

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **[www.tcmpub.com](http://www.tcmpub.com)**.

For correlations to state standards, please visit  
**[www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations)**

## **Focused Reading Booster Pack— Level K (Spanish)**

**This sample includes the following:**

**Management Guide Cover** (1 page)

**Table of Contents** (1 page)

**How to Use This Product** (4 pages)

**Resources** (5 pages)

**Booster Card** (3 pages)

**Reader** (7 pages)

To Create a World <sup>in</sup> which  
Children **LOVE** to Learn!

800-858-7339 • [www.tcmpub.com](http://www.tcmpub.com)

Level K

Focused  
Reading

# Booster Pack

**Management Guide**

# Table of Contents

**Welcome Letter** . . . . . 4

## **Reading Instruction and Practice**

Reading Instruction . . . . . 5  
The Importance of Reading Practice. . . . . 6  
Independent, Partner, and Small Group Reading . . . . . 7  
Differentiating for All Learners. . . . . 9

## **How to Use This Product**

Kit Components . . . . . 10  
Pacing and Instructional Setting Options . . . . . 11  
Strategies for Differentiating Booster Card Activities . . . . 12  
Assessing Responses. . . . . 13

## **About the Books**

Book Summaries. . . . . 14  
Reading Levels and Content Areas . . . . . 15  
Introduction to Standards Correlation . . . . . 16  
Standards Correlations. . . . . 17

## **Resources**

Booster Cards . . . . . 20  
Response Pages. . . . . 26  
Graphic Organizers . . . . . 28  
Reading Response Checklist . . . . . 34  
Reading Response Rubric . . . . . 35

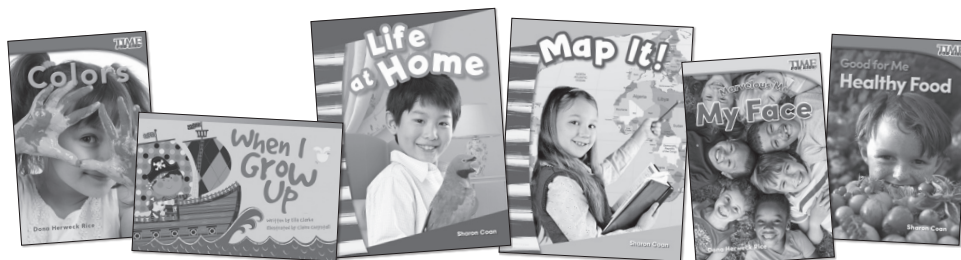
## **Appendices**

Appendix A: Answer Key . . . . . 36  
Appendix B: References Cited. . . . . 38  
Appendix C: Digital and Audio Resources . . . . . 39

# Kit Components

## High-Interest Books (six copies of six titles)

The books include various, high-interest topics at grade level across content areas. Titles were chosen to capture a wide variety of student interest.



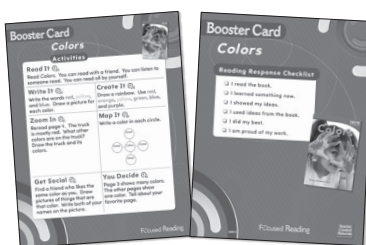
## Overview Cards

Overview Cards include a book summary, objectives, reading levels, academic vocabulary, and cross-content connections.



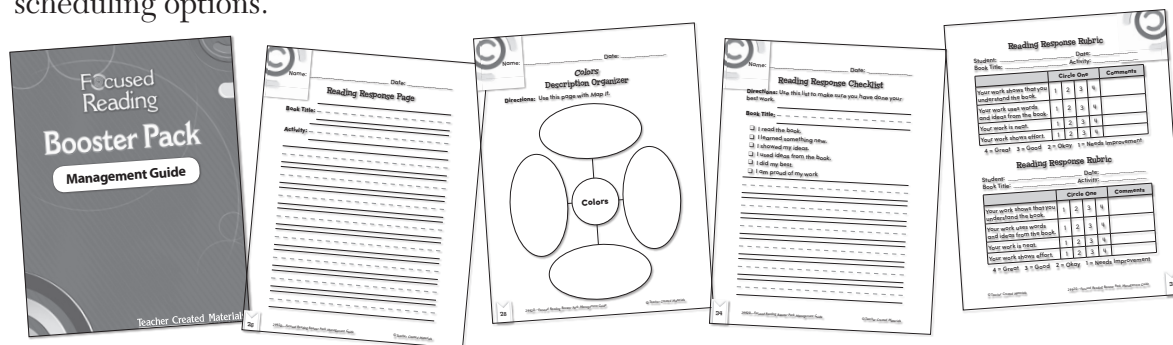
## Booster Cards

Booster Cards include six engaging activities for students and a Reading Response Checklist.



## Management Guide

This useful resource includes a brief overview of research, standards correlations, and grouping and scheduling options.



## Digital and Audio Resources

PDFs of the books, Booster Cards, and Response Pages, as well as a professional audio recording of each book are included. A complete list of available resources is listed on page 40.



# Pacing and Instructional Setting Options

The following pacing and instructional setting options show suggestions for how to use this product. The *Focused Reading: Booster Pack* series is designed to be flexible and can be used in tandem with a core curriculum and a teacher’s preferred instructional framework, such as Guided Reading.

## Pacing

Teachers should customize pacing according to student need. Each Booster Card includes approximately 100 minutes of activities for a total of 600 minutes per level. Students may complete one activity or complete several activities to match the time available and the instructional needs of the students. Teachers may assign specific activities to meet instructional objectives or allow students to choose activities.

Activity	Approximate Time
Read It	20 min.
Write It	20 min.
Zoom In	10 min.
Get Social	10 min.
Create It	20 min.
Map It	10 min.
You Decide	10 min.

## Instructional Setting Options

### Whole-Class Instruction

Whole-class instruction is best suited for introducing each text to students or for teaching specific strategies or content-area concepts as they apply to instructional standards and objectives. In this setting, every student engages with the same text at the same time. The *Focused Reading: Booster Pack* Digital and Audio Resources can be used to share the texts with a large group.

### Small-Group Instruction

Small-group instruction is effective for addressing varying needs of students in a class. During small-group instruction, the teacher works with a select group of students with similar instructional needs. Students may sit with teacher, either at a table or on the carpet. This setting promotes a sense of teamwork and collaboration, and encourages participation in text discussions. Working with students in small groups is also a great opportunity for teachers to informally assess student progress and make anecdotal notes.

### Workstations or Centers

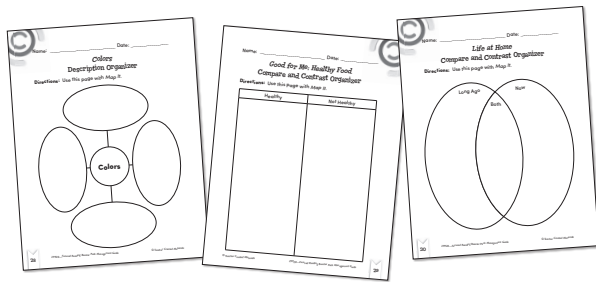
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary. When working within this instructional setting, it is important that procedures and expectations are clear and students are provided with activities that require little to no teacher guidance so that teachers can spend time with small groups.

# Strategies for Differentiating Booster Card Activities

## Below-Level Learners

You may choose to support below-level learners with some or all of these suggestions:

- **Guided Preview:** Preview each book with select students. Use the table of contents, headings, and bold vocabulary to orient students to the structure and topic before they read.
- **Graphic Support:** Provide a copy of the graphic organizer from the Resources section (pages 28-33) to support students as they complete the Map It activity.



## Above-Level Learners

You may choose to support above-level learners with some or all of these suggestions:

- **New Booster Cards:** Have students create Booster Cards for books in your classroom library.
- **Multimedia Presentation:** Challenge students to create multimedia presentations to demonstrate what they learned from the *Focused Reading: Booster Pack*.

## English Language Learners

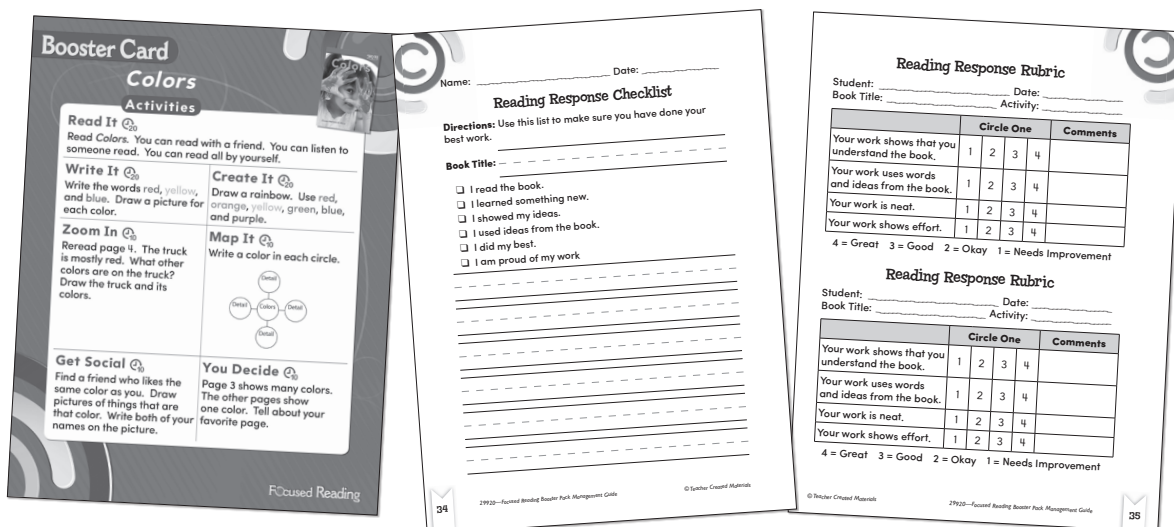
You may choose to support English language learners with some or all of these suggestions:

- **Build Background Knowledge:** Build students' background knowledge about unfamiliar topics using visuals, realia, and other concrete objects. Students can also listen to the audio recording of the book before completing activities. See page 10 for details about audio recordings.
- **Sentence Frames:** Support language development and acquisition with sentence frames, such as the following:  
*After reading the timeline, I know that*  
\_\_\_\_\_.

# Assessing Responses

Each *Focused Reading: Booster Pack* offers multiple informal assessment opportunities. Teachers can gain insight into student learning through small-group observations and analysis of student responses to the Booster Card activities. These formal and informal assessments provide teachers with additional data to help make informed decisions about what to teach and how to teach it.

The Reading Response Checklist provides an opportunity for students to reflect on their work. Distribute copies of the Reading Response Checklist activity sheet (page 34) to students to guide self-reflection. Use the Reading Response Rubric (page 35) to record the quality of students reading response work. These rubrics may be used in conjunction with each other to guide conversation during teacher-student conferences.



▲ Use the Reading Response Checklist on each Booster Card as a quick reference while completing activities.

▲ Distribute copies of Reading Response Checklist (page 34) to students as a way to encourage self-reflection.

▲ Complete the Response Rubric (page 35) to give students feedback.



Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Página de respuesta a la lectura

**Título del libro:**

\_\_\_\_\_

-----

\_\_\_\_\_

**Actividad:**

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Página de respuesta a la lectura

Título del libro: \_\_\_\_\_

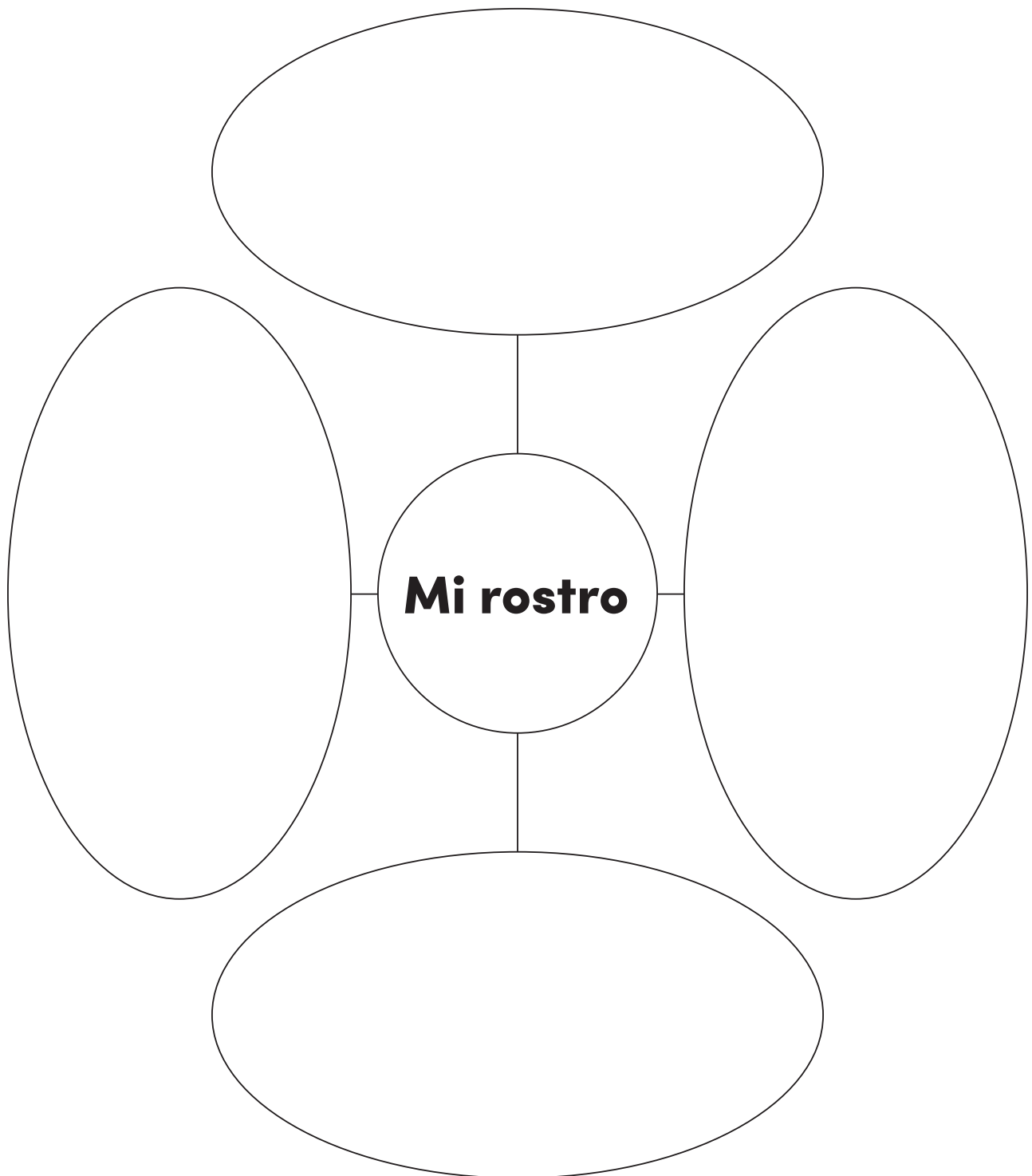
Actividad: \_\_\_\_\_



Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## *Soy maravilloso: Mi rostro* Organizador de descripciones

**Instrucciones:** Usa esta página con *Trázalo*.





Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Lista de repaso de respuesta a la lectura

**Instrucciones:** Usa esta lista para verificar que has hecho tu mejor trabajo.

**Título del libro:** \_\_\_\_\_  
\_\_\_\_\_

- Leí el libro.
- Aprendí algo nuevo.
- Mostré mis ideas.
- Usé ideas del libro.
- Hice mi mejor esfuerzo.
- Estoy orgulloso de mi trabajo.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Criterios de evaluación de respuesta

Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

Título del libro: \_\_\_\_\_ Actividad: \_\_\_\_\_

	Encierre una				Comentarios
	1	2	3	4	
Tu trabajo muestra que comprendes el libro.	1	2	3	4	
Tu trabajo usa palabras e ideas del libro.	1	2	3	4	
Tu trabajo es claro.	1	2	3	4	
Tu trabajo muestra tu mejor esfuerzo.	1	2	3	4	

4 = Genial 3 = Bien 2 = Adecuado 1 = Necesita mejorar

## Criterios de evaluación de respuesta

Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

Título del libro: \_\_\_\_\_ Actividad: \_\_\_\_\_

	Encierre una				Comentarios
	1	2	3	4	
Tu trabajo muestra que comprendes el libro.	1	2	3	4	
Tu trabajo usa palabras e ideas del libro.	1	2	3	4	
Tu trabajo es claro.	1	2	3	4	
Tu trabajo muestra tu mejor esfuerzo.	1	2	3	4	

4 = Genial 3 = Bien 2 = Adecuado 1 = Necesita mejorar

# Overview Card

Spanish

*Soy maravilloso:*

## *Mi rostro*

### Book Summary

Each face has many parts. They can do many things. Smell, smile, hear, wink—the face does it all!

### Objectives

- Identify the main topic and key details.
- Describe the relationship between text and illustrations.
- Draw, dictate, and write to compose opinion pieces.

### Academic Vocabulary

ears      face      mouth  
eyes      nose

### Cross-Content Connections

**(Mathematics)** Have students count the number of eyes in the class. Have students count the number of noses in the room. Ask them how knowing how many eyes are in the room can help them figure out how many ears are in the room. Have students record their findings.

**(Art)** Have students create face collages using magazine pictures. Tell them that they must include all the parts of the face they learned about in *Marvelous Me: My Face*. Have students share their collages with others. Encourage them to ask other students to point to and name the different parts of the face on their collages.

Focused Reading



Reading Levels  
Lexile®: BR  
Guided Reading: B



ISBN: 978-1-4938-8370-7



9 781493 883707

TCM 100314 (i22285)

Teacher  
Created  
Materials  
PUBLISHING



# Tarjeta de refuerzo

## Soy maravilloso: *Mi rostro*

### Actividades



#### Léelo 20

Lee *Soy maravilloso: Mi rostro*. Puedes leer con un amigo. Puedes escuchar a otra persona que lea. Puedes leer por tu cuenta.

#### Escríbelo 20

¿Qué tiene tu rostro? Escribe las partes.

#### Créalo 20

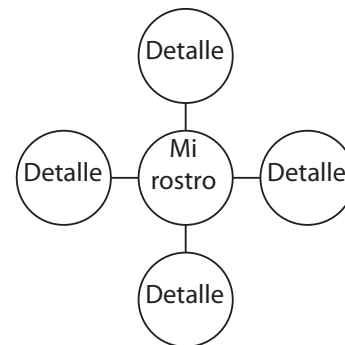
Haz un dibujo de tu rostro. Rotula cada parte. Usa el libro para tener ideas.

#### Acércate 10

Vuelve a leer las páginas 6 a 9. ¿Qué hace una boca? ¿Qué hacen las orejas?

#### Trázalo 10

¿Qué partes tiene tu rostro? Usa este diagrama para escribir las partes.



#### Socializa 10

Elige un amigo y dibuja sus ojos. Usa el color correcto.

#### Tú decides 10

Tenemos muchas partes en el rostro. ¿Qué parte crees que es mejor: *orejas, ojos, nariz o boca*? ¿Por qué?

# Tarjeta de refuerzo

*Soy maravilloso:*

## *Mi rostro*

### Lista de repaso de respuesta a la lectura

- Leí el libro.
- Aprendí algo nuevo.
- Mostré mis ideas.
- Usé ideas del libro.
- Hice mi mejor esfuerzo.
- Estoy orgulloso de mi trabajo.





**TIME**  
FOR KIDS

soy maravilloso

# Mi rostro

Dona Herweck Rice

## Créditos de publicación

Rachelle Cracchiolo, M.S.Ed., *Editora comercial*  
Conni Medina, M.A.Ed., *Gerente editorial*  
Jamey Acosta, *Directora de contenido*  
Dona Herweck Rice, *Realizadora de la serie*  
Robin Erickson, *Diseñadora de multimedia*

**Créditos de las imágenes:** Portada, pág. 1 ©iStock.com/Christopher Futcher; págs. 3, 12, contraportada ©iStock.com/naphtalina; págs. 4, 12 ©iStock.com/hartcreations; págs. 6, 12 ©iStock.com/sshepard; pág. 7 ©iStock.com/GMVoZd; pág. 9 ©iStock.com/SerrNovik; págs. 10, 12 ©iStock.com/Jani Bryson; pág. 11 ©iStock.com/pkline; todas las demás imágenes de Shutterstock.



# mi rostro

---

## Teacher Created Materials

5301 Oceanus Drive  
Huntington Beach, CA 92649-1030  
<http://www.tcmpub.com>

**ISBN 978-1-4938-3031-2**

© 2016 Teacher Created Materials, Inc.





Un rostro tiene una nariz.



Una nariz hace esto.





Un rostro tiene una boca.



Una boca hace esto.



Un rostro tiene orejas.



Las orejas hacen esto.



Un rostro tiene ojos.



Los ojos hacen esto.

# Palabras para aprender

boca



nariz



ojos



orejas



rostro

