



## 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th

Unit Title: Marvels Around Us

### 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:

- Why are central ideas and summarizing important for communicating with others about a text?
- What are the elements specific to poetry and how can they help you understand the message of the story?
- How can understanding text structure like cause and effect help you connect what you are reading to real life situations?
- How can a biography help you develop a well written composition

### 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 should understand the steps of the writing process.
- Students can use irregular verbs in their own writing with correct spelling.
- Students will be able to analyze and annotate a text with a focus on inferences, central idea, text structure, author's purpose and summary.

#### 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.

**Week 4-6:** Students will work individually or collaboratively to write a plan with steps for collaboration between countries (purpose, resources, cost). Bilingual products are always encouraged and to create a visual and/or video explaining their plan to develop a relationship with this country together to solve the problem (purpose, resources, cost).



## 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th

### Spanish Language Arts UNIT 2 WEEK 5

#### 20-21 SLAR Unpacked TEKS

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

|  |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|-------|-------|-------|-------|-------|



## 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th

| Rutina de combinación de sílabas   |  | Phonics/Fluency/Spelling- HMH |   |  |  |
|--|--|-------------------------------|---|--|--|
| <div>1. Muestre las tarjetas de letras.</div> <div>2. Deslice la primera letra para identificar la primera sílaba y lea.</div> <div>3. Repita el proceso para próxima sílaba.</div> <div>4. Deslice sílabas juntas y lea la palabra.</div> | <div>Explain/Model: M5 T96-97 Syllables with h, ch</div> <div>GP: Using a word list with /h/ and /ch/ sounds, ask students to compare the pronunciation of the words.</div> <div>Structured Conversations:<br/>¿En qué se parecen las palabras? ¿En qué se diferencian? ¿Cómo se dividen en sílabas las palabras?</div> <div><div>Decodificar 5.6a</div><div>Combinar y leer</div><div>Sílabas con h y ch</div><div>La letra h no tiene sonido. Tanto al principio, como en el medio de una palabra, la h es muda. Pero si la h va precedida de la letra c, entonces se pronuncia como ch.</div><div><div>chal</div><div>horror</div><div>macho</div><div>inhibir</div><div>tachas</div><div>buho</div><div>cohetete</div><div>chico</div><div>hablador</div><div>hacha</div><div>ahúmas</div><div>achaca</div><div>chinche</div><div>higado</div><div>helado</div><div>churro</div><div>haba</div><div>remache</div><div>mechero</div><div>hebra</div></div><div>Model 1 - Spanish</div></div> <div>IP: Students will practice completing Aprende y demuestra and find examples in their independent reading books.</div> <div>Spelling/Handwriting: T98</div> <div>-Students will work with words with /h/ and /ch/ identifying their spelling.</div> <div>-Students will practice sorting words in pairs.</div> |                               | <div>Explain/Model: M5 T116-117 Syllables with h, ch</div> <div>GP: Practice with students reading unfamiliar words with the target sounds and check them against their spelling.</div> <div><div><div>anhidrido</div><div>chile</div><div>bahia</div><div>cachivache</div><div>enchufado</div><div>leche</div><div>chequeo</div><div>inhóspito</div><div>cacharro</div><div>hermético</div><div>hueco</div><div>lechuga</div></div></div> <div>IP: Students will practice identifying words with the target syllables from a word list.</div> <div><div>Decodificar 5.6a</div><div>Combinar y leer</div><div>Sílabas con h y ch</div><div>La letra h no tiene sonido. Tanto al principio, como en el medio de una palabra, la h es muda. Pero si la h va precedida de la letra c, entonces se pronuncia como ch.</div><div><div>chal</div><div>horror</div><div>macho</div><div>inhibir</div><div>tachas</div><div>buho</div><div>cohetete</div><div>chico</div><div>hablador</div><div>hacha</div><div>ahúmas</div><div>achaca</div><div>chinche</div><div>higado</div><div>helado</div><div>churro</div><div>haba</div><div>remache</div><div>mechero</div><div>hebra</div></div><div>Model 1 - Spanish</div></div> <div>Ask- ¿Cuántas sílabas tiene la palabra? ¿Qué sílaba tiene la h muda? ¿Qué sílaba tiene la ch?</div> |  | <div>Spelling test: Students will be assessed on word/sentence dictation with the words from the week.</div> |



## 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th

|  |   |  |   |                    |                             |  |  |
|--|---|--|---|--------------------|-----------------------------|--|--|
| <div>Rutina de vocabulario:<br/>1. Observen la palabra.<br/>2. Digan la palabra.<br/>3.<br/>Modele-Cómo formar la palabra<br/>4. Formen la palabra.<br/>5. Encuentren la palabra en un texto</div> | <div>-Allow students to practice handwriting/ typing sample words.<br/>-Do spelling pre-test.</div> <div>-----</div> <div>Fluency /Phrasing: T99<br/>Explain: Review that phrasing is when you group words to read them with more fluency.</div> <div>GP: Model reading with proper phrasing and explain how noticing the punctuation marks helps you group the words in ways they make sense.</div> <div>IP: Engage students in practice with their independent reading book. Students will practice in pairs.</div> |  |   |                    |                             |  |  |
|  | Word Study/Academic Language/Oral Language- HMH   |  |   |                    |                             |  |  |
|  | <div>Explain/Model: Introduce vocabulary using picture cards:M5 T88-89<ul style="list-style-type: none"><li>curador</li><li>primer plano</li><li>fondo</li></ul></div> <div>GP: Follow the Rutina de estudio de palabras with the class. Guide students to make connections with the words and create sentences.</div> <div>Always do spiral review about using context clues to find meaning of unfamiliar words.</div>  | <div>Explain/Model: Introduce vocabulary using picture cards:M5 T100-101<ul style="list-style-type: none"><li>curador</li><li>primer plano</li><li>fondo</li></ul></div> <div>GP: Follow the Rutina de estudio de palabras with the class. Guide students to make connections with the words and create sentences.</div> <div>Always do spiral review about using context clues to</div> | <div>Explain/Model: Review vocabulary using a graphic organizer and in complete sentences: M5 T108-109<ul style="list-style-type: none"><li>merodear</li><li>instruida</li><li>turbulencias</li><li>espontánea</li></ul></div> <div>GP: Review with students the purpose of the graphic organizer.</div> <table><tr><td>Dibujo/<br/>Picture</td><td>Significado<br/>/<br/>Meaning</td></tr></table> | Dibujo/<br>Picture | Significado<br>/<br>Meaning | <div>Explain/Model: Review vocabulary using a graphic organizer and in complete sentences: M5 T118<ul style="list-style-type: none"><li>merodear</li><li>instruida</li><li>turbulencias</li><li>espontánea</li></ul></div> <div>Vocabulary Strategy:M5 T119</div> <div>Shades of Meaning</div> | <div>Vocabulary Strategy: M5 T126-127</div> <div>Suffixes -ero, -era, -dor, -dora -ista (Review)</div> <div>Explain: Point out when the suffixes -ero, -era, -dor, -dora, or -ista are added to a base word, the new word will generally refer to a person who does a job.</div> |
| Dibujo/<br>Picture   | Significado<br>/<br>Meaning   |  |   |                    |                             |  |  |



# 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th

find meaning of unfamiliar words.



Vocabulary Strategy:M5  
T101  
Shades of Meaning

**Matrices de significado**

Un **sinónimo** es una palabra que significa lo mismo o casi lo mismo que otra palabra. Los **matrices de significado** son las pequeñas diferencias entre las palabras que significan casi lo mismo.

Por ejemplo, las palabras "encantado" y "contento" significan felices, pero tienen diferentes matices de significado. Encantado es la palabra más fuerte.

**Ejemplos:**

- Me comí todo lo que había en mi plato.
- Devoré todo lo que había en mi plato.
- Me molestó que esté lloviendo.
- Me decepciona que esté lloviendo.

GP: Remind students that synonyms can have different shades of meaning.

|   |             |
|---|-------------|
| <b>Oración</b><br>Devoré todo lo que había en mi plato. |             |
| ¿Prefijo/Sufijo?  | ¿Cognado?   |
| é- pretérito  | Devour      |
| ¿Significados Múltiples?                                | Contexto    |
| No  | Muchos años |

Oración/  
Sentence

Palabra/  
Word

IP: Students will work with the vocabulary in groups and share their work with other teams.

**Matrices de significado**

Aun cuando los **sinónimos** pueden significar lo mismo, puede haber ligeras diferencias en sus significados. Los **matrices de significado** son pequeñas diferencias entre palabras que significan casi lo mismo.

Por ejemplo, las palabras grande y enorme significan "de gran tamaño", pero enorme es la palabra más fuerte.

**Ejemplos:**

- Llovió de manera **incesante** todo el día.
- Llovió de manera **constante** todo el día.
- La actuación fue **espantosa**.
- La actuación fue **mala**.
- Los ancianos llevaban una vida **sencilla**.
- Los ancianos llevaban una vida **tranquila**.

GP: Remind students that words can have similar dictionary definitions, but different shades of meaning.

Example:

|  |                        |
|--|------------------------|
| <b>Oración</b><br>La actuación del artista en la obra fue <b>espantosa</b> . |                        |
| ¿Prefijo/Sufijo?   | ¿Cognado?              |
| -osa (adjetivo)  | No                     |
| ¿Significados Múltiples?   | Contexto               |
| -muy mala<br>-que asusta   | Muchos años            |
| ¿Homógrafo u Homófonos?  | Sinónimos/Antónimos    |
| No   | -terrible<br>-muy mala |
| <b>Significado</b><br>La actuación del actor no tuvo nada bueno.             |                        |

IP: Students will find and explain examples of shades of meaning in a short text and/or independent reading.

**Sufijos -era, -ero, -dor, -dora, -ista**

Un **sufijo** es una parte que se añade al final de una palabra base para cambiar su significado. Cuando se añaden los sufijos -era, -ero, -dor, -dora o -ista a la palabra base, la nueva palabra puede referirse a una persona que realiza un tipo de trabajo o una actividad.

• -dar = decorar = decorador  
• -dora + jugar = jugadora  
• -ista + arte = artista

| -era / -ero | -dor / -dora | -ista       |
|-------------|--------------|-------------|
| reportera   | pintora      | periodista  |
| ganadero    | radador      | dentista    |
| carpintero  | ganador      | guitarrista |

Suggestion: Model the use of a basic graphic organizer for recurrent practice.

Example:

|   |                                   |
|---|-----------------------------------|
| <b>Oración</b><br>Mi hermana trabaja como <b>reportera</b> en el New York Times.              |                                   |
| ¿Prefijo/Sufijo?  | ¿Cognado?                         |
| -era (femenino)   | reporter                          |
| ¿Significados Múltiples?  | Contexto                          |
| No  | -Trabaja<br>-en el New York Times |
| ¿Homógrafo u Homófonos?   | Sinónimos / Antónimos             |
| No  | No                                |
| <b>Significado</b><br>Alguien que trabaja reportando noticias en el periódico New York Times. |                                   |



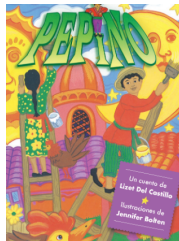
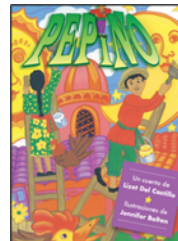
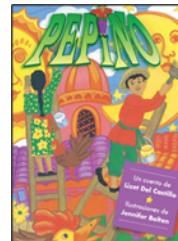
Assessment: Students will be assessed on application of using context clues, and prefixes/suffixes, and



## 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th


|   |  |  |  |  |  |
|---|--|--|--|--|--|
|   |  | <p><b>¿Homógrafo u Homófonos?</b></p> <p>No</p> <p><b>Sinónimos/ Antónimos</b></p> <p>-comer<br/>-tragar</p> <p><b>Significado</b></p> <p><i>Se comió todo muy rápido.</i></p> <p><b>IP:</b> Students will find and explain examples of shades of meaning in a short text.</p>   |  |  | shades of meaning to find word meaning.  |
| <b>Interactive Read Aloud/ Mini-Lesson- HMH</b>   |  |  |  |  |  |
| <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/un</b> 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><b>Video-</b> ¿Cómo viajamos al pasado con una foto? M5 T90-91</p>  <p><b>Making connections:</b></p> <p>¿Quiénes tienen fotos o videos familiares viejos?</p> <p>¿Cómo se sienten cuando los ven?</p> <p><b>Watch Video: Teaching Pal/Compañero de enseñanza</b></p> <p>-Introduce genre and text- Video- Multimodal Text</p> <p>-Students will make predictions.</p> | <p><b>Video-</b> ¿Cómo viajamos al pasado con una foto? M5 T90-91</p>  <p><b>Making connections:</b></p> <p>¿Cómo podemos determinar la idea central de un video?</p> <p><b>Watch Video Again: Teaching Pal/Compañero de enseñanza</b></p> <p>-Set a purpose for watching again aligned to the skill: Identify central idea.</p> <p><b>Structured Conversations:</b></p> <p><i>En tu opinión, ¿Cuál es la idea principal del video? ¿Cómo lo sabes? ¿Cuáles son</i></p> | <p><b>Text-</b> Pepino M5 T110-111</p>  <p><b>Making connections:</b></p> <p>¿Cuál es tu tipo de música favorita? ¿Por qué?</p> <p><b>Read aloud: Use Teaching Pal/Compañero de enseñanza:</b></p> <p>-Introduce genre and text- Informational Text</p> <p>-Students will make predictions.</p> <p>-Set a purpose for reading aligned to the skill: Verify and clarify understanding.</p> <p><b>Structured Conversations:</b></p> | <p><b>Text-</b>Pepino M5 T120-121</p>  <p><b>Making connections:</b></p> <p>¿Cuál es la estructura de este texto?</p> <p><b>Reread aloud: Use Teaching Pal/Compañero de Enseñanza:</b></p> <p>-Set a purpose for reading aligned to the skill: Identify the text structure in the text.</p> <p>Guide students to determine the text structure by organizing the information in a chart.</p> | <p><b>Text-</b>Pepino M5 T128-29</p>  <p><b>Making connections:</b></p> <p>¿What are the most important text features in this text?</p> <p><b>GP:</b> Interact with the text with students to identify examples of text features and discuss their purpose.</p> <p><b>Structured Conversations:</b></p> <p><i>¿Cómo ayudan las ilustraciones a comprender el texto? ¿Por qué la autora usa este tipo de tipografía en el texto?</i></p> |



## 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th

|  |   |   |   |  |  |
|--|---|---|---|--|--|
| <p>4.Share/Comparte-Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.</p> <p>5.Assess/Evalúa -Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.</p> | <p>-Set a purpose for watching aligned to the skill: Verify and clarify understanding.</p> <p><b>Structured Conversations:</b><br/>¿De qué forma te ayuda la conversación a comprender las fotografías del video?<br/>¿Hacen Kira y el curador del museo que el tema sea interesante? ¿Por qué sí o por qué no?</p> <p><b>Response:</b> Students will discuss why some stories are meant to be performed.<br/>¿Por qué son importantes las fotos antiguas?</p> <p><b>CFU:</b> Students will talk, write, and find details as evidence to explain their responses.</p> | <p><i>algunos detalles, hechos o evidencias que apoyan la idea principal?</i></p> <p><b>Response:</b><br/>Students will discuss these questions in small groups:<br/>¿Qué pistas del video te indican la idea principal?<br/>¿Cuál es tu evidencia?</p> <p><b>CFU:</b> Students will complete the selection quiz.</p> | <p><i>¿Cómo reacciona Pepino cuando la maestra les pide a los estudiantes que investiguen los bailes de otros países? ¿Qué aprende Pepino? ¿En qué se parecen la samba, la cumbia, y la rumba?</i></p> <p><b>Response/CFU:</b> Students will identify facts about each type of dance that makes it special.</p> | <p><b>Structured Conversations:</b><br/>¿Cuáles son los bailes de los que habla el texto? ¿Qué estructura del texto usa la autora? ¿Por qué la usa?</p> <p><b>Response:</b> Students will work in groups to make a Venn Diagram comparing the dances from the different places.</p> <p><b>CFU:</b> Students will complete Aprende y demuestra and will identify the text structure in a short paragraph.</p> | <p><i>¿Qué acontecimientos del cuento apoyan las ilustraciones?</i></p> <p><b>CFU:</b> Students will complete the week's assessment to apply skills: <i>ideas and support (fact/opinion), figurative language, text structure, asking and answering questions.</i></p> |
| Mini-Lesson  |   |   |   |  |  |
|  | <p><b>Verify and Clarify</b></p> <p><b>Mini-Lesson:</b> Remind students that they should always monitor their own comprehension as they read and /or watch an informational video.</p>  | <p><b>Central Idea</b></p> <p><b>Mini-Lesson:</b> Remind students that we call the most important idea the "central idea" as we read informational text or watch videos with information.</p>   | <p><b>Verify and Clarify</b></p> <p><b>Mini-Lesson:</b> Remind students that they should always monitor their own comprehension as they read by asking questions. They should pause to clarify or check any information or vocabulary that is unclear or confusing.</p>   | <p><b>Text Structure</b></p> <p><b>Mini-Lesson:</b> Remind students that authors use a variety of structures within a text, depending on the author's purpose.</p>    | <p><b>Text Features</b></p> <p><b>Mini-Lesson:</b> Review that graphic elements such as visuals, diagrams, bold print, and drawings are graphic features that help the reader understand the text better.</p>  |




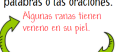
|  |  |   |   |  |   |
|--|--|---|---|--|---|
|  | <p>Share with students a set of key questions to ask as they watch the video.</p>  | <p>Is KEY to keep the consistency in the language for TEKS alignment to say-<b>central idea</b> and connect it explicitly with the term <i>idea principal</i> -clarifying both to avoid misconceptions.</p>   | <p>Model this practice for students during the read aloud. Provide a set of questions to use before, during, after reading as a tool for the students during independent reading.</p>   | <p>Review text structures making connections to previously-read text. Focus the discussion around <b>compare/contrast</b> for this lesson.</p>   | <p>Find examples from other texts to make connections and review the difference between all forms of text features.</p>                     |
| <p align="center"><b>Writing Workshop</b><br/> <b>Writing Prompt:</b><br/> Read the following sentence: <i>People are extraordinary.</i> <b>Think</b> about an artist or another extraordinary person you know about. <b>Write</b> an expository essay about that person. Use facts and details to show how that person is talented.</p> <p align="center"><a href="#">Kid Friendly Rubric SP</a></p> <p align="center"><a href="#">Teacher Rubric</a></p> |  |   |   |  |   |
|  | <p><b>Writing Process: E79 Drafting</b></p> <p><b>Explain:</b> Tell students that an expository essay must grab the readers' attention from the start. Make connections with the topic- <i>Las personas son extraordinarias.</i></p> | <p><b>Writing Process: Adding Text Features E80</b></p> <p><b>Explain:</b> Make connections with students about how authors make a 'promise' to their readers to write about the idea they chose, and they must stay on topic.</p> <p><b>Model:</b> Make connections between the writer's 'promise' and <b>central idea</b></p> | <p><b>Writing Process: E81 Complete Draft- Conclusion</b></p> <p><b>Explain:</b> Remind students that authors close expository text with a conclusion that restates the central idea and summarize the key details.</p> <p><b>Model:</b> Revisit the mentor text to look closely at the conclusion and analyze it</p> | <p><b>Writing Process: E82 Revise sequence, transition words</b></p> <p><b>Explain:</b> Revisit sample text to identify the sequence of events and transitional words supporting that.</p> | <p><b>Writing Process: E83 Writing Conferences</b></p> <p><b>Explain:</b> Review expectations for the revision process in small groups.</p> |



# 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th

|   |   |   |  |  |         |            |         |       |           |         |                        |                |        |            |           |        |         |        |   |
|---|---|---|--|--|---------|------------|---------|-------|-----------|---------|------------------------|----------------|--------|------------|-----------|--------|---------|--------|---|
| <div><div>Ensayo expositivo 3.6</div><div><b>El gancho para un ensayo expositivo</b></div><div>Los autores usan una variedad de técnicas literarias para "enganchar" a sus lectores. El propósito de un gancho es captar el interés de los lectores y motivarlos a seguir leyendo. El autor puede poner el gancho en la primera oración del texto o en los primeros párrafos. Un autor puede usar un solo tipo de gancho o una combinación de ellos.</div><div>Tipos de ganchos:</div><div><div><div>●</div>un trío emocional</div><div><div>●</div>una estadística sorprendente</div><div><div>●</div>un dato fabuloso</div><div><div>●</div>una imagen vivida</div><div><div>●</div>una cita</div></div><div><div>Source: L. C. Stevenson</div><div>Revised</div></div></div> <div><div><b>Mentor Text:</b> Revisit the focal text to discuss how the author starts the text:</div><div><b>Structured Conversations:</b></div><div>¿Qué tipo o tipos de ganchos usa la autora en los primeros dos párrafos de El Sr. Ferris y su noria?</div></div> | <div><div><i>*Use this term for alignment to the TEKS.</i></div><div><div><div><div><div>Idea Principal</div><div>Mientras haces el borrador y revisas tu escritura, pregúntate:</div><div><div>¿Qué palabras y frases muestran mi idea principal?</div><div>¿Mi idea principal es clara?</div><div>¿Puedo usar palabras y frases más específicas para mostrar mi idea principal?</div><div>¿Uso detalles que apoyan mi idea principal?</div></div></div></div></div><div><div>Use an anchor chart to identify when the author fulfilled his/her promise to stay on topic.</div><div><div><div>La promesa</div><div>Lee el párrafo introductorio del texto modelo e identifica la promesa.</div><div><div>Cuando Mary Cassatt era solo una niña, visitaba los museos de arte de París. Miraba las increíbles pinturas. Mary sabía que quería convertirse en artista profesional, sin importar lo que fuera necesario. Mary fue extraordinaria por la forma en que luchó valientemente por realizar su sueño de convertirse en artista.</div><div>Ahora lee este borrador. Explica por qué no es tan fuerte como el primer párrafo.</div><div><div>Cuando Mary Cassatt era joven, pensó que pintar era muy especial. Incluso pensó que a ella misma le gustaría probarlo.</div><div>Mientras escribes el borrador de tu ensayo, asegúrate de que tu promesa quede clara para los lectores.</div></div></div></div></div></div></div></div> | <div><div>with students. ¿Es esta una conclusión satisfactoria?</div><div>¿Por qué?</div><div>Use a think aloud to work on your essay and add a conclusion with students' collaboration. ¿Es esta una conclusión satisfactoria?</div><div>¿Por qué?</div></div> | <div><div>Ensayo expositivo 3.6</div><div><b>Orden cronológico</b></div><div>Estos eventos están mezclados y sin orden. Los lectores se confundirían con un ensayo expositivo presentado de esta manera.</div><div><div>• Sus pinturas comenzaron a venderse.</div><div>• Ella regresó a París.</div><div>• Mary visitaba los museos de arte cuando era joven.</div><div>• Mary pronto se dio cuenta de que no quería pintar igual que los otros artistas.</div><div>• Después de un tiempo, los otros artistas la respetaron.</div><div>• Fue a la escuela de arte cuando tenía quince años.</div></div><div><div>Source: L. C. Stevenson</div><div>Revised</div></div></div> <div><div><b>Model:</b> Using a think aloud and engaging students, review your writing to add transitional words and revise as needed using an anchor chart.</div><div><div><div>Palabras de transición</div><div>Estas palabras de transición muestran relaciones de tiempo. Mientras revisas tu ensayo expositivo, úsalas para mostrar el orden cronológico en tu ensayo.</div><div><table><tr><td>primero</td><td>después</td><td>finalmente</td></tr><tr><td>segundo</td><td>luego</td><td>más tarde</td></tr><tr><td>tercero</td><td>con el paso del tiempo</td><td>mientras tanto</td></tr><tr><td>cuarto</td><td>por último</td><td>enseguida</td></tr><tr><td>quinto</td><td>durante</td><td>pronto</td></tr></table></div></div></div></div> | primero  | después | finalmente | segundo | luego | más tarde | tercero | con el paso del tiempo | mientras tanto | cuarto | por último | enseguida | quinto | durante | pronto | <div><div><b>Lista de comprobación para la revisión</b></div><div><div>(Mejora la estructura de las oraciones y la elección de palabras)</div><div><div><div>Añade oraciones.</div><div><div>Mi bicicleta es blanca. Tiene ruedas rojas.</div></div></div><div><div>Elimina palabras u oraciones innecesarias.</div><div><div>La ballena azul es el mamífero más grande conocido del mundo entero.</div></div></div><div><div>Reorganiza las palabras o las oraciones.</div><div><div>Algunos temas tienen veneno en su piel.</div><div>Muchos animales usan veneno para cazar o mantenerse a salvo.</div></div><div><div>Cambia las palabras para que sean claras, específicas e interesantes.</div><div><div>La pizza es buena, pegajosa y deliciosa.</div></div></div></div></div></div></div> |
| primero   | después   | finalmente  |  |  |         |            |         |       |           |         |                        |                |        |            |           |        |         |        |   |
| segundo   | luego   | más tarde   |  |  |         |            |         |       |           |         |                        |                |        |            |           |        |         |        |   |
| tercero   | con el paso del tiempo  | mientras tanto  |  |  |         |            |         |       |           |         |                        |                |        |            |           |        |         |        |   |
| cuarto  | por último  | enseguida   |  |  |         |            |         |       |           |         |                        |                |        |            |           |        |         |        |   |
| quinto  | durante   | pronto  |  |  |         |            |         |       |           |         |                        |                |        |            |           |        |         |        |   |
| <b>Independent Writing</b>  |   |   |  |  |         |            |         |       |           |         |                        |                |        |            |           |        |         |        |   |
| <div><div>Students will start working on their drafts focusing on the beginning.</div><div>Circulate, monitor, and prompt students while they write.</div><div>Students will share their ideas.</div></div>   | <div><div>Students will work on their draft including a clear 'promise' and watching out to not copy directly from their sources.</div><div>Circulate, monitor, and prompt students while they write.</div><div>Students will share their writing.</div></div>  | <div><div>Students will work on their conclusions.</div><div>Circulate, monitor, and prompt students while they write.</div><div>Students will share their writing.</div></div>   | <div><div>Students will review and continue their writing embedding transition words for sequence.</div><div>Circulate, monitor, and prompt students while they write.</div><div>Students will share their ideas.</div></div>  | <div><div>Students will work in teams to revise their work.</div><div>Circulate, monitor, and prompt students while they write.</div><div>Students will share their writing.</div></div> |         |            |         |       |           |         |                        |                |        |            |           |        |         |        |   |

Grammar- Patterns of Power

● 7.2 La concordancia entre sustantivos y verbos

**Explain: E281 Verb Haber**

**El verbo haber**

Los **tiempos compuestos** son un grupo de tiempos verbales que se forman con un verbo auxiliar y un verbo que expresa la acción principal. Los tiempos compuestos se forman con una forma del verbo auxiliar **haber** y el participio del verbo que expresa la acción principal.

**pretérito perfecto compuesto**  
Yo **he probado** todo tipo de comida internacional.

**Model:** Explain that compound tenses are formed with an auxiliary verb and a verb that expresses the main action. You combine a form of the auxiliary verb **haber** and the **participle** of the verb that expresses the main action.

Los niños **han usado** los materiales en el centro.

**GP:** Model how to identify compound tenses as a class. **Ask:** ¿La oración tiene un verbo auxiliar? ¿Cuál es ese verbo auxiliar? ¿Cuál es el verbo principal y en qué tiempo se encuentra? **IP:** Students will identify compound tenses in sentences with **'haber'**.

**Explain: E282 Pretérito Perfecto**

**Pretérito perfecto**

El **pretérito perfecto compuesto** se usa para expresar una acción pasada pero cercana a un presente. Una oración en este tiempo verbal requiere la forma presente del verbo auxiliar **haber** más el participio del verbo que expresa la acción principal.

**pretérito perfecto compuesto**  
Carlos **ha visitado** lugares de todos tipos.

**Model:** Explain that the **'pretérito perfecto'** is used to express a past action that is close to the present.

Nosotros **hemos acampado** en el bosque por año.

**GP:** Guide students to identify the **pretérito perfecto** in sentences. **Ask:** ¿La oración tiene un verbo auxiliar? ¿Cuál es ese verbo auxiliar y en qué tiempo está? ¿Cuál es el verbo principal y en qué tiempo se encuentra?

**IP:** Students will revise sentences identifying the **pretérito perfecto**.

**Explain: E283 Pretérito pluscuamperfecto**

**Pretérito pluscuamperfecto**

El **pretérito pluscuamperfecto** se usa para expresar acciones pasadas, realizadas en un momento dado del pasado. Requiere el imperfecto del verbo auxiliar **haber** más el participio del verbo que expresa la acción principal.

**pretérito pluscuamperfecto**  
Habíamos **recogido** muchas flores en el campo.

**Model:** Explain that the **'pretérito pluscuamperfecto'** is used to express actions at a given moment in the past.

Nosotros **habíamos acampado** en ese bosque una vez el año pasado.

**GP:** Guide students to identify the **pretérito pluscuamperfecto** in sentences as a class. **Ask:** ¿El verbo auxiliar de la oración es **había**? ¿Cuál es el verbo principal y en qué tiempo se encuentra?

**IP:** Students will revise sentences editing proper use of verb tense.

**Explain: E274 Review Verb-Tense**

**Repaso de tiempos verbales**

El **tiempo presente** describe lo que sucede en el presente. El **tiempo pretérito** describe lo que ya sucedió. El **tiempo imperfecto** describe lo que sucedió por un periodo de tiempo en el pasado.

| Tiempo presente                                     | Tiempo pretérito   | Tiempo imperfecto   |
|---|--|---|
| Los maestros nos <b>ayudan</b> a aprender a diario. | Los maestros nos <b>ayudaron</b> a aprender en preescolar. | Los maestros nos <b>ayudaban</b> a aprender todos los días en preescolar. |

**Model:** Remind students that a verb that tells what is happening right now is in the present tense. A verb that tells what has already happened is in the past tense. A verb in the imperfect tense tells what happened repeatedly or during a longer period of time in the past.

**GP:** Guide students to identify the difference in sentences created as a class.

**IP:** Students will identify main action verbs and linking verbs in sentences in small groups.

**Make connections to writing E285: Compound Verbs**

**Conectar con la escritura: Usar verbos compuestos**

Cuando escribas, usa la forma correcta de los verbos que sea consistente con los tiempos verbales compuestos que utilices. Esto hará que tu escritura sea coherente y fácil de entender para el lector.

| Incorrecto  | Correcto   |
|---|--|
| Frank ha <b>comió</b> varias donas.                   | Frank ha <b>comido</b> varias donas.                   |
| Su amigo se las había <b>dio</b> a él.                | Su amigo se las había <b>dado</b> a él.                |
| Por la mañana, Frank había <b>jugar</b> con su perro. | Por la mañana, Frank había <b>jugado</b> con su perro. |

**Explain:** Remind students that ensuring consistent and correct verb tenses is an important part of revising.

**Model:** Create sentences from classroom situations to apply the skill. Guide students review sentences.

**IP:** Students will create sentences with the correct verb tense and apply skill to their own writing.

*\*This recurrent review and application.*



## 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th

|   |   |                    |         |         |                       |
|---|---|--------------------|---------|---------|-----------------------|
| <div>Research</div> <div>Class Project:<br/>Building Relationships in the World</div> | <div>Week 4-5: Students will work individually or collaboratively to write a plan with steps for collaboration between countries (purpose, resources, cost). Bilingual products are always encouraged.</div> <div><div><div><div></div><div>Allow students to continue to work individually or collaboratively as needed based on their topics to facilitate conversation and writing.</div></div><div><div></div><div>Encourage bilingual products and provide sentence stems to support students speaking and writing about their topic, such as:</div></div></div><div><div><div><div>El problema que quiero/queremos solucionar es el/la _____. Esto es algo que tenemos en común con _____. En _____ también hay muchas personas que también necesitan _____. Una posible solución para este problema podría ser un/una _____. La colaboración entre _____ y _____ podría causar cambio en el mundo porque _____. Mi/Nuestro plan incluye ciertos pasos. Primero, _____. Luego, _____. Después, _____. Entonces, _____. Finalmente, _____. Yo pienso/Nosotros pensamos que esta sería una buena solución porque _____.</div><div>The issue I/we want to solve is _____. This is an issue we have in common with _____. In _____ there are also many people who _____. A possible solution to this problem could be a _____. There are many people in the world in need of _____ because _____. A possible solution to this problem would be a _____. Collaboration between _____ and _____ could change the world because _____. My/our plan includes a series of steps. First, _____. Next, _____. After that, _____. Then, _____. Lastly, _____. I think/We think that this would be a good solution because _____.</div></div></div><div><div></div><div>Circulate, monitor, and prompt students to elicit participation while they work on their projects.</div></div></div></div> |                    |         |         |                       |
|   | Literacy Stations   | Phonemic Awareness | Phonics | Fluency | Self-Selected Reading |

See Literacy Station Ideas in Module 5 on Teacher pages T84-T85

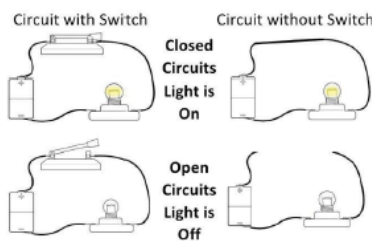
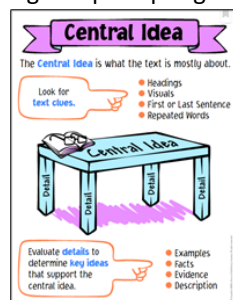
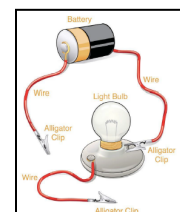
|  |   |
|--|---|
| FOURTH GRADE<br>ELLD Block<br>UNIT 2 WEEK 5  |   |
| Science Content TEKS:<br>4.6 (C) demonstrate that electricity travels in a closed path, creating an electrical circuit | Language TEKS:<br>4.2A(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables<br>4.2A (vi) decoding words using knowledge of suffixes<br>4.2B(v) spelling words using knowledge of prefixes<br>4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words |



## 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th

|   |   |   |   |   |                               |  |                                       |   |
|---|---|---|---|---|-------------------------------|--|---------------------------------------|---|
|   |   |   | <div>4.3(C) determine the meaning of and use words with affixes</div> <div>4.6(E) make connections to personal experiences, ideas in other texts, and society</div> <div>4.6(F) make inferences and use evidence to support understanding</div> <div>4.7(D) retell and paraphrase texts in ways that maintain meaning and logical order</div> <div>4.9D(i) [recognize] the central idea</div> <div>4.11D(iii) singular, plural, common, and proper nouns, including gender-specific articles</div> <div>4.12(B) compose informational texts</div> |   |                               |  |                                       |   |
| Resource STEMscopes <ul style="list-style-type: none"><li>Electricity, Conductors, and Insulators (STEMscopedia P. 3-6)</li></ul>   |   |   |   |   |                               |  |                                       |   |
| Day 1 Focus –<br>Comprehension  | Day 2 Focus-<br>Comprehension<br>Word Study   | Day 3 Focus-<br>Foundational Skills<br>Phonics, grammar   | Day 4 Focus-<br>Composition<br>Writing Process/ Genres  | Day 5 Focus –<br>Assessment and<br>Cross-linguistics connections  |                               |  |                                       |   |
| <div>Making Predictions: Guide students to make predictions based on the cover and picture walk.</div> <div>What do you see in the picture?</div> <div>What do you predict this part of the text will be about?</div> <div></div> <div>Prior knowledge- Activate students’ prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed:</div> <div>How many of you have seen the end of an electrical appliance?</div> | <div>Shared Reading:</div> <div>Reread text with students and make connections to the text:</div> <div>What key terms did we discuss related to electricity?</div> <div>Comprehension Skill: Focus on comprehension skills with modeling and prompting.</div> <div></div> <div>The central idea of a nonfiction text is the big idea, or main idea, that readers take away after reading the text.</div> | <div>Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.</div> <div>Foundational Skill:</div> <div>Review suffixes-er, -or, -ist (<i>a person who does a job or performs an activity</i>) with examples from the text or sentences about the topic in the text.</div> <div>The scientist studies how electricity works.</div> <div>A researcher has published an article about open and closed circuits.</div> <div>The supervisor at the construction site called the electrician.</div> | <div>Hands-on Review: Phonics and/or grammar skills will be reviewed in context.</div> <div>Shared Writing: Generate a writing piece aligned to the experiment on p.5 based on science content.</div> <div>Guide students to compare the electrical conductivities to the thermal conductivities of the four materials.</div> <div></div> <div>Conduct the experiment on STEMscopedia p.5. Draw conclusions and suggest</div>                                | <div>Assessment: Students will be assessed on a writing the electricity flow in an electrical circuit.</div> <div>Cross-linguistics: Lead discussion about suffixes –er, –or, –ist English and Sufijos –ero, –era, –dor, –dora, –ista Spanish.</div> <table><tr><td>Suffixes<br/>–er, –or,<br/>–ist</td><td>Sufijos<br/>-ero, –era,<br/>–dor,<br/>–dora,<br/>–ista</td></tr><tr><td>Iron is a better conductor than wood.</td><td>El hierro es mejor conductor de electricidad que la madera.</td></tr></table> | Suffixes<br>–er, –or,<br>–ist | Sufijos<br>-ero, –era,<br>–dor,<br>–dora,<br>–ista | Iron is a better conductor than wood. | El hierro es mejor conductor de electricidad que la madera. |
| Suffixes<br>–er, –or,<br>–ist   | Sufijos<br>-ero, –era,<br>–dor,<br>–dora,<br>–ista  |   |   |   |                               |  |                                       |   |
| Iron is a better conductor than wood.   | El hierro es mejor conductor de electricidad que la madera.   |   |   |   |                               |  |                                       |   |



## 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th


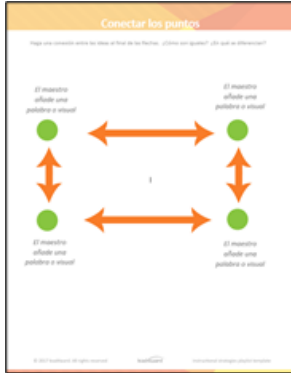

|   |   |  |   |  |  |  |  |   |   |   |
|---|---|--|---|--|--|--|--|---|---|---|
| <p><b>Guiding questions:</b><br/>What part of an electrical appliance do you connect to the wall? Why?</p> <p>Read aloud and stop to engage students with the text through guided questions:</p> <p>p.3 What is an electrical circuit? An electrical circuit is _____.</p> <p>How do circuits work? Circuits work by _____.</p> <p>p.5 How do conductors and insulators work in an electric circuit? In an electrical circuit, conductors _____ and insulators _____.</p> | <p>What is the central idea of the Try Now section on page 3?</p> <p>What is the <i>central</i> idea of this selection?</p> <p><b>Vocabulary Picture Walk:</b><br/>Students will review and read key vocabulary from the STEMscopes vocabulary slideshow and the text.</p> <table><tr><td>Electricity<br/>Electrical Energy<br/>Circuit<br/>Closed Circuit<br/>Open Circuit<br/>Insulator<br/>Conductor<br/>Electric Current</td><td>Electricidad<br/>Energía eléctrica<br/>Circuito<br/>Circuito Cerrado<br/>Circuito abierto<br/>Aislante<br/>Conductor<br/>Corriente eléctrica</td></tr></table> | Electricity<br>Electrical Energy<br>Circuit<br>Closed Circuit<br>Open Circuit<br>Insulator<br>Conductor<br>Electric Current  | Electricidad<br>Energía eléctrica<br>Circuito<br>Circuito Cerrado<br>Circuito abierto<br>Aislante<br>Conductor<br>Corriente eléctrica | <p><b>Grammar:</b> Review <i>present</i> and <i>past participles</i> with examples from the text or sentences about the topic in the text.</p> <div><p>Review Participles</p><p>A <b>participle</b> is a verb form used as an adjective. Each verb has two forms that can be used as participles. The <b>present participle</b> form has -ing added to the verb. The <b>past participle</b> form usually has -ed added to the verb.</p><div><p>present participle<br/>The <b>growing</b> puppy had lots of energy.</p><p>past participle<br/>Val could not fix the <b>broken</b> mug.</p></div></div> <p>The electrician could not fix the <b>broken</b> circuit, so we ended up in the dark.</p> <p>A <b>functioning</b> circuit has to be a full circle in order to conduct electricity.</p> | <p>explanations for the experiment's results.</p> <p>Conductors _____ electricity. The _____ and _____ conductivity of different materials like _____ is variable.</p> <p>For example, __ are both _____ because _____. They are also _____. However, they are different because _____.</p> <p>While _____ is _____, _____ is _____.</p> <p>Another difference is that _____ and _____.</p> <p>Even though they have differences, _____.</p> | <table><tr><td>The <b>reporter</b> was reporting under lightning.</td><td>El <b>reportero</b> informaba bajo los rayos.</td></tr><tr><td>The <b>artist</b> used electricity to create his art.</td><td>El <b>artista</b> utilizó la electricidad para crear su arte.</td></tr></table> | The <b>reporter</b> was reporting under lightning. | El <b>reportero</b> informaba bajo los rayos. | The <b>artist</b> used electricity to create his art. | El <b>artista</b> utilizó la electricidad para crear su arte. |
| Electricity<br>Electrical Energy<br>Circuit<br>Closed Circuit<br>Open Circuit<br>Insulator<br>Conductor<br>Electric Current   | Electricidad<br>Energía eléctrica<br>Circuito<br>Circuito Cerrado<br>Circuito abierto<br>Aislante<br>Conductor<br>Corriente eléctrica   |  |   |  |  |  |  |   |   |   |
| The <b>reporter</b> was reporting under lightning.  | El <b>reportero</b> informaba bajo los rayos.   |  |   |  |  |  |  |   |   |   |
| The <b>artist</b> used electricity to create his art.   | El <b>artista</b> utilizó la electricidad para crear su arte.   |  |   |  |  |  |  |   |   |   |
| <p><b>Suggested Preview Activities</b></p>  | <p><b>Picture Walk STEMscopes-</b> 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.</p> <div></div>  | <p><b>Student Directed Previewing</b></p> <p>1. Provide students with a topic-related text.</p> <p>2. Students <b>scan</b> the text with a focus of finding text-to-self, text-to-text, or text-to-world connections (relying heavily on highlighted language, illustrations, photographs, or other text features).</p> <p>3. Ask students to discuss these connections with a partner/ small group.</p> <p>4. Students <b>read</b> the text and place a checkmark next to any connection that is confirmed and was <u>useful in comprehending the topic</u></p> <p>5. Connections that were not useful (or were incorrect) are crossed out.</p> |   |  |  |  |  |   |   |   |



## 2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th


|                             |  |  |  |
|-----------------------------|--|--|--|
|                             |  |   |  |
| Suggested Review Activities | <p><b>High-Five Summary Lead4Ward (Student-Led)</b></p> <p>1.Students draw their hand on a sheet of paper.</p> <p>2. Students draw/record the following ideas in their “high-five” hand:</p> <ul style="list-style-type: none"><li>-<b>Thumb/Pulgar</b>: big idea of the lesson/unit</li><li>-<b>Pointer/Índice</b>: 3 important words</li><li>-<b>Middle/Dedo del corazón</b>: visuals or text titles</li><li>-<b>Ring/Anular</b>: something important</li><li>-<b>Pinkie/Meñique</b> : something confusing</li><li>-<b>Palm/Palma de la mano</b>: one-sentence summary</li></ul> <p>3. Students get a partner and share their summary, revising original responses as appropriate.</p> <p>4. Teacher sees/hears students’ summaries and adjusts instructions as appropriate.</p> | <p><b>Connect the Dots -Lead4Ward (Student-Led)</b></p> <p>1. Organize students into groups of two or three.</p> <p>2. Provide students with the Connect the Dots handout representing four different visuals, science terms, assessment questions, etc.</p> <p>3. Students make connections between the two ideas at the end of each arrow: relationships, similarities, differences.</p> <p>4. Student pairs share their ideas with another pair and add to their original ideas.</p> <p>5. Teacher sees and hears students’ thinking and clarifies/ verifies as appropriate.</p> <div data-bbox="1113 1083 1402 1453"></div> | <p><b>3-2-1 Summary- Lead4Ward Student-Led</b></p> <p>1. Share with students the 3-2-1 Summary template and guide an oral review about the topic.</p> <p>2.Students write 3 things they learned.</p> <p>3. Students write 2 examples, applications, or inferences about what they learned.</p> <p>4. Students write 1 question or draw 1 conclusion about what they learned.</p> <p>5. Students interact with their peers reading and discussing their 3-2-1 Summary using sentence stems.</p> <p><i>Aprendí que _____.</i></p> <p><i>Dos ejemplos son _____ y _____.</i></p> <p><i>Quisiera saber más sobre _____.</i></p> <div data-bbox="1533 1083 1953 1364"></div> |



2021-2022 Cuarto Grado Artes de lenguaje y lectura Unidad 02 Semana 5

Unit Title: Marvels Around Us

November 15th-19th

|  |   |  |  |
|--|---|--|--|
|  |  |  |  |
|--|---|--|--|