

SUMMER Scholars

Language Arts

Lessons and Activities

Rising 2nd Grade (Spanish)

Table of Contents

Management Guide Pages

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

Teacher's Guide Pages

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

Student Guided Practice Book Pages

- Cover (1 page)
- Day 1 Student Pages (13 pages)
- Day 2 Student Pages (5 pages)





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.)*

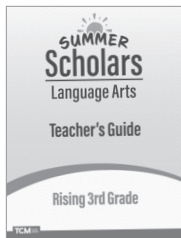
Planning Your Summer School Program	36
Pacing Plan Overview	36
Grade Level Details Overview	37
Grade Level Details	39
Rising 1st Grade	39
Scope and Sequence	40
Text Cards	43
Reader's Theater Scripts	44
Classroom Library	45
Rising 2nd Grade	47
Scope and Sequence	48
Text Cards	51
Reader's Theater Scripts	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.

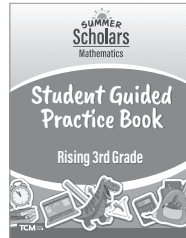
What's Included?

Teacher's Guide



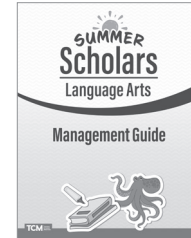
The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

Student Guided Practice Book



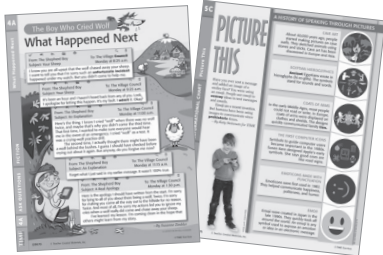
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

Management Guide



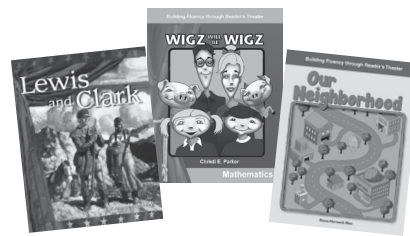
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

12 Reading Comprehension Text Cards



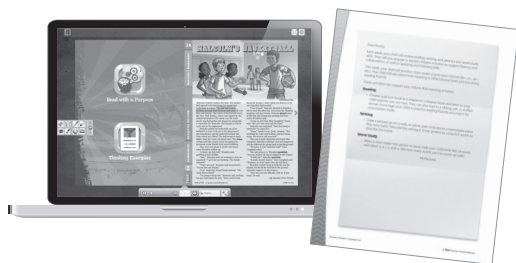
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

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



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 list. 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?

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.

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

Stopwatch icons indicate suggested durations.

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:

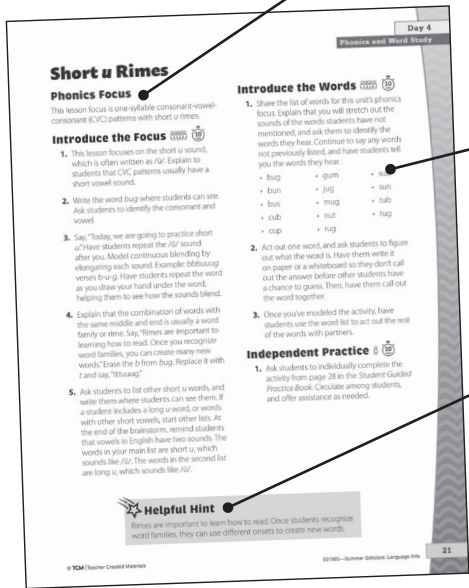
- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices

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.

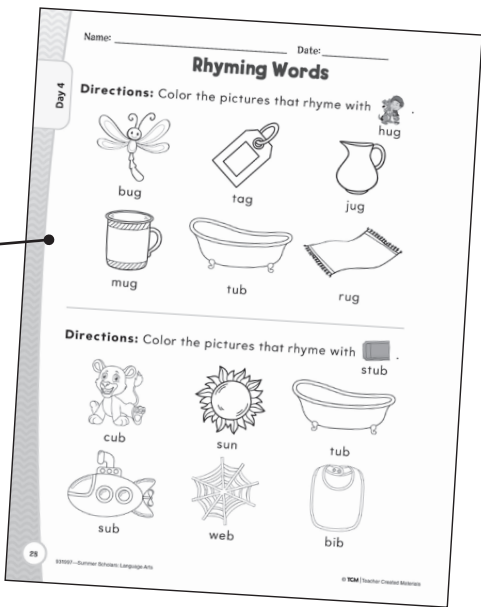
On the first day of the lesson, the phonics focus is presented, and students apply learned concepts as they read and speak each word that is introduced.



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.

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

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

Collaborative Activity

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



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

Name: _____ Date: _____

CAMPING CONSTITUTION Act I

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

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

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

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

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

Sam: I want to look for buried treasure.

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

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

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

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

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

Madison: Are you talking about the American Revolution?

Mrs. Freedom: Yes, exactly.

Sam: The Constitution is a set of rules.

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

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

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Name: _____ Date: _____

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

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

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

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


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

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

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

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

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



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

How to Use This Resource *(cont.)*

Reader's Theater *(cont.)*

Day 19
Fluency and Oral Language

Camping Constitution *(cont.)*

Practicing the Script

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

Collaborative Activity

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

Day 18
Fluency and Oral Language

Camping Constitution *(cont.)*

Assigning Roles

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

Practicing the Script

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

Collaborative Activity

1. Explain to students that it is important to use the proper voice and facial expression when performing, as it helps the audience to understand the emotions of the character. It also makes the reading more real and interesting.
 2. Write the following sentences from the script on strips of paper.
 - Mrs. Freedom: "Are you all ready for our outdoor club camping 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.)*

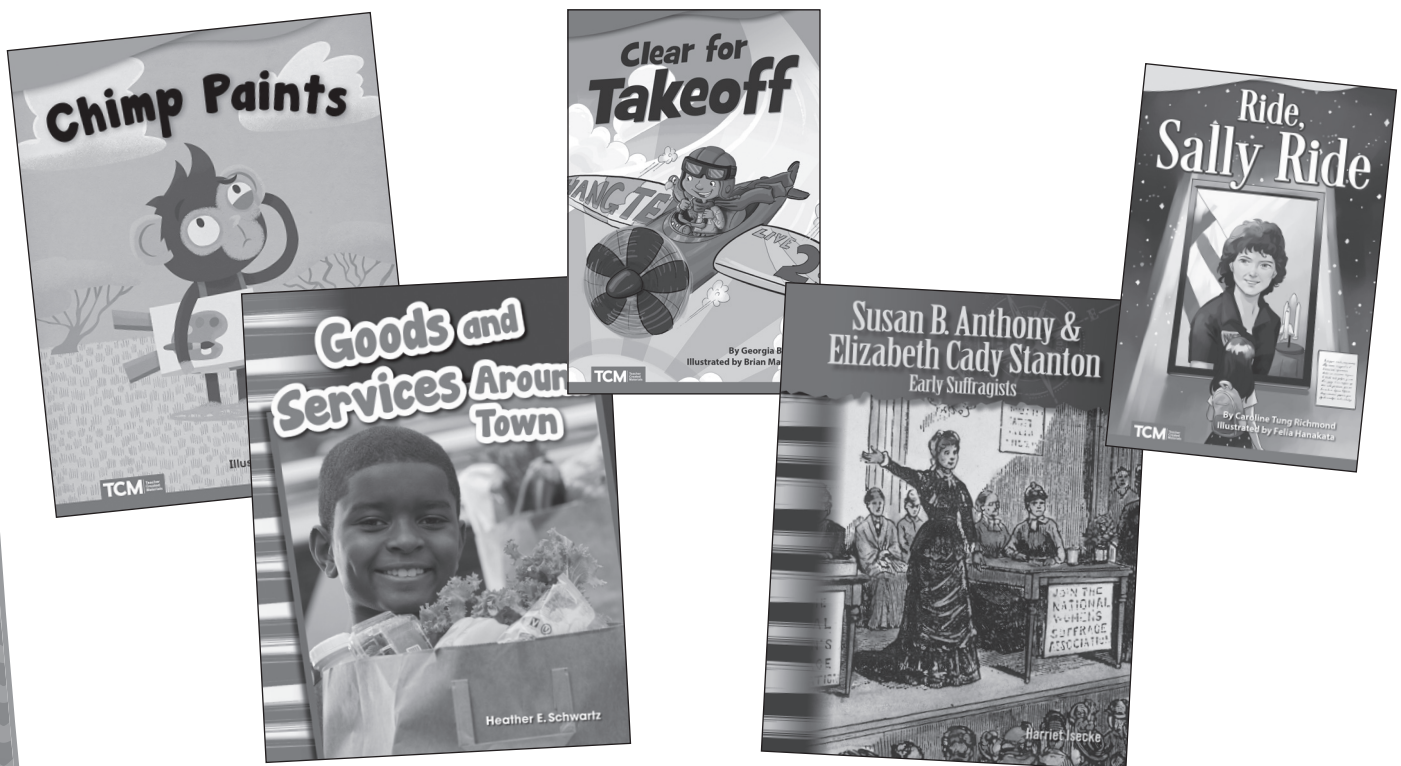
Classroom Library

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.

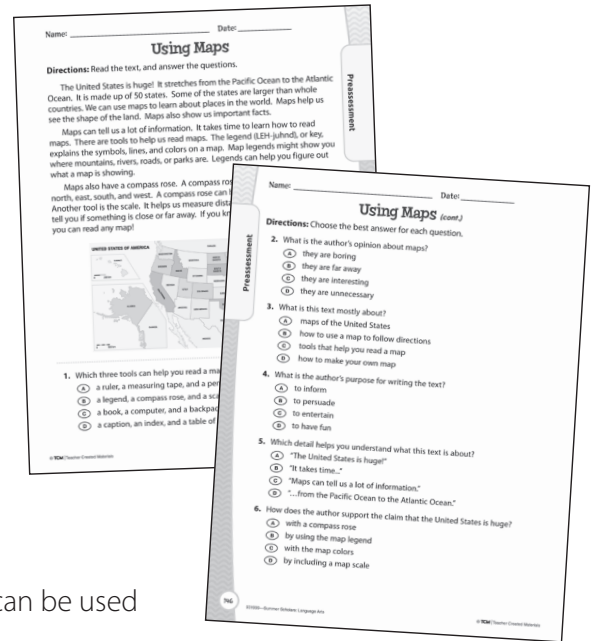


How to Use This Resource *(cont.)*

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 2nd Grade

Grade Level Details

Rising 2nd 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					Decodifican palabras con múltiples patrones de ortografía de sonido. Usan el conocimiento de que toda sílaba debe de tener por lo menos el sonido de una vocal para determinar el número de sílabas en una palabra escrita. Decodifican palabras de dos y tres sílabas siguiendo patrones básicos al dividir las palabras en sílabas. Escriben letras comunes según su sonido correspondiente.		
Day 2	Monitor Comprehension "Hogares del mundo" (Informational)	Ask questions to clarify the meaning of words in a text. Write opinion pieces.	Words with <i>ce</i> and <i>ci</i> Syllables with <i>a</i>		Recount key details from a text read aloud or information presented orally or through other media.	<i>Telarañas de belleza</i> Introduction and assign parts	
Day 3	Monitor Comprehension "La pequeña iguana" (Fable)	Retell text and demonstrate understanding of the central message/theme. Write persuasive pieces.	Words with <i>ce</i> and <i>ci</i>	Reconocen y leen a nivel de grado palabras de ortografía compleja. Identifican y asociar sonidos con letras individuales. Decodifican palabras que tengan de tres a cuatro sílabas.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Telarañas de belleza</i> Sing song and practice performance	

Day 4		Diphthongs	Distinguen los sonidos de las vocales en palabras. Decodifican palabras con diptongos. Escriben palabras con diptongos.			
Day 5			Escriben palabras con diptongos. Distinguen oralmente los sonidos de las vocales en una sola sílaba que forman un diptongo.			
Day 6	Summarize “El día de suerte de Alma” (Narrative)	Diphthongs Letter <i>u</i>	Dividen palabras monosilábicas en secuencia completa por sus sonidos individuales. Escriben letras comunes según su sonido correspondiente.	<i>Telarañas de belleza</i> Analyze poem and practice performance	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Day 7			Decodifican palabras con múltiples patrones de ortografía de sonido. Decodifican palabras que tengan de tres a cuatro sílabas.			
Day 8	Summarize “Grupos de animales” (Informational)	Words with <i>r</i> Open and Closed Syllables	Distinguen entre las sílabas abiertas y las sílabas cerradas. Identifican y asocian sonidos con letras individuales.	<i>Telarañas de belleza</i> Create props and perform	Work collaboratively with others to present information orally.	

Day 9	Use Text Features "Ricitos de Oro y los tres osos: lo que sucedió después" (Narrative)	Describe characters in a story by recounting the sequence of events. Write narratives.	Words with <i>r</i>	Reconocen y leen a nivel de grado palabras de ortografía compleja. Separan y pronuncian fonemas tales como la vocal inicial y media y los sonidos finales en palabras pronunciadas oralmente de una sola sílaba. Distinguen los sonidos de las vocales en palabras. Decodifican palabras con múltiples patrones de ortografía de sonido. Decodifican palabras que tengan de tres a cuatro sílabas.	<i>Hansel y Gretel</i> Introduction and Assign Parts	Describe familiar people, places, and things with detail.
Day 10			Words with <i>ge</i> and <i>gi</i> Letter <i>o</i>	Dividen palabras bisílabas CVCV en las sílabas que las componen. Escriben letras comunes según su sonido correspondiente. Distinguen los sonidos de las vocales en palabras. Leen palabras con inflexiones al final.		
Day 11	Use Text Features "Cómo crece una catarina" (Informational)	Use author's use of titles, illustrations, and details to describe main ideas. Write explanatory text.	Words with <i>ge</i> and <i>gi</i> Hiatus: <i>eo</i>	Distinguen entre las vocales y las consonantes y reconocen que sólo las vocales llevan acento escrito. Reconocen que el acento escrito es una marca colocada sobre una vocal que indica cuál es la sílaba de mayor énfasis.	<i>Hansel y Gretel</i> Analyze poem and practice performance	Speak audibly and express thoughts, feelings, and ideas clearly.
Day 12			Words with an Accent Mark Letter <i>i</i>			
Day 13	Determine Meaning "El regalo de cumpleaños" (Poetry)	Explain how details support the main idea. Write narratives.			<i>Hansel y Gretel</i> Sing song and practice performance	Demonstrate command of the conventions of standard English grammar and usage when speaking.
Day 14						

				Reconocen que el acento escrito indica a veces un significado distinto en palabras que se escriben con las mismas letras.		
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Rising 2nd 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	Determine Meaning "Fuera de este mundo" (Informational)	Use supporting details to determine the author's purpose. Write explanatory text.	Words with an Accent Mark	Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro. Reconocen el acento escrito en palabras sencillas y ya conocidas.	<i>Hansel y Gretel</i> Create props and perform	Use drawings or other visual displays to provide detail.
Day 16			Consonant Blends with / Letter e	Distinguen los sonidos de las vocales en palabras. Reconocen combinaciones consonánticas en palabras ya conocidas. Escriben palabras con sílabas trabadas.		
Day 17	Make Inferences "¿Entiendes el mensaje?" (Narrative)	Describe major events in a story, using key details. Write connection responses to text.	Consonant Blends with / Open and Closed Syllables	Decodifican palabras con sílabas trabadas. Escriben palabras con sílabas trabadas. Distinguen entre las sílabas abiertas y las sílabas cerradas.	<i>Héroes estadounidenses</i> Introduction and assign parts	Read text with purpose and follow agreed-upon rules for discussion.
Day 18						

Day 19								
Day 20	Make Inferences "¡Qué gran idea!" (Informational)	Make inferences and use evidence to support understanding. Write explanatory text.	Words with <i>ll</i> Digraphs <i>ch</i> , <i>ll</i> , and <i>rr</i>	Conocen la correlación grafo-fónica para los tres dígrafos consonánticos: <i>ch</i> , <i>ll</i> , <i>rr</i> . Escriben palabras con dígrafos consonánticos. Leen palabras con inflexiones al final. Escriben palabras con prefijos y sufijos comunes.	<i>Héroes estadounidenses</i> Analyze poem and practice performance	Read poetry orally with accuracy, appropriate rate, and expression.		
Day 21	Use Evidence "Hora de jugar" (Informational)	Ask and answer questions about key details in a text. Write opinion pieces.	Words with <i>ll</i>	Decodifican palabras con dígrafos. Escriben palabras con dígrafos consonánticos. Reconocen y leen a nivel de grado palabras de ortografía compleja. Producen y elaboran oraciones simples y compuestas al responder a sugerencias o pautas.	<i>Héroes estadounidenses</i> Sing song and practice performance	Develop oral language through listening, speaking, and discussion.		
Day 22			Consonant Blends with <i>r</i> Syllables	Decodifican palabras de dos y tres sílabas siguiendo patrones básicos al dividir las palabras en sílabas. Decodifican palabras con sílabas trabadas. Escriben palabras con sílabas trabadas. Reconocen combinaciones consonánticas en palabras ya conocidas.				
Day 23	Use Evidence "Un buen perdedor" (Narrative)	Identify authors use of words or phrases that	Consonant Blends with <i>r</i> Syllables	Dividen palabras monosilábicas en secuencia	<i>Héroes estadounidenses</i>	Speak audibly and express thoughts,		

Day 24		describe the main characters. Write personal narratives.		completa por sus sonidos individuales Escriben palabras con sílabas trabadas. Decodifican palabras de dos y tres sílabas siguiendo patrones básicos al dividir las palabras en sílabas. Leen palabras con inflexiones al final	Create props and perform	feelings, and ideas clearly.
Day 25	Culminating Activity "Bright Ideas"	Actively engage in group reading activities with purpose and understanding.	<i>Phonics and Phonological Awareness</i>	Conocen y aplican la fonética y las destrezas de análisis de palabras al nivel de grado, en la decodificación de palabras.	n/a	n/a

Rising 2nd Grade Text Cards

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

Title	Genre	Lexile® Measure	Description
Homes of the World	nonfiction	340L	Learn about how families live in different types of homes across the world.
The Little Iguana	fiction	260L	A little iguana is determined to wake up a sleeping sun to help save its warm-blooded friends.
Ellie's Lucky Day	fiction	370L	A four-leaf clover brings Ellie good luck at school. After her clover loses a leaf, Ellie discovers that her true luck is having caring friends.
Animal Groups	nonfiction	370L	Many animals live together in groups to survive. Learn how animals such as bats and dolphins work in groups to survive.
Goldilocks and the Three Bears: What Happened Next	fiction	430L	After eating the three bears' porridge, Goldilocks decides to pay the bears back by picking and giving them berries that taste "just right."
A Ladybug Grows Up	nonfiction	380L	Learn about how ladybugs grow up through life cycles. Discover the four stages of a ladybug's life.
The Birthday Present	poetry	N/A	A son learns how to make smart choices while on shopping for a birthday present with his dad.
Out of This World	nonfiction	280L	Meet Scott Kelly, an astronaut who lived on a space station for almost a year with astronauts from different countries.
Get the Message?	fiction	310L	Kyra learns text message words from her brother. She discovers that texting words don't belong on her homework.
What a Great Idea!	nonfiction	370L	Inventors use their imaginations to solve problems. Read about three inventions that help to solve problems in the world.
Game Time	nonfiction	320L	Sports require commitment and concentration. Find out how much time people invest into different sports.
A Good Sport	fiction	260L	As the fastest kid in his class, Ben doesn't know much about losing. He learns how to be a good sport after a new kid in class beats him in a race.

Rising 2nd Grade Reader's Theater Scripts

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

Title	Characters	Setting	Description
<i>American Heroes</i>	Joey Abe Martin Sally Cesar Liberty	This reader's theater takes place in Joey's home. It is a home just like yours. A large book sits on a desk near Joey.	Joey is struggling to think of what to do for his school project. Famous historical American figures from a book on his desk hear Joey's distress and teach him about American history to help him finish his project.
<i>Webs of Beauty</i>	Sam Maya Diego Mrs. Patterno Spotsy Spider Slinky Spider	This reader's theater takes place in and around a forest.	Three kids learn about patterns after finding a beautifully designed spider web. Two spiders find inspiration from these kids and the world around them to create new patterns in their webs.
<i>Hansel and Gretel</i>	Hansel Gretel Father Stepmother Witch Narrator	This reader's theater takes place in the woods. Hansel and Gretel live at the edge of the woods. A witch lives deep among the trees.	Hansel and Gretel's cruel stepmother abandons them in the woods one day when their father is away at work. They come across a house made of sweets, and soon find out that an evil witch lives there and wants to eat them. But the kids outsmart the witch and escape safely.

Rising 2nd 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>Amazing Americans: George Washington</i>	290L	F	It is time to learn about George Washington.
<i>Central Park Trip</i>	430L	F	Winston and Marcus take a trip to Central Park with their Aunt Tish. There are many fun things to see and do at the park.
<i>Darri's Dot Painting</i>	480L	I	Darri's grandma is busy making a dot painting for an art show, and Darri gets to help. But there are surprises in store for both of them.
<i>Goods and Services Around Town</i>	440L	L	Your town has many goods and services for sale. You can buy things you want. You can buy things you need.
<i>I Am a Good Citizen</i>	240L	E	It is time to learn about being a good citizen.
<i>King Cole's Feast</i>	490L	J	King Cole is trying to eat healthy. He invites his friends to dine at his castle. Will his guests find something tasty to eat at his feast?
<i>My Brother and Me</i>	340L	F	Ava has a younger brother named Luis. Luis has autism. Luis is going to a birthday party. How will Ava help him have fun?
<i>National Holidays</i>	220L	F	Our nation has many holidays. Why do we celebrate them?
<i>Shake Your Tail Feathers</i>	410L	I	The birds are having a dance party! Everyone shake your tail feathers and dance!
<i>What Makes a Family?</i>	440L	L	Families may look different, but they are also the same. They all have a past. They celebrate together. They love one another.

*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 2nd Grade

Days 1–2 Overview

Hogares del mundo

Learning Outcomes

- Use text structure to comprehend a variety of texts.
- Monitor and modify reading strategies by questioning the text.
- Engage effectively in a group discussion, following agreed-upon rules.
- Use basic elements of structural analysis to decode words that contain syllables with *a*.

Reading Strategy: Monitor Comprehension

One way to monitor comprehension is by self-checking. In this lesson, students will read “Homes of the World” and use a compare-and-contrast graphic organizer to identify similarities and differences between their homes and homes around the world.

Summary of the Text Card

This nonfiction text shares information about homes around the world and how they look different from one another. (Informational)

Words with *ce* and *ci*

Learning Outcome

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

Phonics Focus

Students will focus on words with *ce* and *ci*. Students will complete sentences using these words, write words syllable by syllable, and find synonyms and antonyms.

Telarañas de belleza

Learning Outcome

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

Fluency Focus

Students will listen to the script, discuss new vocabulary words, and think about how narrators tell stories. They will explore patterns and discuss animal life. Students will be assigned to groups and begin practicing the script and poem.

Summary of the Script

Patterns can be found in many places in our world, such as the stripes of a zebra or the ridges of a seashell. The reader’s theater *Webs of Beauty* shows students the intricate pattern of a spiderweb and how the pattern of a web is reflected in other parts of nature.

Big Idea

Myself and Others

Essential Question

What different kinds of people are in your world?

Materials

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

Hogares del mundo

Look Before You Leap

- Before the lesson, write each of the following questions on its own strip of paper. Create one strip of paper for each student. Review the questions with students, but do not discuss the answers.
 - What can you tell about the homes in the pictures?
 - What color patterns can you see?
 - What does the word *homes* mean?
- Engage students in the Reading Tea Party protocol. For this protocol, give each student a prepared strip. Tell them that they are going to greet their tea-party guests (other students in the group) as though they are at a fancy dinner. Then, each student will read their sentence strip to the party guest and wait for a response. After they receive responses, they can move on and repeat the process with other party guests.
- 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 “Homes of the World” is an example of informational text. Say, “Informational texts provide facts. This informational text will teach us all about different homes around the world.”

Support for Language Learners: Discuss the word *país* with students. Draw a small circle, and write the words *mi hogar* in the middle. Then, draw a slightly larger circle around the first circle, and write the words *mi vecindario*. Continue until you have drawn circles for the words *pueblo* or *ciudad, estado*, and *país*. You may also choose to add an additional circle for *continente*.

Read and Think

- Have students practice self-checking nonfiction text. Say, “Today, we will practice monitoring our comprehension by stopping to check in with ourselves. As we read, we will pause and restate the information in our own words. That way, we can see whether we really understand what we read.” Use the following think aloud to model the strategy.
 - Read the first paragraph aloud and pause for a moment. Say, “While I read this section, I made a mental picture of all the different homes I see in my community. I’ve seen houses, apartments, and motor homes. On TV, I have even seen houses on boats! When I stop to check in with myself, I know I understand the text because I’m able to visualize it.”
- Read the remaining text aloud while students read along with you. As you read, pause to provide opportunities for students to restate the information in their own words.
- Have students discuss the following questions with partners.
 - What did you do to make sure you were understanding the text as you read?
 - Why is it important to pause and do a self-check?

Technology: A digital copy of the text card, “Hogares del mundo,” can be accessed in the digital resources and displayed for the group.

Hogares del mundo

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. Have students focus on the text, “Homes of the World,” from page 5 in the *Student Guided Practice Book*. Explain the importance of phrasing groups of words naturally when reading aloud. Say, “When we read, we want to make sure we read a phrase and then take a breath at an appropriate spot. If we read one or two words at a time, or if we take a breath in the middle of a sentence, we sound like robots! Let’s look at this sentence: *Pero cada uno es un lugar donde convive una familia*. I could read this sentence aloud like this: Pero... cada uno es un... lugar donde... convive una... familia. But that makes the sentence very hard to understand. When I read this time, I’m going to take a deep breath and read the whole sentence fluently.” Reread the sentence, modeling fluent reading.
2. Have students underline the following sentence: *Esta familia vive en Mongolia, un país de Asia*. Read the sentence aloud incorrectly: Esta... familia vive en... Mongolia, un... país de... Asia. Model how you monitor your comprehension by saying, “It’s very hard to understand the sentence when I read like a robot!” Then, reread the sentence with proper phrasing.
3. Guide students in choosing and underlining sentences that they would like to read fluently. Have students practice reading the selected sentences multiple times in their minds, making sure they read the way they speak. Then, have them whisper read. Finally, have students read aloud with partners.

Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *Think about your home. Write about what makes it special.*
2. Remind students to edit and revise their writing. Let them know they should do the following in their responses:
 - Use the text for help.
 - Think about the syllables before you write.
 - Use complete sentences.
 - Add detail sentences.
 - Try their best.

Technology: If students are ready to work independently, they can access a digital copy of the text card, “Hogares del mundo.” 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 *ce* and *ci*

Phonics Focus

This unit's focus is words with *ce* and *ci*.

Introduce the Focus

1. This lesson focuses on two phonics concepts: syllabication and words with *ce* and *ci*. Ask students if they know the two sounds for letter *c* (/k/ and /s/). Have students repeat the /k/ sound and then the /s/ sound after you.
2. Write the following words for all to see: *cama*, *doce*, and *cocina*. Have students break the word *cama* into syllables (*ca-ma*). Write the syllables for all to see. Explain that the letter *c* sounds like /k/ in the syllables *ca*, *co*, and *cu*. Then, write *do-ce* and *co-ci-na*, and circle *ce* and *ci*. Explain that the letter *c* sounds like /s/ in the syllables *ce* and *ci*.
3. Have students brainstorm words with *ce* and *ci*. Write them for all to see as students call them out. If students include words with *ca*, *co*, or *cu*, or with *s* or *z*, keep them on separate lists.

Introduce the Words

1. Share the list of words for this unit's phonics focus:
 - celular
 - cereza
 - cerrar
 - cielo
 - cocinero
 - dice
 - doce
 - dulce
 - pecera
 - receta
2. Say each word syllable by syllable, elongating the /s/ sound for students to hear. Underline *ce* and *ci* in each word. Have students repeat each word as you draw your hand under it, helping them see how to blend the syllables.
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.

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, and offer assistance as needed.

Helpful Hint

In order to remember how *ce* and *ci* sound, students can use the name *Ceci*, which has the two syllables together.

Telarañas de belleza

Introducing the Script

1. Tell students that they will perform a reader's theater called *Webs of Beauty*. In this script, the spiders and children explore patterns in nature.
2. Before reading the script, introduce new vocabulary words to students, such as *obra de arte*, *patrón*, *alardear*, and *admirar*. Have students help you define the words as you read them aloud.
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 8–16 in the *Student Guided Practice Book*. Ask students to think about the title of the script and ask them, “Is a spiderweb beautiful?” Allow them to explain their answers.
4. Read the characters’ names aloud, and review the first line of the script to identify the setting. Ask students to describe interesting items in nature, such as neat rocks or colorful flowers. Explain that Maya, Diego, and Sam are the main characters from the story. They are the first people to discover the spider’s webs in the forest. These characters discover other objects in nature that have patterns, too.
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, ask them to brainstorm as many animals as they can think of. Write the animals in a list on the board or chart paper.
2. Tell students to think about the skin, feathers, or colors of the animals. For example, a peacock’s feathers have large blue and green circles. Tell students that the repeated colors and circles on each feather form a pattern.
3. Give each student a 4" × 4" square. Draw the peacock pattern on one square as an example for students. Then, have each student choose an animal from the brainstorming list and draw a colorful pattern from that animal on their square.
4. Collect the squares, and place them together on a wall in the room to create a “quilt” with all the animal patterns.



Hogares del mundo

Read and Find

1. Tell students that “Homes of the World” has a compare-and-contrast text structure. Say, “This means that the author is looking at how things are the same and how they are different. In other words, the author is comparing and contrasting. As I read, let’s look at how homes are similar and how they are different.”
2. Read “Homes of the World” aloud, modeling fluent reading, and have students follow along on page 5 in the *Student Guided Practice Book*. Encourage students to notice important information that will help them analyze the structure.
3. Say, “This text teaches us about many different homes. Let’s compare and contrast our homes with the homes in the text.” Introduce the graphic organizer from page 19 in the *Student Guided Practice Book*.
4. Ask students, “What words can we find in the text that describe homes of the world? Work with partners to search the text for details. If you find one, give a thumbs-up.”
5. Guide students as they search for information about homes of the world. Discuss how the homes in the text compare to their homes. (For example, houses in Italy are made of stone. Many American houses are made of wood.)
6. Have students share details and write them on their graphic organizers. When completed, the left side of their graphic organizers should contain the words listed in the answer key on page 115. **Note:** You may choose to have students draw pictures or write fewer words than those listed in the example.

Words to Know

1. Have students return to the key words list from page 4 in the *Student Guided Practice Book*. Read and review each word, providing examples and using the words in context.
2. Have the group choose one or more words to illustrate. For example, students might draw a map for the word *país*.

Support for Language Learners: Have students tell about their homes using compare-and-contrast statements. For example, *Mi habitación tiene una alfombra azul, pero la de mi hermano no*. Encourage students to use words such as *sin embargo* or *aunque* in their statements.

How Words Work

1. Read and clarify the information from page 17 in the *Student Guided Practice Book*: *Todas las sílabas deben tener una vocal*.
2. Guide students to read the example words. Have them clap out the syllables. Create three columns where students can see them, and have students assign each word to a group according to their number of syllables. Write the words.
3. Have students work as a group, with partners, or independently to sort the words according to their number of syllables.
4. Review and correct the chart as a group. Then, ask students to write more words with *a* that have 1, 2, or 3 syllables.

Essential Question

1. Have students talk to partners about the Essential Question: *What different kinds of people are in your world?*
2. Allow time for students to share their ideas with the whole group.

Hogares del mundo

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, "Homes of the World."
2. Engage students in the Merry-Go-Round protocol. For this protocol, read each of the following questions aloud, and have students discuss their answers in groups of three.
 - What is one thing that is similar about all the homes in the story?
 - How does the location of a home affect the way it looks?
 - What makes a place a home?
 - What are some things a home needs to have?
3. Bring the group back together in a circle, and have the group "merry-go-round" by having each student share their response in one to five words. Keep the rotation quick, and remind students to share their thoughts concisely.
4. After everyone has had a chance to share, repeat the procedure by asking the next question.

Quick Check

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

Practice

1. Distribute sheets of paper to students, and have them draw pictures of their homes. Have students label their pictures using words from the text.
2. If students finish early, encourage them to revisit their writing pieces from the previous day.

Words with *ce* and *ci*

Phonics Focus

This unit's focus is words with *ce* and *ci*.

Revisit the Focus

1. Write the words *pecera*, *dulce*, *cielo*, and *cocinero* for all to see. Demonstrate how to blend the syllables of *pecera* (*pe-ce-ra*), elongating the /s/ sound.
2. Have students work with partners to blend the other words aloud.

Guided Practice

1. Provide each student with drawing paper, crayons, and scissors. Use the word *pecera* to model the following steps.
 - Fold the paper in thirds. This will create three sections.
 - Write *pe* in the first box, *ce* in the second box, and *ra* in the third box.
 - Cut apart the boxes, mix them up, and rebuild the word.
2. Have each student choose a new word to write, cut, and rebuild.
3. Have students switch their words with partners and rebuild their partners' words.

Independent Practice

1. Read aloud the directions on pages 20–21 from the *Cuaderno de prácticas guiadas para el estudiante*. Review with students the concepts of synonym and antonym.
2. Ask students to individually complete pages 20–21 from the *Cuaderno de prácticas guiadas para el estudiante*. Circulate among students, and offer assistance as needed.

Telarañas de belleza

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:
 - Slinky and Spotsy: second half of kindergarten
 - Mrs. Patterno and Diego: first half of 1st grade
 - Sam and Maya: second half of 1st 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, tone, expression, and voice 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.

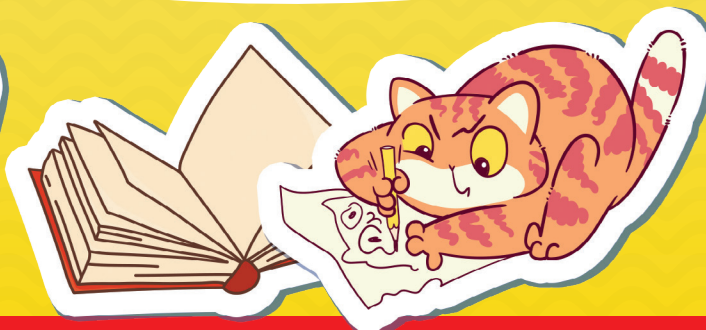
Collaborative Activity

1. This script contains a song and a poem. Assign each group member one or two lines of the poem, "Rainbow Colors." Explain that the entire group will read the last line of the poem together.
2. Tell students to create actions to go along with their assigned lines. The actions should relate to words used in the poem, such as *tejidos*, *mirar*, and *coser*. For example, in line two, the action might be waving hands to model *tejidos*.
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
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Cuaderno de
prácticas guiadas
para el estudiante

Rumbo a 2.º grado



Palabras importantes

Día 1

Instrucciones: Lee sobre cada palabra. Haz un dibujo para una o más de las palabras.

elevar: mover hacia arriba

pilotes: palos largos usados para sostener una construcción sobre el agua o sobre el suelo

país: un área de tierra controlada por su propio gobierno

transportable: fácil de llevar de un lado a otro

Hogares del mundo

Lee sobre algunos hogares alrededor del mundo. Todos estos hogares son diferentes. Pero cada uno es el lugar donde convive una familia.



FORGET GAUTIER—SHAPPHOTO.COM/ALAMY

Esta familia vive en Italia, en Europa. Su casa es de piedra. El piso también es de piedra.



NANCY BROWN—GETTY IMAGES

Esta familia vive en Mongolia, un país de Asia. Viven en una tienda transportable llamada *yurta*.



THOMAS STANKIEWICZ—LOOK DIE BILDAGENTUR DER FOTOGRAFEN GMEHALAWY

Esta familia vive en Tailandia, en Asia. Su casa es de paja y madera. Está construida sobre **pilotes**. La casa está **elevada** sobre el suelo. Aunque el nivel del agua suba, la casa permanece segura.

Nombre: _____ Fecha: _____

Escríbelo

Día 1

Instrucciones: Piensa en tu casa. Escribe acerca de las cosas que la hacen especial.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated ten times.



Debes:

- Buscar ayuda en el texto
- Pensar en las sílabas antes de escribir
- Escribir oraciones completas
- Agregar oraciones con detalles
- Hacer tu mejor intento



Nombre: _____ Fecha: _____

Completar oraciones

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

Banco de palabras

celular cereza cielo
dice doce receta



1. Mi abuelo _____ que me dará \$10.

2. Cami sabe una _____ de cocina.

3. No hay ni una nube en el _____.

4. Son las _____.

5. Me compraron un _____ nuevo.

6. El pastel tiene una _____ arriba.

Telarañas de belleza

Acto 1

Sra. Patterno: Nuestra historia comienza con dos arañas conversando en el bosque.

Spotsy Araña: ¡Por fin! He terminado mi obra de arte. Ahora puedo darme un banquete con algunas moscas sabrosas.

Slinky Araña: Spotsy, te has superado esta vez. ¡Ésa es una telaraña hermosa!

Spotsy Araña: ¡Gracias! Esta vez traté de usar muchos colores.

Slinky Araña: Veo que también usaste diferentes patrones.

Spotsy Araña: Sí, pasé mucho tiempo haciendo esta telaraña. Y debo decir que creo que soy la mejor...

Slinky Araña: Deja de alardear por un segundo. Creo que oigo venir gente.

Spotsy Araña: Estos niños deben de estar jugando a las escondidas.

Acto 2

Sam: ¡Listos o no, ahí voy!

Maya: Creo que me esconderé detrás de este árbol. Sam nunca me va a encontrar aquí.

Diego: ¡Caramba! Mira esa telaraña, Maya.

Maya: ¡No digas nada, Diego! Sam te va a escuchar.

Diego: ¡Mira!

Maya: ¡Vaya! ¡Es la telaraña más hermosa que jamás he visto!

Spotsy Araña: Te dije que era la mejor tejedora de telarañas del bosque.

Nombre: _____ Fecha: _____

Sam: ¡Los encontré!

Maya: Mira esa telaraña, Sam.

Sam: ¡Está llena de colores vivos!

Diego: Sigue un patrón: verde, dorado, azul, verde, dorado, azul.

Slinky Araña: ¡Spotsy, ten cuidado! ¡Diego va a tocar tu telaraña!

Diego: ¡Oh, no! La rompí.

Maya: Destruiste la casa de esa araña.

Spotsy Araña: ¡Nooo! Mi creación está arruinada y ahí se va mi cena de esta noche. Esas moscas se veían tan buenas.

Slinky Araña: ¡Olvídate de las moscas! Me alegro que llegaras a la parte superior de tu telaraña a tiempo.

Spotsy Araña: Pues, bien, puedo hacer otra telaraña.

Slinky Araña: Esta vez haz un patrón diferente.

Spotsy Araña: ¡Buena idea! ¿Qué patrón debo seguir?

Acto 3

Slinky Araña: ¿Por qué no haces el patrón de una serpiente?

Spotsy Araña: No, lo hice la semana pasada.

Sam: Es increíble el patrón que hizo esa araña en su telaraña. Nunca había visto algo así.

Diego: Si lo piensas bien, hay patrones en todas partes.

Sam: ¿Qué quieres decir?

Nombre: _____ Fecha: _____

Maya: Mira la camisa de Sam. Tiene un patrón: pelota de béisbol, de básquetbol, de fútbol, de béisbol, de básquetbol, de fútbol.

Diego: ¡Tienes razón! ¡Es un patrón que se repite!

Spotsy Araña: ¡Eso es! Para el patrón de mi próxima telaraña usaré el patrón de la camisa del niño.

Slinky Araña: ¡Bien, sería una telaraña hermosa! ¡Pero será mejor que trabajes aprisa si quieres conseguir algo para la cena mientras las moscas aún están afuera!

Canción: Telaraña de belleza

Mira, mira, mira ya

Esta telaraña.

Mira, mira, mira ya

Lo que hay aquí.

Sus colores brillan en el gran sol.

Sus colores brillan para mí y para ti.

Mira, mira, mira ya

Esta telaraña.

Mira, mira, mira ya

Lo que hay aquí

Sus patrones lucen en el gran sol.

Sus colores lucen para mí y para ti.

Mira, mira, mira ya

Esta telaraña.

Mira, mira, mira ya

Lo que hay aquí

La belleza por doquier se encuentra.

La belleza está allá.

Nombre: _____ Fecha: _____

Acto 4

Sra. Patterno: Cuando el sol empieza a ponerse, los amigos deciden dirigirse a casa para cenar.

Maya: Tengo una idea. Vamos a jugar a algo mientras caminamos a casa. ¡Quien descubra la mayor cantidad de patrones gana!

Diego: Bien. ¡Empezamos!

Sam: Acabamos de salir del bosque y ya he encontrado un patrón. Las ventanas de las casas: círculo, cuadrado, círculo, cuadrado.

Maya: Mira los pájaros en el cielo. Están volando en patrón, uno en la primera columna, dos en la segunda, tres en la tercera y más.

Diego: Es mi turno. Mira la acera: cuadrado, rectángulo, cuadrado, rectángulo.

Maya: Un patrón más y me coronaré como la Reina de los Patrones. ¿Están listos?

Sam: Muy bien, Maya. ¡Dilo!

Maya: ¿Ven esa cerca alrededor del parque? Está adornada con flores: rosa, girasol, rosa, girasol.

Diego: ¡Vaya! Podemos encontrar patrones dondequiera que miremos.

Nombre: _____ Fecha: _____

Acto 5

Sra. Patterno: Sam está en casa conversando con su madre sobre la telaraña del bosque. Luego, alguien toca a la puerta: rat, tat, tat, rat, tat, tat.

Sam: Espera, ¿no es eso un patrón?

Maya y

Diego: ¡Hola, Sam! ¿Estás listo para regresar al bosque?

Sra. Patterno: Taca, taca, taca, taca.

Maya: ¡Oh no! ¡Está lloviendo! No podemos ir al bosque con la lluvia.

Diego: Tengo una idea. ¿Por qué no buscamos patrones alrededor de la casa?

Sam: Te apuesto a que podríamos encontrar muchos patrones aquí en la cocina.

Diego: Mira el piso de la cocina: negro, blanco, negro, blanco.

Maya: ¿Qué pasa con el papel de empapelar? Tiene: diamante, círculo, diamante, círculo.

Sam: No veo otro patrón, pero sé cómo hacer un patrón de sonido. Toma una cuchara y una olla del gabinete. Podemos golpear suavemente, fuertemente y suavemente para hacer un patrón.

Maya, Sam,
y **Diego:**

¡Pim, PAM, pam, pim, PAM, pam!

Maya: No sabía que los patrones pudieran ser tan divertidos. Podríamos empezar nuestra propia banda.

Nombre: _____ Fecha: _____

Diego: Sí, nos podemos llamar Los Punks de los Patrones.

Sam: ¡Sigán tocando! Podemos hacer todo tipo de patrones de sonido con estos instrumentos.

Acto 6

Sra. Patterno: Pasaron la primavera y el verano. Sam, Diego y Maya no habían ido al bosque por mucho tiempo.

Spotsy Araña: Me pregunto dónde han estado esos niños. Los extraño.

Slinky Araña: ¡Oh, Spotsy! Sólo quieres alardear de tu nueva telaraña de arco iris.

Spotsy Araña: Tienes que admitir que es mi mejor telaraña. Traté de hacer algo que se pareciera al arco iris: rojo, anaranjado, amarillo, verde y azul.

Slinky Araña: Es hermosa. Pero creo que te faltan uno o dos colores.

Spotsy Araña: Lo sé. Aún no he terminado.

Maya: ¡Sam! ¡Diego! La araña aún está aquí.

Sam: Esta vez la telaraña parece un arco iris.

Diego: Rojo, anaranjado, amarillo, verde, azul.

Sam: ¿Qué colores vienen después?



Nombre: _____ Fecha: _____

Maya: ¡Índigo y violeta!

Spotsy Araña: ¡Sí, eso es! Ahora puedo terminar mi telaraña de arco iris.

Poema: Los colores del arco iris

Colores, la belleza de los colores,
Tejidos en el aire para admirar.
Colores, la belleza de los colores,
Todos los quieren mirar.

En los hilos que la araña teje
Un arco iris se puede ver.
No quiero que deje
De trabajar y coser.

Colores como el rojo y el dorado,
Luego el verde, el azul y el rosa,
Hasta el índigo y el morado,
Verlos en el rocío es una cosa hermosa.

Colores, la belleza de los colores,
Tejidos en el aire para admirar.
Colores, la belleza de los colores,
Todos los quieren mirar.

Acto 7

Maya: Apenas puedo esperar la clase de matemáticas de hoy. La Sra. Patterno nos dijo que íbamos a hablar de patrones que se repiten.

Diego: ¿Deberíamos hablarle de la telaraña que vimos en el bosque?

Sam: También podemos hablarle de todos los otros patrones que encontramos.

Nombre: _____ Fecha: _____

Sra. Patterno: Niños y niñas, por favor repitan después de mí: la, tee, dah, la, tee, dah.

Sam, Maya,
y **Diego:** La, tee, dah, la, tee, dah.

Diego: ¡Oh, oh! ¡Sra. Patterno! Ése es un patrón que se repite.

Sra. Patterno: Buen trabajo, Diego. Ahora, busquemos en el salón diferentes patrones.

Sam: Veo un patrón de formas: círculo, cuadrado, triángulo, diamante.

Maya: Mira nuestra pared de la salud: manzana, plátano, naranja, manzana, plátano, naranja.

Sra. Patterno: Todos han hecho muy buen trabajo. Ahora, vamos al patio de juego.

Diego: Mira los columpios en el patio de juego. Los chicos se están columpiando siguiendo un patrón: un niño sube, otro baja, sube, baja, sube, baja.

Maya: ¡Sra. Patterno, las matemáticas son tan divertidas!

Acto 8

Sam: ¡Está nevando!

Maya: ¡Sí! Me encantan los días de nieve.

Diego: Vamos al bosque.

Sam: ¡De acuerdo!

Slinky Araña: Bien, Spotsy, veo que vienen tus pequeños amigos.

Nombre: _____ Fecha: _____

Spotsy Araña: ¿Crees que les gustará esta telaraña? Es mi telaraña para todas las estaciones.

Slinky Araña: A los chicos siempre les gustan tus telarañas.

Spotsy Araña: Sí, lo sé. ¡Es porque soy brillante!

Sam: ¡Ay, caramba! ¡La araña se ha superado a sí misma esta vez! Su telaraña tiene...

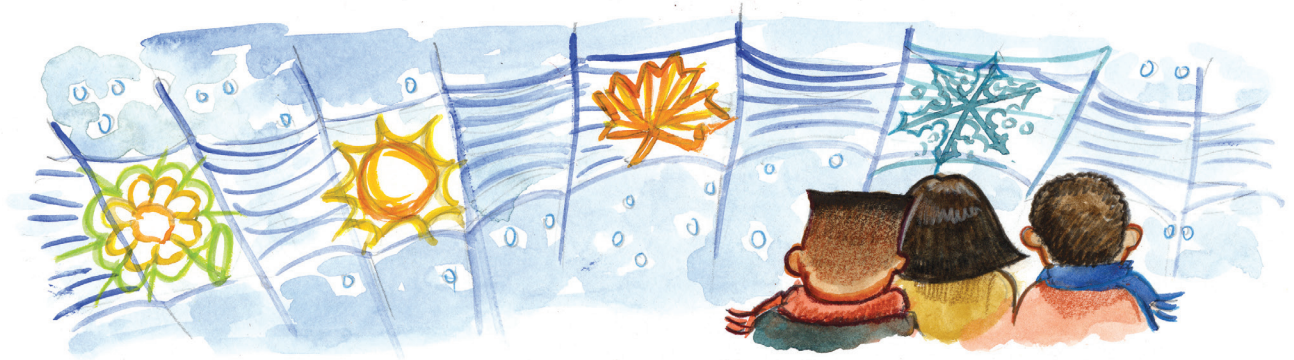
Diego: Una flor, un sol, una hoja, un copo de nieve.

Sam: ¡Es una telaraña para todas las estaciones!

Spotsy Araña: Mira, ¡qué niño tan inteligente!

Maya: Las estaciones también siguen un patrón: primavera, verano, otoño, invierno, primavera, verano, otoño, invierno.

Diego: Tenías razón, Maya. ¡En realidad se pueden encontrar patrones en cualquier lugar!



Cómo funcionan las palabras

Sílabas con *a*

<p>Todas las sílabas deben tener una vocal.</p>	<p>Ejemplos</p> <p>dar ra/na pan/dera</p> <p>más a/mo ara/ña</p>
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Instrucciones: Lee las palabras. Clasifica las palabras.

Banco de palabras				
ala	panda	sal	araña	alta
				

1 sílaba	2 sílabas	3 sílabas
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Repaso

Más palabras con *a* con 1, 2 o 3 sílabas:

Repaso de comprensión

Instrucciones: Escucha las preguntas. Escoge una respuesta.

1. ¿Qué cosa tienen todos los hogares del mundo?



(A) pilotes

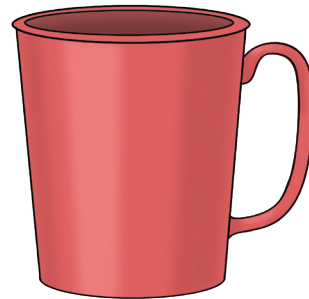


(B) familia

2. ¿Qué palabra tiene dos sílabas?



(A)



(B)

Instrucciones: Escoge una respuesta. Escribe la palabra en el renglón.

Banco de palabras		
piedra	familia	paja

3. La casa de Tailandia es de _____.

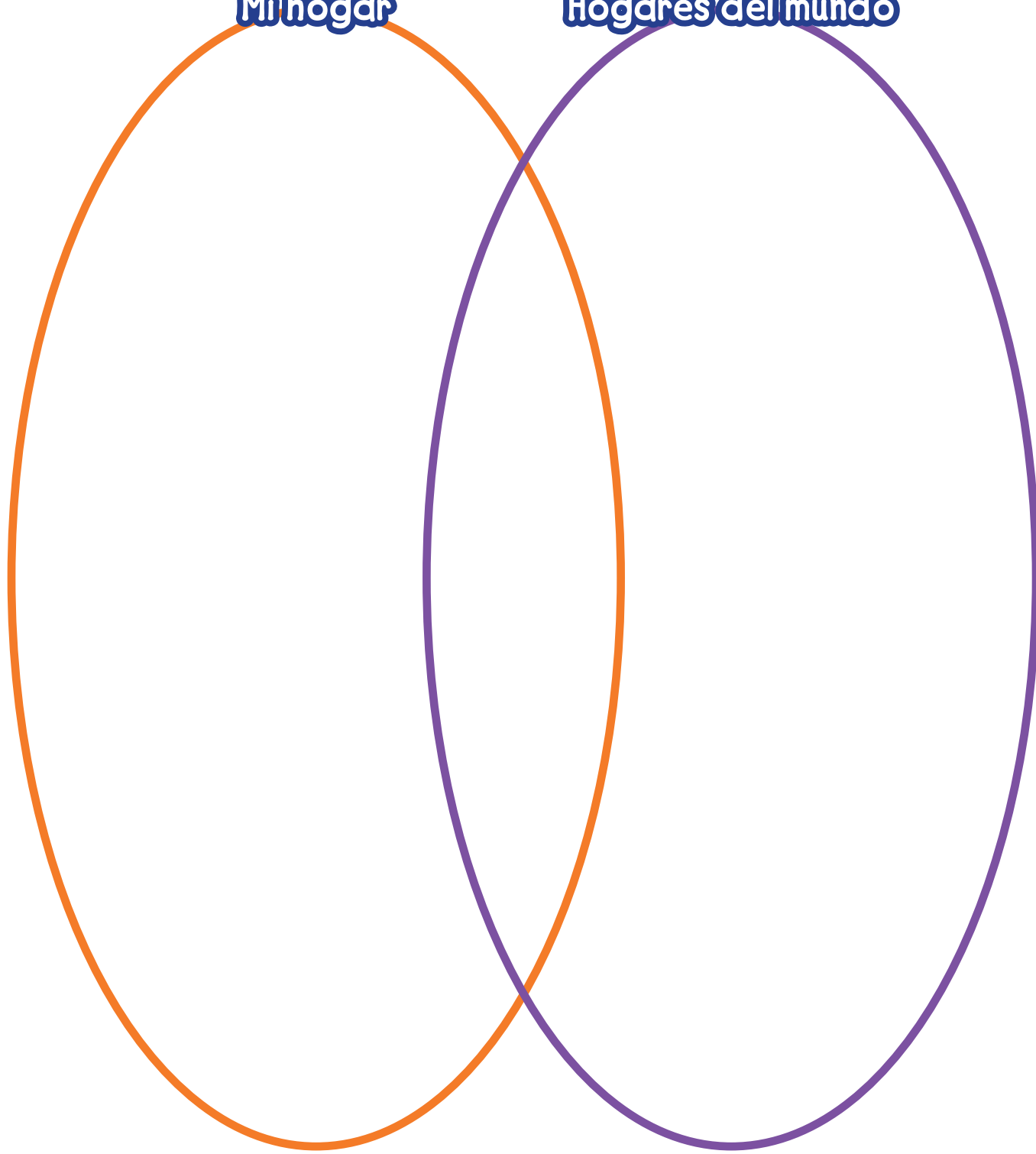
Nombre: _____ Fecha: _____

Lee y busca

Instrucciones: ¿Qué es igual? ¿Qué es diferente?
Escríbelo o dibújalo en los óvalos.

Mi hogar

Hogares del mundo



Escucha y escribe

Día 2

Instrucciones: Nombra cada dibujo. En cada recuadro, escribe una letra para formar las sílabas.

1.



		-			-		
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2.



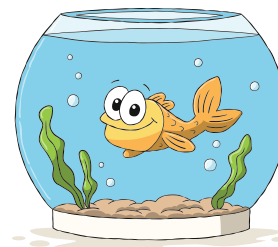
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3.



			-		
--	--	--	---	--	--

4.



		-			-		
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Instrucciones: Escribe dos palabras.

Sinónimos y antónimos

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

Banco de palabras



cereza cerrar cielo
cocinero dice dulce

Sinónimo

1. habla

2. chef

Antónimo

3. abrir

4. salado

Escribe una palabra que corresponda a cada categoría.

5. sol, nube, estrella,

6. pera, piña, uva,

