



2021-22 Kinder Grado Artes de lenguaje y lectura Unidad 04 Semana 2 (March 28-April 1, 2022)

Unit Title: The More We Know

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

Big Ideas:

- Manipulation of sounds in words and understanding patterns in words will help us encode, decode, and read more fluently.
- We will continue to learn and apply syllable knowledge for decoding and encoding.
- Knowing and using complete sentences with correct verb tenses will help us communicate our ideas effectively.
- Reading a variety of genres helps us use the author's craft to refine our own writing skills.
- Using the writing process helps us have well developed writing.
- Creative story writing allows us to use our imagination and senses to engage our readers.
- We can write about our own opinions and provide reasons for these opinions.

Essential Questions:

- How can we use our senses to add detail to our writing?
- How does paying attention to details help us understand texts better?

Core Competencies:

Formative:

- Students will develop oral language through listening, speaking and discussion by:
 - demonstrate active listening during read alouds by sitting and keeping a calm body
 - actively participating in structured conversations
 - asking and answering questions in complete sentences
- Students will demonstrate progression of foundational reading skills through:
 - demonstrating their understanding of proper letter formation
 - decoding and encoding closed syllable words
 - blending and segmenting one syllable words
 - demonstrate one-to-one correspondence when reading by pointing to each word as they read
- Students begin to develop metacognitive skills to deepen understanding by:
 - making connections to personal experiences
 - asking and answering questions about a variety of texts read aloud
 - identifying the topic, central idea, and supporting details in a text
 - visualizing a story read aloud

Summative:

- The class will orally create and write a research presentation following the writing process with adult assistance.
- Students will demonstrate progress towards mastery of unit content on end of Module Assessments and Inventories

Culminating Projects:

My Five Senses Poster Students will work in small groups to use their senses to take a closer look at the world around them.

Week 2: Students will work collaboratively to gather and record information about each of the five senses from a variety of sources.



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Spanish Language Arts

Unit 4 Week 2

21-22 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
K.1A listen actively and ask questions to understand information and answer questions using multi-word responses; K.1C share information and ideas by speaking audibly and clearly using the conventions of language; K.1D work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and K.1E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	K.2A(i) identifying and producing rhyming words; K.2A(ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; K.2A(iii) identifying the individual words in a spoken sentence; K.2A(iv) identifying syllables in spoken words; K.2A(v) blending syllables to form multisyllabic words; K.2A(vi) segmenting multisyllabic words into syllables; K.2A(vii) identifying initial and final sounds in simple words; K.2A(viii) blending spoken phonemes to form syllables; and K.2A(ix) manipulating syllables within a multisyllabic word. K.2B(i) identifying and matching the common sounds that letters represent; K.2B(ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; K.2B(iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and K.2B(iv) recognizing that new words are created when syllables are changed, added, or deleted. K.2C(i) spelling common letter and sound correlations; and K.2C(ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV. K.2D(i) identifying the front cover, back cover, and title page of a book; K.2D(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; K.2D(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	K.5C make and confirm predictions using text features and structures with adult assistance; K.5D create mental images to deepen understanding with adult assistance; K.5E make connections to personal experiences, ideas in other texts, and society with adult assistance; K.5F make inferences and use evidence to support understanding with adult assistance; K.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance. K.6A describe personal connections to a variety of sources; K.6B provide an oral, pictorial, or written response to a text; K.6C use text evidence to support an appropriate response; K.6D retell texts in ways that maintain meaning; K.6E interact with sources in meaningful ways such as illustrating or writing; and K.6F respond using newly acquired vocabulary as appropriate. K.7A discuss topics and determine the basic theme using text evidence with adult assistance; K.7B identify and describe the main character(s); K.7C describe the elements of plot development, including the main events, the problem, and the	K.10A plan by generating ideas for writing through class discussions and drawings; K.10B develop drafts in oral, pictorial, or written form by organizing ideas; K.10C revise drafts by adding details in pictures or words K.10D(iii) singular and plural nouns, including gender-specific articles; K.10D(v) prepositions; K.10D(vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú; K.10D(vii) capitalization of the first letter in a sentence and names; K.10D(viii) punctuation marks at the end of declarative sentences; and K.10D(ix) correct spelling of words with grade-appropriate orthographic patterns and rules; and K.10E share writing. K.11A dictate or compose literary texts, including personal narratives; and K.11B dictate or compose informational texts. K.12A generate questions for formal and informal inquiry with adult assistance; K.12B develop and follow a research plan with adult assistance; K.12C gather information from a variety of sources with adult assistance; K.12D demonstrate understanding of information gathered with adult assistance; and K.12E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.



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	K.2D(iv) recognizing the difference between a letter and a printed word; K.2D(v) identifying all uppercase and lowercase letters; and K.2E develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. K.3A use a resource such as a picture dictionary or digital resource to find words; K.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and K.3C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. K.4A self-select text and interact independently with text for increasing periods of time.	resolution for texts read aloud with adult assistance; and K.7D describe the setting. K.8A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; K.8B discuss rhyme and rhythm in nursery rhymes and a variety of poems; K.8C discuss main characters in drama; K.8D(i) the central idea and supporting evidence with adult assistance; K.8D(ii) titles and simple graphics to gain information; and K.8D(iii) the steps in a sequence with adult assistance; K.8F recognize characteristics of multimodal and digital texts. K.9A discuss with adult assistance the author's purpose for writing texts; K.9B discuss with adult assistance how the use of text structure contributes to the author's purpose; K.9C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; K.9D discuss with adult assistance how the author uses words that help the reader visualize; and K.9E listen to and experience first- and third-person text.	
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	Day 1	Day 2	Day 3	Day 4	Day 5
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 para identificar la primera sílaba y lea. 3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra.	Vocabulary				
	Words to Know: T93 - animales - gracias - madre	Words to Know: T103 - animales - gracias - madre	Words to Know: T115 - animales - gracias - madre	Words to Know: - animales - gracias - madre	Words to Know: T134 - animales - gracias - madre
	Phonological Awareness - Heggerty Week 27				
	Heggerty Week 27				
	Phonics/Fluency/Spelling HMH Decodables Correlation				

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.	Silabas con ge, gi T91 Follow the Alfamigo cards routine.	Silabas con ge, gi T101 Students will practice how to read words with ge, gi. Read Decodable Text: <i>Cinco gatitos pequeños</i> and engage students in structured conversations. <table><tr><th>Pregunta</th></tr><tr><td>¿Quiénes son Jorge y Germán?</td></tr><tr><td>¿Por qué todos los animales de la selva los confunden?</td></tr><tr><td>¿Qué se preguntan los animales de la región ?</td></tr><tr><td>¿Por qué la jirafa Gilberta sugiere ver qué dice la madre de Jorge y Germán?</td></tr><tr><td>¿Qué dice la madre de Jorge y Germán?</td></tr><tr><td>¿Qué hacen los animales?</td></tr></table>	Pregunta	¿Quiénes son Jorge y Germán?	¿Por qué todos los animales de la selva los confunden?	¿Qué se preguntan los animales de la región ?	¿Por qué la jirafa Gilberta sugiere ver qué dice la madre de Jorge y Germán?	¿Qué dice la madre de Jorge y Germán?	¿Qué hacen los animales?	Silabas con ge, gi T113 Blend the syllables in <i>Mostrar y motivar</i> aloud. Then have children blend the syllables.	Silabas con ge, gi T123 Have students build words with syllables va and ve using precut syllables.	Silabas con ge, gi T133 Have children write words with ge, gi.
Pregunta												
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Word Study/Academic Language/Oral Language												



	Collaborative Discussion T86 Use the DISCUSSION routine to guide children in adding details to a discussion.	Words to Know: T98 ● fluimos ● tranquilo ● visitar Follow vocabulary routine with students and reinforce syllable division. Find vocabulary in read aloud and mentor text. <table><tr><th>1 Palabra poderosa</th><th>2 Significado</th><th>3 Ejemplo</th></tr><tr><td></td><td>Cuando fluimos, nos movemos con facilidad.</td><td>Sentimos que fluimos cuando caminamos en el agua.</td></tr><tr><td></td><td>Cuando estás tranquilo, estás quieto y sin preocupaciones.</td><td>El niño lee un libro mientras está tranquilo en la hamaca.</td></tr><tr><td></td><td>Visitar a alguien significa ir a ver a esa persona.</td><td>Nos gusta visitar a nuestros abuelos.</td></tr></table>	1 Palabra poderosa	2 Significado	3 Ejemplo		Cuando fluimos , nos movemos con facilidad.	Sentimos que fluimos cuando caminamos en el agua.		Cuando estás tranquilo , estás quieto y sin preocupaciones.	El niño lee un libro mientras está tranquilo en la hamaca.		Visitar a alguien significa ir a ver a esa persona.	Nos gusta visitar a nuestros abuelos.			Cumulative Review: T131 Words to know review in pairs: ● fluimos ● tranquilo ● visitar
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Rutina de Conversación en Parejas.	Interactive Read Aloud																

1.Question/**Preg**unta- *Presenta la pregunta a estudiantes.*

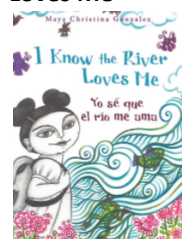
2.Stem/**Una/un** fragmento- *Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir*

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

4.Share/**Compar**te-*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.*

M7 T88 I Know the River Loves Me



Intro to Book: Title, Author, Illustrator. Notice the title is also in Spanish.

Genre: Fiction

Structured Conversation:

PAGE	QUESTION	POSSIBLE RESPONSES
2	The girl says the river is one of her "best friends." What do you think she means?	A best friend is a person you really like. So maybe she really likes the river.
7	Do you think the river really "jumps and sings"?	Have children respond using THUMB UP OR DOWN . Maybe the water is splashing and making noise that sounds like singing.
12-15	What is the girl describing? What do the pictures show?	She's describing swimming in the river.

M7 T98 I Know the River Loves Me

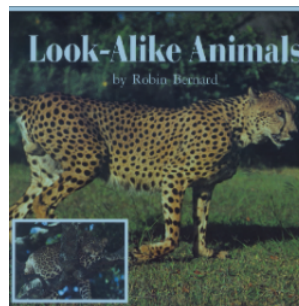
Read Aloud: Stop to clarify understanding, practice the skill, and ask the questions below.

Structured Conversation:

PAGE	QUESTION	POSSIBLE RESPONSES
4	What does the girl mean when she says, "I can hear her calling me"? (W)	She means that she can hear the sound of the river when she gets close.
8	Close your eyes. What do you picture? Use of your senses. (O)	The water feels cool and wet. I can hear the water flowing.
12	What is the girl describing when she says, "When I jump on her back she holds me up"? (W)	She's describing floating on the river.
14	Close your eyes. What do you picture? Use of your senses. (O)	I can hear and feel the water flowing. I'm floating on my back.
17	Do you think the girl likes summer or winter better? How can you tell? (R)	Summer: In the pictures, she looks happier when she's dressed for summer than when she's dressed for winter.
18	What do you see in the picture? (R) What does the girl mean when she says she only leaves behind what already belongs to the river? (R)	The girl collected trash from the river. She means that she doesn't leave any trash by the river.
22-23	What do you think this picture shows? (O)	It shows that the girl and the river are part of each other.

M7 T110 Look-Alike Animals

Genre: Informational



Intro to Big Book: Title, Author, Illustrator; Clarify meaning of "look-alike". What do you see on the cover? What looks the same about these two pictures?

Listening Comprehension:

Set purpose for reading informational text. Model fluent reading. Stop to check for comprehension. "Look at the seal—do you see the ear hole? You have to look closely to see it. Now look at the sea lion. A sea lion has ear holes, too, but there is something covering them."

M7 T120 Look-Alike Animals

Structured Conversation:

What kind of text is *Look-Alike Animals*? (informational text) What is the topic of this book? (animals that look alike) What do you think the author's purpose was when she wrote this book? (to inform/teach about how some animals look alike, but are actually different) What did the author do when she was writing this book to help teach the reader about how some animals that look alike are actually different? (She starts each page by telling the reader what to look at; she describes what's different about each animal; she includes pictures of both animals.)

M7 T130 I Know the River Loves Me

Critical Reading & Writing:

Introduce the writing task. In *I Know the River Loves Me*, we read about a girl who loved to be at the river. Today, each of you is going to write about your favorite place to be.

Where is your favorite place to be?



My favorite place to be is at the library. First I'll visualize what it looks like. I see lots of books and children reading. I hear people whispering. Then I'll draw a picture of the library. I'll write: books, children reading, and whispering.

Mini-Lesson

M7 T86

Making Connections: Intro to discussion topic: "We are learning what it means to "zoom in" on something. One way to "zoom in" on something is to listen closely."

M7 T99 Visualize

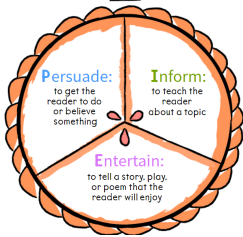
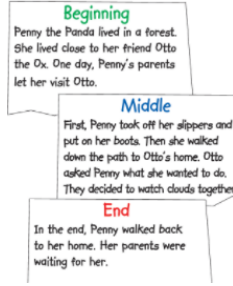
Remind: When we read or listen to a text, we can create a picture in our mind of what is happening. It's like watching a movie in our heads! We can use our 5 senses to help us visualize.

M7 T111 Central Idea

After Reading: Identify the central idea. (Some animals look almost the same, so you have to look closely to see how they are different.)

M7 T120 Author's Purpose

Remind: The author's purpose is the author's reason for writing the text. What are the three reasons an author might have for writing a text? (persuade, inform, or entertain)

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.	Structured Conversation: Asking and answering the question and then adding details: "I hear _____. (a truck/an animal) It is _____. (a loud truck speeding down the street/a rabbit chewing on a crunchy carrot) Explain: By adding details, you helped us make a picture in our minds of what you were talking about. Let's read about a girl who looks and listens closely to a river. What will she discover?	When we make a picture in our mind of what's happening in the story, we don't just think about what we see. We also think about what we hear, touch, taste, and smell. 		Author's Purpose the reason why an author writes a text It's as easy as to remember... 	
Writer's Workshop Writing Prompt: Make up a story about an animal. Teacher Rubric Student Friendly Rubric SP	Writing Lesson/ Grammar				
	M7 T94-95 Planning Creative Writing Narrative Explain: We are going to brainstorm a list to choose an animal and then a setting for a made-up story. Remember, a story has a setting that tells where and when it happens. The setting for a story could be a forest or a city, a long time ago or far out in the future. A creative story that you make up can happen anytime and any place!	M7 T104-105 Organizing a Narrative Model: Read aloud "Learning to Roar". Frequent Talk: What did Teo the tiger learn to do? Provide a sentence stem: Teo the tiger learned _____. (how to roar)	M7 T116-117 Drafting a Narrative Review: Drafting step of the writing process. Model how to reread notes from the story map to begin writing the story on chart paper. 	M7 T126-127 Revising a Narrative Review: The purpose of revising their drafts is to make their writing easier and more enjoyable to read. Model: Tell children you're going to read a draft of a story that you will revise and edit together. Read "Penny Visits Otto". Point out the two correct uses of the preposition in. Then reread the third sentence to model how to change the prepositions on to off and off to on.	M7 T136-137 Publishing a Narrative Remind: Book covers are important. Remember, the cover gives readers an idea of what the book is about and tells who wrote it. It's also the first thing that readers see. You want it to make them excited to turn the page and get started reading!
Independent Writing					



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	Students will brainstorm a list to choose an animal and then a setting for a made-up story. My character is _____. My setting is _____. Circulate, monitor, and prompt students while they write. Students will share their writing.	Review their story plans on Writer's Notebook, p 92. <i>To organize your story, decide what happens at the beginning, middle, and end.</i> Have them draw events for B, M, E. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will begin their draft. Direct children to use three pieces of paper and begin by marking each at the top with B for beginning, M for middle, and E for end. Circulate, monitor, and prompt students while they write. Students will share their writing.	Have partners provide peer feedback using the DVISD writing rubric. Focus on one specific skill at a time. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will create their covers. Remind students to rewrite their narrative in their best handwriting and carefully drawn pictures. Circulate, monitor, and prompt students while they write. Students will share their writing.
Research	Culminating Projects: <i>My Five Senses Poster-</i> Students will work in small groups to use their senses to “zoom” in and take a closer look at the world around them by using their senses. Week 1: Work collaboratively to generate and share ideas to create a Five Senses poster. Week 2: Gather and record information about each of the five senses from a variety of sources. Week 3: Write and draw information from Week 2 chart with senses and objects that match the sense.				
Class Project: Everything about my community					
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
See Literacy Station Ideas in Module 7 T16-T19					

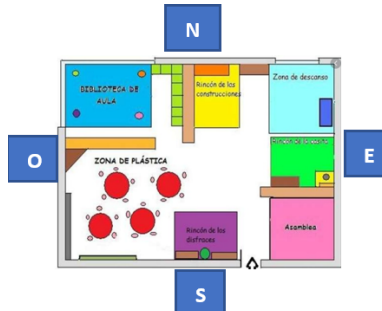
[KINDER ELLD SAMPLE SCIENCE LESSONS BY SCIENCE UNIT](#)

KINDERGARTEN
SLLD Block
SAMPLE LESSON

Social Studies Content TEKS: K.3A use spatial terms, including over, under, near, far, left, and right, to describe relative location K.3C identify and use geographic tools that aid in determining location, including maps and globes	Language TEKS: K. 2A(ii) using letter-sound relationships to decode multisyllabic words including CCV K.2C(ii) spelling words with common syllabic patterns including CCV K.3(A) use a resource such as a picture dictionary or digital resource to find words K.5(B) generate questions about text before, during, and after reading K.6(B) provide an oral, pictorial, or written response to a text K.8D i) [recognize] the central idea and supporting evidence with adult assistance K.10D(i) complete sentences K.10D(viii) punctuation marks K.11(B) dictate or compose informational texts
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Resource:

- Hacia qué lado? (SW Week 18)

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. <i>¿Qué ven en la portada? ¿Sobre qué piensan que tratará el texto?</i>  Prior knowledge- Activate students’ prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed: Guiding Questions:	Shared Reading: Reread text and guide students to make connections: <i>¿Cómo nos ayuda un mapa y un globo terráqueo a comprender nuestro planeta?</i> Comprehension Skill: Focus on comprehension skills with modeling and prompting. 	Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. Phonics Skill: Focus on finding the syllables with sílabas trabadas with LI (CCV) in sentences from the text or about the topic in the text. La rosa de los vientos tiene flechas indicando los puntos cardinales. El dibujo del globo terráqueo muestra el Océano Pacífico y el Atlántico. El clima es diferente en todos los puntos cardinales.	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 use of cardinal directions to guide someone to reach a destination using a map of any location. Then write a short paragraph about it with the students.	Assessment: Students will complete the activities on p.4 about cardinal directions on a map. Cross-linguistics: Lead discussion about the use of question marks in English and Spanish. <table><tr><th>Signos de exclamación</th><th>Exclamation Marks</th></tr><tr><td>¿El Océano Pacífico está muy lejos!</td><td>The Pacific Ocean is very far way!</td></tr><tr><td>¿Nos habríamos perdido sin el mapa!</td><td>We would have gotten lost without the map!</td></tr><tr><td>¿Qué bonita la rosa de los vientos en tu mapa!</td><td>How beautiful is the compass rose on your map!</td></tr></table>	Signos de exclamación	Exclamation Marks	¿El Océano Pacífico está muy lejos!	The Pacific Ocean is very far way!	¿Nos habríamos perdido sin el mapa!	We would have gotten lost without the map!	¿Qué bonita la rosa de los vientos en tu mapa!	How beautiful is the compass rose on your map!
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2021-22 Kinder Grado Artes de lenguaje y lectura Unidad 04 Semana 2 (March 28-April 1, 2022)

Unit Title: The More We Know

¿Cómo un mapa nos ayuda a encontrar una ruta? Read aloud and stop to engage students with the text through guided questions: p.1 ¿Qué muestra el globo en la primera página del texto? <i>El globo en la primera página del texto muestra _____.</i> ¿Hay más agua o más tierra en el mapa? <i>En el mapa hay _____.</i> p.2-3 ¿Cómo sabe la gente hacia donde tiene que ir para llegar a un lugar nuevo? <i>La gente sabe hacia dónde tiene que ir para llegar a un lugar nuevo _____?</i> ¿Qué quieren decir las letras N, S, E, O en un mapa? <i>Las letras N, S, E, O en un mapa quieren decir _____.</i> ¿Cómo se llama el símbolo en el mapa y para qué sirve? <i>El símbolo en el mapa se llama _____ y sirve para _____.</i> ¿Dónde quedan el Océano Pacífico, Océano Atlántico y Golfo de México? <i>El Océano Pacífico queda al _____, el Océano Atlántico queda al _____ y el Golfo de México queda al _____.</i>	Cuando leemos un texto informativo el autor nos comunica siempre una idea central (principal) a través de todo el texto y en cada sección del texto. - <i>¿Cuál es la idea central de la página 1? ¿Qué idea central apoyan las fotos de la página 2? ¿Cuál es la idea central de todo el texto?</i> Vocabulary Picture Walk: Students will identify and read key vocabulary in context with a picture walk. <table><tr><td><i>Rosa de los Vientos</i></td><td><i>Compass</i></td></tr><tr><td><i>Norte</i></td><td><i>Rose</i></td></tr><tr><td><i>Sur</i></td><td><i>North</i></td></tr><tr><td><i>Este</i></td><td><i>South</i></td></tr><tr><td><i>Oeste</i></td><td><i>East</i></td></tr><tr><td><i>Océano Atlántico</i></td><td><i>West</i></td></tr><tr><td><i>Golfo de México</i></td><td><i>Atlantic</i></td></tr><tr><td><i>Océano Pacífico</i></td><td><i>Ocean</i></td></tr><tr><td><i>Puntos cardinales</i></td><td><i>Gulf of Mexico</i></td></tr><tr><td></td><td><i>Pacific</i></td></tr><tr><td></td><td><i>Ocean</i></td></tr><tr><td></td><td><i>Cardinal directions</i></td></tr></table>	<i>Rosa de los Vientos</i>	<i>Compass</i>	<i>Norte</i>	<i>Rose</i>	<i>Sur</i>	<i>North</i>	<i>Este</i>	<i>South</i>	<i>Oeste</i>	<i>East</i>	<i>Océano Atlántico</i>	<i>West</i>	<i>Golfo de México</i>	<i>Atlantic</i>	<i>Océano Pacífico</i>	<i>Ocean</i>	<i>Puntos cardinales</i>	<i>Gulf of Mexico</i>		<i>Pacific</i>		<i>Ocean</i>		<i>Cardinal directions</i>	Grammar: Reinforce identifying exclamation marks in sentences from the text or about the topic in the text. ¡El Océano Pacifico está muy lejos! ¡Nos hubiéramos perdido sin el mapa! ¡Qué bonita la rosa de los vientos en el mapa!	Los ____ son un ____ de cualquier lugar. Usamos un ____ para llegar a un ____ y no estar _____. Hay mapas que tienen una _ de los __ con los _____. Estos __ nos indican si algo está al __, __, __ u _____. Si quisiera darle _ a alguien para llegar desde __ a ____ pudiera decirlo en orden. Primero, camina ____ hasta __. Luego continua hacia el ____ hasta ver _____. Por último, camina __ hasta llegar a _____.
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