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Fiction Readers— Foundations Plus (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

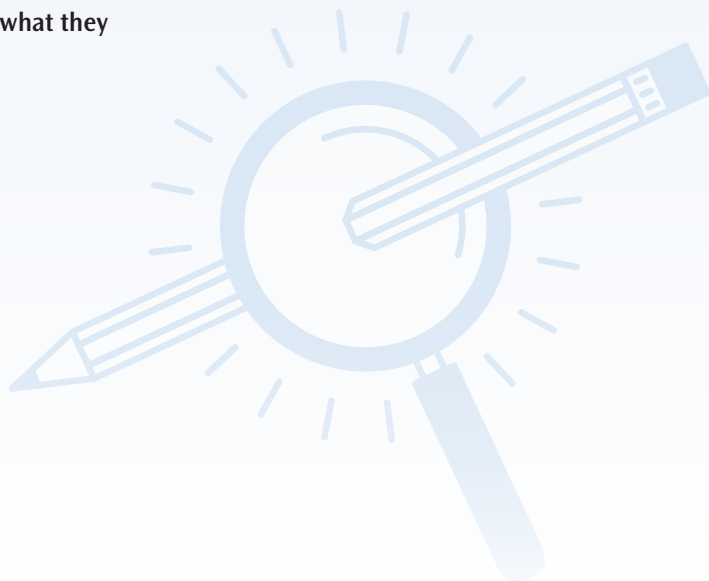
1. Have each student read the story aloud independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer 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.

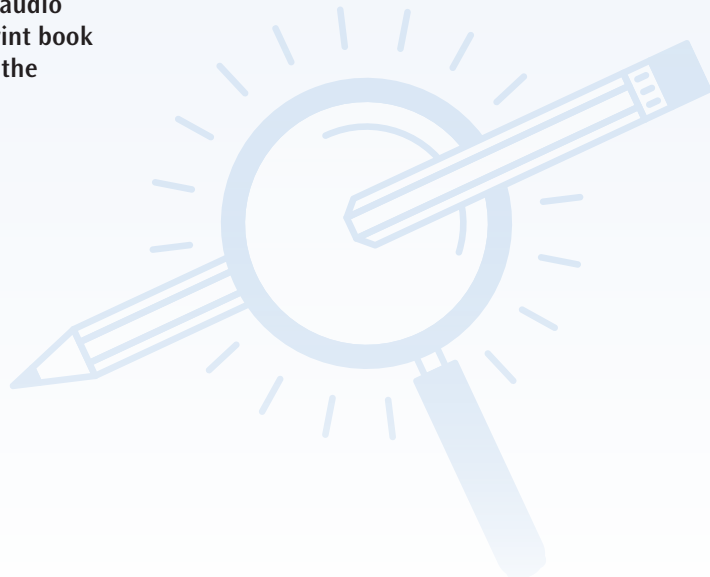
Fluency Model

- 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.

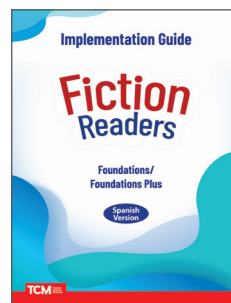
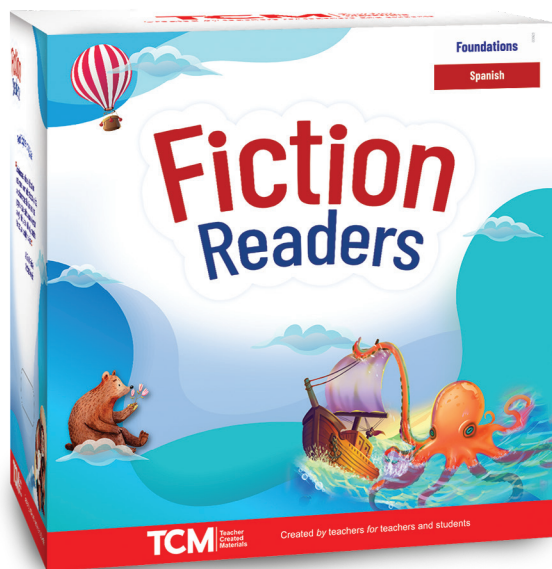
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Kit Components

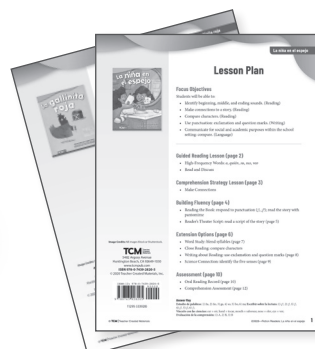
Book Trios

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



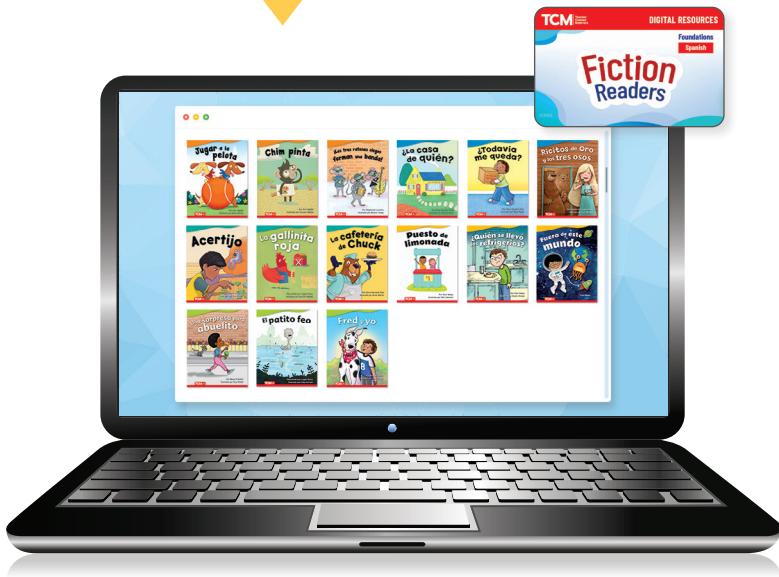
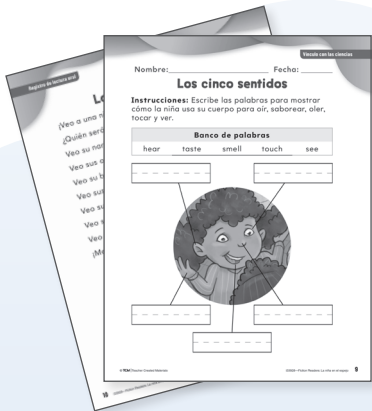
Implementation Guide

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 el texto. Después de leer el texto, describe lo que viste en cada página. Usa tus propias palabras para describir lo que viste. Usa palabras que escuchaste en el cuento. Escríbelas en el espacio que te damos. ¿Puedes usar palabras que escuchaste en el cuento? Escríbelas en el espacio que te damos.

Retelling Checklist

Using a retelling checklist to assess students' oral retelling skills. The checklist includes a list of skills to observe and a space to record the student's performance on each skill. The skills include: using a retelling checklist, identifying the main idea, identifying the setting, identifying the characters, identifying the problem, identifying the solution, and identifying the ending.

Skills	Observed	Not Observed
Using a retelling checklist		
Identifying the main idea		
Identifying the setting		
Identifying the characters		
Identifying the problem		
Identifying the solution		
Identifying the ending		

Total Pages: Total Reading Time: Total Number of Words Read:

Oral Reading Record

Nombre: _____ Fecha: _____

Mira cómo bailo

Instrucciones: Escucha el cuento y lee el texto. Después de leer el texto, describe lo que viste en cada página. Usa tus propias palabras para describir lo que viste. Usa palabras que escuchaste en el cuento. Escríbelas en el espacio que te damos.

Page	Event	Observed	Not Observed
1	El niño está bailando.		
2	El niño está bailando.		
3	El niño está bailando.		
4	El niño está bailando.		
5	El niño está bailando.		
6	El niño está bailando.		
7	El niño está bailando.		
8	El niño está bailando.		
9	El niño está bailando.		
10	El niño está bailando.		
11	El niño está bailando.		
12	El niño está bailando.		
13	El niño está bailando.		
14	El niño está bailando.		
15	El niño está bailando.		
16	El niño está bailando.		
17	El niño está bailando.		
18	El niño está bailando.		
19	El niño está bailando.		
20	El niño está bailando.		

Error Rate: Self-corrections: Assesses: Fluency:

Comprehension Assessment

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. [Ilustración de una niña bailando]
 - B. [Ilustración de una niña bailando]
- 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				
51		E = errors	NC = self-corrections	M = misreading	S = structure	V = vocal
Word Count	Text	Error Code				
		E	NC	M	S	
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	✓ ✓ <i>-bag</i> This is big.
Omission	— (long dash)	✓ — ✓ This is big.
Insertion	^ and the inserted word	<i>very</i> This is ^ big.
Repetition of word (no error)	<i>R</i> (one repetition) <i>R2</i> (two repetitions)	<i>R</i> This is big.
Repetition of phrase (no error)	<i>R</i> with line and arrow at point where reader returned	→ <i>R</i> This is big.
Self-correction (no error)	<i>SC</i> after error	<i>bag/SC</i> This is big.
Appeal (Student appeals for help either verbally or nonverbally.)	<i>A</i> over word where appeal occurred	<i>A</i> This is big.
Told (Student is asked to try again but ultimately must be told the word.)	<i>T</i> over word student was told	<i>T</i> This is big.
Beginning sound read separately and then word read correctly.	beginning sound above word, followed by mark for correct	<i>b/✓</i> 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:

- Identify rhyming words. (Foundational Skills)
- Make and confirm predictions. (Reading)
- Identify a sentence. (Reading)
- Make a list. (Writing)
- Communicate for social and academic purposes within the school setting: predict. (Language)

Guided Reading Lesson (page 2)

- High-Frequency Words: *al, día, el, es, hora*
- Read and Discuss

Comprehension Strategy Lesson (page 3)

- Make Predictions

Building Fluency (page 4)

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

Extension Options (page 6)

- Word Study: rhyming words (page 7)
- Close Reading: identify a sentence
- Writing about Reading: make a list (page 8)
- Social Studies Connection: write in braille (page 9)

Assessment (page 10)

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

Answer Key

Estudio de palabras: gato, pato; bota, gota; hora, mora; vela, tela; **Evaluación de la comprensión:**
1) B, 2) A, 3) A

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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 fiction story about superheroes who help others.
3. Remind students that readers do the following: read words from left to right, top to bottom, and page to page; look at the images from page to page; 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. Ask students to 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:
 - Have students look for and practice the following high-frequency words: **AL**, **EL**, **ES**.
 - **DÍA**—Sound out the first syllable with students: /d/ /i/, *dí*. Sound out the second syllable: /a/. Blend them: *día*. Say, “Esta palabra tiene dos vocales fuertes. La *a* es fuerte y la *í* también es fuerte porque tiene acento escrito. Cuando hay dos vocales fuertes juntas, cada una quiere estar en su propia sílaba. Por eso tenemos la palabra *dí-a*, con dos sílabas.”
 - **HORA**—Say, “Esta palabra tiene una *h* muda. Por eso la sílaba *ho* se dice /o/. Agreguemos la sílaba /ra/. La palabra es *hora*.”
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:

- *Usen las palabras o las imágenes para contarnos quién necesita ayuda en el cuento.*
(less support) ¿Quién necesita ayuda en el cuento?
(more support) Señalen las páginas que muestran a alguien que necesita ayuda.
- *Usen las palabras y las imágenes para contarnos cómo los superhéroes salvan el día.*
(less support) ¿De qué manera los superhéroes salvan el día en el cuento?
(more support) ¿Cómo ayudan los superhéroes en las páginas 3, 5, 7, 9 y 11?

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 predictions:
 - Pueden hacer predicciones sobre lo que ocurrirá a continuación. (*Creo que _____.*)
 - Usen lo que ya saben. (*Sé que _____.*)
 - Usen detalles del cuento. (*Veo que _____.*)
 - Revisen si sus predicciones son correctas.



Use the Strategy

1. Use the details below to model making predictions as you read pages 2–3 together:
 - Sé que los superhéroes rescatan a las personas y les ayudan a resolver problemas. Veo que el gato está atrapado en el árbol y que necesita ayuda para bajar. Creo que la superheroína ayudará al gato a bajar del árbol.
 - Puedo revisar para ver si tengo razón.
2. Use the prompts below to guide students to make predictions as you read pages 4–5 together:
 - El cuento dice: “El pájaro necesita ayuda”. ¡Veo que el pájaro se está cayendo del árbol! *¿Qué predicciones pueden hacer sobre lo que ocurrirá a continuación?*
 - *¿Cómo creen que el superhéroe puede ayudar al pájaro?*
 - Podemos revisar para ver si tenemos razón.
3. Ask students to make predictions as you read pages 6–9 together. Consider the samples below:
 - *¿Qué predicciones pueden hacer mientras leen cada página?*
 - *¿Qué pistas ven?*
 - *¿Qué creen que ocurrirá, y por qué?*
4. Make predictions after you read the end of the book (pages 10–11):
 - *¿Qué otra cosa podría salir mal en el pueblo?*
 - *¿Hay pistas que muestren por qué necesita ayuda el pueblo?*
 - *¿Qué creen que podrían hacer los superhéroes para ayudar al pueblo?*



Discuss the Strategy

Use the following prompts to discuss the comprehension strategy:

- Usamos la estrategia de hacer predicciones.
- Hablen con un compañero sobre las predicciones que hicieron en el cuento.
- Piensen en hacer predicciones sobre lo que ocurrirá a continuación cada vez que lean o escuchen un cuento.

Building Fluency



Options to Build Fluency

Read with Expression

- Model reading each page with strong expression. When you read, sound concerned that someone really needs help. Sound excited as you read about the superheroes saving the characters.
- Have students take turns reading two pages at a time with expression to partners.

Reread the Book

- Have half the class read the story as the other half makes corresponding sounds after each sentence, such as a cat meowing for help and “¡Ta-tán!” and clapping when superheroes save things.
- 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.

A salvar el día



Lector 1: El gato necesita ayuda.

Lector 2: Es hora de rescatar al gato.

Lector 1: El pájaro necesita ayuda.

Lector 3: Es hora de rescatar al pájaro.

Lector 1: El pato necesita ayuda.

Lector 4: Es hora de rescatar al pato.

Lector 1: El zoológico necesita ayuda.

Lector 4: Es hora de rescatar al zoológico.

Lector 1: El pueblo necesita ayuda.

Lectores 2, 3 y 4: ¡Es hora de salvar al pueblo!

Nota: Los lectores deben representar cómo ayudan a los personajes.

Extension Options

Word Study

Rhyming Words

1. Explain that rhyming words have the same ending sounds. Use the words *noche* and *coche* as an example. Say, “Las palabras *noche* y *coche* riman porque las dos palabras terminan en *-oche*.” Provide a counter example. Say, “Las palabras *punta* y *rato* no riman. La palabra *punta* termina en *-unta* pero la palabra *rato* termina en *-ato*.”
2. Have students listen for the rhyme in the following words (focus on sounds—do not write the spellings):
 - *rata, pata; vida, pida; duro, puro*
3. Use the activity on page 7 to practice rhyming.

Close Reading

Sentences

1. Explain that a sentence is a complete thought.
2. Using the book, show that a sentence usually begins with a capital letter and ends with a period. You may want to point out the sentence on page 11 and explain opening and closing punctuation.
3. Model using your two index fingers to show the beginning and end of the sentence on page 2. (*El gato necesita ayuda.*)
 - Continue to use the sentences in the book. Make mistakes and ask students if you are showing complete sentences (e.g., index fingers start and end around the words *Es hora de* on page 3).
4. Have students use two index fingers to show the start and end of each sentence in the story.

Writing about Reading

Listing

1. Have students think about the characters who need help in the story.
2. Create a list with all the characters whom the superheroes helped in the story.
3. Guide students to make lists of people they can help (page 8).

Social Studies Connection

Your Name in Braille!

1. Have students look closely at the superheroes.
 - Ask students how they are alike and different from the superheroes.
 - Explain how the superheroes have parts of their bodies that do not look or work like others; however, they are still able to help others.
2. Explain that some people use tools to help them do things. Brainstorm different tools that are used (e.g., *Uso gafas que me ayudan a ver las letras pequeñas*).
3. Have students observe the tools that the superheroes use in the story.
4. Explain that braille is a tool that helps blind people read. Travel around the school to see where braille is used.
5. Distribute split peas to students. Display the Braille alphabet. Explain to students that there are six circles used to represent all 26 letters in the alphabet. Allow students to spell their names in Braille using split peas (page 9).

Assessment Opportunity

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

Nombre: _____ Fecha: _____

Palabras que riman

Instrucciones: Escucha a tu maestro decir los nombres de las imágenes. Une con una línea las imágenes que riman. Las palabras que riman tienen los mismos sonidos finales.



gato



gota



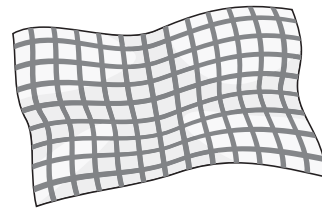
bota



mora



hora



tela



vela



pato

Nombre: _____ Fecha: _____

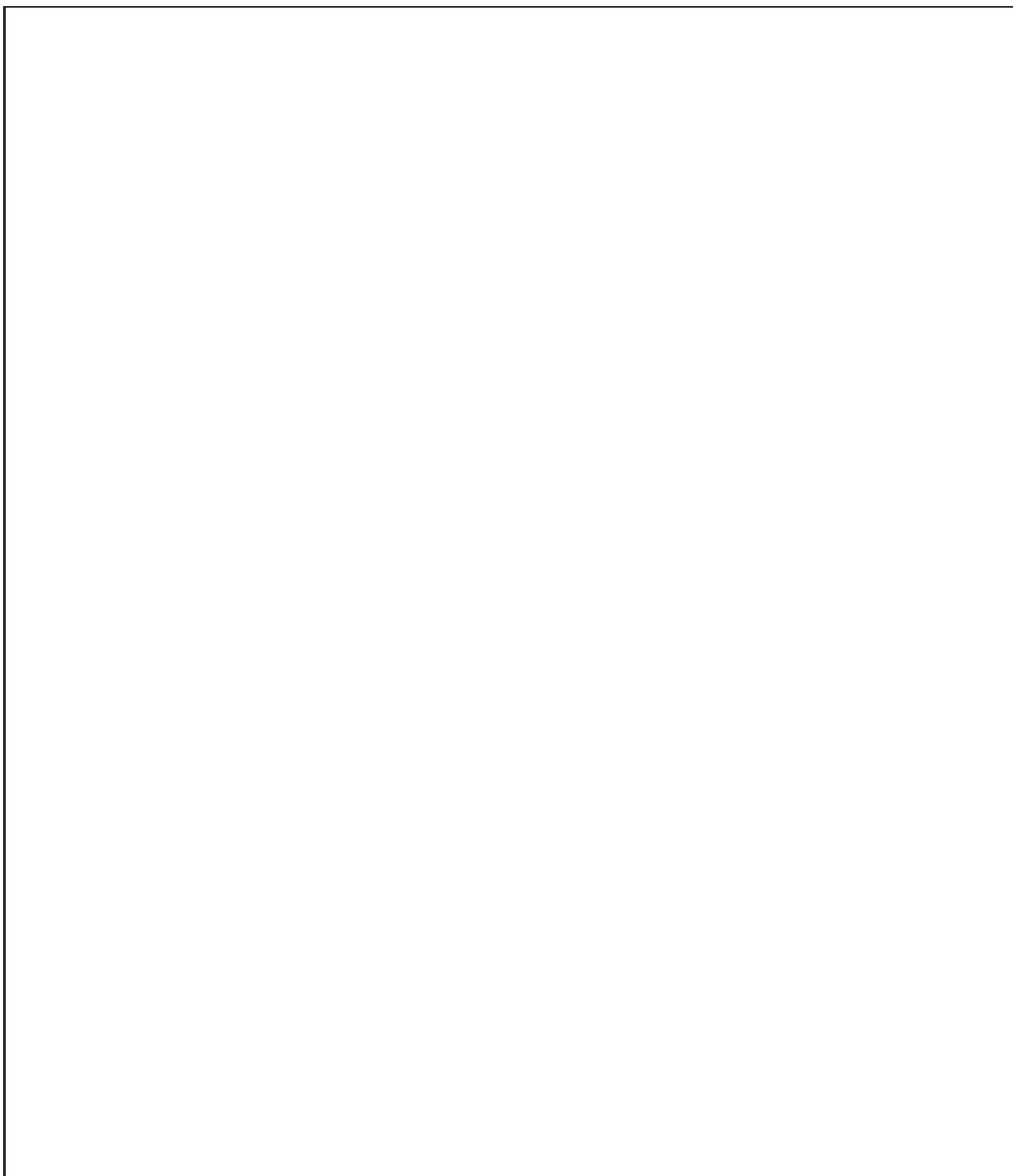
Haz una lista

Instrucciones: Escribe los nombres de personas a quienes puedes ayudar. Lee los nombres. Escribe cómo puedes ayudarles.

Nombre: _____ Fecha: _____

¡Tu nombre en braille!

Instrucciones: Deletrea tu nombre usando braille.
Usa pegamento para pegarlo a esta hoja.



A salvar el día

El gato necesita ayuda.

Es hora de rescatar al gato.

El pájaro necesita ayuda.

Es hora de rescatar al pájaro.

El pato necesita ayuda.

Es hora de rescatar al pato.

El zoológico necesita ayuda.

Es hora de rescatar al zoológico.

El pueblo necesita ayuda.

¡Es hora de salvar al pueblo!

Name: _____ Date: _____

A salvar el día

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

Word Count	Text	E	SC	Cues Used	
				E	SC
4	El gato necesita ayuda.			M S V	M S V
10	Es hora de rescatar al gato.			M S V	M S V
14	El pájaro necesita ayuda.			M S V	M S V
20	Es hora de rescatar al pájaro.			M S V	M S V
24	El pato necesita ayuda.			M S V	M S V
30	Es hora de rescatar al pato.			M S V	M S V
34	El zoológico necesita ayuda.			M S V	M S V
40	Es hora de rescatar al zoológico.			M S V	M S V
44	El pueblo necesita ayuda.			M S V	M S V
50	¡Es hora de salvar al pueblo!			M S V	M S V

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

Nombre: _____ Fecha: _____

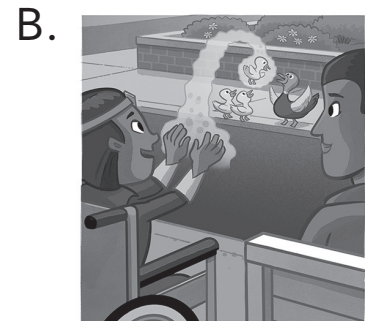
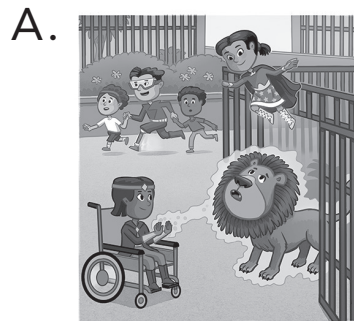
A salvar el día

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

1. ¿Quién no necesitaba ayuda en el cuento?



2. ¿Qué ocurre a continuación?



3. Haz una predicción. ¿Qué hará a continuación el superhéroe?



A. poner el pájaro en el árbol

B. irse corriendo con el pájaro

Nota: Pida a los alumnos que expliquen esta respuesta.

A salvar el día



Por Dani Neiley

Ilustrado por Chris Jones



El gato necesita ayuda.



Es hora de rescatar al gato.



El pájaro necesita ayuda.



Es hora de rescatar al pájaro.



El pato necesita ayuda.



Es hora de rescatar al pato.



El zoológico necesita ayuda.



Es hora de rescatar al zoológico.



El pueblo necesita ayuda.



¡Es hora de salvar al pueblo!