

Name _____

Date _____

Teacher _____

Campus _____

5th GRADE

Week Seven

May 11- May 15

Mount Pleasant ISD

CLOSE READ

Explain Sound Devices

Read the poem aloud.

Underline punctuation that creates rhythm by signaling a quick or long pause. Explain the effect of these pauses.

Visualize

Highlight figurative words and phrases that help you create a mental image of an object the speaker holds.

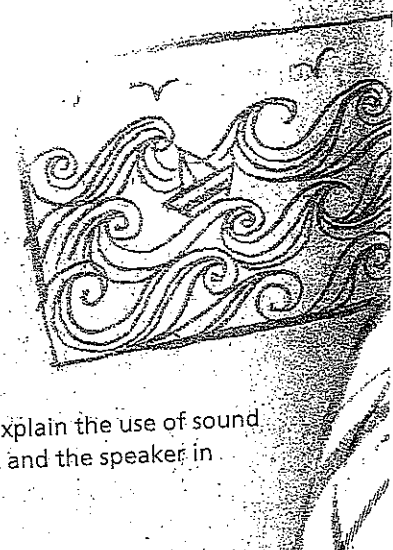
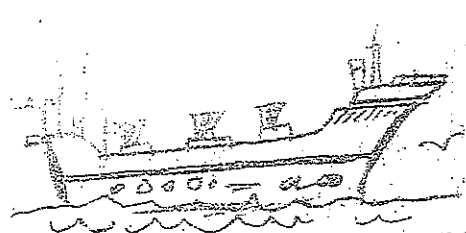
peering looking closely at something that is hard to see

Learning the World

by Kristine O'Connell George

I'm memorizing oceans,
tracing rivers,
learning mountain ranges.
I'm memorizing capitals,
5 tracing countries,
learning crops and industries.

I'm smoothing out this map,
rolling it into a tube,
peering through one end,
10 wishing it were a telescope,
wishing I could see past my street,
wishing I could see
the whole world
spread beneath my feet.



TEKS 5.6.D Create mental images to deepen understanding; 5.9.B Explain the use of sound devices and figurative language, and distinguish between the poet and the speaker in poems across a variety of poetic forms.

CLOSE READ

Explain Sound Devices and Figurative Language

Underline words that rhyme. Then underline a metaphor.

via by way of; by means of; through

traversed traveled through; moved across

girth distance around something; circumference

Vocabulary in Context

Context clues are words and phrases around an unfamiliar word that help readers identify the word's meaning.

Underline context clues near the word *traversed* to help you determine its definition.

Latitude Longitude Dreams

by Drew Lamm and James Hildreth

Magellan moved via stars
Steered his ship by celestial rays.
Columbus sailed on over the edge
Discovering lands and waterways.

- 5 They traversed their dreams; set their course
Voyaging over oceans and seas.
Etching earth with invisible designs
Crossing rivers, ice, and trees.
- 10 These lines that slide from pole to pole
Wrapping around the watery girth
Coordinate all of us on this globe
Our home, our ship, our planet earth.

TEKS 5.3.B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; 5.9.B Explain the use of sound devices and figurative language, and distinguish between the poet and the speaker in poems across a variety of poetic forms.

CLOSE READ

Explain Sound Devices and Figurative Language

Underline the words that rhyme. Explain the effect of the rhymes.

Then underline the metaphor. Explain the effect of the metaphor.

intersecting crossing or overlapping

Visualize

Highlight words for features you could imagine seeing on a map. Explain how these mental images deepen your understanding of the poem.

A Map and a Dream

by Karen O'Donnell Taylor

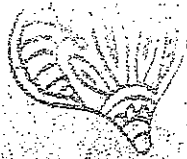
Maps are more
than tiny lines
intersecting
lace designs . . .

5 More than names
and colored dots,
rivers, mountains,
tourist spots.

10 Maps are keys
to secret places
vast new worlds
and unknown faces.
I can trace each
graceful line . . .

15 Close my eyes
and in my mind
I can travel
anywhere . . .

20 A map, a dream
can take me there!



TEKS 5.6.D Create mental images to deepen understanding; 5.9.B Explain the use of sound devices and figurative language, and distinguish between the poet and the speaker in poems across a variety of poetic forms

CLOSE READ

Explain Sound Devices

Read the poem aloud.

Underline details that show how the structure of the lines in the poem help create rhythm. Explain how this effect works.

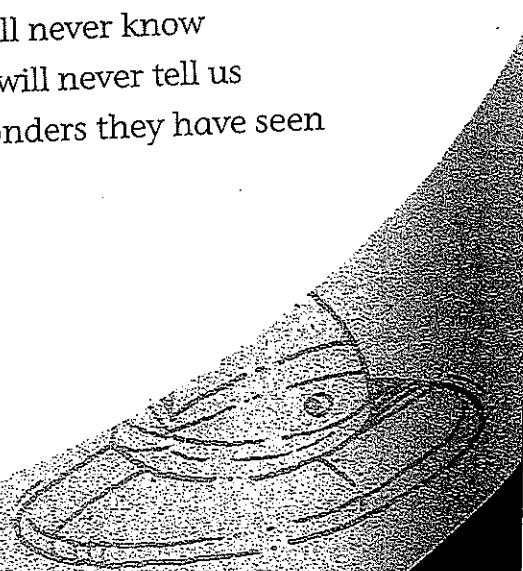
Visualize


Highlight words that help you visualize walking.

Early Explorers

by Marilyn Singer

No place on earth
is ever undiscovered
Even in Antarctica
where whole mountains are hidden
5 under ice
penguins already laid shambling tracks
in the snow
before we traveled there
The hottest desert
10 the deepest jungle
where none of us have ever been
all have been crossed
and crossed again
by wings whirring or silent
15 feet furred or scaled
hoofed or bare
By adventurers we will never know
explorers who will never tell us
what wonders they have seen



 **TEKS 5.6.D** Create mental images to deepen understanding. **5.9.B** Explain the use of sound devices and figurative language, and distinguish between the poet and the speaker in poems across a variety of poetic forms.

Develop Vocabulary

In poetry, writers use literary language to connect ideas. Literary language is often more vivid and precise than everyday speech. Sometimes literary language is figurative, or nonliteral, as well.

MyTURN Complete the sentences to identify the two ideas connected by each vocabulary word.

1. In "Learning the World," **peering** connects
the speaker
and the whole world

2. In "Latitude Longitude Dreams," **via** connects
_____ and _____

3. In "Latitude Longitude Dreams," **traversed** connects
_____ with _____

4. In "A Map and a Dream," **intersecting** connects
_____ to _____

Choose two vocabulary words and describe how the words are connected.

Check for Understanding

My TURN Look back at the texts to answer the questions.


1. Identify characteristics of the texts that make them poems.



2. Compare how the speakers in the poems describe dreams in “Latitude Longitude Dreams” and “A Map and a Dream.”

3. Based on the poems, what conclusion can you draw about how journeys affect people in similar ways?

4. Which poem best describes what it is like to be an explorer? Support your opinion with text evidence.

 **TEKS 5.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **5.9.B** Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms. See also 5.6.E; 5.9; 5.12.C.

Explain Sound Devices and Figurative Language

Sound devices, such as rhyme and rhythm, add expression to a poem. Rhyming words have the same end sounds. Poets create rhythm, or a pattern of sounds, with punctuation, line breaks, and stanzas.

Poets also use **figurative language**, or words with meanings other than their literal definitions, to create different meanings. Metaphors, which compare unlike things without using *like* or *as*, are one type of figurative language.

1. **MyTURN** Go to the Close Read notes in the poetry collection. Underline words that rhyme, elements that create rhythm, and metaphors.
2. **Text Evidence** Use the parts you underlined to complete the organizer. Give an example of each device and explain its purpose.

Poem with rhymes:

Examples of rhyming words:

Rhyme has the effect of:

Poem with rhythm:

Rhythm is created by:

Rhythm has the effect of:

Poem with a metaphor:

Metaphor compares:

Metaphor has the effect of:

Visualize

Readers visualize, or create **mental images**, based on a poet's word choices. Mental images deepen the reader's understanding of the poem. Figurative language, sound effects, and precise word choice all help readers visualize ideas in the text.

1. **My TURN** Go back to the Close Read notes and highlight evidence that helps you create mental images.
2. **Text Evidence** Use your highlighted text to help you describe your mental image to complete the chart.

Poem	Word Choice	My Mental Image
"Learning the World"		
"A Map and a Dream"		
"Early Explorers"		
Effect of the mental images	The mental images help me understand the poems because	

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Academic Vocabulary

Figurative language gives words a meaning beyond their literal definition. **Idioms** are phrases or expressions whose meaning cannot be understood from the meanings of the individual words. Idioms can be used to express ideas in a unique or colorful way.

Learning Goal

I can develop knowledge about language to make connections between reading and writing.

My TURN For each academic vocabulary word,

1. Read each idiom.
2. Match the word in the box with the idiom that best relates to the word's definition.
3. Choose two idioms. Then write a sentence that uses the idiom and its related academic vocabulary word.

WORD BANK

insight wandered passage adventure curiosity

IDIOMS

take an interest _____

all over the map _____

one sharp cookie _____

off the beaten path _____

right around the corner _____

WORD STUDY

Suffixes -able, -ible

A **suffix** is a word part that can be added to the end of a base word.
A suffix changes a word's part of speech.

For example, the suffix *-able* changes a verb (*laugh*) into an adjective (*laughable*). The suffixes *-able* and *-ible* both mean "can be done."

My TURN Decode each word containing *-able* or *-ible*. Then write the word's meaning, decoding words using advanced knowledge of the influence of suffixes.

Base Word	Meaning
breakable	
collapsible	
likable	
noticeable	
reversible	

High-Frequency Words

High-frequency words are words that you will see in texts over and over again. They often do not follow regular word study patterns. Read these high-frequency words: *touch, practice, business, whose, yourself, woman*. Try to identify them in your independent reading.

1 Ernesto made $\frac{5}{6}$ pint of freshly squeezed orange juice. He will drink $\frac{1}{2}$ pint at breakfast and the rest at lunch. How much orange juice will he drink at lunch?

- A $\frac{1}{3}$ pint C $\frac{2}{3}$ pint
 B $\frac{5}{12}$ pint D $\frac{4}{4}$ pint

3H

4 Five bingo balls are shown below.

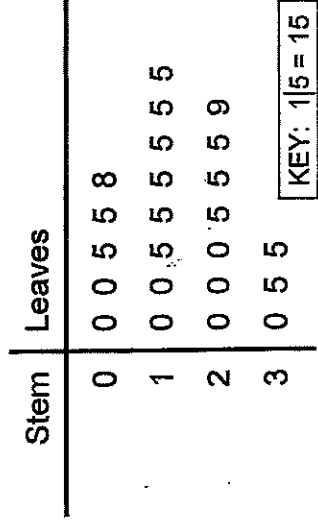


How many of the numbers are prime?

- F 1 G 2 H 3 J 4

4A

5 The stem and leaf plot shows the number of minutes of television that each of the students in Robert's class watched last night.



The students that watched television less than 15 minutes last night watched how many minutes of television all together?

- A 128 B 18 C 90 D 38

9C

2 Marinka measured the lengths of three insects. She recorded their lengths in the table below.

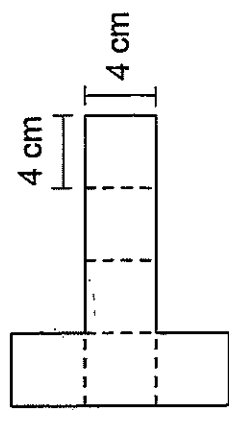
Ant	9 mm
Cricket	22 mm
Cockroach	35 mm

What is the combined length of the three insects in centimeters?

- F 0.066 G 66 H 6.6 J 660

7A

3 The paper cutout shown below will be folded into a cube.



What will be the volume of the cube in cubic centimeters?

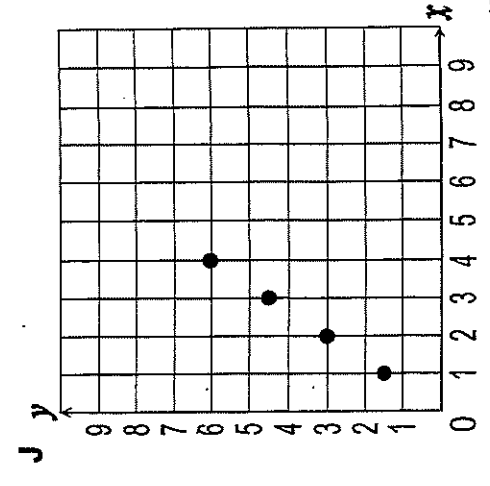
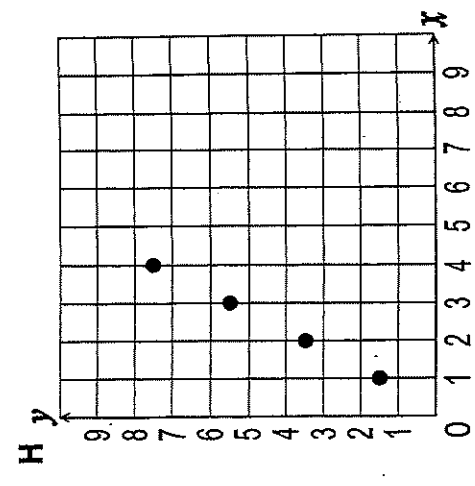
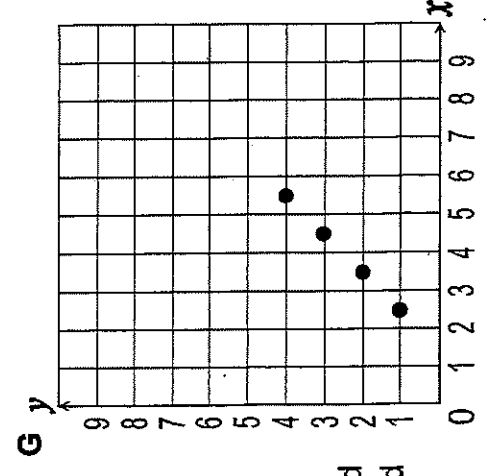
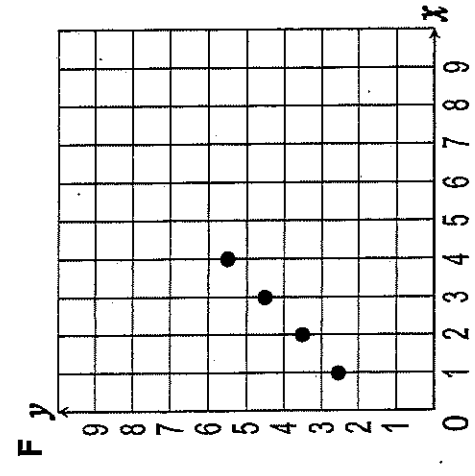
- A 108 B 96 C 64 D 16

4H

6 Jordan is going to make an input-output table then graph the ordered pairs that it generates. Jordan will use the numbers 1, 2, 3, and 4. She will multiply each number by 1.5 to generate an output.

Input (x)	Output (y)
1	
2	
3	
4	

Which graph shows the ordered pairs that would appear in the completed table?

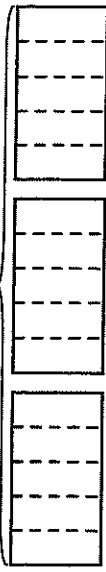


4C

1 The total weight of Kasen's three dogs is 75 pounds. The first dog weighs 31 pounds and the second dog weighs 18 pounds. Which equation represents this situation where D is the weight of the third dog?

- A $75 = 31 + 18 + D$
- B $75 = (31 + 18) - D$
- C $75 = 31 \times 18 \times D$
- D $75 = 31 - 18 + D$

3 Look at this model.



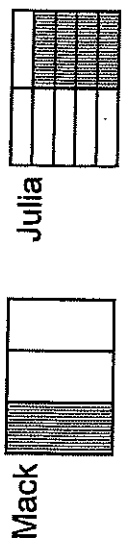
This model represents which expression?

- A $3 \times \frac{1}{5}$
- B $3 + \frac{1}{5}$
- C $3 - \frac{1}{5}$
- D $3 \div \frac{1}{5}$

5 A group of volunteers at Arndt Elementary School made a total of 4,608 bookmarks for the school's library. If each volunteer made 64 bookmarks, how many volunteers made bookmarks?

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

2 Mack and Julia are covering a bulletin board with paper. The shaded parts of these models represent how much of the bulletin board each student has covered.



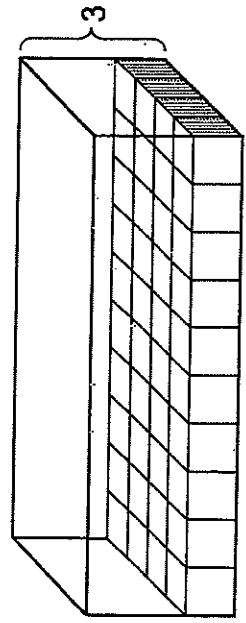
What fraction of the bulletin board have they covered combined?

- F $\frac{5}{30}$
- G $\frac{3}{8}$
- H $\frac{11}{15}$
- J $\frac{5}{13}$

4 Rashida is 9 years old. Gracie is 11 years old. Mr. Martin is twice as old as Rashida and Gracie together. Which expression represents Mr. Martin's age in years?

- F $2 \times 9 + 11$
- G $2(9 + 11)$
- H $(9 + 11) \div 2$
- J $2 + 11 + 9$

6 A rectangular prism is partially filled with 1-inch cubes as shown here.

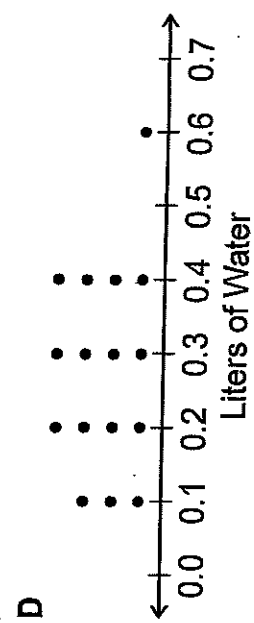
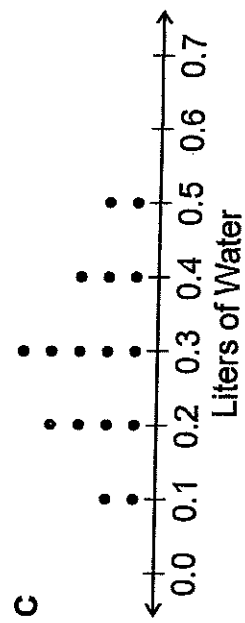
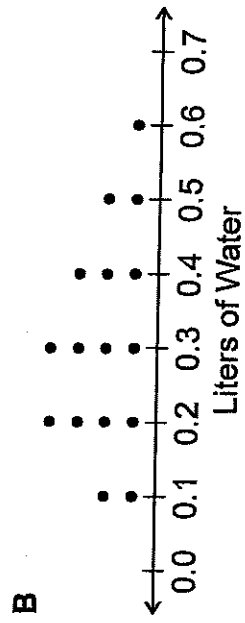
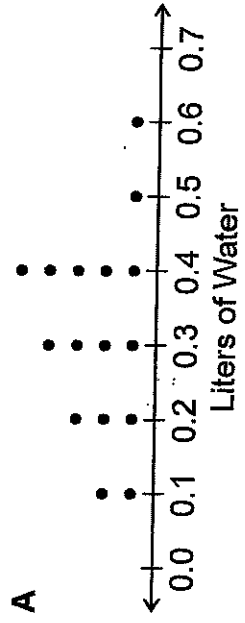


What is the volume of the prism in cubic inches?

- F 136
- G 124
- H 132
- J 120

7 Amanda works at a pet store. Yesterday she observed the amount of water that 16 puppies drank throughout the day. Amanda made a dot plot to display her observations. Which dot plot could represent the observations listed in this box?

- 6 puppies drank 0.4 liters or more.
- 6 puppies drank 0.2 liters or less.
- 4 puppies drank exactly 0.3 liters.



1 Arianna's mother will pack 20 plates into an empty box. If each plate weighs 0.95 pound, which is the best estimate of the total number of pounds of plates that will be in the box?

- A 20 B 160 C 40 D 190

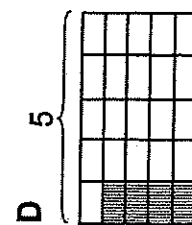
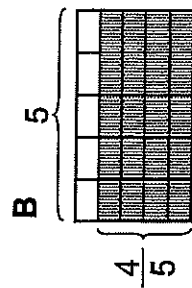
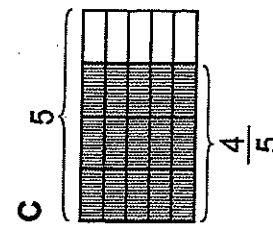
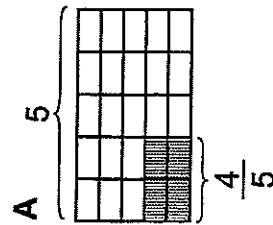
3A

2 Hudson has a spoon that is $\frac{1}{2}$ foot long. He has a fork that is 0.6 foot long. How much longer is the fork than the spoon?

- F $\frac{0}{12}$ ft G $\frac{1}{6}$ ft H $\frac{1}{5}$ ft J $\frac{1}{10}$ ft

3K

5 Cesario has 5 empty 1-quart jugs. He will pour $\frac{4}{5}$ quart of juice into each jug. Which model represents the total amount of juice that is in the 5 jugs?



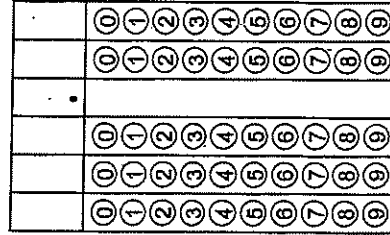
31

3 Which answer choice provides a simple explanation of the difference between gross income and net income?

- A Net income is the money a worker earns. Gross income is the money the worker receives after taxes are deducted, or taken, from the net.
 B Gross income is the money a worker earns. Net income is the money the worker receives after taxes are deducted, or taken, from the gross.
 C Net income is a type of property tax. Gross income is a type of sales tax.
 D Gross income is a type of sales tax. Net income is a type of property tax.

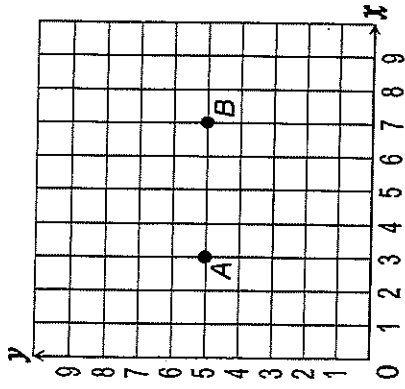
10B

6 Jeremiah practiced playing the piano a total of 3 hours 45 minutes after 5 weeks. If he practiced the same amount of time each week, how many minutes did he practice during the fifth week?



4B

4 Lin-Yao will place point C at (5, 7) and point D at (5, 0). Then she will connect points A, B, C, and D with straight lines to form a quadrilateral.



Which quadrilateral will she form?

- F Rectangle H Kite
 G Trapezoid J Square

8C

7 A teacher wrote a decimal number on a chalkboard.

27.843

He asked each of four students to round the number to the nearest tenth. The table shows their responses.

Student A	27.840
Student B	30.000
Student C	28.000
Student D	27.800

Which student rounded the number on the chalkboard correctly?

- A A B B C C D D

2C

1 Amy plays video games for exactly 20 minutes each day. There are 31 days in the months of December and January. If Amy plays video games every day in these two months, how many minutes will she play video games in all?
A 1,340 **B** 1,240 **C** 1,140 **D** 940

3 The stem and leaf plot shows the number of minutes it takes 20 students to walk to school each morning. Each time is rounded to the nearest 0.5 minute.

Walking to School (minutes)

Stem	Leaves
2	0 5
3	
4	0 5 5
5	0 0 0 5 5 5
6	
7	0 5
8	0 5 5
9	0 5
10	0 5

KEY
 $2|5 = 2.5$

In minutes, what is the difference between the longest walking time and the shortest walking time represented on the plot?

- A** 7.5 **B** 8.0 **C** 8.5 **D** 10.5

2 Dominic sorted and weighed the contents of a recycling bin on four days last week. He recorded the number of pounds of paper, plastic, and metal he weighed on each day in the tables below. On which day did Dominic weigh more paper than metal?

F

Tuesday

Paper	1.75
Plastic	1.2
Metal	1.795

G

Wednesday

Paper	3.455
Plastic	3.25
Metal	3.5

H

Thursday

Paper	0.785
Plastic	1.05
Metal	1.25

J

Friday

Paper	2.4
Plastic	2.45
Metal	2.395

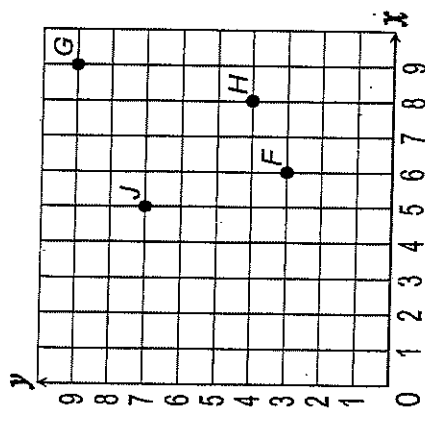
4 Katie's younger sister is 2 feet 9 inches tall. Katie is 5 feet 4 inches tall. What is the difference between their two heights?

- F** 3 feet 1 inch **H** 3 feet 5 inches
G 31 inches **J** 35 inches

5 The mass of a quarter is 5.67 grams. If Bryan places 7 quarters on a scale, what mass should the scale indicate?

- A** 39.69 grams **C** 36.19 grams
B 37.42 grams **D** 35.67 grams

6 Chalondra drew points F, G, H, and J on the coordinate grid below.



The coordinates of which point are both prime numbers?

- F** **F** **G** **G** **H** **H** **J** **J**

7 Martino, Falk, and Brandi will split the cost of a pizza. If the price of the pizza is \$15.27 and each person pays the same amount, how much will Falk pay?

- A** \$5.27 **B** \$5.19 **C** \$5.15 **D** \$5.09

8 Mr. Chéng caught 3 fish in a lake last weekend. The first fish weighed 9.85 pounds. The second weighed 6.9 pounds. The third weighed exactly 8 pounds. What was the total weight of the 3 fish?

- F** 24.75 pounds **H** 23.95 pounds
G 24.25 pounds **J** 23.55 pounds

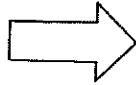
NAME:

DATE:

5.6B

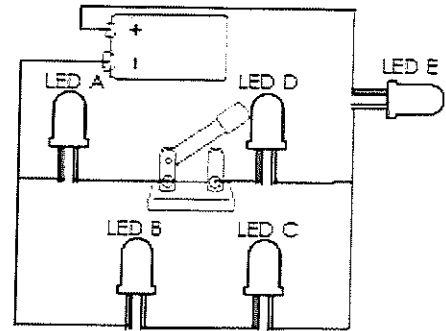
CIRCUITS

Review it!



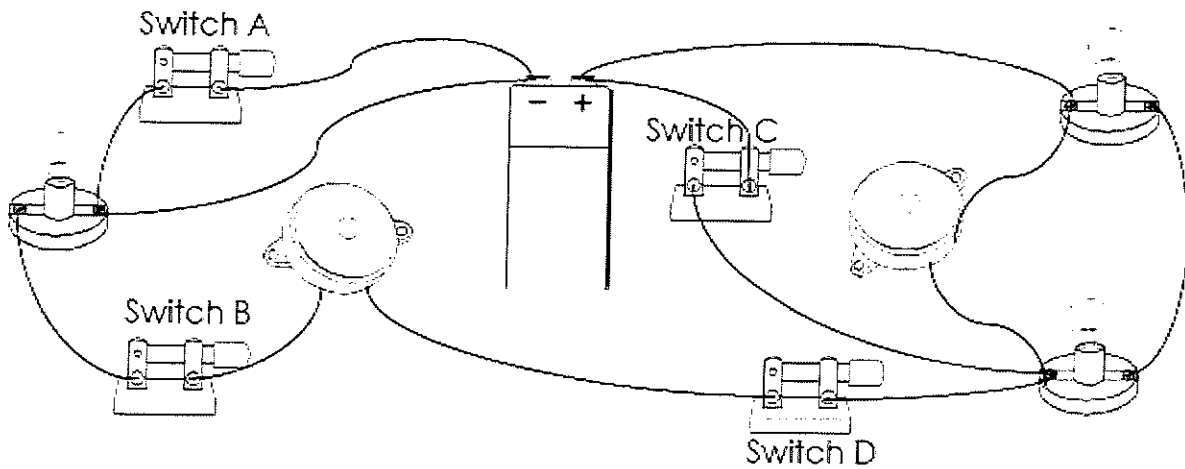
Electricity that flows through closed circuits can produce light, heat, or sound.

- The circuit on the right has a battery, a switch, and 5 LEDs (light-emitting diodes).
- A **complete path** between the negative and positive ends of the battery is needed to light an LED.
- In the example, a complete path exists for LED B, LED C, and LED E. Because the switch is open, there is no complete path for LED A or LED D.



Try it! Answer the question.

1. In this circuit, the lights all appear lit and the buzzers all make a sound.



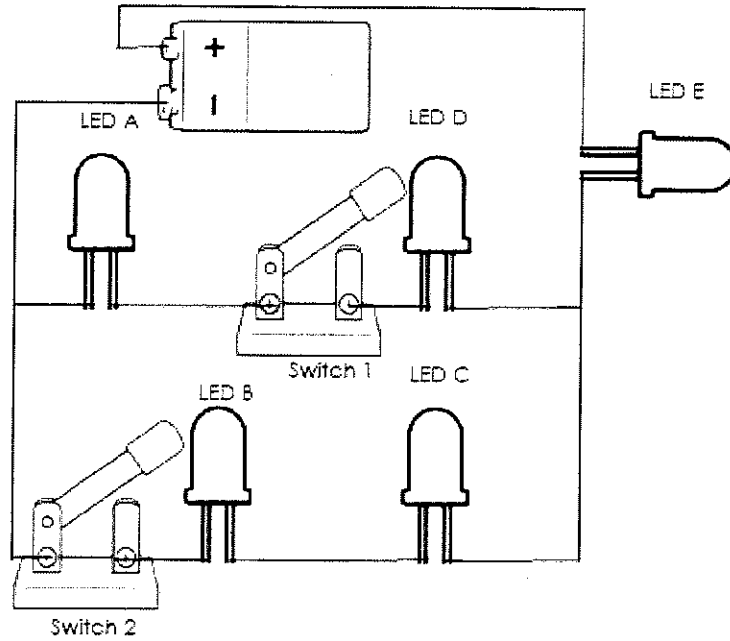
Which 2 switches can be opened and still allow all of the parts to operate?

_____ and _____

NAME:

DATE:

In this circuit, no LEDs appear lit.



2. Which LEDs would produce light if Switch 2 closed while Switch 1 remained open?

- A LEDs B and C only
- B LEDs A and D only
- C LEDs B, C and E only
- D LEDs A, D, and E only

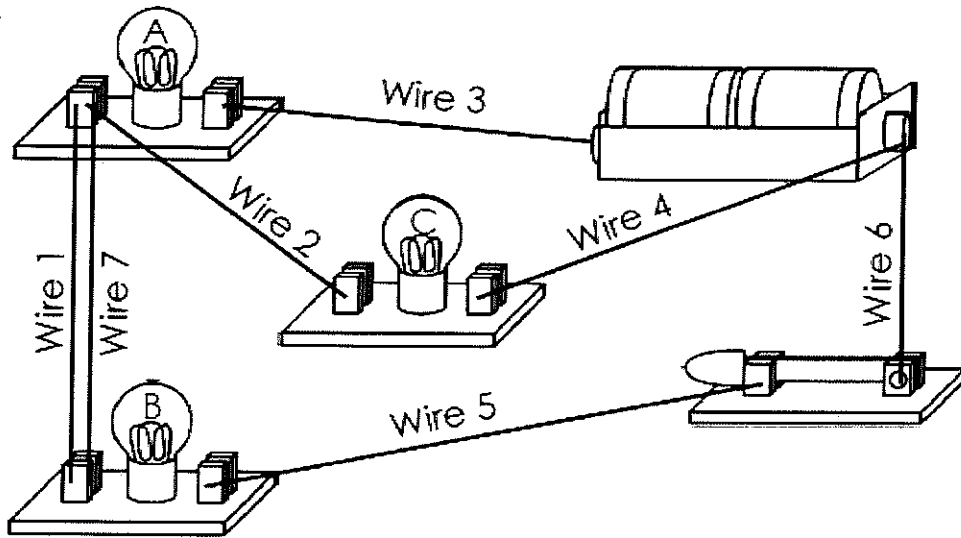
3. Which LEDs would produce light if Switch 1 closed while Switch 2 remained open?

- A LEDs B and C only
- B LEDs A and D only
- C LEDs B, C and E only
- D LEDs A, D, and E only

NAME:

DATE:

A student created the closed circuit shown below. All three light bulbs are lit.



YOUR TURN

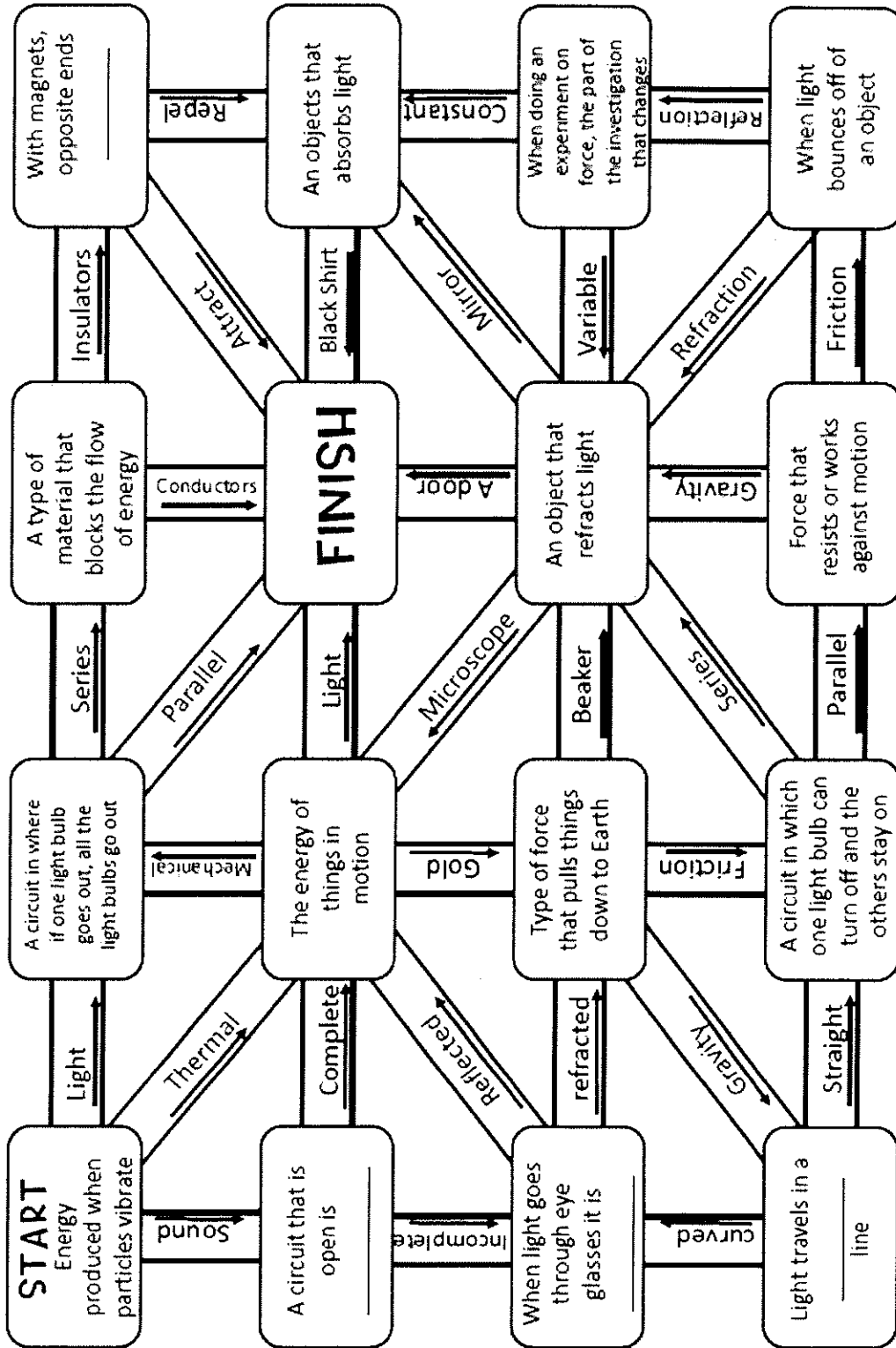
1. Which light bulb(s) would remain lit if Wire 7 was removed?
2. Which light bulb(s) would remain lit if Wire 4 was removed?
3. Which light bulb(s) would remain lit if the switch was opened?
4. Which wires are necessary to have in place in order for Bulb C to be lit?

NAME:

DATE:

Category 2 Review – Energy and Forces

Directions: Begin with the box the says "START". Read the box and choose the path that has the matching answer. Read the box the path points to and continue around the maze until you reach the box that says "FINISH". Not all boxes may be used! Mark your path as you go!



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Social Studies Week May 11-15

Name: _____

Date: _____

Abraham Lincoln

Civil Rights Activist, Lawyer, U.S. President

Abraham Lincoln is considered one of America's greatest heroes by many. He led the nation during a very troubled time and was instrumental in abolishing slavery.

Abraham Lincoln was born in the state of Kentucky in 1809. He had a rough childhood. His mother died at a young age and he was not close to his father. His parents didn't read or write well. Luckily, he became close to his step-mother when his father remarried and she encouraged Abraham to read. Abraham would often walk for miles in order to borrow a book.



As Abraham grew, he became very popular with others. He spoke well and was a great story-teller. He stood out from the crowd being six feet four inches tall. He was also a great wrestler and worked very hard at various jobs. When a war broke out between the United States and Native Americans, the volunteers elected Lincoln to be their captain. This was the first of many leadership roles that Lincoln would have.

Following the Black Hawk War, Abraham decided to go into politics. He was elected to the Illinois state legislature. It was at this time, he also decided he wanted to be a lawyer by reading a lot of law books. He passed the exam for lawyers and started working as a lawyer in 1837 when he was 28 years old.

Lincoln was an intelligent and clever lawyer and he received many jobs and clients because of his skill. He became popular and well-known. It was at this time that he met Mary Todd who he later married in 1842. They eventually had four children, but only one, Robert, survived to be an adult.

The issue of slavery became very heated in the United States. Many people felt slavery was morally wrong, but others felt it was an important practice – especially those in the south who relied on slaves to work in the fields. In 1857, Congress allowed each individual state to decide whether to allow slavery. This made some very upset and a new political party was formed called the Republican Party. Lincoln joined the Republicans.

Social Studies Week May 11-15

Name: _____

Date: _____

In 1857, the Supreme Court declared that African Americans were not citizens and had no rights. Lincoln disagreed with this ruling believing that all people were created with rights, such as the right to liberty. He decided to run for the United States Senate. Although Lincoln lost, his rousing speeches caught the attention of many people and he became even more popular.

In 1860, some political groups started a campaign to get Lincoln nominated for President. He quickly gained support and he ended up beating his friend, Stephen Douglas, for the presidency. But many people in the southern states were not happy. They knew about Lincoln's anti-slavery position and were worried he would try to end slavery. In protest, seven of the southern states decided to secede from the Union. In one of those southern states, was Fort Sumter which was still part of the Union. The rebels soon fired on the fort and it was taken over. This was the beginning of the deadliest war in United States history called the Civil War.

Lincoln acted quickly. He used money from the Treasury for war goods and he asked for 75,000 volunteers for military service. He did all of this without even asking Congress. He also arrested people who were on the side of the rebel Confederate without getting warrants. It was such a difficult war that Lincoln often had disagreements with his own generals, political party, and many of the American people. But he held true to what he believed and took decisive actions.

Although Lincoln wanted African Americans to have some rights and to be free, his main concern was trying to keep the Union together. He desperately wanted to end the fighting. One of his tactics was to issue an Emancipation Proclamation in 1863 which freed the slaves in the rebel states. This shifted the focus of the Civil War and allowed many of the free slaves to fight for the north which was a significant factor in winning the war.

The difficult but firm actions of Abraham Lincoln eventually led to the end of the Civil War and the passage of the Thirteenth Amendment to the Constitution which banned slavery in all U.S. states and territories.

Although Lincoln put in motion events that would significantly change United States history, he paid a great price. Many who were in favor of slavery and the rebel movement hated him. This included a man named John Wilkes Booth. On April 14, 1865, Booth shot Abraham Lincoln and killed him. Today, Lincoln is remembered as one of the most influential leaders of the U.S. during a most difficult time in history.

The End

Social Studies Week May 11-15

Name: _____

Date: _____

Abraham Lincoln Questions



1. Read this sentence from paragraph 3 of the story.

When a war broke out between the United States and Native Americans, the volunteers elected Lincoln to be their captain.

What can you tell about Lincoln from this action?

2. In paragraph 2 it states that Lincoln had a rough childhood. What happened to Lincoln that would support this statement?

- (A) His home was destroyed by fire.
- (B) Lincoln was shot.
- (C) He had a poor relationship with his father.
- (D) His sister died.

3. Based on the text, what word best describes Abraham Lincoln?

- (A) obedient (B) dishonest (C) weak (D) influential

4. Read this sentence from the first paragraph of page 2.

In 1857, the Supreme Court declared that African Americans were not citizens and had no rights.

What was Abraham Lincoln's reaction to this ruling?

5. What is the main reason Abraham Lincoln was against slavery?

- (A) He thought all people should be paid for work.
- (B) He believed all people are born with the right to be free.
- (C) He thought slavery would lead to war.
- (D) He felt that slavery would end up costing the U.S. a lot of money.

WEEK 7 – May 11 – May 15
5TH GRADE LESSONS

ART

The students will look for things like leaves to create texture drawing.
<https://www.youtube.com/watch?v=W66TAqCT4hc>

COMPUTER

Technology Applications

Students can go to www.code.org and either begin or finish course 2 or practice your typing at www.typing.com. 3rd Six Weeks students have an account for www.code.org. If you have questions regarding your log in information, please email me at tflores@mpisd.net. Thank you.

MUSIC

Using 8 identical drinking glasses or jars, fill each jar with water enough so when gently tapped by a spoon you are able to play a major scale: do, re, mi, fa, sol, la, ti, do. Experiment by adding or pouring off water to do this. Make a video and email it Mrs. Swiger at dswiger@mpisd.net or Mr. Miles at jmiles@mpisd.net.

P.E.

Hey guys! Please continue working on your May DEAM calendar. You should be on May 11-15.

Stay Safe - Stay Home - and know that I love each and every one of you! Coach E

Dual Language Assignments

DRAMA

obra de teatro

El Capitán fantástico lleva puesto un traje de superhéroe un poco apretado con una capa. Mientras que el Dr. Zero usa un saco blanco de laboratorio.

FANTASTICO: *(saltando en dirección a Zero y gritando)* ¡Alto ahí, desalmado!

Zero se da la vuelta para encarar a Fantástico. En su mano, sostiene un botón rojo.

ZERO: *(soltando una risa malévol)* ¡No podrás detenerme, Fantástico! ¡Yo controlo el destino del planeta con este botón!

Zero mantiene su dedo pulgar sobre el botón, fingiendo presionarlo.

Probablemente te puedes imaginar la escena de arriba entre el Capitán Fantástico y el Dr. Zero, aunque no este escrito en forma de cuento. Y a lo mejor, hasta lo reconoces como el guion de una escena que fue escrito para ser actuada, como en una película o en un programa de televisión.

Casi, cualquier cuento, que ha sido escrito en capítulos, párrafos, y oraciones puede ser dramatizado. **Dramatizar** algo quiere decir cambiarlo de manera que pueda ser realizado por actores. Cuando un cuento ha sido cambiado de esta manera lo llamamos **drama** u obra de teatro. Para realizar un drama frente a cámaras o sobre un escenario, los actores siguen un **guion** que les indica que decir, como actuar, como vestir y otras cosas más.

De vez en cuando, en exámenes escolares y estatales, se te puede pedir que leas el guion de un cuento y que contestes preguntas sobre dicho cuento. En esta lección, repasaras lo básico de un drama.



Los siguientes pasajes son dos versiones de la misma escena de un cuento. Serán usados para ayudarte a entender los consejos de la lección.

DRAMA

obra de teatro

Piensa en el drama.

1. Lee el siguiente **drama**. Encierra las palabras que indican quiénes son los personajes. Después subraya las palabras que estos personajes dicen.

MEG: Creo que el partido salió bastante bien.

JEFFREY: Pues, les encantó la comida a todos, eso es seguro.

2. Marca con una todas las oraciones que podrían ser direcciones escénicas para el drama.

MEG: Si, aunque creo que les gusto más el pastel. _____

Jeffrey empieza a retirar los platos sucios de la mesa. _____

Meg sonríe y se sienta en el sillón. _____

3. Lee el drama. Piensa en el dialogo y en las direcciones escénicas, al igual que lo que sucede. Después, haz el ejercicio de abajo.

LUIS: ¡Ya viene mamá!

GRIS: ¡De prisa, esconde su regalo!

Luis agarra el regalo y lo coloca debajo de la cama. Mamá abre la puerta.

MAMÁ: ¡Ya está lista la cena! Lávense las manos y bajen a comer.

Marca las frases que mejor respondan las preguntas.

1. ¿Quiénes son los personajes de este drama?

Luis, Gris, y mamá

Luis y mamá

Gris y Luis

Mamá y un regalo

2. ¿Cuáles palabras le dicen a los personajes que hacer?

las palabras que siguen de los nombres de los personajes

las palabras en cursiva

las palabras escritas en letras mayúsculas

3. ¿Cuáles palabras son las que habla Gris?

Ya viene mamá.

¡De prisa, esconde su regalo!

¡Ya está lista la cena!

Luis agarra el regalo.



Extracto tomado de

Rebecca de la granja de Sunnybrook

Por Kate Douglas Wiggin

Adaptación para el escenario por Ben Wagoner

dramaturgo

ELENCO DE PERSONAJES

REBECCA, una adolescente de 12 años

SRA. RANDALL, la madre de Rebecca

SR. COBB, el conductor de la diligencia

PRIMER ACTO, ESCENA UNO

Escenografía: *Afuera de la oficina postal de Maple Wood, un pequeño pueblo pintoresco. El año es aproximadamente 1900. REBECCA está sentada adentro de una diligencia con la cabeza asomada hacia afuera de una pequeña ventanilla del coche para hablar con la SR. RANDALL. El SR. COBB sostiene las riendas en sus manos, listo para avanzar.*

REBECCA: Adiós, mamá, no te preocupes por mí. No es como si nunca hubiese viajado antes, sabes.

SRA. RANDALL: *(dirigiendo su respuesta al SR. COBB con un bufido)*

Viajo a Wareham y paso la noche ahí ¡no es para presumir!

REBECCA: *(animada y llena de alegría)* Fue un viaje, madre, fue salir de la granja, y preparar lonche y guardarlo en una canasta, fue montar a caballo un poco, y andar en coches de vapor, ¡hasta llevamos nuestros camisones de dormir!

SRA. RANDALL: No le cuentes a todo el pueblo, si así fue. ¿No te he dicho ya, *(susurrando con severidad)* que no debes hablar de camisones de dormir, ni de ropa interior, ni cosas similares en voz alta? ¡Y menos habiendo hombres cerca!

REBECCA: Ya lo sé, madre, lo sé y no lo hare. Lo único que quise decir fue-- *(El SR. COBB dio un cloqueo, golpeó las riendas, y los caballos avanzaron tranquilamente.)*

REBECCA: *(continuando)* Lo único que quiero decir es que se trata de un viaje cuando- *(la diligencia estaba realmente en marcha ahora y Rebecca tuvo que sacar su cabeza por la ventana sobre la puerta para terminar su frase.)* ¡Se trata de un viaje cuando llevas un camión de dormir!

La SRA. RANDALL la sigue con la vista mientras el coche sale del escenario, luego recoge sus paquetes. A la vez que se dirige hacia su casa se protege los ojos con la mano y mira hacia la distancia.

SRA. RANDALL: Supongo que Miranda tendrá las manos llenas, pero no me sorprendería si esto fuese la realización de Rebecca.

Direcciones escénicas
indica al actor que ha

Dialogo: no tiene gui



Extracto tomado de

Rebecca de la granja de Sunnybrook

Por Kate Douglas Wiggin

La madre de Rebecca la contempla mientras ella se prepara para irse a quedar con sus tías. El Sr. Cobb es el conductor de la diligencia en el que Rebecca está sentada.

-Adiós, mamá, no te preocupes por mí. No es como si nunca hubiese viajado antes, sabes.

La mujer dejó escapar una breve risita sarcástica al explicarle al Sr. Cobb, - Viajo a Wareham y paso la noche ahí ¡no es para presumir!

-Fue un viaje, madre, le contesto la joven emocionada y gustosa, – ¡fue salir de la granja, y preparar lonche y guardarlo en una canasta, fue montar a caballo un poco, y andar en coches de vapor, ¡hasta llevamos nuestros camiones de dormir!

- No le cuentes a todo el pueblo, si así fue, replico la madre interrumpiendo los recuerdos nostálgicos de la viajera experta. – ¿No te he dicho ya, le susurro, en un último esfuerzo por disciplinarla, -que no debes hablar de camiones de dormir, ni de ropa interior, ni cosas similares en voz alta? ¡Y menos habiendo hombres cerca!

Narración: la voz o quien cuenta el cuento

-Ya lo sé, madre, lo sé y no lo hare. Lo único que quise decir fue-, aquí el Sr. Cobb dio un cloqueo, golpeó las riendas, y los caballos comenzaron tranquilamente sus tareas diarias. – Lo único que quiero decir es que se trata de un viaje cuando... la diligencia estaba realmente en marcha ahora y Rebecca tuvo que sacar la cabeza fuera de la ventanilla y sobre la puerta, para terminar su frase, -¡se trata de un viaje cuando llevas un camión de dormir!

Dialogo: viene después de un guion.

La desagradable palabra prohibida, pronunciada en una voz alta y aguda, flotó hacia los oídos ofendidos de la señora Randall, quien observaba la diligencia hasta perderse de vista. Entonces, recogió sus paquetes del banquillo, en la puerta de la tienda, y entró en el vagón que había estado esperando en el amarradero. Dirigiendo la cabeza del caballo hacia su hogar, se puso de pie por un momento y se protegió los ojos con la mano. Miró una nube de polvo tenue en la distancia. – Supongo que Miranda tendrá las manos llenas-, se dijo a sí misma. –pero no me sorprendería si esto fuese la realización de Rebecca.

Diligencia: coche grande de caballos que transportaba a viajeros

Sardónica: sarcástico

Lee el drama.

Escena 2

Yoshe está de pie en un campo de fútbol vacío con su pie sobre un balón de fútbol. Entra Ino.

INO: ¡Ey, Yoshe!

YOSHE: ¡Hola, Ino!

INO: *(con pena)* Gracias por ayudarme con esto.

YOSHE: No te apures, yo quería entrenar.

Sonriente, Yoshe le patea el balón a Ino quien se quita del camino.

YOSHE: *(riéndose)* Tú debes parar el balón. Después debes patear lo de nuevo hacia mí.

INO: *(tirando sus manos al aire)* ¿Ya vez? ¡No tengo idea que hago aquí!

Primero lee la pregunta y todas las respuestas posibles. Después encierra la letra frente a la mejor respuesta.

9. En el drama, Yoshe y Ino son

- A. Los personajes
- B. Los actores
- C. Las acotaciones
- D. Los actos y escenas

10. ¿Cuáles palabras habla Yoshe?

- A. Gracias por ayudarme con esto.
- B. ¡No tengo idea que hago aquí!
- C. *tirando sus manos al aire*
- D. Tú debes parar el balón.

11. ¿De cuál escena es esto?

- A. Acto 1
- B. Escena 1
- C. Acto 2
- D. Escena 2

6. Basándote en como Rebecca interpreta sus líneas, describe su carácter. ¿Cómo es ella?

7. ¿Cuál de las siguientes mejor describe la actitud de Sra. Randall hacia su hija?

- A. Es amable con Rebecca y le tiene paciencia.
- B. Es impaciente con Rebecca y se preocupa por ella.
- C. Entiende a Rebecca y mantiene la calma cuando esta con ella.
- D. Le aterra el porvenir de Rebecca y le da coraje la manera que Rebecca se comporta.

Casi cualquier historia puede ser dramatizada.

Una historia o cuento que ha sido dramatizada para ser realizada en vivo en un escenario se conoce como una **obra de teatro** o un **drama**. Cuando una obra de teatro es realizada en un escenario, la escenografía se convierte en un set. El set de *Rebecca de la granja de Sunnybrook* talvez sea en la calle, en las afueras de una oficina de correo postal. Los objetos utilizados en una escena son la **utilería** para el drama.

8. Aquí hay poquito de lo que sigue la escena que leíste anteriormente en esta lección. Intenta convertirlo en un guion en las líneas de abajo.

- Es un gran día soleado, ¿verdad?, pregunto Rebecca.

El Sr. Cobb le respondió, -Es cierto; demasiado caliente. ¿Por qué no abre su sombrilla?

(Ella extendió su vestido aún más sobre el artículo en cuestión) y dijo, -oh, por Dios, ¡no!, Nunca lo abro cuando el sol brilla. El rosita se descolora terriblemente, ¿sabes?...

5. ¿Que incluye la escenografía en la escena de la obra de *Rebecca de la granja de Sunnybrook*?
- A. la hora y el lugar de la acción
 - B. una descripción del lugar a donde Rebecca ira
 - C. una descripción del vestuario de los personajes
 - D. una lista de la utilería que los personajes utilizarán en la escena

Para seguir la lectura, lee “entre las líneas.”

En un cuento escrito en el estilo habitual de prosa, el autor a menudo te dirá de frente cómo se sienten los personajes o lo que piensan. Un público mirando un drama obtendrá esta información de la manera en que los personajes hablan, el tono de voz que utilizan, y su lenguaje corporal al hablar. Cuando estás leyendo un guion, a menudo obtienes esta información sobre el lenguaje corporal y el tono de voz en las acotaciones.

En un drama, las palabras que le pertenecen a los actores se llaman **líneas**. Los actores usan las acotaciones para ayudarse a entender como decir sus líneas para que el público entienda el cuento. Cuando tú lees un guion, tú no tienes actores frente a ti. Usa las acotaciones para ayudarte a crear las imágenes del cuento en tu mente.

Las palabras que los personajes dicen y *la manera* en que las dicen te ayudaran a entender lo que está sucediendo en el cuento y la personalidad o carácter de los personajes. Historias o cuentos dramatizados son igual que cualquier otro cuento que lees. Seguido incluyen conflictos entre personajes. A lo largo del cuento, el conflicto se aclarara, y el público conocerá como se resolvió el problema.

¿Cuál es la diferencia?

No olvides la diferencia entre narración y acotaciones. Un narrador puede darte mucha o poca información de los personajes y los eventos que ocurren en el cuento. (Habrá veces que un drama tendrá su propio narrador que hablara con el público.) Las acotaciones son un poco más breve. Su propósito principal se decirle a los actores como desempeñar sus líneas. Las acotaciones se escriben en tiempo presente.

4. ¿Qué diferencias encontraste entre el primer pasaje (la escena escrita en prosa) y el segundo (la misma escena, dramatizada)? Haz una lista con tus hallazgos en las líneas de abajo.

Las direcciones escénicas describen el escenario y le dicen a los actores que hacer.

La escena dramatizada incluyó más que solo **diálogo**, las palabras que deben decir los actores. También incluía instrucciones de cómo los personajes se deben de ver, hablar, y comportar. Estas instrucciones se llaman direcciones escénicas o **acotaciones**.

Un actor debe conocer las acotaciones igual de bien como conoce las palabras que va a decir. Si el actor no dice las palabras de la manera como indica el guion, el público no entenderá la escena como el autor quería que se entendiera.

Las obras de teatro se dividen en actos y escenas.

Al igual que los libros se dividen en capítulos, los dramas se dividen en actos. Un **acto** es un segmento de un cuento. Esta es una buena manera de entender lo que es un acto. Piensa en ver un programa dramático o una comedia en la televisión. Muchos programas empiezan con una corta introducción seguida por una pausa comercial. El tramo más largo del programa que viene después de la pausa comercial se llama un **acto**.

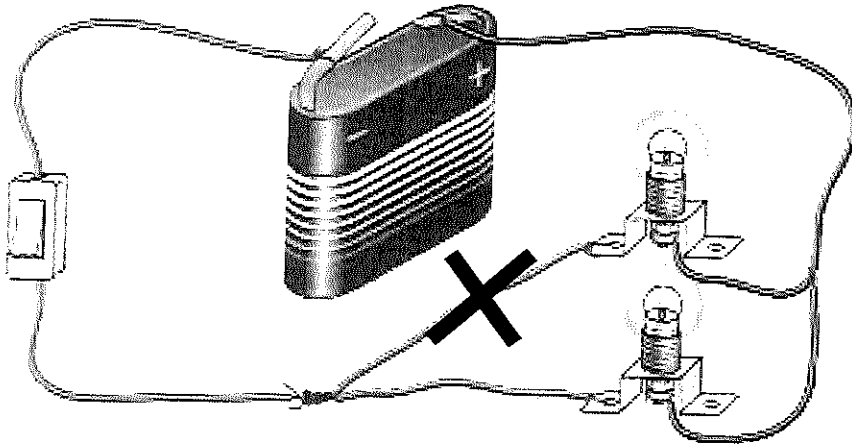
Los actos se dividen en segmentos más cortos llamados **escenas**. Nota que las acotaciones en la página anterior incluyen una descripción detallada del **escenario o ambiente**. El ambiente es el lugar y el tiempo del cuento. Cuando el ambiente cambia, una nueva escena comienza. Tú has visto esto en la televisión también. Un acto, entre comerciales, puede ocurrir en un número diferente de escenarios. Cada cambio de escenario es una nueva escena.

NOMBRE:

FECHA:

THIS ACTIVITY IS FOR DUAL LANGUAGE ONLY!!

1. ¿Qué cambio ocurriría en el circuito si se hace un corte en la localización de la X?



- a.) Foco 1 se quedará iluminando mientras Foco 2 se apagará.
- b.) Foco 1 y Foco 2 se apagarán.
- c.) Foco 2 se quedará iluminado mientras Foco 1 se apagará.
- d.) Foco 1 y Foco 2 se quedarán iluminados.

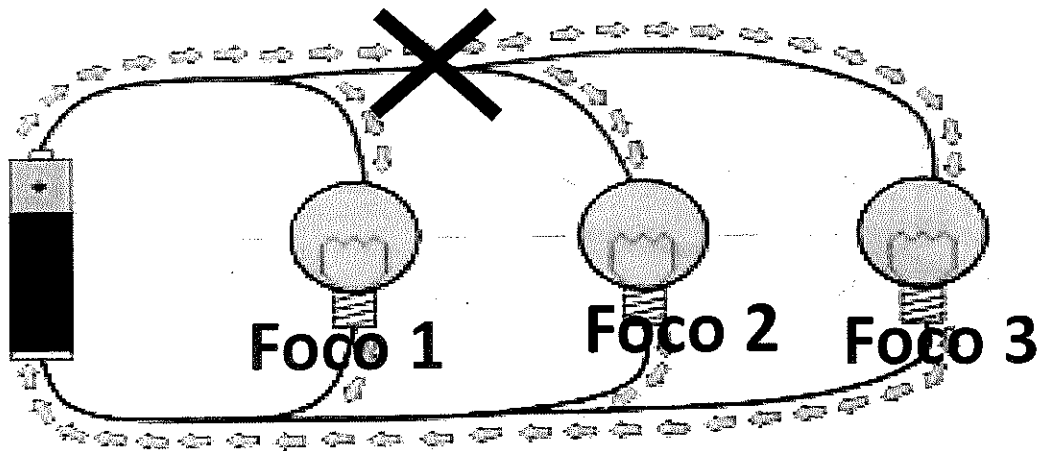
2. Un equipo de estudiantes de 5do grado anotaron las propiedades de materiales.

Material	Es flexible	¿Conduce Electricidad?	¿Es Aislante?
A	NO	NO	SI
B	SI	NO	NO
C	NO	SI	NO
D	SI	NO	SI

Basado en la información, ¿cuál material sería mejor para AISLAR la electricidad de un cable eléctrico?

- a.) Material A
- b.) Material B
- c.) Material C
- d.) Material D

3. La siguiente ilustración enseña un circuito paralelo.



¿Qué ocurriría si se le hace un corte donde está localizado la X?

- a.) Foco 1 quedara iluminado y Focos 2 y 3 se apagarán.
- b.) Focos 1, 2 y 3 se apagarán.
- c.) Focos 1 y 2 quedan iluminado y Foco 3 se apagará.
- d.) Focos 1, 2 y 3 se quedarán iluminado.

4. Dibuja un Circuito en completo en donde se enciendan 2 focos.

INCLUYE

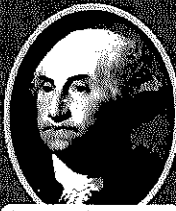
	Batería
	2 Focos
	Aislantes
	Conductores
	Switch Cerrado

THIS ACTIVITY IS FOR DUAL LANGUAGE ONLY!!!
If you are in Dual Language, you MUST do this activity!

Instrucciones: Arriba están los 45 presidentes que ha tenido los Estados Unidos. Elige 1 presidente y escríbele una **petición de una página** (una carta persuasiva). **Persuádelo** o **convéncelo** de que haga algo por ti. A continuación, encontrarás una **lista de ideas** sobre las que puedes escribirle. ¡Puedes escribir tantas ideas como quieras! Asegúrate de mantenerte **RESPECTUOSO** con el presidente que elijas.

- Mejor comida servida en la cafetería.
- Más tiempo de recreo
- Más o menos horas escolares
- Permitir mascotas en la escuela.
- Usar los electrónicos en la escuela.
- Implementación de restaurantes en la cafetería.
- Menos o más tarea
- Poder sentarse con amigos en la escuela.
- Más excursiones o "field trips"
- Ganar dinero en la escuela
- Más especiales, como clases de cocina, natación, construcción.
- Mirar televisión en la escuela durante los descansos.
- Más tiempo de almuerzo para maestros.
- Tener el mismo maestro durante todo el día.
- Pagar más a los maestros
- Escuchar música durante el trabajo escolar.
- Más formas de mantenerse limpio en la escuela
- Mejores formas de evitar los gérmenes.
- Tener más vacaciones
- Tener descansos más largos o más cortos
- Tener más tiempo libre
- Tener conciertos en la escuela.
- Agregar más formas de hacer ejercicio en la escuela
- Incluir la hora de la siesta en la escuela
- Dar a las escuelas más útiles.
- Contratar asistentes para los maestros.
- Agregar mejores reglas/expectativas escolares

United States Presidents



George Washington
1st President



John Adams
2nd President



Thomas Jefferson
3rd President



James Madison
4th President



James Monroe
5th President



John Quincy Adams
6th President



Andrew Jackson
7th President



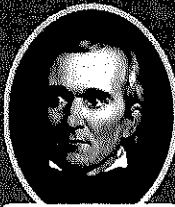
Martin Van Buren
8th President



William H. Harrison
9th President



John Tyler
10th President



James K. Polk
11th President



Zachary Taylor
12th President



Millard Fillmore
13th President



Franklin Pierce
14th President



James Buchanan
15th President



Abraham Lincoln
16th President



Andrew Johnson
17th President



Ulysses S. Grant
18th President



Rutherford B. Hayes
19th President



James A. Garfield
20th President



Chester A. Arthur
21st President



Grover Cleveland
22nd President



Benjamin Harrison
23rd President



Grover Cleveland
24th President



William McKinley
25th President



Theodore Roosevelt
26th President



William H. Taft
27th President



Woodrow Wilson
28th President



Warren G. Harding
29th President



Calvin Coolidge
30th President



Herbert C. Hoover
31st President



Franklin D. Roosevelt
32nd President



Harry S. Truman
33rd President



Dwight D. Eisenhower
34th President



John F. Kennedy
35th President



Lyndon B. Johnson
36th President



Richard M. Nixon
37th President



Gerald R. Ford
38th President



James "Jimmy" E. Carter
39th President



Ronald W. Reagan
40th President



George H. W. Bush
41st President



William "Bill" J. Clinton
42nd President



George W. Bush
43rd President



Barack H. Obama
44th President



Donald J. Trump
45th President

