



Writing Practice

Unit 3, Week 2: Teacher Guide ■●◆▲



Daily Learning Targets

Day 1

- I can use phrases writers use to explain and link their ideas. (W.3.2b, W.3.2c, L.3.6)

Day 3

- I can use phrases writers use to elaborate on their ideas. (W.3.2b, W.3.2c, L.3.6)

Teaching Notes

- On Day 1, students review how writers explain and link ideas in informational writing. Using the Poison Dart Frog Model from the module lessons, students identify phrases the author used to explain and link ideas. Then students review what writing fluency is and respond to a prompt, writing continuously for 5 minutes and incorporating a phrase in their writing to explain or link ideas.
- On Day 3, students review how writers elaborate on their ideas in informational writing. Using the Poison Dart Frog Model from the module lessons, students identify phrases and techniques the author used to elaborate on ideas. Then students respond to a prompt, writing continuously for 10 minutes, focusing on elaborating on their ideas and incorporating phrases in their writing to explain or link ideas.
- Differentiation:
 - Day 1: For students who require additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, or providing sentence frames such as: “The glass frog is transparent. This means...”
 - Note that, as explained in the Unit Overview, ■ and ◆ are grouped together to provide the opportunity for peer coaching and for students to learn from one another about the writing process.
 - ▲ 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: To provide lighter support, invite students to identify the explaining, linking, and elaborating phrases instead of being guided, and work with a greater number of phrases.
- 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 3, Week 2: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 3, 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)
- ✓ Poison Dart Frog Model (from Unit 3, Lesson 2 module lesson; one per student)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (one per student)
- ✓ Patterns in Informational Writing (one per student)
- ✓ *Everything You Need to Know about Frogs and Other Slippery Creatures* (one per student)
- ✓ Freaky Frog research notebook (from Unit 2 module lessons; one per student)
- ✓ Unit 3, Week 2: Writing Practice: 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)

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 3, Week 2: Independent Reading: Student Task Cards** and the **Unit 3, 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)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to take out their copy of the **Poison Dart Frog Model** and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets. Point out that this week they will be focusing on explaining, elaborating on, and linking their ideas in their writing.
- Tell students that today they will practice *explaining* and linking their ideas, and in the next teacher-guided session they will look at *elaboration*. If necessary, review these terms.

- Help students understand that the difference between elaborating and explaining is that when you explain an idea, you state how or why to make it clear. When you elaborate, you provide extra details to the explanation to really help the person understand.
- Provide the example: You might *explain* that you didn't like a book because it was boring. You might *elaborate* by providing details of how it was boring—for example, nothing interesting or exciting seemed to happen to the characters.
- Distribute the **Patterns in Informational Writing** handout. Invite volunteers to help you read the information aloud for the whole group. Clarify anything students don't understand.
- Focus students on the Poison Dart Frog Model, specifically on “This means...” in the second paragraph.
- Tell students this is an example of how the author explains or links ideas.
- Invite students to reread the Poison Dart Frog Model, looking for other phrases the author uses to explain or link ideas and recording them on their Student Activity Cards in the box labeled “Phrases writers use to explain or link their ideas.”
- Cold call students to share whole group (This means..., First..., Another..., In addition...).
- Review writing fluency by focusing students' attention on the definition on their activity card.
- Invite students to choose a frog photograph in ***Everything You Need to Know about Frogs and Other Slippery Creatures***.
- Invite students to read the writing prompts on the activity card, and to place a finger by the prompt they will respond to today.
- Give students 5 minutes to respond to the prompt. Tell them they should try to write for the entire 5 minutes, and that they should refer to the text and their **Freaky Frog research notebook** as they write. Remind students to try to explain or link their ideas by using some of the phrases they identified in the model.
- Invite volunteers to read their responses aloud for the whole group.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Cards** and walk through the Day 2 task, providing models where helpful.

▲ Day 1: Small Group Instruction (20 minutes)

- Invite students to take out their copy of the Poison Dart Frog Model and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Distribute Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards and review the learning targets. Point out that this week they will be focusing on explaining, elaborating on, and linking their ideas in their writing.
- Tell students that today they will practice *explaining* and linking their ideas, and in the next teacher-guided session they will focus on *elaboration*. If necessary, review these terms.
- Help students understand that the difference between elaborating and explaining is that when you explain an idea, you state how or why to make it clear. When you elaborate, you provide extra details to the explanation to really help the person understand.

- Provide the example: You might *explain* that you didn't like a book because it was boring. You might *elaborate* by providing details of how it was boring—for example, nothing interesting or exciting seemed to happen to the characters.
- Distribute the Patterns in Informational Writing handout. Invite volunteers to help you read the information aloud for the whole group. Clarify anything students don't understand.
- Focus students on the Poison Dart Frog Model, specifically on “This means...” in the second paragraph.
- Tell students this is an example of how the author explains or links ideas.
- 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. Chorally 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 these sentences from the text:

“First, it has toxic skin. This means its skin is poisonous. The poison on its skin can paralyze or kill predators that touch it.”
 - Encourage extended conversation among students about the meaning of the excerpt, especially the key words and phrases: *toxic*, *paralyze*, and *This means*.
 - Invite students to place a finger on the word *toxic* and to say it aloud chorally with you.
 - Turn and Talk:

“What is the translation of toxic in our home languages?” (tshuaj lom in Hmong) Invite all students to repeat the word in a different home language.

“What is the meaning of toxic? What, in the sentences, makes you think so?” (bad for you; It can paralyze or can kill predators.)

“What is another word in the paragraph that is similar in meaning to toxic?” (poisonous)

“So, what does it mean if a frog has toxic skin?” (It means the skin is poisonous to other animals.)
 - Repeat a similar sequence of steps for the word *paralyze*.
 - Invite students to place a finger on *This means* and to read it aloud chorally with you. Turn and Talk:

“Why does the author write This means?” (to explain to the reader what toxic means; to give its definition; to say the same thing using different words; to explain to a reader why the information already provided is important)

“How does this sentence tell us that poison dart frogs are unique?” (They have skin unlike the skin of other frogs.)

“Why is toxic skin good for poison dart frogs?” (It protects them from predators.)
- Invite students to write *This means* on their activity card.
- Invite students to reread the Poison Dart Frog Model, looking for other phrases the author uses to explain or link ideas and recording them on their activity cards in the box labeled

“Phrases writers use to explain or link their ideas.”

- Cold call students to share whole group. Cold call students to share whole group (This means..., First..., Another..., In addition...).
- Guide students through completing their activity card.
- Invite volunteers to read their responses aloud for the whole group.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 2: Writing Practice: Student Task Cards and walk through the Day 2 task, providing models where helpful.

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 3, Week 2: Independent Reading: Student Task Cards** and the **Unit 3, 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 (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to take out their copy of the **Poison Dart Frog Model** and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Invite students to retrieve their **Unit 3, Week 2: Writing Practice: Student Task Cards** and to share their writing with group. Use common issues as whole group teaching points.
- Redistribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets. Remind students that they have been working on explaining and linking their ideas, and in this lesson they will focus on elaborating on their ideas.
- Invite students to retrieve their **Patterns in Informational Writing** handout. Invite volunteers to help you read the information aloud for the whole group. Clarify anything students don’t understand.
- Focus specifically on:
 - Elaborate on their ideas using additional facts, definitions, and details from their research
- Review what it means to elaborate on ideas (develop or present an idea in detail).
- Remind students that the difference between elaborating and explaining is that when you explain an idea, you state how or why to make it clear. When you elaborate, you provide extra

details to the explanation to really help the person understand.

- Provide the same example from before: You might *explain* that you didn't like a book because it was boring. You might *elaborate* by providing details of how it was boring—for example, nothing interesting or exciting seemed to happen to the characters.
- Focus students on the Poison Dart Frog Model.
- Turn and Talk:
 - “**Are there any words or phrases in the second paragraph that suggest an author is elaborating?**” (For example)
- Invite students to add this phrase to the box on their activity card.
- Invite students to reread the Poison Dart Frog Model, looking for other techniques or phrases the author uses to elaborate on ideas and recording them in the box on their activity cards.
- Cold call students to share their responses whole group (such as...).
- Review what writing fluency is by focusing students' attention on the definition on their activity card.
- Invite students to read the writing prompt on the activity card. Clarify the prompt as necessary.
- Give students 10 minutes to respond to the prompt. Tell them they should try to write for the entire 10 minutes, and that they should refer to their **Freaky Frog research notebook** as they write. Remind students to try to elaborate on their ideas by using some of the techniques and phrases identified on the anchor chart.
- Invite volunteers to read their response aloud for the whole group.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

▲ **Day 3: Small Group Instruction (20 minutes)**

- Invite students to take out their copy of the **Poison Dart Frog Model** and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Invite students to retrieve their Unit 3, Week 2: Writing Practice: Student Task Cards and to share their writing with group. Use common issues as whole group teaching points.
- Redistribute the Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards and review the learning targets. Remind students that they have been working on explaining and linking their ideas, and in this lesson they will focus on elaborating on their ideas.
- Invite students to retrieve their Patterns in Informational Writing handout. Invite volunteers to help you read the information aloud for the whole group. Clarify anything students don't understand.
- Focus specifically on:
 - Elaborate on their ideas using additional facts, definitions, and details from their research

- Review what it means to elaborate on ideas (develop or present an idea in detail).
- Remind students that the difference between elaborating and explaining is that when you explain an idea, you state how or why to make it clear. When you elaborate, you provide extra details to the explanation to really help the person understand.
- Provide the same example from before: You might *explain* that you didn't like a book because it was boring. You might *elaborate* by providing details of how it was boring—for example, nothing interesting or exciting seemed to happen to the characters.
- Focus students on the Poison Dart Frog Model.
- **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 these sentences from the text:
“Different kinds of poison dart frogs are different colors. For example, the strawberry poison dart frog is bright red. The phyllobates terribillis is bright yellow.”
 - Invite students to place a finger on the words *phyllobates terribillis* and to read them aloud chorally with you slowly. PHY-llo-ba-tes TER-rib-il-lis.
 - Tell students that this phrase is Latin, which is an old language that English borrows a lot of words from. Tell students that in science, Latin is used to talk about animals and plants. The first word is the genus; the second is the species. The genus and species organize animals and plants into different types.
 - Invite students to place a finger on *For example* and to say it aloud chorally with you.
 - Tell students that this phrase tells us the author is going to give us some examples of what he or she is talking about—some more details.
 - Turn and Talk:
“What examples does the author provide?” (different colors—bright red and bright yellow)
“Why are bright colors good for the poison dart frog?” (Bright colors can scare away predators.)
- Guide students through completing their activity card.
- Invite volunteers to read their responses aloud for the whole group.
- 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 3, Week 2: Teacher Guide ■●◆▲



Daily Learning Targets

Day 2

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

Day 4

- I can analyze the meaning of an academic vocabulary word with the prefix *in-*. (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 3, 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 Block 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, 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.
- **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.

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: Writing Practice: Student Task Cards (one per student)
- ✓ Unit 3, 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 3, Week 2: Word Study and Vocabulary: Student Task Cards (from Week 2, Day 1; one per student and one for display)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1, Unit 1, Lesson 6 module lesson)

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 3, Week 2: Writing Practice: Student Task Cards**, and remind them they will need to retrieve their **Unit 3, 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 (19 minutes, repeated three times)

- Invite students to retrieve their **Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards** and to review their work from this week. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review responses to previous day task with students.
- Distribute the **Unit 3, 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.
 - ▲ Invite students to use an **online or paper translation dictionary** in their home language.
- 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/grid 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/Grid.
 - ■▲ Guide students through completing each part of their Vocabulary Square/Grid.
 - ●◆ Students can complete their Vocabulary Square/Grid either in pairs or independently with minimal guidance.
- Day 2: Prepare students for the next day's independent activity: Display the Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards and walk through the Day 3 task, 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.