



2021-2022 4o Grado Artes de lenguaje y lectura Unidad 03 Semana 8

Unit Title: Ideas que nutren

February 22nd-25th

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 a prediction help you to understand the text?
- What is the difference between diphthongs and hiatus?
- How can you find evidence in the text?
- Why is the author's use of language so important ?

Core Competencies:

Formative:

- Students will differentiate ficcion and non-fiction texts.
- Students will learn how to differentiate the strategy problem-solution.
- 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 conclusion.

Week 7-9:: Practice the presentation, have students rehearse the presentations in small groups.

Spanish Language Arts



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Unit 3 Week 8			
20-21 SLAR Unpacked TEKS			
Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
<p>4.1A listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1B follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>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</p> <p>4.1D work collaboratively with others to develop a plan of shared responsibilities.</p>	<p>4.2A(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</p> <p>4.2A(iv) decoding words with prefixes and suffixes.</p> <p>4.2B(iii) spelling words with diphthongs and hiatus; and</p> <p>4.2C write legibly in cursive to complete assignments.</p> <p>4.3A use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p>4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>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, grafía, metro, fono, and tele;</p> <p>4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar;</p> <p>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:</p>	<p>4.6A establish purpose for reading assigned and self-selected texts;</p> <p>4.6B generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>4.6C make, [and] correct or confirm predictions using text features, characteristics of genre, and structures;</p> <p>4.6E make connections to personal experiences, ideas in other texts, and society;</p> <p>4.6F make inferences and use evidence to support understanding;</p> <p>4.6G evaluate details read to determine the main and key ideas;</p> <p>4.6H synthesize information to create new understanding; and</p> <p>4.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.7A describe personal connections to a variety of sources, including self-selected texts;</p> <p>4.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>4.7C use text evidence to support an appropriate response;</p>	<p>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;</p> <p>4.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p>4.11B(ii) developing an engaging idea with relevant details;</p> <p>4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>4.11D(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>4.11D(ii) irregular verbs;</p> <p>4.11D(iii) singular, plural, common, and proper nouns, including gender-specific articles;</p> <p>4.11D(iv) adjectives, including their comparative and superlative forms;</p> <p>4.11D(v) adverbs that convey frequency and adverbs that convey degree;</p> <p>4.11D(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;</p> <p>4.11D(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</p>



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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>4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>4.7E interact with sources in meaningful ways such as note taking, 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>4.11D(ix) capitalization of historical events and documents, titles of books, stories, and essays;</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>
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la primera sílaba y lea.
3. Repita el proceso para la próxima sílaba.
4. Deslice las 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

IP: Have students work in small groups or with partners to complete Aprende y demuestra page 193.



Ortografía M9 T98

Palabras con hiatos

Students will work together to sort words into categories based on whether they have two strong vowels or one strong and one weak, accented vowel. Read aloud the words marea and policía, and display those cards as column headings.

Fluidez M9 T99

Ritmo de lectura

Distribute Página imprimible: Fluidez 9.6 to students, and project it for whole-group discussion. Have students follow along as you read one paragraph



GP: Have partners reread the Combinar y leer lines and challenge each other to write the word correctly, separate it in syllables and identify the syllables that compose the hiatus.

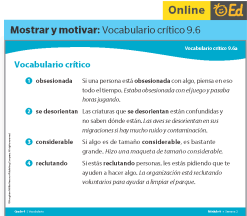
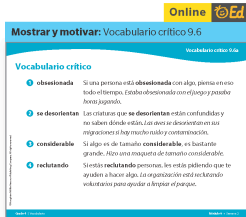
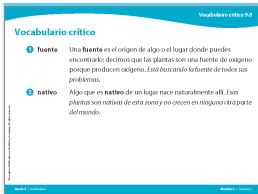
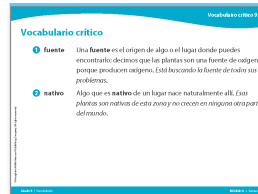

IP: Have students work in small groups or with partners to complete Aprende y demuestra page 196.



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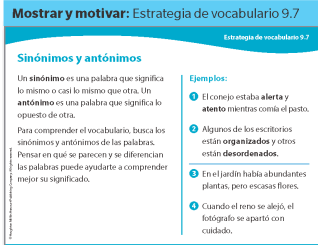
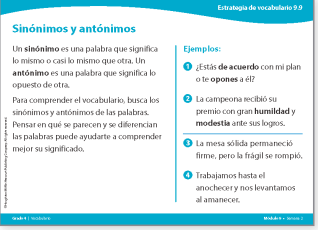
<p>Rutina de vocabulario:</p> <ol style="list-style-type: none"> 1. <i>Observen la palabra.</i> 2. <i>Digan la palabra.</i> 3. <i>Modele-Cómo formar la palabra</i> 4. <i>Formen la palabra.</i> 5. <i>Encuentren la palabra en un texto.</i> 	too fast and the next one too slow. Have students make positive comments on how to improve. Then reread at an appropriate rate, adjusting the rate to fit the action and details of the story.				
	Word Study/Academic Language/Oral Language				
	<p>M9 T88–T89 Presentar el Vocabulario crítico: patrullaje, obsesionada, se desorientan, considerable, reclutando, varada</p>  <p>GP: Ask students to describe a person who is obsessed as if he/she was a character in a book. Have them compare a huge reward and an insignificant reward. What would they do if they felt disoriented?</p> <p>IP: Have students work independently to complete</p>	<p>M9 T100 Repasar el Vocabulario crítico: patrullaje, obsesionada, se desorientan, considerable, reclutando, varada</p>  <p>GP: Organize students into small groups and have them make up their own incomplete sentences with the Critical Vocabulary words. Have them trade the sentences with another group and complete them.</p> <p>IP: Have students work in small groups or independently to</p>	<p>M9 T108–T109 Presentar el Vocabulario crítico: fuente, nativo</p>  <p>GP: Ask students what their source of joy is and have them explain why. Ask them to describe what makes them happy. Ask students where they are natives of and if their parents are also natives of that place.</p> <p>IP: Have students work independently to complete steps 3 and 4 on Tarjetas de vocabulario 9.17 and 9.18.</p>	<p>M9 T118 Repasar el Vocabulario crítico: fuente, nativo</p>  <p>GP: Have students work in pairs to create Four-Square Maps. For each of the Critical Vocabulary words Have students use the THINK-PAIR-SHARE routine to discuss the sentences they wrote on the Four-Square Maps. Call on pairs to share their sentences. Positively reinforce students' correct word usage.</p> <p>IP: Have students work in small groups or independently. Tell them to</p>	<p>M9 T126–T127 Sufijos- oso, -osa, -ado, -ada</p>  <p>GP: Guide students to complete orally row 3 of the chart on the Mostrar y motivar page by adding the suffix to the word cuchara. Guide students to explain the changed meaning.</p> <p>IP: Have students work in pairs to complete Aprende y demuestra, page 199. Tell partners to read the instructions and have them complete the chart with words other than the ones the class</p>



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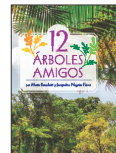
	<p>steps 3 and 4 on Tarjetas de vocabulario 9.12–9.16.</p>	<p>complete Aprende y demuestra page 194. For the last item on the page, tell students to include a synonym and/or an antonym for the vocabulary words they used.</p> <p>Estrategia de vocabulario, pág. T101 Sinónimos y antónimos</p>  <p>GP: Tell students that comparing words whose meanings are the same and different can help them understand vocabulary better.</p> <p>IP: In pairs have students choose a vocabulary word, and then draw or act out either a synonym or an antonym. They will say the word, then show the picture or action and ask, “Synonym or antonym?” The other student will respond and then do the same.</p>		<p>complete Aprende y demuestra page 197.</p> <p>Estrategia de vocabulario, pág. T119 Sinónimos y antónimos</p>  <p>Use the first two examples to model the use of synonyms and antonyms. In the first sentence <i>de acuerdo</i> and <i>opones</i> have opposite meanings. They are antonyms. In the second sentence <i>humildad</i> and <i>modestia</i> are similar in meaning. They are synonyms.</p> <p>GP: Have the students read sentences 3 and 4 to determine which words are being compared. Ask students which sentence uses a synonym and what the word and its synonym are. Ask which words are antonyms.</p>	<p>has used so far. Allow them to use print and digital resources if needed.</p> <p>Repaso frecuente: Sufijos-able, -ible Help students to remember their meanings: able to do or be something. Give students the following words that can or cannot take the suffixes -able or -ible. Have them say the words aloud to determine which ones take these suffixes and which do not: eliminar, loco, reverso, cantidad, extrañar, oscuro, beber, inflar.</p>
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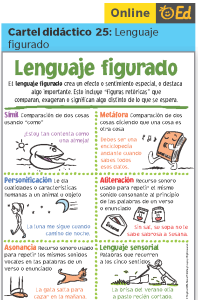

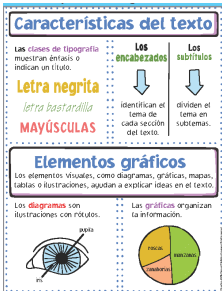
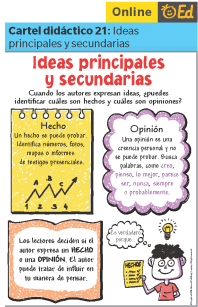


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				<p>IP: Display the following words from 12 árboles amigos: <i>fuelle</i> and <i>nativo</i>. In pairs have students find a synonym and an antonym for each word. They will then write two sentences for each word, one using the word and its synonym, the other using the word and its antonym.</p>	
<p>Rutina de Conversación en Parejas.</p> <p>1.Question/Presenta la pregunta a estudiantes.</p> <p>2.Stem/Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir</p> <p>3.Signal/Señala- Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en</p>	<p>Interactive Read Aloud/ Mini-Lesson</p> <p>SP 6 Week Boot Camp 3 Question Quiz</p> <p>SP 6 Week Boot Camp Question of the Day</p> <p>SP 6 Week Boot Camp Answer Key</p>				
	<p>M9 T90–T91</p> <p>Patrullaje de tortugas marinas y La recuperación de la tortuga lora</p>  <p>Set a Purpose and Build Background:</p> <p>Ask students how learning about sea turtles helps them build background knowledge about the topic of the text. Prompt students to set their own purpose for</p>	<p>M9 T102–T103</p> <p>Patrullaje de tortugas marinas y La recuperación de la tortuga lora</p>  <p>Teaching Pal</p> <p>Use the purple TARGETED CLOSE READ prompts on pages 251 and 253 to guide students to apply the Figurative language skill to Patrullaje de tortugas marinas and to find evidence to support their responses.</p>	<p>M9 T110-T111</p> <p>12 árboles amigos</p>  <p>Set a Purpose and Build Background:</p> <p>Ask students how learning about trees helps them build background knowledge about the topic of the text. Prompt students to set their own purpose for reading 12 árboles amigos</p> <p>Teaching Pal</p> <p>Use the blue READ FOR UNDERSTANDING prompts</p>	<p>M9 T121</p> <p>12 árboles amigos</p>  <p>Teaching Pal</p> <p>Use the purple TARGETED CLOSE READ prompts on pages 260–261 and 272 to guide students to apply the Text and Graphic Features skill to 12 árboles amigos and to find evidence to support their responses. Use the CLOSE READING routine. Students may refer to the questions on Aprende y demuestra page 200 as you discuss them.</p>	<p>M9 T128–T129</p> <p>12 árboles amigos</p>  <p>Teaching Pal</p> <p>Use the purple TARGETED CLOSE READ prompts on pages 271 and 273 to guide students to apply the Ideas and Support skill to 12 árboles amigos and to find evidence to support their responses. Use the CLOSE READING routine. Students may refer to the questions on Aprende y demuestra page 200 as you discuss them.</p>

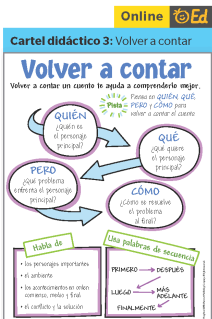
<p><i>oración completa.</i></p> <p>4.Share/<i>Comparte-Estudiente compartirá su oración y su pensamiento con su grupo o compañero/a.</i></p> <p>5.Assess/<i>Evalúa-Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.</i></p> <p>Accountable Talk Routine:</p> <ol style="list-style-type: none"> 1. Gira hacia tu compañero. 2. Mira a tu compañero a los ojos. 3. Un compañero habla. Un compañero escucha. 4. Intercambia roles. 	<p>reading Patrullaje de tortugas marinas.</p> <p>Teaching Pal Use the blue READ FOR UNDERSTANDING prompts and the red Notice & Note prompts to read Patrullaje de tortugas marinas as students follow along and annotate their miLibro.</p> <p>Engage and Respond: Use the COLLABORATIVE DISCUSSION routine with the Collaborative Discussion questions on Compañero de enseñanza and miLibro page 255. Have students annotate their miLibro with details from the text and visuals as evidence to explain their responses.</p> <p>Conectar y enseñar: Volver a contar</p>	<p>Use the CLOSE READING routine. Students may refer to the questions on Aprende y demuestra page 195 as you discuss them.</p> <p>Engage and Respond: Have students turn to pages 256–257 in their miLibro. Use the WRITING RESPONSE routine.</p> <p>• Conectar y enseñar: Lenguaje figurado</p>  <p>Explain to students that authors may use figurative language to create images, sound effects, or special meanings. Figurative language includes words or expressions that mean something different from what is expected.</p>	<p>and the red Notice & Note prompts to read 12 árboles amigos as students follow along and annotate their miLibro.</p> <p>Engage and Respond: Use the COLLABORATIVE DISCUSSION routine with the questions on Compañero de enseñanza and miLibro page 275. Have students annotate their miLibro with details from the text and visuals as evidence to explain their responses.</p> <p>Conectar y enseñar: Resumir</p>  <p>Explain students that when summarizing a text, they can use parts of the text to help them arrive at the most important information to restate in their own words.</p>	<p>y demuestra page 198 as you discuss them.</p> <p>Engage and Respond: Turn to pages 276–277 in your Compañero de enseñanza. Have students turn to pages 276–277 in their miLibro. Use the WRITING RESPONSE routine.</p> <p>Conectar y enseñar: Características del texto y elementos gráficos</p>  <p>Point out text and graphic features in a familiar selection. Discuss what purposes an author might want to achieve by using various features. Tell students that they will practice identifying text and graphic features and analyzing how these features help the author get her purpose across in 12 árboles amigos.</p>	<p>Engage and Respond: Students will work with a partner to write 12 árboles amigos as a one- to two-minute speech to present to their classmates. Students should include in their speeches the claim, arguments, and examples of support for each argument.</p> <p>Conectar y enseñar: Ideas principales y secundarias</p>  <p>Explain to students that it is helpful for readers to identify the audience in an argumentative text. The arguments the author includes may depend on the type of audience the author is trying to convince. The author might write different arguments to convince a group of students, for example, than those written for a group of lawmakers.</p>
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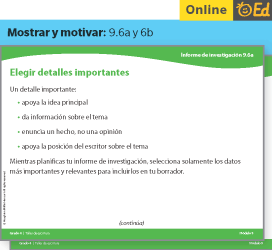
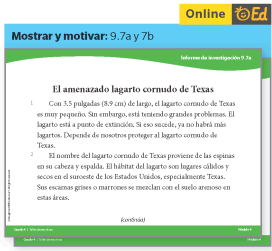
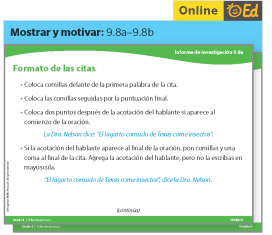
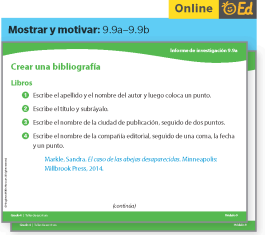
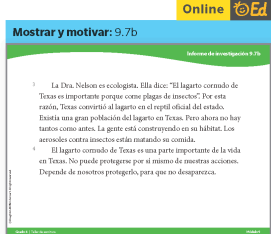
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	<p>Online Ed</p>  <p>Tell students that retelling a story, or other selection, involves focusing on main characters and events. Retelling can help readers remember what they have read better. Project or display Cartel didáctico 3: Volver a contar. Use it to explain to students that when readers retell they use their own words to restate important aspects of a story.</p>				
Writer's Workshop	Writing Workshop - Research Report				
	<p>Writing Prompt: Read the following sentence: <i>Understanding our world helps us protect it.</i> Think about an endangered plant or animal. Write a research report about that plant or animal. Conduct research, provide facts and details, and explain why the plan or animal should be protected.</p> <p>Kid Friendly Rubric SP Teacher Rubric</p>				
	<p>M9 E151 Antes de escribir IV: Organizar la investigación</p> <p>Remind students that before they begin writing their reports, they must do research. When they do</p>	<p>M9 E152 Hacer el borrador I: Comenzar el borrador</p> <p>Explain students that they should include the facts from their notes in their reports but that they need to use</p>	<p>M9 E153 Hacer el borrador II: Incorporar la investigación</p> <p>Discuss with students that quotations are useful in research reports because they give the reader the best</p>	<p>M9 E154 Hacer el borrador III: Crear una bibliografía</p> <p>Explain to students that a bibliography is a list of sources referred to in a text, usually included at the end of that</p>	<p>M9 E155 Hacer el borrador IV: Completar el borrador</p> <p>Explain to students that a conclusion is a statement you make or an idea you have about a text based on thinking about the information in the</p>

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	<p>research, they need to take notes on what they read. Explain that when they take notes, they write down important words and phrases from the text they are reading. They may also write down a few important sentences.</p> 	<p>their own words to avoid plagiarism. Tell students to take care not to make their report read like a boring list. Work with students to mark the model research report's text structure in different colors.</p> 	<p>and most accurate information. Using quotations from an expert also gives the writer and the report authority. Work with students to look through their sources and find a useful quotation. Have them add the quotation to their draft.</p> 	<p>text. It can consist of any combination of books, magazine articles, Internet sources, and interviews. Each source is listed separately and is called an entry. Point out that, similar to quotations, a bibliography entry has a certain format.</p> 	<p>text. Add the term to your class Instructional Vocabulary list and have students add it to their glossaries. Tell students that the conclusion comes at the end of their research report. Stress that the conclusion sums up the main idea and supporting details in the report. It does not state any new main idea or details.</p> 
Independent Writing					
	<p>Show students Cuaderno del escritor página 9.6. Tell them to use the suggestions on Mostrar y motivar 9.6a as they take notes on the Writer's Notebook page or in their own notebooks. Students may create their own note cards if needed. Circulate the room as students work. As necessary, guide individuals to decide if the information they have is relevant to their topic or not.</p>	<p>Have students begin to draft their research reports using the notes and graphic organizers from prewriting. Circulate the room as students work. As necessary, guide individuals to decide if the information they have is relevant to their topic or not.</p>	<p>Have students continue drafting. Circulate the room as students work. As necessary, guide individuals to decide if the information they have is relevant to their topic or not.</p>	<p>Have students continue drafting. Circulate the room as students work. As necessary, guide individuals to decide if the information they have is relevant to their topic or not.</p>	<p>Remind students to continue to use their research sources and their planning notes. Remind them to write their facts in an interesting way. Have students continue to spend time writing their papers.</p> <p>Circulate the room as students work. As necessary, guide individuals to decide if the information they have is relevant to their topic or not.</p>



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Grammar		Grammar											
Patterns of Power: 14.1		Grammar											
		Grammar											
Grammar	<p>M9 E341 La coma en el diálogo</p> <p>Explain that writers often include someone’s exact words in the form of a textual quote, using quotation marks.</p> <div><p>Online Ed</p><p>Mostrar y motivar: Gramática 6.3.1a</p><p>Gramática 6.3.1a</p><p>La coma en las palabras textuales</p><p>Se usan comillas antes y después de las palabras concretas de alguien. Generalmente hay una palabra que indica que tenemos las palabras textuales de alguien. Cuando estas palabras van antes de la cita, se usan dos puntos para introducir las palabras exactas de la persona. Cuando estas palabras van después de la cita, se usa una coma para separar la cita.</p><p>Se usa una coma para resaltar el nombre de la persona a la que se dirige directamente.</p><p>políticos textuales al final de la oración La reina escribió en su diario: "Quiero comer pizza esta noche".</p><p>políticos textuales al comienzo de la oración "No me gusta la pasta," afirmó el autor en la entrevista.</p><p>nombre de la persona a quien se dirige El desierto es un lugar peligroso, Bryan.</p></div>	<p>M9 E342 La coma en las oraciones compuestas</p> <p>Review that a compound sentence is made up of two simple sentences joined by a coordinating conjunction. A coordinating conjunction is a word, such as <i>y</i>, <i>pero</i>, <i>sino</i> and <i>o</i>.</p> <p>Point out that in a compound sentence, a comma is used before the coordinating conjunction that expresses contrast.</p> <div><p>Online Ed</p><p>Mostrar y motivar: Gramática 6.3.2a</p><p>Gramática 6.3.2a</p><p>La coma en oraciones compuestas</p><p>Las conjunciones coordinantes son palabras que unen dos oraciones simples en una oración compuesta. Las conjunciones coordinantes incluyen <i>y</i>, <i>pero</i>, <i>sino</i> y <i>o</i>. En una oración compuesta, solo se usa una coma antes de las conjunciones que expresan contraste.</p><p>conjunción coordinante ¿Quieres ir al parque o nos vamos al cine?</p><p>conjunción coordinante Me gustan las margaritas, pero la rosa es mi flor favorita.</p><p>conjunción coordinante pero</p></div>	<p>M9 E343 Otros usos de la coma</p> <p>Explain that commas are used to separate items in a series. Also, explain that a comma is used in dates to separate the day and year and in place names to separate the city and state.</p> <div><p>Online Ed</p><p>Mostrar y motivar: Gramática 6.3.3a</p><p>Gramática 6.3.3a</p><p>Otros usos de la coma</p><p>Una serie es una lista de tres o más elementos. Usa la palabra <i>y</i> o <i>o</i> antes del último elemento de la lista. Usa una coma para separar los elementos de la serie, pero no debes poner coma antes de la conjunción <i>y</i> o <i>o</i>. Usa coma en fechas para separar el nombre del día y el resto de la fecha, y en los nombres de los lugares para separar la ciudad y el estado.</p><p>fecha El curso comenzó el jueves, 19 de enero de 2018.</p><p>nombre de lugar Fue inaugurado un nuevo parque acuático en North Utica, Illinois.</p></div>	<p>M9 E344 Repaso de la coma</p> <p>Remind students that a series is a list of three or more items. Use commas to separate the items in a series. Put a comma after each item except the last one.</p> <p>Use a comma to separate dates and place names.</p> <div><p>Online Ed</p><p>Mostrar y motivar: Gramática 6.3.4a y 6.3.4b</p><p>Gramática 6.3.4a</p><p>Repaso de la coma</p><p>Usa coma o comas para separar los nombres de las personas a las que se dirige un comentario directamente y con palabras textuales cuando la cita está al comienzo de la oración.</p><p>Es una oración compuesta, usa coma solo con las conjunciones coordinantes que indican contrastes, como <i>sino</i> y <i>pero</i>.</p><p>Contraste, nos gustaría mucho que nos acompañen a comer. "Hora de jugar!" indicó el letrero. Puedo ir a la casa, pero no puedo quedarme a jugar. ¿Está bien así o prefieren que vaya otro día?</p></div>	<p>M9 E345 Conectar con la escritura: Usar la coma</p> <p>Explain that good writers use commas correctly to make their writing clear and understandable for readers.</p> <div><p>Online Ed</p><p>Mostrar y motivar: Gramática 6.3.5</p><p>Gramática 6.3.5</p><p>Conectar con la escritura: Usar la coma</p><p>Las oraciones en las que faltan comas pueden ser difíciles de entender para los lectores. Revisa cuidadosamente tu texto para comprobar que hayas puesto comas donde sean necesarias.</p><table><thead><tr><th>Oraciones en las que falta la coma</th><th>Oraciones con el uso correcto de la coma</th></tr></thead><tbody><tr><td>El martes 19 de enero Silvia Max y Louisa condujeron a Jacksonville Florida.</td><td>El martes, 19 de enero, Silvia Max y Louisa condujeron a Jacksonville, Florida.</td></tr><tr><td>"Tres muy divertidos Louisa" escribió Max en su mensaje.</td><td>"Tres muy divertidos Louisa", escribió Max en su mensaje.</td></tr><tr><td>"Se necesitan muchos gafas de sol y protector solar para el viaje" advirtió el avión.</td><td>"Se necesitan muchos gafas de sol y protector solar para el viaje", advirtió el avión.</td></tr></tbody></table></div>	Oraciones en las que falta la coma	Oraciones con el uso correcto de la coma	El martes 19 de enero Silvia Max y Louisa condujeron a Jacksonville Florida.	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	Oraciones en las que falta la coma	Oraciones con el uso correcto de la coma											
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	<p>Engage and Apply: Have students complete Página imprimible: Gramática 6.3.1 for practice using commas.</p>	<p>Engage and Apply: Have students complete Página imprimible: Gramática 6.3.2 for practice using commas in compound sentences.</p>	<p>Engage and Apply: Have students complete Página imprimible: Gramática 6.3.3 for practice using commas in items in a series, dates, and cities and states.</p>	<p>Engage and Apply: Have students complete Página imprimible: Gramática 6.3.4 for practice using commas.</p>	<p>Engage and Apply: Have students complete Página imprimible: Gramática 6.3.5 for practice using commas. Have students edit a writing draft using commas.</p>								



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	<p>Have students edit a writing draft to correctly use commas with direct speech and names.</p>	<p>Have students edit a writing draft to correctly use commas in compound sentences.</p>	<p>Have students edit a writing draft to correctly use commas in items, dates, and cities and states.</p>	<p>Have students edit a writing draft using commas.</p>	
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
See Literacy Station Ideas M9 T84-T85					

FOURTH GRADE ELLD Block UNIT 3 WEEK 8	
Science Content TEKS: 4.9A investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food	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(F) make inferences and use evidence to support understanding 4.6(E) make connections to personal experiences, ideas in other texts, and society 4.7(C) use text evidence to support an appropriate response 4.10(C) discuss the author's use of print and graphic features 4.11D(iv) adjectives, including their comparative and superlative forms 4.12(B) compose informational texts





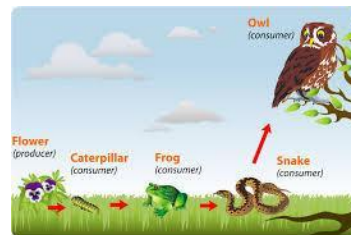
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Resource STEMscopes

- Producers, Consumers, and Food Webs (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. <i>What do you see in the picture?</i> <i>What do you predict this text will be about?</i></p>  <p>Prior knowledge- Activate students’ prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed: Guiding questions: <i>What does it mean to be a producer or consumer? What are we? Why?</i></p> <p>Read aloud and stop to engage students with the text through guided questions:</p> <p>p.1 <i>What are producers? What do they need to make their food?</i></p>	<p>Shared Reading: Reread text with students and make connections to the text: <i>Where do organisms get their energy from? How do you know?</i></p> <p>Comprehension Skill: Focus on comprehension skills with modeling and prompting.</p> <div></div> <p>Remind students that good readers make connections to the text in three different ways: with previous experiences, with other books, and with what happens in the world.</p> <p><i>What does this text remind you? What connection can you make to the text on a personal level? To what other text can you connect this text? How can you connect</i></p>	<p>Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.</p> <p>Foundational Skill: Review suffixes -ful (“full of”), -ous (“having” or “possessing”), and -less (“without”) 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>Consumers can be very resourceful when they look for their food.</p> <p>Carnivores and omnivores can be more dangerous to people than herbivores.</p> <p>People are useless as producers; they are consumers of other living things.</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>Engage students in the hands-on activity or video. Then, make connections between organisms in an ecosystem to establish which ones are producers and consumers using transitional words to compare and contrast. Ask: What are similarities and differences of producers and consumers in a food chain?</p> <p>An ____ is a ____ of ____ living _____. In an _____ there are _____ and _____ in a constant _____ to _____. First, all _____ in an _____.</p>	<p>Assessment: Students will complete activities on p.5 about interactions between producers and consumers.</p> <p>Cross-linguistics: Lead review about making comparisons using more and most in English and comparisons in Spanish.</p> <table><tr><th>Comparison using more and most</th><th>Comparaciones con más</th></tr><tr><td>Omnivores are more versatile consumers than herbivores or carnivores.</td><td>Los omnívoros son consumidores más versátiles que los herbívoros o carnívoros.</td></tr><tr><td>Plants are more resourceful because they produce their own food.</td><td>Las plantas son más ingeniosas porque producen su propia comida.</td></tr><tr><td>A hungry carnivore can be the</td><td>Un carnívoro hambriento puede ser lo</td></tr></table>	Comparison using more and most	Comparaciones con más	Omnivores are more versatile consumers than herbivores or carnivores.	Los omnívoros son consumidores más versátiles que los herbívoros o carnívoros.	Plants are more resourceful because they produce their own food.	Las plantas son más ingeniosas porque producen su propia comida.	A hungry carnivore can be the	Un carnívoro hambriento puede ser lo
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Producers are _____. To make their food they need _____.

What is the process called in which a plant makes its own food? *The process in which a plant makes its own food is called _____.*

What are consumers? Where do they get their food? *Consumers are _____. To get their food they need _____.*

p.2 Where does the energy that starts a food chain come from? *The energy that starts a food chain comes from _____.*

this text to something happening in the world?

Vocabulary Picture Walk:

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

Carnivore	Carnívoro
Herbivore	Herbívoros
Omnivore	Omnívoros
Producer	Productores
Consumer	Consumidores
Photosynthesis	Fotosíntesis
Ecosystem	Ecosistema
Food Web	Red Alimenticia

Suffixes -ful, -ous, -less

A suffix is a word part added to the end of a base word that changes the meaning of the word. The suffix -ful means "full of". The suffix -ous means "having" or "possessing". The suffix -less means "without".

Root	Meaning	Suffix	New Word	New Meaning
resource	a supply of something that helps or benefits	-ful	resourceful	having many resources
adventure	an exciting and risky experience	-ous	adventurous	enjoying and seeking adventures
comfort	a happy state without pain or worry	-less		

Grammar: Review the use of **comparisons with more and most** with examples from the text or sentences about the topic in the text.

Omnivores are **more versatile** consumers than herbivores or carnivores.

Plants are **more resourceful** organisms because they produce their own food.

A hungry carnivore can be the **most dangerous** thing to a smaller and weaker organism.

The **most valuable** component in a food web is the Sun.

comes from _____. Subsequently, this energy _____ to _____ by _____. Along with _____, the _____ consumes _____. Unlike _____, they _____. In contrast, you have _____ that _____ and _____. Lastly, the _____ consumes _____ to _____.

most dangerous thing to a smaller and weaker organism.

The **most valuable** part in a food web is the Sun.

más peligroso para un organismo más pequeño y débil.

La parte **más valiosa** de una red alimenticia es el Sol.

Grammar 4.5.2a

Making Comparisons with More and Most

Use the word more to compare two persons, places, or things.

comparing two animals with a long adjective
Learning about sloths is more **interesting** than bears.

Use the word most to compare three or more persons, places, or things.

comparing three or more animals with a long adjective
I think the tiger is the **most interesting** mammal to learn about.

Modificadores 4.5.2a

Comparaciones con más y mayor, menos y menor

Usa más o menos para comparar dos personas, lugares o cosas. Invierte el lugar de los sujetos según si usas más o menos.

un modo de comparar otro modo de comparar
Bailar es **más** divertido que correr. = Correr es **menos** divertido que bailar.

Usa mayor o menor para comparar dos personas. Cambia el lugar de los sujetos según si usas mayor o menor.

un modo de comparar otro modo de comparar
Mi papá es **mayor** que mi mamá. = Mi mamá es **menor** que mi papá.

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.

Think Dots:



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



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	<p>Examples:</p> <ul style="list-style-type: none">• 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-increibles/• https://www.exploratorium.edu/explore 	<p>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.</p> <p>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).</p> <p>3. Alternatively, put students in partners or small groups, give each group a die.</p> <p>4. Students will roll the die and discuss their knowledge about the topic.</p> 	
<p>Suggested Reviews</p>	<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>



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	 A blue square icon with a white speech bubble and the text "Chat Now" below it.	 A blue document icon with a list symbol and the text "Justified List (Spanish)" below it.	 An illustration of a female teacher with long dark hair, wearing a white lab coat, pointing at a whiteboard with a black frame.
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