



ESCUELA RAFAEL HERNÁNDEZ  
RAFAEL HERNÁNDEZ SCHOOL



## ESOL for Educational Settings: Curriculum Design and Implementation

### CURRICULUM MAP

**Background:** This curriculum was designed for adults in the Primeras Maestras Program at the Rafael Hernández Dual Language K - 8 School in Boston. The program trains low-income Spanish speaking family members of students at the school to become dual language educators, e.g. paraprofessionals, after school staff, dual language daycare professionals. As part of their training, participants take 8 hours/week of ESOL classes with a focus on language skills relevant to educational settings. The curriculum has a specific focus on classroom management, social-emotional learning, literacy instruction, and restorative practices. It also specifically addresses language needs related to certification tests for targeted career areas.

**Year-long Theme:** Finding Ourselves as Teachers

**Year-long Question:** How can we best support our classroom teachers and learn English and Math skills to support in both English and Spanish?

<a href="#"><u>Unit 1</u></a>	<b>Our Community with Structures and Procedures</b> Who are we as a Primeras Maestras Cohort? Discuss and examine the structures and procedures in the grade level classes and compare how they work to make the classes function smoothly
<a href="#"><u>Unit 2</u></a>	<b>Building Strong Readers</b> Why it is so important to build strong reading habits. Working on reading projects, book clubs and building skills as readers and reading teachers
<a href="#"><u>Unit 3</u></a>	<b>Digital Literacy</b> How can we use technology to strengthen our teaching and learning? Using computer projects to learn English and Classroom Instruction
<a href="#"><u>Unit 4</u></a>	<b>Building Math Teachers</b> Building on the math skills they have learned this year. Students will prepare lesson plans to teach in their classes at their assigned grade levels and continue to build math and language skills for the ParaPro test

## Unit 1 Lesson Plans:

### **Our Community with Structures and Procedures:**

**4 Weeks, 16 classes for each student (20 lessons total)**

#### **Objectives: Students will be able to:**

- Explain each part of the de-escalation cycle: Calm, Trigger, Agitation, Acceleration, Crisis, De-escalation, Recovery
- Read texts in English and answer questions about the reading
- Draw fractions with accuracy
- Use common irregular past tense verbs in writing and speaking
- Interpret and answer questions about different types of graphs

### **Week 1: Day 1: September 19, 2022**

1:00 - 1:25: Explain structure of the class: first 25 minutes reading and independent work: Read "Don't Miss the Bus" from From Home to School, New Readers Press and answer questions. Pages 4-7

1:25 - 1:50: Speaking Practice: Culture Building Circle: Use Expectation setting around English and introductions: Use this circle with Rounds 1 and 3 [Introducing circle practice](#) Also use: Name, Ages of Children, What are you excited about for this program? How are you feeling? (Name feelings and write on the board)

1:50 - 2:05 Creating norms for the class together - what should our class expectations be? Explain that this happens in every class and the students work together to build their expectations

2:05 - 2:10: Explain the importance of coming to work a bit early/ on time every day. This is a training program but it's also like a year-long interview. Nilda Lugo was a PM last year and now she's hired in the building. Also make sure you are on time for our class as well.

2:10 - 2:30: Speaking and Listening Practice: Hand out Notebooks and take notes on background of each student.

Everyone will answer:

1. My name is \_\_\_\_\_.
2. I am from \_\_\_\_\_.
3. I am working with grade \_\_\_\_\_ with \_\_\_\_\_.
4. My kids are in \_\_\_\_\_.

Ask the students: What other questions do you want everyone to answer?

2:30 - 2:50: Math Practice: Do today's Nerdle all together on everyone's phones and on the whiteboard - practice for math equations

2:50 - 3:00: Explanation of importance of homework and explain what Day 1 homework is to read the Spanish Guide written by Vanessa, a previous Primeras Maestras student. Please write down two sentences in English (if you can) with two things that you learned reading her Guide.

## **Week 1: Day 2: September 20**

1:00 - 1:25: Independent work: Read "A New Student" from Easy Stories Plus page 10 - 13 and complete each of the sentences. Also checking homework.

1:25 - 1:40: Circle practice speaking: First recite [In Lak'ech](#), a Hernandez practice

Have a dialogue in English about how the first few days of teaching have gone. Questions on the board:

1. What do you like about teaching reading?
2. What has been difficult for you?
3. Were you surprised about anything?

1:40 - 2:00: Math: Equation Math Practice: Doing today's Nerdle together in pairs or as a whole group if they need it.

2:00 - 2:15: Deescalation Training Start: Show them the chart in the de-escalation training on slide Overview: The Escalation Cycle:

Calm, Trigger, Agitation, Acceleration, Crisis, De-escalation, Recovery

Act out these stages while a student reads and then have volunteers act out the stages

[https://rise.articulate.com/share/nreQUOgUB7KI-UE00PyA0mj8PXHHtGw0#/lessons/P5a7pS5KxixCa6OYid\\_uBicd11oDid\\_o](https://rise.articulate.com/share/nreQUOgUB7KI-UE00PyA0mj8PXHHtGw0#/lessons/P5a7pS5KxixCa6OYid_uBicd11oDid_o)

2:15 - 2:30: Reciting and making a vocabulary anchor chart: Our community - learning vocabulary: businesses and places in the community: churches, mosques, temples, barber shops, restaurants, schools, grocery stores, libraries, etc.

2:30 - 2:45: Game: Act out one of these places and your team has to guess what place you are acting out

2:45 - 3:00: Homework review from the day before - what did you learn?

Homework giving for the next day: "A Message from the Principal" page 8 of From Home to School

## **Week 1: Day 3: September 21**

1:00 - 1:25: Independent Reading Activity: "An Eye Exam" pages 10-11 from *From Home to School*

1:25 - 2:00: Deescalation training continue: Preventative Strategies:

1. Building positive relationships with students - show positive vs. not and have student show
2. Environment Changes - Clear expectations, good teaching to keep engagement
3. Family- school partnership - good relationships with families
4. Restorative Justice - mediation, restorative circles, conflict resolution

2:00 - 2:10: Discussion about the Library: Who has a library card? Who uses the library? What can you get at the library? Explain that tomorrow we will walk to the library, get cards and pick out books. You will get to check out books that you think your children will like you to read to/ with them. Library books are like presents - and they are free!

2:10 - 2:55: Game with multiplication facts - Math Bingo - Give everyone a bingo board, some scratch paper and some marker chips. Each student will get turns practicing reading the equations in English. I will put up math problems on the board and they will try to get Bingo. Winner gets a small prize. (Don't call them in order and check off when I have called.

$$B1 = 9/9$$

$$B2 = 8 / 2$$

$$B3 = 37-34$$

$$B4 = 2 \times 2$$

$$B5 = 25 / 5$$

$$B6 = 36 / 6$$

$$B7 = 49 / 7$$

$$B8 = 3 + 5$$

$$B9 = 3 \times 3$$

$$B10 = 20 / 2$$

$$B11 = 78-67$$

$$B12 = 3 \times 4$$

$$B13 = 6 + 7$$

$$B14 = 7 \times 2$$

$$B15 = 5 \times 3$$

$$I 16 = 4 \times 4$$

$$I 17 = 21-4$$

$$I 16 = 4 \times 4$$

$$I 17 = 8 + 9$$

$$I 18 = 6 \times 3$$

$$I 19 = 25 - 6$$

$$I 20 = 100 / 5$$

$$I 21 = 7 \times 3$$

$$I 22 = 11 \times 2$$

$$I 23 =$$

$$I 24 = 6 \times 4$$

$$I 25 = 5 \times 5$$

$$I 26 = 4 \times 5 + 6$$

$$I 27 =$$

$$I 28 = 7 \times 4$$

$$I 29 = 64 - 35$$

$$I 30 = 90/ 3$$

$$N 31 = 15 + 16$$

$$N 32 = 16 \times 2$$

$$N 33 = 3 + 5 \times 6 \text{ (teach$$

PEMDAS)

$$N 34 =$$

$$N 35 = 7 \times 5$$

$$N 36 = 6 \times 6$$

$$N 37 =$$

$$N 38 = 19 \times 2$$

$$N 39 =$$

$$N 40 = 4 \times 10$$

$$N 41 =$$

$$N 42 =$$

$$N 43 =$$

$$N 44 = 4 \times 11$$

$$N 45 = 9 \times 5$$

$$G 46 = 54 - 8$$

$$G 47 =$$

$$G 48 = 6 \times 8$$

$$G 49 = 7 \times 7$$

$$G 50 = 100 / 2$$

$$G 51 = 84 - 33$$

$$G 52 = 13 \times 4$$

$$G 53 =$$

$$G 54 = 9 \times 6$$

$$G 55 = 11 \times 5$$

$$G 60$$

$$G 61 = 70-9$$

$$G 62$$

$$G 63 =$$

$$G 64 = 8 \times 8$$

$$O 65 =$$

$$O 66 = 11 \times 6$$

$$O 67 =$$

$$O 68 =$$

$$O 69 =$$

$$O 70 = 7 \times 10$$

$$O 71 =$$

$$O 72 = 100 - 28$$

$$O 73$$

$$O 74$$

$$O 75 = 15 \times 5$$

$$O 76 = 35 + 41$$

$$O 77$$

$$O 78$$

$$O 79$$

2:55 - 3:00: Explain homework for the next day: Bring your ID and a proof of where you live if you do not have a library card. Or, if you do have a library card, bring that.

**Week 1: Day 4: September 22**

1:00 - 1:25: "This Week's Breakfast Menu" pages 26 - 27 from From Home to School

1:25 - 3:00: Teach and model how to do W4 paperwork, go through the contract in English and sign and give in all Banking Information so they can get direct deposit

**Week 1: Day 5: September 23**

9:00 - 9:10: Explain that this time is for intensive practice to prepare for the ParaPro test. We will take a full practice test later in the year but we will be digging into topics you will need to know to hopefully ace the ParaPro Test.

9:10 - 9:30: Identifying main idea as a group

Topic 1:

**Identify the main idea of a passage:** Read this passage once out loud (popcorn reading) and then again to yourself.

Babe Didrikson Zaharias, one of the most decorated female athletes of the twentieth century, is an inspiration to everyone. Born in 1911 in Beaumont, Texas, Zaharias lived in a time when women were considered second class to men, but she never let that stop her from becoming a champion. Zaharias was one of seven children in a poor immigrant family and was competitive from an early age. As a child she excelled at most things she tried, especially sports, which continued into high school and beyond. After high school, Zaharias played amateur basketball for two years, and soon after began training in track and field. Despite the fact that women were only allowed to enter in three events, Zaharias represented the United States in the 1932 Los Angeles Olympics and won two gold medals and one silver in track and field events.

**What is the main idea?**

To help you, look at the topic sentence (sentence 1 or 2) and the conclusion sentence.

Write one sentence:

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9:30 - 9:50: Identifying the main idea individually:

Read the text on page 2 of Cirrus Para Study Guide and choose from the multiple choice answers.

Talk about the sample answers as a group - a is not true, b maybe, c is not what the paragraph is all about and d is a maybe. Why is d better than b?

9:50 - 10:10: Organization of text structures: Sometimes the ParaPro exam will ask you about the organization of a text. Have students take notes on these in their notebooks.

Name	Structure	Words to Look for
Cause and effect	Author describes a situation and then its effects. Example: Describing September 11 plane crashes and then describing effects at the airports	Because, as a result, consequently, therefore, for this reason
Compare and Contrast	Similarities and differences Example: Compare and contrast Sylvia and Jose	Similarly, like, in addition, however, alternatively, unlike, but
Problem and Solution	Author presents a problem and offers a solution	If... then, problem, solution, answer
Description	Author describes a thing or a process	For example, for instance, such as, to illustrate
Chronological	Author lists events in order	First, second, next, after, before

Ask: What is the Babe Zaharias text? Talk together and decide (Chronological)

10:10 - 10:30: Writing Practice:

Write a short paragraph about your life - I will do one too. I will hand you a sticky note with what text structure to use - use chronological, problem and solution and compare and contrast.

10:30 - 10:35: Have students read texts and have others guess the structure.

10:35 - 10:55: Math Practice:

1. Numeracy: Talk about how very young children learn about numbers. By counting things and organizing things into groups. Draw counters like the example on page 52 Cirrus. Which group has more? Why might a child think the other group has more? (Takes up more space.) Children need to use manipulatives to learn math at the beginning of their school journey.

Do two sample questions on page 52.

Show me examples of part/part/whole charts - write them in your notebook.

10:55 - 11:00: Review the class. Too hard/ too easy, what did you learn? Homework: read 20 minutes in English on Saturday and Sunday. Anything you enjoy. Write a sentence to tell me what you read.

Reading Tracking Sheet:



Day	Book/ Material	Minutes Read
Monday		
Tuesday		
Wednesday		

Thursday		
Friday		
Saturday		
Sunday		

**Week 2, Day 1: September 26, 2022:**

1:00 - 1:25: Reading/ Writing activity: Stand Out Grammar Challenge p 7 and 23:

Practice writing directions to students in English and practice using possessive adjectives: My, Your, His, Her, Our, Their.

1:25 - 1:50: Deescalation Training continue - Maintaining Calm -

Whole class: Go through cards of what adults should and shouldn't do as a class.

- Review giving clear expectations. Model asking "Do you want to sit down now?" or "Find any seat" vs. "I need you to sit down here now."
- Review Signal interference with a non-verbal prompt. This needs to be discussed before with the child and with kids who get heated or embarrassed by redirections
- Explicitly teach expected behavior. What works at home may not be appropriate in school
- Teach self-guided problem solving strategies of coming up with solutions

-Watch guided meditation video

1:50 - 1:55: What practices have you observed that help create a calm community in the classroom?

1:55 - 3:00: Walk to the library. First take them to the bilingual books section and have some books pre-chosen for each student - or they can choose others. Reading books that are bilingual and also in English out loud. Bring in a variety of texts for students to choose from. They can take home my books for the weekend. It's really important to read 15-20 minutes a day in English. This will be hard at the beginning of the year but will



get easier and easier - and your speaking and reading skills will improve. Reading to your children will help them and help you at the same time!

Help each student get a library card or get a replacement card if they need another one. Have everyone check out at least one book.

Homework: Read books once per night - can read to your children and record on the reading log

**Week 2, Day 2: September 27, 2022:**

1:00 - 1:25: Independent reading and writing: Reading about common childhood accidents and how to prevent them. Read pages 37, 38 and 39 in "English for Childcare" and answer the questions on page 39.

Also write two sentences on page 37 using There is and There are using things in our classroom.

1:25 - 1:30: Discussion of Homework - everyone goes around in a circle and says what book they read from their book log. They should also say if they read to themselves or read to a child. Both are equally good.

1:30 - 2:00: Continue on De-escalation training: Explore Triggers that students may have including hunger, lack of sleep, negative teacher interaction or an argument with a peer

Talk about when students push buttons or try to get you angry you can reply with short phrases to not engage in a power struggle. Read these and understand each one.

I see that	Good point	Perhaps	I feel you	I understand your point
Regardless	You'll find out shortly	Wait, it gets better	Huh	That's interesting

Yeah	Oh	Fantastic	Noted	We certainly did
I'll keep that in mind	Oh, you're thinking	Really	Maybe so	Oh, snap
Um, okay	So, it is	We'll check later	I guess so	Hold that thought
Okay	Interesting	Still	Just the same	In the meantime
Alright	Fine	I hear you	Acknowledged	Got it
Moving on	Duly noted	Sorry you feel that way	We can talk at recess	We'll talk later
Thanks for sharing	I see your point	I emphasize	That's right	Bummer

Let the record show	Think about it	That's possible	Right	Aha
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2:00 - 2:20: Getting students registered for Duolingo. Practicing how to set up an account with username and password and confirming account in your email.

2:20 - 2:30: Having everyone take their English pre-test to determine their level. Explain homework to students leaving at 2:30.

2:30 - 3:00: Writing activity with sharing - act out scenarios between student and teacher

Have students write three phrases that kids might say to try to get you angry or try to have a power struggle.

Have everyone share one thing they wrote.

Then have students come up in pairs and act out being the student and being the teacher saying one of the phrases we learned earlier to diffuse the situation.

Discussion: Have you seen teachers use this technique?

What do you think about it? Should you correct students for speaking rudely to teachers? Do you think this would work with your kids at home?

Homework: Read at least one book in English or practice Duolingo for at least 15 minutes. Writing in book log what you read (either book or Duolingo)

### **Week 2: Day 3: September 28**

1:00 - 1:25: Independent Reading and Writing: Read and answer questions from "It's Payday on pages 46-48 of Easy Stories Plus

1:25 - 1:35: Give out financial literacy flyers and discuss in English. Review homework and practice Duolingo to get into the habit. Recording in the assessment spreadsheet what everyone's starting level on Duolingo is. Later we will use this data to show and celebrate progress.

1:35 - 2:00: Continuing on De-escalation training: Triggers: Watch video twice called "Take a Sip" about a calming technique.

Discussion questions:

1. What do you think of this technique?
2. Do you understand why it works?
3. How can this help you calm down in times of stress?

2:00 - 2:30: Math practice: Teaching how to draw fractions to compare them - teaching bar models.

Draw one half:

--	--

Draw one third:

--	--	--

Draw fourths: Which is a better technique - drawing half line first or drawing all lines across? Draw four lines in the bar - is this correct? Why not?

Draw eights - use fourths

Compare: which is more:  $\frac{5}{8}$  or  $\frac{3}{4}$ ?

Compare: which is more:  $\frac{2}{3}$  or  $\frac{3}{4}$ ? You may not know so drawing bars can help you compare

2:30 - 3:00: Learning most common irregular past tense verbs and using them in sentences.

Write these on the board and have students take notes: see, say, go, come, know, get, give, become, find, be, have and think

Have students say the past tense of the verbs and then practice using each of them with a partner in dialogue back and forth. Did you \_\_\_\_\_ yesterday? Yes I \_\_\_\_\_...

## **Week 2: Day 4: September 29**

1:00 - 1:25: Independent Reading and Writing: Read pages 70, 71, 72 and 75 in Easy Stories Plus: "Late for Work" and answer questions

1:25 - 1:40: Practice conversations with partners. Sentence prompt: "Do you have time to take a shower in the morning?" Partner answers in a complete sentence and then asks the next question.

1:40 - 2:05: De-escalation Training Practice: Agitation: Read all of the agitated behaviors and have students read them and act them out. Examples: fidgeting, lost in thought, twisting and clasping hands, getting up without permission etc.

2:05 - 2:30: PEMDAS equation practice:

Review what PEMDAS stands for and then give students the following problems to solve:

1.  $5 + 6 - 2 \times 5 = (1)$
2.  $5 + (6 - 2) \times 5 = (25)$
3.  $(5 + 6 - 2) \times 5 = (45)$

Discuss how PEMDAS really matters and get reactions.

Then do the next two equations:

1.  $18 / 2 + 7 \times 4 = (37)$
2.  $(18 / (2 + 7)) \times 4 = 8$

Now you write two equations using different parentheses and teach your partner how it works.

2:30 - 3:00:

Reviewing the past tense verbs from yesterday. Asking students questions and having them respond.

1. What did you SEE in class this morning?
2. What words did you SAY to students who were having trouble this morning?
3. Where did you GO last weekend?
4. What time did you COME to work this morning?
5. What did you KNOW about teaching before you started this program?

2:15 - 2:30: Now have students write 5 questions with did and get, give, become, find and think

When they finish, pair them up with another student to practice asking and answering their questions.

Homework: Duolingo or read and write in your book log

## **Week 2: Day 5: ParaPro Preparation: September 30, 2022**

9:00 - 9:10: Reviewing types of text structures, reading a passage from page 5-6 Cirrus and choosing the correct text structure (C)

9:10 - 9:30: Learning how to make an Inference:

Making Inferences (Inferencias):

Questions like: what MIGHT the author agree with?

What MAY the author put in the text?

What detail would the author MAYBE include?

Having students read Sample Question 6 on page 6 and finding the inference. (B) Talk about why the other choices are wrong.

9:30 - 9:45:

Facts vs. Opinions:

Talk about the difference between a fact and an opinion. Everyone go around in the circle and say one fact and then go around and say one opinion.

Using the same sample question about Exercise, choose the answer that is a fact, not an opinion.

Which of the following in the passage is a fact, not an opinion?

- A. Fruits and vegetables are the best way to help children be healthy
- B. Children today are lazier than they were in previous generations
- C. The risk of diabetes in children is reduced by physical activity
- D. Children should engage in thirty minutes of exercise a day.

9:45 - 10:00: Grouping numbers

Natural Numbers (1,2,3...)

Whole numbers (0,1,2,3...)

Integers (-2, -1, 0, 1, 2...)

Rational Numbers (0.7,  $\frac{1}{2}$ , -12.36)

Irrational Numbers ( $\pi$ ,  $\frac{3}{7}$ , - square root of 7)

Where does 7 belong?

Where does negative square root of 2 belong?

Where does -8 belong?

10:00 - 10:15: Teach number lines and where do certain numbers go on the number line positive and negative.

Ask them where decimal numbers would go on the number line

10:15 - 10:30: Review Irregular Past Tense Verbs and ask them the questions from yesterday (since these are different students) and have them write questions and answer them similar to yesterday. **Write these on the board and have students take notes: see, say, go, come, know, get, give, become, find, be, have and think**

Have students say the past tense of the verbs and then practice using each of them with a partner in dialogue back and forth. Did you \_\_\_\_\_ yesterday? Yes I \_\_\_\_\_...

Practice learning the ten most common irregular past tense verbs and practice using them writing sentences using each one. Tell students: try to push yourself to write more complex sentences that maybe you're not sure if they're 100% correct.

Reviewing the past tense verbs from yesterday. Asking students questions and having them respond.

- 6. What did you SEE in class this morning?
- 7. What words did you SAY to students who were having trouble this morning?
- 8. Where did you GO last weekend?
- 9. What time did you COME to work this morning?
- 10. What did you KNOW about teaching before you started this program?

10:30 - 10:45: Now have students write 5 questions with did and get, give, become, find and think

When they finish, pair them up with another student to practice asking and answering their questions.

10:45 - 11:00: See if they can do the mini nerdle.com math puzzle for today on their phones

### **Week 3, Day 1: October 3, 2022:**

1:00 - 1:30: Independent Reading and writing activity: Read the text "A Classroom Volunteer" about a mother who volunteers in her daughter's classroom. Answer the comprehension questions. (Pages 34, 35, 36 and 38 in *From Home to School*.) Check their homework sheet from last week and record if they did it.

1:30 - 1:35: Explain that reading books is fun when it's about something you are interested in. Think about the children you have with you at home. Think of 3 topics that they are interested in. Give examples of baseball, unicorns, fiction stories, middle school drama, learning about animals etc. Have each student write on a piece of paper their name, their child's name, age and three topics the children are interested in. Explain that I will go to the library and try to pick out books to match with their interests.

1:35 - 1:45:

Teach about fire drill procedures and what to do. Copy instructions for fire drills and have each student read one set of instructions out loud and act out the instructions as if they were teaching a child what they mean. Explain what the green paper means, what the red paper means and what their responsibilities are during an emergency (keeping kids calm, silent and in line together with the class for safety.)

1:45 - 2:30: Math practice: Have all students register and sign up for the Khan Academy Primeras Maestras class in Khan Academy. Have them start practicing the 3rd grade multiplication and fractions work I assigned them. They can level up to harder work by taking a test if this work is too easy for them.

2:30 - 3:00: Practice answering questions with does/ doesn't/ do/ don't: Explain the difference on the board

Cold call students to answer these questions:

1. Do you like going to the grocery store? Why or why not?
2. Do you want to live in China? Why or why not?
3. Does your child like doing homework? Why or why not?
4. Does your neighbor make lots of noise?
5. Do you like playing card games? Why or why not?
6. Does she want to go on vacation? Why or why not?

Have students write one question starting with do and one starting with does. Then have them ask their questions to their partners and listen to the answers.

Homework: Read a book in English each day and record the minutes they practiced - or can do a youtube video or Duolingo if they choose. **Also have them bring their laptops/tablets tomorrow if they have them.**

### **Week 3, Day 2: October 4, 2022:**

1:00 - 1:30: Independent reading and writing: Read "Fighting at School" and answer the comprehension questions (pages 52, 53, 54 and 57 in *From Home to School*) Match the phrases that mean the same things, evaluate what are good solutions to Max's problem and then brainstorm solutions and what you would tell him as a parent.

1:30 - 1:40: Group discussion: What would you do if your child said that they were in a fight with someone at school? Was this the same or different than what your parents told you?

1:40 - 2:10: De-escalation training continue: Talk through the Acceleration Phase: What does it look like?

- Yelling
- Throwing things
- Provoking
- Threats
- Swearing

Then walk through ways to slow the acceleration or bring down the behavior:

1. Pause and assess: Is this an emergency?
2. Show empathy: How can I help you?
3. Allow time for student to process and respond. Use active listening.
4. Offer prompt. Walk away. Praise
5. Don't give student preferred activity or incentive because that promotes the behavior
6. Praise after any cooperation

2:10 - 2:20: Have them try to solve today's mini nerdle or nerdle equation in pairs or a group of 3

2:20 - 3:00: Do Khan academy assignments: 3rd grade math: fractions and multiplication and grammar initial assessment

### **Week 3, Day 3: October 5, 2022:**

1:00 - 1:30: Independent reading and writing: Read "Too Tired for Homework" and answer the comprehension questions on pages 58, 59, 60 and 63. For the questions on page 63, have partners ask and answer the questions out loud together.

1:30 - 1:40: Popcorn review some of the questions on page 63 together as a group. Have one student ask a question and another answer. Then have that process continue in a snake until everyone has asked and answered at least one question.

1:40 - 2:20: Primeras Maestras lesson - you are your child's first teacher.

Primeras Maestras Meaning:

Part of this lesson was adapted from English for New Bostonians English for Parents curriculum.

- Write on the board: *You are your child's first teacher.* Ask whether anyone has ever heard this statement. Ask what students think the statement means.



- Vote with your feet: designate Agree and Disagree corners of the room. Re-read the statement, *You are your child's first teacher*, and ask students to go stand in either the Agree or Disagree corner. Ask for volunteers to explain their reasoning.
- Point out the double meaning of "first." First means at the beginning, before your child starts school. This is a particularly important time because from birth to age three is the period of the greatest brain development in the life of a human being. It also means first as in primary or most important, even after your child starts school. Make this point by doing some simple math on the board with the class:

How many hours per day are children in school? 7

How many hours per day are children at home? 17

How many hours per day do children sleep? 8

If you subtract 8 from 17, you get 9. Do students spend more hours awake at home or at school?

This doesn't include weekends, holidays or summer time children spend at home with their families, not their teachers.

- Watch the YouTube one minute video: "Kindergarten Reading- Your Child's First Teacher." While the English narration is not easy for beginning students, the visuals of parents with their children demonstrate the points being made. Watch this video through several times so students understand increasing amounts of the content. Have them note vocabulary they don't understand to ask about afterwards.

<http://www.youtube.com/watch?v=qgvZHxzV0wU>

- Have students list on the board what they saw parents doing with their children in the video. For each action listed, ask what the parent might be teaching the child.
- Explain the concept of brain development and the importance of Talking with your child, Your home as a learning place and Family activities.

2:20 - 2:40: Reviewing PEMDAS:

1.  $5 - 7 \times 5 + 3 = (-27)$  (Review negative number lines)
2.  $4 \times (9 + 3) - 18 = 30$
3.  $8 + 4^2 - 5 = 19$  (Review exponents)

2:40 - 3:00: Have students write 4 questions starting with Do in their notebook. They will read out loud and students will answer. Yes, I do/ No I don't/ Yes, we do/ No we don't

Teacher will then ask students Does SHE... or Does HE... to get them practice using does and doesn't as well.

**Week 3, Day 4: October 6, 2022:**

1:00 - 2:00: Going to the library to read the books that Johanna selected for each individual teacher to match with each child's interests and other bilingual books as well. The goal is for everyone to take home at least one new book to their child to read to/with them. Last week everyone was able to get a library card so they all can check out books.

2:00 - 2:30: De-escalation training continue: Do the activity: Prompt or Power Struggle on the Acceleration Slide of the Training:

<https://rise.articulate.com/share/nreQUOgUB7KI-UE00PyA0mj8PXHHtGw0#/lessons/aYJVWVpCSHF5bbyFV0ro620CdjddOmC1>

Provide ample time for examples and discussion after reading each card.

2:30 - 3:00: Practicing Irregular Past Tense Verbs: Write a story in the past tense. Have each student write on a sticky note: a place and a job. Then have them pass those papers to the right and have the new students write a paragraph - fiction piece in the past tense using as many past tense verbs as possible.

**Homework: Write a paragraph or two in the past tense. We will read these on Monday and review them.**

### **Week 3, Day 5: October 7, 2022: ParaPro Preparation:**

9:00 - 9:20:

- Follow sets of directions: Do two practice problems on page 8 of Cirrus (8B, 9C) Explain to use a blank sheet of paper to do all math problems

9:20 - 9:45: Have students read the MEMO to Human Resources Department. Have them write one sentence that explains what the memo says.

Then have them answer questions 10 and 11. Go over the vocabulary words: derisive (mocking, making fun of), ambiguous (not clear), enraged (angry), threatening (giving a threat) Two best answers are C and D but D is correct because of the last sentence. Explain what to do when you don't understand what some words mean. Think of a word that is similar (rage, threat) and make an educated guess.

9:45 - 10:00: Ask: What is the difference between an index, a glossary and a table of contents?

When would you use an index but not a table of contents? Bring in a textbook to show them the difference and show them. Have them answer the two questions on page 10 about index and table of contents. 12A, 13C

10:00 - 10:20: Teaching multiplication with an array and the box method

When doing  $26 \times 13$  break it into  $20$  and  $6$  and  $10$  and  $3$ . Then multiply each of the pieces together and add them.  $13 \times 26 = 338$

Now try it again with  $17 \times 35 = (595)$

10:20 - 10:30: Teach vocabulary around division:

Dividend: Number being divided into groups  
Divisor: Number by which the number is divided  
Quotient: Answer of a division problem  
Remainder: When there are numbers left over

Have students do two practice problems on page 55

10:30 - 11:00: Long division process. See if any of the students can teach it. If not, I will teach on the board.

- A.  $321/3 = 107$
- B.  $725/5 = 145$
- C.  $362/7 = 52$  remainder 5 or  $52.71\dots$
- D. Determine which fraction is bigger with drawing and then with division:  $4/7$  (.57) or  $3/4$  (0.75)

Reminder of homework about paragraphs

### **Unit 3: Developing Strong Readers:**

#### **Week 4: Day 1: Tuesday, October 11th, 2022:**

1:00 - 1:30: Independent Reading: Khan Academy Lessons - 3rd grade math with division, fractions, 3rd grade fiction and nonfiction close reading

1:30 - 1:45: Reviewing paragraphs for homework. Have each student read their paragraph out loud and have the other students listen for the past tense verbs they used.

1:45 - 2:30: Introduce first project: Reading about great leaders. Have each student select a book from the Terry Barber Activist Series. These were borrowed from the First Literacy Lending Library. The people they can choose from are:

- Cesar Chavez
- Hellen Keller
- Rosa Parks
- Mother Theresa
- Jane Goodall
- June Callwood
- Malala
- Nelson Mandela
- Martin Luther King Jr.
- Harriet Tubman

First go through each person one by one. Have students discuss if they have any prior knowledge about the person. If not, give a short synopsis of the person's life so they can make an informed decision. Tell the students they should pick someone they are interested in but also someone who they don't know much about

so that they learn about someone new. Explain that we will be each writing at least one full page in the past tense about each person. Give each student 30 minutes to just read their chosen book today and help them with any questions or difficult vocabulary.

Direct teach: Glossary and how to use it. Bolded words can be found in the back with a definition

2:30 - 3:00: Partner Reading: There Is / There are: Pages 165 - 167 in Grammar in Context. Read the dialogue with a partner, then review the glossary for the dialogue and then answer the questions.

#### **Week 4: Day 2: Wednesday, October 12, 2022**

1:00 - 1:30: Present continuous: Teach the form for present continuous tense. Remind students to never use the +ing form without a form of the verb to be first. Present Continuous is for what is the person doing right now.

Have students read page 177 in Grammar in Context out loud with a mixed-level partner.

Then have students read the vocabulary in context on page 178. They should see if they understand all of the words after seeing them used in context.

1:30 - 2:00: De-escalation training: De-escalation De-escalation Training Continue: Crisis:

- Ask for help in a crisis.
- Don't try to solve this on your own.
- You are NOT trained in physical restraint (there are people in the building who are.) You may not grab a student ever.

Watch the video on De-escalation from a crisis: <https://www.youtube.com/watch?v=R2PSExM-NhU&t=4s>

The first time watch the video and pause after each section to debrief and make sure they understand. Also put on the English subtitles to help them read and understand.

Watch the video a second time and pause to have the students take notes on what they are learning from the video - these notes can be in English or Spanish to help them.

2:00 - 2:30: More practice on writing about your biography. How to organize your writing:

- One paragraph on early life
- One paragraph about why they are important
- One paragraph that you choose specific to your person

Make sure each paragraph has a clear topic sentence, capitalized letters at the beginning of each sentence and clear supporting details in each paragraph.

2:30 - 3:00: Independent Reading assignment: Khan Academy Lessons

Homework: Answer the present continuous questions on page 179

## **Week 4, Day 3: Thursday, October 13, 2022**

1:00 - 1:30: Write three paragraph topics on the board:

1. Early life and childhood
2. Why are they famous and important?
3. Any paragraph topic you want - have a clear topic sentence

Writing time about your biography. Johanna will have individual writing conferences to help edit work. We will edit, present, and type next week. Also check homework

1:30 - 1:50: De-escalation Training: Recovery and Summary: In the Recovery Phase, go through the steps with them one at a time and have students explain what each means and give us an example:

Recovery:

1. Ask open ended questions
2. Respond to the student with encouragement to talk
3. Listen openly and empathically
4. Give reassurance
5. Problem solve and develop a plan for going forward
6. Help to save face
7. Remember to document the incident

1:50 - 2:05: Look over your notes about the de-escalation training. Think about what were two important things you learned from the training and be prepared to share. Everyone share out one thing they learned in English and if they have needed to use any of these techniques either in class or at home

2:05 - 3:00: Interpreting Graphs

- Reading tables
- Reading diagrams and answer questions on pages 11-15 of Cirrus
- Ask these questions in addition to the questions on the pages:

Bar Graph:

- In Figure 1.1 Bar Graph, what does the China bar show us in a complete sentence? (That 12% of Chinese adults have a college degree.)
- What country do the least adults have a college degree? (India)
- About how many more percentage of people have degrees in the US than France? (about 21)

Line Graph:

- What is the average temperature in June? (78 degrees)
- How much warmer is May than February? (30 degrees)

For Students:

### Bar Graph:

1. In Figure 1.1 Bar Graph, what does the China bar show us in a complete sentence?

\_\_\_\_\_

2. What country do the least adults have a college degree? \_\_\_\_\_

3. What percentage more people have degrees in the US than France? \_\_\_\_\_

### Line Graph:

4. What is the average temperature in June? \_\_\_\_\_

5. How much warmer is May than February? \_\_\_\_\_

### **Week 4, Day 4: Friday, October 14, 2022**

9:00 - 9:25: Review Alphabetic Principles:

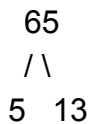
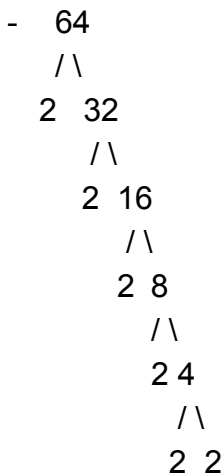
- **Phonological Awareness:** Understanding of word parts to break apart to make new words
- **Phoneme** - small units of sound. You can remember this by hearing sounds on a “phone”
- Look at the Phoneme chart and work on pronunciation for each word
- What do you think **phoneme blending** is? Blending b/a/t
- What do you think **phoneme substitution** is? Can you give us an example of a substitution you can use with b/a/t? (mat, fat, cat, rat)
- **Phonemic segmentation:** Breaking into phonemic parts
- What do you think **phoneme deletion**? Removing part of a word to make a new word. Who can give an example?
- What is a **syllable**? Units of spoken language. How many syllables in the word remainder? What is a remainder again (reviewing information from last week)
- **Onset:** Beginning of a word, consonant or consonant blend
- **Rime:** The rest of the word (cl - onset and ock - rime)
- **Decoding:** Figuring out how to pronounce words based on their letter sounds

9:25 - 9:35: Teaching Reading:

- What are examples of sight words? (the, an, because, if)
- Choral reading - all reading in unison
- Guided reading - reading but pausing frequently to ask about the meaning of a word, check for understanding etc.

9:35 - 10:00: Factors and multiples:

- Prime number is a number that can only be divided by itself and 1 (ex: 7 or 3)
- Composite number can be broken down. Do a factor tree for the number 54
- Have students do a factor tree for the numbers 64 and 65



- What are the greatest common factors between these two numbers? They don't have any
- What is greatest common factor between 12 and 30? (6)

Least common multiple = Least common denominator: Lowest number that is a multiple of a set of numbers. LCM of 6 and 8:

List out the multiples for each number (skip counting)

24 is the smallest.

This is often used in fractions to find the common denominator because you can only add fractions if they have the same denominator.

Example: Ask: What is  $\frac{1}{6} + \frac{2}{3}$ ?

Need to convert to 15ths as the denominator. Show how  $\frac{12}{15} + \frac{10}{15} = \frac{22}{15}$ ths

Have students try one more example:  $\frac{7}{8} + \frac{2}{4} =$

2:00 - 2:30: Give them page 57 in the Cirrus Review book

- Have them answer question 6: What is the least common multiple of 10 and 12 (60)
- Review questions 4 and 5 from last week's work: (C and C)
- Review adding and subtracting with negative numbers on a number line
- Multiplying/ dividing different signs = negative and same signs = positive

Review questions:

A.  $-6 \times 7 = -42$

- B.  $-8 \times -8 = 64$
- C.  $4 \times -3 = -12$
- D.  $-9 \times -8 = 72$
- E.  $-4 + 3 = -1$
- F.  $-8 - 2 = -10$
- G.  $-8 + -2 = -10$

2:30 - 2:45: Review Properties of Numbers (page 58)

2:45 - 3:00: Have students do sample questions 7, 8, and 9 (C, D, C)

## Unit Plan 2:

### **Building Strong Readers:**

**8 weeks, 32 lessons for each student (40 lessons total)**

### **Objectives: Students will be able to:**

- Independently research a famous leader and write a biography paper about their chosen person in English
- Calculate Mean, Median and Mode
- Add and subtract fractions by finding the least common multiple
- Read simple books in English and determine meaning of words from context clues
- Convert improper fractions to mixed numbers and vice versa
- Identify the difference between nouns (common and proper), adjectives and adverbs
- Review and identify types of text structures: Ex: Cause and effect, Problem and solution, Sequential order, Chronological order, Compare and contrast and Description
- Form sentences using Present Continuous for present and future
- Calculating area and perimeter of circles, rectangles and triangles
- Find the variable in simple algebra problems
- Correcting sentences with spelling and capitalization mistakes
- Solving problems using ratios and proportions

### **Week 5, Day 1, October 17, 2022:**

1:00 - 1:30: Independent reading: Work more independently on writing paragraphs for their biography project. Johanna will call everyone individually for a writing conference to help edit.



1:30 - 2:00: Learning how to calculate Median, Mode, and Mean

Give a data set on the board of 9 numbers: 75, 50, 98, 23, 87, 65, 75, 80, 90

Explain that these are your pretend scores for a test you just took.

Median: puts all of the numbers in least to greatest order and tells you the middle number.

Mode: Tells you what number occurs the most

Mean: The Average: Add up all and divide by the number of values

2:00 - 3:00:

Read "Jeroboam" from The Power of Determination and talk about how we are using guided reading strategies. This book is borrowed from the First Literacy lending library.

Prereading question: Have you heard of the story of "The Ugly Duckling?"

Vocabulary from Context Clues page 46: What does fraternal mean (not identical twin)

Ask students to make connections to the text: Explain that this is a good strategy for guided reading. Does anyone have any connections to their own life on page 46?

Page 48: "The Bozeman family fell on hard times. It seemed to happen overnight." Predicting strategy: See who knows what the word predict or prediction means

What is your prediction for what will happen next in the story?

Page 48: What are words to describe how he is feeling? Write these: sad, depressed, despondent, distraught...

Page 49: In the sentence: "I'm not going to lose my babies to the street" who are the babies?

Page 49: What does selectively mute mean?

Page 50: What does the word complainer mean? Use context clues.

Page 51: How many times did Jeroboam audition for Alvin Ailey and fail?

Page 54: Why is it important for Jeroboam to share his story?

Page 54: In two or three sentences, what do you think about this story?

**Week 5, Day 2, October 18, 2022:**

1:00 - 1:30: Independent Reading and Writing: Everyone work individually on writing their biography or rewriting neatly with the recommended edits.

1:30 - 3:00: JPNDC's Paola Liendo presenting about financial literacy: How to make a budget and how to plan to save money to meet your financial goals

**Week 5, Day 3, October 19, 2022:**

1:00 - 1:30: Read "Listen and Follow Directions" and answer questions from *From Home to School* pages 64, 65, 66 and 68

1:30 - 2:30: Writing skills and knowledge: Page 89 - 93: Talk about types of nouns, proper and common nouns. Explain that pronouns are different. Give examples of wrong sentences and show how to correct them. Then have them answer questions 1(C) and 2 (B).

Give them these incorrect sentences and have the students correct them:

1. I went to adams park in roslindale and decided to sit under a tree.
2. Carmen and I went to Silvias house for dinner.
3. Did you hear that Jose has a daughter? Do you want to meet it?
4. Rosanna and me are in class together.

Review verbs and how to conjugate them correctly in English. Review correct and incorrect sentences. 3(A) and 4(C).

Have everyone write two incorrect sentences. Then we will share and have the class correct the sentences.

2:30 - 3:00: Finish writing paragraphs adding in details and good topic sentences and prepare to present tomorrow and we will go to the library so bring library cards.

**Week 5, Day 4, October 20, 2022:**

1:00 - 2:00: Talk about the importance of reading new, exciting books for kids. The number one way (I believe) for kids to succeed in school is to learn to love to read and to want to read. It makes school more enjoyable and easier and easier. If there is one thing you can do to help your kids in school, it's

to get them books that they would be excited to read and help them develop regular reading practice that they want to do. This is a win-win because if you read with/ to your kids, you practice English also!

We will all go to the library to develop skills as readers and regular library users. The first week everyone got library cards, the second time I selected books for each person individually to match with their child's interests. This trip I want to emphasize that I want them to select the books that match with their and their child's interests. When you get home, show them your excitement about the books you picked for them and they will learn to get excited too.

2:00 - 2:30: Present biography presentations. Give time for questions and comments in English about each presentation. Have students take notes on the presentations and praise good note taking throughout. Tell that we will finish the presentations on Monday.

2:30 - 2:45: Speaking practice with topic cards - give everyone a mixed-level pair and give them a topic to talk about for 3 minutes all in English

2:45 - 3:00: Practice finding mean, median and mode of a data set

#### **Week 5, Day 5: October 21, 2022: ParaPro Preparation Intensive:**

Take the full length practice test on paper. This is found in the ParaPro Assessment Prep 2022-2023 book, Assessment 1. Johanna will grade your tests and prepare a preparation packet for each of you the following week with what you need to practice.

#### **Week 6: Day 1: October 24, 2022:**

1:00 - 1:30: Independent Reading Activity: Expensive Shoes in *From Home to School* and answering the questions that follow on pages 76, 77, 78 and 81.

1:30 - 1:40: Have a discussion about the Problem Solving questions and help the group problem solve when their child asks them to buy something that they cannot afford.

1:30 - 2:30: Finish biography presentations with note taking skills and discuss who had the most extensive notes after each presentation.

2:30 - 3:00: Math: Adding and subtracting fractions by finding the least common multiple

Show  $\frac{2}{3} + \frac{1}{6}$

Have them practice with Subtracting  $\frac{4}{6} - \frac{1}{3} =$

## **Week 6: Day 2: October 25, 2022:**

1:00 - 1:30: Independent Reading Activity: Read pages 56 and 57 in Future Level 3 and answer the questions in simple past. After they finish and the teacher checks their work, they should read all of the sentences out loud to a partner.

1:30 - 3:00: Financial Literacy Presentation about Credit

Paula Liendo and other staff from JPNDC will present to the students and other members of the school community about the credit system in the United States in English and Spanish

## **Week 6: Day 3: October 26, 2022:**

1:00 - 1:30: Read the story "It's Bedtime" in *From Home to School* and answer the questions on pages 70, 71, 72 and 75

1:30 - 1:40: Reviewing questions out loud as a group using cold calling

1:40 - 2:00: Explain that on the Parapro test and in life you are going to read lots of words that you don't know the meaning of. Even native speakers read words they don't understand. When you don't have a dictionary or Google Translate ask: What do you do? Explain what it means to infer the meaning in context. What is an inference? (To guess the meaning of something using your clues.)

Read the story, "The Wolf's Chicken Stew" by Keiko Kasza.

Have the students popcorn read and help with their pronunciation.

On page 7 have them read the whole page and try to infer the meaning of the word "craving." In Spanish, this is *antojo*. Don't have them give the Spanish word, instead have them try to explain the meaning in English to a partner and then share out what they think it means.

On page 8, have them infer the meaning of "crept." Explain that they can teach the children to use the pictures as well to help figure out the meaning. There is a perfect picture of the wolf creeping on this page.

On page 11, have them infer "fatten." We can use a part of the word to infer meaning. You know what fat means so what is fatten? (To make fatter.)

On page 15, infer the meaning of scrumptious. Have them write down on a sticky note what they think scrumptious means.

2:10 - 2:20: After finishing the text together as a class, shout out Carmen and show this photo on the projection screen:



Explain that Carmen has started doing read aloud with the class and is doing a fantastic job! As she reads the book she doesn't read with a flat expression but instead reads with different voices for different characters and reads with lots of expression. Now, with a partner, you are going to read this book again to your partner but as you would read to kids with lots of expression.

2:20 - 3:00: Reviewing Common Roots and Prefixes: Give students the list of Common Roots and Prefixes on pages 36 - 41 in Cirrus. Have the students answer the practice questions and then review the following common roots and prefixes: audi (hear), auto (self), bene (good), chrono (time), dict (say), geo (earth), mono (one), path (feel), tele (far away) and more.

#### **Week 6: Day 4: October 27, 2022:**

1:00 - 1:30: Independent Reading Activity: Possessive Adjectives and Possessive Pronouns: Read pages 96 and 97 in Future 3 and answer the questions on the page. Review the answers to the trickiest questions all together as a group.

1:30 - 1:45: Teach about Adjectives and Adverbs, pages 93 -96 of Cirrus. Review correct and incorrect adjective use.

Have students list as many adjectives they can to describe our classroom.

Adjectives describe a noun and adverbs describe a verb

List adverbs to describe your work or the students in the classroom this morning. Excitedly, sluggishly, slowly, quickly, loudly, quietly, passionately etc.

1:45 - 1:55: Teach about prepositional phrases and conjunctions.

1:55 - 2:15: Have each student write one sentence using each of the conjunctions:

- But
- And
- Or
- Yet
- So

Then have students share their sentences and correct any problems if there are any. Project their sentences as I type them on the screen and talk about how we need to all be comfortable making mistakes and it's perfectly okay. That's how we all learn.

2:15 - 3:00: Read Jamal: Chapter 1 from *City Stories: A Book for Adult Beginning Readers*. This book was borrowed from the First Literacy Lending Library. Pages 121 - 130.

Start out popcorn reading around the room and then place them in mixed-level partners to read the rest out loud in partners. Have them stop at the end of every page to check for comprehension and ask if there are any words they don't understand.

Comprehension questions to ask at the end:

1. This story is about a boy who is struggling in school. Why is he struggling? (He is dyslexic)
2. What option did the parents not want to do? (Have the child take pills.)
3. What do you think about kids taking pills to control ADHD? What type of question is this - opinion or fact? (Opinion.)
4. What did Jamal's dad want to do with the belt? (Beat him.) Does this type of discipline help kids in the long run? (No.)

### **Week 6: Day 5: October 28, 2022:**

Review last week's graded tests and read answer key for each question

### **Week 7: Day 1: October 31, 2022**

1:00 - 1:30: Review about Possessive Nouns and Possessive Adjectives: Pages 28 and 29 of Grammar in Context

1:30 - 1:35: Discussion about Feedback (retroalimentación)

Why feedback is important and how all teachers get better from feedback.

1:35 - 2:05:

Math practice: Fractions: Teach Proper Fractions (numerator less than denominator), Improper fractions (numerator greater than the denominator) and Mixed numbers (whole numbers and fractions)

Give them pages 62 and 63 of Cirrus.

Give several examples and have students say whether they are proper, improper or mixed.

Have students convert improper fractions to mixed numbers and vice versa.

Also have students reduce fractions to lowest terms.

Practice this with  $\frac{8}{10}$ ,  $\frac{20}{50}$ ,  $\frac{9}{12}$

Have them answer questions 13 and 14 in Cirrus.

2:05 - 3:00: Read Jamal Chapters 3 and 4 and ask comprehension questions. Then have them ask what questions they would ask to students about this text if they were teachers.

Comprehension questions to ask at the end:

5. This story is about a boy who is struggling in school. Why is he struggling? (He is dyslexic)
6. What option did the parents not want to do? (Have the child take pills.)
7. What do you think about kids taking pills to control ADHD? What type of question is this - opinion or fact? (Opinion.)
8. What did Jamal's dad want to do with the belt? (Beat him.) Does this type of discipline help kids in the long run? (No.)

## **Week 7: Day 2: November 1, 2022**

1:00 - 2:00: Reading *Mufaro's Beautiful Daughters: An African Tale* by John Steptol as a guided reading. I will model some questions and I will have the students create a question they could ask their child students if they were teaching this book on other pages. First read independently and write down words you don't understand. They can use google translate if they want. This is a challenge. Then at 1:30 we will all read the 2nd half together and model questions and ask questions.

2:00 - 2:30: Math practice: Math about calculating perimeter and area of rectangles and circles. They need to memorize the formula for circumference of a circle is:  $2\pi r$  and area is  $\pi r^2$ .

Calculate area and perimeter for a rectangle with sides 13 cm and 8 cm. Then do one with sides 24 in and 7 in

Then calculate circumference and area when the diameter is 8 cm

Practice when the diameter is 5 inches.

2:30 - 3:00: Speaking practice with topics round table. I will assign each person a partner and will have sticky notes with 10 different topics on them. They will need to talk about this topic in English for 3.5 minutes and then we will switch partners and topics.

Topics: Job interview questions, Things you will do this weekend, Things you DID last weekend, Things you like about your work in the classroom, your favorite recipe to cook, your favorite things about the winter, your favorite things about the summer

### **Week 7: Day 3: November 2, 2022**

1:00 - 1:30: Independent Reading: Read "Crossing The Street" from From Home to School and answer questions on pages 82, 83, 84 and 87

1:30 - 2:00: Explain that Wednesdays will be used to review previous concepts and help to remember them better.

Math practice review from earlier: Long division, Adding a fraction, Comparing two fractions, Calculating circumference of a circle

2:00 - 2:30: Grammar: Have each student write 3 sentences with an adverb or an adjective.

Then, have each student write a sentence on the board. Have all students copy down these sentences in their notebooks. Have students correct them if there is a problem. Then have them identify any nouns, verbs, adjectives and adverbs in the sentences.

Then have the students do the same for two of my sentences:

1. The coffee was so hot it scalded my tongue!
2. The brilliant architect designs buildings flawlessly.

Talk about how you can determine the parts of speech even if you don't know what the words mean.

2:30 - 3:00: Have students look back in your notebooks and determine what concepts they want more practice with. We will review previously learned concepts and vocabulary.

### **Week 7: Day 4: November 3, 2022**

1:00 - 1:30: Independent reading practice: Reading article, "Calls for change escalate in Iran" from The Week Jr. page 2 from October 28, 2022

Answer the following questions:



## Questions for “Calls for Change Escalate in Iran”

1. What do women in Iran want?

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2. What does “theocracy” mean? (Hint: look in paragraph 2)

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3. What happened to Mahsa Amini?

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4. Look in the “What is Happening” section. Are the protestors safe? Why or why not?

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5. What type of structure does the “What is Happening” paragraph use?

- a. Chronological
- b. Cause and Effect
- c. Compare and Contrast
- d. Problem and Solution

6. Why did you choose your answer for question 5?

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7. What was the most interesting thing you learned?

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8. What type of question was question 7 - fact or opinion? \_\_\_\_\_

1:30 - 2:30: Differentiated Reading Instruction: Read a book at your level with a partner or a small group. Modeling "book club" strategy to teach reading skills.

For all four of the books we will be imagining you are the teachers and you are preparing this book for guided reading for your students. You need to write at least 6 questions you would ask to the students during the reading. Types of questions could be prediction questions, comprehension, inferring the meaning of a tricky word from context, a question inferring what a character is thinking or feeling, etc.

Two of these I would like to be inferring the meaning of tricky words like we did with the book about the wolf and the chicks - with the word scrumptious or crept.

Jose, Yajaira - Reading *Hunger Games* Tell them that we will be reading this book some at home for homework and some in class and we will have discussions about it in a book club format. You can use google translate and the glossary on the pages to help. Please take notes as you read. Homework is to read the rest of Chapter 2 by Monday.

Dileisy and Silvia - Reading *The Jacket* by Andrew Clements

Carmen, Wilda, Rosa: Reading *Magic School Bus Inside the Human Body* by Joanna Cole

Rosanna and Doris: *El Deafo* by Cece Bell

2:30 - 3:00: Play Headbanz Game to practice speaking and listening. Have people guess what card they are by asking questions in English

### **Week 7: Day 5: November 4, 2022:**

9:00 - 9:30: Review text structures from an earlier lesson.

- Cause and effect
- Problem and solution
- Sequential order
- Chronological order
- Compare and contrast
- Description

Review what 1st person, 2nd person and 3rd person texts are. Have students write one sentence with each of the three types.

Have students answer two multiple choice questions using these concepts.

9:30 - 10:10:

Review Text types: Non-fiction, Drama, Poetry, Expository, Narrative, Descriptive, Persuasive. Have them give examples of each type of writing.

Review Graphic Organizers: KWL Chart, Venn Diagram, Sequencing Chart, Main Idea/ Key Detail Chart, Fact and Opinion Chart, Problem and Solution Diagram, Plot Pyramid

10:10 - 10:25: Have the students each create a chart on the whiteboards to demonstrate:

- Have one draw a plot pyramid for the book we read the week before about the wolf and the chicks
- Have one make a KWL chart about Cesar Chavez
- Have one make a fact and opinion chart about the Primer@s Maestr@s program
- Have one make a Venn Diagram comparing Johanna and Ana (their two teachers for the program)

Have each student share their diagram with the class.

10:25 - 11:00: Math: Teach proportional relationships and words in English to express operations. Pages 65, 66 of Cirrus

Give sample ratio questions like this:

Yajaira's hand hurts. She takes 3 ibuprofen for every 4 acetaminophen. If she took 28 acetaminophen in the hospital, how many ibuprofen did she take?

Practice cross multiplying and dividing.  $X = 21$  ibuprofens

Addition: added, and, plus, total, increased, combined, sum, together

Subtraction: decrease, take away, give away, fewer, minus, difference, less

Multiplication: times, increased by a factor, doubled, tripled

Division: per, ratio, divided, split into, quotient, half

### **Week 8: Day 1: November 7, 2022:**

1:00 - 1:45: Continue with book clubs. Each pair will read together and work on crafting good questions that they would ask to students if they were teaching this book

1:45 - 2:00: Explain that on Thursday we will have a quiz covering topics we learned so far this semester. The goal of this test is for you to show what you have learned and also to see what topics we need to review more as a class. Review the topics:

### Topics for the quiz -

- Reading a text with questions to answer - similar to how we have been practicing
- Past tense - regular and 12 most used irregular verbs
- Choosing the noun, adjective, adverb and verb in sentences
- Conjugating verbs correctly - present, present continuous, simple past
- Possessive Pronouns
- PEMDAS - solving equations
- Circumference and area of a circle
- Fractions - converting improper to Mixed
- Finding equivalent fractions

2:00 - 2:30: Reviewing for the test with diagramming sentences and practicing converting fractions from Improper to Mixed.

Write above each underlined word if the word is a noun, a verb, an adjective or an adverb:

1. Dileisy brings delicious flan for her friends.

2. Does Carmen need to walk carefully?

3. Silvia and Doris can't find their blue notebooks.

Convert the following fractions from Improper fractions into Mixed fractions:

A.  $\frac{7}{4}$

B.  $\frac{12}{5}$

C.  $\frac{9}{4}$

2:30-3:00: Reviewing the common past tense irregular verbs and writing them into sentences to practice using them correctly.

Present Tense	Past Tense
walk	
see	
say	
go	
come	
work	
know	
do	
have	
find	
blink	
give	
get	
love	
think	
work	

**Week 8: Day 2: November 8, 2022**

1:00 - 1:35: Independent Writing Practice: Community Team Building Activity: Everyone sits in a circle and gets a sheet of paper in front of them with their name on it. Everyone passes their paper one desk to the right. They will write one or two kind sentences about the person whose name is in front

of them. They will eventually write about each other person in the class. They could write about how the person is as a classmate and/or in general. At the end, each person will get to read the sentences about themselves and people can share how it made them feel.

1:35 - 2:05: Book clubs

2:05 - 3:00: Continue reviewing for quiz:

Put the correct form of the verb in the blank.

1. Rosa \_\_\_\_\_ (to go) to the supermarket every Saturday.
2. Wilda \_\_\_\_\_ (to go) to church last Sunday.
3. Right now Ana \_\_\_\_\_ (to work.)
4. We all \_\_\_\_\_ (to learn) English this year.
5. \_\_\_\_\_ (to do) Yajaira \_\_\_\_\_ (to need) to help at lunch today?
6. Yesterday they \_\_\_\_\_ (to walk) to work.
7. Every day Dileisy \_\_\_\_\_ (to take) her son to daycare.
8. At this moment we \_\_\_\_\_ (to write.)
9. Last week Silvia \_\_\_\_\_ (to laugh) at something funny.
10. Carmen and Wilda \_\_\_\_\_ (to work) in K1.
11. Rosanna and I \_\_\_\_\_ (to like) rice.
12. Jose \_\_\_\_\_ (to have) a baby last weekend!!
13. Doris \_\_\_\_\_ (to live) very close to school.

- PEMDAS

What do each of the letters stand for in PEMDAS?

P =

E =

M =

D =

A =

S =

A)  $6 + 9(3) =$

B)  $4 \times 3 + (6 - 2) =$

C)  $\frac{(4)(5)}{2} + 7 + 4 =$

D)  $6^2 - 3^3 + 8 =$

- Possessive Pronouns: Match the correct possessive pronoun to the sentence

Possessive Pronouns are: **Mine, Yours, His, Hers, Its, Ours, Theirs**

1. This is my car. The car is \_\_\_\_\_.
  2. This Family Center is for all of us. The office is \_\_\_\_\_.
  3. Is that your water bottle? Is it \_\_\_\_\_?
  4. Jose's baby was born last Saturday. \_\_\_\_\_ baby is cute!
  5. Write a sentence using hers:
- 

6. Write a sentence using theirs:

---

7. Write a sentence using its:

---

**Week 8: Day 3: November 9, 2022**

1:00 - 1:30: Independent Reading Activity: "Absent from School" from *From Home to School* and answer questions on pages 88-91

1:30 - 3:00: Review for quiz:

**A. Circumference and area of a circle**

1. What does circumference mean? \_\_\_\_\_
2. What is the formula for the circumference of a circle: \_\_\_\_\_
3. What does area mean? \_\_\_\_\_
4. What is the formula for area of a rectangle? \_\_\_\_\_
5. What is the formula for the area of a circle? \_\_\_\_\_
6. I need to find the area of my rug. From one side of the rug to the other it is 6 feet across. What is the area?
  
7. Dileisy is making decorations for her son's birthday party. She has a circular table and has a banner that she wants to hang around the outside edge. How long does the banner need to be if the radius of the table is 5 feet?



## B. Finding equivalent fractions:

1. What is a fraction that is equal to  $\frac{1}{2}$ ?
2. What is a fraction that is equal to  $\frac{4}{8}$ ?
3. Add the following fractions:  $\frac{3}{4} + \frac{2}{6} =$

4. Which is equal to  $\frac{1}{2}$ ?

- A.  $\frac{8}{5}$
- B.  $\frac{2}{4}$
- C. 0.8
- D. 1.25

C. Look back at your notes. What are you still confused about?

## Week 8: Day 4: November 10, 2022

1:00 - 2:30: Quiz about previously learned topics

- A. Pages 1-3: Read "Sign Up for Soccer" in *From Home to School* and answer questions pages 46 - 48 and 50
- B. Read the following sentences and label the verb(s), the noun(s), and the adjectives and adverbs if there are any.

Example: Doris was not an orange pumpkin for Halloween.

1. Rosanna and Wilda read carefully at the library.

2. Silvia is wearing a beautiful sweater.
3. Did you go to the park by the zoo, Carmen?

C. Write the past tense of the following verbs:

Present Tense	Past Tense
wash	
come	
say	
go	
work	
do	
have	
find	
get	
fix	
think	

D. Fill in the following sentences with the correct form of the verb (present, present continuous or past)

1. Last week the computer \_\_\_\_\_ (to work) well.
2. Right now Carlos \_\_\_\_\_ (to go) to the classroom.
3. Every day we all \_\_\_\_\_ (to brush) our teeth.
4. \_\_\_\_\_ (to do) Blanca \_\_\_\_\_ (to like) reading to her children?
5. Yesterday Yulissa \_\_\_\_\_ (to play) on the playground.
6. We \_\_\_\_\_ (to write) on our test papers now.
7. Boris \_\_\_\_\_ to my house every Tuesday.

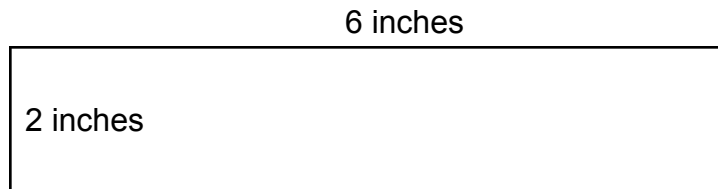
E. Possessive Adjectives: put these possessive adjectives in the correct blank: mine, yours, hers, his, ours, theirs.

1. Ana has a white desk in the office. The desk is \_\_\_\_\_.
2. I love my children because they are \_\_\_\_\_.

3. Carmen, Rosa and Wilda are reading a book together. That book is \_\_\_\_\_.
4. Silvia has a son named Samuel. Samuel is \_\_\_\_\_.
5. Can we move these desks to a different location? Yes, because they are all of \_\_\_\_\_.

F. Circumference and Area of a Circle:

1. What is the formula for the circumference of a circle? \_\_\_\_\_
2. What is the formula for the area of a circle? \_\_\_\_\_
3. What is the area of this shape below?



4. What is the circumference of this shape below? The length from the center of the CD to the edge is 3 inches.



G. Equivalent Fractions:

1. What is a fraction that is equal to  $\frac{4}{6}$ ?
2. Which fraction is equal to  $\frac{3}{6}$ ?
  - A.  $\frac{1}{2}$
  - B.  $\frac{2}{2}$
  - C.  $\frac{6}{18}$
  - D.  $\frac{6}{9}$

H. Complete each equation:

$$4 + 6(9) - 2 =$$

$$5^2 - 2^3 + 7 =$$

I. Convert the following fractions from Improper fractions to Mixed Numbers:

A)  $\frac{7}{3}$

B)  $\frac{14}{6}$

J. Answer the following questions:

1. Did you like taking this test? \_\_\_\_\_

2. ¿Sobre qué temas quieres aprender más en la clase de inglés?

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2:30 - 3:00: Speaking practice: Watch part of this clip about how to play the "Password" game:

<https://www.youtube.com/watch?v=McaQMJwqn50&t=91s>

Then call 4 students up to the front of the class in pairs. One person from each team gets a sticky note with a word on it and they only can say one word at a time to get their partner to guess the word. They MUST use only English words. Words can come from the Headbanz game. Teams take turns until one team guesses the word. Then new teams come up to the front.

**Week 8: Day 5: No Class for Veteran's Day**

Following week: trip to the library and practice ratio problems on Friday for practice

**Week 9: Day 1: November 14, 2022**

1:00 - 1:30: Book clubs: Reading differentiated books with a partner or small group

1:30 - 3:00: Writing a cover letter for a job application - Workshop with Enrique Ponce from JPNDC

## **Week 9: Day 2: November 15, 2022**

1:00 - 1:45: Book clubs: Reading differentiated books with a partner or small group

1:45 - 2:30: Reviewing exams, giving back tests and going over tricky problems in two small groups with Blanca as the leader of one group.

2:30 - 2:45: Math: Give students a term (mixed up by operation) and have them place it into the appropriate operation quadrant in their notes:

Addition: Added, and, plus, total, increased, combined, sum, together

Subtraction: decrease, take away, give away, fewer, minus, difference, less

Multiplication: times, increased by a factor, doubled, tripled, groups of

Division: per, ratio, fraction, divided, split into, quotient, half

2:45 - 3:00: Have students solve simple algebraic problems:

A) If  $x = 5$ , what is the value of this expression:  $2x - 3$ ?

B) Sawyer has  $c$  pieces of Halloween candy in her bucket. She gives 4 pieces of candy to a friend and splits the remaining pieces with her sister. Which expression describes how many pieces of candy Sawyer now has?

- a)  $2(c - 4)$
- b)  $(c - 4) / 2$
- c)  $2(c + 4)$
- d)  $(c + 4) / 2$

C) Solve this problem:

$$6x + 8/2 = 16$$

## **Week 9: Day 3: November 16, 2022**

1:00 - 1:30: Independent reading practice: "Changing Cities, Changing Lives" from Future 3 page 12 and answer questions about main idea and learning vocabulary in context on page 13

1:30 - 2:00: Discuss count nouns vs. non-count nouns

Rice, water, hair, juice etc. are non-count

Cookies, cups, desks, people are count

Have students read pages 16 and 17 of Future 3 discussing count and non-count quantifiers:

Count nouns: There are a few/some /several/ a lot of/ many ...

Non-count: There's a little/ some/ a lot of...

2:00 - 2:30: Have all write two paragraph cover letter describing why they want this job and why they would be good for the position. Include desire for the job, job experience and philosophy of education (required for BPS jobs.)

2:30 - 3:00:

Place Value: Lesson: (This lesson will happen twice because it is two different groups of students at these two times.)

Place Value:

Review the names of the place values on a place value chart:

100,000 = hundred thousands, 10,000 = ten thousands, 1,000 = thousands, 100 = hundreds, 10 = tens, 1 = ones, . = decimal point, 0.1 = tenths, 0.01 = hundredths

Give them this number on the board:

7,832,106.45

Have each person say the number out loud.

Then ask them what place value each number is in.

10:35 - 11:00: Rounding: Any number can be rounded to any place value. Ask if anyone can explain how to round a number. (Look to the number to the right of the place you are rounding to. If the number is 5 or higher, round up to the next number. If the value to the right is 4 or lower, keep the number the same and the rest of the numbers become zeros.)

Round 8,743 to the nearest thousand, hundred and tens place.

Then have each student solve these three problems:

1. Which digit is in the tens place when multiplying 18 by 45.2? (813.6)

- A. 8
- B. 3
- C. 1
- D. 6

1. Which digit is in the hundredths place when 1.3208 is divided by 5.2? (0.254)

- A. 0
- B. 4
- C. 5
- D. 8

2. Which number has the greatest value?

- A. 9,299 ones
- B. 903 tens
- C. 93 hundreds
- D. 9 thousands

3. What is 498,235 rounded to the nearest thousand?

- A. 498,000
- B. 498,200
- C. 499,000
- D. 500,000

### **Week 9: Day 4: November 17, 2022**

1:00 - 2:00: Go to the Egleston Public Library to choose and read books at an appropriate level

2:00 - 3:00: Read "Grant" from the City Stories book by Larissa Phillips. Skill: Making predictions about the text. Good readers think about what might happen next as they read. After every page we read, we will make predictions about what will happen next.

First: everyone reads one paragraph. Then Johanna reads a page while everyone follows along. Then have students break into pairs to read the rest together in a pair.

Jose and Dileisy  
Rosanna and Carmen  
Doris and Wilda and Rosa  
Silvia and Yajaira

### **Week 9 Continued: November 21, 2022:**

1:00 - 2:00: Meet with the K1/K2 team. Have a discussion about what is going well with the Primer@s Maestr@s in class and what could be improved. Also Johanna presents to the teachers about all of the Adult Education class options for families so they can encourage families to come. She will also solicit suggestions from them about future programs. Teachers will also present a center to the Primer@s Maestr@s that they will learn how to run to students and families in the future.

2:00 - 3:00: Meet with the 1st/2nd grade teams. Have a similar discussion about what is going well and what can be improved. Johanna will again share about Adult Education options

### **Week 9 Continued Day 2: November 22, 2022:**

1:00 - 1:30: Independent Writing Activity: Everyone writes a paragraph with at least 8 sentences about what they are thankful for this year. Everyone should make sure they start every sentence with a capital letter and end with punctuation. The teachers will help revise the writing as they write. If they finish early, they can read their book club book.

1:30 - 1:45: Have everyone read their paragraphs out loud to the class and after each paragraph is read, have one person say what sentence they will remember from the paragraph

1:45 - 2:15: Practice solving algebraic equations:

A)  $4x + 3x - 6 = 50$

B)  $4x + 12 = 2x + 48$

C)  $5x - 4 = 3(8 + 3x)$

2:00 - 3:00: Read the new four page Wellness policy for the Hernandez School. Have a separate page where students list questions that they have about the policy and suggestions that they have for how to make it better. We will do a guided reading of the policy to understand the tricky vocabulary.



## Week 10: Day 1: November 28, 2022

1:00 - 1:30: Independent Reading: Pages 10 and 11 in Future 3:  
Practice making questions using do in the affirmative and negative.

1:30 - 1:40: Write 5 questions using do and then practice asking and answering them with a partner.

1:40 - 2:00: Math practice: Have students write a chart in their notebooks to learn terms of measurement in the American Units and the Standard Units. Give them the blank chart and ask them if they can list any of the units out loud. Fill in the chart together as a class

<b>Dimension</b>	<b>American Units</b>	<b>Standard Units</b>
Length	inch/ foot/ yard/ mile	meter/ (kilometer)
Mass (Weight)	ounce/ pound/ ton	kilogram
Volume	cup/pint/quart/gallon	liter
Temperature	Fahrenheit	Kelvin/ celsius

2:00 - 2:30:

Review place value (ones, tens, hundreds, thousands, etc.)

Then go over metric prefixes:

Deca = 10

Hecto = 100

Kilo = 1000

Deci = 0.1

Centi = 0.01

Milli = 0.001

How many years are in a decade? (10)

How many grams are in a kilogram? (1,000)

What is a kilogram similar to in the American system? (A pound)

How many centimeters are in a meter?

How many millimeters are in a meter?

How many legs do centipedes have (not really but they're supposed to?)

How old is a centenarian?

2:30 - 3:00: Review rounding rules and review the last two problems on the Place Value Worksheet

## **Week 10: Day 2: November 29, 2022**

1:00 - 1:30: Book clubs

1:30 - 2:15: In small groups read Boston Globe article about the first Division 1 female baseball player ever. She is from the Dominican Republic, where a lot of our students are from. These groups will be divided into reading levels so that the lower level group can spend more time understanding tricky words.

# **A lofty plan by a dad and his daughter 14 years ago produced Brown's Olivia Pichardo, the first woman on a Division 1 baseball roster**

By [Julian McWilliams](#) Globe Staff, Updated November 22, 2022, 2 hours ago



Olivia Pichardo tried out for Brown's baseball

team as a walk-on. COURTESY/BROWN UNIVERSITY

It was never a tough decision for Olivia Pichardo.

The Queens, N.Y., native's father, Max, would not allow his daughter to let doubt creep into her mind. He grew up playing baseball in the Dominican Republic. Never organized ball, but instead on the streets or in sandlot games. He made it his mission, though, that Olivia would play organized ball.

Roughly three months shy of her 19th birthday, the two have executed that mission, etching the younger Pichardo's name in a stratosphere that only they foresaw.

Pichardo made history Monday, becoming the first woman to make an NCAA Division 1 baseball roster. Pichardo, a freshman at Brown University, received the news from her head coach, Grant Achilles, in front of her teammates, who cheered the announcement.

"I definitely feel very good," Pichardo said Monday evening. "A lot of people have been hyping me up and sending me their congratulations. So I've been taking the time to get back to every single one of them who congratulated me. I'm still going through all of

them throughout the day, but I'm getting an overwhelming amount of support and it definitely feels very good to feel supported like this."

There were no guarantees that Pichardo, who came in as a pitcher but will serve primarily as an outfielder for the Bears, would make the team. Achilles knew who she was before she touched down on campus. Through the school's standard application process, Pichardo informed Achilles that she wanted to try out.

So, he gave the 5-foot-7-inch lefthanded hitter, who throws righthanded, the fall to show what she could do, giving her a chance to walk on.

Pichardo did not disappoint.

"She's just a confident person," Achilles said. "She would be very strategic in her preparation. That was the first thing I noticed about her. Her tenacity from Day 1 has been something that stood out, just from staying and hitting in the rain to showing up before classes."

It wasn't just about her work ethic, though. Her performance this fall, clearly, played into Achilles's decision. But he admitted the choice wasn't easy. From a talent perspective? Sure. But that wasn't all that was at play.

"Olivia, having to be honest with you, the only reason why we wouldn't have kept her was because of the unknown," Achilles said. "Because of adding a girl. Because talent-wise, if she wasn't a female, then it would have been really easy. I think she made it a really

difficult decision in some respects, but in other respects it couldn't have been easier to add her.”

There were times, Pichardo said, at each level, when she would be pressured toward softball. Pichardo ignored all of it.



Olivia Pichardo has never wanted to play softball,

even when folks tried to push her toward it. COURTESY/BROWN UNIVERSITY

At Brown, it wasn't quite baseball or nothing. Though she went in with the attitude that she belonged, if she did not make the team, at heart, Pichardo is a competitor.

But she wouldn't have picked up a softball bat. There's a mental block between her and that sport, because she's committed so much time to baseball. Her stubborn side wouldn't dare walk in the direction others have tried to push her toward.

But maybe rugby?

“I just knew that it would not be softball,” Pichardo said.

She never had to make that choice. The trek her and her father made toward baseball from the time she was 5 has added another piece of success to its journey.

This time, history.

“My goal in playing baseball wasn’t really to directly inspire the next generation,” Pichardo said. “It’s kind of something that comes with being a girl playing baseball by default. By default, you become a pioneer. I love baseball. But knowing that I may be inspiring the next generation of female baseball players was definitely a strong motivator to keep me going.”

Questions about the article:

1. What is the main idea of this article in a complete sentence?

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2. What sport did Pichardo NOT want to play? \_\_\_\_\_
3. What does tenacity mean?
  - a. Determination
  - b. Unhelpfulness
  - c. Height
  - d. Happiness

2:15 - 3:00: Math review problems about recently learned concepts:

**Math Review:**

Algebraic Expressions:

Example Problem: Solve for x:

$$3x + 162 = 6(3 + 2x)$$

1. Solve for x:  $8x + 170 = 3(2 + 3x)$

2. When  $x = 7$ , solve the expression:

$$3x + 9 - 12$$

**Mean, Median and Mode:**

12	5	8	9	12	4	2	11	4	8	12
----	---	---	---	----	---	---	----	---	---	----

Find the mean of the data set:

Find the Median of the data set:

Find the Mode of the data set:

**Place Value:**

Look at the following number: **435,628.17**

What number is in the ten thousands place? \_\_\_\_\_

What number is in the tenths place? \_\_\_\_\_

What number is in the hundreds place? \_\_\_\_\_

What place value is the 4 in? \_\_\_\_\_

What place value is the 8 in? \_\_\_\_\_

### **Rounding:**

What is 453 rounded to the nearest ten? \_\_\_\_\_

What is 453 rounded to the nearest hundred? \_\_\_\_\_

What is 874 rounded to the nearest ten? \_\_\_\_\_

What is 1,874 rounded to the nearest thousand? \_\_\_\_\_

### **Week 10: Day 3: November 30, 2022**

1:00 - 1:30: Independent reading and questions: Read and answer questions in present continuous for the future from Future 3 pages 42 and 43

1:30 - 1:40: Everyone writes 3 sentences in the present continuous (future) about what they will do tonight when they get home, tomorrow in class and this coming weekend. Then we will share these with a partner.

1:40 - 1:45: Tell the class about the Healthy Living classes tomorrow and the Spanish/English conversation group tonight.

1:45 - 2:30: Have partners read "Isabel" chapter from the City Stories: A Book for Adult Beginning Readers. After each page have small group ask themselves "What do we think will happen next?" Everyone should also have a page in their notebooks where they write the definitions of new words that they learn through reading.

2:30 - 3:00: Learning how to solve ratio problems: (This was taught on Friday to a small group but the other half of the group will learn it now.)



## **Week 10: Day 5: December 2, 2022**

9:00 - 9:30: Review ratio problems for practice:

1. Roselynn teaches 3 days of book work reading about science a week and 2 days of science experiments. If she teaches 78 days of science experiments, how many days of book work does she teach?
  
2. (This is basically true!) Johanna spends 10 hours a week teaching class, 8 hours a week planning lessons, 6 hours in meetings, 8 hours managing paid staff members and 8 hours planning programs.

If she spends how many hours of lesson planning does she do for every 100 hours of meetings? (about 133)

3. Now you write a simple ratio problem about how many non-fiction books the kids in your class read to every fiction book they read. (You make it up.)

9:30 - 10:10: Antonyms and Synonyms:

Write the definition of synonym and antonym

Then give each student a list of common synonyms and antonyms. Have students go through the list and highlight the words that they didn't know before. The teacher will then star 4 words on each students' page. Using the synonym or antonym they do understand, each student should write 4 sentences using the new vocabulary words.

Then we will share some of these sentences with the class.

10:10 - 10:35: Place Value:

Review the names of the place values on a place value chart:

100,000 = hundred thousands, 10,000 = ten thousands, 1,000 = thousands, 100 = hundreds, 10 = tens, 1 = ones, . = decimal point, 0.1 = tenths, 0.01 = hundredths

Give them this number on the board:

7,832,106.45

Have each person say the number out loud.

Then ask them what place value each number is in.

10:35 - 11:00: Rounding: Any number can be rounded to any place value. Ask if anyone can explain how to round a number. (Look to the number to the right of the place you are rounding to. If the number is 5 or higher, round up to the next number. If the value to the right is 4 or lower, keep the number the same and the rest of the numbers become zeros.)

Round 8,743 to the nearest thousand, hundred and tens place.

Then have each student solve these three problems:

2. Which digit is in the tens place when multiplying 18 by 45.2? (813.6)

- E. 8
- F. 3
- G. 1
- H. 6

2. Which digit is in the hundredths place when 1.3208 is divided by 5.2? (0.254)

- E. 0
- F. 4
- G. 5
- H. 8

2. Which number has the greatest value?

- E. 9,299 ones
- F. 903 tens
- G. 93 hundreds
- H. 9 thousands

3. What is 498,235 rounded to the nearest thousand?

- E. 498,000
- F. 498,200
- G. 499,000

H. 500,000

**Week 11: Day 1: December 5, 2022**

1:00 - 1:30: Independent Reading and writing: Learning to use the form “used to” to speak and write about the past

Read page 22 and 23 in Future 3: Reading and practicing using used to

1:30 - 1:45: Write 8-10 sentences about how your life is different in your home country compared to the US using used to

1:45 - 2:00: Sharing all 10 sentences with a partner

Then, each partner will share one sentence about their partner out to the class.

2:00 - 2:30: Math practice: Geometry: Lines and Angles

Teach the vocabulary words: Line, Ray, Line Segment, Right Angle, Acute angle, Obtuse Angle, Perpendicular and Parallel. Have them draw each type of angles in their notebooks. Then have them walk around the classroom and find:

Parallel lines, Perpendicular Lines, Obtuse angles, and right angles and acute angles. They can also make them with pencils and things if they can't find them naturally.

Explain that this type of lesson is engaging kinesthetic learners - people who need to move their bodies. Another lesson they could do with kids is to have them make these angles with their bodies.

Have a student come up and lead us in a mini-lesson where they call out a type of angle and we have to make it with our arms.

2:30 - 3:00: Speaking practice: Practice using the form:

I used to \_\_\_\_\_ but now I \_\_\_\_\_.

Then have another person put this into the regular past.

Use this list of words on the board to form sentences and solicit other verbs from the class to add:

- Ride my bike
- Smoke
- Play
- Swim
- Teach

- Learn
- Sing
- Talk
- Bring
- Work
- Think
- Stay

**Week 11: Day 2: December 6, 2022**

Objective: Students will be able to make suggestions in writing and speaking using “you should.”

1:00 - 1:30: Practice writing sentences with should, should not and has to:  
Grammar in Context pages 102 and 103

Read this paragraph:

My husband is 65 years old and I’m 62. We came to the United States a year ago to live near our son and daughter. We live in a quiet suburb in Rhode Island with our son. He has a big house, but he and his wife work all day, so we’re home alone. You need a car to get anywhere and we don’t drive. I miss Beijing. In Beijing, we used to spend time with our friends and we miss that. I don’t speak English very well and I’m bored. My daughter tells us to move to Boston. She and her husband live in Chinatown in an apartment. What should we do?

Talk about making suggestions using You should or she should...

In partners work together to write a paragraph of suggestions for what she should do. Both can write the same thing or different but you can talk about it in English.

2:00 - 2:30: Write a list of 3 problems that a person could have. We will make a list of the problems together on the board. Everyone will choose one problem to write a full paragraph about explaining the situation. It is totally imaginary - they make it up.

After the writing, we will all trade papers and everyone will write suggestions for what the person should do to solve the problem. They will write the suggestions on the bottom of the paper.

2:30 - 3:00: Speaking practice giving suggestions using “you should:” Acting in front of the class.

One at a time, each person will come and read their paragraph about a problem. They should act it out and act horribly upset about the problem. Then, a second classmate will listen to the problem and provide suggestions. These suggestions could be great advice or terrible advice and the class will decide if their advice was good or not. The volunteer, Blanca and I will act out a situation first to model this. She will first give me terrible advice and then will give me great advice.

## Week 11: Day 3: December 7, 2022

1:00 - 1:30:

### Present Continuous for the Future

Please use the verbs in the box below to write 10 sentences using the present continuous for the future. Please see the three examples below to help you.

1. Tomorrow I am going to talk to the police officer about not ticketing parents outside of the school.
2. Next week I am traveling to New York to visit my sister-in-law.
3. On Thursday we are learning about geometry so that we can help our children and our students.

Go   Bring   Lift   Fly   Plan   Work   Eat   Think   Dance   Watch
---

1:30 - 1:50: Share sentences with a partner and choose one sentence to share with the class. Then, everyone takes turns reading once sentence to the group and another person has to turn the sentence into future tense using "will." For example, "next week I am traveling to New York" will become "Next week I will travel to New York."

1:50 - 2:15:

Fractions extra practice from Effortless Math.com: Simplifying Fractions

2:15 - 2:30:

Give everyone a partner. Have the following words written on sticky notes:

- The Dentist
- Mexico
- The Library
- Dominican Republic
- A Job Interview
- College
- Your best friend's house
- A Halloween Party

Each partner will get a place. One partner will make a statement to the other partner: When you go to \_\_\_\_\_ (the place) you have to...

The other partner will make a suggestion saying:

When you go to \_\_\_\_\_ (same place) you should...

Then the sticky note will pass one place to the right in the circle and the suggestions and statements will continue. Partners should trade off using "have to" and "should."

2:30 - 3:00:

One of the Primer@s Maestr@s students had an idea that we should use sentence strips to hang useful information we want to remember around the room. Using sentence strips that a student gave us, the students will work together to write present and past verbs to hang in the classroom as reminders. Another group will work on math equations they want us to remember. A third group will write present continuous sentences in the present and the future tense.

### **Week 11: Day 4: December 8, 2022**

1:00 - 1:30: Math Practice:

#### **Measures of Central Tendency Practice:**

1. The runs scored by a cricket match by 11 players is as follows:

7    16    121    51    101    81    1    16    9    11    16

What is the mean, median and mode?

2. The weights in kg of 10 students in the class are:

39    43    36    38    46    51    33    44    44    43

What is the mean, median and mode?

3. Evaluate each expression for  $a = 3$ ,  $b = 2$ , and  $c = 1$ .

a)  $4a - b^2$

b)  $9(a + 2b) + c$

c)  $(2a + b)/2$

1:30 - 2:15: Math: Shapes and geometry: Reviewing names of circle, square, rectangle, triangle, hexagon

Then reviewing types of triangles and having the students draw them in their notebooks: Scalene (all sides different lengths)

Isosceles (two sides the same)

Equilateral (All sides the same)

For the following triangles, I will put examples of these three triangles on the board. Because they previously learned the vocabulary of acute, right and obtuse for angles, students will need to determine which triangle is which and explain why.

Acute triangle (acute angles)

Right Triangle (one right angle)

Obtuse (one obtuse angle)

Lastly we will review the formula for area and perimeter of a triangle ( $A = \frac{1}{2} BH$  and  $P = s_1 + s_2 + s_3$ )

Put three triangles on the board. First, determine if the triangle is scalene, isosceles or equilateral. Then, if it is Acute, Right or Obtuse. Finally, find the area and perimeter of each of the three triangles.

2:15 - 2:30: Explain the project that everyone needs to pick one center that they teach to their students about literacy or reading. Everyone needs to bring that center on Monday to class so we can practice explaining it to the group. The important thing is that usually these centers are explained in Spanish. Because this is English class, this time, you need to explain the directions to the class in English. Everyone will have 10 minutes with their center. 3-4 minutes to explain what to do and 6-7 minutes for the rest of the class to try to do the center with you acting as the teacher and correcting any mistakes or acting as if you are the real teacher in the situation. We will teach these centers next week.

2:30 - 3:00 Break into two groups and have a debate in English: One side will form clear arguments for their opinion and the other side will form clear arguments for their side. Then we will have the debate. Opinions: We should have uniforms in the Hernandez school. We should not have uniforms in the Hernandez school.

### **Week 11: Day 5: December 9, 2022**

9:00 - 9:30:

Reviewing capitalization rules: Use page 100 of Cirrus ParaPro

- First word of a sentence
- First letter of a proper noun
- Titles, if they come before the name
- Months but not seasons
- Major holidays
- Specific places but not general places
- Titles for relatives only when before the name, not when standing alone

9:30 - 10:00: Review common spelling rules:

- I before e except after c
- Double final consonant when adding suffixes if preceded by a single vowel
- Drop final vowel when adding a consonant
- Change the final y to an i when adding a suffix
- Change final f to ves in plural
- With final o add es
- Change us to i in plural

10:00 - 10:15: Give sentences and students need to make the corrections. These can be problems with capitalization or with spelling.

## **SenTenCes with Misstaks**

**Correct the following sentences:**

1. Doris feliciano, the actress, wanted to go to the restrant on tuesday.
2. do you think we shoud eat spaghetti with a fork or a spoon.
3. The federal bureau of investigation (FBI) is located in Washington Dc.
4. Silvia's uncle Carlos and aunt Ana are comeing to visit tomorrow.
5. Witch vacum do you like better?
6. can you give me a peice of pie pleas?

10:15 - 10:30: Give them lists of commonly misspelled words - 40 words from page 102 of Cirrus ParaPro. Have them work with a partner to read and understand the meaning of the word and work to study the spelling of the words. Explain that next Friday in class we will have a spelling bee starting with easier words and finishing with these words. Show a video clip of a spelling bee:

<https://www.youtube.com/watch?v=HqRu-l6uPHk>



10:30 - 11:00: Speaking practice: Practice using the form:

I used to \_\_\_\_\_ but now I \_\_\_\_\_.

Then have another person put this into the regular past.

Use this list of words on the board to form sentences and solicit other verbs from the class to add:

- Ride my bike
- Smoke
- Play
- Swim
- Teach
- Learn
- Sing
- Talk
- Bring
- Work
- Think
- Stay

### **Week 12: Day 1: December 12, 2022:**

1:00 - 1:30: Independent Reading Activity: Read first two chapters of the “Ying” Chapter from City Stories. Have each student write a sticky note about what they think will happen next or a question they have. Tell them we will read the second two chapters tomorrow.

1:30 - 2:15: Give each student a different partner. Each student needs to bring in a literacy center from their grade level and they will practice explaining it to their partner in English. Have them also practice correcting any misconceptions students might have.

2:15 - 2:30: Have one student share their literacy circle with the class and have the class pretend to be students in two groups doing the activity.

2:30 - 3:00: Have students complete 8 word problem questions using addition and subtraction with decimals to practice reading and answering word problems in math.

### **Week 12: Day 2: December 13, 2022**

Objectives:

- Students will be able to read a text, make predictions about the text and answer comprehension questions.
- Students will be able to present a literacy circle to their classmates in English
- Students will be able to calculate the area and perimeter of irregular shapes
- Students will be able to write sentences differentiating between homonyms

1:00 - 1:30: Students will read in mixed-ability partners to read the last two “Ying” Chapters from City Stories: A Book for Adult Beginning Readers. After each page, they will write a sticky note about what they think will happen next. They will also ask any questions about the text that they do not understand together.

1:30 - 1:40: Students will finish reading the story as a class if they have not finished already. They will share what predictions they made throughout the story. They will use this sentence prompt:

On page \_\_\_\_\_ I thought \_\_\_\_\_.

1:40 - 1:50:

Questions for after the reading to ask the class:

1. Look at the first paragraph. Is this written in first person, second person or third person?
2. Is this paragraph written in the past tense, the present tense or the future tense? How do you know?
3. What does Ying want the most in this story?
4. How did Ying achieve her goals so far?
5. What does this mean: “You must mess up in English and then you will learn?”

1:50 - 2:05: Every Primer@ Maestr@ has an assignment to prepare a class center and be able to explain it to the class in English. These are Spanish centers, but the explanation must be in English. Every day, one student will present one center to the class and the class will practice using that center. This is also because people who teach different grades want to learn what are some sample activities that students do in the other grades and classes.

2:05 - 2:35: Math lesson: Calculating the area and perimeter of irregular shapes

### **Calculating the Area and Perimeter of Irregular Shapes**

#### **Regular Shapes:**

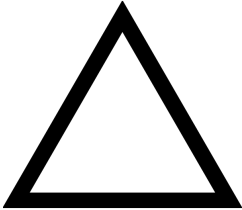
Calculate the area and perimeter of the shapes below:

A.



6 inches

3 inches



B.

This is an **equilateral triangle** with a base = 4 inches and the height is 5 inches.

Perimeter =

Area =

C. Calculate the perimeter of this shape:

D. Calculate the perimeter of this shape:

E. Calculate the area of this shape:

F. Calculate the area of this shape:

2:35 - 3:00: Teach the difference between homonyms: Homographs are spelled the same but have different meanings (duck and duck)

Homophones are spelled differently but sound the same: Poll and Pole. This week we will be learning a variety of these words and will be writing sentences about them.

Share page 44 from Cirrus and together discuss the first 8 Homonyms (can, scent/cent/sent, down, days/daze, exact, earn/urn, found, fairy/ferry, general. Then assign each student a homonym and have each student write two sentences using their assigned homonyms in two different ways. Then we will share the sentences with the class.

**Week 12: Day 3: December 14, 2022:**

1:00 - 1:20: Independent Reading Assignment: Questions about Graphs - finish for homework what they don't finish before the Winter Showcase

1:20 - 3:00 Going to see the Winter Showcase Arts Performances

**Week 12: Day 4: December 15, 2022**

1:00 - 1:45: Have students read Hannah and the Hurricane book by John Escott and answer the following comprehension questions:

1. Who does Hannah work for? (Page 1)
2. Why are people going on Max Marker's boat? (Page 3)
3. What does Max ask Hannah? (Page 4)
4. What time does the hurricane hit the island? (Page 8)
5. How long does the hurricane go on for? (Page 9)
6. Why can't Max get out of his house? (Page 11)
7. Why does Max start to cry? (Page 12)
8. What does Hannah ask Max to do? (Page 15)

1:45 - 2:10: Having two students share their small group lesson demonstration

2:10 - 2:15: Telling them that we will have a quiz next Wednesday (Thursday for Jose)

**Topics:**

- Mean, Median and Mode
- Present Continuous for present and for future
- Past tense verbs
- Calculating area and perimeter of circles, rectangles and triangles
- Reading a story and answering questions
- Correcting sentences with spelling and capitalization mistakes
- Place value
- Ratio problems

2:15 - 2:30: Reviewing the homework from yesterday - the graph problems

2:30 - 3:00: Reviewing capitalization rules: Use page 100 of Cirrus ParaPro

- First word of a sentence
- First letter of a proper noun
- Titles, if they come before the name
- Months but not seasons
- Major holidays
- Specific places but not general places
- Titles for relatives only when before the name, not when standing alone

Review common spelling rules:

- I before e except after c
- Double final consonant when adding suffixes if preceded by a single vowel
- Drop final vowel when adding a consonant
- Change the final y to an i when adding a suffix
- Change final f to ves in plural
- With final o add es
- Change us to i in plural

Give sentences and students need to make the corrections.

### **Week 12: Day 5: December 16, 2022**

9:00 - 9:05: Give 5 more minutes to practice studying spelling words before spelling bee!

9:05 - 9:25: Spelling bee!

First use these words (easy in the first few rounds and then use the commonly misspelled list): box, can, book, plate, bottle, snack, finger, thing, write

9:25 - 10:00: Practice adding and subtracting negatives and positives:

Adding and Subtracting Negatives and Positives:

A)  $-43 - 21 + 4 = (-60)$

B)  $(6 - 8) + (2 - 5) = -5$

C)  $-3 - 8 + 2 = -9$

D)  $-4 + 9 - 3 = 2$

10:00 - 10:30: Have Doris and Silvia answer the 8 word problems from Monday. Have Jose and Yajaira work together to answer math questions on page 133 of Cirrus

10:30 - 11:00: Teach and Review Homophone lesson - have Doris and Silvia write sentences about first 8 homophones and have Jose and Yajaira write sentences about the 2nd 8 homophones

**Week 13: Day 2: December 19, 2022**

1:00 - 1:30: Read chapters 1 and 2 of Rose - City Stories page 178 with a new vocabulary page in the back of their notebooks

1:30 - 1:40: Sharing predictions and new vocabulary from context

1:40 - 2:00: Having two students share their small group lesson demonstration - Rosa and Doris

Reviewing for the quiz including math:

**Topics:**

- Mean, Median and Mode
- Present Continuous for present and for future
- Past tense verbs
- Calculating area and perimeter of circles, rectangles and triangles
- Reading a story and answering questions
- Simple algebra problems
- Correcting sentences with spelling and capitalization mistakes
- Place value
- Ratio problems

A. Write the past tense of the following verbs:

<b>Present Tense</b>	<b>Past Tense</b>
talk	
come	
say	
go	
clap	
do	
have	
find	
get	
register	
think	

am/are/is	
write	
eat	

**B. Find the average (mean), median and mode of the following:**

25    72    34    22    18    34    16

**C. Calculate the area and perimeter of all of the shapes on the board.**

Shape 1: Area:

Shape 1: Perimeter:

Shape 2: Area:

Shape 2: Perimeter:

Shape 3: Area:

Shape 3: Perimeter:

**D. Present continuous for present and future:**

Example for present: You are reading a book on your bed.

Example for future: Tomorrow we are eating lunch with our families.

1. Write a sentence in the present continuous using “we” and “play”

2. Write a sentence using present continuous for the future using “I” and “buy”

### **E. Ratio Problems:**

1. Rosa loves a good cafecito. She puts 2 ounces of milk in her coffee for every 8 ounces of coffee. If she is very tired and drinks 20 ounces of coffee, how many ounces of milk will she drink?
  
2. Yajaira is making delicious quesadillas. She wants to put 2 avocados in for every 5 tortillas. How many avocados should she buy if she has 25 tortillas?

### **Week 13: Day 2: December 20, 2022**

Read chapters 3 and 4 of Rose - City Stories

Having two students share their small group lesson demonstration

Reviewing for the quiz including math

Including: What is your plan for reading yourself over the holiday break?

What is your plan for having your children read every day over the break?

### **Week 14: Day 3: January 4, 2023**

1:00 - 1:30: Read or Reread Chapters 3 and 4 of Rose from City Stories

1:30 - 2:00: Writing 2 sentences about December break in the past tense, 2 sentences in the Present Continuous for future about this weekend and write 2 future resolutions with will. Review all sentences with a partner and then go around and share sentences of each type



2:00 - 3:00: Reviewing for the test with the study guide. First review the homework packet over the break and then review new review packet:

### Final Test Review: Study Guide 2

- Simple algebra problems
- Correcting sentences with spelling and capitalization mistakes
- Place value

#### **Algebra problems:**

A. If  $x = 8$  and  $h = 4$  solve the following:

1.  $3x - 9h + 3$

2.  $13 - x + 5h$

B. Solve for  $x$ :

$$3 + 7(x - 3) = 6x + 9$$

C. Solve for  $x$ :

$$37 - 4x + 2 = 16x - 1$$

#### **D. Correct the following sentences with mistakes:**

1. My daughter was born in april and lives on Columbia road.
2. do you like to go to the Grocery Store?

3. Speak a little bit louder please, aunt Silvia.
4. Can you cut me a peice of pie for dessert?
5. My birtday is in the Spring on march 22nd.

**E. Place value:**

**Look at this number: 4,357,298.01**

1. What number is in the hundred thousands place?
2. In the ones place?
3. In the tenths place?
4. In the hundreds place?
5. In the tenths place?

**Week 14: Day 4: January 5, 2023**

1:00 - 1:30: Having students practice independently:

**Study Guide 3 for Final Test on Tuesday, January 24th:**

A: Find the mean, median and mode of the following data set:

51    43    34    22    19    12    43

B. Write a present continuous sentence for the future using “she”

C. Write a present continuous sentence for the future using “eat”

D. Write a present continuous sentence for the present using “We”

E. Write one sentence in the past tense for EACH of the following verbs: Do, Get, Think, Go, Say

1.

2.

3.

4.

5.

F. Look at the following number:

**8,437,291.05**

1. What number is in the hundred thousands place?

2. In the ones place?

3. In the tenths place?
4. In the hundreds place?
5. In the thousands place?
6. In the hundredths place?

G. Algebra Problems:

1. If  $x = 3$  and  $y = 8$  solve the problems:

$$5x - 9 + 3y - 16$$

$$7x - 3 + 4(y + 2)$$

2. Solve for x:

$$32 - 9x = 3x + 8$$

$$5x - 10 = 10x + 20$$

- Area of a triangle, circle and square
- Ratio problems
- Correcting sentences with spelling and capitalization errors

## **Week 14: Day 5: January 6, 2023**

Review Study Guide 2 (Jose do it)

Do more adding and subtracting positives and negatives

Do page 132 of Cirrus (Jose has)

Calculating area and perimeter of irregular shapes

Next week: Technology unit!

### **Unit 3:**

#### **Digital Literacy:**

**2 weeks, 8 lessons for each student (10 lessons total)**

#### **Objectives: Students will be able to:**

- Open email, a Google Doc, and wifi settings
- Type into Google Docs and change the text using multiple techniques
- Conduct an internet search and use copy and paste
- Use Zoom meetings and its functions
- Create spreadsheets and manipulate data
- Create a detailed Slide presentation using pictures, text and digital techniques

## **Week 1, Day 1, January 9, 2023**

- How to turn on a computer
- How to make a capital letter using shift and caps lock
- How to connect to internet with the password: WelcomeToBP\$
- How to open a web browser
- How to create a gmail account - split into two groups of who has gmail and who does not
- Have them fill out the registration form: [Learner Enrollment Form link](#)

- If anyone finishes early:
  - <http://iteslj.org/v/ei/colors.html>
- Access Google drive
  - From gmail
  - From typing in [drive.google.com](http://drive.google.com)
- How to open a shared [google doc](#)
- Type email address into shared doc
- Teachers will give each student one other student to email and they will send an email with 3 questions.
- The other student will open their email and reply

### Week 1, Day 2: January 10, 2023

- Open a new google doc:
    - Type your **first** name in **bold**
    - Type your last name in *italics*
    - Type the city you live in in ALL CAPS
    - Type the name of your child and underline it
    - Type the sentence: **I love computers.** in the color green
    - Type the name of the school in a *different font*
    - Type the sentence I can make words **Bigger!**
    - Copy and paste your name to the bottom of your list.
    - Create the title: Learning Text Features and close the document.
    - **Silvia**
2. Open a new document and title it dictation. We will do 3 dictation sentences in a Doc
- *She types her name.*
  - *He sends an email.*
  - *I open my email every day.*

### 3. Learn how to open a sheets document.

- Create a new sheet
- Type First Name in the First Box, Last Name in the Second box and email address in the third box
- Then practice double clicking (or dragging) and using Control C and Control V to copy and paste email addresses from your document yesterday into this sheet

### Week 1: Day 3: January 11, 2023

- Using the internet
  - Open internet browser & close web browser
  - Open a new Google Doc and title it Internet Searches
  - Google search for forecast for tomorrow
  - Use Google to search for...(list of 3 question's Gwen will make)
    - Finding a picture of a cat
    - Find a picture of the Dominican Republic
    - Find the Hernandez School website and paste the url into a document.
  - How to use a mouse and how to copy and paste in a document - copy and paste the answers from the google search into a document.
  - Teach how to center text
  - Practice using bold, make font bigger, change color of text, bullet points, to make titles for each picture

- Title your Document Internet Searches

## 2. Google Sheets

- Practice how to open Google Sheets and organize a list of the classmates' names, one name of a child and the child's age
- Practice sorting by Age and then by alphabetical order
- Open the dictation Google Doc from and type the new dictation sentences into the doc and share it with the teacher

## 3. Open Google Doc and do dictation

- Dictation sentences:
  1. I can use Google Sheets.
  2. Tomorrow we will use zoom.
  3. Do you like computers? (Teach how to make a question mark.)

## **Week 1: Day 4: January 12, 2023**

- Pass out headphones and have them write their names on their earphones tag
- Pass out a mouse to each person and have them plug it in. Have each mouse labeled with their name.
- Have them practice using the mouse to right click and left click
- Have them practice using the right click to copy and paste and click and drag
- Open their email
- Get the zoom link and click on it from their email
- Zoom - how to open
- Typing in chat box
- Answering a poll about computer use
- Using reactions / raising your hand
- Joining a breakout room
- Sharing your screen
- How to change the volume
  
- Practice opening an email and sending an email to the person next to you and to Johanna. In the email, tell them 3 things you have learned in the class so far this week. You can open your google doc to find their email address. You can also tell us if there is anything in particular you want to learn next week.
- When you get the email, respond to them.

## **Week 1: Day 5: January 13, 2023: Makeup Day and Practice for ParaPro Test**

- Open a Google Doc
- Practice searching the internet for how to take the ParaPro test
- Make a Google Doc that says: How to Take the ParaPro Test
- What website to go to to register
- How much the test costs
- How much the test costs to reschedule
- What you need to bring to the test
  
- Take a picture of each student on their phone with a thumbs up. Have them practice putting that picture into their Google Doc

- Have them also put in pictures of a person writing, a person learning math and a person learning English
- Send them a pdf of a math worksheet with word problems. Have them open the worksheet on their computer and do the problems on a sheet of paper.
- Have the other students make a Google Doc and include photos and descriptions of their 3 favorite things to do.
- Then practice sending and receiving emails to each other with at least 5 sentences

### Week 2: Day 1: January 17, 2023

- Google Translate - How to get to Google Translate two ways
- I will send everyone a big long complicated email all in English asking them 5 questions.
- You may not like insects, but all of life on earth needs them to survive.
- Birds, fish and reptiles feed on insects, and if there are no insects, they die from hunger. As they die, predators which eat birds, fish and reptiles die, too, which leads to a **mass extinction**.
- Furthermore, insects **pollinate** most plants which means people cannot grow **crops** without them.
- Insects are very important, so it was a great shock when a report found that the mass of insects is falling by 2.5 per cent a year. If this continues, there will be 25% less insects in just 10 years. If that happens, all of life will be in terrible danger.
- There are two answers to why there are less and less insects. It is probably earth's rising temperatures, as well as the use of chemicals in farming.
- 
- Questions:
- 
- 1. What does Mass extinction mean?
- 
- 2. Write a sentence to explain what the main idea of this is.
- 
- 3. What is the huge problem in this article?
- 
- They need to answer in their non-dominant language using Google Translate and respond to me. For our two bilingual students (Jose and Jenny) I will send it to them in French and they will need to translate it and respond to me in French - For Jocelyn send in Spanish
- Google Forms: Have them answer a Google Form
- Show them on the big screen how to create a Google Form
- Have them create a Google Form with 5 questions that you want to know about other people in the class. Have them send it to the two people next to them using share.
- Complete the two forms of your classmates
- Have everyone spread out around the building and practice opening a zoom and having a zoom class for 30 minutes.
- Share screen and share documents you have worked on

### Week 2: Day 2: January 18, 2023

- Open Google Slides - create a new presentation



- Taking a picture on their phone
- Sending the picture from their phone to their email
- Opening the picture on their computer
- Downloading the picture onto the computer
- Uploading the picture into the Google Slides
- Teach how to make templates or backgrounds
- Working on final presentations: About Us - You can tell us anything about your life - we can give examples
  - Your name and a photo of you or something that represents you
  - Where you were born and your childhood
  - Where you live now - neighborhood, not specific address
  - Your kids and/or grandchildren
  - Three things you like to do
  - What you liked learning in computer class

**Week 2: Day 3: Thursday, January 19, 2023**

- How to make a meeting request on your calendar
- Finish working on slides to present - send to Johanna when finished and she will project for the class
- Final project presentations part 1
- Dictation in Google Docs:
  - Today I learned about my classmates.
  - I can use Google translate to help me.
  - I will take home my computer on Monday!

**Week 2: Day 4: Friday, January 20, 2023**

- **ParaPro Practice Problems pages 205 - 224**

**Week 3: Day 1: February 23, 2023**

- Final project presentations part 2
- Do Final survey - have all students do it and then get their computer!
- Dictation in Google Docs
- Studying for final exam tomorrow for the last hour (PMs)

**Week 3: Day 2: February 24, 2023**

- Final test:

**Final Test: Tuesday, January 24th, 2023**

A. Write the past tense of the following verbs:

Present Tense	Past Tense
walk	
come	
say	

go	
formulate	
do	
have	
get	
kick	
think	
am/are/is	
write	

**B. Find the average (mean), median and mode of the following:**

16 62 33 22 18 33 12

Mean:

Median:

Mode:

**C. Calculate the area and perimeter of the following shapes:**

Shape 1: Area:

Shape 1: Perimeter:

Shape 2: Area:

Shape 2: Perimeter:

**D. Present continuous for present and future:**

Example for present: You are reading a book on your bed.

Example for future: Tomorrow we are eating lunch with our families.

1. Write a sentence in the present continuous using “we” and “work”
  
  
  
  
  
  
  
  
  
  
2. Write a sentence using present continuous **for the future** using “You” and “go”

**E. Ratio Problems:**

1. Wilda is driving to Florida. She needs to put in 20 gallons of gasoline for every 250 miles she drives. How many gallons of gasoline does she need to put in if she drives 1000 miles?
  
  
  
  
  
  
  
  
  
  
2. Dileisy is making delicious enchiladas. She wants to put 3 avocados in for every 7 tortillas. How many avocados should she buy if she has 21 tortillas?

**F. Algebra Problems:**

1. Solve if  $x = 5$  and  $b = 3$

$$6x + 8 - b$$

2. Solve if  $x = 2$  and  $w = 4$

$$9 - 3x + w$$

3. Solve for  $x$ :

$$6x - 8 = 10 - 3x$$

**G. Read the story: Crossing the Street and answer the questions**

**H. Technology: Computer Use (8 points)**

1. Open your email on your computer.
2. Open a new Google Document
3. Answer this question in the document:  
Three things I liked about the Primer@s Maestr@s program this semester are:
  - 1.
  - 2.
  - 3.
4. Make your sentences bigger
5. Make each sentence in a different color (3 different colors)
6. Insert a picture from the web of anything that represents your time in the program this semester.
7. Finally, share this document with Johanna at [jlittlewood@bostonpublicschools.org](mailto:jlittlewood@bostonpublicschools.org).

- Enrique Ponce from JPNDC coming to do a presentation and computer preparation lesson on making resumes, job searches and interviewing skills

**Week 3: Day 4: January 26, 2023**

- **Graduation!**

**Unit 4:**

**Building Math Teachers: 16 weeks, at least 2 lessons for each student because Urban College is teaching Child Growth and Development twice a week for 10 weeks (58 lessons total)**

**Objectives: Students will be able to:**

- Write a lesson plan with a clear objectives, a procedure and practice problems
- Subtract with regrouping
- Calculate percentages
- Compare two fractions with multiplication and drawing
- Solve word problems with proportions
- Write sentences with present continuous for present and future
- Write sentences with past continuous
- Solve for variables in algebra problems
- Solve problems using the correct order of operations
- Solve division problems with decimals by hand

**Week 1, Day 1: February 13, 2023: Orientation to New Semester**

**Week 1, Day 2: February 14, 2023:**

Give each student a survey of how comfortable they feel in each of the following math topics:

**Primeras Maestras Math Survey - First day of Spring Semester 2023**

How comfortable do you feel about the following topics?

5 = Very Comfortable      4 = Comfortable with practice      3 = Need more practice

2 = Uncomfortable      1 = I have never done this before

- \_\_\_ Algebra - Example:  $3x - 5 = 7x + 3$  Solve for x
- \_\_\_ Converting Fractions, Decimals and Percentages - Ex: What is  $\frac{3}{4}$  as a decimal?
- \_\_\_ Decimals - Ex:  $16.85 / 2$
- \_\_\_ Division - Ex:  $365 / 5$
- \_\_\_ Fractions - Ex:  $\frac{3}{4} + \frac{6}{8} =$
- \_\_\_ Geometry - Ex. Find the area of a triangle, what shape is this?
- \_\_\_ Mean, Median and Mode of a set of data
- \_\_\_ Multiples and Factors - finding multiples and factors of numbers
- \_\_\_ Multiplication
- \_\_\_ Negative numbers -Ex:  $-6 - 19 = ?$  or  $-2(6 - 12) = ?$
- \_\_\_ PEMDAS - Ex:  $(5+3) - 2(3) + 8 = ?$
- \_\_\_ Percents - Ex: What percent is  $30/50$ ?
- \_\_\_ Proportions and ratios - Ex: If a car goes 60 miles per 3 gallons of gas, how many miles can it go with 8 gallons of gas?
- \_\_\_ Math Vocabulary in English
- \_\_\_ Word Problems

When they finish the survey, they can work on trying to solve the example problems.

Go over how to do long division problems and show how it can be used to solve the converting fractions to decimals problem. Show how  $\frac{3}{4}$  can be shown as a fraction and how it conceptually makes sense as 75% with showing with quarters and a dollar.

1:45 - 1:55: We will learn each of these math concepts (depending on what you tell me you need to focus on most) Discussion: What are the reasons that learning these concepts are important?

- Passing ParaPro
- Passing MTEL test
- Teaching these concepts if you ever teach a higher grade level (2nd, 3rd, 4th etc.)
- Helping your kids with these concepts on their homework
- Using some of these things in life

1:55 - 2:40: Reading from Burlington English - courses, high beginner

- Have students read the present and present continuous Grammar page
- Then have mixed level pairs practice saying sentences with usually and then with today  
Example: Lydia usually makes coffee at home. Today she is buying coffee at a coffee shop.
- Have individuals write 3 sentences with usually and three in present continuous.
- Have students watch the video "Meeting Old Friends" and answer the questions in activities 5, 7 and 8
- If there is time, we will play the vocabulary review game in two groups

2:40 - 3:00: Speed Conversations Activity: Everyone gets a partner and they have 3 minutes to talk about the topic on their card. The only rule is that all of the conversation has to be in English

- Your day in your classroom
- Your favorite vacation
- Who you love
- The first person you loved
- Your favorite smells
- Your first job
- Your children
- What you like to do on weekends
- Shopping
- Your favorite party

### **Week 1, Day 3: February 15, 2023**

1:00 - 1:45: Give Long Division Explained Worksheet

Give long division practice worksheet 1 - have the students sit in mixed level partners

Go over answers to the problems and review if there are confusions

1:45 - 2:30: Practice Present Continuous and asking and answering questions with Burlington English

- Have two students practice reading a short dialogue
- Have students answer questions answering with yes he does, no she doesn't, no he isn't, yes she is
- Have students work in pairs to ask and answer the questions below:
  - Does your family usually eat dinner at home?
  - Are you meeting your friends today?
  - Do you do exercise?
  - Do you use your phone to learn English?
  - Is it raining now?
- Then write 3 questions in the simple present and 3 in the present continuous.
- Ask a partner these questions and have them answer them.

2:30 - 3:00: Discussion: Everyone explains a procedure in their classroom in English that they have seen that is important to be able to lead effectively. Start with students who had been in the program before

### **Week 1, Day 4: February 16, 2023**

1:00 - 1:30: Independent Reading

1:30 - 2:15 - Practice making questions with Present Continuous - Burlington English Practice 6:  
Matching questions and answers in a notebook

Have each student write questions in the simple present with these prompts:

You/ live near here

You/ have a job

You/ study full-time

Have students practice asking and answering the questions with a partner.

Then have students look for the errors in the conversations and write the conversations correctly in their notebooks. (Burlington 10 review)

2:15 - 3:00: Converting between percents, decimals and fractions worksheet 1

Explain what percent means = per cent = per 100

So if you have a number over 50 what do you need to multiply the numerator and the denominator by?

Have them spend 20 minutes working on the worksheet - go over responses and do the rest for homework over the weekend.

### **Week 1: Day 5: February 17, 2023**

Review Spelling Rules from pages 101 and 102

Teach common spelling rules

Also teach pronunciation rule about magic e at the end of words

Also teach Prefix, Suffix and root word meaning

Teach what an adjective is and an adverb

Review the Parapro Assessment Preparation Practice Problems on pages practice packet with Silvia and Jose and give packet to Lucy, Yudy, Liz

Give out paper for spelling bee next week

Give area and perimeter formula papers to new students



Homework: 5 math problems in practice packet

## **Week 2: Day 1: February 27, 2023**

12:15 - 1:00: Get everyone's applications finalized for Urban College - printed, signed, sent the proof of address and diploma or certification to the Google Form

1:00 - 1:30 - Practice sheet with 2 digit divisor division problems

1:30 - 2:00: Do next part of converting fractions and percents worksheet - convert to decimals

Ask a student to remind us how to convert  $\frac{7}{50}$  into a percent - multiply numerator and denominator by 2 so get 14% - to change between a percent and a decimal just need to move decimal places over 2 places to the left so  $14\% = 0.14$

Show with long division how this works also

Have each student complete the worksheet.

2:00 - 2:15: Have each student pick a number - any number.

Have them follow this rule:

If odd =  $3x-1$

If even =  $x/2$

What number does everyone get? Everyone will get to 1 eventually - a fun trick and math practice.

2:15 - 3:00: Review and Practice Adverbs of Frequency - Burlington Module 2: Education Lesson 2: Grammar

Read the adverbs of frequency and have students write one sentence for each adverb: never, rarely, sometimes, often, usually, always

Use a variety of subjects for the sentences.

Share these sentences with a partner.

Then have students check off their routines on the chart.

Have students ask a different partner the questions of frequency and answer in complete sentences.

Finally, have the students listen to two dialogues in Burlington Education: Listen and Speak and answer the questions

**Week 2: Day 2: February 28, 2023**

**Have each student do a review page to check for understanding and review:**

**Review Questions:**

1. What is  $13/25$  as a percentage?
2. What is the decimal for 85%?
3. Which is bigger -  $\frac{3}{4}$  or  $6/10$  ? Show your work in two different ways
4. What is 567 divided by 8? Give me the answer to two decimal places.
5. What is 984 divided by 3?

**Answer in complete sentences:**

6. How often do you wash your hands?
7. How often do you read a book to your child?

8. What time does your family usually eat dinner?
9. Are you liking being in the Primeras Maestras Program?
10. Do you exercise regularly?
11. Do you use your phone to learn English?
12. Is it snowing now?
13. What was one difficult thing about your day?
14. What was your favorite part about your day?

1:30 - 1:45: Review the answers with each individual student as they do the problems and in the group as a whole.

1:45 - 2:15: Read the Bill Chapter from City Stories with everyone popcorn reading and checking for understanding. Set out the expectation clearly that the best way to learn is to ask questions when you are confused. I will expect that everyone will ask at least one question throughout this reading.

2:15 - 2:45: Explain how to divide a decimal by a decimal by moving the decimal points. Then do the decimals practice worksheet.

1.  $2.772 / 0.4$
2.  $5.95 / 0.4$
3.  $8.943 / 0.03$
4.  $1.1 / 0.9$
5.  $0.425 / 0.09$
6.  $8.9 / 0.05$

2:45 - 3:00: Team building speaking practice: What are two surprising things about yourself that most of us do not know?

Remind about Spelling Bee Friday

**Week 2: Day 3: March 1, 2023**

1:00 - 1:45: Partner reading with Frog and Toad books: Find new vocabulary words and practice pronunciation

Silvia and Maria read Days with Frog and Toad

Wilda and Jeannette read Frog and Toad Together

Carmen and Marlen read Frog and Toad all Year

1:45 - 1:50: Share new vocabulary words you learned in context

1:50 - 2:30: Burlington - WH questions - review all types of WH questions and practice asking and answering them

2:30 - 3:00: Adding and subtracting decimals: Put these problems on the board and have them solve:

$$34.26 - 28.99 =$$

$$104.234 + 2.97 =$$

$$245.1 - 23.52 =$$

2:30 - Geometry Lesson: Types of Shapes and Angles:

Give pages 102 and 103 of ParaPro Assessment Preparation Book and have them draw a Rectangle, a Square, a Rhombus, a Parallelogram, a Trapezoid and a circle in their notebooks

Have them draw a right angle. Tell them a right angle is 90 degrees.

Then have them draw a line on their page. See if they can tell that a line has an angle of 180 degrees.

See if they can determine how many degrees a circle has - 360. Have they heard the expression - do a 360?

Draw 3 lines on the board and bisect them with another line. If they are given the angle of one side, teach them how to calculate the angle on the other side of the bisecting line.

**Week 2: Day 4: March 2, 2023**

1:00 - 2:00: Walk to library and get books for kids and themselves, read bilingual books and write down new vocabulary words in vocab list

2:00 - 2:45: Dividing with decimals. Explain the process of how to divide with decimals and give them the "Dividing a Number by a Decimal" worksheet and the decimals worksheet to practice

2:45 - 3:00: Have each student make flash cards with all of the multiplication facts that they need to practice. Have them quiz each other in pairs

## **Week 2: Day 5: March 3, 2023 - (Silvia and Dileisy gone)**

Teach geometry with angles lesson - vertex, shapes, complementary angles, supplementary angles etc.

Continue working on practice packet

## **Week 3: Day 1: March 6, 2023**

1:00 - 1:35: Practice using Subject and Object Pronouns

Subject: I, She, He, We, They

Object: me, her, him, us, them and it

Have each person read the pronouns and complete a conversation using the pronouns. Then have them write a paragraph about their weekend using all 10 pronouns.

1:35 - 1:45: Practice reading the dialogue and the paragraphs with a partner.

1:45 - 2:00: Practice answering these sentences:

Jeannette is studying at Urban College. \_\_\_\_\_ is getting \_\_\_\_\_ credits there.

We're going to the library. You can meet \_\_\_\_\_ there.

I'm talking! Please listen to \_\_\_\_\_.

He's talking! Please listen to \_\_\_\_\_.

Then practice with Burlington Education: Grammar: Subject and Object Pronouns Practice 7 questions out loud

2:00 - 2:30: Math: Teach graphing on a coordinate plane:

Have each person draw a coordinate plane with y at the top and x on the right.

Have them label the following points: (x,y): (2,3) (2, 5), (-2, -4), (-2, 3) (0, -3)

2:30 - 3:00: Practice reading and having "Small talk for citizenship questions" This lesson was taken from Lynne Weintraub's The Notebook - Winter 2023

### **Week 3: Day 2: March 7, 2023**

1:00 - 1:30: Type letter to parents that they started in Marjorie's training yesterday. When they finish, they will send it to Johanna to print.

1:30 - 2:00: Decimals and fractions worksheet from live laugh math

2:00 - 2:15: Review fractions and decimals answers

2:15 - 2:45: Negative numbers - adding and subtracting

Review concept that when you are adding or subtracting two numbers with the same sign just add and take that sign. Explain with concept of debt for negative numbers

When you have two different signs, subtract and take the sign of the bigger number.

$$16 - 3 =$$

$$3 - 16 =$$

$$- 5 - 12 =$$

$$- 20 + 10 =$$

$$10 - 30 =$$

2:45 - 3:00: Speaking practice: Speak in mixed level pairs for practice: Give each pair one of the following topics and have them speak for 3 minutes and then have them rotate:

Cooking dinner

Cooking breakfast

Sports

Your children

Things you are scared of

Places that make you happy

What makes you proud (orgullo)

### **Week 3: Day 3: March 8, 2023**

1:00 - 1:45: Read Frog and Toad books in partners and write new vocabulary words in notebooks on vocabulary pages

Practice with Subject and object pronouns:

1:45 - 2:10: Go through subject pronouns with the students asking which pronouns to use in different situations.

\_\_\_\_\_ like the school.

\_\_\_\_\_ likes the school.

Correct these sentences in your notebook:

1. Do you want to have lunch with Jack and I?
2. Mary goes to college. Her works at night.
3. The doors are closed and we can't open it.
4. Them are meeting in the cafeteria.
5. Don't sit on the chair. He is broken.
6. We need to bring these books to the library. Can you help we?

2:10 - 2:45: Practice with positive and negative numbers:

$$-6 + 9 =$$

$$7 - 5 =$$

$$7 - 14 =$$

$$2 + - 5 =$$

$$2(7 - 5) =$$

$$3(- 3 + 2) =$$

2:45 - 3:00: Speaking practice using object pronouns and subject pronouns

Put I, You, She, He, It, They, We on the board for Subject Pronouns

Put Me, You, Her, Him, It, Them, Us on the board for Object Pronouns

Go around in a circle and each say one sentence with a subject pronoun and then an object pronoun.

Examples for object pronouns:

1. Maria is talking to him.
2. Brenda works with \_\_\_\_\_.
3. Lucy and Liz don't work with \_\_\_\_\_ on Wednesdays.
4. Wilda gives a pizza to \_\_\_\_\_.

### **Week 3: Day 4: March 9, 2023**

1:00 - 1:45: Finish your letter to the students' families in your class

1:45 - 2:00: Write down any questions you have about Urban College

2:00 - 3:00 Jose, Jessica and Paola do Urban College orientation

### **Week 3: Day 5: March 10, 2023**

Spelling Bee!

Words for Spelling Bee:

Carrot

Finalize

Doorknob

Coffee

Usually

Which

Lose

Piece

Discipline

Misspell

Technique

Immediately

Government

Experience

Committee

Whether



Lightning

Teach root words and common prefixes and suffixes from pages 32 - 35 in Mometrix

Teach multiplying and dividing with exponents - next questions in the practice test

$$10^4 = 10,000$$

(count the number of zeros)

4 to the 4th power means  $4 \times 4 \times 4 \times 4$

When multiplying with exponents if the base is the same add the exponents, when dividing, subtract the exponents.

Test this with your calculator:

Do 4 to the 5th power divided by 4 squared ( $1024/16 = 64$ )  $5-2=3$  and 4 cubed is 64

Tell them that next week we will do practice test

Do more from the practice packet

#### **Week 4: Day 1: March 13, 2023**

Urban College Credit Class!

#### **Week 4: Day 2: March 14, 2023**

1:00 - 1:30: Put present continuous for the future construction on the board and review. Practice present continuous for the future - do Burlington Worksheets: Module 3 Lesson 2: Getting a Job

Have each person write in their notebooks the questions and answers in present continuous for a variety of questions similar to : Are you going to the supermarket this week? What day? I'm going on Thursday.

1:30 - 1:40: Work with partners to practice asking and answering questions in present continuous - prompts from Burlington Module 3 Lesson 2

1:40 - 2:30: Reading "Jinx" from City Stories out loud in popcorn reading style. Focus on trying to have everyone ask a question when there is something they don't understand. Ask comprehension questions or prediction questions after each page. Teach the difference between:

- Comprehension questions
- Inference questions
- Prediction questions

Ask the students to ask a comprehension or prediction question about the pages as well

2:15 - 3:00: Math lesson:

### **Multiplying and Dividing Negative and Positive Numbers**

**A positive number X or ÷ by a positive number = a positive number**

e.g.  $5 \times 6 = 30$

**A positive number X or ÷ by a negative number = a negative number**

e.g.  $-2 \times 3 = -6$  (-2 three times = -6... think of your number line)

**A negative number X or ÷ by a negative number = a positive number**

e.g.  $-4 \times -2 = 8$

#### **YOU CAN ALSO REMEMBER IT LIKE THIS:**

When multiplying numbers with "like signs" (positive times positive or negative times negative), the answer is positive.

When multiplying numbers with "different signs" (positive times negative or negative times positive), the answer is negative.

(For an explanation of why, google "Khan Academy multiplying negative and positive numbers.")

## Exercises

1.  $4 \times 3 =$

9.  $36 \div (-9) =$

2.  $-4 \times 3 =$

10.  $-181 \div -9 =$

3.  $-4 \times -3 =$

11.  $-29 \div 2 =$

4.  $5 \times -4 =$

5.  $-8 \times 3 =$

6.  $-10 \times -4 =$

7.  $7 \times -3 =$

8.  $-6 \times 2 =$

Then go around the room and quiz multiplication facts using positives and negatives

### **Week 4: Day 3: March 15, 2023**

1:00 - 1:35 - Partner reading with same partner reading different Frog and Toad book as last week and writing down new vocabulary words you learned from your reading

1:35 - 1:45: Sharing one new vocabulary word you learned

1:45 - 2:30: Reading the second half of Jinx slowly with comprehension, inference and prediction questions.

2:30 - 3:00 Listen to two dialogues from Burlington and answer the questions about the dialogues:  
Module 3 Lesson 1

**Week 4: Day 4: March 16, 2023**

Urban College Credit Class

**Week 4: Day 5: March 17, 2023**

All students take practice test with entering their scores on the computer. Mometrix Test 2

**Week 5: Day 1: March 20, 2023**

Urban College Class with Ana Cordero

**Week 5: Day 2: March 21, 2023**

1:00 - 1:50: Marlen, Maria and Jeannette read with Blanca - Beth (Level 1 chapter in City Stories)

Johanna reads with other partnerships

Read first half of Isad Chapters 1 and 2 with partners

1:50 - 2:25: Burlington: Nouns and Verbs

Review what a noun is (person, place, thing or idea)

Review what a verb is (action)

Give a list of verbs that can be nouns or verbs and have them write sentences using them in both ways.

Examples: answer, text, smile, cook, shop, cost, phone

For "answer" give an example together:

Verb sentence: Silvia, please answer this question.

Lucy answers the question correctly.

Noun sentence: Do you know the answer?

The answer is love people.

(When a word has the, an, a before it it is usually a noun.)

2:25 - 3:00: Math Lesson: PEMDAS: Explain and then do practice

### **Week 5: Day 3: March 22, 2023**

1:00 - 1:30: Read "Why Volunteer" article from Burlington.

Go through each sentence and underline the verb in the sentence together as a class. What do you notice about the verb conjugations when it is one person who is the subject? (Has an s at the end.)

1:30 - 1:50: Explain what an adverb is (describes a verb)

Give Burlington worksheet Module 3: Lesson: 4: Adverbs of Manner

Explain each of these and have each student act out walking or speaking or tapping your foot with the following verbs:

Quickly, slowly, carefully, nicely, hard, well, politely, easily, quietly, clearly

1:50 - 2:00: Have students practice using these adverbs when giving suggestions to a partner about situations:

Example: I'm going to a job interview tomorrow. Don't forget to speak politely!

2:00 - 2:20: Teach how to subtract with regrouping and practice 5 problems

2:20 - 2:45: Put 5 sentences up on the board and have the student find the verb and the adverbs. Then have them write 5 of their own sentences using an adverb to describe the verb.

2:45 - 3:00: Speaking practice: Headbanz game

### **Week 5: Day 4: March 23, 2023**

Urban College Class

### **Week 5: Day 5: March 24, 2023**

Review exam results and difficult questions

Multiplying and dividing fractions - multiply across the top and the bottom

Dividing - take the reciprocal of the 2nd fraction and multiply

**Week 6: Day 1: March 27, 2023**

Urban College Class

**Week 6: Day 2: March 28, 2023**

1:00 - 1:40: Maria, Marlen and Jeannette read Beth review the beginning of Beth and read the end of the chapter slowly with Blanca (low level group)

Dileisy, Silvia, Carmen, Wilda, and Lucy review the beginning of Isad for Liz and read the final two chapters together reading with expression and for comprehension

1:40 - 2:10: Review of percents and how to calculate percentages:

Review percents questions - what is 7% of 1,000? (70)

What is 50% of 634? (317)

What is 30% of 250? (75)

What is 10% of 600? (Do this in your head)

What is 8% of 900?

2:10 - 3:00 Share that next Wednesday we will have a quiz with what we have learned in English and math this semester.

Study Guide 1:

We will have a test on Wednesday, April 5th in our class

Topics for the test:

English:

- Present continuous for present and future
- Making questions in present continuous
- Adverbs of frequency: always, never, rarely, sometimes, often, usually
- WH questions - Who, What, Where, When, Why
- Subject and Object Pronouns
- Finding the noun and verb in a sentence

Math:

- Long division
- Converting between percents, decimals and fractions
- Angles - acute, right, obtuse and calculating angles on a line
- Graphing on a coordinate plane
- Adding positive and negative numbers
- Multiplying and dividing positive and negative numbers
- PEMDAS

Review 1:

1. WH questions:

Answer in complete sentences:

1. Who is your child's teacher?

---

2. What is the US state with the most people?

---

3. Where do you live now?

---

4. When do you come to work?

---

5. Why does Blanca come to our school?

---

2. Put the following adverbs of frequency in order from the least to the most: sometimes, usually, always, never, rarely, often

3. Make a question with these words in present continuous:

a. you to going the park are ?

---

b. your daughter is now playing ?

---

c. they why are crying ?

---

d. you what are doing tomorrow?

---

4. Calculate the following:

a)  $-4 + 16 - 21 =$

b)  $5 - 13 + 20 =$

c)  $-9 - 12 + 3 =$

d)  $(-5)(-3) =$

e)  $-25 / 5 =$

f)  $(-16)(2) - 7 =$

g)  $3 + 7(-3) =$



**Week 6: Day 3: March 29, 2023**

1:00 - 1:40: Read Frog and Toad in mixed level partners and write down new vocabulary that you learn

1:40 - 1:50: Share new vocabulary words with the class

1:50 - 3:00: Give study guide # 2 and work through it in small groups and whole groups

**Study Guide 2:**

**Study all of the topics from yesterday. We will review more on Tuesday, April 4th - traiga sus preguntas este dia.**

1. Present continuous **for the present**: Write a sentence using the subject and verb:

a) Lucy, talk

---

b) Carmen and Maria, fight

---

c) I, drink

---

2. Present continuous **for the future**: write a sentence using the subject, verb and time:

a) Marlen and her daughter, cook, tomorrow

---

b) Our English class, take the test, next Wednesday

---

c) The International Potluck, happen, on April 29th

---

**3) PEMDAS practice:**

a)  $10 - 6^2 =$

b)  $7 + 5 + 2(5) =$

c)  $3 - 6 + 8 - 9 =$

d)  $8 + 3 - (4 - 2) =$

e)  $(-6)(-5) + 3 =$

f)  $(-6)(3) - 18 =$

**4) Solve without a calculator fully (including decimals):**

a)  $124 / 5 =$

b)  $630 / 6 =$

c)  $9542 / 5 =$

5) Finding the noun and the verb in a sentence: **Write N under the noun(s) and V under the verb(s).**

a) Silvia and Samuel go shopping at Target for shoes.

b) Do you want to go to the park Liz and Amelia?

c) Maria likes beautiful flowers.

d) Marlen and Carmen read books at their desks.

6) Subject and Object Pronouns:

Fill in the **subject pronouns**:

I

You

\_\_\_\_\_ (Carlos)

\_\_\_\_\_ (Ana)

\_\_\_\_\_ (The TV)

\_\_\_\_\_ (Yenny and Erika)

\_\_\_\_\_ (All of the Primeras Maestras)

Fill in the missing **object pronouns**:

a) We all love Neiby and Erika and want them to join all of \_\_\_\_\_ for the party.

b) I think the Primeras Maestras is a good program for \_\_\_\_\_.

c) The students need to use the bathroom. Will you take \_\_\_\_\_ please?

d) Dileisy likes to work out at the gym. Do you want to go with \_\_\_\_\_?

e) He enjoys playing on the playground. It is fun for \_\_\_\_\_.

f) My bag is very heavy. Can you help me carry \_\_\_\_\_?

**7) Convert to a decimal:**

$\frac{1}{2}$ : \_\_\_\_\_

$\frac{4}{10}$ : \_\_\_\_\_

$\frac{2}{20}$ : \_\_\_\_\_

$\frac{4}{5}$ : \_\_\_\_\_

**Convert to a percent:**

.60 = \_\_\_\_\_

.06 = \_\_\_\_\_

.6 = \_\_\_\_\_

.25 = \_\_\_\_\_

**Convert to a decimal:**

50% = \_\_\_\_\_

8% = \_\_\_\_\_

35% = \_\_\_\_\_

2% = \_\_\_\_\_

Angles:

(See the board)

Graphing on a coordinate plane: (See the board)

Draw a coordinate plane below and label the following:

A = (3,5)

B = (-2, 8)

C = (5, -2)

D = (-3, 0)

E = (0,0)

### **Week 6: Day 4: March 30, 2023**

Urban College Class

### **Week 6: Day 5: March 31, 2023**

9:00 - 10:00: Share the study guide for the quiz. Ask if Lucy and Liz want to take it at their break next week to make up for missing the holiday next Friday. Review difficult questions from the practice test

10:00 - 11:00: Writing was everyone's lowest section so it's the one we need the most practice on.

Review:

- Nouns: Common and Proper Nouns - have each give example
- Pronouns: Have each give examples
- Collective nouns: The group is... not the group are; the choir is... but the members of the choir are
- Examples of adjectives and adverbs
- Read common prepositions and make sure they understand all of them: about, after, against, among, around, at, before, beneath, between, beyond, by, down, during, for, from, in, of, off, on, over, past, through, to, toward, under, until, up, with, within, without
- What are the conjunctions? FANBOYS
- Remind them the rules about conjunctions and commas
- Semicolons connect two complete sentences
- Compound subjects - joined by and is a plural subject and joined by or is a singular subject
- Each, either, everyone, everybody, somebody and nobody are always singular
- Both, several, many are always plural

Give them these incorrect sentences and see if they can correct them:

- Because he wanted to sail the Mediterranean.
- I went on the trip, we visited lots of castles.
- The drive to New York takes ten hours, my uncle lives in New York.
- I finally made it to the store and I bought some eggs. (Make it better by adding when)
- The drive to New York takes ten hours, it makes me very tired.

Review difficult problems on the reading and math sections of the practice test.

**Week 7: Day 1: April 3, 2023**

Urban College Class

**Week 7: Day 2: April 4, 2023**

1:00 - 1:30: Have students start the study guide individually (see below)

1:30 - 1:50: Review Angles and Mapping Points on the Coordinate Plane

**Study Guide 3: April 4, 2023**

**A. Long division:**

1.  $1,506.3 / 3 =$

3.  $5496 / 8 =$

2.  $4,212 / 6 =$

4.  $543 / 5 =$

B. Write 3 sentences in **present continuous for the future** using different subjects:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

C. Convert these to a **DECIMAL**:

a.  $3/10 =$  \_\_\_\_\_

b.  $8/20 =$  \_\_\_\_\_



c.  $\frac{4}{5}$  = \_\_\_\_\_

d.  $\frac{3}{4}$  = \_\_\_\_\_

**D. Fill in the correct pronoun:**

Subject Pronouns:

Object Pronouns:

I, You, He, She, It, They, We

Me, You, Her, Him, It, Them, Us

1. Marlen is feeling a little sick. \_\_\_\_\_ needs to sleep well tonight.
2. Wilda's son had surgery. Wilda is caring for \_\_\_\_\_ at home.
3. Lenny is the custodian. \_\_\_\_\_ cleans the classrooms.
4. Carmen, Evelyn and Erika work together. \_\_\_\_\_ are a great team!
5. Jeannette and Dileisy love to cook. Do you love eating food from \_\_\_\_\_?
6. Liz, I need help with something. Can you help \_\_\_\_\_ please?
7. Maria, Silvia and I go shopping together. \_\_\_\_\_ buy lots of food!
8. We have homework for the Urban College class. I will work on \_\_\_\_\_.
9. We like apples. Apples are good for all of \_\_\_\_\_.

**E. What percent is this?**

a) .16 = \_\_\_\_\_

b) .08 = \_\_\_\_\_

c)  $.8 =$  \_\_\_\_\_

d)  $.80 =$  \_\_\_\_\_

F. Finding the noun and the verb in a sentence: **Write N under the noun(s) and V under the verb(s).**

1. Liam plays on the playground.
2. Andy talks on the telephone to Sarah.
3. Shoes are very expensive.
4. Do you like to eat bananas?
5. This class works hard and is learning!

G. **Angles:**

- a) Draw an acute angle:
- b) Draw an obtuse angle:
- c) Draw a right angle:

H. **PEMDAS practice:**

a)  $50 - 4^2 =$

b)  $2 - 5 + (5-8) =$

c)  $4 - 8 + 16 - 9/3 =$

d)  $9 + 3 - (6 - 2) =$

**Week 7: Day 3: April 5, 2023:**

2nd Semester Test:

**Name:** \_\_\_\_\_

**April Test: Primeras Maestras**

April 5, 2023

**A. Graph the following on the coordinate plane:**

A: (4, -2)

B: (-3, -1)

C: (0, 3)

D: (-1, 4)

---

**B. WH- questions:**

**Answer in complete sentences:**

1. Who is your friend in the Primeras Maestras program?

---

2. What is your phone number?

---

3. Where do you live now?

---

4. When is our English class?

---

5. Why do you like your job?

---

C. Write **3 sentences in the present continuous** using the words:

1. Wilda, read

---

2. Elizabeth and Ester, teach

---

3. I, write

---

C. Finding the noun and the verb in a sentence: **Write N under the noun(s) and V under the verb(s).**

1. The school has a big cafeteria.
2. Children sing and dance in uniforms.
3. Do you like to cook meat and vegetables?

**D. Angles:**

a) Draw an obtuse angle:

b) Draw a right angle:

c) Draw an acute angle:

**E. Pronouns:** Write the correct pronoun (subject or object):

1. Carolina is the principal of the school. \_\_\_\_\_ works hard.
2. We all are having chicken and rice for dinner. That's healthy for \_\_\_\_\_.
3. Ana and I have a meeting. \_\_\_\_\_ will meet at 11:45.
4. Sofia, Mikael, and Josue arrive late this morning. \_\_\_\_\_ need to go to the office.
5. My desk is dirty. Can you help me clean \_\_\_\_\_?
6. It is my mom's birthday. I need to talk on the phone to \_\_\_\_\_.
7. Right now we are walking home. The bus goes by \_\_\_\_\_.
8. I can not find my pencil! Can you help \_\_\_\_\_ please?

**F. Long Division: Divide these:**

1.  $5346 / 3 =$

2.  $3,384 / 5 =$

**G. Convert these to a decimal:**

a)  $6/10 =$  \_\_\_\_\_

b)  $3/5 =$  \_\_\_\_\_

c)  $1/4 =$  \_\_\_\_\_

**H. Percents:**

a) What is .85 as a percent? \_\_\_\_\_

b) What is 45% of 800?

c) What is .07 as a percent? \_\_\_\_\_

**I. PEMDAS:**

a)  $16 - 3^2 =$

b)  $8 - 2 + (2 - 6) =$

c)  $5 - 3 + 4(5) =$

d)  $3 + 12 / 4 + 3 - 9 =$

How many minutes did you study for this test? \_\_\_\_\_

Anything to say to Johanna? \_\_\_\_\_

**Week 7: Day 4: April 6, 2023:**

Urban College Class

**Week 7: Day 5: April 7, 2023**

No School

**Week 8: Day 1: April 10, 2023:**

Urban College Class

**Week 8: Day 2: April 11, 2023**

1:00 - 1:50: Lower Level Differentiated Group: Reading with Blanca - read Jan chapters 1-4

Higher Level Differentiated Group: Reading with Johanna - Bethann Chapter about the garden in City Stories

1:50 - 2:00/ 2:15: Review in higher level (Blanca) and lower level (Johanna) the test and review difficult parts of the test

1:50 - 2:15: Higher Level group read the beginning of this article and try to understand it:

<https://www.washingtonpost.com/business/2023/03/31/most-helpful-cities/>

Then they will present in simple English to the other group what it means.

Questions for group discussion:

1. What are ways you helped your neighbors in the past month?
2. What are ways you helped your co-workers in the past month?
3. What are ways you wished people helped you more?

2:15 - 3:00: **Math Lesson: Volume and Surface Area:**

Teach how to calculate volume of a cube with pictures  $2\text{cm cubed} = 2 \times 2 \times 2$

(Use worksheet from Effortlessmath.com)

Surface Area: Calculate the area of one side and multiply by the number of sides. Have students practice with 6 practice problems.

Volume of Rectangular Prisms: Length x width x height

Surface area - calculate each side area and multiply by the number of sides



## Week 8: Day 3: April 12, 2023

1:00 - 1:30: Practice reading past tense verbs with ed and how to pronounce different words sounding like -t, -d, and -id

### -t

Asked  
Helped  
Liked  
Pushed  
Stopped  
Cooked  
Watched  
Laughed  
Looked  
Placed  
Passed  
Coughed

### -d

Lived  
Pleased  
Listened  
Learned  
Used  
Pulled  
Answered  
Returned  
Seemed  
Closed  
Saved  
Played

### -id

Needed  
Waited  
Wanted  
Counted  
Started  
Added  
Landed  
Hated  
Traded  
Heated

Shouted

Voted

After they read all of the words, make sure they understand all of the words and write 5 sentences with 5 words they didn't know before.

1:30 - 2:00: Playing a matching game with easy and moderate pairs of adjective synonyms.

Synonyms: Big and Large, Near and Close, Sick and Ill, Simple and Easy, Little and Small, Quick and Fast, Right and Correct, Difficult and Hard, Tall and High, Happy and Glad, Angry and Mad, Many and A Lot of

Synonyms: Moderately Hard: Shy and Timid, Afraid and Scared, Total and Complete, Terrible and Awful, Enough and Sufficient, Amusing and Funny, Intelligent and Smart, Lucky and Fortunate, Wealthy and Rich, Well-known and Famous

Give each student 24 slips of paper. Each word has a synonym pair that they need to find and match on their desk together. When they find all pairs they will write down the synonyms in their notebooks.

Then have them do with moderately difficult pairs.

2:00 - 2:15: Speaking practice with a small group of 3 students: Each student goes around in a circle and practices making a sentence until all of the vocabulary words have been used.

2:15 - 3:00: Complete math worksheet from yesterday about volume and surface area

Homework: watch a TV show or a movie in English! Text me and tell me what you watch

### **Week 8: Day 4: April 13, 2023**

Urban College Class

### **Week 8: Day 5: April 14, 2023**

Parapro Prep:

1:00 - 1:15 - practice calculating volume and surface area

1:15 - 2:15: Take practice test - number of questions they should answer in 1 hour

Give them questions they are capable of answering possibly. (From Mometrix: Practice Test 1 do questions Reading: 1, 2, 3, 4, 5; Math: 31, 32, 35, 36, 37; Writing: 71, 72, 73, 74, 75

Homework: Reading: 6, 7, 28, 29, 30; Math: 38, 39, 41, 42, 43; Writing: 76, 77, 78, 79, 81

2:15 - 3:00: Go over answers to the test

**Week 9: Day 1: April 24, 2023**

Urban College

**Week 9: Day 2: April 25, 2023**

1:00 - 1:50: Read City Stories in differentiated groups:

Lower Group: Read Mel Chapter in City Stories

Higher Group: Read 2nd Half of Bethann Chapter

1:50 - 2:10: Review 3 different pronunciations of past tense -ed: (-t, -d, -ed)

2:10 - 2:25: Ask the following questions and have the students answer them in past tense using the verbs on the past tense pronunciation sheet:

Did you ask Blanca for help?

What happened on the playground? How did she get hurt?

Did you like the mice in our office last week?

How loud were the children in the lunch room?

Did you need food for your family last week?

2:25 - 3:00: Proportions and ratios:

1. In a jar of lollipops, the ratio of red lollipops to blue lollipops is 3:5. If only red lollipops and blue lollipops are in the jar and if the total number of lollipops in the jar is 56, how many blue lollipops are in the jar?

(A) 35

(B) 28

(C) 21

(D) 8

2. At Jed's Country Hotel, there are three types of rooms: singles, doubles and triples. If the ratio of singles to doubles to triples is 3:4:5, and the total number of rooms is 36, how many doubles are there?

(A) 4

(B) 9

(C) 12

(D) 24

3. Matt's Oak Superstore has exactly three times as many large oak desks as small oak desks in its inventory. If the store only sells these two types of desks, which could be the total number of desks in stock?

(A) 10

(B) 13

(C) 16

(D) 18

4. In Janice's tennis club, 8 of the 12 players are right-handed. What is the ratio of right-handed to left-handed players in Janice's club?

(A) 1:2

- (B) 1:6
- (C) 2:1
- (D) 2:3

5. One-half of the 400 students at Booth Junior High School are girls. Of the girls at the school, the ratio of those who ride a school bus to those who walk is 7:3. What is the total number of girls who walk to school?

- (A) 10
- (B) 30
- (C) 60
- (D) 120

6. A pet goat eats 2 pounds of goat food and 1 pound of grass each day. When the goat has eaten a total of 15 pounds, how many pounds of grass will it have eaten?

- (A) 3
- (B) 4
- (C) 5
- (D) 15

## **Week 9: Day 3: April 26, 2023**

1:00 - 1:40: Practice page for proportions and ratios: From Math-aids.com

1:40 - 2:00: Do Problems 3, 4 and 6 from the proportions worksheet from yesterday

2:00 - 2:30: Read 10 sentences on the board and translate them. Tell if they are in present, past or future

Review the construction for past, present and future

Review present continuous for present and future

2:30 - 3: Speaking and Listening Practice: Break into two teams. Give each team a paper with categories and names of items in that category. I will give each team a word that they need to describe and they will get the other team to guess the word.

Categories:

### Furniture:

Sofa

Table

Bed

Dresser

Coffee Table

Armchair

### Things You Listen To:

Radio

Teacher

CD

Friend

Advice

Jokes

### Relatives:

Aunt

Cousin

Nephew

Grandmother

Niece

Brother-In-Law

Winter Things:

Snow

Skiing

Ice

Boots

Snowboards

Scarf

Things you Find in a Kitchen:

Sink

Toaster

Napkins

Silverware

Microwave

Blender

Things that are Used by a Child:

Toy

Tricycle

Mittens

Kite

Shorts

Blocks

**Week 9: Day 4: April 27, 2023**

Urban College

**Week 9: Day 5: April 28, 2023**

Review homework practice problems: Homework: Reading: 6, 7, 28, 29, 30; Math: 38, 39, 41, 42, 43;  
Writing: 76, 77, 78, 79, 81

Teach how to multiply and divide fractions: for dividing, multiply by the reciprocal of the 2nd fraction

Then do practice problems 33 and 34 in packet

Do problems 40 and 44 in the packet

**Week 10: Day 1: May 1, 2023**

Urban College Class

**Week 10: Day 2: May 2, 2023**

1:00 - 1:45: Lower Level Group reading City Stories: Pam in Chapter 1

Higher Level: City Stories: James in Chapter 4

For this reading we are concentrating on comprehension and pronunciation as we are all taking turns reading and listening in 3 differentiated small groups.

1:45 - 2:15: Math Review: Negative Numbers and finding complementary and supplementary angles

1.  $-9 + 15 - 2 =$
2.  $-6 - 4 + 3(-2)$
3.  $7 - 3 + 12 =$
4.  $100 - 43 + 20 =$
5.  $65 - 88 + 3 =$

Give 5 angles on the board and have them find the complementary and supplementary angles

2:15 - 3:00: Past Continuous Teaching:

I was walking

You were walking

He/She/It was walking

They were walking

We were walking

When an action occurred in the past and continued

Examples: I was talking when the fire alarm went off.

We were working when Yajaira came into our class.

Maria was sleeping when Liam climbed into her bed.

We were reading when Blanca arrived.

**Verbs you cannot use in the past continuous tense**



Explain that there is a certain type of **verb** that cannot be used in any continuous tense, including the past continuous tense. These are called **stative verbs**, also known as state-of-being verbs or, fittingly, non-continuous verbs.

Stative verbs are less like actions and more like states or feelings. They describe continual states of mind, such as opinions, needs, or awareness. Some of the most common examples of stative verbs include:

*believe*

*dislike*

*hate*

*involve*

*know*

*like*

*love*

*need*

*prefer*

*realize*

*seem*

*understand*

*Want*

Have students write 3 sentences using the past continuous tense to practice and share them with the class.

### **Week 10: Day 3: May 3, 2023**

1:00 - 1:30: Frog and Toad reading in small groups and write vocabulary words. Each student will share one new vocabulary word they learned from their reading after the reading portion

1:30 - 1:40: Pronunciation lesson: Magic e: Explain words that have e at the end that make the vowels say their own names (Examples: taste, ate, bite etc.)

1:40 - 2:00: Explain what words you can't say in past continuous: feelings

Past continuous practice: Correct the following incorrect sentences:

1. We was working in the auditorium when my phone rang.
2. I was played on the playground with my children.
3. Carmen was draw faces with her students when it was time for centers.
4. Maria and Silvia were loving their students.
5. Yesterday, Jeannette's computer was not connect to the internet.

2:00 - 2:30: Write 3 sentences in regular past tense with ed at the end of the verb and 3 more in past continuous.

2:30 - 3:00: Speaking practice in English:

Get out lists of words in categories. Students will one by one try to explain one word in a category using complete sentences. We will help them with the complete sentences if they need help.

### **Week 10: Day 4: May 4, 2023**

Urban College Class

### **Week 10: Day 5: May 5, 2023**

9:00 - 9:25: Go over Writing questions from the practice packet: 76 - 81

9:25 - 9:55: Give a new practice packet with 5 questions in each section to practice: The normal time 2.5 hours. The time with extra time is 3.75 hours so for 12 questions this would be 30 minutes that they have for these questions.

From Mometrix Test # 1:

Copy pages 327, 328, 329 and have them read and do problems 12 - 17

Copy pages 336 and 337 of the Math problems and have them do problems 46 - 51

9:55 - 10:30: Go over answers on the test

10:30 - 11:00 Dileisy wanted more practice with volume

Liz wanted more practice with proportions calculations - these problems have 3 with proportions

Review problems with volume and proportions and give them homework for next class:

52 - 55 on page 337

### **Week 11: Day 1: May 8, 2023**

Urban College Class

### **Week 11: Day 2: May 9, 2023**

1:00 - 1:45: Finish reading Pam and James in two differentiated groups - chapters 3 and 4.  
Concentrate on reading pronunciation and comprehension

1:45 - 2:25: Teach 4 types of triangles: Equilateral, isosceles, scalene and right

Ask previous semester students to teach current semester students to remind the formula for area and perimeter of a triangle. Area =  $\frac{1}{2}$  base x height  
Perimeter = Add all of the sides

Give them a practice sheet of Area and Perimeter calculations from [math-aids.com](http://math-aids.com)

2:25 - 3:00: Give mixed level groups of 3 a color photo and have them describe the photo in the present tense using present continuous and write the sentences they think of on a whiteboard. Then have the other groups change the sentences out loud to past continuous. Tell the groups that can imagine one thing that is happening and say maybe...

Give possible prompts of "She is wearing..."







**Week 11: Day 3: May 10, 2023**

1:00 - 1:45: Read "Gina Becomes a Citizen" by Elena Novak Illustrated by Collin Mier in pairs

1:45 - 2:00 Think about a time you worked hard for something. On a separate sheet of paper, write about what happened when you worked hard.

2:00 - 2:25: Give each partner a photo in color. Say "Tell me about this photo" Give sentence prompts:

He is wearing...

They \_\_\_\_ wearing...

There is ...

There are \_\_\_\_\_ (number) of people.

Photos and speaking practice to describe what you see in the following photos:





2:25 - 3:00: Math Practice: Finish the calculations about Area and Perimeter of Triangles - if we finish early, give them rectangles and irregular shapes to calculate on the board

**Week 11: Day 4: May 11, 2023:**



Urban College Class

**Week 11: Day 5: May 12, 2023:**

Finish triangle worksheet practicing perimeter and area of triangles

Review of different formulas:

- Area of a Circle:  $\pi r^2$
- Circumference of a Circle:  $2\pi R$
- Area of a Rectangle:  $LW$
- Perimeter of a shape: Add sides
- Area of a Triangle:  $\frac{1}{2}$  Base x Height
- What is a prefix?
- What is a suffix?
- What is a root?
- What is a conjunction?
- When we have two independent clauses, how do we connect them? (comma and conjunction or semicolon)
- What is a sentence fragment?
- What does PEMDAS stand for?

Writing practice problems and review: Have students take 23 minutes to answer questions 82 - 90

Review practice writing problems

Show them the Mometrix Books and have them choose 3 videos that they want to watch to help themselves study.

Homework: Watch the 3 videos you choose and be prepared to share what you learned next class.

**Week 12: Day 1: May 15, 2023:**

Urban College Class

**Week 12: Day 2: May 16, 2023**

1:00 - 1:30: Everyone filling out the school climate survey on the computers

1:30 - 2:00:

Read Earning Money My Own Way by Jane Cregg in two groups with Johanna with the lower level group

2:00 - 2:15:

Ask the group these questions:

1. Is the genre fantasy, realistic fiction or non-fiction? How do you know?
2. Interest has two different meanings on page 8 and 13. What are the two different meanings of that word?
3. How did you earn money when you were a kid? (Discussion as a group)

2:15 - 3:00: Proportion word problems:

1. Maria makes beautiful flower baskets. For every 16 red roses she uses 12 carnations and 2 butterflies. She made a basket for Jeannette for her birthday. If she used 3 butterflies, how many carnations did she use?
2. Liz's daughter went to the school dance on Friday night.  $\frac{2}{3}$  of the girls wore dresses and  $\frac{1}{3}$  wore something else (either a skirt or pants.) If there were 30 girls at the dance, how many wore dresses?
3. Lucy and Wilda drink coffee in the mornings. Lucy takes 2 sugars and 1 cream and Wilda takes 3 sugars and 2 creams per cup of coffee. If they each drink 5 cups of coffee this week, how many creams will the office need to buy for the two of them?
4. Silvia works with first grade in the school day and in after school. Half of the students in Brenda's class she also has in her after school class. She also has 6 kids from Lucy's class in after school. If there are 22 kids in Brenda's class in the morning, how many children does Silvia work with after school?

5. Marlen and Carmen are going dancing on Saturday night. The club plays 3 bachata songs for every 2 merengue songs. If they play 18 merengue songs, how many bachata songs will they play?

**Week 12: Day 3: May 17, 2023: (Low level)**

1:00 - 1:50: Read Lee's Lesson from Laubach Way to Reading 3: Pages 39 - 43 and answer the questions. Practice reading long e words and answer the comprehension questions. Have students read the passage twice out loud to understand it. This includes practice reading and writing small numbers

1:50 - 2:20: Give big numbers on the board and have students practice how to write and say them:

Six hundred three thousand five hundred sixteen (603,516)

1,425,406 (one million four hundred twenty five thousand four hundred six)

6,300,803 (six million three hundred thousand eight hundred three)

Give 3 more for practice and have them do in their notebooks

2:20 - 2:40: Teach contractions: I'm, We're, She's, I'll, Won't, You're, Don't, Didn't

2:40 - 3:00: Have students practice with contractions on page 42 of Laubach

2:10 - 2:20: Have students practice with Let's: If there is time - if not, do on Monday

Use the following words with Let's or Let's Not:

Walk, Fill it out, Go, Get, Call, Drive

1. \_\_\_\_\_ to the financial aid office. It's not far.
2. \_\_\_\_\_. It's very cold today. \_\_\_\_\_ there.
3. This application is easy. \_\_\_\_\_ now.
4. It's not necessary to go to the office. \_\_\_\_\_ an application online.
5. What's a "middle initial"? Where's the telephone? \_\_\_\_\_ her now.
6. It's late. \_\_\_\_\_ her now. Let's call her tomorrow.

**Week 12: Day 4: May 18, 2023:**

Urban College Class - last class!

**Week 12: Day 5: May 19, 2023:**

9:00 - 9:30: Give two shapes on the board - one rectangular prism and one triangular prism and have them calculate the volume and the surface area of each

9:30 - 10:15: Have students complete Mometrix Test # 3 Questions 7-15 (Reading) and 31 - 36 (Math) - Total of 15 questions: Give them 38 minutes to complete this.

10:15 - 11:00: Review problems from reading and math

11:00 - Give pages 401 and 402 for homework

**Week 13: Day 1: May 22, 2023:**

1:00 - 1:30: Have all students complete bcyf registration to register kids for free classes

1:30 - 1:40: Technology lesson: Teach how to use the bcyf website to register for pool time, sports classes, and programs for children in English

1:40 - 2:00:

Give examples of Let's:

- Let's go to the playground.
- Let's think about that.
- Let's write this in our math notebooks.
- Let's all line up for lunch.

Have each student brainstorm and write a sentence starting with let's.

Review Let's construction

Do Let's page from Grammar in Review

2:00 - 2:30:

Do more practice reviewing how to say big numbers: write out:

- Six million, three hundred fifty thousand, nine hundred twelve
- 9,347,820
- 2,349,034
- Review all place values up to a million and have the students record in a notebook

2:30 - 3:00: Finish the proportions problems from yesterday. Give two more on the board:

1. When I cook soup for my children I use 3 cups of chicken stock for every 1 cup of corn. If I make a big pot of soup for the potluck, I will use 3 cups of corn. How many cups of chicken stock will I use?

**Week 13: Day 2: May 23, 2023:**

1:00 - 1:40: Math review problems:

1. I need to put 15 gallons of gas in my car to drive 320 miles. How many gallons do I need to drive 100 miles?

2. Practice regrouping and show your work: Check your work by doing the opposite operation.

$$102 - 64 =$$

$$14721 - 687 =$$

$$234 - 98 =$$

3. Dividing with decimals: (To the hundredth place)

Divide the following:  $62.2 \div 4.5 =$

$54.9 \div 3 =$

$54.9 \div 2.9 =$

1:40 - 2:20: Teach verbs followed by infinitives:

Give examples on the board:

1. I want to go to college. How do I apply?
2. I need to get a job. How do I look for one?
3. I would like to volunteer in my free time. Are there volunteer opportunities at your church?

Have students find the infinitive after the verb.

Have them fill in a correct verb in their notebooks for these sentences:

1. Lucy doesn't drive so she wants \_\_\_\_\_ a job near home.
2. Caleb doesn't remember \_\_\_\_\_ his homework every day.
3. Daniel needs \_\_\_\_\_ a job application.

4. She would like \_\_\_\_\_ a teacher in the future.

2:20 - 3:00: Have students complete sentences with I plan... I'd like... I hope... I want... about their future plans

Have students share these sentences with the class.

Play a game afterwards where they have to remember who had each hope for the future.

**Week 13: Day 3: May 24, 2023:**

1:00 - 1:45: Read Rick chapter of City Stories in popcorn reading and check for comprehension. Have all students write new vocabulary words in their notebooks.

1:45 - 2:00: Find the error in the following sentences on the board:

1. Les't go to the park together on friday. (2 mistakes)
2. I working at a preschool next year.
3. I hope having a great summer with my family.
4. She want to visit with her sister this weekend.
5. She is working at Dunkin Donuts now?
6. We love to play with she in Franklin Park.

1:45 - 2:30: Math review: Algebraic expressions solving for x, dividing with decimals and proportions problems

1. Solve for x:

$$6x - 7 = 13 + 11x$$

2. Solve for x:

$$3x = 8 - x$$

3. Solve for x:

$$3x + 5 = 215$$

Dividing with Decimals: (Round to the nearest hundredth)

$$65.2 \div 3.5 =$$

$$12.3 \div 2.4 =$$

Word Problems:

1. For every 5 plates of food that are out at night, there are 30 mice who come to eat it. If there are 12 plates of food left out on Friday, how many mice eat the food over the weekend?
2. The students at the Hernandez go on 3 field trips a year. The Bates school only goes on 1 field trip a year. After 5 years, how many more field trips will the Hernandez students have than the Bates students?

2:30 - 3:00: Describing objects with adjectives:

As a group, come up with a list of 20-25 adjectives that can describe objects and write them on the board and in notebooks. Then give each student a mystery object from the classroom. They need to describe it out loud using 4 different adjectives and their partner needs to guess what the object is.

**Week 13: Day 4: May 25, 2023:**

Trip to Urban College Downtown



**Week 13: Day 5: May 26, 2023:**

Review pages 401 and 402 for homework - Writing questions numbers 61 - 70

Have students do questions 17 - 24 in Test 3 of Mometrix for reading practice and practice with questions about teaching reading and 37 - 42 (15 total questions) (pages 390 - 394) Give 38 minutes for the 15 questions

Review all of these questions together

**Week 14: Day 1: May 29, 2023:**

Memorial Day - No School

**Week 14: Day 2: May 30, 2023:**

Observation and Feedback day:

Each participant will observe a different classroom grade level than what they are used to working with. They will record observations of what they notice for structures and procedures and also what they wonder about what is happening in the classroom. They should reflect on what they would want to implement in their classroom in the future perhaps.

Schedule for individual meetings with each PM:

Liz:

12:15 - 1:30: Denise

1:30 - 3:00: Brenda

Lucy:

12:15 - 1:30: Denise

1:30 - 3:00: Erika

Maria:

12:15 - 1:30: Doris/Lilliam

1:30 - 3:00: Ester

Dileisy:

12:15 - 1:30: Ilana

1:30 - 3:00: Neiby

Silvia:

12:15 - 1:30: Ilana

1:30 - 3:00: Elizabeth

Carmen:

12:15 - 1:30: Ester

1:30 - 3:00: Denise

Marlen:

12:15 - 1:30: Elizabeth

1:30 - 3:00: Neiby

Jeannette:

12:15 - 1:30: Doris/Lilliam

1:30 - 3:00: Sandy

Wilda:

12:15 - 1:30: Brenda

1:30 - 3:00: Denise

#### **Schedule for meetings with Ana and Johanna:**

12:15 - 12:30: Silvia

12:32 - 12:47: Maria

12:49 - 1:04: Lucy

1:06 - 1:21: Wilda

1:23 - 1:38: Carmen

1:40 - 1:55: Marlen

1:57 - 2:12: Jeannette

2:14 - 2:29: Liz

2:31 - 2:46: Dileisy

#### **Week 14: Day 3: May 31, 2023**

1:00 - 1:30: Review back of paper from last Wednesday - math problems

Tell everyone to bring computers the next week

1:30 - 2:30: Show students the Bloom's Taxonomy to explain why our final project is to have them teach a lesson on a concept that is difficult for them to understand.

<https://www.flickr.com/photos/vandycft/29428436431>

For your final project, everyone is going to teach a math concept to the class that will take about 10-15 minutes. You will design a lesson plan, make a sheet of practice problems (Johanna can copy it for you) and will deliver the lesson to the class. In your lesson you will write out the objective: (Students will be able to...), explain how you will teach and will include the practice problems you will provide. Everyone must do their lesson plan in English but when you teach you can do a combination of English and Spanish.

You should pick a topic that is difficult for you so that you deeply understand it after teaching it.

Brainstorming: what makes a lesson interesting and helpful?

What parts should your lesson have? (Instruction, possible game, time for practice)

Topics: -

1. Subtracting with regrouping
2. Calculating percentages
3. Comparing two fractions
4. Proportions Problems
5. PEMDAS
6. Solving for x in algebraic expressions
7. Long division with decimals
8. Irregular Past Verbs - the 12 most common irregular verbs
9. Present continuous for present, present continuous for future and past continuous

2:30 - 3:00: Speaking practice game: Give topics and have partners talk for 3 minutes each about the following topics: Put 4 slips of paper on the desk and if you stop speaking English, take one slip away. We all will try to end the class with 3 slips of paper. This is something that the students can use with their (children) students as well.

- Summer plans
- Favorite snacks to eat
- Best birthday party you ever hosted or attended
- A time when you were very proud (orgulloso) and why
- When you feel creative

- A story going to the doctor or the dentist

### **Week 14: Day 4: June 1, 2023**

1:00 - 1:30: Reading for 3 and others work on speeches for graduation

1:30 - 3:00: Send each student the lesson template via Google Docs. With computers work on final projects and put the lessons in the lesson plans with a worksheet for practice

### **Week 14: Day 5: June 2, 2023:**

Practice problems:

56 - 59 on pages 338-339 of Mometrix: Math

66 - 70: Writing page 341 - 342 (teach what a gerund and a participle are)

Reading: 21 - 26 on pages 361 - 362

Review the practice problems together slowly.

Have students take 10 minutes to look through the practice books. Explain that next week is the last class so we will make a list of all concepts they want to work on more and will have a class totally tailored to their wants and needs.

### **Week 15: Day 1: June 5, 2023**

Ana Training 1:00 - 3:00

### **Week 15: Day 2: June 6, 2023**

Finalizing work on math teaching projects. Each student will print the worksheet they made and make copies to give to the other students for practice

Starting final project presentations:

1:00 - 2:00: Finishing Individual Lessons

2:00 - 2:05: Break

2:05 - 2:20: Lesson 1

2:20 - 2:35: Lesson 2

2:35 - 2:50: Lesson 3

**Week 15: Day 3: June 7, 2023: Beginning English Level**

Give study guide for the final test and practice studying it\*\*\*\* give to Liz and Lucy day before

**Week 15: Day 4: June 8, 2023:**

1:00 - 1:30: Reading activity: \*\*\*\*\*

1:30 - 1:45: Lesson 4

1:45 - 2:00: Lesson 5

2:00 - 2:05: Break

2:05 - 2:20: Lesson 6

2:20 - 2:35: Lesson 7

2:35 - 2:50: Lesson 8

2:50 - 3:00: Give out study guide to study over weekend\*

**Week 15: Day 5: June 9, 2023: Last class of ParaPro Prep:**

**Concentrate on Reading and Writing and a little bit of math**

**Week 16: Day 1: June 12, 2023:**

Reviewing for the final test\*\*\*\*\*

Final class presentation

**Week 16: Day 2: June 13, 2023:**

Final test including the full math test that each student got when interviewing for the program before starting

**Week 16: Day 3: June 14, 2023:**

Program and class reflection - filling out post-program surveys

\*\*\*\*\*

**Week 16: Day 4: June 15, 2023:**

Graduation! Each graduate reads the speech that they wrote and Ana and Johanna read a speech about each graduate as well. Each graduate receives a diploma, a letter of recommendation from the program and one from their mentor teacher