



2021-22 Primer Grado Artes de lenguaje y lectura Unidad 03 Semana 1 (January 4-7, 2022)

Unit Title: La naturaleza en nuestros alrededores

[YAG](#)

[Vertical Alignment](#)

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Big Ideas:

- Foundational literacy skills are continuously developed in a sequential and explicit manner to decode and encode with fluency.
- Text features and characteristics help me determine the genre of a text and locate important information.
- Readers will explore how point of view, central idea and text characteristics assist with comprehension of a text.
- Good readers make inferences, verify, clarify and synthesize information and ask/answer questions to facilitate comprehension.
- Good writers follow the writing process and grammar conventions to create poems, personal narratives and descriptive essays.

Essential Questions:

- How does identifying the central idea help me understand the text?
- How do making inferences and synthesizing information help me with text comprehension?
- How can understanding future tense enhance my writing?
- In what ways can knowing the elements of poetry help me with writing my own poem?

Core Competencies:

Formative:

- Running Records: Grade Level and independent level texts
 - Letter/Sound Fluency
 - High Frequency Word Fluency
- Application of foundational skills into independent writing. (phonics & grammar)
- Complete stages of the writing process with adult assistance. (Independently write 2-3 sentences)
 - Peer and teacher conferencing
- Anecdotal notes on reading behaviors, teaching points, strengths, and specific growth during small groups.
- Foundations - Student Notebook & My Composition Book entries

Summative:

- Selection Quizzes
- Weekly HMH Assessment
- Foundations Unit Tests or Check-Ups

Culminating Project: "Get Weather Wise" - Students will research kinds of weather, observe changes in the weather, record their observations, and make posters to show weather changes.

Spanish Language Arts Week 1

21-22 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
1.1A listen actively, ask relevant questions to clarify information, and	1.2A(i) producing a series of rhyming words;	1.6A establish purpose for reading assigned and self-selected texts with adult assistance;	1.11A plan a first draft by generating ideas for writing such as drawing and brainstorming;



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answer questions using multi-word responses; 1.1B follow, restate, and give oral instructions that involve a short, related sequence of actions; 1.1C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; 1.1D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and 1.1E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	1.2A(iv) segmenting spoken words into individual syllables; 1.2A(v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words; 1.2A(vi) segmenting spoken words into syllables including words with sílabas trabadas; 1.2A(vii) manipulating syllables within words. 1.2B(i) identifying and matching sounds to individual letters; 1.2B(ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; 1.2B(iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; 1.2B(vi) decoding three- to four-syllable 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 such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; 1.2C(vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; 1.2C(vii) spelling words with common prefixes and suffixes. 1.2E alphabetize a series of words to the first or second letter and use a dictionary to find words; and 1.2F develop handwriting by printing words, sentences, and answers legibly	1.6B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; 1.6C make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; 1.6E make connections to personal experiences, ideas in other texts, and society with adult assistance; 1.6F make inferences and use evidence to support understanding with adult assistance; 1.6G evaluate details to determine what is most important with adult assistance; 1.6H synthesize information to create new understanding with adult assistance; and 1.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. 1.7A describe personal connections to a variety of sources; 1.7B write brief comments on literary or informational texts; 1.7C use text evidence to support an appropriate response; 1.7D retell texts in ways that maintain meaning; 1.7E interact with sources in meaningful ways such as illustrating or writing; and 1.7F respond using newly acquired vocabulary as appropriate. 1.8B describe the main character(s) and the reason(s) for their actions; 1.8C describe plot elements, including the main events, the problem, and the	1.11B develop drafts in oral, pictorial, or written form by: 1.11B(i) organizing with structure; and 1.11B(ii) developing an idea with specific and relevant details; 1.11C revise drafts by adding details in pictures or words; 1.11D edit drafts using standard Spanish conventions, including: 1.11D(i) complete sentences with subject-verb agreement; 1.11D(iii) singular, plural, common, and proper nouns, including gender-specific articles; 1.11D(vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú; 1.11D(viii) capitalization for the beginning of sentences; 1.11E publish and share writing. 1.12A dictate or compose literary texts, including personal narratives and poetry; 1.12B dictate or compose informational texts, including procedural texts; and 1.12C dictate or compose correspondence such as thank you notes or letters. 1.13A generate questions for formal and informal inquiry with adult assistance; 1.13B develop and follow a research plan with adult assistance; 1.13C identify and gather relevant sources and information to answer the questions with adult assistance; 1.13D demonstrate understanding of information gathered with adult assistance; and
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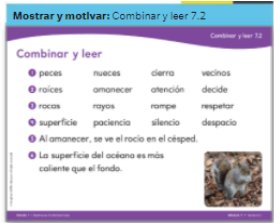
	leaving appropriate spaces between words. 1.3A use a resource such as a picture dictionary or digital resource to find words; 1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings; 1.3C identify the meaning of words with the affixes, including -s, -es, and -or; and 1.3D identify and use words that name actions, directions, positions, sequences, categories, and locations. 1.4 use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 1.5 self-select text and interact independently with text for increasing periods of time.	resolution, for texts read aloud and independently; and 1.8D describe the setting. 1.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; 1.9D recognize characteristics and structures of informational text, including: 1.9D(i) the central idea and supporting evidence with adult assistance; 1.9D(ii) features and simple graphics to locate or gain information; and 1.9D(iii) organizational patterns such as chronological order and description with adult assistance; 1.9E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; 1.9F recognize characteristics of multimodal and digital texts. 1.10A discuss the author's purpose for writing text; 1.10B discuss how the use of text structure contributes to the author's purpose; 1.10C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; 1.10E listen to and experience first- and third-person texts.	1.13E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.		
	Day 1	Day 2	Day 3	Day 4	Day 5

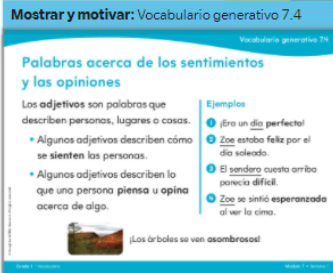
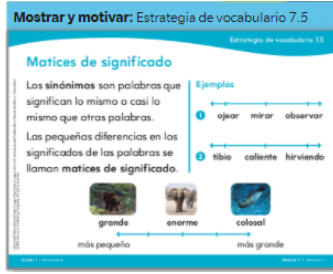


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Concept and Language Development	Introduction to the theme: “Maravillas de la naturaleza” (M7 p.T28-T29) Video: Watch the video-“Mentes curiosas” and lead oral discussion with the students introducing the vocabulary: ciclo, evaporación, líquido . <i>¿Cómo cambian las cosas en la naturaleza? ¿Cómo afectan los cambios a la naturaleza?</i> <i>Las cosas en la naturaleza cambian _____. Estos cambios afectan la naturaleza _____</i>				
Foundational Skills Rutina de vocabulario: 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. Rutina de combinación de sílabas 1. Muestre las tarjetas de letras. 2. Deslice primera letra	Vocabulary				
	Words to Know: M7 T30–T31 • algunos • bajo • este • nuestro • sol Follow vocabulary routine with students and ask students to add these words to their high frequency words collection.	Words to Know: M7 T44–T45 • algunos • bajo • este • nuestro • sol Review vocabulary routine with students and play Word Bingo/Bingo de palabras with the class to practice identifying the words. -CFU-Students will individually identify the word in context.	Words to Know: M7 T58 • algunos • bajo • este • nuestro • sol Review vocabulary routine with students and play Wordhead/ Palabras en la frente with the class to practice identifying the words. -CFU-Students will individually identify the word in context.	Words to Know: M7 T72 • algunos • bajo • este • nuestro • sol Review vocabulary routine with students and ask students to engage in Write Picture Names/ Nombres de fotos to label pictures using the words, phrases, and/or sentences. -CFU-Students will individually identify the word in context.	Cumulative Review: M7 T84 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.
	Phonological Awareness - Heggerty Week 19				
	Heggerty Week 19				
	Phonics/Fluency/Spelling HMH Decodables Correlation				
	Syllables ce,ci /s/ T32–T33 Explain/Model: Introduce syllable ce,ci /s/ using the poem.	Syllables ce,ci /s/ T46–T47 Explain/Model: Reinforce phonological awareness by reviewing sound /s/ with the sentence given. Introduce la sílaba tónica using the sentence given	Comparing syllables ce, ci and ca,co,cu T60–T61 Explain/Model: Reinforce phonological awareness by saying a list of words that begin with ce,ci and ca,co,cu. Ask students to	Review Comparing Syllables T73 Explain/Model: Follow the syllable combination routine to review the syllables ce,ci and ca,co,cu.	Cumulative Review T85 Students will be assessed on word/ sentence dictation with the words from the week. Students will reread decodable books to review

para identificar la primera sílaba y lea. 3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra. Rutina de combinación de sílabas 1. Muestre las tarjetas de letras. 2. Deslice primera letra para identificar la primera sílaba y lea.	 Reinforce phonological awareness by having students orally identify words with the /s/ sound written with the syllables ce,ci. Separate the words in syllables. GP: Using letter cards, follow the routine to combine syllables to create and read words that have the syllables ce,ci with the /s/ sound. IP: show a list of words with the syllables ce, ci. Ask a student to read aloud. Repeat the routine with all the words. Spelling/Handwriting: Review syllables and model handwriting for letter: C -Students will sort words with ce, ci. -Administer spelling pre-test to the students	and follow the routine provided. Using the letter cards, combine the syllables ce,ci and create words. Identify la sílaba tónica in those words. GP: Guide students use the <i>Rutina de combinación de palabras</i> to make and read words in groups.  IP: Students will practice reading target words in pairs.	identify the /s/ and /k/ sound when they hear it. Using the syllable cards, have students identify the syllable a list of words begins with. Follow the same routine with sentences. GP: Using letter cards, follow the routine to combine syllables to create and read words that have the syllables ca,co,cu with the /k/ sound. IP: show a list of words in pairs with the syllables ce,ci and ca, co, cu. Ask students to identify which word begins with the /k/ sound. Fluency: Intonation T59 Remind children that good readers make their reading sound like they are speaking. Model: Read text with fluent reading using a think aloud to explain how to read with intonation.	GP: Project <i>Mostrar y motivar</i> and follow the routine.  Engage students in structured conversations: <i>¿Qué palabras tienen una sílaba con ce? ¿Cuáles tienen una sílaba con ca?</i> IP: Students will write sentences with the target sounds and compare the spelling to the anchor chart to revise their work.	fluency and identification of targeted syllables.
Word Study/Academic Language/Oral Language					
		Words to Know M7 T48		Words to Know M7 T74	Vocabulary Strategy-Shades of Meaning M7 T86
		● alfiler		● misión	

3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra. Rutina de estudio de palabras: 1. Diga la palabra. Pida a los niños que la repitan. 2. Explique el significado para los niños. 3. Conversen usando una imagen o una estrategia para dar ejemplos.		• colorido • transparente • hambriento • aumentar • tóxico 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.	• espectacular • descanso • problema • dirección • aterrizar 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.	• espectacular • descanso • problema • dirección • aterrizar GP: Review vocabulary routine with students and ask students to label pictures using the words, phrases, and/or sentences. Adjectives M7 T75 Read the example The trees look amazing! Explain that the adjective amazing describes the trees by telling what the author thinks about them.  IP: Students work in pairs creating a list of adjectives that describe feelings and beliefs.	 GP: Tell children that sometimes there are several words that have the same, or nearly the same, meaning. Explain that these words are called synonyms.
Rutina de Conversación en Parejas. 1.Question/Pre gunta- Presenta	Interactive Read Aloud/ Mini-Lesson				

la pregunta a estudiantes.

2.Stem/Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir

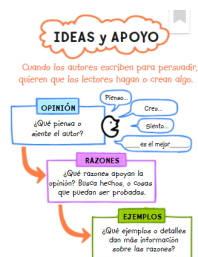
3.Signal/Señala- Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.

4.Share/Comparte-Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.

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

Persuasive Text M7 T36-37

Explain: Authors of opinion writing states an opinion that tells what they think or feel. Then they give reasons to support that opinion.



Good readers are always thinking while they read and asking: ¿Sobre qué se trata esta página/ párrafo?

¿Cuáles son las ideas y detalles de apoyo?

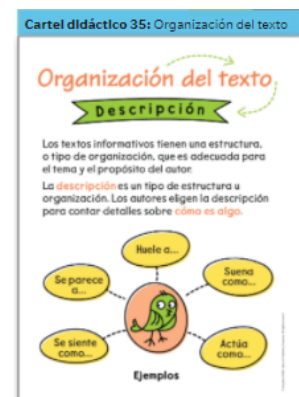
Apply skill to interactive read aloud.

Pronóstico tormentas M7 T36-37



Text Organization M7 T50-51

Explain: Remind children that authors of informational texts choose a structure, or type of organization, that help readers understand the information in the text.



Tell children that one type of text organization, or structure, is description.

La asombrosa vida de las mariposas M7 T50-51

Make Inferences M7 T64-65

Explain: Remind children that in books, authors do not always say everything that readers need to know to understand the story.

readers use evidence in the text and pictures to figure out some things on their own. This is called **making an inference**.



Good readers use clues from the text and pictures together with what they already know to help them make an inference, or a good guess, about something that was not explained by the author.

Sam y Leo cavan un hoyo M7 T64-65

Point of View M7 T76-77

Explain: Someone's point of view is the way he or she sees things happen. When authors choose a narrator for a story, they decide how readers will experience the story, or from whose point of view.

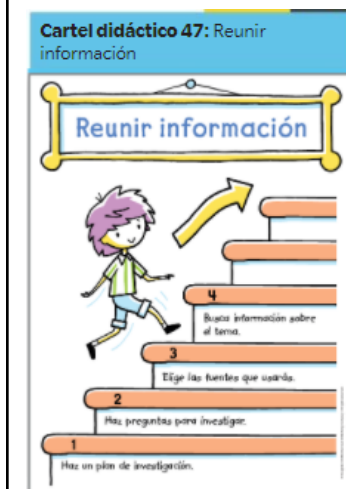


If a story is told from a first-person point of view, a character in the story is the narrator. The narrator uses the words I, my, or me to tell the story.

If a story is told from a third-person point of view, the narrator is not a character in the story. An outside narrator tells about all the

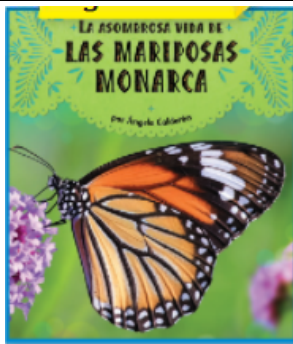
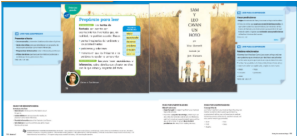
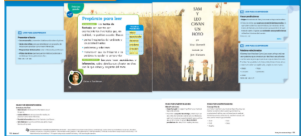
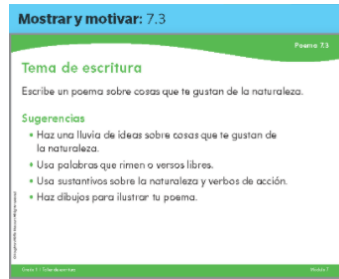
Gather Information M7 T88-89

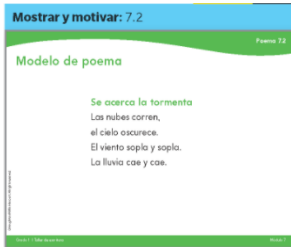
Explain: Remind children that they read the book report called Pronóstico: tormentas. Explain that the author of Pronóstico: tormentas wrote about information she gathered from a book.



Explain that when children want to learn more about a topic, either on their own or for a school assignment, they should start with a **research plan**.

Review: Whole class review of all skills taught this week through an interactive activity/ game/ competition.

Accountable Talk Routine: 1. Gira hacia tu compañero. 2. Mira a tu compañero o los ojos. 3. Un compañero habla. Un compañero escucha. 4. Intercambia roles.				characters and uses the words he, she, or they to tell the story. Sam y Leo cavan un hoyo M7 T64-65 	Skills: -Ideas y apoyo -Organización del texto -Hacer inferencias -Punto de vista Response/ CFU: Students will complete the weekly assessment of the skills with a new piece of text/ fresh read.
Writer's Workshop Writing Prompt: Write a poem about things you like in nature. Teacher Rubric Student Friendly Rubric SP	Poema E98 Preparar a los estudiantes Structured conversation: <i>¿Qué otras palabras o ideas se les ocurren cuando leen la palabra poema?</i> Explain/Model: Thinking aloud completing the following sentence stem: <i>cuando pienso en la palabra poema, pienso en _____.</i> Introduce and explain vocabulary ● poema ● rima ● verso libre	Poema E99 Prepararse para el texto Make Connections: Tell children that many poems are about nature. Read aloud two short lyric poems about nature—one rhyming and one that does not rhyme, such as a haiku. Structured Conversations: <i>¿Quién creen que hará las preguntas en el libro?</i> <i>¿Quién será el que narra?</i> Compose a poem as a class	Poema E100 La lectura Read: Pregúntame aloud. Have students recall some things the girl likes about nature and list them on the board. Structured Conversations: In pairs have students discuss <i>¿A ustedes también les gustan estas cosas?</i> <i>¿Por qué o por qué no?</i> Coloque a los niños en grupos pequeños para buscar elementos de ritmo y onomatopeya en el poema que escribieron antes.	Poema E101 Vocabulario Explain: Use a two-column chart to brainstorm some nature nouns and action verbs with children. Record the nouns and verbs on the board or on chart paper. Explain that when the author puts these types of words together, such as “frogs swimming,” it helps us to see the action in our minds. Asigne a cada grupo una palabra del banco de palabras. Anímalos a trabajar juntos para pensar en tantas palabras como sea posible que se asocian con esa palabra.	Poema E102 Actividades previas a la escritura I: Buscar un tema Explain the writing prompt 

	Pregunta: ¿Se les ocurren otros poemas que rimen?				Desafíe a los estudiantes a escribir un poema corto (de tres o cuatro versos) sobre su palabra.
	Independent Writing				
	Students will talk to peers and answer questions: <i>¿Qué pueden ver en la naturaleza? ¿Qué les gusta de la naturaleza?</i> Students will then share with the class. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will begin thinking about their poems. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students brainstorm topics for their poem. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students to write a short poem (three or four lines) about their word. Tell children they may write a rhyming or a free verse poem. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students brainstorm ideas for their nature poem. Circulate, monitor, and prompt students while they write. Students will share their writing.
Grammar	Grammar				
	Presentar tiempo futuro E301	El tiempo futuro E302	El futuro usando ir a + verbo E303	Repaso frecuente: Ortografía E344	Conectar la escritura: Usar el tiempo futuro E305
Research Class Project: All about weather	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. 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 the internet by researching an organization in need of help.				



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	• 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 7 pages T26-T27					

FIRST GRADE ELLD SAMPLE SCIENCE LESSONS BY SCIENCE UNIT

FIRST GRADE SLLD Block UNIT 3 WEEK 1 SAMPLE LESSON	
Science Content TEKS: 1.2(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation 1.2(B) compare the lives of historical figures who have influenced the state and nation	Language TEKS: 1. 2B(ii) decoding words with multiple sound spelling patterns such as soft c 1.2C(ii) spelling words with common patterns such as CV 1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings 1.6(B) generate questions about text before, during, and after reading 1.7(B) write brief comments on literary or informational text 1.9D(i) [recognize] the central idea and supporting evidence with adult assistance 1.11 D(vii) pronouns, including the use of personal 1.12(B) dictate or compose informational texts
Resource: • Presidentes y patriotas (SW Week 19)	

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? ¿Sobre qué piensas que tratará el texto?  Prior knowledge- Activate students’ prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed: Guiding Questions: ¿Qué es ser un líder? ¿Por qué es importante ser un modelo cuando eres un líder? Read aloud and stop to engage students with the text through guided questions: p.1-2 ¿Quién es el presidente de un país? El presidente de un país es _____.	Shared Reading: Reread text and guide students to make connections: ¿Qué piensas sobre los presidentes y patriotas? ¿Cómo cambiaron el país? Comprehension Skill: Focus on comprehension skills with modeling and prompting.  Cuando leemos un texto informativo el autor nos comparte ideas importantes. La idea central, es lo más importante que aprendemos del texto. Todos los detalles clave, nos ayudan a comprender la idea central. - ¿Cuál es la idea más importante en el texto? ¿Qué es lo más importante que escribió el autor sobre los	Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. Phonics Skill: Review of syllables with ce, ci /s/ in sentences from the text or about the topic in the text. La guerra llevó a la independencia de nuestro país. Las estrellas y las tiras representaban los trece estados de la unión. En Norteamérica, celebramos el Día de los presidentes el tercer lunes de febrero. Crispus Attucks fue uno de los primeros patriotas que murió en la Revolución Norteamericana. Grammar: Review identifying verbs in past tense in sentences from the text or about the topic in the text. John Adams fue nuestro segundo presidente.	Hands-on Review: Phonics and/or grammar skills will be reviewed in context. Shared Writing: Generate writing aligned to the genre based on social studies content.  Discuss with the students the similarities and differences between being a president and a patriot using a graphic organizer. Then write a short paragraph about it with the students. ¿En qué son similares George Washington y Sam Houston? ¿En qué son diferentes? George Washington y Sam Houston se _____ en muchas cosas, pero también son _____ en otras. Algo en lo que se parecen es que los dos _____ y ambos _____. Los dos también _____ y _____. Sin embargo, los son diferentes en que _____ fue _____ de y	Assessment: Students will complete the activities on p.4 about presidents and patriots. Cross-linguistics: Lead discussion about the soft c /s/ in English and in Spanish. <table><tr><th>Sonido c suave /s/</th><th>Soft c sound /s/</th></tr><tr><td>La guerra llevó a la independencia de nuestro país.</td><td>The war took or country to reach their independence.</td></tr><tr><td>En Norteamérica, celebramos el Día de los presidentes el tercer lunes de febrero.</td><td>In America, we celebrate Presidents Day on the third Monday in February.</td></tr><tr><td>La ciudad de Houston fue nombrada en honor a Sam Houston.</td><td>The city of Houston is named after Sam Houston.</td></tr></table> <i>*In both, English and Spanish When c meets a, o, or u, its sound is hard. When c meets e, i, its sound is soft.</i>	Sonido c suave /s/	Soft c sound /s/	La guerra llevó a la independencia de nuestro país.	The war took or country to reach their independence .	En Norteamérica, celebramos el Día de los presidentes el tercer lunes de febrero.	In America, we celebrate Presidents Day on the third Monday in February.	La ciudad de Houston fue nombrada en honor a Sam Houston.	The city of Houston is named after Sam Houston.
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2021-22 Primer Grado Artes de lenguaje y lectura Unidad 03 Semana 1 (January 4-7, 2022)

Unit Title: La naturaleza en nuestros alrededores

¿Quién fue George Washington? ¿Por qué fue importante? <i>George Washington fue _____. Él fue importante porque _____.</i> p.2-3 ¿Quién fue Thomas Jefferson? ¿Por qué fue importante? <i>Thomas Jefferson fue _____. Él fue importante porque _____.</i> ¿Quién fue Abraham Lincoln? ¿Por qué fue importante? <i>Abraham Lincoln fue _____. Él fue importante porque _____.</i> ¿Quién fue Sam Houston? ¿Por qué fue importante? <i>Sam Houston fue _____. Él fue importante porque _____.</i> ¿Quiénes fueron Besty Ross y Crispus Attucks? ¿Por qué fue importante? <i>Besty Ross y Crispus Attucks fueron _____. Ellos fueron importantes porque _____.</i>	<i>presidentes y patriotas? ¿Qué detalles apoyan esa idea?</i> Vocabulary Picture Walk: Students will identify and read key vocabulary in context with a picture walk. <table><tr><td>Presidente</td><td>President</td></tr><tr><td>Revolución</td><td>Revolution</td></tr><tr><td>Patriota</td><td>Patriot</td></tr><tr><td>Estado</td><td>State</td></tr><tr><td>País</td><td>Country</td></tr><tr><td>Cambio</td><td>Change</td></tr><tr><td>Líder</td><td>Leader</td></tr><tr><td>George</td><td>George</td></tr><tr><td>Washington</td><td>Washington</td></tr><tr><td>Abraham</td><td>Abraham</td></tr><tr><td>Lincoln</td><td>Lincoln</td></tr><tr><td>Sam</td><td>Sam</td></tr><tr><td>Houston</td><td>Houston</td></tr></table>	Presidente	President	Revolución	Revolution	Patriota	Patriot	Estado	State	País	Country	Cambio	Change	Líder	Leader	George	George	Washington	Washington	Abraham	Abraham	Lincoln	Lincoln	Sam	Sam	Houston	Houston	Sam Houston dirigió un ejército que ganó una batalla por la independencia de Texas. Betsy Ross vivió en Filadelfia, Pensilvania.	_____ fue un _____. Otra diferencia es que aunque ambos pelearon en _____, _____ fue _____ y _____ fue _____. Aunque son muy diferentes, ambos son personas que _____ a los Estados Unidos.
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