



ENGLISH INSTRUCTIONAL MODULE SIXTH GRADE

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DE DEPARTAMENTO DE
EDUCACIÓN
GOBIERNO DE PUERTO RICO

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LETTER FOR TEACHERS, STUDENTS AND PARENTS

Dear Student:

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

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

Dear Families:

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

It is proven that when families are involved in the education of their children, they improve the results of their learning. For this reason, we invite you to support the academic and

comprehensive development of your children using this module to **support** their learning. It is essential that your child advance in this module following the progress schedule established per week.

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

Estimadas familias:

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

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

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

Dear teacher:

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

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

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

Estimada familia:

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

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

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

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

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

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

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"> ▪ 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 ▪ 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. 	<ul style="list-style-type: none"> ▪ 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"> ▪ 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>mientras repite en voz alta el material.</p> <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 luego, un escritorio. 	<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. ▪ 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
<ul style="list-style-type: none">▪ Permitirle al estudiante investigar sobre el tema que se trabajará▪ Identificar compañeros que puedan servir de apoyo para el estudiante			

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

Nombre del estudiante: _____

Número de SIE: _____

Materia del módulo: _____

Grado: _____

Estimada familia:

1.

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

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

Acomodos de presentación	Acomodos de tiempo e itinerario

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>
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras ▪ Uso de láminas, videos pictogramas. ▪ Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (highlighters), 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Utilizar la computadora para que pueda escribir. ▪ Utilizar organizadores gráficos. ▪ Hacer dibujos que expliquen su contestación. ▪ Permitir el uso de láminas o dibujos para explicar sus contestaciones 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Ambiente silencioso, estructurado, sin muchos distractores. ▪ Lugar ventilado, con buena iluminación. ▪ Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p>	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> ▪ Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. ▪ Reforzar el que termine las tareas asignadas en la agenda. ▪ Utilizar agendas de papel donde pueda marcar, escribir, colorear.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>subrayar palabras importantes.</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 	<ul style="list-style-type: none"> ▪ 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"> ▪ 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 	<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 luego, un escritorio. 	<ul style="list-style-type: none"> ▪ 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. ▪ 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

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<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 apoyo para el estudiante 	<ul style="list-style-type: none"> para explicar el material. ▪ Utilizar un comunicador electrónico o manual. 		<p>completar sus tareas.</p>

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.

CONTENTS

LETTER FOR TEACHERS, STUDENTS AND PARENTS	2
MODULE PROGRESSIVE CALENDAR	19
LESSON 1	22
DAY 2 -4 WHAT IS A STORY MAP?	28
DAY 5 WRITING EXERCISE	30
LESSON 2	31
DAY 6 WORST GAME EVER.....	31
DAY 7-9	36
STORY MAP	36
TEST 1	39
LESSON 12	45
SEATBELTS STORY	45
SEATBELTS	47
COMPREHENSION EXERCISES	47
SEATBELTS STORY PARAGRAPH	49
LESSON 17	50
SEATBELTS STORY MAP	50
LESSON 18	51
TEST 2 PART I.....	51
LESSON 4	53
DAY 18 VERB TENSE.....	55
DAY 19-20 FIVE SENTENCES PARAGRAPH	56
DAY 21 GRETA THUNBERG ARTICLE	58
DAY 22-24 GRETA THUNBERG WRITING	61
DAY 26	62
TEST III PART I	62
DAY 27 TEST 3	64
PART II	64
DAY 28-30 10 SENTENCE PARAGRAPH	66
DAY 31-33	67
DAY 34-35	69
DESCRIPTIVE PARAGRAPH	69

DAY 36-38 10 SENTENCE PARAGRAPH	70
DESCRIPTIVE PARAGRAPH	70
DAY 39-43	72
5 SENTENCE PARAGRAPH.....	72
DAY 44-48 PARAGRAPH QUESTIONS.....	74
PARAGRAPH	79
DAY 48-50 TEST 4.....	80

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MODULE PROGRESSIVE CALENDAR

Weeks Days	Monday	Tuesday	Wednesday	Thursday	Friday
Days 1-5	GONZALO by Paul Fleischman	What is a Story Map?	What is a Story Map?	Writing Exercise	Worst Game Ever
Days 6-10	Worst Game Ever Exercises	STORY MAP	STORY MAP	STORY MAP	Test 1 Part I
Days 11-15	Test 1 Part II	Seat Belts Story	Seat Belts Story Exercises	Seat Belts Story Paragraph	Seat Belts Story Story map
Days 16-20	Test 2 Part I	Test 2 Part II	Verb Tenses	5 Sentence Paragraph	5 Sentence Paragraph Verbs
Days 21-25	5 Sentence Paragraph Verbs	Greta Thunberg Article	5 Sentence Paragraph	5 Sentence Paragraph	Greta Thunberg Paragraph
Days 26-30	Test 3 Part I	Test 3 Part II	Hurricanes 10 Sentence Paragraph	Hurricanes 10 Sentence Paragraph	Hurricanes 10 Sentence Paragraph
Days 31-35	10 Sentence Descriptive Paragraph	10 Sentence Descriptive Paragraph	10 Sentence Descriptive Paragraph	Senses Paragraph	Senses Paragraph
Days 36-40	10 Sentence Descriptive Paragraph	10 Sentence Descriptive Paragraph	10 Sentence Descriptive Paragraph	Choose the correct answer	10 Sentence Equality Paragraph

Weeks Days	Monday	Tuesday	Wednesday	Thursday	Friday
Days 41-45	10 Sentence Equality Paragraph	10 Sentence Equality Paragraph	5 Sentence Piano Paragraph	Simple, Compound, Or Complex	Simple, Compound, Or Complex
Days 46-50	10 Sentence Earth Paragraph	10 Sentence Earth Paragraph	10 Sentence Earth Paragraph	Test IV	Test IV

Lesson 1

Unit 6.1: Characters Facing Challenges

Objectives: The student will

- Listen to read-aloud to comprehend and identify the main idea, character, and setting.
- Determine the main idea from informational text

Standards and Expectations:

Listening

6.L.1 Listen and interact with peers during group participation and oral presentations.

6.L.1d. Listen and respond during read-aloud to a variety of narrative and informational texts to comprehend and identify the main idea, character, and setting.

Reading

6.R.2I Determine the main idea(s) from an informational text and explain how they are supported by key details; summarize the text

Writing

6.W.1 Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content. Justify opinions or persuade others by providing relevant textual evidence or background knowledge

Story Map

A story map is a tool that a reader can look over and it will summarize basically what the whole story is about. A story map is a great tool for writers when they are crafting their story. If you fill out a story map before writing a story, you will have a good idea of where you want the story to go. A good reader will be able to identify all of the parts of a story map during and after they read the text.

Lesson 1

Instructions: Go to the YouTube link below. Listen and follow the read aloud from the video. Then, complete the story map using the Gonzalo short story.

NOTE: This link is just a guiding resource. This link is useful to follow the reading text by listening and watching the video.

GONZALO by Paul Fleischman narrated in **Minecraft** YouTube link

<https://www.youtube.com/watch?v=INfHHhC0iI0>



GONZALO by Paul Fleischman

The older you are, the younger you get when you move to the United States.

Two years after my father and I moved here from Guatemala I could speak English. I learned it on the playground and watched lots of TV. Don't believe what people say—Cartoons make you smart. But my father, he worked all day in a kitchen with Mexicans and Salvadorans.

His English was worse than a Kindergartner's. He would only buy food at the bodega down the block.

Outside of there he lowered his eyes and tried to get by on **mumbles** and smiles. He didn't want strangers to hear his mistakes. So, he used me to make phone calls and to talk to the landlady and buy things in stores where you had to use English. He got older. Then my younger brothers and mother and Tio Juan, came north and joined us. Tio Juan was the oldest man in his pueblo. But here he became a little baby. He was a farmer, but here he could not work. He could sit out in the plaza and talk, but there are not any plazas here, if you sit outside in public some gang driving by might use you for target practice. He could not understand TV. So, he **wandered** around the apartment to himself, just like a kid in diapers.

One morning he wandered outside and down the street. My mother practically fainted. He does not speak Spanish or English, just an Indian language. I finally found him standing in front of the beauty salon, looking through the glass at a woman with a drier over her head. He must have

wondered what weird planet he had moved to. I took him home, holding his hand, the way you would with a three-year-old. Since then I'm supposed to babysit him after school. One afternoon I was watching TV, getting smart. Suddenly I look up. He was gone. I checked the halls on all five floors of the apartment house. I ran to the street. He was not in the bodega or the pawnshop. I called his name. I could imagine my mother's face when she found out he had fallen through a manhole or been run over. I turned the corner, looking for a white straw hat he always wore. Two blocks down, I saw it. I ran down the sidewalk and found him standing in front of a vacant lot, making **gestures** to a man with a shovel. I took his hand, but he pulled me through the trash and into the lot. I recognized the man with the shovel—he was the janitor at my old school. He had a little garden planted. Different shades of green leaves were coming up in rows. Tio Juan was smiling and trying to tell him something. The man could not understand him and finally went back to digging. I turned Tio Juan around and led him home. That night he told my mother all about it. She was the only one who could understand him. When she got home from work the next day, she asked me to take him back there. I did. He studied the sun. Then the soil. He felt it, then smelled it, then actually tasted it. He chose a spot not too far from the sidewalk.

My mother bought him four packets of seeds. I cleared the trash; he turned the soil. I wished we were far from the street, and I was praying that none of my friends or girlfriends or enemies saw me. Tio Juan did not even notice people. He was totally **absorbed** in the work. He showed me exactly how far apart the rows should be and how deep. He could not read the words on the seed packets, but he knew from the pictures what seeds were inside. He poured them into his hand and smiled. He seemed to recognize them, like old friends. Watching him carefully **sprinkling** them into the troughs he had made, I realized that I did not know anything about growing food and that he knew everything. I stared at his busy fingers, then his eyes. They were focused, not far away, or confused. He had changed from baby back into a man.


Reading Comprehension

Choose the correct answer

1. In paragraph 2, what does the sentence: “Tio Juan, came north and joined us” mean?
 - a. Tio Juan wants to open a restaurant.
 - b. Gonzalo’s family is trying to open a food court.
 - c. Tio Juan moved in with Gonzalo’s family.
 - d. Gonzalo’s family is trying to organize a business.
2. According to the selection, what kind of work did Tio Juan do before moving North?
 - a. Tio Juan was a maintenance employee.
 - b. He was an unemployed person.
 - c. Tio Juan was a farmer.
 - d. He was wandering around the streets of his “pueblo.”
3. What helped Gonzalo get smarter?
 - a. Gonzalo got smarter by reading books.
 - b. Tio Juan’s farming lessons.
 - c. Gonzalo watched cartoons and The Brady Bunch.
 - d. Tio Juan’s library collection.
4. What does the statement: “He seemed to recognize them, like old friends” means?
 - a. Tio Juan was skillful at growing seeds.
 - b. Many people appreciate Tio Juan’s company
 - c. Tio Juan needs help around his new neighborhood.
 - d. There were many challenges to face when moving to a new neighborhood
5. What can be the central theme of this selection?
 - a. You need to look for yourself when moving to a new country.
 - b. There are many obstacles when moving to the North
 - c. You need to find a helper to survive.
 - d. There are people with valuable knowledge to solve different situations.

Expand vocabulary: Word Square

Example

<p>Word</p> <p>lumberjack</p> <p>Part of the speech <u>noun</u></p> <p>Divide the word in syllable: <u>lum-ber-jack (3)</u></p>	<p>Sentence</p> <p>Paul Bunyan was a strong lumberjack.</p>
<p>Meaning (definition)</p> <p>A person whose job is to cut down trees</p> <p>Synonym: <u>manual laborer</u></p> <p>Antonym: <u>X</u></p>	<p>Illustration (draw)</p> 

Use the following words in each square.

Vocabulary: mumbles - wander – gesture - absorbed

<p>Word</p> <p>Part of the speech _____</p> <p>Divide the word in syllable: _____</p>	<p>Sentence</p>
<p>Meaning (definition)</p> <p>Synonym: _____</p>	<p>Illustration (draw)</p>

Antonym: _____	
----------------	--

Word Part of the speech _____ Divide the word in syllable: _____	Sentence
Meaning (definition) Synonym: _____ Antonym: _____	Illustration (draw)

Word Part of the speech _____ Divide the word in syllable: _____	Sentence
Meaning (definition) Synonym: _____ Antonym: _____	Illustration (draw)

<p>Word</p> <p>Part of the speech _____ Divide the word in syllable: _____</p>	<p>Sentence</p>
<p>Meaning (definition)</p> <p>Synonym: _____ Antonym: _____</p>	<p>Illustration (draw)</p>

<p>Word</p> <p>Part of the speech _____ Divide the word in syllable: _____</p>	<p>Sentence</p>
<p>Meaning (definition)</p> <p>Synonym: _____ Antonym: _____</p>	<p>Illustration (draw)</p>

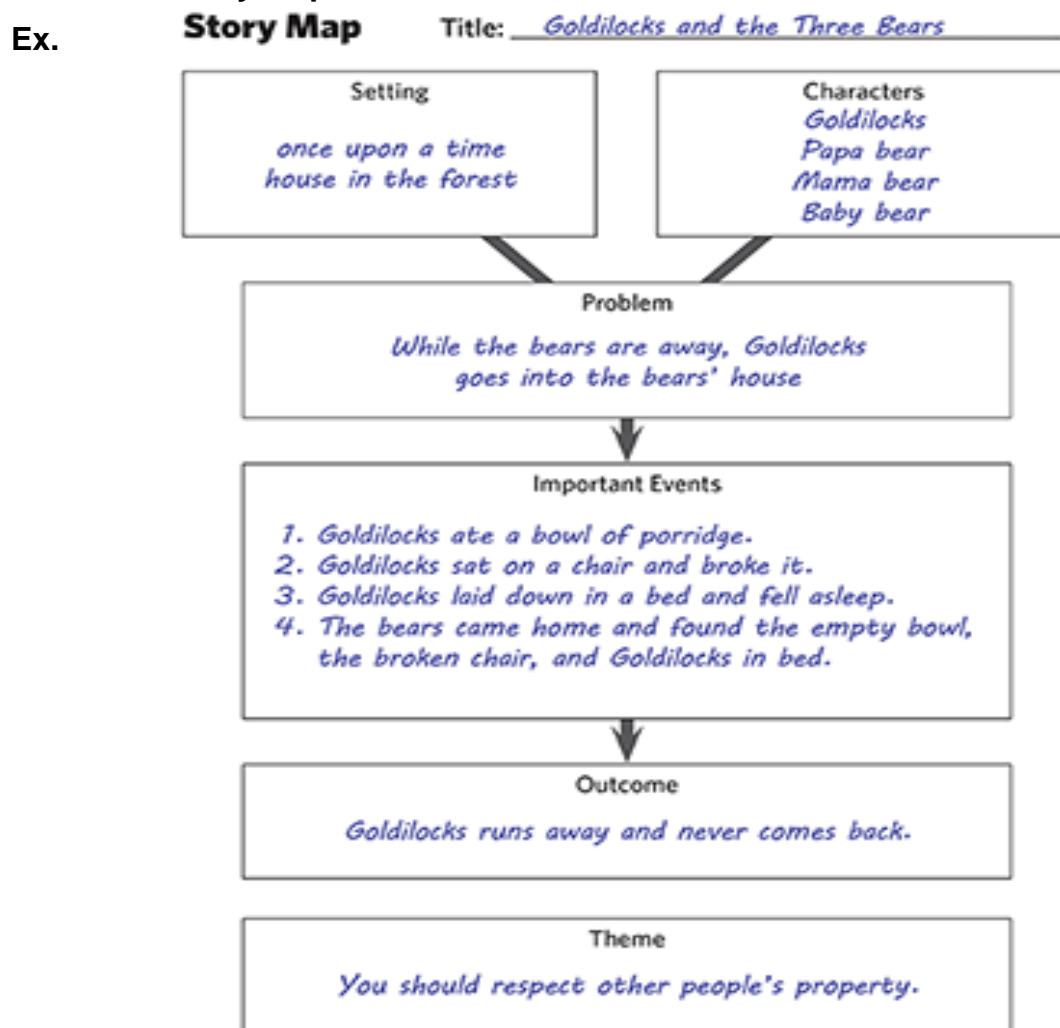
Day 2 -4 What is a Story Map?

Instructions: Read about story maps and use this example as a guide. Complete the story map using the Gonzalo story.

What is a Story Map?

Story Maps teach students to work with story structure for better comprehension. This technique uses visual representations to help students organize essential elements of a story (Block & Pressley, 2002). Students learn to summarize and visualize the main ideas, characters, setting, and plot of an assigned reading.

The following Story map is an example. You can use this example as a guide to complete Gonzalo's Story map task



Story Map

Title _____

Setting

Characters



Problem



Important Events

Outcome

Day 5 Writing Exercise

Instructions: Write five (5) sentences explaining the importance of having life-surviving skills like Gonzalo's grandfather.



Lesson 2

Day 6 Worst Game Ever

Unit 6.1: Characters Facing Challenges

Objectives:

At the end of this lesson, the students will:

- Distinguish information from a variety of informational texts.
- Determine the meaning of content-specific words and phrases in an informational text.
- Be using informational sources to locate an answer, cite a reference, or solve a problem.

Standards and Expectations:

Reading

6.R.1 Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to explain and evaluate main ideas, phenomena, processes, cultural identity and relationships and to express inferences and conclusions, quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Recognize fact vs. opinion and fiction vs. non-fiction as well as facts/supporting details from the texts.

6.R.4I Determine the meaning of academic and content-specific words and phrases in an informational text.

6.R.7I Distinguish information from a variety of informational texts (e.g., books, magazines, newspapers, and websites) using the most valuable informational source to locate an answer,

Writing

6.W.1 Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content. Justify opinions or persuade others by providing relevant textual evidence or background knowledge

Building Background

What do you know about video games?

What is your favorite video game?

Instructions: Read the selection The Worst Game Ever. Answer the following questions using the Worst Game Ever story.

The Worst Game Ever



E.T. the Extra-Terrestrial is a video game that came out for the Atari 2600 game system in 1982. It was based on a very popular film of the same name. It cost over 125 million dollars to make. Star programmer Howard Scott Warshaw created it with consultation from Steven Spielberg. And it is widely considered to be one of the worst video games ever created. The massive failure of E.T. and its effects on Atari is an often-mentioned reason for the video game industry crash of 1983.

It was July 27th, 1982. Howard Scott Warshaw was hot off the success of his most recent game, Raiders of the Lost Ark. He received a call from Atari C.E.O. Ray Kassar. Atari had bought the rights to make a video game version of Spielberg's movie, E.T. the Extra-Terrestrial, which had just been released in June. Kassar told Warshaw that Spielberg had specifically asked for Warshaw to make the game. Warshaw was honored, but there was one huge problem. Atari needed the game finished by September 1st in order to start selling it during the Christmas season. It had taken Warshaw six months to create Raiders of the Lost Ark. The game he made prior to that took him seven months. He was expected to create E.T. in around five weeks. Warshaw just did not have enough time to program the game properly, but he accepted the challenge anyway, and production began. Spielberg wanted Warshaw to create a simple maze game, similar to Pac-Man, but Warshaw had a bigger vision. He wanted players to explore different environments in a 3D world. Warshaw followed his vision. Atari anticipated that the game would be a huge success. Usually, companies like Atari have people test games before releasing them. If there is something that testers really dislike, programmers can fix it before the public gets a chance to play. Atari decided to skip testing

due to time limitations. They wanted the game released during the holiday season. It was: E.T. was released in December of 1982.

The game sold very well at first. It was a hot holiday item. Unfortunately, Atari overestimated how many they would sell. They made 5 million copies, and they only sold 1.5 million. Most people who played the game hated it. The graphics were bad. The gameplay was awkward. The players got stuck in holes that they couldn't escape. A short time limit made the game difficult to explore and frustrating to play. Some people who stuck with the game grew to like it, but it wasn't the mainstream success that Atari had hoped it would be. Too many copies of the game sat on store shelves. One employee remembers the game being discounted five times, from \$49.95 to less than a dollar. Many people returned the game. Atari was left with millions of unsold copies. In September of 1983, a newspaper in New Mexico reported that between 10 and 20 semitrailer truckloads of Atari products were crushed and buried at a landfill in Alamogordo. Perhaps a million or more copies of E.T. were buried in the desert. When word got out, the drop site had to be covered with cement to prevent scavenging. Atari lost over \$100 million on E.T. The game was so bad that it was said to have affected Atari's reputation. The video game industry soon fell into a deep depression. In 1983 the industry made \$3.2 billion. By 1985 profit fell to just over \$100 million. This was almost a 97% drop. Many critics believe that Atari's blunder on E.T. was one of the causes leading to this depression. E.T. The Extra-Terrestrial will long be remembered as one of the worst video games ever made, if not one of the causes of the decline of the entire video game industry.

Choose the correct answer

1. Which of the following is a reason for the failure of E.T. the Extra-Terrestrial?

- a. The programmer was not given enough resources to complete the game on time.
- b. It was released at a time when just a few people own the system.
- c. The programmer did not promote the game.
- d. Nintendo released it before Atari.

2. Which of the following were effects of the failure of E.T the Extra-Terrestrial?

- a. A million copies of the game were buried in the desert.
- b. Atari lost over \$100 million.
- c. A million customers went sad when the game was released.
- d. Atari lost its drive to keep going on with the project ET.

3. Which of the following was not listed as a reason why E.T. the Extra-Terrestrial was considered one of the worst games ever?

- a. A bad set of graphics
- b. Players were not able to get out of holes.
- c. A bad soundtrack.
- d. Players were frustrated with the time limit.

4. Which of the following events happened first?

- a. E.T. the Extra-Terrestrial video game was released.
- b. Spielberg assumed that E.T. could be as successful as Pac Man.
- c. The video game industry sank into a deep decline.
- d. The video game cartridges were buried in the desert.

5. Who was the consultant of E.T. the Extra-Terrestrial game?

- a. Steven Spielberg
- b. Fox
- c. Howard Scott Warshaw
- d. George Lucas

6. Why did Atari decide to skip testing E.T. the Extra-Terrestrial?

- a. Testing was impossible during the '80s.

- b. They were in a hurry to sell millions of copies.
- c. Testing video games was not a common procedure.
- d. They were in a hurry to release the game for the holiday season.

7. Which game was a success during July 1982?

- a. Pac Man
- b. Raiders of the Lost Ark
- c. E.T. the Extra-Terrestrial
- d. Space Invaders

8. According to the text, which group of people would like to play E.T.?

- a. People who went crazy about the movie
- b. People who expressed that they enjoy movie-related games
- c. People who want the game no matter its flaws
- d. People who got tired of playing Raiders of the Lost Ark

9. Which of the following statements is true?

- a. The 1980s was a difficult time to sell games.
- b. E.T. the Extra-Terrestrial sales expectations were not reached as Atari was hoping it would.
- c. The 1980s E.T. game version was a huge success.
- d. E.T. Extra-Terrestrial was the best-programmed game.

10. Which is not a reason, cited in the article, for why E.T. the Extra-Terrestrial should have been successful?

- a. It was based on an extremely popular movie.
- b. Howard Scott Warshaw programmed the game
- c. Atari spent over \$125 million on its production.
- d. The gameplay was almost perfect and exciting.

Day 7-9

STORY MAP

Instructions: Complete the story map by using The Worst Game Ever story. There are new sections to be completed in this story map. These are the beginning, middle, and ending. In the beginning, you will write how the story began. In the middle, you will write one to three sentences describing important events that happened in the middle part of the story. In the ending, you will write one to three sentences describing the story's outcome.



STORY MAP

Title: _____

Author: _____

Setting

Characters



Problem



Beginning



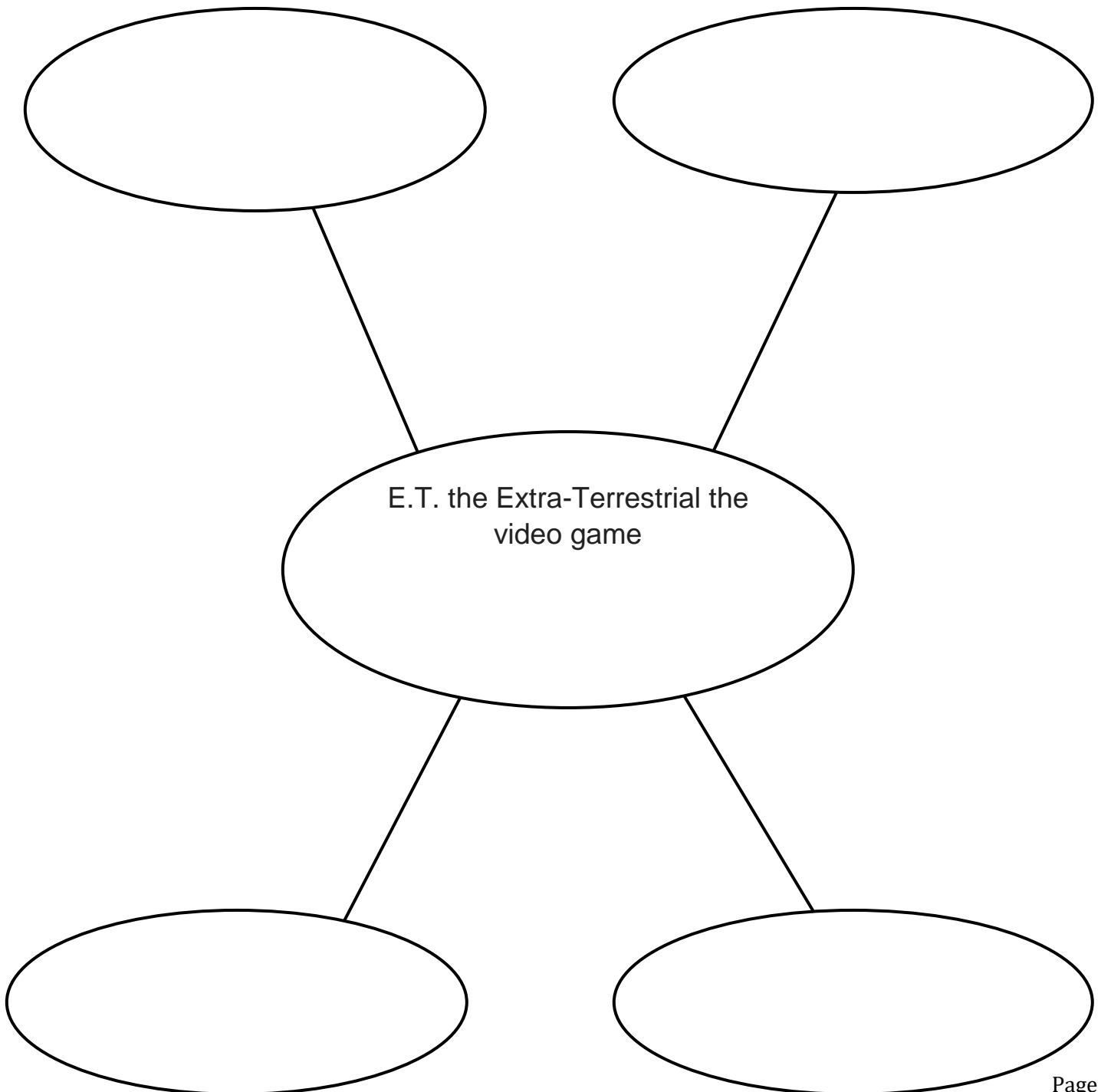
Middle



Ending

IMPORTANT DETAILS WEB

Directions: Write the topic of The Worst Game Ever in the center oval. Complete the web about what you read.



Test 1

Part I

Instructions: Read the story passages.

1 “How was school today, Ethan?” Ethan’s mom asked as he climbed into the car. She was always curious to know about his day.

2 “Fine,” Ethan muttered as he began rummaging through his bag. He never really understood what he was supposed to tell her. It had been a perfectly ordinary day at school.

3 “What did you do?” she asked again, trying to start a conversation.

4 “Nothing,” Ethan replied, now barely listening. He had already turned his attention to the three text messages awaiting him on his phone.

5 Ethan’s mom sighed. “I’m pretty sure that I wasn’t this distracted when I was your age,” she remarked. “Your grandmother and I used to have actual conversations.”

6 “Huh?” Ethan asked. He hadn’t really been listening.

7 “Nothing,” his mother replied sadly as she started the car and drove slowly away from the school.

8 Ten minutes later, Ethan finally looked up from his phone. “What are we doing here?” he asked, noticing they were at a supermarket he had never been to before.

9 “Grandma is coming over for dinner tonight, and this is the recipe for her favorite raspberry cheesecake,” Ethan’s mom said as she pulled a piece of paper out of her purse. “I know this place will have all the ingredients we’ll need. I thought you could help me find the ingredients and then help me make it.”

10 Ethan groaned. He hated grocery shopping, and the idea of spending all afternoon baking instead of playing his favorite video game was not particularly appealing. However, he knew his grandmother would love the cheesecake, so he reluctantly agreed.

11 Surprisingly, Ethan enjoyed finding the ingredients, and, as he helped his mom in the kitchen when they got home, he realized that he was actually having fun. Ethan enjoyed measuring all of the ingredients while his mom prepared the baking trays. While all of this was happening, the two



actually talked, and Ethan remembered several interesting things from school that had happened that day. It was great to see his grandmother again at dinner too. It had been several weeks since Ethan had last seen her, and he realized that he had a lot to tell her.

12 “Wow, Ethan, I don’t think I’ve heard you speak this much in a long time,” Ethan’s mom teased as she brought out the raspberry cheesecake that she and Ethan had prepared.

13 “Well, look who’s talking, Norah!” Ethan’s grandmother said gently to his mother. “When you were Ethan’s age, you used to spend your whole life in your room! And when I asked you how school was, you’d just shrug or say nothing.”

14 Ethan’s mother turned pink. “That’s not true!” she protested.

15 “In fact,” Ethan’s grandmother winked at Ethan, “I had to get her to help me make this very raspberry cheesecake to even get her to talk to me.”

16 From the other side of the room, Ethan’s phone beeped. But Ethan realized that this conversation with his mother and grandmother was much more interesting.

12 “Wow, Ethan, I don’t think I’ve heard you speak this much in a long time,” Ethan’s mom teased as she brought out the raspberry cheesecake that she and Ethan had prepared. 13 “Well, look who’s talking, Norah!” Ethan’s grandmother said gently to his mother. “When you were Ethan’s age, you used to spend your whole life in your room! And when I asked you how school was, you’d just shrug or say nothing.” 14 Ethan’s mother turned pink. “That’s not true!” she protested. 15 “In fact,” Ethan’s grandmother winked at Ethan, “I had to get her to help me make this very raspberry cheesecake to even get her to talk to me.” 16 From the other side of the room, Ethan’s phone beeped. But Ethan realized that this conversation with his mother and grandmother was much more interesting.

Choose the correct answer using the passages

1 What is the central theme of the story?

- a. Learning about ancestors can be interesting.
- b. Working hard at something can be very rewarding.
- c. Enjoying activities together can make relationships stronger.
- d. Technology can make it easier to keep in touch with friends.

2 What word best describes Ethan’s attitude at the beginning of the story?

- a. Disappointed

- b. Independent
- c. Confident
- d. Distant

3 Why does Ethan's mother sigh in paragraph 5?

- a. She is frustrated that Ethan is not talking to her.
- b. She is annoyed that Ethan brought his phone to school.
- c. She is unhappy because she misses Ethan's grandmother.
- d. She is tired and not looking forward to driving for a long time.

4 What can be inferred about Ethan during the car ride to the supermarket?

- a. He was looking forward to baking with his mom.
- b. He was expecting to go to a new supermarket.
- c. He spent the whole time using his phone.
- d. He was listening to music on his phone.

5 Why is paragraph 11 important to the story?

- a. It serves to change the tone of the story.
- b. It identifies a conflict between the characters.
- c. It creates suspense by placing the characters in an unfamiliar environment.
- d. It provides more information about an idea mentioned in the previous paragraph.

6 What does Ethan's grandmother MOST LIKELY mean when she says,

"Well, look who's talking," to Ethan's mother?

- a. She is informing Ethan's mother that Ethan is talking.
- b. She is reminding Ethan's mother that she used to be like Ethan.
- c. She is telling Ethan's mother not to interrupt when Ethan is speaking.
- d. She is agreeing with Ethan's mother that Ethan does not talk very much.

Test

Part II

Instructions: Answer the following questions

- 1. How is the relationship between Ethan and his Grandmother?**

- 2. How is the relationship between Ethan and his mother?**

<https://www.elpac.org/>

Unit 1: Characters Facing Challenges

Objectives: The student will

- Evaluate the main ideas and to express inferences and conclusions.
- Be using the most valuable informational source to locate an answer, cite a source, or solve a problem.

Standards and Expectations:

Reading

6.R.1 Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to explain and evaluate main ideas, phenomena, processes, cultural identity and relationships and to express inferences and conclusions, quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

6.R.7I Distinguish information from a variety of informational texts (e.g., books, magazines, newspapers, and websites) using the most valuable informational source to locate an answer, cite a source, or solve a problem.

6.R.5.L Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

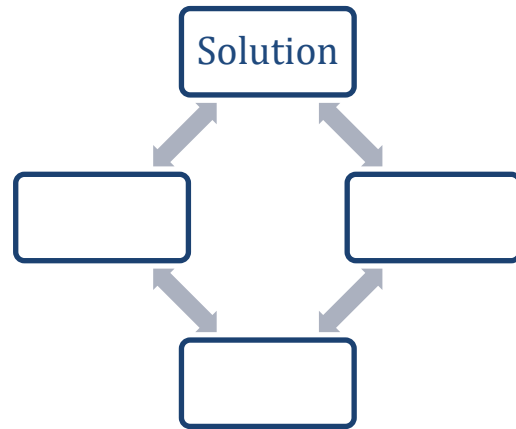
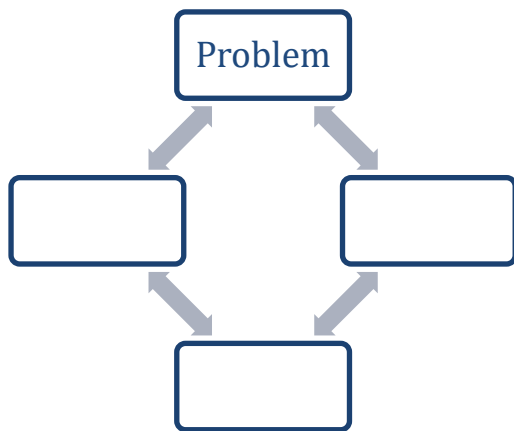
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Introduction

Today we're going to look at the **problem and solution**. Problem and Solution is a pattern of organization where information in a passage is expressed as a dilemma or concerning issue (a problem) and something that was, can be, or should be done to remedy this issue (solution or attempted solution)

Preview Activity

Write three synonyms for the following words:



Lesson 12

Seatbelts Story

Instructions: read the selection **Seatbelts**. Then choose the correct answer.



Seatbelts

“Click!” That’s the sound of safety. That’s the sound of survival. That’s the sound of a seatbelt locking in place. Seatbelts save lives, and that’s a fact. That’s why I don’t drive anywhere until mine is tight. Choosing to wear your seat belt is as simple as choosing between life and death. Which one do you choose?

Think about it. When you’re driving in a car, you may be going 60 MPH or faster. That car is zipping down the road. Then somebody ahead of you locks up his or her brakes. Your driver doesn’t have time to stop. The car that you are in crashes. Your car was going 60 miles per hour. Now it has suddenly stopped. Your body, however, is still going 60 MPH. What’s going to stop your body? Will it be the windshield or your seatbelt? Every time that you get into a car, you make that choice. I choose the seatbelt. Some people think that seatbelts are uncool. They think that seatbelts cramp their style, or that seatbelts are uncomfortable. To them I say, what’s more uncomfortable? Wearing a seatbelt or flying through a car windshield? What’s more uncool? Being safely anchored to a car, or skidding across the road in your jean shorts? Wearing a seatbelt is both cooler and more comfortable than the alternatives. Let’s just take a closer look at your choices. If you are not wearing your seatbelt, you can hop around the car and slide in and out of your seat easily. That sounds like a lot of fun. But you are also more likely to die or suffer serious injuries. If you are wearing a seatbelt, you have to stay in your seat. That’s no fun. But you are much more likely to walk away unharmed from a car accident. Hmm... A small pleasure for a serious pain. That’s a tough choice. I think that I’ll avoid the serious pain. How about giving money away? Do you like to give your money away? Probably not. And when you don’t wear your seatbelt, you are begging to give your money away. That’s because kids are required to wear seatbelts in every state in America. If you’re riding in a car, and you don’t have a seatbelt on, the police can give you or your driver a ticket. Then you will have to give money to the city. I’d rather keep my money, but you can spend yours how you want. Wearing

a seatbelt does not make you invincible. You can still get hurt or killed while wearing your seatbelt. But wearing them has proven to be safer than driving without them. You are much less likely to be killed in a car wreck if you are wearing a seatbelt. You are much less likely to get seriously injured if you are wearing one. So why not take the safer way? Why not go the way that has been proven to result in fewer deaths? You do want to live, don't you?

Seatbelts

Comprehension Exercises

Instructions: Choose the correct answer

1. Which statement best expresses the main idea of this text?
 - a. You have to be aware of safety precautions.
 - b. Wearing a seatbelt can save your life.
 - c. You have to be brave when an accident happens.
 - d. Wearing a life jacket can also save you from a car accident.
2. Which sentence **best** expresses the author's primary purpose in writing this text?
 - a. Imagining the worst case when having a car accident.
 - b. Create innovative ways to save yourself in accidents.
 - c. Imagining ways that you can cheat your way through a car accident.
 - d. Create awareness of using the seatbelt.
3. Which best defines the word **uncool** as it is used in the third paragraph?
 - a. Being safe
 - b. Be fashionable
 - c. Being uncomfortable
 - d. Being blind
4. Which **best** expresses the main idea of the fifth paragraph?
 - a. Not wearing a seatbelt comes at a great cost.
 - b. Having enough money can solve your problems.
 - c. Not wearing a seatbelt can save you some money.
 - d. Having a bank account will make you free.
5. Which best defines the word **invincible** as it is used in the last paragraph?
 - a. Uncool
 - b. Unable to be injured
 - c. Unseeing in the event of danger
 - d. Unable to be agile
6. Which statement would the author **most likely** agree with?
 - a. Being safe is more important than being cool.

- b. Seatbelts can save your life in a car accident.
- c. Being safe is being a cool person.
- d. Seatbelts can be customized in different sizes and shapes.

7. Which argument is NOT MADE by the author?

- a. Not wearing a seat belt can be expensive.
- b. The penalties for not wearing a seatbelt should have a 50% increase.
- c. Not wearing a seatbelt can increase the chance of hitting the windshield.
- d. Wearing a seat belt is cooler than suffering an injury.

8. Which statement would the author **most likely** disagree with?

- a. Every state in America has seatbelt laws.
- b. Seatbelts save lives everywhere.
- c. Every person should wear a seatbelt at all times.
- d. Seatbelt usage can increase your chances of being injured in a car accident.

9. Which SENTENCE **best** explains why the author starts his essay with the word *click*?

- a. The author is trying to scare readers.
- b. He is trying to describe what it's like to ride in a car.
- c. The author reminds readers how seatbelts sound when clasped.
- d. He is trying to catch the reader's attention.

How to write a five sentences paragraph?

A **paragraph** answers questions like why, how, who, when or where.

A **paragraph** can prove, explain, or describe something.

A five sentences paragraphs have a

- a. topic sentence
- b. supporting sentences or relevant details
- c. concluding sentence

Topic sentence summarize what the paragraph is about. Remember to include the indent.

The supporting sentences prove or support your topic sentence. It explains the main idea of the topic sentence.

The concluding sentence repeats the main idea in the topic sentence, but in different words.

Seatbelts Story Paragraph

- Use details and complete sentences in your writing.
- Use appropriate capitalization, punctuation, and spelling.



Instructions: Write a five-sentence paragraph explaining the importance of having safety measure protocols in our lives

Lesson 17

Seatbelts Story Map

Instructions: Complete the story map by using the **Seatbelts** passage. There are new sections to be completed in this story map. These are the beginning, middle, and ending. In the beginning, you will write about how the story began. In the middle, you will write one to three sentences describing what happened in the middle part of the story. In the ending, you will write one to three sentences describing the story's outcome.

STORY MAP

Title: _____



Problem

Beginning



Middle



Ending

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson 18

Test 2 Part I

Instructions: Read the Poem Bird of Dreams. Choose the correct answer

Bird of Dreams

1 At night in dream I travel from my bed.
2 On wing of light I soar across vast skies
3 Where colors swirl and dance, and mingle and
soar,
4 To far beyond the veil, where Phoenix flies.
5 The Phoenix is a wondrous bird of dreams.
6 Each five hundred years she builds a nest,
7 Piling feathers, branches, twigs, and leaves—
8 Now will she lay her eggs and sit to rest?
9 But no! The Phoenix strikes a blazing spark
10 And sets her cozy nesting place afire!
11 She dives in flight into the dancing flames!
12 Why does she go into the flaming pyre?
13 There is no need to weep, for all is well.
14 For her the pyre's fiery heat and flame
15 Burn away the years. She is reborn!
16 Her radiant, shining youth she doth reclaim.
17 The pyre burns down to ash, and all is still.
18 And from the ashen pile, her eyes alight,
19 The Phoenix rises up into the sky,
20 Renewed, with feathers luminous and bright!
21 And so this night, perchance my dreams will go
22 With wondrous Phoenix rising in the sky,
23 To soar among the planets and the stars,
24 Deep in the night to fly and fly and fly!



Instructions: Choose the correct answer.

1. Which words from the poem's first and last stanzas tell the reader that these stanzas are written in the *first person*?
 - a. Phoenix, sky
 - b. Night, dreams
 - c. Beyond, across
 - d. I, my
2. In this poem, what is both destructive and creative?
 - a. Fire
 - b. Ash
 - c. Light
 - d. Air
3. The Phoenix could best represent a person who:
 - a. Makes a promise and then breaks it
 - b. Loses everything and starts over
 - c. Wants only to be carefree and have fun
 - d. Lives a life of habit and routine
4. Which words from the poem are intended to provide a sense that the poem was written long ago?
 - a. Soar, fly
 - b. Branches, twigs
 - c. Flame, burn
 - d. Doth, perchance

Instructions: Write three (3) sentences explaining; what comes to your mind when you read Bird of Dreams?

- Use details and complete sentences in your writing.
- Use appropriate capitalization, punctuation, and spelling.

1. _____.

2. _____.

3. _____.

Adapted from <https://www.elpac.org/>

Lesson 4

Unit 2: Non-fiction Studies: Challenges Facing Communities

Objectives: The student will

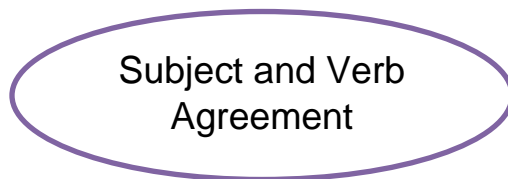
- Use form and appropriate use of the perfect verb tenses.
- Correct inappropriate shifts in verb tense.

Standards and Expectations:

Language

6.LA.1e Apply knowledge of subject-verb agreement to write and speak effectively

Introduction



Subject and verb agreement means matching the correct form of the subject with the correct form of the verb. Singular subjects go with the singular form of the verb. Plural subjects go with the plural form of the verb. If you say the sentence out loud, you may be able to tell if the subject and verb.

Example:

Singular	The dog chases the cat into my car.
	Noun subject: dog verb: chases
Plural	The dogs chase the cat into my car.
	Noun subject: dogs verb: chase

Day 18 Verb Tense

Instructions: Complete each sentence with the correct verb tense.

Example: Timothy ate the pancakes and drank the juice.

X drank ___ drinks

- 1) Rachel climbed the tree and _____ the cat.
 ___ rescues ___ rescued
- 2) Although Mia was born in New York, she now _____ in California.
 ___ lives ___ lived
- 3) Yesterday, Ronnie went to the carnival and _____ the rides.
 ___ enjoy ___ enjoyed
- 4) Harriet had misplaced her backpack, but she _____ it in the closet.
 ___ found ___ is finding
- 5) When I get to the mall, I _____ you.
 ___ call ___ will call
- 6) The caterpillar _____ slowly and munched some leaves.
 ___ crawled ___ crawl
- 7) The sun _____ in the east and sets in the west.
 ___ rise ___ rises
- 8) Lillian _____ country songs in the concert tomorrow.
 ___ will sing ___ sang

Review

For the most verbs, add **s** when the subject is singular.

The **student reads** many books.

When the subject is plural, do not add **s** to the verb.

All **students study** in the library.

Day 19-20 Five Sentences Paragraph

Instructions: Write sentences using the list of verbs below. Revise the sentences when finished.

- Use details and complete sentences in your writing.
- Use appropriate capitalization, punctuation, and spelling.

- drink / drinks
- live / lives
- enjoy / enjoys
- call / calls
- sing / sings

Prepare to read

Vocabulary

Learn key words

What does it mean?

Match each word with its meaning?

- | | |
|-------------------|---|
| __1. activist | a. to inspire with courage, spirit, or hope |
| __2. prominence | b. by consent reached by mutual concessions |
| __3. encouraged | c. the act of perceiving someone |
| __4. compromising | d. unhappy destiny |
| __5. distinction | e. a person who uses or supports strong actions |
| __6. doomed | d. the quality, state. projection |

Building Background Knowledge

Climate Change

Answer these questions before reading the article.

1. What is a climate strike?
2. How is it different from a climate protest?
3. How important is taking action against climate change to you?

Day 21 Greta Thunberg Article

Instructions: Read the article **Teen Climate Change Activist Greta Thunberg Is Time’s Youngest Ever “Person of the Year”** by Ariel Kim. Choose the correct answer based on the information provided in the article.

DECEMBER 16, 2019

Teen Climate Change Activist Greta Thunberg Is Time’s Youngest Ever “Person of the Year”



BY ARIEL KIM

16-year-old Greta Thunberg is Time Magazine’s youngest-ever “Person of the Year” (Credit: Photo: Time/Screengrab)

Time Inc.’s “Person of the Year” tradition began in 1927, when the magazine **commemorated** 25-year-old aviator Charles Lindbergh for the first nonstop **solo** flight across the Atlantic Ocean. Though the media franchise has since recognized several young people for their global

influence, it has never given the important **distinction** to a teenager. But then again, few teens are as passionate about their mission as 2019’s “Person of The Year”— 16-year-old Swedish climate change **activist** Greta Thunberg.

Thunberg’s rise to global **prominence** is even more stunning given that just over a year ago, she was a shy 15-year-old fretting about the looming threat of climate change. In August 2018, tired of the “refusal” of world leaders to take action, the young girl started camping out in front of the Swedish Parliament every Friday with a sign that said: “School Strike for Climate.”

The teen’s **singular** act of protest soon went **viral**, inspiring kids and adults worldwide to take action. By September 2018, her weekly strike became a global climate change movement called “Fridays for the Future,” with tens of thousands of students skipping school on this day to protest the inaction of the leaders of their **respective** countries.

Her rally cry for progress also **encouraged** other young activists to begin their own climate change movements. They include 17-year-old Xiye Bastida in New York City, USA; 19-year-old Artemisa Xakriaba in Brasilia, Brazil; 17-year-old Vidit Baya in Udaipur, India; 16-year-old Howey Ou in Guilin, China, and many more. Varshini Prakash, co-founder of the US youth-led Sunrise Movement, says Thunberg “**symbolizes** the agony, the **frustration**, the desperation, the

anger—at some level, the hope—of many young people who won't even be of age to vote by the time their futures are **doomed**.”

The teenager, who has single-handedly helped bring climate change to the **forefront** of the global conversation, attributes her success to her Asperger's syndrome. She says, “I see the world in black and white, and I don't like **compromising**... If I were like everyone else, I would have continued on and not seen this crisis.”

Though Thunberg does not have a magical **antidote** for reversing climate change, she believes change can be **affected** at a grassroots level — by educating friends, being more selective about the companies you buy from, and electing officials that support the cause. In her address at the recently-held UN Climate Conference in Madrid, Spain, the young **activist** said, “In just three weeks, we will enter a new **decade**—a decade that will define our future. Right now, we are desperate for any sign of hope. Well, I'm telling you there is hope. I've seen it, but it does not come from the governments or corporations. It comes from the people.”

I. Choose the correct answer

1. What is the main idea of this article?
 - a. the correct way you can protest to convey a message.
 - b. stay together to implement changes.
 - c. share with others information that can help them.
 - d. the importance of taking action when you want something to change.

2. What did Greta Thunberg do to make people conscious about climate change?
 - a. she handed out information to her community about climate change.
 - b. she started camping outside of the Swedish Parliament every Friday as a sign of protest.
 - c. she gathered a group of classmates to protest and raise awareness about climate change.
 - d. she signed a petition to protest for the different corporations to take action about climate change.

3. In paragraph number four, another word you can use for **encouraged** can be

_____.

- a. inspire
- b. share
- c. give
- d. act

4. According to the article, what is the importance of knowing about climate change?

- a. to create awareness and take action about this global, affecting issue.
- b. it is very scientific valuable information.
- c. to create awareness about other cultures.
- d. this article shows the courage that lies within ourselves.

5. According to the article, a way you can raise awareness of climate change is

- a. educating friends
- b. being more selective of the companies you buy from
- c. electing officials that support the cause
- d. all of the above

Day 22-24 Greta Thunberg Writing

Instructions: It is impressive that a young girl has got the opportunity to express herself in front of the United Nations. Climate change is indeed a topic that affects us worldwide. Which can be another topic that is affecting us around the globe? Write a five-sentence paragraph on the topic that will inspire you to give a speech in front of the United Nations.

Instructions: Make a list / a collage / poem or a five (5) paragraph about how climate affect our daily lives.

Day 26

Test III Part I

Instructions: Choose the correct answer

1. A conversation can turn into an argument in the same way that a discussion can become
- a. a privilege.
 - b. an examination.
 - c. a debate.
 - d. a quotation.

2. Read this sentence.

At dinnertime, “Abuelita” said, “It’s time to put the horses back into the _____.” Which Spanish word meaning *enclosure* can be used to complete the sentence?

- a. bronco
- b. corral
- c. rodeo
- d. lasso

3. Read this sentence.

After staining the cabinet, the craftsman finished the wood with wax. Without changing the meaning of the sentence, which word or words can best be used to replace the underlined word?

- a. polished
- b. ended
- c. destroyed
- d. used up

4. Read this sentence.

The merchant checked his stock to find out what he needed to order. Without changing the meaning of the sentence, which word can best be used to replace the underlined part?

- a. products

- b. animals
- c. soup
- d. shares

5. Read this sentence.

If this plan fails, we will have to go back to the drawing board. In this sentence, what is the meaning of the underlined phrase?

- a. start all over
- b. support the decision
- c. work faster
- d. avoid mistakes

6. What is the difference between playing and practicing?

- a. playing is done by several people together, and practicing is done alone.
- b. playing takes less time than practicing does.
- c. playing is done just for fun, and practicing is done to become better at a skill.
- d. playing has to do with sports, and practicing has to do with music.

Day 27 Test 3

Part II

Instructions: Read the selection and choose the correct answer

Sequoias

(1) The sequoia is a redwood tree that was named in honor of a Native-American chief called Sequoyah. This tree is one of the largest living things on Earth. It can grow nearly 400 feet high and 30 feet across. The Sequoia is also one of the longest-living things on Earth. One tree can live as long as 2,000 years. A close relative, the giant sequoia, may live 3,000 or more years.

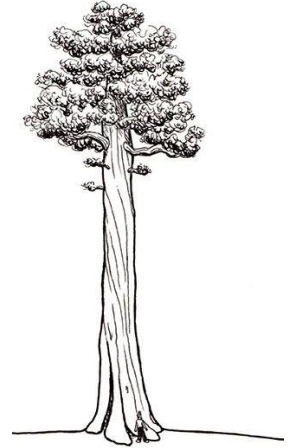
(2) There is evidence that suggests that sequoias were found in many parts of the Northern Hemisphere during ancient times.

Today they can be found in groves along the coast of northern California and southern Oregon. They grow only in altitudes below 3,300 feet.

(3) The sequoia's trunk can rise about 100 feet without a single branch. As the sequoia ages, its lower branches fall away. The dark brown bark of the sequoia can be as thick as 12 inches. It has deep furrows, or rows, in it, and it is very spongy. The sequoia's thick bark helps the tree survive forest fires. The bark also helps the tree resist damage from insects.

(4) If a sequoia falls over or is cut down, it begins to grow again soon afterward. It does this by producing new sprouts from the remaining stump. However, it takes hundreds of years for the new trees to reach full size. Every year many sequoia trees are cut down to make lumber. Redwood lumber is popular because it has an attractive color and lasts a long time. Redwood lumber is used for fence posts, paneling, shingles, and furniture. There are not as many sequoias as there used to be, but people are working to preserve more of these incredible trees.

(5) Although these trees are cut for lumber, many sequoias can be found many groves within California's national parks. Redwood National Park, in Northwestern California, has among its thousands of acres of redwoods the tallest known sequoia, which rises 367.5 feet into the air.



II. Choose the correct answer

1. Read this sentence from paragraph 2.

There is evidence that suggests that sequoias were found in many parts of the Northern Hemisphere during ancient times.

What is the correct way to spell the underlined word?

- a. segests
- b. suggests
- c. seggests
- d. leave it as is.

2. Read this sentence from paragraph 4.

There are not as many sequoias as there used to be, but people are working to preserve more of these incredible trees.

What is the correct way to write the underlined words?

- a. used to be but people
- b. used to be but, people
- c. used to be, but, people
- d. leave it as is.

3. Read this part of a sentence from paragraph 5.

Redwood National Park, in Northwestern California, has... What is the correct way to write the underlined words?

- a. Redwood National Park, in northwestern California
- b. Redwood national park, in Northwestern California
- c. Redwood national park, in northwestern California
- d. Leave it as is.

Adapted from: <https://www.elpac.org/>

Day 28-30 10 Sentence Paragraph

Instructions: Write a five-sentence paragraph about the importance of preparing yourself during the hurricane season. You can use details of previous experiences and share how you and your family prepare for hurricanes.

Day 31-33

Unit 2: Non-fiction Studies: Challenges Facing Communities

Objectives: The student will

- Write a descriptive paragraph expressing opinions

Standards and Expectations:

Reading

6.R.2I Determine the main idea(s) of an informational text and explain how they are supported by key details; summarize the text

6.R.4I Determine the meaning of academic and content-specific words and phrases in an informational text.

6.R.7I Distinguish information from a variety of informational texts (e.g., books, magazines, newspapers, and websites) using the most valuable informational source to locate an answer, cite a source, or solve a problem.

Writing

6.W.3 Write descriptive and narrative paragraphs to develop real or imagined experiences or events using effective technique, details, structure and using transitional words and other cohesive devices to better organize writing.

6.W.8 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences.

Instructions: Write a paragraph expressing your opinion about the importance of equality in our society. Use supporting details of events from the news or newspaper articles.

Instructions: Look at the picture. In the box, write a list of adjectives to describe the picture. Then use those adjectives to write a five (5) sentence descriptive paragraph. Remember to use transitional words in your writing.



Day 34-35

Descriptive Paragraph

Instructions: Think of a moment when something very exciting happened to you. For example, it may be the moment you won an award or the time you jumped off the diving board for the first time.

Write a Descriptive Paragraph One day... In the box below, write or draw pictures of as many details as you can remember. Use all of your senses. What did you see, smell, feel, hear, taste? These are your supporting details. What was your exciting moment?

Day 36-38 10 Sentence Paragraph

Descriptive Paragraph

Use your supporting details to write a five (5) sentence paragraph about your life most exciting moment.

Practice

A compound sentence has two independent clauses. It is like two complete sentences combined into one.

Jennifer liked William's friend, **and** she also liked his cousin. **compound sentence**

Jennifer liked William's friend. Jennifer liked William's cousin.

The teacher and the principal met in the hall near the library. **simple sentence**

A compound complex is a sentence with an independent clause and a dependent clause. In a complex sentence, the independent clause shares the main information, and the dependent clause(s) provide details.

When the dog went to the county fair, he ate popcorn.

dependent clause

independent clause

Is the sentence simple or compound? Write (S) to identify a simple sentence and (C) to identify a compound sentence.

- _____ 1. The dog fetched the stick for his master.
- _____ 2. The boy played, but he did not clean his room.
- _____ 3. Mom baked a cake for Ian's birthday.
- _____ 4. We listened to music, and we watched a movie.
- _____ 5. Lisa is the strongest girl in the class.
- _____ 6. He shoveled the stairs, and he cleared the driveway.
- _____ 7. Rabbits are very nervous animals.
- _____ 8. I closed the door, and I turned off the light.

Day 39-43

5 Sentence Paragraph

Part II

Instructions: Open the following link to listen to a piano melody

<https://www.youtube.com/watch?v=58GQx4xEdIY&t=7s>

How do you feel when you hear a piano tune? Explain in five (5) sentences.

Adapted from <https://www.elpac.org/>

Unit 2: Non-fiction Studies: Challenges Facing Communities

Objectives: The student will

- Demonstrate knowledge of correct language usage when writing,
- Use the correct function of prepositions in general and in particular sentences

Standards and Expectations:

Writing

Language

6.LA.1b Use correctly and explain the function of prepositions in general and in particular sentences.

6.LA.3 Demonstrate knowledge of correct language usage when writing, speaking, or reading.

6.LA.1d Apply appropriate verb tenses to convey various times, sequences, states, and conditions, including the use of the linking verb and the helping verb.

6.LA.1e Apply knowledge of subject-verb agreement to write and speak effectively.

6.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.

6.LA.2b Spell correctly

Day 44-48 Paragraph Questions

Review

A compound sentence has two independent clauses. It is like two complete sentences combined into one.

Jennifer liked William's friend, **and** she also liked his cousin. **compound sentence**
Jennifer liked William's friend. Jennifer liked William's cousin.

The teacher and the principal met in the hall near the library. **simple sentence**

A compound complex is a sentence with an independent clause and a dependent clause. In a complex sentence, the independent clause shares the main information, and the dependent clause(s) provide details.

When the dog went to the county fair, he ate popcorn.
dependent clause **independent clause**

Label each sentence in the paragraph simple, compound, or complex.

The little girl has three dogs (_____). Skippy eats grass, and he runs around all day (_____). Skippy plays more than any of the other dogs because he has the most energy (_____). Lazybones hates playing (_____). She sleeps in her bed, and she relaxes in the sun (_____). She loves to sit (_____). She doesn't eat a lot because she doesn't have much of an appetite (_____). Rocky plays a lot (simple). He loves playing fetch, and he enjoys going on walks (_____). He is the youngest puppy since he is only two months old (_____). All of the dogs are nice to people (_____).

Review

Common Prepositions

A **preposition** is a part of speech, just like a noun or a verb. It connects a noun or pronoun to another word in the sentence, showing us the relationship between them.

Many of the **prepositions** that we use a lot are prepositions that tell where. Others give us more information about the subject.

Instructions: Use the correct preposition to complete each sentence.

1. She learned Mandarin _____ the age of 45.
 - a. in
 - b. at
 - c. on
 - d. for
2. The book was written _____ Julia de Burgos.
 - a. by
 - b. for
 - c. of
 - d. in
3. I will show you the picture _____ the palace.
 - a. in
 - b. of
 - c. by
 - d. at
4. He reminds me _____ his old history teacher.

- a. about
- b. at
- c. of
- d. next to

5. What are you talking _____?

- a. from
- b. about
- c. in
- d. are

Writing

➤ **Select eight (8) preposition from the box and write eight (8) sentences.** Use appropriate capitalization, punctuation, and spelling.

in	over	since	through	toward	under
to	within	for	at	between	on

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

Review



Verbs

The **verb** to be is a very important verb in the English language because it helps us explain the condition or characteristics of people and things. In the study of grammar, we say that this **verb** shows state of being. This **verb** is usually seen as a linking verb, linking the subject of a sentence to an adjective or a noun.

Instructions: Choose the correct tense of the verbs to complete each sentence.

- I _____ to school yesterday.
a. go b. going c. went d. goes
- They _____ lunch every day in the cafeteria.
a. eat b. ate c. eats d. eating
- Tina _____ a mile every morning.
a. ran b. running c. runs d. run
- English class _____ easy.
a. are b. am c. is d. were
- We _____ our vacations last summer.
a. enjoyed b. enjoy c. enjoying d. enjoys

Instructions: Choose the sentence that is spelled correctly.

1. Choose the sentence that is spelled correctly.
 - a. jason went to the park yesterday
 - b. Jason, went to the park yesterday.
 - c. Jason went to the park yesterday.
 - d. jason went to the park, yesterday.

2. Choose the sentence that is spelled correctly.
 - a. The rainbow has many colors, like red, pink, yellow, and green.
 - b. The rainbow has many color, like red, pink, yellow and green.
 - c. The rainbow has many colors like red, pink, yellow and green.
 - d. The rainbow has many colors like red pink yellow and green

3. Choose the sentence that is spelled correctly.
 - a. Ana travels to New York to visit her family
 - b. Ana traveling to New York to visit her family.
 - c. Ana traveled to New York to visit her family.
 - d. Ana traveled to new york to visits her family.

4. Choose the sentence that is spelled correctly.
 - a. before you go home make sure you complete your assignment.
 - b. Before you go home, make sure you complete your assignment.
 - c. Before you go home make sure you complete your assignment
 - d. before you go home, make sure you complete your assignment.

5. Choose the sentence that is spelled correctly.
 - a. I ran to school but I was still late.
 - b. I ran to school, but i was still late
 - c. I rans to school, but I was still late.
 - d. I ran to school, but I was still late

Paragraph

Objectives:

The student will:

- Write descriptive paragraphs to develop real or imagined experiences or events using effective technique, details, structure, and using transitional words.
- Write over extended time frames (time for research, reflection, and revision).

Standard and Expectations

6.W.3 Write descriptive and narrative paragraphs to develop real or imagined experiences or events using effective technique, details, structure, and using transitional words and other cohesive devices to better organize writing.

6.W.8 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences.

Test IV

Reading, Writing

Part I

Instructions: Read the following selection. Choose the correct answer

Soft and Loud

1. When you think of a stringed instrument, you probably think of a guitar or violin. The piano is a stringed instrument too. You may not have seen a piano's strings, because they're usually hidden. Unlike a guitarist or violinist, a pianist doesn't actually see or touch the piano strings while playing. How is the piano played, then? If we examine the piano's history; we can gain an understanding of how this instrument works. Many different instruments helped pave the way for the piano.



2. Long ago people used bows and arrows. They noticed that plucking a string on the bow made the string vibrate. The back and forth motion produced a sound. They found that different sounds could be made by changing the string's thickness, length, and tightness.

3. Over time, more strings were added to different kinds of bows. Early stringed instruments resulted from these experiments with sound. In Europe, an upright triangle-shaped harp with many strings was created. The strings of the harp were plucked with the fingers. Another ancient stringed instrument was the psaltery. Its base was a flat, hollow box with four uneven sides. Wire strings stretched across its top were plucked to make music. Made in various parts of Europe and Asia, psalteries differed in such features as shape, size, and number of strings.

4. By 1700, musicians in the Middle East made a stringed instrument called a hammer dulcimer. People hit its strings with a small hammer. If you hit a string softly, it made a quiet sound. A harder blow created a louder sound.
5. It was a harpsichord-maker named Bartolomeo Cristofori who, around 1700, invented the first bona fide piano. His new instrument combined a keyboard with the hammering, rather than plucking, of strings. By 1783, the standard piano had six octaves. It soon took the place of the harpsichord for many composers. People pressed the keys with their fingers, as they had with the harpsichord. Inside, though, instead of the strings being plucked they were struck with little hammers, as on a hammer dulcimer. If the keys were hit hard, the music was loud. If they were hit gently, the music was soft. Therefore, the instrument was called a piano e forte, Italian words meaning “soft and loud.” The name was later shortened to just piano.
6. Today, the piano is over 300 years old. The number of keys has increased to eighty-eight—fifty-two white keys and thirty-six black ones. You don’t have to be a maestro to enjoy the sound of this instrument. The next time you see one, sit down and pick out a tune!

Choose the correct answer

1. What is a piano?
 - a. A piano is a string musical instrument.
 - b. It is a beautiful construction instrument.
 - c. A piano is a communication device.
 - d. It is a luxury chair.
2. In Italian, the word piano means:
 - a. Soft
 - b. Key
 - c. Loud
 - d. String
3. Why is it appropriate for the author to discuss bows in paragraph 2?
 - a. It shows that warlike people were also musical.
 - b. It shows how a bow is different from a harp.

- c. It shows that stringed instruments are superior to other types of instruments.
 - d. It shows how stringed instruments were invented.
- 4. Which sentence from the passage shows that the piano is like both the harpsichord and the hammer dulcimer?
 - a. Unlike a guitarist or violinist, a pianist doesn't actually see or touch the piano strings while playing.
 - b. Early stringed instruments resulted from these experiments with sound.
 - c. His new instrument combined a keyboard with the hammering, rather than plucking, of strings.
 - d. Therefore, the instrument was called a *piano e forte*, Italian words meaning "soft and loud."
- 5. The topics within the passage allow for the comparison and contrast of:
 - a. Pianos
 - b. Instruments
 - c. Sounds
 - d. Inventors

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