



Fontana Unified School District
Division of Teaching and Learning
Department of Multilingual Programs and Services

**English Language Development Lesson
(Designated ELD)**

Grade 5

Lesson: 1

Language Objective: Read the realistic fiction story “Asado in Argentina”

In this lesson, you will...

Expanding:	Read the entire story, “Asado in Argentina”.
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If you need help completing the lesson, do this instead...

Emerging:	Read only Paragraph 2, 4 and 5.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	After reading the story talk to a family member and discuss what you learned about the asados and Argentinian culture.
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Essential Question

What can learning about different cultures teach us?

Read the story and talk about it.

LESSON 1 *Asado* in Argentina

Realistic Fiction

"I'm inviting some friends to an *asado* this Sunday," Aunt Lila announced. Paul looked confused. "An *asado* is a fun, cultural event in Argentina," Aunt Lila explained, "In some ways it is like a barbecue."

"Argentinians enjoy being **surrounded** by family and friends," said Uncle Art. "Grilling all the tasty meats takes hours of preparation. While the meal cooks, everyone chats with one another and relaxes."

"Spending hours with strangers sounds boring," Paul said.

Uncle Art knew just how to make an *asado* seem interesting. He showed Paul a large open pit in the backyard.

Uncle Art said, "I use wood to grill the meat. I let the wood burn until it breaks into small pieces. This is a critical step. The small pieces help the meat cook slowly, which improves its **flavor**."

The following day, Uncle Art lit the wood. Paul added salt to the meat. Then he watched as Uncle Art barbecued the meat like a professional chef.

Paul enjoyed the *asado*. The guests ate, talked, and laughed. After eating, the guests started clapping. "They're clapping for us!" Uncle Art said. "In Argentina, guests always show their appreciation for the cooks."

"In New York, we grill food when we go to a park," Paul said. "We barbecue hamburgers or hot dogs for a few minutes. No one ever claps for the cook! I think an *asado* is a lot better!"





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Lesson: 2

Language Objective: I will draw a picture of the story “Asado in Argentina” talk with a family member about what I thought about the story.

In this lesson, you will...

Expanding:	Draw a picture of your favorite part of the story “Asado in Argentina” and retell the story to a family member.
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If you need help completing the lesson, do this instead...

Emerging:	Draw a picture about your favorite part of the story “Asado in Argentina”.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Draw a picture of your favorite part of the story and talk to a family member about the words that Aunt Lila’s used to describe <i>asado</i> and why she enjoys <i>asado</i> .
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LESSON 2

Draw a picture from the story “Asado in Argentina” and retell the story to a family member.





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**English Language Development Lesson
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Lesson: 3

Language Objective: I will be able to identify the verbs in the sentences In this lesson, you will...

Expanding:	Underline the verb (action word) in each sentence and then write whether it is talking about the present, past or the future. Do both part A and B of the worksheet.
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If you need help completing the lesson, do this instead...

Emerging:	Underline the verb (action word) in each sentence and then write whether it is talking about the present, past or the future. Do not to part B.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Choose one past-tense verb and one future-tense verb from the sentences in the worksheet . Use each verb in a new sentence. Write the sentences on the lines below.
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Name _____

Verbs can tell about actions. The tense of a verb lets you know when an action takes place.

The dogs bark. (present) The dogs barked. (past)
The dogs will bark. (future)

A. Underline the verb in each sentence. Then write *past*, *present*, or *future* to tell the time of the action.

1. Last winter, I asked my parents for a puppy.



2. We visited the best pet shop in town.



3. Now I hold one of the puppies.



4. Later, I will choose a name for my new pet.



B. Write the past and future tense form of each verb.

past

future

1. growl _____

2. guard _____

3. lick _____

4. follow _____



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**English Language Development Lesson
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Lesson: 4

Language Objective: I will reread the story “Asado in Argentina” and answer questions about the story.

In this lesson, you will...

Expanding:	Reread the story “Asado in Argentina” and answer the questions on the page where is says <i>Respond to Text</i> .
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If you need help completing the lesson, do this instead...

Emerging:	Read paragraph 3, 7 and 8 “Asado in Argentina” and answer only question 2.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Reread the story “Asado in Argentina” and answer the questions on the page where is says <i>Respond to Text</i> . Then talk to your family and discuss the similarities and differences about your culture and asado in Argentina.
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**English Language Development Lesson
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Grade 5

Lesson: 5

Language Objective: Write about a realistic fiction story.

In this lesson, you will...

Expanding:	Complete the two sentence prompts to write about “Asado in Argentina” on page 22.
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If you need help completing the lesson, do this instead...

Emerging:	Complete only the first sentence prompt to write about “Asado in Argentina” on page 22.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Complete the two sentence prompts to write about “Asado in Argentina” on page 22. Then reread the title and explain its relationship to the story events to someone in your house.
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Name _____

Have a collaborative conversation with someone. Use the sentences below to start the conversation. Cite text evidence in your answers below. Present your ideas out loud.

1. Explain why Aunt Lila and Uncle Art want to have an *asado*.

Aunt Lila and Uncle Art want to have an *asado* because _____
and _____.

2. Describe what Uncle Art teaches Paul about how to cook meat at an *asado*.

Uncle Art teaches Paul how to _____.

3. Describe how Paul feels about the *asado* in the end.

LESSON 5

 **Write Work with someone.** Discuss your notes about “*Asado* in Argentina.” Then write your answer to the Essential Question.

What does Paul’s experience at the *asado* teach him about Argentina?

At first, Paul is not excited about the *asado* because _____
_____.

After going to the *asado*, Paul decides that an *asado* is _____
_____. He feels this way because _____
_____.



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**English Language Development Lesson
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Grade: 5

Lesson: 6

Language Objective: Read the fantasy story, *Beware of Dark Woods*.

In this lesson, you will...

Expanding:	Read the entire story, <i>Beware of Dark Woods</i> .
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If you need help completing the lesson, do this instead...

Emerging:	Read <i>only</i> paragraphs 3, 6, and 8 of <i>Beware of Dark Woods</i> .
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Read the entire story, <i>Beware of Dark Woods</i> . <i>Then</i> after reading each paragraph, retell the information in your own words to someone in your house.
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Essential Question

How can learning about nature be useful?

Read the story and talk about it.

LESSON 6 Beware of Dark Woods

Fantasy

I don't like hiking," Jackson **declared**.

Latrice frowned and said, "I thought you were cultivating an interest in nature."

Just then, Juanita saw a trail and the four friends decided to explore it. Raul, who loved adventure, agreed. They followed the trail into the dark woods, moving farther away from civilization. Soon, the friends arrived at a strange, new world. In this world, the children were tiny, while everything else was huge.

Suddenly, an **enormous** spider jumped in front of the group. It began to weave a large, complex web.

"I must be **daydreaming!**" Jackson exclaimed.

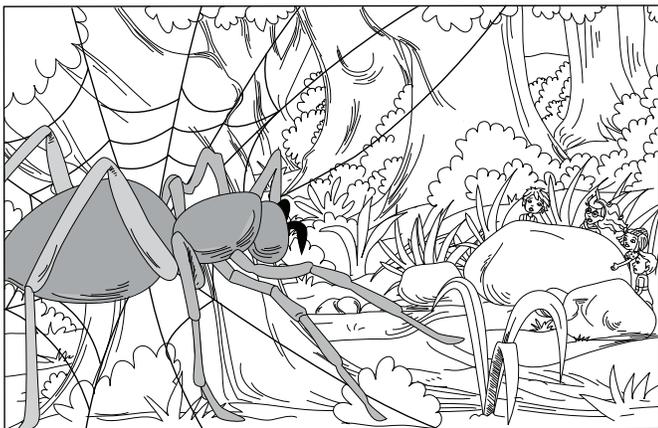
Latrice yelled, "Hurry! Hide behind the rock! The spider web is very sticky and stronger than steel! If we get trapped in the web, the spider will eat us!"

Juanita looked at the spider's sharp fangs and yelled, "We have to devise a plan to escape!"

At that moment, a giant honey bee flew above Raul's head. "We can ride on the bee's back!" Raul shouted. "The bee won't sting us because it's busy looking for flower nectar. I'd rather be sitting on a bee than stuck in a spider web!"

The friends quickly climbed onto the gigantic bee. Then the bee flew over the spider and landed on a flower at the entrance of the trail. When the children touched the flower, they grew to their normal size.

Jackson said, "No more adventures in the dark woods!". The friends agreed.





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**English Language Development Lesson
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Grade: 5

Lesson: 7

Language Objective: Retell the story *Beware of Dark Woods* in your own words and draw a picture.

In this lesson, you will...

Expanding:	Retell the entire story, <i>Beware of Dark Woods</i> in your own words to someone in your house. <i>Then</i> draw a picture of your favorite part of the story.
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If you need help completing the lesson, do this instead...

Emerging:	Retell what happened in <i>only</i> paragraph 3, 6, or 8 of <i>Beware of Dark Woods</i> in your own words to someone in your house. <i>Then</i> draw a picture of that part of the story.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Retell the entire story, <i>Beware of Dark Woods</i> in your own words to someone in your house <i>and</i> explain why it was important for the children to hide behind the rock. <i>Then</i> draw a picture of your favorite part of the story.
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Grade: 5

Lesson: 8

Language Objective: Recognize and use past, present and future tense verbs.

In this lesson, you will...

Expanding:	Complete page 94 and 95, called Action Verbs: Past, Present and Future Tenses , by circling words and then filling in the blanks.
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If you need help completing the lesson, do this instead...

Emerging:	Complete <i>only</i> page 94, called Action Verbs: Past, Present and Future Tenses , by circling words and then filling in the blanks.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Complete page 94 and 95, called Action Verbs: Past, Present and Future Tenses , by circling words and then filling in the blanks. <i>Then</i> complete page 96 by reading the passage. Circling the mistakes in verb tense, then rewrite the passage correctly.
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LESSON 8

16B: Action Verbs: Present, Past, and Future Tenses

Name _____

Most **verbs** that tell about the past end in *-ed*. Most verbs that tell about the future use the helping verb *will*.

Past: worked **Present:** work **Future:** will work

A. Write the past and future tense of each verb.

	past	future
1. paint	_____	_____



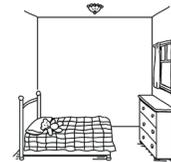
2. mix	_____	_____
--------	-------	-------



3. select	_____	_____
-----------	-------	-------



4. finish	_____	_____
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B. Write the given form of the word in parentheses to complete each sentence.

1. This color (cover) _____ the old paint. (future tense)
2. The old paint (fade) _____ in several places. (past tense)
3. The new color (match) _____ the curtains. (future tense)



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Grade: 5

Lesson: 9

Language Objective: Respond to the story, *Beware of Dark Woods*.

In this lesson, you will...

Expanding:	Respond to the story by completing the 3 sentence starters under Respond to the Text .
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If you need help completing the lesson, do this instead...

Emerging:	Respond to the story by completing only the first 2 sentence starters under Respond to the Text .
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Respond to the story by completing the 3 sentence starters under Respond to the Text . Then go back to the story, <i>Beware of Dark Woods</i> , and underline the evidence from the text that supports your answer.
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Grade: 5

Lesson: 10

Language Objective: Write about a fantasy story.

In this lesson, you will...

Expanding:	Complete the two sentence prompts to write about <i>Beware of Dark Woods</i> .
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If you need help completing the lesson, do this instead...

Emerging:	Complete only the first sentence prompt to write about <i>Beware of Dark Woods</i> .
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	Complete the two sentence prompts to write about <i>Beware of Dark Woods</i> . Then reread the title and explain its relationship to the story events to someone in your house.
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Read the text. Have a collaborative conversation with someone. Use the sentences below to start the conversation. Cite text evidence in your answers below. Present your ideas aloud.

1. Describe what happens to the friends when they enter the strange world.

2. Explain why the friends are afraid of the spider.

The friends are afraid of the spider because _____

3. Explain why Raul wants everyone to get on the bee.

Raul wants everyone to get on the bee because _____

Describe how the friends escape from the spider.

LESSON 10

 **Write Work** with someone at home.. Discuss your ideas about "Beware of Dark Woods." Then write your answer to the Essential Question.

How was knowing about nature useful to the friends in the woods?

The friends knew to stay away from the spider because _____

The friends find out that learning about nature is useful because _____
