



ENGLISH INSTRUCTIONAL MODULE FIRST GRADE

August 2020



DE DEPARTAMENTO DE
EDUCACIÓN
GOBIERNO DE PUERTO RICO

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LETTER FOR TEACHERS, STUDENTS AND PARENTS

Dear Student:

This instructional module is a document that favors your learning process. It allows you to learn more effectively and independently, in other words, without the need of having a face to face or online class in every moment. Likewise, it contains all the necessary elements for learning the concepts and skills of the English class, without the constant help from your teacher. Its content has been prepared by teachers, facilitators, and Academic Program Directors of the Puerto Rico Department of Education (PRDE) to support your learning process in these extraordinary times in which we live.

I invite you to complete this instructional module following the progress calendar established per week. In it, you will be able to review knowledge, improve skills and learn new concepts about the English class through definitions, examples, reading passages, exercises, and assessments. We also suggest additional resources available on the internet, so that you can expand your learning. Remember that this learning experience is essential in your academic and personal development, so start now.

Dear Families:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. Its purpose is to provide the academic content of the **English** class for the first ten weeks of the new school year. In addition, to develop, reinforce, and evaluate the concepts and skills domain of our students. This is one of the alternatives that PRDE promotes to

develop the knowledge of our students, your children, in order to improve their academic achievement.

It is proven that when families are involved in the education of their children, they improve the results of their learning. For this reason, we invite you to support the academic and comprehensive development of your children using this module to **support** their learning. It is essential that your child advance in this module following the progress schedule established per week.

The PRDE staff recognizes that you will be anxious with the new teaching methods, and that you want your children to do very well in the process. We request all families to provide direct and active collaboration in the teaching and learning process of their children. In these extraordinary times we live in, we remind you that it is important for you to develop your child's confidence, sense of accomplishment, and independence when doing schoolwork. Do not forget that the educational needs of our children and youth are everyone's responsibility.

Estimadas familias:

El Departamento de Educación de Puerto Rico (DEPR) comprometido con la educación de nuestros estudiantes, ha diseñado este módulo didáctico con la colaboración de: maestros, facilitadores docentes y directores de los programas académicos. Su propósito es proveer el contenido académico de la materia de Inglés para las primeras diez semanas del nuevo año escolar. Además, para desarrollar, reforzar y evaluar el dominio de conceptos y destrezas claves. Ésta es una de las alternativas que promueve el DEPR para desarrollar los conocimientos de nuestros estudiantes, tus hijos, para así mejorar el aprovechamiento académico de estos.

Está probado que cuando las familias se involucran en la educación de sus hijos mejora los resultados de su aprendizaje. Por esto, te invitamos a que apoyes el desarrollo académico e integral de tus hijos utilizando este módulo para apoyar su aprendizaje. Es fundamental que tu hijo avance en este módulo siguiendo el calendario de progreso establecido por semana.

El personal del DEPR reconoce que estarán realmente ansiosos ante las nuevas modalidades de enseñanza y que desean que sus hijos lo hagan muy bien. Le solicitamos a las familias que brinden una colaboración directa y activa en el proceso de enseñanza y aprendizaje de sus hijos. En estos tiempos extraordinarios en que vivimos, les recordamos que es importante que desarrolles la confianza, el sentido de logro y la independencia de tu hijo al realizar las tareas escolares. No olvides que las necesidades educativas de nuestros niños y jóvenes es responsabilidad de todos.

Dear teacher:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. This constitutes a useful and necessary resource to promote an innovative teaching and learning process that allows the holistic and comprehensive development of our students to the best of their abilities. Furthermore, it is one of the alternatives provided to develop the knowledge of PRDE students; in the face of the emergency situations that confronts our country.

The module's purpose is to provide the content of the English class for the first ten weeks of the new school year. It is a work tool that will help develop concepts and skills in students to improve their academic knowledge. When selecting this teaching alternative, you must ensure that students advance in the module

following the progress calendar established per week. It is important to promote their full development, providing tools that can support their learning. Therefore, you must diversify the offerings with creative learning and evaluation alternatives of your own creation to significantly reduce the gaps in their academic achievement.

PRDE staff expect that this module can help you achieve that students have a significant progress in their academic achievement. We hope that this initiative can help you develop the abilities of our students to the maximum of their capacities.

Estimada familia:

El Departamento de Educación de Puerto Rico (DEPR) tiene como prioridad el garantizar que a sus hijos se les provea una educación pública, gratuita y apropiada. Para lograr este cometido, es imperativo tener presente que los seres humanos son diversos. Por eso, al educar es necesario reconocer las habilidades de cada individuo y buscar estrategias para minimizar todas aquellas barreras que pudieran limitar el acceso a su educación.

La otorgación de acomodados razonables es una de las estrategias que se utilizan para minimizar las necesidades que pudiera presentar un estudiante. Estos permiten adaptar la forma en que se presenta el material, la forma en que el estudiante responde, la adaptación del ambiente y lugar de estudio y el tiempo e itinerario que se utiliza. Su función principal es proveerle al estudiante acceso equitativo durante la enseñanza y la evaluación. Estos tienen la intención de reducir los efectos de la discapacidad, excepcionalidad o limitación del idioma y no, de reducir las expectativas para el aprendizaje. Durante el proceso de enseñanza y aprendizaje, se debe tener altas expectativas con nuestros niños y jóvenes.

Esta guía tiene el objetivo de apoyar a las familias en la selección y administración de los acomodados razonables durante el proceso de enseñanza y evaluación para los estudiantes que utilizarán este módulo didáctico. Los acomodados razonables le permiten a su hijo realizar la tarea y la evaluación, no

de una forma más fácil, sino de una forma que sea posible de realizar, según las capacidades que muestre. El ofrecimiento de acomodados razonables está atado a la forma en que su hijo aprende. Los estudios en neurociencia establecen que los seres humanos aprenden de forma visual, de forma auditiva o de forma kinestésica o multisensorial, y aunque puede inclinarse por algún estilo, la mayoría utilizan los tres.

Por ello, a continuación, se presentan algunos ejemplos de acomodados razonables que podrían utilizar con su hijo mientras trabaja este módulo didáctico en el hogar. Es importante que como madre, padre o persona encargada en dirigir al estudiante en esta tarea los tenga presente y pueda documentar cuales se utilizaron. Si necesita más información, puede hacer referencia a la **Guía para la provisión de acomodados razonables** (2018) disponible por medio de la página www.de.pr.gov, en educación especial, bajo Manuales y Reglamentos.

GUÍA DE ACOMODOS RAZONABLES PARA LOS ESTUDIANTES QUE TRABAJARÁN BAJO MÓDULOS DIDÁCTICOS

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
Cambian la manera en que se presenta la información al estudiante. Esto le permite tener acceso a la información de diferentes maneras. El material puede ser presentado de forma auditiva, táctil, visual o multisensorial.	Cambian la manera en que el estudiante responde o demuestra su conocimiento. Permite a los estudiantes presentar las contestaciones de las tareas de diferentes maneras. Por ejemplo, de forma verbal, por medio de manipulativos, entre otros.	Cambia el lugar, el entorno o el ambiente donde el estudiante completará el módulo didáctico. Los acomodados de ambiente y lugar requieren de organizar el espacio donde el estudiante trabajará.	Cambian la cantidad de tiempo permitido para completar una evaluación o asignación; cambia la manera, orden u hora en que se organiza el tiempo, las materias o las tareas.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras ▪ Uso de láminas, videos pictogramas. ▪ Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (highlighters), subrayar palabras importantes. ▪ Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones. ▪ Hablar con claridad, pausado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante ▪ Añadir al material información complementaria <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Utilizar la computadora para que pueda escribir. ▪ Utilizar organizadores gráficos. ▪ Hacer dibujos que expliquen su contestación. ▪ Permitir el uso de láminas o dibujos para explicar sus contestaciones ▪ Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual. ▪ Contestar en el folleto. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Grabar sus contestaciones ▪ Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. ▪ Hacer presentaciones orales. ▪ Hacer videos explicativos. 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Ambiente silencioso, estructurado, sin muchos distractores. ▪ Lugar ventilado, con buena iluminación. ▪ Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. ▪ Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. ▪ Permitir que realice las actividades en 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> ▪ Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. ▪ Reforzar el que termine las tareas asignadas en la agenda. ▪ Utilizar agendas de papel donde pueda marcar, escribir, colorear. ▪ Utilizar "post-it" para organizar su día. ▪ Comenzar con las clases más complejas y luego moverse a las sencillas. ▪ Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. ▪ Establecer mecanismos para recordatorios que le sean efectivos.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> ▪ Leer en voz alta las instrucciones. ▪ Permitir que el estudiante se grabe mientras lee el material. ▪ Audiolibros ▪ Repetición de instrucciones ▪ Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer ▪ Utilizar el material grabado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Presentar el material segmentado (en pedazos) ▪ Dividir la tarea en partes cortas ▪ Utilizar manipulativos ▪ Utilizar canciones ▪ Utilizar videos ▪ Presentar el material de forma activa, con materiales comunes. ▪ Permitirle al estudiante 	<ul style="list-style-type: none"> ▪ Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Señalar la contestación a una computadora o a una persona. ▪ Utilizar manipulativos para representar su contestación. ▪ Hacer presentaciones orales y escritas. ▪ Hacer dramas donde represente lo aprendido. ▪ Crear videos, canciones, carteles, infografías para explicar el material. ▪ Utilizar un comunicador electrónico o manual. 	<p>diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio.</p>	<ul style="list-style-type: none"> ▪ Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. ▪ Establecer horarios flexibles para completar las tareas. ▪ Proveer recesos entre tareas. ▪ Tener flexibilidad en cuando al mejor horario para completar las tareas. ▪ Comenzar con las tareas más fáciles y luego, pasar a las más complejas. ▪ Brindar tiempo extendido para completar sus tareas.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
investigar sobre el tema que se trabajará ▪ Identificar compañeros que puedan servir de apoyo para el estudiante			

HOJA DE DOCUMENTAR LOS ACOMODOS RAZONABLES UTILIZADOS AL TRABAJAR EL MÓDULO DIDÁCTICO

Nombre del estudiante: _____

Número de SIE: _____

Materia del módulo: _____

Grado: _____

Estimada familia:

1.

Utiliza la siguiente hoja para documentar los acomodados razonables que utiliza con tu hijo en el proceso de apoyo y seguimiento al estudio de este módulo. Favor de colocar una marca de cotejo [✓] en aquellos acomodados razonables que utilizó con su hijo para completar el módulo didáctico. Puede marcar todos los que aplique y añadir adicionales en la parte asignada para ello.

Acomodos de presentación	Acomodos de tiempo e itinerario
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras <input type="checkbox"/> Uso de láminas, videos pictogramas. <input type="checkbox"/> Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (<i>highlighters</i>), subrayar palabras importantes. <input type="checkbox"/> Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones. <input type="checkbox"/> Hablar con claridad, pausado <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante <input type="checkbox"/> Añadir al material información complementaria <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. <input type="checkbox"/> Leer en voz alta las instrucciones. <input type="checkbox"/> Permitir que el estudiante se grabe mientras lee el material. <input type="checkbox"/> Audiolibros <input type="checkbox"/> Repetición de instrucciones 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizar la computadora para que pueda escribir. <input type="checkbox"/> Utilizar organizadores gráficos. <input type="checkbox"/> Hacer dibujos que expliquen su contestación. <input type="checkbox"/> Permitir el uso de láminas o dibujos para explicar sus contestaciones <input type="checkbox"/> Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual. <input type="checkbox"/> Contestar en el folleto. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grabar sus contestaciones <input type="checkbox"/> Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. <input type="checkbox"/> Hacer presentaciones orales. <input type="checkbox"/> Hacer videos explicativos. <input type="checkbox"/> Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Señalar la contestación a una computadora o a una persona. <input type="checkbox"/> Utilizar manipulativos para representar su contestación.

Acomodos de presentación	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> <input type="checkbox"/> Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer <input type="checkbox"/> Utilizar el material grabado <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentar el material segmentado (en pedazos) <input type="checkbox"/> Dividir la tarea en partes cortas <input type="checkbox"/> Utilizar manipulativos <input type="checkbox"/> Utilizar canciones <input type="checkbox"/> Utilizar videos <input type="checkbox"/> Presentar el material de forma activa, con materiales comunes. <input type="checkbox"/> Permitirle al estudiante investigar sobre el tema que se trabajará <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante 	<ul style="list-style-type: none"> <input type="checkbox"/> Hacer presentaciones orales y escritas. <input type="checkbox"/> Hacer dramas donde represente lo aprendido. <input type="checkbox"/> Crear videos, canciones, carteles, infografías para explicar el material. <input type="checkbox"/> Utilizar un comunicador electrónico o manual.
Acomodos de respuesta	Acomodos de ambiente y lugar
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente silencioso, estructurado, sin muchos distractores. <input type="checkbox"/> Lugar ventilado, con buena iluminación. <input type="checkbox"/> Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. <input type="checkbox"/> Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. <input type="checkbox"/> Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. <input type="checkbox"/> Reforzar el que termine las tareas asignadas en la agenda. <input type="checkbox"/> Utilizar agendas de papel donde pueda marcar, escribir, colorear. <input type="checkbox"/> Utilizar "post-it" para organizar su día. <input type="checkbox"/> Comenzar con las clases más complejas y luego moverse a las sencillas. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. <input type="checkbox"/> Establecer mecanismos para recordatorios que le sean efectivos. <input type="checkbox"/> Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido.

Acomodos de presentación	Acomodos de tiempo e itinerario
	<ul style="list-style-type: none"> <input type="checkbox"/> Establecer horarios flexibles para completar las tareas. <input type="checkbox"/> Proveer recesos entre tareas. <input type="checkbox"/> Tener flexibilidad en cuando al mejor horario para completar las tareas. <input type="checkbox"/> Comenzar con las tareas más fáciles y luego, pasar a las más complejas. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas.
<p>Otros:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

GUÍA DE ACOMODOS RAZONABLES PARA LOS ESTUDIANTES QUE TRABAJARÁN BAJO MÓDULOS DIDÁCTICOS

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>Cambian la manera en que se presenta la información al estudiante. Esto le permite tener acceso a la información de diferentes maneras. El material puede ser presentado de forma auditiva, táctil, visual o multisensorial.</p>	<p>Cambian la manera en que el estudiante responde o demuestra su conocimiento. Permite a los estudiantes presentar las contestaciones de las tareas de diferentes maneras. Por ejemplo, de forma verbal, por medio de manipulativos, entre otros.</p>	<p>Cambia el lugar, el entorno o el ambiente donde el estudiante completará el módulo didáctico. Los acomodos de ambiente y lugar requieren de organizar el espacio donde el estudiante trabajará.</p>	<p>Cambian la cantidad de tiempo permitido para completar una evaluación o asignación; cambia la manera, orden u hora en que se organiza el tiempo, las materias o las tareas.</p>

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras ▪ Uso de láminas, videos pictogramas. ▪ Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (highlighters), subrayar palabras importantes. ▪ Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones. ▪ Hablar con claridad, pausado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante ▪ Añadir al material información complementaria <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Utilizar la computadora para que pueda escribir. ▪ Utilizar organizadores gráficos. ▪ Hacer dibujos que expliquen su contestación. ▪ Permitir el uso de láminas o dibujos para explicar sus contestaciones ▪ Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual. ▪ Contestar en el folleto. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Grabar sus contestaciones ▪ Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. ▪ Hacer presentaciones orales. ▪ Hacer videos explicativos. 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Ambiente silencioso, estructurado, sin muchos distractores. ▪ Lugar ventilado, con buena iluminación. ▪ Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. ▪ Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. ▪ Permitir que realice las actividades en 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> ▪ Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. ▪ Reforzar el que termine las tareas asignadas en la agenda. ▪ Utilizar agendas de papel donde pueda marcar, escribir, colorear. ▪ Utilizar "post-it" para organizar su día. ▪ Comenzar con las clases más complejas y luego moverse a las sencillas. ▪ Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. ▪ Establecer mecanismos para recordatorios que le sean efectivos.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> ▪ Leer en voz alta las instrucciones. ▪ Permitir que el estudiante se grabe mientras lee el material. ▪ Audiolibros ▪ Repetición de instrucciones ▪ Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer ▪ Utilizar el material grabado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Presentar el material segmentado (en pedazos) ▪ Dividir la tarea en partes cortas ▪ Utilizar manipulativos ▪ Utilizar canciones ▪ Utilizar videos ▪ Presentar el material de forma activa, con materiales comunes. ▪ Permitirle al estudiante 	<ul style="list-style-type: none"> ▪ Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Señalar la contestación a una computadora o a una persona. ▪ Utilizar manipulativos para representar su contestación. ▪ Hacer presentaciones orales y escritas. ▪ Hacer dramas donde represente lo aprendido. ▪ Crear videos, canciones, carteles, infografías para explicar el material. ▪ Utilizar un comunicador electrónico o manual. 	<p>diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio.</p>	<ul style="list-style-type: none"> ▪ Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. ▪ Establecer horarios flexibles para completar las tareas. ▪ Proveer recesos entre tareas. ▪ Tener flexibilidad en cuando al mejor horario para completar las tareas. ▪ Comenzar con las tareas más fáciles y luego, pasar a las más complejas. ▪ Brindar tiempo extendido para completar sus tareas.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
investigar sobre el tema que se trabajará <ul style="list-style-type: none"> ▪ Identificar compañeros que puedan servir de apoyo para el estudiante 			

2.

Si tu hijo es un candidato o un participante de los servicios para estudiantes aprendices del español como segundo idioma e inmigrantes considera las siguientes sugerencias de enseñanza:

- Proporcionar un modelo o demostraciones de respuestas escritas u orales requeridas o esperadas.
- Comprobar si hay comprensión: use preguntas que requieran respuestas de una sola palabra, apoyos y gestos.
- Hablar con claridad, de manera pausada.
- Evitar el uso de las expresiones coloquiales, complejas.
- Asegurar que los estudiantes tengan todos los materiales necesarios.
- Leer las instrucciones oralmente.
- Corroborar que los estudiantes entiendan las instrucciones.
- Incorporar visuales: gestos, accesorios, gráficos organizadores y tablas.
- Sentarse cerca o junto al estudiante durante el tiempo de estudio.
- Seguir rutinas predecibles para crear un ambiente de seguridad y estabilidad para el aprendizaje.
- Permitir el aprendizaje por descubrimiento, pero estar disponible para ofrecer instrucciones directas sobre cómo completar una tarea.
- Utilizar los organizadores gráficos para la relación de ideas, conceptos y textos.
- Permitir el uso del diccionario regular o ilustrado.
- Crear un glosario pictórico.
- Simplificar las instrucciones.
- Ofrecer apoyo en la realización de trabajos de investigación.
- Ofrecer los pasos a seguir en el desarrollo de párrafos y ensayos.
- Proveer libros o lecturas con conceptos similares, pero en un nivel más sencillo.
- Proveer un lector.
- Proveer ejemplos.

- Agrupar problemas similares (todas las sumas juntas), utilizar dibujos, láminas, o gráficas para apoyar la explicación de los conceptos, reducir la complejidad lingüística del problema, leer y explicar el problema o teoría verbalmente o descomponerlo en pasos cortos.
- Proveer objetos para el aprendizaje (concretizar el vocabulario o conceptos).
- Reducir la longitud y permitir más tiempo para las tareas escritas.
- Leer al estudiante los textos que tiene dificultad para entender.
- Aceptar todos los intentos de producción de voz sin corrección de errores.
- Permitir que los estudiantes sustituyan dibujos, imágenes o diagramas, gráficos, gráficos para una asignación escrita.
- Esbozar el material de lectura para el estudiante en su nivel de lectura, enfatizando las ideas principales.
- Reducir el número de problemas en una página.

Proporcionar objetos manipulativos para que el estudiante utilice cuando resuelva problemas de matemáticas.

3.

Si tu hijo es un estudiante dotado, es decir, que obtuvo 130 o más de cociente intelectual (CI) en una prueba psicométrica, su educación debe ser dirigida y desafiante. Deberán considerar las siguientes recomendaciones:

- Conocer las capacidades especiales del estudiante, sus intereses y estilos de aprendizaje.
- Realizar actividades motivadoras que les exijan pensar a niveles más sofisticados y explorar nuevos temas.
- Adaptar el currículo y profundizar.
- Evitar las repeticiones y las rutinas.
- Realizar tareas de escritura para desarrollar empatía y sensibilidad.
- Utilizar la investigación como estrategia de enseñanza.
- Promover la producción de ideas creativas.
- Permitirle que aprenda a su ritmo.
- Proveer mayor tiempo para completar las tareas, cuando lo requiera.
- Cuidar la alineación entre su educación y sus necesidades académicas y socioemocionales.

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MODULE PROGRESSIVE CALENDAR

DAYS/WEEKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 week Lesson 1	Introduction of the days of the week, months of the year and the weather.	Practice exercises about the days of the week, months of the year and the weather.	Introduction of the use of the capital letter and practice exercises.	Practice exercise of calendar reading.	Test about the days of the week, months of the year, the weather and the use of capital letter.
1 week Lesson 2	Introduction of the use of antonyms.	Practice exercise on antonyms.	Introduction of the use of prepositions.	Practice exercise on prepositions.	Test antonyms and prepositions.
1 week Lesson 3	Introducing emotions vocabulary and its definitions.	Emoji practice exercise on emotions.	Verbal and written explanation on emotions.	Drawing faces in emotions provided.	Test emotions.
1 week Lesson 4	Introduction story elements and exercises.	Introduction of characters and exercises.	Read a story and retell it.	Read a story and answer questions.	Test
1 week Lesson 5	Family Members introduction	Writing the names of family members	Complete the family tree	Complete the missing letter and 5w's and 1h questions introduction	Complete an assessment
1 week Lesson 6	Introduction of 5W's and 1H questions	Examples sentences of 5W's and 1H questions	Practice exercise	Interview to a family member using 5W's and 1H questions	Present the interview to the teacher orally
1 week Lesson 7	Introduction vocabulary family members	Families around the neighborhood and comparing	Family traditions	Family member interview	Test
1 week Lesson 8	Introduction of farewells, greetings and polite expressions	Introducing words related to farewells, greetings and	Follow the teacher's commands	Practice worksheet	Assessment

DAYS/WEEKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		polite expressions			
1 WEEK LESSON 9	Introduction and discussion of friend and friendship.	Write on a diagram characteristics of a friend.	Introduction of the term conflict and look some examples.	Practice exercise on conflicts	Assessment
1 WEEK LESSON 10	Introduction of main character	Watch a video and answer questions	Complete a Venn Diagram	Make a drawing	Assessment

Lesson 1

First Grade- Phonics

Unit: 1.1 – My Emotions

Theme: Phonics – Consonant / Short and Vowel Sounds

Learning Objectives:

At the end of this lesson, the students will:

- identify the beginning, and ending sounds of words.
- identify words that rhyme.
- classify short sounds of one-syllable words.

Standards and Expectations:

Listening

1.L.1e Listen and participate in rhymes, songs, chants, etc.

Writing

1.W.2 Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence.

Language

1.LA.6 Use words and phrases acquired through conversations and read-aloud.

Foundational Skill: Phonemic Awareness

- 1.R.FS.11 Identify sounds (phonemes), syllables, and spoken words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segments onsets (beginning sound) and rhymes (combination of consonant and vowel that when used together make the same sound) of single syllables spoken words.

Foundational Skill: Phonics

- 1.R.FS.12 Know and apply phonics and word analysis skills to decode words.
- a. Decode regularly spelled one-syllable words.
 - b. associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Practice 1. Say the words in each row. Underline the two (2) rhyming words. Those are words that have a similar ending sound. The first one is done for you.

1.	<u>can</u>	<u>fan</u>	run
2.	milk	tin	sink
3.	bed	red	set
4.	cam	glass	class
5.	box	log	fox
6.	lamp	stamp	rat

Practice 2. Classify the following short sound words in the box in the correct column. The first one is done for you.

~~bug~~ lip clock ant nest
 bus dot six star pet
 hill den top hand stuck

Short a	Short e	Short i	Short o	Short u
				Bug

Unit: Days of the week, Months of the year and the weather.

Introduction: During this week lessons the student will learn the days of the week, months of the year and weather through songs and the use of the capital letter.

Objective: During the week the teacher will establish to the student the yearly routines of the calendar, days of the week, months of the year, and weather chart. The student will be able to identify it, to read it, to write it and to copy it on a dictation.

Standards and Expectations:

Foundational Skills

1.R.FS.12a Decode regularly spelled one-syllable words.

1.R.FS.12c Know final -e as rule for representing long vowel sounds.

1.R.FS.13a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Listening

1.L.1e Listen and participate in rhymes, songs, chants, etc.

Writing

1.W.2 Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence.

Language

1.LA.6 Use words and phrases acquired through conversations and read-aloud.

Sing the ABC Song every day!!

ABC Song

Lyrics:

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

G for Goat and G for Grass

H for Hand, H for Hat

I for Ink and I for Insect

J for Juice, J for Jar

K for King and K for Kite

L for Lamb, L for Leaf

M for Man and M for Monkey

N for Neck, N for Nose

O for Ocean, O for Oar

P for Plum, P for Parrot

Q for Queen and Q for Quail

R for Rope, R for Rat

S for Sun and S for Sunflower

T for Tap, T for Tub

U for Uncle, U for Umbrella

V for Violin, V for Violet

W for Well and W for Water

X for Box, X for Fox

Y for Yacht and Y for Yellow

Z for Zoo, Z for Zebra



ABC Song

<https://www.youtube.com/watch?v=hq3yfQnlfQ>

Routine Activities

Explain to the student that in English we write the days of the week and months of the year with capital letter.

Days of the week:

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Months of the year:

January

July

February

August

March

September

April

October

May

November

June

December

The days of the week

(Tune of the Adams Family)

The days of the week (clap, clap)

The days of the week (clap, clap)

Days of the week, days of the week, days of the week, (clap, clap)

There's Sunday and there's Monday

There's Tuesday and there's Wednesday

There's Thursday and there's Friday

And then there's Saturday (clap, clap)

Months of the Year

(tune of Macarena)

Dance the Macarena while you sing the song.

January, February, March, and April

May, June, July and August

September, October, November, December

That's all the months of the Year!

Weather Song

(tune, Oh my darling Clementine)

What's the weather?

What's the weather?

What's the weather like today?

Is it sunny? Is it windy?

Is it rainy? Is it cold?

Activity #2 Instructions: Trace the days of the week and months of the year.

Days of the Week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Trace the months of the year

January

July

February

August

March

September

April

October

May

November

June

December

Trace the 12 months.

The Weather

Today is....

sunny



rainy



cloudy



windy



Day 2 Vocabulary/Writing

Remember every day to practice the daily routines. It is the activity 1 on day 1. Days of the week, months of the year and the weather. Write the date on the board and the weather.

Activity #1

Instructions: Sing the days of week and months of the year song.

Activity#2

Instructions: Complete the blanks in the correct order using the songs that you already know.

Days of the week

The days of the week (clap, clap)

The days of the week (clap, clap)

Days of the week, days of the week, days of the week, (clap, clap)

There's _____ and there's _____

There's _____ and there's _____

There's _____ and there's _____

And then there's _____ (clap, clap)

Months of the Year

(tune of Macarena)

January, February, _____, and April

May, _____, July and _____

September, _____, November, _____

That's all the months of the Year!

Day 3 Capital Letter

Remember every day to practice the daily routines. It is the activity 1 on day 1. Days of the week, month of the year and the weather. Write the date on the board and the weather.

Using Capital Letters

The Sight Word 'I'

I like dogs

I



People and Pet Names



Dad



Mary



Fluffy

Months of the Year

January March May
April February June
August July October
November September
December

Days of the Week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Names of Places

Sydney Opera House
Great Barrier Reef
Melbourne



Holiday Names

Halloween
Christmas
Easter



Beginning of Sentences

The old brown dog slept quietly on the couch.
Last night, I dreamt that I was a superhero!
Once upon a time, there lived a magical unicorn.



Activity #1

Days of the week, months of the year and special days begin with capital letter.

Instructions: Complete the words using capital letter. (10 points)

Months of the year

Example: __ ay : May

1. _____ctober
2. _____uly
3. _____pril
4. _____ecember
5. _____ugust

Days of the week

Example: __ onday: Monday

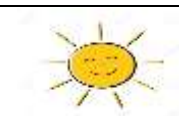
1. _____arturday
2. _____ hursday
3. _____riday
4. _____uesday
5. _____ednesday

Day 4: Calendar Reading

Remember every day to practice the daily routines. It is the activity 1 on day 1. Days of the week, months of the year and the weather. Write the date on the board and the weather.

Activity#1 Use the calendar to answer the questions and complete the calendar. (8 points)

_____ugust						
Sunday		Tuesday	Wednesday	Thursday		Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 Picnic	19	20	21
22	23	24	25	26	27	28
29	30 Carlos birthday	31				



1. What month of the year is on the calendar?

2. What 2 days in the calendar are missing?

_____ and _____

3. What is the first day of the week?

4. How is the weather in the calendar?

a) windy b) sunny c) cloudy

5. Which day of week is the picnic?

6. What day of the week is Carlo's birthday?

7. Should you write day of the week and months of the year with capital letter?

Yes

No

Day 5: How much do I know

Assessment

Instructions: Complete the following assessment (26 POINTS)

Part 1: Write in order the day of the week that comes next. Remember to use capital letter.

1. Sunday, Monday, _____
2. Tuesday, Wednesday, _____
3. Friday, Saturday, _____

Part 2: Write the month that comes next. Remember to use capital letter

1. February, March, _____
2. June, July, _____
3. November, December, _____

Part 3: Write correct or incorrect.

Example: Tuesday: correct

1. January: _____
2. sunday: _____
3. Tuesday: _____

Part 4: Match the picture with the correct description of the weather



rainy



cold



sunny



windy

Lesson 2

Unit: Prepositions, antonyms (opposites).

Introduction: During this week lessons the student will learn to use correctly antonyms (opposites) and prepositions.

Objective

During the week the student will learn, comprehend and use correctly in content, prepositions and antonyms (opposites).

Standards and Expectations:

Language

1.LA.5a Sort and categorize words (e.g., colors, clothing) to show comprehension and define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

1.LA.5b Make and apply connections between words and their use (e.g., big park, small room).

1.LA.6 Use words and phrases acquired through conversations and read-aloud.

Writing

1.W.1 Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.

1.W.2 Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence.











Introduction

Remember every day to practice the daily routines. The ABC song, Days of the week, months of the year and the weather. Write the date on the board and the weather.

Day 1

Introduce picture words of basic antonyms. Using the link below see and sing with a video about the topic. <https://youtu.be/RNUZBHIRH4Y>

Antonyms means the opposites

With the video song	With physical Respond
open = shut	open = close
	
big = small	tall = little
	
please = no, thank you	yes = no
	
fast = slow	run = walk
	
loud = quiet	scream = whisper
	

Day 2

Remember every day to practice the daily routines. Days of the week, months of the year and the weather. Write the date on the board and the weather.

Student will practice reading each word, then cut and paste the antonyms of each picture word









sad 	happy 		up 		cold 
slow 	old 		hot 		young 
down 	long 		full 		short 
dry 	fast 		wet 		empty 

Day 3

Remember every day to practice the daily routines. It is the activity 1 on day 1. Days of the week, months of the year and the weather. Write the date on the board and the weather.

Practice reading aloud the basic preposition in each sentence. See and sing with this simple video to practice the prepositions on, in, under.

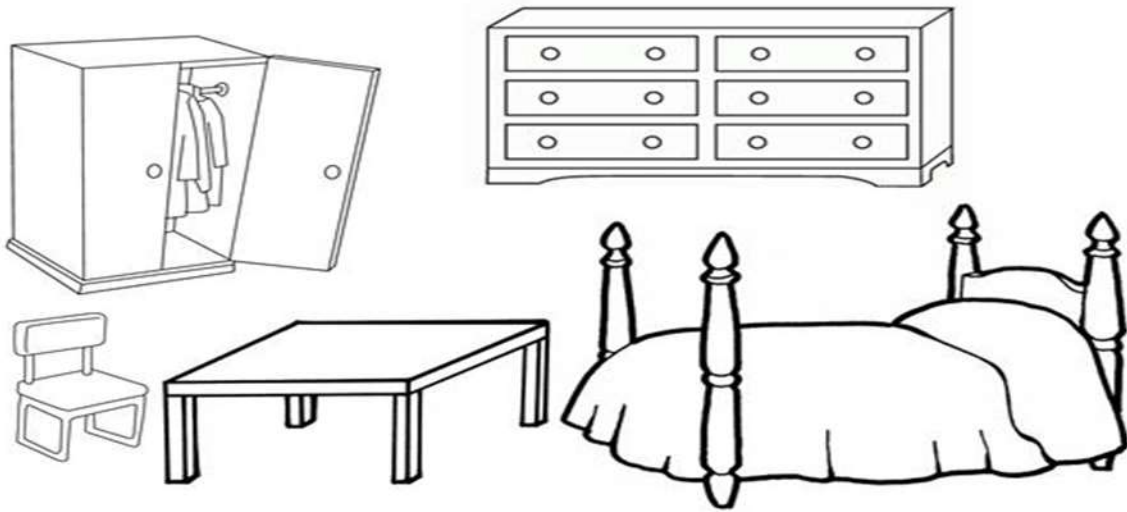
<https://youtu.be/8F0NYBBKczM>

 <p>The ball is in the box.</p>	 <p>The ball is out of the box.</p>
 <p>The boy is going up the stairs.</p>	 <p>The boy is going down the stairs.</p>
 <p>The birds are over the sea.</p>	 <p>The fishes are under the sea.</p>
 <p>The owls are near each other.</p>	 <p>The owls are far each other.</p>

Day 4

Remember every day to practice the daily routines. It is the activity 1 on day 1. Days of the week, months of the year and the weather. Write the date on the board and the weather.

The student read, draw and color the prepositions



1. Draw a **green** book **ON** the **red** table.
2. Draw a **pink** teddy bear **ON** the **purple** chair.
3. Draw a **blue** kite **under** the **red** table.
4. Draw a **yellow** ball **in** the **brown** closet.
5. Draw an **orange** cat **ON** the **green** bed.
6. Draw a black dog **ON** the **blue** drawers.
7. Draw a grey pencil **under** the **purple** chair.
8. Draw a **red** bag **ON** the **brown** closet.

Day 5

Remember every day to practice the daily routines. It is the activity 1 on day 1. Days of the week, months of the year and the weather. Write the date on the board and the weather.

The student will complete the following assessment.






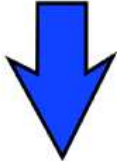






Part One

The teacher will pronounce the following words and the student will say the opposite. (16 points)

- ✓ hot-cold
- ✓ sad-happy
- ✓ down-up
- ✓ wet-dry
- ✓ empty-full
- ✓ big-small
- ✓ slow-fast
- ✓ quiet-loud

Part Two

The student will draw a line to match each picture with its opposites. (6 points)

 up	 closed	 day	 back
 happy	 down	 front	 full
 open	 sad	 empty	 night

Part Three









The student will color the antonym of the underlined word in each sentence.

*Remember **Antonyms** are words that have opposite meanings. (5 points)

My dog's paws are very <u>large</u> !	giant	small	big
This pillow feels cozy and <u>soft</u> .	Fluffy	hard	comfy
She is <u>happy</u> today!	glad	sad	joyful
The towel feels <u>wet</u> .	damp	moist	dry
The bird flew <u>up</u> in the air.	down	high	right

Part Four

The student will write a short sentence answering the question Where is the owl?
Using the preposition in each picture. Starts each sentence with the following
phrase; The owl is _____ . (12 points)

 <p>1.</p>	 <p>2.</p>	 <p>3.</p>	 <p>4.</p>
 <p>5.</p>	 <p>6.</p>		

- 1. _____.
- 2. _____.
- 3. _____.
- 4. _____.
- 5. _____.
- 6. _____.

Unit: 1.1 – My Emotions

Theme: Phonics – Consonant / Short and Vowel Sounds

Learning Objectives:

At the end of this lesson, the students will:

- identify the beginning, and ending sounds of words.
- identify words that rhyme.
- classify short sounds of one-syllable words.

Standards and Expectations:

Listening

1.L.1e Listen and participate in rhymes, songs, chants, etc.

Writing

1.W.2 Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence.

Language

1.LA.6 Use words and phrases acquired through conversations and read-aloud.

Foundational Skill: Phonemic Awareness

- 1.R.FS.11 Identify sounds (phonemes), syllables, and spoken words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segments onsets (beginning sound) and rhymes (combination of consonant and vowel that when used together make the same sound) of single syllables spoken words.

Foundational Skill: Phonics

- 1.R.FS.12 Know and apply phonics and word analysis skills to decode words.
 - a. Decode regularly spelled one-syllable words.
 - b. associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Sing the ABC Song every day!!

ABC Song

Lyrics:

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

G for Goat and G for Grass

H for Hand, H for Hat

I for Ink and I for Insect

J for Juice, J for Jar

K for King and K for Kite

L for Lamb, L for Leaf

M for Man and M for Monkey

N for Neck, N for Nose

O for Ocean, O for Oar

P for Plum, P for Parrot

Q for Queen and Q for Quail

R for Rope, R for Rat

S for Sun and S for Sunflower

T for Tap, T for Tub

U for Uncle, U for Umbrella

V for Violin, V for Violet

W for Well and W for Water

X for Box, X for Fox

Y for Yacht and Y for Yellow

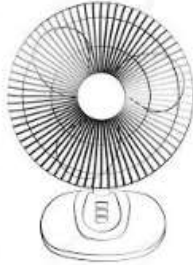








Z for Zoo, Z for Zebra



ABC Song

<https://www.youtube.com/watch?v=hq3yfQnllfQ>

Practice 3 In this exercise, you will practice the beginning sounds. Write in the square under the picture the letter **f** if the picture begins with the letter **f** or **b** if the picture begins with the **b** sound. The first ones is done for you.

Lesson 3

Unit: Emotions in context.

Introduction: During this week lessons the student will learn about emotions used in context.

Objective

During the week the student will learn about emotions, describe them and use them in context, correctly.

Standards and Expectations:

Listening

1.L.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).

1.L.1b Use gestures and expressions to demonstrate engagement and understanding in a socially appropriate manner.

1.L.1c Listen and respond to simple commands and instructions or directions with 3 or more steps.

1.L.1e Listen and participate in rhymes, songs, chants, etc.

Reading

1.R.1 Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.

1.R.2I Identify the main topic and key details of an informational text that is read aloud.

1.R.2L Retell familiar stories, including key details.

1.R.3I Describe individuals, events, ideas, or pieces of information in an informational text.

1.R.7

Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes, folk tales, and other texts.

1.R.9L Identify the adventures and experiences of characters in familiar stories.

Remember every day to practice the daily routines. It is the activity 1 on day 1. Days of the week, months of the year and the weather. Write the date on the board and the weather.

Day 1

Introduce a list of basic emotions and define them. Discuss it with the student.

fear → feeling of being afraid.

anger → feeling angry.

sadness → feeling sad.

joy → feeling happy.

disgust → feeling something is wrong.

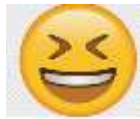
surprise → being unprepared for something.

love → A strong positive emotion of affection.

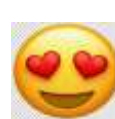
Day 2

The student will write the emotion (feeling) that shows each emoji.















Day 3

The student will explain verbally using a short sentence if he/she if they had those feelings and how happened. Help the student to write the explanation below.

- I feel joy when _____
- I feel sadness when _____
- I feel anger when _____
- I feel disgust when _____
- I feel bad when _____
- I feel fear when _____
- I feel surprise when _____

Day 4

Using the faces given below, draw the expression that belongs to each face.



Day 5

The student will complete the following assessment.

Part One

The teacher will pronounce the following words and the student will make the gesture using his/her face. (14 points)

fear anger sadness joy disgust surprise love

Part Two

Match, draw a line between the picture and the definition. (14 points)



feeling happy



feeling sad



feeling something is wrong



strong feeling of affection



feeling angry



feeling of being afraid



being unprepared for something

Part Three

Complete the following sentence, remember to use the vocabulary in the box below about feelings. (10 points)

Today I feel _____, because _____

_____.

Feelings

fear anger sadness joy disgust surprise love

LESSON 4

Unit: Story Elements

Introduction: The student will be working with story elements (setting, main idea, key details) and use them in a story.

Objective

During the week the student will read with the teacher a text and identify characters, setting, main idea, and supporting ideas, appropriately.

Standards and Expectations:

Listening

1.L.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).

1.L.1c Listen and respond to simple commands and instructions or directions with 3 or more steps.

1.L.1e Listen and participate in rhymes, songs, chants, etc.

Reading

1.R.1 Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.

1.R.2I Identify the main topic and key details of an informational text that is read aloud.

1.R.2L Retell familiar stories, including key details.

1.R.3I Describe individuals, events, ideas, or pieces of information in an informational text.

1.R.7 Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes, folk tales, and other texts.

Remember every day to practice the daily routines. The ABC song, Days of the week, months of the year and the weather. Write the date on the board and the weather.

Day 1: Story Elements

The teacher explains to the student the vocabulary words. Uses examples with each word.

Vocabulary

Examples: a house, a park, the school, during the afternoon, in the morning....



morning, afternoon



school

Main Idea: what the story is about

Example: The story is about.....



main idea

Details: important parts in a story

Example: Who is in the story? What happened in the story?



What/Who

Activity:

Instructions: Read the following short story. Circle 1 answer in each question.

The house is beautiful. It is in a little town called Blue Lake. It has a red roof and a chimney. The door is yellow. There's a triangle above it.

1. What is the setting of the story?

- a) A little beach called Blue Lake
- b) A little town called Blue Lake
- c) A little farm called Blue Lake.

2. What is the main idea of the story?

The story is about a _____



3. Which is a detail from the story?

- a) The house is small.
- b) It has a red roof.
- c) My grandma lives there

Day 2: Character

Characters are the people or animals in a story. A main character is the most important character in the story.



Instructions: Read the following sentences. Circle who is the sentence about.

1. This is Chase. He is a brave police dog. Likes to eat bones and play with his friends.

- a) play
- b) dog
- c) friends



2. This is SpongeBob. He like to make bubbles. His best friend is Patrick.

- a) SpongeBob
- b) Patrick
- c) bubbles



3. This is Mickey Mouse. He is a very joyful mouse. His friends are Donald Duck and Pluto.

- a) Pluto
- b) Mickey Mouse
- c) Donald Duck



Day 3

Retelling a story

Instructions: Read the story bellow and answer the question using details (events) from the story.



Making the Team

Cheerleading was Anna's favorite. She was walking to the park when saw flyer for cheerleading. She wrote down the phone number and ran home. Anna gave her mom the phone number and begged her mom to call them now. When Anna's mom called, she said that tryouts were in four days. Anna ran to her room to start practicing her room to start practicing her cheers. Four days later, she went to the tried her hardest. She found out the next day that she made it!

1. What happens first?
 - a. Anna ran to her room to start practicing her cheers.
 - b. She wrote down her phone number and ran home.
 - c. She was walking to the park.
 - d. She found out the next day she made it.
2. What happens next?
 - a. She found out the next day she made it.
 - b. She saw a flyer for cheerleading.
 - c. She wrote down her phone number and ran home
 - d. Anna ran to her room to start practicing her cheers.
3. What happens after that?

- a. She wrote down her phone number and ran home.
 - b. She saw a flyer for cheerleading.
 - c. Anna ran to her room to start practicing her cheers.
 - d. She was walking to the park.
4. What happens last?
- a. She wrote down her phone number and ran home
 - b. She was walking to the park.
 - c. Anna ran to her room to start practicing her cheers.
 - d. She found out the next day she made it.

Setting

1. The story takes place in_____
 - a) house
 - b) castle
 - c) beach

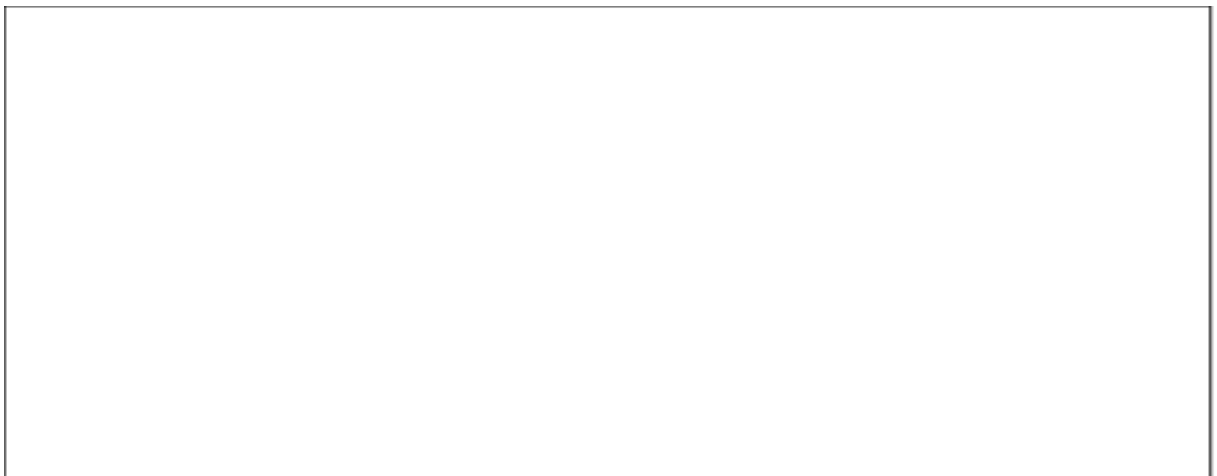
Main idea

1. The story is about_____
 - a) A dad looking for butter
 - b) b) A girl looking for flower
 - c) Grandma coming to visit

Details

1. **One detail from the story is**_____.
 - a) Grandma called and said her car was not working
 - b) The girl was sad grandma was visiting.
 - c) Grandma is bringing her dog

Draw a picture of your favorite part of the story.



Day 5: Assessment

Part 1: Match the vocabulary word with the definition

- | | |
|--------------|-----------------------------------|
| 1. Setting | a) what the story is about |
| 2. Main Idea | b) people or animals in the story |
| 3. Details | c) where an event takes place |
| 4. Character | d) important parts in a story |

Part 2: Write character or setting below each picture









Part 3: Read the following sentence. Answer the questions below.



The dinosaur is green.

The dinosaur is hungry.

Alligators are green.

1. What is the paragraph about?
 - a) Color green
 - b) Alligators
 - c) Dinosaurs
2. What detail from the paragraph does NOT belong?
 - a) The dinosaur is hungry.
 - b) Alligators are green.
 - c) The dinosaur is green.

Unit: Family Members

Theme: Phonics – Consonant / Short and Vowel Sounds

Learning Objectives:

At the end of this lesson, the students will:

- identify the beginning, and ending sounds of words.
- identify words that rhyme.
- classify short sounds of one-syllable words.

Standards and Expectations:

Listening

1.L.1e Listen and participate in rhymes, songs, chants, etc.

Writing

1.W.2 Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence.

Language

1.LA.6 Use words and phrases acquired through conversations and read-aloud.

Foundational Skill: Phonemic Awareness

1.R.FS.11 Identify sounds (phonemes), syllables, and spoken words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segments onsets (beginning sound) and rhymes (combination of consonant and vowel that when used together make the same sound) of single syllables spoken words.

Foundational Skill: Phonics

1.R.FS.12 Know and apply phonics and word analysis skills to decode words.

a. decode regularly spelled one-syllable words.

b. associates the long and short sounds with common spellings (graphemes) for the five major vowels.

Practice 4 In this exercise, you will practice the beginning sounds. Write in the square under the picture the letter **g** if the picture begins with the letter **g** or **m** if the picture begins with the **m** sound. The first ones is done for you.

Lesson 5

Unit: Family Members

Introduction: The student will be working with the concepts of family members, family tree and the introduction of 5W's and 1H questions.

Objective

During the week the student will be able to identify his/her family members and use them in context and will be completing a family tree correctly.

Standards and Expectations:

Listening

1.L.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).

1.L.1b Use gestures and expressions to demonstrate engagement and understanding in a socially appropriate manner.

1.L.1c Listen and respond to simple commands and instructions or directions with 3 or more steps.

1.L.1e Listen and participate in rhymes, songs, chants, etc.

Reading

1.R.1 Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.

1.R.9I Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Remember every day to practice the daily routines. The ABC song, Days of the week, months of the year and the weather. Write the date on the board and the weather.

Day 1

The Student copy in his/her notebook the list of family members below. Guide the student to relate these words with his/her family members. The student trace the family member's words provided.

Family members: mother, father, grandfather, grandmother, aunt, uncle, sister, brother, cousin, baby.

Building Background Knowledge

Answer the following questions

1. How many people live in your house?













2. How many brother and sister do you have?

Open your notebook and draw your family. (include everyone and write their names)

Instructions

Trace the family members' words and read them with the teacher.

Family Writing

	mother		grandfather
	father		grandmother
	brother		aunt
	sister		uncle
	baby		cousin
	baby		cousin

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Day 2

The student relates family members' words to pictures provided, then the student write the name, on the space provided, of his/her family members if applicable.



Cousin



Day 3

Assessment 1

On a separate sheet of paper, the student draws and identifies the family members studied, write the name of each member. Cut and glue the drawing and the name on the family tree provided. (Value 18 points)

FAMILY TREE



Day 4

Assessment 2

The student will write the missing letter for each family member word. (Value 9 points)

Family Member Missing Letters Worksheet

Look at each family member picture and fill in the missing letters to spell the name of each family member correctly.

 <p>m _ther</p> <p>_____</p>	 <p>g _andp _</p> <p>_____</p>
 <p>fa _her</p> <p>_____</p>	 <p>_ran _ma</p> <p>_____</p>
 <p>_ist _r</p> <p>_____</p>	 <p>br _the _</p> <p>_____</p>

Day 5

Assessment 3

Write in the space provided the **name of the person** that represent each member of your family. (Value 18 points)

1. mother _____
2. father _____
3. grandfather _____
4. grandmother _____
5. aunt _____
6. uncle _____
7. sister _____
8. brother _____
9. cousin _____

Unit: Use of 5W's and 1Hints questions.

Theme: Phonics – Consonant / Short and Vowel Sounds

Learning Objectives:

At the end of this lesson, the students will:

- identify the beginning, and ending sounds of words.
- identify words that rhyme.
- classify short sounds of one-syllable words.

Standards and Expectations:

Listening

1.L.1e Listen and participate in rhymes, songs, chants, etc.

Writing

1.W.2 Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence.

Language

1.LA.6 Use words and phrases acquired through conversations and read-aloud.

Foundational Skill: Phonemic Awareness

- 1.R.FS.11 Identify sounds (phonemes), syllables, and spoken words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segments onsets (beginning sound) and rhymes (combination of consonant and vowel that when used together make the same sound) of single syllables spoken words.

Foundational Skill: Phonics

- 1.R.FS.12 Know and apply phonics and word analysis skills to decode words.
 - a. Decode regularly spelled one-syllable words.
 - b. associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Practice 5

Read aloud!

Let us go camping!

I can pack a bag.

I can walk the path.

I can clap my hands.

I can hide in the grass.

I can wear my hat.

Let us go camping!



Practice 6

SHORT SOUNDS

We know that the vowels are

Read the words aloud!

a e i o u and sometimes **y**

They usually have a short sound when is between two consonants. They sound something like this:

Short a bat ham ant ran

Short e bed jet men bell

Short i hit pin him sit

Short o hot cop stop log

Short u gum fun rug truck

LESSON 6

Unit: Use of 5W's and 1Hints questions.

Introduction: The student will be introduced to 5W's and 1H questions and to use them in an interview to a family member.

Objective

During the week the student will be able to identify the 5w's and 1H questions and use them to complete an interview to a family member, correctly.

Standards and Expectations:

Listening

1.L.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).

1.L.1b Use gestures and expressions to demonstrate engagement and understanding in a socially appropriate manner.

Reading

1.R.1 Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.

1.R.1 Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.

1.R.2I Identify the main topic and key details of an informational text that is read aloud.

1.R.4I Ask and answer questions about unknown words in an informational text, and use illustrations to determine the meaning of unknown words.

1.R.9I Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing

1.W.1 Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.

1.W.2 Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence.

Remember every day to practice the daily routines. The ABC song, Days of the week, months of the year and the weather. Write the date on the board and the weather.

Day 1

The teacher introduces to the student the 5w's and 1H questions and writes them in his/her notebook. Explain to the student that they can be used to ask questions during an interview. (Can be related to their Spanish translation)

1. what
2. who
3. when
4. where
5. why
6. how

Five Questions and Hints

Question words	Hint	Example
Who	Asking about a person	Who is you teacher?
What	Asking for information of action about something	What did you before coming to school this morning?
When	Asking about a time an event took place or will take place	When does school end?
Where	Asking about a location or place	Where is the school cafeteria?
Why	Asking about a reason something happenend	Why did the teacher show the class a movie after reading the book?
How	Asking about a way something was done	How do you class line up for specials, recess, or dismissal?

Day 2

Use the 5w's and 1H words in sentences, make the student aware about capitalization and end symbol (?), the student writes the sentences and reads them with the teacher's help.

1. What are you doing?

2. How is the weather?

3. Who is coming to dinner?

4. When the game starts?

5. Where do you go?

6. Why are you here?

Day 3

Write a question word and add a question mark to complete each sentence.
Use the words below to complete the blanks. (12 points value)

who what why when where how

Assessment 1

Question words

We ask questions when we want to find out things. Write these words that ask question. Which is the odd one out! Say Way.

Who What Why When Where How

Write a **question word** and **add a question mark (?)** to complete each sentence.

Remember: Sentences that ask questions have a question mark at the end.

_____ has been sitting in my chair

_____ do you live

I am six _____ old are you

_____ does lunch time start

_____ do you like this book

Hello, _____ is your name

Day 4

The student with the help of the teacher will prepare an interview to a family member using the 5w's and 1H questions. These questions must be written in the student's notebook and the family member answers. (Value 12 points)

Example:

1. What is your name?
2. Where do you live?
3. How old are you?
4. What is favorite color?
5. What is your mother's name?

Day 5

The student presents the interview and the answers to the teacher orally. (Value 18 points). The student can draw a picture in a cardboard and use it for the presentation.

Lesson 7

Unit: Family members and traditions.

Introduction: The student will be introduced to the family member's vocabulary and traditions.

Objective

During the week the student will be able to identify the family members their tradition and interview a member, correctly.

Language

1.LA.4a Use context clues and illustrations to identify the meaning of unfamiliar words.

1.LA.5a Sort and categorize words (e.g., colors, clothing) to show comprehension and define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

1.LA.5b Make and apply connections between words and their use (e.g., big park, small room).










1.LA.6 Use words and phrases acquired through conversations and read-alouds.

Remember every day to practice the daily routines. The ABC song, Days of the week, months of the year and the weather. Write the date on the board and the weather.

Day 1: Introduce vocabulary

The student practices the family members' words and relate them to the Spanish word.

Family Members

 mother	 father	 daughter/sister
 son/brother	 grandma	 grandpa
 aunt	 uncle	 Cousin

Activity:

Instructions Match the family member with their name.

mother

father

sister

brother

grandmother

grandfather



Day 2

Families around the neighborhood. Explain to the student that families have different structures. Look at the photos and explain to the student these families' composition.



In our neighborhood we have different types of families and people. Some families have one or two parents. Some children's families are grandparents, aunts or uncles. Each person is a special and unique part of our neighborhood. Your neighbors may celebrate holidays that are different from yours. It is important to learn about and celebrate the many types of people and families in our neighborhoods. Each family in a neighborhood is special and unique.

Activity: Similarities and Differences

Draw a picture of your neighbor family and your family to compare.

My Family	My Neighbor's Family

What are the differences in our two families?

What are the similarities in our two families?

Day 3: Family Traditions

Every family is diverse (different). Each family has its own traditions, things they like to eat and things they like to do together. Draw on the boxes below and explain in one sentence your family tradition.

<p data-bbox="381 514 560 556">Holidays</p>	<p data-bbox="1023 514 1144 556">Food</p>
---	---

Entertainment
(games, things you do together)

Day 4

Instructions:

Chose a person from your neighborhood. Make an interview, use the following questions? (12 points)

1. What is your name? _____

2. Do you have children? _____

3. Do you have pets? _____

4. What is your family's favorite game? _____

Day 5 Assessment

Part 1: Match the picture of the family member with his/her name. (12 points)



father



grandfather



mother



sister



brother

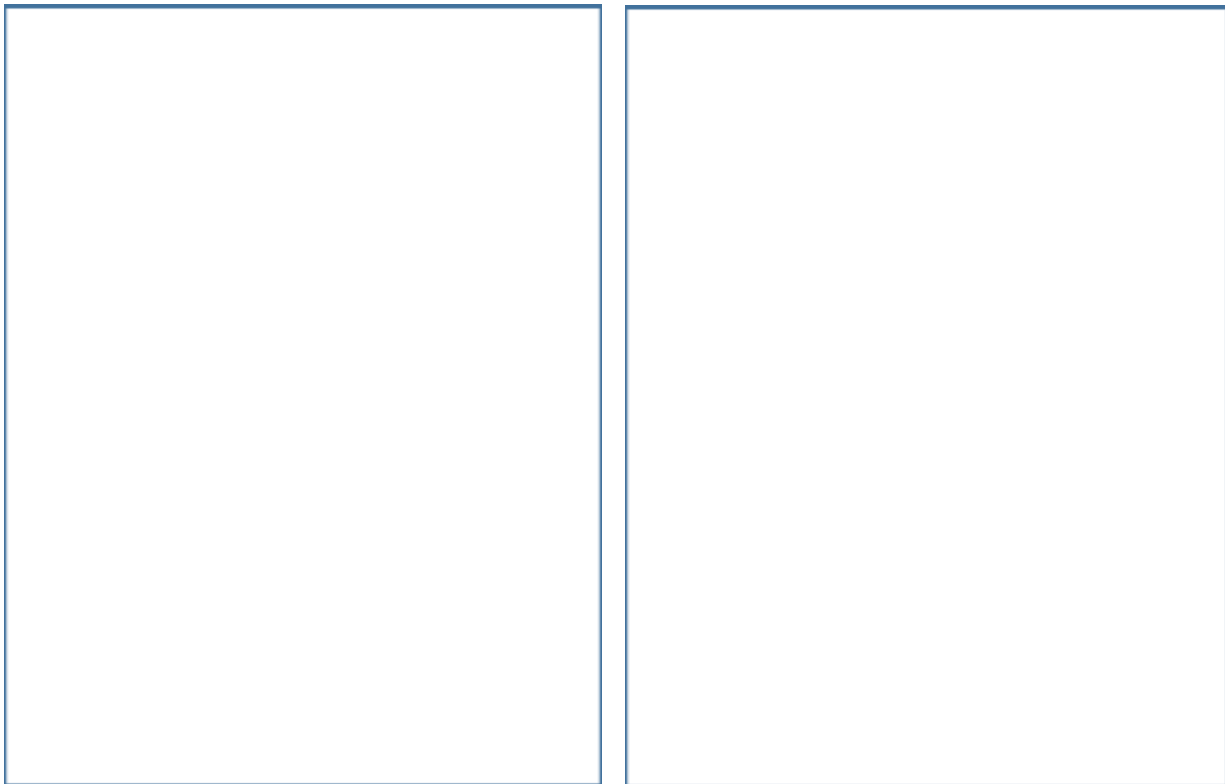


grandmother

Part 2: Read each question. Select the best answer (6 points)

1. We all live in a neighborhood.
a) Yes b) No
2. Every person in a neighborhood is special.
a) Yes b) No
3. There is only one types of families in our neighborhood.
a) Yes b) No

Part 3: Draw two types of families that you have learned. (10 points)

Two empty rectangular boxes with blue borders, intended for drawing two types of families.

LESSON 8

Unit: Use of greetings, farewells and polite expressions.

Introduction: The student will use polite expressions, greetings and farewells in context.

Objective

During the week the student will learn to ask and answer questions, use phrases and open responses through conversations through greetings, farewells and polite expressions, correctly.

Standards and Expectations:

Listening

1.L.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).

Language

1.LA.6 Use words and phrases acquired through conversations and read-aloud.

Remember every day to practice the daily routines. The ABC song, Days of the week, months of the year and the weather. Write the date on the board and the weather.

Day 1

Introduce the following vocabulary words to the student and have the student to write it in his/her notebook.

Vocabulary words: Greetings, Farewell, Polite Expressions.

Greetings- the action of giving a sign of welcome or recognition.

Farewell- used to express good wishes on parting.

Polite Expressions- showing respect to other people using voice or face.

Day 2

Practice with the student the basics expressions that are linked to greetings, farewell and polite expressions. The student copies the words in his/her notebook and read them.

Greetings- Good Morning, Good Afternoon, Good Evening, Hello, Good Night, Hi.

Farewells- Goodbye, Bye.

Polite Expressions- Please, Thank you, Excuse me, I'm sorry.

Day 3

The student will interact with the teacher using greetings, farewell and polite expressions. Use the rubric below to assess the student performance. (20 points)

Social Interaction: Observation Form and Rubric

Student Name: _____

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Repeat polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues	Make polite requests from models or gestures (e.g., "Please sit down.")	Use polite language in conversations (e.g., role play, telephone talk)	Give compliments, offer apologies or express gratitude within conversations	Adapt polite language to social situations appropriate to audience

1. Have the student to enter the classroom or the house and gives greetings.
2. Have the student to exit the classroom or the house and gives farewell.
3. Place the student in different situations to be able to use polite expressions.
 - a. Two adults are talking and the student want to talk. What does he/she say?
 - b. Give the student a present. What does he/she say?
 - c. The student asks for a favor. What does he/she say?

Day 4

Have the student to write the correct greetings or farewell in the worksheet and discuss it. Use the words that are in the word bank. (8 Points)



Day 5

Match the correct greetings or farewell with the picture. (12 points)

Assessment

LESSON 9

Unit: Friendship and conflicts.

Introduction: The student will be working with vocabulary related to friendship and conflicts.

Objective

During the week the student will learn about the characteristics of friendship and apply strategies to resolve conflicts peacefully, correctly.

Standards and Expectations:

Listening

1.L.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).

Reading

1.R.1

Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.

1.R.2L

Retell familiar stories, including key details.

1.R.3L Describe characters, settings, and major events in a story, using key details.

1.R.7

Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes, folk tales, and other texts.

1.R.9L Identify the adventures and experiences of characters in familiar stories.

Writing

1.W.1 Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.

Language

1.LA.1a Use common and proper nouns.

Remember every day to practice the daily routines. The ABC song, Days of the week, months of the year and the weather. Write the date on the board and the weather.

Day 1

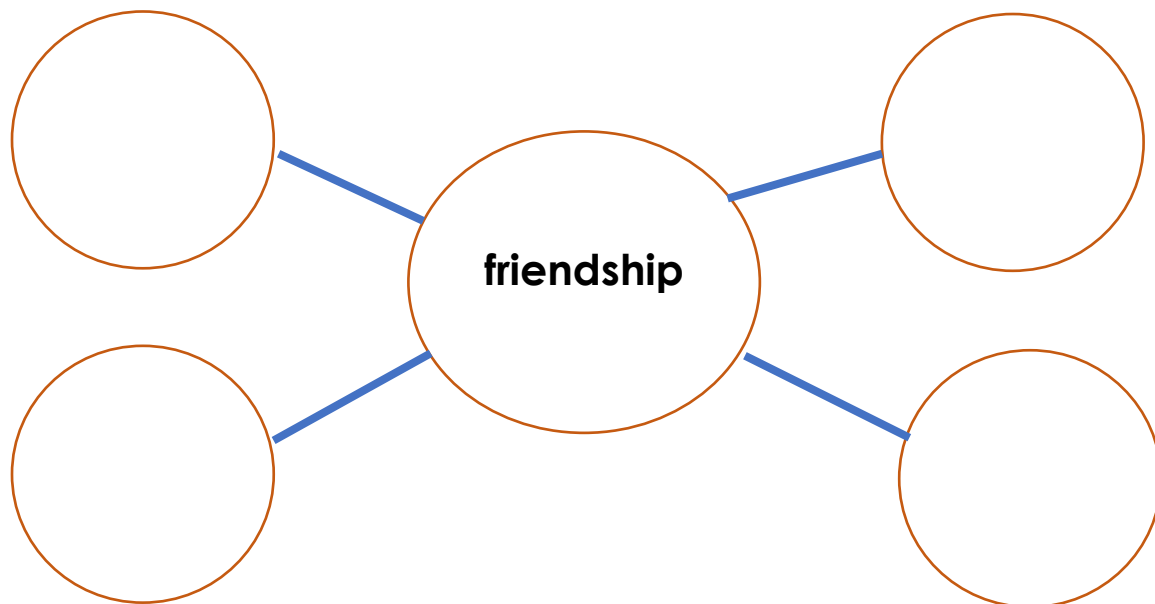
Discuss the concept of friendship with the student.

friend: a person who has a strong liking for and trust in another.

Students will write inside the web the characteristics of a friendship.

Once they finish, the teacher will present some characteristics of a friendship.

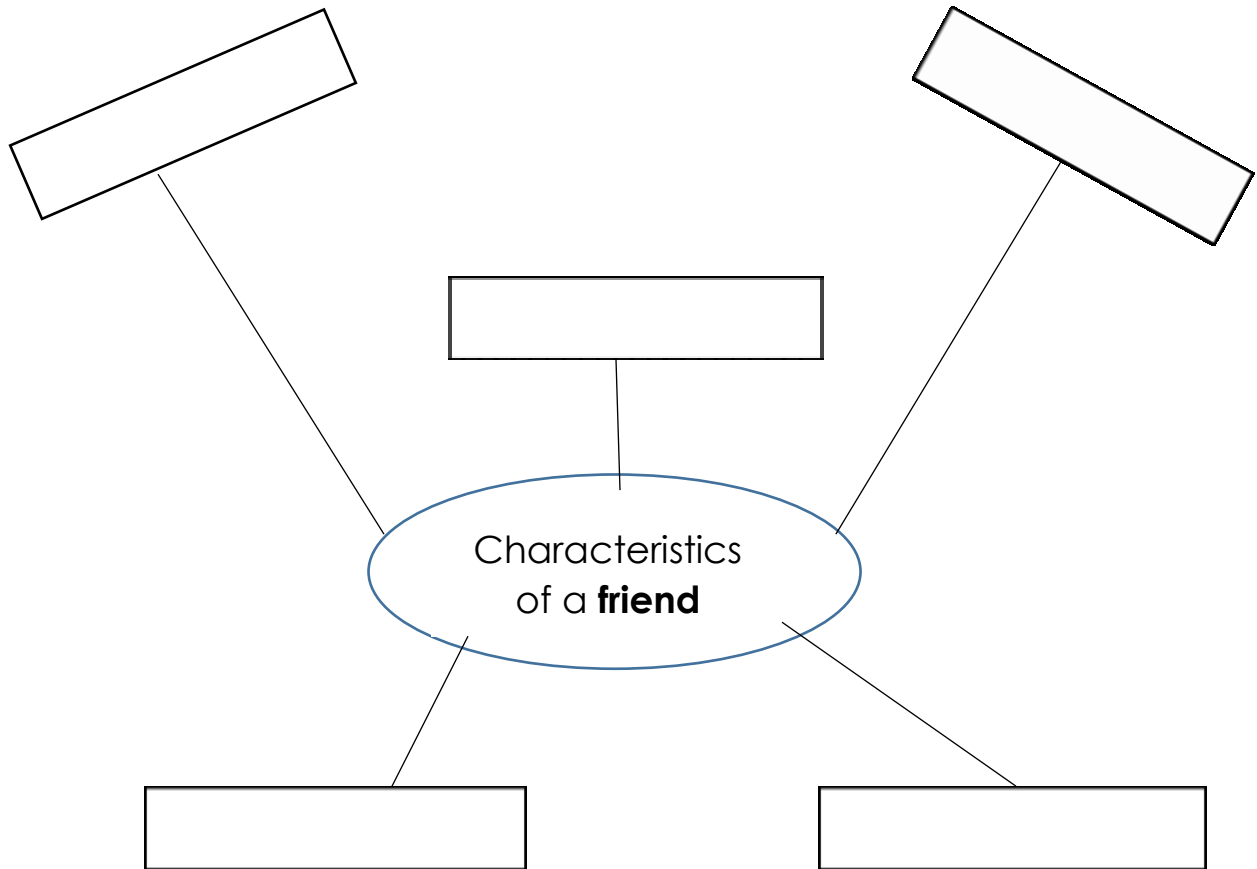
Characteristics of friendship (care, respect, being helpful, patience, offers love)



After discussing the concept of friendship. Ask the student who is his/her best friend and why? Help the student to write his answer in his/her notebook.

Day 2

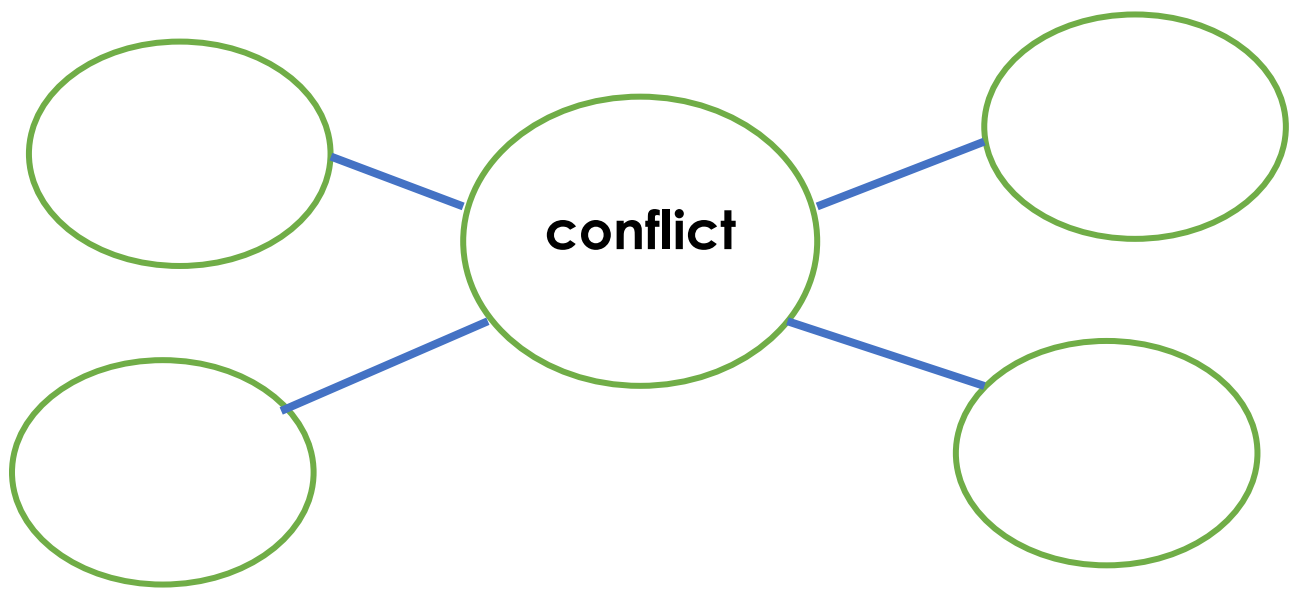
In the figure provided help the student to write five characteristics of his/her best friend and ask, why? (10 points)



Day 3

Explain to the student about a conflict and how to resolve it. A **conflict** is a serious disagreement or argument. Explain to the student that a conflict can be resolved peacefully. Ways to resolve conflict peacefully (listening, thinking of consequences, sharing feelings).

Describe in own word what is conflict.



Using these situations ask the student, what he/she would do if that happens?

Day 4

Help the student to fill up the next practice, following the directions, the situation card was used on day three, please use it again today for this practice. (15 points)

I Message Practice Sheet

***Read a situation card. Write an I Message (what you would say if you were in the situation)**

I feel _____

because_____

I would like_____

***Now think of a time you had a problem and should have used an I Message. Write down what you should have said.**

I feel _____

because_____

I would like_____

Day 5

Assessment

In the box provided write the following words in the correct place: care, respect, call me a mean name, being with me, ignore me, bossy, helpful, patience, do not keep a secret, offers love. (Value 15 points)

CHARACTERISTICS GOOD FRIEND	CHARACTERISTICS BAD FRIEND

LESSON 10

Unit: Main character and conflicts.

Introduction: The student will be developing social skills to resolve conflicts, identify differences and similarities between characters and identify the main character on a story.

Objective

During the week the student will use his/her learning from lesson 9 about friendship in order to develop social skills to resolve conflict and use peace building skills at school and at home. Will identify similarities and differences among characters (Venn diagram) and to identify the main character of the story, correctly.

Standards and Expectations:

1.L.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).

Reading

1.R.3L Describe characters, settings, and major events in a story, using key details.

1.R.7

Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes, folk tales, and other texts.

1.R.9L Identify the adventures and experiences of characters in familiar stories.

Remember every day to practice the daily routines. The ABC song, Days of the week, months of the year and the weather. Write the date on the board and the weather.

Day 1

Introduce vocabulary. Tell the student that the Main Character is the most important character of the story, that it could be a person or an animal, have the student to write in his/her notebook the definition. Tell the student that the next lessons will be connected the lesson on conflicts (lesson 9) and the identification of the main character.

Day 2

Enter to the link below, see and hear the following story. Follow the story until 2:56 minutes of the video. The teacher asks:

What is the conflict in the video?

How the conflict was fixed?

Who are the main characters of the video?

What Lisa and Lita have in common and what not?

Help the student to write the answers.

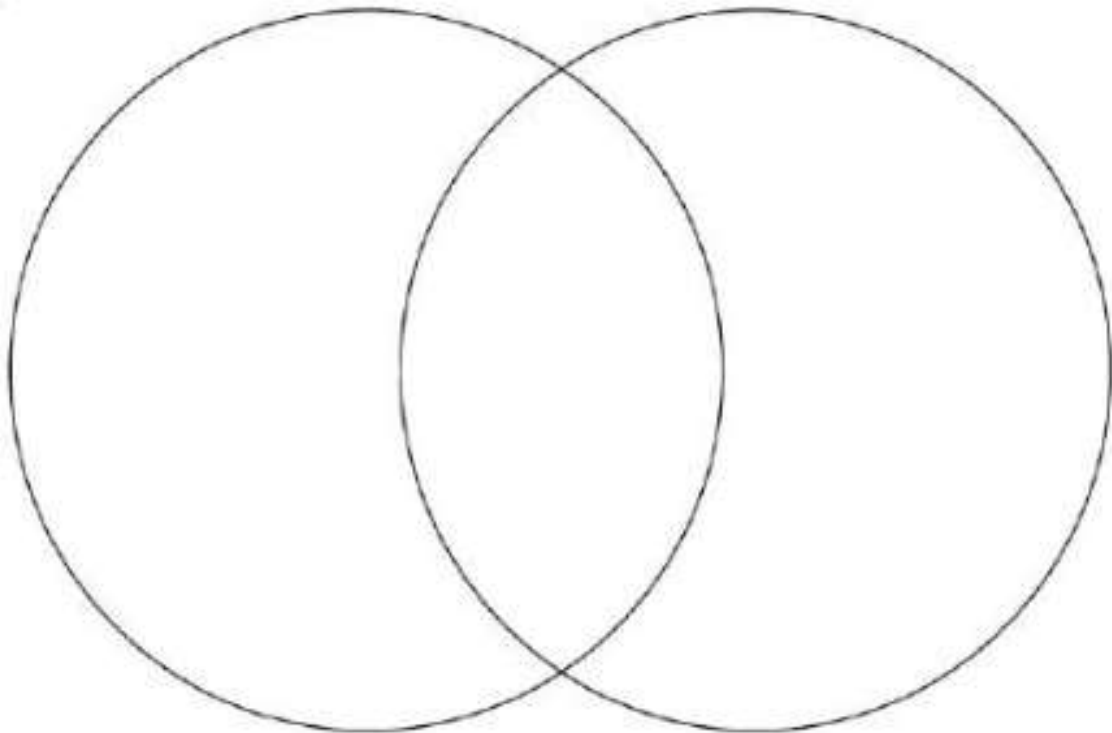
Link: <https://www.youtube.com/watch?v=XpSLtVXF0Mc>

Day 3

Complete the Venn diagram, use the information from day 2, in the middle write their differences and in the sides write their similarities. (Value 20 points)

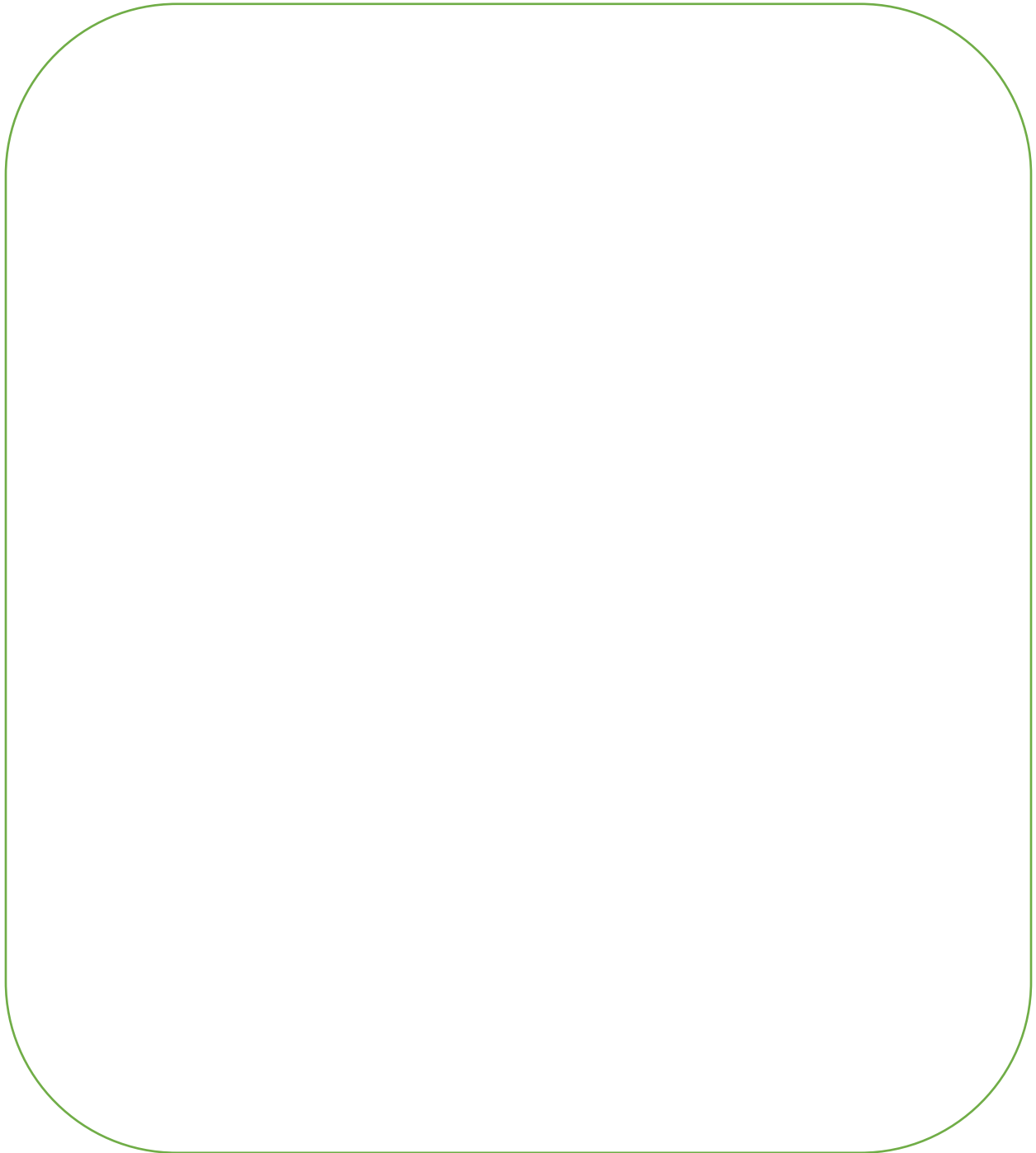
LISA

LITA



Day 4

The student creates a drawing that contrasts Lisa and Lita from the story. The student writes labels describing how the characters are different. (10 points)

A large, empty rounded rectangular box with a thin green border, intended for a student to draw and label the differences between Lisa and Lita.

Day 5

Assessment

Help the student to read this short story and to answer the questions. (20 points)



The New Kid

Peter is the new kid at the school. At the cafeteria he said "Hi" to Elena but she ignores him. He thought that she feels superior. At the Science class they sit beside each other. He pretends that he knows a lot but the teacher knows that it is not true. The teacher asks Elena to be Peter's tutor and she gladly accepted.

1. Who is the main character of the story?

2. Identify the conflict of the story.

Practice 1. Say the words in each row. Underline the two (2) rhyming words. Those are words that have a similar ending sound. The first one is done for you.

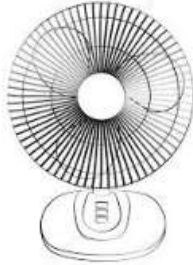








1.	<u>can</u>	<u>fan</u>	run
2.	<u>milk</u>	tin	<u>sink</u>
3.	<u>bed</u>	<u>red</u>	set
4.	cam	<u>glass</u>	<u>class</u>
5.	<u>box</u>	log	<u>fox</u>
6.	<u>lamp</u>	<u>stamp</u>	rat

Practice 2. Classify the following short sound words in the box in the correct column. The first one is done for you.










~~bug~~ lip clock ant nest
 bus dot six star pet
 hill den top hand stuck

Short a	Short e	Short i	Short o	Short u
star	nest	six	top	bug
ant	pet	lip	clock	stuck
hand	den	hill	dot	bus

Practice 3 In this exercise, you will practice the beginning sounds. Write in the square under the picture the letter **f** if the picture begins with the letter **f** or **b** if the picture begins with the **b** sound. The first ones is done for you.

		
f	b	b
		
f	b	f
		
f	b	b

Practice 4 In this exercise, you will practice the beginning sounds. Write in the square under the picture the letter **g** if the picture begins with the letter **g** or **m** if the picture begins with the **m** sound. The first ones is done for you.

		
g	m	m
		
m	g	g
		
m	m	g

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