



Writing Practice

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can plan a paragraph to argue whether or not it is worthwhile for third-graders to study water issues. (W.3.1)
- I can give strong reasons to support my opinion. (RI.3.1, W.3.1b)

Day 3:

- I can revise my paragraph to make it stronger. (W.3.1c, W.3.5)

Teaching Notes

- In this component, students write an opinion paragraph on whether or not it is worthwhile for third-graders to study water issues. This task gives students an opportunity to practice using the linking phrase *As a result* from the Language Dive from Unit 2, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt and review what makes a strong reason. On Day 3, students continue writing or revise their paragraphs to include linking words and phrases and more thoroughly answer the prompt. Depending on the needs of your students, you may wish to focus on a different criterion of opinion writing.
- **Differentiation:** Preview the writing prompt for this component. Form groups of students who need similar support. The ■ and ●▲ cards allocate more time for students to generate strong reasons while the ◆ card allocates time for students to argue both sides of the opinion. To provide more challenge for the ◆ group, challenge students to write a four-paragraph essay instead of a paragraph. To provide more support for the ■ and ●▲ groups, create an opinion paragraph structure diagram (similar to the informative paragraph diagram in Unit 1 Writing Practice). Post for students to refer to throughout the component. Consider grouping students with the same home language to generate reasons in steps 1 and 3.
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Various texts from Units 1–2 (from module lessons)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Is It Worthwhile? opinion paragraphs (begun on Day 2; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets.
 - ▲: Review the meaning of the word *worthwhile*. Remind students of the compound word work from Unit 1 to support them in predicting the meaning of this word.
- Point out that this week students will write an opinion text, just as they wrote an opinion text in Module 3.
 - : Review the basic parts of an opinion paragraph as needed.
 - ▲: Reinforce the concept of *opinion* by inviting students to define it in their own words. Invite them to express an opinion of something familiar before responding to the prompt.
- Instruct students to complete step 1 on their activity cards with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Before debriefing step 1, invite students to work on step 2 with a partner. Remind students they learned about frogs in Module 2 and these are some sample reasons as to whether or not that was worthwhile.
- Debrief step 2. Use a total participation technique to select students to share their answers with the whole group. Cue students with:

Conversation Cue: “Can you figure out what makes a strong reason? I’ll give you time to think and discuss with a partner.” (Responses will vary, but may include: A strong reason has some specific evidence to support it. For example, “It’s boring” cannot be supported by evidence, but “it has nothing to do with a third-grader’s life” can be supported by evidence such as “I read in the XYZ article about frogs that live in XYZ country. But I’ve never been there or seen that type of frog.”)
- Invite students to share out some of the strong reasons they listed for step 1. Be sure to generate reasons why it is worthwhile and not worthwhile. As each reason is shared, discuss what makes the reason strong. Cue students with:

Conversation Cue: “Do you agree or disagree that this is a strong reason? Why? I’ll give you time to think and write.” (Responses will vary.)
- If useful, invite students to use their **various texts from Units 1–2** to help them find evidence for their reasons.
 - ▲: Identify some examples of evidence from the texts that could support the opinion that it is worthwhile or not worthwhile. Help students pick from a variety of prescreened quotes.
 - ● ▲: If useful, invite students to debate not just the strength but also the validity of a particular reason. Cue students with:

Conversation Cue: “Do you agree or disagree with what your classmate said? Why? I’ll give you time to think.”
- Invite students to complete step 3.
 - ▲: Invite the students to say and then write the reasons they are writing down.
 - ◆: Invite students to practice arguing both sides of the opinion.
- If time allows, invite students to talk through their paragraphs.

- Collect the Teacher-Guided Student Activity Cards. (Note: For students who may not be able to remember their reasons and evidence, have the cards available for them to use during Day 2 independent work time.)
- Tell students that tomorrow they will write their paragraphs (or essays). Give specific, positive feedback on their prewriting thinking. Walk through the **Unit 2, Week 2: Writing Practice: Student Task Card** task for Day 2.
 - ◆: Encourage students to write a four-paragraph essay instead of a paragraph.

Instruction for Day 3

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to retrieve their **Is It Worthwhile? opinion paragraphs** from Day 2 and complete step 1 on the activity card.
 - ◆▲: If useful, invite students to exchange paragraphs with a partner and color-code their partner's paragraph instead of their own.
- Invite students to complete step 2.
- Debrief steps 1–2. Invite student volunteers to give examples of things they marked in their paragraphs.
 - : As needed, review focus statements and invite students to share their focus statements and discuss what makes a strong focus statement.
 - ▲: Briefly discuss linking words. List words on the board that help an author give reasons and evidence to support an opinion (e.g., *As a result*, *Therefore*, *For example*, *For instance*, *In addition*). Ask students to work with a partner to identify places where linking words can make their paragraph stronger. Encourage students to practice using the linking phrase *As a result* that they learned in the Language Dive from Unit 2, Week 1: Additional Work with Complex Text. If time permits, consider modeling using linking words by orally arguing whether or not it's worthwhile for third-graders to study frogs. Cue students with:

Conversation Cue: “Can you figure out why I used that linking word?”
 - ◆: Review different linking words and invite students to work with a partner to identify places where linking words can make their paragraph stronger. Challenge them to use a linking phrase other than *For example* and encourage students to practice using the linking phrase *As a result* that they learned in the Language Dive from Unit 2, Week 1: Additional Work with Complex Text.
- Invite students to revise or continue writing. Challenge students who are able to include a specific quote from the text as evidence.
- Collect Teacher-Guided Student Activity Cards.
- Tell students that tomorrow they will have a chance to finish their paragraphs. They should revise the paragraphs to make sure they include a clear focus statement and two strong reasons.
- Tell students in the ◆ group and any other students who have already completed a satisfactory paragraph (or essay) for the first prompt that they will write on the additional prompt. Walk through Day 4 on the **Unit 2, Week 2: Writing Practice: Student Task Card**, providing models where helpful.



Word Study and Vocabulary

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 2

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ible* and *-able*. (RF.3.3a, L.3.4b)

Day 4

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *struct*. (RF.3.3a, L.3.4c)

Teaching Notes

- On Day 2, students focus on the academic vocabulary word *drinkable* with an emphasis on the suffix *-ible* and *-able*. On Day 4, students focus on the academic vocabulary word *constructing* with an emphasis on the root *struct*. Both days, students practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Trees. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:**
 - Prepare independent student materials.

Materials

Day 2 and Day 4

- ☑ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ☑ Chart paper (one piece; used by the teacher to write a definition)
- ☑ Affix List (from Module 1)
- ☑ **Day 2 only:** Unit 2, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

Instruction for Day 2

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.

- Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- ▲: Mini Language Dive: "Latrines, washbasins, taps, and showers were then built, / together with a filtering system / **to ensure every drop of water was drinkable.**"

Note: This Mini Language Dive will span Day 2 and Day 4.

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - "What if we replaced *every* with the word *some*?" It would change the meaning to say that *some* but not all of the water was safe to drink. (determiner)
 - Students can use a cup to pantomime drinking water that is *drinkable* and water that is *undrinkable*.
- Practice: "_____ to ensure every drop of water was (drinkable/accessible/available)." (The well was built to ensure every drop of water was available.)
- Reconstruct: Reread the sentence. Ask:

"Now what do you think the sentence means?"

Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:

- Practice: "We _____[verb phrase] to ensure every _____[noun phrase]." (We went out to recess to ensure every child had something to play with.)
- "How could you use this sentence to talk about solutions to the threat to our freshwater supply?" (We conserve water to ensure every person has access to as much freshwater as he or she needs.)***

- Review how to complete a Vocabulary Tree as needed. Invite students to complete the Vocabulary Tree on their activity card.
 - ▲: Invite students to write the pronunciation. Students who speak a common home language may discuss the translation. Students can use a collocation to form their original sentence. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
 - : Post a simple sentence starter for students to use when writing their original sentence. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
 - ◆: Invite students to write several sentences. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentences.
- Prepare students for Day 3's independent activity: Display the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect activity cards at this time.)

Instruction for Day 4

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Follow the same routine as Day 2:
 - Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
 - Invite students to work independently or with a partner, and use the chart to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
 - Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- ▲: Return to the Mini Language Dive from Day 2. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree. For suggested differentiation, see Instruction for Day 2.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.