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**Summer Scholars
Language Arts
Rising 6th Grade
(Spanish)**

This sample includes the following:

Management Guide pages

- Cover and Table of Contents (3 pages)
- How to Use This Resource (9 pages)
- Grade Level Details (11 pages)

Teacher's Guide pages

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

Sample Guided Practice Book pages

- Cover (1 page)
- Day 1 Student Pages (15 pages)
- Day 2 Student Pages (5 pages)

To **Create** a World ⁱⁿ which
Children **love** to **Learn!**

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SUMMER Scholars

Language Arts

Management Guide



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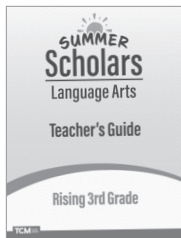
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How to Use This Resource

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

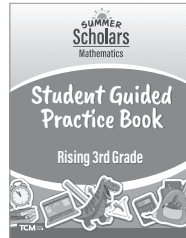
What's Included?

Teacher's Guide



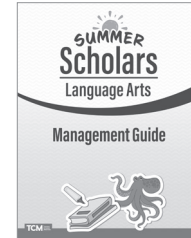
The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

Student Guided Practice Book



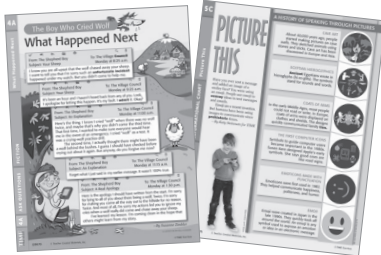
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

Management Guide



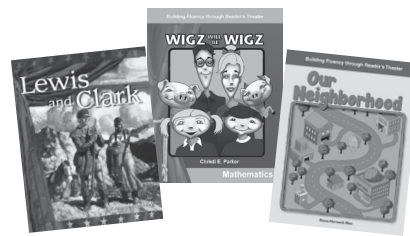
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

12 Reading Comprehension Text Cards



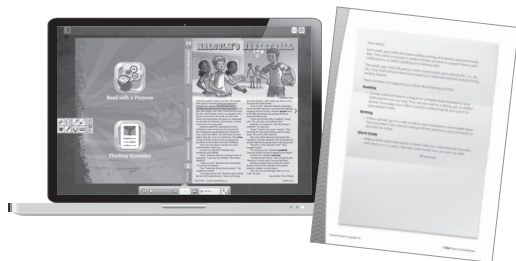
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

Reader's Theater Scripts



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

Digital Resources



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

Classroom Library with 10 Books



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

How to Use This Resource *(cont.)*


Reading Comprehension

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

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

TIME FOR KIDS™ Text Cards

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



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

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

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


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

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

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

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

—By Suzanne Zimbler



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

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

Comprehension strategy and genre are clearly noted.

Additional activities are included for easy reference.

3A ESSENTIAL QUESTION How do patterns help you?

KEY WORDS

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

STORY MAP
Character

BEGINNING	END
THINKS	THINKS
FEELS	FEELS
DOES	DOES

TALK ABOUT IT

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

WORK TOGETHER

Think about your routine.

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



How to Use This Resource (cont.)

Reading Comprehension (cont.)

Lesson Plans

Day 5
The Test Features



Mr. Crenshaw's Day

Look Before You Leap  

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

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

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

Read and Think  



- Explain to students that they will practice the strategy of using text features to preview the text.
- Remind students that you already identified the text as fiction. Say, "I know that fiction texts usually have characters, settings, and events. I am going to look for some of these features as I preview the text card."
- Point to the title. Say, "I read in the title the name of a character Mr. Crenshaw. I also read in the title that the story will be about his day. The setting can tell when something happens. I read in the title that this story will take place in a day. See in the illustration that the place or setting where the man is seems to change."
- Point to the bold words in the text and say, "I notice some words in bold font in the text. I see that the words schedule, interrupted, and routine all relate to a person's day."
- Read the first three paragraphs aloud. Discuss with students how the illustrations and bolded words give hints to how the character may change in the story.
- Ask students that as they continue to read the text, they will try to identify other parts of a fictional text that they have read. Tell students they will need to identify what happens in the middle and end of the story.
- Guide the students to read the rest of the text. After each section, prompt students to preview the next section and use the question below as prompts with their partners.
 - What do you think will happen next?

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

Stopwatch icons indicate suggested durations.

Mr. Crenshaw's Day



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

Talk About It  



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

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

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

Quick Check  

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

Practice  

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

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

Assessment opportunities are provided in every lesson.

Student Guided Practice Book

Day 5

Name: _____ Date: _____

Words to Know

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

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

Day 6

Name: _____ Date: _____

How Words Work

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

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

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

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

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

- _____
- _____
- _____
- _____

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

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

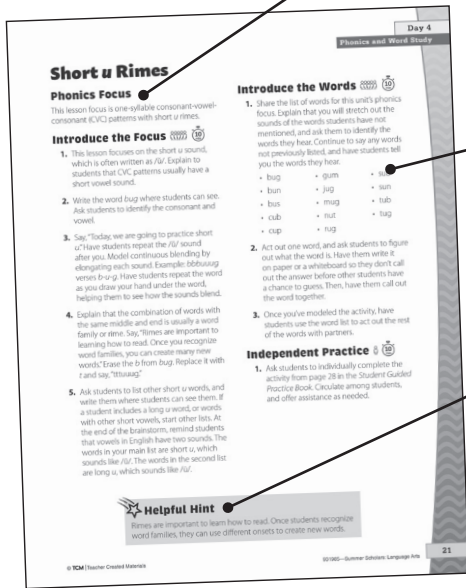
- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices

How to Use This Resource *(cont.)*

Phonics and Word Study

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

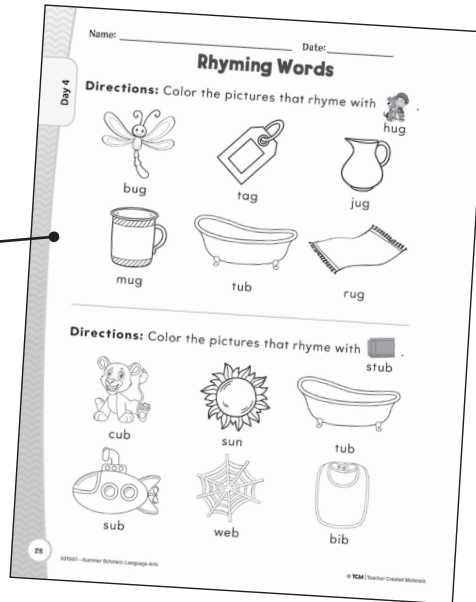
On the first day of the lesson, the phonics focus is presented, and students apply learned concepts as they read and speak each word that is introduced.



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

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

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



How to Use This Resource *(cont.)*

Phonics and Word Study *(cont.)*

Day 5
Phonics and Word Study

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

Revisit the Focus











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

Guided Practice

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

Name: _____ Date: _____







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

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

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

Name: _____ Date: _____

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

cup
sun
bus
bug
gum

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

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

Summative and formative assessment opportunities are provided in every lesson.

Day 6
Phonics and Word Study

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

Revisit the Focus

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

Independent Practice









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

Quick Check

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









Name: _____ Date: _____

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

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

Name: _____ Date: _____

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

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

Directions: Write two words.

How to Use This Resource *(cont.)*

Reader's Theater

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

Day 17
Fluency and Oral Language


Camping Constitution

Introducing the Script

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

Collaborative Activity

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



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

Name: _____ Date: _____

CAMPING CONSTITUTION Act I

Reader's Theater

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

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

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

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

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

Sam: I want to look for buried treasure.

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

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

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

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

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

Madison: Are you talking about the American Revolution?

Mrs. Freedom: Yes, exactly.

Sam: The Constitution is a set of rules.

Mrs. Freedom: Sure, it's that—and so is the supreme law of the land.

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

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Name: _____ Date: _____

Reader's Theater

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

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

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

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


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

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

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

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

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



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

How to Use This Resource *(cont.)*

Reader's Theater *(cont.)*

Day 19
Fluency and Oral Language

Camping Constitution *(cont.)*

Practicing the Script

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

Collaborative Activity

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

Day 18
Fluency and Oral Language

Camping Constitution *(cont.)*

Assigning Roles

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

Practicing the Script

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

Collaborative Activity

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

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

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

Day 23
Fluency and Oral Language

Camping Constitution *(cont.)*

Collaborative Activity

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

Practicing the Script

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

Name: _____ Date: _____

Act 6

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

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

Thomas: who will do what chores,

Sam: how late we will stay up,

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


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

Act 7

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

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

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



How to Use This Resource *(cont.)*

Classroom Library

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

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

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

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

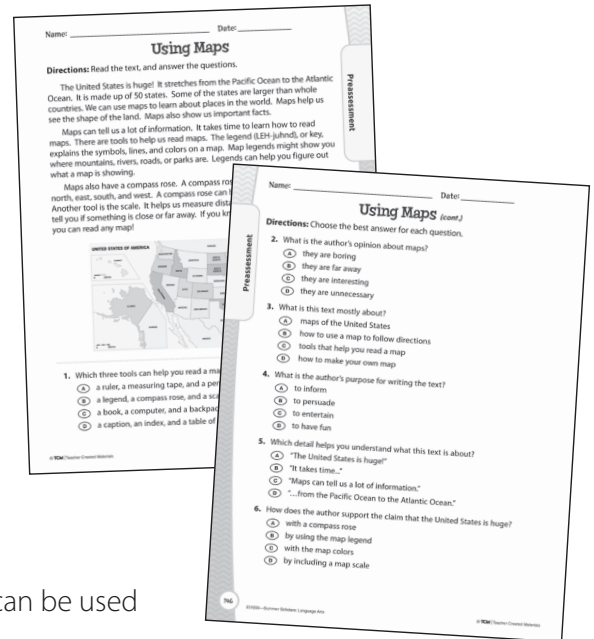


How to Use This Resource *(cont.)*

Assessment

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

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



Digital Assessment in Summer Scholars


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

Using Google Forms™

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

Using Microsoft Forms®

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



SUMMER
Scholars

Language Arts

Rising 6th Grade

Grade Level Details

Rising 6th Grade Spanish Language Arts Scope and Sequence

	Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
	Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 1				Usan el conocimiento combinado de las correlaciones entre fonemas y grafemas para leer con precisión palabras desconocidas.		
Day 2	Summarize "En una misión" (science fiction)	Identify different character perspectives and describe how they respond to events in a story. Write opinion pieces.	Irregular Verbs	Usan la relación entre sinónimos y antónimos para comprender mejor el significado. Reconocen y usan correctamente los verbos irregulares en sus tiempos y modos. Escriben palabras con reglas y patrones ortográficos más avanzados.	<i>La Constitución de los Estados Unidos</i> Introduction and assign parts	Recount or describe key ideas or details from information presented orally or through other media.
Day 3			Irregular Verbs	Reconocen y usan correctamente los verbos irregulares en sus tiempos y modos.		
Day 4	Summarize "Sentarse contra la injusticia" (informational)	Determine the central idea of a text using relevant supporting evidence. Write narratives.	Diphthongs and Hiatuses Complex Sentences	Usan el conocimiento combinado de las correlaciones entre fonemas y grafemas y los patrones de división en sílabas para leer con precisión palabras desconocidas. Escriben palabras con diptongos y hiatos.	<i>La Constitución de los Estados Unidos</i> Analyze poem and practice performance	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Day 5									
Day 6	Use Text Features "La gran sorpresa" (realistic fiction)	Analyze author's choices and use of narrative techniques in a text. Write narratives.	Diphthongs and Hiatuses	Escriben palabras con diptongos y hiatos. Reconocen y usan correctamente los verbos irregulares en sus tiempos y modos. Utilizan reglas ortográficas para dividir y combinar sílabas, incluyendo diptongos e hiatos formales y acentuados. Reconocen cuando una vocal fuerte y una vocal débil o dos vocales débiles forman hiato y no diptongo.	<i>La Constitución de los Estados Unidos</i> Sing song and practice performance	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.			
Day 7									
Day 8	Use Text Features "El regreso de los osos pardos" (informational)	Use evidence to draw inferences from a text. Write explanatory texts.	Words Stressed on the Last and Penultimate Syllables Conditional Sentences	Decodifican y escriben palabras agudas y graves. Reconocen y explican el cambio del acento ortográfico en palabras inflexionadas. Usan el tiempo de los verbos para expresar distintos momentos, secuencias, estados y condiciones. Identifican y emplean toda clase de conjunciones. Reconocen y aplican correctamente la concordancia entre el sujeto y el verbo.	<i>La Constitución de los Estados Unidos</i> Create props and perform	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.			
Day 9	Ask Questions "Una charla con Malala" (interview)	Generate questions about a text before, during, and after reading to deepen understanding. Write explanatory texts.	Words Stressed on the Last and Penultimate Syllables	Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras aplicando un análisis sistemático. Decodifican y escriben palabras agudas y graves.	El viaje matemático de una vida Introduction and assign parts	Recount or describe key ideas or details from information presented orally or through other media.			

Day 10			Suffixes <i>-ción</i> and <i>-sión</i> Present Continuous and Past Continuous Tenses	Usan el conocimiento combinado de las correlaciones entre fonemas y grafemas, raíces y aijos para leer con precisión palabras desconocidas. Decodifican palabras con prefijos y sufijos. Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples.		
Day 11				Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples.		
Day 12	Ask Questions "El regreso de los monos voladores" (fiction)	Use details in a literary text to explain the theme. Write personal narratives.	Suffixes <i>-ción</i> and <i>-sión</i>	Usan aijos y raíces comunes del griego y del latín como claves para entender el significado. Identifican el significado y usan palabras con aijos.	El viaje matemático de una vida Sing song and practice performance	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Day 13				Usan el conocimiento combinado de las correlaciones entre fonemas y grafemas, raíces y aijos para leer con precisión palabras desconocidas. Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples.		
Day 14	Make Inferences "Sueños de baloncesto" (poetry)	Describe how a series of events develops into a theme. Write explanatory texts.	Suffixes <i>-bilidad</i> , <i>-ble</i> , and <i>-bre</i>	Decodifican palabras con prefijos y sufijos.	El viaje matemático de una vida Analyze poem and practice performance	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Rising 6th Grade Spanish Language Arts Scope and Sequence

	Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
	Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Reading Focus and Text Card	Standards	Phonics and Word Study Focus
Day 15	Make Inferences "Levantarse vuela" (informational)	Use evidence to draw inferences from a text. Write explanatory texts.	Suffixes <i>-bilidad</i> , <i>-ble</i> , and <i>-bre</i>	Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples. Usan afijos y raíces comunes del griego y del latín como claves para entender el significado. Identifican el significado y usan palabras con afijos.	El viaje matemático de una vida Create props and perform	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.
Day 16			Words Stressed on or before the Antepenultimate Syllable Sentences in the Indicative and Imperative Moods	Escriben correctamente palabras con enclíticos. Decodifican palabras esdrújulas y sobresdrújulas. Escriben palabras con reglas y patrones ortográficos más avanzados.		
Day 17	Use Evidence "La lucha por la cima del mundo" (informational)	Explain how an author uses evidence to support a point. Write explanatory texts.	Words Stressed on or before the Antepenultimate Syllable Direct and Indirect Object Pronouns	Usan correctamente el acento escrito de acuerdo con el acento tónico aplicando un análisis sistemático. Escriben correctamente las palabras con enclíticos	<i>Lewis y Clark</i> Introduction and assign parts	Recount or describe key ideas or details from information presented orally or through other media.
Day 18						

				Decodifican y escriben palabras esdrújulas y sobresdrújulas.		
Day 19	Use Evidence "¡Este gimnasio es nuestro!" (realistic fiction)	Use evidence and details to summarize a literary text. Write personal narratives.	Words with <i>g</i> and <i>j</i>	Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples. Usan afijos y raíces comunes del griego y del latín como claves para entender el significado. Identifican el significado y usan palabras con afijos. Escriben palabras con reglas y patrones ortográficos más avanzados.	<i>Lewis y Clark</i> Analyze poem and practice performance	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 20			Words with <i>g</i> and <i>j</i>	Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples. Escriben palabras con reglas y patrones ortográficos más avanzados.	<i>Lewis y Clark</i> Sing song and practice performance	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Day 21	Synthesize Elements "La cabra y el carnero" (folktale)	Determine the meaning of words or phrases as they are used in a text. Write narratives.	Words with <i>g</i> and <i>j</i>	Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples. Escriben palabras con reglas y patrones ortográficos más avanzados.	<i>Lewis y Clark</i> Sing song and practice performance	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Day 22			Patterns with <i>c</i>	Usan el conocimiento combinado de todas las correlaciones entre fonemas y grafemas, raíces y afijos para leer con precisión palabras desconocidas. Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples.	<i>Lewis y Clark</i> Sing song and practice performance	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Rising 6th Grade Text Cards

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

Title	Genre	Lexile® Measure	Description
On a Mission	Science Fiction	670L	Jerome and his family are part of a mission to see how humans are affected while living on the moon. After hearing news that five families will have to stay on the moon an extra year, Jerome organizes the residents to fight against this decision and stand up for others.
Sitting Down to Take a Stand	Informational Text	900L	Learn about how the Greensboro Four stood up for civil rights and fair treatment of Black Americans by sitting at a “whites-only” lunch counter. Their peaceful protest led to a change in American history.
The Big Surprise	Realistic Fiction	630L	Twin brothers Trevor and Jordan are told by their dad that they’ll be moving to a new town. Their dad helps them cope with this change by researching the fun and interesting things they could do in their new home.
Return of the Grizzlies	Informational Text	870L	Grizzly bear populations throughout the continental United States have mostly disappeared. Read about how conservationists in Yellowstone National Park are protecting this species and preventing the population from dwindling.
A Chat with Malala	Interview	820L	Malala Yousafzai, a Nobel Prize-winning activist for girls’ right to education, talks about her turbulent life growing up and speaking out against the Taliban. She discusses what inspires her to fight for the right of education for all.
The Return of the Flying Monkeys	Fiction	620L	The Cowardly Lion, Scarecrow, and Tin Man send emails back and forth, detailing that the flying Wicked Witch’s flying monkeys are planning another attack on Oz. They help one another build courage to stand up to this new threat without Dorothy and the Wizard.
Basketball Dreams	Poetry	n/a	Bill writes a letter to his coach detailing how hard he’s been working at getting better at basketball. He discusses how he uses his failures as tools to improve his game.
Taking Flight	Informational Text	920L	Learn about how the Wright Brothers learned from their many failures and took flight in the early 1900s, changing the world.
Fight for the Top of the World	Informational Text	950L	Countries present their arguments on why they believe they should claim areas of the icy Arctic. Learn about the natural resources that exist there, and why countries are competing to claim the land.
This Gym is Ours!	Realistic Fiction	680L	A surprise storm forces the school football team and theater club to practice inside the cramped gym together. The two groups argue about who should use the limited space until they realize they can improve their respective skills by working together.
The Goat and the Ram	Folktales	620L	A goat and ram are forced to learn how to survive in the forest after being sent away from their farm. They strategize to escape certain demise from a pack of wolves.
The Science of Sibling Relationships	Informational Text	770L	Learn how siblings shape each other through understanding and interacting with each other. Read about studies that detail the reasons why siblings have argue and fight, and why they can overcome those conflicts easier than others can.

Rising 6th Grade Reader's Theater Scripts

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

Title	Characters	Setting	Description
<i>Constitution of the United States</i>	Narrator Madison Delegate Ben Franklin Washington John Russell	This reader's theater takes place in the Pennsylvania State House in Philadelphia, Pennsylvania.	The Founders of the United States meet to draft the Constitution. A young John Russell listens in as they debate and deliberate on what laws they should include in the document. They explain how the three branches of government work and the actions each branch can take.
<i>The Mathematical Journey of a Lifetime</i>	Narrator 1 Narrator 2 Jacob Adam Narrator 3 Genie	This reader's theater takes place in Jacob's home and in the middle of a dream.	Jacob is frustrated about nothing exciting ever happening in his life. One night, he meets a Genie in his dream and takes off on a journey with his friend Adam. They solve math problems to push their rowboat forward on this exciting adventure.
<i>Lewis and Clark</i>	George Drouillard Meriwether Lewis William Clark Sacagawea, Scout Chief Cameahwait	This reader's theater takes place along the Jefferson River and at a camp at the foot of the Rocky Mountains.	The Corps of Discovery set off on an expedition to cross the Rocky Mountains. Winter is approaching, and the Corps need to meet with the Shoshone tribe to barter for horses so they can cross the mountains. Through conversation and the help of Sacagawea, the Corps peacefully negotiate with the Shoshone tribe.

Rising 6th Grade Classroom Library

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

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>Early Explorers</i>	600L	T	European explorers left their homes to explore an unknown world. They did not always find what they expected. But they helped discover the truth about our world's geography. These early expeditions helped map out the modern world.
<i>Forming a New Government</i>	540L	U	In 1774, Great Britain and the American colonies were at odds. The colonists were fed up with the British government. But they disagreed on what to do. Some wanted to break away and form a new country. Others were still loyal to the king. A group of leaders met to discuss these issues. Their decisions changed the course of history.
<i>Immigration</i>	710L	U	News of life in America spread to Europe and Asia. America was a land of opportunity where people could work, own land, and begin a life of prosperity. Immigrants from all over Europe flocked to America, bringing their hopes and their dreams with them. The immigrants were courageous people, faced with language and cultural barriers that they needed to overcome. Immigrants enriched American culture as they brought with them their own cultures and skills.
<i>Lewis & Clark</i>	610L	T	Brave explorers Lewis and Clark were commissioned by President Thomas Jefferson to find a water route from the Mississippi River to the Pacific Ocean and to explore the newly purchased Louisiana Territory. They had different personalities—one was serious, while the other was jovial. They never found a water route, but the information they documented helped people understand more about the exciting new lands of the West.
<i>Reasons for a Revolution</i>	610L	T	From 1764 to 1775, tensions rose between the American colonies and Great Britain. The British government tried to control the colonists. They imposed taxes, and they sent troops to keep order. The colonists grew angry and frustrated. War was on the horizon.
<i>Ride, Sally Ride</i>	670L	O	Aimee wants to be just like her hero, Sally Ride. She can't wait to visit the space museum and compete for a neat prize. But can she beat the smartest kid in her class to win it?

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

Rising 6th Grade Classroom Library *(cont.)*

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>The Adventures of Kingii the Frilled Lizard</i>	640L	M	Kingii the Frilled Lizard is faced with many dangers, but he always finds ways to make himself at home.
<i>The Boy Who Cried Wolf and Other Aesop Fables</i>	610L	P	Aesop's fables are among the oldest and best-loved stories in the world. You can enjoy reading nine of them in this book.
<i>The Magical, Mystical Book of Everything</i>	700L	R	Rosie Popolchek hates working in the family bakery. But after a magical librarian sends her back in time, Rosie learns to appreciate the hard work that went into creating the Popolchek family bakery.
<i>Welcome to Your Haunted House</i>	650L	Q	Anna and Jason don't want to move. They are afraid the new house won't be any fun. The family moves, and the new house is more interesting than expected. It's old and spooky and just might be haunted!

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



SUMMER
Scholars

Language Arts

Teacher's Guide

**Spanish
Version**

Rising 6th Grade

Days 1–2 Overview

En una misión

Learning Outcomes

- Analyze the traits of the characters in a story and how their thoughts, words, and actions reveal their personalities and contribute to the plot and theme.
- Identify key details and summarize the main idea.
- Carry out assigned roles for a group project by following agreed-upon rules.

Reading Strategy: Retell Narrative Fiction

One way to practice summarizing narrative fiction is by retelling the story. In this lesson, students will read “On a Mission” and use a character map organizer to record details about the main character.

Summary of the Text Card

This story is about a special, year-long mission to the moon that astronauts and their families go on. The families find out that they need to stay for one additional year. The courage of one quiet, young boy makes all the difference. (Science Fiction)

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Irregular Verbs

Learning Outcome

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

Phonics Focus

Students will focus on irregular verbs. Students will complete sentences using irregular verbs, find synonyms and antonyms, write irregular verbs in the present and past tenses, and describe what changes in each.

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La Constitución de los Estados Unidos

Learning Outcome

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

Fluency Focus

Students will listen to the script, discuss the themes, and reflect on the importance of a constitution. To reflect on the script, they will draw pictures of characters from the story. Students will begin practicing the script. They will also focus on reading with proper voice and facial expression.

Summary of the Script

This script takes students back to the Constitutional Convention of 1787. Students learn about the process of writing the U.S. Constitution and the formation of checks and balances within the government.

Big Idea

Rights

Essential Question

How would you convince someone to stand up for other people’s rights?

Materials

- *Cuaderno de prácticas guiadas para el estudiante* pages 8–18
- drawing paper
- crayons or markers

En una misión

Look Before You Leap

- Before the lesson, write the following questions where students can see. Review the questions with students, but do not discuss the answers.
 - Look closely at the illustration. What does it tell you about this space community?
 - Why might the space community not have any outdoor spaces?
 - What does the title, “On a Mission,” tell you about the content of the story?
- Discuss the following questions using the Give One, Get One protocol. For this protocol, have students stand up and move around the room. Students will stop and talk to three or four different students. For each student they stop and talk to, they should “give” answers or information and they should “get” different answers or information from the other student.
- Review the key words list from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that the genre of this text is science fiction. Stories in this genre are imaginary. They are often based on life in the future due to scientific or technological advances. Often, characters live on other planets or travel in time. “On a Mission” is set on the moon. The text does not explain that it is set in the future, but we can determine that it is because no one currently lives on the moon.
- Invite students to share titles of science fiction narratives they are familiar with. These might include books, video games, television shows, or films.

Support for Language Learners: Write the term science fiction on the board and draw a sketch next to it that will help students understand the concept (i.e., a spaceship or an alien). Then, write sentence frames on the board or chart paper to facilitate students’ participation in the discussion of science fiction narratives. For example, “One science fiction narrative I know is _____.”

Read and Think

- Explain to students that they will practice the strategy of retelling to summarize the text. Use the following think aloud to model the strategy as you read the first two paragraphs:
 - Say, “To retell this story effectively, I need to think about what I’m learning about the setting, the characters, and the events. I know a lot of information so far. To retell the beginning of the story, Julio lives away from Earth with other families. The kids are not able to go outside because it is too dangerous. By retelling what I’ve read so far, I can identify and summarize only the most important things in my own words.”
- Have students reread “On a Mission.” Have them choral read (all students read aloud simultaneously), whisper read (all students whisper the text aloud simultaneously), or use the Jump-In Reading protocol (one student starts reading aloud and then the other students take turns “jumping in” to take over the reading). After each section, have students discuss the following prompt with partners:
 - What happened in this section? Let’s retell.

Technology: A digital copy of the text card, “En una misión” can be accessed in the digital resources and displayed for the group.

En una misión

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

Read with a Pencil

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

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

retelling

third-person

standing for rights

Julio was brave

- **Prompt A**—Think about retelling the story to a friend. Underline what Julio loves about living on the moon. Then, underline the statement that indicates he doesn't think it is that great.
 - **Prompt B**—Circle a sentence that shows the story is told by a third-person narrator.
 - **Prompt C**—Put a box around the words from Julio that show he wants to stand up for people's rights.
 - **Prompt D**—Put a dashed box around the sentence that tells how Julio is brave even though he doesn't feel that way inside.
3. Once students have annotated the text, have them share their findings with the group.

Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *Julio is able to convince an astronaut on the mission to make a change for the other families. They all decide not to work until the plan is changed. Think of something that you think is unfair. Write a letter to an authority figure. Respectfully present your case for how to change things.*
2. Remind students to edit and revise their writing. Let them know their responses should:
 - include a description of the problem
 - include a description of their plan for change
 - be written in business-letter format

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

Irregular Verbs

Phonics Focus

This unit's focus is irregular verbs.

Introduce the Focus

1. This lesson focuses on irregular verbs. First, explain that verbs change for tense, number, and person. Model this concept with the regular verbs *amar*, *temer*, and *partir*. Write them for all to see and underline the infinitive endings *-ar*, *-er*, and *-ir*. Say, "Los verbos regulares se conjugan como *amar*, *temer* y *partir*. Por ejemplo, decimos *yo amo*, *yo temo* y *yo parto* en presente y *yo amé*, *yo temí*, *yo partí* en pasado." Next, explain that irregular verbs are spelled differently in some conjugations. Write *desconocer* and *introducir* for all to see. Explain that in some irregular verbs, the consonants change. As an example, model conjugating *desconocer* in the present tense for *yo* (*desconozco*) and *introducir* en el pasado tense for *yo* (*introduje*). Write the words, and ask students to contrast with regular verbs (the ending *-zco* instead of *-o* and *-je* instead of *-í*). Underline the inflectional endings *-zco* and *-je*.
2. Tell students that in some irregular verbs, a vowel changes in the middle of the word. Write *acertar* and *entender* for all to see. Model conjugating *acertar* in the present tense for *yo* (*acierto*). Write the word, and ask students to contrast it with the infinitive (the middle part *ie* instead of *e*). Underline *-ie* in the middle of the word.
3. Have students work with partners to check whether these verbs change for other pronouns in the present tense too and, if so, how. Have students share their answers with the group. Record responses for all to see.

Introduce the Words

1. Share the list of words for this unit's phonics focus:
 - *acierto* • *entierro* • *obedezco*
 - *complazco* • *excluyo* • *predije*
 - *conduje* • *extiendo* • *prevengo*
 - *convenzo* • *extraje* • *reduje*
 - *desconozco* • *introduje* • *renazco*
 - *encierro* • *invierto* • *traduje*
 - *enriquezco* • *luzco*
2. For each word, first say the word, and have students repeat it.
3. Ask students to say whether each verb is in the present or in the past. Also, have them say which is the infinitive and what each word means. Allow time for students to turn and talk to partners as you ask for the definitions.
4. Once you've shared a definition of each word, have a student volunteer create a hand or body motion that represents the word. (For example, *convenzo* could be shown by folding the hands and pressing the palms together.) For each word, have the group say the words and make the motion while you point to the letters.

Independent Practice

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

Helpful Hint

You can reinforce the concept of irregular verbs by going over regular verbs again. Put the verbs *cantar*, *correr*, and *subir* in the present for *yo*. Point out the differences with the verbs addressed in this lesson. Have students brainstorm verbs and decide whether they are regular or irregular.

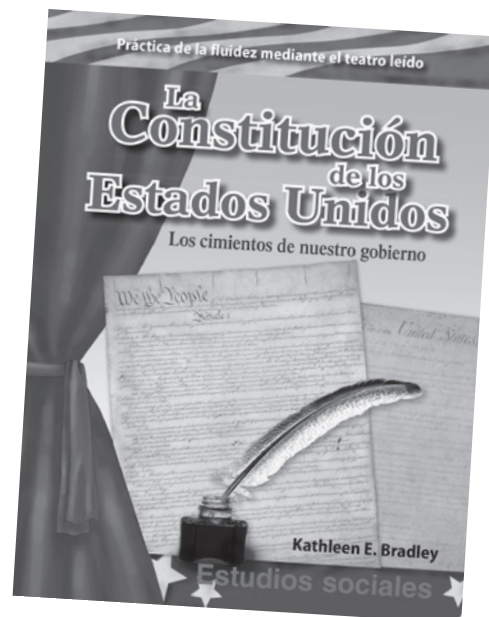
La Constitución de los Estados Unidos

Introducing the Script

1. Begin a discussion by asking, “What does a constitution do for our country? Why do you think we need a constitution? What would our country be like without one?” Discuss with students that they will practice their reading fluency by learning about how the U.S. Constitution was created.
2. Tell students that they will perform a reader’s theater called *The Constitution of the United States*.
3. Before reading the script, introduce new vocabulary words to students. Start by using the words in the glossary. Have students help you define the words as you read them aloud.
4. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 8–18 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script’s format.
5. Read aloud the list of characters at the beginning of the script. Ask students to pay attention to the names of the characters to see if any of them sound familiar.
6. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.
7. At the end of the script, have students discuss the different people involved in crafting the U.S. Constitution. This can be done as a whole group, in small groups, or with partners.

Collaborative Activity

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



En una misión

Read and Find

1. Explain that “On a Mission” centers around character development. The text follows Julio and his actions and feelings regarding staying at the moon.
2. Guide students to reread the text to gather details that will help answer the Essential Question: *How would you convince someone to stand up for other people’s rights?*
3. While searching for details, have students analyze the main character’s personality traits looking for how he thinks and feels and what he does.

Words to Know

1. Have students return to the key words list from page 4 in the *Student Guided Practice Book*.
2. Have students add words and/or drawings to the Notes column for one or two words. For example, students might use the word *estadía* in sentences or draw someone delivering a speech next to *convincible*.

Support for Language Learners: Guide students to talk about the bike the kids used in space. How was it like riding a real bike? Why did riding the bike make Julio miss home?

Author’s Craft

1. Have students learn about third-person storytelling from page 19 in the *Student Guided Practice Book*.
2. Read the instructional section at the top of the page. Explain that the narrator is the person who tells the story. Say, “We can see in the second sentence of the text that the narrator is someone outside of the story who is describing events. If Julio were telling the story, the sentence might be phrased like this: *I loved being the only kid from my home state*. The author doesn’t tell us who the narrator is. This is an example of third-person storytelling.”
3. Read the directions aloud. Check for understanding as you guide students to read the first example.
4. Guide students as they complete the exercises independently, with partners, or in small groups.

Essential Question

1. Have students talk to partners about the Essential Question: *How would you convince someone to stand up for other people’s rights?*
2. Allow time for students to share their ideas with the whole group.

En una misión

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

Talk About It

1. Guide student discussion of the Essential Question: *How would you convince someone to stand up for other people's rights?*
2. Engage students in the Campfire Discussion protocol. For this protocol, have students sit in a circle with a large sheet of chart paper (campfire) in the middle. Provide students with sticky notes, and have them write their responses to the following questions. Students should then place their notes around the chart paper.
 - Julio does not get excited when he finds out he doesn't have to stay on the moon. How does this relate to the idea of standing up for the rights of others?
 - How does Julio put his feelings into action?
 - How do Julio's actions convince others to stand up for other people's rights?
3. After the questions have been addressed, have each student take a turn reading aloud a sticky note other than their own, providing each person in the group with an opportunity to respond. As students share, discuss how these questions help to answer the Essential Question.

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

- *Julio does not get excited because _____.*
- *This relates to the idea of standing up for the rights of others because _____.*
- *Julio puts his feelings into action when he _____.*
- *When Julio speaks up, one of the astronauts says _____.*

Quick Check

1. Provide time for students to complete the Quick Check from page 20 in the *Student Guided Practice Book*.
2. Review student responses as a group. Acknowledge incorrect answers and guide students toward text evidence that supports the correct answers.

Practice

1. Have students complete the graphic organizer on page 21 in the *Student Guided Practice Book*. Remind students to focus on the details that describe Julio.
2. If students finish early, encourage them to revisit their writing pieces from the previous day.

Irregular Verbs

Phonics Focus

This unit's focus is irregular verbs.

Revisit the Focus

1. Remind students that irregular verbs undergo spelling changes in some tenses that are different from spelling changes undergone by regular verbs.
2. Ask student volunteers to name verbs in the infinitive. As a group, decide whether they are regular or irregular by using them in a Yo... sentence. Write the verbs in two different lists for all to see.

Guided Practice

1. As a whole group, review the definitions of the words on this unit's list. Draw a quick sketch next to each word to serve as a reminder of the definition.
2. Place students in pairs. Have student pairs write all the words from Day 1 on sheets of paper (both the infinitive and the conjugated verb), and have them cut out each word. Tell students that they will be sorting the words into categories.
3. Have students talk with their partners and decide what their categories might be (e.g., verbs in which there is a vowel change and verbs in which there is a consonant change, or verbs in the present and verbs in the past). Have students sort their words. Once students have finished, challenge them to create new categories.
4. Ask student groups to share their different sorting methods with the whole group. Discuss what was easy and hard about this activity.

Independent Practice

Ask students to individually complete pages 22–23 from the *Cuaderno de prácticas guiadas para el estudiante*. Circulate among students, and offer assistance as needed.

La Constitución de los Estados Unidos

Assigning Roles

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

Practicing the Script

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

Collaborative Activity

1. Explain to students that it is important to use the proper voice and facial expression when performing because it helps the audience to understand the emotions of the character. It also makes the reading more real and interesting.
2. Write the following sentences from the script on strips of paper.
 - Russell: "Oh! Mr. Franklin, please forgive me."
 - Franklin: "Lucky for me I never wear a white wig!"
 - Narrator: The delegates laugh. James Madison bites his bottom lip to conceal a smile.
 - Madison: "Gentlemen, those are the main points of our new Constitution."
 - Washington: "Very well then, this meeting is concluded."
3. Have five student volunteers draw the strips from your hand. Ask each of them to read their assigned sentence aloud.
4. Have students in the audience turn to partners and discuss how the characters are feeling based on the way their classmates read the sentences.
5. Ask for new student volunteers to reread the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.

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Palabras importantes

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

Palabra	Categoría gramatical	Definición/Oración	Notas
convinciente	adjetivo	que convence o persuade <i>Raúl explicó sus argumentos de manera convinciente.</i>	
estadía	sustantivo	la acción de permanecer en un lugar durante un tiempo <i>Gabriela volvió al país después de una larga estadía en el extranjero.</i>	
fijo	adjetivo	que no se mueve <i>Ericka tenía la mirada fija en las nubes.</i>	

En una misión

Vivir en la Luna tiene sus ventajas. A Julio le encantaba ser el único niño de su estado en pasar un año entero lejos de la Tierra. Su primo Jaden había dicho que sería la fiesta de pijamas del siglo. Pero la verdad era que la mayor parte del tiempo, no parecía una fiesta en absoluto. Julio y los otros 22 hijos e hijas de astronautas que estaban haciendo historia tenían que estar encerrados todo el tiempo.

—Es demasiado peligroso que los niños anden paseando por la Luna —el papá de Julio le había explicado.

La mayoría de las tardes, Julio iba a la sala de juegos. Había una gran cantidad de libros y videojuegos. Y podía usar un casco de realidad virtual mientras montaba una bicicleta **fija**. A medida que pedaleaba, Julio miraba la pantalla, que mostraba un vecindario parecido a los de la Tierra. Había pajaritos en el cielo, aceras y jardines verdes. Parecía la calle de su casa, solo que más limpia y más soleada. A veces, montar la bicicleta de alta tecnología era un respiro. Otras veces, solo lo hacía extrañar su casa.

Cuando se había cumplido la mitad del tiempo de la misión, los agentes de Control de la Misión hicieron un anuncio inesperado. Cinco familias tendrían que quedarse otro año más. Los científicos querían ver de qué manera una **estadía** más larga en la Luna afectaba a las personas. Elegirían los nombres al azar sacando papelitos de un sombrero.

Cuando la familia de Julio no quedó seleccionada, Julio no saltó de alegría como algunos de los demás niños. Una niñita llamada

Hanna estaba llorando. Su familia se quedaría un año más.

—Extraño a mi abuela —dijo entre lágrimas. Julio también tenía ganas de llorar. Miró a su papá y le dijo:

—Esto no está bien.

Esa noche era la reunión semanal. Julio siempre había sido un niño callado. Por eso, todos se sorprendieron cuando preguntó si podía decir algo. Estaba nervioso, pero su voz era **convinciente**.

—Hace seis meses, todos comenzamos esta aventura juntos. Prometimos mantenernos unidos. Ahora cinco familias se enteran de que tienen que quedarse un año más. Eso es el doble de tiempo que el resto de nosotros.

Nadie dijo nada, así que Julio continuó.

—No es justo. Tenemos que defender a estas familias.

Al principio, la habitación quedó en silencio. Después, una de las astronautas se puso de pie.

—El niño tiene razón —dijo—. Sugiero que interrumbamos todas las actividades en la Luna hasta que den marcha atrás con el plan.

Los adultos hicieron una votación. Todos estuvieron de acuerdo. La mañana siguiente, los agentes de Control de la Misión anunciaron que nadie tendría que quedarse más de un año, que era lo que habían acordado en un principio. La astronauta que había escuchado a Julio lo buscó durante el desayuno. Le extendió la mano.

—Gracias —le dijo—, por recordarnos a todos que hiciéramos lo correcto.

—Por Suzanne Zimbler

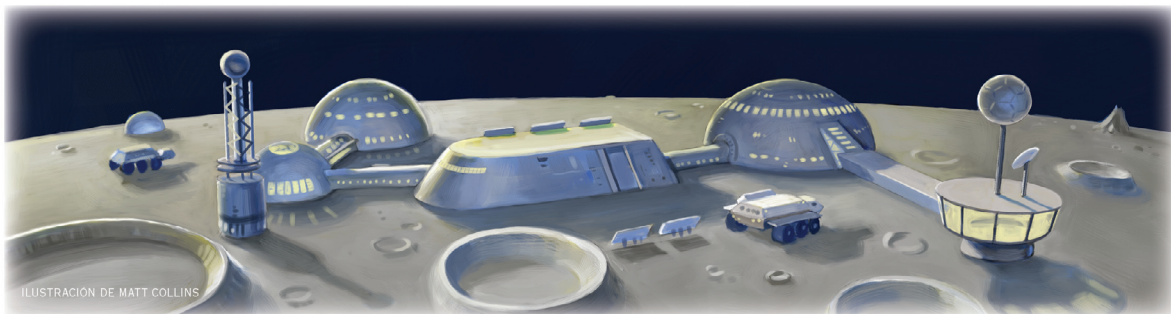


ILUSTRACIÓN DE MATT COLLINS

Completar oraciones

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

Banco de palabras			
acierto	complazco	convenzo	desconozco
enriquezco	excluyo	introduje	invierto
luzco	predije	prevengo	reduje

1. Para cuidar el medioambiente, en el último año _____ la cantidad de basura que tiro.
2. Los candidatos estaban tan parejos que no _____ correctamente el resultado de la elección.
3. Yo _____ accidentes cerrando la llave del gas antes de salir de mi casa.
4. Yo siempre _____ en el tiro al blanco.
5. En general, yo _____ a todos y trato de darles el gusto, pero me olvido de pensar en mí misma.
6. Yo _____ mi alimentación comiendo más verduras.
7. No lo sé, _____ las razones por las que Santiago hizo algo así.
8. Me gusta cuando _____ ropa nueva en una fiesta.
9. Yo nunca _____ a nadie: en mis fiestas, todos son bienvenidos.
10. Antes de encenderlo, _____ la pieza en el mecanismo.
11. Para tener más dinero, _____ en la bolsa de valores.
12. Yo siempre _____ a mis papás de que me dejen ir a conciertos prometiendo volver en horario.



La Constitución de los Estados Unidos: Los cimientos de nuestro gobierno

Acto I

Narrador: Hacia media mañana, en junio de 1787, el aire dentro de la Casa de Gobierno de Pensilvania es caluroso y húmedo. La sala este está llena; hay 55 delegados. Estos hombres representan 12 de los 13 estados de la Unión.

Madison: Como ya acordamos, los Artículos de la Confederación establecieron una “liga de amistad” entre nuestros estados, pero no mucho más, señor.

Narrador: Se exaltan los ánimos y se elevan las voces mientras se discuten los detalles de una nueva constitución para los Estados Unidos de América. Un delegado de Massachusetts golpea el escritorio con el puño.

Delegado: Pero los Artículos dieron a nuestros estados más pequeños el poder de hacer lo que consideremos correcto. Protegieron nuestras libertades personales. Su plan de Virginia le otorga demasiado poder a un gobierno central. En Gran Bretaña, ¡a eso lo llaman monarquía!

Madison: ¿Debo recordarle la rebelión de Shays que se originó en Massachusetts hace un año? Al Congreso le tomó seis meses reunir el dinero y las tropas suficientes para ponerle fin a ocho meses de disturbios. El sistema judicial de su estado quedó prácticamente prisionero de los granjeros locales.

Narrador: El delegado más anciano, Benjamin Franklin de 81 años de edad, se suma a la conversación.

Franklin: ¡La rebelión de Shays! ¡Fue un caos absoluto! Hubiera creído que los delegados de Massachusetts serían los primeros en firmar este nuevo plan.

Nombre: _____ Fecha: _____

Madison: Hay 13 estados diferentes, cada uno imprime su propio dinero, se cobran impuestos excesivos entre sí y no pagan sus deudas. Los Artículos simplemente no funcionan.

Franklin: El señor Madison tiene razón. Hace unas semanas, todos acordamos que estos Artículos no nos protegerán en épocas de paz ni dificultades. También acordamos adoptar el plan de Virginia como cimiento de esta Constitución. Ahora, debemos avanzar.

Delegado: Nos ahogará de impuestos. Eso es lo único que hará un gobierno grande. Una vez por la guerra que ganamos y dos veces por la guerra que vendrá.

Franklin: Las guerras no se pagan en tiempos de guerra. Se pagan después. Todavía está pendiente nuestra deuda. Debemos pagársela a Francia. Quizás necesitemos su ayuda nuevamente en otro momento.

Narrador: Hay un altercado en el frente de la sala. George Washington, el delegado que todos votaron para presidir la Convención Constitucional, levanta la mano para llamar a los hombres al silencio.

Washington: ¡Hagan silencio, caballeros! Hay personas ajenas entre nosotros.

Russell: ¡Suélteme!

Washington: ¿Qué ocurre allí?

Narrador: Todos juntos, los delegados giran y miran hacia el frente de la sala. Un guardia sostiene con fuerza a un niño del hombro con una mano y con la otra aprieta un sobre arrugado. George Washington baja de la plataforma. Con seguridad, cruza caminando la habitación, hacia el joven intruso. El señor Washington es un hombre imponente y de espalda ancha. Tiene una expresión severa.

Washington: ¿Qué significa esto, guardia? Sabe que sus órdenes son evitar que cualquiera ingrese. Su comandante será notificado. Regrese a su puesto.

Narrador: El niño se suelta. Agarra el sobre.

Nombre: _____ Fecha: _____

Washington: Diga su nombre, jovencito.

Russell: Señor, es un honor estar en su presencia. Mi nombre es John Russell.

Washington: ¿Qué logró escuchar?

Russell: Solo que nuestros Artículos de la Confederación corren peligro.

Washington: Diga su propósito.

Russell: Me ordenaron traerle esta carta a usted y a los otros delegados.

Washington: ¿Le ordenaron? ¿Quiénes?

Russell: La Asamblea General de Rhode Island.

Narrador: El niño le da la carta a Ben Franklin. El señor Franklin se pone los anteojos en la punta de la nariz. Lee rápidamente la carta.

Russell: Las autoridades de Rhode Island creen que se reunieron aquí para destruir los Artículos de la Confederación de nuestra Unión.

Washington: Destruir es una palabra muy poderosa, señor Russell.

Russell: Es la palabra que usaron ellos, señor, no yo. No lo creía hasta que la escuché en voz alta en esta sala.

Franklin: Oh, es un muchacho vivaz. No teme decir lo que piensa. Niño, lo que escuchó son simplemente nuestras opiniones.

Russell: Sí, señor. Discúlpeme.

Franklin: Joven, hizo muy bien su trabajo. Cruzando la calle está la taberna de la ciudad. Un buen lugar para comer y beber bien. Vaya y llénese la barriga. Dígalos que el señor Franklin les pagará.

Russell: Muchas gracias, buen señor. Le agradezco su generosidad.

Narrador: George Washington sacude la cabeza. Se acaricia la barbilla con la mano.

Nombre: _____ Fecha: _____

Washington: Caballeros, debo recordarles que estas reuniones son secretas. El guardia cometió un grave error. No podemos liberar a este niño. Escuchó demasiado. Nuestra tarea aun está en curso.

Franklin: ¿Qué haremos entonces con él? ¿Taparle los oídos, meterlo en una caja y enviarlo a un rincón hasta que terminemos de debatir?

Narrador: Ben Franklin le guiña un ojo al niño. John Russell le devuelve la sonrisa.

Franklin: Me cae bien este niño. Yo responderé por su buena conducta. Mantendrá la boca cerrada mejor que yo.

Narrador: Los delegados se ríen.

Delegado: ¿Usted? ¿Ben Franklin da fe de la habilidad de alguien de guardar un secreto? ¿Cuántas veces lo hemos salvado de divulgar detalles de estas reuniones en la taberna de la ciudad?

Franklin: Está bien. Está bien.

Washington: ¿Quién se encargará de este niño?

Madison: Yo me encargaré.

Narrador: Los delegados giran hacia la voz que se escucha desde el fondo de la sala. Allí, sentado en un escritorio cubierto de papeles y libros, está James Madison.

Madison: Estoy de acuerdo. El niño se debe quedar aquí. Falta poco para que comencemos a redactar este plan. Se sentará conmigo, como mi aprendiz. ¿Sabes escribir, hijo?

Russell: Sí, señor.

Madison: Entonces, lo primero que escribiremos será una carta a tu familia para explicarle la situación. Hasta que concluyan estas reuniones, serás mi asistente y registrarás estas conversaciones que, a veces, son largas. Agradeceremos tu ayuda.

Nombre: _____ Fecha: _____

Poema: Es mi honor

El ser parte de algo grande,
¿estaré yo preparado?
Privilegio es ser llamado,
un honor ser convocado.

Hoy me han dado la confianza
de esta delegación.
Quiero que todos lo sepan
y confíen en mi rol.

El trabajo que ellos hacen
es mucho, muy importante.
Les daré todo lo que tengo
hasta que por fin descanse.

Un día, los hijos de mis hijos
celebrarán lo que hice,
preservando a la nación
y a nuestra liberación.

Acto 2

Narrador: Después de debatir a diario durante dos meses, los delegados están exhaustos. El 23 de julio de 1787, deciden tomarse 10 días para descansar. Eligen cinco delegados para que se queden y escriban un borrador de la Constitución.

Washington: Antes de que nos vayamos a un descanso muy necesario, revisemos en qué estamos de acuerdo. Señor Madison, antes de que le pida que comience, quiero que John Russell escuche muy atentamente. John, si algo de lo que decimos no está claro, debes decirnos.

Delegado: ¿Por qué debería importar lo que piensa un niño?

Washington: Se los diré. John Russell, ¿en qué trabaja su padre?

Nombre: _____ Fecha: _____

Russell: Era granjero, señor, antes de la guerra. Murió en la batalla de Yorktown.

Washington: Granjero y patriota... Mis condolencias para ti y tu familia, hijo. Caballeros, es fundamental que este joven pueda comprender esta Constitución. Por medio de él, sabremos si nuestras palabras serán claras para todos los hombres, desde los granjeros hasta los abogados.

Narrador: James Madison revisa sus notas. Antes de ponerse de pie para dar la información, le pasa la pluma al niño.

Madison: Haz tu mejor esfuerzo, John. Puedo completar los espacios en blanco más tarde.

Narrador: James Madison se acerca a su escritorio. Usa pantalones a la rodilla con medias de seda blancas. Una camisa blanca almidonada con volados y un moño en el cuello se asoma entre las solapas del largo saco.

Madison: Muchas gracias, caballeros. Primero, hemos acordado que nuestros Estados Unidos de América deberán ser justamente eso: *unidos*. Esto se logrará con la creación de un gobierno nacional más sólido. Las leyes de los Estados Unidos serán las leyes supremas del territorio. Estas leyes tendrán validez por encima de las leyes de cualquiera de los 13 estados individuales.

Narrador: Se escuchan gruñidos en toda la sala. James Madison carraspea. A John Russell le tiembla levemente la mano contra el pergamino mientras intenta escribir.

Madison: Para poder crear y proteger estas leyes, se establecerá un sistema de gobierno de tres ramas. La primera será la rama legislativa, la segunda será la rama ejecutiva y la tercera será la rama judicial.

Delegado: Este punto debe ser muy claro. Los habitantes de cada estado elegirán los miembros de la rama legislativa. Esta rama estará compuesta por dos cámaras en el Congreso. La Cámara de Representantes estará basada en la población de cada estado. El Senado tendrá solamente dos funcionarios electos de cada estado. El Congreso creará las leyes del gobierno.

Nombre: _____ Fecha: _____

- Madison:** Así es. Lo más importante, habrá un sistema de controles y contrapesos. Por ejemplo, en ambas cámaras del Congreso se debe aprobar una ley por, al menos, la mitad de sus miembros antes de que pueda pasar a la rama ejecutiva para su aprobación final.
- Narrador:** John Russell se inclina y le susurra a Ben Franklin.
- Russell:** ¿Qué es la rama ejecutiva?
- Franklin:** La rama ejecutiva será el presidente de Estados Unidos, el vicepresidente y un gabinete de asesores. El presidente aprobará una ley que el Congreso le presenta o la vetará.
- Russell:** ¿La vetará? ¿Qué significa?
- Franklin:** Significa que el presidente siempre puede decir que “no”. No obstante, si lo hace, la ley regresará al Congreso y puede convertirse en ley si una mayoría de dos tercios de cada cámara vota a favor de la ley.
- Russell:** Entonces, ¿nadie tiene poder absoluto? ¿Como un rey?
- Madison:** Así es. Cada rama tendrá los controles y contrapesos sobre las otras.
- Franklin:** Y estos representantes, estos senadores, y el presidente podrán ocupar su cargo durante un período limitado.
- Delegado:** El Congreso presentará las leyes para proteger a nuestro país. Pedirán la formación de una milicia de Estados Unidos. Este ejército y esta marina controlarán la tierra y el mar de los 13 estados. El Congreso será responsable de financiar esta milicia.
- Madison:** Además, será responsable de las decisiones relacionadas con la fabricación de la moneda, los impuestos y las declaraciones de guerra.
- Narrador:** John Russell escribe lo más rápido que puede.

Nombre: _____ Fecha: _____

Delegado: Nuestro gobierno central emitirá la moneda que usarán los 13 estados. Garantizará que esté respaldada por plata y oro. Ya no sucederá que el dinero de un estado carezca de valor en otro estado.

Franklin: Se acuerda entonces que el poder estará principalmente en el Congreso, que es elegido por los habitantes de cada estado, y no se centrará en una sola persona, el presidente.

Madison: El deber principal del presidente será revisar y negar o firmar las leyes que propone el Congreso. También podrá seleccionar hombres que lo ayuden a mantener relaciones sólidas con otros países.

Russell: ¿Tal como hizo el señor Franklin en Francia?

Franklin: Así es. Fue un momento glorioso de mi vida. Un presidente no puede estar en varios países a la vez. Debe enviar a una persona en su lugar que represente los deseos de nuestro país. Pero si se realizan acuerdos entre nuestro país y los demás, el presidente es quien tomará esa decisión.

Delegado: ...con la aprobación del Congreso.

Russell: Parece que la rama legislativa y la rama ejecutiva trabajarán juntas muy estrechamente. ¿Y qué sucederá con la rama judicial? ¿Cómo participará?

Washington: La rama judicial será la tercera rama de nuestro gobierno. Albergará a la Corte Suprema de los Estados Unidos y a otros tribunales de Estados Unidos. Se asegurará de que se obedezcan las leyes escritas en la Constitución.

Russell: ¿Quiere decir que ya no habrá tribunales dentro de nuestros estados?

Washington: No, en absoluto. Los tribunales de los estados continuarán, pero cada estado gobernará a sus habitantes según las leyes de la Constitución. No obstante, de haber un problema entre dos estados diferentes o algo que implique a una parte extranjera, o traición, entonces los tribunales de Estados Unidos se involucrarán.

Nombre: _____ Fecha: _____

Russell: Entonces, ¿serán como perros guardianes de todos?

Franklin: Así es. Nos morderán los talones si no cumplimos las normas.

Narrador: Un silencio invade la sala mientras cada delegado piensa en el plan. Solo se escucha el zumbido de un moscardón. Se posa sobre la pluma con la que escribe John Russell. Él lo espanta sin pensar. La tinta de color añil sale disparada de la punta de la pluma y salpica los anteojos de Ben Franklin.

Russell: ¡Oh! Señor Franklin, perdóneme.

Franklin: ¡Por suerte, nunca uso peluca blanca!

Narrador: Los delegados se ríen. James Madison se muerde el labio inferior para ocultar una sonrisa.

Madison: Caballeros, esos son los puntos principales de nuestra nueva Constitución.

Washington: Muy bien, esta reunión ha finalizado.

Narrador: Los delegados se saludan con un apretón de manos. Benjamin Franklin se ríe y despeina el cabello castaño rojizo de John Russell.

Acto 3

Narrador: El 17 de septiembre de 1787, en la sala este de la Casa de Gobierno de Filadelfia, 39 delegados se reúnen para firmar un pergamino que comienza con las palabras “Nosotros, el pueblo”.

Washington: Caballeros, hace cuatro meses los eligieron para venir a Filadelfia a crear un mejor plan para los habitantes de nuestros Estados Unidos. No fue una tarea sencilla. Deben estar orgullosos del trabajo que hicieron por su país.

Narrador: Como presidente de la Convención Constitucional, George Washington firma primero el documento. Le pasa la pluma a Ben Franklin.

Nombre: _____ Fecha: _____

Franklin: A pesar de que no estoy de acuerdo con todo lo escrito en este documento, lo firmaré. Insto a todos los presentes a que hagan lo mismo. Debemos respaldar esta Constitución.

Delegado: ¡Así se habla!

Washington: El trabajo que hemos hecho aquí forjará un mejor futuro para las siguientes generaciones. Enviaremos esta Constitución a sus estados para que la aprueben. Nueve de los 13 estados de nuestra Unión deberán aceptarla formalmente. Después, se convertirá en ley.

Narrador: James Madison se acerca al escritorio donde está la Constitución. Respira profundamente y firma por el estado de Virginia. Los demás delegados firman y se despiden. James Madison saluda con un apretón de manos a varios de los delegados y después regresa a su escritorio. John Russell está de pie detrás. Un delegado de Massachusetts le está hablando a John.

Delegado: Jovencito, me encantaría ayudarte a regresar a Rhode Island. En mi carruaje hay lugar para más de uno.

Russell: Le agradezco mucho, señor.

Narrador: James Madison interrumpe.

Madison: Discúlpeme. Si no es molestia, quisiera hablar a solas con John. Lo enviaré a que se reúna con usted en un momento.

Delegado: Por supuesto, señor Madison. Buen día, señor.

Narrador: James Madison se dirige suavemente a John Russell.

Madison: Ha sido un placer trabajar contigo, hijo.

Narrador: John Russell hace una pequeña reverencia a su mentor.

Russell: Muchas gracias, señor. Fue un honor trabajar como su aprendiz.

Madison: Como recuerdo de tu buen trabajo, quisiera que tuvieras esto.

Nombre: _____ Fecha: _____

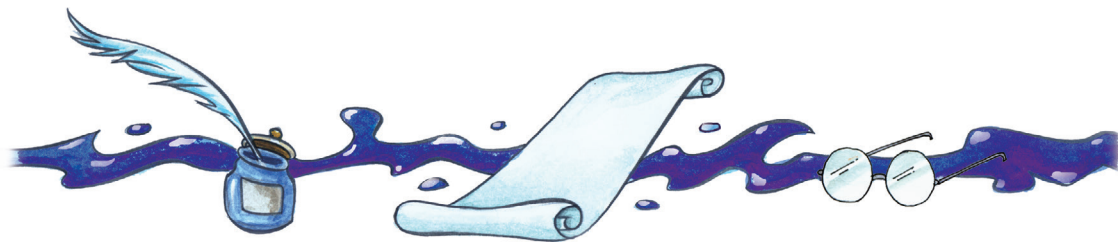
Narrador: James Madison le da a John una delgada caja de madera con pestillo de plata. John la abre. Sonríe. Dentro está la botella de tinta y la pluma blanca que John y James usaron para tomar notas.

Madison: Dos sencillas herramientas que ayudaron a cambiar tu mundo. Buena suerte, hijo. Que te vaya bien.

Canción: Nosotros, el pueblo

Nosotros, el pueblo –
con nuestra propia voz.
Nosotros, el pueblo –
respetamos tu elección.
Sin rey, sin majestad,
celebramos la libertad.
Por siempre el ideal
al país afianzará.
Oh, nosotros, el pueblo –
Nosotros, el pueblo.

Nosotros, el pueblo –
Somos claros al decir.
Nosotros, el pueblo –
todos podrán oír.
Qué grande es esta nación.
porque tenemos la Constitución.
Oh, nosotros, el pueblo –
Nosotros, el pueblo.



Oficio de escritor

Narrar en tercera persona

El narrador es la persona que cuenta la historia. Este cuento no está narrado por uno de los personajes. Lo cuenta un narrador externo. Eso se llama **narrar en tercera persona**. El cuento se centra en uno de los personajes, Julio. ¿Cómo sabes que el narrador no es un personaje del cuento? Explica tu respuesta.

¡Inténtalo!

Instrucciones: Lee las oraciones. Escribe *verdadero* si están narradas en tercera persona. Escribe *falso* si no están narradas en tercera persona.

1. El maestro le llamó la atención a Trevor porque no estaba haciendo su tarea.	_____
2. Me sentí orgulloso de Brooke porque respondió bien todas las preguntas.	_____
3. Los padres les dieron un premio a los niños porque aprobaron un examen difícil.	_____
4. Mi amigo me ayudó a encontrar las gafas que había perdido. Es un alivio, porque no puedo leer sin gafas.	_____
5. El conductor del autobús les recordó a los niños que conversaran en voz baja.	_____

Repaso de comprensión

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

1. ¿Cuál de estas cosas deberías hacer si quieres volver a contar un cuento?

- (A) Deberías preguntarte: "¿Cuáles son los sucesos más importantes?"
- (B) Deberías preguntarte: "¿Cuáles son los rasgos de personalidad del personaje principal?"
- (C) Deberías preguntarte: "¿Dónde ocurre el cuento?"
- (D) Deberías preguntarte: "¿Cuál era el problema y cómo se resolvió?"

2. ¿Cuál de estas opciones sería un ejemplo de una *estadía*?

- (A) detenerse en un semáforo
- (B) viajar 45 minutos en tren
- (C) esperar tres horas en el aeropuerto
- (D) pasar cinco días en una cabaña en el bosque

3. El texto dice que _____.

- (A) vivir en la Luna es emocionante
- (B) las personas vivirán realmente en la Luna algún día
- (C) estar en la Luna puede ser peligroso
- (D) es común que los astronautas lleven a sus niños al espacio con ellos

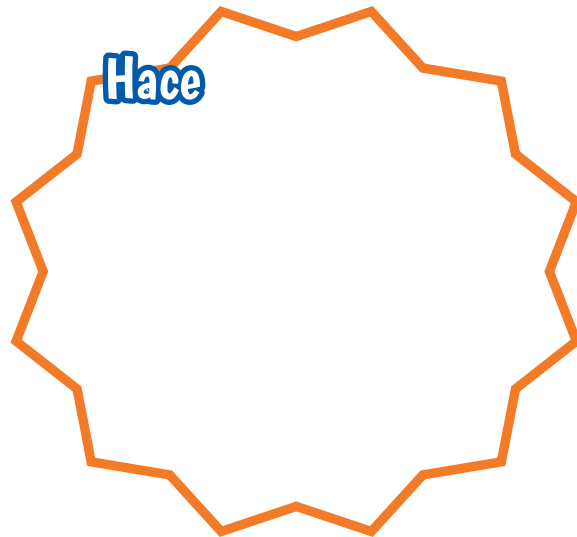
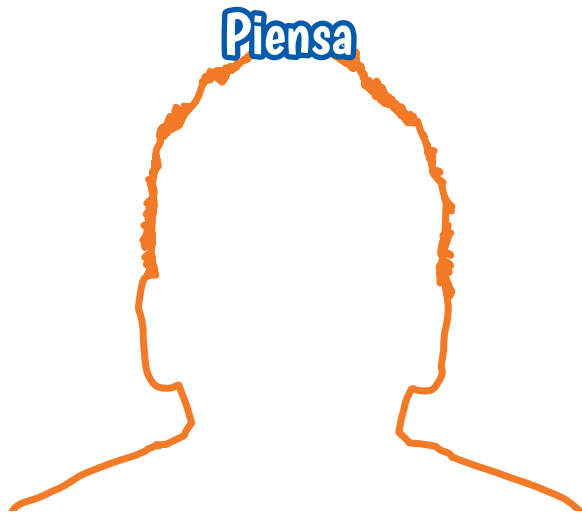
4. A partir del texto, sabemos que _____.

- (A) defender los derechos de las personas no vale la pena
- (B) solo los adultos deben defender los derechos de las personas
- (C) defender los derechos de las personas puede traer cambios
- (D) la vida no siempre es justa

5. Usa detalles del texto para explicar qué acción valiente hizo Julio.

Lee y busca

Instrucciones: Dale una ojeada al texto de la página 5. Registra los detalles que describan a Julio. ¿Qué palabras comunican al lector los intereses, los sentimientos y la personalidad de Julio?



Piensa sobre la pregunta esencial: *¿Cómo convencerías a alguien de que defienda los derechos de otras personas?* Explica por qué defendió Julio los derechos de los demás.

Sinónimos y antónimos

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

Banco de palabras			
conduje	convenzo	desconozco	encierro
enriquezco	excluyo	extiendo	extraje
invierto	predije	prevengo	reduje

Escribe un sinónimo para cada palabra.

1. **alargo** _____
2. **ignoro** _____
3. **persuado** _____
4. **saqué** _____

Escribe un antónimo para cada palabra.

5. **libero** _____
6. **empobrezco** _____
7. **amplié** _____
8. **incluyo** _____

Escribe una palabra que corresponda a cada categoría.

9. pierdo, ahorro, gano, _____
10. guie, lideré, decidí, _____
11. analicé, evalué, anticipé, _____
12. curo, trato, diagnóstico, _____



Verbos irregulares

Instrucciones: Conjuga cada verbo en el tiempo presente o el pretérito según se indique y describe qué cambia. Algunas filas ya están completas.

Verbo	Presente (Yo...)	¿Qué cambia?
acertar	<i>acierto</i>	<i>-ertar por -ierto</i>
enterrar		
invertir		
desconocer	<i>desconozco</i>	<i>-cer por -zco</i>
complacer		
lucir		
Verbo	Pretérito (Yo...)	¿Qué cambia?
predecir	<i>predije</i>	<i>-ecir por -ije</i>
reducir		
traducir		

Instrucciones: Escoge una palabra de las respuestas anteriores para completar cada oración.

- Yo _____ mi tiempo y mi dinero como mejor me parece.
- Yo nunca _____ la respuesta de las adivinanzas.
- Ayer _____ que nevaría y nevó.
- Mi mamá me dijo que _____ muy bien con este disfraz.
- Cuando vi que me acercaba al cruce escolar, _____ la velocidad de mi bicicleta.



Hay muchos tipos de verbos irregulares. En algunos, cambia una consonante o se agrega una consonante en el presente o en el pretérito (por ejemplo, *conocer-conozco*, *decir-dije*). En otros, la *i* cambia por *ie* (*encerrar-encierro*) en el presente.