



## Reading and Speaking Fluency/GUM

### Unit 3, Week 1: Teacher Guide ■●◆▲



#### Daily Learning Targets

##### Day 1

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

##### 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 smoothly without breaks through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- **Differentiation:**
  - Day 1: Students read different excerpts of text depending on their ability, as described in the directions.
  - Note that, as explained in the Unit Overview, ■ and ▲ are grouped together to read the same excerpt.
  - ▲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: Add or remove criterion for students to consider as they read aloud as necessary.
- **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 3, Week 1: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 3, 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)
- ✓ Fluency passage (text; one per student)
- ✓ Sticky notes (two per student)
- ✓ Unit 3, 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)
- ✓ ▲ Chart paper (one piece)
- ✓ ▲ 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)
- ✓ ▲ *Everything You Need to Know about Frogs and Other Slippery Creatures* (text; 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 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 3, Week 1: Independent Reading: Student Task Cards** and the **Unit 3, 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 (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute the **fluency passage** that the group you are working with in this 20-minute block will read.
- Read the text aloud once and invite students to follow along on their own copy of the text.
- Invite students to read their passage 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.
- 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.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading the narrative text aloud in Unit 1. Ensure students understand that because this is an informative text, it requires a more formal and less expressive tone.
- Demonstrate reading the excerpt aloud with an expressive tone and invite students to share out why that doesn't work for this excerpt of text.

- Distribute the **Unit 3, 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 continue to 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** and walk through the Day 2 tasks, providing models where helpful.

▲ **Day 1: Small Group Instruction (20 minutes)**

- Distribute the fluency passage that the group you are working with in this 20-minute block will read.
- Read the text aloud once and invite students to follow along on their own copy of the text.
- Invite students to read their passage 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.
- 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.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading the narrative text aloud in Unit 1. Ensure students understand that because this is an informative text, it requires a more formal and less expressive tone.
- **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.

- Read aloud this sentence from the text:

***“Glass frogs’ backs are green and see-through. This makes them very hard to see when they are sitting on a green leaf.”***

- Invite students to turn to page 32 of **Everything You Need to Know about Frogs and Other Slippery Creatures** to see a photograph of a glass frog sitting on a leaf. Ask students to describe it with an elbow partner.
- Invite students to place a finger on the word *see-through* and to say the word aloud chorally.
- Turn and Talk:

***“What two words do you see here?” (see and through)***

***“What clues do these two words tell you about the glass frog?” (They tell us we can see through it.)***

***“What other things can we see through?” (windows, cloth that is very thin)***

***“What is the part of speech of see-through?” (adjective)***

***“What is another word in the paragraph that is similar in meaning to see-through?” (transparent, invisible)***

***“What does the word when tell us?” (The information coming next is a special situation or circumstance. In this case, not all the time—only at times when the glass frog is sitting on a leaf.)***

***“What if they were sitting on a red flower? Do you think you would be able to see them then? Why?” (Yes, because we would see the green back.)***

***“How does the skin of the glass frog protect it?” (The skin makes it hard for a predator to see the frog.)***

- Read the text aloud again as students follow along.
- Distribute the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards and the Fluency Self-Assessment Checklist and read each criterion aloud, clarifying anything students don’t understand. Remind students that they saw this checklist in Module 1, and in Unit 1 of this module, so they should be familiar with it now.
- If students require it, invite them to draw symbols next to the criteria to help them remember what they mean. Example: Students 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 smoothly without many breaks.
- 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 the read seemed “fluent” to them:
  - First read: quickly, making and ignoring mistakes.
  - Second read: slowly, word by word, sounding out every fifth word or so, again ignoring mistakes.
  - Third read: Read at an appropriate pace. Read smoothly. Make a mistake or two, but show how fluent readers would self-correct. Attend to punctuation. 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. Students who struggle with writing can sketch as a placeholder and reminder.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity: Walk through the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards, 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 3, Week 1: Independent Reading: Student Task Cards** and the **Unit 3, 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 **Fluency Self-Assessment Checklist** and to read all of the criteria 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 read smoothly without many breaks.
- Read the group fluency passage, stopping and starting, and taking breaks.
- Turn and Talk:
 

***“What was wrong with the way I just read the passage?” (It was broken, and stopping and starting.)***
- Reread the fluency passage smoothly, without many breaks.
- Turn and Talk:
 

***“How was it better this time?” (It was smooth, and there were no breaks.)***
- Invite students to read the excerpt chorally with you smoothly without breaks.
- Invite students to practice reading their passages aloud smoothly and without any breaks.
- Invite students to pair up with an elbow partner and to read the excerpt aloud to each other.
- Invite students to help their partner self-assess against the highlighted criteria on their checklist, paying particular attention to how well they read smoothly without breaks.
- Invite students to practice reading their excerpt in different voices—for example, an old man or a character from a TV show.





## Additional Work with Complex Text

### Unit 3, Week 1: Teacher Guide ■●◆▲



#### Daily Learning Target

##### Days 2 and 4

- I can use what I know about conjunctions to understand a complex sentence. (L.3.1h, L.3.1i)

#### Teaching Notes

- In this component, students explore subordinating conjunctions in complex sentences from *Everything You Need to Know about Frogs and Other Slippery Creatures*. Specifically, lessons in this set will focus on three conjunctions (*because*, *since*, and *so that*) and one infinitive marker (*to*) that introduce a reason or a function.
- On Day 4, all students participate in a Language Dive. The sentence chosen is compelling because it uses the infinitive marker *to* and the conjunction *so that* to introduce reasons and to help address the Daily Learning Target and L.3.1h and L.3.1i.
- Differentiation:
  - Day 2: For students who need more support, prepare a set of sentence strips, such as those on the activity card, in large print on card stock. Use this set as a visual aid, modeling each step as you work through the lesson. Students ready for more challenge can look for other examples of the coordinating conjunctions they have learned on pages 18–19 of *Everything You Need to Know about Frogs and Other Slippery Creatures*.
  - Day 4: Differentiate the Language Dive as necessary for each group. This may include removing some of the questions, or asking more scaffolding questions depending on the group you are working with.
  - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together because both will benefit from the Mini Language Dive on Day 2.
  - ▲ 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.
  - Day 2: Prepare sentence strips, one per student.
  - Day 4: Review Language Dive: Tree Hole Frog.
  - Day 4: Prepare Language Dive sentence strip chunks for display.

## 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one per student)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Cards (from 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 3, Week 1: Additional Work with Complex Text: Student Task Cards (from Day 1; one per student)
- ✓ Unit 3, 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)
- ✓ *Everything You Need to Know about Frogs and Other Slippery Creatures* (text; one per student)
- ✓ Glossary (from Day 1; one per student)

### Day 2

- ✓ Scissors (one per student)
- ✓ Sentence strips (one per student)
- ✓ Parts of Speech anchor chart (begun in Module 1 of the module lessons)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards (one for display)
- ✓ ▲ Chart paper (one piece)
- ✓ ▲ 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)
- ✓ ▲ Colored pencils or crayons (blue and red; one of each per student)

### Day 4

- ✓ Language Dive Guide: Tree Hole Frog (for teacher reference)
- ✓ Blue and red markers (optional; one of each for the teacher)
- ✓ Language Dive Sentence Strip Chunks: Tree Hole Frog (one per student and one for display)
- ✓ Online or paper translation dictionary (one per student in student's home language)
- ✓ Vocabulary logs (from Module 1, Unit 1, Lesson 5 module lesson; one per student)
- ✓ Parts of Speech anchor chart (begun in Module 1 of the module lessons)
- ✓ Scissors (one per student)
- ✓ Paper (blank; one piece per student)
- ✓ World map (one for display)
- ✓ Colored pencils or crayons (red and blue; one of each per student)

## 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**. Invite students to retrieve their **Unit 3, 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 3, 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 (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 copy of ***Everything You Need to Know about Frogs and Other Slippery Creatures*** and their **glossary** from Day 1 and read pages 18–19 to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Unit 3, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Review the Daily Learning Target for this activity.
- Ask students to briefly share something they learned about frogs from their reading yesterday. Explain that they will be continuing to work with each of these passages this week.
- Read the section on the gold frog on page 18 out loud and invite students to read along, chorally.
- Distribute **sentence strips**.
- Ask students to put the “chunks” in order so that the sentence makes sense.
- Call on selected students to explain their strategies for doing this (looking for periods and capitals, checking back in the book, seeing what makes sense, etc.). Then read the full sentence out loud together, chorally. (“It is a ground-dweller / since it can’t jump or climb very well.”)
- Ask students what they think this sentence means. Invite students to turn to a partner to share their thinking. (Responses may vary.)
- Explain to students that, when they read complex sentences, it is often helpful to break the sentence into smaller chunks, as they have done here, and work with one part at a time. Ask students to turn the second chunk of the sentence print side down, to make it easier to focus on the first part of the sentence:
  - “It is a ground-dweller.”
- Explain that the word in bold may be unfamiliar. Turn and Talk:
 

***“What are some strategies for figuring out the meaning of an unfamiliar word?” (context, dictionary, affixes/roots)***
- Model using the glossary for pages 18–19 and context to define *ground-dweller* (someone who lives on the ground).
- Direct students to turn over the second chunk of the sentence and read this part out loud.
  - “since it can’t jump or climb very well.”
- Together, reread both parts of the sentence:



- “It is a ground-dweller since it can’t jump or climb very well.”
- Turn and Talk:
  - “Why is the gold frog a ground-dweller?” (It can’t climb very well.)
  - “Which chunk of the sentence tells the reason that the frog is a ground-dweller? Point to it.” (Students should point to the second chunk.)
  - “What word starts the part of the sentence that tells the reason?” (since)
- Invite students to underline this word on their sentence strip.
- Explain that authors use words called conjunctions to show how the ideas in a sentence are connected. Conjunctions such as *since* are used before giving a reason.
- Together, reread the full sentence. Invite students to apply what they have learned by explaining to a partner what the sentence means.
- Congratulate students on using what they know about words and how sentences are put together to figure out the meaning of a complex sentence.
- Create a section called “Conjunctions” on the **Parts of Speech anchor chart** and add the word *since* to the chart.
- Prepare students for the next day’s independent activity: Walk through the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

#### ▲ Day 2: Small Group Instruction (20 minutes)

- Invite students to retrieve their copy of *Everything You Need to Know about Frogs and Other Slippery Creatures* and their Glossary from Day 1, and to read pages 18–19 to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- Review the Daily Learning Target for this activity.
- Ask students to briefly share something they learned about frogs from their reading yesterday. Explain that they will be continuing to work with each of these passages this week.
- Read the section on the gold frog on page 18 out loud and invite students to read along, chorally.
- Distribute **sentence strips**.
- Ask students to put the “chunks” in order so that the sentence makes sense.
- Call on selected students to explain their strategies for doing this (looking for periods and capitals, checking back in the book, seeing what makes sense, etc.). Then read the full sentence out loud together, chorally. (“It is a ground-dweller / since it can’t jump or climb very well.”)
- 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.

- Ask students what they think this sentence means. Invite them to turn to a partner to share their thinking. (It lives on the ground because it isn't good at climbing.)
- Explain to students that, when they are reading complex sentences, it is often helpful to break the sentence into smaller chunks and work with one part at a time. To make it easier to focus on the first sentence chunk ("It is a ground dweller"), ask students to turn the second chunk ("since it can't jump or climb very well") print side down.
- Encourage extended conversation among students about the meaning of the excerpt, especially the key phrase: *ground-dweller*.
- Turn and Talk:  
*"The word in bold may be unfamiliar. What are some strategies for figuring out the meaning of an unfamiliar word?"*
- Model using the glossary and context to define *ground-dweller*. (something that lives on the ground)
- Turn and Talk:  
*"What is the translation of dwell and ground in our home languages?" (nyob and av in Serbian)*
- Invite all students to repeat the translation in a different home language.
- Turn and Talk:  
*"Are all frogs ground-dwellers?" (No. The tree frog lives permanently in trees.)*  
*"What is a little unusual about this word?" (There is a hyphen. It joins the two words into one. It reverses the order and shortens the phrase from something that dwells on the ground to ground-dweller. We add -er to change the verb dwell to a noun, a person or a thing.)*  
*"What does it refer to? What, in the sentence, makes you think so?" (The gold frog. The section is about the gold frog. The sentence is talking about jumping and climbing, so it can't refer to leaf litter, even though leaf litter comes directly before it.)*
- Invite students to turn over the second chunk and read it aloud while they read along silently in their heads.
- Read it again and invite students to read it aloud chorally with you.
- Turn and Talk:  
*"Can the gold frog jump or climb?" (Yes, but poorly.)*  
*"So why is the gold frog a ground-dweller? (It can't jump or climb very well.)*  
*"Which chunk of the sentence tells us the reason that the frog is a ground-dweller? Point to it." (the second chunk)*  
*"What word in the second chunk introduces the reason? Underline this word on your strip." (since)*  
*"Why would we use the word since in our speaking and writing?" (to introduce a reason)*
- Chorally read both parts of the sentence.
- Explain that authors use words called conjunctions to connect ideas in a sentence. Conjunctions such as *since* are used to introduce a reason.
- Distribute **colored pencils or crayons**. Ask:

*“What types of words follow since? Shade the noun blue and the verb red.” (noun + verb = it can’t jump or climb)*

*“Can we use the conjunction since to introduce a reason without noun + verb? (No.)*

- Ask students what questions they have about the sentence.
- Chorally read the full sentence. Invite students to apply what they have learned by explaining to a partner what the sentence means. They can begin by using their home language if they desire additional support.
- Congratulate students on using what they know about words and how sentences are put together to figure out the meaning of a complex sentence.
- Create a section called “Conjunctions” on the Parts of Speech anchor chart and add since to the chart.
- Prepare students for the next day’s independent activity: Walk through the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card task 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** and **Unit 3, 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 3, 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 retrieve their copy of **Everything You Need to Know about Frogs and Other Slippery Creatures** and their **glossary** from Day 1 and read pages 18–19 to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Unit 3, Week 1: Additional Work with Complex Text: Student Task Card for Day 3 using the **Unit 3, Week 1, Day 3: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Review the Daily Learning Target for this activity.
- Guide all students through a Language Dive using the **Language Dive Guide: Tree Hole Frog**.
- ◆
- For students requiring more challenge once the Language Dive is complete, invite students to work in pairs to say and then write on paper complex sentences about frogs using one of the conjunctions they learned.