



2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 03 Semana 5

Unit Title: Haciendo elecciones saludables

January 31st-February 4th

Unit Title: Cuentos de astucia y cuentos fantásticos

Big Ideas

- Readers analyze characters to comprehend, connect and learn from text.
- Knowledge and use of Spanish language conventions like Preposiciones help us communicate with and understand each other.
- There are a variety of strategies to determine the meaning of unfamiliar and multiple meaning words in text.
- Understanding the text elements will help to understand tales and legends.
- Reading fluency strategies can be used to help increase overall reading comprehension and understand the author's point of view.
- Making predictions is a great strategy for preparing readers to find the main idea of a text.
- Tales and fabulous help readers to understand cultural components.
- Informational texts help us to understand the world.

Essential Questions:

- How can text features help you make predictions?
- Compare and contrast help you to differentiate a variety of texts?
- How can a preposition help you develop a better sentence?

Core Competencies:

Formative:

- Students will differentiate ficcion and non-fiction texts.
- Students will learn a text written in first or third person point of view.
- Students will understand how text features can help making predictions.
- Students will improve their writing using Spanish grammar conventions.

Summative:

- Weekly Selection Quizzes
- Weekly TEKS focused assessment
- Module Assessments
- Campus Assessment

Culminating Project: During the next few weeks they will work as a group to research fables and cunning tales and make a presentation about their conclusions

- **Week 4-6:** Guide students to discuss the fables they have read and what opinion they have about each fable. Relate each one of them to situations in life and the real world.



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Spanish Language Arts

UNIT 3 WEEK 5

20-21 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
4.1A listen actively, ask relevant questions to clarify information, and make pertinent comments; 4.1B follow, restate, and give oral instructions that involve a series of related sequences of action; 4.1C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and 4.1D work collaboratively with others to develop a plan of shared responsibilities.	4.2A(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; 4.2A(iv) decoding words with prefixes and suffixes. 4.2B(iii) spelling words with diphthongs and hiatus; and 4.2C write legibly in cursive to complete assignments. 4.3A use print or digital resources to determine meaning, syllabication, and pronunciation; 4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; 4.3C identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, gráfica, metro, fono, and tele; 4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; 4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected:	4.6A establish purpose for reading assigned and self-selected texts; 4.6B generate questions about text before, during, and after reading to deepen understanding and gain information; 4.6C make, [and] correct or confirm predictions using text features, characteristics of genre, and structures; 4.6E make connections to personal experiences, ideas in other texts, and society; 4.6F make inferences and use evidence to support understanding; 4.6G evaluate details read to determine the main and key ideas; 4.6H synthesize information to create new understanding; and 4.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 4.7A describe personal connections to a variety of sources, including self-selected texts; 4.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.7C use text evidence to support an appropriate response; 4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	4.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; 4.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and 4.11B(ii) developing an engaging idea with relevant details; 4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; 4.11D(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 4.11D(ii) irregular verbs; 4.11D(iii) singular, plural, common, and proper nouns, including gender-specific articles; 4.11D(iv) adjectives, including their comparative and superlative forms; 4.11D(v) adverbs that convey frequency and adverbs that convey degree; 4.11D(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; 4.11D(viii) coordinating conjunctions to form compound subjects, predicates, and sentences; 4.11D(ix) capitalization of historical events and documents, titles of books, stories, and essays;



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	<p>to use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text.</p> <p>4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:</p> <p>self-select text and read independently for a sustained period of time.</p>	<p>4.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>4.7F respond using newly acquired vocabulary as appropriate; and</p> <p>4.7G discuss specific ideas in the text that are important to the meaning.</p> <p>4.8A infer basic themes supported by text evidence;</p> <p>4.8B explain the interactions of the characters and the changes they undergo;</p> <p>4.8C analyze plot elements, including the rising action, climax, falling action, and resolution; and</p> <p>4.8D explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p>4.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;</p> <p>4.9D(i) the central idea with supporting evidence;</p> <p>4.9D(ii) features such as pronunciation guides and diagrams to support understanding; and</p> <p>4.9D(iii) organizational patterns such as compare and contrast.</p> <p>4.9E(i) identifying the claim;</p> <p>4.9E(ii) explaining how the author has used facts for an argument; and</p> <p>4.9E(iii) identifying the intended audience or reader; and</p> <p>4.9F recognize characteristics of multimodal and digital texts.</p> <p>4.10A explain the author's purpose and message within a text;</p> <p>4.10B explain how the use of text structure contributes to the author's purpose;</p>	<p>4.11D(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and</p> <p>4.11D(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and</p> <p>4.11E publish written work for appropriate audiences.</p> <p>4.12A compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p> <p>4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>4.12C compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p> <p>4.13A generate and clarify questions on a topic for formal and informal inquiry;</p> <p>4.13B develop and follow a research plan with adult assistance;</p> <p>4.13C identify and gather relevant information from a variety of sources;</p> <p>4.13D identify primary and secondary sources;</p> <p>4.13E demonstrate understanding of information gathered;</p> <p>4.13F recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p>4.13G develop a bibliography; and</p> <p>4.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
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			4.10C analyze the author's use of print and graphic features to achieve specific purposes; 4.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; 4.10E identify and understand the use of literary devices, including first- or third-person point of view; 4.10F discuss how the author's use of language contributes to voice; and 4.10G identify and explain the use of anecdote.	

Rutina de estudio de palabras:

1. Diga la palabra. Pida a los niños que la repitan.
2. Use la palabra en una o dos oraciones.
3. Los estudiantes escriben o forman la palabra y revisan la ortografía.



At the end of each line, prompt a conversation about the words:

¿En qué se parecen las palabras?

¿Qué sonido se repite en las palabras? ¿En qué se diferencia la forma de escribir el sonido /j/ en las palabras?

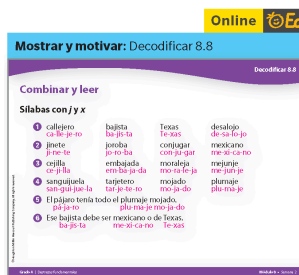
IP: Have students work in small groups or with partners to complete Aprende y demuestra page 171.

Ortografía M8 T288

- Palabras con j y x
- Remind students that in certain words of Mexican origin, the x has the sound /j/.
- Tell students you are going to work together to sort words into categories based on those spelled with j and those spelled with x.

Fluidez M8 T289

- Entonación



Structured Conversations:

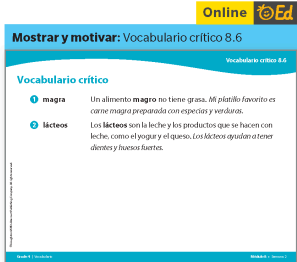
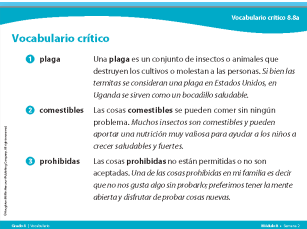
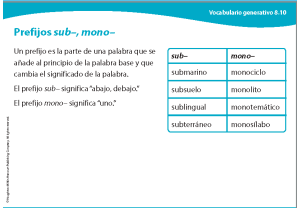
¿Cuántas sílabas tiene la palabra? ¿Qué sonido tienen todas las palabras? ¿En qué se diferencia la forma de escribirlos?

IP: Have students work in small groups or with partners to complete Aprende y demuestra page 174.



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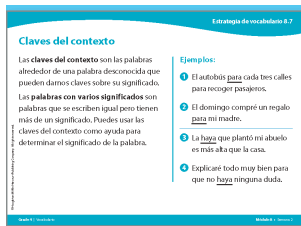
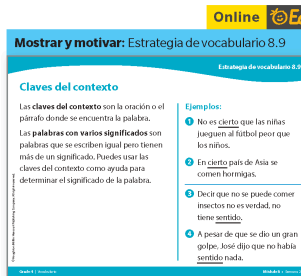
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	<p>-Explain that when good readers read aloud, they work hard to use their voice to stress key words and change the pitch of their voices as necessary. Say: <i>Un buen lector resalta las palabras más importantes y también cambia el tono de su voz.</i></p>				
<p>Rutina de vocabulario:</p> <ol style="list-style-type: none"> 1. Observen la palabra. 2. Digan la palabra. 3. Modele- Cómo formar la palabra 4. Formen la palabra. 5. Encuentren la palabra en un texto 					
<p>Word Study/Academic Language/Oral Language</p>					
	<p>Vocabulario Académico M8 T278–T279</p> <ul style="list-style-type: none"> ● magra ● lácteos <p>Explain/Model: Follow the vocabulary routine to introduce critical vocabulary.</p>  <p>GP: Guide students to interact with the words by discussing questions such as these: <i>Si alguien come carne magra, ¿qué tipo de carne come?</i></p>	<p>Vocabulario Académico M8 T290</p> <ul style="list-style-type: none"> ● magra ● lácteos <p>Explain/Model: Follow the vocabulary routine to introduce critical vocabulary.</p> <p>GP: Have students work in pairs to ask and answer the following questions with the vocabulary words. <i>-¿Cuál de estas palabras es un sinónimo de magra? (desgrasada, grasienta)</i> <i>-¿Cuál de estas palabras es un antónimo de magra? (desgrasada, grasienta)</i> <i>-¿Cuál de estas palabras es un sinónimo de lácteos? (láctico, granos)</i> <i>-¿Cuál de estas palabras es un antónimo de lácteos? (láctico, granos)</i></p>	<p>Vocabulario Académico M8 T298-T299</p> <ul style="list-style-type: none"> ● plaga ● comestibles ● prohibidas ● postura <p>Explain/Model: Follow the vocabulary routine to introduce critical vocabulary.</p>  <p>GP: Guide students to interact with the words by discussing questions such as these: <i>-Si en tu casa hubiera una plaga, como ratones,</i></p>	<p>Vocabulario Académico M8 T308</p> <ul style="list-style-type: none"> ● plaga ● comestibles ● prohibidas ● postura <p>Explain/Model: Follow the vocabulary routine to introduce critical vocabulary.</p> <p>GP: Have students work in small groups. -One student in each group says clues about a Critical Vocabulary word without saying the word itself. Encourage students to say words that have similar or opposite meanings or examples, or describe times they used or might use the Critical Vocabulary word.</p>	<p>Prefijos sub-, mono-- M8 T316-T317</p> <p>Explain/Model: Point out the words that contain the prefixes sub-, and mono-. Tell students that knowing the meanings of these prefixes can help them figure out the meaning of the words.</p> <p>Model how to use the prefixes sub- and mono- to determine the meaning of the words.</p>  <p>GP: Display the words subsuelo, sublingual, monolito and monóculo.</p>



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	<p><i>Si alguien es alérgico a los productos lácteos, ¿qué productos no puede comer? Mencionen tantos como puedan.</i></p> <p>IP: Have students work independently to complete steps 3 and 4 on Tarjetas de vocabulario 8.12–8.13.</p>	<p>IP: Have students complete Aprende y demuestra page 172. For the last item on the page, tell students to include clues to each word's meaning in their sentences.</p> <p>Claves del contexto M8 T291 Explain/Model: Project Mostrar y motivar: Estrategia de vocabulario 8.7. Read aloud the paragraph.</p>  <p>GP: Have students read the sentences in examples 3 and 4. Guide them as needed to find context clues that identify the meaning of the underlined word, and tell what the word means in each sentence.</p> <p>IP: Have students use a dictionary and thesaurus to define and write two sentences for each of the following multiple meaning</p>	<p><i>¿causarían daño? Explica tu respuesta.</i> <i>-Si un amigo te da grillos y te dice que son comestibles, ¿te los puedes comer? ¿Por qué?</i> <i>-Si un cartel dice “Prohibidas las actividades deportivas”, ¿significa que allí puedes hacer deporte? Explica tu respuesta.</i> <i>-¿Crees que alguien con una postura positiva hacia comer insectos se los comería para el desayuno? ¿Por qué?</i></p> <p>IP: Have students work independently to complete steps 3 and 4 on Vocabulary Cards 8.14–8.17.</p>	<p>-For example, the opposite of permitidas is _____. (prohibidas)</p> <p>IP: Have students work in small groups or independently. Tell them to complete Aprende y demuestra page 175.</p> <p>Claves del contexto M8 T309</p> <p>Explain/Model: Remind students that context clues can help them to determine the meaning of unknown words as they read.</p>  <p>GP: Have students read the sentences in examples 3 and 4. Guide them as needed to find context clues that identify the meaning of the underlined word, and tell what the word means in each sentence.</p> <p>IP: Have students use a dictionary and thesaurus to define and write two</p>	<p>Have students identify the prefixes and determine the meaning of each word.</p> <p>IP: Have students work in pairs to complete Aprende y demuestra: Vocabulario generativo page 177.</p> <p>Spiral Review: Latin Roots port-, dict- Remind students that a root is a basic word part, usually from Greek or Latin, that carries meaning.</p>
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		words: presente, cerca, llama.		sentences for each of the following multiple meaning words: blanco, cura, coma.	
<p>Rutina de Conversación en Parejas.</p> <p>1.Question/Pre pregunta- <i>Presenta la pregunta a estudiantes.</i></p> <p>2.Stem/Una/un fragmento- <i>Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir</i></p> <p>3.Signal/Señala- <i>Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.</i></p> <p>4.Share/Comparte- <i>Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.</i></p>	Interactive Read Aloud				
	Mi plato M8 T280-281	Mi plato M8 T292-293	Bocaditos de insectos M8 T300-301	Bocaditos de insectos M8 T310-311	Bocaditos de insectos M8 T318-319
					
	Genre: Video Before: Set Purpose and build background knowledge on cooking Teaching Pal p168-170: Use the blue VIEW FOR UNDERSTANDING prompts to facilitate understanding of Kids Rock Nutrition in the Kitchen as students follow along and annotate their myBook. Frequent Talk: Discuss reflection questions on myBook 171. Have students use annotations from the myBook to answer them.	Review the video Teaching Pal p170: Apply media techniques skill while viewing. Use Know it Show it p173 for guiding questions. Critical Writing: p172-3 in myBook. Remind students to use critical vocabulary.	Genre: Informational Text (argumentative) Before: Build background knowledge on what they already know about bugs as a food source. Set their own purpose. Teaching Pal, p174–180, Use the blue READ FOR UNDERSTANDING prompts and the red Notice & Note prompts to read Bug Bites as students follow along and annotate their myBook. Frequent Talk: myBook page 181 to guide discussions	Teaching Pal, p178: Use the purple TARGETED CLOSE READ prompt on page 178 to guide students to apply the Central Idea skill to Bug Bites and to find evidence to support their responses. Critical Writing: Students will write an advertisement that claims people should eat bugs. Read the directions with students and use the Teaching Pal prompts to guide students as they plan and complete their advertisements. Encourage students to use newly-acquired Critical Vocabulary and content- area words in their advertisements, as appropriate.	Teaching Pal, p177 and 180 use the purple TARGETED CLOSE READ prompts on to guide students to apply the Ideas and Support skill to Bug Bites and to find evidence to support their responses. Know it, Show it p178 Weekly Module Assessment

5. Assess/Evalúa
-Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.

Ask and Answer Questions M8 T280

Explain: View the video and explain that when viewing the video about a recipe, it is important to think of questions to ask. Some videos will use text to help viewers find the answer to a question about the impt idea or step in the process.



Media Techniques M8 T292

Explain: Instructional Vocabulary- audience, media techniques, expert, visual elements

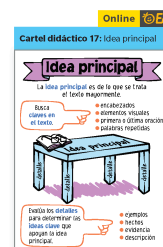


Ask and Answer Questions M8 T300

Explain: It is important for a reader to stop to ask and answer questions. This helps the reader understand the facts the author is giving in the text.



Central Idea M8 T310



Ideas and Support M8 T318

Explain: Authors write argumentative texts to make claims that can be proven but sometimes express their own opinions. They must use facts to back up their claims. Point out the difference between fact supported claims vs personal opinions.



Writing Workshop - Opinion Essay

Writing Prompt:

Read the following sentence: *We should all try something new.* **Think** about a food that people may not like. **Write** an opinion essay about why people should try that food. Use persuasive language and issue a call to action.

[Kid Friendly Rubric SP](#)

[Teacher Rubric](#)

Hacer el borrador I: Comenzar el borrador M8 E113

Explain/Model: Recall the elements of an Argumentative text. You will

Hacer el borrador II: Incorporar elementos persuasivos M8 E134

Review: Importance of reasons in support of an opinion. Say: *"Reasons explain why. If you can tell*

Hacer el borrador III: Completar el borrador M8 E135

Show Display and Engage 8.4c and Writer's Notebook p8.4. Ask: *What does the author tell the reader to do?*

Revisar I: Combinar oraciones M8 E136

Intro to Revision Skill: Tell students that good writers look for opportunities to combine sentences to help

Revisar II: Reunirse en conferencias M8 E137


Small Group

Conferencing: Use Writer's Notebook p8.7 & Revising Rubric. Put students into small groups and have



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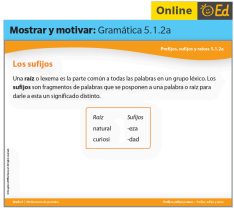
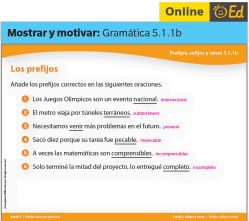
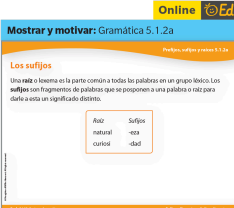
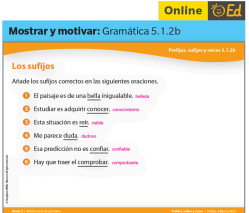
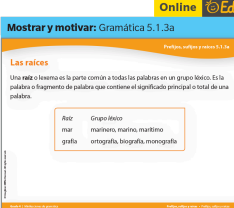
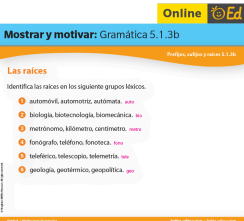
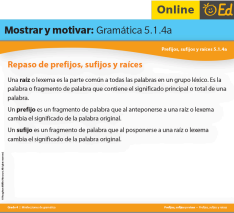
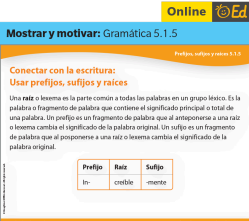
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	<p>now develop your ideas into an opinion essay.</p>  <p>Draft: Remind students to:</p> <ol style="list-style-type: none"> 1) Get readers' attention with an interesting question or surprising, attention-grabbing statement 2) Tell specifically how the food looks, sounds, feels, tastes, and smells. 3) Include explanations, facts, and details that strongly support your opinion. 	<p><i>your reader why you think something is true, there is a better chance of persuading your reader to agree with your opinion."</i></p> <p>Use of transition/phrases to introduce an example or other supporting evidence:</p>	<p><i>Why does the author include this last line? Explain that this is known as a call to action</i></p>	<p>readers better understand their writing and see how ideas are related. Recall independent, dependent clauses with subordinating conjunctions.</p>	<p>them exchange writing. GO through the conferencing process then have discussions on their marking to help clarify their writing.</p>
	Independent Writing				
	<p>Students will begin writing their draft using mentor text to guide their argumentative piece.</p> <p>Circulate the room, offering assistance to students as needed.</p>	<p>Students will think about the ideas in their opinion essays. Have them make a plan to connect their ideas using appropriate transition words or phrases. Then have them continue to draft.</p> <p>Circulate the room, offering assistance to students as needed.</p>	<p>Have partners work together to craft their calls to action. Encourage them to be creative with their language to make the call to action appealing to readers.</p> <p>Circulate the room, offering assistance to students as needed.</p>	<p>Have students revisit their own writing to combine sentences. Remind them to think about how the ideas are connected and combine their sentences.</p> <p>Circulate, group students who need support on similar grammar topics. Use the grammar mini lessons or the students' own writing to provide targeted review and</p>	<p>Have students return to their opinion essays and continue to revise. Have them review their reasons and support for strength and make sure to include any items that were missing or weak as noted on the checklist.</p> <p>Circulate the room, offering assistance to students as needed.</p>



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				support.	
	Grammar				
	Patterns of Power: Chapter 7.2: La concordancia entre sustantivos y verbos				
	Grammar				
	<p>Los prefijos M8 E326</p> <p>Explain/Model: Explain that prefixes are fragments of words that precede a word or root to give it a different meaning. Model how to identify the correct prefix in the following sentence: Ella vio un extraterrestre. extra-</p>  <p>Engage and Apply: Complete items 1 - 6 on Mostrar y motivar: Gramática 5.1.1b with students.</p>  <p>Have students complete Página imprimible: Gramática 5.1.1 for practice with the correct prefixes.</p>	<p>Los sufijos M8 E327</p> <p>Explain/Model: Explain that suffixes are fragments that come at the end of a word or root to give it a different meaning. Model how to identify the correct suffix in the following sentence: Es bueno estar en contacto con la naturaleza. -eza</p>  <p>Engage and Apply: Complete items 1 a 6 on Mostrar y motivar: Gramática 5.1.2b with students.</p>  <p>Have students complete</p>	<p>Las raíces M8 E328</p> <p>Explain/Model: Explain that roots or lexemes are fragments of words that contain a central part or the totality of word's meaning. Model how to identify the raíz in the following groups of words: automóvil, automotriz, autocontrol: auto-</p>  <p>Engage and Apply: Complete items 1 a 6 on Mostrar y motivar: Gramática 5.1.3b with students.</p>  <p>Have students complete Página imprimible:</p>	<p>Repaso de prefijos, sufijos y raíces M8 E329</p> <p>Explain/Model: Review with the students that the roots are words or fragments of words that contain the main or total meaning of the word. Also check that the prefixes and suffixes are fragments of words that are prefixed and postponed to a root correspondingly.</p>  <p>Engage and Apply: Complete items 1 a 6 on Mostrar y motivar: Gramática 5.1.4b with students.</p>	<p>Conectar con la escritura: usar prefijos, sufijos y raíces M8 E330</p> <p>Explain/Model: Review with the students that the roots are words or fragments of words that contain the main or total meaning of a word. Suffixes and prefixes are fragments of words which are placed at the beginning or end of a root to form new words.</p>  <p>Engage and Apply: Have students complete Printable: Grammar 5.1.5 for practice with the correct suffixes, prefixes and roots.</p>



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		Printable: Grammar 5.1.2 for practice with the correct suffixes.	Gramática 5.1.3 for practice with the correct roots.	 <p>Have students complete Página imprimible: Gramática 5.1.4 for practice with the correct prefixes, suffixes and roots.</p>	
Research Class Project: <i>What's cooking?</i>	Culminating Project: Students will work in groups to plan a restaurant with a healthy menu and create an ad for their restaurant. <ul style="list-style-type: none"> Students will develop a plan for their restaurant including a menu organized by appetizers, main course, dessert and drinks. 				
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
Find Literacy Station Suggestions in Module 8 Pages T274- T275					

FOURTH GRADE ELL Block UNIT 3 WEEK 5	
Science Content TEKS: 4.8B describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process	Language TEKS: 4.2A(v) decoding words using knowledge of prefixes 4.2B(v) spelling words using knowledge of prefixes 4.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words 4.3(C) determine the meaning of and use words with affixes 4.6(H) synthesize information to create new understanding 4.7(F) respond using newly acquired vocabulary as appropriate



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4.9D(ii) [recognize] features such as diagrams to support understanding			4.10(C) discuss the author's use of print and graphic features							
4.11D(x) punctuation marks, including quotation marks			4.12(B) compose informational texts							
Resource STEMscopes										
● The Sun and Water Cycle (STEMscopedia)										
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						
<p>Making Predictions: Guide students to make predictions based on the cover and picture walk.</p> <p>What do you see in the picture? What do you predict this text will be about?</p> 	<p>Shared Reading: Reread text with students and make connections to the text: <i>Where does water exist that is unaffected by the Sun's energy? How do the text features in the text help you think through possible answers?</i></p> <p>Comprehension Skill: Focus on comprehension skills with modeling and prompting.</p> <div data-bbox="581 928 804 1224"><p>Text Features present important parts of the story in a different way.</p><p>Kind of type can show emphasis or indicate a title.</p><ul style="list-style-type: none">Boldface is thicker. It shows emphasis or indicates a title.Text in a different color might add interest or fun.Italic text slants to the right. It means pay attention or read with more feeling.IMPORTANCE or indicate a TITLE or HEADING.LARGE text may be more important than smaller text.Heading name the topic of a section of text.Punctuation, such as ellipses, em dashes, and colons, can indicate important text will follow.<p>Graphic Features are visuals, such as illustrations, diagrams, maps, and speech bubbles that help explain ideas in the text.</p></div>	<p>Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.</p> <p>Foundational Skill: Review prefixes sub/fore with examples from the text or sentences about the topic in the text: <i>*Reinforce the use of context clues to find the meaning of unfamiliar words.</i></p> <p>As it rains, some water flows into rivers and lakes, and some water soaks into subterranean deposits.</p> <p>Groundwater flows through the spaces in rocks underground in the sublayers of the earth.</p> <p>Water that is not absorbed by the soil stays in the foreground creating puddles.</p>	<p>Hands-on Review: Phonics and/or grammar skills will be reviewed in context.</p> <p>Shared Writing: Generate writing aligned to the genre based on science content.</p> 	<p>Assessment: Students will complete activities on p.5-6 about the water cycle.</p> <p>Cross-linguistics: Lead review about the use of quotations in English and Spanish.</p> <table><tr><th>Quotations from Text</th><th>Comillas en citas textuales</th></tr><tr><td>In the section titled "What is the water cycle?" the author writes, "A cycle is a set of steps that happen over and over again."</td><td>En la sección titulada "¿Qué es el ciclo del agua?" el autor escribe: "Un ciclo es una serie de pasos que se repiten una y otra vez."</td></tr><tr><td>Our teacher assigned us the section titled "What Do You Think?" to explain the water cycle.</td><td>Nuestro maestro nos asignó la sección titulada "¿Qué piensas?" para explicar el ciclo del agua.</td></tr></table> <p><i>*Quotations and punctuation are used differently in English and Spanish.</i></p>	Quotations from Text	Comillas en citas textuales	In the section titled "What is the water cycle?" the author writes, "A cycle is a set of steps that happen over and over again."	En la sección titulada "¿Qué es el ciclo del agua?" el autor escribe: "Un ciclo es una serie de pasos que se repiten una y otra vez."	Our teacher assigned us the section titled "What Do You Think?" to explain the water cycle.	Nuestro maestro nos asignó la sección titulada "¿Qué piensas?" para explicar el ciclo del agua.
Quotations from Text	Comillas en citas textuales									
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p.1 What is the water cycle? *The water cycle is _____.*

Where did Earth's water come from? *The Earth's water comes from _____.*

p.2 How does water move through the water cycle around Earth? *Water moves through the water cycle around Earth by _____.*

p.4 What is the major source of energy that moves water through the water cycle? *The major source of energy that moves water through the water cycle is _____.*

How is the water cycle different in a cold part of the world compared to a warm part of the world? *The water cycle is different in a cold part of the world compared to a warm part of the world in that _____.*

Which sentences in page 2 are best supported by the photo? In which part of the selection can you find information about energy in the water cycle? Why is the bottom photograph and caption on page 3 included in this selection?

Vocabulary Picture Walk:

Students will review and read key vocabulary from the STEMscopes vocabulary slideshow and the text.

Water cycle	Ciclo del agua
Sun	Sol
Aquifer	Acuífero
Condensation	Condensación
Evaporation	Evaporación
Precipitation	Precipitación
Reservoir	Depósito,
	Embalse

Prefixes sub-, fore-

A **prefix** is a word part added to the beginning of a base word that changes the meaning of the word.
The prefix **sub-** means "under, beneath."
The prefix **fore-** means "before."

sub-	fore-
submarine	foreword
submersible	forefather
substitute	foremost
subway	foreshadow

Grammar: Review use of **quotations from text** with examples from the text or sentences about the topic in the text.

In the section titled "What is the water cycle?" the author writes, "A cycle is a set of steps that happen over and over again."

Our teacher assigned us the section titled "What Do You Think?" to explain the water cycle.

_____ it gains _____. The _____ moves _____. The water in the _____ also evaporates, causing _____. As the vapor cools it is called _____ and it forms _____ in _____.

Subsequently, _____ are too heavy _____, it comes down at _____ as _____. The _____ goes back _____ and the cycle starts all over again. If the water cycled stopped it would be ____ to us because _____.

Transitions for Detail Sentences			
① First In the (part of the day) On (date) One reason One example To begin with To start with When I	② Next After a while Also Another reason Another example At the same time In addition Soon Second Suddenly	③ Then Afterwards After we After a few (time) Another example Another reason Also As soon as During the In the meantime The next Third While we	④ Last At last As one can see Finally In conclusion In short In the end So you can see To summarize

Quotations from Text

Quotation marks are used to show exact words taken from a text, such as a magazine article. Include the author of the quotation and the source, which is where it appeared. Follow the rules for using quotations and punctuation in quotations from text.

source: _____ author: _____
In "My Librarian Is a Camel," Margriet Ruess writes, "The train serves the homeless children of Bangkok."
author: _____
"The train serves the homeless children of Bangkok," Margriet Ruess explains in "My Librarian Is a Camel."
source: _____

Citas textuales

Los escritores a veces incluyen una **cita textual**, o las palabras exactas de otro autor, en sus propios escritos. Las **citas** se usan para mostrar que las palabras se toman de un libro u otro texto. Es necesario incluir el autor y la fuente del texto que se cita.

fuente: _____ autor: _____
En "Mi bibliotecaria es un camello," Margriet Ruess escribe: "Viajar y leer son mis favoritas formas de aprender".

Suggested Previews

In-person or Virtual Field Trip: It can be a brief observational activity or a longer more sustained investigation or project connecting schoolwork with the world, making it tangible and memorable. It can be done in person or virtually.

Examples:

- <https://www.totemguard.com/aulatotem/2011/07/18-viajes-virtuales-que-el-profesor-puede-realizar-en-el-aula/>
- <https://www.quehacerconpeques.com/visitas-virtuales-con-ninos-acuarios-y-zoologicos-para-disfrutar-gratis-con-los-peques/>
- https://www.canva.com/es_mx/aprende/conoce-virtualmente-36-museos-y-lugares-increibiles/
- <https://www.exploratorium.edu/explore>



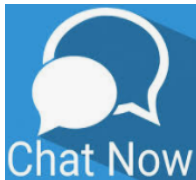
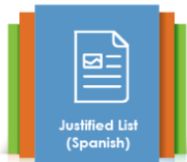
Think Dots:

1. Select the content, concept(s), text, or skills on which the Think Dots will focus.

2. Design six questions, prompts, or tasks related to a common topic, labeling each one with dots that correspond with the sides of a die.

2. Project the 2 x 3 Think Dots grid on a screen. Use the prompts in a whole-class discussion with a different student coming up to roll a die (physically or virtually).

3. Alternatively, put students in partners or small groups, give each group a die.

		4. Students will roll the die and discuss their knowledge about the topic. 	
Suggested Reviews	<p>Chat Now: In this writing activity, students use informal and formal language to review terms and concepts.</p> <ul style="list-style-type: none">● In person- Create an anchor chart or provide students with a paper outline of a computer screen and a term or concept. Students will take turns describing the term or concept by writing a text message using informal language first, then restating in formal language.● Virtual- Create meeting rooms for students to take turns writing about a given topic by discussing it in the chat. First student writes a text message using informal language. Next, students restate the idea using formal language. 	<p>Justified List (Lead4Ward):</p> <ol style="list-style-type: none">1. Provide students with a question stem and written or visual examples/nonexamples / Virtually project the Justified List handout.2. Students are provided a list of examples and non-examples associated with the question, including both text and visuals as appropriate.3. Students check positive examples and justify response.4. Students write the rule that reflects the common attributes of positive examples.5. Students share/compare responses with a peer I person/virtually.6. Teacher sees and hears students' thinking and clarifies/verifies as appropriate. 	<p>Compare, Contrast, Analogies, Metaphors, Similes (Seidlitz): Use these sentence stems to reflect with students on what they learned and organize their new schema.</p> <p>- Compare: _____ <i>es similar a</i> _____ <i>en que ambos...</i></p> <p>- Contrast: _____ <i>es diferente que</i> _____ <i>en que</i> _____</p> <p>- Analogy: _____ <i>es a</i> _____ <i>como</i> _____ <i>es a</i> _____</p> <p>- Metaphor: <i>Yo pienso que</i> _____ <i>es</i> _____</p> <p>- Simile: <i>Yo pienso que</i> _____ <i>es como</i> _____ <i>porque</i> _____</p> 