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Fiction Readers— Early Fluent (Spanish)

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (6 pages)

Lesson Plan (11 pages)

Reader (13 pages)

To Create a World ⁱⁿ which
Children love to Learn!

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Early
Fluent

Read! Explore! Imagine!

Fiction Readers

Teacher's Guide

Spanish
Version

Teacher Created Materials
PUBLISHING

Table of Contents

Program Welcome	4	Other Blocks of a Balanced-Reading Program	36
Program Scope and Sequence	6	Pacing Plans.....	37
Research		Introduction to Correlations	44
The Importance of Reading Fiction.....	8	Lessons	
Developing Essential Reading Skills	9	Lesson 1: ¡Brumm, brumm! Poemas acerca de cosas con ruedas	46
Key Reading Skills	10	Lesson 2: La búsqueda del tesoro	54
The Power of Storytelling	12	Lesson 3: Barnaby Dell.....	62
The Art of Fiction	12	Lesson 4: Por qué Anansi tiene ocho patas delgadas: Un cuento de África occidental.....	70
The Benefits of Reading Fiction	12	Lesson 5: El ratón de la ciudad y el ratón del campo.....	78
Elements of Fiction	13	Lesson 6: Cucú, cucú: Un cuento tradicional de México.....	86
Gradual Release of Responsibility as a Model of Instruction	14	Lesson 7: Viaje al centro de la Tierra.....	94
The Active Reading Process	14	Lesson 8: ¿A dónde se fueron los dinosaurios?	102
Benefits of Leveled Reading.....	15	Lesson 9: Escapando del Pacaya	110
Differentiating by Specific Needs.....	16	Lesson 10: Boris y Bea	118
Using Quality Assessment to Guide Instruction.....	18	Lesson 11: El diario de la serpiente por Amarillita	126
School and Home Connections	19	Lesson 12: Patrick y Paloma	134
Using Technology in the Classroom	19	Lesson 13: Mía y el reto del chocolate	142
Best Practices		Lesson 14: Las zapatillas de cristal	150
Managing Small Groups	20	Lesson 15: Esta es la torre que Frank construyó	158
Before-Reading Activities	21	References	166
During-Reading Activities.....	22	Answer Key	168
After-Reading Activities.....	23	Template	173
Making It Memorable.....	24	Indexes	
How to Use This Product		Read! Explore! Imagine! Fiction Readers: Early Fluent Comprehension Skills... 174	
Kit Components.....	25	Read! Explore! Imagine! Fiction Readers: Early Fluent Cross-curricular Connections	175
Getting Started.....	26	Contents of the CDs and DVDs	176
Teaching a Lesson	27		
Using Assessment Options.....	28		
Using Technology Options	28		
Using Interactiv-eBooks.....	29		
About the Books.....	33		
Word Counts and Level Correlations.....	34		
Using a Guided-Reading/ Balanced-Literacy Model	35		
Guided Reading	35		

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

Digital Resource CD

- PDFs of books
- teacher resources
- student activity sheets
- supplemental images, audio, and video

Audio CD

Professional recordings of books and reader's theater scripts

Assessment Guide

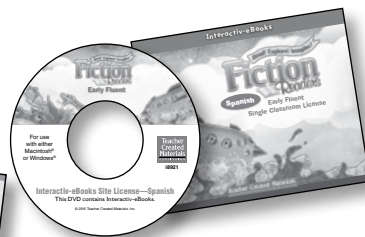
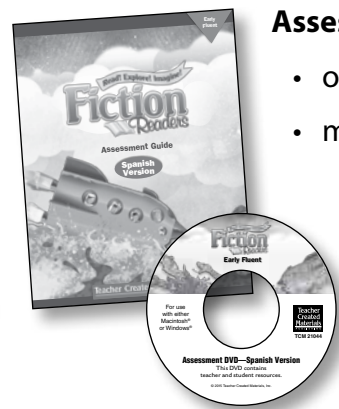
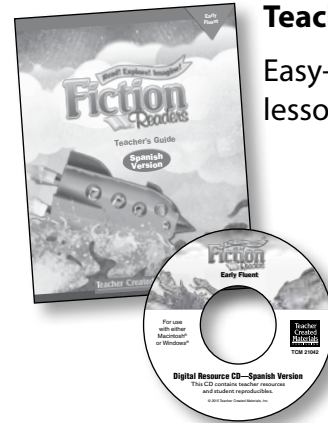
- oral reading records
- multiple-choice tests

Assessment DVD

- placement test
- assessments in both electronic and printable form

Interactiv-eBooks Single Classroom License

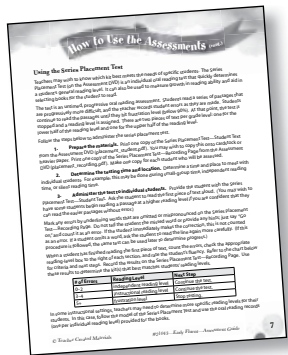
Interactiv-eBooks with embedded audio, response-to-literature prompts, and activities



How to Use This Product (cont.)

Getting Started

1. Use the Series Placement Test. If desired, use the Series Placement Test (on the Assessment DVD) to determine which kit is most appropriate for the 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, assign students to reading groups based on their reading levels or other instructional needs. See page 20 for practical tips for managing small groups. See pages 35–36 for tips on using *Read! Explore! Imagine! Fiction Readers* in a guided-reading/balanced-literacy model.

3. Prepare student resources. As an option, create some student resources, including cards for key words and storage boxes (or rings), and folders to store writing samples. The reader's theater scripts can be bound into a folder so each student has a set of scripts at the end of the instructional period. See page 173 (or the Digital Resource CD) for the cover template.



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 each student's placement test, oral reading records, multiple-choice tests, activity pages, notes from informal assessments suggested in the lessons, and/or anecdotal records taken during the reading lessons. Keep sticky notes handy for those quick notes that can be inserted into a folder.

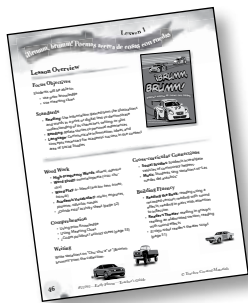
5. Make a school-and-home connection. Send the Parent Tips booklet (found on the Digital Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.



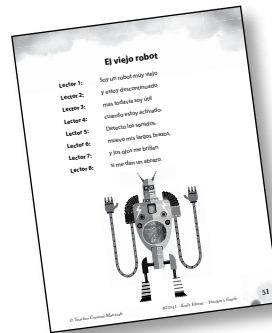
How to Use This Product (cont.)

Teaching a Lesson

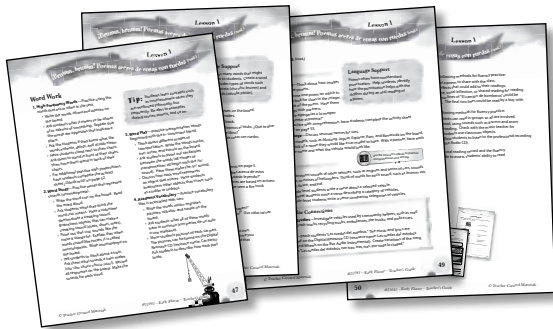
Each eight-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a reader's theater script, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet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



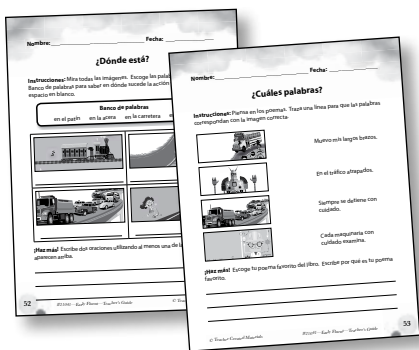
Each **lesson** begins with an overview page that provides standards information and information for planning purposes. Every lesson addresses a reading standard and a language standard.



The **reader's theater script** provides additional fluency practice and an authentic purpose for rereading text.



The **instructional components** include Word Work on high-frequency words, key words used in the story, word play, and academic vocabulary. Comprehension work includes before-, during-, and after-reading instruction. Writing, Cross-curricular Connections, and Building Fluency follow.

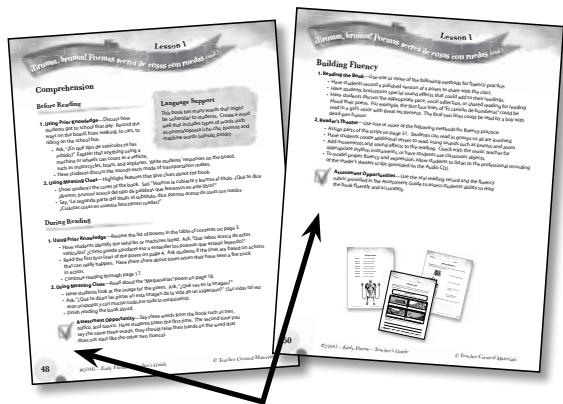


The **student activity sheets** can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-grade-level students or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

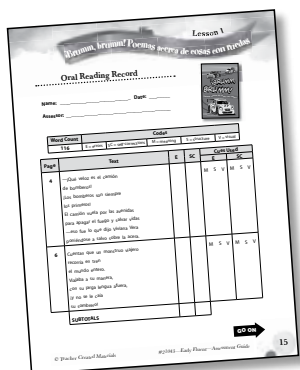
How to Use This Product (cont.)

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. Develop anecdotal records as they meet the needs of your classroom.

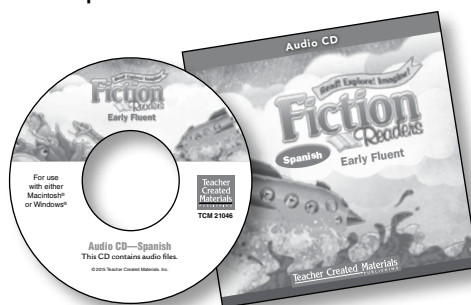


2. Use formal assessments at the end of each lesson. The oral reading record and multiple-choice comprehension test provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found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



Using Technology Options

1. Use the Audio CD as a model of fluent reading. The Audio CD includes professional recordings of the books and reader's theater scripts in this kit. Consider playing the audio tracks of the books to support students as rereading practice for fluency or in a listening center. Play the reader's theater script as a model of presentation.



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, record their voices, and complete interactive activities that build comprehension and writing skills. The Interactiv-eBooks can be used in a variety of instructional settings and to support numerous literacy and learning goals.

Using a Guided-Reading/ Balanced-Literacy Model

Read! Explore! Imagine! Fiction 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 used in all 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 *Read! Explore! Imagine! Fiction Readers* allow them to be effectively used within a guided-reading program. First, the books can serve to target specific word-recognition and word-work skills. Second, the high-interest story books make them ideal selections for use with groups who need practice at specific reading levels and with general reading skills. Oral reading records for each book are included so teachers can monitor the progress of students as they increase their reading levels.

Targeting Leveled Practice and Other Reading Skills

Each book included in *Read! Explore! Imagine! Fiction Readers* 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 34 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 stories designed to provide practice with many areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, 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 *Read! Explore! Imagine! Fiction Readers* lesson plans are set up in the traditional guided-reading structure of before-, during-, and after-reading activities and questions. High-frequency, challenging, and academic words are isolated for pre-instruction. Special attention is given to words that encourage rhyming, alliteration, or general word play.

How to Use This Product (cont.)

Guided Reading (cont.)

Progress Monitoring

As mentioned, oral reading records and comprehension assessments for each book are included so teachers may monitor the growth of their students in oral reading and comprehension and record 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, *Read! Explore! Imagine! Fiction Readers* provides the necessary tools. Further, there are recommended informal assessments in the lesson plans.

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 students who are not in the small instructional group with which the teacher is currently working are constructively engaged. The lesson plans provide suggestions for connections and writing activities for independent student work. Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word-recognition, word-work, 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 *Read! Explore! Imagine! Fiction Readers* 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-play development.

Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets and the Interactiv-eBooks. Depending on the level of the kit a teacher is using in the classroom, the writing activities vary from students completing sentence frames or writing simple sentences to writing short stories as a way to apply the new skills they learn to show comprehension of the story. Modifications in the writing assignments are offered for below-, at-, and above-grade-level students.

Independent Reading

The books from *Read! Explore! Imagine! Fiction Readers* 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 or 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 retain what they have learned.

Lesson Overview

Focus Objectives

Students will be able to:

- use meaning clues
- use prior knowledge

Standards

- **Reading:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
- **Reading:** Use meaning clues to aid comprehension and make predictions about content
- **Language:** Communicate for Social and Instructional purposes within the school setting



Word Work

- **High-Frequency Words:** *él, gustaba*
- **Word Study:** antonyms (*suave, nuevo, amigo, enemigo*)
- **Word Play:** synonyms (*feliz, alegre, contento, animado*)
- **Academic Vocabulary:** *gato, cojín, peluda, leche, siesta, ama, mascota, arañar*
- *Corresponde los sinónimos* activity sheet (page 140)

Comprehension

- Using Meaning Clues
- Using Prior Knowledge
- *¿Quién las piensa o las dice?* activity sheet (page 141)

Writing

Write about likes and dislikes from Patrick's or Paloma's point of view.

Cross-curricular Connections

- **Music:** Students listen and respond to "Kitten on the Keys."
- **Drama:** Students pantomime a scene where Paloma charms Patrick.

Building Fluency

- **Reading the Book:** reading at random in a circle; reading with special effects; making a recorded reading
- **Reader's Theater:** create a video recording of the script; create additional lines for Patrick and Paloma
- *Patrick y Paloma* reader's theater script (page 139)



Word Work

1. High-Frequency Words—Practice using the words that occur often in the text.

- Write the sentence frame *A él le gustaba _____* on the board.
- Explain that the word *él* refers to the main character in the story, a cat named Patrick.
- Have students think about what Patrick might have liked.
- Have students work with partners to answer the sentence frame. Responses may include *A él le gustaba la leche* or *A él le gustaba dormir*.

2. Word Study—Practice using antonyms from the text.

- Write the word *suave* on the board.
- Ask, “¿Qué significa suave?” Write *áspero* on the board. Say, “*Áspero* es lo opuesto de *suave*. Un antónimo es una palabra con significado opuesto a otra.”
- Repeat this process with the words *nuevo* and *amigo*.

Tip: Prepare word cards with antonyms. Write a word on one side and the opposite on the other side for students to use as flash cards for practice.

3. Word Play—Practice using synonyms from the text.

- Write the following sentence on the board: *Patrick está contento*.
- Ask, “¿Qué significa *contento*?”
- Ask, “¿Qué otras palabras se pueden usar para decir que Patrick está contento?” (*feliz, alegre, contento, animado*)
- For additional practice with synonyms, have students complete the activity sheet *Corresponde los sinónimos* on page 140.

4. Academic Vocabulary—Practice using vocabulary associated with cats.

- Write the word *gato* on the board.
- Have students say the word *gato*.
- Ask, “¿En qué palabras piensas cuando escuchas la palabra *gato*?” Record students’ responses on the board. Responses may include *leche, mascota, cojín, arañar, peluda, and ama*.
- Put students into pairs. Have pairs discuss how each word from the list is associated with cats.



Comprehension

Before Reading

1. Using Meaning Clues—Show students the front cover of the book. Read the title.

- Ask, “¿Quién crees que son los personajes principales de la historia? ¿Cuál crees que es Patrick?” Confirm that Patrick is the bigger cat.
- Point to Patrick on the cover. Have students observe his expression. Ask, “¿Cómo parece sentirse Patrick?” Repeat this process with Paloma.
- Have students read the back cover. Ask, “¿De qué crees que se va a tratar la historia?”

2. Using Prior Knowledge—Discuss different types of pets with students.

- Ask, “¿Cuántos de ustedes tienen una mascota?” Give students time to share about their pets. Ask them how it felt when they first got the pet.
- Discuss how hard it might be to adjust to a new member in the family, whether it’s a pet or a new baby brother or sister.

Language Support

Discuss the relationship between owners and pets. Have students think about how owners treat their pets and how pets treat their owners. Have them each draw a picture representing this relationship.

During Reading

1. Using Meaning Clues—Highlight the features of the text that support the content.

- Have partners read through page 7. Discuss all the good things about Patrick’s perfect life.
- Read page 8. Ask, “¿Qué hizo sospechar y preocupar a Patrick?”
- Study the illustration and text on pages 10 and 11. Ask, “¿Qué parece pensar Patrick sobre Paloma?”
- Have partners read through page 21 and observe the illustrations. Ask, “¿Qué cosas hace Paloma que molestan a Patrick? ¿Crees que todas eran malas? Comparte tus ideas con un compañero.”
- Ask, “¿Qué pensó Patrick sobre Paloma? ¿Cómo lo sabes?”
- Have students finish reading the story. Ask, “¿Qué cambió la manera de pensar de Patrick sobre Paloma?”

2. Rereading—Discuss how to read Patrick’s role in a grumbling style. Have students practice sounding annoyed. Reread the story with expression. Be sure to remind students that the expression on the last page should be different because Patrick is no longer annoyed.



Assessment Opportunity—Write a variety of synonyms on index cards. Have students identify the synonyms of the following words: *feliz, alegre, contento, suave, sedoso, blando, peluda, lanuda, vellosa*.

Comprehension (cont.)

After Reading

1. Using Prior Knowledge—Have students think about Patrick’s feelings in the story.

- Ask students if they have a younger or an older sibling. Have them share how they feel about their siblings at times.
- Ask, “¿Qué piensa Patrick al principio sobre Paloma? ¿Qué crees que piensa al principio Paloma sobre Patrick?”
- Ask, “¿Crees que Paloma se siente mal por Patrick o crees que no se dio cuenta lo gruñón que era? ¿Por qué?”
- For additional practice with comprehension, have students complete the activity sheet *¿Quién las piensa o las dice?* on page 141.

2. Building Oral Language—Write the words *gato* and *gatitos* on the board.

- Say, “Vamos a pensar en más nombres de animales adultos y bebés, como perro y perrito.” Examples may include *oso* and *osezno*, *vaca* and *becerrito*, *venado* and *cervatillo*, or *pato* and *anadón*.
- Have students share about a time when they have seen a mother and a baby animal together. Discuss differences between the animals.

Language Support

Discuss how illustrations in a story lead from one to the next. Distribute drawing paper to students and have them fold it in half. On one side, students will draw a scene where Paloma is annoying Patrick. On the other side, they will draw the final scene of the story where Patrick is accepting Paloma.



Use the Interactiv-eBook to practice comprehension and writing.

Writing

Tell students to write about likes and dislikes from either Paloma’s or Patrick’s point of view.

- Have below-grade-level students write as Patrick or Paloma and describe what they like.
- Have on-grade-level students write as Patrick or Paloma about what they like and don’t like.
- Have above-grade-level students write about what happens next to Patrick y Paloma from Paloma’s point of view.

Cross-curricular Connections



Music—Have students listen to “Kitten on the Keys” by Zoz Confrey, provided on the the Digital Resource CD (resource name: Kitten on the Keys Audio Instrumental). Invite students to create movements to go along with the music.



Drama—Work in small groups to pantomime one scene in which Paloma is doing everything she can to charm the grouchy Patrick. Have groups perform their pantomimes in front of the class.

Building Fluency

1. Reading the Book—Use one or more of the following methods for fluency practice:

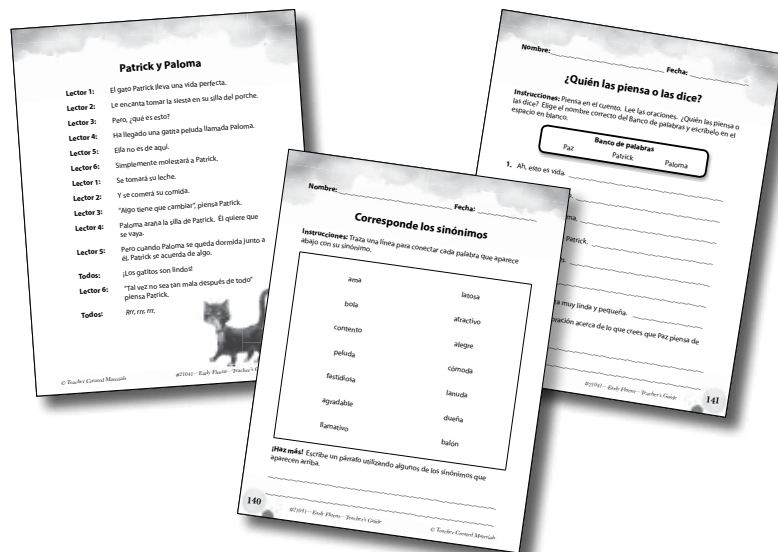
- Have students sit in a circle. Point to individuals at random to read a page of the story. Encourage them to read with expression.
- Have students brainstorm special sound effects to add to their readings, such as the lapping of milk or scratching on the chair.
- Have groups of students record a polished version of the story to share with the class.

2. Reader’s Theater—Use one or more of the following methods for fluency practice:

- Have students create a video recording of the reading.
- Create additional lines for Patrick y Paloma, such as Paloma thinking to herself, “¡No se qué hacer para que Patrick me quiera!” Incorporate them into the script.
- To model proper fluency and expression, allow students to listen to the professional recording of the reader’s theater script (provided on the Audio CD).



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



Patrick y Paloma

- Lector 1:** El gato Patrick lleva una vida perfecta.
- Lector 2:** Le encanta tomar la siesta en su silla del porche.
- Lector 3:** Pero, ¿qué es esto?
- Lector 4:** Ha llegado una gatita peluda llamada Paloma.
- Lector 5:** Ella no es de aquí.
- Lector 6:** Simplemente molestará a Patrick.
- Lector 1:** Se tomará su leche.
- Lector 2:** Y se comerá su comida.
- Lector 3:** “Algo tiene que cambiar”, piensa Patrick.
- Lector 4:** Paloma araña la silla de Patrick. Él quiere que se vaya.
- Lector 5:** Pero cuando Paloma se queda dormida junto a él, Patrick se acuerda de algo.
- Todos:** ¡Los gatitos son lindos!
- Lector 6:** “Tal vez no sea tan mala después de todo” piensa Patrick.
- Todos:** *Rrr, rrr, rrr.*



Nombre: _____ Fecha: _____

Corresponde los sinónimos

Instrucciones: Traza una línea para conectar cada palabra que aparece abajo con su sinónimo.

ama	latosa
bola	atractivo
contento	alegre
peluda	cómoda
fastidiosa	lanuda
agradable	dueña
llamativo	balón

¡Haz más! Escribe un párrafo utilizando algunos de los sinónimos que aparecen arriba.

Nombre: _____ Fecha: _____

¿Quién las piensa o las dice?

Instrucciones: Piensa en el cuento. Lee las oraciones. ¿Quién las piensa o las dice? Elige el nombre correcto del Banco de palabras y escríbelo en el espacio en blanco.

Banco de palabras

Paz

Patrick

Paloma

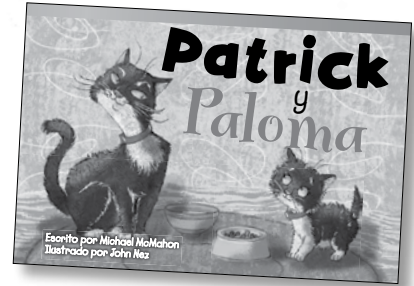
1. Ah, esto es vida. _____
2. Qué guapo me veo. _____
3. Su nombre es Paloma. _____
4. Treparé a la silla de Patrick. _____
5. *Míau. Míau. Ris. Ras.* _____
6. ¡Vete, Paloma! _____
7. Paloma es una gatita muy linda y pequeña. _____

¡Haz más! Escribe una oración acerca de lo que crees que Paz piensa de sus gatos.

Patrick y Paloma

Lesson 12

Oral Reading Record



Name: _____ Date: _____

Assessor: _____

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

Page	Text	E	SC	Cues Used					
				E			SC		
2	Patrick se acomodó en su silla favorita del porche. Cerró los ojos. “¡Ah! Esto es vida”, se dijo.			M	S	V	M	S	V
4	A Patrick le gustaba su vida agradable. Le gustaban su silla y su suave cojín. Le gustaba que le sirvieran la comida todos los días a la misma hora. Le gustaba tomar su taza de leche tibia todas las mañanas.			M	S	V	M	S	V
6	Un día, su ama Paz le dio un collar nuevo y rojo. Se veía llamativo en su pelaje negro y brillante. —Qué guapo me veo —maulló Patrick.			M	S	V	M	S	V
8	Luego se preguntó por qué le habrían dado un collar nuevo. No era su cumpleaños. No era el cumpleaños de Paz. ¿Qué estaba pasando?			M	S	V	M	S	V
SUBTOTALS									



Oral Reading Record (cont.)

.....

Page	Text	E	SC	Cues Used	
				E	SC
10	Luego, por el rabillo del ojo, vio una bola pequeña de pelusa negra. ¿Qué era? ¡Oh, no! ¡Un gatito! —Patrick, ven y conoce a tu nueva amiga. Se llama Paloma —dijo Paz.			M S V	M S V
12	Patrick no estaba contento. No necesitaba una amiga. No necesitaba a una gatita boba y peluda que corriera molestando a todo el mundo. Y Paloma era <i>muy</i> fastidiosa.			M S V	M S V
14	Se subía a la silla favorita de Patrick cuando él no estaba mirando. Se tomaba su leche antes de que él se despertara. ¡Incluso le servían la cena antes que a él!			M S V	M S V
16	Patrick no sabía qué hacer. —¡Mírenla, corriendo simplemente porque le dieron la leche antes que a mí! Y se ve muy boba con ese collar rosado —gruñó. Buscó un lugar para acurrucarse y esconderse.			M S V	M S V
Subtotals from previous page					
TOTALS					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Examen de elección múltiple

Nombre: _____ Fecha: _____

Instrucciones: Lee cada pregunta. Elige la mejor respuesta. Rellena el círculo de la respuesta que has elegido.

1 ¿Cómo se siente Patrick con su nuevo collar?

- A A él le da miedo llevarlo puesto.
- B A él le gusta mucho.
- C A él le parece muy apretado.
- D A él no le gusta el color.

4 ¿Por qué Patrick cambia de opinión con respecto a Paloma?

- A Paloma salva la vida a Patrick.
- B Paz pide a Patrick que sea amable con Paloma.
- C Paloma se acurruca junto a Patrick.
- D Patrick salva la vida a Paloma.

2 Patrick lleva una vida _____.

- A al aire libre
- B muy ocupada
- C emocionante
- D fácil

5 ¿Qué crees que significa *llamativo*?

- A *atractivo*
- B *feo*
- C *grande*
- D *elegante*

3 ¿Por qué Patrick no quiere a Paloma al principio?

- A Ella hace cosas que le molestan.
- B Ella es demasiado pequeña para él.
- C Ella siempre está perdida.
- D Ella lo mete en problemas.

6 ¿Qué crees que sucederá a continuación?

- A Paz conseguirá muchos gatos más.
- B Paloma escapará de la casa.
- C Patrick se enojará mucho con Paloma.
- D Patrick y Paloma serán amigos.

Patrick y Paloma



Escrito por Michael McMahon
Ilustrado por John Nez



Patrick se acomodó en su silla favorita del porche. Cerró los ojos. “¡Ah! Esto es vida”, se dijo.





A Patrick le gustaba su vida agradable. Le gustaban su silla y su suave cojín. Le gustaba que le sirvieran la comida todos los días a la misma hora. Le gustaba tomar su taza de leche tibia todas las mañanas.





Un día, su ama Paz le dio un collar nuevo y rojo. Se veía llamativo en su pelaje negro y brillante.

—Qué guapo me veo —maulló Patrick.





Luego se preguntó por qué le habrían dado un collar nuevo. No era su cumpleaños. No era el cumpleaños de Paz. ¿Qué estaba pasando?



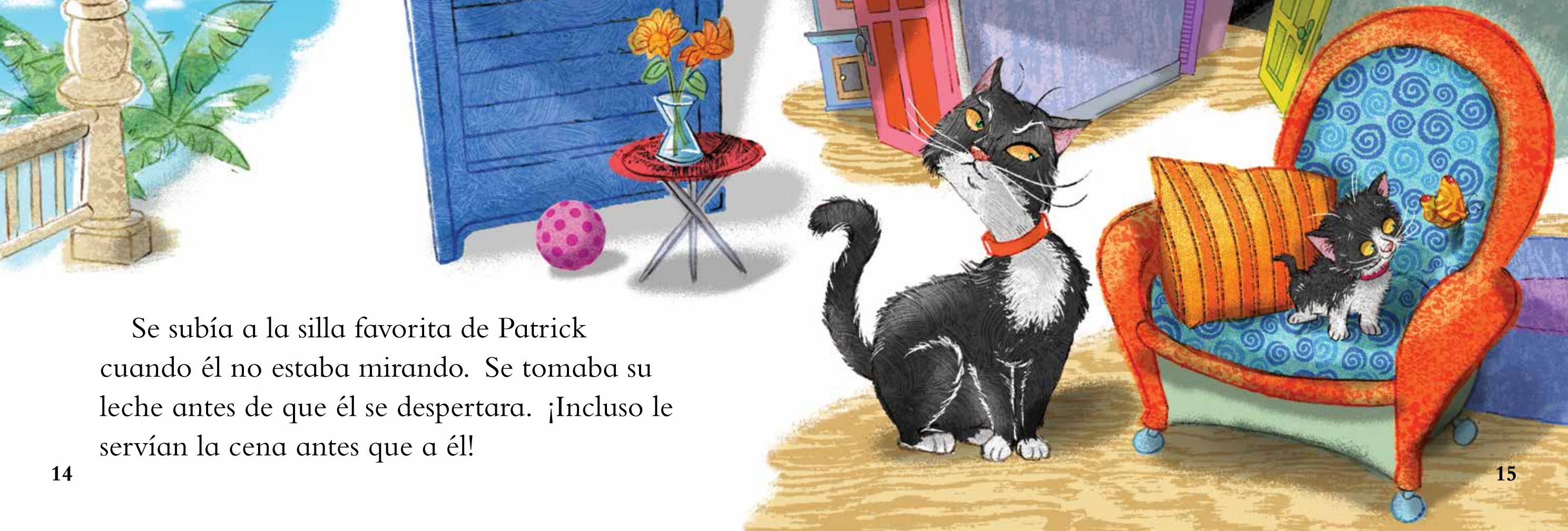
Luego, por el rabillo del ojo, vio una bola
pequeña de pelusa negra. ¿Qué era? ¡Oh, no!
¡Un gatito!

—Patrick, ven y conoce a tu nueva amiga. Se
10 llama Paloma —dijo Paz.



Patrick no estaba contento. No necesitaba una amiga. No necesitaba a una gatita boba y peluda que corriera molestando a todo el mundo. Y Paloma era *muy* fastidiosa.





Se subía a la silla favorita de Patrick cuando él no estaba mirando. Se tomaba su leche antes de que él se despertara. ¡Incluso le servían la cena antes que a él!



Patrick no sabía qué hacer.

—¡Mírenla, corriendo simplemente porque le dieron la leche antes que a mí! Y se ve muy boba con ese collar rosado —gruñó. Buscó un lugar para acurrucarse y esconderse.





Cuando Paloma fue al jardín, Patrick pensó: “¡Ah! Es mucho mejor cuando ella no está aquí. Ahora puedo pensar en lo que voy a hacer. ¡Las cosas no pueden seguir así!”. Entonces, se acomodó en su cojín y se puso a pensar.



“¿Qué tal si le maúllo fuerte?”, pensó. Pero ya había hecho eso. Ella ni siquiera se dio cuenta.

“Tal vez pueda exigir que me den la comida al mediodía”. Entonces, recordó que a Paloma siempre le daban la comida al mediodía.

—¡Oh! La vida se ha vuelto tan difícil —suspiró.



Un día, Paloma empezó a arañar la silla de Patrick.

—Miau, miau, miau —maulló con mucha suavidad mientras se subía al cojín.

—¡Vete, Paloma! —gruñó Patrick y se dio vuelta. Pero Paloma se acurrucó a su lado para dormirse.

—Rrr, rrr, rrr —dijo.





—Mmm... tal vez no sea tan mala como pensé —dijo Patrick mientras intentaba sonreír—. Creo que más bien es una gatita pequeña y agradable. Rrr, rrr, rrr.