



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures

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Guiding Question: ¿Qué papel tiene la curiosidad en la exploración?

Essential Questions:

- Does narrative nonfiction follow a clear sequence of events as it tells a true story?
- How do we identify cause-and-effect relationships, with or without signal words?
- What are features of biographies?
- How can we recognize an implied central idea, and synthesize information in a text?

Core Competencies:

Formative:

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

Summative:

- Weekly Selection Quizzes
- Weekly TEKS focused assessment
- Module Assessments
- Campus Assessment

Culminating Project: En estas semanas, trabajarán en grupos para investigar a tres exploradores preferidos y escribir biografías sobre su vida y sus logros.

Semana 3: Participar en una presentación resaltada con elementos visuales.

- Practicar la presentación Pida a los estudiantes que practiquen la presentación con un grupo pequeño. Ver la Lección 15, pág. T190.
- Reflexionar y celebrar Establezca un tiempo para que los estudiantes reflexionen sobre el proyecto y lo que han aprendido, y para celebrar sus logros.

Spanish Language Arts

UNIT 3 WEEK 3

20-21 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
5.1A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; 5.1.C give an organized presentation employing eye contact, speaking rate,	5.2A demonstrate and apply phonetic knowledge by: 5.2A(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and 5.2A(iv) decoding words with prefixes	5.3A use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; 5.3C identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista	5.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures

<p>volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> <p>5.1.D work collaboratively with others to develop a plan of shared responsibilities.</p>	<p>and suffixes.</p> <p>5.2B demonstrate and apply spelling knowledge by:</p> <p>5.2B(i) spelling words with more advanced orthographic patterns and rules;</p> <p>5.2C write legibly in cursive.</p>	<p>and roots including audi, crono, foto, geo, and terr;</p> <p>5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:</p> <p>use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to: self-select text and read independently for a sustained period of time.</p> <p>5.6B generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>5.6C make and correct or confirm predictions using text features, characteristics of genre, and structures;</p> <p>5.6E make connections to personal experiences, ideas in other texts, and society;</p> <p>5.6F make inferences and use evidence to support understanding;</p> <p>5.6G evaluate details read to determine key ideas;</p> <p>5.6H synthesize information to create new understanding; and</p> <p>5.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions,</p>	<p>5.11B develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>5.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p>5.11B(ii) developing an engaging idea reflecting depth of thought with specific facts and details;</p> <p>5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>5.11D edit drafts using standard Spanish conventions, including:</p> <p>5.11D(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>5.11D(v) conjunctive adverbs;</p> <p>5.11D(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p>5.11D(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;</p> <p>5.11D(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and</p> <p>5.11(xi) correct spelling of words with grade-appropriate orthographic patterns</p>
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2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures

		<p>and annotating when understanding breaks down.</p> <p>5.7A describe personal connections to a variety of sources, including self-selected texts;</p> <p>5.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>5.7C use text evidence to support an appropriate response;</p> <p>5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>5.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>5.7F respond using newly acquired vocabulary as appropriate; and</p> <p>5.8A infer multiple themes within a text using text evidence;</p> <p>5.9D recognize characteristics and structures of informational text, including:</p> <p>5.9D(i) the central idea with supporting evidence;</p> <p>5.9D(ii) features such as insets, timelines, and sidebars to support understanding; and</p> <p>5.9D(iii) organizational patterns such as logical order and order of importance;</p> <p>5.9E recognize characteristics and structures of argumentative text by:</p> <p>5.10A explain the author's purpose and message within a text;</p> <p>5.10B analyze how the use of text structure contributes to the author's purpose;</p>	<p>and rules; and</p> <p>5.11E publish written work for appropriate audiences.</p> <p>5.13A generate and clarify questions on a topic for formal and informal inquiry;</p> <p>5.13B develop and follow a research plan with adult assistance;</p> <p>5.13C identify and gather relevant information from a variety of sources;</p> <p>5.13D understand credibility of primary and secondary sources;</p> <p>5.13E demonstrate understanding of information gathered;</p> <p>5.13F differentiate between paraphrasing and plagiarism when using source materials;</p> <p>5.13G develop a bibliography; and</p> <p>5.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
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2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

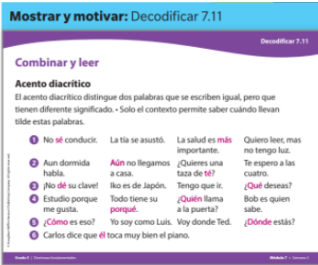
Unit Title: Adventures

	Day 1	Day 2	Day 3	Day 4	Day 5																		
<div>Rutina de combinación de sílabas</div> <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>Acento diacrítico M7 T152 - T153</div> <div>Explain/Model: Display and read the following pairs of words: él/el, sí/si and tú/tu. Emphasize the stressed pronunciation of words with the accent mark. Point out that these words sometimes have an accent mark and sometimes they don't. Say that the orthographic accent in these words is used to distinguish the meaning of word pairs. Explain that the accent mark used in these pairs of words is called a diacritic accent and that it usually indicates that the word has an intensity accent, or stress.</div> <div><table><tr><td>él</td><td>pronombre</td><td>Esta canción me la enseñó él.</td></tr><tr><td>el</td><td>artículo</td><td>La maestra está en el salón.</td></tr><tr><td>sí</td><td>afirmación, pronombre</td><td>Sí, necesito ese libro de cuentos.</td></tr><tr><td>si</td><td>condición</td><td>Si me lo compras seré feliz.</td></tr><tr><td>tú</td><td>pronombre de sujeto</td><td>Tú eres muy creativo.</td></tr><tr><td>tu</td><td>posesivo</td><td>Tu mente es muy creativa.</td></tr></table></div> <div>Use the chart to explain the accent mark.</div> <div>GP: Use the mostrar y motivar routine to practice the accent mark rule.</div>	él	pronombre	Esta canción me la enseñó él .	el	artículo	La maestra está en el salón.	sí	afirmación, pronombre	Sí , necesito ese libro de cuentos.	si	condición	Si me lo compras seré feliz.	tú	pronombre de sujeto	Tú eres muy creativo.	tu	posesivo	Tu mente es muy creativa.		<div>Phonics/Fluency/Spelling</div> <div>Palabras con varios significados M7 T172- T173</div> <div>Explain/Model: Explain to students that the meaning of a polysemic word depends on the context in which it is found.</div> <div>GP: Follow the combinar y leer routine to practice homophones.</div> <div><div>Mostrar y motivar: Decodificar 7.13</div><div>Decodificar 7.13</div><div>Combinar y leer</div><div>Palabras con varios significados</div><div>Muchas palabras tienen más de un significado. • El significado de una palabra con varios significados depende del contexto en que se encuentra.</div><div><div><div>1 mango</div><div>2 falda</div><div>3 banco</div><div>4 café</div><div>5 marco</div><div>6 electricidad</div></div><div><div>merengue</div><div>radio</div><div>gato</div><div>planta</div><div>carro</div><div></div></div><div><div>lata</div><div>brillante</div><div>lago</div><div>bola</div><div>temporal</div><div>de poco valor</div></div><div><div>dedo</div><div>cuarto</div><div>salón</div><div>carta</div><div>naranja</div><div></div></div></div><div>Coloca el enchufe con cuidado para que no te dé corriente.</div></div> <div>IP: Have students work in small groups or with partners to complete page 159 of Aprende y demuestra. Allow students to use a dictionary to find out what the words mean.</div>		
	él	pronombre	Esta canción me la enseñó él .																				
el	artículo	La maestra está en el salón.																					
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2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures

	 <p>IP: Have students work in small groups or with partners to complete page 154 of Aprende y demuestra. Allow students to use a dictionary to find out when the words have a diacritic accent.</p> <p>Ortografía M7 T154 Acento diacrítico - students will sort words with acento diacrítico</p> <p>Fluidez - Intonation M7 T155 Teacher models how to read with intonation.</p>				
	Word Study/Academic Language/Oral Language				
	Words to Know M7 T144 <ul style="list-style-type: none"> desplegarse transición extensión parecía terreno internacional 	Words to Know M7 T144 <ul style="list-style-type: none"> desplegarse transición extensión parecía terreno internacional 	Latin Root ducere, Prefixes sin-, retro- M7 T164 Project Mostrar y motivar: Vocabulario generativo 7.13. Read aloud the first paragraph.	Words to Know M7 T174 Explain/Model: Tell students they will review some of the Vocabulario crítico they have learned so far this year, and complete an activity based on those words.	

Rutina de estudio de palabras:

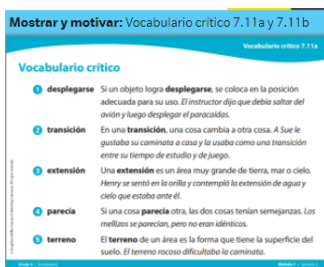
1. Diga la palabra. Pida a los niños que la repitan.
2. Use la palabra en una o dos oraciones.
3. Los estudiantes escriben o forman la palabra y revisan la ortografía.

Rutina de vocabulario:

1. Observen la palabra.
2. Digan la palabra.
3. Modele-Cómo formar la palabra
4. Formen la palabra.

- transmitió
- deteriorada

Explain/Model: Introduce vocabulary using picture cards.

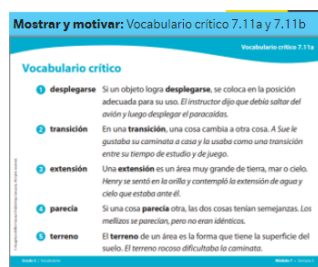


GP: Guide students to interact with the words by discussing questions such as these:

- Si transmitieran un mensaje internacional, ¿cómo lo harían?*
Describan cómo se ve algo que está deteriorado.
¿Por qué creen que un jefe de policía podría desplegar oficiales ante una manifestación pacífica? Expliquen.
¿Qué es una transición difícil para ustedes? Expliquen.
¿Conocen a personas que se parecían entre sí? Digan quiénes eran y describan el parecido.
¿Qué tipo de terreno elegirían para una caminata? ¿Y para una carrera?

- transmitió
- deteriorada

Explain/Model: Introduce vocabulary using picture cards.



GP: Have students work in pairs to create Mapas de cuatro secciones. For each of the Vocabulario crítico words, students should fold a blank sheet of paper into four equal sections. Display the steps below. As needed, direct students to Mostrar y motivar 7.11a and 7.11b for the word meanings.

IP: Have students work in small groups or independently. Tell them to complete Aprende y demuestra page 155. For the last item on the page, tell students to include clues to each word's meaning in their sentences. Have groups share their sentences. Ask listeners to identify the

Mostrar y motivar: Vocabulario generativo 7.13

Raíz del latín ducere, prefijos sín-, retro-

Muchas partes de palabras tienen sus orígenes en el griego o el latín. Saber los significados de estas partes nos ayuda a comprender los significados de nuevas palabras que contienen la misma raíz o el mismo sufijo.

Origen	Parte de palabra	Significado	Ejemplo
Raíz del latín	ducere	guiar	conducir, conducir, conducción
Prefijo del latín; o del español	sín-	unión; negación	sincronización, sincronizar, simpatía
Prefijo del latín	retro-	hacia atrás	retrocohetes, retrospectiva, retroalimentación

Point out that some words of Los poderosos vehículos exploradores de Marte have the Latin root ducere (conducir), the prefix sín- (sincronización) and the prefix retro- (retrocohetes). Write the word retroceder on the board and circle the prefix retro-. Explain that being familiar with these common roots and prefixes can help students understand meanings and parts of speech of many words.

GP: Display the words conducta, sinfonía and retroceder. Ask students to identify the familiar word parts of each word and make predictions about the meanings, based on their knowledge of the word parts.

IP: Have students work to complete page 157 of Aprende y demuestra. Explain that students can use a print or online dictionary to help them identify words with each root and prefix.

Cumulative Review M7 T165

Suffixes -ficar, -ismo, -ista
Remind students that the

Mostrar y motivar: Vocabulario crítico 6.6 y 6.8

Vocabulario crítico

- reconocimiento** Alguien que gana **reconocimiento** público es alguien que se vuelve muy conocido por sus presentaciones en distintos lugares. Después del lanzamiento de su álbum, recibió un reconocimiento del consejo de la ciudad.
- obstinada** Una persona que es **obstinada** está determinada a conseguir lo que quiere a toda costa. La niña obstinada consiguió lo que se había propuesto.
- estereotipos** Los **estereotipos** son ideas, usualmente negativas, sobre los miembros de un grupo de personas, que se consideran verdaderas aunque no lo sean. El uso de estereotipos para clasificar a los participantes es injusto.

GP: Use Tarjetas de vocabulario 6-16, 6-17, 6-18, 6-19, 6-22, 6-24, 6-25, 6-28 and 6-31 to remind students of the meanings of the words obstinada, estereotipos, auténtica, discriminatorias, delirar, solos, consintió, natal, testificaron.

IP: Tell students that they will now work in small groups to create skits with three words each.



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures

5. Encuentren la palabra en un texto

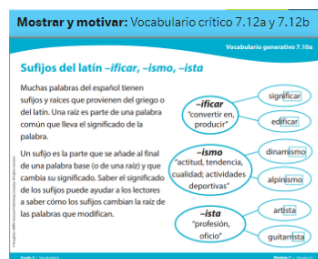
¿Cómo se sienten cuando observan la extensión del cielo?

IP: Have students work independently to complete steps 3 and 4 on Tarjetas de vocabulario 7.24–7.31.

context clue in each sentence.

Reference Materials M7 T157

Project Mostrar y motivar: Estrategia de vocabulario 7.12a y 7.12b. Read aloud the two paragraphs.



GP: Write the following sentence on the board. Maryanne se mudó a otra ciudad esa semana y estaba tratando de adaptarse a la transición. Ask students to use the best resource from the Mostrar y motivar to help them replace the underlined word. Have volunteers read the sentence with the new word they choose.





IP: Write the following words on the board from Los poderosos vehículos exploradores de Marte: retrocohetes (p. 133); tonterías (p. 133); instrumentos (p. 135); pantallas (p. 136). Have a volunteer read aloud the

prefix –ficar means to turn into or to produce”, the suffix –ismo means attitude, tendency, quality or sporting activities, and the suffix –ista means “profession, trade”.



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures

		sentence in which each word appears.			
<p>Rutina de Conversación en Parejas.</p> <p>1.Question/Pregunta- Presenta la pregunta a estudiantes.</p> <p>2.Stem/Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir</p> <p>3.Signal/Señala-Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.</p> <p>4.Share/Comparte-Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.</p>	Interactive Read Aloud/ Mini-Lesson				
	<p>Text: Los poderosos vehículos exploradores de Marte: Las increíbles aventuras del Spirit y el Opportunity M7 T147</p> 	<p>Text: Los poderosos vehículos exploradores de Marte: Las increíbles aventuras del Spirit y el Opportunity M7 T159</p> 	<p>Text: Los poderosos vehículos exploradores de Marte: Las increíbles aventuras del Spirit y el Opportunity M7 T167</p> 	<p>Text: Los poderosos vehículos exploradores de Marte: Las increíbles aventuras del Spirit y el Opportunity M7 T177</p> 	<p>Making Connections M7 T187</p> <p>Explain: Explain to students that they can connect what they read to their personal experiences, to ideas in other texts, to society, or to the world around them.</p> 
	<p>Making connections:</p> <p>¿Qué sabes sobre el planeta Marte? ¿Qué quieres aprender?</p>	<p>Reread aloud: Teaching Pal</p> <p>-Set a purpose for reading aligned to the skill: literary elements</p>	<p>Reread aloud: Teaching Pal</p> <p>-Set a purpose for reading aligned to the skill:author's craft</p>	<p>Reread aloud: Teaching Pal</p> <p>-Set a purpose for reading aligned to the skill:text structure</p>	
	<p>Read aloud: Teaching Pal</p> <p>-Introduce genre and text-Nonfiction narrative</p> <p>-Students will make predictions.</p> <p>-Set a purpose for reading aligned to the skill: ask and answer questions</p>	<p>In your Compañero de enseñanza, use the purple TARGETED CLOSE READ prompts on pages 127 and 129 to guide students to apply the Literary Elements skill to Los poderosos vehículos exploradores de Marte and to find evidence to support their responses.</p>	<p>In your Compañero de enseñanza, use the purple TARGETED CLOSE READ prompts on pages 133 and 136 to guide students to apply the Author's Craft skill to Los poderosos vehículos exploradores de Marte and to find evidence to support their responses. Students</p>	<p>In your Compañero de enseñanza,use the purple TARGETED CLOSE READ prompt on page 130 to guide students to apply the Text Structure skill to Los poderosos vehículos exploradores de Marte and to find evidence to support</p>	
	<p>Structured Conversations:</p>				<p>Evaluation: Write a Review</p> <p>Have students work independently to complete</p> <p>Página imprimible: Reseña de la lectura to write a review of their favorite selection in this module.</p>

2021-2022

5. Assess/Evalúa
-Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.

¿Cuándo está sucediendo esto? ¿Quién es esta persona? ¿En qué parte del texto puedo encontrar una respuesta a mi pregunta?

Response/CFU: After reading, use the TURN AND TALK routine with the Collaborative Discussion questions on Compañero de enseñanza and miLibro page 139. Have students annotate their miLibro with details from the text evidence and details about the text's visuals to explain their responses.

Students may refer to the questions on Aprende y demuestra page 156 as you discuss them.

Structured Conversations:
La trama de esta narración trata de _____. ¿Por qué están tan tensos durante el aterrizaje del Spirit los miembros del equipo del Laboratorio de Propulsión a Chorro? ¿Qué es lo importante sobre la información que brindan las imágenes del Opportunity?

Response/CFU: Write a Safety Checklist Turn to pages 140–141 in your Compañero de enseñanza. Have students turn to pages 140–141 in their miLibro.

may refer to the questions on Aprende y demuestra page 158 as you discuss them.

Response: Tell students to choose a sensory word they found particularly interesting. Then have them write a sentence or two explaining the author's reason for choosing the word.

their responses. Students may refer to the questions on Aprende y demuestra page 160 as you discuss them.

Response: Tell students to choose another cause-and-relationship in the text that they found interesting and write a paragraph or two explaining what happened and why. Remind them to use transition words and phrases to show the relationship between the details.

Ask and Answer Questions
M7 T146

Cartel didáctico 1: Hacer y contestar preguntas

HACER Y CONTESTAR PREGUNTAS

Hacer y contestar preguntas antes, durante y después de leer te sirve para:

- hacer predicciones.
- clarificar las cosas que podrían parecer confusas.
- pensar en el texto con más profundidad.

¿Cuándo está sucediendo esto?

¿Quién es esta persona?

¿En qué parte del texto puedo encontrar una respuesta a mi pregunta?

¿Por qué escribió esto el autor?

¿Sobre qué trata esto?

Literary Elements M7 T158

Cartel didáctico 12: Elementos literarios

Elementos literarios

Los elementos literarios son los partes que componen una historia.

Los personajes: las personas y los animales de una historia.

El ambiente: dónde y cuándo ocurre una historia.

• ¿qué dicen y piensan?

• ¿qué hacen?

• ¿qué hacen y dicen otros personajes acerca de ellos?

La trama: los sucesos que suceden en una historia.

Los acontecimientos: los sucesos que suceden en una historia.

• para **combinar** a un personaje

• para **afectar** al tono

• para **desarrollar** la trama

Author's Craft M7 T166

Cartel didáctico 27: Técnica del autor

TÉCNICA DEL AUTOR

La técnica del autor es el lenguaje y los métodos que usa un escritor para:

- hacer que su texto sea interesante.
- comunicar ideas al lector.

Método	¿Qué es?	Ejemplo
VOZ	el estilo narrativo del autor que hace que su texto sea único	La voz de un autor puede cambiar según el género del texto.
TONO	las emociones y los sentimientos del lector mientras lee un texto	misericordia - suspenso o sorpresa fantasía - asombro o emoción artículo - serio o reflexivo
ANÉCDOTA	una historia corta, divertida o interesante relacionada con un personaje o un suceso	Mientras estaba en una excursión de la escuela, una maestra les cuenta a sus alumnos, acerca de una excursión que hizo una vez con sus compañeros.
LENGUAJE	vocabulario, sustantivos, preposiciones, palabras sensoriales y verbos vividos que hagan más interesante el texto	Cada grano de las palomitas de maíz con mantequilla cruje ruidosamente en la boca de Selma.
HÍPERBOLE	exageraciones que hacen que las cosas suenen más grandes, mejores o más de lo que realmente son	¡Esa es la mejor idea que he oído en mi vida!

Text Structure M7 T176

Cartel didáctico 18: Estructura del texto

Comparación/Contraste

Causa/Efecto

Estructura del texto

Secuencia/Orden lógico

Problema/Solución:

Synthesize M7 T186

Cartel didáctico 8: Sintetizar

SINTETIZAR

Cuando sintetizas, cambias lo que piensas y te formas ideas nuevas.

La que sé

Al principio, pensaba que... Porque...

La que estoy aprendiendo

Cuando estaba leyendo, pensaba que... Porque...

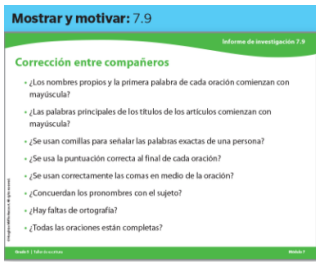
Nueva forma de pensar

Al final, pensaba que... Porque...



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures

	<p>Tell students that they are about to read an informational text called Los poderosos vehículos exploradores de Marte: Las increíbles aventuras del Spirit y el Opportunity. Explain that as they read, they should ask questions to clarify the text and then read to find the answers. Remind students that good readers will ask questions before, during, and after reading.</p>	<p>Explain to students that narrative nonfiction, such as Los poderosos vehículos exploradores de Marte, relates a story about real events. Authors use literary elements, including characters, setting, and plot, to tell the story and make it engaging for readers. Explain that the plot of any story, real or fictional, is made up of a main problem, or conflict, that the characters face and the events that tell what happens to solve it.</p>	<p>Explain that authors of narrative nonfiction choose their words carefully to express their ideas clearly and make a text more interesting or events easier to follow.</p>	<p>Tell students that authors of narrative nonfiction may use sequential text structure, or chronological order, for the entire narrative text, but use a variety of other text structures within the text to make a particular point or explain events.</p>	<p>Tell students that they will synthesize what they learned in Arriba, abajo y más allá. Have students page through the selections in miLibro Module 7.</p>
<p style="text-align: center;">Writing Workshop</p> <p>Writing Form: Research Writing Prompt: Write a research report about a discovery that was made in the past that affects your life today. Rubric: Teacher Rubric Student Friendly Rubric SP</p>					
	<p>Editar I: Gramática, uso y técnicas M7 E112</p> <p>Explain/Model: Write the following sentences on the board or chart paper: <i>Primero, Jeff golpeó rápidamente la pelota de voleibol con su mano. Luego, él cayó torpemente en la arena.</i></p> <p>Discuss the meanings of adverbs, pronouns, and prepositions and have volunteers name an example of each from the first sentence.</p>	<p>Editar II: Corrección entre compañeros M7 E113</p> <p>Explain/Model: Use the mostrar y motivar to model how to edit each other's drafts.</p>  <p>Display Cartel didáctico E16:</p>	<p>Editar III: Desarrollar una bibliografía M7 E114</p> <p>Explain/Model: Explain that it is very important to give credit to the sources that helped you write your report. Say: <i>Hay dos formas de dar crédito a las fuentes. Una es dentro del informe en sí; la otra es en una bibliografía.</i></p>	<p>Publicar M7 E115</p> <p>Explain/Model: Explain that a title is a good way to both sum up the main idea of a research report as well as capture the attention of listeners or readers. Have students experiment with a variety of titles before deciding on their final, most appropriate title.</p> <p>Use mostrar y motivar to show different ways to publish.</p>	<p>Compartir M7 E116</p> <p>Use cartel didactico to explain and model how to present their work.</p>

	<p>GP: Remind students to use ratiocination to proofread their drafts for adverbs, pronouns, and prepositions. They can first look for adverbs and in addition find places to insert them. Next, they can check their pronouns to make sure each agrees with its subject. Last, they can check their prepositions and prepositional phrases to make sure they are accurate and make sense.</p>	<p>Marcas de corrección and remind students how to use proofreading marks on their reports now that they have feedback from their classmates</p>	<div><p>Mostrar y motivar: 7.10</p><p>Informe de investigación 7.10</p><p>Bibliografía</p><p>Keith, Robert. "The Cell Phone Time Line." https://cellphonetimeline.com, 25 abril 2018.</p><p>Mansali, Delleayo. <i>No Cell Phone Day</i>. New Orleans, LA: Kidstown Press, 2013.</p><p>Manning, Sharon. "How Cell Phones Changed Lives." <i>Time</i>, Abril 2015, págs. 21-22.</p><p>Encyclopedia Britannica. 16th Ed. "Mobile Telephones."</p></div> <p>GP: Use a Think Aloud to help students understand the four kinds of bibliography items: online article, encyclopedia, magazine, and book.</p>	<div><p>Mostrar y motivar: 7.11</p><p>Informe de investigación 7.11</p><p>Opciones para publicar</p><ul style="list-style-type: none">• Hacer un cuaderno y exhibirlo en la biblioteca escolar.• Hacer un video y grabar la lectura del informe.• Fijar el informe en una cartelera.• Imprimir el informe en un sitio web existente.• Crear un sitio web para la clase y publicar el informe en el mismo.</div>	<div><p>Cartel didáctico E17: Consejos sobre cómo presentar</p><p>Consejos sobre cómo presentar</p><p>Expresa la idea principal. Asegúrate de que el propósito de la presentación esté claro.</p><p>Mira al público. El contacto visual hace que la audiencia preste atención a la presentación.</p><p>Habla de forma clara y fuerte. Asegúrate de que las personas puedan escucharte y entenderte bien.</p><p>Usa lenguaje corporal natural. Sonríe y usa tus manos mientras hablas.</p><p>Evita el lenguaje informal y coloquial. Habla de manera más formal que cuando hablas con un amigo.</p></div> <p>Have themTURN AND TALK with a partner about how they feel they met their goals. Encourage students to take notes about what goals they would like to set for their next writing assignment.</p>
	Independent Writing				
	<p>Have students use Cuaderno del escritor página 7.12 to guide them as they edit their work.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students work in pairs to peer edit drafts.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students add references to their research paper.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students publish their writing.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	
	Grammar				
<p>N/A</p>					
Grammar					

Identificar las transiciones M7 E263

Explain/Model: Explain to students that perfect tenses are formed by the auxiliary verb haber and another verb that expresses the main action, called a participle. The participle is a non-personal form of the verb that functions as an adjective.

Mostrar y motivar: Gramática 3.5.1a

Tiempos verbales compuestos

Los **tiempos verbales compuestos** son un grupo de tiempos 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 principal acción.

Pretérito perfecto compuesto
Ella **ha visto** varios osos.

Model how to identify the perfect tenses of verbs using the following sentence: Elvira ha escrito un par de ensayos.

Engage and Apply:

Mostrar y motivar: Gramática 3.5.1b

Tiempos verbales compuestos

Relaciona los verbos con sus correspondientes participios.

tratar	ido
querer	querido
comer	tratado
ir	gustado
ser	ido
gustar	comido

Use mostrar y motivar ask

Propósitos de las transiciones M7 E264

Explain/Model: Explain to students that the present perfect tense is used to express a past action that has concluded within a period of time that includes the present. Point out that it is formed by combining the present tense of the auxiliary verb haber with a participle that expresses the main action.

Mostrar y motivar: Gramática 3.5.2a

Pretérito perfecto compuesto

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
Yo **he visitado** granjas de todo tipo.

Model how to identify the present perfect tense of verbs using the following sentence: Hoy he visitado a mi primo.

Engage and Apply:

Las transiciones en la escritura M7 E265

Explain/Model: Explain to students that the past perfect tense is used to express a past action that has concluded before another concluded past action. Point out that it is formed by combining the imperfect past tense of the auxiliary verb haber with a participle that expresses the main action.

Mostrar y motivar: Gramática 3.5.3a

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 bayas.

Engage and Apply:

Mostrar y motivar: Gramática 3.5.3b

Pretérito pluscuamperfecto

Elige el verbo principal correcto para escribir la oración en tiempo pretérito pluscuamperfecto.

- Habían (caminaron, caminado) en el bosque por varias horas. **caminado**
- Ella había (descubrió, descubiertos) un oso en la caverna. **descubiertos**
- Habíamos (queríamos, queridos) comer, pero no lo hicimos. **queridos**
- Alguien le había (dicho, díjelo) que hiciera ruido para espantarlo. **dicho**
- Nadie había (mencionar, mencionados) qué hacer si un oso nos atacaba. **mencionados**
- El oso había (destrozó, destrozado) nuestra tienda en segundos. **destrozado**

Have students complete the following sentences using the past

Repaso de las preposiciones y las frases preposicionales M7 E266

Explain/Model: Review with students that the present perfect tense is used to express a past action that has concluded within a period of time that includes the present. Review with students that the past perfect tense is used to express a past action that has concluded before another concluded past action. Remind them that the present perfect tense is formed by combining the present tense of the auxiliary verb haber with a participle that expresses the main action. Past perfect is formed by combining the imperfect of the auxiliary verb haber with a participle.

Mostrar y motivar: Gramática 3.5.4a y 3.5.4b

Repaso del pretérito perfecto compuesto y el pretérito pluscuamperfecto

El **pretérito perfecto compuesto** se usa para expresar una acción pasada pero cercana a un presente. El **pretérito pluscuamperfecto** se usa para expresar acciones pasadas, realizadas en un momento dado del pasado. Todos los tiempos compuestos usan alguna conjugación del verbo *haber* como auxiliares.

Pretérito perfecto compuesto: Dos osos se **han comido** todas las moras.
Pretérito pluscuamperfecto: Dos osos se **habían comido** todas las moras.

Have students complete Página imprimible: Gramática 3.5.4 for practice with verbs

Conectar con la escritura: Usar las transiciones M7 E267

Explain/Model: Tell students that they need to use the correct forms of regular and irregular verbs when they write sentences containing present and past perfect tenses.

Mostrar y motivar: Gramática 3.5.5

Conectar con la escritura: Usar verbos en pretérito perfecto compuesto y pretérito pluscuamperfecto

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.

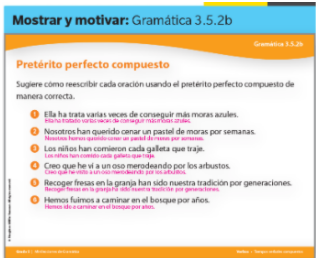
Incorrecto	Correcto
Tamara ha comido algunas moras.	Tamara ha comido algunas moras.
Su mamá se las había dado .	Su mamá se las había dado .
Por la mañana, Tamara había tenido el autobús a la escuela.	Por la mañana, Tamara había tomado el autobús a la escuela.

Engage and Apply: Review with them that subject and verb must agree when using the present and past perfect tense.



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures


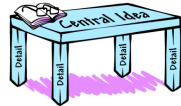

	them to form a perfect tense verb by combining the participle with a conjugated present-tense form of the auxiliary verb <i>haber</i> .	 <p>Have students complete the following sentences using the present perfect tense. La lluvia _____ a caer. ha comenzado Las laderas de la montaña se _____ con charcos de lodo. han llenado</p>	perfect tense. Pedro _____ la puerta y una ráfaga de aire apagó la vela. había abierto Chris ya _____ la adivinanza, cuando todos los niños gritaron la respuesta. Había resuelto	in present and past perfect tense.	
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
Find Literacy Station Suggestions in Module 7 Pages T140-141					

FIFTH GRADE ELLD Block UNIT 3 WEEK 3	
Science Content TEKS: 5.7B recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, or ice	Language TEKS: 5.2A(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words 5.2B(v) spelling words using knowledge of prefixes 5.2B (vi) spelling words using knowledge of suffixes 5.3(B) use context to determine the meaning of unfamiliar words 5.6(E) make connections to personal experiences, ideas in other texts, and society 5.7(F) respond using newly acquired vocabulary as appropriate 5.9D(i) [recognize] the central idea with supporting evidence 5.10(A) explain the author's message within a text



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures

		5.11D(ii) irregular verbs 5.12(B) compose informational texts										
Resource STEMscopes <ul style="list-style-type: none">Changes to Land (STEMscopedia)												
Day 1 Focus – Comprehension	Day 2 Focus- Comprehension Word Study	Day 3 Focus- Foundational Skills Phonics, grammar	Day 4 Focus- Composition Writing Process/ Genres	Day 5 Focus – Assessment and Cross-linguistics connections								
<p>Making Predictions: Guide students to make predictions based on the cover and picture walk.</p> <p>What do you see in the picture? What do you predict this text will be about?</p> 	<p>Shared Reading: Reread text with students and make connections to the text:</p> <p>How do you make an impact on the formation of landforms?</p> <p>Comprehension Skill: Focus on comprehension skills with modeling and prompting.</p> <div data-bbox="590 828 804 1110"><p>Central Idea</p><p>The Central Idea is what the text is mostly about.</p><p>Look for text clues.</p><ul style="list-style-type: none">HeadingsVisualsFirst or Last SentenceRepeated Words<p>Evaluate details to determine key ideas that support the central idea.</p><ul style="list-style-type: none">ExamplesFactsEvidenceDescription</div> <p>Remind students that the central, is what the text is mostly about. Details are the evidence from the text that supports the central idea.</p> <p>What is page 1 mostly about?</p> <p>According to the selection, how do you think wind, water, or ice helped form the Grand Canyon?</p>	<p>Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson.</p> <p>Foundational Skill: Review Root terr- and prefixes pro- anti- with examples from the text or sentences about the topic in the text.</p> <p>How the terrain looks like on Earth is caused by forces such as wind, water, or ice.</p> <p>Landforms like the Grand Canyon are protected by the government as National Parks. (Etymology: <i>pro-in front-before/ tegere-to cover</i>)</p> <p>Caring for our environment means to be anti-destructive of landforms. (Def- <i>anti-against/ destructive-destruction</i>).</p>	<p>Hands-on Review: Phonics and/or grammar skills will be reviewed in context.</p> <p>Shared Writing: Generate writing aligned to the genre based on science content.</p>  <p>Discuss with the class observations from a picture or video of a waterfall. Think about what changes caused by the water you can immediately see, and what other changes will happen long-term.</p> <p>There are many _____ on Earth. These ____ are formed by different _____ that shape the _____. A waterfall is a good example of how _____ changes the _____. By _____ the water _____ and _____. This causes</p>	<p>Assessment: Students will complete the activity about landforms, <i>What do you know?</i> on p. 5-6</p> <p>Cross-linguistics: Lead review about the Root terr-in English and Spanish.</p> <table><tr><th>Latin Root terr-</th><th>Raíz del latín terra-</th></tr><tr><td>How the terrain looks like on Earth is caused by forces such as wind, water, or ice.</td><td>La forma en que se ve el terreno en la tierra es causada por las fuerzas del viento, agua o hielo.</td></tr><tr><td>Erosion causes gradual changes in many territories.</td><td>La erosión causa cambios graduales en muchos territorios.</td></tr><tr><td>Erosion can cause subterranean caves to form.</td><td>La erosión puede causar que se hagan cuevas subterráneas.</td></tr></table>	Latin Root terr-	Raíz del latín terra-	How the terrain looks like on Earth is caused by forces such as wind, water, or ice.	La forma en que se ve el terreno en la tierra es causada por las fuerzas del viento, agua o hielo.	Erosion causes gradual changes in many territories .	La erosión causa cambios graduales en muchos territorios .	Erosion can cause subterranean caves to form.	La erosión puede causar que se hagan cuevas subterráneas .
Latin Root terr-	Raíz del latín terra-											
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2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures



Guiding questions: What is the difference between both paths? How do you know? (*The goal is to elicit from students that there are changes in landscape developed through time just like it happens in nature, vs. instant changes*).

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

p.1 What are landforms? *Landforms are* _____.

What are some forces that can change Earth's surface? *Some forces that can change Earth's surface are* _____.

p.2-3 How can you describe and identify landforms like deltas, canyons, and sand dunes? *Deltas are* _____. *Canyons are* _____. *Sand dunes are* _____.

p.4 How are wind, water, or ice involved in the formation of landforms? *Wind, water, or ice are involved in the formation of landforms by* _____.

p.5 How do human activities change the land? Human

What is the idea supported by the details about sand dunes on page 3?

According to the selection, what is a reason maps from around the world look so different from one to the other?

Vocabulary Picture Walk:

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

Landform	Accidente geográfico
Canyon	Cañón
Delta	Delta
Deposition	Sedimentación
Erosion	Erosión
Valley	Valle
Sand Dune	Duna de arena
Weathering	Degradación

Generative Vocabulary 7.13			
Latin Root terr; Prefixes pro-, anti-			
Many word parts have their origins in Greek or Latin. Knowing the meanings of these word parts will help you understand the meanings of new words that contain the same root or suffix.			
Origin	Word Part	Meaning	Example
Latin root	terr	earth, land	terrain, territory
Latin prefix	pro-	in favor of; for; before	probably, provide, protect
Greek prefix	anti-	against; opposite	antibiotic, antiseptic

Grammar: Review **Verbs Be and Have** with examples from the text or sentences about the topic in the text. (**The verbs be and have can be used as main verbs or helping verbs. As you have learned, a verb and its subject must agree in number. Be and have are irregular verbs. You must change the form of the verbs be and have in special ways to achieve subject-verb agreement.*)

Have

All the **landforms** on Earth **have changed** over time and continue to change.

Mountains **have grown** and shrunk.

Rivers **have** **cut** away land and built new land.

Be

A **force** **is** a push or pull. **Sand dunes** **are** easy to spot. If **you** **were** to hike into the mountains, you might come across valleys of different shapes.

_____ of _____ which changes the _____ even more. Some changes are seen immediately, such as _____.

However, other changes are long-term, such as _____.



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures

activities change the land by

Review the Verbs Be and Have

Subject	Forms of be		Forms of have	
	Present	Past	Present	Past
Singular Subjects				
I	am	was	have	had
You	are	were	have	had
He, She, It	is	was	has	had
Plural Subjects				
We, You, They	are	were	have	had

Comfort Level: Helping students recognize what they don't know lets them take ownership of adding to their own schema.

1. Present students with sentences about an upcoming topic.
2. Ask them to rate their comfort level from 1-5 (1 I'm not familiar with the topic, 5 I can explain the topic to a peer).
3. Go over the topic vocabulary and big ideas as a class.
4. Reassess comfort level asking students how they feel after the explanation.
5. Ask students to share a big idea from the topic.



Suggested Previews

Read Aloud: Engage students in structured conversations about the science topic during a read aloud by asking questions throughout the book such as:

- ¿Qué quiere decir _____?
- ¿Cuál es la idea más importante del texto?
- ¿En que se parece _____ a _____? ¿En qué son diferentes?
- ¿Cuál es la relación entre _____ y _____?
- ¿Por qué el autor escribió sobre este tema?
- ¿Qué puedes inferir sobre _____? ¿Cuál es tu evidencia?



Shared Writing

1. Gather students and prompt them with questions to capture their ideas using the paragraph frame as you discuss what they learned about.

¿Qué aprendieron esta semana? ¿Por qué es importante aprender sobre ____? ¿Cuál es la idea central del tema? ¿Cómo te sientes de haber aprendido sobre este tema? ¿Por qué?

Paragraph Frame:

Esta semana estuvimos aprendiendo sobre _____. Aprender sobre _____ es importante

Connect 4 Thinking (Lead4Ward):

1. Present students with a concept and virtually project the Connect 4 Thinking template.
2. Recording their responses on notebook paper, students connect the concept in 4 different ways:
 - > synonym/antonym
 - > analogy or real-life connection
 - > quick sketch or visual
 - > another related term/word
3. Place student pairs into virtual breakout rooms to share, compare, and revise responses.


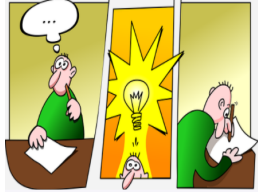
Total Recall (Lead4Ward):

1. Students fold a sheet of notebook paper into 4 quadrants to complete 4 Total Recall tasks:
 - **Box 1:** list and describe 3 important details you learned
 - **Box 2:** sketch 1-2 important ideas
 - **Box 3:** connect this new content you learned to something you've learned in the past
 - **Box 4:** draw an emoji representing how you felt while learning this content (happy face, sad face, frustrated face, confused face, etc.)



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 03 Semana 3 (January 18-21, 2022)

Unit Title: Adventures

	<p><i>porque _____. Durante las lecciones aprendimos _____. Otros temas que también discutimos fueron _____. La idea central del tema que discutimos es _____. Me alegra que ahora entiendo _____ porque _____.</i></p> <p>3. Encourage students to draw and/or write about their learning individually, extending the paragraph using sentence stems as needed.</p>	<p>4. Teacher elicits responses and clarifies/verifies in whole group virtual learning.</p> 	<p>2. Place student pairs into groups or virtual breakout rooms to share, compare, and revise responses.</p> <p>3. Teacher elicits responses and clarifies/verifies in whole group virtual learning.</p> 
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