



## Writing Practice

### Unit 1, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1 and Day 3

- I can identify a character's point of view using details in the text. (RL.3.1, RL.3.3)
- I can identify character traits of characters in *Peter Pan*. (RL.3.3)

#### Teaching Notes

- In this component, students write a character analysis paragraph of Tinker Bell. This task gives students an opportunity to practice their learning about pronouns from the Language Dive from Unit 1, Week 1, Day 4: Additional Work with Complex Text.
- On Day 1, students review the first time Peter Pan and Tinker Bell meet Wendy. They analyze the characters' actions, point of view, and motivations. This prepares them to more deeply analyze the character of Tinker Bell on Days 2–4.
- On Day 3, students practice analyzing the character of Tinker Bell. They identify her character traits, motivations, point of view, and actions.
- These lessons assume that students have read Chapter 3 of *Peter Pan* and are familiar with the character interview activity from module Lesson 6.
- **Differentiation:**
  - On Day 1: To provide heavier support, separately reread each section of the excerpt from *Peter Pan* that demonstrates how the characters think and feel about one another as students complete the sentence frames in Part I. Consider displaying a language bank of character traits (e.g., *jealous*, *loyal*, *angry*, *short-tempered*). Students can draw on the bank as they complete the frames in Part I and as they independently complete the Day 2 task card.
  - On Day 3: Pre-fill parts of the character analysis chart for students who need heavier support. For more support, create sentence strips for students to paste into the correct portion of the chart. To provide heavier support, consider modeling how to fill in the chart by discussing one of your own character traits.
- **In advance:**
  - Prepare materials for independent student groups.
  - Day 3: Prepare one student exemplar from step 4 of Unit 1, Week 2: Writing Practice: Student Task Card (from Day 2).
  - Day 3: Prepare one set of the Tinker Bell Character Analysis Quotes (from Unit 1, Week 2, Day 2: Writing Practice).

#### Materials

##### Day 1

- ☑ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ☑ *Peter Pan* (from module lessons; one per student)
- ☑ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

**Day 3**

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 1, Week 2, Day 2: Writing Practice: Student Task Card student exemplar (one per student)
- ✓ *Peter Pan* (from module lessons; one per student)
- ✓ Tinker Bell Character Analysis Quotes (one set per group; from Day 2)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

**Instruction for Day 1:**

- Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target. Point out that this week students will be focusing on character analysis—a skill they will be assessed on during the End of Unit 1 assessment in the module lessons.
- Instruct students to retrieve their copies of ***Peter Pan*** and preview the passage for today’s activity (starting on the bottom of page 22: “Fairies?” Wendy breathed, wide-eyed...” and reading to the end of the chapter). While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Ask students to follow along in their heads as you read aloud the passage. To provide additional support, consider asking students to act it out.
- Invite students to complete the activities on the activity card.
  - ▲: Post this paragraph frame for the interviews in Part II: “From my point of view, the meeting was \_\_\_\_\_. I was thinking \_\_\_\_\_ because \_\_\_\_\_. I was feeling \_\_\_\_\_ because \_\_\_\_\_.”
- Tell students that tomorrow they will have a chance to look more closely at the character traits of Tinker Bell.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day’s independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

**Instruction for Day 3**

- Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target. Point out that this week students will be focusing on character analysis of Tinker Bell.
- Display the **Unit 1, Week 2, Day 2: Writing Practice: Student Task Card student exemplar**. Instruct students to whisper read the exemplar with a partner and then take turns paraphrasing or retelling it to each other. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Discuss the student exemplar as a group. Ensure students understand where the author identified the character trait and used details from the text to support his or her thinking.
- Using a total participation technique, briefly complete step 1 and review the **Tinker Bell Character Analysis Quotes** that demonstrate a character trait. Remind students the quotes may show more than one trait.

▲: Discuss the meaning of the words *jealous*, *jealousy*, *loyal*, *short-tempered*, *anger*, and *angry*. Encourage students to translate the word into their home language and/or use it in a sentence.

■ ▲: Focus students on three quotes only.

◆: After discussing three of the quotes, invite students to look on page 25 in *Peter Pan* to identify their own piece of evidence.

- If productive, use a Goal 4 Conversation Cue to encourage students to add on to what a classmate said:

**Conversation Cue:** “Who can add on to what your classmate said? I’ll give you time to think.”

- Model and assist students as they fill in the character analysis chart. Because this is very similar to the End of Unit 1 Assessment, quickly review how to fill in the chart. Encourage students to use the text to support their thinking.

■ ▲: Briefly model how to fill in the chart using your own or a student’s positive character trait.

◆: Students may work in pairs to complete the chart. Debrief periodically.

- Collect Teacher-Guided Student Activity Cards, but note that students will use them on Day 4.
- Prepare students for the next day’s independent activity: Walk through **Unit 1, Week 2: Writing Practice: Student Task Card**. Tell students that tomorrow they will have a chance to write a paragraph about one of the character traits of Tinker Bell and discuss the paragraph frame as needed. Remind students of their learning about pronouns in Unit 1, Week 1: Additional Work with Complex Text. Encourage students to use pronouns correctly in their writing tomorrow. Review as needed.



## Word Study and Vocabulary

### Unit 1, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ion*. (RF.3.3a, L.3.4c)

##### Day 4

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

#### Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*explanation*) with the suffix *-ion*. On Day 4, they focus on academic vocabulary word (*revised*) with the prefix *re-*. They analyze both words using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- Recall from the module lessons that although Mini Language Dive goals remain the same in Modules 3–4, the format has changed. The new format follows a Deconstruct, Reconstruct, and Practice routine and encourages teachers to be flexible and follow their students' lead. Refer to the Appendix in your Module 1 Module Lessons Teacher Guide for additional information on Language Dives and for the resource Questions We Can Ask during a Language Dive.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:**
  - Prepare independent student materials.

#### Materials

##### Day 2

- ✓ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (one piece; used by the teacher to write a definition)
- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Affix List (from Module 1)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

##### Day 4

- ✓ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (completed on Day 3)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)

- ✓ Chart paper (one piece; used by the teacher to write a definition)
- ✓ Affix List (from Module 1)

## Instruction for Day 2

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to answer the questions in step 1 with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on another component.
- Direct students' attention to the **Parts of Speech anchor chart** and review the definitions of nouns and verbs as needed.
- Debrief the students' thinking in step 1 and briefly discuss the relationship between the noun and verb form of the words. Be sure students note the similar endings of the nouns but do not define the suffix at this point.
- ▲: Mini Language Dive: "An explanation / of how you revised the scene / **with a description of how it is different** / from the original scene."

*Note: This Mini Language Dive will span Day 2 and Day 4.*

- Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
  - *with a description*: "What?" / Meaning: a description, or written telling, of your scene. Suggested questions: "What will you describe?" (prepositional phrase; noun)
  - *of how it is different*: "What?" / Meaning: Your revised scene is different from the original scene. Structure: The writer adds onto the sentence by using two sets of connected prepositional phrases. This gives the reader additional criteria about how to write the explanation of how the scene was revised (*with*) and what kind of description should be written (*of*). Suggested questions: "What does it mean for something to be different? What are you making different? (What is *it*?) How will you make it different?" "You will write an explanation of how you revised the scene. How did the writer give us more information about this explanation?" (prepositional phrase)
- Reconstruct: Reread the sentence. Ask:
  - "Now what do you think the sentence means?"**
  - "How does your understanding of the sentence help you understand how you can add onto a sentence when you write?"**

*Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:*

- Practice: Consider inviting students to use the sentence to speak or write about their own lives. Suggested practice: "I will write an explanation of how I revised the scene with \_\_\_\_\_. I will tell you a story of how \_\_\_\_\_."

- Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list.
- Guide students through completing the Vocabulary Tree. Each branch of the tree should be filled out. For “My own sentence with related word” students may write their own sentence or find an additional sentence from the text or another source. Invite students to practice using the word aloud in a sentence several times before they write their own sentence.
  - ▲: Model how to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
  - : Post a simple sentence starter for students to use when writing their original sentence.
  - ◆: Invite students to write several sentences.
- Collect the 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 1, Week 2: Word Study and Vocabulary: Student Task Card** and walk through the Day 3 tasks, providing models where helpful.

#### Instruction for Day 4

- Review the completed **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**. Provide instruction and clarification as needed.
- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Invite students to complete step 1 independently or with a partner. Note: If the affix that students work with in this lesson is not on their **Affix List**, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Review the parts of the word *revised* and discuss other words that start with the prefix *re-*.
- Using a total participation technique, invite responses from the group:
 

*“What is the difference between adding the suffix -ion and the prefix re- to a word? How does each affect the root word?” (adding -ion changes the part of speech but keeps the definition very similar. Adding re- changes the meaning of the word but not the part of speech.)*
- If productive, use a Goal 4 Conversation Cue to encourage students to explain why a classmate came up with a particular response:
 

*Conversation Cue: “Who can explain why your classmate came up with that response?”*
- ▲: Return to the Mini Language Dive from Day 2.
- Guide students through the remaining steps on the activity card. Because the Vocabulary Tree is a new strategy, support students as needed. See Day 2 instruction.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.