

WORK GUIDE

Teacher: Nora Lourdes Gallegos
Group: 6th

| Monday, December 14 th , 2020 | | | |
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| Activity | Objectives | Didactic sequence | Apply |
| Writing Student's book pg. 72 Workbook pgs.50-51 | Students will analyze a writing model. Write about ways to save water. | <p>Present: Say: 1. I don't understand the math. 2. Ask the teacher to explain it to you again. Ask Which sentence is a problem? Say Solutions tell us what we can do about a problem. Say The other sentence tells us a solution to the problem. Today you're going to write about problems and solutions. You'll include facts, statistics, and examples in your writing.</p> <p>Practice: Have students read the writing model on pg. 72—first for comprehension and then to identify the problems and solutions. Answer Workbook pp. 50–51; follow the steps to plan your writing.</p> <p>Wrap up: Write you own problem and solution writing.</p> | Have students share their writing. |
| | | | Curricular adequacy: |
| Materials: student's book, workbook, black notebook, pencil, eraser. | | | |
| Activity | Objectives | Didactic sequence | Apply |
| Mission/project Student's book pg. 73 | Students will share ideas. Evaluate ideas. | <p>Present: Read the Sandra Postel quote aloud. Say Conserve means "to save." It's important to save water. Which other living beings around the school need water? Have the class discuss.</p> <p>Practice: Have students answer the three questions in their black notebook.</p> <p>Wrap up: Share their answers and ideas. Discuss.</p> | Start preparing their presentation for tomorrow. |
| | | | Curricular adequacy: |
| Materials: Student's book, black notebook, pencil. Eraser. | | | |
| Homework: Prepare your oral speaking presentation. Read again the instructions on pg. 74-75. Prepare a power point with photos of the body of water that you chose to investigate | | | |

| Tuesday, December 15 th , 2020 | | | |
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| Activity | Objectives | Didactic sequence | Apply |
| Oral speaking/ project | Students will find information about bodies of water. Describe a body of water. | <p>Present: Students will present information about a famous body of water.</p> <p>Practice: Students will give interesting facts about the body of water they chose and present a power point with photos. Students will listen respectfully to their classmates' presentations.</p> <p>Wrap up: Teacher will ask questions about the presentation.</p> | Ask students what facts they already knew before their investigation. |
| | | | Curricular adequacy: |
| Materials: | | | |
| Activity | Objectives | Didactic sequence | Apply |
| Science Pgs. 102-105 | Recognize that all living things need | <p>Present: have students define what the word energy means in their own words.</p> <p>Practice: Read the big ideas question on pg. 102 and 103.</p> | Ask students how are food |

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| | energy to survive. | <p>Read the definitions on pgs. 104-105 have students read the definition out loud and copy them in their black notebooks. In their black notebooks complete the following sentences:</p> <ul style="list-style-type: none"> • Energy moves between organisms in a _____. • Plants make food in a process called _____. • A _____ is the process that combines food chains. <p>Wrap up: Project learning master 42 and have students choose the correct word to complete the statements.</p> | chains and food webs alike and different? |
| Curricular adequacy: | | | |
| Materials: Science book, science notebook, pencil, eraser. | | | |
| <p>Homework: Read pages 106 and 107 from you Science book. In your black notebook complete the following sentences:</p> <ul style="list-style-type: none"> • All living things get _____ from food. • A _____ makes its own food. • A _____ eats other living thing. | | | |

| Wednesday, December 16 th , 2020 | | | |
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| Activity | Objectives | Didactic sequence | Apply |
| Unit Review Workbook pgs. 52-53 | Students will review the topics from unit 4. | <p>Present: Read together the instructions.</p> <p>Practice: Students will answer the review by themselves.</p> <p>Wrap up: Check the answers from activities 1-5 together. Play the vocabulary and grammar review games (teacher's resources)</p> | Activity 6, students will write about their home life using the information on the boxes. |
| Curricular adequacy: | | | |
| Materials: workbook, black notebook, pencil, eraser. | | | |
| Activity | Objectives | Didactic sequence | Apply |
| Spelling Bee | Students will spell the words from the Christmas vocabulary list | <p>Present: Teacher will say the name of a student and tell one of the vocabulary words.</p> <p>Practice: Students will stand up and spell the word. There will be two rounds.</p> | Students will practice the words before the contest. |
| Curricular adequacy: | | | |
| Materials: | | | |
| Homework: NGL Online practice Unit 4 Writing and Unit Review | | | |

| Thursday, December 17 th , 2020 | | | |
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| Activity | Objectives | Didactic sequence | Apply |
| Reading | Students will read a story about the | <p>Present: Teacher will ask students what they know about how the Christmas tree tradition started. Students will share what they know or what they think.</p> | |

| | origin of the Christmas tree tradition. | Practice: Teacher will project the passage Christmas tree, students will read out loud. They will have some minutes to answer the comprehension questions by themselves in their black notebook, then they will share and check their answers. Wrap up: Draw and color a picture of a Christmas tree. | |
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| | | | Curricular adequacy: |
| Materials: black notebook, colors. Pencil, eraser. | | | |
| Activity | Objectives | Didactic sequence | Apply |
| Christmas Crafts | Students will make Christmas ornaments. | Teacher will show examples of popsicle sticks Christmas crafts. Students will build their own. | |
| | | | Curricular adequacy: |
| Materials: color or wood sticks (thin), glue, yard or ribbon. | | | |

| Friday, December 18 th , 2020 | | | |
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| Activity | Objectives | Didactic sequence | Apply |
| | | Christmas Virtual Party Happy Holidays! Merry Christmas and Happy New Year | |
| | | | Curricular adequacy: |
| Materials: | | | |