



ENGLISH INSTRUCTIONAL MODULE FIFTH GRADE

August 2020



DE DEPARTAMENTO DE
EDUCACIÓN
GOBIERNO DE PUERTO RICO

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LETTER FOR TEACHERS, STUDENTS AND PARENTS

Dear Student:

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

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

Dear Families:

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

develop the knowledge of our students, your children, in order to improve their academic achievement.

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

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

Estimadas familias:

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

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

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

Dear teacher:

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

The module's purpose is to provide the content of the English class for the first ten weeks of the new school year. It is a work tool that will help develop concepts and skills in students to improve their academic knowledge. When selecting this teaching alternative, you must ensure that students advance in the module

following the progress calendar established per week. It is important to promote their full development, providing tools that can support their learning. Therefore, you must diversify the offerings with creative learning and evaluation alternatives of your own creation to significantly reduce the gaps in their academic achievement.

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

Estimada familia:

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

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

Esta guía tiene el objetivo de apoyar a las familias en la selección y administración de los acomodados razonables durante el proceso de enseñanza y evaluación para los estudiantes que utilizarán este módulo didáctico. Los acomodados razonables le permiten a su hijo realizar la tarea y la evaluación, no

de una forma más fácil, sino de una forma que sea posible de realizar, según las capacidades que muestre. El ofrecimiento de acomodados razonables está atado a la forma en que su hijo aprende. Los estudios en neurociencia establecen que los seres humanos aprenden de forma visual, de forma auditiva o de forma kinestésica o multisensorial, y aunque puede inclinarse por algún estilo, la mayoría utilizan los tres.

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

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

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

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

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

| Acomodos de presentación | Acomodos en la forma de responder | Acomodos de ambiente y lugar | Acomodos de tiempo e itinerario |
|---|--|-------------------------------------|--|
| tema que se trabajará ▪ Identificar compañeros que puedan servir de apoyo para el estudiante | | | |

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

Nombre del estudiante: _____

Número de SIE: _____

Materia del módulo: _____

Grado: _____

Estimada familia:

1.

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

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

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

| Acomodos de presentación | Acomodos de tiempo e itinerario |
|--|--|
| adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. | <input type="checkbox"/> Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. <input type="checkbox"/> Establecer horarios flexibles para completar las tareas. <input type="checkbox"/> Proveer recesos entre tareas. <input type="checkbox"/> Tener flexibilidad en cuando al mejor horario para completar las tareas. <input type="checkbox"/> Comenzar con las tareas más fáciles y luego, pasar a las más complejas. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas. |
| Otros: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | |

2.

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

- Proporcionar un modelo o demostraciones de respuestas escritas u orales requeridas o esperadas.
- Comprobar si hay comprensión: use preguntas que requieran respuestas de una sola palabra, apoyos y gestos.
- Hablar con claridad, de manera pausada.
- Evitar el uso de las expresiones coloquiales, complejas.
- Asegurar que los estudiantes tengan todos los materiales necesarios.
- Leer las instrucciones oralmente.
- Corroborar que los estudiantes entiendan las instrucciones.
- Incorporar visuales: gestos, accesorios, gráficos organizadores y tablas.
- Sentarse cerca o junto al estudiante durante el tiempo de estudio.
- Seguir rutinas predecibles para crear un ambiente de seguridad y estabilidad para el aprendizaje.

- Permitir el aprendizaje por descubrimiento, pero estar disponible para ofrecer instrucciones directas sobre cómo completar una tarea.
- Utilizar los organizadores gráficos para la relación de ideas, conceptos y textos.
- Permitir el uso del diccionario regular o ilustrado.
- Crear un glosario pictórico.
- Simplificar las instrucciones.
- Ofrecer apoyo en la realización de trabajos de investigación.
- Ofrecer los pasos a seguir en el desarrollo de párrafos y ensayos.
- Proveer libros o lecturas con conceptos similares, pero en un nivel más sencillo.
- Proveer un lector.
- Proveer ejemplos.
- Agrupar problemas similares (todas las sumas juntas), utilizar dibujos, láminas, o gráficas para apoyar la explicación de los conceptos, reducir la complejidad lingüística del problema, leer y explicar el problema o teoría verbalmente o descomponerlo en pasos cortos.
- Proveer objetos para el aprendizaje (concretizar el vocabulario o conceptos).
- Reducir la longitud y permitir más tiempo para las tareas escritas.
- Leer al estudiante los textos que tiene dificultad para entender.
- Aceptar todos los intentos de producción de voz sin corrección de errores.
- Permitir que los estudiantes sustituyan dibujos, imágenes o diagramas, gráficos, gráficos para una asignación escrita.
- Esbozar el material de lectura para el estudiante en su nivel de lectura, enfatizando las ideas principales.
- Reducir el número de problemas en una página.
- Proporcionar objetos manipulativos para que el estudiante utilice cuando resuelva problemas de matemáticas.

3.

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

- Conocer las capacidades especiales del estudiante, sus intereses y estilos de aprendizaje.
- Realizar actividades motivadoras que les exijan pensar a niveles más sofisticados y explorar nuevos temas.
- Adaptar el currículo y profundizar.
- Evitar las repeticiones y las rutinas.
- Realizar tareas de escritura para desarrollar empatía y sensibilidad.
- Utilizar la investigación como estrategia de enseñanza.

- Promover la producción de ideas creativas.
- Permitirle que aprenda a su ritmo.
- Proveer mayor tiempo para completar las tareas, cuando lo requiera.
- Cuidar la alineación entre su educación y sus necesidades académicas y socioemocionales.

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LIST OF COLLABORATORS

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Cayey

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PRDE

MODULE PROGRESSIVE CALENDAR

| DAYS/ WEEKS | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|----------------|-----------------------------|---------------------------|------------------------------|-------------------------|-------------------------|
| 1 | Tall Tales/Legends | Reading Comprehension | Reading Comprehension | Reading Exercises | Character Traits |
| 2 | Character Traits | Synonyms | Prefixes | Test | Transitional Words |
| 3 | Legends Reading | Preview & Predict | Reading Comprehension | Building Vocabulary | Context Clues |
| 4 | Test | My Own Blog | My Own Blog | Practice Writing Blogs | Complete Sentence |
| 5 | Characters Development | Review Complete Sentences | Write your own Blog | Skill Reading Inference | Define Words Vocabulary |
| 6 | Reading Selection | Reading Selection | Review Fiction & Non-fiction | Review Fact & Opinion | Reading Comprehension |
| 7 | Character Development Chart | Test | Test | Reading Main Idea | Reading Main Idea |
| 8 | Skill Preposition | Theme of a Story | Character Development | Reading Selection | Reading Selection |
| 9 | Skill Dictionary Glossary | Skill Dictionary Glossary | Reading Comprehension | Reading Comprehension | Skill Verb to Be |
| 10 | Problem and Solution | Reading Selection | Reading Selection | Skill Helping Verbs | Test |

LESSON 1

Fifth Grade English Module **Thematic Unit: Tall Tales / Legends**

Objectives:

During and after the lesson, the students will:

- engage in different activities that will help them understand what a tall tale is and why people invented them.
- demonstrate comprehension and to establish connections between a character in a tall tale to real life people in their communities.

After reading, the students identify elements from the story and describe the main character using adequate adjectives and character traits.

They will differentiate between positive and negative character traits.

While studying the lessons included in this module, the student will use synonyms correctly in context.

They will also understand what a prefix is, and how they can change the meaning of the word. They will build new words by utilizing prefixes correctly.

Standards and Expectations:

Reading

5.R.1 Use in-depth critical reading to describe, explain, and evaluate cultural identity, and relationships, referring to details in a text. Recognize supporting details from the texts.

5.R.3L Describe in depth a character, setting, or event in a story.

Writing

5.W.4 Develop and strengthen writing by applying appropriate sentence structure and word order.

Language

5.LA.4a Use context clues and other strategies to help determine word meaning.

5.LA.5c Use the relationship between particular words to better understand the words.

Lesson # 1
Introduction to Tall Tales

Theme: Introduction to Tall Tales

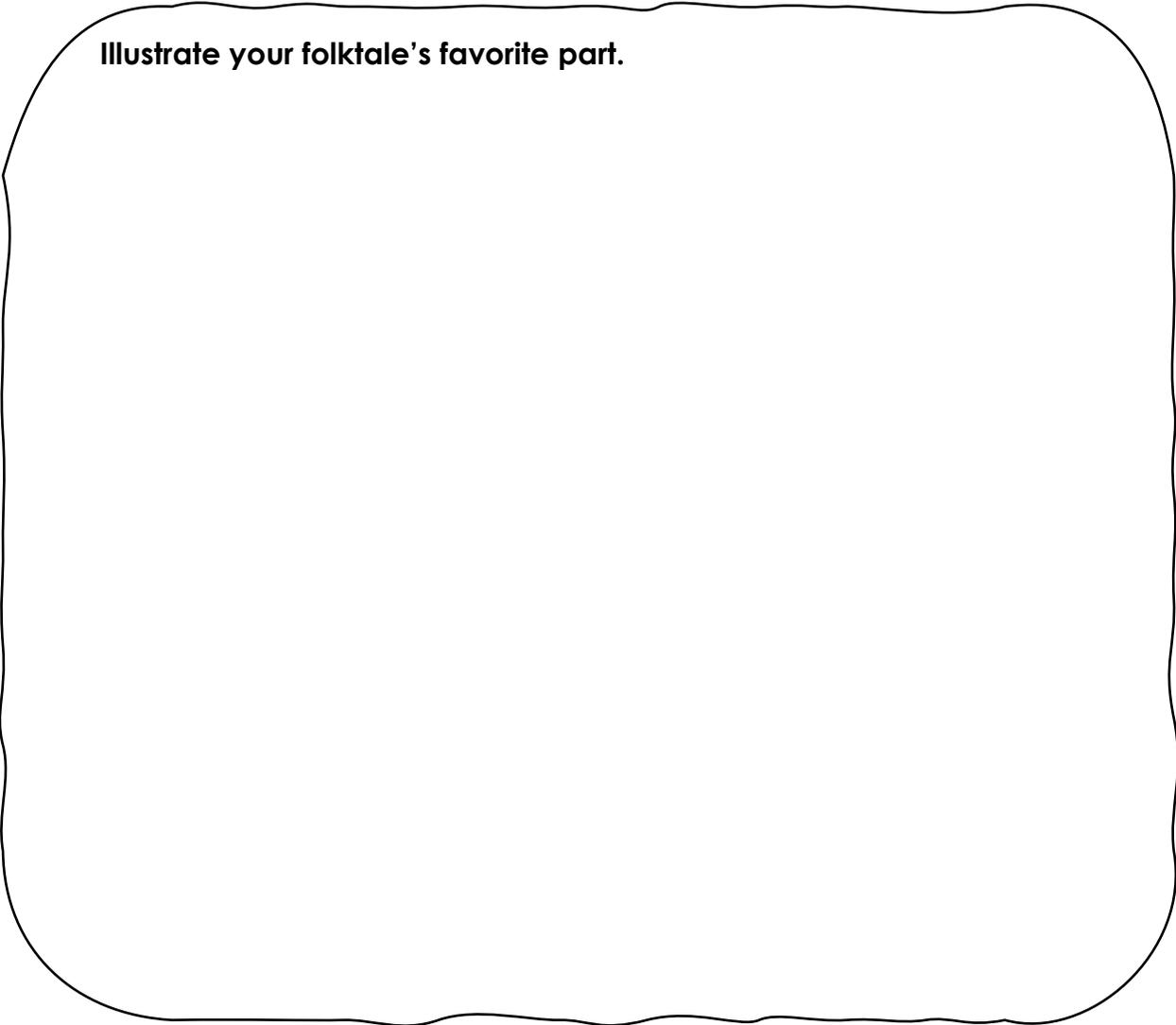
I-Exploration Activity

What do I know?

As we know, folktales are fictional stories retold generation after generation. Having no single or specific author, they often include heroes, mythical creatures, castles, and kings. Some of them intend to explain a belief or to teach a moral or lesson. These can include myths, fairytales, fables, and legends.

Think of your favorite folktale. What is the title? Who are the characters?

Illustrate your folktale's favorite part.



II- What is a tall tale?

It is a folktale about a larger-than-life character, based on a real person, who has exaggerated adventures. It depicts the actions of a person with incredible strength or abilities. The common use of hyperboles is a characteristic of tall tales. Here's the deal: During the 1800's, the people who settled in undeveloped areas in North America, the pioneers, created their own tall tales. After a hard day's work, people gathered around bonfires to tell each other funny stories. Each group of workers had its own tall tale hero. Paul Bunyan was a hero of North America's lumberjacks, the workers who cut down trees, which was, and still is a common job. Paul was known for his strength, speed and great skills. Tall tales say he was so strong and skilled that he cleared, by himself, the forests from the northeastern United States to the Pacific Ocean, dug canyons and the basins of rivers and lakes.

Key Words:

1. **fantasy, fiction= not real**
2. **larger-than-life= bigger**
3. **exaggerated= unrealistically magnified**
4. **hyperbole= obvious and intentional exaggeration**



🌲 Think about it:

1. Who invented the first tall tales?

2. Why were these stories created?

3. Think of the work of a lumberjack in the 1800's. Was it a hard work? Where did they work? In which weather conditions? Do you think it was an important job by that time? Write down your answer in complete sentences.

Theme: Paul Bunyan Tall Tale

I- Read the following story carefully to answer the questions below.

Babe the Blue Ox retold by S. E. Schlosser



Well now, one winter it was so cold that all the geese flew backwards, and all the fish moved south and even the snow turned blue. Late at night, it got so frigid that all spoken words froze solid afore they could be heard. People had to wait until sunup to find out what folks were talking about the night before.

Paul Bunyan went out walking in the woods one day during that Winter of the Blue Snow. He was knee-deep in blue snow when he heard a funny sound between a bleat and a snort. Looking down, he saw a teeny-tiny baby blue ox jest a hopping about in the snow and snorting with rage on account of he was too short to see over the drifts.

Paul Bunyan laughed when he saw the spunky little critter and took the little blue mite home with him. He warmed the little ox up by the fire and the little fellow fluffed up and dried out, but he remained as blue as the snow that had stained him in the first place. So, Paul named him Babe the Blue Ox.

Well, any creature raised in Paul Bunyan's camp tended to grow to massive proportions, and Babe was no exception. Folks that stared at him for five minutes could see him growing right before their eyes. He grew so big that 42 axe handles plus a plug of tobacco could fit between his eyes and it took a murder of crows a whole day to fly from one horn to the other. The laundryman used his horns to hang up all the camp laundry, which would dry lickety-split because of all the wind blowing around at that height.

Whenever he got an itch, Babe the Blue Ox had to find a cliff to rub against, because whenever he tried to rub against a tree it fell over and begged for mercy. To whet his appetite, Babe would chew up thirty bales of hay, wire and all. It took The Elmers, his seven axmen, with picaroons, the to get all the wire out of Babe's teeth after his morning snack. Right after that he'd eat a ton of grain for lunch and then come pestering around the cook - Sourdough Sam - begging for pancakes.

Babe the Blue Ox was a great help around Paul Bunyan's logging camp. He could pull anything that had two ends, so Paul often used him to straighten out the pesky, twisted logging roads. By the time Babe had pulled the twists and kinks out of all the roads leading to the lumber camp, there was twenty miles of extra road left flopping about with nowhere to go. Paul rolled them up and used them to lay a new road into new timberland.

Paul also used Babe the Blue Ox to pull the heavy tank wagon which was used to coat the newly-straightened lumber roads with ice in the winter, until one day the tank sprang a leak that trickled south and became the Mississippi River. After that, Babe stuck to hauling logs. Only he hated working in the summertime, so Paul had to paint the logging roads white after the spring thaw so that Babe would keep working through the summer.

One summer, as Babe the Blue Ox was hauling a load of logs down the white-washed road and dreaming of the days when the winter would feel cold again and the logs would slide easier on the "ice", he glanced over the top of the mountain and caught a glimpse of a pretty yeller calf grazing in a field. Well, he twisted out of his harness lickety-split and stepped over the mountain to introduce himself. It was love at first sight, and Paul had to abandon his load and buy Bessie the Yeller Cow from the farmer before Babe would do any more hauling. Bessie the Yeller Cow grew to the massive, yet dainty proportions that were suitable for the mate of Babe the Blue Ox. She had long yellow eyelashes that tickled the lumberjacks standing on the other end of camp each time she blinked.

She produced all the dairy products for the lumber camp. Each day, Sourdough Sam made enough butter from her cream to grease the giant pancake griddle and sometimes there was enough left over to butter the toast!

The only bone of contention between Bessie and Babe was the weather. Babe loved the ice and snow and Bessie loved warm summer days. One winter, Bessie grew so thin and pale that Paul Bunyan asked his clerk Johnny Inks linger to make her a pair of green goggles so she would think it was summer. After that, Bessie grew happy and fat again, and produced so much butter that Paul Bunyan used the leftovers to grease the whitewashed lumber roads in summer. With the roads so slick all year round, hauling logs became much easier for Babe the Blue Ox, and so Babe eventually came to like summer almost as much as Bessie.

II. Use the words in the box to fill the blanks.

| | | | | |
|--------|------------|------|----|------------|
| Babe | lumberjack | west | ox | landscapes |
| strong | trees | baby | ax | pancakes |

1. Paul Bunyan was a famous _____ in many tall tales.
2. He had a giant who has an enormous blue _____ named Babe.
3. He found _____ buried in the snow.
4. The lumberjack was also said to be smart, clever and _____.
5. The legend says that Paul was the biggest _____ ever born.
6. After growing up, the lumberjack traveled _____.
7. Paul and his ox cut down _____ across the nation.
8. Both Paul and Babe loved _____ with maple syrup.

9. To Paul and his ox, it is attributed to be created the most incredible_____ in the country.
10. It is said that he dug the Grand Canyon and even the Great Lakes with his _____.

III- Choose the best answer:

1. Why was Babe blue?
 - a. Paul painted him.
 - b. The snow turned him blue.
 - c. He almost drowned
 - d. Bessie's butter turned him blue
2. What was Babe favorite morning snack?
 - a. pancakes
 - b. grain
 - c. hay
 - d. butter
3. What was Babe doing when he first saw Bessie?
 - a. hauling logs
 - b. eating pancakes
 - c. playing in the snow
 - d. running in the fields
4. Bessie was a _____.
 - a. horse
 - b. elephant
 - c. donkey
 - d. cow
5. What was the name of the Cook?
 - a. Paul Bunyan
 - b. Johnny Inks linger
 - c. Sourdough Sam
 - d. Bessie the Yeller Cow
6. What were Bessie's dairy products used for?
 - a. ice cream
 - b. cheese
 - c. yogurt
 - d. butter

IV- Reading Comprehension: Refer to the selection to support your answers in a complete sentence.

1. Why was Babe's morning snack a problem to her?

2. According to the story, how was the Mississippi River formed?

Theme: Character Traits

I-Character traits are adjectives that are used to describe a person or a character in a story. They can be positive or negative. Read aloud the list of character traits below, then classify them by writing P for positive or N for Negative.

| Character traits | | Character traits | | Character traits | |
|------------------|--|------------------|--|------------------|--|
| adventurous | | cruel | | intelligent | |
| ambitious | | curious | | kind | |
| boastful | | determined | | lazy | |
| bold | | energetic | | loud | |
| bossy | | fighter | | loving | |
| brave | | friendly | | loyal | |
| calm | | funny | | mean | |
| caring | | generous | | messy | |
| cautious | | gentle | | obedient | |
| charming | | greedy | | patient | |
| cheerful | | happy | | polite | |
| clever | | hard-working | | quiet | |
| considerate | | helpful | | respectful | |
| courageous | | honest | | responsible | |
| creative | | humble | | selfish | |

II- Character Traits Chart:

Paul Bunyan was a hero to his fellow lumberjacks and the entire community. He shared some special characteristics that made him special. Describe Paul's Bunyard persona in this chart.

Character's Trait

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

→ Think of any person in your community considered by others a hero. What is his job? Which positive qualities that person possesses to be considered a hero? Answer in complete sentences.

Wht do you think Paul Bunyan was considered a hero? Write three sentences to support your opinion. Include character traits in your response.

Lesson # 3
Synonyms

Theme: Synonyms

I-A synonym is a word that has the same or nearly the same meaning as another word in the same language. Go back to the story and according to the context in which these words are used, match the best synonym for each.

Example: huge = enormous

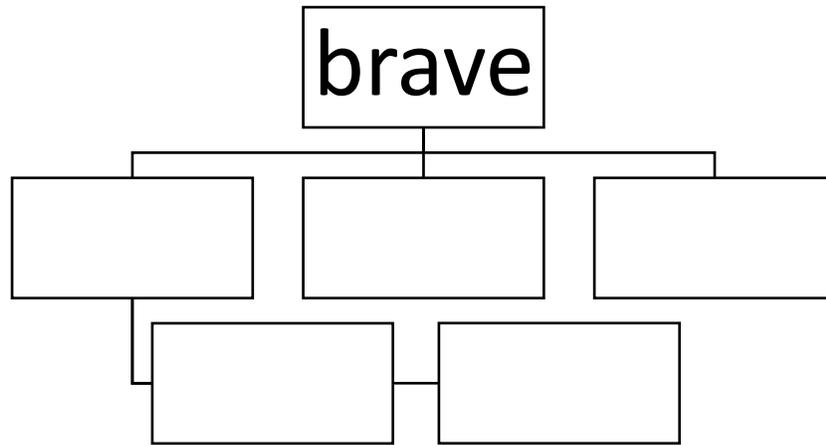
- | | | |
|---|--|--|
| _____ 1. critter a. cold _____ 2. frigid b. stimulates _____ 3. pesky c. animal _____ 4. whet d. troublesome | | _____ 1. afore a. leave _____ 2. griddle b. slippery _____ 3. slick c. before _____ 4. abandon d. pan |
|---|--|--|

II-In the next exercise choose the best synonym to fill the blanks.

| | | | | |
|----------|-------|--------|-------|--------|
| imitated | jump | shiny | boast | errors |
| wide | tired | joyful | empty | risky |

1. My new bracelet has a (bright) _____ diamond on it.
2. John enjoys to (brag) _____ about his good grades in school.
3. I do not like that (blank) _____ space on the wall.
4. The baby (copied) _____ her mother's smirk.
5. The room is (broad) _____ and spacious.
6. Do not make the same (mistakes) _____ I made!
7. Mom says she's (exhausted) _____ after cleaning the house.
8. It's (dangerous) _____ to swim in the river when it rains.
9. I am (happy) _____ we're going to the movies.
10. The frogs (leap) _____ in the backyard.

III- Now's your time to do some research. Complete this synonym chart with five synonyms for pretty. Then choose three to use them in different sentences.



1. _____

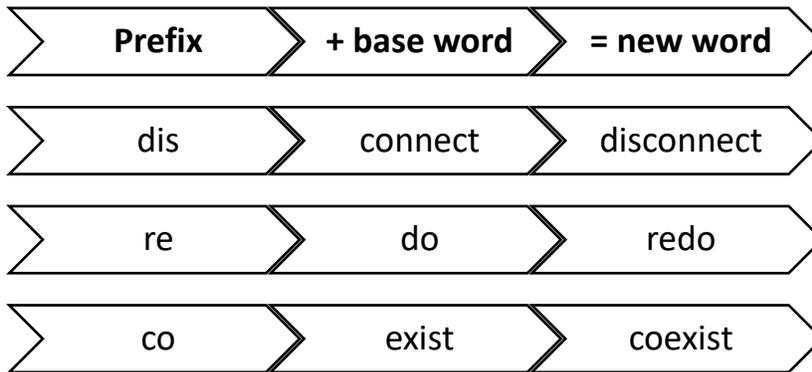
2. _____

3. _____

Lesson # 4 Prefixes

Theme: Prefixes

A *prefix* is a word part that is placed in front of a base word. Common prefixes include *pre*, *bi*, and *anti*. A prefix in most cases alters the meaning of the base word.



Let's take as an example the word *happy*. If the prefix *un* is placed in front of the word *happy*, it makes a new word with a new meaning: *unhappy*. *Un* means *not* so it changes the meaning of the word *happy* to *not happy*.

Un+happy =Unhappy

Take a look at this table that shows more prefixes and their meanings.

| Prefix | Meaning | Example |
|-------------------------|-------------------------|---------------------|
| non, un, im, in, il, ir | Not, opposite | nonsense, unhappy |
| re | again, back | revisit, replay |
| mis | wrongly, not | misunderstand |
| de | reverse, remove, out of | destruction, depart |
| co, com, con | with, together | construct, computer |
| di, dif, dis | separation, away | disease, dissect |
| super | greater, above | superfood |
| sub | under, below | submerge |
| inter | across, between | intermediate |

As you've seen, it is very easy to work with prefixes. Here are some nice tips for you to follow.

Tip #1: There are cases in which the spelling of the base word never changes. Just add the prefix to the beginning of the base word, as in the word *tricycle*.

tri + **cycle** = **tricycle**

Tip #2: Still there are cases in which double letters can occur. If you add the prefix *un* to *natural*, both the prefix and the base word retain their original spelling. The result is *unnatural*.

un + **natural** = **unnatural**

Some other examples where double letters happen are *misspell*, *irregular*, and *unnoticeable*.

II- Choose the best prefix to make the word that fills the blank.

1. I try to be careful but sometimes I make ____takes.
 - a. un
 - b. mis
 - c. super
 - d. pre
2. We will keep our planet clean if we ____cycle.
 - a. re
 - b. dis
 - c. sub
 - d. non
3. If you want to pass the test, you must ____pare and study.
 - a. dif
 - b. co
 - c. pre
 - d. mis
4. You may be correct, still I ____agree with you.

- a. re
 - b. con
 - c. un
 - d. dis
5. Sophy works for an ____national company.
- a. inter
 - b. super
 - c. il
 - d. di
6. The NAVY ____marine was huge!
- a. dis
 - b. pre
 - c. sub
 - d. un
7. The teacher helped the girl to ____tie her shoes.
- a. un
 - b. mis
 - c. pre
 - d. dif
8. Paul Bunyan was considered a ____hero.
- a. super
 - b. inter
 - c. sub
 - d. con

III- Form new words using prefixes.

1. Not to like = _____
2. Heat before = _____
3. Opposite of pack = _____
4. Write again = _____
5. Having special abilities = _____

IV- Add a prefix to the base word to create a new one. Use *re*, *pre*, *un*, and *dis*.

- | | |
|----------------|---------------|
| 1. ____read | 6. ____charge |
| 2. ____true | 7. ____school |
| 3. ____pay | 8. ____fund |
| 4. ____obey | 9. ____known |
| 5. ____honest. | 10. ____us |

Practice Answer Key

Lesson 1

I- Think about it: Open Answers may vary. Refer to rubric for scoring.

II- lumberjack, ox, Babe, strong, baby, west, trees, pancakes, landscapes,
ax

III- b,a,a,d,c,d

IV- Answers may vary. Refer to the story.

Lesson 2

I- Story Element Chart: Answers may vary. Refer to the story.

II- Character Traits Chart: Answers may vary. Refer to the story. Refer to rubric.

Lesson 3

I- c,a,d,b/c,d,b,a

II- shiny, boast, empty, imitated, wide, errors, tired, risky, joyful, jump

III- Answers may vary. Refer to the story. Refer to rubric.

Lesson 4

II- b, a, c, d, a, c, a, a

III- dislike, preheat, unpack, rewrite, superhero

IV- re, un, pre, dis, dis, re, pre, re, un, re

Lesson Test Lesson 1 and 2 (33 points)

Instructions: Read carefully each premise, then choose the best answer. Circle the letter that corresponds to each chosen answer.

I-Theme: Paul Bunyan Tall Tale Comprehension questions

A. Read this brief passage about Paul Bunyan to answer the following questions.

Paul Bunyan was a lumberjack who tamed the great American forests. He and his pet ox Babe traveled across the nation, where they chopped down trees by themselves.

Legend says that Paul Bunyan was born in Bangor, Maine. He was so big when he was born, it took five storks to take him to his parents. His first crib was a lumber wagon. After a week of being born, he fit in his father's clothing. When he was old enough to speak and laugh, the vibrations broke the windows in his house. When Paul was an adult, he was so strong that he created the mountains by piling rocks on top of another.

The day he found Babe it was so cold that the snow was blue. Babe was buried in the snow, that turned the ox blue. Babe was just as big as Paul, what makes it the perfect companion for his adventures.

B. Circle the letter of the best answer.

1. Read the sentence: Paul Bunyan was a giant **lumberjack**. What does the word **lumberjack** mean?
 - a. someone who lives in giant trees
 - b. person who cut down trees
 - c. to pick lumber off the ground
 - d. a professional ox trainer

2. Which sentences shows that the story is fantasy?
 - a. For weeks, the lumberjacks waited for the logs that never came.
 - b. Paul Bunyan worked at a logging camp.
 - c. Men strapped bacon to their boots and skated down the snowy hills.
 - d. The farmers asked the lumberjacks to clear the lands to grow new crops.

3. Why was Babe the Ox blue?
 - a. The snow turned it blue.
 - b. Bessie painted it blue.
 - c. He was born blue.
 - d. Ox painted himself blue.

4. Read the sentence: Ole **forged** a giant ax blade. **Forged** means.
 - a. bought
 - b. heated and hammered to shape in the blaze
 - c. assembled
 - d. broke

5. According to the legend, where was Paul born?
 - a. Colorado
 - b. Oklahoma
 - c. New York
 - d. Maine

6. Which of the following is an opinion?
 - a. Babe was a gorgeous animal.
 - b. Babe was an ox
 - c. The snow turned Babe blue.
 - d. Babe was very strong.

C. Tall tales are characterized for the use of hyperboles or exaggerations.

- 1. Find an example of hyperbole in the fragment of the passage below.**
- 2. Explain briefly why it is a hyperbole. Write your answer in the box.**

Legend says that Paul Bunyan was born in Bangor, Maine. He was so big when he was born, it took five storks to take him to his parents. His first crib was a lumber wagon. After a week of being born, he fit in his father's clothing. When he was old enough to speak and laugh, the vibrations broke the windows in his house. When Paul was an adult, he was so strong that he created the mountains by piling rocks on top of another.

| |
|----|
| 1. |
| 2. |

II- Theme: Character Traits

Instructions: Read each passage on character traits and circle the best answer.

1. Manuel was shopping at the grocery store for beans. He needed lots of beans, so he grabbed the biggest can on the shelf. After taking the can, he noticed the price. It contained 20 oz. of beans and it cost \$2.99. Then he saw a smaller can containing 10 oz. priced in \$1.00 each. Javier put the bigger can back on the shelf and purchased two smaller cans.

What character trait does Manuel show?

- mean
- smart
- heroic
- happy

2. Louis is Anne's older brother. One day they were walking to school when cold

breeze blew, and it dropped the temperature 20 degrees. Louis dressed winter clothes that morning, while Amanda not. He took his coat off and gave it to his sister. She wrapped herself up with the coat, smiling to her brother.

Which character trait Louis demonstrated?

- a. caring
- b. athletic
- c. lazy
- d. dishonest

3. Marie found a wallet on the sidewalk. When she opened it, she saw an old lady's ID card. Marie immediately took the wallet to the woman's house and returned it to her. What character trait best describes Marie's actions?

- a. energetic
- b. fearless
- c. friendly
- d. honest

III- Theme: Synonyms

Instructions: Read each premise carefully and choose the best answer.

1. Which is the best synonym for big?

- a. small
- b. round
- c. ugly
- d. huge

2. Which is the best synonym for awful?

- a. terrible
- b. rainy
- c. loud
- d. sad

3. Fast means the same thing as _____.
- a. slow
 - b. loud
 - c. speedy
 - d. red
4. In the sentence: I **hate** scary movies. **Hate** means the same thing as _____.
- a. dislike
 - b. enjoy
 - c. watch
 - d. write
5. In the sentence: The movie theater was **silent** during the movie. **Silent** is synonym of _____.
- a. cold
 - b. crowded
 - c. quiet
 - d. noisy

IV- Theme: Prefixes

Instructions: Read each premise carefully and choose the best answer.

1. A prefix is a group of letters that is added at the _____ of a word.
- a. middle
 - b. top
 - c. end
 - d. beginning
2. What does the prefix **inter** means?
- a. two
 - b. between
 - c. below, under
 - d. back, again

3. What does the prefix **re** means?
- a. back, again
 - b. many
 - c. not
 - d. before
4. The prefix **sub** means _____.
- a. across, over
 - b. opposite
 - c. below, under
 - d. two
5. What is the prefix in the word **preheat**?
- a. heat
 - b. heatpre
 - c. preheat
 - d. pre

Lesson 5

Objectives:

During and after the lesson, the students will:

- Combine provided sentences using two kinds of transition words: time transitions and thought (logical) transitions.
- Incorporate time and thought transitions into their own work to help their narratives move along.

Standards and Expectations:

Writing

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

Language

5.LA.1b - Form and appropriately use the perfect (e.g., I had walked; I have walked; I will have walked.) verb tenses.

Transition words and phrases

Students will learn to combine sentences using two kinds of transition words: time transitions and thought (logical) transitions. Transition words link related ideas and hold them together. They can help the parts of a narrative to be coherent or work together to tell the story. Coherence means all parts of a narrative link together to move the story along. Think of transition words as the glue that holds a story together. Using transition words helps avoid the "listing" problem in stories.

Example:

Take these two sentences:

- Mr. Resto likes to eat pizza.
- He does not want pizza today.

(However)

- Mr. Resto likes to eat pizza. **However**, he does not want pizza today.

Transition words and phrases

Pedro and I went fishing.

Joseph made our lunch.

Pedro and I went fishing. **Meanwhile**, Joseph made our lunch.

After, Pedro and I went fishing. Joseph made our lunch.

Before, Pedro and I went fishing. Joseph made our lunch.

Pedro and I went fishing. **After**, Joseph made our lunch.

While, Pedro and I went fishing. Joseph made our lunch.

Time Transitional Words

Use the transitional words from the box. Remember to write a comma after each transitional word.

Although because even though

- a. The puppy shivered.
- b. It was afraid.
- c. Marty spoke in a gentle voice.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

Transitional Words/Phrases for Time

| Words to describe the time before | |
|--|---|
| Earlier Before | Shortly before that, A moment before |

| Words to describe at the same time | |
|---|--|
| Meanwhile At that very moment, | During all this, While this was happening, |

| Words to describe right after an event | |
|---|--|
| Shortly after that, Along the way, An hour later Soon, | Immediately As soon as Not a moment too soon Before long, |

| Words to describe sometime after the event | |
|---|---|
| After all that, Later on, Eventually, | At last, Next, Finally, First, |

Good writers use transitional words to guide the reader through their story. Using time transitions as a writer also gets you thinking how to sequence your events.

Activity

Write four sentences describing what you do every morning before you go to school. Use the following time transition words:

Finally,

First,

Next,

Second,

1. First, _____

_____.

2. Second, _____

_____.

3. Next, _____

_____.

4. Finally _____

_____.

.

LESSON 6

Thematic Unit: Tall Tales / Legends

Objectives:

Students will be able:

- Read a nonfiction passage by building background knowledge and learning key vocabulary
- Demonstrate comprehension of a nonfiction passage
- Determine the meaning of words or phrase by using context clues.

Standards and Expectations:

Reading

5.R.3I - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

5.R.4.I - Determine the meaning of general academic and content-specific words or phrases in an informational text relevant to a developmentally appropriate topic or subject area

Writing

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

5.LA.4a - Use context clues and other strategies to help determine word meaning.

5.LA.1b - Form and appropriately use the perfect (e.g., I had walked; I have walked; I will have walked.) verb tenses.

What is a legend?

- Legends are old stories, which have a little bit of truth in them. They might be based on a real event, place, person or a true fact from long ago, which got exaggerated over the years.
- Some legends are famous all over the world, but some are only well known in the local towns or counties they came from.
- The **heroes and heroines** in legends are not gods, but they are **courageous, strong or clever**. Sometimes all three!

Building prior knowledge

Vocabulary

Match the word with the definitions. Write the letter of the correct definition next to each word.

_____ 1. strong

a. someone who decide to do something difficult, even though they are afraid

_____ 2. clever

b. healthy with good muscles and can move or carry heavy things

_____ 3. courage

c. someone able to understand things easily or plan things well

Building prior knowledge

1. What is the purpose of legends?

2. Why do people write legends?

3. Why do people want to listen to legends?

For more information on LEGENDS go to

https://www.youtube.com/watch?v=Xgz_WCa-

Preview and Predicting

Before you read, responding to the questions in each of the columns of the double-entry

| Previewing (before reading) | Predicting (before reading) |
|---|--|
| What information seems to be significant and important? | Based on your previewing, what do you expect to learn? |



The Pirate Cofresi

According to popular legend, Pirata Cofresi was the "Robin Hood" of Puerto Rico. Roberto Kupferachein Ramirez de Arellano was born on June 12 and baptized on June 27, 1791, in the small seaside town of Cabo Rojo. Cofresi was a product of his time, an era when the Spanish **colonies** of the new world were demanding independence from Spain. As an adolescent Cofresi set out to change Spain's political policies towards his island of "Borinquen".

From a very young age, Cofresi enjoyed taking his little boat out to listen to the tales of the old mariners. According to historical documents, in early years before becoming a pirate, Cofresi may have fished and transported vegetables in his small boat to sell in his hometown. He later became a corsair, officially licensed to bring in **foreign** ships whose papers were not in order. We can only wonder how Cofresi was influenced while out at sea, watching the big ships carrying gold, jewels and other Caribbean treasures to Spain, England, and other far off.

By 1818 Cofresi and his crew of 15 men were engaged in piracy, stealing **treasure** from wealthy ships carrying riches to and from the Caribbean. In those days' goods were **scarce** for the common people and Cofresi shared his booty with the poor. The people respected his **bravery** and protected him. Over the next several years, Cofresi **terrorized** European and American ships including the plundering of

the Spanish "San Jose y las Animas" in 1824. It is said that he may have also aided Puerto Rico's rebellion movement against Spain by **transporting** arms from South America.

By 1824, the Spanish governor of Puerto Rico had enough of Cofresi popularity and called the American Navy to help capture Cofresi. Disguised as a **commercial** frigate, the fully armed American Navy Was Ship USS Grampus put itself up as bait and awaited an attack from the feared pirate. In the battle that followed, Cofresi's ship "The Ana" was badly damaged and many of his crew killed, but his ship managed to escape. On land, the awaiting Spanish Royal Army engaged Cofresi in another bloody battle and captured the now injured Cofresi and his 10 remaining men.

Cofresi and his men were taken to the main Spanish Fort, San Felipe del Morro, which still stands in Old San Juan. They were tried by a Spanish Court. Cofresi was executed at the age of 34 on March 27, 1825.

Questions

Carefully read the passage and answer the questions.

1. In 1818 Cofresi and his men were engaged in _____.
 - a. Commercial exchange of gold and silver
 - b. Transporting vegetables and clothes
 - c. Fishing close to the island
 - d. Stealing treasures from wealthy ships
2. The Pirate Cofresi was baptized in the seaside town of _____.
 - a. Arroyo
 - b. Ponce
 - c. Cabo Rojo
 - d. Humacao

3. The writer's purpose in the passage is to _____.
 - a. inform
 - b. describe
 - c. persuade
 - d. narrate
4. The people respected Pirate Cofresi because of his _____.
 - a. selfishness
 - b. bravery
 - c. curiosity
 - d. self-control

Questions

Open Ended Question

1. Why Roberto Kupferachein Ramírez de Arellano became a pirate?

2. What do the character action tell you about him?

Write four words that describes Pirate Cofresi. (Use the list on exercise ___)

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

Choose three descriptive words and write three sentences about Pirate Cofresi.

1. _____

2. _____

3. _____

Practice Vocabulary

Using the dictionary: Guide words

All words in a dictionary are listed alphabetically. Guide words at the top or bottom of each page tell what words are listed on each page. The first guide word tells the first word on the page, the last one tells the last one on the page.

Example: word to look up: **piracy**

A. pet peace B. pick piece C. pipe pit D. pizza plant

1. baptized

A. bag bear B. bait banter C. bad baffle D. bang bay

2. movement

A. money monk B. mount much C. moon most D. mug must

3. ship

A. shade shake B. she sheep C. shine shoe D. short show

4. crew

A. crash crawl B. creep crime C. crook cross D. crop cruel

5. sea

A. score seat B. serve set C. sew shape D. side silver

6. popular

A. play police B. poem pot C. prosper pull D. power price

Expand vocabulary: Word Square

Example

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

Word Square

Vocabulary: ship – pirate – popularity – sea – brave

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

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

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

| | |
|--|------------------------|
| <p>Word</p> <p>Part of the speech_____</p> <p>Divide the word in syllable:</p> <p>_____</p> | <p>Sentence</p> |
|--|------------------------|

| | |
|---|------------------------------------|
| <p>Meaning (definition)</p> <p>Synonym: _____</p> <p>Antonym: _____</p> | <p>Illustration (draw)</p> |
|---|------------------------------------|

| | |
|--|------------------------|
| <p>Word</p> <p>Part of the speech _____</p> <p>Divide the word in syllable:</p> <p>_____</p> | <p>Sentence</p> |
|--|------------------------|

| | |
|---|------------------------------------|
| <p>Meaning (definition)</p> <p>Synonym: _____</p> <p>Antonym: _____</p> | <p>Illustration (draw)</p> |
|---|------------------------------------|

Use an English / English Dictionary and a Thesaurus for each new word or use these links: Dictionary.com, Merriam Webster.com and Thesaurus.com

What are Context Clues?

Context clues help the reader determine the meaning of an unknown word.

Steps that can help you understand an unknown word

Synonym – look for the synonym of the word

Ex. bravery- valor

Example – look at the word before and after (identify part of the speech)

**The pirate showed bravery at all time.
verb**

Antonym – look for the antonym of the word

Ex. bravery – coward

Inference – use the words from the sentence to infer the unknown word

Ex. Everyone remembered his bravery.

Exercise Practice

Context clues

Practice Context Clues

Read each of the sentences below carefully. A word in underlined in each sentence. Circle the word from the list that has the same meaning.

1. Anthony's eyes resemble our dear grandmother.

- a) look like
- b) his
- c) feel like
- d) eyes

2. The company has a strategy for increasing production.

- a) meeting
- b) intention
- c) plan
- d) guess

3. Plaza las Americas decided to exhibit the Bridal Collection this weekend.

- a) trade
- b) pretend
- c) show
- d) place

4. At Pedro party, we were offered a variety of cupcakes.

- a) suggested
- b) gift
- c) hold
- d) send

5. My little sister gets anxious when I drive my car.

- a) happy
- b) nervous
- c) sleepy
- d) hungry

6. My sister dried the spoons as it began to sprinkle the kitchen floor.

- a) fell on
- b) decorate
- c) watered
- d) colored

Lesson Test

Instructions: Read carefully each premise, then choose the best answer. Circle the letter that corresponds to each chosen answer.

The Legend of Guanina – by Cayetano Coll y Toste

(1) Guanina was a Taino Indian princess in love with Don Cristobal de Sotomayor, a Spanish officer who had come to Boriquen to conquer and colonize. Her brother, Guaybana, was the principal chief of the Tainos who hated the Spaniards because of the way they had mistreated and betrayed the Tainos. He swore revenge against the Spaniards. Juan Gonzalez, Sotomayor's aide, found out about the plan to kill his captain and tried to warn him. Sotomayor would not hear of the planned uprising.



(2) He sent for Guaybana and for some of his men to carry his baggage, since he was going to Caparra, the capital. Guanina begged him not to go because she knew that he was going to die and that it would be her own brother who would kill him. Sotomayor did not change his plans, and the next morning set out with Guaybana and his men to the city. On the way, he and five other Spaniards were attacked by the Tainos, and Sotomayor was killed. When Guanina was given the news of her lover's death, she tried to bring him back to life through her kisses.

(3) The Taino elders considered Guanina a traitor, and decided to offer her as a sacrifice to the gods as a sign of their gratitude in succeeding in their attack. When they went to get Guanina, they found her dead with her head resting on Sotomayor's bloody chest. The two were buried together near a giant ceiba tree and on their tomb red hibiscus and white lilies appeared as if by magic. These flowers represent the true love these two souls felt for each other. The legend has it that on occasion, the huge ceiba tree casts a shadow over the land, a soft breeze gently moves the leaves and whispering sounds are heard, then Guanina

and Sotomayor come out of the tomb to look at the evening star and kiss each other under the light of the moon.

Questions

Open Ended Question (4 points each)

1. Why Guanina's brother Guaybana hated the Spaniards?

2. After you read about the legend Guanina, do you believe in legends?

Write four words that describes Guanina. (Use the list on exercise ___) (4 points)

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

Choose three descriptive words and write three sentences about Guanina. (3 points each)

1. _____

2. _____

- 3.** _____

Context clues

The Taino elders considered Guanina a **traitor**, and decided to offer her as a sacrifice to the gods as a sign of their **gratitude** in succeeding in their attack. When they went to get Guanina, they found her dead with her head resting on Sotomayor's bloody chest. The two were **buried** together near a giant ceiba tree and on their tomb red hibiscus and white lilies **appeared** as if by magic.

Read carefully the sentence

Use the context clue in the sentence to find the meaning of the unknown word.

(12 points)

1 The Taino elders considered Guanina a **traitor**.

- a. player
- b. deserter
- c. friend
- d. warrior

2. The tainos offer Guanina as a sacrifice to the gods as a sign of their **gratitude**.

- a. unappreciated
- b. death
- c. hate
- d. tribute

3. The two were **buried** together near a giant ceiba tree.

- a. to place them in a picture
- b. to place them in the earth
- c. to place them on a boat
- d. to place them in a morgue

4. On their tomb red hibiscus and white lilies **appeared** as if by magic

- a. it left
- b. it is hidden
- c. flowers
- d. came out

5. He swore **revenge** against the Spaniards.

- a. vengeance
- b. pardon
- c. happiness
- d. help

6. The Spaniards **mistreated** and betrayed the Tainos.

- a. stopped
- b. abuse
- c. cared
- d. treatment

Practice Answer Key

Practice Transitional Words

1. The puppy shivered.
2. It was afraid.
3. Marty spoke in a gentle voice.

- a. **Although**, the puppy shivered. Marty spoke in a gentle voice.
- b. **Because**, it was afraid. Marty spoke in a gentle voice
- c. **Even though**, Marty spoke in a gentle voice. The puppy shivered.
- d. The puppy shivered. **Because**, it was afraid.

Vocabulary

Match the word with the definitions. Write the letter of the correct definition next to each word.

1. B
2. C
3. A

Reading Comprehension

Write four words that describes Pirate Cofresi. (Use the list on exercise ___)

1. brave
2. compassionate
3. clever
4. courageous

Using the dictionary: Guide words

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

Lesson 8

Theme: A Whole New World in Learning

Objectives

The Students will be able to:

- Read dialogues or passages to demonstrate comprehension.
- Draws inferences from the text.
- Answer questions in complete sentences.
- Understand meaning for different terms.
- Recognize fact vs. opinion.
- Recognize fiction vs. nonfiction.
- Identifies details
- Answer 5W questions related to the text to ensure comprehension.
- Identify subject and predicate
- Classify sentences into fiction and nonfiction

Standards and Expectations:

5.R.1

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

5.R.3L. Describe in depth a character, setting, or event in a story or drama, drawing on

specific details in the text (e.g., a character's thoughts, words, or actions).

- I. Explain events, procedures, ideas, or concepts in a historical, scientific, or Technical text, including what happened and why, based on specific information in the text.

5.R.4 L. Determine the meaning of words and phrases as they are used in a literary text,

including those that allude to significant characters found in mythology (e.g.,

Herculean).

I. Determine the meaning of general academic and content- specific words or phrases in an informational text relevant to a developmentally appropriate topic or subject area.

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

INSTRUCTIONS: Read the selection “My Own Blog”, which is a blog created by a boy named Johnny. After reading the blog you will work on different pre reading activities that will help you comprehend what a blog and a diary are. Whenever you need extra help, you can use the box with the **HELP GURU** in it. The **HELP GURU** will be your 5th grade special assistant. Guru in teaching means; guide, expert or master.

HELP GURU BOY



A BLOG is an online diary in which you share your thoughts about a particular subject with readers.

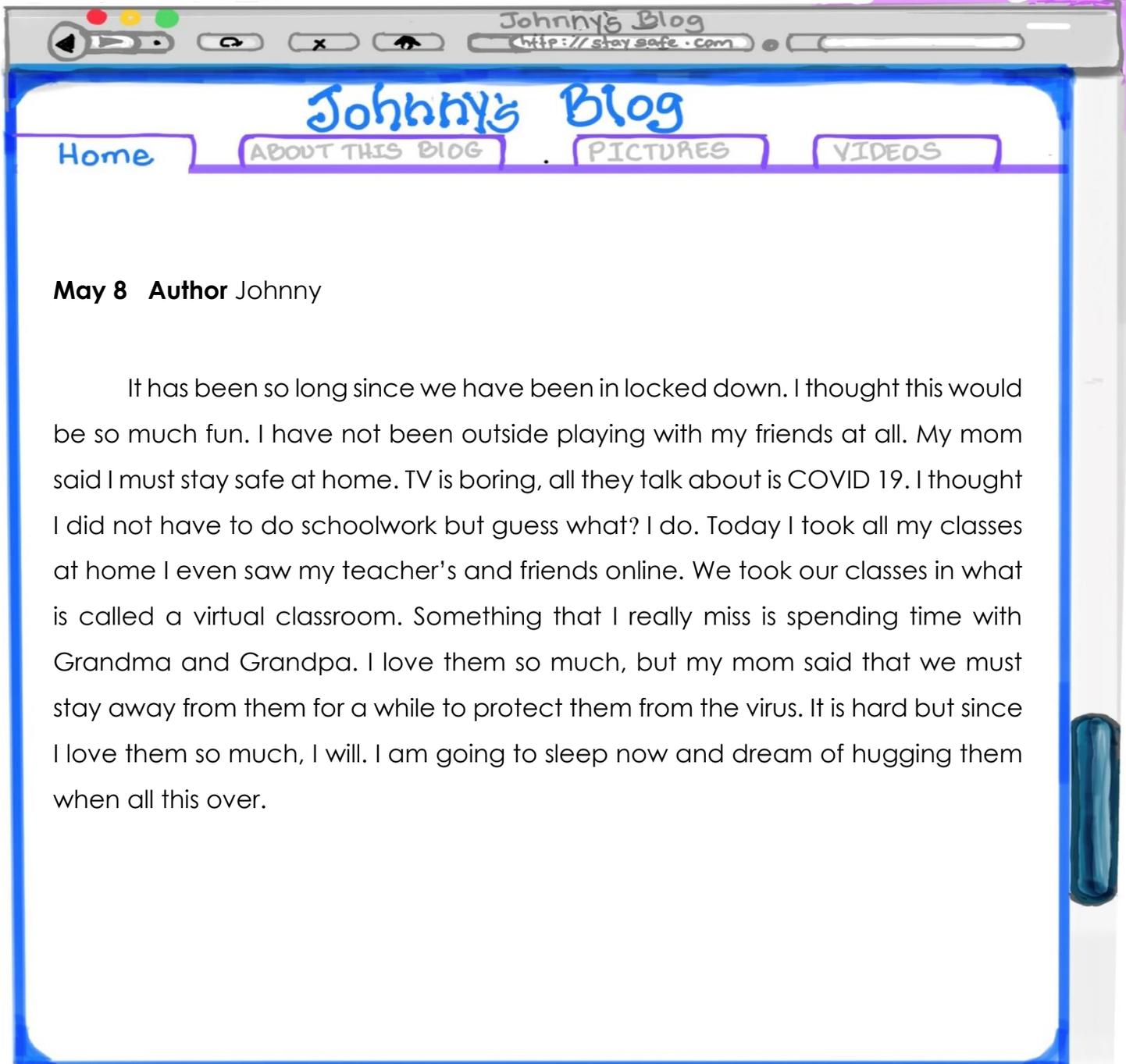
A diary is a book for keeping a daily written record especially of personal experiences and thoughts.

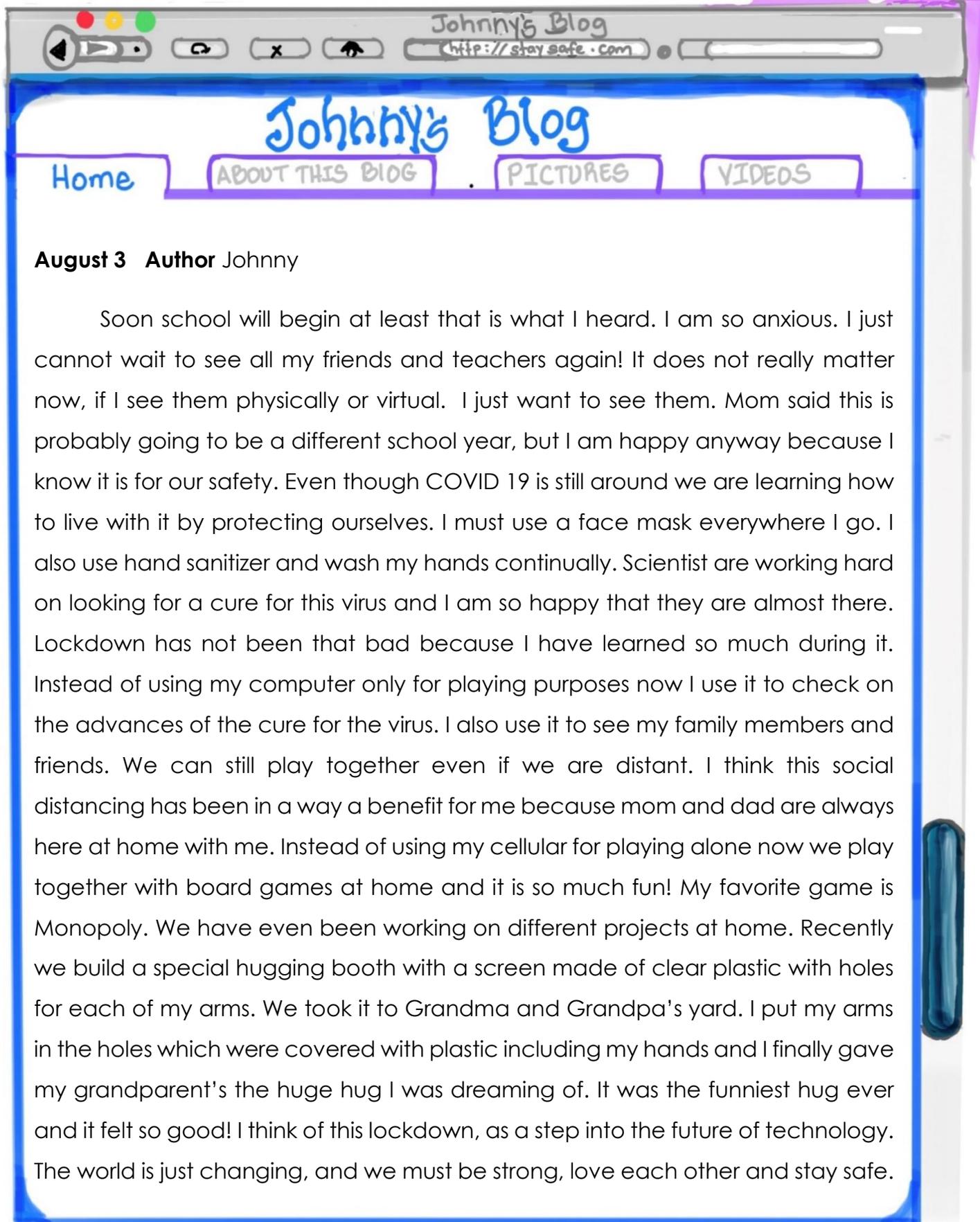
My Own Blog

By Kathleen Suárez Reyes

Blog

The screenshot shows a web browser window with the address bar displaying "Johnny's Blog" and the URL "http://stay.safe.com". The browser's navigation bar includes "Home", "ABOUT THIS BLOG", "PICTURES", and "VIDEOS". The main content area features a post dated "March 16 Author Johnny". The text of the post reads: "Today was my first day at home after the lock down caused by COVID 19 started. I have to say, I feel so happy because I can stay home and sleep in late. There is no school for now! I do feel scared of what is going on all around the world. I am sure that if we stay safe at home, we can make it better. This is a great opportunity to do all the things I always dreamed of. I can play outside late at night, in the yard with all my friends. I can go shopping or go watch a movie. I could stay at Grandma and Grandpa's house or even go to the beach. There are so many things I can do."





Comprehension Demonstration: After reading What did you learn?

A. Let's Choose!

Practice: Read each definition and write **Blog** or **Diary** where it belongs according to the definition.

| | |
|-------|---|
| _____ | is a book for keeping a daily written record especially of personal experiences and thoughts. |
| _____ | online diary in which you share your thoughts about a particular subject with readers. |

B. Let's Check!

Practice: Read and answer each question carefully. Remember you can always go back to the selection if you have doubts. Let's see how well you understood, how do blogs or diary entries work.

1. What happened on May 8th?
 - a. He went to see his grandparents.
 - b. Johnny took all his classes online.
 - c. It was Johnny's first day of school.
 - d. First day of lockdown.

2. On August 3rd Johnny ...
 - a. went shopping
 - b. had his first day of lockdown.
 - c. hugged his grandparents.
 - d. had fun at the beach

Example: My teacher Mr. Clark arrived ten minutes earlier.

C. Let's Identify

Practice: Read each sentence and identify the underlined part of it with **S** for **Subject** and **P** for Predicate.

_____ 1. My classmates and I took all our classes online.

_____ 2. Scientist all around the world are working hard on finding a cure.

_____ 3. Johnny thought he would sleep all day.

_____ 4. My grandparents were so happy to see me.

_____ 5. The Monopoly board game is my favorite.

_____ 6. Johnny and his dad build a hugging both.

_____ 7. The quarantine has its benefits.

_____ 8. Johnny's bog is entertaining for readers.

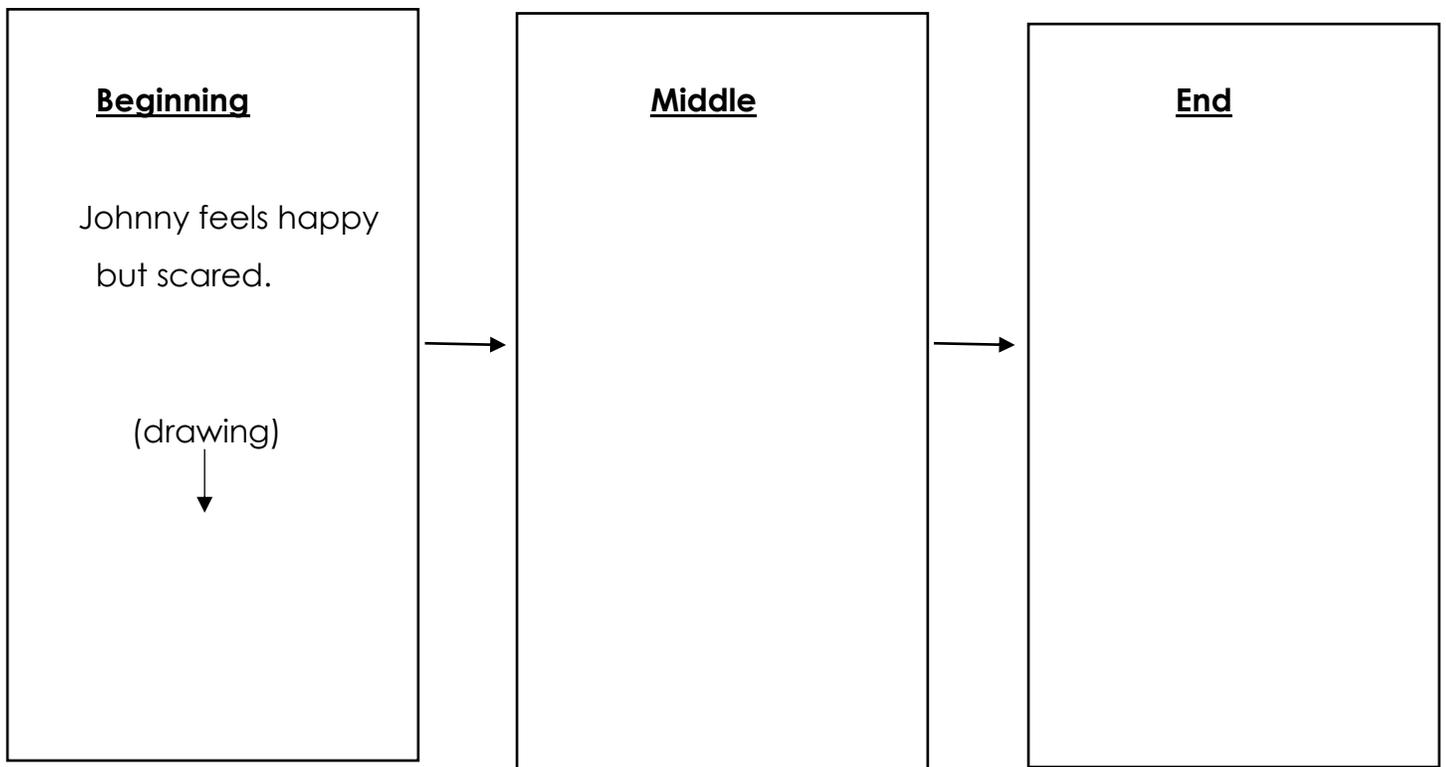
_____ 9. The hugging booth was made from plastic.

_____ 10. Johnny's dad is always home now.

D. Let's Describe!

- 1. Practice:** Use the following development chart to show how Johnny feels during his blog entry, by describing him at the beginning, middle and end of the entry. Please **include a drawing** in each box under the sentence.

Character Development Chart



- 2. Practice:** Write a complete sentence, about how did you feel after reading Johnny's Blog.

HELP GURU BOX!



This information will help you answer questions in complete sentences. You can also use the information for **Complete Sentences** in the previous **HELP GURU BOX**.

Steps that can help you answer questions in complete sentences.

1. Change the question word **What** for **The**.
2. Change the word **You** for the word **I**, then locate the word **I** in front of the word **would**.
3. Then use the rest of the question to add at the end of your sentence.
4. Depending on the quantity, you will need to use **is** (for singular) and **are** (for plural).
5. Complete your answer (this part may vary according to your answer)
6. Very Important; always begin your sentences with a capital letter and end it with the correct punctuation mark.

Example:

~~What~~ materials ~~you~~ need to make a Christmas card?

The

I

The materials **I** would need to make a Christmas card **are** _____.

1

2

3

4

(Step number 5)

E. Let's Answer!

Practice: Imagine you are writing your own diary or blog; what materials will you need? Answer each question in complete sentences.

1. What materials would you need to make a **blog**?

2. What materials would you need to make a **diary**?

F. Let's Blog!

Practice: Complete the following Blog using your own information. You can be creative and include any drawings you like, on your page for decoration. It does not matter how many sentences you include, just have fun and enjoy writing!

Blog

Home ABOUT THIS BLOG PICTURES VIDEOS

_____ Author _____

Date _____

Today I _____

HELP GURU BOX!



Inference is when you deduce or conclude (information) from evidence and reasoning rather than from explicit statements. **Example**; if someone slams a door, you can infer (conclude) that person is upset about something.

G. Let's Infer!

Practice: After reading Johnny's Blog complete each statement with the best answer according to the selection. Remember to use the given details, they can help you infer. Use the following Word Box for help.

fun

sleep

friends

lonely

tired

1. I have not been outside playing with my friends at all. I can infer that Johnny misses his _____.
2. I am going to sleep now. I can infer that he is _____.
3. Instead of using my cellular for playing alone. I can infer that Johnny felt _____.
4. Lockdown has not been that bad. I can infer that he is having _____.
5. I can stay home and sleep in late. I can infer that Johnny likes to _____.

HELP GURU BOX!



Define words for understanding. When you define a word, you demonstrate how well you understand the meaning of it. If you come to a word you do not know, use a dictionary to find its meaning and more information about it. Here I will provide you with helpful information about how to look for words in the dictionary.

Remember: you can always go back to the selection to have a better understanding of the meaning of that word or phrase. It is important to know that understanding the meaning of new words will help you comprehend what the selection is about.

These **symbols** show how to pronounce a word and how to break it into syllables.

The word counsel can be used as a **verb** and as a **noun**.

→ **counsel** /koun-suhl/

- 1. verb** To listen to people's problems and give advice.
- 2. noun** Advice.

H. Let's Practice! Read the following dictionary entry. Then answer the questions.

1.country \kūn-trē\ **noun 1:** a part of the world with its own government *Every country has its own flag.* **2:** a place that is not close to a city or town *She lives in the country.* [**Middle English, from Old French contree, from Medieval Latin contrāta “lying opposite” (used of a land or region). Ultimately from Latin contra facing, opposite.**]

1. How many meanings does the dictionary give for country?
 - a. one
 - b. two
 - c. three
 - d. four
2. How many syllables are there in country?
 - a. one
 - b. two
 - c. three
 - d. four
3. According to the dictionary entry the word country is a _____.
 - a. Verb
 - b. Proposition
 - c. Noun
 - d. Adjective
4. Why is this \kūn-trē\ included in the dictionary entry?
 - a. To show the word in other languages.
 - b. To show how to write it differently.
 - c. To show another way in which you can find it.
 - d. To show how to pronounce and divide it in syllables.
5. Under what letter can I find the word country in the dictionary.
 - a. K

- b. Q
- c. C
- d. G

Let's Read

Now that you have a better understanding of what a diary and a blog is, you are ready to read a selection titled "My Pen Pal from Across the World". While reading pay special attention to details and enjoy your reading.

My Pen Pal from Across the World

By Kathleen Suárez Reyes

Lee is a Chinese girl who is writing in her diary during the COVID-19 lockdown, this is a page of her diary.

Dear Diary,

(1) It has been ten months since our first lockdown. China was the first country to go in lockdown because of the coronavirus. Everything has been a little complicated, but we are learning new things each day. We take all our classes online. My mom and dad made me a classroom corner at home or at least that is what I like to call it. A classroom corner is a small space at home where I have the small desk grandpa build for me and the chair grandma gave me. Dad put my computer there too. Mom decorated my small corner like a real classroom. This is my favorite part of the house now.

(2) I woke up very early today at 6:00 a.m. I was so **anxious** for my class to begin. I even ate breakfast before my parent's woke up. Mom was surprised to see me up so early. I was seating at my classroom corner ready to begin learning.

She could not believe her eyes. I had to remind her that today was our virtual school trip. My teacher contacted another teacher in a faraway country named Puerto Rico.

(3) China and Puerto Rico have a time difference. China is twelve hours ahead of Puerto Rico. My teacher told us that we would have to be ready early in the morning. I **barely** could sleep last night. I tried so hard to sleep but I could not. So, I **sneaked in quietly** to my classroom corner to continue my research on Puerto Rico.

(4) Our English teacher Miss. Yang gave us an assignment a couple of weeks ago in which we had to choose a country we wanted to visit. We all got excited because we were going to travel. For the first time after this pandemic began, we were going on a school trip. We were traveling but not the usual way we do. This trip was virtual; we were traveling online using our computers or any available device. The first thing Miss. Yang did was help us make a list of things that we wanted our country to have. Next, she put a map on the web, and we had to vote for possible places to visit. We all wanted a tropical island with beautiful beaches and warm weather. Finally, Miss. Yang made a list of different islands that had the characteristics we were asking for. We all voted for Puerto Rico.

(5) The second part of our assignment was to research on Puerto Rico. I learned that Puerto Rico is a beautiful Caribbean island and U.S. territory with a landscape of mountains, waterfalls, and tropical rainforest. It has warm weather all year around. The island is known for its beautiful beaches and Spanish Caribbean culture with an American **twist**. We also learned that Puerto Rico is an interesting **blend** of cultures with a rich history. Something that we read about and really impacted us was learning about how strong the people from Puerto Rico are. A couple of years ago an enormous hurricane named Maria impacted the island causing mayor damage. Recently they have been suffering of an earthquake sequence after the **main shock**. But

what surprised us all is how brave and strong Puerto Ricans are. We also learned that people from this island are called Puerto Ricans, but I would call them **invincible!**

_(6) Finally, today was the day I met my new friend Alanys. I met her as part of my virtual trip to Puerto Rico. She lives in the island. Our teachers put us to work in pairs. We are going to be learning about each other's culture. She is going to be my pen pal. Miss. Yang said that pen pals are long-distance friendships you maintain by writing letters to each other. It originated via postal mail correspondence but now a day you can use the internet for these purposes. Usually your pen pal is someone from a faraway country. I think having a pen pal now is more fun because your letter arrives immediately. I will be writing my first letter to Alanys today once I finish writing in my diary. I needed to write all about my excitement in meeting her. I just can't wait! to begin writing my letter. I have so many things to ask her. The first thing I am going to ask her is about a little creature I read about. It looks like a small frog but cuter I think the name is coquí.

Comprehension Demonstration: After reading What did you learn?

A. Let's Define!

Practice: After reading the selection determine the meaning of different words or phrases as they are used in the selection.

1. According to paragraph 2 what does the word **anxious** mean?
 - a. learning new things
 - b. wanting something very much
 - c. feeling very tired
 - d. looking for information

2. According to paragraph 3 what does the word **barely** mean?
 - a. almost not
 - b. having fun
 - c. very hot
 - d. very hungry

3. What does the phrase "**sneaked in quietly**" in paragraph 3 mean?
 - a. found and kept
 - b. give and loose
 - c. throw and catch
 - d. enter in silence

4. What does the word **blend** in paragraph 5 mean?
 - a. mix
 - b. one
 - c. separate
 - d. division

5. What does the phrase "culture with an American twist" in paragraph 5 mean?
- a. shape
 - b. enemy
 - c. chocolate sold in pairs
 - d. influence
6. What does the word main shock mean in paragraph 5?
- a. The main leader in a group of people.
 - b. The way flying objects move during a tornado.
 - c. The largest earthquake in a sequence.
 - d. The lightning during a storm.
7. What does the word invincible mean in paragraph 5?
- a. scared of darkness
 - b. too powerful to be defeated or overcome
 - c. cannot be seen
 - d. unnecessarily anxious about everything

HELP GURU BOX!



Now let's talk about **Fiction** and **Nonfiction**!

Fiction are stories that are **NOT real** that include made up characters and describe imaginary events and people.

Nonfiction are **real** stories that tell, inform, teach, and explain.

B. Let's classify!

Practice: Now that you understand what fiction and nonfiction is, read each sentence carefully and classify them. Write **F** for **Fiction** and **NF** for **Nonfiction**.

_____ 1. The selection "My Pen Pal from Across the World".

_____ 2. The magic carpet flew away.

_____ 3. The Harry Potter movie.

_____ 4. A book about the history of Taino culture.

_____ 5. The biography of the president of the United States.

_____6. The movie Star Wars next generation.

_____7. Students take online classes with their classmates.

_____8. A story about Space monsters against Aliens.

_____9. Scientist are working hard to find a cure.

_____10. Cartoons about talking animals.

HELP GURU BOX!



I will be helping you understand what **Fact** and **Opinion** means!

A **Fact** is something you can prove to be either true or false.

* You **cannot change** a **fact**.

An **Opinion** is how a person or thing feels about something.

* You **can** change an **opinion**.

C. Let's think and answer!

Practice: Read each statement from the selection "My First Diary" and choose **between** Fact or Opinion. Write **F** for **Fact** and **O** for **Opinion**.

_____1. China was the first country to go in lockdown.

_____2. Puerto Rico is an interesting blend of cultures.

_____3. China and Puerto Rico have a time difference.

_____4. Everything has been a little complicated lately.

_____5. Puerto Rico is a Caribbean island and U.S. territory with a landscape of mountains, waterfalls, and tropical rainforest.

_____6. Puerto Rico is a beautiful Caribbean island.

_____7. Miss Yang gave the students an assignment.

_____8. Puerto Ricans are strong and invincible people.

D. Let's prove our knowledge!

Practice: After reading the selection "My Pen Pal from Across the World" read
and
choose the correct answer. If there are details you don't remember
you can always go back to the selection.

1. The selection was about a girl named Lee from _____.
 - a. Puerto Rico
 - b. Mexico
 - c. China
 - d. the Caribbean

2. Lee has a class project and will be working with a _____.
 - a. play pin
 - b. pet
 - c. sister
 - d. pen pal
3. She is working on a research of _____.
 - a. Puerto Rico
 - b. Mexico
 - c. China
 - d. the Caribbean
4. She is excited because she is going _____.
 - a. on a trip in a van
 - b. on a train
 - c. on a plane
 - d. on a virtual trip
5. Lee's pen pal's name is _____.
 - a. Amanda
 - b. Ana
 - c. Alanys
 - d. Andrea
6. She was very interested in learning about a small creature from Puerto Rico named _____.
 - a. "sapo"
 - b. "coqui"
 - c. "rana"
 - d. "renacuajo"

7. Lee had a special place to study at home that she called _____.

- a. Virtual Trip
- b. Pen Pal
- c. Virtual Class
- d. Classroom Corner

8. The students in Lee's class are going to work _____.

- a. in pairs
- b. alone
- c. at school
- d. at the park

E. Let's Describe!

Practice: Use the following development chart to show how does Lee feel at the beginning, middle and end of the selection while writing in her diary.

Please include a drawing in each box under the sentence.

Character Development Chart

| | | | | |
|--|---|---|---|------------------------|
| <u>Beginning</u> | | <u>Middle</u> | | <u>End</u> |
| Lee is anxious to begin her class. | → | | → | |
| Describe Lee before her after virtual trip. Alans. | | Describe Lee during the her virtual trip. | | Describe Lee she meets |
| | | | | |

F. Let's answer!

Practice: Reading Comprehension extended questions. Read the following questions carefully and be sure to answer both (A and B) in complete sentences inside the given space.

1. A. Based on the information in the reading selection, how does Lee feel about going on a virtual trip?
B. Find evidence in the selection to support your answer.

2. A. Based on the information in the reading selection, Lee took her virtual class at 6:00 a.m. then what time was Alanys taking her class in Puerto Rico?
- B. Find evidence in the selection to support your answer.

Practice Answer Key

Theme: A Whole New World in Learning

Story: My Own Blog

A. Let's choose!

1. Diary
2. Blog

B. Let's check!

1. B
2. C
3. D

C. Let' Identify! (Subject or Predicate)

1. P
2. S
3. P
4. P
5. S
6. P
7. S
8. P
9. S
- 10.S

D. Let's describe!

1. Character development chart (answers may vary)

| |
|--|
| <p style="text-align: center;">Beginning</p> <p style="text-align: center;"><i>Johnny feels happy but scared.</i></p> <p style="text-align: center;">+</p> <p style="text-align: center;">Drawing</p> |
|--|

| |
|--|
| <p style="text-align: center;"><u>Middle</u></p> <p style="text-align: center;"><i>Johnny is bored.</i></p> <p style="text-align: center;">(may vary)</p> <p style="text-align: center;">+</p> <p style="text-align: center;">Drawing</p> |
|--|

| |
|--|
| <p style="text-align: center;"><u>End</u></p> <p style="text-align: center;"><i>Johnny feels happy.</i></p> <p style="text-align: center;">(may vary)</p> <p style="text-align: center;">+</p> <p style="text-align: center;">Drawing</p> |
|--|

2. Complete sentence

_____ (answers may vary) _____

E. Let's answer!

(For evaluation use the Open-Ended Question Scoring Rubric)

1. The materials I would need to make a blog are... (will vary)
2. The materials I would need to make a diary are... (will vary)

F. Let's blog!

1. Students will write a blog for practicing purposes; it doesn't matter how many sentences the student uses or what format they use. (Free writing)

G. Let's infer!

1. friends
2. tired
3. lonely
4. fun
5. sleep

H. Let's practice!

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

Story: My Pen Pal from Across the world

A. Let's define!

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

B. Let's classify! (Fiction or Nonfiction)

1. NF
2. F
3. F
4. NF
5. NF
6. F
7. NF
8. F
9. NF
10. F

C. Let's think and answer!

1. F
2. O
3. F
4. O
5. F
6. O
7. F
8. O

D. Let's prove our knowledge!

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

- 7. D
- 8. A

E. Let's describe!

| <u>Beginning</u> | <u>Middle</u> | <u>End</u> |
|------------------------------------|-----------------|------------------|
| Lee is anxious to begin her class. | Lee was amazed. | Lee was curious. |
| + Drawing | + Drawing | + Drawing |

F. Let's answer!

Extended Questions (For evaluation use the Open-Ended Question Scoring Rubric)

- 1. A. (Answer will vary)
B. (Answer will vary)

- 2. A. (Answer will vary)
B. (Answer will vary)

Lesson 9

Theme: A Whole New World in Learning

Comprehension Test

Instructions: Read the following selection about a girl named Alanys and show how well you can read and understand written English.

My First Diary

By Kateleen Alanys Suárez Suárez

Dear Diary,

(1) My name is Alanys. I am 10 years old and live in Puerto Rico. This is the first time I write in my diary. My father had the idea of buying me a diary yesterday. He bought it while purchasing a desk. The diary and desk are for my new school year. He thought it would be fun for me to write about my new school year experiences during the quarantine. We have been in a quarantine caused by COVID 19. I must be honest; I think this is going to be a boring topic. All I have been doing lately is staying at home. Maybe things will get better once school begins.

(2) Today is my first day of school during the quarantine. I feel very strange. I must wear my school uniform during my virtual classes. I do not understand; I am not going anywhere. It is also strange not having my two best friends Sebastián and Manuel near. They always sit next to me in the back of the classroom. We share our snacks with each other. I also feel strange because there is no outside **recess**. I love recess because that is when my friends and I go exploring the schoolyard. We would observe lizards, bugs and even climb trees. We were always careful that our school principal would not see us, or we would probably get in trouble.

(3) Meanwhile I am so happy because I have my own new desk to work on, just like dad. Ever since I got this diary, I have been doing some thinking. Having a diary to write about my experience during the quarantine is not a bad idea after all. My grandma told me it was a great opportunity to tell others about my experiences during this time. It makes me think about "The Diary of Anne Frank" which my grandma told me about. Anne Frank was a young girl, a little older than me. She used her diary to write during hard times. I think writing will be interesting since we are the only generation that has started school virtually because of a pandemic. OH, no! I must stop writing for now. My virtual class is about to begin. I will write about it once my class is over.

(4) My first day of school is officially over. I have to say it was actually very fun. I saw my best friends. It does not matter if it was through a computer screen, I am happy anyway. The teacher was very nice to us and made us laugh a lot. I am very excited because she has given us a very cool project. Our teacher contacted another teacher and her students from China. We are going to be working in pairs. I will have my very own pen pal. My teacher explained that pen pals are long-distance friendships you maintain by writing letters to each other. She told us we are going to work on a project before meeting our pen pal. We must look for information about their culture and how they have been handling the COVID-19 situation. China was the first country to be in lockdown.

(5) It has been a while since I have written anything here. The reason for not writing is because I have been busy working on my project. I finally met my pen pal. Her name is Lee. She is my new friend. Lee is very sweet and smart. She taught me a lot about her culture and so have I. I was surprised because Lee knew a lot about Puerto Rico even though she has never visited our island. She has been working hard on researching our culture. Wow! she even asked me about our

coqui. Tonight, I will be recording Pito, singing for her. Pito is the coqui that lives in my Grandma's garden. During my next class I will ask my teacher to help me send the recording to Lee.

(6) I know it is hard to be in a lockdown. I have learned so much during this time. I never thought I could practice my English language out of the English classroom. My dad was right I needed to write about all these experiences. Who would have known, that I would have a friend all the way in China. I am so happy! I know someday everything will go back to normal and hopefully I can meet my new friend in person. For now, I will enjoy the new things I am experiencing.

Reading Comprehension

Instructions: After reading the selection choose the correct answer for each question.

1. Whose idea was it, to buy a diary?
 - a. Lee's
 - b. Alanys's
 - c. Dad's
 - d. Grandma's

2. The diary says, "It makes me think about The Diary of Anne Frank". Why do you think the writer has included this fact?
 - a. because the writer thinks she looks like Anne Frank
 - b. to use Anne Frank as a possible theme for her next project
 - c. because the writer thinks children are interesting
 - d. to mention how important, it is to write about your experiences

3. According to the selection what did Alyanys thinks about her dad's idea at the beginning of the selection?
 - a. She thought it was going to be a boring topic to write about.
 - b. She thought it was going to a funny topic to write about.
 - c. She thought it was a great opportunity to write about that topic.
 - d. She thought it was a bad idea to write about that topic.

4. This selection was
 - a. Fiction, because virtual classes do not exist.
 - b. Nonfiction, because Anne Frank did not exist.
 - c. Fiction, because the information Alanys gave us cannot be real.
 - d. Nonfiction, because Alanys gave us important and real information about China.

5. The word **recess** in paragraph 2 means ...
 - a. A type of chocolate candy
 - b. A break between school classes
 - c. A type of garden
 - d. A special outdoor room

6. The following sentence “I know someday everything will go back to normal and hopefully I can meet my new friend in person” from paragraph 6 helps me infer that
 - a. Alanys is planning a trip in the future to meet Lee in China.
 - b. Alanys's dad has a new friend.
 - c. Alanys cannot wait for school to begin and have a new friend.
 - d. Alanys is going to meet a new friend in school during recess.

7. The sentence “She has been working hard on researching our culture” in paragraph 5 helped me understand that researching means...
 - a. Reaching out for items
 - b. looking for information or investigating
 - c. working hard to reach for something
 - d. looking for something that was lost

8. The word **boring** in the following sentence “I think this is going to be a boring topic” from paragraph 1 helps me understand that **boring** refers to....
- a. Tragic
 - b. interesting
 - c. Joyful
 - d. not interesting
9. The sentence “I am very excited because she has given us a very cool project” in paragraph 4 helps me **infer** that Alanys
- a. is going to work hard and get a good grade
 - b. is going to feel bored and get in trouble
 - c. is going to skip her next class.
 - d. is going to get tired and will not complete her project.
10. At the end of the selection Lee felt _____.
- a. tired
 - b. mad
 - c. impressed
 - d. happy

II. Fact and Opinion

Instructions: Read each statement from the selection “My First Diary” and choose **between** Fact or **Opinion**. Write **F** for Fact and **O** for Opinion.

_____ 1. The quarantine was caused by COVID 19.

_____ 2. I think writing will be interesting.

_____ 3. China was the first country to be in lockdown.

- _____ 4. I think this is going to be a boring topic.
- _____ 5. Alanys is 10 years old and lives in Puerto Rico.
- _____ 6. Alanys's pen pal lived in China.
- _____ 7. Lee is very sweet and smart.
- _____ 8. Anne Frank was a young girl that used her diary to write during hard times.
- _____ 9. The teacher was very nice.
- _____ 10. Having a diary to write about my experience during the quarantine is not a bad idea after all.

III. Subject and Predicate

Instructions: Read each sentence and identify the underlined part of it with **S** for **Subject** and **P** for **Predicate**.

- _____ 1. Alanys's dad bought her a diary.
- _____ 2. The diary and desk are for my new school year.
- _____ 3. The teacher was very nice.
- _____ 4. My teacher explained that pen pals are long-distance friendships.
- _____ 5. Lee knew a lot about Puerto Rico.
- _____ 6. Our teacher contacted another teacher and her students from China.
- _____ 7. China was the first country to be in lockdown.

_____ 8. Anne Frank used her diary to write during difficult times.

_____ 9. My friends and I were always careful that our school principal would
_____ not see us.

_____ 10. My grandma told me it was a great opportunity.

IV. Character Development Chart

Instructions: Use the following development chart to show how Alanys feels at the beginning, middle and end of the selection while writing in her diary. Please **include a drawing** in each box under the sentence.

Character Development Chart

| <u>Beginning</u> | <u>Middle</u> | <u>End</u> |
|--|--|---------------------------------------|
| Describe how Alanys feels when she writes in her diary for the first time. | Describe how Alanys feels after her first day of school. | Describe how Alanys feels at the end. |

V. Reading Comprehension Extended Question

Instructions: Read the following questions carefully and be sure to answer both

(A and B) in a complete sentence inside the given space.

A. Based on the information given in the reading selection, why was Alanys surprised?

B. Find evidence in the selection to support your answer.

Lesson 10

Theme: Main Idea and Key Details

Objective: The student will be able to:

- read passages to demonstrate comprehension.
- identify the main idea and key details of a reading selection.
- answer 5w1h question correctly using correct grammar.
- identify the preposition of place.

Standards and Expectations:

Reading

5.R.2l. Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.

Writing

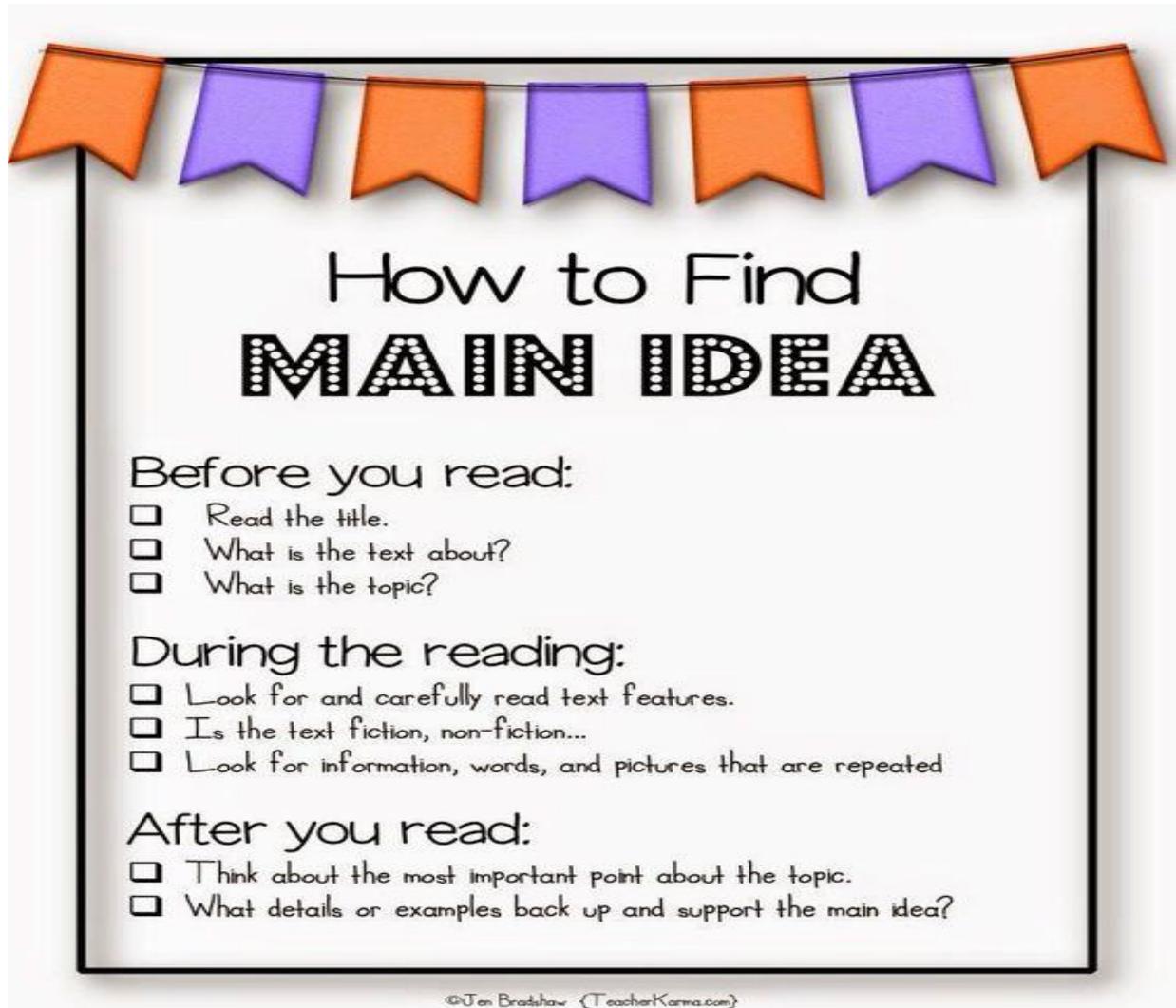
5.W.1 Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content.

Language

5.LA.1 a. Use correctly and explain the function of prepositions in general and in particular sentences.

Introduction

The main idea of a paragraph is what the whole paragraph is mostly about. The details are small pieces of information that make the paragraph more interesting. The details give small pieces of information about the main idea.



How to Find **MAIN IDEA**

Before you read:

- Read the title.
- What is the text about?
- What is the topic?

During the reading:

- Look for and carefully read text features.
- Is the text fiction, non-fiction...
- Look for information, words, and pictures that are repeated

After you read:

- Think about the most important point about the topic.
- What details or examples back up and support the main idea?

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The Storm

Finding the Main Idea



The rain began early in the morning. It fell as hard drops, one after another. The sky was full of dark purple clouds. Thunder began as a soft rumble and became louder and louder. Lightning crashed every few minutes, making the sky a brilliant white.

What is the main idea? Circle the correct answer.

- A. The farms needed the rain.
- B. The thunder hurt the people's ears.
- C. Lightning made the sky bright.
- D. The storm was very strong.

Write three details in the story in the boxes.

1

2

3

| | | |
|--|--|--|
| | | |
|--|--|--|

Instructions : Read the following paragraph, then write the main idea and details.

Dolphins



Dolphins are mammals that live in the ocean. Mammals are different than fish, reptiles or birds. As a mammal, dolphins breathe oxygen, even though they live in water. Because they are mammals, a dolphin mother gives birth to a live baby, unlike reptiles and birds who lay eggs. A dolphin mother also feeds her baby milk like other mammals.

1. Write the main idea of the paragraph in your own words.

2. Write two details that support the main idea.

- 1)

- 2)

Finding the Main Idea

Write the main idea of the paragraph in the large oval below. Then, write the supporting ideas in the small ovals.

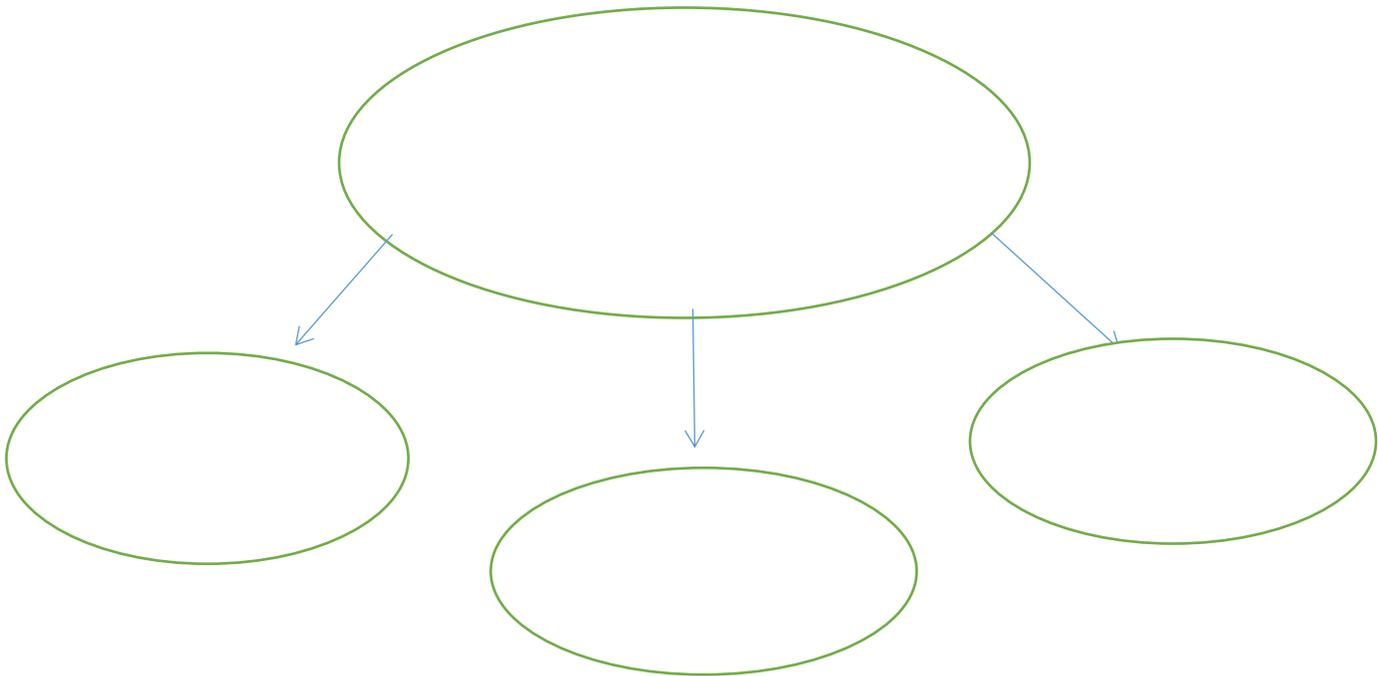
Frank Baum wrote:

The Wonderful Wizard of Oz in 1900. The story tells of Dorothy, a girl from Kansas, who gets taken by a tornado to Oz, a magical land. In this passage, Dorothy wants to return home to Kansas, so she has gone to the Emerald City to ask the Wizard of Oz for help.

11. The Wonderful City of Oz

Even with eyes protected by the green spectacles, Dorothy and her friends were at first dazzled by the brilliancy of the wonderful City. The streets were lined with beautiful houses all built of green marble and studded everywhere with sparkling emeralds. They walked over a pavement of the same green marble, and where the blocks were joined together were rows of emeralds, set closely, and glittering in the brightness of the sun. The window panes were of green glass; even the sky above the City had a green tint, and the rays of the sun were green.

Write the main idea of the paragraph in the large oval below. Write the supporting ideas in the small ovals.



As you read about sloths, think about the main idea of each paragraph.

Sloths



Sloths are the slowest mammals on earth. It takes a full minute for a sloth to move 6 feet across the ground. You probably could not move that slowly if you tried! The sloth's body is about 2 feet long. It has long legs, and curved claws that are 3 to 4 inches long. Their claws and their long legs help them climb trees and hang from tree branches. They spend almost their entire lives hanging from tree branches. The life of a sloth is not very exciting.

Sloths have a round head, small ears, a stubby tail, and sad-looking eyes set in a dark-colored "mask." The shape of a sloth's mouth makes it look like it is always smiling. It has extra bones in its neck that make it possible for it to turn its head almost all the way around. Sloths are very cute to look at, but they don't put on much of a show.

Sloths are home to other plants and creatures. Tiny plants grow on the sloth's fur, making the animals appear to be green. This green color makes the sloths almost invisible against the green leaves of the trees they live in. Moths and insects also live in the sloth's fur. Maybe the sloths move so little and so seldom that the small creatures that live on them don't even know they are animals.

Giant sloths the size of elephants once lived in many places on earth, including North America. Today, sloths can be found in the tropical forests of Central and South America. They eat leaves and berries. A sloth can stick its tongue out 12 inches. Maybe they developed this skill so they wouldn't have to move to reach the tasty leaves and berries around their resting spot. Their main enemies are

jaguars, eagles, and snakes. Many tropical forests are disappearing, along with the sloths that live there. It would be a sad thing if these fascinating little animals became extinct.

1. What is the main idea of the first paragraph?
 - A. Sloths are the slowest mammals on earth.
 - B. It takes a full minute for a sloth to move 6 feet across the ground.
 - C. The sloth's body is about 2 feet long.
 - D. The life of a sloth is not very exciting.

2. What is the main idea of the second paragraph?
 - A. Sloths have a round head, small ears, and sad-looking eyes.
 - B. The shape of a sloth's mouth make it look like it is always smiling.
 - C. A sloth can turn its head almost all the way around.
 - D. Sloths are very cute to look at.

3. What is the main idea of the third paragraph?
 - A. Sloths are home to other plants and creatures.
 - B. Tiny plants grow on the sloth's fur.
 - C. The plants that grow on the sloth make the sloth green.
 - D. Moths and insects live in the sloth's fur.

4. What is the main idea of the last paragraph?
 - A. Sloths the size of elephants once lived on earth.
 - B. Today, sloths live in the tropical forests of Central and South America.
 - C. A sloth can stick its tongue out 12 inches.
 - D. It would be sad if sloths became extinct.

5. What is one interesting detail from the last paragraph?

Practice Prepositions of Place

What is preposition is a preposition of place? Prepositions are words that tell you where something is located or positioned compared to something else. Aside from telling you where something is located, **prepositions** can also tell you when something happened. We use **prepositions** all the time when we are describing people, places, and things.

Some words tell us where something is or what place it is in. For example, above, below, behind, in front of, next to, in, inside, opposite, under, next to, beside, on.

Examples:

The ball is **in** the box.

The ball is **inside** the box.

The ball is **below** the table.

The black ball is **in front of** the brown box.

The brown box is **behind** the black ball.

The ball is **next to** the box.

The ball is **beside** the box.

The ball is **between** the boxes.

The ball went **through** the paper.

The ball is **on** the table.

The ball is **under** the table.

The box is **among** the balls.

The ball is **against** the wall.

The ball is **near** the box.

The box is **below** the light.

The light is **above** the box.

Directions: Circle the preposition in each sentence.

Example: I went **around** the edge of the lake.

Answer: around

Exercise 1

1. I looked above my roof.
2. She looked over the hill.
3. The red car is near the blue car.

4. I leaned against the window.
5. I looked under my bed.
6. My friend jumped over the bushes
7. The pen fell between our desks.
8. I stood beside my best friend.
9. I jumped on the skateboard.
10. We ran through the bushes.

Direction: Write a sentence with each preposition listed below.

Example: around

Answer: I went **around** the edge of the lake to find a fishing spot.

1. up –

2. under-

3. between-

4. near –

5. in front of-

The Storm

1. D
2. Write three details in the story in the boxes.

Actual answers and wording will vary. Examples of correct answers

| 1 | 2 | 3 |
|------------------------------|-----------------------------------|---------------------------------------|
| The clouds were dark purple. | Thunder became louder and louder. | The raindrops fell one after another. |

Practice Answer Key

Actual wording and supporting ideas will vary. Examples of correct answers:

1. Write the main idea of the paragraph in your own words.

A dolphin is a mammal.

2. Write two supporting ideas for the main idea.

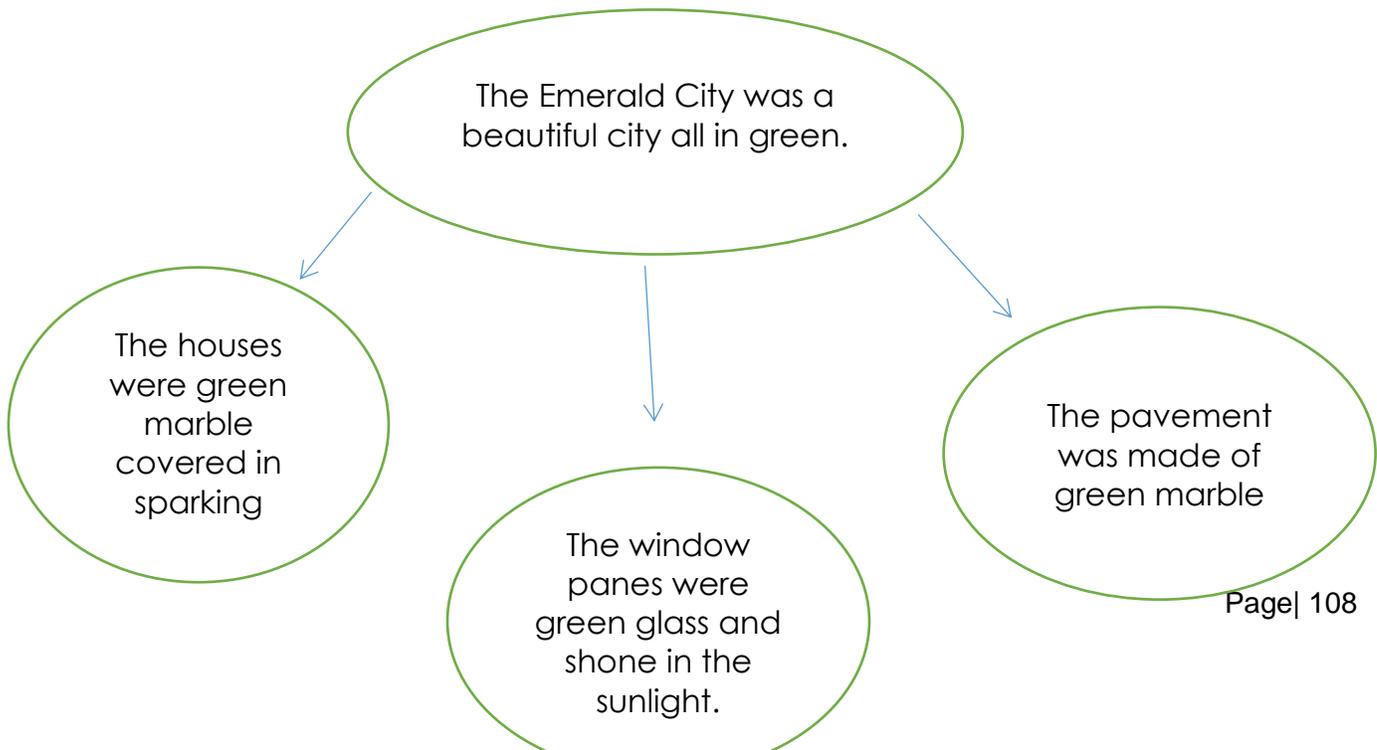
1) A dolphin breathes oxygen.

2) A dolphin mother feeds her baby milk.

The Wonderful City of Oz

Answers:

Actual wording and supporting ideas will vary. Example of correct answers:



Sloths

Practice Answer Key

1. A
2. D
3. A
4. D
5. Accept any reasonable response.

Prepositions

Answers:

1. up
2. around
3. under
4. over 5. between
6. to
7. aboard
8. toward
9. against
10. across

Lesson 11

Unit: Theme of a story

Objectives: At the end of this lesson the student will:

- identify the directly stated theme of a literary text.
- read dialogues or passages to demonstrate comprehension.
- answer 5Wh questions related to the text to ensure comprehension.

Standards and Expectations:

Reading

5.R.2 L. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Writing

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

Language

5.LA.3 a. Demonstrate knowledge of correct language usage when writing, speaking, or reading. Choose words and phrases to convey ideas precisely.

Introduction

In this lesson, you will learn what is the theme of a story. You will also learn how to identify the theme of text.

What is the theme of a story? The theme in a story is its underlying message, or 'big idea.' In other words, what critical belief about life is the author trying to convey in the writing of a novel, play, short story or poem? This belief, or idea, transcends cultural barriers. It is usually universal in nature.

Background knowledge

What is a theme? Make a check mark to the correct answer(s).

- a big idea
- a lesson
- a moral
- a central message
- all of the above

Instructions:

Read the passage below then choose the correct sentence, according to what you just learn about the theme of the story.

It took the princess a moment longer than it should have to realize that she was the only one dancing. When she opened her eyes, the circle was empty. Wide eyes and gaping mouths faced her. Her hair had come loose, and she was no longer anonymous.

Before she could slip away, one of the dancers offered her his hand. The music began again. Everyone crushed in around her, dancing and celebrating in equal freedom. It was the best night of Pendula's life, for she was finally accepted not because of her crown, but because of her heart.

1. Which statement best describes the theme of this passage?
 - A. It is more important to be yourself than to have riches or fame.
 - B. Friendship can begin in the most unlikely places.
 - C. Trying to be the center of attention will sometimes reveal your deepest secrets.
 - D. Seeking riches above all brings only loneliness and pain.

Practice Main Idea

Instructions:

Read the passage below then answer the questions.

Marilyn's heart felt like it was going to explode in her chest when she took the final picture out. The photo was of her father sitting in Nana's living room. On his lap was a little girl with fierce red curls wrapped up in his arms. It was Marilyn. This was the treasure she had been searching for all along. Marilyn ran home. She held the box tightly against her chest. Marilyn had her treasure now, and although it was only a few photos and old toys, it was worth more to her than all the pirate treasure in the sea.

1. Which sentence gives advice or shares a lesson learned?
 - a) On his lap was a little girl with fierce red curls wrapped up in his arms.
 - b) Although it was only a few photos and old toys, it was worth more to her than all the pirate treasure in the sea.
 - c) Marilyn's heart felt like it was going to explode in her chest when she took the final picture out.
 - d) She held the box tightly against her chest.
2. What is the theme of this passage?
 - a) Things that mean a lot to someone can be more valuable than wealth.
 - b) The love of a father cannot be replaced by physical belongings.
 - c) It is difficult but important to confront the past if it bothers you.
 - d) The pursuit of riches and fame will only lead to loneliness.
3. A theme can be defined as any of the following except:
 - a) a central message
 - b) a point of view
 - c) a moral
 - d) a big idea

4. What can you tell about Marilyn? Please answer in complete sentence.

5. What will be a good title for this passage?

Lesson 11

Topic: Use characters' development to determine the theme

Read the following fable, paying close attention to the theme.

A Tortoise, seeing an Eagle in flight, wanted much to fly like him. So she asked him if he would not teach her to fly. He told her that it was impossible; that Tortoises could not fly. All the more did she urge him; so at last the Eagle seized her in his claws, bore her to a great height, and then, letting her go, made her fly. She fell like a stone to the earth, and the blow knocked the breath out of her body.

-From "The Tortoise and the Eagle" by Horace E. Scudder

1. Looking at how the Tortoise responds to the challenge of being told she cannot fly, what is the theme of the text?
 - A. If you refuse to take advice from someone who knows more than you, then you might get hurt.
 - B. If your strength is swimming, then you should never try something new, like flying.
 - C. Taking a small risk is a great way to expand your horizons.
 - D. Do not listen to someone who tries to stop you from following your dreams

2. How do character changes point to the theme of the text?
 - A. by showing the places characters' travel to
 - B. by showing the feelings characters' experience
 - C. by showing the lesson characters learn
 - D. all of the above

Topic: Use characters' responses to challenges to determine the theme

Read this story. As you read, pay attention to how the main character responds to challenges. Use her responses to help you determine the theme.

Sushi

By Peter Rhomberg



It was my first day at the new school, and I was about as nervous as I could be. My mom had to move a lot for her work, so my dad and I ended up following her all over the world. On the one hand, it was cool that I was usually the only person in my class to have seen the Louvre in Paris and Mt. Fuji in Japan. But on the other hand, having to move every few months and never being able to make friends was really difficult.

My teacher, an old man named Mr. Kropp, welcomed me warmly. Mr. Kropp asked me to introduce myself to the class.

"Hello. Um." I paused as the eyes of my new classmates stared at me. How long would I even know these people for? Could I even become friends with any of them? "Um, so my name's Kendra. I just moved here from Okinawa, Japan. But I was born in St. Louis. My favorite color is green, and my favorite food is sushi. . . I guess that's it."

A kid in the back of the class raised his hand. "What's sushi?"

"Raw fish."

The entire class made a noise of disgust. At lunchtime, though, a few of the kids sat with me and asked me about the other weird foods I had tried.

That night I had an idea.

“Hey, Dad? Can we make sushi for my lunch tomorrow? I met some kids at school who might try some.” My dad raised his eyebrow. He always did this when something interested him. He ran his hand over his shaved head. “Well, well, well.

Made some friends already, have you? I’m proud of you! It Took you long enough at your last school!”

“Dad!”

He laughed. “Sure, we can make some sushi for you tomorrow.” The next day at lunch, Jayson, Cara, and Eric sat with me. “What the heck are those?” asked Eric when he saw the tightly wrapped sushi rolls in my lunch box. “This is. . . sushi. And I brought enough to share.”

I spent the rest of lunch convincing them to try a piece. I taught them how to dip it in the soy sauce and—if they were brave—how to put the tiniest bit of wasabi on the top of the roll before they popped the sushi into their mouths.

“Wow, it’s actually really good. You know, for raw fish,” said Jayson right before he popped another roll into his mouth. As I walked home that afternoon, I realized something. I had made some new friends.

1. What challenge does Kendra face in this story?
 - A. the challenge of moving to Japan
 - B. the challenge of making new friends
 - C. the challenge of learning how to speak a new language
 - D. the challenge of trying a new food for the first time

2. How does Kendra overcome this challenge?
 - A. She decides she doesn't actually need friends.
 - B. She buys her friends nice gifts.
 - C. She shares her interests with her classmates.
 - D. She takes her friends out to dinner.

3. Which is most likely the theme of the story?
- A. Trying new foods is fun.
 - B. You have to make the best of the life you're living.
 - C. You don't need friends to be happy.
 - D. You will make friends if you just be yourself.
4. How will you feel if you were Kendra and had to move a lot?
- A. Do you think you will enjoy it?

- B. Why will you enjoy it, or why not? Please answer in complete sentences.

Lesson 12

Theme: Glossary

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

- read passages to demonstrate comprehension.
- answer 5Wh questions related to the text to ensure comprehension.
- use a glossary to determine the meaning of unknown words.
- express their ideas and thoughts through writing.
- complete the sentences using the past perfect tense.

Standards and Expectations:

Reading

5.R.4 L. Determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., Herculean).

Writing

5.W.2 Write longer informational texts to examine a topic and convey ideas collaboratively and with increasing independence using appropriate text organization.

Language

5.LA.1. b. Form and appropriately use the perfect (e.g., I had walked; I have walked; I will have walked.) verb tenses.

Introduction

In this lesson, you will learn what the glossary is. You will also learn who The Nazi Party was, and answer 5W question words.

Preview activities:

Glossary: a section of a text that helps you determine the meaning of unknown words.

-  *gives definition*
-  located at the end of the book or article
-  listed in alphabetical order
-  words bolded in the text

Which of the following statements are true about glossaries?

Check all that are true.

- They are located at the beginning of a text.
- The words are underlined in the text.
- They include every word in a text.
- They give definitions.
- The words are listed in alphabetical order.

Building Background

Let us take a look first at who were the Nazis and Adolf Hitler.

The National Socialist German Workers or The Nazi Party grew into a mass movement and ruled Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler. Hitler soon became a convincing public speaker and began attracting new members with speeches blaming Jews for Germany's problems.

Answer the following questions:

1. What country did The Nazi Party ruled?

2. Who was the leader of The Nazi Party?

3. Who did Hitler blame for Germany's problems?

Use the following glossary to answer questions 1-5

Glossary

alliance: a union formed for benefit of all

belittle: to make a person feel unimportant

biased: unfairly favorite one thing over another

exalted: held in high regard
human

poverty: the state of being poor

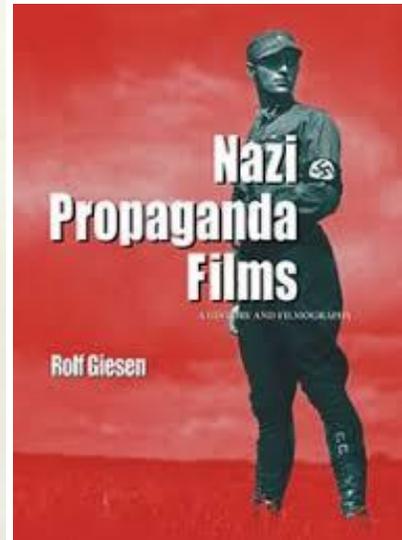
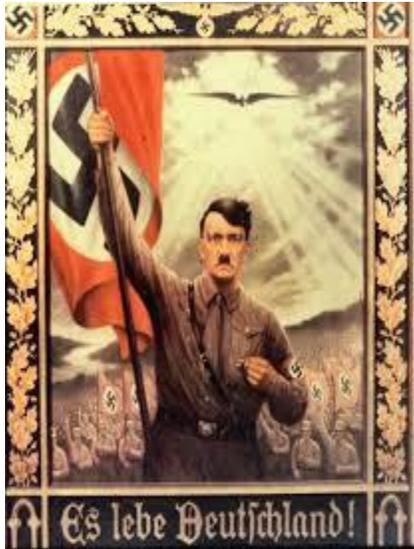
propaganda: information used to promote a political cause or point of view

subhuman: less than

vilify: to say or write harsh things about

Wartime Propaganda

Written by Calee Allen



The Nazis spread their **propaganda** in many ways. The Nazi party controlled film production, so they were able to make sure all the films supported the Nazi ideas. The films gave **biased** information about Adolf Hitler; they ignored all the horrible things that he did and made him seem like a great hero.

Even fairy tales were changed to deliver the Nazi message. In the Nazi version of Little Red Riding Hood, the child is saved by a man wearing a uniform like Hitler's. The Nazi films also **vilified** Jews, calling them subhuman creatures and blaming them for the world's problems. The propaganda was meant to glorify the Nazis and **belittle** everyone else.

Posters were another common form of Nazi propaganda. They usually showed brave Nazi soldiers or **exalted** Hitler. Other posters were aimed at German laborers. These urged workers to do their part for the war effort.

Negative propaganda posters showed the Jewish people as dangerous

and **subhuman**. They were called liars and cheaters. They were blamed for the country's problems and **poverty**. The propaganda tried to convince people to hate the Jews.

Unfortunately, Nazi propaganda during World War II was incredibly effective. By taking control of the media, Hitler was able to flood Germany with his grim words and ideas. Historians believe that Nazi propaganda was a major factor of World War II; by convincing an entire population to think like him, Adolf Hitler was able to take power quickly and without much resistance.

It eventually took an **alliance** of many of the world's nations and the sacrifice of millions of lives to stop the damage that the Nazi propaganda had assisted in Europe.

Remember you can use the glossary to determine the meaning of the unknown words.

1. What is the meaning of propaganda?
 - a. the state of being poor
 - b. union formed for the benefit of everyone involved
 - c. information used to promote a political cause
 - d. less than human
2. What is the meaning of biased?
 - a. unfairly favoring one thing over another
 - b. less than human
 - c. harsh and cruel
 - d. a union formed for the benefit of all
3. What is the meaning of subhuman?
 - a. unimportant
 - b. less than human
 - c. extremely poor
 - d. highly regarded

4. What is the meaning of exalted?
 - a. unfairly favored
 - b. held in high regard
 - c. said and wrote harsh things about
 - d. made to seem extremely poor
5. What is the meaning of poverty?
 - a. a harshly written or spoken statement
 - b. the state of being poor
 - c. the state of being poor
 - d. the state of being favored

6. In your own words, describe what a glossary is and how it can help a reader.

Please write your answer in complete sentences.

7. In your own words and using details from the story, describe how the Nazis used their propoganda to controlled people with their films. Please write your answer in complete sentences.

8. How did the Nazis use posters for their propoganda? Please write your answer in complete sentences.

9. After reading *this selection*, what do you think about the negative use of *propaganda*? In your opinion how does it affect other people? Please write your answer in complete sentences.

Past tense:

I walked the store.

Past perfect tense:

I had walked to the store before coming home.

Fill in the blanks to complete the sentences in the past perfect tense.

1. My family had finished (finish) their salad when the steaks arrived.
2. We _____ (practice) math before I started school.
3. The cat _____ (go) into my bedroom while we ate dinner.
4. My friends _____ (watch) the movie before I arrived.
5. My parents _____ (want) to take everyone out to celebrate their anniversary.
6. The baseball team _____ (play) well for the entire tournament.
7. Our art teacher _____ (paint) a beautiful landscape before the rain started.
8. We _____ (eat) turkey, mashed potatoes, and gravy before dessert arrived.

Quiz (48 points)

Now try on your own:

Select the following words and form a sentence in the past and past perfect. Remember capital letter, spelling and punctuation.

bring

1. Form a sentence using the **past** tense.

2. Form a sentence using the **past perfect** tense.

replace

1. Form a sentence using the **past** tense.

2. Form a sentence using the **past perfect** tense.

clean

1. Form a sentence using the **past** tense.

2. Form a sentence using the **past perfect** tense.

develop

1. Form a sentence using the **past** tense.

2. Form a sentence using the **past perfect** tense.

review

1. Form a sentence using the **past** tense.

2. Form a sentence using the **past perfect** tense.

Past perfect tense

Answers

1. had finished
2. had practiced
3. had gone
4. had watched
5. had wanted
6. had played
7. had painted
8. had eaten

Answer

1. brought / had brought
2. replaced / had replace
3. cleaned / had cleaned
4. developed / had developed
5. reviewed / had reviewed

Now try on your own:

1. Form a sentence using the past tense. Answers will vary.
2. Form a sentence using the past perfect tense. Answers will vary.

Lesson: 12

Theme: Problem and Solution

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

- Familiarize themselves with problem/solution text
- Be able to identify problem/solution text
- Be able to answer comprehension questions
- Identify the main verb and helping verb in a sentence

Standards and Expectations:

Reading

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

Writing

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

Language

5.LA.1.c Apply appropriate verb tense to convey various times, sequences, states, and conditions. Use of the linking verb and the helping verb.

Let's define the term problem and solution

| Comprehension Skill |
|---|
| Problem & Solution |
| <p>This kind of writing presents a challenging situation to engage readers, and then offers one or more forms of resolution.</p> <ul style="list-style-type: none">* A problem is a difficulty or setback situation that needs fixing.* A solution is a way to deal with the problem to make things better.* Signal words are clues that indicate a problem and its solutions. <p>Examples for problems: question, challenge, dilemma, issue, puzzle, need, and trouble.</p> <p>Examples for solutions: answer, result, one reason, solve, improve, fix, remedy, respond, and led to.</p> |

Instructions: Sometimes it is hard to give the perfect gift, especially when you don't have much money to spend. Fill in the blanks to see how one boy solves this problem. **The Gift**

| Word List |
|--|
| anxious captured invitation tacky received |



Sam got an email _____ from Rosa to her birthday party. Although, this would normally have made him happy, his father had recently lost his job. Sam only had a few dollars, and it wasn't a good time to ask his parents for help.

Sam went to work at the library. As he left, he saw a sign for a book sale. Two books _____ his attention. The first was a cookbook of Puerto Rican foods. The second was about women explorers. Both seemed perfect for Rosa—but would use books be too _____?

Well, it was better than no gift at all! The next day, he wrapped them and headed to her party. Everyone had a great time, but Sam was still _____ about his gift.

When he got home, he found an email from Rosa saying: Of all the gifts I _____ today, yours was the nicest. How did you know just what I would love? Thank you for being such a wonderful friend!

What was Sam's problem, and how did he solve it?



Sam's problem

Sam's solution

Instructions: Read the newspaper article, and then answer the questions. Please make sure to use complete sentence.

Animal or Vegetable?



Ivory is a natural substance known for its warm, creamy hue. For centuries, collectors traveled the world in search of it. Artisans carved and polished

ivory to form unique art works and jewelry. But the problem with ivory lay in the cruel way it was obtained.

The most common source of ivory was the tusks of African elephants. Other ivory came from walrus, hippo, and rhino tusks. Sadly, the only sure way to get ivory from an animal's tusk is to kill the creature. How wrong to murder magnificent animals just to make art objects!

It took time for an acceptable solution to emerge. Interestingly, the remedy was a natural product found in the rainforests of South America. So-called vegetable ivory comes from the tagua nut. Tagua nuts grow in the fruit of a palm tree called an "elephant plant." Tagua nuts share many characteristics with ivory. Both are smooth, hard, and bone colored. Both can be carved and polished into lovely objects.

But vegetable ivory has major advantages over animal ivory. For one thing, tagua nuts are a renewable resource. Harvesting them causes no harm to the elephant plant. Furthermore, tagua ivory is cheaper to obtain and encourages conservation of tropical rainforests.

*** Answer each question. Give evidence from the article.**

1. Another word that means about the same as hue (paragraph 1) is

_____.

- A. finish
- B. taste
- C. color
- D. plant

What in the text helped you answer?

2. Which is the most important way that vegetable ivory is better than animal ivory?

- A. Harvesting animal ivory damages, the rainforest.
- B. Vegetable ivory costs far less than animal ivory.
- C. Vegetable ivory has a warmer color than animal ivory has.
- D. . Obtaining animal ivory causes animal cruelty while vegetable ivory is harmless.

What in the text helped you answer?

3. In what ways are animal and vegetable ivory similar?

4. Make an inference. Why do you think farmers in the rainforests of South America are eager to protect elephant plants?

Lesson Test (18 points)

Instructions: Carefully read each premise, then choose the best answer. Circle the letter that corresponds to each chosen answer and answer the question in a complete sentence.

Instructions: Read the music article, and then answer the questions. Please make sure to write in complete sentences.

Musical Memory



Musicians enjoy performing. Learning to play correctly takes time and effort. To perform well, musicians must learn every note, when to play loudly or softly, quickly or slowly, and when to pause. But that is not enough.

The best musicians believe that performing from memory gets the best results. Memorizing music sounds very hard. But there is a proven answer: practice, practice, practice!

Before trying to memorize any piece, learn to play it as written. Follow any method your music teacher suggests. Practice until you can play the whole piece perfectly.

Now focus on memorizing. This takes time, but it works. Start small. Focus on short sections, such as a line or two of music. Repeat three times without error. Continue until you can do this without looking at the music. Muscles remember what you practice.

Next, memorize longer chunks, such as a full page. Repeat without error again and again to train your brain and muscles to know just what to do. The problem of memorizing a piece disappears. You're ready to perform!

- Answer each question. Give evidence from the article.

1. Memorizing music means learn to _____.

- A. read it
- B. practice it
- C. play it by heart
- D. play an instrument

What in the text helped you answer? _____

2. What must you do before you memorize a piece of music?

- A. Tune your instrument.
- B. Join a band or orchestra.
- C. Sing the piece to yourself.
- D. Learn the piece perfectly, note by note.

What in the text helped you answer? _____

3. Explain how practice helps to train the muscles of a musician.

4. In your own words, summarize how to memorize a piece of music.

Helping Verb (18 points)

Main verbs show the main action in a sentence. Example: run, jump, race etc.

Helping verbs help the main verb show tense. **Helping verbs**, such as am, is, are, was, were, has, have, had, or will, work with main verbs to

A. Instruction: Underline the main verbs and write the helping verbs on the lines.

1. On Saturday Betty will bake rye bread. _____
2. Henry has pickled some fresh cucumbers. _____
3. Gertrude is picking raspberries and blackberries. _____
4. Alison had planted an herb garden. _____
5. Marie and Harry have tossed the salad. _____
6. They are planning another picnic. _____

B. Instruction: Read each incomplete sentence. Underline the main verb. Then circle the helping verb that correctly completes the sentence and write it on the line.

1. Justin _____ was cooking seafood stew. (will, was)
2. He _____ had added spices and lemon juice. (had, is)
3. Sally and Mick _____ have prepared stew before. (will, have)
4. Justin _____ tasting the broth. (is, had)
5. "I _____ will add a little more pepper," Justin says. (will, has)
6. His friends _____ have just arrived for dinner. (are, have)

Lesson 13

Theme: Fact vs Opinion

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

- Familiarize themselves with fact and opinion text.
- Be able to identify fact and opinion in a text.
- Use facts and opinions to persuade.
- Answer 5w1h questions

Standards and Expectations:

Reading

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

Writing

5.W.2 Write longer informational texts to examine a topic and convey ideas collaboratively and with increasing independence using appropriate text organization.

Language

5.LA.1.b Form and appropriately use the perfect (e.g., I had walked; I have walked; I will have walked.) verb tenses.

Introduction

What is fact and opinion?

A fact is a true statement and something that has really happened and is the case. An opinion is a view or judgment formed on something, not necessarily based on fact or knowledge. It is important to learn and identify the differences between fact and opinion.

Fact and Opinion

Fact and Opinion

FACT: A piece of information that is true. Facts don't vary.

OPINION: A personal belief or feeling. Opinions do vary.

TIP Some nonfiction texts include facts, opinion, or both. Words that signal facts include proof, know, data, indicate, discovered, and research shows. Words that signal opinions include believe, think, wish, expect, disagree, probably, seems to, hope, viewpoint, and feel.

Examples:

- **Fact:** I know dolphins are mammals.
- **Opinion:** I think dolphins are cute.
- **Fact:** My book states that George Washington was the first U.S. president.
- **Opinion:** The author believes George Washington was the very best president.
- **Fact:** Scientists have discovered more than two million different insects.
- **Opinion:** I wish insects would stay far away!

Practice Facts and Opinion

Frank and Opie are two friends who tend to speak in different manners. Frank is objective and just states the facts. Opie is subjective and speaks his opinion.

Directions: Read the following statements carefully and determine whether Frank or Opie said them. Write an “**F**” or an “**O**” for **fact** or **opinion** on the lines next to each statement.

___ “My new backpack cost me only \$35.29.”

___ “Jellyfish don’t have brains, bones, or a heart.”

___ “Montana is the most beautiful state to visit during the summer.

___ “The Giant Panda is on the endangered species list.

___ “Surfing is the most difficult sport to learn.”

___ “Mystery novels are the most exciting books to read!”

___ “The Wildcats are going to win!”

Frank



Opie



___ “The temperature on the surface of the sun is approximately 11,000 degrees Fahrenheit.”

___ “Van Gogh is the most talented artist who ever lived.”

___ “The Empire State Building is over 1,200 feet tall!

Practice Fact and Opinion

Remember: A fact is a statement that is true and can be proven. An opinion is a statement of belief. It tells what someone thinks or feels and cannot always be proven true.

Directions: As you read the passage below, highlight sentences or phrases that are facts and underline statements that reflect the author's opinion.



This summer, my family decided to start raising chickens. Chickens make great pets because they are really cute. They are sociable animals, so they like to live in groups. A group of hens is called a brood. When hens are healthy, they will lay eggs during spring, summer, and fall. But, when there is less sunlight, like in the winter, they stop laying eggs. Freshly laid eggs are the most delicious thing you will ever try! Even though they are fun pets, chickens are sometimes gross. For example, chicken manure is very stinky. A lot of people use old chicken manure to fertilize their gardens because it has a lot of nitrogen in it, which is good for plants. Our chickens eat disgusting things, like bugs. But they also eat grains, seeds, fruits, and vegetables. We buy chicken feed for \$19.99 at the pet store near my house. If you do not have a pet at home, you should try raising chickens too.

Practice Fact and Opinion

Direction: Read the health article, and then answer the questions. Please, answer in complete sentence.

Limit Screen Time?

In 2011, eight percent of children eight-years old and younger used mobile devices daily. That's according to a report from Common Sense Media. This organization studies issues of concern to teachers and families. By 2013, their report shows that figure had more than doubled. Many pediatricians are concerned. In my view, they are right to be.

These caring doctors contend that this trend is disturbing and needs attention. They focus on data indicating that excessive media use by young children is linked to obesity, lack of sleep, and aggressiveness. They also know that too much media use negatively affects school performance. The American Academy of Pediatrics (AAP) suggests a plan to address the problem.

The doctors urge families to enact rules about TV consumption, texting, Internet surfing, and social media use. They recommend limiting all four. As I see it, they are the people who know best.

These are among the guidelines the AAP proposes:

- No mobile devices should be used during meals and after bedtime.
- Parents should set rules governing TV, cell phone, Internet, and social media use. They should limit that use as well as determine what sites are appropriate for their children.
- There should be no TV or Internet for children younger than two.

• No devices should reside in a young child's bedroom. I believe that if families follow these rules, children and society will reap the benefits.

1. Which of the following might replace consumption (paragraph 3) and not change the meaning of the sentence?

- A. eating
- B. purchasing
- C. viewing
- D. surfing

What in the text helped you answer?

2. Which is not a concern of the AAP?

- A. Excessive media disrupts sleep patterns in young children
- B. Excessive media use may make young children act aggressively.
- C. Excessive media use may cause young children to do poorly in school.
- D. Excessive media use causes families to spend too much money on media.

What in the text helped you answer?

3. Why do you think the author presented the AAP guidelines in the form of a bulleted list?

4. Based on your reading of the article, what benefits would you expect children and society to reap if the AAP guidelines were to be followed?

Lesson Test (18 points)

Instructions: Read carefully each premise, then choose the best answer. Circle the letter that corresponds to each chosen answer and answer the question in a complete sentence.

The Power of Persuasion

Have you ever tried to convince someone to feel the way you do about something? To write a convincing persuasive paragraph, state your opinion clearly, give reasons, and support your opinion with facts. Remember that facts can be checked or proven. Here is an example from a letter to the editor of a newspaper.

Our town should consider building a skateboard park. According to a recent community survey, there are more kids skateboarding than ever before but fewer places to skateboard. Certain townspeople and merchants have complained to authorities that skateboarders make too much noise, create a nuisance for pedestrians and drivers, and are causing property damage. As a result, we skateboarders are continually “asked” to move on. We are always looking for new places to practice. Specially designated areas and parks for skateboarders have worked in other communities with similar problems. If everyone would work together, it could work here.

Direction: Answer each question about the letter to the editor above.

1. What opinion does Jason state in his letter?

2. What reasons does Jason give?

3. What facts does Jason present to support his opinion?

Identify a Problem in your community (24 points)

Think about some problems and issues that affect your school, neighborhood, community, or state. Choose one that you feel deeply about. What is your opinion? Write in four (4) sentences what you think should be done to resolve the problem or issue. Remember to use correctly capitalization, spelling and punctuation. (12points)

4. Make a list of three (3) reasons for your opinion.

5. Using your three (3) reasons, write three facts that support your opinion.

Perfect Tenses (20 points)

The perfect tenses of a verb use forms of the helping verb have to show action. The perfect tenses are present perfect, past perfect, and future perfect.

| | | |
|--|--|---|
| Present perfect tense shows action begun in past and completed in present. Our class has picked a field trip destination. | Past perfect tense shows action begun at one point in past and completed at another point in past. Our class had researched places for weeks. | Future perfect tense shows action begun in past or present and completed in future. Our class will have enjoyed three trips by spring. |
|--|--|---|

Directions: Underline the verb in each sentence. Write present perfect, past perfect, or future perfect to show the verb's tense.

1. Our class has planned for the field trip. _____
2. For a while we had worried about the weather. _____
3. Some students had feared a snowstorm. _____
4. The weather station had predicted a possible storm.

5. Now we have received good news. _____
6. The storm will have moved away by the time of our trip.

7. It will have drifted out to sea. _____
8. Rosa has created a map of our route. _____
9. Zach had checked the distance last week. _____
10. The radio station will have prepared for our visit. _____

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Lesson 9-12

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