

Grade 4: Module 2: Unit 2

Additional Language and Literacy Block

Table of Contents

Grade 4: Additional Language and Literacy Block: Module 2

Unit 2

| | |
|-----------------------|---|
| Overview | 2 |
| Sample Calendar | 4 |

Unit 2, Week 1, Days 1 and 3

| | |
|---|----|
| Reading and Speaking Fluency/GUM: Teacher Guide | 12 |
| Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■) | 20 |
| Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (●◆) | 22 |
| Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (▲) | 24 |
| Reading and Speaking Fluency/GUM: Would Sentence Strips (■) | 25 |
| Additional Work with Complex Text: Student Task Card | 26 |
| Additional Work with Complex Text: Student Task Card (Answers for Teacher Reference) | 28 |
| Independent Reading: Student Task Card | 29 |

Unit 2, Week 1, Days 2 and 4

| | |
|---|----|
| Additional Work with Complex Text: Teacher Guide | 31 |
| Additional Work with Complex Text: Teacher-Guided Student Activity Card (■●) | 38 |
| Additional Work with Complex Text: Teacher-Guided Student Activity Card (◆) | 42 |
| Additional Work with Complex Text: Teacher-Guided Student Activity Card (Answers, for Teacher Reference) | 46 |
| Reading and Speaking Fluency/GUM: Student Task Card | 48 |
| Reading and Speaking Fluency/GUM: Animal Matching Game Cards | 52 |
| Reading and Speaking Fluency/GUM: Animal Matching Game Cards | 53 |
| Reading and Speaking Fluency/GUM: What Can It Do? What Might It Do? Game Cards | 54 |

Unit 2, Week 2, Days 1 and 3

| | |
|---|----|
| Writing Practice: Teacher Guide | 55 |
| Writing Practice: Teacher-Guided Student Activity Card (■▲) | 59 |

Additional Language and Literacy Block: Teacher Guide

| | |
|---|----|
| Writing Practice: Teacher-Guided Student Activity Card (●) | 62 |
| Writing Practice: Teacher-Guided Student Activity Card (◆) | 65 |
| Writing Practice: Teacher-Guided Student Activity Card (Answers for Teacher Reference) | 68 |
| Word Study and Vocabulary: Student Task Card | 69 |
| Independent Reading: Student Task Card | 72 |

Unit 2, Week 2, Days 2 and 4

| | |
|---|----|
| Word Study and Vocabulary: Teacher Guide | 74 |
| Word Study and Vocabulary: Teacher-Guided Student Activity Card (■) | 80 |
| Word Study and Vocabulary: Teacher-Guided Student Activity Card (●◆) | 83 |
| Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲) | 87 |
| Word Study and Vocabulary: Suffix Puzzle Card (▲) | 89 |
| Word Study and Vocabulary: Teacher-Guided Student Activity Card (■●◆) (Answers, for Teacher Reference) | 90 |
| Writing Practice: Student Task Card | 94 |

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

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 4M2 UNIT 2 OVERVIEW | |
|---|---|
|  <p>Reading and Speaking Fluency/GUM L.4.1c</p> | <ul style="list-style-type: none"> • Students practice using modal auxiliaries to convey various conditions. • <i>ELLs practice using the modals can and can't, and would with If conditionals.</i> • 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.) |
|  <p>Additional Work with Complex Text RI.4.5, RF.4.4, W.4.2d, L.4.1a, L.4.4c, L.4.6</p> | <ul style="list-style-type: none"> • Students explore the features of their expert animal web pages and familiarize themselves with the content through specific teacher-led instruction, in order to be prepared for research in the module lessons. • <i>ELLs practice using the relative pronoun when for time and condition, and the adverb however for contrast.</i> • 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.) |
|  <p>Independent Reading RL.4.10, RI.4.10, SL.4.1</p> | <ul style="list-style-type: none"> • All students read both research texts (related to the topic of animal defense mechanisms) 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. • <i>ELLs complete the same activities as other students.</i> |
|  <p>Writing Practice W.4.2a, W.4.2d, W.4.5, L.4.6</p> | <ul style="list-style-type: none"> • Students generate criteria for effective focus statements and write their own focus statements. • <i>ELLs generate criteria for effective focus statements and write and revise their own focus statements. They practice using a graphic organizer to write an informational piece and begin drafting as a group and independently.</i> • 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.) |
|  <p>Word Study and Vocabulary RF.4.3a, L.4.4b, L.4.5c, L.4.6</p> | <ul style="list-style-type: none"> • Students analyze two academic vocabulary words and their affixes (using Frayer Models) and practice using the words in context. • <i>ELLs practice using the word like in three different contexts and also practice using the suffix -al.</i> • 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 4M2 UNIT 2 SAMPLE CALENDAR

| Module Lesson and ALL Block Week and Day | Teacher-Guided Component | Independent Work Component | Independent Work Component |
|--|--|---|--|
| <p>Lesson 1</p> <p>ALL Block: Week 1, Day 1</p> | <p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, students discuss how modal auxiliaries change the meaning of sentences.</p> <p>Learning Targets: ■●◆: I can explain how the words <i>can</i>, <i>may</i>, and <i>must</i> change the meaning of a sentence. (L.4.1c)</p> <p>▲: I can use the modals <i>can</i> and <i>can't</i> to express ability. (L.4.1c)</p> <p><i>With teacher guidance and a Language Dive, ELLs analyze a sentence from “Fight to Survive!” to understand and correctly use the modals can and can’t for ability in authentic contexts. See the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide for differentiated instruction for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide • Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■), (●◆), (▲) | <p>Additional Work with Complex Text</p> <p>Overview: Students follow a task card to reread the complex text “Fight to Survive!” (from Unit 1 module lessons) and make connections to the module guiding questions in preparation for a close read in the module lessons.</p> <p>Learning Target: I can make connections between the “Fight to Survive!” text and the module guiding question. (RF.4.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 2, Week 1: Additional Work with Complex Text: Student Task Card | <p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals.</p> <p>Learning Target: I can read my research reading text independently for 10 minutes. (RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 2, Week 1: Independent Reading: Student Task Card |

(continued)

| ALL 4M2 UNIT 2 SAMPLE CALENDAR (CONTINUED) | | | |
|--|--|--|--|
| Module Lesson and ALL Block Week and Day | Teacher-Guided Component | Independent Work Component | Independent Work Component |
| <p>Lesson 2</p> <p>ALL Block: Week 1, Day 2</p> | <p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, students use an activity card to examine the text features of a web page on the robin, in order to understand what type of information is available on this series of web pages and where that information is located. This web page has the same structure as the web pages that students will be using in their expert groups, but focuses on simpler, more familiar content. Working with this simpler web page will give students practice in locating information more independently as they research.</p> <p>Learning Targets: ■●◆: I can use text features to locate information on a web page. (RI.4.5, RF.4.4)</p> <p>▲: I can use the words <i>when</i> and <i>however</i> correctly. (RF.4.4, L.4.1a)</p> <p><i>With teacher guidance and a Language Dive, ELLs analyze two sentences from the “Brazilian three-banded armadillo” text to understand and correctly use the relative adverb when for time and condition and however for contrast. See the Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide • Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■●), (◆) | <p>Reading and Speaking Fluency/GUM</p> <p>Overview: Students follow a task card to discuss how modal auxiliaries change the meaning of sentences.</p> <p>Learning Target: I can explain how the words <i>can, may, and must</i> change the meaning of a sentence. (L.4.1c)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>Unit 2, Week 1: Reading and Speaking Fluency/ GUM: Student Task Card</p> <p>Animal Matching Game cards</p> | <p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals.</p> <p>Learning Target: I can read my research reading text independently for 10 minutes. (RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p> |

(continued)

ALL 4M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)

| Module Lesson and ALL Block Week and Day | Teacher-Guided Component | Independent Work Component | Independent Work Component |
|--|--|---|---|
| <p>Lesson 3</p> <p>ALL Block: Week 1, Day 3</p> | <p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, students generate criteria for using modal auxiliaries to convey various conditions. They write sentences about animal defenses that require them to use different modal auxiliaries.</p> <p>Learning Targets: ■ ● ◆: I can write sentences using modal auxiliaries to convey various conditions. (L.4.1c)</p> <p>▲: I can use the modal <i>would</i> with <i>if</i>. (L.4.1c)</p> <p><i>With teacher guidance and a Language Dive, ELLs analyze a structure that is similar to one that appears frequently in the pufferfish texts in the Mid-Unit 2 Assessment in the module lessons. They draw on the analysis to understand and correctly use the modal would in conjunction with if conditionals for possible future events in various contexts. See the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide for differentiated instruction for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Would sentence strips (▲) | <p>Additional Work with Complex Text</p> <p>Overview: Students follow a task card to independently practice using text features to locate information on a website.</p> <p>Learning Target: I can use text features to locate information on a web page. (RI.4.5, RF.4.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p> | <p>Independent Reading</p> <p>Overview: All students follow a task card to read for 5 minutes and then choose and respond to a prompt in the front of their independent reading journals.</p> <p>Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p> |

(continued)

| ALL 4M2 UNIT 2 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 4 | Additional Work with Complex Text Overview: With teacher guidance, students practice using a glossary, hyperlink, or online dictionary to define key words that they will encounter in their website research. Learning Target: ■ ● ◆: I can use online resources to understand words on a web page. (L.4.4c) ▲: I can analyze the structure and meaning of descriptive sentences about the armadillo. (RF.4.4, W.4.2d, L.4.6) <i>With teacher guidance and a Language Dive, ELLs analyze two descriptive sentences from the "Brazilian three-banded armadillo" text to better understand their structure and meaning. See the Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i> Printed Materials: N/A | Reading and Speaking Fluency/GUM Overview: Students follow a task card to review how to use modal auxiliaries to convey various conditions. They write sentences about their expert group animals that require them to use different modal auxiliaries. Learning Target: I can write sentences using modal auxiliaries to convey various conditions. (L.4.1c) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> What Can It Do? What Might It Do? Game Cards | 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.4.10, SL.4.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A |
| Lesson 5 | FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. | | |
| 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)

Additional Language and Literacy Block

| ALL 4M2 UNIT 2 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, students learn what a focus statement is and the purpose of a focus statement through analyzing examples. They generate criteria for focus statements. Learning Target: I can describe the features of an effective focus statement. (W.4.2a, W.4.2d) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Teacher Guide Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (■▲), (●), (◆) | Word Study and Vocabulary Overview: Students follow a task card to identify affixes in text excerpts. Learning Target: I can identify affixes in words and use affixes as clues to the meanings of words. (RF.4.3a, L.4.4b) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Student Task Card | Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals. Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.4.10, RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Independent Reading: Student Task Card |

(continued)

| ALL 4M2 UNIT 2 SAMPLE CALENDAR (CONTINUED) | | | |
|--|--|--|---|
| Module Lesson and ALL Block Week and Day | Teacher-Guided Component | Independent Work Component | Independent Work Component |
| <p>Lesson 8</p> <p>ALL Block: Week 2, Day 2</p> | <p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Frayer Model to analyze the meaning of the academic vocabulary word <i>information</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.</p> <p>Learning Target: ■●◆: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix <i>-ation</i>. (RF.4.3a, L.4.4b)</p> <p>▲: I can use the words <i>like</i> and <i>likely</i> and provide their synonyms. (RF.4.3a, L.4.4c, L.4.5c)</p> <p><i>With teacher guidance, ELLs use context and dictionaries to determine synonyms for three different usages of like. They discuss which usages are more formal and which are less formal. The Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲), (■), (●◆) | <p>Writing Practice</p> <p>Overview: Students follow a task card to revise given focus statements so that they better meet the focus statement criteria generated on Day 1.</p> <p>Learning Target: I can revise a focus statement to make it stronger. (W.4.2a, W.4.2d, L.4.6)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Student Task Card | <p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals.</p> <p>Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.4.10, RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p> |

(continued)

ALL 4M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)

| Module Lesson and ALL Block Week and Day | Teacher-Guided Component | Independent Work Component | Independent Work Component |
|---|---|--|---|
| <p>Lesson 9</p> <p>ALL Block: Week 2, Day 3</p> | <p>Writing Practice</p> <p>Overview: With teacher guidance, students either draft or revise the focus statements for their informative writing about their expert group animal.</p> <p>Learning Target: I can draft/revise a focus statement to answer a guiding question. (W.4.2a, W.4.2d, L.4.6)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p> | <p>Word Study and Vocabulary</p> <p>Overview: Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context.</p> <p>Learning Target: I can use an academic vocabulary word in context. (L.4.6)</p> <p><i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i></p> <p>Printed Materials: N/A</p> | <p>Independent Reading</p> <p>Overview: All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in the back of their independent reading journal.</p> <p>Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.4.10, RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p> |
| <p>Lesson 10</p> <p>ALL Block: Week 2, Day 4</p> | <p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Frayer Model to analyze the meaning of the academic vocabulary word <i>reaction</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.</p> <p>Learning Target: ■●◆: I can use a Frayer Model to analyze the meaning of an academic word with the suffix <i>-ion</i>. (RF.4.3a, L.4.4b)</p> <p>▲: I can analyze the meaning of an academic word with the suffix <i>-al</i>. (RF.4.3a, L.4.4b)</p> <p><i>With teacher guidance, ELLs analyze the meaning of the academic word informational. The Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 2, Week 2: Word Study and Vocabulary Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials: N/A</p> | <p>Writing Practice</p> <p>Overview: Students follow a task card and pair up to critique their focus statements. They provide feedback (“stars” and “steps”) and then revise their focus statements based on peer feedback.</p> <p>Learning Target: I can provide kind, specific, and helpful feedback. (W.4.2a, W.4.5)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p> | <p>Independent Reading</p> <p>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.</p> <p>Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.4.10, RI.4.10, SL.4.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p> |

(continued)

| ALL 4M2 UNIT 2 SAMPLE CALENDAR | | | |
|--|--|----------------------------|----------------------------|
| 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. | | |



Reading and Speaking Fluency/GUM

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- ■ ● ◆: I can explain how the words *can*, *may*, and *must* change the meaning of a sentence. (L.4.1c)
- ▲: I can use the modals *can* and *can't* to express ability. (L.4.1c)

Day 3

- ■ ● ◆: I can write sentences using modal auxiliaries to convey various conditions. (L.4.1c)
- ▲: I can use the modal *would* with *If*. (L.4.1c)

Teaching Notes

- On Day 1 of this component, students discuss how the meaning of sentences changes when the modal auxiliary is switched. Note that the term *modal auxiliary* is not formally introduced until Lesson 2 in the module lessons.
- ▲ Day 1: Students begin the week by participating in a Language Dive to analyze a sentence from the module text “Fight to Survive!” They focus on the grammar and usage of the modals *can* and *can't* for ability. These modals are high-frequency in all texts in the curriculum and beyond; therefore, it is critical that students understand and use them correctly.
- Later in the Unit 2 module lessons, students learn more about using modal auxiliaries when writing their informative pieces about their expert group animals. Day 3 prepares them for that work.
- ▲ Day 3: Students continue working with modals, analyzing sentences containing a language structure that is similar to one that appears frequently in the pufferfish texts in the Mid-Unit 2 Assessment of the module lessons. They focus on the grammar, usage, and meaning of the modal *would* in conjunction with *If* conditionals for possible future events. This structure may be unfamiliar or confusing—or both—to many students. This modal is high-frequency in the Mid-Unit 2 Assessment and outside the curriculum; therefore, it is critical that students understand and use it correctly.
- **Differentiation:**
 - Day 1: For students needing additional support, consider providing transition words or phrases for revising Sentences 5 and 6 such as *in order to* or *because*. Consider allowing students to choose which sentence to revise. Students needing extension opportunities can add information to clarify the condition of Sentences 1–3, or write their own sentences using *can*, *may*, or *must*.
 - Day 3: Consider assigning students certain modals, such as *could* or *might*, to write example sentences for. Consider identifying a picture from students’ Unit 2 research texts to write example sentences about.

- Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same activity 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: To provide lighter support, ask students to compare the sentences on the Can and Can't anchor chart to the following sentences from “Fight to Survive!” in order to compare the meanings of *can* and *could*. They could then collect *can* and *could* sentences from either “Fight to Survive!” or texts they are independently research reading and categorize their meaning using the following headings: “Able to in the present,” “Generally possible in the present,” and “Possible in the future.”
 - “From a distance, only the ostrich’s body can be seen.”
 - “A cheetah slinking through tall grass could easily be missed by some members of the herd.”
- 🏔 Day 3: Levels of Support: To provide lighter support, do not provide sentence frames. Instead of using the sentence strips, allow students to write their own *If + would* sentences, cut them in half, and ask a partner to reassemble them.
- **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.
 - 🏔 Day 1:
 - Ready a picture of an ostrich (e.g., <http://eled.org/ostrich>).
 - Prepare the Can and Can't anchor chart on chart paper. Under the heading “Can and Can't,” write the following from the module text “Fight to Survive!” (Include highlighting and underlining. Boldface indicates the focus words, and underlining indicates words affected by the key words):
 - They **can** cover great distances without much effort. In fact, ostriches have the longest legs of any bird. They are the fastest birds in the world! Even though ostriches have wings, they **can't** fly to escape from predators.
 - 🏔 Day 3:
 - Ready the following pictures for display:
 - Bird (e.g., <http://eled.org/robin>)
 - Monarch butterfly (e.g., <http://eled.org/monarch-butterfly>)
 - Springbok jumping (e.g., <http://eled.org/springbok>)
 - Create the If and Would anchor chart by writing the following sentences on a new piece of chart paper under the heading “If and Would.” Include the boldface and underlining or similar highlighting. (Note that the pronoun *it* with *would* refers to the springbok in the *If* clause, not to a general, “existential” situation. Be sure students use this structure similarly as they practice the structure in the Mini Language Dive.)

- **If** the bird were to eat her, the bird would be _____. (e.g., surprised, poisoned)
- **If** a springbok were to jump higher than all the other springboks, it would be telling a predator that it is faster.
- Prepare the Would sentence strips, one set per pair.

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 2, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (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 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)
- ✓ Day 3: Unit 2 research texts (from Unit 2 module lessons)
- ✓ 🏠 Day 1: Picture of an ostrich (see Teaching Notes)
- ✓ 🏠 Day 1: Can and Can't anchor chart (see Teaching Notes)
- ✓ 🏠 Chart paper (optional; one piece)
- ✓ 🏠 Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ✓ 🏠 Online or paper translation dictionary (one per ELL in student's home language)
- ✓ 🏠 Day 3: Bird, monarch butterfly, and springbok jumping photographs (see Teaching Notes)
- ✓ 🏠 Day 3: If and Would anchor chart (see Teaching Notes)
- ✓ 🏠 Day 3: Would sentence strips (one set per pair)

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 2, Week 1: Independent Reading: Student Task Card** and the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

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

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and direct students to read the first three example sentences. 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 what it means.
- Refocus students on the first three sentences on their activity cards. Ask students what they notice about these sentences.
- Listen for students to notice that these sentences are all exactly the same except for one word. Invite students to underline the word that is different in each sentence. Look for them to underline *can* in the first, *may* in the second, and *must* in the third.
- Point out that each of these sentences means something slightly different. Discuss the meaning of the first three sentences, listening for explanations such as:
 - Sentence 1: There are some caterpillars that have the ability to roll up leaves and seal them shut.
 - Sentence 2: It is possible for some caterpillars to roll up leaves and seal them shut.
 - Sentence 3: There are some caterpillars that need to roll up leaves and seal them shut.
- Focus students on the definitions of *can*, *may*, and *must* on their activity card. Invite a volunteer to read each definition aloud.
- Explain that when speaking or writing, we use these words to show various conditions. Tell students that we must choose these words carefully in order to make our meaning clear.
- Focus students on the next three example sentences. Invite students to underline the word that is different in each sentence, again looking for students to underline *can*, *may*, and *must*.
- Ask students to turn to an elbow partner and discuss the meanings of these sentences. Invite volunteers to share out whole group. Listen for explanations such as:
 - Sentence 4: It is possible for an ostrich to outrun most predators.
 - Sentence 5: An ostrich needs to outrun its predators.
 - Sentence 6: An ostrich has the ability to outrun its predators.
- Explain that in order to know which word to use, the speaker or writer must think about the condition he or she is trying to communicate. Tell students that this information should be included in the sentence to make the meaning clear.
- Model adding information to clarify the condition being shown in Sentence 4: An ostrich may outrun most predators because it runs at speeds up to 40 miles an hour.
- Invite students to turn to an elbow partner and discuss how to clarify the meaning of Sentences 5 and 6 by thinking about the condition each sentence is trying to show.
 - Sentence 5: An ostrich must outrun most predators in order to survive.
 - Sentence 6: If pursued, an ostrich can outrun most predators.
- Invite students to revise Sentences 4–6 in order to clarify the meaning of the sentences based on the condition each sentence is trying to show.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Reading and Speaking Fluency/GUM component.

- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

▲ Day 1: Small Group Instruction (20 minutes)

- Display the **picture of an ostrich**. Ask students to turn and talk with an elbow partner to describe the ostrich. As students do this, check in with students in the other ALL groups who need support in getting started.
- Distribute the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card and review the Daily Learning Target and discuss what it means.
- Invite pairs to share out their descriptions of the ostrich. As pairs share out, begin to ask *can* and *can’t* questions related to ostriches, such as:

“Can the ostrich run fast?” (Yes, it can.)

- Emphasize *can* and nod your head.

“Can the ostrich roll into a ball?” (No, it can’t.)

- Emphasize *can’t*—especially the “-t” ending—and shake your head.
- Display the **Can and Can’t anchor chart** and read aloud the sentences at the top to model fluency. Then choral read slowly, emphasizing *can* and *can’t*.

- 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 logs.

- Turn and Talk:

“What animal is the text on the anchor chart about?” (the ostrich)

“What is a great distance? From here to the door, or to the store?” (the store)

“What does cover great distances mean?” (run far)

“Can an ostrich cover great distances?” (yes)

- Discuss the meaning of the *can* structures for ability. Example:

“What does can mean?” (is able to)

“How do we say NOT able to?” (cannot, usually can’t)

“Does an ostrich talk? Why?” (No, it can’t talk.)

“What does it mean to escape from predators? Can ostriches fly to escape?” (No, they can’t fly.)

“How can they escape?” (run)

- Draw a T-chart on the Can and Can’t anchor chart with columns labeled “Can” and “Can’t.”

- Invite students to talk in pairs about things that ostriches can and can’t do.

- Write examples: “They can run fast. They can’t talk.”

- When students report back, check pronunciation of *can* and *can't*. (Students can hold their hand in front of their mouth to feel the breath coming from the “-t” sound.)
- Invite students to talk about the things they can and can't do. Give examples: “I can talk. I can't fly.” Allow pairs time to discuss and then report back.
- Prepare students for the next day's independent activity: Display the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card 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 2, Week 1: Independent Reading: Student Task Card and the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card.
- 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)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Redistribute the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card and direct students to preview the work they will be doing. 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 what it means.
- Remind students that they have been working with the words *can*, *may*, and *must* throughout the week, and that these helping verbs are called modal auxiliaries.
- Remind students that modal auxiliaries are words that express the condition of a verb.
- Focus students on the words *can*, *may*, and *must* on the Modal Auxiliary chart on their activity cards. Review how these words can change the meaning of a sentence.
- Invite students to write an example sentence for *can*, *may*, and *must* in the last column of the Modal Auxiliary chart.
- Focus students on the other modals on the Modal Auxiliary chart and tell students that these are other commonly used modals.
- Discuss the use of each modal, inviting students to write the use in the appropriate spot on their activity card.
 - *could*: used to express that there was an ability to do something in the past
 - *might*: used to express the possibility of something happening or being true in the present or future
 - *shall*: used to express a future action or state; will
 - *should*: used to indicate that some action is advisable or important for someone or something to do

- *will*: used to indicate future time of a verb
- *would*: used to describe a behavior of someone or something in the past
- Point out that like *can*, *may*, and *must*, these words can clarify or make the meaning more precise in a sentence.
- Model with the example sentence on the activity card.
 - Sentence 2: Change *would* to *might*; explain that this sentence is describing something in the present or future (hide, blends) and hiding is a possible way the fawn can protect itself.
- Invite students to choose a picture from their **Unit 2 research texts**. Ask students to think of a sentence they could say about the animal in their chosen picture that uses one of these new modal auxiliaries.
- Choose volunteers to share their sentences with the group.
- Invite students to work with an elbow partner to write an example sentence for the remaining modals in the last column of the Modal Auxiliary chart. Support students as needed, prompting them by asking questions such as: “What condition are you trying to show?” and “Are you describing something happening in the past, present, or future?”
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.

▲ Day 3: Small Group Instruction (20 minutes)

- Display the **bird, monarch butterfly, and springbok jumping photographs**. Ask students to turn and talk with an elbow partner to choose one of the animals to describe. As students do this, check in with students in the other ALL groups who need support in getting started.
- Redistribute the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card and review the Daily Learning Target and discuss what it means.
- Point to the picture of a bird and the picture of a monarch butterfly.
- Say:
 - “*Imagine that tomorrow you see a monarch butterfly. A bird is looking at her. If the bird were to eat her, what would happen to the bird? Tell your partner.” To provide heavier support, rephrase: “The bird eats her. What happens to the bird?”*
- Focus students on the first sentence on the **If and Would anchor chart**.
- Ask students to discuss their ideas for how to complete the sentence with an elbow partner.
- Select students to report their responses back to the group. Reinforce the use of *would*.
- Turn and Talk:
 - “*Do birds eat monarch butterflies?” (Yes. Sometimes. Not usually.)*
 - “*Will you see a bird eating a monarch butterfly tomorrow?” (No. Probably not. Maybe not.)*
- Focus students on the picture of a springbok jumping.
- Focus students on the second sentence on the If and Would anchor chart. Read the sentence aloud to model fluency, emphasizing *would*.

- 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.
 - Encourage extended conversation among students about the meaning of the sentences, especially the key words: *when*, *however*, and *more likely to*. Monitor and guide student conversation:
 - Discuss the meaning of *would* and provide the following examples through questions:
 - “*If a springbok were to jump higher than all the other springboks, what would it be telling the predator?*” (*that it is fitter and faster than the others*)
 - “*When is the springbok jumping?*” (*in the future*)
 - “*Will the springbok jump higher than all the other springboks?*” (*Maybe. Who knows?*)
 - Point to *If*. Ask the group and select students to share their responses:
 - “*What does the word If tell us?*” (*Maybe the springbok will jump higher. Maybe not.*)
 - Point to *would*. Ask the group and select students to share their responses:
 - “*Why do we say would?*” (*Would helps us say what we think maybe happens in the future if the springbok jumps higher.*)
 - Say to students:
 - “*You can use If + would to talk about one event that you think may happen in the future, plus a second event that may happen because of that first event.*”
 - Draw this relationship on a timeline on the If and Would anchor chart.
- Distribute **Would sentence strips** to pairs of students.
- Allow students to discuss and match the strips in pairs and to report back to the group, reading the complete, correct sentences aloud.
- Ask pairs to discuss:
 - “*If a gazelle were to walk into our school, what would happen to the gazelle?*”
- Provide a sentence frame: “If a gazelle were to walk into our school, it would be ____.” (e.g., scared)
- Invite pairs to share back to the group. Point out errors that you hear in the *it would be* structure in particular.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Teacher-Guided Student Activity Card (■)

Name: _____

Date: _____



Daily Learning Targets

- Day 1: I can explain how the words *can*, *may*, and *must* change the meaning of a sentence. (L.4.1c)
- Day 3: I can write sentences using modal auxiliaries to convey various conditions. (L.4.1c)

Student Materials

Day 1:

N/A

Day 3:

- Unit 2 research texts

Directions:

Day 1

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

1. Some caterpillars can roll up leaves and seal them shut.
2. Some caterpillars may roll up leaves and seal them shut.
3. Some caterpillars must roll up leaves and seal them shut.

can: shows ability or opportunity

may: shows permission; used to express the possibility of something happening

must: shows necessity

4. An ostrich may outrun most predators.
5. An ostrich must outrun most predators.
6. An ostrich can outrun most predators.

Day 3

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

| Modal Auxiliary | Uses | Examples |
|-----------------|---|----------|
| can | shows ability or opportunity | |
| may | shows permission; used to express the possibility of something happening | |
| must | shows necessity | |
| could | used to express that there was an ability to do something in the past | |
| might | used to express the possibility of something happening or being true in the present or future | |
| shall | used to express a future action or state; will | |
| should | used to indicate that some action is advisable or important for someone or something to do | |
| will | used to indicate future time of a verb | |
| would | used to describe a behavior of someone or something in the past | |

Example: A springbok fawn would hide because its tawny coat blends in with the grass around it.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Teacher-Guided Student Activity Card (●◆)

Name: _____

Date: _____



Daily Learning Targets

- Day 1: I can explain how the words *can*, *may*, and *must* change the meaning of a sentence. (L.4.1c)
- Day 3: I can write sentences using modal auxiliaries to convey various conditions. (L.4.1c)

Student Materials

Day 1:

N/A

Day 3:

- Unit 2 research texts

Directions:

Day 1

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

1. Some caterpillars can roll up leaves and seal them shut.
2. Some caterpillars may roll up leaves and seal them shut.
3. Some caterpillars must roll up leaves and seal them shut.

can: shows ability or opportunity

may: shows permission; used to express the possibility of something happening

must: shows necessity

4. An ostrich may outrun most predators.
5. An ostrich must outrun most predators.
6. An ostrich can outrun most predators.

Day 3

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

| Modal Auxiliary | Uses | Examples |
|------------------------|--|-----------------|
| can | shows ability or opportunity | |
| may | shows permission; used to express the possibility of something happening | |
| must | shows necessity | |
| could | | |
| might | | |
| shall | | |
| should | | |
| will | | |

A springbok fawn would hide because its tawny coat blends in with the grass around it.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Teacher-Guided Student Activity Card (▲)

Name: _____

Date: _____



Daily Learning Targets

- Day 1: I can use the modals *can* and *can't* to express ability. (L.4.1c)
- Day 3: I can use the modal *would* with *if*. (L.4.1c)

Student Materials

Day 1:

N/A

Day 3:

- Would sentence strips

Directions:

Day 1

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

They **can** cover great distances without much effort. In fact, ostriches have the longest legs of any bird. They are the fastest birds in the world! Even though ostriches have wings, they **can't** fly to escape from predators.

Extension:

- "From a distance, only the ostrich's body **can** be seen."
- "A cheetah slinking through tall grass **could** easily be missed by some members of the herd."

| Able to in the present | Generally possible in the present | Possible in the future |
|------------------------|-----------------------------------|------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



Reading and Speaking Fluency/GUM



Unit 2, Week 1, Day 3: Would Sentence Strips (▲)

| | |
|--|---|
| If an armadillo were to roll up in a burrow, | it would be less easily caught for food. |
| If a predator were to find a monarch butterfly, | it would be warned by the bright orange wings. |
| If an ostrich were to stretch its neck along the ground, | it would be harder to see in the sandy, African soil. |
| If an armadillo were to roll up in a burrow, | it would be less easily caught for food. |
| If a predator were to find a monarch butterfly, | it would be warned by the bright orange wings. |
| If an ostrich were to stretch its neck along the ground, | it would be harder to see in the sandy, African soil. |
| If an armadillo were to roll up in a burrow, | it would be less easily caught for food. |
| If a predator were to find a monarch butterfly, | it would be warned by the bright orange wings. |
| If an ostrich were to stretch its neck along the ground, | it would be harder to see in the sandy, African soil. |



Additional Work with Complex Text



Unit 2, Week 1: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

- Day 1: I can make connections between the "Fight to Survive!" text and the module guiding question. (RF.4.4)
- Day 3: I can use text features to locate information on a web page. (RI.4.5, RF.4.4)

Student Materials

Day 1:

- "Fight to Survive!"

Day 3:

- Access to the expert group web pages:
 - Three-Banded Armadillo: Wildscreen ARKive. "Brazilian Three-Banded Armadillo." *EL Education*. Web. <<http://eled.org/armadillo>>
 - Springbok: Wildscreen ARKive. "Springbok (*Antidorcas marsupialis*)." *EL Education*. Web. <<http://eled.org/springbok>>
 - Ostrich: Wildscreen ARKive. "Ostrich (*Struthio camelus*)." *EL Education*. Web. <<http://eled.org/ostrich>>
 - Monarch Butterfly: Wildscreen ARKive. "Monarch Butterfly (*Danaus plexippus*)." *EL Education*. Web. <<http://eled.org/monarch-butterfly>>

Directions:

Day 1

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

1. Read the module guiding question: "How do animals' bodies and behaviors help them survive?"
2. As a whole group, read aloud together the "Fight to Survive!" text.
3. Alone or with a partner, underline at least one sentence in the text that provides an answer to the module guiding question.

If you have more time:

4. Think about your expert group animal. Using the text, how would you answer the module guiding question about your particular animal in no more than two sentences? Use the space below to answer the question:

Day 3

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

With a partner:

1. Find and open the website page for your expert group animal.
2. Write the subheading(s) for the section or sections where you would be most likely to find the answer to each question.
 - Where does my animal live?

- What does my animal eat?

- How does my animal care for its young?

- What does my animal look like?

- Where can I find more information about my animal?

MORE CHALLENGE:

If you finish early, click on one of the websites listed under the "References" subheading and explore the site to learn more about your animal. Record the website and the information you find on the back of this task card.



Additional Work with Complex Text



Unit 2, Week 1: Student Task Card (Answers, for Teacher Reference)

Day 1

Student responses will vary, but these are examples:

Armadillo: To help it survive, the armadillo has a tough shell to protect it from predators. It can also run fast and roll into ball that it can snap shut on a predator that tries to get inside.

Springbok: The color of the springbok coat helps it hide in the grass to survive. The springbok also lives in a herd for protection and can run very fast away from predators.

Ostrich: To help it survive, the ostrich has a long neck and keen vision to look for predators. It also lays its head and neck on the ground to blend in with the sand, and can run very fast away from predators.

Monarch butterfly: The monarch butterfly has colored wings to warn predators that it is poisonous.

Day 3

Write the subheading(s) for the section or sections where you would be most likely to find the answer to each question.

- Where does my animal live? *Range and Habitat*
- What does my animal eat? *Biology*
- How does my animal care for its young? *Biology*
- What does my animal look like? *Description*
- Where can I find more information about my animal? *Find out more*

MORE CHALLENGE:

If you finish early, click on one of the websites listed under the "References" subheading and explore the site to learn more about your animal. Record the website and the information you find on the back of this task card.

Responses will vary.



Independent Reading



Unit 2, Week 1: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

- Day 1 and 2: I can read my research reading text independently for 10 minutes. (RI.4.10)
- Day 3: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.4.10)
- Day 4: I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1)

Student Materials

Days 1–3:

- Research reading text
- Independent reading journal
- Vocabulary log

Day 4:

- Research reading text
- Vocabulary log

Directions:

Days 1–2

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 the front of 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 the front of 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 their 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 2, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- ● ● ●: I can use text features to locate information on a web page. (RI.4.5, RF.4.4)
- ▲: I can use the words *when* and *however* correctly. (RF.4.4, L.4.1a)

Day 4

- ● ● ●: I can use online resources to understand words on a web page. (L.4.4c)
- ▲: I can analyze the structure and meaning of descriptive sentences about the armadillo. (RF.4.4, W.4.2d, L.4.6)

Teaching Notes

- On Day 2, students work together, with teacher guidance, to examine the text features of a website that has the same structure as the websites they will be using in their expert groups but focuses on simpler, more familiar content. Students will explore a website on the robin in order to understand what type of information is available on this series of websites and where that information is located.
- ▲ Day 2: Students analyze two sentences from the “Brazilian three-banded armadillo” web page to focus on the relative adverb *when* for time and condition and *however* for contrast. These types of clauses are found throughout the texts students are reading.
- On Day 4, students practice using a glossary, hyperlink, or online dictionary to define key words they will encounter in their web-page research.
- ▲ Day 4: Students analyze two sentences from the “Brazilian three-banded armadillo” text. The structures combine to create an elaborate description of the animal’s plating. The text is typical of the complex descriptive language used throughout the curriculum.
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards are differentiated.
 - Note that, as explained in the Unit Overview, ■ and ● are grouped together to provide opportunities for peer coaching ■.
 - ▲ 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 2: To provide heavier support, provide students with sentence frames such as: “The armadillo looks (round, fat),” “It is (brown, black, beige),” or “It has (rings, ears, legs).”

- 🏔️ Day 4: To provide lighter support, invite students to paraphrase the sentence in English or in a home language for students who need heavier support, pointing to the parts of the picture as they do so.
- **In advance:**
 - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.
 - Day 2: Prepare to display the web page about the robin (<http://eled.org/robin>). Either display the web page to the entire group or provide devices for students to share with the web page loaded.
 - 🏔️ Day 2: Create the When and However anchor chart by writing the following sentences from “Brazilian three-banded armadillo,” on chart paper under the heading “When and However.”
 - An armadillo can run amazingly fast when threatened by a predator. However, it is more likely to curl up into a tough ball that predators can’t penetrate.
 - Day 4: Students will need access to their Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card during the independent Reading and Speaking Fluency/GUM component.
 - Day 4: Prepare to display:
 - Web page about the robin (<http://eled.org/robin>). Either display webpage to the entire group or provide devices for students to share with the web page loaded.
 - Brazilian three-banded armadillo: <http://eled.org/armadillo>
 - Springbok: <http://eled.org/springbok>
 - Ostrich: <http://eled.org/ostrich>
 - Monarch butterfly: <http://eled.org/monarch-butterfly>
 - 🏔️ Day 4: Create the Describing the Armadillo anchor chart by writing the following sentences from the “Brazilian three-banded armadillo” web page on chart paper under the heading “Describing the Armadillo”:
 - This species can be distinguished by its blackish-brown armour plating, which covers the body, head, and tail. The plating on the body forms two domed shells, separated by three armoured bands that are joined together by flexible bands of skin.

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 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one per student)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Cards (from Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ 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)

- ✓ Web page about the robin (to display; see Teaching Notes)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ✓ **Day 2 only:** Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)
- ✓ Day 4: Expert group web pages (see Teaching Notes)
- ✓ 🗨️ Day 2: When and However anchor chart (see Teaching Notes)
- ✓ 🗨️ Chart paper (optional; one piece)
- ✓ 🗨️ Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ✓ 🗨️ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ 🗨️ Day 4: Describing the Armadillo anchor chart (see Teaching Notes)
- ✓ 🗨️ Day 4: Lined paper

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 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card** 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 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

🗨️🗨️🗨️ Day 2: Small Group Instruction (18 minutes, repeated twice)

- When working with the 🗨️ group, use the specific ELL instruction, which can be found after these directions.
- Project the **web page about the robin**, or provide copies of a printout of the page. Invite students to read the information. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 1 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Focus students back on the displayed webpage. Briefly introduce the web page as one similar

to the web page students will be using to research their expert group animal.

- Guide students through completing their activity cards, providing as much or as little support as they need. Complete each task on the card together, providing additional explanations and support as needed.
- 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 2, Week 1: Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

▲ Day 2: Small Group Instruction (20 minutes)

- Focus students’ attention on the **When and However anchor chart** and invite them to take turns reading the sentences aloud to one another. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 1 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card using the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- Review the Daily Learning Targets and discuss their 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 logs.
 - Focus students’ attention on the first sentence on the When and However anchor chart and invite them to read it chorally aloud with you: An armadillo can run amazingly fast when threatened by a predator.
 - **“Does the three-banded armadillo always run fast?” (No)**
 - Point to the word *when* and invite students to read this word chorally aloud with you.
 - Ask the group and select volunteers to share their answers:
 - **“What does when tell us?” (in certain situations, circumstances; sometimes)**
 - Share examples using the word *when*: “We eat when we are hungry.” “We go to recess when the bell rings.”
 - Ask the group and select volunteers to share their answers:
 - **“So, does the armadillo run fast all the time?” (No; it runs fast when there is a predator.)**
 - Focus students on the second sentence and ask them to read it aloud chorally with you: “However, it is more likely to curl up into a tough ball that predators can’t penetrate.”
 - Ask the group and select volunteers to share their answers:
 - **“What is another word for However?” (But)**
 - If productive, use a Goal 3 Conversation Cue to challenge students:

Conversation Cue: “Can you figure out why the author wrote *However*? I’ll give you time to think and discuss with a partner.” (*However* signals that the author will introduce an idea that opposes the previous idea. The armadillo might run, but it will probably curl up.)

- Focus students on the words *more likely to*.
- Give examples and act out if needed:
 - “If you are close to a bird, and you wave your arm, is the bird more likely to fly away, or more likely to stay where it is?” (*more likely to fly*)
- Return to the sentences and reread aloud. Then rephrase and ask the group and select volunteers to share their answers:
 - “When threatened by a predator, what is the armadillo more likely to do?” (*curl up into a ball*)
- Ask students to discuss with an elbow partner:
 - “What are two ways the three-banded armadillo defends itself from predators?” (*runs and curls up into a ball*)
- Cold call students to share their responses with the group and write their answers on the When and However anchor chart under a new heading: Defense Mechanisms.
- Invite students to practice saying sentences about the armadillo using the words when and however. They can use the examples on the anchor chart and these sentences for support: “We don’t go to school when it snows. However, it hasn’t snowed this year.”
- Students in pairs can take turns giving feedback on their sentences by asking these questions: “Does your partner’s ‘when sentence’ talk about time or special situations? Does your partner’s ‘however sentence’ talk about an opposite idea?”
- Prepare students for the next day’s independent activity: Walk through the Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

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

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and on 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 2, Week 1: Independent Reading: Student Task Card and Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** 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 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- 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 (18 minutes, repeated twice)

- When working with the 🗿 group, use the specific ELL instruction, which can be found after these directions.
- Project the **web page about the robin**, or provide copies of a printout of the page. Invite students to read the information. As students read, check in with students in the other ALL

groups who need support in getting started.

- Briefly review the answers to Day 3 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Guide students through completing their activity cards using their **expert group web page**, providing as much or as little support as they need. Complete each task on the card together, providing additional explanations and support as needed.
- 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.

▲ **Day 4: Small Group Instruction (20 minutes)**

- Focus students' attention on the **Describing the Armadillo anchor chart** and invite them to take turns reading the sentences aloud to one another. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 3 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card using the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- Review the Daily Learning Targets and discuss their 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 logs.
 - Focus students on the words *This species* and invite them to say the words chorally aloud with you:
 - **“What does This species refer to?” (the Brazilian three-banded armadillo)**
 - **“Why do you think the author describes the armadillo as blackish-brown?” (because it is brown but looks almost black)**
 - Point out the suffix *-ish* and model describing your own hair with this suffix. For example: “My hair is reddish brown, which means it is brown but has some red in it.”
 - Ask students to describe their own hair using the *-ish* suffix to an elbow partner.
 - Select students to share their descriptions with the group and clarify any misconceptions.
 - Turn and Talk:
 - **“The text describes armour plating. What could that be? We are given a hint—it says**

‘armour plating {which covers the body, head and tail}.’”

- Show students a picture of the three-banded armadillo on the expert group web page.

Read the first part of Sentence 2 aloud and ask:

“Can you show us the two domed shells?” (Point out the domed shells and call attention to the shape—the domes.)

- Read the last part of that sentence aloud: “{which are joined together} by flexible bands of skin.” Ask students and select a volunteer to show to the group:

“Where are the flexible bands of skin?”

- Ask students to discuss in pairs, and cold call students to share with the group:

“Why do you think the author of this text spent so much time describing the armor plating of the three-banded armadillo?” (because it is an important feature of the armadillo in describing not only what it looks like, but also its defense mechanisms)

- Invite students to work with a partner to write their own descriptive paragraphs about the armadillo on **lined paper**.
- Select volunteers to share with the whole group.
- Collect student writing to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.



Additional Work with Complex Text



Unit 2, Week 1: Teacher-Guided Student Activity Card (■●)

Name: _____

Date: _____



Daily Learning Targets

- Day 2: I can use text features to locate information on a web page. (RI.4.5, RF.4.4)
- Day 4: I can use online resources to understand words on a web page. (L.4.4c)

Student Materials

Day 2:

- Robin webpage: Wildscreen ARKive. "Robin (*Erithacus rubecula*)." *EL Education*. Web. <<http://eled.org/robin>>

Day 4:

- Robin webpage: Wildscreen ARKive. "Robin (*Erithacus rubecula*)." *EL Education*. Web. <<http://eled.org/robin>>
- Expert group web pages:
 - Three-Banded Armadillo: Wildscreen ARKive. "Brazilian Three-Banded Armadillo." *EL Education*. Web. <<http://eled.org/armadillo>>
 - Springbok: Wildscreen ARKive. "Springbok (*Antidorcas marsupialis*)." *EL Education*. Web. <<http://eled.org/springbok>>
 - Ostrich: Wildscreen ARKive. "Ostrich (*Struthio camelus*)." *EL Education*. Web. <<http://eled.org/ostrich>>
 - Monarch Butterfly: Wildscreen ARKive. "Monarch Butterfly (*Danaus plexippus*)." *EL Education*. Web. <<http://eled.org/monarch-butterfly>>

Directions:

Day 2

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

A **subheading** is a title given to one part of a text or website. Subheadings help the reader find and understand information. Subheadings:

- Are usually in bold print
- Divide the text into sections
- Tell what each section is about

1. Skim the Robin web page. Turn and talk with a partner and be prepared to share with the whole group:
 - What is the first **subheading** you see?
 - Name three other subheadings on this web page.
2. Find the subheading that says "Habitat." Listen as your teacher reads this section aloud.
3. Turn and talk with a partner and be prepared to share with the whole group:
 - What is this section about?
 - If you were to give this section a new or different subheading, what would it be? Write the new subheading here:

Habitat:

4. Repeat Steps 2–3 for the "Description," "Glossary," and "Range" sections of the web page. Write the new subheadings here:

Description:

Glossary:

Range:

Turn and talk with a partner and be prepared to share with the whole group: How might you use subheadings like these to locate information about your expert group animal?

Day 4

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

- A **glossary** is a list of unusual or difficult words and their meanings. The glossary can usually be found at the end of a website, book, or article.
 - A **hyperlink** is a word or image on a web page that, when clicked on, brings you to another web page or another place on the same page where you can get more information. Words that are underlined on your website are hyperlinks that help you understand what a word means. If you click on one, the hyperlink will show you the definition of the word.
 - A **dictionary** is a source of information about words of a language. Some dictionaries are available online. When you type in the word, you can get information about the word's meaning, spelling, and pronunciation.
1. In pairs, find the word *invertebrates* on the robin web page. Hover over the word. Turn and talk and be prepared to share with the group: What happens?
 2. Read the definition out loud and then click on the word. Turn and talk and be prepared to share with the group: What section of the web page does this hyperlink take you to? Why?
 3. Your teacher will show you how to use an online dictionary to look up the word *invertebrate*. Turn and talk with a partner and be prepared to share with the group: What information can you get from the dictionary that you did not get from the glossary or hyperlink?
 4. Define three unfamiliar words from your expert group animal web page. Use a different source of information to find the definition for each (glossary, hyperlink, or online dictionary):

GLOSSARY

Word:

Definition:

HYPERLINK

Word:

Definition:

DICTIONARY

Word:

Definition:

MORE CHALLENGE

(Choose one of the scientific words from the list near the top of the page)

Word:

Definition:



Additional Work with Complex Text



Unit 2, Week 1: Teacher-Guided Student Activity Card (◆)

Name: _____

Date: _____



Daily Learning Targets

- Day 2: I can use text features to locate information on a web page. (RI.4.5, RF.4.4)
- Day 4: I can use online resources to understand words on a web page. (L.4.4c)

Student Materials

Day 2:

- Robin webpage: Wildscreen ARKive. "Robin (*Erithacus rubecula*)." *EL Education*. Web. <<http://eled.org/robin>>

Day 4:

- Robin webpage: Wildscreen ARKive. "Robin (*Erithacus rubecula*)." *EL Education*. Web. <<http://eled.org/robin>>
- Expert group web pages:
 - Three-Banded Armadillo: Wildscreen ARKive. "Brazilian Three-Banded Armadillo." *EL Education*. Web. <<http://eled.org/armadillo>>
 - Springbok: Wildscreen ARKive. "Springbok (*Antidorcas marsupialis*)." *EL Education*. Web. <<http://eled.org/springbok>>
 - Ostrich: Wildscreen ARKive. "Ostrich (*Struthio camelus*)." *EL Education*. Web. <<http://eled.org/ostrich>>
 - Monarch Butterfly: Wildscreen ARKive. "Monarch Butterfly (*Danaus plexippus*)." *EL Education*. Web. <<http://eled.org/monarch-butterfly>>

Directions:

Day 2

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

A **subheading** is a title given to one part of a text or website. Subheadings help the reader find and understand information. Subheadings:

- Are usually in bold print
- Divide the text into sections
- Tell what each section is about

1. Skim the Robin web page. Turn and talk with a partner and be prepared to share with the whole group:
 - What are the subheadings on this web page?
 2. Find the subheading that says "Status." Look carefully at the graphic in this section. Read the words in the graphic from left to right (your teacher will help you define any words you don't know).
 3. Turn and talk with a partner and be prepared to share with the whole group:
 - What do you notice about the words as you move from the left side of the graphic to the right?
 - What do you think the "Status" section is about? What is the status of this animal? What does this status mean?
 4. Click on each of the numbers in the "Status" section. Turn and talk with a partner and be prepared to share with the whole group:
 - What is the subheading of the section you are taken to?
 - What do you think this subheading means?
 - What is the connection between the number you clicked and the information in the reference section?
-

Day 4

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

- A **glossary** is a list of unusual or difficult words and their meanings. The glossary can usually be found at the end of a website, book, or article.
- A **hyperlink** is a word or image on a web page that, when clicked on, brings you to another web page or another place on the same page where you can get more information. Words that are underlined on your website are hyperlinks that help you understand what a word means. If you click on one, the hyperlink will show you the definition of the word.
- A **dictionary** is a source of information about words of a language. Some dictionaries are available online. When you type in the word, you can get information about the word's meaning, spelling, and pronunciation.

1. In pairs, find the word *invertebrates* on the robin web page. Hover over the word. Turn and talk and be prepared to share with the group: What happens?

2. Read the definition out loud and then click on the word. Turn and talk and be prepared to share with the group: What section of the web page does this hyperlink take you to? Why?
- ~~3. Your teacher will show you how to use an online dictionary to look up the word *invertebrate*. Turn and talk with a partner and be prepared to share with the group: What information can you get from the dictionary that you did not get from the glossary or hyperlink?~~
4. Define three unfamiliar words from your expert group animal web page. Use a different source of information to find the definition for each (glossary, hyperlink, or online dictionary):

GLOSSARY

Word:

Definition:

HYPERLINK

Word:

Definition:

DICTIONARY

Word:

Definition:

MORE CHALLENGE

(Choose one of the scientific words from the list near the top of the page)

Word:

Definition:



Additional Work with Complex Text



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

Day 2



1. Skim the Robin web page. Turn and talk with a partner and be prepared to share with the whole group:
 - What are the subheadings on this web page?
2. Find the subheading that says "Habitat."
3. Turn and talk with a partner and be prepared to share with the whole group:
 - What is this section about?
 - If you were to give this section a new or different subheading, what would it be?

Write the new subheading here:

Possible response: Habitat: Where it lives

4. Repeat Steps 2–3 for the "Description," "Glossary," and "Range" sections of the web page.

Write the new subheading here:

Possible responses:

Description: What it looks like

Glossary: What words mean

Range: Where in the world it can be found



1. Skim the Robin web page. Turn and talk with a partner and be prepared to share with the whole group:
 - What are the subheadings on this web page?

2. Find the subheading that says "Status." Look carefully at the graphic in this section. Read the words in the graphic from left to right (your teacher will help you define any words you don't know).
3. Turn and talk with a partner and be prepared to share with the whole group:
 - What do you notice about the words as you move from the left side of the graphic to the right? *They are on a scale—the right side is extinct, and the words as you move from left to right lead toward extinction.*
 - What do you think the "Status" section is about? What is the status of this animal? What does this status mean? *Status section is how threatened the species is. The robin is "Least Concern," which means there are plenty of them.*
4. Click on each of the numbers in the "Status" section. Turn and talk with a partner and be prepared to share with the whole group:
 - What is the subheading of the section you are taken to? *References*
 - What do you think this subheading means? *Responses will vary.*
 - What is the connection between the number you clicked and the information in the reference section? *It is the number of the resource in the reference section.*



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

- Day 2: I can explain how the words *can*, *may*, and *must* change the meaning of a sentence. (L.4.1c)
- Day 4: I can write sentences using modal auxiliaries to convey various conditions. (L.4.1c)

Student Materials

- Day 2: Matching Game picture cards and phrase cards (one set per four students)
- Day 4: Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card
- Expert Group Animal research notebooks
- Unit 2 research texts
- What Can It Do? What Might It Do? Game Cards (one set per class)

Directions:

Day 2

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

1. Underline the correct word in each sentence.

Example: A cottontail rabbit (may, must) go from zigzagging to freezing as it flees.

- a. A kangaroo cannot run, but it (can, may) leap away from danger.
- b. Wheel spiders (must, can) roll at a speed of about 3 feet per second.
- c. The predator (may, must) pull on the armadillo's tail to yank it out of the burrow.
- d. The pangolin (must, can) move so its sharp scales pinch its predator.
- e. The poison gas made by just one millipede (can, must) kill more than six mice.

- f. A poisonous animal (may, must) stop an attack before it starts with warning colors.
2. Turn to an elbow partner and share your answers to Question 1. For each sentence, explain the condition the sentence is trying to show and why you selected the word that you chose.

Example: The sentence is showing that it's possible for a rabbit to go from zigzagging to freezing, not that a rabbit always needs to do this when it runs away.

3. With the same partner, find another pair to form a group of four. Take turns playing the game by following these steps:
1. Each group has a set of animal cards and a set of phrase cards.
 2. Each student should have five animal cards. The phrase cards should be placed face down in a pile.
 3. Students take turns to pick up a phrase card and match it with one of their animal cards.
 4. The student has to explain to the other players how the two cards match.
 5. If the other players agree, the student can get rid of the animal card and place the phrase at the bottom of the pile.
 6. If the other players disagree, the student keeps the animal card.
 7. The game continues until all players have no animal cards left. The student who gets rid of his or her animal cards first is the winner.

3. Play the What Can It Do? What Might It Do? game with your group. Follow these steps:
 1. Ask for a volunteer to step away from the group.
 2. Choose a card from the word cards. Brainstorm clues, being sure the clues include a modal auxiliary.
 3. Call the volunteer back. Group members take turns giving their clues while the volunteer tries to guess the word.
 4. Choose a new volunteer and repeat.
 - Example: Word: millipede
 - Clues: It can roll into a ball.
 - It might ooze poison.
 - It may run away.



Reading and Speaking Fluency/GUM



Unit 2, Week 1, Day 2: Animal Matching Game Cards

| | | | |
|----------------------|----------------------|------------------------|------------|
| millipede | millipede | ostrich | ostrich |
| armadillo | armadillo | monarch | monarch |
| springbok gazelle | springbok gazelle | pufferfish | pufferfish |
| clam | earth- worm | monarch caterpillar | box turtle |
| snail | basilisk lizard | flying fish | octopus |



Reading and Speaking Fluency/GUM



Unit 2, Week 1, Day 2: Animal Matching Game Cards

| | | | |
|---|---|---|---|
| may roll into a ball if a predator comes close | can ooze poison if attacked by a predator | can run faster than most of its predators | may make a booming call to keep predators away |
| can roll into a ball if a predator comes close | can use its armor to protect its soft body | may use its warning colors to show a predator it is poisonous | can taste bad and make a bird feel sick |
| may jump in the air to alert other gazelles that a predator is near | can hide in the grass and lie still for a long time | can fill its body with water to expand | can use its spines to protect itself |
| may burrow into the sand when a predator is near | must burrow through soil to protect itself | may use its warning colors to show a predator it is poisonous | can pull its head, tail, and legs into its shell and close the openings |
| can seal its shell's opening with a hard plate on the end of the foot | can run across the surface of the water | may jump into the air above water to escape a predator | must fill its body with water to quickly jet away |



Reading and Speaking Fluency/GUM



Unit 2, Week 1, Day 4: What Can It Do? What Might It Do? Game Cards

| | | | |
|---------|-------------------|------------------------|-------------------|
| Ostrich | monarch butterfly | three-banded armadillo | springbok gazelle |
| Fleeing | armor | poison | hiding |



Writing Practice

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can describe the features of an effective focus statement. (W.4.2a, W.4.2d)

Day 3

- I can draft/revise a focus statement to answer a guiding question. (W.4.2a, W.4.2d, L.4.6)

Teaching Notes

- On Day 1, students are introduced to focus statements in preparation for writing their own focus statements in their End of Unit 2 assessments in the module lessons. They generate criteria for focus statements by identifying and analyzing strong examples.
- On Day 3, students write or revise a focus statement about their specific expert group animal for their Unit 2 essay to answer the module guiding question. Whether students write or revise will depend on where you are in the module lessons.
- **Differentiation:**
 - Day 1: The Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards are differentiated. Choose the appropriate card for each group given their strengths and areas for improvement. The text excerpts on these cards are differentiated. Students who require additional support will work with shorter text excerpts, resulting in students being able to spend more time identifying the focus statement rather than reading a lot of text. Students ready for more challenge will work with longer text excerpts in which the focus statement is more challenging to find.
 - Note that, as explained in the Unit Overview, 🟩 and 🟦 are grouped together to work on the same activity card.
 - 🟩: 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 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Writing Practice poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Card (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 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (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 2, Week 2: Independent Reading: Student Task Card** and the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**.
- 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 **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and direct students to preview the work they will be doing in this teacher-guided session. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Focus students on the definition of a focus statement at the top of the page and explain that when they write to inform, their writing should always contain a focus statement so that the reader knows what the rest of the text will be about.
- Explain that each of the text excerpts on their page contains a focus statement.
- Read aloud the first excerpt on the page and invite students to follow along silently in their heads.
- Ask students to work with an elbow partner to highlight/underline the focus statement in that text excerpt.
- Invite students to share with the group and to explain why they think it is the focus statement.
- Record the student explanations as criteria on the board under the title “Focus Statement Criteria.” Criteria should include:

- Answers a question (or questions)
- States what the writing is about
- Explains why this is important
- Repeat with each text excerpt.
- Focus students on the focus statements at the bottom of their activity card. Explain that these are some good and bad examples of focus statements.
- Invite students to work in pairs to identify the strong focus statements and place a check mark next to those that are strong.
- Select students to share their ideas with the group; add to the criteria on the board. Criteria should include:
 - Clear
 - Accurate
 - Relevant
 - Precise
 - Includes domain-specific vocabulary
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 2: Writing Practice: Student Task Card** 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 2, Week 2: Independent Reading: Student Task Card** and the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**.
- 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 bring their **Unit 2, Week 2: Writing Practice: Student Task Card** and to reread their work from the previous day. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Invite one or two volunteers to read their writing out to the group, while the other students in the group refer to the Writing Fluency Checklist on their activity cards to identify stars and steps for the writer.
- Take this opportunity to use common issues with student writing as teaching points for the whole group.

- Redistribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target.
- Explain that in this session, students are going to apply their learning about focus statements to write/revise the focus statement for their informative writing about their expert group animal.
- If students are writing focus statements, provide support as necessary. Depending on the ability of the students, you may need to:
 - Write each part of the focus statement together as a group on the board using a sentence frame, with students copying this piece by piece and incorporating the information about their own expert group animal.
 - Provide students with sentence frames to fill in independently.
 - Allow students to work independently and then revise their work with help from the teacher and a peer.
- If students are revising focus statements, focus them on making sure they have used domain-specific vocabulary from the class Word Wall, from their glossaries, and from their independent reading journals to be more precise.
- Invite each student to read his or her focus statement aloud for the whole group.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day's independent activity: Display the **Unit 2, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



Writing Practice



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

Name: _____

Date: _____



Daily Learning Targets

Day 1

- I can describe the features of an effective focus statement. (W.4.2a, W.4.2d)

Day 3

- I can draft/revise a focus statement to answer a guiding question. (W.4.2a, W.4.2d, L.4.6)

Student Materials

Day 1

- N/A

Day 3

- First draft of focus statement

Directions:

Day 1

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

- A **focus statement** tells the reader what your writing is going to be about and explains why it is important.

The paragraphs below were written to answer the question: How do animals' bodies and behaviors help them survive?

1. Underline the focus statement in each paragraph:

- How do you defend yourself from predators? What can your body do to help you survive? Animals often use their bodies and behaviors to defend themselves from predators. These defense mechanisms help them survive.

- Imagine if you were a small animal in the wild surrounded by lots of bigger animals that might eat you. To protect themselves from being eaten by predators, a lot of animals have defense mechanisms that help them survive.
- Animals often have defense mechanisms for protection. Some animals have thick, hard shells, and some can run very fast. These amazing defense mechanisms help animals survive.

2. Below are some focus statements. Not all of them are **effective** focus statements. Place a check mark next to the effective focus statements and be prepared to explain to the group why they are effective:

- To protect themselves from being eaten by predators, a lot of animals have defense mechanisms that help them survive.
- Monarch butterflies have beautiful wings that show they are poisonous. These patterns are often used on fabric to make clothes. I have a T-shirt with monarch butterfly patterns.
- I can run really fast, and I win a lot of races. I don't think I can run as fast as an ostrich, though. Ostriches run fast to escape from animals such as cheetahs.
- Animals often use their bodies and behaviors to defend themselves from predators. These defense mechanisms help them survive.



Writing Practice



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

Name: _____

Date: _____



Daily Learning Targets

Day 1

- I can describe the features of an effective focus statement. (W.4.2a, W.4.2d)

Day 3

- I can draft/revise a focus statement to answer a guiding question. (W.4.2a, W.4.2d, L.4.6)

Student Materials

Day 1:

- N/A

Day 3:

- First draft of focus statement

Directions:

Day 1

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

- A **focus statement** tells the reader what your writing is going to be about and explains why it is important.

The paragraphs below were written to answer the question: How do animals' bodies and behaviors help them survive?

1. Underline the focus statement in each paragraph:

- How do you defend yourself from predators? What can your body do to help you survive? Humans have long legs that help us run fast, and hands and feet that help us grip and climb high objects, such as trees, to escape predators. Animals in the wild often use their bodies and behaviors to defend themselves from predators. These defense mechanisms help them survive.

- Imagine if you were a small animal in the wild. You would probably be quite scared to be surrounded by lots of bigger animals that might eat you. To protect themselves from being eaten by predators, a lot of animals have defense mechanisms that help them survive. Those defenses include camouflage, running fast, living in groups, and having brightly colored skin to show the animal is poisonous.
- Animals often have defense mechanisms for protection. Some animals have thick, hard shells, and some can run very fast. Some animals have brightly colored skin or wings, and others have sharp teeth and claws. These amazing defense mechanisms help animals survive when faced with predators and help the species continue.

2. Below are some focus statements. Not all of them are **effective** focus statements. Place a check mark next to the effective focus statements and be prepared to explain to the group why they are effective:

- To protect themselves from being eaten by predators, a lot of animals have defense mechanisms that help them survive.
- Monarch butterflies have beautiful wings that show they are poisonous. Being poisonous is a defense mechanism that some animals have. The patterns and colors on animal skins and wings are often used on fabric and jewelry. If you wear a monarch butterfly print, predators might think you are poisonous, too!
- I run really fast, and I win a lot of races. Last year I won three races at field day because I have long legs and I bounce like a kangaroo when I run. I don't think I can run as fast as an ostrich, though. I think ostriches are one of the fastest animals in the world. They run fast to escape from animals such as cheetahs. I think cheetahs like to eat ostriches.
- Animals often use their bodies and behaviors to defend themselves from predators. These defense mechanisms help them survive.



Writing Practice



Unit 2, Week 2: Teacher-Guided Student Activity Card (★)

Name: _____

Date: _____



Daily Learning Targets

- Day 1: I can describe the features of an effective focus statement. (W.4.2a, W.4.2d)
- Day 3: I can draft/revise a focus statement to answer a guiding question. (W.4.2a, W.4.2d, L.4.6)

Student Materials

Day 1:

N/A

Day 3:

First draft of focus statement

Directions:

Day 1

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

- A **focus statement** tells the reader what your writing is going to be about and explains why it is important.

The paragraphs below were written to answer the question: How do animals' bodies and behaviors help them survive?

1. Underline the focus statement in each paragraph:

- How do you defend yourself from predators? What can your body do to help you survive? Humans have long legs that help us run fast, and hands and feet that help us grip and climb high objects, such as trees, to escape predators. We have also invented a lot of machines, such as vehicles, that protect us by helping us drive away from danger quickly. Animals in the wild often use their bodies and behaviors to defend themselves from predators. These defense mechanisms help them survive.

- Imagine being a very small animal in the wild, like a monarch butterfly, surrounded by much bigger animals that pose a threat because they might eat you. Scary! To protect themselves from being eaten by predators, a lot of animals have defense mechanisms that help them survive. Those defenses include camouflage, running fast, living in groups, and having brightly colored skin to show the animal is poisonous. For example, as a caterpillar, the monarch butterfly has brightly colored skin to show predators it is toxic if eaten.
- Animals often have defense mechanisms for protection. Some animals have thick, hard shells, and some can run very fast. These amazing defense mechanisms help animals survive by protecting themselves when faced with predators. This ensures preservation of the species so that the species can continue for years to come.

2. Below are some focus statements. Not all of them are **effective** focus statements. Place a check mark next to the effective focus statements and be prepared to explain to the group why they are effective:

- To protect themselves from being eaten by predators, animals have bodies and behaviors that help them survive. These are defense mechanisms.
- Monarch butterflies have beautiful wings that show they are poisonous. Being poisonous is a defense mechanism that some animals such as snakes and even some kinds of frogs have. The patterns and colors on animal skins and wings are often used on fabric and jewelry. If you wear a monarch butterfly print, predators might think you are poisonous, too!
- I am a very fast runner, and I frequently win races both at school and for a track team. Last year I won a race against a lot of other children from the state and received a medal for it. I think I run fast because I have long legs and deliberately try to bounce like a kangaroo when I run to get more speed. I don't think I can run as fast as an ostrich, though. I think ostriches are one of the fastest animals in the world. They run fast to escape from animals such as cheetahs. I think cheetahs like to eat ostriches.
- Animals often use their bodies and behaviors to defend themselves from predators. These defense mechanisms help them survive.



Writing Practice

Unit 2, Week 2, Days 1 and 3: Teacher-Guided Student Activity Card (Answers, for Teacher Reference)

Day 1

1. Underline the focus statement in each paragraph. *(Note that the same sentences should be underlined on each task card—there may be slight differences in the wording in the above-grade-level activity card, but the basic focus statement is still the same.)*
 - Animals often use their bodies and behaviors to defend themselves from predators. These defense mechanisms help them survive.
 - To protect themselves from being eaten by predators, a lot of animals have defense mechanisms that help them survive.
 - Animals often have defense mechanisms for protection. Some animals have thick, hard shells, and some can run very fast. These amazing defense mechanisms help animals survive.
2. Below are some focus statements. Not all of them are **effective** focus statements. Place a check mark next to the effective focus statements and be prepared to explain to the group why they are effective. *(Note that these answers are the same for each activity card.)*
 - To protect themselves from being eaten by predators, a lot of animals have defense mechanisms that help them survive. ✓
 - Monarch butterflies have beautiful wings that show they are poisonous. These patterns are often used on fabric to make clothes. I have a T-shirt with monarch butterfly patterns.
 - I can run really fast, and I win a lot of races. I don't think I can run as fast as an ostrich, though. Ostriches run fast to escape from animals such as cheetahs.
 - Animals often use their bodies and behaviors to defend themselves from predators. These defense mechanisms help them survive.



Word Study and Vocabulary



Unit 2, Week 2: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

- Day 1: I can identify affixes in words and use affixes as clues to the meanings of words. (RF.4.3a, L.4.4b)
- Day 3: I can use an academic vocabulary word in context. (L.4.6)

Student Materials

Day 1:

- Dictionary (one per pair)
- Affix List

Day 3:

- N/A

Directions:

Day 1

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

An **affix** is added to a root word to change the meaning:

- A **prefix** is added at the beginning of a root. For example: **un**happy.
- A **suffix** is added to the end of a root. For example: laugh**ing**.

Excerpt 1: "Fight to Survive!"

Imagine that you are walking along a path in the woods. Suddenly you are face-to-face with a bear! Would you like to be able to leap high into the air to escape? What if you could curl up in an impenetrable, armored ball? Perhaps you would prefer to run as fast as a car? Animals have the ability to do some of these amazing things. Over many generations, they have developed both physical and behavioral defense mechanisms that allow them to survive.

Excerpt 2: "Amazing Defenses"

Predators are constantly looking for food, and prey like millipedes, armadillos, ostriches, butterflies, and springboks want to avoid being eaten! Defense mechanisms increase their chances of survival. Some animals have special internal and external physical structures that help them survive, like the armadillo.

lo's tough shell or the poison-producing glands of the yellow spotted millipede. Many also use behaviors like fleeing or living in herds to protect themselves. These body structures and defensive behaviors have evolved over a long period of time to give animals their best chance at survival. Just imagine the defense mechanisms these animals might develop in another thousand years!

Excerpt 3: "Warning! Stay Away!"

In addition to external structures, many animals also have internal structures that help them survive. The yellow-spotted millipede produces a toxic fluid, hydrogen cyanide, when threatened. Hydrogen cyanide is not only poisonous, it also has a foul smell. As with other animals that taste or smell bad, the yellow spots on the outside of the millipede's body send a clear warning about the poison inside its body. The distinctive colors send a warning: "Eat me and you'll be sorry!"

Similarly, the bright yellow, white, and black bands of the monarch caterpillar warn predators not to eat this little creature. When it emerges, the monarch caterpillar eats only the milkweed leaf. Milkweed has a toxic chemical in it. Monarch caterpillars eat the poisonous milkweed leaves and incorporate the milkweed toxins into their bodies. This makes the caterpillar's body taste bitter. Even when the caterpillar transforms into a butterfly, the toxins stay inside its body. Animals that ingest a monarch get very sick. Predators, especially birds, will not make that mistake more than once! Both the warning coloration of their bodies and their toxicity help monarchs to survive.

1. Choose an excerpt above that you are comfortable reading. You can choose to pair up with someone who has chosen the same excerpt as you if you would like.
2. Read the text excerpt. If you are working with a partner, you can read it together.
3. Take out your Affix List. Underline any affixes that you see in your text excerpt.
4. Record your affixes in the table below. Continue on the back of this task card if you need more space. Be prepared to share them with the whole group when you report back. Use a dictionary if needed.

| Word | Prefix | Root | Suffix | Definition |
|-------------|---------------|-------------|---------------|-------------------|
| | | | | |
| | | | | |
| | | | | |



Independent Reading



Unit 2, 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.4.10, RI.4.10)
- Day 3: I can choose and respond to a prompt about my free choice reading text. (RL.4.10, RI.4.10)
- Day 4: I can listen carefully and ask questions of others about their free choice reading text. (RL.4.10, RI.4.10, SL.4.1)

Student Materials

Days 1 and 2:

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

Day 3:

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

Day 4:

- Free choice reading text

Directions:

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 the back of 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 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. Choose a prompt from the Independent Reading Prompt Bookmarks to respond to. Respond to the prompt in the front of 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 2, Week 2: Teacher Guide



Daily Learning Targets

Day 2

- ● ◆: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix *-ation*. (RF.4.3a, L.4.4b)
- ▲: I can use the words *like* and *likely* and provide their synonyms. (RF.4.3a, L.4.4c, L.4.5c)

Day 4

- ● ◆: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix *-ion*. (RF.4.3a, L.4.4b)
- ▲: I can analyze the meaning of an academic word with the suffix *-al*. (RF.4.3a, L.4.4b)

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Frayer Model to gain a deeper understanding of the meaning of the words and how to use them. 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.
- ▲ Day 2: *Like* is a valuable word to understand and be able to use flexibly. It is one of the words in English that fulfill a wide range of purposes, with different parts of speech: preposition, conjunction, noun, adjective, adverb, verb. Students will need to appropriately use *like* throughout the curriculum and assessments and beyond the classroom.
- ▲ Day 4: Students discuss the meaning and function of the suffix *-al* and the words it modifies. They discuss the strategy of using suffixes as a clue to the meaning of a word in a familiar complex text.
- **Differentiation:**
 - The Unit 2, 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 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.
 - ▲ Day 2: Levels of Support: To provide more challenge, invite students to find additional occurrences of *like* in their research reading or free choice reading texts and determine how all of the meanings are the same or different. Some of the usages of *like* may carry different meanings from what is discussed in this block.

- 🏔 Day 4: Levels of Support: To provide more challenge, invite students to complete and extend the activity by exploring other adjectives with *-al* (e.g., *lethal* and *digital*). They can find other suffixes on the “Brazilian three-banded armadillo” web page (e.g., *-ly*) and investigate their meaning.
- **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.
 - 🏔 Day 2: Create the Like anchor chart by writing the following sentences on chart paper under the heading “Like.” Where you see a line, leave a gap for writing during the session:
 - The armadillo can look like a ball.
 - The armadillo can appear similar to a ball.

 - I like reading.
 - I enjoy reading.

 - An armadillo is likely to curl up into a ball.
 - An armadillo is probably going to curl up into a ball.

 - 🏔 Day 2: Copy and cut out the Suffix puzzle cards (one per pair of students).

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 2, Week 2: Writing Practice: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Card (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 2, Week 2: Word Study and Vocabulary: Student Task Card (from Week 2, Day 1; one per student and one to display)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1 of the module lessons)
- ✓ 🏔 Day 2: Like anchor chart (see Teaching Notes)
- ✓ 🏔 Day 4: Suffix puzzle cards (one per pair)
- ✓ 🏔 Day 4: “Fight to Survive!” (from Unit 1 module lessons; one per student)

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 2, Week 2: Writing Practice: Student Task Card** and remind them they will need to retrieve their **Unit 2, Week 2: Independent Reading: Student Task Card** 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 2, Week 2: Word Study and Vocabulary: Student Task Cards** from Day 1 and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day's task card.
- Distribute the **Unit 2, 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 Frayer Model.
- Because this is still quite new, work step by step with students to complete the Frayer Model using a model where necessary.
- Collect the 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 Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards from Day 1 and read their work 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.
- Review answers to the work from Day 1 and use common issues as whole group teaching points.
- Distribute the Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to choral read the first two sentences on the **Like anchor chart** about the armadillo.
- Tell students that both of these sentences mean the same thing.
- Explain that *appear similar to* is a synonym of one of the meanings of the word *like*. It means the same thing.
- Record this on the Like anchor chart:
 - like = appear similar to
- Invite students to work in pairs to generate a sentence using *like* in this way. Select volunteers to share with the group; clarify where there are misconceptions.
- Record a student-generated example on the anchor chart in the space underneath the first two armadillo sentences.
- Invite students to record their sentence on their Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card.
- Invite students to choral read the next two sentences on the Like anchor chart.
- Tell students that both of these sentences mean the same thing.
- Tell students that *enjoy* is a synonym of another of the meanings of the word *like*. It means the same thing.
- Record on the Like anchor chart in the space underneath the example sentences:
 - like = enjoy
- Ask students to tell their elbow partner things they like using the sentence stem “I like ____.”
- Select volunteers to share with the group; clarify where there are misconceptions.
- Record a student-generated example on the anchor chart in the space underneath the example sentences.
- Invite students to record their sentence on their activity card.
- Invite students to choral read the next two sentences on the Like anchor chart.
- Tell students that both of these sentences mean the same thing.
- Clarify that *probably going to* is a synonym of the word *likely*. It means the same thing.
- Record on the Like anchor chart in the space underneath the example sentences:
 - like = probably going to
- Invite students to work in pairs to generate a sentence about another animal and its defense that they have learned about using *likely* in this way.
- Select volunteers to share with the group; clarify where there are misconceptions.

- Record a student-generated example on the anchor chart in the space underneath the example sentences.
- Invite students to record their sentence on their activity cards.
- Discuss with students the difference in the different ways of saying the same thing. Turn and Talk:
 - ***“Which ways are more formal? Which ways are less formal?” (In the examples provided, appear similar to is more formal than look like, enjoy is more formal than like, and likely to is more formal than probably going to.)***
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Walk through the Unit 2, Week 2: Word Study and Vocabulary: Student Task Card for Day 3, providing models where helpful.

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

- Invite students to retrieve their Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day’s task card using common issues as whole group teaching points.
- Redistribute the Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Distribute the **Suffix puzzle cards**.
- Invite students to retrieve **“Fight to Survive!”** and explain that by putting the cards together correctly they can create words from the text.
- Invite pairs to match the Suffix puzzle cards to make words.
- Read the correctly assembled words aloud to students and then invite students to choral read the words.
- Ask the group and select students to share their responses:
 - ***“How are the words the same?” (They end in -al.)***
 - ***“What can we call -al?” (word endings; suffixes)***
 - ***“What is a suffix?” (a piece added on to the end of a word)***
 - ***“What does a suffix do? (makes a new word by changing the meaning of the word)***
- Draw a T-chart on the board with the label “Words with suffix ‘-al.’”
- Invite students to come up and write the words from the puzzle cards onto the T-chart.
- Have students take apart the puzzle cards with the suffix -al.
- Ask the group and cold call students to share their responses:
 - ***“Now what do you have?” (word cards and -al suffix cards)***
- Tell students that all of these word cards are nouns, or things.
- Ask students to discuss with an elbow partner and select volunteers to share responses with the whole group:

“What happens when we add the -al back onto the noun?” (The noun becomes an adjective, which helps us describe nouns, or things.)

“What does the suffix -al mean?” (relating to, about, the kind of, like)

- Write “adjective” next to the “Words with suffix ‘-al’” label on the T-chart.
- Tell students that we often put an adjective before another noun—for example, *tropical rainforest*.
- Ask students to discuss with an elbow partner and cold call students to share with whole group:
 - “What are some nouns that come after the adjectives informational and normal?” (informational text, normal day)***
- Ask the group and select students to share:
 - “Why is it helpful to know about suffixes?” (They can change one English word into a new English word. They are “word helpers”: They help us understand the meaning of a word.)***
- Discuss the meaning of the suffix words, starting with the word *tropical*.
 - “What does tropical mean?” (related to the tropics; in the tropics)***
 - “What does the word tropical help us do?” (understand the climate of the rainforest)***
 - “If we were going to write about the rainforest, what would using the word tropical help us do?” (describe the rainforest more precisely)***
- If productive, cue students to listen carefully and seek to understand:
 - Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)***
- Complete a similar process of discussing meaning for the remaining *-al* words.
- Collect the 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 2, Week 2: Teacher-Guided Student Activity Card (■)

Name: _____

Date: _____



Daily Learning Targets

- Day 2: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix *-ation*. (RF.4.3a, L.4.4b)
- Day 4: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix *-ion*. (RF.4.3a, L.4.4b)

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.

There is a lot of information about animal defense mechanisms in the text "Fight to Survive!"

The word is "**information.**"

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

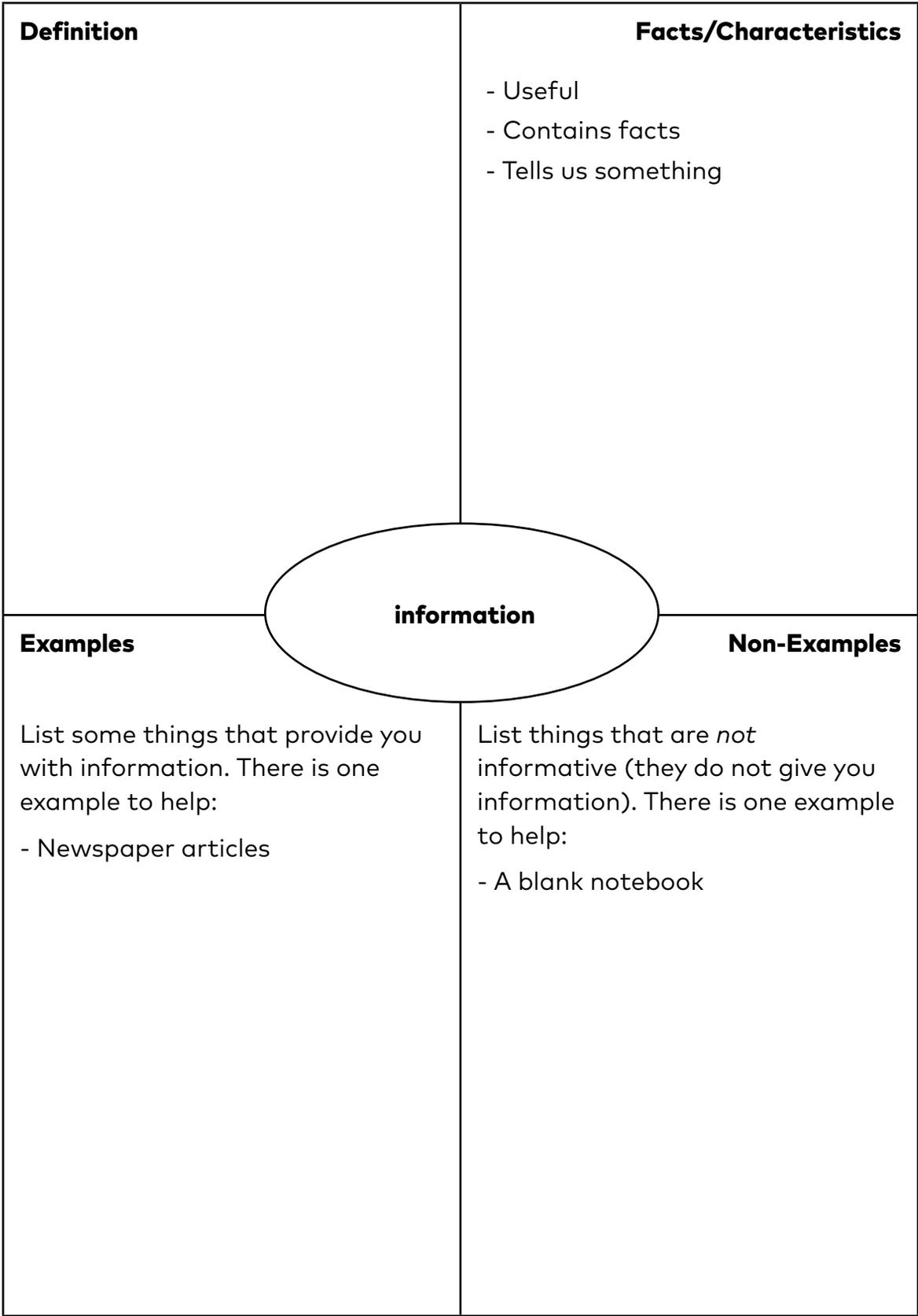
| Prefix | Root | Suffix | Definition of Affix |
|--------|------|--------|--|
| | | | <i>-ation</i> is the act or process of |

2. What are two words with the same root?

- Inform: _____

- Inform: _____

3. Complete the Frayer Model for the word *information*:



Day 4

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

The reaction of an animal to a predator helps it to survive.

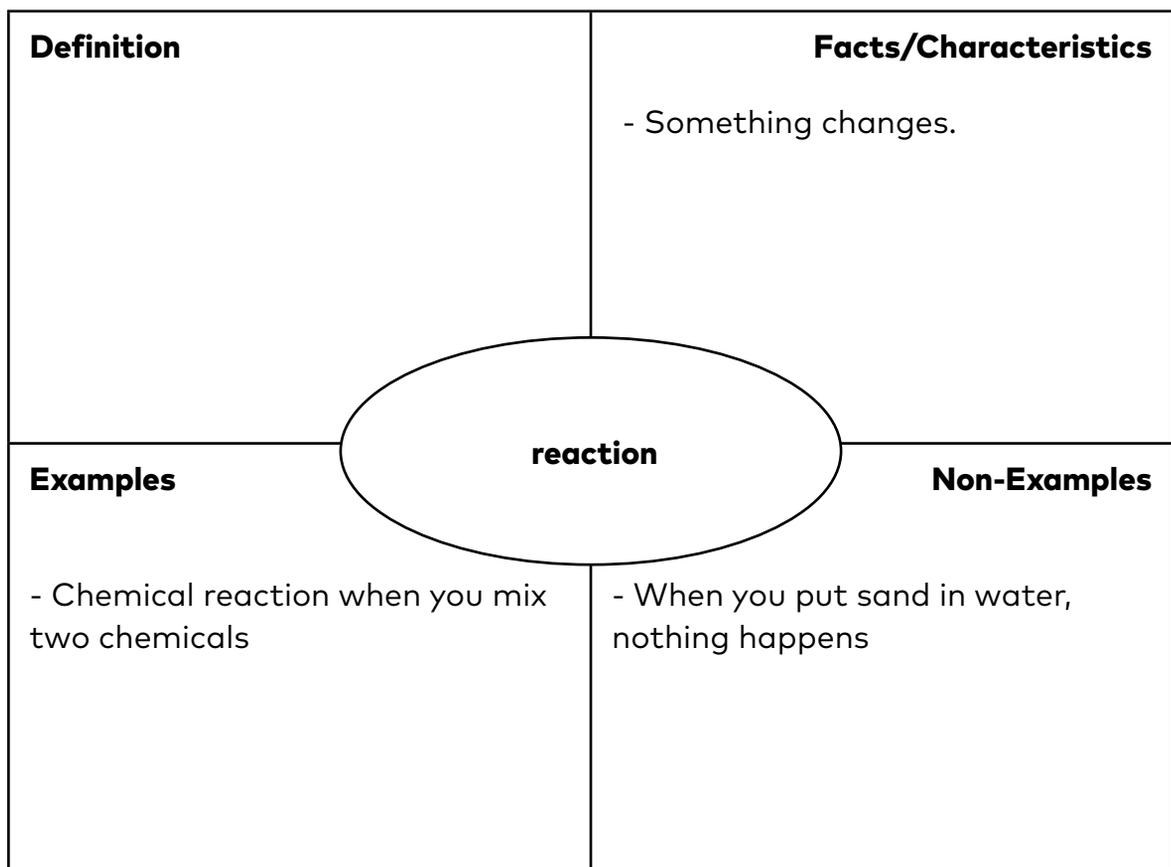
The word is "**reaction.**"

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

| Prefix | Root | Suffix | Definition of Affix |
|--------|------|--------|----------------------------|
| | | | -ion is the act or process |

2. What are two words with the same affix?

3. Complete the Frayer Model for the word **reaction**:



**Word Study and Vocabulary****Unit 2, Week 2: Teacher-Guided Student Activity Card (●◆)****Name:** _____ **Date:** _____**Daily Learning Targets**

- Day 2: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix *-ation*. (RF.4.3a, L.4.4b)
- Day 4: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix *-ion*. (RF.4.3a, L.4.4b)

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.

There is a lot of information about animal defense mechanisms in the text "Fight to Survive!"

The word is "**information.**"

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

| Prefix | Root | Suffix | Definition of Affix |
|--------|------|--------|---------------------|
| | | | |

2. What are two words with the same root?

Inform: _____

Inform: _____

3. What are two words with the same affix?

4. Complete the Frayer Model for the word **information**:

| | |
|-------------------|---|
| Definition | Facts/Characteristics <ul style="list-style-type: none">- Useful- Contains facts- Tells us something |
| Examples | Non-Examples |

information

5. Use the word in a sentence:

Day 4

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

The physical reaction of an animal to a predator helps it to survive.

The word is "**reaction.**"

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

| Prefix | Root | Suffix | Definition of Affix |
|--------|------|--------|---------------------|
| | | | |

2. What are two words with the same root?

React: _____

React: _____

3. What are two words with the same affix?

4. Complete the Frayer Model for the word **reaction**:

| | |
|-------------------|---|
| Definition | Facts/Characteristics - Something changes |
| Examples | Non-Examples |

reaction

5. Use the word in a sentence:



Word Study and Vocabulary



Unit 2, Week 2: Teacher-Guided Student Activity Card (A)

Name: _____

Date: _____



Daily Learning Targets

- Day 2: I can use the words *like* and *likely* and provide their synonyms. (RF.4.3a, L.4.4c, L.4.5c)
- Day 4: I can analyze the meaning of an academic vocabulary word with the suffix *-al*. (RF.4.3a, L.4.4b)

Student Materials

Day 2:

- Like anchor chart

Day 4:

- Affix List
- Dictionary (one per pair)

Directions:

Day 2

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

Polly's main consideration was escaping from the tiger shark.

1. Like = appear similar to

2. Like = enjoy

3. Likely = probably going to

**Word Study and Vocabulary****Unit 2, Week 2, Day 4: Suffix Puzzle Card (▲)**

| | |
|--------------------|-----------|
| information | al |
| tropic | al |
| norm | al |



Word Study and Vocabulary

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

Day 2

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

| Prefix | Root | Suffix | Definition of Root |
|--------|---------------|---------------|--|
| | <i>inform</i> | <i>-ation</i> | <i>-ation is the act or process of</i> |

2. What are some words with the same root? *Responses will vary, but could include: inform, informed, informing, informative.*
3. What are some other words with the same affix? *Responses will vary, but could include: imagination, communication.*

4. Complete the Frayer Model for this word:

| | |
|---|--|
| <p>Definition</p> <p><i>Facts provided or learned about something or someone</i></p> | <p>Facts/Characteristics</p> <p><i>Responses will vary, but could include:</i></p> <ul style="list-style-type: none"> - Useful - Contains facts - Tells us something |
| <p>information</p> | |
| <p>Examples</p> <p><i>Responses will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> - Newspaper articles - Leaflets - Nonfiction books - Food label | <p>Non-Examples</p> <p><i>Responses will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> - A blank notebook |

Day 4

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

| Prefix | Root | Suffix | Definition of Root |
|--------|--------------|-------------|--------------------------------------|
| | <i>react</i> | <i>-ion</i> | <i>-ion is the act or process of</i> |

2. What are some words with the same root? *Responses will vary, but could include: reacts, reacting, reacted, reactive.*
3. What are some other words with the same affix? *Responses will vary, but could include: action, attention, celebration.*

4. Complete the Frayer Model for this word:

| | |
|--|--|
| <p>Definition</p> <p><i>To behave or change when something happens</i></p> | <p>Facts/Characteristics</p> <p><i>Responses will vary, but could include:</i></p> <ul style="list-style-type: none"> - <i>Something happens.</i> - <i>Something changes.</i> |
| <p>reaction</p> | |
| <p>Examples</p> <p><i>Responses will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> - <i>Chemical reaction</i> - <i>Jumping out of the way when a car speeds by</i> - <i>When someone saying something kind causes another to smile</i> - <i>Someone saying something mean causes another to cry</i> | <p>Non-Examples</p> <p><i>Responses will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> - <i>When sand is mixed with water, nothing happens.</i> |



Writing Practice



Unit 2, Week 2: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

- Day 2: I can revise a focus statement to make it stronger. (W.4.2a, W.4.2d, L.4.6)
- Day 4: I can provide kind, specific, and helpful feedback. (W.4.2a, W.4.5)

Student Materials

Day 2:

N/A

Day 4:

First draft of focus statement

Directions:

Day 2

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

- A **focus statement** tells the reader what your writing is going to be about and explains why it is important.

Revise the paragraph below to include a focus statement that answers the module question: How do animals' bodies and behaviors help them survive? Follow the criteria on the Focus Statement Criteria anchor chart. You can add or remove anything that doesn't work:

1. Monarch butterflies have beautiful wings that show they are poisonous. Being poisonous is a defense mechanism that some animals have. The patterns and colors on animal skins and wings are often used on fabric and jewelry. If you wear a monarch butterfly print, predators might think you are poisonous, too!

Day 4

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

- A **focus statement** tells the reader what your writing is going to be about and explains why it is important.
1. Pair up with someone else. Label yourselves A and B.
 2. Partner A: read your focus statement aloud for partner B.
 3. Partner B: use the Focus Statement Criteria anchor chart to provide one star (something partner A did well).
 4. Partner B: use the Focus Statement Criteria anchor chart to provide one step (something to improve).
 5. Repeat with partner B reading the focus statement and partner A providing a star and a step.
 6. Use the stars and steps to revise your focus statements.

Revised focus statement:
