

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



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

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

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

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

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

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

| 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"> <li>▪ Permitirle al estudiante investigar sobre el tema que se trabajará</li> <li>▪ Identificar compañeros que puedan servir de apoyo para el estudiante</li> </ul> |                                   |                              |                                 |

## 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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San Juan

## MODULE PROGRESSIVE CALENDAR

| DAYS/WEEKS              | Day 1                                   | Day 2                                   | Day 3                                   | Day 4                                   | Day 5                                   |
|-------------------------|---|---|---|---|---|
| <b>Routine's Review</b> | ABC song                                | Numbers and Colors                      | Days of the Week                        | Months of the Year                      | Review Phonetics Awareness              |
| <b>Lesson 1</b>         | Greetings, Farewells and Introductions  | Greetings, Farewells and Introductions  | Greetings, Farewells and Introductions  | Greetings, Farewells and Introductions  | Greetings, Farewells and Introductions  |
| <b>Lesson 2</b>         | Cognates and False Cognates             | Cognates and False Cognates             | Cognates and False Cognates             | Cognates and False Cognates             | Cognates and False Cognates             |
| <b>Lesson 3</b>         | Bilingual and Proud: Anita is Bilingual | Bilingual and Proud: Anita is Bilingual | Bilingual and Proud: Anita is Bilingual | Bilingual and Proud: Anita is Bilingual | Bilingual and Proud: Anita is Bilingual |
| <b>Lesson 4</b>         | Context Clues                           | Context Clues                           | Context Clues                           |   |   |
| <b>Lesson 5</b>         | Alphabetical Order                      | Alphabetical Order                      | Alphabetical Order                      | Alphabetical Order                      | Alphabetical Order                      |
| <b>Lesson 6</b>         | 5W's Questions                          | 5W's Questions                          | 5W's Questions                          | 5W's Questions                          | 5W's Questions                          |
| <b>Lesson 7</b>         | Cause and Effect                        | Cause and Effect                        | Cause and Effect                        | Cause and Effect                        | Cause and Effect                        |
| <b>Lesson 8</b>         | Main Topic, Main Idea & Key Details     | Main Topic, Main Idea & Key Details     | Main Topic, Main Idea & Key Details     | Main Topic, Main Idea & Key Details     | Main Topic, Main Idea & Key Details     |
| <b>Lesson 9</b>         | Landforms                               | Landforms                               | Landforms                               | Landforms                               | Landforms                               |
| <b>Lesson 10</b>        | Nouns                                   | Nouns                                   | Nouns                                   | Nouns                                   | Nouns                                   |

## Unit 1

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>

Unit 1

Let's Review

Numbers

|    |       |    |           |
|----|-------|----|-----------|
| 1  | one   | 11 | eleven    |
| 2  | two   | 12 | twelve    |
| 3  | three | 13 | thirteen  |
| 4  | four  | 14 | fourteen  |
| 5  | five  | 15 | fifteen   |
| 6  | six   | 16 | sixteen   |
| 7  | seven | 17 | seventeen |
| 8  | eight | 18 | eighteen  |
| 9  | nine  | 19 | nineteen  |
| 10 | ten   | 20 | twenty    |



# Colors

YELLOW



ORANGE



RED



PURPLE



BLUE



GREEN



PINK



GREY



GRAY



BROWN



WHITE



BLACK





English Colors

<https://www.youtube.com/watch?v=jDIG8KsKzE4>

Colors and Spelling - What Color Do You Like?

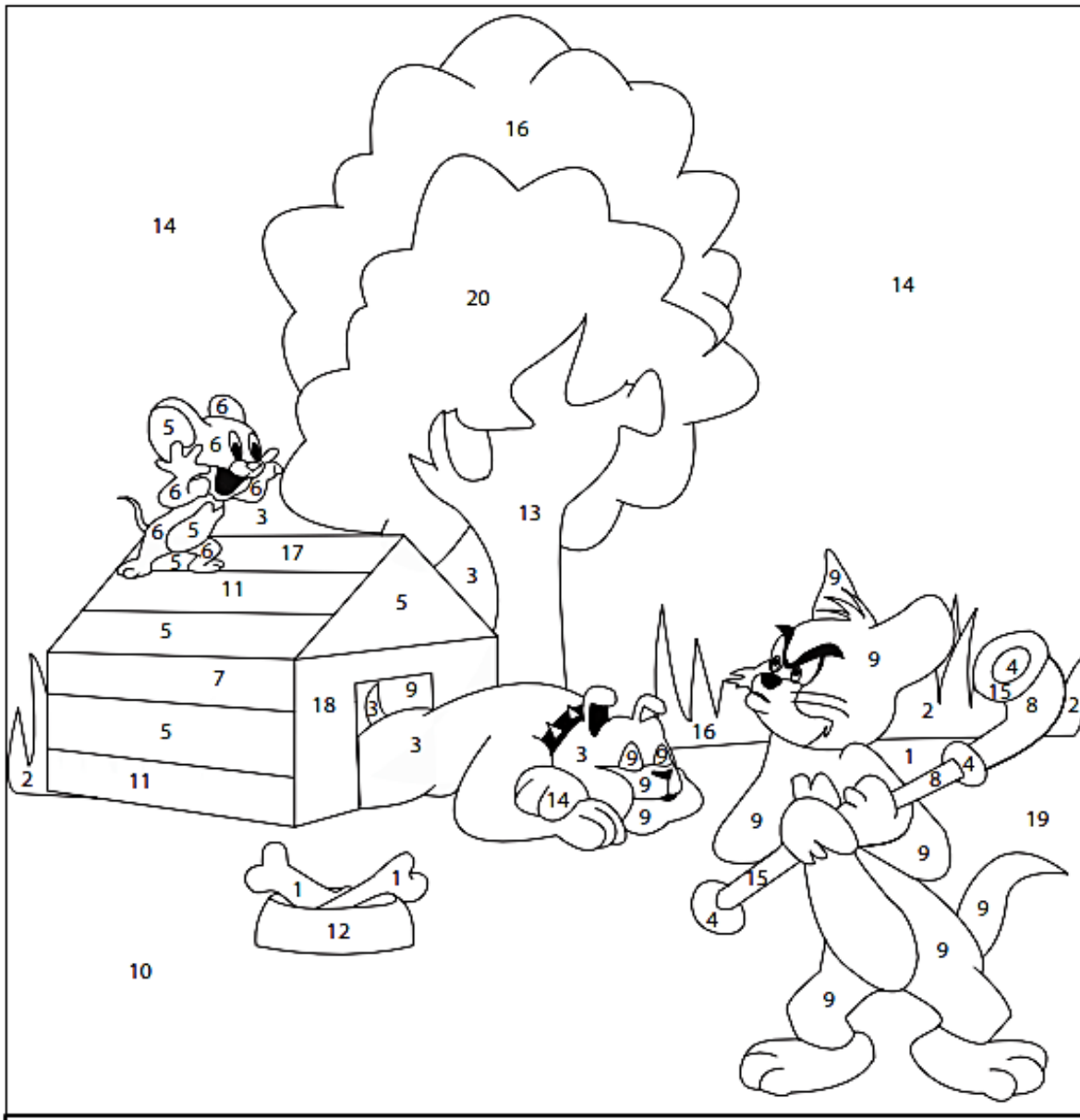
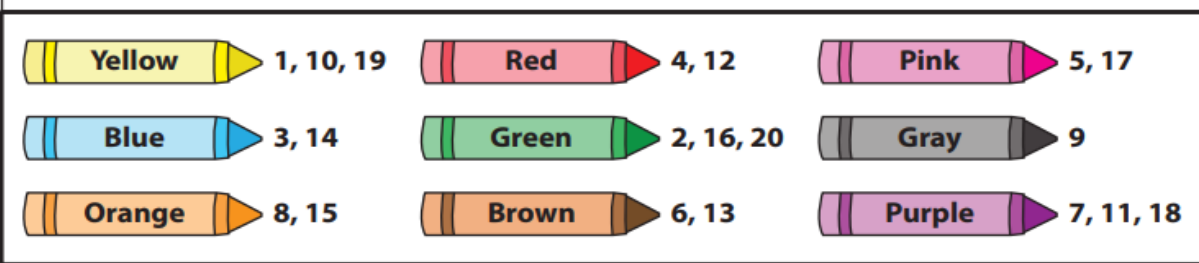
<https://www.youtube.com/watch?v=NWrWu80zmul>

Number song 1-20 for children / The Singing Walrus

<https://www.youtube.com/watch?v=D0Ajq682yrA>

## Let us practice

**Instructions:** Use the color code provided to color the picture below.



## Days of the Week





The Singing Walrus - English Songs for Kids

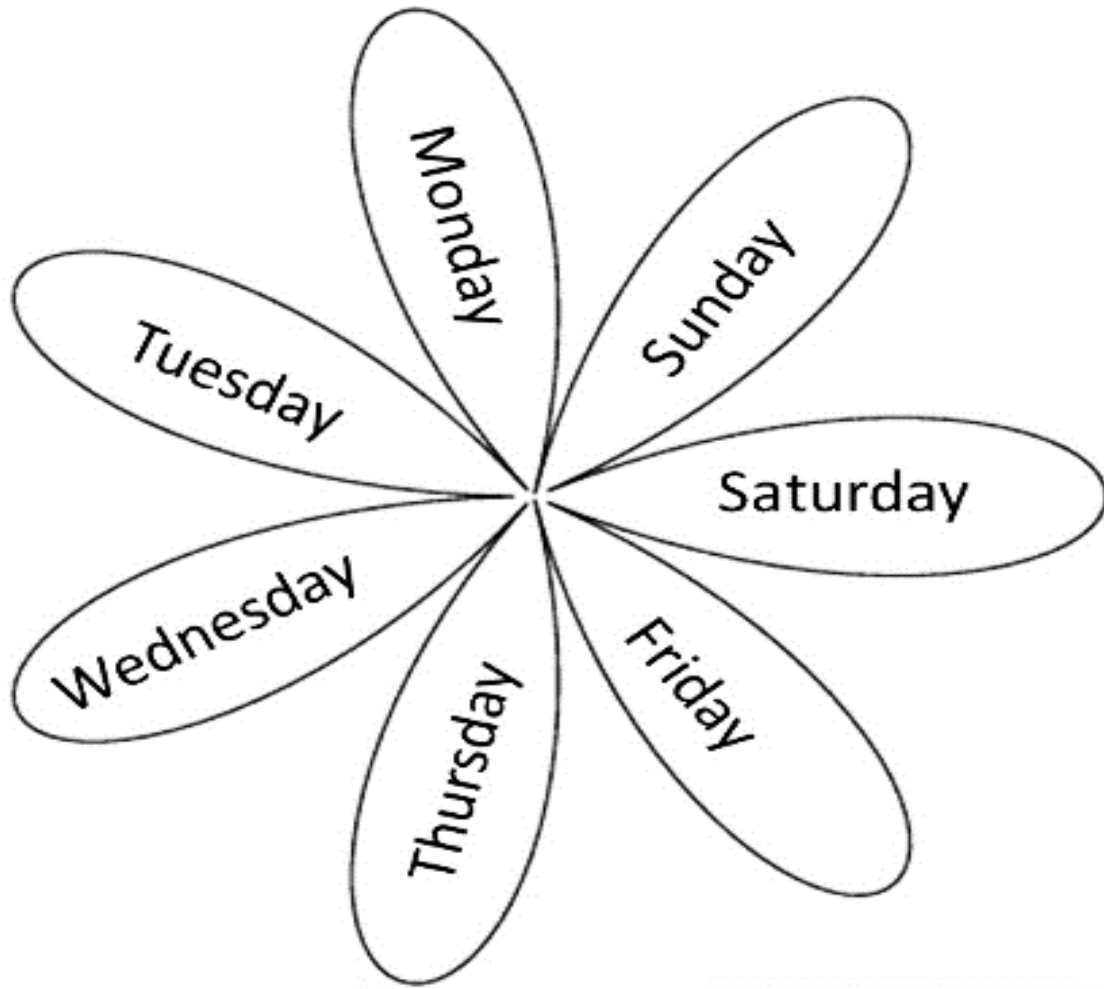
<https://www.youtube.com/watch?v=mXMofxtDPUQ>

Teach Kids, Days of a week | BST Nursery Rhymes

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

## Let's Practice

**Instructions:** Read out loud the days of the week. Color the petals following the color code.



|                  |                   |
|------------------|-------------------|
| Sunday (red)     | Wednesday (blue)  |
| Monday (yellow)  | Thursday (purple) |
| Tuesday (green)  | Friday (orange)   |
| Saturday (brown) |                   |

**Instructions:** Write the Days of the Week in the correct order.

|                  |                  |
|------------------|------------------|
| <b>Saturday</b>  | 1. <b>Sunday</b> |
| <b>Tuesday</b>   | 2.               |
| <b>Sunday</b>    | 3.               |
| <b>Wednesday</b> | 4.               |
| <b>Monday</b>    | 5.               |
| <b>Friday</b>    | 6.               |
| <b>Thursday</b>  | 7.               |

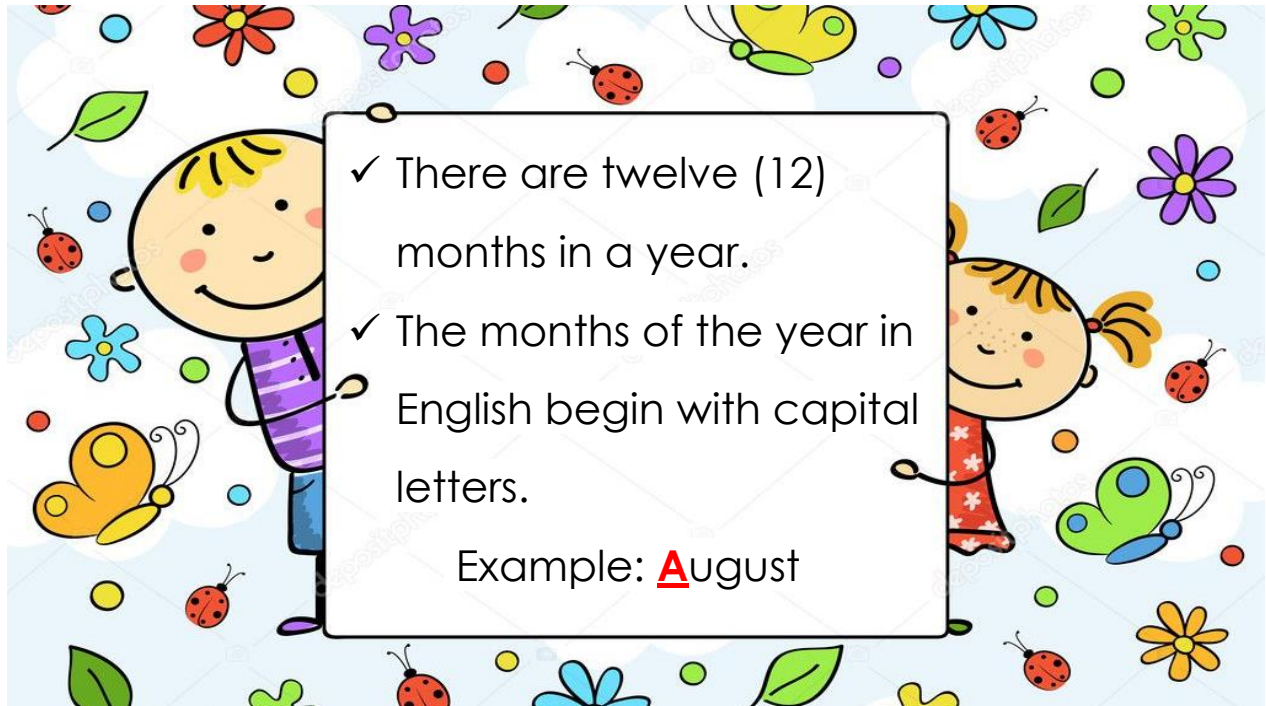
**Instructions:** Write the day that comes next in each row.



|                  |                  |               |
|------------------|------------------|---------------|
| <b>Saturday</b>  | <b>Sunday</b>    | <b>Monday</b> |
| <b>Tuesday</b>   | <b>Wednesday</b> |               |
| <b>Sunday</b>    | <b>Monday</b>    |               |
| <b>Wednesday</b> | <b>Thursday</b>  |               |
| <b>Monday</b>    | <b>Tuesday</b>   |               |
| <b>Friday</b>    | <b>Saturday</b>  |               |
| <b>Thursday</b>  | <b>Friday</b>    |               |



## Months of the Year



| Months of the Year |           |
|--------------------|-----------|
| January            | July      |
| February           | August    |
| March              | September |
| April              | October   |
| May                | November  |
| June               | December  |



### **Months of the Year Song**

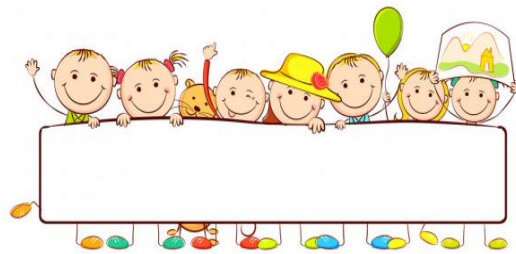
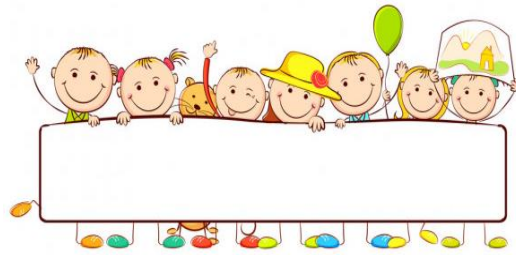
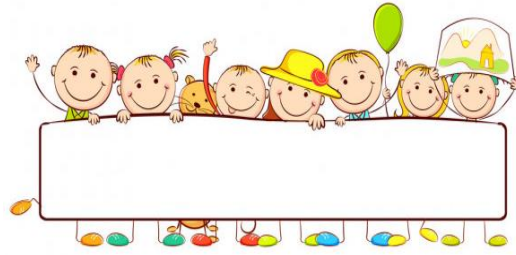
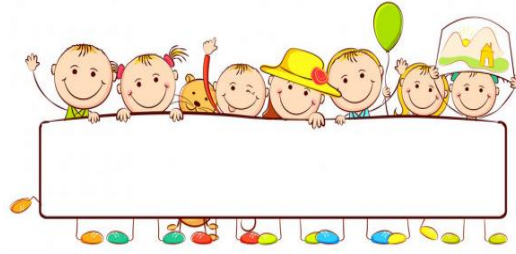
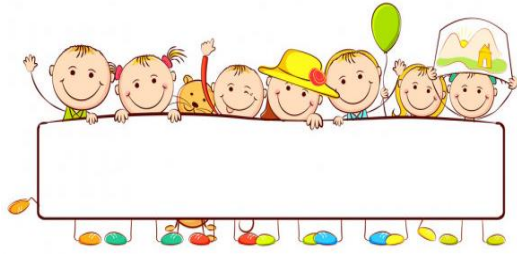
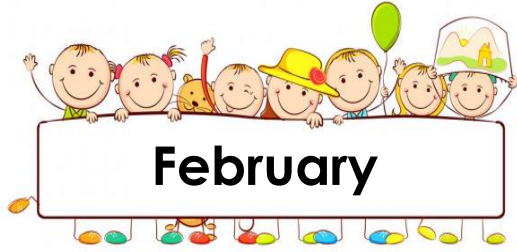
<https://www.youtube.com/watch?v=rMhZXxQP5fo>

### **The Months Chant**

<https://www.youtube.com/watch?v=gtc4c1JIAEM>

# Let's Practice

Instructions: Write the missing months.





AUTUMN

November

October

September

December

August

January

July

February

June

Monday

Wednesday

Friday

Saturday

Tuesday

Thursday

Sunday

March

April

May

SPRING

WINTER

SUMMER

**Unit: 2.1** Bilingual and Proud

**Theme:** Phonics – Consonant Sounds

**Learning Objectives:**

At the end of this lesson, the students will:

- identify the beginning, and ending sounds of words
- isolate consonant sounds of one-syllable words.
- Classify the short sounds of one-syllable words.

**Standards and Expectations:**

**Foundational Skill: Phonemic Awareness**

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

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Segment spoken single-syllable and multi-syllable words into their complete sequence of individual sounds (phonemes).

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

**Foundational Skills: Phonics**

2.R.FS.12 know and apply phonics and word analysis skills to decode words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.










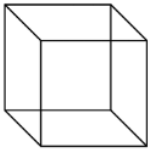
**Introduction**

**Initial Activities – (before each lesson)**

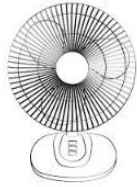



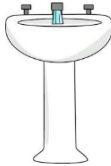





**ABC songs, days of the week, months of the year, weather and songs**

**Review the short and long vowel sounds and the consonants**

**Short and Long Vowels Chart**  
Read aloud each word

| Short vowels |   | Long vowels |   |
|--------------|---|-------------|---|
| A (apple)    |    | A (cage)    |    |
| E (egg)      |    | E (tree)    |    |
| I (pig)      |  | I (tire)    |  |
| O (hop)      |  | O (bone)    |  |
| U (sun)      |  | U (cube)    |  |

Practice 1 Write the missing vowel on the blank.

| Short vowels |   | Long vowels |   |
|--------------|---|-------------|---|
| f_n          |    | p_pers      |    |
| l_g          |    | z_bra       |    |
| s_nk         |  | l_on        |  |
| m_p          |  | b_at        |  |
| tr_ck        |  | bl_e        |  |

## Practice 2

Look at the letter in each row. Circle two words in each row that begins with the same sound. The first one is done for you.

|          |              |             |             |
|----------|--------------|-------------|-------------|
| <b>s</b> | <b>mom</b>   | <b>Sam</b>  | <b>Tom</b>  |
| <b>b</b> | <b>heart</b> | <b>bat</b>  | <b>dog</b>  |
| <b>m</b> | <b>man</b>   | <b>doll</b> | <b>bell</b> |
| <b>r</b> | <b>frog</b>  | <b>lamp</b> | <b>rat</b>  |
| <b>t</b> | <b>toy</b>   | <b>milk</b> | <b>desk</b> |
| <b>c</b> | <b>box</b>   | <b>cat</b>  | <b>star</b> |



## **Lesson 1**

**Unit:** 2.1 Bilingual and Proud

**Skill:** Greetings, Farewells and Introductions

**Standard:** Listening and Writing

**Expectations:**

### **Language**

2.L.1d Offer and respond to greetings/farewells using appropriate courtesy expressions.

### **Writing**

2.W.1 Write to express feelings, familiar topics, experiences, and describe a picture; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.

**Objective:** At the end of the lesson the student:

- Uses forms of greetings, farewells and self-introductions expressions correctly.
- Identifies greetings and farewells expressions correctly.

**Greetings, Farewells, and Introductions** are one of the most important topics when you are learning a language.

### **Introduction**

**Initial Activities – (before each lesson)**

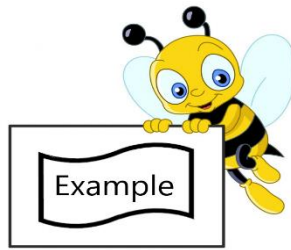
**ABC songs, days of the week, months of the year, weather and songs**

**Review the short and long vowel sounds and the consonants**

## What is a Greeting?

A **Greeting** is to say “**hello**” or to extend a polite word of **welcome**.





English

## Greeting

Hello!



Good morning



Welcome



Good afternoon

(**Afternoon** comes a second after 12:00 o'clock noon and lasts until 6:00 o'clock p.m.)



Good evening

(**Evening** starts at 6:00 p.m. and lasts until around 8:00 o'clock p.m.)





**The Greetings Song - Maple Leaf Learning**

<https://www.youtube.com/watch?v=gVIFEVLzP4o>

**The Greetings Song - LARVA KIDS**

<https://www.youtube.com/watch?v=dLsjQLdp8WM>

## Let's Practice

**Instructions:** Match the greeting with the picture. Write the correct number next to the correct greeting.

\_\_\_\_\_ Hello

1.



\_\_\_\_\_ Good morning

2.



\_\_\_\_\_ Good afternoon

3.



\_\_\_\_\_ Good evening

4.



1. Hello



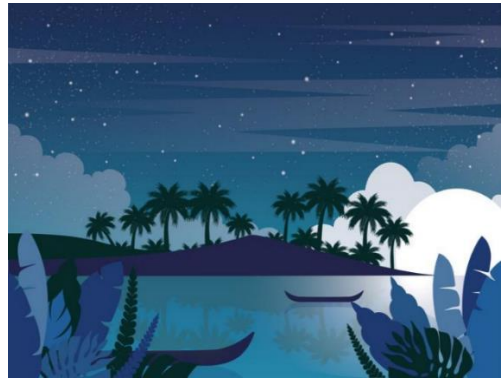
d.

2. Good morning



b.

3. Welcome



c.

4. Good afternoon



d.

5. Good evening



e.

## What is a Farewell?

**Farewell** is a way to **say goodbye**. A **farewell** is also an expression of good wishes when you are leaving.





Examples:

Goodbye



See you later



Good night





**Goodbye to You! - Super FUN and FAST Goodbye Song by ELF**

Learning <https://www.youtube.com/watch?v=STMI4yjPpoM>

**Goodbye, School Song For Kids - Dream English Kids**

<https://www.youtube.com/watch?v=WyfH-wwJUcY>

## Let's Practice

Instructions: Use the farewells below to complete the sentences. Do not repeat them.

Good bye

see you later

good night

1. Have a \_\_\_\_\_!



2. \_\_\_\_\_ teacher! I will \_\_\_\_\_!



What is **self-introduction**?

Introducing yourself it's a way to connect with someone new by exchanging words and often, physical contact.



Examples:

### **Introduction**

English

What is your name?

My name is \_\_\_\_\_

Where do you live?

I live in \_\_\_\_\_

How old are you?

I am \_\_\_\_\_ years old

What grade are you in?

I am in \_\_\_\_\_



**Greetings, Farewells, and introductions!**

[https://www.youtube.com/watch?v=4pDlaA\\_bkgc](https://www.youtube.com/watch?v=4pDlaA_bkgc)

**Self-Introduction | Simple Skits - Maple Leaf Learning**

<https://www.youtube.com/watch?v=KCZAfgacc7I>

**What's your name?, Self-introduction Lesson, English for Children**

<https://www.youtube.com/watch?v=EDmWNJ144oY>

## Let's Practice

**Instructions:** Complete the sentences with the introductions from the chart below.

Repeat the sentences out loud.

|           |         |       |
|-----------|---------|-------|
| years old | color   | Live  |
| my school | My name | grade |

Hello! \_\_\_\_\_ is María Santos.

I \_\_\_\_\_ in Ponce, Puerto Rico.

I am seven \_\_\_\_\_.

I am in second \_\_\_\_\_.

The name of \_\_\_\_\_ is Luis Muñoz Marín.

My favorite \_\_\_\_\_ is red.

**Exercises for Evaluation**

**Total \_\_\_\_\_/43 pts**



**Part 1. Instructions:** Fill in the blanks. Use the words provided. (8 pts.)

Evaluation

morning                      Good                      to                      happy

Good Morning Class

\_\_\_\_\_ morning, class!

Good \_\_\_\_\_ to you!

I am happy \_\_\_\_\_ see you.

We are \_\_\_\_\_ to see you, too!

**Part 2. Instructions:** Read the paragraph.

**I am David**

By Jeannine Ortiz Morales

Good morning! My name is David Rivera. It is nice to meet you. I live in Puerto Rico. I live in the city of Camuy. I am 7 years old. I am in second grade. I love reading in English. I have one brother and one sister. They are both older than me. My sister is 10 years old and my brother is 12 years old. Maybe we can play tomorrow. See you later!

**Part 3. Instructions:** According to the paragraph read, circle the correct answer.

(3 pts.)

1. \_\_\_\_\_ is a greeting.

- a. My name is David Rivera
- b. Good morning
- c. See you later

2. \_\_\_\_\_ is a farewell.

- a. My name is David Rivera
- b. Good morning
- c. See you later

3. \_\_\_\_\_ is an introduction.

- a. My name is David Rivera
- b. Good morning
- c. See you later



**Part 4. Instructions:** Match the greeting, farewell or introduction with the correct answer. (5 pts.)

Part 4.

- |                             |                               |
|-----------------------------|-------------------------------|
| ___1. Hello, how are you?   | a. Good afternoon to you too! |
| ___2. Welcome               | b. Hello, I am fine, and you? |
| ___3. Good afternoon        | c. Good morning, teacher!     |
| ___4. Good bye!             | d. Thank you!                 |
| ___5. Good morning students | e. Goodbye, see you soon!     |

**Part 5. Instructions:** Write one greeting, one farewell, and one introduction that you learned in this lesson. (9 pts.)

1. Greeting: \_\_\_\_\_

2. Farewell: \_\_\_\_\_

3. Introduction: \_\_\_\_\_

**Instructions:** Complete the sentences with your information. Repeat the sentence out loud. (18 pts.)

Hello! My name is \_\_\_\_\_.

I live in \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I am in \_\_\_\_\_ grade.

The name of my school is \_\_\_\_\_.

My favorite color is \_\_\_\_\_.

**Unit: 2.1** Bilingual and Proud

**Theme:** Phonics – Consonant / Short and Long Vowel Sounds

**Learning Objectives:**

At the end of this lesson, the students will:

- identify the beginning, and ending sounds of words
- isolate consonant sounds of one-syllable words.
- Classify the short sounds of one-syllable words.

**Standards and Expectations:**

**Foundational Skill: Phonemic Awareness**

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

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Segment spoken single-syllable and multi-syllable words into their complete sequence of individual sounds (phonemes).

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

**Foundational Skills: Phonics**

2.R.FS.12 know and apply phonics and word analysis skills to decode words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.










**Introduction**

**Initial Activities – (before each lesson)**

**ABC songs, days of the week, months of the year, weather and songs**

**Review the short and long vowel sounds and the consonants**

**Practice 1** In this exercise, you will practice the beginning sounds. Write in the square under the picture the letter **a** if the picture begins with the a sound, or the letter **b** if the picture begins with the b sound. The first ones is done for you.

|   |   |   |
|---|---|---|
|    |    |    |
|   |   |   |
|   |   |   |
|   |   |   |
|  |  |  |
|   |   |   |

## Lesson 2

**Unit:** 2.1 Bilingual and Proud

**Skill:** Cognates

**Objective:** At the end of the lesson the student:

- identifies cognates
- recognizes false cognates

**Standard:** Language

**Expectation and Indicator:**

2.LA.4c - Use the root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

### What are Cognates?

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. In our case, words in Spanish and English.

Examples:



**English:** bicycle

**Spanish:** bicicleta

**English:** music

**Spanish:** música



**English:** family

**Spanish:** familia



# Cognate Food



Banana / Banana



Melon / Melón



Lemon / Limón



Papaya / Papaya



Mango / Mango



Mandarin / Mandarina  
Orange



Pear / Pera



Kiwi / Kiwi



Coconut / Coco



Pistachio / Pistacho



Vanilla / Vainilla



Cherimoya / Chirimoya



Tomato / Tomate



Broccoli / Brócoli



Cauliflower / Coliflor



Asparagus / Espárragos



Lentils / Lentejas



Potato / Patata



Zucchini / Zuquini



Spinach / Espinaca



Coffee / Café



Tea / Té



Lemonade / Limonada



Yogurt / Yogur



Sandwich / Sándwich



Omelette / Omelet



Pancakes / Panqueques



Cereal / Cereal



Hamburger / Hamburguesa



Pizza / Pizza



Soup / Sopa



Salad / Ensalada



Spaguetti / Espagueti



Chocolate / Chocolate



Vinegar / Vinagre



Salt / Sal



# Cognate Places



Supermarket / Supermercado



Restaurant / Restaurante



Café / Cafetería



Bank / Banco



Hospital / Hospital



Dental Clinic / Clínica Dental



Pharmacy / Farmacia



Laboratory / Laboratorio



University / Universidad



Museum / Museo



Cinema / Cine



Theater / Teatro



Boutique / Boutique



Post Office / Oficina Postal



Gym / Gimnasio



Service Station / Estación de Servicio



Hotel / Hotel



Casino / Casino



Mall / Mall



Apartments / Apartamentos



Observatory / Observatorio



Park / Parque



Bus Station / Estación de Bus



Train Station / Estación de Tren



Airport / Aeropuerto



Stadium / Estadio



Police Station / Estación de Policía



Prison / Prisión





# Cognate Jobs



Actor / Actor



Photographer / Fotógrafo



Mechanic / Mecánico



Electrician / Electricista



Reporter / Reportero



Computer Programmer /  
Programadora de Computadoras



Receptionist / Recepcionista



Secretary / Secretaria



Police Officer /  
Oficial de Policía



Security Guard /  
Guardia de Seguridad



Pilot / Piloto



Military Man/ Militar



Architect / Arquitecto



Interior Designer /  
Diseñadora de Interiores



Artist / Artista



Musician / Músico



Doctor / Doctor



Dentist / Dentista



Veterinarian / Veterinaria



Scientist / Científico



Athlete / Atleta



Chef / Chef



Politician / Político



Pastor / Pastor



## Let's Practice

**Instructions:** Write the cognate word in Spanish.

Remember that cognates are words in two languages that share a similar meaning, spelling, and pronunciation.

| <u>English</u> | <u>Spanish</u> |
|----------------|----------------|
| 1. mechanic    | _____          |
| 2. fruit       | _____          |
| 3. museum      | _____          |
| 4. group       | _____          |
| 5. tomato      | _____          |

**Instructions:** Read the sentences. Using the color red, underline the cognate that you find in each sentence.

1. We will run at the park.
2. I want to be an actor.
3. We are going to a hotel in summer.
4. Spinach is healthy.
5. I like to eat pears.

## What are Perfect Cognates?

Perfect Cognates are words which have the same spelling and meaning in both **Spanish** and **English**.

Examples:



English: cable

Spanish: cable



English: dragon

Spanish: dragon



English: color

Spanish: color

## More Perfect Cognates

English Spanish

cafeteria- cafetería

director - director

gas - gas

golf - golf

idea- idea

metal -metal

natural- natural

perfume -perfume

piano- piano

radio- radio

triple -triple

**Instructions:** In each box draw a picture according to the following Perfect Cognates. Color your drawings.

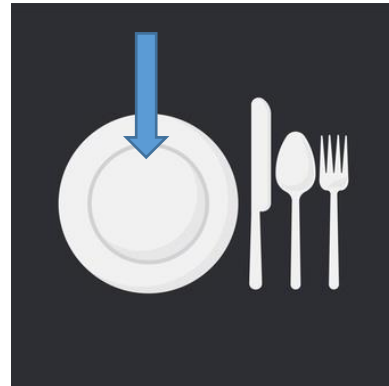
|            |           |
|------------|-----------|
|            |           |
| television | radio     |
|            |           |
| kiwi       | chocolate |

**Instructions:** Circle the picture that represents a Perfect Cognate.

Remember that Perfect Cognate are words which have the same spelling and meaning in both **Spanish** and **English**.



hospital



plate



cereals



sofa

## What are False Cognates?

These are words that look alike but do not have the same meaning in English and Spanish.

Examples:

**English**



pie

**Spanish**



pie

**English**



rope – sogá

**Spanish**



ropa - clothes

**English**



soap - jabón

**Spanish**



sopa - soup

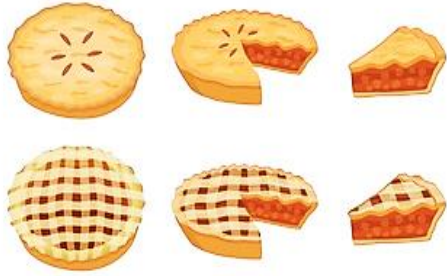


### **Cognates and False Cognates**

YouTube Video: <https://www.youtube.com/watch?v=sBZE-JDUpKU>

## Let's Practice

**Instructions:** Write an **X** under the false cognates.



Pie



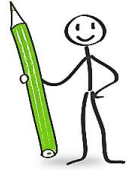
dragon



tiger

## Exercises for Evaluation

Total \_\_\_\_\_/46 pts



Evaluation

**Part 1. Instructions:** Read the paragraph. Underline all the cognates.

There are ten (10) cognates. (20 pts.)



### When I Grow Up

By Jeannine Ortiz Morales

My name is Tomás. I am seven years old. When I grow up, I would like to be a pilot. I love airplanes. My sister Iris wants to be a secretary. She likes writing on the computer. My brother Daniel wants to be a doctor. He would like to save people's lives. My best friend Armando wants to be a mechanic. He loves cars. In my opinion, there are so many professions to choose from that maybe I will change my preference in the future.



**Part 2. Instructions:** Write five (5) cognates from the paragraph on the lines provided below. (5 pts.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Part 3. Instructions:** Circle the correct answer. (4 pts.)

1. Tomás wants to be a \_\_\_\_\_.
  - a. mechanic
  - b. pilot
  - c. doctor
2. Iris wants to be a \_\_\_\_\_.
  - a. pilot
  - b. doctor
  - c. secretary
3. Daniel wants to be a \_\_\_\_\_.
  - a. mechanic
  - b. pilot
  - c. doctor

4. Armando wants to be a \_\_\_\_\_.

a. mechanic

b. pilot

c. doctor

**Part 4. Instructions:** Fill in the blank with the occupation of your preference. (3 pts.)

1. When I grow up, I want to be a \_\_\_\_\_.

**Part 5. Instructions:** Write the true cognate word in Spanish on the line. (10 pts.)

1. plate \_\_\_\_\_


2. dentist \_\_\_\_\_

3. uniform \_\_\_\_\_

4. insects \_\_\_\_\_

5. vegetables \_\_\_\_\_

**Part 5. Instructions:** Write an **X** under the false cognates. (4 pts.)

|  |   |
|--|---|
|   |   |
| Bank   | soap  |
|  |  |
| Rope   | photographer  |

### Lesson 3

**Unit:** 2.1 Bilingual and Proud

**Topic:** Being Bilingual

**Standard:** Listening and Reading

**Expectation and Indicator:**

#### Language

**2.L.1a** Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.

**2.L.1b** Use gestures, expressions, and simple words/phrases to demonstrate engagement and understanding in a socially appropriate manner.

#### Reading

**2.R.2I** Identify the main topic and key details of an informational text.

**Objective:** At the end of the lesson the student:

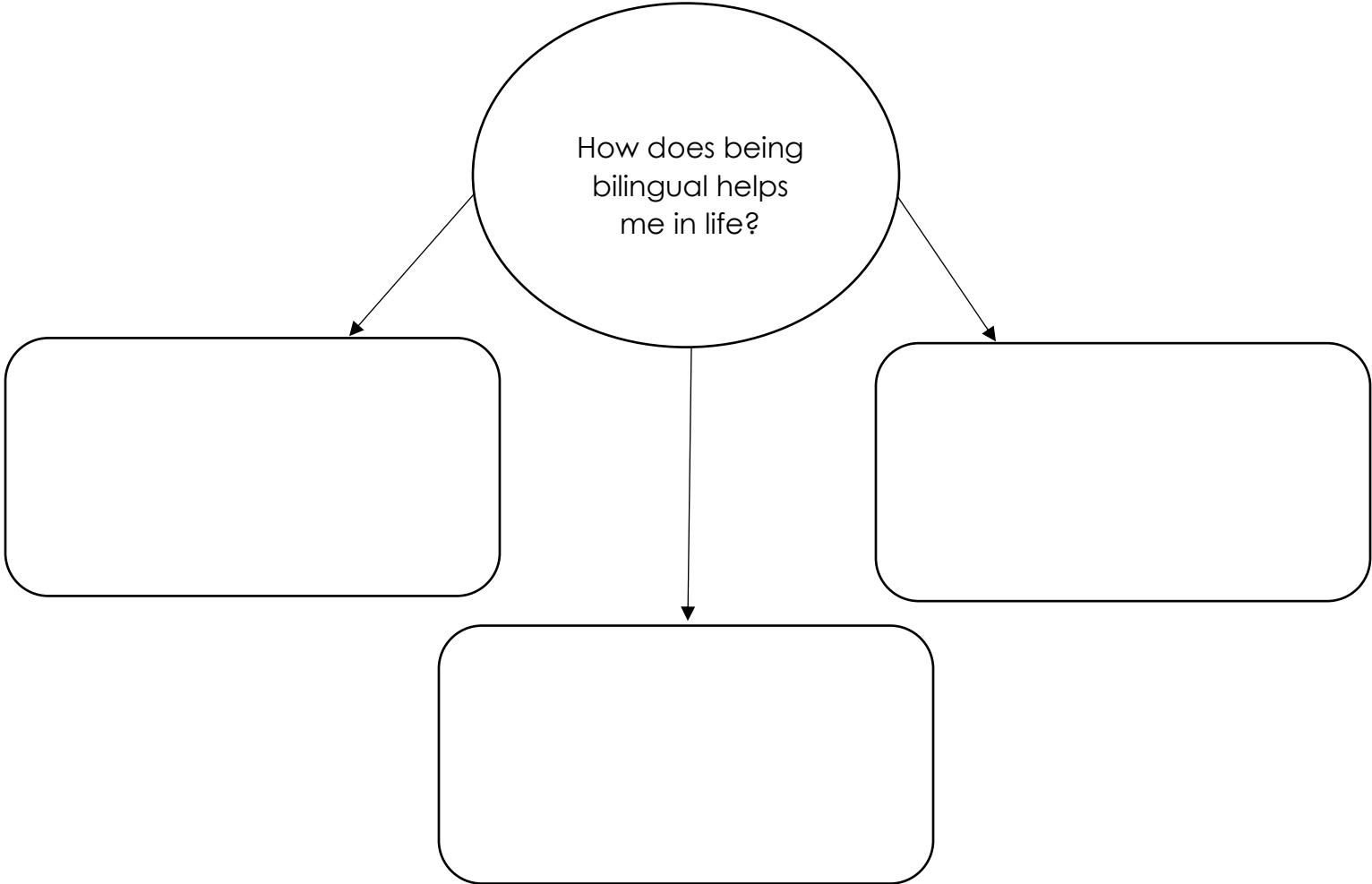
- Identifies details in a story.
- Answers questions according to the topic

### What it means to be bilingual?

A person who speaks two languages fluently.



**Instructions:** Think about the theme “What it means to be bilingual”. Then, complete the diagram by answering the following question in complete sentences.





**Where Are You From? | Learn Countries of the World**

<https://www.youtube.com/watch?v=l6A2EFkjXq4>

**Instructions:** Read the story.

### **Anita is Bilingual!**

By: Wanda Lopez Jackson

(Summarized and adapted by: Jeannine Ortiz)

Anita was in the second grade. She was seven years old and lived in Gurabo, Puerto Rico. Anita liked going to school. Her favorite class was English.

One day, a boy named Peter came to school. He was from the state of Florida. He only spoke English. "Anita will show you around the school", said Mrs. Santiago. "Me no speak English." said Anita very quickly. "You have taken English class since Pre Kinder, now it's time to practice with Peter".

"Ok Anita, what is office? asked Mrs. Santiago. "oficina", answered Anita. "Director"? "director". "And Secretary?" "secretaria". "You know a lot Anita. I would even say that you are *Bilingual*", said Mrs. Santiago. She was proud to be called "Bilingual".

At lunch time, others like Anita were speaking English and Spanish words. She was glad to help Peter and very proud to be called *Bilingual!*

## Let's Practice

**Instructions:** Cognates. Write the Spanish meaning on the line.

1. office \_\_\_\_\_
2. secretary \_\_\_\_\_
3. paper \_\_\_\_\_
4. bilingual \_\_\_\_\_

**Instructions:** After reading the story, circle the letter that represents the correct answer.

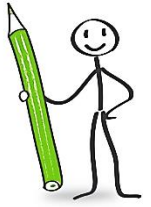
1. **Who** is the story mainly about? \_\_\_\_\_
  - a. Peter
  - b. Anita
  - c. Mrs. Santiago
  
2. **Where** does the story take place? \_\_\_\_\_
  - a. In the office
  - b. In Florida
  - c. In an English Classroom
  
3. **What** is the problem? \_\_\_\_\_
  - a. Anita was scared to speak English.
  - b. Anita loves to speak English.
  - c. The teacher asked Anita questions.



4. **When** did Anita talk English and Spanish words with Peter? \_\_\_\_\_  
At the \_\_\_\_\_ of the story.
- a. beginning
  - b. middle
  - c. end
5. **Why** was Anita proud? She was proud to \_\_\_\_\_.
- a. speak Spanish
  - b. talk to the teacher
  - c. be called bilingual
6. What does it mean to be **bilingual**? To speak \_\_\_\_\_ languages.
- a. one
  - b. two
  - c. three

**Exercise for Evaluation: Adapted Performance Task: Bilingual Poem**

Total \_\_\_\_\_ / 41 pts.



Evaluation

**Part1. Instructions:** Fill in the blanks with words in Spanish and English as indicated in the parenthesis. It doesn't matter if there isn't rhyming words. (36 pts.)

**Bilingual Me!**

Spanish me sings \_\_\_\_\_  
(name of a song in Spanish)

with \_\_\_\_\_  
(a family member in Spanish)

English me sings \_\_\_\_\_ with  
(name of a song in English)

Mrs. \_\_\_\_\_  
(last name of your English teacher)

I play \_\_\_\_\_ with  
(name of a game in Spanish)

\_\_\_\_\_ and Simon Says in my  
(name of a friend)

English class.

I say \_\_\_\_\_ when I greet my

(Spanish greeting)

Spanish teacher and say \_\_\_\_\_ to  
(English greeting)  
my English teacher.

I eat \_\_\_\_\_ in my house, English

(Puerto Rican food in Spanish)

me eats \_\_\_\_\_.

(pizza, sandwich, or hamburger)

English me is \_\_\_\_\_, but Spanish me is

(adjective in English)

\_\_\_\_\_!

(adjective in Spanish)

**Part 2. Instructions:** Cognates. Match the English word with the Spanish meaning.  
(5 pts.)

\_\_\_\_\_ 1. class

a. grado

\_\_\_\_\_ 2. favorite

b. sorpresa

\_\_\_\_\_ 3. grade

c. grupo

\_\_\_\_\_ 4. group

d. favorito

\_\_\_\_\_ 5. surprise

e. clase

**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 4**

### **SHORT SOUNDS**

We know that the vowels are

**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 4**

**Unit:** 2.1 Bilingual and Proud

**Skill:** Context clues

**Standard:** Reading

### **Expectation and Indicator:**

2.R.4I Ask and answer questions to help determine or clarify the meaning of words and phrases in the text.

**Objective:** At the end of the lesson the student:

- determines or clarifies the meaning of words using context clues

## **Introduction**

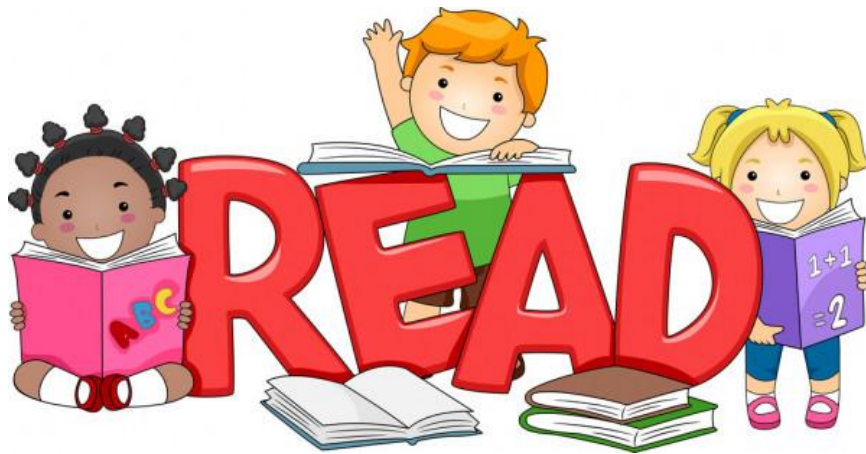
**Initial Activities – (before each lesson)**

**ABC songs, days of the week, month of the year, weather and songs**

**Review the short and long vowel sounds and the consonants**

## What are Context Clues?

These are **clues** that readers use to find the meaning of words that are new to them. Context Clues makes us better readers.





### **Context Clues**

[https://www.youtube.com/watch?v=lhdsrL7kd\\_w](https://www.youtube.com/watch?v=lhdsrL7kd_w)

**Context Clues – Introduction to Reading Skills - McGraw-Hill PreK-12**

<https://www.youtube.com/watch?v=6spWj7O13x>

The reader should look for the following clues in the text:



### **Pictures**



### **Definitions**

(clue words:  
or, like, are, called)

### **Words you know**

### **Examples**

(clue words: is, are, or, means,  
refers to)

### **Synonyms**

Words that mean the same thing  
(clue words: also, as, like, same,  
too)

### **Antonyms**

Words that mean the opposite  
(clue words: but, unlike,  
however)



## Let's Practice

**Instructions:** Read the following sentences from the reading "Anita is Bilingual". Then circle the correct meaning for the underlined word in the text.

1. "Director"? "director". "And Secretary?" "secretaria". "You know a lot Anita. I would even say that you are Bilingual", said Mrs. Santiago"

**bilingual means to speak ...**

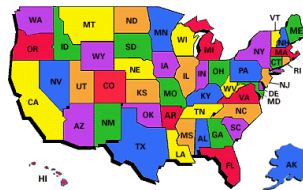
- a. one language
- b. two languages
- c. three languages



2. "This is Peter and he is from the state of Florida", said Mrs. Santiago.

**state means a place in...**

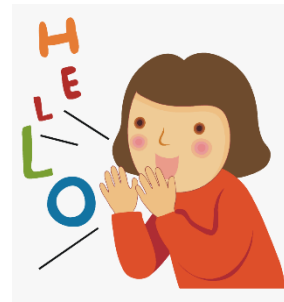
- a. Puerto Rico
- b. your house
- c. United States



3. "Peter needs help from all of us because Peter only speaks English".

**speak means to...**

- a. talk
- b. be silent
- c. not talking



4. “Anita, **remember** that there are many words that mean the same in English and Spanish.

**remember means to...**

- a. forget
- b. say something
- c. retain in the memory



5. She was glad to help Peter and very **proud** to be called bilingual!

**proud means to feel...**

- a. sad
- b. mad
- c. satisfied



**Exercise for Evaluation**

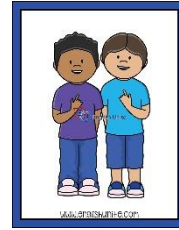
Total \_\_\_\_\_/20 pts.



**Instructions:** Read the following sentences. Then using context clues, choose the correct meaning of the underlined word. (8 pts.)

1. Do you know the girl waving at us over there?

- a. he and she
- b. you and I
- c. I and he



2. Asia is the largest continent, and Australia is the smallest.

- a. cold ocean
- b. land area
- c. solid rock



3. The stars were brilliant in the clear night sky.

- a. dim
- b. walking
- c. bright



4. Since it was cold, we made a fire to warm up.

- a. burning that produces flames
- b. water in a frozen, solid state
- c. cold water from the ocean



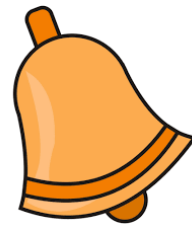
5. We need a **map** and a compass to find our way in the forest.

- a. lots of trails in a particular area
- b. a public road along which vehicles travel
- c. a picture that shows the rivers, mountains, and trails



6. The school **bell** is ringing and it is time to go back to class.

- a. an object that makes a repetitive sound
- b. to speak very loud in public
- c. to speak in a soft, low tone



7. Plants need water and sunlight to grow and stay **alive**.

- a. living
- b. running
- c. walking



8. Mom picked a **bunch** of roses from the garden.

- a. something that is red
- b. group of things
- c. individual things



9. That baseball player is **famous**. Everyone knows who he is.

- a. sad person
- b. happy person
- c. well known person



10. Ray put the **right** answer on his homework.

- a. correct
- b. wrong
- c. incorrect



## Unit 2

### Lesson 5

**Unit: 2.2** Where Are We?

**Skill:** 5W's Questions

**Standard:** Writing

#### **Expectation and Indicator:**

2.W.4 Respond to questions and suggestions from peers and add details to strengthen writing as needed.

2.W.7 Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.

**Objective:** At the end of the lesson the student:

- responds to 5W's questions

**Wh questions words** are words used to gather information. Each question word asks for different information.



A question mark



is used at the end of interrogative sentences.

Let's review and practice the 5W questions. A **question** asks the reader for something or someone.

Read the examples.

### What?

It is a thing or an action.



### When?

It is a time.



### Who?

It is a person.



### Where?

It is a place.



### Why?

It is the reason something happened.





**The Five W's Song | English Songs | Scratch Garden**

<https://www.youtube.com/watch?v=vXWK1-L41f0>



## Let's Practice: WH's Questions

**Instructions:** Read the questions and circle the correct answer. Write the letter on the line provided next to the number.

\_\_\_\_\_ 1. \_\_\_\_\_ **is the baby crying?**

- a. When
- b. Who
- c. Why

\_\_\_\_\_ 2. \_\_\_\_\_ **time is it?**

- a. Why
- b. Where
- c. What

\_\_\_\_\_ 3. \_\_\_\_\_ **is your mother?**

- a. Why
- b. What
- c. Who

\_\_\_\_\_ 4. \_\_\_\_\_ **are we going to the movies?**

- a. When
- b. What
- c. Who

\_\_\_\_\_ 5. \_\_\_\_\_ **are my keys?**

- a. Who
- b. Where
- c. Why

**Instructions:** Read the paragraph. Then read the questions and circle the correct answer. Write the letter on the line provided next to the number.

### Karen's New Bike

Karen has a new bike. Her new bike is blue. It has an orange flag on the back. The flag has three white stripes. Karen can ride her bike fast. After school she rides her bike back to her house.

\_\_\_\_\_ 1. What does Karen have?

- a. a new flag
- b. a new bike
- c. a new house

\_\_\_\_\_ 2. What color is Karen's new bike?

- a. blue
- b. black
- c. orange



\_\_\_\_\_ 3. How many stripes does Karen's new bike have?

- a. one
- b. two
- c. three

\_\_\_\_\_ 4. When does she ride her bike?

- a. before school
- b. after visiting Allison
- c. after school

\_\_\_\_\_ 5. Where does Karen go after she goes to Allison's house?

a. school

b. home

c. park

**Instructions:** Read the paragraph. Then read the questions and circle the correct answer. Write the letter on the line provided next to the number.

### My Uncle's Airplane

My uncle has a new airplane. It is yellow with red stripes. The wings have stars on them. It flies high in the sky. He took me on a trip in his new plane. The name of his plane is Yellow Bird.

\_\_\_\_\_ 1. Who has a new airplane?

- a. my father
- b. my uncle
- c. my mother

\_\_\_\_\_ 2. What color is the airplane?

- a. blue
- b. yellow
- c. red



\_\_\_\_\_ 3. Where do planes fly?

- a. sky
- b. water
- c. road

\_\_\_\_\_ 4. What is the name of the airplane?

- a. Blue Bird
- b. Yellow Bird
- c. Red Bird

**Instructions:** Read the story. Then read the questions from 1 to 4. Circle the correct answer. Write the letter on the line provided next to the number. Answer question 5 in a complete sentence.

### Helping Grandma

Hector liked to stop by grandma's house after school. She would make a snack for him every day. One day, Grandma slipped and fell in the bathroom. She broke her arm. The doctor said that she needed to rest. Grandma came to stay with Hector and his mom until she felt better. Now, Hector makes Grandma a snack every afternoon.

\_\_\_\_\_ 1. What did grandma break?

- a. Her leg
- b. Her arm
- c. Her head

\_\_\_\_\_ 2. Who visited grandma every day?

- a. Hector
- b. mom
- c. doctor



\_\_\_\_\_ 3. Where did grandma fall?

- a. In the kitchen
- b. In her room
- c. In the bathroom

\_\_\_\_\_ 4. When does Hector make the snack for grandma?

- a. Every morning
- b. Every afternoon
- c. Every evening

5. Why did grandma fall?

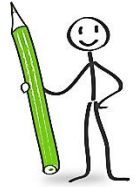
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## Exercises for Evaluation

Total \_\_\_\_\_ / 24 pts.



Evaluation



**Part 1. Instructions:** Read the story. Read the questions and circle the correct answer. Write the letter on the line provided next to the number. (4 pts.)

### Animals at the Zoo

Last week, my class took a trip to the zoo. We went to the snake house. Some people were scared, but not me! –said Julio. I knew we were safe. The snakes were behind the glass. Carlos fed peanuts to the baby goats and watched the monkeys swing from branch to branch. Sometimes, my father calls me a monkey, and now I know why! I wanted to ask my gymnastics coach to teach me some tricks I saw the monkeys do.

\_\_\_\_\_ 1. Who fed the baby goats?

- a. father
- b. gymnastics coach
- c. Carlos

\_\_\_\_\_ 2. When did the class take the trip?

- a. Last week
- b. Last month
- c. Last year

\_\_\_\_\_3. Where did the class take the trip to?

- a. gym
- b. zoo
- c. park

\_\_\_\_\_4. What did the baby goats eat?

- a. peanuts
- b. chocolate
- c. broccoli

**Part 2. Instructions:** Answer the question in complete sentence. (5 pts.)

1. Why do you think the father call his son Julio a monkey?

---

---



**Part 3. Instructions:** Read the questions. Answer the questions in complete sentences. Remember that a sentence begins with a capital letter and it ends with a period (.). (15 pts.)

What is your favorite animal?

---

Who is your best friend?

---

Where do you live?

---

When is your birthday?

---

Why are you learning English?

---

## **Lesson 6**

**Unit:** 2.2 Where Are We?

**Theme:** Phonics – Consonant Sounds

### **Learning Objectives:**

At the end of this lesson, the students will:

- identify the beginning, and ending sounds of words
- isolate consonant sounds of one-syllable words.
- Classify the short sounds of one-syllable words.

### **Standards and Expectations:**

#### **Foundational Skill: Phonemic Awareness**

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

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Segment spoken single-syllable and multi-syllable words into their complete sequence of individual sounds (phonemes).

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

#### **Foundational Skills: Phonics**

2.R.FS.12 know and apply phonics and word analysis skills to decode words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

### **Introduction**

**Initial Activities – (before each lesson)**

**ABC songs, days of the week, month of the year, weather and songs**

**Review the short and long vowel sounds and the consonants**

**Practice 5** . Color only the words with short sounds. Use the following colors:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| Short a | Short e | Short i | Short o | Short u |
| red     | yellow  | blue    | green   | orange  |

|             |             |             |             |              |             |
|-------------|-------------|-------------|-------------|--------------|-------------|
| <b>mop</b>  | <b>web</b>  | <b>bed</b>  | <b>rob</b>  | <b>mom</b>   | <b>pug</b>  |
| <b>dad</b>  | <b>get</b>  | <b>rent</b> | <b>log</b>  | <b>cop</b>   | <b>lip</b>  |
| <b>hat</b>  | <b>big</b>  | <b>dig</b>  | <b>hug</b>  | <b>duck</b>  | <b>win</b>  |
| <b>man</b>  | <b>hit</b>  | <b>skin</b> | <b>sun</b>  | <b>thumb</b> | <b>his</b>  |
| <b>rock</b> | <b>tub</b>  | <b>cup</b>  | <b>chin</b> | <b>dip</b>   | <b>men</b>  |
| <b>hop</b>  | <b>fuss</b> | <b>luck</b> | <b>mitt</b> | <b>pig</b>   | <b>test</b> |
| <b>blog</b> | <b>rap</b>  | <b>fan</b>  | <b>toss</b> | <b>lock</b>  | <b>leg</b>  |

## Lesson 6

**Unit:** 2.2 Where Are We?

**Skill:** Alphabetical Order

**Standard:** Language

### **Expectation and Indicator:**

2.LA.2g Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first two letters.

**Objective:** At the end of the lesson the student:

- arranges words in alphabetical order by the first and second letter criteria.

### **The Alphabet**

Every word is made of letters. We do not notice them... but without them, the word does not exist.



In English we have 26 letters to build words. Letters have an order. We call that order the **Alphabet**.



There are two ways to write the same letters:

- **Uppercase** letters are used to start sentences and for names of people and places.
- Everything else goes in **lowercase** letters.

**Aa - Bb - Cc**

uppercase → **B**      **b** ← lowercase



Kids Reading Lesson 1 - ABC's Learning

<https://www.youtube.com/watch?v=fCDk4iET6s0>

Upper and Lowercase Letters  
and Lowercase Letters | ABC Songs (Zee Version) for Kids

<https://www.youtube.com/watch?v=XSyH49p6Qt4>

**Let's Practice:**

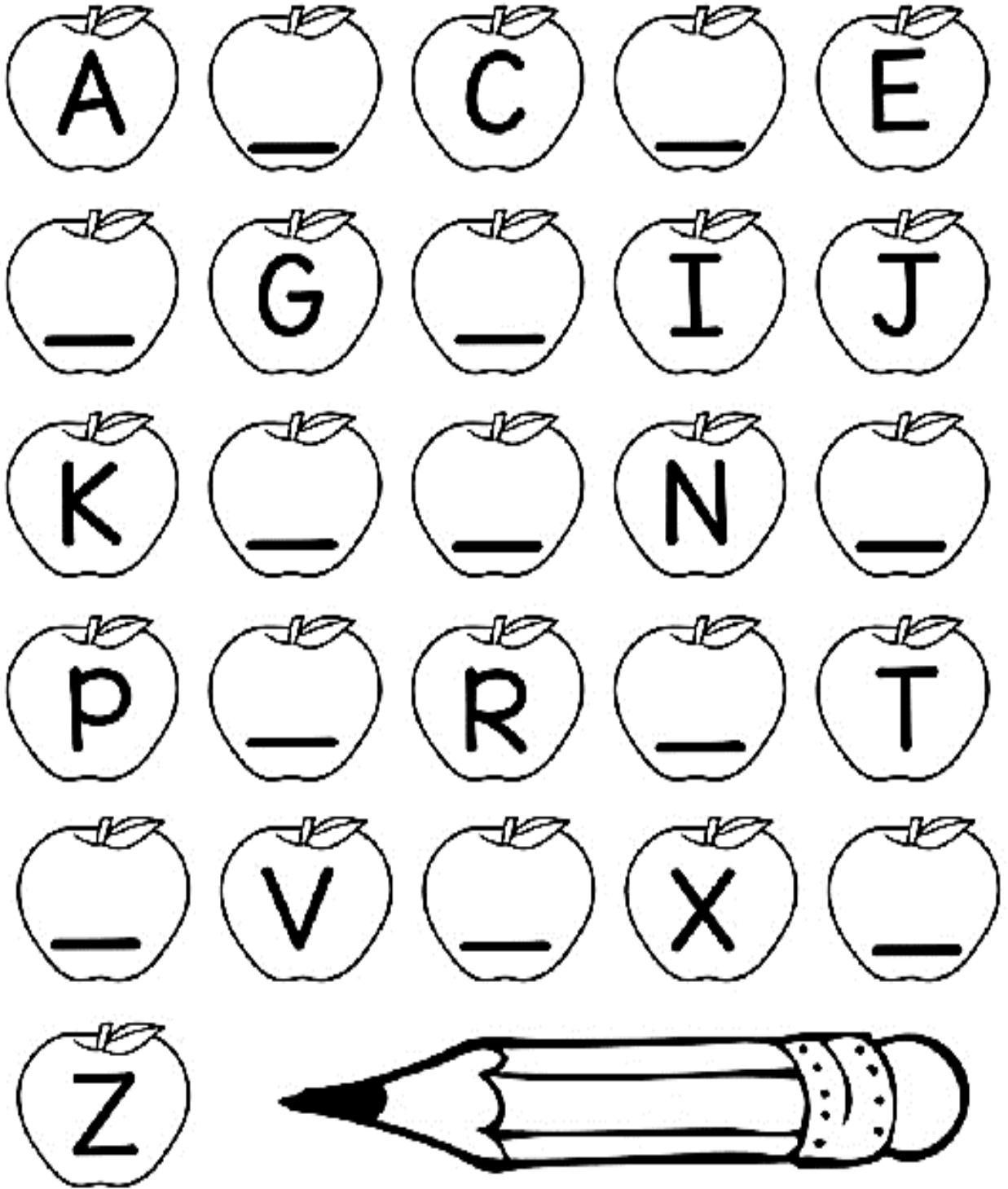
**Instructions:** Circle the matching lowercase letter in each row.

|          |   |   |   |   |
|----------|---|---|---|---|
| <b>A</b> | b | t | a | l |
| <b>B</b> | o | b | s | g |
| <b>C</b> | j | c | z | e |
| <b>D</b> | d | x | r | n |
| <b>E</b> | i | a | e | u |
| <b>F</b> | r | f | g | h |
| <b>G</b> | g | c | z | e |
| <b>H</b> | d | x | h | n |
| <b>I</b> | o | b | i | g |
| <b>J</b> | j | c | z | e |
| <b>K</b> | W | p | c | k |
| <b>L</b> | l | u | h | m |
| <b>M</b> | L | w | m | n |

|          |   |   |   |   |
|----------|---|---|---|---|
| <b>N</b> | d | n | v | r |
| <b>O</b> | p | d | o | a |
| <b>P</b> | b | m | f | p |
| <b>Q</b> | p | q | g | h |
| <b>R</b> | s | d | w | r |
| <b>S</b> | f | s | e | j |
| <b>T</b> | z | x | l | t |
| <b>U</b> | a | u | n | x |
| <b>V</b> | m | p | v | e |
| <b>W</b> | y | u | w | v |
| <b>X</b> | x | k | g | y |
| <b>Y</b> | J | g | y | m |
| <b>Z</b> | L | z | f | d |

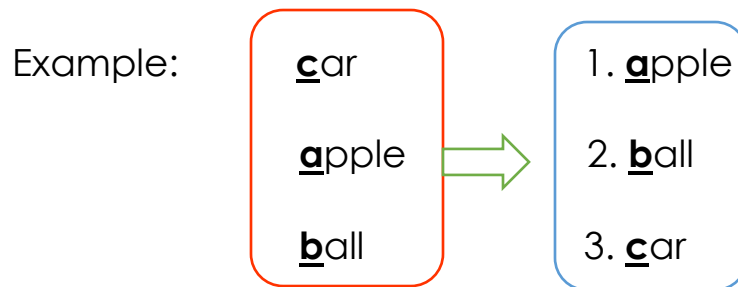


**Instructions:** Write the missing letter of the alphabet.

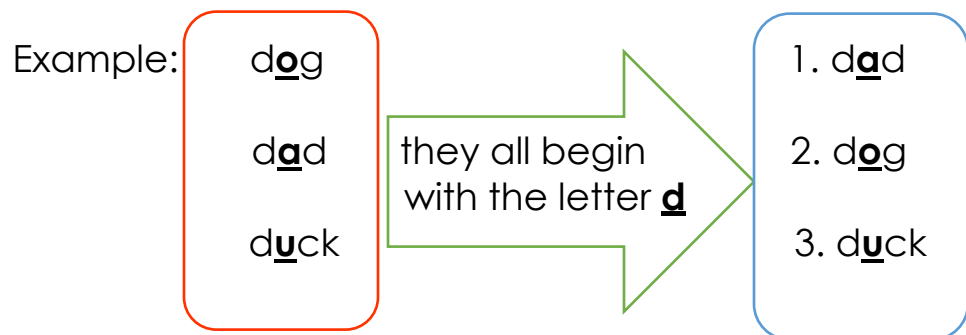


## Alphabetical Order

- Alphabetical order is also called **ABC order**.
- To arrange words in alphabetical order, first think and practice the alphabet from the letter **Aa** to the letter **Zz** again. (page 72)
  1. In a list of words look at the **first** letter of each word.
  2. If the **first** letter of each word is **different**, then you can use the first letter to arrange the word in the correct ABC order.



3. Next, if the first letter of the words is the same, look at the **second** letter of the word.



**Let's Practice:**

**Instruction:** Look at the letters below. Use the chart to write the letters in alphabetical order.

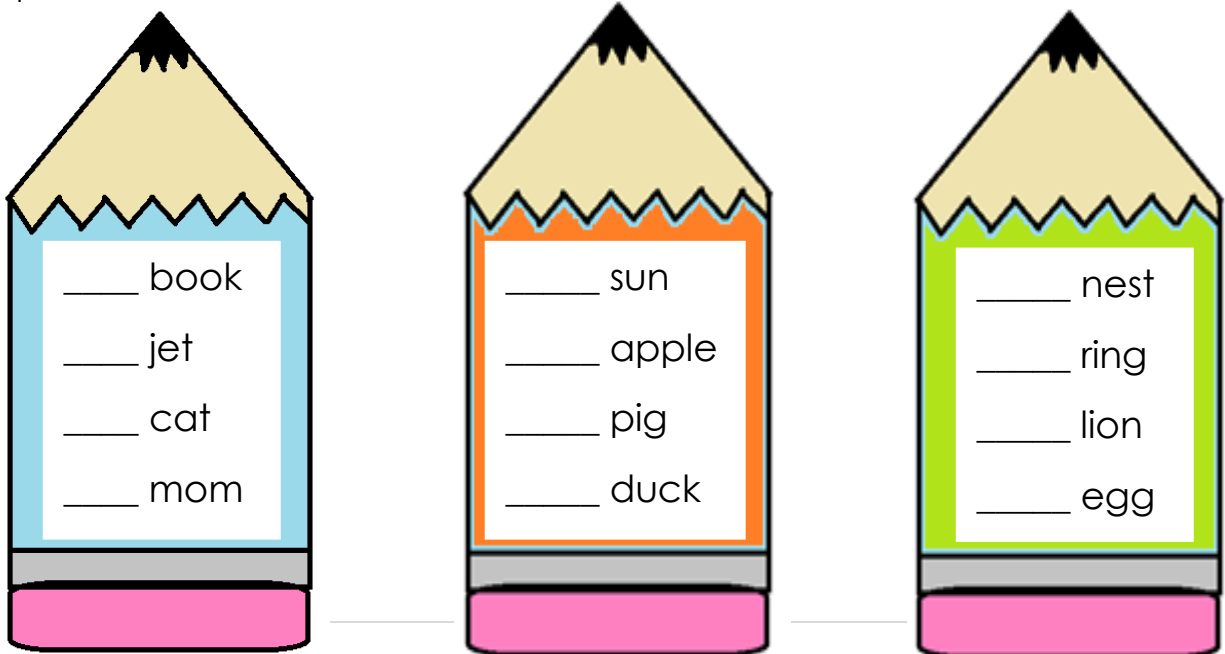
**Example:**

|         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| c, b, a | h, g, f | t, r, s | z, x, y | m, n, l | k, i, j |
| a       |         |         |         |         |         |
| b       |         |         |         |         |         |
| c       |         |         |         |         |         |

**Instructions:** Read the words. Use the chart below to write the words in alphabetical order.

| bat, cat, ant | bird, dog, bee |
|---------------|----------------|
| 1.            | 1.             |
| 2.            | 2.             |
| 3.            | 3.             |

**Instructions:** Write numbers from 1 to 4 to put the following group of words in alphabetical order.



**Instructions:** Write the following words in alphabetical order in the space provided. Remember to observe the second letter.

Example: milk

mat

more

mess

1. mat

2. mess

3. milk

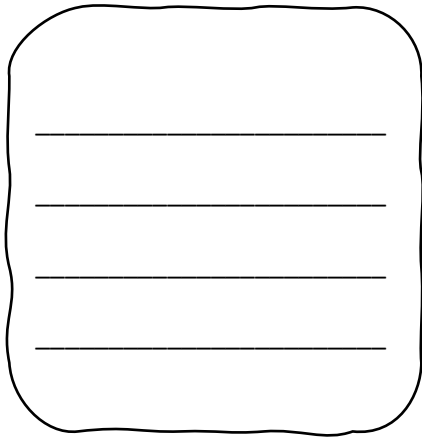
4. more

fish

fruit

foot

flower

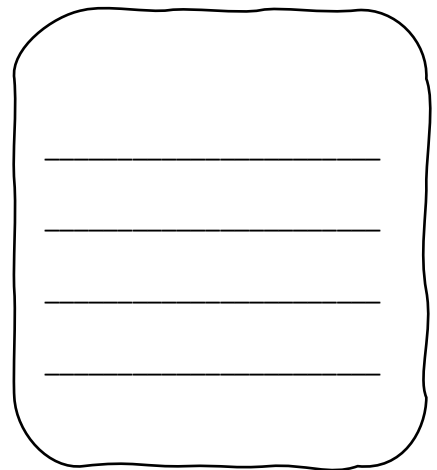


thing

turtle

tag

tool

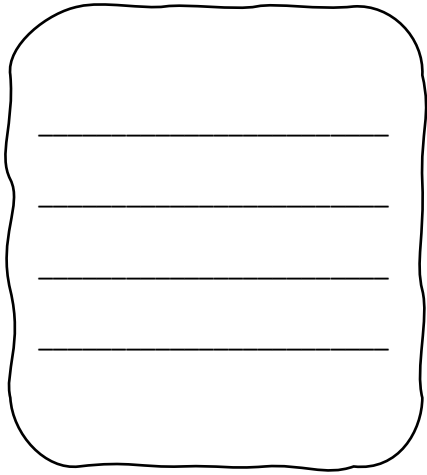


son

star

sit

shoe

A rounded rectangular box with a hand-drawn style border. Inside the box, there are four horizontal lines spaced evenly, providing a template for writing the words listed to the left.

Exercises for Evaluation

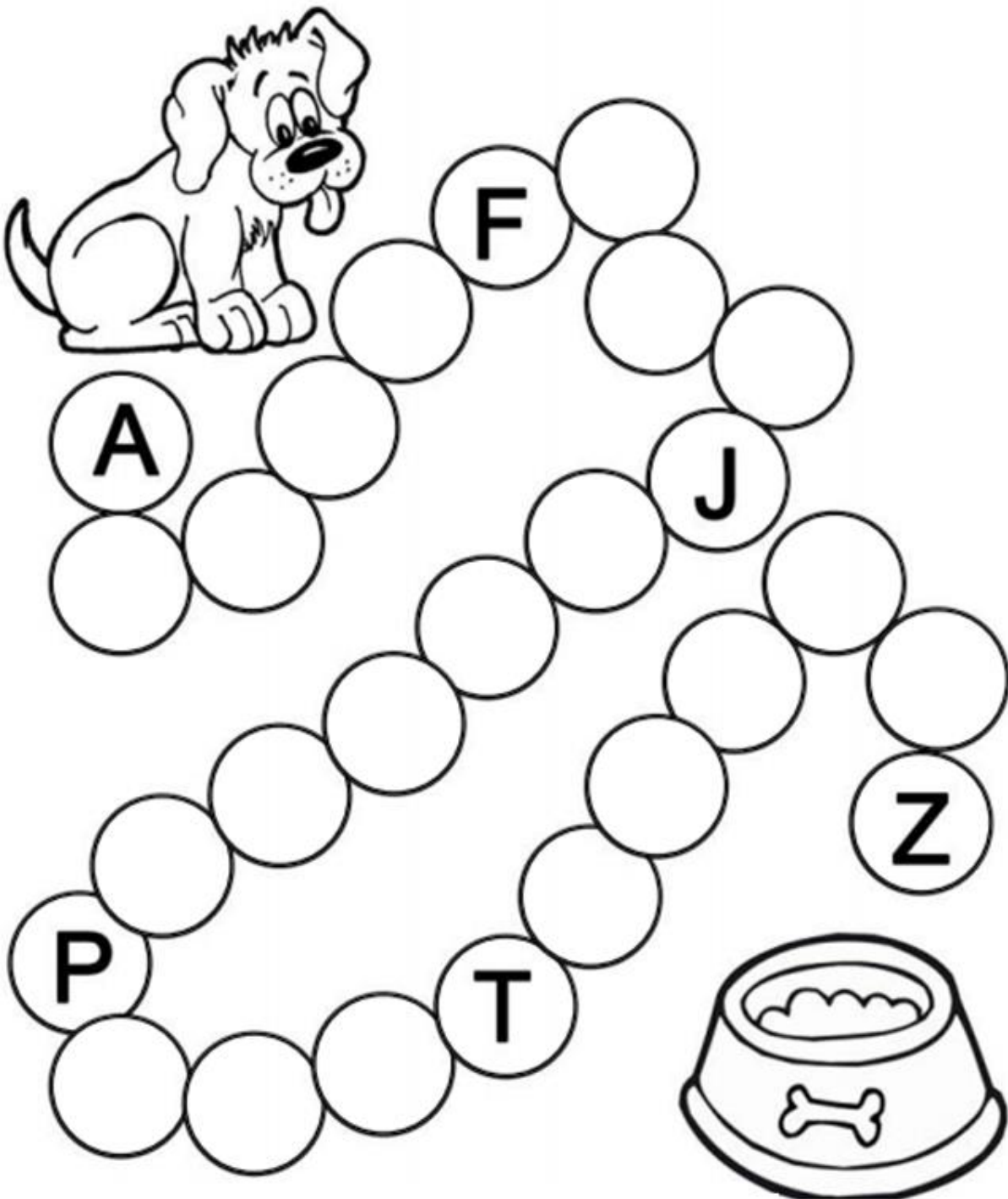
Total \_\_\_\_\_ / 40 pts.



Evaluation

**Part 1. Instructions:** Write the missing letters from the alphabet. Color the pictures.

(20 pts.)



**Part 2. Instructions:** Select the words from the box and put them in correct alphabetical order. (8 pts.)

| <b>Animals</b> | <b>Transportation</b> |
|----------------|-----------------------|
| <b>1</b>       | <b>1</b>              |
| <b>2</b>       | <b>2</b>              |
| <b>3</b>       | <b>3</b>              |
| <b>4</b>       | <b>4</b>              |



|                |                   |
|----------------|-------------------|
| <b>fox</b>     | <b>motorcycle</b> |
| <b>deer</b>    | <b>helicopter</b> |
| <b>zebra</b>   | <b>car</b>        |
| <b>dolphin</b> | <b>airplane</b>   |

**Part 3. Instructions:** Write each set of words in alphabetical order.

(12 pts.)

|        |    |
|--------|----|
| papaya | 1. |
| apple  | 2. |
| monkey | 3. |
| laptop | 4. |

|            |    |
|------------|----|
| park       | 1. |
| theater    | 2. |
| casino     | 3. |
| restaurant | 4. |

|      |    |
|------|----|
| book | 1. |
| bear | 2. |
| bag  | 3. |
| bike | 4. |

## Lesson 7

**Unit:** 2.2 Landforms

**Skill:** Cause and Effect

**Standard:** Reading

**Expectation and Indicator:**

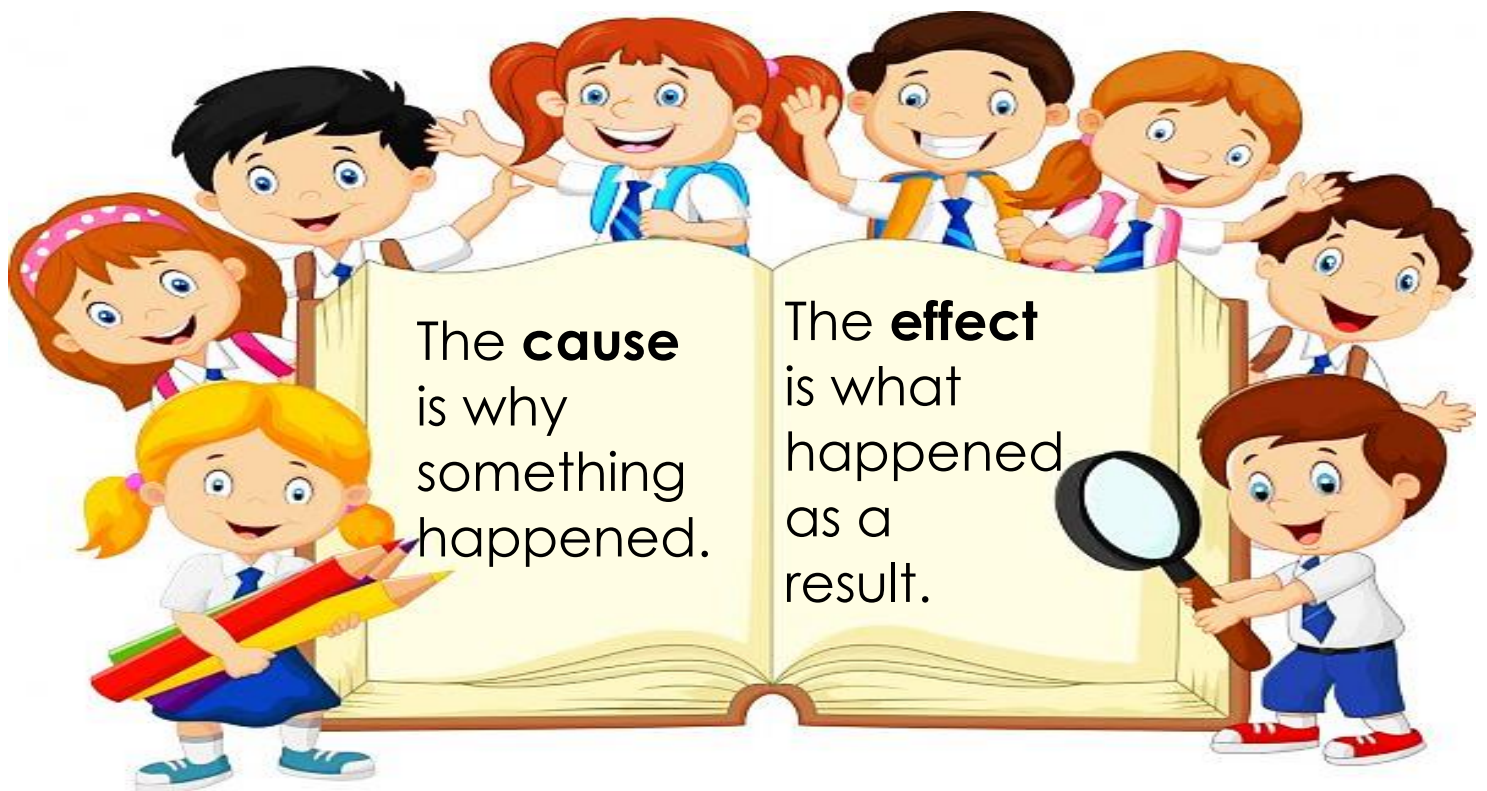
### Reading

**2.R.1** Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using greater detail based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with light support.

**2.R.3I** Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.

**Objective:** At the end of the lesson the student:

- Distinguishes between cause and effect.
- Identifies cause and effect relationship.



## Introduction

Initial Activities – (before each lesson)

ABC songs, days of the week, month of the year, weather and songs

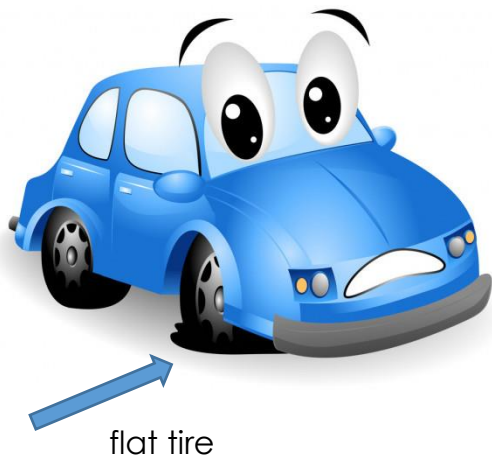
Review the short and long vowel sounds and the consonants

## Cause and Effect

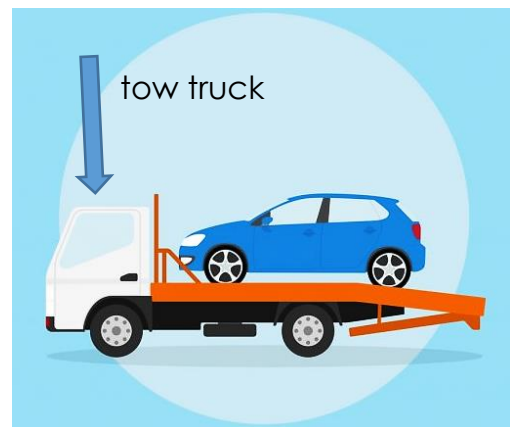
### Example:

Sentence: My car had a flat tire, **so** I called a tow truck.

Cause: My car had a flat tire,



Effect: **so** I called a tow truck.



### Example:

Sentence: I had to use an umbrella, **because** it rained.

Cause: **because** it rained.



Effect: I had to use an umbrella,





**Cause and Effect- KLM Videos for School**

<https://www.youtube.com/watch?v=wSOGw6gDokI>

**Cause and Effect with 'Why' and 'Because' - National Geographic Learning: Young Learners**

<https://www.youtube.com/watch?v=12CNNORawk8>

## Let's Practice

**Instructions:** Read the effect. Circle the correct cause.

**Effect:** The Tooth Fairy came.



**Cause:**

- A. It was Christmas.
- B. You lost a tooth.

**Effect:** There is a rainbow.



**Cause:**

- A. It rained.
- B. It snowed.

**Effect:** We made a snowman;



**Cause:**

- A. it was raining.
- B. it had snowed.

**Effect:** She raised her hand;



**Cause:**

- A. she had a question.
- B. it was lunch time.

**Instructions:** Determine which the cause is and which the effect is in each sentence. Underline the cause.

**Example:** I had to use an umbrella, because it rained.

1. Linda was late for school because she overslept.
2. John didn't do the laundry, so he wore dirty clothes.
3. Peter told a joke, and mom laughed.
4. Carlos slipped because the floor was wet.
5. It was very hot, so she went in the pool.

**Instructions:** Determine which the cause is and which the effect in each sentence is. Underline the cause with one line and the effect with two lines.

Example:

She raised her hand, because she had a question.

\_\_\_\_\_

1. José broke his arm, so he did not play in the big game.
  
2. Elizabeth is hungry because she did not eat her hamburger.
  
3. Since today is Saturday, we do not have to go to school.
  
4. Clara bought a cake because it was my birthday.
  
5. He was sad because his car broke.



**Instructions:** Read each sentence. Match the cause with the correct effect. Write the letter on the line provided.

\_\_\_\_\_ 1. Ellie ate five donuts.

a. His dog ran away.

\_\_\_\_\_ 2. She was not able to do her homework.

b. She was very hot.

\_\_\_\_\_ 3. Kevin left the gate open.

c. She got a stomachache.

\_\_\_\_\_ 4. Jill got in the pool.

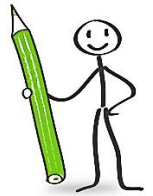
d. Margaret left her  
backpack at school.

## Exercises for Evaluation

Total \_\_\_\_\_/34 pts.

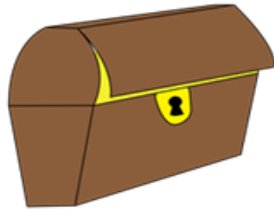


Evaluation



**Part 1. Instructions:** Read the effect. Circle the correct answer. (8 pts.)

**Effect:** I found the treasure.



**Cause:**

- A. I used a map.
- B. I wrote a letter.

**Effect:** The ice melted;



**Cause:**

- A. it was cold.
- B. it was hot.

**Effect:** I could not get in the house.



**Cause:**

- A. It was bedtime.
- B. I lost the key.

**Effect:** The dog was tired;



**Cause:**

- A. he played too much.
- B. he slept all day.

**Part 2. Instructions:** Write the letter on the line to match the cause on the left with the effect on the right. (8 pts.)

| <b>CAUSE</b>                      | <b>EFFECT</b>             |
|-----------------------------------|---------------------------|
| _____ 1. John fell.               | a. We have to clean them. |
| _____ 2. The windows are dirty.   | b. He broke his arm.      |
| _____ 3. Mark gained ten pounds.  | c. I saved money.         |
| _____ 4. I want a new video game. | d. His pants don't fit.   |

**Part 3. Instructions:** Determine which the cause is and which the effect in each sentence is. Underline the cause with one line and the effect with two lines. (10 pts.)

1. Alison dislikes hot dogs, so she only eats French fries.
2. The weather is getting cooler, so I am not hot.
3. Mark sneezed because he is allergic to cats.
4. I played all day, so I am very tired.
5. George ordered a pizza, because he was hungry.

**Part 4. Instructions:** Fill in the blanks with the correct effect. (8pts.)

|                             |                           |
|-----------------------------|---------------------------|
| so she got late to school.  | so they are very tired.   |
| so he got an A in the test. | so I brought my umbrella. |

1. It was raining outside,

\_\_\_\_\_.

2. Kelly missed the bus this morning,

\_\_\_\_\_.

3. Ramón studied for the test,

\_\_\_\_\_.

4. The students played all afternoon,

\_\_\_\_\_.

## Lesson 8

**Unit:** 2.2 Landforms

**Skill:** Main Topic and Details

**Standard:** Reading

**Expectation and Indicator:**

2.R.2L Retell stories, including key details, and identify main idea or lesson.

**Objective:** At the end of the lesson the student:

- Identifies the main idea and key details.
- Determine the topic.

## Topic

**What is the topic?**

The topic is the big idea, or subject, that an author writes about.



one or two words

general subject

usually given in the title

**Vs.**

## Main Idea

**What is the main idea?**

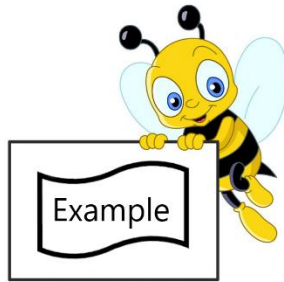
The main idea is a statement the author makes about the topic, and what the text is mostly about.



a sentence

complete and more specific

Usually found in the text



Topic

Plants

Main Idea

Plants need four things to live.

First, all plants need soil.





**Main Idea Key Details Non - Fiction 2nd Grade HW Help**

<https://www.youtube.com/watch?v=-Zh2heKcDZ0>

## Let's Practice

**Instructions:** Look at the picture and determine the topic.



What is the topic?

- a. tomatoes
- b. vegetables
- c. carrots



What is the topic?

- a. baseball
- b. football
- c. sports



**Instructions:** Read the passage.



### Fruits

Fruits have many different colors. Some fruits are green. Some fruits are red. There are other fruits that are purple, orange, and yellow. Fruits come in a great variety of colors.

**Instructions:** Circle the correct answer.

What is the main idea?

- a. Some fruits are purple.
- b. Fruits have many different colors.
- c. Some fruits are green.

**Instructions:** Write one detail.

---

**Instructions:** Read the story.



### **Can I Have a Puppy?**

Tony wanted a puppy. “A puppy is a lot of responsibility,” Tony’s mother said.

“I don’t know if you are ready for a puppy.”

“I am ready,” Tony said.

Tony did everything that he could to prove that he was ready to take care of a puppy. He got up for school without complaining. He made up his bed. He put his dishes in the sink every night. He did his homework without being told.

**Instructions:** Circle the correct answer.

What is the main idea?

- a. Puppies are a lot of responsibility.
- b. Tony is a good student.
- c. Tony is ready to take care of a puppy

**Instructions:** Read the story.



### **Lucy's New Book**

Lucy got a book for her birthday. She loves reading. Once she started reading it, it seemed that she never put it down. Lucy read at the breakfast table in the mornings. She read on the bus on the way to school. She read at recess. She read after school until time for dinner. Lucy forgot to do her chores. She forgot to do her homework. She forgot to take a bath. Lucy hardly talked to her family at all during the few days it took Lucy to finish the book!

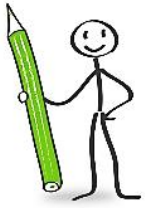
**Instructions:** Circle the correct answer.

What is the main idea?

- a. Lucy has poor table manners.
- b. Lucy loves reading.
- c. Lucy is irresponsible.

## Exercises for Evaluation

Total \_\_\_\_\_ / 23 pts.



Evaluation

**Part 1. Instructions:** Look at the picture and determine the topic.

(4 pts.)



1. What is the topic?

- a. trucks
- b. toys
- c. dolls



2. What is the topic?
- a. guitars
  - b. trumpets
  - c. music instruments

**Part 2. Instructions:** Read the paragraph. (14 pts.)



### **The Old House**

The house is old and needs some work. It needs new paint. The windows are broken. The door is loose. The roof is falling. The walls have holes.

**Circle the sentence that tells the main idea.**

What is the main idea?

- a. It needs new paint.
- b. The house is old and needs some work.
- c. The roof is falling.

**Circle the sentence that tells a detail from the paragraph.**

What is a detail from the paragraph?

- a. It needs new paint.
- b. The house is old and needs some work.
- c. The house is far away.

**Instructions:** Write another detail that you find in the paragraph.

---



### **A Rainy Day**

It is a rainy day. The children put on boots. They also put raincoats and hats. They have a big umbrella to cover themselves. They are ready to walk to school.

#### **Circle the sentence that tells the main idea.**

What is the main idea?

- a. The children put on boots.
- b. They are ready to walk to school.
- c. The children get ready for a rainy day.



**Circle the sentence that tells a detail from the paragraph.**

What is a detail from the paragraph?

- a. The children get ready for a rainy day.
- b. The children put on boots.
- c. It is raining very hard.

**Instructions:** Write another detail that you find in the paragraph.

---

**Part 3. Instructions:** Read the paragraph.



### **A Rainstorm**

The rain began early in the morning. The raindrops were big. It fell as hard drops. The sky was full of dark purple clouds. Thunders were very loud. They became louder and louder. Lightning made the sky a brilliant white.

**Circle the correct answer.** (2 pts.)

What is the main idea?

- a. The storm was very strong.
- b. The farms needed the rain.
- c. The thunder hurt the people's ears.

Write one key detail that you find in the paragraph. (3 pts.)

---

---

## Lesson 9

**Unit:** 2.2 Where are we?

**Topic:** Landforms

**Standard:** Listening

**Expectation and Indicator:**

2.L.1a

Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.

**Objective:** At the end of the lesson the student:

- Identifies the different types of landforms

### What makes Puerto Rico a unique place?

Puerto Rico has a unique biodiversity because of its geography (mountains, beaches, lowlands, and rainforests).



## Where are we?



We live on planet **Earth**. It is composed mostly of water.

These bodies of water are called **oceans** and **seas**.

Earth also has pieces of land that are called **continents** and **islands**.



We live in the **island** of Puerto Rico. It is located in the Caribbean. The Caribbean is a group of islands surrounded by the Caribbean Sea at South and the Atlantic Ocean at North. These islands are divided into the **Greater Antilles** and the **Lesser Antilles**.



Puerto Rico is an **island** that is formed by different **landforms**.

Landforms are features of the Earth's surface that has occurred naturally.



### Let's see some of the landforms on Earth and Puerto Rico



**Island** is an area of land completely surrounded by water. An island can also be surrounded by different types of water such as a sea, ocean, river, and lake.

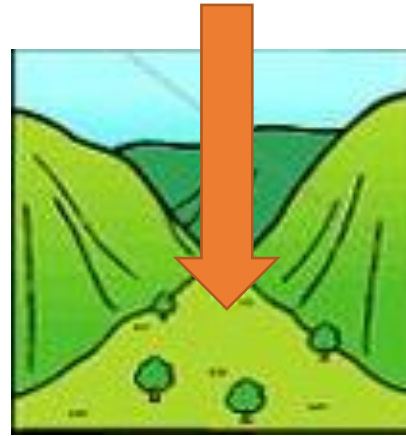
**Beach** is a rocky or sandy area where the water meets with land.





**Mountains** are a tall, rocky area of land that is higher than the surrounding land.

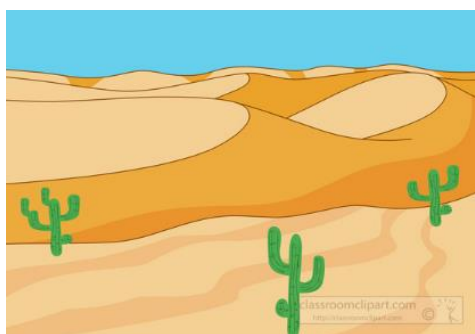
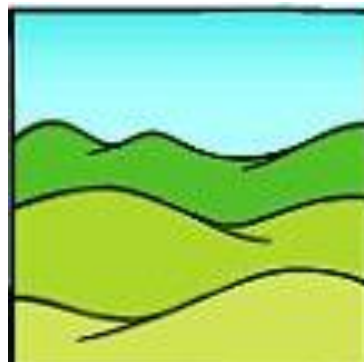
**Valley** is a low area of land between hills or mountains.



**River** is a natural stream of water flowing in a channel to the sea, a lake, or another such stream.

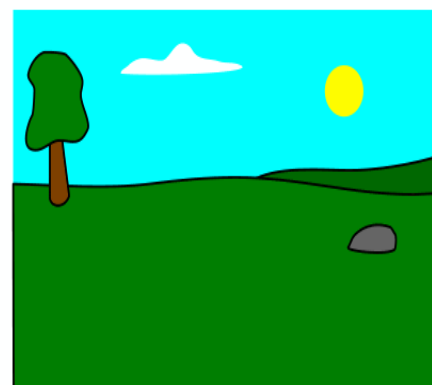


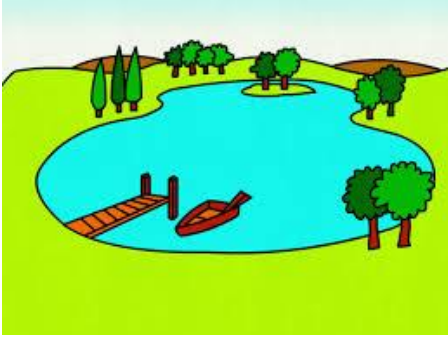
**Hills** are a naturally raised area of land, **not as high** as a mountain.



**Desert** is a dry area of land with few plants and little water.

**Plain** is a large area of flat land with few trees.





**Lake** is a large body of water surrounded by land.

**Ocean** is a very large expansion of salt water.



**Landforms of the Earth**

<https://www.youtube.com/watch?v=mw9YIFoDzww>



## Let's Practice

**Instructions:** Look for the words in the Word Search. Circle each word.

# Word Search

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | H | D | E | H | P | Y | Q | W | E | E |
| A | F | I | D | H | J | K | I | L | M | N | V |
| B | R | L | M | O | U | N | T | A | I | N | T |
| C | E | L | A | X | I | O | U | K | B | V | P |
| D | R | F | W | A | T | E | R | F | A | L | L |
| E | C | Z | B | L | N | M | O | I | P | L | G |
| V | O | L | C | A | N | O | H | F | D | S | A |
| G | E | R | W | K | R | A | S | O | V | C | V |
| N | B | I | H | E | K | G | H | R | H | Y | M |
| O | P | V | J | K | I | W | B | E | N | Y | A |
| T | D | E | S | E | R | T | A | S | D | S | P |
| W | E | R | T | Y | F | G | J | T | O | F | P |

Find the words

\_\_\_ HILL

\_\_\_ VOLCANO

\_\_\_ WATERFALL

\_\_\_ FOREST

\_\_\_ LAKE

\_\_\_ RIVER

\_\_\_ MOUNTAIN

\_\_\_ MAP

\_\_\_ DESERT

## Let's Practice

**Instructions:** Look at the picture then identify the different landforms by writing the number on the line beside each name.

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

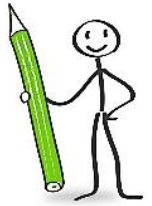
**Land and Water**

\_\_\_\_\_ mountain  
\_\_\_\_\_ river  
\_\_\_\_\_ island  
\_\_\_\_\_ ocean  
\_\_\_\_\_ hill  
\_\_\_\_\_ valley  
\_\_\_\_\_ plain  
\_\_\_\_\_ lake

www.khanacademy.org

## Exercises for Evaluation

Total \_\_\_\_\_ / 30 pts.



Evaluation

**Part 1. Instructions:** Choose the best answer to complete each meaning of the landforms. (20 pts.)

1. A very large expansion of salt water is the \_\_\_\_\_.
  - a. river
  - b. lake
  - c. ocean
  
2. A \_\_\_\_\_ is a tall, rocky area higher than the surrounding land.
  - a. mountain
  - b. hill
  - c. plain
  
3. An \_\_\_\_\_ is an area of land surrounded by water.
  - a. lake
  - b. island
  - c. hill
  
4. A \_\_\_\_\_ is a low area of land between hills or mountains.
  - a. river
  - b. plain
  - c. valley

5. The \_\_\_\_\_ is a large area of dry land.
- a. beach
  - b. ocean
  - c. desert
6. A \_\_\_\_\_ is a naturally raised area of land, not too high.
- a. plain
  - b. hill
  - c. mountain
7. A natural stream of water flowing in a channel is called a \_\_\_\_\_.
- a. river
  - b. lake
  - c. beach
8. A \_\_\_\_\_ is a large area of flat land with few trees.
- a. beach
  - b. desert
  - c. plain
9. A large body of water surrounded by land is \_\_\_\_\_.
- a. an island
  - b. a lake
  - c. a beach

10. The \_\_\_\_\_ is a rocky or sandy area where the water meets with land.

- a. beach
- b. island
- c. desert

**Part 2. Instructions:** Write the words in alphabetical order. (5 pts.)

ocean  
valley  
beach  
hill  
mountain

|    |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

**Part 3. Instructions:** Match the landform with the correct image.

(5 pts.)

\_\_\_\_\_ 1. desert

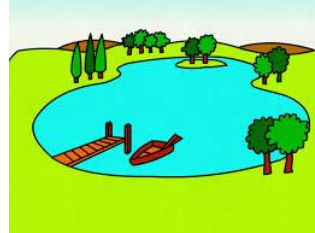
\_\_\_\_\_ 2. ocean

\_\_\_\_\_ 3. lake

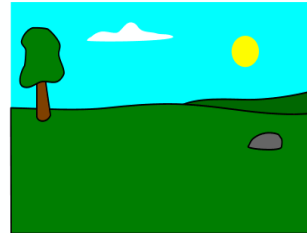
\_\_\_\_\_ 4. plain

\_\_\_\_\_ 5. mountain

a.



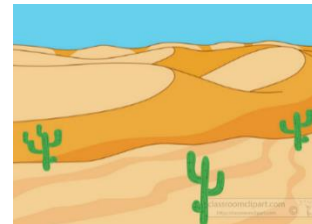
b.



c.



d.



e.



## Lesson 10

**Unit:** 2.2 Where are We?

**Skill:** Nouns Review – Proper and Common Nouns

**Standard:** Language

**Expectation:**

**2.LA.1a** Use collective nouns (e.g., group) and possessive nouns.

**Objective:** At the end of the lesson, the student:

- Identifies nouns in context
- Classify nouns

### Introduction

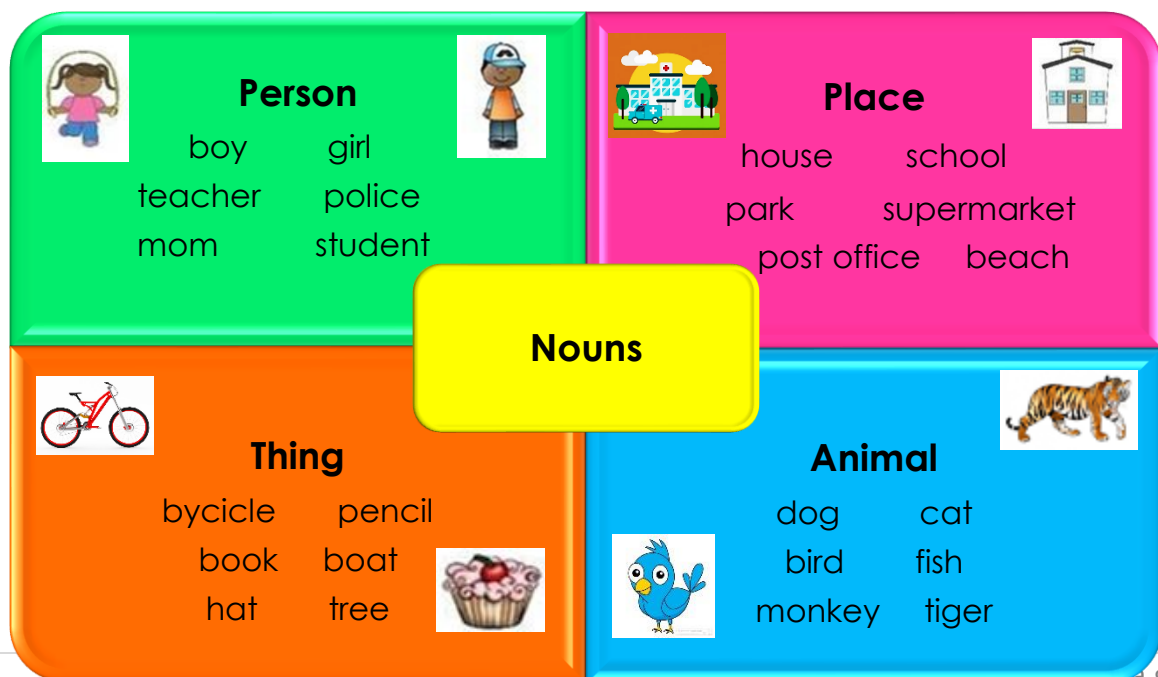
**Initial Activities – (before each lesson)**

**ABC songs, days of the week, month of the year, weather and songs**

**Review the short and long vowel sounds and the consonants**

# Nouns

A noun is a person, place, thing, or animal.



## Nouns Review: **Two Types of Nouns**



### **Common Nouns**

- name **any** person, place, thing, or animal.
- Common nouns do not begin with capital letter.
- Examples:
  - school
  - girl
  - teacher

### **Proper Nouns**

- name a **specific** person, place, thing or animal.
- Proper nouns begin with capital letter.
- Examples:
  - Luis Muñoz Rivera School
  - Annie
  - Mrs. Rivera







**English Grammar - Nouns for kids**

[https://www.youtube.com/watch?v=c292\\_2\\_W-hc](https://www.youtube.com/watch?v=c292_2_W-hc)

**What are common and proper nouns**

<https://www.youtube.com/watch?v=5lBc0yWQoJI>

## Let's Practice

**Instructions:** Classify the nouns below in person, place, thing or animal.



girl  
pig  
guitar

notebook  
turtle  
school

park  
beach  
boy

window  
man  
lion

| Person | Place | Thing | Animal |
|--------|-------|-------|--------|
|        |       |       |        |
|        |       |       |        |
|        |       |       |        |

**Instructions:** Draw a line to match the common noun with its proper noun.

crayon

November

boy

Christmas

holiday

Crayola

month

Friday

day

Miguel

## Exercises for Evaluation

Total \_\_\_\_\_ / 40 pts.



Evaluation



**Part 1. Instructions:** Read the paragraph. Circle all the nouns. Then classify them as common or proper in the chart below. Do not repeat the nouns. (Total: 11 common nouns and 4 proper nouns)

(30 pts.)

### My Garden

(by. C. Davila)

The garden is my favorite place in my house. I like to go and water the flowers every day. On Saturdays, my grandmother Panchita comes by and helps me clean the garden. My friend Mariana comes any day of the week to help me in the garden. My garden is the most beautiful in the neighborhood, says my papa David. That is why I love my garden.

| Common | Proper |
|--------|--------|
| 1.     | 1.     |
| 2.     | 2.     |
| 3.     | 3.     |
| 4.     | 4.     |
| 5.     |        |
| 6.     |        |
| 7.     |        |
| 8.     |        |
| 9.     |        |
| 10.    |        |
| 11.    |        |

**Part 2. Instructions:** Write a proper noun for each common noun. (10 pts.)

1. car \_\_\_\_\_

2. river \_\_\_\_\_

3. city \_\_\_\_\_

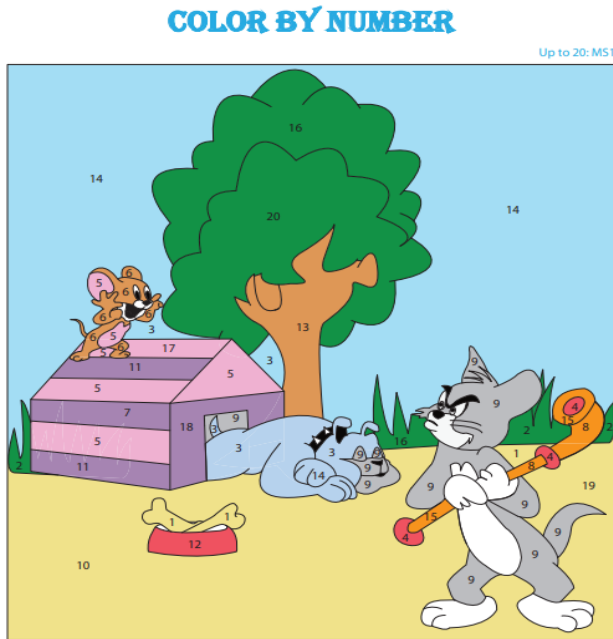
4. shopping mall \_\_\_\_\_

5. country \_\_\_\_\_

## Answer Key

### Review

**Instructions:** Use the color code provided to color the picture below.



**Instructions:** Read out loud the days of the week. Color the petals following the color code.

|                         |                          |
|-------------------------|--------------------------|
| <b>Sunday (red)</b>     | <b>Wednesday (blue)</b>  |
| <b>Monday (yellow)</b>  | <b>Thursday (purple)</b> |
| <b>Tuesday (green)</b>  | <b>Friday (orange)</b>   |
| <b>Saturday (brown)</b> |                          |

**Instructions:** Write the Days of the Week in the correct order.

|           |              |
|-----------|--------------|
| Saturday  | 1. Sunday    |
| Tuesday   | 2. Monday    |
| Sunday    | 3. Tuesday   |
| Wednesday | 4. Wednesday |
| Monday    | 5. Thursday  |
| Friday    | 6. Friday    |
| Thursday  | 7. Saturday  |

**Instructions:** Write the day that comes next.

|           |           |           |
|-----------|-----------|-----------|
| Saturday  | Sunday    | Monday    |
| Tuesday   | Wednesday | Thursday  |
| Sunday    | Monday    | Tuesday   |
| Wednesday | Thursday  | Friday    |
| Monday    | Tuesday   | Wednesday |
| Friday    | Saturday  | Sunday    |
| Thursday  | Friday    | Saturday  |

## Lesson 1

**Instructions:** Match the greeting with the picture. Write the correct number next to the greeting.

- 3 Hello
- 4 Good morning
- 1 Good afternoon
- 2 Good evening

**Instructions:** Match the greeting, introduction and farewell write the correct answer.

- 1.b
- 2.d
- 3.a
- 4.e
- 5.d

**Instructions:** Match the greeting, introduction and farewell with the correct answer.

- 1.d
- 2.b
- 3.e
- 4.a**
- 5.b



**Instructions:** Complete the sentences with the introductions from the chart below.  
Repeat the sentences out loud.

Hello! My name is María Santos.

I live in Ponce, Puerto Rico.

I am seven years old.

I am in second grade.

The name of my school is Luis Muñoz Marín.

My favorite color is red.

## Lesson 2

**Instructions:** Read the sentences. Using the color red, underline the cognate that you find in each sentence.

1. We will run at the park.
2. I want to be an actor.
3. We are going to a hotel in summer.
4. Spinach is healthy.
5. I like to eat pears.

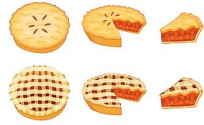
**Instructions:** In each box draw a picture according to the following Perfect Cognates. Color your drawings. *In this exercise the answer will vary.*

**Instructions:** Circle the picture that represents a Perfect Cognate. Remember that Perfect Cognate are words which have the same spelling and meaning in both **Spanish** and **English**.



## Let's Practice

**Instructions:** Write an **X** under the false cognates.



pie

X



dragon

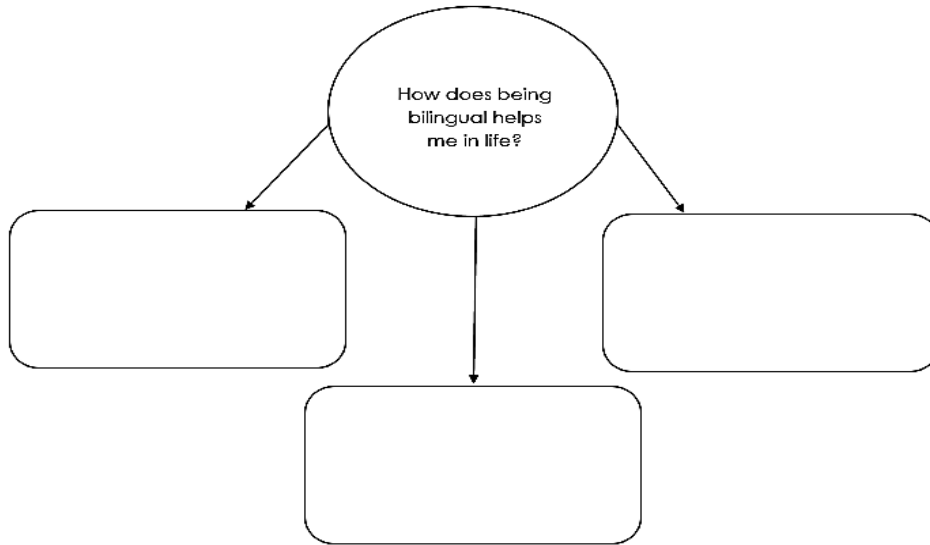


tiger

### Lesson 3

Answers will vary.

**Instructions:** Think about the theme “What it means to be bilingual”. Then, complete the diagram by answering the following question in complete sentences.



**Instructions:** Cognates. Write the Spanish meaning on the line.

5. office - oficina
6. secretary - secretaria
7. paper - papel
8. bilingual - bilingue

**Instructions:** After reading the story, circle the letter that represents the correct answer.

1. **Who** is the story mainly about? \_\_\_\_\_

- a. Peter
- b. Anita
- c. Mrs. Santiago

2. **Where** does the story take place? \_\_\_\_\_

- a. In the office
- b. In Florida
- c. In an English Classroom

3. **What** is the problem? \_\_\_\_\_
- a. Anita was scared to speak English.
  - b. Anita loves to speak English.
  - c. The teacher asked Anita questions.
4. **When** did Anita talk English and Spanish? \_\_\_\_\_  
At the \_\_\_\_\_ of the story.
- a. beginning
  - b. middle
  - c. end
5. **Why** was Anita proud?
- a. To speak Spanish
  - b. To talk to the teacher
  - c. To be called bilingual
6. What does it mean to be **bilingual**? To speak \_\_\_\_\_ languages.
- a. one
  - b. two
  - c. three

## Lesson 4

### Context Clues

**Instructions:** Read the following sentences from the reading “Anita is Bilingual”. Then circle the correct meaning for the underlined word in the text.

1. b
2. c
3. a
4. c
5. c

## Lesson 5

### WH's Questions

**Instructions:** Read the questions and circle the correct answer. Write the letter on the line provided next to the number.

1. a
2. c
3. c
4. a
5. b

### Karen's New Bike

1. b
2. a
3. c
4. c
5. b

### My Uncle's Airplane

1. b
2. b
3. a
4. b

### Helping Grandma

1. b
2. a
3. c
4. b
5. Grandma fell because she slipped in the bathroom.

## Lesson 6

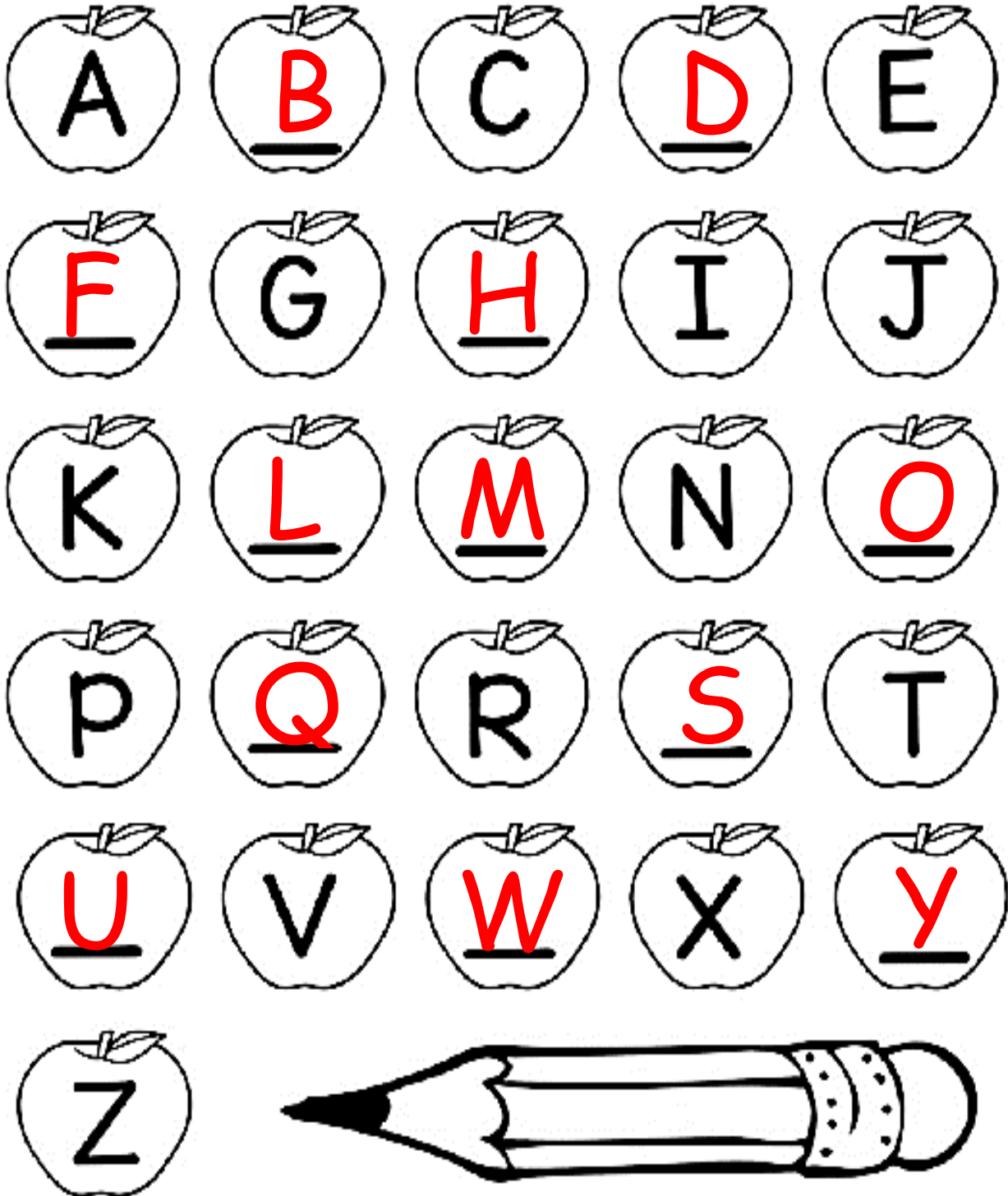
**Instructions:** Circle the matching lowercase letter on each row.

|          |   |   |   |   |
|----------|---|---|---|---|
| <b>A</b> | b | t | a | l |
| <b>B</b> | o | b | s | g |
| <b>C</b> | j | c | z | e |
| <b>D</b> | d | x | r | n |
| <b>E</b> | i | a | e | u |
| <b>F</b> | r | f | g | h |
| <b>G</b> | g | c | z | e |
| <b>H</b> | d | x | h | n |
| <b>I</b> | o | b | i | g |
| <b>J</b> | j | c | z | e |
| <b>K</b> | w | p | c | k |
| <b>L</b> | l | u | h | m |
| <b>M</b> | L | w | m | n |

|          |   |   |   |   |
|----------|---|---|---|---|
| <b>N</b> | d | n | v | r |
| <b>O</b> | p | d | o | a |
| <b>P</b> | b | m | f | p |
| <b>Q</b> | p | q | g | h |
| <b>R</b> | s | d | w | r |
| <b>S</b> | f | s | e | j |
| <b>T</b> | z | x | l | t |
| <b>U</b> | a | u | n | x |
| <b>V</b> | m | p | v | e |
| <b>W</b> | y | u | w | v |
| <b>X</b> | x | k | g | y |
| <b>Y</b> | J | g | y | m |
| <b>Z</b> | L | z | f | d |



**Instructions:** Write the missing letter of the alphabet.



**Let's Practice:**

**Instruction:** Put each set of letters in alphabetical order. Use the chart to write the words.

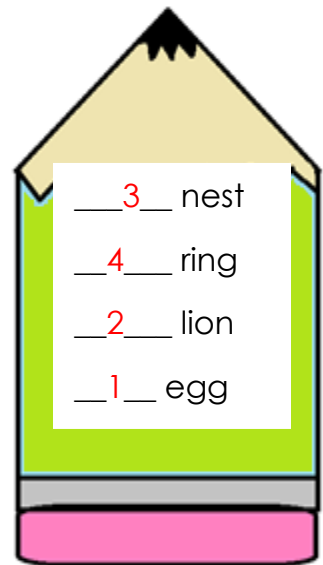
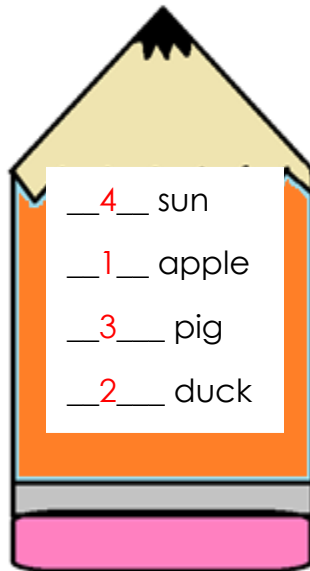
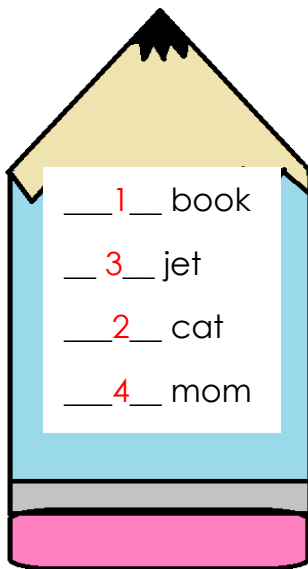
**Example:**

|         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| c, b, a | h, g, f | t, r, s | z, x, y | m, n, l | k, i, j |
| A       | f       | r       | x       | l       | i       |
| B       | g       | s       | y       | m       | j       |
| C       | h       | t       | z       | n       | k       |

**Instructions:** Rewrite each word list in alphabetical order. Use the chart below to write the words in order.

| bat, cat, ant | bird, dog, bee |
|---------------|----------------|
| 1. ant        | 1. bee         |
| 2. bat        | 2. bird        |
| 3. cat        | 3. dog         |

**Instructions:** Write numbers to put the following group of words in alphabetical order.



**Instructions:** Write the following words in alphabetical order in the space provided. Remember to observe the second letter.

fish

fruit

foot

flower

1. fish

2. flower

3. foot

4. fruit

1. tag

2. thing

3. tool

4. turtle

thing

turtle

tag

tool

son

star

sit

shoe

1. shoe

2. sit





3. son

4. star

## Lesson 7

### Let's Practice

**Instructions:** Read the effect. Circle the correct cause.

|  |  |
|--|--|
| <p><b>Effect:</b> The Tooth Fairy came</p>  <p><b>Cause:</b></p> <p>A. It was Christmas<br/>B. You lost a tooth</p> | <p><b>Effect:</b> There is a rainbow</p>  <p><b>Cause:</b></p> <p>A. It rained<br/>B. It snowed</p>                    |
| <p><b>Effect:</b> We made a snowman</p>  <p><b>Cause:</b></p> <p>A. it was raining<br/>B. it had snowed</p>        | <p><b>Effect:</b> She raised her hand</p>  <p><b>Cause:</b></p> <p>A. she had a question<br/>B. it was lunch time</p> |

**Instructions:** Determine which the cause is and which the effect is in each sentence. Underline the cause.

1. Linda was late for school because she overslept.
2. John didn't do the laundry, so he wore dirty clothes.
3. Peter told a joke, and mom laughed.
4. Carlos slipped because the floor was wet.
5. It was very hot, so she went in the pool.

**Instructions:** Determine which the cause is and which the effect in each sentence is. Underline the cause with one line and the effect with two lines.

1. José broke his arm, so he did not play in the big game.

2. Elizabeth is hungry because she did not eat her hamburger.

3. Since today is Saturday, we do not have to go to school.

4. Clara bought a cake because it was my birthday.

5. He was sad because his car broke.

**Instructions:** 1. Read each sentence. 2. Match the cause with the correct effect.

c 1. Ellie ate five donuts.

d 2. She wasn't able to do her homework.

a 3. Kevin left the gate open.

b 4. Jill got in the pool

## Lesson 8

### Let's Practice

**Instructions:** Look at the picture and determine the topic.



What is the topic?

- a. tomatoes
- b. vegetables
- c. carrots



What is the topic?

- a. baseball
- b. football
- c. sports

**Instructions:** Read the passage.

### Fruits

**Instructions:** Circle the correct answer.

What is the main idea?

- a. Some fruits are purple.
- b. Fruits have many different colors.
- c. Some fruits are green.

**Instructions:** Write one detail.

Answers will vary.

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**Instructions:** Read the story.

### Can I Have a Puppy?

**Instructions:** Circle the correct answer.

What is the main idea?

- a. Puppies are a lot of responsibility.
- b. Tony is a good student.
- c. Tony is ready to take care of a puppy



**Instructions:** Read the story.

### Lucy's New Book

**Instructions:** Circle the correct answer.

What is the main idea?

- a. Lucy has poor table manners.
- b. Lucy loves reading.
- c. Lucy is irresponsible.

Lesson 9

**Instructions:** Look for the words in the Word Search. Circle each word.

# Word Search

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | H | D | E | H | P | Y | Q | W | E | E |
| A | F | I | D | H | J | K | I | L | M | N | V |
| B | R | L | M | O | U | N | T | A | I | N | T |
| C | E | L | A | X | I | O | U | K | B | V | P |
| D | R | F | W | A | T | E | R | F | A | L | L |
| E | C | Z | B | L | N | M | O | I | P | L | G |
| V | O | L | C | A | N | O | H | F | D | S | A |
| G | E | R | W | K | R | A | S | O | V | C | V |
| N | B | I | H | E | K | G | H | R | H | Y | M |
| O | P | V | J | K | I | W | B | E | N | Y | A |
| T | D | E | S | E | R | T | A | S | D | S | P |
| W | E | R | T | Y | F | G | J | T | O | F | P |

|              |                |               |
|--------------|----------------|---------------|
| ___ HILL     | Find the words | ___ WATERFALL |
| ___ FOREST   | ___ VOLCANO    | ___ RIVER     |
| ___ MOUNTAIN | ___ LAKE       | ___ DESERT    |
|              | ___ MAP        |               |

**Instructions:** Look at the picture then identify the different landforms by writing the number on the line beside each name.

**Land and Water**

The illustration shows a landscape with the following features:

- 1**: A large mountain peak.
- 2**: An island with palm trees in the ocean.
- 3**: A river flowing through a valley.
- 4**: A wide, flat plain.
- 5**: A lake.
- 6**: A valley between mountains.
- 7**: A hill.
- 8**: The ocean.

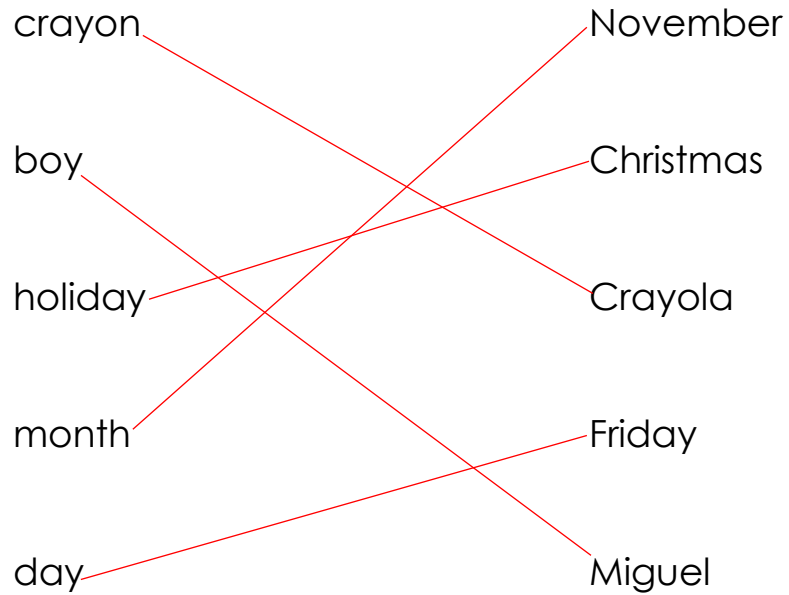
\_\_\_1\_\_ mountain  
\_\_\_3\_\_ river  
\_\_\_2\_\_ island  
\_\_\_8\_\_ ocean  
\_\_\_7\_\_ hill  
\_\_\_6\_\_ valley  
\_\_\_4\_\_ plain  
\_\_\_5\_\_ lake

## Lesson 10

**Instructions:** Classify the nouns below in person, place, thing or animal.

| Person | Place  | Thing    | Animal |
|--------|--------|----------|--------|
| girl   | school | guitar   | pig    |
| boy    | park   | notebook | turtle |
| man    | beach  | window   | lion   |

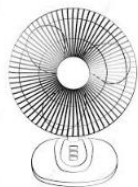









**Instructions:** Draw a line to match the common noun with its proper noun.



# Phonics

## Practice 1

Write the missing vowel on the blank.










| Short vowels        |   | Long vowels          |   |
|---------------------|---|----------------------|---|
| <b>f<u>a</u>n</b>   |    | <b>p<u>a</u>pers</b> |    |
| <b>l<u>e</u>g</b>   |   | <b>z<u>e</u>bra</b>  |   |
| <b>s<u>i</u>nk</b>  |  | <b>l<u>i</u>on</b>   |  |
| <b>m<u>o</u>p</b>   |  | <b>b<u>o</u>at</b>   |  |
| <b>tr<u>u</u>ck</b> |  | <b>bl<u>u</u>e</b>   |  |

## Practice 2

Look at the letter in each row. Circle two words in each row that begins with the same sound. The first one is done for you.

|          |       |      |      |
|----------|-------|------|------|
| <b>S</b> | mom   | Sam  | Tom  |
| <b>B</b> | heart | bat  | dog  |
| <b>M</b> | man   | doll | bell |
| <b>R</b> | frog  | lamp | rat  |
| <b>T</b> | toy   | milk | desk |
| <b>C</b> | box   | cat  | star |

### Practice 3

|   |   |   |
|---|---|---|
|    |    |    |
| <b>a</b>  | <b>b</b>  | <b>a</b>  |
|   |   |   |
| <b>a</b>  | <b>b</b>  | <b>a</b>  |
|  |  |  |
| <b>a</b>  | <b>b</b>  | <b>b</b>  |

## Practice 4

|      |      |      |      |       |
|------|------|------|------|-------|
| mop  | web  | bed  | rob  | mom   |
| dad  | get  | rent | log  | cop   |
| hat  | big  | dig  | hug  | duck  |
| man  | hit  | skin | sun  | thumb |
| rock | tub  | cup  | chin | dip   |
| hop  | fuss | luck | mitt | pig   |
| blog | rap  | fan  | toss | lock  |
| Lid  | cat  | van  | frog | ton   |



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