



Reading and Speaking Fluency/GUM

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can use verbs that agree with the subject of the sentence. (L.3.1f)
- I can use pronouns correctly. (L.3.1f)

Day 3

- I can use pronouns correctly. (L.3.1f)

Teaching Notes

- In this unit, students focus on GUM rather than reading and speaking fluency. They work on different types of pronouns and matching a subject pronoun with the verb of the sentence. Students will work with pronouns in additional Mini Language Dives throughout the Module 3 ALL Block. Note: These lessons assume students have completed the Language Dive in the Lesson 2 module lesson.
- On Day 1, students review subject/verb agreement. On Day 3, students learn the difference between subject, object, and possessive pronouns.
- **Differentiation:**
 - On Day 1, to provide heavier support in Part II, provide two pronoun options for students to choose from to complete each sentence frame. To provide lighter support, expand the task by having students practice saying their own sentences in each part of the activity card. Groups may not have time to complete the activity card. Consider focusing only on the past tense in Part I and/or focus mainly on Part II. If needed, revise the task card for Day 2, depending on whether or not students complete each part of today's activity card.
 - On Day 3, students will require varying levels of support with the activity card, and some will get further than others. If students require more practice with the rules from Day 1 and Day 2, consider adding that practice here. Consider grouping students according to home language so they can compare and contrast home language conventions. To provide heavier support, allow students to speak instead of write their explanations in step 4, or provide students with examples in step 4. Students could also focus only on subject/object pronouns and return to possessive pronouns another time.
- **In advance:**
 - Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ☑ Fluency passage (from Day 1; one per student)
- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Discuss the learning targets.
- Direct students' attention to the **Parts of Speech anchor chart** and review *verb* and *noun* as needed.
- Invite students to complete the introduction with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Ensure students are clear about the rules before moving on to the next part. Students may require additional practice to fully understand.
- For Part I, remind students they learned about *irregular* and *regular* verbs in Module 2. Review as needed.
 - ▲: Explain the main differences. In present-tense regular verbs, the third-person inflection is different from the first- and second-person inflection (add -s). In the present and past of the irregular verb *to be*, the inflection changes (*am, are, is, are* and *was, were*). This is different from most home languages.
- Move on to Part II. Work together as a group, or to provide more challenge, invite students to work with a partner and then share out their answers.
 - ▲: Explain that in English:
 - We can use a pronoun to replace a noun. This adds variation and helps condense speech and writing.
 - The gender of objects, and often animals, is unknown. Therefore, we can use the pronoun *it*.
 - We use only one noun or pronoun per reference, not both (i.e., *Peter he couldn't fly* is incorrect).
 - These conventions may be different from their home language.
- Move on to Part III.
 - ◆: Invite a student to say additional sentences with the same verbs. Ask other students to identify the subject.
- If time permits, ask students to provide their reasoning in Part III. If productive, cue students to explain why a classmate came up with a particular response:

“Who can explain why your classmate came up with that response?” (Responses will vary.)
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 2's independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.

Instruction for Day 3:

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and **fluency passage**. Review learning targets.
- Invite students to complete 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 other components.
- Post the following sentences.
 - “Carla gave me a drawing. She made the drawing at her house.”
- Use the sentences to explain the difference between a subject (*she*), object (*me*), and possessive (*her*) pronoun. Invite students to write the definition of each in step 3 on the activity card.
- Guide students through the remaining activities on the activity card.
 - ▲ : Point out the following:
 - Possessive pronouns and object pronouns have a gender, just as subject pronouns do.
 - Unlike subject pronouns, object pronouns will never begin a sentence.
 - Possessive pronouns often come before a noun, while subject pronouns often come before verbs.
- If time permits, invite students to practice making up their own sentences using the different types of pronouns.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 4’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.



Additional Work with Complex Text

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can answer questions to show understanding of a text, using details from the text in my answers. (RL.3.1)
- I can explain how a chapter contributes to the text. (RL.3.5)
- I can explain how an illustration contributes to the text. (RL.3.7)

Day 4

- I can understand and practice using complex English language structures. (L.3.1, L.3.3)
- I can use *you* to help a reader imagine he or she is in a story. (L.3.1a)
- I can use *if...can* conditionals to talk about events that depend on another event happening first. (W.3.1c, L.3.1)

Teaching Notes

- In this component, all students reread *Peter Pan in Kensington Gardens*: Chapter 1 and explore a map that appeared in an early edition of the story in preparation for reading closely to more fully understand the setting of the story.
- On Day 2, students work closely with Chapter 1 of *Peter Pan in Kensington Gardens*. This complex text offers a detailed description of the setting of the story and is paired with a map from one of the early editions of the text. The activities in this sequence are designed to provide a vivid context for the reading in the module, emphasizing the way J.M. Barrie used his imagination to transform the ordinary setting of Kensington Gardens into the extraordinary world of Peter Pan.
- On Day 4, all students participate in a Language Dive centered on L.3.1. Students learn how and when to use the pronoun *you* and conditional phrases in their writing (L.3.1a). They also practice both of these language structures in Writing Practice in this unit (see rationale in the Language Dive Guide: “The Grand Tour of the Gardens.”)
- **Differentiation:** Options for differentiation appear midway through the lesson. Students working on grade level focus on the author’s craft in describing the setting. Students who need more support focus more specifically on the spatial words needed to understand the setting of the story. Students who are ready for more challenge have an additional opportunity to visualize one aspect of the setting, using details from the text. For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students’ needs and to select the most relevant language goals. Not all students will complete the activity card.
- **In advance:**
 - Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students’ needs.

- Review the Questions We Can Ask during a Language Dive (from Unit 1, Lesson 7 module lesson) as necessary.
- Prepare materials for independent student groups.

Materials

Day 2

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ *Peter Pan in Kensington Gardens*: Chapter 1 (from module Lesson 1; one per student)
- ✓ Unit 2, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (completed on Day 1; one per student)
- ✓ Peter Pan's Kensington Gardens Map (from Day 1; one per student)
- ✓ Paper (blank; optional; one piece per used by ♦ students)
- ✓ Crayons or colored pencils (optional; used by ♦ students to draw a place on the map)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide: *Peter Pan in Kensington Gardens*: Chapter 1 (for teacher reference)
- ✓ Language Dive Chunk Chart: *Peter Pan in Kensington Gardens*: Chapter 1 (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: *Peter Pan in Kensington Gardens*: Chapter 1 (one to display)

Instruction for Day 2:

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Invite students to retrieve ***Peter Pan in Kensington Gardens*: Chapter 1** and briefly review the answers to **Unit 2, Week 1, Day 1: Additional Work with Complex Text: Student Task Card**. Tell students they will continue to work with this chapter and the map throughout the week to learn more about the setting in *Peter Pan in Kensington Gardens*.
- Invite students to complete step 1 and reread the text silently. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite students to retrieve the **Peter Pan's Kensington Gardens Map**.
- Remind students that there is a real park in London called Kensington Gardens where J.M. Barrie used to walk.
- Invite students to follow along, reading silently in their heads as you read aloud the first paragraph of *Peter Pan in Kensington Gardens*: Chapter 1. Ask:

“How might this chapter prepare the reader for Peter Pan in Kensington Gardens?”
(It helps the reader visualize the places in the story. It lets the reader know the story happens in an unusual place.)

“How might the map contribute to the story?” (It helps you understand where places are. There are pictures to show what is in some of the places.)

- Read aloud the second paragraph. Draw attention to the fact that some of the information in the paragraph is realistic while other parts are magical. Invite students to find and underline the parts of the paragraph that show magical thinking.

■ ▲: Model by thinking aloud through the first example of the woman holding onto the railings so she doesn’t fly away. Students can identify the detail that her face is red from holding onto the balloons all day.

● ◆: Invite students to discuss with a partner briefly. Then invite volunteers to share out.

- Discuss:

“Do you think there might have been a real balloon lady in front of the real Kensington Gardens?” (Responses will vary.)

“Why might J.M. Barrie have imagined that the balloon lady might fly away?” (There were so many balloons it looked like she might be lifted off the ground.)

“Why might an author combine things that are real and things that are not real in the same paragraph?” (It’s fun to use your imagination; the real parts make the magical parts seem more real, to make the setting seem real.)

- If productive, cue 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.”

- Invite students to complete step 3.

●: Read aloud the third paragraph. Invite students to work in pairs to find and underline the parts of the paragraph that show magical thinking and discuss, using questions similar to those above. Continue this process with the remaining paragraphs.

◆: Ask for a volunteer to read aloud the third paragraph. Invite students to find and underline the parts of the paragraph that show magical thinking and discuss, using questions similar to those above. Continue this process with the remaining paragraphs. If time permits, distribute **paper** and **crayons or colored pencils** and invite students to choose a paragraph and draw and label a picture of the place described.

■ ▲: After discussing the text of the second paragraph, invite students to take out their Peter Pan’s Kensington Gardens Map. Use the cues below to guide students in exploring the map and understanding the spatial words used in the chapter. (Note: Students should use their fingers to point to each location. Instruct students not to write on the maps; they will need a clean map for the activity on Day 3.)

- Find the balloon lady *just outside* the gate where you enter the gardens.
- Find the Broad Walk *inside* Kensington Gardens.
- Put your finger on Cecco Hewlett’s Tree. It is *on* the Broad Walk.
- Find Big Penny. It is *on the way* to Round Pond.
- *On the right* of the Broad Walk is the Baby Walk. Put your finger on it.
- Look in the *very middle* of the gardens. Find the Round Pond.
- Find the Serpentine, which *begins near* the Round Pond.

Use this activity to informally assess students' understanding of the spatial words in italics. Stop to explain and clarify the meaning of these words and phrases as needed.

Conversation Cue: *"Put your finger on _____ (insert place) on the map. How might you describe where it is?"*

- If useful, consider assigning people and places to students and have them negotiate to arrange themselves in the classroom to mimic the map. Example: One student holds a strip that says "balloon lady," and one student holds a strip that says "gate where you enter." The "balloon lady" stands just outside the "gate where you enter."
- Collect the Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Display the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**. Introduce tomorrow's scavenger hunt and review the directions on the card. Work through the first clue on the card together, ensuring that students understand the directions and feel comfortable with the task.

Instruction for Day 4:

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence on the activity card. Tell students they will study this sentence carefully. It will help them learn more about how sentences are put together, and they will learn different phrases they can use in their own writing.
- Instruct students to work with a partner on step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide: *Peter Pan in Kensington Gardens*: Chapter 1**, **Language Dive Chunk Chart: *Peter Pan in Kensington Gardens*: Chapter 1** and the **Language Dive Sentence Strip Chunks: *Peter Pan in Kensington Gardens*: Chapter 1** to guide students through the Language Dive.
- Collect Teacher-Guided Student Activity Cards to review student responses.