



## Reading and Speaking Fluency/GUM

### Unit 2, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 1

- ● ◆: I can explain how the words *can*, *may*, and *must* change the meaning of a sentence. (L.4.1c)
- ▲: I can use the modals *can* and *can't* to express ability. (L.4.1c)

##### Day 3

- ● ◆: I can write sentences using modal auxiliaries to convey various conditions. (L.4.1c)
- ▲: I can use the modal *would* with *If*. (L.4.1c)

#### Teaching Notes

- On Day 1 of this component, students discuss how the meaning of sentences changes when the modal auxiliary is switched. Note that the term *modal auxiliary* is not formally introduced until Lesson 2 in the module lessons.
- ▲ Day 1: Students begin the week by participating in a Language Dive to analyze a sentence from the module text “Fight to Survive!” They focus on the grammar and usage of the modals *can* and *can't* for ability. These modals are high-frequency in all texts in the curriculum and beyond; therefore, it is critical that students understand and use them correctly.
- Later in the Unit 2 module lessons, students learn more about using modal auxiliaries when writing their informative pieces about their expert group animals. Day 3 prepares them for that work.
- ▲ Day 3: Students continue working with modals, analyzing sentences containing a language structure that is similar to one that appears frequently in the pufferfish texts in the Mid-Unit 2 Assessment of the module lessons. They focus on the grammar, usage, and meaning of the modal *would* in conjunction with *If* conditionals for possible future events. This structure may be unfamiliar or confusing—or both—to many students. This modal is high-frequency in the Mid-Unit 2 Assessment and outside the curriculum; therefore, it is critical that students understand and use it correctly.
- **Differentiation:**
  - Day 1: For students needing additional support, consider providing transition words or phrases for revising Sentences 5 and 6 such as *in order to* or *because*. Consider allowing students to choose which sentence to revise. Students needing extension opportunities can add information to clarify the condition of Sentences 1–3, or write their own sentences using *can*, *may*, or *must*.
  - Day 3: Consider assigning students certain modals, such as *could* or *might*, to write example sentences for. Consider identifying a picture from students’ Unit 2 research texts to write example sentences about.

- Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same activity card. Consider leveling ELLs who need lighter support as ■.
- ▲ 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.
- ▲ Day 1: Levels of Support: To provide lighter support, ask students to compare the sentences on the Can and Can't anchor chart to the following sentences from "Fight to Survive!" in order to compare the meanings of *can* and *could*. They could then collect *can* and *could* sentences from either "Fight to Survive!" or texts they are independently research reading and categorize their meaning using the following headings: "Able to in the present," "Generally possible in the present," and "Possible in the future."
  - "From a distance, only the ostrich's body can be seen."
  - "A cheetah slinking through tall grass could easily be missed by some members of the herd."
- ▲ Day 3: Levels of Support: To provide lighter support, do not provide sentence frames. Instead of using the sentence strips, allow students to write their own *If + would* sentences, cut them in half, and ask a partner to reassemble them.
- **In advance:**
  - Place Poster Walk Posters 1, 4, 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 Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.
  - ▲ Day 1:
    - Ready a picture of an ostrich (e.g., <http://www.arkive.org/ostrich/struthio-camelus>).
    - Prepare the Can and Can't anchor chart on chart paper. Under the heading "Can and Can't," write the following from the module text "Fight to Survive!" (Include highlighting and underlining. Boldface indicates the focus words, and underlining indicates words affected by the key words):
      - They **can** cover great distances without much effort. In fact, ostriches have the longest legs of any bird. They are the fastest birds in the world! Even though ostriches have wings, they **can't** fly to escape from predators.
  - ▲ Day 3:
    - Ready the following pictures for display:
      - Bird (e.g., <http://www.arkive.org/robin/erithacus-rubecula>)
      - Monarch butterfly (e.g., <http://www.arkive.org/monarch-butterfly/danaus-plexippus/>)
      - Springbok jumping (e.g., <http://www.arkive.org/springbok/antidorcas-marsupialis/>)
    - Create the If and Would anchor chart by writing the following sentences on a new piece of chart paper under the heading "If and Would." Include the boldface and underlining or similar highlighting. (Note that the pronoun *it* with *would* refers to the

springbok in the *If* clause, not to a general, “existential” situation. Be sure students use this structure similarly as they practice the structure in the Mini Language Dive.)

- **If** the bird were to eat her, the bird would be \_\_\_\_\_. (e.g., surprised, poisoned)
- **If** a springbok were to jump higher than all the other springboks, it would be telling a predator that it is faster.
- Prepare the Would sentence strips, one set per pair.

### Materials

#### Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (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 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)
- ✓ Day 3: Unit 2 research texts (from Unit 2 module lessons)
- ✓ ▲ Day 1: Picture of an ostrich (see Teaching Notes)
- ✓ ▲ Day 1: Can and Can't anchor chart (see Teaching Notes)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Day 3: Bird, monarch butterfly, and springbok jumping photographs (see Teaching Notes)
- ✓ ▲ Day 3: If and Would anchor chart (see Teaching Notes)
- ✓ ▲ Day 3: Would sentence strips (one set per pair)

#### 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 Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 1: Independent Reading: Student Task Card** and the **Unit 2, Week 1: Additional Work with Complex Text: 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** handouts.

### ◆●● Day 1: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and direct students to read the first three example sentences. As students read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss what it means.
- Refocus students on the first three sentences on their activity cards. Ask students what they notice about these sentences.
- Listen for students to notice that these sentences are all exactly the same except for one word. Invite students to underline the word that is different in each sentence. Look for them to underline *can* in the first, *may* in the second, and *must* in the third.
- Point out that each of these sentences means something slightly different. Discuss the meaning of the first three sentences, listening for explanations such as:
  - Sentence 1: There are some caterpillars that have the ability to roll up leaves and seal them shut.
  - Sentence 2: It is possible for some caterpillars to roll up leaves and seal them shut.
  - Sentence 3: There are some caterpillars that need to roll up leaves and seal them shut.
- Focus students on the definitions of *can*, *may*, and *must* on their activity card. Invite a volunteer to read each definition aloud.
- Explain that when speaking or writing, we use these words to show various conditions. Tell students that we must choose these words carefully in order to make our meaning clear.
- Focus students on the next three example sentences. Invite students to underline the word that is different in each sentence, again looking for students to underline *can*, *may*, and *must*.
- Ask students to turn to an elbow partner and discuss the meanings of these sentences. Invite volunteers to share out whole group. Listen for explanations such as:
  - Sentence 4: It is possible for an ostrich to outrun most predators.
  - Sentence 5: An ostrich needs to outrun its predators.
  - Sentence 6: An ostrich has the ability to outrun its predators.
- Explain that in order to know which word to use, the speaker or writer must think about the condition he or she is trying to communicate. Tell students that this information should be included in the sentence to make the meaning clear.
- Model adding information to clarify the condition being shown in Sentence 4: An ostrich may outrun most predators because it runs at speeds up to 40 miles an hour.
- Invite students to turn to an elbow partner and discuss how to clarify the meaning of Sentences 5 and 6 by thinking about the condition each sentence is trying to show.
  - Sentence 5: An ostrich must outrun most predators in order to survive.
  - Sentence 6: If pursued, an ostrich can outrun most predators.
- Invite students to revise Sentences 4–6 in order to clarify the meaning of the sentences based on the condition each sentence is trying to show.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Reading and Speaking Fluency/GUM component.

- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

▲ **Day 1: Small Group Instruction (20 minutes)**

- Display the **picture of an ostrich**. Ask students to turn and talk with an elbow partner to describe the ostrich. As students do this, check in with students in the other ALL groups who need support in getting started.
- Distribute the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card and review the Daily Learning Target and discuss what it means.
- Invite pairs to share out their descriptions of the ostrich. As pairs share out, begin to ask *can* and *can’t* questions related to ostriches, such as:

*“Can the ostrich run fast?” (Yes, it can.)*

- Emphasize *can* and nod your head.

*“Can the ostrich roll into a ball?” (No, it can’t.)*

- Emphasize *can’t*—especially the “-t” ending—and shake your head.

- Display the **Can and Can’t anchor chart** and read aloud the sentences at the top to model fluency. Then choral read slowly, emphasizing *can* and *can’t*.

- 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 logs.

- Turn and Talk:

*“What animal is the text on the anchor chart about?” (the ostrich)*

*“What is a great distance? From here to the door, or to the store?” (the store)*

*“What does cover great distances mean?” (run far)*

*“Can an ostrich cover great distances?” (yes)*

- Discuss the meaning of the *can* structures for ability. Example:

*“What does can mean?” (is able to)*

*“How do we say NOT able to?” (cannot, usually can’t)*

*“Does an ostrich talk? Why?” (No, it can’t talk.)*

*“What does it mean to escape from predators? Can ostriches fly to escape?” (No, they can’t fly.)*

*“How can they escape?” (run)*

- Draw a T-chart on the Can and Can’t anchor chart with columns labeled “Can” and “Can’t.”

- Invite students to talk in pairs about things that ostriches can and can’t do.

- Write examples: “They can run fast. They can’t talk.”

- When students report back, check pronunciation of *can* and *can't*. (Students can hold their hand in front of their mouth to feel the breath coming from the “-t” sound.)
- Invite students to talk about the things they can and can't do. Give examples: “I can talk. I can't fly.” Allow pairs time to discuss and then report back.
- Prepare students for the next day's independent activity: Display the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card and walk through the Day 2 tasks, providing models where helpful.

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

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted Poster Walk Posters 1, 4, 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 2, Week 1: Independent Reading: Student Task Card and the Unit 2, Week 1: Additional Work with Complex Text: 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** handouts.

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

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Redistribute the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card and direct students to preview the work they will be doing. As students read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss what it means.
- Remind students that they have been working with the words *can*, *may*, and *must* throughout the week, and that these helping verbs are called modal auxiliaries.
- Remind students that modal auxiliaries are words that express the condition of a verb.
- Focus students on the words *can*, *may*, and *must* on the Modal Auxiliary chart on their activity cards. Review how these words can change the meaning of a sentence.
- Invite students to write an example sentence for *can*, *may*, and *must* in the last column of the Modal Auxiliary chart.
- Focus students on the other modals on the Modal Auxiliary chart and tell students that these are other commonly used modals.
- Discuss the use of each modal, inviting students to write the use in the appropriate spot on their activity card.
  - *could*: used to express that there was an ability to do something in the past
  - *might*: used to express the possibility of something happening or being true in the present or future
  - *shall*: used to express a future action or state; will
  - *should*: used to indicate that some action is advisable or important for someone or something to do

- *will*: used to indicate future time of a verb
- *would*: used to describe a behavior of someone or something in the past
- Point out that like *can*, *may*, and *must*, these words can clarify or make the meaning more precise in a sentence.
- Model with the example sentence on the activity card.
  - Sentence 2: Change *would* to *might*; explain that this sentence is describing something in the present or future (hide, blends) and hiding is a possible way the fawn can protect itself.
- Invite students to choose a picture from their **Unit 2 research texts**. Ask students to think of a sentence they could say about the animal in their chosen picture that uses one of these new modal auxiliaries.
- Choose volunteers to share their sentences with the group.
- Invite students to work with an elbow partner to write an example sentence for the remaining modals in the last column of the Modal Auxiliary chart. Support students as needed, prompting them by asking questions such as: “What condition are you trying to show?” and “Are you describing something happening in the past, present, or future?”
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.

▲ **Day 3: Small Group Instruction (20 minutes)**

- Display the **bird, monarch butterfly, and springbok jumping photographs**. Ask students to turn and talk with an elbow partner to choose one of the animals to describe. As students do this, check in with students in the other ALL groups who need support in getting started.
- Redistribute the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card and review the Daily Learning Target and discuss what it means.
- Point to the picture of a bird and the picture of a monarch butterfly.
- Say:
  - “*Imagine that tomorrow you see a monarch butterfly. A bird is looking at her. If the bird were to eat her, what would happen to the bird? Tell your partner.” To provide heavier support, rephrase: “The bird eats her. What happens to the bird?”*
- Focus students on the first sentence on the **If and Would anchor chart**.
- Ask students to discuss their ideas for how to complete the sentence with an elbow partner.
- Select students to report their responses back to the group. Reinforce the use of *would*.
- Turn and Talk:
  - “*Do birds eat monarch butterflies?” (Yes. Sometimes. Not usually.)*
  - “*Will you see a bird eating a monarch butterfly tomorrow?” (No. Probably not. Maybe not.)*
- Focus students on the picture of a springbok jumping.
- Focus students on the second sentence on the If and Would anchor chart. Read the sentence aloud to model fluency, emphasizing *would*.

- 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.
  - Encourage extended conversation among students about the meaning of the sentences, especially the key words: *when*, *however*, and *more likely to*. Monitor and guide student conversation:
  - Discuss the meaning of *would* and provide the following examples through questions:
    - “*If a springbok were to jump higher than all the other springboks, what would it be telling the predator?*” (*that it is fitter and faster than the others*)
    - “*When is the springbok jumping?*” (*in the future*)
    - “*Will the springbok jump higher than all the other springboks?*” (*Maybe. Who knows?*)
  - Point to *If*. Ask the group and select students to share their responses:
    - “*What does the word If tell us?*” (*Maybe the springbok will jump higher. Maybe not.*)
  - Point to *would*. Ask the group and select students to share their responses:
    - “*Why do we say would?*” (*Would helps us say what we think maybe happens in the future if the springbok jumps higher.*)
  - Say to students:
    - “*You can use If + would to talk about one event that you think may happen in the future, plus a second event that may happen because of that first event.*”
  - Draw this relationship on a timeline on the If and Would anchor chart.
- Distribute **Would sentence strips** to pairs of students.
- Allow students to discuss and match the strips in pairs and to report back to the group, reading the complete, correct sentences aloud.
- Ask pairs to discuss:
  - “*If a gazelle were to walk into our school, what would happen to the gazelle?*”
- Provide a sentence frame: “If a gazelle were to walk into our school, it would be \_\_\_\_.” (e.g., scared)
- Invite pairs to share back to the group. Point out errors that you hear in the *it would be* structure in particular.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



## Additional Work with Complex Text

### Unit 2, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2

- ● ◆: I can use text features to locate information on a web page. (RI.4.5, RF.4.4)
- ▲: I can use the words *when* and *however* correctly. (RF.4.4, L.4.1a)

##### Day 4

- ● ◆: I can use online resources to understand words on a web page. (L.4.4c)
- ▲: I can analyze the structure and meaning of descriptive sentences about the armadillo. (RF.4.4, W.4.2d, L.4.6)

#### Teaching Notes

- On Day 2, students work together, with teacher guidance, to examine the text features of a website that has the same structure as the websites they will be using in their expert groups but focuses on simpler, more familiar content. Students will explore an ARKive website on the robin in order to understand what type of information is available on this series of websites and where that information is located.
- ▲ Day 2: Students analyze two sentences from the “Brazilian three-banded armadillo” web page to focus on the relative adverb *when* for time and condition and *however* for contrast. These types of clauses are found throughout the texts students are reading.
- On Day 4, students practice using a glossary, hyperlink, or online dictionary to define key words they will encounter in their web-page research.
- ▲ Day 4: Students analyze two sentences from the “Brazilian three-banded armadillo” text. The structures combine to create an elaborate description of the animal’s plating. The text is typical of the complex descriptive language used throughout the curriculum.
- **Differentiation:**
  - The Teacher-Guided Student Activity Cards are differentiated.
  - Note that, as explained in the Unit Overview, ■ and ● are grouped together to provide opportunities for peer coaching ■.
  - ▲ 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.
  - ▲ Day 2: To provide heavier support, provide students with sentence frames such as: “The armadillo looks (round, fat),” “It is (brown, black, beige),” or “It has (rings, ears, legs).”

- ▲ Day 4: To provide lighter support, invite students to paraphrase the sentence in English or in a home language for students who need heavier support, pointing to the parts of the picture as they do so.
- **In advance:**
  - Place Poster Walk Posters 1, 4, 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 Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.
  - Day 2: Prepare to display the ARKive web page about the robin (<http://www.arkive.org/robin/erithacus-rubecula/>). Either display the web page to the entire group or provide devices for students to share with the web page loaded.
  - ▲ Day 2: Create the When and However anchor chart by writing the following sentences from “Brazilian three-banded armadillo,” including boldface, on chart paper under the heading “When and However.” (Boldface indicates the focus words.):
    - An armadillo can run amazingly fast when threatened by a predator. However, it is more likely to curl up into a tough ball that predators can’t penetrate.
  - Day 4: Students will need access to their Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card during the independent Reading and Speaking Fluency/GUM component.
  - Day 4: Prepare to display:
    - ARKive web page about the robin (<http://www.arkive.org/robin/erithacus-rubecula/>). Either display webpage to the entire group or provide devices for students to share with the web page loaded.
    - Brazilian three-banded armadillo: <http://www.arkive.org/brazilian-three-banded-armadillo/tolypeutes-tricinctus/>
    - Springbok: <http://www.arkive.org/springbok/antidorcas-marsupialis/>
    - Ostrich: <http://www.arkive.org/ostrich/struthio-camelus/>
    - Monarch butterfly: <http://www.arkive.org/monarch-butterfly/danaus-plexippus/>
  - ▲ Day 4: Create the Describing the Armadillo anchor chart by writing the following sentences from the “Brazilian three-banded armadillo” web page on chart paper under the heading “Describing the Armadillo”:
    - This species can be distinguished by its blackish-brown armour plating, which covers the body, head, and tail. The plating on the body forms two domed shells, separated by three armoured bands that are joined together by flexible bands of skin.

### 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 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one per student)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Cards (from 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)
- ✓ ARKive web page about the robin (to display; see Teaching Notes)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ✓ **Day 2 only:** Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)
- ✓ Day 4: Expert group web pages (see Teaching Notes)
- ✓ ▲ Day 2: When and However anchor chart (see Teaching Notes)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Day 4: Describing the Armadillo anchor chart (see Teaching Notes)
- ✓ ▲ Day 4: Lined paper

### Day 2: 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 Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- 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 2: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Project the **ARKive web page about the robin**, or provide copies of the Printable Fact Sheet (available on the website). Invite students to read the information. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 1 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.

- Review the Daily Learning Targets and discuss their meaning.
- Focus students back on the displayed webpage. Briefly introduce the web page as one similar to the web page students will be using to research their expert group animal.
- Guide students through completing their activity cards, providing as much or as little support as they need. Complete each task on the card together, providing additional explanations and support as needed.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day's independent activity: Walk through the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

▲ **Day 2: Small Group Instruction (20 minutes)**

- Focus students' attention on the **When and However anchor chart** and invite them to take turns reading the sentences aloud to one another. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 1 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card using the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- Review the Daily Learning Targets and discuss their 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 logs.
  - Focus students' attention on the first sentence on the When and However anchor chart and invite them to read it chorally aloud with you: An armadillo can run amazingly fast when threatened by a predator.
    - ***“Does the three-banded armadillo always run fast?” (No)***
    - Point to the word *when* and invite students to read this word chorally aloud with you.
    - Ask the group and select volunteers to share their answers:
      - ***“What does when tell us?” (in certain situations, circumstances; sometimes)***
      - Share examples using the word *when*: “We eat when we are hungry.” “We go to recess when the bell rings.”
      - Ask the group and select volunteers to share their answers:
        - ***“So, does the armadillo run fast all the time?” (No; it runs fast when there is a predator.)***
    - Focus students on the second sentence and ask them to read it aloud chorally with you: “However, it is more likely to curl up into a tough ball that predators can't penetrate.”
    - Ask the group and select volunteers to share their answers:

**“What is another word for However?” (But)**

- If productive, use a Goal 3 Conversation Cue to challenge students:  
**Conversation Cue: “Can you figure out why the author wrote However? I’ll give you time to think and discuss with a partner.” (However signals that the author will introduce an idea that opposes the previous idea. The armadillo might run, but it will probably curl up.)**
- Focus students on the words *more likely to*.
- Give examples and act out if needed:  
**“If you are close to a bird, and you wave your arm, is the bird more likely to fly away, or more likely to stay where it is?” (more likely to fly)**
- Return to the sentences and reread aloud. Then rephrase and ask the group and select volunteers to share their answers:  
**“When threatened by a predator, what is the armadillo more likely to do?” (curl up into a ball)**
- Ask students to discuss with an elbow partner:  
**“What are two ways the three-banded armadillo defends itself from predators?” (runs and curls up into a ball)**
- Cold call students to share their responses with the group and write their answers on the When and However anchor chart under a new heading: Defense Mechanisms.
- Invite students to practice saying sentences about the armadillo using the words when and however. They can use the examples on the anchor chart and these sentences for support: “We don’t go to school when it snows. However, it hasn’t snowed this year.”
- Students in pairs can take turns giving feedback on their sentences by asking these questions: “Does your partner’s ‘when sentence’ talk about time or special situations? Does your partner’s ‘however sentence’ talk about an opposite idea?”
- Prepare students for the next day’s independent activity: Walk through the Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

**Day 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 Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and on Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card and Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for the independent work components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- 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 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.

- Project the **ARKive web page about the robin**, or provide copies of the Printable Fact Sheet (available on the website). Invite students to read the information. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 3 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Guide students through completing their activity cards using their **expert group web page**, providing as much or as little support as they need. Complete each task on the card together, providing additional explanations and support as needed.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.

### ▲ Day 4: Small Group Instruction (20 minutes)

- Focus students' attention on the **Describing the Armadillo anchor chart** and invite them to take turns reading the sentences aloud to one another. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 3 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card using the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- Review the Daily Learning Targets and discuss their 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 logs.
  - Focus students on the words *This species* and invite them to say the words chorally aloud with you:
    - **“What does This species refer to?” (the Brazilian three-banded armadillo)**
    - **“Why do you think the author describes the armadillo as blackish-brown?” (because it is brown but looks almost black)**
  - Point out the suffix *-ish* and model describing your own hair with this suffix. For example: “My hair is reddish brown, which means it is brown but has some red in it.”
  - Ask students to describe their own hair using the *-ish* suffix to an elbow partner.
  - Select students to share their descriptions with the group and clarify any misconceptions.

- Turn and Talk:  
*“The text describes armour plating. What could that be? We are given a hint—it says ‘armour plating {which covers the body, head and tail}.’”*
- Show students a picture of the three-banded armadillo on the expert group web page. Read the first part of Sentence 2 aloud and ask:  
*“Can you show us the two domed shells?” (Point out the domed shells and call attention to the shape—the domes.)*
- Read the last part of that sentence aloud: “{which are joined together} by flexible bands of skin.” Ask students and select a volunteer to show to the group:  
*“Where are the flexible bands of skin?”*
- Ask students to discuss in pairs, and cold call students to share with the group:  
*“Why do you think the author of this text spent so much time describing the armor plating of the three-banded armadillo?” (because it is an important feature of the armadillo in describing not only what it looks like, but also its defense mechanisms)*
- Invite students to work with a partner to write their own descriptive paragraphs about the armadillo on **lined paper**.
- Select volunteers to share with the whole group.
- Collect student writing to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.