

WORK GUIDE

Teacher: Nora Lourdes Gallegos
Group: 4th

Monday, January 11 th , 2020			
Activity	Objectives	Didactic sequence	Apply
Oral Speaking	Students will talk about their Christmas vacations.	<p>Present: Teacher will greet the students and wish them a happy New Year.</p> <p>Practice: Students can wear their PJ's. They will talk about what they did on their holidays with their families and what Santa brought them.</p> <p>Wrap up: Students can show the toys and presents they got for Christmas.</p>	Show and talk about their presents.
			Curricular adequacy:
Materials:			
Activity	Objectives	Didactic sequence	Apply
Writing	Students will write their new year's resolutions.	<p>Present: Teacher will explain why it is important to set little goals at the beginning of the year.</p> <p>Practice: Each student will think about their goals and what they want to improve or get better at this year.</p> <p>Wrap up: Use attachment 1 to play I spy.</p>	Play I spy.
Materials: attachment 1, colors, pencil, eraser			
Homework: Write a journal about the best moments from 2020 and your New Year's resolutions.			

Tuesday, January 12 th , 2020			
Activity	Objectives	Didactic sequence	Apply
Language Arts review	Practice ABC order and correct spelling of the words.	<p>Present: teacher will project the vocabulary lists 8 and 8 together.</p> <p>Practice: Students will order all the words by ABC order in their black notebooks. Teacher will write the words with some spelling mistakes in the screen and ask students to identify the mistake and tell the correct spelling form of the word.</p> <p>Wrap up: Ask students to participate.</p>	Ask how can they chose what word that starts with the same letter goes first on the ABC order.
			Curricular adequacy:
Materials: black notebook, pencil, eraser.			
Activity	Objectives	Didactic sequence	Apply
Language Arts review	Students will practice the meaning of	<p>Present: Ask students to tell what's the name of the ache or injury the teacher is acting out.</p> <p>Practice: In their black notebook students will classify in a three column chart the words to talk about injury, sickness, and tools.</p>	Play faces and gestures, students will choose one of

	the "Get well soon" lists.	Then, complete the sentences (attachment 2) using the correct words from the list. Wrap up: Play kahoot.	the words and act it out for their classmates to guess.
Curricular adequacy:			
Materials: black notebook, pencil, eraser, another device to connect to kahoot.			
Homework:			

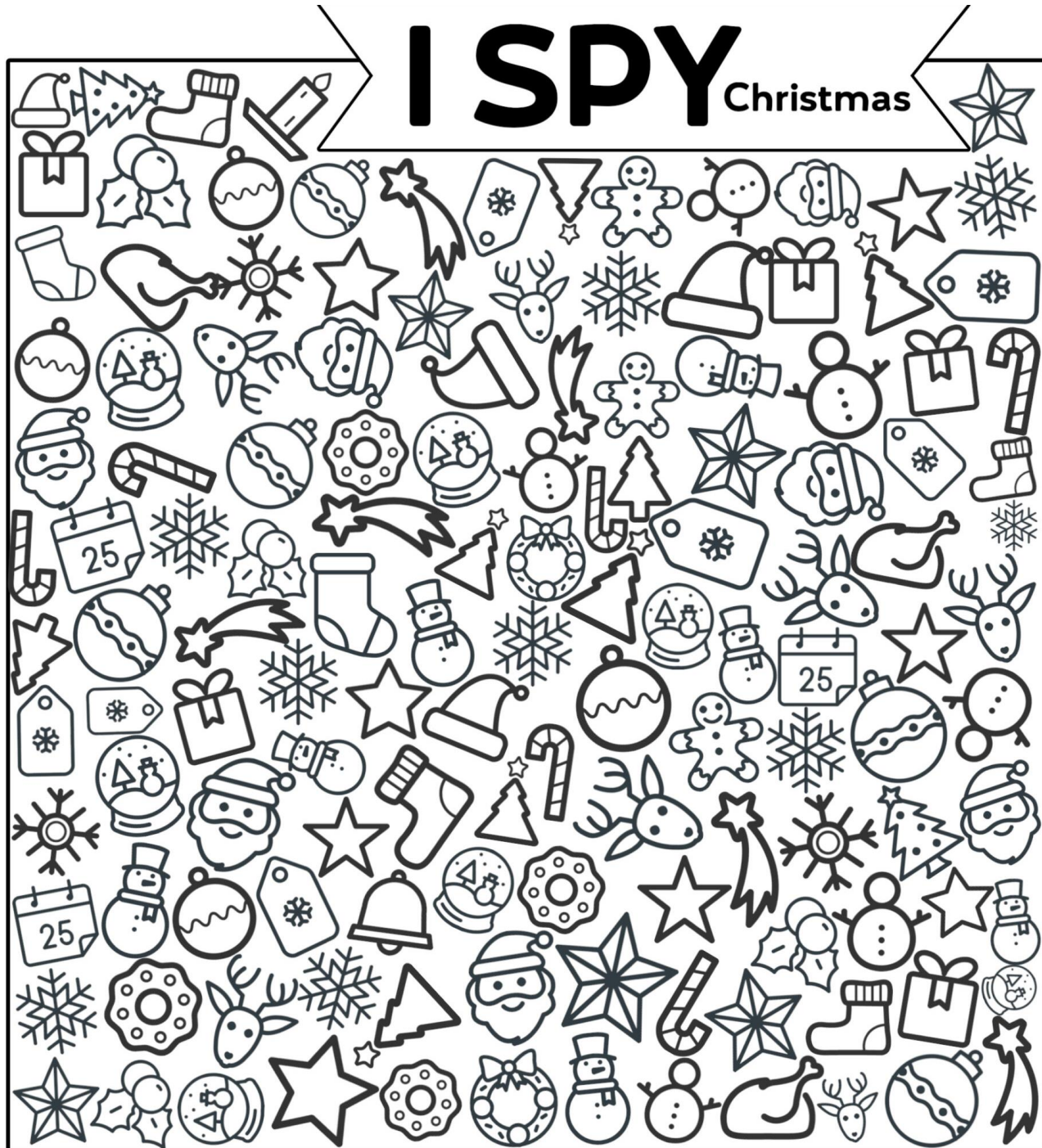
Wednesday, January 13 th , 2020			
Activity	Objectives	Didactic sequence	Apply
Grammar Review	Students will review the topic "comparatives with more + and adjective"	<p>Present: On their black notebooks ask students to copy the following: We use comparative adjectives to describe how two things are different. The rule for forming the comparative depends on how many syllables an adjective has.</p> <ul style="list-style-type: none"> Two-syllable adjectives (except those ending in -er, -le, -or, -ow, -y): This house is more modern than that house. All adjectives with three or more syllables: Cars are more expensive than bikes. <p>Practice: On their black notebook write new sentences using more than and the next words: new glasses / expensive / new pens growing tomatoes / difficult / eating tomatoes cell phones / modern / home telephones candles / old-fashioned / electricity</p> <p>Teacher will project grammar workbook pgs. 12-13, ask students to participate and share the answers.</p> <p>Wrap up: Check the answers together.</p>	
Materials: black notebook, pencil, eraser.			
Activity	Objectives	Didactic sequence	Apply
Reading review	Students will number events in a natural order and identify the story elements.	<p>Present: Tell students when you read a story events have a logical sequence, from the beginning to the end. Now you will read a series of events and find the logical order.</p> <p>Practice: Project the worksheet, have students number the sequence of events in the correct order and draw a picture for each sequence.</p> <p>Wrap up: Ask what clues can you use to understand the sequence of events in a story?</p>	Ask students to tell what happens at the beginning, middle and end of the movie The Lion King.
Curricular adequacy:			
Materials: black notebook, pencil, eraser.			
Homework: Attachment 3			

Thursday, January 14 th , 2020			
Activity	Objectives	Didactic sequence	Apply
Grammar review	Students will review the	Present: Teacher will ask students to tell the reflexive pronouns for every subject pronoun.	

	topic "reflexive pronouns"	Practice: In their black notebook students will draw a picture for each noun, subject and reflexive pronoun. Wrap up: Project attachment 3, have students copy and complete the sentences in their black notebooks.	
			Curricular adequacy:
Materials:			
Activity	Objectives	Didactic sequence	Apply
Grammar review	Students will review the topic "advice with should"	Present: In their black notebooks have students write the following: we use the word should or shouldn't to give advice. Practice: Project the sentences and have students participate, complete and copy the sentences in their black notebooks.	Play kahoot
			Curricular adequacy:
Materials: black notebook, pencil, eraser.			
Homework: Attachment 4.			

Friday, January 15 th , 2020			
Activity	Objectives	Didactic sequence	Apply
Science review	Students will review about waves, internal and external structures of a wild rose.	Present: Teacher will ask students to overview pgs. Of their science book. Practice: Students will write a glossary on their science notebooks of the important concepts learned on this unit.	Students will draw a plan and label the internal and external structures.
			Curricular adequacy:
Materials: science book, science notebook, pencil, colors, eraser.			
Activity	Objectives	Didactic sequence	Apply
Unit 4 general review	Students will play Jeopardy	Present: The teacher will form two teams and explain the game's rules. Practice: Students will take turns to participate and answer the questions. Wrap up: If the first team says the wrong answer the other team can tell, if both say the wrong answer teacher will tell the correct answer.	
			Curricular adequacy:
Materials:			
Homework: Study for Monday's exam, remember to answer the review and send it to the teacher's e-mail before the exam.			

Attachment 1



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|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 2 | | 4 | | 4 | | 2 | | 4 | | 5 | | 7 | | 4 | | 6 | | 5 | |
| 1 | | 6 | | 7 | | 1 | | 3 | | 6 | | 7 | | 4 | | 7 | | 4 | |
| 3 | | 2 | | 4 | | 6 | | 2 | | 7 | | 3 | | 9 | | 6 | | 3 | |

Attachment 2

List #8

"Get well soon 1"

1. sickness	5. cold	9. cough
2. cast	6. earache	10. fever
3. tissue	7. headache	11. toothache
4. sneeze	8. stomachache	12. germ 13. thermometer

List #9

"Get well soon 2"

1. accident	5. broken leg	9. bleed
2. injury	6. scratch	10. choke
3. burn	7. bruise	11. stumble
4. broken arm	8. cut	12. stitches

You can use a _____ to check for a fever.

If you break a bone, you need to wear a _____.

Eating bad food can give you a _____.

If you have a _____ you need to visit the dentist.

Take the _____ to help you feel better.

Cover your mouth with a _____ when you _____ or

_____.

Be careful if you speak with your mouth full you can _____.

My cut was so deep that I needed _____ to stop the _____.

I didn't see the rock on the ground so I _____ and fell.

You need to be careful with scissors, so you don't _____ yourself.

If you touch something hot you can _____ yourself.

I fell off my bike, I didn't break a leg but I got a big red _____ and some _____.

Attachment 3 (Homework)

A Walk to Grandma's



Directions: Read the story below.
Write numbers to order the sentences correctly.

Last Saturday, Jean and her brother, Carl, walked to their Grandma's house. On the way, they stopped by the fruit store and bought an apple each, and ate them as they walked. While crossing through the park, Carl picked some wildflowers for Grandma. They hopped over a fence and left the park. Jean waved hello to Mr. Harps and helped him catch some newspaper the wind had caught. Finally, Jean and Carl arrived at Grandma's house. She came out and gave them both a big hug and a plate of cookies.

_____	Jean helped Mr. Harps catch some newspapers.
_____	Carl picked flowers for Grandma.
_____	Grandma gave the kids a hug and cookies.
_____	Carl and Jean bought and ate some apples.
_____	They hopped over a fence.
_____	Jean and her brother walked to see Grandma.

Attachment 4 (homework)

1 Read. Circle the correct answer.

1. Tom's sneezing a lot. He **should** / **shouldn't** use a tissue.
2. I have a fever. Do you think I **should** / **shouldn't** go to bed?
3. The children are all tired. They **should** / **shouldn't** go out to play.
4. Where **should** / **shouldn't** we put our first-aid kit?

2 Read. Write one answer with *should* and one with *shouldn't*.

1. All of the students have muddy hands.
 - a. They _____ wash their hands.
 - b. They _____ eat their snacks with muddy hands.
2. Hannah visits the dentist a lot.
 - a. She _____ eat candy.
 - b. She _____ brush her teeth two times a day.
3. My brother eats a lot of junk food.
 - a. He _____ do more exercise.
 - b. He _____ sit on the sofa all day.