



## Writing Practice

### Unit 2, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can reflect on one of the themes in *The Hope Chest*. (W.4.2, W.4.2e)

##### Day 3

- I can analyze a concluding paragraph from the model essay. (W.4.2e)

#### Teaching Notes

- In this component, students work on writing concluding paragraphs. They write one or more conclusions in which they reflect on the themes of *The Hope Chest*. This task supports students as they write their concluding paragraphs to their literary essays in module Lesson 13 and prepares them to write a concluding paragraph on the End of Unit 2 Assessment. This task also gives students an opportunity to practice the focus structure *Now I understand why*, using the relative adverb *why* from the Language Dive from Unit 2, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt and begin reflecting on one or more of the themes. To help prepare students for writing the literary essay on the End of Unit 2 Assessment, encourage them to brainstorm and discuss several themes.
- On Day 3, students review the components of a concluding paragraph and practice orally turning one of the personal reflections into a concluding paragraph. Students have time to write their conclusions in module Lesson 13. Depending on the needs of your students, you may give them additional time to write their conclusions on Day 4, or require them to practice writing a conclusion on an additional theme.
- Note: This lesson assumes students have completed module Lesson 9.
- **Differentiation:** Preview the writing prompt for this component. Based on your own observations in module Lessons 9 and 10 and past writing assignments, consider restructuring the ■ group so that students use this component to work on the body paragraphs of the literary essay they write in module Lessons 10–12. The Teacher-Guided Student Activity Card for the ◆ group allocates time for students to compare two different concluding paragraphs on Day 3. Consider grouping students into home language groups for Day 1.
- **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)
- ✓ Theme anchor charts (begun in module Unit 1, Lesson 6)
- ✓ 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)
- ✓ Model Literary Essay: “Do Something Meaningful” (from module Lesson 9; one per student and one to display)
- ✓ Thematic reflection paragraph (completed on Week 2, Day 2; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

### Instruction for Day 1

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets.

▲: Review the meaning of the word *relevant*: that is, what they learn from the book can be applied in their life. For example, they learn from Chloe that doing something meaningful is often hard but worth it.

- Point out that this week students will work on writing a concluding paragraph. Conclusions often have some personal reflection in them and so the class will spend Days 1 and 2 reflecting on one (or more) themes and Days 3 and 4 writing a concluding paragraph(s). Encourage students to begin by reflecting on the theme they have chosen for their literary essay in the module lessons.

- Direct students’ attention to the **theme anchor charts**. Instruct students to complete step 1 on their Teacher-Guided Student Activity Cards with a partner. Invite them to use the theme they are writing about for their literary essays in the module lessons in the first row and then, as time permits, brainstorm on an additional theme(s). While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

■ ▲: Model how to fill in the chart by thinking aloud for the first row as if you were writing the model literary essay: “This book shows us how difficult, important, and satisfying it can be to do meaningful work.” Invite students to work in pairs on the second row.

●: Invite students to work in pairs.

- Debrief step 1. Use a total participation technique to select students to share their answers with the whole group.

▲: Post additional sentence frames for discussion: “The more I think about it, the more I realize \_\_\_\_\_.” “This theme is relevant to our lives because \_\_\_\_\_.”

**Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)**

**Conversation Cue: “How is what \_\_\_\_\_ said the same as/different from what \_\_\_\_\_ said? I’ll give you time to think.” (Responses will vary.)**

- Invite students to brainstorm a reflection on an additional theme(s).
- As time permits, invite students to begin writing their reflection. They should begin with the same theme they are writing their literary essay on and then, if they have time on Day 2, they can write on an additional theme.
- Tell students that tomorrow they will continue writing reflections on the themes. Walk through the **Unit 2, Week 2: Writing Practice: Student Task Card**. To provide more challenge for the ♦ group, tell students to write reflections on at least two different themes. (Note: Students will use the Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards on Day 2. Do not collect at this time.)

### Instruction for Day 3

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to complete step 1 on their Teacher-Guided Student 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.

▲ ■: Ask students to follow along as you read the Model Literary Essay: “Do Something Meaningful” aloud and invite them to complete the chart in pairs, or complete the chart as a group.

- Debrief step 1. Invite student volunteers to share answers.

*Conversation Cue: “Do you agree or disagree with what your classmate said? Why?” (Responses will vary.)*

◆: Be sure students note the three components that the two versions have in common: a sentence to bridge from the body paragraphs that restates the focus statement in conjunction with the body paragraphs, some elaboration (either more explanation of the theme or more brief examples of the theme in the book), and personal reflection.

- Instruct students to retrieve their **thematic reflection paragraphs** from Day 2 and complete step 2 on the activity card. If they wrote more than one thematic reflection paragraph, they should talk through each one.

▲ ■: Model the talk-through. Use the theme from the model literary essay.

● ◆ ▲: If useful, invite one student to talk through his or her concluding paragraph aloud for the group. Ask students to raise up one, two, and three fingers when they hear the three parts of a concluding paragraph.

- As time permits, invite students to begin writing their conclusion.
- Collect Teacher-Guided Student Activity Cards.
- Tell students that tomorrow they will have a chance to finish their concluding paragraphs and/or write a new one. Walk through Day 4 on the **Unit 2, Week 2: Writing Practice: Student Task Card**.



## 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 *-ly*. (RF.4.3a, L.4.4b)

##### Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ar*. (RF.4.3a, L.4.4b)

#### Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*apologetically*) with the suffix *-ly*. On Day 4, students focus on an academic vocabulary word (*angular*) with the suffix *-ar*. They analyze both words using Vocabulary Trees to gain a deeper understanding of the meanings of the words and how to use them.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. 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 students' thinking in step 1 and invite student volunteers to share their thinking.

- ▲: Mini Language Dive: “‘But he came back,’ / **she added apologetically.**”
- *Note: This Mini Language Dive will span Days 1 and 3.*
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - “Who is this chunk about? Who does *she* refer to?” This chunk is about Violet, who is talking.
    - *added*: “What does this chunk tell us?” *added* tells us that Violet gave more information about something; she added the information in the previous chunk, “‘But he came back,’ to something she had previously said.
    - “Can you figure out why Karen Schwabach uses the word *apologetically*? Could she have left out this word without changing the meaning of the sentence?” *apologetically* is used to emphasize how Violet felt. Violet felt sorry and guilty about the information she added, that her brother had come back from the war while the woman’s son had died in the war. The word *apologetically* helps us understand Violet’s feelings and the tone of voice she used as she spoke. (adverb)
  - Practice: “‘But he came back,’ she added \_\_\_\_\_[adverb].” (“‘But he came back,’ she added angrily.”) Students can practice reading the sentence aloud with a new adverb and changing their tone of voice to match. Students can use both synonyms and antonyms for *apologetically* and discuss how the adverb changes the meaning of the sentence.
  - 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:
 

***How could you change the sentence to use the verb form of apologetically? The noun form? The adjective form? (“‘But he came back,’ she apologized.” “‘But he came back,’ she added as an apology.” “‘But he came back,’ she added with an apologetic note in her voice.”)***
- Guide students through completing the Vocabulary Tree.
  - ▲: Invite students to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
  - : Post a simple sentence starter for students to use when writing their original sentence. If useful, 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 useful, invite students to practice using the word aloud in a sentence several different ways before they write their own sentences.
- Prepare students for Day 3’s independent activity using 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.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Deconstruct the word into the root and the affixes and add the suffix *-ar* to their **Affix List**.
- Invite students to work on step 2 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.
- Invite student volunteers to share their thinking in step 2.
- ▲: Return to the Mini Language Dive from Day 2. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree for the suffix *-ar*. Support students as needed. 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.