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**Summer Scholars
Language Arts
Rising 4th 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 (13 pages)
- Day 2 Student Pages (5 pages)

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SUMMER Scholars

Language Arts

Management Guide



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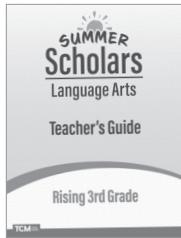
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How to Use This Resource

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.

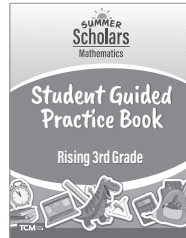
What's Included?

Teacher's Guide



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

Student Guided Practice Book



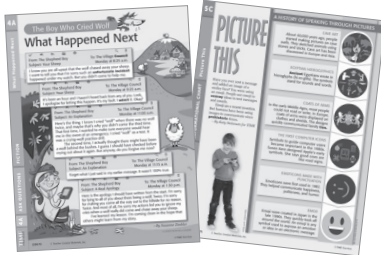
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

Management Guide



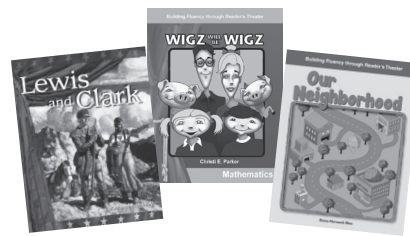
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

12 Reading Comprehension Text Cards



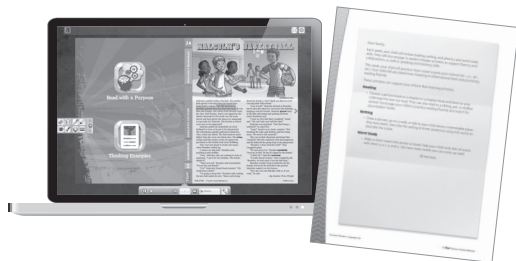
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

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.

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.

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 _____.

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 *(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 letter in 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.

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 *meat*. 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

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.

Summative and formative assessment opportunities are provided in every lesson.

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

Reader's Theater

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 where to go? It's been 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 is the rule of law.

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

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Name: _____ Date: _____

Reader's Theater

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 the class 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 adventures?"
 - 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.)*

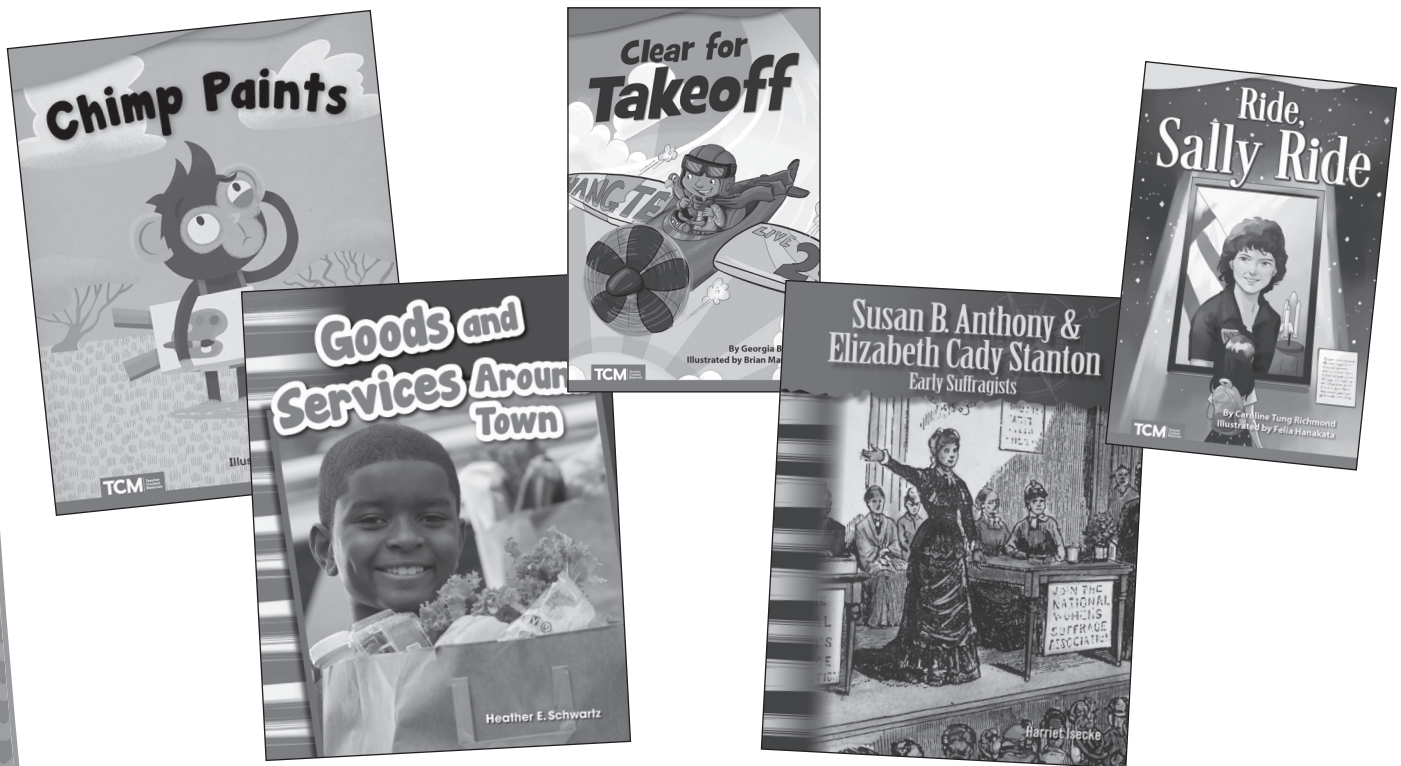
Classroom Library

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.

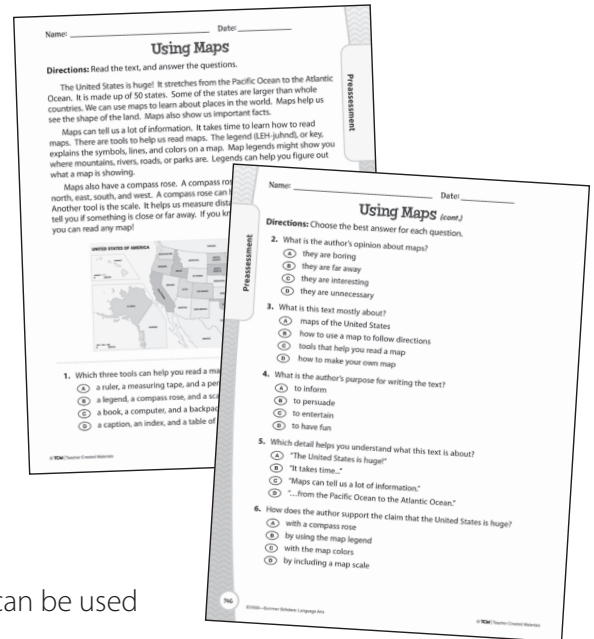


How to Use This Resource *(cont.)*

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 4th Grade

Grade Level Details

Rising 4th 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 "El balón de básquet de Mario" (narrative fiction)	Use main story elements in a logical sequence. Write opinion pieces.	<i>Words with b and v</i>	Decodifican palabras con múltiples patrones de ortografía y de sonidos. Escriben palabras que tienen el mismo sonido, pero se escriben con letras diferentes. Escriben palabras usando la letra "n" antes de la "y"; la "m" antes de la "b"; y la "m" antes de la "p".	<i>Dos amigos planos viajan por el mundo</i> Introduction and assign parts	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Day 2							
Day 3		Summarize "Mascotas salvajes" (informational)	Identify the central idea of an informative text. Write explanatory texts.	<i>Words with b and v</i>	Decodifican palabras de sílabas múltiples. Usan ortografía convencional para añadir sufijos a palabras base. Marcan los acentos apropiadamente al conjugar verbos.	<i>Dos amigos planos viajan por el mundo</i> Analyze poem and practice performance	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Day 4				<i>Diphthongs and Triphthongs</i> <i>Collective Nouns</i>	Decodifican palabras de sílabas múltiples. Se familiarizan con el concepto de diptongos. Escriben palabras con diptongos.		
Day 5		Use Text Features "¿Se debe enseñar la cursiva en la escuela?" (opinion)	Explain an author's purpose for writing a text. Write opinion pieces.	<i>Diphthongs and Triphthongs</i> <i>Mood</i>	Forman oraciones simples, compuestas y complejas. Forman y usan los tiempos simples de los verbos y	<i>Dos amigos planos viajan por el mundo</i>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 6							

				reconocen el uso de verbos en el modo subjuntivo. Escriben palabras con diptongos.	Sing song and practice performance	
Day 7			Usan patrones de ortografía y generalizaciones al escribir las palabras. Decodifican palabras con múltiples patrones de ortografía y de sonidos. Forman y usan plurales de sustantivos regulares e irregulares, incluyendo formas que requieren cambios ortográficos. Ordenan alfabéticamente una serie de palabras a la tercera letra.			Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Day 8	Use Text Features "La mudanza" (poetry)	Use text features to help identify the central idea. Write explanatory texts.	<i>Words with c, s, and z</i>	Identifican y conocen el significado de los prefijos más comunes y los sufijos derivativos. Decodifican palabras con prefijos y sufijos. Decodifican palabras con múltiples patrones de ortografía y de sonidos. Escriben palabras que tienen el mismo sonido, pero se escriben con letras diferentes.	<i>Dos amigos planos viajan por el mundo</i> Create props and perform	
Day 9	Ask Questions "El pastorcito mentiroso: Qué sucedió después" (fiction)	Generate questions about a text before, during, and after reading to deepen understanding. Write narratives.	<i>Words with c, s, and z</i>	Decodifican palabras de sílabas múltiples. Decodifican palabras con acento prosódico u ortográfico. Se familiarizan con el concepto de hiatos, y las	<i>Desde el Sol hasta más allá de Plutón</i> Introduction and Assign Parts	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Day 10			<i>Words with Hiatus</i>			

				implicaciones de los acentos ortográficos. Escriben palabras con hiatos, y sus implicaciones al usar acentos ortográficos.			
Day 11				Identifican y conocen el significado de los prefijos más comunes y los sufijos derivativos. Determinan el significado de una palabra nueva formada cuando un afixo conocido se añade a una palabra conocida. Se familiarizan con el concepto de hiatos y las implicaciones de los acentos ortográficos. Escriben palabras con hiatos, y sus implicaciones al usar acentos ortográficos.			
Day 12		Determine Meaning "¡Sorpresa, sorpresa!" (fiction)	Identify and interpret figurative language. Gather information to answer a question.	<i>Words with Hiatus</i>			Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 13		Determine Meaning "Imagínalo" (informational)	Determine the meaning of words and phrases in a text to help identify the central theme. Write narratives.	<i>Words Stressed on the Last and Penultimate Syllables</i> <i>Abstract Nouns</i>		<i>Desde el Sol hasta más allá de Plutón</i> Analyze poem and practice performance	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Day 14							

Rising 4th 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 15	<p>Make Inferences</p> <p>“¡RoboPerro 6000 es el peor!” (fiction)</p>	<p>Identify different characters’ perspectives and describe how they respond to events in a story.</p> <p>Write opinion pieces.</p>	<p><i>Words Stressed on the Last and Penultimate Syllables</i></p>	<p>Usan ortografía convencional para añadir sufijos a palabras base.</p> <p>Marcan los acentos apropiadamente al conjugar verbos.</p> <p>Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras ya conocidas aplicando análisis sistemático.</p>	<p><i>Desde el Sol hasta más allá de Plutón</i></p> <p>Create props and perform</p>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
Day 16			<p><i>Words Stressed on the Antepenultimate Syllable</i></p>	<p>Decodifican palabras con acento prosódico u ortográfico.</p> <p>Escriben palabras esdrújulas que tienen un acento ortográfico.</p>		
Day 17				<p>Nombran la sílaba que lleva el énfasis.</p> <p>Categorizan la palabra según su acento tónico.</p> <p>Determinan el sonido o la letra en que termina la palabra (vocal o consonante /n/ o /s/).</p> <p>Usan la raíz de una palabra conocida como clave para entender el</p>	<p><i>La Constitución del campamento</i></p> <p>Introduction and Assign Parts</p>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Day 18	<p>Make Inferences</p> <p>“Inspirate en la naturaleza” (informational)</p>	<p>Identify the central idea and relevant details in a text.</p> <p>Write explanatory texts.</p>	<p><i>Words Stressed on the Antepenultimate Syllable</i></p> <p><i>Accent Mark</i></p>			

					significado de una palabra desconocida con la misma raíz.			
Day 19	Use Evidence "La revancha!" (narrative fiction)	Identify plot structure and explain events. Gather information to answer a question.	Words with gue, gui, güe, and güi	Decodifican palabras que usan las sílabas "que", "qui", "gue", "gui", "güe" y "güi". Escriben palabras que usan las sílabas "que", "qui", "gue", "gui", "güe" y "güi". Marcan los acentos apropiadamente al conjugar verbos.	Decodifican palabras que usan las sílabas "que", "qui", "gue", "gui", "güe" y "güi".	La Constitución del campamento Analyze poem and practice performance	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Day 20								
Day 21	Use Evidence "Carrera al polo sur" (informational)	Identify the central idea and relevant details in a text. Write explanatory texts.	Words with gue, gui, güe, and güi	Leen palabras a nivel de grado, con deletreo irregular. Escriben palabras que usan las sílabas "que", "qui", "gue", "gui", "güe" y "güi".	Decodifican palabras con la letra "h" que es silenciosa. Escriben palabras con la letra "h" que es silenciosa. Forman oraciones simples, compuestas y complejas.	La Constitución del campamento Sing song and practice performance	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Day 22			Words with h Compound and Complex Sentences					
Day 23	Synthesize Elements	Summarize a text using relevant details. Write opinion pieces.	Words with h Verb Tense	Leen palabras a nivel de grado, con deletreo irregular.		La Constitución del campamento	Tell a story or recount an experience with appropriate facts and relevant, descriptive	

Day 24	"Una victoria para los elefantes" (informational)			<p>Escriben palabras con la letra "h" que es silenciosa.</p> <p>Forman y usan verbos regulares que terminan en -ar, -er, -ir y verbos irregulares.</p> <p>Marcan los acentos apropiadamente al conjugar verbos.</p>	Create props and perform	details, speaking audibly in coherent sentences.
Day 25	Culminating Activity "Summer School Survival Guide"	Ask and answer questions about a text. Write explanatory narratives.	<i>Reading and Writing</i>	Use knowledge of grade appropriate phonics to write words.	n/a	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.

Rising 4th Grade Text Cards

This chart includes important information about the TIME FOR KIDS™ Text Cards.

Title	Genre	Lexile® Measure	Description
Malcolm's Basketball	realistic fiction	520L	Malcolm brings his signed basketball to school to show to his friends, but a bully steals it from him. Rules and laws help Malcolm get his basketball back.
Wild, Wild Pets	opinion	690L	Do animals like tigers, bears, and wolves belong as pets? Learn about some of the debate surrounding the keeping of these exotic animals in captivity.
Should Schools Teach Cursive?	opinion	740L	Two students present their contrasting opinions on whether schools should teach cursive.
The Move	poetry	470L	After moving to a new place, a young girl writes letters to her friend from back home, recounting her changing experiences and feelings toward her new situation.
The Boy Who Cried Wolf: What Happened Next	fiction	610L	After being accused of "crying wolf," the Shepherd Boy sends a series of emails to the Village Council to apologize and try to explain his actions.
A Surprise Surprise	realistic fiction	490L	Twins Elise and Kyle forget that their Uncle Alex's surprise party is that day. They only have a few minutes to decorate their house. The twins find out that unclear communication can lead to misunderstandings.
Picture This	informational text	710L	For thousands of years, people have used pictures to communicate and convey messages and ideas to one another. Learn about some of the ways people have spoken through pictures.
RoboDog 6000 Is the Worst	science fiction	580L	A joke writer becomes frustrated with the RoboDog he purchased to help him create jokes. RoboDog always messes with the writer's house and never listens. Through interactions with others, the writer realizes that RoboDogs actions actually make other people laugh.
Take It from Nature	informational text	750L	Learn about the science of nature-inspired inventions like Japan's bullet train. Scientists often look toward nature to develop new ideas to solve problems in the world.
Rematch!	fiction	550L	The hare is not happy that he lost to the tortoise in a race. He calls for a rematch, and tries to sabotage the tortoise and cheat so he could win this next race.
Race to the South Pole	informational text	690L	Roald Amundsen led the first successful journey to the South Pole. Read about his and his team's 1911 excursion and learn about his competitive spirit.
A Win for Elephants	informational text	720L	Elephants in circuses have very different lives than ones in the wild. Activism and conservation have led to elephants being protected and retired from circus shows.

Rising 4th Grade Reader's Theater Scripts

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

Title	Characters	Setting	Description
<i>Two Flat Friends Travel the World</i>	Willie Fred Fred's Mom Dr. Flats Eman Mazu	This reader's theater takes place in Fred's House, a doctor's office, Egypt, and China.	Best friends Willie and Fred have a school assignment to learn about countries around the world. They flatten themselves, and Fred's mom mails the two friends to other countries. Willie and Fred talk to new friends in Egypt and China and explore famous areas in these countries.
<i>From the Sun to Beyond Pluto</i>	Luke Karl Luke's Mom Navigator Maude Ms. Kern	This reader's theater takes place in Luke's home and within a dream on a spaceship.	Luke and Karl are tasked with using their imaginations to create a solar system project. The two boys dream that they are on a spaceship, exploring and learning about the different planets in the solar system. Their shared dream inspires them to work on their school project.
<i>Camping Constitution</i>	Mrs. Freedom Thomas Freedom Sam George Narrator Madison	This reader's theater takes place at the home of the Freedom family, where Thomas Freedom and his friends are planning a camping trip.	A few friends can't agree on what to do for their upcoming camping trip. To help them come together and make collective decisions, Mrs. Freedom teaches the kids about the Constitution. By following the methods of the Founders of the United States, the kids come together to plan their trip.

Rising 4th 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>America's Natural Landmarks</i>	580L	Q	Many of America's natural landmarks have become famous. People like to visit them because they are unique and beautiful. They remind us of the power of nature. It is important to preserve these places so that everyone can enjoy them.
<i>Building Bridges</i>	590L	N	Tara wants to win the bridge building contest at school, even if it means working with her least favorite person. But a possible spy and bad luck stand in her way.
<i>Clear for Takeoff</i>	600L	O	Abbie has been dreaming of flying since she first saw birds in the sky. She has tried everything. Nothing works until she discovers the secret of flight—and a little magic.
<i>Diplomacy Makes a Difference</i>	560L	Q	How do countries work together? Running a country takes hard work. There is a lot involved. That includes making laws that help people do the right thing. Good leaders work together to help solve problems between countries.
<i>Doing Your Part: Serving Your Community</i>	510L	Q	In a community, people help one another. There are many ways to help someone in need. You can volunteer your time, donate things, and recycle. It feels good to help other people!
<i>Geographic Features</i>	600L	R	Explore the geography of the United States. The country is big. It has many types of landforms. It also has different climates. Learn about the people who settled in the different regions. The country's diverse lands have much to offer!
<i>I Woke Up with a Superpower</i>	570L	N	When Daniella wakes up with a superpower, her life is turned upside down! Learn how she uses her new gift at home and at school.
<i>Our Government: The Three Branches</i>	530L	S	Once America was free from Great Britain, it needed to create a new government. The nation's founders split the government into three branches. This ensured that no one person would have too much power. This system keeps us free!
<i>So You Think You Can Run?</i>	560L	O	A boy named Daniel dreams of becoming a great long-distance runner. But he must learn that running is not just about crossing the finish line first.
<i>The Lying Lion</i>	610L	O	Henry Hyena wants to find his place in the world. But who wants to be a silly little hyena? He decides he wants to be a lion. What will he do when he comes face-to-face with the king of the jungle?

*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 4th Grade

Days 1–2 Overview

El balón de básquet de Mario

Learning Outcomes

- Identify the basics of plot structure (problem, conflict, resolution, cause and effect).
- Analyze the author’s craft and describe how it is used to tell the story.
- Pose and respond to specific questions or comments made by others through multiple exchanges.

Reading Strategy: Retell Narrative Fiction

One way to practice summarizing narrative fiction is by retelling the story. When students retell a story, they learn to describe the most important parts of the beginning, middle, and end of the story while omitting the less significant details. In this lesson, students will read “Malcolm’s Basketball,” and use a plot map to record key elements from the story.

Summary of the Text Card

This fictional narrative tells a story about one boy’s experience with bullying. When Malcolm brings his beloved Knick’s basketball to school, Brandon steals it and accuses Malcolm of lying. After getting help from his friends and teacher, Malcolm resolves the situation and gets his ball back. (Narrative Fiction)

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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 on words with *b* and *v*. Students will complete sentences using these words, find synonyms and antonyms, and use a word sort to distinguish different spelling patterns with *b* and *v*.

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Dos amigos planos viajan por el mundo

Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on reading accurately.

Fluency Focus

Students will listen to the script, discuss the themes, and think about how narrators tell stories. 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 the poem.

Summary of the Script

In this script, two friends make themselves flat to take on a tremendous school project. They travel to Egypt and China to learn important details that they can share with their class in a school project. The children who guide them in these foreign countries show them many important historical sites.

Big Idea

Rights

Essential Question

How do laws protect people’s rights?

Materials

- *Cuaderno de prácticas guiadas para el estudiante* pages 4–21
- drawing paper
- crayons or markers

El balón de básquet de Mario

Look Before You Leap

- Before the lesson, write the following questions where students can see them. Review the questions with students, but do not discuss the answers.
 - What can you tell about the people based on their poses, clothing, and the setting of the picture?
 - Examine the facial expressions of the people in the pictures. What inferences can you make about their feelings?
 - What can you infer about the picture based on the title?
- Engage students in the Give One, Get One protocol. For this protocol, students will stand up and move around the room. Have students stop and talk to three or four different people. For each student they stop and talk to, they are to “give” answers or information, and they are to “get” different answers or information from the other 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 “Malcolm’s Basketball” is a fictional narrative that takes readers through a sequence of events. Fictional narratives often start by introducing the readers to the characters and the setting. Authors then present a conflict and conclude the story with a solution.

Support for Language Learners: Have students practice identifying personality traits based on actions. Describe different actions from a familiar story and ask students to name personality traits associated with the action.

Read and Think

- Have students practice retelling narrative fiction. Say, “One way to summarize a fictional text is by retelling it. To do this, we need to describe the most important events from the beginning, middle, and end of the story. We don’t need to include every single detail—just the important ones.” Use the following think aloud to model the strategy.
 - Read the first four sentences. Say, “How can I retell the most important points in this section of text? I remember that Malcolm is bringing his new basketball to school. I don’t need to include other details about the basketball in my retelling because they are not critical to the storyline.”
 - Read the rest of the paragraph. Say, “How can I retell the most important points in this section of the text? I remember that Malcolm thinks his friends will be impressed because players from the Knicks signed his ball. I don’t need to include the details about Malcolm’s uncle in my retelling because they are not as important to the story.”
- Have students reread “Malcolm’s Basketball” (provided on page 5 of the *Student Guided Practice Book*). After each section, have students discuss what they learned with partners using the following prompt:
 - What happened in this section? Let’s retell.

Technology: A digital copy of the text card, “El balón de básquet de Mario,” can be accessed in the digital resources and displayed for the group.

El balón de básquet de Mario

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.

- **Prompt A**—In the first paragraph, underline evidence about why Malcolm is excited. Draw a line through any details that aren't important. Jot a note about why we don't need to know this.
 - **Prompt B**—Look at the last paragraph in the first column. Underline an important part of the text. Jot a note about what makes the underlined section of text important.
 - **Prompt C**—Underline important details in the dialogue between Sarah, Jessie, and Malcolm in the second column. Jot a note about why this information is important to the story.
 - **Prompt D**—Underline sections of the text that show us how the problem was finally solved. Jot a note, and be ready to share with the group.
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*: *What would happen if we didn't have any rules or laws?*
2. Remind students to edit and revise their writing. Let them know their responses should:
 - Explain their opinions about what life would be like without any rules or laws.
 - Give at least two reasons to support their opinions.
 - Use an example from the text to support their reasons.

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

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*, particularly on words with the patterns *nv*, *mb*, *br*, *bl*, and the ending *-aba*. Write the words *envase* and *ambiente* for all to see. Have students repeat the words aloud. Ask students to name as many words with the patterns *nv* and *mb* as they can. Write them under the words as students call them out. Then, write the words *brisa* and *amable* for all to see. Ask students to name as many words with the blends *br* and *bl* as they can. Write them under the words as students call them out.
2. After the brainstorm, explain that after *n* you write *v* and after *m* you write *b* to represent the sound /b/. Tell students that *bl* and *br* and also the inflectional ending *-aba* in verbs are always spelled with a *b*. Finally, explain that some words, such as *balón*, do not follow any specific rule, so you need to remember the correct spelling.
3. Circle the patterns *nv*, *mb*, *bl*, *br*, and *-aba* in each of the listed words.

Introduce the Words 10 min

1. Share the list of words for this unit's phonics focus:
 - alfabeto
 - cambio
 - invento
 - amaba
 - cuidaba
 - invierno
 - ambiente
 - devolver
 - obtener
 - balón
 - dividir
 - rombo
 - brisa
 - enviar
 - sudaba
2. Call on students to help you break each word into syllables. For each word, first say the word, and then clap as you say each syllable. Have students repeat the word and clap out the syllables. Draw a hyphen to separate each word by syllables.
3. As the group breaks the words into syllables, pause on the words with *nv* and *mb*. Ask students to pay attention to the last sound of the first syllable. Ask, "¿Es *n* o *m*? Entonces, ¿debe ir *v* o *b* después?"

Independent Practice 10 min

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

Helpful Hint

Students can create their own tips and tricks for visualizing and correctly spelling words with *b* and *v* that do not follow any spelling patterns.

Dos amigos planos viajan por el mundo

Introducing the Script

1. Begin a discussion by asking, "How would you like to learn about two friends who travel around the world to discover different cultures?" Discuss with students that they will practice their reading fluency by studying how other cultures can help them learn about themselves.
2. Tell students that they will perform a reader's theater called *Two Flat Friends Travel the World*.
3. Before reading the script, introduce new vocabulary words to your students. Start by using the words in the glossary. Have students help you define the words as you read them aloud.
4. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 8–16 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 the different cultures Fred and Willie visit as they listen 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, have students discuss the different places Fred and Willie visited. This can be done as a whole group, in small groups, or with partners.

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 at least one setting from 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.



El balón de básquet de Mario

Read and Find

1. Explain that “Malcolm’s Basketball” has a story text structure with a problem for the main characters, an action, and a resulting solution. This means that the characters, as connected to the plot of the story, are important.
2. Guide students to reread the text to gather details that will help answer the Essential Question: *How do laws protect people’s rights?*
3. While searching for details, have students analyze the problem and solution structure.

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 draw eyes next to *contemplar* or a photograph next to *nítido*.

Support for Language Learners: When students retell a story, have them summarize the main points of the dialogue rather than including the direct dialogue.

Author’s Craft

1. Have students learn about character traits from page 17 in the *Student Guided Practice Book*.
2. Read the instructional section at the top of the page. Explain that they can use several different strategies to develop the personalities of their characters in a text. Sometimes, the characters are described clearly, but often, authors use the character’s actions and words to show different personality traits. For example, if a text discusses a character’s dedication to doing charity work, the reader may infer that he is generous and caring.
3. Read the directions aloud. Check for understanding as you guide students to read the first example.
4. 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 laws protect people’s rights?*
2. Allow time for students to share their ideas with the whole group.

El balón de básquet de Mario

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

1. Guide student discussion of the Essential Question: *How do laws protect people's rights?*
2. Give every student two pennies or shells as markers. Use the Put Your Two Cents In protocol to complete a discussion using the prompts above. In this protocol, students take turns putting markers in the center of the table and sharing answers. When everyone has shared once, each student can respond or add on to someone's answer by "paying" one more marker.
 - What do you think was the reason Malcolm let Brandon play with the basketball? Use details from the story to support your answer.
 - Why was it important for Malcolm to hear Sarah and Jessie's advice?
 - Do you agree with Malcolm's decision to tell his teacher what happened? Explain.
3. When everyone has shared once, each student can respond or add on to someone's answer by "paying" one more penny or shell.

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

- *Brandon feels _____.*
- *The advice from Malcolm's friends helped him _____.*
- *I (agree/disagree) with Malcolm's decision because _____.*

Quick Check

1. Provide time for students to complete the Quick Check from page 18 in the *Student Guided Practice Book*.
2. Review student responses as a whole group. Acknowledge incorrect answers and guide students toward text evidence that supports the correct answers.

Practice

1. Have students fill in the graphic organizer from page 19 in the *Student Guided Practice Book*. Make sure students focus on the problem, action, and resulting solution in the story.
2. If students finish early, encourage them to revisit their writing piece 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 *convertir*, *ambulancia*, *brindar*, *blusa*, *diseñaba*, and *silbar* for all to see. Ask students to read them aloud. Review patterns and spelling rules for *v* and *b*.
2. Have students work with partners to talk about patterns that can help them determine if the words should be spelled with *b* or *v*. If a word does not follow any pattern, ask students to create a mnemonic rule to help them remember the correct spelling.

Guided Practice

1. Model how to write sentences using at least two of the words. For example, for the words *sudaba* and *balón*, the sentence could be: *El niño sudaba al jugar con el balón.*
2. Place students in small groups and have them write sentences with at least two of the words from this unit's list in each sentence.
3. Ask student groups to share their sentences with the whole group. Discuss what was easy and hard about this activity.

Independent Practice

Ask students to individually complete pages 20–21 from the *Cuaderno de prácticas guiadas para el estudiante*. Circulate among students offering assistance as needed.

Dos amigos planos viajan por el mundo

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:
 - Fred's mom: second half of 2nd grade
 - Dr. Stanley Flats: second half of 2nd grade
 - Eman: first half of 3rd grade
 - Mazu: first half of 3rd grade
 - Willie: second half of 3rd grade
 - Fred: second half of 3rd grade

Practicing the Script

1. Place students into their small groups for repeated reading practice. Also, encourage them to practice their parts at home with family members. Have students do paired readings of each scene of the script. After each scene, encourage students to discuss how they have improved their reading accuracy.
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. This script contains a song and a poem. Have students perform a very upbeat choral reading of the poem "We're Going on an Adventure." Ask individual students to take turns reading the first two lines of each stanza. Explain that the entire group will join in on the third line of each stanza: "¡Esta noche todo empieza!"
2. Tell students to create actions to go along with their assigned lines. The actions should relate to what they are doing. For example, in line one, the action might be holding their stomach and jumping in excitement.
3. Have each group member practice reciting their lines using repeated readings. Encourage the groups to concentrate on fluency, especially reading accuracy. Tell them they will perform the poem for the whole group.

SUMMER
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Language Arts

Cuaderno de
prácticas guiadas
para el estudiante

Rumbo a 4.º grado



Palabras importantes

Día 1

Instrucciones: Repasa las palabras clave de “El balón de básquet de Mario”. Escribe palabras o haz un dibujo en la columna Notas para reflexionar sobre cómo se usa cada palabra en el texto. Usa las últimas dos hileras para escribir las palabras difíciles que tú o tu maestro identifiquen.

Palabra	Categoría gramatical	Definición; Oración	Notas
contemplar	verbo	mirar fijamente a alguien o a algo; <i>Sofía contempló al cachorro detrás del vidrio.</i>	
insistir	verbo	exigir que algo suceda o que alguien haga algo; <i>La madre de Tomás insistió en que se cepillara los dientes dos veces al día.</i>	
murmurar	verbo	decir algo en voz baja y de manera poco clara; <i>Jorge murmuró unas palabras mientras se iba, pero no pude oír qué dijo.</i>	
nítido	adjetivo	que tiene detalles que se ven o se escuchan fácilmente; <i>La imagen del televisor es nítida y clara.</i>	

EL BALÓN DE BÁSQUET DE MARIO



ILUSTRACIÓN POR K.E. LEWIS

Mario tenía mucha suerte. Su madre había dejado que llevara su balón nuevo a la escuela. El balón era el regalo de cumpleaños de sus tíos. Era azul y anaranjado; los colores de su equipo preferido: los New York Knicks. ¡Y hasta estaba autografiado por los Knicks! Su tío era el médico del equipo y les había pedido a los jugadores que lo firmaran especialmente para Mario. ¡Sus amigos de la escuela seguro quedarían impresionados!

Mario sacó el balón de su mochila al llegar al patio. Sus compañeros lo rodearon en seguida. Se oyó *ooh, ahh, guau*. El balón rebotaba mucho mejor que los balones desgastados de la escuela. Las **nitidas** franjas anaranjadas y azules resaltaban contra el pavimento mientras los amigos se turnaban para driblar.

Justo iban a dividirse en equipos cuando se acercó Brandon.

—Déjame ver ese balón —dijo Brandon al atraparlo en un drible.

—Por supuesto —contestó Mario, que no quería discutir—. Me lo regalaron por mi cumpleaños. ¡Está firmado por los Knicks!

—No es cierto —dijo Brandon de inmediato—. No son los verdaderos Knicks.

—¡Sí son! —insistió Sara, la amiga de Mario—. ¡Su tío los conoce!

—Me lo quedaré —dijo Brandon mientras se ponía el balón nuevo bajo el brazo—. Como estás mintiendo sobre los Knicks, no creo que merezcas tener este balón.

—¡Devuélvelo! —le gritó Mario a Brandon, pero el chico ya estaba del otro lado del pavimento riéndose con sus amigos. Mario **contempló** con tristeza los colores azul y anaranjado que apenas se asomaban por debajo del brazo de Brandon.

—Llamemos a la señorita Campos —dijo Sara—. ¡No se puede llevar tu balón de esa manera!

—¿Eso no es ser un soplón? —le preguntó sorprendido Mario.

—¡Nop! —insistió Jérica, la hermana melliza de Sara—. Está rompiendo las reglas y robando y se está comportando mal. ¡Debemos decírselo a alguien! —Corrieron al aula y encontraron a la señorita Campos. Mario le explicó lo sucedido y ella siguió al grupo hasta el patio.

—Brandon, ¿ese es el balón de Mario? —preguntó la señorita Campos.

—No puede demostrarlo —**murmuró** Brandon—. De todos modos mintió. Dice que está firmado por los Knicks.

—¡No mentí! —**insistió** Mario.

—En realidad no importa —dijo la señorita Campos—. No se roba, Brandon. Devuelve el balón.

Brandon no miró a Mario ni a sus amigos, pero dejó caer el balón al suelo. Mario lo atrapó mientras rebotaba.

—Aún puedes jugar con nosotros, si quieres —dijo.

Por Heather Price-Wright

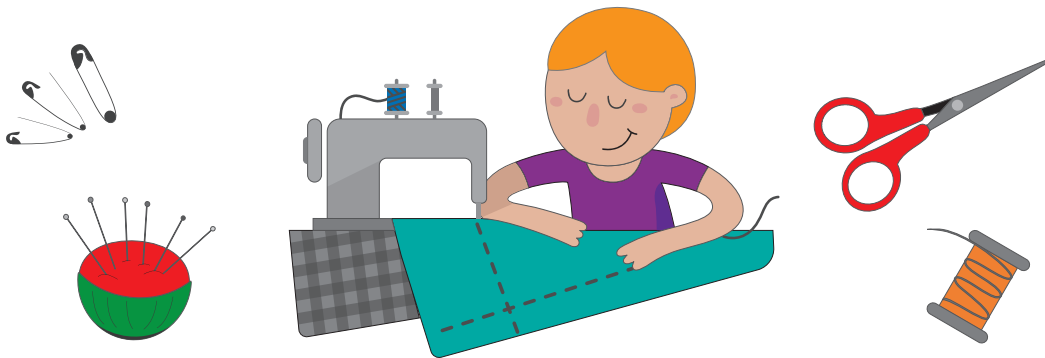
Completar oraciones

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

Banco de palabras

alfabeto	amaba	ambiente	balón	brisa	cambio
cuidaba	devolver	dividir	invento	invierno	sudaba

1. Ya leí el libro que me prestaron, así que ahora lo voy a _____.
2. Vamos a _____ la pizza en dos partes iguales entre Elba y Tonio.
3. Mi hermana _____ las películas animadas, pero ahora prefiere las comedias.
4. Durante el _____, en mi pueblo hace mucho frío y a veces nieva.
5. El _____ del idioma español incluye la letra ñ.
6. La camisa tuvo un gran _____ cuando le cosiste esos apliques.



7. Para jugar al fútbol, necesitamos que el _____ esté bien inflado.
8. En el verano, cuando hacía mucho calor, _____ tanto que se me mojaba la camiseta.
9. La mamá osa _____ a sus crías protegiéndolas de otros animales.
10. Los animales aprenden a sobrevivir en su _____.

Nombre: _____ Fecha: _____

DOS AMIGOS PLANOS VIAJAN POR EL MUNDO

Acto I

- Willie:** ¿Has pensado alguna vez cómo sería ser planos?
- Fred:** Todo comenzó la noche que Willie durmió en mi casa. Willie y yo teníamos que aprender acerca de algunos países alrededor del mundo. Como de costumbre, era una tarea de la escuela.
- Willie:** China era el primer país de mi lista y Egipto era el primero de la tuya.
- Fred:** Nuestra maestra, la señorita Simón, acababa de leer una historia llamada Flat Stanley. La idea de ser planos como Stanley nos puso a pensar a Willie y a mí.
- Willie:** Dimos vueltas a una lista de cosas que nos gustaría hacer si tuviéramos cuerpos planos.
- Fred:** Escribimos todas nuestras ideas y ¡entonces se me ocurrió a mí como un rayo!
- Willie:** ¡Zas!
- Fred:** ¡Esta puede ser la respuesta de nuestra tarea sobre los países!
- Willie:** Ahora bien, no te sientas mal si no entiendes bien la idea de Fred. Algunas veces, es difícil seguirlo. Él creía que, si fuéramos planos, podríamos enviarnos a nosotros mismos por correo al extranjero.
- Fred:** Después, dimos vueltas en la cabeza a las formas de hacernos planos a nosotros mismos.
- Willie:** Sí, esto era nuestro obstáculo principal. ¿Cómo podríamos hacernos planos a nosotros mismos para caber en un sobre de correo?
- Fred:** Después de muchas ideas creativas hicimos un plan. Lo llamamos “Plan Flat Stanley” en honor del personaje del libro Flat Stanley.



Canción: Velocidad

Lo que será, será
Cuando nos vamos al mar azul
A viajar con velocidad... a lugares ajenos.

Primero necesitamos aplanarnos.
Este viaje de seguro va a encantarnos.
Debemos conseguir unas estampillas.
Estamos planos como tortillas.

Lo que será, será
Cuando nos vamos al mar azul
A viajar con velocidad... a lugares ajenos.

En la China tienen tesoros, incluyendo la Gran Muralla.
En Egipto tienen pirámides, antiguas y altas.
A nuestros amigos, lejanos y cercanos nos presentamos.
Pero si nos persigue una momia, ¡hay! ¡nos vamos!

Lo que será, será
Cuando nos vamos al mar azul
A viajar con velocidad... a lugares ajenos.

Willie: ¡Nos metimos en nuestros sacos cómodos de dormir!

Fred: Luego, tiramos mi colchón encima de nosotros.

Willie: Dormimos así toda la noche.

Fred: Por la mañana, ¡éramos tan planos como las tortillas que hace mamá!

Acto 2

Mamá de Fred: Te puedes imaginar cómo me sentí cuando vi a los muchachos. Llevé a Willie y Fred a ver al Dr. Stanley Flats. Lo único que hice fue doblarlos y meterlos en mi bolsa. ¡Y así nos fuimos!

Fred: ¡Ni siquiera tuvimos que abrocharnos los cinturones del auto!

Dr. Flats: Ahora cuénteme qué hicieron Willie y Fred para volverse planos.

Mamá de Fred: Los muchachos durmieron con un colchón pesado encima de ellos.

Nombre: _____ Fecha: _____

Dr. Flats: Eso me recuerda a un libro que acabo de leerle a mi hijo acerca de un niño. Se aplanó así mismo con un tablero de anuncios.

Mamá de Fred: Creo que es Flat Stanley. ¡Los muchachos acaban de leerlo en la escuela!

Dr. Flats: ¡Sí! ¡Ahora que recuerdo, ése es precisamente el nombre del niño! Es todo un personaje, ¿no?

Mamá de Fred: Parece que estos muchachos tomaron su plan de aplanarse del libro Flat Stanley. ¡Por favor, dígame que tiene cura para este terrible aplanamiento.

Dr. Flats: Siento decirle que no hay cura para el aplanamiento.

Mamá de Fred: ¡Ay! ¿Qué debo hacer?

Dr. Flats: Ya que los muchachos son planos, ¿por qué no permitirles que tengan una aventura?

Mamá de Fred: Eso le resulta fácil decirlo, porque no son sus hijos. ¿Qué voy a decirle a la mamá de Willie?

Dr. Flats: Todo estará bien. Quiero decirle que permita que estos dos muchachos aprovechen al máximo su aplanamiento. Piense en la gente que podrían conocer y las cosas que podrían aprender.

Mamá de Fred: Tienes aquel proyecto que la señorita Simón te asignó la semana pasada.

Willie: De verdad no sé mucho de China.

Dr. Flats: ¿Por qué no permitir a los muchachos que viajen allí por correo aéreo? Lo que puede hacer Flat Stanley, Fred y Willie lo pueden hacer también.

Fred: No lo olvides, tengo que aprender algo sobre Egipto.

Mamá de Fred: Bueno, supongo que sería una forma barata de que los dos viajen.



Poema: Nos vamos en una aventura

Nuestros estómagos están torcidos.
Nuestros corazones dan mil latidos.
¡Esta noche todo empieza!

Estamos empacando y planeando
Hasta nos estamos meneando.
¡Esta noche todo empieza!

Vamos volando a lugares lejanos.
Todos levantemos las manos.
¡Esta noche todo empieza!

No paramos de pensar
Nos soltamos al azar
¡Esta noche todo empieza!

Acto 3

Mamá de Fred: Antes de poder viajar, los muchachos tuvieron que hacer las maletas.

Fred: Encontramos un sobre con envoltura de burbujas. En el caso de que nos tiraran, las burbujas nos protegerían.

Mamá de Fred: Yo escribí “frágil” y “esta parte hacia arriba” en las partes de delante y de atrás del sobre.

Willie: Puesto que la pasta de dientes podría resultar molesta, Fred llevó mentas, chicles e hilo dental.

Fred: Buscamos comida plana como los fideos, paletas planas y caramelos de goma.

Willie: Estábamos preparados para meternos en el sobre.

Mamá de Fred: Me dieron un beso y prometieron mandarnos postales a casa.

Fred: Por fin, estábamos de camino para aprender cosas acerca de otros países.

Willie
y Fred: ¡Primera parada... Egipto!

Nombre: _____ Fecha: _____

Acto 4

- Eman:** ¡No es frecuente que yo reciba algo por correo! Por eso, cuando llegó a casa un sobre grande, me quedé asombrada. Abrí el sobre y metí la mano.
- Willie:** Lo único que supe es que alguien me tenía agarrados los diez dedos planos de los pies.
- Fred:** Nos sacó a nosotros y se presentó.
- Eman:** ¡Jamás en mi vida había visto una cosa como la que vi aquel día! Sus cuerpos eran tan planos que yo sabía que debían tener hambre. Así que les di una salsa espesa de hummus que comieron con pan de pita.
- Fred:** Quizás no hayan comido hummus, así que vamos a describirles cómo sabe.
- Willie:** Es pastosa...
- Eman:** y espesa...
- Fred:** y sabe como ajo y aceite.
- Eman:** ¡Qué rica en mi pancita! Fuimos en un autobús a ver los asombrosos lugares de Egipto. ¡Las pirámides fueron lo primero!
- Willie:** ¡Podíamos ver las enormes construcciones desde lejos!
- Eman:** Se necesitaron 23 años para construir una de las pirámides.
- Fred:** Los grandes reyes llamados faraones están enterrados allí. Cada faraón fue envuelto en tela y colocado dentro de un sarcófago.
- Willie, Fred,
y Eman:** ¡Momias! ¡Fenomenal!
- Willie:** Eso no es lo único que hay dentro de las pirámides.
- Fred:** Los faraones enterraron su oro consigo, también.
- Eman:** Creían que el oro y los tesoros les serían útiles en la otra vida.
- Willie:** No sorprende que hubiera gente que forzó la entrada de las pirámides para robar las tumbas.

Nombre: _____ Fecha: _____

Eman: Cerca de la pirámide hay sentada un enorme esfinge de piedra. Una esfinge es una criatura inventada que es mitad león y mitad hombre.

Fred: Parece que es el guardián de las pirámides.

Eman: También vimos cómo escribían los antiguos egipcios.

Willie: Pero no parecía que fuera una escritura regular.

Fred: En lugar de usar palabras, usaban dibujos.

Eman: ¿Llamados...?

Willie y Fred: ¡Jeroglíficos!

Eman: Los muros de las pirámides están cubiertos con esta escritura de dibujos. Hace años, alguien descubrió cómo leer los jeroglíficos.

Fred: Eso ayudó a conocer cosas del antiguo Egipto.

Eman: También los llevé a ver el río más largo del mundo, el Nilo.

Willie: No podía creer que se extendiera por 1,450 kilómetros. ¡Eso son 900 millas!

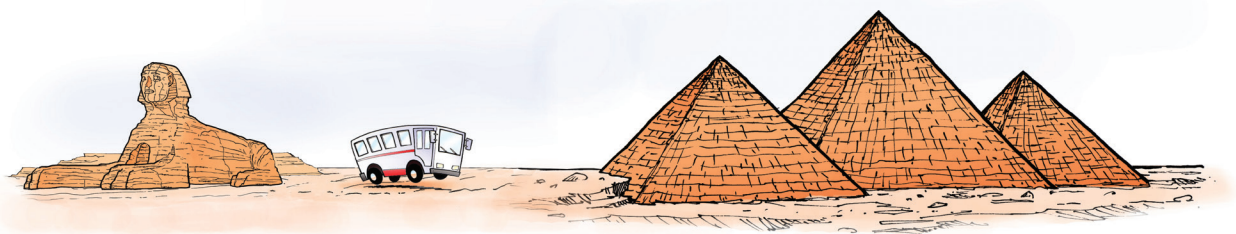
Fred: Willie y yo nos divertimos enormemente con Eman como nuestra guía.

Eman: Pero llegó la hora de que ellos visitaran otras tierras y vieran lugares nuevos.

Willie: Nos fundimos en un gran abrazo cuando ella nos metió en el sobre.

Fred: Tuvo que tener cuidado de no arrugarme las piernas.

Eman: Me quedé triste de verlos partir, pero sabía que tenían que hacer más investigaciones. La parada siguiente fue China.



Nombre: _____ Fecha: _____

Acto 5

- Mazu:** Un día encontré un sobre en mi buzón. Lo sacudí y lo acerqué al oído. ¿Pueden adivinar qué escuché? ¡Voces!
- Fred:** ¡Imagínense cómo se sintió al sacarnos y ver que éramos dos muchachos! Le dijimos que teníamos la misión de ver los sitios maravillosos de China.
- Mazu:** En ese caso, ¡permítanme ser su guía!
- Willie:** ¿Cuáles son los sitios interesantes que hay que ver aquí?
- Mazu:** ¿No han oído hablar de nuestro maravilloso y largo muro? Todos lo llaman La Gran Muralla China.
- Fred y Willie:** ¡La Gran Muralla China es un lugar fantástico por donde empezar!
- Willie:** La Gran Muralla mide más de 1,600 kilómetros. Eso es más de 1,000 millas.
- Mazu:** Tiene un sendero ancho encima. En algunos lugares el sendero es tan ancho ¡que caben cinco caballos corriendo uno al lado del otro!
- Fred:** Las leyendas nos dicen que tardaron 10 años en construirla.
- Mazu:** También los llevé a ver un ejército de barro construido para un señor poderoso. El ejército es conocido como los Guerreros de Terracota.
- Willie:** El señor creía que el ejército lo protegería después de morir.
- Fred:** Los hombres de barro del ejército son de tamaño natural.
- Mazu:** Cada soldado es único. Cada rostro es diferente.
- Willie:** Incluso hay caballos de barro en el ejército.
- Fred:** ¡Y no te olvides de los carros! En total, hay 7,500 hombres, caballos y carros de barro.
- Mazu:** Eso puede parecer mucho, pero la verdad es que el ejército de este señor era mucho más grande.
- Fred:** Hace cientos de años se construyó un palacio.
- Mazu:** La gente sólo podía entrar allí si era invitada por el emperador. El palacio se llamó la Ciudad Prohibida.

Nombre: _____ Fecha: _____

- Willie:** Hicimos que Mazu nos tomara fotos delante del palacio.
- Fred:** Varias personas se pararon a mirarnos.
- Willie:** Supongo que no habían visto nunca a muchachos planos.
- Mazu:** ¿Sabían que los antiguos chinos portaban a sus señores en literas?
- Fred:** ¿Qué es una litera?
- Mazu:** Una litera era una silla que podía ser transportada.
- Willie:** Me pregunto si podría pedir una litera para mi cumpleaños.
- Fred:** Nadie quisiera transportarte todo el día.
- Fred:** Ya había llegado la hora para que Willie y yo volviéramos a casa a continuar trabajando en nuestros proyectos.
- Willie:** No pudiéramos haber pedido un guía mejor que Mazu en China.
- Mazu:** Me divertí enormemente enseñándoles mi país.
- Fred:** Volvimos a meternos en el sobre y nos despedimos.
- Mazu:** Yo pegué con saliva el sobre, puse varias estampillas en el frente y se marcharon.

Acto 6

- Mamá de Fred:** Me puse contenta el día que regresaron por correo.
- Willie:** ¡Se emocionó tanto que por poco nos dejó caer al suelo!
- Mamá de Fred:** Yo sabía que lo primero que tenían que hacer era terminar sus proyectos.
- Fred:** Pronto, tenía mi pirámide hecha. A pesar de que no era del tamaño real, se veía muy bien.
- Willie:** Hacerla del tamaño natural habría presentado algunos problemas.
- Mamá de Fred:** ¡En verdad! Hubiera sido muy difícil que cupiera en el salón de la señorita Simón.
- Willie:** Nos ayudamos el uno al otro a crear nuestros proyectos. Yo le ayudé a Fred a pintar los jeroglíficos en una pared de la pirámide.

Nombre: _____ Fecha: _____

Fred: Yo le ayudé a hacer pequeños soldados de terracota para el ejército de Willie.

Mamá de Fred: Yo no sé cómo se las arreglaron los muchachos, pero de alguna forma lo lograron. Los proyectos tuvieron gran éxito en la clase de la señorita Simón.

Acto 7

Willie: Hay tantas cosas que aprender de otros países. Me gustaría poder viajar a más lugares. Pero creo que ya es hora de dejar que las cosas vuelvan a ser normales.

Mamá de Fred: Llevé de nuevo a los muchachos a ver al Dr. Flats. Él quería saber todo acerca del viaje de ellos.

Dr. Flats: ¡Yo estaba emocionado de escucharlos!

Mamá de Fred: Dr. Stanley Flats, por favor dígame que ha encontrado una cura para el aplanamiento.

Fred: Estoy listo para ser yo mismo otra vez.

Dr. Flats: En realidad, he encontrado una cura para el aplanamiento.

Mamá de Fred: Cuando el doctor sacó una bomba para inflar las llantas de las bicicletas, los ojos de los muchachos se abrieron como pelotas de playa.

Willie: ¡Qué doctor más listo tenemos, Fred!

Mamá de Fred: Doctor, ¿cómo se le pudo ocurrir tal plan?

Dr. Flats: Se me encendió una luz en la cabeza y me acordé de Flat Stanley. Él me inspiró todo el plan. Si no fuera por él, ¿dónde estaríamos hoy?

Mamá de Fred: Él les puso el tubo de la bomba en la boca y ellos apretaron fuertemente los dientes y los labios.

Dr. Flats: Los inflé y los inflé hasta que sus cuerpos se inflaron y se hicieron redondos. En un instante, eran normales otra vez.

Mamá de Fred: ¡Gracias, Dr. Stanley Flats!

Oficio de escritor

Rasgos de los personajes



Día 2

La escritora deja pistas a lo largo del cuento sobre cómo son los personajes a lo largo del cuento. Cuando Brandon le dice a Mario que se quedará con el balón, podemos concluir que Brandon es un abusivo. ¿Qué mas **piensan**, **dicen** o **hacen** los personajes para dar pistas sobre sus rasgos?

¡Inténtalo!

Instrucciones: Elige tres de los rasgos de abajo y escribe lo que podrían pensar, decir y hacer los personajes para mostrar este rasgo. Ya se completó un ejemplo.

amable estudioso bobo cruel determinado miedoso

Rasgo	Pensamientos	Palabras	Acciones
estudiosa	<i>"Tengo que llegar a casa a estudiar para el examen", pensó Vanessa.</i>	<i>"¡Estoy tan emocionada por la clase de matemáticas!", exclamó Vanessa.</i>	<i>Vanessa corrió a la biblioteca después de salir de clases.</i>

Repaso de comprensión

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

1. Las acciones de Brandon en el cuento sugieren que es _____.

- (A) desafiante
- (B) grosero
- (C) agresivo
- (D) todas las anteriores

2. La autora usa la palabra *murmuró* para mostrar que Brandon _____.

- (A) no está seguro de sí mismo
- (B) tiene un problema con la voz
- (C) está molesto
- (D) está cansado

3. Mario no está seguro si debe hablar con su maestra porque _____.

- (A) no quiere ser un soplón
- (B) no quiere que Brandon se meta en problemas
- (C) no sabe dónde encontrar a la señorita Campos
- (D) quiere solucionar el problema por sí mismo

4. ¿Qué detalle importante se debe incluir si se vuelve a relatar este cuento?

- (A) El balón de básquet de Mario es azul y anaranjado.
- (B) El tío de Mario es doctor.
- (C) Jéssica es la hermana gemela de Sara.
- (D) Brandon se robó el balón de básquet de Mario.

5. Vuelve a leer la última oración del cuento. ¿Qué te indica este diálogo sobre la personalidad de Mario?

Lee y busca

Instrucciones: Dale una ojeada al texto de la página 5. Registra el problema de Mario, las acciones que tomaron él y sus amigos y su solución.

Problema

Acción

Solución

Piensa sobre la pregunta esencial: *¿De qué manera las leyes protegen los derechos de las personas?* Describe cómo las reglas afectaron a Mario en este cuento.

Sinónimos y antónimos

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

Banco de palabras					
alfabeto	amaba	ambiente	brisa	cuidaba	devolver
dividir	enviar	invento	invierno	obtener	rombo

Escribe un sinónimo para cada palabra.

- conseguir _____
- abecedario _____
- regresar _____
- mandar _____

Escribe un antónimo para cada palabra.

- unir _____
- verano _____
- detestaba _____
- descuidaba _____

Escribe una palabra que corresponda a cada categoría.

- laboratorio, inventor, modelo, _____
- viento, ráfaga, tornado, _____
- agua, alimento, refugio, _____
- cuadrado, rectángulo, triángulo, _____



Clasificar palabras

Instrucciones: Clasifica las palabras del Banco de palabras en las categorías dadas. Escribe cada palabra en la columna correcta.

Banco de palabras			
abrazo	amable	ambiente	asaba
bloque	bombero	brisa	cambio
cuidaba	enviar	envolver	invento
invierno	jugaba	rombo	sudaba

Palabras con <i>mb</i>	Palabras con <i>nv</i>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
Palabras con <i>bl</i> y <i>br</i>	Terminación <i>-aba</i>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>