



2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 1

Unit Title: Marvels Around Us

October 18th-21st

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Big Ideas

- Analyzing literary elements and the author's craft can help readers comprehend the text and make connections to other texts and their own life experiences.
- Writers learn from other authors' craft and use of literary devices to help them form their own writing style and voice.
- Inferences help readers understand things about a text that may not be explicitly written.
- Determining the central idea and summarizing a text helps readers both remember the text and communicate the content of the text with others.
- Figurative language such as metaphors and similes are often used in order to inspire emotions in a reader.
- There are a variety of strategies to determine the meaning of unfamiliar and multiple meaning words in text.
- Reading fluency strategies can be used to help increase overall reading comprehension and critical thinking skills.

Essential Questions:

- How does figurative language and imagery help an author express their voice and help a reader visualize a text?
- How does understanding the text structure like compare and contrast help you understand and summarize a text?
- How can an author use figurative language such as metaphors and similes to inspire emotions in a reader?
- Why is making inferences an important part of understanding and analyzing a text?

Core Competencies:

Formative:

- Students should be able to annotate and answer questions about a text focusing on text features, point of view, and theme.
- Students will be able to analyze and annotate a text with a focus on inferences, central idea, text structure, author's purpose and summary.
- Students can identify the elements specific to poetry and use them to understand the message of a poem.
- Students can identify the theme of a selection and use that theme to make a connection to their lives.
- Students can identify and understand similes and metaphors and use them correctly in their own writing.

Summative

- Weekly TEKS focused assessment
- Campus assessment
- Weekly selection Quiz

Culminating Project: *Building Relationships in the World*- Students will research another culture to find commonalities between social issues, propose an alliance between nations to solve that problem and do a written product and an oral presentation. After all students present their ideas, they will vote to select the best in the class and students can publish their idea in social media to create awareness with adult assistance.



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- **Week 1:** Brainstorm with students what are the major issues in our society that worry them. Then, brainstorm other countries that students might be interested in learning about or visit. Challenge the students to discuss how they would propose to build a relationship between countries to solve a current issue in our society (hunger, education, homelessness, healthcare, etc.).

Spanish Language Arts UNIT 2 WEEK 1

21-22 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments 4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action 4.1(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively 4.1(D) work collaboratively with others by following agreed-upon rules, norms, and protocols 4.1(E) develop social communication such as conversing politely in all situations	4.2A (i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas 4.2A(ii) using orthographic rules to segment and combine syllables 4.2A(iv) decoding words with prefixes and suffixes 4.2(B) (i) spelling palabras agudas and graves with an orthographic accent 4.2(B) (ii) spelling palabras esdrújulas that have an orthographic accent 4.2(B) (iv) marking accents appropriately 4.3(C) identify the meaning of and use words with affixes 4.3(D) identify, use, and explain the meaning of idioms, homographs, and homophones 4.3(E) differentiate between and use homographs, homophones, and commonly confused terms 4.4(A) use appropriate fluency 4.5(A) self-select text and read independently	4.3(A) use digital resources to determine meaning, syllabication and pronunciation of words. 4.3(B) use context to find word meanings 4.3(C) identify the meaning of and use base words with affixes 4.6(A) establish purpose for reading 4.6(B) generate questions about text before, during, and after reading 4.6(D) create mental images 4.6(E) make connections 4.6(F) make inferences 4.7(B) write responses 4.7(C) use text evidence 4.7(D) retell and paraphrase 4.8 (A) infer the theme 4.9(F) recognize characteristics of multimodal and digital texts 4.10(A) explain the author's purpose and message within a text 4.10(B) discuss the use of text structure 4.10(C) discuss the author's use of print and graphic features 4.10 (D) describe how the author's use of imagery, literal and figurative language	4.11(A) selecting a genre 4.11 (B) develop drafts 4.11(C) revise drafts 4.11D(i) complete simple and compound sentences 4.11D (vii) pronouns 4.11D (ix) capitalization 4.11D (x) punctuation marks 4.11D (xi) correct spelling of words 4.12(A) compose literary texts, 4.13(A) generate questions on a topic for formal and informal inquiry 4.13(B) develop and follow a research plan with adult assistance 4.13(C) identify and gather relevant information from a variety of sources 4.13(D) identify primary and secondary sources



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		4.10(E) identify and understand point of view								
	Day 1	Day 2	Day 3	Day 4	Day 5					
Concept and Language Development	Introduction to the theme: “Actos heroicos”. (M4 p. T218–T219) Video: Watch the video- “Héroes de todos los días” and lead oral discussion with the students introducing the vocabulary: <i>aspirar, confianza, empeño, audacia</i> . <i>¿Qué hace que alguien sea un héroe? Alguien es un héroe porque/cuando _____.</i> <i>¿Cómo crear relaciones positivas con otros nos puede convertir en un héroe? Crear relaciones positivas con otros nos puede convertir en un héroe porque _____.</i>									
Rutina de combinación de sílabas 1. Muestre las tarjetas de letras. 2. Deslice la primera letra para identificar la primera sílaba y lea. 3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra.	Phonics/Fluency/Spelling- HMM									
	Explain/Model: M4 T226-227 Syllables with /j/ sound: ja, je, ji, jo, ju, ge, gi. GP: Using a word list of vocabulary with /j/ sound, ask students to compare the pronunciation of the words. <table><tr><td>ja, je, ji, jo, ju</td><td>ge, gi</td></tr><tr><td>sonido /j/</td><td>sonido /j/</td></tr><tr><td>baraja, ajeno, bujía, acertijo, jugar</td><td>genial, agitar</td></tr></table> Structured Conversations: ¿Qué letra produce el sonido /j/ en todas estas palabras? (j) ¿Qué vocales siguen a la letra j? ¿Qué letra produce el sonido /j/ en estas dos palabras? (g)	ja, je, ji, jo, ju	ge, gi	sonido /j/	sonido /j/	baraja, ajeno, bujía, acertijo, jugar	genial, agitar		Explain/Model: M4 T250-251 Syllables with /j/ sound: ja, je, ji, jo, ju, ge, gi. GP: Help students create a chart to sort words according to the syllables in them: ja, je, ji, jo, ju, ge, gi. Practice with students reading unfamiliar words to identify which syllables make the /j/ sound (g or j syllables) IP: Students will practice identifying words with the target syllables from a word list.	
ja, je, ji, jo, ju	ge, gi									
sonido /j/	sonido /j/									
baraja, ajeno, bujía, acertijo, jugar	genial, agitar									



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¿Qué vocales siguen a la letra g?

Decodificar 4.1a

Combinar y leer

Sílabas con g fuerte y j

La letra j siempre tiene el sonido /j/. En cambio, la letra g solo tiene el sonido /j/ cuando va seguida de las vocales e, i.

general	jardín	jugar	ángel	giro
tejer	cirugía	geólogo	jamón	encoger
jarra	agencia	jirafa	genial	caja
eligió	ajeno	garaje	egipcio	jinete
jefe	acertijo	longitud	germen	ajedrez

Combinar y leer

- 1. Soñé que un jinete eligió montarse en una jirafa.
- 2. Mi papá es geólogo y le gusta jugar ajedrez en el garaje.

IP: Students will practice completing Aprende y demuestra and find examples in their independent reading books. Guiding questions: *¿Qué sonido escuchas en cada palabra? ¿Qué letra hace ese sonido, g fuerte o j?*

Spelling/Handwriting: M4 T228

- Students will work with words with /j/ identifying their spelling.
- Students will practice sorting words in pairs.
- Allow students to practice handwriting/ typing sample words.
- Do spelling pre-test.

Fluency /Phrasing: M4 T229

Decodificar 4.3

Combinar y leer

Sílabas con g fuerte y j

jarabe	jamás	almeja	dibujar
emerger	genial	agenda	gerente
envejecer	jeringa	tarjeta	jerooglífico
aji	trajiste	jicama	crujir
refugio	girasol	original	gimnasio

1. No me gusta el jarabe ni el aji, pero sí las almejas y los girasoles.

2. ¿Trajiste la agenda y la tarjeta de la gerente del gimnasio?

Ask- *¿Qué sonido tienen todas estas palabras? ¿Qué letra produce el sonido? ¿Por qué?*



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Rutina de vocabulario: 1. Observen la palabra. 2. Digan la palabra. 3. Modele-Cómo formar la palabra 4. Formen la palabra. 5. Encuentren la palabra en un texto	Explain: Explain how good readers group words together to help them understand the meaning of the sentence. GP: Model reading with proper phrasing and explain how noticing the punctuation marks and what you are reading helps you group the words in ways they make sense. IP: Engage students in practice with their independent reading book. Students will practice in pairs.				
	Word Study/Academic Language/Oral Language- HMH				
		Explain/Model: Introduce vocabulary using picture cards: M4 T230-231 palpitante transcurrido idearon carnada esbelto anhela sigilosa componerlos descabellada comprometieron GP: Follow the Rutina de estudio de palabras with the class. Guide students to	Explain/Model: Review vocabulary using the Mapa de cuatro cuadros strategy: M4 T242-243 palpitante transcurrido idearon carnada esbelto anhela sigilosa componerlos descabellada comprometieron Dibujo/ Picture Significado/ Meaning	Explain/Model: M4 T252-253 Prefijos sub-, mono- Explain: Tell students that the meaning of suffixes can help them understand and define unfamiliar words. Prefijos sub-, mono- Un prefijo es la parte de una palabra que se agrega al principio de una palabra base y que cambia el significado de la palabra. El prefijo sub- quiere decir "debajo de" o "por debajo de". El prefijo mono- significa "uno". sub- "debajo de" o "por debajo de" subtitulo subterráneo submarino mono- "uno" monolingüe monopatin GP: Guide students to analyze words with target	Review/Model: M4 T260-261 Students will review the critical vocabulary learned so far this year. Students will work in groups to analyze the vocabulary using multiple strategies. Suggestion: Model the use of a basic graphic organizer for recurrent practice. Example: Oración

make connections with the words and create sentences.

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



Oración/ Sentence	Palabra/ Word
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Vocabulary Strategy: M4
T243 Homógrafos y homófonos

Explain the difference between homographs and homophones.

**Homographs (Homógrafos)-
Homógrafos- El sufijo grafo
viene de escribir.**

These are words that are spelled the same way but mean something different.

**Homophones (Homófonos) -
Homófonos- El sufijo fono
viene de sonido. These are
words that sound the same
but are spelled differently.**

Homógrafos y homófonos

Un **homógrafo** es una palabra que tiene más de un significado y/o una pronunciación, como la palabra sujeto.

Un **homófono** es una palabra que se pronuncia igual que otra, pero que tiene distinto significado u ortografía, tales como las palabras tuvo y tubo.

Ejemplos:

- **amo/amo** (homógrafo)
El perro le devolvió la pelota a su amo.
Romero le dijo a Julietta: "¡Te amo!"
- **abrazar/abrasar** (homófono)
Me gusta abrazar a mi gato.
Si no te quitas del sol te vas a abrasar.

GP: Explain how looking closely at the context of a sentence helps us find the meaning of these words.

affixes to find word meaning using a graphic organizer.

Example:

Oraciones	
Cuando leo texto informativo siempre me fijo en los subtítulos para comprender la idea central de la sección.	
Las palabras monosílabas son bien fáciles de escribir.	
Prefijos:	Significado/s
sub- debajo de	El subtítulo está debajo del título.
mono- uno	Monosílabas son palabras con una sílaba.

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

El **ganador** del **concurso de canto** fue muy **superior** a los demás.

¿Prefijo/ Sufijo?	¿Cognado?
No	superior
¿Significados Múltiples?	Contexto
-concurso -nivel alto -mejor que otros	-concurso de canto -ganador
¿Homógrafo u Homófonos?	Sinónimos/ Antónimos
No	Superior- más que Inferior- menos que
Significado	
El ganador era mejor que los demás participantes.	

Assessment: Students will be assessed on application of using context clues, and prefixes/suffixes to find word meaning.



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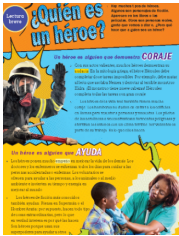
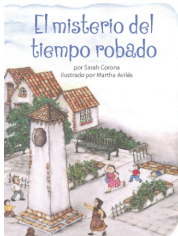
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			Examples: Había un sujeto sospechoso parado en la esquina. ¿Homógrafos u Homófonos? Homógrafo- Se escribe igual pero tiene diferentes significados Significados: <i>Sujeto</i> <i>podría ser:</i> -Parte de la oración -Persona desconocida Contexto: Parado en la esquina Significado: <i>Sujeto en esta oración debe ser una persona porque está parada en la esquina.</i>		
			Mamá tiene que rallar verduras para hacer masa. ¿Homógrafos u Homófonos? Homófonos - Suenan igual pero su ortografía es diferente. Rallar- Desmenuzar usando un rallador Rayar- Escribir rayas		



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			Contexto: Hacer masa Significado: <i>Rallar significa desmenuzar las verduras para hacer una masa-cocinar.</i> IP: Students will find and explain examples of homophones and homographs in a short text and/or independent reading.		
Rutina de Conversación en Parejas. 1.Question/Pregunta- Presenta la pregunta a estudiantes. 2.Stem/Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir 3.Signal/Señala- Presenta el tallo de oración que el estudiante utilizará para					
	Interactive Read Aloud/ Mini-Lesson- HMH				
	Text- ¿Quién es un héroe? M4 T220-221  Making connections: ¿Quién es un héroe? ¿Qué tiene que hacer una persona para ser considerado un héroe? Read aloud: Teaching Pal/Compañero de enseñanza	Text- El misterio del tiempo robado M4 T232-233  Making connections: ¿Qué nos dice la portada del libro? ¿Qué nos sugiere el título? Read aloud: Teaching Pal/Compañero de enseñanza - Introduce genre and text Ficción realista	Text- El misterio del tiempo robado M4 T244-245  Making connections: ¿Cuál es tu punto de vista sobre la escuela? ¿Cuál piensas que es mi punto de vista como maestra/o? Reread aloud: Use Teaching Pal/Compañero de enseñanza:	Text- El misterio del tiempo robado M4 T254-255  Making connections: ¿Qué lección podemos aprender del texto? Reread aloud: Use Teaching Pal/Compañero de Enseñanza:	Text- El misterio del tiempo robado M4 T262-263  Making connections: ¿How are text features used in narrative text? GP: Interact with the text with students to identify examples of how the author and illustrator used text features to enhance their story with questions.

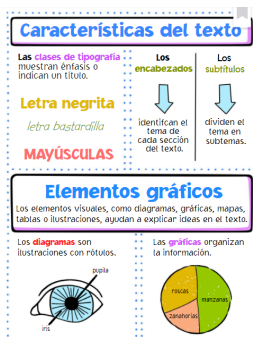


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<i>contestar la pregunta en oración completa.</i> 4.Share/Comparte-Estudiente compartirá su oración y su pensamiento con su grupo o compañero/a. 5.Assess/Evalúa -Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.	-Introduce genre and text-informational Text -Students will make predictions. -Set a purpose for reading aligned to the skill: Using text features to understand the text. Structured Conversations: <i>¿En cuál parte de la lectura se puede encontrar ____? El lector debe leer la sección ____ para encontrar información sobre ____.</i> Response: Students will discuss why some stories are meant to be performed. <i>¿Qué elementos gráficos los ayudan a comprender el texto? ¿De qué manera los ayudan estos elementos gráficos a comprender mejor el texto?</i> CFU: Students will talk, write, and find details from the text and visuals as evidence to explain their responses.	-Students will review questions before reading. -Set a purpose for reading aligned to the skill: Visualize while we read. Structured Conversations: <i>¿Qué detalles de la ilustración p. 248 apoyan la idea de que varias cosas suceden en horarios diferentes? P. 250-51 Miren a la señora que lleva la leche. ¿Por qué creen que la leche está lista tan tarde? Según la ilustración, ¿cómo se sienten las personas por el hecho de que la leche está lista tan tarde?</i> Response: Students will discuss these questions in small groups: <i>¿Qué evidencia del texto te ayudó a visualizar el personaje y el conflicto?</i> CFU: Students will complete the selection quiz.	-Generate questions to guide students to identify the point of view in the story. -Set a purpose for reading aligned to the skill: Identify the point of view in the selection. Structured Conversations: <i>¿Cuál es el punto de vista de la autora en este cuento? ¿Cómo lo saben?</i> Response/CFU: Students will identify point of view in short paragraphs and/or independent reading.	Guide students to determine the theme during rereading using a graphic organizer and guiding questions. -Set a purpose for reading aligned to the skill: Identify the theme in the text. Structured Conversations: <i>¿Cómo se sienten todos al oír la historia de don Diego? ¿Qué lección importante aprende ____ de ____?</i> Response: Students will work in groups to make a visual representation of the theme from the story. <i>¿Qué mensaje o enseñanza quiere dejar la autora?</i> CFU: Students will complete Aprende y demuestra and will identify the theme in a short paragraph.	Structured Conversations: <i>¿Qué detalles de la ilustración los ayudan a comprender cómo entre todos ayudan y ponen el reloj en su lugar? P.259</i> CFU: Students will complete the week's assessment to apply skills: <i>theme, graphic and text features, visualizing.</i>
	Mini-Lesson				
	Text and Graphic Features Mini-Lesson: Remind students that authors use text features, such as headings and boldfaced	Visualizing Mini-Lesson: Remind students that readers often visualize, or create pictures in their minds of the	Point of View Mini-Lesson: Explain that an author's point of view identifies who is telling the story. Sometimes it may be	Theme Mini-Lesson: Remind students that the theme in a story is the main message,	Text features Mini-Lesson: Review that different kinds of type such as

words, to help organize the text for readers.



Point out to students that authors often use graphic features to help readers better understand the text.

Use examples of content books to model identifying the different text features and discuss their purpose.

people, events, and settings an author describes in a text. You may use their five senses to create pictures in their minds.



Model how to visualize reading a short paragraph describing a setting or situation and drawing a picture about it as a class. Allow students to share their drawings with a partner and explain how they visualized the scene.

told from a first-person perspective and other times the story may be told from a third-person perspective.



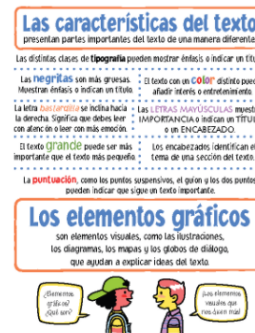
Remind students that the words yo, mi y nosotros are used in first-person point of view. Words él, ella, su, sus, ellos, ellas o characters' names are used in third-person point of view.

lesson or moral (moraleja) of the text.



Review familiar stories with the students and briefly discuss and capture their themes (Example: Little Red Riding Hood- Do not talk to strangers.)

boldface, italics, or capital letters may be used by an author to communicate something important to get the reader's attention.



Find examples from the story as you read making connections to the anchor chart.

Writing Workshop

Writing Prompt:

Read the following sentence: *It takes courage to make a difference.* Think about someone you know who has made a difference. Write a story about how that person made a difference.

[Kid Friendly Rubric SP](#)

[Teacher Friendly Rubric](#)

Writing Process: E54-56
Mentor Text: El amor te guiará: Las seis creencias que guiaron a Martin Luther King Jr.



Explain: Tell students that they will discuss how stories can teach us about making a difference and write about someone who has made a difference.

Structured Conversations:
¿Cuáles son algunos actos de valentía sobre los que han leído en los libros? ¿Qué hicieron los personajes para mostrar valentía? ¿Pueden nombrar un personaje público o alguien en su vida personal que haya hecho algo similar? ¿Qué hicieron esas personas?

Present focus statement: “Se necesita valentía para marcar la diferencia.”

Model: Share with students a story about someone you

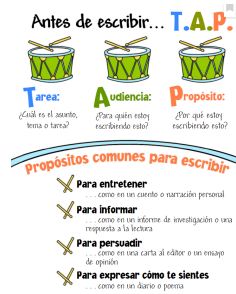
Writing Process: Vocabulary- E57

Explain: Review text with students and highlight key vocabulary in the selection to discuss It with the class. After defining the words, have the class use a thesaurus or other resource to locate each word's antonym.

Model: Write a few sample sentences using key vocabulary and another sentence with its antonym.

Writing Process: E58
Prewriting

Explain: Discuss the prewriting process with the students with the anchor chart as a reference. They must identify the task, audience, and purpose/ Tarea, audiencia, propósito before they start the writing process.



Read and discuss with the class the writing prompt and make connections with the 3 key points with structured conversations: task, purpose, audience. Remind students how to identify what they must write about.

Tema de escritura: Cuento

LEE la siguiente oración. Se necesita valentía para marcar la diferencia.

PIENSA en alguien que conozcas que ha marcado la diferencia.

ESCRIBE una historia sobre cómo esa persona marcó la diferencia.

Asegurate de:

- identificar la persona que marcó la diferencia
- explicar los eventos que ocurrieron y cómo esa persona marcó la diferencia
- usar adjetivos, adverbios y verbos para describir de manera precisa las personas, las acciones y los lugares
- usar ortografía, mayúsculas, puntuación y gramática correctas

Writing Process: E59
Characteristics of Narrative Text

Model/Explain: Review with students the elements of narrative text based on texts previously read.



Model: Use sample text to discuss elements of narrative text.

El poder de la amistad

El año pasado, una nueva estudiante llegó a nuestra escuela. No estaba en mi grado pero mis amigos y yo la vimos mucho en la escuela. El nombre de la chica era Sasha y se había mudado aquí desde otro país. A Sasha le costaba acostumbrarse a vivir aquí, así que mis amigos y yo decidimos que la ayudaríamos sintiéndonos bienvenidos. En particular, mi amiga Emily hizo todo lo posible por ayudarla.

Guide students to interact with the text identifying: setting, characters, main events, problem and resolution, and the use of transitional words using markers or highlighters in different colors.

Begin a graphic organizer to map the story elements.

Writing Process: E60
Drafting

Model/Explain: Review elements of narrative text and focus on the meaning of **event**, **conflict** and **resolution**.

Revisit the sample text to identify these components and add these components to the graphic organizer started in the previous lesson.

Model: Use a think aloud to reflect on what would be the conflict and resolution that the person you'll write about faced.



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	admire for having made a difference. Share what characteristics you admire in this person and allow students to think as well. ***<i>This person does not have to be a public figure.</i> Introduce Mentor Text: <i>Using multimedia, introduce/review who is Martin Luther King and why he is an example of someone who made a difference.</i> Read text introduction and ask: <i>¿De qué maneras dice Watkins que su tío marcó una diferencia en la vida de las personas? Read aloud text and engage students in structured conversations:</i> <i>¿Por qué creen que King pensó que era importante decirles a las personas cómo amar a sus enemigos y las razones por las que deberían hacerlo?</i>		Structured Conversations: <i>¿Cuál creen que fue el propósito de Angela Farris para escribir El amor te guiará: Las seis creencias que guiaron a Martin Luther King Jr.? ¿Cuál era su audiencia?</i> Model/Explain: Using a think aloud, discuss your personal ideas of who to write and identify your purpose and audience.		
	Independent Writing				
	Students will talk to partners/teams about someone they think has made a difference.	Students will write sentences with key vocabulary and their antonyms.	Students will reflect on their ideas and discuss what their audience, and purpose are.	Students will begin the writing process creating a graphic organizer with the person, audience and purpose.	Students will discuss in groups and take notes of what the conflict and resolution are for their writing.



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	Circulate, monitor, and prompt students while they write. Students will share their ideas.	Circulate, monitor, and prompt students while they write. Students will share their writing.	Circulate, monitor, and prompt students while they write. Students will share their writing.	Circulate, monitor, and prompt students while they write. Students will share their ideas.	Circulate, monitor, and prompt students while they write. Students will share their writing.																										
	Grammar- Patterns of Power																														
	● 3.6 La acentuación en los sustantivos																														
	Explain: E261 Pronouns and Accentuation Sustantivos y pronombres 2.6.1a Pronombres y el acento diacrítico (mi/mí, tu/tú) El acento diacrítico sirve para diferenciar dos palabras que se escriben con las mismas letras, pero tienen significados diferentes. Se usa un acento o tilde para distinguir una palabra de la otra. Los pronombres <i>mi/mí</i> y <i>tu/tú</i> se pronuncian igual, pero tienen distintos significados y funciones en la oración. <i>pronombre posesivo</i> <i>Mi</i> casa es el mejor lugar para <i>mi</i>. <i>pronombre preposicional</i> <i>Tú</i> solo quieres jugar en <i>tu</i> casa. Model: Explain that some pronouns are pronounced the same but have different meanings and functions. Use an anchor chart for examples. To differentiate between the two, an accent mark is placed on one of the pronouns. GP: Model how to identify the form of the pronoun that should be used. <i>¿Cuál de los pronombres tiene más sentido aquí? ¿Cómo puedo usar el</i>	Explain: E262 *Homophones & Accents Sustantivos y pronombres 2.6.2a Homófonos y el acento diacrítico (te/té, mas/más, aun/aún) Los homófonos son palabras que se pronuncian igual, pero que tienen distintos significados y ortografía. Se usa el acento diacrítico para distinguir una palabra de la otra. <table><thead><tr><th>Homófonos</th><th>Significado</th></tr></thead><tbody><tr><td>aun</td><td>aun: incluso</td></tr><tr><td>aún</td><td>aún: todavía</td></tr><tr><td>mas</td><td>mas: pero</td></tr><tr><td>más</td><td>más: mayor cantidad de algo</td></tr><tr><td>te</td><td>te: pronombre de complemento</td></tr><tr><td>té</td><td>té: bebida</td></tr></tbody></table> *This lesson connects with Word Study this week Model: Explain that there are words that are pronounced the same but have different meanings and spellings. These words are called homophones/homófonos. GP: Guide students to identify examples of homophones and the use of the accent based in context.	Homófonos	Significado	aun	aun: incluso	aún	aún: todavía	mas	mas: pero	más	más: mayor cantidad de algo	te	te: pronombre de complemento	té	té: bebida	Explain: E263 Identify when to use pronoun vs homophone Sustantivos y pronombres 2.6.3a Identificar cuándo usar el acento diacrítico en pronombres y homófonos Para identificar cuándo debes usar el acento diacrítico, debes fijarte en el contexto de la oración. Preguntá qué significa y qué función tiene el pronombre o el homófono en la oración. Finalmente, pon la tilde según sea necesario para que la oración tenga sentido. Contexto > Significado > Función > Poner tilde cuando sea necesario <i>El</i> perro es muy goloso. Todas las sobras son para <i>él</i>. Contexto > Significado > Función > Poner tilde cuando sea necesario <i>Si</i> me preguntás, diré que <i>si</i>. Model: Review the concept of homophones and the importance to refer to the context clues to identify the meaning to accentuate as needed. **Is key to explain to students that if the word needs an accent and does not have it, it is misspelled, and it changes the meaning of the context in the sentence. GP: Guide students to read and reflect in the meaning of	Explain: E254 Review Possessive Pronouns Gramática 2.4.4a Repaso de adjetivos y pronombres posesivos Adjetivos y pronombres posesivos indican posesión o pertenencia y pueden reemplazar un sustantivo. Los adjetivos posesivos se usan delante de un sustantivo y los pronombres posesivos se usan después del sustantivo o sin el sustantivo. Siempre deben concordar en género y en número con el sustantivo. <table><thead><tr><th colspan="2">Posesivos</th></tr><tr><th>Adjetivos posesivos</th><th>Pronombres posesivos</th></tr></thead><tbody><tr><td>mi, mis</td><td>mío, mía, míos, mías</td></tr><tr><td>tú, tus</td><td>tuyo, tuya, tuyos, tuyas</td></tr><tr><td>sus, sus</td><td>suyo, suya, suyos, suyas</td></tr><tr><td>nuestro, nuestra, nuestros, nuestras</td><td>nuestro, nuestra, nuestros, nuestras</td></tr></tbody></table> Model: Remind students that possessive adjectives and pronouns show ownership. A possessive adjective or pronoun can take the place of a possessive noun. These possessive pronouns can stand alone in a sentence: <i>mío/mía/ míos/mías, tuyo/tuya /tuyos/tuyas, suyo/suya/ suyos/suyas y nuestro/ nuestra/nuestros/ nuestras.</i>	Posesivos		Adjetivos posesivos	Pronombres posesivos	mi, mis	mío, mía, míos, mías	tú, tus	tuyo, tuya, tuyos, tuyas	sus, sus	suyo, suya, suyos, suyas	nuestro, nuestra, nuestros, nuestras	nuestro, nuestra, nuestros, nuestras	Make connections to writing E265: Homophones and Accentuation Sustantivos y pronombres 2.6.1 Conectar con la escritura: Usar pronombres, homófonos y el acento diacrítico Mientras editas tu texto, comprueba que hayas usado la forma correcta de las palabras que se confunden con mucha frecuencia. Corrige las palabras incorrectas para que tus oraciones tengan sentido. Incorrecto <i>Aun</i> no he hecho la tarea de matemáticas. Correcto <i>Aún</i> no he hecho la tarea de matemáticas. Explain: Review the rules with the students. Model: Create sentences from classroom situations to apply the skill. GP: Guide students review parts of complex sentences: Aun no he hecho la tarea. <i>¿Se acentúa o no? ¿Por qué? (**Si se acentúa: aún- porque quiere decir todavía)</i>
Homófonos	Significado																														
aun	aun: incluso																														
aún	aún: todavía																														
mas	mas: pero																														
más	más: mayor cantidad de algo																														
te	te: pronombre de complemento																														
té	té: bebida																														
Posesivos																															
Adjetivos posesivos	Pronombres posesivos																														
mi, mis	mío, mía, míos, mías																														
tú, tus	tuyo, tuya, tuyos, tuyas																														
sus, sus	suyo, suya, suyos, suyas																														
nuestro, nuestra, nuestros, nuestras	nuestro, nuestra, nuestros, nuestras																														



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	<i>contexto para saber cuál pronombre necesito?</i> IP: Students will identify pronouns purpose and add accents as needed.	IP: Students will revise sentences editing proper use of accentuation.	the sentence before choosing the correct homophone. IP: Students will revise sentences editing proper use of homophones	GP: Guide students to create and rewrite sentences using possessive pronouns. IP: Students will identify possessive pronouns in sentences in small groups.	IP: Students will create sentences with the correct use of homophones.
Research Class Project: <i>Building Relationships in the World</i>	Week 1: Brainstorm with students what are the major issues in our society that worry them. Then, brainstorm other countries that students might be interested in learning about or visit. Challenge the students to discuss how they would propose to build a relationship between countries to solve a current issue in our society (hunger, education, homelessness, healthcare, climate change, etc.). • Create a slideshow or bring pictures or video representative of big social issues(hunger, education, homelessness, healthcare, etc.). Lead a discussion with the class about what are the issues that worry them the most in our society. • Share a map of the world and ask students what countries or cities they would like to visit in the future and why. Ask students if they know how these countries stand for the issues they discussed. • Ask students how they would build relationships between countries to solve those problems. • Prompt students to think about ways they could help build those relationships using sentence stems to support speaking and writing: <i>Pienso que yo/nosotros podría/podríamos resolver el problema de _____ en el mundo si establecieramos una relación con _____ porque _____ . I think that I/we could solve the problems with _____ in the world by building a relationship with _____ because _____ .</i> • Students will draw and write their ideas using the sentence stem and share them with the class.				
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
Find Literacy Station Suggestions in Module 4 Pages T214-215					
FOURTH GRADE ELLD Block					



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UNIT 2 WEEK 1				
Science Content TEKS: 4.6(A) differentiate among forms of energy, including mechanical, light, sound, and thermal.		Language TEKS: 4.2A(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables 4.2B(i) spelling multisyllabic words 4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words 4.3(C) determine the meaning of and use words with affixes 4.7(D) retell, paraphrase, or summarize texts 4.9D(i) recognize the central idea 4.9D (ii) recognize characteristics and structures of informational text, including: features 4.10(A) explain the author’s purpose and message within a text 4.10(C) analyze the author’s use of print and graphic features to achieve specific purposes 4.12(B) compose informational texts		
Resource STEMscopes Forms of Energy				
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.	Shared Reading: Reread text with students and make connections to the text: <i>In which ways do your family use energy every day ? My family uses energy every day when _____.</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: Discuss and review Vowel + /r/ Sounds /ûr/, /ôr/ in complete sentences with examples related to the topic:	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.	Assessment: Students will complete the activity on STEMscopedia p.6 and explain their ideas in complete sentences. Cross-linguistics: Lead discussion about the use of prefixes sub/mono in English and Spanish.



What do you see in the first picture of the text? What do you think it will be about? Do you know what types of energy they are using?

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

Guiding questions: Where have you seen energy being used today? How do you know? I have seen energy used today when _____ because _____.

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

p.1 What are different forms of energy? Different forms of energy are _____.

What is mechanical energy? Mechanical energy is _____.

Review the characteristics of informational text and what is the author's purpose to write this type of text.

Informational Text

Informational text is nonfiction that gives facts about a topic.

Purpose: to inform about a topic or central idea

- Includes details about the central idea such as facts, examples, and evidence
The human eye is made up of more than 2 million parts!
- Includes text features such as headings, captions, labels, lists, and bold or italic words
- Includes graphic features such as charts, maps, diagrams, timelines, sidebars, photos, and illustrations
- Is organized in a text structure such as description, sequence, compare and contrast, cause and effect, or problem and solution
- Includes content-area words that relate to the topic
vision, optical



Is Forms of Energy informational text? How do you know? Forms of Energy _____ informational text because _____.

What is the purpose of informational text? The purpose of informational text is to _____.

Vocabulary Picture Walk:

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

Energy
Thermal energy
Light Energy
Sound Energy
Mechanical energy

Energía
Energía térmica
Energía de luz
Energía de sonido
Energía mecánica

Let us explore some of the different forms of energy.

Christina just turned on her laptop to play a computer game.

Grammar: Review with students the use of subject and object pronouns with examples from the text.
Subject pronouns tell who or what does the action of a sentence. An object pronoun tells who or what receives the action of the verb.

Subject and Object Pronouns

A **subject pronoun** is a pronoun that tells who or what does the action of a sentence.
An **object pronoun** is a pronoun that tells who or what receives the action of the verb.

subject pronoun
We watched the Flamenco dancers at the fair.

object pronoun
Ashley enjoyed watching them perform.

Christina just turned on her laptop to play a computer game. She can hear Shannon next door, playing the piano.

Some objects will reflect light. This means the light will bounce back to whoever is looking at it.

Imagine that you and your friends are planning a visit to an amusement park. How is your experience of the different forms of energy similar and different at the part?



The _____ is a place full of _____. There are many examples of _____ energy. For example, _____ and _____ energy are similar at the park because _____. However, they are different because _____. I can see _____ and _____ energy when _____. They are different because _____. Another example is _____. While I can see _____ energy _____, I see _____ at _____.

Prefixes

The music sounded very monotone.

A submarine uses thermal energy to move.

Prefijos

La música sonaba muy monótona.

Un submarino se mueve con energía térmica.



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p.2-3 What is the difference between thermal and light energy? The difference between thermal and light energy is _____. p. 3-4 What is sound energy? Sound energy is _____.				
Suggested Preview Activities	Picture Walk STEMscopes- Preview vocabulary for the topic using the STEMscopes Spanish vocabulary slideshow in Spanish. Integrate the use of concrete objects, multimedia, and gestures to clarify the concepts. 		Anticipation Guide/ Justified List Lead4Ward 1. Identify the major ideas presented in the unit/topic. 2. Consider what beliefs your students are likely to have about the topic. 3. Write 5-7 general statements about the topic that challenge your students' beliefs. 4. Require students to respond to the statements by agreeing or disagreeing with the statement. 5. Revisit as a Review activity to allow students to confirm or revise their ideas. 	
Suggested Review Activities	Card Sort Lead4Ward 1. Students are given (or create) a set of cards reflecting various terms, concepts, visuals, or assessment items. (Manipulatives can also be provided to be sorted.) 2. Students work cooperatively to sort the cards or manipulatives into various categories such as the following: I	Play It – Say It- Lead4Ward 1. Introduce students 5-7 vocabulary words, concepts, names, events, steps in a process, etc. 2. Students use post-its or cut up paper to create response cards – 1 word or picture on each card.	Shared Writing Student-Led 1. Divide students in groups of different language proficiencies and provide guiding questions for students to reflect on their learning. <i>¿Qué aprendieron esta semana? ¿Por qué es importante aprender sobre __? ¿Cuál es la idea central del tema? ¿Cómo te</i>	



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understand, I kind of understand, I do not understand.

3. Teacher sees and hears the students' thinking and clarifies/ verifies as needed.

Lo entiendo bien	Lo entiendo un poco	No lo entiendo
		

3 Teacher presents or says a statement and students **match the statement to one of their cards**.

4. Teacher says, "1-2-3, Play It!" and students hold their card in front of their face or camera.

5. Teacher says, "1-2-3, Say It!" and students shout out their answers, all at the same time. (Teacher may choose to unmute all mics for this step.)

6. Teacher elicits student responses and clarifies/verifies as a whole group or virtual learning.



sientes de haber aprendido sobre este tema? ¿Por qué?

2. Students will use the paragraph frame to discuss what they learned about using sentence stems.

Esta semana estuvimos aprendiendo sobre _____. Aprender sobre _____ es importante porque _____. Durante las lecciones aprendimos _____. Otros temas que también discutimos fueron _____. La idea central del tema que discutimos es _____. Me siento _____ de haber aprendido sobre este tema porque _____.

3. Students will write about their learning individually using sentence stems as needed.



FOURTH GRADE SLLD Block UNIT 2 WEEK 1

Social Studies Content TEKS:

4.1 (B) identify and compare the ways of life of the American Indian groups in Texas before European exploration such as the **Caddo**

4.12 (A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves

Language TEKS:

4.2A(i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas

4.2B(i) spelling palabras agudas, graves, esdrújulas, and sobresdrújulas

4.7(D) retell and paraphrase texts

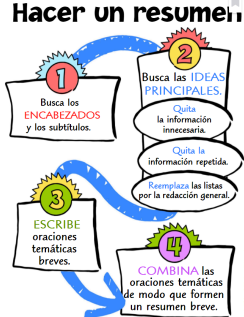
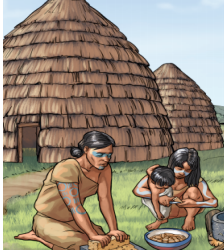
4.9(D) (i) [recognize] the central idea with supporting evidence

4.10(A) explain the author's purpose and message within a text



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			4.11 (B) develop drafts into a focused, structured, and coherent piece of writing 4.11D(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional 4.12(B) compose informational texts							
Resource Studies Weekly: Indígenas prehistóricos (SW Semana 6) Los Caddo: constructores de montículos del este de Texas										
Day 1 Focus – Comprehension	Day 2 Focus- Comprehension Word Study	Day 3 Focus- Foundational Skills Phonics, grammar	Day 4 Focus- Composition Writing Process/ Genres	Day 5 Focus – Assessment and Cross-linguistics connections						
Making Predictions: Guide students to make predictions based on the cover and picture walk. ¿Qué ven en la portada? ¿Sobre qué piensas que se trata el texto? 	Shared Reading: Reread text and guide students to make connections: ¿Qué encontraste más interesante sobre los Caddo? ¿Por qué? Comprehension Skill: Focus on comprehension skills with modeling and prompting. Hacer un resumen  Cuando leemos un texto informativo debemos poder	Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. Phonics Skill: Focus on reviewing words with the /j/ sound with examples from or related to the text: En una confederación, muchas tribus se reunían bajo un líder pero también conservaban su propio jefe. Los Caddo eran granjeros, plantaban maíz, frijoles, calabazas, semillas de girasol y tabaco, y también cultivaban algodón. Grammar: Expand the review of possessive pronouns with examples related to the text:	Hands-on Review: Phonics and/or grammar skills will be reviewed in context. Shared Writing: Generate writing aligned to the genre based on social studies content. Guide students to write about how Native Americans like the Caddo did heroic things.  Los _____ son una tribu _____ de _____. Existieron desde _____ hasta _____. Su	Assessment: Students will complete the activities on p.4 using role play to reflect on being a good citizen. Cross-linguistics: Lead discussion about pronouns in English and Spanish. <table><tr><td>Pronombres posesivos</td><td>Possessive pronouns</td></tr><tr><td>Las familias Caddo sembraban lo suyo para alimentarse.</td><td>Caddo families ate what they planted and was theirs.</td></tr><tr><td>Tribus como los Caddo son parte de nuestra herencia.</td><td>The Caddo families planted their own to feed themselves.</td></tr></table>	Pronombres posesivos	Possessive pronouns	Las familias Caddo sembraban lo suyo para alimentarse.	Caddo families ate what they planted and was theirs.	Tribus como los Caddo son parte de nuestra herencia.	The Caddo families planted their own to feed themselves.
Pronombres posesivos	Possessive pronouns									
Las familias Caddo sembraban lo suyo para alimentarse.	Caddo families ate what they planted and was theirs.									
Tribus como los Caddo son parte de nuestra herencia.	The Caddo families planted their own to feed themselves.									



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Make connections to citizenship, rights and responsibilities, and the purpose of our government discussed during previous lessons. Guiding questions: p.2-3 <i>¿Quiénes eran los Caddo? Los Caddo eran _____.</i> <i>¿Qué tipo de comunidades construyeron los Caddo? Los Caddo construyeron comunidades _____.</i> <i>¿Cómo utilizaban los recursos naturales? Usaban los recursos naturales para _____.</i>	<i>identificar las ideas centrales para resumir lo que leímos con información esencial.</i> <i>- ¿Qué ideas importantes nos dice el autor sobre los Caddo?</i> <i>-¿Cómo puedes resumir lo que aprendiste sobre los Caddo?</i> Vocabulary Picture Walk: Students will identify and read key vocabulary in context with a picture walk. <table><tr><td><i>prehistórico</i> <i>Caddo</i> <i>canoe</i> <i>nómada</i> <i>montículo</i></td><td><i>prehistoric</i> <i>Caddo</i> <i>Dugout canoe</i> <i>nomad</i> <i>mound</i></td></tr></table>	<i>prehistórico</i> <i>Caddo</i> <i>canoe</i> <i>nómada</i> <i>montículo</i>	<i>prehistoric</i> <i>Caddo</i> <i>Dugout canoe</i> <i>nomad</i> <i>mound</i>	Possessive pronouns can stand alone in a sentence: <i>mío/mía/ míos/mías, tuyo/tuya / tuyos/tuyas, suyo/suya/ suyos/suyas y nuestro/ nuestra/nuestros/ nuestras.</i> <i>Los primeros Caddo en Texas no comenzaron a construir montículos de inmediato, comenzaron lentamente a construir los suyos durante los siguientes 400 a 500 años.</i> <i>Aprender sobre los Caddo nos enseña sobre nuestros antepasados en los Estados Unidos.</i>	<i>vida era muy _____. Vivían en _____ con _____. Se alimentaban de _____ y _____. Eran diferentes a los _____ porque ellos _____. Pienso que un acto de heroísmo de los Caddo fue su _____ porque _____.</i>	
<i>prehistórico</i> <i>Caddo</i> <i>canoe</i> <i>nómada</i> <i>montículo</i>	<i>prehistoric</i> <i>Caddo</i> <i>Dugout canoe</i> <i>nomad</i> <i>mound</i>					