**Grade 4 Spanish**

**My View Unit 1 Title:** Redes

**IB Transdisciplinary Theme Connections:** How We Organize Ourselves

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo afecta el medioambiente nuestro modo de vida?  ¿De qué manera visitar lugares nuevos puede expandir nuestro entendimiento de nuestro lugar en el mundo? | Thinkers  Communicators | Tier 1:   * sonreído * leyendo   Tier 2:   * divisaba * comal * tallaba * ladeaba * tortilla   Tier 3:   * contribuir * expuesto * hábito * severo * significativo |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R8: Explain how claims in a text are supported by relevant reasons and evidence.  W: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | L: Palabras que describen sucesos y personas  S: Usar la evidencia del texto  R: Usar la evidencia del texto para explicar el propósito del autor al escribir no ficción narrativa.  W: Presentación de los textos mentores e inmersión en las narraciones personales. | ([T18 – T19](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)) TURN, TALK, AND SHARE Have students work in pairs to ask and answer the Turn and Talk question. Remind them to ask relevant follow-up questions to elicit a more detailed response and to take notes about interesting ideas  ([T20-T21](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)) Use a T-chart to help students create a time line of Diego Rivera´s life. Students should include dates and facts from the text. THINK ALOUD Analyze Narrative Nonfiction (See Spanish.) SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “Diego Rivera,” read aloud this short summary: Diego Rivera was a Mexican painter who was famous for having painted murals in many cities around the world. Diego Rivera used his art to capture different culture | Text:  Autobiografía  ***“El canto de las palomas”***  pp. T32–T47  Videos: “Ir a la escuela”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA No ficción narrativa  T-Chart graphic organizer |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué maneras puede el medio ambiente enriquecer nuestras vidas? | Thinkers  Communicators | Tier 1:   * librero * llavero   Tier 2:   * pobreza * persistió * engañosos * notable * reunido   Tier 3:   * contribuir * expuesto * hábito * severo * significativo |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R8: Explain how claims in a text are supported by relevant reasons and evidence.  W: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | L: Palabras que describen sucesos y personas  S: Hacer preguntas  R: Comprender una biografía al analizar las ideas principales y los detalles y generar preguntas.  W: Desarrollar los elementos literarios de las narraciones personales. | ([T80-T81](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)) QUICK WRITE: Freewrite Have students write independently to answer the Quick Write question on p. 51 and then share their responses.  ([T82-T83](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)) Use THINK ALOUD to model how to Analyze Biography (See Spanish.) SPANISH LANGUAGE DEVELOPMENT: To help prepare students for the oral reading of "Desafiar la gravedad," read aloud this short summary: *La historia se trata del hombre que inventó el trampolín. Su nombre es George Nissen. Tuvo la idea del trampolín cuando era adolescente. Trabajó muchos años para hacer que el trampolín hiciera rebotar más y para mostrárselo al mundo. En la actualidad, el trampolín continúa siendo un invento útil y popular*  WRAP-UP Use a main idea/details chart to help students note the central idea and supporting facts in the biography. | Text:  Biografía  ***“Extraño tesoro: Los extraordinarios descubrimientos de Mary Anning”***  pp. T94–T107  Videos: “Ir a la escuela”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Biografía  Main idea and details graphic organizer |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué puede enseñarnos el espacio acerca del cuerpo humano? | Thinkers  Communicators | Tier 1:   * maestra * creativos   Tier 2:   * idéntico * radiación * duplicados * comparar * ADN * cromosomas   Tier 3:   * contribuir * expuesto * hábito * severo * significativo |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | L: Vocabulario de dominio específico  S: Evaluar los detalles  R: Hacer conexiones entre los textos al analizar la estructura del texto y evaluar detalles.  W: Desarrollar la estructura de las narraciones personales. | ([T140-T141](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)) QUICK WRITE Direct students to answer the Quick Write on p. 85 and then share their responses. Remind them to think about moments of their lives in which they experienced similar situations to the ones described in the text when they make personal connections with texts  ([T142-T143](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)) Use THINK ALOUDs to model how to Analyze the Magazine Article (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “Explorando Marte,” discuss some of the unfamiliar words that they will hear during the reading. You may want to define words like: orbitan, atmósfera, gravedad, oxígeno, and dióxido de carbono. WRAP-UP Use a T-chart to help students understand differences between Earth and Mars and why humans currently only live on Earth. | Text:  ***Artículo de revista***  ***“Gemelos en el espacio”***  pp. T154–T165  Videos: “Ir a la escuela”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Artículo de revista  Compare and contrast t-chart graphic organizer |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cuáles son las ventajas de vivir en distintos lugares? | Thinkers  Communicators | Tier 1:   * biografía * sonreírse   Tier 2:   * resistencia * sobresalir * capacidad * tesón * motivación   Tier 3:   * contribuir * expuesto * hábito * severo * significativo |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | L: Palabras precisas sobre un tema  S: Confirmar o corregir las predicciones  R: Hacer conexiones entre los textos al analizar sus elementos y confirmar o corregir predicciones.  W: Aplicar la técnica del autor y las normas del lenguaje para desarrollar y escribir narraciones personales. | ([T198-T199](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)) ILLUSTRATE Have students respond to the Illustrate prompt on p. 117 and then share their responses.  ([T200-T201](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)) Use THINK ALOUDs to model how to Analyze Informational Text (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “Las primeras exploraciones,” read aloud this short summary: “Antes de que hubiera brújulas, los exploradores debían usar instrumentos y prácticas simples para saber por dónde ir. A menudo, usaban la Estrella del Norte como guía. Algunos exploradores también aprendían los patrones de las olas”  WRAP-UP Use a T-chart to help students recall the details they learned about each navigation method noted in the text. | Text:  ***Texto informativo***  ***“La vida en la cima”***  pp. T212–T227  Videos: “Ir a la escuela”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto informativo  Summarizing graphic organizer (T-Chart) |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué manera las personas pueden modificar los lugares donde viven? | Thinkers  Communicators | Tier 1:   * Impaciente * incompleto   Tier 2:   * astronauta * Ingeniería * coinventora * tripulación * portátil   Tier 3:   * contribuir * expuesto * hábito * severo * significativo |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | L: Vocabulario de dominio específico  S: Resumir un texto  R: Analizar la estructura del texto y resumir ideas para comprender mejor una biografía.  W: Publicar, celebrar y evaluar narraciones personales. | ([T260-T261](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)) TURN, TALK, AND SHARE Read aloud the Turn and Talk section. Pair students and have partners take turns reading the sections of the primary source aloud to each other. Then review the definition of parafrasear and have partners collaborate to paraphrase each section of the primary source. Point out that Section 102 mentions the goal in creating such an important institution as NASA. Have students turn and talk with a partner using the following questions for discussion. Have partners discuss these ideas using the questions in the Turn and Talk, along with the following questions: (See Spanish.) Ask partners to take notes on their discussion. Call students together and have partners share their responses to the questions.  ([T262-T263](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)) Use THINK ALOUDS to model how to analyze the biography (see Spanish)  Draw a T-Chart. Ask students to list, in order, the major events of Sally Ride's life. Students should include dates and data from the text. | Text:  Biografía  ***Ellen Ochoa, la primera astronauta latina***  pp. T274–T291  Videos: “Ir a la escuela”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Biografía  Sequence of events Graphic organizer |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar** **textos**: Redes ([**T450-T451**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf))   + Recuerde a los estudiantes la Pregunta esencial de la Unidad 1: ¿Cómo afecta el medioambiente nuestro modo de vida? Pida a los estudiantes que respondan a la pregunta en sus cuadernos. Si tienen dificultades para responderla:     - Forme parejas o grupos pequeños de estudiantes y pida a cada grupo que repase la pregunta de la semana para cada selección.     - Luego, pida a los estudiantes que hagan conexiones con ideas de otros textos y con la comunidad o con el mundo. * **Writing:** Narración personal ([**T443**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf))   + Provea a los estudiantes las instrucciones de evaluación que aparecen a continuación. Se pueden mostrar las instrucciones a los estudiantes para que respondan en una hoja de papel aparte. Si no, se pueden descargar e imprimir las instrucciones desde SavvasRealize.com   + ESCRIBAN una narración personal acerca de cómo el lugar donde viven afectó su modo de vivir   + 4-Point Narrative Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Harán una investigación sobre los sitios de interés histórico de su comunidad. • Crearán un folleto para argumentar por qué un lugar debe ser un sitio de interés histórico. **(**[**pT448**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf)**)**   + 4-Point Research Project Rubric * **Writing:** Narración personal ([**T443**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_1_web.pdf.pdf))   + Provea a los estudiantes las instrucciones de evaluación que aparecen a continuación. Se pueden mostrar las instrucciones a los estudiantes para que respondan en una hoja de papel aparte. Si no, se pueden descargar e imprimir las instrucciones desde SavvasRealize.com   + ESCRIBAN una narración personal acerca de cómo el lugar donde viven afectó su modo de vivir   + 4-Point Narrative Writing Rubric | | | |
| **Teacher Notes:** | | | |

**Grade 4 Spanish HLA**

**My View Unit 2 Title:** Adaptaciones

**IB Transdisciplinary Theme Connections: Where We Are in Place and Time**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo se adaptan los seres vivos al mundo que los rodea?  ¿Qué propósitos cumplen las adaptaciones de los animales? | Risk takers  Balanced | Tier 1:   * voces * lugares   Tier 2:   * presa * quebradizas * sistema * cerda * contorno   Tier 3:   * sobrevivir * clasificar * suficiente * defensa * adquirir |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 4SL3: Identify and evaluate reasons and evidence a speaker provides to support particular points.  R: 4R8: Explain how claims in a text are supported by relevant reasons and evidence.  W: 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Vocabulario de dominio específico  S: En tus palabras: Opinión  R: Analizar la idea principal y los detalles para comprender el texto informativo.  W: Presentación de los textos mentores e inmersión en los artículos de viaje. | ([T18-T19](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf)) QUICK WRITE Freewrite Have students freewrite in response to the Quick Write question on p. 215 and sketch their chosen animals. Then ask them to share their answers and sketches  ([T20-T21](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf)) Use THINK ALOUDs to model how to Analyze Informational Text (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “El búho nival” preview key words with them: (See Spanish.) WRAP-UP Use an organizer to help students identify the main idea and key details in each paragraph of the text. | Text:  Texto informativo  ***“Plumas: Mucho más que para volar”***  pp. T34-T51  Videos: “Adaptarse para sobrevivir”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto informative  Main idea & details graphic organizer |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo usan las adaptaciones los animales para sobrevivir? | Risk takers  Balanced | Tier 1:   * aire * fuerte   Tier 2:   * mimetismo * especies * entorno * ordenadas * hábitat   Tier 3:   * sobrevivir * defensa * clasificar * adquirir * suficiente |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 4SL3: Identify and evaluate reasons and evidence a speaker provides to support particular points.  R: 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Vocabulario de dominio específico  S: Confirmar o corregir las predicciones  R: Analizar las relaciones de causa y efecto y la estructura del texto informativo.  W: Desarrollar los elementos de la escritura de artículos de viaje. | ([T84-T85](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf)) TURN, TALK, AND SHARE Have students answer the Turn and Talk question on p. 255 and then share their responses. Use sentence frames or sentences starters as needed.  ([T86-T87](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf)) Use THINK ALOUDs to model how to Analyze an Informational Text (See Spanish.)  WRAP-UP Use a two-box sequence chart to help students list causes and effects from the text. | Text:  Texto informativo  **“Animales imitadores”**  pp. T100-T119  Videos: “Adaptarse para sobrevivir”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto informative  Sequencing graphic organizer |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué desafíos enfrentan los animales en su entorno? | Risk takers  Balanced | Tier 1:   * Bilingüe * ciudadano   Tier 2:   * rápidos * resplandeciente * deseo * honda * abandonó   Tier 3:   * sobrevivir * clasificar * suficiente * defensa * adquirir |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 4SL3: Identify and evaluate reasons and evidence a speaker provides to support particular points.  R: 4R8: Explain how claims in a text are supported by relevant reasons and evidence.  W: 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Lenguaje descriptivo  S: Usar la evidencia del texto  R: Analizar la importancia del argumento y del ambiente en la ficción.  W: Desarrollar la estructura de la escritura de artículos de viaje. | ([T152-T153](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf)) TURN, TALK, AND SHARE Have students turn and talk to a partner to answer the Weekly Question on p. 297. Remind them to listen actively, ask relevant questions to clarify information, and make pertinent comments. Use sentence frames/starters as needed.  ([T154-T155](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf)) Use THINK ALOUDs to model how to Analyze Fiction (See Spanish.)  WRAP-UP Use a sequence chart to help students describe what happens at the beginning, middle, and end of the story. | Text:  Ficción  ***de Minn del Misisipi***  pp. T168-T177  Videos: “Adaptarse para sobrevivir”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Ficción  Sequencing graphic organizer |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué desafíos enfrentan los animales en su entorno? | Risk takers  Balanced | Tier 1:   * biografía * monolingüe   Tier 2:   * olfatea * fauces * parda * aerodinámico * alberga * conservar   Tier 3:   * sobrevivir * clasificar * suficiente * defensa * adquirir |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.  R: 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Lenguaje descriptivo  S: Visualizar imágenes  R: Analizar la estructura, el ritmo, la rima y la métrica para visualizar las imágenes en la poesía.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir artículos de viaje. | ([T210 – T211](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf)) QUICK WRITE Have students freewrite to answer the Quick Write question on p. 329 and then share their responses.  ([T212 – T213)](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf) Use THINK ALOUDs to model how to Analyze Poetry (See Spanish.)  WRAP-UP Use a cause-and-effect organizer to help students describe how chameleons’ adaptation helps them survive | Text:  Poesía  **Animalario del Iguazú**  pp. T226-T235  Videos: “Adaptarse para sobrevivir”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Poesía  Cause & Effect graphic organizer |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué manera las adaptaciones hacen que ciertos animales sean únicos? | Risk takers  Balanced | Tier 1:   * diccionario * dictador   Tier 2:   * instalarse * Sobresalientes * cálido * Flexible * iniciativas * extraordinario   Tier 3:   * sobrevivir * clasificar * suficiente * defensa * adquirir |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.  W: 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras de dominio específico  S: Supervisar la comprensión  R: Supervisar la comprensión para ayudar a resumir información de varias fuentes.  W: Publicar, celebrar y evaluar la escritura de artículos de viaje. | ([T268-T269](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf)) ILLUSTRATE Have students work in pairs to complete the Illustrate activity. Before they begin to draw, have them talk about how animals interact with their environments and identify an animal to draw. Encourage students to use classroom resources or the Internet to find information about and photographs of their chosen animals. Then have them complete the drawing and write their paragraph.  ([T270-T271](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf)) WRAP-UP Have students use a four-square graphic organizer to sort facts according to the headings for each type of lemur. THINK ALOUD Analyze Informational Text (See Spanish.) WRAP-UP Have students use a four-square graphic organizer to sort facts according to the headings for each type of lemur.  Use THINK ALOUDs to model how to Analyze Informational Text (See Spanish.) | Text:  Textos informativos  **“Las ardillas en Luján” y “El solenodonte, un sobreviviente”**  pp. T284-T297  Videos: “Adaptarse para sobrevivir”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto informative  4-Square graphic organizer |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar textos:** Adaptaciones ([**T256 – T257**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf))   + Recuerde a los estudiantes la Pregunta esencial de la Unidad 2: ¿Cómo se adaptan los seres vivos al mundo que los rodea? Pida a los estudiantes que respondan a la pregunta en su cuaderno. Si necesitan ayuda para responder:     - Separe a los estudiantes en parejas para que comenten sus ideas.     - Luego, pida a los estudiantes que establezcan relaciones con lo que hayan leído en otros textos y con su propia experiencia. * **Writing:** Artículo de viaje ([**T449**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf))   + Proporcione a los estudiantes la instrucción para la escritura que se muestra abajo. Puede copiarla para que los estudiantes la respondan en una hoja aparte, o bien puede imprimirla desde SavvasRealize.com.   + ESCRIBIR un artículo de viaje sobre un lugar donde los animales se hayan adaptado a un entorno en particular. Describir el lugar y los animales únicos.   + 4-Point Informational Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Investigarán sobre los animales y sus adaptaciones. • Crearán un cartel informativo sobre un animal en peligro de extinción. ([**T454**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf))   + 4-Point Research Project Rubric * **Writing:** Artículo de viaje ([**T449**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_2_web.pdf.pdf))   + Proporcione a los estudiantes la instrucción para la escritura que se muestra abajo. Puede copiarla para que los estudiantes la respondan en una hoja aparte, o bien puede imprimirla desde SavvasRealize.com.   + ESCRIBIR un artículo de viaje sobre un lugar donde los animales se hayan adaptado a un entorno en particular. Describir el lugar y los animales únicos.   + 4-Point Informational Writing Rubric | | | |
| **Teacher Notes:** | | | |

**Grade 4 Spanish HLA**

**My View Unit 3 Title:** La diversidad

**IB Transdisciplinary Theme Connections: How We Express Ourselves**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo podemos alcanzar nuevos entendimientos al explorar la diversidad?  ¿Por qué las personas se comunican de distintas maneras? | Open-minded  Caring | Tier 1:   * cámara * necesidad   Tier 2:   * frustrado * confundida * preocuparse * fabuloso * irritable   Tier 3:   * lograr * expandir * conflicto * desafío * participar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | L: Palabras que transmiten información sobre los personajes  S: Hacer inferencias sobre los personajes  R: Comprender mejor a los personajes de la ficción realista al notar los cambios que atraviesan.  W: Presentación de los textos mentores e inmersión en textos de ficción realista. | ([T18-T19](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)) QUICK WRITE Freewrite Have students use newly acquired vocabulary to freewrite in order to answer the Quick Write question on p. 17 and then share their responses.  ([T20-T21](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)) Use THINK ALOUD Analyze Realistic Fiction (See Spanish.) SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “El almuerzo,” read aloud this short summary: *Daniel va a ir a una nueva escuela. Le preocupa que nadie quiera sentarse a su lado durante el almuerzo. En la cafetería de la escuela, Daniel conoce a una niña llamada Grace. Es muy agradable. Daniel y Grace comentan lo que sus familias les prepararon para almorzar. Daniel se siente feliz.*  WRAP-UP Use a T-chart to help students note how the characters‘ lunches illustrate differences in their experiences | Text:  Ficción realista  ***de Fuera de mí***  pp. T32–T39  Videos: “Un mundo de diferencias”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Ficción realista  T-Chart |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo nos ayudan nuestras experiencias a ver el mundo de una manera diferente? | Open-minded  Caring | Tier 1:   * Panamá * conclusión   Tier 2:   * Inauguración * contradictorias * impulsivamente * trance * rencor   Tier 3:   * lograr * expandir * conflicto * desafío * participar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R8: Explain how claims in a text are supported by relevant reasons and evidence.  W: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | L: Palabras que se enfocan en el argumento  S: Confirmar y corregir las predicciones  R: Analizar el argumento y el ambiente para entender los elementos importantes de la ficción realista.  W: Desarrollar los elementos literarios de la ficción realista. | ([T72-T73](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)) ILLUSTRATE AND DESCRIBE Read aloud the assignment with students. Have them briefly discuss ideas with a partner before completing their paragraph.  ([T74-T75](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)) THINK ALOUD Analyze Realistic Fiction (See Spanish.)  WRAP-UP Create a plot diagram. Work with students to retell the story and list the events in the appropriate categories on the diagram. | Text:  Ficción realista  ***de La ventana de mamá***  pp. T86–T99  Videos: “Un mundo de diferencias”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Ficción realista  Plot diagram graphic organizer |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo une la música a las personas? | Open-minded  Caring | Tier 1:   * reacción * confusión   Tier 2:   * inspiración * crear * herencia * festival * presentación   Tier 3:   * lograr * expandir * conflicto * desafío * participar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.  W: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | L: Palabras que conectan a las personas con la música  S: Hacer conexiones  R: Hacer conexiones entre los textos al considerar el propósito del autor y el género.  W: Desarrollar la estructura de la escritura de ficción realista. | ([T132-T133](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)) TAKE NOTES Ask students to jot down whatever comes to mind to connect to the music in the text and media here. Have students jot down the role that music has in their lives. Then, ask them to share their responses.  ([T134-T135](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)) THINK ALOUD Analyze Autobiography (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT Ask students to share with the class if they have ever felt like Rachel before discovering her passion for music. Point out that they can share stories about people they know, have read about, or have seen in movies.  WRAP-UP Use a Timeline graphic organizer to help students place events from the model text in correct time sequence. | Text:  Autobiografía  ***“Trombone Shorty”***  pp. T146–T165  Videos: “Un mundo de diferencias”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Autobiografía  Timeline graphic organizer |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo influyen en las personas los lugares nuevos? | Open-minded  Caring | Tier 1:   * México * música   Tier 2:   * miserable * emocionante * aparcero * comejenes * pizcar * Instintivamente * saboreando   Tier 3:   * lograr * expandir * conflicto * desafío * participar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.  W: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | L: Palabras que indican puntos de vista  S: Hacer preguntas  R: Determinar la manera en que la elección del punto de vista del autor impacta al lector.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir un texto de ficción realista. | ([T198-T199](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)) TURN, TALK, AND SHARE Have partners answer the Turn and Talk questions on p. 119 and then share their responses.  ([T200-T201](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)) THINK ALOUD Analyze Fiction (See Spanish.)  WRAP-UP Use a sequence chart to help students see how Layla changed from the beginning of the story to the end. SPANISH LANGUAGE DEVELOPMENT Ask students to share with the class if they have ever felt like Layla before trying something new, and if they managed to overcome those fears or prejudices. Listen to students’ experiences, and, if you wish, share one of your own experiences of trying new things or overcoming the fear of something different or new. | Text:  Ficción y ficción realista  ***Weslandia y Cajas de cartón***  pp. T212–T239  Videos: “Un mundo de diferencias”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Ficción  Sequence chart |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué manera las personas con intereses diferentes a los nuestros nos ayudan a crecer? | Open-minded  Caring | Tier 1:   * almohada * leer   Tier 2:   * zigzag * partícula * serenata * arqueando * obertura   Tier 3:   * lograr * Expandir * conflicto * desafío * participar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | L: Connotaciones y denotaciones de las palabras  S: Visualizar para comprender  R: Usar el poder de las imágenes visuales para hacer conexiones personales con el tema de un poema.  W: Publicar, celebrar y evaluar la escritura de ficción realista. | ([T272-T273](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)) FREEWRITE Have students freewrite in response to the prompt on p. 167 in the Libro interactivo del estudiante. Then ask for volunteers to share their ideas about uncommon interests. Use sentence frames and sentence starters as needed.  ([T274-T275](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)) THINK ALOUD Analyze Poetry (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “Tras el maizal,” preview the vocabulary and discuss students’ prior knowledge of the topic. Review the names of the seasons in Spanish and tell students that in the southern hemisphere seasons are the opposite. Have student pairs search for images on the internet for each of the words. Help students recall the meanings of the words they already know, and to define the unfamiliar words in their own words, according to what they see. Some of the words they can search for are *maizal, zapallo, romero, huerta, and surcos.*  WRAP-UP Use a T-chart to help students connect each image in the poem to the senses to which it appeals. | Text:  Poesía  ***Colección de poesía***  pp. T286–T293  Videos: “Un mundo de diferencias”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Poesía  T-chart |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar Textos:** La diversidad **(**[**T452-T453**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)**)**   + Recuerde a los estudiantes la Pregunta esencial de la Unidad 3: ¿Cómo podemos alcanzar nuevos entendimientos al explorar la diversidad? Pida a los estudiantes que respondan a la pregunta en su cuaderno. Si necesitan ayuda para responder:     - Separe a los estudiantes en parejas o grupos pequeños.     - Pida a cada grupo que repase la pregunta de la semana para cada texto.     - Luego, pida a los estudiantes que hagan conexiones con las ideas de otros textos o con el mundo. * **Writing:** Ficción realística ([**T445**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf))   + Ofrezca a los estudiantes las instrucciones para la evaluación que aparecen debajo. Las instrucciones se deben mostrar para que los estudiantes las respondan en una hoja aparte. O bien, puede imprimirlas descargándolas de SavvasRealize.com.   + ESCRIBIR un cuento de ficción realista sobre un personaje que aprende algo nuevo.   4-Point Narrative Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Investigarán sobre la necesidad de tener equipos inclusivos en el área de juego de la escuela. • Escribirán una carta al director de la escuela para explicar que es necesario que haya equipos inclusivos en el área de juego **(**[**T450**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf)**)**   + 4-Point Research Project Rubric * **Writing:** Ficción realística ([**T445**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_3_web.pdf.pdf))   + Ofrezca a los estudiantes las instrucciones para la evaluación que aparecen debajo. Las instrucciones se deben mostrar para que los estudiantes las respondan en una hoja aparte. O bien, puede imprimirlas descargándolas de SavvasRealize.com.   + ESCRIBIR un cuento de ficción realista sobre un personaje que aprende algo nuevo.   + 4-Point Narrative Writing Rubric | | | |
| **Teacher Notes:** | | | |

**Grade 4 Spanish HLA**

**My View Unit 4 Title:** Los impactos

**IB Transdisciplinary Theme Connections: Who We Are**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo moldean nuestros relatos a nuestro mundo?  ¿De qué manera revelar un secreto puede hacer que pierda su poder? | Principled  Inquirers | Tier 1:   * repasando * disculpa   Tier 2:   * engañado * trato * reputación * asombro * compostura   Tier 3:   * revelar * tradicional * Ilustrar * interpretar * predecir |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.  W: | L: Palabras que dan claves sobre sucesos y acciones  S: Resumir información acerca de los personajes en tus palabras  R: Analizar a los personajes para resumir información sobre los personajes de los cuentos tradicionales.  W: Presentación de los textos mentores e inmersión en los ensayos de opinión. | ([T18-T19](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)) Quick write Have students answer the Quick Write question on p. 219 and then share their responses.  ([T20-T21](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)) THINK ALOUD Analyze Traditional Literature (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “La princesa y el gnomo,” read aloud this short summary: *Una princesa solitaria quiere irse de casa y explorar el mundo. Llega hasta un río peligroso y no tiene forma de cruzarlo. Aparece un gnomo y le ofrece ayuda para cruzar el río, si ella acepta casarse con él. La princesa lo engaña, le roba el bote y cruza el río sola. En la otra orilla del río encuentra una ciudad y vive feliz por siempre.*  WRAP-UP Use a blank numbered list to help students list character traits of the princess. | Text:  Cuentos tradicionales  ***¿Puedes adivinar mi nombre?*** pp. T32–T49  Videos: “Historias que nos moldean”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Literatura tradicional  Character traits chart |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué manera ser diferente puede ser una ventaja? | Principled  Inquirers | Tier 1:   * posible * famoso   Tier 2:   * acentuó * complacida * embaucar * encomiable * irritaba   Tier 3:   * revelar * tradicional * ilustrar * interpretar * predecir |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 4W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | L: Palabras que desarrollan el tono  S: Hacer conexiones  R: Inferir el tema para hacer conexiones con la literatura tradicional.  W: Desarrollar elementos de la escritura de ensayos de opinión. | ([T82-T83](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)) TURN, TALK, AND SHARE Have students work in pairs to ask and answer the Turn and Talk question. Remind students to ask relevant follow-up questions to elicit a more detailed response and to note important ideas in their discussion.  ([T84-T85](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)) THINK ALOUD Analyze Tall Tales (See Spanish.) Use sentence frames and sentence starters as needed.  WRAP-UP Have students use a T-Chart to identify and organize realistic details and fantastic or exaggerated elements in the text. | Text:  Cuento exagerado  ***“Thunder Rose”***  pp. T96–T111  Videos: “Historias que nos moldean”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Cuentos exagerados  T-Chart |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Por qué debemos hacer buenas acciones sin esperar nada a cambio? | Principled  Inquirers | Tier 1:   * dormirás * caminaré   Tier 2:   * sensibles * intercambiar * acción * insistió * satisfechos   Tier 3:   * revelar * tradicional * ilustrar * interpretar * predecir |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  S: 4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).  R: 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 4W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | L: Palabras que desarrollan a los personajes y conectan la obra de teatro con el tema de la unidad  S: Resumir un texto literario  R: Identificar los elementos de una obra de teatro para resumir una obra de teatro.  W: Desarrollar la estructura de la escritura de ensayos de opinión. | ([T144-T145](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)) ACT IT OUT Divide the class into small groups to act out the fairy tale for the class. Tell students to pay close attention to each group’s performance, noticing how the group members choose to convey the story events. After all groups have given their performances, lead a class discussion on the differences between reading the fairy tale and hearing it performed aloud. Have students describe how the details of the fairy tale change when the story is presented orally.  ([T146-T147](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)) THINK ALOUD Analyze Play (See Spanish.)  WRAP-UP Use a T-chart to help students understand how an attempt to perform a good deed can be either positive or negative depending on what the recipient needs. | Text:  Obra de teatro  ***La culebra***  pp. T158–T171  Videos: “Historias que nos moldean”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Obra de teatro  Compare and contrast T-chart |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo puede guiar nuestros actos lo que aprendemos de historias? | Principled  Inquirers | Tier 1:   * teléfono * micrófono   Tier 2:   * sequía * intrincado * vacilante * Espontáneamente * dormitando   Tier 3:   * revelar * tradicional * ilustrar * interpretar * predecir |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 4W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | L: Palabras que ayudan a comprender a los personajes y los sucesos del texto  S: Hacer conexiones  R: Inferir el tema y hacer conexiones en la ficción histórica.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir un ensayo de opinión. | ([T204-T205](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)) QUICK WRITE Freewrite Have students freewrite to answer the Quick Write question on p. 327 Libro interactivo del estudiante and then share their responses.  ([T206-T207](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)) THINK ALOUD Analyze Genre (See Spanish.)  WRAP-UP Create a story elements chart. Work with students to name the elements and find clues that tell them this is a historical fiction story.  SPANISH LANGUAGE DEVELOPMENT To prepare students to read aloud “Esperando a pá,” provide a brief summary of the story: *Jonathon espera que su padre regrese a casa con nueva maquinaria y regalos para él y su hermana. El cuento transcurre en el siglo XIX (*19th century)*, cuando los colonos se mudaron al oeste para construir granjas y trabajar la tierra.* | Text:  Ficción histórica  ***“El secreto del calendario indígena”***  pp. T218–T237  Videos: “Historias que nos moldean”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Ficción histórica  Story elements graphic organizer |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo desobedecer puede causar problemas? | Principled  Inquirers | Tier 1:   * botar * votar   Tier 2:   * astuto * ornamentada * temperamentos * parapeto * infernal   Tier 3:   * revelar * tradicional * ilustrar * interpretar * predecir |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text  W: 4W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | L: Palabras que ayudan a analizar los elementos de un mito  S: Evaluar los detalles  R: Evaluar detalles para analizar y comparar mitos.  W: Publicar, celebrar y evaluar la escritura de ensayos de opinión. | ([T270-T271](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)) TURN, TALK, AND SHARE Encourage students to discuss the consequences faced by disobedient characters in any work of fiction or from movies and TV shows, comic books, and graphic novels.  ([T272-T273](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)) THINK ALOUD Analyze Myths (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT Explain that although myths often use simple language, they also use distinctive words like temblaban (ninth paragraph), which means “shook,” and amontonaron (tenth paragraph), which means “came together.” In the fifteenth paragraph, read aloud the sentence that includes the word consecuencia and define it as “the result of an event.” Then, read aloud the sentence that includes the word *multitud* and ask students to define it (“a lot of living creatures or things”).  WRAP-UP Use a Character Analysis graphic organizer to help students identify the theme of the myth by tracking the actions and words of its main character, Earth. | Text:  Mitos  **“Pandora” y “Carrera a la cima”**  pp. T284–T303  Videos: “Historias que nos moldean”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Mitos  Character Analysis graphic organizer |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar Textos:** Los impactos ([**T462-T463**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf))   + Recuerde a los estudiantes la Pregunta esencial de la Unidad 4: ¿Cómo moldean nuestros relatos a nuestro mundo? Pida a los estudiantes que respondan a la Pregunta en sus cuadernos. Si necesitan ayuda para responder:     - Separe a los estudiantes en parejas o grupos pequeños. Pida a cada grupo que repase la pregunta de la semana para cada selección.     - Luego, pida a los estudiantes que hagan conexiones con los temas y las ideas de otros textos, de la clase, de sus vidas y de la comunidad. * **Writing:** Ensayo de opinión ([**T455**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf))   + Ofrezca a los estudiantes las instrucciones para la evaluación que aparecen debajo. Las instrucciones se deben mostrar para que los estudiantes las respondan en una hoja aparte. O bien, puede imprimirlas descargándolas de SavvasRealize.com.   + ESCRIBAN sobre una persona o un suceso en la historia del estado que cumplió un rol esencial para transformar al estado en lo que es hoy en día. Describan cómo la persona o el suceso dio forma a la historia del estado.   + 4-Point Argumentative Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * investigarán sobre los orígenes de un cuento exagerado estadounidense. • escribirán una entrada de blog explicativa**. (**[**T460**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf)**)**   + 4-Point Research Project Rubric * **Writing:** Ensayo de opinión ([**T455**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_4_web.pdf.pdf))   + Ofrezca a los estudiantes las instrucciones para la evaluación que aparecen debajo. Las instrucciones se deben mostrar para que los estudiantes las respondan en una hoja aparte. O bien, puede imprimirlas descargándolas de SavvasRealize.com.   + ESCRIBAN sobre una persona o un suceso en la historia del estado que cumplió un rol esencial para transformar al estado en lo que es hoy en día. Describan cómo la persona o el suceso dio forma a la historia del estado.   + 4-Point Argumentative Writing Rubric | | | |
| **Teacher Notes:** | | | |

**Grade 4 Spanish HLA**

**My View Unit 5 Title:** Las características

**IB Transdisciplinary Theme Connections:** Sharing The Planet

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
|  | ¿Por qué es importante comprender nuestro planeta?  ¿Qué sabemos acerca de las características y los procesos de la Tierra? | Knowledgeable  Reflective | Tier 1:   * generoso * proyecto   Tier 2:   * manto * circula * adoptado * abundantes * fundida   Tier 3:   * sorprendido * rótulo * frontera * consecuencias * preservar |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience | L: Palabras que ayudan a entender ideas sobre la Tierra reveladas en el texto  S: Hacer inferencias  R: Hacer inferencias y analizar las características del texto informativo.  W: Presentación de los textos mentores e inmersión en la poesía. | ([T18-T19](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf)) QUICK WRITE Freewrite Have students answer the Quick Write question on p. 431 and then share their responses.  ([T20-T21](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf)) THINK ALOUD Analyze Informational Text (See Spanish.) WRAP-UP Use a T-chart to help students compare waste-to energy with landfills. | Text:  Texto informativo  ***de El planeta Tierra***  pp. T32–T45  Videos: “Nuestro planeta”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto informativo  T-chart for comparing and contrasting |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué manera impactan los volcanes en la Tierra? | Knowledgeable  Reflective | Tier 1:   * temprano * humano   Tier 2:   * diámetro * vegetación * fisura * avalancha * atmósfera   Tier 3:   * sorprendido * rótulo * frontera * consecuencias * preservar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  R: 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience | L: Palabras que ayudan a formar imágenes mentales de temas o ideas importantes del texto  S: Supervisar la comprensión  R: Supervisar la comprensión y analizar las ideas principales y los detalles para entender el texto informativo.  W: Desarrollar los elementos literarios de la escritura de la poesía. | ([T78-T79](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf)) QUICK WRITE Freewrite Have students freewrite to answer the Quick Write question on p. 465 of the Libro interactivo del estudiante in a way that maintains meaning and logical order, and then share their responses.  ([T80-T81](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf)) THINK ALOUD Analyze an Informational Text (See Spanish.) SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “El Monte Vesubio,” read aloud this short introduction: *El Monte Vesubio es un volcán de Italia. En el año 79 d.C., entró en erupción y sepultó una ciudad llamada Pompeya. Este texto les enseñará qué sucedió cuando el volcán entró en erupción y cuando redescubrieron Pompeya.*  WRAP-UP Use a T-chart to help students identify the central idea of the text, and key details that support the central idea. | Text:  Texto informativo  ***Volcanes***  pp. T92–T105  Videos: “Nuestro planeta”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Texto informative  CENTRAL Idea (Main idea) and details graphic organizer |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué acciones cotidianas pueden ayudar a reducir la contaminación? | Knowledgeable  Reflective | Tier 1:   * él * sí   Tier 2:   * emisiones * excesiva * subyacen * vatio * Innovadoras   Tier 3:   * sorprendido * rótulo * frontera * consecuencias * preservar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategiest.  S: 4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.  R: 4R8: Explain how claims in a text are supported by relevant reasons and evidence.  W: 4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience | L: Palabras que aclaran y apoyan la afirmación del autor  S: Resumir un texto argumentativo  R: Analizar y resumir el texto argumentativo.  W: Desarrollar la estructura de la escritura de la poesía. | ([T138-T139](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf)) TURN, TALK, AND SHARE Ask student pairs to have a discussion based on the Turn and Talk activity on p. 499. Then have them share the highlights of their discussion with the class, including how they used details from the diagram to support their points.  ([T140-T141](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf)) Use a T-chart to help students keep track of the arguments for and the arguments against closing downtown to car traffic.  THINK ALOUD Analyze Argumentative Text (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “El nuevo centro,” read aloud this short summary: *La ciudad en la que vive el autor está pensando en bloquear el acceso de carros al centro para que sea un área solo para peatones. El autor brinda varias razones que apoyan ese plan. Entre ellas, incluye la disminución de la contaminación y permitir que las personas disfruten más la zona.* | Text:  Texto argumentativo  ***“Las 10 mejores maneras de reducir los residuos”***  pp. T152–T173  Videos: “Nuestro planeta”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto argumentativo  T-chart |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Por qué es importante la colaboración entre las naciones para preservar el medioambiente? | Knowledgeable  Reflective | Tier 1:   * excelente * posponer   Tier 2:   * arrasando * absorben * diversidad * adornados * símbolo   Tier 3:   * sorprendido * rótulo * frontera * consecuencias * preservar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 4SL3: Identify and evaluate reasons and evidence a speaker provides to support particular points.  R: 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience | L: Palabras que ayudan a entender ideas relacionadas con las características de la Tierra  S: Hacer inferencias  R: Hacer inferencias y explicar las ideas para entender el texto informativo.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir la poesía. | ([T206-T207](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf)) TURN, TALK, AND SHARE Have students read the question on p. 541 and jot down a few quick notes. Then have them discuss their ideas with a partner.  ([T208-T209)](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf) Use a web diagram to help students identify the main idea and note supporting details.  THINK ALOUD Analyze Informational Text (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help students prepare for the oral reading of “Big Bend: Tierra de contrastes” read aloud this short summary: *El Parque Nacional Big Bend se encuentra al suroeste de Texas. Contiene montañas, desiertos y el Río Grande, que forma parte de la frontera entre Estados Unidos y México. Recibe su nombre por la curva en forma de U que hace el Río Grande.* | Text:  Texto informativo  ***“La deforestación y sus efectos”***  pp. T220–T233  Videos: “Nuestro planeta”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto informativo  Web diagram |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué ocurre con lo que desechamos? | Knowledgeable  Reflective | Tier 1:   * televisión * fotografía   Tier 2:   * estropeada * desechables * tóxicas * crudo * fenómeno   Tier 3:   * sorprendido * rótulo * frontera * consecuencias * preservar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 4SL3: Identify and evaluate reasons and evidence a speaker provides to support particular points.  R: 4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic  W: 4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience | L: Palabras que brindan información precisa sobre conceptos clave  S: Usar la evidencia del texto para explicar conceptos  R: Usar la evidencia del texto para explicar los conceptos y comparar y contrastar los informes del texto informativo.  W: Publicar, celebrar y evaluar la poesía. | ([T266-T267](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf)) ILLUSTRATE Have students consider the questions above as they create illustrations in response to the prompt on pp. p. 575 of the Libro interactivo del estudiante.  ([T268-T269](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf)) Use a three-box graphic organizer to help students identify the main idea, track supporting details and text evidence, and analyze the concept in the informational text model.  Use THINK ALOUDs to model how to Analyze Informational Text (See Spanish.) | Text:  Texto informativo y video  ***“Un paraíso a la basura” y “El agua. Cuidemos nuestro planeta”***  pp. T280–T297  Videos: “Nuestro planeta”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto digital  three-box graphic organizer |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar Textos:** Las características ([**T456-T457**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf))   + Recuerde a los estudiantes la pregunta esencial de la Unidad 5: ¿Por qué es importante comprender nuestro planeta? Pida a los estudiantes que respondan a la pregunta en sus cuadernos. Si necesitan ayuda para responder:     - Separe a los estudiantes en parejas o grupos pequeños y pida a cada grupo o pareja que repase la pregunta semanal para cada selección.     - Luego, pida a los estudiantes que establezcan relaciones con las ideas de otros textos y con la comunidad, o con el mundo. * **Writing:** COMPOSICIÓN ESCRITA: Poema ([**T449**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf))   + Ofrezca a los estudiantes las instrucciones para la evaluación que aparecen debajo. Las instrucciones se deben mostrar para que los estudiantes las respondan en una hoja aparte. O bien, puede imprimirlas descargándolas de SavvasRealize.com.   + ESCRIBE sobre un recurso natural como el aire, el agua, el viento, el suelo, las plantas o los animales, y de qué manera ese recurso sustenta la vida en nuestro planeta. Describe el recurso, cómo se usa y por qué es importante protegerlo.   + 4-Point Poetry Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Investigarán sobre condiciones climáticas extremas. • Escribirán un artículo de opinión sobre el fenómeno meteorológico más peligroso. **(**[**T454**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf)**)**   + 4-Point Research Project Rubric * **Writing:** COMPOSICIÓN ESCRITA: Poema ([**T449**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G4_Teachers_Edition_Unit_5_web.pdf))   + Ofrezca a los estudiantes las instrucciones para la evaluación que aparecen debajo. Las instrucciones se deben mostrar para que los estudiantes las respondan en una hoja aparte. O bien, puede imprimirlas descargándolas de SavvasRealize.com.   + ESCRIBE sobre un recurso natural como el aire, el agua, el viento, el suelo, las plantas o los animales, y de qué manera ese recurso sustenta la vida en nuestro planeta. Describe el recurso, cómo se usa y por qué es importante protegerlo.   + 4-Point Poetry Writing Rubric | | | |
| **Teacher Notes:** | | | |