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**TIME for Kids  
Nonfiction Readers—  
Upper Emergent  
(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** (11 pages)

To Create a World <sup>in</sup> which  
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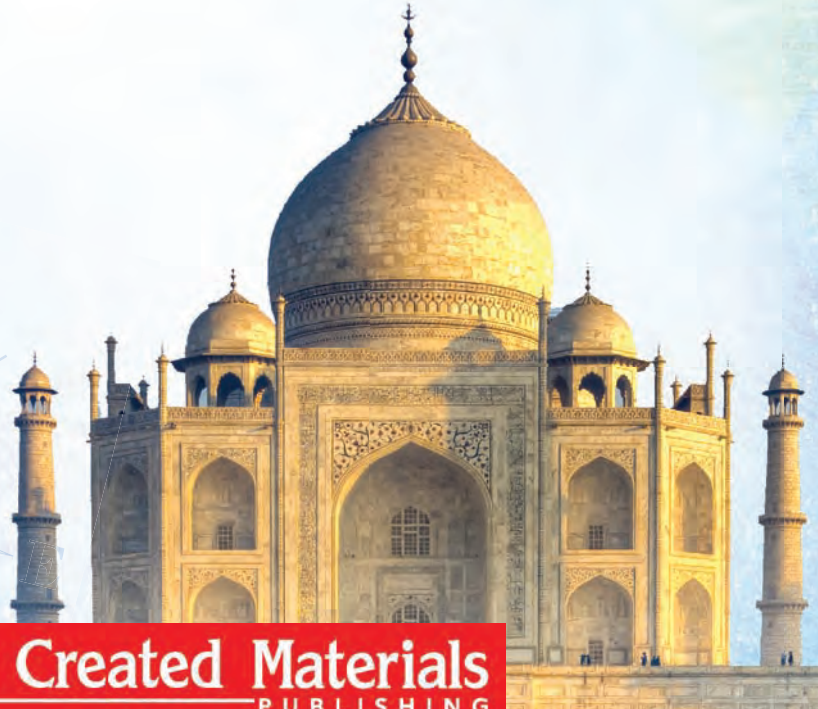


**TIME**  
**FOR KIDS**  
**Nonfiction**  
*Readers*



**Upper Emergent**  
**Teacher's Guide**

**Spanish**  
**Version**



**Teacher Created Materials**  
PUBLISHING

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# How to Use This Product

## Kit Components

### Trio 1



### Trio 2



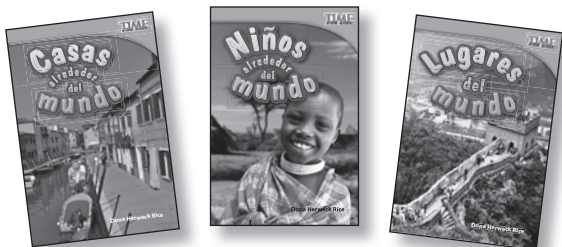
### Trio 3



### Trio 4



### Trio 5

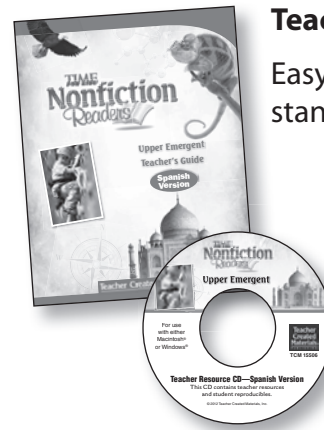


### Teacher's Guide

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

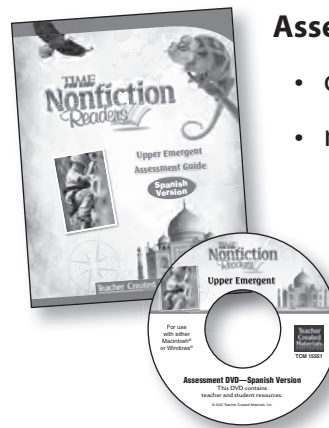


### Assessment Guide

- oral reading records
- multiple-choice tests

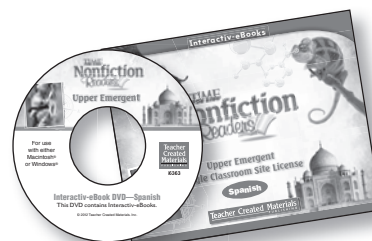
### Assessment DVD

- placement test
- assessments in both electronic and printable form



### Interactiv-eBooks Single Classroom Site License

Interactiv-ebooks with embedded audio, videos, and activities

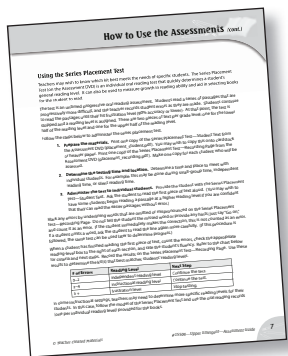




# How to Use This Product *(cont.)*

## 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.

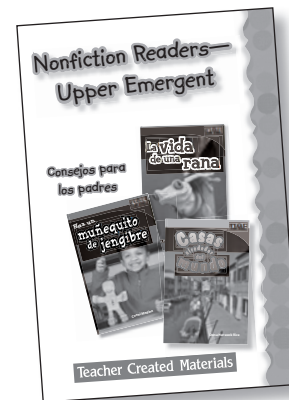


**4. Prepare assessment resources.**

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.**

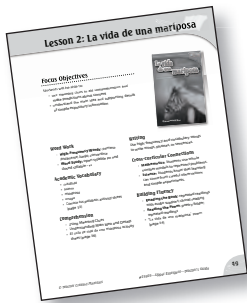
Send the Parent Tips booklet (found on the Teacher Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.



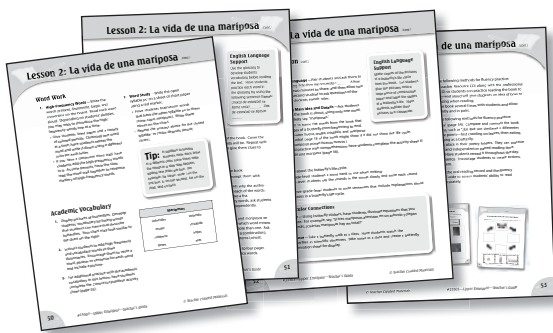
# How to Use This Product *(cont.)*

## Teaching a Lesson

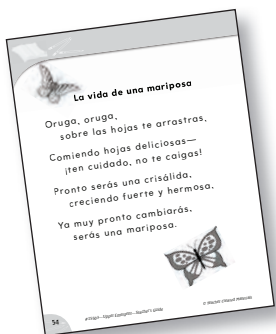
Each eight-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a fluency poem, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs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



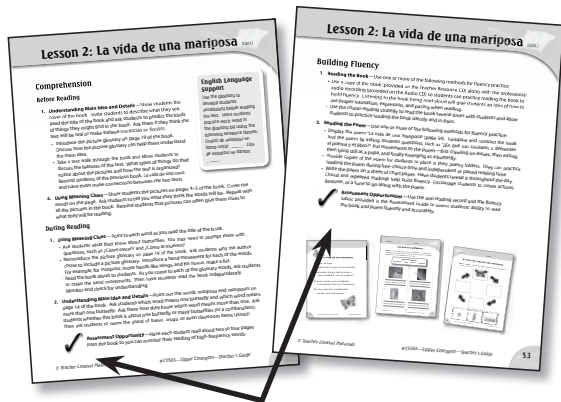
The student activity sheets can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-level students or as independent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



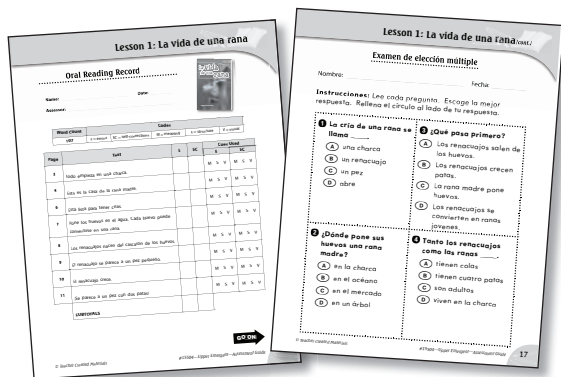
## Using Technology Options

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 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.

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 Upper Emergent level (levels 1.5 through 1.9) is designed for students in the second semester of grade one. Each book in the Upper Emergent kit has 20 pages. There are six copies each of the 15 titles.

**Level 1.5:** *La vida de una rana; La vida de una mariposa; La vida de una abeja*

**Level 1.6:** *Cosas con alas; La vida marina; ¡Locos por insectos y arañas!*

**Level 1.7:** *Haz papel picado; Haz un dragón del Año Nuevo Chino; Haz un muñequito de jengibre*

**Level 1.8:** *Mantenerse sano; Mantenerse en forma con deportes; Comer bien*

**Level 1.9:** *Casas alrededor del mundo; Niños alrededor del mundo; Lugares del mundo*

## Leveling Components

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

### Level 1.5

- introduction of two-sentence paragraphs
- introduction of possessives
- use of one photograph for two pages of text
- introduction of picture glossaries
- introduction of varied placements of text on a page
- introduction of varied narrators

- introduction of possessives with apostrophes
- reduced font size

### Level 1.6

- use of multiple photos with varied placement on the page
- some decreased photo and text correlation
- introduction of table of contents

### Level 1.7

- introduction of paragraph indentations
- use of contractions
- some use of multiple sentences within one paragraph
- some use of elevated vocabulary
- introduction of multiple punctuation types used within the same paragraph

### Level 1.8

- introduction of multiple paragraphs on a page
- limited text support from photos
- introduction of numbered/bulleted lists
- additional use of illustrations other than photos (diagrams, charts, graphs, etc.)

### Level 1.9

- some multiple paragraphs on a single page
- clear flow and link of text from one page to the next
- decreased photo and text correlation
- some complex sentence structures
- text-heavy pages



# 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: Upper Emergent* 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.

Upper Emergent Title	Word Count	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Measure
<i>La vida de una rana</i>	107	1.5	E	8	8	180L
<i>La vida de una mariposa</i>	99	1.5	E	8	8	190L
<i>La vida de una abeja</i>	101	1.5	E	8	8	260L
<i>Cosas con alas</i>	148	1.6	F	10	10	300L
<i>La vida marina</i>	179	1.6	F	10	10	300L
<i>¡Locos por insectos y arañas!</i>	171	1.6	F	10	10	380L
<i>Haz papel picado</i>	204	1.7	G	12	12	230L
<i>Haz un dragón del Año Nuevo Chino</i>	204	1.7	G	12	12	320L
<i>Haz un muñequito de jengibre</i>	198	1.7	G	12	12	360L
<i>Mantenerse sano</i>	210	1.8	H	14	14	160L
<i>Mantenerse en forma con deportes</i>	241	1.8	H	14	14	280L
<i>Comer bien</i>	219	1.8	H	14	14	260L
<i>Casas alrededor del mundo</i>	288	1.9	I	16	16	360L
<i>Niños alrededor del mundo</i>	272	1.9	I	16	16	140L
<i>Lugares del mundo</i>	272	1.9	I	16	16	330L

# 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 5: La vida marina

## Focus Objectives

Students will be able to:

- use meaning clues to aid comprehension and make predictions about content
- use prior knowledge and experience to relate to new information



## Word Work

- **High-Frequency Words:** *muchos, viven, poco*
- **Word Study:** closed syllables *-an* and *-os*

## Academic Vocabulary

- *alga marina*
- *arrecife de coral*
- *ballena*
- *caballito de mar*
- *cangrejo*
- *erizo de mar*
- *estrella de mar*
- *rape*
- *tiburón*
- *Conoce tus palabras* activity sheet (page 79)

## Comprehension

- Using Meaning Clues
- Using Prior Knowledge
- *Hechos de la vida marina* activity sheet (page 80)

## Writing

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

## Cross-curricular Connections

- **Science:** Students know that differences exist among individuals of the same kind of plant or animal.
- **Mathematics:** Students understand that numerals are symbols used to represent quantities or attributes of real-world objects.

## Building Fluency

- **Reading the Book:** repeated readings with audio support; choral reading
- **Reading the Poem:** poetry folder; repeated readings
- "La vida marina" poem (page 78)



# Lesson 5: La vida marína (cont.)

## Word Work

- 1. High-Frequency Words**—Write the words *muchos*, *viven*, and *poco* on the board. Read each word aloud. Depending on students' abilities, you may wish to introduce the high-frequency words one at a time.
  - Provide students with letter stamps. On chart paper, write the word *viven*. Have students spell the word with letter stamps. Then have students read the word, spell it, and say the word again. Repeat the procedure with each of the words.
  - If you have a classroom word wall, have students add the high-frequency words to it. As time permits, have the class read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Write the closed syllable *-an* on a sheet of chart paper using a red marker.
  - Have students brainstorm words that have the closed syllable *-an* (*antes*, *cangrejo*, *nadan*). Write these words on the chart.
  - Repeat the process above for the closed syllable *-os* (*costa*, *lobos*, *focos*, *mamíferos*).

**Tip:** When reading words from the list, have students clap when you say the closed syllable and spread out their hands when you say the rest of the word. For example, clap when saying the *can-* in *cangrejo* and spread hands wide when reading the *-grejo*. This will help students clearly identify the closed syllable and its sounds.

## Academic Vocabulary

1. Display a picture of the ocean. List things that students can name that are found in the sea. Your chart may look similar to the chart on the right.
2. Instruct students to add high-frequency and vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a picture.
3. For additional practice with the academic vocabulary in this lesson, have students complete the *Conoce tus palabras* activity sheet (page 79).

Cosas en el mar	
arena	agua
medusas	cangrejos
piedras	estrellas de mar
conchas marinas	alga marina
barcos	barcos hundidos
tiburones	anguilas

## Comprehension

### Before Reading

- Using Meaning Clues**—Prior to showing students the front cover, show them the glossary on page 19 of the book.
  - Read the words and look at the pictures together. Ask students to predict what the book will be about and whether they think the book will be nonfiction or fiction (*no ficción* or *ficción*).
  - Display the front cover. Ask students if they would like to add to or change their predictions. Explain to students that good readers change their predictions as they read and get more clues from the text.
- Using Prior Knowledge**—Read the title of the book aloud. Ask students what they know about the sea and the animals that live in the sea. Have students do a quick sketch of what the sea looks like below the water. Ask students not to focus on details but rather draw as many different kinds of sea life as they can think of. Allow students to share their sketches and to tell about what they know about sea life prior to reading.

### English Language Support

When students are sharing their sea drawings, encourage detailed responses involving shape, color, and behavior. Model prompts such as *Por favor describe \_\_\_\_\_*, or *Dame más detalles*.

**Note:** You may wish to post a chart with prompts and responses for students to refer to.

### During Reading

- Using Meaning Clues**—Take a text walk through the book with students and allow them to discuss the features of the text. What types of things do they notice about the pictures and how the book progresses? (*Las imágenes muestran diferentes animales que viven en el mar.*)
- Using Prior Knowledge**—Read the title of the book to students, pointing to each word as you read it. Explain to students that you are going to read the book and think out loud to connect what you know about sea life to what you are reading.
  - After each page, pause and model thinking aloud. For example, after reading “Los caballitos de mar viven en el agua poco profunda” say, “Yo sé que los caballitos de mar son pequeños y no nadan bien. Deben usar las olas marinas para moverse.” Explain that doing think-alouds and referring back to the text helps build comprehension.
  - Read the book aloud to students, pausing to model connecting prior knowledge. Then have students read the book independently. Monitor and check for understanding.



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

# Lesson 5: La vida marína (cont.)

## Comprehensión (cont.)

### After Reading

- 1. Using Prior Knowledge**—Ask students to list the sea creatures that were named in the book.
  - Then ask students which of those sea creatures were listed on their *Cosas en el mar* chart.
  - Ask students why plants are included in the book about sea life. Be sure they understand that both plants and animals are living things.
  - For additional practice with comprehension, have students complete the *Hechos de la vida marina* activity sheet (page 80).
- 2. Building Oral Language**—Review the color photos in the book. Model using adjectives to talk about each sea creature. Then ask pairs of students to discuss each picture using adjectives. Finally, as a class, discuss the coloration and body features of sea and land animals.

### English Language Support

Review the main idea of the book with students. (*Muchos animales y plantas viven en el mar*). Challenge students to add a page to the book, writing about another sea creature and illustrating it. Display these pages in the classroom.

## Writing

Have students write about their favorite sea life.

- Give below-grade-level students a word bank to use when writing.
- Have on-grade-level students say the sounds in the words slowly and write each sound they hear.
- Encourage above-grade-level students to write sentences that include descriptive language.

### Cross-curricular Connections



**Science**—Discuss with students the differences in breathing between sea creatures that need to come up for air, such as whales (*ballenas*), seals (*focas*), and sea turtles (*tortugas de mar*) and those that do not. If possible, show students pictures from reference books or the Internet.



**Math**—Have students count the fish in the book—a challenge because some pages show a great number of fish. Let students compare their findings page by page.



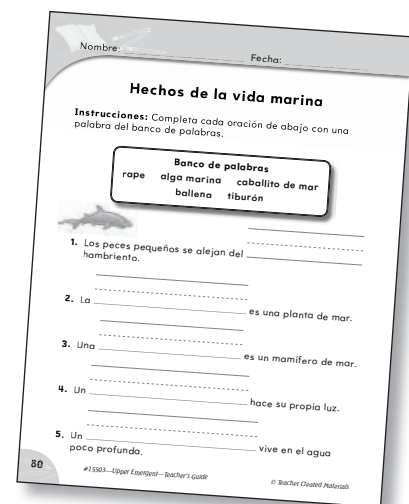
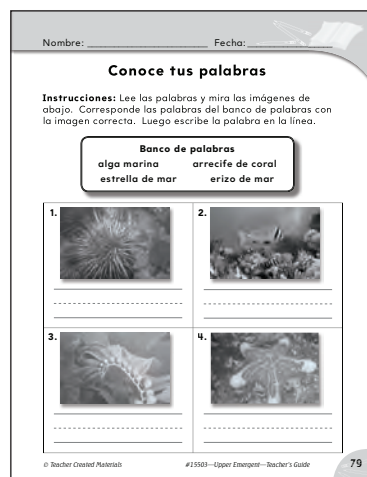
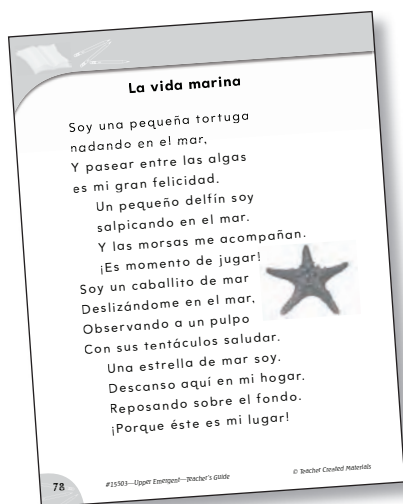
# Lesson 5: La vida marina (cont.)

## Building Fluency

- 1. Reading the Book**—Use one or more 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 more of the following methods for fluency practice:
  - Display the “La vida marina” poem (page 78). Compare and contrast the book and the poem by asking students questions, such as “¿En qué son similares o diferentes el poema y el libro?” Let students enact the poem by adding corresponding movements.
  - Provide copies of the poem for students to place in their poetry folders. They can practice reading the poem during free-choice time and independent or paired reading time.
  - Write the poem on a sheet of chart paper. Take time to reread it 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.





## La vida marina

Soy una pequeña tortuga  
nadando en el mar,  
Y pasear entre las algas  
es mi gran felicidad.

Un pequeño delfín soy  
salpicando en el mar.

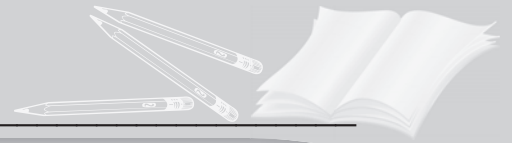
Y las morsas me acompañan.

¡Es momento de jugar!

Soy un caballito de mar  
Deslizándome en el mar,  
Observando a un pulpo  
Con sus tentáculos saludar.



Una estrella de mar soy.  
Descanso aquí en mi hogar.  
Reposando sobre el fondo.  
¡Porque éste es mi lugar!

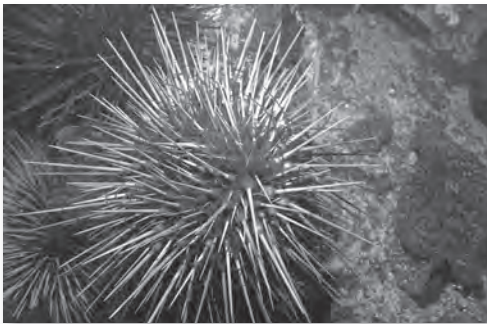


# Conoce tus palabras

**Instrucciones:** Lee las palabras y mira las imágenes de abajo. Corresponde las palabras del banco de palabras con la imagen correcta. Luego escribe la palabra en la línea.

**Banco de palabras**  
alga marina      arrecife de coral  
estrella de mar      erizo de mar

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.

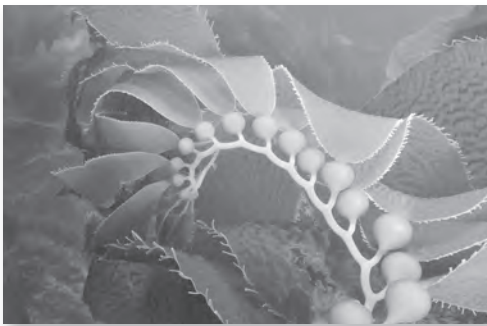


\_\_\_\_\_

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\_\_\_\_\_

3.

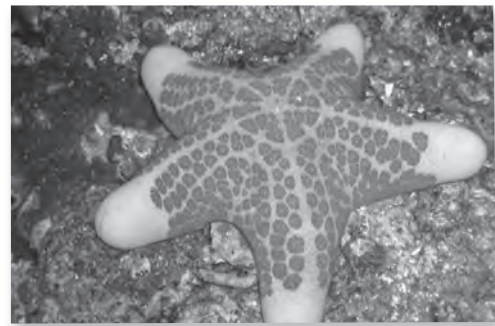


\_\_\_\_\_

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\_\_\_\_\_

4.



\_\_\_\_\_

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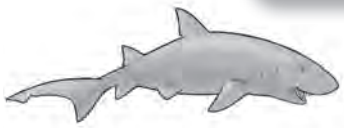
\_\_\_\_\_

## Hechos de la vida marina

**Instrucciones:** Completa cada oración de abajo con una palabra del banco de palabras.

### Banco de palabras

rape    alga marina    caballito de mar  
ballena    tiburón



1. Los peces pequeños se alejan del \_\_\_\_\_ hambriento.

\_\_\_\_\_

2. La \_\_\_\_\_ es una planta de mar.

\_\_\_\_\_

3. Una \_\_\_\_\_ es un mamífero de mar.

\_\_\_\_\_

4. Un \_\_\_\_\_ hace su propia luz.

\_\_\_\_\_

5. Un \_\_\_\_\_ vive en el agua poco profunda.



# Lesson 5: La vida marina



## Oral Reading Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor: \_\_\_\_\_



Word Count	Codes				
<b>179</b>	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
3	Muchos animales y plantas viven en el mar.			M S V	M S V
4	Los caballitos de mar viven en el agua poco profunda. Se agarran del alga marina.			M S V	M S V
5	Los cangrejos viven en el agua poco profunda también.			M S V	M S V
6	Las estrellas de mar viven en las charcas de marea.			M S V	M S V
7	También allí viven los erizos de mar. Los dos son animales pequeños que van y vienen con las mareas.			M S V	M S V
8	Las ballenas pueden sumergirse en el agua profunda, pero son mamíferos.			M S V	M S V
9	Los mamíferos necesitan subir a la superficie para respirar.			M S V	M S V
<b>SUBTOTALS</b>					



# Lesson 5: La vida marina (cont.)

## Oral Reading Record (cont.)

Page	Text	E	SC	Cues Used	
				E	SC
10	Los rapes viven en lo más profundo del mar y tienen una aleta con su propia luz.			M S V	M S V
11	Los peces pequeños tratan de comerse el rape, y luego el rape se los come!			M S V	M S V
12	Los tiburones no viven en un solo lugar. Nadan por todas partes.			M S V	M S V
13	Siempre buscan peces para comer.			M S V	M S V
14	Muchos animales marinos viven cerca de los arrecifes de coral.			M S V	M S V
15	El coral tiene muchos lugares donde los animales pueden esconderse.			M S V	M S V
16	Las plantas también viven en el mar. Hay muchos tipos de algas marinas.			M S V	M S V
18	Los bosques de plantas marinas crecen en el fondo del océano arriba y hacia la luz.			M S V	M S V
<b>Subtotals from previous page</b>					
<b>TOTALS</b>					

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** ¿Cuál vive en el agua poco profunda?

- (A) un tiburón
- (B) una ballena
- (C) un caballito de mar
- (D) un rape

**3** Los tiburones siempre buscan \_\_\_\_\_ para comer.

- (A) ballenas
- (B) caballitos de mar
- (C) coral
- (D) peces

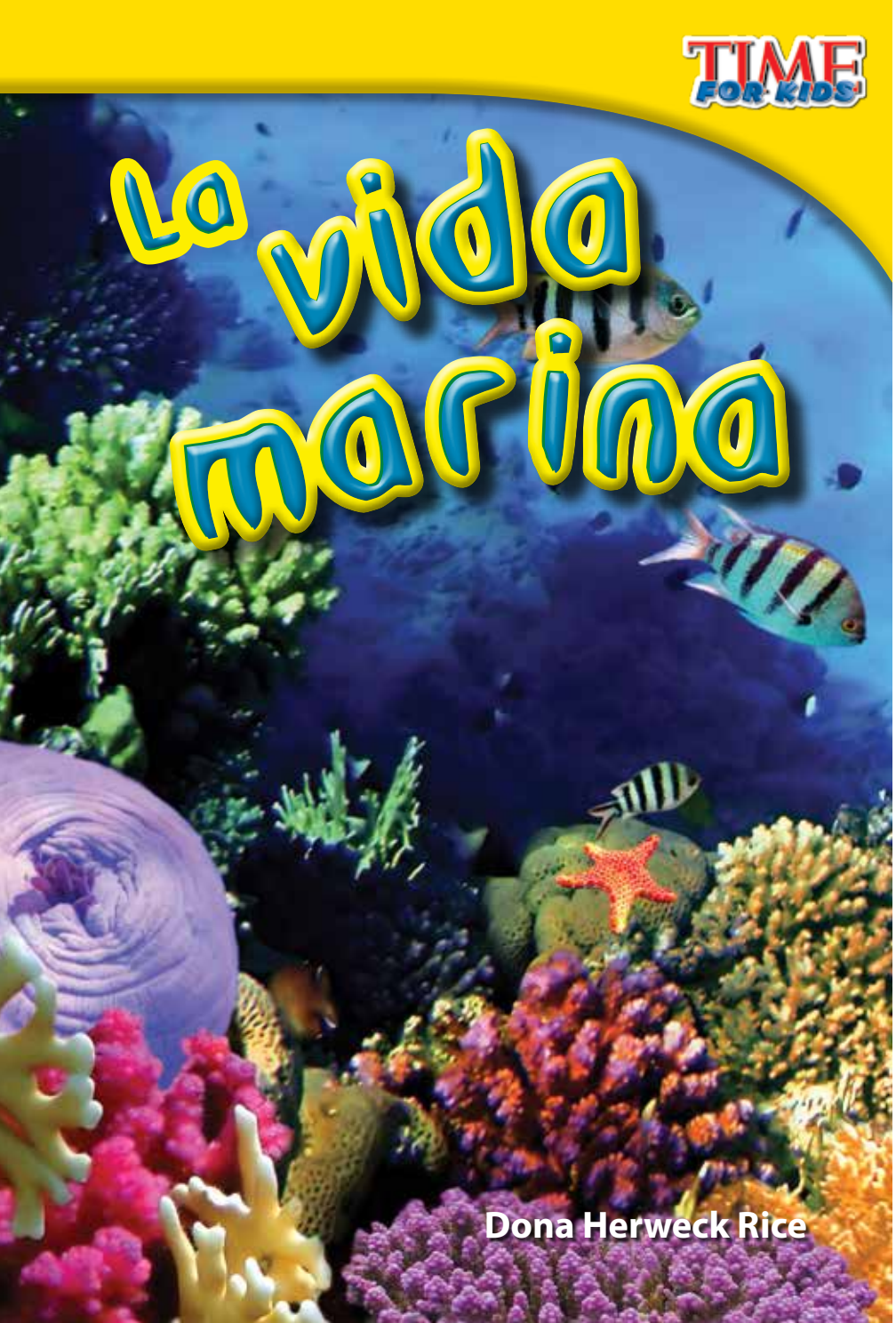
**2** ¿Por qué muchos animales marinos viven cerca de los arrecifes de coral?

- (A) Pueden esconderse en el coral.
- (B) Cada rape tiene una aleta con su propia luz.
- (C) Los mamíferos necesitan subir a la superficie para respirar.
- (D) El coral es rojo.

**4** ¿Cuál es cierto?

- (A) Las estrellas de mar tienen aletas con su propia luz.
- (B) Los erizos de mar viven en las charcas marinas.
- (C) Las ballenas no son mamíferos.
- (D) Las estrellas de mar viven en el agua profunda.

# La vida marina



Dona Herweck Rice



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# Muchos animales y plantas viven en el mar.



**Los caballitos de mar viven en el agua poco profunda. Se agarran del alga marina.**

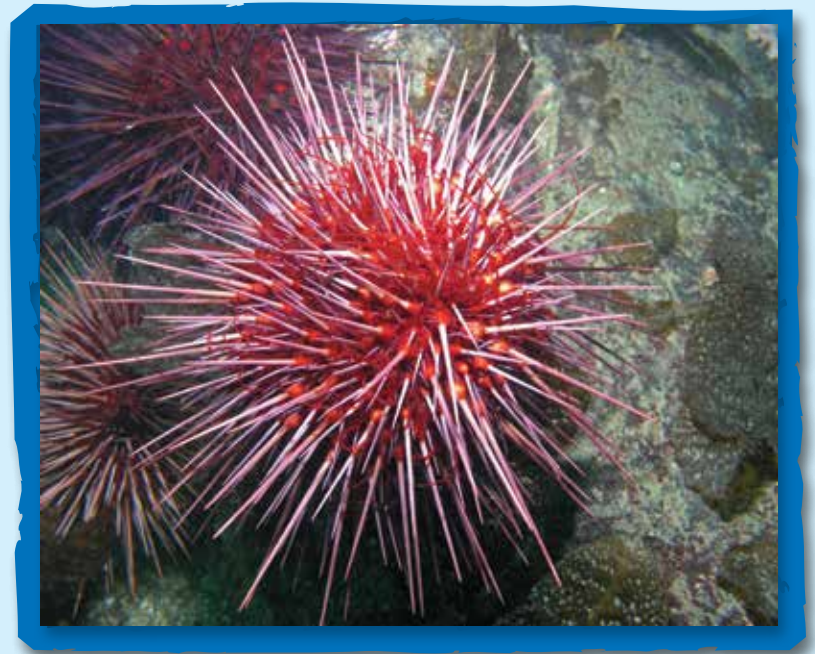


**Los cangrejos viven en el agua poco profunda también.**





**Las estrellas de mar viven en las charcas de marea.**



**También allí viven los erizos de mar. Los dos son animales pequeños que van y vienen con las mareas.**



**Las ballenas pueden sumergirse en el agua profunda, pero son mamíferos.**



**Los mamíferos necesitan subir a la superficie para respirar.**





**Los rapés viven en lo más profundo del mar y tienen una aleta con su propia luz.**



**Los peces pequeños tratan de comerse el rape, ¡y luego el rape se los come!**



Los **tiburones** no viven en un solo lugar. Nadan por todas partes.



Siempre buscan peces para comer.

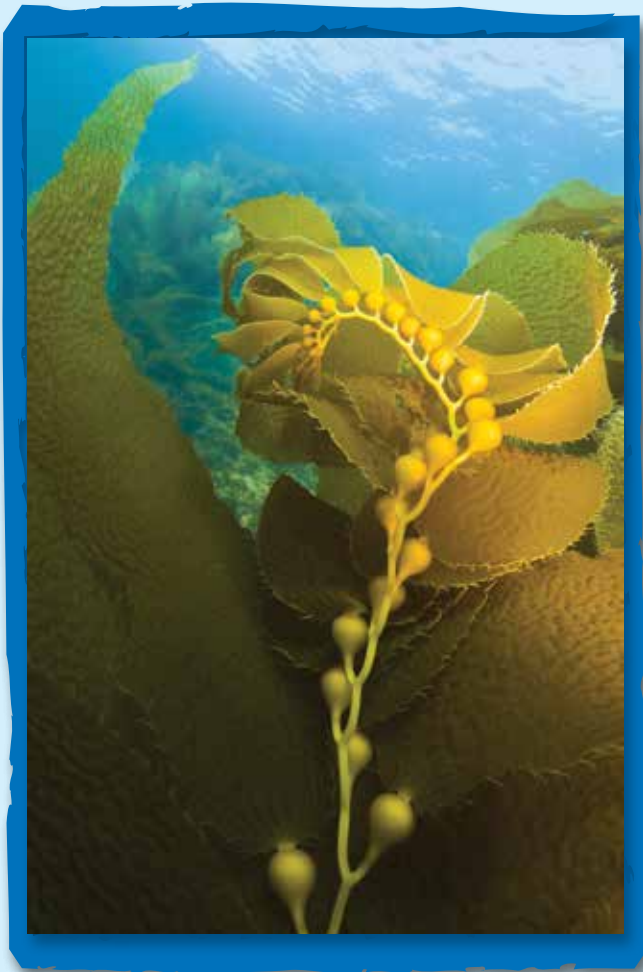




**Muchos animales marinos viven cerca de los arrecifes de coral.**



**El coral tiene muchos lugares donde los animales pueden esconderse.**



Las plantas también viven en el mar. Hay muchos tipos de algas marinas.







Los bosques de plantas marinas crecen en el fondo del océano arriba y hacia la luz.

## Glosario



alga marina



erizo de mar



arrecifes de coral



estrella de mar



ballena



mar



caballito de mar



rape



cangrejo



tiburón

## **Palabras para aprender**

**agua**

**luz**

**aleta**

**mamíferos**

**alga marina**

**mar**

**animales**

**mareas**

**animales marinos**

**nadan**

**arrecifes de coral**

**océanos**

**ballenas**

**plantas**

**bosques**

**poco profunda**

**caballitos de mar**

**profunda**

**cangrejos**

**rapes**

**charcas de marea**

**sumergirse**

**erizos de mar**

**superficie**

**escondarse**

**tiburones**

**estrellas de mar**