**Grade 5 Spanish**

**My View Unit 1 Title: Viajes**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo nos cambian los viajes?  ¿Qué motiva a las personas a dejar el lugar al que llaman su hogar? | Open-minded  Communicators | Tier 1:   * explorar * viaje   Tier 2: (Develop Vocabulary)   * ciudadanos * inmigración * oportunidad * proceso * admitido   Tier 3: (Unit Academic Vocabulary)   * conocimiento * deambular * pasaje * aventura * curioso |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R: 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.  W: 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | L: Palabras de dominio específico  S: Usar la evidencia del texto  R: Analizar las ideas principales y los detalles en un texto informativo.  W: Presentación de los Textos mentores e inmersión en los textos narrativos personales. | **(T19) SPANISH LANGUAGE DEVELOPMENT**  **Visual Support** Read aloud the dates and events on the timeline. Tell students to listen closely as you read.  Preview the timeline and key vocabulary: *expansión*, *aprobar, exclusión, colonia*, *posesión*, *procedente*, *establecer*, *derogar*. Define the words as needed. Point out that *aprobar* and *derogar* have opposite meanings.  Discuss what each image illustrates. Ask:(SeeSpanish.)  (T21) Use a T-chart to help students identify text  Evidence supporting ideas in the text.  Student Turn, Talk, and Share if they can identify informational Text | Text:  Textos informativos  ***“El camino del hijo de papel” y “Louie Share Kim, hijo de papel”***  pp. T32–T43  Videos: “Mi vecindario”  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Texto informativo  T-Chart for Text evidence/supporting Details (T21) |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué pueden descubrir los científicos viajando a lugares lejanos? | Open-minded  Communicators | Tier 1:   * Biología * Geografía * Geometría   Tier 2:   * astrobiólogos * microbios * colonia * sensores * Radiación * robot * explorador   Tier 3:   * conocimiento * deambular * pasaje * aventura * curioso |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R: 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | L: Palabras relacionadas con conceptos científicos  S: Hacer inferencias  R: Analizar las características de un texto informativo.  W: Desarrollar los elementos de la escritura narrativa personal. | (T78-T79) **READ-ALOUD ROUTINE**  **Purpose** Have students actively listen for elements of informational text.  **READ** the entire text aloud without stopping for the Think Aloud callouts.  **REREAD** the text aloud, pausing to model Think Aloud strategies related to the genre. (See Spanish.)  **WRAP-UP**  Use a T-chart to help students identify the question and answer in this text.  (T81) Have students use the strategies to identify informational text.  **OPTION 1 Use the Anchor Chart** Have students use the strategies to identify elements of informational texts.  **OPTION 2 Use Independent Text** Have students make a table. Tell them that the column headers for the table should be different types of text features. Direct them to note in the table the text features they find in the texts. | Text:  Texto informativo  ***de Vida en la Tierra y más allá***  pp. T90–T107  Videos: “Mi vecindario”  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Texto informativo  T-Chart |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué pueden aprender las personas viajando a tierras desconocidas? | Open-minded  Communicators | Tier 1:   * aire * limpia * poema   Tier 2:   * marea * ruta * leguas * brazas * excursiones   Tier 3:   * conocimiento * deambular * pasaje * aventura * curioso |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R: 5R6: In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent  W: 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | L: Palabras relacionadas con conceptos científicos  S: Usar la evidencia del texto  R: Comprender el punto de vista en el texto de ficción histórica.  W: Desarrollar la estructura de la escritura narrativa personal. | (T142-143) READ-ALOUD ROUTINE  Purpose: Ask students to listen actively so they  identify historical fiction elements.  READ the whole text aloud without stopping for Think Aloud callouts.  REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the characters in the story.  Use a Venn diagram to help students visualize the hopes and fears of Rosa’s family. | Text:  Ficción histórica  ***de El diario de Pedro***  pp. T154–T173  Videos: “Mi vecindario”  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA FICCION** histórica  Venn Diagram |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué motivos inspiran a las personas a viajar? | Open-minded  Communicators | Tier 1:   * Disponible * Preferible * posible   Tier 2:   * inmensa * remanso * cálido * fiel * caracola   Tier 3:   * conocimiento * deambular * pasaje * aventura * curioso |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  S: 5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.  R: 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.  W: 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | L: Lenguaje literario  S: Visualizar  R: Usar recursos sonoros y lenguaje figurado para crear imágenes mentales en la poesía.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir una narración personal. | (T208-207) Use Visual Supports: Discuss how each relates to the structure of poetry. Use the examples to help students understand key vocabulary: *poesía, rima*. After reading about rhyme scheme, ask: (SeeSpanish.)  Preview the visuals. Discuss how each relates to the structure of poetry. Preview key vocabulary: *poesía, rima, onomatopeya, símil.* Ask: (SeeSpanish.)  Preview the visuals. Discuss how each relates to the structure of poetry. Preview key vocabulary: *poesía, rima, onomatopeya, símil*. Ask students: (SeeSpanish.)  (T208-T209) Use a two-column chart to help students record pairs of rhyming words in the poem. | Text:  Poesía  ***Colección de poesía***  pp. T220–T229  Videos: “Mi vecindario”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA  Poesía  2-column chart |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo cambian los lugares nuevos la manera en que una persona ve el mundo? | Open-minded  Communicators | Tier 1:   * sinceramente * emocionante * importante   Tier 2:   * inspiración * expresar * muestra * Imitaban * composiciones   Tier 3:   * conocimiento * deambular * pasaje * aventura * curioso |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points  R: 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | L: Palabras de domino específico  S: Confirmar o corregir predicciones  R: Analizar la estructura del texto para confirmar o corregir predicciones en un texto informativo.  W: Publicar, celebrar y evaluar una escritura narrativa personal. | (T264-T265) Use a sequence chart to help students note three important events from the article.  (T266-T267) **MODEL AND PRACTICE** Model determining the structure of an informational text. (See Spanish.) | Text:  Texto informativo  ***“Travesías pintorescas”***  pp. T276–T291  Videos: “Mi vecindario”  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Estructuras del texto  Sequence Chart |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar Textos: Viajes (T450 – T451) -** Recuerde a los estudiantes la pregunta esencial de la Unidad1: ¿Cómo nos cambian los viajes?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 que revise las Preguntas semanales de cada sección.   + Luego, pida a los estudiantes que establezcan relaciones con las ideas presentes en otros textos y en la comunidad. * **Writing: Narración personal (T443)**   + Entregue a los estudiantes la instrucción que se detalla debajo para la evaluación. Puede mostrar la para que los estudiantes la escriban en un papel o la puede imprimir desde SavvasRealize.com.   + ESCRIBAN una narración personal sobre un viaje que los haya cambiado de manera importante. Expliquen porqué fue significativo y cómo influyó en su vida.   + 4-Point Narrative Nonfiction Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Investigarán sobre un país que quieran visitar. Escribirán un folleto de viaje argumentativo. (T448-T467)   + 4-Point Research Project Rubric **(T449)** * **Writing: Narración personal (T443)**   + Entregue a los estudiantes la instrucción que se detalla debajo para la evaluación. Puede mostrar la para que los estudiantes la escriban en un papel o la puede imprimir desde SavvasRealize.com.   + ESCRIBAN una narración personal sobre un viaje que los haya cambiado de manera importante. Expliquen porqué fue significativo y cómo influyó en su vida.   + 4-Point Narrative Nonfiction Writing Rubric | | | |
| **Teacher Notes:** | | | |

**Grade 5 Spanish HLA**

**My View Unit 2 Title: Observaciones**

**IB Transdisciplinary Theme Connections: How the World Works**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo aprendemos mediante la observación?  ¿Por qué los científicos exploran y estudian los océanos? | Thinkers | Tier 1:   * Diccionario * Pasaporte * transporte   Tier 2:   * ecosistema * puente * volante * oceanógrafos * clorofila * náutica   Tier 3:   * experto * enfocar * visible * relacionar(se) * detectar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies  S: 5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.  R: 5R6: In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  W: 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Vocabulario de dominio específico  S: Evaluar los detalles  R: Evaluar los detalles para explicar el propósito del autor en un texto informativo.  W: Presentación de los textos mentores e inmersión en los artículos informativos. | (T20-T21) Use **THINK A LOUDs to Analyze Informational Text** (SeeSpanish.)  **WRAP-UP –** Use a T-chart to help students discuss what scientists used to believe about jelly fish and what they now believe.  **Summarize a Text Read Aloud** Display “Jellyfish: Valuable Slime” and have students summarize it.  **(T22) MODEL AND PRACTICE** Model analyzing an informational text: (See Spanish)  Talk about informational texts with which students are familiar, such as their school textbooks. Discuss the purpose, text features, and text structure. | Text:  Texto informativo  ***de Mar adentro***  pp. T32-T47  Videos:  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Texto informativo  T-chart |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué pueden hacer las personas para proteger las especies de los cambios en el medioambiente? | Thinkers | Tier 1:   * sonríe * graduar * espacio   Tier 2:   * retornar * autóctonas * migrar * Restaurar * hongo   Tier 3:   * experto * enfocar * visible * relacionar(se) * detectar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  S: 5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.  R: 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras que se relacionan con ideas clave del texto  S: Supervisar la comprensión  R: Supervisar la comprensión para analizar mejor la estructura del texto en un texto informativo.  W: Desarrollar los elementos de la escritura informativa. | (T84-T85)sobrevi **WRAP-UP**  Use a T-chart to help students organize the dangers manatees have faced and the solutions that have saved them from becoming extinct.  **Use THINK ALOUDs to Analyze Informational Text** (SeeSpanish.) | Text:  Texto informativo  ***Un lugar para las ranas***  pp. T102-T117  Videos:  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Estructura del texto  T-Chart |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué manera los observaciones atentas pueden ayudar a una persona a sobrevivir? | Thinkers | Tier 1:   * emoción * corazón * jugar   Tier 2:   * lóbrego * afanosamente * faena * chisporroteaban * satisfecho   Tier 3:   * experto * enfocar * visible * relacionar(se) * detectar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  S: 5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.  R: 5R6: In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  W: 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras que se relacionan con sentimientos o acciones  S: Generar preguntas  R: Generar preguntas para analizar el punto de vista en la ficción realista.  W: Desarrollar la estructura de la escritura informativa. | (T146-T147) **Precise Details** Read each stanza of the poem aloud. Tell students to listen closely for the descriptive adjectives related to fire (for example, “rojos”, “ardiente”). Ask if these adjectives describe fire with precision or if they describe feelings related to fire (for example, fire isn’t precisely red, but that color is associated with heat and danger).  Ask students to note the names of different tree species mentioned in the poem (“álamos”, “cedros”, “robles”, “pinos”). Ask students if they know the trees and if they can name any other species of tree.  (T148-T149) **WRAP-UP**  Use a three-box sequence chart to help students list the steps for making a pinhole camera like the one described in the story.  **THINK ALOUD Analyze Realistic Fiction** (See Spanish.) | Text:  Ficción realista  ***de El hacha***  pp. T172-T187  Videos:  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  La ficción realista  Sequence graphic organizer |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué podemos aprender estudiando los animales en su hábitat natural? | Thinkers | Tier 1:   * importante   Tier 2:   * fragmentadas * transmisor * nocturnos * madrigueras * icónica   Tier 3:   * experto * enfocar * visible * relacionar(se) * detectar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.  R: 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.  W: 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras de dominio específico  S: Confirmar o corregir las predicciones |  R: Confirmar predicciones sobre un texto informativo y explicar las relaciones entre las ideas.  W: Aplicar la técnica de la escritora y las normas del lenguaje para desarrollar y escribir artículos informativos. | (T211) **Prior Knowledge** Tell students that prior knowledge can help them understand a new subject better. Ask: (SeeSpanish.) Remind students that Yosemite, Yellowstone and the Grand Canyon, mentioned by Roosevelt, are national parks, or natural areas protected to preserve their flora and fauna.  Ask students to investigate other national parks in Latin America. Invite them to search for information and pictures of the animals which live there, the landscape and the weather.  (T212-T213) **WRAP-UP**  Have students use an organizer to sort facts according to the headings into the different categories. | Text:  Texto informativo  ***“Tras la pista del monstruo”***  pp. T242-T253  Videos:  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Elementos del texto  Sorting graphic organizer |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cuáles son algunas maneras de observar y proteger la vida silvestre? | Thinkers | Tier 1:   * déficit * fácilmente   Tier 2:   * impedimentos * reservas * disminuir * prosperar   Tier 3:   * Expert * Enfocar * Visible * relacionar(se) * detectar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).  R: 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.  W: 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras precisas  S: Resumir la información  R: Analizar y resumir información para comparar textos argumentativos.  W: Publicar, celebrar y evaluar la escritura de artículos informativos. | (T272-T273) Use a T-chart to help students discuss the pros and cons of GM foods.  Use and model Think-Alouds  (T274-T275) **MODEL AND PRACTICE** Model determining that a selection is argumentative text. (See Spanish.)  Divide the passage into paragraphs. Discuss the statement with the students and in what way the evidence supports that assertion. Explain which facts (for and against) the author used. | Text:  Textos argumentativos  ***“Que los animales salvajes sean salvajes” y “No liberen animales en la naturaleza”***  pp. T308-T321  Videos:  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Texto argumentativo  T-Chart |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Compara Textos: Observaciones (T458-T459**) Recuerde a los estudiantes cuál es la pregunta esencial de la Unidad 2: ¿Cómo aprendemos mediante la observación? 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 más amplia. * **Writing:** Artículo informativo (T451)   + Dé a los estudiantes la siguiente instrucción de evaluación. Puede mostrarse la a los estudiantes para que respondan en una hoja aparte, o bien puede imprimirla desde SavvasRealize.com.   + **ESCRIBAN** un artículo informativo sobre las maneras en que podrían observar y proteger la vida silvestre en su casa.   + **4**-Point Informational Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Investigarán sobre un parque nacional o un área silvestre. Escribirán una guía informativa de su pervivencia. (**T456-T475**)   + Guía para calificar de cuatro puntos: Proyecto de investigación (**T466**) * **Writing:** Artículo informativo (**T451**)   + Dé a los estudiantes la siguiente instrucción de evaluación. Puede mostrarse la a los estudiantes para que respondan en una hoja aparte, o bien puede imprimirla desde SavvasRealize.com.   + **ESCRIBAN** un artículo informativo sobre las maneras en que podrían observar y proteger la vida silvestre en su casa.   + **4**-Point Informational Writing Rubric | | | |
| **Teacher Notes:** | | | |

**Grade 5 Spanish HLA**

**My View Unit 3 Title: Reflejos**

**IB Transdisciplinary Theme Connections: Where We Are in Place and Time OR How We Express Ourselves**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo las experiencias de los demás se reflejan en nuestras propias experiencias?  ¿Qué recuerdos tienes de experiencias y momentos especiales compartidos con tus seres queridos? | Principled  Reflective | Tier 1:   * alborotadizo (rioting) * olvidadizo (forgetful) * Respaladizo (slippery)   Tier 2:   * entusiasmo * sacudido * asegurándole * abarcar * inseparables   Tier 3:   * demostrar * perspectiva * recordar * atractivo * confiar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others  R: 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences  W: 5W1: Write an argument to support claims with clear reasons and relevant evidence. | L: Los matices de significado  S: Hacer conexiones en tus palabras  R: Analizar a los personajes de la ficción realista para hacer conexiones.  W: Presentación de los Textos mentores e inmersión en los ensayos de opinión. | (T20-T21) Use Think Alouds for Realistic Fiction  **SPANISH LANGUAGE DEVELOPMENT**  Have a volunteer try to summarize in a few sentences the most important observations and reactions from the characters in the story. Write the summaries on the board and allow other students to make suggestions if important points are omitted.  **WRAP-UP**  Use a T-chart to help students identify Jack’s problem and the solutions that Mr. Chan offers.  (T22-T23) Have students use the strategies to identify realistic fiction.  **OPTION 1 TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p.18 of the *Libro interactivo del estudiante.* Circulate to discover whether students can determine realistic fiction. Tell students they can think of well-known children’s literature to identify a realistic fiction text.  **OPTION 2 Use Independent Text** Have students create a two-column chart with the headings “Sentimientos” and “Acciones.” Have students take notes in their charts about one of the characters in the story. | Text:  Ficción realista  ***de Con cariño, Amalia***  pp. T32–T47  Videos: “Reflexionando sobre nuestras vidas”  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Ficción realista  T-Chart |
| Unit 3 Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cuáles son algunas maneras en que las personas pueden alcanzar una meta? | Principled  Reflective | Tier 1:   * porque * por qué * Cómo * qué   Tier 2:   * humus * recinto * cosquilleo * tolerar * serpentear   Tier 3:   * demostrar * perspectiva * recordar * atractivo * confiar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  S: 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).  R: 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text  W: 5W1: Write an argument to support claims with clear reasons and relevant evidence. | L: El lenguaje descriptivo  S: Resumir  R: Analizar los elementos del argumento para resumir sucesos de la ficción realista.  W: Desarrollar los elementos de la escritura del ensayo de opinión. | (T82-T83) **Use THINK ALOUDs** to **Analyze Realistic Fiction** (See Spanish.)  Have students use a T-chart to outline the major events in the story and identify which part of the plot each represents.  **SPANISH LANGUAGE DEVELOPMENT**  Have students identify and write in their notebooks the characters in the story, details mentioned about the setting and a plot summary in three phrases or sentences. | Text:  Ficción realista  ***“Una mascota para Calvin”***  pp. T94–T107  Videos: “Reflexionando sobre nuestras vidas”  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Ficción realista  T-Chart |
| Unit 3 Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿En qué se parecen las experiencias de las personas de tiempos antiguos y las de las personas del mundo moderno? | Principled  Reflective | Tier 1:   * salí * sabía * tenía   Tier 2:   * acallar * tácticas * perseverar * diligente * alentar   Tier 3:   * demostrar * perspectiva * recordar * atractivo * confiar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  S: 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).  R: 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text  W: 5W1: Write an argument to support claims with clear reasons and relevant evidence. | L: Las palabras precisas  S: Resumir la información  R: Explicar estructuras literarias de una leyenda y una obra de teatro, y resumir información entre textos diversos.  W: Desarrollar la estructura de la escritura del ensayo de opinión. | (T141) Guide students to identify the names of different art materials mentioned in the text. (For example, *acuarelas*, *computadoras*, *papel.*) Ask them to say any o the materials they know. Write down the materials mentioned, next to the previous list.  Then have students connect each technique or art form in the first list to one or more materials in the second list (for example, *origami/papel*, or *pintura/acuarelas*). Invite them to add more words to either of the lists.  (T142-T143) Use a sequence chart to help students note three important events from the play. | Text:  Leyenda | Obra de teatro  ***“La carpa” | El zorzal***  pp. T154–T173  Videos: “Reflexionando sobre nuestras vidas”  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Obra de teatro y leyenda  Sequence Chart |
| Unit 3 Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué puede enseñarnos nuestra familia sobre nosotros mismos? | Principled  Reflective | Tier 1:   * gracioso * famosa * preciosa   Tier 2:   * maguey * requinto * sopetón * amapola * sarape   Tier 3:   * demostrar * perspectiva * recordar * atractivo * confiar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R: 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.  W: 5W1: Write an argument to support claims with clear reasons and relevant evidence. | L: Las palabras descriptivas  S: Visualizar  R: Usar el lenguaje figurado para visualizar imágenes en la poesía.  W: Aplicar la técnica de la escritora y las normas del lenguaje para desarrollar y escribir un ensayo de opinión. | **(T206) TURN AND TALK** As students begin the Turn and Talk activity on p.128 of the *Libro interactivo del estudiante*, suggest that one way to quickly note some differences between a poem and a work of realistic fiction is to read aloud a portion of each. As time allows, encourage students to read one of the riddles aloud and a passage from a work of realistic fiction that they have read.  (T208-T209) Use a two-column chart to note descriptive language and the images they help create in readers’ minds. | Text:  Poesía  ***Colección de poesía***  pp. T220–T227  Videos: “Reflexionando sobre nuestras vidas”  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Poesía  2—Column chart |
| Unit 3 Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo refleja el arte las experiencias de las personas? | Principled  Reflective | Tier 1:   * Álgebra * naranja * barrio   Tier 2:   * radicalmente * encarna * indivisible * revolucionario * irónico   Tier 3:   * demostrar * perspectiva * recordar * atractivo * confiar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R:  W: 5W1: Write an argument to support claims with clear reasons and relevant evidence. | L: Las palabras precisas que conectan temas  S: Confirmar o corregir las predicciones  R: Hacer inferencias sobre más de un tema en la ficción realista y corregir o confirmar predicciones.  W: Publicar, celebrar y evaluar la escritura de ensayos de opinión. | (T262-T263) Use a Venn diagram to help students understand how the characters in the story feel about Graffiti Park.  (T264-T265) **MODEL AND PRACTICE** Model finding the basic theme in the story using text evidence. (See Spanish.) | Text:  Ficción realista  ***“La vida y el arte” de El misterio de la Casa Robie***  pp. T274–T287  Videos: “Reflexionando sobre nuestras vidas”  Organizers:  **CARTEL DE REFERENCIA PARA LA LECTURA**  Ficción realista  Venn Diagram |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Compara Textos: Reflejos (T446-T447**) – Recuerde a los estudiantes la pregunta esencial de la Unidad 3: *¿Cómo las experiencias de los demás se reflejan en nuestras propias experiencias?* 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 más amplia * **Writing:** Ensayo de opinion (T439)   + Dé a los estudiantes la instrucción de evaluación a continuación. Puede mostrar la instrucción para que los estudiantes la respondan en una hoja aparte. Alternativamente, se puede imprimir la instrucción desde SavvasRealize.com.   + **ESCRIBAN** un ensayo de opinión sobre una experiencia que haya cambiado su forma de ver el mundo y lo que creen que los demás deberían aprender sobre ello.   + 4-Point Argumentative Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * **Harán una investigación sobre una persona o un héroe que haya tenido un impacto positivo en sus vidas. Escribirán un discurso sobre porqué se debería dedicar un día a esa persona. (T444 – T463)**   + Guía para calificar de cuatro puntos: Proyecto de investigación (T445) * **Writing:** Ensayo de opinion (T439)   + Dé a los estudiantes la instrucción de evaluación a continuación. Puede mostrar la instrucción para que los estudiantes la respondan en una hoja aparte. Alternativamente, se puede imprimir la instrucción desde SavvasRealize.com.   + **ESCRIBAN** un ensayo de opinión sobre una experiencia que haya cambiado su forma de ver el mundo y lo que creen que los demás deberían aprender sobre ello.   + 4-Point Argumentative Writing Rubric | | | |
| **Teacher Notes:** | | | |

**Grade 5 Spanish HLA**

**My View Unit 4 Title: La libertad**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
|  | ¿Qué significa ser libre?  ¿Por qué las personas deben trabajar en conjunto para conseguir la libertad de todos? | Open-minded  Communicators  Risk-takers | Tier 1:   * Compartir * escapó   Tier 2:   * perdurar * meditarlo * alboroto * rechazar * robusto   Tier 3:   * limitación * gracia * noble * fortalecer * resistir(se) |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| L: 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R: 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 5W2: Write informative/explanatory texts to explore a topic and | L: Palabras que describen los rasgos y las acciones de los personajes  S: Explicar mi opinión En mis palabras.  R: Aprender más sobre la ficción histórica analizando a los personajes y evaluando los detalles.  W: Presentación de los textos mentores e inmersión en los textos de ciencia ficción. | ([T12-T13](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf)) SPANISH LANGUAGE DEVELOPMENT Conventions Before starting the oral vocabulary routine on p. T12. Use the academic vocabulary Pair students with varying levels of Spanish proficiency. Ask student pairs to read aloud the oral vocabulary routine. Encourage students to talk about the topics in the unit by displaying sentence frames like the following: *Una limitación al visitar un museo es\_\_\_\_\_\_.* Challenge students use academic vocabulary to complete the sentences, and write them in their notebooks. | Text:  Ficción histórica  ***“Salvemos al Sr. John Holton” de Elijah de Buxton***  pp. T32–T45  Videos: “Nuestro derecho a ser libres”  Organizers:  [CARTEL](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf) DE REFERENCIA PARA LA LECTURA Ficción histórica |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
|  | ¿Cómo las personas comunes pueden jugar un papel importante en la lucha por la libertad? | Open-minded  Communicators  Risk-takers | Tier 1:   * antibiótico * supervisión   Tier 2:   * epidemia * recados * tiritando * insurgentes * reconocido   Tier 3:   * Limitación * gracia * noble * fortalecer * resistir(se) |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| L: 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R: 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. | L: Palabras que dan vida a los tiempos, sucesos o lugares históricos  S: Inferir más de un tema  R: Verificar la comprensión para entender la ficción histórica e inferir más de un tema.  W: Desarrollar los elementos literarios de la escritura de ciencia ficción. | Use think- alouds to promote academic vocabulary about analyzing historical fiction.  ([T80-T81](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf)) Use a T-Chart so students can note which details in the text are probably historical fact and which might be fiction the author used to create an interesting story.  SPANISH LANGUAGE DEVELOPMENT: Ask students to identify the story’s characters and to share what they know about them. Then, encourage students to tell what they have read or heard about the Grito de Dolores. | Text:  Ficción histórica  ***La libertad según Ana Pérez***  pp. T92–T109  Videos: “Nuestro derecho a ser libres”  Organizers:  [CARTEL](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf) DE REFERENCIA PARA LA LECTURA Ficción histórica  T-chart |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
|  | ¿Qué pueden hacer los gobiernos para proteger nuestras libertades? | Open-minded  Communicators  Risk-takers | Tier 1:   * transformar   Tier 2:   * convención * delegados * ratificación * petición * violaciones   Tier 3:   * Limitación * gracia * noble * fortalecer * resistir(se) |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).  R: 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. | L: Palabras de dominio específico que se relacionan con la libertad  S: Resumir  R: Interpretar la estructura de un texto informativo para resumir el texto.  W: Desarrollar la estructura de la escritura de ciencia ficción. | ([T142](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf)) QUICK WRITE Have students freewrite to answer  the Quick Write question on p. 285 and then share their responses.  (T144-T145) Use a graphic organizer to help students discuss main ideas, details, and an analysis of “La libertad de expresión en la escuela.”  (T146-T147) MODEL AND PRACTICE Model determining that a selection is informational text and compare it to  historical fiction: (See Spanish.)  Compare informational texts with historical fiction  texts students know. Remind students that two  different authors might use both genres to write about the same topic. Discuss text structure,  signal words, and text features. | Text:  Texto informativo  ***La Declaración de Derechos***  pp. T156–T171  Videos: “Nuestro derecho a ser libres”  Organizers:  [CARTEL](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf) DE REFERENCIA PARA LA LECTURA Texto informative  Main idea & supporting details graphic organizer |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
|  | ¿Qué pueden hacer las personas cuando alguien limita sus libertades? | Open-minded  Communicators  Risk-takers | Tier 1:   * televisión   Tier 2:   * segregación * maltratados * calificadas * manifestantes * simpatizar   Tier 3:   * limitación * gracia * noble * fortalecer * resistir(se) |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R: 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras que se relacionan con los derechos civiles  S: Hacer preguntas  R: Hacer preguntas sobre las ideas de una biografía y explicar las relaciones entre ellas.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir ciencia ficción. | ([T204-T205](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf)) TURN, TALK AND SHARE Have student pairs  discuss the question on p. 321 and take notes  on each other’s ideas. Each student should  review the key ideas expressed by his or  her partner, identify any new knowledge or  information presented in the discussion, and  draw conclusions. Pairs should then share their  findings with the class.  (T206-T207) Use a one-column chart with the title “La vida de  Mahalia Jackson” to help students write a short  summary of Jackson’s biography. Use THINK ALOUDs to model Analyzing Biographies  (See Spanish.) | Text:  Biografía  ***Hacer justicia***  pp. T218–T235  Videos: “Nuestro derecho a ser libres”  Organizers:  [CARTEL](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf) DE REFERENCIA PARA LA LECTURA Biografía  Biography graphic organizer |
| **Week 5:** | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué manera ir a un nuevo lugar puede darle a una persona nuevas oportunidades? | Open-minded  Communicators  Risk-takers | Tier 1:   * describir   Tier 2:   * provisiones * terreno * asentamiento * bandidos * correspondió   Tier 3:   * limitación * gracia * noble * fortalecer * resistir(se) |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R: 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras que se relacionan con la migración hacia el Oeste  S: Hacer inferencias  R: Hacer inferencias para explicar el propósito del autor de la ficción histórica.  W: Publicar, celebrar y evaluar la escritura de ciencia ficción. | Use think-alouds to foster analyzing historical fiction texts.  ([T268 – T269](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf)) TURN, TALK, AND SHARE Have partners respond  to the questions on p. 359, explaining their own  ideas and asking questions about their partner’s.  Encourage them to make connections with  personal experiencies and ideas in other texts  and to share them with the class.  (T270 – T271) Use a one-column chart titled “Las claves de la  ficción histórica” and have students list all the  clues they find that identify “Viaje” as  historical fiction | Text:  Ficción histórica  ***Ezekiel Johnson va al Oeste***  pp. T282–T305  Videos: “Nuestro derecho a ser libres”  Organizers:  [CARTEL](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf) DE REFERENCIA PARA LA LECTURA Ficción histórica  One-column graphic organizer |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar textos: La Libertad (**[**T464-T465**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf)**)** - Recuerde a los estudiantes cuál es la Pregunta esencial de la Unidad 4: ¿Qué significa ser libre? Pida a los estudiantes que respondan a la pregunta en sus cuadernos. Si tienen dificultades para responderla:   + Forme grupos pequeños y pídales que comparen y contrasten las Preguntas de la semana.   + Luego, pida a los estudiantes que hagan conexiones con ideas de otros textos, con la escuela, con sus familias o con la comunidad más amplia. * [**Writing**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf): Ciencia ficción(T457)   + Ofrezca a los estudiantes las siguientes instrucciones de escritura. Las instrucciones pueden presentarse para que los estudiantes las respondan en una hoja aparte. Alternativamente, pueden imprimirse desde SavvasRealize.com.   + ESCRIBAN un cuento de ciencia ficción acerca de un grupo de personas que trabajan juntas para alcanzar su libertad. Describan por qué quieren o necesitan libertad, cómo trabajan juntas para conseguirla y qué desafíos y luchas deben afrontar.   + 4-Point Narrative Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Encuestarán a personas acerca del significado de la libertad. • Crearán un discurso o un cartel sobre la libertad. ([**pp. T462–T481**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf))   + 4-Point Research Project Rubric * [**Writing**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_4_web.pdf.pdf): Ciencia ficción(T457)   + Ofrezca a los estudiantes las siguientes instrucciones de escritura. Las instrucciones pueden presentarse para que los estudiantes las respondan en una hoja aparte. Alternativamente, pueden imprimirse desde SavvasRealize.com.   + ESCRIBAN un cuento de ciencia ficción acerca de un grupo de personas que trabajan juntas para alcanzar su libertad. Describan por qué quieren o necesitan libertad, cómo trabajan juntas para conseguirla y qué desafíos y luchas deben afrontar.   + 4-Point Narrative Writing Rubric | | | |
| **Teacher Notes:** | | | |

**Grade 5 Spanish HLA**

**My View Unit 5 Title: Sistemas**

**IB Transdisciplinary Theme Connections: How the World Works**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo cambian los elementos de los sistemas?  ¿Cómo se forman las rocas y cómo cambian con el tiempo? | Balanced  Inquirers  Knowledgeable | Tier 1:   * también * tampoco   Tier 2:   * minerales * partículas * depósitos * erosión * principios   Tier 3:   * perturbar * ciclo * impacto * compuesta * ingeniero |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).  R: 5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences  W: 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. | L: Vocabulario de dominio específico  S: Hacer conexiones  R: Identificar las ideas principales y los detalles para hacer conexiones en un texto informativo.  W: Presentación de los Textos mentores e inmersión en los textos de poesía. | (T18-T19) QUICK WRITE Have students freewrite their answer to the Quick Write question on p. 427 and then share their responses.  (20-T21) Use a word web to help students list things and processes that geologists study. THINK ALOUD Analize Informational Text (See Spanish.) SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “Geólogos en acción” read aloud this short summary: *La geología es el estudio de la Tierra. Los científicos que estudian la geología se llaman geólogos. Los geólogos estudian cuándo y cómo se formó la Tierra. Investigan cómo cambió la Tierra con el tiempo. Estudian rocas y minerales, y ayudan a encontrar piedras preciosas y metales valiosos. También ayudan a encontrar otros recursos, como petróleo, gas natural y agua subterránea. Los geólogos investigan los procesos de la Tierra, como los terremotos, las inundaciones y las erupciones volcánicas. La información que encuentran puede ayudar a proteger a las personas de esos desastre.*  If possible, use real objects (realia) or pictures while stating the summary. | Text:  Texto informativo  ***de Rocas y fósiles***  pp. T32–T53  Videos: “La Tierra: cómo cambia”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto informativo |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué puede causar que el agua cambie de estado? | Balanced  Inquirers  Knowledgeable | Tier 1:   * Sincero * hipótesis   Tier 2:   * abundante * sustancia * condesa * altitud * discurre   Tier 3:   * perturbar * ciclo * impacto * compuesta * ingeniero |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R: 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.  W: 5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. | L: Palabras que se relacionan con un tema científico  S: Confirmar o corregir las predicciones  R: Interpretar los elementos del texto en un texto informativo para confirmar o corregir predicciones.  W: Desarrollar los elementos literarios de la escritura de poesía. | (T86 – T87) TURN, TALK, AND SHARE Ask student pairs to have a discussion based on the Turn and Talk activity on p. 469. Remind them to listen actively, ask relevant questions to clarify information, and make pertinent comments.  (T88-T89) See Spanish.) Use a T-chart to help students understand why a substance sinks or floats. Have them fill in the chart with each substance mentioned in the text, noting whether it expands or contracts when it changes state from liquid to solid. THINK ALOUD Analyze Informational Text (See Spanish.) SPANISH LANGUAGE DEVELOPMENT To help prepare students for the oral reading of “¿Por qué flota el hielo?”, read aloud this short summary: It is an odd fact that ice floats in water because most solid objects sink when placed into the liquid form of the same substance. Water expands when it freezes, which is why ice floats. It's a good thing too, because without this property, the planet would not be able to support life. | Text:  Texto informativo  ***de El ciclo del agua en la Tierra*** pp. T100–T115  Videos: “La Tierra: cómo cambia”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Elementos del texto  T-Chart graphic organizer |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo afectan las distintas características de la Tierra el lugar y modo en que vivimos? | Balanced  Inquirers  Knowledgeable | Tier 1:   * Exploradora * excavadora   Tier 2:   * bulliciosa * rauda * imperceptible * tonadilla * augurios   Tier 3:   * perturbar * ciclo * impacto * compuesta * ingeniero |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.  R: 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  W: 5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. | L: Palabras concretas y precisas  S: Hacer inferencias  R: Analizar el argumento y el ambiente para hacer inferencias en la ficción.  W: Desarrollar la estructura de la escritura de poesía. | (T148-T149) QUICK WRITE Have students freewrite to answer the Quick Write question on Libro interactivo del estudiante p. 505 and then share their responses.  (T150-T151) Use a sequence chart to help students describe what happens at the beginning, middle, and end of the story. Use THINK ALOUDs to model how to Analyze Fiction (See Spanish.) | Text:  Ficción  ***Las aventuras de una gota de agua***  pp. T162–T179  Videos: “La Tierra: cómo cambia”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Ficción  Sequence graphic organizer |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué manera las acciones humanas crean y cambian ciclos? | Balanced  Inquirers  Knowledgeable | Tier 1:   * detalle * galleta   Tier 2:   * apto * compost * Conscientes * intoxicación   Tier 3:   * perturbar * ciclo * impacto * compuesta * ingeniero |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).  R: 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text  W: 5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. | L: Vocabulario de dominio específico  S: Supervisar la comprensión  R: Comparar y contrastar distintos puntos de vista para verificar la comprensión de los textos informativos.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir poesía. | (T212 – T213) My TURN Read aloud the directions for the Turn  and Talk activity on p. 543. Ask students to take 30 seconds to think about the assignment and  then turn and talk with a partner. Call on partners to share their thinking.  (T214-T215) Create a chart to help students summarize the most important information in the text. THINK ALOUD Analyze Informational Text (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT: Briefly discuss with students what they know about rainforests and about pollution. To prepare them for the oral reading, read aloud this short summary: Palm oil comes from palm trees. It is used in many foods and household products. To grow palm trees, tropical rainforests are destroyed. Not only is this bad for animals in the rainforest, but it also releases harmful gases into the air | Text:  Textos informativos  ***“Hablemos de la basura”, “Es hora de reducir el desperdicio de alimentos”, “Recicla con el programa Basura que no es basura de la Municipalidad de Miraflores”***  pp. T226–T235  Videos: “La Tierra: cómo cambia”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA  Texto informativo  Summarizing the Text graphic organizer |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Hasta qué punto las personas deben tratar de influir en los sistemas naturales? | Balanced  Inquirers  Knowledgeable | Tier 1:   * pequeñita * despacito   Tier 2:   * geológicos * hábitat * residuos * partidarios * válvula   Tier 3:   * perturbar * ciclo * impacto . * compuesta * ingeniero |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  S: 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others  R: 5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences  W: 5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. | L: Las palabras precisas  S: Hacer conexiones  R: Analizar un texto argumentativo para hacer conexiones.  W: Publicar, celebrar y evaluar la escritura de poesía. | ([T268-T269](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_5_web.pdf.pdf)) SPANISH LANGUAGE DEVELOPMENT: Explain to students that they can use the images on the map on pp. 572–573 to understand unfamiliar words or concepts. Have students discuss the visuals on pp. 572–573. Define the key vocabulary: ecosistema, estuario, amenaza, resistentes. Ask: (See Spanish.) Have students use these words in their discussion.  (T270-T271) Use the chart to summarize how deforestation  harms animals, the environment, and humans.  Use THINK ALOUDs to model how to Analyze Argumentative Texts (See Spanish.) | Text:  Texto argumentativo  ***“Las personas deben controlar la naturaleza”***  pp. [T282–T297](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G5_Teachers_Edition_Unit_5_web.pdf.pdf)  Videos:  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA  Texto argumentativo  Argument with supporting details graphic organizer |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar textos: Sistemas (T456-T457)** - Recuerde a los estudiantes cuál es la pregunta esencial de la Unidad 5: ¿Cómo cambian los elementos de los sistemas? Pida a los estudiantes que respondan a la pregunta en sus cuadernos. Si tienen dificultades para responderla:   + Pida a los estudiantes que repasen las preguntas de la semana con   + cada selección de manera independiente. Anímelos a identificar de qué   + manera cambian los elementos de los sistemas en cada texto. * **Writing**: Poesía (T449)   + Dé a los estudiantes las siguientes instrucciones de evaluación. Las puede mostrar o puede imprimirlas desde SavvasRealize.com.   + ESCRIBAN un poema sobre los cambios que observaron en el medioambiente que los rodea.   + 4-Point Poetry Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Investigarán sobre un desastre natural • Crearán un anuncio de servicio público (ASP) sobre el medioambiente (pp T454-T4   + Investigarán sobre un desastre natural • Crearán un anuncio de servicio público (ASP) sobre el medioambiente * **Writing**: Poesía (T449)   + Dé a los estudiantes las siguientes instrucciones de evaluación. Las puede mostrar o puede imprimirlas desde SavvasRealize.com.   + ESCRIBAN un poema sobre los cambios que observaron en el medioambiente que los rodea.   + 4-Point Poetry Writing Rubric | | | |
| **Teacher Notes:** | | | |