



## Writing Practice

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

- Day 1: I can write fluently for 7 minutes. (W.4.2, W.4.4, W.4.10)
- Day 3: I can write fluently for 10 minutes. (W.4.2, W.4.4, W.4.10)

#### Teaching Notes

- On Day 1, students review what it means to write fluently. Then they review the different types of writing they have discussed throughout the module lessons: writing a sentence, a short response, and a paragraph. They choose a topic of their choice or respond to a prompt, writing continuously for 7 minutes.
- On Day 3, students discuss strategies to use when they are not sure what to write about. Then students choose either a topic of their choice or from several prompts related to the module lessons as they write continuously for 10 minutes.
- **Differentiation:**
  - For students who may need additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before 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.
- **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

##### Days 1 and 3

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (one per student)

- ✓ Unit 3, Week 2: Word Study and Vocabulary: 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)
- ✓ Units 1–2 module texts (from Units 1–2 module lessons; one per student)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ **Day 3 Only:** Ways to Write Continuously anchor chart (begun in Unit 2, Week 2, Day 2: Writing Practice)
- ✓ Online or paper translation dictionary (one per ELL in student’s home language)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (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 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**.
- 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** handout.

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

- Invite students to retrieve their **Units 1–2 module texts** and read them to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning targets. Point out to students that this week they will be focusing on writing fluently.
- Direct students’ attention to the definition of *writing fluency* at the top of their activity card: ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose. If necessary, review any terms in this definition.
- Using a total participation technique, invite responses from the group:
 

*“Based on our work in Units 1 and 2, how can we respond to a question or prompt in writing?” (We can write a sentence, a short response, or a paragraph.)*
- Direct students’ attention to the Types of Written Responses on their activity card.
- Review the differences between each type of response, pointing out that short responses are usually shorter than paragraphs and don’t need to be in any particular order as long as they answer each part of the question they are answering.

- Direct students' attention to the writing prompts on the activity card and chorally read them aloud.
- Point out that the first two prompts have to do with what inspires people to write poems and they can write a short response, a sentence, or a paragraph. The third prompt is their opportunity to practice writing their own poems.
- Repeat a similar instructional sequence to the one below for each prompt:
  1. Repeat and rephrase the prompt.
  2. If necessary, select a piece of unfamiliar language in the prompt. Invite students to explore the meaning by using their **online or paper translation dictionary**, discussing, and applying the language to their home life or education.
  3. Model selecting the prompt and thinking about how to respond to the prompt.
  4. Invite students to select a prompt to respond to.
  5. Ask students to tell an elbow partner, in their own words, what they will write.
    - ▲ Invite students to discuss the prompts in their home language with a student who shares the same home language. Students who do not have a home language in common can be given additional time to think or take notes on the prompt in their home language.
- Give students 7 minutes to respond to the prompt. Tell them they should try to write for the entire 7 minutes, and that they can refer to their Units 1–2 module texts as they write.
- Invite volunteers to read their responses aloud for the whole group.
- Invite students to reflect on the process of writing by discussing the following:
 

***“What were your challenges as you wrote today?”***

***“What were your successes?”***
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
 

***Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)***
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.
- Collect Teacher-Guided Student Activity Card to review student responses to identify common issues to use as teaching points on Day 3.

**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 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**.
- 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** handout.

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

- Invite students to retrieve their **Units 1–2 module texts** and read them 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 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target for today. Remind students that this week they are focusing on writing fluently, and today they will be writing for longer than they did on Day 1.
- Discuss with students what they can do when they get stuck and do not know what to write. As students share out, capture their responses on the **Ways to Write Continuously anchor chart**. For example:
  - Note some possible ideas and choose the one you know the most about.
  - Talk to an elbow partner to find out what he or she is writing.
  - Look through your texts to see if they give you any ideas.
  - Ask the teacher for help.
- Direct students' attention to the writing prompts on the task card and chorally read them aloud. Remind students they saw these prompts on Day 1 and that this time they are going to choose a different prompt. Repeat a similar instructional sequence to the one below for each prompt:
  - ■▲ Consider choosing only one or two of the prompts for students to focus on.
    - Repeat and rephrase the prompt.
    - If necessary, select a piece of unfamiliar language in the prompt. Invite students to explore the meaning by using their **online or paper translation dictionary**, discussing, and applying the language to their home life or education.
    - Model selecting the prompt and thinking about how to respond to the prompt.
    - Invite students to select a prompt to respond to.
    - Ask students to tell an elbow partner, in their own words, what they will write.
  - ▲ Invite students to discuss the prompts in their home language with a student who shares the same home language. Students who do not have a home language in common can be given additional time to think or take notes on the prompt in their home language.
- Give students 10 minutes to respond to the prompt. Tell them they should try to write for the entire 10 minutes, and that they can refer to their Units 1–2 module texts and the Ways to Write Continuously anchor chart as they write.
  - ◆ If students finish quickly, they can choose to respond to another prompt, or they can revise their own or another's writing for spelling, punctuation, and grammar.
- Invite volunteers to read their responses aloud for the whole group.
- Invite students to reflect on the process of writing by discussing the following:
 

***“What were your challenges as you wrote today?”***

***“What were your successes?”***
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:
 

***Conversation Cue: “Who can tell us what your classmate said in your own words?”***

***(Responses will vary.)***
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



## Word Study and Vocabulary

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *in-*. (RF.4.3a, L.4.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *vis-*. (RF.4.3a, L.4.4b)

#### 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 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 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, it is suggested ● and ◆ are grouped together to work on the same activity card.
  - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills 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 task 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. (Example: "I use strategies for overcoming \_\_\_\_.")
- **In advance:**
  - Post 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.

### Materials

#### Days 2 and 4

- ✓ Poster Walk posters (from Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display) Unit 3, Week 2: Writing Practice: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 3, 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)
- ✓ Vocabulary log (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Unit 1, Lesson 11 module lesson)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (from Week 2, Day 1; one for display)

#### 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 3, Week 2: Writing Practice: Student Task Card**, and remind them they will need to retrieve their **Unit 3, Week 2: Independent Reading: Student Task Card** 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** handout.

#### ■ ● ◆ 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 **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 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card**.



- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the task 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 task 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 Unit 1 of the module lessons.
- 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 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card.
- 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 Performance Task anchor chart that talks about what they will do at the end of the module for the performance task. They will be showing their classmates a poem they wrote.
  - Focus students on the sentence at the top of their task 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.

– Ask:

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

- Encourage extended conversation among students about the meaning of the sentence. If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students. Note: Students will focus on the word *visuals* on Day 4.
- Focus students on the word *inspired* and invite them to place a finger on it and say it aloud chorally 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. Invite students to represent the pronunciation of the word in a way that is helpful to them on the grid on the second page of their task card.

***“What is the translation of inspired in our home languages? I’ll give you a minute to think, use your dictionary, and write on the grid on your activity card.”***

- Students can use their dictionary to find translations and cognates—words with same origin—in their home language.
- Invite students to place a finger on the suffix *-ed* and to say it aloud chorally with you. Turn and Talk:

***“What is the meaning of the suffix? I’ll give you a minute to think, use your Affix List, and write your ideas on the grid on the second page of your activity card.”***

- Invite students to write the affix and its meaning on the grid. Call on a student and write his or her ideas on the board or on chart paper.

***“Turn to an elbow partner and say whether you agree or disagree about the meaning of the suffix, and why.”***

- Give students 1 minute, then call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (It means a verb is in the past tense, something that happened in the past. Note for students that because *inspire* already ends in an “e,” when it becomes past tense, you just add a “d.”)

***“Look on the task card. What are the two meanings of the root spire? What’s the difference between the two meanings? I’ll give you a minute to think.”***

- Invite students to Turn and Talk with a partner about the two meanings of the root. Call on a student and write his or her ideas on the board or on chart paper. Note: If you have students who speak a romance language, they will likely know words in their home language with this same root. Encourage them to make connections.

***“Turn to your elbow partner and say whether you agree or disagree, and why.”***

- Give students 1 minute, then call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (*Spire* means to breathe, like *respiratory system*, or breath of life like *spirit*.)

***“What is the meaning of the prefix in-? I’ll give you a minute to think, use your Affix List, and write your ideas on the grid.”***

- Invite students to write the prefix and its meaning on the grid. Call on a student and write his or her ideas on the board or on chart paper.

***“Turn to your elbow partner and say whether you agree or disagree, and why.”***



- Give students 1 minute, then call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (*In-* means “not” like *ineffective*, but it also means “into” like *inform*. In this case, it means “into.”)

***“So, what is the meaning of inspired? I’ll give you a minute to think, sketch, and write on the grid on your task card.”***

- Invite students to sketch a visual representation of the word on the grid of their activity card to help them remember the meaning. Invite them to write a definition in their own words. Call on a student and write his or her ideas on the board or on chart paper. (*Inspired* means to get an idea from somewhere—as if the idea was breathed into your mind.)
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the meaning of the word:

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

- Point to the sentence on the board or on chart paper and read it aloud again, and invite students to point to the sentence on their activity card and read along silently in their heads. Ask:

***“Who can tell me another way to say what in this sentence?” (things that)***

***“So, what do we want the listener to understand?” (the things that make us feel like writing poetry)***

***“Why are we including pictures or videos in our presentation?” (to help listeners better understand what inspired us)***

***“When you wrote your poems, you were inspired by something. What inspired you to write your poems? What pictures or videos would help show that?” (Responses will vary, but may include a storm or a picture of a storm clouds.)***

- As students respond, invite them to create a sentence using the frame on the task card to use *inspired* in response to the question. (Example: “A picture of a \_\_\_\_ will help my listener understand I was inspired by \_\_\_\_.”)
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:

***Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)***

- Invite students to get to know the word *inspired* better. Review how to complete the Vocabulary Grid.
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card** and walk through the tasks for Day 3, providing models where helpful.
- Collect Teacher-Guided Student Activity Card 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 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card.

- Review the Daily Learning Target and discuss its meaning.
- Tell students they will focus on a word in a sentence from the Performance Task anchor chart that talks about what they will do at the end of the module for the performance task. They will be showing their classmates a poem they wrote.
- 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.
- Turn and Talk:

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

- Review the meaning of the word *inspired*. After providing think time, ask students to share out.
- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.

***Conversation Cue: “Who can tell us what your classmate just said in your own words?”  
(Responses will vary.)***

- Display the following sentence frames. Invite students to use *inspired* in a sentence using the sentence frames.
  - “A picture of a \_\_\_\_\_ will help a listener understand I was inspired by \_\_\_\_\_.”
  - “The listener will better understand what inspired me to write my poem when I show a video of \_\_\_\_\_.”
- 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. Chorally 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.
  - Invite students to place a finger on the word *visuals* and to say it aloud chorally with you.
  - Break the word down into syllables and say aloud, then invite students to break it down into syllables and say each syllable aloud with you. Invite students to represent the pronunciation of the word in a way that is helpful to them on the grid on the second page of their activity card.

***“What is the translation of visuals in our home languages? I’ll give you a minute to think, use your dictionary, and write on the grid on your task card.”***

- Students can use their dictionary to find translations and cognates—words with the same origin—in their home language.
- Invite students to place a finger on the root, *vis-*, and to say it aloud chorally with you.

***“What is the meaning of the root? I’ll give you a minute to think, use your Affix List, and write your ideas on the grid on your activity card.”***

- Invite students to write the root and its meaning on the grid. Call on a student and write his or her ideas on the board or on chart paper.

***“Turn to an elbow partner and say whether you agree or disagree about the meaning of the root, and why.”***

- Give students 1 minute, then call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (It means to look at or see.)
- Invite students to place a finger on the suffix, *-al*, and to say it aloud chorally with you. Turn and Talk:

***“What is the meaning of the suffix? I’ll give you a minute to think, use your Affix List, and write your ideas on the grid on your activity card.”***

- Invite students to write the suffix and its meaning on the grid. Call on a different student and write his or her ideas on the board or on chart paper.

***“Turn to your elbow partner and say whether you agree or disagree, and why.”***

- Give students 1 minute, then call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (*-al* means having to do with or characterized by.)
- Invite students to place a finger on the *-s* in *visuals* and to say it aloud chorally with you. Turn and Talk:

***“What if the word didn’t have this suffix? How would that change the meaning?” (Because this word is a noun, when it ends in -s, it becomes plural. If it didn’t have -s, we would know we needed only one visual.)***

- Give students some time to list other plural words they know and write their ideas on the board/chart paper. Confirm correct answers. (Note: If needed, discuss how some verbs end in *-s*, too, but they are not plural—e.g., She *walks* her dog in the morning. Only nouns become plural with an added *-s*.)

***“So, what is the meaning of visuals? I’ll give you a minute to think, sketch, and write on the grid on your task card.”***

- Invite students to sketch a visual representation of the word on the grid of their activity card to help them remember the meaning. Invite them to write a definition in their own words. Call on a student and write his or her ideas on the board/chart paper. (Visuals are the parts of a film or presentation that you can see as opposed to hear.)
- Point to the sentence on the board or on chart paper and read it aloud again, and invite students to point to the sentence on their activity card and read along silently in their heads. Ask:

***“Who can tell me another way to say what in this sentence?” (things that)***

***“So, what do we want the listener to understand?” (the things that make us feel like writing poetry)***

***“What are we including in our presentation, and why?” (visuals to help listeners better understand what inspired us)***

***“What are some examples of some visuals someone could use?” (pictures, videos, drawings)***

***“When you wrote your poems, you were inspired by something. What inspired you to write your poems? What pictures or videos would help show that?” (Responses will vary.)***

- As students respond, invite them to create a sentence frame for using visuals to respond to the questions. (Example: “The visuals for my presentation will be \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_.”)
- Invite students to get to know the word *visuals* better. Review how to complete the Vocabulary Grid.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.