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Mathematics Readers— Level K (Spanish)

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (2 pages)

How to Use This Product (5 pages)

Lesson Plan (11 pages)

Reader (11 pages)

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Grade
K

Teacher Created Materials
PUBLISHING

MATHEMATICS READERS

Teacher's Guide

Spanish
Version

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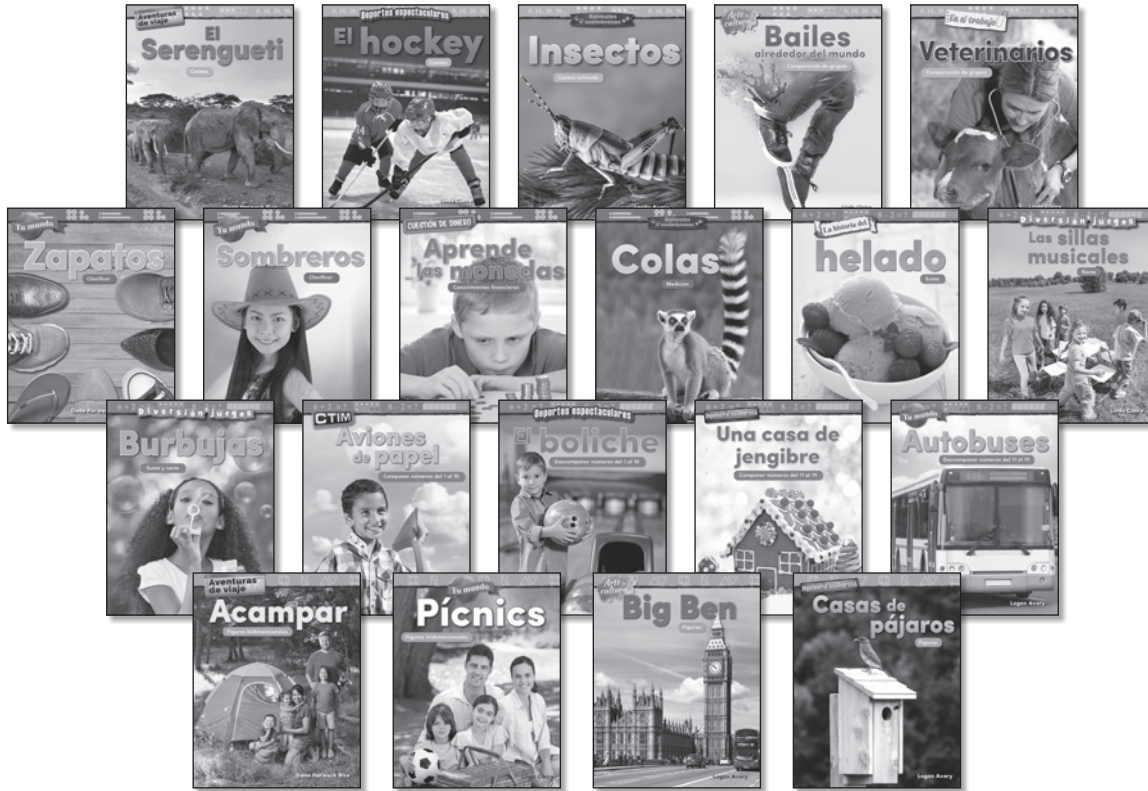
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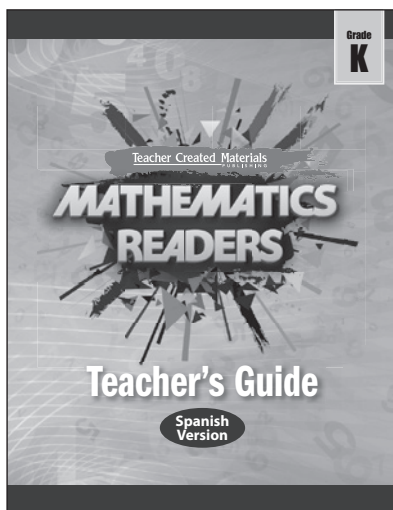
How to Use This Product

Kit Components

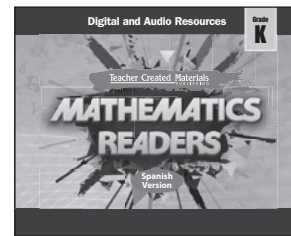
6 copies of 20 books



Teacher's Guide



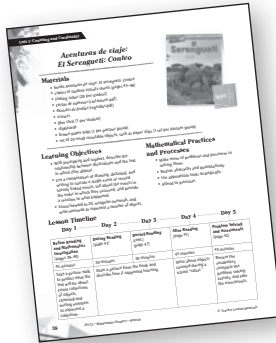
Digital and Audio Resources



How to Use This Product *(cont.)*

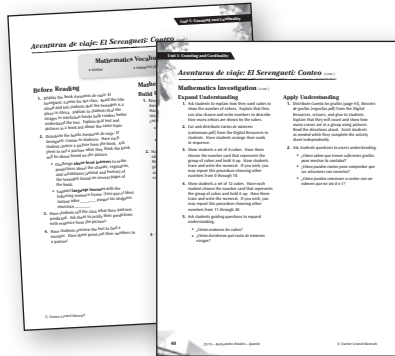
Teacher's Guide

Each five-day lesson sequence is organized in a consistent format for ease of use.



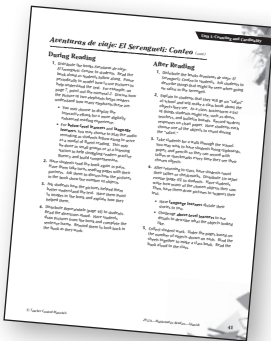
Overview

- The overview page includes learning objectives, a materials list, and a suggested timeline for lesson.



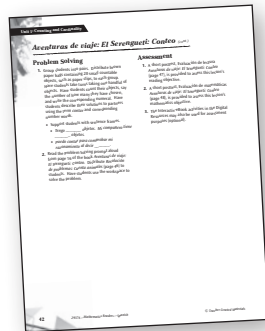
Day 1

- Students are introduced to the book and the math concept or skill.
- Students build, expand, and apply understanding of the math skill with concrete, representational, and abstract activities.



Days 2, 3, and 4

- Students complete reading and writing activities.



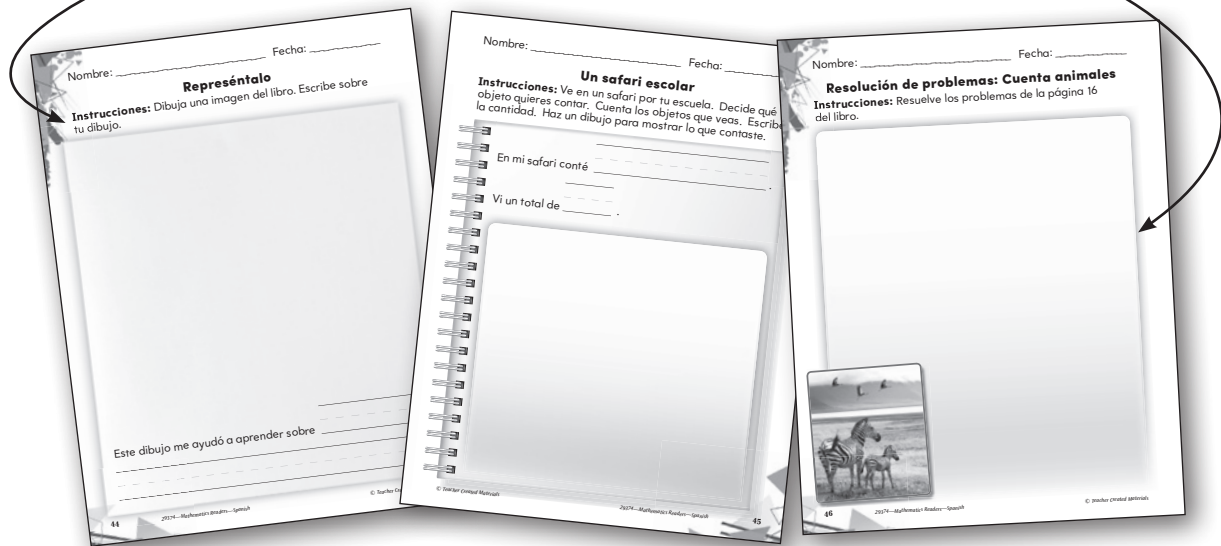
Day 5

- Students take what they've learned and apply it in context in the Problem Solving activity.
- Students take the reading and mathematics assessments.

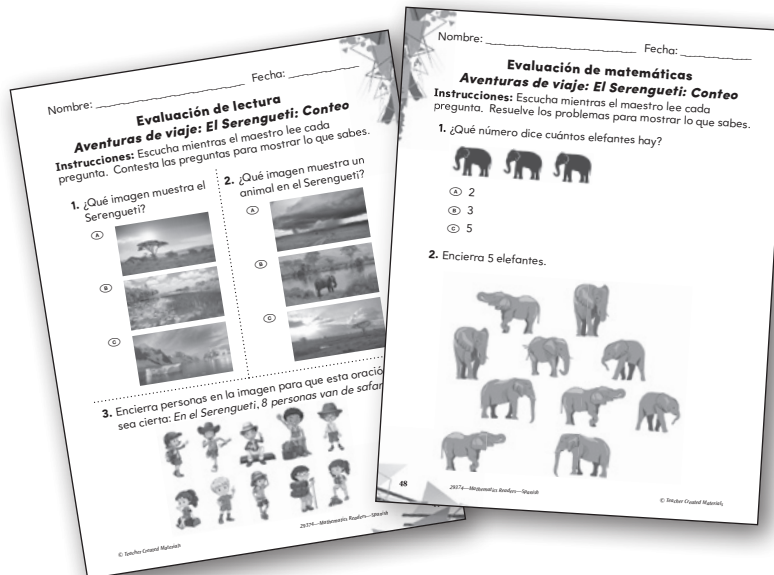
How to Use This Product *(cont.)*

Student Activity Sheets and Assessments

clear directions and activities that promote higher-order thinking skills



reading and math quizzes with text-dependent questions



How to Use This Product *(cont.)*

Pacing and Instructional Setting Options

The following pacing and instructional setting options show suggestions for how to use this product. *Mathematics Readers* is flexibly designed and can be used in tandem with a core curriculum within a mathematics block, literacy block, or both. Teachers should customize pacing according to student need (instruction may need to be extended over more days) and the teacher's preferred instructional frameworks, such as Guided Math or Guided Reading. This suggestion reflects one lesson per book for each of the 20 books. Each lesson spans 5 instructional days and requires 30–45 minutes, for a total of approximately 65 hours over the course of 100 days.

Day	1	2	3	4	5
Activity	Before Reading and Mathematics Investigation	During Reading	During Reading <i>(cont.)</i>	After Reading	Problem Solving and Assessments
Instructional Time	45 minutes	30 minutes	30 minutes	45 minutes	45 minutes

Mathematics Readers within the Guided Math and Balanced Literacy Frameworks

Classroom Environment of Numeracy and Literacy—The books in *Mathematics Readers* contribute to an environment of numeracy and literacy by immersing students in real-world connections to mathematics and by giving students the opportunity to learn outside of content-area silos.

Whole-Class Instruction—The Before Reading activity in each *Mathematics Readers* lesson is a great opportunity to activate students' prior knowledge and capture their interest in a topic.

Small-Group Instruction—The lessons in *Mathematics Readers* offer flexibility that allows students to complete Before Reading, Mathematics Investigation, During Reading, and After Reading activities in small groups or any other preferred instructional setting, depending on student need. These activities have differentiation suggestions and targeted objectives and give students time to work with manipulatives and models.

Workshop—The During Reading, After Reading, and Problem Solving activities in each *Mathematics Readers* lesson can be completed during Math or Reading Workshop, in centers or at workstations, depending on students' previous learning experiences and their need for teacher support.

Conferencing—The Problem Solving activity and assessments in each *Mathematics Readers* lesson offer multiple opportunities for teachers and students to confer about concepts and ideas.

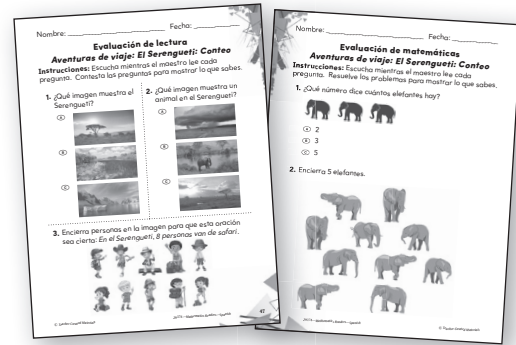
Assessment—*Mathematics Readers* offers multiple formative and summative assessment opportunities. Teachers can gain insight into student learning through reading and mathematics quizzes, small-group observations, analysis of written assignments, and a culminating activity.

How to Use This Product *(cont.)*

Assessment

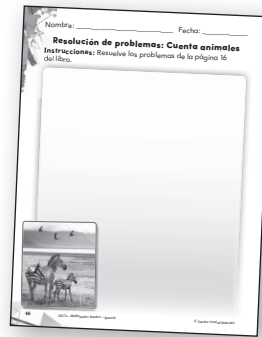
Mathematics Readers offers multiple assessment opportunities. You can gain insight into student learning through reading and mathematics quizzes, small-group observations, analysis of written assignments, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address difficulties that students are experiencing with the curriculum.

Mathematics and Reading quizzes—At the end of each lesson in this Teacher’s Guide are two quizzes—one to assess the reading objective and one to assess the mathematics objective. These short assessments include text-dependent questions and may be used as open-book evaluations.



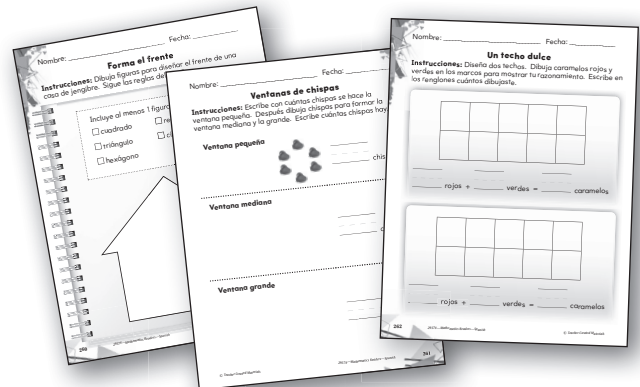
Mathematics and Reading Quizzes

Problem Solving activity—Each lesson includes a multistep problem solving activity that can be used to assess understanding of the mathematical concepts or skills.



Problem Solving Activity

Culminating activity—The culminating activity asks students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.



Culminating Activity

Progress monitoring—There are several points throughout each lesson when useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.

Animales asombrosos: Insectos: Conteo salteado



Materials

- books *Animales asombrosos: Insectos: Conteo salteado*
- copies of student activity sheets (pages 65–70)
- counters (30 per student)
- *Catarinas* (catarinas.pdf)
- *Tabla de centenas con números faltantes* (faltantes.pdf)
- *Cartas de décadas* (decadas.pdf)
- *Tabla de centenas* (centenas.pdf)
- crayons (1 per student)

Learning Objectives

- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Use patterns to skip count to 100 by tens.

Mathematical Practices and Processes

- Reason abstractly and quantitatively.
- Model with mathematics.
- Use appropriate tools strategically.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Lesson Timeline

Day 1 Day 2 Day 3 Day 4 Day 5

Before Reading and Mathematics Investigation (pages 61–62)	During Reading (page 63)	During Reading (cont.) (page 63)	After Reading (page 63)	Problem Solving and Assessments (page 64)
45 minutes	30 minutes	30 minutes	45 minutes	45 minutes
Name the author and make predictions about the text. Count objects to skip count by tens.	Identify the author’s work in the book and describe what they learned from it.		Answer a question about bugs using information from the book.	Review the vocabulary, complete the problem solving activity, and take the assessments.

Animales asombrosos: Insectos: Conteo salteado (cont.)

Mathematics Vocabulary

- conteo salteado
- patrones
- diez

Before Reading

1. Display the book *Animales asombrosos: Insectos: Conteo salteado* for the class. Point out the author's name on the front cover. Explain that the author's job is to write words for books.
2. Read the title and back cover aloud. Ask students to predict what they think the author wants them to learn by reading the book. Have them justify their responses with evidence from the title and back cover.
3. Preview the pages in the book with numerals. Read the numerals. Ask students to predict the mathematics they think the author wants them to learn.

Mathematics Investigation

Build Understanding

1. Have students examine the image of the ladybugs on page 19 of the books *Animales asombrosos: Insectos: Conteo salteado*. Point out the dots on their backs. Read the vocabulary words aloud. Guide students to create student-friendly definitions.
 - *¿Qué observan sobre los puntos que tienen las catarinas?*
 - *¿Cómo pueden usar números para describir las catarinas y los puntos? ¿Cómo pueden contar para comprobar que tienen razón?*
2. Distribute *Catarinas* (catarinas.pdf) from the Digital Resources and counters to students. Tell students the counters stand for dots on the backs of ladybugs. Tell students that each ladybug has 10 dots on its back. Have students use the counters to find how many total dots there are on all the ladybugs.
 - Support **below-level learners** by giving them ten frames to organize their work.
 - Have **above-level learners** describe how the numbers 2 and 20 are alike and different.
 - Confirm that **language learners** understand they are counting dots, not ladybugs.
3. Ask students guiding questions to build understanding.
 - *¿Cómo están verificando que cada catarina tiene 10 puntos?*
 - *Además de contar de uno en uno, ¿cómo pueden contar la cantidad total de puntos?*
 - *¿En qué se diferencia contar de diez en diez de contar de uno en uno?*
 - *¿Cómo se relaciona la cantidad de catarinas con la cantidad de puntos?*

Animales asombrosos: Insectos: Conteo salteado (cont.)

Mathematics Investigation (cont.)

Expand Understanding

1. Ask students to explain how counters help them skip count by tens. Explain to students that a hundreds chart is another tool to help them skip count by tens.
2. Distribute *Tabla de centenas con números faltantes* (faltantes.pdf) and cut *Cartas de décadas* (decadas.pdf) from the Digital Resources to students. Ask students how they can use the cards to fill in the missing numbers on the charts. Have students read each number card as they complete the charts.
3. Ask students guiding questions to expand understanding.
 - *¿Qué patrones observan en la tabla de centenas antes de completar los números que faltan?*
 - *¿Qué patrones observan en los números de las cartas?*
 - *¿Qué estrategias están usando para asegurarse de que estén colocando las cartas correctamente?*
 - *¿De qué manera las tablas de centenas les ayudan a contar de diez en diez?*

Apply Understanding

1. Distribute *Orugas patonas* (page 65) to students. Read the directions aloud to students. Remind students that each circle of the bugs' bodies must have 10 legs. You may wish to have *Tabla de centenas* (centenas.pdf) from the Digital Resources available for students to support them as they work.
2. Ask students questions to assess understanding.
 - *¿Contar de uno en uno es la mejor manera de contar las patas? Explíquenlo.*
 - *¿De qué manera contar de diez en diez les ayuda a hallar la cantidad de patas?*
 - *¿Qué estrategias están usando para asegurarse de que estén dibujando y contando correctamente?*
 - *¿Cómo se relaciona la cantidad de círculos con la cantidad de patas?*
 - *¿Cómo saben que su número está escrito correctamente?*

Animales asombrosos: Insectos: Conteo salteado (cont.)

During Reading

1. Distribute the books *Animales asombrosos: Insectos: Conteo salteado* to students. Have students identify the author's name and point out where they found it. Read the name aloud. Remind students the author is the person who wrote the words in the book. Read the book aloud as students follow along. As you read, ask students to identify words on the page and describe what they learned from them. For example, after reading pages 4–5, readers learn that grasshoppers jump.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
 - For **below-level learners** and **language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station to help struggling readers practice fluency and build comprehension.
2. Distribute *Un autor servicial* (page 66) to students. Read the directions aloud. Remind them to look back at the author's words in the book to help them.
 - Challenge **above-level learners** to create an additional page for the book, including a sentence about a bug and a picture that matches.

After Reading

1. Distribute the books *Animales asombrosos: Insectos: Conteo salteado* to students. Use choral reading to reread the book. Ask students to share something bugs can do. Have them identify the pages where they found the information.
2. Distribute *Insectos activos* (page 67) to students. Read the directions aloud. Have students complete the activity sheets independently.
 - Support **language learners** by helping them find action words in the book to support their writing.

Animales asombrosos: Insectos: Conteo salteado (cont.)

Problem Solving

1. Distribute *Tabla de centenas* (centenas.pdf) from the Digital Resources and crayons to students. Have students color each number they say when counting by tens. Have them describe their counts and charts using the terms *conteo salteado*, *diez*, and *patrones*.
 - Support students with sentence frames.
 - *Los números que coloreé son _____.*
 - *Sé que coloreé los números correctos porque _____.*
 - *Me doy cuenta de que los números que coloreé _____.*
2. Read the Problem Solving prompt aloud from page 16 of the book *Animales asombrosos: Insectos: Conteo salteado*. Distribute *Resolución de problemas: Conteo salteado* (page 68) to students. Have students use the workspace to solve the problem.

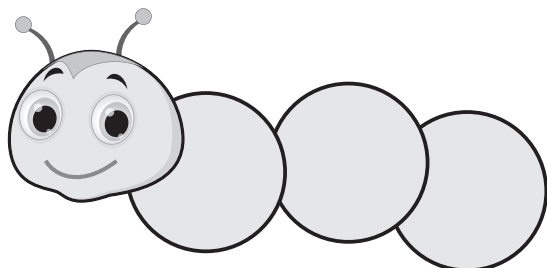
Assessment

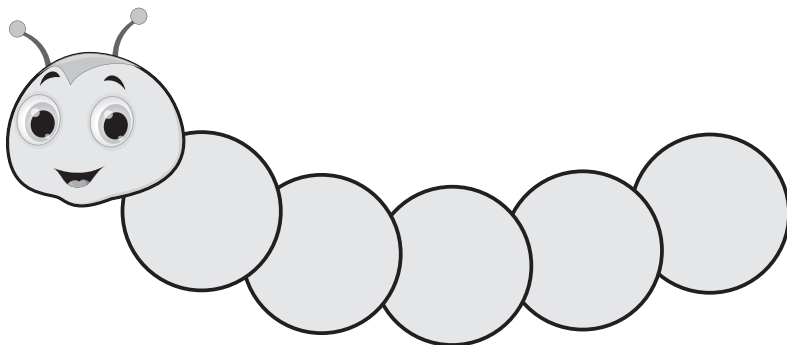
1. A short posttest, *Evaluación de lectura Animales asombrosos: Insectos: Conteo salteado* (page 69), is provided to assess this lesson's reading objective.
2. A short posttest, *Evaluación de matemáticas Animales asombrosos: Insectos: Conteo salteado* (page 70), is provided to assess this lesson's mathematics objective.
3. The Interactiv-eBook activities in the Digital Resources may also be used for assessment purposes (optional).

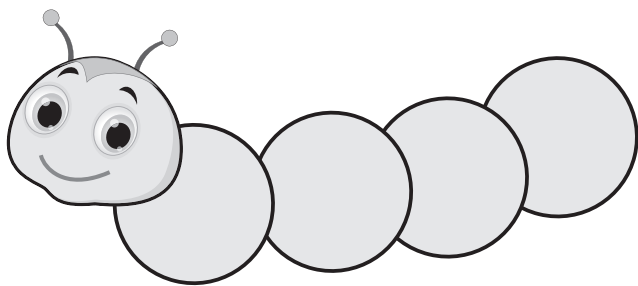
Nombre: _____ Fecha: _____

Orugas patonas

Instrucciones: Dibuja 10 patas en cada círculo del cuerpo de las orugas. Escribe cuántas patas tiene cada oruga.







Nombre: _____ Fecha: _____

Un autor servicial

Instrucciones: Escribe algo que te enseñó el autor sobre los insectos. Dibuja algo relacionado con lo que escribiste.

The page is designed to look like a spiral notebook. On the left side, there is a vertical spiral binding. The writing area consists of six sets of horizontal lines, each set including a solid top line, a dashed middle line, and a solid bottom line. Below the writing area is a large rectangular area enclosed by a dotted line, intended for drawing. The page is otherwise blank.

Nombre: _____ Fecha: _____

Insectos activos

Instrucciones: ¿Qué pueden hacer los insectos?
Escribe y dibuja sobre qué pueden hacer.

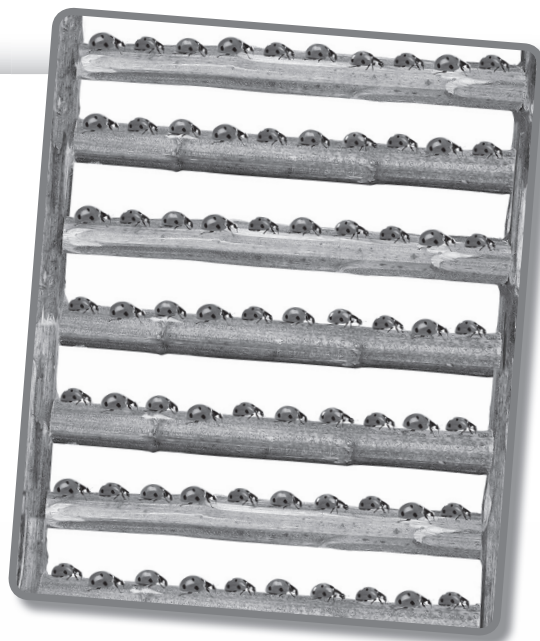
Los insectos pueden _____



Nombre: _____ Fecha: _____

Resolución de problemas: Conteo salteado

Instrucciones: Resuelve los problemas de las páginas 16 y 17 del libro.



Evaluación de lectura *Animales asombrosos:* *Insectos: Conteo salteado*

Instrucciones: Escucha mientras el maestro lee cada pregunta. Contesta las preguntas para mostrar lo que sabes.

1. ¿Cuál es el trabajo de un autor?

- (A) dibujar
- (B) leer
- (C) escribir

2. ¿Quién es el autor del libro?

- (A) Logan Avery
- (B) Insectos
- (C) Animales asombrosos

3. Encierra el trabajo del autor.



Evaluación de matemáticas *Animales asombrosos: Insectos: conteo salteado*

Instrucciones: Escucha mientras el maestro lee cada pregunta. Resuelve los problemas para mostrar lo que sabes.

1. ¿Qué número sigue?

0, 10, 20, 30, _____

(A) 10

(B) 30

(C) 40

2. ¿Qué número falta?

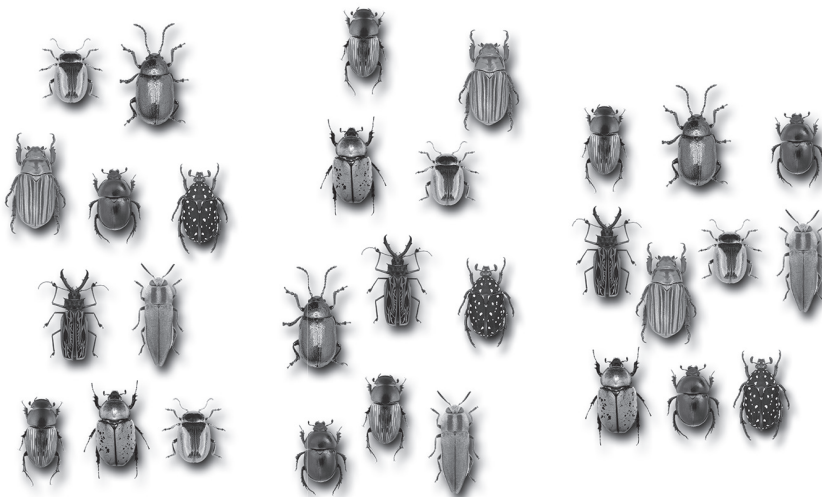
0, 10, 20, 30, 40, 50, 60, _____, 80, 90, 100

(A) 10

(B) 70

(C) 80

3. Encierra grupos de 10 insectos. Escribe cuántos insectos hay.



insectos

0, 10, 20, 30...



0, 10, 20, 30...



**Animales
asombrosos**



Insectos

Conteo salteado

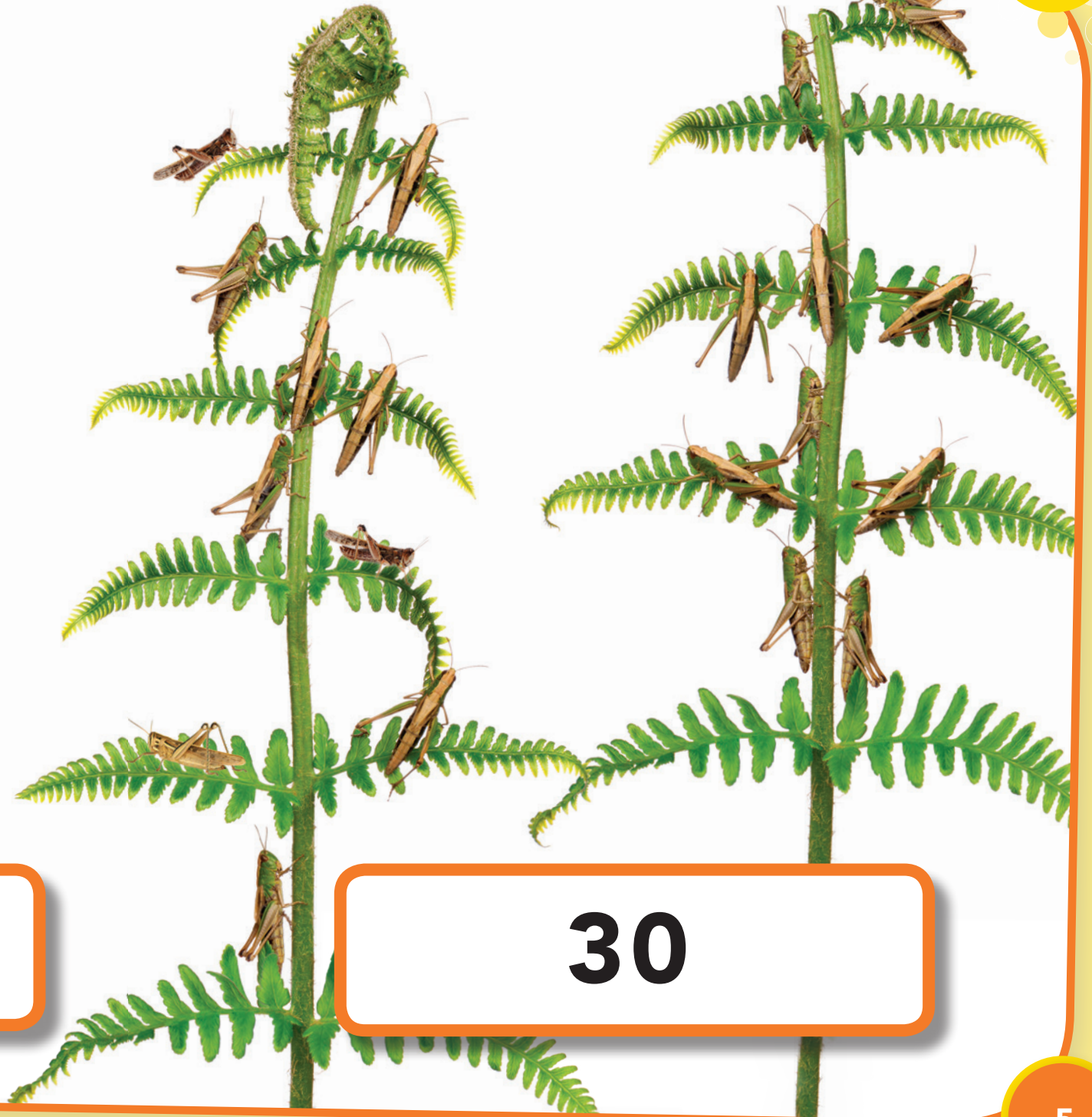
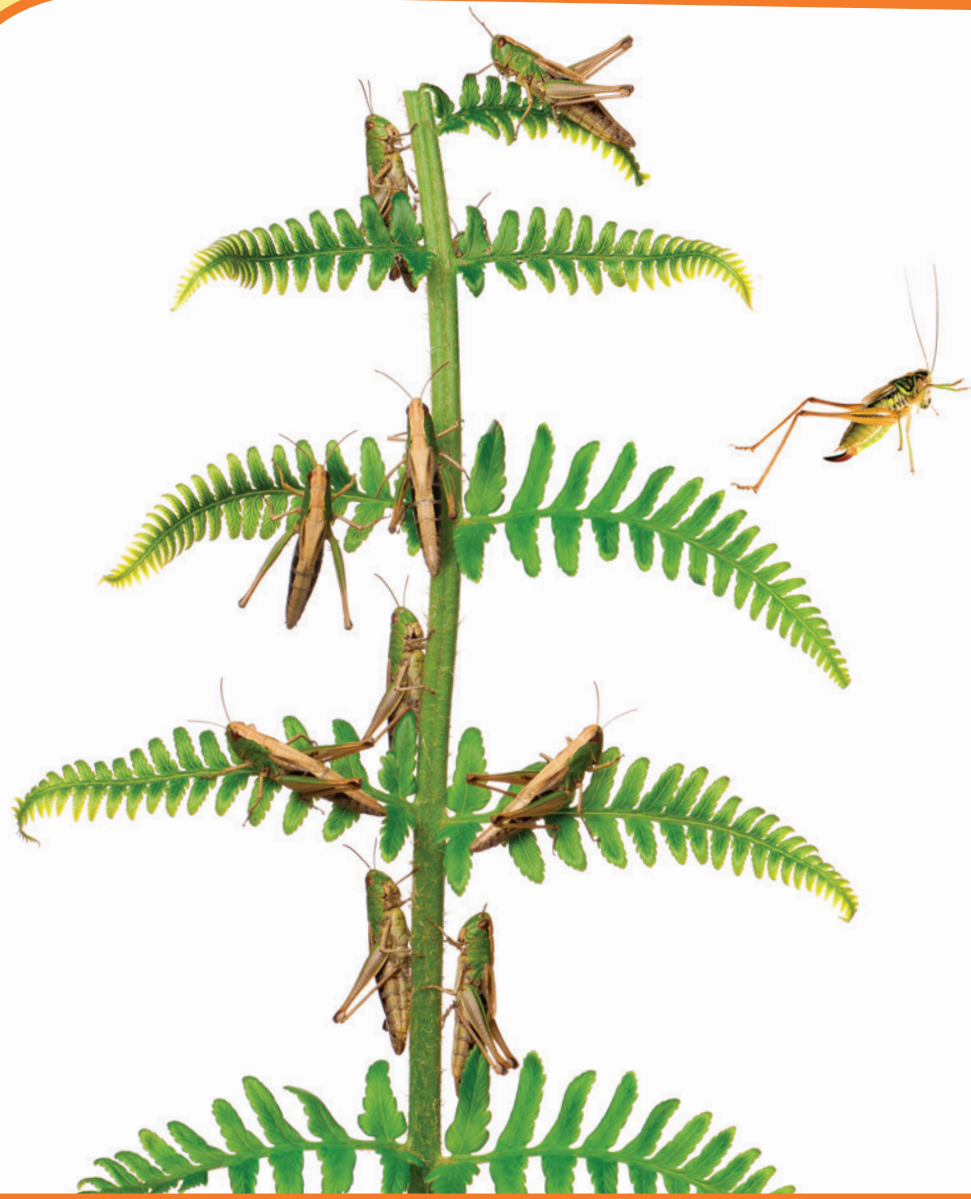


Logan Avery



Las hormigas trabajan.

10



Los saltamontes saltan.

30



Las moscas se posan.

40



Las abejas zumban.



50



Las palomillas se agitan.

60



Los escarabajos trepan.

90



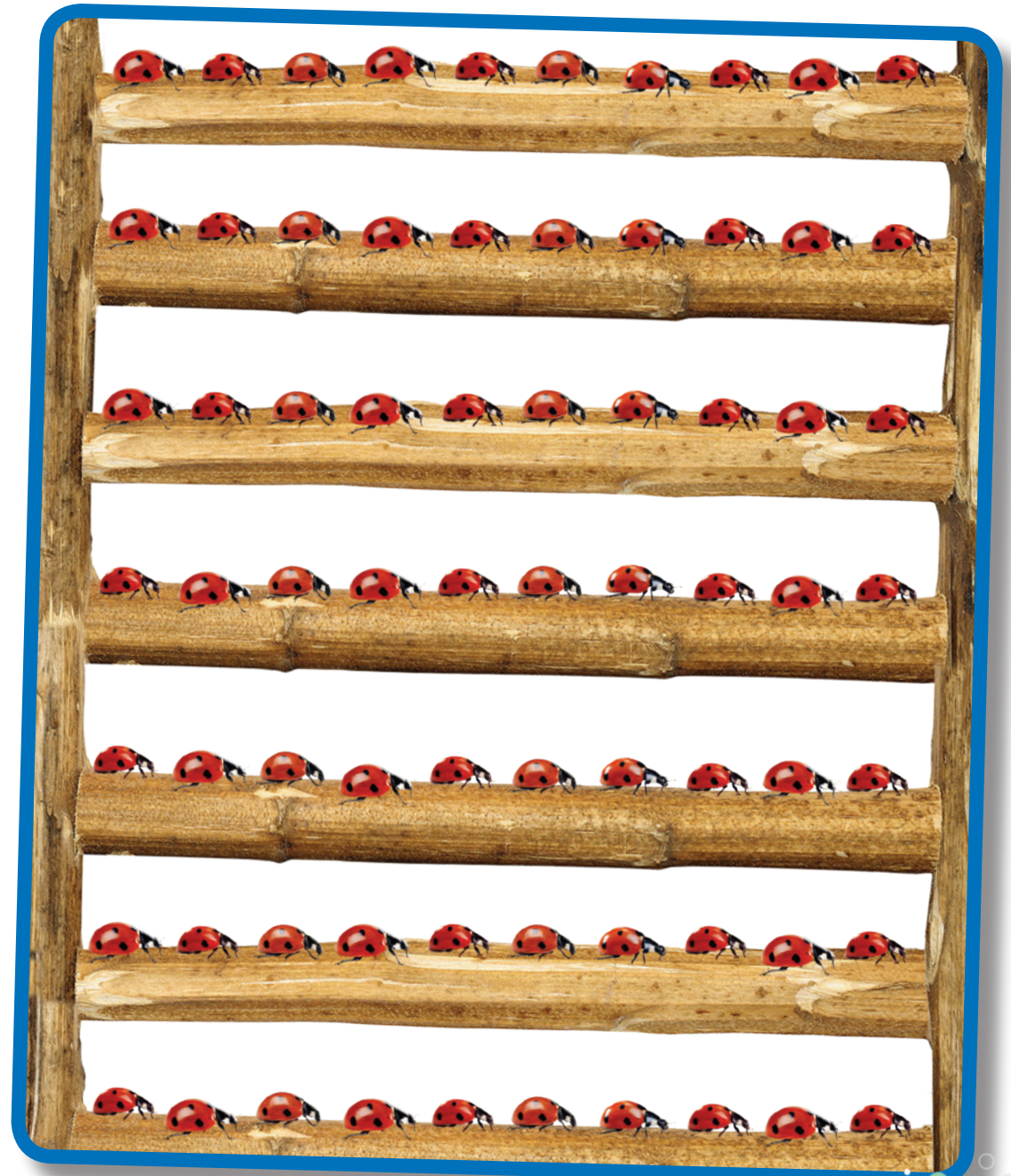
Las luciérnagas brillan.

100

⚙️ Resolución de problemas

Unas catarinas se posan en unos troncos. Cuenta los troncos. Luego, cuenta las catarinas de diez en diez. Escribe números para completar las oraciones.

1. Hay _____ troncos.
2. Hay _____ catarinas.



Soluciones

1. 7

2. 70



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Hablemos de matemáticas

1. Usa una tabla de centenas para contar de diez en diez. ¿Qué patrones observas?
2. ¿Cuál es la diferencia entre contar de diez en diez y contar de uno en uno?