



Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

Day 1 and Day 3

- I can identify the words and phrases an author chooses to develop a character. (RL.3.3)
- I can understand and use words that describe a sequence of events. (W.3.3c, L.3.3a, L.3.6)

Teaching Notes

- In this component, students write and revise passages for word choice. This task gives students an opportunity to practice using the temporal word *when* that they learned more about in the Language Dive from Week 1, Day 4: Additional Work with Complex Text.
- On Day 1, students review how writers effectively describe characters and choose words and phrases for effect. Using *Peter Pan in Kensington Gardens*: Chapter 2 and the model narrative from the module lessons, students identify words and phrases the author used to revise Solomon Caw's character.
- On Day 3, students learn why writers use temporal words in narrative writing. Using an excerpt from *Peter Pan in Kensington Gardens*: Chapter 3, students identify temporal words. They then physically manipulate sentence strips to create summaries without and with temporal words. They compare the two versions of the summary to recognize the effect of temporal words. Refer to Unit 3, Lesson 6 in the module lessons for additional instruction with temporal words.
- **Differentiation:**
 - On Day 1: To provide additional support, require students to work with less text. Use the underlined portions of the text to create sentence strips and focus students on these parts of the text only. Instead of asking them to write their answers on the activity card, invite students to discuss with a partner. For additional language support for ELLs, use the Mini Language Dive instructional sequence.
 - On Day 3: To provide additional support, consider annotating the text in step 2 ahead of time. Invite students to act out or sketch the sentence strips before and while they arrange them.
- **In advance:**
 - Day 1: Create the Word Choice in Narrative Writing anchor chart, leaving space for student examples (see supporting materials).
 - Day 3: Prepare the Sequence of Events sentence strips and Temporal Word strips (see supporting materials).
 - Day 3: Add new phrases to the Word Choice in Narrative Writing anchor chart (see supporting materials).
 - Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Word Choice in Narrative Writing anchor chart (new; teacher-created; see supporting materials)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Word Choice in Narrative Writing anchor chart (begun on Day 1; added to in advance and during this lesson; see supporting materials)
- ✓ Sequence of Events sentence strips (one set per pair)
- ✓ Temporal Word strips (one set per pair)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1:

- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets. Point out that this week students will focus on word choice and how narrative writers choose words to develop characters.
- Direct students' attention to the **Word Choice in Narrative Writing anchor chart**. Invite students to follow along, reading silently in their heads as you read aloud the sentences at the top of the chart. Answer clarifying questions.
- Invite students to preview the excerpts in Part II on the activity card by either reading them silently on their own 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.
- Guide students through the questions after each excerpt on the activity card. Invite students to follow along, reading silently in their heads as you read each excerpt aloud. Then using a total participation technique, invite responses from the group. If useful, students can write their responses.
 - ▲: Remind ELLs that they previously discussed some of the language in these excerpts.
 - ◆: Work as a whole group for excerpt #1. Then students can discuss and write their responses in pairs for excerpts #2 and #3.
- ▲: Mini Language Dive: "**He sneeringly pointed out** / Peter's nightgown, toes, and lack of feathers / to show Peter / he wasn't really a bird at all."
 - “Why, / that is a fine nightgown / you are wearing there / young Peter, / **he said admiringly.**”
 - Deconstruct: Discuss the sentences and each chunk. Language goals for focus structures:
 - *He sneeringly pointed out*: “How?” / Meaning: Solomon told Peter in a cruel, hateful way. We can add *-ingly* to some verbs to make them adverbs and write them before or after a verb. (adverb)
 - *he said admiringly.*: “How?” / Meaning: Solomon told Peter in a complimentary, approving way. We can add *-ingly* to some verbs to make them adverbs and write them before or after a verb. *Admiringly* and *sneeringly* are opposites.

- Practice: “‘____’, she said sneeringly.” “She admiringly said ‘_____’.”
- Reconstruct: Reread the sentences. Ask:

“How does your understanding of these sentences add to your understanding of how the word choice can change what the reader understands about Solomon Caw?”
- As time permits, invite groups talk to excerpt #3.
- After comparing the two versions of the character of Solomon Caw in each of the excerpts, ask students for examples of adverbs, adjectives, or verbs that have different feelings in the two narratives (e.g., *sneeringly* instead of *admiringly*). Add student examples to the Word Choice in Narrative Writing anchor chart.
- Using a total participation technique, invite responses from the group:

“What change did the author of the model narrative make to the character of Solomon Caw?” (The author made him kinder.)

“What helped the author accomplish this change?” (the author’s word choice)
- 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.”
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Tell students that tomorrow they will have a chance to change a character from *Peter Pan in Kensington Gardens* using word choice, too.
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

Instruction for Day 3

- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets.
- For step 1 on the activity card, direct students’ attention to the **Word Choice in Narrative Writing anchor chart** and read it aloud. Point out the new phrases added to the chart:
 - “Help the reader understand the sequence of events in a story.”
 - “Temporal words and phrases in narrative writing help to show the order of events: *first, at first, last, lastly, after a little while, later, after, suddenly, while, when.*”
- Ask:

“What other words help a reader understand the order of events in the story?” (Responses will vary, but may include: next, then, a little while later, a moment later, later on, and before that.)
- As students share out, capture their responses on the Word Choice in Narrative Writing anchor chart.
 - ▲: Encourage students to identify which are synonyms or to add simpler synonyms.
- Invite students to complete step 2 silently on their own or whisper read 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.

- Debrief the words that students identified in step 2. Alternatively, reread the excerpt aloud. Ask students to say “Stop!” when they hear temporal language. Then everyone underlines the language. Continue reading to the end.
 - ◆: Have a student reread the excerpt. The other students say “Stop!” when they hear temporal language. Then everyone underlines the language, and another student continues reading.
- Ask:
 - “What is the effect of these temporal words? Why did the writer choose them?” (They make the order of events clear.)*
- Tell students they will recount or summarize what happened in the excerpt in step 2. Distribute the **Sequence of Events sentence strips** for step 3 and invite students to work in pairs to order the events. Encourage them to think aloud as they arrange the strips.
 - ▲: Consider providing a model by thinking aloud for a few of the events or inviting a student to do so.
- After a few minutes, invite a few pairs to read aloud the summary they created with the sentence strips to the group.
- Distribute the **Temporal Word strips** for step 4 and ask students to insert them into the summary they created with the sentence strips.
- After a few minutes, invite a few pairs to read the summary they created with the sentence strips and the word strips aloud.
- Using a total participation technique, invite responses from the group:
 - “Which summary do you think is clearer and easier to follow: the summary with just the sentence strips, or the second one with the sentence strips and the temporal words? Why?” (the second one with the temporal word strips; it is clearer and easier to follow because the temporal words help signal the order of events)*
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day’s independent activity: Walk through **Unit 3, Week 2: Writing Practice: Student Task Card**. Tell students that on Day 4 they will practice using temporal words to make a narrative clear and easy to follow. Remind them to practice using the temporal word *when* that they learned about in the Language Dive from Additional Work with Complex Text: Week 1, Day 4.



Word Study and Vocabulary

Unit 3, 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 prefix *dis-*. (RF.3.3a, L.3.4b)

Day 4

- I can analyze the meaning of the academic vocabulary word *gently*. (RF.3.3a, L.3.4b)
- I can use the suffix *-ly* correctly. (RF.3.3a, L.3.4b)

Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*disappointedly*) with the prefix *dis-*. They analyze the word using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- On Day 4, students focus on an academic vocabulary word (*gently*). They analyze the parts of the word using their Affix List. They also work with the suffix *-ly* and practice making and using adverbs. Note: Students were introduced to the suffix *-ly* in Module 2 and review how to use it in this lesson.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree (on Day 2) or the chart in step 2 (on Day 4). 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 3, 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)
- ☑ Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

Day 4

- ☑ Unit 3, 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)
- ☑ Parts of Speech anchor chart (begun in Module 1)

Instruction for Day 2

- Distribute the **Unit 3, 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 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. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Review the chart on the activity card. Because this is a prefix, ensure that students understand the meaning of the root of the word. Students will practice extensively with the suffix *-ly* on Day 3. As needed, review the meaning of *-ed* and past-tense verbs.
- ▲: Mini Language Dive: “**Why doesn’t Solomon wear** a nightgown?” / he thought / and then, **disappointedly**, / “and **why don’t I** have feathers?”

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

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

- “*Why doesn’t Solomon wear a nightgown?*”: “Who? Does what?” / Meaning: Peter expects Solomon to wear pajamas, so he asks about it. *Solomon* is the subject; *doesn’t wear* is the verb that agrees with *Solomon*. We don’t say, “Why don’t Solomon wears a nightgown?” Instead, the *-s* for the third-person plural *Solomon* moves from the main verb *wear* to the negative *doesn’t*. (subject/verb agreement)
- “*and why don’t I have feathers?*”: “Who? Does what?” / Meaning: Solomon has feathers instead of a nightgown, so Peter wonders if he should be like the bird. *I* is the subject pronoun referring to Peter; *don’t have* is the verb that agrees with *I*. We don’t need the *-s* affix here because it is first-person singular *I*. (subject/verb agreement)
- Practice: “I don’t have ____.” “She doesn’t have ____.”

— 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 Peter Pan was disappointed?”

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

— Practice: “Why don’t I ____?” “I don’t ____ because ____.” “Why doesn’t she ____?”
“She doesn’t ____ because ____.”

- Review how to complete a Vocabulary Tree as needed and invite students to complete the Vocabulary Tree on their activity card.
- ▲: 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.
- Prepare students for Day 3’s independent activity: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will also use Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3.)

Instruction for Day 4

- Distribute the **Unit 3, 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 work independently or with a partner, and use the chart 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. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief the chart on the activity card. As time permits, discuss other words with the same root, such as *gentleman* or *generous*.
- Make connections between the affix in this word (-ly) and the affix of the word from Day 2 of Word Study and Vocabulary. Remind students that a suffix like -ly changes the part of speech but not the definition. A prefix like *dis-* changes the meaning of the word to the opposite.
- ▲: Return to the Mini Language Dive from Day 2.
- Direct students' attention to the **Parts of Speech anchor chart** and focus them on the adverb row. Ask:

“Look at the example adverbs—what do all these adverbs have in common?” (They all end in -ly.)
- Remind students that similar to the suffix -ion (the suffix in Unit 2), the suffix -ly changes the part of speech but not the definition. Similar to the prefix *pre-* (the prefix in Unit 2), the prefix *dis-* changes the meaning of the word a lot.
- Invite students to practice making adverbs by adding -ly to the words in step 2. Model as needed.
- After a few minutes, refocus students and remind them that adverbs describe how an action is performed. They will use the list of adverbs they just created to play a guessing game.
- Invite students to act out adverbs individually or in pairs (e.g., a student can walk worriedly or say hello happily) without telling the group what adverb they are acting. The group guesses which adverb they are acting out. Model this by going first. Encourage students to guess by saying the adverb with the action being acted out (e.g., “You’re saying hello happily!”).
- As time allows, invite students to act out other adverbs or other parts of speech.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.