



ENGLISH INSTRUCTIONAL MODULE - STUDENT FOURTH GRADE

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DE DEPARTAMENTO DE
EDUCACIÓN
GOBIERNO DE PUERTO RICO

Web page: <https://de.pr.gov/>  Twitter: @educacionpr

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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 mejoran los resultados de su aprendizaje. Por esto, te invitamos a que apoyes el desarrollo académico e integral de tus hijos utilizando este módulo para apoyar

su aprendizaje. Es fundamental que tu hijo avance en este módulo siguiendo el calendario de progreso establecido por semana.

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

Dear teacher:

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

The module's purpose is to provide the content of the English class for the first ten weeks of the new school year. It is a work tool that will help develop concepts and skills in students to improve their academic knowledge. When selecting this teaching alternative, you must ensure that students advance in the module following the progress calendar established per week. It is important to promote their full development, providing tools that can support their learning. Therefore, you must diversify the offerings with creative learning and evaluation alternatives

of your own creation to significantly reduce the gaps in their academic achievement.

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

Estimada familia:

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

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

Esta guía tiene el objetivo de apoyar a las familias en la selección y administración de los acomodados razonables durante el proceso de enseñanza y evaluación para los estudiantes que utilizarán este módulo didáctico. Los acomodados razonables le permiten a su hijo realizar la tarea y la evaluación, no de una forma más fácil, sino de una forma que sea posible de realizar, según las capacidades que muestre. El ofrecimiento de acomodados razonables está atado a la forma en que su hijo aprende. Los estudios en neurociencia establecen que los seres humanos aprenden de forma visual, de forma auditiva o de forma

kinestésica o multisensorial, y aunque puede inclinarse por algún estilo, la mayoría utilizan los tres.

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

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

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<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 acomodados 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>
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Utilizar la computadora para que pueda escribir. 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Ambiente silencioso, estructurado, sin muchos distractores. 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> ▪ Preparar una agenda detalladas y con códigos de colores con lo

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

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

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
apoyo para el estudiante			

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

Nombre del estudiante: _____

Número de SIE: _____

Materia del módulo: _____

Grado: _____

Estimada familia:

1.

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

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

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

Acomodos de presentación	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> <input type="checkbox"/> Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. <input type="checkbox"/> Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<ul style="list-style-type: none"> <input type="checkbox"/> Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. <input type="checkbox"/> Establecer mecanismos para recordatorios que le sean efectivos. <input type="checkbox"/> Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. <input type="checkbox"/> Establecer horarios flexibles para completar las tareas. <input type="checkbox"/> Proveer recesos entre tareas. <input type="checkbox"/> Tener flexibilidad en cuando al mejor horario para completar las tareas. <input type="checkbox"/> Comenzar con las tareas más fáciles y luego, pasar a las más complejas. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas.
<p>Otros:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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 socioemocional.

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MODULE PROGRESSIVE CALENDAR

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

1 WEEK LESSON 9	Introduction and discussion of friend and friendship.	Write on a diagram characteristics of a friend.	Introduction of the term conflict and look some examples.	Practice exercise on conflicts	Assessment
1 WEEK LESSON 10	Introduction of main character	Watch a video and answer questions	Complete a Venn Diagram	Make a drawing	Assessment

LESSON 1

Theme: Lets chat!

Objectives:

The student will be able to:

- read dialogues or passages to demonstrate comprehension.
- answer 5Wh questions related to the text to ensure comprehension.
- define and identify homophones in text.
- use and correctly spell homophones to form complete and coherent sentences.
- identify and use adjectives to describe.

Standards and Expectations:

Reading

4.R.1 - Use in-depth critical reading of literary elements by asking and answering questions to demonstrate understanding of a text.

Writing

4.W.1 – Offer and provide reasoning using evidence in text to support ideas, and opinions related to a reading.

Language

4.LA.1 – Demonstrate command of English grammar and usage when writing and speaking.

Introduction

In this lesson, you will read texts such as **chats, dialogues, and stories**. You will also learn about 5W question words.

Preview activity

Chat dialogue

Instructions: Read the chat dialogue below. A CHAT is a simple and informal conversation. Answer the questions with one word.



1. Have you ever lost something? _____
2. How did you feel? _____
3. Did you find it? _____
4. How did you feel after finding it?

Reading dialogue

Instructions: Read the text below carefully.

The Lost and Found

by Mark Teague



Wendell and Floyd were in trouble. That morning a giant squid had trapped them in the boys' restroom causing them to miss a math test. Their teacher, Ms. Gernsblatt, had been furious. Just then, Mona Tudburn entered the office. Mona was the new girl in their class.

"I'm trying to find the lost and found," she said. "I lost my lucky hat."

Wendell pointed to a LOST AND FOUND bin.

"We have no luck," said Floyd.

“Neither do I,” said Mona. “At least not without my hat.”

“I wish I had a lucky hat.” Said Wendell.

“So do I,” Floyd agreed. “Then maybe we wouldn’t get into these crazy situations.”

Mona leaned into the bin and a moment later she was gone.

“Where did she go?” asked Wendell.

“I don’t know,” Floyd said. “She must be lost.”

“Don’t be silly,” said Wendell. “How can you get lost in the Lost and Found?”

“I guess we should go in after her and find her,” he sighed.

They climbed into the bin and instantly plunged into lost toys and clothing.

“Look, Floyd, we found Mona.”

“Maybe we should get back now.” Floyd suggested.

“I bet my hat’s in there.” Mona saw a long passageway and a sign that read
HAT ROOM.

“It couldn’t hurt to look,” said Wendell.

“Wait,” warned Floyd. “What if we get lost?”

“You can’t get lost in the Lost and Found.” Wendell and Mona laughed.

“I wonder if the principal knows this is here,” said Floyd.

“Some of this stuff here has been lost a long time.”

“I still don’t see my hat,” grumbled Mona.

The passageway led to a cave with a deep lake. Then, Wendell found a boat and they got in and paddled across the lake and found three tunnels.

“Which way do we go now?” asked Floyd.

“Let’s try the middle one,” said Wendell.

The tunnel became a hallway full of doors. They opened each one of them. Then, Mona opened the last door.

“The Hat Room!” cried the boys.

“There’s too many! I will never find my hat in here,” moaned Mona.

“Is it this one?” asked Wendell. It wasn’t.

“How about this one?” asked Floyd..

“Of course not,” said Mona.

The boys began trying on hats themselves.

“How do you tell if one is lucky?” Floyd asked.

“I don’t know,” said Mona. “It’ll just sort of feel lucky.”

“This one feels lucky,” said Wendell as he tried on a fez with a small gold tassel.

Suddenly, Wendell’s tassel began to tickle his nose.

“I think I’m going to sneeze.”

“Hold on. I’ll get you a tissue.” Mona said as she reached into her purse.

“My lucky hat! I guess it was in my purse all along.”

“At least we can go back now,” said Floyd.

“Maybe not, I think we might be lost,” said Wendell.

“Wendell, I thought you said we couldn’t get lost in the Lost and Found.”

“To be honest, I don’t remember which door we came through,” said Wendell.

The children looked around. None of them could remember which one of the doors was theirs. Suddenly, Mona laughed.

“What are we worried about? We’ve all got our lucky hats, right?”

“I say we go that way.”

After a long journey, the children’s heads popped out of the Lost and Found bin, just in time to hear the principal call, “Wendell and Floyd, come in here please.” The principal merely reminded them about telling the truth. And, Ms. Gernsblatt had made them stay after school and finish their math tests. When they finally left school, they found their new friend Mona waiting for them.

“How was it?” she asked.

“Not bad,” said Floyd.

“I think our luck is changing.” said Wendell.

“Me too.” Mona nodded.

Since it was late, they decided to take a shortcut. They paused for a moment to put on their hats and all started home, feeling lucky together.

Practice Exercise #1

Instructions: After reading, answer the questions by selecting the correct answer.

1. Why are Wendell and Floyd waiting in the office?
 - a. They were late to school and sent to get a late pass from the Principal.
 - b. They had a fight and were sent to the Principal's office.
 - c. They missed a test and the teacher sent them to the Principal's office.
 - d. Their teacher asked them to help Mona find her lost item.

2. What was Mona looking for in the school's office?
 - a. Mona was looking for the school's guidance counselor.
 - b. Mona was looking for her lucky hat.
 - c. Mona was sent to look for Wendell and Floyd.
 - d. Mona was looking for the Principal.

3. What happened to Mona inside the office?
 - a. She leaned inside the Lost and Found bin and disappeared.
 - b. She took things out of the Lost and Found bin and made a big mess.
 - c. She told Wendell and Floyd to help her look in the Lost and Found bin.
 - d. Wendell and Floyd told Mona why they were sent to the school's office.

4. Where did Mona find her lucky hat?
 - a. in the Lost and Found bin
 - b. in the Principal's office
 - c. inside her purse
 - d. on her head

Practice Exercise #2

Instructions: Read the questions and answer using complete sentences.

1. Wendell and Floyd decided to follow Mona into the Lost and Found bin. Would you have followed her? Why or why not?

2. Why do you think Mona, Floyd and Wendell decided to take a shortcut home from school?

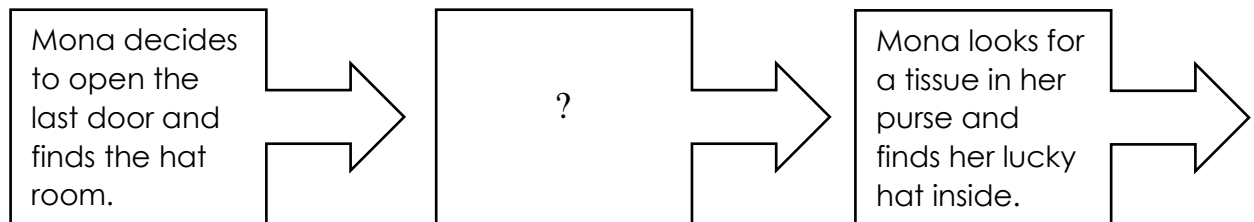
3. Is the story, "*The Lost and Found*" fantasy or reality? Write at least one event in the story to support your answer.

Practice Exercise #3

Sequence diagram

Instructions: Read the story again and recall what happened. Circle the letter with the event that completes the sequence diagram correctly.

What occurs in the story to complete the sequence of events?



- a. Wendell and Floyd start to cry because they are scared they are lost.
- b. The kids tell Mona to look for her hat alone because they are busy.
- c. Wendell, Floyd, and Mona look in the pile of hats for Mona's lucky hat.
- d. The children all disappear inside a pile of hats.

LESSON 2

Theme: Let's write!

Objectives:

The student will be able to:

- demonstrate knowledge to understand and form sentences.
- define and identify homophones in text.
- use and correctly spell homophones to form complete and coherent sentences.
- identify and use adjectives to describe.

Standards and Expectations:

Writing

4.W.1 – Offer and provide reasoning using evidence in text to support ideas, and opinions related to a reading.

Language

4.LA.1 – Demonstrate command of English grammar and usage when writing and speaking.

Introduction

In this lesson, you will learn about **sentences** using the dialogue selection, “*The Lost and Found*” by Mark Teague. You will identify and determine which statements are sentences and express a complete clear message, learn about **homophones** and **adjectives**.

Building background

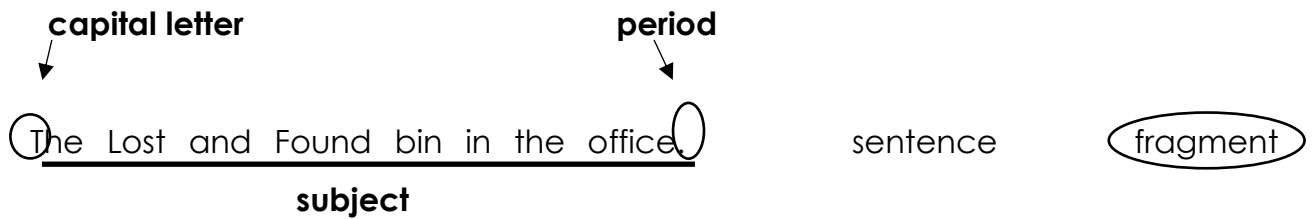
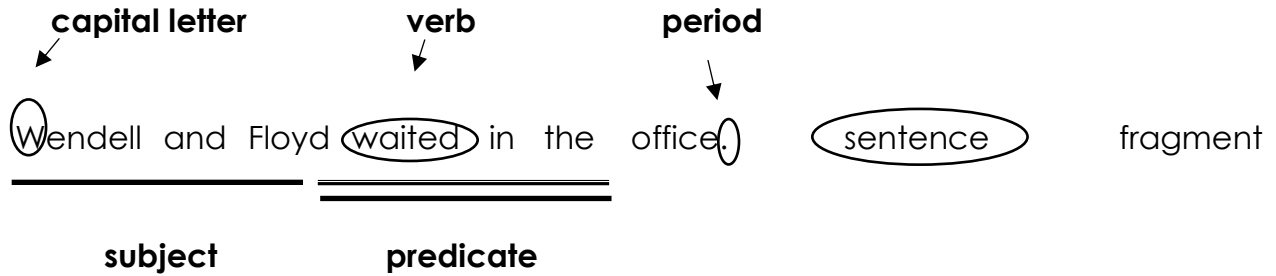
What is a sentence?

- A sentence is a group of words that tell a complete clear thought.
- It has a **subject** that tells you whom or what the sentence is about.
- It has a **predicate** that tell you with a **verb** what the subject is doing.
- It begins with a **capital letter**.
- End with an **end mark**: period (.), question mark (?), exclamation mark (!).

Reminder: If the statement does not express a complete clear message or it is missing one of the sentence components then it is called a **fragment**.

Preview activity

Example:



Practice Exercise #1

Instructions: Read statements carefully. Determine if it is a sentence or a fragment. Circle your answer.

- | | | |
|--|----------|----------|
| 1. Wendell and Floyd missed their Math test. | sentence | fragment |
| 2. My lucky hat. | sentence | fragment |
| 3. The boys tried on hats themselves. | sentence | fragment |
| 4. They all put on their lucky hats. | sentence | fragment |
| 5. Everyone in the school. | sentence | fragment |

Practice Exercise #2

Instructions: Complete the following fragments to make the sentences relate to the story. Write your answer on the line.

1. Mona _____ for her lucky hat.
2. _____ followed Mona into the Lost and Found bin.
3. All three kids _____.

Quiz # 1

Instructions: Read the questions and circle the correct answer. **(10pts.)**

1. Which of the following statements is a complete sentence?
 - a. The boys in the tunnel.
 - b. Floyd thought they were lost.
 - c. Mona, the new girl in school.
 - d. After school down the shortcut.

2. Which of the following statements is a complete sentence?
 - a. After a long journey.
 - b. The hat's golden tassel tickled his nose.
 - c. Mona's lucky green rumpled hat.
 - d. All three kids together.

3. Which of the following statements is a complete sentence?
 - a. The Hat Room!
 - b. Their teacher Mrs. Gernsblatt.
 - c. Doorways in all directions.
 - d. I lost my lucky hat!

4. Which of the following statements is a fragment?

- a. A funny look in her face.
- b. They paddled across the lake.
- c. The kids found the hat room.
- d. They walked home wearing their lucky hats.

5. Which of the following statements is a fragment?

- a. The teacher sent the boys to the office.
- b. The boys completed their Math test after school.
- c. The school Principal at the office.
- d. Mona, Floyd, and Wendell enjoyed their adventures together.

Building background

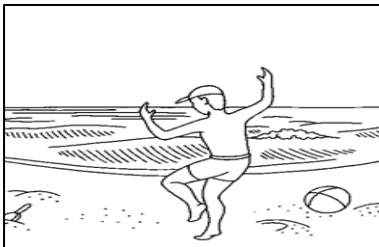
Introduction

In this section, you will learn about **homophones** using the poem, "To Be a Butterfly" by Christine Thies. You will be able to identify homophone word pairs, define them, and use homophones correctly in sentences.

Homophones are words that sound the same when pronounced aloud, are differently spelled when written, and have different meanings when defined.

Examples: Read each sentence aloud carefully. Notice that the words underlined sound the same but have different meanings.

1. I see the sea.



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Meaning:

Sea is a body of water.

See is to look.

2. Be careful with the bee.



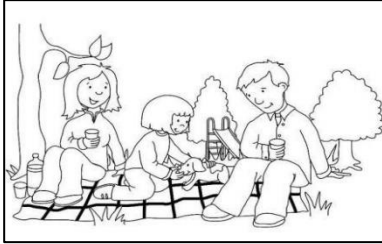
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Meaning:

Be is a state of being.

Bee is an insect.

3. They're over there with their parents.



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Meaning:

There is a place.

Their is something that belongs to them.

They're is the contraction of they and are.

4. I want to buy two batteries, too.



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Meaning:

Two is a number.

Too is also or a lot of.

To refers to a direction.

5. Which witch costume do you like?



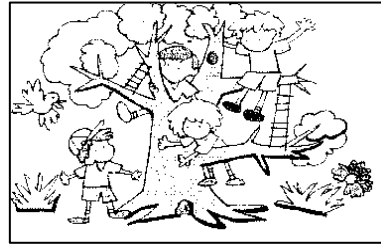
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Meaning:

Which is a selection or choice.

Witch is a fictional character.

6. Say hi to the boys high in the tree.



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Meaning:

Hi is a greeting.

High refers to upward distance.

Practice Exercise # 3

Instructions: Read the poem out loud. Write four (4) pairs of homophone words found in the poem in the provided lines below.

To Be a Butterfly

By Christine Thies

Sometimes I wish that I could fly,
High in the sky like a butterfly.
Oh, how nice it would be
To soar above the big blue sea.
Saying "hi" to all that I can see
Like a dragonfly and buzzing bee;
To hear the wind as I flap my wings,
And listen as two lovebirds sing,
Flying here and there around the sky,
Oh, how I wish that I could fly.



_____ - _____ _____ - _____
_____ - _____ _____ - _____

Assessment #1

Instructions: Carefully read and answer the question. **(4 pts.)**

Challenge: Can you find a new pair of homophones in the poem?

_____ - _____

Practice Exercise # 4

Instructions: Complete the sentences by choosing the correct homophone word.

1. _____ car do you like?
Witch – Which
2. My friend lives over _____.
they're – there – their

Quiz # 2

Instructions:

A. Complete the sentences by writing the correct homophone word. (12pts.)

1. Mona said _____ to the boys in the office.
hi – high
2. Floyd and Wendell _____ Mona disappear into the bin.
see – sea
3. Floyd and Wendell looked for Mona in _____.
they're – there – their
4. The kids need to decide _____ door to open.
witch – which
5. They found _____ many hats in the hat room.
to – two – too
6. The boys placed _____ newly found lucky hats on.
they're – there – their

B. Underline the homophone pair words in each sentence. (6pts.)

- 1, They looked for their new lucky hat over there.
2. The two boys went to the principal's office.
3. They're not happy to be in here with a bee.

Building background

Introduction

In this section, you will learn about **Questions Words**. You will be able to answer questions and use questions words correctly in sentence using picture clues as reference.

5W Questions Words are words that ask for information and are used in interrogative sentences.

Question Word	Use/Function	Example
Who	asks about a person	Who is your favorite singer?
What	asks about a thing , object	What is the singer's full name?
When	asks about time , date, or an occasion	When was the singer born?
Where	asks about a place or location	Where does the singer live?
Why	asks about a reason or explanation	Why is this singer your favorite?

Preview activity

Instructions: Read the text carefully. After reading, answer the questions. Circle your answer.

Puerto Rico's national flower is the "Flor de Maga". This Puerto Rican hibiscus plant grows medium in size, has dark green leaves and pink or red flowers. On each stem of the plant, only one large flower blossoms at a time. The Puerto Rican hibiscus is produced throughout the year in warm climates. It is also **endemic**, or native, to the humid forests of Puerto Rico. As for its use in Puerto Rico; Puerto Ricans use the "maga" as decorative plants. Many girls and women use it on their hair and clothing as part of the Puerto Rican Heritage Week celebration.



1. What is the national flower of Puerto Rico?
 - a. the orquid
 - b. the red flower
 - c. the flower blossom
 - d. the flor de maga

2. Where are the Puerto Rican hibiscus flowers endemic to?
 - a. the dry lands of Puerto Rico
 - b. the humid forests of Puerto Rico
 - c. the coasts of Puerto Rico
 - d. the mountainous areas of Puerto Rico

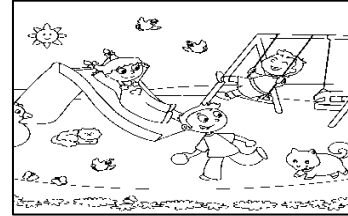
Practice Exercise # 5

Instructions: Read the sentence given and observe the image provided.

Select the question being answered according to the statement.

1. The children are playing at the playground.

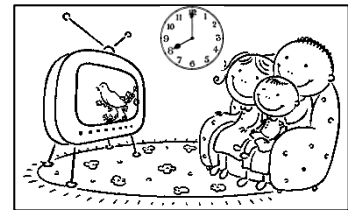
- a. Why are children playing?
- b. When are the children playing?
- c. Where are the children playing at?
- d. What are the children playing?



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2. The movie starts at eight.

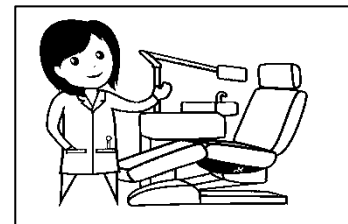
- a. Who is at the movies?
- b. What is the movie's name?
- c. When does the movie start?
- d. Where are you going to see the movie?



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3. I am going to visit the dentist.

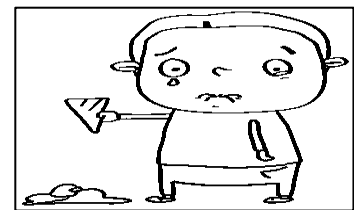
- a. Where are you going to visit?
- b. Why are you visiting the dentist?
- c. When will you visit the dentist?
- d. Who are you going to visit?



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4. Jorge is crying because his ice cream fell.

- a. Where is Jose crying?
- b. Why is Jorge crying?
- c. What fell on the floor?
- d. When did Jorge's ice cream fall?



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Building background

Introduction

In this section, you will learn about **Adjectives**. You will be able to identify and use adjectives in sentences to describe a noun or pronoun.

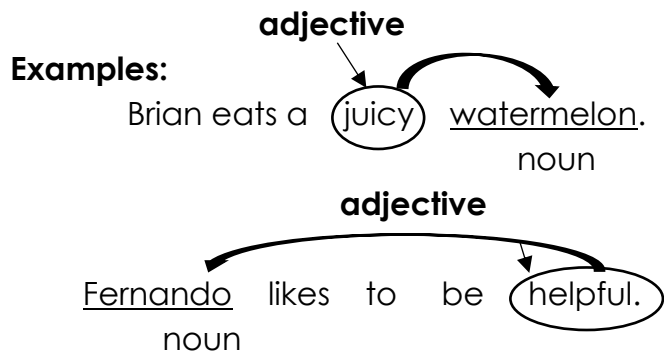
Preview activity

What is an adjective?

Adjective is a word that:

- describes a noun or pronoun.
- Provides specific information about a person, place or thing.

Reminder: Adjectives are usually found before the noun that they modify or it can be found after verbs such as: seem, being, to be, is, are, am and others.



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Practice Exercise # 6

Instructions: Read and circle the adjective in each sentence.

1. Carlos has a tall friend.

- a. Carlos
- b. tall
- c. friend
- d. has

2. The children in the park seem friendly.

- a. children
- b. park
- c. seem
- d. friendly

3. The girl was happy she won!

- a. girl
- b. was happy
- c. happy
- d. she won

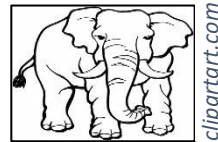
4. A large cat jumped over the fence.

- a. large
- b. cat
- c. jumped
- d. fence

Practice Exercise # 7

Instructions: Observe the image and complete the sentences by writing an adjective that describes the image.

Example: I saw a large elephant.



1. Fernando lost and now he is _____.

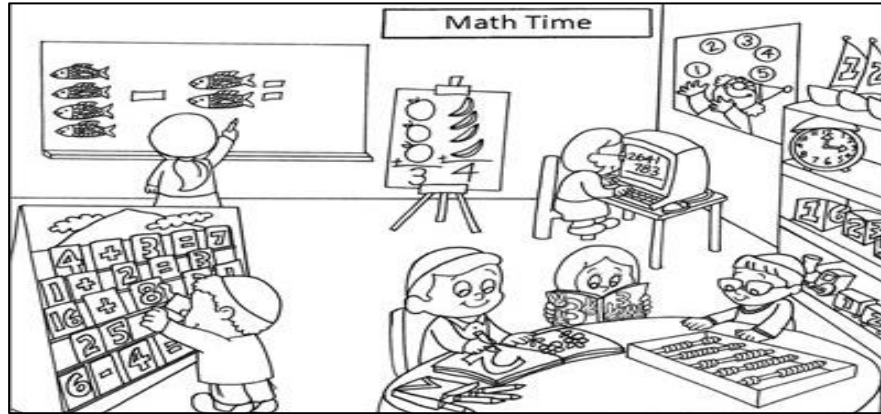


2. The _____ bunny is Carmen's pet.



Assessment # 2

Instructions: Observe the image. Write **three (3) complete sentences** related to the image. Each sentence **must** include **an adjective** and express a clear message. **(5pts.)**



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LESSON 3

Theme: Who will I be?

Objectives:

The student will be able to:

- define and identify 5Wh questions in text.
- answer 5Wh questions related to the text.
- ask/answer detailed questions, and express appropriate reasons using personal experiences.
- identify and analyze important events from a reading selection

Standards and Expectations:

Reading

4.R.1 Use in depth critical reading of a relevant text to describe literary elements, asking and answering questions to demonstrate understanding of a text as the basis for the answers.

4.R. 5 Uses story organization identifying sequence within narrative text.

Writing

4.W.1 Offer and support ideas when reading using text evidence or adding relevant background knowledge about a subject matter.

Introduction

What is a question?

A question is an interrogative expression often use to check comprehension It is used after a direct question and indicate a doubt about something.

Wh questions words often refer to **Who, what, where, when, why and how.**

Building background



Asking questions before, during and after you read is important. It helps you check comprehension. The below chart **define** some of the **Wh questions**.

Wh question	Function	Example
Who	ask for which person (subject)	Who is the character?
What	ask for information	What time is it?
Where	ask for place or position	Where do you live?
When	ask about time	When did it happen?
Why	ask for a reason	Why is it important?
How	ask about a way or condition	How do you feel?

Preview activity

Read carefully

You Can Be a Woman Softball Player

by Cornell Douty and Love Cohen



Sheila Cornell Douty is a softball player born in February 26, 1962, who lived in California. She graduated in 1984. Sheila was on the United States softball team. In 1996 she won in the Olympics. Her experiences with the game helped her encourage young girls to play. The most important things she learned about sports is that sports help you work together with others as a team, set goals and keep you on track to be responsible.

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Practice Exercise # 1

After reading check the following **Wh questions** related to the paragraph.

Example:

What is the title? You Can Be a Woman Softball Player.

Who was in a softball team? Sheila Cornell Douty.

Assessment # 1




Instruction: After carefully reading the selection above, answer the following Wh questions. **(4pts)**

1. Who is a softball player? _____
2. When was she born? _____
3. What happened in 1996? _____
4. Why are sports important to her? _____

Practice Exercise # 2

A **timeline** shows actions; events or things that happen in the order they occur. Some timelines show basic information, like dates or times. Others describe each event by pictures about what happened at each moment.

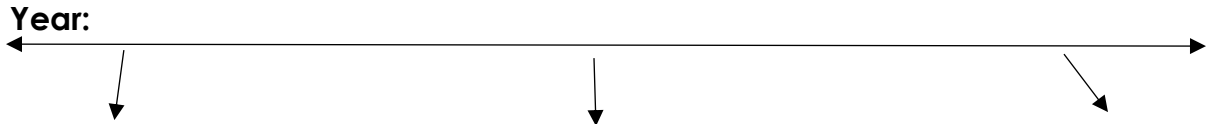
Example: Based on the selection, observe the following illustrations of Sheila's personal timeline events.

Year	Event
1962	 Sheila was born.
1984	 She graduated.
1996	 She won the Olympics.

Assessment # 2:

Instruction: Make a timeline of events from your life. Choose three personal events write the year and the event that happened. **(5pts)**

Your personal timeline



Event:

1. _____ 2. _____ 3. _____

Reading Comprehension Test

Instruction: Read carefully the following selection. After reading, answer all the different parts of the test.

STELLALUNA
by Janell Cannon

Stellaluna is a baby fruit bat who needs to learn how to fly so that she can follow the "heavy scent of ripe fruit" as her mother does. She belongs to the Megachiroptera, or the large hand-wing bats; their wingspans can be up to six feet. They are called flying foxes because they have bodies covered with fur, pointed ears, long muzzles, and big eyes.



In a forest far away, a mother fruit bat had a new baby, Stellaluna. One night, an owl attacks the bats, knocking Stellaluna out of her mother's embrace, and she falls into the forest below. Soon the baby bat ends up in a sparrow's nest filled with three baby birds named Pip, Flitter and Flap. The mother bird will let Stellaluna be part of the family only if she eats bugs, does not hang by her feet and sleeps at night.

Stellaluna and the birds grow and learn to fly. They went out playing, but when it got dark, the birds went home without her because they were not be able to see in the dark. Stellaluna keeps flying, but when Stellaluna's wings got hurt, she

stopped to rest. When she does, she hangs by her thumbs. Soon another bat comes to ask why Stellanluna is hanging by her thumbs.

As she tells the other bats her story, Mother Bat reunites with Stellanluna. Finally, Stellanluna understands why she is so different. Excited about learning how to be a bat, Stellanluna returns to Pip, Flitter, and Flap in order to share her new experiences. They agree to join Stellanluna and the bats at night, but find they are unsuited to flying at night and nearly crash. Stellanluna rescues them and the four of them decide that while they may be very different, they are still friends and family. Eventually, Stellanluna and the birds decide that, despite their many differences, they are still friends.

Reading Comprehension Test # 1

Part. I: After reading the selection select the best answer. **(8pts.)**

1. What type of bat is Stellanluna?

- a. fruit bat
- b. insect bat
- c. vampire bat

2. What animal caused Stellanluna's mother to drop her?

- a. bird
- b. owl
- c. hawk

3. Stellanluna learned to eat _____.

- a. honey
- b. nuts
- c. insects


4. What happened at the end of the story?

- a. Stلالuna lost momma bat.
- b. Momma bat found Stلالuna.
- c. Stلالuna found momma bird.


Part. II: Answer the following question below in complete sentence based on the selection. **(5pts.)**

➤ What were the names of Stلالuna's three bird friends?

Part. III: According to the reading selection, what happened first? Order the events from 1 to 5 in each box below. **(10pts.)**




___ Stلالuna fell into a birds' nest and started to act like a bird.




___ Stلالuna flew far ahead of the other birds and got lost.



___ Stلالuna's wings got hurt, she stops to rest.



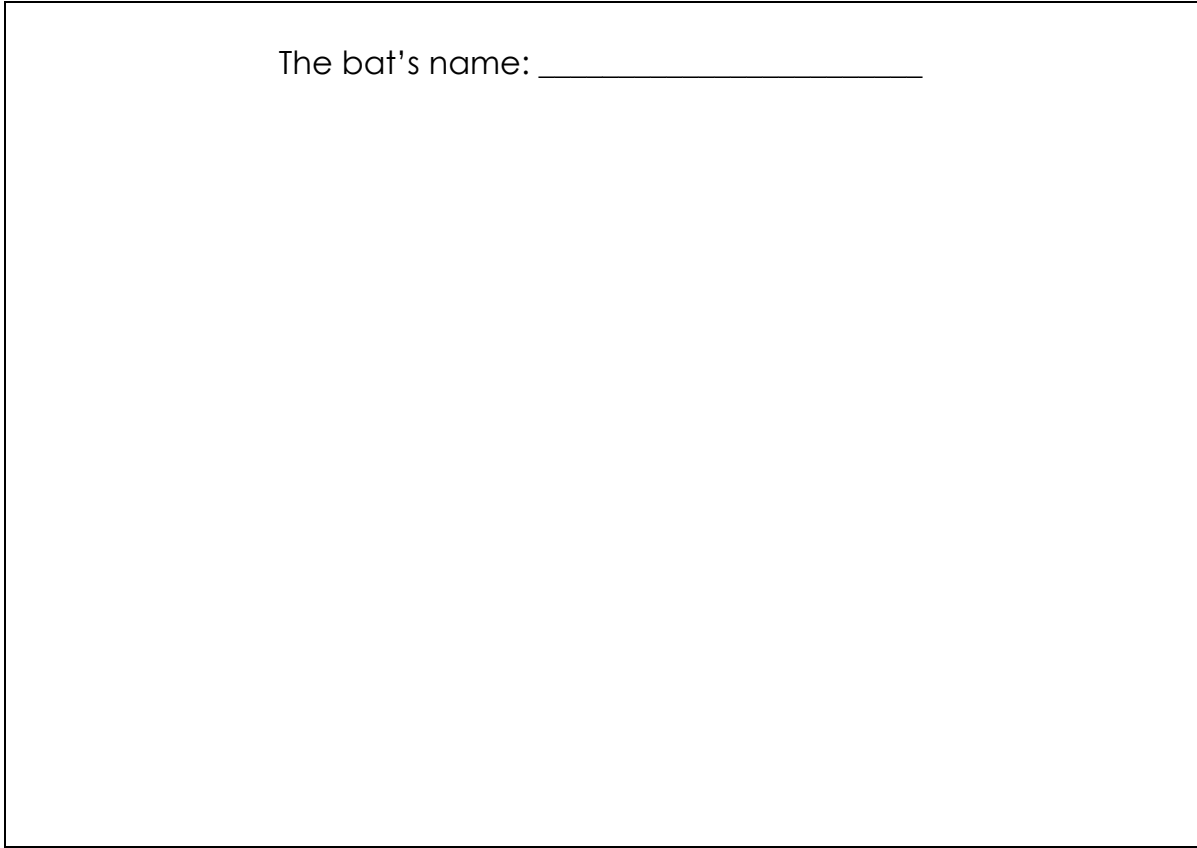
___ Stلالuna and her mother were attacked causing her mother to drop her.



___ Stلالuna and the birds decide to still be friends even though their differences.

Part. IV: Stلالuna is a baby fruit bat. Draw or illustrate Stلالuna in the box below, according to the description from the selection. Color it. **(12pts.)**

The bat's name: _____



LESSON 3

Theme: A time to remember!

Objectives:

The student will be able to:

- identify word order and analyze important events of a character.
- compare and organize a lifetime sequential event to a story character.
- ask/answer detailed questions, and create original sequential using personal experiences.

Standards and Expectations:

Reading

4.R.1 Use in-depth critical reading of relevant texts to describe literary elements, asking and answering questions to demonstrate understanding of a text.

4.R. 8 Uses story organization to identify sequence within narrative text.

Writing

4.W.1 Offer and support ideas when reading using text evidence or adding relevant background knowledge about a subject matter.

Introduction

A **timeline** is a graphical representation of the order in which things happened. It is a simple way of listing important events, dates or years in which they occurred in a chronological order.





A **timeline** is a good way to understand how things happened and can be used to show the order in which events happened.

Preview activity

A **timeline** shows actions; events or things that happen in the order they occur.

Example:

Observe Ryan's daily schedule. Ryan made a timeline to show his day.

Time	Daily schedule
7:30 a.m.	 Ryan has breakfast.
8:00 a.m.	 Ryan goes to study.
1:00 p.m.	 Ryan goes to football practice.
2:00 p.m.	 Ryan goes home.

Practice exercise # 1: Check the following answers based on Ryan's timeline.

What time does Ryan start school?

He starts at 8:00 a.m.

Where does he go at 1:00 p.m.?

He goes to his football practice.

Assessment # 1

Instruction: Based on your own personal experience answer the following questions. You can ask a member of your family to help you remember. Write the answers of each event on each line. **(25pts.)**

A. When and where were you born?

Date of event _____

Name the event _____

Important detail of that day _____

B. What is something important that happened to you when you were very little?

Date of event _____

Name the event _____

Important detail of that day _____

C. When did you start school? What school did you go to?

Date of event _____

Name the event _____

Important detail of that day _____

D. What is one good memory you have from childhood?

Date of event _____

Name the event _____

Important detail of that day _____

Assessment # 2 Choose an event you remember. In the box, draw the situation and then write a sentence about it. **(5pts.)**



Reading comprehension



Alexander and the Terrible, Horrible, No Good, Very Bad Day

by: Judith Viorst

Alexander is not having a good day and it all started when he went to sleep with gum in his mouth and woke up with it in his hair. When he was getting ready, it seemed as everything was going wrong and he didn't get a toy in his cereal box like his two brothers did. Alexander's day kept getting worse as the day went on. At school, his friends were picking on him and his mom forgot to pack dessert for his lunch! After school was worse; he had to go to the dentist and made a mess at his dad's office. Alexander was having a bad day even when he went to bed!

Assessment # 3

Instruction: Read again Alexander and the Terrible, Horrible, No Good, Very Bad Day. After reading, ask one of your family member the following questions. Write the responses under each question. **(10pts)**

1. Do you think this character will remember these things in ten or twenty years? Why?

2. What kind of memory do you have from one bad day, like this story?

3. Why do you think you remember events in your life?

Building background

Time order words are essential to help readers determine when an event happened. When reading a story, you can look for some order words like: “**today**”, “**first**”, “**second**”, “**next**”, “**after**”, “**then**”, “**before**,” and “**finally**”. These words help figure out when events occurred in relation to each other.

Some transition words for time event order are:

after	finally	next	today
before	first	second	tomorrow
during	later	then	yesterday

By adding **transition words**, you can show the order in which things happen. It helps describe an event or process in chronological (time) order.

Preview activity

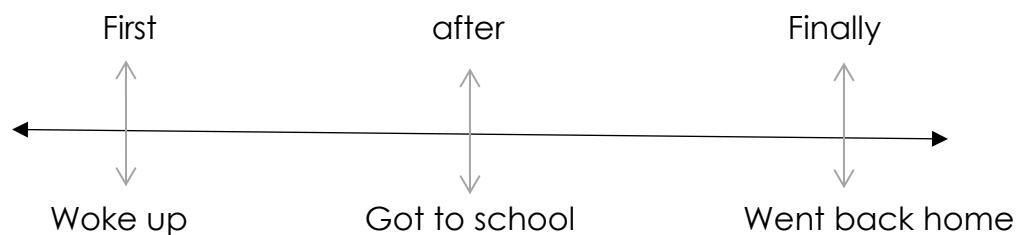
Example: Read carefully the following passage of Susy's day and look at the following diagram; observe uses of some transition word orders.



Susy's Day

This morning was not good. First, Susy woke up really late. She put on some clothes and ran out the door. Next, she went to wait for the school bus in front of her house. Susy knew she was going to be late for sure. After a while, she got to school before class started, but the teacher was at the school office, so nobody really noticed she got in late. Finally, school ended, the bus came and she went back home.

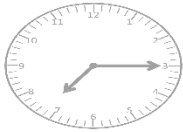
Susy's timeline day



Assessment # 4

Instructions: In this short passage, you will read to find words that show an order, like the routine you do every day, step by step before you go to school.

Jose is basically describing the order of his every day routine. Check his daily routine. **Underline the key word order** from the passage and **point out the things** he does **before he goes to work. (10pts.)**



First, he wakes up. After that, he brushes his teeth.

Second, he takes a shower and then he gets dressed.

Finally, he goes to work.

a. _____

c. _____

b. _____

d. _____

Assessment # 5

Create your daily routine timeline. Draw in the **clock hands**, the time you wake up. Then using transition word order, write a simple paragraph that shows your everyday routine, step by step, before you go to school. **(10pts.)**

My daily timeline



What time do you wake up?

Assessment # 6



Timeline! Read again Alexander and the Terrible, Horrible, No Good, Very Bad Day. After reading the selection, remember all the activities that Alexander did during his day. List in chronological order, the events or activities that took place in three different sections- morning, school, and evening.

Create an illustration that shows Alexander's events. (25pts.)

Alexander's timeline day!

First (morning)

Second (school)

Then (after school)

Finally (evening)

Assessment # 7

Instructions: Look at the picture. For each one, write a complete sentence using a character trait that describes it (happy or surprise). **(8 pts.)**

Example:



Johnny Johnny is happy playing.



Maria

1. _____.



Dad

2. _____.



Andrew

3. _____.



Nick and Bob

4. _____.

Assessment # 8

Name: _____ Date: _____

Becoming a character

Have you ever had a bad day? Describe and compare a bad day you have had like the reading selection of Alexander. Show how you felt at that moment and write a brief paragraph of 5 sentences that tells who, what and how that bad day went. Do your best, so that the reader can picture you (show yourself with a drawing of that day). **(25pts)**



Name the event: _____



LESSON 4

Theme: About characters

Objectives:

The students will be able to:

- identify a main character
- make comparisons and contrasts of characters' traits

Standards and Expectations:

Reading

4.R.3L Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Writing

4.W.1 Offer and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience or reading using text evidence or adding relevant background knowledge about the subject matter.

Lesson 4

Theme: About characters

Introduction

Today you are going to learn about characters. A character is a person or animal in a story, movie or novel. Usually, a story has a main character and secondary characters. The **main character** is the one that is going to face some problems or difficulties in the story. The **secondary characters** are the ones that are involve through the story with the main character. The characters are in charge of representing some character traits. **Character traits** show a person's values, qualities or personality. The character traits can be positive or negative.

For example: a person or character can show in a story some traits as **loving, funny, playful**; which **are positive traits** or show **anger, evil, anxiety**; which **are negative traits**.

Preview Activity

Can you think about the possible characters in this story?

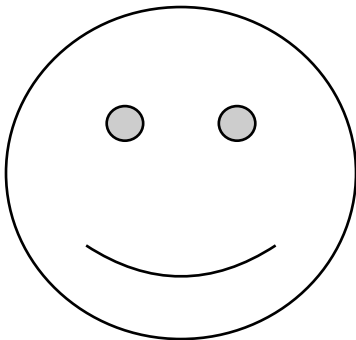


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The characters can display different personalities or traits. Look at the chart.

Positive character traits	Negative character traits
friendly	rude
respectful	unfriendly
honest	dishonest
considerate	impolite
kind	lazy
brave	mean
loyal	selfish

Assessment # 1



**Describe yourself. Write 5 traits that you display.
(5pts)**

1. _____
2. _____
3. _____
4. _____
5. _____

Reading selection

Instructions: Read the passage and underline the characters.



Maria could not wait for lunchtime. Her mom had packed her favorite lunch, ham sandwich, grapes, and some chocolate chip cookies. As Maria sat down in the cafeteria, she noticed Ana did not have anything to eat. Maria decided she would share her lunch, and so she handed to Ana some grapes and a chocolate chip cookie.

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Practice exercise # 1: Based on the reading selection, circle the correct answer.

1. What pair of character traits best describe Maria?
 - a. Stubborn and unhappy
 - b. Generous and considerate
 - c. Controlling and cruel
 - d. Disorganized and disrespectful

Quiz # 1

Read the passage and answer the questions. (6 points)



Kevin, Joshua and Marcos are friends. One day, Kevin was jumping on the playground when he slipped and fell. Joshua saw him and began to laugh. He did not move to help Kevin get up. Instead, he laughed louder and louder. Marcos was on the other side of the playground. When he noticed what was happening, he ran towards Kevin to help him. Marcos took Kevin to the nurse's office. Everything was fine. Kevin just had a scratch on his knee.

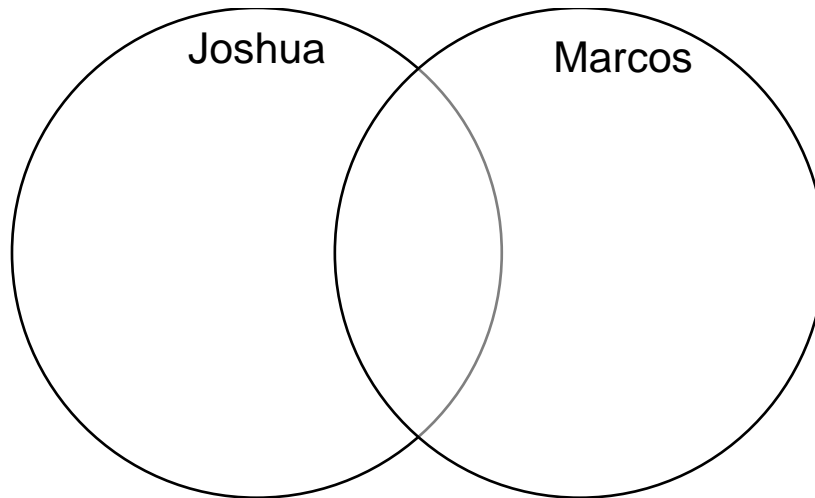
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Choose the correct answer.

1. Who are the characters of the passage?
 - a. Kevin, Joshua and Marcos
 - b. Kevin, Walbert and Jan
 - c. Kevin, Alex and Maria
 - d. Kevin, Joshua and Alex

2. Compare and contrast Joshua and Marcos's character traits. Use the character traits in the box to complete the Venn Diagram.

rude	friendly	unrespectful	considerate	determined
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Test # 1

Read each passage and answer the questions below. **(20 points).**

1. Jake is Cassie's older brother. One day they are walking home from school when a cold front rolls in and the temperature drops 20 degrees. Jake is dressed more appropriately for the weather than Cassie. He takes off his hooded sweatshirt and offers it to her. She gratefully accepts. Jake is now colder, but he is happier.

A. Who are the characters in the event?

- a. Older brother and Jake
- b. Sister and older sister
- c. Jake and Cassie

B. What character trait did Jake display?

- a. considerate
- b. rude
- c. unfriendly

2. Corey came back from the bathroom and noticed that her rainbow pencil was missing. She looked around the room and saw that Beth was using a rainbow pencil. Corey started crying uncontrollably and ran out of the room.

A. Who are the characters in the event?

- a. Corey and rainbow
- b. Beth and rainbow
- c. Corey and Beth

B. What character trait did Corey display?

- a. Courteous
- b. Brave
- c. Selfish

3. Kelvin found a wallet on the ground. He opened up the wallet and saw an old woman's ID card. Kelvin took the ID out of the wallet, walked to the woman's house, and returned the wallet to her.

A. Who is the character in the event?

- a. ID
- b. Woman
- c. Kelvin

B. What character trait did Kelvin display?

- a. honest
- b. late
- c. dishonest

4. Scott does not talk much, but five girls in our homeroom class are currently competing for his attention. This is nothing new. Girls have liked Scott for as long as I can remember.

A. Who is the character in the event?

- a. Teacher
- b. Class
- c. Scott

B. What character trait did Scott display?

- a. Shy
- b. Brave
- c. Proud

LESSON 5

Theme: Let's describe

Objectives:

The students will be able to:

- recall the concept of adjectives.
- identify and use the adjectives in sentences.

Standards and Expectations:

Reading

4.R.3L Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Writing

4.W.3. Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequence and using transitional words and other cohesive devices to better organize writing.

Introduction

Today you will review the **adjective** concept. Adjectives are words that are used to help describe or give description to people, places, and things. These descriptive words can help give information about size, shape, age, color, origin, material, purpose, feelings, condition, and personality, or texture.

Preview activity

Examples:

The **red** shirt is in the closet.

The **nice** mother likes to bake cookies every week.

The bed is in the corner of my **big** bedroom.

The **black and white** cat walked across the street.

My fun best friend is coming over next week.

Building background

Introduction: Think about how you would describe your mother, teacher, best friend, cat, dog, bedroom, or favorite piece of clothing.

My mother is **nice**.

The cat is **black** and **white**.

This bedroom is **big**.

Her favorite shirt is **red**.

Our best friend is **funny**.

Practice exercise # 1: Write a complete sentence. Add an adjective in the sentence for each image.



1. _____



2. _____

Practice exercise # 2

Reading comprehension

Introduction: Read the paragraph. Underline the adjectives, then write them on the provided lines below. **(5pts)**

Puerto Rico is a Caribbean island. That means that it is surrounded by crystal-clear water. Puerto Rico has several landscapes of mountains, waterfalls, and tropical rainforests. The island is visited by many tourists because of its beautiful beaches and culture. Puerto Rico is also famous for the good food, colorful places to visit and Puerto Rican people. The island has a rich history to share which makes it an excellent place to visit.

1. _____

4. _____

2. _____

5. _____

3. _____

Practice exercise # 3: Write a new sentence with five (5) of the adjectives found in the previous paragraph. (10 pts.)

1. _____

2. _____

3. _____

4. _____

5. _____

Quiz # 1

Look at the picture and write a short paragraph (5 sentences) to describe it. (15pts.) Remember to use adjectives in sentences!



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Quiz # 2:

**Instructions: Read each sentence and choose the correct adjective of each one.
(10pts.)**

1. Jared has 55 different shells.
 - a. Jared
 - b. 55
 - c. different
 - d. shells

2. Martha is wearing a beautiful dress.
 - a. Martha
 - b. dress
 - c. beautiful
 - d. wearing

3. I have a new phone.
 - a. have
 - b. I
 - c. phone
 - d. new

4. It is a hot day!
 - a. hot
 - b. today
 - c. is
 - d. It

5. Janet moved to a quiet place.

- a. Janet
- b. moved
- c. quiet
- d. place

LESSON 6

Theme: Time to write!

Objectives:

The students will be able to:

- define the concepts: declarative sentence, interrogative sentence, imperative sentence and exclamatory sentence.
- identify the sentence types. (declarative, interrogative, imperative and exclamatory)

Standards and Expectations:

Reading

4.R.3L Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Writing

4.W.1 Offer and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience or reading using text evidence or adding relevant background knowledge about the subject matter.

Introduction

The concept to be discuss and defined in this lesson is sentence type. A sentence begins with a capital letter and ends with a full-stop(period), a question mark, or an exclamation mark. The sentence is generally defined as a word or a group of words that expresses an idea by giving a statement/order, or asking a question, or exclaiming.

Building background

A. **Declarative** sentences express an opinion or feeling. This type of sentence ends with a period.

Examples:

- I love my mom.
- I like chocolate chip cookies.

B. **Interrogative** sentences ask a question. This type of sentence ends with a question mark.

Examples:

- How is the weather today?
- Where are you going?

C. **Imperative** sentences are used to make a request or to give a command. It usually ends with a period, but it can also end with a note of exclamation.

Examples:

- Open the door.
- Clean your room now!

D. **Exclamatory** sentences express overflow of emotions. These can be of happiness, wonder, anger, etc. These sentences end with an exclamation mark.

Examples:

-What a beautiful day!

-I can't believe it!

Review: Punctuation marks

• period	? question mark	! exclamation mark
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Quiz # 3

Read each statement and complete it with the correct punctuation mark.

(4 points)

Example: What a lovely girl

1. Daniel is my brother

2. Where is your notebook

3. Go with your dad

4. You did it

Quiz # 4

Read each sentence and identify the type of sentence of each one as: declarative, imperative, interrogative, or exclamatory. **(8 points)**

1. Do the assignment at home. _____
2. I will meet my new teacher tomorrow. _____
3. They won the game! _____
4. What is your favorite color? _____
5. When is your birthday? _____
6. I love them! _____
7. Close the window. _____
8. We want ice cream. _____

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