

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF EDUCATION
ELEMENTARY SCHOOL**

Fall Semester Course Syllabus

Professor: Richard Román Spicer
Course: Fourth Grade English
Year: 2018 – 2019
Office Hours: Monday: 7:00 - 8:00 a.m. & 3:00 - 4:00 p.m.
Tuesday through Friday: 7:00 – 8:00 a.m.
(by appointment)
Email address: richard.roman@upr.edu

Course Description:

The goal of the fourth grade English course is to provide the student with the necessary opportunities for him/her to communicate effectively in English according to his/her grade level. This course is also geared at developing appreciation for the English language. Particular emphasis is placed on the four basic skills of listening, speaking, reading, and writing through the use of thematic units previously selected by the student. Reading skills will be emphasized by means of the discussion and analysis of different types of literature, while writing skills will be emphasized through the construction of sentences and brief paragraphs. The course pursues to increase the student's acquisition of vocabulary and grammatical structures within context.

Course Objectives:

The fourth grade English course will provide a variety of activities and use diverse resources in order to enable the student to achieve the following general objectives:

1. Recognize the value of having a second language as an alternative means of communication.
2. Achieve command at and/or beyond grade level of the four language arts skills of listening, speaking, reading, and writing.
3. Write sentences and paragraphs at grade level in order to demonstrate his/her command of the writing and composition skills developed during the school year.
4. Read and discuss literature according to his/her level of reading achievement.

5. Acquire and use functional vocabulary that will allow him/her to participate in conversational, reading, and writing activities.

Outline Summary of the Course:

The following skills will be developed according to the thematic unit chosen by the student.

I. Grammar: Use of:

- "In" and "On" in questions and statements
- Question: "What does/do?" To ask for occupations
- Conjunction "and" in questions beginning with "What do"
- Pronoun "they" in questions beginning with "What do"
- "Have" in questions beginning with "How many"
- Every (day, morning, night) in questions in the present
- Numbers One through Thirty-one as numerical noun determiners and as function nouns in statements
- Simple forms of verbs in statements in the present tense
- Third person singular in the present tense in statements
- (Do, Does) in questions beginning with "What"
- Past tense of verbs in statements
- Last Night, Yesterday Afternoon, Last Friday, and Yesterday in questions beginning with "What Did"
- Use of Requests
- What + Did in questions
- Interrogative pronoun Who + past tense of Verb in questions
- Possessive pronouns
- Possessive nouns
- Have or Has in statements in the present
- Interrogative pronoun When in questions in the present tense
- Prepositional phrases beginning with in, on, and under in statements and questions
- Don't and Doesn't in negative statements
- Adjectives for describing nouns and pronouns

II. Vocabulary Development:

Vocabulary words will be related to the selected thematic unit.

- Defining new words in English
- Using new words in sentences and brief paragraphs
- Spelling vocabulary words correctly
- Using context as clues for meaning

III. Composition:

- Copy words and sentences accurately
- Write words and sentences accurately using correct word order, capital letters, and punctuation
- Write words and simple sentences dictated by the teacher
- Write short paragraphs based on a set of guide questions, using correct word order, capital letters, and punctuation
- Write a short paragraph based on a picture or any other theme

IV. Reading:

- Reading and discussing literature concerning the thematic unit which has been chosen by the student
- Identifying the elements of a story
- Identifying important details
- Identifying the main idea
- Sequence of events

V. Oral Communication:

- Asking and giving information correctly
- Answering questions correctly according to grade level
- Speaking freely concerning a topic

Instructional Strategies:

Conferencing
Cooperative learning
Cues, questions, activating prior knowledge
Debate
Direct instruction
Discovery/Inquiry-based learning
Document-based questions
Field experience, field trip, or field study
Guest speakers
Hands-on learning
Homework and practice
Learning centers
Lecture
Modeling
Music and songs
Peer teaching/collaboration
Project-based learning
Read-aloud
Reading and writing across the curriculum
Role play/simulations/drama
Word wall

Evaluation Instruments:

- Teacher constructed tests and quizzes
- Oral presentations
- Written projects
- Oral tests
- Book reports
- Special projects
- Among others

Student's grade will be calculated as the average of all scores obtained throughout the school year.

Grading System:

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
59% - 0%	F

Differentiated evaluations and special accommodations will be provided to students who require it in accordance with the American with Disability Act (ADA).

Any academic fraud is subject to the disciplinary sanctions described in articles 14 and 16 of the revised *General Student Bylaws of the University of Puerto Rico* contained in Certification 018-1977-989 of the Board of Trustees. The professor will follow the norms established.

In accordance with Certification 112 (2014-15), 25% of the course's contact hours may be offered in alternate manners.

Technology:

Technological resources will be used in the classroom in order to assist the processes of teaching and learning.

*REFERENCES

Blatner, W. (2006). *Teaching content for language development*. Unpublished paper. School of Education, University of Massachusetts at Amherst.

Bollard, J. (2008). *Scholastic Children's Thesaurus*. New York, N. Y: Scholastic, Inc.

Calderon, M. (2007). *Teaching reading to English language learners*. Thousand Oaks, CA: Coorwin Press.

- Diaz, L. & Weed, K. (2006). *The cross-cultural language and academic development handbook: A complete K-12 reference guide* (3rd ed.). New York: Pearson.
- Elliot, R. (2006). *Painless Grammar*. New York, N.Y: Barron's Educational Series, Inc.
- Fisk, S. (1989). *Comprehension Connection*. St. Louis, MO.: Milliken Publishing Co.
- Goeke, J. (2009). *Explicit instruction: A framework for meaningful direct teaching*. New York: Pearson.
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- Haynes, J. (2009, March). Teaching reading comprehension. *Essential Teacher*, 6(1), 6-7.
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- Levine, E. (2007). *Henry's freedom box*. New York: Scholastic.
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- Strausser, J. (2009). *Painless Writing*. Hauppauge, N.Y.: Barron's Educational Series, Inc.
- Thoman, K. (2012). *Language Arts with the Internet*. CA: Classroom Connect, Inc.

*Reference list will be updated upon student selection of topic for theme unit.

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Fall Semester Course Syllabus

Professor: Richard Román Spicer
Course: Third Grade English
Year: 2018 – 2019
Office Hours: Monday: 7:00 - 8:00 a.m. & 3:00 - 4:00 p.m.
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(by appointment)
Email address: richard.roman@upr.edu

Course Description:

The third grade English course is aimed at providing the student with the opportunities he/she needs in order to communicate effectively in English according to his/her grade level. The course also aims at developing appreciation for the English language. Particular emphasis is placed on the four basic skills of listening, speaking, reading, and writing through the use of theme units previously selected by the student. Throughout the development of the course, reading skills will be emphasized by means of the discussion and analysis of different types of literature, while writing skills will be emphasized through the construction of sentences and brief paragraphs. This course also pursues to increase the student's acquisition of vocabulary and grammatical structures within context.

Course Objectives:

The third grade English course will provide a variety of activities and use diverse resources in order to enable the student to fulfill the following general objectives:

1. Achieve command at and/or beyond grade level of the four language arts skills of listening, speaking, reading, and writing.
2. Write sentences and paragraphs at grade level in order to demonstrate his/her command of the writing and composition skills developed during the school year.
3. Read and discuss literature according to his/her level of reading achievement.
4. Acquire and use functional vocabulary that will allow his/her to participate in conversational, reading, and writing activities.

5. Recognize the value of having a second language as an alternative means of communication.

Course Outline:

The following skills will be developed according to the thematic unit chosen by the student.

I. Grammar:

Use of:

- Demonstrative pronouns This, That, These, and Those in questions beginning with Who and in subject position in statements
- Interrogative word What + Is in questions
- Use of single word modifiers in statements
- Alternative questions beginning with Is
- Use of verbs in commands
- Use of "ing" form of verbs
- Ing form of verbs in questions beginning with Is
- S form of verbs in statements
- Can and Can't in affirmative and negative statements
- Made + object + adjective in statements in the past
- Conjunction "and" in statements
- Verb To Have in affirmative and negative statements
- Ing form of verbs + Do in statements with the third person singular
- Possessive noun forms
- Prepositions In, On, and Under in statements
- Let's in statements making suggestions
- Will for statements in the future
- Too Many + countable nouns in statements
- Too Much + non-countable nouns in statements
- How Many + countable nouns in questions
- How Much + non-countable nouns in questions

II. Vocabulary Development:

Vocabulary words will be related to the selected theme unit.

- Defining new words in English
- Using new words in sentences and brief paragraphs
- Spelling vocabulary words correctly
- Using context as clues for meaning

III. Composition:

- Copy words, phrases, and sentences
- Select and copy the sentence that corresponds to a given picture
- Select and copy the phrase that completes the sentence
- Complete sentences with words from substitution tables
- Use printing conventions
- Write words a picture stands for
- Write sentences and brief paragraphs about a picture

IV. Reading:

- Reading and discussing literature concerning the theme unit, which has been chosen by the students
- Identifying the elements of a story
- Identifying important details
- Identifying the main idea
- Sequence of events

V. Oral Communication:

- Asking and giving information correctly
- Answering questions correctly according to grade level
- Speaking freely concerning a given topic or one of interest to them

Instructional Strategies:

- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Debate
- Direct instruction
- Discovery/Inquiry-based learning
- Document-based questions
- Field experience, field trip, or field study
- Guest speakers
- Hands-on learning
- Homework and practice
- Learning centers
- Lecture
- Modeling
- Music and songs
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Role play/simulations/drama
- Word wall

Instruments for Assessing Student Learning:

- Teacher constructed tests and quizzes
- Oral presentations
- Written projects
- Book reports
- Special projects
- Among others

Student's grade will be calculated as the average of all scores obtained throughout the school year.

Grading System:

100% - 90%	A
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Technology:

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- Bollard, J. (2008). *Scholastic Children's Thesaurus*. New York, N.Y.: Scholastic, Inc.
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- Preddy, M. (1996). *Grade 3 Activities*. N.C.: Carson-Dellosa Publishing Company, Inc.
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International School Campus. Ihr Browser unterstützt kein HTML5 und ermöglicht hiermit keine Video Wiedergabe. Aktualisieren Sie Ihren Browser! Do School Differently. A New International School for the Metropolitan Area of Hamburg. The world in which today's students will live their lives is constantly changing and evolving. Our students need new tools and competencies to face and conquer the distinct challenges of the 21st Century. Knowledge alone is no longer sufficient: emotional intelligence and adaptability are essential skills. As such, both the way in which we teach our students and the The Rio Piedras campus has the largest student body (about 15,000) of the 58,000 spread over the 11 campuses of the University of Puerto Rico system. Students looking for a larger university experience and who love the island atmosphere will be attracted to the average 82 degree temperatures year-round and the diversity of tropical scenery throughout this U.S. territory. Tuition non-U.S. citizens and nationals: \$3,600 (two 15-credit semesters) Tuition U.S. citizens and nationals: \$3,300 (two 15-credit semesters). Located near the American Samoa capital of Pago Pago in the South Pacific, American Samoa Community College is now authorized to award a bachelor's degree in elementary education.