Cuarto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 2021-2022

Unit Title: Cuentos de astucia y cuentos fantásticos

January 18th-21st

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Guiding Question: ¿Qué lecciones puedes aprender de los personajes de cuentos tradicionales?

Big Ideas

- Readers analyze characters to comprehend, connect and learn from text.
- Knowledge and use of Spanish language conventions like Preposiciones help us communicate with and understand each other.
- There are a variety of strategies to determine the meaning of unfamiliar and multiple meaning words in text.
- Understanding the text elements will help to understand tales and legends.
- Reading fluency strategies can be used to help increase overall reading comprehension and understand the author's point of view.
- Making predictions is a great strategy for preparing readers to find the main idea of a text.
- Tales and fabulous help readers to understand cultural components.
- Informational texts help us to understand the world.

Essential Questions:

- What is a traditional tale?
- How can a tale or legend be summarized ?
- What characteristics have a tale, legend or fable?
- What elements do you need for a compound sentence

Core Competencies:

Formative:

- Students will differentiate ficcion and non-fiction texts.
- Students will understand how text features can help making predictions.
- Students will know how to summarize a tale.
- Students will improve their writing using Spanish grammar conventions.

Summative:

- Weekly Selection Quizzes
- Weekly TEKS focused assessment
- Module Assessments
- Campus Assessment

Culminating Project: During the next few weeks they will work as a group to research fables and cunning tales and make a presentation about their conclusions

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Week 1-3: Read aloud fables, such as those written by Aesop. After reading the fable, ask students about the characters, the problem they face, and how they solve it.

Spanish Language Arts
UNIT 3 WEEK 3

20-21 SLAR Unpacked TEKS

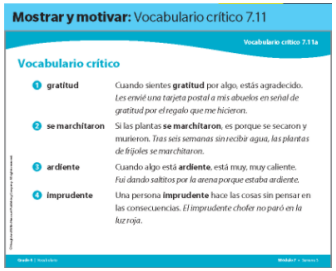
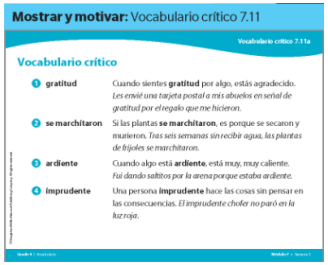
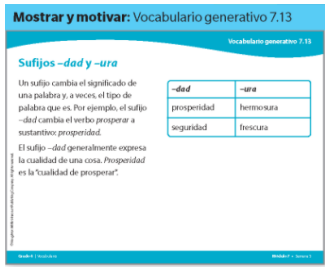
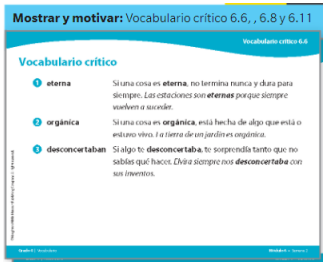
Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
4.1A listen actively, ask relevant questions to clarify information, and make pertinent comments; 4.1C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and 4.1D work collaboratively with others to develop a plan of shared responsibilities.	4.2A demonstrate and apply phonetic knowledge by: 4.2A(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; 4.2A(iv) decoding words with prefixes and suffixes. 4.2B demonstrate and apply spelling knowledge by: 4.2C write legibly in cursive to complete assignments.	4.3A use print or digital resources to determine meaning, syllabication, and pronunciation; 4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; 4.3C identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele; 4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and 4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected: to use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text. 4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:	4.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; 4.11B develop drafts into a focused, structured, and coherent piece of writing by: 4.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and 4.11B(ii) developing an engaging idea with relevant details; 4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; 4.11D edit drafts using standard Spanish conventions, including: 4.11D(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 4.11D(iii) singular, plural, common, and proper nouns, including gender-specific articles; 4.11D(iv) adjectives, including their comparative and superlative forms; 4.11D(v) adverbs that convey frequency and adverbs that convey degree;

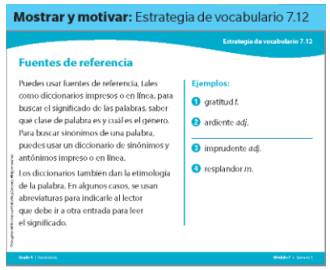
		self-select text and read independently for a sustained period of time. 4.6A establish purpose for reading assigned and self-selected texts; 4.6C make, [and] correct or confirm predictions using text features, characteristics of genre, and structures; 4.6E make connections to personal experiences, ideas in other texts, and society; 4.6G evaluate details read to determine the main and key ideas; 4.6H synthesize information to create new understanding; and 4.7A describe personal connections to a variety of sources, including self-selected texts; 4.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.7C use text evidence to support an appropriate response; 4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; 4.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 4.7F respond using newly acquired vocabulary as appropriate; and 4.7G discuss specific ideas in the text that are important to the meaning. 4.8B explain the interactions of the characters and the changes they undergo; 4.8C analyze plot elements, including the rising action, climax, falling action, and resolution; and	4.11D(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional; 4.11D(ix) capitalization of historical events and documents, titles of books, stories, and essays; 4.11D(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and 4.11D(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and 4.11E publish written work for appropriate audiences. 4.12A compose literary texts such as personal narratives and poetry using genre characteristics and craft; 4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; 4.12C compose argumentative texts, including opinion essays, using genre characteristics and craft;

		4.8D explain the influence of the setting, including historical and cultural settings, on the plot. 4.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; 4.9D(i) the central idea with supporting evidence; 4.9D(ii) features such as pronunciation guides and diagrams to support understanding; and 4.9F recognize characteristics of multimodal and digital texts. 4.10A explain the author's purpose and message within a text; 4.10C analyze the author's use of print and graphic features to achieve specific purposes; 4.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	

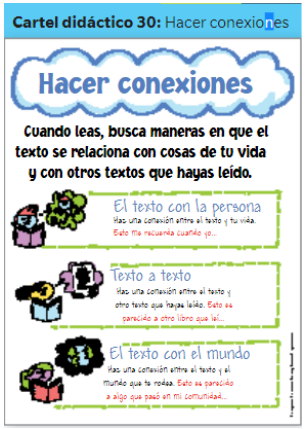
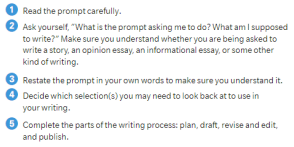
	Day 1	Day 2	Day 3	Day 4	Day 5
Rutina de combinación de sílabas *1. Muestre las tarjetas de letras.* *2. Deslice la primera letra para identificar*	**Phonics/Fluency/Spelling**				
	Sílabas con b y v M7 T152–T153 **Explain/Model:** Write the words baño and vaca on the board. Read aloud the syllables of each word and underline the letters b and v. Say: *Tanto la b como la v tienen el mismo sonido, /b/. Por eso, la primera sílaba de*		**Sílabas con b y v** M7 T172–T173 Review with the students the /b / sound and the letters b and v. GP: Follow the Mostrar y motivar routine.		

la primera sílaba y lea. *3. Repita el proceso para la próxima sílaba.* *4. Deslice las sílabas juntas y lea la palabra.*	*baño y de vaca se pronuncia igual.* Ask students to say the syllable /ba /. Explain to students that there are many rules to determine if a word with the /b/sound is written with b or v, but that for now they will learn the words by reading and writing them. **GP**: Follow the routine for Mostrar y motivar **Mostrar y motivar:** Decodificar 7.11 Decodificar 7.11a **Combinar y leer** **Sílabas con *b* y *v*** Las letras *b* y *v* tienen el mismo sonido /b/. Aunque tienen una ortografía diferente, todas las sílabas con *b* y *v* tienen el mismo sonido /b/. 1 nieve — sabio — labios — grave 2 bóveda — vagabundo — intervenir — trombón 3 laboratorio — conviene — caminaba — absolver 4 Para tocar el trombón hay que tener labios fuertes. **IP:** Have students work in small groups or with partners to complete page 157 Aprende y demuestra. **Ortografía** M7 T344 Students will work on sorting words with letter b **Fluidez-Reading Rate** M7 T345 Model for students how to read at the appropriate rate.		 **Mostrar y motivar:** Decodificar 7.13 Decodificar 7.13 **Combinar y leer** **Sílabas con *b* y *v*** 1 sable — automóvil — cobre 2 vaca — vacío — validez 3 bilbo — bocina — bullicio 4 enviar — avaricia — conviene 5 benévolo — adverbio — objetivo 6 Las bocinas de los automóviles produjeron mucho bullicio. 7 Mi objetivo es poder pintar una vaca y un bilbo. **IP:** Have students work in small groups or with partners to complete page 162 Aprende y demuestra.		

	Word Study/Academic Language/Oral Language				
Rutina de vocabulario: ***1.*** *Observen la palabra.* ***2.*** *Digan la palabra.* ***3. Modele****-Cómo formar la palabra* ***4.*** *Formen la palabra.* ***5.*** *Encuentren la palabra en un texto*	**Words to Know** M7 T144–T145 • gratitud • se marchitaron • ardiente • imprudente **Explain/Model:** Follow the vocabulary routine to introduce critical vocabulary.  **Mostrar y motivar:** Vocabulario crítico 7.11 Vocabulario crítico 7.11a Vocabulario crítico 1 gratitud — Cuando sientes **gratitud** por algo, estás agradecido. *Les envié una tarjeta postal a mis abuelos en señal de gratitud por el regalo que me hicieron.* 2 se marchitaron — Si las plantas **se marchitaron**, es porque se secaron y murieron. *Tras seis semanas sin recibir agua, las plantas de frijoles se marchitaron.* 3 ardiente — Cuando algo está **ardiente**, está muy, muy caliente. *Fui dando saltitos por la arena porque estaba ardiente.* 4 imprudente — Una persona **imprudente** hace las cosas sin pensar en las consecuencias. *El imprudente chofer no paró en la luz roja.* **GP:** Guide students to interact with the words by discussing questions such as these: *Si alguien no quiere compartir contigo, ¿sentirías gratitud hacia esa persona? ¿Por qué?* *Si las plantas de tu jardín se marchitaran, ¿las regarías? Explica tu respuesta.* *Si tocas un cubo de hielo, ¿dirías que está ardiente? Explica tu respuesta.*	**Words to Know** M7 T156–T157 • gratitud • se marchitaron • ardiente • imprudente **Explain/Model:** Follow the vocabulary routine to introduce critical vocabulary.  **Mostrar y motivar:** Vocabulario crítico 7.11 Vocabulario crítico 7.11a Vocabulario crítico 1 gratitud — Cuando sientes **gratitud** por algo, estás agradecido. *Les envié una tarjeta postal a mis abuelos en señal de gratitud por el regalo que me hicieron.* 2 se marchitaron — Si las plantas **se marchitaron**, es porque se secaron y murieron. *Tras seis semanas sin recibir agua, las plantas de frijoles se marchitaron.* 3 ardiente — Cuando algo está **ardiente**, está muy, muy caliente. *Fui dando saltitos por la arena porque estaba ardiente.* 4 imprudente — Una persona **imprudente** hace las cosas sin pensar en las consecuencias. *El imprudente chofer no paró en la luz roja.* **GP:** Have students work in pairs to complete the following sentence frames: *Una manera de mostrar gratitud es…* *Las plantas se marchitaron cuando…* *Algo que está ardiente puede…* *Una persona imprudente puede…* *Tu hermana te vio llegar cargado de libros y supuso que…*	**Sufijos -dad, -ura** M7 T164–T165 **Explain/Model:** Follow the vocabulary routine.  **Mostrar y motivar:** Vocabulario generativo 7.13 Vocabulario generativo 7.13 Sufijos *–dad* y *–ura* Un sufijo cambia el significado de una palabra y, a veces, el tipo de palabra que es. Por ejemplo, el sufijo *–dad* cambia el verbo *prosperar* a sustantivo: *prosperidad*. El sufijo *–dad* generalmente expresa la cualidad de una cosa. *Prosperidad* es la "cualidad de prosperar". *–dad* / *–ura* prosperidad / hermosura seguridad / frescura **GP:** Guide students in reading the other words in the Mostrar y motivar chart and recognizing the suffix and base word in each. Help them tell how the suffix changes the meaning of each word. Have them predict the meanings of the new words. **IP:** Have students work in pairs to complete Aprende y demuestra page 160. Tell partners to read the instructions and have them work together to complete the chart and write sentences.	**Spiral Review** M7 T174–175 **Explain/Model:** Use the vocabulary routine to review vocabulary. • eterna • orgánica • desconcertaban  **Mostrar y motivar:** Vocabulario crítico 6.6, , 6.8 y 6.11 Vocabulario crítico 6.6 Vocabulario crítico 1 eterna — Si una cosa es **eterna**, no termina nunca y dura para siempre. *Las estaciones son **eternas** porque siempre vuelven a suceder.* 2 orgánica — Si una cosa es **orgánica**, está hecha de algo que está o estuvo vivo. *La tierra de un jardín es orgánica.* 3 desconcertaban — Si algo te **desconcertaba**, te sorprendía tanto que no sabías qué hacer. *Dixia siempre nos **desconcertaba** con sus inventos.* **GP**: Review vocabulary words by acting out the meaning of the word and having students guess the word. **IP:** Tell students they will act out the remaining word meanings in groups.	**Review the week's words and Generative Vocabulary focus**

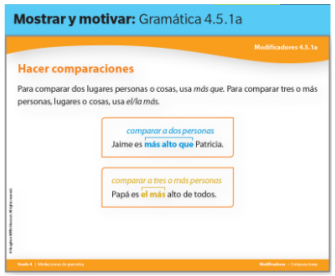
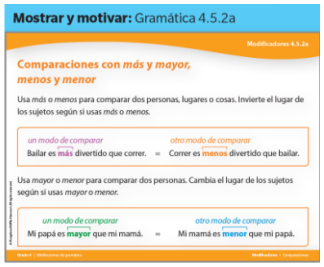
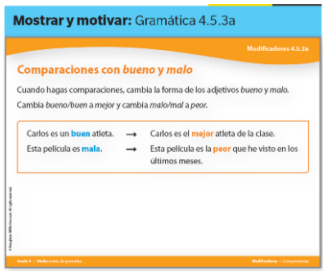
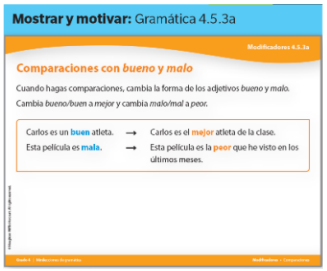
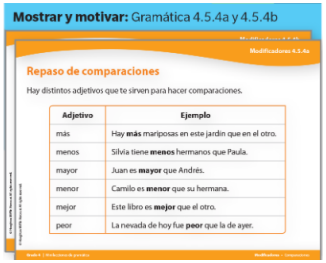
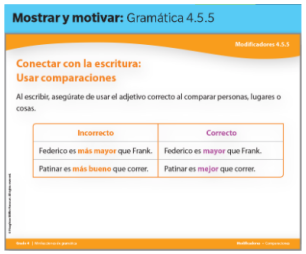
Rutina de estudio de palabras: *1. Diga la palabra. Pida a los niños que la repitan.* *2. Use la palabra en una o dos oraciones.* *3. Los estudiantes escriben o forman la palabra y revisan la ortografía.*	*Si una persona es imprudente, ¿es una persona cuidadosa? Explica tu respuesta.* *Si tu amigo supuso que lo llamarías, ¿le aseguraste que ibas a llamarlo?* *Si trabajas duro, ¿puedes prosperar? Explica tu respuesta* **IP:** Have students work independently to complete steps 3 and 4 on Tarjetas de vocabulario 7.20–7.25.	*Una manera de prosperar es…* **IP:** Have students work in small groups or independently. Tell them to complete Aprende y demuestra page 158. For the last item on the page, have students include clues to each word's meaning in their sentences. Have groups share their sentences. Ask listeners to identify the context clue in each sentence. **Reference Sources** M7 T157 **Explain/Model:** Use the vocabulary routine to explain reference sources.  **Mostrar y motivar:** Estrategia de vocabulario 7.12 Estrategia de vocabulario 7.12 **Fuentes de referencia** Puedes usar fuentes de referencia, tales como diccionarios impresos o en línea, para buscar el significado de las palabras, saber qué clase de palabra es y cuál es el género. Para buscar sinónimos de una palabra, puedes usar un diccionario de sinónimos y antónimos impreso o en línea. Los diccionarios también dan la etimología de la palabra. En algunos casos, se usan abreviaturas para indicarle al lector que debe ir a otra entrada para leer el significado. **Ejemplos:** 1 gratitud *f.* 2 ardiente *adj.* 3 imprudente *adj.* 4 resplandor *m.* **GP:** Ask students to read examples 3 and 4 to recognize what part of the speech each of these words are and their gender. **IP:** Have pairs of students look up each of the Critical			

		Vocabulary words in a print or digital dictionary and tell each other what kind of word each one is.			
Rutina de Conversación en Parejas. 1.Question/Pregunta- *Presenta la pregunta a estudiantes.* 2.Stem/Una/un fragmento- *Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir* 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*	**Interactive Read Aloud/ Mini-Lesson**				
	Read Aloud: Diez soles M7 T147 **Make Connections:** ¿Qué saben acerca del sol? *Yo sé que el Sol _____.* **GP:** Review genre and establish purpose for reading. Gauge students' understanding and to synthesize key ideas and events. As students connect events from different parts of the story, have them refer back to the Cartel didáctico to	**Read Aloud:** Diez soles M7 T159 **GP:** Read aloud the question on Compañero de enseñanza, page 135. Then have students reread miLibro, page 134. Have students match the character description in the text to the illustration. Refer back to the Cartel didáctico to support the discussion. Students may add sticky notes to the chart to note the text and graphic features they identify in Diez soles: una leyenda china and	**Read Aloud:** Diez soles M7 T167 **GP:** Read aloud the first two questions on Compañero de enseñanza, page 139. Have students review miLibro, pages 138–139. Have students explain how the illustrations differ between the video and the printed text. **IP:** After reading, use the TURN AND TALK routine with students as they review the two versions of Diez soles.	Read Aloud: Diez soles M7 T177 **GP:** Read story and stop to engage in conversations about literary elements. Refer to cartel didactico. **IP:** Tell pairs of students to develop a sequel to Diez soles: una leyenda china. Using what they have learned about literary elements, have them first map out the basic plot to their sequel.	**Revisit Knowledge Map** **Explain:** We will synthesize what we have learned about Tricksters and Tall Tales in Module 6.

con su grupo o compañero/a. 5.Assess/Evalúa *-Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.*	synthesize events. **IP:** After reading, use the TURN AND TALK routine with the Collaborative Discussion questions on Compañero de enseñanza and miLibro, page 139 to discuss the print and video version of the legend. Have students annotate their miLibro with details from the text and video as evidence to explain their responses.	the video version Los diez soles. **IP:** Have students choose a section of the story that appears in both the print and video versions of the story. Have them write a paragraph comparing the graphic features of the video to the graphic features in their book for that section of the story.	Have students discuss the different endings to the same legend and suggest why the authors chose to portray the legend this way.		 **GP**: Guide students to make connections between the Module title, quote, and essential question. *How do the stories that we selected to be in this module fit with these things?* **Module 7 Assessment**
	Synthesize M7 T146 **Explain/Model:** Tell students that when they read or view stories such as legends and myths, it is important to keep track of key ideas and events that appear in the beginning, middle, and end of the story.	**Text and Graphic Features** M7 T158 **Explain/Model:** Tell students that text features set the text off in some way. Tell students that graphic features often differ between stories and informational texts. Stories often have illustrations, while informational texts often have diagrams and maps.	**Media Techniques** M7 T166 **Explain/Model:** Tell students that authors use media for different purposes. For example, the author of Los diez soles video wanted to entertain viewers and teach the lesson of the legend.	**Literary Elements** M7 T176 **Explain/Model:** Tell students that no matter what genre stories take, including realistic fiction, tall tales, folktales, legends, and myths, all stories contain the literary elements.	**Discuss Writing Prompt** M7 186-187 myBook p144-Review the steps for responding to a writing prompt.  1. Read the prompt carefully. 2. Ask yourself, "What is the prompt asking me to do? What am I supposed to write?" Make sure you understand whether you are being asked to write a story, an opinion essay, an informational essay, or some other kind of writing. 3. Restate the prompt in your own words to make sure you understand it. 4. Decide which selection(s) you may need to look back at to use in your writing. 5. Complete the parts of the writing process: plan, draft, revise and edit, and publish. Use the Teaching Pal to guide students through the writing process.

	Cartel didáctico 8: Sintetizar 	**Cartel didáctico 16:** Las características del texto y los elementos gráficos 	**Cartel didáctico 29:** Técnicas de medios 	**Cartel didáctico 12:** Elementos literarios 	Allow students to publish and share their writing.
	Writing Workshop - Imaginative Story				
	Writing Prompt: **Read** the following sentence: *Imaginative stories and traditional tales can explain why things are the way they are.* **Think** about an interesting natural occurrence or animal. **Write** an imaginative story that explains how that thing came to be. Tell the story in order and use descriptive words or phrases. Kid Friendly Rubric Teacher Rubric				
	Revisar III: Incorporar lenguaje descriptivo M7 E120 **Explain/Model:** Explain to students the importance of a writer's word choice. Say: *Las palabras que un escritor elige para describir sus ambientes, personajes y acontecimientos pueden determinar que un cuento sea aburrido o emocionante para el lector.*	**Revisar IV: Incorporar verbos dinámicos** M7 E121 **Explain/Model:** Review with students the different forms of the verb *ser* • ser • soy • eres Explain that these verbs can act as either linking verbs or helping verbs. Then point out that replacing a to be verb with an action verb, or a verb that tells what its subject does, often has a greater impact on the reader because it is stronger and more interesting. Provide students with examples	**Editar I: Corrección entre compañeros** M7 E122 **Explain/Model:** Use the cartel didactico to review editing and revising checklist.	**Publicar** M7 E123 **Explain/Model:** Flip through La suerte del Monstruo del Lago Ness with students, briefly discussing how the author uses illustrations to help convey the story's events. Tell students to consider different ways to publish their stories. Provide a few examples.	**Compartir** M7 E124 Students share their writing with the class.

	 Tell students that one way to make a sentence more precise and vivid is to add an adverb, a word that describes a verb or an adjective. Adverbs modify words by telling when, where, how, and to what extent.	that demonstrate how to replace linking verbs with action verbs. *Kyle tuvo miedo de la oscuridad. (verbo de enlace)* *Kyle temía a la oscuridad. (verbo de acción)* *Mika es feliz con su nueva mascota. (verbo de enlace)* *Mika adora a su nueva mascota. (verbo de acción)*			
	Independent Writing - Imaginative Story				
	Have students revise their writing by adding adverbs and other descriptive language. Circulate the room and assist students with revising. If students need help with a specific grammar topic, do a direct teach.	Have students revise their stories by replacing weak to be verbs with stronger action verbs. Circulate the room and assist students with revising. If students need help with a specific grammar topic, do a direct teach.	Have students do a final pass through their imaginative stories, integrating the notes from the clocking activity into their own writing. Circulate the room and assist students with revising. If students need help with a specific grammar topic, do a direct teach.	Have student pairs work together to plan their final copies. Circulate the room and give tips to students. Have students work on the final copy and decide how they are going to publish it.	
	Grammar				

	Patterns of Power: 9.3				
	Grammar				
	Hacer comparaciones M7 E316 **Explain/Model:** Explain that adjectives can be used to compare two or more things in a sentence. A comparison is the act of looking at things to see how they are similar or different. To compare two persons, places and things, más que can be used. To compare two or more persons, places and things el/la más can be used.  **Mostrar y motivar:** Gramática 4.5.1a Hacer comparaciones Para comparar dos lugares personas o cosas, usa *más que*. Para comparar tres o más personas, lugares o cosas, usa *el/la más*. *comparar a dos personas* Jaime es **más alto que** Patricia. *comparar a tres o más personas* Papá es **el más** alto de todos. **Engage and Apply**: Complete items 1-4 on Mostrar y motivar: Gramática 4.5.1b with students. Have students use the Think Aloud activity you modeled to guide them in identifying the adjective ending to use.	**Comparaciones con más y mayor, menos y menor** M7 E317 **Explain/Model:** Explique a los estudiantes que al hacer comparaciones pueden usar más/menos y mayor/menor.  **Mostrar y motivar:** Gramática 4.5.2a Comparaciones con *más y mayor, menos y menor* Usa *más* o *menos* para comparar dos personas, lugares o cosas. Invierte el lugar de los sujetos según si usas *más* o *menos*. *un modo de comparar* — Bailar es **más** divertido que correr. = *otro modo de comparar* — Correr es **menos** divertido que bailar. Usa *mayor* o *menor* para comparar dos personas. Cambia el lugar de los sujetos según si usas *mayor* o *menor*. *un modo de comparar* — Mi papá es **mayor** que mi mamá. = *otro modo de comparar* — Mi mamá es **menor** que mi papá. **Engage and Apply:** Complete items 1-4 on Mostrar y motivar: Gramática 4.5.2b with students. Have students complete Página imprimible: Gramática 4.5.2 for practice with más/menos and mayor/menor. Have students edit a writing draft using más/menos and mayor/menor.	**Comparaciones con bueno y malo** M7 E318 **Explain/Model:** Explain that some adjectives change form when they're used to make comparisons: bueno o buen changes to mejor, and malo changes to peor.  **Mostrar y motivar:** Gramática 4.5.3a Comparaciones con *bueno y malo* Cuando hagas comparaciones, cambia la forma de los adjetivos *bueno* y *malo*. Cambia *bueno/buen* a *mejor* y cambia *malo/mal* a *peor*. Carlos es un **buen** atleta. → Carlos es el **mejor** atleta de la clase. Esta película es **mala**. → Esta película es la **peor** que he visto en los últimos meses. Model a comparison with mejor and peor: ¿Cuál es el mejor mes para ir de pesca?  **Mostrar y motivar:** Gramática 4.5.3a Comparaciones con *bueno y malo* Cuando hagas comparaciones, cambia la forma de los adjetivos *bueno* y *malo*. Cambia *bueno/buen* a *mejor* y cambia *malo/mal* a *peor*. Carlos es un **buen** atleta. → Carlos es el **mejor** atleta de la clase. Esta película es **mala**. → Esta película es la **peor** que he visto en los últimos meses. **Engage and Apply:** Complete items 1-4 on Mostrar y motivar: Gramática 4.5.3b with students. Have students identify the adjective in this sentence: *Dormí mejor hoy de lo que dormí ayer. mejor*	**Repaso de adjetivos y adverbios comparativos y superlativos** M7 E319 **Explain/Model:** Remind students that adjectives can be used to compare two or more things. There are various adjectives that can be used to make comparisons, such as más, menos, mayor, menor, mejor y peor.  **Mostrar y motivar:** Gramática 4.5.4a y 4.5.4b Repaso de comparaciones Hay distintos adjetivos que te sirven para hacer comparaciones. Adjetivo — Ejemplo más — Hay **más** mariposas en este jardín que en el otro. menos — Silvia tiene **menos** hermanos que Paula. mayor — Juan es **mayor** que Andrés. menor — Camilo es **menor** que su hermana. mejor — Este libro es **mejor** que el otro. peor — La nevada de hoy fue **peor** que la de ayer. Remind students that they can choose the adjective más or the adjective menos to make the same comparison. For example: *El vestido rojo me gusta más que el* *negro. El vestido negro me gusta menos que el rojo.* The same principle applies to the adjectives mayor and menor: *Patty es mayor que Anita. Anita es menor que Patty.*	**Conectar con la escritura: usar las comparaciones** M7 E320 **Explain/Model:** Remind students that sentence fluency makes their writing clearer and easier to read. Display the sentences below and ask which is better.  **Mostrar y motivar:** Gramática 4.5.5 Conectar con la escritura: Usar comparaciones Al escribir, asegúrate de usar el adjetivo correcto al comparar personas, lugares o cosas. Incorrecto — Correcto Federico es **más mayor** que Frank. — Federico es **mayor** que Frank. Patinar es **más bueno** que correr. — Patinar es **mejor** que correr. Ask students to combine these sentences to make the writing clearer: *Este es el día más soleado* *que hemos tenido en toda la semana. También es el día más caluroso que hemos tenido en toda la semana.* Este es el día más soleado y caluroso que hemos tenido en toda la semana. **Engage and Apply:** Have students combine the

					following sentence into one. *Las arañas son los insectos más interesantes del jardín. También son los más importantes.* Las arañas son los insectos más interesantes e importantes del jardín.
Research Class Project: *Building Relationships in the World*	**Culminating Project:** Durante las próximas semanas trabajarán en grupo para investigar fábulas y cuentos de astucia para escribir y publicar una revista literaria. **Semana 3:** Practicar la presentación Pida a los estudiantes que ensayen las presentaciones en grupos pequeños. ● Reflexionar y celebrar Conceda un tiempo para que los estudiantes reflexionen sobre el proyecto y lo que aprendieron, y para que celebren sus logros.				
Literacy Stations	**Phonemic Awareness**	**Phonics**	**Fluency**	**Self-Selected Reading**	**Vocabulary**
Find Literacy Station Suggestions in Module 7 Pages T140-141					

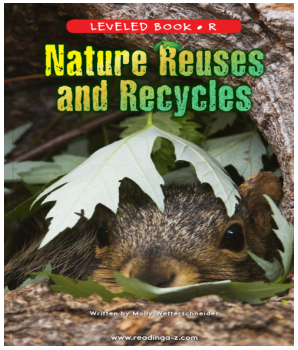
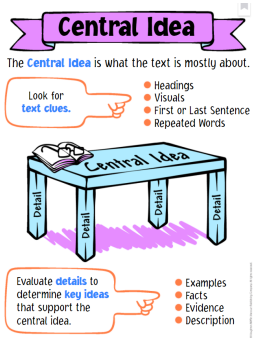
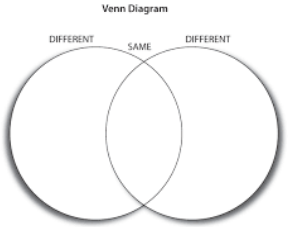
FOURTH GRADE **ELLD Block** **UNIT 3 WEEK 3**	
Science Content TEKS: **4.7C** identify and classify Earth's renewable resources, including air, plants, water, and animals, and nonrenewable resources, including coal, oil, and natural gas, and the importance of conservation	**Language TEKS:** **4.2A(ii)** decoding multisyllabic words **4.2B(i)** spelling multisyllabic words **4.3(B)** use context to determine the meaning of unfamiliar words **4.3(C)** determine the meaning of and use words with affixes such as -ity/ty **4.6(E)** make connections to personal experiences, ideas in other texts, and society **4.7(F)** respond using newly acquired vocabulary as appropriate **4.9D(i)** [recognize] the central idea with supporting evidence **4.10(A)** explain the author's message within a text **4.11D(iv)** adjectives, including superlative forms **4.12(B)** compose informational texts

Cuarto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 2021-2022

Unit Title: Cuentos de astucia y cuentos fantásticos

Resource STEMscopes

- Nature Reuses and Recycles by Molly Wetterschneider (Reading A-Z- Level R/ F&P Level N)

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 picture? What do you predict this text will be about?  **Prior knowledge**- Activate students' prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed: **Guiding questions:** How do you reuse and recycle at school and home? What do those terms mean? Read aloud and stop to engage students with the text through guided questions:	**Shared Reading:** Reread text with students and make connections to the text: How does nature recycle and reuse? What cycles happen to support this process? What does the author want to communicate? **Comprehension Skill:** Focus on comprehension skills with modeling and prompting.  Remind students that the central, is what the text is mostly about. Details are the evidence from the text that supports the central idea. *In which part of the text the author explains the term recycle?*	**Choral reading**: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. **Foundational Skill:** Review **suffixes -ity, -ty** with examples from the text or sentences about the topic in the text. There is a huge diversity of organisms interacting in nature to recycle and reuse. Our responsibility is to support this process by also recycling things that are dangerous to animals and plants. Cleaning after ourselves when we spend time in nature is an activity that supports maintaining the nutrient cycle. **Grammar:** Review **superlative adjectives** with examples from the text or sentences about the topic in the text.	**Hands-on Review**: Phonics and/or grammar skills will be reviewed in context. **Shared Writing:** Generate writing aligned to the genre based on science content.  Create a Venn Diagram with the class, comparing how people reuse and recycle with how nature reuse and recycle. Then create a compare/contrast composition with the students. Reusing and recycling is observed in _____ and _____. The way _____ and _____ are both similar and different. They both _____. In addition, they are similar because _____. However, they are different because _____ while _____. Another	**Assessment:** Students will find a discarded item, turn it into something new, and write about how this helps the planet. **Cross-linguistics:** Lead review about suffixes in English and Spanish. **Suffix -ity -ty** There is a huge diversity of organisms interacting in nature recycling and reusing. Our responsibility is to support this process by also recycling things that are dangerous to animals and plants. Cleaning after ourselves when we spend time in nature is an activity that supports **Sufijos -dad / - idad/** Hay una gran diversidad de organismos interactuando en la naturaleza reciclando y reusando. Nuestra responsabilidad es reciclar todo lo que es peligroso para las plantas y animales. No dejar basura tirada cuando pasamos tiempo en la naturaleza es una actividad que apoya el

p.4-5 What is the meaning of recycle? *The meaning of recycle is to* _____.

p.6-8 How do trees help other living things when they die? *Trees help other living things when they die by*_____.

p. 9-13 What cycle happens between things that decay and living things? *The cycle between things that decay and living things happens by* _____.

What are the main groups in this process? *The main groups in this process are* _____.

p. 14-15 What is the nutrient cycle and what disrupts it? *The nutrient cycle is* _____ *and* _____ *disrupts it because* _____.

Which section from the text describes how living things recycle and reuse?

What information is included in the section titled " The Nutrient Cycle"?

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

Adapt	Adaptarse
Chemicals	Sustancias químicas
Decay	Degradarse
Fungi	Hongos
Materials	Materiales
Microbes	Microbios
Nutrient cycle	Ciclo de nutrientes
Organisms	Organismos
Valuable	Valiosa

The strongest animals feed from the weakest as they die and decompose.

The biggest problem stopping conservation efforts are careless humans.

The easiest way to help nature is reusing, recycling, and reducing.

Review Comparative and Superlative Adjectives and Adverbs

A **comparative adjective** compares two people, places, or things. Add *-er* to most adjectives to make their comparative forms. A **superlative adjective** compares more than two people, places, or things. Add *-est* to most adjectives to make their superlative forms. Remember to put adjectives in order.

comparative adjective
Mike is **louder** than Chan.

superlative adjective
Tamara is the **loudest** of them all.

difference is that _____. Even though _____ and _____ recycle and reuse in _____, we can agree that _____.

maintaining the nutrient cycle.	ciclo de nutrientes.

Suggested Previews	**Comfort Level:** Helping students recognize what they don't know lets them take ownership of adding to their own schema. 1. Present students with sentences about an upcoming topic. 2. Ask them to rate their comfort level from 1-5 (1 I'm not familiar with the topic, 5 I can explain the topic to a peer). 3. Go over the topic vocabulary and big ideas as a class. 4. Reassess comfort level asking students how they feel after the explanation. 5. Ask students to share a big idea from the topic. 	**Read Aloud:** Engage students in structured conversations about the science topic during a read aloud by asking questions throughout the book such as: • *¿Qué quiere decir _____?* • *¿Cuál es la idea más importante del texto?* • *¿En que se parece _____ a _____? ¿En qué son diferentes?* • *¿Cuál es la relación entre _____ y _____?* • *¿Por qué el autor escribió sobre este tema?* • *¿Qué puedes inferir sobre _____? ¿Cuál es tu evidencia?* 	
Suggested Reviews	**Shared Writing** 1.Gather students and prompt them with questions to capture their ideas using the paragraph frame as you discuss what they learned about. *¿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?* ***Paragraph Frame:*** *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 alegra que ahora entiendo _____ porque _____.*	**Connect 4 Thinking (Lead4Ward):** 1. Present students with a concept and virtually project the Connect 4 Thinking template. 2. Recording their responses on notebook paper, students connect the concept in 4 different ways: > synonym/antonym > analogy or real-life connection > quick sketch or visual > another related term/word 3. Place student pairs into virtual breakout rooms to share, compare, and revise responses. 4. Teacher elicits responses and clarifies/verifies in whole group virtual learning.	**Total Recall (Lead4Ward):** 1. Students fold a sheet of notebook paper into 4 quadrants to complete 4 Total Recall tasks: • **Box 1:** list and describe 3 important details you learned • **Box 2:** sketch 1-2 important ideas • **Box 3:** connect this new content you learned to something you've learned in the past • **Box 4:** draw an emoji representing how you felt while learning this content (happy face, sad face, frustrated face, confused face, etc.) 2. Place student pairs into groups or virtual breakout rooms to share, compare, and revise responses. 3. Teacher elicits responses and clarifies/verifies in whole group virtual learning.

	3. Encourage students to draw and/or write about their learning individually, extending the paragraph using sentence stems as needed.		