

# 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

**2 Different and the Same**

**GOALS**

- read a photo essay
- identify the main idea
- identify details
- identify singular and plural nouns
- create a picture essay
- build your awareness of differences

**Sharing Our Ideas**

1. What do these children like to do?
2. Do they like to do the same things you like to do?
3. What things do all children do?

**CHAPTER CHALLENGE** You will create a picture essay to show what makes children different and the same.

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.

**8 Our Traditions**

**GOALS**

- identify and read an informational text
- use picture cues to support understanding
- identify forms of to be in the simple present tense
- use the present progressive tense to describe actions happening now
- write an informational text
- share what makes us special

**Sharing Our Ideas**

1. What is the boy in the picture doing?
2. What music do you like?
3. What makes Puerto Rican music special?

**CHAPTER CHALLENGE** You will write a short text to share something special about Puerto Rico.

Example from First Grade

**1 Everyday Heroes**

**GOALS**

- read and understand an adventure story
- identify elements of an adventure story
- differentiate between direct and indirect objects
- contribute to a small-group discussion
- develop a main character and a problem for an adventure story
- respect different people's needs

**Sharing Our Ideas**

1. Look at the photo. What is happening?
2. What does this remind you of?
3. How everyday heroes we show courage?

**CHAPTER CHALLENGE** You will write a character profile and describe a problem for an adventure story.

Example from Fifth Grade

You will write a character profile and describe a problem for an adventure story.



# 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.

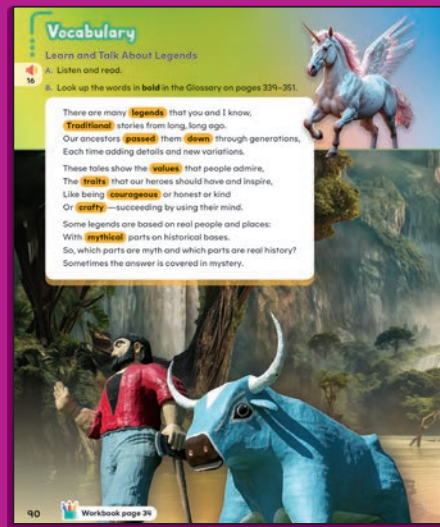


Key Words from Second Grade

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.



Words in Context from Fourth Grade

# Picture Dictionary



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

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.



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

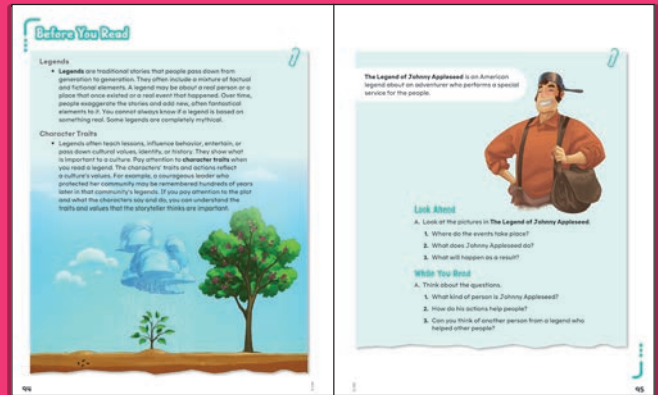
## Before You Read

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.

*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 Apendizaje* or during live readings in class or at home.



Example from First Grade



Example from Fourth Grade

## Readings

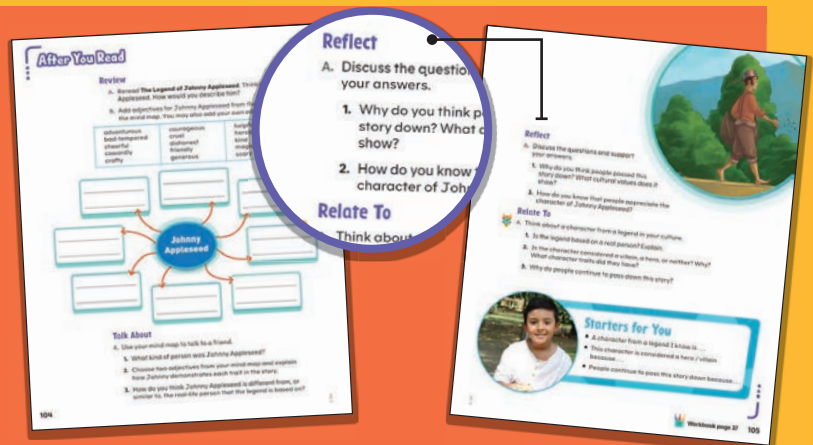
*Revuela English K-6* includes a variety of reading texts: some tell stories, others contain rhymes or poems, and some provide information. Students are encouraged to re-read, revisit vocabulary, and reflect on what they are learning.



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.

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**  
**Prepositions**

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

**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 bat. 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.

- The dog is \_\_\_\_\_ his bed.
- The dog is \_\_\_\_\_ his bed.
- The dog is \_\_\_\_\_ his bed.
- The dog is \_\_\_\_\_ his bed.

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 sea creatures live under the trees. They hide between the roots of the mangrove trees.

B. Underline the prepositions.

300 Workbook page 87

**Grammar**  
**Present Perfect Tense**

We use the **present perfect tense** for actions that happened at an unspecified time in the past or actions that repeat often or are connected with the present. To form it, use a form of **have** plus the past participle.

**Learn the Rule**

The present perfect tense describes actions that happened at an unspecified time before now. We do not say exactly when they happened because we are focusing on the action or its result that continues in the present.

**Examples**

Maria **has visited** several different sports. (Completed action)  
They **have been** friends since kindergarten. (Continuing action)

**Practice the Rule**

A. Choose how the present perfect tense is used in each sentence.

- Maria **has visited** the volcano. **unspecified time / continuing action**
- Nancy **has made** pancakes every Sunday for years. **unspecified time / continuing action**
- Rafael **has been** best friends for many years. **unspecified time / continuing action**
- I **have always** loved drawing cartoons. **unspecified time / continuing action**
- The science club **has recently** started a new project. **unspecified time / continuing action**

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

- I \_\_\_\_\_ (love) this month. (read) these books this month.
- We \_\_\_\_\_ (be) to Puerto Rico several times.
- They \_\_\_\_\_ (be) to the new movie everyone's talking about.
- He \_\_\_\_\_ (learn) how to play the guitar recently.

**Post Perfect Tense**

We use the **past perfect tense** to talk about events that were completed before another action in the past. It's like looking backward from a point in the past at 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 which event happened first.

**Examples**

Maria **had already** visited the volcano when Rafael **called** her about going to the beach. (Priority: "Mangrove forest")  
The bus **had** left when she **got** to the station.  
The teacher **had** been a teacher before that dog **came** to the school.

**Practice the Rule**

A. Complete the sentences with the past perfect form of the verbs in parentheses.

- Before we **excused** our history project, we **interviewed** \_\_\_\_\_ teachers about Puerto Rico.
- She **finished** \_\_\_\_\_ her drawing before her friend came over.
- They **lived** \_\_\_\_\_ in the city before moving to the countryside.
- We **discussed** \_\_\_\_\_ our team name before the competition began.
- He **understood** \_\_\_\_\_ the importance of teamwork until he joined the soccer team.

B. Choose either the present perfect or past perfect verb to complete the sentences.

- By the time we **arrived**, the movie **has started / had started**.
- \_\_\_\_\_ have never seen a cheetah in the wild.
- They **have finished / had finished** their homework and are going to the movies.
- \_\_\_\_\_ have never had a job before, but I got one in Puerto Rico.
- He **understood** the assignment after the teacher **has explained / had explained** it again.

310 Workbook page 88

From 4<sup>th</sup> to 6<sup>th</sup> 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.

**Grammar Assessment 1**

**Self-Eval 1**

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

- Please give the teacher her homework.
  - direct object
  - indirect object
- Jared handed the book to the girls.
  - direct object
  - indirect object
- Kenneth gave a ball to his dog.
  - direct object
  - indirect object
- Diego is playing the guitar really well.
  - direct object
  - indirect object
- Please tell the teacher to come here.
  - direct object
  - indirect object
- Diego caught the ball with his gloves.
  - direct object
  - indirect object
- I sent my sister a text.
  - direct object
  - indirect object
- Amador handed Luis a gift.
  - direct object
  - indirect object

Choose the correct pronoun to complete each sentence.

- The neighbors talked to Valencia about her music. \_\_\_\_\_ wanted her to turn it down.
  - She
  - He
  - They
  - Them
- My friend told the class that she was proud of \_\_\_\_\_.
  - her
  - him
  - me
  - us
- Please watch my book, Masha. I am leaving \_\_\_\_\_.
  - it
  - her
  - us
- Where are Zoe's shoes? \_\_\_\_\_ are not here.
  - It
  - He
  - They
- The word was terrible \_\_\_\_\_ showed some lines to fill.
  - They
  - It
  - She
  - We
- Toni and I are on the train. Please wait for \_\_\_\_\_.
  - we
  - they
  - us
  - him

Choose the correct pronoun to complete each sentence.

- She goes to a school \_\_\_\_\_ is not far from home.
  - who
  - she
  - where
  - whom
- He is the person to \_\_\_\_\_ I am not talking about.
  - who
  - whom
  - where
  - whose
- Denise is the friend \_\_\_\_\_ most always shows up to his school.
  - who
  - whom
  - where
  - whose
- The chair \_\_\_\_\_ I prefer is also Taylor's favorite.
  - who
  - whom
  - which
  - whichever
- The teacher \_\_\_\_\_ went to the conference is really nice.
  - who
  - whom
  - where
  - whose
- Denise gave us the stickers \_\_\_\_\_ we all like.
  - who
  - whom
  - where
  - whose

Choose the correct pronoun to complete each sentence.

- I left \_\_\_\_\_ on my \_\_\_\_\_ going during the game.
  - something
  - anyone
  - something
  - anyone
- My dad knows \_\_\_\_\_ who works at the fire department.
  - something
  - anyone
  - something
  - anyone
- Justin does not have \_\_\_\_\_ in the other school.
  - nothing
  - anything
  - nothing
  - anything
- Who called \_\_\_\_\_ to help her read?
  - anybody
  - somebody
  - anybody
  - somebody
- Who \_\_\_\_\_ is in the class?
  - anybody
  - somebody
  - anybody
  - somebody

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



**Listening and Speaking**  
**Listen to Learn**

A. Listen to the conversations.

B. Answer the questions.

- In Conversation 1, what kind of pet do the children talk about?
- 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.

Do you ever wonder what animals do when you are not looking? In an ecosystem community, animals connect with each other in three kinds of relationships. In a *predation* relationship, some animals are predators and some are their prey. In a *competition* relationship, animals compete for food and things that help them survive. In a *mutual benefit* relationship, animals work together and help each other. Each type of relationship keeps the community in balance.

B. Answer the questions.


1. What are three kinds of relationships in an ecosystem community?
2. Why do animals in a community fight each other?
3. 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 class talk about moderating a group discussion.



B. Answer the questions.

1. What principles for moderating a group discussion did the class talk about?
  - Letting everyone
  - Encouraging
  - Ignoring
2. Why do you think it is important to have a moderator in a group discussion?
3. How do you think a moderator should behave?

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**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?

Prepare to Participate

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 turn 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 sometimes forgot to use respectful phrases to agree or disagree.	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**  
 You will write an editorial to highlight an issue that is important to you.

**CHAPTER CHALLENGE**  
 Your second Collaborative Writing Project (pages 372–373) is to work in groups to publish a class newspaper. You and your classmates will decide which articles to include in your newspaper. It should contain articles about current events, personal narratives, and editorials about topics that are important to your classmates.

In Chapter 10, you write a personal narrative about your life. In Chapter 11, you write an editorial to express your opinion. In this chapter, you will write an editorial that 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 steps:** Presenting  
 Review: Highlighting an important issue in your community  
 Writing: Express your opinion and give reasons to support it  
 Team: 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 opinion about topics 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.

170 171  
 Workbook pages 170–171

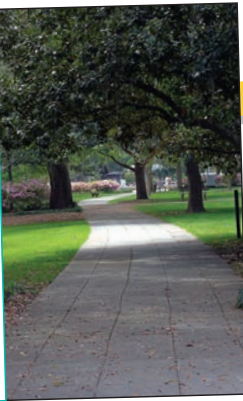
## STUDENT MODEL

### 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.



## 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.)

• ancestry • gathering • proposal • witness  
 • march • column • milestone • deadline

1. Graduating from high school is a major \_\_\_\_\_ in a student's life.  
 2. Parents \_\_\_\_\_ include people from many different countries.  
 3. The \_\_\_\_\_ for submitting Derek's project is next Friday.  
 4. The \_\_\_\_\_ write an article that said the movie you read, the biggest star was \_\_\_\_\_.  
 5. Mr. Cobble tried to \_\_\_\_\_ Glenn and Emily before the big test.  
 6. Ditchler'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(s).

1. Assembly 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 march is the male leader of a family.  
 4. A headline is the title of a newspaper article.  
 5. To convince someone means to show them kindness and compassion.

A. A gathering is when a group of people come together for a social event.  
 B. A witness is someone who has seen something happen.  
 C. Rewrite the headlines from chapters 10–12 and answer the questions.  
 1. In *Some Special Ideas*, why were Mr. and Mrs. Costanzo discussing the 17th anniversary party?  
 • They were unsure if the grandparents wanted to celebrate it.  
 • They wanted to make the event extra special for the grandparents.

2. What idea did Camilo suggest to make the anniversary party special?  
 • She suggested a talent show.  
 • She suggested a showcase of family photos.

3. In *Changing Times*, what was the main source of news in the past?  
 • Newspapers were the main source of news in the past.  
 • Radio was the main source of news in the past.  
 • What does the age of the page in a newspaper contain?  
 • Old ad articles contain advertisement for jobs.  
 • Old ad articles contain opinion-based articles.

4. The *Newspapers*, who did many people object to the proposal of the city council meeting?  
 • They wanted to build a new City Hall building.  
 • They wanted to renovate the old City Hall building.

D. Read each sentence and then choose the kind of sentence it is.

1. Jerome plays guitar, and Loretta plays drums. **simple / compound / complex**  
 2. Kevan packed the books of the great-grandparent because it was his last **simple / compound / complex**  
 3. Make sure the newspaper, and Chris watched TV. **simple / compound / complex**  
 4. Once through the newspaper, was interesting **simple / compound / complex**  
 5. Mr. Alvarez wanted to talk to Maria because his test was very good. **simple / compound / complex**  
 6. Although Zain and Pablo still had homework to do, they played video games. **simple / compound / complex**

E. Choose a topic and talk to a friend. Then write a paragraph in your notebook. Remember to organize your ideas before you write and use correct grammar, spelling, and punctuation.

1. Write about a family event and explain what you would do to make it special for everyone.  
 2. Write about something that has changed significantly over the years, such as communication, transportation, or education.  
 3. Write about your opinion about an important issue. Write about why it is important to you. Support your opinion with reasons and examples.

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## Stickers

**Stickers**

Chapter 1, page 28: A New Picnic, The Giant Twins

Chapter 2, page 53: Children do different things, Children go to different schools, Children smile

Chapter 3, page 76: Fabiola, Shanon

Chapter 4, page 100: Get a piece of paper and markers, Draw the tree trunk and odd branches, Draw circles and write names

Chapter 5, page 126: People drive too fast near Mei Ling's school.

Chapter 6, page 150: The city puts a stop sign in front of Mei Ling's school.

Chapter 7, page 174: 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.



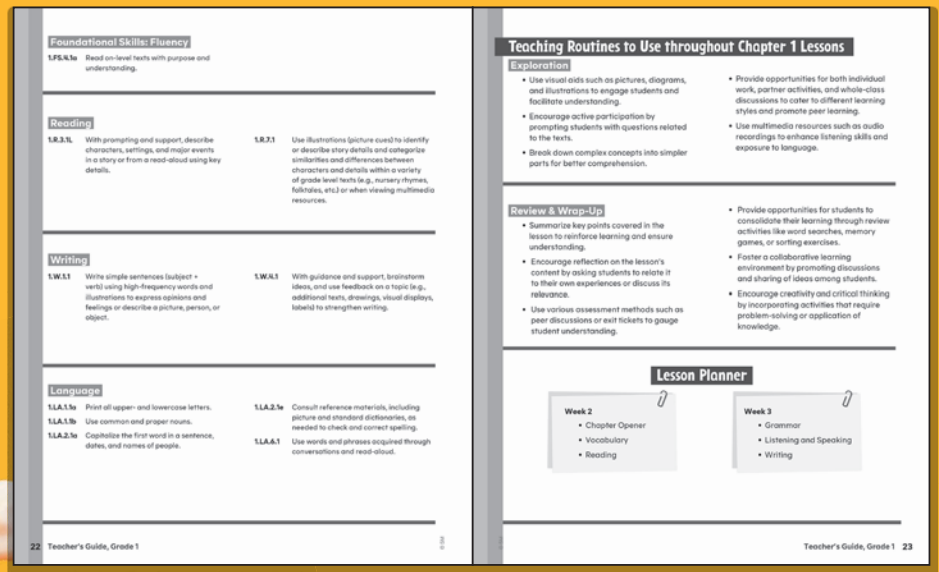
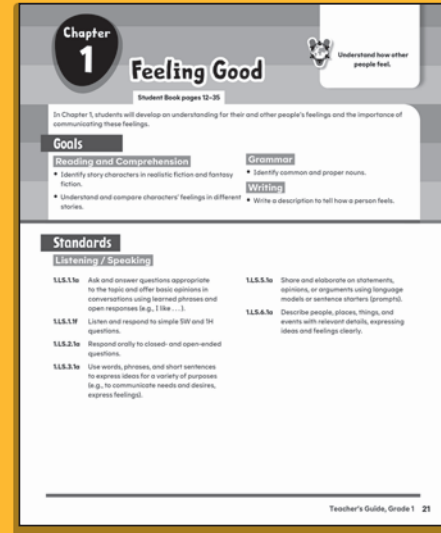
# Teacher's Guide

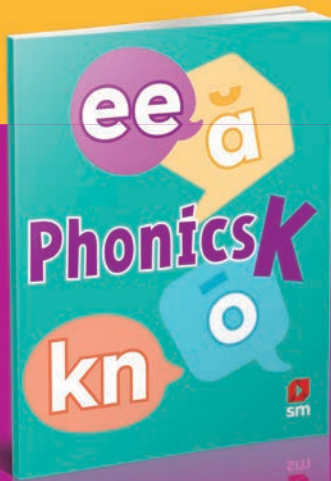
The Revuela **English Teacher's Guide** provides educators with a structured approach to develop key language skills across listening, speaking, reading, and writing. Each chapter is designed to engage students with meaningful themes that connect language learning to broader life skills, such as appreciation,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





## 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.

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



**Capital Letters**

A. Listen and say.

B M R 

B. Trace the letters.

B B B B  
M M M M  
R R R R

C. Trace the capital letters.

 eto  ría  
 uth

**Lowercase Letters**

A. Listen and say.

b m r 

B. Trace the letters.

b b b b  
m m m m  
r r r r

C. Trace the lowercase letters.


 at  mop  
 abbit

**Beginning Sounds**




A. Listen and read.

**The Way Home**  
Look at the little bug.  
Just look at him go!  
He doesn't have a map.  
But he can find the road  
to take him home.  
I wave and smile.  
"Hello, bug! Hello!"

B. Trace the letters.

ug ap  
oad 

A. Circle the letter that matches the beginning sound.

 b m r	 b m r
 b m r	 b m r

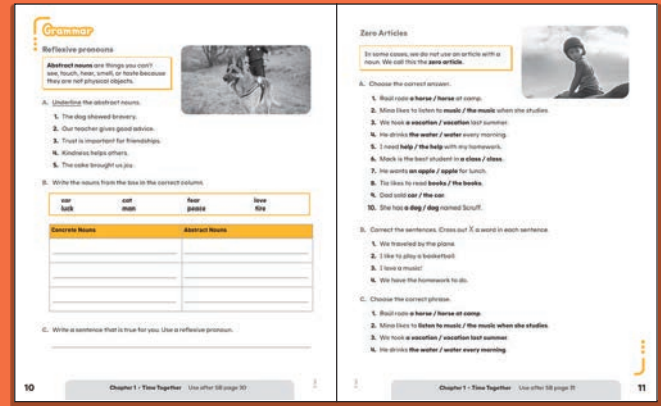
# Workbook

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.



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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.

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