Cuarto Grado Artes de lenguaje y lectura Unidad 03 Semana 2 2021-2022

Unit Title: Cuentos de astucia y cuentos fantásticos

January 10th-14th

Unit Title: Cuentos de astucia y cuentos fantásticos

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 make 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

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 2

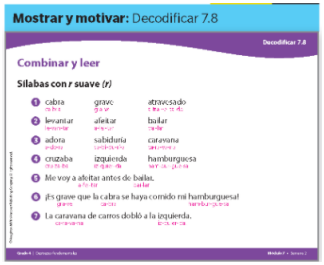
20-21 SLAR Unpacked TEKS

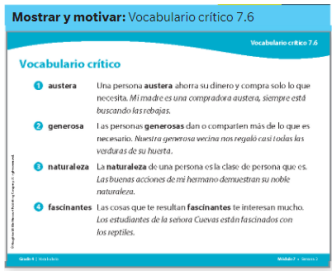
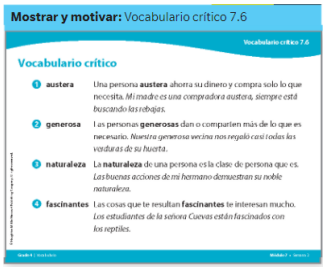
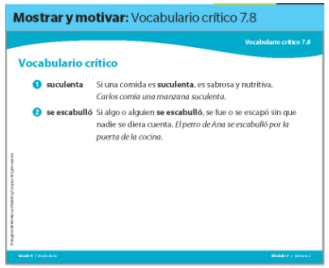
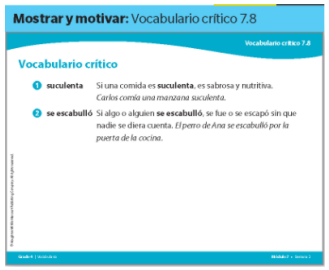
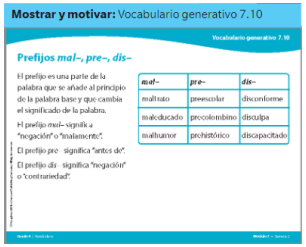
Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
4.1A listen actively, ask relevant questions to clarify information, and make pertinent comments; 4.1C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, 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;

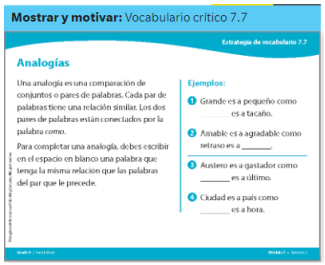
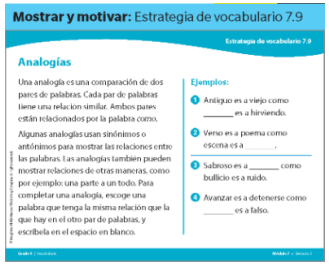
		self-select text and read independently for a sustained period of time. 4.6A establish purpose for reading assigned and self-selected texts; 4.6C make, [and] correct or confirm predictions using text features, characteristics of genre, and structures; 4.6E make connections to personal experiences, ideas 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;

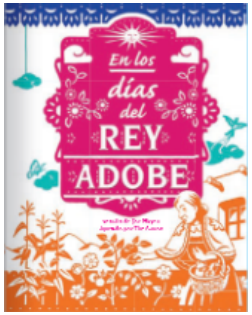
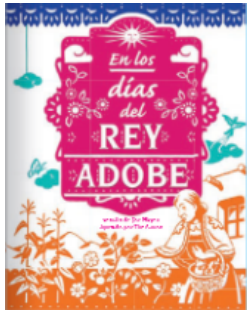
		4.8D explain the influence of the setting, including historical and cultural settings, on the plot. 4.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; 4.9D(i) the central idea with supporting evidence; 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;	

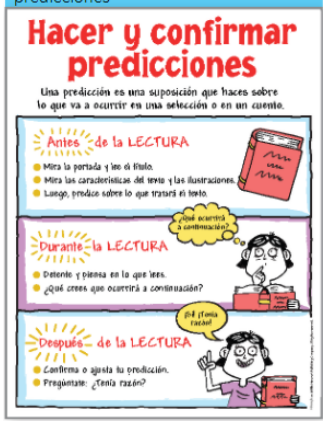
	Day 1	Day 2	Day 3	Day 4	Day 5
Rutina de combinación de sílabas *1. Muestre las tarjetas de letras.* *2. Deslice la primera letra para identificar*	**Phonics/Fluency/Spelling**				
	Sílabas con r suave M7 T96–T97 **Explain/Model:** Explain to students that the letter r has a soft /r/ sound when it comes at the end of a word, between vowels, or after most consonants. Show and read aloud the words periódico, estudiar and		**Sílabas con r suave** M7 T116–T117 **Explain/Model:** Remind students that the letter r makes a soft /r/sound when it is at the end of a word, before or after a consonant, or between vowels.		

la primera sílaba y lea. *3. Repita el proceso para la próxima sílaba.* *4. Deslice las sílabas juntas y lea la palabra.*	grabado. Underline the letter r in each word. Say: *In these three words, the letter r has the soft /r/sound. In the word periódico, the r is between two vowels. In the word estudiar, the r is at the end. In the word grabado, the r comes after the consonant g.* **GP:** Use mostrar y motivar to practice reading words with r suave. **Mostrar y motivar:** Decodificar 7.6 Decodificar 7.6 **Combinar y leer** **Sílabas con *r* suave *(r)*** La *r* tiene el sonido suave /r/ cuando aparece al final de una palabra, después de la mayoría de las consonantes, o entre vocales. 1 cartón sartén arándano 2 loros cabalgar derecho 3 abierto fortuna paladar 4 canario jaguar porción 5 Debes cabalgar más derecho en ese camino. 6 A mis loros y mi canario les gustan los arándanos. **IP:** Have students work in small groups or with partners to complete page 149 of Aprende y demuestra. **Ortografía** M7 T98 Students will work on sorting words according to r suave **Fluidez - Expression** M7 T99 Have students follow along as you read aloud and model how to read with expression.		**GP:** Follow the Mostrar motivar routine.  **Mostrar y motivar:** Decodificar 7.8 Decodificar 7.8 **Combinar y leer** **Sílabas con *r* suave *(r)*** 1 cabra grave atravesado 2 levantar afeitar bailar 3 adora sabiduría caravana 4 cruzaba izquierda hamburguesa 5 Me voy a afeitar antes de bailar. 6 ¡Es grave que la cabra se haya comido mi hamburguesa! 7 La caravana de carros dobló a la izquierda. **Structured Conversations:** *¿Qué tienen en común las letras r de esta fila?* *¿Cómo se dividen en sílabas estas palabras?* **IP:** Have students work in small groups or with partners to complete page of 152 Aprende y demuestra.		
	Word Study/Academic Language/Oral Language				

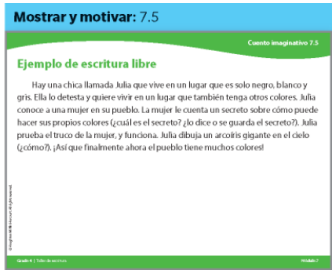
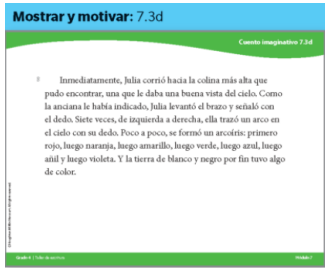
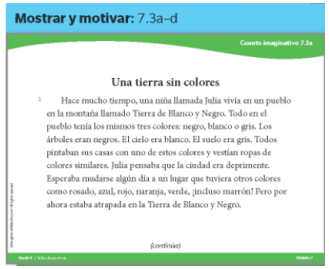
Rutina de vocabulario: ***1.*** *Observen la palabra.* ***2.*** *Digan la palabra.* ***3.*** *Modele- Cómo formar la palabra* ***4.*** *Formen la palabra.* ***5.*** *Encuentren la palabra en un texto*	**Words to Know** M7 T88–T89 • austera • generosas • naturaleza • fascinantes **Explain/Model:** Follow the vocabulary routine to introduce critical vocabulary.  **Mostrar y motivar:** Vocabulario crítico 7.6 Vocabulario crítico austera — Una persona **austera** ahorra su dinero y compra solo lo que necesita. *Mi madre es una compradora austera, siempre está buscando las rebajas.* generosa — Las personas **generosas** dan o comparten más de lo que es necesario. *Nuestra generosa vecina nos regaló casi todas las verduras de su huerta.* naturaleza — La **naturaleza** de una persona es la clase de persona que es. *Las buenas acciones de mi hermano demuestran su noble naturaleza.* fascinantes — Las cosas que te resultan **fascinantes** te interesan mucho. *Los estudiantes de la señora Cuevas están fascinados con los reptiles.* **GP:** Guide students to interact with the words by discussing questions such as these: *Si fueras una persona austera, ¿gastarías todos tus ahorros en una sola compra? ¿Por qué?* *Si alguien se come todas las galletas en vez de compartirlas, ¿está actuando como una persona generosa? Explica tu respuesta.* *¿Cómo es la naturaleza de una persona que nunca dice la verdad? Si los leones te parecen fascinantes, ¿te*	**Words to Know** M7 *T100* • austera • generosas • naturaleza • fascinantes **Explain/Model:** Follow the vocabulary routine to introduce critical vocabulary.  **Mostrar y motivar:** Vocabulario crítico 7.6 Vocabulario crítico austera — Una persona **austera** ahorra su dinero y compra solo lo que necesita. *Mi madre es una compradora austera, siempre está buscando las rebajas.* generosa — Las personas **generosas** dan o comparten más de lo que es necesario. *Nuestra generosa vecina nos regaló casi todas las verduras de su huerta.* naturaleza — La **naturaleza** de una persona es la clase de persona que es. *Las buenas acciones de mi hermano demuestran su noble naturaleza.* fascinantes — Las cosas que te resultan **fascinantes** te interesan mucho. *Los estudiantes de la señora Cuevas están fascinados con los reptiles.* **GP:** Have students work in pairs to complete the following sentence frames: *Los insectos me parecen fascinantes, quiero _____.* *Una persona generosa da _____.* *Una persona de naturaleza amable es alguien que _____.* *Una persona austera no _____.* **IP:** Have students work in small groups or independently. Tell them	**Words to Know** M7 T108–T109 • suculenta • se escabulló **Explain/Model:** Follow the vocabulary routine to introduce critical vocabulary.  **Mostrar y motivar:** Vocabulario crítico 7.8 Vocabulario crítico suculenta — Si una comida es **suculenta**, es sabrosa y nutritiva. *Carlos comía una manzana suculenta.* se escabulló — Si alguno o alguien **se escabulló**, se fue o se escapó sin que nadie se diera cuenta. *El perro de Ana se escabulló por la puerta de la cocina.* **GP:** Guide students to interact with the words by discussing questions such as these: *¿Crees que una tostada es una comida suculenta? ¿Por qué?* *Si alguien se escabulló de una fiesta, ¿se despidió de los demás invitados? Explica tu respuesta.* **IP:** Have students work independently to complete steps 3 and 4 on Vocabulary Cards 7.18 and 7.19.	**Words to Know** M7 T118 • suculenta • se escabulló **Explain/Model:** Follow the vocabulary routine to introduce critical vocabulary.  **Mostrar y motivar:** Vocabulario crítico 7.8 Vocabulario crítico suculenta — Si una comida es **suculenta**, es sabrosa y nutritiva. *Carlos comía una manzana suculenta.* se escabulló — Si alguno o alguien **se escabulló**, se fue o se escapó sin que nadie se diera cuenta. *El perro de Ana se escabulló por la puerta de la cocina.* **GP:** Have students create a graphic organizer by folding a paper in 4 parts and write: • word • picture that represents the word • meaning of the word • sentence with the word **IP:** Have students work in small groups or independently. Tell them to complete Aprende y demuestra page 153. For the last item on the page, tell students to include clues to each word's meaning in their sentences. Have groups	**Prefixes mal-, pre-, dis-** M7 T126–T127 **Explain/Model:** Follow the vocabulary routine.  **Mostrar y motivar:** Vocabulario generativo 7.10 Prefijos *mal-, pre-, dis-* El prefijo es una parte de la palabra que se añade al principio de la palabra base y que cambia el significado de la palabra. El prefijo *mal-* significa "negación" o "inclinación". El prefijo *pre-* significa "antes de". El prefijo *dis-* significa "negación" o "contrariedad". mal- / pre- / dis- maltrato / preescolar / disconforme maleducado / precolombino / disculpa malhumor / prehistórico / discapacitado **GP**: Have students find the prefix for the other words in the chart. Guide students in using the meaning of the prefix and base word to tell the meaning of the word. **IP:** Have students work in pairs to complete Aprende y demuestra page 155. Tell partners to read the instructions and have them work together to answer the questions.

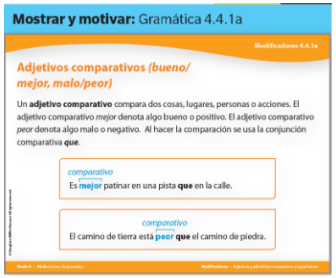
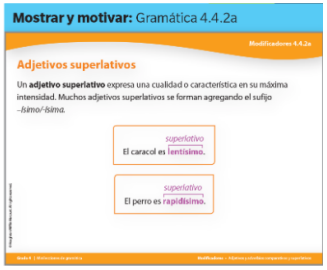
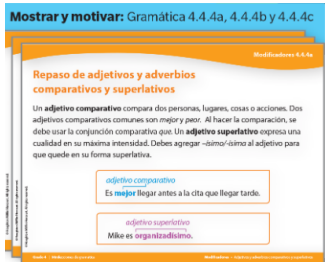
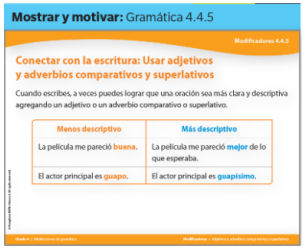
Rutina de estudio de palabras: *1. Diga la palabra. Pida a los niños que la repitan.* *2. Use la palabra en una o dos oraciones.* *3. Los estudiantes escriben o forman la palabra y revisan la ortografía.*	*interesaría leer más sobre estos animales? ¿Por qué?* **IP:** Have students work independently to complete steps 3 and 4 on Tarjetas de vocabulario 7.14–7.17.	to complete Aprende y demuestra page 150. **Analogies** M7 T101 **Explain/Model:** Use the vocabulary routine to explain what analogies are.  **Mostrar y motivar:** Vocabulario crítico 7.7 Estrategia de vocabulario 7.7 **Analogías** Una analogía es una comparación de conjuntos o pares de palabras. Cada par de palabras tiene una relación similar. Los dos pares de palabras están conectados por la palabra *como*. Para completar una analogía, debes escribir en el espacio en blanco una palabra que tenga la misma relación que las palabras del par que le precede. **Ejemplos:** 1 Grande es a pequeño como _____ es a tacaño. 2 Amable es a agradable como retraso es a _____. 3 Austero es a gastador como _____ es a último. 4 Ciudad es a país como _____ es a hora. **GP:** Have students read example 3. Guide them as needed in recognizing austero and gastador as antonyms, and then find an antonym for último. (primero) **IP:** Have students work independently or in pairs to complete the following analogies: *Ladrillo es a adobe como pan es a ____. (harina)* *Encantado es a decepcionado como aburrido es a ____. (interesado o motivado)*		share their sentences. Ask listeners to identify the context clue in each sentence. **Analogies** M7 T119 **Explain/Model:** Remind students that they need to recognize the relationship of the known set of words to complete an analogy.  **Mostrar y motivar:** Estrategia de vocabulario 7.9 Estrategia de vocabulario 7.9 **Analogías** Una analogía es una comparación de dos pares de palabras. Cada par de palabras tiene una relación similar. Ambos pares están relacionados por la palabra como. Algunas analogías usan sinónimos o antónimos para mostrar las relaciones entre las palabras. Las analogías también pueden mostrar relaciones de otras maneras, como por ejemplo: una parte a un todo. Para completar una analogía, escoge una palabra que tenga la misma relación que la que hay en el otro par de palabras, y escríbela en el espacio en blanco. **Ejemplos:** 1 Antiguo es a viejo como _____ es a hirviendo. 2 Verso es a poema como escena es a _____. 3 Sabroso es a _____ como bullicio es a ruido. 4 Avanzar es a detenerse como _____ es a falso. **GP**: Have students read examples 3 and 4. Guide them as needed in recognizing bullicio and ruido as synonyms, and then find a word that is a synonym for sabroso. (delicioso) Guide them as needed in recognizing avanzar and detenerse as antonyms, and then find a word that is the antonym of falso. (verdadero) **IP:** Have students work independently or in pairs to	

		Incorrecto es a erróneo como bello es a ____. (lindo)		complete the following analogies: *Ignorante es a sabio como se escabulló es a _____. (se quedó)* *Carne es a cenar como rebanada es a _____. (pizza, pastel, pan)*	
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.*	**Interactive Read Aloud**				
	Read Aloud: En los días del Rey Adobe M7 *T91*  **GP:** Review genre and establish purpose for reading. Ask students to make predictions about text. **Structured Conversations:** *¿De qué tratará el libro? Yo predigo que la anciana ____.* **IP:** After reading, use the COLLABORATIVE DISCUSSION	**Read Aloud:** En los días del Rey Adobe M7 T103  **GP:** Guide students to find the theme by identifying clues in the text. **IP:** Have students use the TURN AND TALK routine to discuss the theme of this folktale. Have students talk about different ways the men might have shown the old woman that they were grateful for her generosity.	**Read Aloud**: Un par de timadores M7 T111 **GP:** Review genre and establish purpose for reading. Ask students to make predictions about text. **Structured Conversations:** *¿Qué piensas que va a suceder con los timadores? Yo predigo que los timadores _____.*	**Read Aloud:**Un par de timadores M7 T121 **GP:** Have students reread text to look for figurative language. **IP:** Tell students to think of a classroom object that they can describe using alliteration or assonance. Then have them write a sentence or two using that form of figurative language to describe the common classroom object.	**Read Aloud:** Un par de timadores M7 T129 **GP:** Read aloud the first question on Compañero de enseñanza, page 117. Then have students reread miLibro pages 116 and 117. Tell them to look for clues that tell what type of character the Fox is and how they know.

4.Share/Comparte-*Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.* 5.Assess/Evalúa-*Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.*	routine with the Collaborative Discussion questions on Compañero de enseñanza and miLibro, page 111. Have students annotate their miLibro with details from the text and visuals as evidence to explain their responses.		**IP:** After reading, use the COLLABORATIVE DISCUSSION routine with the Collaborative Discussion questions on Compañero de enseñanza and miLibro, page 121. Have students annotate their miLibro with details from the text and visuals as evidence to explain their responses.		**IP:** Tell students choose a character to develop a paragraph that explains this character's traits.
	Mini-lesson				
	Make and Confirm Predictions M7 T90 **Explain/Model:** Explain to students that making a prediction means making an intelligent guess about what will happen in the story. Sometimes, as readers learn more, they need to correct their predictions. Then students later confirm their prediction, or see if their guess was correct.	**Theme** M7 T102 **Explain/Model:** Tell students that the theme of a story is the message or lesson that the author wants to share with readers **Cartel didáctico 9:** Tema 	**Make and Confirm Predictions** M7 T110 **Explain/Model:** Remind students that making a prediction means that the reader makes an intelligent guess about what will happen in the story. **Cartel didáctico 5:** Hacer y confirmar predicciones  	**Figurative Language** M7 T120 **Explain/Model:** Tell students that authors use figurative language to make a point, to draw the reader's attention to something, or to create a special effect or feeling.	**Literary Elements - Character**s M7 T128 **Explain/Model:** The animals, people, or creatures in a text are the characters. Readers learn about the characters through what the author tells them. An author may describe a character, telling what they look like and how they behave. Readers also learn about characters by what the author has the character they say, do, and think.

	Cartel didáctico 5: Hacer y confirmar predicciones 			**Cartel didáctico 25:** Lenguaje figurado 	**Cartel didáctico 11:** Personajes
	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				
	Hacer el borrador I: Comenzar el borrador M7 E115 **Explain/Model:** As students prepare to begin their first drafts, have them take part in a free write to spur their thoughts about their story. Show Mostrar y motivar 7.5 to introduce a freewrite. Read the example with the class. Point out that the writer summarized her ideas about the story and even jotted down questions to herself as she wrote.	**Hacer el borrador II: Incorporar elementos narrativos** M7 E116 **Explain/Model:** Use the cartel didactico to explain different types of conflicts.	**Hacer el borrador III: Completar el borrador** M7 E117 **Explain/Model:** To help students organize and develop the structure of their drafts, review the characteristics of a narrative's ending. Say: *A narrative's ending should reveal the story's resolution by telling how the conflict in the story has been solved. An ending should also leave the reader satisfied,* *not confused about what happened in the story.*	**Revisar I: Organizar los acontecimientos** M7 E118 Provide several sentences from a story and engage students in a conversation about chronological order. **Explain/Model:** Explain to students that transition words are words that link ideas together. One reason writers use transition words is to help readers follow the sequence of events in a text.	**Revisar II: Reunirse en conferencias** M7 E119 Teacher conferences with individual students. Students work in groups to revise their writing.

	 **Mostrar y motivar:** 7.5 Cuento imaginativo 7.5 **Ejemplo de escritura libre** Hay una chica llamada Julia que vive en un lugar que es solo negro, blanco y gris. Ella lo detesta y quiere vivir en un lugar que también tenga otros colores. Julia conoce a una mujer en su pueblo. La mujer le cuenta un secreto sobre cómo puede hacer sus propios colores (¿cuál es el secreto? ¡lo dice o se guarda el secreto?). Julia prueba el truco de la mujer, y funciona. Julia dibuja un arcoíris gigante en el cielo (¿cómo?). ¡Así que finalmente ahora el pueblo tiene muchos colores! Grado 4 | Taller de escritura Módulo 7 Explain out that the freewrite is a quick, informal piece of writing. The writer does not get bogged down in details or specifics about the story. Instead, she gives a simple summary that starts with a topic sentence, refers only to the story's main events, and then briefly reveals how the story ends.	 **Cartel didáctico E5:** Tipos de conflicto **Tipos de conflicto** **Personaje contra personaje** Dos o más personajes tienen un problema. **Personaje contra sí mismo** Un personaje enfrenta una lucha interna. **Personaje contra la naturaleza** Un personaje enfrenta las fuerzas de la naturaleza. **Personaje contra la sociedad** Un personaje lucha contra las reglas de la sociedad. Have students think about and identify different ways a story can reflect each type of conflict. Ask: *¿Cuáles son algunas formas en que un personaje puede estar en conflicto con otra persona? ¿Con algo en la naturaleza? ¿Con otras personas? ¿Consigo mismo o misma?*	Use the sample writing in mostrar y motivar to find the conflict and resolution of the story.  **Mostrar y motivar:** 7.3d Cuento imaginativo 7.3d Inmediatamente, Julia corrió hacia la colina más alta que pudo encontrar, una que le daba una buena vista del cielo. Como la anciana le había indicado, Julia levantó el brazo y señaló con el dedo. Siete veces, de izquierda a derecha, ella trazó un arco en el cielo con su dedo. Poco a poco, se formó un arcoíris: primero rojo, luego naranja, luego amarillo, luego verde, luego azul, luego añil y luego violeta. Y la tierra de blanco y negro por fin tuvo algo de color. Grado 4 | Taller de escritura Módulo 7	 **Mostrar y motivar:** 7.3a–d Cuento imaginativo 7.3a **Una tierra sin colores** Hace mucho tiempo, una niña llamada Julia vivía en un pueblo en la montaña llamado Tierra de Blanco y Negro. Todo en el pueblo tenía los mismos tres colores: negro, blanco o gris. Los árboles eran negros. El cielo era blanco. El suelo era gris. Todos pintaban sus casas con uno de estos colores y vestían ropas de colores similares. Julia pensaba que la ciudad era deprimente. Esperaba mudarse algún día a un lugar que tuviera otros colores como rosado, azul, rojo, naranja, verde, ¡incluso marrón! Pero por ahora estaba atrapada en la Tierra de Blanco y Negro. *(continúa)* Grado 4 | Taller de escritura Módulo 7	
	Independent Writing				
	Have students begin to draft their imaginative stories, using their freewrites and the notes and graphic organizers from Cuaderno del escritor páginas 7.7 and 7.8.	Have students continue writing their first drafts. Circulate the room, offering assistance to students as needed.	Have students continue writing their first drafts. Circulate the room, offering assistance to students as needed. As you circulate, group students who need	Have students revisit their drafts and add transitions words to clarify the sequence of events. Circulate the room, offering assistance to students as	Have students continue to revise, using the feedback they gained in the small group conferences and the information they learned from the debriefing.

			support on similar grammar topics.	needed. As you circulate, group students who need support on similar grammar topics.	
	Grammar				
	Patterns of Power: 9.4				
	Grammar				
	Adjetivos comparativos (bueno/mejor, malo/peor) M7 E311 **Explain/Model:** Remind students that an adjective describes a noun. Explain that a comparative adjective compares two persons, places, or things. Two comparative adjectives are mejor which denotes something better, and peor which denotes something worse. To make the comparison, the conjunction que should be added.  **Engage and Apply:** Complete items 1-7 on Mostrar y motivar: Gramática 4.4.1b with students. Have students form the correct comparative adjective for each sentence.	**Adjetivos superlativos** M7 E312 **Explain/Model:** Explain that a superlative adjective expresses a quality or characteristic to the maximum degree. Many superlative adjectives are formed adding the suffixes–ísimo/-ísima.  Model using a superlative adjective correctly as shown in these example sentences: *Camila es buenísima para las matemáticas.* *La película estuvo malísima.*	**Forma comparativa y superlativa de los adverbios** M7 E313 **Explain/Model:** Remind students that an adverb tells about a verb. It often ends with the letters -mente. Follow the grammar routine card to explain adverbs in superlative and comparative forms. **Engage and Apply:** Complete items 1-4 on Mostrar y motivar: Gramática 4.4.3b with students. Have students complete Página imprimible:	**Repaso de pronombres y adverbios relativos** M7 E314 **Explain/Model:** Follow the grammar routine card to review adverbs in superlative and comparative forms and adjectives.  Have students complete the activity on Mostrar y motivar: Gramática 4.4.4c. Have students use comparative and superlative forms of grande, pequeño, interesante and lento to compare classroom objects and school pets.	**Conectar con la escritura: usar adjetivos y adverbios comparativos y superlativos** M7 E315 **Explain/Model:** Remind students that comparative adjectives and adverbs compare two things, persons, places or actions, and that superlative adjectives and adverbs allow us to show the maximum degree of a quality or action. Show the mostrar y motivar Gramatica to explain how to incorporate adjectives in their writing. 

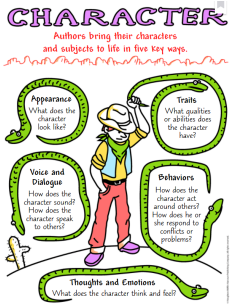
		Engage and Apply: Complete items 1-7 on Mostrar y motivar: Gramática 4.4.2b with students. Have students complete Página Imprimible: Gramática 4.4.2 for practice with superlative adjectives.	Gramática 4.4.3 for practice using comparative and superlative forms of adverbs.	Then have students complete Página imprimible: Gramática 4.4.4 for more practice with comparative and superlative adjectives and adverbs.	**Engage and Apply:**Write this sentence on the board: *Este cuento está bueno.* Have students identify the adjective (bueno) and make a comparison using the adjective mejor. For example: Este cuento está mejor que el otro.
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 2:** Planificar y hacer un borrador Guíe a los estudiantes a comentar las fábulas que han leído y sus ideas para incluirlas en la revista literaria. ● Revisar Pida a los estudiantes que compartan sus fábulas o cuentos de astucia con otros integrantes de grupo. Anime a los integrantes del grupo a hacer comentarios específicos que fortalezcan el texto. ● Crear e integrar elementos visuales Pida a los estudiantes que creen ilustraciones para sus fábulas o cuentos. Además, anímelos a pensar en cómo usar opciones de formato de los programas informáticos de publicación para que su publicación sea más atractiva. ● Los estudiantes comentan sobre sus historias. *Los personajes de mi fábula son _____. La lección o moraleja es _____.*				
Literacy Stations	**Phonemic Awareness**	**Phonics**	**Fluency**	**Self-Selected Reading**	**Vocabulary**
Find Literacy Station Suggestions in Module 7 Pages T84-85					

FOURTH GRADE **ELLD Block** **UNIT 3 WEEK 2**	
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(iv)** decoding words using knowledge of syllable division patterns such as VCCV **4.2B(i)** spelling multisyllabic words with closed syllables; open syllables **4.3(B)** use context to determine the meaning of unfamiliar words **4.6(C)** make and correct or confirm predictions **4.7(C)** use text evidence to support an appropriate response

	4.8(B) explain the interactions of the characters and the changes they undergo **4.10(F)** discuss how the author's use of language contributes to voice **4.10(B)** discuss how the use of text structure contributes to the author's purpose **4.11D(iv)** adjectives, including their comparative forms **4.12(A)** compose literary texts

Resource STEMscopes

- Resources (Reading Science- The Poster Contest 610L)

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:** What do you think is the most important idea for you, about conservation?	**Shared Reading:** Reread text with students and make connections to the text: How did the kids feel about the poster contest at the beginning of the story? What is your evidence? How did they feel at the end? What is your evidence? **Comprehension Skill:** Focus on comprehension skills with modeling and prompting.  In literary text, some authors spend a lot of time describing how a character looks or feels. However, most of the time,	**Choral reading**: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. **Foundational Skill:** Review **syllable division in words with VCCV pattern (double consonants)** with examples from the text or sentences about the topic in the text. Just after lunch one day, Miss Simpson had a message for her class. It takes a long time for the air to become clean after it has been polluted. Supplies will disappear if we don't quickly do something about it.	**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. Provide an experience with recycling for the class: personal experience or watching a video and retell the story with the class. One day our teacher suggested we _____ to _____. We had questions and he/she showed us ways to promote _____ of our natural resources. One way to	**Assessment:** Students will answer the comprehension questions on p. 3-4 about the text. **Cross-linguistics:** Lead review about syllable division in English and Spanish. **Syllable Division VCCV** Just after lunch one day, Miss Simpson had a message for her class. It takes a long time for the air to become clean after it has been polluted. Supplies will disappear if we don't quickly do something about it. **División en silabas** El agua se mueve entre la superficie terrestre y el aire. El carbón mineral es un material sólido que tarda millones de años en formarse. Hay innumerables formas de proteger el planeta.

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

p.1 What are the students going to do? *The students are going to _____.*

What ideas do students have about the topic? *Students have ideas such as _____ and _____ about the topic.*

How does the teacher explain what renewable and nonrenewable resources are?
The teacher explains what renewable and nonrenewable resources are by using _____.

p.2 What do the students think about the poster contest? Why? *The students think that the poster contest is _____ because _____.*

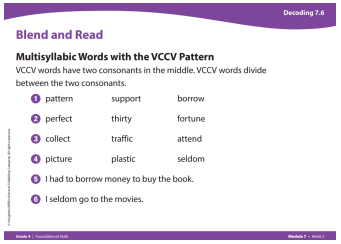
How did students feel about making the posters? Why? *The students felt _____ about making the posters because _____.*

authors tell us about a character from what the character says and their actions, and how they change through the story.

Why did the students most likely ask questions at the beginning of the story? How did they most likely feel? What does the last paragraph reveal about the students' feelings after making the posters? How did they most likely feel?

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

Resource	Recurso
Conservation	Conservación
Renewable Resources	Recurso renovable
Nonrenewable Resources	Recurso no renovable
Poster	Cartel/ Afiche
Contest	Concurso/ Competencia


Decoding 7.6

Blend and Read

Multisyllabic Words with the VCCV Pattern
VCCV words have two consonants in the middle. VCCV words divide between the two consonants.

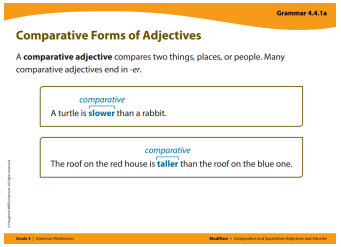
1. pattern support borrow
2. perfect thirty fortune
3. collect traffic attend
4. picture plastic seldom
5. I had to borrow money to buy the book.
6. I seldom go to the movies.

Grammar: Review **comparative adjectives** with examples from the text or sentences about the topic in the text.

Nonrenewable resources are replaced much slower than renewable resources.

Renewable resources are easier to replace, such as water is through the water cycle.

Students felt smarter and prouder than before, after creating the posters.


Grammar 4.4.1a

Comparative Forms of Adjectives

A **comparative adjective** compares two things, places, or people. Many comparative adjectives end in *-er*.

comparative
A turtle is **slower** than a rabbit.

comparative
The roof on the red house is **taller** than the roof on the blue one.

_____ is to _____ the ____ we use when _____. She said: " _____". We all agreed on _____ and we made a plan. We _____ for a few days and _____. At the end, we looked at _____ and felt _____. Now we know more about ___ and how to _____!

	Todos debemos tomar acción en proteger la Tierra.

In English you separate consecutive consonants when you divide in syllables. In Spanish double consonants **ll, rr stay together in the same syllable, but double consonants **cc, nn** are separated.*

In-person or Virtual Field Trip: It can be a brief observational activity or a longer more sustained investigation or project

Think Dots:

Suggested Previews	connecting schoolwork with the world, making it tangible and memorable. It can be done in person or virtually. **Examples:** • https://www.totemguard.com/aulatotem/2011/07/18-viajes-virtuales-que-el-profesor-puede-realizar-en-el-aula/ • https://www.quehacerconpeques.com/visitas-virtuales-con-ninos-acuarios-y-zoologicos-para-disfrutar-gratis-con-los-peques/ • https://www.canva.com/es_mx/aprende/conoce-virtualmente-36-museos-y-lugares-increibles/ • https://www.exploratorium.edu/explore 	1. Select the content, concept(s), text, or skills on which the Think Dots will focus. 2. Design six questions, prompts, or tasks related to a common topic, labeling each one with dots that correspond with the sides of a die. 2. Project the 2 x 3 Think Dots grid on a screen. Use the prompts in a whole-class discussion with a different student coming up to roll a die (physically or virtually). 3. Alternatively, put students in partners or small groups, give each group a die. 4. Students will roll the die and discuss their knowledge about the topic.

Suggested Reviews	**Chat Now:** In this writing activity, students use informal and formal language to review terms and concepts. • **In person-** Create an anchor chart or provide students with a paper outline of a computer screen and a term or concept. Students will take turns describing the term or concept by writing a text message using informal language first, then restating in formal language. • **Virtual-** Create meeting rooms for students to take turns writing about a given topic by discussing it in the chat. First student writes a text message using informal language. Next, students restate the idea using formal language.	**Justified List (Lead4Ward):** 1. Provide students with a question stem and written or visual examples/nonexamples / Virtually project the Justified List handout. 2. Students are provided a list of examples and non-examples associated with the question, including both text and visuals as appropriate. 3. Students check positive examples and justify response. 4. Students write the rule that reflects the common attributes of positive examples. 5. Students share/compare responses with a peer I person/virtually. 6. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.	**Compare, Contrast, Analogies, Metaphors, Similes (Seidlitz):** Use these sentence stems to reflect with students on what they learned and organize their new schema. **- Compare:** _____ *es similar a* _____ *en que ambos…* **- Contrast:** _____ *es diferente que* _____ *en que* _____ **- Analogy:** _____ *es a* _____ *como* _____ *es a* _____ **- Metaphor:** *Yo pienso que* _____ *es* _____ **- Simile:** *Yo pienso que* _____ *es como* _____ *porque* _____

FOURTH GRADE SLLD Block UNIT 3 WEEK 2	
Social Studies Content TEKS: **4.4A** describe the impact of the Civil War and Reconstruction on Texas **4.4B** explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson **4.4C** explain the effects of the railroad industry on life in Texas, including changes to cities and major industries	**Language TEKS:** **4.2A(vi)** decoding words with prefixes and suffixes **4.3(C)** identify the meaning of and use words with affixes **4.6(B)** generate questions about text before, during, and after reading **4.6(G)** evaluate details to determine what is most important **4.6(E)** make connections to personal experiences, ideas in other texts, and society **4.7(B)** write responses that demonstrate understanding of texts **4.7(E)** interact with sources in meaningful ways **4.10(B)** discuss how the use of text structure contributes to the author's purpose **4.11D(i)** complete simple and compound sentences **4.12(B)** dictate or compose informational texts

Resource:
- La frontera de Texas (SW Week 25)

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. ¿Qué ven en la portada? ¿Sobre qué piensan que tratará el texto?	**Shared Reading:** Reread text and guide students to make connections: ¿Qué conexiones puedes hacer con el texto? ¿Qué te recuerda la información? ¿Por qué hacer conexiones es importante?	**Choral reading**: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. **Phonics Skill:** Review **prefixes mal–, pre–, dis–** with sentences from the text or 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 social studies content.	**Assessment:** Students will complete the activities on p.4 about problem solving during the 1870s. **Cross-linguistics:** Lead discussion about independent clauses in English and in Spanish. **Cláusulas independientes** / **Inependent Clauses**

Unit Title: Cuentos de astucia y cuentos fantásticos

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

Guiding Questions:

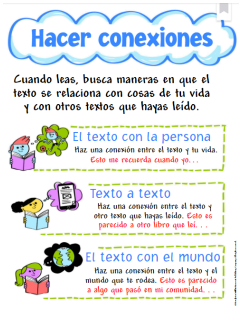
¿En qué circunstancias quedó Texas después de la Guerra Civil? ¿Qué era lo que más necesitaba la gente?

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

p.1 ¿Cuáles fueron algunos de los efectos del crecimiento de la industria ganadera en las personas que vivían y trabajaban en Texas? *Algunos de los efectos del crecimiento de la industria ganadera fueron* _____.

¿Por qué crees que otras comunidades tuvieron problemas cuando la industria ganadera declinó? *Otras comunidades tuvieron problemas cuando la*

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



Cuando leemos podemos hacer conexiones entre lo que ocurre o el tema del texto y nuestra vida, entre el texto y otro que hayamos leído y entre el texto y el mundo. Esto nos ayuda a comprender la información y usarla en el diario vivir.

- ¿Qué te recuerda o hace pensar el tema del texto con relación a tu vida? ¿Qué conexión puedes hacer entre este y otros textos que hayas leído? ¿Qué conexión puedes hacer entre este texto y el mundo: tu comunidad, estado, país, mundo?

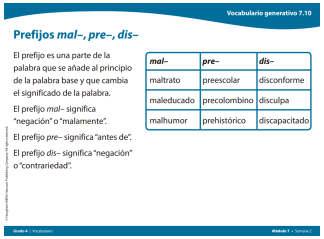
Vocabulary Picture Walk: Students will identify and read key vocabulary in context with a picture walk.

Hacendado Estampida	Farmer Stampede

Mucha gente tiene por malentendido que todavía hoy día la gente en Texas solo vive de criar ganado.

Los vaqueros tenían que predecir todas las posibles complicaciones durante un viaje para llevar el ganado, para estar preparados.

Muchos rancheros añadieron alambres de púas a sus terrenos en señal de disgusto por el arreo de ganado.


Vocabulario generativo 7.10

Prefijos *mal–, pre–, dis–*

El prefijo es una parte de la palabra que se añade al principio de la palabra base y que cambia el significado de la palabra.

El prefijo *mal–* significa "negación" o "malamente".

El prefijo *pre–* significa "antes de".

El prefijo *dis–* significa "negación" o "contrariedad".

mal–	*pre–*	*dis–*
maltrato	preescolar	disconforme
maleducado	precolombino	disculpa
malhumor	prehistórico	discapacitado

Grammar: Review the use of **independent clauses** with examples from the text or about the topic in the text.

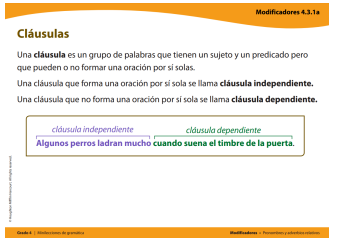
Las nuevas cercas costaban dinero, pero aun así parecían ser una buena idea.

Lizzie Johnson estudió en Chapel Hill College en Georgetown, Texas, y se convirtió en maestra de escuela y en escritora.

Provide students with pictures or an experience with multimedia to discuss how life was for cowboys after the Civil War. Then create a composition as a class making connections to the content.

La vida de los _____ después de la ___ en Texas era muy _____. Por ejemplo, ellos tenían que _____ y _____ hasta _____. Muchas personas no _____ y su trabajo era todavía más _____ y _____. Este tipo de vida me recuerda cuando _____. La experiencia es parecida porque _____. También me recuerda al libro/texto/pasaje/ que leí/leímos sobre _____. Las experiencias son iguales en que _____. Por último, la vida de los vaqueros me hace pensar en _____ en el mundo. La vida de los __ es muy _____.

Las nuevas cercas costaban dinero, pero aun así parecían ser una buena idea.	The new fences cost money, but they still seemed like a good idea.
Lizzie Johnson estudió en Georgetown, Texas, y se convirtió en maestra y escritora.	Lizzie Johnson studied in Georgetown, Texas, and she became a teacher and writer.
Una noche, Lucinda estaba sentada a la mesa con su esposo Joseph, y el misterio de repente se resolvió.	One night, Lucinda was sitting at the table with her husband Joseph, and the mystery was suddenly solved.


Modificadores 4.3.1a

Cláusulas

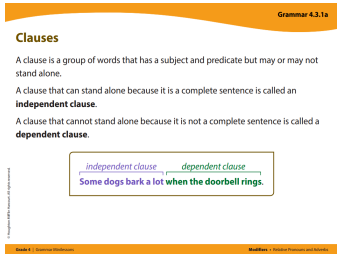
Una **cláusula** es un grupo de palabras que tienen un sujeto y un predicado pero que pueden o no formar una oración por sí solas.

Una cláusula que forma una oración por sí sola se llama **cláusula independiente.**

Una cláusula que no forma una oración por sí sola se llama **cláusula dependiente.**

cláusula independiente — *cláusula dependiente*

Algunos perros ladran mucho cuando suena el timbre de la puerta.


Grammar 4.3.1a

Clauses

A clause is a group of words that has a subject and predicate but may or may not stand alone.

A clause that can stand alone because it is a complete sentence is called an **independent clause**.

A clause that cannot stand alone because it is not a complete sentence is called a **dependent clause**.

independent clause — *dependent clause*

Some dogs bark a lot when the doorbell rings.

industria ganadera declinó porque _____. p.2-3 ¿Cuáles fueron algunos de los problemas de arrear el ganado de Texas a los mercados del norte? *Algunos de los problemas de arrear el ganado de Texas a los mercados del norte fueron* _____. ¿Cuál piensas que era el trabajo más peligroso que un vaquero tenía que hacer? *Pienso que el trabajo más peligroso que un vaquero tenía que hacer era* _____ *porque* _____.	Ganado Acorralamiento Campo abierto Vaquero Alambre de púas Lizzie Johnson Williams Joseph Glidden Cattle Roundup Open range Cowboy Barbed wire Lizzie Johnson Williams Joseph Glidden	Una noche, Lucinda estaba sentada a la mesa con su esposo Joseph, y el misterio de repente se resolvió. El dueño del rancho generalmente vivía en la casa principal, mientras los vaqueros, arrieros y cocineros del rancho generalmente vivían en barracas cercanas.		