



Unit Title: Putting it All Together! Nonfiction & Literary

April 25-29

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

Big Ideas:

- Understanding and learning from different people and cultures is important in accepting and appreciating this diversity.
- Learning from different people and cultures will encourage children's interest in the world around them.
- Learning how to spread out work is crucial to getting things done efficiently and excellently.
- People can accomplish a lot when they work together.
- Asking for help is one way of "trying smarter."

Essential Questions:

- What are the characteristics of an opinion essay?
- What are the characteristics of informational text?
- How do text features and text organization help authors explain ideas?
- How do text features and text organization help readers find information?

Core Competencies:

Formative:

- Students will demonstrate progression of foundational reading skills through:
 - increased fluency of multisyllabic word and sight word recognition
 - application of taught decoding and encoding skills to all syllable types
 - understanding of affixes, roots and base words that support comprehension
 - independent reading of grade level text with increasing fluency (reference DVISD Reading Correlation below)
- Students will demonstrate understanding of literary text by:
 - engage in conversations about the character, plot and settings to determine central idea and author's purpose
 - understand and convey the theme of the story using text evidence
 - Recognize cause and effect organizational patterns and discuss how the use of text structures contribute to the author's purpose.
- Students will demonstrate understanding of Autobiographies by:
 - recognizing how the author organizes their writing.
 - recognize the organizational pattern, such as chronological order, with which the author uses to convey their message.

Summative:

- Students will critically analyze and compose writing samples focusing on the steps in the writing process.
- Students will demonstrate progress towards mastery of unit content on end of unit Module Assessments and Inventories.

Culminating Projects: Nonfiction Presentation - Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.

- Informational Writing-Informational Magazine Article
- Narrative Nonfiction-Script for a Movie or Television Program
- Opinion- Newspaper Review



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Spanish Language Arts
UNIT 4 WEEK 6

21-22 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
2.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; 2.1B follow, restate, and give oral instructions that involve a short, related sequence of actions; 2.1C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; 2.1D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and 2.1E develop social communication such as distinguishing between asking and telling.	2.2A(i) decoding multisyllabic words; 2.2A(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; 2.2A(vi) decoding words with prefixes and suffixes 2.2B(i) spelling multisyllabic words; 2.2B(ii) spelling words with diphthongs and hiatus; 2.2B(iv) spelling words with prefixes and suffixes; and 2.2D develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters. 2.3A use print or digital resources to determine meaning and pronunciation of unknown words; 2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words; 2.3C use affixes, including re-, pre-, -ción, and -ísimo/-ísima, to determine the meaning of words and subsequently use the newly acquired words; 2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; and 2.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	2.4 use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 2.5A self-select text and read independently for a sustained period of time. 2.6A establish purpose for reading assigned and self-selected texts; 2.6B generate questions about text before, during, and after reading to deepen understanding and gain information; 2.6C make [and] correct or confirm predictions using text features, characteristics of genre, and structures; 2.6D create mental images to deepen understanding; 2.6E make connections to personal experiences, ideas in other texts, and society; 2.6F make inferences and use evidence to support understanding; 2.6G evaluate details read to determine key ideas; 2.6H synthesize information to create new understanding; and 2.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. 2.7A describe personal connections to a variety of sources; 2.7B write brief comments on literary or informational texts that demonstrate an understanding of the text; 2.7C use text evidence to support an appropriate response; 2.7D retell and paraphrase texts in ways that maintain meaning and logical order;	2.11A plan a first draft by generating ideas for writing such as drawing and brainstorming; 2.11B(i) organizing with structure; and 2.11B(ii) developing an idea with specific and relevant details; 2.11C revise drafts by adding, deleting, or rearranging words, phrases, or sentences; 2.11D(i) complete sentences with subject-verb agreement; 2.11D(ii) past, present, and future verb tense, including the difference between ser and estar; 2.11D(iv) adjectives, including articles; 2.11D(v) adverbs that convey time and adverbs that convey place; 2.11D(vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú; 2.11D(viii) coordinating conjunctions to form compound subjects and predicates; 2.11D(x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and 2.11D(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; 2.11E publish and share writing. 2.12A compose literary texts, including personal narratives and poetry; 2.12B compose informational texts, including procedural texts and reports; and 2.12C compose correspondence such as thank you notes or letters.



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		2.7E interact with sources in meaningful ways such as illustrating or writing; and 2.7F respond using newly acquired vocabulary as appropriate. 2.8A discuss topics and determine theme using text evidence with adult assistance; 2.8B describe the main characters' (characters') internal and external traits; 2.8C describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and 2.8D describe the importance of the setting. 2.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktale, fables, and fairy tales; 2.9B explain visual patterns and structures in a variety of poems; 2.9C discuss the elements in drama such as characters, dialogue, and setting; 2.9D(i) the central idea and supporting evidence with adult assistance; 2.9D(ii) features and graphics to locate and gain information; and 2.9D(iii) organizational patterns such as chronological order and cause and effect stated explicitly; 2.9E(i) stating what the author is trying to persuade the reader to think and do; and 2.9E(ii) distinguishing facts from opinion; 2.9F recognize characteristics of multimodal and digital texts. 2.10A discuss the author's purpose for writing text; 2.10B discuss how the use of text structure contributes to the author's purpose; 2.10C discuss the author's use of print and graphic features to achieve specific purposes; 2.10D discuss the use of descriptive, literal, and figurative language; 2.10E identify the use of first or third person in a text; and	2.13A generate questions for formal and informal inquiry with adult assistance; 2.13B develop and follow a research plan with adult assistance; 2.13C identify and gather relevant sources and information to answer the questions; 2.13D identify primary and secondary sources; 2.13E demonstrate understanding of information gathered; 2.13F cite sources appropriately; and 2.13G use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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2021-22 Segundo Grado Artes de lenguaje y lectura Unidad 04 Semana 6 (*Suggestion duration: 47 days*)

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		2.10F identify and explain the use of repetition.	
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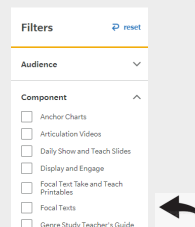
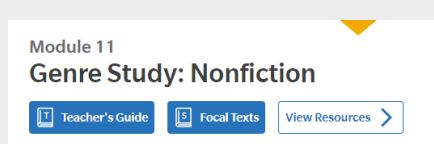
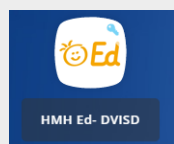
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Unit 04 Week 06

Primary Location of Resources: Module 11 (M11)

*Finding HMH-Ed online TE - View All Resources - Components - Genre Study



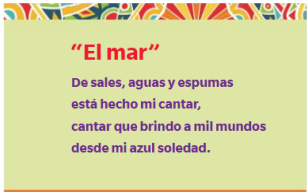
	Day 1	Day 2	Day 3	Day 4	Day 5
Rutina de estudio de palabras: - See the word - Say the word. - Spell the word. - Write the word. - Find the word. Rutina de combinación de sílabas - Muestre las tarjetas de letras. - Deslice la primera letra	Vocabulary				
	Words to Know: M11 T92 - casi - llegar - semana - solo - tenemos Follow vocabulary routine with students and ask students to add these words to their high frequency words collection. Structured Conversations: ¿Cuál es la palabra? ¿Cuántas sílabas tiene la palabra? ¿Cómo se lee esta palabra?	Words to Know: M11 T102 - casi - llegar - semana - solo - tenemos Review vocabulary routine with students. Engage students in the game colección de sílabas to identify words and step forward. -CFU-Students will individually identify the word in context and create sentences.	Words to Know: M11 T110 - casi - llegar - semana - solo - tenemos Review vocabulary routine with students and play formar un camino de palabras with the class to identify words in dictated sentences. -CFU-Students will individually identify the word in context.	Words to Know: M11 T118 - casi - llegar - semana - solo - tenemos Review vocabulary routine with students and play representarlo with the class to practice making and reading target words, then creating sentences. -CFU-Students will individually identify the word in context.	Cumulative Review: M11 T124 Vocabulary words in context. -Allow students to choose a game or activity from this week to play with the words. -Do a read aloud and model how to find the words in a text. CFU -Students will individually identify the word in context.
	Phonological Awareness				
	M11 T93	M11 T103	M11 T110	M11 T118	M11 T124

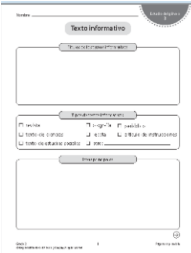
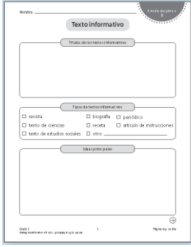


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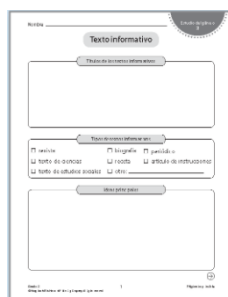
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<i>para identificar la primera sílaba y lea.</i> 3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra. Rutina de estudio de palabras: 1. See the word 2. Say the word. 3. Spell the	Add syllables Diga a los niños que van a añadir sílabas (sufijos) para formar palabras nuevas. Recuérdeles que los sufijos son sílabas que se añaden al final de una palabra y que cambian el significado de esas palabras. <i>Ahora vamos a añadir sílabas y vamos a formar palabras nuevas. Si añado -mente al final de feliz, ¿qué palabra se forma? (felizmente) Diga la siguiente oración: Laura juega felizmente. ¿Cómo juega Laura? (felizmente) Las palabras que terminan en -mente indican de qué manera se realiza una acción.</i>	Add syllables Diga a los niños que van a añadir sílabas (sufijos) para formar palabras nuevas. Recuérdeles que los sufijos son sílabas que se añaden al final de una palabra y que cambian el significado de esas palabras. <i>Ahora vamos a añadir sílabas y vamos a formar palabras nuevas. Si añado -mente al final de feliz, ¿qué palabra se forma? (felizmente) Diga la siguiente oración: Laura juega felizmente. ¿Cómo juega Laura? (felizmente) Las palabras que terminan en -mente indican de qué manera se realiza una acción.</i>	Dividir en sílabas y en sonidos Remind children of the two types of syllables: open syllables, ending in a vowel, and closed ones, ending in a consonant. In this lesson they will focus on closed syllables.	Dividir en sílabas y en sonidos Remind children of the two types of syllables: open syllables, ending in a vowel, and closed ones, ending in a consonant. In this lesson they will focus on closed syllables.	Teacher Choice -Teacher will choose what students need more practice. Conciencia fonológica: 33
	Phonics/Fluency/Spelling <u>HMH Decodable Correlation</u>				
	Sufijos -mente, -dad M11 T94 Escriba en el pizarrón la palabra soledad. Pida a los niños que primero lean la palabra en silencio, sin dividirla en sílabas, y que luego la lean en voz alta. Luego, diga: <i>Separemos en</i>	Sufijos -mente, -dad M11 T104 Practice the skill using sentences. Use picture cards to practice segmenting words in syllables to identify hiatus con tilde.	Palabras con sc M11 T112 <i>Diga a los niños que va a decir palabras con /s/ y otras con /sk/. Anticipe: ¿Cómo creen que se escriben estos sonidos?</i>	Phonics M11 T119 Repaso de fonética Use the READING WHOLE WORDS routine to review this week's phonics skills: Hiatus con tilde y prefijos	Spelling M11 T125 Spelling Test

word. 4. Write the word. 5. Find the word.	<i>sílabas la palabra para comprobar que es una palabra que existe: so-le-dad; soledad.</i>  Use picture cards to practice segmenting words in syllables to identify hiatus con tilde. GP: Follow the syllable card routine. IP: Display the words in the Spanish column. Then choose two volunteers to model the activity. Explain that you will point to a random word and the child will divide it into syllables. The other child will identify the vowels creating the hiatus. Repeat the Reading Whole Words routine as needed. Continue until each child has had a turn. Spelling M11 T96 -Palabras con sufijos -mente y -dad Pre-test	GP: Follow the syllable card routine. IP: Display the words in the Spanish column. Then choose two volunteers to model the activity. Explain that you will point to a random word and the child will divide it into syllables. The other child will identify the vowels creating the hiatus. Repeat the Reading Whole Words routine as needed. Continue until each child has had a turn.	GP: Follow the mostrar y motivar routine.  IP: Display the words below. Explain that you will point to two words randomly and a volunteer will read them aloud. Stress that they need to look to see if the combination sc has the sound /s/ or /sk/. Continue until each child has had a turn. See words in the Spanish column. Fluency M11 T11 Expression		
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Rutina de Conversación en Parejas.	Interactive Read Aloud/ Mini-Lesson				
1.Question/Pregunta- Presenta la pregunta a estudiantes. 2.Stem/Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir 3.Signal/Señala- Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa. 4.Share/Comparte-Estudiente compartirá su oración y su pensamiento con su grupo o compañero/a. 5.Assess/Evalúa -Elegir al azar a los estudiantes	Text: Las nutrias marinas y sus cachorros M11 G32 miLibro 5 p.37  Model filling out the first page of Página imprimible: Estudio del género 3 to identify one or two examples of some of the features of informational text in Las nutrias marinas y sus cachorros.  <i>What big ideas does the author share about sea otters? How do the headings help you know?</i>	Text: Muchas clases de materia M11 G34 miLibro 1 p.122-141  Work with children to investigate how the author uses text evidence to support central idea in Muchas clases de materia. Have children reread pages 129–130. Then ask: <i>¿De qué se trata esta parte del texto? ¿Cuál es la idea principal sobre los líquidos? ¿Qué detalles se dan sobre las características que tienen en común los líquidos?</i>	Text: Prepárate para disfrutar del tiempo M11 G36 miLibro 3 p.159  Work with children to investigate how the author uses facts and details to support the central idea in Prepárate para disfrutar del tiempo. Have children reread page 164. Then ask: <i>What is this part of the text about? What is the central idea about blizzards?</i>	Text: Cómo leer un cuento M11 G38 miLibro 2 p. 126-145  Work with children to investigate how the author uses text features to achieve her purpose for writing Cómo leer un cuento. Have children reread pages 130–131. Then ask: <i>What does the heading PASO 2 tell you to do? Why do you think the author shows the words in all capital letters?</i> 	Text: Experimento: Lo que una planta necesita para crecer M11 G10 miLibro 4 p.124-135  Work with children to investigate how the author uses text features to achieve her purpose for writing Experimento: Lo que una planta necesita para crecer. Have children reread page 132. Then ask: <i>How does the photo of the plant help you understand the text and what to do? Why does the author include the caption?</i> 

o grupo que
compartirán su
respuesta y
pensamiento.



Mini-Lesson

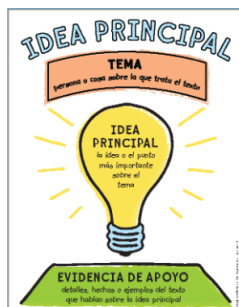
Informative Text M11 G32

Remind children that informational text is a genre, or type of writing, that is nonfiction. It gives facts about a topic. Review with children the characteristics of informational texts.



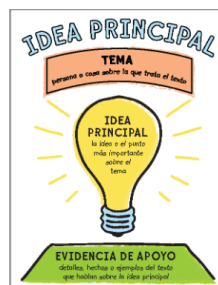
Central Idea M11 G34

Remind children that the central idea is the most important idea or point about the topic. Paying attention to the most important details, facts, and examples, or supporting evidence, will help them identify the central idea.



Central Idea M11 G36

Remind children that the central idea is the most important idea or point about the topic. Paying attention to supporting evidence, such as details, facts, and examples, will help them identify the central idea.



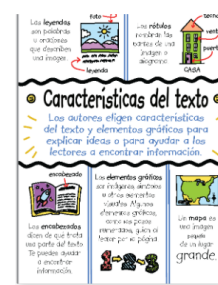
Text Features M11 G38

Remind children that procedural text is a genre that tells how to do or make something. Review that authors of procedural texts include text features to help readers understand what to do.



Text Features M11 G40

Remind children that informational texts give facts about a topic. The author's purpose for writing an informational text is to inform. Review with children the genre characteristics on the Cartel didáctico.



Writing
Prompt:
Read the
following

sentence: *The first time we do something new, it can be scary or exciting.*

Think about something new you did or tried to do. **Write** about your experience doing something new you didn't want to do.

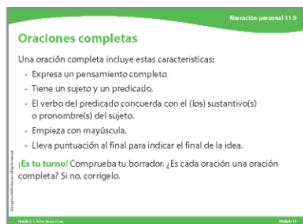
[Teacher Rubric](#)

[Student Friendly Rubric SP](#)

Writing Workshop

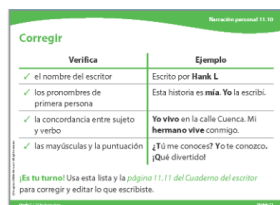
Revisar III: Oraciones seguidas y puntuación E172

Remind children that when they write they should write in complete sentences. Ask: [How do you know a sentence is a complete sentence?](#) Use Mostrar y motivar 11.9 to explain the features of a complete sentence.



Editar: Corrección entre compañeros E173

Pida a los niños que escriban su nombre luego de "narración personal escrita por " y adjunte la página a la parte superior de su narración personal. Luego lea los puntos de la lista de comprobación para asegurarse de que los niños los comprenden.



Publicar I: Escribir la versión final E174

Invite volunteers to recall the skills they practiced during each step and discuss challenges they faced and overcame as they developed and perfected their personal narratives.



Publicar II: Narración personal E175

Explique a los niños que las ilustraciones de una narración deben reflejar algo acerca de los personajes y los acontecimientos en la narración. Vuelva a La montaña rusa. Hojee las páginas para mostrar a los niños que las ilustraciones son fotos de acontecimientos que se describen en el cuento.

Compartir una narración personal E176

Tell children that today they will share their personal narratives with the class by reading them aloud.



Independent Writing

Have children look for and correct run-on sentences. Tell them to consult a partner if they need help revising run-on sentences.

Explain that they may need to edit their drafts for subject-verb agreement, use of first-person pronouns, proper capitalization, and punctuation. Remind children that they can ask their editors clarifying questions. Circulate the room and assist

Have children reread their personal narratives, proofreading to ensure no additional changes are needed.

Have children reread their writing goals on Cuaderno del escritor, page 11.3 or in their notebooks. Then have them complete Cuaderno del escritor, page 11.12. Invite volunteers to share which goals they met.

Conclude with an informal debriefing about children's experiences with narrative writing. Display Cartel didáctico E7: Elementos de los textos narrativos. Have children name examples of each element, basing their examples on the stories they



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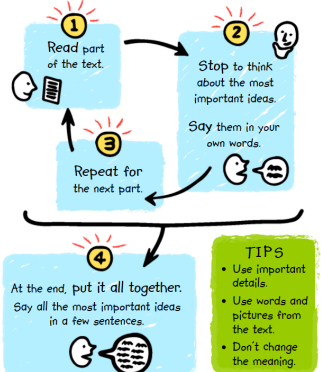
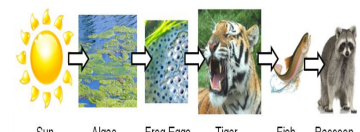
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		children with editing as needed.			just heard from their peers.
	Grammar				
	Repasar oraciones compuestas E212	Repasar los verbos en presente E272	Repasar oraciones compuestas E212	Repasar los verbos en presente E272	Verbos en presente, pasado y futuro E277
Research Class Project:	Culminating Projects: M11 Celebrating Our Traditions Book Students will collaborate to generate ideas, research, complete and present something about their own heritage. - Children will choose a tradition from their own heritage. - Children will develop ideas and research tradition. - Prepare and present				
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
See Literacy Station Ideas in Module 11 Teacher pages T101-129					

SECOND GRADE ELLD Block UNIT 4 WEEK 6	
Science Content TEKS: 2.9(C) compare the ways living organisms depend on each other and on their environments such as through food chains	Language TEKS: 2.2B(ii) decoding words with silent letters such as knife and gnat 2.2C(ii) spelling words with silent letters such as knife 2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words 2.6(G) evaluate details to determine what is most important 2.7(D) paraphrase texts in ways that maintain meaning and logical order 2.9(D)(i) [recognize] the central idea and supporting evidence with adult assistance 2.10(D) discuss the use of descriptive, literal, and figurative language 2.11D(iv) adjectives, including articles 2.12(B) dictate or compose informational texts, including procedural texts
Resource STEMscopes The Food Chain (Reading Science 350L)	

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Day 1 Focus – Comprehension	Day 2 Focus- Comprehension Word Study	Day 3 Focus- Foundational Skills Phonics, grammar	Day 4 Focus- Composition Writing Process/ Genres	Day 5 Focus – Assessment and Cross-linguistics connections										
Making Predictions: Guide students to make predictions based on a picture walk. What do you see in the first pictures of the text? What do you think this text will be about?  Prior knowledge- Activate students’ prior knowledge and schema through guiding questions. Monitor, redirect or clarify as needed: Guiding questions: What is the sequence of events in a food chain? Where does the energy come from in the first place? Read aloud and stop to engage students with the text through guided questions:	Shared Reading: Reread text with students and make connections to the text: Comprehension Skill: Focus on comprehension skills with modeling and prompting. SUMMARIZE When you summarize, you put the author’s ideas into your own words.  When we read informational text, we can create a summary that compiles all the central ideas. Is important that we read the text, notice text features and find the central ideas, to then combine them in a statement in your own words. What is the title of the text? What is the central idea of paragraph 3? Why is this	Choral reading: Reread focus-pages aligned to Introduce a grammar, syntax or phonics mini lesson. Foundational Skill: Review final -e syllables in sentences from the text or about the topic in the text. (*In words that have a vowel, consonant, and final e, the vowel sound is long. The final e is silent.) Plants use energy from the Sun to produce food. Humans and animals eat plants to stay alive. A carnivore, an herbivore, and an omnivore are all consumers. Magic E  Grammar: Review the use of definite and indefinite articles in sentences from the text or	Hands-on Review: Phonics and/or grammar skills will be reviewed in context. Shared Writing: Generate writing aligned to the genre based on science content.  Provide students with multimedia, visuals, and/or a real experience about food chains. Guide students to write a descriptive paragraph about the organisms in a food chain. Ask: What are some examples of animals or plants that depend on each other in our school/ home? An example of _____ and _____ depending on each other is the _____. In a _____ the _____ and _____ are helping each other survive. An example of a producer is the _____. The _____ helps the food chain by _____. Its _____ is _ for other _____. An example of a consumer would be the _____. The _____ eats _____.	Assessment: Students will reread the text and complete the activity on p. 3-4 about food chains. Cross-linguistics: Lead a review discussion about the use of articles in English and in Spanish. <table><tr><th>Articles</th><th>Artículos</th></tr><tr><td>A food chain begins with the Sun.</td><td>Una cadena alimenticia comienza con el Sol.</td></tr><tr><td>A bat eats the insect.</td><td>Un murciélago se come el insecto.</td></tr><tr><td>The Sun helps the grass grow.</td><td>El Sol ayuda a que la hierba crezca.</td></tr><tr><td>The insect eat the grass.</td><td>Los insectos se comen la hierba.</td></tr></table> <i>*WE have definite and indefinite articles in both languages, but in Spanish we have to consider noun-article agreement by gender and number.</i>	Articles	Artículos	A food chain begins with the Sun.	Una cadena alimenticia comienza con el Sol.	A bat eats the insect.	Un murciélago se come el insecto.	The Sun helps the grass grow.	El Sol ayuda a que la hierba crezca.	The insect eat the grass.	Los insectos se comen la hierba.
Articles	Artículos													
A food chain begins with the Sun.	Una cadena alimenticia comienza con el Sol.													
A bat eats the insect.	Un murciélago se come el insecto.													
The Sun helps the grass grow.	El Sol ayuda a que la hierba crezca.													
The insect eat the grass.	Los insectos se comen la hierba.													

Unit Title: Putting it All Together! Nonfiction & Literary

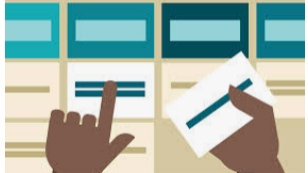
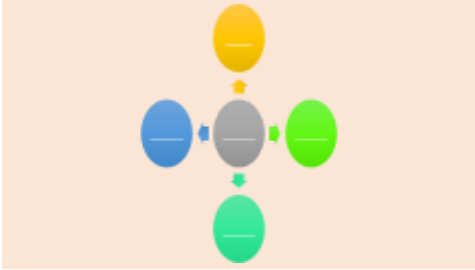
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p.1 How do living things get energy? <i>Living things get energy from _____.</i> What role do plants have in the food chain? <i>The role that plants have is to be a _____.</i> Who are consumers? <i>Consumers are _____.</i> What are the three categories of living things according to what they eat? <i>The three categories of living things according to what they eat is _____.</i> Are you an omnivore, carnivore or herbivore? Why? <i>I am a/an _____ because _____.</i>	<i>paragraph important? What does the author want us to learn about food chains? How can you summarize the text with your own words?</i> Vocabulary Picture Walk: Students will identify and read key vocabulary from the STEMscopes vocabulary slideshow. <table><tr><td>Organism Energy Sun Consumer Producer Food Chain</td><td>Organismo Energía Sol Consumidor Productor Cadena alimenticia</td></tr></table>	Organism Energy Sun Consumer Producer Food Chain	Organismo Energía Sol Consumidor Productor Cadena alimenticia	about the topic in the text and create a chart to classify them. A food chain begins with the Sun. The Sun helps the grass grow. The insects eat the grass. The bat eats the insect. Grammar 4.1.3a Using Articles Articles are special types of adjectives. They tell about a noun that is specific or a noun that is unspecific. Use <i>the</i> to tell about a certain noun or nouns. Use <i>a</i> or <i>an</i> to tell about any noun. Use <i>a</i> in front of words that begin with a consonant sound. Use <i>an</i> in front of words that begin with a vowel sound. any spider I see a spider. any ant I see an ant.	and _____ to stay _____. However, if a _____ sees the _____ and eats it, it becomes a _____. Each species in a food chain can be a _____ or a _____ depending on their place in the _____. Grammar 4.1.3a Using Articles Articles are special types of adjectives. They tell about a noun that is specific or a noun that is unspecific. Use <i>the</i> to tell about a certain noun or nouns. Use <i>a</i> or <i>an</i> to tell about any noun. Use <i>a</i> in front of words that begin with a consonant sound. Use <i>an</i> in front of words that begin with a vowel sound. any spider I see a spider. any ant I see an ant.	Grammar 4.1.3a Using Articles Articles are special types of adjectives. They tell about a noun that is specific or a noun that is unspecific. Use <i>the</i> to tell about a certain noun or nouns. Use <i>a</i> or <i>an</i> to tell about any noun. Use <i>a</i> in front of words that begin with a consonant sound. Use <i>an</i> in front of words that begin with a vowel sound. any spider I see a spider. any ant I see an ant. Gramática 4.1.3a Usar los artículos Los artículos son una clase especial de adjetivos. Hablan de un sustantivo determinado o de un sustantivo indeterminado. Usa <i>el, la, los, las</i> para hablar sobre sustantivos determinados. Usa <i>un, una, unos, unas</i> para hablar sobre cualquier sustantivo (sustantivos indeterminados). Cuando el sustantivo es masculino usa <i>un</i>. Cuando el sustantivo es femenino usa <i>una</i>. cualquier araña Veo una araña. cualquier hormiga Veo una hormiga.
Organism Energy Sun Consumer Producer Food Chain	Organismo Energía Sol Consumidor Productor Cadena alimenticia					
Suggested Previews	Use Text Features! (Teacher-Led) 1. Share with students an adapted text about the topic in the opposite language of instruction 2. Show students how to skim the text and use the text features to generate questions about the topic. 3. Gather and post the questions generated by the class. 4. Using the question as a guide, preview the concepts with the students using multimedia, visuals, and/or realia. 	Card Sort (Seidlitz) -(Teacher-Led) Students are given a set of cards with pictures and/or words to sort them into categories such as: living/nonliving, properties of matter, physical properties and answer questions for each card as a class: • ¿Qué muestra esta tarjeta? • ¿Qué grupo/ categoría sería la mejor para esta tarjeta? • ¿Cómo podemos asegurarnos de que estas tarjetas forman un grupo/ una categoría? • ¿Qué regla usamos para organizar/categorizar estas tarjetas? • ¿Qué regla usamos para formarlos grupos/ las categorías?				



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Suggested Reviews	Thought Bubbles (Lead4Ward) (Teacher-Led) - Students write the lesson's topic or big idea in the center of their paper. - Throughout an oral review using previous anchor charts, vocabulary, and additional resources, students add "thought bubbles" when new learning occurs. - Thought bubbles may be connections to... - key words - various visuals - previous lessons - a fact or detail - a skill - steps in a process - Students trade thought bubbles and add 1-2 NEW bubbles to their friend's paper. - Teacher analyzes students' thought bubbles and clarifies/verifies as appropriate. 	Think Dots: (Teacher-Led, Whole Class or Groups) - Select the content, concept(s), text, or skills on which the Think Dots will focus. - Design six questions, prompts, or tasks related to a common topic, labeling each one with dots that correspond with the sides of a die. - Project the 2 x 3 Think Dots grid on a screen. Use the prompts in a whole-class discussion with a different student coming up to roll a die (physically or virtually). - Alternatively, put students in partners or small groups, give each group a die. - Students will roll the die and discuss their knowledge about the topic.  3-2-1 Summary (Lead4Ward) (Teacher-Led) - Students write 3 things they learned. - Students write 2 examples, applications, or inferences about what they learned. - Students write 1 question or draw 1 conclusion about what they learned. - Students turn in their 3-2-1 Summaries as an exit ticket. - Teacher evaluates students' 3-2-1 Summary responses and clarifies/verifies as appropriate. <i>Tres ideas que aprendí son:</i> _____ <i>Dos ejemplos son:</i> _____ <i>Una pregunta que tengo todavía es</i> _____ <i>Una conclusión que puedo hacer es</i> _____ 