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**Summer Scholars
Language Arts
Rising 5th Grade
(Spanish)**

This sample includes the following:

Management Guide pages

- Cover and Table of Contents (3 pages)
- How to Use This Resource (9 pages)
- Grade Level Details (10 pages)

Teacher's Guide pages

- Cover (1 page)
- Days 1–2 Overview (1 page)
- Day 1 Lesson (4 pages)
- Day 2 Lesson (4 pages)

Sample Guided Practice Book pages

- Cover (1 page)
- Day 1 Student Pages (14 pages)
- Day 2 Student Pages (5 pages)

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SUMMER Scholars

Language Arts

Management Guide



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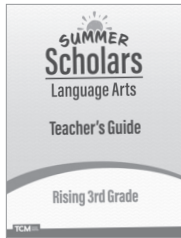
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How to Use This Resource

The *Summer Scholars: Language Arts* curriculum has been designed to meet the needs of summer learning programs. Reading comprehension lessons, phonics and word study activities, and fluency practice are presented in a flexible format to make learning (and teaching) fun for everyone.

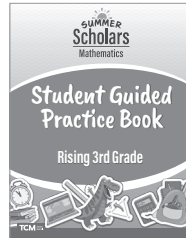
What's Included?

Teacher's Guide



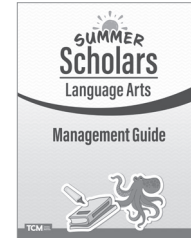
The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

Student Guided Practice Book



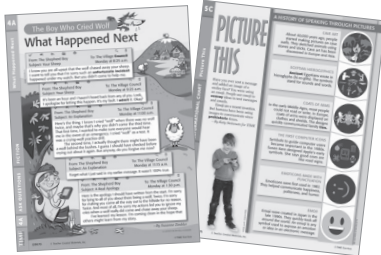
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

Management Guide



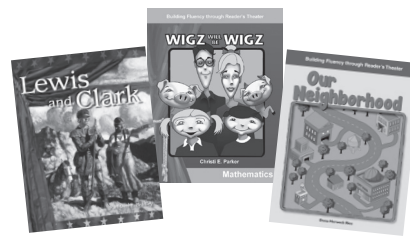
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

12 Reading Comprehension Text Cards



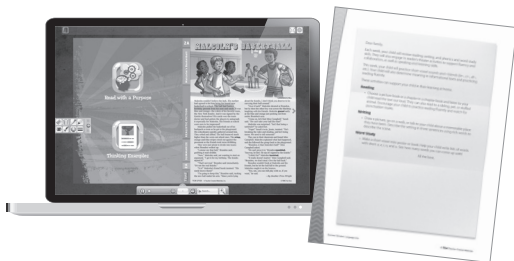
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

Reader's Theater Scripts



Excite students about reading and performing with fun reader's theater stories. The scripts are provided in the student books for their easy reference, as well as in the digital resources.

Digital Resources



These resources increase student engagement and enhance instruction. Family Engagement Letters are provided for a strong school-to-home connection.

Classroom Library with 10 Books



Inspire curiosity and a love of reading with a variety of fiction and nonfiction books for independent reading.

How to Use This Resource *(cont.)*

Reading Comprehension

The Gradual Release of Responsibility model is embedded into each of the 12 text card lessons. As you progress through every two-day lesson, there is less emphasis on the teacher (I Do) and more ownership given to the student (You Do).

- On the first day, students preview the text, are introduced to new words, and engage with the text as the teacher models the reading strategy. Students practice reading the text together and are given prompts to write about their learning. Rubrics to assess student writing are available in the digital resources. See page 91 for details.
- On the second day, students use the reading strategy they are learning as they reread the text and discuss the text structure and big idea. Helpful strategies enable teachers to support language learners as they listen, speak, read, and write.

TIME FOR KIDS™ Text Cards

3A
Mr. Crenshaw's Day
REALISTIC FICTION
USE TEXT FEATURES
3A



MR. CRENSHAW'S DAY
Mr. Crenshaw liked to stick to a **schedule**. Every morning, his alarm went off at 6:00 on the dot. He read the newspaper while eating two scrambled eggs. Then he went to the park with his dog, Juniper.

For lunch, he had a tuna fish sandwich. Then he rode the bus to the library. In the evening, he ate chicken potpie while watching TV. By 10:00, he was ready for bed.

Every day was the same. That was how Mr. Crenshaw wanted it to be. But on a cloudy day in April, something **interrupted** his **routine**.


Mr. Crenshaw had just sat down for dinner when he heard music playing outside. He peeked out the window. On the bench across the street was a young man playing a saxophone.

Mr. Crenshaw was about to return to his dinner. Then he changed his mind. He pulled out his old **trumpet**. He walked outside and **joined** the saxophone player.

For the next hour, the two men played music together. Mr. Crenshaw remembered how he used to love to play. He realized that he still loved to play.

That day was not the same as the one before it. Mr. Crenshaw decided that the next day would be different, too.

—By Suzanne Zimbler



Key words are bolded within the text and defined on the back of each text card.

Be sure you introduce the Essential Question with the first reading of the card.

Comprehension strategy and genre are clearly noted.

Additional activities are included for easy reference.

3A ESSENTIAL QUESTION How do patterns help you?

KEY WORDS

- interrupt:** to cause something to stop happening for a time
Our card game was interrupted.
- join:** to go somewhere in order to be with a person or group
Sam joined his friends for lunch.
- routine:** activities always done the same way and in the same order
Brushing his teeth is the first step in Jeremy's morning routine.
- schedule:** a plan of things that will be done and when they will be done
Greg has a busy schedule.

STORY MAP
Character

BEGINNING	END
THINKS	THINKS
FEELS	FEELS
DOES	DOES

TALK ABOUT IT

- Why do you think Mr. Crenshaw chose to have the same routine every day?
- How did Mr. Crenshaw change at the end of the story? What caused the change?
- Do you think it is good to have a daily routine? Explain.

WORK TOGETHER

Think about your routine.

- **Discuss** what you do each morning, afternoon, and evening.
- **Write** down the activities you do on a typical weekday. Include what time you do each thing.
- **Compare** your daily routine with your classmates' routines.



How to Use This Resource (cont.)

Reading Comprehension (cont.)

Lesson Plans

Day 5
The Test Features



Mr. Crenshaw's Day

Look Before You Leap  

- Discuss the questions below using the "Shout Out" classroom protocol. Students will shout out responses for every question.
 - What character is named in the title? What will we learn about the character by reading the text?
 - What do you notice about the time of day on the right side of the illustration versus the left side of the illustration? What are the various settings shown in the photograph? The same character is shown five times in the illustration. Why? How does this illustration relate to the title of the text?
 - What other character is in the illustration with Mr. Crenshaw? Describe what they are doing.
- Have students review the key words list from page xx in the Student Guided Practice Book. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that sometimes in fiction text, authors use different crafts as they write. Say, "The main character in 'Mr. Crenshaw's Day' changes throughout the story."
- Guide students by saying, "Authors often use details such as what the character does, says and thinks, to show that a character is changing."
- What details show how the character changes in 'Mr. Crenshaw's Day'? Give students an opportunity to discuss their thinking.

Support for Language Learners: Review the terms morning and evening that are used in the text. Provide examples of events that occur during each time of day.

Technology: A digital copy of the text card, 'Mr. Crenshaw's Day' can be accessed in the digital resources and displayed for the group.

Read and Think  



- Explain to students that they will practice the strategy of using text features to preview the text.

Icons indicate student groupings: whole group, collaborative, and independent.

Stopwatch icons indicate suggested durations.

Mr. Crenshaw's Day



Place students into two groups. Work with one group on the Talk About It activity and the Quick Check while the other group is completing the Practice activity described below. Rotate after 15 minutes.

Talk About It  



- Reread the text card, 'Mr. Crenshaw's Day'.
- Lead a discussion using the following prompts.
 - How do patterns help you?
 - Why do you think Mr. Crenshaw chose to have the same routine every day?
 - How did Mr. Crenshaw change at the end of the story? What caused the change?
 - Do you think it is good to have a daily routine? Explain.
- Have students get in pairs or small groups to share their responses, creating lists of their supporting details.
- Allow time for students to combine into larger groups to share their ideas and come up with one agreed-upon answer.

Support for Language Learners: Provide discussion response frames, such as these:

- A daily routine is a pattern because _____.
- Mr. Crenshaw had the same routine every day because _____.
- At the end, Mr. Crenshaw _____ He changed because _____.
- A daily routine is good is not good because _____.

Quick Check  

- Provide time for students to complete the Quick Check from page xx in the Student Guided Practice Book.
- Review student responses as a whole group. Acknowledge incorrect answers and award students toward text evidence that supports the correct answers.

Practice  

- Have students fill in the graphic organizer from page xx of the Student Guided Practice Book. Make sure students focus on what Mr. Crenshaw is like at first, and then how he changes.
- If students finish early, encourage them to write their writing piece from the previous day.

Each lesson page and student page clearly indicates the instructional day for easy implementation.

Assessment opportunities are provided in every lesson.

Student Guided Practice Book

Day 5

Name: _____ Date: _____

Words to Know

Directions: Read about each word. Write notes for each word. Choose a word from the text to add to the last row.

Word	Definition	Notes
interrupt (verb)	to cause something to stop happening for a time	
join (verb)	to go somewhere in order to be with a person or group	
routine (noun)	activities always done the same way and in the same order	
schedule (noun)	a plan of things that will be done and when they will be done	

Day 6

Name: _____ Date: _____

How Words Work

When *ou* is used at the beginning or middle of a word, it is usually pronounced /ou/ as in *out*.

At the Beginning of a Word	In the Middle of a Word
out	hour

Directions: Practice writing the words your teacher reads. Use the *ou* spelling pattern.

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

Challenge: Write more words that follow the *ou* spelling pattern.

- _____
- _____
- _____
- _____

Rule Breaker! Some words spelled with *ou* have the short *u* sound as in the word *young* or *touch*.

There are many ways for students to access the activities in the Student Guided Practice Book:

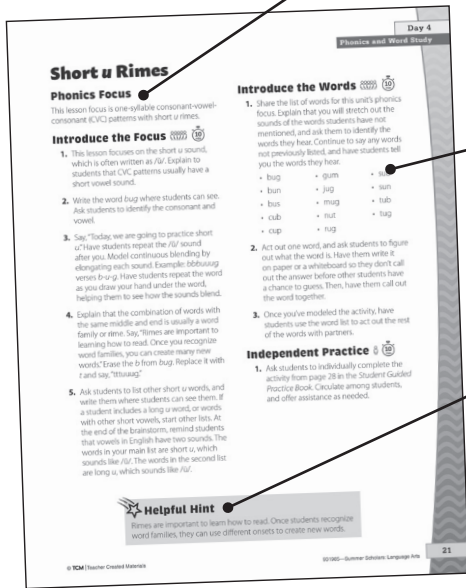
- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices

How to Use This Resource *(cont.)*

Phonics and Word Study

Each of the eight phonics and word study units is organized over three days. These lessons offer a variety of activities to enhance student learning while providing numerous opportunities for both guided and independent practice.

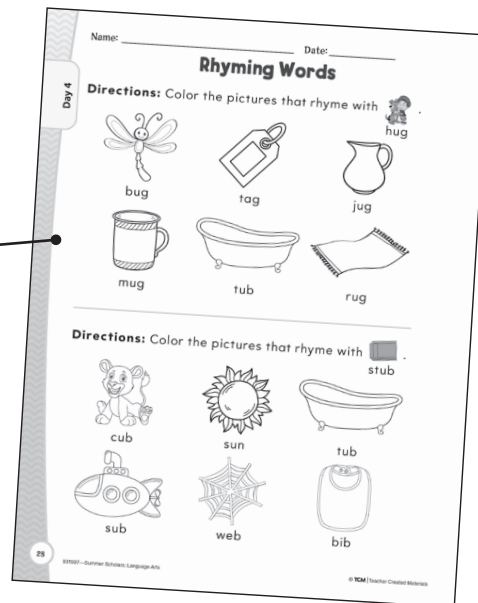
On the first day of the lesson, the phonics focus is presented, and students apply learned concepts as they read and speak each word that is introduced.



Each lesson includes a shareable word list which focuses on the phonetic patterns being studied.

Helpful Hints create meaningful connections between the phonics focus and specific words being studied.

Practice exercises in the *Student Guided Practice Book* allow for increased retention.



How to Use This Resource *(cont.)*

Phonics and Word Study *(cont.)*

Day 5
Phonics and Word Study

Short u Rimes
Phonics Focus
This lesson focus is one-syllable CVC patterns with short u rimes.

Revisit the Focus











1. Write short u and short o on two separate papers. Ask for two students to hold the papers in two different places in the room. Assign each remaining student a short u or short o word and ask them to find their partner.
2. Remind students to have the same family learning word in words. Ease the say this.

Guided Practice

1. Work as a whole group to model how to write words using two fingers. For example, turn your back to students and carefully spell out u-u above your head so students can see each letter being "written" in the air with your fingers.
2. Place students in pairs, and have them write words for the rest of the words in this unit.

Name: _____ Date: _____







Read, Write, Match
Directions: Read each word. Write each word. Circle the picture that matches each word.

1. cup  
2. nut  
3. tub  
4. bun  
5. rug  

On the second day, students revisit the phonics focus and work in small groups to interact with the words presented in the unit.

Name: _____ Date: _____

Picture Match
Directions: Draw a line from each picture to the matching word. Stretch out each sound as you draw.

cup
sun
bus
bug
gum

Independent and partner activities in the *Student Guided Practice Book* help students apply word study concepts.

On the third day, students review completed work as they revisit the phonics focus a final time.

Summative and formative assessment opportunities are provided in every lesson.

Day 6
Phonics and Word Study

Short u Rimes
Phonics Focus
This lesson focus is one-syllable CVC patterns with short u rimes.

Revisit the Focus

1. Review together the answers for pages 32-33 in the *Student Guided Practice Book*, asking students to share their reasoning behind choosing the words they did for each answer.

Independent Practice









1. Ask students to individually complete page 38 from the *Student Guided Practice Book*. Circulate among students, and offer assistance as needed.

Quick Check

1. Ask students to spell these two words: *fun* and *mad*. Say each word slowly, repeating as often as needed. Then, ask students to write the word that matches the first sound.









Name: _____ Date: _____

Change a Letter
Directions: Look at each picture. Say the word. Cross out the letter that changes. Then, write the word for the second picture.

1.  
b a g
2.  
c u f
3.  
t u g
4.  
b u

Name: _____ Date: _____

Tapping Sounds
Directions: Say each word slowly. Stretch out all the sounds. Write a letter for each missing sound.

1.  
[] []
2.  
[] []
3.  
[] []
4.  
[] []

Directions: Write two words.

How to Use This Resource *(cont.)*

Reader's Theater

Each of the three fluency units is organized over eight days. These lessons offer a variety of activities to increase reading fluency while providing numerous opportunities for collaborative practice.

Day 17
Fluency and Oral Language


Camping Constitution

Introducing the Script

- Present the following scenario: "You have been asked to join an after-school club where you will go on a field trip. But you all begin to argue on where to go and how many supplies to take. How can you solve this problem?"
- Have students share their ideas. Ask them how they could have prevented this problem altogether. Point out that if rules are in place before a decision must be made, then it is easier to make decisions based on the rules. Tell students that they will perform a reader's theater called "Camping Constitution" about a group of kids who realize they need to create a set of rules while they are camping.
- Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 102–108 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
- Before reading the script, point out new vocabulary words to your students. Show them the glossary at the end of your script and explain that a glossary is like a mini-dictionary that provides definitions of certain words in the script. Discuss unfamiliar words by reading the words aloud as each appears in the story.
- Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.

Collaborative Activity

- Once students have heard the script read aloud, place students in pairs to tell each other about a time in their lives when they had to solve a disagreement by using rules. If students have not solved disagreements this way, have them think of a time when rules may have helped them solve a disagreement.
- Ask a few partner groups to share their stories and talk about the details they included.



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On the first day of the lesson, the script and fluency focus are introduced, and students apply learned concepts as they listen to, and reflect upon, the script.

Name: _____ Date: _____

CAMPING CONSTITUTION Act I

Mrs. Freedom: Let me know when you kids have a plan for our camping trip this weekend.

Thomas: Okay. Let me think—we need food, water, and a tent. What else do we need? Let's make a list.

Sam: I can't wait to sleep outside under the stars.

Madison: This is going to be fun. I can't wait!

George: I want to cook hot dogs over a campfire.

Sam: I want to look for buried treasure.

Thomas: Hot dogs! We need to add that to our list.

George: I'm going to bring some games. What are you going to bring?

Madison: I'm bringing my swimsuit, because I can't wait to go swimming!

Thomas: Swimming? Are we camping by a river so that we could go swimming?

Mrs. Freedom: Are you kids still arguing about the details of our camping trip? It's 1787. They had something to work hard on the details to a decision.

Madison: Are you talking about the American Revolution?

Mrs. Freedom: Yes, exactly.

Sam: The Constitution is a set of rules.

Mrs. Freedom: Sure, it's that—and so are the rules of the game.

Sam: It's the supreme law of the land.

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Name: _____ Date: _____

Sam: I would have probably forgotten all the stuff we need to make a fire.

Madison: And everyone would be using my soap, toothpaste, and maybe even my toothbrush!

Thomas: And we'd just be swimming or fishing. We would never even get around to looking for buried treasure.

Mrs. Freedom: Okay, kids—in't it about time we went to the store?


Thomas: Sorry, Mom. We just got so caught up in writing our new constitution.

Sam: It's awesome, Mrs. Freedom! We even included our very own preamble, "We the people of this camping trip . . ."

Mrs. Freedom: Well, it sounds like you have come to some good decisions. Tomorrow, you'll have a lot of fun!

Thomas: With our new constitution, I know our camp will run smoothly. And I won't be stuck doing all the work myself.

George: We'll also have time to do all the things we want to do. Now let's get the food, pack the car, and get some sleep. We want to leave first thing in the morning. Then we can swim, fish, and search for buried treasure!



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Scripts are included in the *Student Guided Practice Book* so students can easily highlight their lines and practice them both in school and while at home.

How to Use This Resource *(cont.)*

Reader's Theater *(cont.)*

Day 19
Fluency and Oral Language

Camping Constitution *(cont.)*

Practicing the Script

1. Give students time to practice the script within their groups. Encourage students to focus reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. The script contains a poem entitled "Compressing." Have students refer to page 104 from the Student Guided Practice Book. Play the audio of "Compressing" as students read along.
2. Ask students to pay attention to the types of expressions used as the poem is read. Ask the class to identify and discuss with one another the various visual expressions in the poem.

Day 18
Fluency and Oral Language

Camping Constitution *(cont.)*

Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads less than that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Appropriate reading levels for the roles in this script are as follows:
 - George: second half of 2nd grade
 - Thomas: second half of 2nd grade
 - Madison: first half of 3rd grade
 - Sam: first half of 3rd grade
 - Narrator: second half of 3rd grade
 - Mrs. Freedom: second half of 3rd grade

Practicing the Script

1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. Explain to students that it is important to use the proper voice and facial expression when performing, as it helps the audience to understand the emotions of the character. It also makes the reading more real and interesting.
2. Write the following sentences from the script on strips of paper.
 - Mrs. Freedom: "Are you all ready for our outdoor club camping adventure?"
 - Madison: "I plan on swimming all day!"
 - Narrator: "But, then more problems occur!"
 - Sam: "Can we go swimming?"
 - Thomas: "We need hot dogs—and what else?"
3. Have five volunteers each draw a strip from your hand. Ask each of them to read their assigned sentence aloud.
4. Have students in the audience turn to the characters and discuss if they can tell how their classmates feel based on the way their classmates read the sentences.
5. Ask for new volunteers to read the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.

During the second through sixth days of the lessons, students revisit the fluency focus and work collaboratively to improve their reading fluency through targeted exercises.

On the final two days, students continue to practice fluently reading their scripts. They also create props and present their final performances of the reader's theater.

Day 23
Fluency and Oral Language

Camping Constitution *(cont.)*

Collaborative Activity

1. Acting out a reader's theater can be a fun way for students to enjoy reading through performing arts. Students may wish to create masks and props to enhance their performances. Provide students with construction paper and art supplies.
2. Have each student draw a mask to represent their character. They should think about what they've learned about their characters so far. Those details will help them to make their masks more interesting and unique. The masks should only cover the top halves of their faces. This will allow for their voices to carry better during performances.
3. Punch holes on both sides of each completed mask. Gluing a piece of tape over each side of the mask before hole-punching is a great way to reinforce the area. Add string to the masks for students to wear them comfortably. Or they can attach their masks to sticks and hold them up in front of their faces.
4. Have students use construction paper to create props for their performances. Suggested props include the following items:
 - compass
 - flashlight
 - toothpaste

Practicing the Script

1. Place students into their small groups for performance reading practice. Have groups practice reading their roles in the script with verbal expression, facial expressions, and body language. If possible, place groups in areas where they can practice projecting their voices without disturbing others.
2. Provide students more time to practice reading the script to increase fluency and prepare for the presentation on the next day. They should finalize when they are standing for each scene and any actions or expressions they will make while other characters/narrators are talking. Encourage students to practice while meaningfully.

Name: _____ Date: _____

Act 6

Mrs. Freedom: You should make a list of some of these decisions. Then, you should vote. That way, you can be in agreement.

George: We can vote on where we'll go.

Thomas: who will do what chores,

Sam: how late we will stay up,

Madison: and whether or not we'll bring our own toothpaste and soap.


Narrator: Voting was necessary to ratify the Constitution. Ratify means to agree. The states held special conventions to vote for or against the Constitution. Nine states were in favor, and so the Constitution was ratified.

Act 7

Thomas: I can't believe how much planning it takes to get ready for a camping trip!

Mrs. Freedom: Well, we could have just grabbed a few things and then headed for the mountains. But we would only have a bunch of people with one idea in common—camping. It's a great idea. But you still need to figure out how to make it happen.

Thomas: Without a plan, we might have made it to the campsite. But I probably would have left the tent and sleeping bag at home.



How to Use This Resource *(cont.)*

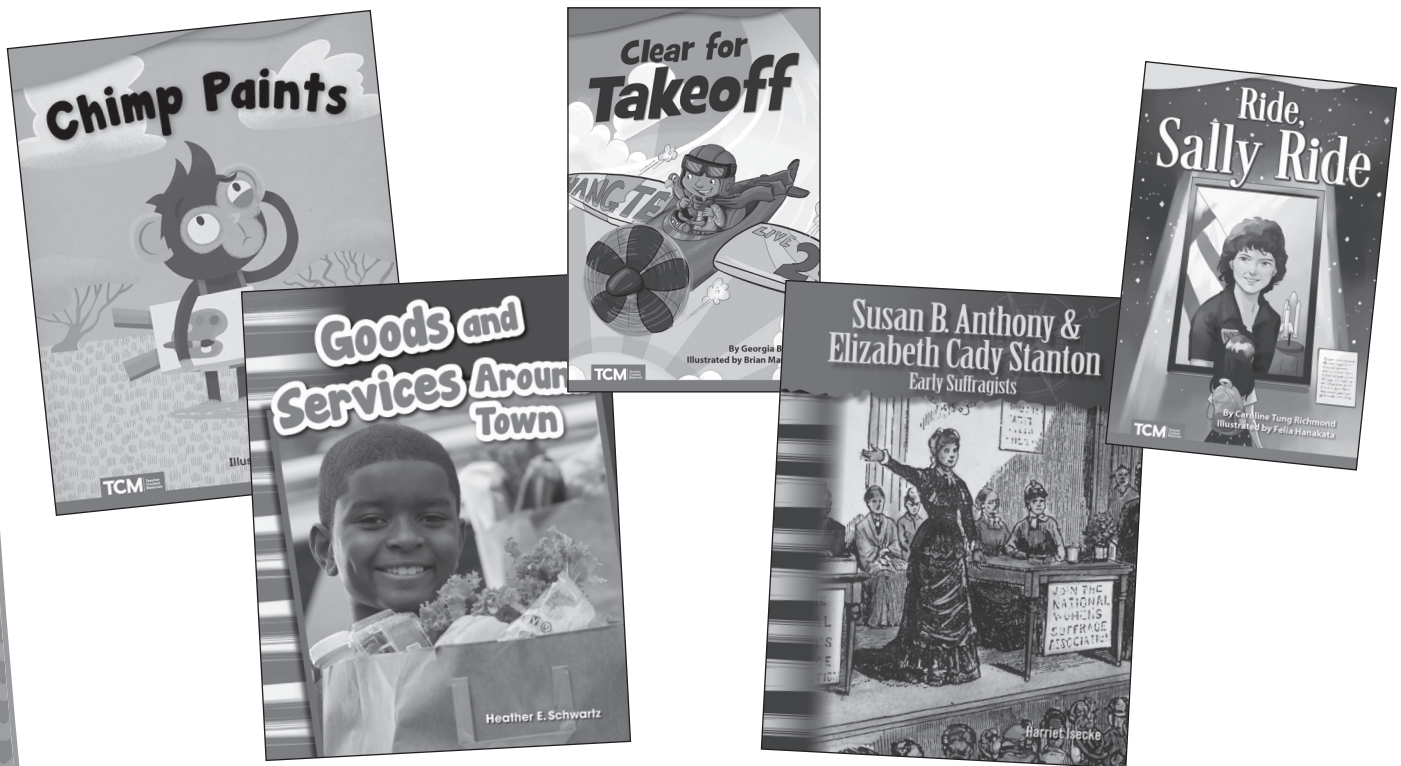
Classroom Library

There are many benefits to wide reading, including an increase in vocabulary development. Reading widely increases listening comprehension and contributes to increased reading comprehension. It can be done through independent reading or through teacher read alouds. Richard Anderson, Paul Wilson, and Linda Fielding's (1988) research shows that the amount of words read per year greatly increased based on the minutes of independent reading completed per day.

Anderson, Wilson, and Fielding ranked students by the number of minutes they read per day. For example, a student in the 70th percentile read almost 10 minutes per day. These students encountered a little more than 600,000 words per year, while a student in the 90th percentile, who read approximately 21 minutes per day, encountered over 1.8 million words each year. Students who encounter more new words apply the strategies they have been taught, and they start to learn the meanings of new words. All these factors associated with reading widely lead to increased comprehension.

Summer Scholars includes a classroom library of 10 books in each kit. While these books can help students read widely, they also include a variety of fiction and nonfiction texts. This can spark student interest and lead to additional connections in grade-level concepts.

These books are a flexible tool that can help teachers tailor *Summer Scholars* to meet their unique needs. The books are provided in print and digital formats. They are as shareable PDFs within the digital resources.

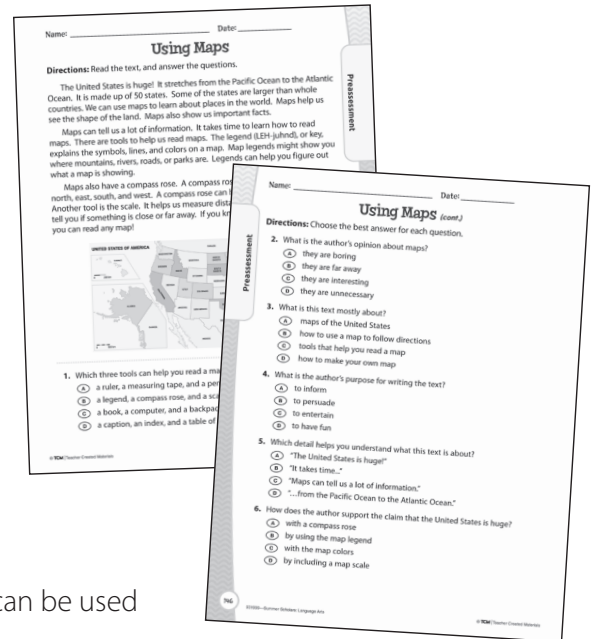


How to Use This Resource *(cont.)*

Assessment

Assessment is a critical piece of any intervention or summer school program. *Summer Scholars* includes several opportunities for assessment.

- Each kit includes a preassessment and a postassessment to measure student growth. These assessments are provided in the *Student Guided Practice Book*. They can also be accessed as both Google Forms™ and Microsoft Forms® documents. See below for more information. The pages can be ripped out of the student books to make implementation easier.
- Alignments of the preassessments and postassessments are provided digitally. They show the lesson and standard that each question assesses. This can be used to guide further instruction.
- The activity pages from the *Student Guided Practice Book* can be used as formative assessments.
- Quick Check activities provide the teacher with valuable insight which enables them to guide students toward text evidence that supports correct answers and reinforces the reading comprehension strategy focus of the lesson.
- The digital games can be used for additional practice and to monitor student progress.



Digital Assessment in Summer Scholars


Digital versions of the preassessments and postassessments are provided digitally as fillable PDFs. They can also be accessed as Google Forms™ documents, and Microsoft Forms® documents. Please see page 90 for links to these resources.

Using Google Forms™

The Google Forms™ version of each assessment is best for use with Google Classroom. The links on page 90 prompt a copy of the assessment to be saved to your Google Drive™. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in Google Drive™ allows you to easily collect and analyze student data and results. These results can then be shared with administrators as needed.

Using Microsoft Forms®

The Microsoft Forms® version of the assessment is best for use with Office 365 Education. The links on page 90 prompt a copy of the assessment to be saved to your OneDrive account. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in OneDrive allows you to collect and analyze student data and results. These results can then be shared with administrators as needed.



SUMMER
Scholars

Language Arts

Rising 5th Grade

Grade Level Details

Rising 5th Grade Spanish Language Arts Scope and Sequence

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 1		Summarize "Jugar al béisbol" (realistic fiction)	Summarize a text to increase comprehension. Write opinion pieces.	Words with <i>b</i> and <i>v</i>	Identifican y emplean correctamente verbos regulares en el tiempo pretérito o imperfecto. Marcan los acentos apropiadamente al conjugar verbos. Usan palabras con afijos.	<i>Los Wigz serán Wigz</i> Introduction and assign parts	Recount or describe key ideas or details from information presented orally or through other media.
Day 2							
Day 3		Summarize "Honrar a King" (informational)	Use text structure to help identify the central idea. Write personal narratives.	Words with <i>b</i> and <i>v</i>	Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples. Identifican y usan correctamente homófonos y palabras que frecuentemente se confunden. Usan el conocimiento de las correlaciones entre grafemas y fonemas para leer con precisión palabras desconocidas. Escriben palabras con diptongos y hiatos. Identifican y emplean correctamente el copretérito o pretérito imperfecto.	<i>Los Wigz serán Wigz</i> Analyze poem and practice performance	Read grade-level text orally with accuracy, automaticity, and expression.
Day 4				Diphthongs and Triphthongs Irregular Verbs in the Imperfect tense			
Day 5		Use Text Features	Identify plot structure and explain events.	Diphthongs and Triphthongs		<i>Los Wigz serán Wigz</i>	Use context to confirm or self-correct word recognition and

Day 6	"Pretzel habla" (science fiction)	Write explanatory texts.		<p>Marcan los acentos apropiadamente al conjugar verbos.</p> <p>Escriben palabras con diptongos e hiatos.</p> <p>Utilizan reglas ortográficas para dividir y combinar sílabas, incluyendo diptongos e hiatos formales y acentuados.</p>	Sing song and practice performance	understanding, rereading as necessary.
Day 7				<p>Usan correctamente el acento escrito aplicando un análisis sistemático:</p> <p>Categorizan la palabra según su acento tónico (aguda, grave, esdrújula).</p> <p>Justifican la acentuación de palabras de acuerdo a las reglas ortográficas.</p> <p>Ordenan una serie de adjetivos dentro de una oración de acuerdo a los patrones convencionales.</p> <p>Reconocen el apócope en el uso de adjetivos.</p>		
Day 8	Use Text Features "La historia se derrumba" (informational)	<p>Explain how text features contribute to meaning.</p> <p>Write personal narratives.</p>	<p>Words Stressed on the Last, Penultimate, and Antepenultimate Syllables</p> <p>The Order of Adjectives.</p>	<p>Los <i>Wigz</i> serán <i>Wigz</i></p> <p>Create props and perform</p>	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.	
Day 9	Ask Questions "Concurso de talentos" (poetry)	<p>Identify the narrator's point of view.</p> <p>Write personal narratives.</p>	<p>Words Stressed on the Last, Penultimate, and Antepenultimate Syllables</p>	<p>Decodifican palabras con prefijos y sufijos.</p> <p>Identifican el significado y usan palabras con afijos.</p> <p>Escriben palabras agudas, graves y esdrújulas.</p> <p>Escriben el acento ortográfico si es necesario.</p>	<p><i>El inventor: Benjamín Franklin</i></p> <p>Introduction and Assign Parts</p>	Recount or describe key ideas or details from information presented orally or through other media.
Day 10			<p>Words with Greek and Latin Roots and Affixes</p>	<p>Usan el conocimiento de la morfología para leer con precisión palabras desconocidas.</p>		

					Decodifican palabras con prefijos y sufijos. Identifican el significado y usan palabras con afijos.		
Day 11	Ask Questions "Sobrevivir en el espacio" (informational)	Explain an author's claim(s) and supporting reasons. Write friendly letters.	Words with Greek and Latin Roots and Affixes Collective Nouns	Demuestran comprensión de palabras al relacionarlas con sus antónimos y sinónimos. Forman oraciones completas. Identifican el significado y usan palabras con afijos.	<i>El inventor:</i> <i>Benjamin Franklin</i> Sing song and practice performance	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Day 12							
Day 13	Make Inferences "Creadora de aplicaciones" (narrative nonfiction)	Explain how details support the main idea. Write informative texts.	Words with s, c, and z Word Roots	Usan el conocimiento de las correlaciones entre grafemas y fonemas y la morfología para leer con precisión palabras desconocidas. Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples. Identifican el significado y usan palabras con afijos.	<i>El inventor:</i> <i>Benjamin Franklin</i> Analyze poem and practice performance	Read grade-level text orally with accuracy, automaticity, and expression.	
Day 14							
Day 15	Make Inferences "La chica nueva" (realistic fiction)	Describe the theme of a literary text. Write friendly letters.	Words with s, c, and z	Distinguen palabras homófonas por su función y significado. Identifican y usan correctamente homófonos y palabras que frecuentemente se confunden. Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples.	<i>El inventor:</i> <i>Benjamin Franklin</i> Create props and perform	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.	

Day 16			Words with <i>g</i> and <i>j</i>	Usan el conocimiento de las correlaciones entre grafemas y fonemas y la morfología para leer con precisión palabras desconocidas. Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples.	
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Rising 5th Grade Spanish Language Arts Scope and Sequence

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Reading Focus and Text Card	Standards	Phonics and Word Study Focus
Day 17		Use Evidence "La última pista" (realistic fiction)	Describe how events contribute to a story. Write personal narratives.	Words with <i>g</i> and <i>j</i>	Usan el conocimiento de las correlaciones entre grafemas y fonemas y la morfología para leer con precisión palabras desconocidas. Marcan los acentos apropiadamente al conjugar verbos. Decodifican palabras con prefijos y sufijos. Identifican el significado y usan palabras con afijos.	<i>¡En equipo con el Sr. Supercoyote!</i> Introduction and assign parts	Recount or describe key ideas or details from information presented orally or through other media.
Day 18							
Day 19		Use Evidence "Lanzamientos poderosos" (informational)	Explain an author's purpose for writing a text. Write friendly letters.	Words with Hiatus Compound and Complex Sentences	Reconocen cuando una vocal fuerte y una vocal débil o dos vocales débiles forman hiato y no diptongo. Ponen correctamente el acento escrito sobre la vocal	<i>¡En equipo con el Sr. Supercoyote!</i> Analyze poem and practice performance	Read grade-level text orally with accuracy, automaticity, and expression.
Day 20							

				<p>en la que cae el acento tónico.</p> <p>Marcan los acentos apropiadamente al conjugar verbos.</p> <p>Identifican y emplean conjunciones copulativas, disyuntivas, adversativas y causales</p> <p>Forman oraciones completas.</p>			
Day 21	Synthesize Elements "¿Los niños deberían tener tarea en vacaciones?" (informational)	Evaluate an author's perspective toward a topic. Write opinion pieces.	Words with Hiatus	Forman oraciones completas.	<p><i>iEn equipo con el Sr. Supercoyote!</i></p> <p>Sing song and practice performance</p>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Day 22				<p>Escriben palabras con diptongos e hiatos.</p> <p>Escriben palabras agudas, graves y esdrújulas.</p> <p>Escriben el acento ortográfico si es necesario.</p>			
Day 23	Synthesize Elements "Los tres cerditos: ¿Qué pasó después?" (fiction)	Explain how conflict contributes to a story. Write personal narratives.	Words with and without an Accent Mark	<p>Escriben palabras agudas, graves y esdrújulas.</p> <p>Escriben el acento ortográfico si es necesario.</p>	<p><i>iEn equipo con el Sr. Supercoyote!</i></p> <p>Create props and perform</p>	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.	
Day 24				<p>Marcan los acentos apropiadamente al conjugar verbos.</p> <p>Usan correctamente palabras que frecuentemente se confunden.</p>			
Day 25	Culminating Activity "Teatro leído"	Ask and answer questions about a text. Write explanatory narratives.	<i>Reading and Writing</i>	Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.	n/a	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.	

Rising 5th Grade Text Cards

This chart includes important information about the TIME For Kids™ Text Cards.

Title	Genre	Lexile® Measure	Description
Play Ball!	realistic fiction	500L	Mia is great at baseball and wants to try out for the Bluebirds team. The coach tells her that girls can't try out for his team. Mia and her brother Ben fight to get her the opportunity to try out for the team.
Honoring King	informational text	850L	Learn about Martin Luther King Jr. and how he fought for desegregation and rights and equality for all Black Americans.
Pretzel Speaks	science fiction	710L	A new device attaches to collars and allows dogs to talk like humans. Brandon is afraid that with this new device, his dog Pretzel will expose the lie he told his teacher about his dog eating his homework.
Crumbling History	informational text	700L	Learn about how parts of China's Great Wall have crumbled from human action and natural erosion. Also, learn about the ways people are trying to protect and rebuild it.
The Talent Show	poetry	N/A	A young girl is encouraged to sing at a talent show, but she has intense stage fright. She pushes herself to nail the performance and overcome her fear.
Surviving in Space	informational text	830L	Space travel is difficult for the human body to handle. Learn from scientists about how our bodies react to being in space.
She's an App Maker	narrative nonfiction	770L	Read about Anvitha Vijay, a nine-year-old girl who helps kids around the world learn by creating fun, educational apps.
The New Kid	realistic fiction	600L	Jared keeps to himself at school. But that changes when a new student, Zoe, strikes up conversation with him and opens him up to making new friends.
Get a Clue!	realistic fiction	590L	Yvette is participating in a treasure-hunt with her friends and is on the last clue. She doesn't want to lose the competition, so to give herself more time to figure out the last clue, she sabotages her friend. But things don't work out in her favor as she had hoped.
Powerful Pitches	informational text	840L	Learn about baseball pitchers and the tools and training they use to throw fastballs at over 100 miles per hour.
Debate: Should Kids Get Homework over School Breaks?	informational text	780L	Two students present their opposing positions on whether or not kids should be assigned homework over breaks.
The Three Little Pigs: What Happened Next	fiction	560L	The three little pigs find a letter on their doorstep from the Big Bad Wolf a year after moving into their brick house. In the letter, the wolf apologizes and asks the pigs to give him a second chance. The three pigs disagree on what their next step should be.

Rising 5th Grade Reader's Theater Scripts

This chart includes important information about the Reader's Theater Scripts.

Title	Characters	Setting	Description
<i>Wigz Will Be Wigz</i>	Pepperoni Pineapple Penelope Peter Mrs. Wigz Mr. Wigz	This reader's theater takes place in the home of the Wigz family and at the Hog Wild Carnival.	Two pet pigs recount their family trip to the Hog Wild Carnival. The family needs \$20 to pay for the trip, so they work together to think of different places they had left money around the house. At the fair, the family uses math to keep track of how much money they have after buying snacks or paying for rides and games.
<i>The Inventor: Benjamin Franklin</i>	Narrator 1 Narrator 2 Deborah Mr. Franklin Townsperson Benjamin	This reader's theater takes place during the 1700s in America and London.	Learn about the history and life of Benjamin Franklin, beginning from his childhood in Boston to his days of convincing the French to assist the colonists in fighting in the American Revolution.
<i>Teaming with Mr. Cool!</i>	Narrator 1 Narrator 2 Narrator 3 Cool Coyote Farmer Joe Farmer Jack	This reader's theater takes place on the farms of Farmer Joe and Farmer Jack.	Mr. Cool Coyote is the smartest, sneakiest, and fastest coyote in the West. But his pride from having all these traits is his biggest problem. Mr. Cool Coyote runs into trouble when he steals too many chickens from Farmer Joe and Farmer Jack.

Rising 5th Grade Classroom Library

This chart includes important information about the books included in the classroom library.

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>Big Foot Takes a Vacation</i>	630L	O	Frank is tired of being called Big Foot! He's tired of everyone trying to sneak a photo of him. He needs a break. A vacation is just the thing. Frank packs his bag and goes on an adventure.
<i>Coyote: A Trickster Tale</i>	590L	N	Coyote wishes he could fly like the crows, soar like the eagles, and glide like the hawks. But his wish gets him into real trouble!
<i>Crossing a Continent</i>	680L	V	Americans wanted to connect both sides of their country, which was growing. Traveling from the East to the West was long and dangerous. There had to be a safer and faster way. The Transcontinental Railroad was built and helped shape California and its people.
<i>Lyndon B. Johnson: A Texan in the White House</i>	680L	V	Lyndon B. Johnson was born in Texas in the early 1900s. When he grew up, he became a teacher in a poor area. He entered politics to work for citizens, like his students, who needed help. Johnson represented Texas in the United States Congress for 24 years before becoming vice president of the United States. When President John F. Kennedy was killed in 1963, Johnson became president. While in office, he worked to help poor Americans. Johnson also led the nation into a controversial war.
<i>Martin Luther King Jr.</i>	750L	S	Martin Luther King Jr. grew up knowing that there needed to be a change in the way that African Americans were treated, and he held a dream from the time he was a young boy that he would help make that change happen. Unlike most of the activists in the civil rights movement, Martin Luther King Jr. was committed to nonviolence. He became a minister and used every opportunity to preach against discrimination. He led many peaceful marches against segregation, but did not tolerate the violent riots that often erupted. He died an early death when a white man shot him. His death resulted in a far-reaching awareness of the need for civil reform and laws against segregation.
<i>Ms. Wilde and Oscar</i>	560L	K	Ms. Wilde was the most interesting teacher in the whole wide world. She told funny stories, sad stories, stories about faraway places and stories about wonderful characters. And she acted them out, too!
<i>Ski Season Surprise</i>	630L	N	Kaitlyn and her twin, Tyler, are so excited for the family ski trip! But when they get to the resort, the snow hasn't fallen yet.

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

Rising 5th Grade Classroom Library *(cont.)*

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>Sliding Home</i>	620L	P	Esteban has always wanted to see a baseball game in Havana. When he finally does, he's inspired to form his own team in his small neighborhood.
<i>Susan B. Anthony & Elizabeth Cady Stanton</i>	680L	U	Anthony and Cady Stanton dedicated their lives to fighting for women's equality. Anthony and Cady Stanton made it their lifetime goal to speak up for women's rights no matter what it took and inspired women worldwide to join the cause. Learn how the two friends led the American movement for women's suffrage, spanning the time of the abolitionist movement in the early 1800s until the ultimate passage of the Nineteenth Amendment in 1920.
<i>Understanding Economics</i>	560L	U	When was the last time you thought about something you wanted to buy? You might have to do a few extra chores to earn the money you need. This is the basis of economics. Find out how America's first economy was started. It has changed many times over the years. Everyone plays a role in the economy—even you!

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.



SUMMER
Scholars

Language Arts

Teacher's Guide

**Spanish
Version**

Rising 5th Grade

Days 1–2 Overview

Jugar al béisbol

Learning Outcomes

- Identify traits of the characters in a story and how their thoughts, words, and actions reveal their personalities and contribute to the plot and theme.
- Analyze the author’s craft, and describe how it is used to tell the story.

Reading Strategy: Retell Narrative Fiction

Summarizing is used to help students identify the most important details in a text. When students can identify these details, synthesize them, and restate them in their own words, they truly comprehend the text. In this lesson, students will read “Play Ball!” and use a cause-and-effect organizer to record the events of the story.

Summary of the Text Card

The text tells the story of a hard-working baseball player who encounters a huge obstacle. A series of events leads to a victorious ending. (Realistic Fiction)

Words with *b* and *v*

Learning Outcome

- Know and apply grade-level phonics and word analysis skills in decoding words.

Phonics Focus

Students will focus words with *b* and *v*, including words with the suffixes *-ble* and *-ible*, and the inflectional ending *-vo*. Students will complete sentences using these words, find synonyms and antonyms, and study how words change with inflectional endings.

Los Wigz serán Wigz

Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on tone and expression.

Fluency Focus

Students will listen to the script, discuss the themes, and think about how money affects their lives. To reflect on the script, they will draw pictures of characters from the story. Students will be assigned to groups and begin practicing the script. They will also focus on fluently reading with expression.

Summary of the Script

This script is based on a story about counting money. The Wigz family wants to go to the carnival, but they do not have enough money to pay for food, rides, and souvenirs. They search their house and count the money they find until they have enough to enjoy a day at the fair.

Materials

- *Cuaderno de prácticas guiadas para el estudiante* pages 4–22
- sticky notes
- drawing paper
- crayons or markers

Big Idea

Rights

Essential Question

How do people fight for the rights of others?

Jugar al béisbol

Look Before You Leap

- Before the lesson, write the following questions where students can see them. Read the questions with students, but do not discuss the answers.
 - Who can you identify as the main character of the story?
 - What do you know about her?
 - Is there a sport you like to play or a hobby you have?
- Conduct the Give One, Get One protocol. For this protocol, have students stand up and move around the room. Students will stop and talk to three or four different people. For each student they stop and talk to, they should “give” answers or information and they should “get” different answers or information from the other student.
- Have students review the key words list from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that the text is a fictional narrative that takes readers through a sequence of events. It falls within the genre of realistic fiction, meaning it contains elements that could actually happen. Give students time to locate different events in the story.

Support for Language Learners: Draw a cause-and-effect organizer where students can see. Provide some sample causes, and have students tell you some possible effects. (For example, Mia practicing every day is a cause, and the effect is that she is a very good player.) Point to the boxes on the organizer as you discuss the causes and effects.

Read and Think

- Tell students they will practice the strategy of retelling a narrative. Explain that as they read, they should pay attention to the major events of the story. One way to do this is by reflecting on the text after reading each section. Pausing to identify the most important events helps students comprehend the main idea of the text.
- Read the first two paragraphs aloud, and then use the following think aloud to model the strategy. Say, “It sounds like the most important event in this section is that Mia is training for tryouts.”
- Continue reading the next paragraph aloud. Then say, “I can tell that she is hardworking. That is something to keep in mind as I read more about Mia.”
- As students read the remaining text, have them work with partners to record important details on sticky notes. Then, have each pair spread out all their sticky notes on a sheet of paper. Their goal is to try to cover their paper in a single layer of responses.
- After students finish reading, set a timer for two minutes. Ask students to sort through their responses, looking for the details they would include in a summary. When time is up, give partners 30 seconds to decide which responses they would like to share with the group.

Technology: A digital copy of the text card, “Jugar al béisbol,” can be accessed in the digital resources and displayed for the group.

Jugar al béisbol

Place students into two groups. Work with one group on the Read with a Pencil activity while the other group is completing the Write It activity described below. Rotate after 15 minutes.

Read with a Pencil

1. Guide students as they annotate the text from page 5 in the *Student Guided Practice Book*.
2. Use the following prompts to help students mark the text and think deeply about how specific words and phrases bring meaning to the text. Start with Prompt A, then move to Prompt B, and so forth. Prompt D can be used to informally check students' abilities to mark the text and reflect on the content.

Note: Creating a symbol key may help students keep track of different types of thinking. Have students write the following annotation marks in the bottom margin of the text.

evidence

important details

main events

- **Prompt A**—Circle evidence of Mia's work ethic. What does this tell you about her character traits? Jot a note.
 - **Prompt B**—Underline what Ben does or says to fight for Mia's rights. What does this show us about Ben? Jot a note.
 - **Prompt C**—Underline text that shows what Ben and Mia do after they are turned away from the tryouts. Jot a note about the effect of this action.
 - **Prompt D**—Put a box around the main events in the story. Use these events to jot a short summary of the story.
3. Once students have annotated the text, have them share their notes with the group.

Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *A right is a freedom that a person should have. You have the right to be treated in a fair way. You have a right to have your own opinions. What right do you have that is important to you?*
2. Remind students to edit and revise their writing to make sure it includes the following:
 - a capital letter at the start of each sentence
 - correct punctuation in each sentence
 - explanation of what a right is
 - description of a right that is important and the reason(s) why

Technology: If students are ready to work independently, they can access a digital copy of the text card, "Jugar al béisbol." In the interactive text card, students are given a purpose for reading and can use annotation tools to record their thinking. The Help button provides model annotations if students need additional support.

Words with *b* and *v*

Phonics Focus

This unit's focus is words with *b* and *v*.

Introduce the Focus 10 min

1. This lesson focuses on words with *b* and *v*. Write the words *agradable* and *detuvo* for all to see. Have students read the words aloud. Explain that sometimes you can look for patterns to figure out how to spell a word. Ask, "¿Cómo termina la palabra *agradable*?" Explain that the suffixes *-able* and *-ible* form adjectives and are spelled with a *b*. Have students think of other words that end with *-able* or *-ible* and write them on a list. Point to the word *detuvo*. Explain that some irregular verbs end in *-uvo* in the past tense. The verb ending *-uvo* is spelled with a *v*. Provide a context sentence: *Él detuvo la pelota con el pie*. Have students name other verbs in the past tense that end with *-uvo*.
2. Explain that some words, such as *béisbol*, do not follow any spelling rule, so you have to remember how to spell them. Have students brainstorm words that are spelled with a *b* and write them on a list. Then, have them brainstorm words that are spelled with a *v* and write them on a separate list.
3. At the end of the brainstorm, look at the words the students called out, and work as a whole group to identify which ones follow a pattern and which ones should be learned by heart.

Introduce the Words 10 min

1. Share the list of words for this unit's phonics focus:
 - aceptable
 - biblioteca
 - habitación
 - activo
 - biología
 - imposible
 - adorable
 - breve
 - invertir
 - advertir
 - carnívoro
 - obtuvo
 - béisbol
 - desviar
 - ventilador
2. Call on student volunteers to read the words aloud. For each word, students should try to identify patterns. For example, *imposible*, *aceptable*, and *adorable* have the suffix *-ble*. *Biblioteca* includes the consonant blend *bl*, which is always spelled with a *b*. *Biología* includes the prefix *bio-*, which means "vida" and is always spelled with a *b* as well. *Habitación* comes from *habitar*. *Obtuvo* includes the past tense ending *-uvo*. *Carnívoro* includes the ending *-voro*, which means "comer." *Activo* comes from *actividad*, a word students are probably familiar with. *Invertir* includes the pattern *nv*, which is always spelled with a *v*. *Ventilador* comes from *viento*. *Desviar* comes from *vía*.

Independent Practice 10 min

Ask students to individually complete page 7 from the *Cuaderno de prácticas guiadas para el estudiante*. Circulate among students, and offer assistance as needed.

Helpful Hint

Encourage students to create their own tips and tricks for remembering the correct spelling of words with *b* and *v* that do not follow any spelling rules or patterns.

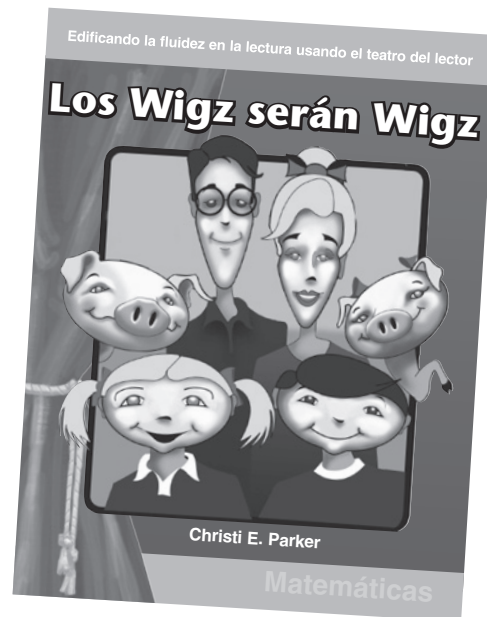
Los Wigz serán Wigz

Introducing the Script

1. Begin a discussion by asking, "How do we use money?" Discuss with students the various ways people use money to pay for things they need and want. Have students share with partners what they might do with \$20.
2. Tell students that they will perform a reader's theater called *Wigz Will Be Wigz*. In this story, a family looks around their home to find \$20 so they can go to a local carnival.
3. Before reading the script, introduce new vocabulary words to students. Start by using the words in the glossary of the printed script. Have students help you define the words as you read them aloud.
4. Hold up the copy of the printed script, and ask students to refer to the script from pages 8–17 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
5. Read aloud the list of characters at the beginning of the script. Ask students to pay attention to each character's tone and expression while listening to the script.
6. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.
7. At the end of the story, ask students what they heard in each character's tone and expression. How did the way each character spoke their lines help students understand what was happening in the story?

Collaborative Activity

1. Once students have heard the script read aloud, ask them to work in pairs to draw pictures of characters from the story. Tell them to include the setting of the story in their pictures. They can refer to their scripts as they work.
2. Ask a few partner groups to share their pictures and talk about the details they included.



Jugar al béisbol

Read and Find

1. Explain that “Play Ball!” has a story text structure with a problem for the main characters, an action, and a resulting solution. This means that the characters are connected to the plot of the story, and the actions they take are important.
2. Explain that the story is divided into major events that happen at the beginning, middle, and end of the story. Remind students that they cannot explain every event that happens throughout the story, but they should focus on the main things that happen in each of these areas of the story.
3. Have students read the story with partners.
4. Tell students to pay attention to the structure of the story. As they come across a detail that describes the main problem, have them stop and discuss what is happening with partners.

Words to Know

1. Have students return to the key words list from page 4 in the *Student Guided Practice Book*.
2. Have students add words and/or drawings to the Notes column for one or two words. For example, students might write notes about something they asked their parents for beside *superar* or write notes about times when they were embarrassed beside *avergonzado*.

Support for Language Learners: Have students add transition words, such as *al principio*, *luego*, or *al final* as they describe the problem, action, and solution in the story.

Author’s Craft

1. Read the instructional section at the top of page 18 from the *Student Guided Practice Book*. Explain that authors use details in their writing to show what the characters’ personalities are like. They often use specific actions, thoughts, or dialogue to demonstrate qualities. For example, the author of “Play Ball!” uses the following dialogue to show that Mia is a hard worker: “Almost ready, but let’s practice a little more.”
2. Read aloud the directions from the activity page. Check for understanding as you guide students to read the first clue and write character traits for the big brother. (Possible answers include *bossy* or *irritated*.)
3. Guide students as they complete the exercises independently, with partners, or in small groups.

Essential Question

1. Have students talk to partners about the Essential Question: *How do people fight for the rights of others?*
2. Allow time for students to share their ideas with the whole group.

Jugar al béisbol

Place students into two groups. Work with one group on the Talk About It activity and the Quick Check while the other group is completing the Practice activity described below. Rotate after 15 minutes.

Talk About It

- Engage students in the Campfire Discussion protocol. For this protocol, have students sit in a circle with a large sheet of chart paper (campfire) in the middle. Provide students with sticky notes, and have each student write their response to the following prompt: *How do people fight for the rights of others?*
- If needed, use the following questions to guide the discussion, and encourage students to record answers to them on their sticky notes:
 - Does Ben already know Coach Smith? What clues tell you about their relationship?
 - Why does Coach Smith change his mind about letting Mia try out?
 - Is it important for Mia to have Ben's support? Explain.

Support for Language Learners: Provide discussion response frames such as these:

- Ben does/does not know Coach Smith. I know this because _____.*
- Coach Smith changes his mind because _____.*
- It is important for Mia to have Ben's support because _____.*

- After each question has been addressed, have each student take a turn reading aloud a sticky note other than their own, providing each person in the group with an opportunity to respond. As students share, discuss how these questions help us answer the Essential Question.

Quick Check

- Provide time for students to complete the Quick Check from page 19 in the *Student Guided Practice Book*.
- Review student responses to determine which students need more practice with the standard.

Practice

- Have students complete the graphic organizer from page 20 in the *Student Guided Practice Book*. Make sure students focus on the problem, action, and resulting solution in the story.
- If students finish early, encourage them to revisit their writing pieces from the previous day.

Words with *b* and *v*

Phonics Focus

This unit's focus is words with *b* and *v*.

Revisit the Focus

1. Write the words *herbívoro*, *visitantes*, *hombros*, *estable*, *valiente*, and *bienvenida* for all to see.
2. Have students identify patterns that can help them decide whether a word is spelled with a *b* or a *v*. If the word follows no pattern, have students create a mnemonic sentence to help them remember how to correctly spell the word.

Guided Practice

1. Model how to sky write words (write words in the air) using one or two fingers. For example, for the word *aceptable*, turn your back to students and carefully spell out *a-c-e-p-t-a-b-l-e* above your head so they can see each letter being "sky written."
2. Place students in pairs, and have them sky write the rest of the words on this unit's list.
3. As they write each word, ask them to discuss the meaning of the word with their partners. Once students finish, ask whether they want to revisit the meanings of any words as a whole group to make sure they understand them.

Independent Practice

Ask students to individually complete pages 21–22 from the *Cuaderno de prácticas guiadas para el estudiante*. Circulate among students, and offer assistance as needed.

Los Wigz serán Wigz

Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Approximate reading levels for the roles in this script are as follows:
 - Mr. Wigz and Mrs. Wigz: second half of 3rd grade
 - Penelope and Peter: first half of 4th grade
 - Pepperoni and Pineapple: second half of 4th grade

Practicing the Script

1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on reading with expression.
2. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. Explain to students that it is important to use the proper voice and facial expression when performing because it helps the audience understand the emotions of the character. It also makes the reading more real and interesting.
2. Write the following sentences from the script on strips of paper.
 - Peter: "Maybe we could play some baseball or tag?"
 - Penelope: "Ahh, you're right! I'm broke!"
 - Mr. Wigz: "Why don't you look in the garage? Maybe you will find some money there!"
 - Mrs. Wigz: "Pineapple found Dad's golf shoes!"
 - Pepperoni: "They were on a roll!"
3. Have five student volunteers draw the strips from your hand. Ask each of them to read their assigned sentence aloud.
4. Have students in the audience turn to partners and discuss how the characters are feeling based on the way their classmates read the sentences.
5. Ask for new student volunteers to reread the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.

SUMMER
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Cuaderno de
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Rumbo a 5.º grado



Palabras importantes

Día 1

Instrucciones: Repasa las palabras clave de “Jugar al béisbol”. Escribe palabras o haz dibujos en la columna Notas como ayuda para recordar las palabras. Usa las últimas dos hileras para anotar las palabras difíciles que tú o tu maestro identifiquen.

Palabra	Categoría gramatical	Definición/Oración	Notas
agradecido	adjetivo	que siente o muestra agradecimiento: <i>Brandon estaba agradecido por nuestra ayuda.</i>	
avergonzado	adjetivo	que muestra vergüenza, en especial por haber hecho algo mal: <i>Anthony estaba avergonzado por haber perdido el sombrero favorito de su papá.</i>	
superar	verbo	vencer obstáculos o dificultades: <i>Chloe superó la primera entrevista.</i>	
suplicar	verbo	pedir algo con seriedad y emoción: <i>Sasha le suplicó a su mamá que le permitiera quedarse despierta para terminar la película.</i>	

JUGAR AL BÉISBOL

Pum. La pelota golpeó en el centro del guante de béisbol de Mía. Ella cerró los dedos alrededor de la pelota para atraparla, exactamente como su hermano mayor, Ben, le había enseñado.

—¡Gran atajada! —gritó Ben y corrió hacia su hermana—. ¡Creo que ya estás lista para las pruebas!

—Casi lista —respondió Mía—. Pero practiquemos un poco más.

Al día siguiente, Mía se despertó antes de que saliera el sol. Estaba entusiasmada, pero también nerviosa. Desde que vio por primera vez a Ben jugar como campocorto para los Bluebirds, Mía soñaba con sumarse al equipo.

Cuando Mía y Ben llegaron al campo, vieron al entrenador en jefe.

—Esta es Mía, mi hermana —dijo Ben sonriendo—. Vino a participar de las pruebas.

Incómodo, el entrenador Smith desvió la mirada hacia Mía.

—Estoy seguro de que es una gran jugadora, Ben. Pero, bueno, este es un deporte para varones. Tal vez pueda probarse en sóftbol.

Mía sintió que los ojos se le llenaban de lágrimas.

—He estado practicando —dijo cabizbaja—. Soy buena, ¡lo juro!

—Dele una oportunidad —**suplicó** Ben. Pero el entrenador Smith negó con la cabeza.

—Lo siento —dijo.

—¡No puede hacer eso! —le dijo Ben a Mía mientras caminaban de regreso a casa—. Te encanta el béisbol, y eres buena. ¡Trabajamos tanto!

Mía estaba **agradecida** con su hermano. ¿Pero qué podían hacer? Como si le leyera la mente, Ben dijo:

—Los Bluebirds son parte de la Liga Nacional de Béisbol Juvenil. Tal vez la liga pueda ayudarnos.

Esa noche, le escribieron al presidente de la liga. Le contaron que Mía había entrenado mucho y que en verdad deseaba jugar.

Una semana después, llamó el entrenador Smith.

—Nos encantaría que vinieras a probarte para los Bluebirds —le dijo a Mía, un poco **avergonzado**.

Mía **superó** la prueba sin problemas. Ben fue a su primer juego. Festejó las atrapadas de Mía, una tras otra: pum, pum, pum.

—Por Heather Price-Wright



Escríbelo

Instrucciones: Lee la consigna y luego escribe sobre un derecho que tengas y sea importante para ti.

Un derecho es una libertad que le corresponde a una persona. Tienes derecho a que te traten de manera justa. Tienes derecho a tener tus propias opiniones. ¿Qué derecho tienes que sea importante para ti?

 **Tu respuesta debe:**

- Explicar qué es un derecho
- Describir un derecho que sea importante para ti y explicar por qué lo es

Nombre: _____ Fecha: _____

Completar oraciones

Instrucciones: Usa una palabra del Banco de palabras para completar cada oración.

Banco de palabras

aceptable	advertir	béisbol	biblioteca	biología	breve
carnívoro	desviar	habitación	imposible	obtuvo	ventilador

1. Hacía demasiado calor en la cocina, por lo que tuvieron que encender el _____.
2. Como estaba enfermo, Matías se quedó descansando toda la mañana en su _____.
3. Debido al accidente, hubo que _____ el tránsito hacia otra calle.
4. El gato come carne porque es _____ por naturaleza.
5. Tras una _____ pausa, el presidente siguió hablando.
6. Gracias a que Laura estudió mucho, _____ 87 puntos en el examen.
7. Con mis amigos, jugamos al _____ toda la tarde.
8. Nueva York es una ciudad tan grande que es _____ conocerla a fondo.
9. Me gustaría estudiar _____ porque me gusta aprender sobre los animales y las plantas.
10. Fermín encontró en la _____ de su vecindario la novela que buscaba hacía tanto tiempo.

Nombre: _____ Fecha: _____

Los Wigz serán Wigz

Acto I

- Pepperoni:** Bajo un cielo azul, cerca de un roble alto, se ubica la casa verde de la familia Wigz. Mi nombre es Pepperoni. Vivo con la familia Wigz con mi hermana Piña.
- Piña:** Hola, soy Piña. Permítanme contarles algo de la familia Wigz. Primero, está el Sr. Wigz. No habla mucho, pero es muy amable. Luego, está la Sra. Wigz. Es una señora muy amable y servicial.
- Pepperoni:** Pero mis miembros favoritos de la familia Wigz son Penélope y Peter. Son los niños Wigz.
- Piña:** Pepperoni y yo somos los cerditos mascotas de los Wigz.
- Pepperoni:** El fin de semana pasado nos llevaron al carnaval Hog Wild. Fue un viaje que no esperábamos hacer.
- Piña:** De hecho, aquel día comenzó como la mayoría de los sábados. La familia Wigz estaba mirando la tele. ¡Y los niños estaban aburridos de nuevo!
- Penélope:** ¡Uf, qué aburrida estoy! He jugado a las cartas. He hecho mi tarea. Incluso saqué a Piña y Pepperoni a caminar. ¿Qué más se puede hacer?
- Peter:** Quizás podamos jugar al béisbol o al fútbol-toque.
- Penélope:** Hum. Eso no parece muy emocionante. ¿No se te ocurre alguna otra idea?
- Sra. Wigz:** ¡Hey, chicos! ¿Les gustaría ir al carnaval Hog Wild? ¡Está en la ciudad esta semana!
- Peter:** ¿Pueden ir con nosotros Piña y Pepperoni? ¡Escuché que se les puede meter en un concurso para cerdos!
- Sra. Wigz:** Seguro que podemos. Pero primero necesitamos dinero para los juegos, comida y recuerdos. Costará al menos \$20.00 por nosotros cuatro.

Nombre: _____ Fecha: _____

Penélope: ¡Tengo dinero en mi alcancía!

Peter: ¿No gastaste ese dinero la semana pasada?

Penélope: ¡Sí, tienes razón! ¡Estoy sin un quinto!

Peter: Yo gasté todo mi dinero, también! No pude resistirme ante las tarjetas de béisbol de Alex Hogriguez y Sammy Sausages.

Sr. Wigz: ¿Por qué no buscamos por la casa? Quizá encontremos algunas monedas aquí en alguna parte.

Poema: Cazar dinero

Desde arriba hacia el piso
¿Con el dinero qué se hizo?

¿A qué lugar piensas que se fue?
Estoy buscando mis billetes.

Enfrente de ti justo derecho...
¿Podrían estar en el techo?

Desde adentro y allá afuera,
Busca por la casa entera.

Encima, abajo, por todas partes,
¿Cómo desaparecieron? ¿Te enteraste?

Porque el dinero rápido se va
¡Y ahora no tengo nada más!

Acto 2

Piña: Debieron haber visto a la familia Wigz buscando dinero por toda la casa. Buscaron arriba y abajo, aquí y allá.

Penélope: ¡Hey, Peter! ¿Te acuerdas de aquella vez que jugamos a los piratas? Enterramos nuestro tesoro robado en el patio de atrás. ¿Encontraste alguna vez el dinero que nosotros...?

Pepperoni: Penélope ni siquiera pudo terminar su frase. Peter ya salía corriendo por la puerta de atrás con la pala del Sr. Wigz.

Nombre: _____ Fecha: _____

- Peter:** Ahora bien, ¿dónde escondimos aquel tesoro?
- Penélope:** ¡Aquí, Peter! Creo que enterramos el dinero debajo de este pino grande.
- Piña:** Peter escarbó y escarbó, esperando encontrar el dinero. Cuatro gusanos, dos huesos de perro y seis semillas de manzanas después, Peter encontró dos billetes de un dólar.
- Peter:** Escarbar no me resultó fácil, ¡pero ahora tenemos \$2.00 para el carnaval! ¿Dónde más podemos buscar?
- Sr. Wigz:** ¡Peter, Penélope! ¿Por qué no miran en el garaje? ¡Quizás puedan encontrar algo de dinero allí!
- Piña:** El señor y la señora Wigz se les unieron en la búsqueda en el garaje. Yo también les ayudé un poquito. En realidad, fui yo quien encontró los zapatos de golf del señor Wigz.
- Sra. Wigz:** ¡Piña encontró los zapatos de golf de papá! ¿No guardas tú un billete de la suerte de \$5.00 en esos zapatos, querido?
- Sr. Wigz:** ¡Claro que sí! Gané ese dinero cuando anoté un hoyo con un solo golpe en un torneo de golf. Debieron haber visto cuando golpeé ese...
- Peter:** ¡Uf! ¡Papá, tus zapatos de golf no huelen muy bien! ¡Más vale que encuentre algo de dinero en ellos!
- Piña:** Tras encontrar pelusa y dos miserables centavos, Peter sacó el billete de \$5.00. Todos nos reímos de alegría.
- Penélope:** ¡Encontró los \$5.00!
- Sr. Wigz:** Así que yo tenía un billete de cinco dólares y dos centavos en mi zapato. Además, Peter y Penélope encontraron \$2.00 afuera.
- Sra. Wigz:** Eso nos da un total de \$7.02. Ya sólo necesitamos \$12.98 más para la comida y los recuerdos.
- Peter:** ¡Vamos! Tenemos que seguir buscando. Esos perritos calientes del carnaval me están llamando!

Nombre: _____ Fecha: _____

- Sra. Wigz:** ¡Bien, chicos! ¿Dónde más podemos buscar?
- Pepperoni:** Penélope comenzó a tararear su canción favorita, “Un conejo en mi sombrero”. Ella siempre tararea cuando está pensando.
- Piña:** La canción me hace dormir y normalmente pone nervioso a Peter. Pero esta vez le dio a Peter una idea.
- Peter:** ¡Mi estuche mágico! Penélope, puse monedas de 25 centavos en él para practicar el truco mágico en el que uno encuentra dinero detrás de las orejas de la gente. ¡Quizás las monedas estén allí todavía!
- Piña:** Peter y Penélope salieron a toda velocidad hacia la habitación de Peter. Escondido debajo de una pila de ropa sucia y camiones de juguete suyos encontraron su estuche de magia. ¡Caray, y dicen que los cerdos son desordenados!
- Peter:** ¡Aprisa, Penélope! Abre la caja. ¿Hay dinero dentro?
- Pepperoni:** Debajo de un sombrero mágico, una varita y una baraja de cartas, Penélope encontró algo de dinero.
- Penélope:** Uno, dos, tres, cuatro, cinco... ¡Peter! ¿cuántas prácticas necesitaste para este truco mágico? ¡Tienes aquí una tonelada de monedas de 25 centavos!
- Piña:** Yo las conté con Penélope. ¡Descubrimos que había 10 monedas de 25 centavos en el estuche!
- Penélope:** Con 10 monedas de 25 centavos, ahora tenemos \$2.50 más para agregar a nuestro fondo. Eso nos da \$9.52 para gastar en el carnaval.
- Peter:** ¡Estupendo! Pero todavía nos falta por los menos \$10.48 para tener suficiente. Y no tenemos tiempo que perder. ¡Sigamos buscando!
- Pepperoni:** ¡Estaban de buena suerte! Penélope y Peter volvieron a la sala donde el Sr. Wigz estaba sentado en el sofá.
- Sr. Wigz:** ¡Uf! ¡Ir de cuarto en cuarto buscando dinero es una tarea dura!
- Piña:** En la sala, Peter y Penélope se pararon a pensar en qué otros lugares de la casa se podría buscar. Mientras pensaban, Peter comenzó a jugar con su diente flojo.

Nombre: _____ Fecha: _____

- Penélope:** ¡Diente flojo! ¡Espera! Peter, ¿no te trajo dinero el hada de los dientes cuando perdiste los dos dientes la semana pasada?
- Peter:** ¡Es verdad, me imagino que me lo trajo! Pero yo estaba emocionado aquel día con mi juego de béisbol. Se me olvidó mirar debajo de la almohada. ¡El dinero puede estar allí todavía!
- Pepperoni:** Todos fuimos corriendo a la habitación de Peter. Penélope quitó de la cama la almohada de Peter.
- Piña:** Luego, ella encontró cinco cartas de béisbol, tres piedras, dos camiones de juguete, cuatro billetes de dólar y seis monedas de diez centavos.
- Sra. Wigz:** ¿Cómo puedes dormir con tantas cosas debajo de la almohada, Peter? ¡Por eso se te olvidó buscar tu dinero!
- Sr. Wigz:** Penélope, ¿cuánto dinero le dejó el hada de los dientes?
- Peter:** ¡Dámelo a mí! Yo lo cuento. Aquí tenemos \$4.60. ¡Qué bien! Esto nos da un total de \$14.12.
- Penélope:** Ahora sólo necesitamos \$5.88 para ir al carnaval Hog Wild. ¡Nos falta poco!
- Pepperoni:** Todos se estaban cansando. Pero entonces entró corriendo en la sala el Sr. Wigz moviendo los brazos. ¡Parecía como si hubiera ganado la lotería!
- Sr. Wigz:** ¡Dos dólares y cincuenta y tres centavos! ¡Encontré \$2.53 en el auto! ¿Cuánto más necesitamos?
- Penélope:** Déjame ver. ¡Sólo necesitamos \$3.35!
- Sra. Wigz:** Yo busqué por el ático y los armarios. ¡No encontré nada de dinero!
- Sr. Wigz:** Eso es mala suerte. Yo estaba seguro de que habría algún dinero en el ático.
- Sra. Wigz:** Voy a ver si encuentro algo en la cocina.
- Peter:** ¡Miren todos lo que he encontrado en el bolsillo de los pantalones! Debe ser dinero sobrante de los almuerzos.

Nombre: _____ Fecha: _____

- Sr. Wigz:** ¡Vaya, Peter! Tienes por lo menos \$2.00 en monedas.
- Penélope:** Tienes cinco monedas de diez centavos, seis monedas de 25 centavos, cuatro de cinco centavos y ocho centavos. Eso es \$2.28.
- Peter:** Ahora tenemos un total de \$18.93. ¡No puedo creer que encontráramos tanto dinero por la casa!
- Penélope:** Sólo necesitamos \$1.07 más para alcanzar nuestra meta. ¡Raspados de hielo. . . aquí voy!
- Sra. Wigz:** ¡Muchachos, vengan pronto!
- Piña:** Todos fuimos corriendo a la cocina. Por la voz de la Sra. Wigz sabíamos que había encontrado algo.
- Sra. Wigz:** Vi algo debajo del refrigerador. Por eso lo saqué un poco. Encontré una cuchara, dos boletos de autobús y un juguete para las mascotas. Pero ¡miren qué más he encontrado!
- Sr. Wigz:** ¡Muy bien! Aquí tienes tres monedas de 25 centavos y dos de diez centavos. ¡Ya estamos sólo a 95 centavos de nuestro total!
- Piña:** Yo no había visto a Pepperoni por unos minutos. Pero tenía una idea de dónde podría estar mi hermano. Di un gruñido para que Penélope y Peter me siguieran. Y, como era natural, allí estaba Pepperoni, echado sobre una pila de ropa sucia.
- Penélope:** ¡Pepperoni! ¿Pero qué estás haciendo aquí?
No puedo creer que te gusten esas viejas camisas sucias. No huelen muy bien, como ves.
- Peter:** ¡Bien, bien, bien! Estoy muy contento de que viniéramos a esta habitación. Miren lo que hay debajo de la secadora: cuatro monedas de 25 centavos, seis de diez centavos y una de cinco!
- Penélope:** Ahora, con los 95 centavos de mamá y el \$1.65 de Pepperoni, ¡tenemos un total de \$21.53!
- Sr. Wigz:** ¡Grandioso! Usaré el \$1.53 extra para comprar una taza de café mañana por la mañana. Muchas gracias.
- Todos:** ¡Muy bien! ¡Ahora podemos ir al carnaval!

Nombre: _____ Fecha: _____

Piña: La familia Wigz, Pepperoni y yo nos metimos en el auto. Los niños no podían dejar de hablar de la comida y de los recuerdos que iban a comprar en el carnaval.

Acto 3

Canción: El carnaval

El carnaval ya va a empezar
A todos nos va a encantar
Junta tu dinero, tómallo ya
Vamos al carnaval

Coro

Todos van...*todos van*
al carnaval...*al carnaval*
Gocemos...*gocemos*
el carnaval...*el carnaval*
Disfrutemos...*disfrutemos*
El carnaval...*el carnaval*
!Que viva...*¡arriba!*
el carnaval

El carnaval ya va a empezar
A todos nos va a encantar
Junta tu dinero, tómallo ya
Vamos al carnaval

Repetir el coro

Pepperoni: Estábamos contentísimos al llegar por fin al carnaval Hog Wild. Pero nadie podía decidir qué hacer primero.

Penélope: Estoy lista para subirme a las tazas locas. ¡Me encanta la manera en que dan vueltas! Luego quiero comprar un raspado de hielo.

Peter: Primero, ¿podemos comprar un perrito caliente? ¡Toda esa búsqueda de dinero me ha dado hambre!

Nombre: _____ Fecha: _____

Sra. Wigz: ¿Por qué no llevamos a Peter al puesto de los perritos calientes primero? Después de eso, todos subimos a los juegos. Más tarde, podemos comer raspados de hielo antes de irnos.

Penélope: ¡Te echo una carrera hasta el puesto de los perritos calientes!

Peter: ¡Ummm! ¡Esos perritos calientes huelen tan bien! Vamos a ver, un perrito caliente cuesta \$1.00. Creo que quiero un refresco para acompañarlo. Un refresco también cuesta \$1.00. Así que mi almuerzo costará \$2.00.

Sra. Wigz: Creo que yo también voy a comer un perrito caliente con un refresco. ¿Y tú, Penélope?

Penélope: Sí, creo que comeré algo de almuerzo ¡con tal de que pueda comer luego un raspado de hielo de postre!

Sr. Wigz: También yo voy a tomar un perrito caliente con un refresco. Serán cuatro perritos calientes y cuatro refrescos. Así que serán \$8.00. Eso nos deja \$12.00 para gastar en raspados de hielo, juegos y recuerdos.

Pepperoni: Los Wigz engulleron sus perritos calientes. Luego apagaron la sed con los refrescos. Incluso compartieron unos mordiscos de perritos calientes con Piña y conmigo.

Piña: Luego, todos nos fuimos a los juegos.

Penélope: ¡Esto es divertidísimo! ¡Me encanta este juego!

Peter: ¡Ayyyy! ¡Creo que me voy a poner enfermo! ¡No debí haber comido aquel perrito caliente!

Sr. Wigz: Este juego bien vale los \$2.00 que tuvimos que pagar para subir todos.

Sra. Wigz: No me molesta el juego, ¡pero me mareo un poco!

Peter: Después de este viaje, quiero subir al cerdo salvaje. ¡Es la montaña rusa más rápida del carnaval!

Pepperoni: La familia subió a las tazas locas y al cerdo salvaje. Los dos juegos le costaron a la familia \$4.00. Así que sólo les quedaban \$8.00 para el resto del día.

Nombre: _____ Fecha: _____

- Peter:** Creo que ya es hora para el concurso del cerdo más lindo. ¡Pero miren a Piña! ¡Tiene comida por toda la cara!
- Piña:** Yo me sonreí. Sabía que, incluso con comida en la cara, aún era la cerda más linda del carnaval. Los niños Wigz me limpiaron la cara. Luego fuimos al concurso.
- Pepperoni:** Piña tenía que dar una vuelta por la pista. Hizo todo lo mejor que pudo para mostrarles a los jueces lo linda que es. Luego anunciaron a los ganadores...
- Piña:** ¡Tercer lugar! Supongo que no estuvo tan mal. Todavía tenía un poquito de salsa en la cara.
- Peter:** ¡Buen trabajo, Piña! Yo sabía que podías ganar una cinta.
- Penélope:** Vamos a comprar raspados de hielo para celebrarlo. ¿Nos queda todavía suficiente dinero para raspados de hielo y recuerdos?
- Sra. Wigz:** ¡Yo creo que tenemos suficiente para todo eso! Pero vamos al puesto de raspados de hielo para saberlo.
- Penélope:** La verdad es que no puedo decidir qué sabor pedir. ¡Todos suenan tan deliciosos!
- Sr. Wigz:** Creo que yo comeré un raspado oinkin-fresa cereza.
- Penélope:** Es una decisión difícil. Bien, creo que voy a pedir el hielo raspado de limón y lima. No, la oinki–donki de uva, o quizás...
- Peter:** ¡Elige uno solo! ¡Se nos está pasando el tiempo y todavía tenemos que comprar recuerdos!
- Penélope:** ¡Bueno, voy a pedir oinki–donki de uva!
- Sra. Wigz:** Cada raspado vale 75 centavos. Pero me parece que yo no quiero uno. De ese modo tendremos dinero suficiente para recuerdos.
- Penélope:** Así tres raspados de hielo a 75 centavos cada uno nos cuestan un total de \$2.25.
- Piña:** Cuatro perritos calientes, cuatro refrescos, dos juegos, tres raspados de hielo y una cinta para el tercer lugar nos habían agotado.

Nombre: _____ Fecha: _____

- Sr. Wigz:** ¡Bien, gente! Es hora de irnos a casa.
- Penélope:** ¡Esperen! Antes de salir, ¿podemos parar en el puesto de los recuerdos?
- Sr. Wigz:** ¡Uf! ¡Se me olvidaba! ¿Cuánto dinero nos queda?
- Penélope:** Tenemos \$5.75 para los recuerdos.
- Pepperoni:** Fuimos al puesto de recuerdos, donde miramos todos los artículos. ¿Qué podríamos comprar que nos recordara siempre de este día?
- Piña:** Entonces, Peter vio una enorme alcancía. ¡Era incluso más grande que yo!
- Peter:** ¡Mira esa alcancía gigante! ¡Quizás podamos comprarla! Nos recordaría de nuestro día en el carnaval y la búsqueda del dinero.
- Penélope:** Además, podemos poner las monedas sueltas en ella. De esa forma, no tendremos que andar a la caza del dinero la próxima vez.
- Penélope y Peter:** ¡Comprémosla!
- Sra. Wigz:** El precio de la alcancía es \$5.50. Si la compramos, todavía nos quedarán 25 centavos para meterlos en la alcancía!
- Penélope:** ¡Qué gran idea, mamá!
- Piña:** La familia Wigz compró la alcancía gigante. Luego, nos fuimos a casa.

Nombre: _____ Fecha: _____

Oficio de escritor

Rasgos de personalidad

A menudo, los autores no describen directamente la personalidad de un personaje. En cambio, dan pistas. Los autores describen lo que los personajes hacen, dicen o piensan. Luego, el lector usa esas pistas para hacer una inferencia sobre el personaje.

Instrucciones: Lee las pistas. Un personaje está subrayado. Haz una inferencia sobre su personalidad. Escribe un rasgo sobre la línea.

1. El hermano mayor le gritó con impaciencia a su molesto hermano. _____
2. “¡Tú puedes, mamá! Solo concéntrate”, dijo Tara. _____
3. El maestro recompensó a los niños por su buen comportamiento. _____
4. “¡Estoy tan feliz de que seamos amigos!”, le dijo Nico a Max. _____

Instrucciones: Piensa en los personajes de “Jugar al béisbol”. Escoge dos personajes cualquiera y completa la tabla usando pistas del texto.

Personaje	Pensamientos	+	Palabras	+	Acciones	=	Rasgo
5.		+		+		=	
6.		+		+		=	

Repaso de comprensión

Instrucciones: Escoge la mejor respuesta para cada pregunta. Puedes usar el texto como ayuda.

1. ¿Cuál es la mejor manera de resumir un cuento?

- (A) Escribir todos los acontecimientos que ocurren.
- (B) Buscar relaciones de causa y efecto.
- (C) Buscar los detalles más importantes.
- (D) Identificar los rasgos de personalidad de los personajes.

2. Si eres *agradecido*, eres/estás _____.

- (A) apreciativo
- (B) avergonzado
- (C) haciendo un gran esfuerzo
- (D) sintiéndote incomprendido

3. El texto nos dice que _____.

- (A) esforzarse en algo no da frutos
- (B) la vida no es justa
- (C) es bueno defender a los demás
- (D) el béisbol es el mejor deporte

4. A partir de este cuento, aprendemos que _____.

- (A) Mía es muy trabajadora
- (B) Ben no quiere que su hermana tenga éxito
- (C) el béisbol es un deporte para varones
- (D) las niñas no deberían hacer deporte

5. Usa detalles del cuento para explicar los pasos que dio Ben para ayudar a su hermana a tener éxito.

Lee y busca

Día 2

Instrucciones: Dale una ojeada al texto de la página 5. Registra el problema, la acción y la solución.

Problema

Acción

Solución

Piensa sobre la pregunta esencial: *¿Cómo luchan las personas por los derechos de los demás?* Describe cómo podemos defender a alguien sin dejar de ser respetuosos.

Nombre: _____ Fecha: _____

Sinónimos y antónimos

Instrucciones: Usa una palabra del Banco de palabras para completar cada sección.

Banco de palabras

aceptable	activo	adorable	advertir	béisbol	biblioteca
breve	habitación	imposible	invertir	obtuvo	ventilador

Día 2

Escribe un sinónimo para cada palabra.

1. cuarto _____
2. corto _____
3. consiguió _____
4. tierno _____
5. notar _____

Escribe un antónimo para cada palabra.

6. posible _____
7. inaceptable _____
8. pasivo _____

Escribe una palabra que corresponda a cada categoría.

9. fútbol, baloncesto, tenis, _____
10. catálogo, bibliotecario, pase, _____
11. aire acondicionado, piscina, helado, _____
12. finanzas, acciones, bonos, _____



Nombre: _____ Fecha: _____

Las palabras y sus partes

Instrucciones: Observa cómo cambian las palabras al agregar las distintas terminaciones. Agrega las mismas terminaciones a cada palabra para crear palabras nuevas.

ej. **viajar** viajó viajando viajaba

1. **bajar** _____ _____ _____

2. **desviar** _____ _____ _____

3. **variar** _____ _____ _____

Instrucciones: En el Banco de palabras, busca tres palabras que pertenezcan a la misma familia que las palabras de ortografía. Escribe cada palabra en el renglón correcto.

Banco de palabras					
desviado	habitante	obtención	poder	habitar	desvío
posibilidad	obtener	posible	tuvo	vía	habitabile

4. **habitación** _____ _____ _____

5. **obtuvo** _____ _____ _____

6. **desviar** _____ _____ _____

7. **imposible** _____ _____ _____

