

SENTENCE FRAMES

Unit 10: No te pierdas Finding Our Way



Content, Language,
and Literacy
Teaching for Academic Language

Lesson 1: Comprehension and Vocabulary

Predigo que el libro se tratará sobre _____.

Basado en _____, yo predigo que el libro se va a tratar de _____.

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Partner A: The main idea in the first chapter discusses _____. It explains how we have maps in our heads to find our favorite places, **such as** the park or a friend's house.

Partner B: It says that **even if** you and a friend draw _____ of the same place, they will be different **because** everyone's favorite places and things are different and this makes their _____ special.

Partner A: Memory maps are very important **because** they help us find our way to familiar places. Each person's _____ is unique, created from what they know and how they feel about the places on the map.

Partner B: They act like personal guides, making it easier to find your way **by** remembering special _____ along the _____.

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Lesson 1: Comprehension and Vocabulary

_____ la _____ se vuelve más fácil con un _____ mental. Los puntos de _____, como lugares especiales, guían nuestro recorrido. Cada persona crea su propio _____ especiales basado en sus experiencias, haciendo que la _____ sea más sencilla.

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Lesson 2: Comprehension and Vocabulary

Partner A: The main idea in Chapter 2 is that _____ are important **because** they help people find their _____ to _____ they do not know.

Partner B: The first _____ showed _____, _____, and _____, so that people knew where to hunt for food. To help sailors, _____ drew very detailed maps of _____, so that boats sailing close to the shore would be safe.

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Partner A: The main idea of Chapter 3 is that people, and especially the Polynesians, learned to use the _____ and everything in _____ to find their way at _____, **by** using a method called _____.

Partner B: People all over the world used the stars to help them find their _____ **because** the _____ follow a _____. The star called Polaris was very important for _____ **because** it is almost right above the _____.

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Lesson 2: Comprehension and Vocabulary

Partner A: A main idea in Chapter 4 is that today we can find our way on _____ or _____ **by** using GPS, **which means** _____.

Partner B: GPS uses over 30 _____ that _____ the _____ **and** send information to receivers, such as smartphones. Together, the satellites and the receivers make the GPS system.

Partner A: **Even though** we have _____ to help us, it's **also** a good idea to know other ways to find our _____. We should watch and pay attention even when we are using GPS **because** GPS can sometimes be incorrect.

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Compañero/a A: ¿Cómo las personas saben llegar a un lugar familiar?

Compañero/a B: Las personas usan su _____ para encontrar el camino hacia un lugar que conocen.

Compañero/a A: ¿Qué herramientas utiliza una persona para encontrar el camino a un lugar que no conoce?

Compañero/a B: Las personas usan distintos _____ como _____ y tecnología _____ como el _____ para orientarse.

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Lesson 3: Grammar and Foundational Skills

Compañero/a A: El _____ se usa para hablar de cosas que todavía no _____. Por ejemplo, en la oración “I will go to the park next week”, usamos el verbo _____.

Compañero/a B: El verbo en _____ se forma al agregar la palabra _____ delante del verbo _____.

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On page _____, the word _____ plus the verb _____ forms the future tense _____.

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Partner A: The _____ _____ **helps** us understand what _____ _____ later.

Partner B: In this sentence, the words _____ _____ **tell** us that _____ _____ will give us information _____ _____. This **helps** us _____ what to expect when _____ _____.

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Lesson 3: Grammar and Foundational Skills

Compañero/a A: Los verbos en _____ se forman usando la _____ antes _____, como en _____.

Compañero/a B: Entender el _____ es importante porque nos ayuda a comprender lo que va a _____ en el _____.

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Lesson 4: Responding to Text Through Writing

Compañero/a A: Aprendí que los _____ mientras orbitan alrededor de la _____ envía _____ a receptores en la _____. Estos receptores, como los _____ inteligentes, nos dan la _____ que necesitamos para encontrar nuestro _____.

Compañero/a B: Aunque los sistemas de _____ son muy útiles no siempre son _____ o _____. Es importante estar alerta y prestar atención a dónde estamos.

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Lesson 5: Review and Cross-Linguistic Connections

The word _____ plus the verb _____ forms the future tense _____. It is used to talk about _____ that will happen _____.

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Partner A: I notice that in English _____.

Partner B: For example, _____.

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Partner A: I notice that in Spanish _____.

Partner B: For example, _____.

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Lesson 5: Review and Cross-Linguistic Connections

Partner A: In English and Spanish, we use the _____
to talk about _____ that will happen _____.

Partner B: The main difference is how we form _____
_____. In English, we use the word _____ before the _____,
as in _____. But in Spanish, we add different _____
to the _____ form of _____. For example, in English,
we say _____, and in Spanish, we say, _____.

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Compañero/a A: En estas oraciones en inglés y español,
el _____ se usa para hablar de _____ que sucederán
_____.

Compañero/a B: En español, agregamos la terminación -____
al _____ para formar el futuro _____, mientras que, en
inglés, usamos la palabra _____ antes del _____ “point”, como
en _____.

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Content, Language, and Literacy

Unit 10, Lesson 1: Comprehension and Vocabulary

Vocabulary Anchor Chart



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Español		English
visualizar		
ruta		

Español		English
mapa		
puntos de referencia		



Content, Language, and Literacy

Unit 10, Lesson 2: Comprehension and Vocabulary

Vocabulary Anchor Chart



**Content, Language,
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Español		English
no te pierdas/ orientarse		
camino		
orientan		

Español		English
orbitan		
satélites		
estáticas		



Content, Language, and Literacy

Unit 10, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



Content, Language,
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Teaching for Academic Language

Futuro de verbos regulares en inglés

El futuro simple de los verbos regulares en inglés se usa para:

- (1) Hablar de cosas que pasarán;
- (2) Hacer promesas;
- (3) Adivinar qué pasará.

Cómo se forma

Agregamos la palabra *will* antes del verbo.

Ejemplo

My daughter will come tomorrow.



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Unit 10, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



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Future Tense in English

Explanation

Use

To talk about things that will happen in the future.

Formation

will + base form of the verb

Examples

will show (p.12)

will point (p.20)



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Unit 10, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart



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Cartel didáctico de gramática de tiempo futuro de verbos regulares

Terminación del verbo	Cómo se forma	Ejemplos
-ar - jugar	Yo jugaré - Tú jugarás - Él/Ella jugará - Nosotros jugaremos - Vosotros jugaréis - Ellos jugarán	
-er - perder	Yo perderé - Tú perderás - Ella/él perderá - Nosotros perderemos - Vosotros perderéis - Ellos perderán	
-ir - vivir	Yo viviré - Tú vivirás - Ella/él vivirá - Nosotros viviremos - Vosotros viviréis - Ellos vivirán	

Cómo se usa:

- Para hablar de cosas que pasarán
- Para hacer promesas
- Para adivinar qué pasará



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Unit 10, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart



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Future Tense

Examples

A map of the zoo will show the different locations of all animals... (p.10)

If you make a wrong turn, GPS will tell you where to go. (p.21)

That's how you will find your way. (p.22)

Content, Language, and Literacy Assessment Rubric

Name: _____ Date: _____ Unit: _____		Potential Points	Actual Score
Multiple Choice	Correct	20	_____/20
	Incorrect	0	
Written Response Process and Organization	Proficient Has a clear structure that matches the science task Ideas are logically ordered, with smooth transitions so the explanation is easy to follow from beginning to end	40	_____/40
	Developing Writing shows some organization Complete sentences Combines or expresses ideas in a clear and effective way	20	
	Beginning Does not combine or express ideas in a clear and effective way	0	
Written Response Science Ideas and Explanations	Proficient Accurate answer Completely addresses all parts of the question	40	_____/40
	Developing Partial answer Provides only half of the correct details	20	
	Beginning Incorrect or irrelevant answer	0	
TOTAL SCORE			_____/100



Content, Language, and Literacy Assessment

Unit 10



Name: _____ Date: _____

Read the text and respond.

Find Our Way: Maps, Nature, and GPS

When we go to a place that we know well, we do not need a map to find our way. We have a map in our mind – a memory map. But how do we get to a place when we do not know the way?

For a long time, people have found their way without using physical or digital maps. For example, early Polynesian sailors took notice of the weather, sun, moon, and stars, as well as the movement of animals, to find their way at sea. However, following an accurate map is useful. Today we can use GPS maps on our phones to find our way. Whatever type of map you use, it's still wise to take notice of where you are going.

1. Multiple Choice

What is the main idea of the text? (Circle the letter for the correct answer.)

- A. GPS is the only way people can find their way.
- B. People have used different tools and clues to navigate, including memory maps, physical maps, nature, and now GPS.
- C. Physical maps are better than memory maps.
- D. People cannot navigate without satellites.

2. Written Response

How do people find their way? In your writing:

- Explain how people find their way using different navigation methods.
- Explain one benefit and one limitation of a navigation method.
- Make sure what you have written supports the main idea.



Word Bank

en el pasado in the past	de una manera one way	u otra or	por eso that is why	una ventaja es one benefit is	una limitación es one limitation is	sin embargo however
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Content, Language, and Literacy Assessment

Grade 3

Multiple Choice Answer Guide	
Unit 1	C
Unit 2	B
Unit 3	C
Unit 4	C
Unit 5	B
Unit 6	B
Unit 7	B
Unit 8	C
Unit 9	B
Unit 10	B
Unit 11	B
Unit 12	B