

1. Overview

The students will review key kindergarten skills as you assess their knowledge and get to know your students. In addition, the students will practice identifying the main idea and summarize in an informative text. During these four weeks the students will participate in listening and oral activities, decode words, high frequency words, writing skills, segment syllables, punctuation, nouns

FOCUS STANDARDS

- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3G Recognize and read irregularly spelled words
- L.1.1a Print upper and lowercase letters
- RF.1.1a Recognize the features of sentence
- RF.1.2b Orally produce single-syllable words by blending sounds
- RF.1.2c Isolate and pronounce sounds in spoken single-syllable words
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing as needed.
- SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

SUPPORTING STANDARDS

RF.1.3b, RF.1.3g, L.1.1a, RF.1.1a, RF.1.2b, RF.1.3b, RF.1.2c, RF.1.2d,

2. Resources

TEACHING RESOURCES

Senderos

- Back to School
- Friends
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers
- www.brainpop.com
- www.discoverykids.com
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Students will create a narrative book with things they like to do with a friend using correct sentence structure and punctuation.
- Students will build a city of nouns in groups. They will label the different things in the city.
- Students will build new words with a partner given the consonants and vowels to make different syllables.
- Students will listen to Bucket Filling story and discuss in groups, what kinds of things they can do to fill their friends bucket.

1. Overview

The students will work on oral vocabulary, listening comprehension, main idea, summary, cognates, introduce nouns, beginning sounds and syllables, blend phonemes, and open syllables with m and p. They also will use labels in their narrative writing. Teacher will model fluency through the oral reading and will review vowel sounds and high frequency words.

FOCUS STANDARDS

- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3G Recognize and read irregularly spelled words
- L.1.1a Print upper and lowercase letters
- RF.1.1a Recognize the features of sentence
- RF.1.2b Orally produce single-syllable words by blending sounds
- RF.1.2c Isolate and pronounce sounds in spoken single-syllable words
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing as needed
- SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- SL1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

SUPPORTING STANDARDS

RL.1.2,SL.1.2,SL1.1a,SL.1.1c,RF.1.2b,RF.1.3b,RF.1.3g,RF.1.4a,RF1.4b,RI.1.2, RI.1.10, RF.1.4a,RI.1.1,RI.1.7, RF.1.3b

UNIT 1 – Lesson 1 Friendship

2. Resources

TEACHING RESOURCES

Senderos

- “El Leon y el Raton” – “The lion and the mouse”
- “A Good Friend”- “Un Buen Amigo” (Informational Text)
- “Amigos para Siempre” (Poetry)
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Decodable books
- Trade books
- www.brainpop.com
- www.discoverykids.com
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Students will draw a noun and label it. Guide book: use parts of the frog and the life cycle to label. Spanish: You can use the parts of the body or any theme you are working with.
- Students will do a brainstorm and do a bubble map graphic organizer. Refer to language connections (conexiones del idioma)
- <http://www.studenthandouts.com/01-Web-Pages/2013-07/bubble-map-graphic-organizer-worksheet.pdf>

1. Overview

The students will work on oral vocabulary, high frequency words, listening comprehension, main idea, retelling key details, captions, labels, possessives, understanding characters, review nouns, infer and predict, beginning sounds and syllables, blend phonemes, and open syllables with s and t; review m and p.

FOCUS STANDARDS

- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing as needed
- RL.1.3 Describe characters, settings, and major events in a story, using key details
- RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events
- SL.1.3 Ask and answer questions about what the speaker says in order to gather additional information
- SL.1.6 Produce complete sentences when appropriate to task and situation
- L.1.1b Use common proper, and possessive nouns
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

SUPPORTING STANDARDS

RL.1.1, RL.1.2, RL.1.2, RL.1.7, RL.1.10, RF.1.2b, RF.1.3g, RF.1.4b, SL1.1a, SL.1.2, L.1.1b, L.1.2d, L.1.6
RL.1.3, RL.1.4, RF.1.3b, RF.1.2c, SL.1.6, L.1.5c, RF.1.3b ,L.1.1j, L.1.5a, RF.1.2c, W.1.5, SL1.1c, SL1.4

UNIT 1 – Lesson 2 Weather

2. Resources

TEACHING RESOURCES

Senderos

- “Susi y Los Bandidos”
- “La Tormenta” and “Tormentas”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- www.brainpop.com
- www.discoverykids.com

3. Activities for Understanding

SUGGESTIONS

- Students will draw, write a caption about it, and add labels. Guide book: use parts of the frog and the life cycle to label and write a caption. More on T129
- Students will build new words with a partner given the consonants and vowels to make different syllables.
- Students and teacher will continue creating the cognate wall.
- Daily phonemic awareness, Daily vocabulary boost and daily High Frequency words T131,T153
- Word blending routine: Students, in partners or by themselves, can have letter cards, teacher says the word/ syllable and students put the cards together.
- Teacher can use dictation to practice vocabulary, letter m, p, s, and t and high frequency words.
- Word Jar game T1

1. Overview

The students will **listen for how a reader's voice goes up and down** during reading, ask and answer questions about a text read aloud, and follow rules for discussions. Learn the sounds, spelling, decode, and blend for open syllables with c (ca, co, cu), and high frequency words. Practice reading fluently paying attention to the period at the end of the sentences. Identify and describe the sequence of events. Teacher will monitor understanding of the story while reading, and use strategies to clarify its meaning, such as rereading. Introduce words that show action. In present Name parts of sentences and write them together. Understand that authors use words to help **reader's** picture events. Respond to questions by talking with peers, following discussion rules. Write a response to literature using text evidence.

FOCUS STANDARDS

- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- RF.1.2c Isolate and pronounce sounds in spoken single-syllable words
- Rf.1.4a Read on level text with purpose and understanding
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing as needed
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, use temporal words to signal event order, and provide some sense of closure
- SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- L 1.1e Use verbs to convey a sense of past, present, and future
- L 1.4a Use sentence-level context as a clue to the meaning of a word or phrase

SUPPORTING STANDARDS

RL.1.2, RF.1.2b RF.1.3b, RF.1.3g, SL.1.6, L.1.2d, RL1.3, RI.1.10, RF.1.4a, RL.1.1, RL.1.3, RL.1.4, RL.1.7, RF.1.3b, RL.1.7, RF.1.1a, SL.1.6, L.1.1e, L.1.1j, L.1.2e, w.1.1, SL.1.1b, SL.1.1a, SL.1.4, RF.1.3f, RI.1.5, W.1.3, W.1.5

UNIT 1 – Lesson 3 School

2. Resources

TEACHING RESOURCES

Senderos

- “Jorge el curioso en la escuela”
- “La Escuela hace Tiempo”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- www.duolingo.com
- www.wordbookonline.com
- www.brainpop.com
- www.discoverykids.com

3. Activities for Understanding

SUGGESTIONS

- Have partners use letter cards to take turns building and reading words with open syllables with c (ca, co, cu) Students can have letter cards, teacher says the word/ syllable and students put the cards together.
- Students and teacher will continue creating the cognate wall.
- Students will play a word jar game
- Daily vocabulary boost and daily High Frequency words
- Word blending routine
- Teacher can use dictation to practice vocabulary, and high frequency words.
- Ask children to think of something they like to do at school. T235

1. Overview

The students will listen for how a reader's voice goes up and down during reading, ask and answer questions about a text read aloud, and follow rules for discussions. Learn the sounds, spelling, and blend for open syllables with b, l, f, and high frequency words. Practice reading fluently paying attention to intonation. Use the text and graphic features to find information, ask questions while reading to aid comprehension, and Write a response to literature using complete sentences. Understand that authors use words to help reader's picture events. Introduce frequently occurring adjectives that describe size and shape. Name parts of and create a sentence for a class story. Learn how to use a glossary. Practice alphabetical order.

FOCUS STANDARDS

- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson
- RF.1.2b Orally produce single-syllable words by blending sounds
- Rf.1.4a Read on level text with purpose and understanding
- W.1.7 Participate in shared research and writing projects
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, use temporal words to signal event order, and provide some sense of closure
- SL.1.4 Describe people, places, things, and events with relevant events details, expressing ideas and feelings clearly
- SL.1.6 Produce complete sentences when appropriate to task and situation
- L.1.1f Use frequently occurring adjectives
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

SUPPORTING STANDARDS

RL.1.2, RF.1.2b RF.1.3b, RF.1.3g, SL.1.6, L.1.2d, RL1.3, RI.1.10, RF.1.4a, RL.1.1, RL.1.3, RL.1.4, RL.1.7, RF.1.3b, RL.1.7, RF.1.1a, SL.1.6, L.1.1e, L.1.1j, L.1.2e, w.1.1, SL.1.1b, SL.1.1a, SL.1.4, RF.1.3f, RI.1.5, W.1.3, W.1.5

UNIT 1 – Lesson 4 Neighborhoods

2. Resources

TEACHING RESOURCES

Senderos

- “EL Vecindario de Lucia”
- “Raton de Campo y Raton de Ciudad”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- www.brainpop.com
- www.discoverykids.com
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Students can pick a person, place, and thing to describe orally and write a sentence.
- Students use letter cards to create and read words that start with b, l, and f. Write sentences with the words. T305
- Students will draw a picture of their house, label it, and write a sentence to describe it. Teacher will put together the drawings to create a class neighborhood. Students can present their work before turn it in.

1. Overview

Students will ask and answer questions about key details in a story, and understand the story message. Understand story structure and describe the characters, setting, and major events as well as characteristics of a fantasy story. Analyze and evaluate a story to aid comprehension. Gather information from sources to answer a question Describe story events, use a visual to clarify while describing. Learn the sounds, spelling, and blend of words with open syllables with r (initial) and rr and high frequency words. Review and sort words with open syllables with b, l, and f. Recognize and read irregularly spelled words. Introduce frequently occurring adjectives that describe color and number and synonyms. Write a response to literature using time order words and using adjectives to add details to strengthen writing. Discuss features of a dictionary. Students work over the writing process to revise and proofread a narrative class story.

FOCUS STANDARDS

- RL.1.1 Ask and answer questions about key details in a text
- RL.1.7 Use illustrations and details in a story to describe its characters, settings or events
- RF.1.2b Orally produce single-syllables words by blending sounds, including consonant blends
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, use temporal words to signal event order, and provide some sense of closure
- W.1.5 With guidance and support from adults focus on a topic, respond to questions, and suggestion from peers, and add details to strengthen writing as needed
- SL.1.4 Describe people, places, things, and events with relevant events details, expressing ideas and feelings clearly
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- L.1.1f Use frequently occurring adjectives
- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase

SUPPORTING STANDARDS

SL.1.1a, SL.1.1b, SL.1.1c, SL1.2, RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6, RL.1.2, RL.1.3, RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4b, L.1.2d, L.1.2e, RL.1.3, RL.1.7, RI.1.10, RF.1.4a, RL.1.1, W.1.5, L.1.1f, L.1.1e, L.1.1j, L.1.2e, W.1.3, SL.1.5, SL.1.6, RL.1.7, RF.1.4c, RI.1.5, L.1.5c, RF.1.2d, SL.2.6, W.1.8, W.1.7, L.1.6

2. Resources

TEACHING RESOURCES

Senderos

- " Arriba todos, Arriba"
- "El Zoológico de la Ciudad"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- www.duolingo.com
- www.wordbookonline.com
- www.brainpop.com
- www.discoverykids.com

3. Activities for Understanding

SUGGESTIONS

- Students can do a survey and a bar graph to answer **"What's your favorite animal?"** Students can ask each other or teacher can ask in whole group
- Dictation: Students will listen and write a decodable sentence. T402
- Students will write sentences using adjectives that describe color and shape.
- Students will create a page with synonyms, labeling, and adding words or sentences to describe their drawings. Students will present their word and explain the meaning. Teacher will put the pages together to create a book.
- Students will describe an animal from the zoo using the adjectives of color and shape.
- Teacher and students will write facts that they found in the text about an animal and will illustrate it.

1. Overview

Students will ask and answer questions about key details in a story, follow rules for discussion, listen to hear how reading expresses the **characters'** feelings and describe them. Summarize the main events to aid comprehension. Read fluently by using expression in sentences. Demonstrate understanding of the message or lesson of a story. Learn how to sound, spelling, blend, and segment words using the syllables with g (ga, go, gu), d, and v. Review words with open syllables with r (initial) and rr. Introduce complete sentences and write sentences that describe. Identify real-life connections between words and their use. Distinguish shades of meaning among verbs and classify them. Review adjectives for color and number, verbs, and synonyms.

FOCUS STANDARDS

- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson
- RL.1.7 Use illustrations and details in a story to describe its characters, settings or events
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs
- RF.1.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings
- W.1.2 Write informative/explanatory texts in which they name a topic, and provide some sense of closure
- W.1.5 With guidance and support from adults focus on a topic, respond to questions, and suggestion from peers, and add details to strengthen writing as needed
- SL.1.1c Ask and answer questions about the details in a text read aloud, information presented orally, or through other media
- SL.1.2 Ask and answer questions about the details in a text read aloud, information presented orally, or through other media
- L.1.1f Use frequently occurring adjectives
- L.1.5d Distinguished shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings

SUPPORTING STANDARDS

SL.1.1a, SL.1.1c, SL.1.2, SL.1.3, RF.1.3g, SL.1.6, RF.1.3a, RF.1.3g, SL.1.6, RF.1.2c, RF.1.3a, RF.1.3b, RF.1.3g, RF.1.4b, L.1.2d, L.1.2e, RL.1.2, RL.1.3, RL.1.10, RF.1.4a, RL.1.1, RF.1.3b, RL.1.7, W.1.5, L.1.1f, L.1.1j, L.1.2e, L.1.5c, L.1.6, RF.1.1a, RF.1.2b, W.1.2, RL.1.4, RL.1.9, W.1.8, L.1.5d, L.1.1a

2. Resources

TEACHING RESOURCES

Senderos

- "Gabo y el Lobo"
- "Los Tres Cerditos"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- www.duolingo.com
- www.wordbookonline.com
- www.brainpop.com
- www.discoverykids.com

3. Activities for Understanding

SUGGESTIONS

- Students think about what the weather is like today. The class will work together to write sentences about what the weather is like outside the classroom. They will use their five sentences to write descriptive sentences. T35
- Review the sentences that describe often use details that tell about the five senses. Pick a topic to write about and model how to use your five senses to write ideas on a graphic organizer on page 85. Then, use those sentences to do a narrative writing. Use the writing process and take in mind this can take the whole week.
- Teacher will pick an object to model how to use adjectives that describe color and number. Have students draft their own complete sentences that describe, referring to their graphic organizer and focus wall. T66-T67
- Dictionary skills: Show children how to look up the lesson 5 selection vocabulary words in a print dictionary.

1. Overview

Students will ask and answer questions about key details in a story read aloud, tell the main topic, and details. Use text details to make inferences and predictions. Use text and graphic features to find information in a text. Listen for reading that is not too fast or too slow. Acquire and use domain-specific vocabulary. Identify basic similarities in and differences between two texts on the same topic. Learn how to sound, spelling, blend, segment, and identify the stressed syllable words with ch, ñ, and j. Review words with open syllables with g (ga, go, gu), d, and v. Practice reading fluently and accurately at a good rate. **Learn and use the week's high frequency words.** Identify and use the commas in a series. Create complete sentences for a poem that describes by using adjectives. Review dictionary skills. Know and use text features of a glossary to locate facts and information. Review common nouns for people, animals, places, and things.

FOCUS STANDARDS

- RI.1.2 Identify the main topic and retell key details of a text
- RI.1.7 Use the illustrations and details in a text to describe its key ideas
- RF.1.1a Recognize the distinguishing features of a sentence
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words
- W.1.7 Participate in shared research and writing projects
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- SL1.1a Follow agreed-upon rules for discussion
- SL1.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in respond to prompts.
- L.1.2b Use end punctuation for sentences

UNIT 2: Lesson 7 Animal Communication

SUPPORTING
STANDARDS

SL.1.1b, SL.1.1c, SL.1.1a, SL.1.2, SL.1.3, SL.1.6, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4b, RF.1.4a, RF.1.3g, RL.1.2, RL.1.3, RL.1.5, RL.1.10, L.1.2d, L.1.1b, L.1.1f, L.1.2e, L.1.1j, L.1.2c, L.1.5c, RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.8, RI.1.9, RI.1.10, W.1.2, W.1.5, W.1.6,

2. Resources

TEACHING RESOURCES

Senderos

- "Como se Comunican los Animales"
- "Mensajes entre Insectos"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- www.duolingo.com
- www.wordbookonline.com
- www.brainpop.com
- www.discoverykids.com

3. Activities for Understanding

SUGGESTIONS

- Teacher will guide children to use text and graphic features, such as headings, and photographs, to locate facts and information as they read. T127
- Interactive notebook: Teacher will make a copy of a non-fiction page, students will glue it in their notebooks, and will identify and label the text features. Teacher can create an anchor chart, add more text features as the students study them, and display it the class for future reference.
e.g., <http://learningintwolanguages.com/non-fiction-text-features/>
<https://s-media-cache-ak0.pinimg.com/originals/48/58/a2/4858a28e653fbdf4c91af53b6789b88.jpg>
<https://www.teacherspayteachers.com/Product/Text-features-in-Spanish-Elementos-del-texto-informativo-919704>
- Shared Writing: The class will write a poem about a pet they like, have the whole group choose one. Provide time for partners to brainstorm details about what the chosen pet looks like and what it does. Guide the group to create sentences for a descriptive poem.
- Students write one fact they learned **from the selection "How Animals Communicate"**, illustrate it and write a caption. T141 and T155
- Interact with the words: Students will use the domain specific vocabulary to create four-square maps (Frayer Model). They will write the word, draw a picture, write the meaning, and a sentence.
<file:///C:/Users/class/Downloads/VocabularyGraphicOrganizerBasedonFramerModel.pdf>

1. Overview

Students will ask and answer questions about key details in a story read aloud, tell the main topic, and details. Learn how to sound, spelling, blend, segment, write, read, and identify the middle syllable in words with ll and r. Recognize and read irregularly spelled words. Understand sequence of events and describe the events in the correct order. Identify the narrator. Describe character, settings, and major events in the story, use text evidence to support answers. Use text evidence to analyze and evaluate while reading to aid comprehension. Understand and produce complete, simple, declarative sentences. Identify parts of a thank you note and write one together. Practice using a dictionary. Review open syllables with ch, ñ, and j. Review action words. Distinguish between fiction and nonfiction books.

FOCUS STANDARDS

- RI.1.2 Identify the main topic and retell key details of a text
- RI.1.7 Use the illustrations and details in a text to describe its key ideas
- RF.1.1a Recognize the distinguishing features of a sentence
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words
- W.1.7 Participate in shared research and writing projects
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- SL.1.1a Follow agreed-upon rules for discussion
- SL.1.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in respond to prompts.
- L.1.2b Use end punctuation for sentences

SUPPORTING STANDARDS

SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.6, RF.1.3g, RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4b, SL.1.5, L.1.2d, L.1.2e, RF.1.2d, RL.1.1, RF.1.4a, RL.1.2, RL.1.3, RL.1.5, RL.1.7, RL.1.9, RL.1.10, L.1.1b, L.1.1f, L.1.1j, L.1.2c, L.1.2e, L.1.6, L.1.5c, RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.8, RI.1.9, RI.1.10, W.1.2, W.1.5, W.1.7, W.1.8, W.1.1

2. Resources

TEACHING RESOURCES

Senderos

- "A Hacer Musica"
- "Los Tambores"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Teacher and student will write a thank you note. Together they will decide to who they will give it to and what to thank for. Example. Veterans Day. Teacher will model the parts of the thank you note and how to follow the writing process steps.
- Students will create their own Thank you note. They will decide to who they will give it to and what to thank for.
- Organize children into groups and have each group choose one instrument, or teacher can assign it. The groups will research how to make their own musical instrument and will write a report on how to make it. Refer to T267

1. Overview

Students will ask and answer questions about key details in a story read aloud, retell a story, and tell the lesson it teaches. Learn about the sound, spelling, blend, segment, write, read, and identify the middle sound with words with C (ce, ci), G (ge, gi), and Y. Recognize and read irregularly spelled words.

Identify and use text and graphic features. Ask and answer questions to aid comprehension. Use singular and plural nouns with matching verbs. Use and identify singular and plural nouns with matching verbs. Identify the characteristics of biography. Use sentence-level context to help identify the meaning of antonyms.

FOCUS STANDARDS

- RI.1.10 with prompting and support, read prose and poetry of appropriate complexity for grade 1
- RF.1.2b orally produce single-syllable words by blending consonant blends
- RF.1.4a read on-level text with purpose and understanding
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
 - SL.1.1c Ask questions to clear up any confusion about the topics and texts
- SL1.14 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- L.1.1c use singular and plural nouns with matching verbs in basic sentences
- L.1.4e use sentence-level context as a clue to the meaning of a word or phrase

SUPPORTING STANDARDS

RL.1.2, RL.1.3, RL.1.5, SL.1.1c, SL.1.1a, SL.1.1b, SL.1.2, SL.1.5c, SL.1.6, RF.1.2d, RF.1.1a, RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6, RI.1.1, RI.1.2, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10, RF.1.4a, RF.1.4b, L.1.2d, L.1.6, L.1.2e, L.1.1b, L.1.1c, L.1.2.e, L.1.2c, L.1.1f, L.1.1j, W.1.2, W.1.5, W.1.8,

UNIT 2: Lesson 9 Writing

2. Resources

TEACHING RESOURCES

Senderos

- "El Dr. Seuss"
- "Dos poemas graciosos"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Teacher and student will write an informative writing. Together they will decide what animal they will use to write a description. Have details that tell size, shape, color, and number. T329
- Students will create their own informative descriptive writing using an animal of their choice.
- Individually, or as a whole group, students will create a biography. They can use Dr. Seuss, or a person of their choice. They can do a class presentation.

1. Overview

Students will ask and answer questions about key details in a story read aloud, retell a story, tell the lesson it teaches, and tell the lesson it teaches. Learn about the sound, spelling, blend, segment, write, read, and identify the middle sound with words with qu (que, qui), gu (gue, gui), gü (güi, güe) and identify the middle syllable and the stressed syllable. Recognize and read irregularly spelled words. Understand story structure, visualize and describe characters, settings, and major events to aid comprehension in a story. Identify dialogue and understand its function in a story. Understand the use the articles un, una, uno, unos, el, la, los, las. Use sentence- level context as a clue to the meaning of a word or phrase using synonyms. Distinguish shades of meaning among adjectives. Review commas used to separate words in a series.

FOCUS STANDARDS

- RI.1.10 with prompting and support, read prose and poetry of appropriate complexity for grade 1
- RF.1.2b orally produce single-syllable words by blending consonant blends
- RF.1.4a read on-level text with purpose and understanding
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- SL.1.1c Ask questions to clear up any confusion about the topics and texts
- SL.1.14 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- L.1.1c use singular and plural nouns with matching verbs in basic sentences
- L.1.4e use sentence-level context as a clue to the meaning of a word or phrase

SUPPORTING STANDARDS

RL.1.2, SL1.1a, SL.1.1c, SL.1.2, RF.1.2b, RF.1.3b, RF.1.3g, RF.1.2b, RF.1.2c, RF.1.2d, SL.1.6, RF.1.4a, RF.1.4b, L.1.1, L.1.a, L.1.1h, L.1.6, L.1.2d, L.1.1f, RL.1.3, RL.1.7 RL.1.5, RL.1.10, RL.1.1, RL.1.3, RL.1.7, RL.1.1, RL.1.3, RL.1.6, RL.1.7, RL.1.9, W.1.2, W.1.6, L.1.2e, RI.1.5, L.1.5c, L.1.6, RI.1.5, RF.1.2d, W.1.2, W.1.6, SL.1.6, L.1.5d, RL.1.6, W.1.1, SL.1.1b, SL.1.4, SL.1.5, W.1.2, W.1.5, W.1.6,

UNIT 2: Lesson 10 Feelings

2. Resources

TEACHING RESOURCES

Senderos

- "Quique da una Fiesta"
- "Tiempos Felices"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Teacher will read a book aloud, from Senderos or other sources, Teacher and students will write a description of the main character. Explain that they can do it by adding adjectives that give information about what the character look like.
- Students can begin drafting their own descriptions, referring to their graphic organizers from lesson 9. They can pick a character, a friend, family member, or themselves. T427
- **Read "Quique da una Fiesta"** and make the students examine the illustration. Encourage children to add additional details from the illustration. Guide children to write a topic sentence and write additional details to create a description of quile. T437

1. Overview

Students will ask and answer questions about key details in a story read aloud, identify **author's purpose and the reasons an author gives to support** points. Identify details that support the topic. Understand the sequence of events and describe the major events. Learn about the sound, spelling, blend, segment, write, read, and identify the middle sound with words with Z and H. Recognize and read irregularly spelled words. Identify and use proper nouns that name people and animals. Write sentences that inform as a class. Identify and capitalize titles for people. Review the use of de to express possession. Write informative texts in which children name a topic, supply facts about the topic, and provide a sense of closure. Review proper nouns.

FOCUS STANDARDS

- RI.1.2 identify the main topic and retell the key details of a text
- RI.1.8 Identify the reasons an author gives to support points in a text
- RF.1.3b distinguish between open and close syllables
- RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expressions on successive readings
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- SL.1.1b **Build on other's talk in conversations by responding to the comments of other through multiple exchanges**
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- L.1.1b Use common, proper, and possessive nouns
- L.1.5e Sort words into categories to gain a sense of the concepts the categories represent

SUPPORTING STANDARDS

RI.1.1, RI.1.2, RI.1.3, RI.1.8, RI.1.10, RF.1.2b, RF.1.2d, RF.1.3f, RF.1.3a, RF.1.3b, RF.1.4b, RF.1.3g, RF.1.3f, RF.1.4a, SL.1.1a, SL.1.1b, SL.1.2, SL.1.3, SL.1.4, SL.1.5, L.1.1b, L.1.2a, L.1.2d, L.1.6, L.1.2e, L.1.5c, L.1.5a, L.1.1j, W.1.2, W.1.5, W.1.6, W.1.7, W.1.8

UNIT 3: Lesson 11 Marine Habitats

2. Resources

TEACHING RESOURCES

Senderos

- “Un Hogar en el Océano”
- “El Agua”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Have partners use letter cards to take turns building and reading words with open syllables with z and h. after a child reads a word, his or her partner should use the word in a sentence.
- Use a graphic organizer (flow chart) to describe the main events in the order in which they happen. Teacher and students can work together on one book to model how to describe the sequence of events in the story. After that students can work, individually or in partners, with their own library books, or their choice.
- Students will use sequence of events task cards to talk and write about the sequence.
<http://www.wikihow.com/Teach-Sequencing-to-Preschool-Children#/Image:Teach-Preschool-Children-Sequencing-Step-3.jpg>

1. Overview

Students will ask and answer questions about key details in a story. **Understand a story's main lesson or message. Discuss the story, using text evidence and drawings to clarify ideas. Write the story from another character's point of view as a response to literature.** Describe characters, settings, and events in a story. Understand the sequence of events and describe the major events. Learn about the sound, spelling, blend, segment, write, and read, for words with open syllables with K, X, z, h, and W. Recognize and read irregularly spelled words. Identify and create simple commands. Name parts of and write together instructions. Read fluently maintaining an appropriate rate to understand what is read. Identify real-life connections between words and their use. Learn the different parts of a dictionary. Use sentence level context as a clue to the meaning of homophones. Review that a complete sentence has a subject and a predicate. Students will use the writing process to draft, write, revise, and proofread their writing.

FOCUS STANDARDS

- RL.1.1 Ask and answer questions about key details in a text
- RL.1.2 retell stories, including details, and demonstrate understanding of their central message or lesson
- RF.1.3g Recognize and read appropriate irregularly spelled words
- RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expressions on successive readings
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- SL.1.1b **Build on other's talk in conversations by responding to the comments of other through multiple exchanges**
- SL1.5 Add drawings or visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.5b Define words by category and by one or more key attributes

SUPPORTING STANDARDS

RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.10, RI.1.2, RI.1.5, RI.1.10, RF.1.2b, RF.1.3a, RF.1.3g, RF.1.4b, RF.1.4a, W.1.2, W.1.5, SL.1.1a, SL.1.2, SL.1.6, SL.1.1b, SL.1.4, SL.1.3, L.1.1j, L.1.2e, L.1.1h, L.1.2d, L.1.5a, L.1.5b, L.1.5c, L.1.6, L.1.4

UNIT 3: Lesson 12 Jungle Animals

2. Resources

TEACHING RESOURCES

Senderos

- “Las Manchas del Leopardo”
- “La Selva Tropical”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Tell children they will write a story in response to the folktale Las Manchas del Leopardo. Children will write **a story from kike Hyena's** point of view, or what kike saw, did, and felt during the story. Children must tell what happens at the beginning, middle, and the end of the story. Make the students use the writing process, and then share with classmates. T143
- Children will write a letter with instructions, they should use time order words that make the order steps clear. They can use a flow chart to plan their instructions and illustrations as well as adjectives to make the steps in their instructions more specific and clear. Teacher will first model one as a whole class. T157
- Have each child to choose a character or event from Las Manchas del Leopardo and give a talk to clearly describe that character or event. They can use a picture or drawing to help them make their description clearer as they speak. Remind them to include details such as adjectives, nouns, and action verbs. T171
- Use writing prompts to promote conversation and develop writing instructions as sequence of events. Examples: how to make a peanut butter and jelly sandwich? **What's** your morning routine? **What's** the class schedule? Life cycle of plants/animals, etc.

1. Overview

The students will ask and answer questions about key details in a story. Respond to questions by talking with peers in complete sentences. Use words and phrases acquired through conversations, reading and being read to and responding to texts. Identify basic similarities in and differences between two texts on the same topic. Identify real connections between words and their use. Learn about the parts of a dictionary. Read and comprehend informational text. Write a response to literature using complete sentences. Understand cause and effect relationships. Learn about the sound, spelling, blend, segment, write, and read, for words with open syllables with l, m, n, r, and z. Recognize and read irregularly spelled words. Use subject and matching verbs to produce complete sentences. Write sentences that inform. Identify sound words and understand their use. Identify and use singular and plural nouns with matching verbs in sentences. Print sentences that inform with a main idea and details and choose a topic sentence. Review declarative statements.

FOCUS STANDARDS

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- RI.1.5 Know and use various text features to locate key facts or information in a text
- RF.1.2a Distinguish the sounds (phonemes) of the vowels in the words
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about state an opinion, supply a reason for the opinion, and provide some sense of closure
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that it is not understood
- SL1.6 Produce complete sentences when appropriate to task and situation
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences

SUPPORTING STANDARDS

RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.9, RI.1.10, RL.1.10, RF.1.2b, RF.1.2d, RF.1.3a, RF.1.3g, RF.1.4b, RF.1.3b, RF.1.4a, Rf.1.4c, RF.1.3f, W.1.2, W.1.5, SL.1.1a, SL.1.2, SL.1.1b, SL.1.6, SL.1.1c, L.1.1c, L.1.2d, L.1.1a, L.1.4a, L.1.6, L.1.1j, L.1.5a, L.1.5c, L.1.4c, L.1.5c,

UNIT 3: Lesson 13 Seasons

2. Resources

TEACHING RESOURCES

Senderos

- “Las Estaciones”
- “Las cuatro estaciones de los animales”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding



SUGGESTIONS

- Children will work together to write sentences that inform about summer. Help the class write a topic sentence and detail sentences telling facts about summer. Make sure all the details sentences tell facts about one main idea. Help the class come up with a closing sentence that retails the main idea of the sentences and ties the ideas together. T235
- Ask children to choose a season that they would like to write about. Have them draw something about this season. Have children work with a partner asking and answering questions about their picture. As children describe their picture, have them include facts about the season they chose. Provided prompt as needed. T245
- Using the season, that children chose on the previous activity, they will write cause and effect sentences guide them to use the word because o show the relationships in their writing. This sentences can be added to the previous lesson.
- Children can talk about any topic and create cause and effect sentences. For example: I was at the honor **roll ceremony because I got A's in my report card.** Etc.
- Task cards can be created in Spanish to be used in centers, to work in partners, as a whole group to practice cause and effect, or many other ways. http://www.fcrr.org/studentactivities/c_020b.pdf

1. Overview

The students will ask and answer questions about key details in a story. Retell a story, and tell the lesson it teaches. Use text evidence and prior knowledge to draw conclusions about a story. Infer and predict while reading a story to aid comprehension. Identify cause and effect relationships. Learn about the sound, spelling, blend, segment, write, read, for words with open syllables with b, c, d, s, and x. identify the middle phoneme and middle syllable. Recognize and read irregularly spelled words. Learn, identify, write, and use present and past tense verbs. Name parts of a research report and write one together. Write an opinion piece about a favorite story character. Use a dictionary to find word meanings. Choose a topic and explore ideas for a research report. Distinguish shades of meaning among verbs and adjectives. Review singular and plural nouns with matching verbs in a sentence. Use a graphic organizer to begin planning a report.

FOCUS STANDARDS

- RL.1.3 Describe characters, settings, and major events in a story, using key details
- RL.1.7 Use Illustrations and details in a story to describe its characters, settings, or events
- RF.1.3g Recognize and read appropriate irregularly spelled words
- RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expressions on successive readings
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- L.1.1e Use verbs to convey a sense of past, present, and future
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

SUPPORTING STANDARDS

RL.1.1, RL.1.3, RL.1.7, RL.1.10, RF.1.2a, RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b, W.1.2, W.1.5, W.1.6, W.1.8, SL.1.2, SL.1.4, SL.1.1a, SL.1.6, SL.1.3, L.1.1e, L.1.1a, L.1.2d, L.1.2e, L.1.4a, L.1.6, L.1.5c, L.1.5d, L.1.4c

2. Resources

TEACHING RESOURCES

Senderos

- “La gran carrera”
- “Normas y leyes”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding



SUGGESTIONS

- Work with children to research and write facts about the prickly pear cactus. Record a topic sentence and facts about the prickly pear as children suggest ideas. Help them compose an ending sentence that restates the main idea of their sentences. Review that all of the sentences must connect to what children learned from the read aloud. T339
- Children will write sentences that tell their opinion about a character from The Big Race. They must give reasons why they like the character and use details from the story to help explain why they feel as they do. T347
- Children will begin to write their own research reports about an animal. Once they chose their animal, they can start writing questions about their animals. They can find information about animals in books, magazines, or on the computer. Model looking up this information online or in books or magazines. T361, T373

1. Overview

The students will **listen how a reader's voice goes up** and down. Answer questions about Ask and answer questions about key details in a story. Compare and contrast to understand a selection better. Respond to questions by talking with peers and asking and answering questions. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Read and comprehend informational text. Write a riddle in respond to literature, using facts from the selection. Use graphic organizers and text to find and understand information. Learn about the sound, spelling, blend, segment, write, read, and build closed syllables (CVC) pattern and plurals –s, -es, and –ces. Practice fluent reading and proper intonation. Recognize and read irregularly spelled words. Learn about using es and esta in sentences. Use the present of the verbs ser and estar. Use dictionary to find definitions. Review using the articles and demonstratives. Identify and use es, son, era, and esta as main verbs in sentences.

FOCUS STANDARDS

- RL.1.1 Ask and answer questions about key details in a text
- RL.1.7 Use Illustrations and details in a story to describe its characters, settings, or events
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words
- RF.1.3e Decode two syllable words following basic patterns by breaking the words into syllables
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussions
- SL.1.1b **Build on other's talk in conversations by responding to** the comments of others through multiple exchanges
- L.1.1e Use verbs to convey a sense of past, present, and future
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences

UNIT 3: Lesson 15 Animals

SUPPORTING
STANDARDS

RI.1.1, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.9, RI.1.10, RF.1.2c, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.2c, W.1.2, W.1.5, W.1.6, W.1.8, SL.1.2, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.3, L.1.1c, L.1.1e, L.1.2e, L.1.6, L.1.2d, L.1.5a, L.1.5c, L.1.h, L.1.4b, L.3.6, L.1.1j

2. Resources

TEACHING RESOURCES

Senderos

- "Cinco grupos de animales"
- "Los animales van de excursión"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research

3. Activities for Understanding



SUGGESTIONS

- Have children recall some facts they have learned about different types of animals. Model using ser in sentences that describe one animal. T440
- Tell children to imagine they are writing a report about dogs. Ask the children to help you turn the two details into sentences by adding information about the details (cold nose; smell everything). Children can begin drafting their own reports by including a topic sentence, detail sentence, and a closing sentence. They can use information that they recall from their own experiences. Have them use their graphic organizer.
- Model how to use your own words to write down some facts from "Cinco grupos de animales". Have children continue drafting their research reports. T463
- Quick write: read aloud each question. Pause a few minutes between each item to allow children to write a response. 1. What could you use in your backyard to camouflage yourself? 2. What do you do to get ready on a typical morning? 3. Do you think you and your best friend are similar? Why or why not? T461

1. Overview

Students will ask and answer questions about details in a text while reading a selection and look for text evidence to answer them. Participate in a collaborative conversation. Identify the main idea and details about a topic. **Identify author's purpose. Identify** reasons the author gives to support points in the selection. Read and comprehend informational text. Learn about the sound, spelling, blend, segment, write, read, and build words with syllables with r before a consonant, n before v and m before p or b. spell words with the long o sound using conventional spelling patterns. Identify, read, and write interrogative sentences. Name parts of and write personal narrative sentences together. Plan and write personal narrative sentences that tell about the main idea. Understand how to use a dictionary. Review writing proper nouns. Know and use various text features (for example, headings, table of contents, glossaries, electronic menus, and icons) to locate key facts or information in a text.

FOCUS STANDARDS

- RI.1.5 Know and use various text features
- RI.1.8 Identify the reasons an author gives to support points in a text
- RF.1.1a Recognize the distinguishing features of a sentence
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL.1.1b **Build on other's talk in conversations by responding to the comments of others through multiple exchanges**
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness, and spelling conventions
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

SUPPORTING STANDARDS

RI.1.1, RI.1.2, RI.1.10, RI.1.8, RI.1.5, RF.1.2a, RF.1.3g, RF.1.4, RF.1.2c, RF.1.3b, RF.1.4a, RF.1.4b, L.1.1j, L.1.2b, L.1.2d, L.1.2e, L.1.5c, L.1.6, L.1.1b, L.1.2a, SL.1.1a, SL.1.1b, W.1.3, W.1.5

UNIT 4: Lesson 16 Astronauts

2. Resources

TEACHING RESOURCES

Senderos

- “Vamos a la Luna”
- “Mae Jemison”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- This resources are examples of narratives in English, they can be translated or used as a reference/guide to practice this type of writing.

<https://www.teacherspayteachers.com/Product/What-Can-I-Write-About-Chart-Lucy-Calkins-Narrative-1180657>

<https://www.teacherspayteachers.com/Product/First-Grade-Narrative-Writing-Rubric-361621>

<https://www.teacherspayteachers.com/Product/Narrative-Writing-Graphic-Organizer-1644125>

<https://www.teacherspayteachers.com/Product/My-Field-Trip-A-Narrative-Writing-Activity-FREEBIE-1144561>

<file:///C:/Users/class/Downloads/K1NarrativeWritingPrompts.pdf>

3. Activities for Understanding

SUGGESTIONS

- Explain that personal narratives tell a true story about the author. They use the words I or me. Ask children to recall times the class explored or discovered something together, such as finding something on a fieldtrip or trip. List topic ideas and have the class select one. Work with children to write sentences about the event. Record a topic, detail, and closing sentence as children contribute ideas.
- Explain that when children write about themselves, all their sentences should be about one idea. Ask children to think of something they have discovered. Have them draw pictures of their discoveries. Have them focus on a topic, respond to questions, and suggestions, and add details to strengthen writing. Remind them to use details that tell who and what. Encourage them to speak using short or long sentences to make their description more interesting.
- Quick write: read aloud each question. Pause a few minutes between each item to allow children to write a response. 1. How can you make footprints? 2. What might you find when you explore? #. Describe a shadowy place. 4. Where would you go in a rocket?
<https://www.teacherspayteachers.com/Product/What-Can-I-Write-About-Chart-Lucy-Calkins-Narrative-1180657>
<https://www.teacherspayteachers.com/Product/First-Grade-Narrative-Writing-Rubric-361621>
<https://www.teacherspayteachers.com/Product/Narrative-Writing-Graphic-Organizer-1644125>
<https://www.teacherspayteachers.com/Product/My-Field-Trip-A-Narrative-Writing-Activity-FREEBIE-1144561>
<file:///C:/Users/class/Downloads/K1NarrativeWritingPrompts.pdf>

1. Overview

Students will ask and answer questions about details in a text while reading a selection and look for text evidence to answer them. Participate in a collaborative conversation/ discussion. Acquire and use domain specific vocabulary. Compare and contrast characters in a story. Apply the visualizing strategy as the students read. Describe events with relevant details, expressing ideas and feelings clearly. Use common conjunctions (e.g., because) to signal simple relationships. Learn about the sound, spelling, blend, segment, write, read, build words and distinguish syllables with pl, bl, cl, fl, and gl. Recognize and read irregularly spelled words. Produce and expand compound sentences using conjunctions. Identify dialogue and understand its use in a story. Write an opinion about the literature, supported by reasons. Talk about how to use a dictionary. Chose a topic and use a graphic organizer to plan personal narrative sentences. Define words by categories and by one or more key attributes. Review simple and compound commands. Draft personal narrative sentences.

FOCUS STANDARDS

- RL.1.1 Ask and answer questions about key details in a text
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
- W.1.5 With guidance and support from adults focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- SL.1.1a Followed agreed-upon rules for discussions
- SL.1.4 describe people, places, things, and events with details/express ideas and feelings clearly.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness, and spelling conventions
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

UNIT 4: Lesson 17 Ways to Travel

SUPPORTING
STANDARDS

RL.1.1, RL.1.2, RL.1.3, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RF.1.3g, RF.1.4a, RF.1.2b, RF.1.3b, RF.1.4c, SL.1.1c, SL.1.3, SL.1.4, SL.1.6, SL.1.1a, SL.1.1a, SL.1.1b, SL.1.1c, L.1.2d, L.1.6, RF.1.4b, W.1.1, W.1.5, W.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1g, L.1.1j, L.1.1j, L.1.2d, L.1.2e, L.1.5c, L.1.5b, L.1.6, L.1.4c, RI.1.3, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10

2. Resources

TEACHING RESOURCES

Senderos

- “El Gran Viaje”
- “El Gran Viaje de Lewis y Clark”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- This resources are examples of narratives in English, they can be translated or used as a reference/guide to practice this type of writing.

<https://www.teacherspayteachers.com/Product/What-Can-I-Write-About-Chart-Lucy-Calkins-Narrative-1180657>

<https://www.teacherspayteachers.com/Product/First-Grade-Narrative-Writing-Rubric-361621>

<https://www.teacherspayteachers.com/Product/Narrative-Writing-Graphic-Organizer-1644125>

<https://www.teacherspayteachers.com/Product/My-Field-Trip-A-Narrative-Writing-Activity-FREEBIE-1144561>

<file:///C:/Users/class/Downloads/K1NarrativeWritingPrompts.pdf>

3. Activities for Understanding

SUGGESTIONS

- Narrative Writing continuation: remind children that personal narrative sentences tell about something real that happened to the author. The sentences have the words yo, me, nosotros. Students will write about a recent event. Ask volunteers to suggest events to write about. Provide time for partners to brainstorm details about the event. Guide the whole group to form a topic sentence, record detail sentences in order as they are suggested. As needed, prompt children with questions such as: where did we go? What did we go first? Etc.
- Tell children that when they write sentences to tell a story about themselves, they should tell what happened in order and use time order words. Ask children to share ideas about possible topics. Help them choose experiences they remember well. As needed, prompt them by asking questions about places where they go often and about places they have visited once or twice. Use graphic organizer on p.27 vol.2 del lector. T163
- Opinion writing: children will write a response to the fantasy The Big Trip, giving an opinion supported by reasons based on text evidence. Read students book page 77. Students will write a sentence about which way they think is the best way for pig to travel. Children should use details from the story to write reasons to support their argument.
- Teacher provides a variety of prompts for the children to express their opinion through conversations and in **written form. Students use their background information to support their reasons. Example: What's the best animal, Should kids have more or less recess/hw/chores? etc.**
- Have children look at the illustration on student book pp. 52-53. Ask children to write a compound sentence about the selection. Remind them to use conjunctions and the correct punctuation. T178

1. Overview

Students will ask and answer questions about details in a text while reading a selection and look for text evidence to answer them. Participate in a **collaborative conversation/ discussion. Acquire and use domain specific vocabulary. Identify an author's purpose. Identify the** reasons an author gives to support points in the selection. Draw conclusions based on the text evidence and personal experiences. Summarize the text to aid understanding. Read and comprehend informational text. Identify and use months, days, and holidays properly. Name parts of a friendly narrative letter and write one together. Learn about the sound, spelling, blend, segment, write, read, build words and distinguish syllables with r (cr, pr, tr, br, gr, dr, fr). Recognize and read irregularly spelled words. Produce and expand compound sentences using conjunctions. Identify dialogue and understand its use in a story. Write an opinion about the literature, supported by reasons. Talk about how to use a dictionary.

FOCUS STANDARDS

- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1
- RI.1.7 Use the illustrations and details in a text to describe its key ideas
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
- W.1.1 write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- SL.1.5 add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- L.1.2a capitalize dates and names of people
- L.1.4a Use sentence level context as a clue to the meaning of a word or phrase

UNIT 4: Lesson 18 Agriculture

SUPPORTING
STANDARDS

RI.1.2, RI.1.3, RI.1.10, RI.1.7, RI.1.8, RF.1.2c, RF.1.3g, RF.1.4a, RF.1.4b, SL.1.1a, SL.1.2, SL.1.4, SL.1.5, L.1.1b, L.1.2a, L.1.1j, L.1.2c, L.1.2d, L.1.2e, L.1.6, L.1.4a, W.1.3, W.1.5, RL.1.1, RL.1.4, RL.1.3, RL.1.10,

2. Resources

TEACHING RESOURCES

Senderos

- “De donde viene la comida?”
- “Jack y el Tallo de Habichuelas”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding



SUGGESTIONS

- Narrative writing friendly letter: Explain to children that people often write friendly letters to share news about themselves. Tell children that today they will work together to write a friendly letter to the principal about a special snack or meal they shared. T243
- Opinion writing: children will write paragraph that gives an opinion. Explain that they will describe their favorite **food from "De donde viene la comida?" T251**
- Opinion writing: children will write a response to the fantasy *The Big Trip*, giving an opinion supported by reasons based on text evidence. Read students book page 77. Students will write a sentence about which way they think is the best way for pig to travel. Children should use details from the story to write reasons to support their argument.
- Teacher provides a variety of prompts for the children to write friendly letters. Example: What did you do over the Winter break? Tell family or friends, who live out of the country/state, how are you doing in the class. Have pen pals from another country/state.

1. Overview

Students will ask and answer questions about details in a text while reading a selection and look for text evidence to answer them. Participate in a collaborative conversation/ discussion. Acquire and use domain specific vocabulary. Learn about the sound and spelling of words with closed syllables with consonant clusters cvc pattern. Blend, segment syllables, write, and read words with closed syllables with consonant clusters cvc pattern. Recognize and read irregularly spelled words. Identify sequence of events. Understand the verbs that tell about the future. Use context to figure out words and phrases. Understand and use verbs with ir a + inf. to tell about the future. Review consonant clusters with r (cr, br, pr, tr, fr, dr, gr).

FOCUS STANDARDS

- RI.1.1 Ask and answer questions about key details in a text
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1
- RF.1.3h recognize consonant combinations with l and r in already known words
- RF.1.2c Isolate and pronounce initial, medial, vowel, and final sounds (phonemes) in spoken single-syllable words
- W.1.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- SL.1.1b **Build on others' talk in conversations by responding to the comments of others through multiple exchanges**
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion
- L.1.1e Use verbs to convey a sense of past, present, and future
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts

UNIT 4: Lesson 19 History

SUPPORTING
STANDARDS

RI.1.1, RI.1.2, RI.1.4, RI.1.3, RI.1.5, RI.1.10, RF.1.2c, RF.1.3g, RF.1.2a, RF.1.4b, SL.1.1b, SL.1.1a, SL.1.3, SL.1.2, W.1.3, W.1.6, W.1.7, W.1.8, L.1.1e, L.1.1j, L.1.4a, L.1.2e, L.1.2d, L.1.6

2. Resources

TEACHING RESOURCES

Senderos

- **"Tomas Rivera"**
- **"La Vida Antes y Ahora"**
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding



SUGGESTIONS

- Predictive Writing: Explain that together you will write about what they expect Tomas Rivera will be about. T331
- Write about reading: tell children they will write sentences that tell what Tomas Rivera is like. Guide children to look back at the words and illustrations in the selection for ideas. Remind children to use their own words when they write. T349
- Sequence: Ask children to think of three things they did to get ready for school today. Have them draw pictures of what they did on a sheet of paper. Next, have children describe their pictures to a partner, and write about it.
- Use other writing prompts to write about sequence like how to plant a seed, how to decorate a Christmas tree, a time line etc. <https://www.pinterest.com/explore/sequencing-activities/>

1. Overview

Students will ask and answer questions about details in a text while reading a selection and look for text evidence to answer them. Participate in a collaborative conversation/ discussion. Retell a story, and tell a lesson the story teaches. Learn about the structure of poetry. Identify cause and effect, make inferences and predict outcomes based on text evidence in a selection. Read, write, spell, blend, build, and segment syllables in words with vowel pairs ae, ea, ee, eo, oe, oa. Recognize and read irregularly spelled words. Learn about prepositions and prepositional phrases through reading and writing sentences that relate to where or when something happens. Understand and use frequently occurring prepositions and prepositional phrases that tell when and where. Review words with closed syllables with consonant clusters ccvc pattern.

FOCUS STANDARDS

- RI.1.1 Ask and answer questions about key details in a text
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1
- RF.1.3h recognize consonant combinations with l and r in already known words
- RF.1.2c Isolate and pronounce initial, medial, vowel, and final sounds (phonemes) in spoken single-syllable words
- W.1.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- SL.1.1b **Build on others' talk in conversations by responding to the comments of others through multiple exchanges**
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion
- L.1.1e Use verbs to convey a sense of past, present, and future
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts

UNIT 4: Lesson 20 feelings

SUPPORTING
STANDARDS

RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RF.1.3g, RF.1.4a, RF.1.4c, RF.1.4b, W.1.3, W.1.5, W.1.6,
SL.1.1c, SL.1.2, SL.1.1b, SL.1.2, L.1.1i, L.1.6, L.1.1c, L.1.2d, L.1.5a, L.1.5c, L.1.4a, L.1.5c

2. Resources

TEACHING RESOURCES

Senderos

- "El Cuento de Conejito"
- "Poemas Tontos"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Predictive Writing: Explain that together you will write about what they expect El Cuento del Conejito will be about. T429
- Cause and effect: Read and analyze the text box on p.162 with children. Display projectable 20.2 and distribute graphic organizer 2. Adapt the the T-map with arrows between the columns to show causes and effects from the story El Cuento del Conejito. T431
- Tell children they will write a friendly letter to Conejito to tell him how he should have acted. Guide children to look back at the text evidence in words and illustrations in the story for ideas. Remind them to use their own words when they write. T449

1. Overview

Students will identify and describe the characters, setting, and plot. Identify text, graphic features, and discuss how labels can clarify meaning. Children learn about subject pronouns through reading and writing sentences that relate to gardening. Children work on writing a narrative using El Jardin as a model for writing dialogue. Learn, blend, build, write, and read words with diphthongs ia, ua, ue,üe. Substitute vowel sounds and syllables. Identify and use personal pronouns as subjects.

FOCUS STANDARDS

- RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1
- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- RF.1.4a Read on-level text with purpose and understanding
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
- SL.1.1a Followed agreed upon rules for discussions
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- L.1.1d Use personal, possessive, and indefinite pronouns
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts

SUPPORTING STANDARDS

RL.1.1, RL.1.3, RL.1.4, RL.1.7, RL.1.5, RL.1.10, RL.1.1, RF.1.2c, RF.1.2b, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b, W.1.3, W.1.5, SL.1.2, L.1.1a, L.1.1d, L.1.2d, L.1.6, L.1.5a, L.1.5c, L.1.1j, L.1.4b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.6, RI.1.10,

UNIT 5: Lesson 21 Gardens

2. Resources

TEACHING RESOURCES

Senderos

- "El Jardin de Arnold Lobel"
- "Los Buenos del jardin"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
 - Decodable books
 - Small group flipcharts
 - Library books and/or internet for research
 - www.duolingo.com
 - www.wordbookonline.com
-

3. Activities for Understanding



SUGGESTIONS

- Narrative writing: tell children to **think about the words the characters say in "Grandpa's Tree"** tell children that the class will work together to write story sentences based on Sara, Justin, and Grandpa. T35
- Tell children they will write a book report about The Garden, telling what they **liked and didn't like** and giving reasons for their opinions. T43
- Dialogue writing: Ask children to think of another problem Sepo might have with his garden. Have them draw a scene showing Sapo helping Sepo. Children should write sentences to show the exact words Sapo and Sepo might have had in their conversation. T 45

1. Overview

Students will read, spell, blend, decode, and write words with diphthongs io, iu, ie. Introduce the pronouns yo, me, and mi when talking about oneself. Use text evidence and prior knowledge to draw conclusions.

FOCUS STANDARDS

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic
- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- RF.1.4a Read on-level text with purpose and understanding
- RF.1.2b Orally produce single-syllable words by blending sounds, including consonant blends
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- L.1.1g Define words by category and by one or more key attributes

SUPPORTING STANDARDS

RI.1.1, RI.1.5, RI.1.2, RI.1.4, RI.1.7, RI.1.10, RF.1.2b, RF.1.2c, RF.1.3b, RF.1.4b, RF.1.3b, RF.1.3g, RF.1.4a, W.1.3, W.1.5, SL.1.2, SL.1.3, SL.1.1a, SL.1.4, SL.1.1c, SL.1.6, L.1.1d, L.1.2e, L.1.6, L.1.4a, L.1.5a, L.1.2d, L.1.5c, L.1.1g, L.1.1j, RL.1.2, RL.1.5, RI.1.10,

UNIT 5: Lesson 22 Animals

2. Resources

TEACHING RESOURCES

Senderos

- "Animales Asombrosos"
- "El Patito Feo"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Students will write about the animal they think is the most amazing in *Animales Asombrosos*. Explain that they will draw a picture of their animal and label its body parts. Have children look back at the words and photos in the selection to find text evidence to support their reasons. Guide them to write their opinion sentences.
- Students can create a poster, a book report, or a journal to write about the *Animales Asombrosos*. Students can write facts or characteristics, from the story, about the animals they selected. If the teacher wants to extend as a class project, students can pick an animal, use information from the selection, and do their own research about their habitat, diet, fun/interesting facts, etc. Students can do a class presentation.
- After reading *Animales Asombrosos* and *El Patito Feo*, the class will compare and contrast the stories using a Venn diagram.
- Students can select two things to compare and contrast. Sports, food, animals from the story, places, classmates etc. using a Venn diagram and later writing those ideas into complete sentences to create a compare and contrast text.

1. Overview

Students will read “Un Silbato para Willie” to identify cause and effect relationships in a story and discuss figurative language. In poetry, adjectives and rhythm will be identified. Learn about possessive pronouns mi, tu, and su through reading and completing sentences that relate to pets. Learn how to sound, blend, build, spell, read, write, and separate into syllables words with diphthongs ai, ay, au, oi, oy. Identify and understand cause-and-effect relationships. Demonstrate understanding of figurative language in story. Use possessive pronouns in complete sentences.

FOCUS STANDARDS

- RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1
- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- RF.1.3g Recognize and read grade level appropriate irregularly spelled words
- W.1.3 Write narratives in which they recount two or more appropriately sequence events, include some details regarding what happened, use temporal words, to signal event order, and provide some sense of closure
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- L.1.1d use personal, possessive, and indefinite pronouns
- L.1.2a Capitalize dates and names of people

SUPPORTING STANDARDS

RL.1.1, RL.1.2, RL.1.3d, RL.1.3b, RL.1.4, RL.1.7, RL.1.10, RL.1.3e, RL.1.3g, RF.1.2c, RF.1.3b, RF.1.3g, RF.1.3e, RF.1.3b, RF.1.3g, RF.1.4a, Rf.1.4b, W.2.5, W.1.3, SL.1.1c, SL.1.1b, SL.1.1a, SL.1.4, SL.1.3, SL.1.2, SL.2.6, SL.1.6, L.1.1d, L.1.5a, L.1.1a, L.1.1j, L.1.2d, L.3.4a, L.3.5c, L.1.4c, L.1.5c, L.1.6, L.1.2a, L.1.2c, L.1.5b,

UNIT 5: Lesson 23 Pets

2. Resources

TEACHING RESOURCES

Senderos

- "Un Silbato para Willie"
- "Poemas sobre Mascotas"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>
- www.brainpopjr.com

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- With children, brainstorm a list of animals that would make a good pet. Then, make a list of animals that would not make a good pet. Have children discuss what makes an animal a good pet or not. Then, discuss what makes a person a good pet owner. Children will pick one pet and write about what makes a good pet and describe characteristics of a good owner.
- Students write the sequence of events of a Whistle for Willie using their own words to retell and draw a picture for each part.
- Use the graphic organizer on page 119 to complete the cause and effect from selected parts of the story.
- Students will write the summary of A Whistle for Willie.
- Create an anchor chart and write prompts to identify the cause or the effect. For example, write under **effect** "I got late to school". **Students can discuss about the different possible causes and write them on the anchor chart. Under cause write, "I ate too many candies" and discuss possible effects. Instead of an anchor chart, students can do it in a worksheet with their partners or individually, drawings can be added.**
<https://www.teacherspayteachers.com/Product/Cause-and-Effect-FREE-Matching-Cards-1716142>
<https://www.teacherspayteachers.com/Product/Cause-and-Effect-1834953>
http://www.fcrr.org/studentactivities/c_021a.pdf

1. Overview

Students will identify and describe the sequence of events. Learn about possessive pronouns mi, tu, and su through reading and completing sentences that relate to pets. Learn how to sound, blend, build, spell, read, write, and separate into syllables words with diphthongs ei, ey, ui, uy, üi. Learn and use indefinite pronouns.

FOCUS STANDARDS

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of the words and phrases in a text
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic
- RF.1.4a Read on-level text with purpose and understanding
- RF.1.2b Orally produce single-syllable words by blending sounds, including consonant blends
- W.1.7 Participate in shared research and writing projects
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from experiences or gather information from provided sources to answer a question
- SL.1.1a follow agreed upon rules for discussions
- SL.1.1b produce complete sentences when appropriate to task and situation
- L.1.1d use personal, possessive, and indefinite pronouns
- L.1.2d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

SUPPORTING STANDARDS

RL.1.1,RL.1.2, RL.1.3d,RL.1.3b, RL.1.4, RL.1.7, RL.1.10,RL.1.3e, RL.1.3g, RF.1.2c, RF.1.3b, RF.1.3g, RF.1.3e,RF.1.3b, RF.1.3g, RF.1.4a, Rf.1.4b, W.2.5, W.1.3, SL.1.1c, SL.1.1b, SL.1.1a, SL.1.4, SL.1.3, SL.1.2, SL.2.6, SL.1.6, L.1.1d, L.1.5a, L.1.1a, L.1.1j, L.1.2d, L.3.4a, L.3.5c, L.1.4c, L.1.5c, L.1.6, L.1.2a, L.1.2c, L.1.5b,

UNIT 5: Lesson 24 Life Cycle

2. Resources

TEACHING RESOURCES

Senderos

- “Los Arboles son Plantas”
- “Crezcan, manzanas, Crezcan”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>
- www.brainpopjr.com

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Use the text to describe the sequence on the life cycle of the apple tree. Ask children to tell what they have observed about how the tree changes as it grows. Tell children to add illustrations and captions.
- Help children recognize what a plant needs to grow from a seed to a full-grown plant, such as water, soil, light, air, and space to grow. Then discuss on pp.134-135. Have children identify the roots and describe them. Talk about their function. Together, make lists of living and non-living things shown, and have children tell how they know the difference. Discuss how some nonliving things, such as soil and rain, help trees grow. After discussing, students can create a sequence paper with illustrations explaining all this. T332
- The story also describes the seasons that can be used to talk about sequence and the cycle of the seasons. Students can use illustrations and complete sentences to explain this process.
- Students can plant a seed or the class can have a caterpillar and observe the changes, illustrate their observations, and write complete sentences to describe it. Students can have a log where they draw and write about their observations. <https://www.teacherspayteachers.com/Product/Butterfly-Life-Cycle-Observation-Booklet-232703>
- Teacher can assign the life cycle of on animal or a plant to each student as a class project. Students can research, illustrate, write, and present the life cycle of their animal or plant to the class.
<https://www.teacherspayteachers.com/Product/Life-Cycle-of-an-Apple-FREEBIE-322403>
<https://www.teacherspayteachers.com/Product/Life-Cycle-of-a-Ladybug-Freebie-654678>
<https://www.teacherspayteachers.com/Product/Butterfly-Life-Cycle-Freebie-567160>
<https://www.teacherspayteachers.com/Product/PUMPKIN-LIFE-CYCLE-874485>
<https://www.teacherspayteachers.com/Product/Life-Cycle-Sequencing-Cards-Butterfly-and-Frog-FREE-344007>
<https://www.teacherspayteachers.com/Product/Plant-Life-Cycle-In-Order-624344>

1. Overview

Students will describe and analyze characters in a story and identify the narrator of a story. Identify American symbols and use headings to locate information. Identify the main topic and retell key details. Ask and answer questions about what a speaker says. Summarize while reading a story to aid comprehension. Learn how to sound, blend, build, spell, read, write, and separate into syllables words with suffixes –ito, -ita, -ado, -ada. Learn and use indefinite pronouns. Use contractions in sentences. Use thesaurus to find synonyms for words in a text. Recognize symbols that represent American constitutional democracy.

FOCUS STANDARDS

- RL.1.3 Describe characters, settings, and major events in a story, using key details
- RL.1.6 Identify who is telling the story at various points in a text
- RF.1.4b Read on-level text with accuracy, appropriate rate, and expression on successive readings
- RF.1.2b Orally produce single-syllable words by blending sounds, including consonant blends
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed
- SL.1.1b **build on others' talk in conversations by responding to the comments of others through multiple exchanges**
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

SUPPORTING STANDARDS

RL.1.1,RL.1.5,RL.1.3,RL.1.6,RL.1.7, RL.1.10, RF.1.2C, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, W.1.3, W.1.5, W.1.6,SL.1.1a, SL.1.1B, SL.1.1c, SL.1.3, SL.1.6, SL.1.2, SL.1.4, L.1.2e, L.1.6, L.1.1a, L.1.1i, L.1.1j, L.1.2d,L.1.1d, L.1.5a, L.1.4b, L.1.5c, L.1.5d, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RI.1.10,

UNIT 5: Lesson 25 Learning about your country

2. Resources

TEACHING RESOURCES

Senderos

- “El Amigo Nuevo”
- “Simbolos de nuestro pais”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>
- www.brainpopjr.com

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
 - Decodable books
 - Small group flipcharts
 - Library books and/or internet for research
 - American Symbols cards/pictures
 - www.duolingo.com
 - www.wordbookonline.com
-

3. Activities for Understanding



SUGGESTIONS

- Explain that a symbol is an object that stands for something else. Show children pictures of the US flag, a bald eagle, the Declaration of Independence, and the White House. Explain how these are all symbols of American democracy. Have children describe symbols of the United States that they have seen or know about. As a class, or individually, students can research about each American symbol. Posters, research projects, or a class book can be created.
- Have children summarize the story by telling about the events in their own words. Remind children to tell only the most important events and ideas.
- Children will imagine that they are writing a story about a mother bird. They should think of a problem the mother bird is trying to solve and add information that describes it in complete sentences.

1. Overview

Students will compare and contrast how the main character changes in the story. Identify figurative language and understand its use. Learn what information a biography can show. Use captions to locate more information. Learn about exclamatory sentences by reading and writing sentences that relate to the arts. Learn how to sound, blend, build, spell, read, write, and separate into syllables words with suffixes –oso, -osa. Learn and use indefinite pronouns. Use contractions in sentences. Use thesaurus to find synonyms for words in a text. Recognize symbols that represent American constitutional democracy.

FOCUS STANDARDS

- RL.1.1 Ask and answer questions about key details in a text
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- RF.1.3f read words with suffixes of gender, number, and size
- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed
- SL.1.1a Followed agreed-upon rules for discussions
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- L.1.1a print all upper and lower case letters
- L.1.1h use determiners (e.g., articles, demonstratives)

SUPPORTING STANDARDS

RL.1.1,RL.1.9,RL.1.7,RL.1.4,RL.1.5, RL.1.10, RF.1.3f, RF.1.4b, RF.1.3g, RF.1.4a, RF.1.4c, W.1.1, W.1.5, SL.1.1a, SL.1.2, SL.1.6, SL.1.4, SL.1.1c, SL.1.3, L.1.1j, L.1.6, L.1.2d, L.1.5a, L.1.5c, L.1.1h, L.1.4a, L.1.12b

2. Resources

TEACHING RESOURCES

Senderos

- “El Punto”
- “Los Artistas Crean Arte”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>
- www.brainpopjr.com

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- American Symbols cards/pictures
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- **Children will write to describe one piece of Vashti's art from The Dot. Have children look at the illustrations in the story and choose a piece of art they would like to describe. Guide them with points like the following: what colors and shapes do you see in Vashti's artwork? How did Vashti make this piece of art?**
- **Opinion writing: students will write their opinion to tell if they think Vashti's is a good artist. Students will use page 26.7 to write their opinions and justify them by answering the question "Why?" T59**
- **Biography: Students write each other's biographies. Students can create a questionnaire to ask basic questions, like name, date of birth, likes and dislikes, to create a small biography. Important people in history can be assigned individually to write a biography or famous painters to continue with the topic of arts. <https://www.teacherspayteachers.com/Browse/Price-Range/Free/Grade-Level/First/Search:biography>**
- **Figurative language: students will study, identify, and understand the meaning of figurative language. As students do that, they can illustrate and explain the meaning of the figurative language. It can be class posters, foldable, or a book. <https://www.teacherspayteachers.com/Product/Illustrate-an-Idiom-470273>**

<https://www.teacherspayteachers.com/Product/Language-Figurado-Editable-sorting-activity-in-Spanish-2904815>

<https://www.teacherspayteachers.com/Browse/Price-Range/Free/Grade-Level/First/Search:idioms>

<https://www.pinterest.com/pin/488359153314789879/>

1. Overview

Students will **recognize the author’s purpose and use context to determine the meaning of words and phrases. Describe characters, settings, and events.** Recognize the features of a fable and discuss that fables have a lesson or message. Learn how to sound, blend, build, spell, read, write, and separate into syllables words with suffixes -mente, -ido, and -ida. Learn and use indefinite pronouns. Use contractions in sentences. Use thesaurus to find synonyms for words in a text. Recognize symbols that represent American constitutional democracy.

FOCUS STANDARDS

- RI.1.6 distinguish between information provided by pictures or other illustrations and information provided by the words in a text
- RI.1.8 Identify the reasons an author gives to support points in a text
- RF.1.3d use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- RF.1.3g recognize and read grade appropriate irregularly spelled words
- W.1.8 with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed
- SL.1.1c ask questions to clear up any confusion about the topics and texts under discussion
- SL.1.6 produce complete sentences when appropriate to task and situation
- L.1.1g use frequently occurring conjunctions
- L.1.5a sort words into categories

UNIT 6: Lesson 27 Trying Hard

SUPPORTING
STANDARDS

RI.1.1, RI.1.8, RI.1.10, RI.1.4, RI.1.7, RI.1.5, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4B, RF.1.3d, RF.1.3e, W.1.1, W.1.5, W.1.7, W.1.8, SL1.1c, SL.1.2, SL.1.6, SL.1.1b, L.1.1j, L.1.2e, L.1.6, L.1.2b, L.1.2d, L.1.4a, L.1.5c, L.1.1g

2. Resources

TEACHING RESOURCES

Senderos

- "Que puedes hacer?"
- "Viento y sol"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>
- www.brainpopjr.com

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding



SUGGESTIONS

- Children will work together to form and support an opinion. They will write sentences about whether or not the elves in The Shoemaker and the Elves are helpful and why. They should provide detail sentences to support their opinion.
- Read Viento y Sol as a whole group. After the reading, assign a part of the story to the students to perform in front of the class. Students can take turns representing the characters to give everybody a chance to participate in the mini play.
- Complete a graphic organizer to identify characters, setting, problem, solution, and the moral of the story.
- **After reading "Que puedes hacer?"** Students can draw something they can do and something they need to try hard to get better at, like the kids from the story. Students will write sentences to explain in what they are good and in what they need to work harder.

1. Overview

Students will ask and answer questions about a text read aloud. Follow rules for discussions. Understand text structure and describe characters, setting, and major events. Identify characteristics of fantasy. Learn how to sound, blend, build, spell, read, write, and separate into syllables words with prefixes -in and -im. Use and understand frequently occurring adjectives to describe taste, smell, sound, and texture.

FOCUS STANDARDS

- RL.1.9 Compare and contrast the adventures and experiences of characters in stories
- RL.1.10 with prompting and support, read prose and poetry of appropriate complexity for grade 1
- RF.1.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings
- RF.1.3g recognize and read grade appropriate irregularly spelled words
- W.1.1 write opinion pieces in which they introduce the topic or name on the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- SL.1.6 produce complete sentences when appropriate to task and situation
- L.1.1f use frequently occurring adjectives
- L.1.1d use personal, possessive, and indefinite pronouns

SUPPORTING STANDARDS

RI.1.1, RI.1.3, RI.1.7, RI.1.5, RI.1.10, RL.1.2, RL.1.3, RL.1.5, RL.1.7, RL.1.10, RL.1.3, RL.1.1, RL.1.9, RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.2d, W.1.1, W.1.5, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.6, SL.1.4, SL.1.1a, L.1.1f, L.1.6, L.1.1j, L.1.2c, L.1.2d, L.1.2e, L.1.5a, L.1.5c, L.1.4c, L.1.1d, L.1.4a,

2. Resources

TEACHING RESOURCES

Senderos

- “La Cometa de Dias con sapo y sepo?”
- “ Medir el Tiempo Atmosferico”
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>
- www.brainpopjr.com

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
 - Decodable books
 - Small group flipcharts
 - Library books and/or internet for research
 - www.duolingo.com
 - www.wordbookonline.com
-

3. Activities for Understanding

SUGGESTIONS

- **Review The Kite.** Ask children to suggest words that describe the character's personalities. Ask children to choose a character to write about. Tell them they should form an opinion about one character's personality.
- Students can do a foldable to illustrate words with suffixes and to show the meaning of the word by using it correctly in a sentence. Use the words from page T218 and others too.
<http://excellenceinteachingscience.blogspot.com/2014/06/vocabulary-for-interactive-notebooks.html>
- After reading La Cometa, have students recall some examples of Sapo and Sepo talking like real people. Ask children to describe how a real frog acts. Students can use a blank paper, folded by the middle, where in one side they illustrate and write a caption about a frog in real life, and on the other, a fantasy part from the story showing the frog acting like a real person.
- Use a Venn diagram to compare and contrast Sapo and Sepo. Use that information to write sentences to describe how Sapo and Sepo are alike and how they are different. T243
- Bring popcorn to the classroom, if you can pop it inside the classroom will be better to let them describe the sound, if not; they can remember it from eating at home. As they eat it, they can talk in partners, about the smell, taste, feel, sound, and texture. It can be done with any kind of food, pizza, cookies, soda, etc.
<https://www.pinterest.com/pin/80361174572421593/> <http://theinspiredapple.net/2011/03/lets-get-poppin-with-adjectives-firs.html> <https://www.pinterest.com/pin/209135976418221340/>
<https://www.pinterest.com/pin/534309943265690112/>
<https://www.pinterest.com/pin/80361174572421593/>

1. Overview

Students will ask and answer questions about a text read aloud. Follow rules for discussions. Understand text structure and describe characters, setting, and major events. Learn how to sound, blend, build, spell, read, write, and separate into syllables words with prefixes des- and re-. Use and understand adverbs that tell how, where, and how much.

FOCUS STANDARDS

- RL.1.1 Ask and answer questions about key details in a text
- RL.1.5 explain major difference between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RF.1.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings
- RF.1.4a Read on level text with purpose and understanding
- W.1.1 write opinion pieces in which they introduce the topic or name on the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure
- SL.1.1a follow agreed upon rules for discussions
- SL.1.4 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- L.1.4b use frequently occurring affixes as a clue to the meaning of a word
- L.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships

UNIT 6: Lesson 29 Insects

SUPPORTING
STANDARDS

RL.1.1, RL.1.7, RL.1.10, RL.1.3, RL.1.4, RL.1.7, RL.1.2, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.2a, RF.1.3b, RF.1.2c, RF.1.3g, W.1.1, W.1.5, W.1.7, SL.1.1a, SL.1.2, SL.1.3, SL.1.4, SL.1.5, L.1.2e, L.1.4b, L.1.6, L.1.4b, L.1.5c, L.1.1d, L.1.1j, L.1.2d, L.1.6c

2. Resources

TEACHING RESOURCES

Senderos

- "Hola Senor Mosca!"
- " Insectos Atareados"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>
- www.brainpopjr.com

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding

SUGGESTIONS

- Opinion writing: work with the class to write an opinion paragraph about Hola Senor Mosca that answers the question, Is senor mosca a good pet? Student should explain their reasons and use evidence from the story.
- Students can draw diagrams of a butterfly, or other insects, and label their body parts. They can also write two or three informational sentences about the insect of their choice.
- Students can research and write reports of insects.
- Illustrate the adverbs that tell how, where, and how much and use them in a correct complete sentence.
<file:///C:/Users/class/Downloads/FLYGUYStoryMap.pdf>
<https://www.themailbox.com/magazines/science-worksheet-parts-of-a-butterfly/perfect-pairs-4>
<https://www.madebyteachers.com/products/399-butterfly-diagram-html/>

1. Overview

Students will ask and answer questions about a text read aloud. Follow rules for discussions. Understand text structure and describe characters, setting, and major events. Write base words and verb endings. Introduce frequently occurring adjectives that compare. Spell base words and verbs endings phonetically, drawing on phonemic awareness and spelling conventions. Blend, build and decode base words, verb endings and compound words. Read and comprehend informational texts. Understand how verb endings change word meaning. Review contractions al and del.

FOCUS STANDARDS

- RI.1.1 Ask and answer questions about key details in a text
- RI.1.5 identify the main topic and retell key details of a text
- RF.1.3d use knowledge that every syllable must have a vowel to determine the number of syllables in a printed word
- RF.1.4a Read on level text with purpose and understanding
- W.1.1 write opinion pieces in which they introduce the topic or name on the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure
- SL.1.1a follow agreed upon rules for discussions
- SL.1.4 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- L.1.1f use frequently occurring adjectives

UNIT 6: Lesson 30 Teamwork

SUPPORTING
STANDARDS

RI.1.1, RI.1.2, RI.1.10, RI.1.8, RI.1.5, RI.1.4, RF.1.3d, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.3d, W.1.1, W.1.5, W.1.6, SL.1.2, SL.1.6, SL.1.1a, SL.1.4, SL.1.1c, L.1.1f, L.1.2e, L.1.5a, L.1.2d, L.1.5c, L.1.6, L.1.1d, L.1.4b, L.1.1j

2. Resources

TEACHING RESOURCES

Senderos

- "Mia Hamm"
- "Juega en Equipo"
- Focus Mural, Interactive Board Lessons, text books and workbooks
- <https://www-k6.thinkcentral.com/dashboard/home>
- www.brainpopjr.com

ADDITIONAL SUPPORTING RESOURCES

Senderos

- Trade books
- Decodable books
- Small group flipcharts
- Library books and/or internet for research
- www.duolingo.com
- www.wordbookonline.com

3. Activities for Understanding



SUGGESTIONS

- Use a foldable to illustrate and write compound words
<https://www.pinterest.com/pin/27654985189154924/>
<https://www.pinterest.com/pin/416371928027737279/>
- As a group, write a biography about Mia Hamm using information from the story.
- Write sentences with adjectives that compare two animals, friends, objects, etc.
- Draw and write sentences from the story that show teamwork and what that means. Add exclamation sentences from the story.