

**Grade 4:** Module 2: Unit 1

# Additional Language and Literacy Block

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## Additional Language and Literacy Block: Teacher Guide

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(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 1 OVERVIEW	
 <p><b>Reading and Speaking Fluency/GUM</b> RF.4.4</p>	<ul style="list-style-type: none"> <li>Students are allocated a narrative fluency passage for the week. They self-assess their fluency, set goals, and practice reading the passage, including reading the punctuation.</li> <li><i>ELLs complete the same activities as other students with a shorter excerpt of text.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■ ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Additional Work with Complex Text</b> RI.4.2</p>	<ul style="list-style-type: none"> <li>Students practice stating the main idea of different passages from <i>Animal Behavior: Animal Defenses</i> through specific teacher-led instruction, in order to be prepared for determining the main idea and summarizing in the module lessons.</li> <li><i>ELLs complete the same activities as other students with differentiated supports.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ■ ▲, group 2 ●, group 3 ◆</li> <li>(Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Independent Reading</b> RL.4.10, RI.4.10, SL.4.1</p>	<ul style="list-style-type: none"> <li>All students read both research texts (related to the topic of animal defense mechanisms) and free choice texts (on any topic of their interest).</li> <li>They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion.</li> <li><i>ELLs complete the same activities as other students.</i></li> </ul>
 <p><b>Writing Practice</b> W.4.1, W.4.2, W.4.2a, W.4.2b, W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6</p>	<ul style="list-style-type: none"> <li>Students respond to prompts about texts read in the module lessons.</li> <li><i>ELLs learn about writing summaries and practice writing summaries both as a group and independently.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ◆ ●</li> <li>(Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Word Study and Vocabulary</b> RF.4.3a, L.4.4b, L.4.6</p>	<ul style="list-style-type: none"> <li>Students analyze two academic vocabulary words and their affixes (using Frayer Models) and practice using the words in context.</li> <li><i>ELLs analyze produced and developed and their affixes (using a vocabulary organizer) and practice using the words in different contexts.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆</li> <li>(Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>

ALL 4M2 UNIT 1 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 1</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 2</b>  ALL Block: Week 1, Day 1	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> With teacher guidance, students are introduced to fluency texts and continue to use the fluency checklist for self-assessment. They identify strengths and set goals. <b>Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4)</b> <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide</li> <li>Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card</li> <li>Fluency Self-Assessment Checklist</li> </ul>	<b>Additional Work with Complex Text</b> <b>Overview:</b> Students follow a task card to practice forming a sentence that could be used to express the main idea of an article on animal defenses in preparation for a close read in the module lessons. <b>Learning Target: I can state the main idea of a passage in two different ways. (RI.4.2)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1: Additional Work with Complex Text: Student Task Card</li> <li>Main Idea Scramble</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> 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. <b>Learning Target: I can read my research reading text independently for 10 minutes. (RI.4.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1: Independent Reading: Student Task Card</li> </ul>
<b>Lesson 3</b>  ALL Block: Week 1, Day 2	<b>Additional Work with Complex Text</b> <b>Overview:</b> With teacher guidance, students use a task card to reread and determine the main idea of "Bad Smells, Bad Tastes, and Powerful Poisons" from <i>Animal Behavior: Animal Defenses</i> . <b>Learning Target: I can state the main idea of a passage in two different ways. (RI.4.2)</b> <i>ELLs complete the same activities as other students.</i> <i>See the Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide</li> <li>Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■▲)(●)(◆)</li> <li>Main Idea Pieces (■▲)</li> </ul>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> Students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on the goals set on Day 1. <b>Learning Target: I can critique my partner's fluency and provide kind, helpful, and specific feedback based on his or her fluency goals. (RF.4.4)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> 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. <b>Learning Targets: I can read my research reading text independently for 10 minutes. (RI.4.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

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ALL 4M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 4</b>  ALL Block: Week 1, Day 3	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> With teacher guidance, all students learn how to consider punctuation when reading aloud. They then apply this skill to fluently read their fluency passage. <b>Learning Target: I can read a text aloud fluently. (RF.4.4)</b> <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> <b>Printed Materials:</b> N/A	<b>Additional Work with Complex Text</b> <b>Overview:</b> Students follow a task card to reread “Animal Armor” from <i>Animal Behavior: Animal Defenses</i> and practice forming sentences that could be used to express the main idea of this section. <b>Learning Target: I can state the main idea of a passage in two different ways. (RI.4.2)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to read for 5 minutes and then choose and respond to a prompt in the front of their independent reading journals. <b>Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.4.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 5</b>  ALL Block: Week 1, Day 4	<b>Additional Work with Complex Text</b> <b>Overview:</b> With teacher guidance, students use a task card to reread and determine the main idea of “Escape Artists” from <i>Animal Behavior: Animal Defenses</i> . <b>Learning Target: I can state the main idea of a passage in two different ways. (RI.4.2)</b> <i>ELLs complete the same activities as other students.</i> <i>See the Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• “Escape Artists” Scrambled Sentences</li> </ul>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> All students follow a task card to read/perform their fluency passages aloud to the whole group, one by one. Then they self-assess to determine progress. <b>Learning Target: I can read a passage aloud fluently. (RF.4.4)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another. <b>Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 6</b>	<b>FLEX DAY</b>  Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

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ALL 4M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 7</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 8</b> ALL Block: Week 2, Day 1 <i>**Note: This ALL Block lesson assumes ELLs have already read the text "Fight to Survive!", which happens in Unit 1, Lesson 7 of the module lessons.</i>	<b>Writing Practice</b> <b>Overview:</b> With teacher guidance, students begin to build up stamina in writing fluency. They choose from several prompts about animal defense mechanisms and use what they have learned through their research in the module lessons as they write continuously for 5 minutes. Students are introduced to a fluency checklist for self-assessment. They identify strengths and set goals. <b>Learning Targets:</b> ■ ● ◆: I can respond to a prompt about animal defense mechanisms. (W.4.1, W.4.2, W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6) ▲: I can analyze how information and ideas in a paragraph are clearly presented and easy to understand. (W.4.1, W.4.2a, W.4.2b, W.4.4) <i>ELLs analyze a summary of the Behavioral Defense Mechanisms section from "Fight to Survive!" to understand how the information and ideas in the summary are clearly presented and easy to understand. See the Unit 1, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Writing Practice: Teacher Guide</li> <li>Unit 1, Week 2: Writing Practice: Week 1: Teacher-Guided Student Activity Card (■ ● ◆), (▲)</li> </ul>	<b>Word Study and Vocabulary</b> <b>Overview:</b> Students follow a task card to play a memory match game with affixes and their meanings. <b>Learning Target: I can identify affixes in words and use affixes as clues to the meanings of words. (RF.4.3a, L.4.4b)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Word Study and Vocabulary: Student Task Card</li> <li>Memory Match Cards</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals. <b>Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.4.10/RI.4.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Independent Reading: Student Task Card</li> </ul>

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ALL 4M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 9</b>  ALL Block: Week 2, Day 2	<b>Word Study and Vocabulary</b> <b>Overview:</b> With teacher guidance, students use a Frayer Model to analyze the meaning of the academic vocabulary word <i>typical</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. <b>Learning Targets:</b> ■ ● ◆ : I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix -al. (RF.4.3a, L.4.4b) ▲ : I can analyze the meaning of an academic vocabulary word with the suffix -ed. (RF.4.3a, L.4.4b) <i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the word produced. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide</li> <li>Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■ ● ◆), (▲)</li> </ul>	<b>Writing Practice</b> <b>Overview:</b> Students follow a task card to continue to build up stamina in writing fluency. They use what they have learned through their research in the module lessons as they write continuously for 10 minutes in response to a prompt about “Lying Low.” <b>Learning Target:</b> I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Writing Practice: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals. <b>Learning Target:</b> 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> <b>Printed Materials:</b> N/A

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ALL 4M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 10</b>  ALL Block: Week 2, Day 3	<b>Writing Practice</b> <b>Overview:</b> With teacher guidance, students continue to build up stamina in writing fluency. They use what they have learned through their research in the module lessons as they write continuously for 15 minutes in response to a prompt about “Lying Low” and “A Life in Hiding.” <b>Learning Targets:</b> ■ ● ◆ : I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6) ▲ : I can write information and ideas in a summary that is clearly presented and easy to understand. (W.4.2a, W.4.2b, W.4.4) <i>With teacher guidance, ELLs continue to analyze a summary of the Behavioral Defense Mechanisms section from “Fight to Survive!” to understand how the information and ideas in the summary are clearly presented and easy to understand. They categorize supporting details and produce an oral summary to build the language necessary for writing. See the Unit 1, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</i> <b>Printed Materials:</b> N/A	<b>Word Study and Vocabulary</b> <b>Overview:</b> Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. <b>Learning Target:</b> I can use an academic vocabulary word in context. (L.4.6) <i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in the back of their independent reading journal. <b>Learning Target:</b> I can choose and respond to a prompt about my free choice reading text. (RL.4.10, RI.4.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

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ALL 4M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 11</b>  ALL Block: Week 2, Day 4	<b>Word Study and Vocabulary</b> <b>Overview:</b> With teacher guidance, students use a Frayer Model to analyze the meaning of the academic vocabulary word <i>essential</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. <b>Learning Targets:</b> ■ ● ◆: I can use a Frayer Model to analyze the meaning of an academic word with the suffix -ial. (RF.4.3a, L.4.4b) ▲: I can analyze the meaning of an academic word with the suffix -ed. (RF.4.3a, L.4.4b) <i>With teacher guidance, ELLs analyze the meaning of the academic word developed. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary Teacher Guide for instruction that has been differentiated for ELLs.</i> <b>Printed Materials:</b> N/A	<b>Writing Practice</b> <b>Overview:</b> Students follow a task card to continue to build up stamina in writing fluency. They use what they have learned through their research in the module lessons as they write continuously for 12 minutes in response to a prompt about their expert group selection from <i>Animal Behavior: Animal Defenses</i> . Students self-assess and revisit their fluency goals to determine progress. <b>Learning Target:</b> I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another. <b>Learning Target:</b> I can listen carefully and ask questions of others about their free choice reading. (RL.4.10, RI.4.10, SL.4.1) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 12</b>	<b>FLEX DAY</b>  Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



## Reading and Speaking Fluency/GUM

### Unit 1, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4)

##### Day 3

- I can read a text aloud fluently. (RF.4.4)

#### Teaching Notes

- On Day 1 of this component, students are introduced to the passages they are to practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.
- On Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- **Differentiation:**
  - Day 1: Students read different amounts of the text depending on their ability, as described in the directions.
  - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to provide good models of reading aloud fluently and accurately. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Day 1: Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading.
- **In advance:**
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

## Materials

### Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 1, 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)
- ✓ *Animal Behavior: Animal Defenses* (text; one per student)
- ✓ **Day 1 only:** Sticky notes (two per student)
- ✓ Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ 🏠 Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

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

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 1: Independent Reading: Student Task Card** and the **Unit 1, 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 (19 minutes, repeated three times)

- Invite students to open up their copies of *Animal Behavior: Animal Defenses* and mark the fluency passage they will use to work on reading fluency with **sticky notes**.
  - ■● Starting at “A cheetah stalks ...” on page 7 and ending at “... and then leap again.”
  - ◆ Starting at “A cheetah stalks ...” on page 7 and ending at “Scientists call this inborn knowledge instinct” on page 9. Note: Students do not need to read the caption to the photograph on page 8.
  - 🏠 Page 56, paragraph 1 of “Poisonous Prey” section: starting at “A poisonous animal has poison ...” and ending at “... or even after it has swallowed it.”
- Invite students to read their excerpt silently in their heads. As students read, check in with students in the other ALL groups who need support in getting started.

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card**. Review the Daily Learning Target and discuss what it means.
- Read the excerpt of text aloud once and invite students to follow along on their own copy of the text.
- Read it again and invite students to read along chorally with you.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- 🏔 Mini Language Dive:
  - Throughout the Language Dive, 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**.
  - Encourage extended conversation among students about the meaning of the passage, especially the key phrases: *typically* and *comes in contact*.
  - Invite students to place a finger on the sentence: **It does not typically have a special body part, such as a sting, for injecting the poison** and to read it aloud chorally with you.
  - Turn and Talk:
    - “What does typically mean?” (usually)*
    - “So, does a poisonous animal usually have a sting? What, in the sentence, makes you think so?” (No; the sentence says it “does not typically have a special body part, such as a sting.”)*
  - Invite students to place a finger on the sentence: **Instead, a predator comes in contact with the poison when it seizes or eats the poisonous animal** and to read it aloud chorally with you.
  - Turn and Talk:
    - “What does contact mean? You can use your dictionary.” (touch)*
    - “What does comes in contact with mean?” (touch)*
    - “Why do we say comes in contact with instead of touches?” (For variation. It has a different connotation than touch, which sounds deliberate. Coming into contact with something might be accidental.)*
    - “When does a predator come in contact with the poison? When it sees a poisonous animal?” (No; when it seizes or eats one)*
    - “How does this paragraph help you answer the guiding question: How do animals' bodies and behaviors help them survive?” (Responses will vary.)*
  - If productive, cue students to clarify the conversation by confirming what they mean:
    - Conversation Cue: “So, do you mean...?” (Responses will vary.)*
  - Invite students to ask questions about anything they don't understand in the text.
- ●◆▲:
- Distribute the **Fluency Self-Assessment Checklist**.
- Read each criterion on the checklist aloud, clarifying anything students don't understand. Remind students that they saw this checklist in Module 1 and should be familiar with it.
- If students require it, invite them to draw symbols next to criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.



- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on this week:
  - I can read my text at a speed that is appropriate for the piece.
  - I can notice and read punctuation.
- Read the text three times aloud as indicated below. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them:
  - First read: quickly, not attending to punctuation.
  - Second read: slowly, word by word, sounding out every fifth word or so, again not attending to punctuation.
  - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume, pitch, and tone to reflect an understanding of the author’s intended message.
- As students share out, remind them of the **Fluent Readers Do These Things anchor chart** from Module 1 of the module lessons.
- Invite students to read the passage aloud to an elbow partner.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and recording a goal on their activity card based on the criteria they feel they most need to work on.
- Tell students to keep their Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards, as they will need to refer to their goal during their independent work in the next ALL Block lesson.
- Prepare students for the next day’s independent activity: Display the **Unit 1, 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 1, Week 1: Independent Reading: Student Task Card** and the **Unit 1, 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)

- Invite students to open up their copies of **Animal Behavior: Animal Defenses** and to reread the fluency passage they have been working on (marked with sticky notes). As students in this group read, check in with students in the other ALL groups who need support in getting started.

- Invite students to retrieve their **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card** and their **Fluency Self-Assessment Checklist**.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to review the goals they set on Day 1.
- Focus students on the criterion:
  - I can notice and read punctuation.
- Remind students that they also focused on this criterion in Unit 3 of Module 1.
- Focus students on the model sentences on their activity card.
- Select a student to read the first sentence aloud for the whole group.
- Focus students on the period at the end of the first sentence and invite them to highlight it.
- Read the sentence aloud, reading the punctuation as an example.
- Read the group fluency passage and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Ask students to discuss with an elbow partner:
 

***“How does the reader’s voice respond to the punctuation?” (Intonation goes down at the end to close the sentence.)***
- Invite students to read it chorally with you.
- Repeat with the rest of the sentences on the activity card, focusing on the question mark, the exclamation mark, and then the comma in the same way.
- Talk through the punctuation in the excerpt students are reading that they need to pay close attention to.
- Invite students to read the entire excerpt chorally with you, emphasizing how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to practice reading their passages aloud, adding pauses and changing the tone of voice they use according to the punctuation.
- Invite students to practice reading their excerpt in different voices—for example, an old man or a character from a TV show.
- Invite students to pair up with an elbow partner and to read the excerpt aloud to each other.
- Ask students to help their partner self-assess against the highlighted criteria on their checklist, and their fluency goal from Day 1, paying particular attention to how well they notice and read punctuation.



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

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

**Fluency Self-Assessment Checklist**

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



## Reading and Speaking Fluency/GUM



### Unit 1, Week 1: Teacher-Guided Student Activity Card (■●◆▲)

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

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



#### Daily Learning Targets

##### Day 1:

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4)

##### Day 3:

- I can read a text aloud fluently. (RF.4.4)

#### Student Materials

##### Day 1:

- ☒ *Animal Behavior: Animal Defenses*
- ☒ Fluency Self-Assessment Checklist

##### Day 3:

- ☒ *Animal Behavior: Animal Defenses*

#### Directions:

##### Day 1

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

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

1. Self-assess where you are with each of the highlighted criteria on your checklist by placing a check mark in the appropriate column.

2. Discuss with a partner, then write. I am good at:

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

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**Day 3**

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

1. For that reason, people have sometimes thought that the ostrich was actually hiding its head in the sand. This is a myth.
2. What if you could curl up in an impenetrable, armored ball? Perhaps you would prefer to run as fast as a car?
3. The ostrich's head is always exposed on top of the ground. It is just well camouflaged!
4. Predators, especially birds, will not make that mistake more than once!
5. If the three-banded armadillo's coat of armor isn't enough to discourage a hungry predator, it also has another line of defense.
6. In fact, ostriches have the longest legs of any bird. They are the fastest birds in the world!
7. In a herd, many eyes, ears, and noses are alert for danger.
8. Predators are constantly looking for food—and prey like millipedes, armadillos, ostriches, butterflies, and springboks want to avoid being eaten!



## Additional Work with Complex Text



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

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

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



### Daily Learning Targets

- Day 1: I can state the main idea of a passage in two different ways. (RI.4.2)
- Day 3: I can state the main idea of a passage in two different ways. (RI.4.2)

#### Day 1:

- Main Idea Scramble sheet
- Scissors (one per pair)

#### Day 3:

- *Animal Behavior: Animal Defenses*

### Directions:

#### Day 1

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

With a partner:

1. Cut apart the pieces on the Main Idea Scramble sheet.
2. Use the pieces to make a main idea sentence that begins with "Some animals \_\_\_\_\_."

*Example of a main idea sentence:*

Some animals

use

spines

to protect  
themselves

Some animals use spines to protect themselves.

3. Write the sentence you made in the space on the next page.
4. Mix up the pieces and use them again. Repeat until you have made four different sentences. You may use each piece as many times as you like.

1. Some animals

---

---

---

2. Some animals

---

---

---

3. Some animals

---

---

---

4. Some animals

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---

---

**What do you notice about the sentences? Write your observations in the space below. You will share them with your teacher tomorrow.**

We noticed:

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**MORE CHALLENGE:** Think of some other ways to state each main idea. Write your own sentences on the back of this sheet. How many sentences were you able to make all together?

### Day 3

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

With a partner:

1. Read "Animal Armor" on page 38 of *Animal Behavior: Animal Defenses* aloud.
2. Discuss the main idea of the text.
3. Read the model sentences below:

Some animals protect themselves by using stingers.  
Some animals use stingers to protect themselves.

4. Write the main idea of the "Animal Armor" text in two different ways. You may use the model sentences to help you.

a.

---

---

b.

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**MORE CHALLENGE:** On the back of this paper, brainstorm other ways to express the main idea of this passage. Write your main idea sentences underneath your brainstorm.

**Additional Work with Complex Text****Unit 1, Week 1, Day 1: Main Idea Scramble**

to protect themselves	stingers
protect themselves	by using
use	poison



## Additional Work with Complex Text



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

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#### Day 1

Sample sentences:

*Some animals use poison to protect themselves.*

*Some animals protect themselves by using poison.*

*Some animals use stingers to protect themselves.*

*Some animals protect themselves by using stingers.*

We noticed:

Responses will vary, but may include:

- *The word "animals" and a form of "use" is in all of them.*
- *The words "protect themselves" are in all of them.*
- *When the word "by" is used, the verb ends in "ing."*
- *The two sentences about poison use almost the same words.*
- *The same words can be used in different places in the sentence.*

**MORE CHALLENGE:** Think of some other ways to state each main idea. Write your own sentences on the back of this sheet. How many sentences were you able to make altogether?

Responses will vary, but may include:

- *One of the ways animals protect themselves is by being poisonous.*
- *One of the ways animals protect themselves is by stinging.*
- *Being poisonous can help an animal protect itself.*
- *Some animals sting to protect themselves.*

---

#### Day 3

*Some animals use armor to protect themselves.*

*Some animals protect themselves by using armor.*





## Independent Reading



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

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

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



### Daily Learning Targets

#### Days 1 and 2:

I can read my research reading text independently for 10 minutes. (RI.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 and 2

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

1. Read your independent research reading text for 10 minutes.
2. Record your reading in 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 this person's text. Prepare a question.

5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
7. Repeat steps 4–6 with each person in the group.
8. If time allows, choose from the following:
  - Continue to read your free choice reading text.
  - Try out a new text.



## Additional Work with Complex Text

### Unit 1, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can state the main idea of a passage in two different ways. (RI.4.2)

##### Day 4

- I can state the main idea of a passage in two different ways. (RI.4.2)

#### Teaching Notes

- On Day 1, students read the introduction to one of the expert group passages and practice stating the main idea in two different ways.
- On Day 2, students practice stating the main idea.
- **Differentiation:**
  - The Teacher-Guided Student Activity Cards for these activities are differentiated.
  - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together because they work on the same Teacher-Guided Student 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 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: Write or project the following model sentences for easy reference:
    - Some animals use poison to protect themselves.
    - Some animals protect themselves by using poison.
    - Some animals use stingers to protect themselves.
    - Some animals protect themselves by using stingers.

#### Materials

##### Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 1, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)

- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *Animal Behavior: Animal Defenses* (one per student; to read a passage: “Bad Smells, Bad Tastes, and Powerful Poisons” pages 55–56)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)
- ✓ Model sentences (to display; see Teaching Notes)

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

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 1, 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 1, 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 (19 minutes, repeated three times)

- Invite students to open to page 55 of *Animal Behavior: Animal Defenses* and to read the text under the heading, “Bad Smells, Bad Tastes, and Powerful Poisons.” As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to the Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Refer students back to “Bad Smells, Bad Tastes, and Powerful Poisons” in *Animal Behavior: Animal Defenses* and invite them to read it aloud chorally with you.

- Remind students that often, in an informational text, the title of a chapter tells us what the chapter will be about. Invite students to turn and talk with a partner about what they think the main idea of this text is. Listen for the idea that the passage is about how some animals use chemicals to defend themselves.
- 🗒️: Mini Language Dive:
  - Read the first two paragraphs aloud, stopping as needed to check for general comprehension.
  - Reread, record, and display the final sentence of Paragraph 1: **A variety of animals use another weapon ... stop their attack after it has begun.**
  - Using total participation techniques and Conversation Cues, discuss critical language in the final sentence of Paragraph 1 with questions such as:
    - “What’s a weapon?” (part of the body that helps the animal defend itself)*
    - “What’s another weapon animals have to protect themselves?” (Teeth. If possible, point to a picture of an animal’s sharp teeth.)*
    - “What’s a chemical? You can look up the translation.” (a fluid or substance in the animal’s body)*
    - “What does it mean to ward off a predator? Does it mean to run after a predator?” (No; it means scare a predator.)*
    - “So, how do chemicals help prey? Paragraph 2 may help you answer.” (bad taste, bad smell, irritating, poisonous)*
  - If productive, cue students to expand the conversation by giving an example:
    - Conversation Cue: “Can you give an example?” (Responses will vary.)*
- Call attention to the **model sentences**. Remind students that these are the main idea sentences they generated yesterday.
- Explain that they can use these sentences as models to help them write sentences about other animal defenses. Ask students what a similar sentence about animals using chemicals to defend themselves might sound like. Listen for:
  - Some animals use chemicals to protect themselves.
  - Some animals protect themselves by using chemicals.
- Support students in completing their differentiated activity cards. Demonstrate using the model sentences for wording, spelling, and punctuation as needed. Share responses as time allows.
- 🗒️:
  - If time allows, ask students about the language in the main idea sentences:
    - “What do you notice about these sentences?” (They both start with Some animals and use protect themselves. They have some form of use chemicals. They use similar verbs but vary the structure.)*
    - “What do the sentences begin with?” (animal; a thing)*
    - “What comes next?” (use/protect; an action; what the animal does)*
    - “What comes after the action?” (chemicals/themselves; an object; a thing the animal uses or protects)*
    - “What are by using chemicals and to protect themselves?” (the way and the reason that they protect themselves)*

- Tell students they should remember this as a common type (or formula) of sentence in English: thing (noun) + action (verb) + thing (object).
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day's independent activity: Walk through the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

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

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and **Unit 1, Week 1: Independent Reading: 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 1, 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 (19 minutes, repeated three times)

- Invite students to open to page 22 of *Animal Behavior: Animal Defenses* and to read the text under the heading “Escape Artists.” 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 1, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Refer students to “Escape Artists” in *Animal Behavior: Animal Defenses* and invite them to read it aloud chorally with you.
- After reading, ask students to turn to a partner and share their idea about the main idea of the passage. Listen for the idea that the passage is about how some animals escape to defend themselves.
- ▲: Mini Language Dive:
  - Reread, record, and display the first sentence of Paragraph 2: **For many ... is escape.**
  - Using total participation techniques and Conversation Cues, discuss critical language in the first sentence of Paragraph 2 with questions such as:

*“What does this defense refer to?” (second line of defense)*

*“What do you think a second line of defense means?” (another way an animal protects itself that may not be as good)*

*“What does escape mean? (get away; get free)*

*“In the paragraph, can you find another word for escape, or a way of escape?” (fleeing)*

*“What’s another word for fleeing?” (running)*

*“What’s another way to escape that’s described in the passage?” (startling)*

*“What does startling mean?”*

— If productive, cue students to clarify the conversation by confirming what they mean:

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

- Invite students to complete their activity cards independently. Informally observe as they work in order to identify students who will need additional support with stating main ideas in the module lessons.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.



**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Card (■▲)****Name:** \_\_\_\_\_**Date:** \_\_\_\_\_**Daily Learning Target****Days 2 and 4:**

I can state the main idea of a passage in two different ways. (RI.4.2)

**Student Materials****Day 2:**

- ☒ Main Idea Pieces
- ☒ *Animal Behavior: Animal Defenses*
- ☒ Scissors

**Day 4:**

- ☒ "Escape Artists" Scrambled Sentences
- ☒ *Animal Behavior: Animal Defenses*
- ☒ Scissors

**Directions:****Day 2**

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

1. Cut apart the Main Idea Pieces.
2. Use the pieces to make two main idea sentences for the "Bad Smells, Bad Tastes, and Powerful Poisons" text excerpt that begin with "Some animals \_\_\_\_\_."
3. Say the sentences aloud to your partner.
4. Copy each sentence you make on the lines on the next page.

a.

---

---

b.

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---

### Day 4

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

1. Cut apart the pieces at the bottom of the "Escape Artists" Scrambled Sentences.

2. Use all the pieces to make two sentences that tell the main idea of "Escape Artists" in *Animal Behavior: Animal Defenses*.

3. Write the sentences here:

a.

---

---

b.

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---

4. Read each sentence aloud to a partner. Does it make sense?

5. Discuss these questions with a partner. Then share with the group:

- How are these main idea sentences similar to the ones you made on the Day 3 task card?
- How are they different?

6. Take turns saying a main idea sentence for each of the animal defenses listed below. Example:

Some animals use sharp claws to protect themselves.

**Animal defenses:**

- a) fight back
- b) smell bad
- c) run away
- d) scales
- e) sharp claws
- f) spines
- g) taste bad
- h) avoid danger
- i) live in groups
- j) poison



## Additional Work with Complex Text



### Unit 1, Week 1, Day 2: Main Idea Pieces (■▲)

to protect themselves	chemicals
protect themselves	by using
use	chemicals
Some animals	Some animals

**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Card (●)****Name:** \_\_\_\_\_**Date:** \_\_\_\_\_**Daily Learning Target****Days 2 and 4:**

I can state the main idea of a passage in two different ways. (RI.4.2)

**Student Materials****Day 2:**☒ *Animal Behavior: Animal Defenses***Day 4:**☒ "Escape Artists" Scrambled Sentences☒ *Animal Behavior: Animal Defenses*☒ Scissors**Directions:****Day 2**

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

With your group:

1. Read the model sentences below:

Some animals protect themselves by using stingers.

Some animals use stingers to protect themselves.

2. Write the main idea of the "Bad Smells, Bad Tastes, and Powerful Poisons" text excerpt in *Animal Behavior: Animal Defenses* passage in two different ways. You may use the model sentences to help you.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

**Day 4**

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

1. Cut apart the pieces at the bottom of the "Escape Artists" Scrambled Sentences.
2. Use all the pieces to make two sentences that tell the main idea of "Escape Artists" in *Animal Behavior: Animal Defenses*.

3. Write the sentences here:

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

4. Read each sentence aloud to a partner. Does it make sense?
5. Discuss these questions with a partner. Then share with the group:
  - How are these main idea sentences similar to the ones you made on the Day 3 task card?
  - How are they different?
6. Take turns saying a main idea sentence for each of the animal defenses listed below. Example:  
Some animals use sharp claws to protect themselves.

**Animal defenses:**

- a) fight back
- b) smell bad
- c) run away
- d) scales
- e) sharp claws
- f) spines
- g) taste bad
- h) avoid danger
- i) live in groups
- j) poison

**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Card (♦)****Name:** \_\_\_\_\_**Date:** \_\_\_\_\_**Daily Learning Target****Days 2 and 4:**

I can state the main idea of a passage in two different ways. (RI.4.2)

**Student Materials****Day 2:**☒ *Animal Behavior: Animal Defenses***Day 4:**☒ "Escape Artists" Scrambled Sentences☒ *Animal Behavior: Animal Defenses*☒ Scissors**Directions:****Day 2**

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

With your group:

1. Read the model sentences below:

Some animals protect themselves by using stingers.

Some animals use stingers to protect themselves.

2. Write the main idea of the "Bad Smells, Bad Tastes, and Powerful Poisons" text excerpt in *Animal Behavior: Animal Defenses* passage in two different ways. You may use the model sentences to help you.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

3. Brainstorm other ways to express the main idea of this excerpt of text on the back of this card.

## Day 4

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

1. Cut apart the pieces at the bottom of the "Escape Artists" Scrambled Sentences.
2. Use all the pieces to make two sentences that tell the main idea of "Escape Artists" in *Animal Behavior: Animal Defenses*.

3. Write the sentences here:

a. \_\_\_\_\_

b. \_\_\_\_\_

4. Read each sentence aloud to a partner. Does it make sense?
5. Discuss these questions with a partner. Then share with the group:
  - How are these main idea sentences similar to the ones you made on the Day 3 task card?
  - How are they different?
4. Take turns saying a main idea sentence for each of the animal defenses listed below. Example:  
Some animals use sharp claws to protect themselves.

### **Animal defenses:**

- a) fight back
- b) smell bad
- c) run away
- d) scales
- e) sharp claws
- f) spines
- g) taste bad
- h) avoid danger
- i) live in groups
- j) poison



**Additional Work with Complex Text****Unit 1, Week 1, Day 4: "Escape Artists" Scrambled Sentences**

to protect themselves	by escaping
protect themselves	Some animals
escape	Some animals



## Additional Work with Complex Text



### Unit 1, Week 1, Days 2 and 4: Teacher-Guided Student Activity Card (Answers, for Teacher Reference)

#### Day 2

*Some animals use chemicals to protect themselves.*

*Some animals protect themselves by using chemicals.*

#### Day 4

1. Cut apart the pieces at the bottom of the "Escape Artists" Scrambled Sentences sheet.

2. Use all the pieces to make two sentences that tell the main idea of "Escape Artists."

*Some animals protect themselves by escaping.*

*Some animals escape to protect themselves.*

3. Glue the pieces onto the sheet under "Sentence #1" and "Sentence #2."

4. Read each sentence aloud to a partner. Does it make sense?

5. Discuss these questions with a partner. Then share with the group.

- How are these main idea sentences similar to the ones you made in the Day 3 task card?

*Responses will vary, but may include:*

*They use the phrases "to protect themselves" and "protect themselves by."*

*They use the verb/action word and the -ing form of the verb/action word (e.g., escape, escaping)*

- How are they different? *Responses will vary, but may include:*

*They use a different verb/action word and -ing word (e.g., escape instead of use; escaping instead of using)*

*They drop the word use.*

6. Take turns saying a main idea sentence for each of the animal defenses listed below.

*Responses will vary, but may include:*

*Some animals fight back to protect themselves.*

*Some animals protect themselves by using spines.*

*Some animals live in groups to protect themselves.*

*Some animals protect themselves by avoiding danger.*



## Reading and Speaking Fluency/GUM



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

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

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



### Daily Learning Targets

#### Day 2:

I can critique my partner's fluency and provide kind, helpful, and specific feedback based on his or her fluency goals. (RF.4.4)

#### Day 4:

I can read a passage aloud fluently. (RF.4.4)

### Student Materials

#### Days 2 and 4:

- ☒ *Animal Behavior: Animal Defenses*
- ☒ Fluency Self-Assessment Checklist

### Directions:

#### Day 2

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

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

9. Write your star and step below.

Star	Step

#### Day 4

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

1. Get into groups of three or four.
2. Read the highlighted criteria on your Fluency Self-Assessment Checklist.
3. Whisper read your fluency passage from *Animal Behavior: Animal Defenses* to yourself.
4. One person in the group reads his or her fluency passage to the group.
5. Each person in the group gives a star. Use these examples to help you:
  - "The speed of your reading was perfect—especially when \_\_\_\_."
  - "I noticed that you paused at the periods."
6. Repeat steps 4 and 5 with another student in the group reading.
7. Self-assess on your fluency checklist. Draw a check mark in the columns of the highlighted criteria. Choose a different-colored pencil from the one you used on your self-assessment on Days 1–3.
8. Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.



## Writing Practice

### Unit 1, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1

- ■ ● ◆: I can respond to a prompt about animal defense mechanisms. (W.4.1, W.4.2, W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6)
- ▲: I can analyze how information and ideas in a paragraph are clearly presented and easy to understand. (W.4.4, W.4.2a, W.4.2b)

##### Day 3

- ■ ● ◆: I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6)
- ▲: I can write information and ideas in a summary that is clearly presented and easy to understand. (W.4.4, W.4.2a, W.4.2b)

#### Teaching Notes

- On Day 1, students review what writing fluency is in preparation for the writing required throughout the module lessons and assessments. They write in response to a prompt and then use a writing fluency checklist for self-assessment, identifying strengths and setting a goal to work on throughout the week. Then they again practice responding to a prompt, working toward the goal they have just set.
- ▲ On Day 1, students analyze a summary paragraph, noticing that a clear, easy-to-understand paragraph is achieved in part by introducing a topic or main idea. Note: *This ALL Block lesson assumes ELLs have already read the text “Fight to Survive!”, which happens in Unit 1, Lesson 7 of the module lessons.*
- On Day 3, students again write in response to a prompt, using the writing fluency checklist for self-assessment and working toward the goal set earlier in the week.
- ▲ On Day 3, students use an engaging, interactive method for building a concise summary of a section of a longer text. The focus text is a section pulled from the previously read “Fight to Survive!” If time allows, use a think-aloud to group-write a summary of Behavioral Defense Mechanisms with the students.
- **Differentiation:**
  - Days 1 and 3: For students who require additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, or providing sentence frames.
  - Note that, as explained in the Unit Overview, ● and ◆ are grouped together to provide peer-coaching opportunities.
  - ▲ 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 heavier support, limit the number of fluency goals for students. To support rephrasing the topic sentence, provide students with sentence frames, such as “Behavioral Defense Mechanisms discusses \_\_\_\_ that help animals survive.” To provide lighter support, add and discuss this characteristic on the Writing Fluency Characteristics table and the strengths and goals on the activity card: “I produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.”
- 🏔️ Day 3: Levels of Support: For students who require additional support, group-write the summary on the board in addition to orally summarizing. Provide sentence frames for the summary, such as: “Running away is \_\_\_\_.” or “The springbok and ostrich run so that \_\_\_\_.”
- **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.
  - Day 1: Prepare Memory Match Cards for Word Study and Vocabulary.

## Materials

### Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Unit 1, 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 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ *Animal Behavior: Animal Defenses* (one per student)
- ✓ Animal Defenses research notebooks (from Lesson 1 module lesson; one per student)
- ✓ Ways to Write Continuously anchor chart (from Module 1 ALL Block)
- ✓ 🏔️ **Day 1: “Fight to Survive!”** (from Lesson 7 module lesson; one per student)
- ✓ Unit 1, 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 1, Week 2: Independent Reading: Student Task Card** and the **Unit 1, 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 (18 minutes, repeated twice)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and direct students to read the Writing Fluency Checklist. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Read each characteristic aloud and invite students to chorally read it with you as a group, clarifying anything students don't understand.
- Review what writing fluency is by focusing students' attention on the definition on the activity card.
- Invite students to read the writing prompts on the activity card and put their finger by the prompt they will respond to today.
- Give students 5 minutes to respond to the prompt. Tell them they should try to write for the entire 5 minutes and should refer to their **Animal Defenses research notebooks** as they write.
- Using the activity card, guide students through self-assessing their writing fluency and setting a goal.
- Direct students' attention to the **Ways to Write Continuously anchor chart**. Discuss with students what they can do when they get stuck and do not know what to write. As students share out, list any new ideas on the anchor chart.
- If productive, cue students to expand the conversation by giving an example:
 

**Conversation Cue: "Can you give an example?" (Responses will vary.)**
- Throughout the conversation, emphasize criteria such as:
  - Reread texts or notes to find details or evidence to support the topic.
  - Sketch a picture related to the topic.
  - Reread the response to check that it is appropriate for the purpose and audience.
  - Make a list of as many words as you can related to the topic.
  - Create a mind map or web of your ideas about the topic.
  - Don't focus on spelling or conventions; instead, focus on getting your ideas out.
- Tell students they will have another chance to practice their writing fluency today. Invite them to reread the prompts on the activity card and put their finger by the prompt they will respond to. Tell students they can choose the same prompt as earlier in the lesson.
- Give students 5 minutes to respond to the prompt. Remind students to focus on their goal as they write. Tell them they should try to write for the entire 5 minutes, and to refer to the Ways to Write Continuously anchor chart if they get stuck.
- Invite volunteers to read their response 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 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

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

- Distribute Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card and direct students to read the Writing Fluency Checklist. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Read each descriptor aloud and invite students to read along chorally with you. Discuss each descriptor, asking questions and clarifying phrases the students don't understand using questions such as:

***“What does clearly presented mean?” (written so we know the author’s meaning without doubt; accurately introduced or described)***

***“When is writing hard to understand?” (when the writer does not state a topic or give examples)***

- Tell students they will now read a summary someone wrote about the Behavioral Defense Mechanisms section of “Fight to Survive!” Ask:

***“What is a summary?” (a short paragraph retelling the most important ideas in the text)***

***“Why do we summarize?” (to quickly talk about a long text; to share understanding of what the text is mostly about)***

***“What will this summary be mostly about; what will be the gist? What details, in the pictures, make you think so?” (It will be mostly about animal defenses. The armadillo shell and the springboks running make me think so.)***

- Choral read the summary on the activity card.
- Mini Language Dive: Ask students about the meaning of the key phrases from the summary: Write and display student responses next to the chunks. Examples:

***“How does the armadillo surprise predators? Use your hands: Show me how the armadillo’s shell snaps tight.”***

***“How far can ostriches run?”***

***“What happens when many springboks move at the same time?”***

- Ask general comprehension questions and clarify any phrases that impede student comprehension.
- Invite students to take out **“Fight to Survive!”** Ask them to look at the Behavioral Defense Mechanisms section. Ask:

***“How do you know this summary is for the Behavioral Defense Mechanisms section?” (It has the same information about armadillos snapping shut, ostriches running, and springboks staying together.)***

- Pair students and guide them through the remainder of the activity card, pausing after each step to check their progress. You might discuss:

***“In a summary, what is similar to a sentence that introduces the topic clearly? A supporting detail sentence?” (No; a main idea sentence)***

- Discuss how the writer of this summary followed Writing Fluency Checklist. Listen for students to suggest:



- The writer clearly introduced the topic by explaining the author’s main idea (main idea sentence). (Example: “This is about \_\_\_\_.”)
- The writing is clearly presented and easy to understand.
- The writing shows that the author clearly understands the topic or text and the writing is well supported with evidence from reliable sources.
- 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: Walk through the Unit 1, Week 2: Writing Practice: Student Task Card, providing models where helpful.

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

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Card** and the **Unit 1, 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 (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to bring their **Unit 1, Week 2: Writing Practice: Student Task Card** and to reread their writing 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.
- Redistribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card**.
- 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.
- Remind students of the **Ways to Write Continuously anchor chart**. Explain that in this session, students are going to practice one of the strategies on the anchor chart.
- Invite students to read the writing prompt on their activity card.
- Give students 1 minute to independently list as many words as they can that are related to the prompt.
- Invite volunteers to share words from their list with the whole group.

- Focus students on their writing fluency goals from Day 1. Tell students that in a moment, they will have time to fully respond to the writing prompt. Remind them that they should work toward the goal they developed on Day 1 as they write.
- Give students 10 minutes to respond to the prompt. Tell them they should try to write for the entire 10 minutes and should refer to their **Animal Behavior: Animal Defenses** and **Animal Defenses research notebooks** as they write, and to refer to the Ways to Write Continuously anchor chart if they get stuck.
  - ■ Consider providing sentence stems and invite students to say their sentences aloud before writing. For students who will find this particularly challenging, consider writing the first sentence or two as a group before students write the rest themselves.
- Invite volunteers to read their response aloud for the whole group.
- Invite all students to share their progress toward their goal with 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 1, Week 2: Writing Practice: Student Task Card and walk through the Day 4 tasks, providing models where helpful.

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

- Invite students to bring their Unit 1, Week 2: Writing Practice: Student Task Card and **“Fight to Survive!”** and to reread their writing 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.
- Redistribute the Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card.
- 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.
- Focus students' attention on the summary on Day 1 of the activity card. Read it aloud while students read it aloud chorally with you. Review the meaning of key words and phrases as needed.
- Turn and Talk:

*“What is a summary?” (a short paragraph retelling the most important ideas in the text)*

*“Why do we summarize?” (to quickly talk about a long text; to share understanding of what the text is mostly about)*

*“What is this summary mostly about?” (protection by the way the animal reacts)*

*“What is the main idea sentence of this section? Use your own words.” (The way an animal acts can protect it.)*

*“What is a main idea?” (the most important thing the writer wants the reader to remember)*

*“What is the main idea of this summary?” (It is about some behaviors animals use to protect themselves.)*

*“What sentence gives the main idea?” (The section called Behavioral Defense Mechanisms in “Fight to Survive!” is about some of the behaviors animals use to protect themselves.)*

*“How is a main idea different from the gist?” (The gist is what the text is mostly about; the main idea is one key point.)*

*“What is a supporting detail?” (less important things that explain the main idea)*

*“What is similar to supporting details sentences on the Writing Fluency Characteristics table?” (develop the topic with facts, definitions, concrete details, quotations, or other information)*

*“What are some supporting details in this summary that help develop the main idea with facts and details?” (The three-banded armadillo can snap its shell tight on a predator.)*

*“The supporting details in the summary are organized into different categories. How many?” (three: Surprise, Running, and Cooperation)*

*“What are the examples of behavior protection that you read here?” (Armadillos snap their shell shut; ostriches run great distances; springboks stand together.)*

- Draw a two-column T-chart on the board labeled “Main idea” and “Important supporting details.”
- Under “Important supporting details,” write “Surprise,” “Running,” and “Cooperation.” Leave space below each for examples.
- Under “Main idea sentence,” have students dictate the sentence they shared on Day 1. If students mention details, discuss and write them on the T-chart as supporting details.
- Invite students to talk in pairs about the most important supporting details of the summary.
- Have students report back. Ask them which categories the supporting details fit into: “Surprise,” “Running,” or “Cooperation.” Write their supporting details under the proper category on the T-chart. If they mention the main ideas, point to the main idea sentence on the T-chart.
- Review the Writing Fluency Checklist from Day 1.
- Focus students’ attention back on the T-chart of the main idea and supporting details. Invite pairs to take turns saying a summary of Behavioral Defense Mechanisms in “Fight to Survive!” in 1 minute or less, starting with the main idea. (“The section called Behavioral Defense Mechanisms in ‘Fight to Survive!’ is about \_\_\_\_.”)
- Have students report back and give feedback:
  - Correct language errors that interfere with comprehensibility.
  - Make sure students are providing only the most important supporting details to develop the main idea.
  - Orally rephrase their summaries as you go to serve as a model. Consider group-writing the class summary on the board to serve as reinforcement.
- Prepare students for the next day’s independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



## Writing Practice



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

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

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



### Daily Learning Targets

#### Day 1:

I can respond to a prompt about animal defense mechanisms. (W.4.1, W.4.2, W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6)

#### Day 3:

I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6)

### Student Materials

#### Days 1 and 3:

- ☒ *Animal Behavior: Animal Defenses*
- ☒ Animal Defenses research notebooks

### Directions:

#### Day 1

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

Writing Fluency Checklist		
Standard	Characteristics of Fluent Writing	Yes? No?
W.4.10	I write continuously for the entire time period allotted.	
W.4.4	Information and ideas are clearly presented and easy to understand.	
W.4.4 L.4.6	My writing is appropriate for this purpose and audience.	
W.4.9	My writing shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.	

Choose a prompt to respond to:

- Choose an animal from your research. Write about how it uses defense mechanisms to survive.
- Choose an animal from your research. Imagine you were this animal. Describe an experience the animal could have in which it would need to defend itself.
- Choose two animals from your research. Write about how their defense mechanisms are similar, and how they are different. Based on your research, which animal would more likely survive an attack from one of its predators?
- Choose your own topic about animal defenses. Write an informational piece explaining this topic.

[illegible]

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

Fluency strength:

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Fluency Goal:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

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**Day 3**

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

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

Prompt: How is the main idea of the section "A Life in Hiding" similar to the main ideas of the section "Lying Low"? In what ways are the main ideas of these sections different?

Words related to the prompt:

To get you started ...

- Reread pages 10–12 of *Animal Behavior: Animal Defenses*.
  - Reread Question 20 of the Close Read Questions: "A Life in Hiding" (pages 19–24 of Animal Defenses research notebook).
  - Use the following sentence starters:
    - The main idea of "A Life in Hiding" is ...
    - The main idea of "Lying Low" is ...
    - The main ideas of these sections are similar because ...
    - The main ideas of these sections are different because ...
-

[illegible]





## Writing Practice



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

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

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



### Daily Learning Targets

#### Day 1:

I can analyze how information and ideas in a paragraph are clearly presented and easy to understand. (W.4.1, W.4.2a, W.4.2b, W.4.4)

#### Day 3:

I can write information and ideas in a summary that is clearly presented and easy to understand. (W.4.2a, W.4.2b, W.4.4)

### Student Materials

#### Days 1 and 3:

☒ "Fight to Survive!"

### Directions:

#### Day 1

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

Writing Fluency Checklist		
Standard	Characteristics of Fluent Writing	Yes? No?
W.4.10	I write continuously for the entire time period allotted.	
W.4.4	Information and ideas are clearly presented and easy to understand.	
W.4.4 L.4.6	My writing is appropriate for this purpose and audience.	
W.4.9	My writing shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.	

*Summary*

The section called Behavioral Defense Mechanisms in "Fight to Survive!" is about some of the behaviors animals use to protect themselves. Surprise is one way they protect themselves. The three-banded armadillo can snap its shell tight on a predator's nose. Another way is to flee. Ostriches find it fairly easy to run "great distances" from predators. Animals also stick together to become stronger as a group. If a predator sees a lot of springboks together, he may become overwhelmed. This section of "Fight to Survive!" shows us the amazing ways animals use surprise, running, and cooperation to protect themselves from predators.

1. Find a partner.
2. With your partner, underline the sentence in the summary that introduces the topic clearly. This is like a "main idea" sentence.
3. Underline the main idea sentence in "Fight to Survive!" that matches the main idea sentence in the summary.
4. Discuss:
  - What is the same about the two main idea sentences you underlined?
  - What is different about the two main idea sentences you underlined?



## Writing Practice



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



#### Summary

The section called Behavioral Defense Mechanisms in "Fight to Survive!" is about some of the behaviors animals use to protect themselves. Surprise is one way they protect themselves. The three-banded armadillo can snap its shell tight on a predator's nose. Another way is to flee. Ostriches find it fairly easy to run "great distances" from predators. Animals also stick together to become stronger as a group. If a predator sees a lot of springboks together, he may become overwhelmed. This section of "Fight to Survive!" shows us the amazing ways animals use surprise, running, and cooperation to protect themselves from predators.

1. Find a partner.
2. With your partner, underline the sentence in the summary that introduces the topic clearly. This is like a "main idea" sentence.
3. Underline the main idea sentence in "Fight to Survive!" that matches the main idea sentence in the summary. (*Animals may also have special behaviors that help them survive.*)
4. Discuss:
  - What is the same about the two main idea sentences you underlined?
  - What is different about the two main idea sentences you underlined? *Responses will vary, but may include: They both use the word behavior. The summary says help them survive a different way: use to protect themselves.*



## Word Study and Vocabulary



### Unit 1, 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:

- ☒ Memory Match Cards
- ☒ 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**.

1. Pair up.
2. Each pair take a set of Memory Match Cards, one set per pair.
3. Facilitator: Read the directions for Game 1:
  - a. Lay all of the cards face up.
  - b. Number yourselves Player #1 and Player #2.

- c. Player #1 matches an affix with the correct meaning. For example, "bi-" would go with "Two." Use your **Affix List** from Module 1 if needed.
- d. Player #2 repeats.
- e. Repeat until all cards have been matched.

4. Everyone plays the game.

5. Facilitator: Read the directions for Game 2:

- a. Turn your cards face down and mix them up so that you don't know what is on each card.
- b. Player #1 goes first. Turn over a card. Then turn over another card. You are looking to find an affix and the matching meaning.
  - If the two cards match, you get to keep them and have another turn.
  - If the cards do not match, turn them back over.
- c. Player #2 takes a turn.
- d. When all cards have been matched, count your cards. The player with the most cards wins.

6. Use your cards and a dictionary if necessary to complete the following chart. There is an example for you to follow:

Affix	Meaning	Examples
-tion	act of, state of, result of	information, attention, invitation, restriction, reaction


### Day 3

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

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

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**Word Study and Vocabulary****Unit 1, Week 2, Day 1: Memory Match Cards**

full of	-ful
without	-less
before	pre-
not	dis-
more than one	-ies, -s, -es
reduce down, away from	de-

incorrectly, badly	mis-
two	bi-
act of, state of, result of	-ation, -tion, -ition, -ion
related to, characterized by	-al, -ial
happened in the past; past tense	-ed
too much, above	over-





## Independent Reading



### Unit 1, Week 2: Student Task Card

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

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



### Daily Learning Targets

#### Days 1 and 2:

I can read my free choice reading text independently for 10 minutes. (RL.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. (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 1, 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 *-al*. (RF.4.3a, L.4.4b)
- ▲: I can analyze the meaning of an academic vocabulary word with the suffix *-ed*. (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 *-ial*. (RF.4.3a, L.4.4b)
- ▲: I can analyze the meaning of an academic vocabulary word with the suffix *-ed*. (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 word and how to use it. The process followed for the ■ ● ◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
  - The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same Student Activity Cards.
  - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Pre-fill some information on the Student Activity Card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix.
- **In advance:**
  - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Word Study and Vocabulary poster will be in the area where the teacher will be working with groups.

### Materials

#### Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (from Week 2, Day 1; one per student and one to display)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1, Unit 1, Lesson 11 module lesson)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (one for display)
- ✓ 🗿 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)

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

- Tell students that when working with the teacher in this lesson, they will be working on Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 2: Writing Practice: Student Task Card**, and remind them they will need to retrieve their **Unit 1, 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 1, 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 tasks.
- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.

- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to complete their 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 1, Week 2: Word Study and Vocabulary: Student Task Cards from Day 1 and read the words and definitions from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
  - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
  - Tell students they will focus on a word in a sentence from the End of Unit 1 Assessment: Recording an Audiobook and Revising Reading Contract, Part II prompt that talks about the reading contract they are writing in the module lessons.
  - Focus students on the sentence at the top of their activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on the board or on chart paper.
  - Encourage extended conversation about the sentence among students.

- Invite students to place a finger on the word *produced*. 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.
- Invite students to place a finger on the suffix *-ed* and to say it aloud chorally with you.
- Turn and Talk:

*“What is the meaning of the suffix?” (It signals that the action happened in the past.)*

- Invite students use their Affix List and to write their ideas in the appropriate place on their activity card.

*“What is the meaning of produce?” (to make or create)*

*“Why did the author write is produced instead of just produced?” (It shows that it’s a verb and it’s passive; that means there’s no agent, no one or nothing “doing” the action. The author did not want to describe how venom is produced or focus on the snake producing its own venom.)*

*“So if -ed means the action happened in the past, what is the meaning of is produced here?” (made by something or someone, in the past, but continually)*

- Invite students to sketch a visual representation of the word in the appropriate place on their activity card to help them remember the meaning.
- Work with students to complete their activity card.
- 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 1, 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 1, 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.
- Redistribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- Read aloud the sentence at the top of the activity card. Ask students what they recall about this sentence from the Language Dive in Unit 1, Lesson 7.
- 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.
- Write a helpful representation of the pronunciation on the board or on **chart paper**.
- Ask if students can explain what the word means and invite them to explain it for the group. Invite students to use paper or **online translation dictionaries** and clarify where necessary.
- Provide a definition, explanation, and synonym of the word that students can understand.
- Write the definition, explanation, and synonym on the board or on chart paper.
- Work with students to complete their activity card.
- 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 1, 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 *-al*. (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 *-ial*. (RF.4.3a, L.4.4b)

#### Student Materials

##### Days 2 and 4:

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

#### Directions:

##### Day 2

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

It is typical for an animal to use a defense mechanism when threatened by a predator.

The word is **"typical."**

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

Prefix	Root	Suffix	Definition of Affix
			<i>- al means relating to or characterized by</i>



2. Complete the Frayer Model for the word **typical**:

Definition	Facts/Characteristics
	Something a person, animal, or thing usually does
Examples	Non-Examples
What does a person, animal, or thing usually do?  It is typical for a wild bird to fly away when approached by a human.	What are some examples of unusual behavior or responses?  A dog hiding rather than running to greet its owners



**Day 4**

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

Animal defense mechanisms are often essential for an animal to survive.

The word is **"essential."**

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

Prefix	Root	Suffix	Definition of Affix
			- <i>ial</i> means relating to or characterized by

2. What are two words with the same affix?

- \_\_\_\_\_ ial

- \_\_\_\_\_ ial

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

<b>Definition</b>	<b>Facts/Characteristics</b> <ul style="list-style-type: none"> <li>- Extremely important</li> <li>- Can't be done without</li> </ul>
<b>Examples</b> <p>What are some things that are absolutely necessary?</p> <p>Water, air, and food are essential for human life.</p>	<b>Non-Examples</b> <p>What are some things that are not absolutely necessary? What can we do without?</p> <ul style="list-style-type: none"> <li>- Cars are not essential for human life.</li> </ul>

**essential**



## Word Study and Vocabulary



### Unit 1, 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 *-al*. (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 *-ial*. (RF.4.3a, L.4.4b)

### Student Materials

#### Days 2 and 4:

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

### Directions:

#### Day 2

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

It is typical for an animal to use a defense mechanism when threatened by a predator.

The word is **"typical."**

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 affix?

— \_\_\_\_\_

— \_\_\_\_\_

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

<b>Definition</b>	<b>Facts/Characteristics</b>  – Something a person, animal, or thing usually does
<b>Examples</b>  What does a person, animal, or thing usually do?	<b>Non-Examples</b>  What are some examples of unusual behavior or responses?

**typical**

4. Use the word in a sentence:

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### Day 4

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

Animal defense mechanisms are often essential for an animal to survive.

The word is **"essential."**

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 affix?

- \_\_\_\_\_

- \_\_\_\_\_

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

<p><b>Definition</b></p>	<p><b>Facts/Characteristics</b></p> <p>– Can't be done without</p>
<p><b>Examples</b></p> <p>What are some things that are absolutely necessary?</p>	<p><b>Non-Examples</b></p> <p>What are some things that are not absolutely necessary? What can we do without?</p>

4. Use the word in a sentence:

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## Word Study and Vocabulary



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

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

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



#### Daily Learning Targets

##### Day 2:

I can analyze the meaning of an academic vocabulary word with the suffix *-ed*. (RF.4.3a, L.4.4b)

##### Day 4:

I can analyze the meaning of an academic vocabulary word with the suffix *-ed*. (RF.4.3a, L.4.4b)

#### Student Materials

##### Days 2 and 4:

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

#### Directions:

##### Day 2

Sentence:

*A snake's venom "is produced in special glands below and behind the snake's eyes ..."*

(from *Venom*, page 37, Paragraph 1)

The word is **"produced."**

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

Root	Suffix	Definition of Suffix
		<i>-ed</i> shows the past tense or past participle of a verb. It means the action happened in the past.

2. What are two words with the same root? For help, look in *Venom*, page 49, Paragraph 2, and in "Fight to Survive!" Paragraph 13.

– \_\_\_\_\_

– \_\_\_\_\_

3. Complete the vocabulary organizer for this word:

<i>Definition, Explanations, Synonyms</i>	<i>Translation and Cognate</i>	<i>Pronunciation</i>
<div data-bbox="411 877 1246 1220" style="text-align: center;"> <p><b>produced</b></p> <p><i>Your Drawing</i></p> </div> <div data-bbox="193 1220 762 1938"> <i>Collocations</i> <ul style="list-style-type: none"> <li>– produced automatically</li> <li>– produced cheaply</li> <li>– produced efficiently</li> <li>– produced locally</li> <li>– is produced</li> <li>– have produced</li> </ul> </div> <div data-bbox="762 1220 1353 1938"> <i>Showing Sentences</i> <ul style="list-style-type: none"> <li>– "Other venoms <u>have produced</u> anticoagulants ..." (<i>Venom</i>, p. 37)</li> <li>– "... it requires a lot of energy <u>to produce</u>." (<i>Venom</i>, p. 49)</li> </ul> </div>		

### Day 4

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

*Over many generations, they have developed both physical and behavioral defense mechanisms that allow them to survive* (from "Fight to Survive!" Paragraph 1).

The word is **"developed."**

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

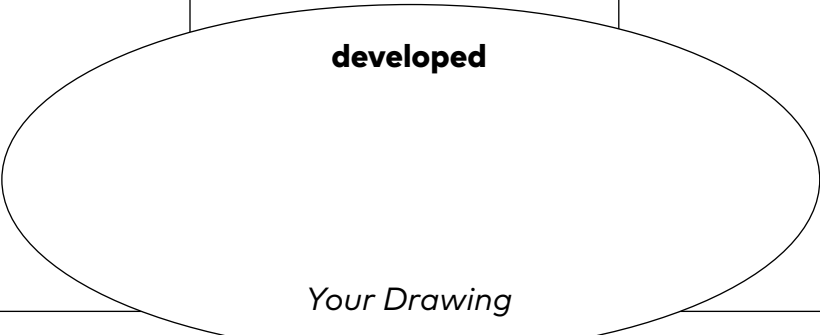
Root	Suffix	Definition of Suffix

2. What are two words with the same root? For help, look in *Venom*, page 20, Paragraph 1, and in "Fight to Survive!" Paragraph 13.

- \_\_\_\_\_
- \_\_\_\_\_



3. Complete the vocabulary organizer for this word:

<i>Definition, Explanations, Synonyms</i>	<i>Translation and Cognate</i>	<i>Pronunciation</i>
		
<i>Collocations</i> <ul style="list-style-type: none"> <li>– have developed</li> <li>– developed naturally</li> <li>– slowly developed</li> <li>– developed poorly</li> <li>– developed defenses</li> </ul>	<i>Showing Sentences</i> <ul style="list-style-type: none"> <li>– "Just imagine the defense mechanisms these animals <u>might develop</u> in another thousand years!" ("Fight to Survive!" Paragraph 13)</li> <li>– "While other animals <u>have developed</u> bony plates ..." (<a href="http://www.npr.org/sections/thetwo-way/2015/06/24/416657576/how-the-turtle-got-its-shell">http://www.npr.org/sections/thetwo-way/2015/06/24/416657576/how-the-turtle-got-its-shell</a>)</li> </ul>	



## Word Study and Vocabulary



### Unit 1, Week 2: Teacher-Guided Student Activity Card (■●◆) (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 Affix
	<i>type</i>	<i>-al</i>	<i>-al means relating to or characterized by</i>

2. What are some words with the same root? *Responses will vary, but may include: typically, nontypical, typicalness.*
3. What are some other words with the same affix? *Responses will vary, but may include: optional, original, logical.*
4. Complete the Frayer Model for this word:

<p><b>Definition</b></p> <p><i>The particular qualities of a person or thing</i></p>	<p><b>Facts/Characteristics</b></p> <p><i>Responses will vary, but may include:</i></p> <ul style="list-style-type: none"> <li><i>– Something a person, animal, or thing usually does</i></li> <li><i>– A response or reaction that someone or something usually has</i></li> <li><i>– A normal behavior</i></li> </ul>
<p><b>Examples</b></p> <p><i>Responses will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> <li><i>– It is typical for a wild bird to fly away when approached by a human.</i></li> <li><i>– It is typical for my dog to run to greet me when I get home because he is excited to see me.</i></li> <li><i>– It is typical for me to do my homework as soon as I get home.</i></li> </ul>	<p><b>Non-Examples</b></p> <p><i>Responses will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> <li><i>– A wild bird not flying away when approached by a human</i></li> <li><i>– A dog hiding rather than running to greet its owners</i></li> <li><i>– A student not doing homework when he or she usually does</i></li> </ul>

**typical**


**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 Affix
	essence	-ial	-ial means relating to or characterized by

2. What are some words with the same root? *Responses will vary, but may include: essentially*
3. What are some other words with the same affix? *Responses will vary, but may include: influential, financial, substantial, material.*
4. Complete the Frayer Model for this word:

<b>Definition</b> <i>Absolutely necessary</i>	<b>Facts/Characteristics</b> <i>Responses will vary, but may include:</i> <ul style="list-style-type: none"> <li>– <i>Extremely important</i></li> <li>– <i>Can't be done without</i></li> </ul>
<b>Examples</b> <i>Responses will vary. Suggestions include:</i> <ul style="list-style-type: none"> <li>– <i>Water, air, and food are essential for human life.</i></li> <li>– <i>A pen or a computer is essential for writing.</i></li> </ul>	<b>Non-Examples</b> <i>Responses will vary. Suggestions include:</i> <ul style="list-style-type: none"> <li>– <i>Cars are not essential for human life.</i></li> <li>– <i>Cake is not essential for human life.</i></li> <li>– <i>A glass of milk is not essential for writing.</i></li> </ul>



**essential**



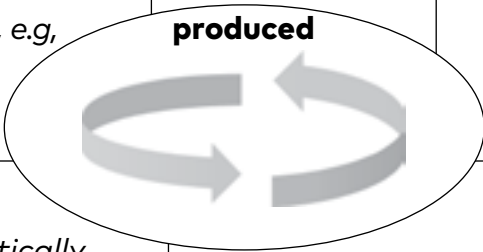
## Word Study and Vocabulary


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

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

Root	Suffix	Definition of Suffix
produce (pro + ducere)	ed	-ed shows the past tense or past participle of a verb. It means the action happened in the past.

2. What are two words with the same root? For help, look in *Venom*, page 49, Paragraph 2, and in "Fight to Survive!" Paragraph 13. *Responses will vary, but may include: produce, producing, to produce, are producing, be produced, production, produces, producer, productivity*
3. Complete the vocabulary organizer for this word: *Responses will vary, but may include:*


<b>Definition, Explanations, Synonyms</b> <ul style="list-style-type: none"> <li>– created as part of a biological process</li> <li>– made by an animal, e.g., to protect itself</li> <li>– made, created</li> </ul>	<b>Translation and Cognate</b> <i>feito, produzido</i>	<b>Pronunciation</b> <i>pro-DOOST</i>
<b>Collocations</b> <ul style="list-style-type: none"> <li>– produced automatically</li> <li>– produced cheaply</li> <li>– produced efficiently</li> <li>– produced locally</li> <li>– is produced</li> <li>– have produced</li> <li>– to produce</li> <li>– produced easily</li> <li>– natural products</li> <li>– produced in</li> <li>– produced by</li> </ul>		<b>Showing Sentences</b> <ul style="list-style-type: none"> <li>– "Other venoms <u>have produced</u> anticoagulants ..." (<i>Venom</i>, p. 37)</li> <li>– "... it requires a lot of energy <u>to produce</u>." (<i>Venom</i>, p. 49)</li> <li>– "The queen produces ..." (<i>Venom</i>, p. 16)</li> <li>– "... one of these natriuretic venoms is produced inside their brain." (<a href="http://phenomena.nationalgeographic.com/2013/01/09/on-the-origin-of-venom/">http://phenomena.nationalgeographic.com/2013/01/09/on-the-origin-of-venom/</a>)</li> </ul>

**Day 4**

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

Root	Suffix	Definition of Suffix
<i>develop</i>	<i>ed</i>	<i>-ed shows the past tense or past participle of a verb</i>

2. What are two words with the same root? For help, look in *Venom*, page 20, Paragraph 1, and in "Fight to Survive!" Paragraph 13. *Responses will vary, but may include: develop, developing, to develop, are developing, be developed, development, develops, developer, developmental*
3. Complete the vocabulary organizer for this word: *Responses will vary, but may include:*

<b>Definition, Explanations, Synonyms</b> – caused to grow over time – gotten a feature through nature – grow, evolve	<b>Translation and Cognate</b> <i>tsim</i>	<b>Pronunciation</b> dee-VEL-upt
<div style="text-align: center;">  <p><b>developed</b></p> </div>		
<b>Collocations</b> – have developed – developed naturally – slowly developed – developed poorly – developed defenses – might develop – are developing – well-developed – developed healthy respect	<b>Showing Sentences</b> – "Just imagine the defense mechanisms these animals might develop in another thousand years!" ("Fight to Survive!" Paragraph 13) – "While other animals have developed bony plates ..." ( <a href="http://www.npr.org/sections/thetwo-way/2015/06/24/416657576/how-the-turtle-got-its-shell">http://www.npr.org/sections/thetwo-way/2015/06/24/416657576/how-the-turtle-got-its-shell</a> ) – "... a well-developed brain, among other characteristics." ( <i>Venom</i> , p. 59)	



## Writing Practice



### Unit 1, Week 2: Student Task Card

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

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



### Daily Learning Targets

#### Day 2:

I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6)

#### Day 4:

I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6)

### Student Materials

#### Days 2 and 4:

- ☒ Unit 1, Week 2: Writing Practice: Teacher-Guided Activity Card
- ☒ Ways to Write Continuously anchor chart
- ☒ *Animal Behavior: Animal Defenses*
- ☒ Animal Defenses research notebooks

### Directions:

#### Day 2

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

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

1. Read your Writing Fluency Goals and the Writing Fluency Checklist: Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card.
2. Read the Ways to Write Continuously anchor chart.
3. Chorally read the prompt on the next page as a group.
4. Respond to the prompt. Focus on the fluency goals you set on Day 1. Try to write for the entire 10 minutes. Use *Animal Behavior: Animal Defenses* and your Animal Defenses research notebook.
5. Share with the group something you worked on to meet your fluency goals.

To get you started ...

- [illegible]

## Day 4

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

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

1. Read your Writing Fluency Goals and the Writing Fluency Checklist: Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card.
2. Read the Ways to Write Continuously anchor chart.
3. Chorally read the prompt on the next page as a group.
4. Respond to the prompt. Focus on the fluency goals you set on Day 1. Try to write for the entire 10 minutes. Use *Animal Behavior: Animal Defenses* and your Animal Defenses research notebook.
5. Self-assess on the Writing Fluency Checklist by writing "yes" or "no" by each characteristic. Use a different color from the one you used on your self-assessment on Day 1.
6. Be prepared to share your self-assessment with your group and explain how you improved your writing fluency this week.

Prompt: Summarize your expert group selection of *Animal Behavior: Animal Defenses*.

To get you started ...

- Reread your expert group selection from *Animal Behavior: Animal Defenses* (pages 22–26, 49–52, or 56–58).
- Reread your research notebook to remind yourself of the main idea of your section.
- Think about what details support the main idea of your section.

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[illegible]

