

SENTENCE FRAMES

Unit 3: El estado del tiempo The Weather Today



Content, Language,
and Literacy
Teaching for Academic Language

Lesson 1: Comprehension and Vocabulary

Basado en _____, yo predigo que el aprenderemos acerca de _____.

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Creo que la causa del estado de tiempo de hoy es que _____.

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El efecto que el tiempo tiene en mi/nosotros es que _____.

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Partner A: The atmosphere is a _____ of _____ surrounding the _____. All _____ happens in the _____.

Partner B: **When** the _____ in the atmosphere changes, the weather _____.

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Lesson 1: Comprehension and Vocabulary

Partner A: All changes to the _____ are caused by the _____ of the _____. During the day the sun _____ the _____, the _____, and the _____. **But** at night without the _____, the _____ and the _____ **become** _____.

Partner B: **When** air is _____, it _____. **When** water is _____, it changes into a vapor that _____ into the _____. The moving _____ and water vapor _____ in the atmosphere. This **makes** _____.

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Compañero/a A: **Durante** el día, el sol _____ el _____, la _____ y el _____.

Compañero/a B: **Pero** de noche, sin el calor del _____, el _____, la _____ y el agua se _____.

Compañero/a A: Estos cambios de _____, _____ y _____ que ocurren en la _____ **causan los cambios** del estado del tiempo.

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Lesson 2: Comprehension and Vocabulary

Compañero/a A: Los _____ trabajan en equipo.
Ellos recopilan información sobre el _____, la _____ y
la _____ del aire en la _____.

Compañero/a B: La información proviene de los
_____, los _____ meteorológicos, las _____
meteorológicas, los aviones y los _____.

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Compañero/a A: Las predicciones del tiempo a veces pueden
estar _____.

Compañero/a B: Cambios muy pequeños en la _____,
demasiado pequeños para ser _____, pueden causar
grandes _____ en el clima.

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Lesson 2: Comprehension and Vocabulary

Partner A: Satellites orbit the _____ to _____
of the weather. The pictures **show** huge amounts of
_____ about the _____.

Partner B: Pictures from _____ **can show** _____
forming and **moving**. This is important for our safety.

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Partner A: Weather _____ **carry** _____
that **collect** information. For example, thermometers
measure _____.

Partner B: There **are** also instruments that measure the
amount of _____ or _____ that is in the air.

Partner A: Another instrument measures the weight of the
_____. This is called air _____.

Partner B: By using these tools, _____ can help
us to understand what _____ we can expect in the _____
and even _____ ahead.

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Lesson 2: Comprehension and Vocabulary

Compañero/a A: Los instrumentos _____
contribuyen a la _____ porque nos _____ con
precisión el _____.

Compañero/a B: La _____ que nos dan los
_____ tecnológicos nos _____ a estar
_____ para distintos tipos de _____.

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Lesson 3: Grammar and Foundational Skills

La palabra meteorología está formada por la raíz meteoros que significa algo que está alto en el aire y el sufijo **-logía** que significa _____. _____ es el _____ del estado del _____.

La palabra atmósfera está formada por la raíz _____ que significa aire y el sufijo _____ que significa _____.

La _____ es la capa de _____ alrededor de la tierra.

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The word _____ is formed by the root _____ and the suffix -_____.

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The word _____ is formed by the root -_____ and it means _____, and the suffix -_____ which means _____.

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Lesson 3: Grammar and Foundational Skills

Partner A: Understanding the meaning of the _____ in these words helps us understand the _____ of the words.

Partner B: For example, the root word **baro** means _____ and the suffix **-meter** means _____.

Therefore, the word _____ means an _____ to measure air _____.

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En estas palabras, los _____ nos ayudan a definir el _____. Por ejemplo, en *hygrometer*, el sufijo **-_____** nos indica que es un _____ para medir _____.

También en *thermometer*, el sufijo **-_____** nos indica que es un _____ para medir la _____.

Finalmente, en *meteorology*, el sufijo **-_____** nos indica que es el _____ del estado del _____.

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Lesson 4: Responding to Text Through Writing

Compañero/a A: Es importante que el _____ del tiempo sea _____.

Compañero/a B: El _____ debe de ser _____ para poder prepararnos para cambios climáticos.

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Partner A: Scientists created new _____ to _____ and _____ the _____ more _____.

Partner B: Accurate _____ helps us to be _____ for different weather _____.

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Lesson 4: Responding to Text Through Writing

Compañero/a A: Las condiciones del tiempo, **como** días _____, _____ o _____, son causadas por el efecto del _____ del sol sobre el _____ de la atmósfera.

Compañero/a B: Los _____ nos ayudan a entender y predecir las condiciones del tiempo.

Compañero/a A: Los científicos han inventado _____ para _____ el clima con mayor exactitud o _____.

Compañero/a B: **También** aprendimos que los _____ realizaron inventos importantes, tales como el termómetro para medir la _____ y el globo metereológico para reunir datos de la _____.

Compañero/a A: **Como consecuencia** de estas _____, ahora podemos _____ el tiempo con mayor _____ y estar más _____ si hay clima peligrosos.

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Lesson 5: Review and Cross-Linguistic Connections

Compañero/a A: Los _____ son grupos de letras que añadimos _____ de una palabra y _____ su significado.

Compañero/a B: Analizar palabras con _____ nos ayuda a _____ lo que las palabras _____.

Compañero/a A: Por ejemplo, las palabras termómetro y barómetro comparten el mismo sufijo, - _____ que significa instrumento que se usa para para _____.

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In the English word _____, the suffix is _____ and it means _____.

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In the Spanish word _____, the suffix is _____ and it means _____.

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Lesson 5: Review and Cross-Linguistic Connections

Partner A: I notice that in English _____.

For example, _____.

Partner B: I notice that in Spanish _____.

For example, _____.

Partner A: In English and Spanish, the suffixes **-meter** and **-_____** mean the _____ thing. They mean to _____ something. For example, in the words thermometer and _____ the suffixes **-_____** and **-_____** refers to an instrument to _____ temperature.

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Aunque los sufijos se escriben diferentes, analizar palabras con _____ en inglés y español nos ayudan para entender el _____ de las _____.

Por ejemplo, en las palabras thermometer y termómetro los sufijos **-_____** y **-_____** significan un _____ para _____ el vapor de agua.

Estudiar palabras con _____ nos ayuda a comprender mejor para que _____ los _____ que usamos para medir el _____.

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Content, Language, and Literacy

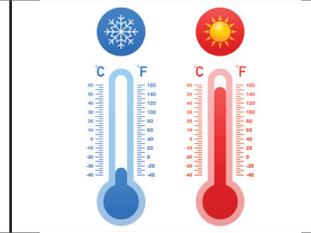
Unit 3, Lesson 1: Comprehension and Vocabulary

Vocabulary Anchor Chart



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Español		English
atmósfera		
estado del tiempo		

Español		English
temperatura		
vapor de agua		



Content, Language, and Literacy

Unit 3, Lesson 2: Comprehension and Vocabulary

Vocabulary Anchor Chart



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Español		English
globo meteorológico		
satélite		
estación meteorológica		

Español		English
meteórologa		
termómetro		
pronóstico meteorológico		



Content, Language, and Literacy

Unit 3, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



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Adding Suffixes

Word	Root	Suffix
meteorología	meteoros	-logía
atmósfera	atmos	esfera



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Unit 3, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



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Teaching for Academic Language

Adding Suffixes

Word	Root/Suffix	Meaning
hygrometer	hygro (water vapor) + meter (measure)	An instrument for measuring humidity in the air.
barometer	baro (weight) + meter (measure)	An instrument for measuring the weight of the air.
thermometer	thermo (heat) + meter (measure)	An instrument for measuring air temperature.
meteorology	meteor (high/air) + ology (study)	The study of the weather.
atmosphere	atmos (air) + sphere (sphere)	The air surrounding the earth.



Content, Language, and Literacy

Unit 3, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart



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Adding Suffixes

Word	Root	Suffix
hygrometer	hygro (water vapor)	-meter (instrument to measure)
barometer	baro (pressure)	-meter (instrument to measure)
thermometer	thermo (heat)	-meter (instrument to measure)

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 3



Name: _____ Date: _____

Read the text and respond.

How Meteorologists Predict the Weather

The earth is surrounded by a layer of air called the atmosphere, and this is where all weather happens. As the atmosphere changes, so does the weather. Meteorologists use instruments and tools to measure changes to wind, temperature, cloudiness, and moisture in different parts of the atmosphere.

From high above the earth, cameras on satellites take pictures that show changes to weather patterns. This can warn meteorologists of events such as hurricanes. Weather balloons carry instruments that collect data from the atmosphere. This data is sent to weather stations and meteorologists use this information to predict the weather. Sometimes weather can change quickly, and small changes in the atmosphere can lead to dangerous storms. Good weather information helps us to be prepared and stay safe.

1. Multiple Choice

What is the effect of meteorologists collecting information from satellites, balloons, and weather stations?

(Circle the letter for the correct answer.)

- A. The sun heats the earth less.
- B. The atmosphere disappears.
- C. Meteorologists can predict the weather more accurately.
- D. Hurricanes stop forming.

2. Written Response

Write about how meteorologists gather information and why it helps people. In your writing:

- Explain how meteorologists collect information.
- Explain why the work they do is important.



Word Bank

causas causes	conducen a lead to	como resultado as a result	cambia change	medida/mide measure	recopilar collect	predecir predict
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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