

Wonders



EVERY STUDENT IS A SUCCESS STORY

The path to success doesn't look the same for every child—but for every child, literacy is the key to success. *Wonders*[®] is inspired by the belief that every student can succeed.

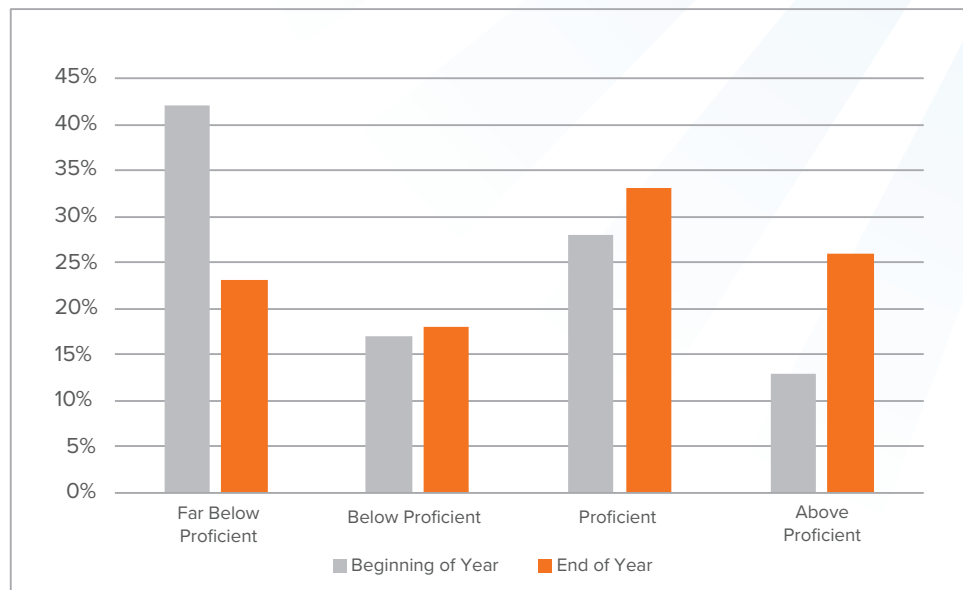
By providing a comprehensive set of connected resources for all learners in grades K–6, *Wonders* offers educators the ability to adapt instruction with confidence as students grow.

Combining the work of literacy experts with research on social emotional learning, *Wonders* helps you strengthen skills, bolster learning, and encourage independence, enhancing the important and inspiring work you do in your classroom, every day.



THE EFFECTIVENESS OF **WONDERS**

According to a third party study, students who used **Wonders** showed statistically significant growth (27%) in text reading and comprehension after just one year.



Study published in the Journal of Educational and Organizational Leadership

The impact of **Wonders** on elementary students' reading proficiency was examined across twelve third grade classrooms in North Carolina by an independent, third-party researcher. Results revealed significant increases among DIBELS scores and Text Reading Comprehension (TRC) scores. A teacher survey showed overwhelmingly positive perceptions of the effectiveness of **Wonders**.

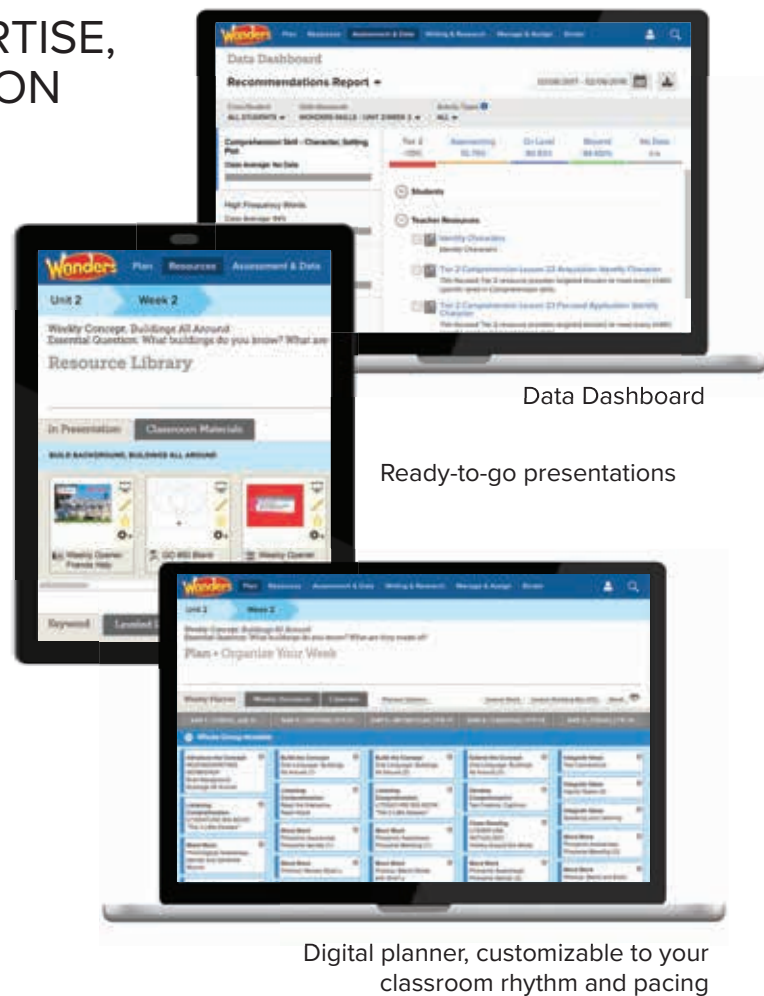
For more information on the effectiveness of **Wonders**, visit the Research & Success page at mheonline.com/wondersuccess

TEACH IT YOUR WAY

ACKNOWLEDGING YOUR EXPERTISE, SUPPORTING YOUR INSTRUCTION

Every teacher has a unique set of skills and a personal teaching style that reaches students in a way that no one else can. You know your students better than almost anyone, and you do everything you can to make learning an empowering experience that guides them on their educational pathways.

As a result, student and teacher choice are at the heart of **Wonders**. These resources were designed to support you and your entire classroom as you teach your way—whether you follow our recommended pathway of instruction or create your own workshop lessons using our resources.



Data Dashboard

Ready-to-go presentations

Digital planner, customizable to your classroom rhythm and pacing

Wonders:

- Makes it easy to integrate your favorite resources or use our resources with your preferred approach or framework – including workshop-focused, blended learning, project-based learning, and authentic literature-focused.
- Focuses on student-centered learning, small-group teaching, and minilessons with embedded support for English language learners, gifted and talented students, and students in need of Tier 2 support.

TAKING LEARNING BEYOND THE BOOK

Wonders brings the best in blended learning to your classroom. Every print resource is also available digitally, and your digital workspace includes thousands more readers, hundreds of games, interactive texts, videos, songs, a digital Writer's Notebook, research projects, and a myriad of optional resources to extend every lesson and respond to students' interests.

In grades 2–6, students can practice responsible use of social media, in a controlled setting focused on core academic content. This prepares them for *StudySync*, available for grades 6-12.

In short, you'll find just the right resources for every learner in your class.



- Helps you choose your pathway with resources for modeled reading, shared reading, guided reading, and independent practice and application in every new week or text set.
- Provides resources and tools that meet students where they are and take them

where they need to be, in both print and digital formats –100% print, 100% digital, or anywhere in between.

- Bases instruction on research—and is dedicated to putting best practices into the daily routines of your classroom.

TEACHING THROUGH **GENRE**

GETTING ON THE PATH TO INDEPENDENT READING

Wonders is grounded throughout in a firm understanding of genre. Students read widely across connected text sets, notice and annotate, listen and speak about what they've noticed, and write in the genre using an expert model or mentor text. Along the way, they are learning the elements of each genre, looking at author's craft, and gaining the skills they need to read independently.



FOLKTALE

Poetry

Informational Text

Fantasy



By mastering the key features of each genre, students are better prepared to understand subject matter, read more broadly and deeply, and write about what they know. They'll be ready to approach any text—whether their interests and curiosities draw them to literature, biography, nonfiction, or drama—and communicate effectively, preparing them for futures in humanities, STEM, and careers we haven't even dreamed of.

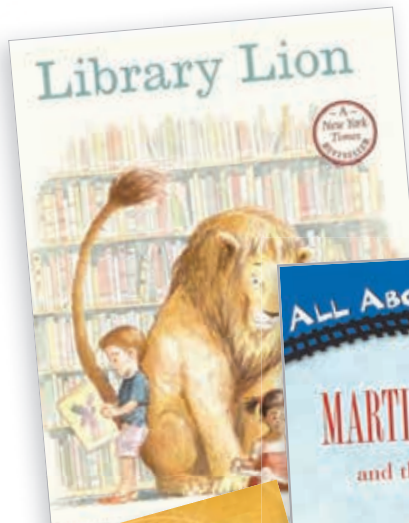
Argumentative Text

Realistic Fiction

Nonfiction

BIOGRAPHY

DRAMA

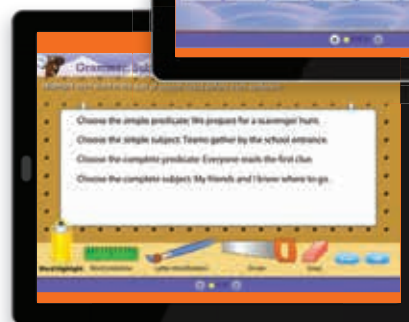
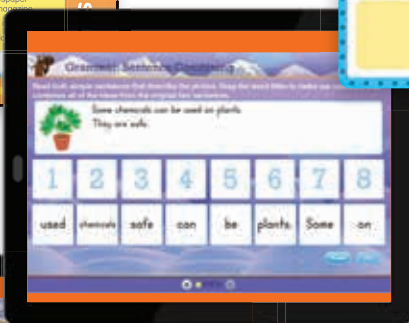
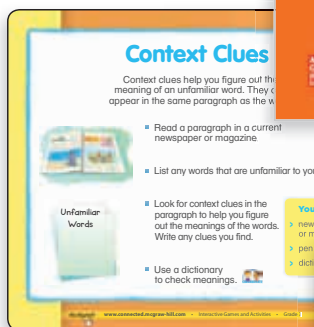
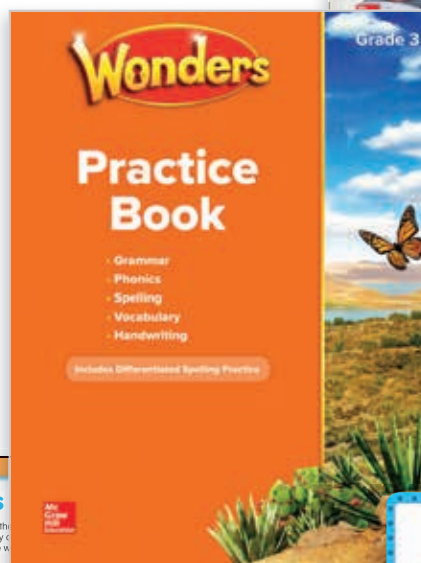
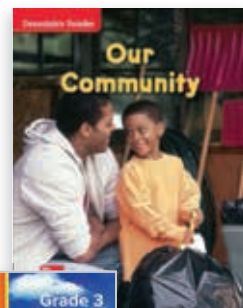


FOUNDATIONAL SKILLS

LITERACY BEGINS WITH FIRM FOUNDATIONS

Wonders offers a thorough grounding in foundational skills, from children’s first steps in phonemic awareness and print concepts, through sophisticated academic vocabulary and advanced morphological analysis. All along the way, integrated Tier 2 lessons fill any gaps quickly.

As they enhance understanding, students are encouraged to listen before speaking, speak before writing, and think critically all along—asking questions, finding text evidence, and building a more advanced set of literacy tools. With integrated grammar, spelling, and handwriting instruction, students build their capabilities every day.





Every year, as students develop fluency, they are also increasing their knowledge of science and social studies topics to prepare for broader content area learning, integrating new ideas, and making deeper connections between texts. They're also diving into a world of rich authentic literature and stories that connect them to the world around them in new, inspiring ways.

Content Area Learning

- Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word

Content Area Learning

- Explore, illustrate, and compare life cycles in living organisms

KEY SKILLS TRACE

PHONICS

Initial Consonants → Short Vowels → Consonant Blends and Digraphs → Long Vowels → Vowel Digraphs

COMPREHENSION
 Character, Setting, Events
 Introduce Unit 2 Week 1
 Review Unit 2 Week 2, Unit 2 Week 4, Unit 3 Week 1, Unit 3 Week 2
 Assess Unit 2
 Main Topic and Key Details
 Introduce Unit 2 Week 3
 Review Unit 2 Week 5, Unit 3 Week 4, Unit 3 Week 5, Unit 4 Weeks 2, 3, 5, Unit 5 Week 5
 Assess Unit 2

GRAMMAR
 Nouns
 Introduce Unit 2 Week 1
 Review Unit 2 Week 2, Unit 2 Week 3, Unit 2 Week 4, Unit 2 Week 5
 Assess Unit 2

T2 UNIT 2

→ Controlled Vowels → Diphthongs → Variant Vowels → Silent Letters and 3-Letter Blends

WRITING PROCESS
 Unit 1 Personal Narrative
 Unit 2 Fantasy
 Unit 3 Informational Text
 Unit 4 Poetry
 Unit 5 Procedural Text
 Unit 6 Realistic Fiction

Social Emotional Learning

Week 1: Behavioral Self-Regulation
 Media: Take a Beat!
 Week 4: Creativity & Social Problem Solving
 Media: "Doggy Walk Dilemma"
 Weeks 2, 3, 5: Teachable Moments
 Select from your library of Social Emotional Learning resources.
 Family Time: You'll find each lesson's video and supporting activity in the week's School to Home family newsletter.

UNIT OVERVIEW T3

Close Reading Routine

Read DOK 1-2

- Identify key ideas and details about helping your community.
- Take notes and summarize.
- Use **ACT** prompts as needed.

Reread DOK 2-3

- Analyze the text, craft, and structure.
- Use *Reading/Writing Companion*, pp. 14-16.

Integrate DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.
- Inspire action.

Close Reading Routine

ACT Access Complex Text

Literatu

Specific Vocabulary

Review with students that authors often provide definitions or restatements in the surrounding sentences to clarify the meanings of unfamiliar words. Point out the word *elliptical* on page 202.

- *What does elliptical mean? (oval-shaped)* Have a volunteer read aloud the sentence that defines *elliptical*.

ACT: Access Complex Text

DIFFERENTIATED FOR EVERY STUDENT

A PATH FORWARD FOR EVERY LEARNER

Wonders provides you with a collection of resources and instruction to move students ahead as soon as they're ready. Differentiated instruction is built into the resources and lessons, providing all students with the scaffolding or extensions they need to be an active part of their classroom community of learners.

Your **STRUGGLING READERS** find targeted support including Tier 2 resources, to help them “level up.”

TIER 2

Approaching Level
Fluency/Comprehension

Print Awareness

Practice Choral Reading
Staring Eagle and Cleve Rabbit

Your Turn Phrases



Gifted and Talented

Independent Study Have students research the Gold Rush in California and, specifically, how immigrants were treated. Ask them to share what they learned with the class, and then discuss what it might have been like to be a Chinese immigrant during that time period.

GIFTED AND TALENTED

students will find additional choices to extend their reading, research areas of interest, and write about everything they've learned.

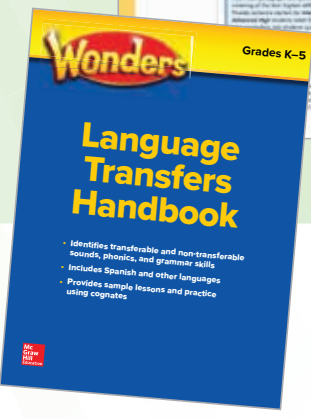


ENGLISH LANGUAGE LEARNERS

are supported with instruction directly integrated into your core *Wonders* curriculum, providing both academic and social language acquisition. Resources are built to ensure equity of access for all, from newcomers to those with advanced proficiency.



English Learner Benchmark Assessments also available online



The Data Dashboard helps you track growth and proficiency, and supports differentiation by automatically grouping students based on their results from assessments and activities. The Recommendations Report delivers targeted reteaching and lessons for each group, accessible with one click, to support and advance all learners.



Students work on extended writing in specific genres, carefully guided through the writing process from planning through presenting. Targeted minilessons and embedded opportunities for teacher and peer conferencing help students develop into effective writers.

Writing and Grammar

I wrote a fantasy story. My story has characters that could not be real.

Student Model

Betty's Hats

Betty is a very busy octopus.
She lives in the sea.
She likes to knit hats for her friends.

Fantasy

My fantasy story has events that could not happen in real life.

WRITING

Edit and Proofread

When you edit and proofread your writing, you look for and correct mistakes in spelling, punctuation, capitalization, and grammar. Reading through a revised draft multiple times can help you make sure you're catching any errors. Use the checklist below to edit your sentences.

Editing Checklist

- Do all sentences begin with a capital letter and end with a punctuation mark?
- Are proper nouns capitalized?

Grammar Connections

Varying sentences can strengthen your essay. Ask a question at the beginning of a paragraph. How much time do you spend on screens? Try adding an exclamation: Forty hours a week! Or try beginning a sentence with a main clause. Watching television...

If your sentences are all the same length, combine sentences to make compound sentences. Or make a longer sentence shorter. Writing different kinds of sentences will keep your reader interested!

Revise

Strong Conclusions A strong conclusion restates the reasons and evidence that support the writer's claim or opinion. Read the paragraph below. Then revise the last sentence to make the conclusion strong enough to convince readers to agree with the writer's opinion.

I believe we need laws to control the use of camera phones. People take pictures on camera phones without our consent. Sometimes the pictures show people at bad moments like when they are slipping or falling. Then the pictures get uploaded to the Internet, where it can be embarrassing for the people in the picture. That is not right.

Revision As you revise your draft, make sure you have a strong opening and a strong conclusion. Confirm that you have enough relevant facts and examples to support your opinion.

WRITING

Respond to Reading

Shared Read

Discuss the prompt below. Think about how the author organizes the information. Use your notes and graphic organizer.

How does the author organize the text to help you understand that there are different points of view and claims about genetically modified foods?

Quick Tip

Headings help you to find information. Use these sentence starters to discuss the text and organize your ideas.

- The heading "Support for Superfoods" has information about...
- The heading "Safety Issues" has information about...
- The heading "The Long Term" talks about...

Grammar Connections

Check that you have capitalized any proper nouns or acronyms. The names of countries, historical periods, and documents need to be capitalized, such as Zanzibar, the Golden Age, and the Declaration of Independence. An acronym is usually formed from the first letter of each word in a term. For genetically modified foods, the acronym is GM foods.



The Writer's Notebook offers new blended learning options for writing instruction and independent practice. Students have a digital toolkit of writing and markup tools to use as they develop, rewrite, and publish

their pieces. Teachers and parents may log in to check for progress, and you can provide feedback digitally, making it possible for students to work through the entire writing process online.



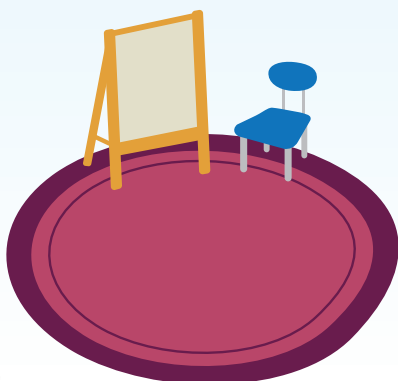
WORKSHOP

EXPERIENCE

Interactive Read Aloud

- LISTENING COMPREHENSION
- SETTING INTENTION
- THE ESSENTIAL QUESTION

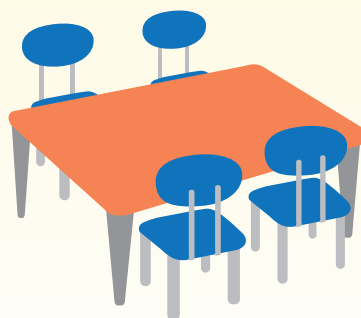
Create community in the classroom. Provide a model of good reading and motivate students to read on their own. In *Wonders*, we develop background knowledge and boost comprehension and vocabulary—while promoting critical thinking skills and developing oral language.



Phonics and Word Work

- PHONOLOGICAL AND PHONEMIC AWARENESS
- PHONICS AND SPELLING
- HIGH-FREQUENCY WORDS
- HANDWRITING

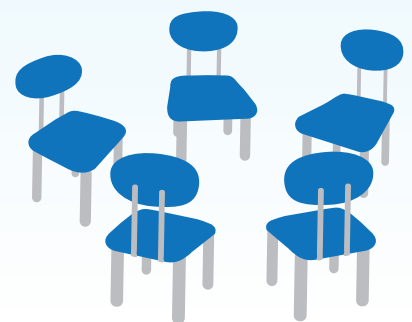
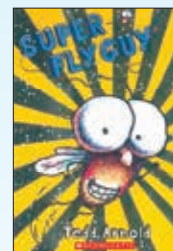
Wonders provides connected, integrated, and explicit foundational skills—building the base for strong readers. We help students move through word building, decoding, and encoding with print and digital practice.



Shared Read Teach and Model

- AUTHENTIC ANCHOR TEXTS
- SKILL & STRATEGY MINILESSONS
- INTEGRATED WORD WORK

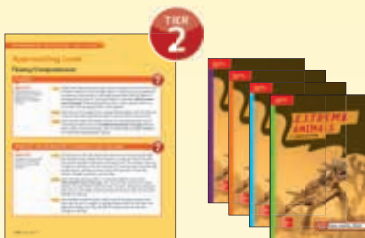
A genre text set in *Wonders* includes an anchor text in a specific literary or informational genre for shared and modeled reading. Exemplar and authentic anchor texts are at the center of literacy study, with paired selections for analytical comparison using Dr. Doug Fisher's Close Reading Routine.



Guided Reading and Differentiation

- GUIDED READING
- COLLABORATIVE PRACTICE
- FLEXIBLE SKILL PRACTICE

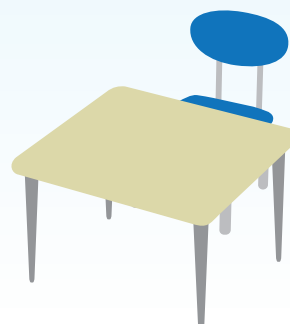
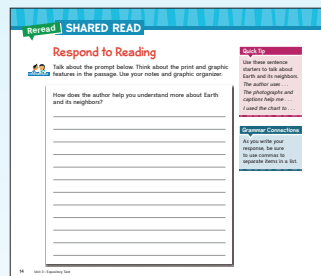
The *Wonders* leveled-text collection is designed so that all learners, across a broad range of strategic reading levels, will be motivated by captivating texts during guided reading instruction. Differentiated small-group instruction challenges and supports learners.



If We Read About It, We Write About It

- TEXT DEPENDENT ANALYSIS
- GENRE PROCESS WRITING

Throughout *Wonders* instruction, in every grade level, if we read a text, we write about it—before, during, and after reading—with genre-based writing during writing workshop time. Students are supported by explicit writing process instruction at every step—from planning to publication.



Independent Reading, Research, and Inquiry

- STUDENT CHOICE
- LITERATURE CIRCLES
- NOVEL STUDY

Teach it your way with Connected Extended Text Sets for novel study, literature circles, book talks, and deeper independent reading. Connect reading to Science and Social Studies content through research, inquiry, and project-based learning opportunities.

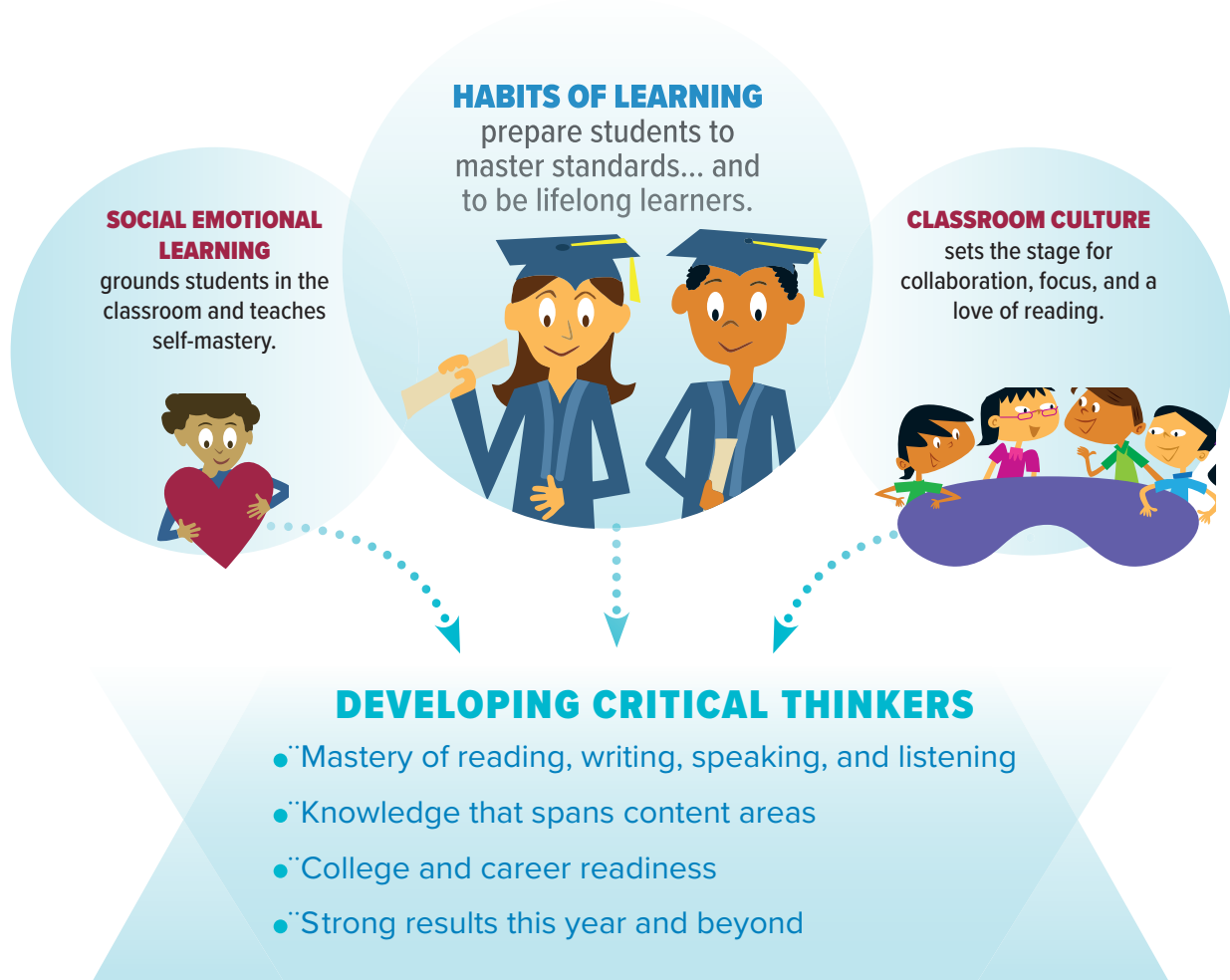


TEACHING THE **WHOLE** **CHILD**

READING, WRITING, AND CRITICAL THINKING

Your students are learning so much more than reading in your classroom. They're learning how to learn, how to master new content areas, and how to handle themselves in and out of the classroom. Research shows that learning these skills leads to increased academic success. *Wonders* resources have been developed to support you in teaching the whole child, for success this school year—and throughout their lives.


Wonders is organized around three related focus areas to help students learn how to learn and become critical thinkers: social emotional learning, habits of learning, and classroom culture.



These six habits of learning were specifically designed to encourage curiosity and critical thinking, and are reinforced throughout the year and across the grades. They teach children how to learn, and to master the skills that will prepare them for the high-stakes assessments. Each unit of instruction focuses on one habit that will set students up for success.


I use a **variety of strategies to understand.**

- make predictions
- take notes
- think about how a piece is organized
- visualize



I think **critically about what I read.**

- ask questions
- look for text evidence
- think across domains
- make inferences



I write **to communicate.**

- think about my message
- think about my audience
- talk with my peers
- use rubrics




I am **part of a community of learners.**

- listen actively
- build on others' thoughts
- share what I know
- choose the right words
- gather information before I act or speak




I believe **I can succeed.**

- challenge myself
- stay on task



I am **a problem solver.**

- analyze the problem
- try different ways



Classroom culture fosters the development of your community of learners. Your Teacher’s Edition highlights opportunities to strengthen classroom relationships, such as collaboration, restating your community focus, and developing a love of reading.

The resources in **Wonders** are designed to help you build mastery of reading, writing, speaking, listening, and thinking—across content areas—giving students the tools they’ll need for academic success in every subject and every grade.

Social EMOTIONAL Learning

Positive social emotional learning (SEL) gives young learners the critical competencies to experience success in school and life with understanding, flexibility, support, and resiliency. Research shows that students' ability to regulate their own emotions and behaviors affects their ability to build and maintain relationships with others, which in turn has a direct impact on their academic success.

The SEL Curriculum for Grades K and 1

We are proud to partner with Sesame Workshop, the nonprofit educational organization, to provide an integrated approach to SEL skills within the *Wonders* curriculum. Key SEL foundations are sequenced through three interrelated strands: approaches to learning, social and emotional development, and executive function.



The SEL Lesson Plan

Each SEL lesson is built on active engagement, carefully crafted to bolster each week’s targeted literacy skills.



Student-Centered Media support a specific SEL competency. Additional resources help guide learning before and after co-viewing.

Today's focus: Developing resilience and confidence as learners.

Word on the Street: Confidence (9:55) (SEL ACTION)

confidence!

family time
You'll find the "Word on the Street: Confidence" video and supporting activity in this week's Family Newsletter.

engage together
Let's Talk: We love to learn!
Think about all you might accomplish about and feeling confident.
• We are a classroom that works hard to learn new things.
• One thing I challenged myself, tried very hard, to learn is _____
• One thing I am still challenging myself to learn is _____
• Even though I don't always succeed, I feel great when I try.
• I believe in myself. I feel confident!
• What is one thing that was hard for you to learn?
• How did it make you feel when you learned it?

explore together
Let's Watch: "Word on the Street: Confidence"
Get a preview for sharing today's free-action video.
• In today's video, Murray interviews people about one of my favorite words, confidence.
• First, let's watch and learn about today's word on the street.
• Then, we'll explore what we learned.
• **Play the video**
Let's Share: What is confidence?
Directions: In shared sentences of confidence.
• Now, it's your turn. Turn to a partner.
• You are going to interview one another using the same question Murray asked.
• Ask each other: What is confidence? When do you feel confident?
• You'll each talk for about a minute.
• Finally, I'll record our definitions on chart paper.

connect the learning
Let's Play: The power of "yet!"
Model performance of the poem and practice.
• There are many things we can do. Let's list a few of these things.
• However, there are some things we are just learning to do.
• Let's complete these sentence stems: I can't _____ yet!
I can't _____ yet!
• This one little word, yet, gives me the confidence to keep trying when learning something new gets hard.
• Let's brainstorm things we're learning to do, but can't do...yet!

CONFIDENCE IS...
• Feeling good about myself
• Believing I can do it
• Learning myself and others

Self-talk
When children are calm, model using positive self-talk to manage frustration and build their self-confidence. Show I see like I'm about to become frustrated and want to give up. I say to myself, I believe in myself. I can do it. I will keep trying.

SELF-CONFIDENCE

Engage Together is an active learning experience that bridges students’ prior knowledge and skills to the SEL concept.

Explore Together is a “view and do” experience that combines a media-based investigation with collaborative learning.

Connect the Learning through language-rich interactions that transfer students’ understandings to everyday moments and learning at home.



Research highlights a consistent relationship between family engagement and student achievement.

We engage families in their children’s education and development through a powerful home-school partnership that strengthens SEL skills.

Maravillas

DEVELOPING BILINGUAL, BILITERATE, AND BICULTURAL STUDENTS

Maravillas provides you with a comprehensive set of resources to support K–5 Spanish language arts in your classroom. To offer equity of academic content, the instructional plans, genre studies, themes, skills, strategies, and test preparation mirror those of *Wonders*.



Maravillas was designed to help all learners honor and celebrate the richness of the Spanish language, Hispanic heritage and culture, and reflect the experiences of a diverse student population, while supporting deep instruction of Spanish foundational skills.

AUTHENTIC LITERATURE: These culturally relevant texts include authentic Spanish literature by well-known, award-winning authors from across the globe. All selections are connected to the grade's genre text sets, all with matching Lesson Cards for small-group or independent use.



BRIDGE TO ENGLISH: In schools fostering bilingual learners, the Bridge to English supports provide teachers with instruction that facilitates and expedites the transition from the Spanish language arts classroom to the English language arts classroom. These lessons address reading, writing, phonics, grammar, and usage.

Bridge to English

Essential Question
In what ways can you help your community?

LANGUAGE OBJECTIVES
Share with students their English-learning goals for this lesson.

VOCABULARY
• Learn new key and academic words.

SPELLING AND PHONICS
• Pronounce r-controlled vowels.

READING
• Read a fantasy about a girl's wish.

GRAMMAR
• Understand action verbs and the simple past tense.

VOCABULARY

Key Words Display the words in Spanish and in English. Ask students if they saw any of these words in the selections they read in this lesson.

Spanish	English	Part of Speech	Definition
concepto	concept	noun	an idea about what something is
generosidad	generous	adjective	kind and understanding; not selfish
visualizar	visualize	verb	see something in your mind
organización	organization	noun	a group that is formed for a purpose

Read the words and their definitions aloud. Point out the cognates. Then say the words in English again and have students repeat them after you. Provide the words in context.

When you have a **concept** about something, you have to **visualize** what it looks like. Use gestures, show pictures, or point to objects to support students' understanding. Write true/false statements on the board, such as: *If you are **generous**, you don't share things.* Say each sentence aloud and ask students if it is true or false.

Academic Words Display the words. Tell students they will use these words to talk and write about topics in English.

Spanish	English	Part of Speech	Definition
crear	create	verb	make something
exigir	require	verb	need to have or do something

Check students' understanding by asking questions.
Before you **create** something, do you **visualize** it? Does our school **require** uniforms?
Have students add the new vocabulary words to their notebooks.

SPELLING AND PHONICS

r-Controlled Vowels Ask students to name the five short vowels a, e, i, o, u. Write them on the board. Say the names of the vowels in Spanish, and then say the names in English. Have students repeat each vowel sound after you until they clearly pronounce each vowel correctly. Point out that while Spanish and English share the same vowels, their sounds are often different. Explain that sometimes when a vowel is followed by the letter r, the two letters create a new and different sound. Add an r after each vowel on the board. Point out that when an r is added to a vowel in Spanish, the vowel sound doesn't change. But when an r is added to a vowel in English, the pronunciation of the vowel can change a lot. Write these pairs of words on the board:
cat / cart gem / germ bid / bird spot / sport hat / hurt

Say each pair of words aloud, emphasizing the r-controlled vowels in the second words. Have students repeat the words after you. Tell them to pay attention to the r-controlled vowel sounds.

READING

Teacher Read-Aloud Distribute copies of Reproducible UG51. Tell students to listen for any words they learned in the Vocabulary lesson as you read the fantasy story aloud. Read slowly, using appropriate intonation and gestures. Have students follow along, using their fingers if necessary.

Reread Have students read the passage quietly to themselves. Then have them work in pairs to circle any words they know or recognize. Have them underline any words or phrases they don't know. Clarify the meanings as needed.

Ask students if they see any words in the passage that look like Spanish words: (*chocolate, flower, pestal, resist, stomach*)

Ask questions to check comprehension: *What did Carmen wish for? What happened after Carmen ate all the candy?*

Ask students to find words that contain r-controlled vowels in the passage: (*Carmen, her, morning, flowers, hurt*)

Call on a volunteer to read the passage aloud. Use corrective feedback; don't correct pronunciation errors until the student has finished reading.

Social Language Write the following words on the board: *candy, wish, chocolate, window, sky, climb, stomach.* Say a sentence using each word in context, but gesture a blank space instead of saying the word. Have students guess the correct word for each sentence. As a challenge, ask volunteers to use the words in their own sentences.

REPRODUCIBLE

Unit 3 Genre Study 1

The Wish

One day, Carmen said to her mom, "I wish I could create candy and eat it every day. I would be generous and share it with everyone." She finished chocolate and flourice all around her.

"Be careful when you wish for," her mom replied.

The next morning when Carmen woke up, she looked out her window. She couldn't believe what she saw. One of the flowers had grown outside to get a closer look. There was a sign that said, "Climb up to Candy Land!"

Of course, Carmen couldn't resist. She climbed to the top of the flower and found candy on her. Then she climbed back down and told her mom what had happened.

"That is why getting what you wish for isn't always a good thing," her mom said.

SUPPORT SPANISH LANGUAGE LEARNERS

SCAFFOLDED INSTRUCTION FOR LANGUAGE ACQUISITION

Scaffolded support for Spanish language learners is integral to the instruction in **Maravillas**. Texts are accompanied by scaffolded **Apoyo** features that are appropriate to students' language proficiency levels, along with an emphasis on academic language development. Spanish language learners at all levels are supported in both content and language acquisition.

Aprendices de español small-group and pair activities encourage students from varying proficiency levels to support each other as they learn, and ensure that all students can participate in the same skill and strategy activities.

Apoyo Aprendices de español

Beginning/Intermediate
Ask children to describe where the man is. Ask: *¿Dónde trabaja el hombre?* Provide a sentence frame: *Trabaja en un supermercado. ¿Cuál es su trabajo?* Provide a sentence frame: *El hombre se ocupa de las frutas y verduras.*

Advanced/Advanced High
Have partners discuss what the man is doing. Ask: *¿Qué hacen en el supermercado? ¿Cómo puede el hombre ayudarlos?*

SEMANA 1

Conversar y colaborar

Proponer ideas nuevas Cuando los niños participan en una conversación en parejas, en grupos pequeños o con toda la clase, animamos a:

- relacionar sus ideas con los comentarios de los demás.
- relacionar el tema de la conversación con sus propias experiencias.

Coméntalo: trabajos en la ciudad

Pída a los niños que lean el libro de lectura y escriban en las páginas 10-11 Guías para que comenten lo que ven en la foto.

- Mirar Pída a los niños que miran la foto del hombre trabajando. ¿Cuál creen que es su trabajo? ¿Por qué ese trabajo es importante para la comunidad?
- Comentar Pída a los niños que comenten la foto en parejas. Recuérdales que deben hablar usando oraciones completas.
- Escribir Los niños pueden completar el organizador gráfico de la página 11.

Pída a voluntarios que compartan lo que saben sobre los trabajos y anótenlo en la tabla de la pregunta esencial de la clase. Explique que agregarán más información a la tabla durante la semana.

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SEMANA 1

Enfoque en el lenguaje

Page 16 Point out that the word *como* is used to introduce an example. Have partners say sentences with the word *como*. Point to your mobile and provide a sentence frame: *Este teléfono es como un mini computador.* Say: *The word como is also a verb that means to eat. For example: Como una manzana todas las mañanas.* Invite children to make sentences with the verb *como*.

Enfoque en el lenguaje

Pída a los niños que hablen con un compañero acerca de la forma en que se trabaja en la comunidad según la actividad siguiente: *¿cómo se trabaja en la comunidad para garantizar un mejor nivel de vida? ¿cómo se trabaja en la comunidad para garantizar un mejor nivel de vida? ¿cómo se trabaja en la comunidad para garantizar un mejor nivel de vida?*

The **Enfoque en el lenguaje** feature presents cross-curricular academic vocabulary, collocations, forms, and structures that help students understand what they are reading and how to apply it in other contexts.

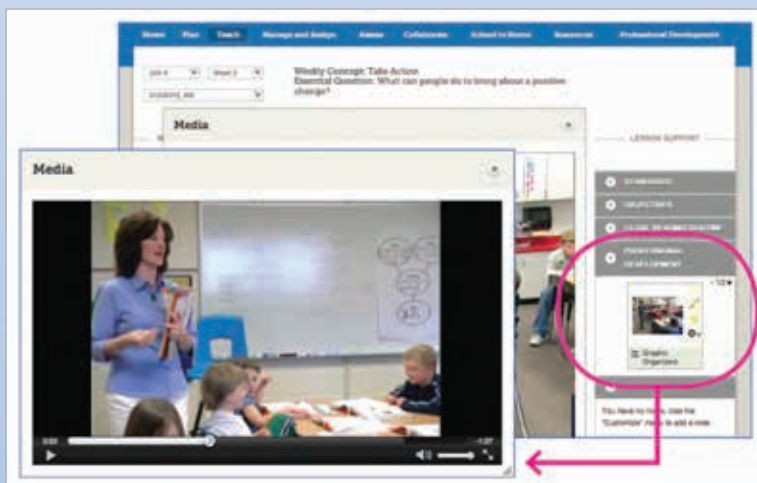
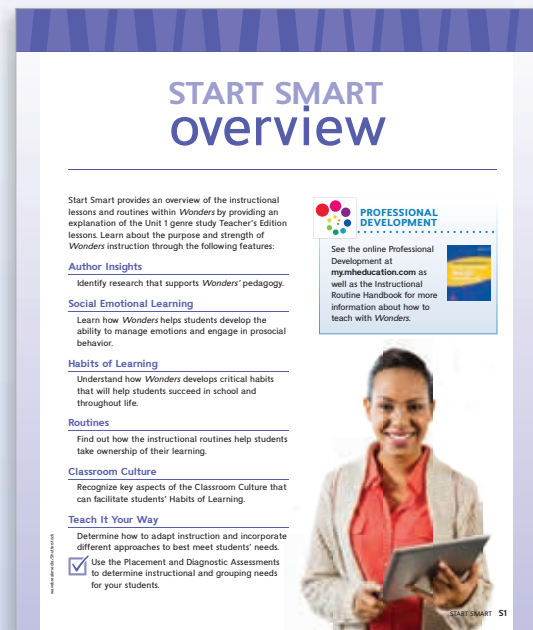
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