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Focused Reading Booster Pack— Level 2 (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 (13 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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Level 2

Focused
Reading

Booster Pack

Management Guide

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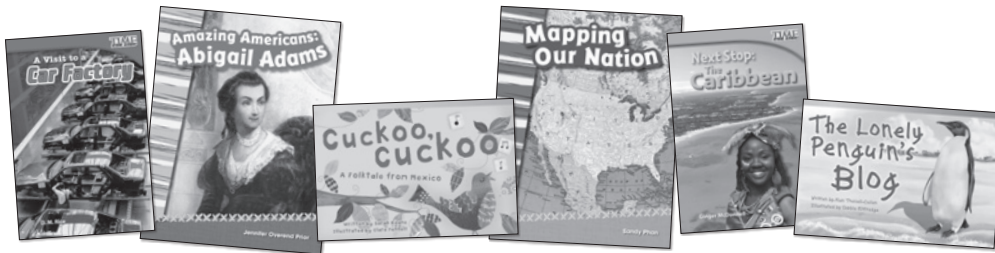
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Kit Components

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 interests.



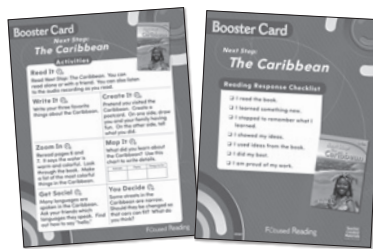
Overview Cards

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



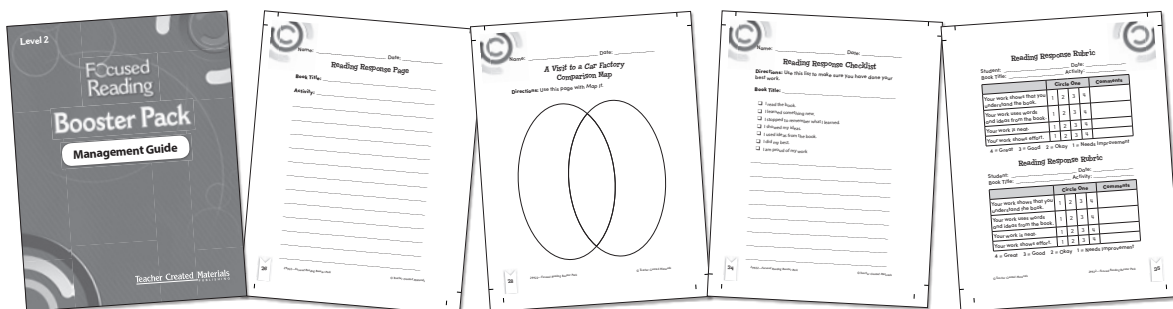
Booster Cards

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. See page 39 for a complete list of available resources.

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

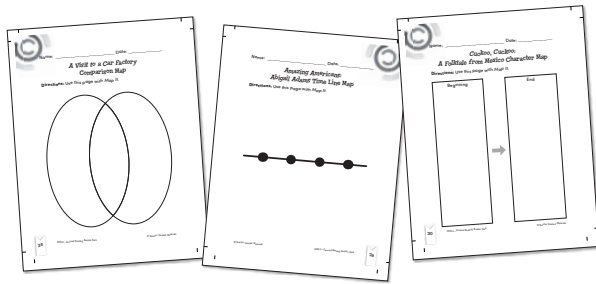
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary. When working within this instructional setting, it is important that procedures and expectations are clear and students are provided with activities that require little to no 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 Presentations:** Challenge students to create multimedia presentations to demonstrate what they learned from the *Focused Reading: Booster Pack*.

English Language Learners

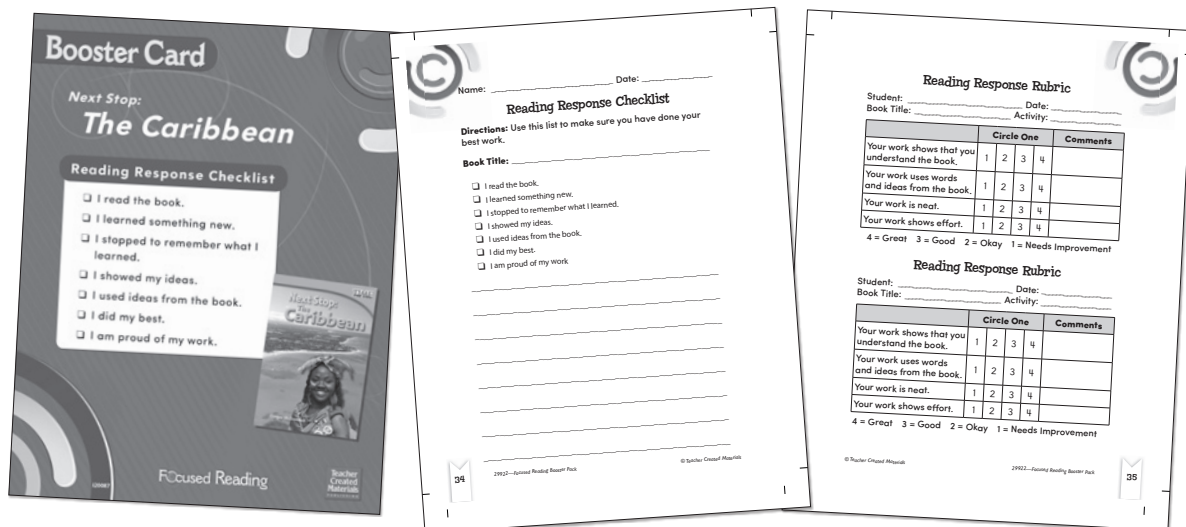
You may choose to support English language learners with some or all of these suggestions:

- **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 time line, 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. Give students copies of the *Reading Response Checklist* activity sheet (page 34) 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: _____

Próxima parada: El Caribe Diagrama de descripciones

Instrucciones: Usa esta página con *Trázalo*.

Animales	Plantas	Cosas para hacer

Criterios de evaluación de respuesta a la lectura

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 a la lectura

Estudiante: _____ Fecha: _____

Título del libro: _____ Actividad: _____

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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

Visita a una

fábrica de automóviles

Book Summary

Have you ever thought about how a car is made? Let's take a tour of a fascinating factory. Here, teams of workers plan and build the cars that get us around and keep us safe.

Objectives

- Describe the connection between a series of events or concepts in a text.
- Participate in shared research and writing projects.
- Write an opinion piece with an introduction, opinion, reasons, and a conclusion.

Academic Vocabulary

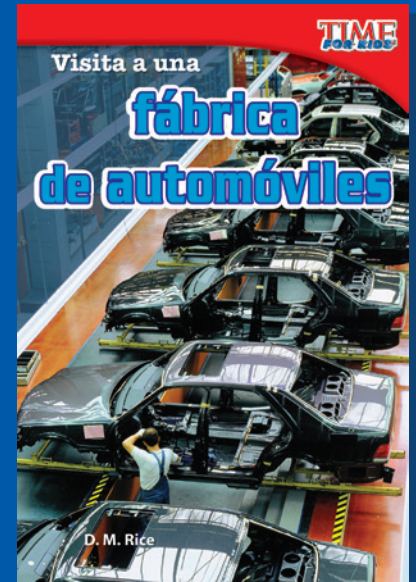
assembly engineer shipping yard
dealer pistons valves
factory plans

Cross-Content Connections

(Mathematics) Have students revisit page 20. Ask them how many tires would be on a truck carrying 10 cars to the shipping yard. Ask students how many tires would be on a truck if each of the 10 cars also had a spare tire in the trunk.

(Art) Have students create advertisements for new cars. Allow them to use their imaginations to advertise their dream cars, complete with any and all fabulous details. Have each student draw the car and write details about it in order to persuade others to purchase his or her car.

FOCUSED Reading



Reading Levels

Lexile®: 390L

Guided Reading: K



ISBN: 978-1-4938-8378-3



9 781493 883783

TCM 100322 (i22293)

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Tarjeta de refuerzo

Visita a una fábrica de automóviles



Actividades

Léelo 20

Lee *Visita a una fábrica de automóviles*. Puedes leer solo o con un amigo. También puedes escuchar la grabación de audio a medida que lees.

Escríbelo 20

Escribe sobre los ingenieros. ¿Qué hacen?

Créalo 20

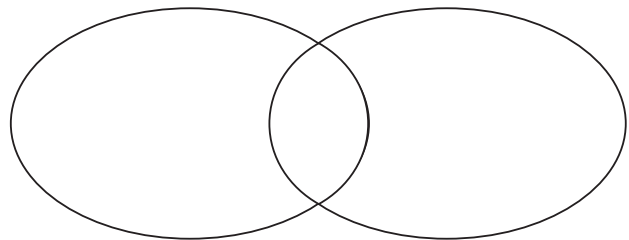
Inventa tu propio automóvil. Haz un póster para tu plano. Rotula las partes importantes.

Acércate 10

Vuelve a leer la página 23. Usa lo que aprendiste en el libro para indicar qué hace el trabajador en el paso 1, paso 2, paso 3 y paso 4.

Trázalo 10

Usa este diagrama para comparar el trabajo de los ingenieros y de los trabajadores de la fábrica.



Socializa 10

El niño quiere ser ingeniero. Pregunta a tus amigos qué quieren ser. Escribe sus respuestas.

_____ quiere ser _____.

Tú decides 10

Si trabajaras en la fábrica de automóviles, ¿qué trabajo quisieras? Escribe qué te gustaría de ese trabajo.

Tarjeta de refuerzo

Visita a una

fábrica de automóviles

Lista de repaso de respuesta a la lectura

- Leí el libro.
- Aprendí algo nuevo.
- Me detuve a recordar qué aprendí.
- Mostré mis ideas.
- Usé ideas del libro.
- Hice mi mejor esfuerzo.
- Estoy orgulloso de mi trabajo.



Visita a una

fábrica de automóviles



D. M. Rice

Asesor

Timothy Rasinski, Ph.D.
Kent State University

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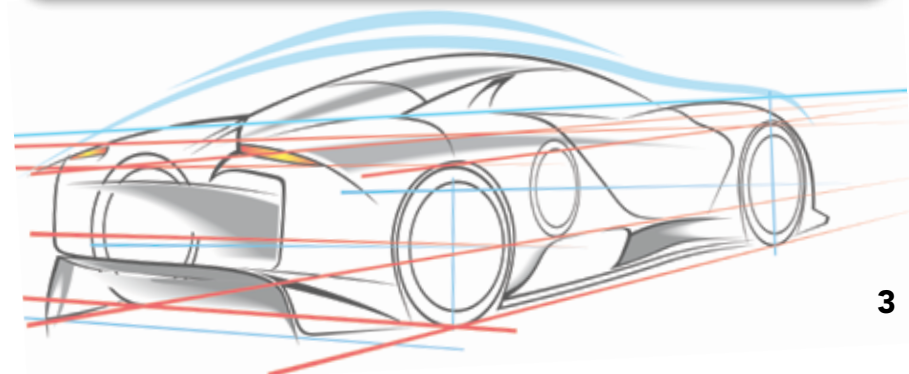
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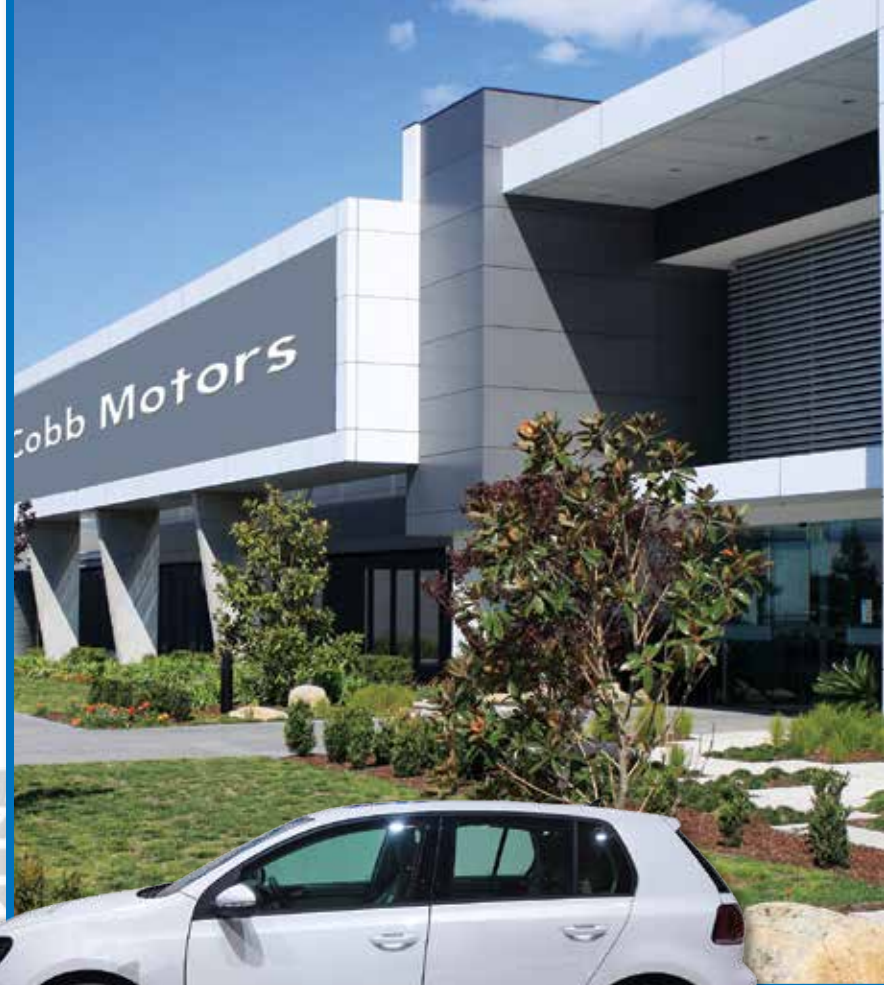
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Vamos a la fábrica



Una mañana, mi papá me despertó temprano.



“¡Sorpresa! —me dijo—. Hoy vendrás conmigo al trabajo”.



*Automóvil es
otra manera
de llamar a los
carros.*

Mi papá tiene el mejor
trabajo del mundo. Trabaja
en una fábrica de automóviles.
Allí fabrican carros.



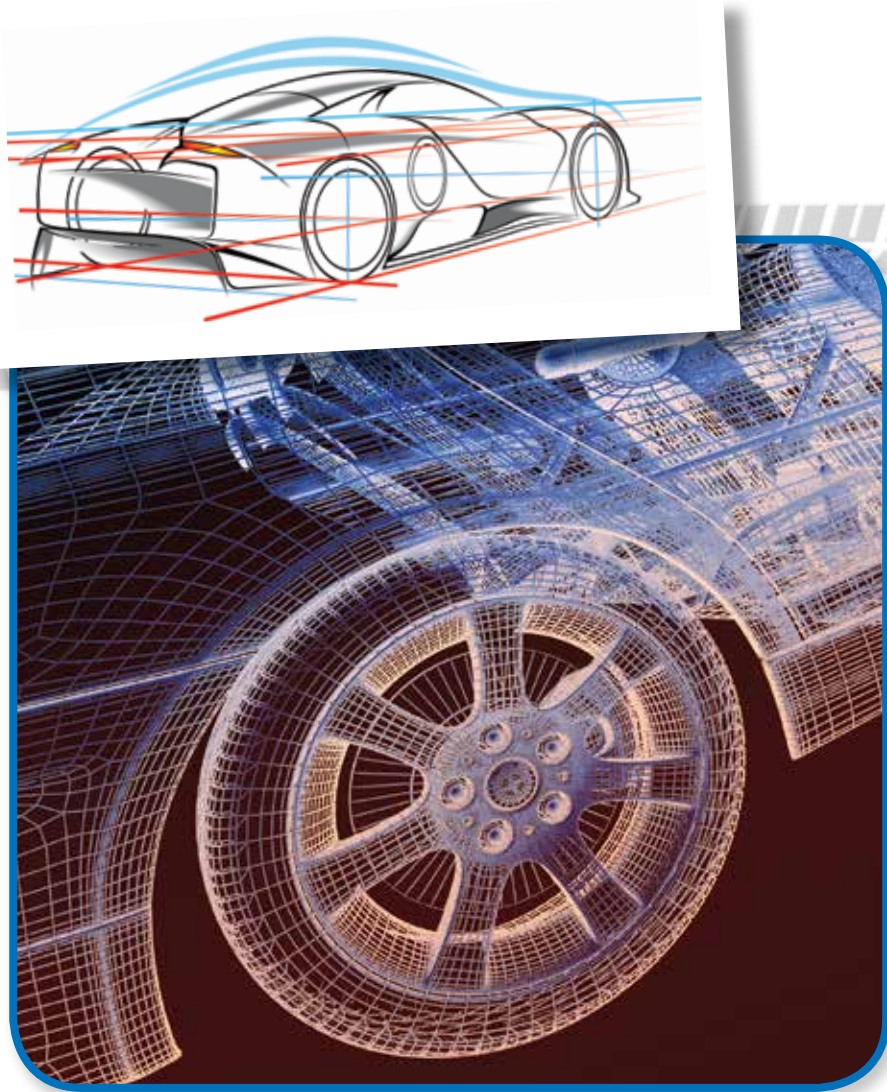
Ingenieros



Mi papá es **ingeniero**. Él ayuda a planear cómo se verá y funcionará el carro.

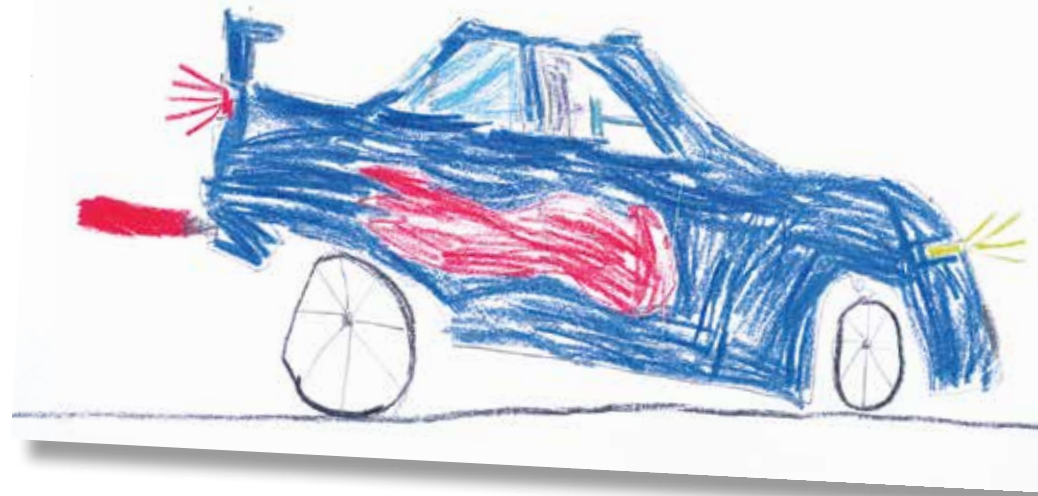
Mi papá trabaja con otros ingenieros. Trabajan juntos para que el automóvil sea seguro y funcione muy bien.





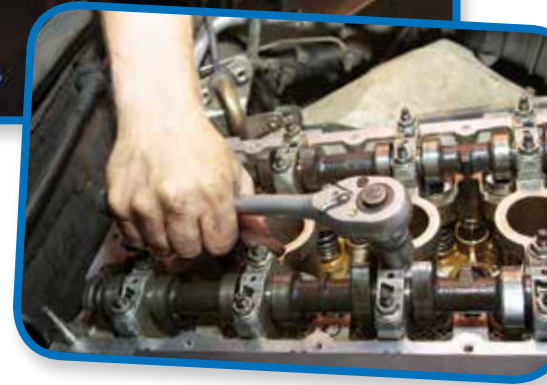
Mi papá y su equipo de trabajo dibujan **planos** como estos.

Los planos pueden ser dibujados con lápiz o bolígrafo. Algunos ingenieros usan la computadora para dibujar sus planos.



Yo también quiero ser ingeniero. Por eso, dibujo mis propios planos.

Las piezas



Cuando los planos están listos, se puede construir el automóvil. Pero primero, los trabajadores de la fábrica deben hacer o comprar todas las piezas.

¡Hay cientos de piezas!



Un automóvil necesita muelles, frenos y volante. Necesita pistones, válvulas y muchas cosas más.



¡No es fácil fabricar un automóvil!

Montaje



Cuando tienen todas las piezas, los trabajadores pueden armar el automóvil. Esto se llama **montaje**.

Trabajan en equipos. Cada equipo arma una parte distinta del automóvil.



Un equipo arma el motor. Otro arma la carrocería. Otro más se encarga de los rines y los neumáticos.



Hay muchos equipos que realizan distintas tareas. Todos son importantes.

Cada equipo revisa su trabajo con mucho cuidado.



Quieren que las personas que viajan en los carros vayan seguras.

Los ingenieros también revisan el trabajo.

Listos para venderse

Cuando los automóviles están terminados, se envían a un **área de embarque**. Desde allí, los automóviles son enviados a las tiendas de carros, o **concesionarios**. A veces, los automóviles son enviados por barco o en camiones. Después, la gente compra los automóviles en las tiendas.



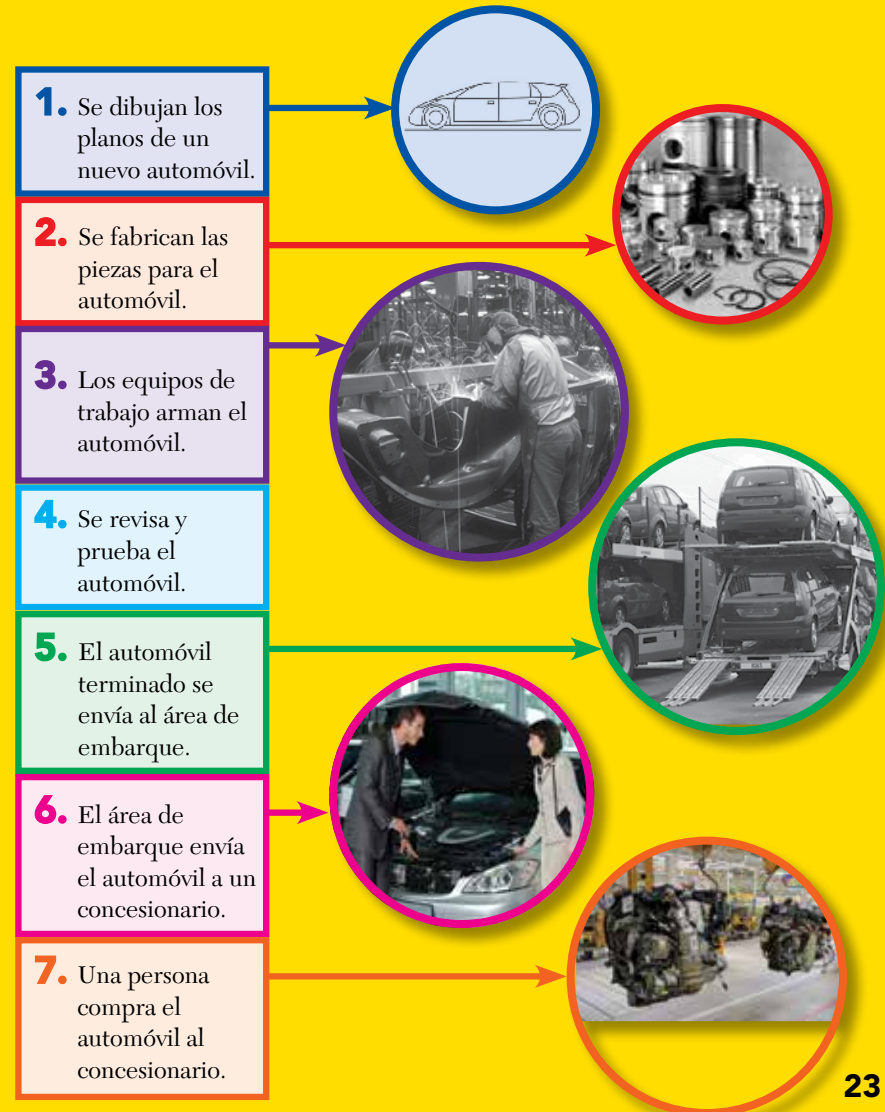
Cuando veo automóviles en la calle, me siento orgulloso de mi papá. Mi papá fabrica automóviles buenos para que las personas los disfruten.



Quando crezca, ¡quiero trabajar en una fábrica de automóviles!

¿Sabes cómo se fábrica un automóvil?

En este gráfico verás cómo.



Glosario



área de embarque



concesionario



ingeniero



montaje



planos