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

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (8 pages)

Lesson Plan (11 pages)

Reader (15 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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TIME
FOR KIDS
Nonfiction
Readers



Early Fluent Plus
Teacher's Guide

Spanish
Version

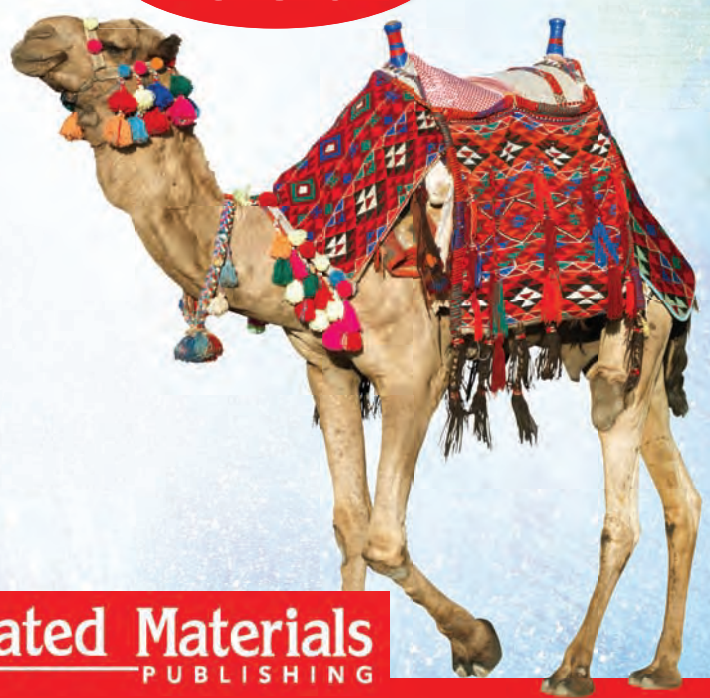


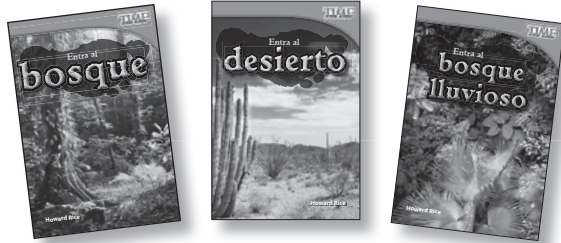
Table of Contents

Program Welcome	4	Standards Correlations	
Program Scope and Sequence	6	Introduction to Correlations	39
Research		McREL Standards Correlation Chart	40
The Importance of Nonfiction Reading ...	8	Lessons	
Developing Essential Nonfiction		Lesson 1: <i>Entra al bosque</i>	41
Reading Skills	9	Lesson 2: <i>Entra al desierto</i>	49
Key Reading Skills	10	Lesson 3: <i>Entra al bosque lluvioso</i>	57
Gradual Release of Responsibility		Lesson 4: <i>Nuestra Tierra</i>	65
as a Model of Instruction	12	Lesson 5: <i>El espacio exterior</i>	73
The Active Reading Process	12	Lesson 6: <i>El sistema solar</i>	81
Benefits of Leveled Reading.....	13	Lesson 7: <i>Mira adentro: Tu cerebro</i>	89
Differentiating by Specific Needs.....	14	Lesson 8: <i>Mira adentro: Tu esqueleto</i>	
Quality Assessment Guides Instruction ..	16	<i>y músculos</i>	97
Home-School Connections	17	Lesson 9: <i>Mira adentro: Tu corazón</i>	
Using Technology in the Classroom	17	<i>y pulmones</i>	105
Best Practices		Lesson 10: <i>¡Cuenta conmigo!</i>	
Managing Small Groups	18	<i>La feria de la escuela</i>	113
Before-Reading Activities	19	Lesson 11: <i>¡Cuenta conmigo!</i>	
During-Reading Activities.....	20	<i>El torneo de fútbol</i>	121
After-Reading Activities.....	21	Lesson 12: <i>¡Cuenta conmigo!</i>	
How to Use This Product		<i>¿Qué hay de almuerzo?</i>	129
Kit Components.....	22	Lesson 13: <i>George Washington</i>	137
Getting Started.....	23	Lesson 14: <i>Martin Luther King Jr.</i>	145
Teaching a Lesson	24	Lesson 15: <i>Susan B. Anthony</i>	153
Using Assessment Options.....	25	References Cited	161
Using Technology Options	25	Answer Key	164
About the Books.....	26	<i>Mi propio diccionario cover</i>	167
Using TIME For Kids <i>Nonfiction Readers</i>		<i>Mi libro de poemas cover</i>	168
in a Guided Reading/Balanced		Indexes	
Literacy Model	28	TIME for Kids <i>Nonfiction Readers: Early</i>	
Guided Reading	28	<i>Fluent Plus Comprehension Skills</i>	169
Other Blocks of a Balanced		TIME for Kids <i>Nonfiction Readers: Early</i>	
Reading Program.....	29	<i>Fluent Plus Content Standards and</i>	
Pacing Plans.....	30	<i>Cross-curricular Connections</i>	170
Using the Interactiv-eBooks in		Contents of the CDs and DVDs	173
the Classroom	37		

How to Use This Product

Kit Components

Trio 1



Trio 2



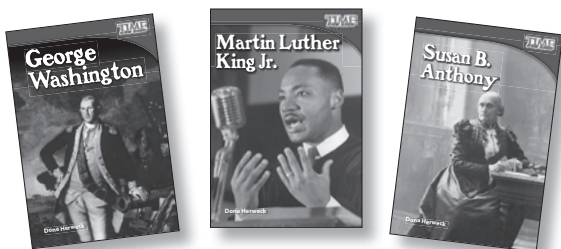
Trio 3



Trio 4



Trio 5

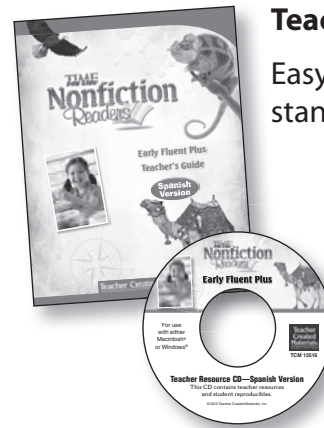


Teacher's Guide

Easy-to-use, standards-based lesson plans

Teacher Resource CD

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



Audio CD

Professional recordings of books and poems

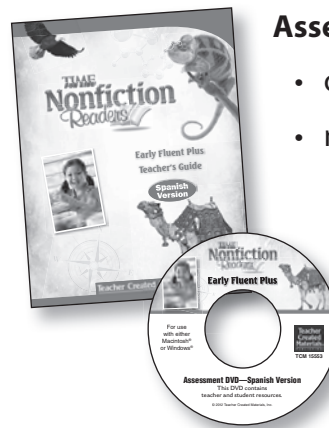


Assessment Guide

- oral reading records
- multiple-choice tests

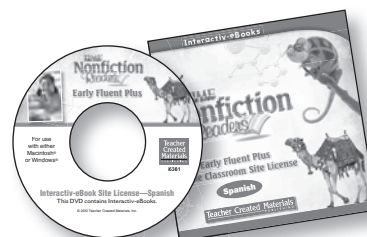
Assessment DVD

- placement test
- assessments in both electronic and printable form



Interactiv-eBooks Single Classroom Site License

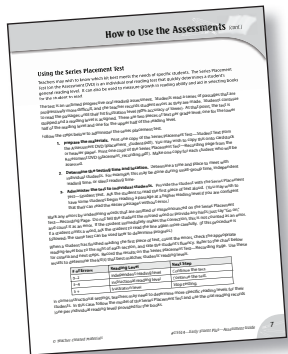
Interactiv-ebooks with embedded audio, videos, and activities



How to Use This Product *(cont.)*

Getting Started

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



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

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

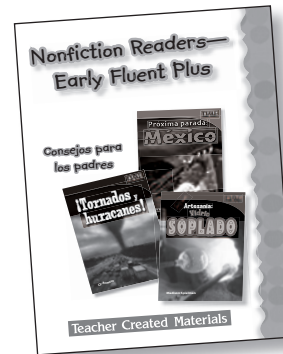


4. Prepare assessment resources.

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

5. Make a home-school connection.

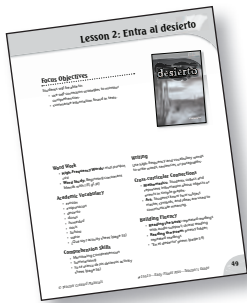
Send the Parent Tips booklet (found on the Teacher Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.



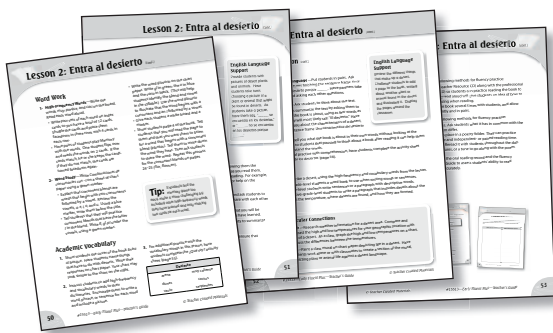
How to Use This Product *(cont.)*

Teaching a Lesson

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



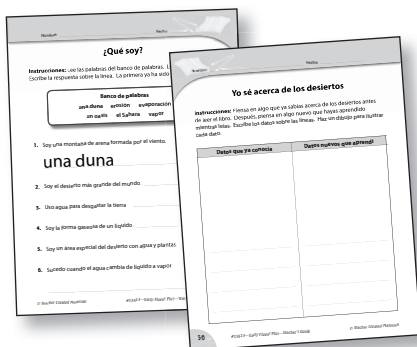
The lesson begins with an overview page that provides key information for planning purposes.



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



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

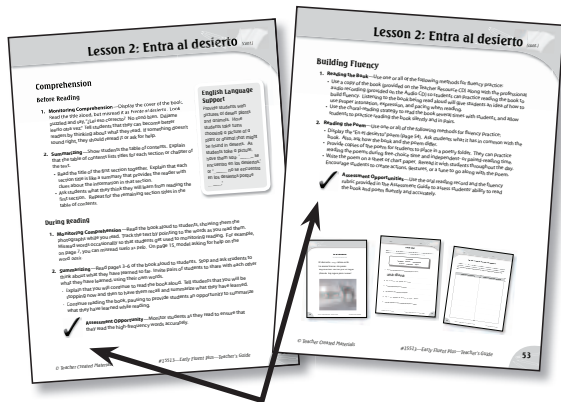


The student activity sheets can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-level students or as independent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

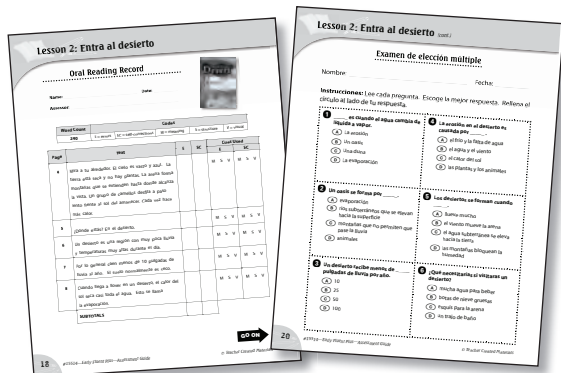
How to Use This Product (cont.)

Using Assessment Options

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



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



Using Technology Options

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



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

How to Use This Product *(cont.)*

About the Books

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

The books are divided into reading levels. The Early Fluent Plus level (levels 2.5 through 2.9) is designed for students in the second semester of grade two. Books in the Early Fluent Plus kit have 28 pages. There are six copies each of the 15 titles.

Level 2.5: *Entra al bosque; Entra al desierto; Entra al bosque lluvioso*

Level 2.6: *Nuestra Tierra; El espacio exterior; El sistema solar*

Level 2.7: *Mira adentro: Tu cerebro; Mira adentro: Tu esqueleto y músculos; Mira adentro: Tu corazón y pulmones*

Level 2.8: *¡Cuenta conmigo! La feria de la escuela; ¡Cuenta conmigo! El torneo de fútbol; ¡Cuenta conmigo! ¿Qué hay de almuerzo?*

Level 2.9: *George Washington; Martin Luther King Jr.; Susan B. Anthony*

Leveling Components

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

Level 2.5

- use of screen art behind text
- use of different typefaces for subheads
- use of distinct background or framing images for sidebars
- varied amount of text on pages but familiar vocabulary in longer stretches of text

- clear spaces between words and lines
- high-frequency words are reinforced
- complex sentence structures
- frequent use of multiple phrases in one sentence

Level 2.6

- big shift in material
- decreased font size
- word space narrower
- use of scale drawings, time lines, encyclopedia formats, and locator maps
- moderate to minimum support through photos
- photos set the mood

Level 2.7

- use of occasional color body copy
- fewer illustrations taking up less than a full page
- may have some whole pages of print

Level 2.8

- increased text on many pages
- engaging visual formats
- minimum support through illustrations

Level 2.9

- increased text per page
- complex language and structures
- sophisticated vocabulary
- highly detailed and descriptive
- more abstract concepts and themes
- subtleties of texts require more background knowledge

How to Use This Product (cont.)

Word Counts and Level Correlations

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

Early Fluent Plus Title	Word Count	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Measure
<i>Entra al bosque</i>	555	2.5	K	20	28	750L
<i>Entra al desierto</i>	526	2.5	K	20	28	610L
<i>Entra al bosque lluvioso</i>	559	2.5	K	20	28	690L
<i>Nuestra Tierra</i>	607	2.6	L	20	28	630L
<i>El espacio exterior</i>	618	2.6	L	20	28	670L
<i>El sistema solar</i>	608	2.6	L	20	28	680L
<i>Mira adentro: Tu cerebro</i>	602	2.7	L	20	28	560L
<i>Mira adentro: Tu esqueleto y músculos</i>	630	2.7	L	20	28	620L
<i>Mira adentro: Tu corazón y pulmones</i>	644	2.7	L	20	28	620L
<i>¡Cuenta conmigo! La feria de la escuela</i>	775	2.8	M	20	28	640L
<i>¡Cuenta conmigo! El torneo de fútbol</i>	695	2.8	M	20	28	600L
<i>¡Cuenta conmigo! ¿Qué hay de almuerzo?</i>	773	2.8	M	20	28	740L
<i>George Washington</i>	789	2.9	M	20	28	560L
<i>Martin Luther King Jr.</i>	832	2.9	M	20	28	780L
<i>Susan B. Anthony</i>	781	2.9	M	20	28	690L

How to Use This Product (cont.)

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

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

Guided Reading

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

Targeting Leveled Practice and Other Reading Skills

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

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

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

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

Lesson Plan Structure

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

Guided Reading *(cont.)*

Progress Monitoring

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

Other Blocks of a Balanced Reading Program

Learning Centers and Independent Guided Practice

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

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

Vocabulary and Word Study

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

Writing

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

Independent Reading

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

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

Lesson 4: Nuestra Tierra

Focus Objectives

Students will be able to:

- use prior knowledge and experience to relate to new information.
- understand the main idea and supporting details of simple expository information.



Word Work

- **High-Frequency Words:** *hecho, quizás, ambos*
- **Word Study:** The letter *y*
- *La y: ¿Vocal o consonante?* activity sheet (page 71)

Academic Vocabulary

- *atmósfera*
- *capa de ozono*
- *corteza*
- *manto*
- *núcleo*
- *orbital*
- *oxígeno*
- *placas*
- *sistema solar*

Comprehension Skills

- Using Prior Knowledge
- Understanding Main Idea and Details
- *Nuestra Tierra* activity sheet (page 72)

Writing

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

Cross-curricular Connections

- **Science:** Students know that things near the Earth fall to the ground unless something holds them up.
- **Art:** Students know the differences among visual characteristics and purposes of art.

Building Fluency

- **Reading the book:** repeated readings with audio support; choral reading
- **Reading the poem:** poetry folder; repeated readings
- “*Nuestra Tierra*” poem (page 70)

Lesson 4: Nuestra Tierra (cont.)


Word Work

- 1. High-Frequency Words**—Write the words *hecho*, *quizás*, and *ambos* on the board. Read each word aloud.
 - Give students lined paper and a variety of colored pencils. Say and point to the featured high-frequency word. Have students repeat the word and write it on their papers, using a different color for each letter.
 - If you have a classroom word wall, have students add the high-frequency words to it. If time permits, read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Write the letter *y* on a sheet of chart paper, using a red marker. Have students brainstorm words with *y*. Write these words on the chart paper. The list of words may include *yo*, *muy*, *yegua*, *yogur*, and *hay*.
 - Explain that the letter *y* can sound like either a vowel (when it comes after a vowel in a syllable) or like a consonant (when it comes before a vowel in a syllable). Sort the words that students brainstormed into two pronunciation categories. **Note:** You may wish to share the phonics tip below with students.
 - For additional practice with the letter *y*, have students complete the activity sheet *La y: ¿Vocal o consonante?* (page 71).

Tip: The letter *y* sounds like the letter *i* when it ends a syllable. At the beginning of a syllable, it tends to have a light /j/ sound or /zh/ sound (as in the English words *jump* or *measure*).

Academic Vocabulary

1. Display diagrams of Earth's crust, Earth's atmosphere, and the solar system. Write the academic vocabulary on a sheet of chart paper. Teach students the pronunciation of the words, clapping for each syllable.
2. Give pairs of students a copy of the book and a piece of paper for each word they are assigned. Assign one or two words to each pair. Tell students to find the words in the text and write down what they think each word means.
3. Have students check their definitions using the glossary of the book. Students may also draw a picture representing each vocabulary word. Allow students to share with the group. Students' charts may look similar to the chart below.

Palabra	Definición	Dibujo
núcleo	el centro de la Tierra, como el centro de una manzana	

Comprehension

Before Reading

- 1. Using Prior Knowledge**—Show students the cover of the book. Invite students to describe what they see in the picture. Ask students to share some facts that they know about Earth.
 - Ask students to discuss the things they know about Earth from looking at the photographs.
 - Encourage students to use words from the academic vocabulary section of this lesson while previewing the text.
- 2. Understanding Main Idea and Details**—Display the cover of the book. Read the title aloud. Tell students that the title gives them a clue about the main idea of the book. Read the table of contents. Tell students that the table of contents gives them clues about the details of the book.
 - Ask students why Earth is important. Brainstorm a list of things that humans and other living things get from Earth.
 - Draw a big circle labeled with the main idea of the discussion (*La Tierra es importante*) and smaller circles labeled with the brainstorming ideas. Have different students reiterate the main idea and details. Praise them for understanding that many nonfiction books are organized around a main idea and details.

English Language Support

Extend the discussion of main idea and details by referring to previous books in the series. For example, say, “Si la idea principal en *Entra al desierto* es que los desiertos son lugares únicos, ¿Cuáles son los detalles que apoyan esa idea?” Provide sentence frames so that students can answer using complete sentences. Then pair students so they can practice asking each other about main ideas and details.

During Reading

- 1. Using Prior Knowledge**—Read the book aloud to students, showing them the photographs and tracking the text while you read. Pause at the end of each section and ask students to make connections to the text based on what they already know. For example, after reading *La gran canica azul*, you might ask students if they can name any of the other planets that orbit the sun. Likewise, after reading *Agua, agua por todas partes*, you might ask students to use what they know about human needs and water to predict what could happen if there were no more freshwater on Earth.
- 2. Understanding Main Idea and Details**—Using the choral-reading strategy, read the book aloud with students. Pause after each section and ask students to turn and talk with a partner about the most important fact they learned in that section. Allow students to share with the group. Monitor and check for understanding. Then have students read the book independently.



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

Lesson 4: Nuestra Tierra (cont.)

Comprehensión (cont.)

After Reading

- 1. Using Prior Knowledge**—Have students review the text while focusing on the photographs. Ask them to connect something that they learned to each photograph. For example, students might look at the photo on page 12 and say, “Todos los seres vivos necesitan agua. Hay suficiente agua para mantener la vida.” For additional practice with comprehension, have students complete the *Nuestra Tierra* activity sheet (page 72).
- 2. Building Oral Language**—Ask pairs of students to take turns finishing the sentence frame *Pienso que el dato que _____ es lo más interesante porque _____*. Have partners take turns sharing and asking each other questions. Next, ask students some main-idea questions (*quién, qué, cuándo, dónde, por qué, cómo*) about the text. Explain that when readers can answer main-idea questions (*preguntas sobre la idea principal*), they know they have understood the text. Have partners ask and respond to questions.

English Language Support

Read the book aloud to students. Ask students to snap their fingers when the word *Tierra* is read. Reread the book aloud to students, but this time, pause when you get to the word *Tierra*. Have students fill in the pause by saying “Tierra.” Then have students tell you what fact they learned about Earth by asking, “Qué acabas de aprender acerca de la Tierra?”

Writing

Have students describe Earth, using the high-frequency and vocabulary words from the lesson.

- Give below-grade-level students a word bank to use when writing words or sentences.
- Have on-grade-level students write sentences or a paragraph with descriptive words.
- Encourage above-grade-level students to write a paragraph that includes details about Earth, such as how Earth looks from space, details about its atmosphere, and what is inside Earth.

Cross-curricular Connections



Science—Have students stand in a circle and hold a pencil in front of them. Then tell students to let go of the pencil. Ask students what happened to the pencils when they let them go (*se les cayeron*). Discuss with students that objects will fall to the ground unless something is holding them up.



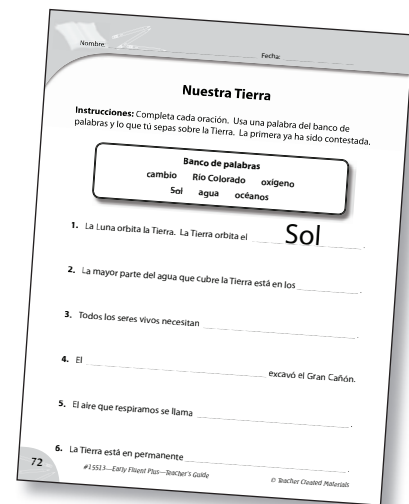
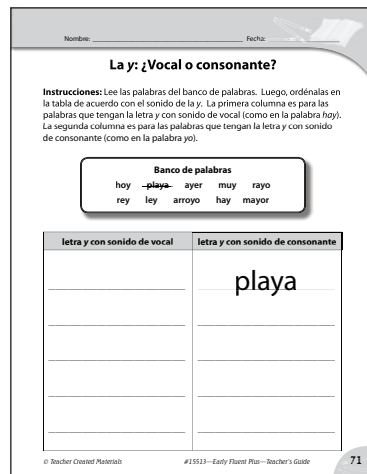
Art—Have students create their own Earth by wrapping papier-mâché around a circular balloon. Allow students to paint their own models of Earth. When their projects are dry, have students observe the colors and feel the texture it has. Discuss the different textures. **Note:** For instructions on how to make papier-mâché, you may wish to consult the Internet.

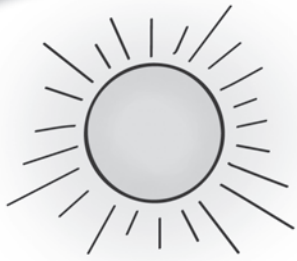
Building Fluency

- 1. Reading the Book**—Use one or all of the following methods for fluency practice:
 - Use a copy of the book (provided on the Teacher Resource CD) along with the professional audio recording (provided on the Audio CD) so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
 - Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
 - Display the poem “Nuestra Tierra” (page 70). Ask student to compare and contrast the book and the poem.
 - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems during free-choice time and independent- or paired-reading time.
 - Write the poem on a sheet of chart paper. Reread it with students throughout the day. Encourage students to create actions, gestures, or a tune to go along with the poem.



Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students’ ability to read the book and poem fluently and accurately.





Nuestra Tierra

por Jennifer Prior

Nuestro planeta es la Tierra, pues la Tierra es nuestro hogar.

Gira alrededor del Sol, dando vueltas y más vueltas.

Nos ofrece comida y agua bien fresca para tomar.

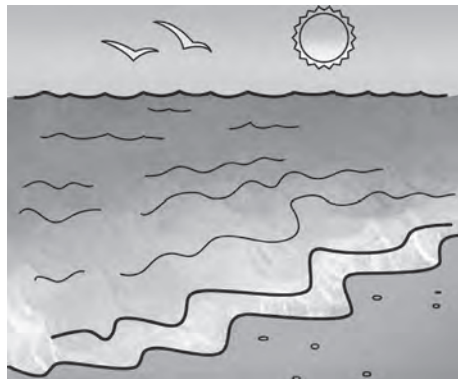
Y al final de todo el día su bello atardecer nos muestra.

Amemos nuestro planeta, pues la Tierra es nuestro hogar.

Ofrece la lluvia y el aire, también nos ofrece calor.

Hay que ser buenos con él, un planeta sin igual.

Defendamos nuestra Tierra, con cariño y con amor.





La y: ¿Vocal o consonante?

Instrucciones: Lee las palabras del banco de palabras. Luego, ordénalas en la tabla de acuerdo con el sonido de la y. La primera columna es para las palabras que tengan la letra y con sonido de vocal (como en la palabra *hay*). La segunda columna es para las palabras que tengan la letra y con sonido de consonante (como en la palabra *yo*).

Banco de palabras

hoy ~~playa~~ ayer muy rayo
 rey ley arroyo hay mayor

letra y con sonido de vocal	letra y con sonido de consonante
<hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center; font-size: 2em;">playa</p> <hr/> <hr/> <hr/> <hr/>

Nuestra Tierra

Instrucciones: Completa cada oración. Usa una palabra del banco de palabras y lo que tú sepas sobre la Tierra. La primera ya ha sido contestada.

Banco de palabras

cambio Río Colorado oxígeno
Sol agua océanos

1. La Luna orbita la Tierra. La Tierra orbita el Sol.
2. La mayor parte del agua que cubre la Tierra está en los _____.
3. Todos los seres vivos necesitan _____.
4. El _____ excavó el Gran Cañón.
5. El aire que respiramos se llama _____.
6. La Tierra está en permanente _____.

Lesson 4: Nuestra Tierra

Oral Reading Record



Name: _____ Date: _____

Assessor: _____

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

Page	Text	E	SC	Cues Used	
				E	SC
4	¿Alguna vez has jugado con tierra? Tal vez parecía tibia y arenosa, y dejabas que se te escapara entre los dedos.			M S V	M S V
5	O quizás estaba fría y embarrada, y la moldeabas como arcilla.			M S V	M S V
6	En ambos casos, hiciste algo sorprendente. Tuviste en tus manos una parte de un planeta grande y poderoso, nuestro planeta: la Tierra.			M S V	M S V
8	La Tierra es parte de nuestro sistema solar. Esto quiere decir que es uno de los ocho planetas que orbitan nuestro Sol. Es el tercer planeta desde el Sol.			M S V	M S V
9	También hay un objeto que orbita la Tierra: nuestra Luna. Dicen que desde la Luna, la Tierra parece una gran canica azul.			M S V	M S V
SUBTOTALS					



Oral Reading Record *(cont.)*

Page	Text	E	SC	Cues Used	
				E	SC
10	¿Por qué la Tierra se ve azul desde el espacio? La razón es que hay más agua que tierra en la superficie de nuestro planeta.			M S V	M S V
11	El agua cubre un 70 por ciento de la superficie de la Tierra. La mayor parte está en los océanos. El resto está en lagos y ríos, o congelado en los glaciares y los cascos de hielo del Polo Norte y del Polo Sur.			M S V	M S V
12	El agua es muy importante en la Tierra. Es el único planeta de nuestro sistema solar donde hay vida, y todos los seres vivos necesitan agua.			M S V	M S V
14	El agua transforma la Tierra. El agua en grandes cantidades es muy poderosa. Los ríos y los glaciares cortan la superficie terrestre con el paso del tiempo.			M S V	M S V
15	Por ejemplo, ¿el río Colorado tardó seis millones de años en formar el Gran Cañón!			M S V	M S V
Subtotals from previous page					
TOTALS					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Examen de elección múltiple

Nombre: _____ Fecha: _____

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

1 La mayor parte de la superficie de la Tierra está cubierta por _____.

- (A) árboles
- (B) agua
- (C) tierra
- (D) desierto

4 ¿Qué capa está en el centro de la Tierra?

- (A) el manto
- (B) la corteza
- (C) el núcleo
- (D) las placas

2 La Tierra orbita el Sol. *Orbitar* significa _____.

- (A) hacer que llueva
- (B) atraer
- (C) depender de
- (D) moverse en una trayectoria alrededor de un objeto

5 ¿De qué está hecha la atmósfera terrestre?

- (A) polvo
- (B) glaciares
- (C) rocas
- (D) aire

3 Un glaciar es una gran masa de _____ que se extiende sobre una superficie de tierra.

- (A) hielo
- (B) oxígeno
- (C) agua
- (D) aire

6 ¿De qué manera nos protege la atmósfera de la Tierra?

- (A) Bloquea los rayos dañinos del Sol.
- (B) Se lleva el aire.
- (C) Evita que los otros planetas se acerquen demasiado.
- (D) Provoca volcanes.

TIME
FOR KIDS

Nuestra Tierra



Kenneth Walsh

Asesor

Timothy Rasinski, Ph.D.
Kent State University

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Tabla de contenido


Un planeta grande y poderoso.....	4
La gran canica azul	8
Agua, agua por todas partes.....	10
La atmósfera terrestre	16
El interior de la Tierra.....	20
La historia de la Tierra	22
Glosario	28

Un planeta grande y poderoso



¿Alguna vez has jugado con tierra?
Tal vez parecía tibia y arenosa, y dejabas
que se te escapara entre los dedos.

O quizás estaba fría y embarrada, y
la moldeabas como arcilla.



En ambos casos, hiciste algo sorprendente. Tuviste en tus manos una parte de un **planeta** grande y poderoso, nuestro planeta: la Tierra.

La gran canica azul



Del Sol a la Tierra

¿A qué distancia del Sol está la Tierra? ¡A 92,897,000 millas!

La Tierra es parte de nuestro **sistema solar**. Esto quiere decir que es uno de los ocho planetas que **orbitan** nuestro Sol. Es el tercer planeta desde el Sol.



En órbita

Orbitar significa seguir una trayectoria circular u oval alrededor de un objeto. ¡La Tierra se mueve a una velocidad de 45,000 millas por hora!

También hay un objeto que orbita la Tierra: nuestra Luna.

Dicen que desde la Luna, la Tierra parece una gran canica azul.

Agua, agua por todas partes



Glaciares

Un glaciar es una gran masa de hielo que se extiende sobre una superficie terrestre o que desciende lentamente por una colina o un valle.



¿Por qué la Tierra se ve azul desde el espacio? La razón es que hay más agua que tierra en la superficie de nuestro planeta.

El agua cubre un 70 por ciento de la superficie de la Tierra. La mayor parte está en los océanos. El resto está en lagos y ríos, o congelado en los **glaciares** y los cascos de hielo del Polo Norte y del Polo Sur.



El agua es muy importante en la Tierra. Es el único planeta de nuestro sistema solar donde hay vida, y todos los seres vivos necesitan agua.

¿Hay vida en otros planetas?
Otros planetas tienen agua, pero no tienen todo lo necesario para la vida, como temperaturas confortables y aire para respirar.





Datos del agua

Los océanos de la Tierra son cinco veces más profundos que la elevación media de la superficie.

El agua transforma la Tierra. El agua en grandes cantidades es muy poderosa. Los ríos y los glaciares cortan la superficie terrestre con el paso del tiempo.

Por ejemplo, ¡el río Colorado tardó seis millones de años en formar el Gran Cañón!

La atmósfera terrestre

En la Tierra hay algo más que es tan importante como el agua. Es el aire.

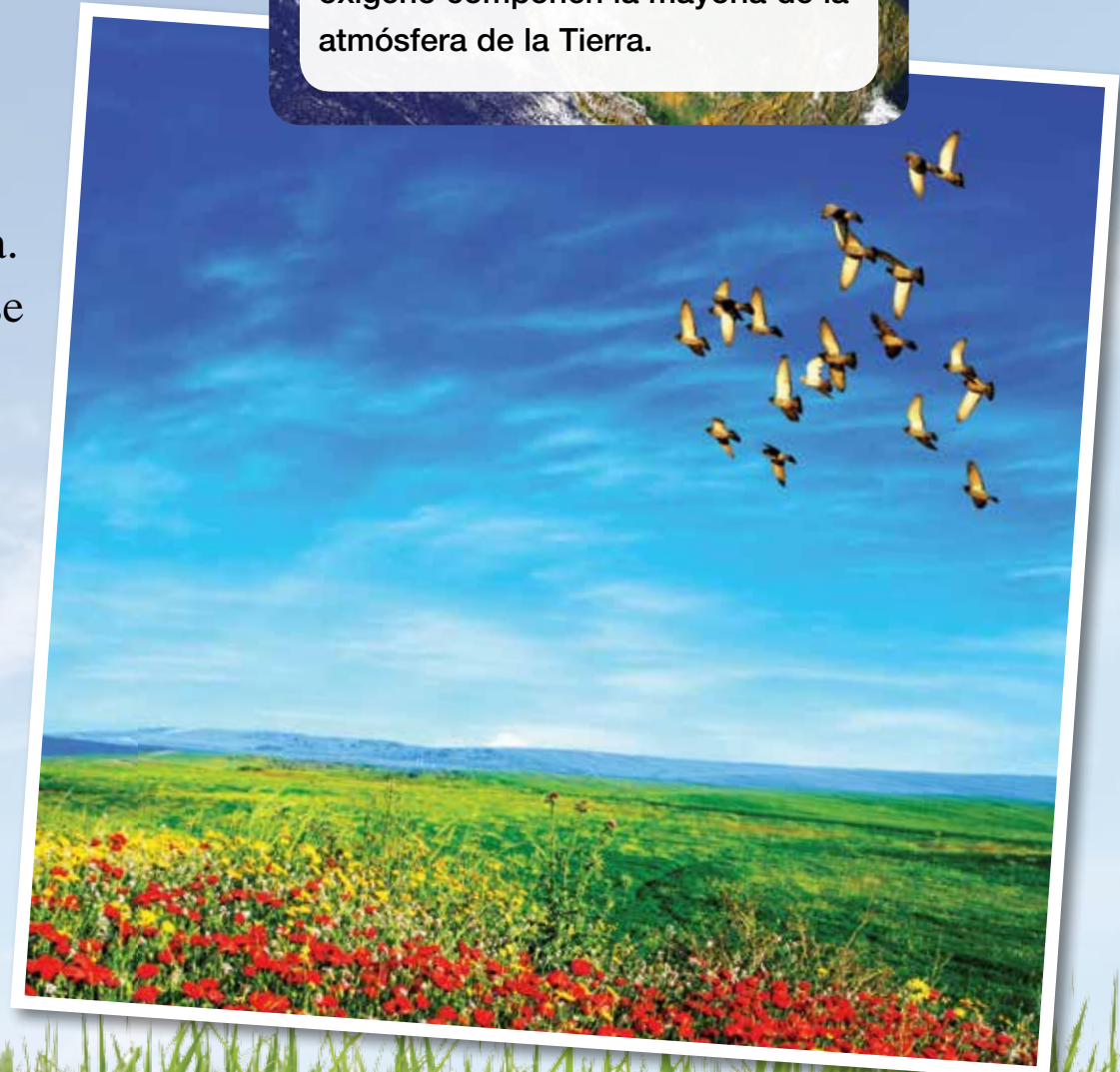
El aire forma la **atmósfera** de la Tierra. La atmósfera es como un gigantesco manto que envuelve la Tierra. El aire que respiramos de la atmósfera se llama **oxígeno**.

¿De qué tamaño es?

La atmósfera de la Tierra se extiende cientos de millas desde la superficie del planeta.

El aire

El aire está compuesto de diferentes clases de gases. El nitrógeno y oxígeno componen la mayoría de la atmósfera de la Tierra.



La atmósfera también es importante porque protege la vida en la Tierra. Absorbe energía del sol y bloquea los rayos solares peligrosos.

La atmósfera terrestre está formada por varias capas. El clima ocurre en la capa más cercana a la superficie, que mide unas 10 millas de altura.



El interior de la tierra

La Tierra también consiste de varias capas. La superficie se llama **corteza**. Es una capa fría y rocosa de unas 60 millas de profundidad. Está formada por grandes **placas** que se mueven y golpean, causando terremotos, volcanes y otras actividades violentas.

Debajo de la corteza está el **manto**. Mide unas 1,800 millas de profundidad y está hecho de gases y rocas líquidas.

En el centro de la Tierra está el **núcleo**. El núcleo mide más de 2,000 millas de ancho. ¡La temperatura allí es tan alta que puede alcanzar más de 12,000° F! El día más caluroso en la superficie terrestre fue de tan sólo 136° F.



capas de roca en la corteza



La historia de la Tierra

Los científicos creen que la Tierra tiene unos 4,650 millones de años de edad. Al principio, la Tierra era muy caliente y líquida. No había vida. Eso vendría mucho después.

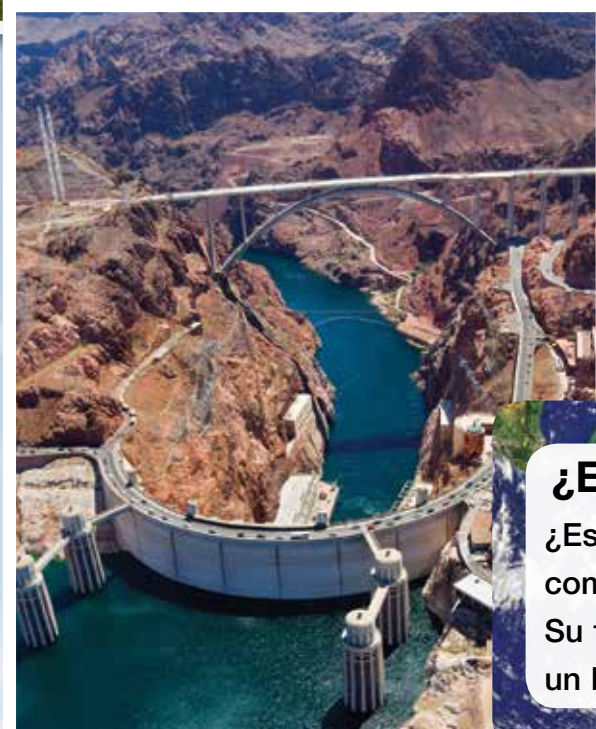
El tamaño de la Tierra

Comparado con otros objetos en el espacio, ¿qué tan grande es la Tierra? Imagina lo siguiente: si el Sol tuviera el tamaño de un balón de fútbol, la Tierra sería del tamaño de una semilla de girasol, ¡sin la cáscara!

La forma de la Tierra cambió con el paso del tiempo. Ahora hay laderas y valles que antes no existían. El agua y el viento han provocado algunos cambios. Los movimientos terrestres han causado otros.



Los humanos también han transformado la Tierra. Los caminos, edificios y fábricas cambian la Tierra. La contaminación también la cambia, y le hace daño.

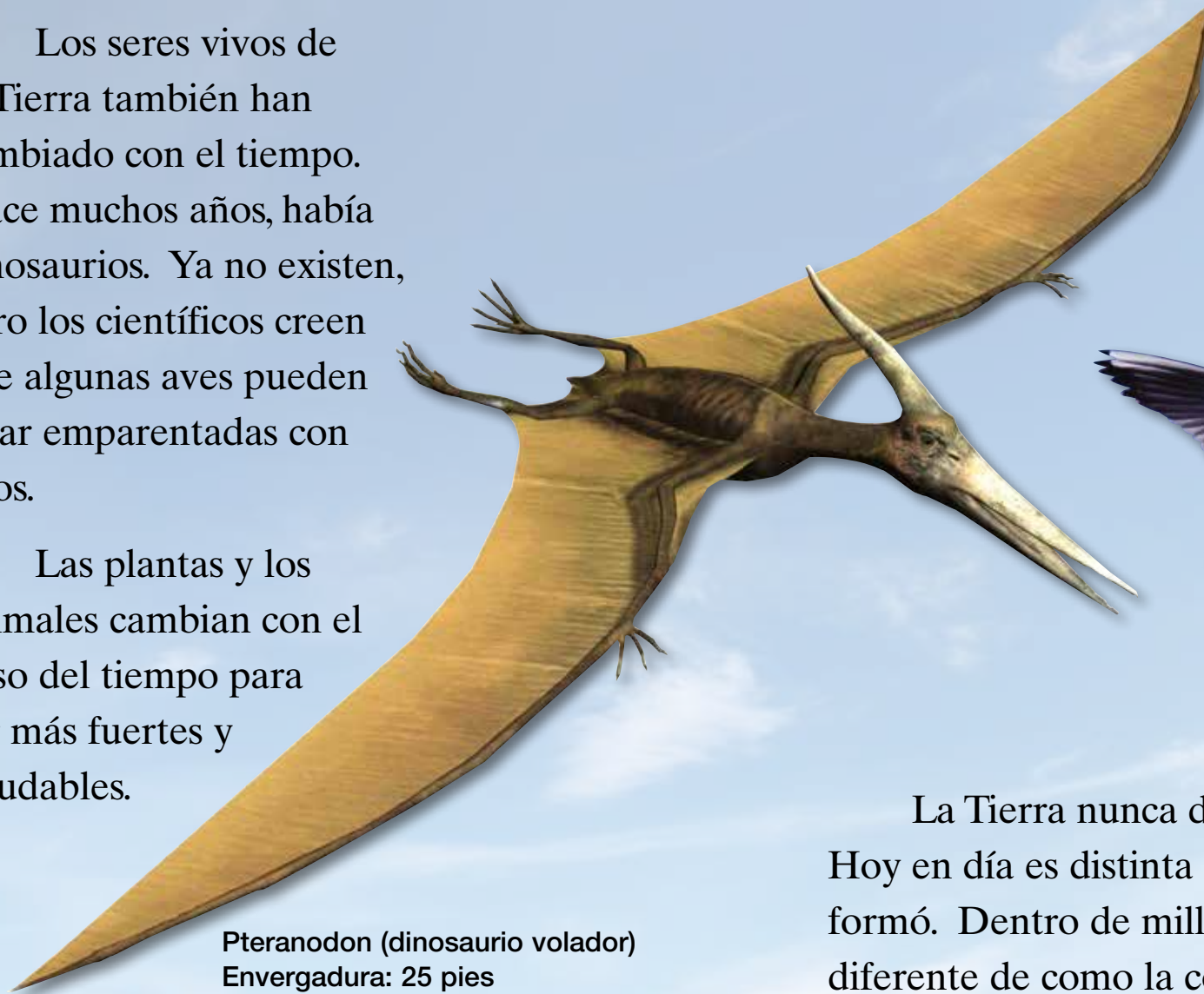


¿Esfera o huevo?

¿Es la Tierra redonda como una esfera? ¡No! Su forma es parecida a un huevo.

Los seres vivos de la Tierra también han cambiado con el tiempo. Hace muchos años, había dinosaurios. Ya no existen, pero los científicos creen que algunas aves pueden estar emparentadas con ellos.

Las plantas y los animales cambian con el paso del tiempo para ser más fuertes y saludables.



Pteranodon (dinosaurio volador)
Envergadura: 25 pies



Gaviota de California
(ave moderna)
Envergadura: 4 pies

La Tierra nunca deja de cambiar. Hoy en día es distinta a cuando se formó. Dentro de millones de años, será diferente de como la conocemos ahora.

Glosario

atmósfera—las capas de aire que rodean la Tierra y la protegen

corteza—la capa fría y rocosa de la superficie terrestre

glaciares—grandes masas de hielo que se mueven lentamente a través del terreno

manto—la capa media de la Tierra; formada por gases y rocas líquidas calientes

núcleo—la capa central de la Tierra; es muy caliente

orbitar—seguir una trayectoria circular u oval alrededor de un objeto

oxígeno—un gas incoloro, insípido e inodoro que respiran los humanos

placas—las secciones de la corteza terrestre

planeta—una gran masa en el espacio que orbita una estrella

sistema solar—grupo de cuerpos celestes que se mueven alrededor de un sol central

