



# Tercer Grado Artes de lenguaje y lectura Unidad 02 Semana 7 2021 - 2022

Unit Title: Changes

December 6-10

[YAG](#)

[Vertical Alignment](#)

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Unit Title: Changes

**Guiding Question:** How can I investigate and contribute to make changes in the world?

**Essential Questions:**

- Why might some stories be better told as plays?
- What is the difference between actors and characters from other texts?
- The first three weeks of this unit focus on understanding drama, its elements and structure and determine why drama is important.
- What can sport teach us about working together?
- How do communication skills contribute to team-work effectiveness?
- What roles do characters play within teams that lead to success?
- In weeks four through six of this unit, students will work with non fiction texts to understand the importance of teamwork in our daily life.

**Core Competencies:**

**Culminating Project: *Creating Change in the World***- Students will research major society needs, choose one significant issue, create an invention to change and solve the issue, and do an oral presentation. After all students present their ideas, they will vote to select the best invention in the class and students can present their inventions to other classes with adult assistance.

- **Week 6-7:** Students will work individually or collaboratively to create a three-dimensional product of the invention and an advertisement poster and/or video explaining their invention and how it will solve the problem.

## Spanish Language Arts UNIT 2 WEEK 7

### 20-21 SLAR Unpacked TEKS

| Concept and Language Development                                                                          | Foundational Skills                                                                                                                      | Vocabulary and Comprehension                                                                                                                | Writer's Workshop                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.1(A)</b> listen actively, ask relevant questions to clarify information, and make pertinent comments | <b>3.2A (i)</b> decoding with a prosodic or orthographic accent<br><b>3.2A (ii)</b> decoding words with multiple sound spelling patterns | <b>3.3(A)</b> use print or digital resources to determine meaning, syllabication, and pronunciation<br><b>3.3(B)</b> use context within and | <b>3.11(A)</b> selecting a genre<br><b>3.11 (B)</b> develop drafts<br><b>3.11(C)</b> revise drafts<br><b>3.11D (xi)</b> correct spelling of words |



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| <p><b>3.1(B)</b> follow, restate, and give oral instructions that involve a series of related sequences of action</p> <p><b>3.1(C)</b> speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively</p> <p><b>3.1(D)</b> work collaboratively with others by following agreed-upon rules, norms, and protocols</p> <p><b>3.1(E)</b> develop social communication such as conversing politely in all situations</p> | <p><b>3.2A (v)</b> decoding and differentiating meaning of a word based on a diacritical accent</p> <p><b>3.2A (vi)</b> decoding words with prefixes and suffixes</p> <p><b>3.2B(iv)</b> using accents on words commonly used in questions and exclamations</p> <p><b>3.2B (vi)</b> marking accents appropriately</p> <p><b>3.2B (viii)</b> spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x</p> <p><b>3.2(D)</b>write legibly in cursive</p> <p><b>3.4(A)</b> use appropriate fluency</p> <p><b>3.5(A)</b> self-select text and read independently for a sustained period of time</p> | <p>beyond a sentence to determine the meaning of unfamiliar words</p> <p><b>3.3(C)</b> identify the meaning of and use words with affixes</p> <p><b>3.6(A)</b> establish purpose for reading</p> <p><b>3.6(B)</b> generate questions about text before, during, and after reading</p> <p><b>3.6(C)</b> make and correct or confirm predictions</p> <p><b>3.6(E)</b> make connections</p> <p><b>3.6(F)</b> make inferences</p> <p><b>3.6(G)</b> evaluate details to determine what is most important</p> <p><b>3.6(I)</b> monitor comprehension</p> <p><b>3.7(B)</b> write a response to a literary or informational text</p> <p><b>3.7(D)</b> retell and paraphrase texts</p> <p><b>3.7(G)</b> discuss specific ideas in the text that are important to the meaning</p> <p><b>3.6(H)</b> synthesize information to create new understanding</p> <p><b>3.9(D) (ii)</b> [recognize] text features</p> <p><b>3.9(F)</b> recognize characteristics of multimodal and digital texts</p> <p><b>3.10(B)</b> discuss how the use of text structure contributes to the author's purpose</p> <p><b>3.10(A)</b> explain the author's purpose and message within a text</p> | <p>with grade-appropriate orthographic patterns and rules</p> <p><b>3.11 D(i)</b> complete simple and compound sentences with subject-verb agreement</p> <p><b>3.11 D (ii)</b> verb tense including the difference between ser and estar</p> <p><b>3.11D (ix)</b> capitalization of proper nouns</p> <p><b>3.11D (x)</b> punctuation marks, including commas</p> <p><b>3.13(A)</b> generate questions on a topic for formal and informal inquiry</p> <p><b>3.13(B)</b> develop and follow a research plan with adult assistance</p> <p><b>3.13(C)</b> identify and gather relevant information from a variety of sources</p> <p><b>3.13(D)</b> identify primary and secondary sources</p> |
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|                                                                                                                                                                                                                                                                     | Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Day 2  | Day 3     | Day 4 | Day 5 |      |      |      |      |       |       |      |      |       |        |      |       |       |       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |             |        |        |           |         |       |       |         |            |        |           |  |                                                                                                                  |
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| <b>Concept and Language Development</b>                                                                                                                                                                                                                             | <b>Introduction to the theme: “Trabajo en equipo”. (M6 p. T28–T29)</b><br><br><b>Video: Watch the video-</b> “¿Cómo ganamos?” and lead oral discussion with the students introducing the vocabulary: <i>colaboración, simbiosis, determinación, unidad. ¿Qué aprendemos de los deportes sobre el trabajo en equipo? Los deportes nos enseñan sobre el trabajo en equipo que _____.</i><br><i>¿Cómo podrías trabajar en equipo con otras personas para mejorar el mundo? Yo podría trabajar en equipo con otras personas para mejorar el mundo si _____.</i>                                                                                                                                                    |        |           |       |       |      |      |      |      |       |       |      |      |       |        |      |       |       |       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |             |        |        |           |         |       |       |         |            |        |           |  |                                                                                                                  |
| <b>Rutina de combinación de sílabas</b><br><br>1. Muestre las tarjetas de letras.<br><br>2. Deslice primera letra para identificar la primera sílaba y lea.<br><br>3. Repita el proceso para próxima sílaba.<br><br>4. Deslice las sílabas juntas y lea la palabra. | <b>Phonics/Fluency/Spelling- HMH</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |           |       |       |      |      |      |      |       |       |      |      |       |        |      |       |       |       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |             |        |        |           |         |       |       |         |            |        |           |  |                                                                                                                  |
|                                                                                                                                                                                                                                                                     | <b>Explain/Model:</b> M6 T226-227<br>Sílabas con <b>s, c, z</b><br><br>Introduce syllables with <b>s, c, z</b> in context and explain why and when they have similar sounds.<br><table><tr><td>miras</td><td>centro</td><td>maza</td><td>rezo</td><td>cita</td><td>solo</td></tr><tr><td>masa</td><td>mozo</td><td>zurdo</td><td>asilo</td><td>zinc</td><td>roce</td></tr><tr><td>feliz</td><td>piense</td><td>zeta</td><td>pesto</td><td>sumas</td><td>cinco</td></tr></table><br><b>GP:</b> Guide students to identify syllables with <b>s, c, z</b> in sentences.<br><br><b>Structured Conversations:</b><br><i>¿En qué se parecen las palabras? ¿Qué combinaciones de consonantes hay en las palabras?</i> | miras  | centro    | maza  | rezo  | cita | solo | masa | mozo | zurdo | asilo | zinc | roce | feliz | piense | zeta | pesto | sumas | cinco |  | <b>Explain/Model:</b> M6 T250-251<br>Sílabas con <b>s, c, z</b><br><br><b>GP:</b> Remind students that syllables with <b>s, c, z</b> sometimes have similar sounds with examples in context.<br><table><tr><td>zancudo</td><td>presidencia</td><td>tozudo</td><td>fisura</td></tr><tr><td>especimen</td><td>zarpazo</td><td>trazo</td><td>aviso</td></tr><tr><td>reserva</td><td>sinceridad</td><td>seduce</td><td>garantizo</td></tr></table><br><br>Practice with students reading unfamiliar words to identify blends with <b>s, c, z</b> .<br><br><b>IP:</b> Students will identify the syllables independently.<br><br><b>Ask-</b> <i>¿Cuántas sílabas tiene la palabra? ¿Dónde está la sílaba trabada en la palabra? ¿Qué</i> | zancudo | presidencia | tozudo | fisura | especimen | zarpazo | trazo | aviso | reserva | sinceridad | seduce | garantizo |  | <b>Spelling test:</b> Students will be assessed on <b>word/ sentence dictation</b> with the words from the week. |
| miras                                                                                                                                                                                                                                                               | centro                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | maza   | rezo      | cita  | solo  |      |      |      |      |       |       |      |      |       |        |      |       |       |       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |             |        |        |           |         |       |       |         |            |        |           |  |                                                                                                                  |
| masa                                                                                                                                                                                                                                                                | mozo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | zurdo  | asilo     | zinc  | roce  |      |      |      |      |       |       |      |      |       |        |      |       |       |       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |             |        |        |           |         |       |       |         |            |        |           |  |                                                                                                                  |
| feliz                                                                                                                                                                                                                                                               | piense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | zeta   | pesto     | sumas | cinco |      |      |      |      |       |       |      |      |       |        |      |       |       |       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |             |        |        |           |         |       |       |         |            |        |           |  |                                                                                                                  |
| zancudo                                                                                                                                                                                                                                                             | presidencia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | tozudo | fisura    |       |       |      |      |      |      |       |       |      |      |       |        |      |       |       |       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |             |        |        |           |         |       |       |         |            |        |           |  |                                                                                                                  |
| especimen                                                                                                                                                                                                                                                           | zarpazo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | trazo  | aviso     |       |       |      |      |      |      |       |       |      |      |       |        |      |       |       |       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |             |        |        |           |         |       |       |         |            |        |           |  |                                                                                                                  |
| reserva                                                                                                                                                                                                                                                             | sinceridad                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | seduce | garantizo |       |       |      |      |      |      |       |       |      |      |       |        |      |       |       |       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |             |        |        |           |         |       |       |         |            |        |           |  |                                                                                                                  |



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**Combinar y leer**

**Sílabas con s, c, z**

Muchas sílabas con s, c y z tienen el mismo sonido. Es importante conocer la ortografía de las palabras para saber cómo pronunciarlas.

|            |         |            |         |         |
|------------|---------|------------|---------|---------|
| 1 labor    | serena  | cebolla    | bazar   | atroz   |
| 2 sacude   | función | jaico      | budín   | ratón   |
| 3 carcelar | olla    | semáforo   | gaceta  | cólon   |
| 4 rosa     | cócido  | perla      | lechuga | zumbido |
| 5 sujeto   | difícil | abecedario | ota     | denor   |

6 Susana vende bizcochos en la plaza.  
7 Debo cambiarme el calzado para el paseo.

**IP:** Students will practice completing Aprende y demuestra to identify syllables with **s, c, z**.

**Spelling/Handwriting:** T228

- Students will work with syllables with **s, c, z**.
- Students will practice sorting the words with syllables with **s, c, z** and explain their choices.
- Allow students to practice handwriting/ typing sample words.
- Do spelling pre-test.

**Fluency /Expression:** T229

**Explain:** Remind students that to have good fluency is important to read with expression, taking the clues from the punctuation in the text.

**GP:** Model reading aloud with proper expression. Always model rereading as a self-correction strategy to achieve accuracy.

### combinación de consonantes hay en la sílaba trabada?

**Combinar y leer**

**Sílabas con s, c, z**

|               |          |         |         |            |
|---------------|----------|---------|---------|------------|
| 1 lanzaba     | ozono    | venez   | tranza  | cine       |
| 2 superó      | sinfonía | aceleró | marzo   | interesado |
| 3 rosa        | peza     | hacer   | seguro  | paño       |
| 4 alista      | amanece  | recibi  | pezuela | decir      |
| 5 organizador | venez    | ciudad  | pez     | estancia   |

6 El recital de poemas fue maravilloso.  
7 El dulce de cereza es delicioso.



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| <div>Rutina de vocabulario:</div> <div>1. Observen la palabra.</div> <div>2. Digan la palabra.</div> <div>3. Modele - Cómo formar la palabra</div> <div>4. Formen la palabra.</div> <div>5. Encuentren la palabra en un texto</div> | <div>IP: Engage students in practice in pairs and during independent reading.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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|                                                                                                                                                                                                                                     | Word Study/Academic Language/Oral Language- HMH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |
|                                                                                                                                                                                                                                     | <div><div>Explain/Model: Introduce vocabulary using picture cards: M6 T230-231</div><div><div><div>larvas</div><div>transforman</div><div>despistado</div><div>puse</div><div>parcela</div><div>voluminoso</div></div></div><div><div>GP: Follow the Rutina de estudio de palabras with the class. Guide students to make connections with the words and create sentences.</div><div>Always do spiral review about using context clues to find meaning of unfamiliar words.</div><div><div><div><div><div>Claves del contexto</div><div><div><div><div><div>BUSCA</div><div>Partes de la palabra</div><div>buscamos las palabras que no conocemos.</div></div><div><div><div>buscamos las palabras que no conocemos.</div><div>buscamos las palabras que no conocemos.</div></div></div><div><div><div>buscamos las palabras que no conocemos.</div><div>buscamos las palabras que no conocemos.</div></div></div><div><div><div>buscamos las palabras que no conocemos.</div><div>buscamos las palabras que no conocemos.</div></div></div><div><div><div>buscamos las palabras que no conocemos.</div><div>buscamos las palabras que no conocemos.</div></div></div><div><div><div>buscamos las palabras que no conocemos.</div><div>buscamos las palabras que no conocemos.</div></div></div><div><div><div>buscamos las palabras que no 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# Tercer Grado Artes de lenguaje y lectura Unidad 02 Semana 7 2021 - 2022

Unit Title: Changes

December 6-10

**IP:** Students will write sentences with the target vocabulary.

**GP:** Explain that a Theusaurus is a reference source that focuses on *synonyms and antonyms*, which can be very helpful when you try to find word meaning or write with unfamiliar words.

## Example:

|                                                                                                          |                                   |
|----------------------------------------------------------------------------------------------------------|-----------------------------------|
| <b>Oración</b><br>Los <b>zoólogos</b> van a <b>escrutar</b> a los animales <b>en su estado natural</b> . |                                   |
| ¿Prefijo/Sufijo?                                                                                         | ¿Cognados?                        |
| -ar (verbo)                                                                                              | scrutinize                        |
| ¿Significados Múltiples?                                                                                 | Contexto                          |
| Mirar, estudiar, observar                                                                                | -zoólogo<br>-en su estado natural |
| ¿Homógrafos u Homófonos?                                                                                 | <b>Sinónimos/ Antónimos</b>       |
| No                                                                                                       | Mirar, estudiar, observar         |
| <b>Significado</b><br>Los científicos estudian a los animales en donde viven en la naturaleza.           |                                   |

**IP:** Students will identify the base word for the words *caritativo* and *opaco*

|                                                                                        |                                       |
|----------------------------------------------------------------------------------------|---------------------------------------|
| ¿Significados Múltiples?                                                               | Contexto                              |
| No                                                                                     | -en el circo<br>-pedaleaba sin caerse |
| ¿Homógrafos u Homófonos?                                                               | Sinónimos/ Antónimos                  |
| No                                                                                     | No                                    |
| <b>Significado</b><br>El uniclo es como una bicicleta, pero con <b>una</b> sola rueda. |                                       |

**IP:** Students will identify the base word for the words *payasita*, *poquito*, *problemata* y *azulito* and create sentences with the words.

|                          |                      |
|--------------------------|----------------------|
| ¿Homógrafos u Homófonos? | Sinónimos/ Antónimos |
| Significado              |                      |

**Assessment:** Students will be assessed on application of using context clues, and prefixes/suffixes to find word meaning.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                        |                                                                                                                                                                                                            |                                                                                                                                                              |                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                        | and create sentences with the words.                                                                                                                                                                       |                                                                                                                                                              |                                                                                                                                                                                               |
| <p><b>Rutina de Conversación en Parejas.</b></p> <p>1.Question/<b>Pre</b>gunta- <b>Presenta</b> la pregunta a estudiantes.</p> <p>2.Stem/<b>Una/un</b> fragmento- <b>Da</b> una señal a estudiantes para que ellos señalen cuando estén listos para compartir</p> <p>3.Signal/<b>Señala-</b> <b>Presenta</b> el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.</p> <p>4.Share/<b>Comparte-</b> <b>Estudiante</b> compartirá su oración y su pensamiento</p> | Interactive Read Aloud/ Mini-Lesson- HMH                                                                                                                                                                                               |                                                                                                                                                                                                                        |                                                                                                                                                                                                            |                                                                                                                                                              |                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Text-</b> Congelada viva M6 T220–221</p>                                                                                                        | <p><b>Text-</b> Es el ciclo de la vida M6 T232–233</p>                                                                                | <p><b>Text-</b> Es el ciclo de la vida M6 T244–245</p>                                                                  | <p><b>Text-</b> Es el ciclo de la vida M6 T254–255</p>                    | <p><b>Text-</b> Es el ciclo de la vida M6 T262–263</p>                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Make connections:</b><br/>¿Cómo te ayudan las ilustraciones a comprender un texto?</p>                                                                                                                                           | <p><b>Make connections:</b><br/>¿Cuáles son las características de un buen resumen?</p>                                                                                                                                | <p><b>Make connections:</b><br/>¿Para qué piensas que la autora escribió este texto?</p>                                                                                                                   | <p><b>Make connections:</b><br/>¿Qué elementos gráficos te ayudan a comprender el texto?</p>                                                                 | <p><b>Make connections:</b><br/>¿Qué técnicas del autor encuentras en este texto?</p>                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Read aloud: Teaching Pal/Compañero de enseñanza:</b><br/>-Introduce genre- Short Read Informational Text<br/>-Students will make predictions.<br/>-Set a purpose for reading aligned to the skill: Text and Graphic Features</p> | <p><b>Reread aloud: Teaching Pal/Compañero de enseñanza</b><br/>-Introduce genre- Narrative Nonfiction<br/>-Students will make predictions.<br/>-Set a purpose for reading aligned to the skill: Retell/ Summarize</p> | <p><b>Read aloud: Use Teaching Pal/Compañero de enseñanza:</b><br/>-Set a purpose for reading aligned to the skill: identify author's purpose</p>                                                          | <p><b>Reread aloud: Use Teaching Pal/Compañero de Enseñanza:</b><br/>-Set a purpose for reading aligned to the skill: Identify Text and Graphic Features</p> | <p><b>Reread aloud: Use Teaching Pal/Compañero de Enseñanza:</b><br/>-Set a purpose for reading aligned to the skill: Identify the author's craft.</p>                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Structured Conversations:</b><br/>¿Qué características del texto ven en estas dos páginas?</p>                                                                                                                                   | <p><b>Structured Conversations:</b><br/>¿Cómo podrías resumir la información que aprendieron sobre las libélulas hasta el momento? ¿Cómo separar los hechos de la fantasía? ¿Qué</p>                                   | <p><b>Structured Conversations:</b><br/>¿Cuál es el tema del texto? ¿Cuál es el propósito de la autora al escribir este texto? ¿Por qué creen que la autora y el ilustrador añadieron tantos detalles?</p> | <p><b>Structured Conversations:</b><br/>¿Quién dice las palabras en los globos de diálogo? ¿Qué indican los rótulos?</p>                                     | <p><b>Structured Conversations:</b><br/>¿Qué resulta sorprendente acerca del tono de algunas partes de la historia? ¿Con qué palabras describirían los sentimientos creados por el autor?</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                        |                                                                                                                                                                                                            | <p><b>Response:</b> Students will work in groups to discuss the</p>                                                                                          |                                                                                                                                                                                               |



Tercer Grado Artes de lenguaje y lectura Unidad 02 Semana 7 2021 - 2022

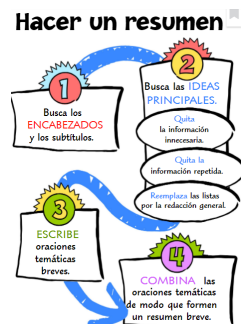
Unit Title: Changes

December 6-10

|                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>con su grupo o compañero/a.</i></p> <p>5. Assess/Evalúa<br/>-Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.</p> | <p><i>¿Cuáles son los elementos gráficos?</i></p> <p><b>Response:</b> Students will discuss the information from the video in small groups orally and in writing. <i>¿Por qué incluyó el autor el diagrama?</i></p> <p><b>CFU:</b> Students will talk, write, and find text evidence to explain their responses.</p>              | <p><i>detalles de esta página podrían ocurrir en la vida real? ¿Cómo puedes volver a contar los acontecimientos de la trama que ocurren después de que la mamá de Dahlia aparece en el programa?</i></p> <p><b>Response:</b> Students will discuss these questions in small groups: <i>¿Cómo podrías resumir la información que aprendieron sobre las libélulas?</i></p> <p><b>CFU:</b> Students will complete the selection quiz.</p> | <p><b>Response/CFU:</b> Students will discuss the text in small groups and respond to questions: <i>¿Por qué la autora ha dado al texto el formato de un programa de televisión?</i></p>                                                                                                          | <p>theme of the story <i>¿Cómo se combinan las fuentes gráficas en las partes de fantasía y expositivas en este texto?</i></p> <p><b>CFU:</b> Students will identify text and graphic features in a short paragraph.</p> | <p><b>CFU:</b> Students will complete the week's assessment to apply skills:<br/>-Text and Graphic Sources<br/>-Retell/Summarize<br/>-Author's Purpose<br/>-Author's Craft</p>                                                   |
|                                                                                                                                                             | Mini-Lesson                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |
|                                                                                                                                                             | <p><b>Text and Graphic Features M6</b><br/>T220-221</p> <p><b>Mini-Lesson:</b> Tell students that authors of informational texts often use text and graphic features to help explain the ideas in the text. Reiterate the importance of looking at text and graphic features and use that information to understand the text.</p> | <p><b>Retell/Summarize M6</b><br/>T232-233</p> <p><b>Mini-Lesson:</b> Point out that sometimes informational text is combined with narrative. With this type of text, it is important to keep track of key ideas and details to be sure they understand what is real and what is not.</p>                                                                                                                                              | <p><b>Author's Purpose M6</b><br/>T244-245</p> <p><b>Mini-Lesson:</b> Remind students that authors can write their purpose for writing and clarifies the information they want to share.</p> <p>Sequence is when the structure of the text is organize in the order in which events happened.</p> | <p><b>Text and Graphic Features M6</b><br/>T254-255</p> <p><b>Mini-Lesson:</b> Review that text and graphic features with the class with a focus on the academic vocabulary:</p>                                         | <p><b>Author's Craft M6</b><br/>T262-263</p> <p><b>Explain:</b> Remind students that author's craft refers to language and techniques used by an author to make writing interesting, and to communicate ideas to the reader.</p> |

[illegible]

*Engage students in a Scavenger Hunt with content area resources and challenge them to find examples of all text and graphic features.*



*Provide students with a graphic organizer to track what is a fact and key ideas from what is not, so they can create a summary:*

|                                                 |                 |
|-------------------------------------------------|-----------------|
| <i>Idea central<br/>y Detalles<br/>de apoyo</i> | <i>Fantasia</i> |
|                                                 |                 |

# propósito del autor

¿Por qué escriben los autores?  
Tienen unos de estos propósitos.

¿Son tan fáciles de recordar como 1, 2, 3!

**1**

**PERSUADIR**

El autor intenta  
persuadir al lector para  
que acepte o haga algo.

**2**

**INFORMAR**

El autor da hechos  
e información sobre  
un tema.

**3**

**ENTRETENER**

El autor escribe  
para divertir  
al lector.

¿Cómo puedes  
descubrir el  
propósito del  
autor?

¡pregunta!

¡analiza!

¡busca!

¡mira en el glosario.

¡haz preguntas sobre  
lo que lees y encuentra la  
respuesta.

*Divide the group in teams and provide teams with a variety of texts. Ask them to sort them by purpose, explaining their decisions with text evidence. If they have it correct, they score a point. Team with most points, wins.*

 **Vocabulario de enseñanza**

- **diagrama** gráfica rotulada que muestra el aspecto o el funcionamiento de algo
- **pie de foto o leyenda** palabras u oraciones sobre una ilustración o fotografía
- **rótulos** palabras en un diagrama que nombran partes de la imagen
- **globo de diálogo** característica gráfica de una imagen que muestra lo que dice un personaje
- **característica del texto** parte especial de un texto, como puntuación, rótulos o tipografía que destaca algo importante

**COGNADOS**

- **diagrama** *diagram*
- **texto** *text*

*Students can record these terms in their reader's writer's notebook for future reference and find examples in the text.*

[illegible]

|  <b>Técnica del autor</b>                                                                                                                               |                                                                                                                                                      |                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>La técnica del autor es el tiempo y las técnicas que usa un escritor para:</b> <ul style="list-style-type: none"> <li>• <b>hacer interesante su escritura</b></li> <li>• <b>hacer que el lector quiera leer su escritura</b></li> </ul> |                                                                                                                                                      |                                                                                                                                                                                                                                                       |
| Técnica                                                                                                                                                                                                                                    | ¿qué es?                                                                                                                                             | Ejemplo                                                                                                                                                                                                                                               |
| Voz                                                                                                                                                                                                                                        | <p>es el estilo de escritura de un autor que hace única su escritura</p>                                                                             | <p>• <b>en</b> <i>escritura</i> usa <b>certas palabras</b> que <b>son</b> únicas de <b>ella</b></p> <p>• la <b>voz</b> de <b>un</b> autor <b>puede</b> cambiar, <b>dependiendo</b> del <b>género</b> del <b>texto</b></p>                             |
| Tono                                                                                                                                                                                                                                       | <p>los sentimientos del autor con respecto a un tema</p>                                                                                             | <p>• <b>en</b> <i>escritura</i> usa <b>certas</b> palabras <b>para</b> mostrar <b>su</b> <b>sentido</b></p> <p>• <b>en</b> la <b>palabras</b> pueden <b>ser</b> positivas, <b>negativas</b> o <b>neutras</b></p>                                      |
| Estado de ánimo                                                                                                                                                                                                                            | <p>las emociones y los sentimientos del escritor mientras lee un texto</p>                                                                           | <p>• <b>en</b> <i>escritura</i> usa <b>palabras</b> que <b>son</b> <b>positivas</b>, <b>negativas</b> o <b>neutras</b></p> <p>• <b>en</b> <i>escritura</i> usa <b>palabras</b> que <b>son</b> <b>positivas</b>, <b>negativas</b> o <b>neutras</b></p> |
| Intención                                                                                                                                                                                                                                  | <p>los objetivos, palabras sensoriales y verbos que el autor usa para hacer más interesante el texto</p>                                             | <p>• <b>en</b> <i>escritura</i> usa <b>palabras</b> que <b>son</b> <b>positivas</b>, <b>negativas</b> o <b>neutras</b></p> <p>• <b>en</b> <i>escritura</i> usa <b>palabras</b> que <b>son</b> <b>positivas</b>, <b>negativas</b> o <b>neutras</b></p> |
| Palabras sensoriales                                                                                                                                                                                                                       | <p>palabras descriptivas que se refieren a los sentidos: vista, oído, tacto, gusto, olfato, etc. que se usan para hacer más interesante el texto</p> | <p>• <b>en</b> <i>escritura</i> usa <b>palabras</b> que <b>son</b> <b>positivas</b>, <b>negativas</b> o <b>neutras</b></p> <p>• <b>en</b> <i>escritura</i> usa <b>palabras</b> que <b>son</b> <b>positivas</b>, <b>negativas</b> o <b>neutras</b></p> |

Group students and ask each team to explain one of the techniques to the class with examples from the text.

## Writing Workshop

**Writing Prompt:** Read the following sentence: *Animals amaze us with their special abilities.* **Think** about the animals that live outdoors throughout the year. **Write** an expository essay about an animal who uses special skills to live outdoors year round.

### Student Friendly Rubric SP

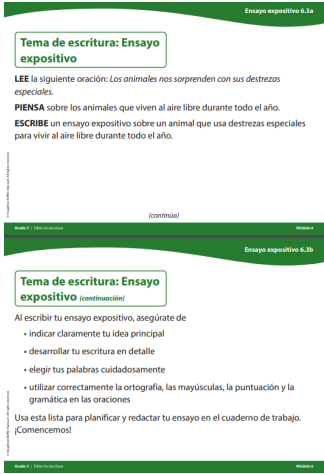
| Teacher Rubric |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |        |                |      |          |            |          |          |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                | <p><b>Explore the Topic:</b>M6 E84</p> <p><b>Explain:</b> Tell students that they will be writing an informational text about animals. Ask students to discuss behaviors of animals they know during different types of weather/seasons. Choose one animal to have a class discussion.</p> <p><b>Structured Conversations:</b><br/><i>¿Qué harían para sobrevivir cuando se acerca el otoño?</i></p> <p><b>Present focus statement:</b> “Los animales nos sorprendes con sus destrezas especiales.”</p> <p><b>Introduce Mentor Text:</b><br/>-Introduce genre- Informational Text<br/>-Students will make predictions.<br/>-Set a purpose for reading- Identify the use of imagery</p> | <p><b>Mentor Text-</b> En noviembre M6 E85</p> <div></div> <p><b>Read Mentor Text:</b><br/>-Set a purpose for reading- Identify the use of imagery</p> <p><b>Structured Conversations:</b><br/><i>¿Qué piensan de esta comparación? ¿Qué tiene la tierra de En noviembre en común con una cama real? ¿Cuáles son las dos categorías que se describen aquí? ¿Pueden pensar en alguna forma de categorizar estos animales? ¿Las palabras de la autora parecen verdaderas? ¿Dejó de mencionar algo? ¿La autora de En noviembre presenta ideas de una manera interesante? ¿Por qué?</i></p> <p><b>Model:</b> Look at your own writing to find any</p> | <p><b>Writing Process:</b> M6 E86<br/><b>Vocabulary</b></p> <p><b>Explain:</b> Review the mentor text with the students Explain that the author chose words and phrases to describe sights, sounds, and smells.</p> <p><b>Model/Explain:</b> Go back to the text and find examples of imagery with the students and pose this question: <i>¿Qué sentidos describe la autora aquí y con qué palabras?</i></p> <p><i>Ask students to identify what part of speech are the words in the word bank</i></p> <div><div><p><b>Vocabulario</b></p><p>Identificar cada entrada en el banco de palabras como una de las siguientes:</p><ul style="list-style-type: none"><li>• Escribir S al lado de cada sustantivo.</li><li>• Escribir V al lado de cada verbo.</li><li>• Escribir ADJ al lado de cada adjetivo.</li></ul></div><div><table><tr><td>tierra</td><td>canela</td></tr><tr><td>tranquilizarse</td><td>frio</td></tr><tr><td>pasteles</td><td>chispeante</td></tr><tr><td>calabaza</td><td>relajado</td></tr><tr><td>sidra</td><td>tiritar</td></tr></table></div></div> | tierra | canela | tranquilizarse | frio | pasteles | chispeante | calabaza | relajado | sidra | tiritar | <p><b>Writing Process:</b> M6 E87<br/><b>Genre Characteristics and Prompt</b></p> <p><b>Explain:</b> Review with students the elements of informational text. Use examples of text read before to make connections .</p> <div></div> <p><b>Model:</b> Present the writing prompt to students and think aloud about the task and expectations.</p> | <p><b>Writing Process:</b> M6 E88<br/><b>Research- Narrow Topic</b></p> <p><b>Explain:</b> Discuss with the students the use and purpose of good sources to find information about animals. Give choice to students to decide on their animal and sources.</p> <div></div> <p><b>Model:</b> Provide resources for the students -online and books- and think aloud about the process to look for information about an animal.</p> <p>Give students steps and time to start narrowing down their topics.</p> |
| tierra         | canela                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |        |                |      |          |            |          |          |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| tranquilizarse | frio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |        |                |      |          |            |          |          |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| pasteles       | chispeante                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |        |                |      |          |            |          |          |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| calabaza       | relajado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |        |                |      |          |            |          |          |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| sidra          | tiritar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |        |                |      |          |            |          |          |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



# Tercer Grado Artes de lenguaje y lectura Unidad 02 Semana 7 2021 - 2022

Unit Title: Changes

December 6-10

|  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                      |                                                                                                                                                                                                       |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                                                                         | homophones that you need to question and/or change with the students.                                                                                                                                                                                                                                   |                                                                                                                                                                                                               |                                                                                                   |                                                                                                                                                                                                       |
|  | Independent Writing                                                                                                                                                      |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                      |                                                                                                                                                                                                       |
|  | <p>Students will discuss their predictions in small groups.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their ideas.</p> | <p>Students will discuss the story in small groups <i>¿Aprendieron lo que esperaban? ¿Qué, en todo caso, les sorprendió? ¿Qué detalles les hicieron sentir curiosidad por saber más?</i></p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their writing.</p> | <p>Students will work in pairs and label the vocabulary in the word bank with parts of speech.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their writing.</p> | <p>Students will set their writing goals for their informational essay.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their ideas.</p> | <p>Students will work on deciding on their topic for the informational essay in pairs.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their writing.</p> |
|  | Grammar                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                      |                                                                                                                                                                                                       |
|  | <b>Explain:</b> M6 E275 Future Tense                                                                                                                                     | <b>Explain:</b> M6 E276 Conditional                                                                                                                                                                                                                                                                     | <b>Explain:</b> M6 E277 Future tense and conditional Ser/Estar                                                                                                                                                | <b>Explain:</b> M6 E268 Review Ser and Estar                                                                                                                                         | <b>Make connections to writing</b> M6 E279: Use                                                                                                                                                       |



## Tercer Grado Artes de lenguaje y lectura Unidad 02 Semana 7 2021 - 2022

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December 6-10

|                                                                                                                                                                    | <div><div>Verbo 3.3.1a</div><div><div>El futuro</div><div><p>El futuro describe una acción que ocurrirá más tarde. El futuro se forma agregando al infinitivo de los verbos regulares las terminaciones -é, -ás, -á, -emos, -án.</p><table><thead><tr><th></th><th>Verbos en -ar</th><th>Verbos en -er</th><th>Verbos en -ir</th></tr></thead><tbody><tr><td>yo</td><td>hablaré</td><td>comeré</td><td>escribiré</td></tr><tr><td>tú</td><td>hablarás</td><td>comerás</td><td>escribirás</td></tr><tr><td>él/ella/usted</td><td>hablará</td><td>comerá</td><td>escribirá</td></tr><tr><td>nosotros/nosotras</td><td>hablaremos</td><td>comeremos</td><td>escribiremos</td></tr><tr><td>ellos/ellas/ustedes</td><td>hablarán</td><td>comerán</td><td>escribirán</td></tr></tbody></table></div></div></div> <div><div>Model:</div><div>Explain that a verb that describes an action that will <b>occur later</b> is in <b>future tense</b>. Point out that verbs in <b>-ar, -er</b> and <b>-ir</b> have the same endings in the future tense: <b>-é, -ás, -á, -emos, -án</b>.</div></div> <div><div>Example:</div><div>Los estudiantes <b>saldrán</b> al patio cuando terminen.</div></div> <div><div>GP:</div><div>Guide students to conjugate verbs in the <b>future tense</b> as a class and small groups. Guiding question: <i>¿El sujeto se refiere a una sola persona o cosa, o se refiere a mí, a ti o a un grupo de personas o cosas?</i></div></div> <div><div>IP:</div><div>Students will identify the verbs in future tense in sentences.</div></div> |               | Verbos en -ar | Verbos en -er | Verbos en -ir | yo | hablaré | comeré | escribiré | tú | hablarás | comerás | escribirás | él/ella/usted | hablará | comerá | escribirá | nosotros/nosotras | hablaremos | comeremos | escribiremos | ellos/ellas/ustedes | hablarán | comerán | escribirán | <div><div>Verbo 3.3.2a</div><div><div>El condicional</div><div><p>El condicional se usa para dar consejos y sugerencias o expresar deseos y acciones que dependen de una condición. El condicional se forma agregando al infinitivo de los verbos regulares las siguientes terminaciones: -ía, -ías, -ía, -íamos, -ían.</p><table><thead><tr><th></th><th>Verbos en -ar</th><th>Verbos en -er</th><th>Verbos en -ir</th></tr></thead><tbody><tr><td>yo</td><td>hablaría</td><td>comería</td><td>escribiría</td></tr><tr><td>tú</td><td>hablarías</td><td>comerías</td><td>escribirías</td></tr><tr><td>él/ella/usted</td><td>hablaría</td><td>comería</td><td>escribiría</td></tr><tr><td>nosotros/nosotras</td><td>hablaríamos</td><td>comeríamos</td><td>escribiríamos</td></tr><tr><td>ellos/ellas/ustedes</td><td>hablarían</td><td>comerían</td><td>escribirían</td></tr></tbody></table></div></div></div> <div><div>Model:</div><div>Explain that the conditional tense is used to give advice and suggestions or to express wishes and actions that depend on a condition. Point out that verbs in <b>-ar, -er</b> and <b>-ir</b> have the same endings in the future tense: <b>-ías, -ía, -íamos, -ían</b>.</div></div> <div><div>Example:</div><div>Los estudiantes <b>saldrían</b> al patio si terminaran el trabajo.</div></div> <div><div>GP:</div><div>Guide students to conjugate verbs in the <b>conditional/condicional</b> as a class and small groups. Guiding question: <i>¿La acción del verbo va a ocurrir en algún momento específico en el futuro? ¿Qué terminación tiene el verbo?</i></div></div> <div><div>IP:</div><div>Students will identify the verbs in conditional tense in sentences.</div></div> |  | Verbos en -ar | Verbos en -er | Verbos en -ir | yo | hablaría | comería | escribiría | tú | hablarías | comerías | escribirías | él/ella/usted | hablaría | comería | escribiría | nosotros/nosotras | hablaríamos | comeríamos | escribiríamos | ellos/ellas/ustedes | hablarían | comerían | escribirían | <div><div>Verbo 3.3.3a</div><div><div>Tiempos futuro y condicional de ser y estar</div><div><p>El verbo <b>ser</b> describe características o cualidades permanentes (descripción física o de personalidad, profesión u origen del sujeto). El verbo <b>estar</b> describe características o condiciones temporales y la ubicación del sujeto. Los verbos <b>ser</b> y <b>estar</b> siguen la conjugación de los verbos regulares en futuro y en condicional.</p><table><thead><tr><th></th><th>Futuro y condicional de ser y estar</th></tr></thead><tbody><tr><td>yo</td><td>Seremos amigos para siempre! <b>Estaré</b> en Miami en septiembre. <b>Sería</b> estupendo! <b>Estaría</b> en el baile si no estuviera enfermo.</td></tr></tbody></table></div></div></div> <div><div>Model:</div><div>Explain that the verbs <b>ser</b> and <b>estar</b> describe the subject of the sentence and are usually followed by a noun, adjective or adverb. The verbs <b>ser</b> and <b>estar</b> follow the conjugation of the regular verbs in the future and conditional <b>-ías, -ía, -íamos, -ían</b>.</div></div> <div><div>Example:</div><div>Los estudiantes <b>serían</b> felices si salieran a jugar.</div></div> <div><div>Estaremos</div><div>esperando que terminen la tarea.</div></div> <div><div>GP:</div><div>Guide students to conjugate verbs in the <b>future and conditional</b> as a class and small groups. Guiding question: <i>¿Cuándo ocurre la acción? ¿Indica el comienzo y el fin de la acción?</i></div></div> <div><div>IP:</div><div>Students will identify the verbs in future and</div></div> |  | Futuro y condicional de ser y estar | yo | Seremos amigos para siempre! <b>Estaré</b> en Miami en septiembre. <b>Sería</b> estupendo! <b>Estaría</b> en el baile si no estuviera enfermo. | <div><div>Verbo 3.3.4a</div><div><div>Repaso de verbos de acción y los verbos ser y estar</div><div><p>Una palabra que expresa lo que hace alguien o algo es un <b>verbo</b>. Las palabras que muestran acción o algo que se hace son <b>verbos de acción</b>. Los verbos <b>ser</b> y <b>estar</b> no muestran acción, sino que se usan en el caso de <b>ser</b>, para identificar a alguien o algo, y en el caso de <b>estar</b>, para situar a alguien o algo.</p><table><tbody><tr><td>Samantha <b>salta</b> el charco para no mojarse.</td></tr><tr><td>Jason <b>está</b> tan feliz que da un salto de alegría.</td></tr><tr><td>Sancho <b>es</b> un deportista que practica el salto de altura.</td></tr></tbody></table></div></div></div> <div><div>Model:</div><div>Review correct use of <b>ser/estar</b>. The verbs <b>ser</b> and <b>estar</b> do not show action.</div></div> <div><div>*Ser</div><div>is used to describe permanent characteristics.</div></div> <div><div>*Estar</div><div>is used to describe temporary characteristics and location.</div></div> <div><div>GP:</div><div>Guide students to identify verbs <b>ser/estar</b> in sentences as a class.</div></div> <div><div>IP:</div><div>Students will identify the correct use of <b>ser/estar</b> in a set of sentences.</div></div> | Samantha <b>salta</b> el charco para no mojarse. | Jason <b>está</b> tan feliz que da un salto de alegría. | Sancho <b>es</b> un deportista que practica el salto de altura. | <div><div>Verbo 3.3.5a</div><div><div>Conectar con la escritura: Usar los tiempos futuro y condicional</div><div><p>Usa el tiempo verbal correcto para mostrar cuándo ocurren las acciones. Recuerda usar las terminaciones correctas para los verbos en diferentes tiempos.</p><table><tbody><tr><td>Texto con tiempos verbales incorrectos</td></tr><tr><td>Mis amigos y yo <b>futuros</b> a cine el próximo fin de semana. <b>Veremos</b> la nueva película de Marvel. <b>¿Ea</b> divertido? <b>¿Te gusta</b> acompañarnos?</td></tr><tr><td>Texto con tiempos verbales correctos</td></tr><tr><td>Mis amigos y yo <b>iremos</b> a cine el próximo fin de semana. <b>Veremos</b> la nueva película de Marvel. <b>¿Es</b> divertido? <b>¿Te gustaría</b> acompañarnos?</td></tr></tbody></table></div></div></div> <div><div>Explain:</div><div>Review the use of future and conditional tense, and <b>ser/estar</b> as aq class.</div></div> <div><div>Model:</div><div>Guide students in revising sentences looking at the verb to make changes as needed.</div></div> <div><div>IP:</div><div>Students will revise/ edit sentences using the correct verbs.</div></div> | Texto con tiempos verbales incorrectos | Mis amigos y yo <b>futuros</b> a cine el próximo fin de semana. <b>Veremos</b> la nueva película de Marvel. <b>¿Ea</b> divertido? <b>¿Te gusta</b> acompañarnos? | Texto con tiempos verbales correctos | Mis amigos y yo <b>iremos</b> a cine el próximo fin de semana. <b>Veremos</b> la nueva película de Marvel. <b>¿Es</b> divertido? <b>¿Te gustaría</b> acompañarnos? |
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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Verbos en -er | Verbos en -ir |               |               |    |         |        |           |    |          |         |            |               |         |        |           |                   |            |           |              |                     |          |         |            |                            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| Mis amigos y yo <b>futuros</b> a cine el próximo fin de semana. <b>Veremos</b> la nueva película de Marvel. <b>¿Ea</b> divertido? <b>¿Te gusta</b> acompañarnos?   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| Texto con tiempos verbales correctos                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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**Tercer Grado Artes de lenguaje y lectura Unidad 02 Semana 7 2021 - 2022**

**Unit Title: Changes**

**December 6-10**

|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |                                 |                              |                   |
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|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                | conditional tense in sentences. |                              |                   |
|                                                                              | <b>Patterns of Power en español:</b><br><b>6.2 Los pronombres en segunda persona</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |                                 |                              |                   |
| <b>Research</b><br><br><b>Class Project:</b><br>Creating Change in the World | <b>Week 6-7:</b> Students will work individually or collaboratively to create a three-dimensional product of the invention and an advertisement poster and/or video explaining their invention and how it will solve the problem. <ul style="list-style-type: none"> <li>• Allow students to continue to work individually or collaboratively as needed based on their topics to facilitate conversation and writing.</li> <li>• Students will create a three-dimensional model and a poster and/or video explaining their invention (purpose, materials, cost, and use). Encourage bilingual products and family participation. Students can label and/or write on their posters using the writing they created the previous weeks using sentence stems.</li> <li>• Circulate, monitor, and prompt students to elicit participation while they work on their projects.</li> </ul> |                |                                 |                              |                   |
| <b>Literacy Stations</b>                                                     | <b>Phonemic Awareness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Phonics</b> | <b>Fluency</b>                  | <b>Self-Selected Reading</b> | <b>Vocabulary</b> |
| <b>See Literacy Station Ideas in Module 6 Teacher pages T214-T215</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |                                 |                              |                   |

| <b>THIRD GRADE<br/>ELLD Block<br/>UNIT 2 WEEK 7</b>                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Science Content TEKS:</b><br><b>3.8 (C)</b> construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions | <b>Language TEKS:</b><br><b>3.2A(vii)</b> identifying and reading high-frequency words from a research- based list<br><b>3.2B(vii)</b> spelling words using knowledge of suffixes, such as changing y to i<br><b>3.3(B)</b> use context to determine the meaning of unfamiliar words<br><b>3.3(C)</b> identify the meaning of and use words with affixes<br><b>3.6(B)</b> generate questions about text before, during, and after reading<br><b>3.6(F)</b> make inferences and use evidence to support understanding<br><b>3.11D(ii)</b> verb tense such as simple past, present, and future<br><b>3.12(B)</b> compose informational texts |

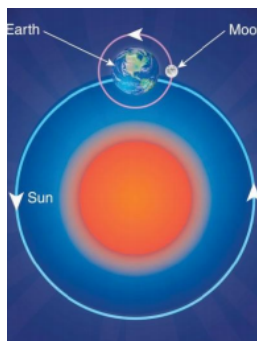
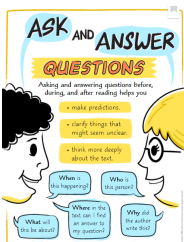


# Tercer Grado Artes de lenguaje y lectura Unidad 02 Semana 7 2021 - 2022

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Resource STEMscopes: Space (STEMscopedia P.1-3)

| Day 1 Focus –<br>Comprehension                                                                                                                                                                                         | Day 2 Focus-<br>Comprehension<br>Word Study                                                                                                                                                                                                                                                                                                                                                                                                                                        | Day 3 Focus-<br>Foundational Skills<br>Phonics, grammar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Day 4 Focus-<br>Composition<br>Writing Process/ Genres                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Day 5 Focus –<br>Assessment and<br>Cross-linguistics connections                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                         |                            |                                          |                                             |                                                                      |                                                                        |                                                              |                                          |
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| <p><b>Making Predictions:</b> Guide students to make predictions based on the cover and picture walk.</p> <p>What do you see in the first picture of this section of the text? What do you think it will be about?</p> | <p><b>Shared Reading:</b> Reread text with students and make connections to the text:</p> <p>In which ways do your family use force, motion, and friction? My family uses force, motion, and friction when _____.</p> <p><b>Comprehension Skill:</b> Focus on comprehension skills with modeling and prompting.</p> <p>As good readers it is important to ask and answer questions to make predictions, clear up anything we’re unsure about, or to think more about the text.</p> | <p><b>Choral reading:</b> Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.</p> <p><b>Foundational Skill:</b> Review <b>ending “y” and a suffix rule</b> with sentences related to the topic in the text (<i>*The basic rule is, for any word that ends in a consonant plus “-y,” change the “y” to “i” if adding a suffix or forming a plural).</i></p> <p>I <b>tried</b> to look at the sky to see the Moon last night, but it was cloudy. (try-tried)</p> <p>It is hard to see the sky at night in the <b>cities</b> because there’s too much light. (city-cities)</p> <p>We will need to get <b>supplies</b> to make our model for science class.(supply-supplies)</p> <p><b>Grammar:</b> Review with students the use of verbs in</p> | <p><b>Hands-on Review:</b> Phonics and/or grammar skills will be reviewed in context.</p> <p><b>Shared Writing:</b> Generate a writing piece aligned to the genre based on science content.</p> <p>If you construct a model that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions, how would it look like? What steps would you follow?</p> <p>Today we are _____ a _____ to show the relationship between _____, _____, and _____.</p> <p>First, I need to identify the ____.</p> <p>It is in the _____ and everything _____.</p> <p>Then, I need to identify the ____.</p> <p>The _____ rotates _____ the _____. Lastly, I would place the _____. The _____ is a _____ and it __ around the _____.</p> | <p><b>Assessment:</b> Students will complete the activity on p.3 and explain the model in writing. What are some features of the model that make it useful? What are some limitations of the model?</p> <p><b>Cross-linguistics:</b> Lead a review of prefixes <b>uni, bi, tri</b>, in English and Spanish.</p> <table><tr><th>Prefix uni-<br/>bi- tri-</th><th>Prefijos uni-<br/>bi-. tri-</th></tr><tr><td>The <b>universe</b> is an amazing place.</td><td>El <b>universo</b> es un lugar maravilloso.</td></tr><tr><td>I put my telescope in a <b>tripod</b> to see the phases of the Moon.</td><td>Puse mi telescopio en un <b>trípode</b> para ver las fases de la luna.</td></tr><tr><td>Riding my <b>bicycle</b>, I felt the Moon was following me.</td><td>Corriendo <b>bicicleta</b> sentía que la</td></tr></table> | Prefix uni-<br>bi- tri- | Prefijos uni-<br>bi-. tri- | The <b>universe</b> is an amazing place. | El <b>universo</b> es un lugar maravilloso. | I put my telescope in a <b>tripod</b> to see the phases of the Moon. | Puse mi telescopio en un <b>trípode</b> para ver las fases de la luna. | Riding my <b>bicycle</b> , I felt the Moon was following me. | Corriendo <b>bicicleta</b> sentía que la |
| Prefix uni-<br>bi- tri-                                                                                                                                                                                                | Prefijos uni-<br>bi-. tri-                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |                            |                                          |                                             |                                                                      |                                                                        |                                                              |                                          |
| The <b>universe</b> is an amazing place.                                                                                                                                                                               | El <b>universo</b> es un lugar maravilloso.                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |                            |                                          |                                             |                                                                      |                                                                        |                                                              |                                          |
| I put my telescope in a <b>tripod</b> to see the phases of the Moon.                                                                                                                                                   | Puse mi telescopio en un <b>trípode</b> para ver las fases de la luna.                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |                            |                                          |                                             |                                                                      |                                                                        |                                                              |                                          |
| Riding my <b>bicycle</b> , I felt the Moon was following me.                                                                                                                                                           | Corriendo <b>bicicleta</b> sentía que la                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |                            |                                          |                                             |                                                                      |                                                                        |                                                              |                                          |
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p.1 How do the Moon and Earth move through space?  
The moon moves through space by \_\_\_\_\_. The Earth moves through space by \_\_\_\_\_.

p.2 How would you explain what an orbit is? An orbit is \_\_\_\_\_.

What would a model include to illustrate the relationship between the Sun, the Moon, and Earth?

What would a model to illustrate the Sun and the Moon's and Earth's orbits would need? A model to illustrate the Sun and the Moon's and Earth's orbits would need \_\_\_\_\_.

p.3 What is the relationship in size between the Sun, the Moon, and Earth? The \_\_\_\_\_ is \_\_\_\_\_ than the \_\_\_\_\_. The \_\_\_\_\_ is \_\_\_\_\_ than \_\_\_\_\_. The \_\_\_\_\_ is \_\_\_\_\_ than the \_\_\_\_\_.

## Vocabulary Picture Walk:

Students will identify and read key vocabulary from the STEMscopes vocabulary slideshow.

|                  |                 |
|------------------|-----------------|
| <i>Space</i>     | <i>Espacio</i>  |
| <i>Sun</i>       | <i>Sol</i>      |
| <i>Moon</i>      | <i>Luna</i>     |
| <i>Earth</i>     | <i>Tierra</i>   |
| <i>Orbit</i>     | <i>Órbita</i>   |
| <i>Model</i>     | <i>Modelo</i>   |
| <i>Satellite</i> | <i>Satélite</i> |
| <i>Planet</i>    | <i>Planeta</i>  |
| <i>Position</i>  | <i>Position</i> |

future tense with sentences related to the topic in the text.

If you stay outside for a long time, you **will see** the that the sun appears to move in the sky.

As the Moon orbits Earth, its shape **will look** different, because what you can see is where the sunlight hits.

To build a model of the Sun, Moon, and Earth, you **will need** spheres in different sizes.

luna me perseguía.



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|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                     |                |                                                                                     |                                                                                     |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <div>Suggested Preview Activities</div>                                             | <div>Picture Walk STEMscopes- Preview vocabulary for the topic using the STEMscopes Spanish vocabulary slide show in Spanish. Integrate the use of concrete objects, multimedia, and gestures to clarify the concepts.</div> <div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div>Anticipation Guide/ Justified List Lead4Ward</div> <div>1. Identify the major ideas presented in the unit/topic.</div> <div>2. Consider what beliefs your students are likely to have about the topic.</div> <div>3. Write 5-7 general statements about the topic that challenge your students' beliefs.</div> <div>4. Require students to respond to the statements by agreeing or disagreeing with the statement.</div> <div>5. Revisit as a Review activity to allow students to confirm or revise their ideas.</div> <div></div> |                     |                |                                                                                     |                                                                                     |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <div>Suggested Review Activities</div>                                              | <div>Card Sort Lead4Ward</div> <div>1. Students are given (or create) a set of cards reflecting various terms, concepts, visuals, or assessment items. (Manipulatives can also be provided to be sorted.)</div> <div>2. Students work cooperatively to sort the cards or manipulatives into various categories such as the following: I understand, I kind of understand, I do not understand.</div> <div>3. Teacher sees and hears the students' thinking and clarifies/ verifies as needed.</div> <div><table><tr><td>Lo entiendo bien</td><td>Lo entiendo un poco</td><td>No lo entiendo</td></tr><tr><td></td><td></td><td></td></tr></table></div> | Lo entiendo bien                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Lo entiendo un poco | No lo entiendo |  |  |  | <div>Play It – Say It- Lead4Ward</div> <div>1. Introduce students 5-7 vocabulary words, concepts, names, events, steps in a process, etc.</div> <div>2. Students use post-its or cut up paper to create response cards – 1 word or picture on each card.</div> <div>3. Teacher presents or says a statement and students <b>match the statement to one of their cards</b>.</div> <div>4. Teacher says, “<b>1-2-3, Play It!</b>” and students hold their card in front of their face or camera.</div> <div>5. Teacher says, “<b>1-2-3, Say It!</b>” and students shout out their answer, all at the same time. (Teacher may choose to unmute all mics for this step.)</div> <div>6. Teacher elicits student responses and clarifies/verifies in whole group or virtual learning.</div> <div></div> | <div>Shared Writing Student-Led</div> <div>1. Divide students in groups of different language proficiencies and provide guiding questions for students to reflect on their learning.</div> <div><i>¿Qué aprendieron esta semana? ¿Por qué es importante aprender sobre __? ¿Cuál es la idea central del tema? ¿Cómo te sientes de haber aprendido sobre este tema? ¿Por qué?</i></div> <div>2. Students will use the paragraph frame to discuss what they learned about using sentence stems.</div> <div><i>Esta semana estuvimos aprendiendo sobre _____. Aprender sobre _____ es importante porque _____. Durante las lecciones aprendimos _____. Otros temas que también discutimos fueron _____. La idea central del tema que discutimos es _____. Me siento _____ de haber aprendido sobre este tema porque _____.</i></div> <div>3. Students will write about their learning individually using sentence stems as needed.</div> <div></div> |
| Lo entiendo bien                                                                    | Lo entiendo un poco                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | No lo entiendo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |                |                                                                                     |                                                                                     |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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