



## Reading and Speaking Fluency/GUM

### Unit 1, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can identify and explain the function of verbs, nouns, adjectives, and adverbs. (L.3.1a)

##### Day 3

- I can identify and explain the function of verbs, nouns, adjectives, and adverbs in a particular sentence. (L.3.1a)

#### Teaching Notes

- In this component, students focus on GUM rather than Reading and Speaking Fluency. On Day 1, students review the parts of speech and their function. On Day 3, students work on first identifying and then explaining the function of different parts of speech in the sentence.
- **Differentiation:** To provide heavier support on Day 1, pre-fill in more of the chart in step 2. Consider creating and posting sentence frames for step 3. To provide heavier support for the Student Task Card, consider altering the Parts of Speech word cards to include more familiar words. To provide less support, alter the list to include more domain-specific words from the module.
- **In advance:**
  - Prepare materials for independent student groups.

#### Materials

##### Day 1 and Day 3

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

#### Instruction for Day 1:

- Distribute the **Unit 1, 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 as needed.
- 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.
- Debrief step 1.
  - ▲: Point out the suffixes in the word *water*, as well as the placement of the word in each sentence, and explain how these factors affect the part of speech.

- Invite students to complete step 2.
  - ▲: Complete as a group and direct students' attention to the Parts of Speech anchor chart as needed.
  - ◆: Invite students to complete step 2 with a partner and then debrief.
- Invite students to complete step 3.
  - ▲: Model and chart a sentence as a group first.
  - ▲: Invite students to say their sentences out loud before they write them.
- Invite the ● ◆ group to complete step 4. Invite students to explain to a partner what part of speech they left out and how that affected the meaning of the sentence (e.g., if a sentence doesn't have a verb, it isn't a complete sentence). Consider modeling first.
- 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 Day 2's independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.

### Instruction for Day 3:

- Distribute the **Unit 1, 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 as needed.
- Invite students to complete step 1 with a partner, using their **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief step 1. If needed, chart and discuss each of the student examples and/or focus on one part of speech in two students' sentences and then a different part of speech in another student's sentence.
  - ▲: Post a sentence frame for discussing the function of a word: "The word \_\_\_\_ is a \_\_\_\_, and its function [or purpose] is to \_\_\_\_ in the sentence."
- Invite students to complete step 2.
  - ▲: If needed, focus on one or two sentences and discuss the parts of speech in each sentence and their function. Example: "We (pronoun—gives the subject of the sentence) live (verb—names what we do) on a watery (adjective—describes the planet) planet (noun—names where we do the action)." Ask students to add an adverb to the sentence.
- Using a total participation technique, select students to share out their answers to each question.
- Cue students with:
 

**Conversation Cue: "Do you agree or disagree with what your classmate said? Why? I'll give you time to think." (Responses will vary.)**
- 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 Day 4's independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.



## Additional Work with Complex Text

### Unit 1, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can use details from the text to illustrate the different places where water is on Earth. (RI.3.1)

##### Day 4

- I can understand and practice using complex English language structures. (L.3.1i)
- I can use linking words to connect ideas. (W.3.2c)
- I can compare and contrast important points. (RI.3.9)

#### Teaching Notes

- In this component, all students review where water is found on Earth. On Day 2, students create a diagram of where water is found on Earth to further visualize the different places that water is found. On Day 4, students complete a Language Dive. Students work with the coordinating conjunction *but* as well as the adverb *also* to help address L.3.1i and W.3.2c. Students will practice using these linking words in Unit 1, Week 2: Writing Practice when they write a comparison. The sentence for today's Language Dive was also chosen because it articulates a central idea of where water is found on Earth (see rationale in Language Dive Guide VI: *One Well*).
- **Differentiation:** Preview the water diagram activity. Consider assigning students to do the activity in pairs. Intentionally pair students and consider pairing ELLs in home language groups. To further support ELLs: Use a map or atlas or images as you review some of the vocabulary in step 2. ■: Consider partially filling in the water diagram for some students. 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.
  - Prepare materials for independent student groups.

## Materials

### Day 2

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ *One Well: The Story of Water on Earth* (from module Lesson 1; one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (one per student and one to display)
- ✓ Water diagram (one per student in ■●▲ groups)
- ✓ Colored pencils (a variety of colors, including blue; one per student)
- ✓ Chart paper (one piece per ◆ group; for teacher modeling)
- ✓ Water diagram labels (one per student in ■●▲ groups)
- ✓ Glue sticks (one per student in ■●▲ groups)
- ✓ Scissors (one per student in ■●▲ groups)

### Day 4

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide VI: *One Well* (for teacher reference)
- ✓ Language Dive Chunk Chart VI: *One Well* (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks VI: *One Well* (one to display)

## Instruction for Day 2:

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Discuss learning targets.
- Invite students to retrieve their copy of *One Well: The Story of Water on Earth* and guide students through the activities on the activity card. As students review the text in step 1, respond to any concerns that may have arisen in groups working independently on other components.
- Invite student volunteers to share answers to step 1. Cue students with:
 

**Conversation Cue: “What, in the paragraph, makes you think so?”**

  - ▲: Read two specific sentences (one correct and one incorrect) from the first paragraph and ask students to identify which one helps them understand the meaning of *surface water*. Additionally, invite students to identify individual words in the terms *surface water* and *groundwater* to determine or confirm the meaning of each term.
- Review the chart from step 3 on the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
  - ▲: Consider pointing to a map or atlas or drawing a simple illustration to review the vocabulary words.
- Direct students to complete the **water diagram**. They should use a **blue colored pencil to illustrate where water is on the diagram**.
  - ◆: If needed, use **chart paper** to draw a model diagram as a group while thinking aloud the process. Students can then use the group model to draw their own. Or allow students to discuss their idea for a diagram with a partner before they begin drawing.

- Instruct students to label their water diagrams.
  - ● ▲: Distribute the **water diagram labels, glue sticks, and scissors** and direct students to attach the labels to their water diagrams.
  - ▲: Invite students to translate the labels into their home language and write the word below the label.
- Collect Teacher-Guided Student Activity Cards. Students will continue working with the water diagrams on Day 3.
- Prepare students for Day 3's independent activity using the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.

### Instruction for Day 4:

- Distribute the **Unit 1, 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 water on Earth. It will also help them learn more about how sentences are put together, and students will learn different phrases they can use in their own writing.
- Instruct students to work with a partner on step 1 of 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 VI: One Well**, **Language Dive Chunk Chart VI: One Well**, and **Language Dive Sentence Strip Chunks VI: One Well** to guide students through a Language Dive.
- Collect Teacher-Guided Student Activity Cards to review student responses.