



Writing Practice

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can write a paragraph to compare the main idea and supporting details of two texts. (RI.3.9, W.3.2)

Day 3

- I can revise my paragraph to make it a stronger comparison. (W.3.2c, W.3.5)

Teaching Notes

- In this component, students write an informative paragraph where they compare the main idea and supporting details of two texts. This task gives students an opportunity to practice using language to compare from the Language Dive from Unit 1, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt and review the main idea and supporting details of the texts they will compare. On Day 3, students continue writing or revise their paragraphs to include linking words and more thoroughly answer the prompt. Depending on the needs of your students, you may wish to focus on a different criterion of informative writing.
- This lesson assumes that students have completed the Exit Ticket: Comparing and Contrasting Texts in module Lesson 8.
- **Differentiation:** Preview the writing prompt(s) for this component. Depending on Exit Ticket: Comparing and Contrasting Texts and your own observations in the Closing and Assessment time in module Lesson 8, form groups of students who need similar support. The ■ card allocates more time for students to review the main idea and supporting details of the texts and reviews the structure of a paragraph, while the ●◆▲ cards allocate more time for students to begin writing.
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Determining the Main Idea Note-catcher: Pages 20–21 of *One Well* (from module Lesson 7; one per student)
- ✓ Determining the Main Idea Note-catcher: “Access to Water” (from module Lesson 8; one per student)
- ✓ Exit Ticket: Comparing and Contrasting Texts (from module Lesson 8; 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)
- ☑ Comparing Two Texts informative paragraphs (completed on 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 compare the main ideas and supporting details in two texts—an important research skill and a skill they will be assessed on during the End of Unit 1 Assessment in the module lessons.
- Instruct students to retrieve the two **Determining the Main Idea note-catchers** and complete step 1 on their activity cards 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.
- Review the **Exit Ticket: Comparing and Contrasting Texts**.
 - : Underline and discuss some examples of different supporting details from the texts.
- Invite students to talk through their paragraphs.
 - : Review the parts of the paragraph and model talking through a comparison, perhaps comparing the positive traits of two students in the group first.
- Invite the ●◆▲ groups to write their focus statement.
 - ▲: Post additional sentence frames, such as: “While ____ and ____ have similarities, they also ____.” Invite students to complete the frames with something familiar, such as the positive traits of two students in the group, before comparing the texts.
- If time allows, ask one student to share out as an exemplar and discuss the steps and stars of the focus statement.
- Tell students that tomorrow they will write their paragraphs. Give students specific, positive feedback on their prewriting thinking.
- Prepare students for Day 2’s independent activity using the **Unit 1, Week 2: Writing Practice: Student Task Card**. Note: Do not collect Teacher-Guided Student Activity Cards. Students may use the sentence frames and/or focus statements on Day 2.

Instruction for Day 3:

- Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to retrieve their **Comparing Two Texts informative paragraphs** from Day 2 and complete step 1 on the activity card.
 - ◆▲: If useful, invite students to exchange paragraphs with a partner and color-code their partner’s paragraph instead of their own.
- Invite student volunteers to share their answers for step 1.
 - ▲: While debriefing step 1, identify words from the prompt that should be included in their paragraphs (e.g., *main idea, supporting details, text, similarities, differences*). List words on the board (or create a word bank) that help an author make comparisons (e.g., *however, but also, in addition, another way*). Ask students to work with a partner to identify places where

these linking words can make their paragraph stronger. Or consider modeling using linking words by comparing the positive traits of two students in the group and asking students to raise their hands when they hear linking words. Cue students with:

Conversation Cue: “Can you figure out why I used that linking word?”

■: Discuss linking words in steps 2–3. List words on the board that help an author make comparisons (e.g., *however, but also, in addition, another way*). Ask students to work with a partner to identify places where linking words can make their paragraph stronger. Or consider modeling using linking words by comparing the positive traits of two students in the group and asking students to raise their hands when they hear linking words. Cue students with:

Conversation Cue: “Can you figure out why I used that linking word?”

- Invite all students to revise and/or continue writing their paragraphs.
 - ◆▲: If useful, ask students to find specific examples from the text that illustrate the differences in supporting details. Invite students to revise their paragraphs to include those examples.
- Tell students that tomorrow they will have a chance to finish their paragraphs.
 - They should revise them to make sure they include a strong focus statement and a thorough explanation of the similarities and differences.
 - If needed, invite students to use at least three more adjectives or adverbs in their revision.
 - ◆ (and any other students who have already completed a satisfactory paragraph for the first prompt): Tell students they will write on the additional prompt.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for Day 4’s independent activity by walking through the **Unit 1, Week 2: Writing Practice: Student Task Card**.



Word Study and Vocabulary

Teacher Guide



Daily Learning Targets

Day 2

- I can use the suffixes *-less* and *-ful* to form new words. (RF.3.3a, L.3.4b)

Day 4

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

Teaching Notes

- On Day 2, students focus on creating and using words with the suffixes *-less* and *-ful*. They practice creating adjectives. On Day 4, students focus on the academic vocabulary word *organism* with an emphasis on the suffix *-ism*. They practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- **Differentiation:** To provide heavier support for Day 2, pre-fill in parts of the chart for step 2 and/or require students to complete fewer words. To provide heavier support for Day 4, pre-fill in more information on the Vocabulary Tree. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:**
 - Consider highlighting the Parts of Speech lists for Day 1 in different colors to coordinate with the support that students have used in the Unit 1 module lessons (nouns = blue, verbs = red, adjectives = yellow, adverbs and prepositions = green).
 - Prepare independent student materials.

Materials

Day 2

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

Day 4

- ✓ 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 define the word)
- ✓ Affix List (from Module 1; one per student)

Instruction for Day 2:

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Invite students to complete step 1 alone or 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.
- Debrief step 1. Using the **Parts of Speech anchor chart** as needed, briefly review the parts speech that make up each compound word (e.g., *bare [adjective] + foot [noun]*).
- Guide students through step 2 and forming and using words that end in *-less* or *-ful*.
 - ●◆▲: If needed, work as a group for the first five words and **chart** each word.
 - ▲: Invite students to model using the sentence frames aloud first. To provide lighter language support, invite students to complete the sentence frames in two different ways.
 - ◆: To provide more challenge, invite students to practice orally using the words as adverbs as well (e.g., *cheerful* becomes *cheerfully*).
- 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 3's independent activity using the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**. Provide models where helpful.

Instruction for Day 4:

- 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 deconstruct the word into the root and the affixes using their **Affix List** in step 1 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 another component.
- Invite student volunteers to share their answers for step 1.
 - ▲: Mini Language Dive: “You need water / **and so does every other living organism** /— every person, every planet, and every animal.
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *and so does*: “And what?” *and* tells us that this part of the sentence is connected to the first part. *so does* emphasizes that other things also need water. (coordinating conjunction + conjunction + verb)
 - *every other living organism*: “Who else needs water?” In addition to you, each living thing on Earth needs water. (determiner + adjective + adjective = noun phrase)
 - Practice: “I (want/do/need) _____, and so does every other student.”
 - Reconstruct: Reread the sentence. Ask:
 - “**Now what do you think the sentence means?**”
 - “**How does the second part of the sentence (every person, every plant, and every animal) relate to the word organism?**”

– Practice: “Every person in this school needs _____—every _____,
every _____, and every _____.” “Every vehicle in this town needs
_____—every _____, every _____, and every _____.”

- Review how to complete a Vocabulary Tree as needed.

▲: Invite students to write the pronunciation. Students who speak a common home language may discuss the translation. Invite students to use a collocation to form their original sentence. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.

■●: Post a simple sentence starter for students to use when writing their original sentence.

◆: Invite students to write several sentences. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.

- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.