



2021-22 1er Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: La naturaleza en nuestros alrededores

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

Big Ideas:

- Foundational literacy skills are continuously developed in a sequential and explicit manner to decode and encode with fluency.
- 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 3

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;



Unit Title: La naturaleza en nuestros alrededores

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
---	--	--	--



2021-22 1er Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: La naturaleza en nuestros alrededores

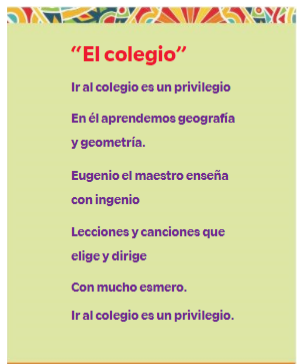
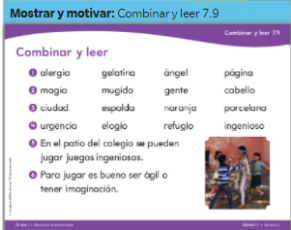
	leaving appropriate spaces between words. 1.3A use a resource such as a picture dictionary or digital resource to find words; 1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings; 1.3C identify the meaning of words with the affixes, including -s, -es, 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
Foundational Skills	Vocabulary				



2021-22 1er Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

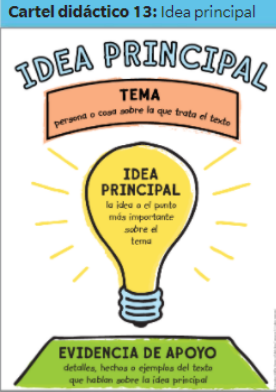
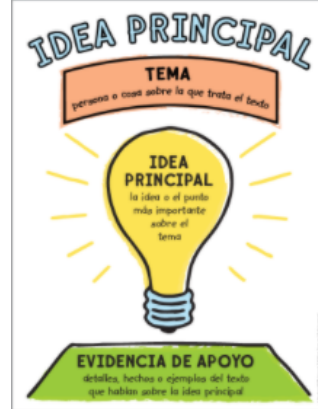
Unit Title: La naturaleza en nuestros alrededores

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.	Words to Know M7 T180-T181 ● diez ● estar ● más ● si ● sí Follow vocabulary routine with students and ask students to add these words to their high frequency words collection.	Words to Know M7 T196-T197 ● diez ● estar ● más ● si ● sí Review vocabulary routine with students and play Old Maid/Go Fish with the class to practice identifying the words. -CFU-Students will individually identify the word in context.	Words to Know M7 T210 ● diez ● estar ● más ● si ● sí Review vocabulary routine with students and play Flashlight en la frente with the class to practice identifying the words. -CFU-Students will individually identify the word in context.	Words to Know M7 T224 ● diez ● estar ● más ● si ● sí 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.	Words to Know M7 T236 ● diez ● estar ● más ● si ● sí 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 21				
	Heggerty Week 21				
	Phonics/Fluency/Spelling HMH Decodables Correlation				
	Sílabas con ge, gi /j/ M7 T182-T183 Introduce syllables with ge,gi /j/ using the following poem	Sílabas con ge, gi /j/ M7T198-T199 Explain/Model: Reinforce phonological awareness by reviewing sound /j/ with the sentence given. Review la sílaba tónica using the sentence given and follow the routine provided.	Palabras compuestas M7 T212-T213 Explain/Model: Tell students that compound words are formed when two or more words are used together to produce a new word. tela + araña = telaraña	Repaso de fonética M7 T225 GP: Follow the syllable blending routine to read words with ge,gi and compound words	Evaluación de ortografía M7 T237 Students will be assessed on word/ sentence dictation with the words from the week Students will reread decodable books to review fluency and identification of targeted syllables.

Rutina de combinación de sílabas 1. Muestre las tarjetas de letras. 2. Deslice primera letra para identificar la primera sílaba y lea. 3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra. Rutina de estudio de palabras: 1. Diga la palabra. Pida a	 Reinforce phonological awareness by having students orally identify words with the /j/ sound written with the syllables ge,gi. Separate the words in syllables. GP: Using letter cards, follow the routine to combine syllables to create and read words that have the syllables ge,gi with the /j/ sound. IP: show a list of words with the syllables ge, gi. Ask a student to read aloud. Repeat the routine with all the words. Spelling/Handwriting: Review syllables and model handwriting for letter: g -Students will sort words with ge, gi.	Using the letter cards, combine the syllables ge,gi 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.	Using picture cards combine two words to create compound words. Structured Conversations ¿Cuál es la primera palabra? ¿Cuál es la segunda palabra? GP: Follow the syllable blending routine to read compound words. IP: Show a list of compound words and have students identify the word combinations. Fluency: Accuracy and Self-Correction M7 T211 Remind children that good readers think about what they are reading and whether the words make sense. GP: Ask children to follow along and to pay attention to whether the words make sense as you read p. 55 of the Lectura inicial (Jorge y Gerardo). Model misreading a word in the second sentence, pointing to each word.	 ¿Qué palabras son compuestas? IP: Students will write sentences with the target sounds and compare the spelling to the anchor chart to revise their work.	
---	---	--	---	--	--

Unit Title: La naturaleza en nuestros alrededores

los niños que la repitan. 2. Explique el significado para los niños. 3. Conversen usando una imagen o una estrategia para dar ejemplos.	-Administer spelling pre-test to the students.																					
	Word Study/Academic Language/Oral Language																					
	Words to Know: M7 T186–T187 - coexistir - fango - frágil - informe - interesante - venenoso GP: Follow the Word Study Routine to introduce words in context using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences. IP: Students work in pairs using vocabulary in context: drawing, role play, conversations.	Words to Know: M7 T200–T201 - afectar - capa - fósil - ocupar - popular 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.	Review words to know: M7 T214–T215 - afectar - capa - fósil - ocupar - popular Explain/Model: Using the table below, model for students how to answer the question and complete the sentence for each word. GP: Answer the question and complete the sentence for the first word. <table><tr><th>Palabra poderosa</th><th>Significado</th><th>Ejemplo</th></tr><tr><td>popular</td><td>¿Por qué una persona podría ser popular?</td><td>Una persona podría ser popular porque _____.</td></tr><tr><td>ocupar</td><td>¿Cuánto espacio ocupa el Gran Cañón?</td><td>El Gran Cañón ocupa _____.</td></tr><tr><td>capa</td><td>¿Qué nos dicen las capas del suelo?</td><td>Las capas del suelo nos dicen _____.</td></tr><tr><td>fósil</td><td>¿Qué nos ayudan a aprender los fósiles?</td><td>Los fósiles nos ayudan a aprender sobre _____.</td></tr><tr><td>afectar</td><td>¿Qué puede afectar cómo te sientes?</td><td>_____ puede afectar cómo me siento.</td></tr></table> IP: Have students turn and talk about the rest of the words, answering the questions and completing the sentences.	Palabra poderosa	Significado	Ejemplo	popular	¿Por qué una persona podría ser popular?	Una persona podría ser popular porque _____.	ocupar	¿Cuánto espacio ocupa el Gran Cañón?	El Gran Cañón ocupa _____.	capa	¿Qué nos dicen las capas del suelo?	Las capas del suelo nos dicen _____.	fósil	¿Qué nos ayudan a aprender los fósiles?	Los fósiles nos ayudan a aprender sobre _____.	afectar	¿Qué puede afectar cómo te sientes?	_____ puede afectar cómo me siento.	Palabras acerca de lugares y cosas M7 T226–T227 Explain/Model: Tell students that nouns are used to name things or places. Mostrar y motivar: Vocabulario generativo 7.11 Nivel: 7.11 Palabras acerca de lugares y cosas Los sustantivos son palabras que nombran una persona, un lugar o un objeto. - Los sustantivos que nombran lugares indican dónde sucede algo. - Los sustantivos que nombran objetos indican qué es algo. Ejemplos - Damos un paseo por el bosque. - Vimos algunas flores hermosas. - Mi hermana vino a un conejo. - Después de un largo día, regresamos a casa. fósiles GP: Give students a list of nouns, have them define the word and identify if it's a place or thing. Have students use the words in a sentence. En un viaje, podría visitar _____. Llevaría _____ en el viaje. IP: Have students work in pairs to create their own list of nouns that name a place or things.
Palabra poderosa	Significado	Ejemplo																				
popular	¿Por qué una persona podría ser popular?	Una persona podría ser popular porque _____.																				
ocupar	¿Cuánto espacio ocupa el Gran Cañón?	El Gran Cañón ocupa _____.																				
capa	¿Qué nos dicen las capas del suelo?	Las capas del suelo nos dicen _____.																				
fósil	¿Qué nos ayudan a aprender los fósiles?	Los fósiles nos ayudan a aprender sobre _____.																				
afectar	¿Qué puede afectar cómo te sientes?	_____ puede afectar cómo me siento.																				

Rutina de Conversación en Parejas.	Interactive Read Aloud/ Mini-Lesson				
1.Question/<i>Pre pregunta- Presenta la pregunta a estudiantes.</i> 2.Stem/<i>Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir</i> 3.Signal/<i>Señala- Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.</i> 4.Share/<i>Comparte-Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.</i> 5.Assess/<i>Evalúa-Elegir al azar a los estudiantes o grupo que compartirán su</i>	Central Idea M7 T188–T189 Explain/Model: All informational texts have a central idea, or main idea, that the author wants readers to take away from reading the text. Point out that the central idea is a statement or a sentence about the topic. Cartel didáctico 13: Idea principal  Text: ¿Realmente quieres visitar un humedal? T189	Synthesize T202–T203 Explain/Model: Remind children that when you synthesize information, you put together what you learned from different parts of the text to see the author's ideas in new ways. Cartel didáctico 9: Sintetizar  Text: El Gran Cañón T203 GP: Guide children to read the text all the way through. Pause occasionally, using the prompts in your Compañero de enseñanza to gauge children's	Content Area Words M7 T216–T217 Explain/Model: Remind children that they have read informational texts that tell about science topics such as wetlands or deserts. They have also read informational texts about social studies topics, such as National Parks. Cartel didáctico 10: Palabras de un área temática  Text: Bienvenidos al Parque Nacional del Gran Cañón Shared Reading: Read text with students and guide creating and answering	Central Idea T228–T229 Explain/Model: Remind children that the topic of an informational text, song, or video is the person or thing that it is about. Cartel didáctico 11: Idea principal  Text: ¿Sabes qué es un volcán? Read aloud text and establish a purpose for reading. Response: Use the TURN AND TALK routine with the questions on Compañero de enseñanza and miLibro p. 95. Remind children to use details and supporting evidence from the video to explain their responses.	Wrap Up the Topic T240–T241 Explain/Model: Use mostrar y motivar to reflect on the module topic. Mostrar y motivar: Mapa de conocimientos 7.1  As you point to various parts of the Mapa de conocimientos, prompt children to recall texts about the topic and share what they learned. In your Compañero de enseñanza, pp. 96–97, use the prompts to have children revisit the Essential. Ask: ¿Cómo cambian las cosas en la naturaleza? IP: Students will share their work with a partner or the class.

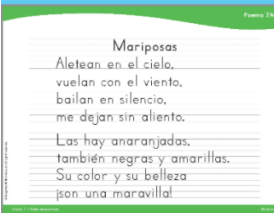
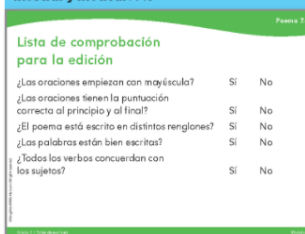


2021-22 1er Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: La naturaleza en nuestros alrededores

<i>respuesta y pensamiento.</i> Accountable Talk Routine: 1. Gira hacia tu compañero. 2. Mira a tu compañero a los ojos. 3. Un compañero habla. Un compañero escucha. 4. Intercambia roles.	 Make predictions: Show students the front cover and engage in conversation- ¿Sobre qué creen que tratará este libro? Read aloud text and establish a purpose for the reading. ¿Qué podría hacer el niño de la portada que sería divertido leer? Response: Have students work in groups to write a report on Florida Everglades.	understanding and to have them synthesize. Response: Follow the Turn and Talk routine on Compañero de enseñanza and miLibro p.85.	questions about the text. Refer back to the Cartel didactico. Response: Read aloud the prompt on Compañero de enseñanza p. 86. Have children use the planning space to choose words they will use in their poem about Grand Canyon.		
Writing Lesson/ Grammar					
Writer's Workshop	Revisar III: Renglones y espacios en blanco E108 Explain/Model: Use the poem Mariposas to explain poetry.	Editar I: Revisar la gramática E109 GP: Review onomatopoeia by providing examples and having students choose the right word. Then ask them to decide if the word is a noun or verb.	Editar II: Prepararse para publicar E110 Explain/Model: Use the mostrar y motivar 7.6 to explain to students how to find the elements of poetry in their poems.	Publicar E 111 Explain/Model: Display Cartel didáctico E10: ¡Verifica lo que escribiste! and read the points with children.	Compartir E112 Create a poetry museum for children to share their poems.

Unit Title: La naturaleza en nuestros alrededores

Writing Prompt: Write a poem about things you like in nature. Teacher Rubric Student Friendly Rubric SP	Mostrar y motivar: 7.4a  Ask: ¿Por qué creen que los renglones terminan en estos lugares en este poema?	Cartel didáctico E12: Concordancia entre sujeto y verbo 	Mostrar y motivar: 7.6 	Cartel didáctico E10: ¡Verifica lo que escribiste! 	
	Independent Writing				
	Have children continue to revise, considering changing their use of line breaks and white space. Circulate, monitor, and prompt students while they write. Students will share their writing.	Have children work together to review each other's poems for proper use of onomatopoeia. Circulate, monitor, and prompt students while they write. Students will share their writing.	Place children in small groups. Ask them to pass their poems to the person sitting on their right. Have them apply the editing checklist to the poem. Encourage them to ask and answer questions during the editing process. Circulate, monitor, and prompt students while they write. Students will share their writing.	Have children independently review their poems, integrating any remaining notes from their editing checklist. Circulate, monitor, and prompt students while they write. Students will share their writing.	Circulate, monitor, and prompt students while they write. Students will share their writing.
Grammar	Grammar				
	Presentar los pronombres yo, me y mí E271	Nombrarte último E272 Explain/Model: Review that when you write or	Nombrarte con yo E273 Explain/Model: Review that the pronoun yo is used in the	Repaso frecuente: oraciones compuestas E229 Explain/Model: Discuss the	Conectar con la escritura: Usar los pronombres yo, me y mí E275 Explain/Model: Review that the

Unit Title: La naturaleza en nuestros alrededores

Explain/Model: Show children a picture of animals. Model using the pronoun I by pointing to the picture and saying: *Yo veo animales. Yo creo que son muy lindos.*

Mostrar y motivar: Gramática 2.7.1a, 2.7.1b

Presentar los pronombres yo, me y mí

El pronombre *yo* siempre se usa en el sujeto de la oración. Los pronombres *me* y *mí* se usan siempre en el predicado de la oración. Cuando hables de ti y alguien más, nombra primero a la otra persona y luego nómbrate tú.

Correcto: Kirk y yo leemos sobre animales.
Incorrecto: Yo y Kirk leemos sobre animales.
Kirk y mí leemos sobre animales.

Engage and Apply: Have children use complete sentences to talk about their families, using the pronouns *yo*, *me*, and *mí*.

Mostrar y motivar: Gramática 2.7.1c

Presentar los pronombres yo, me y mí

Reemplaza los pronombres incorrectos por la versión correcta en cada oración. Asegúrate de que el pronombre esté en el lugar adecuado.

1. Dora y a mí alimentamos a los animales. *Dora y yo* alimentamos a los animales.
2. El mono nos mira a Tadeo y a yo. *El mono nos mira a Tadeo y a mí.*
3. Mia y a mí vemos a los leones. *Mia y yo* vemos a los leones.
4. Mamá nos lleva a mí y a Sue a casa. *Mamá nos lleva a Sue y a mí a casa.*

talk about yourself, you use the pronouns *yo*, *me*, and *mí*.

Mostrar y motivar: Gramática 2.7.2a

Nombrarte último

Cuando hables de ti y de alguien más, nómbrate último. Cuando tú y alguien más sean el sujeto de la oración, usa la palabra *yo*. Cuando tú y alguien más sean el predicado de la oración, usa las palabras *a mí*.

Correcto: Carol y yo jugamos con el gato. Papá nos ayuda a John y a mí.

Engage and Apply: Have children say their own sentences using *yo*, *me*, and *mí* correctly.

Mostrar y motivar: Gramática 2.7.2b

Nombrarte último

Identifica la versión correcta de cada oración.

1. a. Yo y Sam vimos a los cachorros.
b. Sam y yo vimos a los cachorros.
2. a. Mamá nos llevó a Sally y a mí a comprar comida para perro.
b. Mamá nos llevó a mí y a Sally a comprar comida para perro.

subject of a sentence and *me* and *mí* is used in the predicate.

Mostrar y motivar: Gramática 2.7.3a

Nombrarte con yo

Un pronombre puede ocupar el lugar de un sustantivo. *Yo* y *a mí* son pronombres singulares. Siempre usa el pronombre *yo* en el sujeto de una oración. Nómbrate último para hablar de algo que tú y otra persona han hecho.

Correcto: Rogelio y yo leemos sobre animales.
Incorrecto: Rogelio y mí leemos sobre animales.
Yo y Rogelio leemos sobre animales.

Engage and Apply: Guide children to say their own sentences using *yo*, *me*, and *mí* correctly.

Mostrar y motivar: Gramática 2.7.3b

Nombrarte con yo

Identifica cuál de las oraciones está escrita correctamente.

1. Horacio y mí alimentamos a los animales.
Horacio y yo alimentamos a los animales. **correcto**
2. Yo y Ariel miramos al mono.
Ariel y yo miramos al mono. **correcto**

example sentences. Review that you always use the pronoun *yo* in the subject of a sentence and *me* and *mí* in the predicate: *Yo voy a una fiesta. Ella no me llamó. Él horneó un pastel para mí.*

Mostrar y motivar: Gramática 2.7.4a, 2.7.4b y 2.7.4c

Repasar los pronombres yo, me y mí

Usa *yo* en el sujeto de una oración y *me* y *mí* en el predicado.

Correcto: Yo voy a una fiesta. Elsa no me llamó. Él horneó un pastel para mí.

GP: Discuss the use of the pronoun *me* in the predicate of the sentence *El cachorrito nos lame a Jill y a mí.*

Model thinking of sentences about yourself and another person using *I* and *me*, for example: *Yo le doy la pelota a Juan. Juan me da la pelota.*

IP: Have children work with partners to write sentences using *yo*, *me*, and *mí* and share them with the class.

pronoun *I* is used in the subject of a sentence and *me* is used in the predicate. When writing about yourself and another person, you must name yourself last.

Mostrar y motivar: Gramática 2.7.5

Conectar con la escritura: Usar los pronombres yo, me y mí

Usa *yo* en el sujeto de una oración y *mí* en el predicado. Nómbrate último cuando hables de ti y de más personas.

Correcto	Incorrecto
Mamá y yo vimos un ave.	Yo y mamá vimos un ave.
Los gatitos nos lamieron a Sally y a mí.	Mamá y mí vimos un ave.
	Los gatitos nos lamieron a mí y a Sally.
	Los gatitos nos lamieron a Sally y a yo.

Engage and Apply: Have children complete Página imprimible: Gramática 2.7.5 for practice with *yo*, *me*, and *mí*.



2021-22 1er Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: La naturaleza en nuestros alrededores

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. Week 2-3: Students will select a place/organization and research information about their needs from a variety of sources (experts, books, internet) and personal experiences (interviews with family and/or school staff- nurse/counselor). • Model for students how to use sources to find information such as: experts, books, and internet by researching an organization in need of help. • Give students the choice to develop their project as a group or individually. Provide bilingual materials and guidance aligned to the organizations that students have chosen and allow time to work with them and each other during workstations. • Create interest groups to allow students to interact with peers interested in the same places to support speaking and writing. • Encourage family participation in the process creating virtual conferences with families as needed for support. • Schedule time to meet with the groups/individual students to monitor progress, guide, and elicit participation.				
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
Find Literacy Station Ideas in Module 7 pages T178-T179					

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