



**Essential Questions:**

**Week 4:**

- What does the author want you to learn from reading this book?
- Why is it important for authors to write with a specific purpose in mind?
- What is an adjective? Can you give an example of an adjective?

**Core Competencies:**

- Students will use evidence from the text to answer questions.
- Students will identify commands and write them with correct capitalization and punctuation.
- Students will use adjectives to describe a given noun.

**Culminating Project:** Students will create a proposal for a video about topics from the class book they would like to investigate further.

**Week 4:** Brainstorm possible topics and decide teams and configurations. Students will divide responsibilities and set goals.

**Spanish Language Arts**  
**Week 4**



**21-22 SLAR Unpacked TEKS**



Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
<p><b>1.1(A)</b> listen actively and ask questions</p> <p><b>1.1(B)</b> restate and follow oral directions</p> <p><b>1.1(C)</b> share information and ideas by speaking audibly and clearly</p> <p><b>1.1(D)</b> work collaboratively with others</p> <p><b>1.1(E)</b> develop social communication</p>	<p><b>1.2A(i)</b> producing a series of rhyming words</p> <p><b>1.2A (iii)</b> recognizing the change in spoken word when a specified syllable is added, changed, or removed</p> <p><b>1.2A (iv)</b> segmenting spoken words into individual syllables</p> <p><b>1.2A (vii)</b> manipulating syllables within words</p> <p><b>1.2B(i)</b> identifying and matching sounds to individual letters</p> <p><b>1.2B (vi)</b> decoding three- to four-syllable words</p> <p><b>1.2B (viii)</b> decoding words with common prefixes and suffixes</p> <p><b>1.2C(i)</b> spelling common letter and sound correlations</p> <p><b>1.2C(ii)</b> spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</p> <p><b>1.2(D)</b> demonstrate print awareness by identifying the information that different parts of a book provide</p> <p><b>1.2(F)</b> develop handwriting</p>	<p><b>1.3(B)</b> use illustrations and texts to learn or clarify word meanings</p> <p><b>1.3(C)</b> identify the meaning of words with affixes, including -s, -es, and -or</p> <p><b>1.3(D)</b> identify and use words that name actions, directions, positions, sequences, categories, and locations</p> <p><b>1.6(A)</b> establish purpose for reading assigned and self-selected texts with adult assistance</p> <p><b>1.6(B)</b> generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p> <p><b>1.6(C)</b> make and correct or confirm predictions with adult assistance</p> <p><b>1.6(E)</b> make connections to personal experiences, ideas in other texts, and society with adult assistance</p> <p><b>1.6(F)</b> make inferences and use evidence to support understanding with adult assistance</p> <p><b>1.7(A)</b> describe personal connections to a variety of sources</p> <p><b>1.7(D)</b> retell texts in ways that maintain meaning</p> <p><b>1.8(B)</b> describe the main character(s) and the reason(s) for their actions</p> <p><b>1.8(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance</p> <p><b>1.8(D)</b> describe the setting</p>	<p><b>1.11(A)</b> plan a first draft</p> <p><b>1.11D (i)</b> complete sentences with subject-verb agreement</p> <p><b>1.11D (iv)</b> adjectives, including articles</p> <p><b>1.11D (ii)</b> past and present verb tense, including the difference between ser and estar</p> <p><b>1.11.D (iii)</b> singular, plural, common, and proper nouns, including gender-specific articles</p> <p><b>1.11.D (viii)</b> capitalization</p> <p><b>1.11.D (ix)</b> punctuation marks</p> <p><b>1.11.D (x)</b> correct spelling of words</p> <p><b>1.11(E)</b> publish and share writing</p> <p><b>1.12(A)</b> compose literary text</p> <p><b>1.12(A)</b> generate questions with adult assistance</p> <p><b>1.12(B)</b> develop and follow a research plan with adult assistance</p> <p><b>1.12(C)</b> gather information with adult assistance</p> <p><b>1.12(D)</b> demonstrate understanding of information gathered with adult assistance</p>



		<p><b>1.9(D) (i)</b> [recognize] the central idea and supporting evidence with adult assistance</p> <p><b>1.9(D) (ii)</b> recognize characteristics and structures of informational text, including: titles and simple graphics to gain information</p> <p><b>1.9(D) (iii)</b> [recognize] the steps in a sequence with adult assistance</p> <p><b>1.9(F)</b> recognize characteristics of multimodal texts</p> <p><b>1.10(A)</b> discuss the author's purpose</p> <p><b>1.10(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes</p> <p><b>1.10(D)</b> discuss how the author uses words that help the reader visualize</p> <p><b>1.10(E)</b> listen to and experience first- and third- person texts</p>	
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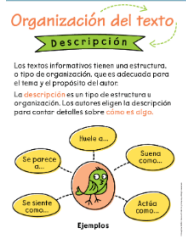
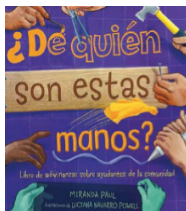
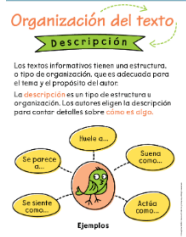




	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Concept and Language Development</b>	<p><b>Introduction to the theme:</b> <i>Comunidades</i> (p. T272-73)</p> <p><b>Video: Watch the video-</b> “¡Vengan a la feria!” and lead oral discussion with the students.</p> <p><i>¿Quiénes integran la familia de cada uno de ustedes? ¿Cómo se llaman los miembros de sus familias?</i></p>				
<b>Foundational Skills</b>	<b>Vocabulary - HMM</b>				
<p><b>Rutina de vocabulario:</b></p> <p>1. <i>Observen la palabra.</i></p> <p>2. <i>Digan la palabra.</i></p>	<p><b>Introduce the vocabulary:</b> T274</p> <p><i>de, día, llamar, noche, por</i></p> <p>-Follow the vocabulary routine with students.</p>	<p><b>Review:</b> T288</p> <p>-Present vocabulary words in context.</p> <p>-Students will write sentences in pairs and present to the class.</p> <p>-Students will play “Adivinanzas” representing</p>	<p><b>Review:</b> T302</p> <p>Vocabulary words in context.</p> <p>-Students will play Papa Caliente (Hot Potato) reading the words and</p>	<p><b>Review:</b> T316</p> <p>Vocabulary words in context.</p> <p>-Students will play “Veo Veo” reading the words in whole group.</p> <p>-Rapid recognition of words in pairs.</p>	<p><b>Review:</b> T328</p> <p>Vocabulary words in context.</p> <p>-Allow students to choose a game from this week to play with the words.</p>




<p><b>3. Modele-Cómo formar la palabra</b></p> <p><b>4. Formen la palabra.</b></p> <p><b>5. Encuentren la palabra en un texto.</b></p> <p><b>Heggerty Week 4</b></p> <p><b>Rutina de combinación de sílabas</b></p> <p>1. Muestre las tarjetas de letras.</p> <p>2. Deslice la primera letra para identificar la primera sílaba y lea.</p> <p>3. Repita el proceso para la próxima sílaba.</p>	<p>-Make connections to content.</p> <p>-Find words during read aloud.</p>	<p>the sentences written for the class to guess.</p>	<p>creating sentences with the words.</p> <p>-CFU-Students will individually identify the word in context.</p>	<p>-Whole class oral review.</p> <p>-CFU-Students will individually identify the word in context.</p>	<p>-Do a read aloud and model how to find the words in a text.</p> <p>-CFU-Students will individually identify the word in context.</p>
	Phonological Awareness - Heggerty				
	<ul style="list-style-type: none"> <li>● <b>Rhyming:</b> rhyme recognition</li> <li>● <b>Onset fluency:</b> consonants</li> <li>● <b>Blending:</b> syllables</li> <li>● <b>Syllable location:</b> initial syllables</li> <li>● <b>Segmenting:</b> syllables</li> <li>● <b>Adding:</b> initial or final syllables</li> <li>● <b>Deleting:</b> initial or final syllables</li> <li>● <b>Substituting:</b> initial or final syllables</li> <li>● <b>Syllable sounds:</b> syllables</li> <li>● <b>Language awareness:</b> repeating sentences - separating into individual words; clapping and counting words</li> </ul>				
	Phonics/Fluency/Spelling - HMH <a href="#">HMH Decodables Correlation</a>				
	<p><b>Explain/Model:</b> T276-77</p> <p>Introduce /n/ sounds with the poem “La N”. Make syllables na, ne, ni, no, nu. <b>GP:</b> Guide students to identify syllables with Nn in the poem. Make connections to other words with those syllables.</p>	<p><b>Explain/Model:</b> T290-91</p> <p>Review syllables: na,ne, ni,no,nu</p> <p><b>GP:</b> Guide students to compare words with this week’s syllables from a word list in anchor chart.</p> 	<p><b>Explain/Model:</b> T304-305</p> <p>Review of Open/ Closed syllables na,ne,ni,no,nu – an,en,in,on, un and the difference, using picture cards.</p> <p><b>GP:</b> Work with students with the <i>Rutina de combinación de palabras</i> to make and read word.</p> <p><b>IP:</b> Practice identifying open/closed syllables with</p>	<p><b>Review/ Model:</b> T317</p> <p>Review open/closed syllable combination.</p> <p><b>GP:</b> Students will identify words with the targeted syllables form a word list in anchor chart.</p> 	<p><b>Spelling:</b> T329</p> <p>Students will be assessed on <b>word/ sentence dictation</b> with the words from the week</p>



<p>4. <i>Deslice las sílabas juntas y lea la palabra.</i></p> <p><b>Rutina de estudio de palabras:</b></p> <p>1. <i>Diga la palabra. Pida a los niños que la repitan.</i></p> <p>2. <i>Explique el significado para los niños.</i></p> <p>3. <i>Conversen usando una imagen o una estrategia para dar ejemplos.</i></p>	<p><b>IP:</b> Students will identify syllables with na, ne, ni, no, nu to make words orally.</p> <p><b>Spelling/Handwriting:</b> T278-79</p> <p>Review vowels and model handwriting for letters: Nn</p> <p>-Students will sort words with the Nn sound.</p> <p>-Administer spelling pre-test to the students</p>	<p><b>IP:</b> Students will practice reading target words in pairs.</p>	<p>Nn with content vocabulary.</p>	<p><b>IP:</b> Students will identify open/closed syllables with vocabulary from math/science/social studies.</p>	
Word Study/Academic Language/Oral Language					
		<p><b>Explain/Model:</b> Introduce vocabulary using picture cards: T292-93</p> <p><i>exigente, perseverar, pertenecer, principal, reparar, revisar</i></p> <p><b>GP:</b> Guide students to make connections with the words with the <i>Rutina de estudio de palabras</i> and create sentences.</p> <p><b>IP:</b> Students work in pairs using vocabulary in context: drawing, role play, conversation.</p>	<p><b>Explain/Model:</b> Introduce vocabulary using picture cards: T306-07</p> <p><i>ayudar, comprar, desorden, mercado, vecino, vender</i></p> <p><b>GP:</b> Students will make connections with the words and create sentences.</p> <p><b>IP:</b> Students work in pairs using vocabulary in context: drawing, role play, conversation.</p>	<p><b>Review/Model:</b> T318-19</p> <p>Revisit target vocabulary using picture cards.</p> <p><b>GP: Nouns-</b> Discuss words used to name things and places providing examples from the read aloud text.</p> <div data-bbox="1339 1198 1585 1364"> <p><b>Palabras acerca de lugares y cosas</b></p> <p>Los sustantivos son palabras que nombran una persona, un lugar o un objeto.</p> <ul style="list-style-type: none"> <li>• Un sustantivo que nombra un lugar dice dónde ocurre algo.</li> <li>• Un sustantivo que nombra una cosa dice qué es algo.</li> </ul> <p><b>Ejemplos</b></p> <ul style="list-style-type: none"> <li>1 Lugares: casa, montaña, playa, campo</li> <li>2 Cosas: pelota, juguete, lápiz, flor</li> </ul> <p><b>mercado</b> <b>manzana</b></p> </div> <p><b>IP:</b> Students work in pairs creating sentences and</p>	<p><b>Explain/Model:</b> T330-31</p> <p>Introduce antonyms as words that mean the opposite.</p> <p><b>GP:</b> Students will find/generate antonyms in sentences with partners.</p> <p><b>IP:</b> Students will apply the skill identifying situations in the selection to apply antonyms.</p>

				identifying nouns of place and things.	
<p><b>Rutina de Conversación en Parejas.</b></p> <p>1.Question/<b>Pre</b>gunta- <b>Presenta la pregunta a estudiantes.</b></p> <p>2.Stem/<b>Una/u</b>n fragmento- <b>Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir</b></p> <p>3.Signal/<b>Señala</b> -<b>Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.</b></p> <p>4.Share/<b>Comp</b>arte-<b>Estudiante compartirá su</b></p>	Interactive Read Aloud/ Mini-Lesson				
	<p><b>Text-</b> ¡Los niños dicen lo que piensan! T280-81</p>  <p><b>Frequent Talk/Make connections:</b> <i>¿Qué haces cuando quieres convencer a alguien a hacer algo por ti? ¿Cómo convences a esa persona?</i></p> <p><b>Mini-Lesson:</b> <b>Supporting Ideas</b> -Using anchor chart introduce/review how authors persuade/ convince us of their ideas by giving an opinion, reasons, and examples.</p> 	<p><b>Text-</b> ¿De quién son estas manos? T294-95</p>  <p><b>Frequent Talk/Make connections:</b> Choose an area of the classroom with organized materials and ask: <i>¿Cómo nos ayuda tener los objetos organizados?</i></p> <p><b>Mini-Lesson:</b> Use anchor chart to explain how authors organize their text based on their purpose, or reason, for writing.</p> 	<p><b>Text-</b> Dan tiene un plan T308-09</p> <p><b>Frequent Talk/Make connections:</b> <i>¿Qué cosas hacemos todos los días en las mañanas?</i></p>  <p><b>Mini-Lesson:</b> Explain in life things happen in a sequential order that makes sense. Authors tell stories using order/ sequence that makes sense.</p>  <p><b>Read aloud: Teaching Pal/ Compañero de enseñanza</b></p>	<p><b>Text-</b> Dan tiene un plan T320-21</p> <p><b>Frequent Talk/Make connections:</b> <i>¿Cuál es el ambiente en un cuento?</i></p> <p><b>Mini-Lesson:</b> Explain the setting of a story is where and when the story takes place.</p>  <p><b>Read aloud Teaching Pal/ Compañero de enseñanza:</b> Set a purpose for rereading the story to identify the setting throughout the text. <i>¿Dónde ocurrió al principio? ¿Dónde ocurrió luego? ¿Dónde ocurrió al final?</i></p>	<p>Social Communication: T336-37</p> <p>Discuss with the class expectations for speakers and listeners and make connections to how these are important as you persuade others.</p>  <p><b>Explain/Model:</b> Demonstrate behaviors for speakers and listeners in a structured conversation role playing how to introduce yourself to a new student and give your opinion about the cafeteria food. Provide sentence stems for students to practice: <i>Mi nombre es ____.</i> <i>Encantado/a de conocerte, ____.</i> <i>Nuestra escuela es</i></p>



<p><i>oración y su pensamiento con su grupo o compañero/a.</i></p> <p>5. Assess/Evalúa <i>a-Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.</i></p> <p><b>Accountable Talk Routine:</b></p> <ol style="list-style-type: none"> <li>1. Gira hacia tu compañero.</li> <li>2. Mira a tu compañero a los ojos.</li> <li>3. Un compañero habla. Un compañero escucha.</li> <li>4. Intercambia roles.</li> </ol>	 <p><b>Shared Reading-Teaching Pal/ Compañero de enseñanza</b></p> <p>-Introduce genre and text- Opinion text</p> <p>-Students will make predictions</p> <p>-Set a purpose for reading aligned to the skill: identify author's ways to persuade us.</p> <p><b>Structure Conversations :</b></p> <p>Students will discuss the story in small groups- <i>¿Que dicen los niños para persuadirte/ convencerte de que su comunidad es la mejor?</i></p> <p><b>CFU:</b> Students will talk, write, and share their ideas about ways to convince others about an idea.</p>	<p><b>Read aloud- Teaching Pal/ Compañero de enseñanza:</b></p> <p>-Introduce genre and text- Realistic fiction</p> <p>-Students will make predictions</p> <p>-Set a purpose for reading aligned to the skills: identify the way in which the author organized the text.</p> <p><b>Structure Conversations:</b></p> <p>Students will engage in structured conversations about the text and record their ideas picture and writing:</p> <p><i>¿Cómo está organizada la historia? ¿Como te ayuda a comprenderla? ¿Cuál es la idea central del texto?</i></p> <p><b>CFU:</b> Students will draw one of the workers in the text and write details they learned from the book. Then collect all in the same organization as the story.</p>	<p>-Interact with text to apply skill- Retell.</p> <p>-Students will make predictions</p> <p>-Set a purpose for reading aligned to the skills: identify the sequential order of events for retelling.</p> <p>-Generate questions about the text to engage students in making inferences:</p> <p><i>¿Qué ocurrió al principio? ¿Qué ocurrió luego? ¿Qué ocurrió al final? ¿De qué quería persuadir Dan a los demás?</i></p> <p>Integrate foundational skills in context: Finding high frequency words in the text and identifying syllables with Nn.</p> <p><b>Structure Conversations/CFU:</b></p> <p>Students will retell the story to a partner and write/draw it in sequence.</p>	<p><b>Structured Conversations/CFU:</b></p> <p>Students will create a comic strip with the different settings in the story and write sentences retelling what happened.</p>	<p><i>muy _____. La comida de la cafetería que te recomiendo es _____, porque _____.</i></p> <p><b>CFU:</b> Students will role play using sentence stems.</p>
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Writing Lesson/ Grammar

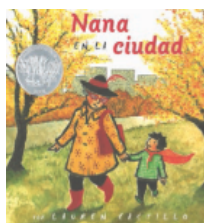
Writer's Workshop

Writing Prompt:  
Write a short description of what makes your world wonderful.

[Teacher Rubric](#)

[Student Friendly Rubric SP](#)

**Mentor Text:** Nana en la ciudad E18



**Model/Explain:** Show children pictures of the local community: the city, the neighborhood, or the school itself.

**Present focus statement:** Cada comunidad tiene algo especial

**Ask:** ¿Cuáles son algunas de las cosas que hacen que tu mundo sea especial? Make connections to mentor text and ask students to make predictions.

Share personal experiences and what make your world

**Mentor Text:** E19 Nana en la ciudad

**Introduce Mentor Text:**  
Explain the connections between the text and the illustrations and how these help us create mental images as we read.



Engage students in structured conversations through the text making connections between images and text: Examples:  
*¿Cómo muestra la imagen de estas páginas que en la ciudad hay mucha gente?*  
*¿Cómo muestra la imagen de estas páginas que la ciudad es ruidosa?*

**Writing Process: E20 Vocabulary-** Using the dictionary/glossary

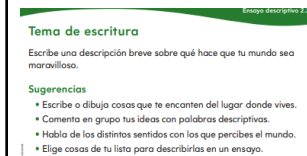
**Reread:** Have children write any words they don't understand such as: *bulliciosa, estridente.*

**Explain:** Think aloud to explain what you do when you see a word you don't know: Use a dictionary or glossary.

Guide students to create a section labeled: *glosario* in their journal to record words they don't know.

**Writing Process: E21 Choosing a topic**

Discuss with students how they will begin the process of brainstorming about why their world is a wonderful place.



**Model:** Think aloud about reasons why your world is wonderful: friends, family, pets, work, etc. Draw pictures and sketch ideas.

**Writing Process: E22 Planning Process**

Review writing process using anchor chart.



**Model:** With mentor text, create a graphic organizer to explain the things the author describes about their world.

Guide students to use these questions to choose their topic. Model with your own writing. *¿Qué hace tu mundo maravilloso? ¿Qué colores y formas ves en tu mundo? ¿Cómo lo puedes decir?*



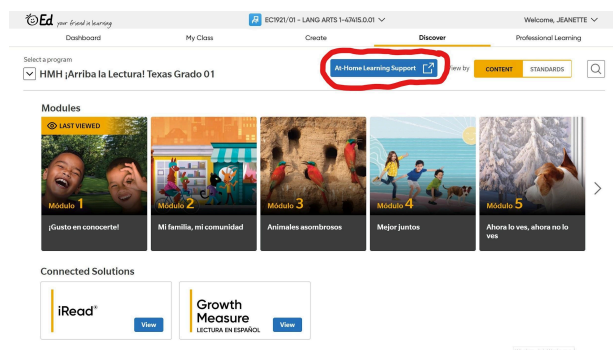


	special. Example: <i>Spending time with family.</i>				
	Independent Writing				
	Students will engage in discussion about their ideas about what makes their world special in pairs. <b>Frequent Feedback:</b> Circulate, monitor, and prompt students while they write.  Students will share their ideas.	Students will draw a picture and write a sentence referring to the image. <b>Frequent Feedback:</b> Circulate, monitor, and prompt students while they write. Students will share their writing.	-Students will create the glossary section in their journals in pairs and record three words they don't know and their meaning. <b>Frequent Feedback:</b> Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will talk in groups and individually draw and write ideas about why their world is wonderful. <b>Frequent Feedback:</b> Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will work on their ideas providing adjectives to describe their world. <b>Frequent Feedback:</b> Circulate, monitor, and prompt students while they write. Students will share their writing.
Grammar	Grammar				
	<p><b>Explain:</b> Adjectives E306</p> <p><b>Adjetivos</b></p> <p>Algunas palabras describen a las personas, los animales, los lugares o las cosas. Estas palabras que describen se llaman <b>adjetivos</b>.</p> <p>Mi tía es <b>alta</b>. La mesa es <b>cuadrada</b>.</p> <p><b>GP:</b> Use objects from the classroom to describe them with the students. Identify descriptive words as adjectives in context.</p> <p><b>IP:</b> Students will work in groups to write a</p>	<p><b>Explain:</b> Adjectives for size and shape E307</p> <p><b>Adjetivos que indican tamaño y forma</b></p> <p>Un adjetivo describe a un sustantivo. Los adjetivos pueden indicar el tamaño. Los adjetivos también pueden indicar la forma.</p> <p>Tamaño El ratón es <b>pequeño</b>.</p> <p>Forma Estos pinguinos son <b>planos</b>.</p> <p><b>GP:</b> Review the definition of adjectives and model identifying adjectives that describe size and shape.</p> <p><b>IP:</b> Students will write sentences using adjectives for size and shape.</p>	<p><b>Explain:</b> Articles E308</p> <p><b>Usar artículos</b></p> <p>Los artículos son un tipo especial de adjetivos. Los artículos indican si un sustantivo es <b>definido</b> o <b>indefinido</b>. También indican si un sustantivo es <b>femenino</b> o <b>masculino</b> y si es <b>singular</b> o <b>plural</b>. Los artículos <b>el, la, los</b> y <b>las</b> indican un sustantivo definido. <b>El</b> y <b>los</b> son artículos masculinos. <b>Ella</b> y <b>ellas</b> son artículos femeninos. <b>El</b> y <b>los</b> son artículos singulares. <b>Los</b> y <b>las</b> son artículos plurales. Los artículos <b>un, una, unos</b> y <b>unas</b> indican un sustantivo que es <b>indefinido</b>. <b>Un</b> y <b>una</b> son artículos masculinos. <b>Una</b> y <b>unas</b> son artículos femeninos. <b>Un</b> y <b>una</b> son artículos singulares. <b>Unos</b> y <b>unas</b> son artículos plurales.</p> <p><b>GP:</b> Discuss with students the purpose of articles and the differences between them – definite, indefinite, gender and number: el/la/los/las/ un/ una/ unos/unas</p>	<p><b>Explain:</b> Review verbs E289</p> <p><b>Repasar los verbos de acción</b></p> <p>Algunas palabras expresan lo que hacen las personas, animales y cosas. Las palabras que expresan acciones se llaman <b>verbos</b>.</p> <p>El jardínero <b>planta</b> vegetales. Los conejos <b>comen</b> zanahorias y lechuga. La lluvia <b>cae</b> sobre las plantas.</p> <p><b>GP:</b> Review verbs with students with an interactive activity such as Simon Says. Write sentences and think aloud to model how to ensure subject-verb agreement.</p> <p><b>IP:</b> Students will identify the verbs in sentences.</p>	<p><b>Make connections to writing-</b> Using adjectives and articles E310</p> <p>Discuss with students how being precise in their writing using the correct adjectives and articles for the nouns make the writing more precise.</p> <p><b>GP:</b> Guide students to map sentences to identify articles and adjectives.</p> <p><b>IP:</b> Students will revise sentences to ensure it has</p>

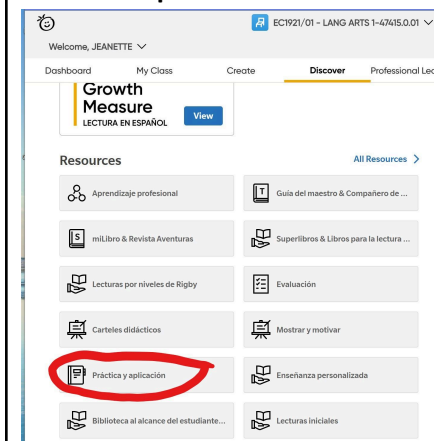


	list of objects and describe them with adjectives.		IP: Students will identify the correct article for a list of nouns.		nouns, verbs, adjectives, and articles.
<b>Research</b>  <b>Class Project:</b> Everything about my community	<p><b>Culminating Project:</b> Students will create a proposal for a video about topics from the class book about their community they would like to investigate.</p> <p><b>Week 1:</b> Brainstorm possible topics and decide teams and configurations. Students will divide responsibilities and set goals.</p> <ul style="list-style-type: none"> <li>• Discuss the concept of relationships with the students using the class book created during the first module.</li> <li>• Guide students to make a list of relationships they would like to highlight in a video.</li> <li>• Students should have a choice about topics and teams' configurations.</li> <li>• Communicate expectations for the final proposal encouraging students to create a bilingual product.</li> <li>• Students will generate questions about the topics.</li> </ul>				
<b>Literacy Stations</b>	<b>Phonemic Awareness</b>  <b>Activity:</b> <a href="#">Counting syllables activity</a> - activity will show students to consolidate abilities to segment words into syllables and classify words according to the number of syllables. You can add new words from this week.	<b>Phonics</b>  <b>Activity:</b> From the <a href="#">Spelling/Handwriting sheet</a> have students pick 1 activity to do. They must write the number they picked and use the handwriting checklist to make sure they used their best handwriting.	<b>Fluency</b>  <b>Activity:</b> Have students take turns reading poem T276 "La N" from their poetry journal to each other. Refer to <a href="#">FCCR</a> activity. In their poetry Journal have students circle the words that have the syllables for this week.	<b>Self-Selected Reading</b>  <b>Activity:</b> T271 Rincón de lectura. Students will pick from book selection and fill out a <a href="#">Book review sheet</a> . Have students find Palabras de alta frecuencia in their stories and write in the back of their Book review sheet. Write a sentence for each word. <ul style="list-style-type: none"> <li>• de</li> <li>• dia</li> <li>• llamar</li> <li>• noche</li> <li>• por</li> </ul>	<b>Vocabulary</b>  <b>Activity:</b> Have vocabulary words written out in station for students to write in their station notebook or sheet. Use <a href="#">4 square vocabulary sheet</a>

E-learning	Synchronous	Asynchronous
	<b>Resources:</b> Google Meet HMH - <a href="#">At home learning Support</a> (Modules have stories to support Interactive Read aloud Mini Lessons)	<b>Resources:</b> <a href="#">Choice Board</a> - This is just an example and has all subjects listed on it. Please make a copy and edit to your needs. <a href="#">Práctica y aplicación</a> -HMH resource you will find all the sheets



needed for practice that are listed in lessons above.



**Phonological Awareness:**

Whole/Small Group live video chat of:

- Heggerty lessons

**Phonics:**

Whole/Small Group live video chat of:

- HMH

**Word Work:**

Whole/Small Group live video chat of:

- sight word routine from HMH

**Reading:**

Whole/Small Group live video chat of:

- Reading A-Z stories (based on reading level)
- HMH stories (weekly story and leveled books based on reading level)

**Grammar:**

Whole/Small Group live video chat/discussion of:

- grammar concept

**Writing:**

Whole/Small Group live video chat/discussion of:

- Writing read aloud
- Writing expectation

**Phonological Awareness:**

- Youtube: [Sílabas](#)

**Phonics:**

- Youtube: [Sílabas de N](#)
- iRead
- Google classroom- Practica y aplicacion

**Word Work:**

- Youtube: [Vocabulario](#)

**Reading:**

- Reading A-Z (stories can be assigned or done in small group)
- HMH (stories can be assigned or done in small group)
- Education Galaxy

**Grammar:**

- Youtube:

**Writing:**



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