



## Writing Practice

### Unit 3, Week 2: Teacher Guide

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#### Daily Learning Targets

##### Day 1

- I can plan a letter that summarizes my video PSA. (RI.3.1, W.3.2, W.3.4, W.3.5)

##### Day 3:

- I can use commas and capital letters in a mailing address. (L.3.2b)

#### Teaching Notes

- In this component, students write a letter to someone who cannot come to the video PSA live launch. In the letter, they summarize their PSA—including a brief description of the issue and the possible solutions. This task gives students an opportunity to practice their learning about the subordinating conjunction *if* from the Language Dive from Unit 3, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt, review the criteria for an effective letter, and complete a graphic organizer. On Day 3, students continue writing or revise their letters to include an address and more thoroughly answer the prompt. Note: This lesson comes after students are formally assessed on L.3.2b in the Mid-Unit 3 Assessment. Depending on the needs of your students, consider asking students to complete some or all of step 1 individually to further assess L.3.2b. Alternatively, consider focusing on a different criterion of letter writing.
- **Differentiation:** Preview the writing prompt for this component. Form groups of students who need similar support. The graphic organizer for the ▲ group allocates more space to add sample language that students brainstorm and then may use. To provide more challenge for the ◆ group, invite students to write two letters over the course of the week—one to an adult and one to a peer—that require them to adapt their writing for different audiences. To provide more support, create a letter structure diagram (similar to the informative paragraph one in Unit 1, Week 2: Writing Practice). Post for students to refer to throughout the component.
- **In advance:**
  - Choose an exemplary student model invitation letter for students to refer to throughout the week.
  - Prepare materials for independent student groups.

##### Day 1

- ☑ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ☑ Criteria for an Effective Invitational Letter anchor chart (begun in module Lesson 5)
- ☑ Video PSA Planning graphic organizer (from module Lesson 2; one per student)
- ☑ PSA Summary Letter graphic organizer (one per student)
- ☑ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)
- ☑ Model invitation letter (from module Lesson 5; one to display)

**Day 3**

- Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- PSA summary letter (begun on Day 2; one per student)
- Envelope (one per student)
- Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

**Instruction for Day 1:**

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**, review the learning targets, and read aloud the writing prompt for the week.
  - ▲: Review the meaning of the word *summarize*, explaining that it means the same as *recount*, which students have practiced throughout the module lessons. Invite two confident students to fishbowl summarizing *One Well* in 1 minute or less, with feedback, and then again in 30 seconds or less, modeling this process before students summarize their PSAs.
- Brainstorm with students some adults they could send the letter to (e.g., grandparents, aunts/uncles, cousins, family friends, or a former teacher).
- Instruct students to complete step 1 of their activity cards with a partner. While they are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite volunteers to share answers for step 1. As students share out, capture their responses on the **Criteria for an Effective Invitational Letter anchor chart** under a new heading: “Additional Criteria for PSA Summarizing Letter.”
 

*Conversation Cue: “Can anyone add on to what your classmate just said?” (Responses will vary, but students should note that a summarizing letter should not include information of where and when the presentation takes place, but should include specific actions that someone could take to help solve water issues.)*
- Invite students to retrieve their **Video PSA Planning graphic organizer**.
- Distribute the **PSA Summary Letter graphic organizer** and invite students to complete step 2 individually.
  - ●◆: Invite students to discuss with a partner some words or phrases that may help them describe the issues or solutions in a way that “captures the readers’ attention” (e.g., “Did you know?,” “You may be surprised to hear \_\_\_\_\_,” “Imagine if you \_\_\_\_\_”).
  - ▲: Talk students through the graphic organizer and, as a group, brainstorm some words or phrases that can be used in each section. Add student examples to the examples already listed on the graphic organizer.
- Invite students to discuss step 3 with a partner. Invite pairs to share out. Look for students to note that they are practicing summarizing their main ideas and saying the information in another way. Let students know that the more they work with the content of their PSA, the easier and more naturally they can talk about the content in the video PSA.
- Remind students that they will be sending these letters and will need to bring in an address for Day 3. (Note: If students are unable to bring in an address, they may write a letter to an adult in the school building, such as a former teacher.)
- Collect the Teacher-Guided Student Activity Cards.

- Tell students that tomorrow they will finish their PSA Summary Letter graphic organizer (if needed) and write their letters. Give students specific, positive feedback on their prewriting thinking. Display and walk through the Day 2 task on the **Unit 3, Week 2: Writing Practice: Student Task Card**. Remind students to format the letter correctly. If needed, post the **model invitation letter** for students to refer to throughout the week.

### Instruction for Day 3:

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to retrieve their **PSA summary letters** from Day 2 and complete steps 1–2 on the activity card. While they are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite student volunteers to share their answers for steps 1–2.

**Conversation Cue: “Does anyone agree or disagree with what your classmate just said? Why?” (Responses will vary.)**

- ◆: Chart student answers as they are shared so that formatting is visible. Additionally, consider modeling and thinking aloud correcting the first incorrect address in step 1. However, do so only after students have grappled with the task. Observe the areas in which they struggle in order to target appropriate support.
- Model how to write a mailing address on an envelope.
- Distribute **envelopes** and invite students to complete step 3. If useful, invite students to do this in pairs. Students can work together on the first address and then work together to address the second envelope.
- Post the school address and invite all students to write the school address as the return address. For more challenge, students may choose to write their own mailing address as the return address.
- Invite students to complete step 4. If needed, review the format of a letter, including how to close a letter. If useful, review *abstract nouns*. (Students may have participated in a Language Dive on the nouns *energy*, *pride*, and/or *excitement* in the module lessons.)
  - ◆ ●: Invite students to read a partner’s letter and answer questions for their partner. Then debrief components as necessary. Time permitting, invite students to explain one component their partner’s paper does well.
  - ● ▲: Time permitting, briefly walk through a student exemplar to illustrate proper formatting, how to give a reason for writing, key ideas summarized in an interesting way, doable solutions, and a correct closing. Consider using multiple exemplars to illustrate different components, annotating the components that are focused on in the margin of the letter.
- Collect Teacher-Guided Student Activity Cards and envelopes.
- Tell students that tomorrow they will have a chance finish their letters. If needed, they should revise the letters to make sure they include all the parts listed in step 4. Walk through the Day 4 task on the **Unit 3, Week 2: Writing Practice: Student Task Card**. Tell students in the ◆ groups and any other students who have already completed a satisfactory letter to write a new letter to a peer instead of an adult.



## 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 *un-*. (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 root *phone*. (RF.3.3a, L.3.4c)

#### Teaching Notes

- On Day 2, students focus on the academic vocabulary word *unplug* with an emphasis on the prefix *un-*. On Day 4, students focus on the academic vocabulary word *phone* with an emphasis on the root *phone*. Both days, students 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, pre-fill in more information on the Vocabulary Trees. 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 and 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)
- Day 2 only:** Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

#### 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 deconstruct 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. Encourage students to use what they learned about

compound words in Unit 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking. Discuss the other prefixes from Day 1 that have a similar meaning (e.g., *un-*, *in-*, *im-*, *dis-*).
- ▲: Mini Language Dive: "Something we all need to know, even after charging your phone, your charger will continue to use energy. **So unplug it.**"

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

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  - “**How does this chunk relate to the previous sentence?**” **This is the call to action. The previous sentence presents the reader with an issue, and this sentence provides a solution to that issue. (imperative sentence)**
  - *so*: “Can you figure out why the author uses the word *so*?” *so* means *for that reason; therefore*. It signals a relationship between the two sentences, telling us that the information in this sentence is in response to the information in the previous sentence. Note that *so* can also be used as an adverb to mean *to such a great extent*. (conjunction)
  - “**What is the subject of this sentence?**” **This is an imperative sentence (or a command), so the subject is you. (implied subject)**
  - Students can take turns creating imperative sentences with implied subjects. To make it more active, say commands that students can do in their seat (e.g., *Stand up. Touch your nose.*) Then switch roles and have students say commands to you and/or a partner.
- Practice: “\_\_\_\_\_ unplug it.” (Won't you unplug it? Don't forget to unplug it.)
- Reconstruct: Reread the sentence. Ask:

**“Now what do you think the sentence means?”**

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

- Practice: “\_\_\_\_\_ . [State the problem] So \_\_\_\_\_ .” [call to action] (A drippy faucet wastes water. So ask your parents to fix it.)
- “**Could you see say these sentences in a different order? What would you have to remove or change?**” (Responses will vary, but should be something like: **Unplug your charger because even after charging your phone, it will continue to use energy. Unplug your charger or it will continue to use energy, even after you've charged your phone.**)
- Invite students to complete the Vocabulary Tree on their activity card, supporting them as needed.
  - ▲: Invite students to write the pronunciation. Students who speak a common home language may discuss the translation. Students can 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. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own 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 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 use Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect activity cards at this time.)

### Instruction for Day 4:

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
  - ▲: Tell students that in English the words *telephone* and *phone* are used interchangeably, as well as *cellphone* and *phone*. However, explain that *telephone* and *cellphone* are slightly different. A telephone usually stays in one place, and a cellphone is a phone that people take with them wherever they go. Today students will concentrate on the root of these words: *phone*.
- Follow the same routine as Day 2:
  - 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 students' thinking in step 1 and invite student volunteers to share their thinking. Discuss the difference between *telephone* and *phone* and the meaning of the prefix *tele-* (meaning far or distant).
- ●◆▲: Discuss other words with the prefix *tele-* (e.g., *television*, *telegraph*, *teleport*).
- ▲: Return to the Mini Language Dive from Day 2. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree. For suggested differentiation, see Instruction for Day 2.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.