



Tercer Grado Artes de lenguaje y lectura Unidad 03 Semana 4 2021-2022

Unit Title: Changes

November 8-12

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

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Unit Title: Changes

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

Essential Questions:

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

Core Competencies:

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

- **Week 4-5:** Students will work individually or collaboratively to write about the issue and create a plan for an invention (purpose, materials, cost, and use).

Spanish Language Arts UNIT 2 WEEK 4

[20-21 SLAR Unpacked TEKS](#)

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



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3.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action
3.1(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
3.1(D) work collaboratively with others by following agreed-upon rules, norms, and protocols
3.1(E) develop social communication such as conversing politely in all situations

3.2A (v) decoding and differentiating meaning of a word based on a diacritical accent
3.2A (vi) decoding words with prefixes and suffixes
3.2B(iv) using accents on words commonly used in questions and exclamations
3.2B (vi) marking accents appropriately
3.2B (xi) spelling words with sílabas trabadas
3.2(D) write legibly in cursive
3.4(A) use appropriate fluency
3.5(A) self-select text and read independently for a sustained period of time

beyond a sentence to determine the meaning of unfamiliar words
3.3(C) identify the meaning of and use words with affixes
3.6(A) establish purpose for reading
3.6(B) generate questions about text before, during, and after reading
3.6(C) make and correct or confirm predictions
3.6(E) make connections
3.6(F) make inferences
3.6(I) monitor comprehension
3.7(B) write a response to a literary or informational text
3.7(E) interact with sources in meaningful ways
3.7(F) respond using newly acquired vocabulary as appropriate
3.7(G) discuss specific ideas in the text that are important to the meaning
3.8(A) infer the theme of a work distinguishing theme from topic
3.8(B) explain the relationships among the major and minor characters
3.8(C) analyze plot elements, including the sequence of events,
3.8(D) explain the influence of the setting on the plot
3.9(F) recognize characteristics of multimodal and digital texts
3.10(A) explain the author's purpose and message within a text
3.10(B) discuss how the use of text structure

3.11D (xi) correct spelling of words with grade-appropriate orthographic patterns and rules
3.11 D(i) complete simple and compound sentences with subject-verb agreement
3.11 D (ii) verb tense including the difference between ser and estar
3.11D (vii) pronouns, including personal, possessive, objective, and reflexive pronouns
3.11D (ix) capitalization of proper nouns
3.11D (x) punctuation marks, including commas
3.12(D) compose correspondence such as thank you notes or letters
3.13(A) generate questions on a topic for formal and informal inquiry
3.13(B) develop and follow a research plan with adult assistance
3.13(C) identify and gather relevant information from a variety of sources
3.13(D) identify primary and secondary sources
3.13(E) demonstrate understanding of information gathered
3.13(F) recognize the difference between paraphrasing and plagiarism when using source materials



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		3.10(F) discuss how the author's use of language contributes to voice																							
	Day 1	Day 2	Day 3	Day 4	Day 5																				
Concept and Language Development	Introduction to the theme: “Trabajo en equipo”. (M5 p. T28–T29) Video: Watch the video- “¿Cómo ganamos?” and lead oral discussion with the students introducing the vocabulary: colaboración, simbiosis, determinación, unidad. ¿Qué aprendemos de los deportes sobre el trabajo en equipo? Los deportes nos enseñan sobre el trabajo en equipo que _____. ¿Cómo podrías trabajar en equipo con otras personas para mejorar el mundo? Yo podría trabajar en equipo con otras personas para mejorar el mundo si _____. 																								
Rutina de combinación de sílabas	Phonics/Fluency/Spelling- HMM																								
1. Muestre las tarjetas de letras. 2. Deslice la primera letra para identificar la primera sílaba y lea. 3. Repita el proceso para la próxima sílaba.	Explain/Model: M5 T36-37 Sílabas trabadas con l Introduce ‘sílabas trabadas con l’ with the word ‘blusa’ focusing on the syllable ‘blu’. Extend the patter to include: bl, cl, fl, gl, pl in context. <table><tr><td>glotón</td><td>plaza</td><td>cable</td><td>blando</td><td>ancla</td></tr><tr><td>clamor</td><td>flamenco</td><td>plural</td><td>aflojar</td><td>glucosa</td></tr></table> GP: Guide students to identify syllables with bl, cl, fl, gl, pl in sentences. Structured Conversations:	glotón	plaza	cable	blando	ancla	clamor	flamenco	plural	aflojar	glucosa		Explain/Model: M5 T60-61 Sílabas trabadas con l GP: Remind students that syllables with consonant blends with l have consonant blends bl, cl, fl, gl and pl. <table><tr><td>camuflaje</td><td>población</td><td>bloqueador</td><td>completo</td><td>reglamento</td></tr><tr><td>desfloración</td><td>placentero</td><td>ciclismo</td><td>clavel</td><td>glorioso</td></tr></table> Practice with students reading unfamiliar words to identify blends with ‘l’. IP: Students will identify the blends independently.	camuflaje	población	bloqueador	completo	reglamento	desfloración	placentero	ciclismo	clavel	glorioso		Spelling test: Students will be assessed on word/ sentence dictation with the words from the week.
glotón	plaza	cable	blando	ancla																					
clamor	flamenco	plural	aflojar	glucosa																					
camuflaje	población	bloqueador	completo	reglamento																					
desfloración	placentero	ciclismo	clavel	glorioso																					



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4. Deslice las sílabas juntas y lea la palabra.

¿En qué se parecen las palabras? ¿Qué combinaciones de consonantes hay en las palabras?

Combinar y leer

Sílabas trabadas con /
Las sílabas trabadas con / tienen las combinaciones de consonantes bl, cl, fl, gl o pl.

glorón	blusa	cable	blando	habla
sopla	plaza	clara	pantufa	aflojar
pluma	flora	flecos	clase	club
amigable	bloque	plural	coliflor	platino
Pluto	establo	sable	cloro	blancura

IP: Students will practice completing Aprende y demuestra and find examples in their independent reading books.

Spelling/Handwriting: M5 T38

- Students will work with words identifying syllables with **bl, cl, fl, gl, pl**.
- Students will practice sorting words in pairs.
- Allow students to practice handwriting/ typing sample words.
- Do spelling pre-test.

Fluency /Accuracy and Self-Correction: M5 T39

Explain: Tell students that to read with accuracy

Ask- ¿Cuántas sílabas tiene la palabra? ¿Dónde está la sílaba trabada en la palabra? ¿Qué combinación de consonantes hay en la sílaba trabada?

Combinar y leer

Sílabas trabadas con /

1	tableta	gloria	inglés	jungla	plátano
2	población	mangle	renglón	clavel	bloqueador
3	plano	clínica	complejo	explotó	completo
4	flecha	flamenco	incluso	repleto	plumón
5	reglamento	chillado	público	siglo	neblina
6	El explorador llevó a la jungla una cantimplora.				
7	Quiero conocer los glaciares del planeta y dormir en un iglú.				



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Rutina de vocabulario: 1. Observen la palabra. 2. Digan la palabra. 3. Modele- Cómo formar la palabra 4. Formen la palabra.	means to recognize each word they read and to pronounce it correctly. It is important to monitor their reading and correct any mistakes they make, such as mispronouncing words and use rereading as a strategy for self-correction. GP: Model reading and using rereading or self-correction to achieve accuracy. IP: Engage students in practice in pairs and during independent reading.							
	Word Study/Academic Language/Oral Language- HMH							
		Explain/Model: Introduce vocabulary using picture cards: M5 T40–T41 - inquieto - técnicos - desvió - competencia - interceptó - ventaja GP: Follow the Rutina de estudio de palabras with the class. Guide students to make connections with the words and create sentences.	Explain/Model: Review vocabulary using the Mapa de cuatro cuadros strategy: M5 T52-53 - inquieto - técnicos - desvió - competencia - interceptó - ventaja <table><tr><td>Dibujo/ Picture</td><td>Significado/ Meaning</td></tr><tr><td>Oración/ Sentence</td><td>Palabra/ Word</td></tr></table>	Dibujo/ Picture	Significado/ Meaning	Oración/ Sentence	Palabra/ Word	Explain/Model: M5 T62-63 Sufijos -ero, -era; -or, -ora; -ísimo, -ísima Explain: Tell students that the meaning of suffixes and prefixes can help them understand and define unfamiliar words. GP: Guide students to analyze words with target affixes to find word meaning using a graphic organizer.
Dibujo/ Picture	Significado/ Meaning							
Oración/ Sentence	Palabra/ Word							

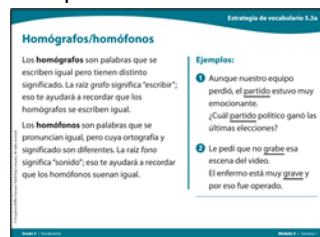
5. Encuentren la palabra en un texto

Always do a spiral review about using context clues to find meaning of unfamiliar words.



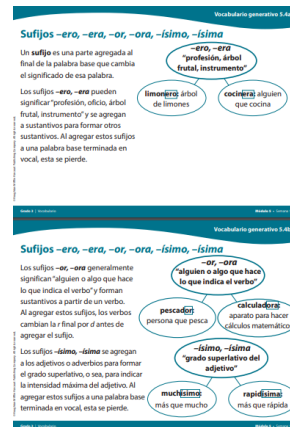
Vocabulary Strategy: M5 T53 Homonyms/Homographs

Explain: Discuss with students the differences between homographs and homonyms and provide examples.



Homographs (Homógrafos)- El sufijo grafo viene de escribir. These are words that are spelled the same way but mean something different.
Homophones (Homófonos) - El sufijo fono viene de sonido. These are words that sound the same but are spelled differently.

IP: Assign students to find meaning of these words in context using a graphic organizer in groups with:
 homógrafos: Lima/lima y bajo/bajo
 homófonos: ola/hola y caza/casa.



Example:

Oración	
Miramos los edificios de la ciudad y todos eran altísimos .	
Prefijos:	Significado/s
'ísimo' Grado superlativo del adjetivo alto.	Los edificios eran muy altos.

IP: Students will complete the Aprende y Demuestra and use a graphic organizer during independent reading to find the meaning of unfamiliar words.

Oración	
Como no había clases, cuando Ana se despertó se enrolló en sus sábanas y se volvió a dormir.	
¿Prefijo/Sufijo?	¿Cognados?
en rolló	No
¿Significados Múltiples?	Contexto
No	No había clases Enrolló sabana Volvio a dormir
¿Homógrafos u Homófonos?	Sinónimos/ Antónimos
No	Enroscado Doblado Arrollado Curvado
Significado	
Ana se arropó con la sábana para seguir durmiendo.	

IP: Students will work in groups with the graphic organizers finding word meaning of unfamiliar words.

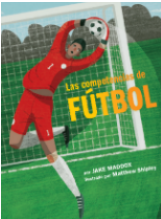
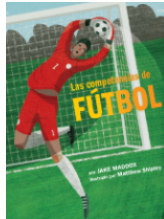
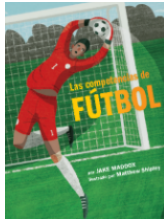


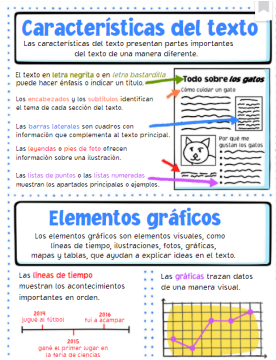
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			Example: Oración: El hombre salió de caza al bosque con su perro. ¿Homógrafos u Homófonos? Significados: caza- Del verbo cazar, atrapar algo. Contexto: -fue al bosque -con su perro Significado: El hombre fue al bosque a cazar animales con su perro. <td></td> <td></td>		
Rutina de Conversación en Parejas. 1.Question/Pregunta- Presenta la pregunta a estudiantes.	Interactive Read Aloud/ Mini-Lesson- HMH				
	Text- ¡Trabajo en equipo = Victoria! M5 T30-31	Text- Las competencias de fútbol M5 T42-43	Text- Las competencias de fútbol M5 T54-55	Text- Las competencias de fútbol M5 T64-65	Text- Las competencias de fútbol M5 T72-73

2.Stem/Una/un fragmento- <i>Da una señal a estudiantes 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- <i>Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.</i> 5.Assess/Evalúa- <i>Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.</i>	 Make connections: <i>¿A cuántos de ustedes les gusta jugar en equipo o ven deportes en equipos? ¿Cómo se llevan los jugadores?</i> Read aloud: Teaching Pal/Compañero de enseñanza -Introduce genre and text- Informational text (Short read) -Students will make predictions. -Set a purpose for reading aligned to the skill: Using text features to understand the text. Structured Conversations: <i>¿Qué características del texto usa el autor en los párrafos 1, 3 y 5? ¿Qué elementos gráficos se usan en estas dos páginas?</i> Response: Students will discuss how the text features	 Make connections: <i>¿Cómo monitoreas tu comprensión cuando lees independientemente?</i> Read aloud: Teaching Pal/Compañero de enseñanza -Review genre and text- Realistic Fiction -Students will review questions before reading. -Set a purpose for reading aligned to the skill: Ask and answer questions through the selection. Structured Conversations: <i>¿Cómo afectan a Ryan las acciones de Berk en el juego? ¿En qué se parece el equipo de Berk este año al equipo del año pasado? ¿En qué se parece este final al final del capítulo anterior?</i> Response: Students will discuss these questions in small groups: <i>¿Por qué el juego entre Peter y</i>	 Make connections: <i>¿Por qué es importante identificar los elementos literarios?</i> Reread aloud: Use Teaching Pal/Compañero de enseñanza: -Set a purpose for reading aligned to the skill: Identify the literary elements in the story. Structured Conversations: <i>¿Quiénes son los personajes principales y los personajes secundarios? ¿Cuál es el ambiente en estas páginas? ¿Por qué es importante este ambiente en un cuento sobre fútbol? ¿Cómo influyen en la trama las diferencias entre Berk y Ryan?</i> Response/CFU: Students will discuss the text in small groups and create a graphic organizer with the literary	 Make connections: <i>¿Qué lección podemos aprender de los personajes?</i> Reread aloud: Use Teaching Pal/Compañero de Enseñanza: -Set a purpose for reading aligned to the skill: Identify the theme in the story. Structured Conversations: <i>¿Qué relación hay entre el título y el problema principal que se plantea en el cuento? ¿En qué se diferencia ese mensaje del tema del cuento?</i> Response: Students will work in groups to discuss the theme of the story <i>¿Cómo expresarías el mensaje del cuento?</i> CFU: Students will complete Aprende y demuestra and will identify the theme in a short paragraph.	 Make connections: <i>¿Cómo el autor comunica sentimientos en la historia?</i> GP: Point out that for an author, their craft are the skills and abilities involved in using words in ways that make writing interesting and communicate ideas clearly. Structured Conversations: <i>¿Cómo usa el autor el lenguaje literal, las palabras sensoriales y la longitud de las oraciones para describir la acción? ¿Cómo ayuda esto a crear el estado de ánimo?</i> CFU: Students will complete the week's assessment to apply skills: <i>text features, asking and answering questions, literary elements, theme, and author's craft.</i>
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	help them find information in the text. <i>¿Cómo ayudan las fotografías a apoyar las ideas del texto?</i> CFU: Students will talk, write, and find text evidence to explain their responses.	<i>Berk es un buen ejemplo de trabajo en equipo?</i> CFU: Students will complete the selection quiz.	elements and present it to the class.		
Mini-Lesson					
	Text Features M5 T30-31 Mini-Lesson: Tell students that authors use text features such as bold text to show readers words and phrases that are important.  Elementos gráficos Los elementos gráficos son elementos visuales, como líneas de tiempo, ilustraciones, fotos, gráficos, mapas y tablas, que ayudan a explicar ideas en el texto. Las líneas de tiempo muestran los acontecimientos importantes en orden. Los gráficos trazan datos de una manera visual. Provide opportunities for the students to identify a variety of text features in familiar text previously read.	Asking and Answering Questions M5 T42-43 Mini-Lesson: Tell students that as they read they can ask and answer questions for a number of reasons, such as to make predictions, clear up anything they're unsure about, or to think more about the text. Provide students with a set of basic questions for the students to ask as they read. 	Literary Elements M5 T54-55 Mini-Lesson: Remind students that literary elements are all the pieces that make up a story, such as character, setting, and plot.  Create a class graphic organizer to record the literary elements during the read aloud. Use the 'during reading' questions to help	Theme M5 T64-65 Mini-Lesson: Remind students that a story's theme is a key message the author wants to share. What characters have learned or how they changed helps readers figure out a story's theme.  Review with the students the theme of previous texts read	Author's Craft M5 T72-73 Mini-Lesson: Review that figurative language is words or phrases that do not have their normal dictionary meaning.  Find examples from the story as you read making connections to the anchor chart.

Writer's Workshop		Suggestion: Use color-coded questions with students: Green-before reading (you answer the questions and you go), Yellow- during reading (you answer slowly as you go) Red- after reading (you answer after you stopped reading).	students identify all story elements.	as a class and create an ongoing list of themes: friendship, hard work, etc.	
	Writing Workshop				
	Writing Prompt: Read the following sentence: <i>Words and actions define friendship.</i> Think about what it might be like for a new student at your school. Write a letter persuading a new student to be your friend. Take the position that you would like that person to be your friend, and give supporting details that explain why. Student Friendly Rubric SP Student Friendly Rubric SP Teacher Rubric				
	Writing Process: Explore the Topic: E68 Explain: Tell students that the next piece of writing they will develop is a persuasive letter. Explain that persuading means convincing. Engage students in class discussion about how to make friends. Structured Conversations: <i>¿Qué es lo primero que notan cuando conocen a alguien?</i> <i>¿Cómo deciden si quieren ser amigos de esa persona?</i> <i>¿Alguna vez se han hecho</i>	Read Mentor Text- E69 ¡No alimentos a los gecos!  Model/Explain: Preview the mentor text engaging students. Prepare to read Chapters 1 & 2 only.	Writing Process: E70 Review Mentor Text Explain: Discuss with students the concept of friendship and what actions they observed in the characters' actions indicating friendship or not. Structured Conversations: <i>¿Qué significa la palabra amigo?</i> <i>¿Cómo se relaciona la palabra amigo con el cuento?</i>	Writing Process: E71 Prewriting Activities 	Writing Process: E72 Audience and Purpose  Explain: Review with students the writing prompt and engage students in structured conversations: <i>¿Cuál es tu</i>



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	<i>amigos de alguien que no les agradó cuando lo conocieron? ¿Qué pasó?</i> Present focus statement: “Una amistad se compone de palabras y acciones.” Model: Share with students a story about how you met your best friend. <i>Why did you want to be his/her friend?</i>	Students will preview text and make predictions. <i>¿De qué creen que se trata la historia? ¿Qué niño creen que tiene los gecos? ¿Por qué se ve tan preocupado?</i> Read aloud: -Review genre and text- Realistic Fiction -Students will make predictions -Set a purpose for reading aligned to the skill: Read Chapters 1-2 to find out if the boys will become friends. Structured Conversations: <i>¿Cómo se siente Carlos sobre los gecos y las hormigas? ¿Cómo lo saben? ¿Carlos está entusiasmado con la llegada de Bernardo? ¿Por qué?</i>	Model/Explain: Using a think aloud, discuss with the students what feelings friends make you feel and categorize them between positive or negative. Vocabulario Direcciones: Identificar cada palabra como una de las siguientes categorías. Usar un diccionario para buscar palabras desconocidas. • Destacar en azul las palabras relacionadas con las emociones felices. • Resaltar en rojo las palabras relacionadas con las emociones tristes. • Subrayar las palabras que combinan la raíz de una palabra con un sufijo. Encierra el sufijo en un círculo.	Explain: Remind students that they will write a persuasive letter. Ask students: <i>¿Cuáles son algunas de las formas en que pueden persuadir a alguien para que sea su amigo?</i> Model: Make connections to a personal experience about a time you had to make friends in a new place. How did you feel? Structured Conversations: <i>¿Cuáles son algunas de las formas en que pueden persuadir a alguien para que sea su amigo?</i>	<i>tarea? ¿Quién es tu audiencia? ¿Cuál es tu propósito?</i> Model: Using the sample text and graphic organizer, discuss the letter format with focus on first paragraph: introduction. Párrafo inicial (Introducción) Ejemplo 1: Eres un nuevo estudiante en nuestra escuela. Necesitas ser mi amigo. Ejemplo 2: ¡Bienvenido a nuestra clase! Se me ocurren muchas razones por las que deberíamos ser amigos. Ejemplo 3: Me mudé aquí apenas el año pasado, así que sé lo difícil que puede ser hacer amigos en una nueva escuela. Me gustaría ser tu amigo. He aquí la razón.
	Independent Writing				
	Students will talk to partner/teams about how they met their best friend. Circulate, monitor, and prompt students while they write. Students will share their ideas.	Students will answer this question orally and in writing: <i>¿Creen que Carlos y Bernardo serán amigos? ¿Por qué?</i> Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will work on their independent list of emotions and categorize them. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will write about ways in which they can persuade someone to become their friend. Circulate, monitor, and prompt students while they write. Students will share their ideas.	Students will complete their prewriting graphic organizer for their persuasive letter. Circulate, monitor, and prompt students while they write. Students will share their writing.



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Grammar

Explain: E260 Using ‘yo’, ‘me’ and ‘mí’.

Usar yo, me, mí

El pronombre **yo** se usa como el sujeto de una oración e indica quién hace la acción. El pronombre **me** se usa como complemento en una oración e indica quién recibe la acción del verbo. El pronombre **mí** se usa después de una preposición.

sujeto Yo tengo tres hermanos.	complemento Mi mamá me quiere mucho.
después de una preposición Estos son regalos para mí .	

Model: Explain that the pronoun **yo** is used as the subject of a sentence, while the pronoun **me** is used as the direct object in a sentence. Pronoun **mí** se is used after a preposition.

GP: Guide students to identify pronouns **yo, me, and mí** in sentences generated by the class.

IP: Students will create sentences and identify pronouns **yo, me, and mí** in pairs.

Explain: E261 Pronouns and diacritic accent

Pronombres y el acento diacrítico: mí/mí, tu/tú, él/él

El acento diacrítico, o la tilde diacrítica, se usa para distinguir dos palabras que se escriben igual, pero que tienen una función diferente en la oración.

Palabra y función en la oración	Ejemplos
mí (adjetivo posesivo) mi (pronombre preposicional)	En mí salón de clases hay un acuario. A mí nadie me llamó ayer.
tú (adjetivo posesivo) tú (pronombre personal sujeto)	Vamos a tu casa esta tarde. ¡Tú eres maravilloso!
él (artículo determinado) él (pronombre personal sujeto)	El chico salió temprano. El fue a la casa de Carlos.

Model: Explain that some pronouns have an “**acento diacrítico**” such as mí/mí, tu/tú y él/él because they perform a different function in the sentence. An “**acento diacrítico**” is used to differentiate the words between nouns and different types of pronouns).

GP: Guide students to identify which word needs the diacritic accent.

IP: Students will complete sentences in groups applying the skill.

Explain: E262 Pronouns ‘yo, me, mí, mis, su, sus’

Usar pronombres yo, me, mí, mis, su, sus

Los pronombres **yo, me, mí** y **mis** son pronombres que se refieren a la primera persona **yo**. Los pronombres **su** y **sus** son pronombres que se refieren a la tercera persona **él, ella, usted o ellos, ellas y ustedes**.

Pronombres de la primera persona	Pronombres de la tercera persona
yo Yo tengo mucha hambre. me Me gusta jugar con la arena.	su La maestra trajo su perro a la escuela. sus Sergio invitó a sus amigos al parque.
mi Papá compró unos patines para mí. mis Voy a jugar con mis amigos.	su Clara y Melisa quieren mucho a su mamá. sus Ustedes deben traer sus libros a la clase.

Model: Introduce pronouns **su** and **sus**. Explain these pronouns refer to the third person.

GP: Guide students to identify which plural to make the use of the correct third-person pronouns.

IP: Students will revise sentences adding the correct third-person pronouns.

Explain: E253 Review complex sentences

Repaso de pronombres personales y posesivos

Un **pronombre** es una palabra que reemplaza un sustantivo. Un **pronombre personal** sustituye a un sustantivo en el sujeto de la oración. Un **pronombre posesivo** sustituye a un sustantivo que denota posesión o pertenencia.

pronombre personal sujeto María y su tía viven en Chicago. Ella viven en Chicago.	pronombre posesivo La casa donde viven es de la tía . La casa donde viven es suya .
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Model: Review complex sentences with students using the anchor chart and sample sentences from your own writing.

GP: Guide students to identify types of sentences: simple/ compound. Ask teams to generate examples and sort as a class.

IP: Students will identify simple/compound sentences in pairs.

Make connections to writing E264: Editing with the correct pronoun

Conectar con la escritura: Corrección

Mientras corriges tu trabajo, recuerda verificar que los pronombres en tus oraciones sean los correctos. Asegúrate de poner tilde a los pronombres que llevan acento diacrítico. Lee cada oración en voz alta y pregúntate: ¿Suena bien? ¿He usado el pronombre correcto? Si no es correcto, ¿cuál es el pronombre que debo usar?

Daniel y mi fuimos al parque. (<i>debe ser Daniel y yo</i>) El director de la escuela nos saludó a Sandra y a mí. (<i>debe ser mí, con acento</i>) Quiero que el vaya a mi fiesta. (<i>debe ser él, con acento</i>) Mi gusta el pan caliente. (<i>debe ser Me gusta</i>) Miguel sacó a sus perro a pasear. (<i>debe ser su perro o sus perros</i>) (¿Qué vas a hacer tu esta tarde? <i>debe ser tú, con acento</i>)
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Explain: Review the editing process with the students.

Model: Tell the students that it is important to reread their texts and to correct any mistakes.

IP: Students will revise/edit sentences using the correct pronouns.

Patterns of Power en español:
3.5 Los sustantivos colectivos



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Research Class Project: Creating Change in the World	Week 4-5: Students will work individually or collaboratively to write about the issue and create a plan for an invention (purpose, materials, cost, and use). Bilingual products are always encouraged. - Allow students to continue to work individually or collaboratively as needed based on their topics to facilitate conversation and writing. - Encourage bilingual products and provide sentence stems to support students speaking and writing about their topic, such as: <i>El problema que quiero/queremos cambiar es el/la _____. En el mundo hay muchas personas que necesitan _____ porque _____. Una posible solución para este problema podría ser un/una _____. Un/una _____ podría causar cambio en el mundo porque _____. Mi/Nuestro invento funciona de esta forma: _____. Este invento se podría vender en _____ a un precio de _____. De esta forma _____ lo podrían comprar y cambiar su situación.</i> <i>The issue I/we want to change is _____. There are many people in the world in need of _____ because _____. A possible solution to this problem would be a _____. A _____ could cause change in the world because _____. My/Our invention works this way: _____. It could be purchased at _____ at a price of _____. This way _____ could buy it and change their situation.</i> - Circulate, monitor, and prompt students to elicit participation while they work on their projects.				
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
See Literacy Station Ideas in Module 5 on Teacher pages T24-25					
THIRD GRADE ELLD Block UNIT 2 WEEK 4					
Science Content TEKS: 3.6 (C) observe forces such as magnetism and gravity acting on objects	3.2A(i) decoding multisyllabic words with multiple sound-spelling patterns 3.2A(vii) identifying and reading high-frequency words from a research-based list 3.3(B) use context to determine the meaning of unfamiliar words 3.6(B) generate questions about text 3.6(D) create mental images to deepen understanding 3.6(F) make inferences and use evidence to support understanding				



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		3.9D(i) [recognize] the central idea with supporting evidence 3.9D(iii) [recognize] organizational patterns such as cause and effect 3.11D(i) complete simple and compound sentences with subject-verb agreement 3.11D(vii) pronouns, including subjective, objective, and possessive cases 3.12(B) compose informational texts								
Resource STEMscopes Magnetism and Gravity (STEMscopedia P. 1-2)										
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 this section of the text? What do you think it will be about?  Prior knowledge- Activate students’ prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed: Guiding questions: Why do things fall down and not up? What is pulling us down	Shared Reading: Reread text with students and make connections to the text: In which ways do you think your daily life is impacted by gravity? Comprehension Skill: Focus on comprehension skills with modeling and prompting. Authors organize informational text according to their purpose.	Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. Foundational Skill: Review soft g: ge, gi, in sentences from the text or related to the topic in the text (*When ‘g’ is followed by e, i, or y is sounds like a ‘j’): Instead of saying Earth is large, we should say it has a lot of mass. There are many kinds of engineers. Some design and build bridges. Grammar: Review with students the use of	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 going to another planet. How would you explain the effect of gravity on your weight and mass? 	Assessment: Students will explain the vocabulary terms in writing providing real-life examples. Cross-linguistics: Lead a review of the sound of soft g in English and Spanish. <table><tr><td>Soft g /j/</td><td>ge, gi /j/</td></tr><tr><td>Gravity is the giant force pulling us towards Earth.</td><td>La gravedad es la fuerza gigantesca que nos atrae a la Tierra.</td></tr><tr><td>In general, many people confuse</td><td>En general, mucha gente confunde</td></tr></table>	Soft g /j/	ge, gi /j/	Gravity is the giant force pulling us towards Earth.	La gravedad es la fuerza gigantesca que nos atrae a la Tierra.	In general, many people confuse	En general, mucha gente confunde
Soft g /j/	ge, gi /j/									
Gravity is the giant force pulling us towards Earth.	La gravedad es la fuerza gigantesca que nos atrae a la Tierra.									
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towards the Earth?

Read aloud and stop to engage students with the text through guided questions:

p.1 What is force? Force is ____.

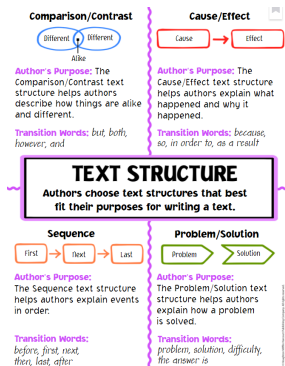
What is gravity? Gravity is ____.

What is the relationship between force gravity? The relationship between force and gravity is ____.

p.2 What is weight? Weight is ____.

What is mass? Mass is ____.

What is the relationship between both? The relationship between mass and weight is ____.



Prompt students to identify the organizational patterns in this text:

What is the organizational pattern the author is using in the text?

The author organized the text as ____ (compare/contrast) because ____.

What is evidence of this organizational pattern? Evidence of this organizational pattern are paragraphs ____ on page ____ because ____.

Vocabulary Picture Walk:

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

Force	Fuerza
Gravity	Gravedad
Magnetism	Magnetismo
Mass	Masa
Weight	Peso

pronoun-verb agreement in complete sentences from the text or aligned to the topic from the text: (*Singular pronouns used as subjects, **except I**, go with verbs that end in -s or -es. Plural pronouns used as subjects go with verbs that do not end in -s or -es.)

Gravity is force. **It pulls** us towards the Earth.

When apples fall from a tree, **they go** down.

Bridges must be strong, so **they have** a lot of mass.

Gravity is ____ that _____. It has a different _____ on each of us. If you travel to another _____ your _____ will be _____. However, your _____ will be _____. For example, if you weigh _____ on Earth, you would weigh _____ in _____. This happens because _____.

mass and weight.

peso y masa.

The GG in front of e and i sound like a /j/, but the /j/ sound is different in English and Spanish.



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Suggested Preview Activities	Picture Walk STEMscopes- Preview vocabulary for the topic using the STEMscopes Spanish vocabulary slideshow in Spanish. Integrate the use of concrete objects, multimedia, and gestures to clarify the concepts.		Anticipation Guide/ Justified List Lead4Ward 1. Identify the major ideas presented in the unit/topic. 2. Consider what beliefs your students are likely to have about the topic. 3. Write 5-7 general statements about the topic that challenge your students' beliefs. 4. Require students to respond to the statements by agreeing or disagreeing with the statement. 5. Revisit as a Review activity to allow students to confirm or revise their ideas.	
				
Suggested Review Activities	Card Sort Lead4Ward 1. Students are given (or create) a set of cards reflecting various terms, concepts, visuals, or assessment items. (Manipulatives can also be provided to be sorted.) 2. Students work cooperatively to sort the cards or manipulatives into various categories such as the following: I understand, I kind of understand, I do not understand. 3. Teacher sees and hears the students' thinking and clarifies/ verifies as needed.	Play It – Say It- Lead4Ward 1. Introduce students 5-7 vocabulary words, concepts, names, events, steps in a process, etc. 2. Students use post-its or cut up paper to create response cards – 1 word or picture on each card. 3. Teacher presents or says a statement and students match the statement to one of their cards. 4. Teacher says, “1-2-3, Play It!” and students hold their card in front of their face or camera. 5. Teacher says, “1-2-3, Say It!” and students shout out their answers, all at	Shared Writing Student-Led 1. Divide students in groups of different language proficiencies and provide guiding questions for students to reflect on their learning. <i>¿Qué aprendieron esta semana? ¿Por qué es importante aprender sobre __? ¿Cuál es la idea central del tema? ¿Cómo te sientes de haber aprendido sobre este tema? ¿Por qué?</i> 2. Students will use the paragraph frame to discuss what they learned about using sentence stems. <i>Esta semana estuvimos aprendiendo sobre __. Aprender sobre __ es importante porque _____. Durante las lecciones</i>	



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			the same time. (Teacher may choose to unmute all mics for this step.) 6. Teacher elicits student responses and clarifies/verifies in the whole group or virtual learning. 	<i>aprendimos _____. Otros temas que también discutimos fueron _____. La idea central del tema que discutimos es _____. Me siento _____ de haber aprendido sobre este tema porque _____.</i> 3. Students will write about their learning individually using sentence stems as needed. 
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