



2021-22 Segundo Grado Artes de lenguaje y lectura Unidad 03 Semana 5

Unit Title: Establezcamos metas

January 31st-February 4th

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Big Ideas:

- Hard work leads to success! Our brains are like our muscles, they need to be worked to grow stronger.
- We must be resilient! Rarely do we get things right the first time, we have to keep trying.
- It's important to set goals to improve ourselves and get better at things.
- When we set goals, we should consider the steps we'll take to achieve our goals.
- People can accomplish a lot when they work together.

Essential Questions:

- What do plants need to live and grow?
- How do text features and text organization help authors explain ideas?
- How do text features and text organization help readers find information?
- Why is it important to synthesize information in a text?

Core Competencies:

- Students will describe the major plot events in the beginning, middle, and end of a story, including the problem and resolution.
- Students will gather and share information and ideas in cooperative learning interactions to complete shared research projects.
- Students will state what the author is trying to persuade the reader to think and do and distinguish fact from opinion.
- Students will read aloud fluently with accuracy, self correcting as necessary.

Formative:

- Running Records: Grade level and independent level texts
- Application of foundational skills (phonics and grammar) in writing
- Completing the writing process in stages successfully with peer and teacher conferencing.
- Anecdotal notes during small group instruction

Summative:

- Weekly Selections Quizzes
- Weekly Assessment

Culminating Project: Research: *Plants and Places Book*. Students will collaborate to generate ideas, research, complete, and present an inquiry-based project about plants.

- Students research to answer questions.
- Groups create an informational how-to book about caring for the plant they have chosen.

Spanish Language Arts Unit 3 Week 5

21-22 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
2.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	2.2A(i) decoding multisyllabic words; 2.2A(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;	2.6A establish purpose for reading assigned and self-selected texts;	2.11B(i) organizing with structure; and 2.11B(ii) developing an idea with specific and relevant details;



2.1B follow, restate, and give oral instructions that involve a short, related sequence of actions; 2.1C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; 2.1D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and 2.1E develop social communication such as distinguishing between asking and telling.	2.2A(vi) decoding words with prefixes and suffixes. 2.2B(i) spelling multisyllabic words; 2.2B(ii) spelling words with diphthongs and hiatus; 2.2B(iv) spelling words with prefixes and suffixes; and 2.2D develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters. 2.3A use print or digital resources to determine meaning and pronunciation of unknown words; 2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words; 2.3C use affixes, including re-, pre-, -ción, and -ísimo/-ísima, to determine the meaning of words and subsequently use the newly acquired words; 2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; and 2.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien. 2.4 use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 2.5A self-select text and read independently for a sustained period of time.	2.6B generate questions about text before, during, and after reading to deepen understanding and gain information; 2.6C make [and] correct or confirm predictions using text features, characteristics of genre, and structures; 2.6D create mental images to deepen understanding; 2.6E make connections to personal experiences, ideas in other texts, and society; 2.6F make inferences and use evidence to support understanding; 2.6G evaluate details read to determine key ideas; 2.6H synthesize information to create new understanding; and 2.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. 2.7A describe personal connections to a variety of sources; 2.7B write brief comments on literary or informational texts that demonstrate an understanding of the text; 2.7C use text evidence to support an appropriate response; 2.7D retell and paraphrase texts in ways that maintain meaning and logical order; 2.7E interact with sources in meaningful ways such as illustrating or writing; and 2.7F respond using newly acquired vocabulary as appropriate. 2.8A discuss topics and determine theme using text evidence with adult assistance; 2.8B describe the main characters' (characters') internal and external traits; 2.8C describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and 2.8D describe the importance of the setting.	2.11C revise drafts by adding, deleting, or rearranging words, phrases, or sentences; 2.11D(i) complete sentences with subject-verb agreement; 2.11D(ii) past, present, and future verb tense, including the difference between ser and estar; 2.11D(iv) adjectives, including articles; 2.11D(v) adverbs that convey time and adverbs that convey place; 2.11D(vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; 2.11D(viii) coordinating conjunctions to form compound subjects and predicates; 2.11D(x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and 2.11D(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; 2.11E publish and share writing. 2.12A compose literary texts, including personal narratives and poetry; 2.12B compose informational texts, including procedural texts and reports; and 2.12C compose correspondence such as thank you notes or letters. 2.13A generate questions for formal and informal inquiry with adult assistance; 2.13B develop and follow a research plan with adult assistance; 2.13C identify and gather relevant sources and information to answer the questions; 2.13D identify primary and secondary sources; 2.13E demonstrate understanding of information gathered; 2.13F cite sources appropriately; and
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			2.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktale, fables, and fairy tales; 2.9B explain visual patterns and structures in a variety of poems; 2.9C discuss the elements in drama such as characters, dialogue, and setting; 2.9D(i) the central idea and supporting evidence with adult assistance; 2.9D(ii) features and graphics to locate and gain information; and 2.9D(iii) organizational patterns such as chronological order and cause and effect stated explicitly; 2.9E(i) stating what the author is trying to persuade the reader to think and do; and 2.9E(ii) distinguishing facts from opinion; 2.9F recognize characteristics of multimodal and digital texts. 2.10A discuss the author's purpose for writing text; 2.10B discuss how the use of text structure contributes to the author's purpose; 2.10C discuss the author's use of print and graphic features to achieve specific purposes; 2.10D discuss the use of descriptive, literal, and figurative language; 2.10E identify the use of first or third person in a text; and 2.10F identify and explain the use of repetition. 2.11A plan a first draft by generating ideas for writing such as drawing and brainstorming;	2.13G use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	
	Day 1	Day 2	Day 3	Day 4	Day 5
Foundational Skills Rutina de vocabulario: 1. <i>Observen la palabra.</i>	Vocabulary				



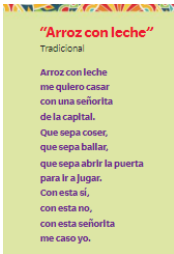
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2. Digan la palabra. 3. Modele-Cómo formar la palabra 4. Formen la palabra. 5. Encuentren la palabra en un texto. Rutina de combinación de sílabas 1. Muestre las tarjetas de letras. 2. Deslice primera letra para identificar la primera sílaba y lea. 3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra. Rutina de estudio de palabras: 1. See the word 2. Say the word. 3. Spell the word. 4. Write the word. 5. Find the word.	Palabras de uso frecuente: M8 T352–T353 Usen la rutina de vocabulario para enseñar las palabras - caballo - comer - hace - parte - usar	Palabras de uso frecuente: M8 T368–T369 Usen la rutina de vocabulario para enseñar las palabras - caballo - comer - hace - parte - usar	Palabras de uso frecuente: M8 T382 Identify, read and write these high frequency words Usen la rutina de vocabulario para enseñar las palabras - caballo - comer - hace - parte - usar Play ¿En qué palabra estoy pensando?	Palabras de uso frecuente: M8 T396 Usen la rutina de vocabulario para enseñar las palabras - caballo - comer - hace - parte - usar	Palabras de uso frecuente: M8 T408 Review any words that posed difficulty for children this week, using Tarjetas de palabras and the HIGH-FREQUENCY WORDS routine. - caballo - comer - hace - parte - usar
	Phonological Awareness				
	Conciencia fonológica M8 T353 Identificar la sílaba tónica -Teacher models identifying the stressed syllable using picture sorting -Students will then identify stressed syllables by sorting pictures	Conciencia fonológica M8 T369 Identificar la sílaba tónica --Students will continue practicing to identify stressed syllables by sorting pictures	Conciencia fonológica M8 T382 Generate Rhymes Remind children that words that end with the same sounds are called rhyming words. Tell them that they will generate a series of rhyming words Mi primo Luis vive en una ciudad. Estudia medicina en la _____. (universidad) Eso lo lleno de _____. (felicidad) Me gusta tratar a mis amigos con gratitud. Los invité a casa, y vino una _____. (multitud) Pasamos horas y horas en la sala de estar. ¿No podemos parar de _____. (jugar, celebrar, disfrutar, hablar, etc.) Hemos tomado una gran decisión. Haremos un viaje lleno de _____. (diversión, emoción, etc.) Conocemos todo el mundo, empezando por París. Es la primera vez que viajaré a otro _____. (país) Además de personas y lugares de interés, aprenderemos idiomas, como chino y _____. (francés, portugués, japonés, etc.)	Conciencia fonológica M8 T396 Continue to generate rhymes Remind children that they can generate rhyming words if they pay attention to the last sounds in the words.	Conciencia fonológica M8 T3408 Teacher choice: Review the skill that students had difficulty with: identifying the stressed syllable or generating rhymes Use Página imprimible: Conciencia fonológica 23 to assess what kind of reinforcement is needed.
	Phonics/Fluency/Spelling HMH Decodables Correlation				
	Fonética M8 T354–T355 Palabras agudas sin tilde	Fonética M8 T370–T371 Palabras agudas sin tilde	Fluidez M8 T383 Expresión	Fonética M8 T397 Repaso de fonética	Ortografía M8 T409 Evaluación de ortografía



	-Identify words stressed on the last syllable without an accent mark -Combine syllables to read these types of words -Decode these words  Ortografía M8 T356–T357 Palabras agudas sin tilde -Give pretest	-Students will identify palabras agudas - Students will combine, decode these words lugar sabor hotel aerosol unidad capaz virtud feroz No se puede comer dentro del ascensor. En una parte del cartel azul se puede ver un caballo o corcel. competir salvar rescatar defender habitual interior juvenil antifaz cantidad superior gratitud cascabel	Remind children that good readers add interest and enjoyment to their reading by reading with expression. This means that readers use their voices to communicate the story characters’ thoughts and feelings. This helps listeners understand the story better. Teacher models the difference between reading with and without expression. Then students echo read with the teacher.  Students will then read the passage fluently and with expression. Fonética M8 T384–T385 Palabras agudas que riman Remind children that words rhyme when they end with similar sounds. Explain that you will say rhyming words stressed on the last syllable.	Use the READING WHOLE WORDS routine to review this week’s phonics skills: words stressed on the last syllable without an accent mark and rhyming words stressed on the last syllable. caridad color tratar total saber alud capital virtud Voy a usar este aerosol para limpiar el mantel. Este animal es capaz de volar, ¿verdad? Ask: ¿En qué se parecen o en qué se diferencian algunas de estas palabras?	Give spelling test
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			Mostrar y motivar: Combinar y leer 8.5 Combinar y leer 1 feliz azul comer calor dudar usar 2 juventud salud virtud latitud lentitud aptitud 3 extensión fundación impresión canción definición ilusión 4 alrededor mirapas desenroscar sonrojarse honrado 5 portanca resopla bridas amos terrones ctm Las carreras de caballos se llevan a cabo en un lugar especial llamado hipódromo. Hay una pista central con tribunas a su alrededor que tienen asientos para los espectadores. En algunas carreras, los caballos avanzan en el sentido de las agujas del reloj y en otras, al revés. cortés - siamés cavar-jurar rodar-dolor sifón-silón bondad-maldad decir-hacer		
	Word Study/Acadeuage				
	Vocabulary M8 T358–T359 Use the vocabulary cards and the rutina de estudio de palabras para presentar el lenguaje oral: ● anhelar ● despejarse ● fiel ● permanecer ● recrear Make real life connections to these words.	Vocabulary M8 T372–T373 Introduce power words by answering questions and discussing the meanings of the words to help develop the words. Identify real life connections with these words: ● abundar ● banquete ● lloriquear ● resistirse	Vocabulary M8 T386–T387 Repasar las Palabras poderosas: ● abundar ● banquete ● lloriquear ● resistirse	Vocabulary: M8 T398–T399 Sufijo -able/-ible Remind children that a suffix is a word part that is added at the end of a base word. Mostrar y motivar: Vocabulario generativo 8.6 Sufijo -able, -ible Un sufijo es una parte de una palabra que se agrega al final de una palabra base. Cambia su significado. El sufijo -able, -ible significa "que tiene la capacidad o la cualidad de". El cachorrito es adorable. Palabras potentes Pregunta Oración para completar resistente ¿Por qué es resistente? ¿Cómo puedes resistirte a correr tu propia fuerza? El resistente que no puede resistirse a correr tu propia fuerza. banquete ¿Cuántos platos banqueteas? ¿Qué recibiste? Comida deliciosa banqueteo recibiste. abundante ¿Qué es algo que abunda? ¿Cómo puedes abundar? Comer mucho abunda en abundancia. comparar El favorito que aparece en banquete, ¿a qué animales comparas? El favorito que aparece en banquete, compararlo.	Vocabulary: M8 T410-T411 Repasar las Palabras poderosas: ● abundar ● banquete ● lloriquear ● resistirse
Rutina de Conversación en Parejas. 1.Question/Pre gunta- Presenta la pregunta a estudiantes.	Interactive Read Aloud/ Mini-Lesson				
Book: La leyenda del pincel indio M8 T360	Book: Jack y los frijoles mágicos M8 T375	Book:Jack y los frijoles mágicos M8 T389	Book: Jackie y los frijoles mágicos M8 T401	Book: Jackie y los frijoles mágicos M8 T413	

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/Compa-
rte-Estudiente
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.

**Accountable
Talk Routine:**



Model: Read aloud the title La leyenda del pincel indio, and introduce the book. Say: Today we will read a legend. It is a story from the past. Have children examine the cover. Ask: *¿De qué te hacen pensar la imagen y el título del libro?*

Model Fluency: you will vary your voice to reflect what is happening in the text or to show a character's feelings, such as excitement or surprise.

Structured conversation:
¿Qué preguntas tienes sobre el personaje principal?
Use your questions to set a purpose for reading.

Characters T360

Discuss: Discuss what children would expect to find in a fairy tale, and ask them to recall other fairy tales they read.

Read and comprehend:
Guide children to read the selection all the way through. Pause occasionally, to gauge children's understanding and to have them apply reading.

Retell M8 T374



Explain: that good readers retell a story to make sure they understand and can describe what happened. When retelling a story, readers use their own words, or paraphrase, to describe what happened in order. **Review:** when you retell a story, you include details from the beginning, the middle, and the end of a story. Explain that good readers note important details from each part of a story as they read. Then they use the details and pictures in the story to retell

Model: Remind children to look for clues in the text to help them identify Jack's problem and how he tries to solve it.

Review: how to use text evidence to describe the giant. Then guide them to understand that by helping the giant, Jack got to keep the golden goose. (Jack and his mother are no longer poor.) Guide them to recognize how these events built on previous events in the story.

Preguntas en el Compañero de enseñanza pg 145
¿Cómo reacciona la madre de Jack cuando él regresa a casa con los frijoles?
Expliquen qué pistas del texto y la ilustración los ayudan a saberlo.
¿Por qué reacciona ella de esta manera?

Story Structure M8 T388



Model: An author's

Model: As you read, make connections by finding ways that this text is like things in your life and other texts you have read. This will help you understand and remember the text.

Structured conversation: *¿En qué se parecen Jackie y los frijoles mágicos y Jack y los frijoles mágicos? ¿En qué se diferencian?*
¿Por qué crees que el padre de Jackie le deja tener una vaca como mascota? ¿Qué le hace cambiar de opinión al respecto?
¿Qué problema tiene Jackie después de trepar por la planta de frijoles? ¿Cómo lo resuelve ella?

Making Connections: M8 T400



Review: Review that when readers make a connection, they think about how a text relates to something else. Making

Structured conversation: *¿Qué palabras usarías para describir a Jackie? ¿Por qué elegirías estas palabras? ¿Cuál es el problema de Jackie? ¿Cuál es tu predicción?*

Characters M8 T412



Review: characters are the people or animals in stories. Readers can learn about characters by looking for clues about their traits in the text and pictures.that external traits describe what a character looks like on the outside. Then review that internal traits describe a character's personality, or what he or she thinks or feels.

1. Gira hacia tu compañero. 2. Mira a tu compañero a los ojos. 3. Un compañero habla. Un compañero escucha. 4. Intercambia roles.	PERSONAJES  Explain: that a character is a person or an animal in a story, and that readers can better understand a story if they understand the characters. Review: that external traits describe how a character looks on the outside. Then review that internal traits describe a character's personality, or what he or she thinks or feels		purpose for writing a story can be to entertain readers. Authors follow a story structure, or how a story is organized, to achieve that purpose. Review: that in the beginning of a story, the characters face a conflict, or problem. The middle of the story is made up of events that happen as the characters try to solve their problem. The end of a story tells the resolution, or how the characters solve the problem.	connections help readers understand and remember the text. Model: when making text-to-text connections, readers can compare different versions of the same story to understand more about a culture, a time period, or an author.	
Writing Lesson/ Grammar					
Writer's Workshop Writing Prompt: Read the	Prewriting II: Choosing a Topic M8 E119 Review the Writing Prompt. Point out that recipes are one form of procedural text. Ask: ¿Cuáles son sus comidas favoritas? ¿Cómo crees que están	Drafting I: Steps in a Process M8 E120 Read through the model text with children. Have children name the activity being described. Model writing the steps in order as you say them orally. Explain that a list will help them think about the correct order for the steps	Drafting II: Completing the Draft M8 E121 Review: To include any information they gathered from their research, that is, the information they found using resources to answer questions about their topic.	Revising I: Integrating Time-Order Words M8 E122 Explain that they might want to add time-order words to their paragraphs to help the reader understand the sequence of events. Point out that they can also rearrange sentences to make them easier to read and understand.	Revising II: Conferencing M8 E123 Discuss what it means to ask instead of tell when giving feedback. Do small Group conferencing with students.



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following sentence: <i>Some activities, like growing plants, happen in the same order every time.</i>	hechos? Have volunteers share the steps to make their favorite food and have listeners draw the steps.	when they write about an activity in paragraph form. Ask: ¿Cómo podemos hacer una lista de pasos interesantes para que otros la lean?		Discuss: Make a list on the board of the words in the writing sample. Have children brainstorm and add more words to the list.	
Think about an activity that needs to be done in a set order. Write the steps to complete that activity. Describe the activity in a paragraph and write the steps in a list. Teacher Rubric Student Friendly Rubric SP	Independent Writing				
	Have students continue their prewriting by selecting the topic for their procedural text, either from the list in their notebook or from the list on the board Circulate and monitor the students effective use of the rubric.	Have students start drafting by using the steps they wrote for their activity Circulate and monitor the students effective use of the rubric.	Have students complete a sequencing activity. Circulate and monitor the students effective use of the rubric.	Students will revise their work. Circulate and monitor the students effective use of the rubric.	Students will continue to revise their work. Circulate and monitor the students effective use of the rubric.



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Grammar	Grammar				
	El verbo hacer M8 E284	Concordancia del verbo hacer M8 E285	Verbos irregulares M8 E286	Repaso: Repasar los verbos ser y estar M8 E282	Conectar a escritura: Usar los verbos irregulares M8 E288
Research	Culminating Project: M8 Research: Plants and Places Book Students will collaborate to generate ideas, research, complete, and present an inquiry-based project about plants. Divide students into groups of 3-4 and assign a different environment to each. Class Project: Groups brainstorm research questions about plants in different environments. Guide children in developing a research plan that will help them answer their research questions.Students research to answer questions. Groups create an informational how-to book about caring for the plant they have chosen. Groups finalize projects and present				
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
See Literacy Station Ideas in M8 T350 - T351					

SECOND GRADE

ELLD Block

UNIT 3 WEEK 5

Science Content TEKS:

2.7C distinguish between natural and manmade resources

Language TEKS:

2.2B(iii) decoding multisyllabic words with vowel teams, including digraphs and diphthongs

2.2C(i) spelling one-syllable and multisyllabic words , including digraphs and diphthongs

2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words

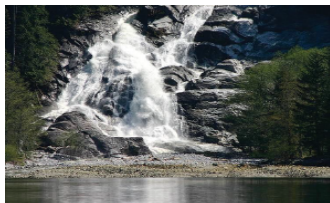
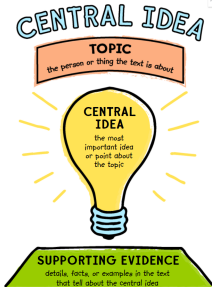
2.6(B) generate questions about text before, during, and after reading

2.6(C) make and correct or confirm predictions

2.6(E) make connections to personal experiences

2.7(C) use text evidence to support an appropriate response

2.9D(i)[recognize] the central idea and supporting evidence with adult assistance

			2.11D(ii) past, present, and future verb tense	2.12(B) dictate or compose informational texts, including procedural texts						
Resource STEMscopes Resources (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 a picture walk. <i>What do you see in the first pictures of the text? What do you think this text will be about?</i>  Prior knowledge- Activate students’ prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed: Guiding questions: <i>What is the difference between something made by nature and something manmade? What examples can you find in the classroom/ at home?</i>	Shared Reading: Reread text with students and make connections to the text: <i>Why is it important to care for our natural resources?</i> Comprehension Skill: Focus on comprehension skills with modeling and prompting.  Remind children that good readers determine the central idea of a text by figuring out the topic of the text and paying attention to supporting evidence. Supporting evidence is information that tells us more about the central idea.	Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. Foundational Skill: Review identifying spelling for /oi/ oy, oi using sentences from the text or about the topic in the text. Natural resources include trees, plants, and soil. Many toys are manmade resources made from plastic. We should take care of all natural resources and not destroy them. Every day we need to make a choice to take care of our natural resources. Grammar: Review use of irregular verbs have/has/had using 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 based on science content.  Provide a concrete, multimedia, or picture exploration activity with students to discuss the importance of natural resources. Ask: What is our opinion about protecting our natural resources? In my opinion, _____ are very important to us. These are sources we find _____. They are connected to _____ resources, because _____. However, it is very important to care for our _____ because _____	Assessment: Students will complete the activity on p.5 of the text identifying and writing about natural and manmade resources. Cross-linguistics: Lead a review discussion about diphthongs oi/oy in English and in Spanish. <table><tr><td>Diphthongs oi/oy</td><td>Diptongos oi/oy</td></tr><tr><td>We have to make a choice to care for our natural resources such as trees, plants, and soil.</td><td>Hoy voy a hacer un esfuerzo para proteger los recursos naturales.</td></tr><tr><td>Many toys are manmade resources made from plastic that can destroy our natural resources.</td><td>Oigo que van a hacer un boicot a productos que destruye el ambiente.</td></tr></table> <i>* These vowel teams/diphthongs have similar sounds in English and Spanish.</i>	Diphthongs oi/oy	Diptongos oi/oy	We have to make a choice to care for our natural resources such as trees, plants, and soil .	Hoy voy a hacer un esfuerzo para proteger los recursos naturales.	Many toys are manmade resources made from plastic that can destroy our natural resources.	Oigo que van a hacer un boicot a productos que destruye el ambiente.
Diphthongs oi/oy	Diptongos oi/oy									
We have to make a choice to care for our natural resources such as trees, plants, and soil .	Hoy voy a hacer un esfuerzo para proteger los recursos naturales.									
Many toys are manmade resources made from plastic that can destroy our natural resources.	Oigo que van a hacer un boicot a productos que destruye el ambiente.									

Read aloud and stop to engage students with the text through guided questions: p.1 What are natural resources? Who makes natural resources? <i>Natural resources are _____. They are made by ____.</i> p.2 What are other kinds of resources? Who makes these? <i>Other kinds of resources are _____. These are made by ____.</i> p.3 How are natural resources and manmade resources connected? <i>Natural resources and man-made resources are connected by ____.</i>	<i>What is the central idea about natural resources? What is your supporting evidence? What is the central idea about manmade resources? What is your supporting evidence?</i> Vocabulary Picture Walk: Students will identify and read key vocabulary from the STEMscopes vocabulary slideshow. <table><tr><td>Resource</td><td>Recurso</td></tr><tr><td>Natural</td><td>Natural</td></tr><tr><td>Wood</td><td>Madera</td></tr><tr><td>Metal</td><td>Metal</td></tr><tr><td>Manmade</td><td>Hecho por el hombre</td></tr><tr><td>Plastic</td><td>Plástico</td></tr><tr><td>Paper</td><td>Papel</td></tr></table>	Resource	Recurso	Natural	Natural	Wood	Madera	Metal	Metal	Manmade	Hecho por el hombre	Plastic	Plástico	Paper	Papel	We have to take care of our resources. My school has many manmade resources made from trees, such as paper and pencils. My friend had many aluminum cans, and he took them to be recycled. Have, Has, and Had Have, has, and had are irregular verbs. Use have and has to tell about present time. Use had to tell about past time. <table><tr><th>Subject</th><th>Present</th><th>Past</th></tr><tr><td>Singular pronoun (He, She, It) Singular noun</td><td>has</td><td>had</td></tr><tr><td>Plural pronoun (We, They) Plural noun</td><td>have</td><td>had</td></tr></table>	Subject	Present	Past	Singular pronoun (He, She, It) Singular noun	has	had	Plural pronoun (We, They) Plural noun	have	had	_____. For example, if we _____, the _____ will be ruined, or if we don't _____ the _____ will end. I think we can all _____ our _____.
Resource	Recurso																									
Natural	Natural																									
Wood	Madera																									
Metal	Metal																									
Manmade	Hecho por el hombre																									
Plastic	Plástico																									
Paper	Papel																									
Subject	Present	Past																								
Singular pronoun (He, She, It) Singular noun	has	had																								
Plural pronoun (We, They) Plural noun	have	had																								
Suggested Previews	Creating an Acrostic- This activity can be done as a whole class to develop to engage and prepare students for new content. - Identify the main term for your focus-topic (STEMscopes) - Place the name of a topic or concept vertically down a chart. - Guide students to generate a word or phrase that begins with each letter of the vertical word with questions: ¿Qué quiere decir esta palabra/ este término? ¿Qué sabes sobre este tema? ¿Dónde has visto ejemplos de este tema? ¿En qué piensas cuando oyes esta palabra/ este término?	In-person or Virtual Field Trip- It can be a brief observational activity or a longer more sustained investigation or project 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																								



Suggested Reviews

"I have, Who has" / Yo tengo/ ¿Quién tiene...?"

1. First choose a list of words. Then begin filling in the blanks on the 'Yo tengo, ¿Quién tiene...?' template with these words and/or pictures. The last card you fill out must have the first word used for the '¿Quién tiene...?'. Every card in the set is connected to a card before it and a card after it.
2. Hand out a card to each student. Some students may need to have 2 depending upon how many in a set. It is important to use all the cards in a set.
3. Start asking a student to read his/her card with the sentence.... Yo tengo____, ¿Quién tiene _____?
4. The student with the requested vocabulary card will stand up and restate the sentence: You tengo____, ¿Quién tiene _____?

Yo tengo _____.
¿Quién tiene _____?

R.A.F.T. Strategy- With your students engage in a creative writing activity based on the topic of study.

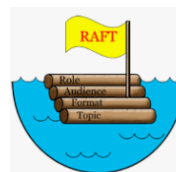
Decide with the class on:

-Role of the Writer/ Rol del escritor: Who are you as the writer? A living thing, a plant, an animal, a rock, a natural resource?

-Audience/Audiencia: To whom are you writing? A person, a thing, an animal, plant?

-Format/Formato: In what format are you writing? A diary entry? A newspaper? A letter? An invitation? An email? A text message?

-Topic/Tema: What are you writing about?



Teach Your Peers:

1. Create a Concept Map with students about the week's topic in science.
2. Divide students in groups, pairs, or virtual breakrooms.
3. Have kids orally describe a concept, procedure, or skill to each other in terms so simple that a child a grade younger than then would understand.
4. Allow students to use their own concept maps to interact with each other.





	*** Once all students participate, you can guide a short writing piece about what students learned using the vocabulary. <i>Esta semana aprendimos sobre _____.</i> <i>Un __ es _____. Lo podemos encontrar en _____. Es similar a _____ en que _____. Es diferente a _____ en que _____.</i>		
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