

## 1. Overview

The students will: analyze the characters, setting, and plot of a story, evaluate how illustrations contribute to a story, study factual information about a topic, analyze how photographs and captions contribute to the text. Students will learn about simple sentences through reading and writing sentences that relate to schools and education, and finally the **students will write a descriptive paragraph, using “Una escuela magnifica” as a model for developing an experience or event with exact words.**

### FOCUS STANDARDS

- RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events
- RF.4a Read on-level text with purpose and understanding rereading as necessary
- RF.3c Decode multi syllable words
- W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- W.3b Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
- SL.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion
- SL.1b Follow agreed-upon rules for discussions
- LS.1i Produce simple, compound, and complex sentences
- LS.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

### SUPPORTING STANDARDS

L.3.6, RL.3.2, RL.3.3, RL.3.7, L.3.1i, RF.3.4b, L.3.6, W.3.7, W.3.8

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- "Una escuela magnifica" : Focus Mural, interactive board lessons, text books and workbooks
- "Escuelas de un solo salon": Focus Mural, interactive board lessons, text books and workbooks
- <https://www-k6.thinkcentral.com>

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about "Una escuela magnifica" y "Escuelas de un solo salon"
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- The students will open an account at [www.duolingo.com](http://www.duolingo.com) and will work at least 1 hour every week.
- The students will partner up and use sound/spelling cards to decode the words (bota, dedo, mesa, pato, sapo).
- The students will design their own vocabulary cards matching drawings and words (director, alzarse, recorrer, preocupado, orgulloso, magnifico, ciertamente).
- **After the first reading of the book "Education" the students sit** in a circle and discuss the topic of the reading "Education" **pointing out the most important ideas of the story.**
- The students will be work **in groups of four and retell the story "Una escuela magnifica" using the retelling cards.**
- Writing project: Using construction paper the students will write a descriptive paragraph **using "Una escuela magnifica" as a model.**

## UNIT 1: Lesson 2 – The Court System (10 DAYS)

## 1. Overview

The students will: **use text evidence to draw conclusions, evaluate the effect of an author’s word choice, learn factual information about a topic,** and analyze headings to know what each section of the text is about. Children will learn about kinds of sentences through reading and writing sentences that relate to civics and the court system.

**FOCUS  
STANDARDS**

- RL.2 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RL.7 **Explain how specific aspects of a text’s illustrations contribute to what is conveyed** by the words in a story
- RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic
- W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
- W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
- SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including, visually, quantitatively, and orally
- SL.3 Ask and answer questions about information from a speaker offering appropriate elaboration and detail
- L.2f Use spelling patterns and generalizations in writing words
- L.3a Choose words and phrases for effect

**SUPPORTING  
STANDARDS**

SL.3.2, RF.3.3c, L.3.6, R.L.3.1, R.L3.10,RF.3.4a, RL.3.1, L.3.3a, W.3.3b, SL.3.1a

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- **“El juicio de Cradigan Jones”**: Focus Mural, interactive board lessons, text books and workbooks
- **“Tu eres el jurado”**: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about **“El juicio de Cradigan Jones”** and **“Tu eres el jurado”**
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- **On a piece of construction paper the students will write a dialogue using “El juicio de Cardigan Jones” as a model for developing an experience or event.**
- The students will partner up to decode multi syllable words (lampara, tortuga, agosto, tercero, linterna). One student will write the word and the other will model how to divide the word.
- The students will design their own vocabulary cards matching drawings and words (juicio, convencido, jurado, culpable, palabra, murmullo, estrado)
- The students will look **for the definitions of the words** : **“juez”, “jurado”, “testigo”, “acusado” and “veredicto”** at [www.worldbookonline.com](http://www.worldbookonline.com)

## UNIT 1: Lesson 3 – Volunteers (10 DAYS)

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## 1. Overview

The students will: describe the characters in a story, analyze a story to discover the author’s message, learn factual information about a topic and analyze maps to visualize locations in the selection. The students will learn about compound sentences through reading and writing sentences that relate to community.

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**FOCUS  
STANDARDS**

- RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text
- RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events
- RF.3c Decode multi syllable words
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression successive readings
- W.1a Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons
- W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
- SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally
- SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- LS.1h Use coordinating and subordinating conjunctions
- LS.1i Produce simple, compound, and complex sentences

## 2. Resources

### TEACHING RESOURCES

Senderos

- “El Regalo de Destiny”: Focus Mural, interactive board lessons, text books and workbooks
- “Jovenes que contribuyen”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers
- Internet resources videos, power point and facts about “El Regalo de Destiny” and “Jovenes que Contribuyen”
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- The students will write a personal narrative, using “El regalo de Destiny” as a model for expressing thoughts and feelings.
- The students will divide a piece of paper in two equal parts and compare the phonemes /l/ and /ll/ writing the words “vale and valle”, and then the students will create their own examples.
- The students will design their own vocabulary cards matching drawings and words (costear, cliente, contactar, recaudar, ganar, ocurrir, abarcar).
- After reading “El regalo de Destiny” the students will be work in groups of four to discuss what text clues show that Destiny is serious about becoming a writer.

## UNIT 1: Lesson 4 – Engineering (10 DAYS)

## 1. Overview

The students will: **compare and contrast information in a story, analyze story structure and how a character's actions contribute to the sequence** of events in a story, learn factual information about a topic, and analyze diagrams to understand how something works. The students will also learn about common and proper nouns through reading and writing sentences about engineering.

**FOCUS  
STANDARDS**

- RL.6 Distinguish their own point of view from that of narrator or those of the characters
- RL.7 Explain how specific aspects of a **text's illustrations contribute to what is conveyed by the words in a story.**
- RF.3c Decode multi syllable words
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression successive readings
- W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- W.3c Use temporal words and phrases to signal event order
- SL.1d Explain their own ideas and understanding in light of the discussion
- SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an untestable pace, add visual displays when appropriate to emphasize or enhance certain facts or details
- LS.2a Capitalize appropriate words in titles
- LS.4c Use a known root as a clue to the meaning of an unknown word with the same root

**SUPPORTING  
STANDARDS**

RF.3.3d, RF.3.3c, L.3.6, RI.3.1, RI.3.4, RI.3.8, L.3.1a

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- "El Puente de papa": Focus Mural, interactive board lessons, text books and workbooks
- "Puentes": Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about "Puentes."
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- The students will prewrite a personal narrative, using "El Puente de papa" as a model for including important and interesting details.
- The students will divide a piece of paper in two equal sections and write a set of 10 proper and 10 common nouns, then will trade their paper with a peer and represent with a drawing three of the words.
- The students will design their own vocabulary cards matching drawings and words (equipo, marea, aferrarse, hacer equilibrio, nebilna, desaparecer, agitacion).

## UNIT 1: Lesson 5 – Sports (10 DAYS)

## 1. Overview

The students will: analyze cause and effect relationships, evaluate literal and nonliteral meanings, analyze poetry using the sound and rhythm of words to show images and express feelings and recognize and appreciate rhyme in poetry.

**FOCUS  
STANDARDS**

- RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- RF.3d Read grade-appropriate irregularly spelled words.
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression successive readings.
- W.3c Use temporal words and phrases to signal event order.
- W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- SL.1d Explain their own ideas and understanding in light of the discussion
- SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- LS.1b Form and use regular and irregular plural nouns.
- LS.5a Distinguish the literal and non-literal meanings of words and phrases in context

**SUPPORTING  
STANDARDS**

L.3.6, RI.3.3, RI.3.8, L.3.5a, L.3.4a, RI.3.1, RF.3.3c

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- **"Roberto Clemente, orgullo de los Piratas de Pittsburg"**: Focus Mural, interactive board lessons, text books and workbooks
- **"Poema sobre el beisbol"**: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- **Internet resources videos, power point and facts about "Roberto Clemente, orgullo de los Piratas de Pittsburg" and " Poema sobre el beisbol"**
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- On a blank piece of paper the students will create a poem (using a bank of rhyming words) and circle, using different colors for the rhyming sounds.
- The students will draft a personal narrative, using Roberto Clemente as a model for including time-order words.
- Singular vs Plural: on a piece of paper the students will make two columns, one for singular names (they will complete this one) and another one with the same names in plural (blank). The students will choose one of their peers to complete the activity.
- The students will create their own vocabulary cards ( tribuna, aficionado, lustrar, estilo, pronunciar, anotar, liga).
- The students will use the visual dictionary at <http://worldbookonline.com/eeh/visual> to review the vocabulary learned.

## UNIT 2: Lesson 6 – Mammals (10 DAYS)

## 1. Overview

The students will: analyze sequence of events, determine the meaning of domain specific vocabulary, analyze the sound and rhythm of words in poetry, and recognize imagery in poetry. The students will also learn about verbs through reading and writing sentences about mammals

FOCUS  
STANDARDS

- RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RL.10 By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently
- RF.4a Read on-level text with purpose and understanding
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression successive readings
- W1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
- W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to ask and purpose
- SL.1d Explain their own ideas and understanding in light of the discussion
- SL.4 Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace
- LS.1a Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions
- LS.4b Determine the meaning of a new word formed when a known affix is added to a known word

SUPPORTING  
STANDARDS

RF.3.3d, RF.3.3c, L.3.6, RI.3.1, RI.3.4, RI.3.8, L.3.1a

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “Al murcielago le encanta la noche”: Focus Mural, interactive board lessons, text books and workbooks
- “Nace un murcielago”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about “Al murcielago le encanta la noche” and “Nace un murcielago”
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- The students **will write a response paragraph, using “Al murcielago le encanta la noche” as a model for** including details and examples in their writing.
- The students will create their own vocabulary cards ( tribuna, aficionado, lustrar, estilo, pronunciar, anotar, liga).
- **The students will retell the story “Al murcielago le encanta la noche” using the retelling cards.**
- The students will log in <http://worldbookonline.com/eeh/animalsworld> and compare and contrast a set of 5 pairs of animals.

## UNIT 2: Lesson 7 – Visual Arts (10 DAYS)

## 1. Overview

The students will: analyze how text and graphic features add to the text, recognize the sequence of events, and evaluate the retelling of a traditional tale, and use traits of a fairy tale to describe the characters and events. The students will also learn about verb tenses through reading and writing about the visual arts.

**FOCUS  
STANDARDS**

- RI .3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause /effect
- RI .8 Describe the logical connection between particular sentences and paragraphs in a text.
- RF.3c Decode multi syllable words.
- RF.3d Read grade-appropriate irregularly spelled words.
- W.1c Use linking words and phrases to connect opinion and reasons
- W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- SL.5 Capitalize holidays, product names and geographic names
- SL.6 Use sentence –level context as a clue to the meaning of a word or phrase
- LS.1d Form and use regular and irregular verbs.
- LS.2g Consult reference materials, including beginning dictionaries, as needed to check the correct spelling

**SUPPORTING  
STANDARDS**

L.3.6, RI .3.7, RI .3.3, RI .3.8, RI .3.10, W.3.1a, W.3.1b, W.3.1d, SL.3.1a, SL.3.1c

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “Que hacen los ilustradores?”: **Focus Mural, interactive board** lessons, text books and workbooks.
- “Jack dibuja una planta de habichuelas”: **Focus Mural, interactive board** lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about “Que hacen los ilustradores?” and “Jack dibuja una planta de habichuelas”
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- **The students will write an opinion paragraph, using** “Que hacen los ilustradores?” as a model for including a topic sentence.
- The students will create/design their own vocabulary cards (imaginar, instrumento, boceto, bosquejo, ilustrar, textura, papel de calco).
- The students will **look for the definition of “artes visuales”** at [www.worldbookonline.com](http://www.worldbookonline.com)
- The students will read the biography of Diego de Velazquez

<http://worldbook.planetasaber.com/search/results.asp?txt=diego%20de%20velazquez>

## UNIT 2: Lesson 8 – Traditions (10 DAYS)

## 1. Overview

The students will: use text evidence to draw conclusions, determine the literal or nonliteral meaning of words and phrases in a text, analyze a folktale, recognize the lesson or moral of a story. The students will learn about using commas through reading and writing about traditions.

FOCUS  
STANDARDS

- RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language
- W.1c Use linking words and phrases (porque , por lo tanto, desde) to connect opinion and reasons
- W.1d Provide a concluding statement or section
- SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
- SL.6 Speak in complete sentences when appropriate to ask and situation in order to provide request detail or clarification
- LS.3a Choose words and phrases for effect

SUPPORTING  
STANDARDS

L.3.5b, L.3.6, RL.3.1, RL.3.10, L.3.4a, L.3.5a, SL.3.1d, W.3.3b, W3.10

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “Los pajaros de la cosecha”: Focus Mural, interactive board lessons, text books and workbooks
- “El Tesoro”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about “Los pajaros de la cosecha” and “El tesoro”
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- In their notebooks the students will write response **paragraphs, using “Los pajaros de la cosecha” as a model for writing sentences that include linking words.**
- The students will create/design their own vocabulary cards (cosecha, separar, lindero, consejo, en serio, pedir prestado, avergonzado).
- In groups of **four the students will retell the story “Los pajaros de la cosecha” using the retelling cards.**
- **The students will make cards with the words “alumno” and “resiste”, then they will decode and blend them clapping their hands once per syllable.**

## UNIT 2: Lesson 9 – Performance Arts (10 DAYS)

## 1. Overview

The students will: identify causes and effects, analyze how illustrations create mood and emphasize aspects of setting, learn factual information related to a topic and use headings to locate information. The students will also learn about abstract nouns through reading and writing about the arts.

**FOCUS  
STANDARDS**

- RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- RL.7 **Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.**
- RF.3c Decode multi syllable words
- RF.4a Read on-level text with purpose and understanding
- W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing
- W.7 Conduct short research projects that build knowledge about a topic
- SL.1d Read on-level text with purpose and understanding and explain their own ideas and understanding in light of the discussion
- SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- LS.1c Use abstract nouns
- LS.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

**SUPPORTING  
STANDARDS**

SL.3.3, RF.3.3c, L.3.6, RL.3.1, RL.3.5, RL.3.10, RL.3.7, RF3.4b, W.3.1a

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “El hombre de kamishibai”: Focus Mural, interactive board lessons, text books and workbooks
- “La verdadera historia del kamishibai”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about “El hombre de kamishibai” and “La verdadera historia del kamishibai”
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- In their **notebooks the students will write an opinion statement about “El hombre del kamishibai”**, then they will trade their notebook with a peer and discuss the other student opinion.
- On a construction paper the students will express their feelings in written **form using the formula “Si fuera Jichan me sentiria.”**
- Matching game: using cards the students will match the sounds /tra/, /tre/, /tri/, /tro/, /tru/ with the written form.
- In groups of four the students will create an invention that may help them in their daily routine, then they will have to draw it and write a paragraph to describe it.

## UNIT 2: Lesson 10 – Inventions (10 DAYS)

## 1. Overview

In reading the students will identify main ideas, details and the sequence of events in a text. The students will also learn factual information about a topic and analyze diagrams. In grammar the students will learn about pronouns and antecedents through reading and in writing the students will write about technology and innovation.

FOCUS  
STANDARDS

- RI .3.2 Determine the main idea/recount details and explain how they support the main idea.
- RI .3.3 Describe the relationship between a series of historical events/scientific ideas/steps in technical procedures.
- RI .3.8 Describe the connection between sentences and paragraphs in a text.
- RF.3.4b Read orally with accuracy, appropriate rate, and expression.
- L.3.6 Acquire and use conversational, general academic, and domain-specific words and phrases.
- W.3.1a Introduce the topic, state an opinion, and create and organizational structure.
- W.3.1b Provide reasons to support the opinion.
- W.3.1c Use linking words and phrases to connect opinions and reasons.
- W.3.1d Provide a concluding statement or section.
- SL.3.1d Explain own ideas and understanding in light if the discussion.

SUPPORTING  
STANDARDS

SL.3.1a, RI .3.1, SL.3.1b, W.3.4, L.3.5b, L.3.6, RF.3.3c, RF.3.4c.

## 2. Resources

### TEACHING RESOURCES

Senderos

- “El joven Thomas Edison”: Focus Mural, interactive board lessons, text books and workbooks
- “Películas: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers
- Internet resources videos, power point and facts about “ El joven Thomas Edision” and “Películas”
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- In groups **of two the students will make predictions about the book “El joven Thomas Edison”.**
- At home and with the help of their families the students are going to write a paragraph about their favorite movie. The students will may also include drawings, pictures and decorations.
- **In groups of four the students are going to use the retelling cards to retell “El joven Thomas Edison”**
- **Students will look for the definition of “invento” and the biography of Thomas Edison at [www.worldbookonline.com](http://www.worldbookonline.com)**
- In a construction paper the students are going to design their own inventions. The students have to draw a picture, label it and explain to the rest of the class the advantages of using it.

## UNIT 3: Lesson 11 – Inventions (10 DAYS)

## 1. Overview

In reading the students will identify sequence of events in a text and use text and graphic features to locate information, the students will learn factual information from a magazine article and analyze directions in text. In grammar the students will learn about regular and irregular plural nouns through reading and in writing the students will write about technology and innovation and they will write a cause and effect paragraph.

FOCUS  
STANDARDS

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.4a Read on-level text with purpose and understanding.
- W.2c Use linking words and phrases (tambien, otro, y mas, pero) to connect ideas within categories of information.
- W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- S.L.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- S.L.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- L.1b Form and use regular and irregular plural nouns.
- L.4b Determine the meaning of a new word formed when an affix is added to a known word ( agradable/desagradable, comodo/incomodo)

SUPPORTING  
STANDARDS

RI.3.2, RI.3.4, RI.3.5, S.L.3.3, SL.3.6, L.3.1b, L.3.6, L.3.4.c, W.3.2b, W.3.10

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “La tecnología gana el juego”: Focus Mural, interactive board lessons, text books and workbooks
- “Ciencias para los aficionados a los deportes”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about “ La tecnología gana el juego” and “Ciencias para los aficionados a los deportes”
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- The students will write a cause-and-effect paragraph using “La tecnología gana el juego” as a model.
- The students will read the biography of Benjamin Franklyn at <http://worldbookonline.com/eeh/article?id=ar830811&st=benjamin+franklin>
- The students are going to write an essay comparing Benjamin Franklyn and Thomas Edison.

## UNIT 3: Lesson 12 – Agriculture (10 DAYS)

## 1. Overview

In reading the students will: use story details to identify the theme of a story and distinguish point of view, the students will learn factual information about a topic and use headings to locate information. In grammar the students will learn about quotations through reading and writing about agriculture, and in writing the students will write a compare-and-contrast paragraph.

FOCUS  
STANDARDS

- RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RF.3.3c Decode multi syllable words.
- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- SL.3.1d Explain their own ideas and understanding in light of discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- L.3.5a Distinguish the literal and non-literal meanings of words and phrases in context.
- L.3.5b Identify real life connections between words and their use.

SUPPORTING  
STANDARDS

RL.3.1, RL.3.2, RL.3.4, W.3.2b, W.3.2c, W.3.2d, SL.3.6, SL.3.1c, SL.3.1a, L.3.3b, L.3.5a

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “Arriba y abajo”: Focus Mural, interactive board lessons, text books and workbooks
- “La bondad crece en los huertos”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about “Arriba y abajo” and “Ciencias para los aficionados a los deportes”
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- The students will write a compare-and-contrast paragraph, using “Arriba y Abajo” as a model.
- The students are going to log into [www.worldbookonline.com](http://www.worldbookonline.com) to look for the definition of “agricultura”
- At home and with help of their relatives the students are going to complete a project about the most common crops in the state of Louisiana (rice, sweet potatoes, soy beans, peppers)

## UNIT 3: Lesson 13 – American Indian History (10 DAYS)

## 1. Overview

In reading the students will: compare and contrast, identify the message or lesson of a story, learn factual information about a topic and analyze a map. In grammar the students will learn about subject-verb agreement through reading and writing about cultures. In writing the students will write an informative paragraph.

**FOCUS  
STANDARDS**

- RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- RL.3.2 Recount stories including fables, folktales and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.3.2b Develop the topic with facts, definitions and details.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- SL.3.1b Follow agreed-upon rules for discussion.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

**SUPPORTING  
STANDARDS**

RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RF.3.4b, W.3.1a, W.3.1b, W.3.10, L.3.2g, L.3.5b, L.3.3b

## 2. Resources

### TEACHING RESOURCES

Senderos

- “Una leyenda cheroqui”: Focus Mural, interactive board lessons, text books and workbooks
- “El camino de las lagrimas”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers
- Internet resources videos, power point and facts about “Una leyenda cheroqui” and “El camino de las lagrimas”
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- **The students will write an informative paragraph using “Una montana lejana”**
- **In groups of four the students will compare and contrast the characters of the story “Una montana lejana”**
- In pairs the students will classify a set of words with the sounds /r/ and /rr/.
- Project: the students will write a paragraph about a native American tribe from Louisiana (with collaboration of their families)
- **The students will retell the story “Una montana lejana” using the retelling cards and evaluate themselves using the retelling rubric.**

## UNIT 3: Lesson 14 – People and Animals (10 DAYS)

## 1. Overview

In **reading the students will: determine the author’s purpose, distinguish point of view, learn factual information about a topic** and use headings to locate information. In grammar the students will learn about pronoun-verb agreement through reading and writing about social relationships. In writing the students will begin an explanatory essay.

FOCUS  
STANDARDS

- RI .3.6 Distinguish their own point of view from that of the author of a text
- RI .3.9 Compare and contrast the most important points and key details presented in two texts on the same topic
- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.3.5 With guidance and support from peers and adults, develop, and strengthen writing as needed by lanning, revising, and editing
- W.3.7 Conduct short research projects that build knowledge about a topic.
- SL.3.1b Follow agreed-upon rules for discussion.
- SL.3.1c Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
- L.3.2g Consult reference materials including beginning dictionaries, as needed to check and correct spellings.

SUPPORTING  
STANDARDS

RI .3.1, RI .3.4, RI .3.5, RF.3.4d, RF.3.4a, W.3.4, W.3.6, SL.3.1a, SL.3.d, L.3.1b, L3.2b

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- **“Aero y el policia Miguel”**: Focus Mural, interactive board lessons, text books and workbooks
- **“Los ninos y los animals. Boletin informativo sobre la naturaleza”**: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- **Internet resources videos, power point and facts about “Aero y el policia Miguel” and “Los ninos y los animals. Boletin informativo sobre la naturaleza”**
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- **The students will write an explanatory essay using “Aero y el policia Miguel”.**
- In groups of four the students will retell the informational text using retelling cards, then using the retelling rubric the students will evaluate themselves.
- **The students will design a Venn Diagram comparing “animales salvajes” and “mascotas”**  
[www.worldbookonline.com](http://www.worldbookonline.com)
- In a construction paper the students will write a paragraph about their favorite pet, the project may include real pictures, draws and decorations.

## UNIT 3: Lesson 15 – Cooking (10 DAYS)

## 1. Overview

**In reading the students will identify characters’ traits, motivations, and feelings and recognize when to use formal and informal language**, the students will also learn factual information about a topic and analyze steps in procedure. In grammar the students will review simple past, present and future through reading and writing about health and safety. In writing the students will continue their work on an explanatory essay from the previous lesson.

FOCUS  
STANDARDS

- RL.3.1 Ask and answer questions to demonstrate the understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- RF.3.3c Decode multi syllable words.
- RF.3.3d Read grade-appropriate irregularly spelled words.
- W.3.5 With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- SL.3.1a Come to discussion prepared having read or studied required material; explicit draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- L.3.1e Form and use the simple verbs tenses (Yo camino)
- L.3.3b Recognize and observe the differences between the conventions of spoken and written standard language

SUPPORTING  
STANDARDS

RI .3.1,RI .3.4,RI .3.5, RF.3.4d, RF.3.4a, W.3.4, W.3.6, SL.3.1a, SL.3.d, L.3.1b, L3.2b

## 2. Resources

### TEACHING RESOURCES

Senderos

- “Un domingo super especial”: Focus Mural, interactive board lessons, text books and workbooks
- “Imagina una receta”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers
- Internet resources videos, power point and facts about “Un domingo super especial” and “Imagina una receta”
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the student will write his/her favorite food recipe. The project may include real pictures, draws and decorations.
- The students will design their own vocabulary cards using the key vocabulary words of the lesson.
- In **groups of four the students will retell the story “Un domingo Especial” and will evaluate themselves using the retelling rubric.**
- The students will suggest words that rhyme with *leche* and then write a rime with them.

## UNIT 4: Lesson 16 – Conservation (10 DAYS)

## 1. Overview

In reading the students will analyze story structure, use text details to identify the theme of a story, recognize the elements of humorous fiction and **explore an author’s series books about a character. In grammar the students will learn** about adjectives and articles through reading and writing sentences related to conservation. In writing the students will write a persuasive letter, using Judy Moody salva el planeta as model.

FOCUS  
STANDARDS

- RL.3.1 Ask and answer questions to demonstrate the understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RF.4a Read on-level text with purpose and understanding.
- W.3.1a Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
- W.3.10 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks.
- L.4a Use sentence –level context as a clue to the meaning of a word phrase.

SUPPORTING  
STANDARDS

RL.3.2, RL.3.3, RL.3.4, RF.4b, RF.4c, RF.4d, W.3.1b, W.3.2, W.3.2b, SL.3.3, SL.3.4, SL.3.4b

## 2. Resources

### TEACHING RESOURCES

Senderos

- “Judy Moody salva el planeta”: Focus Mural, interactive board lessons, text books and workbooks
- “Mi mascota maloliente”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers
- Internet resources videos, power point and facts about “Judy Moody salva el planeta” and “Mi mascota maloliente”
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home with the help of an adult the students will write a joke on their notebooks and present it to the class.
- **The students will write a persuasive letter using “Judy Moody salva el planeta” as a model.**
- In pairs the students will dictate and copy a set of 10 words **with the letter “x”**.
- In groups of four the students are going to write a paragraph pointing out the advantages of recycling.
- **Using the retelling cards the students will retell “Judy Moody salva el planeta backwards.**

## UNIT 4: Lesson 17 – Fossils (10 DAYS)

## 1. Overview

In reading the students will use evidence from the text to draw conclusions, distinguish their points of view from the author's, **read and comprehend** informational texts and interpret information in charts. In grammar the students will learn about making comparisons using adjectives through reading and writing sentences related to dinosaurs and fossils. In writing the students will write an opinion paragraph.

FOCUS  
STANDARDS

RI.3.6 Distinguish their own point of view from that of the author of a text.  
 RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.  
 RF.3.3c Decode multi syllable words.  
 RF.3.4a Read on-level text with purpose and understanding.  
 W.3.1b Provide reasons that support the opinion.  
 W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
 SL.3.3 Ask and answer questions about information from a speaker offering appropriate elaboration and detail.  
 SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  
 L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  
 L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain specific words and phrases, including those that sign spatial and temporal relationships (ejemplo: esa noche, despues de cenar)

SUPPORTING  
STANDARDS

RI.3.1, RI.3.3, RI.3.7, RF.3.4b, RF.3.4a, W.3.1b, W.3.4, W.3.10, SL.3.4, SL.3.5b, L.3.4c

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “El misterio del albertosaurio. La cacería de Philip Currie en la región Badlands”: Focus Mural, interactive board lessons, text books and workbooks
- “Busqueda de fosiles como diversion”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about “El misterio del albertosaurio. La cacería de Philip Currie en la región Badlands” and “Busqueda de fosiles como diversion”
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- In pairs the students are going to look for the definition of “dinosaurio” at [www.worldbookonline.com](http://www.worldbookonline.com)
- **The students will write an opinion paragraph using “El misterio del albertosaurio”**
- In groups of four the students are going to create and imaginary dinosaur, name it, describe it and label the different parts of the body, then the students will introduce it to the rest of the class.
- **After reading “La historia de Otzi” the students are going to design their own retelling cards and use them to retell the story.**

## UNIT 4: Lesson 18 – Trees (10 DAYS)

## 1. Overview

In reading the students will use text features and graphic features to help them locate and understand information, determine the meaning of domain-specific vocabulary, appreciate sound and rhythm in poetry and recognize the structure and pattern of a poem. In grammar the students will learn about linking and helping verbs through reading and writing sentences. In writing the students will write a problem-and-solution paragraph.

FOCUS  
STANDARDS

- RI .3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI .3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.5 Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.
- L.3.1c Use abstract nouns (libertad, belleza, amor)
- L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.

SUPPORTING  
STANDARDS

RI .3.1. RI .3.2, RI .3.7, RF.3.2b, RF.3.4a, RF.3.3, W.3.1, W.3.3, W.3.2b, SL.3.

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “Crece un arbol”: Focus Mural, interactive board lessons, text books and workbooks
- “Un alto en el bosque en una noche de invierno”: Focus Mural, interactive board lessons, text books and workbooks

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers
- Internet resources videos, power point and facts about “Crece un arbol” and “Un alto en el bosque en una noche de invierno”
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to draw their favorite tree, name it, and label the main parts.
- In groups of four the students are going to write 5 sentences comparing *pinos* and *narcisos*.
- **The students are going to design their own retelling cards to retell “El arbol de la vida”.**
- In pairs the students are going to research (using computers) to find out the Louisiana state tree, then describe it orally to the rest of the class.

## UNIT 4: Lesson 19 – Social Relationships (10 DAYS)

## 1. Overview

In reading the students will analyze how the scenes in a play build upon previous scenes, identify the message of a story, understand factual information in a newspaper article and interpret information in photographs and captions. In grammar our students will learn about irregular verbs through reading and writing sentences that relate to social relationships. In writing the students will prewrite a persuasive essay, using “*Dos oseznos*” as a model for thinking about the audience.

FOCUS  
STANDARDS

- RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RL.2 Recount stories including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RF.4b Read on level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
- WS.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- WS.5 With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising and editing.
- SL.1d Explain their own ideas and understanding in light of the discussion.
- SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understanding pace.
- L.S 4b Determine the meaning of the new word formed when a known affix is added to a known word (ej. agradable/desagradable, comodo/incomodo)
- L.S 5b Identify real life connections between words and their use (ej. describe personas que sean simpaticas)

SUPPORTING  
STANDARDS

RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RF.3.4b, W.3.1a, W.3.1b, W.3.10, L.3.2g, L.3.5b, L.3.3b

## 2. Resources

### TEACHING RESOURCES

Senderos

- “Dos oseznos”: Focus Mural, interactive board lessons, text books and workbooks.
- “De quien es esta tierra?”: Focus Mural, interactive board lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers.
- Internet resources videos, power point and facts about “Dos oseznos” and “De quien es esta tierra?”
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to cut a picture from a newspaper or magazine, glue it on a piece of paper and describe it using at least three sentences.
- In groups of four the students are going to design their own vocabulary words.
- The students are going to design their own retelling cards to retell “**De quien es esta tierra?**”.
- In pairs the students are going to research (using computers) to find out the Louisiana state mammal (black bear)

## UNIT 4: Lesson 20 – Climate (10 DAYS)

## 1. Overview

In reading the students will identify the main idea and supporting details in a text, identify the literal and non-literal meanings of words and phrases, recognize that a myth reflects the cultural beliefs of a group and describe the story message of a myth. In grammar the students will learn about adverbs through reading and writing sentences that relate to surviving cold climates. In writing the students will continue their work on a **persuasive essay from the previous lesson using “La vida en el hielo” as a model for explaining in detail the reasons for their options.**

FOCUS  
STANDARDS

- RI .2 Determine the main idea of a text, recount the key details and explain how they support the main idea.
- RI .8 Describe the logical connection between practical sentences and paragraphs in a text.
- RF .4b Read on level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
- RF .4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- WS .1c Use linking words and phrases to connect opinion and reasons.
- WS .7 Conduct short research projects that build knowledge about a topic.
- SL .1d Explain their own ideas and understanding in light of the discursion.
- SL .2 Determine the main ideas and supporting details of a text read aloud of information presented in diverse media and formats, including visually, quantitatively, and orally.
- LS .1a Explain the functions of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- LS .5a Distinguish the literal and non-literal meanings of words and phrases in context.

SUPPORTING  
STANDARDS

RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RF.3.4b, W.3.1a, W.3.1b, W.3.10, L.3.2g, L.3.5b, L.3.3b

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- **“La vida en el hielo”**: Focus Mural, interactive board lessons, text books and workbooks.
- **“El cuervo, un mito esquimal”**: Focus Mural, interactive board lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers.
- Internet resources videos, power point **and facts about “La vida en el hielo” and “El cuervo, un mito esquimal”**
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to record the weather in Juneau, Alaska during one week.
- The students are going to design their own retelling cards to **retell “La vida en el hielo”**.
- In groups of four the students are going to write an essay to describe a day in the life of an esquimal.
- In pairs the students are going to research (using computers) to find out the Louisiana bird (brown pelican).

## UNIT 5: Lesson 21 – Pioneer Life (10 DAYS)

## 1. Overview

In reading the students will analyze how characters' actions contribute to the story's structure, distinguish their point of view from that of a character or narrator, learn facts and information about a topic and interpret details, captions and labels in a diagram. In grammar the students will learn about making comparisons using adverbs through reading and writing sentences that relate to common activities. In writing the students will write a fictional narrative paragraph, using "Sara sencilla y alta" as a model for introducing a character or narrator and then establishing what happens.

FOCUS  
STANDARDS

- RL. 3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- RI. 6 Distinguishing their own point of view from that of the narrator or those of the character
- RF.3c Decode multi syllable words
- RF.4a Read on level text with purpose and understanding
- WS.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- WS.3c Use temporal words and phrases to signal event order.
- SL.1a Come to discussions prepared, having read or studied required material; explicitly drawn on that preparation and other information known about the topic to explore ideas under discussion.
- SL.1d Explain their own ideas and understanding in light of the discussion.
- LS.1g Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified
- LS.4b Determine the meaning of the new word formed when a known affix is added (ej. agradable/desagradable)

SUPPORTING  
STANDARDS

RI.3.2, RI.3.4, RI.3.5, S.L.3.3, SL.3.6, L.3.1b, L.3.6, L.3.4.c, W.3.2b, W.3.10

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- **"Sara, sencilla y alta"** Focus Mural, interactive board lessons, text books and workbooks.
- **"Carretas del Viejo Oeste"** Focus Mural, interactive board lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers.
- Internet resources videos, power point and facts about **"Sara, sencilla y alta"** and **"Carretas del Viejo Oeste"**.
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)
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## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to write ten sentences comparing the job/chores assigned to two people in their household.
- In groups of four the students are going to write an essay to describe a day in the life of a pioneer.
- The students are going to design their own retelling cards **to retell "Carretas del Viejo Oeste"**.
- In pairs the students are going to research (using computers) information about Acadians/cajuns.

## UNIT 5: Lesson 22 – Animal Migration (10 DAYS)

## 1. Overview

**In reading the students will compare and contrast information in a text, analyze the author’s choice of words, understand that a fable is a short story in which a character learns a lesson, and identify the message of a fable. In grammar the students will learn about using adjectives and adverbs to make comparisons by reading and writing sentences about living things. In writing the students will write a descriptive paragraph using “El viaje: Relatos de migraciones” as a model for using similes and other types of phrases to help readers visualize content.**

FOCUS  
STANDARDS

- RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.8 Describe the logical connection between particular sentences and paragraphs in a text.
- RF.3d Read grade-appropriate irregularly spelled words
- WS.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- WS.10 Write routinely over extended time frames and shorter time frames for a range of self-discipline tasks, purposes, and audiences.
- SL.2 Determine the main idea or details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
- LS.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- LS.3a Choose words and phrases for effect.

SUPPORTING  
STANDARDS

RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RF.3.4b, W.3.1a, W.3.1b, W.3.10, L.3.2g, L.3.5b, L.3.3b

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “El Viaje: Relatos de Migraciones” Focus Mural, interactive board lessons, text books and workbooks.
- “El saltamontes y la hormiga” Focus Mural, interactive board lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers.
- Internet resources videos, power point and facts about and “El Viaje: Relatos de Migraciones” and “El saltamontes y la hormiga”.
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult (internet) the students are going to find out if there is such a thing as a **“fish with a moustache”**.
- In groups of four the students are going to complete sentences using the homophones (baya, vaya, hola,ola, bota, vota, ves and vez), then the students will explain the meaning of each pair of words with a picture.
- The students are going to design their own retelling cards to retell **“El saltamontes y la hormiga”**.
- In pairs the students are going to look for information about migrating birds at [www.audubon.org/migration](http://www.audubon.org/migration)

## UNIT 5: Lesson 23 – Sending Messages (10 DAYS)

## 1. Overview

In reading the students will follow the sequence of events in a story, distinguish between formal and informal language, learn information from an online encyclopedia and interpret events on a timeline. In grammar the students will learn possession through reading and writing sentences about **possessions**. **In writing the students will write a dialogue using “El viaje de Oliver” as a mode for creating characters that show their feelings through what they say.**

FOCUS  
STANDARDS

- RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RF.3c Decode multi syllable words.
- RF.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- WS.3b Use dialogues and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- WS.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- SL.4 Report on a topic or a text, tell a story, or recount and experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
- SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- LS.2d Form and possessives.
- LS.4b Determine the meaning of the new word formed when a known affix is added (ej. agradable/desagradable)

SUPPORTING  
STANDARDS

RI.3.1., RI.3.2, RI.3.7, RF.3.2b, RF.3.4a, RF.3.3, W.3.1, W.3.3, W.3.2b, SL.3

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “El viaje de Oliver” **Focus Mural, interactive board lessons, text books and workbooks.**
- “El transporte del correo de EE.UU.” Focus Mural, interactive board lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers.
- Internet resources videos, power point and facts about and “El viaje de Oliver” and “El transporte del correo de EE.UU.”.
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to send a letter to their teacher. In the letter the students are going to describe the steps that they follow to send the letter, and how do they think that the letter gets to the teacher.
- In groups of four the students are going to write an essay comparing how the mail was deliver back in the days and ho it is deliver now.
- The students are going to design their own retelling cards to retell “*El viaje de Oliver*”.
- In pairs the students are going to **google information about the “Pony Express”**.

## UNIT 5: Lesson 24 – Volcanos (10 DAYS)

## 1. Overview

In reading the students will use text details to determine an author’s purpose, explain how illustrations contribute to the method of a story, learn about volcanoes through a magazine article and interpret information in a diagram. In grammar the students will learn about complex sentences through reading and writing sentences about volcanoes. In writing student will begin a fictional narrative, using “Perro de las olas” as model for using vivid details to describe the characters, setting, and plot of a story.

FOCUS  
STANDARDS

- RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
- RL.7 **Explain how specific aspects of a text’s** illustrations contribute to what is conveyed by the words in a story.
- RF.4a Read on level text with purpose and understanding.
- WS. 3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- WS.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.1d Explain their own ideas and understanding in light of the discussion.
- SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LS.1e Form and use the simple verb tenses.
- LS.5c Distinguish shades of meaning among related words that describe states of mind of degrees of certainty.

SUPPORTING  
STANDARDS

RI.3.1, RI.3.3, RI.3.7, RF.3.4b, RF.3.4a, W.3.1b, W.3.4, W.3.10, SL.3.4, SL.3.5b, L.3.4c

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “Perro de las olas” **Focus Mural, interactive board lessons, text books and workbooks.**
- “La Tierra que construyeron los volcanes” **Focus Mural, interactive board lessons, text books and workbooks.**

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers.
- Internet resources videos, power point and facts about and “Perro de las olas” and “La Tierra que construyeron los volcanes”.
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to make a model of a volcano and label each part.
- In groups of four the students are going to write five sentences and compare and contrast a volcano and a mountain, then one representative of each group will present the sentences to the class.
- **The students are going to design their own retelling cards to retell “*El perro de las olas*”.**
- In pairs the students are going to research (google) which is the highest point in Louisiana.

## UNIT 5: Lesson 25 – Mountains (10 DAYS)

## 1. Overview

In reading our students will interpret information in text and graphic features, identify main ideas and supporting details in a text, recognize that a play tells a story through the words and actions of characters and understand that stage directions give information about the characters and setting in a play. In grammar students learn about adverbs of degree through reading and writing sentences about mountain climbing. In writing the students will continue **their work on a fictional narrative from the previous lesson, using “Montanas: sobrevivir en el monte Everest” as a model for** making their writing exciting.

FOCUS  
STANDARDS

- RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea
- RI.5 Use the text features and search tools to locate information relevant to a given topic efficiently.
- RF.3c Decode multi syllable words.
- RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- WS.3c Use temporal words and phrases to signal event order.
- WS.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- LS.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- LS.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

SUPPORTING  
STANDARDS

RI.3.1, RI.3.3, RI.3.7, RF.3.4b, RF.3.4a, W.3.1b, W.3.4, W.3.10, SL.3.4, SL.3.5b, L.3.4c

## 2. Resources

### TEACHING RESOURCES

#### Senderos

- “Montanas: sobrevivir en el monte” **Focus Mural, interactive board lessons, text books and** workbooks.
- “Limpieza a gran altura” **Focus Mural, interactive board lessons, text books and** workbooks.

### ADDITIONAL SUPPORTING RESOURCES

#### Senderos

- Leveled readers.
- Internet resources **videos, power point and facts about** and “Montanas: sobrevivir en el monte Everest” **and** “Limpieza a gran altura”.
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to write a list with all the words that they **know which contains the letter “n”**
- In groups of four the students are going to write the name of five extreme sports/activities and describe why or how are dangerous for people.
- **The students are going to design their own retelling cards to retell “*Limpieza a gran altura*”.**
-

## UNIT 6: Lesson 26 – Teeth (10 DAYS)

## 1. Overview

In reading our students will listen to fluent reading, answer questions about a text read aloud, and describe cause-and-effect relationships (“**Ultima noticia: Agente extraterrestre descubre importante secreto**”). In grammar our students will form and use possessives, and determine the meaning of a new word formed when an affix is added. In writing the students will write a compare-and-contrast paragraph using “*Al fin se me cayo un diente!*” as reference.

FOCUS  
STANDARDS

- RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.8 Describe the logical connection between particular sentences and paragraphs in a text.
- RF.3d Read grade-appropriate irregularly spelled words.
- RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- WS.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- WS.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- LS.2d Form and use possessives.
- LS.4b Determine the meaning of the new word formed when a known affix is added to a known word (agradable/desagradable)

SUPPORTING  
STANDARDS

RI.3.2, RI.3.4, RI.3.5, S.L.3.3, SL.3.6, L.3.1b, L.3.6, L.3.4.c, W.3.2b, W.3.10

## 2. Resources

### TEACHING RESOURCES

Senderos

- “Al fin se me cayo un diente” Focus Mural, interactive board lessons, text books and workbooks.
- “El raton Perez” Focus Mural, interactive board lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers.
- Internet resources videos, power point and facts about and “Al fin se me cayo un diente” and “El raton Perez”.
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to write an essay **titled** “*The first tooth loose*”.
- The students will describe their own experience and the tradition that they follow for that special time.
- In groups of four the students are going to compare and contrast different traditions that they follow when **they loose a tooth** “*ratoncito Perez vs tooth fairy*”
- The students are going to design their own retelling cards to **retell** “*El raton Perez*”.
- In pairs the students are going to draw a diagram of a tooth and label each part. Then the students are going to present their project to the rest of the class.

## UNIT 6: Lesson 27 – Determination and Humbleness (10 DAYS)

## 1. Overview

In reading our students will determine the main ideas and explain how details support them, and analyze and evaluate details in narrative nonfiction ("*Vencer a la polio*"). In spelling our students will learn about words with // and *y*, review words accented to the last syllable and work with word families. In writing the students will write a problem and solution paragraph using "*El camello y la pulga*" as reference.

FOCUS  
STANDARDS

- RI.2 determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.7 Use information gained for illustrations and the words in a text to demonstrate understanding of the text.
- RF.3c Decode multi syllable words.
- RF.4a Read on-level text with purpose and understanding.
- WS.2b Develop the topic with facts, definitions, and details.
- WS.4 With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose.
- SL.2 Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LS.2f Use spelling patterns and generalizations in writing words.
- LS.4a Use sentence level context as a clue to the meaning of a word or phrase.

SUPPORTING  
STANDARDS

RF.3.3d, RF.3.3c, L.3.6, RI.3.1, RI.3.4, RI.3.8, L.3.1a

## 2. Resources

### TEACHING RESOURCES

Senderos

- “El cruce de norteamerica a pies” Focus Mural, interactive board lessons, text books and workbooks.
- “La paca y el escarabajo” Focus Mural, interactive board lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers.
- Internet resources videos, power point and facts about and “El cruce de norteamerica a pie” and “La paca y el escarabajo”.
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to draw a map of North America (construction paper) and trace a line crossing the country from East to West.
- In groups of four the students are going to compare and contrast how it would be cross the country running vs cross the country by plane.
- The students are going to **design their own retelling cards to retell “El Cruce de Norteamerica a Pie”.**
- In pairs the students are going to **research “native americans in Louisiana” and write a list with the names of the most important tribes.**

## UNIT 6: Lesson 28 – Animal Communication (10 DAYS)

## 1. Overview

In reading our students will compare and contrast important information, compare characters using the details provide by the author, and identify the settings and the main details in the story *"El patito curioso"*. In spelling our students will learn about words with *s,c,z*; the /s/ sound and word families. In writing our students will write a scientific report with the purpose of giving information using "El sonido de los animals" as reference.

FOCUS  
STANDARDS

- RL.1 Ask and answer questions to demonstrate the understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- RF.3c Decode multi syllable words.
- RF.4b Read on –level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- WS.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WS.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- SL.2 Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
- LS.3a Choose words and phrases for effect.
- LS.4c Use a known root word as a clue to the meaning of an unknown word with the same root

SUPPORTING  
STANDARDS

RI.3.1., RI.3.2, RI.3.7, RF.3.2b, RF.3.4a, RF.3.3, W.3.1, W.3.3, W.3.2b, SL.3

## 2. Resources

### TEACHING RESOURCES

Senderos

- “Los animals, cantan o hablan?” Focus Mural, interactive board lessons, text books and workbooks.
- “El patito curioso” Focus Mural, interactive board lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers.
- Internet resources videos, power point and facts about and “El patito curioso” and “Los animals, cantan o hablan?”.
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to write the names of ten animals and the name of the sound that they make (Spanish and English)
- In groups of four the **students are going to discuss “how to communicate with someone that does not speak your language”**
- The students are going to design their own retelling cards **to retell “El Patito Curioso”**.
- Role play: one student will pretend that he/she does not speak English/Spanish, the rest of the class will give him/her some instructions about how to get to the cafeteria and get food.

## UNIT 6: Lesson 29 – Achievements (10 DAYS)

## 1. Overview

In reading our students will learn how to identify the features of a biography, record details about the main character and use those details to relate to **their own experiences using “Convertirse en todo lo que quieres ser”** as reference. In spelling the students will work with words with *j*, *ge*, *gi*, words with soft and strong /r/ and with word families. In writing the students will write an informative report.

FOCUS  
STANDARDS

- RL.1 Ask and answer questions to demonstrate the understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.4b Read on –level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- WS.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- WS.7 Conduct short research projects that build knowledge about a topic.
- SL.1d. Explain their own ideas and understanding in light of the discussion.
- SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
- LS.2f Use spelling patterns and generalizations in writing words.
- LS.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.

SUPPORTING  
STANDARDS

RL.3.1, RL.3.2, RL.3.4, W.3.2b, W.3.2c, W.3.2d, SL.3.6, SL.3.1c, SL.3.1a, L.3.3b, L.3.5a

## 2. Resources

### TEACHING RESOURCES

Senderos

- **“Convertirse en todo lo que quiere ser” Focus Mural, interactive** board lessons, text books and workbooks.
- **“El dia de mi cinturon azul!”** Focus Mural, interactive board lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers.
- Internet resources videos, power point and facts about **and “Convertirse en todo lo que quiere ser” and “El dia de mi cinturon azul!”**.
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to write an essay explaining what they want to be when they grow up, and why.
- In groups of four the students are going to discuss **“how to can become what you want to be”**
- **The students are going to design their own retelling cards to retell “Convertirse en todo lo que quiere ser”.**
- Role play: one student will pretend that he/she is a grown up and already achieved all that he/she wanted in his/her life, the rest of the students will ask questions about how that long way was.

## UNIT 6: Lesson 30 – Resting (10 DAYS)

## 1. Overview

In reading our students will identify the features of narrative nonfiction, create a t-map of the facts and opinions in the article "*Que sueño!*", and ask and answer questions from their peers to demonstrate understanding of the article. In spelling the students will learn about words with diphthongs with *i* and *y*, **infinitive form of the verbs and word families**. In writing the **strudels will develop a draft of a research report using "*Hora de dormir as reference*"**

FOCUS  
STANDARDS

- RL.1 Ask and answer questions to demonstrate the understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- WS.2b Develop the topic with facts, definitions, and details.
- WS.2c Use linking words and phrases to connect ideas within categories of information.
- SL.2 Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LS.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- LS.1f Ensure subject-verb and pronoun-antecedent agreement.

SUPPORTING  
STANDARDS

RI.3.2, RI.3.4, RI.3.5, S.L.3.3, SL.3.6, L.3.1b, L.3.6, L.3.4.c, W.3.2b, W.3.10

## 2. Resources

### TEACHING RESOURCES

Senderos

- “Que sueno!” Focus Mural, interactive board lessons, text books and workbooks.
- “Hora de dormir” Focus Mural, interactive board lessons, text books and workbooks.

### ADDITIONAL SUPPORTING RESOURCES

Senderos

- Leveled readers.
- Internet resources videos, power point and **facts about** and “Que sueno” and “Hora de dormir”.
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.wordbookonline.com](http://www.wordbookonline.com)

## 3. Activities for Understanding

### SUGGESTIONS

- At home and with the help of an adult the students are going to represent with pictures (and label it) a dream that they had had.
- In groups of four the students are going to discuss the routine that they follow before going to bed (have **dinner, take a bath, brush their teeth, read a book...**)
- The students are going to design their own retelling cards **to retell “Hora de dormir”**.
- Role play: one student will pretend that he/she cannot go to sleep and the rest of the students will give him/her advices about how to have a good rest.