

Big Ideas:			
- Students identify characters of a story and determine the changes they undergo through a story. - Students determine the meaning of unfamiliar words by using varied reading strategies including but not limited to context clues and re- reading before and after the word. - Readers use high order thinking and metacognitive strategies to analyze and comprehend the central idea and setting in a variety of texts.			
Essential Questions:			
Week 8: Do these historical places, documents and symbols have significance in your life? Why or why not?			
Core Competencies:			
- Weekly Selection Quiz - Weekly TEKS focused assessment - Campus Assessment			
Culminating Project:			
Week 8: Students will create a video about the topic/s they selected from the class book.			
Spanish Language Arts Week 8			
<u>21-22 SLAR Unpacked TEKS</u>			
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 3.1(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	3.2A (i) decoding with a prosodic or orthographic accent 3.2A (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x 3.2A (vi) decoding words with prefixes and suffixes 3.2A (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x	3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation 3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words 3.3(C) identify the meaning of and use words with affixes 3.6(C) make and correct or confirm predictions 3.6(D) create mental images to deepen understanding	3.11(A) selecting a genre 3.11 (B) develop drafts 3.11(C) revise drafts 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 3.11D (iii) singular, plural, common, and proper nouns, including gender-specific articles

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	3.2B(i) spelling palabras agudas (words with an accent on the last syllable) orthographic accents 3.2B(iv) using accents on words commonly used in questions and exclamations 3.2D (vi) write legibly in cursive	3.6(E) make connections to personal experiences, ideas in other texts, and society 3.6(F) make inferences and use evidence to support understanding 3.6(G) evaluate details to determine what is most important 3.7(A) describe personal connections to a variety of sources, including self-selected texts 3.7(B) write a response to a literary or informational text 3.7(C) use text evidence to support an appropriate response 3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order 3.9(D) (i) [recognize] the central idea with supporting evidence 3.9(D) (ii) [recognize] features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding 3.9(D) (iii) [recognize] organizational patterns such as cause and effect and problem and solution 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 contributes to the author's purpose	3.11D (iv) adjectives, including their comparative and superlative forms 3.11D (vii) pronouns, including personal, possessive, objective, and reflexive pronouns 3.11D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences 3.11D (ix) capitalization of proper nouns 3.11D (x) punctuation marks, including commas 3.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft 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
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				3.10(C) discuss the author's use of print and graphic features to achieve specific purposes	
	Day 1	Day 2	Day 3	Day 4	Day 5
Foundational Skills	Phonics/Fluency/Spelling				
	Explain/Model: T96-97 Palabras agudas GP: Explain to students that words always have a syllable with more stress in pronunciation (sílabas tónica). ‘Palabras agudas’ have the stress in the last syllable. Guide students to read aloud the words <i>motor</i>, <i>llegó</i>, <i>cajón</i> and <i>revés</i>. Then divide them into syllables and circle the stressed syllable to classify them as ‘agudas’. IP: Students will practice identifying ‘palabras agudas’ in groups/pairs orally using TPR (total physical response/ gestures) to indicate stressed syllables.		Explain/Model: T116-117 Review ‘palabras agudas’ definition and rules. <i>Las palabras agudas tienen la pronunciación en la última sílaba. Se acentúan si terminan en vocal, n o s.</i> GP: Review the rules with students creating a list of words and prompting them with these questions: <i>¿Cuál es la sílaba tónica en esta palabra? ¿En que termina la palabra? ¿Dónde va el acento si termina en vocal, n o s?</i> IP: Students will practice sorting and accentuating words in groups and share their list with the class.		Spelling test: Students will be assessed on word/ sentence dictation with the words from the week.

	Spelling/Handwriting: T98 -Students will work palabras agudas and discuss accent marks. -Explain accent rule: <i>Las palabras agudas terminadas en vocal, n o s se acentúan.</i> -Students will practice sorting words in pairs and identifying when words need the accent mark. -Allow students to practice handwriting/ typing sample words. -Do spelling pre-test. ----- Fluency /Phrasing: T99 Explain: Explain how good readers group words as they read to make sense of the text. GP: Model reading with proper phrasing reading whole sentences and phrases at a time and explain why you make those choices. IP: Engage students in practice with their independent reading				
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Rutina de vocabulario: 1. Lea la palabra y pida a estudiantes que la repitan. 2. Lea la palabra y comente en la explicación/ significado 3. Señale ejemplos de la palabra y pida a los estudiantes que sugieran ejemplos.	book. Students will practice in pairs.																																								
	Word Study/Academic Language/Oral Language																																								
	Explain/Model: T88-89 Introduce vocabulary using picture cards: dotados, declaraban, independencia, presentaron GP: Guide students to make connections with the words and create sentences. Review the use of context clues to find meaning of unfamiliar words.	Explain/Model: T100-101 Introduce vocabulary using picture cards: dotados, declaraban, independencia, presentaron Multiple Meaning Words GP: Guide students to discuss multiple meaning words and the use of context clues to find word meaning. ¿Qué quiere decir ‘presentó’? <table><tr><td colspan="2">Oración</td></tr><tr><td colspan="2">El actor presentó la <u>ceremonia de premios</u> por <u>televisión</u>.</td></tr><tr><td>¿Prefijo/Sufijo?</td><td>¿Cognado?</td></tr><tr><td>Presentó es un verbo en tiempo pasado</td><td>present</td></tr><tr><td>¿Significados</td><td>Contexto</td></tr></table>	Oración		El actor presentó la <u>ceremonia de premios</u> por <u>televisión</u> .		¿Prefijo/Sufijo?	¿Cognado?	Presentó es un verbo en tiempo pasado	present	¿Significados	Contexto	Explain/Model: Review vocabulary using picture cards: T108-09 anchas, arenosos, izada GP: Engage students in word analysis of target vocabulary looking at affixes, cognates, and context clues using a word study graphic organizer. Example: <table><tr><td colspan="2">Oración</td></tr><tr><td>¿Prefijo/Sufijo?</td><td>¿Cognado?</td></tr><tr><td>¿Significados Múltiples?</td><td>Contexto</td></tr><tr><td colspan="2">Significado</td></tr></table> IP: Students will work with their peers completing the graphic organizer to find word meaning in context.	Oración		¿Prefijo/Sufijo?	¿Cognado?	¿Significados Múltiples?	Contexto	Significado		Review: T118-19 Multiple Meaning Words GP: Review with students what multiple meaning words are and ,the use of context clues to find word meaning. Model with words from the text such as: <i>picar, vela, vuelo, corneta</i> Example: <table><tr><td colspan="2">Oración</td></tr><tr><td>¿Prefijo/Sufijo?</td><td>¿Cognado?</td></tr><tr><td>¿Significados Múltiples?</td><td>Contexto</td></tr><tr><td colspan="2">Significado</td></tr></table> IP: Students will complete the Aprende y Demuestra and use	Oración		¿Prefijo/Sufijo?	¿Cognado?	¿Significados Múltiples?	Contexto	Significado		Review/Model: T126-27 Suffixes -ísimo, -ísima Explain/Model: Introduce suffixes to the students and discuss the function of a suffix-change meaning of the word. The suffix -ísimo/-ísima is added to base words to express superlative, or highest form. Sufijos -ísimo/-ísima La forma comparativa se usa para hacer una comparación entre dos personas, cosas o lugares. Las formas más adjetivo y menos adjetivo y que con los comparativos de desigualdad más comunes. Las formas tan adjetivo y como igual de adjetivo son los comparativos de igualdad más comunes. El superlativo indica que algo posee el grado más elevado de alguna característica. Una manera de expresar esto es usando la forma el más adjetivo. Otra forma de indicar un superlativo es grande — grandísimo bello — bellísimo antiguo — antiquísimo Example: <table><tr><td colspan="2">Oración</td></tr><tr><td colspan="2">Entre todas las cosas que había para escoger, la camisa azul estaba bellísima.</td></tr><tr><td>¿Prefijo/Sufijo?</td><td>Cognado</td></tr><tr><td>-ísima (la más)</td><td>No</td></tr><tr><td>¿Significados</td><td>Contexto</td></tr></table>	Oración		Entre todas las cosas que había para escoger, la camisa azul estaba bellísima .		¿Prefijo/Sufijo?	Cognado	-ísima (la más)	No	¿Significados	Contexto
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		Múltiples ? -mostrar algo o alguien -comentar un espectáculo Significado Presentó quiere decir en esta oración, que anunció quién ganó el premio. IP: Students will identify meaning of unfamiliar multiple meaning words in a short paragraph, using context clues.		graphic organizer during independent reading to find meaning of unfamiliar words.	Múltiples ? No Significado La camisa azul era <u>la más bella</u>. Assessment: Students will be assessed on application of using context clues and the use of prefixes/suffixes to find word meaning.
Comprehension Rutina de conversación en parejas: 1. Pensar: Escuchar la pregunta y pensar en la respuesta. 2. Emparejarse: Tomar turnos para responder.	Reader's Workshop				
	Video- ¿Por qué celebramos el 4 de julio? T90-91  Make connections:	Text- ¿Por qué celebramos el 4 de julio? T102-103 Make connections: ¿Qué te ayudo a capturar ideas importantes en el video?	Text- La creadora de la bandera T110-111  Make connections:	Text- La Constitución de los EE.UU. T120-121 Make connections: ¿Qué patrón de organización usa el autor en este texto? Mini-Lesson: Remind students that authors use	Closing the module T128-29 

3. Compartir:
Hablar con el grupo.

Comprensión QSSSA:

1.Question/Pregunta- *Presenta la pregunta a estudiantes.*

2.Stem/Una/un fragmento- *Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir*

3.Signal/Señala- *Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.*

4.Share/Comparte- *Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.*

¿Quiénes han visto fuegos artificiales en julio? ¿Qué se celebra?

Mini-Lesson: Explain to students that when we summarize, we restate the most important information, or main ideas, in a text or video. Tell students that they are going to view an informational video and summarize it.

Make connections to central idea and how it helps us summarize.



Video: Teaching Pal/Compañero de enseñanza
-Introduce genre and text-informational video
-Students will make predictions.
-Set a purpose for reading aligned to the skill:

Mini-Lesson: Use anchor chart to explain that media techniques are Used by authors to present a topic, idea, or other information.
** Make connections to text features and how they help you find the most important information.



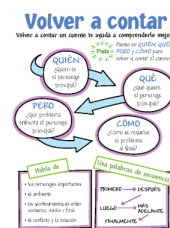
Watch video again: Teaching Pal/Compañero de enseñanza
-Set a purpose for watching the video aligned to the skill: identify media techniques used to help us identify the central idea in the video.

-Engage students in structured conversations through the video. *¿Qué técnicas pueden identificar en el video?*

Response:

¿Qué sabes sobre la bandera de los Estados Unidos? ¿En qué se parece a la bandera de Texas?

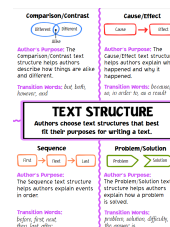
Mini-Lesson: Explain that a good strategy for keeping track of what happens in a narrative is to retell key events.



Reread aloud: Use Teaching Pal/Compañero de enseñanza:

-Introduce genre and text-narrative nonfiction text
-Students will make predictions.
-Set a purpose for reading aligned to the skill: Retell events/summarize.
-Engage students in structured conversations throughout the text: *¿Qué pasó primero/ luego/ después/ más tarde/ finalmente?*

a specific text structure depending on their purpose and the information they are presenting.



Reread aloud: Use Teaching Pal/Compañero de Enseñanza:

Guide students to determine a sequential organizational pattern in the story, by finding transition words that signal sequence: *antes, primero, luego, entonces, por último, and después.* Dates and times also signify sequence.

Response: Students will work in groups to create a timeline and write notes about the events by date.

CFU: Students will complete Aprende y

Mini-Lesson: Explain that authors may use content-area words (social studies, science, or math), or words that are specific to the topic they are writing about.

GP: Engage students with the text assigning groups to find word meaning of multiple technical words in the text and reporting back to class.

CFU: Students will complete the week's assessment to apply skills: word meaning strategies, retell, text structure, and media techniques.

5. Assess/<i>Evalúa-El egir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.</i> Rutina para emparejarse y compartir 1. Gira hacia tu compañero. 2. Mira a tu compañero a los ojos. 3. Un compañero habla. Un compañero escucha. 4. Intercambia roles.	Summarizing the information in the video. Engage students in structured conversation-- <i>¿Por qué celebramos el 4 de Julio? ¿Cuál fue el motivo por el cual se escribió la Declaración de Independencia?</i> Response: Students will compare notes and discuss the information in the video. CFU: Students will talk in groups and write a summary of the key ideas in the video.	Students will discuss these questions in small groups: <i>¿Qué elementos visuales y sonoros te llamaron la atención?</i> <i>Explain meaning of:</i> **visual- Relativo a la vista- Sufijo- al (relativo a) **sonoro- Que suena Sufijo -oro (plenitud/lleño) CFU: Students will summarize the ideas in the video and share their writing with their peers.	-Integrate foundational skills in context: Finding ‘palabras agudas’ in the text with and without written accent. Response/CFU: Students will retell the events in the text in sequential order.	demuestra and will identify organizational pattern in a short paragraph.	
Writer’s Workshop Writing Prompt: Read the following sentence: <i>Places</i>	Writer’s Workshop				
	Writing Process: E41 Elements of Informational Text 	Writing Process: E42 Precise Details and Sensory Words Explain: Students will work on developing the middle of the description—the part that describes their place in detail.	Writing Process: E43 Complete draft- Beginning and Ending Model/Explain: Revisit the writing prompt. Go back to the mentor text to read the first paragraph and ask students: <i>¿Qué palabras usa la autora para atraer nuestra atención en el principio?</i>	Writing Process: E44 Variety of sentences Model/Explain: Tell students that they will begin revising their drafts by looking at how they begin their sentences. Review with students the following parts of speech: noun,	Writing Process: E45 Small Group Conferences Model/Explain: Set expectations for small group conferences using the rubric. Explain the process using anchor chart.

<i>leave impressions.</i> Think about a familiar place you'd like to describe. Write a description of that place. Make sure you use describing words that appeal to the senses and explain why the place is memorable. Student Friendly Rubric SP Teacher Rubric	Explain: Review the different organizational patterns of informational text using anchor chart. Make connections to their descriptive essay to focus on what it needs to include. Model: Reread p. 14 in Los lugares de mi corazón about the river that Eli's grandmother loved the best to focus on descriptive words used. Think aloud how to use that example to write the description of your favorite place. Add descriptive words to your work.	Model: Read your ideas to the class and think aloud about the place and words you can use to 'paint a picture with words'. Add ideas to your description using sensory details. <i>Lo que puedo ver, oler, oír, tocar, probar.</i>	Read the last paragraph and ask students: <i>¿Qué palabras usa la autora para reafirmar que el lugar es especial?</i> Model: Show students how to create a beginning and ending aligned to your description using the strategies from the author. Think aloud through the process to show students why you made those decisions.	pronoun, article, adjective, and adverb. Refer to anchor chart for examples: Model: Read your descriptive essay to analyze the first sentences. Think aloud what you look for and revise a sentence to start with a different word or part of speech.	Students will read the draft to a small group and peers will write a + or – in the indicator as feedback. Model reading your draft to the class and allow students to score your work. Model how to use their feedback to revise your writing.
	Independent Writing				
	Students will talk to partner/ teams about descriptive words they want to use in their descriptions and record them in their journals. Circulate, monitor, and prompt students while they write. Students will share their ideas.	Students will revise their list of places and write one or two sentences describing why the place is special. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will work on the beginning and ending to their descriptions. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will revise their descriptions varying their sentences by starting with a different word or part of speech. Circulate, monitor, and prompt students while they write. Students will share their ideas.	Students will participate in peer revisions and use feedback to improve their work. Circulate, monitor, and prompt students while they write. Students will share their writing.

Ensayo descriptivo 3.1

Reunirse en conferencias:
Tabla de más o de menos

Ensayo descriptivo	1	2	3	4	5
¿Mi idea principal es sobre un lugar?					
¿Sabes exactamente qué lugar estoy describiendo?					
¿Mi idea principal está en la introducción?					
¿Usa suficientes palabras sensoriales en el cuerpo del texto?					
¿Nombre el lugar especial nuevamente en la conclusión y compártalo lo importante que es para mí?					

Ahora usa estas notas para revisar tu borrador con el propósito de mejorar la estructura de las oraciones y la selección de palabras. ¡Vámonos!

Ensayo descriptivo 3.2

Partes del diálogo

Reorganiza las ideas en tus oraciones para mayor claridad y coherencia comenzando tus oraciones con diferentes elementos gramaticales.

Sustantivo + ejemplo
Roberto es el capitán del equipo de baloncesto.

Pronombre + ejemplo
Ella toma el autobús para ir a la escuela.

Ejemplo de artículo
El paraguas está roto.

Adverbio + ejemplo
Lentamente, él sintió la aguja de su dedo.

Adjetivo + ejemplo
Amarillos y jugosos, los naranjos son su fruta favorita.

Grammar	Grammar				
	Explain: E235 Singular and plural nouns Identificar sustantivos singulares y plurales Un sustantivo que nombra solamente a una persona, un lugar o una cosa es un sustantivo singular. Un sustantivo que nombra más de una persona, lugar o cosa es un sustantivo plural. Agrega una -s para formar la forma plural de la mayoría de los sustantivos. sustantivo singular La chica quiere jugar al baloncesto. sustantivo plural Las chicas quieren jugar al baloncesto. Explain: Review singular and plural nouns. GP: Guide students to identify the nouns in the sample sentences and determine if they are singular or plural. IP: Students will identify singular and plural nouns in sentences.	Explain: E236 Noun and article agreement Concordancia del artículo y el sustantivo Los sustantivos plurales tienen que concordar en género y en número con el artículo definido o indefinido que los acompaña. Por eso debes poner en plural los artículos definidos e indefinidos correspondientes también: el, la, los, un, una, unos, unas. sustantivo singular y su artículo La bicicleta tiene las llantas pinchadas. sustantivo plural y su artículo Las bicicletas tienen las llantas pinchadas. Explain: Review singular and plural nouns and the need to agree with the article gender and number- el, la, los, las, un, una, unos, unas. GP: Guide students to match nouns and articles in groups. IP: Students will revise sentences editing for proper article in agreement with the singular or plural noun.	Explain: E237 Rules for plurals with -s or -es Sustantivos plurales con -s y -es Un sustantivo que nombra a más de una persona, animal, lugar o cosa es un sustantivo plural. Agrega una -s para formar el plural de la mayoría de los sustantivos singulares. Agrega -es para formar el plural de un sustantivo que en singular termina en las vocales acentuadas -i o -u o en un a consonante. Recuerda que en palabras que terminan en -z, la -z final se sustituye con -ces: lápiz—lápices. agregar -s Los españoles se saludan al final del partido. agregar -es Los juegadores son buenos amigos. Explain: Review plural nouns and rules to add -s or -es. GP: Guide students identify the noun ending as a guide to add -s or -es using examples in anchor chart. IP: Students will convert nouns from singular to plural adding -s or -es accordingly.	Explain: E218 Review subject and verb agreement Repaso de la concordancia del sujeto y el verbo Los verbos en el tiempo presente tienen varias formas. La forma verbal correcta depende del sujeto de la oración o de quien o de qué se trata. Puedes determinar si el verbo conjugado está en singular o en plural al identificar el pronombre (yo, tú, él, ella, usted, nosotros, nosotras, ellos, ellas) que corresponde al sujeto. Sujeto en singular Aisha (ella) observa los pájaros en los árboles. Tienes (tú) mucha sed. El explorador (él) lleva su mochila. Sujeto en plural Las niñas (ellas) observan los pájaros en los árboles. Tienen (ellos o ellas) mucha sed. Los exploradores (ellos) llevan sus mochilas. Model: Review with the students that the verbs in the present tense have various forms. The correct form of the verb depends on who or what is the subject of the sentence. GP: Guide students to identify subject-verb agreement in sample sentences and your own writing. IP: Students will identify subject-verb agreement in small groups.	Make connections to writing E239: Using concordance between noun, articles, and verbs. Explain: Make connections between the topic and examples in your own writing- descriptive essay. GP: Guide students to create sample sentences and analyze/map them to identify concordance between noun/article/verb. IP: Students will revise their writing for complete sentences with appropriate agreement: noun/article/verb.
	Patterns of Power en español: 3.4 El plural de los sustantivos (Sustantivos plurales)				
Research	Week 2: Use script and sketches to create the video. Students can engage in this work during workstations and/or with their family at home. ● Provide students with time during workstations to rehearse what will be on the video. ● Meet with groups to discuss progress and assist as needed. ● Encourage fun and creativity using both languages. Allow bilingual performances. ● Families are invited to participate from this stage supporting students with the video portion as needed.				
Class Project: Everything about changes					

Literacy Stations	Word Study and Grammar	Fluency	Phonological Awareness	Independent Reading with Accountability	Phonics and Spelling
	Vocabulario HMM: Vocabulario Crítico de la Semana. Los estudiantes utilizan el vocabulario aprendido en la lectura de la semana, en oraciones completas predeterminadas. Los estudiantes pueden utilizar esta Red de Vocabulario para comprender mejor palabras nuevas. Estas hojas de Vocabulario #1 Vocabulario #2 Vocabulario #3 son para que los estudiantes practiquen el uso de vocabulario crítico en oraciones, preguntas y ordenarlas en orden alfabético. Sufijos -ísimo -ísima Vocabulario Generativo	HMM: Los estudiantes usan la rutina de lectura en parejas para practicar la destreza de esta semana: fraseo. Lectura de Práctica RAZ Los estudiantes recortan cada Set de las palabras más comunes las palabras para practicar la fluidez en parejas. Read Naturally en Español	Palabras Agudas 1 y 2 Hojas de Practica	HMM: Los estudiantes leen un libro de lectura independiente y registran su progreso en la página imprimible Registro de Lectura. Preguntas de las destrezas esenciales de la lectura de la semana: Estructura del Texto Técnica de Medios Palabras del Área Temática y sus respectivos Organizadores Gráficos Opciones para que los estudiantes interactúen con sus libros de manera independiente: Respuesta del Lector para textos ficción y no ficción. Preguntas con respuestas y sus fragmentos respectivos. Preguntas independiente: Cada Estudiante elabora un Libro de Preguntas para contestar preguntas	HMM: Los estudiantes recortan las palabras de ortografía: Palabras Agudas y las colocan en una caja. Los niños sacan de la caja una tarjeta para leerla y escribirla con la ortografía correcta. Pídeles que encierren en un círculo las sílabas cerradas. Los estudiantes practican con la corrección de oraciones en un pasaje.

			relacionadas a algún libro que estén leyendo independientemente. Aplicar la destreza de la lectura: Los estudiantes completan alguno de los Organizadores Gráficos para un libro de lectura independiente.	
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E-learning	Synchronous	Asynchronous
	Tener en mente que HMH estará ofreciendo enlaces en vivo para actividades synchronous y asynchronous que podrán ser enlazadas directamente a Google Classroom. • Establecer expectativas y procedimientos de las clases en línea. Crear documento durante la clase en vivo y estudiantes aportan a dicho documento llegando a un acuerdo de cuales son las mejores reglas a seguir durante el aprendizaje en línea. <u>Recursos para lecciones de grupo entero</u> Google Meet -Usarlo para reuniones de clase, mini lecciones, lectura guiada. Nearpod: Crear presentaciones de Nearpod usando diapositivas de Google. Las presentaciones pueden ser de instrucción sincrónica o asincrónica. HMH iRead: Recursos de maestros (Phonics en inglés) Kahoot-Las actividades de grupo entero se pueden adaptar	Tener en mente que HMH estará ofreciendo enlaces en vivo para actividades synchronous y asynchronous que podrán ser enlazadas directamente a Google Classroom. Actividades con Google Classroom: • Grabaciones de video (se pueden grabar con Google Meet, Flipgrid) • Tableros de elección (ejemplo: elija 5 de 8 opciones) • Asignaciones / tareas de Nearpod • Aprendizaje colaborativo a través de paneles de discusión en Google Classroom / Google Docs • Google Hangout Chat para la instrucción en grupos pequeños, proporcionando intervenciones o ayuda en vivo durante el horario de oficina • Enviar por correo electrónico las tareas de padres / estudiantes <u>Lectura</u> Estación digital HMH: Asigne las lecturas de la semana y las evaluaciones en línea. • Los estudiantes pueden leer/escuchar las lecturas y tomar la evaluación.

	para enseñar usando Kahoot. Los estudiantes tienen acceso a este programa en Class Link. Flipgrid: Para la instrucción sincrónica, puede usar flipgrid para lectura, destrezas fundamentales, vocabulario. Ejemplos: • Boletos de salida • Hacer conexiones, inferencias, predicciones etc. Fonética/Ortografía/Fluidez • Use las diapositivas de Google para practicar la fluidez de palabras de uso frecuente. Se puede proyectar en la pantalla durante la instrucción sincrónica en Google Meet/Zoom. • Usar las Tarjetas de Vocabulario Ilustrado de la semana de HMH Escritura y Gramática • Presentar la lección de gramática de la semana HMH	• También pueden usarse los organizadores gráficos de forma digital o pedir que lo dibujen en su cuaderno. • Otra opción es crear un documento en Google Docs/Google Slides donde los estudiantes puedan responder al texto de forma digital. Asignar lecturas en algunos de los programas aprobados por el distrito: • EPIC • Learning A-Z • Follet • Worldbook • BrainPOP • Scholastic News Y los estudiantes completan un Registro de Lectura y también pueden utilizar Organizadores Gráficos de lectura para organizar ideas y mejorar la comprensión, y también pueden utilizar Preguntas de Respuesta del Lector Flipgrid: Los estudiantes pueden crear una respuesta de video. Por ejemplo: • Volver a contar el cuento en sus propias palabras • Practicar fluidez y la fonética • Charlas de libros/Commercial de libros (desafío de 30 segundos) • Pensar en voz alta/reflexiones • Boletos de salida. Proporcionar a los estudiantes un enlace, o asignarlo en Google Classroom, o proporcionar a los alumnos el código QR para que lo respondan.
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Science Content TEKS: 3.5(D) A mixture is created when two materials are combined		Language TEKS: 3.2B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables 3.3(B) use context to determine the meaning of unfamiliar words and multiple-meaning words 3.3(C) identify the meaning of and use words with affixes 3.6(D) create mental images 3.6(F) make inferences and use evidence to support understanding 3.6(G) evaluate details read to determine key ideas 3.6(H) synthesize information 3.9D(i) central idea with supporting evidence 3.10(A) explain the author’s purpose 3.11D(ii) past, present, and future verb tense 3.12(B) compose informational texts						
STEMscopes Mixtures (STEMscopedia)								
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 on the pictures in the text? What do you predict will be the text will be about? 	Shared Reading: Reread text with students and make connections to the text: <i>Who can explain what is a mixture and how can we separate it?</i> Comprehension Skill: Focus on comprehension skills with modeling and prompting.	Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. Foundational Skill: Review silent -e spelling rule with examples from the text. p.1-3 examples. (Silent final e makes the vowel say its name.) <i>mixture</i> <i>combine</i> <i>make</i> <i>suppose</i>	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. Teacher will guide students to write a descriptive essay about a bowl of cereal.	Assessment: Students will complete the post-assessment activity in STEMscopes. Students can draw a mixture and describe its components. Cross-linguistics: Lead discussion about silent e verbs in infinitive and verbs in Spanish. <table><tr><td>Infinitive Silent e</td><td>Infinitivo ar</td></tr><tr><td><i>Combine</i></td><td><i>Combinar</i></td></tr></table>	Infinitive Silent e	Infinitivo ar	<i>Combine</i>	<i>Combinar</i>
Infinitive Silent e	Infinitivo ar							
<i>Combine</i>	<i>Combinar</i>							

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

How many of you like fruit salad? What fruits do you like to mix?

Guiding questions:

Do you enjoy these vegetables by themselves or do you like them mixed together?

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

p.1

What is a mixture? A mixture is _____.

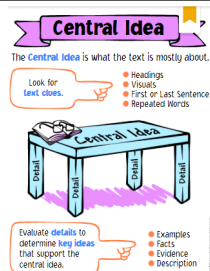
P2.

What happens to different materials when they are mixed together?

When they are mixed together, different materials _____.

p.3

How can the materials in a mixture be separated?



What is the central idea of paragraph ____? The central idea of paragraph ____ is ____.

What is the central idea of this selection? The central idea of this selection is ____.

Vocabulary Picture Walk:

Students will review and read key vocabulary from the STEMscopes vocabulary slideshow and the text.

Mixture	Mezcla
Combine	Combinar
Separate	Separar

Grammar: Review verbs in present and past tense.

Present and Past Tense

Verbs in the **present tense** either have an -s ending with a singular subject or do not have an -s ending with a plural subject.

Most verbs in the **past tense** have an -ed ending to show an action or state of being in the past.

The rocket **blasts** off. (blasts is present tense, it is happening now, and the subject is singular, so add -s)

The rockets **blast** off. (blast is present tense, it is happening now, the subject is plural, so don't add -s)

The rockets **blasted** off yesterday. (blasted is past tense, it happened in the past, so add -ed)

p. 2

You mix them altogether.
mix- mixes, mixed

p.2

The combination of different tastes and textures is what makes trail mix so delicious!
Taste- tastes, tasted

p.2

When you add them together to make trail mix, the ingredients stay the same.
Add- adds, added



The cereal bowl has a _____. The _____ is formed by _____. I know is a mixture because _____. When they are _____ together, the different materials _____.

Separate

Separar

Unit Title: Changes

<i>Materials in a mixture can be separated by _____.</i>				
Suggested Preview Activities	Picture Walk STEMscopes- Preview vocabulary for the topic using the STEMscopes Spanish vocabulary slides how.		Observation Chart: Place pictures about the science vocabulary from STEMscopes. Students will rotate making an observation and posting a question about what they want to learn about that word.	
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 sorted.) 2. Students work cooperatively to sort the cards into various categories such as the following: • + (know it) ü (kind of know it) – (don't know it) 3. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.		Tabletop Tweet- Lead4Ward- <i>You can find handout HERE under Instructional Playlist Evidence of Learning Templates.</i> 1. Using 140 characters or less, students describe what they learned. 2. Students then create a graphic, diagram, or quick sketch to capture the big idea. 3. Students then summarize what they learned with a hashtag phrase. 4. Students crush their tweet and toss it across the room. 5. Students pick up a random tweet and add one more idea in the re-tweet box. 6. Teacher sees and hears students' thinking and adjusts instruction as appropriate.	
			Connect4Thinking (Lead4Ward) 1. Each student individually analyzes an assigned concept by making 4 different connections. <i>You can find handout HERE under Instructional Playlist Evidence of Learning Templates</i> 2. The 4 possible connections may include the following: • synonym or antonym • analogy or real-life connection • quick sketch or visuals • example or non-example • another term or concept 3. Students share and compare their learning connections and add new ideas if possible. 4. Teacher analyzes students' connections and adjusts instruction as appropriate.	