

Focused Reading Intervention

Lessons and Activities

Nivel K (Level K)

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Nivel K

Focused Reading Intervention

Teacher's Guide

**Spanish
Version**

Teacher Created Materials
PUBLISHING

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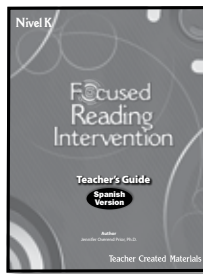
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Kit Components

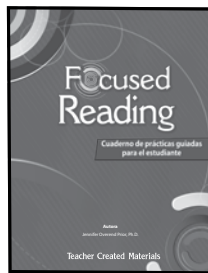
Teacher's Guide

30 easy-to-use, standards-based lesson plans



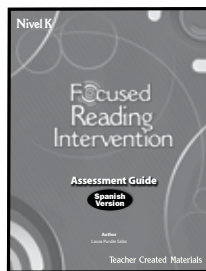
Cuaderno de prácticas guiadas para el estudiante

Full-color reading passages and student activities



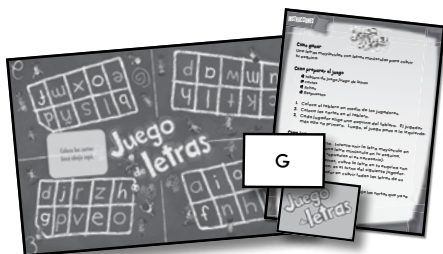
Assessment Guide

Includes a pretest, posttest, and oral reading record

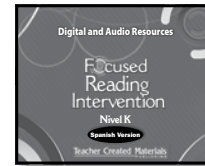


3 Literacy Game Sets

Each game set includes a game board, directions, answer key, and game pieces.



Digital and Audio Resources



Audio CD

Includes professional recordings of all 30 passages.



3 Digital Literacy Games

Digital Literacy Games focus on key word-recognition skills, language conventions, and comprehension strategies



Digital Resources

- PDFs of all student materials (passages, game sets, activity sheets, assessments, etc.)
- PDFs of teacher resources (graphic organizers, rubrics, pacing plans, etc.)
- Digital Literacy Games
- Electronic versions of the Pretest and Posttest and recording tools

Getting Started

1. Prior to instruction, administer the Pretest. This assessment covers all the comprehension skills and objectives for this level of the program. It can be used to determine which concepts have already been mastered by each individual student, as well as which lessons concepts still need to be taught.

2. Determine the most appropriate pacing plan for students. Use or modify the pacing plans located on pages 36–39 to best meet the needs of your students within instructional context.

Note: Depending on students' abilities, you may wish to read the Pretest aloud to students or use the professional recording found on the Audio CD.

Option 1 Sample Six-Week Pacing Plan
 Knowledge 1 Assessment
 This pacing plan does not use the product as a one-to-one intervention program.

Week	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1	Reading and Responding to Text (pages 10–11)	Reading and Responding to Text (pages 12–13)	Reading and Responding to Text (pages 14–15)	Reading and Responding to Text (pages 16–17)	Reading and Responding to Text (pages 18–19)	Reading and Responding to Text (pages 20–21)
2	Reading and Responding to Text (pages 22–23)	Reading and Responding to Text (pages 24–25)	Reading and Responding to Text (pages 26–27)	Reading and Responding to Text (pages 28–29)	Reading and Responding to Text (pages 30–31)	Reading and Responding to Text (pages 32–33)
3	Reading and Responding to Text (pages 34–35)	Reading and Responding to Text (pages 36–37)	Reading and Responding to Text (pages 38–39)	Reading and Responding to Text (pages 40–41)	Reading and Responding to Text (pages 42–43)	Reading and Responding to Text (pages 44–45)
4	Reading and Responding to Text (pages 46–47)	Reading and Responding to Text (pages 48–49)	Reading and Responding to Text (pages 50–51)	Reading and Responding to Text (pages 52–53)	Reading and Responding to Text (pages 54–55)	Reading and Responding to Text (pages 56–57)
5	Reading and Responding to Text (pages 58–59)	Reading and Responding to Text (pages 60–61)	Reading and Responding to Text (pages 62–63)	Reading and Responding to Text (pages 64–65)	Reading and Responding to Text (pages 66–67)	Reading and Responding to Text (pages 68–69)
6	Reading and Responding to Text (pages 70–71)	Reading and Responding to Text (pages 72–73)	Reading and Responding to Text (pages 74–75)	Reading and Responding to Text (pages 76–77)	Reading and Responding to Text (pages 78–79)	Reading and Responding to Text (pages 80–81)

Option 2 Sample Four-Week Pacing Plan
 Knowledge 1 Assessment
 This pacing plan includes 20 key lessons to be taught over a four-week intervention program. Use or modify the pacing plan to best meet the needs of your students.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
1	Lesson 1 (pages 10–11)	Lesson 2 (pages 12–13)	Lesson 3 (pages 14–15)	Lesson 4 (pages 16–17)	Lesson 5 (pages 18–19)
2	Lesson 6 (pages 20–21)	Lesson 7 (pages 22–23)	Lesson 8 (pages 24–25)	Lesson 9 (pages 26–27)	Lesson 10 (pages 28–29)
3	Lesson 11 (pages 30–31)	Lesson 12 (pages 32–33)	Lesson 13 (pages 34–35)	Lesson 14 (pages 36–37)	Lesson 15 (pages 38–39)
4	Lesson 16 (pages 40–41)	Lesson 17 (pages 42–43)	Lesson 18 (pages 44–45)	Lesson 19 (pages 46–47)	Lesson 20 (pages 48–49)

Nombre: _____ **Fecha:** _____
 Evaluación diagnóstica: Pasa 3

Preguntas 1-3: Lee el pasaje. Observa la imagen. Luego, responde las preguntas.

Pin Pon
 Pin Pon es un muñeco muy guapo y de cartón, se lava la carita con agua y con jabón. Apenas las estrellas comienzan a salir, Pin Pon se va a la cama y se acuesta a dormir.

1. ¿Por qué es muy guapo Pin Pon?
 Ⓐ Porque se lava la carita.
 Ⓑ Porque es grande.
 Ⓒ Porque se acuesta.

2. ¿Qué pasa primero?
 Ⓐ Pin Pon se acuesta.
 Ⓑ Las estrellas salen.
 Ⓒ Pin Pon se lava la cara.

3. ¿Qué parte muestra la imagen?
 Ⓐ Pin Pon se acuesta a dormir.
 Ⓑ Pin Pon se lava la carita.
 Ⓒ Las estrellas comienzan a salir.

Pretest

Option 3 Sample 20-Week Pacing Plan
 Knowledge 1 Assessment
 This pacing plan does not use the program as the main or the main, alternative program, as it is an intervention that needs to be used for one-to-one work. Use or modify the plan to best meet the needs of your students.

Week	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1	Lesson 1 (pages 10–11)	Lesson 2 (pages 12–13)	Lesson 3 (pages 14–15)	Lesson 4 (pages 16–17)	Lesson 5 (pages 18–19)	Lesson 6 (pages 20–21)
2	Lesson 7 (pages 22–23)	Lesson 8 (pages 24–25)	Lesson 9 (pages 26–27)	Lesson 10 (pages 28–29)	Lesson 11 (pages 30–31)	Lesson 12 (pages 32–33)
3	Lesson 13 (pages 34–35)	Lesson 14 (pages 36–37)	Lesson 15 (pages 38–39)	Lesson 16 (pages 40–41)	Lesson 17 (pages 42–43)	Lesson 18 (pages 44–45)
4	Lesson 19 (pages 46–47)	Lesson 20 (pages 48–49)	Lesson 21 (pages 50–51)	Lesson 22 (pages 52–53)	Lesson 23 (pages 54–55)	Lesson 24 (pages 56–57)
5	Lesson 25 (pages 58–59)	Lesson 26 (pages 60–61)	Lesson 27 (pages 62–63)	Lesson 28 (pages 64–65)	Lesson 29 (pages 66–67)	Lesson 30 (pages 68–69)
6	Lesson 31 (pages 70–71)	Lesson 32 (pages 72–73)	Lesson 33 (pages 74–75)	Lesson 34 (pages 76–77)	Lesson 35 (pages 78–79)	Lesson 36 (pages 80–81)
7	Lesson 37 (pages 82–83)	Lesson 38 (pages 84–85)	Lesson 39 (pages 86–87)	Lesson 40 (pages 88–89)	Lesson 41 (pages 90–91)	Lesson 42 (pages 92–93)
8	Lesson 43 (pages 94–95)	Lesson 44 (pages 96–97)	Lesson 45 (pages 98–99)	Lesson 46 (pages 100–101)	Lesson 47 (pages 102–103)	Lesson 48 (pages 104–105)
9	Lesson 49 (pages 106–107)	Lesson 50 (pages 108–109)	Lesson 51 (pages 110–111)	Lesson 52 (pages 112–113)	Lesson 53 (pages 114–115)	Lesson 54 (pages 116–117)
10	Lesson 55 (pages 118–119)	Lesson 56 (pages 120–121)	Lesson 57 (pages 122–123)	Lesson 58 (pages 124–125)	Lesson 59 (pages 126–127)	Lesson 60 (pages 128–129)
11	Lesson 61 (pages 130–131)	Lesson 62 (pages 132–133)	Lesson 63 (pages 134–135)	Lesson 64 (pages 136–137)	Lesson 65 (pages 138–139)	Lesson 66 (pages 140–141)
12	Lesson 67 (pages 142–143)	Lesson 68 (pages 144–145)	Lesson 69 (pages 146–147)	Lesson 70 (pages 148–149)	Lesson 71 (pages 150–151)	Lesson 72 (pages 152–153)
13	Lesson 73 (pages 154–155)	Lesson 74 (pages 156–157)	Lesson 75 (pages 158–159)	Lesson 76 (pages 160–161)	Lesson 77 (pages 162–163)	Lesson 78 (pages 164–165)
14	Lesson 79 (pages 166–167)	Lesson 80 (pages 168–169)	Lesson 81 (pages 170–171)	Lesson 82 (pages 172–173)	Lesson 83 (pages 174–175)	Lesson 84 (pages 176–177)
15	Lesson 85 (pages 178–179)	Lesson 86 (pages 180–181)	Lesson 87 (pages 182–183)	Lesson 88 (pages 184–185)	Lesson 89 (pages 186–187)	Lesson 90 (pages 188–189)
16	Lesson 91 (pages 190–191)	Lesson 92 (pages 192–193)	Lesson 93 (pages 194–195)	Lesson 94 (pages 196–197)	Lesson 95 (pages 198–199)	Lesson 96 (pages 200–201)
17	Lesson 97 (pages 202–203)	Lesson 98 (pages 204–205)	Lesson 99 (pages 206–207)	Lesson 100 (pages 208–209)	Lesson 101 (pages 210–211)	Lesson 102 (pages 212–213)
18	Lesson 103 (pages 214–215)	Lesson 104 (pages 216–217)	Lesson 105 (pages 218–219)	Lesson 106 (pages 220–221)	Lesson 107 (pages 222–223)	Lesson 108 (pages 224–225)
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20	Lesson 115 (pages 238–239)	Lesson 116 (pages 240–241)	Lesson 117 (pages 242–243)	Lesson 118 (pages 244–245)	Lesson 119 (pages 246–247)	Lesson 120 (pages 248–249)

Pretest Item Analysis

Directions: Type Knowledge 1's into cells to indicate when students have answered questions. The total will automatically be calculated. You can filter your table of items to show only items that were answered correctly or incorrectly.

Question	Counted Correct																				# of questions per measure	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Question 1																						1
Question 2																						1
Question 3																						1
Question 4																						1
Question 5																						1
Question 6																						1
Question 7																						1
Question 8																						1
Question 9																						1
Question 10																						1
Question 11																						1
Question 12																						1
Question 13																						1
Question 14																						1
Question 15																						1
Question 16																						1
Question 17																						1
Question 18																						1
Question 19																						1
Question 20																						1

Pretest Item Analysis

Note: Use the Pretest Item Analysis (filenames: pretestanalysis.doc; pretestanalysis.pdf; pretestanalysis.xls) to help monitor which skills are the most difficult for students and need to be focused on.

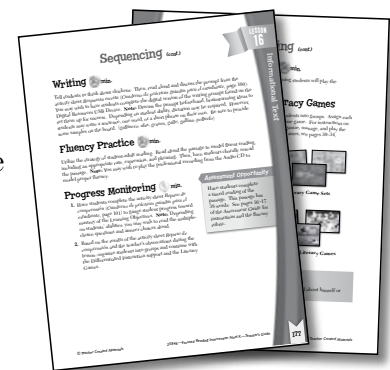
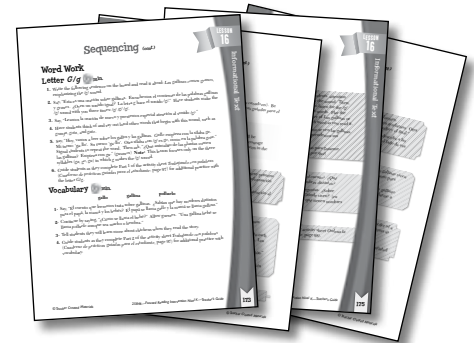
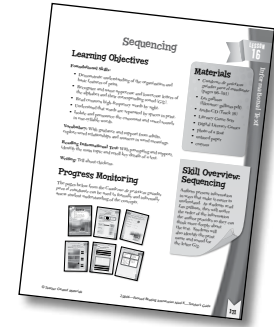


Teaching a Lesson

Teacher's Guide

Each eight-page lesson is organized in a consistent format for ease of use. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. Each lesson includes:

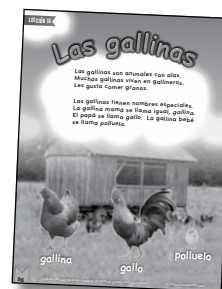
- an overview page with key information for planning
 - a key Language Arts standard
 - a Skill Overview providing background information
-
- a copy of the passage from the *Cuaderno de prácticas guiadas para el estudiante*
 - a Warm-Up Activity to build students' automaticity in reading high-frequency words
 - time markers to indicate the approximate time for instruction
-
- a Trabajando con palabras section focusing on foundational language and vocabulary skills
 - use of the Gradual Release of Responsibility Model in the Whole-Group Comprehension section
-
- a Written Response activity that ties to the reading skill
Note: You may wish to use the digital version of the writing prompt found on the Digital Resource USB Device to provide practice for the electronic testing environments.
 - fluency practice activities to build oral reading skills
 - differentiation strategies to support and extend learning
 - literacy learning games to motivate students to develop and reinforce mastery of basic skills



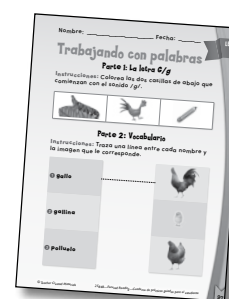
Cuaderno de prácticas guiadas para el estudiante

Each lesson in the *Teacher's Guide* has six corresponding student pages in the *Cuaderno de prácticas guiadas para el estudiante*:

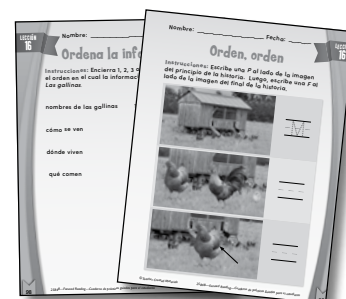
- a high-interest reading passage to engage students
- a variety of text types to meet the rigor and text complexity requirements



- Word Work activities to reinforce foundational reading skills (Levels K–5) and language conventions (Levels 6–8)
- activities that support vocabulary acquisition and language development



- comprehension activities that reinforce skills and prompt students to use the text when supporting their responses

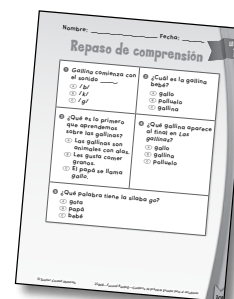


- a Written Response activity to extend and enrich students' reading/writing connection



- a Quick Check to easily monitor students' progress

Note: Depending on students' abilities, you may wish to read the multiple-choice questions and answer choices aloud.



Relating Story Illustrations

Learning Objectives

Foundational Skills:

- Demonstrate understanding of the organization and basic features of print.
- Recognize and name uppercase and lowercase letters of the alphabet and their corresponding sound (*T/t*).
- Read common high-frequency words by sight.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences.
- Isolate and pronounce the consonant and vowel sounds in one-syllable words.

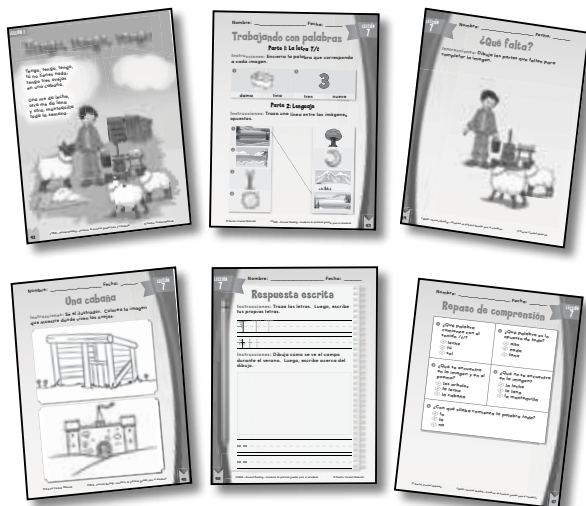
Vocabulary: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

Reading Literature: With prompting and support, describe the relationship between illustrations and the story in which they appear.

Writing: Describe a yard in summer.

Progress Monitoring

The pages below from the *Cuaderno de prácticas guiadas para el estudiante* can be used to formally and informally assess student understanding of the concepts.



Materials

- *Cuaderno de prácticas guiadas para el estudiante* (pages 42–47)
- “Tengo, tengo, tengo” (filename: tengo.pdf)
- Audio CD (Track 07)
- Literacy Game Sets
- Digital Literacy Games
- note cards
- jar
- children’s picture book
- unlined paper
- crayons

Skill Overview: Relating Story Illustrations

It is important for students to identify how the illustrator depicts certain elements of the text. In “Tengo, tengo, tengo,” students will identify the elements the illustrator included to match the text. Students will also identify the print name and sound for the letter *T/t*.

Tengo, tengo, tengo

Tengo, tengo, tengo,
tú no tienes nada,
tengo tres ovejas
en una cabaña.

Una me da leche,
otra me da lana
y otra, mantequilla
toda la semana.



Warm-Up Activity 5 min.

Remind students that high-frequency words are the most commonly used words in texts. Recognition of and repeated exposure to these words is essential to fluent reading. Write the words below on the board and on note cards. Read each word aloud. Put the five word cards in a jar or another container. Choose five volunteers to pick a word from the jar. Ask each student to read the word and have the class echo it back. Be ready to offer support as needed. Put the word cards back in the jar and repeat with five more students.

tú

tres

tengo

otra

las

Word Work

Letter *T/t* 10 min.

1. Begin by saying the following sentence: *Tengo tres títeres*. Draw attention to the beginning sound of the words *tengo*, *tres*, and *títeres*, and ask, “¿Qué sonido escuchan al principio de cada palabra?” Repeat the sentence slowly.
2. Help students identify the /t/ sound, and then write the uppercase and lowercase letter *t* on the board. Point out the difference between how the letter is written in uppercase and lowercase. Have students make the /t/ sound with you three times: /t/ /t/ /t/. Have them say the sentence again with you. (*Tengo tres títeres*.)
3. Ask students to think of other words they know that begin with the /t/ sound. Give them one minute to turn to a partner and say a word they know that begins with this sound.
4. Say, “Vamos a crear sílabas con la letra *t* y las cinco vocales.” Write *ta*, *te*, *ti*, *to*, and *tu* on the board. Use your preferred kinesthetic method for teaching students to blend the sounds into syllables. Tell students that syllables help build words. Write the word *tina* on the board. Guide students in reading the word *tina*. Then review: “¿Con qué sílaba empieza? ¿Con qué sílaba termina? ¿Qué palabra es?”
5. Guide students as they complete Part 1 of the activity sheet *Trabajando con palabras* (*Cuaderno de prácticas guiadas para el estudiante*, page 43) for additional practice with the letter *T/t*.

Language 10 min.

1. Say, “El poema que vamos a leer hoy trata de un pastor de ovejas. El pastor esquila —o corta— la lana en el verano. ¿Cómo es el tiempo en el verano? (*Hace calor*.) ¿Qué es lo opuesto de calor? No hace calor, pero hace...” (*frío*)
2. Say, “¿En qué época del año hace frío? (*invierno*) Así que podemos decir que el *invierno* es lo opuesto del *verano*, y que *calor* es lo opuesto de *frío*.”
3. Ask students to share other opposites. (*alto/bajo*, *cabaña/castillo*, *oscuro/brillante*, *lleno/vacío*)
4. Guide students as they complete Part 2 of the activity sheet *Trabajando con palabras* (*Cuaderno de prácticas guiadas para el estudiante*, page 43) for additional practice with language.

Whole-Group Lesson

Before Reading 10 min.

Language Support

Engage students in a discussion about seasons. Have them tell the kind of weather they have during different seasons, using words such as *calor*, *frío*, *lluvioso*, *nevoso*, and *ventoso*. *Me gusta _____ porque _____.*

I Do

1. Say, “Recuerdo que la persona que escribe el cuento es el autor y la persona que ilustra el cuento es el ilustrador.”
2. Say, “El ilustrador no crea una imagen para cada detalle del cuento. Elige qué partes del cuento va a ilustrar.”

We Do

1. Read a page from a children’s picture book, and then, say, “Observemos la imagen e intentemos buscar cosas en la imagen sobre las que escribió el autor.” Encourage student responses.
2. Say, “A veces el autor menciona cosas en el cuento que el ilustrador no incluye en la imagen. Escuchen mientras leo la página de nuevo e intenten identificar cosas que el autor mencionó que no están en la imagen.”
3. Say, “Cuando leamos el poema que sigue, podremos comparar las palabras con la ilustración.”
4. Say, “Mientras leemos el poema también identifiquemos el sonido /t/ en tantas palabras como sea posible.”

You Do

1. Have student pairs explain the job of the illustrator.

Whole-Group Lesson (cont.)

During Reading 15 min.

I Do

1. Display the PDF of “Tengo, tengo, tengo.” Before reading, tell students that the words *tú* and *tres* are in this poem. Emphasize the /t/ sound. Tell students to listen for words with the /t/ sound as they read the story. Play the professional recording from the Audio CD to model proper fluency of “Tengo, tengo, tengo” or read aloud as students follow along, modeling how to point to each word as you read it.
2. Say, “Puedo ver inmediatamente que el ilustrador hizo que el dibujo correspondiera con las palabras. Puedo ver las ovejas que tiene el pastor y el poema se llama “Tengo, tengo, tengo.””

We Do

1. Have students read “Tengo, tengo, tengo” (*Cuaderno de prácticas guiadas para el estudiante*, page 42) with you as you read it aloud.
2. Ask, “¿Quién puede nombrar algo que está escrito en el poema que también se puede observar en la ilustración?” (*tres ovejas, cabaña, lana, mantequilla*)
3. Ask, “¿Cómo nos ayuda esta ilustración mientras leemos?” (*Nos ayuda a entender mejor el poema y nos ayuda a visualizar lo que se escribió.*)

You Do

1. After asking questions about the story, guide students as they complete the activity sheet *¿Qué falta?* (*Cuaderno de prácticas guiadas para el estudiante*, page 44).

Whole-Group Lesson (cont.)**After Reading** 10 min.**I Do**

1. Say, “El autor nos dice en el poema que las ovejas le dan leche, lana y mantequilla. ¿Qué quiere decir el autor cuando dice que las ovejas le dan estas cosas?”
2. Say, “Las personas que tienen ovejas pueden obtener estos productos. Se puede ordeñar a las ovejas para obtener leche, y de esta leche se puede producir mantequilla. También le cortan la lana a las ovejas en el verano. A esto se le llama *esquilar*, y se hace porque la lana se usa para fabricar ropa y otros productos.”

We Do

1. Ask, “¿Por qué creen que se esquilan las ovejas en el verano? ¿Por qué no las esquilan en otras épocas del año?” (*En el invierno hace demasiado frío para esquilarlas. En la primavera o el otoño, puede llover o hacer viento, y las ovejas pueden enfermarse sin lana.*)
2. Ask, “Si un ilustrador tuviera que hacer un dibujo que represente el verano, ¿qué cosas creen que el ilustrador incluiría en su dibujo?” (*Una cabaña para protegerse del sol.*)

You Do

1. Say, “El ilustrador puede decidir cómo ilustrar un cuento o un poema.” Give students one minute to think about the illustration’s impact on their reading. Invite student pairs to share their thinking with one another.
2. Assist students as they complete the activity sheet *Una cabaña* (*Cuaderno de prácticas guiadas para el estudiante*, page 45) either now or during the Differentiated Instruction portion of the lesson.

Writing 10 min.

Tell students to think about a yard in summer. Then, read aloud and discuss the prompt from the activity sheet *Respuesta escrita (Cuaderno de prácticas guiadas para el estudiante, page 46)*. You may wish to have students complete the digital version of the writing prompt found on the Digital Resources USB Device. **Note:** Discuss the prompt beforehand, brainstorming ideas to set them up for success. Depending on student ability, dictation may be required. However, students may write a sentence, one word, or a short phrase on their own. Be sure to provide some samples on the board. (*cabaña, sol, verano*)

Fluency Practice 10 min.

Explain that using expression is important. Read each line of “Tengo, tengo, tengo,” emphasizing the use of expression and have students repeat after you. Encourage students to think about the use of expression as they read. **Note:** You may wish to play the professional recording from the Audio CD to model proper fluency.

Progress Monitoring 5 min.

1. Have students complete the activity sheet *Repaso de comprensión (Cuaderno de prácticas guiadas para el estudiante, page 47)* to gauge student progress toward mastery of the Learning Objectives. **Note:** Depending on students’ abilities, you may wish to read the multiple-choice questions and answer choices aloud.
2. Based on the results of the activity sheet *Repaso de comprensión* and the teacher’s observations during the lesson, organize students into groups and continue with the Differentiated Instruction support and the Literacy Games.

Assessment Opportunity

Have students complete a timed reading of the passage. This passage has 27 words. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

Differentiated Instruction 35 min.

While the teacher meets with each group below, the remaining students will play the Literacy Games.

Reteach

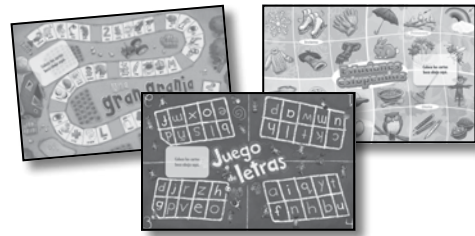
1. Remind students that the illustrator decides which part of a story to illustrate.
2. Read a page from a children's book that has ample description, but do not show students the illustration. Discuss what the illustration might be, based on the image they created from hearing the description. Show the illustration and invite students to discuss the role the illustrator plays in telling a story.

Reinforce

1. To practice learning about the illustrator, read a page of a children's book that has ample description, but do not show students the illustration. Instruct each student to draw a picture showing the scene.
2. Invite student pairs to share their illustrations and explain what he or she drew as it relates to the text from the book. Point out that neither is wrong. We all have different experiences that lead to slightly different visuals in our minds.

Literacy Games

Divide students into groups. Assign each group to one game. For instructions on how to organize, manage, and play the Literacy Games, see pages 30–34.

**Literacy Game Sets****Digital Literacy Games****Extend Learning**

Have students create their own illustrations from a favorite season. Invite students to exchange illustrations and write a word or short sentence to accompany the drawing.

Tengo, tengo, tengo

Tengo, tengo, tengo,
tú no tienes nada,
tengo tres ovejas
en una cabaña.

Una me da leche,
otra me da lana
y otra, mantequilla
toda la semana.



Trabajando con palabras

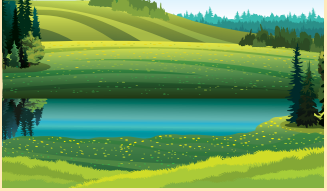







Parte 1: La letra T/t

Instrucciones: Encierra la palabra que corresponda a cada imagen.

1		2	3
dama	tina	tres	nueve

Parte 2: Lenguaje

Instrucciones: Traza una línea entre las imágenes opuestas.

1		
2		
3		
4		

¿Qué falta?

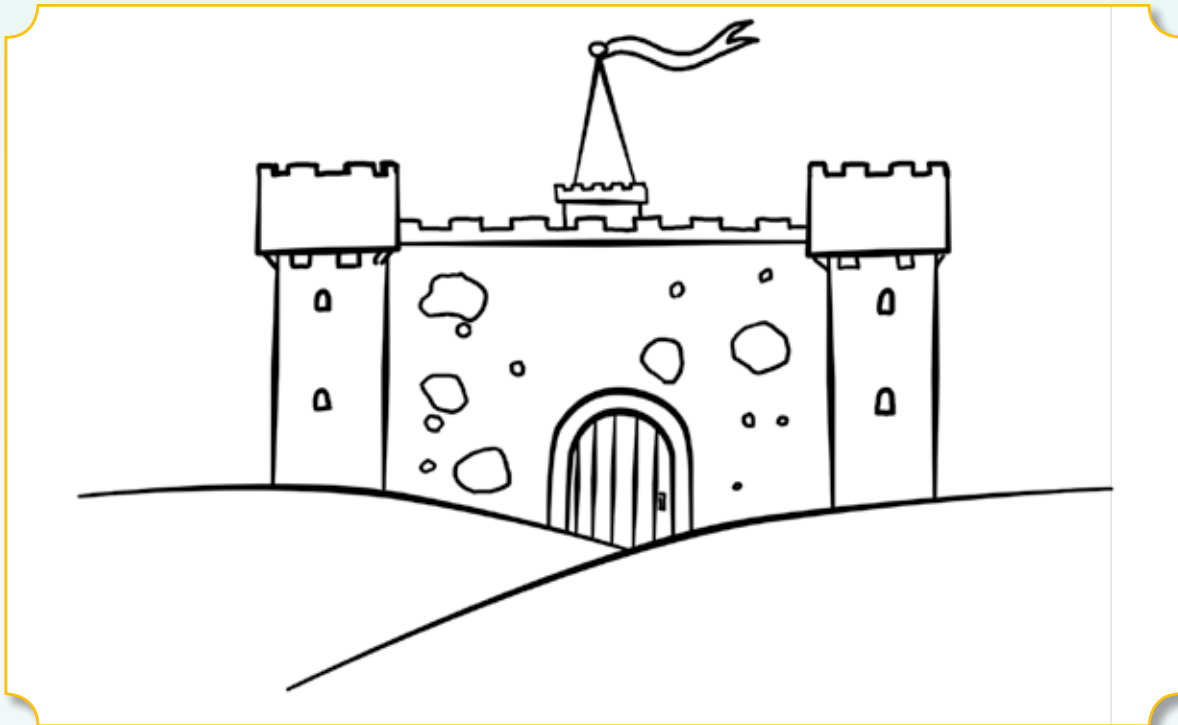
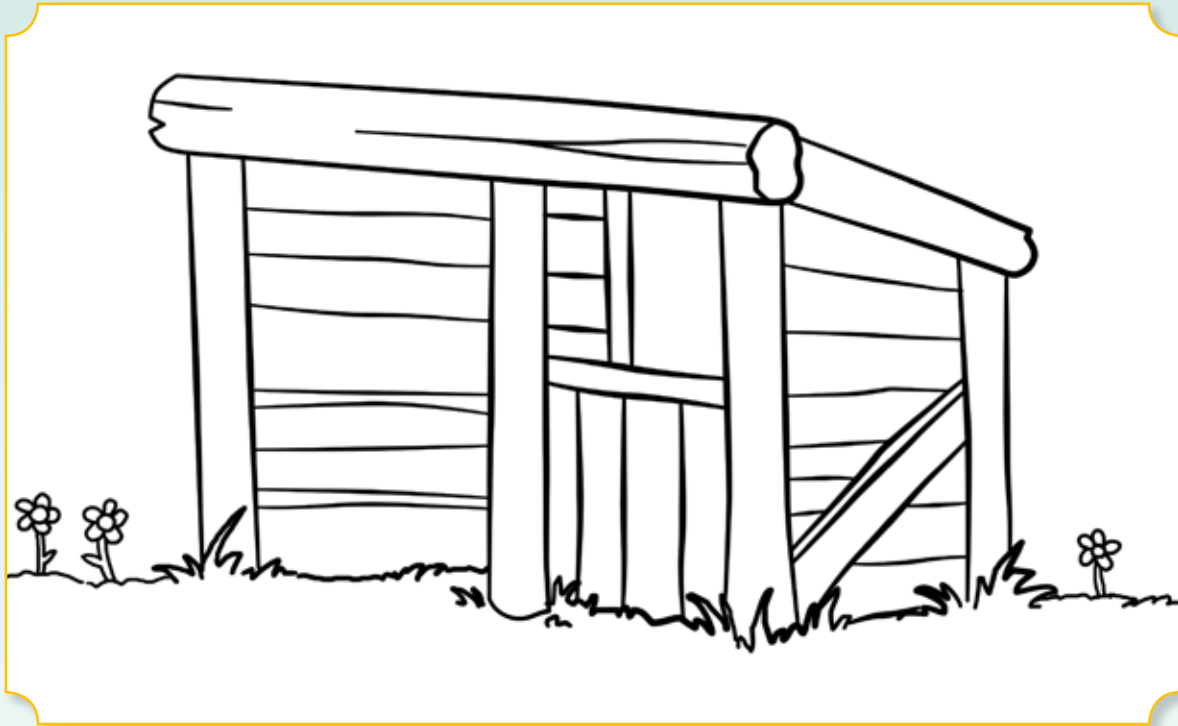
Instrucciones: Dibuja las partes que falten para completar la imagen.



Nombre: _____ Fecha: _____

Una cabaña

Instrucciones: Sé el ilustrador. Colorea la imagen que muestre dónde viven las ovejas.

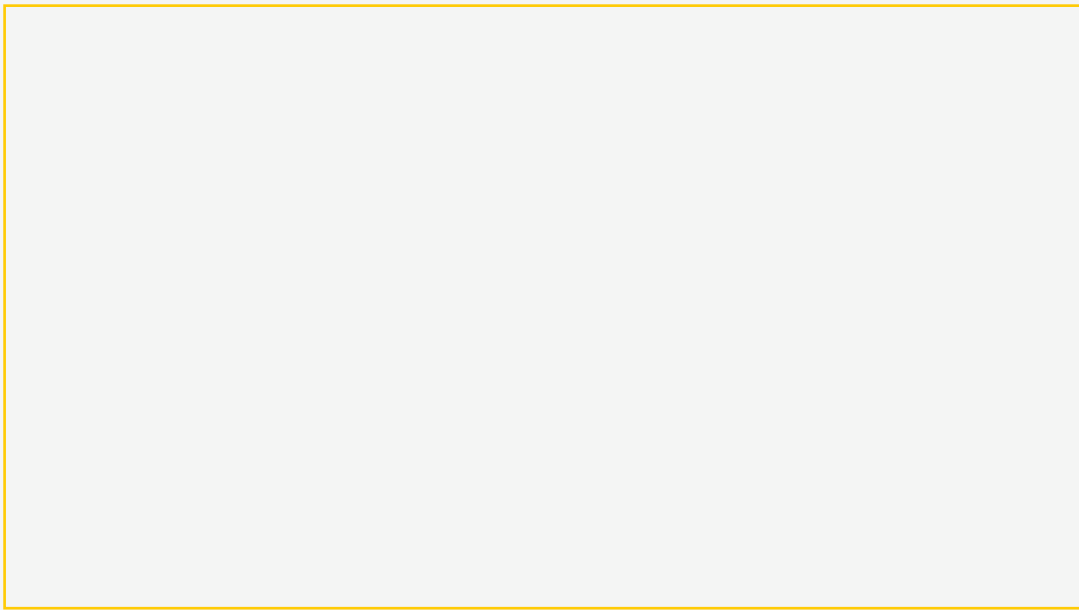


Respuesta escrita

Instrucciones: Traza las letras. Luego, escribe tus propias letras.



Instrucciones: Dibuja cómo se ve el campo durante el verano. Luego, escribe acerca del dibujo.



Repaso de comprensión

1 ¿Qué palabra comienza con el sonido /t/?

- A leche
- B tú
- C sol

2 ¿Qué palabra es lo opuesto de *todo*?

- A alto
- B nada
- C lana

3 ¿Qué se encuentra en la imagen y en el poema?

- A los arboles
- B la leche
- C la cabaña

4 ¿Qué *no* se encuentra en la imagen?

- A la leche
- B la lana
- C la mantequilla

5 ¿Con qué sílaba comienza la palabra *toda*?

- A to
- B la
- C na

Relating Story Illustrations

Oral Reading Record

Name: _____ Date: _____

Assessor: _____



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

Cumulative Word Count	Text	E	SC	Cues Used	
				E	SC
3	Tengo, tengo, tengo,				
7	tú no tienes nada,				
10	tengo tres ovejas				
13	en una cabaña.				
17	Una me da leche,				
21	otra me da lana				
24	y otra, mantequilla				
27	toda la semana.				
	TOTALS				

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: