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**TIME for Kids
Nonfiction Readers—
Early Fluent
(Spanish)**

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (8 pages)

Lesson Plan (11 pages)

Reader (15 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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TIME
FOR KIDS
Nonfiction
Readers

Early Fluent
Teacher's Guide

Spanish
Version



Teacher Created Materials
PUBLISHING

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How to Use This Product

Kit Components

Trio 1



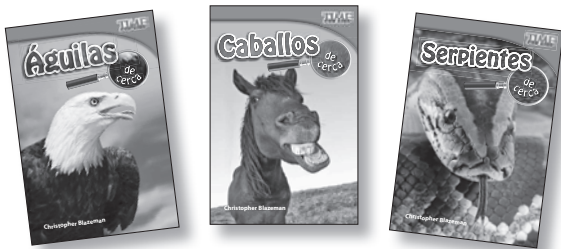
Trio 2



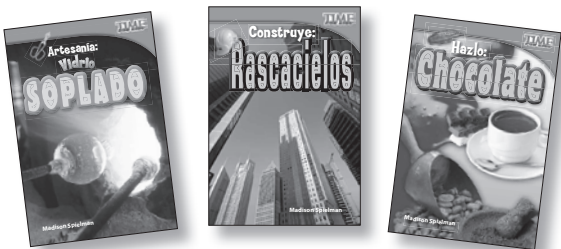
Trio 3



Trio 4



Trio 5

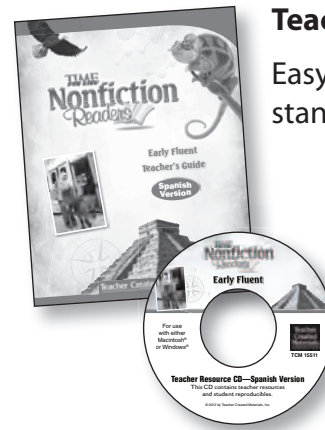


Teacher's Guide

Easy-to-use, standards-based lesson plans

Teacher Resource CD

- PDFs of books suitable for whiteboard use
- teacher resources
- student activity sheets



Audio CD

Professional recordings of books and poems

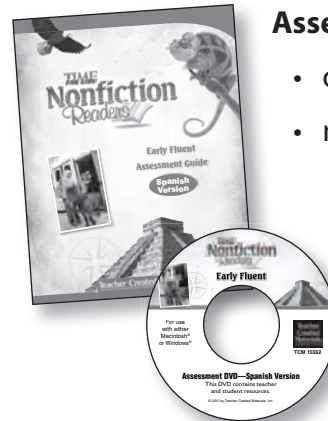


Assessment Guide

- oral reading records
- multiple-choice tests

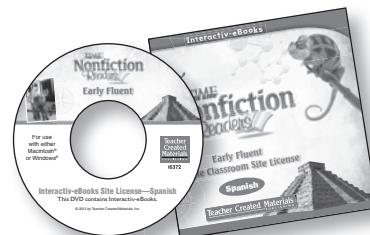
Assessment DVD

- placement test
- assessments in both electronic and printable form



Interactiv-eBooks Single Classroom Site License

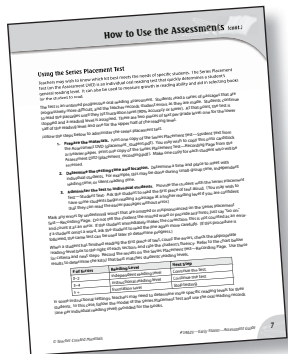
Interactiv-ebooks with embedded audio, videos, and activities



How to Use This Product *(cont.)*

Getting Started

1. Use the Series Placement Test. Use the Series Placement Test (on the Assessment DVD) to determine which kit is most appropriate for students. For a complete overview of the placement test and directions for test administration, see page 7 of the Assessment Guide.



2. Create reading groups. If desired, place students in reading groups based on their reading levels or other instructional needs. See page 18 for practical tips on managing small groups. See pages 28–29 for tips on using TIME For Kids *Nonfiction Readers* in a guided reading/balanced literacy model.

3. Prepare student resources. As an option, create some student resources, including a personal dictionary and a poetry folder. These can be created with common classroom resources such as lined paper, construction paper, and spiral notebooks. See pages 167–168 (or the Teacher Resource CD) for cover templates for these resources.

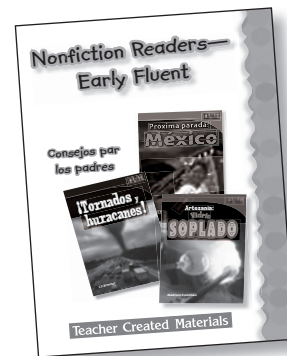


4. Prepare assessment resources.

Depending on the amount of regular assessment planned, you may wish to create a simple assessment folder for each student. These folders can hold the student's placement test, oral reading records, multiple-choice tests, activity pages, and anecdotal records taken during the reading lessons.

5. Make a home-school connection.

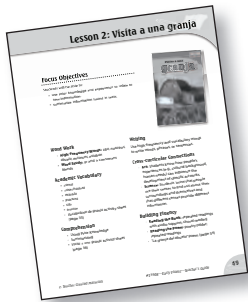
Send the Parent Tips booklet (found on the Teacher Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.



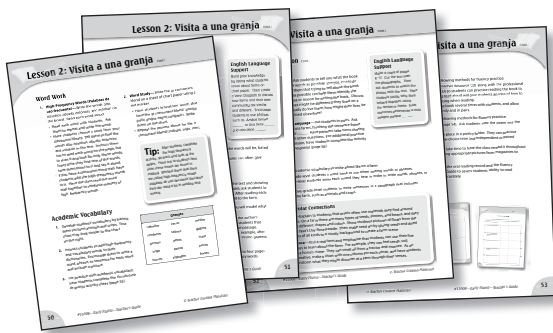
How to Use This Product *(cont.)*

Teaching a Lesson

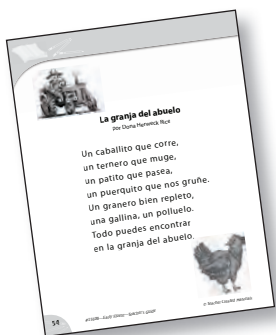
Each eight-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a fluency poem, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students.



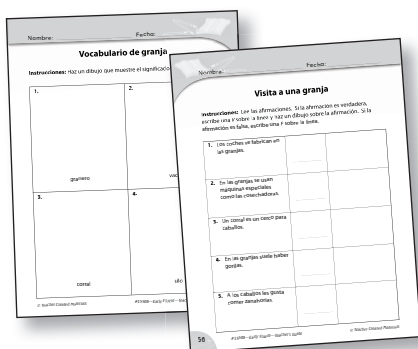
The lesson begins with an overview page that provides key information for planning purposes.



The instructional components follow the same sequence: Word Work, Academic Vocabulary, Comprehension (Before Reading, During Reading, and After Reading), Writing, Cross-curricular Connections, and Building Fluency.



The fluency poem provides a thematic connection to the book and can be used as a tool for building both content-area vocabulary and fluency.

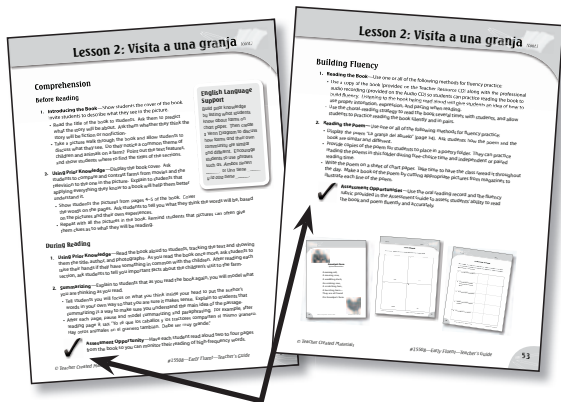


The student activity sheets can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-level students or as independent practice for on- or above-level students.

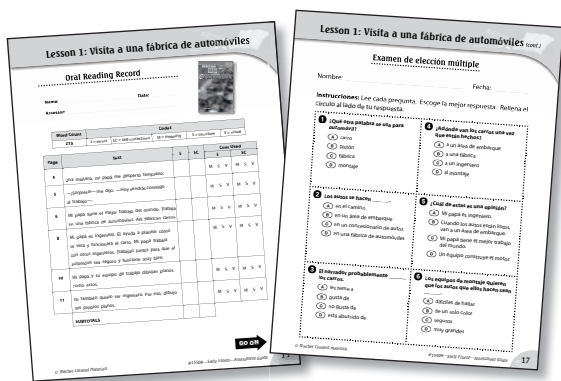
How to Use This Product (cont.)

Using Assessment Options

1. Use informal assessments during each lesson. Refer to the assessment tips embedded throughout the lessons to gather information about students' reading skills. Record anecdotal records as they meet the needs of your classroom.

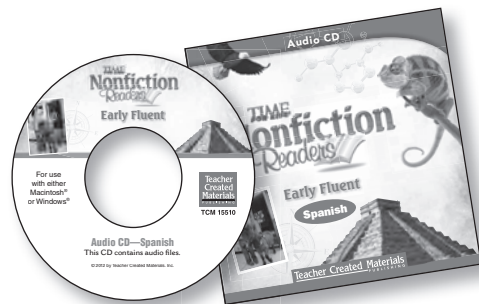


2. Use formal assessments at the end of each lesson. The oral reading record and multiple-choice comprehension test provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Assessment DVD offers two versions of the multiple-choice assessments: printable PDF form and electronic form, giving students the opportunity to take the test on the computer and immediately print their results.



Using Technology Options

1. Use the Audio CD as a model of fluent reading. The Audio CD includes professional recordings of the books and poems in this kit. Play the audio tracks of the books to support students as a prereading activity, during fluency practice, or in a listening center. Play the audio tracks of the poems as part of the poetry section of the lesson.



2. Use the Interactiv-eBooks to enhance the reading experience. This kit includes interactiv-ebooks that guide students toward independent reading and engage them in a fully interactive experience. Students can hear the text read aloud, view video clips, record their voices, and complete interactive activities that build academic skills—from word study and vocabulary to comprehension and writing. The interactiv-ebooks can be used in a variety of instructional settings and help support numerous literacy and learning goals. For a detailed overview of how to use the interactiv-ebooks in the classroom, see pages 37–38.

How to Use This Product *(cont.)*

About the Books

The TIME For Kids *Nonfiction Readers* program has been designed to enhance any reading program. Each book motivates students to *want* to read with high-interest, nonfiction content and engaging full-color photographs. Moreover, the authentic nonfiction reading experiences the books provide, combined with rich, dynamic lessons and audio and technology resources, can help students develop vocabulary, comprehension, and fluency skills.

The books are divided into reading levels. The Early Fluent level (levels 2.0 through 2.4) is designed for students in the first semester of grade two. Books in the Early Fluent kit have either 24 or 28 pages. There are six copies each of the 15 titles.

Level 2.0: *Visita a una fábrica de automóviles; Visita a una granja; Visita a una base de la Marina*

Level 2.1: *Próxima parada: México; Próxima parada: Canadá; Próxima parada: El Caribe*

Level 2.2: *¡Terremotos!; ¡Tornados y Huracanes!; ¡Volcanes!*

Level 2.3: *Águilas de cerca; Caballos de cerca; Serpientes de cerca*

Level 2.4: *Artesanía: Vidrio soplado; Construye: Rascacielos; Hazlo: Chocolate*

Leveling Components

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

Level 2.0

- higher word count
- indented paragraphs
- content that moves beyond reader's personal experience
- heightened use of vivid verbs
- dialogue interspersed through text
- more challenging graphic organizers

- table of contents and glossary
- more challenging high-frequency words

Level 2.1

- decreased print size
- varied text placement
- photographs and illustrations that support and enhance interpretation of the text
- photographs or illustrations on every page
- occasional supporting sidebars
- extensive use of maps

Level 2.2

- extensive use of diagrams
- greater use of supporting sidebars
- greater use of metaphor and imagery
- high-interest topics
- reverse or color subheads

Level 2.3

- more complex texts
- easy text interspersed with more challenging text
- greater reliance upon photographs and illustrations
- varied amount of text on individual pages, from just one line to ten
- content supported by text placement

Level 2.4

- more challenging and abstract themes
- use of a how-to format
- more challenging, theme-specific vocabulary
- more complex sentence structures
- some use of multiple phrases in one sentence
- increased use of diagrams

How to Use This Product (cont.)

Word Counts and Level Correlations

Word counts are often considered an important aspect of leveling. The word counts for the TIME For Kids *Nonfiction Readers: Early Fluent* level are found on the chart below. Also included are the reading level designations from Teacher Created Materials (TCM) and the corresponding levels for Guided Reading (GR), Early Intervention (EI), and Developmental Reading Assessment (DRA), as well as Lexile® Measures.

Early Fluent Title	Word Count	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Measure
<i>Visita a una fábrica de automóviles</i>	292	2.0	I	17	18	390L
<i>Visita a una granja</i>	331	2.0	I	17	18	480L
<i>Visita a una base de la Marina</i>	359	2.0	I	17	18	640L
<i>Próxima parada: México</i>	336	2.1	J	18	20	490L
<i>Próxima parada: Canadá</i>	357	2.1	J	18	20	550L
<i>Próxima parada: El Caribe</i>	372	2.1	J	18	20	610L
<i>¡Terremotos!</i>	387	2.2	J	19	20	490L
<i>¡Tornados y huracanes!</i>	404	2.2	J	19	20	660L
<i>¡Volcanes!</i>	411	2.2	J	19	20	660L
<i>Águilas de cerca</i>	419	2.3	J	19	24	630L
<i>Caballos de cerca</i>	461	2.3	J	19	24	560L
<i>Serpientes de cerca</i>	468	2.3	J	19	24	450L
<i>Artesanía: Vidrio soplado</i>	469	2.4	K	20	24	650L
<i>Construye: Rascacielos</i>	459	2.4	K	20	24	630L
<i>Hazlo: Chocolate</i>	474	2.4	K	20	24	680L

How to Use This Product (cont.)

Using TIME For Kids *Nonfiction Readers* in a Guided Reading/Balanced Literacy Model

TIME For Kids *Nonfiction Readers* is a comprehensive program that can be flexibly implemented in a guided reading/balanced literacy model. The high-interest books will provide an engaging reading experience while supporting students' development of phonics. The comprehensive teacher's guide with step-by-step lesson plans and student activities can be easily utilized in all the blocks of a balanced literacy model, including guided reading, whole-group mini-lessons, learning centers, independent guided practice, word work/vocabulary, writing, and independent reading. The multiple assessment opportunities will diagnose students' needs and inform teachers' instruction to move students toward mastery of key reading and writing skills.

Guided Reading

Two key features of TIME For Kids *Nonfiction Readers* allow it to be effectively used within a guided reading program. First, it can serve to target specific word-recognition and word-work skills. Second, the high-interest leveled books make them ideal selections for use with groups who need practice at certain reading levels and with general reading skills. Oral reading records for each book are included so that teachers can monitor the progress of students as they increase their reading levels.

Targeting Leveled Practice and Other Reading Skills

Each book included in the TIME For Kids *Nonfiction Readers* program has been leveled for use in small groups of students with similar reading levels. An oral reading record for each book is provided in the Assessment Guide

(and in digital form on the Assessment DVD) to help determine and monitor the appropriate reading level for each student. The chart on page 27 indicates the reading levels of the books included within this kit.

As students move through the books in the program, they will encounter carefully written content designed to provide, in addition to nonfiction reading skill development, practice with many other areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, text features, fluency, and the reading-writing connection. As such, teachers in a guided reading program will have access to ample material for encouraging reading development across all areas of literacy.

Whether the books in the program are being used to address specific word work and vocabulary skills or for leveled reading practice, teachers will find many other portions of the kits appropriate for a guided reading program.

Lesson Plan Structure

The TIME For Kids *Nonfiction Readers* lesson plans are set up in the traditional guided reading structure of Before, During, and After Reading activities and questions. Vocabulary is isolated for pre-instruction and more challenging words are noted for special attention. If needed, the lessons can also be used as a quick review or mini-lesson.

How to Use This Product *(cont.)*

Guided Reading *(cont.)*

Progress Monitoring

As mentioned on the previous page, oral reading records and comprehension assessments for each book are included so that teachers may monitor the growth of their students in oral reading and comprehension and for their reading levels. Teachers will probably not want to administer the oral reading records for each book but will choose points at which they need data to make instructional decisions for specific students. When those decision points arise, *TIME For Kids Nonfiction Readers* provides the tools needed in easy-to-use formats.

Other Blocks of a Balanced Reading Program

Learning Centers and Independent Guided Practice

One of the challenges of a guided reading program is making sure the students who are not in the small instructional group with which the teacher is currently working are constructively engaged. *TIME For Kids Nonfiction Readers* lesson plans provide ample suggestions and materials for independent student use and for the development of centers.

Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word recognition, word attack, or vocabulary skills addressed in the lesson. The other activity sheet focuses on a key comprehension skill from the lesson. Students who have read the book may complete these pages independently. Reviewing the students' work on these practice pages can also provide additional progress-monitoring information for the teacher.

Vocabulary and Word Study

Many of the activities in the *TIME For Kids Nonfiction Readers* program are appropriate for whole-class work in a word work or vocabulary session. These sessions could focus on activities suggested in the lesson plans for vocabulary development or for word-knowledge practice.

Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets. Depending on the level of the *TIME For Kids Nonfiction Readers* kit a teacher is using in the classroom, the writing activities vary from requiring students to label pictures or write sentences to writing short stories as a way to apply the new skills they learn, or as a way to show comprehension of the story.

Independent Reading

The books from the *TIME For Kids Nonfiction Readers* program provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections.

The program offers an extensive menu of instructional options that allows teachers to readily integrate the program into their guided reading/balanced literacy model. Throughout the lessons, students will use different modalities. They will participate in reading, chanting, and doing physical movements. This encourages students to be active learners who are engaged in what they are doing and who retain what they have learned.

Lesson 13: Artesanía: Vidrio soplado

Focus Objectives

Students will be able to:

- ask and respond to questions.
- understand the main idea and supporting details of simple expository information.



Word Work

- **High-Frequency Words:** *muy, porque, luego, hecho*
- **Word Study:** *dr* and *br* consonant blends

Academic Vocabulary

- *caña de soplar*
- *carga*
- *horno*
- *hornillo de recocado*
- *sopladores de vidrio*
- *Trabajadores del vidrio* activity sheet (page 143)

Comprehension

- Understanding Main Idea and Details
- Asking and Responding to Questions
- *La fabricación del vidrio* activity sheet (page 144)

Writing

Use high-frequency and vocabulary words to write words, phrases, or sentences.

Cross-curricular Connections

- **Visual Arts:** Students know that the visual arts have both a history and a specific relationship to various cultures.
- **Geography:** Students understand the globe as a representation of Earth.

Building Fluency

- **Reading the Book:** repeated readings with audio support; choral reading
- **Reading the Poem:** poetry folder; repeated readings
- “Todo sobre el vidrio soplado” poem (page 142)

Lesson 13: Artesanía: Vidrio soplado (cont.)

Word Work

- 1. High-Frequency Words**—Write the words *muy*, *porque*, *luego*, and *hecho* on the board. Read each word aloud.
 - Write each word on an index card. Place the index cards on the floor about two feet away from students. Give each student a beanbag to toss onto the cards. Have students read the word on the index card nearest their beanbag. Repeat so each student has several turns.
 - If you have a classroom word wall, have students add the high-frequency words to it. Have the class read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Write the *dr* consonant blend on a sheet of chart paper using a red marker.
 - Have students brainstorm words that have the *dr* consonant blend in them (*vidrio*, *piedra*, *madre*, *cuadrado*). Write these words on the chart.
 - Repeat the process above for the *br* blend (*brazo*, *fabricar*, *nombre*, *bruja*).

Tip: When making index cards for the beanbag game, include other high-frequency words that students have learned before. This will allow students repeated practice and help the words become more familiar.

Academic Vocabulary

- 1.** Develop students' vocabulary by having them list words related to glassblowing. Your chart may look similar to the chart on the right.
- 2.** Instruct students to add high-frequency and vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a picture.
- 3.** For additional practice with the academic vocabulary, have students complete the *Trabajadores del vidrio* activity sheet (page 143).

Vidrio soplado	
vidrio	caliente
colores	dar forma
artista	lindo

Comprehension

Before Reading

- 1. Introducing the Book**—Show students the cover of the book and ask them to describe it. Ask students to tell you what they think the subject of the book might be. What clues do they have? What does the cover photograph tell them about the book? Read the table of contents. Ask students what page you should look at to find some pictures of hand-blown glass art. Ask them what section will help them learn important words in the text (*el glosario*).
- 2. Asking and Responding to Questions**—Make a three-column chart with students to help them identify questions about hand-blown glass prior to reading the text. Ask students what they know about hand-blown glass. Ask students if they have ever seen or held hand-blown glass or seen it being made. If so, let them describe what they saw. Write their responses in the left-hand column, titled *Yo sé*. Ask students what questions they have about hand-blown glass prior to reading. Record their questions in the center column, titled *Quiero saber*. Explain to students that identifying questions prior to reading helps them read with a purpose and find out specific information.

English Language Support

Discuss the photos on pages 18, 20, 23, and 25 of the book to develop students' understanding of how hand-blown glass is made. Copy the pages and allow students to cut out the pictures and place them in the correct order. Then ask students to explain (or act out) what is happening in each of the pictures.

During Reading

- 1. Understanding Main Idea and Details**—Read the title of the book, pointing to each word as you read. Explain to students that you will read each section of the book and isolate the main idea and important details for each section. Read aloud the first section of the text titled, *Historia del vidrio soplado*. On the board or chart paper write, *El soplado de vidrio es un arte muy antiguo*. Explain that this is the main idea of the section. Then write two to three important details from the section, such as, *El soplado de vidrio empezó hace unos cuatro mil años*. Read the next section, and have students help you complete the chart, noting main ideas and significant details for each of the four sections.
- 2. Asking and Responding to Questions**—Once students are familiar with the text, pair them with another student. Model how to look at a picture and ask a question about the text. Give students time to develop questions about the text. Allow time for students to ask and respond to their partners' questions. Alternatively, give students three to four sticky notes, have them write a question for a particular page, and allow students to share their questions.



Assessment Opportunity—Monitor students to ensure that they read the high-frequency words accurately.

Lesson 13: Artesanía: Vidrio soplado (cont.)

Comprehensión (cont.)

After Reading

- 1. Building Oral Language**—Put students in pairs. Ask students to take turns discussing glass and finishing the sentence frame *Me pregunto por qué _____*. Allow the first student to share. Then give the second student time to ask questions. Have students switch roles and then share some statements with the class.
- 2. Understanding Main Idea and Details**—Ask students to tell you what the book is about, in as few words as possible. They will most likely say, “hacer el vidrio soplado.” Tell them that this is one way to figure out the main idea of a book.
 - Invite students to share what they learned from the book about hand-blown glass.
 - Let students explain in their own words what it might be like to be a gaffer. Ask students if they think they would enjoy the profession of a gaffer.
 - For additional practice with comprehension, have students complete the activity sheet *La fabricación del vidrio* (page 144).

English Language Support

Use the photocopied pictures from the English Language lesson on page 139. Help students write a caption for each, based on the text in the book. Using a pocket chart, ask each student to arrange the photos and captions in sequence.

Writing

Using academic vocabulary, have students write about gaffers and glass-blowing.

- Give below-grade-level students a word bank to use when writing words or phrases.
- Have on-grade-level students write each sound they hear in order to write words, phrases, or sentences.
- Encourage above-grade-level students to write sentences or a paragraph that includes explanations about each of the things a gaffer does for his or her job.

Cross-curricular Connections



Visual Arts—Let students research gaffers from Mesopotamia four thousand years ago. Then have each student contribute a sentence to a story about a day in the life of a gaffer in ancient times.



Geography—Show students where ancient Mesopotamia, colonial Jamestown, and Rome are on a globe. Then point out where students live. Compare those locations using cardinal directions.

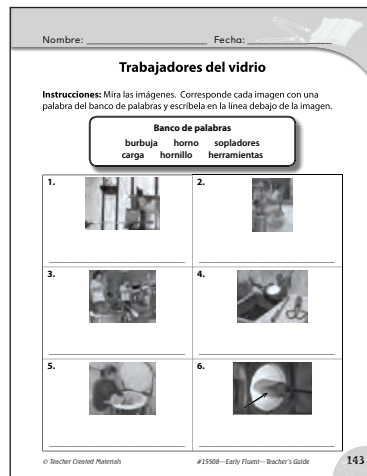
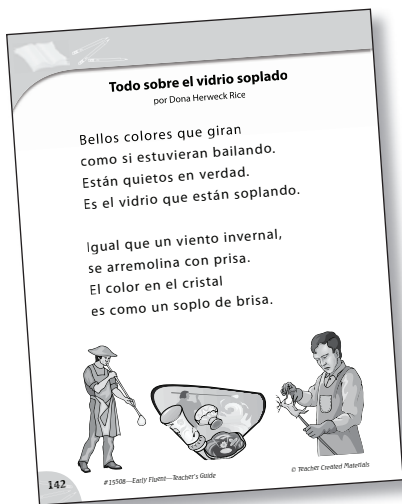
Building Fluency

1. Reading the Book—Use one or all of the following methods for fluency practice:

- Use a copy of the book (provided on the Teacher Resource CD) along with the professional audio recording (provided on the Audio CD) so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
- Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.

2. Reading the Poem—Use one or all of the following methods for fluency practice:

- Display the poem “Todo sobre el vidrio soplado” (page 142). Compare and contrast the book and the poem by asking students questions, such as “¿En qué son similares o diferentes el poema y el libro?”
- Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems in this folder during free-choice time and independent or paired reading time.
- Write the poem on a sheet of chart paper. Take time to have the class reread it throughout the day. Encourage students to create actions, gestures, or a tune to go along with the poem.



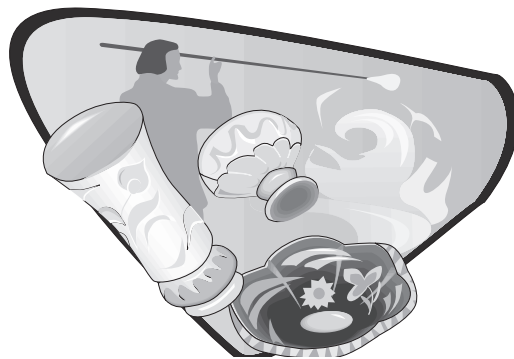


Todo sobre el vidrio soplado

por Dona Herweck Rice

Bellos colores que giran
como si estuvieran bailando.
Están quietos en verdad.
Es el vidrio que están soplando.

Igual que un viento invernal,
se arremolina con prisa.
El color en el cristal
es como un soplo de brisa.





Trabajadores del vidrio

Instrucciones: Mira las imágenes. Corresponde cada imagen con una palabra del banco de palabras y escríbela en la línea debajo de la imagen.

Banco de palabras

burbuja horno sopladores
carga hornillo herramientas

1.



2.



3.



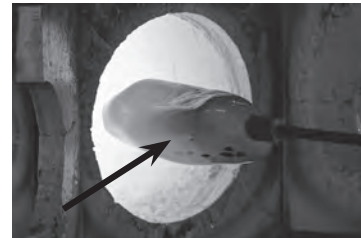
4.



5.



6.



La fabricación del vidrio

Instrucciones: Selecciona dos de los pasos que realiza un soplador para fabricar el vidrio. Dibuja y escribe acerca de ellos en el espacio de abajo.



<hr/> <hr/>
<hr/> <hr/>

Lesson 13: Artesanía: Vidrio soplado



Oral Reading Record

Name: _____ Date: _____

Assessor: _____



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

Page	Text	E	SC	Cues Used	
				E	SC
4	El soplado de vidrio es un arte muy antiguo. Comenzó hace unos cuatro mil años en Mesopotamia.			M S V	M S V
5	La antigua Roma fue el primer lugar donde el vidrio se utilizó en forma popular. La primera caña metálica para soplar vidrio fue inventada en Roma. Los romanos pudieron fabricar fácilmente vidrio de buena calidad.			M S V	M S V
6	El soplado de vidrio fue una de las primeras industrias del Nuevo Mundo. El capitán John Smith llevó sopladores de vidrio de Europa a América.			M S V	M S V
7	Los sopladores crearon el vidrio soplado. Construyeron una fábrica cerca de las arenosas costas de Jamestown.			M S V	M S V
8	Antes había muchas más personas que sabían soplar vidrio.			M S V	M S V
SUBTOTALS					



Lesson 13: Artesanía: Vidrio soplado *(cont.)*

Oral Reading Record *(cont.)*

Page	Text	E	SC	Cues Used	
				E	SC
9	Sin embargo, los sopladores de vidrio actuales trabajan en forma muy parecida a como se hacía hace mucho tiempo atrás.			M S V	M S V
10	El soplado de vidrio no ha cambiado mucho con el paso del tiempo. Los sopladores de vidrio usan herramientas muy similares a las utilizadas por los antiguos romanos.			M S V	M S V
12	Los materiales principales necesarios para fabricar vidrio son arena, cal, carbonato de sodio, potasa y calor intenso.			M S V	M S V
13	¿Cómo se transforman estos ingredientes en objetos de vidrio? Sigue leyendo para saberlo.			M S V	M S V
14	Se mezclan y calientan los ingredientes. Hoy en día se utilizan hornos de gas para producir el calor. En el pasado se usaban hornos de ladrillo alimentados con madera.			M S V	M S V
15	Una vez que el horno alcanza la temperatura necesaria, los ingredientes se funden para formar vidrio líquido. Los sopladores de vidrio deben tener mucho cuidado para no quemarse.			M S V	M S V
Subtotals from previous page					
TOTALS					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Examen de elección múltiple

Nombre: _____ Fecha: _____

Instrucciones: Lee cada pregunta. Escoge la mejor respuesta. Rellena el círculo al lado de tu respuesta.

1 La primera caña metálica para soplar vidrio se inventó _____.

- (A) en el Nuevo Mundo
- (B) en la Mesopotamia
- (C) en Jamestown
- (D) en la antigua Roma

4 Los sopladores utilizan un horno _____.

- (A) porque en invierno hace frío
- (B) para derretir los ingredientes del vidrio
- (C) porque les gustan los hornos
- (D) porque mantiene calientes los ingredientes

2 ¿Qué paso ocurre primero?

- (A) El soplador recoge vidrio con una caña de soplar.
- (B) El soplador da forma al vidrio.
- (C) Se hace girar la carga sobre una mesa.
- (D) Se mezclan los ingredientes y se calientan.

5 Si el soplador *no* utiliza un hornillo, _____.

- (A) el vidrio se enfría demasiado rápido y se hace añicos
- (B) el soplador usa hielo para enfriar el vidrio
- (C) el vidrio cambia de color
- (D) el soplador usa herramientas para dar forma al vidrio

3 ¿Cuál *no* es una herramienta utilizada por los sopladores?

- (A) una pinza
- (B) un canaleta
- (C) un martillo
- (D) un horno

6 Actualmente, la mayor parte del vidrio soplado se usa para fabricar _____.

- (A) tazones
- (B) botellas
- (C) arte
- (D) platos

TIME
FOR KIDS



Artesanía:

VIDRIO

soplado



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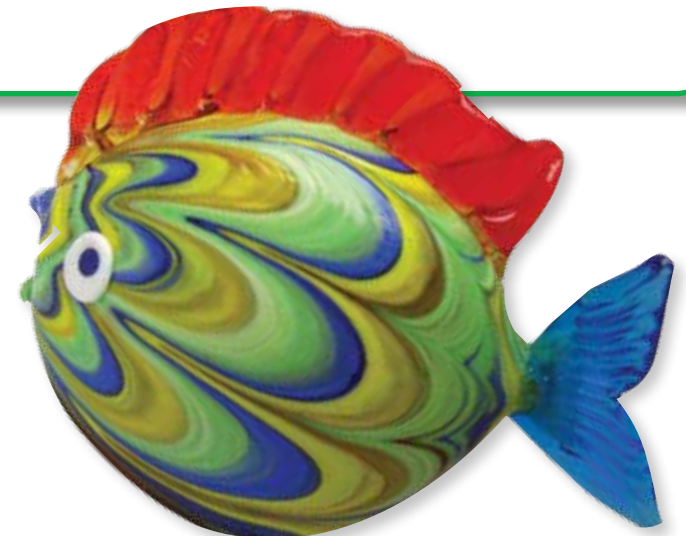
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Historia del vidrio soplado

El soplado de vidrio es un arte muy antiguo. Comenzó hace unos cuatro mil años en Mesopotamia.

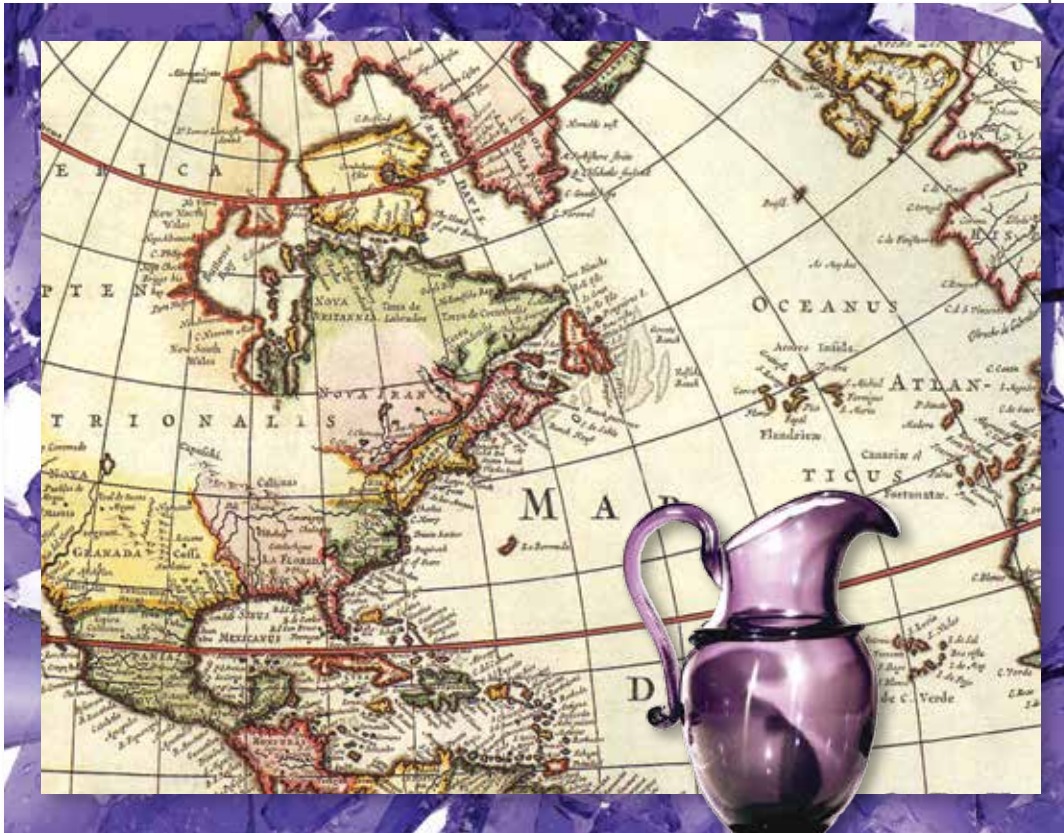


El soplado de vidrio consiste en soplar aire dentro de vidrio líquido para darle forma.

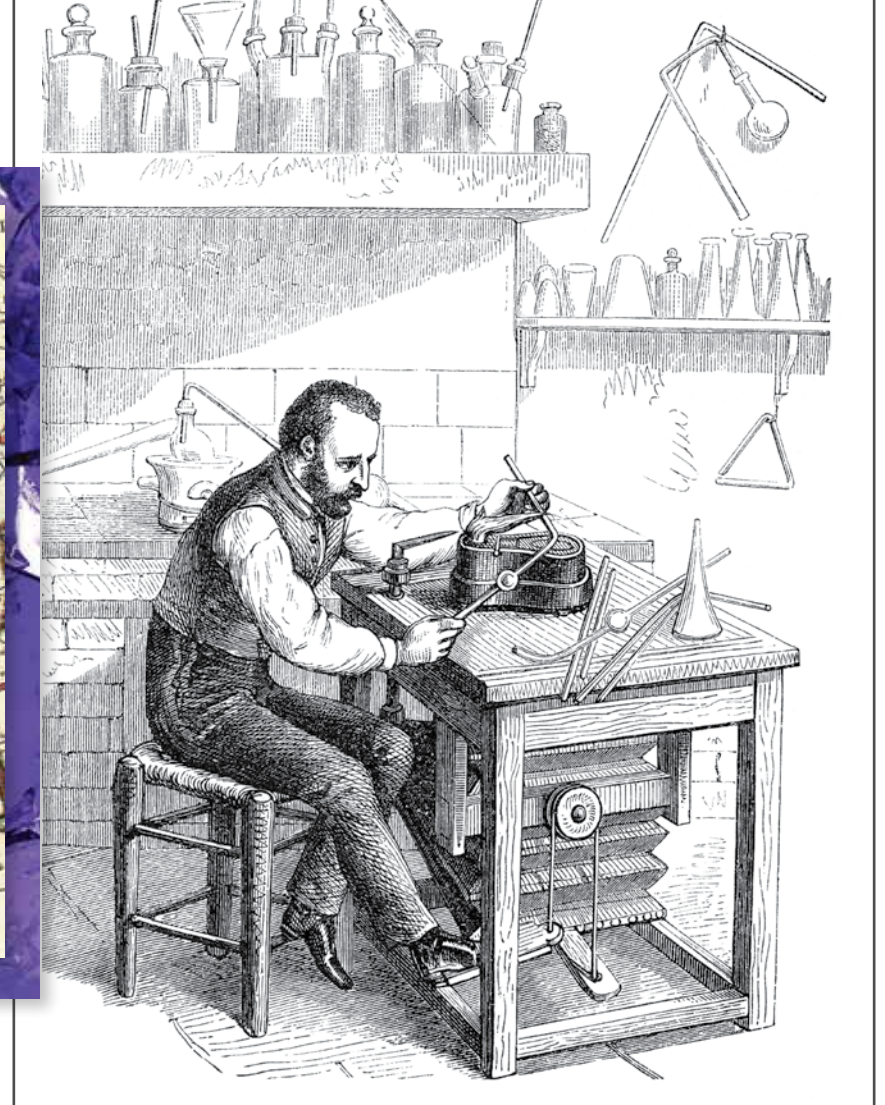


La antigua Roma fue el primer lugar donde el vidrio se utilizó en forma popular. La primera caña metálica para soplar vidrio fue inventada en Roma. Los romanos pudieron fabricar fácilmente vidrio de buena calidad.

Un Nuevo Mundo de vidrio



El soplado de vidrio fue una de las primeras industrias del Nuevo Mundo. El capitán John Smith llevó **sopladores de vidrio** de Europa a América.



Los sopladores crearon el vidrio soplado. Construyeron una fábrica cerca de las arenosas costas de Jamestown.



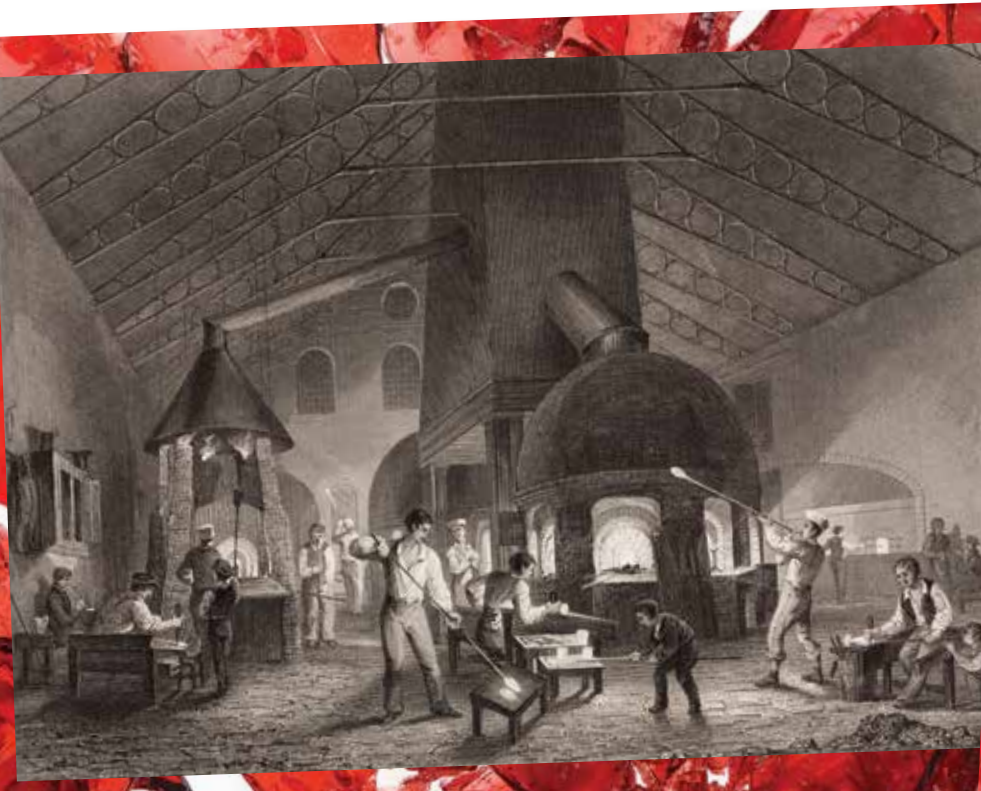
el soplado de vidrio—
hace mucho tiempo

Antes había muchas más
personas que sabían soplar
vidrio.



el soplado de
vidrio—hoy en día

Sin embargo, los sopladores
de vidrio actuales trabajan en
forma muy parecida a como se
hacía hace mucho tiempo atrás.



El soplado de vidrio no ha cambiado mucho con el paso del tiempo.

Los sopladores de vidrio usan herramientas muy similares a las utilizadas por los antiguos romanos.



El soplado de vidrio en la actualidad

Los materiales principales necesarios para fabricar vidrio son arena, cal, carbonato de sodio, potasa y calor intenso.



potasa	
carbonato de sodio	
cal	
arena	



En ocasiones se agregan sustancias químicas para darle color al vidrio.



¿Cómo se transforman estos ingredientes en objetos de vidrio? Sigue leyendo para saberlo.



Se mezclan y calientan los ingredientes.

Hoy en día se utilizan **hornos** de gas para producir el calor. En el pasado se usaban hornos de ladrillo alimentados con madera.



Se usa un horno para fundir el vidrio. La temperatura del fuego que se usa para hacer vidrio es muy alta. El horno tiene una cortina especial para protección.

Una vez que el horno alcanza la temperatura necesaria, los ingredientes se funden para formar vidrio líquido.

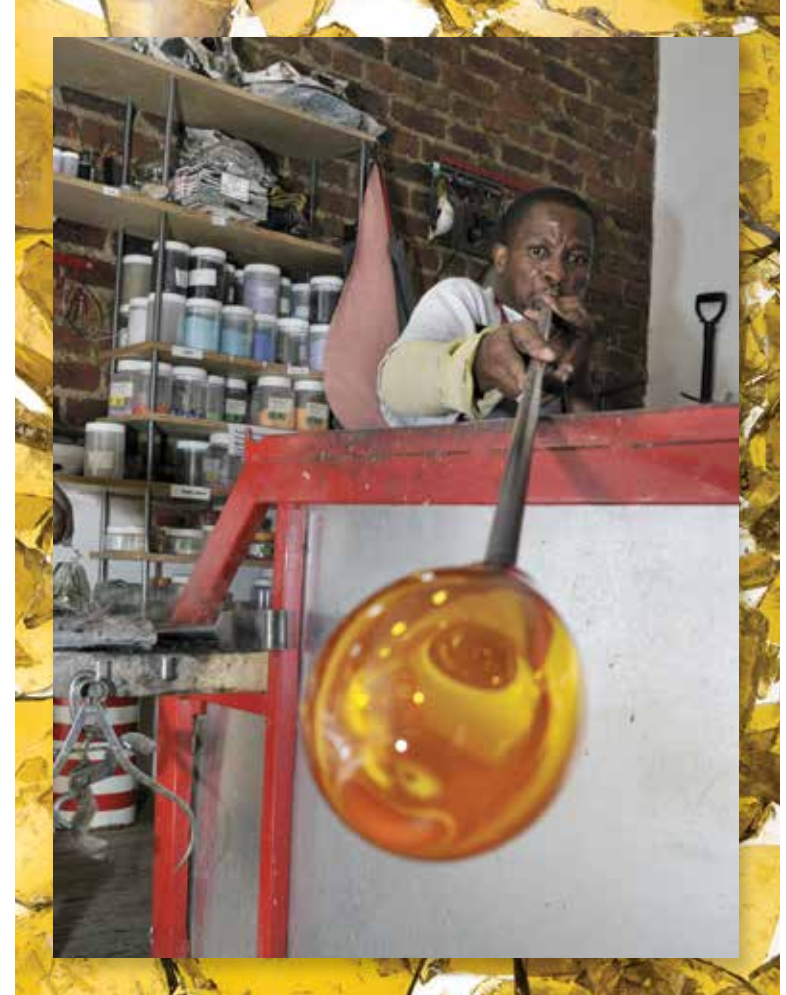
Los sopladores de vidrio deben tener mucho cuidado para no quemarse.

El soplador de vidrio toma un poco de vidrio fundido en el extremo de un largo tubo llamado **caña de soplar**. A este se le llama una **carga**.





Después, hace girar la carga sobre una mesa o paleta plana y lisa. Así le da forma al vidrio y lo enfría un poco.



Luego, el soplador sopla por la caña para formar una burbuja. El tamaño de la burbuja depende del tamaño del objeto que quiera crear el soplador.

El soplador calienta el vidrio,
sopla y le da forma una y otra vez.



El soplador usa varias
herramientas, como moldes y
tijeras. El soplador también
puede sentarse en una silla
especial que tiene brazos largos
para sostener la caña.



pinzas



canalete

Muy pronto, el pedazo de vidrio comienza a tomar forma.

Se usan más herramientas para darle el aspecto deseado.



Pueden añadirse tallos, asas y otras piezas, utilizando más cargas.



El hornillo de recocido calienta y enfría el vidrio lentamente para hacerlo más resistente.



El último paso es enfriar el vidrio. El vidrio enfriado con demasiada rapidez se quiebra con facilidad. Por lo tanto, el soplador lo coloca en un **hornillo** especial durante uno o dos días.

Arte soplado



Antes, el vidrio soplado se usaba para fabricar objetos de uso diario, como platos y tazones. Hoy en día, algunos objetos de vidrio soplado aún se utilizan así, pero muchos son obras de arte.



En las tiendas y museos hay muchas piezas hermosas hechas de vidrio soplado. ¡Son verdaderas obras de arte!

Glosario



caña de soplar



carga



hornillo



horno



**sopladores de
vidrio**