

**Big Ideas:**

- Analyzing literary elements and the author's craft can help readers comprehend the text and make connections to other texts and their own life experiences.
- Writers learn from other authors' craft and use of literary devices to help them form their own writing style and voice.
- Readers analyze characters to comprehend, connect and learn from text.

**Essential Questions:**

- How does analyzing characters help us comprehend and connect to a text?
- How does point of view change how the author tells the story?
- Why would an author choose to write in first person over third person, or vice versa?

**Core Competencies:**

- Students can use a graphic organizer to analyze characters' thoughts, actions and the changes they undergo.
- Students can determine a selection's point of view (first or third person) and describe why the author chose that point of view.
- **HMH Selection Quiz:** The Year of the Rat
- **HMH Weekly Assessment:** Week 2

**Spanish Language Arts  
Week 2**

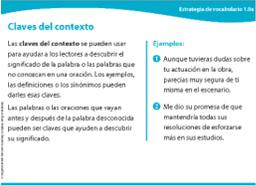
[21-22 SLAR Unpacked TEKS](#)

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
<p><b>4.1(A)</b> listen actively, ask relevant questions to clarify information, and make pertinent comments</p> <p><b>4.1(B)</b> follow, restate, and give oral instructions that involve a series of related sequences of action</p> <p><b>4.1(C)</b> speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of</p>	<p><b>4.2A (i)</b> decoding palabras agudas, graves, esdrújulas, and sobresdrújulas</p> <p><b>4.2A(iii)</b> decoding and differentiating the meaning of a word based on the diacritical accent</p> <p><b>4.2A (vi)</b> decoding words with prefixes and suffixes</p> <p><b>4.2B(i)</b> spelling palabras agudas and graves</p>	<p><b>4.3A</b> use digital resources to determine meaning, syllabication and pronunciation of words.</p> <p><b>4.3B</b> use context to find word meanings</p> <p><b>4.3C</b> identify the meaning of and use words with affixes</p> <p><b>4.6E</b> make connections</p> <p><b>4.6F</b> make inferences</p> <p><b>4.7C</b> use text evidence to support responses</p>	<p><b>4.11(A)</b> selecting a genre</p> <p><b>4.11 (B)</b> develop drafts</p> <p><b>4.11(C)</b> revise drafts</p> <p><b>4.11 D(i)</b> complete simple and compound sentences with subject-verb agreement</p> <p><b>4.11D (iii)</b> singular, plural, common, and proper nouns, including gender-specific articles</p> <p><b>4.11D (x)</b> punctuation marks, including commas in compound and</p>

<p>language to communicate ideas effectively</p> <p><b>4.1(D)</b> work collaboratively with others by following agreed-upon rules, norms, and protocols</p> <p><b>4.1(E)</b> develop social communication such as conversing politely in all situations</p>	<p><b>4.2C</b> write legibly in cursive</p>	<p><b>4.7D</b> retell and paraphrase maintain meaning and logical order</p> <p><b>4.8B</b> explain the interactions of the characters and changes they undergo</p> <p><b>4.8C</b> analyze plot elements, including the rising action, climax, falling action, resolution</p> <p><b>4.10(A)</b> explain the author’s purpose and message within a text</p> <p><b>4.10(B)</b> discuss how the use of text structure contributes to the author’s purpose</p>	<p>complex sentences and dash for dialogue</p> <p><b>4.11D (xi)</b> correct spelling of words with grade-appropriate orthographic patterns and rules</p> <p><b>4.11(E)</b> publish written work for appropriate audiences</p> <p><b>4.12(A)</b> compose literary texts, including personal narratives and poetry, using genre characteristics and craft</p> <p><b>4.13(A)</b> generate and clarify questions on a topic for formal and informal inquiry</p> <p><b>4.13(B)</b> develop and follow a research plan with adult assistance</p>
---	---	---	--

	Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Foundational Skills</b></p> <p><i><b>Rutina de combinación de sílabas</b></i></p> <p>1. Muestre las tarjetas de letras.</p> <p>2. Deslice primera letra para identificar la primera sílaba y lea.</p>	<b>Phonics/Fluency/Spelling</b>				
	<p><b>Explain/Model:</b> Introduce accents for palabras graves. T96-97</p> <p><b>GP:</b> Using chart on T96 Explain the accentuation rules for palabras graves. These have the stressed syllable before the last: Regla, escuela, día, taquería</p> <p><b>IP:</b> Students will completing Aprende y demuestra and find examples in their independent reading books.</p> <p><b>Spelling/Handwriting:</b> T98</p>	<p><b>Explain/Model:</b> Review skill; identifying palabras graves with accents. T116-117</p> <p><b>GP:</b> Model and guide students to practice in groups dividing palabras in groups- Accent/No Accent</p> <p><i>¿En qué se parecen las palabras? ¿En qué se diferencian? ¿Cómo saben si las palabras deben llevar o no acento ortográfico?</i></p> <p><b>IP:</b> Students will practice completing Aprende y demuestra and find examples in their independent reading books.</p>			

<p>3. Repita el proceso para próxima sílaba.                  4. Deslice sílabas juntas y lea la palabra.</p>	<p>-Connect with phonics- sorting palabras graves by accentuation rule.</p> <p>- Students will practice sorting words in pairs.                      -Allow students to practice handwriting/ typing sample words.</p> <p>-----</p> <p><b>Reading Rate:</b> T98  <b>Explain:</b> appropriate reading rate as a quality of a good reader.</p> <p><b>GP:</b> Share text with students to model good reading rate always modeling self-correcting strategies like reading again. Students will practice in pairs.</p> <p><b>IP:</b> Students will apply strategies during independent reading.</p>				
	<p><b>Word Study/Academic Language/Oral Language</b></p>				
	<p><b>Explain/Model:</b> Introduce vocabulary using picture cards: (p. T88-89)  <i>herencia, antiguas</i></p> <p><b>GP:</b> Guide students to make connections with the words and create sentences.</p> <p><b>IP:</b> Students work in pairs using vocabulary in context: drawing, role play, conversation.</p>	<p><b>Explain/Model:</b> Review critical vocabulary and allow students to discuss it in pairs: T100</p> <p><b>Explain: Context Clues Strategy</b> T101                      -Review the strategy with anchor chart and example. Model how to use clues from the text to find meaning of unfamiliar words.</p>	<p>Explain/Model: Introduce critical vocabulary: T108-109  <i>resoluciones, dudas, valiéndose, torpe, incómodo.</i></p> <p><b>Vocabulario crítico</b></p> <ul style="list-style-type: none"> <li>● <b>resoluciones</b> Las <b>resoluciones</b> son propósitos de hacer o no hacer algo. De todas las resoluciones que hice para este año, la más difícil de mantener fue la de portarme mejor con mi hermano.</li> <li>● <b>dudas</b> Si tienes <b>dudas</b>, no estás seguro acerca de algo. No sabía si presentarme a la audición para la obra de teatro; tenía mis dudas. Al final, resultó ser la mejor decisión que haya tomado jamás.</li> <li>● <b>valiéndose</b> Cuando alguien actúa <b>valiéndose</b> de algo, cuenta con eso o depende de eso. Los estudiantes se valen del autobús para llegar puntualmente a la escuela.</li> <li>● <b>torpe</b> Si una acción es <b>torpe</b>, ocurre cuando no se tiene cuidado. Me sentí torpe cuando tropecé por no mirar por dónde iba.</li> </ul>	<p><b>Review/Model:</b> T119                      Context clues strategy.</p> <p>Provide examples from text and model finding the meaning of the words by rereading and doing word analysis.</p> <p><b>GP:</b> Students will practice using clues to find word meaning.</p>	<p><b>Explain/Model:</b>                      Generative Vocabulary-<b>Prefixes:</b> mal- pre- dis-</p> <p><b>GP:</b> Model and explain how suffixes change the meaning of the words with examples from the text.</p> <p><b>IP:</b> Create their own vocabulary cards and play the game in small</p>

<p><b>Rutina de vocabulario:</b></p> <ol style="list-style-type: none"> <li>1. Lea la palabra y pida a estudiantes que la repitan.</li> <li>2. Lea la palabra y comente en la explicación/ significado</li> <li>3. Señale ejemplos de la palabra y pida a los estudiantes que sugieran ejemplos.</li> </ol>		<p><b>GP:</b> Students will practice the strategy: Read paragraph to find meaning of the word <b>antigua</b>. Use context clues to find a definition for the word.</p> <p><b>IP:</b> Students will repeat the task individually with unknown words during independent reading. Complete Aprende y Demuestra.</p>	<p><b>GP:</b> Guide students to discuss word meaning using verbal clues.</p> <p><b>IP:</b> Students will repeat the task individually with unknown words during independent reading. Complete Aprende y Demuestra.</p>	 <p><b>IP:</b> Students will find unknown words individually and share pairs using vocabulary in context: drawing, role play, conversation. Students can use a dictionary if needed.</p>	<p>groups. Complete Aprende y demuestra.</p>
<p><b>Comprehension</b></p> <p><b>Rutina de conversación en parejas:</b></p> <ol style="list-style-type: none"> <li>1. Pensar: Escuchar la pregunta y pensar en la respuesta.</li> <li>2. Emparejarse: Tomar turnos para responder.</li> <li>3. Compartir: Hablar con el grupo.</li> </ol>	<b>Reader's Workshop</b>				
	<p><b>Text-</b> ¡Si! Somos latinos (p. T90-91)</p>  <p><b>Make connections:</b> Cuando no entiendes una parte del texto, ¿la vuelves a leer o continúas leyendo?</p>	<p><b>Text-</b> ¡Si! Somos latinos T102-103</p> <p><b>Make connections:</b> ¿Cuál piensas que es el propósito del autor del poema?</p> <p><b>Mini-Lesson:</b> Use anchor chart to explain the different author's purposes: persuade, inform, entertain.</p>	<p><b>Text-</b> El año de la rata T110-111</p>  <p><b>Make connections:</b> ¿Quiénes saben lo que quiere decir el año de la rata? ¿Saben que es el Año Nuevo Chino?</p>	<p><b>Text-</b> El año de la rata T120-121</p> <p><b>Make connections:</b> Review story and set purpose to identify point of view.</p> <p><b>Mini-Lesson:</b> Analyze point of view in the text using anchor chart.</p>	<p><b>Text-</b> T128-129</p> <p><b>Review skills learned this week:</b> context clues, how to verify and clarify as we read., author's purpose.</p> <p>Mini-Lesson: <b>Character traits</b></p>

**Comprensión QSSSA:**  
1.Question/Pregunta- *Presenta la pregunta a estudiantes.*  
2.Stem/Una/un fragmento- *Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir*  
3.Signal/Señala- *Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.*  
4.Share/Comparte- *Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.*  
5.Assess/Evalúa- *Elige al azar a los estudiantes o grupo que*

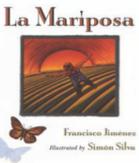
*¿Qué puedes hacer si no entiendes una parte del texto?*  
**Mini-Lesson: Verify and Clarify** Explain how stopping and rereading is what good readers do to make sure they are comprehending what they read.  
  
**Shared Reading:** -Review genre and text narrative poetry- Explain that just as literary text, it tells a story.  
-Students will make predictions  
-Set a purpose for reading aligned to the skill: Identifying verify information and ask clarifying questions while you read. Model how to reread to make sense of what you read.

  
**Read aloud: Teaching Pal/Compañero de enseñanza**  
-Review genre and text.  
-Set a purpose for reading aligned to the skill: explain the author's purpose.  
-Engage students in structured conversations through the text to practice the skill. Students can take notes as they read.  
*¿Por qué Jose Miguel se molestó?*  
*¿Qué relación surge entre las niñas?*  
*¿Cuál es el propósito principal del autor al escribir esta lectura?*  
**Response:** Students will engage in structured conversations about the text and record their ideas in writing.

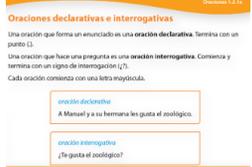
**Mini-Lesson:** Review ways to verify and clarify as part of self-monitoring your comprehension, and author's purpose.  
  
**Read aloud: Interact with text to apply skills:**  
-Review genre and text-realistic fiction  
-Students will make predictions  
-Set a purpose for reading aligned to the skill: Identifying author's purpose and practice verifying and clarifying.  
**\*\*\* Use the Compañero de enseñanza for comprehension questions.**  
-Integrate foundational skills in context: Finding palabras graves and sorting them with/without accent.

  
**Read aloud:** Generate a question, reread story. Model how to verify the point of view using evidence from the text.  
**Response:** Students will work in teams to retell the story in writing from dad's point of view and share their stories.  
**CFU:** Students will identify point of view in their independent reading and/or short paragraph.

  
**GP:** Review story with students and generate characteristics to describe Pacy. Model how to find text evidence to support the character traits.  
*¿Cuál es el conflicto de Pacy? ¿Cómo saben que Pacy ha cambiado a partir de sus pensamientos sobre Becky y Charlotte?*  
*¿En qué se parece Pacy a un tigre?*  
Allow students in groups to generate word web with characteristics of the characters in the story.  
**CFU:** Aprende y demuestra prueba de la semana. Selection test.

<p><i>compartirán su respuesta y pensamiento.</i></p> <p><b>Rutina para emparejarse y compartir</b></p> <ol style="list-style-type: none"> <li>1. Gira hacia tu compañero.</li> <li>2. Mira a tu compañero a los ojos.</li> <li>3. Un compañero habla. Un compañero escucha.</li> <li>4. Intercambia roles.</li> </ol>	<p><b>Response:</b> Students will discuss the story in small groups- <i>¿De qué trata principalmente la lectura?</i></p> <p><b>CFU:</b> Students will talk, write, and share their ideas about citizenship and the central idea in the text.</p>	<p><b>CFU:</b> Students can complete the Selection Quiz and plan a news article about William.</p>	<p><b>Response/CFU:</b> Students will engage in structured conversations about the text and record their ideas in writing. Complete Aprende y demuestra.</p>		
<b>Writer's Workshop</b>					
<p><b>Writer's Workshop</b></p> <p><b>Writing Prompt:</b> Read this sentence: <i>All of our experiences help us grow and learn.</i> Think about a time you learned a lesson from</p>	<p><b>Mentor Text:</b></p> <p><i>La Mariposa</i></p>  <p><b>Writing Process:</b> Prewriting Antes de escribir II: Incorporar elementos narrativos E7</p>	<p><b>Writing Process:</b> Organization -Prepare to Draft- Beginning E8</p> <p><b>Model/Explain:</b> Purpose of an introduction as a way to capture the reader's attention. Brainstorm ways to write strong beginning:</p>	<p><b>Writing Process:</b> Incorporate literary elements E9</p> <p><b>Review:</b> Characteristics of literary text with La mariposa or model text. <b>Model/Explain:</b> Use guiding questions to review text organization: <i>¿Qué ocurre al principio? ¿En el desarrollo? ¿Al final? Encierren cada</i></p>	<p><b>Writing Process:</b> Complete draft- Ending E10</p> <p><b>Model/Explain:</b> Stories need a strong ending. Share list of ideas for good endings: <i>-Reflect on the events. -Describe how you changed.</i></p>	<p><b>Writing Process:</b> Revision Process and Dialogue E11</p> <p><b>Model/Explain:</b> How dialogues are a great way to bring stories to life. Discuss punctuation needed as you write dialogue into your writing. Also, emphasize how the words that you write for a character, build the character traits for a reader.</p>

<p>something that happened to you. <b>Write</b> a personal narrative about that time. Use descriptive language.</p> <p><a href="#">Kid friendly Rubric</a>  <a href="#">SP</a></p> <p><a href="#">Teacher Rubric</a></p>	<p><b>Model/Explain:</b> Review literary elements with an anchor chart:</p>  <p><i>¿Cuáles son los elementos de un texto narrativo? ¿Cuáles son los elementos narrativos en el cuento La mariposa?</i></p> <p><i>Introducción, personajes, conflicto, ambiente, acontecimientos, conclusión.</i></p> <p>Model how to organize your ideas for your own writing.</p>	<p><b>5 + 1 maneras de comenzar un cuento</b></p>  <p>Make a list:</p> <ul style="list-style-type: none"> <li>-Action</li> <li>-Reaction</li> <li>-Dialogue</li> <li>-Setting</li> <li>-Character preview</li> <li>-Combination</li> </ul> <p>Ask: <i>What is the type of beginning the author used in La mariposa?</i></p>	<p><i>acontecimiento en un círculo verde. ¿Quiénes son los personajes? Subráyenlos en azul. ¿Cuál es el ambiente? Hagan un recuadro rojo alrededor del ambiente. ¿Cuál es el conflicto, o problema? ¿Cómo se resuelve el conflicto?</i></p>	<p><i>-Identify a future discovery you hope to make.</i></p> <p><i>-Include dialogue that makes the resolution clear.</i></p> <p>Model writing the ending to your own narrative draft.</p>	<p>Introduce and show examples of two different types of dialogues from La mariposa.</p> <p><b>Direct dialogue-</b> Words directly from the character.</p> <p><b>Dialogue tag-</b> introduces the dialogue by telling who is speaking</p> <p><b>Indirect dialogue-</b> When there is no tag, and the words are not coming directly from the character.</p>
<b>Independent Writing</b>					
	<p>Students will start the prewriting process for their personal narrative.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their ideas.</p>	<p>Students will work on their draft focusing on the beginning.</p> <p>Circulate, monitor, and prompt students while they write.</p>	<p>Students will work on their draft focusing on the middle and end of the story.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their writing.</p>	<p>Students will continue to work on their draft, witing the ending to their personal narrative.</p> <p>Circulate, monitor, and prompt students while they write.</p>	<p>Students will write 2 examples of dialogue for their personal narrative.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their writing.</p>

		Students will share their writing.		Students will share their ideas.	
Grammar	<b>Grammar</b>				
	<b>Patterns of Power en español: 5.1 Mi voz y la puntuación</b>				
	<p><b>Explain:</b> Declarative and Interrogative sentences E221</p>  <p><b>GP:</b> Create declarative and interrogative sentences about situations in the classroom and discuss punctuation.</p> <p><b>IP:</b> Students will practice creating both types of sentences from a group of words.</p>	<p><b>Explain:</b> Imperative and exclamatory sentences- E222</p>  <p><b>GP:</b> Create imperative and exclamatory sentences about situations in the classroom and discuss punctuation.</p> <p><b>IP:</b> Students will practice creating both types of sentences from a group of words.</p>	<p><b>Explain:</b> Identify types of sentences E223</p> <p><b>Review: Types of sentences</b>  <i>Declarative- Say something</i>  <i>Imperative- Give a command</i>  <i>Exclamatory- Express strong emotion</i>  <i>Interrogative- Ask a question</i>            Ask: <i>¿Cuál es el propósito de la oración? ¿Qué signo de puntuación se debe usar?</i></p> <p><b>GP:</b> Provide time for students to work in groups writing sentences and identifying the different types of sentences.</p> <p><b>IP:</b> Students will practice individually with their own writing adding different types of sentences.</p>	<p><b>Review:</b> Proper Nouns T239</p> <p><b>Model:</b> Using anchor chart review definition of singular and plural nouns with focus on <b>collective nouns</b> (<i>they name a group- team.</i>)</p> <p><b>GP:</b> Students will practice in groups identifying nouns in sentences.</p> <p><b>IP:</b> Students will practice individually with their own writing and printable practice.</p>	<p><b>Explain:</b> Use different types of sentences E225</p> <p><b>Model:</b> Write a paragraph with a variety of sentences. Ask students to identify them.</p> <p><b>GP:</b> Post a variety of sentences and ask students to switch the statement to a different type of sentence.</p> <p><b>IP:</b> Students will practice individually with their own writing and complete the <i>Página imprimible-Gramática1.2.5</i></p>
<p><b>Research</b></p> <p><b>Class Project:</b> Everything about relationships</p>	<p><b>Culminating Project:</b> Students will create a book about relationships they observe around them in fourth grade.</p> <p><b>Week 2:</b> Gather and annotate information from a variety of sources and personal experiences. Write and draw to share information.</p> <ul style="list-style-type: none"> <li>Students gather information and create the content for their component of the project.</li> </ul>				
Literacy Stations	<b>Word Study &amp; Grammar</b>	<b>Comprehension Skill</b>	<b>Writing</b>	<b>Independent Reading Choices with Accountability</b>	<b>Integrated Science and Social Studies</b>
	<b>HMH:</b> Super six words activity	Reading A-Z: Have students read the <a href="#">passage</a> and	<b>HMH:</b> Write a <a href="#">Welcome Guide</a>	<b>HMH:</b> Readers'	Science

	<p>-Have students use Printable: <a href="#">Super Six Words</a> to list Big Idea Words and this week's Critical Vocabulary words that relate to the module topic, identity.</p> <p>-Then have students select six words from their lists that they think are most important, interesting, or new to them.</p> <p>-Tell students to write a sentence for each selected word.</p> <p>-Explain to students that they will come back to this list at the end of each week in the module.</p>	<p>complete the graphic organizer focused on Punto de vista del autor</p> <ol style="list-style-type: none"> <li>1. Pida a los estudiantes que lean el título y predigan el tema (perros).</li> <li>2. Pida a las parejas que lean todo el pasaje y marquen el tema y las pistas sobre el punto de vista del autor, como cada perro debe ser felices y sanos.</li> <li>3. Guíe a los estudiantes a agregar esta información a sus propias tablas de punto de vista.</li> </ol> <p><a href="#">-Link</a> to teacher lesson plan</p>	<p>Have students use Printable: Peer Conferencing Routine to discuss their writing.</p> <p>Tell peers to use the tips on myBook pages 57 and 75.</p>	<p>Theater 1, "<a href="#">Personal Presentation Day</a>," and assign parts to mixed-ability groups of five students.</p> <p>-The part of Alex is ideal for a struggling reader, and the parts of Ricky and Juliana can be read by a proficient reader.</p> <p>-Have students complete the questions on the script as an exit ticket.</p>	<p><b>Stemscopes 4.5A:</b> Reading science A,B,C leveled texts.</p>
--	---	--	--	---	---

	Synchronous	Asynchronous
<b>E-learning</b>	<p><b>Resources:</b></p> <p><b>HMH - At-Home Learning Support</b></p> <p>Establish norms and procedures for virtual learning and activities to get to know the students.</p> <p>Lessons for small group/whole group instruction can be done using Google Meet/Zoom can be used to hold live sessions with students to review content, teach a mini lesson, introduce new material, or hold conferences with students.</p>	<p><a href="#">Tablero de actividades para la semana</a></p> <p>Teachers can use the following websites to help make their choice board more interactive:</p> <ul style="list-style-type: none"> <li>● Kahoot</li> <li>● Quizizz</li> <li>● Newsela</li> <li>● Brainpop</li> <li>● Education Galaxy</li> <li>● Padlet</li> <li>● Comix</li> </ul>

	<p>You can use this <a href="#">jamboard</a> as well to check in with your students.</p> <p>Any of the following resources can be used</p> <ul style="list-style-type: none"><li>● Nearpod</li><li>● Kahoot</li><li>● Flipgrid</li><li>● Newsela</li><li>● Brainpop</li><li>● <a href="#">Patterns of Power en Español</a></li><li>● Padlet</li><li>● <a href="#">Lead4ward virtual playlist</a></li></ul> <p><b>Vocabulary, Phonics, Spelling and Word Study</b></p> <ul style="list-style-type: none"><li>● Use google classroom such as google slides, forms, questions, documents to create your instruction based on the content being taught from HMH</li><li>● Vocabulary cards, Display and Engage, and Anchor Charts can all be shared on screen</li></ul> <p><b>Writing/Grammar</b></p> <ul style="list-style-type: none"><li>● Writing can be modeled with a shared screen on a google document</li><li>● Display and engage grammar cards on screen to teach lesson</li><li>● <a href="#">Model lessons</a> done already as examples for Spanish grammar</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>● Read alouds can be shared while HMH stories are shared on screen.</li><li>● Display and Engage, Anchor Charts, Vocabulary Cards from HMH can be shared on screen</li></ul>	
--	---	--

**WEEK 2**

**Science Content TEKS:**

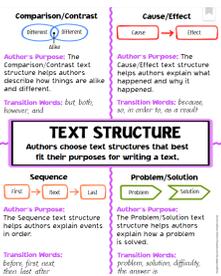
**4.5(A)** measure, compare, and contrast physical properties of matter, including states (solid, liquid, and gas).

**Language TEKS:**

- 4.2B(i)** spelling multisyllabic words
- 4.3(B)** use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
- 4.3(C)** determine the meaning of and use words with affixes
- 4.6(F)** make inferences and use evidence to support understanding
- 4.7(D)** retell, paraphrase, or summarize texts
- 4.9D(i)** [recognize] the central idea
- 4.9D (ii)** recognize characteristics and structures of informational text, including: features
- 4.9D(iii)** [recognize] organizational patterns
- 4.10A** explain the author’s purpose and message within a text
- 4.11D(ix)** capitalization
- 4.11D(x)** punctuation marks
- 4.12(B)** compose informational texts

**STEMscopes**

Classifying Matter (STEMscopes)

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		
<p><b>Making Predictions:</b> Guide students to make predictions based on the cover and picture walk.</p> <p>What do you see on the pictures in the text? What do you predict will be the central idea of the text?</p>	<p><b>Shared Reading:</b> Reread text with students and make connections to 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> Discuss Short e and Long e with examples from the text:</p> <p>p.1</p> <table border="1" data-bbox="934 1412 1270 1453"> <tr> <td>Short e</td> <td>Long e</td> </tr> </table>	Short e	Long e	<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>Teacher will guide students to create an informational text</p>	<p><b>Assessment:</b> Students will complete the post-assessment activity in STEMscopes.</p> <p>Students can create a graphic organizer to show how water changes from solid, to liquid, to gas.</p>
Short e	Long e					



<p><b>Suggested Preview Activities</b></p>	<p><b>Picture Walk STEMscopes- Preview</b> vocabulary for the topic using the STEMscopes Spanish vocabulary slides how.</p>	<p><b>Graphic Organizer: KWL-</b> Complete the first two columns in the graphic organizer.</p> <table border="1" data-bbox="1295 285 1990 399"> <tr> <td data-bbox="1295 285 1526 358">Lo que se</td> <td data-bbox="1526 285 1757 358">Lo que quiero saber</td> <td data-bbox="1757 285 1990 358">Lo que aprendí</td> </tr> <tr> <td data-bbox="1295 358 1526 399"></td> <td data-bbox="1526 358 1757 399"></td> <td data-bbox="1757 358 1990 399"></td> </tr> </table>			Lo que se	Lo que quiero saber	Lo que aprendí			
Lo que se	Lo que quiero saber	Lo que aprendí								
<p><b>Suggested Review Activities</b></p>	<p><b>Graphic Organizer: KWL-</b> Complete the last column in the graphic organizer.</p> <table border="1" data-bbox="539 563 1003 712"> <tr> <td data-bbox="539 563 676 675">Lo que se</td> <td data-bbox="676 563 833 675">Lo que quiero saber</td> <td data-bbox="833 563 1003 675">Lo que aprendí</td> </tr> <tr> <td data-bbox="539 675 676 712"></td> <td data-bbox="676 675 833 712"></td> <td data-bbox="833 675 1003 712"></td> </tr> </table>	Lo que se	Lo que quiero saber	Lo que aprendí				<p><b>3-2-1 Summary- Lead4Ward</b></p> <ol style="list-style-type: none"> <li>1. Students write 3 things they learned.</li> <li>2. Students write 2 examples, applications, or inferences about what they learned.</li> <li>3. Students write 1 question or draw 1 conclusion about what they learned.</li> <li>4. Students turn in their 3-2-1 Summaries as an exit ticket.</li> <li>5. Teacher evaluates students' 3-2-1 Summary responses and clarifies/verifies as appropriate.</li> </ol>	<p><b>Write a Cooperative Strip Paragraph-</b> Small groups/pairs/triads create a sentence about the topic. All sentences will be joined to create a paragraph with teacher guidance.</p>	
Lo que se	Lo que quiero saber	Lo que aprendí								

**FOURTH GRADE  
 SLLD Block  
 WEEK 2 EXEMPLAR LESSON**

<p><b>Social Studies Content TEKS:</b>  <b>4.6A</b> identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities</p>	<p><b>Language TEKS:</b>  <b>4.1(A)</b> listen actively and ask questions  <b>4.1(B)</b> restate and follow oral directions  <b>4.1(C)</b> speak coherently about the topic under discussion  <b>4.1(D)</b> work collaboratively with others  <b>4.1(E)</b> develop social communication  <b>4.2A (i)</b> decoding palabras graves  <b>4.2B(i)</b> spelling palabras graves  <b>4.3(B)</b> use context clues to find word meanings  <b>4.9(F)</b> recognize characteristics of multimodal texts</p>
--	---

**4.9(D) (i)** recognize the central idea and supporting evidence with adult assistance  
**4.9(D) (ii)** recognize characteristics and structures of informational text, including: titles and simple graphics to gain information  
**4.12 D(i)** complete simple and compound sentences with subject-verb agreement  
**4.12(B)** compose informational text

**Resource:**

- ¿Dónde estamos en el mundo? (SW Week 2)

<p><b>Day 1 Focus – Comprehension</b></p>	<p><b>Day 2 Focus- Comprehension Word Study</b></p>	<p><b>Day 3 Focus- Foundational Skills Phonics, grammar</b></p>	<p><b>Day 4 Focus- Composition Writing Process/ Genres</b></p>	<p><b>Day 5 Focus – Assessment and Cross-linguistics connections</b></p>								
<p><b>Making Predictions:</b> Guide students to make predictions based on the cover and picture walk.  <i>¿Qué ven en la portada? ¿De qué piensas que se va a tratar el texto?</i></p>  <p><b>Prior knowledge-</b> Activate students' prior knowledge and schema through guiding</p>	<p><b>Shared Reading:</b> Reread P. 2 Guide students to make connections with the text:  <i>¿Qué puedes decir sobre las regiones de Texas?</i></p> <p><b>Comprehension Skill:</b> Focus on comprehension skills with modeling and prompting.  <i>¿Cómo te ayudan el mapa con la comprensión del texto?</i></p> 	<p><b>Choral reading:</b> Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.</p> <p><b>Phonics Skill:</b> Review finding palabras graves with and without an accent with examples from the text:</p> <ul style="list-style-type: none"> <li>• mundo</li> <li>• montañas</li> <li>• día</li> <li>• frío</li> </ul> <p><b>Grammar:</b> Reinforce the concept of types of sentences with examples from the text:  <b>Examples:</b></p> <p><b>Declarative:</b> <i>Si nunca has recorrido Texas, no puedes saber cuánto cambia de un lugar al otro.</i></p>	<p><b>Hands-on Review:</b> Phonics and/or grammar skills will be reviewed in context.  <i>¿Cuál es este tipo de oración?</i></p> <p><i>Las Altas Llanuras tienen algunas características de terreno muy interesantes.</i></p> <p><b>Shared Writing:</b> Generate a writing piece aligned to the genre based on social studies content.  <b>Shared writing topic:</b> <i>Hay un mundo de diferencia en Texas cuando se observa su terreno, su clima, sus plantas y sus animales.</i></p>	<p><b>Assessment:</b> Students will create a map of what each region in Texas produces and a description.</p> <p><b>Cross-linguistics:</b> Lead discussion about <b>cognates with accents in Spanish:</b></p> <table border="1" data-bbox="1606 998 1984 1209"> <tr> <td><b>Prefijo in-</b></td> <td><b>Prefix in-</b></td> </tr> <tr> <td><i>increíble</i></td> <td><i>Incredible</i></td> </tr> <tr> <td><i>invisible</i></td> <td><i>Invisible</i></td> </tr> <tr> <td><i>independiente</i></td> <td><i>independent</i></td> </tr> </table>	<b>Prefijo in-</b>	<b>Prefix in-</b>	<i>increíble</i>	<i>Incredible</i>	<i>invisible</i>	<i>Invisible</i>	<i>independiente</i>	<i>independent</i>
<b>Prefijo in-</b>	<b>Prefix in-</b>											
<i>increíble</i>	<i>Incredible</i>											
<i>invisible</i>	<i>Invisible</i>											
<i>independiente</i>	<i>independent</i>											

questions. Monitor, redirect or clarify as needed:

**Guiding questions:**

*¿Quiénes han visto montañas y playa en Texas? ¿Cuándo los viste y cuándo?*



**Guiding questions:**

*p.2 ¿Cuáles son las regiones en los lados opuestos de Texas?*

*¿Cuáles son las características de cada región?*

*¿En qué parte de la lectura se puede encontrar información acerca de las áreas de Texas?*

**Vocabulary Picture Walk:**

Students will identify and read key vocabulary in context with a picture walk.

<i>Petróleo</i>	<i>Petroleum/oil</i>
<i>Algodón</i>	<i>Cotton</i>
<i>Biólogo</i>	<i>Biologist</i>

**Interrogative:** *¿Hacen todo eso con semillas de algodón?*

**Exclamatory:** *¡Los productos de Texas están por todos lados!*

**Imperative:** *En un papel, escribe una oración con cada verbo utilizando el presente continuo.*

*Texas tiene muchas \_\_\_\_ diferentes a través del \_\_\_\_.*  
*Las \_\_\_\_ se encuentran en \_\_\_\_.* *Se caracterizan por \_\_\_\_.* *En la zona \_\_\_\_ se encuentran \_\_\_\_.*  
*Otra zona diferente es \_\_\_\_ porque hay \_\_\_\_.*