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Exploring Reading— Level 2 (Spanish)

This sample includes the following:

- Welcome Supplemental Card** (1 page)
- Best Practices Guide Cover** (1 page)
- Table of Contents** (1 page)
- Overview of Reading Instruction** (3 pages)
- Components of Effective Intervention** (1 page)
- How Words Work** (1 page)
- Instructional Overview** (2 pages)
- Lesson Plan** (19 pages)
- Poster** (1 page)
- Reader** (16 pages)

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Exploring Reading

Spanish
Version

Welcome to *Exploring Reading!*

We welcome you on an adventure toward reading comprehension in Spanish! The English version of the *Teacher's Guide* and the Spanish version of the *Great Works Literature Guides* are your tools for leading *Exploring Reading* instruction. The literature for this level includes *Los cien vestidos* and *El dragón de papá*. A PDF of the Spanish Answer Key for the *Cuaderno de prácticas guiadas para el estudiante* and an overview of the Spanish skills taught in the *How Words Work* lessons can be found with the Digital Resources on the USB Device.



TIME
FOR KIDS

Teacher Created Materials

2

Exploring Reading



Best Practices Guide



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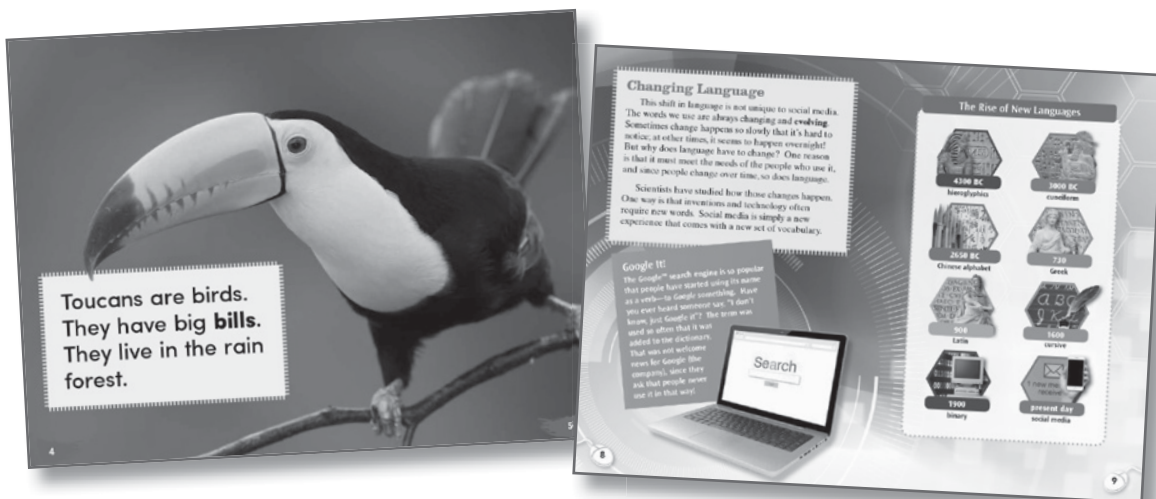
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The Importance of Reading Informational Text

In an increasingly global and information-rich society, students need to be eager to learn, seek answers, and have the necessary skills to navigate the various informational texts they will come across in school, the workplace, and everyday life. According to Stephanie Harvey and Anne Goudvis in their book *Strategies That Work: Teaching Comprehension to Enhance Understanding*, “interesting, authentic nonfiction fuels kids’ curiosity, enticing them to read more, dig deeper, and search for answers to compelling questions” (2007, 156).

Aside from the long-term goal of developing skilled readers, nonfiction text also has a role in standardized testing. Because students are most often tested on their abilities to comprehend nonfiction text, it is important to provide readers with explicit instruction for the ways in which nonfiction text is organized, along with specific skills and strategies for comprehending nonfiction text. In their article featured in *The Reading Teacher* (2000), Broaddus and Ivey suggest that familiarity with nonfiction text will add to students’ depth of content-area knowledge and understanding, which may increase standardized test scores.



nonfiction readers

These are some examples of nonfiction text in *Exploring Reading*. All nonfiction text contains nonfiction text features, rich charts, diagrams, images, and photographs to bring the text to life.



text cards

The Importance of Reading Literature

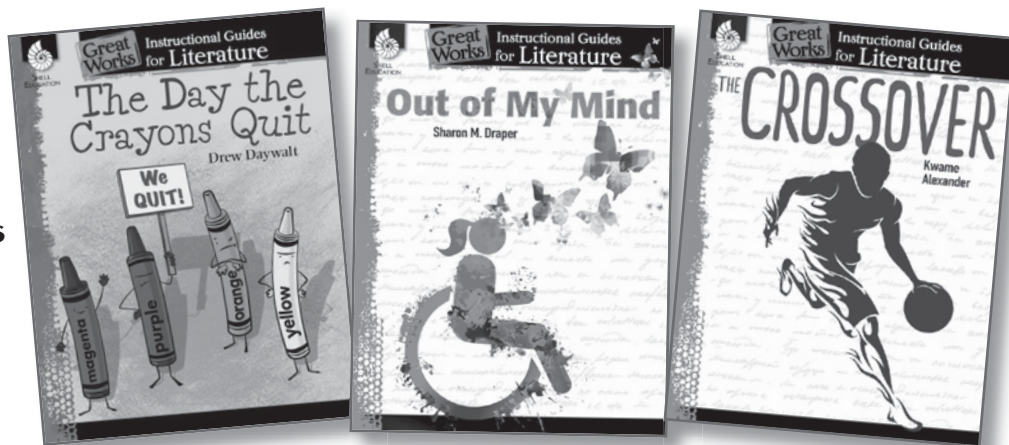
Recommending that children read “literary wholes” may seem like a contemporary criticism of basal programs, but this quotation is taken from a 1908 work on the teaching of reading in the United States, *The Psychology and Pedagogy of Reading* by Edmund Burke Huey. Huey’s observations highlight what every parent and teacher of young children knows—children love a good story. And the discussion that extends from the story is just as important. Speaking and listening strategies are critical during preschool and primary grades, during which time oral discourse provides the primary context for learning. Numerous correlational studies indicate that frequent, high-quality reading experiences benefit preschoolers in vocabulary acquisition (Lawrence and Snow 2011). Further, primary students who are learning decoding skills benefit from discussions that set a purpose for reading, activate prior knowledge, ask and answer thoughtful questions, and encourage peer interaction. Reading fiction provides rich opportunities for oral discourse development and vocabulary acquisition.

text cards



These are some examples of the fiction selections in *Exploring Reading*. All literature text contains story elements, rich vocabulary, and engaging images that support the text.

literature selections



The Importance of Intertextuality

Using fiction and nonfiction texts together is a natural way to explore themes. In an article in *The Reading Teacher*, Deanne Camp poses this question: “Given children’s natural tendencies to ask questions about the world around them, why not focus on both fact and fiction to answer those questions?” (2000, 400) Fictional books can be an engaging way to introduce a topic to students; however, instruction does not need to begin with the work of fiction. Reading a nonfiction text before a fictional text on the same topic can build or strengthen background knowledge that may be required to successfully comprehend the fictional piece (Baer 2012; Soalt 2005). Additionally, students who prefer nonfiction texts will be more motivated to read a related fictional text when the informational piece is presented first (Soalt 2005). According to research by Sylvia Read, “interacting with nonnarrative texts may be the best path to overall literacy” (2005, 36).

TCM Grade Level, word count, Fountas and Pinnell Guided Reading Level, DRA Level, and Lexile Level are listed on the back cover of each reader. These measures are for reference only, as *Exploring Reading* nonfiction readers are not meant to match student's independent reading level. The books are studied through a shared read, led by the teacher. The books have the appropriate rigor for the purpose.

Theory into Practice



The Great Works Instructional Guides for Literature included in each *Exploring Reading* kit encourage teachers to engage in **modeled reading of rich, diverse texts**. The selections include a variety of characters and stories meant to be **culturally relevant and engaging** to all students.

Table 3 lists the literature selections that have been chosen for each level. The *Teacher's Guide* provides prompts and activities. More importantly, sharing the literature provides opportunities for authentic, student-initiated use of comprehension strategies.

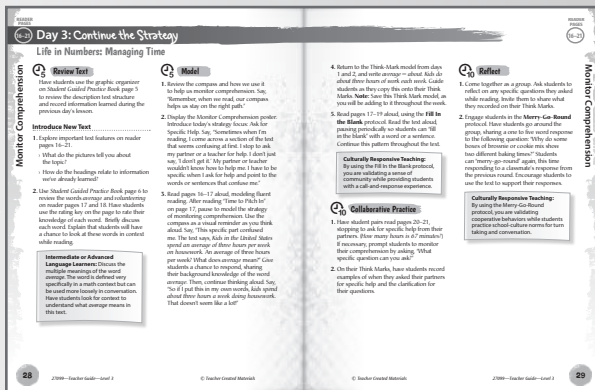
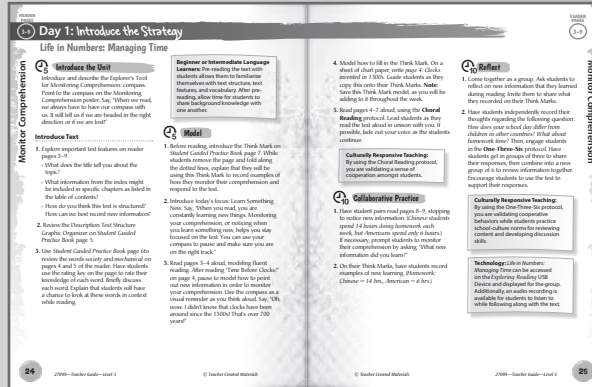
Theory into Practice



Reader Sample Lesson

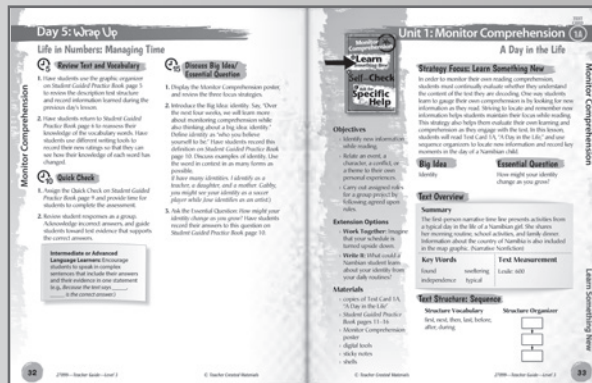
Exploring Reading has embedded Gradual Release of Responsibility into each reader lesson, including review, teacher modeling, and collaborative practice.

On day one, the teacher **introduces the strategy**. The teacher models reading fluently with a **shared read** before student practice with a partner.



By the third day of each reader lesson, students **practice the strategy** as they read the text with less guidance from the teacher.

Each reader lesson ends with a quick check, reflection, and discussion. Students reread, write, and discuss the big idea as a group or with partners.



How Words Work

How Words Work

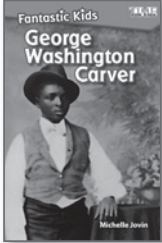



All lesson plans for nonfiction text cards include a *How Words Work* skill on Day 4.

Card Title	How Words Work Lesson
1A: Bailarina estelar	1A: Verbos en pasado
1B: Buscado a Barbas	1B: Diptongos
1C: Esforzarse	1C: Verbos en pasado
2A: ¿Una base de pasta?	2A: Decodificar (<i>que, qui, gue, gui</i>)
2B: Ruedas en movimiento	2B: Decodificar (<i>r, rr</i>)
2C: Las hormigas van marchando	2C: Identificar fonema/grafema (<i>c</i>)
3A: El día del señor Cruz	3A: Decodificar (<i>h</i>)
3B: Un día en la vida	3B: Usar pronombres reflexivos
3C: La vida de una tortuga marina	3C: Decodificar (<i>ll, y</i>)
4A: Leyenda: Tres hermanos	4A: Acento tónico
4B: Mi vida como robot	4B: Identificar fonema/grafema (<i>g</i>)
4C: Ropa para la escuela	4C: Usar mayúsculas
5A: Hablando con simios	5A: Usar adverbios
5B: ¡Medidas!	5B: Tiempos verbales
5C: La gallinita roja: Qué sucedió después	5C: Diptongos
6A: El deseo de Lexi	6A: Decodificar palabras largas
6B: Ideas brillantes	6B: Decodificar sufijos
6C: ¡Hora de jugar!	6C: Palabras compuestas
7A: Concurso de ortografía	7A: Hiato
7B: Un deporte más seguro	7B: Plural y concordancia
7C: Debate: ¿Se debe permitir que los niños asuman retos peligrosos?	7C: Decodificar oraciones/signos de puntuación
8A: ¡Listos para ayudar!	8A: Identificar fonema/grafema (<i>s, c, z</i>)
8B: Asunto de insectos	8B: Decodificar grupos consonánticos
8C: Hoy	8C: Usar adjetivos y concordancia

Instructional Overview

Exploring Reading has eight units, each focusing on a different reading comprehension strategy. Instruction is organized into 30-minute lessons. If taught daily, each of the eight units spans four weeks.

Sample Unit

Nonfiction Reader	3 Text Cards		
Big Idea: Myself and Others Essential Question: How can people build on their strengths?			
<p>Week 1</p> <p>Strategy: Monitor Comprehension</p>  <p>Students use an Explorer Tool to learn a comprehension strategy. After building shared knowledge, students are introduced to a Big Idea.</p>	<p>Week 2</p> <p>Learn Something New</p>  <p>Students read three text cards and practice three parts of the strategy. They continue to explore the Big Idea through an Essential Question. This ties all the texts together. The unit concludes with a reflective writing exercise, asking students to revisit their initial thoughts about the Big Idea.</p>	<p>Week 3</p> <p>Self Check</p> 	<p>Week 4</p> <p>Ask for Specific Help</p> 

After every four units (mid-year and end-of-year), teachers can use the *Great Works Instructional Guide for Literature* to navigate students through an authentic trade book. These instructional guides include authentic vocabulary instruction and activities, key discussion points, guided close-reading questions, writing prompts, and assessments.



Nonfiction Reader Lessons

During each of the reader lessons, students will examine **text structures**, **text features**, **vocabulary**, and **comprehension strategies**. Students will receive **explicit modeling** from the teacher before **practicing the strategy** independently or with partners. Each lesson concludes with a **discussion** and **reflection** on learning. The accompanying *Student Guided Practice Book* pages give students a chance to practice vocabulary, analyze text structure, record thinking, and assess comprehension.

Text Card Lessons

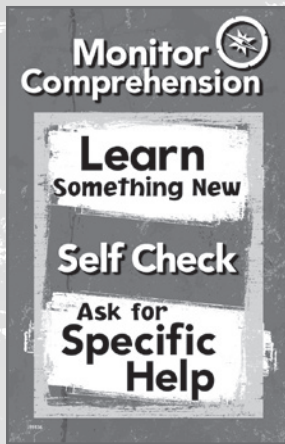
Lessons for the text cards differ slightly each day.

- › *Day 1:* Students **analyze text features** and **identify new vocabulary** words. After an introduction to a new strategy focus, students read the text for the first time, applying the strategy.
- › *Day 2:* Teachers lead students through a **close reading** of the text card. Students **annotate** and **jot notes** directly on a copy of the text in their *Student Guided Practice Books*. Students look at elements such as word choice and author's purpose while also **analyzing the text** and **applying comprehension strategies**.
- › *Day 3:* Students read the text a final time. This time, they are looking for **evidence of the Big Idea** while also examining the text **structure** or **author's craft**. Discussion questions allow the group to reflect on learning while also pulling elements of the Big Idea from the text and applying them to other scenarios.
- › *Day 4:* Students learn and practice a **language skill** that aims to enhance their speaking, listening, reading, or writing abilities. Students also complete a Quick Check **comprehension assessment** and review answers as a group. This allows teachers to embed **test-taking strategies** into their teaching.
- › *Day 5:* Teachers are given two activities from which to choose. Students can **work collaboratively** to write, create, or discuss, or they can complete a **writing assignment** that asks them to reflect upon the content of the text card as well as the Big Idea or Essential Question. On the last day of the unit, teachers may choose to have students return to their notes about the Big Idea and **record text evidence** that supports a **deeper understanding**.

Assessment

Throughout *Exploring Reading*, teachers can assess students' progress and reading development in a variety of ways. First, teachers can pinpoint specific areas of need by administering the **Diagnostic Assessment**. A **Pretest** and **Posttest** can be given at the beginning and end of each unit to measure growth. Additionally, an **Oral Reading Assessment** is provided for each reading selection. Finally, teachers can measure overall improvement in reading comprehension with the **Summative Assessment**. See the *Exploring Reading Assessment Guide* for more information.

Unit 1: Monitor Comprehension



Fantastic Kids: George Washington Carver

Big Idea

Myself and Others

Essential Question

How can people build upon their strengths?

Unit Overview

Throughout this unit, students will learn and practice three different strategies that will help them monitor their comprehension. They will notice when they learn something new, pause to self-check their understanding, and ask the teacher or a peer for specific help. As students read *Fantastic Kids: George Washington Carver*, they will use compasses as a reminder to pause and ask themselves, "Am I on the right track?"

Text Summary

George Washington Carver was born into slavery. As a young boy, he was sick and weak. But he did not let that stop him from reaching greatness. Learn more about the "Plant Doctor" turned "Peanut Man" and how he helped people across the United States.

Key Words

crammed mourned
enslaved passion
kidnapped scarce
midwife segregated

Text Measurements

Lexile: 570L

Objectives

- › Identify new information while reading.
- › Monitor and modify reading strategies by questioning the text as needed to demonstrate understanding.
- › Identify confusing areas of text, and ask or answer questions to clarify.
- › Engage effectively in a group discussion, following agreed-upon rules for how to speak in a group setting.
- › Read aloud with fluency and expression to support comprehension.

Materials

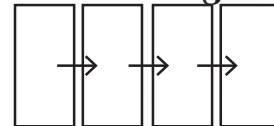
- › copies of *Fantastic Kids: George Washington Carver*
- › *Student Guided Practice Book* pages 4–9
- › Compass Think Mark on *Student Guided Practice Book* page 197
- › *Fantastic Kids: George Washington Carver* Interactiv-eBook
- › Monitor Comprehension poster
- › digital tools

Text Structure: Sequence

Structure Vocabulary

first, second, next, then, end, finally, last, before, after, during

Structure Organizer



Day 1: Introduce the Strategy

Fantastic Kids: George Washington Carver



Introduce the Unit

1. Introduce and describe the Explorer Tool for Monitor Comprehension: compass. Point to the compass on the Monitor Comprehension poster. Say, “When we read, we always have to have our compass with us. It will help us monitor comprehension as we read.”
2. Have students cut out the Compass Think Mark on *Student Guided Practice Book* page 197. (**Note:** After each lesson, have students leave the Think Marks in their *Student Guided Practice Books*.)
3. Define and describe the Monitor Comprehension strategy. Point to the first focus on the poster: Learn Something New. Say, “As we read, we should learn new things. Informational texts teach us new facts. When we read a story, we learn about the characters and the events. The Compass Think Mark will remind us that we should check our direction. As you use the compass, ask yourself, *Am I lost or on track?*”

Beginner or Intermediate Language Learners:

Distinguish George Washington Carver from George Washington. Students may be familiar with the first president of the United States. Help students understand that George Washington Carver is a different person who made different contributions to the United States.



Introduce the Lesson

1. Distribute *Fantastic Kids: George Washington Carver*, and have students skim pages 3–9.
2. Engage students in the **Shout Out Brainstorm** protocol. Allow students to shout out answers, background knowledge, or connections they may have to the questions:
 - › What does the title tell you about the book? What do you think the book will be about?
 - › What do you notice about the images? How does this help you understand the title?
 - › What do the chapter titles in the table of contents make you think about? What do you think you will learn in each chapter?
3. Have students turn to *Student Guided Practice Book* page 4. Say, “Today, we are going to read pages 4–6. On these pages, we will encounter the words *scarce*, *enslaved*, and *kidnapped*.” Guide students to circle a heart or question mark for each word. If they know or have heard the word before, they should circle the hearts. If the word is unfamiliar, they should circle the question marks.

Cultural Responsiveness:

By using the Shout Out Brainstorm protocol, you are validating verbally expressive and relational behaviors.

 **Model**

1. Have students echo read the first paragraph on page 4 by repeating each sentence in unison after you read it. As students read, listen for fluency, accuracy, and decoding. Assist students where needed.
2. Display the Compass Think Mark. Say, “I am going to stop here to use my compass to make sure I am heading in the right direction. The title of the section is *Plants and Peanuts*. In this section, I learned something new. I learned about a man named George Washington Carver. He made peanuts popular. This matches what I was expecting after I read the title of this section. I think I am on the right track.”
3. Ask students to give a thumbs up if they agree with your assessment and a thumbs down if they do not. Address any misunderstandings if needed.

 **Collaborative Practice**

1. Say, “Now, it’s your turn to try it. Let’s read the rest of page 4 and page 5. As we read, check to make sure you are learning something new.”
2. Have students echo read the rest of pages 4–5 as a group. Ask students to put their thumbs up when they learned something new.
3. Say, “Pick up your compasses and practice monitoring your comprehension to make sure you learn something new as you read.”

4. Return to the text and read each sentence, one sentence at a time. Ask students if the sentence teaches them about plants, peanuts, or George Washington Carver. Explain that a sentence may tell about one, two, or all three of these things.
5. Have students independently read pages 7–9 or with partners. Discuss what they learned about plants, peanuts, or George Washington Carver.

 **Reflect**

1. Direct students back to the vocabulary list on *Student Guided Practice Book* page 4.
2. Discuss how the words were used in the text, and have students add words or drawings in the Notes column.
3. Ask students how and when they might monitor their comprehension throughout the school day.

Day 2: Use the Strategy

Fantastic Kids: George Washington Carver



Review Text and Tool

1. Guide students to use the graphic organizer on *Student Guided Practice Book* pages 6–7 to record information learned during the previous lesson. Say, “This book was written to tell about George Washington Carver. What are some of the facts that we have learned about the beginning of his life so far?”
2. Have students add a few key details about Carver’s early life to the first box of the sequence organizer. Skim the reader pages from the previous lesson as needed. Students will complete the rest of the graphic organizer in a future lesson.
3. Review the Explorer Tool: compass. Say, “When we read, we always have to have our compass with us to monitor our comprehension.”
4. Point to the second focus on the Monitor Comprehension poster: Self Check. Say, “In our previous lesson, we used our Compass Think Mark to make sure we learned something new. We did this to make sure we understood the text we read. Today, we are going to continue to monitor our comprehension by stopping to do a self check. That means we check in with ourselves to make sure we understand what we read.”

Intermediate or Advanced Language Learners:

Preread the text to familiarize students with text structure, text features, and vocabulary. Have students share background knowledge about George Washington Carver.



Introduce New Text

1. Explore important text features on pages 10–13 using the discussion questions:
 - › How can the titles, images, and captions help you understand what you will learn on these pages? What do you think this section of the book will be about?
 - › What do the images show? How do the images remind you about what you have already read?
2. Say, “Today, we are going to read pages 10–13. On these pages, we will encounter the words *segregated* and *midwife*.” Guide students to circle a heart or question mark for each word. If they know or have heard the word before, they should circle the hearts. If the word is unfamiliar, they should circle the question marks.

**Model**

1. Cloze read pages 10–11. To cloze read, read aloud as students follow along. Leave out key words, and have students supply the missing words. As students read, listen for fluency, accuracy, and decoding. Assist students as needed.
2. At the end of page 11, direct students' attention to the Compass Think Mark. Say, "I am going to stop here to use my compass and do a self check. The heading *Free at Last!* made me think I was going to learn something about being free. Let's check. Yes, on this page, I read about slavery becoming illegal. That means George and his family became free."
3. Preview pages 12–13. Then say, "The heading *Life with the Carvers* tells us that we can expect to learn about life with the Carvers. I think that means we will learn about George's life with the Carvers since the book is about George. After we read, we'll self check to monitor our comprehension."

**Collaborative Practice**

1. Provide students with sticky notes.
2. Have partners read pages 12–13. Depending on students' abilities, have them **Choral Read** (all students read aloud simultaneously), whisper read (all students whisper the text aloud simultaneously), or use the **Jump-In Reading** protocol (one student starts reading aloud, then the other students take turns "jumping in" to take over the reading).
3. Have students to turn to *Student Guided Practice Book* pages 6–7.

4. Have students add notes to the sequence graphic organizer.

**Reflect**

1. Come together as a group, and discuss some of the notes students wrote about the text.
2. Allow time for students to collaborate with other students to try to comprehend sections they do not understand.

Cultural Responsiveness:

By using the Choral Reading or Jump-In Reading protocol, you are stimulating the flow of conversation and building bridges to reading fluency.

Day 3: Continue the Strategy

Fantastic Kids: George Washington Carver



Review Text and Tool

1. Say, "We have learned a lot about George Washington Carver. What have we learned so far?" Give students time to share.
2. Use *Student Guided Practice Book* pages 6–7 to review the previous lesson. Say, "We already recorded information about what we learned about George's early life. Let's add information about the next part of George's life." Give students time to add notes to the second frame on the graphic organizer.
3. Point to the third focus on the Monitor Comprehension poster: Ask For Specific Help. Say, "Today, we will focus on asking specific questions. Sometimes, we may try to learn something new and self check at the end of each section but still not understand what we read. Practice asking specific questions to gain clarity when this happens."



Introduce New Text

1. Tell students that they will use their compasses as they read more about George Washington Carver on pages 14–21. Say, "Let's preview what we will read about today. This will help us monitor your comprehension as we read. Look through pages 14–21 and read the headings. Let's look at the pictures and text."

2. Ask students to turn to *Student Guided Practice Book* page 5. Say, "Today, we are going to read pages 14–21. On these pages, we will encounter the words *midwife* and *crammed*." Guide students to circle a heart or question mark for each word. If they know or have heard the word before, have them circle the hearts. If they have not, they should circle the question marks.



Model

1. Read the heading on page 14, *The Plant Doctor*. Say, "Yesterday, I used my Compass Think Mark to self check and make sure I was on the right track. I did that by looking at the titles and subtitles. Today, I am going to use my Compass Think Mark to stop at places that confuse me to ask a specific question to help clarify the text."
2. Point to the word *doctor*. Say, "I have heard of doctors for people and animals but not for plants. This seems confusing to me. I need to ask a question. I should ask about *exactly* what I do not understand. I'll ask, 'How is a plant doctor different from a doctor for people?'"
3. Read the rest of page 14 aloud. Let the students know your question has not been answered. Say, "I did not find the answer to my question yet. I hope I learn more about plant doctors in this chapter."

**Beginner or Intermediate
Language Learners:**

Provide sentence frames to support
English language learners.

I don't know what _____ means.

This section told me about _____.

I learned _____ in this section.

I do not know _____.

I do not understand _____.

4. Say, "You are going to continue reading the book to page 21. As you read, use your Compass Think Mark to point to a place where you may be confused. Before you turn each page, stop to ask me or your partner for specific help with that section."

**Collaborative Practice**

1. Have partners take turns modeling how to read pages 15–17. Each partner will read a sentence and then switch to allow their partners to do the same. As students read, listen for fluency, accuracy, and decoding. Assist students where needed.
2. Discuss any specific questions students have as they are reading. If appropriate, allow students in the group to answer each other's questions.
3. Have students work with partners to add notes to the third frame of the sequence graphic organizer in their *Student Guided Practice Books* pages 6–7.

**Reflect**

1. Tell students that as you continued reading, you found out more about what *plant doctor* might mean on pages 16–17. Say, "The text explains how George and Mariah used plants to help people who were sick or in pain."
2. Lead a discussion about students' specific questions and where they found the answer(s) in the text. Write down any questions that have not been resolved. Save them for the lessons on Day 4 and/or Day 5.

Day 4: Know the Strategy

Fantastic Kids: George Washington Carver**Review Text**

1. Say, "We know a lot about George Washington Carver. What have we learned so far?"
2. Have students turn to pages 6–7. Use *Student Guided Practice Book* to review the previous lesson.
3. Review all three focuses on the Monitor Comprehension poster. Have students review the text and tool. They should be able to explain what they have read and the importance of the Compass Think Mark.

**Introduce New Text**

1. Say, "Today, we are going to read pages 22–27. Use your compass to preview the rest of the book. Pay close attention to the headings in this section. The titles of these headings can help you think about what you will learn, when you will need a self check, and what questions you might ask."
2. Have students turn to *Student Guided Practice Book* page 5. Say, "Today, we are going to read pages 22–27. On these pages, we will encounter the words *passion* and *mourned*." Guide students to circle a heart or question mark for each word. If they know or have heard the word before, they should circle the hearts. If they have not, they should circle the question marks.

Intermediate or Advanced Language Learners:

Discuss the *Nuts About Peanuts* sidebar on page 27. Explain that one meaning for the word *nuts* is "loving something a lot." Discuss this play on words, and tell students it is called a *pun*. Identify any other puns students may be familiar with.

**Model**

1. Have students use the **Choral Reading** protocol to read pages 22–23 in unison. As students read, listen for fluency, accuracy, and decoding. Assist students as needed.
2. When students have read pages 22–23, say, "I listened to you read pages 22–23. As I was listening, I made sure to monitor my comprehension by asking myself the following questions: *Did I learn something new in this section?* The answer is Yes, I learned that George was getting ready to move again. *Did I use the headings and then do a self check to make sure I learned what the author was trying to teach me?* Yes, I learned about George going *To the West* and *Saying Goodbye* to the Carvers. *Can I ask a specific question?* Yes, I can ask, 'Is Fort Scott, Kansas far away from Neosho?'"

Cultural Responsiveness:

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



Collaborative Practice

1. Have partners read pages 24–27. Depending on students' abilities, have them **Choral Read** (all students read aloud simultaneously), whisper read (all students whisper the text aloud simultaneously), or use the **Jump-In Reading** protocol (one student starts reading aloud, then the other students take turns “jumping in” to take over the reading).
2. After each page or paragraph, have students prompt each other to use the strategy from the poster. “Did you learn something new? Let’s do a self check. Can you ask a specific question?”

Cultural Responsiveness:

By using the Choral Reading or Jump-In Reading protocol, you are stimulating the flow of conversation and building bridges to reading fluency.



Reflect

1. Direct students back to the vocabulary list on pages 4–5 of the *Student Guided Practice Book*.
2. Discuss how the words were used in the text, and add words or drawings in the Notes column.
3. Ask students how and when they might summarize throughout the school day.

Day 5: Wrap Up

Fantastic Kids: George Washington Carver



Review Text

1. Remind students that *Fantastic Kids: George Washington Carver* describes Carver's life in sequence. Turn to *Student Guided Practice Book* page 7, and have students write details on the last frame of the graphic organizer.
2. Have students lead a discussion about what they learned in the reader, *Fantastic Kids: George Washington Carver*.

Intermediate or Advanced Language Learners:

Encourage students to use the new words they have added to their graphic organizers.



Quick Check

1. Assign the Quick Check on *Student Guided Practice Book* page 8. Have students work independently or with partners to complete the Quick Check.
2. Review student responses as a group. Acknowledge incorrect answers, and guide students toward text evidence that supports the correct answers.





Discuss Big Idea/ Essential Question

1. Introduce the Big Idea: Myself and Others.
2. Ask the Essential Question: *How can people build on their strengths?*
3. Use *Student Guided Practice Book* page 9 to record students' thoughts about the Big Idea and Essential Question. Explain that they will revisit this page at the end of the unit.
4. Review the poster, strategy, vocabulary, or Big Idea as needed. Say, "We just finished reading *Fantastic Kids: George Washington Carver*, and we talked briefly about the Essential Question: *How can people build on their strengths?* In the next few weeks, we will read three more texts that deal with myself and others. I would like you to keep this question in mind as we read text cards 1A, 1B, and 1C."

Nombre: _____ Fecha: _____

Palabras importantes

Instrucciones: ¿Conoces la palabra? Encierra el  o el . Escribe notas para cada palabra. Escoge una palabra del texto para agregar a la última fila.





	Palabra	Notas
 	escasos (adjetivo)	
 	esclavos (sustantivo)	
 	secuestró (verbo)	

	Palabra	Notas
 	segregadas (adjetivo)	

Nombre: _____ Fecha: _____

Palabras importantes (cont.)



	Palabra	Notas
 	partera (sustantivo)	
 	hacinados (adjetivo)	

	Palabra	Notas
 	pasión (sustantivo)	
 	lamentaron (verbo)	
 		



Verificar la comprensión

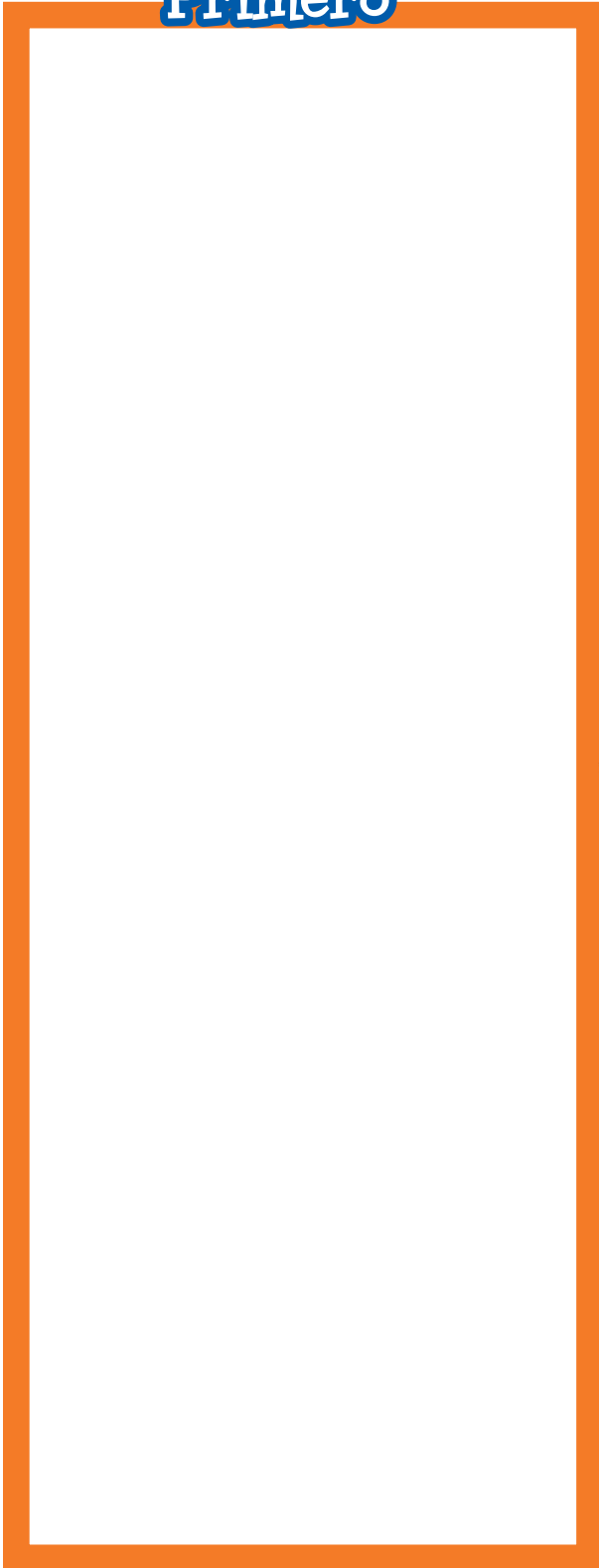
Niños fantásticos: George Washington Carver

Nombre: _____ Fecha: _____

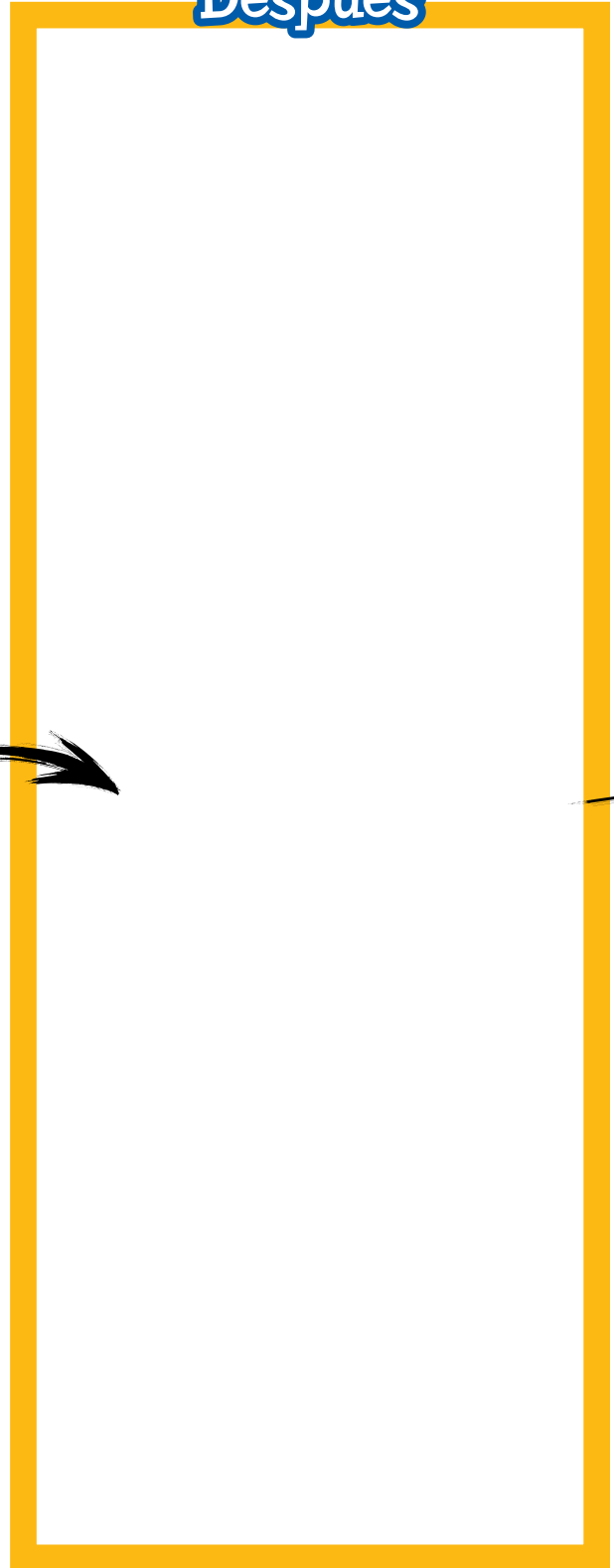
Organizador gráfico de secuencia

Instrucciones: ¿Qué ocurre *primero*, *después*, *luego* y *finalmente*?
Escribe detalles en los recuadros.

Primero



Después





Verificar la comprensión

Niños fantásticos: George Washington Carver



Luego

Finalmente



Repaso de comprensión

Instrucciones: Escoge la mejor respuesta para cada pregunta.

1. ¿De qué manera la niñez de George Washington Carver le ayudó de adulto?
- (A) Aprendió mucho sobre las plantas y pudo ayudar a los granjeros.
 - (B) Un grupo de hombres lo secuestraron a él y a su madre.
 - (C) George era el mejor estudiante de su clase.
 - (D) George fue a la escuela en Kansas.

2. ¿Por qué se le conoció como el "hombre de los cacahuates"?

- (A) Le gustaban los bocadillos de cacahuete.
- (B) Descubrió muchos usos para el cacahuete.
- (C) Descubrió el primer cacahuete.
- (D) Sembraba cacahuates.

3. ¿Cómo desarrolló George Washington Carver sus fortalezas?

Nombre: _____ Fecha: _____



Gran idea

Los demás y yo

Pregunta esencial



¿Cómo desarrollan sus fortalezas las personas?

Instrucciones: Escribe tus pensamientos a continuación.

Primeros pensamientos

Empty rectangular box for writing initial thoughts, outlined in orange.

Pensamientos finales

Empty rectangular box for writing final thoughts, outlined in blue. A black arrow points from the top box to this one.

Prueba preliminar

Instrucciones: Lee o escucha el pasaje.

¡Cielos, un nuevo libro!

Jorge el curioso es un personaje muy famoso. Este mono fue creado por Hans Augusto Rey y su esposa Margret. También crearon un personaje llamado Whiteblack el pingüino. Nadie había oído de Whiteblack. Hans y Margret crearon a Whiteblack hace 63 años. El cuento se perdió después de que lo escribieron. Estos escritores ya no viven. ¡Pero Whiteblack sí! El cuento que Hans y Margret escribieron por fin está en las librerías. El título del libro es *Whiteblack el pingüino ve el mundo*.



Un pingüino asombroso

Whiteblack vive en Pingüinolandia. Quiere viajar para ver nuevas cosas. Así Whiteblack podrá contar sus viajes en su programa de radio. Mientras viaja, Whiteblack ve por primera vez a un humano. Whiteblack dice: “¡Vaya, se parece mucho a mí! Una camisa blanca, un traje negro y camina en dos piernas”.

Whiteblack conoce el mundo

El cuento de Whiteblack no se había publicado. ¿Cómo se volvió un libro? Los lectores pueden darle las gracias a Anita Silvey. Silvey había visto dibujos de Whiteblack en una exhibición. Pensó que los dibujos eran geniales. Silvey trabaja para una compañía que publica libros. Logró que su compañía publicara el cuento. Silvey dice: “Es como si hubiera hallado un hijo de los Rey que estaba en un orfanato”.



Prueba preliminar (cont.)

Instrucciones: Usa el texto de la página 22 para contestar las preguntas.

1. ¿Por qué los escritores no publicaron el cuento?

- (A) No les gustó.
- (B) Se perdió.
- (C) Era demasiado corto.
- (D) No tenían suficiente dinero.

2. Whiteblack quiere ver cosas nuevas para _____.

- (A) ser famoso
- (B) tomarles fotos
- (C) escribir cuentos sobre ellas
- (D) hablar sobre ellas en su programa de radio

3. ¿En qué se parecen los pingüinos a los humanos?

- (A) Tienen pelo parecido.
- (B) Caminan de pie.
- (C) Hablan el mismo idioma.
- (D) Les gustan los colores blanco y negro.

4. *Whiteblack el pingüino ve el mundo* es _____.

- (A) un libro informativo
- (B) una fábula
- (C) una historia de ficción
- (D) una biografía

5. Anita Silvey pudo publicar el cuento porque _____.

- (A) trabaja para una compañía que publica libros
- (B) tiene mucho dinero
- (C) estuvo en un orfanato
- (D) a ella le encantan los pingüinos

Nombre _____ Fecha _____

Niños asombrosos: George Washington Carver (pages 6 and 8)

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

Word Count	Text	E	SC	Cues Used					
				E		SC			
1	Infancia			M	S	V	M	S	V
7	Nadie sabe realmente cuándo nació George.			M	S	V	M	S	V
16	Pero la mayoría cree que fue alrededor de 1861.			M	S	V	M	S	V
23	Sus padres eran esclavos. Un hombre llamado			M	S	V	M	S	V
32	Moses Carver los obligaba a trabajar en su granja			M	S	V	M	S	V
40	de Misuri. Por desdicha, el papá de George			M	S	V	M	S	V
47	murió justo antes de que él naciera.			M	S	V	M	S	V
48	¡Secuestrado!			M	S	V	M	S	V
55	Cuando George tenía solo una semana de			M	S	V	M	S	V
64	nacido, un grupo de hombres fue a la granja.			M	S	V	M	S	V
72	¡El grupo lo secuestró junto con su madre!			M	S	V	M	S	V
79	Los secuestradores vendieron al bebé George y			M	S	V	M	S	V
88	a su madre a otra familia. Mientras eso sucedía,			M	S	V	M	S	V
95	Moses contrató a un hombre para hallarlos.			M	S	V	M	S	V
103	Después de un tiempo, el hombre encontró a			M	S	V	M	S	V
110	George. Lo habían dejado al costado de			M	S	V	M	S	V
117	un camino. Pero su mamá no estaba.			M	S	V	M	S	V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Verifica 
tu comprensión

**Aprende
algo nuevo**

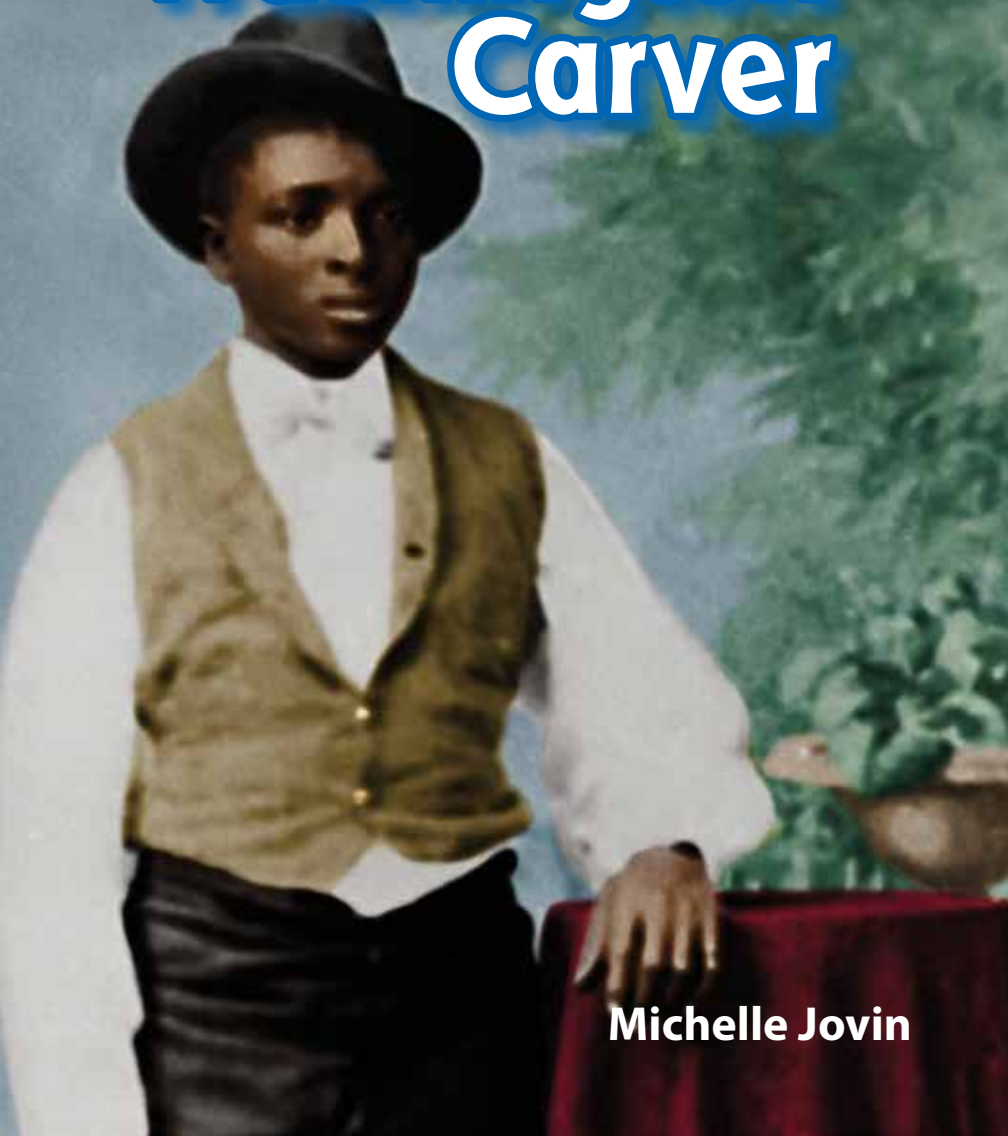
Evalúate

**Pide
ayuda
específica**

Niños fantásticos

TIME
FOR KIDS

George Washington Carver



Michelle Jovin

Niños fantásticos

George Washington Carver



Michelle Jovin, M.A.

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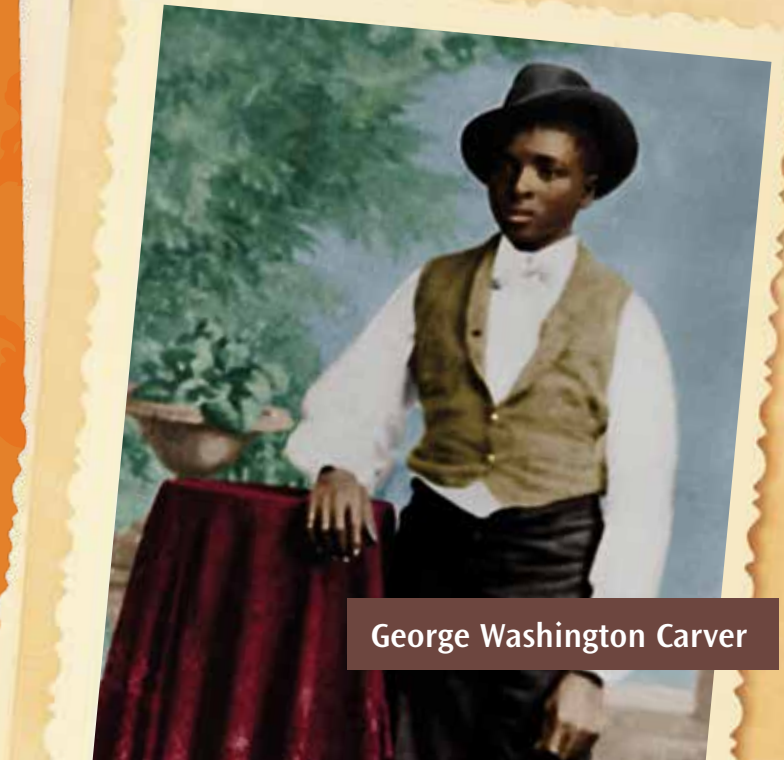
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Plantas y cacahuates

George Washington Carver popularizó el cacahuete. Pero hizo mucho más que eso.

George tuvo una infancia difícil. Pero no dejó que eso lo detuviera. El joven George se esforzó por aprender todo lo que pudo. Cuando creció, enseñó a otros sobre las plantas. ¡Incluso ayudó a salvar el país cuando los alimentos eran **escasos!** Sus conocimientos sobre plantas lo convirtieron en un héroe. Esta es su historia.



George Washington Carver

¡George salva las granjas!

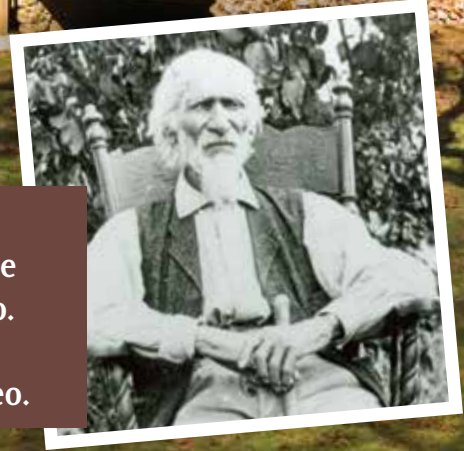
De grande, George enseñó a las personas sobre la *rotación de cultivos*. Dijo a los granjeros que debían plantar cacahuates y camotes durante un año en lugar de sus cultivos habituales. Esto le daba tiempo al suelo para recuperarse. ¡Su plan funcionó! Los granjeros de todo el mundo aún usan la rotación de cultivos.

Infancia

Nadie sabe realmente cuándo nació George. Pero la mayoría cree que fue alrededor de 1861. Sus padres eran **esclavos**. Un hombre llamado Moses Carver los obligaba a trabajar en su granja de Misuri. Por desdicha, el papá de George murió justo antes de que él naciera.

EDAD: bebé ¡Secuestrado!

Cuando George tenía solo una semana de nacido, un grupo de hombres fue a la granja. ¡El grupo lo **secuestró** junto con su madre!



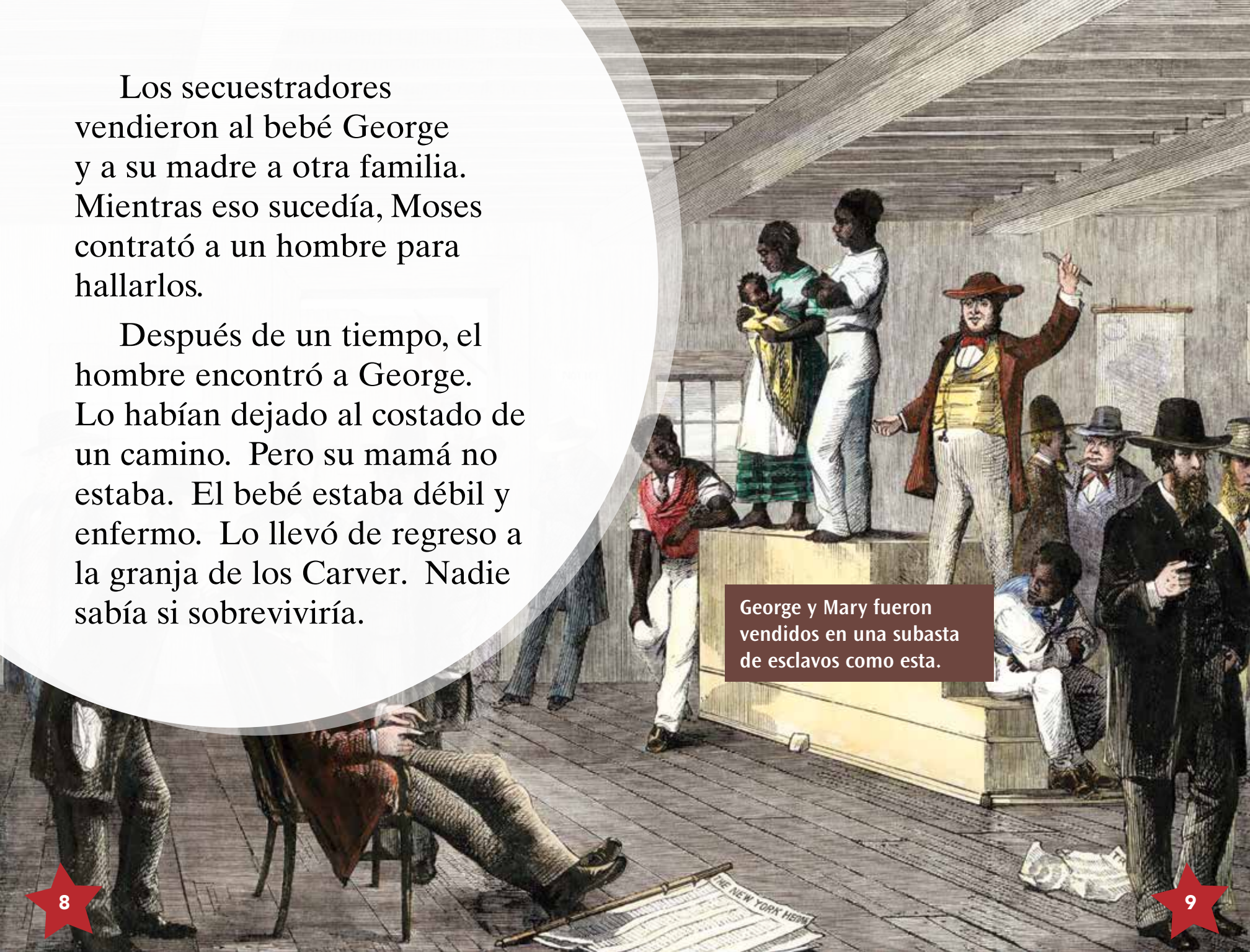
Moses Carver compró a George cuando era niño. Actualmente, su casa es un museo.

Desconocido

A la mayoría de los esclavos no se les permitía aprender a leer. Como consecuencia, no sabían en qué año habían nacido. Además, nadie registraba la fecha de los nacimientos de los hijos de los esclavos.

Los secuestradores vendieron al bebé George y a su madre a otra familia. Mientras eso sucedía, Moses contrató a un hombre para hallarlos.

Después de un tiempo, el hombre encontró a George. Lo habían dejado al costado de un camino. Pero su mamá no estaba. El bebé estaba débil y enfermo. Lo llevó de regreso a la granja de los Carver. Nadie sabía si sobreviviría.



George y Mary fueron vendidos en una subasta de esclavos como esta.



¡Libertad!

Con el tiempo, George recuperó sus fuerzas. Pero aún era demasiado débil como para trabajar en el campo. En cambio, trabajaba en la casa. Aprendió a cocinar y a coser. También ayudaba en el jardín.

Cuando tenía unos 4 años, recibió muy buenas noticias. ¡La esclavitud pasó a ser ilegal! La granja de los Carver era el único hogar que había conocido. Por lo tanto, se quedó con ellos.

¡Por fin libres!

Abraham Lincoln (arriba) fue presidente durante la Guerra de Secesión. En esa guerra, el Norte y el Sur pelearon por los derechos de los estados. Los sureños creían que cada estado debía gobernar como lo creyera más conveniente, incluso si eso significaba permitir la esclavitud. Lincoln no estaba de acuerdo. Decía que la esclavitud ya no sería permitida en ningún estado.



La vida con los Carver

Cuando George tenía cinco años, los Carver trataron de enviarlo a la escuela del pueblo. Pero como era de raza negra, la escuela no le permitió estudiar con los niños blancos del lugar.

Durante los años siguientes, la señora Carver le enseñó a leer y a escribir. A los 11 años se fue de la granja de los Carver. Tenía miedo de dejar su hogar. Pero también estaba entusiasmado. ¡George iría a la escuela!

Prohibido

Cuando George era joven, las escuelas de la zona donde vivía estaban **segregadas**. Así sería hasta 1954. En ese año, el gobierno de EE. UU. determinó que estaba mal que hubiera escuelas separadas.

Como George era de raza negra, no podía ir a la escuela local para blancos.

El médico de las plantas

George caminó 8 millas (13 kilómetros) para llegar al pueblo de Neosho. Allí estaba la escuela para negros más cercana. Cuando por fin llegó, era de noche. George encontró un granero y se durmió.



El encuentro con Mariah

Al día siguiente conoció a una **partera** llamada Mariah Walker. El granero donde había dormido George era de ella y de su esposo. Lo invitaron a quedarse en su casa. A cambio, George la ayudaría con su trabajo.

Cambio de nombre

Mientras George vivía con los Carver, se lo conocía como “George de los Carver”. Esto se debía a que los Carver eran sus dueños. Cuando se fue de la granja, cambió su nombre para demostrar que no pertenecía a nadie. Su nuevo nombre fue George Carver. Años más tarde, eligió su segundo nombre: Washington.

George y Mariah ayudaban a las personas del pueblo. Cuando un niño se lastimaba, usaban plantas para ayudar a aliviar el dolor. Cuando un hombre se enfermaba, tenían la cura.

Esta etapa marcó la vida de George. Los Walker eran las primeras personas negras con casa propia que conocía. Por otro lado, Mariah le mostró a George que las plantas no solo servían como alimento. También servían para curar.

Devolución

Mariah le dijo a George que aprendiera tanto como quisiera. Le dijo que debía “salir al mundo y devolver sus conocimientos a nuestra gente”. Esperaba que él pudiera enseñar lo que sabía a otras personas negras. Cuando fue adulto, George se convirtió en un gran maestro.

Plantas usadas como medicina



milenrama: fiebre y gripe



manzanilla: dolores de cabeza y de estómago



diente de león: fiebre y erupciones



altamisa: dolores de cabeza y náuseas



achicoria silvestre: infecciones y dolores de estómago

Los vecinos llamaban a George cuando tenían problemas con sus plantas. Él les ayudaba a curarlas. Les enseñaba cuánto sol necesitaban. También les enseñaba cómo mantener el suelo sano.

No importaba cuál era el problema, George sabía cómo resolverlo. Aunque solo era un niño, las personas del pueblo lo llamaban el “médico de las plantas”. A George le resultó evidente que su futuro estaba entre las plantas.



Cuando no estaba con Mariah, George estaba en una escuela para niños negros. ¡En su clase había 75 estudiantes y un solo maestro! Aprendían **hacinados** en un solo salón. George temía no saber tanto como el resto de los niños.

Pero no dejó que su temor lo detuviera. Mientras sus amigos jugaban, George estudiaba. También se despertaba temprano para leer antes de ir a la escuela. No tardó en convertirse en el mejor alumno de la clase.





EDAD: 14 ¡Rumbo al oeste!

Pronto le quedó claro a George que sabía más que su maestro. Cuando tenía 14 años, se enteró de que una familia de su pueblo se mudaba. George pidió ir con ellos. Creyó que una nueva escuela podría enseñarle todo lo que quería saber.

Primero, George fue a la escuela en Fort Scott, Kansas. Pero no estaba contento allí. Muchos blancos del pueblo trataban mal a los negros. No se quedó mucho tiempo en Fort Scott.

La despedida

Antes de mudarse a Kansas, George volvió a la granja de los Carver. Quería despedirse de ellos. Cuando vivía en Neosho, podía visitarlos en su tiempo libre. Pero ahora estaría a unas 80 millas (130 kilómetros) de distancia. Sabía que quizá no volvería a verlos.

la calle Market de Fort Scott, Kansas, en 1863

Durante los años siguientes, George se mudó varias veces. Asistió a muchas escuelas y en todas aprendió cosas nuevas. George trabajó para pagar sus viajes. En un pueblo, lavaba ropa. En otro, sembraba arroz, maíz y verduras. Este trabajo fue el que más le gustó. ¡Estar todo el día con plantas era su trabajo ideal!

George fue a la escuela secundaria y después a la universidad. Mientras estuvo allí, estudió su materia preferida: ¡las plantas!



George, el pintor

Mientras vivía en Beeler, Kansas, George encontró otra **pasión**: ¡la pintura! Pintaría de tanto en tanto durante el resto de su vida. ¿Qué era lo que más le gustaba pintar? Plantas, por supuesto.

Un gran científico

Al terminar la escuela secundaria, George se convirtió en maestro. Ayudaba a los granjeros de todo el mundo. Se aseguró de que las personas tuvieran suficientes alimentos, incluso en épocas difíciles. Su trabajo con cacahuates lo hizo famoso. Se lo conoció como el “hombre de los cacahuates”

En 1943, George murió. Las personas **lamentaron** la pérdida de un gran hombre. De niño, fue el médico de las plantas. Después, fue el hombre de los cacahuates. Durante toda su vida, ayudó para que el mundo fuera un lugar mejor.

Loco por los cacahuates

Como científico e inventor, George descubrió más de trescientos usos nuevos para el cacahuate. Lo utilizaba para hacer jabón y tinta. ¡También lo convertía en papel, pegamento y gasolina!



Glosario

escasos: pocas provisiones

esclavos: personas obligadas a trabajar para otras sin recibir paga

hacinados: amontonados en un espacio pequeño

lamentaron: sintieron o mostraron tristeza cuando alguien murió

partera: una persona que ayuda a las mujeres a dar a luz

pasión: algo que una persona disfruta hacer

secuestró: se llevó a alguien por la fuerza

segregadas: separadas según distintos grupos de personas

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