

SENTENCE FRAMES

Unit 11: El reino animal The Animal Kingdom



Content, Language,
and Literacy
Teaching for Academic Language

Lesson 1: Comprehension and Vocabulary

Es importante nombrar y _____ a los seres _____
para que los científicos puedan _____ y
estudiarlos fácilmente.

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Partner A: What is the _____ Kingdom made from?

Partner B: The _____ Kingdom is made from _____.

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Partner A: What do they feed on?

Partner B: They feed on _____.

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Partner A: How many are there?

Partner B: There are _____.

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Lesson 1: Comprehension and Vocabulary

Partner A: What are some examples?

Partner B: Examples are _____.

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Partner A: The main idea in Chapter 1 is what all living things have in common including what they are _____ from, what they _____ on and how many of them there are.

Partner B: All living things are divided into five groups called Kingdoms. The five kingdoms are _____, _____, Fungi, Protist/Algae, and Bacteria Kingdoms.

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Partner A: Animals are consumers. They eat _____ or other _____ to get _____. Some animals live only a few _____, while others live over _____ years. Animals change as they _____ and many look different from when they are _____ from when they are _____.

Partner B: Most animals need a male and a _____ to produce young. They also _____ or react to what is happening around them. For example, if they are hungry, they look for _____. If it's too hot or too cold, they find _____.

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Lesson 1: Comprehension and Vocabulary

Los animales son _____ que se adaptan a su _____ natural. Sus _____ heredan características importantes para _____ en ese _____. Estas adaptaciones aseguran la supervivencia de su _____ animal.

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Lesson 2: Comprehension and Vocabulary

Partner A: The main idea of this chapter is that the _____ kingdom is divided into two _____.

Partner B: The two groups are named _____,
and _____.

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Partner A: This chapter is mainly about how _____
are _____. For instance, jelly fish and starfish are
not fish at all. Scientists call them sea jellies and sea stars.

Partner B: Others may look _____, but are very
_____. Dolphins and sharks look alike but they are
not. For example, dolphins have a skeleton made of bone
and sharks have a skeleton made of cartilage, a tough
stretchy material.

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Lesson 2: Comprehension and Vocabulary

Partner A: _____ and _____ are **similar** because both belong to the _____ group.

Partner B: **However**, the body parts of a dolphin are different than a _____. **For example**, a _____ has a skeleton made of hard _____, **while** a _____ has a skeleton of a tough, elastic material called _____.

Partner A: **Another difference** is their teeth. While a _____ has one row of cone-shaped _____, a _____ has many rows of sharp _____.

Partner B: One way in which they are **similar** is that both the _____ and the _____ eat _____, _____, and other sea creatures.

Partner A: Their blood temperatures are **different**. While the temperature of the _____ blood always stays the _____, the temperature of the _____ blood _____ with the temperature of the water.

Partner B: Another **similarity** in their life cycle is that both are born _____.

Lesson 2: Comprehension and Vocabulary

En el reino animal, hay dos grupos principales: vertebrados e _____ . Los _____ , como peces, aves, reptiles, mamíferos y anfibios, tienen espinas dorsales. Los mamíferos, como delfines y osos, dan a luz a crías vivas y tienen piel. Los anfibios, como _____ y salamandras, pueden vivir en agua y tierra.

Los invertebrados, como insectos y gusanos, no tienen espinas dorsales. Algunos _____ , como los gusanos planos, tienen el cuerpo blando. Otros _____ , como los caracoles, tienen el cuerpo blando y una concha dura por fuera. Los escarabajos están cubiertos por una concha dura. La mayoría de los _____ pueden vivir en el agua o en la tierra.

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Content, Language,
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Lesson 3: Grammar and Foundational Skills

La palabra ____ se escribe con la letra ____ y suena ____.

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The word **mussels** is spelled with ____ that makes the /s/ sound.
The word **scientists** is spelled with ____, and it also makes the /s/ sound.

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Partner A: Knowing about long words that use different spellings for the ____ _____ helps you read more easily.
If we know that the ____ _____ can be spelled with __, ____, ____, ____ and ____, ____ combinations, we can figure out words faster when reading.

Partner B: For example, the word **cylinder** has the ____ spelling pattern where ____ makes the ____ _____. Knowing this helps us read the word correctly and understand that it refers to a geometric figure.

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Lesson 3: Grammar and Foundational Skills

Entender cómo se escribe el sonido /__ / en _____
en inglés es importante porque ayuda a _____ y _____
_____. Por ejemplo, en palabras como _____, _____,
_____ y _____, la ____, ____, ____, y __ producen el sonido
/__/. Cuando identificamos las _____ formas de _____
el sonido /__/, entendemos mejor lo que leemos y mejoramos
nuestra escritura.

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Lesson 4: Responding to Text Through Writing

Compañero/a A: Aprendí que los animales en el reino animal se clasifican en vertebrados e _____. Los _____, tiene columna vertebral. Los mamíferos, como los delfines, tienen características únicas como el nacimiento vivo y la piel cubierta de pelo.

Compañero/a B: En cambio, los _____, que constituyen la mayoría de las especies animales, carecen de columna vertebral pero presentan una increíble diversidad. La mayoría de los animales en la tierra son _____.

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Lesson 5: Review and Cross-Linguistic Connections

Compañero/a A: En palabras _____, diferentes combinaciones de letras pueden hacer _____.

Por ejemplo, podemos hacer _____ con _____ antes de _____ o _____, o con _____ en algunas palabras.

Compañero/a B: Cuando la letra **c** va antes de la _____, produce el _____ como en _____. También en español, la letra **z** produce el sonido /_____/ como en _____.

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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

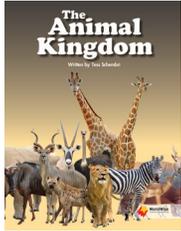
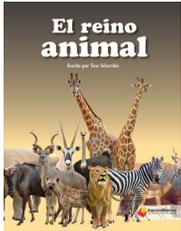
Partner A: In English and Spanish, the _____ can be spelled in _____ in multisyllabic words. Both languages use the _____ to make the /s/ sound as in _____ and _____. Also, the letter **c** before **e** as in _____ and before **i**, as in _____ makes the /s/ sound.

Partner B: However, English also _____ to make the _____, for example, in _____. In addition, Spanish uses the letter **z** to make the _____ in words like _____.

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Las letras __, __ y __ hacen el sonido /s/ en palabras de varias sílabas en _____. Por ejemplo, en _____ la letra **c** antes de la **i** suena _____. En _____, la _____ también suena como _____. En inglés las letras **s**, **ce**, **ci**, **cy** y **ss** también hacen el sonido /__/. Por ejemplo en las palabras _____ and _____.

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Content, Language, and Literacy

Unit 11, Lesson 1: Comprehension and Vocabulary

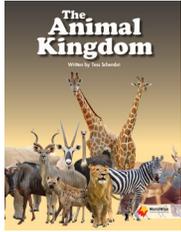
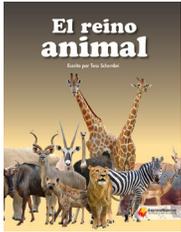
Vocabulary Anchor Chart



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Español		English
crías		
sobrevivir		
consumidores		

Español		English
hábitat		
reino		



Content, Language, and Literacy

Unit 11, Lesson 2: Comprehension and Vocabulary

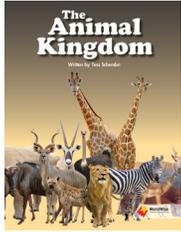
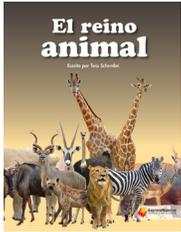
Vocabulary Anchor Chart



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Español		English
características		
vertebrados		
invertebrados		

Español		English
mamíferos		
anfibios		



Content, Language, and Literacy

Unit 11, Lesson 3: Grammar and Foundational Skills

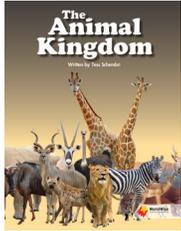
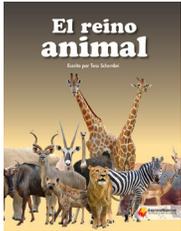
Grammar Anchor Chart



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El sonido /s/

Letra	Sonido	Ejemplos
s	/s/	salamander diversity animals
c (antes de e, i & y)	/s/	center, cyclone
ss & scí	/s/	assistance, científico



Content, Language, and Literacy

Unit 11, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



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The /s/ sound

Letters and Sounds

Examples

The letter *s* always has the sound /s/.

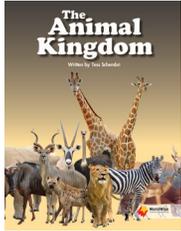
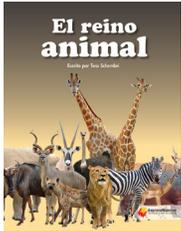
segmented (p.13)

The letter *c* has the sound /s/ before the letters *e*, *i*, and *y*.

species (p.14)

Double *s* (*ss*) always has the sound /s/ for example, *fussy*, *messy*, and *sci* sometimes has the /s/ sound for example *science*.

mussels (p.16)
scientific (p.16)



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Unit 11, Lesson 3: Grammar and Foundational Skills

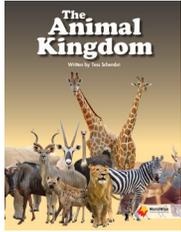
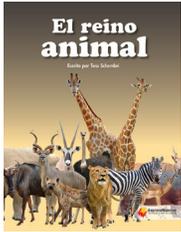
Grammar Anchor Chart



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The /s/ sound

Letters	Sound	Examples
s	/s/	animals (p.13) design (p.17)
c (before e, i, y)	/s/	cylinder (p.17) excellent (p.22) cinema (not in text)
ss and sci	/s/	Russells (p.11)



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Unit 11, Lesson 5: Review and Cross-Linguistic Connections

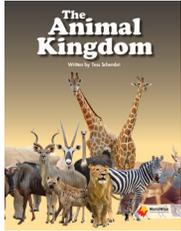
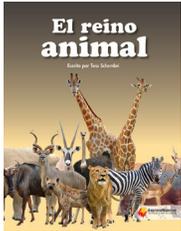
Grammar Anchor Chart



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El sonido /s/

Letra	Sonido	Ejemplos
s	/s/	saguaro diversidad animales
c (antes de e, í)	/s/	cereza círculo
z	/s/	zapato



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Unit 11, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart



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The /s/ sound

Explicación

Ejemplos

The letter *s* always has the /s/ sound.

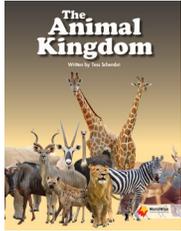
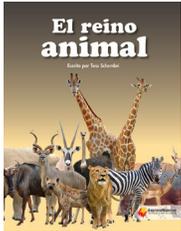
segmented (p.13)

The letter *c* has the /s/ sound before the letters *e*, *i*, and *y*.

species (p.14)

Double *s* (*ss*) and *sci* always have the sound /s/ – fussy, messy, science.

scientific (p.12)
mussels (p.16)



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Grammar Anchor Chart



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The /s/ sound

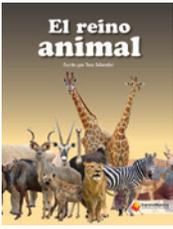
English

Español

Sound	Letter Combinations	Examples	Sound	Letter Combinations	Examples
/s/	s	segmented (p.13)	/s/ (beginning and middle position)	s	langosta (p.9) serpiente (p.15)
/s/	c (before e, i, and y)	science (p.2) cylinder (p.17) excellent (p.22)	/s/	c (before e, i)	especiales (p.9) cebra (not in text)
/s/	ss	mussels (p.16)	/s/	z	zarigüeya (p.9)

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 11



Name: _____ Date: _____

Read the text and respond.

How Living Things Get Energy: Plants, Animals, and Food

All living things need to feed, grow, reproduce, and adapt to changes in their environments. Plants and animals are living things. Animals belong to the Animal Kingdom, while plants belong to the Plant Kingdom. However, both plants and animals need food to provide the energy they need to stay alive.

Plants produce their own food from sunlight, water, and a gas from the air. Animals eat other living things to get energy from the food they eat. Some animals eat plants. For example, rabbits eat grass. Many animals eat other animals. Lions are animals that eat other animals. There are also animals that eat both plants and other animals. All living things need food for energy, but they get their food in different ways.

1. Multiple Choice

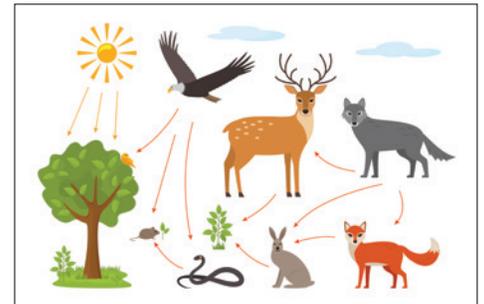
What is the main idea of the paragraph? (Circle the letter for the correct answer.)

- A. There are plants that grow in grass and under water.
- B. Animals are more important than plants for human beings.
- C. Animals and plants are living things that belong to different kingdoms, but both get the energy they need in different ways.
- D. All animals live longer than plants.

2. Written Response

Animals and plants are living thing that get their energy in different ways. In your writing:

- Explain how a tiger gets energy.
- Explain how a tomato plant gets its energy.
- Make sure that what you have written supports the main idea.



Word Bank

sin embargo however	por ejemplo for example	mientras que while	porque because	pero but	produce produce	obtiene get
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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