

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit **www.tcmpub.com/administrators/correlations**

**Summer Scholars
Language Arts
Rising 3rd 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 (8 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 (12 pages)
- Day 2 Student Pages (5 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

800-858-7339 • www.tcmpub.com



SUMMER Scholars

Language Arts

Management Guide



Table of Contents

Welcome Letter	5
Overview	6
Components of Reading Intervention	6
Providing Access to Complex Text	6
The Importance of Reading Informational Text	6
The Importance of Reading Literature	7
Shared Reading of Complex Text	7
Shared Reading Menu	9
Comprehension Strategies for Complex Text	11
Phonics and Word Study	13
Goals of Phonics and Word Study	13
How the Practice Activities Work	13
Assessments	14
Differentiating Phonics Instruction	14
Structured Practice	14
Additional Word Study Activities	15
Fluency and Reader’s Theater	16
The Significance of Reading Fluency	16
The Connection Between Fluency and Reader’s Theater	17
Tips on Reader’s Theater	19
Language Learner Support	21
Multilingual Learning	21
The Importance of Oral Language and Discussion	21
Differentiating for All Learners	22
Accessing Complex Text	22
Creating a Language-Rich Environment	22
Using Summer Scholars	23
How to Use This Resource	23
What’s Included?	23
Reading Comprehension	24
Phonics and Word Study	26
Reader’s Theater	28
Classroom Library	30
Assessment	31
Digital Assessment in Summer Scholars	31
Technology	32
Digital Literacy Games	32
Using Technology for Accessibility	33
Navigating Digital Texts	33
Interactive Ebooks	34
Interactive Text Cards	35
Audio Recordings	35
Additional Digital Resources	35

Table of Contents *(cont.)*

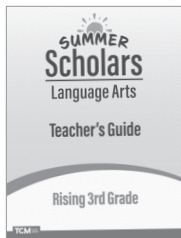
Planning Your Summer School Program	36
Pacing Plan Overview	36
Grade Level Details Overview	37
Grade Level Details	39
Rising 1st Grade	39
Scope and Sequence	40
Text Cards	43
Reader’s Theater Scripts	44
Classroom Library	45
Rising 2nd Grade	47
Scope and Sequence	48
Text Cards	51
Reader’s Theater Scripts	52
Classroom Library	53
Rising 3rd Grade	55
Scope and Sequence	56
Text Cards	59
Reader’s Theater Scripts	60
Classroom Library	61
Rising 4th Grade	63
Scope and Sequence	64
Text Cards	67
Reader’s Theater Scripts	68
Classroom Library	69
Rising 5th Grade	71
Scope and Sequence	72
Text Cards	75
Reader’s Theater Scripts	76
Classroom Library	77
Rising 6th Grade	79
Scope and Sequence	80
Text Cards	83
Reader’s Theater Scripts	84
Classroom Library	85
References Cited	87
Accessing Digital Assessments	90
Accessing Writing Rubrics	91
Digital Resources	92
Contents of the Digital Resources	93

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.

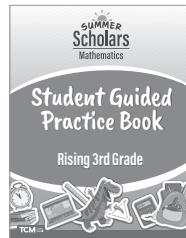
What's Included?

Teacher's Guide



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

Student Guided Practice Book



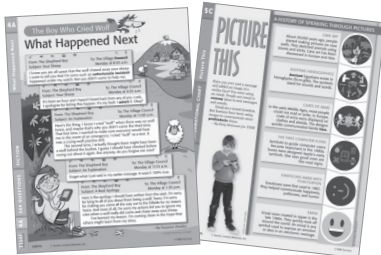
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

Management Guide



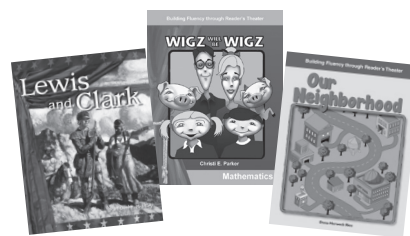
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

12 Reading Comprehension Text Cards



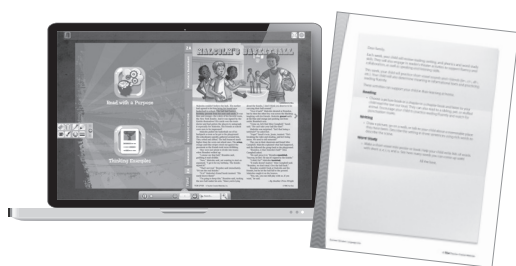
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

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 answer 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 visit 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
ou <u>t</u>	h <u>ou</u> se

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:

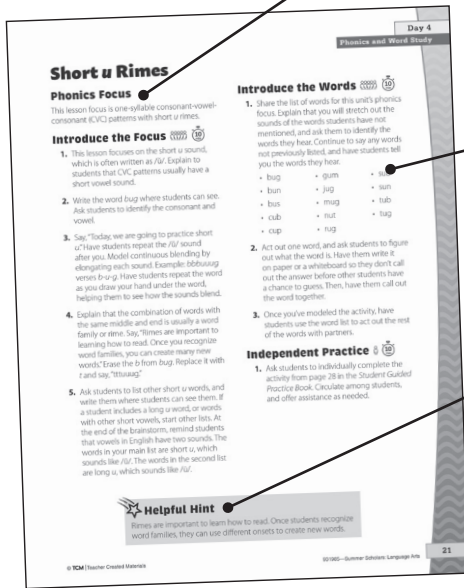
- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices

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.

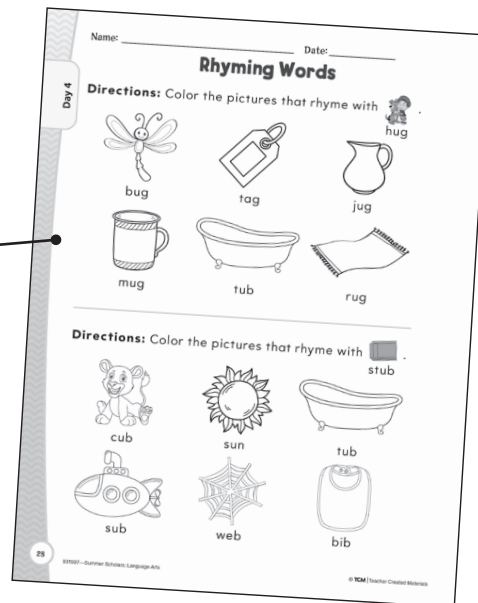
On the first day of the lesson, the phonics focus is presented, and students apply learned concepts as they read and speak each word that is introduced.



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.

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

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

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

Directions: Write two words.

Summative and formative assessment opportunities are provided in every lesson.

How to Use This Resource *(cont.)*

Reader's Theater

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

Day 17
Fluency and Oral Language


Camping Constitution

Introducing the Script

1. Present the following scenarios: "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?"
2. 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.
3. 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.
4. 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.
5. 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

1. 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.
2. Ask a few partner groups to share their stories and talk about the details they included.



© TCM Teacher Created Materials
©2020—Summer Scholars Language Arts 81

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

Name: _____ Date: _____

CAMPING CONSTITUTION Act I

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

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

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

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

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

Sam: I want to look for buried treasure.

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

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

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

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

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

Madison: Are you talking about the American Revolution?

Mrs. Freedom: Yes, exactly.

Sam: The Constitution is a set of rules.

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

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

©2020—Summer Scholars Language Arts 102

Name: _____ Date: _____

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

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

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

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


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

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

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

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

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



© TCM Teacher Created Materials
©2020—Summer Scholars Language Arts 108

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 reading and performing.

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.)*

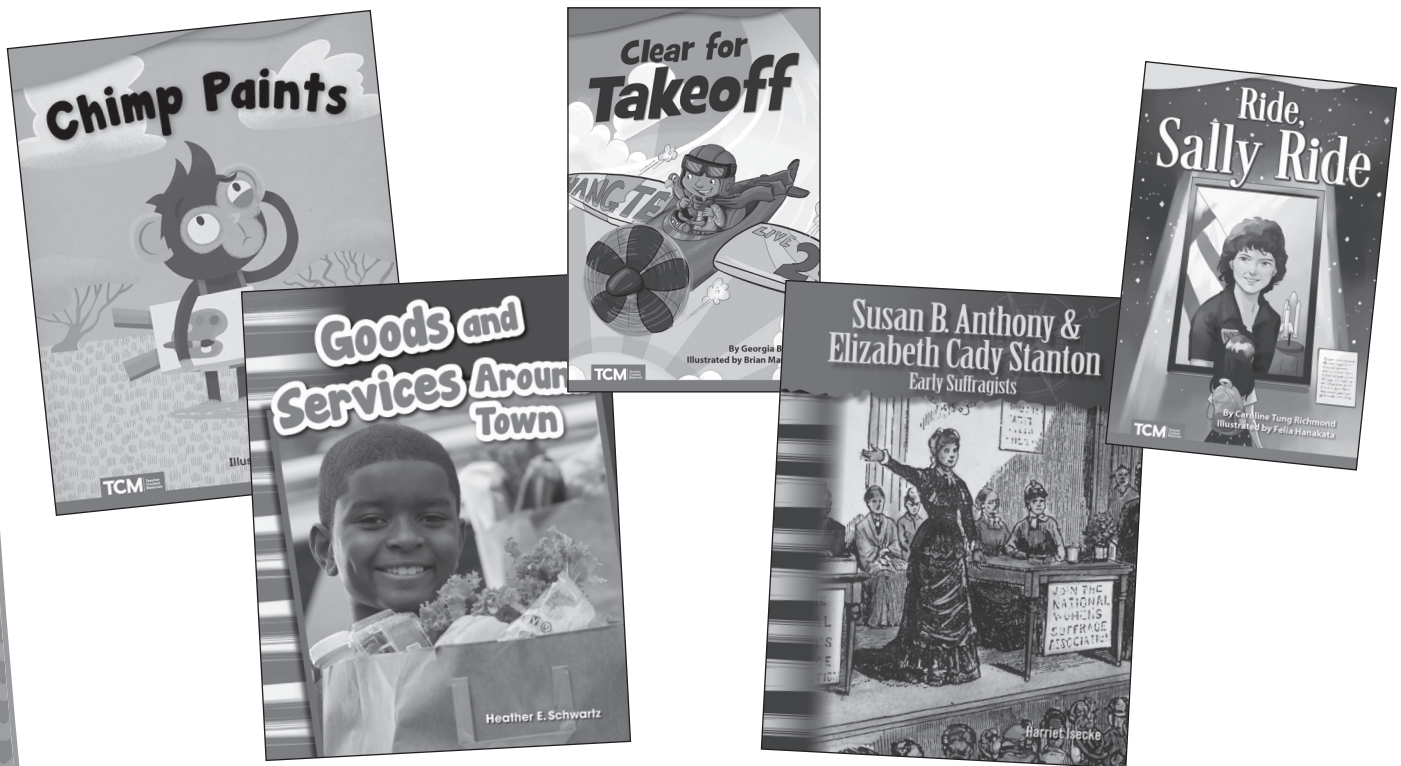
Classroom Library

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.

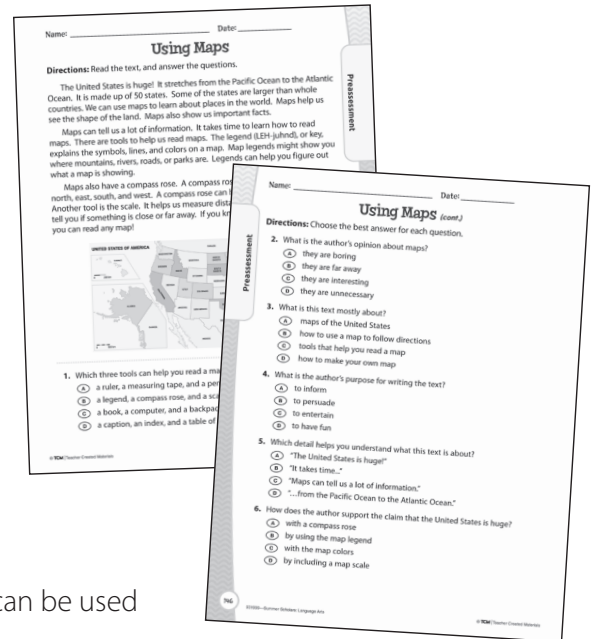


How to Use This Resource *(cont.)*

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 3rd Grade

Grade Level Details

Rising 3rd Grade Spanish Language Arts Scope and Sequence

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard		
Day 1		Summarize "¿Una base de pasta?" (realistic fiction)	Use main story elements in a logical sequence for a literary text. Write opinion pieces.	Words with <i>que</i> , <i>qui</i> , <i>gue</i> , and <i>gui</i>	Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja con las sílabas que, qui, gue, gui. Escriben palabras que usan las sílabas "que", "qui", "gue", "gui", "güe" y "güi". Producen, elaboran y reorganizan oraciones completas, simples y compuestas.	<i>La zorra y el cuervo</i> Introduce and assign parts.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
Day 2									
Day 3		Summarize "Ruedas en movimiento" (narrative nonfiction)	Identify the central idea of an informative text. Write explanatory texts.	Words with <i>que</i> , <i>qui</i> , <i>gue</i> , and <i>gui</i>	Escriben palabras que usan las sílabas "que", "qui", "gue", "gui", "güe" y "güi". Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa). Decodifican palabras multisilábicas. Decodifican palabras con múltiples patrones audibles de ortografía.	<i>La zorra y el cuervo</i> Analyze poem and practice performance.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
Day 4				Words with <i>r</i> and Digraph <i>rr</i>					
Day 5		Use Text Features "El día del señor Cruz" (realistic fiction)	Describe how characters in stories change. Write narratives.	Words with <i>r</i> and Digraph <i>rr</i>	Decodifican palabras con múltiples patrones audibles de ortografía. Ordenan alfabéticamente una serie de palabras	<i>La zorra y el cuervo</i> Sing song and practice performance.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Day 6				Words with <i>h</i>					

				Decodifican palabras con la letra "h" que es silenciosa Decodifican palabras con prefijos y sufijos			
Day 7	Use Text Features "La vida de una tortuga marina" (narrative nonfiction)	Use text features to help identify the central idea. Write explanatory texts.	Words with <i>g</i> and <i>j</i> Words with <i>ll</i> and <i>y</i>	Identifican palabras que contienen el mismo fonema pero distinto grafema. Ordenan alfabéticamente una serie de palabras	<i>La zorra y el cuervo</i> Create props and perform.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
Day 8							
Day 9	Ask Questions "Tres hermanos" (folktale)	Generate questions about a text before, during, and after reading to deepen understanding Write fictional narratives.	Words with <i>g</i> and <i>j</i>	Escriben palabras multisilábicas. Escriben palabras con prefijos y sufijos	<i>¿Poesía? ¡Qué horror!</i> Introduce and assign parts.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
Day 10			Words Stressed on the Last Syllable	Emplean el acento escrito en palabras ya conocidas.			
Day 11				Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa)			
Day 12	Ask Questions "Ropa para la escuela" (informational)	Explain an author's opinion(s) and supporting reasons. Write opinion pieces.	Words Stressed on the Last Syllable Proper and Common Nouns	Clasifican palabras de acuerdo con su acento tónico para aplicar las reglas ortográficas del uso del acento escrito. Usan letra mayúscula en nombres propios. Ordenan alfabéticamente una serie de palabras.	<i>¿Poesía? ¡Qué horror!</i> Sing song and practice performance.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Day 13	Determine Meaning "Hablando con simios" (informational)	Determine the meaning of words and phrases in a text to help identify the central theme. Gather information to answer a question.	Words Stressed on the Penultimate Syllable Adverbs	Emplean el acento escrito en palabras ya conocidas. Clasifican palabras de acuerdo con su acento tónico para aplicar las reglas ortográficas del uso del acento escrito. Ordenan alfabéticamente una serie de palabras.	<i>¿Poesía? ¡Qué horror!</i> Analyze poem and practice performance.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Day 14							

Day 15	Determine Meaning “La gallinita roja: Qué sucedió después” (fiction)	Identify different characters’ perspectives and describe how they respond to events in a story. Write explanatory texts.	Words Stressed on the Penultimate Syllable	Escriben palabras multisilábicas.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Day 16			Diphthongs and Triphthongs	Decodifican palabras con diptongos. Escriben palabras con diptongos. Distinguen los sonidos de las vocales en los triptongos.	

Rising 3rd 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 17	Evaluate Evidence “Un deporte más seguro” (informational)	Explain an author’s opinion(s) and supporting reasons. Write explanatory texts.	Diphthongs and Triphthongs Plural Nouns	Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa). Decodifican palabras con prefijos y sufijos.	<i>Marcha hacia adelante</i> Introduce and assign parts.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Day 18						
Day 19	Evaluate Evidence “Debate: ¿Se debe permitir que los niños...?” (opinion)	Explain an author’s purpose for writing a text. Gather information to answer a question.	Words Stressed on the Antepenultimate Syllable Punctuation (statements, exclamations, questions)	Emplean el acento escrito en palabras ya conocidas. Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas y reconocen en cuál sílaba cae el acento tónico. Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa).	<i>Marcha hacia adelante</i> Analyze poem and practice performance.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Day 20						
Day 21	Synthesize Elements	Identify the central idea and relevant details in a text.	Words Stressed on the	Decodifican palabras multisilábicas.	<i>Marcha hacia adelante</i>	Use context to confirm or self-correct word recognition and

							understanding, rereading as necessary.
Day 22						Diferencian y usan homógrafos, homófonos y términos que comúnmente se confunden. Decodifican palabras multisilábicas. Escriben palabras multisilábicas.	Sing song and practice performance.
Day 23						Ordenan alfabéticamente una serie de palabras. Escriben palabras con prefijos y sufijos. Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa).	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Day 24						Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.	Marcha hacia adelante Create props and perform.
Day 25						Antepenultimate Syllable Blends with r and m Blends with r and m Adjectives Reading and Writing	n/a
						Write personal narratives. Identify plot structure and explain events. Write opinion pieces. Ask and answer questions about a text. Write explanatory narratives.	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.
						"Asunto de insectos" (informational) Synthesize Elements "Hoy" (poetry) Culminating Activity "Tarjetas coleccionables"	

Rising 3rd Grade Text Cards

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

Title	Genre	Lexile® Measure	Description
A Plate of Pasta?	realistic fiction	380L	Harry plans a park clean-up with his baseball team after he slips on a plate of pasta while sliding into home plate.
Wheels in Motion	narrative nonfiction	590L	Learn about Second Life Bikes, a bike shop in New Jersey that takes in old bicycles, repairs them, and donates them to kids in the community.
Mr. Crenshaw's Day	realistic fiction	480L	Mr. Crenshaw sticks to the same routine every day. One day, Mr. Crenshaw hears a man playing saxophone in the park and breaks his routine to play trumpet alongside the man.
A Sea Turtle's Life	informational text	660L	Learn about the life cycle of sea turtles, from hatchlings to adults, and how they continue to repeat this cycle.
Three Brothers	folktale	540L	Three brothers reunite after being apart on their own adventures in this folktale from Israel. They choose to use gifts they found on their expeditions to help a sick princess.
Clothes for Class	informational text	570L	Kids have different rules for what clothes they can wear to school. Learn about how dress codes can be important, and about how students can make choices on what they wear.
Talking with Apes	informational text	480L	Kanzi is a bonobo who knows over 300 human words. Jeffrey Kluger writes about how he communicates with the intelligent Kanzi.
The Little Red Hen: What Happened Next	fiction	320L	The little red hen is frustrated that her friends don't help her any time she's cooking. She convinces them to assist her through choosing her words wisely.
A Safer Sport	informational text	570L	Learn about how soccer players stay safe through wearing equipment and creating rules and suggestions to prevent injuries.
Debate: Should Kids Be Allowed to Take On Dangerous Challenges?	opinion	590L	Two opposing viewpoints are presented on whether kids should be allowed to take on dangerous challenges and risks.
Bug Business	informational text	590L	Can bugs actually be healthy to eat? The company Bitty Foods educates people on the health benefits that eating certain insects can have.
Today	poetry	370L	Two students share their contrasting opinions on the same day at school. One student has a great day, while the other has a boring day. Each human can see the same thing differently.

Rising 3rd Grade Reader's Theater Scripts

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

Title	Characters	Setting	Description
<i>The Fox and the Crow</i>	Narrator 1 Narrator 2 Fox Crow Beetle Cricket	This reader's theater takes place in a forest. The forest is filled with trees. Many animals make their homes there.	A fox tries to outwit a crow into giving up a piece of cheese. These two clever animals face off in a battle of wits in front of the insects of the forest.
<i>Poetry? Yuck!</i>	Narrator Jason Mike Nicolle Chris Cassie	This reader's theater takes place in the homes of Mike and Jason.	Jason and Mike have to write poems for Kindness Week in school. Through the help of an older sibling and reading different types of poems, the two boys shift their opinion of poetry being lame to actually being cool.
<i>Moving Forward</i>	Narrator 1 Narrator 2 Sophia Dad Gram Rachel	This reader's theater takes place both near Sophia's old home and at her new home.	Sophia struggles with the huge change of moving to a new town. She'll be far away from many of the things and people she loves, including her "Gram." To quell Sophia's fears, Gram recounts her story of immigrating to the United States from Russia.

Rising 3rd Grade Classroom Library

This chart includes important information about the books included in the Classroom Library.

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>America Then and Now</i>	490L	M	If you lived long ago, how different would your life be from how it is today? Many things have changed. But many things are just like they always were!
<i>Coming to America</i>	500L	P	America is a land of immigrants. It is filled with people from around the world. The story of immigration is the story of America.
<i>Escape from Pacaya</i>	480L	J	Juan's family must escape from the fiery volcano!
<i>Maps and Globes</i>	480L	M	Are you ready for adventure? Maps and globes make it easy to see the world. From your neighborhood to the whole planet, there is a map for everything you want to explore. Pick a destination, and away you go!
<i>Pablo's Haircut</i>	510L	L	Pablo is nervous about getting sheared. But with the help of his friend Esteban, he will learn to love getting his haircut!
<i>Sand and Snow</i>	540L	L	Sadie and Gus go to visit Grandma at her home in the Mojave Desert. They are excited to explore a new place. But the next day, they wake up to a big surprise!
<i>Shake and Quake</i>	550L	L	Chip learns that an earthquake could threaten his family's home. So, he decides they need to be ready. But will it be too late?
<i>Skeleton Picnic</i>	570L	M	Annabelle wants an extra special goodnight story that will also spook her a little—and make her laugh. Well, Dad has the perfect story to tell. It's "Skeleton Picnic" coming right up!
<i>Where People Live</i>	470L	O	There are different places to live in the United States. But, how do people choose where to go? Let's explore the reasons why people live where they do.
<i>Women Who Changed the World</i>	510L	P	Meet six women who did great things. They were leaders in health care, science, politics, civil rights, and sports. They helped and inspired others. All of them followed their dreams. Discover the journeys they took.

*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 3rd Grade

Days 1–2 Overview

¿Una base de pasta?

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.
- Summarize information.
- Carry out assigned roles for a group project by following agreed-upon rules.
- Use basic elements of structural analysis to decode words that contain a silent *u*.

Big Idea

Community

Essential Question

What is a community?

Reading Strategy: Retell Narrative Fiction

To summarize, readers will retell the main events in the narrative. This begins with identifying relevant events in the plot and summarizing these events in their own words. In this lesson, students will read “A Plate of Pasta?” and use the story map to record key events in the story.

Summary of the Text Card

The story is about a fictional baseball team and the importance of working as a community. In the story, the field that the team plays on is littered with trash, which makes it hard to play. The team decides to ban food on the field and work together to come up with a solution for the trash problem. (Realistic Fiction)

Words with *que*, *qui*, *gue*, and *gui*

Learning Outcome

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

Phonics Focus

Students will focus on words in which the letter *u* is silent. The combinations *que*, *qui*, *gue*, and *gui* are introduced. Students will complete sentences using these words, find synonyms and antonyms, and write different types of sentences using the words in context.

La zorra y el cuervo

Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on correct phrasing.

Fluency Focus

Students will listen to the script, discuss the themes, and think about how narrators tell stories. Students will be assigned to groups and begin practicing the script. They will also focus on fluently reading the poem.

Summary of the Script

A hungry fox comes upon a crow with a piece of cheese in its beak. The fox would like to eat that cheese. Of course, the crow also wants to eat the cheese. Can the sly fox trick the crow into giving up the cheese?

Materials

- *Cuaderno de prácticas guiadas para el estudiante* pages 8–15
- drawing paper
- crayons or markers

¿Una base de pasta?

Look Before You Leap

1. Discuss the questions below using the Whip Around protocol. For this protocol, have students sit in a circle. Pose one question to each student, allowing time for students to scan the text and respond. If a student does not have an answer, you can skip them and come back to them later. Use the following prompts:
 - What can you tell about the setting or where and when the story takes place?
 - What does it tell you about the topic?
 - Do any of the words in the title relate to baseball?
2. 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.
3. Explain that sometimes in fiction text, authors use different crafts as they write. Say, "In this story the author has included dialogue." Guide students by saying, "Dialogue is a conversation between the characters. Sometimes, readers must use clues to figure out which character is speaking."
4. Look at the dialogue in the story. Say, "Who are the characters that speak during the story?" Give students time to locate different speakers.
5. Say, "Since there are multiple characters speaking in the story, we should make sure to read the story differently every time someone new speaks so that it is clear."

Support for Language Learners: Clarify the meaning of *base* (home plate in baseball) and of *pasta* (spaghetti) used in the text.

Read and Think

1. Explain to students that they will practice the strategy of retelling summarize the text. Use the following think aloud to model the strategy as you read the first two paragraphs:
 - Say, "What happens in this section? We learn that it was a perfect day. We learn that the story is taking place at the park. The coach is standing on home plate yelling at Harry to slide toward him."
 - "I know a lot of information so far. To retell the beginning of the story, I would say that during a baseball game, the coach tells a player named Harry to slide into home."
 - "By retelling what I've read, I can identify and summarize only the most important things in my own words."
2. Have students reread the text card (provided on page 5 of the *Student Guided Practice Book*). Depending on students' abilities, 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, then the other students take turns "jumping in" to take over the reading). After each section, have students discuss what they learned with partners using the following prompt:
 - What happened in this section? Let's retell.

Technology: A digital copy of the text card, "¿Una base de pasta?," can be accessed in the digital resources and displayed for the group.

¿Una base de pasta?

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

Read the Way You Speak

1. Explain the importance of reading the way you speak.
 - Say, "When we read the way we speak, the text is easier to understand. One way to do this is to pay attention to all punctuation marks as you read. Every time you see em-dashes, you know it is dialogue, which means someone is talking. When you read dialogue, pause, then begin to speak like the character."
2. Highlight the dialogue, "*¡Prepárate para deslizarte, Ernesto!*" Model reading the preceding sentence in a neutral voice and switching to a slight yell for the coach's dialogue.
3. Circle the comma in the highlighted sentence. Say, "This comma tells me I should make a slight pause between the words *deslizarte* and *Ernesto*."
4. Guide students to highlight all dialogue and circle all commas in the selected text from page 5 in the *Student Guided Practice Book*.
5. Direct students to read the selected section several times in their heads, then aloud individually, and finally with partners.
6. Once students have practiced reading the selected section with appropriate pauses, have students independently highlight the rest of the text and read the entire story in baby voices.

Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *Make a poster. Help Harry's community see that they need to take better care of the park.*
2. Remind students to edit and revise their writing to make sure it includes the following:
 - capital letters at the start of each sentence
 - correct punctuation in each sentence
 - events from the text
 - capital letter for all proper nouns

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

Words with *que*, *qui*, *gue*, and *gui*

Phonics Focus

This unit's focus is two-letter combinations where the *u* is silent. The combinations *que*, *qui*, *gue*, and *gui* are introduced.

Introduce the Focus

1. This lesson focuses on two phonics concepts. First, students will work with words that include the syllables *que* and *qui*. Have students repeat the /ke/ and /ki/ sounds after you. Display the syllables *que* and *qui*. Ask students to name as many words with *que* and *qui* as they can. Write them for all to see as students call them out. If a student includes a word with *c* or *k*, start a second list to the side. At the end of the brainstorm, review how the words with *c* or *k* sound if any came up. Then, point out that in *que* and *qui*, the letter *q* is pronounced /k/, but the *u* is silent.
2. Students will also work with the syllables *gue* and *gui*. Write *gue* and *gui* for all to see. Model pronouncing *gue*. Point out that the letter *g* is pronounced /g/, but the *u* is silent. Repeat with the syllable *gui*. Then, have students brainstorm words with *gue* and *gui*. If a student includes a word with *j*, *ge*, or *gi*, start a second list to the side. At the end of the brainstorm, review them. Ask, "¿Qué tienen en común las sílabas *que*, *qui*, *gue* y *gui*?" (The *u* is silent.)

Introduce the Words

1. Share the list of words for this unit's phonics focus:
 - alguien
 - equipo
 - estanque
 - guerrero
 - guiso
 - juguete
 - parque
 - querer
 - quitar
 - seguir
2. For each word, say the word syllable by syllable. Make sure to emphasize the /k/ and /g/ sounds. Circle *que*, *gue*, *qui*, and *gui*. Have students repeat each word as you draw your hand under it, helping them see how the syllables sound.
3. Ask students to tell you 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, *guerrero* could be a vertical movement of the arm, brandishing an imaginary sword.) For each word, have the group pronounce the syllables correctly and make the motion while you point to the letters.

Independent Practice

1. Read the directions on page 7 from the *Cuaderno de prácticas guiadas para el estudiante*. Complete the first sentence by demonstrating how to read the sentence and modeling how to decide what word fits best.
2. Ask students to individually complete the rest of the page. Circulate among students offering assistance as needed.



Helpful Hint

Comparing similar-sounding words may be useful. For example, notice that the letter *c* in *ce* and *ci* is pronounced /s/, as in *ceja* or *cien*, as opposed to *queja* or *quien*. The letter *g* in *ge* and *gi* is pronounced /j/, as in *gema* or *gira*, as opposed to *guerra* or *guía*.

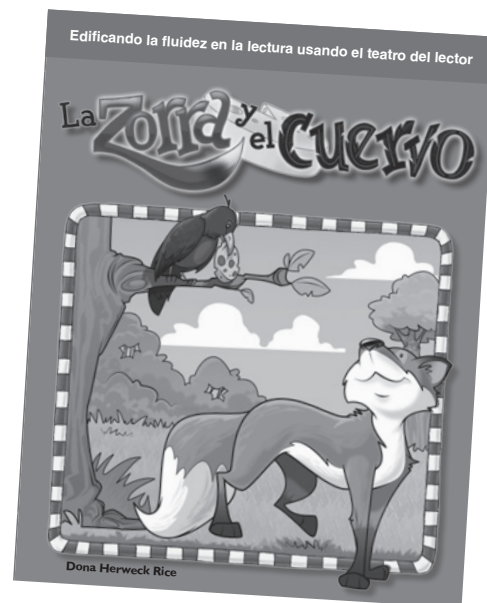
La zorra y el cuervo

Introducing the Script

1. Begin a discussion by asking, “What is a fable?” Discuss with students that fables are short stories featuring animals, insects, forces of nature, and/or inanimate objects that are given human characteristics and abilities, such as thinking and speaking. In addition, each fable includes a moral lesson.
2. Tell students that they will perform a reader’s theater called *The Fox and the Crow*. In this fable, a fox tries to outwit a crow while other animals watch and listen.
3. Before reading the script, introduce new vocabulary words to your students. Start by using the words in the glossary. Have students help you define the words as you read them aloud.
4. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 8–15 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. Note that Narrators 1 and 2 will be describing the story as it happens. However, the Beetle and Cricket are also narrators of the story. Ask students to pay attention to how the different narrators of the tale are alike and how they are different as they listen to the script.
6. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.
7. At the end of the story, encourage students to figure out the intended moral. This can be done as a whole group, in small groups, or with partners. The moral of this fable is *never trust a flatterer*.

Collaborative Activity

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



¿Una base de pasta?

Read and Find

1. Explain that “A Plate of Pasta?” has a story text structure with the events of the story being told in one place. This means that the setting, as connected to the plot of the story, is important.
2. Explain that the story is divided into major events that happen at the beginning of the story, middle, and end of the story. Remind students that they cannot explain every event that happens throughout the story, but should focus on the main things that happen in each of these areas of the story.
3. Refer back to the first sentence of the story (“It was a perfect sunny day for baseball practice at the town park.”) Say, “Right away, we know where and when the story is taking place.”
4. Tell students to pay attention to the setting of the story. As they come across a detail that describes the setting, have them stop and discuss what is happening with partners. Students can use the following prompts for discussion:
 - What are the story elements of the story?
 - Who are the people in the story? Who was the main (most important) character in the story?
 - What was the setting of the story? Where were the characters in the story?
 - What happened in the beginning of the story? What happened in the middle? What happened at the end?
 - When does the story take place? In the past? In the present? In the future?

Support for Language Learners: Have students add transition words, such as *al principio*, *luego*, or *finalmente* to the beginning, middle, and end boxes on the story map.

How Words Work

1. Have students learn about words with a silent *u* from page 16 in the *Student Guided Practice Book*.
2. Read the instructional section at the top of the page. Then, skip to the bottom and read and clarify the Rule Breaker! section.
3. Guide students to read the example words and identify the silent *u* in the syllables *que*, *qui*, *gue*, and *gui*.
4. Read aloud the following words. Have students write them in the correct columns and underline the silent *u* in each word.

aquí	parque
Guille	guerra
guitarra	Roque
equipo	guiso
5. Provide corrective feedback, and identify the silent *u* in the words.

Essential Question

1. Have students talk to partners about the Essential Question: *What is a community?*
2. Allow time for students to share their ideas with the whole group.

¿Una base de pasta?

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. Reread the text card, "A Plate of Pasta?"
2. Have students independently think about a discussion prompt, recording their thoughts on sticky notes. Select from these prompts:
 - Coach Peralta says, "We have got a community right here." What community is he talking about?
 - In this story, the characters are faced with a problem. What is the problem? How do they decide to solve it?
 - Who is responsible for taking care of a community's parks and other outdoor areas?
3. Have students get in pairs or small groups to share their responses, creating lists of their ideas with supporting details.
4. 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:

- *The community in the story is _____.*
- *The problem is _____. They solved the problem by _____.*
- *_____ is/are responsible for community areas.*

Quick Check

1. Provide time for students to complete the Quick Check from page 17 in the *Student Guided Practice Book*.
2. Review student responses as a whole group. Acknowledge incorrect answers and guide students toward text evidence that supports the correct answers.

Practice

1. Have students fill in the graphic organizer from page 18 in the *Student Guided Practice Book*. Make sure students focus on where the story is taking place and all the important events that happen at that location.
2. If students finish early, encourage them to revisit their writing piece from the previous day.

Words with *que*, *qui*, *gue*, and *gui*

Phonics Focus

This unit's focus is two-letter combinations where the *u* is silent. The combinations *que*, *qui*, *gue*, and *gui* are reviewed.

Revisit the Focus

1. Write the syllables *que*, *qui*, *gue*, and *gui* for all to see. Review how these syllables sound, using *que* and *gue* as an example. Review how the letter *u* is silent in these syllables. Have students repeat the syllables *que* and *gue*.
2. Have students work with partners to practice reading the words from this unit's list.

Guided Practice

1. Model writing mnemonic sentences for the words. For example, for the syllable *que*, the sentence could be *Hay que querer queso*.
2. Place students in small groups, and have them write mnemonic sentences for the rest of the words on this unit's list.
3. Ask student groups to share their sentences with the whole group. As they do, write them for all to see, and circle the syllables *que*, *qui*, *gue*, and *gui*. Discuss what was easy and hard about this activity.
4. Talk students through the directions on pages 19–20 from the *Cuaderno de prácticas guiadas para el estudiante*.

Independent Practice

Ask students to individually complete pages 19–20 from the *Cuaderno de prácticas guiadas para el estudiante*. Circulate among the students offering assistance as needed.

La zorra y el cuervo

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:
 - Fox and Crow: second half of 1st grade
 - Beetle and Cricket: first half of 2nd grade
 - Narrators 1 and 2: second half of 2nd 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 proper phrasing as they read.
2. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. This script contains a song and a poem. Assign each group member a line of the poem, "One Crow Means Sorrow." Explain that the entire group will read the seventh line of the poem together.
2. Tell students to create actions to go along with their assigned lines. The actions should relate to the number of crows. For example, in line two, the action might be for two students to jump for joy.
3. Have each group member practice reciting their lines using repeated readings. Encourage the groups to concentrate on fluency, especially correct phrasing. Tell them they will perform the poem for the whole group.

SUMMER
Scholars
Language Arts

Cuaderno de
prácticas guiadas
para el estudiante

Rumbo a 3.^{er} grado



Nombre: _____ Fecha: _____

Palabras importantes

Día 1

Instrucciones: Lee sobre cada palabra. Escribe notas para cada palabra. Escoge una palabra del texto para agregar a la última fila.

Palabra	Definición	Notas
explotar (verbo)	reventar	
marchito (adjetivo)	mustio; caído	
precipitadamente (adverbio)	muy rápidamente	
raspar (verbo)	frotar una superficie para quitar algo	

¿UNA BASE DE PASTA?



ILUSTRACIÓN DE MATT COLLINS

Era un día de sol ideal para practicar béisbol en el parque municipal.

El entrenador Peralta estaba de pie junto a la base.

—¡Prepárate para deslizarte, Ernesto! —le dijo al jugador de 10 años que corría hacia él.

Ernesto aceleró. Luego se deslizó rumbo a la base.

¡Pero no lo logró!

Su zapato chocó con algo del suelo. Un envase que contenía comida **explotó**. Los pantalones de Ernesto se cubrieron de espaguetis babosos y lechuga **marchita**.

El resto del equipo corrió **precipitadamente** hacia él.

—¿Estás bien? —preguntó Natalia. Era su mejor amiga.

—Eso creo. —Ernesto encontró

una ramita para **rasparse** los pantalones y quitar la comida—. ¡Este parque está lleno de basura!

—Debemos pedirle a la comunidad que lo limpie —dijo Natalia.

—¿Tenemos que ir a la municipalidad? —preguntó Ernesto.

—Hay una comunidad justo aquí —dijo el entrenador Peralta.

Ernesto miró a su alrededor.

—¿Dónde?

Natalia se rio.

—Nos encanta el béisbol, ¿no? —dijo—. Nosotros podemos limpiar la cancha.

Ahora Ernesto entendió.

—¡Bien! —dijo, mientras sacaba los espaguetis de sus zapatos—. Como miembro de esta comunidad, digo que aprobemos una nueva regla. ¡No más alimentos durante las prácticas!

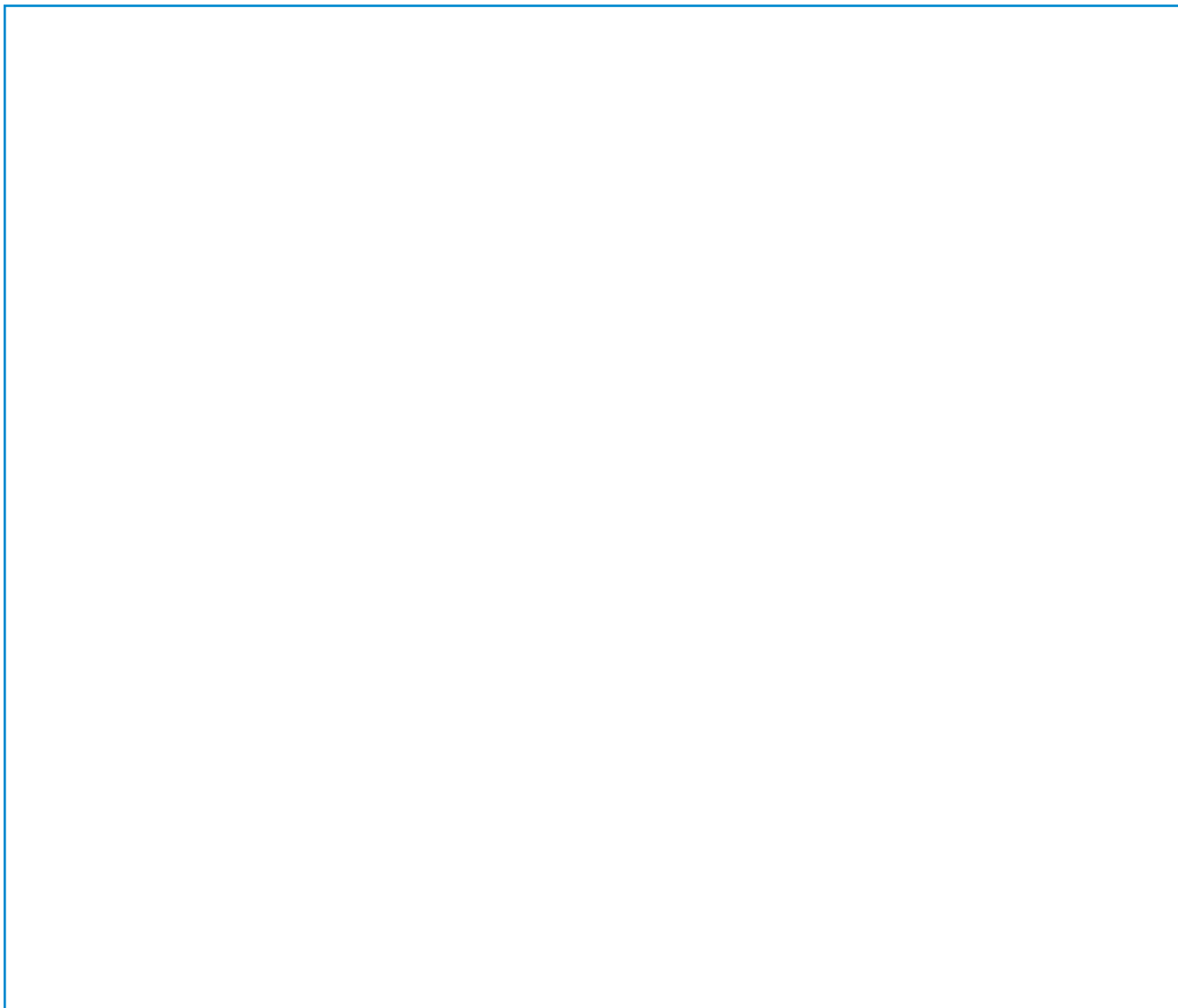
Por Bill Doyle

Nombre: _____ Fecha: _____

Escríbelo

Día 1

Instrucciones: Haz un cartel. Ayuda a la comunidad de Ernesto a entender que debe cuidar mejor el parque.



Tu respuesta debe incluir:

- mayúsculas al comienzo de cada oración
- la puntuación correcta en cada oración
- sucesos del texto
- mayúscula inicial en todos los sustantivos propios

Completar oraciones

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

Banco de palabras				
alguien	equipo	estanque	guerrero	guiso
juguete	parque	querer	quitar	seguir

1. ¿Podemos alimentar a los peces del _____?
2. Mati saboreó con ganas el _____ de su abuela.
3. Los jugadores intentan _____ el balón a sus rivales.



4. Los mineros trabajan en _____ para sacar el carbón.
5. Un _____ es una persona que pelea en el campo de batalla.
6. Algo accidental es algo que se hace sin _____.
7. Lisa se demoró porque en el camino se encontró con _____.
8. Cuando te aburres, no quieres _____ jugando.
9. La niña se alegró al ver el _____ que le regalaron.
10. A mi hermano y a mí nos encanta ir al _____ los domingos.

La zorra y el cuervo

Primer acto

Narrador 1: Hay un espacio vacío en un bosque.

Narrador 2: Un grupo pequeño de campistas acaban de salir del área.

Narrador 1: Pero también dejaron algunas cosas. En la tierra hay migajas de su comida.

Narrador 2: Y un trozo pequeño de queso amarillo está sobre una mesa vieja de día de campo.

Narrador 1: Desde arriba en el aire, un cuervo de plumas negras y suaves se desliza hacia abajo.

Cuervo: ¡Croac! ¡Croac!

Narrador 2: Aterriza en la mesa. Luego se tambalea en sus patas flacas hacia el queso.

Cuervo: ¿Qué tenemos aquí? ¿Un bocado sabroso?

Narrador 1: El cuervo se arrima y picotea el queso.

Cuervo: ¡Es un bocado sabroso! Ah, sí. Es queso: queso suave, delicioso y amarillo. ¡Croac! ¡Croac!

Narrador 2: El cuervo recoge el queso cuidadosamente con su pico.

Escarabajo: ¿Ves eso? ¿Cómo se me perdió tal bocado?

Narrador 1: Un escarabajo pequeño de color marrón mira al cuervo y al queso.

Escarabajo: Ay, cómo me gustaría darle un mordisco a ese queso dorado.
(*Suspiro*)

Grillo: Pues, pienso que el cuervo tiene toda la suerte...

Narrador 2: ...se queja un grillo enojón.

Nombre: _____ Fecha: _____

Grillo: El cuervo solo toma lo que quiere, cuando lo quiere. ¡Cómo me daría gusto ver que alguien le gane al cuervo y le quite ese queso!

Segundo acto

Narrador 1: El grillo quizás verá su deseo cumplido. Se puede ver una zorra astuta cerca.

Zorra: Hmmm. Tengo un poquito de hambre. ¿Qué hay para comer en este bosque para una joven astuta como yo?

Narrador 2: La zorra ve al cuervo.

Zorra: El cuervo es sabroso. Pero no tengo ganas de comérmelo ahora mismo.

Grillo: El cuervo tiene la comida que quiero. Míralo alardear tan complacido.

Narrador 1: ¡Y cómo el cuervo alardea!

Narrador 2: Tiene el queso en su pico, alza su cabeza y menea las plumas de su cola.

Cuervo: ¡Qué ave tan astuta soy! Comeré como rey mientras todas las criaturas del bosque mordisquean hojas y otras cosas desagradables. ¡Croac! ¡Croac!

Zorra: El cuervo está muy complacido. Pero, ¡qué ruido tan horrible hace!

Narrador 1: En ese momento, la cara de la zorra se ilumina de alegría.

Zorra: ¡Ajá! Pienso que sé qué hacer.

Narrador 2: La zorra sonrío. Ya casi puede saborear ese queso.

Zorra: El cuervo pronto se arrepentirá. Es exactamente como el poema viejo dice:

Nombre: _____ Fecha: _____

Un cuervo trae tristeza

Tradicional

Un cuervo trae tristeza,
 Dos cuervos—dos picos,
 Tres cuervos una chica,
 Cuatro cuervos un chico.
 Cinco cuervos traen plata,
 Seis cuervos traen oro,
 Siete cuervos cantan secretos en coro.

Zorra: ¡Pero yo soy la que sabe el secreto!

Tercer acto

Narrador 1: Los otros animales no saben lo que la zorra está pensando.

Escarabajo: ¿Qué está haciendo esa zorra?

Grillo: No sé, pero la zorra está tramando algo.

Escarabajo: Algo travieso, sospecho.

Narrador 2: El escarabajo y el grillo observan la acción.

Grillo: Espero que sea algo travieso, porque nunca pasa nada interesante en este bosque.

Narrador 1: El cuervo orgulloso ha volado con su queso a una rama en un árbol.

Narrador 2: Y la zorra astuta camina lentamente a ese árbol. La zorra pretende que no ve al cuervo.

Zorra: (*Suspiro*). Aquí estoy sin nada más que hacer. Nada me interesa. Qué bosque tan aburrido.

Cuervo: Qué malo para esa zorra que no es astuta como yo...

Narrador 1: ...piensa el cuervo.

Nombre: _____ Fecha: _____

Narrador 2: El cuervo no habla en voz alta. Si lo hiciera...

Narrador 1: ¡se le caería el queso!

Zorra: Desearía que hubiera algo en este bosque que valiera la pena mirar. (*Suspiro*).

Escarabajo: ¿Qué juego está jugando esa zorra?

Grillo: No sé, ¡pero será muy entretenido descubrirlo!

Narrador 2: El cuervo observa a la zorra.

Narrador 1: El cuervo no sabe que la zorra también lo está observando de reojo.

Zorra: ¿Qué hacer? ¿Qué hacer?

Cuervo: Qué zorra vieja tan ridícula. Seguramente puede encontrar algo interesante que hacer en este bosque vasto...

Narrador 2: ...piensa el cuervo para sí mismo. Se mueve en la rama para ver mejor a la zorra.

Zorra: ¿Qué fue eso? ¡Oigo un sonido desde los árboles!

Cuarto acto

Zorra: ¿Mis ojos me engañan?

Escarabajo: ¿Qué?

Grillo: Solo observa.

Zorra: ¿Es una visión lo que veo en las ramas? Es una belleza.

Cuervo: ¿La zorra habla de mí?

Narrador 1: El cuervo alza su cabeza un poquito más alto y aletea las plumas de su cola.

Narrador 2: La zorra mira fijamente al cuervo con asombro.

Nombre: _____ Fecha: _____

Zorra: ¡Ah, qué belleza! Debo voltear mi cabeza, ¡porque tu belleza es tan brillante!

Narrador 1: El cuervo sonríe con su pico. Pero tiene cuidado de sostener el queso fuertemente.

Zorra: ¿Cómo es posible que tal criatura viniera a vivir en este bosque? Nunca he visto plumas tan finas. Nunca he visto un pico con una punta tan aguda. Eres una belleza.

Escarabajo: Tiene que estar bromeando.

Grillo: ¿Ves al cuervo viejo? ¡Qué risa me da!

Narrador 2: El cuervo apenas puede contener su orgullo.

Cuervo: Es hora de que alguien note mi esplendor y encanto...

Narrador 1: ...el cuervo piensa a sí mismo.

Zorra: Te ves tan fino y majestuoso como te posas en esa rama. ¡Me pregunto qué tan glorioso te verás en vuelo! Otras aves deben tener vergüenza cuando están cerca de ti. ¿Cómo se pueden comparar?

Narrador 2: El cuervo casi grita de gozo a causa de los elogios.

Narrador 1: Pero el cuervo se acuerda del queso y no habla.

Narrador 2: En vez de eso, cierra los ojos como si estuviera soñando...

Narrador 1: ...y escucha con alegría los halagos de la zorra.

Escarabajo: ¡Ay, caramba! No puedo creer que el cuervo crea lo que dice la zorra.

Grillo: Yo sé. ¡Esto es magnífico!

Zorra: No hay palabras para expresar cómo te admiro. Intentaré cantar mi elogio.



Soñadora bella

por Stephen Foster



Soñadora bella, ¡despiértate ya!
La noche clara trae la verdad;
Los sonidos de día, van a partir,
¡Vente ahora no te voy a mentir!
Soñadora bella, reina tan fina,
Te cantaremos bonito a ti;
Ya se fue lo malo del día,
Soñadora bella, ¡despiértate ya!
Soñadora bella, ¡despiértate ya!

Acto 5

Escarabajo: Si ese cuervo es bello, entonces yo soy una hermosa mariposa azul.

Grillo: Solo sigue observando. Creo que sé de lo que se trata esto, y si estoy correcto, la zorra es más traviesa de lo que pensaba.

Narrador 2: La zorra sigue con los halagos.

Narrador 1: Y el cuervo se sigue hinchando de orgullo.

Zorra: Eres verdaderamente bello, mi amigo de plumas finas. Solo puedo imaginar qué tan bellos serían tus cantos.

Grillo: Ah, acerté. ¡La zorra va a terminar ganando!

Escarabajo: ¿Qué quieres decir? Ese cuervo no suena bien. ¿Has escuchado sus chillidos terribles?

Grillo: Sí, los he escuchado. Y también los ha escuchado la zorra. Pero eso no viene al caso. Solo observa.

Escarabajo: Está bien.

Zorra: Por favor ave bonita. Debo escucharte cantar. ¿Me cantas una canción?

Nombre: _____ Fecha: _____

Narrador 2: El cuervo apenas se puede creer que la zorra esté hablando sobre sus cantos. ¡Nadie nunca elogia los cantos de un cuervo!

Cuervo: Pues, quizás pueda cantar algo...

Narrador 1: ...el cuervo piensa para sí mismo.

Escarabajo: ¡Creo que el cuervo va a cantar!

Grillo: Sí, creo que sí. ¡Tápate los oídos!

Zorra: ¿Qué dices, ave fina? ¿Cantarás para mí y me dejarás oír tus tonos tan hermosos?

Narrador 2: El cuervo inclina la cabeza.

Zorra: Por favor no me hagas esperar más. ¡Sé que tu canto debe ser el más bonito de todas las aves!

Narrador 1: El cuervo está listo.

Narrador 2: Suspira profundamente y...

Escarabajo: ¡Cuidado!

Grillo: ¡El cuervo va a trinar!

Cuervo: ¡Croac! ¡Croac! ¡Croac!

Narrador 1: Y con eso, el queso se cae del pico del cuervo...

Narrador 2: ...en la boca abierta de la zorra que esperaba abajo.

Zorra: (*Trago*) ¡Delicioso!

Cuervo: ¿Qué?

Zorra: Gracias, cuervo. Esa fue la comida más buena que he comido en días.

Cuervo: ¡Pero ese era mi queso!

Zorra: Sí, era tu queso. Gracias por dármelo a mí.

Nombre: _____ Fecha: _____

Cuervo: Pero...pero...

Escarabajo: Vaya, esa zorra es muy astuta. Me gustaría haber pensado en ese plan. Entonces pudiera haberme comido el queso.

Grillo: Sabía que la zorra tramaba algo.

Cuervo: ¿Por qué escuché a esa zorra vieja? ¡Me engañó y me robó mi queso delicioso!

Zorra: Sí, te engañé. Pero quizás la próxima vez recordarás esta lección importante. Nunca confíes en los que te halagan excesivamente.

Narrador 1: Y la zorra sale lentamente...

Narrador 2: ...lamiéndose los labios mientras camina.

Cómo funcionan las palabras

Día 2

Mira estas sílabas: *que, qui, gue, gui*.

La *u* es **muda** cuando está en una de estas sílabas. Eso quiere decir que no la pronuncias.

queso

quitar

espaguetis

águila

Instrucciones: Lee las palabras. Escríbelas en la columna correcta. Subraya la *u* muda.

Banco de palabras			
aquí	guitarra	parque	Roque
Guille	equipo	guerra	guiso

<i>que, qui</i>	<i>gue, gui</i>



En algunas palabras con las sílabas *gue* o *gui*, escribimos dos puntos, o **diéresis**, sobre la *u* para mostrar que sí se pronuncia la *u*. ¿Pronuncias la *u* cuando lees las palabras *pingüino* y *cigüeña*?

Repaso de comprensión

Instrucciones: Escoge la mejor respuesta para cada pregunta.

1. ¿Cuáles son dos maneras de resolver el problema del parque?

- Ⓐ Crear una regla que prohíba la comida en el parque.
- Ⓑ Todos ayudan a limpiar el parque.
- Ⓒ Irse a un parque más limpio.
- Ⓓ A y B

.....
2. ¿Qué opción describe mejor a la comunidad del cuento?

- Ⓐ estudiantes de una clase
- Ⓑ personas que trabajan en la municipalidad
- Ⓒ personas que comparten un parque
- Ⓓ personas a las que les gusta la pasta

.....
3. ¿Qué aprende Ernesto sobre cómo una comunidad puede trabajar junta para resolver un problema?

Nombre: _____ Fecha: _____

Lee y busca

Día 2

Instrucciones: ¿Cuándo se desarrolla el cuento? ¿Dónde ocurre? Escribe detalles en los recuadros.

Hora	Lugar

Sinónimos y antónimos

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

Banco de palabras				
alguien	equipo	estanque	guerrero	guiso
juguete	parque	querer	quitar	seguir

Escribe un sinónimo para cada palabra.

- 1. amar _____
- 2. grupo _____
- 3. laguna _____
- 4. soldado _____

Escribe un antónimo para cada palabra.

- 5. dar _____
- 6. nadie _____
- 7. parar _____

Escribe una palabra que corresponda a cada categoría.

- 8. sopa, ensalada, tacos, _____
- 9. muñeca, naipes, dados, _____
- 10. plaza, patio, jardín, _____



Nombre: _____ Fecha: _____

Tipos de oraciones

Día 2

Instrucciones: Observa cada ejemplo. Escribe una oración con cada palabra. En cada oración, usa los mismos signos de puntuación que se usan en el ejemplo.

PREGUNTA Ej. *quitar*: ¿Recordaste *quitar* la traba de la puerta?

1. *alguien*: _____

2. *juguete*: _____

AFIRMACIÓN Ej. *quedarnos*: Decidimos *quedarnos* en casa.

3. *parque*: _____

4. *guiso*: _____

EXCLAMACIÓN Ej. *águila*: ¡Vimos un *águila* volando sobre las montañas!

5. *equipo*: _____

6. *seguir*: _____
