

Revuela

Developed
by SM in
collaboration
with experts
on teaching
English.



K-6 English

Fly from your classroom to the world with Revuela English!



Revuela

English K-6

Revuela English K-6 is an **English Language Arts** series designed to meet elementary school students' learning needs and interests. The collection created by **SM**, in collaboration with experts on teaching English in the United States and abroad, includes stories and nonfiction texts that connect cultural and contemporary contexts to students' experiences in Puerto Rico.

As teachers, we know that the best way for students to learn a new language is by reading a variety of texts to expand vocabulary and comprehension. **Revuela English K-6** focuses on **vocabulary building** with a special approach to **listening and speaking, grammar, and writing**.

Contents related to these skills and concepts are aligned to the **Department of Education English Language Development Curriculum and Standards**.

Students' literacy development benefits from early reading and writing. We provide the language skills and strategies students need to develop **reading comprehension** and writing abilities. Students discover the joy of reading as they learn about diverse topics!

Revuela's underlying goal is an education grounded in values and **global citizenship**, with each chapter revolving around a central value related to solidarity and cooperation. The language skills students practice and explore with **Revuela English K-6** will develop into strong communication and lifelong learning achievements that will help them navigate a more just, inclusive, peaceful, and sustainable society.

All literary and nonfiction texts included in the series were specially written or adapted for Revuela English K-6.



The Global Citizenship goal is based on a unified, humanistic approach that stems from respect and concern for others and the environment.



Chapter Opener



Each chapter begins with a colorful photo or illustration to spark interest in the theme and connect with students' prior knowledge. The chapter *Goals* establish the objectives to accomplish.

Students will discuss their ideas by answering questions about the picture in *Sharing Our Ideas*. The final question focuses on global citizenship and encourages respect and care for people, animals, and the environment.

CHAPTER CHALLENGE

The *Chapter Challenge* is a short, structured writing project. Students will follow instructions to write about issues discussed in the chapter readings, building both writing skills and critical thinking. The introduction in the opening of the chapter gives students prior knowledge about what they will be asked to write in the final pages.



Example from First Grade



Example from Fifth Grade



Vocabulary

Revuela English K-6 emphasizes vocabulary building and improves reading comprehension. New vocabulary is highlighted in yellow. Key words that help students explore and discuss the chapter theme are presented in the first two pages of each chapter.

Access the digital books in the SM Aprendizaje platform for the read-alouds.

Students can read and listen to chapter words in context. First, they will hear and say the words in a poem, chant, or rap. Then, they will see illustrations as they listen to these words in sentences from the chapter's literary or nonfiction text. Students will read, say, and practice common words and the chapter vocabulary repeatedly.

A girl and a boy are on a beach, collecting plastic and glass bottles into a large white recycling bin. The girl is holding a blue plastic bottle, and the boy is holding a clear glass bottle. In the background, there are stacks of cardboard boxes and wooden logs. The scene is set against a bright, sandy beach with a clear blue sky. A pink speech bubble with the text 'Talk to a friend' is overlaid on the bottom right. A yellow speech bubble with the text '30' is in the top left corner.

Key Words from Second Grade

A collage of images related to legends. It includes a pegasus with wings and a long mane, a blue dragon with a long tail, a knight in armor on a horse, and a unicorn with a single horn. The background features a landscape with a waterfall and a forest.

Words in Context from Fourth Grade

Picture Dictionary

Picture Dictionary	
a ancient people The Egyptians were a group of ancient people who lived near the Nile River.	 ancient people → ancient people
b audience The audience was amazed by the magician's tricks.	 audience
c available The new computers are available in the library.	 available
d anything You can do anything if you try your best.	 anything
e as you can see As you can see, we are making a puzzle.	 as you can see
f assignment I finished my math assignment before recess.	 assignment
g barren The desert was barren, with no trees or plants.	 barren
h belts The spaceship flies through the asteroid belt.	 belts
i careful Be careful when you cross the street.	 careful
j bioscience In bioscience class, we learn how plants grow.	 bioscience
k challenge Solving a puzzle is a fun challenge.	 challenge
l black hole Black holes in space are still a mystery.	 black hole
m chunk We ate big chunks of watermelon.	 chunk
n clim Ana climbed the place next to her best friend.	 clim
o clown A clown is a person who makes people laugh.	 clown
p buy I want to buy a new book of the fair.	 buy
q care I care about my pets.	 care
r clown A clown is a person who makes people laugh.	 clown
s clown A clown is a person who makes people laugh.	 clown
t clown A clown is a person who makes people laugh.	 clown
u clown A clown is a person who makes people laugh.	 clown
v clown A clown is a person who makes people laugh.	 clown
w clown A clown is a person who makes people laugh.	 clown
x clown A clown is a person who makes people laugh.	 clown
y clown A clown is a person who makes people laugh.	 clown
z clown A clown is a person who makes people laugh.	 clown

The *Picture Dictionary* is a valuable reference tool that supports vocabulary development. The section reinforces language acquisition by connecting words to relatable images. Each entry includes clear illustrations that help students visualize and understand new words in context. Organized alphabetically, the *Picture Dictionary* (K-3) and the *Glossary* (4-6) enable students to quickly locate terms, enhancing comprehension and retention as they encounter these words across various lessons.

As a Language Arts Program Revuela English books use definitions in context to build on profound word understanding.



Access the digital books in the SM Aprendizaje platform for the read-alouds.

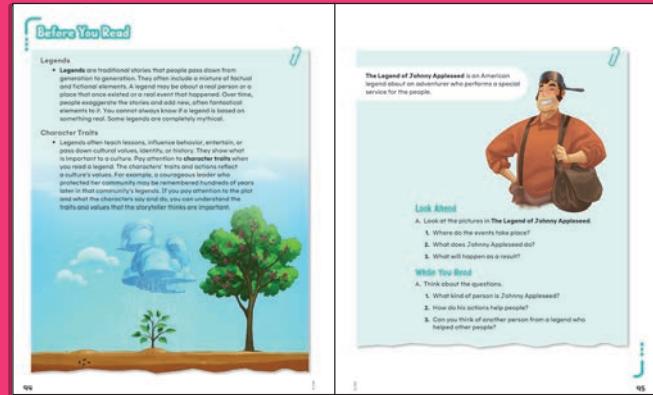
Before You Read

In Revuela English K-6, children read different kinds of texts in varied ways. The *Before You Read* lesson helps them learn about the type of text they will read, highlighting its characteristics to ease comprehension.



Example from First Grade

Look Ahead and guided questions in the *While You Read* sections on the margins encourage students to engage with the illustrations, think about the text, and listen attentively, whether through read-alouds or recordings on SM Aprendizaje or during live readings in class or at home.



Example from Fourth Grade

Readings

Revuela English K-6 includes a variety of reading texts: some tell stories, others contain rhymes or poems, and some provide information. Students are encouraged to re-read, revisit vocabulary, and reflect on what they are learning.

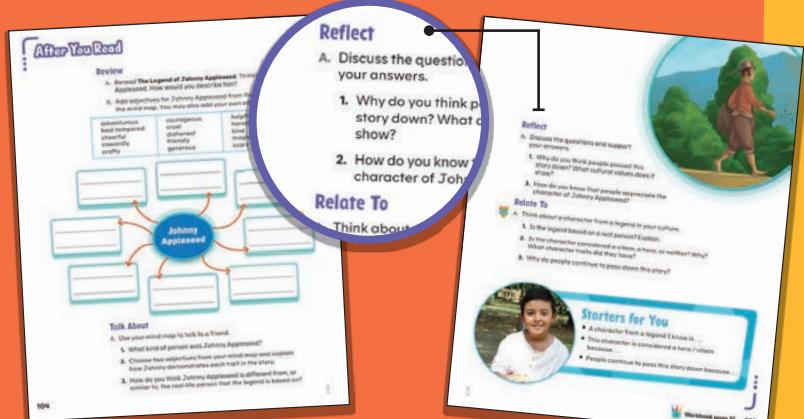
Example from First Grade



After You Read

In *After You Read*, students first review the story or text, then organize their ideas in a graphic organizer. They reread the text in the *Reflect* section to discuss what they have learned with a peer. In the *Relate To* section, students discuss the text's meaning, how it connects to their lives, and its personal significance.

Starters for You provides additional prompts to encourage oral communication and class discussions.



Starters for You

- A character from a legend I know is...
- This character is considered a hero / villain because...
- People continue to pass this story down because...

Grammar

Grammar lessons cover parts of the sentence and grammar rules, with texts and activities aligned with the Puerto Rico Department of Education's English Program and Standards for each grade.

Grammar
Prepositions

We use **prepositions** to say where things are. The preposition explains where something or someone is.

A. Listen and read.
A mangrove forest grows on the land next to the sea. Many different animals live in mangroves. We can see monkeys and birds on the tops of mangrove trees. Reptiles and other creatures live under the trees. They hide between the roots of the mangrove trees.

B. Underline the prepositions.

300 Workbook page 87

Prepositions of Place

The octopus is **on** the rock. The fish are **in** the seagrass bed. I can't find my baseball bat. It is **not under** my bed. I see your boat. It is **behind** the sofa. Stand **in front of** the tree. I want to take your picture. I can stand **between** the two trees.

C. Look at the pictures. Complete each sentence with a preposition.

1. The dog is his bed. 2. The dog is his bed. 3. The dog is his bed. 4. The dog is his bed.

301 Workbook page 88

From 4th to 6th grade **Grammar Reference** modules are included for each chapter at the end of the book as well as five **Grammar assessments** for skills presented in each textbook.

Access the digital books in the SM Aprendizaje platform for the read-alouds.



Students explore words and phrases to understand how they form sentences and texts. Examples and definitions focus on specific grammar rules in each chapter. They then practice these rules in their Workbooks.

Grammar
Present Perfect Tense

We use the **present perfect tense** for events that happened on unspecified time in the past and for events that are completed with the present. To form it, use a form of **be** (have, has) plus the past participle.

Learn the Rule

The present perfect tense describes actions that happened on an unspecified time in the past or events that happened because we are forming on the action or its result. Read continues to the present.

Examples

Monica **has had** several different pets. (unspecified time) That **have** **been** friends since kindergarten. (continuing action)

Practice the Rule

A. Complete the sentences with the present perfect tense of the verbs in parentheses.

1. Monica **has had** several different pets. (unspecified time) **has continued** to the present. 2. Monica **has made** **several** friends since kindergarten. (continuing action) 3. Monica **has been** **best friends** for years. (unspecified time / continuing action) 4. Monica **has been** **best friends** for years. (continuing action) 5. Monica **has been** **best friends** for years. (continuing action) 6. The science club **has recently started** a new project. (unspecified time / continuing action)

B. Complete the sentences with the present perfect tense of the verbs in parentheses.

1. I **have** **read** **three** books this month. 2. We **have** **seen** **several** different movies. 3. She **has** **been** **working** on her science project since last week. 4. They **have** **been** **practicing** guitar. 5. He **has** **learned** how to play the guitar recently.

130 Workbook page 98

Past Perfect Tense

We use the **past perfect tense** to talk about events that were completed before another event in the past. It is like looking backward in time to point of something that happened earlier. To form it, use **had** plus the past participle of the verb.

Learn the Rule

The past perfect tense describes an event that happened before another past event. It shows what happened first. It also shows what happened before a past event. It shows what the conditions were before something changed.

Examples

Monica **had already eaten** breakfast when Nancy **came** to her **door**. (going to the beach) (having) **Arrived** before **eating** "Having" happened before "Arrived" because "Arrived" was the past event and "Having" was the past event that day. Condition that was true before something changed!

Practice the Rule

C. Complete the sentences with the past perfect tense of the verbs in parentheses.

1. Before we **created** our history project, we **researched** ... (facts about the country) 2. She **had lived** ... in the city before moving to the countryside. 3. They **had lived** ... in our neighborhood before the competition began. 4. We **had decided** ... the importance of teamwork until he joined the soccer team. 5. Choose either the present perfect or past perfect verb to complete the sentences.

A. By the time you arrived, the movie **has started** / **had started**. 1. I **had seen** / **saw** **that** movie before it started. 2. They **had seen** / **saw** **that** movie before it started. 3. We **had seen** / **saw** **that** movie before it started. 4. You **have lived** / **had lived** in Brazil for five years before we moved to Puerto Rico. 5. He **understood** the assignment after the teacher **had explained** / **explained** it to us.

131 Workbook page 99

Grammar Assessment 1

Self-Test 1

Choose how each underlined word or phrase is used in each sentence.

1. **Pearl** gave the teacher her **homework**.
a. direct object
b. indirect object
c. direct object
d. indirect object

2. **Janet** cleaned **the** **glass**.
a. direct object
b. indirect object
c. direct object
d. indirect object

3. **Karen** gave **a** **book** to the **dog**.
a. direct object
b. indirect object
c. direct object
d. indirect object

4. **Diego** is **driving** **the** **car** **loudly**.
a. direct object
b. indirect object
c. direct object
d. indirect object

Choose the correct preposition to complete each sentence.

1. The neighbors talked to Valerie about **her** **new** **pet**. **They** wanted her to **turn** **it** **down**.
a. They
b. She
c. Her
d. Her

2. Ms. Hernández told the class that she **was** **afraid** of **the** **dark**.
a. P
b. It
c. I
d. Her

3. Please **watch** my book. **Maybe**, I am **interested** **in** **it**.
a. If
b. If
c. If
d. If

4. Please **listen** to my book. **Maybe**, I am **interested** **in** **it**.
a. If
b. If
c. If
d. If

5. **Where** are **Zoë's** **shoes**? **They** are **not** **here**.
a. He
b. It
c. We
d. Who

6. The wind was **terrible**. **It** **was** **blowing** **some** **leaves** **up**.
a. They
b. It
c. We
d. Who

7. **David** **is** **the** **friend** **who** **drives** **us** **to** **school**.
a. who
b. whom
c. whose
d. whose

8. **Monica** **gave** **the** **chicks** **some** **food**. **She** **likes** **the** **chicks**.
a. who
b. that
c. who
d. whose

Choose the correct preposition to complete each sentence.

1. **It** **is** **on** **your** **desk**.
a. desk
b. something
c. somewhere
d. something

2. **My** **dog** **sleeps** **under** **the** **bed**.
a. your
b. something
c. somewhere
d. nothing

3. **David** **is** **the** **boy** **who** **is** **fast**.
a. David
b. who
c. anyone
d. nobody

4. **Zoë** **does** **not** **have** **any** **friends** **but** **it** **was** **not** **me**.
a. anything
b. nothing
c. somebody
d. no one

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Choose the correct preposition to complete each sentence.

1. The **chair** **is** **near** **her** **house**.
a. who
b. that
c. whom
d. which

2. **He** **is** **the** **boy** **who** **is** **fast**.
a. who
b. whom
c. whose
d. whose

3. **Monica** **gives** **the** **chicks** **some** **food**. **She** **likes** **the** **chicks**.
a. who
b. that
c. who
d. whose

4. **Choose the correct preposition to complete each sentence.**

1. **It** **is** **on** **your** **desk**.
a. desk
b. something
c. somewhere
d. nothing

2. **My** **dog** **sleeps** **under** **the** **bed**.
a. your
b. something
c. somewhere
d. nothing

3. **David** **is** **the** **boy** **who** **is** **fast**.
a. David
b. who
c. anyone
d. nobody

4. **Zoë** **does** **not** **have** **any** **friends** **but** **it** **was** **not** **me**.
a. anything
b. nothing
c. somebody
d. no one

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Listening and Speaking
Listen to Learn

A. Listen to the conversations.

B. Answer the questions.

1. In Conversation 1, what kind of pet do the children talk about?
2. In Conversation 2, what wild animal do the children talk about?

Communicate

A. Ask and answer questions.

What pet do you want to have?
I want to have a ...
Which wild animal is your favorite?
I like ...
Why do you like it?
I like it because ...

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Listening and Speaking

In **Listening and Speaking**, students learn to listen carefully and **Listen to Learn**. Using individual digital books at home or in class, students listen to native speakers in the **SM Aprendizaje** recordings. This lesson includes sentence starters and questions that students can use for discussion with peers, developing fluency and oral communication skills.

Access the digital books in the SM Aprendizaje platform for the read-alouds.

Learn About (1-3)

In English class, students read texts connecting to science, social studies, and life in general. These short, engaging texts are designed to encourage reading, speaking, and writing as additional practice for classroom conversations.

Learn About Health

A. Read the text.

We can feel bad because we are sad or mad.
We can feel bad because we are not healthy.
People can help us change how we feel.
They can make us feel good.

B. What makes you feel good? Draw a picture.



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Learn About Science

A. Read about relationships in nature.

Cats are natural predators that prey on birds and mice.
Birds eat insects in other animals' fur and make them feel better.
Animals compete for food and the things they need to survive.

B. Answer the questions.

- What are three kinds of relationships in an ecosystem community?
- Why do animals in a community fight each other?
- How do animals in a community help each other?

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Learn About Physical Education

A. Read the text.

All children do physical education at school.
Doing exercise and playing games keeps you healthy.
Some children are fast, other children are slow, everyone has a good physical activity do you like to do? Draw a picture.



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Communicate (Grades 4-6)

The **Communicate** sections in **Revuela English 4-6** are designed to encourage students to actively apply what they've learned by sharing insights and experiences. In these sections, students participate in structured discussions, allowing them to practice expressing opinions, exchanging information, and making personal connections to the lesson material.

These activities emphasize collaborative communication, reinforcing language skills through real-life application and fostering a supportive environment for students to articulate their understanding confidently.

Listening and Speaking

Listen to Learn

A. Listen to the students have a class discussion about a group discussion.

B. Answer the questions.

C. Draw a picture of a group discussion.

Communicate

Speaking Goal: Moderate a group discussion
Focus: Manage turn-taking
Strategy: Guide the discussion and encourage participation
Topic: Why is it important to express our opinions about issues that are important in our community?

A. Think about a time when you shared your opinion in a group discussion. Did turn-taking help the conversation flow? How?

Participate

A. In your group, choose a moderator who will guide the discussion. The moderator's job is to make sure everyone has a chance to speak and that the conversation stays on topic.

Evaluate Your Participation

A. How did you do?

3 points	2 points	1 point	0 points
I was an excellent moderator and participant. I made sure everyone got a chance to speak. I managed turn-taking effectively. I kept the conversation on topic and used respectful phrases to agree or disagree.	I participated and helped guide the discussion, but I sometimes forgot to ensure everyone had a chance to speak. I struggled to keep the conversation on topic, but I used respectful phrases to agree or disagree.	I participated, but I found it challenging to moderate and manage turn-taking. I had a hard time keeping the conversation on topic.	I found it difficult to participate and moderate effectively. I did not keep the conversation on topic, and I did not use respectful phrases to agree or disagree.

My Participation Grade

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Writing

Each *Writing* lesson begins with a *Chapter Challenge*, the project students have been preparing for throughout the chapter. They will read a model text, observe pictures, and discuss the topic with friends. On the next page, they will *Follow the Steps* to complete the *Chapter Challenge*.

In the *Writing* lesson, the *Chapter Challenge* appears at the top of the page.

Writing

Chapter Challenge

You will write an editorial to highlight on issue that is important to you.

Writing Project

Your second **Collaborative Writing Project** (pages 212–213) is to work in groups to publish a class newspaper. You and your classmates will decide which articles to include in the newspaper. You will write editorials, news stories, personal narratives, and editorials about topics that are important to your classmates.

In Chapter 10, you wrote a personal narrative about your life. In Chapter 11, you wrote an opinion piece about a topic that is important to you. Your opinion piece will be featured in the opinion section of your class newspaper. It should focus on an important issue in your community. You will work individually and write your editorial, using facts and opinions to persuade your readers.

Writing Stage: Prewriting

Focus: Highlighting an important issue in your community

Message: Express your opinion and give reasons to support it

Topic: Why is it important to address this issue in our community?

STUDENT MODEL

The Importance of Keeping Our Parks Clean
by Derek

Keeping our parks clean is important for everyone in our community. We play, relax, and enjoy nature in parks. But people sometimes leave trash behind. Dirty parks are no fun to visit and can be unsafe. We need to make sure everyone does their part to keep the parks clean.

First, schools should teach students why clean parks are important. Second, the city should add more trash cans in parks so people can throw their trash away. Finally, we should have community clean-up days where everyone picks up trash and keeps our parks clean.

By working together, we can make sure our parks stay clean and safe. Clean parks make our community a better place for everyone to enjoy.

Analyze the Model

A. Read Derek's editorial.

- What issue does Derek address in his editorial?
- What reasons does Derek give to support his opinion?

Reflect

A. Discuss these questions with your writing partner.

- What are some important issues that affect your community?
- Why is it important to share your opinions and feelings that are important to you?
- What reasons or examples can you use to make your opinion more convincing?

Apply

A. Focus on your writing.

- What issue do you want to write about?
- What information can you use to support your opinion?

Meet the Challenge

A. Write the first draft of your editorial. Do not forget to explain the problem and include reasons to support your opinion.

B. Share your draft with your writing partner. Discuss your editorial and ask for feedback.

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By working together, we can make sure our parks stay clean and safe. Clean parks make our community a better place for everyone to enjoy.



Grades 4- 6

Before writing, students analyze a model. Guided questions help them review the model text before beginning their own writing in the designated workbook space.

Review

There are four *Review* lessons (after Chapters 4, 8, 11, and 14). These activities familiarize students with the tests they will take during assessment periods.

Review 4

A. Choose a word from the box to complete each sentence. (There are two extra words.)

- anonymity
- anorexia
- anthropologist
- gatherings
- document
- proposal
- retirement
- deadline

1. Graduating from high school is a major _____ in a student's life.

2. _____ includes people from many different countries.

3. The _____ for submitting Daniel's project is next Friday.

4. The _____ wrote an article that told me more you need.

5. Ms. Colon tried to _____ Gramma and Emily before the big test.

6. Guthrie's family _____ is always held at his grandparents' house.

B. Read each sentence. If it is correct, write correct. If it is incorrect, rewrite it and correct the mistake.

1. Anorexia is a type of dessert that is popular in many countries.

2. A milestone is a significant event in a person's life.

3. A mythologist is the male leader of a family.

4. A headline is the title of a newspaper article.

5. To convince someone means to share their kindness and compassion.

6. A gathering is when a group of people come together for a social event.

C. Review the tests from chapters 10–12 and answer the questions.

1. In **Special Ideas**, why were Mr. and Mrs. Contino discussing the flu? (check all that apply)

- They were unsure if the grandparents wanted to celebrate it.
- They wanted to make the event extra special for the grandparents.

2. Write about a family event and explain what you would do to make it special for everyone.

3. Write about something that has changed significantly over the years, such as transportation, relationships, or technology.

4. Write about your opinion on an important issue. Write about why it is important to you. Support your opinion with reasons and examples.

Stickers

Stickers

Chapter 5, page 126

Chapter 6, page 150

Chapter 7, page 174

Chapter 1, page 28

Chapter 2, page 53

Chapter 3, page 76

Chapter 4, page 100

Fabiola

Sharon

want to be friends

Get a piece of paper and markers.

Draw the tree trunk, trunk, and branches.

The city puts a stop sign in front of Mei Ling's school.

first person

second person

third person

The *Revuela English* series includes a diverse set of manipulatives, such as stickers, designed to enrich the learning experience. These stickers provide a hands-on way for students to engage with content by completing graphic organizers, enhancing comprehension activities, and exploring vocabulary through interactive tasks.

Teacher's Guide

The Revuela **English Teacher's Guide** provides educators with a structured approach to develop key language skills across listening, speaking, reading, and writing. Each chapter is designed to engage students with meaningful themes that connect language learning to broader life skills, such as appreciation, goal-setting, and cultural understanding.

The guide includes:

- Listening and Speaking:** Activities help students practice active listening, conversational skills, and structured speaking through interviews, discussions, and presentations, encouraging them to express ideas clearly and listen attentively to peers.
- Reading and Comprehension:** Lessons on reading various texts, including stories, informational content, and biographical sketches, support students in developing critical reading skills, understanding text organization, and identifying main ideas and supporting details.
- Grammar:** Grammar instruction is integrated into each chapter, focusing on specific language structures—such as comparatives, verb tenses, or sentence building—to reinforce students' command of English usage in both written and spoken contexts.
- Writing:** Writing activities encourage students to apply grammar and vocabulary skills to compose thoughtful reflections, narratives, or informative texts, fostering creativity and clear communication.

Each chapter concludes with wrap-up activities, such as creative projects, group discussions, and reflective exercises, to reinforce lesson goals and help students connect language learning to real-world experiences.

Chapter 1
Feeling Good
Student Book pages 12-25

Goals

Reading and Comprehension

- Identify story characters in realistic fiction and fantasy
- Understand and compare characters' feelings in different stories

Grammar

- Identify common and proper nouns

Writing

- Write a description to tell how a person feels

Standards

Listening / Speaking

1.SLS.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using key phrases and open responses (e.g., I like...).

1.SLS.1b Listen and respond to simple WH and WH questions.

1.SLS.1c Respond orally to closed- and open-ended questions.

1.SLS.1d Use words, phrases, and short sentences to express ideas for a variety of purposes (e.g., to communicate needs and desires, express feelings).

1.SLS.5a Share and elaborate on statements, opinions, or arguments using language models or sentence starters (prompt).

1.SLS.6a Share and elaborate on statements, opinions, or arguments using language models or sentence starters (prompt).

1.SLS.6b Share and elaborate on statements, opinions, or arguments using language models or sentence starters (prompt).

Teacher's Guide, Grade 1 21

Foundational Skills: Fluency
1.FSF.4.1a Read on-level texts with purpose and understanding.

Reading

1.R.3.1 With prompting and support, describe characters, settings, and major events in a story or from a read-aloud using key details.

1.R.7.1 Use illustrations/pictures/audios to identify or describe story details and categorize similarities and differences between characters and details within a variety of on-level texts (e.g., nursery rhymes, fables, etc.) or when viewing multimedia resources.

Writing

1.W.1.1 Write simple sentences (subject + verb) using high-frequency words and illustrations to express opinions and feelings or describe a picture, person, or object.

1.W.8.1 With guidance and support, brainstorms ideas, and use feedback on a topic (e.g., additional texts, drawings, visual displays, list) to strengthen writing.

Listening

1.LA.1.1 Print all upper- and lowercase letters.

1.LA.1.2 Use common and proper nouns.

1.LA.2.1 Capitalize the first word in a sentence, dates, and names of people.

1.LA.2.2e Consult reference materials, including print and standard dictionaries, as needed to check and correct spelling.

1.LA.4.1 Use words and phrases acquired through conversations and read-aloud.

Teaching Routines to Use throughout Chapter 1 Lessons

Exploration

- Provide opportunities for both individual work, partner activities, and whole-class discussions to cater to different learning styles and promote peer learning.
- Use multimedia resources such as audio recordings to enhance listening skills and exposure to language.

Review & Wrap-Up

- Summarize key points covered in the lesson to reinforce learning and ensure understanding.
- Encourage reflection on the lesson's content by asking students to relate it to their own experiences or discuss its relevance.
- Use various assessment methods such as peer discussions or exit tickets to gauge student understanding.

Lesson Planner

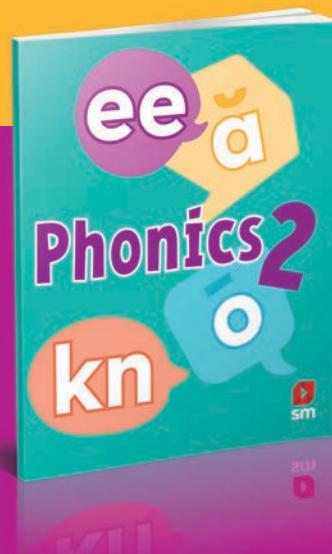
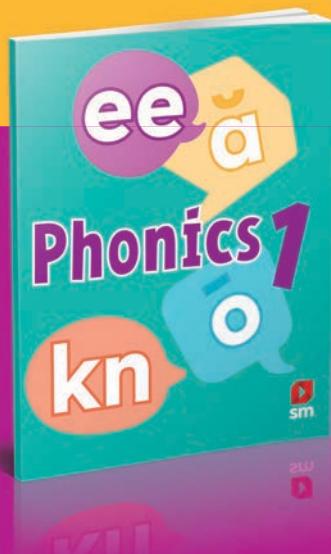
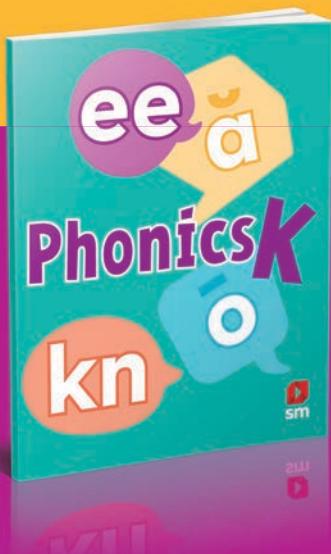
Week 2

- Chapter Opener
- Vocabulary
- Reading

Week 3

- Grammar
- Listening and Speaking
- Writing

Teacher's Guide, Grade 1 23



Phonics Workbook

The *Phonics* series for K-2 is crafted to build foundational reading skills progressively for early learners. Each level guides students in recognizing letter sounds, blending them to form words, and distinguishing between short and long vowel patterns. Through structured lessons on consonants and vowels, students practice identifying beginning, medial, and ending sounds, strengthening their phonological awareness and reading fluency. Hands-on activities support interactive learning, helping students to solidify spelling, decoding, and memory skills as they advance through each grade level.

The image shows four sample pages from the Phonics Workbook. The first two pages (8 and 9) focus on capital letters 'B', 'M', and 'R' with tracing and tracing activities. The third page (10) is titled 'Beginning Sounds' and includes a story about a boy and a bug, with tracing activities for 'bug' and 'road'. The fourth page (11) is a matching activity where students circle the letter that matches the beginning sound of a word like 'map' or 'bug'. Each page features colorful illustrations of a parrot, a bat, a rabbit, a bug, and a map.

Access the digital books in the SM Aprendizaje platform for the read-alouds.



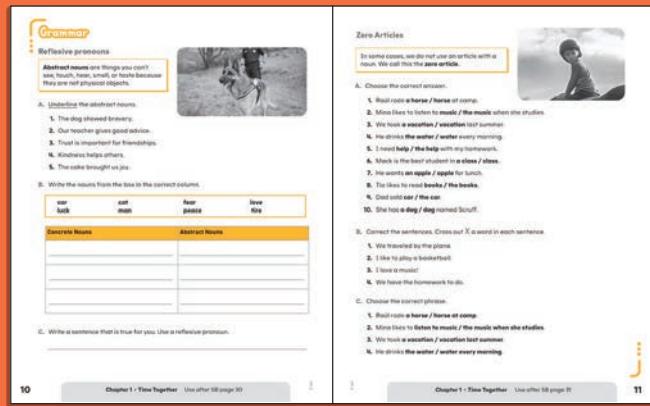
Workbook

The Revuela English Workbook series supports students in practicing and reinforcing key language skills introduced in the Student Book. Each workbook chapter provides exercises across vocabulary, grammar, reading comprehension, and writing, designed to deepen understanding and build language proficiency.

Key features include:

- Vocabulary Practice:** Engaging activities help students expand their vocabulary, applying new words in context and improving comprehension.
- Grammar Exercises:** Each chapter includes targeted grammar practice, such as identifying parts of speech or constructing sentences, to strengthen foundational language skills.
- Reading Comprehension:** Through short texts, True/False statements, and multiple-choice questions, students develop critical reading skills, focusing on main ideas, supporting details, and text organization.
- Writing Tasks:** Writing exercises encourage students to apply their learning creatively, with tasks like character sketches, story planning, and personal reflections, fostering both creative and structured writing skills.

The Workbook provides hands-on activities that align with the chapter themes, promoting independent learning and confidence in language use.



Grammar
Reflexive pronouns
Abstract nouns are things you can't see, touch, hear, smell, or taste because they are not physical objects.

A. Underline the correct nouns:
1. The dog shaved brenny.
2. Our teacher gives good advice.
3. A teacher is a person who helps others.
4. Meat is a food that comes from animals.
5. The cake brought us joy.

B. Write the nouns from the box in the correct column:

car	cat	far	peach	tree	dog

Concrete Nouns Abstract Nouns

C. Write a sentence that is true for you. Use a reflexive pronoun.

10 Chapter 1 - Time Together Use after SB page 30

11 Chapter 1 - Time Together Use after SB page 31

SM Aprendizaje



Includes access to the
DIGITAL BOOK

SM Aprendizaje is the online platform for teacher resources and student's digital books. The Revuela English audio resources are available on SM Aprendizaje, where vocabulary words, chapter readings, grammar activities, and various instructions are recorded. The audio can be played individually or in class.

For Kindergarten through Second Grade, these recordings also include *Phonics Workbook* letters, words, and activities.

Access the digital books in the SM Aprendizaje platform for the read-alouds.
SM Aprendizaje Digital Platform

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Sales Advisors

CENTRO

Mayda Ortiz: 787-224-4100
mayda.ortiz@grupo-sm.com

CENTRO ESTE

Marrelly Cáceres: 787-224-4501
marrelly.caceres@grupo-sm.com

METRO

Michael Rabell: 787-224-4503
michael.rabell@grupo-sm.com

METRO NORTE

María Elena Montero: 787-675-1356
maria.montero@grupo-sm.com

SUR OESTE

Wilmari González: 787-224-4197
wilmari.gonzalez@grupo-sm.com

NORTE

Irma J. Díaz: 787-239-7883
irma.diaz@grupo-sm.com

METRO ESTE

Gisela Cardona: 787-224-4502
gisela.cardona@grupo-sm.com



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Barrio Palmas 776, calle 7, suite 2 | Cataño, Puerto Rico 00962 | Tel. (787) 625-9800



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