

**Grade 3:** Module 2: Unit 3

# Additional Language and Literacy Block

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(Each lesson contains the following embedded elements: Daily Learning Target, Teaching Notes, Materials, Whole Class Instruction, Small Group Instruction.)

## Additional Language and Literacy Block

The Additional Language and Literacy (ALL) Block is 1 hour of instruction per day. It is designed to work in concert with and in addition to the 1-hour Grades 3–5 ELA “module lessons.” Taken together, these 2 hours of instruction comprehensively address all the Common Core State Standards for English Language Arts. The ALL Block is divided into five components: Additional Work with Complex Text; Reading and Speaking Fluency/GUM (Grammar, Usage, and Mechanics); Writing Practice; Word Study and Vocabulary; and Independent Reading.

The ALL Block for each unit contains the following:

- **Unit Overview** outlining the instruction and activities that will take place in each component of the Additional Language and Literacy time in a given unit. It also contains suggested grouping for each component.
- **Sample Calendar** suggesting when to begin an ALL Block unit and when to take flex days to support alignment between the ALL Block and the module lessons.
- **Teacher and student materials for each component, organized in the order they will be used, including:**
  - **Teacher Guides:** Each guide contains two 20-minute blocks of teacher-guided instruction for a component, differentiated for different levels, including English language learners (ELLs).
  - **Teacher-Guided Student Activity Cards:** Students complete these activity cards with teacher support during the 20-minute teacher-guided instruction. Cards are differentiated.
  - **Student Task Cards:** Each task card contains two days of tasks for a component. Students complete these task cards independently. Task cards are not differentiated, to enable students to provide peer support and coaching.
  - **Additional Printed Materials:** These may include game pieces or texts students will need either during teacher-guided instruction or when working independently.






**Key for ALL materials** (for teacher reference only; students do not need to know what these symbols mean):

■ = Below-grade level

● = On-grade level

◆ = Above-grade level

▲ = English language learners

ALL 3M2 UNIT 3 OVERVIEW	
 <p><b>Reading and Speaking Fluency/GUM</b> RF.3.4</p>	<ul style="list-style-type: none"> <li>Students are allocated a narrative fluency passage for the week. They self-assess their fluency, set goals, and practice reading the passage, including reading the punctuation.</li> <li><i>ELLs complete the same activities as other students with a shorter excerpt of text.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ■▲, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Additional Work with Complex Text</b> RL.3.1h, L.3.1i</p>	<ul style="list-style-type: none"> <li>Students discuss the gist of excerpts from a complex text introduced in the module lessons. They analyze the relationships signaled by subordinating conjunctions in sentences from these excerpts.</li> <li><i>ELLs complete the same activities as other students with differentiated supports, including Language Dives.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ■▲, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Independent Reading</b> RL.3.10, RI.3.2, RI.3.10, SL.3.1</p>	<ul style="list-style-type: none"> <li>All students read both research texts (related to the topic of frogs) and free choice texts (on any topic of their interest).</li> <li>They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion.</li> <li><i>ELLs complete the same activities as other students.</i></li> </ul>
 <p><b>Writing Practice</b> W.3.2, W.3.4, W.3.10, L.3.6</p>	<ul style="list-style-type: none"> <li>Students respond to prompts to practice informational writing techniques modeled and discussed in the module lessons.</li> <li><i>ELLs analyze and use phrases to explain, elaborate on, and link ideas from the complex texts in the module lessons.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ●, group 3 ■◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Word Study and Vocabulary</b> RF.3.3a, L.3.4b, L.3.4c, L.3.6</p>	<ul style="list-style-type: none"> <li>Students analyze two academic vocabulary words and their affixes (using Vocabulary Squares) and practice using the words in context.</li> <li><i>ELLs discuss two words and their affixes in the context of sentences from the complex text of the module lessons. They use a Vocabulary Grid to analyze the words and then practice using the words in context.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>

ALL 3M2 UNIT 3 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 1</b>	<p><b>FLEX DAY</b></p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<b>Lesson 2</b>  ALL Block: Week 1, Day 1	<p><b>Reading and Speaking Fluency/GUM</b></p> <p><b>Overview:</b> With teacher guidance, students are introduced to fluency texts and continue to use the fluency checklist for self-assessment. They identify strengths and set goals.</p> <p><b>Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4)</b></p> <p><i>ELLs complete the same activities as other students with a shorter excerpt of text.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide</li> <li>Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)</li> <li>Fluency Self-Assessment Checklist</li> </ul>	<p><b>Additional Work with Complex Text</b></p> <p><b>Overview:</b> All students read excerpts from <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> and practice using a glossary, in preparation for working closely with the complex syntax in these passages throughout the week.</p> <p><b>Learning Target: I can use a glossary to determine the meaning of unknown words and phrases. (L.3.1h, L.3.1i)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards</li> </ul>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals.</p> <p><b>Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Independent Reading: Student Task Cards</li> </ul>
<b>Lesson 3</b>  ALL Block: Week 1, Day 2	<p><b>Additional Work with Complex Text</b></p> <p><b>Overview:</b> With teacher guidance, all students explore the role of subordinating conjunctions in complex sentences from <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. With support, they identify the relationships signaled by common conjunctions and apply this understanding to make sense of complex sentences in the text.</p> <p><b>Learning Target: I can use what I know about conjunctions to understand a complex sentence. (L.3.1h, L.3.1i)</b></p> <p><i>With teacher guidance, ELLs participate in a Language Dive conversation about a complex sentence in a text from the module lessons. See the Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide</li> <li>Sentence strips</li> </ul>	<p><b>Reading and Speaking Fluency/GUM</b></p> <p><b>Overview:</b> Students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on the goals set on Day 1.</p> <p><b>Learning Target: I can help my partner self-assess his or her reading fluency. (RF.3.4)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <p>N/A</p>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals.</p> <p><b>Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <p>N/A</p>

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ALL 3M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 4</b>  ALL Block: Week 1, Day 3	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> With teacher guidance, all students learn how to consider punctuation when reading aloud, including commas. They then apply this skill to read their fluency passage fluently. <b>Learning Target:</b> I can read a text aloud fluently. (RF.3.4) <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> <b>Printed Materials:</b> N/A	<b>Additional Work with Complex Text</b> <b>Overview:</b> All students follow a task card to analyze the relationships signaled by common conjunctions and apply this understanding to make sense of complex sentences in the text. <b>Learning Target:</b> I can use what I know about conjunctions to understand a complex sentence. (L.3.1h, L.3.1i) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to read for 5 minutes and then choose and respond to a prompt in their independent reading journals. <b>Learning Target:</b> <b>I can explain how my research reading connects to something I have been learning in the module lessons. (RI.3.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 5</b>  ALL Block: Week 1, Day 4	<b>Additional Work with Complex Text</b> <b>Overview:</b> Through a Language Dive, students dig deeper into a sentence in order to better understand the use of conjunctions. <b>Learning Target:</b> <b>I can use what I know about conjunctions to understand a complex sentence. (L.3.1h, L.3.1i)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Language Dive: Tree Hole Frog</li> <li>• Language Dive Sentence Strip Chunks: Tree Hole Frog</li> </ul>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> All students follow a task card to read/perform their fluency passages aloud to the whole group, one by one. Then they self-assess to determine progress. <b>Learning Target:</b> <b>I can read a passage aloud fluently. (RF.3.4)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another. <b>Learning Target:</b> <b>I can listen carefully and ask questions of others about their research reading. (RI.3.10, SL.3.1)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 6</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

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ALL 3M2 UNIT 3 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 7</b> ALL Block: Week 2, Day 1	<b>Writing Practice</b> <b>Overview:</b> With teacher guidance, students are introduced to patterns in informational writing. They use the Poison Dart Frog Model from the module lessons to identify phrases writers use to explain and link their ideas. Students begin to build up stamina in writing fluency. They choose from several prompts about frogs and use what they have learned through their research in the module lessons and about how writers explain and link ideas as they write continuously for 5 minutes. <b>Learning Target: I can use phrases writers use to explain and link their ideas. (W.3.2b, W.3.2c, L.3.6)</b> <i>With teacher guidance, ELLs analyze text for language that writers use to explain and link their ideas. They practice using this language with facts, definitions, and details. The Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Writing Practice: Teacher Guide for instruction that has been differentiated for ELLs.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Unit 3, Week 2: Writing Practice: Teacher Guide</li> <li>• Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards</li> <li>• Patterns in Informational Writing</li> </ul>	<b>Word Study and Vocabulary</b> <b>Overview:</b> Students follow a task card to play a matching game to match the roots with the correct affixes. They then determine the meaning of each of the words using the root of a familiar word as a clue. <b>Learning Target: I can group words with similar roots and use the root to work out the meaning of new words. (L.3.4c)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards</li> <li>• Word Scramble Game Board</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals. <b>Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.3.10/RI.3.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Unit 3, Week 2: Independent Reading: Student Task Cards</li> </ul>

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ALL 3M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 8</b> ALL Block: Week 2, Day 2	<b>Word Study and Vocabulary</b> <b>Overview:</b> With teacher guidance, students use a Vocabulary Square to analyze the meaning of the word <i>incomplete</i> with a focus on the prefix <i>in-</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. <b>Learning Target:</b> I can analyze the meaning of an academic vocabulary word with the prefix <i>in-</i> . (RF.3.3a, L.3.4b) <i>With teacher guidance, ELLs use a Vocabulary Grid to analyze the meaning of the word invisible, with a focus on the prefix in-. The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide</li> <li>Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards ( ▲ ), ( ■ ), ( ●◆ )</li> </ul>	<b>Writing Practice</b> <b>Overview:</b> Students follow a task card and continue to build up stamina in writing fluency. They use what they have learned about informational writing and about how writers explain and link ideas through teacher modeling and practice in the module lessons as they write continuously for 10 minutes in response to a prompt. <b>Learning Target:</b> I can respond to a prompt using phrases to explain and link my ideas. (W.3.2b, W.3.2c, W.3.4, W.3.10, L.3.6) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Writing Practice: Student Task Cards</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals. <b>Learning Target:</b> I can read my free choice reading text independently for 10 minutes. (RL.3.10/RI.3.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

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ALL 3M2 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 9</b> ALL Block: Week 2, Day 3	<b>Writing Practice</b> <b>Overview:</b> With teacher guidance, students revisit patterns in informational writing. They use the Poison Dart Frog Model from the module lessons to identify phrases writers use to elaborate on their ideas. Students continue to build up stamina in writing fluency. They use what they have learned about informational writing and about how writers explain, elaborate on, and link ideas as they write continuously for 10 minutes in response to a prompt. <b>Learning Target: I can use phrases writers use to elaborate on their ideas. (W.3.2b, W.3.2c, L.3.6)</b> <i>With teacher guidance, ELLs analyze text for language that writers use to explain and link their ideas. They practice using this language with facts, definitions, and details. The Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Writing Practice: Teacher Guide for instruction that has been differentiated for ELLs.</i> <b>Printed Materials:</b> N/A	<b>Word Study and Vocabulary</b> <b>Overview:</b> Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. <b>Learning Target: I can use an academic vocabulary word in context. (L.3.6)</b> <i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in their independent reading journal. <b>Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.3.10/RI.3.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

(continued)

ALL 3M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 10</b> ALL Block: Week 2, Day 4	<b>Word Study and Vocabulary</b> <b>Overview:</b> With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>impossible</i> , with a focus on the root <i>im-</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. <b>Learning Targets: I can analyze the meaning of an academic word with the prefix <i>im-</i>. (RF.3.3a, L.3.4b)</b> <i>With teacher guidance, ELLs use a Vocabulary Grid to analyze the meaning of the phrase impossible, with a focus on the prefix im-. The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i> <b>Printed Materials:</b> N/A	<b>Writing Practice</b> <b>Overview:</b> Students follow a task card to continue to build up stamina in writing fluency. They use what they have learned about informational writing and about how writers explain, elaborate on, and link ideas as they write continuously for 12 minutes in response to a prompt. <b>Learning Target: I can explain, elaborate on, and link my ideas when responding to a prompt. (W.3.2, W.3.4, W.3.10, L.3.6)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another. <b>Learning Target:</b> <b>I can listen carefully and ask questions of others about their free choice reading. (RL.3.10, RI.3.10, SL.3.1)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 11</b>	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 12</b>	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



## 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)

##### Day 3

- I can read a text aloud fluently. (RF.3.4)

#### Teaching Notes

- On Day 1 of this component, students are introduced to the passages they are to practice reading fluently for the rest of the week. This sets up students to work independently with the texts.
- On Day 3, students review how to read smoothly without breaks through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- **Differentiation:**
  - Day 1: Students read different excerpts of text depending on their ability, as described in the directions.
  - Note that, as explained in the Unit Overview, ■ and ▲ are grouped together to read the same excerpt.
  - ▲After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲Day 1: Levels of Support: Add or remove criterion for students to consider as they read aloud as necessary.
- **In advance:**
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

#### Materials

##### Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards (one per student)

- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Fluency passage (text; one per student)
- ✓ Sticky notes (two per student)
- ✓ Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1, Unit 3, Lesson 4 module lesson)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)
- ✓ ▲ Chart paper (one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 5 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ *Everything You Need to Know about Frogs and Other Slippery Creatures* (text; one per student)

### Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 1: Independent Reading: Student Task Cards** and the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

### ◆◆◆ Day 1: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute the **fluency passage** that the group you are working with in this 20-minute block will read.
- Read the text aloud once and invite students to follow along on their own copy of the text.
- Invite students to read their passage to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading the narrative text aloud in Unit 1. Ensure students understand that because this is an informative text, it requires a more formal and less expressive tone.
- Demonstrate reading the excerpt aloud with an expressive tone and invite students to share out why that doesn't work for this excerpt of text.

- Distribute the **Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**.
- Read each criterion on the checklist aloud, clarifying anything students don't understand. Remind students that they saw this checklist in Module 1 and should be familiar with it now.
- If students require it, invite them to draw symbols next to criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Invite students to highlight the following criteria and explain that these will be the criteria students will continue to focus on this week:
  - I can correct myself and reread when what I read was wrong or didn't make sense.
  - I can read my text at a speed that is appropriate for the piece.
  - I can read smoothly without many breaks.
  - I can notice and read punctuation.
- Read the text three times aloud as indicated below. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed "fluent" to them:
  - First read: quickly, making and ignoring mistakes and not attending to punctuation.
  - Second read: slowly, word by word, sounding out every fifth word or so, again ignoring mistakes and not attending to punctuation.
  - Third read: at an "appropriate rate." Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume, pitch, and tone to reflect an understanding of the author's intended message.
- As students share out, remind them of the **Fluent Readers Do These Things anchor chart** from Module 1 of the module lessons.
- Invite students to read 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 based on the criteria they feel they most need to work on.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** and walk through the Day 2 tasks, providing models where helpful.

▲ **Day 1: Small Group Instruction (20 minutes)**

- Distribute the fluency passage that the group you are working with in this 20-minute block will read.
- Read the text aloud once and invite students to follow along on their own copy of the text.
- Invite students to read their passage to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading the narrative text aloud in Unit 1. Ensure students understand that because this is an informative text, it requires a more formal and less expressive tone.
- **Mini Language Dive:**
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation**



**dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.

- Read aloud this sentence from the text:

***“Glass frogs’ backs are green and see-through. This makes them very hard to see when they are sitting on a green leaf.”***

- Invite students to turn to page 32 of **Everything You Need to Know about Frogs and Other Slippery Creatures** to see a photograph of a glass frog sitting on a leaf. Ask students to describe it with an elbow partner.
- Invite students to place a finger on the word *see-through* and to say the word aloud chorally.
- Turn and Talk:

***“What two words do you see here?” (see and through)***

***“What clues do these two words tell you about the glass frog?” (They tell us we can see through it.)***

***“What other things can we see through?” (windows, cloth that is very thin)***

***“What is the part of speech of see-through?” (adjective)***

***“What is another word in the paragraph that is similar in meaning to see-through?” (transparent, invisible)***

***“What does the word when tell us?” (The information coming next is a special situation or circumstance. In this case, not all the time—only at times when the glass frog is sitting on a leaf.)***

***“What if they were sitting on a red flower? Do you think you would be able to see them then? Why?” (Yes, because we would see the green back.)***

***“How does the skin of the glass frog protect it?” (The skin makes it hard for a predator to see the frog.)***

- Read the text aloud again as students follow along.
- Distribute the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards and the Fluency Self-Assessment Checklist and read each criterion aloud, clarifying anything students don’t understand. Remind students that they saw this checklist in Module 1, and in Unit 1 of this module, so they should be familiar with it now.
- If students require it, invite them to draw symbols next to the criteria to help them remember what they mean. Example: Students might draw a smiling face next to the facial expression criterion.
- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on this week:
  - I can correct myself and reread when what I read was wrong or didn’t make sense.
  - I can read smoothly without many breaks.
- Read the text three times aloud as indicated below. After each read, ask students to review the highlighted criteria on their checklist to determine if the read seemed “fluent” to them:
  - First read: quickly, making and ignoring mistakes.
  - Second read: slowly, word by word, sounding out every fifth word or so, again ignoring mistakes.
  - Third read: Read at an appropriate pace. Read smoothly. Make a mistake or two, but show how fluent readers would self-correct. Attend to punctuation. Match your facial

expression and body language to the piece. Change your rate, volume, pitch, and tone to reflect an understanding of the author's intended message.

- As students share out, remind them of the Fluent Readers Do These Things anchor chart from Module 1 of the module lessons.
- Invite students to read 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. Students who struggle with writing can sketch as a placeholder and reminder.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity: Walk through the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards, providing models where helpful.

### Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Cards** and the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

### ■ ● ◆ ▲ Day 3: Small Group Instruction (19 minutes, repeated three times)

- Invite students to retrieve their **Fluency Self-Assessment Checklist** and to read all of the criteria again. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Redistribute the **Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and invite students to review the goals they set on Day 1.
- Focus students on the criterion:
  - I can read smoothly without many breaks.
- Read the group fluency passage, stopping and starting, and taking breaks.
- Turn and Talk:
 

***“What was wrong with the way I just read the passage?” (It was broken, and stopping and starting.)***
- Reread the fluency passage smoothly, without many breaks.
- Turn and Talk:
 

***“How was it better this time?” (It was smooth, and there were no breaks.)***
- Invite students to read the excerpt chorally with you smoothly without breaks.
- Invite students to practice reading their passages aloud smoothly and without any breaks.
- Invite students to pair up with an elbow partner and to read the excerpt aloud to each other.
- Invite students to help their partner self-assess against the highlighted criteria on their checklist, paying particular attention to how well they read smoothly without breaks.
- Invite students to practice reading their excerpt in different voices—for example, an old man or a character from a TV show.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fluency Self-Assessment Checklist

READING FLUENCY CHECKLIST						
	Characteristics of Fluent Reading	Symbol	4 Advanced	3 Proficient	2 Developing	1 Beginning
RF.4b, RF.4c	I can read all/almost all of the words correctly.					
RF.4c	I can correct myself and reread when what I read was wrong or didn't make sense.					
RF.4a, RF.4b	I can read at a speed that is appropriate for the piece.					
RF.4a, RF.4b	I can read smoothly without many breaks.					
RF.4a, RF.4b	I can read groups of related words and phrases together.					
RF.4a, RF.4b	I can notice and read punctuation. (Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)					
RF.4b	I can use the appropriate tone to express the author's meaning.					
RF.4b	I can use facial expressions and body language to match the expression in my voice.					
RF.4b	I can use the appropriate volume and change volume naturally as if I am talking to a friend.					



## Reading and Speaking Fluency/GUM



### Unit 3, Week 1, Day 1: Teacher-Guided Student Activity Card

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



#### Daily Learning Targets

- I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4)

#### Student Materials

- ☒ Fluency passage
- ☒ Fluency Self-Assessment Checklist

#### Directions:

Reading fluency: to read without sounding out every word and reading smoothly in the way that the author meant for it to sound.

1. Self-assess where you are with each of the highlighted criteria on your checklist by placing a check mark in the appropriate column.
2. Discuss with a partner, then write. I am good at:

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3. Discuss with a partner, then write. I want to get better at:

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## Reading and Speaking Fluency/GUM



### Unit 3, Week 1: Fluency Passage: Excerpt from "Transparent Wonder" (■▲)

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#### Excerpt from "Transparent Wonder"

Deep in the rainforest of South America is the most amazing frog. The glass frog is resting on a leaf. It is almost **invisible** to anybody looking at the leaf.

#### The Glass Frog's Body

Glass frogs have **transparent** skin on their bellies. You can see their insides! You can see their hearts and their stomachs. You can even see their blood and bones! Glass frogs' backs are green and see-through. This makes them very hard to see when they are sitting on a green leaf. They often have gold colored eyes. They can see things from very far away. Many of them are very small, even as small as an almond!

Written by EL Education



## Reading and Speaking Fluency/GUM



### Unit 3, Week 1: Fluency Passage: Excerpt from "All about the Water-Holding Frog" (●)

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#### Excerpt from "All about the Water-Holding Frog"

##### A Water-Holding Frog's Body

Water-holding frogs have wide heads and thick bodies. They also have webbed back feet. Water-holding frogs are usually gray, dark brown, or green and have a white belly. Their skin is smooth to the touch except for the warts spread over the body.

##### Where Does the Water-Holding Frog Live?

The water-holding frog lives in the dry deserts of Australia. In many ways, these frogs are just like any other, until the water from the last rains dry up.

##### An Amazing Adaptation!

A water-holding frog can store water in its body and live underground for a long time. When it rains, the water-holding frog **absorbs** half of its weight in water! This water is stored in its **bladder** and in pockets in its skin.

When the ground starts to dry up, the water-holding frog uses its webbed feet to dig. It digs deep into the ground to escape the sun and heat. The frog will then surround itself in a dead-skin **cocoon**. The cocoon helps the frog keep the water inside its body.

When the rain begins again, the water-holding frog will break out of its cocoon and dig out of the ground. It will then look for small frogs, tadpoles, and insects to eat.

Written by EL Education



## Reading and Speaking Fluency/GUM



### Unit 3, Week 1: Fluency Passage: Excerpt from "The Amazon Horned Frog" (♦)

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#### Excerpt from "The Amazon Horned Frog"

##### Habitat

Amazon horned frogs live in ponds of the Amazon basin in South America. The Amazon basin contains the Amazon rain forest, which stretches out through many countries in South America, including Colombia, Brazil, Peru, and Ecuador. This means you can find an Amazon horned frog in many places.

##### Physical Characteristics

Amazon horned frogs are huge. They can weigh up to a pound and grow up to 8 inches long! Female Amazon horned frogs are mostly **tan**. The tan color makes it easier for the females to hide. The male frogs are many different shades of green and look like the leaves in the forest.

Amazon horned frogs have an enormous mouth with very sharp teeth. Amazingly, they swallow what they eat whole, which means they take only one big gulp to eat their prey. Some scientists call the Amazon horned frog the "Pac Man" of frogs.

Amazon horned frogs have small horns above their eyes that help them hide under the leaves on the forest floor. Their horns look just like leaf stems.

##### Predators and Prey

One other amazing feature of the Amazon horned frog is that they don't care at all about what they eat. They eat almost anything that they can catch in their large mouths. They catch their prey by ambushing it. Amazon horned frogs are truly amazing frogs!

Written by EL Education for instructional purposes.



## Additional Work with Complex Text



### Unit 3, Week 1: Student Task Card

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**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_



#### Daily Learning Targets

- Day 1: I can use a glossary to determine the meaning of unknown words and phrases (L.3.1h, L.3.1i)
- Day 3: I can use what I know about conjunctions to understand a complex sentence. (L.3.1h, L.3.1i)

#### Student Materials

##### Days 1 and 3:

- ☒ *Everything You Need to Know about Frogs and Other Slippery Creatures*
- ☒ Glossary

#### Directions:

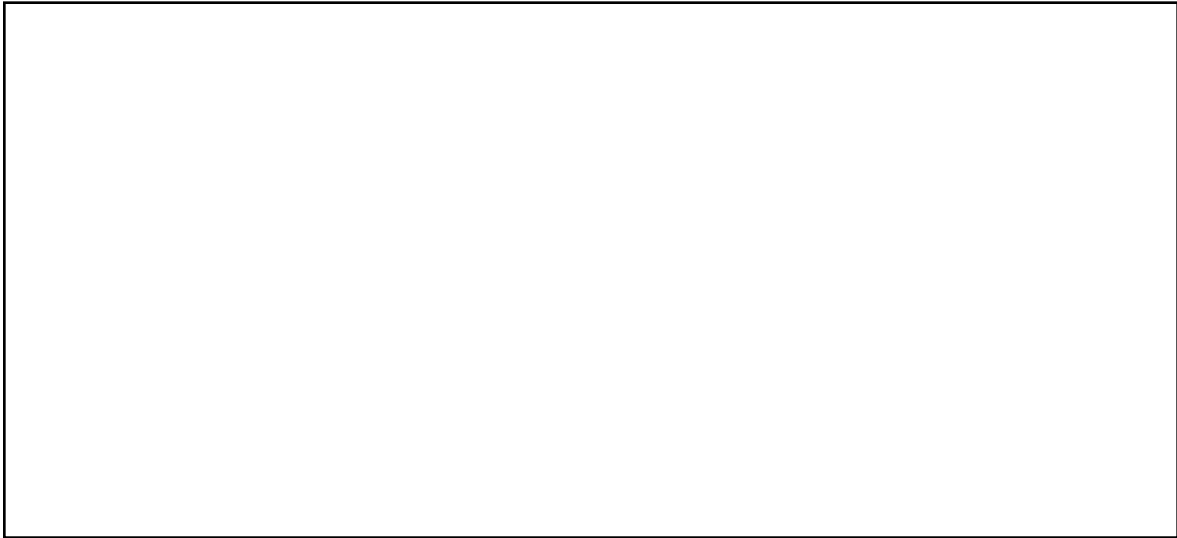
---

#### Day 1

Follow the ALL Independent Group Work protocol to complete the task.

1. Find a partner.
2. Go to pages 18–19 of *Everything You Need to Know about Frogs and Other Slippery Creatures* and take a glossary.
3. With your partner, read these parts aloud:
  - the gold frog
  - the red-eyed tree frog
  - the tree hole frog
  - the wood frog
  - Use the glossary for pages 18–19 for any words you don't understand. On your glossary, circle the words you learned.
4. Pick one part of the text you read. What was the gist? Tell your partner.

5. Use words, pictures, or both and record the gist here:



**MORE CHALLENGE:** Find a new partner and repeat steps 4–5.

### Day 3

Follow the ALL Independent Group Work protocol to complete the task.

### PART A

1. Find a partner.
2. Read about the red-eyed tree frog on page 18 of *Everything You Need to Know about Frogs and Other Slippery Creatures*.
3. Look at the two sentence chunks. Find this sentence in the text:

It is also known as the "monkey frog"	because of its excellent climbing skills.
---------------------------------------	-------------------------------------------

4. Why is the red-eyed tree frog also known as the "monkey frog"?

5. Which sentence chunk tells the reason the red-eyed tree frog is also known as the "monkey frog"? Circle it.

6. What word introduces the chunk that tells the reason? Underline this word.

**PART B**

1. Read about the wood frog on page 19 of *Everything You Need to Know about Frogs and Other Slippery Creatures*.

2. Look at the two sentence chunks. Find this sentence in the text:

It finds cracks in rocks, or gaps in logs, or can bury itself in leaves,
to get through the cold winters.

3. Why does the wood frog find cracks in rocks, or gaps in logs, or bury itself in leaves?

---

4. Which sentence chunk tells the reason that the wood frog find cracks in rocks, or gaps in logs, or buries itself in leaves? Circle it.

5. What word introduces the chunk that tells the reason? Underline this word.

6. If you have time, find a new partner. Discuss how the red-eyed tree frog and wood frog are different.

**MORE CHALLENGE:**

Below, draw and label a picture of each of the three things the wood frog does to get through the winter.

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## Additional Work with Complex Text



### Unit 3, Week 1, Day 1: Glossary

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Directions: Save this glossary. You will use it all next week. Circle each new word you learn.

**amplify** (verb)

to make louder or greater

**canopy** (noun)

the highest layer in the rainforest, containing the tops of trees

**dwell** (verb)

to live or stay in

**gap** (noun)

a space or opening between two things

**leaf litter** (noun)

dead leaves that have fallen to the forest floor

**mainly** (adverb)

for the most part; mostly

**mating call** (noun)

the sound made by an animal to attract a mate (another animal to live or breed with)

**tree hollow** (noun)

an empty space inside a tree

Definitions adapted from Wordsmyth online dictionary

<http://www.wordsmyth.net/>



## Additional Work with Complex Text



### Unit 3, Week 1, Day 3: Student Task Card (Answers for Teacher Reference)

#### Day 3

Note: Answers students should have circled are **bold**.

It is also known as the "monkey frog"	<b><u>because</u> of its excellent climbing skills.</b>
---------------------------------------	---------------------------------------------------------

Why is the red-eyed tree frog also known as the "monkey frog"?  
*because of its excellent climbing skills.*

It finds cracks in rocks, or gaps in logs, or can bury itself in leaves,
<b><u>to</u> get through the cold winters.</b>

Why does the wood frog find cracks in rocks, or gaps in logs, or bury itself in leaves? *to get through the cold winters.*



## Independent Reading



### Unit 3, Week 1: Student Task Card

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



### Daily Learning Targets

- Days 1 and 2: I can read my research reading text independently for 10 minutes. (RI.3.10)
- Day 3: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.3.10)
- Day 4: I can listen carefully and ask questions of others about their research reading. (RI.3.10, SL.3.1)

### Student Materials

#### Days 1–3:

- ☒ Research reading text
- ☒ Independent reading journal
- ☒ Vocabulary log

#### Day 4:

- ☒ Research reading text
- ☒ Vocabulary log

### Directions:

#### Days 1 and 2

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your independent research reading text for 10 minutes.
2. Record your reading in your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and topical words at the back.

#### Day 3

Your teacher will act as timekeeper and facilitator for this task card.

1. Read your research reading text independently for 5 minutes.

2. Record your reading in your independent reading journal (date, text title, author, pages read).
  3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical words at the back.
  4. Respond to this prompt in your independent reading journal: How does your reading connect to your work in the module lessons?
- 

#### **Day 4**

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

#### **Research Share:**

1. Timekeeper: Set a 2-minute timer.
  2. Group: Think of:
    - One thing you have learned from your research reading text
    - Two new vocabulary words and their meanings that you have learned from your research text
  3. Timekeeper: Set a 2-minute timer.
  4. Facilitator: You will go first:
    - Pass your research reading text around.
    - Share one thing that you have learned. ("I have learned\_\_\_\_\_.")
    - Share two new vocabulary words and their meanings. ("Two new vocabulary words I have learned are \_\_\_\_\_ and \_\_\_\_\_.")
- Group: Listen and think about what else you would like to know about this person's text. Prepare a question.
5. Timekeeper: Set a 2-minute timer.
  6. Group: Take turns asking the facilitator questions.
  7. Repeat steps 4–6 with each person in the group.
  8. If time allows, choose from the following:
    - Continue to read your free choice reading text.
    - Try out a new text.



## Additional Work with Complex Text

### Unit 3, Week 1: Teacher Guide ■●◆▲



#### Daily Learning Target

##### Days 2 and 4

- I can use what I know about conjunctions to understand a complex sentence. (L.3.1h, L.3.1i)

#### Teaching Notes

- In this component, students explore subordinating conjunctions in complex sentences from *Everything You Need to Know about Frogs and Other Slippery Creatures*. Specifically, lessons in this set will focus on three conjunctions (*because*, *since*, and *so that*) and one infinitive marker (*to*) that introduce a reason or a function.
- On Day 4, all students participate in a Language Dive. The sentence chosen is compelling because it uses the infinitive marker *to* and the conjunction *so that* to introduce reasons and to help address the Daily Learning Target and L.3.1h and L.3.1i.
- Differentiation:
  - Day 2: For students who need more support, prepare a set of sentence strips, such as those on the activity card, in large print on card stock. Use this set as a visual aid, modeling each step as you work through the lesson. Students ready for more challenge can look for other examples of the coordinating conjunctions they have learned on pages 18–19 of *Everything You Need to Know about Frogs and Other Slippery Creatures*.
  - Day 4: Differentiate the Language Dive as necessary for each group. This may include removing some of the questions, or asking more scaffolding questions depending on the group you are working with.
  - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together because both will benefit from the Mini Language Dive on Day 2.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- In advance:
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.
  - Day 2: Prepare sentence strips, one per student.
  - Day 4: Review Language Dive: Tree Hole Frog.
  - Day 4: Prepare Language Dive sentence strip chunks for display.

## Materials

### Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one per student)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Cards (from Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards (from Day 1; one per student)
- ✓ Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *Everything You Need to Know about Frogs and Other Slippery Creatures* (text; one per student)
- ✓ Glossary (from Day 1; one per student)

### Day 2

- ✓ Scissors (one per student)
- ✓ Sentence strips (one per student)
- ✓ Parts of Speech anchor chart (begun in Module 1 of the module lessons)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards (one for display)
- ✓ ▲ Chart paper (one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 5 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Colored pencils or crayons (blue and red; one of each per student)

### Day 4

- ✓ Language Dive Guide: Tree Hole Frog (for teacher reference)
- ✓ Blue and red markers (optional; one of each for the teacher)
- ✓ Language Dive Sentence Strip Chunks: Tree Hole Frog (one per student and one for display)
- ✓ Online or paper translation dictionary (one per student in student's home language)
- ✓ Vocabulary logs (from Module 1, Unit 1, Lesson 5 module lesson; one per student)
- ✓ Parts of Speech anchor chart (begun in Module 1 of the module lessons)
- ✓ Scissors (one per student)
- ✓ Paper (blank; one piece per student)
- ✓ World map (one for display)
- ✓ Colored pencils or crayons (red and blue; one of each per student)

### Day 2: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.

- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**. Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Cards** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

### ●◆▲ Day 2: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their copy of ***Everything You Need to Know about Frogs and Other Slippery Creatures*** and their **glossary** from Day 1 and read pages 18–19 to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Unit 3, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Review the Daily Learning Target for this activity.
- Ask students to briefly share something they learned about frogs from their reading yesterday. Explain that they will be continuing to work with each of these passages this week.
- Read the section on the gold frog on page 18 out loud and invite students to read along, chorally.
- Distribute **sentence strips**.
- Ask students to put the “chunks” in order so that the sentence makes sense.
- Call on selected students to explain their strategies for doing this (looking for periods and capitals, checking back in the book, seeing what makes sense, etc.). Then read the full sentence out loud together, chorally. (“It is a ground-dweller / since it can’t jump or climb very well.”)
- Ask students what they think this sentence means. Invite students to turn to a partner to share their thinking. (Responses may vary.)
- Explain to students that, when they read complex sentences, it is often helpful to break the sentence into smaller chunks, as they have done here, and work with one part at a time. Ask students to turn the second chunk of the sentence print side down, to make it easier to focus on the first part of the sentence:
  - “It is a ground-dweller.”
- Explain that the word in bold may be unfamiliar. Turn and Talk:
 

***“What are some strategies for figuring out the meaning of an unfamiliar word?” (context, dictionary, affixes/roots)***
- Model using the glossary for pages 18–19 and context to define *ground-dweller* (someone who lives on the ground).
- Direct students to turn over the second chunk of the sentence and read this part out loud.
  - “since it can’t jump or climb very well.”
- Together, reread both parts of the sentence:



- “It is a ground-dweller since it can’t jump or climb very well.”
- Turn and Talk:
  - “Why is the gold frog a ground-dweller?” (It can’t climb very well.)
  - “Which chunk of the sentence tells the reason that the frog is a ground-dweller? Point to it.” (Students should point to the second chunk.)
  - “What word starts the part of the sentence that tells the reason?” (since)
- Invite students to underline this word on their sentence strip.
- Explain that authors use words called conjunctions to show how the ideas in a sentence are connected. Conjunctions such as *since* are used before giving a reason.
- Together, reread the full sentence. Invite students to apply what they have learned by explaining to a partner what the sentence means.
- Congratulate students on using what they know about words and how sentences are put together to figure out the meaning of a complex sentence.
- Create a section called “Conjunctions” on the **Parts of Speech anchor chart** and add the word *since* to the chart.
- Prepare students for the next day’s independent activity: Walk through the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

#### ▲ Day 2: Small Group Instruction (20 minutes)

- Invite students to retrieve their copy of *Everything You Need to Know about Frogs and Other Slippery Creatures* and their Glossary from Day 1, and to read pages 18–19 to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- Review the Daily Learning Target for this activity.
- Ask students to briefly share something they learned about frogs from their reading yesterday. Explain that they will be continuing to work with each of these passages this week.
- Read the section on the gold frog on page 18 out loud and invite students to read along, chorally.
- Distribute **sentence strips**.
- Ask students to put the “chunks” in order so that the sentence makes sense.
- Call on selected students to explain their strategies for doing this (looking for periods and capitals, checking back in the book, seeing what makes sense, etc.). Then read the full sentence out loud together, chorally. (“It is a ground-dweller / since it can’t jump or climb very well.”)
- Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say



their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.

- Ask students what they think this sentence means. Invite them to turn to a partner to share their thinking. (It lives on the ground because it isn't good at climbing.)
- Explain to students that, when they are reading complex sentences, it is often helpful to break the sentence into smaller chunks and work with one part at a time. To make it easier to focus on the first sentence chunk ("It is a ground dweller"), ask students to turn the second chunk ("since it can't jump or climb very well") print side down.
- Encourage extended conversation among students about the meaning of the excerpt, especially the key phrase: *ground-dweller*.
- Turn and Talk:  
*"The word in bold may be unfamiliar. What are some strategies for figuring out the meaning of an unfamiliar word?"*
- Model using the glossary and context to define *ground-dweller*. (something that lives on the ground)
- Turn and Talk:  
*"What is the translation of dwell and ground in our home languages?" (nyob and av in Serbian)*
- Invite all students to repeat the translation in a different home language.
- Turn and Talk:  
*"Are all frogs ground-dwellers?" (No. The tree frog lives permanently in trees.)*  
*"What is a little unusual about this word?" (There is a hyphen. It joins the two words into one. It reverses the order and shortens the phrase from something that dwells on the ground to ground-dweller. We add -er to change the verb dwell to a noun, a person or a thing.)*  
*"What does it refer to? What, in the sentence, makes you think so?" (The gold frog. The section is about the gold frog. The sentence is talking about jumping and climbing, so it can't refer to leaf litter, even though leaf litter comes directly before it.)*
- Invite students to turn over the second chunk and read it aloud while they read along silently in their heads.
- Read it again and invite students to read it aloud chorally with you.
- Turn and Talk:  
*"Can the gold frog jump or climb?" (Yes, but poorly.)*  
*"So why is the gold frog a ground-dweller? (It can't jump or climb very well.)*  
*"Which chunk of the sentence tells us the reason that the frog is a ground-dweller? Point to it." (the second chunk)*  
*"What word in the second chunk introduces the reason? Underline this word on your strip." (since)*  
*"Why would we use the word since in our speaking and writing?" (to introduce a reason)*
- Chorally read both parts of the sentence.
- Explain that authors use words called conjunctions to connect ideas in a sentence. Conjunctions such as *since* are used to introduce a reason.
- Distribute **colored pencils or crayons**. Ask:

*“What types of words follow since? Shade the noun blue and the verb red.” (noun + verb = it can’t jump or climb)*

*“Can we use the conjunction since to introduce a reason without noun + verb? (No.)*

- Ask students what questions they have about the sentence.
- Chorally read the full sentence. Invite students to apply what they have learned by explaining to a partner what the sentence means. They can begin by using their home language if they desire additional support.
- Congratulate students on using what they know about words and how sentences are put together to figure out the meaning of a complex sentence.
- Create a section called “Conjunctions” on the Parts of Speech anchor chart and add since to the chart.
- Prepare students for the next day’s independent activity: Walk through the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

#### Day 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** and **Unit 3, Week 1: Independent Reading: Student Task Cards** for the independent work components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

#### ●◆▲ Day 4: Small Group Instruction (19 minutes, repeated three times)

- Invite students to retrieve their copy of **Everything You Need to Know about Frogs and Other Slippery Creatures** and their **glossary** from Day 1 and read pages 18–19 to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Unit 3, Week 1: Additional Work with Complex Text: Student Task Card for Day 3 using the **Unit 3, Week 1, Day 3: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Review the Daily Learning Target for this activity.
- Guide all students through a Language Dive using the **Language Dive Guide: Tree Hole Frog**.
- ◆
  - For students requiring more challenge once the Language Dive is complete, invite students to work in pairs to say and then write on paper complex sentences about frogs using one of the conjunctions they learned.



## Additional Work with Complex Text



### Unit 3, Week 1, Day 2: Sentence Strips

since it can't jump or climb very well.

It is a **ground-dweller**,



## Additional Work with Complex Text



### Unit 3, Week 1, Day 4: Language Dive Guide: Tree Hole Frog

**Rationale:** This sentence is compelling because it uses the infinitive marker *to* and the conjunction *so that* to introduce reasons and to help address the Daily Learning Target and L3.1h/i. This sentence connects to the guiding question by helping us understand the reasons that the tree hole frog's adaptations are unique. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the highlighted focus structure **so that it can be heard over long distances**. Based on student need and time, consider adding days for extended conversation and practice with the structure **to amplify its mating call**. After discussing this structure, students practice using it to discuss the glass frog. Students apply their understanding of the meaning and structure of this sentence when writing their focus statements.

**Time:** 15 minutes

#### ■ Throughout the Language Dive:

- Consider focusing students' attention on verbs and subjects with predicates by using **blue and red markers** to code the sentence (subject: blue; predicate or verb: red). One purpose of this Language Dive is to reinforce these parts of the sentence, introduced in Module 1, and to notice and use *to* and *so that* correctly in association with other words.
- Encourage rich conversation among students about the meaning of each of the **sentence strip chunks**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
- After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student.
- Record and display student responses next to or underneath the target language for visual reference.
- Where possible, consider placing sketches, pictures, or illustrations above key nouns and verbs in the chunks after discussing their meanings. This will allow students to quickly access the content of each chunk as they work with the structures in the sentence as a whole.
- For translation work, invite students to use their **online or paper translation dictionary** if necessary. Invite students to add new vocabulary to their **vocabulary log**.

#### Deconstruct

- Invite students to place their finger on this sentence from the tree hole frog paragraph on page 18: **The little frog uses tree hollows to amplify its mating calls so that it can be heard over long distances.**
- Invite students to chorally read the sentence aloud with you, then ask them to turn to a partner and take turns reading the sentence aloud.
- Invite students to turn to page 18 in *Everything You Need to Know about Frogs and Other Slippery Creatures* and to focus on the picture of the tree hole frog.

- Invite students to turn to a partner and share what they notice in the picture.
- Ask:
  - “What is the meaning of this sentence?” (Responses will vary.)*
  - “How does this sentence add to your understanding of the guiding question?” (Responses will vary.)*
- Point to the **Parts of Speech anchor chart** to provide heavier support. Ask:
  - “What are some strategies you can use to understand a complex sentence like this one?” (Responses will vary, but could include: Discuss it with a partner; act it out; use a dictionary/glossary; chunk it; discuss important words such as conjunctions.)*
- Distribute **sentence strip chunks**.
- Say:
  - “Put the chunks of the sentence in the correct sequence.”*
- Cold call four students to each take a chunk and display it in front of the class, thinking aloud to rearrange themselves to reconstruct the sentence.
- If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
- Tell students that you will give them time to use their dictionary and glossary, and write or sketch on a blank piece of **paper**. Say:
  - “There are some words in this sentence you might not know: hollows, amplify, and mating call. Place your finger on amplify. What is the translation of amplify in our home languages? What is the meaning of amplify? What, in the sentence, makes you think so?” (pongrik in Khmer; increase volume, make louder; The sentence says it can be heard over long distances.)*
- After providing time, call on student volunteers to share. Ask other students to choose one translation to quietly repeat. Invite them to say their chosen translation aloud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.
- Ask:
  - “What can you use to amplify your voice?” (microphone, bullhorn)*
- Display and read aloud the following chunk: **The little frog**
- Ask:
  - “What is this sentence about?” (the tree hole frog)*
- Invite students to point to the hole in the tree in the picture. Ask:
  - “Why is this frog called a tree hole frog?” (It lives in the hole of a tree.)*
  - “Does the tree hole frog need a big hole to live in? What, in this chunk, makes you think so?” (Probably not. It’s little.)*
  - “In which country do tree hole frogs live?” (Borneo)*
- Invite students to locate Borneo on a class **world map**.
- Display and read aloud the following chunk: **uses tree hollows**
- Ask:
  - “What does the little frog do?” (uses tree hollows; uses shallow holes in trees)*

- Invite students to point to the hollow in the picture. Students can pretend their desk is a hole in a tree. They can get under their desks and act out being little tree hole frogs in tree hollows.
- Display and read aloud the following chunk: **to amplify its mating calls**
- Ask:
  - “Why does the little frog use tree hollows?” (to amplify its mating calls; to make its croaking or singing louder)*
- Circle the word to in the sentence and invite students to do the same on their sentence strip chunks. Distribute red and blue **colored pencils or crayons**. Ask:
  - “What type of word follows to? Underline it in red.” (the base verb form of amplify; an action)*
  - “Can you figure out why the writers use the word to in this chunk?” (to introduce a reason)*
  - “How can we use to in our speaking and writing?” (to introduce a reason with a base verb: to + base verb)*
  - “So what is the reason the frog uses tree hollows?” (to amplify its mating calls; to make its croaking or singing louder)*
- Students can imagine and make tree hole frog sounds. Then they can cup their hands around their mouths to amplify the sounds.
- Display and read aloud the following chunk: **so that it can be heard over long distances.**
- Ask:
  - “What is this chunk about? What does it refer to? What, in the sentence, makes you think so?” (the tree hole frog; The frog is mentioned before it; it can’t refer to mating calls because mating calls is plural and it is singular.)*
  - “What can the frog do in this chunk?” (can be heard over long distances)*
  - “How can you say over long distances in your own words? What is a long distance?” (far away; example: from here to home)*
  - “Who can hear the tree hole frog’s mating calls over long distances?” (female tree hole frogs)*
  - “Why does the tree hole frog want female tree hole frogs to hear it over long distances?” (to make it easier to get a mate)*
- Circle the phrase so that in the sentence and invite students to do the same on their sentence strips. Ask:
  - “What follows so that in this chunk? Underline it in blue and can be heard over long distances in red.” (a subject it with a predicate can be heard over long distances)*
  - “Can you figure out why the writers use the phrase so that in this chunk?” (to introduce a reason)*
  - “How can we use so that in our speaking and writing?” (to introduce a reason with a subject with a predicate: so that + subject + predicate)*
  - “So what is the reason the little frog uses tree hollows to amplify its mating calls?” (so that it can be heard from far away by other tree hole frogs)*
- Invite students to turn to a partner and list ways the little frogs can be heard over long distances.



## Reconstruct

- Point to and read the entire sentence on display: **The little frog uses tree hollows to amplify its mating calls so that it can be heard over long distances.**
- Invite students in small groups to act out the sentence, using their desks and cupping their hands around their mouths.

- Ask:

*“To and so that connect two ideas. Which ideas does to connect? Which ideas does so that connect?” (To connects using tree hollows to the reason amplifying mating calls. So that connects amplifying its mating calls to the reason being heard over long distances.)*

*“Can we use to or so that with one idea? What if we just say ‘so that it can be heard over long distances?’” (No. The sentence doesn’t make sense. To and so that must connect one idea to a subsequent an idea—in this case, a reason. In this sentence: idea + to + reason; idea + so that + reason.)*

*“What other questions can we ask that will help us understand this sentence?” (Responses will vary.)*

*“Now what do you think is the meaning of this sentence?” (Responses will vary.)*

*“How does this Language Dive add to your understanding of the guiding question?” (Responses will vary.)*

## Practice

- Display the following sentence frames:

1. “The glass frog sleeps during the day to \_\_\_\_.”

(Idea + to + base verb reason.)

2. “The glass frog sleeps during the day so that \_\_\_\_.”

(Idea + so that + subject + predicate reason.)

- Say:

*“Which words can we use to introduce a reason in this frame? (to or so that)*

*“Talk with your partner about a glass frog adaptation. Use frame 1 to tell your partner a sentence with a reason.”*

- After partners have each had a turn to share, invite each partner to repeat his or her partner’s sentence in pairs, this time using frame 2.
- Add **so that** to the “Conjunctions” section of the Parts of Speech anchor chart.
- Ask and call on volunteers:

*“Can you post the sentence strips chunks around the room on the appropriate Language Chunk Wall?”*

Examples:

Language to talk about a reason	Language to connect words, phrases, clauses
<b>to amplify its mating calls so that it can be heard over long distances.</b>	<b>to amplify its mating calls so that it can be heard over long distances.</b>



## Additional Work with Complex Text



### Unit 3, Week 1, Day 4:

Language Dive Sentence Strip Chunks: Tree Hole Frog

**The little frog**

**uses tree hollows**

**to amplify its mating calls**

**so that it can be heard over long distances.**





## Reading and Speaking Fluency



### Unit 3, Week 1: Student Task Card

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



#### Daily Learning Targets

- Day 2: I can help my partner self-assess his or her reading fluency. (RF.3.4)
- Day 4: I can read a passage aloud fluently. (RF.3.4)

#### Student Materials

##### Days 2 and 4:

- ☒ Fluency Self-Assessment Checklist
- ☒ Fluency passage

#### Directions:

##### Day 2

Follow the ALL Independent Group Work protocol to complete the task.

1. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
2. Whisper read your fluency passage to yourself.
3. Find a partner who is reading the same passage as you and label yourselves A and B.
4. Read the text aloud together (at the same time).
5. Partner A: read aloud. Partner B: listen for one star and one step.
6. Partner B: share your star and step with partner A.
7. Partner B: read aloud. Partner A: listen for one star and one step.
8. Partner A: share your star and step with partner B.

9. Write your star and step in the boxes below.

Star	Step

#### Day 4

Follow the ALL Independent Group Work protocol to complete the task.

1. Get into groups of three or four.
2. Read the highlighted criteria on your Fluency Self-Assessment Checklist.
3. Whisper read your fluency passage to yourself.
4. One person in the group reads his or her fluency passage to the group.
5. Each person in the group gives a star. Use these examples to help you:
  - "I liked how your voice was expressive—it helps me to better understand the meaning of the text."
  - "I liked your (serious/happy/frightened/hopeful) tone. It matched what the author was trying to say."
  - "The speed of your reading was perfect—especially when \_\_\_\_."
  - "I noticed that you \_\_\_\_."
6. Repeat steps 4–5 with another student in the group reading.
7. Self-assess on your fluency checklist. Draw a check mark in the columns of the highlighted criteria. Choose a different colored pencil from the one you used on your self-assessment on Days 1–3.
8. Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.



## Writing Practice

### Unit 3, Week 2: Teacher Guide ■●◆▲



#### Daily Learning Targets

##### Day 1

- I can use phrases writers use to explain and link their ideas. (W.3.2b, W.3.2c, L.3.6)

##### Day 3

- I can use phrases writers use to elaborate on their ideas. (W.3.2b, W.3.2c, L.3.6)

#### Teaching Notes

- On Day 1, students review how writers explain and link ideas in informational writing. Using the Poison Dart Frog Model from the module lessons, students identify phrases the author used to explain and link ideas. Then students review what writing fluency is and respond to a prompt, writing continuously for 5 minutes and incorporating a phrase in their writing to explain or link ideas.
- On Day 3, students review how writers elaborate on their ideas in informational writing. Using the Poison Dart Frog Model from the module lessons, students identify phrases and techniques the author used to elaborate on ideas. Then students respond to a prompt, writing continuously for 10 minutes, focusing on elaborating on their ideas and incorporating phrases in their writing to explain or link ideas.
- Differentiation:
  - Day 1: For students who require additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, or providing sentence frames such as: “The glass frog is transparent. This means...”
  - Note that, as explained in the Unit Overview, ■ and ◆ are grouped together to provide the opportunity for peer coaching and for students to learn from one another about the writing process.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Levels of Support: To provide lighter support, invite students to identify the explaining, linking, and elaborating phrases instead of being guided, and work with a greater number of phrases.
- In advance:
  - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Writing Practice poster will be in the area where the teacher will be working with groups.

### Materials

#### Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Poison Dart Frog Model (from Unit 3, Lesson 2 module lesson; one per student)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (one per student)
- ✓ Patterns in Informational Writing (one per student)
- ✓ *Everything You Need to Know about Frogs and Other Slippery Creatures* (one per student)
- ✓ Freaky Frog research notebook (from Unit 2 module lessons; one per student)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Cards (one for display)
- ✓ ▲ Chart paper (one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 5 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)

#### Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 2: Independent Reading: Student Task Cards** and the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work** protocol handouts.

#### ■ ● ◆ Day 1: Small Group Instruction (19 minutes, repeated three times)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to take out their copy of the **Poison Dart Frog Model** and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets. Point out that this week they will be focusing on explaining, elaborating on, and linking their ideas in their writing.
- Tell students that today they will practice *explaining* and linking their ideas, and in the next teacher-guided session they will look at *elaboration*. If necessary, review these terms.

- Help students understand that the difference between elaborating and explaining is that when you explain an idea, you state how or why to make it clear. When you elaborate, you provide extra details to the explanation to really help the person understand.
- Provide the example: You might *explain* that you didn't like a book because it was boring. You might *elaborate* by providing details of how it was boring—for example, nothing interesting or exciting seemed to happen to the characters.
- Distribute the **Patterns in Informational Writing** handout. Invite volunteers to help you read the information aloud for the whole group. Clarify anything students don't understand.
- Focus students on the Poison Dart Frog Model, specifically on “This means...” in the second paragraph.
- Tell students this is an example of how the author explains or links ideas.
- Invite students to reread the Poison Dart Frog Model, looking for other phrases the author uses to explain or link ideas and recording them on their Student Activity Cards in the box labeled “Phrases writers use to explain or link their ideas.”
- Cold call students to share whole group (This means..., First..., Another..., In addition...).
- Review writing fluency by focusing students' attention on the definition on their activity card.
- Invite students to choose a frog photograph in ***Everything You Need to Know about Frogs and Other Slippery Creatures***.
- Invite students to read the writing prompts on the activity card, and to place a finger by the prompt they will respond to today.
- Give students 5 minutes to respond to the prompt. Tell them they should try to write for the entire 5 minutes, and that they should refer to the text and their **Freaky Frog research notebook** as they write. Remind students to try to explain or link their ideas by using some of the phrases they identified in the model.
- Invite volunteers to read their responses aloud for the whole group.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Cards** and walk through the Day 2 task, providing models where helpful.

#### ▲ Day 1: Small Group Instruction (20 minutes)

- Invite students to take out their copy of the Poison Dart Frog Model and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Distribute Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards and review the learning targets. Point out that this week they will be focusing on explaining, elaborating on, and linking their ideas in their writing.
- Tell students that today they will practice *explaining* and linking their ideas, and in the next teacher-guided session they will focus on *elaboration*. If necessary, review these terms.
- Help students understand that the difference between elaborating and explaining is that when you explain an idea, you state how or why to make it clear. When you elaborate, you provide extra details to the explanation to really help the person understand.

- Provide the example: You might *explain* that you didn't like a book because it was boring. You might *elaborate* by providing details of how it was boring—for example, nothing interesting or exciting seemed to happen to the characters.
- Distribute the Patterns in Informational Writing handout. Invite volunteers to help you read the information aloud for the whole group. Clarify anything students don't understand.
- Focus students on the Poison Dart Frog Model, specifically on "This means..." in the second paragraph.
- Tell students this is an example of how the author explains or links ideas.
- Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
  - Read aloud these sentences from the text:  
***"First, it has toxic skin. This means its skin is poisonous. The poison on its skin can paralyze or kill predators that touch it."***
  - Encourage extended conversation among students about the meaning of the excerpt, especially the key words and phrases: *toxic*, *paralyze*, and *This means*.
  - Invite students to place a finger on the word *toxic* and to say it aloud chorally with you.
  - Turn and Talk:  
***"What is the translation of toxic in our home languages?" (tshuaj lom in Hmong) Invite all students to repeat the word in a different home language.***  
***"What is the meaning of toxic? What, in the sentences, makes you think so?" (bad for you; It can paralyze or can kill predators.)***  
***"What is another word in the paragraph that is similar in meaning to toxic?" (poisonous)***  
***"So, what does it mean if a frog has toxic skin?" (It means the skin is poisonous to other animals.)***
  - Repeat a similar sequence of steps for the word *paralyze*.
  - Invite students to place a finger on *This means* and to read it aloud chorally with you.  
 Turn and Talk:  
***"Why does the author write This means?" (to explain to the reader what toxic means; to give its definition; to say the same thing using different words; to explain to a reader why the information already provided is important)***  
***"How does this sentence tell us that poison dart frogs are unique?" (They have skin unlike the skin of other frogs.)***  
***"Why is toxic skin good for poison dart frogs?" (It protects them from predators.)***
- Invite students to write *This means* on their activity card.
- Invite students to reread the Poison Dart Frog Model, looking for other phrases the author uses to explain or link ideas and recording them on their activity cards in the box labeled



“Phrases writers use to explain or link their ideas.”

- Cold call students to share whole group. Cold call students to share whole group (This means..., First..., Another..., In addition...).
- Guide students through completing their activity card.
- Invite volunteers to read their responses aloud for the whole group.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 2: Writing Practice: Student Task Cards and walk through the Day 2 task, providing models where helpful.

### Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 3, Week 2: Independent Reading: Student Task Cards** and the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

### ◆◆◆ Day 3: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to take out their copy of the **Poison Dart Frog Model** and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Invite students to retrieve their **Unit 3, Week 2: Writing Practice: Student Task Cards** and to share their writing with group. Use common issues as whole group teaching points.
- Redistribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets. Remind students that they have been working on explaining and linking their ideas, and in this lesson they will focus on elaborating on their ideas.
- Invite students to retrieve their **Patterns in Informational Writing** handout. Invite volunteers to help you read the information aloud for the whole group. Clarify anything students don’t understand.
- Focus specifically on:
  - Elaborate on their ideas using additional facts, definitions, and details from their research
- Review what it means to elaborate on ideas (develop or present an idea in detail).
- Remind students that the difference between elaborating and explaining is that when you explain an idea, you state how or why to make it clear. When you elaborate, you provide extra

details to the explanation to really help the person understand.

- Provide the same example from before: You might *explain* that you didn't like a book because it was boring. You might *elaborate* by providing details of how it was boring—for example, nothing interesting or exciting seemed to happen to the characters.
- Focus students on the Poison Dart Frog Model.
- Turn and Talk:
  - “Are there any words or phrases in the second paragraph that suggest an author is elaborating?” (For example)
- Invite students to add this phrase to the box on their activity card.
- Invite students to reread the Poison Dart Frog Model, looking for other techniques or phrases the author uses to elaborate on ideas and recording them in the box on their activity cards.
- Cold call students to share their responses whole group (such as...).
- Review what writing fluency is by focusing students' attention on the definition on their activity card.
- Invite students to read the writing prompt on the activity card. Clarify the prompt as necessary.
- Give students 10 minutes to respond to the prompt. Tell them they should try to write for the entire 10 minutes, and that they should refer to their **Freaky Frog research notebook** as they write. Remind students to try to elaborate on their ideas by using some of the techniques and phrases identified on the anchor chart.
- Invite volunteers to read their response aloud for the whole group.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

▲ **Day 3: Small Group Instruction (20 minutes)**

- Invite students to take out their copy of the **Poison Dart Frog Model** and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Invite students to retrieve their Unit 3, Week 2: Writing Practice: Student Task Cards and to share their writing with group. Use common issues as whole group teaching points.
- Redistribute the Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards and review the learning targets. Remind students that they have been working on explaining and linking their ideas, and in this lesson they will focus on elaborating on their ideas.
- Invite students to retrieve their Patterns in Informational Writing handout. Invite volunteers to help you read the information aloud for the whole group. Clarify anything students don't understand.
- Focus specifically on:
  - Elaborate on their ideas using additional facts, definitions, and details from their research



- Review what it means to elaborate on ideas (develop or present an idea in detail).
- Remind students that the difference between elaborating and explaining is that when you explain an idea, you state how or why to make it clear. When you elaborate, you provide extra details to the explanation to really help the person understand.
- Provide the same example from before: You might *explain* that you didn't like a book because it was boring. You might *elaborate* by providing details of how it was boring—for example, nothing interesting or exciting seemed to happen to the characters.
- Focus students on the Poison Dart Frog Model.
- **Mini Language Dive:**
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer-correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
  - Read aloud these sentences from the text:  
*“Different kinds of poison dart frogs are different colors. For example, the strawberry poison dart frog is bright red. The phyllobates terribilis is bright yellow.”*
  - Invite students to place a finger on the words *phyllobates terribilis* and to read them aloud chorally with you slowly. PHY-llo-ba-tes TER-rib-il-lis.
  - Tell students that this phrase is Latin, which is an old language that English borrows a lot of words from. Tell students that in science, Latin is used to talk about animals and plants. The first word is the genus; the second is the species. The genus and species organize animals and plants into different types.
  - Invite students to place a finger on *For example* and to say it aloud chorally with you.
  - Tell students that this phrase tells us the author is going to give us some examples of what he or she is talking about—some more details.
  - Turn and Talk:  
*“What examples does the author provide?” (different colors—bright red and bright yellow)*  
*“Why are bright colors good for the poison dart frog?” (Bright colors can scare away predators.)*
- Guide students through completing their activity card.
- Invite volunteers to read their responses aloud for the whole group.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



## Writing Practice



### Unit 3, Week 2: Teacher-Guided Student Activity Card (■●◆)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



#### Daily Learning Targets

- Day 1: I can use phrases writers use to explain and link their ideas. (W.3.2b, W.3.2c, L.3.6)
- Day 3: I can use phrases writers use to elaborate on their ideas. (W.3.2b, W.3.2c, L.3.6)

#### Student Materials

##### Days 1 and 3:

- ☒ Poison Dart Frog Model
- ☒ Patterns in Informational Writing
- ☒ *Everything You Need to Know about Frogs and Other Slippery Creatures*
- ☒ Freaky Frog research notebook

#### Directions:

##### Day 1

Your teacher will guide you through the activities on this card.

#### Phrases writers use to explain or link their ideas:

**Writing fluency:** ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose.

1. Choose a photograph of a frog in *Everything You Need to Know about Frogs and Other Slippery Creatures*.

- Describe the frog in the photograph—what does it look like, and where does it live?
- Describe what makes the frog in the photograph unique.

[illegible]

### Day 3

Your teacher will guide you through the activities on this card.

#### Techniques or phrases writers use to elaborate on their ideas:

**Writing fluency:** ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose.

Using your research notes and research texts, write about what makes frogs unique. Be sure to explain, elaborate, and link your ideas.

To get you started...

- Review your research texts and research notebooks to find details or evidence about the topic.
- Consider what makes frogs unique.
  - How are their bodies unique?
  - How are their behaviors unique?

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[illegible]

Lined area for writing.



## Writing Practice



### Unit 3, Week 2: Teacher-Guided Student Activity Card (▲)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



#### Daily Learning Targets

- Day 1: I can use phrases writers use to explain and link their ideas. (W.3.2b, W.3.2c, L.3.6)
- Day 3: I can use phrases writers use to elaborate on their ideas. (W.3.2b, W.3.2c, L.3.6)

#### Student Materials

##### Days 1 and 3:

- ☒ Poison Dart Frog Model
- ☒ Patterns in Informational Writing
- ☒ *Everything You Need to Know about Frogs and Other Slippery Creatures*
- ☒ Freaky Frog research notebook

#### Directions:

##### Day 1

Your teacher will guide you through the activities on this card.

#### Phrases writers use to explain or link their ideas:



**Writing fluency:** ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose.

1. Explain Idea #1, below, by linking it to Idea #2. Use the phrase ***This means.*** Discuss the new sentences with a partner before you write.

Idea #1: Glass frogs lay their eggs on the underside of a leaf.

Idea #2: Predators can't see the eggs!

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2. Explain Idea #1, below, by linking it to Idea #2. Use the phrase ***In addition, an adaptation the frog has is that.*** Discuss the new sentences with a partner before you write.

Idea #1: The glass frog's transparent skin makes it hard for predators to see the frog.

Idea #2: It stays safe by sleeping during the day.

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3. Choose a photograph of a frog from *Everything You Need to Know about Frogs and Other Slippery Creatures*. Use your research notes and research texts to find facts, definitions, and details about the frog. Then explain and link two ideas about the frog. Use the explaining and linking phrases on the anchor chart. Discuss your sentences with a partner before you write.

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**Day 3**

Your teacher will guide you through the activities on this card.

**Techniques or phrases writers use to elaborate on their ideas:**

1. Elaborate on Idea #1, below, by linking it to Idea #2. Use the phrase ***For example,***. Discuss the new sentences with a partner before you write.

Idea #1: Glass frogs like to eat what many frogs eat.

Idea #2: They like to eat insects, flies, and tiny spiders.

2. **Writing fluency:** ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the purpose and audience.

Using your research notes and research texts, write about what makes your frog unique. Be sure to explain, elaborate on, and link your ideas.

To get you started...

- Review your research texts and research notebooks to find details or evidence about the topic.
- Consider what makes your frog unique.
  - How is its body unique (the way it looks)?
  - How is its behavior unique (the way it eats or catches prey or protects itself)?
- Sketch a picture of your frog.



- Make a list of words related to what makes your frog unique.

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Writers of informational texts:

- Explain their ideas using facts, definitions, and details from their research
- Link and connect their ideas using special linking language
- Elaborate on their ideas using additional facts, definitions, and details from their research

These techniques:

- Help create clear, organized writing
- Help create writing that is easier for the reader to understand
- Help show the writer understands the topic
- Help show the writer understands the topic

Phrases:

- This means...
- First,...
- Another *unique feature of the frog is...*
- In addition, *an adaptation the frog has is...*
- For example...



## Writing Practice



### Unit 3, Week 2: Teacher-Guided Student Activity Card (Answers for Teacher Reference)

#### Day 1



#### Phrases writers use to explain or link their ideas:

*This means...*

*First...*

*Another...*

*In addition...*

#### Day 3

#### Techniques or phrases writers use to elaborate on their ideas:

*For example...*

*Such as...*

*Student paragraphs will vary.*

#### Days 1 and 3



1. Explain Idea #1, below, by linking it to Idea #2. Use the linking phrase ***This means***. Discuss the new sentences with a partner before you write.

Idea #1: Glass frogs lay their eggs on the underside of a leaf.

Idea #2: Predators can't see the eggs!

*Answers may vary, but could include: Glass frogs lay their eggs on the underside of a leaf. This means that predators can't see the eggs!*

2. Explain Idea #1, below, by linking it to Idea #2. Use the linking phrase ***In addition, an adaptation the frog has is that.*** Discuss the new sentences with a partner before you write.
  - a. The glass frog's transparent skin makes it hard for predators to see the frog.
  - b. It stays safe by sleeping during the day.

*Answers may vary, but could include: The glass frog's transparent skin makes it hard for predators to see the frog. In addition, an adaptation the frog has is that it stays safe by sleeping during the day.*

3. Choose a photograph of a frog in *Everything You Need to Know about Frogs and Other Slippery Creatures*. Use your research notes and research texts to find facts, definitions, and details about the frog. Then explain and link two ideas about the frog. Use the linking phrases on the anchor chart. Discuss your sentences with a partner before you write.

*Answers will vary.*



## Word Study and Vocabulary



### Unit 3, Week 2: Student Task Card

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



#### Daily Learning Targets

- Day 1: I can group words with similar roots and use the root to work out the meaning of new words. (L.3.4c)
- Day 3: I can use an academic vocabulary word in context. (L.3.6)

#### Student Materials

##### Day 1:

- ☒ Root Word Cards (cut-out; one set per pair)
- ☒ Dictionary (one per pair)

##### Day 3:

- ☒ None

#### Directions

##### Day 1

Follow the ALL Independent Group Work protocol to complete the task.

A **root** word is the basic part of the word without an affix:

- The biologist studied the water-holding frog to find out what it eats. **Bio** is the root of the word **biologist**, which is someone who studies living things. Bio means life.
- Over time the frog eggs or frogspawn transform into a frog. **Form** is the root of the word **transform**, which means to make a big change in the shape or the way something looks. **Form** means shape.

1. Pair up with someone.
2. Each pair needs a set of Root Word Cards.
3. Make words using the root word matching cards. Use all of the cards.

4. Record the words you have made in the table below. Use the root word examples and definitions at the top of this page to help you work out the meanings of any words you don't know.
5. Use a dictionary to check the definitions.

Word	What you think it means	What it actually means



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**Day 3**

Follow the ALL Independent Group Work protocol to complete the task.

1. Say the word you worked on with your teacher yesterday three times (**incomplete** or **invisible**).
2. Pair up with someone who worked on the same word. Talk with your partner about what the word means.
3. Practice using that word in sentences. Say two sentences aloud to your partner using the word.
4. Write two or three sentences using that word below. You can write more sentences on the back if you have time:

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Word Study and Vocabulary



Unit 3, Week 2, Day 1: Root Word Cards

<b>bio</b>	<b>graphy</b>
<b>bio</b>	<b>grapher</b>
<b>bio</b>	<b>logy</b>
<b>bio</b>	<b>logist</b>
<b>amphi</b>	<b>bious</b>
<b>anti</b>	<b>biotics</b>
<b>in</b>	<b>form</b>
<b>uni</b>	<b>form</b>
<b>trans</b>	<b>form</b>
<b>de</b>	<b>form</b>
<b>re</b>	<b>form</b>



## Independent Reading



### Unit 3, Week 2: Student Task Card

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



#### Daily Learning Targets

- Days 1 and 2: I can read my free choice reading text independently for 10 minutes. (RL.3.10, RI.3.10)
- Day 3: I can choose and respond to a prompt about my free choice reading text. (RI.3.10, RL.3.10)
- Day 4: I can listen carefully and ask questions of others about their free choice reading. (RL.3.10, RI.3.10, SL.3.1)

#### Student Materials

##### Days 1 and 2:

- ☒ Free choice reading text
- ☒ Independent reading journal
- ☒ Vocabulary log

##### Day 3:

- ☒ Free choice reading text
- ☒ Independent reading journal
- ☒ Vocabulary log
- ☒ Independent Reading Prompt Bookmarks

##### Day 4:

- ☒ Free choice reading text

#### Directions:

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##### Days 1 and 2

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your free choice reading text independently for 10 minutes.
2. Record your reading in your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log.

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### Day 3

You will act as your timekeeper and facilitator for this task card. Sit by a partner. As time permits, share your response with your partner during step 4.

1. Read your research reading text independently for 5 minutes.
  2. Record your reading in your independent reading journal (date, text title, author, pages read).
  3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical words at the back.
  4. Choose a prompt from the Independent Reading Prompt Bookmarks to respond to. Respond to the prompt in your independent reading journal. Remember to choose a prompt carefully—choose one that you can respond to with the text you are reading.
- 

### Day 4

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

#### Text Share:

1. Timekeeper: Set a 2-minute timer.
2. Facilitator: You will go first:
  - Show the group your text.
  - Tell your group what your text is about. ("My text is about \_\_\_\_.")
  - Tell your group your opinion of the text. Explain why you have that opinion. ("I like/don't like my text because \_\_\_\_.")

Group: As the facilitator shares, consider what else you would like to know about his or her text. Prepare a question about it.

3. Timekeeper: Set a 2-minute timer.
4. Group: When the facilitator has finished sharing, take turns asking him or her questions.
5. Repeat with each person in the group.



## Word Study and Vocabulary

### Unit 3, Week 2: Teacher Guide ■●◆▲



#### Daily Learning Targets

##### Day 2

- I can analyze the meaning of an academic vocabulary word with the prefix *in-*. (RF.3.3a, L.3.4b)

##### Day 4

- I can analyze the meaning of an academic vocabulary word with the prefix *im-*. (RF.3.3a, L.3.4b)

#### Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Vocabulary Square (or, for ELLs, a Vocabulary Grid) to gain a deeper understanding of the meaning of the word and how to use it. The process followed for the ■●◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
  - The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same Teacher-Guided Student Activity Cards.
  - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Levels of Support: For heavier support, pre-fill some information on the activity card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix.
- **In advance:**
  - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Word Study and Vocabulary poster will be in the area where the teacher will be working with groups.

### Materials

#### Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Writing Practice: Student Task Cards (one per student)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Cards (from Week 2, Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards (from Week 2, Day 1; one per student and one for display)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1, Unit 1, Lesson 6 module lesson)

#### Days 2 and 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 2: Writing Practice: Student Task Cards**, and remind them they will need to retrieve their **Unit 3, Week 2: Independent Reading: Student Task Cards** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

#### ■ ● ◆ ▲ Days 2 and 4: Small Group Instruction (19 minutes, repeated three times)

- Invite students to retrieve their **Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards** and to review their work from this week. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review responses to previous day task with students.
- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.

- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
  - ▲ Invite students to use an **online or paper translation dictionary** in their home language.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart/grid on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to complete their Vocabulary Square/Grid.
  - ■▲ Guide students through completing each part of their Vocabulary Square/Grid.
  - ●◆ Students can complete their Vocabulary Square/Grid either in pairs or independently with minimal guidance.
- Day 2: Prepare students for the next day's independent activity: Display the Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards and walk through the Day 3 task, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.





## Word Study and Vocabulary



### Unit 3, Week 2: Teacher-Guided Student Activity Card (■)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



#### Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *in-*. (RF.3.3a, L.3.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the prefix *im-*. (RF.3.3a, L.3.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary (one per pair)

#### Directions:

#### Day 2

Your teacher will guide you through the activities on this card.

*The conclusion to her frog essay was missing, so her writing was incomplete.*

The word is **"incomplete."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
			<i>in-</i> means "not"

3. Complete the Vocabulary Square for the word **incomplete**:

<b>Definition in your own words</b>	<b>Words with the same affix</b>  in- _____  in- _____
<b>Words with the same root (complete)</b>	<b>Sketch</b>

Day 4

Your teacher will guide you through the activities on this card.  
*It is impossible for most frogs to live somewhere without any water.*  
The word is **"impossible."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
			<i>im-</i> means "not"

3. Complete the Vocabulary Square for the word **impossible**:

<b>Definition in your own words</b>	<b>Words with the same affix</b>  im- _____  im- _____
<b>Words with the same root (possible)</b>	<b>Sketch</b>



## Word Study and Vocabulary



### Unit 3, Week 2: Teacher-Guided Student Activity Card (●◆)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



#### Daily Learning Targets

##### Day 2

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *in-*. (RF.3.3a, L.3.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the prefix *im-*. (RF.3.3a, L.3.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary (one per pair)

#### Directions:

##### Day 2

Your teacher will guide you through the activities on this card.

*The conclusion to her frog essay was missing, so her writing was incomplete.*

The word is **"incomplete."**

4. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix

5. Complete the Vocabulary Square for the word **incomplete**:

<b>Definition in your own words</b>	<b>Words with the same affix</b>
<b>Words with the same root (complete)</b>	<b>Sketch</b>

6. Use the word in a sentence:

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**Day 4**

Your teacher will guide you through the activities on this card.

*It is impossible for most frogs to live somewhere without any water.*

The word is **"impossible."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix

2. Complete the Vocabulary Square for the word **impossible**:

<b>Definition in your own words</b>	<b>Words with the same affix</b>
<b>Words with the same root (possible)</b>	<b>Sketch</b>

3. Use the word in a sentence:

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## Word Study and Vocabulary



### Unit 3, Week 2: Teacher-Guided Student Activity Card (▲)

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



#### Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *in-*. (RF.3.3a, L.3.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the prefix *im-*. (RF.3.3a, L.3.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary (one per pair)

#### Directions:

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#### Day 2

Sentence:

*The glass frogs' see-through skin is an amazing adaptation. It helps them stay almost **invisible** to anything that would want to eat them.*

**Word:** Complete the Vocabulary Grid for the word **invisible**.

Pronunciation	Translation	Cognates N/A	
Root	Definition of root	Prefix	Definition of prefix <i>in-</i> means
Sketch			
Definition in your own words:			

#### Day 4

Sentence:

It is **impossible** for most frogs to live somewhere without any water.

**Word:** Complete the Vocabulary Grid for the word **impossible**.

Pronunciation	Translation	Cognates N/A	
Root	Definition of root	Prefix	Definition of prefix <i>im-</i> means
Sketch			
Definition in your own words:			





## Word Study and Vocabulary



### Unit 3, Week 2: Teacher-Guided Student Activity Cards (■●◆) (Answers for Teacher Reference)

#### Day 2

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
<i>in</i>	<i>complete</i>		<i>in-</i> means "not"

2. Complete the Vocabulary Square for the word **incomplete**:

<b>Definition in your own words</b> <i>Answers will vary, but could be something like:</i> <i>Not complete</i>	<b>Words with the same affix</b> <i>Answers will vary, but could include:</i> <i>-Incorrect</i> <i>-Insignificant</i>
<b>Words with the same root (complete)</b> <i>Answers will vary. Suggestions include:</i> <i>-Completed</i> <i>-Completely</i> <i>-Completing</i>	<b>Sketch</b> <i>Answers will vary. Sketch will show something half finished.</i>

3. Use the word in a sentence: *Answers will vary, but could be something like:*  
*The conclusion was missing, so his writing was incomplete.*

**Day 4**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
<i>im</i>	<i>possible</i>		im- means "not"

3. Complete the Vocabulary Square for the word **impossible**:

<b>Definition in your own words</b> <i>Answers will vary, but could be something like:</i> <i>Not possible</i>	<b>Words with the same affix</b> <i>Answers will vary, but could include:</i> <ul style="list-style-type: none"> <li>- <i>Improper</i></li> <li>- <i>Immature</i></li> <li>- <i>Impractical</i></li> <li>- <i>Immobile</i></li> </ul>
<b>Words with the same root (possible)</b> <i>Answers will vary. Suggestions include:</i> <ul style="list-style-type: none"> <li>- <i>Possibly</i></li> <li>- <i>Possibility</i></li> </ul>	<b>Sketch</b> <i>Answers will vary. Sketch will show something that is impossible.</i>

3. Use the word in a sentence: *Answers will vary, but could be something like:*  
*It is impossible for a tree frog to live in the desert.*



## Word Study and Vocabulary

Unit 3, Week 2: Teacher-Guided Student Activity Cards (▲)  
(Answers for Teacher Reference)

## Day 2

Pronunciation <i>in-VIZ-i-bull</i>	Translation	Cognates	
<b>Root</b> <i>visible</i>	<b>Definition of root</b> <i>able to be seen</i>	<b>Prefix</b> <i>in-</i>	<b>Definition of prefix</b> <i>in- means not</i>
<b>Sketch</b> <i>a sketch showing a faint outline of an animal or object</i>			
<b>Definition in your own words:</b> <i>Difficult or impossible to see</i>			

## Day 4

Sample responses. Student responses may vary.

Pronunciation <i>im-poss-i-bull</i>	Translation	Cognates N/A	
<b>Root</b> <i>visible</i>	<b>Definition of root</b> <i>able to</i>	<b>Prefix</b> <i>im-</i>	<b>Definition of prefix</b> <i>im- means not</i>
<b>Sketch</b> <i>sketch showing someone maybe looking frustrated because they can't do something</i>			
<b>Definition in your own words:</b> <i>not able to</i>			



## Writing Practice



### Unit 3, Week 2: Student Task Card

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



### Daily Learning Targets

- Day 2: I can respond to a prompt using phrases to explain and link my ideas. (W.3.2b, W.3.2c, W.3.4, W.3.10, L.3.6)
- Day 4: I can explain, elaborate on, and link my ideas when responding to a prompt. (W.3.2, W.3.4, W.3.10, L.3.6)

### Student Materials

#### Days 2 and 4:

- ☒ Patterns in Informational Writing
- ☒ Research texts
- ☒ Freaky Frog research notebook

### Directions:

#### Day 2

Follow the ALL Independent Group Work protocol to complete the task.

Writing fluency: ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose.

1. Read the Patterns in Informational Writing handout as a group.
2. Respond to the prompt below. As you write, try to explain or link your ideas. Try to write for the entire 10 minutes, and refer to your research texts and Freaky Frog research notebook as you write.

What makes your frog unique?

- What is unique about the way it looks?
- What is unique about what it eats or how it catches its prey?
- What is unique about how it protects itself?

- [illegible]

Follow the ALL Independent Group Work protocol to complete the task.

1. Read the Patterns in Informational Writing handout as a group.

- Look for places you can explain your ideas.
- Look for places you can elaborate.
- Look for places you can add linking words or phrases.

[illegible]