

Maravillas



CADA ESTUDIANTE ES UNA HISTORIA DE ÉXITO

The path to success doesn't look the same for every child—but for every child, literacy is the key to success. *Maravillas*®, a Spanish language reading resource, is inspired by the belief that every student can succeed.

Maravillas provides a comprehensive set of connected resources for Spanish reading and language arts. Combining the work of Spanish literacy experts, authentic Spanish texts, and multiple opportunities for writing, *Maravillas* helps you strengthen your students' skills, bolster learning, and encourage independence, enhancing the important and inspiring work you do in your classroom, every day.

Maravillas is a perfect fit for bilingual, one-way, or two-way dual immersion classrooms. *Maravillas* provides content that leads Spanish-dominant students to become literate in their native language and English-dominant students to become literate in a second language. At the same time, *Maravillas* imparts cross-cultural appreciation with the “Nuestras Maravillas” lessons.

Maravillas is committed to providing learners support as they simultaneously learn content and language. The “Bridge to English” lessons connect Spanish language skills with the English language in four modalities: reading, writing, listening, and speaking. Students learn key similarities and differences in two languages and what skills are transferable and non-transferable.





DEVELOPING BILINGUAL, BILITERATE, AND BICULTURAL STUDENTS

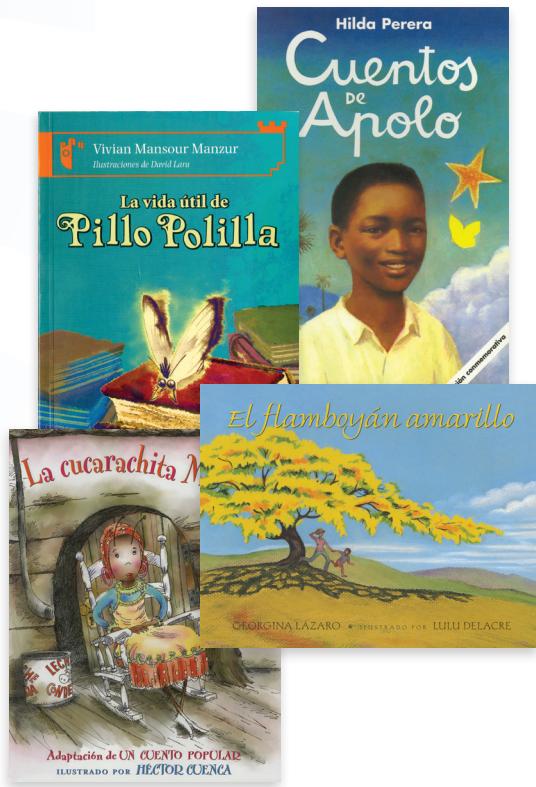
Maravillas, the parallel Spanish literacy solution to *Wonders*, provides learners in grades K–5 with access to rich, authentic literature and proven second-language acquisition strategies to support student success in your Spanish language arts classroom.



Maravillas was designed to help all learners honor and celebrate the richness of the Spanish language, Hispanic heritage, and culture. By reflecting the experiences of a diverse student population, **Maravillas** supports the development of foundational Spanish skills through in-depth and well-rounded instruction.

AUTHENTIC LITERATURE: These culturally relevant texts include authentic Spanish literature by well-known, award-winning authors from across the globe. All selections connect to the grade's genre text sets and feature matching Lesson Cards for small-group or independent use.

BRIDGE TO ENGLISH: In schools fostering bilingual learners, the Bridge to English provides teachers with instructional support that facilitates and expedites the transition from a Spanish language arts classroom to an English language arts classroom. These lessons address reading, writing, phonics, grammar, and usage.



Bridge to English

Essential Question
In what ways can you help your community?

LANGUAGE OBJECTIVES

Share with students their English-learning goals for this lesson.

VOCABULARY

• Learn new key and academic words.

WRITING

• Use a graphic organizer to write details; visualize a story using details.

SPELLING AND PHONICS

• Practice r-controlled vowels.

READING

• Read a fantasy about a girl's wish.

GRAMMAR

• Understand action verbs and the simple past tense.

VOCABULARY

Key Words: Display the words in Spanish and in English. Ask students if they saw any of these words in the selections they read in this lesson.

Spanish	English	Part of Speech	Definition
concepto	concept	noun	an idea about what something is
generosidad	generous	adjective	kind and understanding; not selfish
visualizar	visualize	verb	see something in your mind
organización	organization	noun	a group that is formed for a purpose

Read the words and their definitions aloud. Point out the cognates. Then say the words in English again and have students repeat them after you. Provide the words in context.

When you have finished reading something, you have to **visualize** what it looks like. Use gestures, show pictures, or point to objects to support students' understanding. Write true-false statements on the board, such as: *If you are generous, you don't share things.* Say each sentence aloud and ask students if it is true or false.

Academic Words Display the words. Tell students they will use these words to talk and write about topics in English.

Spanish	English	Part of Speech	Definition
crear	create	verb	make something
exigir	require	verb	need to have or do something

Check students' understanding by asking questions.

Before you **create** something, do you visualize it? Does our school **require** uniforms? Have students add the new vocabulary words to their notebooks.

SPELLING AND PHONICS

r-Controlled Vowels Ask students to name the five short vowels a, e, i, o, u. Write them on the board. Ask the names of the vowels in Spanish, and then say the names in English. Have students repeat each vowel sound after you until they clearly pronounce each vowel correctly.

Point out that while Spanish and English share the same vowels, their sounds are often different. Explain that sometimes when a vowel is followed by the letter *r*, the two letters create a new and different sound. Add an *r* after each vowel on the board. Point out that when an *r* is added to a vowel in Spanish, the vowel doesn't change. But when an *r* is added to a vowel in English, the pronunciation of the vowel can change a lot. Write several pairs of words on the board.

cat / cart gem / germ bid / bird spot / sport hut / hurt

Say each pair of words aloud, emphasizing the *r*-controlled vowels in the second word. Have students repeat the words after you. Tell them to pay attention to the *r*-controlled vowel sounds.

READING

Teacher Read-Aloud Distribute copies of Reproducible U3G51. Tell students to listen for any words they learned in the Vocabulary lesson as you read the fantasy story aloud. Read slowly, using appropriate intonation and gestures. Have students follow along, using their fingers if necessary.

Reread Have students read the passage quietly to themselves. Then have them work in pairs to circle any words they know or recognize.

Have them underline any words or phrases they don't know. Clarify the meaning of any words they underlined.

Ask students if they see any words in the passage that look like Spanish words (*chocolate, flower, petal, resist, stomach*).

Ask questions to check comprehension: What did Carmen wish for? What happened after Carmen ate all the candy?

Ask students to find words that contain *r*-controlled vowels in the passage (*Carmen, her, morning, flower, hurt*).

Call on a volunteer to read the passage aloud. Use corrective feedback; don't correct pronunciation errors until the student has finished reading.

Social Language Write the following words on the board: *candy, wish, chocolate, window, sky, climb, stomach*. Say a sentence using each word in context, but gesture a blank space instead of saying the word. Have students guess the correct word for each sentence. As a challenge, ask volunteers to use the words in their own sentences.



REPRODUCIBLE UNIT 3 Grade Study 1 The Wish

One day, Carmen said to her mom, "I wish I could create candy and eat it every day. I would share it with everyone." She visualized chocolate and danced all around her.

"Be careful what you wish for," her mom said.

The next morning, when Carmen woke up, she looked out her window. She couldn't believe what she saw. One of the flowers had grown so tall it went high into the sky! Carmen ran outside to see what had happened. There was a sign.

Of course, Carmen couldn't resist. She climbed every petal. She ate the candy on her stomach. But when she climbed back down, her stomach felt very full. "What happened?"

"That is why getting what you wish for isn't always a good thing," her mom said.

SUPPORT SPANISH LANGUAGE LEARNERS

SCAFFOLDED INSTRUCTION FOR LANGUAGE ACQUISITION

Scaffolded support for Spanish language learners is integral to the instruction in *Maravillas*. Texts are accompanied by scaffolded **Apoyo** features that are appropriate to students' language proficiency levels, along with an emphasis on academic language development. Spanish language learners at all levels are supported in both content and language acquisition.

Aprendices de español are small-group and pair activities that encourage students from varying proficiency levels to support each other as they learn and ensure that all students can participate in the same skill and strategy activities.

Apoyo Aprendices de español

Beginning/Intermediate

Ask children to describe where the man is. Ask: *¿Dónde trabaja el hombre?* Provide a sentence frame: *Trabaja en un supermercado.* *¿Cuál es su trabajo?* Provide a sentence frame: *El hombre se ocupa de las frutas y verduras.*

Advanced/Advanced High

Have partners discuss what the man is doing. Ask: *¿Qué hacen en el supermercado? ¿Cómo puede el hombre ayudarlos?*

SEMANA 1



Mi libro de lectura y escritura, págs. 10-11

Coméntalo: trabajos en la ciudad
Pida a los niños que abran *Mi libro de lectura y escritura* en las páginas 10-11. Guíelos para que comenten lo que ven en la foto.

- **Mirar** Pida a los niños que miren la foto del hombre trabajando. *¿Cuál creen que es su trabajo? ¿Por qué ese trabajo es importante para la comunidad?*
- **Comentar** Pida a los niños que comenten la foto en parejas. Recuérdelos que deben hablar usando oraciones completas.
- **Escribir** Los niños pueden completar el organigrama gráfico de la página 11.

Pida a voluntarios que compartan lo que saben sobre los trabajos y añádete en la tabla de la pregunta esencial de la clase. Explique que agregarán más información a la tabla durante la semana.

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Advanced/Advanced High
discuss what the man is doing. Ask: *¿Qué hacen en do? ¿Cómo puede el hombre ayudarlos?*

Conversar y colaborar

Proponer ideas
nueva: Cuando los niños participen en una conversación en parejas, en grupos pequeños o con toda la clase, animelos a:

- seguir en tema.
- relacionar sus ideas con los comentarios de los demás.
- relacionar el tema de la conversación con sus propias experiencias.

Look Have children look at the photo of the man working. *What do you think this man's job is? Why is his job important in the community?*

Talk Have children talk about the photo with a partner. Remind children to speak in complete sentences. Encourage children to fill in the graphic organizer on page 11.

Collaborative Conversations
Add New Ideas: As children engage in partner, small-group, and whole-group discussions, encourage them to:

- stay on topic.
- connect their own ideas to the comments of others.
- look for ways to connect their experiences to the conversation.

The **Enfoque en el lenguaje** feature presents cross-curricular vocabulary, collocations, forms, and structures that help students understand what they are reading and how it applies to other contexts.

SEMANA 1

FONÉTICA
Encerremos en un círculo y leámos en voz alta las palabras con d.

HACER Y CONFIRMAR PREDICIONES
Píensen sus predicciones.
¿Existen los mismos trabajos en sus comunidades?

PALABRAS DE USO FRECUENTE
Subrayemos y leámos en voz alta las palabras como y aquí.

COMPRENSIÓN
Comentemos lo que Tomás ve en el parque.

PALABRAS DE USO FRECUENTE
Subrayemos y leámos en voz alta la palabra tan.

FONÉTICA
Encerremos en un círculo la palabra que termina con la sílaba da.

VOLVER A CONTAR
Volvamos a contar el texto usando las imágenes.

Hacer conexiones
 Pida a los niños que hablen con un compañero acerca de la forma en que los trabajos en la comunidad ayudan a los demás. Use el siguiente marco de oración para guardarlos: *Un trabajo que ayuda a los demás es _____.* Anote las ideas de los niños en la tabla de la pregunta esencial.

Enfoque en el lenguaje

Page 16 Point out that the word *como* is used to introduce an example. Have partners say sentences with the word *como*. Point to your mobile and provide a sentence frame: *Este teléfono es como una mini computadora.* Say: *The word como is also a verb that means to eat. For example: Como una manzana todas las mañanas.* Invite children to make sentences with the verb *como*.

Close Reading Routine

- Read DOK 1-2**
 - Identify key ideas and details.
 - Talk about and retell.
 - Use **OK** to mark concepts as needed.
- Review DOK 2-3**
 - Analyze the text, craft, and structure.
 - Use the fenced milliseconds.
- Integrate DOK 4**
 - Integrate knowledge and ideas.
 - Make text-to-text connections.
 - Inspire action.

PHONICS
Let's underline and read aloud the words with d.

MAKE AND CONFIRM PREDICTIONS
Talk about your predictions. Do these jobs also exist in your communities?

HIGH-FREQUENCY WORDS
Let's circle and read aloud the words como, and says.

COMPREHENSION
Let's read what Remo sees at the park.

HIGH-FREQUENCY WORDS
Let's underline and read aloud the word tan.

ENFOQUE EN LA FLUIDEZ

Focus On Fluency

Make Connections

RETELL

LECTURA COMPARTIDA T31

Enfoque en el lenguaje

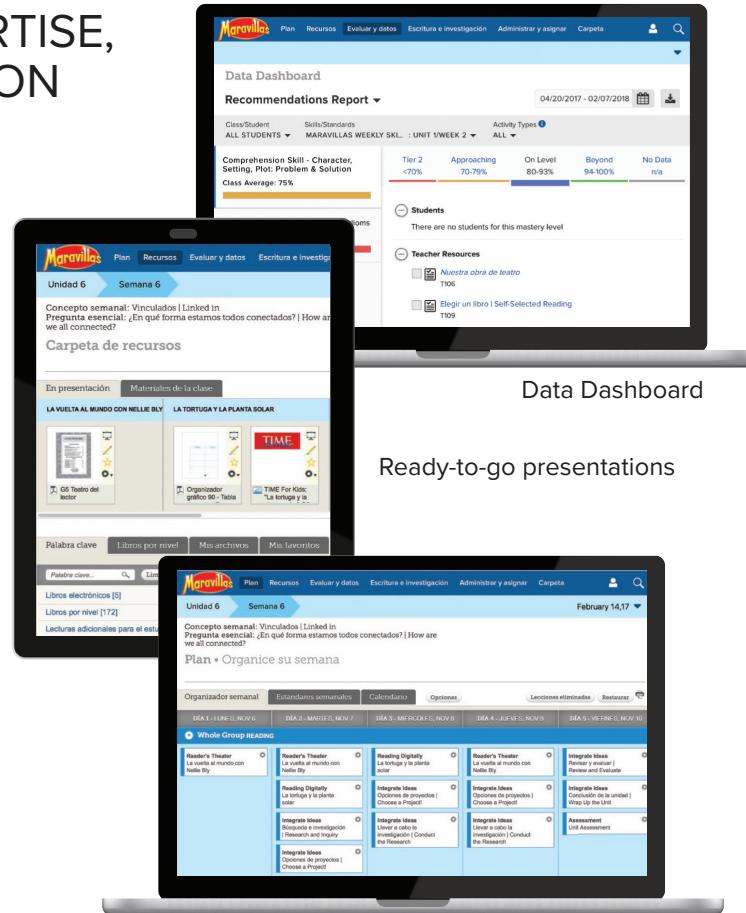
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TEACH IT YOUR WAY

ACKNOWLEDGING YOUR EXPERTISE, SUPPORTING YOUR INSTRUCTION

Every teacher has a unique set of skills and a personal teaching style that reaches students in a way that no one else can. You know your students better than almost anyone and do everything you can to make learning an empowering experience that guides them on their educational pathways.

As a result, student and teacher choice are at the heart of **Maravillas**. These resources were designed to support you and your entire classroom as you teach your way—whether you follow our recommended pathway of instruction or create your own workshop lessons using our resources.



The digital planner is customizable to your classroom rhythm and pacing.

Maravillas:

- Makes it easy to integrate your favorite resources or use our resources with your preferred approach or framework—including workshop-focused, blended learning, project-based learning, and authentic literature-focused.

- Focuses on student-centered learning, small-group teaching, and mini-lessons with embedded support for Spanish language learners, gifted and talented students, and students in need of Tier 2 support.

TAKING LEARNING BEYOND THE BOOK

Maravillas brings the best in blended learning to your classroom. Every print resource is also available digitally. Your digital workspace also includes thousands of additional readers, hundreds of games, interactive texts, videos, songs, a digital Writer's Notebook, research projects, and a myriad of optional resources to extend every lesson and respond to student interests.

In grades 2–5, students can practice responsible use of social media, in a controlled setting focused on core academic content. This practice prepares them for **StudySync**—an ELA curriculum solution available for grades 6–12.

In short, you'll find just the right resources for every learner in your class.



- Helps you choose your pathway with resources for modeled reading, shared reading, guided reading, and independent practice and application in every new week or text set.
- Provides resources and tools that meet students where they are and take them

where they need to be, in both print and digital formats—100 percent print, 100 percent digital, or anywhere in between.

- Bases instruction on research and is dedicated to putting best practices into the daily routines of your classroom.

TEACHING THROUGH **GENRE**

GETTING ON THE PATH TO INDEPENDENT READING

Maravillas is grounded throughout in a firm understanding of genres. Students read widely across connected text sets, notice and annotate, listen and speak about what they've noticed, and write in the genre using an expert model or mentor text. Along the way, they are learning the elements of each genre, looking at the author's craft, and gaining the skills they need to read independently.

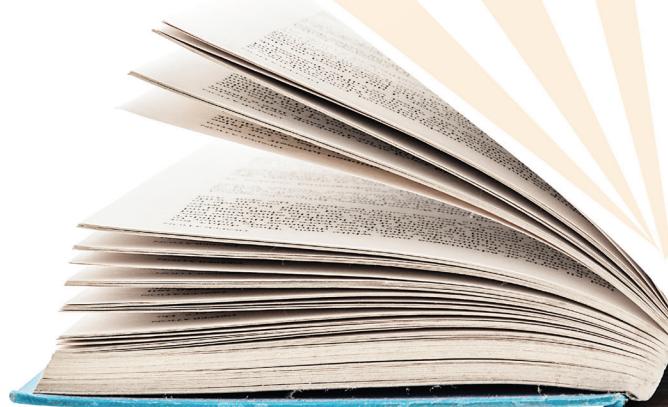


FOLKTALE

Poetry

Informational Text

Fantasy



By mastering the key features of each genre, students are better prepared to understand a variety of subject matter, read more broadly and deeply, and write about what they know. They'll be ready to approach any text—whether their interests and curiosities draw them to literature, biography, nonfiction, or drama—and communicate effectively, preparing them for futures in humanities, STEM, and careers we haven't even dreamt of yet.

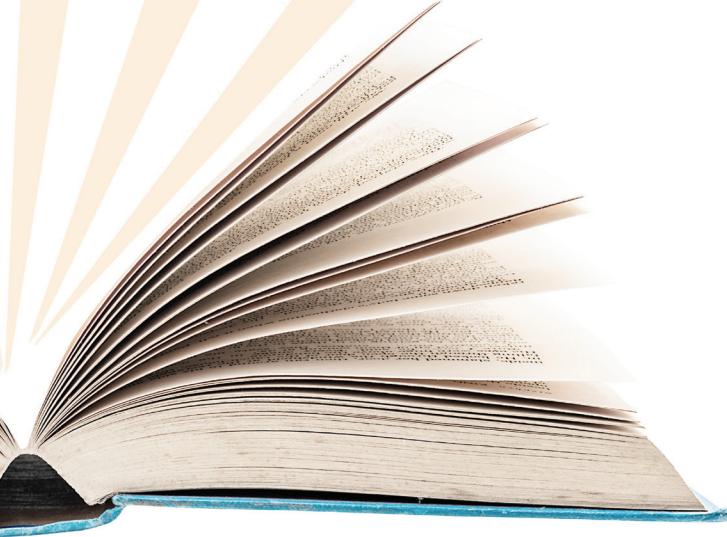
Argumentative Text

Realistic Fiction

Nonfiction

BIOGRAPHY

DRAMA



FOUNDATIONAL SKILLS

LITERACY BEGINS WITH FIRM FOUNDATIONS

Maravillas offers a thorough grounding in foundational skills that are specific to the Spanish language, from children's first steps in phonemic awareness and print concepts, through sophisticated academic vocabulary and advanced morphological analysis. All along the way, integrated Tier 2 lessons fill any gaps quickly.

As they enhance understanding, students are encouraged to listen before speaking, speak before writing, and think critically all along—asking questions, finding text evidence, and building a more advanced set of literacy tools. With integrated grammar, spelling, and handwriting instruction, students build their capabilities every day.



The collage illustrates various components of the *Maravillas* program:

- Cuaderno de práctica (Grade 3):** An orange spiral-bound notebook titled "Maravillas Cuaderno de práctica". It includes sections for Gramática, Fonética, Ortografía, Vocabulario, and Caligrafía. A butterfly and a desert landscape are visible on the cover.
- Worksheet:** A worksheet titled "Sinónimos" (Synonyms) featuring two children at a table. Instructions include reading words, writing them on cards, and finding pairs. A list of words like "flaca, bebida, cerda, automóvil, refresco, puerca, delgada, carro" is provided.
- Digital Resources:** Three devices show interactive content:
 - A tablet displays a "Mesa de trabajo" (Workstation) for vocabulary, showing a video of butterflies and instructions for writing.
 - A smartphone shows a "Gramática: futuro" (Grammar: future) exercise with a table for matching words to categories.
 - A larger screen shows a "Strategia de vocabulario: salcedo de palabras" (Vocabulary strategy: word salad) activity where students identify words in a mix.



Every year, as students develop fluency, they are also increasing their knowledge of science and social studies topics to prepare for broader content area learning, integrating new ideas, and making deeper connections between texts. They're also diving into a world of rich, authentic literature and stories that connect them to the world around them in new, inspiring ways.



Content Area Learning

- Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word



Content Area Learning

- Explore, illustrate, and compare life cycles in living organisms

KEY SKILLS TRACE

PHONICS

Letter Identification → Vowels → Open Syllables → Close Syllables → Blends

COMPREHENSION	GRAMMAR
Key Details Introduce Unit 1 Week 1 Review Unit 1 Week 2, Unit 1 Week 3 , Unit 2 Week 1, Unit 2 Week 2, Unit 2 Week 3, Unit 3 Week 1, Unit 3 Week 2, Unit 4 Week 1, Unit 10 Week 2 Assess Unit 1 , 2, 3, 4, 10	Nouns Introduce Unit 1 Week 1 Review Unit 1 Week 2, Unit 1 Week 3 , Unit 6 Week 1, Unit 6 Week 2, Unit 6 Week 3

T2 UNIDAD 1

WRITING PROCESS

Unit 2 Informational Text
Unit 4 Personal Narrative
Unit 6 Realistic Fiction
Unit 8 Fantasy
Unit 10 Poetry

Social Emotional Learning

Cookie Monster

Week 1: Sentido de identidad y pertenencia
Media: "What I am"
Week 2: Autorregulación conductual
Media: "Quiet or Loud"
Week 3: Capacidad de concentración
Media: "Ziggy Says"

Family Time: You'll find this lesson's video and supporting activity in the week's School to Home family newsletter.

UNIT OVERVIEW T3

Rutina de lectura atenta

Leer DOK 1–2

- Identifican ideas y detalles clave sobre desastres naturales.
- Toman notas y resumen.
- Siguen las pautas de **ACTC** cuando es necesario.

Releer DOK 2–3

- Analizan el texto, la técnica y la estructura.
- Usan las minilecciones de **Releer** y las instrucciones.

Integrar DOK 4

- Integran conocimiento e ideas.
- Hacen conexiones entre el texto y otros textos.
- Completan la lección de integrar.

ACTC Ayuda para Comprender Textos Complejos

Vocabulario específico

Explique a los estudiantes que algunas palabras provienen de nombres de los mitos griegos y romanos. Señale las palabras **volcánicas** y **volcanes** de la página 4. Dígales que estas palabras vienen del nombre del dios romano del fuego, Vulcano.

• ¿Cómo se relaciona Vulcano con lo que ya saben acerca de los volcanes? (En los volcanes hay rocas calientes y derretidas que queman como el fuego).
• Empleen lo que saben sobre Vulcano para escribir una definición de volcán. (apertura de la corteza por donde sale lava ardiente)

ACT: Access Complex Text

DIFFERENTIATED FOR EVERY STUDENT

A PATH FORWARD FOR EVERY LEARNER

Maravillas provides you with a collection of resources and instruction to move students ahead as soon as they're ready. Differentiated instruction is built into the resources and lessons, providing all students with the scaffolding or extensions they need to be an active part of their classroom community of learners.

TIER
2

Your **STRUGGLING READERS**
will find targeted support—including
Tier 2 resources—to help them level-up.

DIFERENCIACIÓN INSTRUCCIONAL • GRUPOS PEQUEÑOS

Nivel inicial
Fluidez/Comprendimiento

FLUIDEZ

IDENTIFICAR DETALLES: COMPARAR Y CONTRASTAR

LECCIÓN 1 Fonética

Diptongos /ia/, /ie/, /io/

DESCUBRIR Y COMPARAR

PRACTICAS

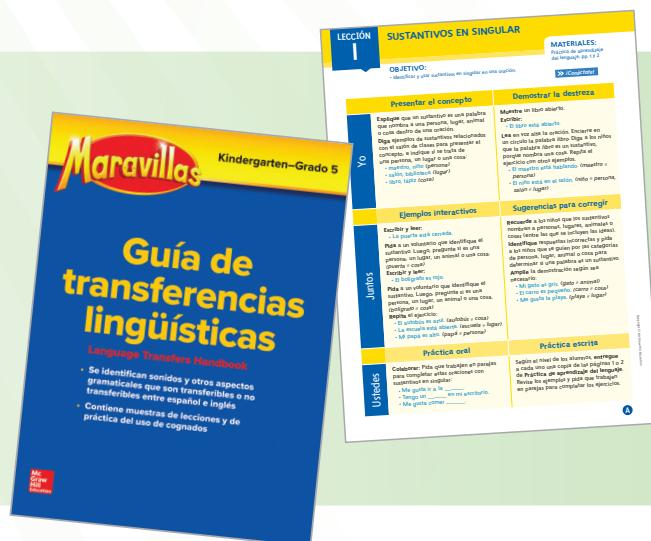
Escribe palabras

GIFTED AND TALENTED

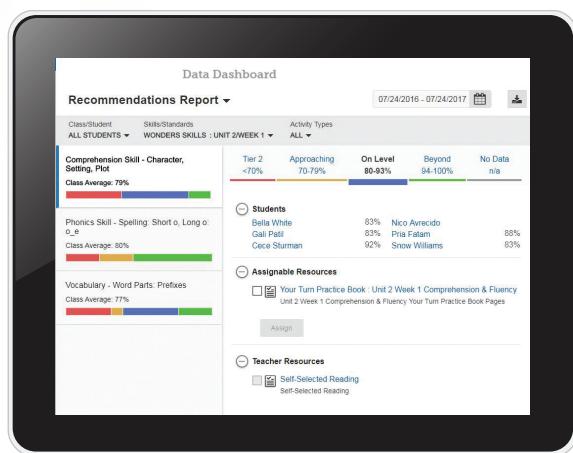
students will find additional choices to extend their reading, research areas of interest, and write about everything they've learned.

SPANISH LANGUAGE LEARNERS

are supported with instruction integrated into specific components, providing both academic and social language acquisition. Resources are built to ensure equity of access for all, from beginners to those with advanced proficiency.



The Data Dashboard helps you track growth and proficiency and supports differentiation by automatically grouping students based on their results from assessments and activities. The Recommendations Report delivers targeted reteaching and lessons for each group, accessible with one click, to support and advance all learners.

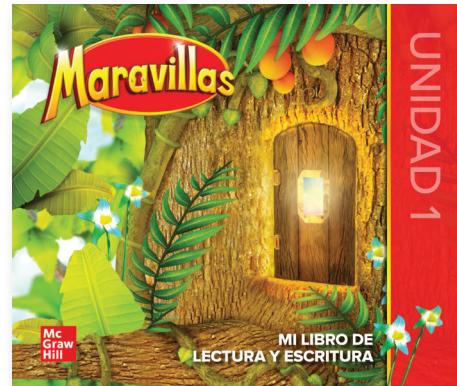


WRITING

HELPING STUDENTS BECOME STRONG, CONFIDENT WRITERS

In *Maravillas*, students engage in daily writing practice and learn to develop habits of writing that will equip them to communicate their thoughts and beliefs in writing clearly and effectively. Students write about reading—building skills as they go—and follow the writing process while developing a strong routine that will impact their use of the written word throughout their lives.

The interactive student edition ensures that students read with a pencil in hand, talk productively with partners, and write whenever they read. Students master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write.



ESCRITURA

Corregir

Al corregir tu poema, tienes que buscar errores de ortografía, puntuación, uso de mayúsculas y otros aspectos gramaticales. Si lees un borrador varias veces, estarás seguro de no pasar por alto ningún error. Fíjate en las sugerencias de Comprobar la corrección.

Comprobar la corrección

- ¿Hay concordancia de número y género entre los sustantivos y los pronombres?
- ¿Hay un espacio entre las estrofas?
- ¿Hay concordancia de número entre el sujeto y el verbo?
- ¿Se utilizan correctamente las mayúsculas?
- ¿Están todas las palabras bien escritas?

Releer | LECTURA COMPARTIDA

Responde a la lectura

Responde por escrito la siguiente pregunta. Piensa en cómo el autor presenta la información. Consulta tus notas y el organizador gráfico.

Zócalo: ¿Cómo ayuda el autor a los lectores a comprender y a estar preparados para los cambios lentos y rápidos de la superficie terrestre?

Escribe dos errores:

1. _____
2. _____

182 Unidad 2 • Poesía

Acuérdate

Completa estas oraciones para comentar el texto y organizar tus ideas.

- Los cambios lentos de la superficie terrestre ocurren...
- Los cambios rápidos de la superficie terrestre ocurren cuando...
- Para reaccionar a los cambios lentos, las personas pueden...
- Para reaccionar a los cambios rápidos, las personas pueden...

Enlace gramatical

Un adverbio nos permite dar información adicional de un verbo, un adjetivo o otro adverbio. Por ejemplo: *duan camino despacio*. Los adverbios de grado indican intensidad, por ejemplo: *El lago es muy bonito*. *Muy* es un adverbio de grado que modifica el adjetivo *bonito*.

12 Unidad 1 • Texto expositivo

TEXTO EXPOSITIVO

BUSCAR EVIDENCIAS

Ler
Párrafos 1-3
Palabras con significados múltiples
En la tercera oración del párrafo 2, se utiliza la palabra *aviso*. Subraya las claves de contexto que te ayudan a describir su significado. ¿Qué otro significado tiene la palabra *aviso*?

Diagramas
Mira el diagrama. ¿Cómo viaja el magma a través del volcán? Escribe tu respuesta abajo.

POESÍA LÍRICA

Comprobar la presentación

- Transmite el poema mis ideas y sentimientos?
- Dividi mi poema en estrofas?
- Utilicé asonancias?
- Utilicé palabras que riman?

Sugerencias de compañeros Cuando tu compañero haya comentado tu borrador, escribe una de las sugerencias que aplicarás. Consulta la tabla de pautas de evaluación en la página 183.

Luego de la charla entre compañeros, reflexionen. ¿Resultó útil el intercambio? ¿Qué podrían hacer de otro modo la próxima vez?

Revisión Al revisar tu borrador, consulta las sugerencias de Comprobar la revisión para determinar qué partes del texto debes mejorar. Consulta las pautas de calificación en la página 183.

UNIDAD 1

UNIDADES 1-2

Students work on extended writing in specific genres, carefully guided through the writing process from planning through presenting. Targeted mini-lessons and embedded opportunities for teacher and peer conferencing help students develop into effective writers.

POESÍA LÍRICA

Planificar: Elige un tema

Lápiz de ideas: Con un compañero, haz una lista de animales, insectos o plantas que te gusten. Incluye uno o dos detalles descriptivos de cada uno. Completa estas oraciones para hacer tu lista:

Mi animal favorito es _____
Esta planta tiene _____
Creo que este insecto es _____

Instrucción de escritura: Escribe un poema lírico de un animal, un insecto o una planta que te guste.
Escribir mi poema de _____ para informar _____ para persuadir _____

Propósito y público: El propósito del autor es su razón principal para escribir. Mira los tres propósitos de escritura que se muestran abajo. Subraya tu propósito al escribir el poema lírico.

Piensa en la pública de tu poema. Mi público será _____

Planifica: En tu cuaderno de planificar tu poema. Comple y sentimientos.

Hacer un borrador

Rima: Los poetas líricos emplean la rima para que su lenguaje sea escuché más musical y para que los poemas tengan ritmo. En este ejemplo de "El ave y el nido", el poeta emplea palabras que riman, como ave/cilla, mi y aquí, para que su poema sea como una canción.

¿Por qué le asusta, ave sencilla?
¿Por qué has ojos fijos en mí?
Yo no profundo, pobez avecilla,
llevar tu nido lejos de aquí.

Utiliza la estrofa de arriba como modelo para escribir una estrofa de tu poema. Recuerda emplear palabras que rimen para que tu poema suene como una canción.

ESCRITURA

Acuérdate

Mientras te preparas para escribir, cierra los ojos y imagina que eres el animal, el insecto o la planta que elegiste. ¿Qué olores, sabores, colores o sentimientos te ven, sienten, huele, oyen o sienten? Haz una lista de esos detalles sensoriales.

Planificar: La estrofa

Organiza tu poema: En los relatos, las oraciones se escriben en párrafos que se conectan por una secuencia narrativa. En un poema, debes organizar los versos en estrofas: dos o más versos que forman una idea. Los poetas suelen separar las ideas en estrofas. Lee el poema lírico.

Se dice que nada en el cielo
se dice que vuela en la mar.
De vivir lejos del suelo es más
que nadie canzar.

POESÍA LÍRICA

Resumen: Si tienes problemas para encontrar una palabra que rime con otra, consulta un diccionario de rimas en línea.

primera estrofa?

idea de la primera estrofa?

faz en tu cuaderno de y organizalo en grupos.

Releer | POESÍA

Responder a la lectura

Responde por escrito a la siguiente pregunta. Piensa en cómo construyen imágenes los poetas. Consulta tus notas y el organizador gráfico.

¿Por qué emplean los poetas algunos recursos relacionados con el uso del lenguaje para crear imágenes nuevas de los sucesos ordinarios?

Acuérdate

Completa estas oraciones para convertir los poemas y organizar tus ideas:

- Los poetas emplean recursos como...
- En "Barbiela", el poeta dice...
- En "El canto de la cigüeña", el poeta amplía... para...

Mis lecturas

Elegí un poema y anota en tu cuaderno de escritura el título, el autor y el género del libro. Anota también en tu cuaderno de escritura lo que piensas sobre el poema.



The Writer's Notebook offers new blended learning options for writing instruction and independent practice. Students have a digital toolkit of writing and markup tools to use as they develop, rewrite, and publish their pieces. Teachers and parents may log in to check for progress, and you can provide feedback digitally, making it possible for students to work through the entire writing process online.



WORKSHOP EXPERIENCE

Interactive Read Aloud

- LISTENING COMPREHENSION
- SETTING INTENTION
- THE ESSENTIAL QUESTION

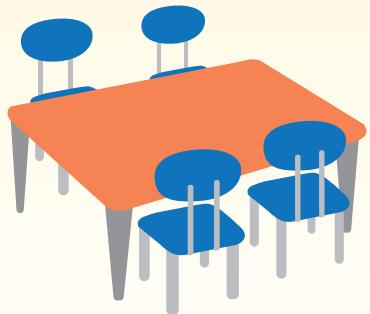
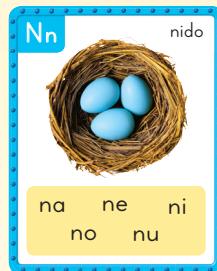
Create a community in the classroom. Provide a model of good reading and motivate students to read on their own. In *Maravillas*, we develop background knowledge and boost comprehension and vocabulary—while promoting critical thinking skills and developing oral language.



Phonics and Word Work

- PHONOLOGICAL AND PHONEMIC AWARENESS
- PHONICS AND SPELLING
- HIGH-FREQUENCY WORDS
- HANDWRITING

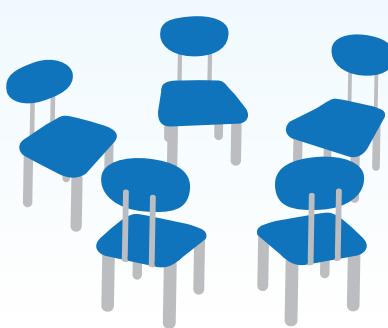
Maravillas provides connected, integrated, and explicit foundational skills—building the base for strong readers. We help students move through word building, decoding, and encoding with print and digital practice.



Shared Reading, Teach, and Model

- AUTHENTIC ANCHOR TEXTS
- SKILL AND STRATEGY MINI-LESSONS
- INTEGRATED WORD WORK

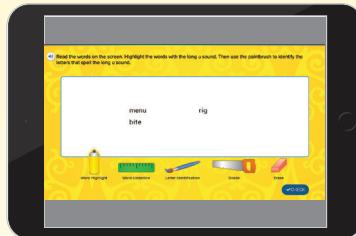
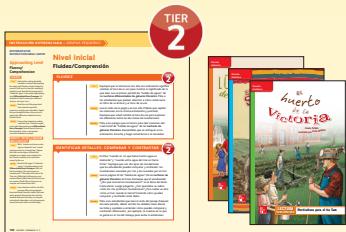
A genre text set in *Maravillas* includes an anchor text in a specific literary or informational genre for shared and modeled reading. Exemplar and authentic anchor texts are at the center of literacy study, with paired selections for analytical comparison using Dr. Doug Fisher's close reading routine.



Guided Reading and Differentiation

- GUIDED READING
- COLLABORATIVE PRACTICE
- FLEXIBLE SKILL PRACTICE

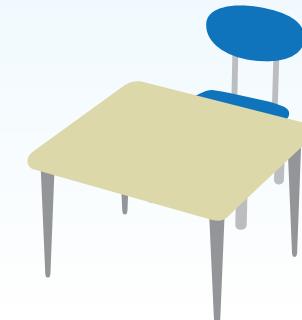
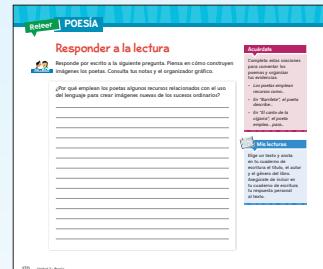
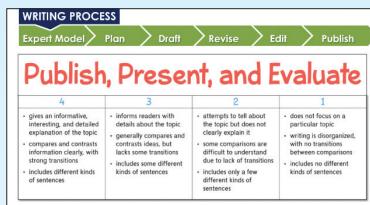
The *Maravillas* leveled-text collection is designed so that all learners, across a broad range of strategic reading levels, will be motivated by captivating texts during guided reading instruction. Differentiated small-group instruction challenges and supports learners.



If We Read About It, We Write About It

- TEXT-DEPENDENT ANALYSIS
- GENRE PROCESS WRITING

Throughout instruction, in every grade, if we read a text, we write about it—before, during, and after reading—with genre-based writing during writing workshop time. Students are supported by explicit writing process instruction at every step—from planning to publication.



Independent Reading, Research, and Inquiry

- STUDENT CHOICE
- LITERATURE CIRCLES
- NOVEL STUDY

Teach it your way with Connected Extended Text Sets for novel study, literature circles, book talks, and deeper independent reading. Connect reading to science and social studies content through research, inquiry, and project-based learning opportunities.

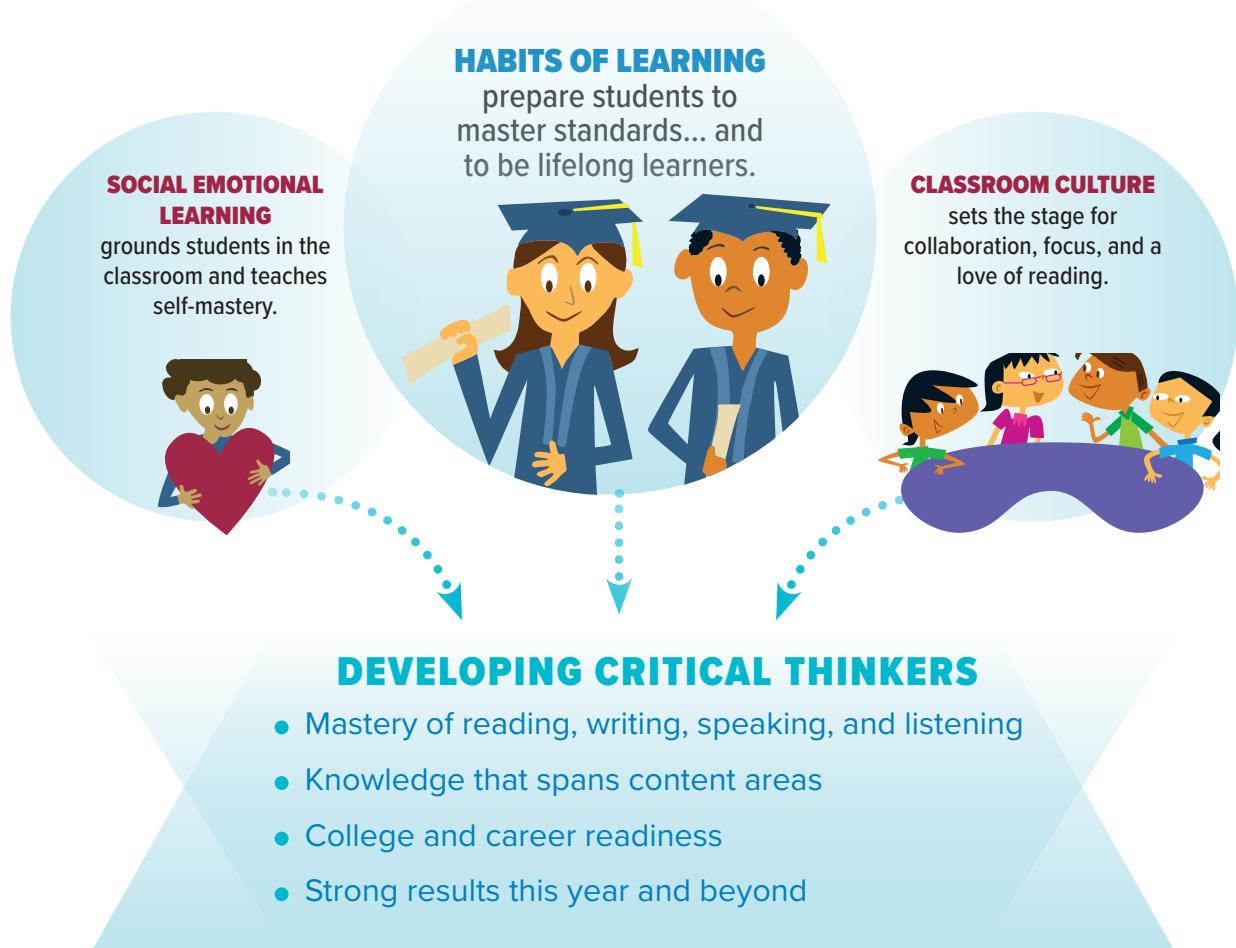


TEACHING THE **WHOLE** **CHILD**

READING, WRITING, AND CRITICAL THINKING

Your students are learning so much more than reading in your classroom. They're learning how to learn, how to master new content areas, and how to handle themselves in and out of the classroom. Research shows that learning these skills leads to increased academic success. The resources in *Maravillas* have been developed to support you in teaching the whole child, for success this school year—and throughout their lives.

Maravillas is organized around three related focus areas to help students learn how to learn and become critical thinkers: social emotional learning, habits of learning, and classroom culture.



These six habits of learning were specifically designed to encourage curiosity and critical thinking and are reinforced throughout the year and across the grades. They teach children how to learn and master the skills that will prepare them for high-stakes assessments. Each unit of instruction focuses on one habit that will set students up for success.

I use a **variety of strategies to understand.**

make predictions

take notes

think about how a piece is organized

visualize



I think **critically about what I read.**

ask questions

look for text evidence

think across domains

make inferences



I write **to communicate.**

think about my message

think about my audience

talk with my peers

use rubrics



I am **part of a community of learners.**

listen actively

build on others' thoughts

share what I know

choose the right words

gather information before I act or speak



I believe **I can succeed.**

challenge myself

stay on task



I am **a problem solver.**

analyze the problem

try different ways



Classroom culture fosters the development of your community of learners. Your teacher's edition highlights opportunities to strengthen classroom relationships, such as collaboration, restating your community focus, and developing a love of reading.

The resources in **Maravillas** are designed to help students build mastery of reading, writing, speaking, listening, and thinking—across content areas—giving them the tools they'll need for academic success in every subject and every grade.

Social EMOTIONAL Learning

Positive social emotional learning (SEL) gives young learners the critical competencies to experience success in school and life with understanding, flexibility, support, and resiliency. Research shows that students' ability to regulate their own emotions and behaviors affects their ability to build and maintain relationships with others, which in turn has a direct impact on their academic success.

The **SEL Curriculum** for Grades K and I

We are proud to partner with Sesame Workshop, the nonprofit educational organization, to provide an integrated approach to SEL skills within the *Maravillas* curriculum. Key SEL foundations are sequenced through three interrelated strands: approaches to learning, social and emotional development, and executive function.



The SEL Lesson Plan

Each SEL lesson is built on active engagement, carefully crafted to bolster each week's targeted literacy skills.



Student-Centered Media support a specific SEL competency. Additional resources help guide learning before and after co-viewing.

Aprendizaje socioemocional		FLEXIBILIDAD COGNITIVA	SEMANA 1
<p>Today's focus: Demonstrating flexibility in thinking and behavior</p> <p>flexible brains! engage together! Brainstorm different ways to do this! Brainstorm different ways for a paper airplane!</p> <p>family time You'll find the "Mango Gets a Friend" video and supporting activity in this week's School to Home family newsletter.</p>	<p>Enfoque de hoy: Demostrar flexibilidad en el razonamiento y la conducta.</p>  <p>MANGO GETS A FRIEND! (2:32) CUENTO EN DIBUJOS ANIMADOS</p> <h2>¡qué flexible es el cerebro!</h2> <p>despertar el interés Juguemos: ¿Qué más puede hacer esto? [Compartir ideas de distintos usos que se le pueden dar a un clip.] • ¡Somos pensadores creativos! El cerebro nos ayuda a pensar de formas nuevas y distintas. • Pensemos en cosas diferentes que podemos hacer con un clip. • Normalmente, usamos un clip para unir varios papeles. Pero es probable que haya muchas otras formas de usarlo. ¡Pensemos en algunas!</p>	<p>explorar juntos Veamos: "Mango Gets a Friend!" Determine un objetivo para compartir el video de hoy.</p> <ul style="list-style-type: none">• En el video de hoy, el par de buenos amigos, Jessica y Jackson, se plantean una pregunta: ¿Qué mascota será el mejor amigo para Mango, el pájaro?• Veamos el video para ver como responden a esta pregunta. <p>Ver el video</p> <p>Pensemos en voz alta: ¡Somos pensadores flexibles! De ejemplos de los hábitos que tienen los pensadores flexibles.</p> <ul style="list-style-type: none">• Para responder una pregunta, con frecuencia debemos razonar de manera flexible, es decir, de distintas formas.• ¿Qué estrategias usaron Jessica y Jackson? ¿Qué estrategias podríamos usar para ver los problemas de otra manera? <p>aplicar lo aprendido Juguemos: ¡Adivinanzas para cerebros flexibles! Dilegas adivinanzas a los niños para ayudarles a pensar de una forma distinta y divertida.</p> <ul style="list-style-type: none">• Aquí hay algunas preguntas chistosas para que el cerebro piense de manera flexible:<ul style="list-style-type: none">• ¿Qué es lo que más hace un pez? ¡Nada!• ¿Cómo se llama el dinosaurio que se salió todas las palabras? ¡Tesaurio!• Ahora... ¡inténtelo ustedes!• Busquen un compañero y turnense para decirle una adivinanza que conocan. <p>momento de presencia plena Ponérles nombre a los sentimientos Sea consciente cuando describa los sentimientos de los niños. Estimule su habilidad a adquirir el lenguaje que necesitan para regular sus emociones y así contribuir a resolver problemas de manera flexible. Esto fue un problema complicado. [Solucionarlo requirió paciencia.] ¡Les causaba tanta curiosidad que, por eso, llegaron a soluciones muy inteligentes!</p>	<p>explore together Let's Watch: "Mango Gets a Friend!" Get students ready to watch the video. • In today's video, good friends Jessica and Jackson are trying to figure out which pet would make the best friend for Mango, the bird. • Let's watch the video to see how they answer this question.</p> <p>play the video</p> <p>let's think about: we are flexible thinkers! Model habits of flexible thinking.</p> <ul style="list-style-type: none">• Encourage students to think about what changes might occur if they approached a challenge in a different way.• Take a new approach to a challenge. <p>connect the learning Let's Play: "adivinanzas para cerebros flexibles"</p> <ul style="list-style-type: none">• Change our thinking.• Think outside the box.• Take a new approach to a challenge. <p>flexible thinking helps us...</p> <ul style="list-style-type: none">• There are a lot of ways questions to get your brain to work.• Why do you call it a dinosaur who knows everything?• What is the name of the person who has never seen a flower?• Now you try!• Encourage partner and take turns using your own brain twists to each other. <p>name the emotions Be ready to encourage children's feelings. This can help them develop the language they need to identify their own emotions and encourage them to continue identifying and naming their feelings. A positive attitude is key if children are to use the language of emotion to express themselves.</p>

Engage Together is an active learning experience that bridges students' prior knowledge and skills to the SEL concept.

Explore Together is a "view and do" experience that combines a media-based investigation with collaborative learning.

Connect the Learning through language-rich interactions that transfer students' understandings to everyday moments and learning at home.



Family Time

Research highlights a consistent relationship between family engagement and student achievement.

We engage families in their children's education and development through a powerful home-school partnership that strengthens SEL skills.

PREPARE with PURPOSE

PROFESSIONAL DEVELOPMENT RESOURCES FOR GETTING STARTED IN YOUR CLASSROOM

In the same way that you want to prepare your students for success, we want to ensure that you have the resources and support you need to implement *Maravillas* with success—and confidence.

In the first unit of every grade, the Start Smart pages of your teacher's edition provide an overview and explanation of the instructional lessons and routines.

Your online **professional development resources** are available 24/7, on-demand, so you get the support you need, whenever you need it. You'll find Quick Start courses that will help you make the most of the digital workspace along with classroom videos, coaching videos featuring our authors, and whitepapers. You will also find our *Instructional Routines Handbook* and *Research Base Alignment*.

UN BUEN COMIENZO overview

Start Smart provides an overview of the instructional lessons and routines within *Maravillas* by providing an explanation of the Unit 1 genre study Teacher's Edition lessons. Learn about the purpose and strength of *Maravillas* instruction through the following features:

- Author Insights**
Identify research that supports *Maravillas'* pedagogy.
- Social Emotional Learning**
Learn how *Maravillas* helps students develop the ability to manage emotions and engage in prosocial behavior.
- Habits of Learning**
Understand how *Maravillas* develops critical habits that will help students succeed in school and throughout life.
- Classroom Culture**
Recognize key aspects of the Classroom Culture that can facilitate students' Habits of Learning.
- Teach It Your Way**
Determine how to adapt instruction and incorporate different approaches to best meet students' needs.
 Use the Evaluación de nivel y prueba de diagnóstico to determine instructional and grouping needs for your students.

See the online Professional Development at [mymheducation.com](#) as well as the Instructional Routine Handbook for more information about how to teach with Wonders.

START SMART S1

Media

Media

LESSON SUPPORT

- STANDARDS
- OBJECTIVES
- CLOSE READING ROUTINE
- PROFESSIONAL DEVELOPMENT
- Graphic Organizers

You have no notes. Use the "Customize" menu to add a note.

Point-of-use professional development

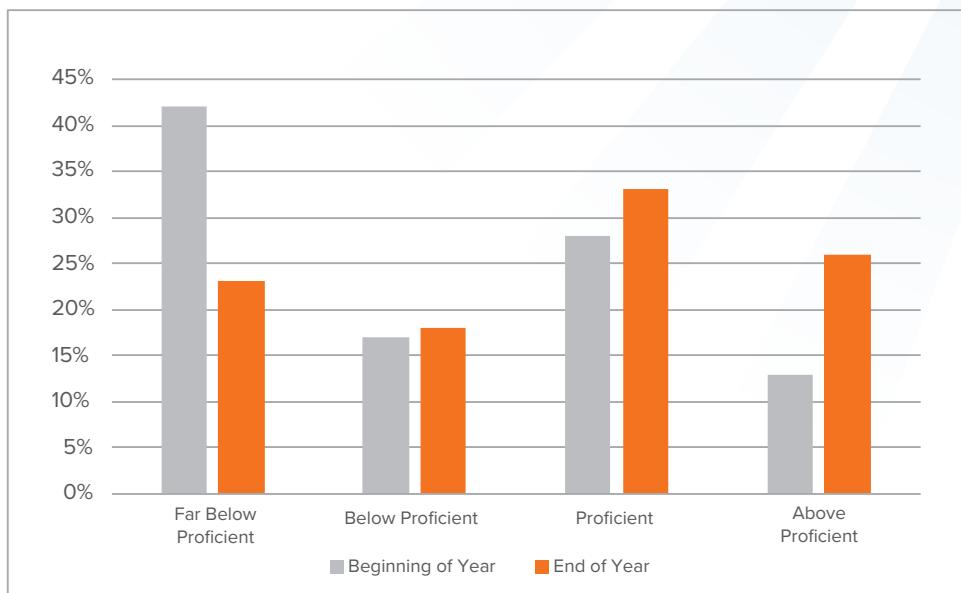
Media

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Point-of-use coaching videos

THE EFFECTIVENESS OF **MARAVILLAS**

Maravillas is the parallel Spanish-language component of the McGraw-Hill **Wonders** suite of resources. According to a third-party study, students who used **Wonders** resources showed statistically significant growth (27 percent) in text reading and comprehension after just one year.



Study published in the Journal of Educational and Organizational Leadership.

The impact of **Wonders** on elementary students' reading proficiency was examined across twelve third-grade classrooms in North Carolina by an independent, third-party researcher. Results revealed significant increases among DIBELS scores and Text Reading Comprehension (TRC) scores. A teacher survey showed overwhelmingly positive perceptions of the effectiveness of **Wonders**.

For more information on the effectiveness of **Wonders** resources, visit the Research and Success page at mheonline.com/wonderssuccess.

Notes

Cada estudiante es una historia de éxito



LEARN MORE!

Visit us: mheonline.com/maravillas-samplebox



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Graw
Hill**