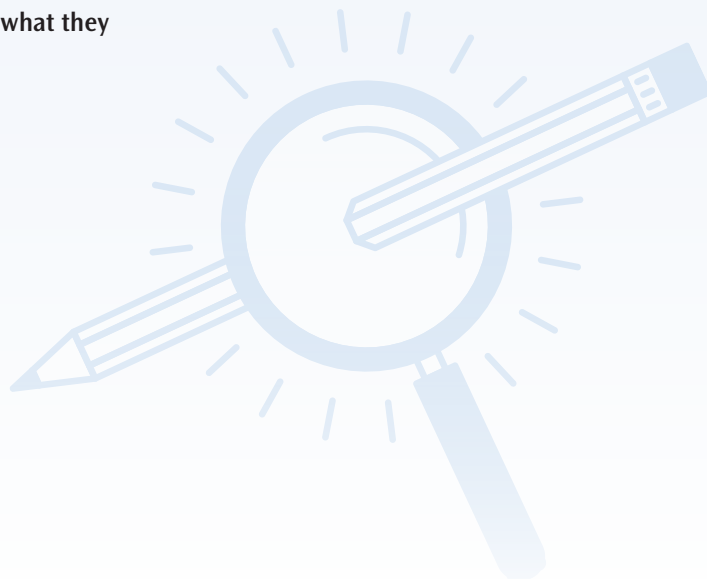
1. Have each student read the story aloud independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer to the words and pictures as they retell the story.
3. Have students tell you about the words in the story. Acknowledge the words or word parts students were able to recognize accurately. You may want to use the following ideas to address words that caused struggle or inaccuracies:
 - **COVER**—Point out this high-frequency word in the title. **LA**—Point to the letters as you say the sounds. Then blend them. Guide students to understand that *la* goes with the feminine word *gallina*.
 - **TRABAJA**—Say, "Esta palabra tiene tres sílabas: *tra, ba, ja*. Combinémoslas despacio: *trabajo*. Esta palabra y la imagen me dicen que estamos hablando de un animal: *La gallina trabaja*."
 - **NO**—Point out the high frequency word. Say, "Combinemos los sonidos de esta palabra: *ni /oi, no*."
 - **AYUDAN**—Say, "Esta palabra tiene tres sílabas: *a, ya, dan*. Combinémoslas despacio: *ayudan*. La imagen muestra que estamos hablando de muchos animales. La palabra termina con una *n*. La *n* también me dice que estamos hablando de muchos animales. Ellos no ayudan."
4. Guide students to read pages 2–3 together aloud. Repeat with pages 4–11, if needed.

5 Discuss the Text

Use the following prompts to discuss the words and pictures that tell the story.

- *Usen las palabras o las imágenes para contarme sobre el trabajo de la gallinita roja.*
(less support) *¿Cómo trabaja la gallinita roja?*
(more support) *Usen las palabras o las imágenes para contarme si el trabajo de la gallinita roja es fácil o difícil.*
- *¿Quién cambia en el cuento?*
(less support) *Usen las palabras o las imágenes para contarme cómo cambia un personaje.*
(more support) *Esojan un animal. ¿Cómo cambia de la página 3 a la página 10?*

2 03920—Fiction Readers: La gallinita roja © TCM Teacher Created Materials



Research to Practice

Fiction Readers instruction includes a simple, 20-minute comprehension strategy lesson.

► Introduce the Strategy

Quickly and efficiently, review the book, and introduce a key comprehension strategy. In just five minutes, define the strategy and its purpose.

► Use the Strategy

Return to the story to model using the strategy to better understand the story. Students follow the model to use the strategy, with support, as they continue to reread the story.

► Discuss the Strategy

For the last five minutes of the lesson, guide students to restate the strategy and to identify when and how they will use the strategy with other books and reading tasks.

La gallinita roja

Comprehension Strategy Lesson

5 Introduce the Strategy

1. Display the front cover of the book. Review the title, author name, and illustrator name.
2. Describe how to make connections.
 - Formen un vínculo con la vida real. *¿Les recuerda este cuento a un acontecimiento de su vida? ¿Les recuerda algún personaje a una persona de su vida?*
 - Formen un vínculo con otro cuento. *¿Les recuerda el cuento a otro cuento que ya conocían?*
 - Usen lo que saben sobre la vida real y sobre otros cuentos para comprender lo que están leyendo. Si algo es cierto en la vida real o en otros cuentos, quizá sea cierto en este cuento.

10 Use the Strategy

1. Use the details below to model making a connection as you read pages 2–3 together.
 - La gallinita roja está trabajando duro para recoger el trigo, pero nadie le ayuda. Puedo formar un vínculo con otro cuento: “El saltamontes y las hormigas”. La hormiga trabajó duro para juntar comida para el invierno y el saltamontes fue muy perezoso y no quiso trabajar.
2. Use the prompts below to model making connections as you read pages 4–7 together.
 - La gallinita roja está trabajando duro de nuevo. Aún no le ayuda nadie. *¿Pueden formar un vínculo con la vida real?*
 - *¿Alguna vez han trabajado duro como la gallinita roja? ¿Cómo se sintieron?* Formen un vínculo con la gallinita roja para adivinar cómo se siente.
 - *¿Alguna vez se sintieron perezosos como los demás animales? ¿Qué ocurrió en la vida real?* Formen un vínculo con los demás animales y adivinen cómo se sienten.
3. Ask students to make connections to stories or real life as you read pages 8–11. Consider the sample connections below.
 - Los demás animales quieren pan. Puedo formar un vínculo con la asamblea de premios de mi escuela. Algunos niños en verdad quisieran tener asistencia perfecta aún cuando no vienen a la escuela todos los días. Esos niños se sienten excluidos. Apuesto a que los demás animales se sienten excluidos.

5 Discuss the Strategy

Use the following prompts to discuss the comprehension strategy.

- Usamos la estrategia de formar vínculos como ayuda para disfrutar el cuento y comprender los detalles.
- Hablen con un compañero sobre un vínculo que les ayudó a disfrutar o comprender el cuento.
- Piensen en formar vínculos cada vez que lean o escuchen un cuento.

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Research to Practice

Fiction Readers instruction includes four options for fluency instruction and practice.

► Read with Expression

Define and model one aspect of expressive reading that fits well with the story. You may highlight the best way to read dialogue or how a reader's cadence changes when reading long sentences. Students then read the book with strong expression to a partner or group.

► Reread the Book

Pantomime actions, silly voices, or unusual audiences are used to entice students to practice reading the story aloud several times. Each reading will demonstrate increasing automaticity and accuracy.

► Reader's Theater


Students work together to prepare a performance of the story. They read a script of the story several times, concluding in a performative read aloud.

► Fluency Model

Students listen to the professional recording of the story. They can listen to the audio alone as they follow along in the print book or listen to the audio embedded in the read-along ebook.

La gallinita roja

Building Fluency

 Options to Build Fluency

Read with Expression

- Model reading each page with strong expression. Express effort as you read the word *trabaja*. Express disappointment as you read the words *no ayudan*.
- Have students take turns reading two pages at a time with expression to partners.

Reread the Book

- Have half the class read the book aloud while the others act out *working* and *not helping*, then *helping* and *eating*.
- Have students switch roles and repeat the process.

Reader's Theater

- Have students read through the script on page 5.
- Switch roles for repeated readings.

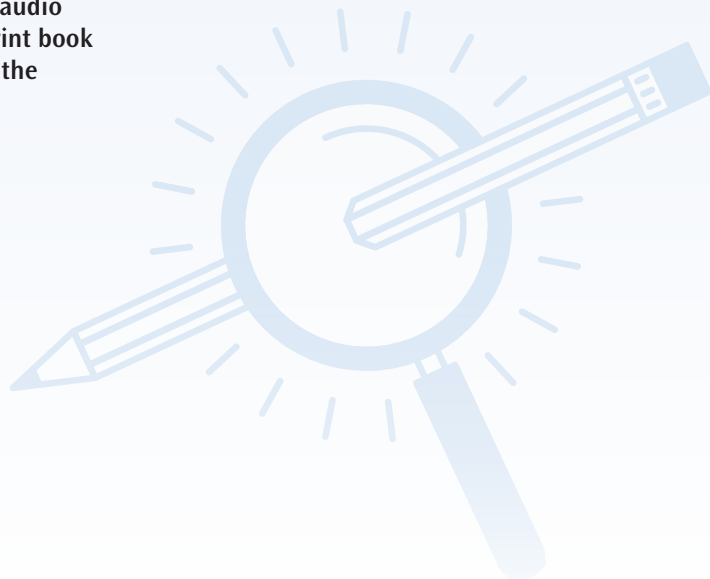
Fluency Model

- Have students listen to the professional recording of the reader's theater script (provided in the digital resources).

Assessment Opportunity

Use the Oral Reading Record (pages 10–11) to assess students' abilities to read the story fluently and accurately.

4 03300—Fiction Readers: La gallinita roja © TCM | Teacher Created Materials



Research to Practice

Fiction Readers instruction includes four options for extending each lesson.

► Word Study

Focus on a word pattern that is found in the story and can be widely generalized to other texts students will encounter. In the lower levels of the program, instruction includes phonemic awareness, phonics, and basic decoding. In the upper levels, more sophisticated aspects of decoding are taught along with morphemes and vocabulary strategies. Each lesson includes a brief mini-lesson and student activity page.

► Close Reading

Guide students to return to a specific portion of the text with a specific purpose. Students use annotation tools and discussion to identify small details that add to their understanding of the story.

► Writing about Reading

The writing activity prompts students to write about what they have read. They are encouraged to draw upon the story and the discussions around the text to complete the activity. A reproducible activity page is included.

► Content-Area Connection

The content-area connection links the topic and vocabulary from the story to mathematics, science, social studies, or art and movement. Most activities can be completed independently. A reproducible activity page is included.

La gallinita roja

Extension Options

Word Study

Final *n*

- Explain that the *n* sound at the end of a word can show that the sentence is talking about more than one person or animal.
 - Sabemos que en el libro la palabra *trabajan* habla de más de un animal porque termina en el sonido /n/.
 - Sabemos que en el libro la palabra *trabajo* habla de solo un animal porque no termina en el sonido /n/.
- Have students listen for the /n/ sound in the following words. (Focus on sounds; do not write the spellings.)

• plural: <i>oyen</i>	• singular: <i>brinca</i>
• singular: <i>juega</i>	• plural: <i>cantan</i>
• plural: <i>usan</i>	
- Use the activity on page 7 to practice identifying words ending in *n*.

Close Reading

Sequence the Steps

- Have students reread pages 2–6 closely to identify the steps of the Little Red Hen's job.
- Have students use sticky notes with the numbers 1, 2, and 3 to label the steps in the book.
- Guide students to use the details in the images they labeled to summarize the steps.

Writing about Reading

Sequence Directions

- Have students think about a job they know how to do.
- Guide them to explain three main steps to do the job.
- Provide students with two copies of page 8. Have students draw themselves doing the three main steps of their jobs and number their drawings.
- Then, have students write about the steps of the jobs using sentences, phrases, or words.

Science Connection

Follow Directions in Sequence

- Have students work in small groups to follow the recipe to make a treat (page 9).
- Take photos of student groups as they work.
- Take photos of students as they enjoy their treats together.
- Have students label the photos with a sequence number and display them in the correct order.

Assessment Opportunity

Use the Comprehension Assessment (page 12) to assess students' abilities to understand the story.

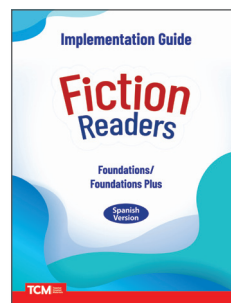
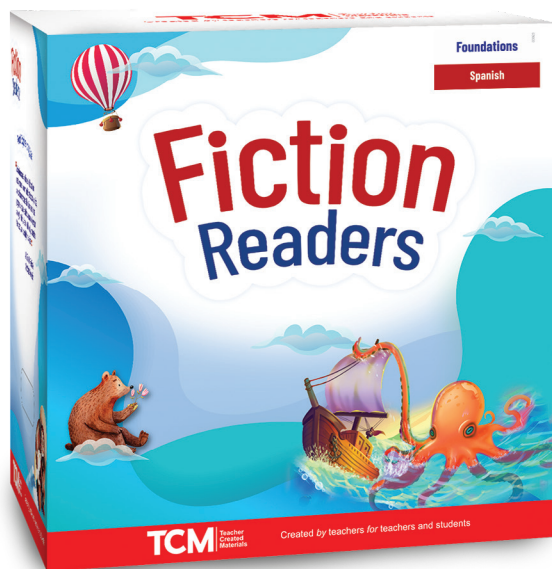
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Kit Components

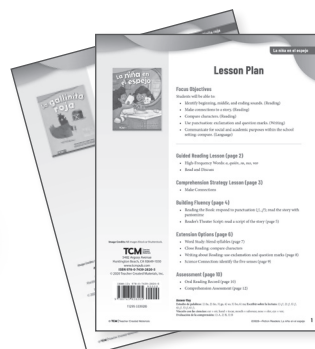
Book Trios

Each trio of full-color books offers different stories based on a common theme.



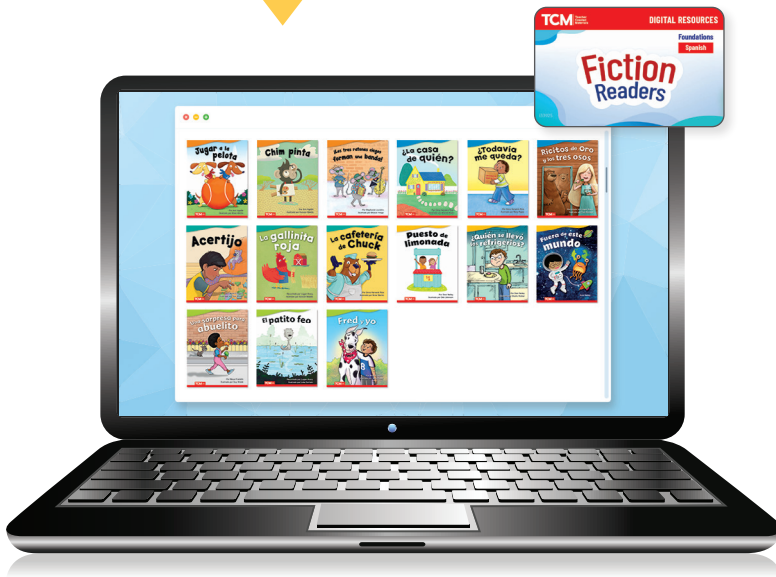
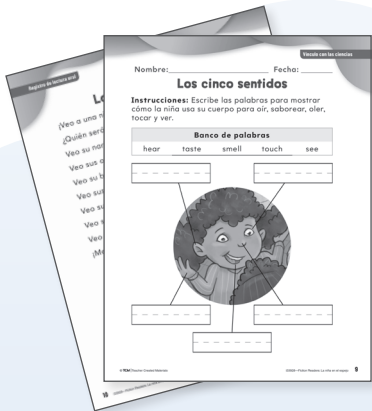
Implementation Guide

This teacher resource supports best practices for literacy instruction.



Lesson Plan

The 12-page Lesson Plan provides a consistent lesson format for every book. Plans include the lesson, assessments, extension options, and student activity pages.



Digital Resources

The following digital resources are available via digital download:

Books

- audiobooks
- eBooks

Teacher Resources

- lesson plans with student pages
- additional resources
- Family Tips booklet
- Scope and Sequence
- Reader's Theater Script Cover

Assessment Options

Informal Assessments

Every lesson includes opportunities for teachers to observe students’ reading behaviors. With every book, students read aloud, discuss their reading and thinking, and complete activity pages that require them to return to the ideas they read.

Diagnostic and Summative Assessments

The **Diagnostic Assessment** can be used to prioritize instruction for specific student groups by documenting their successful use of comprehension strategies. The **Summative Assessment** can be used to document increased successes after instruction. These also provide practice with standardized test formats. After completion, these can be stored in students’ portfolios if desired. See page 39 for details on administering the tests.

Formative Assessments

An **Oral Retelling Record** form is included in the lesson for each wordless book. This assessment documents students’ oral retelling behaviors as they look at the illustrations from the book. It is designed to be used after students have been introduced to the book and have participated in the lessons for that book. Comparing retellings for the wordless books over time will provide authentic feedback on student language development and the retelling skills outlined in the **Retelling Checklist**. See page 40 for details about administering the assessment.

An **Oral Reading Record** form is included in the lesson for each book. This assessment documents students’ reading behaviors as they read a text aloud. It can be used before students are introduced to the book (a cold read) to measure students’ performance, or it can be used after students have become familiar with the book to measure the effectiveness of the lesson. You will not likely administer the oral reading records for each book but will choose points at which they need data to make instructional decisions for specific students. See pages 41–45 and 47 for data charts and details about administering the assessment.

A **comprehension assessment** is included in the lesson for each book. This assessment measures students’ comprehension of the story and use of comprehension strategies. It can be used as a formal formative assessment or as a guided activity. Depending on the instructional needs, you may not have students complete every assessment. Details about administering the assessment are included in each lesson. See pages 46 and 48 for data charts.

Oral Retelling Record

Nombre: _____ Fecha: _____

¿Estadounidenses somos!

Instrucciones: Escucha el cuento y lee con voz fuerte. Después de leer, describe lo que viste en cada página. Usa tus palabras para describir lo que viste. Escríbelo en el espacio que te damos. Usa tus palabras para describir lo que viste. Escríbelo en el espacio que te damos.

Retelling Checklist

Page	1	2	3	4	5	6	7	8	9	10	11	12
Used phrases												
Used words												
Used sentences												

Oral Reading Record

Nombre: _____ Fecha: _____

Mira cómo bailo

Page	1	2	3	4	5	6	7	8	9	10	11	12
Used phrases												
Used words												
Used sentences												

Evaluación de Comprensión

Nombre: _____ Fecha: _____

Mira cómo bailo

Instrucciones: Escucha a tu maestro mientras lee los preguntas. Escoge las respuestas correctas.

- ¿Qué está haciendo la niña?
 - A. aleutando
 - B. zapateando
- ¿Qué sucede al final del cuento?
 - A. [Image of a girl dancing]
 - B. [Image of a girl sitting]
- Verifica la comprensión. Escribe las partes de la imagen que muestran que la niña está en un budo.

Using an Oral Reading Record

Timing

Teachers may choose to use the records at the first reading and/or after students are familiar with the book. There are two schools of thought regarding oral reading records. Some say that they should be used only with books that students have never read. Others say that they are best used with books with which students are familiar. Use your discretion to determine the best use for students.

Frequency

Oral reading records may be used with any or all of the books in this kit. Traditional use suggests a selection of one book from each reading level to use as a marker for that level as a whole. Reading records are most commonly used every two to six weeks. Of course, teachers may use them when and how they feel will best serve their classroom needs.

Pedro, Pedro, come calabazas

Pedro adora comer calabazas.
 Los come todo el día.
 Pedro también adora a su esposa.
 Comen calabazas uno al lado del otro.
 Pero tienen un problema.
 ¡No tienen una casa!
 Comen calabazas y piensan.
 ¡Entonces Pedro tiene una gran idea!
 ¡Hacen una casa de calabazas!
 Ahora adoran aún más las calabazas.

Pedro, Pedro, come calabazas

Name: _____ Date: _____

Total Word Count		Codes				
31		E = errors	NC = self-corrections	M = misreading	S = structure	V = visual
Word Count	Text	E		NC		
		E	NC	E	NC	
4	Pedro adora comer calabazas.			M	S	V
9	Los come todo el día.			M	S	V
15	Pedro también adora a su esposa.			M	S	V
22	Comen calabazas uno al lado del otro.			M	S	V
26	Pero tienen un problema.			M	S	V
30	¡No tienen una casa!			M	S	V
34	Comen calabazas y piensan.			M	S	V
40	¡Entonces Pedro tiene una gran idea!			M	S	V
45	¡Hacen una casa de calabazas!			M	S	V
51	Ahora adoran aún más las calabazas.			M	S	V

Error Rate: Self-Corrections Rate: Accuracy Percentage: Time:

Administration Tips

When taking an oral reading record, it may be useful to employ some or all of the following tips:

- Position yourself next to the student in such a way that you can hear the student easily, see the text clearly, and watch the student's eye and finger movements while he or she is reading.
- As the student reads, mark the oral reading record form with the conventions on the included coding chart on the following page.
- If the student begins to read too quickly for you to follow, simply ask him or her to pause for a moment while you catch up with the record.
- Interrupt and intervene as needed to create the truest record of reading behaviors.
- Wait several seconds when a student gets stuck before reading a word aloud for the student.
- If a student misreads a word, be sure to write the word he or she said above the correct word on the record form.



► **Meaning, Structure, and Visual Cues**

- **Meaning:** When the reader uses background knowledge and the context to identify words, he or she is using meaning (or semantic cues). On the Oral Reading Record, mark these cues with an *M*.
- **Structure:** When the reader applies knowledge of language structure in order to identify words, he or she is using structure (or syntax) cues. On the Oral Reading Record, mark these cues with an *S*.
- **Visual:** When the reader applies knowledge of letter and sound correspondence, including the look of the letter, letters, and the word itself, he or she is using visual (or graphophonic) cues. On the Oral Reading Record, mark these cues with a *V*.

Assessment Options *(cont.)*

Scoring an Oral Reading Record

Use the information gathered while observing the student and marking the record in order to calculate rates of accuracy, error, and self-correction. The error and self-correction rates are written as ratios. The accuracy rate is a percentage. (**Note:** When the reader self-corrects, the original error is not scored as an error.)

After or while marking the oral reading record as you observe the student, tally errors and self-corrections in the columns to the right of the text. Then, circle whether those errors and self-corrections are in the area of meaning (*M*), structure (*S*), or visual (*V*) cues.

Use any of the following data calculations as appropriate to monitor student progress and inform instruction:

- Calculate the rate of error. Add the total number of words read. Divide the number of errors made by that number.
For example, if the text has 96 words and 8 errors were made, the ratio is 1:12 (one error for every 12 words read).
- Calculate the rate of self-correction. Add both the number of errors and self-corrections. Then, divide the number of self-corrections by that number.
For example, 8 errors and 6 self-corrections make 14 total. Divide the number of self-corrections (6) by 14. This gives a ratio of 1:2.3 or, rounded, 1:2. This is interpreted as one self-correction for every two errors.
- Calculate a percentage for accuracy. Convert the error rate to judge the difficulty of the text. Use the information in the chart below to inform text selections for students.

For example, in a 1:12 error rate, divide 1 by 12 to get 0.08 (round to the nearest hundredth) or 8%. Subtract 8% from 100% to get 92%. This is the accuracy percentage.

Use the information below to determine test difficulty.

Accuracy Percentage	Difficulty of Text for Student
96% or higher	Easy
91%–95%	Instructional Level
90% or lower	Challenging

Note: If you do not wish to assess with this level of detail, simply calculate the percentage of words read correctly and the number of words read correctly per minute.

Marking Conventions Chart

Behavior	Marking Convention	Example
Accurate reading	checkmark above each word read	✓ ✓ ✓ This is big.
Substitution	word read above actual word	✓ ✓ -bag This is big.
Omission	— (long dash)	✓ — ✓ This is big.
Insertion	^ and the inserted word	very This is ^ big.
Repetition of word (no error)	R (one repetition) R2 (two repetitions)	R This is big.
Repetition of phrase (no error)	R with line and arrow at point where reader returned	→ R This is big.
Self-correction (no error)	SC after error	bag/SC This is big.
Appeal (Student appeals for help either verbally or nonverbally.)	A over word where appeal occurred	A This is big.
Told (Student is asked to try again but ultimately must be told the word.)	T over word student was told	T This is big.
Beginning sound read separately and then word read correctly.	beginning sound above word, followed by mark for correct	b/✓ This is big.

Balanced-Reading Program Elements

Learning Centers and Independent Practice

One of the challenges of a guided reading program is making sure students who are not in the small instructional group you are currently working with are constructively engaged. Each lesson provides suggestions for extension and writing activities that can be completed in centers with adult assistance.

Additional suggestions for using the books and lesson content to create centers follow:

- Create book-themed play boxes for each book by putting relevant costumes and props in a container. Students dress up and role-play as they recreate the story.
- Make sentence strips of the *Fiction Readers* stories that have sentences. Put the strips in a work station with a pocket chart and copies of the books for students to read and sequence the sentences.
- Create cloze sentences for the stories. Provide the books for students to use as a resource to fill in the missing words.
- Feature a spread from a wordless or labeled book in a writing center. Have students use a device to record the narrative they think should accompany the spread.
- Create a six-square storyboard with the text from four consecutive pages in a reader (the last two squares will be blank). Provide the reader as a resource, and have students draw illustrations to match the first four boxes with the text. Then, have them create their own new pages to continue the story in the last two boxes.
- Have students create bookmarks for the readers using their own illustrations, the title of the readers, and important words.



Balanced-Reading Program Elements *(cont.)*

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 kit, the writing activities vary from students completing sentence frames or writing simple sentences to writing short stories as a way to apply the new skills they learn to show comprehension of the story.

Additional suggestions for using the books and lesson content to prompt writing follow:

- Have students create “copycat books.” Students copy the features, topics, or styles of the books as they create their own books.
- Have students write notes to a character from the story or to the author of the story.

Independent Reading

The books from *Fiction Readers* provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections. Ebooks can be made available to students via classroom devices. Many readers will want to return to previously studied books on their own.





Lesson Plan

Focus Objectives

Students will be able to:

- Generate rhyming words. (Foundational Skills)
- Make and confirm predictions. (Reading)
- Sequence the details in a story. (Reading)
- Draw the sequence of events. (Writing)
- Communicate for social and academic purposes within the school setting: predict. (Language)

Guided Reading Lesson (page 2)

- High-Frequency Words: *dos, para, una, uno*
- Read and Discuss

Comprehension Strategy Lesson (page 3)

- Make and Confirm Predictions

Building Fluency (page 4)

- Reading the Book: read the story with pantomime
- Reader's Theater: read a script of the story (page 5)

Extension Options (page 6)

- Word Study: generate rhyming words (page 7)
- Close Reading: sequence the story
- Writing about Reading: sequence events (page 8)
- Science Connection: effects of the sun (page 9)

Assessment (page 10)

- Oral Reading Record (page 10)
- Comprehension Assessment (page 12)

Answer Key

Estudio de palabras: Answers will vary but should rhyme with *sorpresa*; **Vínculo con las ciencias:** pencil, eraser, and screw will not change; chocolate, ice pop, and crayon will melt; **Evaluación de la comprensión:** 1) A, 2) el gato, 3) abuelito

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Huntington Beach, CA 92649-1030
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Guided Reading Lesson



Introduce the Text

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Let students know that this book is a counting book.
3. Remind students that readers do the following: look at each image, create a story based on the words and pictures, and think and talk about what they read.



Read the Text

1. Have each student read the story aloud independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer to the words and pictures as they retell the story.
3. Have students tell you about the words in the story. Acknowledge the words or word parts students were able to recognize accurately. You may want to use the following ideas to address words that caused struggle or inaccuracies. Point out that these are high-frequency words.
 - **Cover—UNA, PARA**—Say, “Pueden pronunciar estas palabras en partes.” Segment the syllables into sounds as you slide your finger under the letters. Then blend the sounds into syllables and syllables into words. Point out that the word *una* agrees with the feminine word *sorpresa*.
 - **DOS, UNO**—Say, “Pueden pronunciar estas palabras sonido por sonido.” Segment the words into sounds, having students tap along their arm for each sound. Then have students blend the sounds with a sweeping motion along their arm.
4. Guide students to read pages 2–3 together aloud. Repeat with pages 4–11, if needed.



Discuss the Text

Use the following prompts to discuss the words and pictures that tell the story.

- *¿Cuántos helados compra la niña? ¿Por qué?*
(less support) *Describan qué hace la niña en el libro.*
(more support) *¿Para quién son los helados?*
- *¿Cómo cambian los helados a lo largo del cuento?*
(less support) *Describan qué les ocurre a los helados.*
(more support) *¿Por qué se hace más chico el cono de helado verde?*

Comprehension Strategy Lesson



Introduce the Strategy

1. Display the front cover of the book. Review the title, author name, and illustrator name.
2. Describe how to make and confirm predictions.
 - Usen los textos y las imágenes para crear, corregir y confirmar predicciones.
 - Las predicciones son suposiciones, o ideas, sobre lo que va a ocurrir. Usen su conocimiento previo, o lo que ya saben, para crear predicciones. Busquen palabras o temas que ya conocen. Analicen las imágenes para identificar detalles que les ayudarán a crear una predicción.
 - Sigán leyendo para ver si su predicción es correcta o para corregir su idea y crear una predicción nueva.



Use the Strategy

1. Use the details below to model making and confirming predictions as you look at the cover together.
 - El título del libro es *Una sorpresa para abuelito*. La niña tiene dos helados en las manos. Creo que le llevará uno de los helados a su abuelito.
2. Use the prompts below to guide students to make predictions as you read pages 2–7 together.
 - Pages 2–3—¿Por qué está el gato tan atento a lo que está pasando? ¿Qué observan sobre el gato en cada página?
 - Pages 2–3—¿Por qué está mostrando el hombre dos dedos? ¿Qué significa la palabra dos en esta página?
 - Pages 4–7—¿Qué les ocurre a los helados? ¿Qué está haciendo la niña? ¿Qué helado se está comiendo? ¿Qué está haciendo el gato? ¿Cómo logra el gato probar el helado?
3. Ask students to make and confirm predictions as you read pages 8–11. Consider the sample prediction below.
 - En la página 9 veo que el helado verde se ha caído al suelo y que el gato se lo está comiendo. Predigo que es el del abuelo porque la niña se está comiendo el helado naranja.
 - Prompt students with the following questions if they are having difficulty making predictions: ¿Por qué tiene dos helados la niña? ¿Cuándo se dará cuenta la niña de que se le ha caído un helado? ¿Qué ocurrirá cuando llegue a casa? ¿Cómo se siente el gato?



Discuss the Strategy

Use the following prompts to discuss the comprehension strategy.

- Usamos la estrategia de hacer y confirmar predicciones como ayuda para comprender y disfrutar el cuento.
- Hablen con un compañero sobre una predicción que hicieron y si ocurrió en el cuento.
- Piensen en hacer y confirmar predicciones cada vez que lean o escuchen un cuento.

Building Fluency



Options to Build Fluency

Read with Expression

- Model reading each page with strong expression.
- Discuss the question mark on page 8, and model phrasing the word *dos* as a question.
- Discuss different ways the word *uno* could be read on page 10. Practice reading the word with different expressions, such as surprise and disappointment.
- Have students take turns reading two pages at a time with expression to partners.

Reread the Book

- Have half the class read the book aloud while the others hold up fingers showing the numbers being read.
- Have students switch roles and repeat the process.

Reader's Theater

- Have students read through the script on page 5.
- Have students switch roles for repeated readings.

Fluency Model

- Have students listen to the professional recording of the reader's theater script (provided in the digital resources).

Assessment Opportunity

Use the Oral Reading Record (pages 10–11) to assess students' abilities to read the story fluently and accurately.

Una sorpresa para abuelito



Lector 1: dos

Lector 2: dos

Lector 1: dos

Lector 2: ¿dos?

Ambos: uno

Nota: Los lectores deben mostrar la cantidad de dedos que corresponda al número que están leyendo.

Extension Options

Word Study

Rhyming Words

1. Explain that words that rhyme have the same ending sounds. The beginning sounds change. Say the words *para* and *tiara*. Emphasize the ending sound *-ara* in each word as you say it.
2. Have students change the beginning sounds to generate more rhyming words:
 - Change beginning sound to /k/—*cara*.
 - Change the beginning sound to /r/—*rara*.
 - Change the beginning sound to /s/—*Sara*.
 - Change the beginning sound to /kl/—*clara*.
3. Ask students if they can generate any other words that rhyme with *para*.
4. Use the activity on page 7 to practice generating rhyming words. Provide initial sound prompts or the following questions for students having difficulty: *¿Qué fruta tiene las semillas por fuera? ¿Dónde cena una familia? ¿Qué otra fruta rima con fresa? ¿Quién es la hermana del príncipe?*

Close Reading

Sequence the Story

1. Have students reread pages 4–9 closely to identify what happens to the treat for grandpa.
2. Have students use sticky notes with the numbers 1, 2, and 3 (use more, if needed) to label what happens to the treat.
3. Guide students to use the details in the images they labeled to summarize what happened.

Writing about Reading

Sequence the Events

1. Have students think about what happened to the green treat.
2. Guide them to explain what it looked like in the beginning, middle, and end of the story.
3. Have students draw the green treat at the beginning, middle, and end of the story (page 8).
4. Have students write a number (1, 2, 3) above each drawing.

Science Connection

Effects of the Sun

1. Have students identify the effects of the sun on different objects.
2. Gather six objects (a pencil, a piece of chocolate, an ice pop, a crayon, an eraser, a screw), and place them in the sun.
3. Go outside to observe them every few hours.
4. Have students draw what happens to the objects (page 9). Discuss why some objects melted and some did not.

Assessment Opportunity

Use the Comprehension Assessment (page 12) to assess students' abilities to understand the story.

Nombre: _____ Fecha: _____

Palabras que riman

Instrucciones: Dibuja cuatro palabras que riman con *sorpresa*.

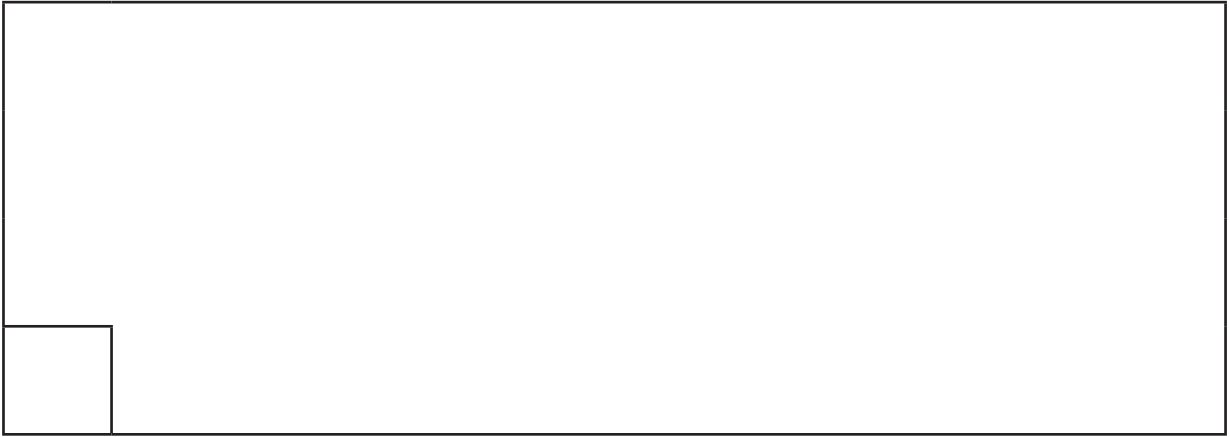
1.	2.
3.	4.

Nota: Provea indicaciones a los alumnos a los que se les dificulte la actividad. En la página 6 puede ver algunas ideas.

Nombre: _____ Fecha: _____

¿Qué ocurre?

Instrucciones: Dibuja cómo se ve el helado verde a lo largo del cuento. Usa los números 1, 2 y 3 para rotular los dibujos.



Nombre: _____ Fecha: _____

Al sol

Instrucciones: Coloca los objetos al sol. Observa y dibuja lo que les sucede.

En el salón de clases

Al sol

Nota: Reúna los siguientes objetos para que los usen los alumnos: un lápiz, un pedazo de chocolate, una paleta de hielo, un crayón, un borrador y un tornillo.

Una sorpresa para abuelito

dos

dos

dos

¿dos?

uno

Name: _____ Date: _____

Una sorpresa para abuelito

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

Word Count	Text	E	SC	Cues Used	
				E	SC
1	dos			M S V	M S V
2	dos			M S V	M S V
3	dos			M S V	M S V
4	¿dos?			M S V	M S V
5	uno			M S V	M S V

Error Rate:
Self-Correction Rate:
Accuracy Percentage:
Time:

Una sorpresa para abuelito



Por Maya Franklin
Ilustrado por Guy Wolek

dos



dos



dos



¿dos?



uno

