



2021-2022 Grade 1 Spanish Language Arts and Reading Unit 2 Week 2 (October 25-29, 2021)

Unit Title: Investigating my community

[YAG](#)[Vertical Alignment](#)[ELPS](#)[Assessment Calendar](#)[Feedback](#)

Big Ideas:

- Foundational literacy skills are continuously developed in a sequential and explicit manner to decode and encode with fluency.
- Good readers identify the central idea and supporting details to help with understanding a text.
- Good readers make connections, create mental images, and make and confirm predictions to understand the text.
- Writers use grammar conventions that include capitalization of and proper punctuation of exclamatory and interrogative sentences.
- Writers use literary elements and the writing process to complete a personal narrative.
- Writers use elements of informational text and the writing process to complete a procedural text.

Essential Questions:

- How can we use the central idea and supporting evidence to help us understand informational text?
- How can making connections with our reading help us with comprehension?
- What are the literary elements of fiction and non fiction texts?
- What are the necessary elements for writing a procedural text?

Core Competencies:

Formative:

- Students will demonstrate progression of foundational reading skills through:
 - Blending and segmenting syllables, rhyming including onset rhyme, identifying word parts within compound words
 - Increased fluency of letter/sound and sight word recognition
 - Application of taught decoding and encoding skills on closed and open syllables
 - Use of correct directionality to form printed lower case letters with fluency
 - Independent reading of grade level text with increasing fluency (reference DVISD Reading Correlation below)
- Students will demonstrate understanding of literary text by:
 - oral, drawn or written summary of the beginning, middle, and end of a story
 - identify characters in a story and describe them and their actions through writing or verbal discussions
 - using evidence from the text to ask and answer questions
 - making/confirming predictions and inferences through writing or verbal discussions
 - identify through writing or verbal discussions the setting of a story
- Students will demonstrate understanding of informational text by:
 - identify the central idea and supporting details of a text
 - understanding elements of informational text (introduction, body, conclusion)
 - understanding informational text gives facts about a topic and has: central ideas and details, facts, text and graphic features, text organization

Summative:



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- Students will write a procedural text using key words such as first, next, then and finally.
- Students will orally create and write a personal narrative following the writing process.
- Students will demonstrate progress towards mastery of unit content on end of unit Module Assessments and Inventories.

Culminating Project: Students will research opportunities to help others in their community, create a poster, and do oral presentation. Once students present their ideas, they will vote and execute the plan as a class holiday service project with adult assistance.

Week 2-3: Students will select a place/organization and research information about their needs from a variety of sources (experts, books, internet) and personal experiences (interviews with family and/or school staff- nurse/counselor).

Spanish Language Arts UNIT 2 Week 2

21-22 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
1.1(A) listen actively and ask questions 1.1(B) restate and follow oral directions 1.1(C) share information and ideas by speaking audibly and clearly 1.1(D) work collaboratively with others 1.1(E) develop social communication	1.2A (ii) recognizing alliteration 1.2A (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed 1.2B(i) identifying and matching sounds to individual letters 1.2B (vii) using knowledge of base words to decode common compound words 1.2B (viii) decoding words with common prefixes and suffixes 1.2C(i) spelling common letter and sound correlations 1.2C(ii) spelling words with common patterns CV,VCV 1.2C(vii) spelling words with common prefixes and s 1.2(D) identifying the information that different parts of a book provide 1.2(F) develop handwriting	1.3(B) use illustrations and texts to learn or clarify word meanings 1.3(D) identify and use words that name actions, directions, positions, sequences, categories, and locations 1.6(A) establish purpose for reading assigned and self-selected texts with adult assistance 1.6(C) make, correct or confirm predictions 1.6(E) make connections 1.6(F) make inferences 1.6(H) synthesize information 1.7(A) describe personal connections 1.7(B) write brief comments on literary or informational text 1.7(D) retell texts in ways that maintain meaning 1.7(F) respond using newly acquired vocabulary as appropriate	1.11(A) plan a first draft 1.11(B) develop drafts 1.11(C) revise drafts 1.11(E) share writing 1.11D (i) complete sentences with subject-verb agreement 1.11.D (viii) capitalization 1.11.D (ix) punctuation marks 1.11.D (x) correct spelling of words 1.12(B) dictate or compose informational texts (procedural) 1.13(A) generate questions for formal and informal inquiry with adult assistance 1.13(B) develop and follow a research plan with adult assistance 1.13(C) gather information from a variety of sources with adult assistance

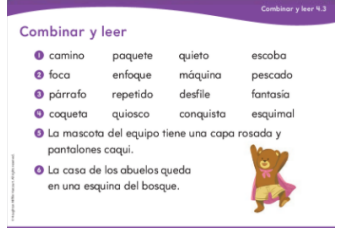


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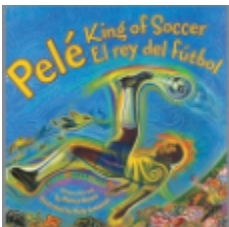
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	1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings 1.3(C) identify the meaning of words with affixes, including -s, -es, and -or 1.3(D) identify and use words that name actions, directions, positions, sequences, categories, and locations 1.4(A) use appropriate fluency 1.5(A) self-select and interact independently with text		1.8(B) describe the main character(s) and the reason(s) for their actions 1.9(D) (i) [recognize] the central idea and supporting evidence 1.9(D) (ii) recognize characteristics and structures of informational text 1.9(D) (iii) [recognize] the steps in a sequence		1.13(D) demonstrate understanding of information gathered with adult assistance 1.13(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results
	Day 1	Day 2	Day 3	Day 4	Day 5
Rutina de vocabulario 1. Muestre la palabra. 2. Use en oraciones. 3. Los estudiantes forman o escriben la palabra.	Vocabulary				
	Words to Know: M4 T352 - cómo - nosotros - cosas - hacer - vez Follow vocabulary routine with students and ask students to add these words to their high frequency words collection.	Words to Know: M4 T368 - cómo - nosotros - cosas - hacer - vez Review vocabulary routine with students and play Symon Says/ Simon dice with the class to practice identifying the words. -CFU-Students will individually identify the word in context.	Words to Know: M4 T382 - cómo - nosotros - cosas - hacer - vez Review vocabulary routine with students and play Syllable Position/ Posición de la sílaba with the class to practice identifying the target syllable (v /b/) in the words. -CFU-Students will individually identify the word in context.	Words to Know: M4 T396 - cómo - nosotros - cosas - hacer - vez Review vocabulary routine with students and ask students to engage in Class Story/ Cuento de la clase to create a story with the target vocabulary. -CFU-Students will individually identify the word in context.	Cumulative Review: M4 T408 Vocabulary words in context. -Allow students to choose a game from this week to play with the words. -Do a read aloud and model how to find the words in a text. -CFU-Students will individually identify the word in context.



Rutina de combinación de sílabas 1. Muestre las tarjetas de letras. 2. Deslice primera letra para identificar la primera sílaba y lea. 3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra.					
	Phonological Awareness - Heggerty Week 11				
	● Rhyming: rhyme production ● Blending: Phonemes and 2 syllables ● Syllable location: final syllables ● Segmenting: 2 syllables and phonemes ● Adding: final phoneme ● Deleting: final phoneme ● Substituting: final phoneme ● Syllable sounds: syllables ● Language awareness: nursery rhymes, songs, Spanish phrases				
	Phonics/Fluency/Spelling <u>HMH Decodables Correlation</u>				
	Explain/Model: M4 T354-355 Introduce letter Vv /b/ using the poem <i>Velero</i> and follow routine to make words. Reinforce phonological awareness counting syllables. GP: Guide students to identify syllables with Vv /b/ in the poem. Make words with syllables with Vv and read them with students. IP: Students will identify syllables with Vv and make words independently.	Explain/Model: M4 T370-371 Review syllables with Vv /b/ GP: Guide students use the <i>Rutina de combinación de palabras</i> to make and read words in groups. <i>¿Qué palabras comienzan con v? Aplaudimos al escuchar cada sílaba.</i> IP: Students will practice making and reading target words in pairs to answer these questions: <i>¿En qué se parecen o en qué se diferencian algunas de estas palabras? ¿Qué ven?</i>	Explain/Model: M4 T384-385 Compare words with Bb /b/ and Vv /b/. GP: Guide students to use the <i>Rutina de combinación de palabras</i> to compare words with Bb and Vv both with the /b/ sound. <i>¿Con qué letra comienzan las palabras que voy a decir? ¿Con v o b?</i> IP: Students will practice combining, reading and writing words with Bb and Vv.	Review: Comparing Syllables M4 T397 GP: Guide class to compare que/qui with ca/co/cu using anchor chart:  Engage students in structured conversations: <i>¿Qué palabras tienen una sílaba con q? ¿Cuáles tienen una sílaba con c?</i>	Cumulative Review: M4 T409 Students will be assessed on word/ sentence dictation with the words from the week Students will reread decodable books to review fluency and identification of targeted syllables.

Rutina de estudio de palabras: 1. See the word 2. Say the word. 3. Spell the word. 4. Write the word. 5. Find the word.	Spelling/Handwriting: T356 Review syllables and model handwriting for letter: Vv /b/ -Students will sort words with /b/ sound. -Administer spelling pre-test to the students		Fluency: Accuracy and Self-Correction T383 Remind children that good readers think about what they are reading and whether the words make sense or not. They ask themselves questions and reread to self-correct. Model: Read text using a think aloud to explain how to ask questions while you read and how to reread to self-correct.	IP: Students will write sentences with the target sounds and compare the spelling to the anchor chart to revise their work.	
	Word Study/Academic Language/Oral Language				
	Words to Know: M4 T358-359 • partido • profesional • campeones • admiraba • contagió GP: Follow the Word Study Routine to introduce words in context. using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences. IP: Students work in pairs using vocabulary in context: drawing, role play, conversations.	Words to Know: M4 T372-373 • bien • cuerpo • trotar • tamaño • héroe • encontrar GP: Follow the Word Study Routine to introduce words in context. using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences. IP: Students work in pairs using vocabulary in context: drawing, role play, conversations.	Words to Know: M4 T386-387 • bien • cuerpo • trotar GP: Follow the Word Study Routine to introduce words in context using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences using questions in T387. IP: Students work in pairs using vocabulary in context: drawing, role play, conversations.	Words to Know: Compound Words: M4 T398-399 Review how in compound words, two words come together to form new ones using anchor chart:  IP: Students work in pairs creating words and sentences with compound words.	Words to Know: M4 T410-411 ¡Un tipo grande se llevó mi pelota! • héroe • encontrar • tamaño GP: Follow the Word Study Routine to introduce words using riddles to present them in context using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences using questions. IP: Students work in pairs using vocabulary in context: drawing, role play, conversations.

		drawing, role play, conversations.			
Rutina de Conversación en Parejas. 1.Question/Pregunta- Presenta la pregunta a estudiantes. 2.Stem/Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir 3.Signal/Señala- Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa. 4.Share/Comparte-Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.	Interactive Read Aloud/ Mini-Lesson				
	Book: Pelé el rey del fútbol M4 T360-361  Make connections: ¿A quiénes les gusta el futbol? ¿Cuál es tu equipo favorito? Explain: The purpose for reading a biography is to learn about someone's life. Use questions to set a purpose for reading. Read aloud- PagiNotas -Introduce genre and text-Biography -Students will make predictions -Set a purpose for reading aligned to the skills: Learn about the famous soccer player Pelé. Structured Conversation:	Book: ¡Levántate y muévete! M4 T374-375  Make connections: ¿Cuál es su juego favorito? Read aloud: -Introduce genre and text-Informational Text -Students will make predictions -Set a purpose for reading aligned to the skills: Identify central idea and supporting details. Structured conversation: ¿Qué idea importante aprendieron en las páginas _____? ¿Qué significa esta idea para ustedes? Response: Students will draw a picture and/or write	Book:¡Levántate y muévete! M4 T388-389  Make connections: ¿Cuál es tu tipo de ejercicio favorito? Shared Reading: Teaching Pal/ Compañero de enseñanza: -Introduce genre and text-Informational Text -Students will make predictions ¿Sobre qué creen que tratará este libro? ¿Cuál es tu evidencia? -Set a purpose for reading aligned to the skills: Identify and discuss the use of text features. Structured conversation: ¿Por qué hay que hacer ejercicio? ¿Cómo podemos hacer ejercicio?	Book (Fantasy)- ¡Un tipo grande se llevó mi pelota! M4 T400-401  Make connections: ¿Qué piensan ustedes sobre compartir sus juguetes? Shared Reading: Teaching Pal/ Compañero de enseñanza: -Introduce genre and text-Fantasy -Students will make predictions ¿Sobre qué creen que tratará este libro? ¿Cuál es tu evidencia? Set a purpose for reading- Retelling the story and making connections. Structured conversation: ¿Qué sucede en esta parte del cuento?	Book: ¡Un tipo grande se llevó mi pelota! M4 T412-413  Making connections: ¿Alguna vez alguien les quitó algo que era de ustedes? ¿Cómo se sintieron? Shared Reading: Teaching Pal/ Compañero de enseñanza: Set a purpose for rereading- Analyzing the characters and their behaviors. Structured conversation: ¿Cómo cambian las ideas de G eraldo sobre los tipos grandes a lo largo del cuento? Review: Whole class review of all skills taught this week through an interactive activity/ game/ competition.

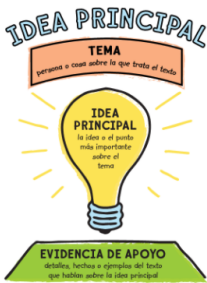


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5. Assess/Evalúa -Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.	¿Por qué la gente llamaba “el rey” a Pelé? ¿Cómo era Pelé cuando era niño? ¿Qué detalles los ayudan a entender eso? ¿Cómo creen que sería jugar al fútbol con una toronja? ¿Y con un calcetín viejo con papel de periódico?	sentences about ways they can exercise to stay healthy.	¿Qué información les da el encabezado? ¿Por qué el autor usa un texto de otro color y tamaño? Response/ CFU: Students will engage in conversations with their peers using the words and pictures from the text as they give reasons to support their opinion about which exercise is best.	¿Por qué Geraldo y Cerdita invitan al tipo grande a jugar? ¿Qué ocurrió primero, en medio y al final? ¿Qué descubrieron Cerdita y Geraldo? Response/ CFU: Students will apply skill during independent reading.	Skills: -Supporting Ideas -Central idea -Evaluating -Point of View Foundational Skills Application: -Find high frequency words such as: <i>al, van, casa, niño, pequeño</i> -Find vocabulary with syllables with Bb/Vv Response/ CFU: Students will complete the weekly assessment of the skills with a new piece of text/ fresh read.
	Mini-Lesson				
	Central Idea: T360 Explain: Remind children that the topic of an informational text is what it is mostly about. The central idea is the big idea that an author wants readers to take away from the text.	Synthesize: T374 Explain: Remind children they can synthesize information by putting together what they have learned from different parts of the text to see the author’s ideas in new ways.	Text Features: T388 Explain: Explain that text features have different purposes, so authors choose the ones that will best help readers understand what they want them to know.	Retell: T400 Explain: Remind children that one way to remember and understand a story is to retell it by telling the story in their own words. Telling the parts of the story in order will also help the story make sense to others.	Characters: T412 Explain: Remind children that the characters are people, animals, or things the story is about. Point out that when readers understand what a character is like on the inside and the outside, they can better infer and understand the reasons for a character’s actions, or why they do what they do.



Writing Prompt: Write a how-to book about how to make a new friend. Teacher Rubric Student Friendly Rubric SP	 Point out that readers can identify a text's central idea by using supporting evidence, or details, from the text.	 Tell children they will practice synthesizing ideas when they read an informational text.	 Interact with text features in the text asking students about their purpose.	 Application: Students in groups will choose a game and role play/draw/ write instructions to play the game using transitional words and share them with the class. <i>Primero, _____. Luego, _____. Entonces, _____. Al final, _____.</i>	 <i>Guide students to analyze characters using a graphic organizer to record how they look like and how their behaviors.</i>
	Writing Workshop				
	Writing Process: Elements of a How-to Text T55 Making Connections: Engage students in structured conversations: <i>¿Cómo le explicas a otra persona cómo hacer algo?</i> Explain/Model: The purpose of a how-to text. (to teach others how to do something). <i>Los textos informativos tienen tres partes: introducción, cuerpo y</i>	Writing Process: Word Choice T56 Making connections: <i>¿Qué pasaría si el lenguaje en la receta no fuera claro y fácil de comprender?</i> Explain: <i>Si quieren que los lectores sepan cómo hacer algo, tienen que escribir instrucciones muy claras.</i> Model: Using the graphic organizer from the previous week, create sentences to	Writing Process-Text Features: T57 Making connections: Refer to the Mentor Text to discuss the use of illustrations. <i>¿Les gustan las ilustraciones de este libro? ¿Por qué? ¿Qué hace que una ilustración sea interesante?</i> Explain: Introduce the term illustration/ ilustración and why authors use them to enhance their writing.	Writing Process: Revising for transitional words T58 Explain: Using anchor chart, Tell children that these words signal event order and create flow when writing. Explain that a comma should be placed after a time order word.	Writing Process: Peer Revision/ Analytic Talk T59 Explain: Good writers talk to other writers about their work to make it even better. Model: Set expectations for sharing the writing, modeling how to read your text fluently and behaviors of the listener. Practice with a group how to assign turns to share their work.



	conclusión. Cuando escribimos un texto de procedimiento para dar instrucciones, seguimos un orden. Elementos de los textos informativos <table><tr><td>Introducción</td><td>Cuerpo</td><td>Conclusión</td></tr><tr><td>Cuenta tu idea principal.</td><td>Da detalles, pasa a razones.</td><td>Vuelve a contar tu idea principal.</td></tr></table> USA el texto informativo <table><tr><td>Para describir algo</td><td>Para contar cosas según el orden en el tiempo o por pasos</td></tr><tr><td>Para comparar y contrastar dos cosas</td><td>Para mostrar problemas y soluciones</td></tr></table> Model: Using anchor chart model how to think through steps when you make a friend. Cómo hacer un amigo Me encanta hacer nuevos amigos. 1 Veo a alguien sentado solo. 2 Me acerco. 3 Sonríe y digo "hola". 4 Invito a la persona a jugar conmigo. Hacer nuevos amigos es divertido. Pregunte: ¿Dónde escribí la introducción? (al principio) ¿Qué escribí al final? (una conclusión)	Introducción	Cuerpo	Conclusión	Cuenta tu idea principal.	Da detalles, pasa a razones.	Vuelve a contar tu idea principal.	Para describir algo	Para contar cosas según el orden en el tiempo o por pasos	Para comparar y contrastar dos cosas	Para mostrar problemas y soluciones	explain the process of how to make a friend using think aloud to explain the process to the class. <i>Voy a asegurarme de que mis pasos y páginas estén en orden. Quiero que el lector pueda usar mis pasos para hacer un amigo.</i> **Make sure to include introduction and conclusion sentences. Students will give each other directions to do something as role play. They will discuss the importance of writing clear directions. Use anchor chart to review steps of how to make a friend. Cómo hacer un amigo Primero, veo a alguien sentado solo.	Model: Use the anchor chart to show how the use of sketches or simple drawings help the writer and the reader see steps in procedural text more clearly. Cómo hacer un amigo Primero, veo a alguien sentado solo.	¡Hay será un día divertido! Primero, correré a parques que hay cerca de donde vivo. Me gusta el parque porque tiene un tobogán muy alto, juegos, hay columpios. Finalmente, cuando esté cansado, iré a casa. Palabras de enlace <table><tr><td>Para mostrar</td><td>Ejemplos</td></tr><tr><td>Orden</td><td>primero, segundo, a continuación, por último</td></tr><tr><td>Tiempo</td><td>durante, ahora, antes, después</td></tr><tr><td>Relaciones</td><td>porque, por lo tanto, como</td></tr><tr><td>Más información</td><td>además, de hecho, por otro lado, por ejemplo</td></tr><tr><td>Conclusión</td><td>en resumen, en conclusión, para resumir</td></tr></table> Model: Work with students to interact with your text adding transitional words using structured conversations: ¿Qué palabra podemos usar para señalar que este es el primer paso? (Primero) ¿Qué palabra puedo usar en lugar del paso 2? (Luego, Después) ¿Qué palabra puedo usar en lugar del paso 3? (Luego, Después) ¿Qué palabra puedo usar para el paso final de mi libro? (Por último, Finalmente).	Para mostrar	Ejemplos	Orden	primero, segundo, a continuación, por último	Tiempo	durante, ahora, antes, después	Relaciones	porque, por lo tanto, como	Más información	además, de hecho, por otro lado, por ejemplo	Conclusión	en resumen, en conclusión, para resumir	Use the reference chart in T59 with ideas for expectations.
Introducción	Cuerpo	Conclusión																									
Cuenta tu idea principal.	Da detalles, pasa a razones.	Vuelve a contar tu idea principal.																									
Para describir algo	Para contar cosas según el orden en el tiempo o por pasos																										
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Conclusión	en resumen, en conclusión, para resumir																										
Independent Writing																											
Students will talk to peers, about how they make friends and list the steps together.	Students will work on their drafts as modeled writing sentences about how to make a friend.	Students will read their writing to a partner and add illustrations for their procedural text.	Students will work on their own writing adding transitional words.	Students will share their writing with a group and provide each other with simple feedback about what they heard.																							



	Circulate, monitor, and prompt students while they write. Students will share their writing.	Circulate, monitor, and prompt students while they write. Students will share their writing.	Circulate, monitor, and prompt students while they write. Students will share their writing.	Circulate, monitor, and prompt students while they write. Students will share their writing.	Circulate, monitor, and prompt students while they write. Students will share their writing.
	Grammar				
	Explain: E256 Proper Nouns Los sustantivos propios y las mayúsculas Algunos sustantivos nombran, de manera general, a personas, animales, lugares o cosas. Son los sustantivos comunes. Los sustantivos propios nombran a una persona, un animal, un lugar o una cosa en particular. Los sustantivos propios empiezan con letra mayúscula. La mayoría de las veces, no llevan artículo, pero algunos sustantivos propios que nombran lugares pueden llevarlo. <i>sustantivo propio</i> Tengo una amiga llamada Nina. <i>sustantivo común</i> Vivo en una calle tranquila. <i>sustantivo propio</i> Ella vive en la Florida. GP: Use anchor chart to review with children that a proper noun names a special person, animal, place, or thing. They always begin with a capital letter. <i>¿Tienen mascotas? ¿Cuáles son sus nombres? ¿Qué tipo de letra debo usar al comienzo del nombre?</i> IP: Students will identify and write proper nouns using capital letters in their writing.	Explain: E257 Proper Nouns of People, Places, Animals, and Things Nombres de personas, animales, lugares y cosas Un sustantivo que nombra a una persona, un animal, un lugar o una cosa en particular se llama sustantivo propio. Los sustantivos propios comienzan con letra mayúscula. <i>sustantivos propios</i> Mi amigo Nina vive en la calle Oak. <i>sustantivo propio</i> Ella pasea a su perro Bingo por el parque Kings. GP: Review that some proper nouns name a special person or animal. Tell children that proper nouns also name special places and things, such as their school. IP: Students will work on identifying proper nouns in sentences and make corrections.	Explain: E258 Titles Titulos El título se puede usar antes del nombre de una persona. Cuando se usa un título abreviado delante del nombre, empieza con letra mayúscula y el título abreviado termina con un punto. <i>Sefiorita Green</i> <i>Sr. Adams</i> <i>Srita Ramirez</i> <i>Dr. Lee</i> <i>Sra. Payne</i> GP: Point out that some names for special people include titles. A title comes before a person's name and begins with a capital letter. IP: Students will work on writing sentences with identifying and correcting titles in practice sentences and their own writing as applicable.	Explain: E234 Review exclamations Repasar las exclamaciones Una exclamación es una oración que muestra sentimientos intensos. Este tipo de oración empieza y termina con signos de exclamación. Una exclamación puede ayudarte a expresar un sentimiento intenso, como emoción, miedo, enojo o sorpresa. Las palabras <i>esto/a/e, eso/a/e, estos/as y esos/as</i> ayudan a que las exclamaciones sean más claras. <i>¡Esa película estuvo genial!</i> <i>¡Quedamos encerrados en la casa!</i> <i>¡Se está acabando el tiempo!</i> GP: Review with students that exclamations show strong feelings and should be read with a voice that expresses feeling. Therefore, their punctuation is different as they begin with a capital letter, and begin and end with exclamation points. IP: Students will read and revise exclamation sentences and apply skill to their own writing as applicable.	Make connections to writing- E260 Conectar con la escritura: Usar los sustantivos propios Busca los sustantivos propios de cada oración. Usa letra mayúscula y un punto donde corresponda. ● Mi hermano Mike tiene seis años ● Se mudaron a cedar hill ● Su maestro es la sra bell ● Comimos pastel en jame's cake place ● Fue a pedirle medicina al dr fox. ● tony y yo fuimos al teatro victory. GP: Review that a noun that names a special person, animal, place, or thing is a proper noun and must begin with a capital letter. IP: Students will revise sentences as a class and individually. Students will use the new knowledge to revise their own writing as needed.

Research Class Project: Being a Good Citizen in My Community-	Culminating Project: Students will research opportunities to help others in their community, create a poster, and do oral presentation. Once students present their ideas, they will vote and execute the plan as a class holiday service project with adult assistance. Week 2-3: Students will select a place/organization and research information about their needs from a variety of sources (experts, books, internet) and personal experiences (interviews with family and/or school staff- nurse/counselor). • Model for students how to use sources to find information such as: experts, books, and internet by researching an organization in need of help. • Give students the choice to develop their project as a group or individually. Provide bilingual materials and guidance aligned to the organizations that students have chosen and allow time to work with them and each other during workstations. • Create interest groups to allow students to interact with peers interested in the same places to support speaking and writing. • Encourage family participation in the process creating virtual conferences with families as needed for support. • Schedule time to meet with the groups/individual students to monitor progress, guide, and elicit participation.				
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
Find Literacy Station Ideas in Module 4 pages T350-T351					

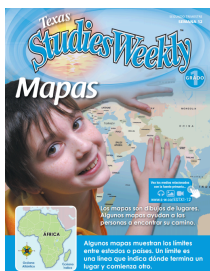
[FIRST GRADE ELLD SAMPLE SCIENCE LESSONS BY SCIENCE UNIT](#)

**FIRST GRADE
SLLD Block
UNIT 2 WEEK 2 SAMPLE LESSON**

Social Studies Content TEKS:
1.3B locate places using the four cardinal directions

Language TEKS:
1.1(A) listen actively and ask questions
1.2B(i) identifying and matching sounds to individual letters
1.3(B) use illustrations and texts to learn or clarify word meanings

DV 2021-2022 Grade 1 Spanish Language Arts and Reading Unit 2 Week 2 (October 25-29, 2021)
Unit Title: Investigating my community

			1.6(A) establish purpose for reading assigned and self-selected texts with adult assistance 1.7(F) respond using newly acquired vocabulary as appropriate 1.9(D) (ii) recognize characteristics and structures of informational text, including: titles and simple graphics to gain information 1.10(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes 1.11D(viii) capitalization 1.12(B) dictate or compose informational text (procedural)							
Resource Studies Weekly: Mapas (SW Week 12)										
Day 1 Focus – Comprehension	Day 2 Focus- Comprehension Word Study	Day 3 Focus- Foundational Skills Phonics, grammar	Day 4 Focus- Composition Writing Process/ Genres	Day 5 Focus – Assessment and Cross-linguistics connections						
Making Predictions: Guide students to make predictions based on the cover and picture walk. ¿Qué ven en la portada? ¿Por qué tendrán la mano levantada?  Prior knowledge- Activate students' prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed:	Shared Reading: Reread text and guide students to make connections: ¿Cuándo necesitamos un mapa? Como nos ayuda la tecnología a usar mapas? Comprehension Skill: Focus on comprehension skills with modeling and prompting. Cuando leemos un texto utilizamos los visuales como los mapas para comprender mejor lo que leemos:	Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. Phonics Skill: Focus on finding the syllables with Bb/Vv /b/in sentences from the text: La clave del mapa indica que significan los símbolos en el mapa. ¿Ves algo que parece una estrella debajo del mapa? Grammar: Reinforce identifying proper nouns of places:	Hands-on Review: Phonics and/or grammar skills will be reviewed in context. Shared Writing: Generate a writing piece aligned to the genre based on social studies content. Guide students to write about places using capital letters.	Assessment: Students will complete the activities on p.4. Cross-linguistics: Lead discussion about punctuation in questions in English and Spanish. <table><tr><td>Mayúsculas en nombres propios de lugares</td><td>Punctuation</td></tr><tr><td>Vivimos en Austin, Texas.</td><td>We live in Austin, Texas.</td></tr><tr><td>Nuestra escuela se llama _____.</td><td>Our school's name is _____.</td></tr></table>	Mayúsculas en nombres propios de lugares	Punctuation	Vivimos en Austin, Texas.	We live in Austin, Texas.	Nuestra escuela se llama _____.	Our school's name is _____.
Mayúsculas en nombres propios de lugares	Punctuation									
Vivimos en Austin, Texas.	We live in Austin, Texas.									
Nuestra escuela se llama _____.	Our school's name is _____.									

¿Qué es un mapa? Un mapa es _____. ¿Para qué sirven los mapas?
 Los mapas sirven para _____.

Make connections to the use of maps and words related to locations.

Guiding questions:

p.2 ¿Qué nos ayuda a leer un mapa? _____ nos ayuda a leer los mapas porque _____.

¿Cómo se llaman los puntos cardinales? Los puntos cardinales se llaman _____.

p.3. ¿Qué diferentes tipos de mapas hay y que nos muestran? Los diferentes tipos de mapas son _____. Nos ayudan a _____.

¿Es justo ese proceso? ¿Por qué si o por qué no? Ese proceso _____ justo porque _____.



Vocabulary Picture Walk:

Students will identify and read key vocabulary in context with a picture walk.

Mapas	Maps
Clave del mapa	Map Key
Rosa de los vientos	Compass
Norte	Rose
Sur	North
Este	South
Oeste	East
	West

-Escribe una N al Norte de Birmingham, Alabama.
 -Escribe una S al Sur de Atlanta, Georgia.
 -Escribe una E al Este de Little Rock, Arkansas.
 -Escribe una O al Oeste de Midland, Texas.



Imaginen que alguien nos llama desde Amarillo, Texas preguntando que ciudades le faltan para llegar a Austin. ¿Como lo podríamos guiar dándole instrucciones?

Primero, viaja hacia el ____ hasta pasar por _____. Luego, continua hacia el _____ y pasaras por _____. Entonces, si vas hacia el _____ llegaras hasta _____. Finalmente, si viajas hacia el _____ llegaras a _____.

Todos somos
 parte de
 Estados
 Unidos.

We are all
 part of the
 United
 States.