




ENGLISH INSTRUCTIONAL MODULE SEVENTH GRADE

August 2020



DE DEPARTAMENTO DE
EDUCACIÓN
GOBIERNO DE PUERTO RICO

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LETTER FOR TEACHERS, STUDENTS AND PARENTS

Dear Student:

This instructional module is a document that favors your learning process. It allows you to learn more effectively and independently, in other words, without the need of having a face to face or online class in every moment. Likewise, it contains all the necessary elements for learning the concepts and skills of the English class, without the constant help from your teacher. Its content has been prepared by teachers, facilitators, and Academic Program Directors of the Puerto Rico Department of Education (PRDE) to support your learning process in these extraordinary times in which we live.

I invite you to complete this instructional module following the progress calendar established per week. In it, you will be able to review knowledge, improve skills and learn new concepts about the English class through definitions, examples, reading passages, exercises, and assessments. We also suggest additional resources available on the internet, so that you can expand your learning. Remember that this learning experience is essential in your academic and personal development, so start now.

Dear Familie:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. Its purpose is to provide the academic content of the **English** class for the first ten weeks of the new school year. In addition, to develop, reinforce, and evaluate the concepts and skills domain of our students. This is one of the alternatives that PRDE promotes to develop the knowledge of our students, your children, in order to improve their academic achievement.

It is proven that when families are involved in the education of their children, they improve the results of their learning. For this reason, we invite you to support the academic and comprehensive development of your children using this module to **support** their learning.

It is essential that your child advance in this module following the progress schedule established per week.

The PRDE staff recognizes that you will be anxious with the new teaching methods, and that you want your children to do very well in the process. We request all families to provide direct and active collaboration in the teaching and learning process of their children. In these extraordinary times we live in, we remind you that it is important for you to develop your child's confidence, sense of accomplishment, and independence when doing schoolwork. Do not forget that the educational needs of our children and youth are everyone's responsibility.

Estimadas familias:

El Departamento de Educación de Puerto Rico (DEPR) comprometido con la educación de nuestros estudiantes, ha diseñado este módulo didáctico con la colaboración de: maestros, facilitadores docentes y directores de los programas académicos. Su propósito es proveer el contenido académico de la materia de Inglés para las primeras diez semanas del nuevo año escolar. Además, para desarrollar, reforzar y evaluar el dominio de conceptos y destrezas claves. Ésta es una de las alternativas que promueve el DEPR para desarrollar los conocimientos de nuestros estudiantes, tus hijos, para así mejorar el aprovechamiento académico de estos.

Está probado que cuando las familias se involucran en la educación de sus hijos mejoran los resultados de su aprendizaje. Por esto, te invitamos a que apoyes el desarrollo académico e integral de tus hijos utilizando este módulo para apoyar su aprendizaje. Es fundamental que tu hijo avance en este módulo siguiendo el calendario de progreso establecido por semana.

El personal del DEPR reconoce que estarán realmente ansiosos ante las nuevas modalidades de enseñanza y que desean que sus hijos lo hagan muy bien. Le solicitamos a las familias que brinden una colaboración directa y activa en el proceso de enseñanza y aprendizaje de sus hijos. En estos tiempos extraordinarios en que vivimos, les recordamos que es importante que desarrolles la confianza, el sentido de logro y la

independencia de tu hijo al realizar las tareas escolares. No olvides que las necesidades educativas de nuestros niños y jóvenes es responsabilidad de todos.

Dear teacher:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. This constitutes a useful and necessary resource to promote an innovative teaching and learning process that allows the holistic and comprehensive development of our students to the best of their abilities. Furthermore, it is one of the alternatives provided to develop the knowledge of PRDE students; in the face of the emergency situations that confronts our country.

The module's purpose is to provide the content of the English class for the first ten weeks of the new school year. It is a work tool that will help develop concepts and skills in students to improve their academic knowledge. When selecting this teaching alternative, you must ensure that students advance in the module following the progress calendar established per week. It is important to promote their full development, providing tools that can support their learning. Therefore, you must diversify the offerings with creative learning and evaluation alternatives of your own creation to significantly reduce the gaps in their academic achievement.

PRDE staff expect that this module can help you achieve that students have a significant progress in their academic achievement. We hope that this initiative can help you develop the abilities of our students to the maximum of their capacities.

GUÍA DE ACOMODOS RAZONABLES PARA LOS ESTUDIANTES QUE TRABAJARÁN BAJO MÓDULOS DIDÁCTICOS

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>Cambian la manera en que se presenta la información al estudiante. Esto le permite tener acceso a la información de diferentes maneras. El material puede ser presentado de forma auditiva, táctil, visual o multisensorial.</p>	<p>Cambian la manera en que el estudiante responde o demuestra su conocimiento. Permite a los estudiantes presentar las contestaciones de las tareas de diferentes maneras. Por ejemplo, de forma verbal, por medio de manipulativos, entre otros.</p>	<p>Cambia el lugar, el entorno o el ambiente donde el estudiante completará el módulo didáctico. Los acomodos de ambiente y lugar requieren de organizar el espacio donde el estudiante trabajará.</p>	<p>Cambian la cantidad de tiempo permitido para completar una evaluación o asignación; cambia la manera, orden u hora en que se organiza el tiempo, las materias o las tareas.</p>
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras ▪ Uso de láminas, videos pictogramas. ▪ Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (highlighters), subrayar palabras importantes. ▪ Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones. ▪ Hablar con claridad, pausado ▪ Identificar compañeros que puedan servir de 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Utilizar la computadora para que pueda escribir. ▪ Utilizar organizadores gráficos. ▪ Hacer dibujos que expliquen su contestación. ▪ Permitir el uso de láminas o dibujos para explicar sus contestaciones ▪ Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual. ▪ Contestar en el folleto. <p>Aprendiz auditivo:</p>	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Ambiente silencioso, estructurado, sin muchos distractores. ▪ Lugar ventilado, con buena iluminación. ▪ Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. ▪ Lugar ventilado, con buena iluminación y donde se les permita el 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> ▪ Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. ▪ Reforzar el que termine las tareas asignadas en la agenda. ▪ Utilizar agendas de papel donde pueda marcar, escribir, colorear. ▪ Utilizar "post-it" para organizar su día. ▪ Comenzar con las clases más complejas y luego moverse a las sencillas. ▪ Brindar tiempo extendido para completar sus tareas.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>apoyo para el estudiante</p> <ul style="list-style-type: none"> ▪ Añadir al material información complementaria <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. ▪ Leer en voz alta las instrucciones. ▪ Permitir que el estudiante se grabe mientras lee el material. ▪ Audiolibros ▪ Repetición de instrucciones ▪ Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer ▪ Utilizar el material grabado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante <p>1.</p> <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Presentar el material segmentado (en pedazos) ▪ Dividir la tarea en partes cortas ▪ Utilizar manipulativos ▪ Utilizar canciones ▪ Utilizar videos 	<ul style="list-style-type: none"> ▪ Grabar sus contestaciones ▪ Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. ▪ Hacer presentaciones orales. ▪ Hacer videos explicativos. ▪ Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Señalar la contestación a una computadora o a una persona. ▪ Utilizar manipulativos para representar su contestación. ▪ Hacer presentaciones orales y escritas. ▪ Hacer dramas donde represente lo aprendido. ▪ Crear videos, canciones, carteles, infografías para explicar el material. ▪ Utilizar un comunicador electrónico o manual. 	<p>movimiento mientras repite en voz alta el material.</p> <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. ▪ Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. ▪ Establecer mecanismos para recordatorios que le sean efectivos. ▪ Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. ▪ Establecer horarios flexibles para completar las tareas. ▪ Proveer recesos entre tareas. ▪ Tener flexibilidad en cuando al mejor horario para completar las tareas. ▪ Comenzar con las tareas más fáciles y luego, pasar a las más complejas. ▪ Brindar tiempo extendido para completar sus tareas.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<ul style="list-style-type: none">▪ Presentar el material de forma activa, con materiales comunes.▪ Permitirle al estudiante investigar sobre el tema que se trabajará▪ Identificar compañeros que puedan servir de apoyo para el estudiante			

HOJA DE DOCUMENTAR LOS ACOMODOS RAZONABLES UTILIZADOS AL TRABAJAR EL MÓDULO DIDÁCTICO

Nombre del estudiante: _____

Número de SIE: _____

Materia del módulo: _____

Grado: _____

Estimada familia:

1.

Utiliza la siguiente hoja para documentar los acomodados razonables que utiliza con tu hijo en el proceso de apoyo y seguimiento al estudio de este módulo. Favor de colocar una marca de cotejo [✓] en aquellos acomodados razonables que utilizó con su hijo para completar el módulo didáctico. Puede marcar todos los que aplique y añadir adicionales en la parte asignada para ello.

Acomodos de presentación	Acomodos de tiempo e itinerario
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras <input type="checkbox"/> Uso de láminas, videos pictogramas. <input type="checkbox"/> Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (<i>highlighters</i>), subrayar palabras importantes. <input type="checkbox"/> Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones. <input type="checkbox"/> Hablar con claridad, pausado <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante <input type="checkbox"/> Añadir al material información complementaria <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. <input type="checkbox"/> Leer en voz alta las instrucciones. <input type="checkbox"/> Permitir que el estudiante se grabe mientras lee el material. <input type="checkbox"/> Audiolibros <input type="checkbox"/> Repetición de instrucciones <input type="checkbox"/> Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer <input type="checkbox"/> Utilizar el material grabado 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizar la computadora para que pueda escribir. <input type="checkbox"/> Utilizar organizadores gráficos. <input type="checkbox"/> Hacer dibujos que expliquen su contestación. <input type="checkbox"/> Permitir el uso de láminas o dibujos para explicar sus contestaciones <input type="checkbox"/> Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual. <input type="checkbox"/> Contestar en el folleto. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grabar sus contestaciones <input type="checkbox"/> Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. <input type="checkbox"/> Hacer presentaciones orales. <input type="checkbox"/> Hacer videos explicativos. <input type="checkbox"/> Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Señalar la contestación a una computadora o a una persona. <input type="checkbox"/> Utilizar manipulativos para representar su contestación. <input type="checkbox"/> Hacer presentaciones orales y escritas. <input type="checkbox"/> Hacer dramas donde represente lo aprendido. <input type="checkbox"/> Crear videos, canciones, carteles, infografías para explicar el material.

Acomodos de presentación	Acomodos de tiempo e itinerario
<p><input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante</p> <p>2.</p> <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentar el material segmentado (en pedazos) <input type="checkbox"/> Dividir la tarea en partes cortas <input type="checkbox"/> Utilizar manipulativos <input type="checkbox"/> Utilizar canciones <input type="checkbox"/> Utilizar videos <input type="checkbox"/> Presentar el material de forma activa, con materiales comunes. <input type="checkbox"/> Permitirle al estudiante investigar sobre el tema que se trabajará <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizar un comunicador electrónico o manual.
Acomodos de respuesta	Acomodos de ambiente y lugar
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente silencioso, estructurado, sin muchos distractores. <input type="checkbox"/> Lugar ventilado, con buena iluminación. <input type="checkbox"/> Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. <input type="checkbox"/> Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. <input type="checkbox"/> Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. <input type="checkbox"/> Reforzar el que termine las tareas asignadas en la agenda. <input type="checkbox"/> Utilizar agendas de papel donde pueda marcar, escribir, colorear. <input type="checkbox"/> Utilizar “post-it” para organizar su día. <input type="checkbox"/> Comenzar con las clases más complejas y luego moverse a las sencillas. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. <input type="checkbox"/> Establecer mecanismos para recordatorios que le sean efectivos. <input type="checkbox"/> Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. <input type="checkbox"/> Establecer horarios flexibles para completar las tareas. <input type="checkbox"/> Proveer recesos entre tareas. <input type="checkbox"/> Tener flexibilidad en cuando al mejor horario para completar las tareas. <input type="checkbox"/> Comenzar con las tareas más fáciles y luego, pasar a las más complejas.

Acomodos de presentación	Acomodos de tiempo e itinerario
	<input type="checkbox"/> Brindar tiempo extendido para completar sus tareas.
Otros: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

2.

Si tu hijo es un candidato o un participante de los servicios para estudiantes aprendices del español como segundo idioma e inmigrantes considera las siguientes sugerencias de enseñanza:

- Proporcionar un modelo o demostraciones de respuestas escritas u orales requeridas o esperadas.
- Comprobar si hay comprensión: use preguntas que requieran respuestas de una sola palabra, apoyos y gestos.
- Hablar con claridad, de manera pausada.
- Evitar el uso de las expresiones coloquiales, complejas.
- Asegurar que los estudiantes tengan todos los materiales necesarios.
- Leer las instrucciones oralmente.
- Corroborar que los estudiantes entiendan las instrucciones.
- Incorporar visuales: gestos, accesorios, gráficos organizadores y tablas.
- Sentarse cerca o junto al estudiante durante el tiempo de estudio.
- Seguir rutinas predecibles para crear un ambiente de seguridad y estabilidad para el aprendizaje.
- Permitir el aprendizaje por descubrimiento, pero estar disponible para ofrecer instrucciones directas sobre cómo completar una tarea.
- Utilizar los organizadores gráficos para la relación de ideas, conceptos y textos.
- Permitir el uso del diccionario regular o ilustrado.
- Crear un glosario pictórico.
- Simplificar las instrucciones.
- Ofrecer apoyo en la realización de trabajos de investigación.
- Ofrecer los pasos a seguir en el desarrollo de párrafos y ensayos.
- Proveer libros o lecturas con conceptos similares, pero en un nivel más sencillo.

- Proveer un lector.
- Proveer ejemplos.
- Agrupar problemas similares (todas las sumas juntas), utilizar dibujos, láminas, o gráficas para apoyar la explicación de los conceptos, reducir la complejidad lingüística del problema, leer y explicar el problema o teoría verbalmente o descomponerlo en pasos cortos.
- Proveer objetos para el aprendizaje (concretizar el vocabulario o conceptos).
- Reducir la longitud y permitir más tiempo para las tareas escritas.
- Leer al estudiante los textos que tiene dificultad para entender.
- Aceptar todos los intentos de producción de voz sin corrección de errores.
- Permitir que los estudiantes sustituyan dibujos, imágenes o diagramas, gráficos, gráficos para una asignación escrita.
- Esbozar el material de lectura para el estudiante en su nivel de lectura, enfatizando las ideas principales.
- Reducir el número de problemas en una página.
- Proporcionar objetos manipulativos para que el estudiante utilice cuando resuelva problemas de matemáticas.

3.

Si tu hijo es un estudiante dotado, es decir, que obtuvo 130 o más de cociente intelectual (CI) en una prueba psicométrica, su educación debe ser dirigida y desafiante. Deberán considerar las siguientes recomendaciones:

- Conocer las capacidades especiales del estudiante, sus intereses y estilos de aprendizaje.
- Realizar actividades motivadoras que les exijan pensar a niveles más sofisticados y explorar nuevos temas.
- Adaptar el currículo y profundizar.
- Evitar las repeticiones y las rutinas.
- Realizar tareas de escritura para desarrollar empatía y sensibilidad.
- Utilizar la investigación como estrategia de enseñanza.
- Promover la producción de ideas creativas.
- Permitirle que aprenda a su ritmo.
- Proveer mayor tiempo para completar las tareas, cuando lo requiera.
- Cuidar la alineación entre su educación y sus necesidades académicas y socioemociona

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Module Progressive Calendar

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Phrase and Clause	What is a sentence?	Subject-Verb Agreement	What is a paragraph?	Test
2	Transitional Words & Phrases	The Writing Process	What is an essay?	Narrative Essay	Test
3	What is Folklore?	What is Folklore?	Elements of a Story	Elements of a Story	Context Clues
4	Puerto Rican Folktale	Puerto Rican Folktale	Test	What is Poetry?	
5	Structure of a poem	The Poem: Coca Cola and Coco Frío	The Poem: Coca Cola and Coco Frío	What is literal language?	What is figure of speech?
6	What is a simile and metaphor?	What is personification and hyperbole?	Test	What is an allusion?	What is rhyme?
7	Rhyme scheme	What is rhythm?	Test	Three main genres of poem	Three main genres of poem
8	Three main genres of poem	Poem Annabel Lee	Poem Annabel Lee	What is an Ode?	What is an Ode?
9	What is a Sonnet?	What is a haiku?	What is a haiku?	General information about drama	General information about drama
10	Types of drama	Types of drama	Drama Excerpt	Drama Excerpt	Test

Lesson 1

Unit 7.1: Being Puerto Rican Through Folktales

Themes: Phrase and Sentence (clauses), Kinds of sentences according to structure,

Standard: Language

Expectation / Indicator

7.LA.1a: Explain the function of phrases and clauses and apply correctly.

7.LA.1b: Choose among simple, compound, complex, and compound-complex sentences when speaking and writing.

7. LA.3a: Choose language that expresses ideas clearly, recognizing subject-verb agreement and eliminating wordiness and redundancy.

7.W.3: Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices.

7.R.2L: Determine a theme or main idea of literary text and how it is conveyed through particular details.

Introduction of Unit 7.1: Being Puerto Rican Through Folktales

Relate the following pictures with the title of the unit.



Phrase and Clause

Objective: At the end of this lesson, the student will be able to recognize phrases and sentences (clauses).

Introduction: We are going to study the main difference between a phrase and a sentence (clause). Phrases and clauses are the building blocks of a sentence.

What is the difference between a phrase and a clause?

<p style="text-align: center;">CLAUSE</p>	<p style="text-align: center;">PHRASE</p>
<p>A clause is a part of the sentence that contains a verb. A typical clause consists of a subject and a predicate, the latter typically a verb phrase, a verb with any objects and other modifiers.</p> <p>For example:</p> <ul style="list-style-type: none"> • He must stop laughing. • They have done the job. • Tom likes the meat. • We like the music that you brought. 	<p>A phrase is a small group of words that adds meaning to a sentence, a phrase is not a sentence because it is not a complete idea with a subject, verb and a predicate.</p> <p>For example:</p> <ul style="list-style-type: none"> • The information age (Noun phrase) • Earnest in her desire (Adjective Phrase) • Much too quickly to see clearly (Adverb Phrase) • After a very long walk (Prepositional Phrase)

There are two kinds of clauses:

Independent clause- expresses a complete thought and can stand by itself as a sentence.

Dependent clause- does not express a complete thought.

Independent Clause	Dependent Clause
A boy plays hockey	as he enjoys it.
Shazia could not catch the bus	because she was late.
The mathematics test	although he knew all the sums.
Harris is back from work	So he must take rest.
You must work hard	If you want to succeed in life.

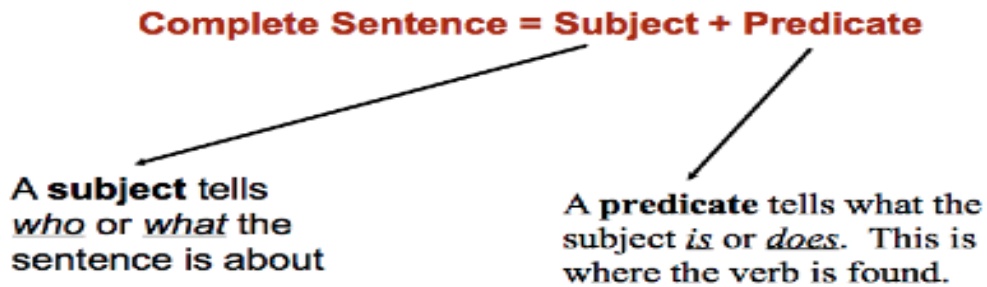
Practice Exercise 1

Instructions: Classify the following groups of words: phrase or clause.

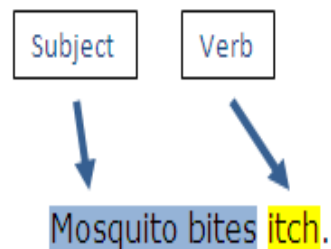
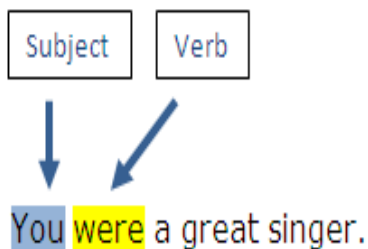
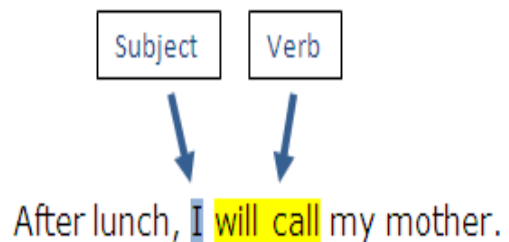
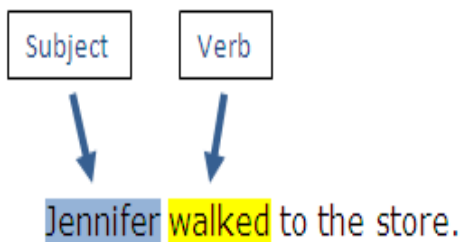
1. They studied for the test. _____
2. The wind howled fiercely. _____
3. Eating a peach. _____
4. The cage door was open. _____
5. After seeing the Taj Mahal. _____
6. An abandoned park. _____
7. The boys kicked the football. _____
8. To buy a new phone. _____
9. You have made a mistake. _____
10. I decided to go home. _____

What is a sentence?

A sentence is a group of words that expresses a complete thought or idea. It is an independent clause that contains a subject and a predicate (verb).



A sentence begins with a capital letter and ends with a punctuation mark (period, question mark, or exclamation point).



Instructions: Organize the following words to form a sentence correctly. Remember to use the correct punctuation mark.

1. jumped, the, landed, The, frog, and, in, pond.
2. help, with, homework, Will, you, me, math, the
3. for, loud, is, music, ears, too, The, my
4. My, best, Mary, Bertho, are, and, friends
5. them, Take, to, the, tickets

Practice Exercise 3

Instructions: Determine which of the following groups of words is considered a sentence. Write YES if it is a sentence or NOT if it is not a sentence.

1. The animal lives in a forest. _____
2. Happy day. _____
3. Where do you live? _____
4. Working on the project. _____
5. The boss decides. _____
6. We enjoyed the film. _____
7. That little girl. _____
8. Today we are going to eat ham sandwiches. _____
9. The book is great and interesting. _____
10. Open the door. _____
11. The waterfall at the top of the creek. _____
12. Ran down the street. _____
13. Lorna wants a new bicycle. _____

14. Swimming is her favorite activity. _____

15. I am going to the library. _____

Answer Key

Practice Exercise 1

1. Phrase
2. Clause
3. Phrase
4. Clause
5. Phrase
6. Phrase
7. Clause
8. Phrase
9. Clause
10. Clause

Practice Exercise 2

1. The frog jumped and landed in the pond.
2. Will you help me with the math homework?
3. The music is too loud for my ears.
4. Mary and Bertho are my best friends.
5. Take the tickets to them.

Practice Exercise 3

1. Yes
2. No
3. Yes
4. No
5. Yes
6. Yes
7. No
8. Yes
9. Yes
10. Yes
11. No
12. No
13. Yes
14. Yes
15. Yes

Kinds of Sentences According to Structure

Objective: At the end of this lesson the student will be able to classify sentences according to their structure in simple, compound, complex, or compound-complex

Introduction: We are going to study different kinds of sentences according to their structure: simple, compound, complex, or compound-complex.

Simple sentence- a sentence consisting of only one independent clause, with a single subject and predicate.

Examples: James ate the avocado very fast.

My son lives in London.

The prisoner and his friend escaped.

Compound sentence- joins two or more independent clauses with a coordinator such as for, and, or but, or a semi-colon. Independent clauses are two phrases that can stand alone as a complete thought. They are not dependent upon one another to express a complete thought, but they tie together similar ideas.

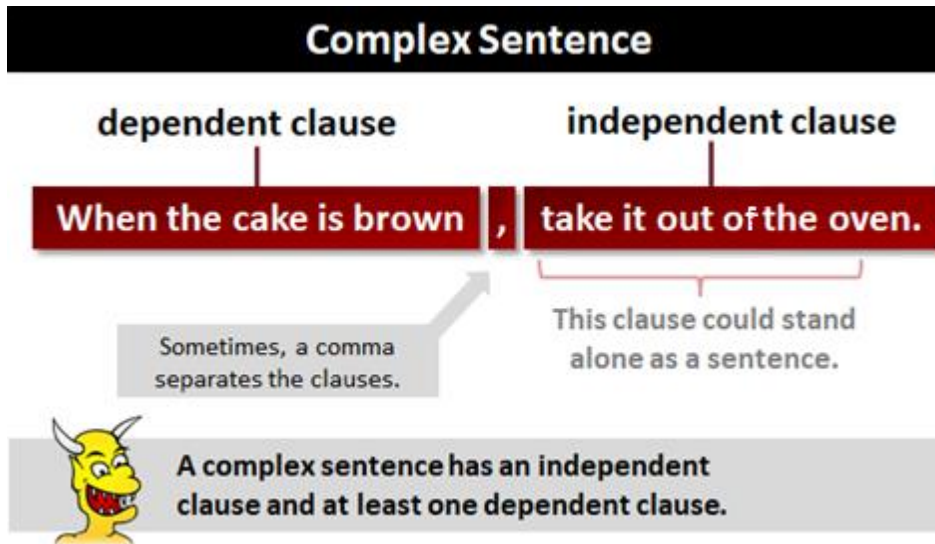
Examples: I like tea, and he likes coffee.

They rushed to the hospital, but they were too late.

I will go shopping, or I will go camping.

Complex sentence

Review the concepts independent and dependent clauses.



Examples: While I am passionate basketball fan, I prefer football.

I washed the car after I came home.

He went to see a doctor because he was sick.

Compound-complex sentence

Compound-Complex Sentences

Compound-complex sentences are made from two independent clauses and one or more dependent clauses.

Although I like to go camping, I haven't had the time to go lately, and I haven't found anyone to go with.

independent clause: "I haven't had the time to go lately"

independent clause: "I haven't found anyone to go with"

dependent clause: "Although I like to go camping... "

Examples: Because I paid attention, I got an A on the test and I was so happy.

I went home because it was getting late, but I had to wait on the porch until my mom got home anyway.

Practice Exercise

Instructions: Classify the following sentences: simple, compound, complex, or compound- complex.

1. Joe played tennis after Vicky watched TV. _____
2. The students finished the class, and they went to lunch. _____
3. McDaniel sleeps and eats a lot. _____
4. George brushes his teeth twice a day. _____
5. Although she worked hard to gain recognition, many people did not know who she was, and her friends did not even appreciate her work.

6. The boys did not go to the zoo because they went to the park.

7. It smells very delicious in the kitchen. _____
8. I want to see my sister soon, for she has been in Switzerland for two years.

9. They want to go to Paris, but I wanted to see London. _____
10. How do you feel today? _____
11. She did not cheat on the test, for it was the wrong thing to do.

12. Because I was running late for work, I was snippy with him.

13. When I grow up, I want to be a ballerina, and my mom is proud of me.

14. My little brother likes to play basketball. _____
15. They got there early, and they got really good seats. _____

Answer Key

1. Complex
2. Compound
3. Simple
4. Simple
5. Compound-complex
6. Complex
7. Simple
8. Compound
9. Compound
10. Simple
11. Compound
12. Complex
13. Compound-complex
14. Simple
15. Compound

Basic Rule: The Golden Rule- A singular subject (she, Bill, car) takes a singular verb (with s:is, goes, shines), whereas a plural subject (the cars, they, we) takes a plural verb (without s: are, go, shine).

Practice Exercise 1

Instructions: Circle the correct form of the verb (present tense) in parentheses.

1. Mary (play, plays) basketball.
2. My brother (are, is) a good doctor.
3. All the players (start, starts) the game very excited.
4. The students (are, is) very happy.
5. The coach (appears, appear) to be very upset with the team.
6. The lasagna (smell, smells) very good.
7. Pedro and I (visit, visits) the museum.
8. James (cooks, cook) breakfast twice a week.
9. The frogs (jump, jumps) when they are scared.
10. Charlie and John (climbs, climb) the stairs every night.
11. The elephants (drink, drinks) a lot of water.
12. She (runs, run) to school when she (are, is) late.
13. Our parents (work, works) at the same place.
14. He always (bakes, bake) a cake for my birthday.
15. He (love, loves) to play basketball.
16. My daughter (do, does) the laundry.
17. When do they usually (talk, talks) to each other?
18. Every child (likes, like) an ice cream.
19. My sister and I (are, is) going to the park.
20. We (goes, go) to a gallery every Sunday.

Special rule: Indefinite pronouns as subjects

Singular indefinite pronoun subjects take singular verbs.

SINGULAR: *each, either, neither, one, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something, everyone, everybody, everything*

Each does a good deal of work around the office.
↑ ↑
singular singular

Plural indefinite pronoun subjects take plural verbs.

PLURAL: *several, few, both, many*

Both do a good deal of work around the office.
↑ ↑
plural plural

Some **indefinite pronouns** may be either **singular or plural**: with *uncountable*, use singular; with *countable*, use plural.

EITHER SINGULAR OR PLURAL: *some, any, none, all, most*

Some of the sugar **is** on the floor.
↑ ↑
singular singular

Sugar is *uncountable*; therefore, the sentence has a singular verb.

Some of the marbles **are** on the floor.
↑ ↑
plural plural

Marbles are *countable*; therefore, the sentence has a plural verb.

Practice Exercise 2

Instructions: Circle the correct form of the verb in parentheses

Neither of my friends (want, wants) to go.

Both of my friends (are, is) practicing tonight.

Of course, everybody (want, wants) to win.

Most of the people (thinks, think) Sally should have won the contest.

Some of the girls (seem, seems) to be worried about the talent portion.

Everybody (enjoys, enjoy) a good movie.

A few of the staff (was, were) gone today.

You know that others (have, has) tried this.

Someone (has, have) his own sandwich.

Practice Exercise 3- Wordiness and redundancy

Instructions: Read each sentence. Rewrite the ones that seem too wordy. If a sentence is correct, write "correct". 10 points

The pies were baked by the parents of the second graders.

Aluminium is a metal that is very light in weight.

The sisters walked the dog.

One time when I went to the park, my friend, whose name is Jake, went with me and we had fun.

Our neighbor who lives in the house next door has been the recipient of an invitation to the governor's ball.

The second graders' parents baked the pies.

Aluminum is a light-weight metal.

Correct

My friend Jake and I went to the park and had fun.

Our next door neighbor has been invited to the governor's ball

Answer Key

Practice Exercise 1

plays

is

start

are

appears

smells

visit

cooks

jump

climb

11. drink

12. runs

13. work

14. bakes

15. loves

16. does

17. talk

18. likes

19. are

20. go

Practice Exercise 2

wants

are

wants

think

seem

enjoys

were

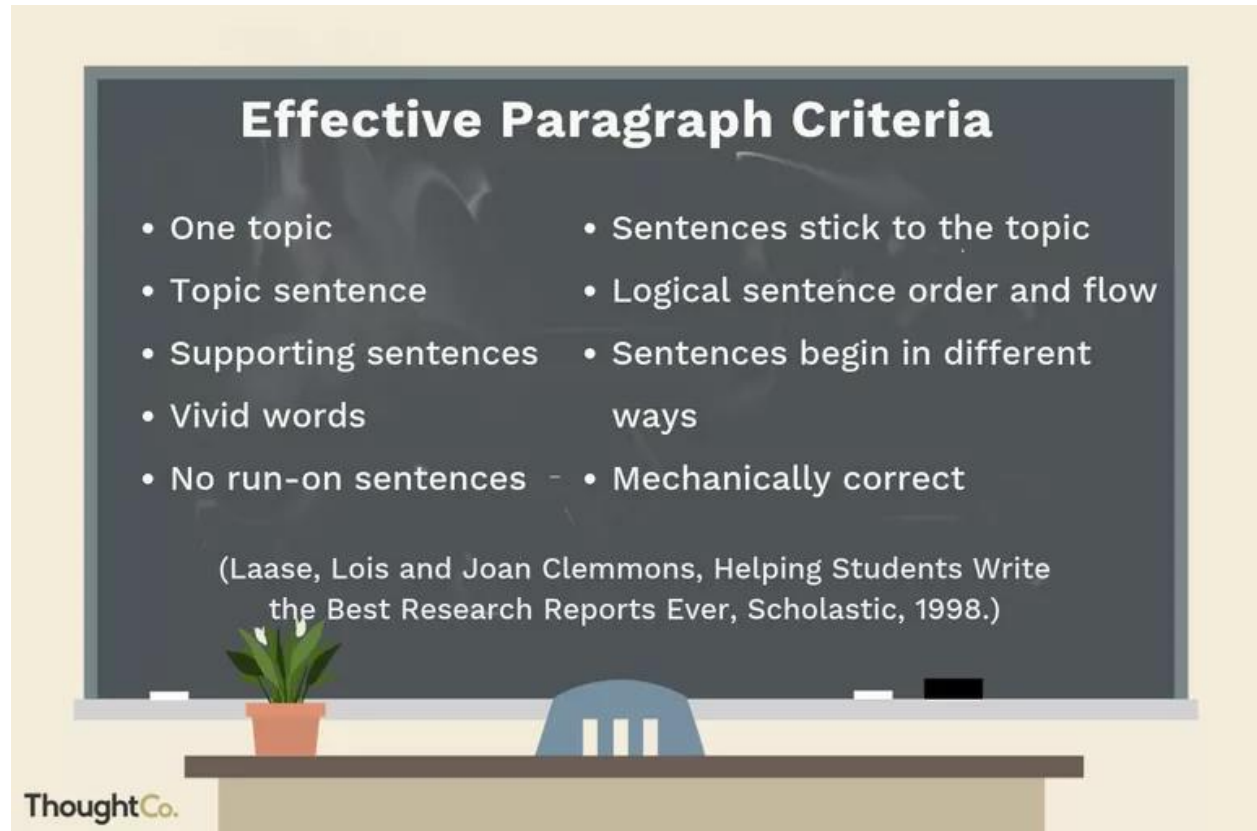
have

has

What is a Paragraph?

Objective: At the end of this lesson the student will be able to identify the basic elements, characteristics, and main idea of a good paragraph.

Introduction: We are going to study how to write a paragraph correctly, the basic parts or elements and the main idea of it.



A paragraph is a group of sentences about one main idea or topic. It is in average, anywhere from five to six sentences long. No matter how many sentences, however, the true measure of a good paragraph is to have clear ideas. The first line of a paragraph should be indented.

A good paragraph contains many elements. Here are just a few of them:

Unity and coherence-the ideas in a paragraph should logically fit together. Furthermore, they should flow from one idea to the next. A paragraph should be organized in a way that it builds appropriately. This could be by sequence of ideas or events. Additionally, transitions should be used from one sentence to the next that connect the ideas and concepts.

Adequate Development- For a paragraph to be considered “adequate” or “sufficient,” the paragraph should be well-developed. The reader should not be left wanting more information. Similarly, the paragraph should include enough evidence to support its topic sentence.

Transitions- Good paragraphs have transitions between preceding and proceeding paragraphs. These transitions are logical and verbal. One paragraph should logically flow to the next. The ideas in a body of work should be organized so each paragraph transitions well to the next. It should not be choppy. Additionally, verbal transitions within and between paragraphs should help the reader move seamlessly through the piece of writing.

Parts of a Paragraph



Topic sentence: This sentence tells the reader the main idea, or what the paragraph will be about.



Supporting Sentence One: This sentence gives specific details relating to the main idea.



Supporting Sentence Two: This sentence gives another specific detail relating to the main idea.



Supporting Sentence Three: This sentence gives more specific details relating to the main idea.



Concluding Sentence: This sentence refers to the topic sentence and sums up the main idea of the paragraph.

Example:

There are several serious health hazards directly linked to smoking. The link between smoking and cancer is well known. As well smoking is linked to other lung diseases like emphysema and bronchitis. Smokers also have a greater risk of heart disease later in life. This is evidenced in recent court cases in the USA where smokers have been awarded damages from tobacco companies. Further, there is substantial research that even passive smoking can have long term effects on health. Clearly smoking is a dangerous habit and should be avoided.

Practice Exercise 1

Instructions: Read each paragraph and choose the main idea.

- 1) I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lay down. He can also wave his paw to greet people. When I say, "Dance, Boots", he will stand up on two legs and walk. I don't know of many dogs that can do such amazing tricks.

The main idea of this paragraph is:

- | | |
|---------------------|---------------------------|
| a. Boots is my dog. | c. Boots is very smart. |
| b. Boots can sit. | d. Most dogs can't dance. |

- 2) Yesterday was my birthday. When I woke up, I noticed my brother Todd hung up a big sign that said, "Happy Birthday Joey!" Mom made spaghetti for dinner. It's my favorite food in the whole world. My friend Dave came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

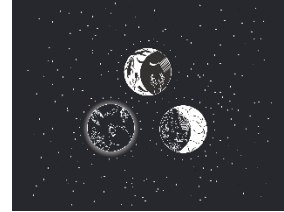
The main idea of this paragraph is:

- a. Todd had a great birthday.
- b. Joey had a great birthday.
- c. Todd got lots of gifts.
- d. Joey got lots of gifts.

- 3) Peter's parents bought a new carpet for the living room. Now, he has to take his shoes off when he enters the house. He's also not allowed to eat or drink in the living room any more. Peter's furry dog isn't allowed to play ball in there either. When his parents got the new carpet, there were lots of new rules.

The main idea of this paragraph is:

- a. Peter cannot go in the living room.
- b. Peter's parents do not like the carpet.
- c. Peter likes to make a mess
- d. Peter's parents made new rules, so the new carpet stays clean.



Practice Exercise 2

Instructions: Organize the following sentences in a paragraph. Then, write a concluding sentence.

- 1) Our moon is not the only moon in the Solar System, though.
- 2) The moon goes through phases over a month's time.
- 3) The moon is the Earth's only natural satellite, and we can look outside on a clear night to see it.
- 4) Even though we can clearly see the moon at night, it is about 238,857 miles away from the Earth.
- 5) The moon phases include: New Moon, Waxing Crescent, First Quarter, Waxing Gibbous, Full Moon, Waning Gibbous, Last Quarter, and Waning Crescent.
- 6) There are over 300 other moons!
- 7) However, the moon seems very close by when you consider that the Sun is about 92, 955,817 miles away.

Concluding Sentence:

Answer Key

Practice Exercise 1

1. C
2. B
3. D

Practice Exercise 2

The moon is the Earth's only natural satellite, and we can look outside on a clear night to see it. Even though we can clearly see the moon at night, it is about 238,857 miles away from the Earth. However, the moon seems very close by when you consider that the Sun is about 92, 955,817 miles away. Our moon is not the only moon in the Solar System, though. There are over 300 other moons! 2) The moon goes through phases over a month's time. The moon phases include: New Moon, Waxing Crescent, First Quarter, Waxing Gibbous, Full Moon, Waning Gibbous, Last Quarter, and Waning Crescent.

Lesson 1 Test

Name: _____

Date: _____

Choose the correct answer. (30 points)

1. Which of the following groups of words is a phrase?
 - a. The carpenter fixes our house.
 - b. The baby cried.
 - c. A lovely girl.
 - d. A beggar stood at my door.
2. Which of the following groups of words is a clause?
 - a. Sally is inside the store.
 - b. Outside the room.
 - c. Cleaning the gym.
 - d. Lots of yummy, cold ice cream.
3. In which of the following sentences the independent clause is underlined?
 - a. Because supplies were limited, the store ran out of the sales item quickly.
 - b. Because it is raining, we have an umbrella.
 - c. Because my mother is sleeping, my father is reading a book.
 - d. Because Sally studied, she passed the test.
4. In which of the following sentences the dependent clause is underlined?
 - a. I did not buy any bread when I went to the store.
 - b. My boss didn't fire me although he warned me about being.
 - c. When the airplane lands we will get off it.
 - d. He can write much more neatly than his girlfriend can.
5. Select the complete sentence from below.
 - a. I run every weekend.
 - b. In London live my son.
 - c. Ice cream I like
 - d. Were waiting for the movie.

6. Select the complete sentence from below.
 - a. In United States English they speak.
 - b. He gets up every day early.
 - c. My sisters do the ironing.
 - d. Running for the plane.
7. Select the complete sentence from below.
 - a. You can swim across the river.
 - b. The glass the shaker is behind.
 - c. The beautiful woman and Bertho.
 - d. In New York I was born.
8. Which of the following groups of words is a simple sentence?
 - a. Scott was playing soccer, so Mary went to the beach.
 - b. When the cake is brown, take it out the oven.
 - c. Tom cried because the ball hit him.
 - d. My dog Layka is small and adorable.
9. Which of the following groups of words is a compound sentence?
 - a. Sue stayed home while Brian went to the store.
 - b. I am heading to beach, and I also plan to look for seashells.
 - c. My yellow canary sings and chirps very well.
 - d. When Uncle Samuel comes to town, we all have a good time.
10. Which of the following groups of words is a complex sentence?
 - a. My sister and I live near a beautiful lake.
 - b. Walking through the wood, he saw a fox that was following him.
 - c. I'd like to see the North Pole, but I will never go where it is that cold.
 - d. Jane has a red car, but my older brother has a blue car.
11. Which of the following groups of words is a compound-complex sentence?
 - a. Although I like to go camping, I haven't had the time to go lately, and I haven't found anyone to go with.
 - b. The new rug in the living room is beautiful, but it does not match the furniture
 - c. We were lost in the woods, but my smart, little brother had a map in his backpack.

- d. The human brain never stops working until you stand up to speak in public.
12. Choose the sentence that has the correct form of the verb (subject-verb agreement).
- a. My grilled hot dog need ketchup.
 - b. Mathilde want to go to London
 - c. All teachers grade papers.
 - d. My dog always growls) at the postal carrier.

13. Choose the sentence that has the correct form of the verb (subject-verb agreement).
- a. The girls jumps rope at recess.
 - b. Mary and Joan is quite different.
 - c. Either of us is capable of doing the job
 - d. Each of the project partners are responsible for writing a chapter summary.

14. Read this paragraph and choose the main idea.

Jills' cat, Whiskers, stays indoor even on a nice sunny day. We leave the door open, but Whiskers still hides inside. We know Whiskers would like to come outside but we do not know why the cat stays indoors. Whiskers will get to the door but will remain inside.

- a. Jill has a cat.
- b. Whiskers stays indoors.
- c. Whiskers loves playing.
- d. Jill likes cats.

15. Read this paragraph and choose the main idea.

Meg's chicken soup has carrots, peas, and chicken too. Meg also puts in peppers, some broccoli, and a few onion slices. She stirs in some tomato paste and adds her special soup spices. After the soup has simmered a little, Meg adds a pinch of salt.

- a. Ingredients in Meg's soup.
- b. There is salt in the soup.
- c. Chicken soup has carrots.
- d. Meg can cook.

Lesson 2

Unit 7.1: Being Puerto Rican Through Folktales

Theme: Transitional words and Paragraph, The Writing Process, The Essay,

Standard: Writing

Expectation / Indicator

7.W.3: Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices.

7.W.4: Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.

Transitional Words & Phrases


Objective: At the end of this lesson the student will be able to use transitional words and write a paragraph.

Introduction: We are going to study transitional words and how to write a paragraph using transitional words correctly.

Good writers use transitional words or phrases to guide the reader through the text. They are words or phrases used to connect one idea to the next. They introduce new ideas. They are used to help the reader progress from one significant idea to the next. They sew our paragraphs together, making our writing flow better, connecting one idea to the next.

They connect key information (facts and details) in our writing by showing: time order, compare and contrast, examples, emphasis, additional information, and conclusions.

Transition Words & Phrases

Contrast	Addition	Opinion
However Nevertheless Alternatively Despite this On the contrary Yet Whereas Apart from Even so Although In spite of While	 And Also In addition Further Furthermore Besides In addition to Moreover Additionally Then Again Finally	I think I believe As far as I know It seems likely In my experience I believe that As for me, I think If I am not mistaken What I mean is I'd say that Personally, I think
Illustration	Persuasion	Comparison
For example Such as For instance Such as In other words An instance As revealed by To show that In the case of	Of course Clearly Evidently Surely Indeed Undoubtedly Decidedly Certainly For this reason	Equally As with Likewise In the same way Similarly Like Of contrast Despite this In comparison

Instructions: Circle the correct transitional word or phrase in each sentence.

1) Each winter, my family and I choose a location to visit for a family trip. We love to travel! (First, Next), we think about what activities we could do in each place. We try to find things that we would all enjoy. (Also, Then), we check out flights and hotels to see if there are any great deals. (However, Finally), we choose a destination and begin planning specific details.

2) Exercise is something that people do for physical wellness. (For example, in addition), exercise provides benefits to our mental health. Exercise is done for many reasons. (But, For example), it helps reduce stress, increase weight loss, and strengthen muscles. Many people enjoy the act of exercising. (Another, Also) health benefit of exercise is that it helps us to sleep better. Sleep, healthy food choices, and exercises are all part of a positive lifestyle. (And, In conclusion), the health benefits of exercise can improve a person's life.

3) Imagine a cafeteria in which all students could sit wherever they wanted, regardless of class. (After, On one hand), some students may wish to choose their seats. (On the other hand, Also), some students may rather have assigned seats. I believe that we should be able to choose our own seats. (To begin, As a result), students will be able to talk to their friends at lunch instead of during the teacher's lesson. (Also, In conclusion), choosing seats at lunch would allow students to make new friends. (To start, Finally), school is about both academic learning as well as social learning. (Then, To conclude), we should pick our new seats.

Tracking Transitions

Instructions: Read the paragraph. Circle the transition words.

This airplane flies better when you throw it slowly! To make the airplane, first, get a blank sheet of printer paper, and then fold it in half, lengthwise. The second thing you need to do is unfold the paper. The third thing to do is fold the top two corners down, so they meet the center crease on the paper. This is how you've probably folded airplanes in the past. Now, flip the plane over and fold both corners to the center crease one more time. Make sure the folded flaps line up in the middle. After that, fold the top point down until it lines up with the other folded parts of the plane. This airplane will have a flat nose. Next, fold the plane in half on itself. Lastly, fold the wings down, one on each side, making a straight line across the top of the fold. Once completed, let it fly!



Instructions: **It is your turn!** Here are some helpful transitions for sequential writing: First... Second... Third... Next... Now... After... Later... Write a sequential writing- steps for doing your favorite thing! Make sure to use 5 transition words and apply previous knowledge.

Practice Exercise- Writing Application

Write a paragraph of 8 sentences answering the following question:

What does it mean to be Puerto Rican?



Classify the topic sentence, the supporting sentences, and the concluding sentence. You can use colors if you want to.

Remember to indent the paragraph, use transitional words or phrases, and use appropriate capitalization, punctuation, and spelling. Also remember the subject-verb agreement.

Answer Key

Practice Exercise 1

- 1) First, then, finally
- 2) In addition, for example, also, in conclusion
- 3) On one hand, on the other hand, to begin, also, finally, to conclude

Tracking transitions

First, then, second, third, now, after that, next, lastly

The Writing Process

Objective: At the end of this lesson, the student will be able to recognize the stages of the writing process.

Introduction: We are going to study the stages of the writing process.

Writing is a complex combination of skills that are best taught by breaking down the process. The writing process involves a series of stages to follow in producing a finished piece of writing.

Stages of the Writing Process

1. Prewriting: This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. The audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.
2. Drafting: Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. The audience and purpose need to be finalized.
3. Revising: Students review, modify and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.
4. Editing: At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.
5. Publishing: In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

Understanding the Writing Process





When you look at a book, you do not see the process the writer used to make it. What you see in print might not be much like the first plan for the book. The author might have rewritten many times.

The writing process is often divided into five stages. Most writers go back and forth through these stages. There is no one correct way to write.



Bowie State University (2016). Understanding the Writing Process. [Image]. Retrieved from: <https://bowiestate.libguides.com/c.php?g=442205&p=3014819>

Editing/Proofreading Marks

Marks and Meanings	Examples
≡	capitalize It was the last day in <u>august</u> .
lc /	make it lowercase The D og played with a S tick.
sp. 	spelling mistake Mom told me to stay <u>heer</u> .
^	add a word or punctuation I could ^{not} believe my eyes! There were rides, [,] games, [,] and prizes.
	add a period The park was crowded. There were a lot of families.
	delete She was so the smart.
	switch words or letters He wanted to buy the <u>bike red</u> .
	close the space Look at the rain <u>bow</u> !
# ^	add a space I like reading a [#] lot.
¶	start a new paragraph It was great! [¶] After that, we went to the park.

Practice Exercise

Instructions: Choose the correct stage within the writing process according to its description.

1. Check spelling, capitalization, punctuation, grammar, sentence structure, and word usage.
 - a. prewriting
 - b. drafting
 - c. revising
 - d. proofreading

2. Create your final copy; complete with all corrections.
 - a. prewriting
 - b. proofreading
 - c. revising
 - d. publishing

3. Think about a topic. Make a writing plan. Draw pictures. Gather ideas and thoughts.
 - a. drafting
 - b. revising
 - c. prewriting
 - d. publishing

4. Add, remove, move around, substitute.
 - a. drafting
 - b. prewriting
 - c. publishing
 - d. revising

5. Put thoughts, feelings, and ideas down on paper. Do not worry about spelling, grammar, and punctuation.
 - a. revising
 - b. publishing
 - c. drafting
 - d. proofreading

Practice Answer Key

1. D
2. B
3. C
4. D
5. C

What is an essay?

Objective: At the end of this lesson, the student will be able to apply the stages of the writing process to write a short essay.

Introduction: We are going to study the parts of the essay and how to write it correctly, applying the stages of the writing process.

An essay is a group of paragraphs written about a single topic and a central idea. It is organized around a general idea or thesis. It has three main sections or parts:

Introduction:

- Hooks the reader and capture his or her attention.
- It contains the thesis statement of the essay.
- The thesis statement states briefly three or more central ideas that are explained thoroughly in the developmental paragraphs of the essay.

Body:

- The most extended section of the essay.
- It contains three or more fully developed paragraphs (one paragraph to support each central idea stated in the introduction).
- Each paragraph contains a topic sentence and at least 4 to 5 supporting details presented throughout the sentences.
- Transition words and phrases help move readers from one idea to the next.

Conclusion

- Brings closure to the essay.
- Restates briefly without repeating the exact words of the introduction.
- It may end with a strong statement or an appeal to the emotions.

Five Paragraph Essay Organizer

Name: _____ Date: _____

Prompt: _____

Introduction Paragraph

Hook:

Thesis:

Body Paragraph

Topic Sentence:

Detail

Detail

Detail

Closing

Body Paragraph

Topic Sentence:

Detail

Detail

Detail

Closing

Body Paragraph

Topic Sentence:

Detail

Detail

Detail

Closing

Closing Paragraph

Say your thesis differently:

Close with an interesting thought.

Made with Love by Jennifer Bazzit

Narrative Essay



Write a short narrative essay (4 paragraphs of 5 sentences each). Narrate a positive and compelling event that molded and define your identity as a Caribbean citizen.

A narrative essay tells a story. It relies on personal experiences; it often is in the form of a story. A narrative essay is a journey through time. It is a personal account of the writer’s experience, but it doesn’t need to be boring. There are lots of ways to add creativity and zing. Narrative essays are works of art. As with all skills, you have to work hard to master the form.

Remember to use the stages of the writing process and the main components of an essay, as previously instructed. This assignment will be evaluated using a rubric.

Lesson 2 Test

Choose the best answer. (40 points)

1. Choose the sentence that has a correct transitional word.
 - a. I prefer to wear casual clothes, moreover jeans and sweatshirts.
 - b. There are many exciting places to visit in the city, for example, the botanical garden or the art museum.
 - c. Cars are expensive; nevertheless, we spent 150,000 dollars on a car.
 - d. I love fruits; at first, I like bananas, oranges, and grapes.
2. Choose the sentence that has a correct transitional word.
 - a. Martha spends a lot of time online. In fact, yesterday she was on the internet for more than 5 hours.
 - b. The woman sees the cat out of the rain; again, the cat is gone by the time the woman goes outside.
 - c. I like to study grammar, such as I love this class.
 - d. I like to play the piano, for example, I like to sing.
3. Choose the sentence that has a correct transitional word.
 - a. Cheating is dishonest; moreover, it hinders students from learning.
 - b. I went to the mall; similarly, he gave me my paycheck.
 - c. Ellen loves ice cream because she'd be happy to eat a sundae every day.
 - d. Jonas promised to love, honor, and obey his wife.
4. In this stage of the writing process, you plan what you are going to write.
 - a. Revising
 - b. Proofreading
 - c. Prewriting
 - d. Publishing
5. In this stage of the writing process, the final writing is shared with a group.
 - a. Revising
 - b. Publishing
 - c. Drafting
 - d. Prewriting

6. In this stage of the writing process, students check errors in grammar, spelling, capitalization, and punctuation.
 - a. Publishing
 - b. Drafting
 - c. Prewriting
 - d. Proofreading
7. In this stage of the writing process, students create their initial composition by writing down all their ideas in an organized way to convey a particular idea.
 - a. Drafting
 - b. Prewriting
 - c. Proofreading
 - d. Revising
8. In this stage of the writing process, make changes that will improve your writing.
 - a. Prewriting
 - b. Proofreading
 - c. Revising
 - d. Publishing
9. Which of the following statements is CORRECT about an essay?
 - a. It has two parts: introduction and body.
 - b. It is a group of paragraphs organized around a general idea or thesis.
 - c. It is a group of paragraphs written about two or more topics.
 - d. It is the longest part of a folktale.
10. Which of the following words or phrases are transitional words of time?
 - a. beginning with, next, before, first
 - b. without a doubt, clearly, indeed, it should be noted
 - c. but, nevertheless, despite, however
 - d. in fact, especially, most importantly, understandably

The primary purpose of the following lesson is to examine the elements of a folktale, especially

Exploration Activity:

Write a short paragraph of eight sentences defining in your own words what is a folktale for you. Remember to write a good topic sentence, supporting details, and a concluding statement as previously instructed. The rubric that follows will be used to assess your performance.

Lesson 3

Unit 7.1: Being Puerto Rican Through Folktales

Themes: Folklore, Elements of a Story, Context Clues, Another Puerto Rican Folktale

Standard: Reading

Expectation / Indicator

- 7.R.1: Read a variety of texts to explain ideas, facts, events, cultural identity, genre, and processes. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts? Supporting details from the texts.
- 7.R.10: Read and comprehend a variety of literature, including stories, dramas, poetry, and informational texts of appropriate complexity.
- 7.R.3L: Describe how a particular story's or drama's plot and setting unfolds in a series of episodes and how the characters' respond or change as the plot moves toward a resolution.
- 7.R.6L: Explain how an author develops the point of view of different characters, the narrator, or the speaker in a literary text.
- 7.W.3: Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices.
- 7.LA.2b: Spell correctly

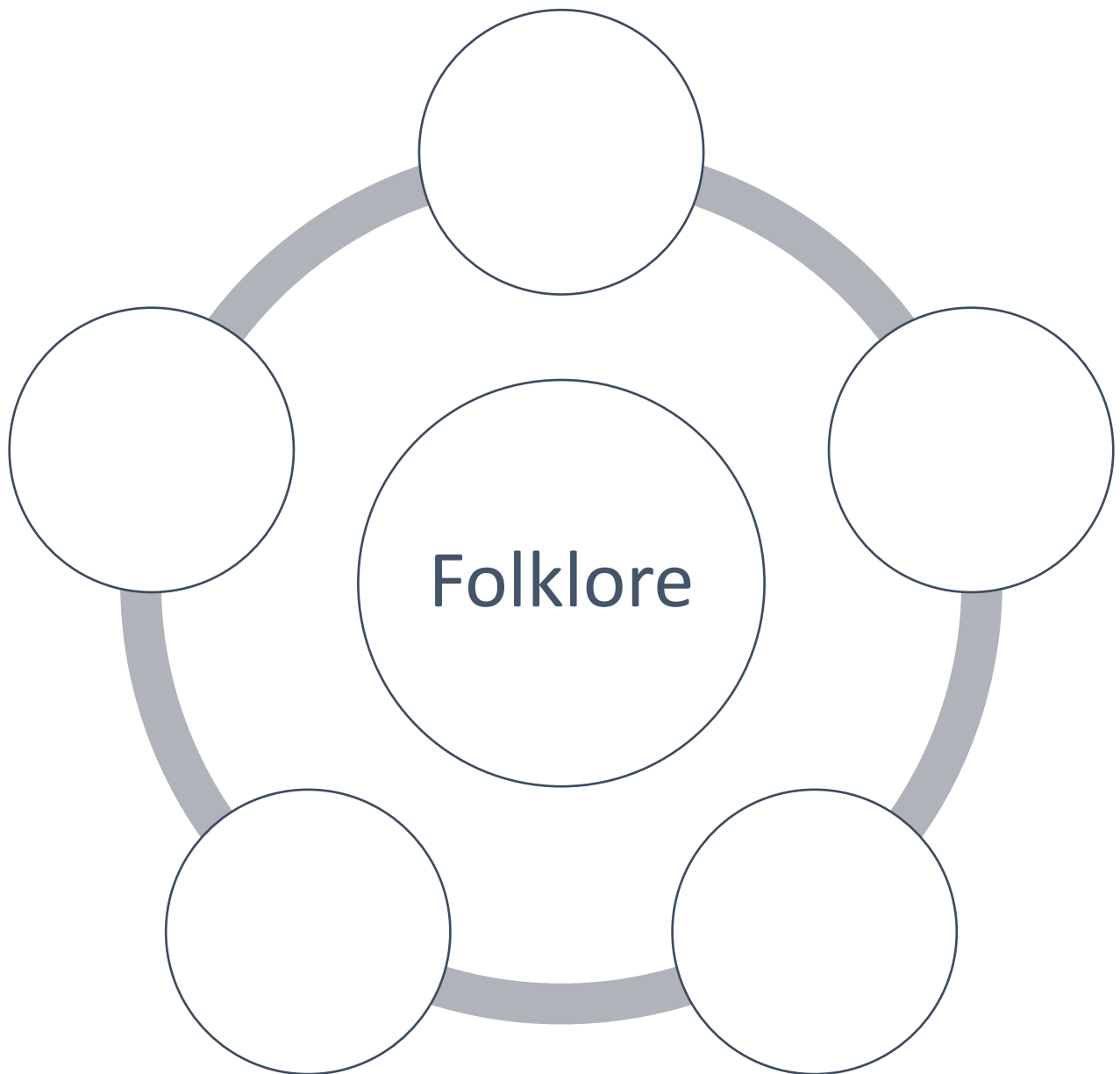
What is Folktale?

Objective: At the end of this lesson, the student will be able to read and analyze a Puerto Rican folktale.

Introduction: We are going to read and analyze a Puerto Rican folktale: ***The Pesky Goat***

Exploration Activity

Instructions: Complete this graphic organizer with words or phrases that come to your mind related to the concept FOLKLORE



Folklore is an oral history that is preserved by a group of people, consisting of traditions belonging to a specific culture. These traditions usually include music, stories, history, legends, and myths. Folklore is passed down from generation to generation and is kept active by the people in the culture.

Folklore allows people to give meaning to their lives and their surroundings. Because every culture has different historical backgrounds and traditions, folklore has a different definition for each culture. The description presented in this lesson is a general one that covers the topic broadly.

The Taíno tribe-people, the Spaniards, and the black slaves imported from Africa all contributed to the folklore heritage of Puerto Rico. The Taíno passed their legends down orally; the Spanish colonialists first recorded them. Some of the Taíno languages were preserved by writers who used Taíno words to describe the alien aspects of their new surroundings, including *casabe* (a kind of bread) and *bohío* (a native thatched hut). Among many of the African customs and beliefs, *Santería* played and still play an important role in Puerto Rican Folklore. The practice of *Santería* dates to the fifteenth century when its earliest practitioners - members of the Yoruba people of West Africa - were brought to Puerto Rico as slaves.

What is a folktale?

It is a popular story with no known author and passed down from one generation to another by word of mouth. An interesting thing about this is that folktales can change a little bit each time they are told. Another essential characteristic of folktales is that they are typically related to ordinary people who live at the time of its origin. That is why they are called folktales--the word folk is the Old English term for "common people" --the everyday, average Joe. It may explain why things are as they are. It comprises fables, fairy tales, tall tales, and legends. Perhaps most importantly, folktales typically try to teach a lesson about right and wrong, which is called a moral. The events often involve a fight between good and evil.

Puerto Rican Folktale

The folktales of Puerto Rico reflect the culture and lifestyle of the people who lived on the island like Tainos, Spaniards, and Africans.

Elements of a Story

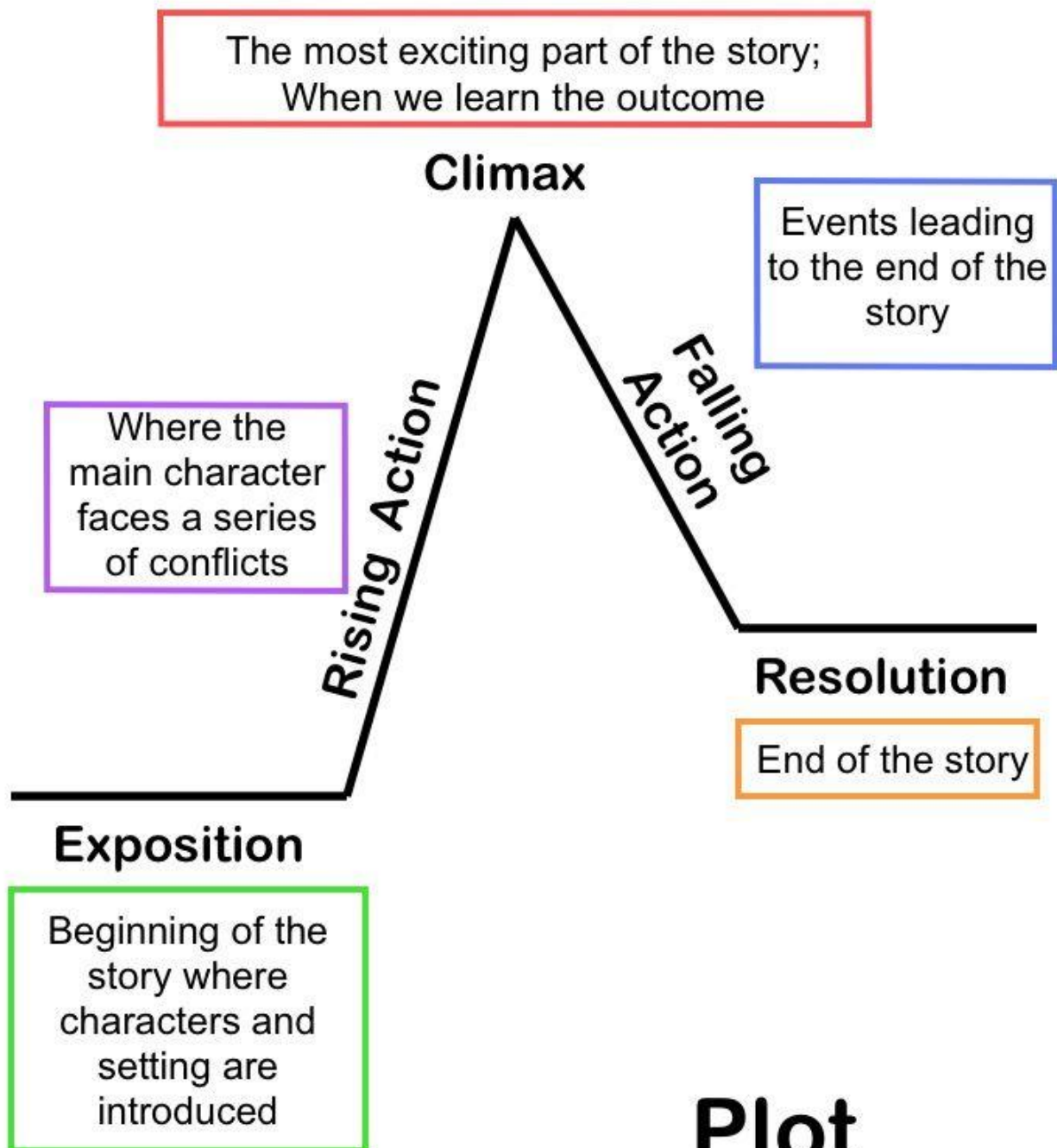
Objective: At the end of this lesson, the student will complete a folktale story map integrating the essential elements in a folktale.

Introduction: We are going to identify the story elements of a folktale: The Pesky Goat

Instructions: Complete the folktale story map

Basic literary terms definitions:

- 1- **Character**- is a person, animal, being, creature, or thing in a story. So, things like plants and non-living objects would not usually be considered characters, unless of course, these things have been personified and brought to life.
- 2- **Setting**- it describes when (time) and where (place) the action of the story took place.
- 3- **Point of view**- denotes who is telling or narrating the story.
 - a. First-person point of view: a character is telling the story. Uses pronouns I, me, we, us, our, my
 - b. Second-person point of view- the narrator speaks directly to the reader. Uses the pronoun you. It is rarely used.
 - c. Third-person point of view- Someone outside the story is narrating it. The narrator watches the story – but is not in it. Uses pronouns he, his, her, she, they, them
- 4- **Plot**- is a sequence of incidents or events in which a story is composed.
 - a. Exposition- includes the introduction of characters and setting
 - b. Rising action- includes the events leading up to the main problem or conflict.
 - c. Climax or turning point- is the point of highest intensity.
 - d. Falling action- this is when the characters' work to solve the problem or conflict.
 - e. Resolution- this is how things end up in the story; it is the final event.
- 5- **Conflict or Problem**- is the struggle between opposing forces.
- 6- **Moral**- the lesson can be learned and applied in your life.



Plot Diagram

Story Map

Characters

Setting

Point of View

Plot

Theme

Plot Diagram

Conflict

The form consists of several labeled sections:

- Characters:** A large empty rectangular box.
- Setting:** A smaller empty rectangular box.
- Point of View:** A horizontal empty rectangular box.
- Plot:** A horizontal empty rectangular box.
- Theme:** A horizontal empty rectangular box.
- Plot Diagram:** A large box containing a triangular diagram. The top vertex is labeled "Climax", the bottom-left is "Exposition", and the bottom-right is "Resolution". The left side of the triangle is labeled "Rising Action" and the right side is "Falling Action". Below the diagram is a list of labels for notes:
 - Exposition -
 - Rising Action -
 - Climax
 - Falling Action -
 - Resolution -
- Conflict:** Two empty rectangular boxes stacked vertically, connected by a short vertical line.

Brooks, S. (n.d.). Story Map [Image]. <https://www.pinterest.com/pin/249105423112306183/>

The Pesky Goat

Translated and retold by Marisa Montes

Doña Josefina lived on the outskirts of Ciáles, a small town in the highlands of Puerto Rico. Her tiny house was as spotless as a porcelain teacup. Although she lived alone, except for her dog, Ladrón, and her cat, Misifú, Doña Josefina was too busy ever to be lonely.

She spent all her waking moments, tending her beloved garden. Doña Josefina was known throughout the island for her *mano santa*--the blessed hand that turned all plants she touched into breathtaking specimens of splendid color and robust good health.

In the garden, she grew prize-winning roses and orchids, hibiscus and hydrangea, and dozens of jewel-colored flowers that grow only in the tropical climate of the lush Caribbean Islands. The garden air was forever perfumed with the scent of roses and honeysuckle.

Since Doña Josefina had no children of her own, she watched over her garden as a mother watches over her children. Each of her flowers was precious to her. She thanked God daily for the gift of being the caretaker of such a delightful paradise.

During the day, her paradise attracted butterflies and hummingbirds, bees and ants, and nightingales whose song was as sweet and pure as the water from a secret spring. At night, the garden attracted worms and toads and *coquíes*, tiny Puerto Rican tree frogs. One unfortunate night, the garden paradise also attracted a pest.

The next morning, Doña Josefina noticed, much to her distress, that the blossoms and tender branches of several young hydrangea plants had been badly chewed. The following morning, the leaves and flowers at the bottom of the large vine in front of the house had disappeared. On the third morning, Doña Josefina discovered that her begonias were gnawed almost to the root. Only stubby, mangled fingers remained, protruding from the rich, black soil.

On each occasion, Doña Josefina searched the ground for footprints or other signs as to what was destroying her precious garden. But she could find no clue.

That night, Doña Josefina didn't sleep. She stayed up all night watching from her window for the culprit to appear. Just before dawn, something crept into the garden. Doña Josefina held her breath and waited. As she watched, the thing seemed to rise into the air and take the shape of a small white goat. The goat floated toward a hydrangea plant. When it reached the plant, the goat began to feast on the large balls of blossoms.

"Ay, ay, ay!" cried Doña Josefina. "A *cabra* is destroying my precious darlings!"

Doña Josefina ran through the living room and out the front door. When she raced down the slick, tile-covered steps, her heel slipped, and she twisted her ankle.

"Oh, no!" she cried. "What shall I do?"

Unable to continue into the garden, Doña Josefina hobbled back into the house and called her dog.

"Ladrón, I will give you an extra helping of meat today if you'll go into the garden and chase away that *cabra*."

"¡Seguro!" Ladrón replied with an enthusiastic bark. "Of course I'll do it!"

Ladrón raced to the garden, his jowls drooling at the thought of an extra helping of meat. He sniffed loudly as he trotted around the flower beds, searching for the goat.

The goat heard him and prepared herself for an attack. She climbed onto a boulder that was hidden behind a bush. Then she took a deep breath to make herself appear larger and said in a deep, loud voice:

"Heed my words
and stay away.
I'll devour the first
to disobey!"

To Ladrón, the tiny goat seemed to have grown ten times its size. He swore that the goat's evil eyes glowed like burning coals. Its teeth would put a crocodile to shame. He didn't want to put those terrible teeth to a test, not for all the delicious meat in Puerto Rico!

Ladrón became a blur of spots and dust. He didn't stop running until he was safely under Doña Josefina's bed. There, he turned into a mass of trembling fur and clattering teeth. He refused to come out until morning, untempted by Doña Josefina's promises of roasted meats and spicy sausages.

"Ay, ay, ay!" cried Doña Josefina. "Now, what shall I do?"

At that moment, Misifú rubbed up against the old woman's leg.

"Ah, Misifú!" said Doña Josefina, stooping to pick up the white cat. "I'll give you two extra helpings of fish tonight if you'll just go into the garden and chase away that pesky *cabra*."

"Why not?" Misifú replied with flick of her tail. "*¿Porqué no?* It might be interesting to chase a goat."

In no particular hurry, Misifú sauntered out to the garden. Because she made no effort to hide herself, the goat spotted her strolling down the main garden path.

The pesky little goat prepared herself for battle. She climbed halfway up a sturdy trellis, poking her head between the vines. In a deep, loud voice, the pesky goat said:

"Heed my words
and stay away.
I'll devour the first
to disobey!"

Misifú froze in her tracks. Her luminous eyes widened and searched the darkness like lanterns for the owner of the voice. High above her head, Misifú saw a horrible head, the shape, and size of a dragon's. Huge horns stuck out above its eyes. At its sides flapped large, wide wings. Its serpentine body entwined itself around the trellis. Misifú swore that from the creature's nostrils, flames escaped and licked the sky.

This was no pesky goat--this was a dragon! And there weren't enough helpings of fish in all of Puerto Rico to tempt Misifú to tangle with a dragon. Misifú became a streak of white in the darkness and didn't stop running until she was safely under Doña Josefina's bed next to Ladrón. No promises of sweet cream and tender giblets could entice her out.

Doña Josefina placed her hands on top of her head. "Ay, ay, ay! *¿Qué haré?* What shall I do?"

In the meantime, a bee had flown into the house through an open window. "*¿Qué pasa,* Doña Josefina? What's the problem?"

"Ah, brave *abejita*," began Doña Josefina, feeling some hope returning, "I'll give you ten drops of honey if you chase that pesky, pesky *cabra* from my garden."

The bee considered Doña Josefina's proposition, and replied: "*¡Seguro!* It'll be easy. The pesky goat will be gone in no time."

The bee buzzed out the window and into the garden. He buzzed in and out of the flowers and vines looking for the pesky goat. But the goat heard him and was ready. Rearing up on her hind legs, she said in a deep, loud voice:

"Heed my words
and stay away.
I'll devour the first
to disobey!"

The bee stared at the white phantom that loomed up before him. Never had he seen anything so large and hideous! It had to be the ghost of a dreadful ogre. No amount of honey was worth standing up to a phantom ogre!

In the next instant, the bee zoomed from the garden and didn't stop flying until he had passed two *barrios*. He had no intention of ever returning to Doña Josefina's garden paradise.

Doña Josefina waited and waited for the bee to announce that the pesky goat was gone for good. When the bee did not return, Doña Josefina began to cry.

"Ay, ay, ay! My beloved garden. That pesky, pesky, pesky *cabra* is going to destroy it all!"

The elderly woman felt a sting on her ear. "*No llores*, Doña Josefina. Please, don't cry," said a tiny voice. "Tell me your problem and perhaps I can help."

Doña Josefina flicked her ear, and a little black ant dropped onto the palm of her hand. She stared at the little ant in disbelief. If her faithful Ladrón, her irascible Misifú, and a brave little bee could not chase away that pesky goat, how could a tiny little ant?

"*Hormiguita*," began Doña Josefina, feeling desperate, "are you brave enough to chase that pesky, pesky, pesky *cabra* from my garden?"

"I'm willing to try," said the little ant.

She crawled off Doña Josefina's hand and into the garden. Because the little ant was so tiny and quiet, she was able to sneak up on the pesky goat. Before the goat realized what was happening, the little ant climbed onto the goat's hind leg. She stung the goat in the leg, then on the stomach, then on the chest, and headed for her ear.

All the while, the pesky goat jumped and kicked and scratched. She rolled and rolled on the ground. But she couldn't make the stinging stop. Suddenly, a voice sang out:

"Heed my words
and go away.
I'll sting the one

Believing an army of nasty stinging ants had invaded the garden, the pesky goat ran off, never to be heard from again.

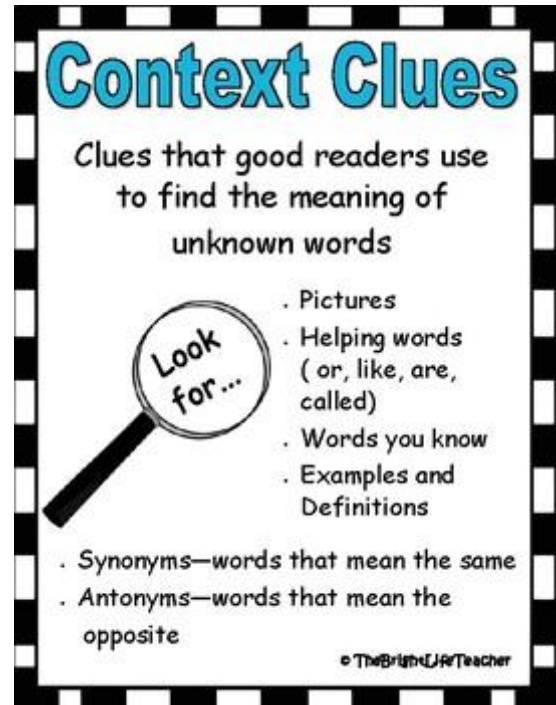
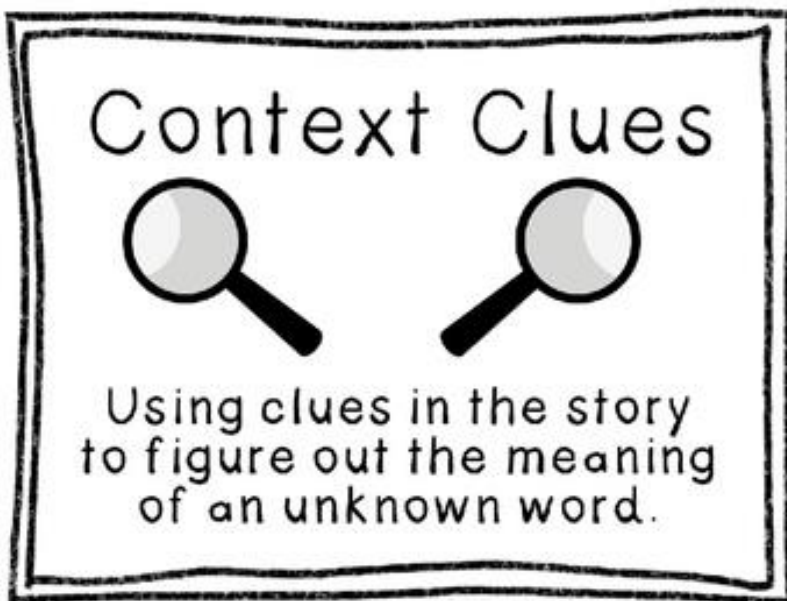
Doña Josefina rewarded the spunky little ant with all the sugar and bread crumbs she and her friends could carry to their anthill. When her ankle healed, Doña Josefina went back

to tending her beloved garden. With her help, the flowers and vines that the goat had chewed quickly mended, and all traces of the pesky goat disappeared.

Context Clues

Objective: At the end of this lesson, the student will be able to figure out the meaning of an unknown word using context clues and spell words correctly.

Introduction: We are going to study how to figure out the meaning of unknown words using context clues and how to spell words correctly.



Defining the purpose of context clues. Images retrieved from: <http://mavoigt.weebly.com/graphic-organizer.html>

Context Clue Exercise

Instructions: Use context clues to figure out the meaning of the underlined word.

1. Doña Josefina was known throughout the island for her mano santa--the blessed hand that turned all plants she touched into breathtaking specimens of splendorous color and robust good health.
 - a. strong
 - b. funny
 - c. weak
 - d. beautiful
2. The garden air was forever perfumed with the scent of roses and honeysuckle.

- a. sound
b. stink
- c. aroma
d. colorful
3. On the third morning, Doña Josefina discovered that her begonias were **gnawed** almost to the root.
- a. bitten
b. crawl
- c. clean
d. build
4. She stayed up all night watching from her window for the **culprit** to appear.
- a. police
b. cat
- c. delinquent
d. neighbor
5. Her **luminous** eyes widened and searched the darkness like lanterns for the owner of the voice.
- a. soft
b. strong
- c. dark
d. brilliant

Practice Answer Key

Context Clue Exercise

1. A
2. C
3. A
4. C
5. D

Writing Application

Instructions: Write a paragraph of 8 sentences **explaining why this story is considered a folktale**. Elaborate your answer with valid arguments from the story. Express your ideas clearly, verify subject-verb agreement, eliminate wordiness, and redundancy.

Puerto Rican Folktale

Objective: At the end of this lesson, the student will be able to read and analyze a Puerto Rican folktale.

Introduction: We are going to read and analyze a Puerto Rican folktale: The Rabbit and the Tiger.

The Rabbit and the Tiger

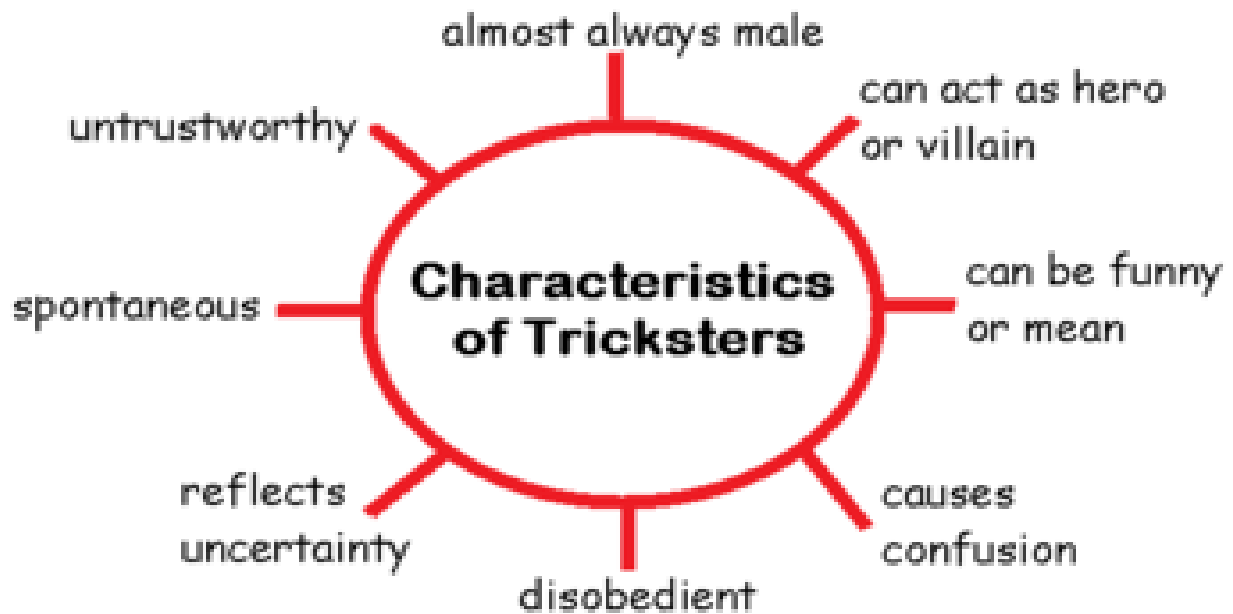
Activities before reading:

The Rabbit and the Tiger is considered a trickster tale. What do you think is a trickster tale? What is a trick?

Have you ever tricked someone? Explain your answer.

What is a trickster?

A trickster is a character in folktales that usually appears as an animal who has human traits — like being able to talk. Tricksters are smart, and they use their knowledge to play tricks or to try and bend the rules.



What is a trickster tale?



Brer Rabbit (hiding out in the mud, bottom right. Art by Maria Karapidou)

Lessons from Trickster Tales. Storytime Magazine. Retrieved from:
<https://www.storytimemagazine.com/news/inside-stories/lessons-from-trickster-tales/>

Trickster Tales

- One character, usually the protagonist, is clever and devious
- The protagonist causes trouble for the other characters.
- Usually goes unpunished

Trickster tales' primary purposes are to entertain and often to teach lessons about how to behave and treat other people.

Exploration Questions:

Does anyone know what tigers eat?

Have you ever felt starving?

How did it make you feel?

Pre-Reading Activity:

Read the title of the following story and answer the question: Which of the two animals could be the trickster of the story? Explain your answer.

Read the following Puerto Rican folktale:

The Rabbit and the Tiger

Translated and retold by Marisa Montes

Many years ago, all the animals were friends except for Tiger, who had sworn to eat all small animals that crossed his path, especially Rabbit. Rabbit was agile and witty and very, very clever, while Tiger was clumsy and dull and quite stupid. And Tiger could not stand for anyone to be smarter than him. So, Tiger made it his goal in life to rid himself of the pesky little Rabbit. Rabbit knew this and was always on the lookout for Tiger. But Rabbit could not always avoid Tiger because they both enjoyed a pleasant stroll in the forest.

One day, after a generous lunch, Rabbit lay in the shade of a huge boulder, ready to begin an afternoon siesta. As he was about to doze off, he heard a twig crack somewhere behind him. Always prepared for a possible attack from Tiger, Rabbit jumped up and pushed his back against the boulder, as though he were holding it up.

Sure enough, an orange face with black stripes emerged from behind the boulder. The face alone was larger than Rabbit's entire body.

"Aha, amigo Conejo, I have caught you. Any last wishes?"

Tiger's voice was so deep and loud that it vibrated through Rabbit bones, making him shake even harder than he was already shaking. But frightened as he was, Rabbit was determined to go through with his plan and save his life.

"Only, friend Tiger, that you help me save the world. I care not for myself. After we have saved the world, you can do with me what you will."

"What is this? Is the world in danger?" Tiger asked, looking around in terror.

Rabbit knew he had the foolish Tiger hooked. "This boulder is slipping. If it rolls down the side of the hill, the world will collapse. I am trying to hold it up, but I am small and weak ."

"Of course, I will help! I do not wish the world to end!" Tiger pushed his back against the boulder and held it up with all his strength.

"I will go get help," said Rabbit, starting to hop away.

"Good idea," said Tiger. "What a smart rabbit you are!"

"I'll hurry. Don't move until I return with all our friends."

Rabbit bounced off, chuckling to himself and leaving the stupid Tiger huddled against the rock. Hours later, Tiger finally collapsed next to the boulder, exhausted from pushing. Trembling and crying, he resigned himself to his fate and waited for the boulder to roll over him and for the world to end.

To his amazement, the boulder did not budge, and the world did not come crashing down around him. He stood and touched the boulder. It was solid. In the treetops, monkeys giggled, and birds chirped in amusement. It was then that Tiger realized he'd been tricked.

"Rabbit!" Tiger roared and shook his fist in the air. "Wait till I get my claws on you!"

Tiger hunted Rabbit for weeks, but Rabbit knew how furious Tiger was and kept out of his way. A few months later, it had been so long since he'd seen Tiger that Rabbit grew a bit careless. He was chatting with a monkey friend at the foot of an ancient tamarind tree when a vast shadow slid over the two friends.

"Aha, amigo Conejo! I have you now. This time I will eat you in one bite!"

The booming voice vibrated Rabbit's bones. The monkey shrieked and scrambled up the tree. Rabbit knew he could not outrun Tiger. However, he might outwit him once more.

Rabbit turned to face his enemy. Tiger had a coil of rope around his shoulder, and he was grinning so hard, all his terrible teeth gleamed in the sunlight.

"Oh, friend Tiger, please do eat me! Hurry!" cried Rabbit. "It would be kinder than allowing me to suffer a more horrible death."

Tiger narrowed his glistening eyes. "What is this?"

"Friend monkey was doing his best to keep my mind off our dreadful fate, but--"

"What dreadful fate? Tell me, Rabbit!"

"Haven't you heard about the hurricane that's approaching?. It'll be here within the hour. The worst one in years."

"Hurricane!" Tiger began to tremble. He was terrified of hurricanes--the crashing trees, the howling wind, the pouring rain! "Help me, Rabbit, please! You are small and can hide anywhere. But I am so large. And the hurricane will be here before I can return to my cave. What shall I do?"

"There is only one thing you can do, amigo," said Rabbit, eyeing the coil of rope. "You must tie yourself up to this tree. It is very strong and has withstood many hurricanes."

"Sí, friend Rabbit, that is a splendid idea. But I cannot tie myself; will you do it for me?"

"Well . . . I should be looking for a hiding place. It will take time to tie you--"

Tiger threw himself on his knees. "Please, friend Rabbit, have pity!"

Rabbit tried not to smile. "Sí, sí, I will tie you. But please stop blubbing."

Rabbit took the coil of rope and wrapped it round and round and round the tamarind tree, firmly tying Tiger to the trunk.

"Good luck, amigo Tigre. I must find a place to hide." Rabbit hopped from branch to branch till he was high in the tamarind tree. He settled back to watch Tiger.

A few minutes later, a herd of young goats passed by the tree. When they saw Tiger tied firmly to the tree, they laughed and jumped for joy.

"Laugh now, but you won't be laughing for long," said Tiger.

"Why not?" asked one of the goats.

"Haven't you heard? A horrible hurricane is coming. There isn't much time."

"A hurricane!" The goats laughed and laughed.

A frisky young goat leaped forward. "We have been traveling up and down the hills for hours; we've neither seen any signs of a hurricane nor heard anyone speak of one."

"There is no hurricane!" cried another goat and rolled on the grass, giddy with laughter.

As Tiger watched the plump goats cavort about, he began to grow hungry. Soon his hunger overpowered his fear. His mouth drooled as he imagined how tasty a tender little goat would be.

"Say, little goat, won't you please untie me?"

But the goats saw the gleam in Tiger's eye, and they bounded away, down the mountain trail. As they ran, they told all they passed that everyone could celebrate because Tiger was firmly tied to the tamarind tree.

In the meantime, Tiger pulled and tugged and tried to wiggle free. But nothing he did would loosen the rope. Just then, the little monkey who'd been playing with Rabbit grew restless and began to swing above Tiger's head.

"Little monkey," said Tiger. "Won't you please untie me?"

"Not I," said the monkey. "If I do, you will eat me."

"No, no! I promise not to eat you if you'll just untie me. I will even repay you with a bunch of ripe bananas."

Now, the young monkey had a severe weakness for bananas. And it had been weeks since he'd taken a bite of the sweet fruit. He couldn't resist Tiger's offer.

The monkey swung to the next tree. "If my friends will help, I'll untie you."

He scampered up the tree and returned with a dozen monkeys. They each gnawed and pulled at the rope till it broke loose.

Meanwhile, Tiger's hunger had been growing and growing. The moment the rope fell to the ground, he pounced on the monkeys. He clawed and gnashed his teeth, but the slippery little monkeys were too fast for him.

They all escaped, but one—Rabbit's friend.

Just as Tiger was about to pop the monkey in his mouth, Rabbit called down:

"Tiger, shame on you! That's no way to eat a monkey."

"Oh?" said Tiger, swinging the terrified monkey in front of his nose. "So, how would you do it?"

"It's much more appetizing to throw the monkey into the air and catch him in your open mouth."

"I can do that."

So Tiger tossed the little monkey high in the air and waited for the tender delicacy to drop into his open mouth. As he floated up into the branches, the agile monkey hooked his tail on a branch to break his fall and scampered higher into the tree.

Rabbit shook a branch full of tamarinds, dropping several large, tart pods into Tiger's open mouth. Tiger choked, coughed, and spat up the sour fruit. He tore off into the forest, his mouth puckering as though he had eaten a dozen limes. As Tiger ran, he swore he would devour Rabbit the very next time he saw him.

For many months, Rabbit managed to avoid Tiger. One day, as he was hopping down a steep mountain trail, he passed a farmer and his donkey who were going to market. The donkey carried heavily covered baskets on his sides. The baskets were full to the brim with large rounds of cheese.

As Rabbit passed under the donkey, he noticed something. "Señor," he said. "You are in danger of losing one of your 'banastillas'."

The farmer stopped the donkey and examined the baskets. Sure enough, the basket nearest the edge of the cliff was coming loose. If he did not fix it soon, the entire basket--cheese and all--would topple down the steep incline.

"Gracias, little rabbit," said the farmer after he had secured the basket. "You saved my cheese and a great deal of income for my family. You deserve a reward. Do you like cheese?"

"Oh, sí Señor, I love good queso," replied Rabbit. "

"Well, this is a delicious cheese." And the farmer handed Rabbit two large rounds for his good deed.

Pleased with his reward, Rabbit tucked a cheese under each arm and bounced away to a nearby lagoon. In the shade of several palms, Rabbit lay back and enjoyed a lunch of fresh cheese and fruit.

Before long, his peace and solitude were shaken by a booming voice that rattled his bones. "Aha, this time, you will not escape! I will finally eat you."

"Right you are, amigo Tigre, you have me at last," replied Rabbit. "But why don't you eat a bit of queso as an appetizer first?"

Tiger took the cheese Rabbit offered. "Mmm-mm, I do enjoy a good cheese. And so fresh. Wherever did you find it?"

"Why, right down there at the bottom of the lagoon. See,"--Rabbit held up the remaining round of cheese--"I have another right here."

The cheese was so delicious that Tiger forgot his promise to eat Rabbit and asked: "How did you gather them?"

"Quite simple. I just tied heavy stones to my legs and jumped in. There are dozens of rounds of cheese floating near the bottom."

Tiger nodded and replied "I must do the same!"

"I won't keep you then. I'll just take my queso and be on my way."

Before Tiger could remember his threat, Rabbit disappeared into the forest. Tiger tied one large rock to each of his four legs and jumped into the lagoon.

"Glug-glug-glug!" As he sank deeper and deeper, Tiger swallowed large gulps of water. He glanced around him, but he could not see the promised cheeses. Soon he realized Rabbit had fooled him again.

Sure, he would drown, Tiger began to struggle against the ropes. But he tied them so well, that he could not free himself. Fortunately, a strong current carried him to shallow water. He dragged himself to the edge, gasping for air. When he could breathe normally again, Tiger untied the ropes.

This was it! Never again would that nasty little Rabbit fool him. Next time, Tiger would have Rabbit as a pie for lunch!

Tiger looked for Rabbit everywhere but was unable to find him. After many months, he lost interest.

During that time, Rabbit had been cleverly hiding from Tiger. One day, while Rabbit was visiting his friend Fox, the topic of Tiger came up.

"He is such a clever, intelligent fellow," said Fox, who was a great admirer of Tiger. He exclaimed: "No one can outsmart Tiger!"

Hearing this, Rabbit began to howl with laughter. The laughter turned to silly giggles that made him wiggle and squirm until he fell off his chair and rolled around on the ground.

"What is so funny?" Fox said, somewhat annoyed.

"It's--it's just that Tiger is a fool! There is no bigger bobo. Why will he even let himself be used as a horse by his friends?"

"Not amigo Tigre! I cannot believe it!"

"Someday, I will prove it to you," said Rabbit. He said: "I will ride by on my Tiger-horse, and I'll even make him rear up while I wave to you."

"Humph!" With a flick of his bushy tail, Fox dismissed Rabbit's talk of nonsense.

Soon, Fox forgot their conversation. A few weeks later, Fox decided to have a ball at his home. He would serve a lavish feast and hire an orchestra. With Tiger's help, Fox lined up the best musicians in the land. The best, that is, except for a guitarist.

"How can I have a fabulous ball without a guitarist?" whined Fox.

Tiger hated to see his friend so distraught. He wanted Fox's ball to be a success, and he agreed that it would fall far short of that without a guitarist. He was determined to help Fox find a guitarist.

Tiger asked around and discovered that the best guitarist in the forest was Rabbit. Tiger set out to find him. He had often gone to Rabbit's home looking for him, but Rabbit was far too clever to let Tiger know he was home.

This time when Tiger knocked at the door, Rabbit was waiting for him. Rabbit had heard about the ball and knew why Tiger was looking for him.

"Go away," Rabbit called from his bedroom. "I'm sick, and I don't want visitors."

"Rabbit, it's Tiger." His booming voice rattled the door and shook the windows. "I've come on Fox's behalf. He needs you to play your guitar at his ball tonight."

"Too sick. Can't go."

Tiger knocked again. "Open up, Rabbit. You must come. The ball will be a disaster without you."

Rabbit chuckled to himself. Tiger begged him to play at the ball. Rabbit's plan began to work. He wrapped a handkerchief around his head and grabbed a cane. He hobbled to the door and opened it.

Leaning on the cane, Rabbit said, "As you can see, I cannot walk."

Tiger was anxious to get Rabbit to the ball. "No problem, amigo, I will carry you."

Rabbit tried to climb on Tiger's back, but he kept slipping off. "Ay, ay, ay! I cannot get onto your back without a saddle. But I do have one on my back."

Annoyed, Tiger twitched his long tail. But he could not disappoint Fox. "Fine, get the saddle."

When Rabbit had saddled Tiger, he tried again to get on but slid right off. "I'm afraid I'll need a bridle and some spurs . . . "

"Fine, fine, fine! Just hurry up!"

Saddled and harnessed, Tiger trotted down the forest path to Fox's house. On Tiger's back sat Rabbit, wearing spurs, and carrying a riding crop. As Tiger trotted, he moaned and groaned as though he were in horrible pain.

"It would be best to pick up the pace," said Rabbit. "The sooner we arrive, the sooner I'll be out of pain."

Tiger began to run at a quick clip. When Rabbit saw Fox's house, he tossed off his handkerchief, snapped the whip, and dug the spurs into Tiger's sides. Tiger reared up and began to race toward the house.

"Amigo Fox, come out, come out!" cried Rabbit. "It's your friend Rabbit riding his Tiger-horse!"

Fox dashed out to the porch. When he saw his friend, Tiger saddled and harnessed and ridden like a horse. He put his paws on his head. Rabbit was right; Tiger is indeed a fool. A very great bobo!"

Rabbit gave Tiger one more kick with the spurs and made him rear up in front of Fox's house. Rabbit waved and whooped. With another snap of his whip, he sent Tiger racing through the forest.

In a dense area of the forest, Rabbit hopped off Tiger's back and hid in the bushes until Tiger was far away. Then he went home, packed up, and found a new home, where Tiger would not find him.

To this day, Tiger still looks for Rabbit, swearing to gobble him up before he can utter a word.

Reading Comprehension Exercise

Instructions: For each question, choose the correct answer based on the story read.

1. The main characters of this story are:
 - a. the Rabbit and the Tiger
 - b. the Tiger and the monkeys
 - c. the donkey and the farmer
 - d. the Rabbit and the fox
2. Which of the following character traits best described Rabbit?
 - a. intelligent, agile, and dull
 - b. clever, agile, and witty
 - c. clumsy, dull, and stupid
 - d. selfish, religious, and smart
3. Which of the following character traits best described Tiger?
 - a. smart, agile, and responsible
 - b. honest, clumsy, and dull
 - c. selfish, hungry, and dishonest
 - d. clumsy, stupid, and dull
4. Where did the action of the story take place?
 - a. forest
 - b. in Puerto Rico
 - c. a big city
 - d. near a lake
5. What did Rabbit and Tiger have in common?
 - a. They enjoyed eating meat.
 - b. They enjoyed a pleasant stroll in the forest.
 - c. They like to swim in the lake.

- d. They are very agile and clever.
6. Why did Rabbit avoid Tiger?
- a. Tiger wanted to eat Rabbit.
 - b. Rabbit owed money to Tiger.
 - c. Rabbit wanted to kill Tiger
 - d. Tiger wanted to marry Rabbit
7. Use context clue to determine what is the meaning of the word **hop** in the following sentence: "I will go get help," said Rabbit, starting to **hop** away.
- a. run
 - b. talk
 - c. walk
 - d. jump
8. Why did Rabbit receive a reward from the farmer?
- a. Rabbit saved his life.
 - b. Rabbit killed Tiger.
 - c. Rabbit saved the farmer's cheese and a great deal of income for his family.
 - d. Rabbit helped the farmer to sell the cheese.
9. According to Tiger, who was the best guitarist in the forest?
- a. Fox
 - b. the farmer
 - c. Rabbit
 - d. the monkeys
10. What happened at the end of the story?
- a. Finally, Tiger ate Rabbit.
 - b. Rabbit moved to another place, and Tiger continued to look for him.
 - c. Tiger died because he was very sick.
 - d. Tiger and Rabbit became good friends.
11. How many times did Rabbit trick Tiger?
- a. three
 - b. four
 - c. five
 - d. six
12. Who was the trickster in this folktale?
- a. Rabbit
 - b. Tiger
 - c. Fox
 - d. the goats

Lesson 3 Test

Part I-Use context clues to figure out the meaning of the underlined word. (20 points)

1. We all had sorrowful looks on our faces as one of our best friends waved good-bye for the last time.
 - a. joyful
 - b. funny
 - c. sad
 - d. delighted
2. Dr. Martin Luther King Jr. was determined to bring equality and fairness to all men and women, regardless of the color of skin.
 - a. undriven
 - b. responsible
 - c. unmotivated
 - d. strongly motivated
3. The student replied to the teacher with a witty answer and the class laughed.
 - a. funny
 - b. sad
 - c. mean
 - d. intelligent
4. The tower will topple if it has too much weight at the top.
 - a. move
 - b. fall over
 - c. rest
 - d. grow
5. Each day during the spring there is a slight increase in temperature until summer arrives.
 - a. small
 - b. big
 - c. bright
 - d. clear
6. My grandfather will doze during television shows he watches when he is tired.
 - a. cheer
 - b. talk
 - c. discuss
 - d. nap
7. When we go camping, my father will ignite the fire so we can roast marshmallows.
 - a. start
 - b. run
 - c. ends
 - d. see

8. Pedestrians should look both ways before crossing the streets.

- | | |
|------------|------------|
| a. drivers | c. walkers |
| b. actors | d. singers |

9. After the rainstorm, the rainbow lit up the sky with vivid colors.

- | | |
|---------|------------|
| a. many | c. bright |
| b. dark | d. obscure |

10. Type writers became obsolete with the development of personal computers.

- | | |
|--------------|----------------|
| a. out-dated | c. full-screen |
| b. popular | d. careful |

Part II- Which of the following words is spelled correctly? (10 points)

- | | |
|-----------------|--------------|
| 1. a- existence | c- esistence |
| b- existense | d- esistenxe |

- | | |
|---------------|------------|
| 2. a- lisence | c- license |
| b- licence | d- lisense |

- | | |
|--------------|----------|
| 3- a- rhythm | c- rythm |
| b- rythn | d- rhydm |

- | | |
|---------------|-------------|
| 4- a-magasine | c- magacine |
| b- magazine | d- magazine |

- | | |
|-----------------|---------------|
| 5- a- concience | c- consciense |
| b- consiense | d- conscience |

Read the following Puerto Rican folktale and answer the multiple-choice exercise.

GUANINA

Legend written by Cayetano Coll y Toste

Guanina was a Taino Indian princess in love with Don Cristobal de Sotomayor, a Spanish officer who had come to Boriquen to conquer and colonize. Her brother, Guaybana, was the principal chief of the Tainos who hated the Spaniards because of the way they had mistreated and betrayed the Tainos. He swore revenge against the Spaniards. Juan Gonzalez, Sotomayor's aide, found out about the plan to kill his captain and tried to warn him. Sotomayor would not hear of the planned uprising. He requested the presence of Guaybana and some of his men to carry his baggage. He was preparing to go to Caparra, the capital.

Guanina begged him not to go because she knew that he was going to die and that it would be her brother who would kill him. Sotomayor did not change his plans, and the next morning set out with Guaybana and his men to the city. On the way, he and five other Spaniards were attacked by the Tainos, and Sotomayor was killed. When Guanina was given the news of her lover's death, she tried to bring him back to life through her kisses and caresses.

The Taino elders considered Guanina a traitor and decided to offer her as a sacrifice to the gods as a sign of their gratitude in succeeding in their attack. When they went to get Guanina, they found her dead with her head resting on Sotomayor's bloody chest. The two were buried together near a giant ceiba tree, and on their tomb, red hibiscus and white lilies appeared as if by magic. These flowers represent the true and passionate love these two souls felt for each other. The legend has it that on occasion, the huge ceiba tree casts a shadow over the land, a soft breeze gently moves the leaves and whispering sounds are heard. Then, Guanina and Sotomayor come out of the tomb to look at the evening stars and kiss each other under the light of the moon.

Choose the best answer. (40 points)

1. What culture does Guanina represent?
 - a. Africans
 - b. Spaniards
 - c. Taino Indians
 - d. Puerto Ricans
2. What culture does Don Cristobal de Sotomayor represent?
 - a. Spaniards
 - b. Africans
 - c. Puerto Ricans
 - d. Taino Indians
3. Boriquen refers to _____.
 - a. Dominican Republic
 - b. Haiti
 - c. Cuba
 - d. Puerto Rico
4. The principal chief of the Taino Indians was _____.
 - a. Juan González
 - b. Guanina
 - c. Guaybana
 - d. Caparra
5. Which of the following statements IS NOT TRUE about Guaybana?
 - a. He was Guanina's brother and the leading chief of the Tainos.
 - b. He hated the Spaniards because of the way they had mistreated and betrayed the Tainos.
 - c. He killed Guanina because he considered her a traitor.
 - d. He swore revenge against the Spaniards.

6. Why did the Taino elders consider Guanina, a traitor?
 - a. She was in love with Don Cristobal.
 - b. She killed her brother.
 - c. She mistreated the Taino Indians.
 - d. She wanted to move to Spain.
7. What happened with Guanina?
 - a. The Spaniards killed her.
 - b. Sotomayor married her.
 - c. The Taino Indians killed her.
 - d. She killed herself.
8. What did the red hibiscus and the white lilies symbolize?
 - a. The fight between the Spaniards and the Taino Indians
 - b. Two cultures: Spaniards and Taino Indians
 - c. The real and passionate love that Sotomayor and Guanina felt for each other.
 - d. The environment of the folktale.
9. What is the point of view used by the author?
 - a. First-person point of view
 - b. Second-person point of view
 - c. Third-person point of view
 - d. None
10. The main characters of this folktale are:
 - a. The Tainos Indians and the Spaniards
 - b. Guanina and Sotomayor
 - c. Guaybana and his sister
 - d. Guaybana and Sotomayor

Write a paragraph of 10 sentences explaining why the previous story titled *Guanina* is considered a folktale. Elaborate your answer with valid arguments from the story. Remember that your paragraph must have a good topic sentence, supporting details, and a concluding sentence. A rubric will be used to evaluate your writing task.

(40 points)

Paragraph Rubric

	Excellent 4	Good 3	Average 2	Insufficient 1
Topic Sentence	<ul style="list-style-type: none"> ❖ Establishes an intriguing, clear purpose ❖ Uses an evocative action verb ❖ Is specific and detailed ❖ Shows originality, insight, or imagination 	<ul style="list-style-type: none"> ❖ Establishes a clear purpose ❖ Uses an action verb ❖ Is specific and detailed 	<ul style="list-style-type: none"> ❖ Attempts to establish a clear purpose ❖ Restates and answers question using the original language of the question ❖ Lacks specific detail 	Topic sentence does not establish a clear purpose and creates a confusing introduction to paragraph. It does not address the question.
Examples/ Support/ Detail Examples chosen...	<ul style="list-style-type: none"> ❖ Are well edited and gracefully integrated into the narrative ❖ Are relevant, effective, and meaningful examples that support topic sentence ❖ Are both direct quotations and paraphrases, each appropriate as selected ❖ Discussed thoughtfully 	<ul style="list-style-type: none"> ❖ Are relevant, meaningful, and substantive in explaining topic sentence ❖ Are well integrated into the narrative ❖ Are explicit in proving point ❖ Are discussed, though not fully or insightfully 	<ul style="list-style-type: none"> ❖ Attempt to support topic sentence with specific examples from book ❖ Lack elaboration ❖ Are poorly integrated into the narrative ❖ Are repetitious ❖ Are irrelevant or digress from topic 	The examples are random, inappropriate or barely apparent.
Concluding Sentence	<ul style="list-style-type: none"> ❖ Summarizes point of paragraph, satisfying the reader ❖ Uses lively, active language ❖ Statement leads to an insightful conclusion ❖ Shows originality or imagination 	<ul style="list-style-type: none"> ❖ Summarizes point made in paragraph ❖ Basically restates topic sentence ❖ Shows some interesting use of language ❖ Attempts at insightful conclusion 	<ul style="list-style-type: none"> ❖ Attempts to summarize point made in paragraph ❖ Simply restates topic sentence ❖ Or, conclusion has no relationship to established focus of paragraph 	There is no concluding sentence that summarizes point of paragraph.
Paragraph As A Whole	<ul style="list-style-type: none"> ❖ Paragraph is coherent, unified and logical. ❖ Focuses on one original idea that is fully explored ❖ Lively, specific language throughout ❖ Transitions smoothly between topics/arguments 	<ul style="list-style-type: none"> ❖ Paragraph is mainly coherent, unified and logical. ❖ Has moments of linguistic power ❖ Focuses on one idea that is mainly explored ❖ Attempts at transitions 	<ul style="list-style-type: none"> ❖ Paragraph is sometimes coherent, unified and logical. ❖ Writing style is basic; has a dutiful school-essay tone. ❖ Focuses on one idea but digresses at points. 	Paragraph is not coherent, or unified and does not make logical sense.
Mechanics/ Spelling/ Grammar	<ul style="list-style-type: none"> ❖ No more than one minor error in spelling or mechanics. 	No more than 2 errors in: <ul style="list-style-type: none"> ❖ Mechanics ❖ Spelling ❖ Grammar 	No more than 3 errors in: <ul style="list-style-type: none"> ❖ Mechanics ❖ Spelling ❖ Grammar 	Frequent and severe errors in: <ul style="list-style-type: none"> ❖ Mechanics ❖ Spelling ❖ Grammar

Lesson 4

Unit 7.3: Poetry: My Identity

Theme: Figurative and Literal Languages

Standard: Language

Expectation / Indicator

7.R.1: Read a variety of texts to explain ideas, facts, events, cultural identity, genre, and processes. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts. Supporting details from the texts.

7.R.9L: Compare and contrast literary texts in different forms or genres

7.W.3: Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices.

7.LA.5: Demonstrate understanding of figurative language, word relationship, and variation in word meaning.

7.LA. 5a: Interpret figures of speech.

7.R.10: Read and comprehend a variety of literature, including stories, dramas, poetry, and informational texts of appropriate complexity.

7.W.3: Write paragraphs, short essays, and literary texts.

7.W. 7: Draw evidence from literary text to support analysis, reflection, and research.

7.S.2c: Answer close and open-ended questions.

7.LA.4a: Use context clues to help determine the meaning of a new word or phrase.

7.LA.5a: Interpret allusions (literary, biblical, and mythological) in a literary text.

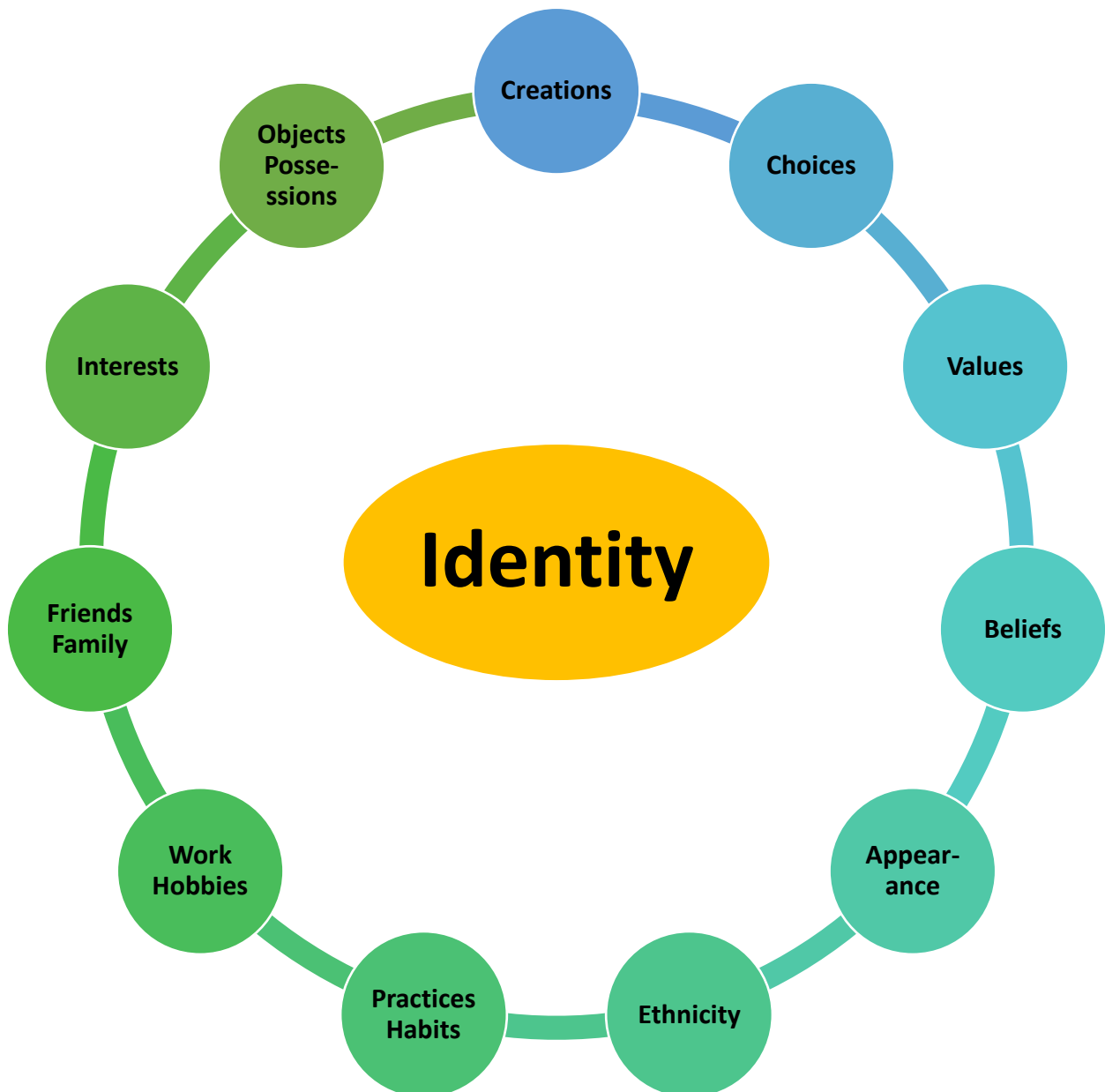
7.W.3: Write an original haiku.

Introduction to the Unit

This unit is a celebration of Puerto Rico through rhythm and words. The student reflects upon his / her own identity and develops an understanding of who he/she is in the context of Puerto Rico.

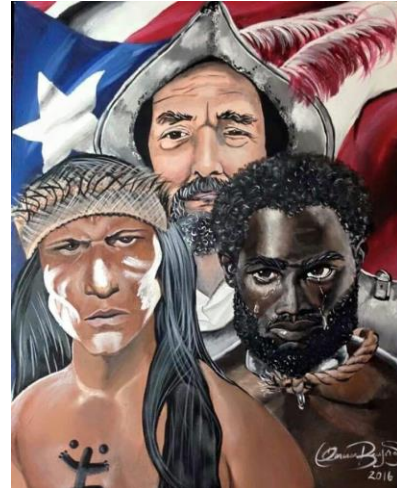
What is identity?

The identity of a person or place can be defined as the characteristics they possess and distinguish them from others. These individual characteristics, styles, or manners are fundamental to recognize a person or group of people.



Puerto Rican Identity

Look at these pictures. Define how these images relate to your Caribbean identity (depending on your nationality).



I am Puerto Rican. For the longest time, that sentence felt self-explanatory; I am from the island, I embrace the culture, most of my family lives there, I eat the food, I listen to music. It seemed simple.

As I grew older, however, I found myself giving a lot of explanations: “Yes, I speak Spanish. No, I’m not Spanish. Yes, I am a citizen. No, it’s not because I have a green card. Yes, Puerto Rico is part of the United States, but no, not really.”

Negron, S. (2018)

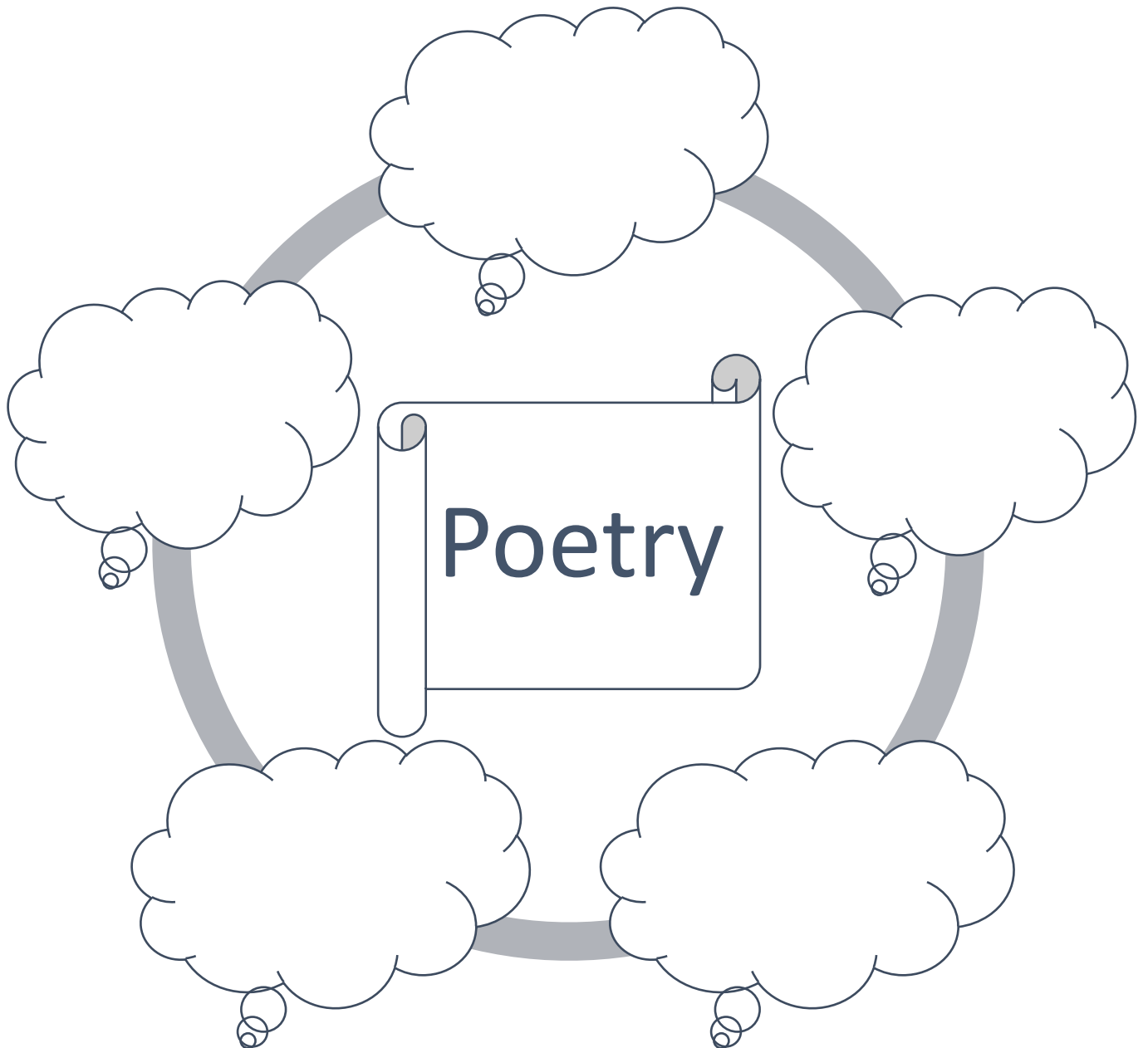
The following section will explain ***the elements of poetry and its structure***. Then, we will compare and contrast the central theme of a Puerto Rican folktale and a poem. Remember that our cultural heritage can be manifested throughout the different literary genres.

What is poetry?

Objective: At the end of this lesson, the student will be able to recognize the difference between prose and poetry and identify the structure of a poem.

Introduction: We are going to introduce the unit, study the difference between poetry and prose, and discuss the basic structure of a poem.

Instructions: Use the following graphic organizer to write words or phrases that come to your mind when you hear or see the concept of poetry.



The teacher will discuss orally with the students the following definitions of poetry: “Poetry is like painting a picture with words.” “Poetry is the extraordinary perception of the ordinary.”

Defining Poetry

Poetry is a type of literature based on the interplay of words and rhythm. It often employs rhyme and meter (a set of rules governing the number and arrangement of syllables in each line). In poetry, words are strung together to form sounds, images, and ideas that might be too complex or abstract to describe directly.

It is a type of writing that uses language to express imaginative and emotional qualities instead of or in addition to meaning.

The opposite of poetry is “prose” – that is, standard text that runs without line breaks or rhythm.

(Poetry: Definition and Examples | LiteraryTerms.net. <https://literaryterms.net/poetry/>)

What is the difference between poetry and prose?

TYPES OF LANGUAGE

paragraph	PROSE	stanza	POETRY
	<ul style="list-style-type: none">• A basic paragraph shares an idea about a topic.• Each paragraph will identify the idea, explain and provide evidence.• Focuses on content and structure.		<ul style="list-style-type: none">• A group of lines that share an idea.• Stanzas are separated by an empty line.• Stanzas in poetry are equal to paragraphs in prose.

Difference between Poetry and Prose

Instructions: Prepare an acrostic poem with the word **POETRY**. Use the following template as a reference and your creativity to comply with the requirements of the task.

Structure of a Poem

P _____

O _____

E _____

T _____

R _____

Y _____



Poem

- A poem is the fundamental unit of poetry.

Poetry

- Poetry is made of poems.

*DifferenceBetween.com (2010).Difference Between Poem and Poetry [Image].
<https://www.differencebetween.com/difference-between-poem-and-poetry/>*

The structure of a poem is as follows:

- A poem is written in verses (lines) and stanzas.
- Verse or line- is a group of words in a poem. It acts as a sentence.
- Stanza- is a group of verses in a poem. These verses express separate ideas of a poem and look like a paragraph.

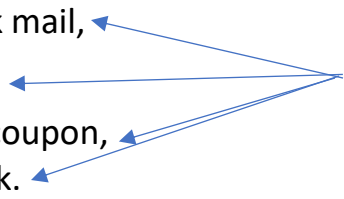
Example of a poem and its structure:

Daven, L. (2020). Elements of Poetry

Lines & Stanzas Example


Excerpt from “Skip Rope for Our Time “

Junk mail, junk mail,
look look look
bargain offer coupon,
catalogue book.



Line

Junk mail, junk mail,
free free free:
trial sample
guarantee.



Stanza

Daven, L. (2020). Elements of Poetry

The following poem has two stanzas and ten verses:

Your Best

- Verse 1
 - 1 If you always try your best
 - 2 Then you’ll never have to wonder
 - 3 About what you could have done
 - 4 If you’d summoned all your thunder.

- Verse 2
 - 5 And if you best
 - 6 Was not as good
 - 7 As you hoped it would be,
 - 8 You still could say,
 - 9 “I gave today
 - 10 All that I had in me”

Vance, B. (2014). Your Best. Suzie Bitner Was Afraid of the Drain. Copperplate Publishing.
<http://www.suziebitner.com/portfolio/why-me/>

Practice Exercise: Indicate the number of stanzas and verses in the following poem.

Open a Book

By Jane Baskwill

Open a book
And you will find,
People and places of every kind;
Open a book
And you can be,
Anything you want to be;
Open a book
And you can share,
Wondrous words you find in there
Open a book
And I will too,
You read to me,
And I'll read to you!

Instructions: Write the number of stanzas and verses in the following poem.

Why Me?

*If you have to ask Why me?
When you're feeling blue,
When the world has turned against you
And you don't know what to do,
When it pours colossal raindrops
And the road's a winding mess,
And you're feeling more confused
Than you ever could express,*

*When the saddened sun won't shine,
When the stars will not align,
When you'd rather be
Inside your bed,
The covers pulled
Above your head,
When life is something
That you dread
And you have to ask Why me? . . .*

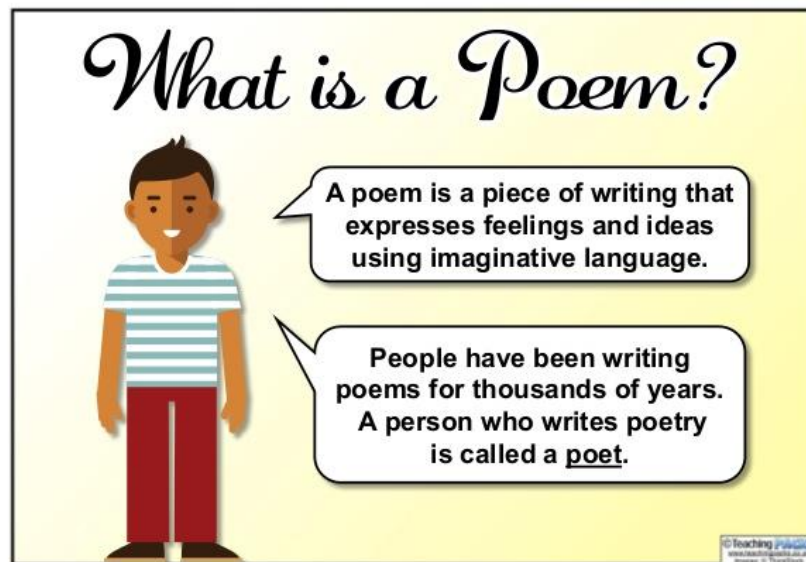
*Then when the world seems right and true,
When rain has left a gentle dew,
When you feel happy being you,
Please ask yourself Why me? Then, too.*

Vance, B. (2014). Why Me? Suzie Bitner Was Afraid of the Drain. Copperplate Publishing. <http://www.suziebitner.com/portfolio/why-me/>

The Poem

Objective: At the end of this lesson, the student will be able to read and analyze a poem and compare and contrast it with a folktale.

Introduction: We are going to read and analyze a poem and compare and contrast it with a folktale.



What is a poem?

A poem follows these characteristics

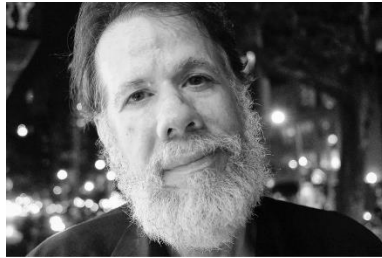
A poem is composed of verses and stanzas.

A verse is a line. It follows a similar structure as a sentence.

A stanza is a group of verses. It separates ideas in a poem. Likewise, its structure is like a paragraph.

Poem: Coca Cola and Coco Frío

Author: Martín Espada



Biography of Martin Espada

Born in Brooklyn, New York, in 1957, Martín Espada is the author of more than twenty books as a poet, editor, essayist, and translator. A former tenant lawyer in the Greater Boston area's Latino community, he received a BA from the University of Wisconsin–Madison in 1981 and a JD from Northeastern University in 1985.

Espada published his first poetry collection, *The Immigrant Iceboy's Bolero* (Waterfront Press), in 1982. This scholar also published other books of poetry, like for instance *Vivas to Those Who Have Failed* (W. W. Norton, 2016) and another one titled: *The Trouble Ball* (W. W. Norton, 2011), which was the recipient of the Milt Kessler Award, a Massachusetts Book Award, and an International Latino Book Award. Likewise, *The Republic of Poetry* (W. W. Norton, 2006) received the Paterson Award for Sustained Literary Achievement and was a finalist for the Pulitzer Prize in Poetry. Nonetheless, the book titled *Angels of Bread* (W. W. Norton, 1996), winner of an American Book Award, and a finalist for the National Book Critics Circle Award.

Espada has received numerous fellowships and awards. These include a Guggenheim Foundation Fellowship, a Gustavus Myers Outstanding Book Award, an Independent Publisher Book Award, an International Latino Book Award, two National Endowment for the Arts Fellowship, and the Shelley Memorial Award from the Poetry Society of America. Likewise, in 2018, he received the Academy of American Poets Fellowship, which recognizes distinguished poetic achievement. He is currently a professor of English at the University of Massachusetts–Amherst.

Instructions: Use Martin Espadas' biography to complete the following graphic organizer titled: Biography Research. Complete the graphic organizer with the most salient facts about the author.

The graphic organizer is titled "Biography Research" and is enclosed in a decorative border. It contains the following sections:

- Name:** A rectangular box for writing the author's name.
- Persons Name:** A rectangular box for writing the name of the person being researched.
- Picture:** A rectangular box for pasting a picture of the person.
- Early Life:** A rounded rectangular box for writing details about the person's early life.
- Family Life:** A circular box for writing details about the person's family life.
- Major Accomplishments:** A rectangular box for writing the person's major achievements.
- 3 Interesting Facts:** A large rectangular box for writing three interesting facts about the person.

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Ainsworth, P. (2020). Biography Research [Image]. Pinterest.
[https://www.pinterest.com/search/pins/?rs=ac&len=2&q=biography%20research%20graphic%20organizer&eq=Biography%20resea&etslf=15310&term_meta\[\]=biography%7Cautocomplete%7C0&term_meta\[\]=research%7Cautocomplete%7C0&term_meta\[\]=graphic%7Cautocomplete%7C0&term_meta\[\]=organizer%7Cautocomplete%7C0](https://www.pinterest.com/search/pins/?rs=ac&len=2&q=biography%20research%20graphic%20organizer&eq=Biography%20resea&etslf=15310&term_meta[]=biography%7Cautocomplete%7C0&term_meta[]=research%7Cautocomplete%7C0&term_meta[]=graphic%7Cautocomplete%7C0&term_meta[]=organizer%7Cautocomplete%7C0)

What are a coca-cola and a coco frío?

An overview of the concept: cultural diffusion

Over the years, cultural diffusion has become a natural part of our lives. According to Webster's Dictionary, cultural diffusion is the spreading out of culture or culture traits. Cultural diffusion has become so natural to humans that are as natural as breathing. The positive aspects of cultural diffusion are the adaptations of different beliefs, food, music, technology, education, and many more things. On the other hand, the downside to adopting other cultures is that sometimes people tend to forget their own cultures, and they begin to resemble the lifestyle of other countries. In the poem, "Coca-Cola and Coco Frio," Martin Espada, uses his personal experience as a Puerto Rican-American kid. He realizes that his family's native country is beginning to lose grasp of their Puerto Rican culture for an Americanized culture due to American corporate powers. Martin Espada uses different literary techniques such as setting, imagery, and satire to portray this underlying meaning.

Read the following poem written by Martin Espada. Then, answer the reading comprehension questions that follow. Use the dictionary if you do not know and understand the meaning of a word.

Coca Cola and Coco Frío

On his first visit to Puerto Rico,
island of family folklore,
the fat boy wandered
from table to table
with his mouth open.
At every table, some great-aunt
would steer him with cool spotted hands
to a glass of Coca-Cola.
One even sang to him, in all the English

she could remember, a Coca-Cola jingle
from the forties. He drank obediently, though
he was bored with this potion, familiar
from soda fountains in Brooklyn.

Then, at a roadside standoff the beach, the fat boy
opened his mouth to coco frío, a coconut
chilled, then scalped by a machete
so that a straw could inhale the clear milk.
The boy tilted the green shell overhead
and drooled coconut milk down his chin;
suddenly, Puerto Rico was not Coca-Cola
or Brooklyn, and neither was he.

For years afterward, the boy marveled at an island
where the people drank Coca-Cola
and sang jingles from World War II
in a language, they did not speak,
while so many coconuts in the trees
sagged heavy with milk, swollen
and unsuckled.

Reading Comprehension Questions

Instructions: Choose the best answer.

1. This poem has _____ stanzas.
 - a. one
 - b. three
 - c. twenty-eight
 - d. twenty-nine
2. This poem has _____ verses.
 - a. 27
 - b. 2
 - c. 28
 - d. 3
3. The protagonist of this poem is _____.
 - a. A kid who was raised in New York and went to visit Puerto Rico for the first time
 - b. A kid who was raised in Puerto Rico and went to visit Brooklyn for the first time.
 - c. A kid who wanted to visit Puerto Rico.
 - d. A Puerto Rican boy who wanted to move to New York.
4. The homeland of the protagonist of this poem is _____.
 - a. United States
 - b. . Mexico
 - c. Puerto Rico
 - d. Dominican Republic
5. This poem is about a mixture of cultures. What culture did the Coca-Cola symbolize?
 - a. Puerto Ricans
 - b. Italian
 - c. American
 - d. European

6. What culture did the Coco Frío symbolize?
- a. American
 - b. Latinos
 - c. Puerto Rican
 - d. Chinese
7. This poem is about _____.
- a. Americanization
 - b. Cultural expectations
 - c. Cultural expectations and Americanization
 - d. Fears of being Americans.
8. What is the main fear of the author presented in his poem?
- a. Puerto Rico was falling into the hands of American influences.
 - b. The pollution of the environment of Puerto Rico.
 - c. The fight between the Puerto Rican citizens and their government.
 - d. The loss of his family.
9. What literary technique did the author use in the last stanza?
- a. setting
 - b. imagery
 - c. satire
 - d. personification
10. What is the message that the author wants to present in the last stanza?
- a. He does not understand why Puerto Ricans prefer to drink Coca-Cola while there is a bounty of coconut milk waiting to be drunk.
 - b. The author fears America's marketing will influence Puerto Rico, and they will forget the true beauties that lie in their own country.
 - c. His fears of Puerto Rico falling into the hands of American influences.
 - d. All the answers are correct.

Practice Answer Key

1. C
2. B
3. A
4. B
5. C
6. C
7. C
8. A
9. C
10. D

Writing Application 1



Instructions: Write a paragraph of eight sentences comparing and contrasting any of the folktales studied in this module and the poem “Coca-Cola and Coco Frio.” Remember to integrate the main components of a paragraph and use the correct transitional words.

Remember to follow these guidelines to comply with the requirements of the assignment. Your paragraph must include:

- A header section with your name, date, and group.
- A title related to the central idea.
- The main components: a topic sentence, supporting details, and a concluding sentence.

Format:

- It must be written on a Word document
- Double-space
- Font size: 12
- Font style: Times New Roman or Arial
- Align content with the left margin
- The paragraph must be indented.

Evaluation:

The paragraph will be evaluated using a rubric.

Writing Application 2

Instructions: Write an essay (three paragraphs of 6 sentences each) establishing the relationship between the central theme of the poem titled: Coca Cola and Coco Frío, the situations that citizens have experienced, and the controversy of our political status.

Remember to follow these guidelines to comply with the requirements of the assignment. Your essay must include:

- A header section with your name, date, and group.
- A title related to the central idea.
- The three main components: an introductory paragraph, including a hook and its thesis statement, a developmental paragraph, and a concluding paragraph.

Format:

- It must be written on a Word document
- Double-space
- Font size: 12
- Font style: Times New Roman or Arial
- Align content with the left margin

- Each paragraph must be indented.

Evaluation:

The essay will be evaluated using a rubric.

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