



Writing Practice

Unit 2, Week 2: Teacher Guide ■●◆▲



Daily Learning Targets

Day 1

- I can describe the features of an effective focus statement. (W.3.2a)

Day 3

- I can explain and give evidence for my focus statement. (W.3.2b)

Teaching Notes

- On Day 1, students review focus statements to reinforce and practice writing their own focus statements in the module lessons. They generate criteria for focus statements by identifying and analyzing strong examples.
- On Day 3, students review how to explain and give evidence for focus statements through analyzing examples and non-examples. They choose explanations and evidence to support the focus statement they developed on Day 1.
- **Differentiation:**
 - Day 1: The text excerpts on the Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards are differentiated. Students who require additional support will work with shorter text excerpts, which means these students are able to spend more time identifying the focus statement rather than reading a lot of text. Students ready for more challenge work with longer text excerpts in which the focus statement is more challenging to find.
 - Day 3: Sentence frames are provided on activity cards to scaffold students in writing their explanations.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together as they work on the same activity card.
 - ▲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 2, 3, 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 Writing Practice 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 2, Week 2: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: 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)
- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Activity Cards (one per student)
- ✓ Chart paper (one piece per group to chart group poem)
- ✓ Focus Statement Criteria anchor chart (new; co-created with students)
- ✓ Example and non-example focus statements (one for display)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Cards (one for display)
- ✓ **Day 3 Only:** *Everything You Need to Know about Frogs and Other Slippery Creatures* (one per student)

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 Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, 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 2: Independent Reading: Student Task Cards** and the **Unit 2, Week 2: Word Study and Vocabulary: 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 the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**.
- Invite students to read the definition of a focus statement at the top of the page 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.
- Focus students on the definition of focus statement at the top of the page and explain that when they write to inform, their writing should always contain a focus statement so that the reader knows what the rest of the text will be about.

- Explain that each of the text excerpts on their page contains a focus statement.
- Read aloud the first excerpt on the page and invite students to follow along silently in their heads.
- Read the excerpt again and invite students to read the excerpt chorally with you.
- Discuss the meaning of the excerpt.
- Ask students to work with an elbow partner to highlight/underline the focus statement in that text excerpt.
- Invite students to share with the group and to explain why they think it is the focus statement.
- If productive, cue students to listen carefully and seek to understand:
 - *Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)*
- Record the student explanations as criteria on chart paper under the title under the title “Focus Statement Criteria” to create the **Focus Statement Criteria anchor chart**. Criteria should include:
 - Answers a question
 - Tells what the writing is about
- Repeat with the next text excerpt.
- Ask:
 - *“Do these two focus statements mean the same thing?” (yes, basically)*
 - *“Do both answer the question: Why do polliwogs wiggle?” (yes)*
 - *“What information in the two focus statements is different? What words, in the statements, make you think so?” (#1: explains how—tails; #2 explains why—no legs)*
- Display the example and non-example focus statements. Explain that these are good examples and bad examples of focus statements.
- Discuss the meaning of the statements.
- Invite students to work in pairs to identify the strong focus statements (Statements 1 and 4).
- Select students to share with the group why they felt these were the strongest focus statements. Add to the criteria on chart paper. Criteria should include:
 - Clear
 - Accurate
 - Relevant
- Tell students that they will now practice writing a focus statement together, using the criteria they just developed. As a group, write a focus statement that answers the following question:
 - How is water necessary for amphibians’ survival?
- Depending on the ability of the students, you may need to take one or all of these approaches:
 - Write each part of the focus statement together as a group on chart paper or a white board using a sentence frame, with students copying this piece by piece.
 - Allow students to think to themselves, then share a focus statement with a partner, and then share whole group.
 - Provide students with sentence frames to fill in independently.
 - Allow students to work independently and then revise their work with help from the teacher and a peer.

- Prepare students for the next day’s independent activity: Walk through the Day 2 task on the **Unit 2, Week 2: Writing Practice: Student Task Cards**, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

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

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, 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 2: Independent Reading: Student Task Cards** and the **Unit 2, Week 2: Word Study and Vocabulary: 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 **Unit 2, Week 2: Writing Practice: Student Task Cards** and read their writing from Day 2 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.
- Invite students to share the focus statements they wrote in response to the focus question on their Student Task Cards. Use issues as whole group teaching points.
- Redistribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**.
- Remind students of the **Focus Statement Criteria anchor chart** from Day 1.
- Explain that in this lesson, students are going to apply their learning about focus statements by explaining and giving evidence to support the focus. Ask:
 - “*What do we do when we explain in our writing?*” (We give or tell information so the reader can understand the topic we’re writing about.)
 - “*What do we do when we give evidence in our writing?*” (We include details from our research that gives proof or helps the reader believe what we’re writing about.)
- Tell students that the words *give* and *evidence* are often used together as a phrase and can be learned as a phrase, e.g., “Give evidence to support your focus.”
- Focus students on the focus question at the top of their activity card: How is water necessary for amphibians’ survival?
- Invite students to review the focus statement they wrote on Day 1.
- Focus students on the sentences at the bottom of their activity card. Explain that some of these sentences explain or give evidence for the focus statement, but some do not.
- Discuss the meaning of the sentences.

- Invite students to work in pairs to identify the sentences that explain or give evidence for the focus statement and place a check mark next to those sentences.
 - ▲ Consider doing this whole group with students rather than them working in pairs.
- Select students to share their ideas with the group, inviting students to tell how the sentence explains or gives evidence that supports the focus statement.
- Invite students to think to themselves, then turn to a partner to share their thinking. Cold call students to share their responses:

“How is water necessary for amphibians’ survival? What details from the text support your thinking?” (Responses will vary. Amphibians need water to breathe; they need water in which to lay their eggs.)
- Invite students, in pairs, to explain and give evidence for the focus statement for the question “How is water necessary for amphibians’ survival?” Tell students to use their copy of *Everything You Need to Know about Frogs and Other Slippery Creatures* to find evidence.
 - ▲ Consider doing this whole group with students rather than them working in pairs.
- Invite students to share their explanation or evidence with the group.
- Prepare students for the next day’s independent activity. Walk through the Day 4 task on the Unit 2, Week 2: Writing Practice: Student Task Cards, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Word Study and Vocabulary

Unit 2, Week 2: Teacher Guide ■●◆▲



Daily Learning Targets

Day 2

- I can analyze the meaning of an academic vocabulary word with the suffix *-ly*. (RF.3.3a, L.3.4b)

Day 4

- I can analyze the meaning of an academic vocabulary word with the suffix *-ly*. (RF.3.3a, L.3.4b)

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Vocabulary Square (or, for ELLs, a Vocabulary Grid) to gain a deeper understanding of the meaning of the word and how to use it. The process followed for the ■●◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
 - The Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same Teacher-Guided Student Activity Cards.
 - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills program.
 - ▲ 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.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Pre-fill some information on the activity card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix. Encourage them to say the word and structure in their own sentences: “I use strategies for overcoming _____.”
- **In advance:**
 - Place Poster Walk Posters 2, 3, 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 Word Study and Vocabulary poster will be in the area where the teacher will be working with groups. Display “The Red-Eyed Tree Frog” in the Writing Practice area of the room for students to read.

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 2: Writing Practice: Student Task Cards (from Week 2, Day 1; one per student)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Cards (from Week 2, 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)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards (from Week 2, Day 1; one per student and one to display)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1, Unit 1, Lesson 6 module lesson)
- ✓ ▲ *Everything You Need to Know about Frogs and Other Slippery Creatures* (text; one per student)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 5 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)

Days 2 and 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 Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, 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 2: Writing Practice: Student Task Cards** and remind them they will need to retrieve their **Unit 2, Week 2: Independent Reading: Student Task Cards** for the Independent Reading component.
- 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.

■ ● ◆ Days 2 and 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.
- Invite students to retrieve their **Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards** from Day 1 and read the words and definitions from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.

- Invite students to share words they made on Day 1 and use issues as whole group teaching points.
- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to complete their Vocabulary Square.
- Because this is still quite new, work step by step with students to complete the Vocabulary Square using a model where necessary.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

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

- Invite students to retrieve their Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards from Day 1 and read the words and definitions from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Invite students to share words they made on Day 1 and use issues as whole group teaching points.
- Distribute the Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to turn to page 47 of ***Everything You Need to Know about Frogs and Other Slippery Creatures*** and to focus on the poison dart frog. Ask students to describe what they see with an elbow partner. Invite students to share out.
- 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.

- Focus students on the sentence at the top of the activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on chart paper.
- Encourage extended conversation among students about the meaning of the sentence, especially the words *brightly* and *physical characteristics*. 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.
- Invite students to place a finger on the word *brightly* and to say it aloud chorally with you.
- Break the word down into syllables and say it aloud; then invite students to break it down into syllables and say each syllable aloud with you.

“What is the translation of brightly in our home languages?” (Míngliàng de in Chinese)

- Invite all students to repeat the word in a different home language.
“Do you see a familiar word in brightly that can help you figure out the meaning? Underline it.” (bright)

- Write *bright* on the board or on chart paper.

- Turn and Talk:

“What is the meaning of bright?”

- Provide a definition of the word that students can understand. Write the definition on chart paper (having a strong, shining color).

- Invite students to use the chart to break the word down into the root and the affixes using their Affix List, distributed in Module 1.

- Turn and Talk:

“What is the meaning of -ly?” (manner; the way something appears or happens)

“What is the meaning of brightly?” (appearing in a shining manner)

“What part of speech is brightly? What word is it describing?” (adverb; describing the adjective colored)

“When we add -ed to color, what happens to the part of speech?” (It changes from noun to adjective.)

“Can we say bright colored skin?” (No, we shouldn’t. We should add -ly because it’s describing colored, an adjective.)

“So, what does poison dart frog skin look like?” (It’s brightly colored.)

“What else is brightly colored?” (parrots, certain candy, crayons)

- Remind students they have talked about the phrase *physical characteristic* in the module lessons. If necessary and time allowing, guide students through a similar sequence of questions for *physical characteristic*.

“Which characteristic is the writer talking about in this sentence?” (the brightly colored skin of the poison dart frog)

“Do all frogs have brightly colored skin? What word, in the sentence, makes you think so?” (no; unique)

“Is the brightly colored skin the only characteristic the writer talks about in the text?

What word, in the sentence, makes you think so?” (no; another)

“Why is brightly colored skin good for the poison dart frog?” (It scares away predators.)

“Now what do you think is the gist of this sentence?” (One unique physical characteristic of the poison dart frog is its brightly colored skin.)

- Review with students how to complete the Vocabulary Grid and walk them through completing the grid on their activity cards.
- Prepare students for the next day’s independent activity: Walk through Day 3 of the Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

▲ **Day 4: Small Group Instruction (20 minutes, once only)**

- Invite students to retrieve their **Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards** and to read the sentences they wrote on Day 3 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Invite students to share sentences they made on Day 3 and use issues as whole group teaching points.
- Redistribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its 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 log**.
 - Invite students to place a finger on the word *healthy* and to say it aloud chorally with you. Turn and Talk:

“What is the translation of healthy in our home languages?” (sağlıklı in Turkish)
 - Call on student volunteers to share. 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 look for and underline a familiar word that they might see in the word *healthy* (health).

“What is the meaning of health?”
 - Provide a definition of the word that students can understand. Write the definition on chart paper (not ill or injured).

- Invite students to use the chart to break the word down into the root and the affixes using their **Affix List**.
 - “*What is the meaning of -y?*” (*full of; having*)
 - “*What is the meaning of healthy?*” (*full of wellness; having health*)
 - “*What part of speech is healthy? What word is it describing?*” (*adjective; describing the noun it/layer*)
 - “*So what can adjectives ending in -y describe? (nouns, as in she is healthy)*”
 - “*And what is the difference in the way we use the ending -ly and the ending -y? (adverb/adjective; one is for describing verbs or adjectives, and the other is for describing nouns; one describes an action, and the other describes something.)*”
- Write responses on chart paper.
- Invite students to place a finger on the word *it* and to say it aloud chorally with you. Turn and Talk:
 - “*What does it refer to? What does their refer to?*” (*layer of skin cells; frogs*)
- Invite students to place a finger on the phrase *outermost layer* and to say it aloud chorally with you. Turn and Talk:
 - “*What does outermost layer mean?*” (*the part just on the top*)
- Draw layers (lines) on the board or on chart paper and invite students to point to the outermost layers.
- Invite students to place a finger on the phrase *skin cells* and to say it aloud chorally with you.
- Invite students to point to their skin. Tell students that cells are what your skin is made from.
- Turn and Talk:
 - “*How do frogs keep their skin healthy?*” (*by shedding the outermost layer of skin*)
 - “*How often do they shed their skin?*” (*regularly*)
- Review with students how to complete the Vocabulary Grid and walk them through the process.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.