

Name _____

Date _____

Teacher _____

Campus _____

5th GRADE

Week One

April 6 - April 10

Mount Pleasant ISD

SHARED READ

TAKE NOTES

Before you read, preview the story. Ask questions about the title and illustrations. Write your questions below. Then look for answers to your questions as you read.

As you read, make note of:

Interesting Words _____

Key Details _____

The Day the Rollers Got Their Moxie Back



Essential Question



How do shared experiences help people adapt to change?

Read about how a family comes together during a period of great hardship in the United States.

Sometimes, the thing that gets you through hard times comes like a bolt from the blue. That's what my older brother's letter was like, traveling across the country from a work camp in Wyoming. It was 1937, and Ricky was helping to build facilities for a new state park as part of President Roosevelt's employment program. Though the program created jobs for young men like Ricky, it hadn't helped our dad find work yet.

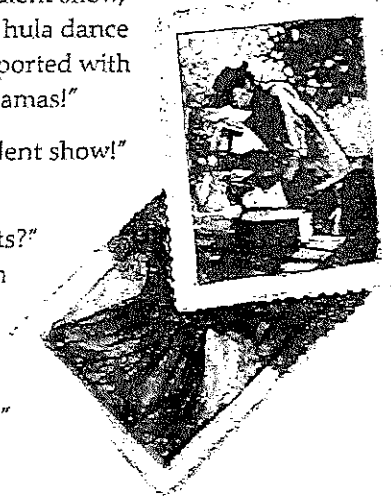
I imagined Ricky looking up at snow-capped mountains and sparkling skies, breathing in the smell of evergreens as his work crew turned trees into lumber and lumber into buildings. It almost made an 11-year-old weaking like me want to become a lumberjack.

Back in our New York City apartment, the air smelled like meatloaf and cabbage. Dad sat slant-wise in his chair by the window, obviously trying to catch the last rays of sunlight rather than turn on a light. My older sister Ruth and I lay on the floor comparing the letters Ricky had sent us.

"Shirley, Ricky says they had a talent show, and he wore a grass skirt and did a hula dance while playing the ukulele!" Ruth reported with delight. "I'll bet he was the cat's pajamas!"

"It'd be swell to have our own talent show!" I replied.

"Should I start sewing grass skirts?" Mom asked from the kitchen, which was just the corner where someone had plopped down a stove next to a sink and an icebox. "Now come set the table. Dinner's almost ready."



HISTORICAL FICTION

FIND TEXT EVIDENCE

Read

Paragraphs 1–6

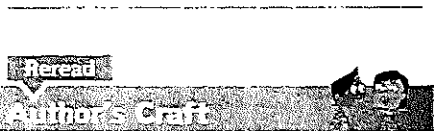
Make Predictions

Make a prediction based on the girls' conversation. Write the text evidence for your prediction.

Paragraph 4

Dialect

What does the word *swell* mean? Circle the context clues in the previous paragraph. Write its meaning here.



What point of view is the story written from? Why might the author have written the story from this point of view?

SHARED READ

FIND TEXT EVIDENCE



Read

Paragraphs 1–3

Compare and Contrast

Compare and contrast the characters' attitudes at the dinner table. Circle words and phrases you used as clues. What are their attitudes?

Paragraph 4

Idioms

What clues in the text help you to understand the meaning of "grin and bear it"?

Reread

Author's Craft



What message is the author sending by showing how the family responds to their troubles?

Dad stayed where he was, sullen and spent. "Any jobs in the paper?" Mom asked, her voice rich with sympathy. Dad shook his head no. He had worked as an artist in the theater for years, but most productions were still strapped for cash. Dad sketched posters for shows that did get the green light, just to keep his skills sharp. He even designed posters for "Rollet's Follies," with Ruth and me depicted in watercolor costumes.

For dinner, Mom served a baked loaf of whatever ingredients she had that worked well together. From the reddish color, I could assume that she had snuck in beets. "I guarantee you'll like these beets," she said, reading my frown. "It's beet loaf, the meatless meat loaf," she sang as she served up slices.

Ruth fidgeted in her seat, still excited about the talent show. Though calm on the outside, inside I was all atwitter, too.

Over the next week, Ruth and I practiced our Hawaiian dance routine. Our parents worried about heating bills as cold weather settled in. One Saturday, my father decided to grin and bear it, and grab some hot coffee at the local soup kitchen, where he hoped to hear about available jobs. Ruth and I begged to go along. Since the kitchen offered doughnuts and hot chocolate on weekends, he agreed.



TEKS 5.8(B), 5.10(A), 5.10(D)

Most everyone in line was bundled up against the cold. Many of us had to rely on two or three threadbare layers. Like many other men, Dad bowed his head as if in shame.

The line moved slowly. Bored, Ruth began practicing her dance steps. I sang an upbeat tune to give her some music. Around us, downturned hats lifted to reveal frowns becoming smiles. Soon, folks began clapping along. Egged on by the supportive response, Ruth twirled and swayed like there was no tomorrow.

"Those girls sure have moxie!" someone shouted.

"They've got heart, all right!" offered another. "Why, they oughta be in pictures!"

"With performances like that, I'd nominate them for an Academy Award!" a woman called out.

"Those are my girls!" Dad declared, his head held high.

Everyone burst into applause. For those short moments, the past didn't matter, and the future blossomed ahead of us like a beautiful flower. I couldn't wait to write Ricky and tell him the news.

Summarize

Use your notes to orally summarize the story. Describe each character in your summary.



HISTORICAL FICTION

FIND TEXT EVIDENCE

Read

Paragraphs 1-2

Compare and Contrast

Underline the words that show how the people's mood changes.

Paragraphs 3-7

Confirm Predictions

How accurate was your prediction?

Reread

Author's Craft

How does the author use imagery to show the father has changed by the end of the story?

Fluency

Take turns with a partner reading aloud the first two paragraphs. Read the paragraphs with an appropriate rate.

Vocabulary

Use the example sentences to talk with a partner about each word. Then answer the questions.

assume

Caitlyn could only **assume** the cat had broken the flowerpot since Pip was standing over the pieces.

What might you assume if you awoken to a major snowstorm on a school day?

guarantee

The weather forecaster can **guarantee** that it will rain soon because of the dark clouds approaching.

When else might you guarantee something?

nominate

The team will **nominate** the best candidate for team captain.

When might you nominate a particular person for a task or position?

obviously

The scarf was **obviously** too long for Marta.

What clothes are obviously wrong for a cold day?

rely

Calvin must **rely** on his notes in order to study.

When have you had to rely on someone else?



Build Your Word List Circle the word *supportive* on page 37.

In your writer's notebook, list its root word and related words.

Then do the same with another word that uses the suffix *-ive*.

Use an online or print dictionary to find more related words.

supportive

The audience's supportive applause boosted Clare's energy as she played her violin.

How else can you be supportive of a performer on stage?

sympathy

Jamar's dad gave him sympathy when his team lost the game.

When else might you express sympathy to someone?

weakling

Being sick in bed made Emily feel like a weakling.

Why might being sick make someone feel like a weakling?

Idioms

An idiom is an expression that uses words in a creative way. Surrounding words and sentences can help you understand the meaning of an idiom.



FIND TEXT EVIDENCE

I'm not sure what the idiom a bolt from the blue means on page 35. When I think of a "bolt," I think of lightning and how quickly and unpredictably it can strike. Letters often come unexpectedly, as if out of nowhere. That must be the meaning.

Sometimes, the thing that gets you through hard times comes like a bolt from the blue. That's what my older brother's letter was like, traveling across the country from a work camp in Wyoming.



Your Turn Use context clues to explain the meanings of the following idioms from "The Day the Rollets Got Their Moxie Back."

the cat's pajamas, page 35

get the green light, page 36

Make Predictions

Making predictions helps you read with purpose. As you read a story, illustrations and clues in the text can help you predict what will happen next. Understanding the characteristics of a genre can also help inform your prediction. As you continue to read, you can confirm if your predictions are correct.

Quick Tip

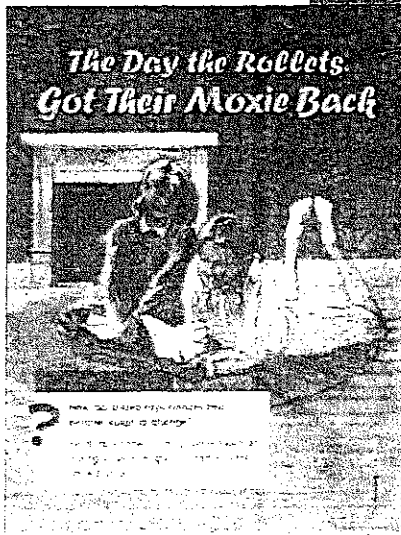
Think about what is happening in the story. Pay attention to what the characters are doing. This will help you think about what might happen next. Don't forget to check your prediction as you continue to read.



FIND TEXT EVIDENCE

You can make predictions about the story "The Day the Rollets Got Their Moxie Back," beginning with the genre label and the title.

Page 34



From the title, I predict that the main characters in the historical fiction story will be the Rollets. The story will probably have a positive ending since the Rollets will get back something that they have been missing.



Your Turn Use the illustration and the last paragraph on page 36 to discuss a prediction readers might make about the story.

Four horizontal dashed lines for writing a prediction.

Dialect

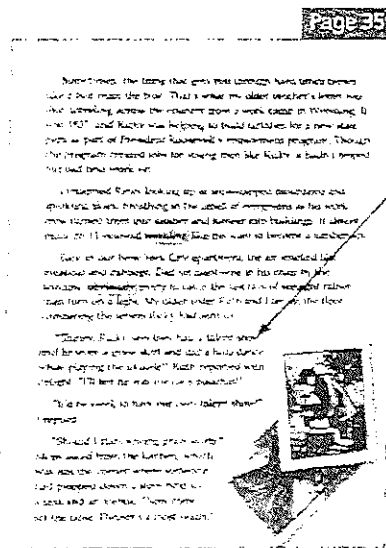
“The Day the Rollets Got Their Moxie Back” is historical fiction. It features events and settings typical of the time in which the story takes place. The author uses dialect, a kind of literary device, to show characters who act and speak like the people from a particular place in the past.

Reader's Unit

Dialect is not only associated with history, but is also related to certain places. For example, people from the West might have different sayings from those in the South. Are there any sayings specific to where you live?

FIND TEXT EVIDENCE

I can tell that “The Day the Rollets Got Their Moxie Back” is historical fiction. The year is 1937, and President Roosevelt was real. Rollet family members use dialect of the time, which contributes to the story’s voice.



Dialect

Characters sometimes use dialect, which is speech typical of a place or time. Dialect may include words, phrases, and idioms that might sound unfamiliar.



Your Turn List another example of dialect in “The Day the Rollets Got Their Moxie Back.” Why might an author include dialect in historical fiction?

Compare and Contrast

The characters in a story may be similar to or different from one another in their traits, actions, and responses to events. You **compare and contrast** characters to help you better understand how their personalities and actions affect events or are changed by events. This helps you analyze characters' relationships and the conflicts, or problems, they have.

Quick Tip

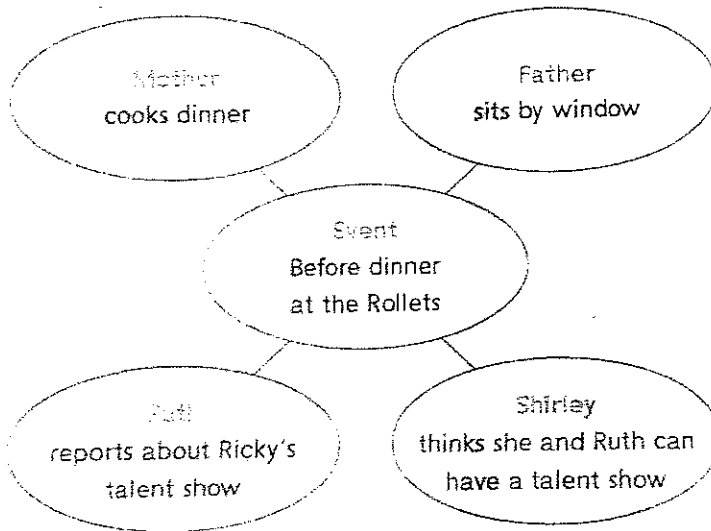
The following words and phrases are clues to comparing and contrasting.

Compare: *same as, like, similar, alike*

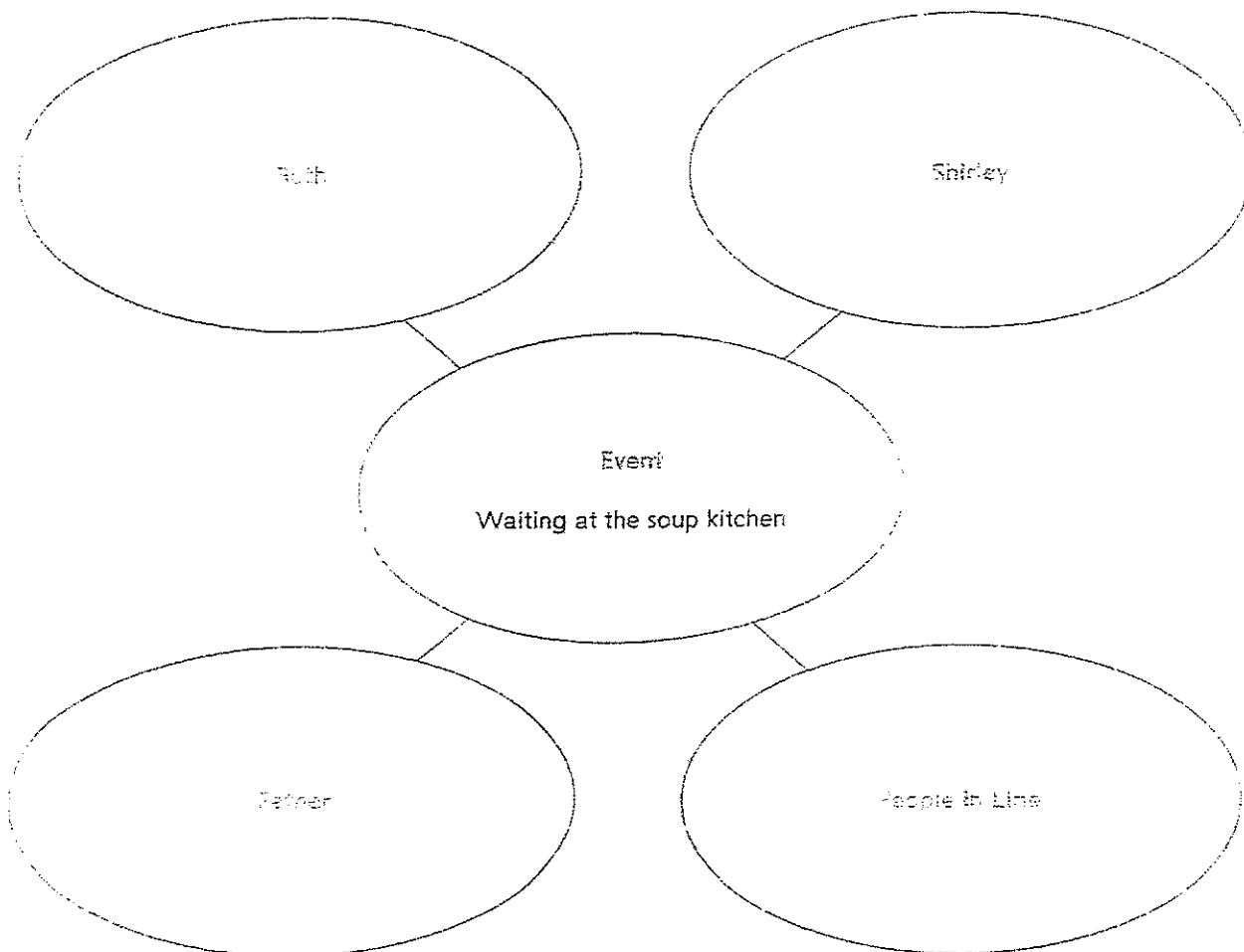
Contrast: *different, not the same, unlike*

FIND TEXT EVIDENCE

When I reread page 35 of "The Day the Rollets Got Their Moxie Back," I can use text details to compare the family members' actions before dinner.



Your Turn Compare the characters' actions at the soup kitchen. Complete the graphic organizer on page 43.



Respond to Reading



Discuss the prompt below. Think about specific ideas that are important to the story's meaning. Use your notes and graphic organizer.

How does the author show the message that a simple action can change how people feel?

Quick Tip

Use these sentence starters to discuss the text and to organize ideas.

- *At first, the family is...*
- *Then I read that...*
- *Finally, the girls...*

Grammar Connections

As you write your response, make sure that you use descriptive adjectives. For instance:

- The father was sullen and quiet.*
- The mother was sympathetic.*
- The girls were excited and fidgety.*

"A Road Trip to Remember"

(Week of April 6 – 9)

Order of Operations	
Please <u>E</u> xcuse <u>M</u> y <u>D</u> ear <u>A</u> unt <u>S</u> ally	
(P)	Parenthesis
E	Exponents (Exponent shows how many you have)
M/D	Multiply and Divide (From Left to Right at the same time)
A/S	Add and Subtract (From Left to Right at the same time)

Place Value

Millions	Thousands			Units		
millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

Area Formula:

$$A = L \times W \text{ or } A = b \times h$$

Perimeter Formula:

$$P = 2L + 2W \text{ (} L+L+W+W \text{)}$$

Conversions:

$$12 \text{ inches} = 1 \text{ foot}$$

$$1 \text{ mile} = 5280 \text{ feet}$$



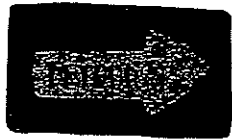
NEVER GETTING {BILL}BOARD!

Okay, okay. The title is a little silly, and yes... bored is spelled B-O-R-E-D. BUT! Billboards kept you occupied for an hour of one leg of your trip. You decided to create a data table of the different types of billboards you saw and graphed the data. You can't ever get enough math, even on vacation!

BILLBOARD DATA COLLECTION

TYPE OF BILLBOARD	TALLY	NUMBER SEEN
Restaurant Billboard	/// // //	
TV or Movie Billboard	///	
Lawyer Billboard		
Telephone Company Billboard	/// //	
Attraction Billboard	/// // // //	

Now, make a bar graph to display the different types of billboards you saw. Be sure to include all elements of a bar graph.



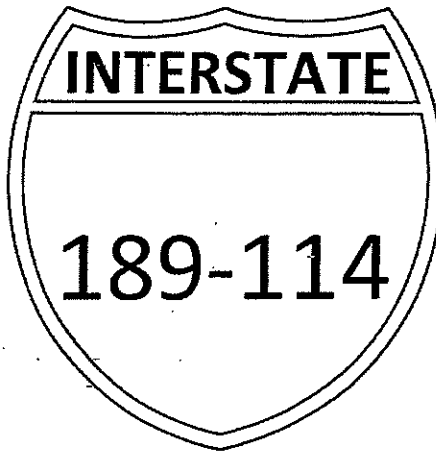
ROAD SIGN REDOS



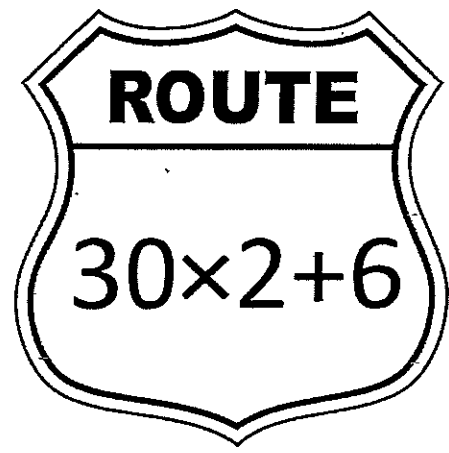
ALONG THE WAY, YOU CONTINUED TO ENTERTAIN YOURSELF BY MAKING ALTERNATIVES TO THE REGULAR ROAD SIGNS. SOLVE THE PROBLEMS BELOW TO FIGURE OUT WHAT THE REAL ROAD SIGNS READ!



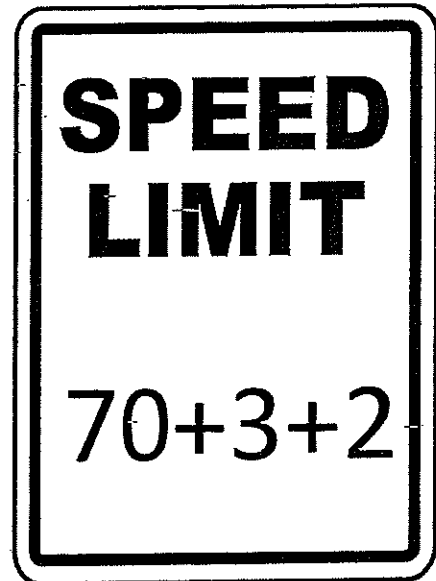
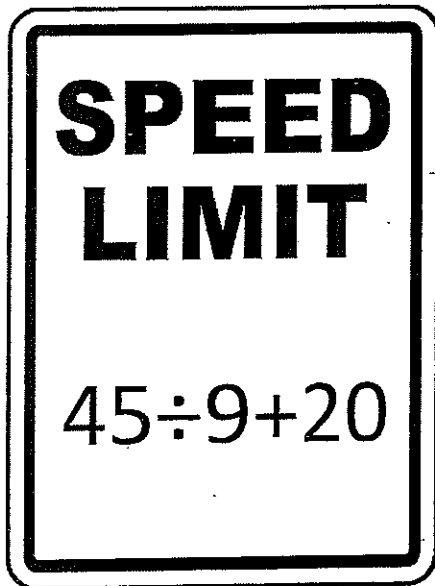
ROUTE # _____



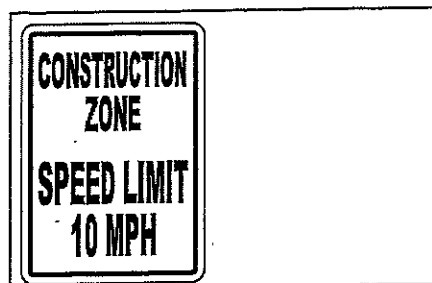
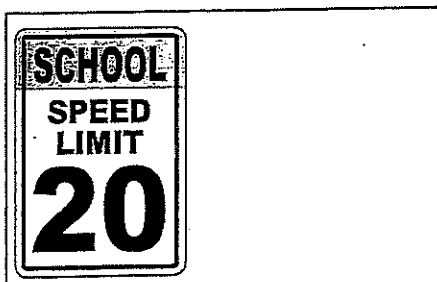
INTERSTATE # _____



ROUTE # _____



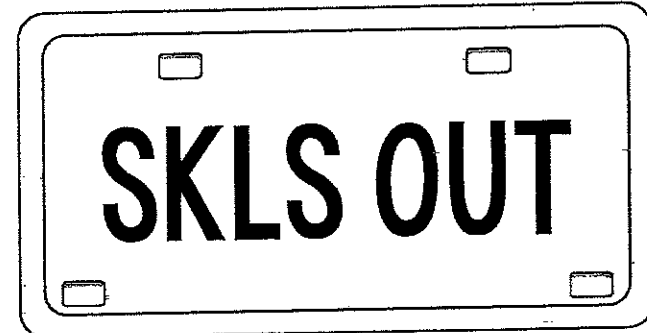
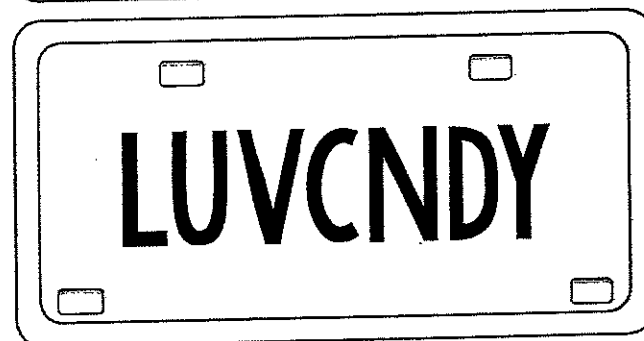
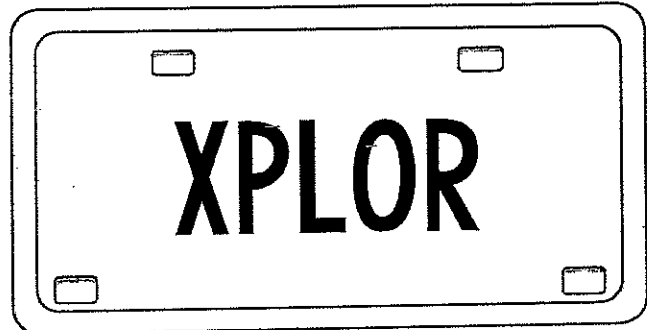
WRITE YOUR OWN EQUATIONS IN THE BOXES TO REPRESENT THE NUMBERS ON THE SIGNS BELOW



LICENSE PLATE PONDERINGS

HAVE YOU EVER PLAYED THE LICENSE PLATE GAME? YOU KNOW, THE ONE WHERE YOU SEARCH FOR LICENSE PLATES FROM ALL OVER THE COUNTRY? WELL, TODAY'S LICENSE PLATE GAME IS A LITTLE BIT DIFFERENT. YOU ARE SEARCHING FOR THOSE FUN, CUSTOM LICENSE PLATES THAT ARE WORDS ONLY AND THEN ASSIGNING NUMBERS TO THE WORDS. FIRST, WRITE THE WORD USING THE NUMBER VALUES BELOW. THE FIRST ONE IS DONE FOR YOU.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9																	



ON EACH LICENSE PLATE NUMBER...

- Underline the number in the tens place
- Circle the number in the thousands place
- Box the number in the ten thousands place
- Color the number in the ones place blue
- Highlight any number in a place greater than ten thousand
- Place a check mark over the number in the hundreds place

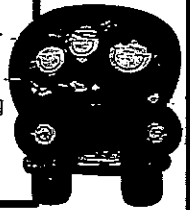
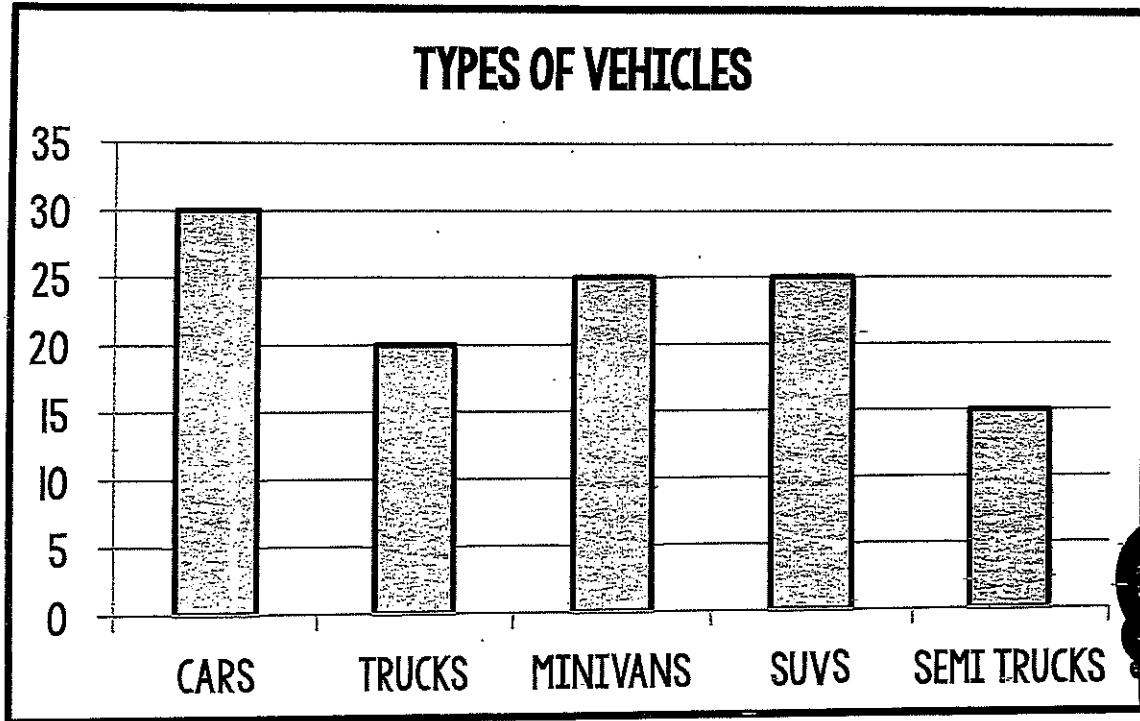
CHOOSE **ONE** PLACE THAT YOU CAN ROUND TO EACH OF THE FOLLOWING PLACES. WRITE THE ROUNDED NUMBER ABOVE THE WORDS ON EACH PLATE.

- To the nearest tens place
- To the nearest hundred thousand
- To the nearest hundred
- To the nearest million
- To the nearest thousand
- To the nearest hundred thousand

SHADE EACH BOX ABOVE A DIFFERENT COLOR. THEN, SHOW WHICH PLACE YOU ROUNDED EACH LICENSE PLATE TO BY SHADING THE LICENSE PLATE IN WITH THE SAME COLOR AS THE BOX.

ALL TYPES OF TRANSPORTATION

THERE ARE SO MANY MODES OF TRANSPORTATION ON THE ROAD THAT YOU DECIDED IT WOULD BE FUN TO GRAPH THE DIFFERENT TYPES YOU SEE ALONG THE WAY. BELOW IS A GRAPH THAT DISPLAYS THE DATA. USE IT TO COMPLETE THE TASKS BELOW.



Fill in the table below with what fraction of the vehicles were each type.

CARS	TRUCKS	MINIVANS	SUVs	SEMI TRUCKS

You tried to get every semi truck to honk, but only 7 did. What fraction of semi trucks you saw honked?

Eight of the cars you saw were red. What fraction of cars you saw was red?

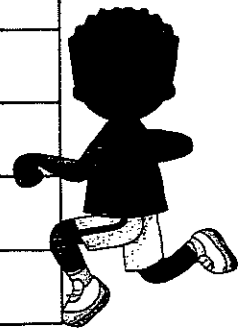
Your brother argues that trucks and SUVs are the same thing. If he's right, what fraction of all the vehicles were the trucks and SUVs?

Explain how you found the denominator for the fractions in the table above.

STRETCHING YOUR LEGS

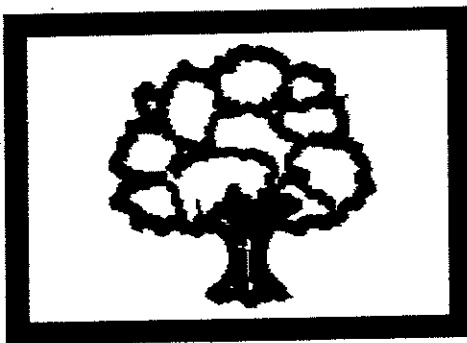
Each night, you chose hotels that were within walking distance to restaurants and entertainment. You couldn't stand the thought of driving another inch after a full day in the car. Fill in the chart below to show how far you walked during your stays at the hotels.

CITY	DISTANCE TO RESTAURANT FROM HOTEL		
	MILES	FEET	INCHES
YELLOWSTONE			1,200
DENVER	1	5280	
AUSTIN		144	
BRANSON		1,200	
OUTER BANKS		360	
NEW YORK CITY			600
MAINE	2		

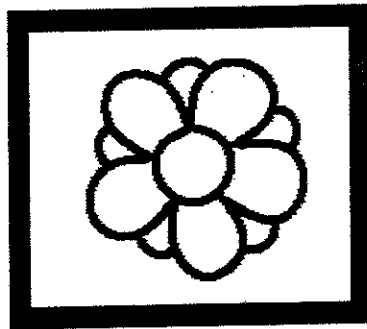


Several locations had parks nearby for walking. Fill in the blanks for each park below to find out how far you strolled.

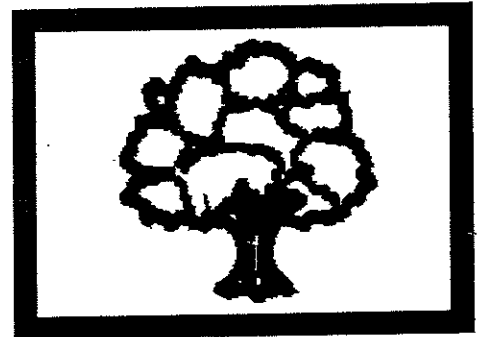
(IMAGES ARE NOT TO SCALE)



DIMENSIONS	
PERIMETER	480 FEET
AREA	



DIMENSIONS	
PERIMETER	1,000 FEET
AREA	

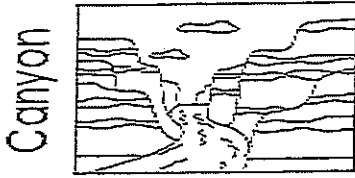


DIMENSIONS	
PERIMETER	6 MILES
AREA	

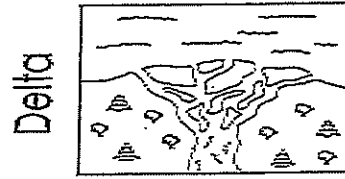
April 6-10 5th Grade Science

Please message your teacher via remind if you have any questions.

LANDFORM FORMATION



Formed by water weathering rock and eroding sediments



Formed by water depositing sediments at the mouth of a river



Formed by wind depositing sediments in a hill

Slow Changes to Earth's Surface by Wind, Water, and Ice

Landform	Agent of Change	Classroom Model
		A student set up a tray of sand and blew through a straw to form a hill of sand.
canyon	water	
wide valley	ice	A student packed damp sand in a tray then scraped a large ice cube along the bottom.
	water	A student poured water into a stream table filled with dirt and observed sediments get deposited at the end of the table in a triangular shape.

YOUR TURN

1. Fill in the empty boxes in the table.
2. What is the massive chunk of ice that created the wide valley called?
3. What type of landform is created when a river deposits large amounts of sediments from land erosion?

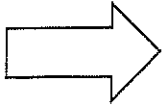
Word Bank:

Wind	Water	Waves	Ice
Canyon	Delta	Sand Dune	Glacier

msanchez7@mpisd.net - Mrs. Sanchez

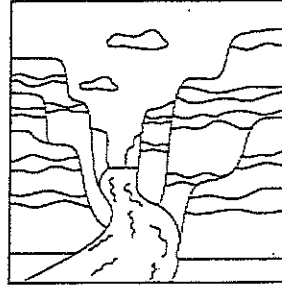
Teacher email:
 swinkle@mpisd.net anara@mpisd.net aperez@mpisd.net kpourell@mpisd.net odelatorreguzman@mpisd.net
 Mrs. Naim Mrs. Perez Mrs. Powell Mrs. Delatorre

Review it!

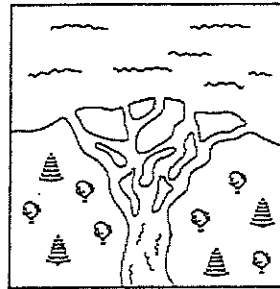


Rain, rivers, streams, and ocean waves change Earth's surface.

- Rain weathers rock, breaking it down into small sediments.
- Rivers form canyons, V-shaped valleys, and deltas.
- Ocean waves form beaches, sea arches, caves, and cliffs.

**Canyon**

Formed by water weathering rock and eroding sediments

**Delta**

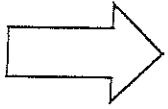
Formed by water depositing sediments at the mouth of a river

Try it!

Which statement correctly describes how a landform is formed?

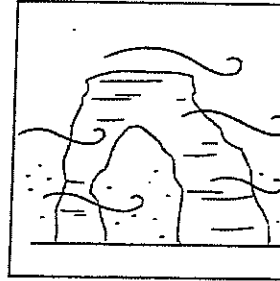
- A** A canyon forms when sediment falls from the clouds in raindrops.
- B** A delta forms when ocean waves erode sediments from the shore.
- C** A canyon forms when sediments are deposited in layers to form a mountain on each side of a river.
- D** A delta forms when a river slows as it meets the sea and deposits large amounts of sediments at the mouth of the river.

Review it!

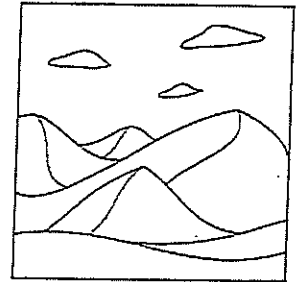


Strong winds change Earth's surface.

- Wind can weather rock, forming a rock arch.
- Wind can deposit sediments in hill shapes known as sand dunes.



Rock Arch



Sand Dune

Try it!:

Which table correctly categorizes the landforms by the agent of change that forms them?

A

Wind	Water	Ice
Sand dune Rock arch	Canyon V-shaped valley	U-shaped valley Fjord

B

Wind	Water	Ice
Sand dune U-shaped valley	Delta Cliff	Rock arch Canyon

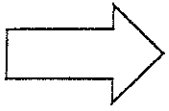
C

Wind	Water	Ice
Sand dune Delta	Canyon V-shaped valley	Fjord U-shaped valley

D

Wind	Water	Ice
Sand dune Mountain range	Canyon Cave	U-shaped valley V-shaped valley

Review it!



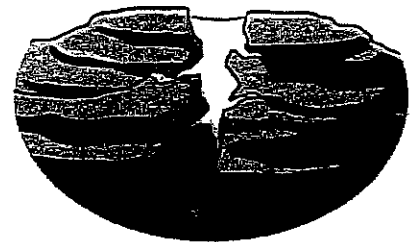
Glaciers and ice wedging change Earth's surface.

- The slow movement of glaciers forms **wide, U-shaped valleys** as they cut through rock and erode sediments.
- **Fjords** are formed when the bottom of a U-shaped valley is filled with seawater.
- **Frost wedging** (also called ice wedging) occurs when water fills a crack in a rock. When the water freezes, it expands. Freezing and thawing over time breaks the rock into smaller pieces.

Glacial Movement



Frost Wedging



Try it!

How can a glacier change Earth's surface?





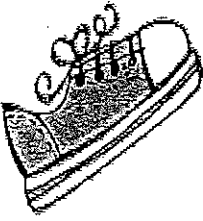

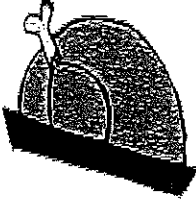
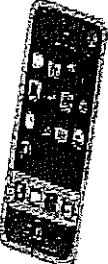
- A A glacier deposits sediments in the shape of a U-shaped valley.
- B A glacier weathers rock to create a wide valley.
- C A glacier fills the gaps of a small rock, cycling through thawing and freezing until the rock breaks.
- D A glacier breaks down rock and erodes the sediments, creating a canyon.



Instructions: Read the following information for each card. Classify them according to the correct column that it represents. Write the information from the card in the column and draw the illustration. **Justify your answer.**

Supply-make (something needed or wanted) available to someone; provide.

Demand -the desire of purchasers, consumers, clients, employers, etc., for a particular commodity, service, or other item.

 <p>In the month of December, sunscreen goes on sale for 50% off the price it sells for in July. What is the supply & demand for sunscreen?</p>	 <p>The newest book in a very popular series has just been released, and your bookstore only receives a few copies. The price of the book increases. What is the supply & demand for the new book?</p>
 <p>During the holiday season the most popular toy increases in price because many kids want it. What is the supply & demand for the popular toy?</p>	 <p>The video game "Extreme Racing 5" has just been released, and the older version "Extreme Racing 4" goes on sale. What is the supply & demand for "Extreme Racing 4"?</p>
 <p>A shoe store is having a sale on all of last year's shoe styles. What is the supply & demand for last year's shoes?</p>	 <p>A store is running low on Valentine's Day cards during the month of February. What is the supply & demand for Valentine's Day cards?</p>
 <p>During the Thanksgiving season, the price of turkey increases. What is the supply & demand for Turkey?</p>	 <p>When the newest version of the iPhone came out, the older version went on sale. What is the demand for the older iPhone?</p>

Name: _____

High Demand & Low Supply

Low Demand & High Supply

My Community

City: _____

Neighborhood: _____

3 words that describe my community are:

_____, _____, and _____



PLACES I GO



Groceries

Restaurants

Shopping

1

1

1

2

2

2

3

3

3

Places I want to visit in my community are:

_____, _____, and _____

My favorite place in my community is _____ because

A Drawing of my Community

De la Torre,
Araza,
Sanchez

¡Esta página es SOLO para alumnos del programa dual! Alumnos de las maestras:

Mi Comunidad

Ciudad: _____

Vecindario: _____

3 palabras que describen mi comunidad son:

_____, _____, y _____

★ LUGARES A DONDE YO VOY ★

Supermercado

Restaurantes

Tiendas

1.

1.

1.

2.

2.

2.

3.

3.

3.

Lugares que quiero visitar en mi comunidad son:

_____, _____, y _____

Mi lugar favorito en mi comunidad es _____ porque

Dibujo de mi Comunidad

WEEK 3 – APRIL 6 – APRIL 10
5TH GRADE LESSONS

ART

The art students will watch a video on how to make themselves into a Superhero.

<https://www.youtube.com/watch?v=UUJBzRqtgr4>

<https://www.youtube.com/watch?v=iGxu8IBap8M>

COMPUTER

Students can go to www.code.org or www.typing.com. If you have questions regarding your log on information, please email me at tflores@mpisd.net. Students that do not have an account with www.code.org yet can do the hour of code lessons. We will create accounts when you get back. Thank you.

MUSIC

Create a doodle art pencil sketch of as many musical symbols and terms as possible. Please save and share your artwork with us later. Also, go to musictheory.net. Click on lessons. Choose Staff, Clefs, Ledger lines. Then after lessons go to exercises and practice note identification. Record your scores and keep track of your improvement. You may also continue working on your homemade instrument.

<p><u>GoNoodle Workout</u> (Click on Link)</p>	<p>Side plank on BOTH sides for 2 minutes</p>	<p>Captain America Workout www.tinyurl.com/CAWorkout</p>	<p>Skip 3 Laps around your house outside</p>	<p><u>YouTube Cardio Workout</u> (Click on Link)</p>
<p>OR</p>	<p>OR</p>	<p>OR</p>	<p>OR</p>	<p>OR</p>
<p>Play a tag game for 10 minutes</p>	<p>Run in place for 3 minutes</p>	<p>Take a 5 minute walk around your house</p>	<p>Do as many shoulder touch push-ups as you can in 2 minutes</p>	<p>Invent a tag game and play it with someone else</p>

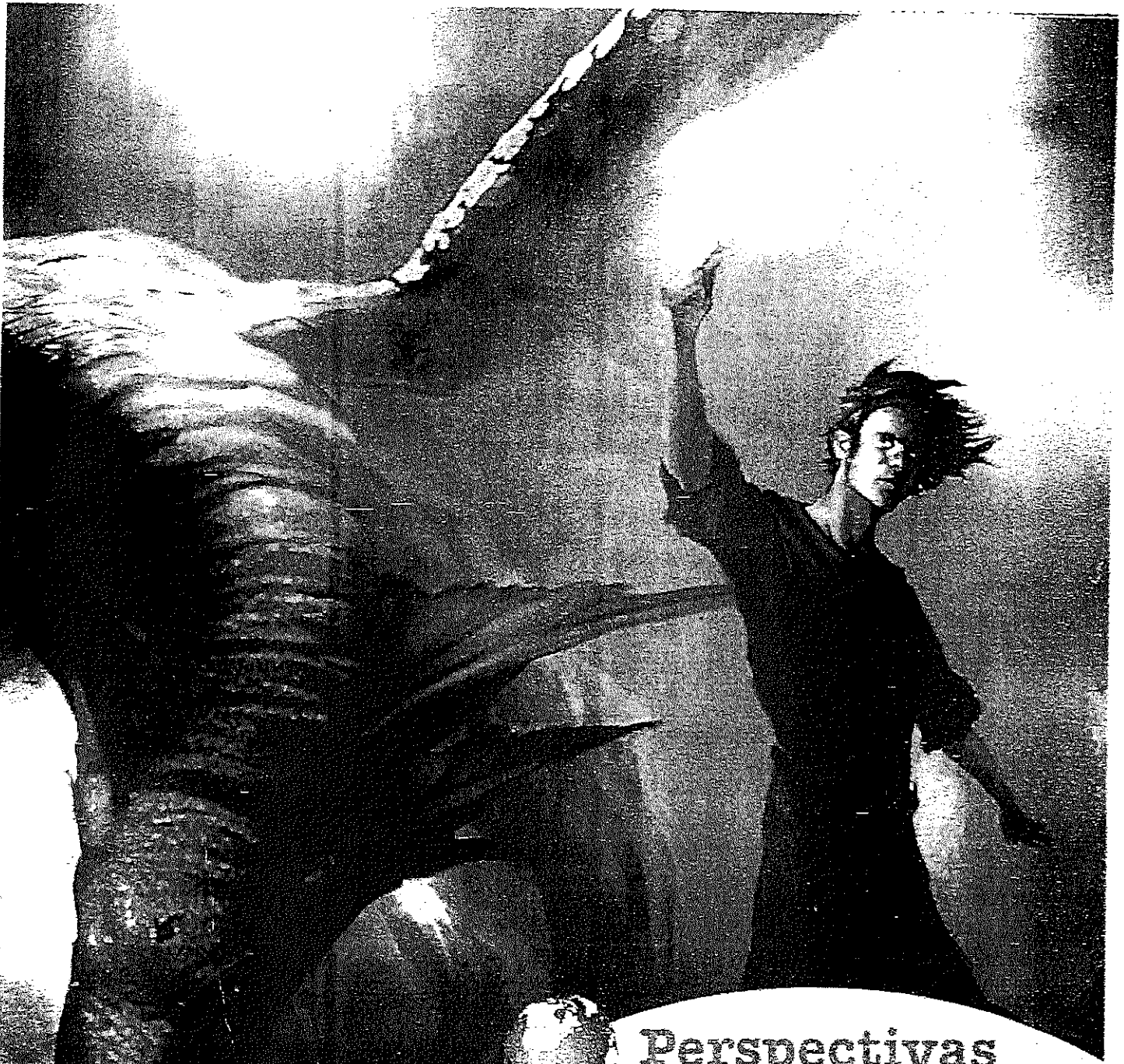
Dual Language Assignments

Pregunta esencial



¿Qué motiva a un héroe?





Perspectivas del mundo real

- ¿Cuál personaje literario es el mejor héroe? ¿Por qué?
- ¿Puede una persona ser a la vez un héroe y un villano? Explícalo.
- ¿Qué miembro de tu comunidad debería ser celebrado como un héroe? ¿Por qué?

Texto modelo 3

Mientras lees, haz conexiones con lo que ya sabes sobre tu tiempo cuando te viste que ser bueno en la escuela o el juego deportivo.

1. ¿Qué te recuerda?

El dragón dorado

Víctor Alarcón

El dragón se esconde en la oscuridad,
pero el brillo amenazador de sus ojos
delata el tesoro que resguarda.
Parece una roca impenetrable
resopla fuego, se estremece, aletea.
Es una amenaza su espantoso talante

Ves las escamas doradas de su frente.
Si quieres vencerlo afila tu mente
Arrancarle una sera tu destino
y dejar su vida intacta, tu gran tino
El dragón será tu protector, no tu enemigo.

Adelante, guerrero, hora de saber quien es mas fiero
si el monstruo cavernario o tu corazon aventurero.

El dragón se irguió al ruido de pasos invasores
Soplo su luz de fuego para ver al intrépido
Lo que no alcanzó a notar el bruto
fue la onda celerata que con sigilo y punteria
desde hacia segundos el valiente media y media.

Atravesó el aire con precisión impra
hacia el centro de esa frente impenetrable
en busca de la escama mas brillante.



Víctor Alarcón

Poeta y narrador venezolano. Es hijo de una inmigrante catalana y un arquitecto caraqueño. Dedicó su tiempo a la escritura y la investigación literaria. Es autor de los libros "Mi padre y otros recuerdos" y "Y nos pegamos la fiesta". Vive en Caracas.

Pero con el coraje llega el heroísmo.
El dragon no tuvo tiempo de ser listo
y de un golpe le arrancaron una escama dorada,
y toda su furia y su fuego quedaron en nada.

Ahora que empuñas la escama dorada
entiendes por fin el poder que irradiaba.
No era el dragón, no era su rabia,
eran tu habilidad e inteligencia el tesoro que afianzabas.
Ahora que el dragon domado te cuida la espalda
contemplas el fruto de tu vision y el fervor de tu hazana.



Texto modelo 4

Mientras lees el poema,
haz conexiones entre las
observaciones sobre el
árbol y las que se hacen
en "El dragón borracho".

El árbol junto a la casa

Juan Carlos Centeno

Sintió el árbol, asombrado, que la gente de la casa
le ató un columpio a la más recia de sus ramas.
¿Se le preguntó si querría en su corteza esa carga?
¿Insensibles los árboles para no decirles nada?
Cuando una voz habló desde una honda entraña:
"¿Sabías el riesgo al crecer tan cerca de una casa?
Árbol, vigila adónde van tus raíces y tus ramas.
Tú, que temes al viento cuando aullando espanta,
no trames contra el hombre, obedece su palabra
el bosque está lejos, cerca la sierra y el hacha".
Ignoró el árbol, tigre manso, la soga insana
que sin piedad atormentaba de su madera el alma
al ver día tras día de niños y niñas la bandada,
entre risotadas, mientras las aves canturreaban.
Entonces volvió a oírse la voz del jardín de casa:
"No te duele el nudo de la cuerda que te horada.
De ti no esperes como árbol sino fijeza de estatua,
pero gracias al columpio que juguetea en tu rama
sientes el subibaja mareador del vaiven y la jarana.



Juan Carlos Centeno

Juan Carlos Centeno nació en Santiago de Cuba. Es poeta, narrador, dramaturgo y artista afincado en Valencia, España. Publicó la obra teatral "Anita Rondó" y con "La historia de un pollito y el sueño de una lagartija" incursionó en la literatura infantil.

Arbol doctil goza la algarabía mientras salta
 los chiquillos olvidan su juguete con veloz calma
 El arbol embeludo lleno de su felicidad y la ajena
 mudó a cobre de moneda su copa verde esmeralda
 todas sus hojas saltaron al vacío en desbandada.
 Solo el columpio quedó ahí colgado de su rama.
 cuando la lluvia cesó de la tierra brotó escarcha.
 Nada sabía de las niñas y los niños de la casa
 si no aparecían como palidas sombras de ventanas
 El tiempo, caudal de oro, se fue como si nada.
 Retorno el pajarito al nido abrió su flor la lavanda.
 pero el columpio ahí vacío, colgado desde su rama.

¿Adónde se fueron los chiquillos? reflexiono

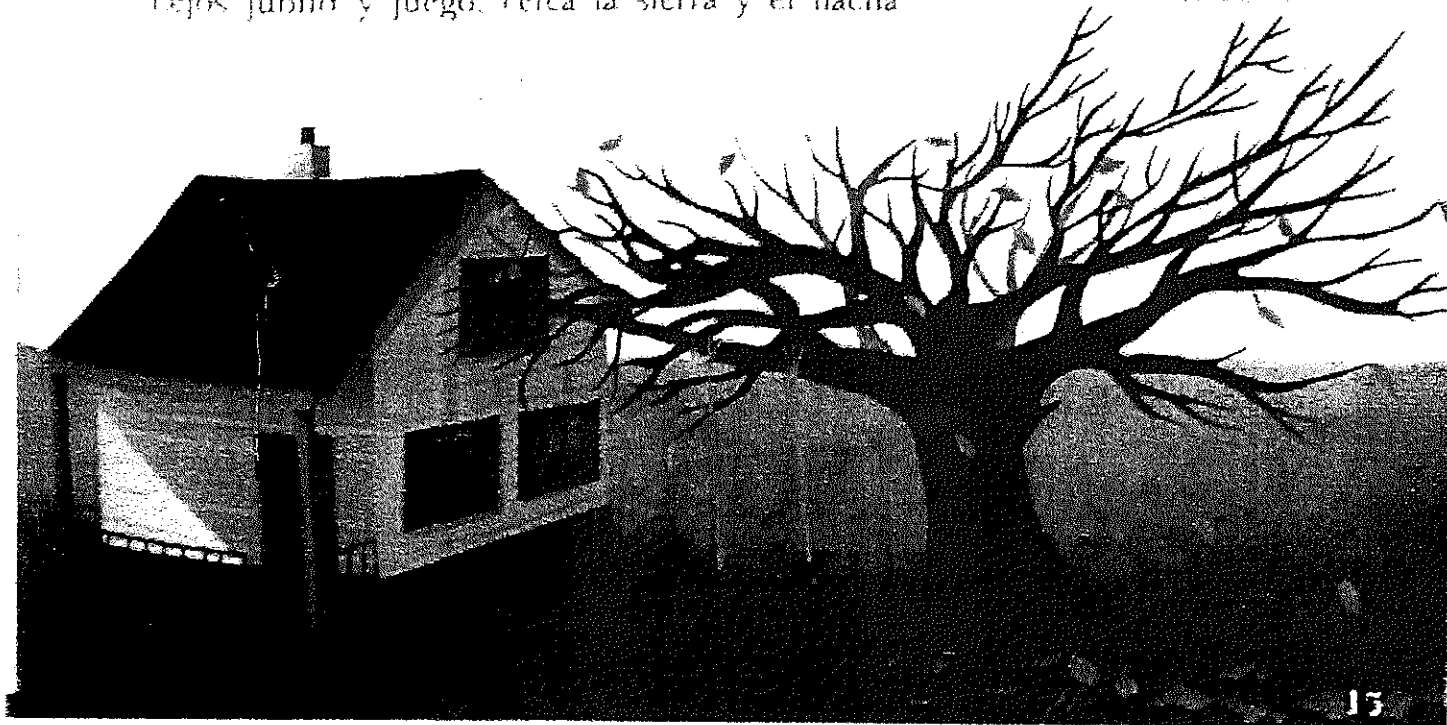
¿A que se debe la tardanza?

La voz no quiso responder, prefería estar callada

Nadie volverá al columpio que él celoso ampara

Lejos júbilo y juego, cerca la sierra y el hacha

Lo que hago para
 alcanzar mis metas
 de aprendizaje.



Piensa y responde



Piensa: Perspectivas del mundo real

Repasa las preguntas de "Perspectivas del mundo real" en la página 5. Basándote en los textos de esta semana y en tu lectura independiente, ¿qué nuevas ideas tienes sobre estas preguntas? ¿Qué rasgos personales en el poema "El dragón dorado" crees que son los más importantes para un héroe? Comparte, aclara y apoya algunas ideas con tu compañero o grupo.

Apoyo para la conversación

- La línea ____ muestra el rasgo de ____.
- Mi opinión es ____, porque ____.
- ¿Por qué es importante ser ____?

Lectura atenta: usa la evidencia en el texto

- 1 Vuelve a leer "El dragón dorado". ¿Cuál es el mensaje central del poema? ¿Qué frases apoyan este tema?
- 2 Revisa la página 15 de "El árbol junto a la casa". ¿Por qué dice el poeta "El tiempo [...] se fue como si nada"? ¿Qué palabras y frases te ayudan a visualizarlo?

Relacionar lecturas

- 3 Compara "El dragón dorado" y "El árbol junto a la casa". ¿Qué tema comparten? ¿Qué detalles apoyan este tema?



Lectura independiente

Busca un ejemplo de un símil o una metáfora en tu libro de lectura independiente. Describe lo que se está comparando y explica cómo te ayuda a comprender un texto.

Estudio de palabras y vocabulario

Comprender palabras de múltiples significados

Primero, usa un diccionario o glosario para encontrar todos los significados de una palabra. Luego, usa claves de contexto para escoger el significado que mejor encaja con el texto que estás leyendo. Busca tres palabras con múltiples significados en los textos de esta semana o en tu lectura independiente. Busca cada palabra en el diccionario. Haz una tabla como esta en tu Cuaderno del lector.

Palabra	Significado 1	Significado 2	Significado en la lectura

Juego de palabras

Jueguen al diccionario en grupos pequeños. Túrnense diciendo una palabra con significados múltiples, como *vértigo*, *copa*, *hoja*, *hacha*. Los demás estudiantes deben correr a buscar la palabra en el diccionario. El primero en encontrarla debe leer al menos dos definiciones en voz alta.



Repaso

Usa raíces y afijos para ayudarte a escribir la definición de la palabra *impenetrable* en la página 12 de "El dragón dorado".

This page is for Dual Language Students ONLY!

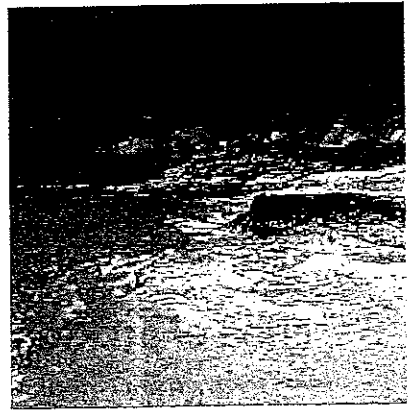
¡Esta página es SOLO para alumnos del programa dual! Alumnos de las maestras: de la Torre, Nava y Sánchez.

Nombre: _____

Mi reporte sobre un accidente geográfico:

Playa

Describe el accidente geográfico:



Datos interesantes sobre el accidente geográfico:

-
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En caso de tener internet, contesta lo siguiente. Ejemplos de este tipo de accidente geográfico:

Nombre	Ubicación

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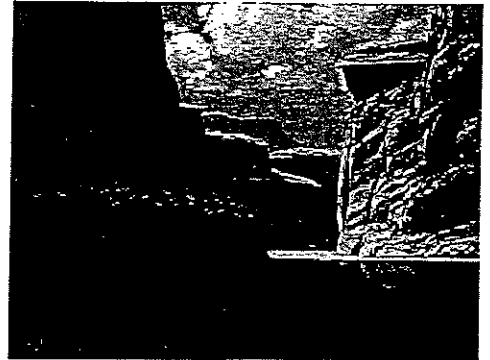
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Nombre: _____

Mi reporte sobre un accidente geográfico:

Cañón

Describe el accidente geográfico:



Datos interesantes sobre el accidente geográfico:

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