



## Writing Practice

### Unit 1, Week 2: Teacher Guide ■●◆▲



#### Daily Learning Targets

##### Day 1

- I can write a poem that describes a frog using descriptive details. (W.3.3, W.3.4, W.3.10, L.3.6)

##### Day 3

- I can revise a poem that describes a frog using descriptive details. (W.3.3, W.3.4, W.3.10, L.3.1a, L.3.5a, L.3.6)

#### Teaching Notes

- On Day 1, students analyze a poem and write their own poem using a structure similar to that of the poem they analyzed. Using “The Red-Eyed Tree Frog,” students discuss the meaning of the poem and analyze its structure. Then they write a poem as a group, following the same structure as that of “The Red-Eyed Tree Frog.”
- On Day 3, students analyze the structure of a poem and revise a poem to mimic the structure of the poem they analyzed. Using “The Red-Eyed Tree Frog,” students analyze patterns in the poem’s parts of speech, rhyme, and rhythm. Then students revise the group poem written on Day 1 to mimic the structure of “The Red-Eyed Tree Frog.”
- **Differentiation:**
  - Day 1: For students who require additional support, consider providing discussion stems to reference during the analysis of the poem. This teacher guide has been differentiated to include guided notes for students who may struggle with writing.
  - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together because they may have similar needs in terms of pacing and the number of prompts presented.
  - ▲ 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, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider inviting students to orally respond to the prompt in their home language with a partner who shares their home language before writing their response, or providing sentence frames such as: “One learning challenge some people face is.... This means...”.
- **In advance:**
  - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Writing Practice poster will be in the area where the teacher will be working with groups.

## Materials

### Day 1

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ “The Red-Eyed Tree Frog” from *Lizards, Frogs, and Polliwogs* (one to display)
- ✓ Photograph of a red-eyed tree frog (see page 18 of *Everything You Need to Know about Frogs and Other Slippery Creatures*; one for display)
- ✓ Sticky notes (three; for use by teacher)
- ✓ Photograph of a bullfrog (see page 46 of *Everything You Need to Know about Frogs and Other Slippery Creatures*; one to display)
- ✓ *Bullfrog at Magnolia Circle* (text; one per student)
- ✓ Chart paper (one piece per group to chart group poem)
- ✓ Online or paper translation dictionary (one per student in student’s home language)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Cards (one for display)

### Day 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ “The Red-Eyed Tree Frog” from *Lizards, Frogs, and Polliwogs* (one to display)
- ✓ Poem Structure Frame (one per group for display)
- ✓ Poem Structure Frame (example, for teacher reference)
- ✓ Group bullfrog poem (begun on Week 2, Day 1; one to display)
- ✓ “The Red-Eyed Tree Frog” from *Lizards, Frogs, and Polliwogs* (one to display)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Cards (one for display)

### Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.

- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 2: Independent Reading: Student Task Cards and the Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ●◆▲ **Day 1: Small Group Instruction (19 minutes, repeated three times)**

- Display **“The Red-Eyed Tree Frog”** and invite students to read the poem to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Read the poem aloud and invite students to read along silently in their heads.
- Invite students to chorally read it with you as a group.
- Read aloud the poem again, emphasizing the rhythm by clapping along. Repeat and invite students to join you.

*“What do you notice about the sound of this poem?” (It sounds like a song; it has rhythm.) “Many poems have rhythm like a song.”*

- Read aloud the final rhyming words in the stanzas: “eyes/flies,” “toes/pose,” “legs/eggs,” and “bugs/mugs.” Ask:

*“What do you notice about these words?” (They have similar sounds; they rhyme.) “Many poems rhyme.”*

- Review the Daily Learning Target.
- If necessary, clarify the meaning of *pose* (to hold a position).
- Display the **photograph of a red-eyed tree frog** and reread the first line of the poem: “Tomato eyes.” Think aloud about why the author might have used this phrase to describe the eyes of the frog, pointing out the red eyes on the photograph and connecting the idea that tomatoes are red. Write the line “tomato eyes” on a **sticky note** and stick it on the photograph, by the frog’s eyes.
- Repeat with the third and fifth lines of the poem, clarifying the meaning of *matchstick* if necessary.
- Remind students that poems are usually descriptive and that authors write their ideas in a way that makes the writing more interesting, in a way that sounds interesting, and in a way that helps the reader imagine what the authors are writing about. Reread the first line (“It has red eyes”) and model, saying it in a less descriptive, less interesting way.
- Invite students to turn to a partner and say the second line (“It can catch a fly”) in a less descriptive, less interesting way. Repeat with each line of the poem.
  - ■ ▲: Focus on just the first two to four lines.
- If necessary, point out the last line (“Lives on t-shirts and mugs”) and explain that these frogs don’t actually live on t-shirts or mugs, and that the frogs live in the rainforests of Central and South America. Explain that their images are commonly printed on t-shirts or mugs, and the author included this line to make a joke, because images of this frog are commonly used.
- Focus students on the first two lines of the poem. Use a total participation technique to invite responses from the group:

*“How many words are in this line?” (two)*

- Repeat for the next line of the poem. Point out that these two lines make up the first stanza of the poem. Clarify the meaning of stanza if necessary.
- Repeat for each line of the poem and use a total participation technique to invite responses from the group:

*“How many words are in this line?” (Responses will vary for each line.)*

*“What patterns do you notice with the number of words in each line?” (There are two words in the first line of each stanza.)*

*“Reread the first three stanzas. What is described in the first line of each stanza? What is described in the second line of each stanza?” (Each first line describes what the frog looks like, and each second line describes something the frog does.)*

*“Reread the last stanza. What is described in each line of this stanza?” (Each line describes something that the frog does.)*

- ■ ▲: Focus on just the first two to four lines.
- Display the **photograph of a bullfrog** and invite students to retrieve **Bullfrog at Magnolia Circle**. Invite students to help you write a poem about a bullfrog on **chart paper**, following the structure of the number of words and what is being described in each line of “The Red-Eyed Tree Frog.” Allow for think time and for students to begin by using their home language to brainstorm accurate and vivid nouns, adjectives, and verbs. Students may use an **online or paper translation dictionary** if needed.
  - ■ ▲: Focus on writing just the first two to four lines of a poem.
- Invite students to chorally read the finished class bullfrog poem and explain that they will have a chance to write their own poems about a frog in the next lesson.
- Prepare students for the next day’s independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Cards** and walk through the Day 2 task, providing models where helpful.

### Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Cards** and the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

### ■ ● ◆ ▲ Day 3: Small Group Instruction (19 minutes, repeated three times)

- Display **“The Red-Eyed Tree Frog”** and invite students to read the poem to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Read the poem aloud and invite students to read along silently in their heads.
- Invite students to chorally read it with you as a group.

- Introduce/review the following parts of speech by writing them on the board:
  - Noun: A word that names a person, place, thing, or idea
  - Adjective: A word that describes a noun or pronoun
  - Verb: A word that describes an action or state of being
- Invite students to help you think of examples for each of the parts of speech:
  - Noun: Sara, New York, cat
  - Adjective: beautiful, sharp, untidy
  - Verb: run, jump, hop
- Use a total participation technique to invite responses from the group:
  - ***“What nouns are used in this poem?” (eyes, flies, toes, legs, eggs, bugs, t-shirts, mugs)***
- Display the **Poem Structure Frame** and model labeling the parts of speech in the first two lines (Line 1: adjective, noun; Line 2: verb, noun). See **Poem Structure Frame (example, for teacher reference)**. Use a total participation technique to invite students to label the parts of speech in the remaining lines (Line 3: adjective, noun; Line 4: verb, verb acting as noun; Line 5: adjective, noun; Line 6: verb, preposition, noun; Line 7: verb, noun; Line 8: verb, preposition, nouns).
  - ■ ▲: Focus on just the first two to four lines.
- Point out the first stanza and ask students to identify the pair of rhyming words (eyes, flies). Underline the words in the poem. Continue with the remaining stanzas (Stanza 2: toes, pose; Stanza 3: legs, eggs; Stanza 4: bugs, mugs).
  - ■ ▲: Focus on just the first two stanzas.
- Point out that the rhyming words in the first stanza do not rhyme with the rhyming words in the second stanza, and so on. Explain that this rhyme pattern is an AA-BB-CC-DD pattern, and label this on the Poem Structure Frame. See Poem Structure Frame (example, for teacher reference). Tell students the rhyme pattern an author decides to use is one way the author makes the poem sound interesting when the poem is read aloud.
  - ■ ▲: Focus on just the first two stanzas.
- Explain to students that one way a poet makes the poem sound interesting when read aloud is by thinking about the poem’s rhythm. Invite students to clap a steady beat, and chorally read the poem aloud to the beat.
- Clap a steady beat and reread the first stanza aloud. Use a total participation technique to invite responses from the group:
  - ***“How many beats are in the first line? How many beats are in the second line?” (two beats in each line)***
- Continue with the remaining stanzas (two beats in each line with the exception of the last line, which has two or three beats, depending on how you read it). Note the rhythm on the Poem Structure Frame. See Poem Structure Frame (example, for teacher reference).
  - ▲ ■: Focus on just the first two to four lines.
- Display the **group bullfrog poem** from Day 1 and explain to students that they are going to help you revise this poem to mimic the parts of speech, rhythm, and rhyming structures they identified in **“The Red-Eyed Tree Frog.”** As a strategy, try starting with the verbs and nouns and adding the adjectives later. Don’t worry if the poem is not perfect; the point is to work with the poem structure.
  - Invite students to help you revise the bullfrog poem on the Poem Structure Frame, mimicking the structure of “The Red-Eyed Tree Frog.”

- Invite students to chorally read the revised group bullfrog poem and explain that they will have a chance to revise their own poems about a frog in the next lesson.
- Prepare students for the next day's independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Cards** and walk through the Day 4 tasks, providing models where helpful.



## Word Study and Vocabulary

### Unit 1, Week 2: Teacher Guide ■●◆▲



#### Daily Learning Targets

##### Day 2

- I can analyze the meaning of an academic vocabulary word with the root form. (RF.3.3a, L.3.4b, L.3.4c)
- ELLs: I can analyze the meaning of an academic vocabulary word with the suffix *-ies*. (RF.3.3a, L.3.4b, L.3.4c)

##### Day 4

- I can analyze the meaning of an academic vocabulary word with the root *bio*. (RF.3.3a, L.3.4b, L.3.4c)
- ELLs: I can analyze the meaning of an academic vocabulary word with the suffixes *-ied*. (RF.3.3a, L.3.4b, L.3.4c)

#### Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Vocabulary Square (or, for ELLs, a Vocabulary Grid) to gain a deeper understanding of the meaning of the word and how to use it. The process followed for the ■●◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
  - The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same Student Activity Cards.
  - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program.
  - ▲ 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. Pre-fill some information on the Student Activity Card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix. Encourage them to say the word and structure in their own sentences: “I use strategies for overcoming \_\_\_\_.”
- **In advance:**
  - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those

components. The Word Study and Vocabulary poster will be in the area where the teacher will be working with groups. Display “The Red-Eyed Tree Frog” in the Writing Practice area of the room for students to read.

## Materials

### Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Cards (from Week 2, Day 1; one per student)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Cards (from Week 2, Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards (from Week 2, Day 1; one per student and one to display)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1, Unit 1, Lesson 6 module lesson)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 5 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student’s home language)

### Days 2 and 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 2: Writing Practice: Student Task Cards**, and remind them they need to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Cards** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

### ■ ● ◆ Days 2 and 4: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.

- Invite students to retrieve their **Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards** and read the words and definitions from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to complete their Vocabulary Square.
- Because this is still quite new, work step-by-step with students to complete the Vocabulary Square using a model where necessary.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

### ▲ **Day 2: Small Group Instruction (20 minutes, once only)**

- Invite students to retrieve their **vocabulary logs** and read the words and definitions they added on Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
  - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their vocabulary logs.
  - 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 focus on a word in a sentence from the End of Unit 1 Assessment, Part II prompt that talks about the reading contract they are writing in the module lessons.

- Focus students on the sentence at the top of their activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on the board or on chart paper.
- Encourage extended conversation about the sentence among students. Monitor and guide conversation with questions such as:  
**“What is the gist of this sentence? What, in the sentence, makes you think so? I’ll give you a minute to think and write or sketch on your activity card.”**
- Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary.)
- Invite students to place a finger on the word *effortlessly*. Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.  
**“What is the translation of effortlessly in our home languages?” (Saukhī in Punjabi)**  
**Invite all students to repeat the word in a different home language.**  
**“Do you see a familiar word in effortlessly that can help you figure out the meaning? Underline it.” (effort) Write effort on the chart paper.**  
**“What is the meaning of effort?” Provide a definition of the word that students can understand. Write the definition on chart paper. (a hard try to do something; vigorous attempt)**
- Invite students to place a finger on *-less* and invite students to say it chorally with you.  
 Turn and Talk:  
**“What is the meaning of -less?” (not having; without)**
- Invite students to place a finger on *-ly* and invite students to say it chorally with you.  
 Turn and Talk:  
**“What is the meaning of -ly?” (manner; the way something appears or happens)**
- Turn and Talk:  
**“What is the meaning of effortlessly?” (doing something in a way without trying hard)**
- Invite students to place a finger on “Soon all the frogs in the lake were relaxing.” Invite students to pretend to be relaxing in a lake. Think-Pair-Share:  
**“What does soon mean? In a long time, or a short time?” (short time)**  
**“So, in the story, first Kikker taught the frogs to catch flies with their tongue. How long did it take after Kikker taught the frogs to catch flies for the frogs to be in the lake relaxing?” (soon; a short time)**  
**“Place your finger on catching flies almost effortlessly. What are flies? Are the frogs flying?” (Flies are tiny animals with wings. No, the flies are flying.)**  
**“How many flies are there? One, or more than one? What, in the word flies, makes you think so?” (The word ends in -ies, which means plural, or more than one.)**
- Invite students to use the chart to break down the word *flies* into the root and the affixes using their Affix List, distributed in Module 1.  
**“So, what is the word for one, singular, of these? For two or more, plural?” (fly; flies)**
- Write *fly* and *flies* on the board and on chart paper. Draw one fly next to **fly** and several flies next to **flies**. Label *fly* “singular” and *flies* “plural.”  
**“What happens to the ending -y in fly when we want to say more than one fly?” (We change it to i and add -es.)**

- Draw an arrow connecting the -y and the -ies.  
*“Place your finger on the word frogs. How do we make the plural of frog? How do we make the plural of fly? What is the difference?” (When a word ends in a consonant, we add -s. When a word ends in a consonant plus -y, we change -y to -i and add -es.)*
- Point to the picture of the fly and the sentence. Think-Pair-Share:  
*“In this sentence, is flies a noun or a verb—a thing or an action?” (noun)*  
*“Flies has another meaning. What is it?” (moves through the air)*  
*“Do we say I fly or I flies?” (I fly.)*
- Ask the same question for the remainder of each inflection: You, It/She/He, We, You, They.  
*“When we say It flies, is flies a noun or a verb—a thing or an action?” (verb)*  
*“Can you all be flies flying quietly?” (Look for students to move around flapping their arms as wings.)*  
*“What are the frogs doing effortlessly? Can you show me?” (catching flies; Look for students to mime catching flies without trying hard.)*  
*“Place your finger on with just a flick of the tongue. Can you show me just a flick of your tongue?” (Students may be uncomfortable showing their tongues. Demonstrate for them, or have everyone flick their finger like a tongue.)*  
*“Why is it effortless for the frogs to catch flies?” (Because they can flick their tongues. No jumping required.)*  
*“Now what do you think is the gist of this sentence?” (With their quick, sticky tongues, the frogs could fairly easily catch flies.)*
- Review with students how to complete a Vocabulary Grid.
- Invite students to complete the Vocabulary Grid on their activity card.
- Prepare students for the next day’s independent activity: Walk through the Unit 1, Week 2: Word Study and Vocabulary: Student Task Card for Day 3, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

▲ **Day 4: Small Group Instruction (20 minutes, once only)**

- Invite students to retrieve their **vocabulary logs** and read the words and definitions they added on Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their vocabulary logs.
  - 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.

**“What is the gist of the sentence? What, in the sentence, makes you think so?” (Answers will vary.)**

- Invite students to place a finger on the phrase “jump up and catch flies” and to say it aloud chorally with you. Invite students to pretend to jump up and catch flies. Model and look for students to mime a frog jumping.
- Invite students to place a finger on the word tried and to say it aloud chorally with you. Turn and Talk:

**“What is the translation of tried in our home languages?” (probó in Spanish)**

- Call on student volunteers to share. 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.

**“What does tried mean, in your own words?” (made an effort to do something)**

**“What part of speech is tried?” (verb)**

- Invite students to use the chart to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to place a finger on “tried to jump up and catch flies.”

**“Is tried present tense or past tense? How do you know?” (Try is present; tried with an -ied shows past.)**

**“What is the present tense of tried?” (try)**

**“When did Kikker try? In the past, present, or future?” (in the past)**

- Draw on the board:

Past	Present
Tried	Try

**“Based on the difference between past and present, what is a rule for forming the past tense of a word like try, ending in a y?” (When a regular verb ends in a consonant plus -y, change y to i and add -ed. Irregular verbs ending in a consonant plus -y have different rules, e.g., fly = flew.)**

**“Did Kikker catch flies? What, in the sentence, makes you think so?” (No—tried to suggests that he didn’t, and but he didn’t catch means that the opposite of catching flies happened.)**

- Invite students to place a finger on the word *single*. Think-Pair-Share:

**“What is the translation of single in our home languages?” (hiji in Sundanese)**

**“What does single mean, in your own words?” (only one)**

**“Why does the author write single and one, instead of just one?” (Single one is a common collocation used for emphasis.)**

**“Did Kikker try just one time? What, in the sentence, makes you think so?” (No. It says he tried all day long.)**

*“How do you think Kikker feels after he tried all day but didn’t catch a single one?”  
(very disappointed; frustrated; sad)*

*“What questions do you have about this sentence?” (Answers will vary.)*

*“Now what do you think is the gist of this sentence?” (Even though he tried to catch flies all day, he didn’t catch anything.)*

*“Kikker couldn’t jump to catch flies. How did Kikker solve his problem?” (used his long, sticky tongue)*

- Review with students how to complete the Vocabulary Grid and guide them through completing the grid where necessary.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.