

SENTENCE FRAMES

Unit 2: Las etapas de la vida de los animales Animal Lifetimes



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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Compañero/a A: Los animales _____ o salen de un
_____ y _____ a sus _____ de
_____ maneras.

Compañero/a B: Algunas crías _____ directamente
de la _____ mientras que otras _____ de un
_____.

Compañero/a A: Todos los _____ cuidan a sus
_____, mientras que las _____, _____, _____ y
_____ algunos las _____ y otros _____.

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Lesson 1: Comprehension and Vocabulary

Partner A: Some animal _____ start life by being _____ live. **While** they are in their mother's _____, the time in the _____ is called _____.

Partner B: **However**, many other animal species hatch from _____, and most need to be kept warm or incubated before they hatch.

Partner A: Most _____, and some _____ and _____, are born _____, **while** millions of other _____ hatch from _____.

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Partner A: The eggs of dragonflies _____ for _____ _____, **but** the eggs of crocodiles _____ for _____ days.

Partner B: **In contrast**, elephants have a _____ period of about _____ _____, **but** for hamsters, _____ is _____ _____.

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Lesson 2: Comprehension and Vocabulary

Compañero/a A: Los _____ de algunas
_____ animales _____ por completo de sus
_____ durante los primeros años de su vida. (p.12)

Compañero/a B: Uno o ambos padres _____
y _____ a sus crías hasta que estas tengan
la suficiente edad para _____ solas. (p.12)

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Compañero/a A: Apenas _____ buscan _____
por sí solos. Por ejemplo, la _____ pone
los _____ en un _____, los _____ y luego
se va al _____.

Compañero/a B: Por eso, cuando sus _____ salen del
_____ la _____ está muy lejos y las crías no
ven a sus _____.

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Lesson 2: Comprehension and Vocabulary

Partner A: Some _____, like female mice, _____ at _____ old, **while** other _____, such as turtles, reproduce when they are _____ old.

Partner B: **In contrast**, some animal _____, **such as** _____, can _____ as early as _____ after they are _____.

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Partner A: It is important for living things to _____ **so that** the _____ can _____.

Partner B: All living things have in _____ that they hatch or are _____, they all have to find _____, _____, _____, _____, and eventually they all _____.

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Lesson 2: Comprehension and Vocabulary

Algunas _____ de animales _____ de un _____ **mientras que** otras _____ de la _____.

El tiempo de _____ antes de _____ o el tiempo de incubación antes de _____ varía según la _____.

Los _____ hembra pueden tener _____ a los _____ de vida. Millones de _____ podrían _____ **porque** los _____ pueden tener _____ o más _____ cada día.

En cambio, las _____ verdes _____ ponen _____ hasta los _____ y cada temporada ponen unos _____.

Al _____, algunos _____ se _____ a sus _____, **mientras que** otros _____. **Pero** al llegar a la edad _____, todos los animales jóvenes se _____ a sus padres.

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Lesson 3: Grammar and Foundational Skills

El plural de la palabra _____ es _____ y se forma al agregar _____ al final de la palabra.

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The _____ eggs, coyotes, _____, and seabirds are the regular _____ form of the _____ nouns _____, _____, _____, _____. The _____ is formed by _____ - _____ at the _____ of the _____ noun.

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Partner A: When the _____ ends in -____, the _____ is formed by replacing the -y with -____. When the noun ends in -____, the plural is formed by adding -____. However, in some cases, the plural _____ does not _____ and it is considered an _____ noun.

Partner B: For example, the _____ nouns _____ and _____ change to the regular _____ nouns _____ and _____. The noun _____ changes to the plural _____. But the _____ noun fish does not _____.

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Lesson 3: Grammar and Foundational Skills

Compañero/a A: Los sustantivos _____ regulares se forman al _____ la letra -____ al final del sustantivo _____. Por ejemplo _____—_____.

Compañero/a B: También, los sustantivos _____ regulares que terminan con la letra -____, forman el sustantivo _____ al agregar -____ al final. Por ejemplo, _____—_____.

Compañero/a A: Además, los que terminan en -____ forman el _____ reemplazando la -____ por -____. Por ejemplo, _____ se convierte en _____. Sin embargo, algunos sustantivos irregulares _____ no _____ como _____—_____.

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Lesson 4: Responding to Text Through Writing

Compañero/a A: Todas las especies de animales _____
aunque lo hacen de _____ maneras.

Compañero/a B: **Por ejemplo**, los elefantes _____ _____,
mientras que las aves _____ _____.

Compañero/a A: **También** aprendimos que las especies de
animales _____ de _____ maneras.

Compañero/a B: **Mientras que** los osos polares se parecen a
sus _____ cuando _____, las mariposas no se parecen a
sus _____ cuando _____.

Compañero/a A: Finalmente aprendimos que las especies
de animales se _____ de _____ maneras.

Compañero/a B: **Mientras que** las ratonas se _____
a las seis semanas, las tortugas se _____ a los
cuarenta años.

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Lesson 5: Review and Cross-Linguistic Connections

Compañero/a A: Los _____ son palabras que indican que hay _____ uno. Los _____ se forman añadiendo -__ and -__ al final del sustantivo. Por ejemplo _____ y _____.

Compañero/a B: Los plurales irregulares se forman añadiendo -__ al final de la palabra que termina en -__. Por ejemplo, _____.

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Partner A: Regular plural nouns are formed by _____ -__ and -__ at the end of the _____ as in _____ and _____.

Partner B: Other regular plurals are formed by dropping the -__ and adding -__ at the end of the word as in _____. However, _____ like _____ do not change.

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Lesson 5: Review and Cross-Linguistic Connections

Partner A: I notice that in English _____.

Partner B: For example, _____.

Partner A: I notice that in Spanish _____.

Partner B: For example, _____.

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Partner A: In both English and Spanish, to form a _____ noun we usually _____ an -__ at the _____ of the noun. For example, _____ becomes _____ in English, and _____ becomes _____ in Spanish.

Partner B: However, in English, if a noun _____ with -__ we change the -__ to -__. For example, _____ changes to _____. If a noun _____ with -__, we add -__. For example, _____ becomes _____.

Partner A: In Spanish, if a _____ ends with a _____, we add -__. For example, _____ changes to _____. If a noun _____ with -__, we change the -__ to -__. For example _____ becomes _____.

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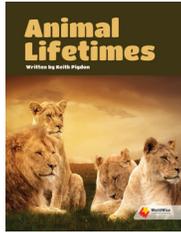
Lesson 5: Review and Cross-Linguistic Connections

Los _____ hembras pueden tener crías sin aparearse.

La mayoría de los _____ y algunos _____ y _____
nacen directamente de su madre.

Some are eaten by _____, _____, and _____.

_____ belong to the _____ family.



Content, Language, and Literacy

Unit 2, Lesson 1: Comprehension and Vocabulary

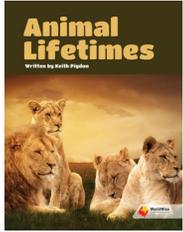
Vocabulary Anchor Chart



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Español		English
salen de un cascarón		
anfibia		

Español		English
mamíferos		
crías		



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Unit 2, Lesson 2: Comprehension and Vocabulary

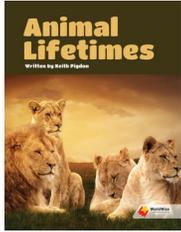
Vocabulary Anchor Chart



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Español		English
sobrevivir		
recién nacidos		
seres vivos		
cambian		

Español		English
pupa		
alimentan		
protegen		



Content, Language, and Literacy

Unit 2, Lesson 3: Grammar and Foundational Skills

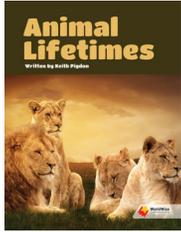
Grammar Anchor Chart



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Sustantivos plurales regulares e irregulares

Singular	Plural	Ejemplos
<i>Sustantivos regulares que terminan en vocal</i>	<i>Agregar -s</i>	<i>ave – aves</i>
<i>Sustantivos que terminan en consonante (excepto -z)</i>	<i>Agregar -es</i>	<i>mil – miles</i>
<i>Sustantivos que terminan en -z</i>	<i>Cambia -z por -ces</i>	<i>pez – peces</i>
<i>Sustantivos con misma forma en singular y plural</i>	<i>No cambian</i>	<i>lunes – lunes</i>



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Unit 2, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



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Regular and Irregular Plural Nouns

Singular

Plural

All regular nouns

+ s shark-sharks

Irregular nouns ending in x

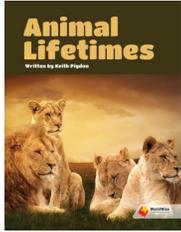
+ es fox-foxes

Irregular nouns ending in y

+ ies baby-babies

Some nouns

No change fish-fish



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Unit 2, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart



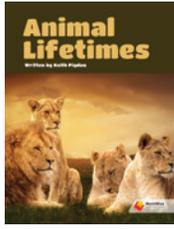
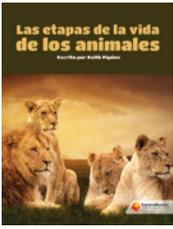
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Regular and Irregular Plural Nouns

Spanish		English	
Singular	Plural	Singular	Plural
Noun endings: -a, -e, -o	Noun endings: -a, -e, -o	All nouns	Add -s shark - sharks
Noun endings: consonants	Noun endings: consonants	Noun ending: -x	Add -es fox - foxes
Noun ending: -z	Noun ending: -z	Noun ending: -y	Add -ies baby - babies
		Some nouns	No change fish - fish

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 2

Name: _____ Date: _____

Read the text and respond.

Animals Grow in Different Ways

All animals have a life cycle. All animals are born live or hatch from eggs. They grow, change, reproduce, and die. But different animal species have different ways of completing their life cycles.

For example, the young of mammals grow inside the mother's body and are born live. Other animals hatch from eggs. Female birds and reptiles lay their eggs and keep them warm until the young are hatched.

Some young animals, such as kittens, look just like their parents. Other animals change a lot. Tadpoles look nothing like the adult frogs they will grow into. Some animals can reproduce when they are young, but others, whales for example, take many years to grow before they can have young.

1. Multiple Choice

Which sentence best describes a way animals grow differently? (Circle the letter for the correct answer.)

- A. All animals reproduce and die.
- B. Some animals hatch from eggs, and others are born live.
- C. Animals are part of a life cycle.
- D. All young animals look like their parents.

2. Written Response

Write to compare how animals are born. In your writing:

- Compare how reptiles and mammals are born.
- Include evidence from the text.
- Include at least two transition words from the Word Bank below.



Word Bank

y
and

por ejemplo
for example

como
like

sin embargo
however

en contraste
in contrast

también
also

pero
but

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