



## Reading and Speaking Fluency/GUM

### Unit 2, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can use verb tense to convey a sequence of events. (L.5.1c)

##### Day 3

- I can recognize shifts in verb tense. (L.5.1d)

#### Teaching Notes

- In this unit, students focus on GUM rather than reading and speaking fluency. They work on recognizing and using different verb tenses. On Day 1, they practice using verbs to convey a sequence of events. On Day 3, students learn how to recognize shifts in verb tense and learn why authors may use different tenses of verbs.
- **Differentiation:**
  - On Day 1, students will require varying levels of support with the activity card, and some will get further than others. To provide heavier support, underline the verbs for students in Part I and focus instruction on Part I only. Consider writing two different model sentences for Part II and asking students to discuss the different tenses used.
  - On Day 3, students will require varying levels of support with the activity card, and some will get further than others. To provide heavier support, in Part I, underline the verbs for the students, provide the tenses, and ask students to match them. In Part II, focus on one of the sentences. Consider acting out two events that show a shift in verb tense, then having students say and write the sentence. (Example: Point to 7 a.m. and act out eating breakfast, then point to 6 p.m. and act out eating dinner = I ate a small breakfast this morning, but tonight I will enjoy a big dinner.)
- **In advance:** Prepare materials for independent student groups.

#### Materials

##### Day 1

- Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- Verb Tenses anchor chart (begun in Unit 1, Lesson 2 module lesson)
- Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

##### Day 3

- Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- Fluency passage (from Day 1; one per student)

- ✓ Verb Tenses anchor chart (begun in Unit 1, Lesson 2 module lesson)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

### Instruction for Day 1

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Discuss the learning targets.
- Direct students' attention to the **Verb Tenses anchor chart** and review tenses as necessary.
- Invite students to complete Part I of their activity card 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.
- Debrief answers to Part I.
  - ▲: Consider strategically grouping students to compare these English features with home language features.
- Invite students to complete Part II of their activity card.
- Collect Teacher-Guided Student Activity Cards and review student responses to determine whole group teaching points.
- Prepare students for Day 2's independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful. Encourage students to use the Verb Tenses anchor chart to help them.

### Instruction for Day 3

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and **fluency passage**. Review learning targets.
- Direct students' attention to the **Verb Tenses anchor chart** and remind them they are working on using verb tenses to communicate a variety of times, sequences, and situations in their speaking and writing.
- Invite students to complete Part I of their activity card 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.
- Debrief student answers for Part I. Students will likely have trouble putting the verbs on the timeline. Explain that the author purposefully shifts to the present tense, not because those events are happening in the present but because he wants readers to feel like they are in that moment with the author. This is an example of an author using a variety of verb tenses to make the writing more interesting.
- Working as a group, guide students through Part II.
  - ◆: Let students grapple with a partner first.
- If productive, cue students to explain why a classmate came up with a particular response:
  - Conversation Cue: "Who can explain why your classmate came up with that response?"**
- If time permits, invite students to practice writing sentences with one or more verb tenses. Allow students to share with a partner or the whole group.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 4's independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Encourage students to use the Verb Tenses anchor chart to help them.



## Additional Work with Complex Text

### Unit 2, Week 1: Teacher Guide

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#### Daily Learning Targets

##### Day 2

- I can interpret figurative language in order to better understand a complex text. (RI.5.10, L.5.5a, L.5.5b)

##### Day 4

- I can understand and use complex English language structures. (L.5.1)
- I can understand and use language to express opinions. (W.5.1a)
- I can understand and use em dashes and parentheses to add and emphasize ideas. (L.5.2)

#### Teaching Notes

- On Day 2, students work with figurative language in an excerpt from “This I Believe: Free Minds and Hearts at Work” by Jackie Robinson. Note: This lesson assumes that students have completed module Lesson 2.
- On Day 4, all students participate in a Language Dive centered on L.5.1 and using em dashes and parentheses to add or emphasize ideas. Students may practice using this punctuation when they write a first draft of their This I Believe essays in Unit 2, Week 2: Writing Practice (see rationale in the Language Dive Guide: “This I Believe: Free Minds and Hearts at Work”).
- **Differentiation:**
  - For Day 2, not all student groups will finish the activity card. To provide heavier support, focus on steps 1, 3, and 4 only. For students requiring additional challenge, have students practice writing the figurative phrases in their own sentences.
  - For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students’ needs and to select the most relevant language goals. Not all students will complete the activity card.
- **In advance:**
  - Day 4: Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students’ needs. Review the Questions We Can Ask during a Language Dive (from Unit 1, Lesson 2 module lesson) as necessary.
  - Prepare materials for independent student groups.

## Materials

### Day 2

- ☑ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

### Day 4

- ☑ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Language Dive Guide: “This I Believe: Free Minds and Hearts at Work” (for teacher reference)
- ☑ Language Dive Chunk Chart: “This I Believe: Free Minds and Hearts at Work” (for teacher reference)
- ☑ Language Dive Sentence Strip Chunks: “This I Believe: Free Minds and Hearts at Work” (one to display)

## Instruction for Day 2

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Invite students to answer the questions in step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief on the images students made in step 1.
  - ▲: Consider posting a simple sentence frame, such as: “I drew \_\_\_\_\_ because I wanted to show \_\_\_\_\_ and \_\_\_\_\_.”
- If productive, cue students to explain others’ ideas:
  - Conversation Cue: “Who can explain why your classmate came up with that response? I’ll give you time to think and write.” (Responses will vary.)***
- Using a total participation technique, invite responses from the group:
  - “What is the meaning and purpose of the metaphor human tide flowing forward and the expression every fiber in me?”***
    - ▲: If needed, define the term *tide* so students understand that a human tide is unstoppable and inevitable, just like an ocean tide.
- If productive, encourage students to add on to what a classmate said:
  - Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”***
- Guide students through the remaining steps on the activity card, discussing both the meaning and the effect of each figurative language phrase.
  - ▲: If needed, use Conversation Cues to invite extended conversation in steps 1, 3, and 4 and skip step 2.
  - ▲: Consider posting simple sentence frames for students to use during discussion.

- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card** and ensure students know how to play the matching game.

### Instruction for Day 4

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence at the top of the activity card. Tell students they will study this sentence carefully. It is one of the most important sentences in Jackie Robinson’s essays. It will also help them learn more about how sentences are put together, and they will learn different phrases they can use in their own writing.
- Instruct students to work independently on step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide: “This I Believe: Free Minds and Hearts at Work,”** **Language Dive Chunk Chart: “This I Believe: Free Minds and Hearts at Work,”** and **Language Dive Sentence Strip Chunks: “This I Believe: Free Minds and Hearts at Work”** to guide students through the Language Dive.
- Collect Teacher-Guided Student Activity Cards to review student responses.