



## Reading and Speaking Fluency/GUM

### Unit 2, Week 1, Day 1: Teacher Guide



#### Daily Learning Targets

- I can read a text aloud fluently and accurately. (RF.3.4)
- I can define the words *fluently* and *accurately* in my vocabulary log. (RL.3.4, L.3.4)

#### Teaching Notes

- In this component, students read an excerpt from *My Librarian Is a Camel* for fluency. This is the same excerpt read closely in the Unit 2 module lessons. Students should work on this after they have completed the Unit 2, Lesson 1 module lesson so that they have already read the excerpt and determined the gist.
- In this lesson, a third independent work component is introduced, to begin to get students used to cycling through three components in a 60-minute ALL Block. For this week, the new independent work component contains elements of Word Study and Vocabulary and also Reading and Speaking Fluency/GUM.
- Because students are learning the routines and components of the ALL Block, this lesson contains 15 minutes of whole class instruction, resulting in only 15 minutes of small group instruction with each of the three groups.
- In a typical ALL Block hour, there will be three 20-minute teacher-led sessions with three strategically organized groups, while students complete one 20-minute session with the teacher and work on two components independently, one of which is always Independent Reading.
- When students are not meeting with the teacher, they work independently. In this lesson, they read independently and practice adding words to their vocabulary logs. Consider alternative activities if students are unlikely to stay focused for these activities.
- In this component, students work with the teacher in differentiated groups. Suggestions for grouping for Reading and Speaking Fluency/GUM for this week are made in the Unit Overview. Groups are flexible and should change depending on the component and the task card.
- **Differentiation:** Students read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive (e.g., sketch a stack of books and label it “500 books” to show how much a camel can carry). Focus students on a shorter excerpt with an emphasis on

the meaning of the excerpt rather than on perfect fluency, and omit the robot and bear variations. For lighter support, help students understand and read the entire excerpt instead of the shorter version selected for ELLs.

■ **In advance:**

- Post Poster Walk Poster 4.
- Intentionally group students for the small group instruction time. See the suggested grouping on the Unit Overview. Consider placing ELLs who need less support in one of the other student groups.
- Organize the room and prepare the materials needed for the Independent Reading and the Independent Work students will complete. The materials for the two independent components should be situated in different areas of the room to ensure students are working in a group with others on the same component task card.

### Materials

- ✓ Poster Walk Poster 4 (from Unit 1, Week 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 1: Independent Work: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Fluency passage: “Kenya” from *My Librarian Is a Camel* (from Unit 2, Lesson 1 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student’s home language)
- ✓ ▲ Chart paper (optional; one piece)

### Whole Class Instruction: Introducing Reading and Speaking Fluency (15 minutes)

- Review the Daily Learning Targets and discuss their meaning. Remind students that this week they are continuing to learn about the ALL Block, its purpose, and how it works.
- Using a total participation technique, invite responses from the group:
  - “*What kinds of tasks will you be working on in the ALL Block?*” (practicing literacy skills from the module lessons; building reading, writing, and speaking fluency; independently reading free choice texts and texts related to what we are learning in the module lessons)
- Direct students’ attention to **Poster Walk Poster 4**.
- Point out the phrase “reading aloud smoothly, with expression.” Tell students this is a good definition of the word *fluently*.
- Point out the phrase “without making mistakes” and tell students this is a good definition of the word *accurately*.

- Turn and Talk:
  - *“What will you be working on today in the fluency portion of the ALL Block?” (reading fluently and accurately)*
- Direct students’ attention to the **Group Work in the ALL Block poster**. Tell students they will work in small groups with the teacher to practice reading and speaking fluently. They will also read independently.
- Tell students they will practice a new part of the ALL Block routine. Instead of just two rotations, one with the teacher and one working on independent reading, there will be three: one with the teacher, one independent reading, and one working independently on a new task card.
- Tell students that usually in the ALL Block when they aren’t in the group working with the teacher, there will be two other activities for them to choose from. One will always be independent reading, and the other will be working independently on another component with a task card. They will be required to do both activities, but they get to choose which one they will do first.
- Tell students they are going to practice this now in a simulation. Point out where students can find the **Unit 2, Week 1: Independent Reading: Student Task Card** with the materials required to complete that task card, and the **Unit 2, Week 1: Independent Work: Student Task Card** with the materials required to complete that card.
- Call the names of the students in one of the groups, and invite them to come and stand with you. Invite the rest of the students to decide where they would like to go first: Independent Reading, or Independent Work on another component, and to go to that place quickly and quietly.
- Once students have settled, call out stars and steps you noticed. For example, “I noticed Sergei was heading toward Independent Reading, but when he noticed there were a lot of other students there, he changed his mind and went to the other component.”
- Emphasize to students that when choosing which of the independent components to do first, they should consider how many students are already in that area, because having too many students working on one component can be noisy and distracting. If that is clearly the case in the way students have chosen independent components, invite a few students to move over to the other independent component.
- Tell students they will now pretend they have spent 20 minutes working, and are now going to practice transitioning smoothly, quickly, and quietly to the next place. First, call the names of students in the next group to work with you, and tell the rest to choose which component they are going to work on next. Remind students they can’t stay at the component they are already at.
- Once students have settled, repeat.
- Invite students to return to their seats.
- Direct students’ attention to the **Supporting Peers anchor chart** and select a volunteer to read the criteria. Tell students they must keep these criteria in mind today as they work with their classmates in small groups.
- Invite students to retrieve their **ALL Independent Group Work protocol** handout. Call one group to work with you and invite the other students to choose an independent component just as they did in the simulation, and to use the ALL Independent Group Work protocol to work through their task card as a group.

■ ● ◆ **Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes, repeated twice)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students in the teacher-led group to retrieve their **fluency passage: “Kenya”** from *My Librarian Is a Camel*.
- Invite students to follow along, reading silently in their heads as you read the text aloud.
- Turn and Talk:
  - “*What do you think is the gist of this excerpt?*” (Responses will vary.)
- Select volunteers to share out and answer clarifying questions about the text.
- At this stage, explain to students which excerpt of this text they will be reading, and invite students to mark the start and finish by drawing a line on their text:
  - ■ From “Library camels are on the road . . .” to “. . . about four hundred pounds.”
  - ● From “Library camels are on the road . . .” to “. . . serves as the library roof.”
  - ◆ From the beginning of the text to “. . . serves as the library roof.”
- Model reading aloud the excerpt students will read aloud.
- Invite students to practice reading their excerpt to themselves and to ask questions about any words they don’t recognize or can’t figure out how to pronounce.
- Invite students to partner up and label themselves A and B.
  - Invite partner A to whisper read his or her excerpt to partner B.
  - Switch roles.
  - Invite partner A to read his or her excerpt to partner B like a robot. Model this for students before they begin.
  - Invite partner B to read his or her excerpt to partner A like a bear. Model this for students before they begin.
  - As time permits, invite A and B to switch roles.
- To ensure that the general purpose of reading in funny voices is transparent, cue students to problem-solve using:
  - “*Can you figure out why we are reading in funny, exaggerated voices?*” (Responses will vary, but may include: *It helps us think about tone and expression, and change our focus from worrying about reading each word perfectly. When we worry too much about getting something right, it can sometimes stop us from doing as well as we would like.*)

▲ **Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)**

- Invite students in the teacher-led group to retrieve their fluency passage: “Kenya” from *My Librarian Is a Camel*.
- Mini Language Dive:
  - Throughout this Language Dive, record and display student responses next to or underneath the target language on the board or on **chart paper** for visual reference. Invite students to add new vocabulary to their vocabulary log.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen

translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.

- Tell students they will read the excerpt “Kenya” from *My Librarian Is a Camel* that explains why camels are so good at delivering books.
- Invite students to mark the start and finish of their excerpt by drawing a line on their text from “Library camels are on the road . . .” to “. . . about four hundred pounds.”
- Read the excerpt aloud and invite students to follow along on their copy.
- Encourage extended conversation among students about the meaning of the excerpt. The following bullets provide some examples:

***“Close your eyes and imagine the library camel carrying books on the roads to Bulla Iftin. What do you think is the most amazing thing the camels do in this excerpt? I’ll give you some time to think.” Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary, but may include: Camels can carry 500 books, weighing about 400 pounds. They need little water, even in heat. They travel five days per week.)***

- If productive, cue students to expand the conversation by saying more:

***Conversation Cue: “Can you say more about that?” (Responses will vary.)***

***“How does your conversation about the amazing things library camels do add to your understanding about how Kenyans overcome learning challenges? I’ll give you some time to think.” Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary, but may include: Kenyans are using an animal that is well suited to overcoming the specific learning challenges of a remote village.)***

- Model reading aloud the excerpt.
- Invite students to continue practicing reading their excerpt aloud:
  - Invite students to read their excerpt aloud chorally.
  - Ask students to turn to an elbow partner and to label themselves A and B.
  - Partner A should whisper read his or her excerpt to partner B. Repeat with B whisper reading to A.
  - Partner A then reads his or her excerpt to partner B like a robot. Model this for students before they begin.
  - Partner B then reads his or her excerpt to partner A like a bear. Model this for students before they begin.
  - Switch so partner B gets to read like a robot and B gets to read like a bear.
- To ensure that the general purpose of reading in funny voices is transparent, cue students to problem-solve using:

***“Can you figure out why we are reading in funny, exaggerated voices?” (Responses will vary, but may include: It helps us think about tone and expression, and change our focus from worrying about reading each word perfectly. When we worry too much about getting something right, it can sometimes stop us from doing as well as we would like.)***

- Guide students through an intentional discussion: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partners suggested with the whole group:

***“Which words were easy to read, and which were difficult? What would make it easier to read the difficult words next time?” (Responses will vary.)***



## Independent Reading

### Unit 2, Week 1, Day 2: Teacher Guide



#### Daily Learning Targets

- I can read my research reading text independently for 10 minutes. (RI.3.10)
- I can choose and respond to an appropriate reading prompt. (RI.3.10)

#### Teaching Notes

- In this lesson, students complete an Independent Reading: Student Task Card with some teacher support. Students use the Jigsaw protocol to familiarize themselves with the Informational Reading Prompt Bookmarks. Note: In Week 2, Day 3, students will use the Jigsaw protocol to familiarize themselves with the Literary Reading Prompt Bookmarks. Together, these bookmarks are referred to as the Independent Reading Prompt Bookmarks. Students will work with the full set of bookmarks in Writing Practice: Week 2, Day 4 and throughout future modules.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction. In future ALL Block lessons, the teacher will lead only small group instruction and students will work with multiple components in one lesson.
- **Differentiation:** Consider working with a few students who need additional support during the Jigsaw protocol. For ELLs who need heavier support, repeat and rephrase the bookmarks. Or strategically pair ELLs and allow students to work in pairs for the jigsaw activity. Additionally, some students may benefit from having more or fewer bookmarks to be individually responsible for during the Jigsaw protocol.
- **In advance:**
  - Strategically group students into groups of six for the jigsaw.
  - Prepare materials required for independent work (see Independent Work and Independent Reading: Student Task Card)
  - Prepare the Informational Reading Prompt Bookmarks by creating two per student. In a group of six, each student should have two bookmarks and none should be repeated.
  - Review the Jigsaw protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)

#### Materials

- ✓ Poster Walk Poster 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Research reading texts (one per student)
- ✓ Independent reading journal (from Unit 1, Lesson 6 module lesson; one per student)
- ✓ Vocabulary log (from Unit 1, Lesson 5 module lesson; one per student)

- ✓ Signal card (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Informational Reading Prompt Bookmarks (two per student; see Teaching Notes)
- ✓ Directions for Introducing the Independent Reading Prompt Bookmarks (one to display)
- ✓ Close Readers Do These Things anchor chart (begun in Unit 1, Lesson 3 module lesson)

### Whole Class Instruction: Introducing Reading Prompt Bookmarks (60 minutes)

- Direct students' attention to **Poster Walk Poster 5**. Tell students that reading independently is an important part of the ALL Block and every week they will have time to read independently in class. Today they will learn about some of the different prompts they might respond to, based on their reading.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card** and focus students on the Day 2 learning targets, materials, and instructions.
- Inform students that this is a routine they will use in the ALL Block each time they work independently on a component such as Independent Reading. They will use the task card to respond to a prompt, add vocabulary to their vocabulary log, and sometimes share what they have learned with a small group. For heavier support of ELLs, jot down and sketch the routine on the board as you share it to provide written language reinforcement.
- Invite students to retrieve the following:
  - **Research reading texts**
  - **Independent reading journal**
  - **Vocabulary log**
  - **Signal card**
- Select a volunteer to read step 1 on the Student Task Card. Assure students they have been building their reading stamina by reading at home and reading in class and you are confident they will be able to quietly read for 10 minutes.
- Turn and Talk:
  - ***“What strategies will you use to stay focused while you read today?” (Responses will vary.)***
- Remind students how to use their signal cards and invite them to begin reading their research reading texts.
- Circulate to support students as they read. Remind them to read for the entire 10 minutes, stopping students and restarting the time as needed until the entire class has read for 10 consecutive minutes.
- Refocus whole group.
- Give students specific, positive praise on their perseverance in building their reading stamina. (Example: “I saw you refocus after you got distracted.”)
- Remind students that their independent reading journal is an important part of their independent reading time. This is where they reflect on their learning and track their progress through the text.
- Remind students how to log their reading in their independent reading journals and model as necessary.

- Direct students to complete step 2 on their task card (record the date, text title, author, and pages read).
- Remind students to put academic vocabulary in the front of their vocabulary log and topical vocabulary in the back. Direct students to complete step 3 and add a vocabulary word to their vocabulary logs. Circulate to provide assistance.
- After a few minutes, select a volunteer to read step 4 aloud. Explain that the reading prompt bookmarks are tools students will use to reflect on their independent reading.
- Distribute the **Informational Reading Prompt Bookmarks**. Tell students they will now use the Jigsaw protocol to familiarize themselves with these bookmarks.
- Briefly introduce the Jigsaw protocol. Explain that in a Jigsaw protocol, they will work in a small group to read and understand a longer text. Each member of the group will be responsible for reading and explaining one part of the text to the rest of the group. (Refer to the Module 1 Appendix for the full version of the protocol.)
- Move students into pre-determined groups of six.
- Direct students' attention to the **Directions for Introducing the Independent Reading Prompt Bookmarks**. Invite students to follow along, reading silently in their heads as you read the directions aloud.
- Before students begin the protocol, select a volunteer to explain the difference between literary and informational texts. Use a Goal 1 Conversation Cue to ensure student understanding:

*Conversation Cue: "Can you give an example of an informational text? Of a literary text?" (Ensure students understand that their research reading text is an informational text.)*
- Answer clarifying questions. Ensure students understand that these are prompts they will use when reading informational texts, and focus them on the "RI" to show this. Explain this means reading informational text.
- Invite students to begin the protocol.
- Remind students that if they don't know the meaning of any of the words, they should choose a vocabulary strategy from the **Close Readers Do These Things anchor chart** to determine the meaning.
- After 10 minutes, refocus whole group. Point out to students that they have focused on bookmarks for informational texts today, and next week they will focus on bookmarks for literary texts.
- Read step 4 on the task card aloud. Point out that students will need to choose their prompt carefully. For example, they won't be able to choose an illustration if there aren't any in the text they are reading.
- Invite students to complete step 4 on their task card.
- Circulate to provide assistance or work with a small group of students who need more direct support. For heavier support of ELLs, invite students first to discuss step 4 in home language groups if they desire. Consider helping students select a prompt and discuss the meaning of the prompt. Invite them to begin responding by sketching their ideas.
- After 5 minutes, refocus whole group. Select a few volunteers to share the prompt they chose and their response with the group.

## Additional Language and Literacy Block

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- Turn and Talk:
  - *“What did we learn today about independent reading?” (the importance of Informational Reading Prompt Bookmarks and how to use them)*
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the Independent Reading component.
  - *Conversation Cue: “Can you say more about that?” (Responses will vary.)*
- Give students specific, positive feedback on their perseverance in continuing to learn new routines. Tell students they will get a chance to practice this routine again tomorrow in small groups.



## Reading and Speaking Fluency/GUM

### Unit 2, Week 1, Day 3: Teacher Guide



#### Daily Learning Target

- I can read a text aloud fluently and accurately, and use the context to self-correct when I make mistakes. (RF.3.4c)

#### Teaching Notes

- In this component, students continue to read an excerpt from *My Librarian Is a Camel* for fluency. Today, they focus specifically on self-correcting when they make a mistake.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their research reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- **Differentiation:** Students read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive (e.g., sketch a scale showing 400 pounds). Focus students on a shorter excerpt with an emphasis on the meaning of the excerpt rather than on grammar form or perfect fluency, and omit the reading in exaggerated voices. For lighter support, help students understand and read the entire excerpt instead of the shorter version selected for ELLs.
- **In advance:**
  - Post Poster Walk posters 4 and 5 in strategic places around the room.
  - Prepare materials required for independent work (see Independent Work and Independent Reading task cards).
  - Prepare a few sets of the Informational Reading Prompt Bookmarks for each group.

#### Materials

- ✓ Vocabulary log (from Unit 1, Lesson 5 module lesson; one per student)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)

- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Informational Reading Prompt Bookmarks (from Week 1, Day 2; two or three sets per group)
- ✓ Unit 2, Week 1: Independent Work: Student Task Card (distributed on Week 1, Day 1; one per student)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Fluency passage: “Kenya” from *My Librarian Is a Camel* (from Unit 2, Lesson 1 module lesson; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2 module lesson)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student’s home language)

### Whole Class Instruction: Introducing Learning Target and Tasks (5 minutes)

- Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Review the meaning of *fluently* and *accurately*. Select volunteers to share how they defined these words in their **vocabulary logs** on Week 1, Day 1.
- Turn and Talk:
  - “*What does it mean to self-correct?*” (to realize a mistake and correct it yourself)
- If productive, cue students to expand the conversation by giving an example:
  - Conversation Cue: “Can you give an example of when you might self-correct inside or outside of school?” (Responses will vary.)*
- Direct students’ attention to the **Group Work in the ALL Block poster**. Tell students that similar to Week 1, Day 1, they will work in small groups with the teacher to practice reading and speaking fluently. They will also work on an independent work activity, as well as independent reading.
- Follow the same routine as on Week 1, Day 1 for familiarizing students with the different areas of the room in which they will be working. As on Day 1, simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren’t too many other students.
- Invite students to return to their seats.
- Answer clarifying questions.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card, the Informational Reading Prompt Bookmarks, their Unit 2, Week 1: Independent Work: Student Task Card, and their ALL Independent Group Work protocol** handout.
- Call one group to work with you and invite the other students to choose an independent work component just as they did in the simulation, and to use the ALL Independent Group Work protocol to work through their task card as a group.

■ ● ◆ **Small Group Instruction: Working on Reading Fluency (15 minutes, repeated three times)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Review the Daily Learning Target and discuss its meaning.
- Invite students in the teacher-led group to retrieve their **fluency passage: “Kenya”** from *My Librarian Is a Camel*.
- Invite students to read their passage aloud chorally.
- Read aloud the excerpt that this group is reading, making the following deliberate mistakes:
  - Miss a word in the first sentence. Once it is clear from the context that this doesn’t make sense, go back to read it correctly.
  - Misread a word in the second sentence. Once it is clear from the context that this doesn’t make sense, go back to read it correctly.
- Invite students to partner up and guide them through an intentional Think-Pair-Share: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partner suggested with the whole group:
 

*“What did you notice about what I did when I read that excerpt aloud? How did I react?” (made mistakes such as leaving out a word and misreading a word; went back and reread when it was clear this didn’t make sense)*
- Tell students that you were able to self-correct because you knew it didn’t sound right and that it didn’t make sense when you continued to read.
- Tell students that making mistakes when reading aloud happens to even the strongest of readers, and the best way to handle it is to go back and self-correct when you realize that what you just read doesn’t make sense. Explain that it is important to think about the content of what they are reading, as well as the words, so that they are thinking about what the text means and can recognize when it doesn’t make sense.
- Group students into triads and invite them to label themselves A, B, and C.
- Explain that students are going to whisper read their excerpt to their triad. Tell them this means they need to practice being careful listeners. Remind them also of the **Working to Become Ethical People anchor chart**, specifically the habits of respect and compassion.
  - Invite partner A to whisper read his or her excerpt to the triad, self-correcting after making a mistake. Repeat with partners B and C.
  - Invite partner A to read his or her excerpt to the triad like an old man or woman, self-correcting after making a mistake. Model this for students before they begin.
  - Invite partner B to read his or her excerpt to the triad as if angry, self-correcting after making a mistake. Model this for students before they begin.
  - Invite partner C to read his or her excerpt to the triad as if very excited, self-correcting after making a mistake. Model this for students before they begin.
  - As times permits, switch roles so each partner has the chance to read his or her excerpt in each voice.
- Remind students that reading in a funny voice can help them think about tone and expression, and change their focus from worrying about reading each word perfectly.

▲ **Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)**

- Invite students in the teacher-led group to retrieve their fluency passage: “Kenya” from *My Librarian Is a Camel*.

- Mini Language Dive:

- Throughout this Language Dive, record and display student responses next to or underneath the target language on the board or on **chart paper** for visual reference. Invite students to add new vocabulary to their vocabulary log.
- For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
- Tell students they will again read the excerpt “Kenya” from *My Librarian Is a Camel* that explains why camels are so good at delivering books.
- Invite students to mark the start and finish of their excerpt by drawing a line on their text from “Library camels are on the road . . .” to “. . . about four hundred pounds.”
- Invite students to read their passage aloud chorally.
- Encourage extended conversation among students about a complex, academic phrase in the excerpt that will help them express common language functions—e.g., describing quantity (little water, as many as five hundred books), describing nouns using a participial phrase (five hundred books, weighing about four hundred pounds). Monitor and guide conversation with talk moves and total participation techniques.
- Invite students to place a finger on the phrase *weighing about four hundred pounds*. Turn and Talk:

**“What weighs about 400 pounds? What, in the sentence, makes you think so?”**

- Write this phrase on the board or on chart paper. Call on one or two students and write their ideas next to the phrase on the board or chart paper. (five hundred books; The phrase comes after the phrase *five hundred books*, and it makes sense that 500 books weigh about 400 pounds, so the phrase must describe books.)

**“So, why did the author write *weighing about four hundred pounds*?” Call on one or two students and write their ideas on the board or on chart paper. (to describe the books)**

**“What do you notice about the word *weighing*? I’ll give you some time to think.” Call on one or two students and write their ideas on the board or on chart paper. (It looks like a verb and has the suffix -ing.)**

**“I wonder how we can use words that look like verb + -ing when we write. I’ll give you a minute to think, and then I’d like to hear your ideas.” Talking about the English participle form in English can be cognitively and linguistically demanding for ELLs. To ease the linguistic demands, consider inviting students in pairs to begin by using their home language to discuss how English uses verb + -ing words. Students who do not have a home language in common can be given additional time to think or write in their home language. Given the initial time to reflect and discuss in their home language, students can then discuss whole class in English. Call on one or two students and write their ideas on the**

**board or on chart paper. (We can use words that look like verb + -ing to add more information to describe a noun that was already mentioned—in this case, the books, weighing about 400 pounds.)**

- If productive, cue students to clarify the conversation by confirming what they mean:
 

**Conversation Cue: “So, do you mean . . . ?” (Responses will vary.)**

**“What happens if we add am, are, or is before weighing? Look at these two examples of weighing. How is the meaning different? I’ll give you a minute to think.” Display and sketch these two sentences: “The man is weighing five hundred books. The camel carries five hundred books, weighing about four hundred pounds.” Underline both as indicated. Cold call on one or two students and write their ideas on the board or on chart paper. (In the first sentence, the man is actually doing something: finding out how heavy the books are. weighing is part of a continuous verb with is. In the second, the books are being described by how heavy they are. weighing is an adjective. It does not have am, are, or is before it.)**
- If productive, cue students to clarify the conversation by confirming what they mean:
 

**Conversation Cue: “So, do you mean . . . ?” (Responses will vary.)**
- Invite students to place a finger on the word *about* and to say it aloud chorally with you. Turn and Talk:
 

**“Why does the author include about? What would happen if we remove about from the sentence and say weighing four hundred pounds? I’ll give you time to think.”**
- Cold call on one or two students and write their ideas on the board or on chart paper. (*about* allows the author to be less exact; the books don’t always weigh 400 pounds exactly. The weight is maybe a little less or more than 400 pounds. *about* means approximately.)
- If productive, cue students to expand the conversation by saying more:
 

**Conversation Cue: “Can you say more about that?” (Responses will vary.)**
- Invite students to circle *five hundred books*, underline *weighing about four hundred pounds*, and draw a line between the two to emphasize the descriptive relationship. Invite them to draw a box around the *-ing* suffix to emphasize the form of the participial adjective.
- Display the sentence frame: “I can carry \_\_\_\_ books, weighing about \_\_\_\_.”
 

**“Who can use this sentence to talk about yourself? I’ll give you some time to think.”**
- Invite students to turn to an elbow partner and share their sentence. Then call on one or two students and write their ideas on the board or on chart paper. Ask the group to confirm that the sentences are good or to self-correct them. (Responses will vary; ensure students use the participial phrase correctly.)
- Invite students to deepen their ability with this structure by practicing with different nouns and participial phrases to describe the nouns. (Examples: “In the picture, I see a camel, weighing about \_\_\_\_.” “Li is a good athlete, \_\_\_\_-ing about three times a week.” “It’s a big locker, holding about \_\_\_\_.”)
 

**“How does your conversation about this phrase add to your understanding of this excerpt? I’ll give you some time to think.”**

- Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary, but may include: Descriptive details help us better understand the main idea of the excerpt.)
- If productive, cue students to clarify the conversation by confirming what they mean:

***Conversation Cue: “So, do you mean . . . ?” (Responses will vary.)***

- Read the excerpt aloud again. This time, make the following deliberate mistakes:
  - Leave out a word in the second sentence. Consider thinking aloud:
 

***“Does it make sense? No, because \_\_\_\_.”***
  - Once it is clear from the context that this doesn’t make sense, go back to read it correctly. Consider thinking aloud:
 

***“Does it make sense? Yes, because \_\_\_\_.”***
  - Misread a word in the third sentence, perhaps reading *weigh* instead of *weighing*.
  - Consider thinking aloud:
 

***“Does it make sense? No, because \_\_\_\_.”***
  - Once it is clear from the context that this doesn’t make sense, go back to read it correctly. Consider thinking aloud:
 

***“Does it make sense? Yes, because \_\_\_\_.”***
- Group students into triads and invite them to label themselves A, B, and C.
- Guide students through an intentional discussion: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partners suggested with the whole group:
 

***“What did you notice about what I did when I read that excerpt aloud? How did I react?” (made mistakes such as leaving out a word and misreading a word; went back and reread when it was clear this didn’t make sense)***
- Explain that you were able to self-correct because you knew it didn’t sound right and that it didn’t make sense when you kept reading.
- Tell students that making mistakes when reading aloud happens to even the strongest of readers, and the best way to handle it is to go back and self-correct when you realize that what you just read doesn’t make sense. Explain that it is important to think about the content of what they are reading, as well as the words, so that they are thinking about what the text means and can recognize when it doesn’t make sense. They can ask themselves, “Does it make sense? Why?”
- Explain that students are going to whisper read their excerpt to the triad. Tell them this means they need to practice being careful listeners. Remind them also of the Working to Become Ethical People anchor chart, specifically the habits of respect and compassion.
  - Invite partner A to whisper read the excerpt to the triad, self-correcting after making a mistake. Repeat with partners B and C.
  - Invite partner A to read his or her excerpt to the triad like an old man or woman, self-correcting after making a mistake. Model this for students before they begin.
  - Invite partner B to read his or her excerpt to the triad as if angry, self-correcting after making a mistake. Model this for students before they begin.
  - Invite partner C to read his or her excerpt to the triad as if very excited, self-correcting after making a mistake. Model this for students before they begin.

- Remind students that reading in a funny voice can help them think about tone and expression, and change their focus from worrying about reading each word perfectly.
- Guide students through a Think-Pair-Share:
  - ***“What mistakes did you make while reading? How did you figure out that you made a mistake?” (Responses will vary.)***
- If productive, cue students to expand the conversation by giving an example:
  - ***Conversation Cue: “Can you give an example?” (Responses will vary.)***

**Whole Class Instruction: Reflecting on Learning (10 minutes)**

- Refocus whole class.
- Give students specific, positive feedback. (Example: “I noticed Henry collaborating effectively with his triad during the small group work.”)
- Turn and Talk:
  - ***“What is one challenge you encountered during your work in the ALL Block today?” (Responses will vary.)***
- Invite students to share out. If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the challenges:
  - ***Conversation Cue: “Can you say more about that?” (Responses will vary.)***
- Invite students to silently brainstorm ways they can overcome the challenges.
- Give students specific, positive feedback on their continued ability to learn new routines. Tell them they will get more successful at each component in the ALL Block the more they do it.



## Reading and Speaking Fluency/GUM

### Unit 2, Week 1, Day 4: Teacher Guide



#### Daily Learning Target

- I can read a text aloud fluently and accurately and use the context to self-correct when I make mistakes. (RF.3.4a, RF.3.4c)

#### Teaching Notes

- In this lesson, students extend the excerpt they are reading from *My Librarian Is a Camel* for fluency.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their research reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins with whole class instruction, cutting down on the time spent with each group to just under 20 minutes. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- When students are not meeting with the teacher, they work independently.
- **Differentiation:** Students read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive (e.g., sketch a tent, then mime folding it up and placing it on the camel's back). Focus students on a shorter excerpt with an emphasis on the meaning of the excerpt rather than on perfect fluency, and omit the laughing and sleepy variations. For lighter support, help students understand and read the entire excerpt instead of the shorter version selected for ELLs.
- **In advance:**
  - Post Poster Walk posters 4 and 5 in strategic places around the room.
  - Prepare materials required for independent work (see Independent Work and Independent Reading task cards).

## Materials

- ✓ Poster Walk posters 4 and 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Unit 2, Week 1: Independent Work: Student Task Card (from Week 1, Day 1; one per student)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Fluency passage: “Kenya” from *My Librarian Is a Camel* (from Unit 2, Lesson 1 module lesson; one per student)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary log (from Unit 1, Lesson 5 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student’s home language)

### Whole Class Instruction: Preparing for Tasks (5 minutes)

- Tell students that they will work on independent reading and reading fluency again in the ALL Block today. Point out **Poster Walk posters 4 and 5**.
- Direct students’ attention to **Group Work in the ALL Block poster**. Tell students that similar to Week 1, Day 1, they will work in small groups with the teacher to practice reading and speaking fluently. They will also work on an independent work activity, as well as independent reading.
- Follow the same routine as on Day 1 for familiarizing students with the different areas of the room in which they will be working. As on Day 1, simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren’t too many other students.
- Invite students to return to their seats.
- Answer clarifying questions.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card**, their **Unit 2, Week 1: Independent Work: Student Task Card**, and their **ALL Independent Group Work protocol** handout.
- Call one group to work with you and invite the other students to choose an independent component and to use the ALL Independent Group Work protocol to work through their task card as a group.

### ■ ● ◆ Small Group Instruction: Working on Reading Fluency (15 minutes, repeated three times)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Review the Daily Learning Target and discuss its meaning.

- Invite students to retrieve the **fluency passage: “Kenya”** from *My Librarian Is a Camel*.
- Explain that in this lesson, they are going to extend the excerpt they are reading aloud. Invite students to mark the start and finish by drawing a line on their text:
  - ■ From “Library camels are on the road . . .” to “. . . serves as the library roof.”
  - ● From the beginning of the text to “. . . serves as the library roof.”
  - ◆ From the beginning of the text to the end of the text.
- Model reading aloud the excerpt students will read aloud.
- Invite students to practice reading their excerpt to themselves and to ask questions about any words they don’t recognize or can’t figure out how to pronounce.
- Guide students through an intentional Think-Pair-Share, leaving adequate time for each partner to think, repeat the question, and share:
  - “How will you know if you have made a mistake when you are reading?” (Listening to the words you are saying and thinking about what the text means will help you recognize if you make a mistake because it won’t make sense.)*
  - “What should you do when you make a mistake when you are reading?” (Go back and reread it so that it does make sense.)*
- Invite students to partner up and label themselves A and B. Remind students they don’t need to pair up with someone who is reading the same passage.
  - Invite partner A to whisper read his or her excerpt to partner B.
  - Switch roles.
  - Invite partner A to read his or her excerpt to partner B as if trying not to cry. Model this for students before they begin.
  - Invite partner B to read his or her excerpt to partner A as if very sleepy. Model this for students before they begin.
  - Switch so partner B gets to read as if trying not to cry and partner A gets to read as if very sleepy.
- Refocus whole group.
- Turn and Talk:
  - “How does rereading the passage several times help you read more fluently?” (Each time, I’m more familiar with the vocabulary.)*
- If productive, cue students to expand the conversation by saying more:
  - Conversation Cue: “Can you say more about that?” (Responses will vary.)*

▲ **Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)**

- Invite students to retrieve the fluency passage: “Kenya” from *My Librarian Is a Camel*.
- Mini Language Dive:
  - Throughout this Language Dive, record and display student responses next to or underneath the target language on the board or on **chart paper** for visual reference. Invite students to add new vocabulary to their **vocabulary log**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.

- Tell students they will extend the excerpt “Kenya” from *My Librarian Is a Camel* that they began reading fluently on Day 1. In the extension, the author talks about how the camels carry books.
- Invite students to mark the start and finish of their excerpt by drawing a line on their text from “Library camels are on the road . . .” to “. . . serves as the library roof.”
- Read the excerpt aloud, and invite students to follow along on their copy.
- Encourage extended conversation among students about the meaning of the excerpt, especially the four key phrases: *divide the books into two boxes*, *saddle them on the camel’s back*, *covered with a grass mat*, and *second camel carries a tent*. Monitor and guide conversation with talk moves and total participation techniques.
- Invite students to place a finger on the word *divide* and to say it aloud chorally with you. Ask:

**“What is the translation of divide in our home languages? I’ll give you time to think and use your dictionary.”**

- Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation aloud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (*nah-noodah* in Korean)
- Turn and Talk:

**“The excerpt says A librarian and a driver divide the books into two boxes. Based on the translation and the context, what do you think is the meaning of divide?”**

- Call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (*divide* means to separate into two or more parts—in this case, an even number of books for each of two boxes.)
- Point to a stack of books to check comprehension:

**“Who can show us how to divide these six books into two piles?”**

- Cold call a student to divide the stack into two piles.

**“There are four important phrases in the new part of the excerpt that will help you understand the excerpt.”**

- Write the four key phrases on the board or on **chart paper**: *divide the books into two boxes*, *saddle them on the camel’s back*, *covered with a grass mat*, and *second camel carries a tent*.
- Tell students that with a partner, they will read the new piece of the excerpt again. Tell them to stop at the end of each key phrase and point to the parts of the photograph in their book that illustrate what the author is saying.
- Model this process for students. Provide a minute for students to complete the process.
- Call on one or two students to point out where the photograph illustrates the phrases. If possible, display the photo and ask students to help you label it using the four key phrases. (Look for students to point to the two boxes of books, point out that the boxes are on one camel’s back, point to the grass mat for protection, and point to the folded tent on the second camel.)

**“Look at the four important phrases and the picture. Who can use these phrases and the picture to explain this excerpt in your own words? I’ll give you a minute to think.”**

- Cold call one or two students and write their paraphrase on the board or on chart paper. (Responses will vary.)

***“How does your conversation about the way camels carry books add to your understanding about how Kenyans overcome learning challenges?”***

- Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary, but may include: Kenyans have figured out how to create an even load; they keep the camels and books protected with grass mats and tents.)
- If productive, cue students to expand the conversation by saying more:

***Conversation Cue: “Can you say more about that?” (Responses will vary.)***

- Invite students to read their passage aloud chorally.
- Invite students to turn to an elbow partner and label themselves A and B.
- Guide students through an intentional Think-Pair-Share: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partner suggested with the whole group:

***“How will you know if you have made a mistake when you are reading?” (Listening to the words you are saying and thinking about what the text means will help you recognize if you make a mistake because it won’t make sense.)***

***“What should you do when you make a mistake when you are reading?” (Go back and reread it so it does make sense.)***

- Invite partner A to whisper read his or her excerpt to partner B. Repeat with partner B whisper reading to partner A.
- Invite partner A to read his or her excerpt to partner B as if trying not to laugh. Model this for students before they begin.
- Invite partner B to read his or her excerpt to partner A as if very sleepy. Model this for students before they begin.
- Switch so partner B gets to read as if trying not to laugh and partner A gets to read as if very sleepy.
- Guide students through a Think-Pair-Share:

***“Which parts were easy to read, and which were difficult? What would make it easier to read the difficult parts next time?” (Responses will vary.)***

- If productive, cue students to expand the conversation by giving an example:

***Conversation Cue: “Can you give an example?” (Responses will vary.)***