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

Unit Title: Making a difference in the USA

YAG Vertical Alignment ELPS Assessment Calendar Feedback

Big Ideas:

- Text features help us find information in the book quickly.
- Brainstorming helps me to decide what to write about.
- Playing with sounds in words helps us learn to read.
- Asking and answering questions as we read helps us better understand a text or learn new information.
- Writing a complete sentence helps me be a strong writer.
- Writing neatly shows that we care about the message we are communicating.
- Story elements help me understand the story better.

Essential Questions:

- Why is it important to brainstorm ideas before writing?
- Why do we need to organize and revise our writing?
- How can we identify the characters' feelings and traits?
- What is the problem and solution of a story?

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
  - identification of initial, middle and final sounds in words
  - letter/sound recognition increasing in accuracy and fluency
  - blending and segmenting three and four phoneme 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 and using text features in text to learn new information
  - visualizing a story read aloud
  - using text clues to make inferences about a text 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

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Culminating Projects: We can make a difference! Students will collaborate as a whole class or small groups to generate ideas on how they can make a difference in their community. The groups will research their ideas from a variety of sources and create a plan for how to accomplish their goals.
Week 1: Students will brainstorm ways they can make a difference in their world. (Examples: Recycling, Donating items, Picking up garbage)

Spanish Language Arts
Week_1_

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.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 resolution for texts read aloud with adult assistance; and	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.

	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.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.	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
Concept and Language Development	**Introduction to the theme:** *"¡Podemos hacerlo!"(M5 págs. T26–T27)* **Video: Watch the video-** "Mentes Curiosas: Rueditas de entretenimiento" and lead oral discussion with the students. ¿Qué cosa quieres practicar? Quiero practicar _____.				
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.*	**Vocabulary**				
	Words to Know: **M5T33** • **flor** • **hasta** • **quiere**	**Words to Know:** **M5** • **flor** • **hasta** • **quiere**	**Words to Know:** **M5 T55** • **flor** • **hasta** • **quiere**	**Words to Know:** **M5** • **flor** • **hasta** • **quiere**	**Words to Know:** **M5 T74** • **flor** • **hasta** • **quiere**
	Phonological Awareness - Heggerty Week 17				
	Heggerty Week 17				
	Phonics/Fluency/Spelling **HMH Decodables Correlation**				

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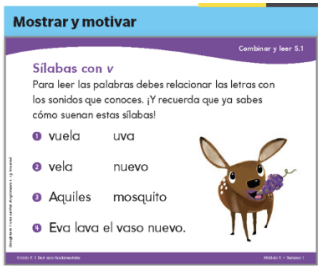
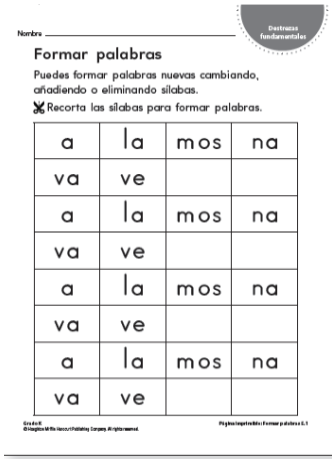
4. Deslice sílabas juntas y lea la palabra. ***Rutina de estudio de palabras:*** *1. Diga la palabra. Pida a los niños que la repitan.* *2. Explique el significado para los niños.* *3. Conversen usando una imagen o una estrategia para dar ejemplos*	**Syllables with /v/** **M5 T31** Introduce syllables with /v/ using Alfamigos and model sound in different words. **Handwriting**: Model how to write uppercase V. **Aprende y demuestra-** Independent practice the letter .	**Syllables with /v/** **M5 T41-43** Students will practice how to read words with va, ve, vi, vo, and vu. **Read Decodable Text:** *Vito, el venado* **and engage students in structured conversations.** **Pregunta** *¿Qué animal es Vito?* *¿Quién lo cuida a Vito?* *¿Dónde vive Vito?* *¿Qué frutos come Vito?* *¿Qué ve Vito al lado del estanque?* *¿Qué espera Vito?*	**Syllables with /v/** **M5 T53** Review blending syllables with /v/ **Model** Blend the syllables in *Mostrar y motivar* aloud. Then have children blend the syllables. Point out that in vuela, the first syllable is vue and not vu.  Mostrar y motivar Combinar y leer 5.1 Sílabas con *v* Para leer las palabras debes relacionar las letras con los sonidos que conoces. ¡Y recuerda que ya sabes cómo suenan estas sílabas! 1 vuela uva 2 vela nuevo 3 Aquiles mosquito 4 Eva lava el vaso nuevo.	**Syllables with v /b/** **M5 T63** Have students build words with syllables va and ve using precut syllables.  Nombre Destrezas fundamentales Formar palabras Puedes formar palabras nuevas cambiando, añadiendo o eliminando sílabas. Recorta las sílabas para formar palabras. a la mos na va ve a la mos na va ve a la mos na va ve a la mos na va ve	**Syllables with v /b/** **M5 T73** Have children write words with va, ve, vi, vo. Remind them that the sound /b/ can be spelled with v.
	Word Study/Academic Language/Oral Language				

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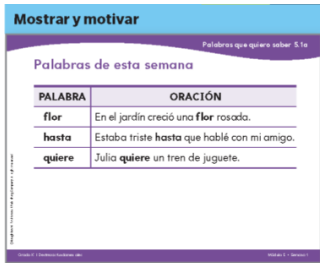
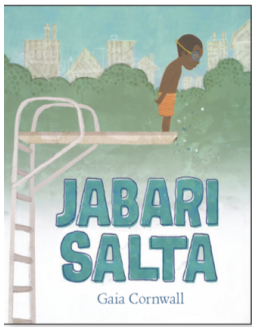
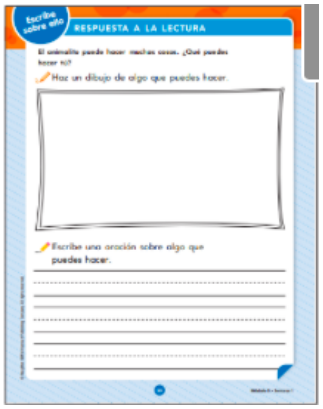
	Words to Know: **M5T33** • **flor** • **hasta** • **quiere** Follow vocabulary routine with students and reinforce syllable division. Find vocabulary in read aloud and mentor text.  Mostrar y motivar Palabras que quiero saber 5.1a Palabras de esta semana PALABRA / ORACIÓN flor — En el jardín creció una **flor** rosada. hasta — Estaba triste **hasta** que hablé con mi amigo. quiere — Julia **quiere** un tren de juguete.	**Words to Know:** Review • **flor** • **hasta** • **quiere** Follow vocabulary routine with students and reinforce syllable division. Find vocabulary in read aloud and mentor text.	**Words to Know:** **M5 T55** • **flor** • **hasta** • **quiere** Review this week's Words to Know by pointing to each word on the Word Wall, saying the word, and asking children to read and spell the word. Mostrar y motivar Palabras que quiero saber 5.1b Lectura rápida hasta flor quiere flor quiere hasta quiere hasta flor quiere flor hasta	**Words to Know:** Review • **flor** • **hasta** • **quiere** Follow vocabulary routine with students and reinforce syllable division. Find vocabulary in read aloud and mentor text.	**Cumulative Review: T74** Words to know review in pairs: • **bosque** • **flor** • **hasta** • **ir** • **noche** • **quiere**
Rutina de Conversación en Parejas. 1.Question/Pregunta- *Presenta la pregunta a estudiantes.* 2.Stem/Una/un fragmento- *Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir*	**Interactive Read Aloud**				
	Book: Jabari Salta T28-T29  	**Oral Language** **T38** Use the VOCABULARY routine and the Tarjetas de vocabulario to teach Power words from Jabari salta.	**Book:** Puedo hacerlo solo **T50** Have children identify whether the book is fiction or Informational text with a	**Return Sweep T60** **Model** Read aloud p. 2 of the book, pointing to each word as you read it and modeling the return sweep to the next line. **Engage** Tell children that return sweep is like there is a little slide at the end of the line that brings you down to the beginning of the next line. Read aloud the	**Response to Text T70** Connect Reading and Writing **Engage** Have students discuss the question: What are some of the things that the main character can do all by himself? **Response**

3.Signal/Señala-*Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.* 4.Share/Comparte-*Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.* 5.Assess/Evalúa-*Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.*	**Explain:** The genre of the book is fiction, and review genre characteristics. **Structured Conversation:** Engage students in conversation through the text using questions in the table on M5 T29.		show of hands. Ask a few children who chose fiction to explain their choice. **Develop Listening Comprehension:** Set a purpose for reading: to listen carefully to and enjoy the story.	sentence on p. 2 again to model *"taking the slide"* with your finger. **Character Feelings** Notice the character's facial expressions to identify his feelings. Flip through the Superlibro pages to notice the character's facial expressions and identify his feelings. Notice that he sticks his tongue out when he's trying hard.	Students will share ideas about one thing that they can do that they want to write about. 
	Mini-Lesson				
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.*	**Making Predictions T28** **Review:** *When we make a prediction before reading, we look at the pictures on the cover and think about the text type to make our best guess about what will happen in the story.*	**Connect and Teach T39** Use *Cartel didáctico: Pistas de los personajes* to remind children how to use pictures and text clues to describe characters.	**Engage and Respond T51** Engage students in Identifying the characters (the protagonist, his sister, his parents), setting (the protagonist's house and yard, from morning to night), and events. **Response** Students will respond to the following questions:	**Foundational Skills in Context T61** Introduce the focus: deleting the final syllable within multisyllabic words, Word to Know, and words with syllables with v/b/.	**Skills Review** *-Making Predictions* *-Character Traits* Engage students in a review of main skills taught this week. Ask students to retell/ summarize texts they have read this week. Students will complete the weekly assessment of the skills with a new piece of text/ fresh read.

	 ¿Sobre qué piensas que será el cuento? ¿Qué creen que sucederá ahora? ¿Cómo las imágenes o el texto muestran que su predicción era correcta o incorrecta?		• *¿Qué tareas puede hacer solo el personaje principal?* • *¿Para qué cosas aún necesita a sus padres el personaje principal?*		
Writer's Workshop **Writing Prompt: Write about a time that you were nervous.** Teacher Rubric Student Friendly Rubric SP	**Writing Lesson/ Grammar**				
	Narrative Writing M5T34 **Explain** to children that they will be writing stories. Point out that good stories are fun to write and read. **Explain** that stories can also be called *narratives*. **Review** the parts of a story: *The beginning tells the characters, setting, and what happens first. The middle tells the action or what the characters do. The end tells how the characters are different than they were in the beginning.* **Model** how to write, draw, and label the beginning and middle of a mentor text	**Read A Writing Model** **M5** T44 **Explain** that looking closely at someone else's writing will help children write their own stories. ¿Qué pone nerviosa a la escritora? La pone nerviosa _____. Students discuss the beginning, middle, and end in pairs using sentence stems: *Al principio, ___.* *En el desarrollo, ___.* *Al final, ___.* **Model** labeling the beginning, middle, and end of mentor text "Ir a la doctora."	**Signal Words & Organizing a Narrative** **M5** T56 **Explain** that signal words are words writers use to let the reader know what part of the story they are telling. **Model** sorting signal words on beginning, middle, end anchor chart. Introduce writing prompt: *Escribe un cuento sobre una vez en la que te pusiste nervioso.* Generate ideas as a class and record ideas on chart paper. **Explain** that writers can use a story map to	**Pronouns yo y me & Writing a Narrative** **M5** T66 **Explain** that writers use the words yo and me instead of their names when they write stories about themselves. **Model** using pronouns yo and me with Display & Engage chart. Remind students of the writing prompt: *Escribe un cuento sobre una vez en la que te pusiste nervioso.* Use interactive writing to write a draft as a class.	**Pronoun We & Revising a Narrative** **M5** T76 **Explain** that writers use the word we to write about themselves and at least one other person. **Model** identifying and writing the pronoun we with Display & Engage chart. Students practice using pronouns orally in pairs. **Explain** that good writers go back and add details to make their writing better. **Model** editing and revising the draft and complete as a class.

	(Jabari Salta) on a sample story map.		plan and organize ideas before writing. **Model** recording ideas in note form on graphic organizer.		
	Independent Writing				
	Students will write, draw, and label the end of the story on their own. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will label the beginning, middle, and end of mentor text. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will discuss with partners to determine events they should include in their story. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students write their own sentences using pronouns and share with the group. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will write "yo puedo" sentences. Circulate, monitor, and prompt students while they write. Students will share their writing.
Research Class Project: Everything about my community	**We can make a difference!** Students will collaborate as a whole class or small groups to generate ideas on how they can make a difference in their community. The groups will research their idea from a variety of sources and create a plan for how to accomplish their goals. Each group (or class) can create a flag with symbols that represent the group. Groups (or class) will present their projects and flag to their classmates (or other grade level classes). **Week 1:** Students will brainstorm as a class different ways we can make a difference in their world. (Examples: Recycling, Donating items, Picking up garbage)				
Literacy Stations	**Phonemic Awareness**	**Phonics**	**Fluency**	**Self-Selected Reading**	**Vocabulary**
See Literacy Station Ideas in Module 5 T14-T20					

KINDER ELLD SAMPLE SCIENCE LESSONS BY SCIENCE UNIT