



Writing Practice

Unit 1, Week 2: Teacher Guide



Daily Learning Target

Day 1 and Day 3:

- I can write fluently. (W.5.2, W.5.4, W.5.10)

Teaching Notes

- In this component, students choose and respond to a prompt. This task supports students as they write and revise their PSAs in module Lessons 9–12. This task also gives students an opportunity to practice using questions to engage an audience, as well as to practice the focus structure with the questions “How well would ____ if ____?”, “Is your community ____?”, and “How well would ____?”, using the homograph *well* and the conditional verb *would* from the Language Dive from Unit 1, Week 1: Additional Work with Complex Text.
- Note: Each of the writing prompts asks students to articulate information that may be adapted and used when they write their PSAs in module Lessons 9–12. Consider adapting the prompts to better meet the needs of your students.
- Differentiation: To provide heavier support, give students more time to orally process the prompt they will write on in step 1. Consider choosing one prompt as a group and orally processing together. If working with the ▲ group on a common prompt, consider generating and posting simple sentence frames with students. To provide more challenge, require students to write multiple letters over the week (in response to the fourth prompt) and then write an explanation of how they adapted each letter for the particular audience.
- **In advance:**
 - Prepare the independent Student Task Cards.

Materials

Day 1 and Day 3

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (one per student)
- ✓ Natural Disasters Research note-catcher (from module Lesson 2; one per student)
- ✓ Paper (lined; one piece per student)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Cards (one to display)

Instruction for Day 1

- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and read aloud the definition of *writing fluency* and each of the prompts. Clarify as needed.
 - ◆: Invite a student to read each prompt.
- Invite students to retrieve their **Natural Disasters Research note-catcher** (if needed) and work with a partner on step 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- If useful, invite students to briefly share out which prompt they will be writing on today. To provide more support, invite students who are writing on the same prompt to sit by each other and orally process periodically.
- Distribute **paper** and invite students to complete step 2.
 - ▲: Invite students to use the Paragraph Talk Through to orally process with a partner before beginning to write.
- Circulate to assist students. Consider working with a small group of students within the group to provide additional support.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 1, Week 2: Writing Practice: Student Task Card** for Day 2. Remind students they may finish writing the prompt they began today on Day 2. The goal for the week is not to write on every prompt but to write fluently and thoroughly on as many prompts as they can.

Instruction for Day 3

- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and follow the same process as on Day 1.
- Read aloud the definition of *writing fluency* and read each of the prompts.
 - ▲: Invite students to continue working on the same prompt as on Days 1 and 2, revising if necessary. If students complete the prompt, consider inviting them to choose the same prompt again and to write a new response without looking at the first draft.
- Invite students to retrieve their **Natural Disasters Research note-catcher** (if needed) and work with a partner on step 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- If useful, invite students to briefly share out which prompt they will be writing on today. To provide more support, invite students who are writing on the same prompt to sit by each other and orally process periodically.
- Invite students to complete step 2 and if needed, distribute **paper**.
 - ▲: Invite students to use the Paragraph Talk Through to orally process with a partner before beginning to write.
- Circulate to assist students. Consider working with a small group of students within the group to provide additional support.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 1, Week 2: Writing Fluency: Student Task Card** for Day 4. Remind students to write as fluently as they can for the full 15 minutes. Brainstorm focusing strategies as needed.



Word Study and Vocabulary

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 2:

- I can practice changing the form of words. (L.5.4)
- I can practice using words with the suffix *-ize*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *rupt*. (RF.5.3a, L.5.4b)

Teaching Notes

- On Day 2, students focus on the academic vocabulary word *well-organized*, with the suffix *-ize*. On Day 4, they focus on the academic vocabulary word *abruptly*, with the root *rupt*. They practice using and analyzing the word with a Vocabulary Tree to gain a deeper understanding of its meanings and usage.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. For additional language support for ELLs, and if time allows for it, use the Mini Language Dive.
- **In advance:**
 - Prepare the independent Student Task Cards.

Materials

Day 2 and Day 4

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

Instruction for Day 2

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Define the prefix *well* (an adverb that means *in a skillful way*). Invite students to revisit the word *well* used in the Language Dive from Unit 1, Week 2: Additional Work with Complex Text and to review its definition: (*adverb*) *in a successful or satisfactory way*. Students can discuss whether the word *well* is used in the same way or in a different way from how it was used in the Language Dive.

- Invite students to deconstruct the word into the root and the affixes using their **Affix List** in step 1 with a partner. 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 another component.
- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- Briefly discuss the hyphen between the prefix *well* and the word *organized*. Name other common prefixes that sometimes have hyphens, such as *non-*, *re-*, and *pre-*. Give examples. Explain that hyphens are used to avoid double vowels, as in *re-enter*. They are used with proper nouns (*un-British*). They are also often used with the prefix *ex-* (*ex-wife*) and *self-* (*self-doubt*).
- Guide students through completing the Word Form chart in step 2 on the activity card.
 - ▲: Model by thinking aloud and trying several affixes. Then write the answers on chart paper. Invite students to use the different word forms of *organized* in sentences.
 - ◆: Invite students to work in pairs and use the different word forms of *organized* in sentences.
- As time permits, add additional words to the Word Form chart, including *internalize*, *energize*, *localize*, and *vocalize*. Encourage students to try out different affixes, even if they make nonsense words.
- Invite students to complete step 4 with a partner. If needed, complete the step as a whole group.
 - ◆: Challenge students to use three or more words from the chart in the same sentence.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card** for Day 3.

Instruction for Day 4

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Focus students on the sentence, break the word into syllables, and discuss the meaning. Invite students to use the sentences before and after the sentence with the word *abruptly* in it to help determine its meaning. For example, the words *suddenly*, *can turn*, and *explode* all have similar meanings to *abruptly*. Chart the meaning of the word on **chart paper**.
 - ▲: Invite students to brainstorm other words or phrases that are synonyms to *suddenly* or *abruptly* (e.g., *quickly*, *swiftly*, *all of a sudden*). Then they can brainstorm antonyms for *suddenly* or *abruptly* (e.g., *gradually*, *slowly*, *over time*).
- Invite students to deconstruct the word into the root and the affixes using their **Affix List** in step 1 with a partner. 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 another component.
- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.

- ▲ Mini Language Dive: “If you live in a large community, / **chances are there’s an emergency preparedness office** / in your town.”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *chances are*: “Can you figure out what chances are means in this sentence?” *Chances are* means *it is likely* or *it is probable that*. The information that follows *is likely*, but not certain, to be true. Note that we can add *that* after *chances are* without changing the meaning. (idiom; collocation)
 - “What does this chunk tell us? This chunk tells us that it is likely that there is *an emergency preparedness office*, which is an office that helps prepare a community for a natural disaster. Note that the information in this chunk is likely *if you live in a large community*, as mentioned in the previous chunk. (main clause; independent clause)
 - Students can take 30 seconds in pairs to discuss what they think an emergency preparedness office would do to prepare for a natural disaster. Then they can switch pairs and discuss how this preparation would help a community respond to a natural disaster.
 - Practice:

“If _____, chances are _____.” (If you like playing outside, chances are you’ll have fun on the playground.)
 - Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”
 - Practice:

“If you live in a _____, chances are _____.” (If you live in a small town, chances are you will know a lot of the people who live there.)
- Guide students through completing the Vocabulary Tree for the root *rupt*.
 - ▲: 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.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.