

October 25th- 29th

Big Ideas:

- Foundational skills will begin to develop by manipulating phonemes, syllables, and words in order to become highly proficient decoders and readers.
- Readers determine the important lessons characters learn in a story and the characteristics that make a good leader within the story.
- Readers can identify the visual patterns and structures in a poem.
- Use higher order thinking and metacognitive strategies to analyze and comprehend when listening and reading a variety of texts.
- Readers build an understanding of a variety of texts by making connections, understanding key ideas such as the author's purpose, locate the central idea and supporting details, summarize, as well as asking questions about the text.
- Author's write and apply appropriate English grammatical conventions and writing elements to compose, revise and edit various texts including a personal narrative, a descriptive essay, and a persuasive text.

Essential Questions:

- What lessons can we learn from the characters in the stories we read?
- Why is it important for me to get along with others?
- Can the central idea support the point of view of an author?
- Why is it important to make connections with our reading?

Core Competencies:

Formative:

- Students will demonstrate progression of foundational reading skills through:
 - knowing when and how to use proper nouns.
 - increased fluency of multisyllabic word and sight word recognition
 - application of taught decoding and encoding skills to all syllable types
 - independent reading of grade level text with increasing fluency (reference DVISD Reading Correlation below)
- Students will demonstrate understanding of literary text by:
 - recognizing the characteristics of multiple genres.
 - make and confirm predictions using what they know about text features, characteristics of genre and structure.
 - engage in conversations about the character, plot and settings to determine central idea and author's purpose
 - Making connections between a text and their own lives.
- Students will demonstrate understanding of writing by:
 - writing an option that includes supporting facts and details.
 - writing a response to a text,using evidence to support ideas:

Summative:

- Students will critically analyze and compose a personal narrative focusing on the steps in the writing process.

DV 2021-2022 Grade 2 Spanish Language Arts and Reading Unit 2 Week 2
 Unit Title: Investigando mi mundo

- Students will demonstrate progress towards mastery of unit content on end of unit Module Assessments and Inventories.
- Weekly Assessment

Culminating Project: *Solving Problems in the World*- Students will research the governments' responsibilities towards citizens, choose one significant issue, create a visual, and an oral presentation. After all students present their ideas, they will vote to select one they can execute as a class project or send their idea to a government agency with adult assistance.

- **Week 2-3:** Students will select one specific issue they would like to help solve and research information from a variety of sources (experts, books, internet) and personal experiences (interviews with family and/or school staff- nurse/counselor).

**Spanish Language Arts
UNIT 2 WEEK 2**

[21-22 SLAR Unpacked TEKS Link](#)

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses 2.1(B) follow, restate, and give oral instructions 2.1(C) share information and ideas about the topic under discussion 2.1(D) work collaboratively with others 2.1(E) develop social communication such as conversing politely in all situations	2.2A (i) decoding multisyllabic words 2.2A(iii) decoding words with silent h 2.2A(vi) decoding prefixes and suffixes 2.2B (i) spelling multisyllabic words 2.2B (iv) spelling words with prefixes and suffixes 2.2B (v) spelling words with silent h 2.2(D) develop handwriting 2.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text 2.5(A) self-select text and read independently for a sustained period of time	2.3(B) use context word meanings 2.3(C) use affixes to determine the meaning of words 2.3(D) identify, use, and explain the meaning of antonyms, synonyms, in context 2.6(C) make and correct or confirm predictions 2.6(D) create mental images to deepen understanding 2.6(E) make connections to personal experiences, ideas in other texts, and society 2.6(F) make inferences and use evidence to support understanding 2.6(G) evaluate details to determine what is most important 2.7(C) use text evidence to support an appropriate response 2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order	2.11(A) plan a first draft 2.11(B) develop drafts into a focused piece of writing 2.11(C) revise drafts 2.11.D(i) complete sentences with subject-verb agreement 2.11.D (ii) past and present verb tense, including the difference between ser and estar 2.11.D (iii) singular, plural, common, and proper nouns, including gender-specific articles 2.11.D (x) punctuation marks 2.11D (iv) adjectives, including articles 2.11.D(ix) capitalization 2.11.D (xi) correct spelling of words 2.11(E) publish and share writing 2.12(A) compose literary text 2.12(B) compose informational text including procedural 2.13(A) generate questions with adult assistance 2.13(B) develop and follow a research plan with adult assistance

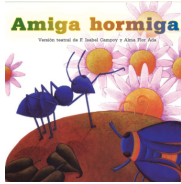
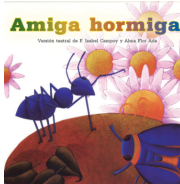
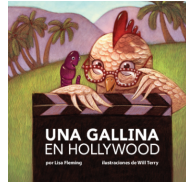
		2.7(E) interact with sources in meaningful ways such as illustrating or writing 2.8(A) determine the basic theme using text evidence with adult assistance 2.8(B) describe the main character's (characters') internal and external traits 2.8(C) describe and understand plot elements 2.9(C) discuss elements of drama such as characters, dialogue, and setting 2.10(A) discuss the author's purpose for writing text 2.10(D) descriptive, literal, figurative language	2.13(C) identify and gather relevant sources and information to answer the questions 2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		
	Day 1	Day 2	Day 3	Day 4	Day 5
Rutina de vocabulario 1.Muestre la palabra. 2. Use en oraciones. 3. Los estudiantes forman o escriben la palabra.	Vocabulary				
	Words to Know: M4 T352 • <i>aire</i> • <i>crecer</i> • <i>invierno</i> • <i>suelo</i> <i>ya</i> Follow vocabulary routine with students and ask students to add these words to their high frequency words collection. Structured Conversation: <i>¿Cuál es la palabra?</i> <i>¿Cuántas sílabas tiene la</i>	Words to Know: M4 T368 • <i>aire</i> • <i>crecer</i> • <i>invierno</i> • <i>suelo</i> <i>ya</i> Review vocabulary routine with students and play Symon Says/ Simón dice with the class to practice identifying the words. -CFU-Students will individually identify the word in context.	Words to Know: M4 T382 • <i>aire</i> • <i>crecer</i> • <i>invierno</i> • <i>suelo</i> <i>ya</i> Review vocabulary routine with students and play Snap and Clap/ Chascar y aplaudir with the class to practice identifying the words.	Words to Know: M4 T396 • <i>aire</i> • <i>crecer</i> • <i>invierno</i> • <i>suelo</i> <i>ya</i> Review vocabulary routine with students and ask students to engage in Word Detective/ Detective de palabras to use words in sentences leaving a blank for the target vocabulary and asking peers to fill in the blank.	Cumulative Review: M4 T408 Vocabulary words in context. -Allow students to choose a game from this week to play with the words. -Do a read aloud and model how to find the words in a text. -CFU-Students will individually identify the word in context.

Rutina de combinación de sílabas 1. Muestre las tarjetas de letras. 2. Deslice primera letra para identificar la primera sílaba y lea.	palabra? ¿Cómo se lee esta palabra?		-CFU-Students will individually identify the word in context.	-CFU-Students will individually identify the word in context.	
	Phonological Awareness				
	Identify Syllables: M4 T353 Review/Model: Students will identify the Hh /h/ in words. Explain/Model: Using picture cards, show students words that begin with the /h/sound. GP: Using picture cards guide students to divide the words on the pictures in syllables with movements. Ask: <i>¿Sabén con qué letra empiezan estas palabras?</i> IP: Students will practice identifying syllables with /h/ orally with peers.	Invert Syllables: M4 T369 Review/Model: Students will combine syllables to make words. GP: Using picture cards guide students to divide the words on the pictures in syllables with /h/ with movements. Ask: <i>¿Cuál es la primera sílaba? ¿Y la segunda? Ahora las invertimos. ¿Qué palabra formamos? ¿Es una palabra _____?</i> IP: Students will practice identifying words with the /h/ sound and inverting the syllables to see if they form a real or invented word.	Syllables with Hh: M4 T382 Review/Model: Explain to students that syllables with: <i>hie, hue, hui</i> are spelled with Hh. Examples: <i>huelo, hielo, huir</i>. GP: Say sentences aloud and with expression. Have children listen for words beginning with <i>hue</i> and <i>hie</i> (See T382). Ex. <i>En el campo vive un herrero que trabajaba el hierro.</i> IP: Students will work in pairs identifying syllables hui, hie, hue.	Comparing Words: M4 T396 Review: Syllables with: <i>hie, hue, hui</i> are spelled with Hh. GP: Use a story to have children identify words with <i>hue, hui, and hie</i>. Read it aloud and with expression, stressing words with <i>hue, hui and hie</i>. Mi amiga Aurora recibió huespedes en su casa. Cuando llegaron les ofreció una bebida fresca con mucho hielo y unas hojas de hierbabuena. Después les mostró la fuente y las bonitas hiedras del jardín. Como su madre siempre hierve agua para preparar infusiones, después de almorzar les ofreció un té. Y a los niños huidizo que corrian y jugaban a hacer huecos, les ofreció leche con chocolate. IP: Students will work in pairs identifying syllables <i>hui, hie, hue</i>.	Cumulative Review: M4 T408 -Inverting syllables -Comparing Words Students will complete printable Conciencia Fonológica 11 to identify syllables
	Phonics/Fluency/Spelling - HMM HMM Decodables Correlation				
	Explain/Model: M4 T354-355 Introduce letter Hh using the poem <i>El hada Hadaluna</i> and follow routine to make words. Reinforce	Explain/Model: M4 T370-371 Review syllables with Hh GP: Guide students use the <i>Rutina de combinación de</i>	Explain/Model: M4 T384-385 Compare common blends with Hh. GP: Guide students to use the <i>Rutina de combinación</i>	Review: Comparing Syllables M4 T397 GP: Guide class to analyze the words on the board comparing <i>h syllables</i> and <i>hue, hui, hie:</i>	Cumulative Review: M4 T409 Students will be assessed on word/ sentence dictation with the words from the week Students will reread decodable books to review

DV 2021-2022 Grade 2 Spanish Language Arts and Reading Unit 2 Week 2
Unit Title: Investigando mi mundo

3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra. Rutina de estudio de palabras: 1. See the word 2. Say the word. 3. Spell the word. 4. Write the word. 5. Find the word.	phonological awareness counting syllables. GP: Guide students to identify syllables with Hh in the poem. Make words with syllables with Hh and read them with students. IP: Students will identify syllables with Hh and make words independently. Spelling/Handwriting: T356 Review syllables and model handwriting for letter: Hh -Students will sort words with Hh. -Administer spelling pre-test to the students	palabras to make and read words in groups. <i>¿Qué palabras comienzan con ha/he/hi/ho/hu? Aplaudimos al escuchar cada sílaba.</i> IP: Students will practice making and reading target words in pairs to answer these questions: <i>¿En qué se parecen o en qué se diferencian algunas de estas palabras? ¿Qué ven?</i> helar higo hecho hija hueco hundir hacía helado Hice una torta con huevos y harina. Su hijo se llama Horacio.	de palabras to compare words with Hh <i>¿Con qué letra comienzan las palabras que voy a decir?</i> IP: Students will practice combining, reading and writing words with Hh (hue,hui,hie). halcón hoja hiena huir hueco hierro humedad Fluency: Accuracy and Self-Correction M4 T383 Remind children that good readers think about what they are reading and whether the words make sense or not. They ask themselves questions and reread to self-correct. Model: Read text using a think aloud to explain how to ask questions while you read and how to reread to self-correct.	heladera hielera hebilla huevo Helena hierve hiedra hermoso Héctor no tiene hermanos. No pisen la hierba del jardín. Structured Conversation: <i>¿En qué se parecen o en qué se diferencian algunas de estas palabras?</i> IP: Students will write sentences with the target sounds and compare the spelling to the vocabulary list to revise their work.	fluency and identification of targeted syllables.
	Word Study/Academic Language/Oral Language				
	Words to Know: M4 T358-359 - especial - copo - recolectar - satisfecho - necio - amanecer	Words to Know: M4 T372-373 - lluvioso - pinar - bello - extrañar - viaje - cumplir - creer	Words to Know: M4 T386-387 - lluvioso - pinar - bello - extrañar	Words to Know: Words That Describe People, Places, Things (Adjectives) M4 T398-399 Explain: Reinforce to children that an adjective is a word used to	Words to Know: M4 T410-411 Una gallina en Hollywood - viaje - cumplir - creer - discurso

DV 2021-2022 Grade 2 Spanish Language Arts and Reading Unit 2 Week 2
Unit Title: Investigando mi mundo

	GP: Follow the Word Study Routine to introduce words in context. using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences. IP: Students work in pairs using vocabulary in context: drawing, role play, conversation, and writing.	• <i>discurso</i> GP: Follow the Word Study Routine to introduce words in context. using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences. IP: Students work in pairs using vocabulary in context: drawing, role play, conversation, and writing.	GP: Follow the Word Study Routine to review words in context using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences using examples in T387. IP: Students work in pairs using vocabulary in context: drawing, role play, conversation, and writing.	describe a person, place, or thing. Tell children that they can use their five senses to think of words to describe things.  GP: Use the five senses to describe an object with the class using adjectives. Make connections to literature describing a character: <i>¿Qué palabras describen al personaje principal de este cuento?</i> IP: Students work in pairs creating words and sentences with compound words.	GP: Follow the Word Study Routine to review words using riddles to present them in context using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences using questions making connections with the text. IP: Students work in pairs using vocabulary in context: drawing, role play, conversation, and writing.
Rutina de Conversación en Parejas. 1.Question/Pregunta- Presenta la pregunta a estudiantes. 2.Stem/Una/un fragmento- Da una señal a estudiantes	Interactive Read Aloud/ Mini-Lesson				
	Book: Conejo y su danza de la nieve M4 T360-361 	Book: ¡Levántate y muévete! M4 T374-375 	Book: ¡Levántate y muévete! M4 T388-389 	Book: ¡Un tipo grande se llevó mi pelota! M4 T400-401 	Book: ¡Un tipo grande se llevó mi pelota! M4 T412-413 

<i>para que ellos señalen cuando estén listos para compartir</i> 3.Signal/Señala- <i>Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.</i> 4.Share/Comparte-Estudiente compartirá su oración y su pensamiento con su grupo o compañero/a. 5.Assess/Evalúa <i>-Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.</i>	Make connections: <i>¿Quiénes han visto la nieve? ¿Dónde has visto nieve?</i> Explain: Remind students the structure of the plot in narrative text: <i>events in the beginning, middle, and end, a conflict and resolution.</i> Read aloud- PagiNotas -Introduce genre and text- Narrative/Fantasy -Students will make predictions -Set a purpose for reading aligned to the skills: Identify the components of the plot. Structured Conversation: <i>¿Cómo es Conejo? ¿Qué detalles del texto y de las imágenes los ayudan a describir a Conejo? ¿Cómo afectará la nieve en el verano a los otros animales del bosque? ¿Por qué Conejo no se da cuenta de que los animales más pequeños no están tan felices con la nieve? ¿De qué manera aprende Conejo a ser más paciente?</i> Response: Students will draw a picture of the Rabbit at the beginning and the end of the story.	Make connections: <i>¿Qué es más importante: jugar o trabajar?</i> Shared Reading: Teaching Pal/ Compañero de enseñanza: -Introduce genre and text- Obra de teatro -Students will make predictions -Set a purpose for reading aligned to the skills: Create mental images while reading the drama. Structured Conversations: <i>¿Cómo imaginan a la hormiga y a la cigarra? ¿Qué detalles los ayudan a imaginar cómo se siente la cigarra? ¿Cómo cambió el ambiente desde el principio de la obra de teatro?</i> Response: Students will reread a sentence from the story and describe/draw /write the mental image they visualized from the sentence. <i>Y así pasaban los días: la hormiga trabajando y la cigarra cantando.</i>	Make connections: <i>¿Cuál es tu tipo de ejercicio favorito?</i> Reread Aloud: Teaching Pal/ Compañero de enseñanza: -Set a purpose for rereading aligned to the skills: Identify and discuss the use of elements of drama. Structured conversation: <i>¿Qué indican las direcciones de escena? ¿Por qué el narrador tiene un rol importante? ¿Cómo los ayuda el ambiente a entender lo que sucede?</i> Response/ CFU: Students will engage in conversations with their peers using the words and pictures from the text as they give reasons to support their opinion about which exercise is best.	Make connections: <i>¿Sobre qué piensan que se va a tratar el cuento? ¿Adónde irá Gallina Lily?</i> Shared Reading: Teaching Pal/ Compañero de enseñanza: -Introduce genre and text- Fantasy -Students will make predictions <i>¿Sobre qué creen que tratará este libro? ¿Cuál es tu evidencia?</i> Set a purpose for reading- Making and confirming a prediction before reading looking at the cover of the text and think about the title. Structured Conversations: <i>¿Qué problema tiene Gallina Lily? ¿Cómo los ayuda la ilustración a entender su viaje? ¿Por qué Gallina Lily siente que tal vez no pertenece a ese mundo? ¿Las predicciones que hicieron fueron correctas? Digan por qué o por qué no.</i> Response/ CFU: Students will apply the skill of making predictions during independent reading.	Making connections: <i>¿Alguna vez han oído frases que suenan raras o imposibles?</i> Rereading: Teaching Pal/ Compañero de enseñanza: Set a purpose for rereading- Identify examples of figurative language in the text. Structured Conversation: <i>¿Qué quiere decir el autor cuando dice _____? ¿Es esto lenguaje literal o figurado?</i> Review: Whole class review of all skills taught this week through an interactive activity/ game/ competition. Skills: -Making Predictions -Text Structure -Elements of Drama -Creating Mental Images -Figurative Language Foundational Skills Application: -Find high frequency words in the text. -Find vocabulary with syllables with Hh. Response/ CFU: Students will complete the weekly assessment of the skills with a new piece of text/ fresh read.
---	---	--	--	--	---

Mini-Lesson								
Plot Elements: M4 T360 Explain: Review that events happen in the beginning, the middle, and the end of the story that make up a plot.  Remind children that the conflict, or problem, is introduced in the beginning of the story. How the characters solve the problem, or the resolution, is described at the end of the story.	Creating Mental Images: M4 T374 Explain: Remind children that authors use describing words to give more information about people, places, and things in the text. The describing words help readers create a picture in their minds, or a mental image.  Tell children they will practice making mental images about the setting in the story while they read drama.	Elements of Drama: M4 T388 Explain: Show students a video clip of a drama. This will help them understand the concept of reading a play and identify the elements.  Make connections with the anchor chart and the video to support students understand the difference between a drama and a story.	Making Predictions: M4 T400 Explain: Remind children that a prediction is a smart guess about what will happen. To make a prediction, good readers look for clues in the text.  Application: Students will stop and make predictions through the story.	Figurative Language: M4 T412 Explain: Explain to students the difference between literal and figurative. Tell children that sometimes authors use words and sentences that mean exactly what they say, or <i>literal language</i>. Other times, authors use words that mean something different from what they say, or <i>figurative language</i>, to make their writing more colorful and interesting. LENGUAJE FIGURADO El lenguaje figurado hace que la escritura sea vivida e interesante, pero las palabras y oraciones no significan exactamente lo que dicen! SÍMIL Un símil compara dos cosas diferentes usando la palabra como.  Es rápido como un rayo. HIPÉRBOLE Una hipérbole es una afirmación tan loca que no puede ser real.  Tenía una sonrisa de oreja a oreja. EXPRESIÓN IDIOMÁTICA Una expresión idiomática es una frase que significa algo diferente a su significado habitual.  ¡Habla hasta por los codos!				
					Writing Workshop			

friend or an imaginary place. **Write** about that imaginary friend or place. What story can you tell about that friend or place?

[Teacher Rubric](#)

[Student Friendly Rubric SP](#)

Writing Process: Prewriting activities T55

Making Connections: Engage students in structured conversations: *¿Cómo describirías un lugar imaginario?*

Explain/Model: Invite children to brainstorm imaginary friends or places. Ask: *¿En qué se parecen estos amigos imaginarios? ¿Qué tienen de parecido los lugares imaginarios?*



Model: Using a think aloud to model your thinking process, create a list of possible imaginary friends and places and place a star next to your favorites.

Using a graphic organizer model the prewriting activities:

Writing Process: Beginnings T56

Making connections: *¿Qué podríamos usar como un principio para atraer al lector?*

Explain: Write types of leads on the board: Action, Setting, Character, Reaction, Dialogue. Use the examples to talk about leads. **Find books that have these types of beginnings and read them to the children as examples (See T56 for examples).*

Model: Using model text, read and analyze the type of beginning. Write the beginning of your own story using think aloud to explain your choices.

La montaña resplandeciente

- ¡Vaya! ¡Mira esa enorme montaña resplandeciente! —grita Manny, señalando.
- Oye, espérame —dice su hermana, Susana. De repente, detiene la marcha.
- Nunca había visto algo tan asombroso —dice en un susurro.
- Vamos a acercarnos —continúa Manny—. Mira, el resplandor de la montaña está por todas partes. ¡Es como si se hubiera prendido fuego!

- La brillante luz los obliga a acercarse. Manny y Susana suben por el sendero empinado.
- Al principio, Manny y Susana se entretienen explorando. Pero entonces, Susana oye un ruido monstruoso.
- Manny —dice quejándose—, ¡haz que tu estómago deje de hacer ese rugido tan espantoso!
- Eso no es mi estómago —gruñe Manny—. Pensé que tú estabas haciendo ese sonido terrible.

Writing Process-Review Narrative Elements T57

Making connections: *¿Cuáles son los elementos de un cuento narrativo?*

Explain: Review the parts of a narrative text using an anchor chart and making connections to mentor text. Point out that a narrative includes a problem and solution, which are part of the plot.



Model: Make connections to the story elements of a narrative text analyzing *La montaña resplandeciente* sample text.

Model writing your draft sharing your thinking with the students as you create the draft.

Writing Process: Revising for complete sentences T58

Explain: Remind children that when they write they use complete sentences and that part of revising is creating sentences that are interesting to read.

Model: Work on your story with the children and interact with them to revise your sentences so you have a variety. *¿Cómo podemos variar la longitud de las oraciones?*

Use guidance from T567 to see examples of interactions with students. Ensure to revise sentences reflecting on subject-verb agreement as well as the verb tense being the same throughout the story integrating grammar in context.

Writing Process: Peer Revision T59

Explain: Good writers talk to other writers about their work to make it even better.

Reunirse en conferencias	
Asegúrate de incluir	Busca y corrige
una oración introductoria	una oración introductoria que no sea interesante
un principio para el cuento	un principio que no presente a los personajes
un desarrollo	un desarrollo que no exprese un problema
un final	un final que no resuelva el problema
detalles	detalles que no sean relevantes o que falten

¡Es tu turno! Usa la página 4.9 del Cuaderno del escritor para revisar tu historia.

Model: Set expectations for peer revisions using the anchor chart to model the expected behaviors. Practice with a student how to follow the steps.

GP: Explain to children

DV 2021-2022 Grade 2 Spanish Language Arts and Reading Unit 2 Week 2
Unit Title: Investigando mi mundo

	Help students make connections with verb endings with concrete and visual examples as well as sentences from the mentor text. Diga: <i>Si la acción sucedió en un momento determinado las terminaciones son -é, -í; -aste, -iste; -ó; -amos, -imos; -aron, -eron;</i> <i>Si la acción duró mucho tiempo, las terminaciones son -aba, -ía; -abas, -ías; -aba, -ía; -ábamos, -íamos; -aban, -ían.</i> IP: Students will identify and write sentences with verbs in past tense.	Help students make connections with verb endings with concrete and visual examples as well as sentences from the mentor text. Diga: <i>Los verbos en futuro tienen las terminaciones: -é, -ás, -á (para una persona, animal o cosa), -emos, -án (para más de una persona, animal o cosa) para indicar que tendrá lugar una acción.</i> IP: Students will identify and write sentences with verbs in future tense.	Verbs in present, past and future Los verbos en presente indican algo que está sucediendo ahora. Los verbos en pasado indican algo que ocurrió antes de ahora. Los verbos en futuro indican algo que sucederá, pero que aún no ha sucedido. <table><tr><td>Presente Yo cierro la ventana.</td><td>Pasado Yo cerré la ventana anoche.</td><td>Futuro Yo cerraré la ventana pronto.</td></tr></table> Ask: <i>¿Cuándo ocurre la acción? ¿Cuál es la terminación del verbo?</i> IP: Students will work on writing sentences in the present tense and change them to past and future tenses. Ask: <i>¿Y si esto hubiera sucedido ayer? ¿Cómo puedo indicar que la acción sucedió en el pasado? ¿Y si esto sucediera mañana? ¿Cómo puedo indicar que la acción sucederá en el futuro?</i>	Presente Yo cierro la ventana.	Pasado Yo cerré la ventana anoche.	Futuro Yo cerraré la ventana pronto.	GP: Review the salutation and closing of a letter. Remind children that both start with a capital letter, and that the salutation ends with a semicolon while the closing ends with a comma. Also, remind them that the first letter in the title of a book, a play or a movie should be capitalized, as well as any proper name it may contain. IP: Students will read and revise examples including parts of a letter and proper nouns to apply the skill reviewed.	that within a piece of writing they should use the same verb tense to avoid confusing readers. Model how to write a short paragraph narrating an event and use think aloud to model how to check for verb agreement. <i>¿Cuándo ocurre la acción? ¿Todas mis oraciones están en pasado, presente o futuro?</i> IP: Students will revise sentences as a class and individually. Students will use the new knowledge to revise their own writing as needed.
Presente Yo cierro la ventana.	Pasado Yo cerré la ventana anoche.	Futuro Yo cerraré la ventana pronto.						
Research Class Project: Solving Problems in the World	Week 2-3: Students will select one specific issue they would like to help the government solve in the world and research information from a variety of sources (experts, books, internet) and personal experiences (interviews with family and/or school staff- nurse/counselor). ● Model for students how to use sources to find information such as: experts, books, and the internet by researching an issue. Bilingual products are welcome. ● Give students the choice to develop their project as a group or individually. Provide bilingual materials and guidance aligned to the issues that students have chosen and allow time to work with them and each other during workstations. ● Create interest groups to allow students to interact with peers interested in the same places to support speaking and writing. ● Encourage family participation in the process facilitating virtual conferences with families as needed for support. ● Schedule time to meet with the groups/individual students to monitor progress, guide, and elicit participation.							

DV 2021-2022 Grade 2 Spanish Language Arts and Reading Unit 2 Week 2
Unit Title: Investigando mi mundo

Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
Find Literacy Stations suggestions Module 4 Pages T350-351					
SECOND GRADE ELLD Block UNIT 2 WEEK 2					
Science Content TEKS: 2.6(A) Investigate the effects of objects by increasing or decreasing the amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter.			Language TEKS: 2.2B(vii) identifying and reading high-frequency words 2.2C(iv) spelling multisyllabic words 2.2C(v) spelling words using knowledge of syllable division patterns 2.2C(vi) spelling words with inflectional endings, including -er, and -est 2.3(B) use context clues 2.6(B) generate questions about text before, during, and after reading 2.6(C) make and correct or confirm predictions 2.6(F) make inferences and use evidence to support understanding 2.7(C) use text evidence to support an appropriate response 2.7(D) retell and paraphrase texts 2.11D (iv) adjectives, including articles 2.11D (iii) singular, plural, common, and proper nouns 2.12(B) dictate or compose informational texts, including procedural texts		
Resource STEMscopes Forms of Energy-Sound (STEMscopedia P.2)					
Day 1 Focus – Comprehension	Day 2 Focus- Comprehension Word Study	Day 3 Focus- Foundational Skills Phonics, grammar	Day 4 Focus- Composition Writing Process/ Genres	Day 5 Focus – Assessment and Cross-linguistics connections	

Making Predictions: Guide students to make predictions based on the cover and picture walk.



What do you see in the first picture of the text? What sound do you imagine?

Prior knowledge- Activate students’ prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed:

Guiding questions: How many of you like music? How many of you play an instrument? How do we appreciate music?

Read aloud and stop to engage students with the text through guided questions:
P.2 What is sound? Sound is ____.
What are vibrations? Vibrations are ____.

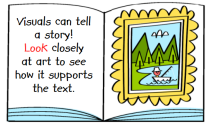
What different types of vibrations? How do they make different sounds? Some vibrations are ____ and others _____. ____ vibrations make a ____ sound and ____ vibrations make a ____ sound.

Shared Reading: Reread text with students and make connections to the text:
Bring instruments and allow students to explore with them and make connections to the text:
Which instrument do we blow on?
Which instrument do we pound on?
Which instrument do we pluck?

Comprehension Skill: Focus on comprehension skills with modeling and prompting.

When you read informational text there are words and information that we can understand better when we connect the text and visuals. How do different instruments produce sound energy? How do the visuals help you?

Connect Text and Visuals



- 1 Read the text. What do you learn from it?
- 2 Examine the art. Look at small parts of the picture at a time.
 - Who and what is the story about?
 - Where does the story take place?
- 3 Connect the text and art. What can you add to the text by looking at the picture? What can you add to the picture by reading the text?

Vocabulary Picture Walk: Students will identify and read key vocabulary from the STEMscopes vocabulary slideshow.

Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.

Foundational Skill: Focus on a review of *suffixes*: -s, -ed with examples from the text.
Different kind of vibration make different sound.
These sounds are caused by different types of vibration.

Grammar: Discuss the use of verbs in the past and future tense with examples aligned to the science topic.



Harp



Trumpet



Drum

The harp **made** sound energy when the musician **plucked** the cords.

The boy **will make** sound energy when he blows the trumpet at the concert.

The drum player **made** sound energy when he **pounded** the drum.

Hands-on Review: Phonics and/or grammar skills will be reviewed in context.

Shared Writing: Generate a writing piece aligned to the genre based on science content.
Imagine playing at a concert for friends and family. In how many ways was sound energy produced?



Music produces _____ I many ways. The energy happens when something moves _____ causing _____. Sound can be _____ and _____. In a concert, one way to produce sound energy is to _____. Another way to produce _____ energy is _____ because _____. (Repeat for all instruments and singler as needed.)

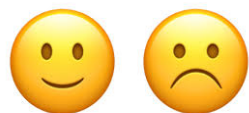
Assessment: Students will make a list of items that produce sound energy and classify them in high-pitch and low-pitch.

Cross-linguistics: Lead discussion about use of suffix -ed in English and the variety of past-tense suffixes in Spanish.

Suffixes -ed	Sufijos -é, -í; -aste, -iste; -ó; -amos, -imos; -aron, -eron
I played music.	Yo toqué música.
You played music.	Tu tocaste música.
She played music.	Ella tocó música.
We played music.	Nosotros tocamos música.
They played music.	Ellos tocaron música.

DV 2021-2022 Grade 2 Spanish Language Arts and Reading Unit 2 Week 2
Unit Title: Investigando mi mundo

Who is Amar Bose and what did he create? Amar Bose is _____ and he created _____.		Investigate Energy Sound Vibration High pitch Low pitch Investigar Energía Sonido Vibración Tono alto Tono bajo								
Suggested Preview Activities	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. STEMscopes™		Observation Chart (BeGLAD) Teacher-Led 1.Show pictures to the class about science concepts from an upcoming unit of study. 2.Prompt students to share an observation and a question about something they would like to learn about the concept. 3.Once all students rotate through all the pictures, share their observations and questions as a class. 							
	Suggested Review Activities	SNAPTastic- Lead4Ward Teacher-Led 1. Divide students in pairs. 2.Show a picture to the class with a science concept learned. 3. Students will draw a quick sketch representing what was just taught. 2. Talk and/or label to the sketch. 3. Say or Write one sentence explaining your sketch. 4. Add an emoji reflecting how well you understand this information.	Fast Fingers/Dedos Rápidos: 1.Give students cards with words or pictures representing science concepts for review 2.Chant “Dedos rápidos, dedos rápidos enséñenme _____” calling the different vocabulary words aligned to the topic. 3. Student who shows you the concept first, wins the round. 4. Repeat with all vocabulary.	3-2-1 Summary- Lead4Ward Teacher-Led 1. Create an anchor chart to complete as a class. <table><tr><th colspan="3">1-2-3 Summary</th></tr><tr><td>3 things we learned</td><td>2 examples, application s or inferences</td><td>1 question or conclusion</td></tr></table>		1-2-3 Summary			3 things we learned	2 examples, application s or inferences
1-2-3 Summary										
3 things we learned	2 examples, application s or inferences	1 question or conclusion								



--	--	--

2. Record students' ideas to complete the chart.

3. Students interact with their peers discussing their 3-2-1 Summary using sentence stems.

Aprendí que _____.

Dos ejemplos son _____ y _____.

Quisiera saber más sobre _____



**SECOND GRADE
SLLD Block
UNIT 2 WEEK 2**

Social Studies Content TEKS:

2.9D identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.

Language TEKS:

2.1(A) listen actively and ask questions

2.2A(i) decoding multisyllabic words

2.2B (v) spelling words with silent h

2.2B(i) spelling multisyllabic words

2.2B (v) spelling words with silent h

2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words

2.6(G) evaluate details to determine what is most important

2.7(F) respond using newly acquired vocabulary as appropriate

2.10(A) discuss the author's purpose for writing text

2.12(B) dictate or compose informational text

Resource HMH:

- Los buenos ciudadanos (SW Semana 4)

Day 1 Focus – Comprehension	Day 2 Focus- Comprehension Word Study	Day 3 Focus- Foundational Skills Phonics, grammar	Day 4 Focus- Composition Writing Process/ Genres	Day 5 Focus – Assessment and Cross-linguistics connections														
Making Predictions: Guide students to make predictions based on the cover and picture walk. <i>¿Qué ven en la portada? ¿Qué está haciendo el niño?</i>	Shared Reading: Reread text and guide students to make connections: <i>¿Cómo puedes ayudar al gobierno? El presidente es _____. El gobernador es _____. El alcalde es _____.</i>	Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.	Hands-on Review: Phonics and/or grammar skills will be reviewed in context.	Assessment: Students will complete the activities on p.4 using role play to reflect on being a good citizen.														
<i>¿Qué significa ser un buen ciudadano? Ser un buen ciudadano significa _____.</i>	Comprehension Skill: Focus on comprehension skills with modeling and prompting.	Phonics Skill: Focus on finding the syllables with Hh in sentences related to the topic and images from the text:	Shared Writing: Generate a writing piece aligned to the genre based on social studies content.	Cross-linguistics: Lead discussion about the sound of the Hh in English and Spanish.														
Make connections to good citizenship and how we participate in their own governance, discussed during previous lessons.	<i>Cuando leemos, siempre debemos pensar en cuál es el propósito del autor.</i>	<i>Los ciudadanos podemos lograr que haya igualdad en este país.</i>	Guide students to write about things the government should do for their citizens using role play, video, or pictures.															
Guiding questions: p.1 <i>¿Qué significa ser un ciudadano responsable? Ser un ciudadano responsable significa _____.</i> p.2 <i>¿Qué es la Constitución de los Estados Unidos? ¿Para qué sirve? La Constitución de los Estados Unidos es _____. Nos sirve para ____.</i>	Vocabulary Picture Walk: Students will identify and read key vocabulary in context with a picture walk.	Grammar: Reinforce identifying subject-verb agreement in verbs in past and future tense with examples from the text or connected to the topic:	Pensemos en esta oración y escribamos lo que significa para nosotros: <i>No importa qué aspecto tenemos o de dónde venimos, todos debemos tener las mismas oportunidades.</i>															
	<table><tr><td>Gobierno</td><td>Government</td></tr><tr><td>Ciudadanos</td><td>Citizens</td></tr><tr><td>Responsabilidad</td><td>Responsibility</td></tr></table>	Gobierno	Government	Ciudadanos	Citizens	Responsabilidad	Responsibility	<i>James Madison ayudó a redactar la Constitución de los Estados Unidos que protege nuestro derecho a la privacidad.</i> <i>El mundo será un lugar justo cuando todas las personas trabajen juntas para lograrlo.</i>	En los _____ todas para personas _____. Que tengamos diferentes _____ no debería _____. El gobierno debe _____ a todas las	<table><tr><th>Hh</th><th>Hh</th></tr><tr><td>Los Estados Unidos es nuestro hogar.</td><td>United States is our home.</td></tr><tr><td>Siempre hay que respetar las leyes.</td><td>We can live happy if we follow the law.</td></tr><tr><td>Todos debemos hacer nuestra parte para ayudar a la comunidad.</td><td>We have to cooperate to live together in harmony.</td></tr></table>	Hh	Hh	Los Estados Unidos es nuestro hogar.	United States is our home.	Siempre hay que respetar las leyes.	We can live happy if we follow the law.	Todos debemos hacer nuestra parte para ayudar a la comunidad.	We have to cooperate to live together in harmony.
Gobierno	Government																	
Ciudadanos	Citizens																	
Responsabilidad	Responsibility																	
Hh	Hh																	
Los Estados Unidos es nuestro hogar.	United States is our home.																	
Siempre hay que respetar las leyes.	We can live happy if we follow the law.																	
Todos debemos hacer nuestra parte para ayudar a la comunidad.	We have to cooperate to live together in harmony.																	

p.3 <i>¿Cómo pueden ayudar los ciudadanos al gobierno? Los ciudadanos pueden ayudar al gobierno _____.</i>	<table border="1"> <tr> <td><i>Constitución</i></td> <td><i>Constitution</i></td> </tr> </table>	<i>Constitución</i>	<i>Constitution</i>		_____ y todos debemos _____.	
<i>Constitución</i>	<i>Constitution</i>					