

Grade 3: Module 2: Unit 1

Additional Language and Literacy Block

Table of Contents

Grade 3: Additional Language and Literacy Block: Module 2

Unit 1

Overview	2
Sample Calendar.....	4

Unit 1, Week 1, Days 1 and 3

Reading and Speaking Fluency/GUM: Teacher Guide (■●◆▲)	9
Reading and Speaking Fluency/GUM: Fluency Self-Assessment Checklist	14
Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card	15
Additional Work with Complex Text: Student Task Card	16
Additional Work with Complex Text: Show, Not Tell Match Cards	20
Additional Work with Complex Text: Student Task Cards (Answers for Teacher Reference)	22
Independent Reading: Student Task Cards	26

Unit 1, Week 1, Days 2 and 4

Additional Work with Complex Text: Teacher Guide (■●◆▲)	28
Additional Work with Complex Text: Teacher-Guided Student Activity Cards (■)	33
Additional Work with Complex Text: Teacher-Guided Student Activity Cards (●◆)	37
Additional Work with Complex Text: Teacher-Guided Student Activity Cards (▲)	40
Additional Work with Complex Text: Teacher-Guided Student Activity Cards (Answers for Teacher Reference)	44
Reading and Speaking Fluency/GUM: Student Task Cards	46

Unit 1, Week 2, Days 1 and 3

Writing Practice: Teacher Guide (■●◆▲)	48
Writing Practice: Poem Structure Frame	54
Writing Practice: Poem Structure Frame (Answers for Teacher Reference)	55
Word Study and Vocabulary: Student Task Card	56
Word Study and Vocabulary: Word Scramble Game Board	59

Independent Reading: Student Task Card 60

Unit 1, Week 2, Days 2 and 4

Word Study and Vocabulary: Teacher Guide (■●◆▲)..... 62

Word Study and Vocabulary: Teacher-Guided Student Activity Card (■)..... 69

Word Study and Vocabulary: Teacher-Guided Student Activity Card (●◆)..... 72

Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲)..... 76

Word Study and Vocabulary: Teacher-Guided Student Activity Card (■●◆)
(Answers for Teacher Reference)..... 79

Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲)
(Answers for Teacher Reference).....81

Writing Practice: Student Task Card..... 83

(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 1 OVERVIEW

**Reading and Speaking Fluency/GUM**

RF.3.4, L.3.3b

- 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.
- *ELLs complete the same activities as other students with a shorter excerpt of text.*
- 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.)

**Additional Work with Complex Text**

RL.3.3, RL.3.10

- Students deepen comprehension of a complex text used in class by analyzing the main character's thoughts, feelings, and actions.
- *ELLs complete the same activities as other students with differentiated support.*
- 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.)

**Independent Reading**

RL.3.10, RI.3.10, SL.3.1

- All students read both research texts (related to the topic of frogs) and free choice texts (on any topic of their interest).
- They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion.
- *ELLs complete the same activities as other students.*

**Writing Practice**

RL.3.1, RL.3.5, W.3.3, W.3.4, W.3.8, W.3.10, L.3.1a, L.3.5a, L.3.6

- Students analyze, write, and revise a poem inspired by “The Red-Eyed Tree Frog” from *Lizards, Frogs, and Polliwogs*, a book of poems read and analyzed in the module lessons.
- *ELLs complete the same activities as other students.*
- 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.)

**Word Study and Vocabulary**

RF.3.3a, RF.3.3b, L.3.4b, L.3.4c, L.3.6

- Students analyze two academic vocabulary words and their affixes (using Vocabulary Squares) and practice using the words in context.
- *ELLs participate in a Language Dive to 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.*
- 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.)

ALL 3M2 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2 ALL Block: Week 1, Day 1	Reading and Speaking Fluency/GUM Overview: 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. Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4, L.3.3b) <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card Fluency Self-Assessment Checklist 	Additional Work with Complex Text Overview: All students read “Why the Frog Has a Long Tongue” and follow a task card to answer questions and annotate the story in preparation for working with the teacher on Day 2. Learning Target: I can read and understand a complex text. (RL.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards 	Independent Reading Overview: 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. Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Independent Reading: Student Task Cards
Lesson 3 ALL Block: Week 1, Day 2	Additional Work with Complex Text Overview: With teacher guidance, all students describe the main character's reaction to the central problem in the pourquoi tale, visualizing the characters' thoughts, feelings, and actions. Learning Target: I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.3.3) <i>See the Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card that has been differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (●◆), (■), (▲) 	Reading and Speaking Fluency/GUM Overview: 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. Learning Target: I can help my partner self-assess his or her reading fluency. (RF.3.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: 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. Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 3M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 4 ALL Block: Week 1, Day 3	Reading and Speaking Fluency Overview: With teacher guidance, all students learn how to consider punctuation when reading aloud, including commas. They then apply this skill to fluently read their fluency passage. Learning Target: 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> Printed Materials: N/A	Additional Work with Complex Text Overview: All students work with a partner to match simple descriptions of events to quotations from the story containing rich detail. They then reflect on why authors use detail in a narrative. Learning Target: I can explain how an author used specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3) <i>ELLs complete the same activities as other students.</i> Printed Materials: • Show, Not Tell match cards	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a prompt in their independent reading journals. Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 5 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, students use what they have learned about description to elaborate on a passage from "Why the Frog Has a Long Tongue," visualizing and writing about the character's response to an event in the story. Learning Target: I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3) <i>Teacher-Guided Student Activity Cards are differentiated, with one specifically designed for ELLs.</i> Printed Materials: N/A	Reading and Speaking Fluency/GUM Overview: 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. Learning Target: I can read a passage aloud fluently. (RF.3.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: 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. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 6	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

(continued)

ALL 3M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 7 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, all students are introduced to the poem “The Red-Eyed Tree Frog” from <i>Lizards, Frogs, and Polliwogs</i> . Using photographs and videos of red-eyed tree frogs, they discuss the meaning and analyze the structure of the poem. As a group, students draft a poem about bullfrogs using the same general structure of “The Red-Eyed Tree Frog.” Learning Target: I can write a poem that describes a frog using descriptive details. (W.3.3, W.3.4, W.3.10, L.3.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Writing Practice: Teacher Guide 	Word Study and Vocabulary Overview: All students follow a task card to play a game to create words by putting together roots and affixes. Learning Target: I can create words using roots and affixes. (L.3.4b, L.3.4c) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards Word Scramble Game Board 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals. Learning Target: 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> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Independent Reading: Student Task Cards
Lesson 8 ALL Block: Week 2, Day 2	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Square to analyze the meaning of the word <i>transform</i> with a focus on the root <i>form</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. Learning Target: I can analyze the meaning of an academic vocabulary word with the root form. (RF.3.3a, L.3.4b, L.3.4c) ELLs: I can analyze the meaning of an academic vocabulary word with the suffix <i>-ies</i> . (RF.3.3a, L.3.4b, L.3.4c) <i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the frequently used academic word flies, with a focus on the affix -ies. This is a review of the work on this affix in the first unit. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲), (■), (●◆) 	Writing Practice Overview: Students follow a task card to choose a frog to write about, and they view photographs and videos to gather information about what their selected frog looks like and the frog’s actions. Using their notes about their selected frog, all students then draft a poem about their frog using the same general structure of “The Red-Eyed Tree Frog.” Learning Target: I can write a poem that describes a frog using descriptive details. (RL.3.5, W.3.3, W.3.4, W.3.8, W.3.10, L.3.5a, L.3.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Writing Practice: Student Task Cards 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals. Learning Target: 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> Printed Materials: N/A

ALL 3M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 9 ALL Block: Week 2, Day 3	Writing Practice Overview: With teacher guidance, all students continue their analysis of the poem “The Red-Eyed Tree Frog” from <i>Lizards, Frogs, and Polliwogs</i> , analyzing the rhyme pattern and parts of speech used throughout the poem. As a group, students revise the group poem about bullfrogs using the same rhyme pattern and parts of speech structure in “The Red-Eyed Tree Frog.” Learning Target: I can revise a poem that describes a frog using descriptive details. (W.3.3, W.3.4, W.3.10, L.3.1a, L.3.5a, L.3.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Poem Structure Frame 	Word Study and Vocabulary Overview: Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. Learning Target: I can use an academic vocabulary word in context. (L.3.6) <i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i> Printed Materials: N/A	Independent Reading Overview: 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. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.3.10/RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 10 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>overcome</i> , with a focus on the root <i>bio</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. Learning Target: I can analyze the meaning of an academic word with the root <i>bio</i> . (RF.3.3a, L.3.4b, L.3.4c) ELLs: I can analyze the meaning of an academic vocabulary word with the suffix <i>-ied</i> . (RF.3.3a, L.3.4b, L.3.4c) <i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the frequently used academic word tried, with a focus on the affixes -ed and -ied. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: N/A	Writing Practice Overview: Students follow a task card to view photographs and videos to gather additional information about what their selected frog looks like and the frog’s actions. Using their notes about their selected frog, students then revise their poem about their frog using the same rhyme pattern and parts of speech structure of “The Red-Eyed Tree Frog.” Learning Target: I can revise a poem to mimic the structure of “The Red-Eyed Tree Frog.” (RL.3.5, W.3.3, W.3.4, W.3.10, L.3.1a, L.3.5a, L.3.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: 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. Learning Target: I can listen carefully and ask questions of others about their free choice reading. (RL.3.10/RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 3M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 11	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 13	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 14	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 1, Week 1: Teacher Guide ■●◆▲



Daily Learning Targets

Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4, L.3.3b)

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 punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- **Differentiation:**
 - Day 1: Students read different amounts of the text depending on their ability, as described in the directions.
 - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to provide good models of reading aloud fluently and accurately. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
 - ▲ 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: For heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading. For lighter support, encourage students to read the entire excerpt instead of the shorter version selected for ELLs.
- **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 1, Week 1: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 1, 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)
- ✓ *Bullfrog at Magnolia Circle* (text; one per student)
- ✓ Sticky notes (two per student)
- ✓ Unit 1, 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 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)

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 1, Week 1: Independent Reading: Student Task Cards** and the **Unit 1, 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 (19 minutes, repeated three times)

- Distribute *Bullfrog at Magnolia Circle* and invite students to read the text to themselves. 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.
- Tell students which excerpt of this text they will be reading and invite them to mark the start and finish with **sticky notes**:
 - ▲ Pages 5–9 beginning at “As Bullfrog pulls his long body up the bank of the bayou...” and ending at “...tongue shoots out and grabs the crayfish.”
 - ■ ● Pages 5–6 beginning at “Lightning zigzags through the early evening sky...” and ending at “...he swims through the duckweed to the edge of the bayou.”
 - ◆ Pages 5–9 beginning at “Lightning zigzags through the early evening sky...” and ending at “...tongue shoots out and grabs the crayfish.”

- Read the excerpt of text aloud once and invite students to follow along on their own copy of the text.
- Read it again and invite students to read along chorally with you.
- 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.
- ▲ Check comprehension. Turn and Talk:
 - “Where do the frog and crayfish live?” (bayou)*
 - “What is a bayou? Where can we find them?” (A bayou is the shallow part of a lake or river. Bayou is the word used in some Southern states.)*
 - “What does emerges mean? What is the translation of emerges in our home languages?”*
Invite all students to repeat the English word and translation in a different home language. (come out of something; kan in Lao; e-MERGE)
 - Invite students to show you what the bullfrog does to the crayfish. Look for students to pantomime the frog springing forward, shooting out their tongue, and grabbing the crayfish with it. Students may be uncomfortable showing their tongue; suggest that they use a finger or open mouth instead.
 - Turn and Talk:
 - “How does the frog’s long, sticky tongue help it survive?” (It allows the frog to capture prey with little warning.)*
- If productive, cue students to clarify the conversation by confirming what they mean:
 - Conversation Cue: “So, do you mean...?” (Responses will vary.)*
- Distribute the **Unit 1, 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 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 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** and walk through the Day 2 tasks, 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 1, Week 1: Independent Reading: Student Task Cards** and the **Unit 1, 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 **Bullfrog at Magnolia Circle** fluency passage and their **Fluency Self-Assessment Checklist** and to read all of the criteria on the checklist 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 notice and read punctuation.
- Remind students they also focused on this criterion in Unit 1 of Module 1.
- Read the group fluency passage and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to read the excerpt chorally with you, emphasizing how the punctuation adds pauses and changes the tone of voice you might use.
 - ▲ Focus students on the period at the end of the first sentence.
“What is this punctuation mark called?” (period)
 - Invite students to highlight the period.
 - Read the first sentence again, emphasizing falling intonation and stopping at the periods.

- Ask students to discuss with an elbow partner:
“How does my voice change toward the period? Does my voice go up or down?” (In English, your intonation goes down toward the period to show the end of the sentence.)
“What else happens to my voice?” (In English, you also take a long pause at a period to show the end of the sentence.)
- Invite students to read the first sentence chorally with you, attending to the period.
- Repeat steps 1–4, focusing on the comma.
- Invite students to refer to their fluency passage and to highlight or underline any punctuation that might add a pause or be a reason to change the tone with which they speak. Students may also wish to annotate and add notes to help them remember the tone they would like to use.
- Ask students to practice reading their passages aloud, adding pauses and changing the tone of voice they use according to the punctuation.
- Invite students to practice reading their excerpt in different voices—for example, an old man or a character from a TV show.
- Invite students to pair up with an elbow partner and to read the excerpt aloud to each other.
- Ask students to help their partner self-assess against the highlighted criteria on their checklist, paying particular attention to how well they notice and read punctuation.

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. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>					
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 1, Week 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, L.3.3b)

Student Materials

- ☒ *Bullfrog at Magnolia Circle*
- ☒ 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:

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



Additional Work with Complex Text



Unit 1, Week 1: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

- Day 1: I can read and understand a complex text. (RL.3.10)
- Day 3: I can explain how an author used specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Student Materials

Day 1:

- ☒ Online or paper translation dictionary

Day 3:

- ☒ Show, Not Tell match cards (one set per pair)
- ☒ Scissors (one per pair)

Directions:

Day 1

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



Source:

Luna. Fly, Frog, Lily Pad, Eat, Animal, Nature, Life, Cartoon. *Pixabay*. Web. 6 Jan, 2016. <<https://pixabay.com/en/fly-frog-lily-pad-eat-animal-114892/>>

"Why the Frog Has a Long Tongue"

Long, long ago in a sparkling, blue mountain lake, there lived a young frog named Kikker. Kikker had smooth, lime green skin. His big, black eyes were rimmed in gold and bulged pleasantly. When Kikker was happy, **his eyes closed into two straight solid-gold lines**, one on each side of his head. Kikker was very smart and very kind and very, very tiny. In fact, he was no bigger than your thumbnail!

Now every year, the frogs in Kikker's lake held a big fly-catching contest. Whoever caught the most flies won. Kikker loved to watch the long-legged frogs in his lake practicing for the contest. They leapt high in the air, opened their big, wide mouths and then quickly snapped them shut, trapping a delicious fly inside! Kikker was excited because this year, he was finally old

enough to enter. Oh, how he wanted to win that contest!

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

"Why don't you get some stilts, Tiny?"

"Do you need a ladder?"

"Look at those puny legs!"

Kikker dove deep under the water, embarrassed. All day long, he tried unsuccessfully to jump up and catch flies. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs." All day long, Kikker tried to jump up and catch flies, but he didn't catch a single one. He felt terribly sad. His legs were sore, and his mouth was parched from snapping open and shut. He reached his long tongue into the lake for a cool drink.

Just then Kikker had an idea—a very clever idea! He slowly swam over to a quiet part of the lake, still thinking about his wonderful idea. He knew now what he had to practice. And practice he did, day after day, working his muscles until he was strong and skilled.

Finally the day of the contest arrived. Long-legged frogs hopped everywhere, leaping and turning high in the air, opening their huge mouths and snapping them shut. It seemed like each frog jumped higher than the last. The geese kept count of how many flies each frog caught. Who would catch the most?

Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still.

"Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

Just then, Kikker's long, strong tongue shot out of his mouth, wrapped around a startled fly, and pulled it inside. Kikker did this again and again, catching more flies than all the other frogs combined, all the while barely moving a muscle! Of course, Kikker won the contest, setting the record for the most flies caught—ever!

"Hey, Kikker," called a long-legged frog from across the lake, "that looks much easier than what we're doing. Could you teach the rest of us how to do that?"

So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long, strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue. In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face.

Glossary:

bulge: to stick out

smirk: a mean smile

"hold a grudge": to feel angry at someone because of something they have done

Looking Closely at the Author's Craft

- "Pourquoi?" means "Why?" in French.
- A pourquoi tale is a fictional story.
- It explains why something is true. Example: why frogs croak, or why leaves are green.
- A pourquoi tale is usually about animals and nature.

Find a partner and read the story. Then work with a partner to answer these questions. The parts of the story in ***bold italics*** may help you answer the questions.

1. **When** does the story take place?

2. **Where** does the story take place?

3. Reread the whole story carefully. Circle all the words (such as *happy*) that show how Kikker is **feeling**. Add a sketch or translation next to each.

Feeling Word	Sketch or Translation
Happy	
Loved	
Excited	
Embarrassed	

4. Count the words you circled. How many **feeling** words did the author use?

5. Discuss with your partner: Why do you think the author used these words to describe the main character's (Kikker's) feelings?

Day 3

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

1. Find a partner.
2. Cut apart the Show, Not Tell match cards.
3. Organize the cards, face up, in two groups: Show cards and Tell cards.
4. Read one of the Tell cards. These cards briefly "tell" the reader about an event that happened in "Why the Frog Has a Long Tongue."
5. Look through the Show cards. Find the actual passage from the story about the same event.
6. Read both cards out loud. Discuss with your partner: What is the difference between the two cards?
7. Discuss with your partner: Which description best helps the reader imagine what is happening? Why?
8. Repeat the steps above with the rest of the cards.



Additional Work with Complex Text



Unit 1, Week 1, Day 3: Show, Not Tell Match Cards

<p>SHOW WHAT HAPPENED</p> <p>"Just then Kikker had an idea—a very clever idea! He slowly swam over to a quiet part of the lake, still thinking about his wonderful idea. He knew now what he had to practice. And practice he did, day after day, working his muscles until he was strong and skilled."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker caught the most flies and won the contest.</p>
<p>SHOW WHAT HAPPENED</p> <p>"Kikker dove deep under the water, embarrassed. All day long, he tried unsuccessfully to jump up and catch flies. 'What can I do?' Kikker thought. 'My little legs will never be able to hop as high as those bigger frogs.' He felt terribly sad."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker was really happy about how everything turned out.</p>
<p>SHOW WHAT HAPPENED</p> <p>"Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker wasn't mad at them and taught them all how to catch flies with their tongues.</p>
<p>SHOW WHAT HAPPENED</p> <p>"In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker figured out a new way to catch flies, and he practiced until he got good at it.</p>

<p>SHOW WHAT HAPPENED</p> <p>"So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long, strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker felt really bad that he couldn't catch the fly.</p>
<p>SHOW WHAT HAPPENED</p> <p>"Just then, Kikker's long, strong tongue shot out of his mouth, wrapped around a startled fly, and pulled it inside. Kikker did this again and again, catching more flies than all the other frogs combined, all the while barely moving a muscle! Of course, Kikker won the contest, setting the record for the most flies caught—ever!"</p>	<p>TELL WHAT HAPPENED</p> <p>A fly came by and Kikker tried to catch it, but he was too small.</p>



Additional Work with Complex Text



Unit 1, Week 1: Student Task Cards (*Answers for Teacher Reference*)

Day 1

Note: Words that should be circled are in **bold and underlined**.

"Why the Frog Has a Long Tongue"

Long, long ago in a sparkling, blue mountain lake, there lived a young frog named Kikker. Kikker had smooth, lime green skin. His big, black eyes were rimmed in gold and bulged pleasantly. When Kikker was **happy**, his eyes closed into two straight solid-gold lines, one on each side of his head. Kikker was very smart and very kind and very, very tiny. In fact, he was no bigger than your thumbnail!

Now every year, the frogs in Kikker's lake held a big fly-catching contest. Whoever caught the most flies won. Kikker **loved** to watch the long-legged frogs in his lake practicing for the contest. They leapt high in the air, opened their big, wide mouths and then quickly snapped them shut, trapping a delicious fly inside! Kikker was **excited** because this year, he was finally old enough to enter. Oh, how he wanted to win that contest!

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

"Why don't you get some stilts, Tiny?"

"Do you need a ladder?"

"Look at those puny legs!"

Kikker dove deep under the water, **embarrassed**. All day long, he tried unsuccessfully to jump up and catch flies. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs." All day long, Kikker tried to jump up and catch flies, but he didn't catch a single one. He felt terribly **sad**. His legs were sore, and his mouth was parched from snapping open and shut. He reached his long tongue into the lake for a cool drink. Just then Kikker had an idea—a very clever idea! He slowly swam over to a quiet part of the lake, still thinking about his wonderful idea. He knew now what he had to practice. And practice he did, day after day, working his muscles until he was strong and skilled.

Finally the day of the contest arrived. Long-legged frogs hopped everywhere, leaping and turning high in the air, opening their huge mouths and snapping them shut. It seemed like each frog jumped higher than the last. The geese kept count of how many flies each frog caught. Who would catch the most?

Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still. "Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

Just then, Kikker's long, strong tongue shot out of his mouth, wrapped around a startled fly, and pulled it inside. Kikker did this again and again, catching more flies than all the other frogs combined, all the while barely moving a muscle! Of course, Kikker won the contest, setting the record for the most flies caught—ever!

"Hey, Kikker," called a long-legged frog from across the lake, "that looks much easier than what we're doing. Could you teach the rest of us how to do that?"

So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long, strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue. In the far corner of the lake, Kikker sat **proudly**, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face.

Glossary:

bulge: to stick out

smirk: a mean smile

"hold a grudge": to feel angry at someone because of something they have done

Source: Written by EL Education

Looking Closely at the Author's Craft

- "Pourquoi?" means "Why?" in French.
- A pourquoi tale is a fictional story.
- It explains why something is true. Example: why frogs croak, or why leaves are green.
- A pourquoi tale is usually about animals and nature.

Find a partner and read the story. Then work with a partner to answer these questions. The parts of the story in ***bold italics*** may help you answer the questions.

Work with a partner:

1. When does the story take place? *long, long ago*
2. Where does the story take place? *a sparkling blue mountain lake*
3. Reread the whole story carefully. Circle all the words (such as *happy*) that show how Kikker is **feeling**. Add a sketch or translation next to each.

Feeling Word	Sketch or Translation
Happy	<i>Student responses will vary.</i>
Loved	
Excited	
Embarrassed	
<i>Sad</i>	
<i>Proudly</i>	

A. Count the words you circled. How many **feeling** words did the author use? *Answers may vary; approximately six.*

Discuss with your partner: Why do you think the author used these words to describe the main character's (Kikker's) feelings? *Sample responses: To show how events in the story were affecting Kikker. To show how Kikker's feelings changed.*

Day 3

SHOW WHAT HAPPENED "Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter."	TELL WHAT HAPPENED A fly came by and Kikker tried to catch it, but he was too small.
SHOW WHAT HAPPENED "Kikker dove deep under the water, embarrassed. All day long, he tried unsuccessfully to jump up and catch flies. 'What can I do?' Kikker thought. 'My little legs will never be able to hop as high as those bigger frogs.' He felt terribly sad."	TELL WHAT HAPPENED Kikker felt really bad that he couldn't catch the fly

<p>SHOW WHAT HAPPENED</p> <p>"Just then Kikker had an idea—a very clever idea! He slowly swam over to a quiet part of the lake, still thinking about his wonderful idea. He knew now what he had to practice. And practice he did, day after day, working his muscles until he was strong and skilled."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker figured out a new way to catch flies, and he practiced until he got good at it.</p>
<p>SHOW WHAT HAPPENED</p> <p>"So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long, strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker wasn't mad at them and taught them all how to catch flies with their tongues.</p>
<p>SHOW WHAT HAPPENED</p> <p>"In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face."</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker was really happy about how everything turned out.</p>
<p>SHOW WHAT HAPPENED</p> <p>"Just then, Kikker's long, strong tongue shot out of his mouth, wrapped around a startled fly, and pulled it inside. Kikker did this again and again, catching more flies than all the other frogs combined, all the while barely moving a muscle! Of course, Kikker won the contest, setting the record for the most flies caught—ever!"</p>	<p>TELL WHAT HAPPENED</p> <p>Kikker caught the most flies and won the contest.</p>



Independent Reading



Unit 1, 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 the front of 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 1, Week 1: Teacher Guide ■●◆▲



Daily Learning Targets

Day 2

- I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.3.3)

Day 4

- I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Teaching Notes

- On Day 2, students describe the main character's reaction to the central problem in the pourquoi tale "Why the Frog Has a Long Tongue." Visualizing the character's thoughts, feelings, and actions will support reading comprehension as well as writing skills needed for writing their own pourquoi tale.
- On Day 4, students will use what they have learned about description to elaborate on a passage from "Why the Frog Has a Long Tongue." Visualizing and writing about the character's response to an event will support reading comprehension as well as writing skills needed for the performance assessment.
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards for these activities are differentiated.
 - Day 2: Students in need of support deepen their understanding by sketching the character's reaction. Students ready for more challenge have the opportunity to work with an additional, more abstract, passage from the story.
 - Day 4: To provide more support, invite students to write their response together, as a group, with teacher guidance. To provide more challenge, ask students to write a full, original paragraph elaborating on the event. This lesson also contains a Mini Language Dive that will provide additional language support.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together because they work on the same Teacher-Guided Student Activity Card. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
 - ▲ 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.

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 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one per student)
- ✓ Unit 1, Week 1: Independent Reading: Student Task Cards (from Week 1, 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 1, Week 1: Additional Work with Complex Text: Student Task Cards (from Week 1, Day 1; one per student and one to display)
- ✓ Unit 1, 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)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (differentiated; one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)

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 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**. Invite students to retrieve their **Unit 1, 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 1, 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 (19 minutes, repeated three times)**

- Invite students to read “Why the Frog Has a Long Tongue” on their Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards 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.
- Briefly review the answers to the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Remind students of the characteristics of a pourquoi tale and invite students to briefly summarize the story they read yesterday. Check for understanding and review, if needed, to ensure general comprehension. If productive, cue students to clarify the conversation by confirming what they mean:

Conversation Cue: “So, do you mean...?” (Responses will vary.)

- Explain that today they will look more closely at how the author shows us what Kikker is thinking and feeling. Ask:

“What is the central problem in the story?” (Kikker is too small to catch flies the way the other frogs do.)

“Where does the author start describing the central problem?” (Help students identify the part of the story where Kikker first fails to catch a fly, i.e., “He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.”)

- Explain that you are going to act out this part of the story to better understand how Kikker responds to the problem he encounters.
- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**.
- Ask:

“What is a thought?” Point to your brain. (an idea in your mind)

“When you see a car coming down the street, what is your thought?” (Be careful!)

“Sometimes you are happy. Sometimes you are sad. What do we call happy and sad?” (feelings)

“Imagine you see a cute puppy in the car. How do you feel?” (happy)

“What is an action?” (the act of doing something, what you do)

“What action do you take when you see a car coming down the street?” (stop)

- Work through the Student Activity Card together using the following sequence:
 1. Ask a volunteer to read the excerpt aloud.
 2. Choose one student to play Kikker. (It is helpful if this student likes to act and can exaggerate expressions and gestures.) Choose three students to read the lines of the other frogs. Other students can act as an audience or silently mime the reactions of the other frogs in the lake. To provide additional support, take on the role of Kikker yourself.
 3. Reread the passage aloud slowly, stopping to allow students to act out each part. Encourage students to show how the characters are feeling on their faces and with their body language.
 4. Reread the passage again, discuss each question, and support students in identifying Kikker’s thoughts, feelings, and actions and completing the activity on the task card.
- Explain that authors often describe characters’ feelings, thoughts, and actions to help us imagine important events in a story. Discuss how these descriptions helped us visualize how Kikker responds to the events in this important part of the story.
 - ▲ Students should aim to complete the work through the More Challenge work.

- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day's independent activity: Walk through the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card 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 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** and **Unit 1, 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 1, 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 read “Why the Frog Has a Long Tongue” on their Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards 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.
- Briefly review the answers to the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**.
- Together, read this passage from “Why the Frog Has a Long Tongue”:
 - “Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still. ‘Decided not to even try, Kikker? Don’t blame you—you don’t stand a chance!’ croaked Old Bullfrog with a wide smirk on his face.”
- If needed, support students in basic comprehension using the following Mini Language Dive.
 - Turn and Talk:
 - “Where is Kikker? What, in the text, makes you think so?” (a quiet corner of the lake)*
 - “What is Kikker doing? What, in the sentence, makes you think so?” (sitting still)*
 - “Why is he sitting still? How do you know?” (He is waiting for a fly to come by. We know this because he has been practicing catching flies with his tongue instead of jumping.)*

- Invite students to place a finger on the phrase “barely moving, every muscle still” and to read it aloud chorally with you. Turn and Talk:
“What does barely moving mean? (moving very little; just breathing)”
- Play a game of statues for 2 minutes. Invite students to sit barely moving, keeping every muscle still. Students who move help watch the others to identify anyone moving a muscle.
- Invite students to place a finger on “you don’t stand a chance” and to read it aloud chorally with you. Turn and Talk:
“Who says this? Does this mean Kikker will stand up? What does this mean?” (Old Bullfrog. No, it means Old Bullfrog thinks Kikker will never be able to catch flies. He has no chance.)
- Invite students to place a finger on “wide smirk” and to read it aloud chorally with you. Invite students to show you a wide smirk. Turn and Talk:
“Is Old Bullfrog being nice or mean to Kikker?” (mean)”
- Explain that students will have the opportunity to add to this story by writing more about what they think Kikker might think, feel, or do when he hears Old Bullfrog’s words.
- Follow the directions on the differentiated Teacher-Guided Student Activity Cards.
- Collect the Student Activity Cards to review to identify common issues to use as whole group teaching points.

**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Card (■)****Name:** _____ **Date:** _____**Daily Learning Targets**

- Day 2: I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.3.3)
- Day 4: I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Student Materials☒ None**Directions:****Day 2**

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

Together, think carefully about how Kikker responds when he figures out that he can't catch flies like the other frogs. Act out the passage from the story and answer questions about what Kikker thinks, feels, and does.

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

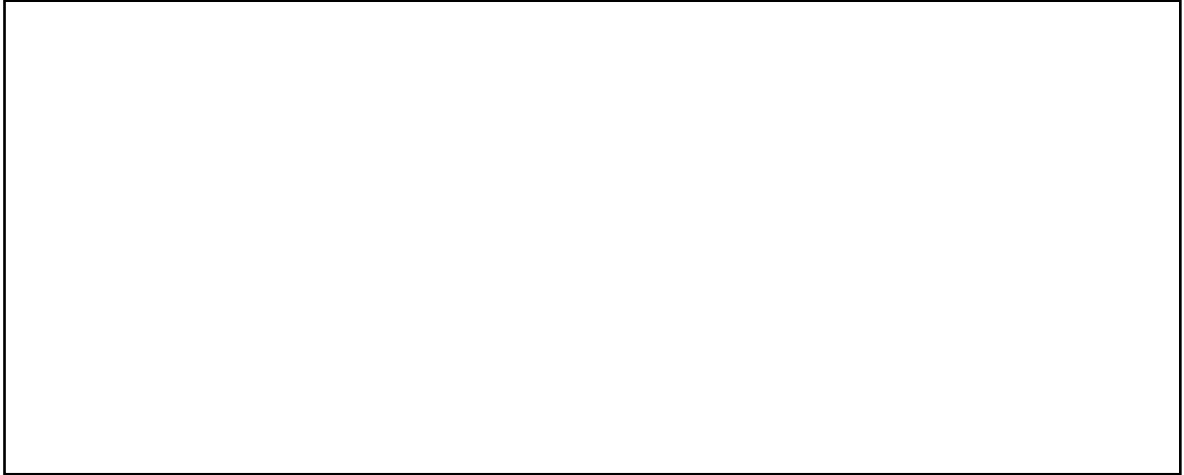
"Why don't you get some stilts, Tiny?"

"Do you need a ladder?"

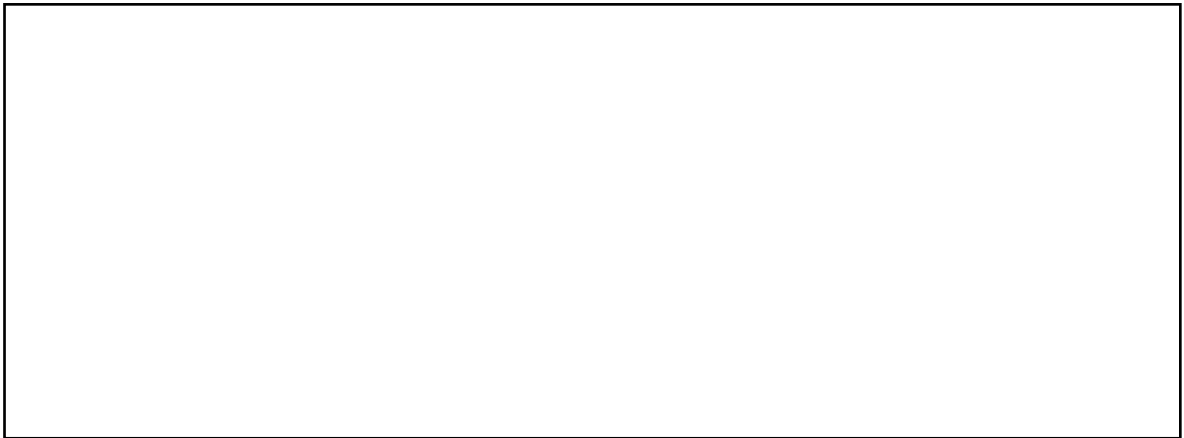
"Look at those puny legs!"

Kikker dove deep under the water, embarrassed. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs."

Draw a picture to show Kikker's actions (what Kikker did) when the other frogs made fun of him.



Draw a picture to show how Kikker felt when the other frogs made fun of him. What word from the text helped you figure this out? Write the word underneath your picture.



Draw a picture to show what Kikker thought when he realized he had a problem.



Turn and talk to a partner:

How do these thoughts, feelings, and actions help you imagine the characters and events in the story?

Day 4

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

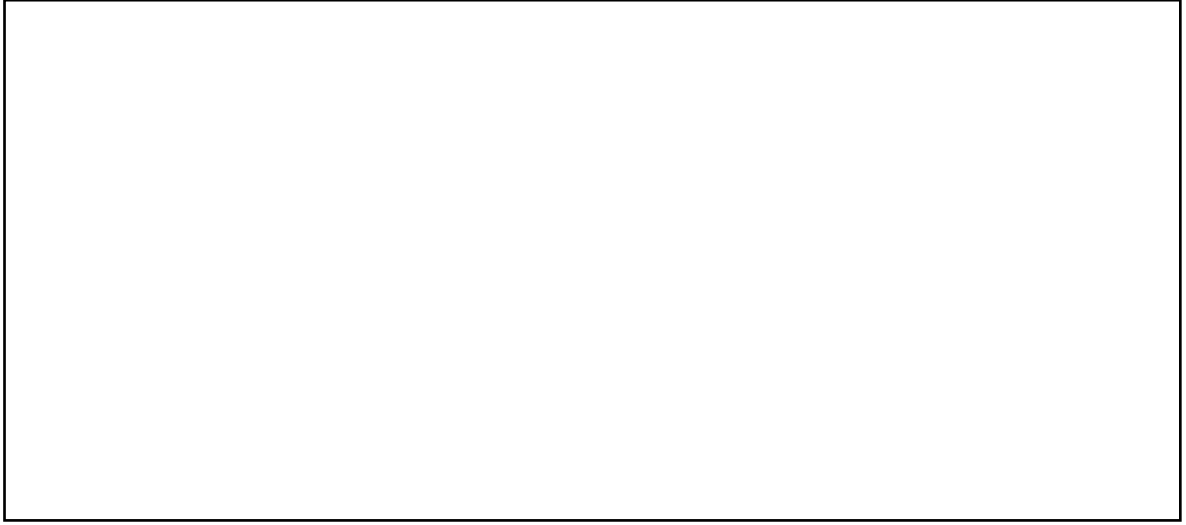
1. Listen as your teacher reads the sentence from "Why the Frog Has a Long Tongue" below. Turn and talk with a partner about how Kikker might respond to Old Bullfrog.
2. Draw pictures below to show what Kikker might think, feel, and do when he hears Old Bullfrog's words.
3. Together as a group, write at least two sentences that "show" Kikker's reaction to this event. Your teacher will record your sentences.
4. Read what the group has written. Discuss: How does the detail you added show the reader what is happening in this part of the story?

Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still. "Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

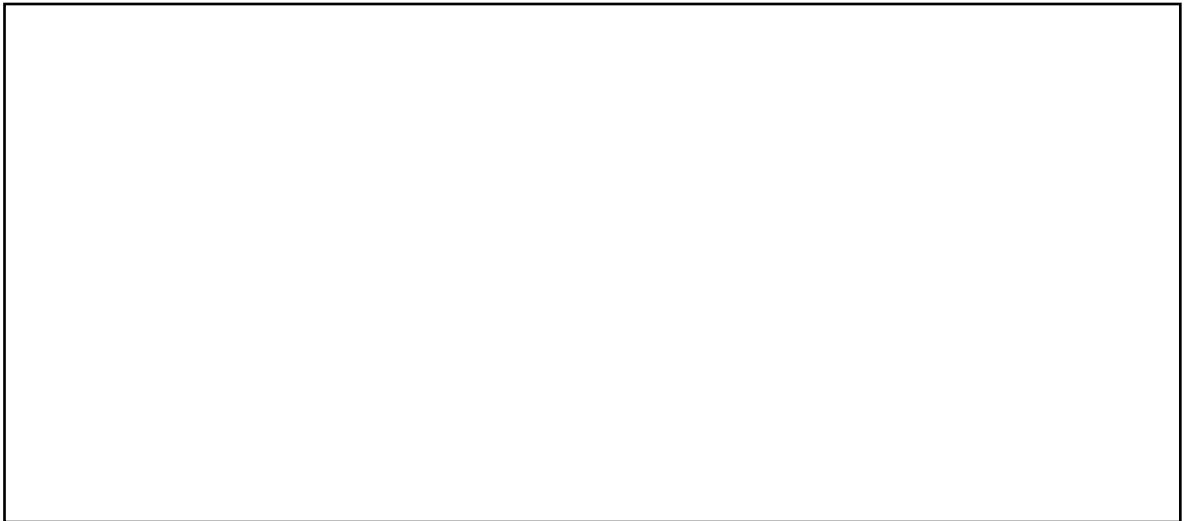
Draw a picture to show what Kikker might feel when he hears Old Bullfrog's words.



Draw a picture to show what Kikker might think when he hears Old Bullfrog's words.



Draw a picture to show what Kikker might do when he hears Old Bullfrog's words.



**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Card (●◆)****Name:** _____ **Date:** _____**Daily Learning Targets**

- Day 2: I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.3.3)
- Day 4: I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Student Materials☒ None**Directions:****Day 2**

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

Act out the passage from the story and answer questions about what Kikker thinks, feels, and does.

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

"Why don't you get some stilts, Tiny?"

"Do you need a ladder?"

"Look at those puny legs!"

Kikker dove deep under the water, embarrassed. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs."

1. What did Kikker do when he missed the fly and the other frogs made fun of him? Underline the sentence that shows Kikker's actions when the others teased him.
2. How did Kikker feel when he missed the fly and the other frogs made fun of him? What, in the text, makes you think so?

3. What did Kikker think after having missed the fly? Circle the words in the story that show what Kikker was thinking.

How does the author's description of Kikker's reaction to the problem help us understand the characters and events in the story? Share your thinking with a partner.

MORE CHALLENGE: Reread the additional passage below. With a partner, discuss how the author describes the character's response to an event by noticing what the character thinks, feels, and does. Use the questions after each passage to guide your discussion.

"Hey, Kikker," called a long-legged frog from across the lake, "that looks much easier than what we're doing. Could you teach the rest of us how to do that?"

So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue long strong, and flexible. Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue. In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face.

1. What did Kikker do when the other frogs asked him for help? Underline the part of the paragraph that shows Kikker's actions.
2. How do you think Kikker felt? Support your answer with more than one piece of evidence from the passage.
3. Reread the last sentence of the passage. What do you think Kikker is thinking? What, in the text, makes you think so?
4. What is the connection between the first paragraph in the story and the last paragraph in the story?

Day 4

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

1. Reread this passage from the story:

Over in a quiet corner of the lake sat Kicker, barely moving, every muscle still. "Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

2. Turn and talk with a partner about how Kikker might respond to Old Bullfrog.
3. In the space below, draw a picture to show what Kikker might think, feel, and do when he hears Old Bullfrog's words.



4. On the lines below, add at least two more sentences that "show" Kikker's reaction to Old Bullfrog's words.



Additional Work with Complex Text



Unit 1, Week 1: Teacher-Guided Student Activity Card (▲)

Name: _____ Date: _____



Daily Learning Targets

- Day 2: I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.3.3)
- Day 4: I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.3.3)

Student Materials

☒ None

Directions:

Day 2

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

	Translation	Definition
thought		
feeling		
action		

Kikker finds out that he can't catch flies like the other frogs.

Discuss with a partner:

What are Kikker's thoughts, feelings, and actions when he finds out?

"I need to practice," thought Kikker. Just then, a small fly buzzed by. Kikker hopped into the air as high as he could. He opened his not-so-big mouth and then snapped it shut. But instead of tasting a delicious fly, Kikker heard loud croaks of laughter.

"Why don't you get some stilts, Tiny?"

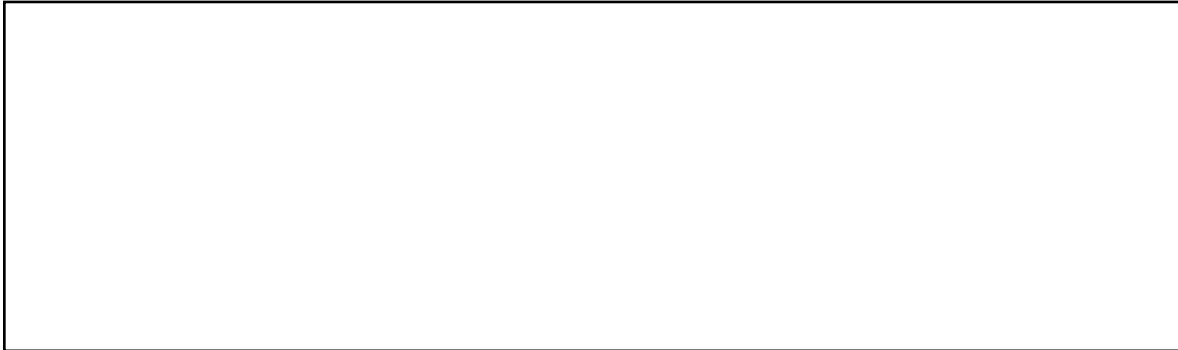
"Do you need a ladder?"

"Look at those puny legs!"

Kikker dove deep under the water, embarrassed. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs."

Source: "Why the Frog Has a Long Tongue" by EL Education

Draw a picture to show Kikker's **thoughts** when he finds out he can't catch flies:

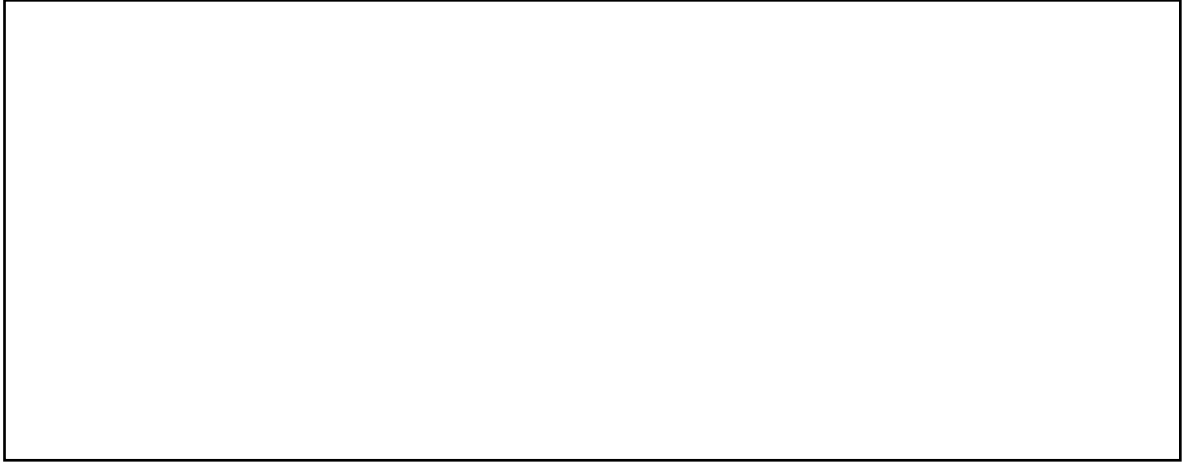


Draw a picture to show Kikker's **feelings** when the other frogs tease and laugh at him:



Circle the word in the story that helped you figure this out.

Draw a picture to show Kikker's **actions** when the other frogs tease and laugh at him:



Discuss with a partner:

How do the thoughts, feelings, and actions help you imagine the characters and events in the story?

Day 4

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

Reread this passage from the story.

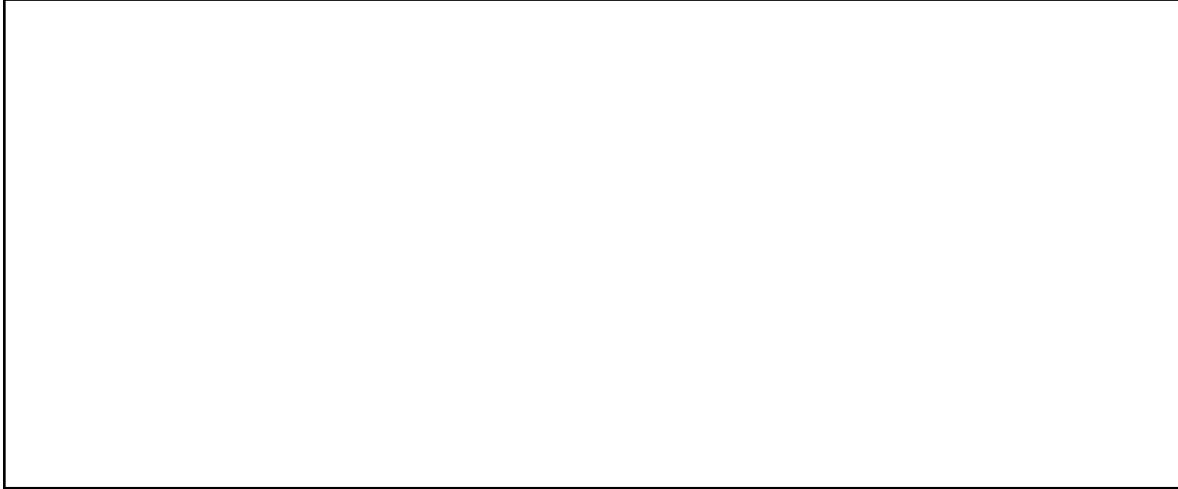
Over in a quiet corner of the lake sat Kikker, barely moving, every muscle still. "Decided not to even try, Kikker? Don't blame you—you don't stand a chance!" croaked Old Bullfrog with a wide smirk on his face.

Source: "Why the Frog Has a Long Tongue" by EL Education

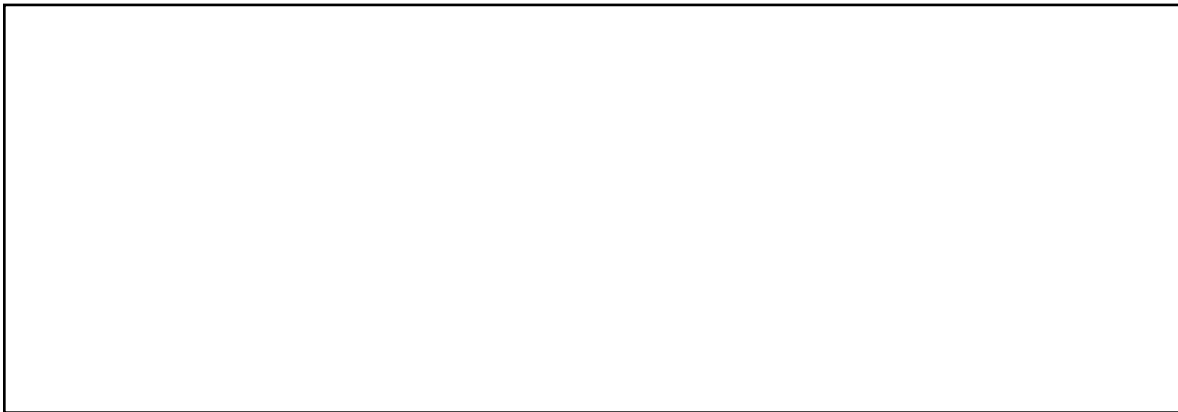
Draw a picture: Show Kikker's **thoughts** when Old Bullfrog says, "you don't stand a chance!"



Draw a picture: Show Kikker's **feelings** when Old Bullfrog says, "you don't stand a chance!"



Draw a picture: Show Kikker's **actions** when Old Bullfrog says, "you don't stand a chance!"



Discuss with a partner:

How does the detail you added show the reader what is happening in the story?



Additional Work with Complex Text



Unit 1, Week 1: Teacher-Guided Student Activity Cards (Answers for Teacher Reference)

Day 2



Draw a picture to show Kikker's thoughts when he finds out he can't catch flies. (Example: picture of a frog with a thought bubble: "My legs are too small.")

Draw a picture to show Kikker's feelings when the other frogs tease and laugh at him. Circle the word in the story that helped you figure this out. (Example: picture of a frog with red cheeks. Students should circle embarrassed.)

Draw a picture to show Kikker's actions when the other frogs tease and laugh at him. (Example: picture of a frog diving under water.)



Draw a picture to show what Kikker did. (Example: picture of a frog diving under water.)

Draw a picture to show what Kikker felt. (Example: picture of a frog with red cheeks labeled embarrassed.)

Draw a picture to show Kikker's thoughts. (Example: picture of a frog with a thought bubble: "My legs are too small.")



Kikker dove deep under the water, embarrassed. "What can I do?" Kikker thought. "My little legs will never be able to hop as high as those bigger frogs."

1. What did Kikker do when he missed the fly and the other frogs made fun of him? Underline the sentence that shows Kikker's actions when the others teased him. *He dove deep under the water.*
2. How did Kikker feel when he missed the fly and the other frogs made fun of him? What, in the text, makes you think so? *Embarrassed—the word is used in the text, and his actions show he wanted to get out of sight, probably because he was embarrassed.*
3. What did Kikker think after having missed the fly? *He thought he would never be able to jump as high as the other frogs because his legs were too small. Circle the words in the story that show what Kikker was thinking. (Students should circle the words in bold in the passage above.)*

MORE CHALLENGE:

"Hey, Kikker," called a long-legged frog from across the lake, "that looks much easier than what we're doing. Could you teach the rest of us how to do that?"

So Kikker, who never held a grudge, showed the other frogs how to do the curling and rolling exercises he had used to make his tongue strong and flexible.

Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue. In the far corner of the lake, Kikker sat proudly, his eyes shut in two solid-gold lines on each side of his head, a big grin on his face.

1. What did Kikker do when the other frogs asked him for help? *He taught them to catch flies with their tongues.* Underline the part of the paragraph that shows Kikker's actions.

2. How do you think Kikker felt? Support your answer with more than one piece of evidence from the passage.

Sample responses:

He was not angry at them. It says he didn't hold a grudge and he taught them to do what he could do.

He was proud. It says he sat proudly and he was grinning.

3. Reread the last sentence of the passage. What do you think Kikker is thinking? What, in the text, makes you think so?

Sample response:

He was thinking that things had turned out just the way he hoped. He had a big grin on his face.

4. What is the connection between the first paragraph in the story and the last paragraph in the story?

In the first paragraph it says that when Kikker was happy, "his eyes closed into two straight solid-gold lines." At the end of the story it says his eyes were shut in two solid-gold lines, so we know he was happy.

Day 4


Draw a picture: Show Kikker's **thoughts** when Old Bullfrog says, "you don't stand a chance!" (Answers will vary, but could include: picture of a confident Kikker with a thought bubble: "Oh yes I do!")

Draw a picture: Show Kikker's **feelings** when Old Bullfrog says, "you don't stand a chance!" (Answers will vary, but could include: picture of a confident or sad frog.)

Draw a picture: Show Kikker's **actions** when Old Bullfrog says, "you don't stand a chance!" (Answers will vary, but could include: picture of Kikker turning away and ignoring Old Bullfrog.)



Reading and Speaking Fluency/GUM



Unit 1, Week 1: Student Task Cards

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:

- ☒ *Bullfrog at Magnolia Circle*
- ☒ Fluency Self-Assessment Checklist

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 excerpt from *Bullfrog at Magnolia Circle* 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 from *Bullfrog at Magnolia Circle* 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 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 and 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 1, Week 2: Teacher Guide ■●◆▲



Daily Learning Targets

Day 1

- I can write a poem that describes a frog using descriptive details. (W.3.3, W.3.4, W.3.10, L.3.6)

Day 3

- I can revise a poem that describes a frog using descriptive details. (W.3.3, W.3.4, W.3.10, L.3.1a, L.3.5a, L.3.6)

Teaching Notes

- On Day 1, students analyze a poem and write their own poem using a structure similar to that of the poem they analyzed. Using “The Red-Eyed Tree Frog,” students discuss the meaning of the poem and analyze its structure. Then they write a poem as a group, following the same structure as that of “The Red-Eyed Tree Frog.”
- On Day 3, students analyze the structure of a poem and revise a poem to mimic the structure of the poem they analyzed. Using “The Red-Eyed Tree Frog,” students analyze patterns in the poem’s parts of speech, rhyme, and rhythm. Then students revise the group poem written on Day 1 to mimic the structure of “The Red-Eyed Tree Frog.”
- **Differentiation:**
 - Day 1: For students who require additional support, consider providing discussion stems to reference during the analysis of the poem. This teacher guide has been differentiated to include guided notes for students who may struggle with writing.
 - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together because they may have similar needs in terms of pacing and the number of prompts presented.
 - ▲ 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, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider inviting students to orally respond to the prompt in their home language with a partner who shares their home language before writing their response, or providing sentence frames such as: “One learning challenge some people face is.... This means...”.
- **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

Day 1

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 1, 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)
- ✓ “The Red-Eyed Tree Frog” from *Lizards, Frogs, and Polliwogs* (one to display)
- ✓ Photograph of a red-eyed tree frog (see page 18 of *Everything You Need to Know about Frogs and Other Slippery Creatures*; one for display)
- ✓ Sticky notes (three; for use by teacher)
- ✓ Photograph of a bullfrog (see page 46 of *Everything You Need to Know about Frogs and Other Slippery Creatures*; one to display)
- ✓ *Bullfrog at Magnolia Circle* (text; one per student)
- ✓ Chart paper (one piece per group to chart group poem)
- ✓ Online or paper translation dictionary (one per student in student’s home language)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Cards (one for display)

Day 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 1, 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)
- ✓ “The Red-Eyed Tree Frog” from *Lizards, Frogs, and Polliwogs* (one to display)
- ✓ Poem Structure Frame (one per group for display)
- ✓ Poem Structure Frame (example, for teacher reference)
- ✓ Group bullfrog poem (begun on Week 2, Day 1; one to display)
- ✓ “The Red-Eyed Tree Frog” from *Lizards, Frogs, and Polliwogs* (one to display)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Cards (one for display)

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 1, Week 2: Independent Reading: Student Task Cards** and the **Unit 1, 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)**

- Display **“The Red-Eyed Tree Frog”** and invite students to read the poem to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Read the poem aloud and invite students to read along silently in their heads.
- Invite students to chorally read it with you as a group.
- Read aloud the poem again, emphasizing the rhythm by clapping along. Repeat and invite students to join you.

“What do you notice about the sound of this poem?” (It sounds like a song; it has rhythm.) “Many poems have rhythm like a song.”

- Read aloud the final rhyming words in the stanzas: “eyes/fly,” “toes/pose,” “legs/eggs,” and “bugs/mugs.” Ask:

“What do you notice about these words?” (They have similar sounds; they rhyme.) “Many poems rhyme.”

- Review the Daily Learning Target.
- If necessary, clarify the meaning of *pose* (to hold a position).
- Display the **photograph of a red-eyed tree frog** and reread the first line of the poem: “Tomato eyes.” Think aloud about why the author might have used this phrase to describe the eyes of the frog, pointing out the red eyes on the photograph and connecting the idea that tomatoes are red. Write the line “tomato eyes” on a **sticky note** and stick it on the photograph, by the frog’s eyes.
- Repeat with the third and fifth lines of the poem, clarifying the meaning of *matchstick* if necessary.
- Remind students that poems are usually descriptive and that authors write their ideas in a way that makes the writing more interesting, in a way that sounds interesting, and in a way that helps the reader imagine what the authors are writing about. Reread the first line (“It has red eyes”) and model, saying it in a less descriptive, less interesting way.
- Invite students to turn to a partner and say the second line (“It can catch a fly”) in a less descriptive, less interesting way. Repeat with each line of the poem.
 - ■ ▲: Focus on just the first two to four lines.
- If necessary, point out the last line (“Lives on t-shirts and mugs”) and explain that these frogs don’t actually live on t-shirts or mugs, and that the frogs live in the rainforests of Central and South America. Explain that their images are commonly printed on t-shirts or mugs, and the author included this line to make a joke, because images of this frog are commonly used.
- Focus students on the first two lines of the poem. Use a total participation technique to invite responses from the group:

“How many words are in this line?” (two)

- Repeat for the next line of the poem. Point out that these two lines make up the first stanza of the poem. Clarify the meaning of stanza if necessary.
- Repeat for each line of the poem and use a total participation technique to invite responses from the group:

“How many words are in this line?” (Responses will vary for each line.)

“What patterns do you notice with the number of words in each line?” (There are two words in the first line of each stanza.)

“Reread the first three stanzas. What is described in the first line of each stanza? What is described in the second line of each stanza?” (Each first line describes what the frog looks like, and each second line describes something the frog does.)

“Reread the last stanza. What is described in each line of this stanza?” (Each line describes something that the frog does.)

- ■ ▲: Focus on just the first two to four lines.
- Display the **photograph of a bullfrog** and invite students to retrieve **Bullfrog at Magnolia Circle**. Invite students to help you write a poem about a bullfrog on **chart paper**, following the structure of the number of words and what is being described in each line of “The Red-Eyed Tree Frog.” Allow for think time and for students to begin by using their home language to brainstorm accurate and vivid nouns, adjectives, and verbs. Students may use an **online or paper translation dictionary** if needed.
- ■ ▲: Focus on writing just the first two to four lines of a poem.
- Invite students to chorally read the finished class bullfrog poem and explain that they will have a chance to write their own poems about a frog in the next lesson.
- Prepare students for the next day’s independent activity: Display the **Unit 1, 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 1, Week 2: Independent Reading: Student Task Cards** and the **Unit 1, 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 (19 minutes, repeated three times)

- Display **“The Red-Eyed Tree Frog”** and invite students to read the poem to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Read the poem aloud and invite students to read along silently in their heads.
- Invite students to chorally read it with you as a group.

- Introduce/review the following parts of speech by writing them on the board:
 - Noun: A word that names a person, place, thing, or idea
 - Adjective: A word that describes a noun or pronoun
 - Verb: A word that describes an action or state of being
- Invite students to help you think of examples for each of the parts of speech:
 - Noun: Sara, New York, cat
 - Adjective: beautiful, sharp, untidy
 - Verb: run, jump, hop
- Use a total participation technique to invite responses from the group:

“What nouns are used in this poem?” (eyes, flies, toes, legs, eggs, bugs, t-shirts, mugs)
- Display the **Poem Structure Frame** and model labeling the parts of speech in the first two lines (Line 1: adjective, noun; Line 2: verb, noun). See **Poem Structure Frame (example, for teacher reference)**. Use a total participation technique to invite students to label the parts of speech in the remaining lines (Line 3: adjective, noun; Line 4: verb, verb acting as noun; Line 5: adjective, noun; Line 6: verb, preposition, noun; Line 7: verb, noun; Line 8: verb, preposition, nouns).
 - ■ ▲: Focus on just the first two to four lines.
- Point out the first stanza and ask students to identify the pair of rhyming words (eyes, flies). Underline the words in the poem. Continue with the remaining stanzas (Stanza 2: toes, pose; Stanza 3: legs, eggs; Stanza 4: bugs, mugs).
 - ■ ▲: Focus on just the first two stanzas.
- Point out that the rhyming words in the first stanza do not rhyme with the rhyming words in the second stanza, and so on. Explain that this rhyme pattern is an AA-BB-CC-DD pattern, and label this on the Poem Structure Frame. See Poem Structure Frame (example, for teacher reference). Tell students the rhyme pattern an author decides to use is one way the author makes the poem sound interesting when the poem is read aloud.
 - ■ ▲: Focus on just the first two stanzas.
- Explain to students that one way a poet makes the poem sound interesting when read aloud is by thinking about the poem’s rhythm. Invite students to clap a steady beat, and chorally read the poem aloud to the beat.
- Clap a steady beat and reread the first stanza aloud. Use a total participation technique to invite responses from the group:

“How many beats are in the first line? How many beats are in the second line?” (two beats in each line)
- Continue with the remaining stanzas (two beats in each line with the exception of the last line, which has two or three beats, depending on how you read it). Note the rhythm on the Poem Structure Frame. See Poem Structure Frame (example, for teacher reference).
 - ▲ ■: Focus on just the first two to four lines.
- Display the **group bullfrog poem** from Day 1 and explain to students that they are going to help you revise this poem to mimic the parts of speech, rhythm, and rhyming structures they identified in **“The Red-Eyed Tree Frog.”** As a strategy, try starting with the verbs and nouns and adding the adjectives later. Don’t worry if the poem is not perfect; the point is to work with the poem structure.
 - Invite students to help you revise the bullfrog poem on the Poem Structure Frame, mimicking the structure of “The Red-Eyed Tree Frog.”

- Invite students to chorally read the revised group bullfrog poem and explain that they will have a chance to revise their own poems about a frog in the next lesson.
- Prepare students for the next day's independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Cards** and walk through the Day 4 tasks, providing models where helpful.



Writing Practice: Unit 1, Week 2: Poem Structure Frame

Name: _____

Date: _____

Stanza	Parts of Speech	Rhyme Pattern	Rhythm	Revised Line
Stanza 1	Line 1:			
	Line 2:			
Stanza 2	Line 3:			
	Line 4:			
Stanza 3	Line 5:			
	Line 6:			
Stanza 4	Line 7:			
	Line 8:			



Writing Practice: Unit 1, Week 1: Poem Structure Frame (Answers, for Teacher Reference)

Stanza	Parts of Speech	Rhyme Pattern	Rhythm	Revised Line
Stanza 1	Line 1: adjective, noun	A	2 beats	<i>Responses will vary: student-generated</i>
	Line 2: verb, noun			<i>Responses will vary: student-generated</i>
Stanza 2	Line 3: adjective, noun	B	2 beats	<i>Responses will vary: student-generated</i>
	Line 3: verb, verb			<i>Responses will vary: student-generated</i>
Stanza 3	Line 5: adjective, noun	C	2 beats	<i>Responses will vary: student-generated</i>
	Line 6: verb, preposition, noun			<i>Responses will vary: student-generated</i>
Stanza 4	Line 7: verb, noun	D	2 beats	<i>Responses will vary: student-generated</i>
	Line 8: verb, preposition, noun			<i>Responses will vary: student-generated</i>



Word Study and Vocabulary



Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can create words using roots and affixes. (L.3.4b, L.3.4c)
- Day 3: I can use an academic vocabulary word in context. (L.3.6)

Student Materials

Day 1:

- ☒ Word Scramble Game Board
- ☒ Dictionary (one per pair)
- ☒ Affix List

Day 3

- ☒ None

Directions:

Day 1

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

1. Pair up with someone.
2. Read the directions on the game board.
3. Facilitator: Check that everyone understands how to play.
4. Timekeeper: Set 5 minutes on the clock.
5. Work in pairs to make and record as many words as you can in the first column of the table.
6. After 5 minutes, share your words with the rest of the group.

7. Write what you think the definition of each word is. Look carefully at the roots and the affixes to help you and use your Affix List.

- Use a dictionary to check the definitions.

Word (and translation)	What you think it means	What it actually means

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 (**transform** or **flies**).
2. Pair up with someone who worked on the same word. Talk with your partner about what the word means.
3. Practice using the word in sentences. Say two sentences aloud to your partner using the word.
4. Write two or three sentences using the word below.



Word Study and Vocabulary



Unit 1, Week 2, Day 1: Word Scramble Game Board

Directions:

Create as many words as you can by joining together roots and affixes on the grid.

For example: complete + d = completed

ness	in	trans	ed
d	complete	form	uni
s	ly	ing	s



Independent Reading



Unit 1, Week 2: Student Task Card

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. (RL.3.10/RI.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 texts
- ☒ Independent reading journal
- ☒ Vocabulary log
- ☒ Independent Reading Prompt Bookmarks

Day 4:

- ☒ Free choice reading text

Directions:

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.

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 1, Week 2: Teacher Guide ■●◆▲



Daily Learning Targets

Day 2

- I can analyze the meaning of an academic vocabulary word with the root form. (RF.3.3a, L.3.4b, L.3.4c)
- ELLs: I can analyze the meaning of an academic vocabulary word with the suffix *-ies*. (RF.3.3a, L.3.4b, L.3.4c)

Day 4

- I can analyze the meaning of an academic vocabulary word with the root *bio*. (RF.3.3a, L.3.4b, L.3.4c)
- ELLs: I can analyze the meaning of an academic vocabulary word with the suffixes *-ied*. (RF.3.3a, L.3.4b, L.3.4c)

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 1, 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 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, draw visual representations of the language during the Language Dive. Pre-fill some information on the Student 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. Encourage them to say the word and structure in their own sentences: "I use strategies for overcoming ____."
- **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. Display “The Red-Eyed Tree Frog” in the Writing Practice area of the room for students to read.

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 1, Week 2: Writing Practice: Student Task Cards (from Week 2, Day 1; one per student)
- ✓ Unit 1, 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 1, Week 2: Word Study and Vocabulary: Student Task Cards (from Week 2, Day 1; one per student and one to display)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1, Unit 1, Lesson 6 module lesson)
- ✓ ▲ 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)

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 1, Week 2: Writing Practice: Student Task Cards**, and remind them they need to retrieve their **Unit 1, 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 (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 **Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards** and read the words and definitions from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 1, 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.
- 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 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.
- Because this is still quite new, work step-by-step with students to complete the Vocabulary Square using a model where necessary.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

▲ **Day 2: Small Group Instruction (20 minutes, once only)**

- Invite students to retrieve their **vocabulary logs** and read the words and definitions they added on Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- 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.
 - Tell students they will focus on a word in a sentence from the End of Unit 1 Assessment, Part II prompt that talks about the reading contract they are writing in the module lessons.

- Focus students on the sentence at the top of their activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on the board or on chart paper.
- Encourage extended conversation about the sentence among students. Monitor and guide conversation with questions such as:
“What is the gist of this sentence? What, in the sentence, makes you think so? I’ll give you a minute to think and write or sketch on your activity card.”
- Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary.)
- Invite students to place a finger on the word *effortlessly*. 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.
“What is the translation of effortlessly in our home languages?” (Saukhī in Punjabi)
Invite all students to repeat the word in a different home language.
“Do you see a familiar word in effortlessly that can help you figure out the meaning? Underline it.” (effort) Write effort on the chart paper.
“What is the meaning of effort?” Provide a definition of the word that students can understand. Write the definition on chart paper. (a hard try to do something; vigorous attempt)
- Invite students to place a finger on *-less* and invite students to say it chorally with you.
 Turn and Talk:
“What is the meaning of -less?” (not having; without)
- Invite students to place a finger on *-ly* and invite students to say it chorally with you.
 Turn and Talk:
“What is the meaning of -ly?” (manner; the way something appears or happens)
- Turn and Talk:
“What is the meaning of effortlessly?” (doing something in a way without trying hard)
- Invite students to place a finger on “Soon all the frogs in the lake were relaxing.” Invite students to pretend to be relaxing in a lake. Think-Pair-Share:
“What does soon mean? In a long time, or a short time?” (short time)
“So, in the story, first Kikker taught the frogs to catch flies with their tongue. How long did it take after Kikker taught the frogs to catch flies for the frogs to be in the lake relaxing?” (soon; a short time)
“Place your finger on catching flies almost effortlessly. What are flies? Are the frogs flying?” (Flies are tiny animals with wings. No, the flies are flying.)
“How many flies are there? One, or more than one? What, in the word flies, makes you think so?” (The word ends in -ies, which means plural, or more than one.)
- Invite students to use the chart to break down the word *flies* into the root and the affixes using their Affix List, distributed in Module 1.
“So, what is the word for one, singular, of these? For two or more, plural?” (fly; flies)
- Write *fly* and *flies* on the board and on chart paper. Draw one fly next to **fly** and several flies next to **flies**. Label *fly* “singular” and *flies* “plural.”
“What happens to the ending -y in fly when we want to say more than one fly?” (We change it to i and add -es.)

- Draw an arrow connecting the -y and the -ies.
“Place your finger on the word frogs. How do we make the plural of frog? How do we make the plural of fly? What is the difference?” (When a word ends in a consonant, we add -s. When a word ends in a consonant plus -y, we change -y to -i and add -es.)
- Point to the picture of the fly and the sentence. Think-Pair-Share:
“In this sentence, is flies a noun or a verb—a thing or an action?” (noun)
“Flies has another meaning. What is it?” (moves through the air)
“Do we say I fly or I flies?” (I fly.)
- Ask the same question for the remainder of each inflection: You, It/She/He, We, You, They.
“When we say It flies, is flies a noun or a verb—a thing or an action?” (verb)
“Can you all be flies flying quietly?” (Look for students to move around flapping their arms as wings.)
“What are the frogs doing effortlessly? Can you show me?” (catching flies; Look for students to mime catching flies without trying hard.)
“Place your finger on with just a flick of the tongue. Can you show me just a flick of your tongue?” (Students may be uncomfortable showing their tongues. Demonstrate for them, or have everyone flick their finger like a tongue.)
“Why is it effortless for the frogs to catch flies?” (Because they can flick their tongues. No jumping required.)
“Now what do you think is the gist of this sentence?” (With their quick, sticky tongues, the frogs could fairly easily catch flies.)
- Review with students how to complete a Vocabulary Grid.
- Invite students to complete the Vocabulary Grid on their activity card.
- Prepare students for the next day’s independent activity: Walk through the Unit 1, Week 2: Word Study and Vocabulary: Student Task Card for Day 3, 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.

▲ Day 4: Small Group Instruction (20 minutes, once only)

- Invite students to retrieve their **vocabulary logs** and read the words and definitions they added on Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- 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.

“What is the gist of the sentence? What, in the sentence, makes you think so?” (Answers will vary.)

- Invite students to place a finger on the phrase “jump up and catch flies” and to say it aloud chorally with you. Invite students to pretend to jump up and catch flies. Model and look for students to mime a frog jumping.
- Invite students to place a finger on the word tried and to say it aloud chorally with you. Turn and Talk:

“What is the translation of tried in our home languages?” (probó in Spanish)

- Call on student volunteers to share. 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.

“What does tried mean, in your own words?” (made an effort to do something)

“What part of speech is tried?” (verb)

- Invite students to use the chart to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to place a finger on “tried to jump up and catch flies.”

“Is tried present tense or past tense? How do you know?” (Try is present; tried with an -ied shows past.)

“What is the present tense of tried?” (try)

“When did Kikker try? In the past, present, or future?” (in the past)

- Draw on the board:

Past	Present
Tried	Try

“Based on the difference between past and present, what is a rule for forming the past tense of a word like try, ending in a y?” (When a regular verb ends in a consonant plus -y, change y to i and add -ed. Irregular verbs ending in a consonant plus -y have different rules, e.g., fly = flew.)

“Did Kikker catch flies? What, in the sentence, makes you think so?” (No—tried to suggests that he didn’t, and but he didn’t catch means that the opposite of catching flies happened.)

- Invite students to place a finger on the word single. Think-Pair-Share:

“What is the translation of single in our home languages?” (hiji in Sundanese)

“What does single mean, in your own words?” (only one)

“Why does the author write single and one, instead of just one?” (Single one is a common collocation used for emphasis.)

“Did Kikker try just one time? What, in the sentence, makes you think so?” (No. It says he tried all day long.)

*“How do you think Kikker feels after he tried all day but didn’t catch a single one?”
(very disappointed; frustrated; sad)*

“What questions do you have about this sentence?” (Answers will vary.)

“Now what do you think is the gist of this sentence?” (Even though he tried to catch flies all day, he didn’t catch anything.)

“Kikker couldn’t jump to catch flies. How did Kikker solve his problem?” (used his long, sticky tongue)

- Review with students how to complete the Vocabulary Grid and guide them through completing the grid where necessary.
- 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 1, 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 root *form*. (RF.3.3a, L.3.4b, L.3.4c)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *bio*. (RF.3.3a, L.3.4b, L.3.4c)

Student Materials

Day 2 and 4:

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

Directions:

Day 2

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

The tadpole transformed into a frog.

The word is "**transformed**."

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

Prefix	Root	Suffix	Definition of Root
			<i>form</i> means shape

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

Definition in your own words	Words with the same affix - Trans_____
Words with the same root (form)	Sketch

Day 4

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

The biologist studied the frog.

The word is "**biologist.**"

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

Prefix	Root	Suffix	Definition of Root
			<i>bio-</i> means life

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

Definition in your own words	Words with the same affix - _____logist - _____logist
Words with the same root (bio)	Sketch



Word Study and Vocabulary



Unit 1, 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 root *form*. (RF.3.3a, L.3.4b, L.3.4c)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *bio*. (RF.3.3a, L.3.4b, L.3.4c)

Student Materials

Day 2 and 4:

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

Directions:

Day 2

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

The tadpole transformed into a frog.

The word is "**transformed**."

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 **transform**:

Definition in your own words	Words with the same affix
Words with the same root	Sketch

3. Use the word in a sentence:

Day 4

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

The biologist studied the frog.

The word is "**biologist**."

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

Prefix	Root	Suffix	Definition of Root

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

Definition in your own words	Words with the same affix
Words with the same root (bio)	Sketch

3. Use the word in a sentence:



Word Study and Vocabulary



Unit 1, 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 suffix *-ies*. (RF.3.3a, L.3.4b, L.3.4c)
- Day 4: I can analyze the meaning of an academic vocabulary word with the suffix *-ied*. (RF.3.3a, L.3.4b, L.3.4c)

Student Materials

Day 2 and 4:

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

Directions:

Day 2

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

Sentence:

*Soon all the frogs in the lake were relaxing, catching **flies** almost effortlessly, with just a flick of the tongue.*

The word is "**flies.**"

Complete the Vocabulary Grid for the word **flies**:

Pronunciation	Translation		Cognates
Root	Definition of root	Suffix	Definition of suffix -ies means
Sketch			
Definition in your own words:			

Day 4

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

Sentence:

All day long, Kikker **tried** to jump up and catch flies, but he didn't catch a single one.

The word is "**tried.**"

Word: Complete the Vocabulary Grid for the word **tried**:

Pronunciation	Translation		Cognates N/A
Root	Definition of root <i>-ies means</i>	Root + suffix	Definition of root + suffix <i>Tried:</i>
Sketch			
Definition in your own words:			



Word Study and Vocabulary



Unit 1, Week 2: Teacher-Guided Student Activity Cards (■●◆) (Answers for Teacher Reference)

Day 2

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

The tadpole transformed into a frog.

The word is "**transformed.**"

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

Prefix	Root	Suffix	Definition of Root
trans	form	ed	form means shape

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

<p>Definition in your own words</p> <p><i>Answers will vary, but could be something like:</i> <i>Change shape from one thing to another</i></p>	<p>Words with the same affix</p> <p><i>Answers will vary, but could include:</i></p> <ul style="list-style-type: none"> - Transport - Transfer - Transmit
<p>Words with the same root (form)</p> <p><i>Answers will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> - Uniform - Deform - Inform 	<p>Sketch</p> <p><i>Answers will vary. Sketch will show something that has changed shape.</i></p>

3. Use the word in a sentence: *Answers will vary, but could be something like:*
Caterpillars transform into butterflies.

Day 4

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

The biologist studied the frog.

The word is **"biologist."**

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

Prefix	Root	Suffix	Definition of Root
	<i>Bio</i>	<i>logist</i>	<i>bio- means life</i> <i>Note: -logist added to the end of a word means someone who studies or researches the root word.</i>

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

<p>Definition in your own words</p> <p><i>Answers will vary, but could be something like:</i> <i>Someone who studies living things</i></p>	<p>Words with the same affix</p> <p><i>Answers will vary, but could include:</i> - Ornithologist (studies birds) - Paleontologist (studies fossils)</p>
<p>Words with the same root (bio)</p> <p><i>Answers will vary. Suggestions include:</i> - Biology - Biographer - Biography</p>	<p>Sketch</p> <p><i>Answers will vary. Sketch will show someone studying living things.</i></p>

3. Use the word in a sentence: *Answers will vary, but could be something like:*
The biologist studied the tree frog to see what it ate.



Word Study and Vocabulary



Unit 1, Week 2: Teacher-Guided Student Activity Cards (▲) (Answers for Teacher Reference)

Day 2

Sentence:

Soon all the frogs in the lake were relaxing, catching flies almost effortlessly, with just a flick of the tongue.

The word is **"flies."**

Pronunciation	Translation		Cognates
<i>f l a l z</i>			
Root <i>fly</i>	Definition of root <i>To move through the air using wings</i>	Suffix <i>-ies</i>	Definition of suffix <i>-ies means plural: more than one</i>
Sketch <i>sketch of flying fly or bird or plane</i>			
Definition in your own words: <i>Moves through the air using wings</i>			

Day 2

Sample responses. Student responses may vary.

Pronunciation <i>t r a l d</i>	Translation		Cognates N/A
Root <i>Try</i>	Definition of root <i>make an attempt to do something</i>	Suffix <i>-ied</i>	Definition of suffix <i>-ied means the verb is in past tense</i>
Sketch <i>sketch showing someone or something trying, maybe looking frustrated</i>			
Definition in your own words: <i>Made an attempt to do something</i>			



Writing Practice



Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can write a poem that describes a frog using descriptive details. (RL.3.5, W.3.3, W.3.4, W.3.8, W.3.10, L.3.5a, L.3.6)
- Day 4: I can revise a poem to mimic the structure of "The Red-Eyed Tree Frog." (RL.3.5, W.3.3, W.3.4, W.3.10, L.3.1a, L.3.5a, L.3.6)

Student Materials

Day 2 and 4:

- ☒ "The Red-Eyed Tree Frog" from *Lizards, Frogs, and Polliwogs*
- ☒ *Everything You Need to Know about Frogs and Other Slippery Creatures*

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 displayed "The Red-Eyed Tree Frog" poem together as a group.
2. Find a partner.
3. Look at the frog photographs in *Everything You Need to Know about Frogs and Other Slippery Creatures* and choose a frog to write a new poem about:
 - Amazon horned frog: Pages 20–21
 - Glass frog: Page 32
 - Water-holding frog: Pages 36–37

The frog I am writing about is:

What does the frog look like?	What does the frog do?

4. Write a poem with your partner:

Stanza	Description of the Poem's Structure	Line
Stanza 1	What does the frog look like? (two words):	Line 1:
	What does the frog do? (two words):	Line 2:
Stanza 2	What does the frog look like? (two words):	Line 3:
	What does the frog do? (three words):	Line 4:
Stanza 3	What does the frog look like? (two words):	Line 5:
	What does the frog do? (three words):	Line 6:
Stanza 4	What does the frog do? (two words):	Line 7:
	What does the frog do? (three words):	Line 8:

Day 4

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

1. Read the displayed "The Red-Eyed Tree Frog" poem together as a group.
2. Find the partner you worked with on Day 2.
3. Revise your poem from Day 2 using the Poem Structure Frame completed during Day 3.

Poem Structure Frame:

Stanza	Parts of Speech	Rhyme Pattern	Rhythm	Revised Line
1	Line 1: adjective, noun	A	2 beats	
	Line 2: verb, noun	A	2 beats	
2	Line 3: adjective, noun	B	2 beats	
	Line 4: verb, verb	B	2 beats	
3	Line 5: adjective, noun	C	2 beats	
	Line 6: verb, preposition, noun	C	2 beats	
4	Line 7: verb, noun	D	2 beats	
	Line 8: verb, preposition, noun	D	3 beats	

