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, L.3.3b)

Day 3

■ I can read a passage aloud fluently, using appropriate body, facial, and voice expression. (RF.3.4a, RF.3.4b)

Teaching Notes

■ On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.

■ On Day 3, students review how to read aloud using accurate body language and facial expression following teacher modeling. Students then apply this to improve their reading fluency of new differentiated passages.

■ **Differentiation:** Each group of students will read a different Filipino folk tale, based on their fluency skills. To provide heavier support, invite students to act out or sketch the folk tale as you read, pausing to check for comprehension. To provide additional language support, lead ELLs through the Mini Language Dives. (All students work with temporal language in module Lesson 6 and Unit 3, Week 2, Day 3: Writing Practice.)

■ **In advance:**

— Prepare the Fluency Self-Assessment Checklist (see Module 1, Unit 3, Week 1: Reading and Speaking Fluency/GUM).
— Prepare world map for students to locate the Philippines.
— Prepare materials for independent student groups.

Materials

Day 1

☑ World map (one to display)

☑ Fluency passage #1 (one per student)

☑ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)

☑ Fluency Self-Assessment Checklist (from Module 1; one per student)

☑ Highlighter (one per student)

☑ Fluent Readers Do These Things anchor chart (begun in Module 1)

☑ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

☑ Fluent Readers Do These Things anchor chart (begun in Module 1)

☑ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card

(one per student)

☑ Fluency passage #2 (one per student)

☑ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

■ Note: This sequence of instruction is very similar to Modules 1–2.

■ Introduce the reading fluency passages. Remind them that *Peter Pan* is a classical fairy tale from Western Europe. This week they will read some classical fairy tales or folk tales from the Philippines. Locate the Philippines on the **world map**. Share your own experiences and invite students to share experiences they may have with traveling or living in this part of the world. Remind students the texts were written a long time ago, so they may see some things about ancient Filipino culture that are different from things about modern Filipino culture.

■ Distribute the appropriate **fluency passage #1** to each group:

■▲ "The Man with the Coconuts"
●◆ "The Flood Story"

■ Invite students to preview the text by silently reading it independently or whisper reading 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.

■ Clarify the gist of the appropriate passage with students. Reread as needed.

■ ▲: Mini Language Dive: **"**Then / he hurried his horse / **all the more** / to make up for lost time, / but the coconuts fell off again."

— Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  ■ *all the more*: "How much?"/ Meaning: He hurried his horse even more than he did before; to a greater degree. (adverbial phrase; idiom)
  ■ Practice: "Then I hurried to school all the more because ____. Then she started running all the more because ____."

— Reconstruct: Reread the sentence. Ask:
  "Now what do you think the sentence means?"

  "How does your understanding of this sentence add to your understanding of why the man arrived late?"

— Practice: "Then I ____, all the more to ____, but ____. After she ____, she ____ all the more; however, ____."

■ Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**, and briefly discuss each criterion.

■ Invite students to use a **highlighter** to highlight the following focus criteria for this week:
  — "I can correct myself and reread when what I read was wrong or didn't make sense."
  — "I can notice and read punctuation."
  — "I can use facial expressions and body language to match the expression in my voice."
  — "I can use the appropriate volume and change volume naturally as if I am talking to a friend."

■ Tell students that the stories they will read this week were often told orally, and so they will work on using facial expressions and body language to match the expression in their voice— just like a real storyteller.

▲: Invite students to chart and compare facial expressions and body language the teacher uses when he or she reads with facial expressions and body language used by adults in home language readings or speech. Are they all appropriate in each language?

■ Read the text aloud two or three times, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed "fluent" to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (If time is short, prioritize choral reading in the following step for ▲ students.)

■ As time permits, invite students to read the passage (or a portion of 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.

■ ▲: If needed, model setting a goal aloud first.

▲: Invite students to say their goals out loud before they write them.

■ Collect Teacher-Guided Student Activity Cards to review student responses.

■ Prepare students for Day 2's independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3:

■ Remind students of the **Fluent Readers Do These Things anchor chart**.

■ Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Review learning targets.

■ Remind students that these stories were often told orally. When people tell stories aloud, it's important that they make their facial expressions and body language match the expression in their voice. This is an important skill that fluent readers have, too.

■ Distribute **fluency passage #2**:

■ ▲ "The Tattooed Men"

● ◆ "The Story of a Monkey"

■ Invite students to preview the text by silently reading it independently or whisper reading 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.

■ Clarify the gist with students. Reread as needed.

■ ■ ▲: Ensure students understand why the tattooed man became a lizard and the sooty man became a crow. To provide additional support, display pictures of a crow and a lizard.

■ ▲: Mini Language Dive: Invite students to underline the temporal language that helps a reader understand the sequence of events (e.g., *once, one day, when, then..., before..., suddenly*).

— Deconstruct: Invite students to discuss the sequence of events in the story and the temporal language that signals this sequence of events. Students can sketch the sequence of events on a timeline, labeling each event with a temporal language.

— Reconstruct: Reread the story. Ask:

"How does your understanding of temporal language add to your understanding of what happened in the story?"

Unit 3

- — Practice: Students retell the story using temporal language in pairs. Student A begins with: "Once there were two men who _____." Student B continues the story: "Next, the men _____ and then _____."

- ■ Reread the group's fluency passage #2 and model using your facial expression and body language appropriately.

- ■ Invite students to refer to their fluency passage #2 and to highlight or underline at least three places where they might use their body language or facial expression to match the expression in their voice. Students may also wish to annotate and add notes to help them remember the expression they would like to use.

- ■ Invite students to practice reading their passages aloud, adding facial expressions and body language where appropriate.

- ■ Invite students to practice reading their excerpt with different levels of expression—for example, as a robot and then very expressively.

- ■ Using a total participation technique, invite responses from the group:

    "How do facial expressions and body language help you understand the passages better?" (They help you understand the emotion of the passage.)

- ■ 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."

- ■ Encourage students to remember their goal from Day 1. Remind them they will have a chance to assess their progress toward this goal on Day 4.

- ■ Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.

Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide

Daily Learning Targets

Day 2

- I can describe what a character is like using evidence from the text. (RL.3.1, RL.3.3)

Day 4

- I can understand and practice using language that describes a sequence of events, in particular the word *when*. (W.3.3c, L.3.1i, L.3.3a, L.3.6)
- I can understand and practice using complex English language structures. (L.3.1, L.3.3)

Teaching Notes

- On Day 2, students examine the character of Solomon Caw in more depth. They gather evidence to support an opinion that Solomon Caw is kind or unkind, discuss that evidence with a partner to come to a consensus about whether he is kind, unkind, or both, and then share their conclusion with the larger group.

- On Day 4, all students participate in a Language Dive centered on L.3.6 and the temporal word *when*. They have an opportunity to practice this language structure in Writing Practice: Week 2, Days 3 and 4 (see rationale in the Language Dive Guide: *Peter Pan in Kensington Gardens:* Chapter 2).

- **Differentiation:**
  - For Day 2, sentence strips are provided for the ▲ ■ groups. To provide more support, create multiple sets of the sentence strips and allow students to use the strips for step 2 or 3 on the activity cards. Ask students to sort evidence that supports their argument or doesn't support their argument. For students who are ready for a challenge, have them complete the More Challenge step where they try arguing the opposite side. For more language support, there is a Mini Language Dive for ELLs.

  - 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.

- **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

☑ Getting the Picture of Solomon Caw graphic organizer (completed on Day 1; one per student)

☑ Excerpt from *Peter Pan in Kensington Gardens*: Chapter 2 (from Day 1; one per student)

☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)

☑ Solomon Caw sentence strips (one set per group in the ■ ▲ groups)

☑ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

☑ Getting the Picture of Peter Pan graphic organizer (completed on Day 3; one per student)

☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)

☑ Language Dive Guide II: *Peter Pan in Kensington Gardens:* Chapter 2 (for teacher reference)

☑ Language Dive Chunk Chart II: *Peter Pan in Kensington Gardens:* Chapter 2 (for teacher reference)

☑ Language Dive Sentence Strip Chunks II: *Peter Pan in Kensington Gardens:* Chapter 2 (one to display)

Instruction for Day 2:

■ Review the learning target for this activity.

■ Review the **Getting the Picture of Solomon Caw graphic organizer** from Day 1. When discussing box 1, be sure students take note of the word *sneeringly*. Define this word as necessary (to speak in a disrespectful and mean manner).

　▲: Remind ELLs that they have seen this language before in Language Dives in the module.

■ When discussing box 2, note the phrase "Poor little half-and-half" and discuss what Solomon means (that Peter Pan is a half-human and half-magical creature).

■ Focus students on box 4. Tell them they will work with these words and phrases they identified on Day 1. They will use them today as evidence to support an opinion about Solomon Caw. They can also look for more evidence from the text today that shows Solomon Caw is unkind, kind, or both.

■ Invite students to reread the **excerpt from *Peter Pan in Kensington Gardens:* Chapter 2** silently to themselves or whisper read to a partner. Invite students to annotate any additional evidence they find that shows that Solomon Caw is unkind, kind, or both. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

■ Lead students through the activities on the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.

■ ■ ▲: Distribute the **Solomon Caw sentence strips**.

■ ▲: Mini Language Dive: "**Solomon showed Peter how to** / be happy, / so Peter wanted to sing / all day long / like the birds."

— Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

   ▪ *Solomon showed Peter how to*: "What?" / Meaning: Solomon taught Peter the way to do something. He taught him to be happy. (subject-predicate, subject [Solomon], regular past tense verb [showed], adverbial phrase [how to be happy] with adjective [happy])

— Reconstruct: Reread the sentence. Ask:

   "Now what do you think the sentence means?"

   "Do you think this sentence is evidence that Solomon Caw is kind, unkind, or both? Why?"

— Practice: "I can show you how to _____ (pantomime action)."
   "I showed ___ how to _____ (pantomime action)."

■ Give students specific, positive feedback on being able to use evidence from the text to characterize Solomon Caw. Tell them they will do a similar thing with Peter Pan on Day 3.

■ Collect Teacher-Guided Student Activity Cards to review student work.

■ Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card** and walk through the Day 3 task.

Instruction for Day 4:

■ Briefly review the **Getting the Picture of Peter Pan graphic organizer**. Tell students they will work more closely with one of the phrases they identified today.

■ Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.

■ Read the sentence on the top of 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 independently on step 1. 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 II:** *Peter Pan in Kensington Gardens:* **Chapter 2, Language Dive Chunk Chart II:** *Peter Pan in Kensington Gardens:* **Chapter 2,** and the **Language Dive Sentence Strip Chunks II:** *Peter Pan in Kensington Gardens:* **Chapter 2** to guide students through the Language Dive. Use the student questions generated in step 1 to drive instruction.

■ Collect Teacher-Guided Student Activity Cards to review student responses.