



**DOCUMENTO IMPRIMIBLE**

ASIGNATURA: <b>Reading and comprehension</b>	GRADO: Quinto	JORN: Mañana
NOMBRE DEL DOCENTE TITULAR DE LA ASIGNATURA: Laura Moreno - Yuri Delgado		FECHA: Abril 2018
PERIODO: Primero	ESTUDIANTE:	

*El siguiente plan de mejoramiento tiene como objetivo implementar acciones significativas que conlleven al estudiante a superar sus debilidades y/o dificultades académicas y optimizar su proceso de formación integral. Estudiante y Padre Futurista se invita a que se desarrolle éste plan de una manera responsable y comprometida.  
**Favor hacer impresión y presentar al docente que corresponda***

**INDICADORES DE DESEMPEÑO POR NIVELAR:**

1. Comprende descripciones cortas sobre personas, lugares y acciones conocidas.
2. Identifica elementos culturales como nombres propios y lugares, en textos sencillos.
3. Lee y entiende textos auténticos y sencillos sobre acontecimientos concretos.
4. Utilizo gráficas para representar la información más relevante de un texto.

**ESTRATEGIAS DIDACTICAS DE NIVELACION Y ACTIVIDADES SIGNIFICATIVAS**

## Mine! Mine! Mine!

Ralph the raccoon was stuck. His hand would not come out of the jar. Inside his hand was a bright, blue ball. "Let go of the ball," his friend said. Ralph let go and his hand was free.



1. What was in Ralph's hand?
  - a. a dime
  - b. an earring
  - c. a ball
2. Why was Ralph's hand stuck?
  - a. because he had big hands
  - b. because he was holding the ball
  - c. because the jar was too small for his hand
3. How did Ralph get his hand free?
  - a. He let go of the ball.
  - b. He broke the jar.
  - c. He did not get free.

**Something extra:** With your teacher's help, learn more about raccoons. You can use the Internet, an encyclopedia, or a library book. Find three facts about raccoons. Then list the three facts below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Read and answer the questions please.



This is Nelly. She's a nurse. She's tall and thin. She works at the hospital. She looks after sick people.

She gets up at six o'clock in the morning. She takes a shower and puts on her clothes. Then she eats breakfast at half past six. At seven o'clock, she drives her car to the hospital.

Nelly starts work at eight o'clock. She cleans the rooms in the hospital. Then, she helps the doctors. At twelve o'clock, she has lunch. She goes home at five o'clock.

At home, she takes a shower and she cooks dinner. She has dinner at half past six in the evening. Then, she watches TV. At ten o'clock, she goes to bed.

1. What's her name? \_\_\_\_\_
2. What is she? \_\_\_\_\_
3. Where does she work? \_\_\_\_\_
4. Is she fat? \_\_\_\_\_
5. Can she drive a car? \_\_\_\_\_
6. Does she get up at six o'clock? \_\_\_\_\_
7. Does she eat breakfast at seven o'clock? \_\_\_\_\_
8. Does she cook dinner at the hospital? \_\_\_\_\_
9. Does she help the doctors? \_\_\_\_\_
10. Does she go to bed at night? \_\_\_\_\_
11. What time does she have lunch? \_\_\_\_\_



**List the words and its meaning.**

NEW WORD	WORD MEANING

**CRITERIOS DE EVALUACION**

1. Entrega de las actividades en las fechas establecidas con excelente presentación.
2. Sustentación de las actividades.

**FECHAS RELEVANTES PARA ACOMPAÑAMIENTOS Y ENTREGAS DE TRABAJOS.**

Abril 23 Al 11 de Mayo: Oportunidad de mejoramiento académico (proceso de nivelación y apropiación de saberes para estudiantes con bajo desempeño académico) ENTREGAR Y SUSTENTAR EL PLAN DE MEJORAMIENTO EN HORAS DE CLASE.

**COMPROMISO DEL ESTUDIANTE FRENTE A LAS DEBILIDADES DETECTADAS.**