



Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide ■●◆▲



Daily Learning Targets

Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4, L.3.3b)

Day 3

- I can read a text aloud fluently. (RF.3.4)

Teaching Notes

- On Day 1 of this component, students are introduced to the passages they are to practice reading fluently for the rest of the week. This sets up students to work independently with the texts.
- On Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- **Differentiation:**
 - Day 1: Students read different amounts of the text depending on their ability, as described in the directions.
 - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to provide good models of reading aloud fluently and accurately. Students who have extra time can choose to do the More Challenge activity at the bottom of the 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: For heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading. For lighter support, encourage students to read the entire excerpt instead of the shorter version selected for ELLs.
- **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.

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 1, Week 1: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards (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)
- ✓ *Bullfrog at Magnolia Circle* (text; one per student)
- ✓ Sticky notes (two per student)
- ✓ Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1, Unit 3, Lesson 4 module lesson)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to 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 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 1, Week 1: Independent Reading: Student Task Cards** and the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards**.
- 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 (19 minutes, repeated three times)

- Distribute *Bullfrog at Magnolia Circle* and invite students to read the text to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Tell students which excerpt of this text they will be reading and invite them to mark the start and finish with **sticky notes**:
 - ▲ Pages 5–9 beginning at “As Bullfrog pulls his long body up the bank of the bayou...” and ending at “...tongue shoots out and grabs the crayfish.”
 - ■ ● Pages 5–6 beginning at “Lightning zigzags through the early evening sky...” and ending at “...he swims through the duckweed to the edge of the bayou.”
 - ◆ Pages 5–9 beginning at “Lightning zigzags through the early evening sky...” and ending at “...tongue shoots out and grabs the crayfish.”

- Read the excerpt of text aloud once and invite students to follow along on their own copy of the text.
- Read it again and invite students to read along chorally with you.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- ▲ Check comprehension. Turn and Talk:
 - “Where do the frog and crayfish live?” (bayou)*
 - “What is a bayou? Where can we find them?” (A bayou is the shallow part of a lake or river. Bayou is the word used in some Southern states.)*
 - “What does emerges mean? What is the translation of emerges in our home languages?”*
Invite all students to repeat the English word and translation in a different home language. (come out of something; kan in Lao; e-MERGE)
 - Invite students to show you what the bullfrog does to the crayfish. Look for students to pantomime the frog springing forward, shooting out their tongue, and grabbing the crayfish with it. Students may be uncomfortable showing their tongue; suggest that they use a finger or open mouth instead.
 - Turn and Talk:
 - “How does the frog’s long, sticky tongue help it survive?” (It allows the frog to capture prey with little warning.)*
- If productive, cue students to clarify the conversation by confirming what they mean:
 - Conversation Cue: “So, do you mean...?” (Responses will vary.)*
- Distribute the **Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**.
- Read each criterion on the checklist aloud, clarifying anything students don't understand. Remind students that they saw this checklist in Module 1 and should be familiar with it now.
- If students require it, invite them to draw symbols next to criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on this week:
 - I can correct myself and reread when what I read was wrong or didn't make sense.
 - I can read my text at a speed that is appropriate for the piece.
 - I can read smoothly without many breaks.
 - I can notice and read punctuation.
- Read the text three times aloud as indicated below. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them:
 - First read: quickly, making and ignoring mistakes and not attending to punctuation.
 - Second read: slowly, word by word, sounding out every fifth word or so, again ignoring mistakes and not attending to punctuation.
 - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume, pitch, and tone to reflect an understanding of the author's intended message.

- As students share out, remind them of the **Fluent Readers Do These Things anchor chart** from Module 1 of the module lessons.
- Invite students to read the passage aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and setting a goal based on the criteria they feel they most need to work on.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity: Display the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** 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 1, Week 1: Independent Reading: Student Task Cards** and the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards**.
- 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)

- Invite students to retrieve their **Bullfrog at Magnolia Circle** fluency passage and their **Fluency Self-Assessment Checklist** and to read all of the criteria on the checklist again. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Redistribute the **Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and invite students to review the goals they set on Day 1.
- Focus students on the criterion:
 - I can notice and read punctuation.
- Remind students they also focused on this criterion in Unit 1 of Module 1.
- Read the group fluency passage and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to read the excerpt chorally with you, emphasizing how the punctuation adds pauses and changes the tone of voice you might use.
 - ▲ Focus students on the period at the end of the first sentence.
“What is this punctuation mark called?” (period)
 - Invite students to highlight the period.
 - Read the first sentence again, emphasizing falling intonation and stopping at the periods.

- Ask students to discuss with an elbow partner:
“How does my voice change toward the period? Does my voice go up or down?” (In English, your intonation goes down toward the period to show the end of the sentence.)
“What else happens to my voice?” (In English, you also take a long pause at a period to show the end of the sentence.)
- Invite students to read the first sentence chorally with you, attending to the period.
- Repeat steps 1–4, focusing on the comma.
- Invite students to refer to their fluency passage and to highlight or underline any punctuation that might add a pause or be a reason to change the tone with which they speak. Students may also wish to annotate and add notes to help them remember the tone they would like to use.
- Ask students to practice reading their passages aloud, adding pauses and changing the tone of voice they use according to the punctuation.
- Invite students to practice reading their excerpt in different voices—for example, an old man or a character from a TV show.
- Invite students to pair up with an elbow partner and to read the excerpt aloud to each other.
- Ask students to help their partner self-assess against the highlighted criteria on their checklist, paying particular attention to how well they notice and read punctuation.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide ■●◆▲



Daily Learning Targets

Day 2

- I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.3.3)

Day 4

- I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Teaching Notes

- On Day 2, students describe the main character's reaction to the central problem in the pourquoi tale "Why the Frog Has a Long Tongue." Visualizing the character's thoughts, feelings, and actions will support reading comprehension as well as writing skills needed for writing their own pourquoi tale.
- On Day 4, students will use what they have learned about description to elaborate on a passage from "Why the Frog Has a Long Tongue." Visualizing and writing about the character's response to an event will support reading comprehension as well as writing skills needed for the performance assessment.
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards for these activities are differentiated.
 - Day 2: Students in need of support deepen their understanding by sketching the character's reaction. Students ready for more challenge have the opportunity to work with an additional, more abstract, passage from the story.
 - Day 4: To provide more support, invite students to write their response together, as a group, with teacher guidance. To provide more challenge, ask students to write a full, original paragraph elaborating on the event. This lesson also contains a Mini Language Dive that will provide additional language support.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together because they work on the same Teacher-Guided Student Activity Card. Students who have extra time can choose to do the More Challenge activity at the bottom of the 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.

■ **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.

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 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one per student)
- ✓ Unit 1, Week 1: Independent Reading: Student Task Cards (from Week 1, 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)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards (from Week 1, Day 1; one per student and one to display)
- ✓ Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ 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 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (differentiated; one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)

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 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**. Invite students to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Cards** 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 1, Week 1: Additional Work with Complex Text: Student Task Cards**.
- 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 (19 minutes, repeated three times)

- Invite students to read “Why the Frog Has a Long Tongue” on their Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards to themselves. 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 its meaning.
- Briefly review the answers to the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Remind students of the characteristics of a pourquoi tale and invite students to briefly summarize the story they read yesterday. Check for understanding and review, if needed, to ensure general comprehension. If productive, cue students to clarify the conversation by confirming what they mean:

Conversation Cue: “So, do you mean...?” (Responses will vary.)

- Explain that today they will look more closely at how the author shows us what Kikker is thinking and feeling. Ask:

“What is the central problem in the story?” (Kikker is too small to catch flies the way the other frogs do.)

“Where does the author start describing the central problem?” (Help students identify the part of the story where Kikker first fails to catch a fly, i.e., “He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.”)

- Explain that you are going to act out this part of the story to better understand how Kikker responds to the problem he encounters.
- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**.
- Ask:

“What is a thought?” Point to your brain. (an idea in your mind)

“When you see a car coming down the street, what is your thought?” (Be careful!)

“Sometimes you are happy. Sometimes you are sad. What do we call happy and sad?” (feelings)

“Imagine you see a cute puppy in the car. How do you feel?” (happy)

“What is an action?” (the act of doing something, what you do)

“What action do you take when you see a car coming down the street?” (stop)

- Work through the Student Activity Card together using the following sequence:
 1. Ask a volunteer to read the excerpt aloud.
 2. Choose one student to play Kikker. (It is helpful if this student likes to act and can exaggerate expressions and gestures.) Choose three students to read the lines of the other frogs. Other students can act as an audience or silently mime the reactions of the other frogs in the lake. To provide additional support, take on the role of Kikker yourself.
 3. Reread the passage aloud slowly, stopping to allow students to act out each part. Encourage students to show how the characters are feeling on their faces and with their body language.
 4. Reread the passage again, discuss each question, and support students in identifying Kikker’s thoughts, feelings, and actions and completing the activity on the task card.
- Explain that authors often describe characters’ feelings, thoughts, and actions to help us imagine important events in a story. Discuss how these descriptions helped us visualize how Kikker responds to the events in this important part of the story.
 - ▲ Students should aim to complete the work through the More Challenge work.

- 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 1, Week 1: Additional Work with Complex Text: Student Task Card 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 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 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** and **Unit 1, Week 1: Independent Reading: Student Task Cards** 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 1, Week 1: Additional Work with Complex Text: Student Task Cards**.
- 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 (19 minutes, repeated three times)

- Invite students to read “Why the Frog Has a Long Tongue” on their Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards to themselves. 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 its meaning.
- Briefly review the answers to the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**.
- Together, read this passage from “Why the Frog Has a Long Tongue”:
 - “Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still. ‘Decided not to even try, Kikker? Don’t blame you—you don’t stand a chance!’ croaked Old Bullfrog with a wide smirk on his face.”
- If needed, support students in basic comprehension using the following Mini Language Dive.
 - Turn and Talk:
 - “Where is Kikker? What, in the text, makes you think so?” (a quiet corner of the lake)*
 - “What is Kikker doing? What, in the sentence, makes you think so?” (sitting still)*
 - “Why is he sitting still? How do you know?” (He is waiting for a fly to come by. We know this because he has been practicing catching flies with his tongue instead of jumping.)*

- Invite students to place a finger on the phrase “barely moving, every muscle still” and to read it aloud chorally with you. Turn and Talk:
“What does barely moving mean? (moving very little; just breathing)”
- Play a game of statues for 2 minutes. Invite students to sit barely moving, keeping every muscle still. Students who move help watch the others to identify anyone moving a muscle.
- Invite students to place a finger on “you don’t stand a chance” and to read it aloud chorally with you. Turn and Talk:
“Who says this? Does this mean Kikker will stand up? What does this mean?” (Old Bullfrog. No, it means Old Bullfrog thinks Kikker will never be able to catch flies. He has no chance.)
- Invite students to place a finger on “wide smirk” and to read it aloud chorally with you. Invite students to show you a wide smirk. Turn and Talk:
“Is Old Bullfrog being nice or mean to Kikker?” (mean)”
- Explain that students will have the opportunity to add to this story by writing more about what they think Kikker might think, feel, or do when he hears Old Bullfrog’s words.
- Follow the directions on the differentiated Teacher-Guided Student Activity Cards.
- Collect the Student Activity Cards to review to identify common issues to use as whole group teaching points.