



ENGLISH INSTRUCTIONAL MODULE THIRD GRADE

August 2020



DE DEPARTAMENTO DE
EDUCACIÓN
GOBIERNO DE PUERTO RICO

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LETTER FOR TEACHERS, STUDENTS AND PARENTS

Dear Student:

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

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

Dear Families:

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

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

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

Estimadas familias:

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

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

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

Dear teacher:

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

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

PRDE staff expect that this module can help you achieve that students have a significant progress in their academic achievement. We hope that this initiative

can help you develop the abilities of our students to the maximum of their capacities.

Estimada familia:

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

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

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

Por ello, a continuación, se presentan algunos ejemplos de acomodados razonables que podrían utilizar con su hijo mientras trabaja este módulo didáctico en el hogar. Es importante que como madre, padre o persona

encargada en dirigir al estudiante en esta tarea los tenga presente y pueda documentar cuales se utilizaron. Si necesita más información, puede hacer referencia a la **Guía para la provisión de acomodados razonables** (2018) disponible por medio de la página www.de.pr.gov, en educación especial, bajo Manuales y Reglamentos.

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

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>Cambian la manera en que se presenta la información al estudiante. Esto le permite tener acceso a la información de diferentes maneras. El material puede ser presentado de forma auditiva, táctil, visual o multisensorial.</p>	<p>Cambian la manera en que el estudiante responde o demuestra su conocimiento. Permite a los estudiantes presentar las contestaciones de las tareas de diferentes maneras. Por ejemplo, de forma verbal, por medio de manipulativos, entre otros.</p>	<p>Cambia el lugar, el entorno o el ambiente donde el estudiante completará el módulo didáctico. Los acomodados de ambiente y lugar requieren de organizar el espacio donde el estudiante trabajará.</p>	<p>Cambian la cantidad de tiempo permitido para completar una evaluación o asignación; cambia la manera, orden u hora en que se organiza el tiempo, las materias o las tareas.</p>
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras ▪ Uso de láminas, videos pictogramas. ▪ Utilizar claves visuales tales como uso de colores en 	<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 	<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 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.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>las instrucciones, resaltadores (highlighters), 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 	<p>para explicar sus contestaciones</p> <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 	<p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. ▪ Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. ▪ Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<ul style="list-style-type: none"> ▪ Utilizar agendas de papel donde pueda marcar, escribir, colorear. ▪ Utilizar "post-it" para organizar su día. ▪ Comenzar con las clases más complejas y luego moverse a las sencillas. ▪ Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. ▪ Establecer mecanismos para recordatorios que le sean efectivos. ▪ Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. ▪ Establecer horarios flexibles para completar las tareas. ▪ Proveer recesos entre tareas.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>que tiene que hacer</p> <ul style="list-style-type: none"> ▪ Utilizar el material grabado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Presentar el material segmentado (en pedazos) ▪ Dividir la tarea en partes cortas ▪ Utilizar manipulativos ▪ Utilizar canciones ▪ Utilizar videos ▪ Presentar el material de forma activa, con materiales comunes. ▪ Permitirle al estudiante investigar sobre el tema que se trabajará ▪ Identificar compañeros que puedan servir de apoyo para el estudiante 	<p>para representar su contestación.</p> <ul style="list-style-type: none"> ▪ 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. 		<ul style="list-style-type: none"> ▪ 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.

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 	<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.

Acomodos de presentación	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> <input type="checkbox"/> Repetición de instrucciones <input type="checkbox"/> Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer <input type="checkbox"/> Utilizar el material grabado <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentar el material segmentado (en pedazos) <input type="checkbox"/> Dividir la tarea en partes cortas <input type="checkbox"/> Utilizar manipulativos <input type="checkbox"/> Utilizar canciones <input type="checkbox"/> Utilizar videos <input type="checkbox"/> Presentar el material de forma activa, con materiales comunes. <input type="checkbox"/> Permitirle al estudiante investigar sobre el tema que se trabajará <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizar manipulativos para representar su contestación. <input type="checkbox"/> Hacer presentaciones orales y escritas. <input type="checkbox"/> Hacer dramas donde represente lo aprendido. <input type="checkbox"/> Crear videos, canciones, carteles, infografías para explicar el material. <input type="checkbox"/> Utilizar un comunicador electrónico o manual.
Acomodos de respuesta	Acomodos de ambiente y lugar
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente silencioso, estructurado, sin muchos distractores. <input type="checkbox"/> Lugar ventilado, con buena iluminación. <input type="checkbox"/> Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. <input type="checkbox"/> Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <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 	<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.

Acomodos de presentación	Acomodos de tiempo e itinerario
<p>adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. <input type="checkbox"/> Establecer horarios flexibles para completar las tareas. <input type="checkbox"/> Proveer recesos entre tareas. <input type="checkbox"/> Tener flexibilidad en cuando al mejor horario para completar las tareas. <input type="checkbox"/> Comenzar con las tareas más fáciles y luego, pasar a las más complejas. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas.
<p>Otros:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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</p>	<p>Cambia el lugar, el entorno o el ambiente donde el estudiante completará el módulo didáctico. Los acomodos de ambiente y lugar requieren de organizar el espacio donde el estudiante trabajará.</p>	<p>Cambian la cantidad de tiempo permitido para completar una evaluación o asignación; cambia la manera, orden u hora en que se organiza el tiempo, las materias o las tareas.</p>

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

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>aplicaciones que convierten el texto en formato audible.</p> <ul style="list-style-type: none"> ▪ Leer en voz alta las instrucciones. ▪ Permitir que el estudiante se grabe mientras lee el material. ▪ Audiolibros ▪ Repetición de instrucciones ▪ Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer ▪ Utilizar el material grabado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Presentar el material segmentado (en pedazos) ▪ Dividir la tarea en partes cortas ▪ Utilizar manipulativos ▪ Utilizar canciones ▪ Utilizar videos ▪ Presentar el material de forma 	<ul style="list-style-type: none"> ▪ 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>música mientras trabaja, cantar.</p> <ul style="list-style-type: none"> ▪ 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"> ▪ 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
<p>activa, con materiales comunes.</p> <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 			

2.

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

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

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

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

3.

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

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

Cuidar la alineación entre su educación y sus necesidades académicas y socioemocionales.

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MODULE PROGRESSIVE CALENDAR

WEEKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	First week of school – Introduce Routines and Procedures (Organization / Pre-Assessment)				
2	Lesson 1 Alphabet Practice #1-2	Lesson 1 Alphabet Practice #3-4	Lesson 2 Short sounds Practice #5-7	Lesson 2 Long sounds Practice #8-10	Assessment #1 Phonics
3	Lesson 3 Introduction Study the vocabulary	Lesson 3 Vocabulary Practice #11	Lesson 3 Read selection Practice #12-13	Lesson 3 Fact and Opinion Practice #14	Assessment 2 Reading
4	Lesson 4 Introduction Practice #15-16	Lesson 4 Read the story <u>The Clean Park</u>	Lesson 4 Practice #17	Lesson 4 Practice #18	Lesson 4 Story Elements Practice #19
5	Assessment 3 Reading	Lesson 5 Introduction Study Vocabulary	Lesson 5 Read the selection	Lesson 5 Practice 20	Lesson 5 Main Idea Practice #21
6	Assessment 4 Reading	Lesson 6 Nouns Introduction	Lesson 6 Nouns Practice #22	Lesson 6 Nouns Practice #22	Lesson 7 Plural Nouns Introduction
7	Lesson 7 Plural Nouns Practice #23 (A-C)	Lesson 8 Possessive Nouns Practice #24 (A-B)	Assessment 5 Language	Assessment 5 Language	Lesson 9 Verbs Practice #25-26
8	Lesson 9 Simple Present Practice #26	Lesson 9 Simple Past Practice #27	Lesson 9 Simple Past Irregular Practice #28	Assessment 6 Language	Lesson 10 Introduction Practice #31
9	Lesson 10 Sentence Structure Practice #32	Lesson 10 Subject and Predicate Practice #33	Lesson 10 Subject and Predicate Practice #34	Lesson 10 Sentence Fragment Practice #35-36	Lesson 11 Types of Sentences Introduction
10	Lesson 11 Types of Sentences Practice #37	Lesson 11 Types of Sentences Practice #38	Lesson 11 Types of Sentences Practice #39	Assessment 7 Writing	Assessment 7 Writing

LESSON 1

Unit: 3.1 – What Makes Puerto Rico Unique?

Theme: Phonics – Consonant Sounds

Learning Objectives:

At the end of this lesson, the students will:

- discriminate between the consonant and vowel sounds.
- differentiate between the sound of the letter and the name of the letter.
- identify the beginning, middle and ending sounds of words
- isolate consonant sounds of one-syllable words.

Standards and Expectations:

Foundational Skill: Phonemic Awareness

Reading

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

- a. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Segment spoken single-syllable and multi-syllable words into their complete sequence of individual sounds (phonemes).
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

Foundational Skill: Print Features and Text Organization

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

- a. Identify and know the meaning of the most common prefixes and suffixes.
- b. Decode multi-syllable words.
- c. Read increasing number of irregularly spelled words fluently.
- d. Know and apply the spelling-sound correspondences for common consonant digraphs.

INTRODUCTION

In the English Language Alphabet, there are 26 letters in total. There are 21 consonants and 5 vowels. All the letters have a name but also have a sound. Sometimes the name of the letter is different from the sound they make. We are going to learn about the difference between the letter names and their sounds. For example:



In the title NBA (as in **N**ational **B**asketball **A**ssociation) you will hear the name of the letters – **N** /en/ as in **enter**

B /bee/ as in **beside**

A /ei/ as in **say**

This is because it is not a word, but an acronym. You will hear the name of the letters and not their sound.

With the rest of the words, you will hear the sounds each letter makes to form new words. For example:



In the word dog, you will hear the sounds of the letters.

d-o-g

d /duh/ o /oh/ g /guh/

Each letter has only one name, but they can have more than one sound.

For example:

The letter **Y** can sound like a consonant as in the word **you**, but sometimes can sound like a vowel as in the word **baby**.

The letter **W** can sound like a consonant as in the word **wonder**, but sometimes can sound like a vowel as in the word **low**.

In these lessons, you learn the different sounds of the letters.







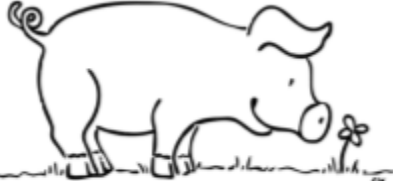


PRACTICE 1. In the exercise below, you will color the consonant letters in (blue) and the vowel letters in (red). You can color the letter **y** and the letter **w** in both colors, since they are sometimes a consonant and sometimes a vowel.

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

Good job coloring the letters!

PRACTICE 2. In the next exercise, you will practice identifying the **beginning consonant sounds** of the following pictures.

INSTRUCTIONS: First, say the name of the picture, then write the consonant letter that stands for the consonant sound in the space under the picture. The first one is done for you.










1 	2 	3 
g		
4 	5 	6 
7 	8 	9 

Excellent! The first one is the letter **g** because it is the **beginning consonant sound** of the word **goat**.

Great! You are on your way of learning the different sounds of the letters in English.







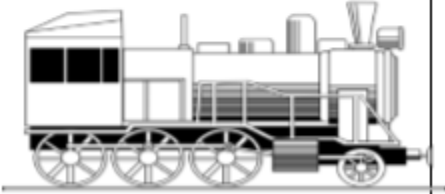


PRACTICE 3. In this next exercise, you will write the word that identifies the picture and then circle the **middle** consonant sound. You will choose from the word box below. There are extra words, so choose carefully. The first is done for you.

hammer	balloon	water	zipper
seven	candle	<u>rabbit</u>	paper
pencil	towel	lemon	parrot

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>rabbit</p>		
<p>4</p> 	<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> 	<p>9</p> 

You got it! Sometimes two consonant letters make only one sound. For example, in the word **hammer**, the letters **mm** make only one sound. This is called a **digraph**.

PRACTICE 4. Now we are going to identify the **final consonant sound** of the pictures bellow. Choose the letter that identifies the ending sound of the pictures below. The first one is done for you.

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>r t x</p>	<p>t p s</p>	<p>p s t</p>
<p>4</p> 	<p>5</p> 	<p>6</p> 
<p>r n m</p>	<p>m p x</p>	<p>f t g</p>
<p>7</p> 	<p>8</p> 	<p>9</p> 
<p>n t x</p>	<p>b t d</p>	<p>f t x</p>

Well done! That was easy! Now that you have mastered the consonant sounds, we are going to learn about the vowel sounds.

LESSON 2

Unit: 3.1 – What Makes Puerto Rico Unique?

Theme: Phonics- Short and Long sounds

Learning Objectives:

At the end of this lesson, the students will:

- discriminate between the short and long vowel sounds.
- distinguish between the sound of the letter and the name of the letter.
- differentiate between the different patterns of consonants (C) and vowels (V).
- divide words into syllables to classify the vowel sounds as short or long.

Standards and Expectations:

Foundational Skill: Phonemic Awareness

Reading

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

- a. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Segment spoken single-syllable and multi-syllable words into their complete sequence of individual sounds (phonemes).
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

Foundational Skill: Print Features and Text Organization

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

- a. Identify and know the meaning of the most common prefixes and suffixes.
- b. Decode multi-syllable words.
- c. Read increasing number of irregularly spelled words fluently.
- d. Know and apply the spelling-sound correspondences for common consonant digraphs.

INTRODUCTION. Read aloud the poem below. You will find examples for short and long sound words. It will help you pronounce many words that look and sound like the words in the poem.

SHORT AND LONG VOWEL SOUNDS



The short **a** sounds like: *hat, car*



The short **e** sounds like: *bed, red*

The short **i** sounds like: *ig, pin*

The short **o** sounds like: *pot, shop*

The short **u** sounds like: *sun, fun*



The long **a** sounds like: *lake, shake, late*

The long **e** sounds like: *bee, she, feel*

The long **i** sounds like: *bike, my, mice*

The long **o** sounds like: *slow, no, home*

The long **u** sounds like: *cute, mute, glue*



Syllables

It is very important to identify the syllables in words, so we can classify their vowel sound as long or short and read them correctly.

For example:

1. Every syllable has one (1) vowel sound.
 - a. In the word **man**, you only hear the vowel /a/
 - b. In the word **slide**, you only hear the vowel /i/
2. If you hear two (2) different vowel sounds, it means the word has two (2) syllables.
 - a. In the word **butter**, you hear the vowel /u/ and the vowel /e/
 - b. In the word **baking**, you hear the vowel /a/ and the vowel /i/
3. The number of vowels you hear, is the number of syllables the word has.
 - a. **Present** – 2 syllables
 - b. **Butterfly** – 3 syllables
 - c. **Morning** – 2 syllables
 - d. **Sail** – 1 syllable

Practice 5. Write the number of syllables you can hear beside each word. The first one is done for you.

1. tape 1
2. jumping _____
3. writing _____
4. boot _____
5. defrost _____
6. traveling _____
7. lock _____
8. kitten _____
9. rectangle _____
10. fox _____

Great! Now that you can identify the syllables, you will be able to read the short vowels and the long vowels correctly.

Short Sounds

We already know that the vowels sounds are:

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

When a vowel is between two consonants, the sound they make is a short sound.

In the word **cap**, the sound is short, because the letter **a** is between two



consonants.

Most of the short vowel sound words follow the pattern **C V C** (consonant+vowel+consonant)

When the word has the pattern **C V C** or the pattern **V C**, the sound of the vowel is usually short.

Examples:

bed – C V C car – C V C is – V C

hit – C V C

at – V C

on – V C

Practice 6. You can practice more **C V C** words by watching these two fun videos.




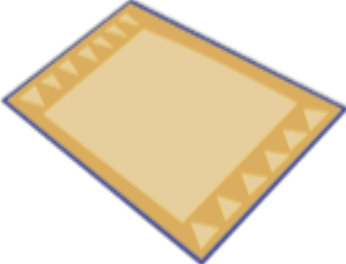


1. The CVC Word Song (version 2) by Harry Kindergarten Music

<https://youtu.be/aHyEpjiuLo4>

2. Reading C V C Words and Simple Phrases by Rock 'N Learn

<https://youtu.be/ii18uH36ySU>

Practice 7 . Write the missing vowel of the pictures below.

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>p _ n</p>	<p>b _ t</p>	<p>v _ t</p>
<p>4</p> 	<p>5</p> 	<p>6</p> 
<p>r _ g</p>	<p>s _ n</p>	<p>p _ t</p>

Excellent job! You are on your way! Let's look at the long sounds now.

Long Sounds

There is a simple rule to know when a word has a long sound.

“When two vowels go walking, the first one does the talking.”

If a one-syllable word has two vowels making the following patterns, the sound of the first vowel is usually long, and the second vowel is silent.

PATTERNS:

C V C V (consonant+vowel+consonant+vowel) as in the words: **game, cute, take**

C V V C (consonant+vowel+vowel+consonant) as in the words: **rain, lean, pool**

C V V (consonant+vowel+vowel) as in the words: **ray, bee, say**

C V (consonant+vowel) as in the words: **no, so, my**

Practice 8. Watch these videos to understand better the simple rule for the long sounds.










1. The Vowel Song: Long and Short Vowel Sounds | English Songs by Scratch Garden
<https://youtu.be/4TjcT7Gto3U>
2. Long Vowels Song - by English4abc https://youtu.be/wHPKDN_5pqq
3. Between the Lions: "When Two Vowels Go Walking" <https://youtu.be/7fb3Pdt8kxg>

Practice 9. Write the correct pattern of the following words. The first one is done for you.

<u>WORD</u>	<u>PATTERN</u>	<u>WORD</u>	<u>PATTERN</u>
lake	C V C V	rain	
mean		my	
bee		be	
home		look	
mute		game	
mine		moon	
so		day	
toe		bike	
feet		cane	

Great Work! Let's do some more practice!

Practice 10. Choose the correct long sound word to identify the following pictures. The first one is done for you.

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>queen quiet quit</p>	<p>cake lake kale</p>	<p>file fly flute</p>
<p>4</p> 	<p>5</p> 	<p>6</p> 
<p>rise rose rim</p>	<p>knee know knight</p>	<p>ice mice like</p>
<p>7</p> 	<p>8</p> 	<p>9</p> 
<p>toe tree tooth</p>	<p>mule mole mail</p>	<p>seal soap stop</p>

Assessment #1 Phonics

Part 1. Read the words from the box. Write each word in the columns that describe the position of the consonant. The first one is done for you. (21 pts.)

rob	pie	rabbit	seal	Monday	room	jump
	game	lesson	chess	name	funny	ball
jazz	tea	log	writing	zoo	run	comic
	jet	lazy	happy	hugger		

Letter	Beginning	Middle	Ending
P	pie	happy	jump
M			
S			
G			
N			
T			
Z			
B			

Part 2. Write the number of syllables beside each word. (13 pts.)

Word	#syllables	Word	# syllables
something		whale	
wanted		pin	
boat		shower	
afternoon		sunflower	
television		lagoon	
swim		family	
butterfly			

Lesson 3

Unit 3.1: What Makes Puerto Rico Unique?

Theme: Reading Comprehension

Learning Objectives: At the end of this lesson, students will:

- a. acquire new vocabulary.
- b. demonstrate understanding of the reading selection.
- c. respond to Wh questions.
- d. identify the main topic or idea of the reading selection.
- e. arrange events in the correct order they happened in the story.
- f. recognize and differentiate fact vs. opinion.

Standards and Expectations:

3.R.1 Use in-depth critical reading of a variety of relevant texts to describe ideas, phenomena, cultural identity and literary elements in the texts, asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

3.R.2 I. Identify the main topic of a multi-paragraph informational text as well as the focus of specific paragraphs within the text.

3.R.3 I. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.

3.R.4 I. Determine the meaning of words and phrases in an informational text.

Pre Reading:

- A. Explore the students' experiences and knowledge about camping by asking questions:
 - a. Have you ever been camping?
 - b. Was it fun?
 - c. What was your experience?
 - d. What things did you bring or should you bring for a camping?
 - e. Do you think camping can be dangerous?
 - f. What security measures should you take into consideration?

Vocabulary:

1. **stick** – a thin piece of wood or other material



2. **bonfire** – a large fire made outside for pleasure



3. **tent** – a shelter of fabric sustained by poles used for camping



4. **pit** – a large hole in the ground



5. **bun** - sweet or plain small bread



6. **marshmallow** – a soft, sweet, pink or white food



7. **dessert** – sweet food eaten at the end of a meal



8. **roast** – to cook food over a fire



9. **treat** – something very pleasant that somebody can enjoy



Practice 11. Complete each sentence with the correct vocabulary word.

(sticks, bonfire, tent, pit, buns, marshmallows, dessert, roast, treats).

1. We slept in a _____ when we went camping.
2. They sing songs and warm up around the _____.
3. He made a bonfire with a lot of _____.
4. I would like to eat chocolate cake after the meal, as a _____.
5. He fell into a _____ that was really deep.
6. My dog's favorite _____ are cookies.
7. They put the hot dogs into the _____.
8. The _____ are really sweet and soft.
9. Mom pulled the _____ chicken from the oven.

Read the story:

The Camping Trip

Lily and her brother Ryan went camping with their mom and dad. Dad set up the tent while Lily and mom collected sticks to set a bonfire.

Once the tent was set up, they started a fire in the bonfire pit. Lily and Ryan looked for long pointy sticks to use for cooking hot dogs over the fire while the fire was heating up. They found four perfect sticks, one for each of them.

Lily and Ryan, and their mom and dad, each placed two hot dogs on their sticks. They held the hot dogs over the fire and turned the sticks slowly so every side of each hot dog was cooked. Then they put the hot dogs into the buns and added ketchup and mustard. The hot dogs were delicious.

After they all enjoyed their hot dogs, Lily got out the marshmallows for dessert. They all roasted marshmallows over the fire until the marshmallows turned a nice shade of brown. Then they popped the yummy treats into their mouths. Sitting around the bonfire and eating marshmallows is Lily's and Ryan's favorite part of camping.



Practice 12. Reading Comprehension Activity:

A. Wh questions:

5W questions are questions whose answers are considered basic in information gathering or problem solving. They start with Wh (**What, Who, When, Where, Why**). Usually we include another question that starts with H (How).

Who	Asks about a person. Ex. Who is that man?
Where	Asks about a place or position. Ex. Where do you live?
When	Asks about time, occasion, moment. Ex. When is the party?
What	Asks for a specific thing or object. Ex. What did you do yesterday?
Why	Asks for a reason or explanation. Ex. Why were you late?
How	Asks for a way, manner, form. Ex. How do you go to school?

Practice 13. A. Answer these **Wh** questions about the story **The Camping Trip** in a complete sentence.

1. Who went to the camping trip?

2. Where did they put the hot dogs?

3. When did the family camped?

4. What did Lily get out for dessert?

5. Why did Lily and mom collect sticks?

6. How were the hot dogs?

7. How do you think the family feel during the camping?

B. Sequence of Events. Write the numbers from 1 to 6 to arrange the events in the correct order they occurred in the story.

- _____ Lily got out the marshmallows for dessert.
- _____ Lily, Ryan, mom and dad went camping.
- _____ They all roasted marshmallows over the fire.
- _____ They put the hot dogs into the buns.
- _____ Lily and mom collected sticks to start a bonfire.
- _____ They found four perfect sticks.

C. Fact and Opinion.

1. A **fact** is a statement that is true and can be proven objectively or proven.

Examples: a. Puerto Rico is an island.

b. The week has seven days.

c. The family went camping.

2. An **opinion** is a statement that holds an element of belief; it tells how someone feels. An opinion is not always true and cannot be proven.

Examples: a. Puerto Rico is the best island.

b. The best day of the week is Wednesday.

c. The hot dogs were delicious.

Practice 14. Choose the correct answer.

1. Which sentence is a **FACT**?

a. All fruits are delicious.

b. Watermelon is a fruit.

c. Bananas taste better than watermelons.

2. Which sentence is an **OPINION**?
 - a. Basketball is a sport.
 - b. Baseball is the best sport.
 - c. Tennis can be played in a court.

3. Which sentence is an **OPINION**?
 - a. There are 12 months in a year.
 - b. December is the last month of the year.
 - c. The month of June is better than the month of December.

4. Which sentence is a **FACT**?
 - a. Giraffes are taller than lions.
 - b. Butterflies are beautiful insects.
 - c. A chimpanzee is the most fun animal to watch.

5. Which sentence is an **OPINION**?
 - a. The Sun is a bright star.
 - b. Venus is more important than Saturn.
 - c. Jupiter is the biggest planet in our Solar System.

ASSESSMENT #2 READING

Part 1. Read the following passage to answer the questions from 1 to 5.

My name is Emily Rivera. I am eight years old. I live in Caguas, Puerto Rico with my mother and sister. My sister is younger than me. I am in third grade and my sister is in first grade. We walk to school on weekdays. My favorite class is Math because I like numbers. I also like to dance and paint.



Choose the correct answer:

1. What is the girl's name?
 - a. Sara Ruiz
 - b. Ana López
 - c. Emily Rivera

2. Where does she live?
 - a. in Ponce
 - b. in Caguas
 - c. in San Juan

3. How old is she?
 - a. She is the oldest sister.
 - b. She is eight years old.
 - c. She lives with her mother and sister.

4. Who lives with her?
 - a. She likes to dance and paint.
 - b. She walks to school on weekdays.
 - c. Her mother and sister live with her.

5. Why is Math her favorite class?
- a. Because she likes numbers.
 - b. Because she likes animals.
 - c. Because she likes painting.

Part 2. Read the following selection to answer questions from 6 to 10.

Camila wants to bake cookies. She wants to surprise her dad because he loves cookies. Mom is going to help her.

First, she preheats the oven. Second, she gets all the ingredients: flour, sugar, butter, eggs, baking powder and vanilla. Then, she mixes all the

ingredients to form the dough. She rolls the dough and cut it. Next, she places the dough on a baking sheet. Finally, she puts the baking sheet in the oven and when they are ready, she takes them out. The cookies are delicious!

Camila's dad enters the house. Camila is so excited and gives dad the cookies. They are really happy!



6. Which sentence from the story is an **OPINION**?
- a. She preheats the oven.
 - b. The cookies are delicious!
 - c. Camila wants to bake cookies.
7. Which sentence from the story is a **FACT**?
- a. Her dad loves cookies.
 - b. The cookies are delicious!
 - c. She puts the baking sheet in the oven.

8. What happens **FIRST** in the selection?
- a. Camila wants to bake cookies.
 - b. Camila mixes all the ingredients.
 - c. Camila places the dough on a baking sheet.
9. What happens **LAST** in the selection?
- a. The cookies are ready.
 - b. Camila mixes the ingredients.
 - c. Camila and her dad eat the cookies.
10. What could be a good title for this selection?
- a. A Sweet Surprise
 - b. Baking a Cake for Dad
 - c. Camila and Her Hobbies

END OF ASSESSMENT

Lesson 4

Unit 3.1: What Makes Puerto Rico Unique?

Theme: Reading Comprehension

Learning Objectives: At the end of this lesson, students will:

- a. define what is fiction.
- b. distinguish between fiction and nonfiction.
- c. acquire new vocabulary.
- d. read more fluently.
- e. mention and identify the elements of the story.
- f. identify character traits.

Standards and Expectations:

Reading

3.R.1 Use in-depth critical reading of a variety of relevant texts to describe ideas, phenomena, cultural identity and literary elements in the texts, asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

3.R.2 I. Identify the main topic of a multi-paragraph informational text as well as the focus of specific paragraphs within the text.

3.R.3 I. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.

3.R.4 I. Determine the meaning of words and phrases in an informational text.

A. What is fiction? Fiction is any story created from the imagination of the author. It is NOT real.

There are different types of fiction:

- | | |
|----------------|-----------------------|
| a. fables | f. realistic fiction |
| b. fantasy | g. science fiction |
| c. fairy tales | h. historical fiction |
| d. mystery | i. tall tales |
| e. folktales | j. adventures |

B. What is nonfiction?

Nonfiction refers to books that tell facts and information from the real world.

Examples:

- a. biographies
- b. autobiographies
- c. encyclopedias
- d. magazines
- e. newspapers
- f. journals

Watch this video about Fiction and Nonfiction:

Practice 15. <https://youtu.be/CFbX-wFPvWo>

Practice 16. Classify each title in Fiction or Nonfiction.

1. The Flying Cat
2. All About Cars
3. How to Make Pizza
4. The Unicorn and the Princess
5. Bobby, the Talking Dog
6. Biography of Martin Luther King Jr.

Fiction	Nonfiction

Pre Reading

A. Vocabulary words:

1. helmet – a hard or padded protective hat



2. fill – to put into as much as can be held



3. garbage – waste or unwanted material



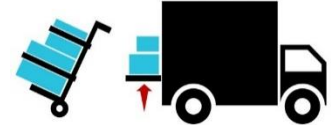
4. bag – a usually flexible container



5. gross – unpleasant, disgusting



6. load – put a large amount of something in a vehicle, ship or container



7. dump – a site for depositing garbage



8. clean – free from dirt, marks or stains



9. can – a usually cylindrical container



Read the story:

The Clean Park

Tyler asked his mom if he could ride his bike to the park. "As long as you wear your helmet when you are riding", she said.

When Tyler got to the park it was filled with people holding garbage bags. A lot of his friends were there and so were some of his teachers. His friend Bella said, "Everyone is pitching in and cleaning the park today". She asked Tyler if he would help. Tyler said, "Sure", and asked for a garbage bag.

There was garbage everywhere. Tyler picked up candy wrappers, juice pouches, newspapers, and apple cores. It was really gross. After an hour, he had filled three garbage bags. His friends filled a lot of garbage bags too.

When everyone was finished, one of the teachers loaded the filled garbage bags into his pick-up truck to take them to the dump. The park looked great. They put up signs around the park that read, "Please place garbage in garbage cans and help keep the park clean."

The teachers bought pizza and lemonade for everyone who helped clean the park. After they ate, Tyler and his friends made sure to put their garbage into the garbage cans.



Practice 17. Reading Comprehension Activity:

Choose the correct answer.

1. What thing did Tyler's mom ask him to wear when riding his bike?
 - a. boots
 - b. a helmet
 - c. tennis shoes

2. Where did the story takes place?
 - a. at school
 - b. in the store
 - c. in the park

3. Why were the people holding garbage bags in the park?
 - a. Because they were cleaning the park.
 - b. Because they were selling garbage bags.
 - c. Because they were collecting garbage bags.

4. Who were in the park?
 - a. Tyler's friends and cousins
 - b. Tyler's family and teachers
 - c. Tyler's friends and teachers

5. Where was Tyler's teacher taking the garbage?
 - a. To the dump.
 - b. To the school.
 - c. To another park.

6. What is the main topic of paragraph #3?
- Everybody was satisfied with the cleaning.
 - There were all kinds of garbage everywhere.
 - Teachers and students are worried because the park is dirty.
7. Is the story: **The Clean Park** fiction or nonfiction? Explain why is fiction or nonfiction.

Reading Open-Ended Item – 2 Points

The rubric describes exactly how the students should elaborate their answer. To obtain the full score, answers should be brief, clear, and supported by the reading selection. If students write a response that is partially deviated or incomplete, they will obtain 1 point. Students will not get any points if they fail to provide a response or write answers that clearly detract from the question.

Rubric	Description
2	<ul style="list-style-type: none"> Full Reading comprehension – A thorough understanding of the reading concept has been demonstrated. The student’s response is correct and complete and provides evidence of higher-order thinking related to the question/task. Details in the response are clear, accurate, and text based.
1	<ul style="list-style-type: none"> Partial Reading Comprehension – Partial understanding of the reading concepts has been demonstrated. The student’s response provides some information that is text-based and accurate. However, the response is not complete and may not provide clear evidence of higher-order thinking related to the question/task.
0	<ul style="list-style-type: none"> Little or No Reading Comprehension – the student’s response demonstrates very little or no understanding of the reading concept being assessed. The response is inaccurate or unrelated to the question/task.

Responses can be written in Spanish, English, or a combination of languages. Language and writing conventions are not considered when assigning a score to a short-answer item measuring English Reading Comprehension.

Story Elements

1. Setting – Tells you when (time) and where (place) the story takes place.
2. Characters – Are the people, animals, or objects in the story.
 - a. Main character – It is who or what the story is mainly about.
 - b. Secondary characters – Are the other characters in the story.
3. Plot – Presents the events that happened in the story (beginning, middle, end).
4. Problem – Is the situation the character faces.
5. Solution – Is how the problem is solved.

Practice 18. Complete the story elements of the story we read: **The Clean Park.**

Setting	a. time - b. place -
Characters	a. main - b. secondary -
Plot	a. Beginning – b. Middle – c. End –
Problem	a.
Solution	a.

Character Traits – A character trait is a quality that is identified in a character by the way he or she looks, acts, thinks, and by what he or she says.

There are two types:

- a. Outside Character Traits (external) – Are characteristics on the outside that you can see. Examples: hair color, eye color, size
- b. Inside Character Traits (internal) – Are characteristics on the inside that can be inferred through thoughts, feelings, actions, or dialogue.
Examples: brave, caring, friendly, honesty, laziness.

Practice 19. Circle all the character traits that describe Tyler in the story:

The Clean Park.

- | | |
|-------------|-----------------|
| 1. friendly | 6. caring |
| 2. helpful | 7. terrible |
| 3. lazy | 8. evasive |
| 4. selfish | 9. energetic |
| 5. obedient | 10. responsible |

ASSESSMENT #3 - READING

Part 1. Read the story and answer the questions:

The Fastest Rider in Town

Alicia was the fastest bike rider in town. No one could beat her in a race. She won every trophy. But one day, Alicia was riding at the park. She was speeding on the trail, and she put her head back to feel the wind on her face. Just then, her front tire hit a rock and her bike began to wobble. Alicia fell off her bike and landed on the sidewalk. Her knees were scraped and her elbow was hurt. Her friend helped her back on the bike, and they rode slowly and safely out of the park.

1. Who is the main character in the story?
 - a. Ana
 - b. Alicia
 - c. Anastasia

2. What is the SETTING of the story?
 - a. the park
 - b. the house
 - c. the school

3. What is the problem of the story?
 - a. Alicia had many trophies.
 - b. Alicia rode slowly and safely.
 - c. Alicia fell off her bike and scraped her knees.

4. What is the solution in the story?
 - a. Her friend called an ambulance.
 - b. Her friend helped her back on the bike.
 - c. Her friend called the mother and father.

5. What word best describes Alicia?

- a. lazy
 - b. active
 - c. responsible
6. What word best describes Alicia's friend?
- a. cruel
 - b. unkind
 - c. helpful

END OF ASSESSMENT

Lesson 5

Unit 3.1: What Makes Puerto Rico Unique?

Theme: What is a biography?

Learning Objectives: At the end of this lesson, students will:

- a. define and explain what is a biography.
- b. acquire new vocabulary.
- c. read a biography.
- d. define and identify main idea.

Standards and Expectations

Reading

3.R.1 Use in-depth critical reading of a variety of relevant texts to describe ideas, phenomena, cultural identity and literary elements in the texts, asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

3.R.2 I. Identify the main topic of a multi-paragraph informational text as well as the focus of specific paragraphs within the text.

3.R.3 I. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.

3.R.4 I. Determine the meaning of words and phrases in an informational text.

INTRODUCTION

A. What is a biography?

A biography is a true story about someone's life. It is written by someone else. It is nonfiction.

B. Pre reading

Vocabulary:

1. plantation - an area on which crops such as coffee or sugar are cultivated



2. sugar cane – a tropical plant from whose stems sugar can be produced



3. javelin – a light spear thrown in a competitive sport



4. recruit – to get someone to join a team or work



5. glove – the hand wear used by players in baseball



6. supplies – equipment and other essential things that people need



7. stadium – a sports arena with tiers of seats for spectators



8. admitted - accepted



Read the biography.

Biography of Roberto Clemente

(1) Roberto Clemente Walker was born on August 18, 1934 in Carolina, Puerto Rico. His father worked in a sugar cane plantation and his mother worked at a store. Roberto liked and played baseball since he was a kid. He also participated in track and field and was a javelin thrower.

(2) In 1954, Roberto joined the baseball team of Puerto Rico, the Crabbers (Cangrejeros) of Santurce. After graduating from high school, he was recruited by the Brooklyn Dodgers and moved to Montreal to play with the Royals, a minor league baseball team. One



year later, in 1955, he made his debut in the major league with the Pittsburgh Pirates. He played outfield with them until 1972. During that period, he won 12 Gold Glove Awards, was selected Most Valuable Player (MVP) in the National League in 1966 and in the World Series in 1971. He helped his team win the World Series two times and became the first Hispanic player to reach 3,000 career hits.

(3) Roberto Clemente was proud of being puertorrican and stood up for minority rights. He was known for his humanitarian efforts. He helped people in need in the United States and Central America. He held free baseball clinics for children in Puerto Rico.

(4) In December 1972, an earthquake struck in Nicaragua. Roberto decided to load a plane with supplies, medicines, food, and clothing to help the victims of the earthquake. Unfortunately, the plane crashed into the ocean and Roberto died. There were no survivors. It was a sad moment for all.

(5) After his death, he was honored in many places. Schools and stadiums were named after him. He was admitted into the Baseball Hall of Fame in 1973, being the first Hispanic to obtain that privilege. No doubt he is and will always be remembered.

Practice 20. Reading Comprehension Activity. Choose the correct answer.

1. Who was Roberto Clemente?
 - a. a tennis player
 - b. a baseball player
 - c. a basketball player

2. Where was he born?
 - a. In Puerto Rico
 - b. In Nicaragua
 - c. In New Jersey

3. What was the minor league team he played for?
 - a. The Montreal Royals
 - b. The Pittsburgh Pirates
 - c. The Crabbers of Santurce

4. How many World Series did he win with the Pirates?
 - a. one
 - b. two
 - c. three

5. How did he die?
 - a. in a plane crash
 - b. in a car accident
 - c. in a boat accident

What is the main idea?

Main idea is the most important thought about the topic. It is what the story or passage is about. You can find the main idea directly in the paragraph or it can be inferred.

Example: **What is the main idea of this paragraph?**

Fruits are a healthy snack. They are rich in vitamins and proteins. They are generally low in calories and high in fiber, which may help you lose weight.

- The main idea is the first sentence of the paragraph (Fruits are a healthy snack.) The rest of the information are details that support the main idea.

Practice 21. Reread the biography of Roberto Clemente to answer the following questions:

1. What is the main idea of paragraph #1?
 - a. Roberto's legacy
 - b. Roberto's childhood
 - c. Roberto's professional career

2. What is the main idea of paragraph #3?
 - a. Roberto's charity work
 - b. Roberto's last season
 - c. Roberto's life in Puerto Rico

3. What sentence is **NOT TRUE** about Roberto Clemente?
 - a. He liked helping others.
 - b. He was a great baseball player.
 - c. He played with the New York Yankees.

ASSESSMENT #4 READING

Part 1. Read the biography and answer the questions.

Biography of Rosa Parks

(1) Rosa Parks was born on February 4, 1913 in Alabama, a state in southern USA. Her mother was a teacher and her father a carpenter. Rosa loved to learn, but she had to leave school at 16 to take care of her grandmother and later, of her mother.

(2) After she got married in 1932, she worked part time jobs and went back to school, earning her high school diploma. She worked as a seamstress.



(3) In the 1950's, the bus system was segregated in many American cities. Blacks and whites could not sit together. Blacks had to sit in the back of the bus. They sometimes had to give their seats to white passengers.

(4) In December 1955, Rosa Parks was tired. A white passenger wanted her seat and she said NO. She was arrested.

(5) There was a bus boycott. A boycott is when everyone decides to not do something. Her friend, Martin Luther King Jr. helped her and worked for the boycott. The U.S. Supreme Court outlawed segregation on city buses. Because of Rosa Parks, the bus system was integrated.

(6) Rosa Parks is called the "mother of the civil rights movement". She earned many honors and medals. On October 24, 2005, she quietly died in her apartment in Michigan.

Part 2. Choose the correct answer.

1. When was Rosa Parks born?

- a. In Alabama.
- b. On February 4, 1913.
- c. In a state of southern USA.

2. What happened when she was 16 years old?
 - a. She sat on a bus.
 - b. She got married.
 - c. She had to leave school.
4. What word means almost the SAME as SEGREGATED?
 - a. united
 - b. together
 - c. separated
5. This biography is an example of:
 - a. fiction
 - b. nonfiction
 - c. realistic fiction
6. What is the main idea of paragraph 3?
 - a. Rosa Park's childhood and marriage
 - b. the bus boycott and its consequences
 - c. the segregation between whites and blacks

Write a Biography (40 points)

- Select a famous person from Puerto Rico to study and write a biography. Write about a Puerto Rican famous people such as Roberto Clemente, Tito Bambino, Chayanne or Lin Manuel Miranda. Once you finish the research you will become an expert.
- Use the following questions as a guide:

Guide Questions

1. Persons name/picture (6 points)
2. Birthday (3 points)
3. Where and when was he/she born? (6 points)
4. Describe his/her job. (5 points)
5. Why is she/he popular? (5 points)
6. Interesting facts about this person (2 facts) (10 points)
7. Why you chose to write about this person? (5 points)

Puerto Rican Famous Person

Picture

Person name:

Where?
When?

Describe his/her job?

Fact:

Fact:

Why you chose to write about this person?

END OF ASSESSMENT

LESSON 6

Unit: What makes Puerto Rico Unique?

Theme: Nouns

Learning Objectives:

At the end of this lesson the students will:

- Identify nouns in a sentence.
- Identify proper and common nouns.
- Capitalize proper nouns.
- Use nouns properly in a sentence.

Standards and Expectations:

Language

- 3.LA.1** Demonstrate command of English grammar and usage when writing or speaking.
- 3.LA.1a** Use nouns and adjectives in increasingly complex grammatically correct sentences.
- 3.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.

Nouns

A noun is a word that names a person, place, animal, or thing.

Example:



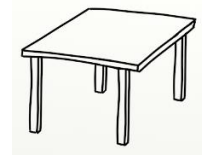
teacher



house



dog



table

The word **teacher** is an example of noun that names a person.

The word **house** is an example of noun that names a place.

The word **dog** is an example of noun that names an animal.

The word **table** is an example of noun that names a thing.

Common and Proper Nouns

Nouns can be classified as common or proper.

- A common noun is a general name of a person, place, animal, or thing. It is not capitalized except at the beginning of a sentence.

Example:



boy



airport



school



Cat



book

- A proper noun is a specific name of a person, place, animal, or thing. It is written in capital letter.

Example:



Kevin



Luis Munoz Marin International Airport



Kitty



The Cat in the Hat

Practice 22.

A. Classify the following nouns as person, place, animal, or thing. Write each word in the correct column on the chart below.

car America boat father horse bike park mouse
city children fish lady

person	place	animal	thing

B. Underline the nouns in each sentence.

1. I live in a beautiful island.
2. She went to the zoo yesterday.
3. Karen and Peter like to play together.
4. My sister works in a hospital.
5. San Juan is the capital.

C. Write each noun in the correct side. Remember to begin each proper noun with a capital letter.

Common Noun		Proper Noun
1 _____	chair	1 _____
2 _____	baby	2 _____
3 _____	august	3 _____
4 _____	pacific ocean	4 _____
	bus	
	Christmas	
	park	
	Monday	

D. Choose the word to complete each sentence.

1. A _____ bought the house.
2. They spent a week in _____.
3. Amy needs some red _____ for the party.
4. The _____ bites its toy.
5. We visited a beautiful _____ yesterday.

balloons	beach	man	Cuba	puppy
----------	-------	-----	------	-------

LESSON 7

Unit: What makes Puerto Rico Unique?

Theme: Singular and Plural Nouns

Learning Objectives:

At the end of this lesson the students will:

- Identify singular and plural nouns.
- Write the plural form for regular nouns.
- Identify irregular plural nouns.
- Write the plural form for irregular nouns.

Standards and Expectations:

Language

3.LA.1 Demonstrate command of English grammar and usage when writing or speaking.

3.LA.1b Form and use regular and irregular plural nouns.

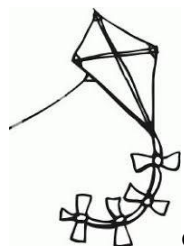
3.LA.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Singular and Plural Nouns

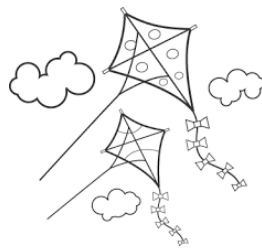
A singular noun names one person, place, animal, or thing.

A plural noun names more than one person, place, or thing.

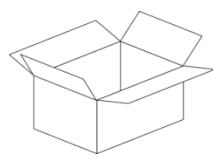
Example:



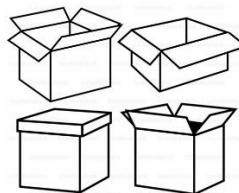
one **kite** (singular)



two **kites** (plural)



one **box** (singular)



four **boxes** (plural)

Plural Nouns Rules

1. Most of the noun just add -s to form the plural.

Example: bag – bags tree – trees

2. Nouns that end in -s, -sh, -ch, -x, or -z add -es to form the plural.

Example: class – classes fox – foxes bush - bushes

3. Nouns that end in -o add an -s to form the plural form for short sound, but for long sound add -es.

Example: patio – patios tomato – tomatoes

4. Nouns that end in -y preceded by a vowel add an -s to form the plural.

Example: toy – toys key - keys

5. Nouns that end in -y preceded by a consonant change the -y for an -i and add -es to form the plural.

Example: baby – babies cherry - cherries

6. Nouns that end with -f or -fe, eliminate the -f or -fe and add -ves.

Example: leaf – leaves knife – knives

7. Some nouns do not have a specific form to express the plural. In some cases, they stay the same or change the spelling of the word. These are called Irregular Nouns.

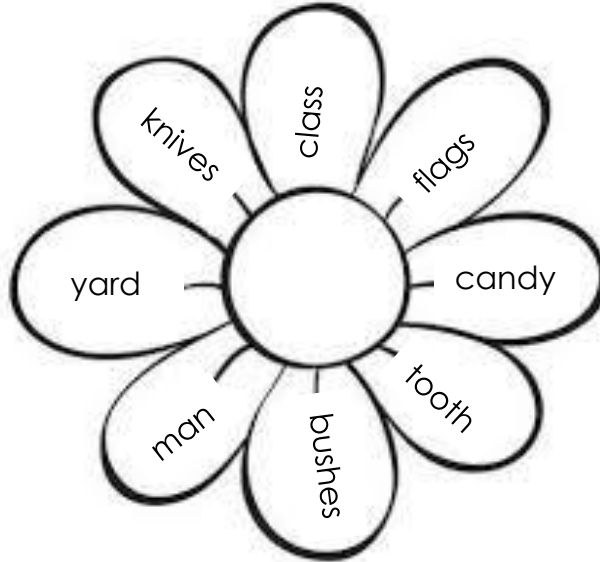
Example: deer – deer child - children

List of common Irregular Nouns

Singular	Plural	Singular	Plural
man	men	child	Children
woman	women	person	people
mouse	mice	goose	Geese
tooth	teeth	aircraft	aircraft
foot	feet	deer	deer
octopus	octopi	sheep	sheep
ox	oxen	fish	fish

Practice 23.

A. Classify the following nouns as singular or plural. Write each word in the correct column on the chart below.



Singular	Plural

B. Change the nouns in parenthesis () into the plural form. Write the answer in the line.

1. The mail man delivered two _____. (box)
2. My mom will buy _____ for the picnic. (strawberry)
3. Who painted the _____? (bench)
4. You can change the _____ of your room. (color)
5. The _____ ran away. (thief)

C. Write the plural form for each irregular noun.

- | | |
|----------------|----------------|
| 1. foot _____ | 3. goose _____ |
| 2. woman _____ | 4. deer _____ |
| 3. child _____ | |

LESSON 8

Unit: What makes Puerto Rico Unique?

Theme: Possessive Nouns

Learning Objectives:

At the end of this lesson, the students will:

- Identify possessive nouns.
- Use an apostrophe to form possessive nouns.
- Write possessive nouns in a sentence.

Standards and Expectations:

Language

3.LA.1 Demonstrate command of English grammar and usage when writing or speaking.

3.LA.1d Use an apostrophe to form contractions and frequently occurring possessives.

3.LA.2d Form and use possessives.

Possessive Nouns

A possessive noun is used to show possession or ownership. It is used to show a relation of belonging between one thing and another. An apostrophe (') is used to write the possessive form of a noun.

Example:



The pencils of the teacher are over the desk.



This sentence demonstrate that the teacher is the owner of the pencils. To demonstrate the possession, rewrite the sentence adding an 's to the owner as follow:



The **teacher's** pencils are over the desk.

To write a Possessive Nouns:

- ✓ Add an apostrophe (') and -s at the end of the noun in the following conditions:

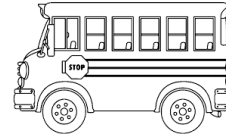
- If the noun is singular and does not end with an -s.

Example: The **boy's** glove is brown.



- If the noun is singular and ends with an -s, but the following noun does NOT begin with an -s.

Example: The **bus's** tires are new.



- If the proper noun does NOT end with an -s.

Example: **Liza's** bag is purple.



- If the plural noun does NOT end with an -s.

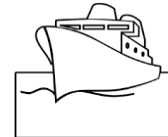
Example: The **children's** toys are in the floor.



- ✓ Add only an apostrophe (') at the end of the noun in the following conditions:

- If the singular noun ends with an -s and the following noun begins with an s.

Example: The **boss'** ship is huge.



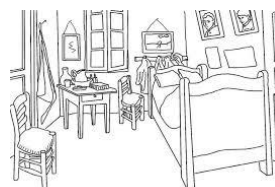
- If the proper noun ends with an -s.

Example: **Carlos'** backpack is broken.



- If the plural noun ends with an -s.

Example: The **girls'** bedroom is beautiful.



Practice 24

A. Complete each sentence. Write the possessive form of the noun in parenthesis () by adding the correct apostrophe.

1. Where is _____ backpack? (Michael)
2. Isn't that _____ dog? (Chris)
3. The _____ museum is open. (children)
4. The _____ tail is white. (dog)
5. The _____ fur feels soft. (puppies)

B. Rewrite the following group of words to show possession.

Example:

the ball of the elephant

the elephant's ball



1. the food of the giraffe
2. the tooth of the baby
3. the burrow of the foxes
4. the coats of the men
5. the lunchbox of Thomas

ASSESSMENT #5 - LANGUAGE

Choose the correct answer.

1. Read the sentence.

“The books are on the shelves.”

What is the underline word in the sentence?

- a. verb
 - b. noun
 - c. adjective
2. Read sentence 2 from the selection.

1. Last week I visited the zoo with my family. 2. I saw two kangaroo running around. 3. We had lots fun together.

Which change should be made to correct sentence 2?

- a. Change “saw” to see.
 - b. Change “running” to run.
 - c. Change “kangaroo” to kangaroos.
3. Read sentence 1 form the selection.

1. Peter and Tom are my best _____. 2. We play together at school every day. We know each other since kindergarten.

Which word best complete sentence 1?

- a. sisters
 - b. friends
 - c. brothers
4. Read the sentence

“My uncle Tim has three hobby.”

What is the plural form of the underline word?

- a. hobbys
 - b. hobbyes
 - c. hobbies
5. What is the plural form for the noun **child**?
- a. childs
 - b. childes
 - c. children
6. Read the sentence.

“George dad has two racing cars”

Which change should be done to the underlined part of the sentence?

- a. George' dad
 - b. George's dad
 - c. Georges's dad
7. Read the selection.

1. Cristina had a pajama party on Saturday. 2. We played video _____ and watch a movie. 3. In the movie I saw four elves. 4. We had a great a time!

Which word best complete sentence 2?

- a. music
 - b. games
 - c. basketball
8. Read the selection.

1. Cristina had a pajama party on Saturday. 2. We played video _____ and watch a movie. 3. In the movie I saw four elves. 4. We had a great a time!

What is the underline word in the sentence1?

- a. verb
- b. noun
- c. adjective

9. Read the selection.

1. Cristina had a pajama party on Saturday. 2. We played video _____ and watch a movie. 3. In the movie I saw four elves. 4. We had a great a time!

Which change should be made to correct sentence 3?

- a. Change "elf" to elves.
- b. Change "four" to fours.
- c. Change "movie" to movies.

10. Which change should be done to the underlined part of the sentence?

"Sam does karate with Jennifer in the martial arts gym."

- a. Jennifer in the Martial Art Gym
- b. Jennifer in the martial art Gym
- c. Jennifer in the Martial Art gym

11. Which sentence is correct?

- a. My cats' name is Mota.
- b. My dad's car is in the garage.
- c. Emily' team won the game yesterday.

END OF ASSESSMENT

LESSON 9

Unit: Immigration

Theme: Verbs

Objectives:

At the end of this lesson the students will:

- Identify action verbs.
- Identify the simple present and past tense verbs.
- Choose and write the correct simple present tense.
- Choose and write the simple past tense for regular and irregular verbs.

Standards and Expectations:

Language

3.LA.1 Demonstrate command of English grammar and usage when writing or speaking.

3.LA.1e Form and apply regular and irregular verbs.

3.LA.1f Form and apply the simple present, past, future (e.g., I walk, I walked, I will walk) verb tenses.

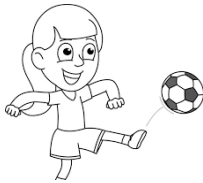
3.LA.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Verbs

A verb tells something about the subject. It can express an action, an event, or a state of being. It also indicates the time the action, event, or state of being happened by changing his form (verb tenses).

Example:

The girl **hits** the soccer ball. (action)



Karina **feels** sick today. (state of being)



There are two types of verbs: action and state of being.

Practice 25

A. Underline the verb in each sentence.

- 1) The horse jumps the fence every time.
- 2) Marta and her sister bake a delicious cake today.
- 3) Michael and his father walk together every morning.
- 4) I clean my bedroom every Saturday.
- 5) The baker opens his store early in the morning.

Simple Present Tense

The simple present tense is used to describe actions or conditions that happened in the present, but not necessarily are happening right now.

Example:

The teacher **reads** a book every morning.



Every morning indicates that is a habit. (present)

Observe the verb **play**:

Third person	I	play
	you	play
	he	plays
	she	plays
	we	play
	they	play

Add -s or -es when the subject is third person singular

Example:



- I **play** with the blocks. (first person singular)
He **plays** with the blocks. (third person singular)
We **play** with the blocks. (first person plural)

The sentences are using the same verb and the same simple present tense, but when the subject is third person singular you need to add an -s or -es to the verb.

Rules for Spelling Third Person Singular Verb:

1. Add -s for most verbs.

run - runs

cook – cooks

cut – cuts

2. Add -es for verbs that end in -ch, -s, -sh, -x, or -z.

mix – mixes

brush – brushes

watch – watches

3. Add -s for verbs that end in -y preceded by a vowel.

play – plays

enjoy – enjoys

buy – buys

4. Change the -y for an -i and add -es for verbs that end in -y precede by a consonant.

study – studies

dry – dries

carry – carries

Practice 26

B. Check the correct sentence.

- 1) A. The little chicken cross the road.
 B. The little chicken crosses the road.
- 2) A. Miguel and Rebecca help the teacher.
 B. Miguel and Rebecca helps the teacher.
- 3) A. My friend and I play basketball.
 B. My friend and I plays basketball.
- 4) A. The blue bird fly very high.
 B. The blue bird flies very high.
- 5) A. Rachel and her brother run to the bus stop.
 B. Rachel and her brother runs to the bus stop.

C. Choose the correct simple present tense verb to complete the sentence.

- 1) My dog _____ across the street.
a. run b. runs c. runes
- 2) Milly and John _____ to me each day at recess.
a. talk b. talks c. talks
- 3) Mr. and Mrs. Rivera _____ orchestra concerts.
a. enjoy b. enjoys c. enjoys
- 4) Jason _____ television after school.
a. watch b. watches c. watches
- 5) They _____ fresh pineapples.
a. love b. loves
- 6) The bird _____ very high.
a. fly b. flew c. flies

Simple Past Tense

The simple past tense is used to show an action that happened in the past. It has already started and ended.

Example: Yesterday I **practiced** volleyball all afternoon.



The word yesterday indicates that the practice happened in the past.

Example: My little brother and I **baked** some cookies last week.



The phrase last week indicates that the event happened in the past.

How to write simple past tense:

- ✓ Usually add -d or -ed to the base form of the verb.

Example: **walk – walked** **reach – reached**

- ✓ If a verb ends with an e, just add -d.

Example: **dance – danced** **bake – baked**

- ✓ If a verb ends with a consonant + y, change the y for an i and add -ed.

Example: **carry – carried** **copy- copied**

- ✓ If a verb has a short vowel with one consonant, double the consonant and add -ed.

Example: **hop – hopped** **stop – stopped**

Practice 27

D. Complete the sentence with the simple past tense. Use the regular verb in parenthesis ().

- 1) Yesterday they _____ in the patio. (work)
- 2) The children _____ in the park. (play)
- 3) Tim and Jack _____ money from the lemonade stand. (earn)
- 4) My father _____ a delicious dinner last night. (cook)
- 5) Alison and Kimberly _____ to the team. (belong)

E. Complete the chart.

Verb	Simple present	Simple present 3er person singular	Simple past
jump			
brush			
cry			
shop			
announce			

Simple Past Tense – Irregular

The past tense of most verbs is formed by adding -ed or -d, but some verbs are formed in other ways. Verbs that do not follow this format are called **irregular verbs**.

Example: The family **sang** a beautiful song last night.



Last Sunday the boys **built** a sandcastle.

Some Common Irregular Verbs

Present	Past
begin	began
bite	bit
build	built
buy	bought
choose	chose
dig	dug
drink	drank
drive	drove
eat	ate
fall	fell

Present	Past
feel	felt
fly	flew
forget	forgot
give	gave
go	went
hold	held
hide	hid
pay	paid
read	read
ring	rang

Present	Past
run	ran
see	saw
sleep	slept
sing	sang
sweep	swept
swim	swam
teach	taught
throw	threw
win	won
write	wrote

Practice 28

F. Match each verb with its irregular verb simple past tense.

1) ____ drink

A) drove



2) ____ fly

B) rang



3) ____ eat

C) drunk



4) ____ drive

D) ate



5) ____ ring

E) flew



G. Complete the sentence with the simple past tense. Use the verb in parenthesis ().

1) The students _____ a letter to the teacher. (write)

2) Carlos _____ the ball over the fence. (throw)

3) Diego and Jessica _____ the last Thanksgiving race. (win)

4) The child _____ at the pool last summer. (swim)

5) The teacher _____ a new lesson yesterday. (teach)

ASSESSMENT #6 - LANGUAGE

Choose the correct answer.

1. Read the selection.

1. We visited the pet shop last Saturday. 2. My brother buy some mice.
3. He has a snack as a pet.

Which word in sentence 1 is a verb?

- a. visited
- b. pet shop
- c. Saturday

2. Read the selection.

1. We visited the pet shop last Saturday. 2. My brother buy some mice.
3. He has a snack as a pet.

Which change should be made to correct sentence 2?

- a. My brother buys some mice.
- b. My brother buyed some mice.
- c. My brother bought some mice.

3. Read the selection.

1. The children visit the park every afternoon. 2. They like to play basketball.
3. But yesterday lots of mosquitoes bif John in his legs

What is the underline word in the sentence 3?

- a. verb
- b. noun
- c. adjective

4. Read the selection.

1. The mail man _____ letters and packages every week. 2. Uncle Bob send me a package last week. 3. I was very happy!

Which word BEST completes the sentence 1?

- a. deliver
- b. delivers
- c. delivered

5. Read the selection.

1. The mail man _____ letters and packages every week. 2. Uncle Bob send me a package last week. 3. I was very happy!

Which is the simple past for the verb **send** in sentence 2?

- a. sent
- b. sends
- c. sended

6. Choose the sentence that has the correct simple present tense.

- a. My brother walk his dog every morning.
- b. My brother walks his dog every morning
- c. My brother walkes his dog every morning

7. Choose the sentence that has the correct simple present tense.

- a. Patricia and I watch the baseball game.
- b. Patricia and I watched the baseball game.
- c. Patricia and I watches the baseball game.

8. Choose the sentence that has the correct simple past tense.

- a. The girl plays basketball at her school last year.
- b. The girl plaied basketball at her school last year.
- c. The girl played basketball at her school last year.

9. Choose the correct sentence.

- a. The student ask the teacher a question.
- b. The horse jumps the fence of my neighbor.
- c. The girl brush her long hair before going to bed.

END OF ASSESSMENT

LESSON 10

Unit: 3.2 Immigration

Theme: Sentence structure

Learning Objectives:

At the end of this lesson the students will:

- Familiarize themselves with the key elements of a sentence.
- Be able to identify between a sentence and a fragment.
- Be capable of writing sentences.

Standards and Expectations:

Writing

3.W.1 Offer and support ideas, feelings, and opinions on familiar topics, Experiences, or appropriate-level texts, providing text evidence or adding relevant background knowledge about the subject matter.

3.W.2 Write informational texts (e.g., “how-to” book, simple report) with increasing independence, and organize key ideas and details in a clear sequence.

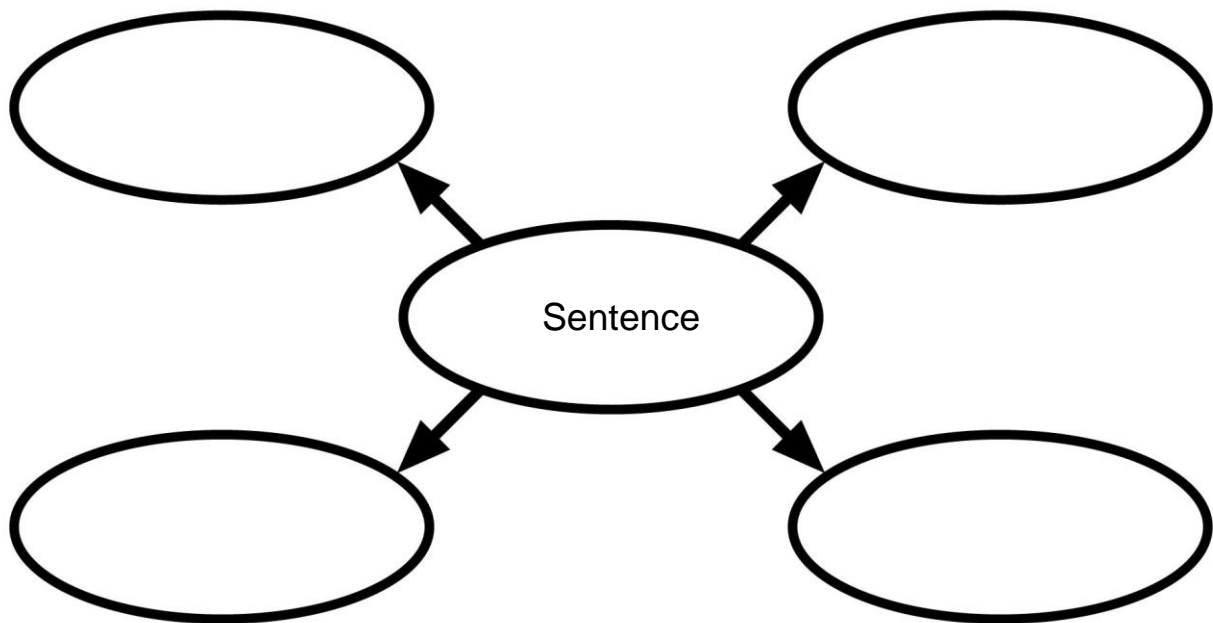
3.W.3 Write literary texts with increasing independence using appropriate text organization and using transitional words and other cohesive devices to better organize writing.

3.W.4 Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

3.W.5 Use a variety of digital tools to produce and publish writing, including in collaboration with peers.

PRACTICE 31. Introduction

Today we are going to discuss the importance of sentences, as well as major characteristics, and different types of sentences. Before we get started, complete the brainstorming map to see what comes to your mind when you see the word SENTENCE.



Excellent job! Sentences are a group of words that when come together have three specific characteristics.

- Expresses a complete thought
- Ends with a punctuation mark (. ? !)
- Starts with a capital letter

Example:

1. My name is Susan.
2. Marcos is the fastest runner in the school.
3. I love to eat pizza!

As you can see, the examples above have; a COMPLETE THOUGH, start with CAPITAL LETTER and ends with a PUNCTUATION MARK. These three characteristics make a random group of words into sentences.

Practice 32. Write any 5 sentences using the rubric found below. Remember, for a group of words be considered a sentence, it should possess three key elements.

Sentences writing checklist	
	1. The student started with a capital letter.
	2. The student ended with a punctuation mark. (. ! ?)
	3. The students expressed a complete thought.

1. _____

2. _____

3. _____

4. _____

5. _____

Excellent job!

Every complete sentence contains two parts: **a subject and a predicate.**

What is a **subject** in a sentence? The subject is what or who the sentence is about.

Example: James and his dog run to the beach every morning.

In this case James and his dog are the subject, because the sentence is talking about them, making them the subject of the sentence. Remember to ask, WHO?

What is a predicate in a sentence? The predicate tells something about the subject.

Example: Mary likes to run at the public park.

The question you should be asking is **WHAT?** What is the subject doing? Then you will be able to identify the predicate.

IMPORTANT: Notice that the predicate includes the VERB in the sentence (likes) and all the rest of the words that describes what she likes. The verb will be the clue onto where the predicate starts. Now it's your turn to shine.

Practice 33. Choose a subject from the box to complete each sentence. Remember, the sentence must make sense to be counted as correct.

My closet	The eye doctor	A gray dolphin
The plant		The plumber

1. _____ checked my vision.
2. _____ jumped in the sea.
3. _____ needs soil, water, and sunlight.
4. _____ has lots of clothes in it.
5. _____ fixed the sink.

Awesome Job! Keep up the good work.

Practice 34.

Carefully read the following sentences. Circle the verb in each sentence. Then, underline the predicate in each sentence. Remember, the verb will help you identify the predicate with much ease.

Example: The beautiful girl walks across the river every day.

The **verb** is identified with a circle, and the rest of the predicate is underlined.

1. The chocolate cake tasted very good.
2. Manuel, Javier, and Cristal walked their dogs yesterday.
3. Kate and Julia laughed and played on the swings.
4. The girl is dancing on the stage for the first time.
5. My parents finished painting the house.

Fantastic job! You are on your way to creating amazing sentences.

IMPORTANT! Not all groups of words are sentences. Sentences are written in two parts (subject and predicate). When a sentence is missing any of the parts of the sentence it is called a SENTENCE FRAGMENT.

SUBJECT + PREDICATE = COMPLETE SENTENCE

SUBJECT = SENTENCE FRAGMENT

PREDICATE = SENTENCE FRAGMENT

Example:

1. The cat ran to the store faster than the dog.

This is a perfect example of a complete sentence. It provides a subject and a predicate. It also starts with capital letter, express a complete thought, and ends with a punctuation mark.

2. Ran to the store faster than a rabbit.

In this case, there is no subject. Who ran to the store? It is incomplete, meaning it is a sentence fragment (one part of a sentence). Be careful, because sometime these sentence fragments can masquerade as a real sentence, by having a capital letter, and ending with a punctuation mark. The difference is that it does NOT express a complete thought.

3. My favorite math teacher.

In this case, there is no predicate. What did the teacher do or say? It is incomplete, meaning it is a sentence fragment (one part of a sentence). Be careful, because sometime these sentence fragments can masquerade as a real sentence, by having a capital letter, and ending with a punctuation mark. The difference is that it does NOT express a complete thought.

Quick recap: All sentences should have the following criteria:

1. Start with a capital letter.
2. Express a complete thought.
3. End with a punctuation mark (. ? !)
4. Possess a subject.
5. Possess a predicate.

Practice 35. Carefully read the sentences below. Identify each item as SENTENCE or FRAGMENT. If the exercise is a sentence write S on the space provided. If the exercise is a fragment write F in the space provided. Good luck!

1. _____ Gabriela wants a new bicycle.
2. _____ Ran down the street.
3. _____ The flowers in the garden.
4. _____ The dog jumped on the bed.
5. _____ The waterfall at the top of the creek.
6. _____ My brother James ate all the candy in the refrigerator.
7. _____ Is never allowed to go to sleepovers.
8. _____ I like to put flowers in this white vase.
9. _____ Under the palm tree.
10. _____ Last year I went to the beach for summer vacation.

Extraordinary job! Since you have mastered the difference between SENTENCE and FRAGMENT, you are now up to the challenge.

Practice 36. Using the exercise above, rewrite the fragments into complete sentences. Remember the key elements in a sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

LESSON 11

Unit: 3.2 Immigration

Theme: Types of sentences

Learning Objectives:

At the end of this lesson the students will:

- Comprehend the definition of the four types of sentences.
- Be proficient in identifying the types of sentence.
- Be able to write any of the four types of sentences.

Standards and Expectations:

Writing

3.W.1 Offer and support ideas, feelings, and opinions on familiar topics, Experiences, or appropriate-level texts, providing text evidence or adding relevant background knowledge about the subject matter.

3.W.2 Write informational texts (e.g., “how-to” book, simple report) with increasing independence, and organize key ideas and details in a clear sequence.

3.W.3 Write literary texts with increasing independence using appropriate text organization and using transitional words and other cohesive devices to better organize writing.

3.W.4 Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

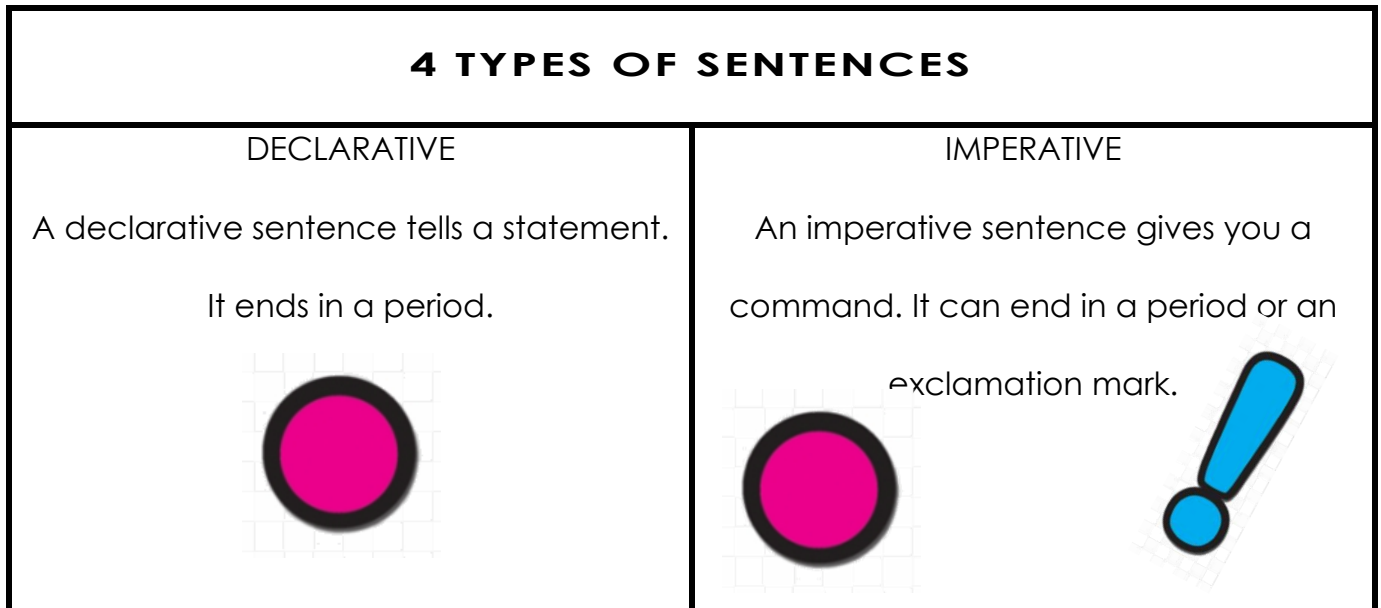
3.W.5 Use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Introduction

After having a complete view of sentence structure and all its components, now we shall continue studying the purpose of each sentence. There are four types of sentences, classified by their purpose:

1. Declarative sentence (statement)
2. Interrogative sentence (question)
3. Imperative sentence (command)
4. Exclamatory sentence (exclamation)

Read the following diagram to better understand each type of sentence.



INTERROGATIVE

An interrogative sentence asks a question. It ends with a question mark.



EXCLAMATORY

An exclamatory sentence is a statement that shows emotions. It ends in an exclamation mark.



Examples for each types of sentence:

- **Declarative:**

1. There are seven continents on Earth.
2. My new car is black.
3. My dog was really happy to see me.



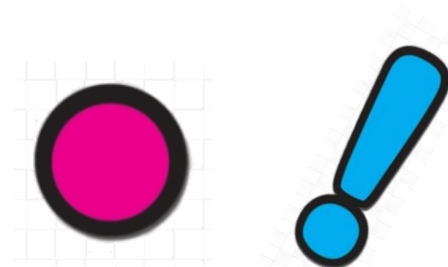
- **Interrogative:**

1. What is your name?
2. How old are you?
3. Do you want to go to the movie theater with me?



- **Imperative:**

1. Pass the bread.
2. Wait for the light to turn green.
3. Clean your room, now!



- **Exclamatory:**

1. What an amazing sunset!
2. What a cute puppy!



3. The birthday cake was delicious!

These different kinds of sentences allow us to express ourselves clearly. Using a variety of sentences in your writing will add interest and help you get your ideas across effectively. To communicate clearly, it is important to know the function of each type of sentence so you can make the right choice, depending on your purpose.

Now is your turn, good luck!

Practice 37. READ CAREFULLY in order to identify correctly each type of sentence. Using the space provided at the left of each sentence, identify each types of sentence as declarative (D), interrogative (IN), imperative (IM), or exclamatory (E). Then on the space provided on the right of the sentence, add the correct punctuation mark (. ! ?)

_____ 1. Where is my pencil _____

_____ 2. Please, bring me my backpack _____

_____ 3. Happy birthday to you _____

_____ 4. My mother's name is Rosa _____

_____ 5. Help me _____

_____ 6. I have lived in Puerto Rico my whole life _____

_____ 7. Close the door _____

_____ 8. Have you taken the English test _____

Excellent! Once again, you have proven yourself to be ready.

Practice 38: Choose the correct answer for each question. Read carefully before choosing an answer.

1. Which of these is a declarative sentence?
 - a. Will you go to the store with me ____
 - b. Finally, I got an A on the test ____
 - c. I am a student at Rush Strong School ____
2. Which of these is an interrogative?
 - a. You won the prize ____
 - b. Do you know how to play basketball ____
 - c. He has blonde hair and blue eyes ____
3. Which of these is an exclamatory sentence?
 - a. You are a third-grade student ____
 - b. Clean the windows ____
 - c. What a lovely day outside ____
4. Bring the computer to my room.
 - a. Declarative
 - b. Exclamatory
 - c. Imperative
5. Why are you crying?
 - a. Interrogative
 - b. Declarative
 - c. Imperative



Practice 39. For our next task, using crayons or color pencils, please underline the following paragraph according to the colors listed below.

Students will underline **declarative** sentences **red**.

Students will underline **interrogative** sentences **blue**.

Students will underline **exclamatory** sentences **green**.

First Day of Third Grade

On the first day of school, I meet my teacher. My teacher's name is Mrs. Wong. She is so nice! We talked about the rules and she asked many questions. These are some of the questions she asked our class. What would you like to learn this year? Are you excited about third grade? What is your favorite thing about school? What are some of the things you are interested in? After answering these questions, we began reading a book by Beverly Cleary. I loved the book! I was very interested in the main character. She hated cursive! Then we had circle time and talked about some of the things we will learn in third grade this year. I really enjoyed the first day of school!

WRITING ASSESSMENT

Part 1. Sentence or Fragment.

Read each item. Identify them as sentence (**S**), or fragment (**F**).

- _____ 1. Heard the loud noise of the machine.
- _____ 2. He writes very well.
- _____ 3. Yesterday when I got off the school bus.
- _____ 4. My friend James, the one screaming.
- _____ 5. What is your name?

Part 2. Subject and predicate.

Read each sentence carefully. Then circle the **subject** in each sentence. Next, underline the predicate in each sentence.

- 1. James and Ricardo played basketball at recess.
- 2. We won a teddy bear at the carnival.
- 3. The blue book was found on the floor.
- 4. The bear ate all the snacks from the car.
- 5. None of the students slept during nap time.

Part 3. Read each sentence. Identify each sentence as Declarative, Interrogative, Imperative, or Exclamatory. (10 pts)

1. How was your day in school?

2. Do your assignments in class on time.

3. I'm so excited I passed the test!

4. Walking up that mountain is dangerous.

5. Who is the most popular singer?

Part 4. Add the correct punctuation mark at the end of the following sentences. Then on the line provided on the right write whether the sentence is **Declarative, Interrogative, Exclamatory, or Imperative.**

1. Please return your seat ____ _____

2. Drew dropped his book ____ _____

3. My teacher likes to read ____ _____

4. Keep of the grass ____ _____

5. Who is your teacher _____

Part 5. Place the correct punctuation mark on the following sentences. Punctuation means periods, exclamation points, and question marks (. ? !).

1. Maria is a student at our school _____

2. Who is your teacher _____

3. What a wonderful book _____

4. Please be quiet the baby is sleeping _____

5. How old are you _____

Part 6. Write **ONE** sentence for each type of sentence. Remember the three key elements when writing sentences. Be CREATIVE and ORIGINAL. Do NOT use any of the given sentences in the module.

1. Declarative

2. Exclamatory

3. Interrogative

4. Imperative

ANSWER KEY – PHONICS

<p>Practice 2. Beginning Sounds</p> <ol style="list-style-type: none">1. G2. T3. B4. M5. F6. L7. P8. Z9. D	<p>Practice 3. Middle Sounds</p> <ol style="list-style-type: none">1. Rabbit2. Hammer3. Balloon4. Seven5. Wáter6. Zipper7. Lemon8. Parrot9. Paper			
<p>Practice 4. Final Sound</p> <ol style="list-style-type: none">1. X2. T3. S4. R5. P6. T7. N8. D9. X	<p>Practice 5. Syllables</p> <ol style="list-style-type: none">1. 12. 23. 24. 15. 26. 37. 18. 29. 310. 1			
<p>Practice 7. Missing Vowel</p> <ol style="list-style-type: none">1. I2. A3. E4. U5. U6. O	<p>Practice 9. Letter Patterns</p> <table border="1"><tr><td data-bbox="824 1604 1146 1871"><ol style="list-style-type: none">1. CVCV2. CVVC3. CVV4. CVCV5. CVCV6. CVCV7. CV</td><td data-bbox="1146 1604 1471 1871"><ol style="list-style-type: none">10. CVVC11. CV12. CV13. CVVC14. CVCV15. CVVC16. CVV</td></tr></table>		<ol style="list-style-type: none">1. CVCV2. CVVC3. CVV4. CVCV5. CVCV6. CVCV7. CV	<ol style="list-style-type: none">10. CVVC11. CV12. CV13. CVVC14. CVCV15. CVVC16. CVV
<ol style="list-style-type: none">1. CVCV2. CVVC3. CVV4. CVCV5. CVCV6. CVCV7. CV	<ol style="list-style-type: none">10. CVVC11. CV12. CV13. CVVC14. CVCV15. CVVC16. CVV			

	8. CVV 9. CVVC	17. CVCV 18. CVCV
Practice 10. Long Sounds 1. Queen 2. Cake 3. Flute 4. Rose 5. Knee 6. Ice 7. Tree 8. Mule 9. Soap		

ANSWER KEY READING LESSONS

Pre Reading - Answers may vary.

Practice 11. Vocabulary. Complete each sentence.

1. tent
2. bonfire
3. sticks
4. dessert
5. pit
6. treats
7. buns
8. marshmallows
9. roast

Practice 13. Reading Comprehension Activity

1. Answers to the wh questions.
 1. Lily and her brother Ryan went camping with their mom and dad.
 2. They put the hot dogs into the buns.
 3. The family camped during the night.
 4. Lily got out the marshmallows for dessert.
 5. Lilly and mom collected sticks to set a bonfire.
 6. The hot dogs were delicious.

7. The family felt happy during the camping.

2. Sequence of Events

5

1

6

4

2

3

Practice 14. Fact and Opinion.

1. b

2. b

3. c

4. a

5. b

Practice 16. Fiction and Nonfiction

Fiction	Nonfiction
1. <u>The Flying Cat</u>	1. <u>All About Cars</u>
2. <u>The Unicorn and the Princess</u>	2. <u>How to Make Pizza</u>
3. <u>Bobby, the Talking Dog</u>	3. <u>Biography of Martin Luther King Jr.</u>

Practice 17. Reading Comprehension Activity

1. b

2. c

3. a

4. c

5. a

6. b

7. The story is fiction. It is fiction because the story was created by the author. The characters and setting are not real.

Practice 18. Story Elements

Setting	a. time – during the day b. place – in the park
Characters	a. main – Tyler b. secondary – Tyler's mother, Bella, Tyler's friends and teachers
Plot	a. Beginning – Tyler asked his mom permission to go to the park. b. Middle – Everybody was cleaning the park. c. End – They finished cleaning the park and the teachers bought pizza and lemonade for everybody.
Problem	a. The park was dirty.
Solution	a. People went to the park with garbage bags to clean the park.

Practice 19. Character Traits. Character traits that describe Tyler.

- | | | |
|-------------|-------------|-----------------|
| 1. friendly | 5. obedient | 9. energetic |
| 2. helpful | 6. caring | 10. Responsible |

Practice 20. Biography of Roberto Clemente. Reading Comprehension Activity

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

Practice 21. Main Idea

1. b
2. a
3. c

PRACTICE EXERCISES ANSWER KEY - LANGUAGE

Practice 22. Classify the following nouns as person, place, animal, or thing. Write each word in the correct column on the chart below.

person	place	animal	thing
father	America	horse	car
children	park	mouse	boat
lady	city	fish	bike

B. Underline the nouns in each sentence.

- a. island
- b. zoo
- c. Karen, Peter
- d. sister, hospital
- e. San Juan, capital

C. Write each noun in the correct side. Remember to begin each proper noun with a capital letter. (8 pts.)

Common Noun

1 chair

2 baby

3 park

4 bus

Proper Noun

1 August

2 Pacific Ocean

3 Christmas

4 Monday

D. Choose the word to complete each sentence.

1. man

2. Cuba
3. balloons
4. puppy
5. beach

PRACTICE EXERCISES ANSWER KEY - LANGUAGE

LESSON 7

Practice 23. Classify the following nouns as singular or plural. Write each word in the correct column on the chart below.

Singular	Plural
class	knives
yard	man
tooth	bushes
candy	flags

B. Change the nouns in parenthesis () into the plural form. Write the answer in the line.

1. boxes
2. strawberries
3. benches
4. colors
5. thieves

C. Write the plural form for each irregular noun.

2. feet
3. women
4. children
5. geese
6. deer

PRACTICE 24. Complete each sentence. Write the possessive form of the noun in parenthesis () by adding the correct apostrophe. (5 pts.)

1. Michael's
2. Chris'
3. children's
4. dog's

5. puppies'

B. Rewrite the following group of words to show possession. (5 pts.)

1. the giraffe's food
2. the baby's tooth
3. the foxes' burrow
4. the men's coats
5. Thomas' lunchbox

PRACTICE 25. Underline the verb in each sentence.

1. jumps
2. bake
3. walk
4. clean
5. opens

PRACTICE 26. Check the correct sentence. (Simple present tense)

1. B
2. A
3. A
4. B
5. A

PRACTICE 27. Choose the correct simple present tense verb to complete the sentence.

1. B
2. A
3. A
4. C
5. A
6. C

PRACTICE 28. Complete the sentence with the simple past tense. Use the regular verb in parenthesis ().

1. worked
2. played
3. earned
4. cooked
5. belonged

E. Complete the chart.

Simple present	Simple present 3er person singular	Simple past
jump	jumps	jumped
brush	brushes	brushed
cry	cries	cried
shop	shops	shopped
announce	announces	announced

PRACTICE 29. Match each verb with its irregular verb simple past tense.

1. C
2. E
3. D
4. A
5. B

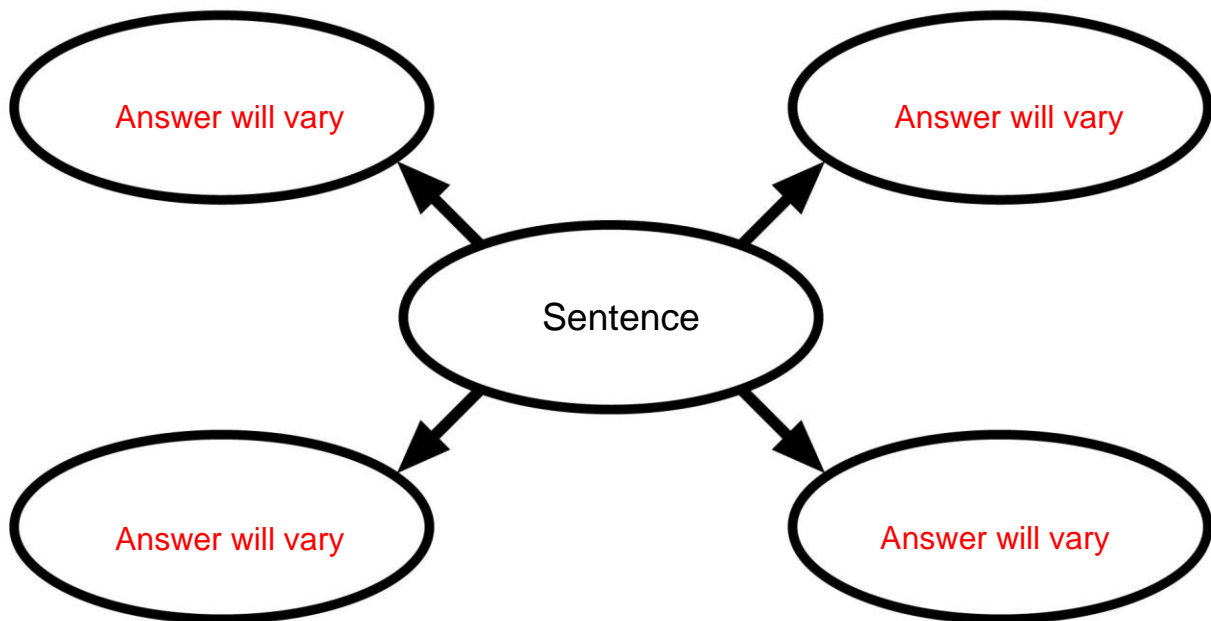
PRACTICE 30. Complete the sentence with the simple past tense. Use the verb in parenthesis ().

1. wrote
2. threw
3. won
4. swam
5. thought

PRACTICE ANSWER KEY FOR WRITING

PRACTICE 31. Introduction

Today we are going to discuss the importance of sentences, as well as major characteristics, and different types of sentences. Before we get started, complete the brainstorming map to see what comes to your mind when you see the word SENTENCE.



PRACTICE 32.

Sentences writing checklist	
	4. The student started with a capital letter.
	5. The student ended with a punctuation mark. (. ! ?)
	6. The students expressed a complete thought.

1. _____ Answer will vary
2. _____ Answer will vary
3. _____ Answer will vary
4. _____ Answer will vary

5. _____

PRACTICE 33. Choose a subject from the box to complete each sentence. Remember, the sentence must make sense to be counted as correct.

My closet	The eye doctor	A gray dolphin
The plant		The plumber

6. The eye doctor checked my vision.
7. A gray dolphin jumped in the sea.
8. The plant needs soil, water, and sunlight.
9. My closet has lots of clothes in it.
10. The plumber fixed the sink.

PRACTICE 34. Carefully read the following sentences. Circle the verb in each sentence. Then, underline the predicate in each sentence. Remember, the verb will help you identify the predicate with much ease.

Example: The beautiful girl walks across the river every day.

The verb is identified with a circle, and the rest of the predicate is underlined.

6. The chocolate cake tasted very good.
7. Manuel, Javier, and Cristal walked their dogs yesterday.
8. Kate and Julia laughed and played on the swings.
9. The girl is dancing on the stage for the first time.
10. My parents finished painting the house.

PRACTICE 35. Carefully read the sentences below. Identify each item as SENTENCE or FRAGMENT. If the exercise is a sentence write S on the space provided. If the exercise is a fragment write F in the space provided. Good luck!

1. S Gabriela wants a new bicycle.

F

2. _____ Ran down the street.
3. **F** _____ The flowers in the garden.
4. **S** _____ The dog jumped on the bed.
5. **F** _____ The waterfall at the top of the creek.
6. **S** _____ My brother James ate all the candy in the refrigerator.
7. **F** _____ Is never allowed to go to sleepovers.
8. **S** _____ I like to put flowers in this white vase.
9. **F** _____ Under the palm tree.
10. **S** _____ Last year I went to the beach for summer vacation.

PRACTICE 36. Using the exercise above, rewrite the fragments into complete sentences. Remember the key elements in a sentence.

6. _____ **Answer will vary** _____

7. _____ **Answer will vary** _____

8. _____ **Answer will vary** _____

9. _____ **Answer will vary** _____

10. _____ **Answer will vary** _____

PRACTICE 37. Using the space provided at the left of each sentence, identify each types of sentence as declarative (D), interrogative (IN), imperative (IM), or exclamatory (E). Then on the space provided on the right of the sentence, add the correct punctuation mark (. ! ?)

IN 1. Where is my pencil **?**

IM

- _____ 2. Please, bring me my backpack _____
- E 3. Happy birthday to you _____!
- D 4. My mother's name is Rosa _____.
- E 5. Help me _____!
- D 6. I have lived in Puerto Rico my whole life _____.
- IM 7. Close the door _____!
- IN 8. Have you taken the English test _____?

PRACTICE 38. Choose the correct answer for each question. Read carefully before choosing an answer.

6. Which of these is a declarative sentence?

- d. Will you go to the store with me _____
- e. Finally, I got an A on the test _____
- f. I am a student at Rush Strong School _____

7. Which of these is an interrogative?

- d. You won the prize _____
- e. Do you know how to play basketball _____
- f. He has blonde hair and blue eyes _____

8. Which of these is an exclamatory sentence?

- d. You are a third-grade student _____
- e. Clean the windows _____
- f. What a lovely day outside _____

9. Bring the computer to my room.

- d. Declarative
- e. Exclamatory
- f. Imperative



10. Why are you crying?

d. Interrogative

e. Declarative

f. Imperative

PRACTICE 39. For our next task, using crayons or color pencils, please underline the following paragraph according to the colors listed below.

Students will underline **declarative** sentences **red**.

Students will underline **interrogative** sentences **blue**.

Students will underline **exclamatory** sentences **green**.

First Day of Third Grade

On the first day of school, I meet my teacher. My teacher's name is Mrs. Wong. She is so nice! We talked about the rules and she asked many questions. These are some of the questions she asked our class. What would you like to learn this year? Are you excited about third grade? What is your favorite thing about school? What are some of the things you are interested in? After answering these questions, we began reading a book by Beverly Cleary. I loved the book! I was very interested in the main character. She hated cursive! Then we had circle time and talked about some of the things we will learn in third grade this year. I really enjoyed the first day of school!

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