

Grade 3: Module 2: Unit 2

Additional Language and Literacy Block

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

Additional Language and Literacy Block

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

The ALL Block for each unit contains the following:

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






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

■ = Below-grade level

● = On-grade level

◆ = Above-grade level

▲ = English language learners

ALL 3M2 UNIT 2 OVERVIEW	
 <p>Reading and Speaking Fluency/GUM L.3.1d, L.3.1e</p>	<ul style="list-style-type: none"> All students form and use regular and irregular verbs, and the simple verb tenses. <i>ELLs complete the same activities as other students.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■ ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Additional Work with Complex Text RI.3.1, RI.3.7, RI.3.8</p>	<ul style="list-style-type: none"> Students work with <i>Bullfrog at Magnolia Circle</i>, introduced in Unit 1, exploring the connection between the informative essay, “About the Bullfrog,” that begins the book and the narration in the body of the text. <i>ELLs complete the same activities as other students with differentiated support.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Independent Reading RL.3.10, RI.3.2, RI.3.10, SL.3.1</p>	<ul style="list-style-type: none"> All students read both research texts (related to the topic of frogs) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion. <i>ELLs complete the same activities as other students.</i>
 <p>Writing Practice W.3.2a, W.3.2b, W.3.5</p>	<ul style="list-style-type: none"> Students generate criteria for effective focus statements and write their own focus statements. <i>ELLs complete the same activities as other students.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Word Study and Vocabulary RF.3.3a, L.3.4b, L.3.4c, L.3.6</p>	<ul style="list-style-type: none"> Students analyze two academic vocabulary words and their affixes (using Vocabulary Squares) and practice using the words in context. <i>ELLs participate in a Language Dive to discuss two words and their affixes in the context of sentences from the complex text of the module lessons. They use a Vocabulary Grid to analyze the words and then practice using the words in context.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

ALL 3M2 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 2 ALL Block: Week 1, Day 1	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, all students learn the rules for the past tense of regular verbs: adding <i>-d</i>, <i>-ed</i>, and <i>-ied</i>.</p> <p>Learning Target: I can form and use the past tense of regular verbs. (L.3.1d)</p> <p><i>The Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards are differentiated for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Task Cards (◆), (●), (■), (▲) 	<p>Additional Work with Complex Text</p> <p>Overview: All students read the short, informative essay “About the Bullfrog,” generate questions, and share new learning in preparation for additional work with <i>Bullfrog at Magnolia Circle</i>, which was introduced in Unit 1.</p> <p>Learning Target: I can ask and answer questions to show understanding of a text, using details from the text in my answers. (RI.3.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals.</p> <p>Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Independent Reading: Student Task Cards

(continued)

ALL 3M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 3 ALL Block: Week 1, Day 2	Additional Work with Complex Text Overview: With teacher guidance, students color-code passages from “About the Bullfrog” and other parts of <i>Bullfrog at Magnolia Circle</i> to explore the connections among the informative essay that begins the book, the body of the text, and the illustrations. Learning Target: I can explain the connections between two sections of a text. (RI.3.8) <i>With teacher guidance and a series of Language Dives, ELLs analyze and color-code excerpts that describe how a bullfrog gets a meal and how quickly. See the Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide and the Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards that have been differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (●◆), (■), (▲) 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice applying the rules for the past tense of regular verbs: adding <i>-d</i> , <i>-ed</i> , and <i>-ied</i> . Learning Target: I can form and use the past tense of regular verbs. (L.3.1d) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals. Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 4 ALL Block: Week 1, Day 3	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students are introduced to irregular verbs in the past tense and practice using them. Learning Target: I can form and use the past tense of irregular verbs. (L.3.1d) <i>The Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards are differentiated for ELLs.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: With a partner, all students color-code passages from “About the Bullfrog” and other parts of <i>Bullfrog at Magnolia Circle</i> to explore the connections between the informative essay that begins the book and the body of the text. Learning Target: I can explain the connections between two sections of a text. (RI.3.8) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a prompt in their independent reading journals. Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

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ALL 3M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 5 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: All students answer a series of selected response questions about the connections between different parts of the text. If desired, this activity also provides an opportunity to offer strategies for approaching selected response questions using a note sheet included at the end of the lesson. Learning Target: I can ask and answer questions to show understanding of a text, using details from the text in my answers. (RI.3.1) <i>Teacher Guides and Teacher-Guided Student Activity Cards are differentiated, with one specifically designed for ELLs.</i> Printed Materials: N/A	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice forming the simple tenses (<i>I walked, I walk, I will walk</i>). Learning Target: I can form and use the simple verb tenses. (L.3.1e) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 6	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

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ALL 3M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 7 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, all students review what a focus statement is and the purpose of a focus statement through analyzing examples of focus statements. They generate criteria for focus statements. Learning Target: I can describe the features of an effective focus statement. (W.3.2a) <i>The Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards are differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Teacher Guide Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (■▲), (●◆) 	Word Study and Vocabulary Overview: All students follow a task card to use a grid to make words using affixes around a phone root word (<i>graph</i>). They then determine the meaning of each of the words using the root of a familiar word as a clue. Learning Target: I can use a root of a word as a clue to help me find the meaning of a word with the same root. (L.3.4c) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards Word Scramble Game Board 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals. Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.3.10/RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Independent Reading: Student Task Cards

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ALL 3M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 8 ALL Block: Week 2, Day 2	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>regularly</i> with a focus on the suffix <i>-ly</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 program. Learning Target: I can analyze the meaning of an academic vocabulary word with the suffix <i>-ly</i>. (RF.3.3a, L.3.4b) <i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the word brightly, with a focus on the affix -ly. This is a review of the work on this affix in the first unit. The Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (▲), (■), (●◆) 	Writing Practice Overview: All students follow a task card to draft a focus statement for their informative paragraph about frog adaptations. Learning Target: I can revise a focus statement to make it stronger. (W.3.2a) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Student Task Cards 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals. Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.3.10/RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 9 ALL Block: Week 2, Day 3	Writing Practice Overview: With teacher guidance, all students review how to explain and give evidence for focus statements through analyzing examples and non-examples. They choose explanations and evidence to support a focus statement. Learning Target: I can explain and give evidence for my focus statement. (W.3.2b) <i>The Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 2, Week 2: Writing Practice: Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Poem Structure Frame 	Word Study and Vocabulary Overview: Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. Learning Target: I can use an academic vocabulary word in context. (L.3.6) <i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in their independent reading journal. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.3.10/RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

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ALL 3M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 10 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>healthy</i> , with a focus on the suffix <i>-y</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 program. Learning Targets: I can analyze the meaning of an academic word with the suffix -y. (RF.3.3a, L.3.4b) <i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the word healthy, with a focus on the suffix -y.</i> <i>The Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: N/A	Writing Practice Overview: All students follow a task card to draft explanations and evidence for their informative paragraph about frog adaptations. All students pair up to critique their explanations. They provide feedback (stars and steps) and then revise their writing based on peer feedback. Learning Target: I can explain and give evidence for my focus statement. (W.3.2b) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another. Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.3.10/RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 11	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



Reading and Speaking Fluency/GUM

Unit 2, Week 1: Teacher Guide ■●◆▲



Daily Learning Targets

Day 1

- I can form and use the past tense of regular verbs. (L.3.1d)

Day 3

- I can form and use the past tense of irregular verbs. (L.3.1d)

Teaching Notes

- In this unit, students focus on GUM (grammar, usage, and mechanics) rather than on reading and speaking fluency.
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards for this activity are differentiated.
 - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to have the opportunity to peer coach.
 - ▲ 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 Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

Materials

Day 1

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (differentiated; one per student)

- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (answers, for teacher reference)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)

Day 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (from Week 1, Day 1; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (answers, for teacher reference)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (differentiated; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (answers, for teacher reference)

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

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 1: Independent Reading: Student Task Cards** and the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ Day 1: Small Group Instruction (18 minutes, repeated three times)

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** that the group you are working with in this 20-minute block will work on. Invite students to read their activity card to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to read the rule at the top of the page. Ask students to discuss with the person next to them what a verb is and cold call a student to share his or her response with the whole group (an action word).
- Explain to students that there are regular and irregular verbs. Regular verbs all follow the same rules; irregular verbs don't.

- Remind students that the present tense describes what is happening right now, and the past tense describes something that has already happened. Explain that in this lesson they will be turning regular verbs into the past tense.
- Focus students on one part of the activity card at a time. Invite them to work in pairs to follow the prompt. When most students have finished, select volunteers to share their responses with the whole group.
- Invite students to discuss the meaning of each of the words.
- Ensure students are clear about the rule before moving on to the next prompt. Students may require additional practice to fully understand. Refer, as needed, to **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (answers, for teacher reference)**.
- Collect Teacher-Guided Student Activity Cards to review.
- Prepare students for the next day's independent activity: Display the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

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

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Cards** and the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**.

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

- Redistribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and invite students to review the rules and words from Day 1. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Go through the answers to Day 2 of the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards. See the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (answers, for teacher reference)**.
- Review the Daily Learning Target and discuss its meaning.
- Remind students that on Day 1, they studied regular verbs, which are verbs that follow rules you can apply to make them into past tense, for example.
- Ask students to read the sentence under the Day 3 heading on their Student Activity Card in bold.

- Go through each of the examples listed. Encourage students to think about how the verb has changed between past and present tenses, and then compare this to the rules from Day 1. Emphasize that these are irregular verbs and that they don't follow the rules.
- Invite students to work in pairs to choose the correct version of the verb in the given sentences on their activity cards. Students will be able to complete this with varying levels of independence. Some students may require you to read each example with them and make the selection as a group.
- When most of the students have finished, invite students to share out to check their thinking.
- If students still have time, invite them to look for irregular verbs on a page of their research reading texts and record them on the activity card.
- Prepare students for the next day's independent activity: Display the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards and walk through the Day 4 tasks, providing models where helpful.



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can form and use the past tense of regular verbs. (L.3.1d)
- Day 3: I can form and use the past tense of irregular verbs. (L.3.1d)

Student Materials

☒ None

Directions:

Day 1

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

To make regular verbs past tense, add -ed except in the following situations:

1. Look at these words. What are the missing words?

- **When it ends in -e, add -d.**

Present tense	Past tense
hope	hoped
note	noted
taste	tasted
race	raced
live	
joke	
care	

2. Look at these words. What are the missing words?

- **When it ends in a consonant and -y, remove -y and add -ied.**

Present tense	Past tense
copy	copied
fry	fried
tidy	tidied
cry	cried
worry	
try	
carry	

3. Look at these words. What are the missing words?

- **When the verb ends in a vowel and -y, add -ed.**

Present tense	Past tense
stay	stayed
pray	prayed
enjoy	enjoyed
play	played
destroy	
obey	
annoy	

4. Look at these words. What are the missing words?

- **When there is a short vowel sound before the last consonant, double the last consonant and add -ed.**

Present tense	Past tense
hop	hopped
trap	trapped
ban	banned
hug	hugged
mop	
sip	

Day 3

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

To make regular verbs past tense, add -ed except in the following situations:

- When it ends in -e, add -d.
- When it ends in a consonant and -y, remove -y and add -ied.
- When the verb ends in a vowel and -y, add -ed.
- When there is a short vowel sound before the last consonant, double the last consonant and add -ed.

Irregular verbs don't follow the rules, which is why they are called irregular verbs.

Examples:

Present tense	Past tense
begin	began
eat	ate
know	knew
say	said
win	won
stick	stuck

Write the correct version of the verb in each of these sentences:

1. Verb: **choose**

He _____ a red birthday balloon.

2. Verb: **hide**

She _____ in the closet during the game of hide-and-seek.

3. Verb: **forget**

We _____ to lock the front door.

4. Verb: **drive**

They _____ to school because it was raining.

5. Verb: **shake**

When we met, I _____ hands with her.

6. Verb: **read**

The teacher _____ the book aloud to the class.

7. Verb: **dig**

The gardener _____ a hole where the new tree would go.

8. Verb: **light**

When the power went out, we _____ candles.

9. Verb: **blow**

The wind _____ a huge tree down across the road.

10. Verb: **hear**

I _____ someone talking in the dark.

11. Choose three paragraphs from your independent reading text. Identify the irregular verbs in those paragraphs. To identify whether the verbs are regular or irregular, write the present tense version and the past tense version and check against the rules at the top of this activity card. Record **irregular** verbs below:

Present tense	Past tense



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can form and use the past tense of regular verbs. (L.3.1d)
- Day 3: I can form and use the past tense of irregular verbs. (L.3.1d)

Student Materials

☒ None

Directions:

Day 1

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

To make regular verbs past tense, add -ed except in the following situations:

1. Look at these words. What is the rule?

Present tense	Past tense
hope	hoped
note	noted
taste	tasted
race	raced
live	lived

The rule is _____

2. Look at these words. What is the rule?

Present tense	Past tense
copy	copied
fry	fried
tidy	tidied
cry	cried
worry	worried

The rule is

3. Look at these words. What is the rule?

Present tense	Past tense
stay	stayed
pray	prayed
enjoy	enjoyed
play	played
destroy	destroyed

The rule is

4. Look at these words. What is the rule?

Present tense	Past tense
hop	hopped
trap	trapped
ban	banned
hug	hugged
mop	mopped

The rule is

Day 3

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

To make regular verbs past tense, add -ed except in the following situations:

- When it ends in -e, add -d.
- When it ends in a consonant and -y, remove -y and add -ied.
- When the verb ends in a vowel and -y, add -ed.
- When there is a short vowel sound before the last consonant, double the last consonant and add -ed.

Irregular verbs don't follow the rules, which is why they are called irregular verbs.

Examples:

Present tense	Past tense
begin	began
eat	ate
know	knew
say	said
win	won
stick	stuck

Write the correct version of the verb in each of these sentences:

1. Verb: **choose**

He _____ a red birthday balloon.

2. Verb: **hide**

She _____ in the closet during the game of hide-and-seek.

3. Verb: **forget**

We _____ to lock the front door.

4. Verb: **drive**

They _____ to school because it was raining.

5. Verb: **shake**

When we met, I _____ hands with her.

6. Verb: **read**

The teacher _____ the book aloud to the class.

7. Verb: **dig**

The gardener _____ a hole where the new tree would go.

8. Verb: **light**

When the power went out, we _____ candles.

9. Verb: **blow**

The wind _____ a huge tree down across the road.

10. Verb: **hear**

I _____ someone talking in the dark.

11. Choose three paragraphs from your independent reading text. Identify the irregular verbs in those paragraphs. To identify whether the verbs are regular or irregular, write the present tense version and the past tense version and check against the rules at the top of this activity card. Record **irregular** verbs below:

Present tense	Past tense



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can form and use the past tense of regular verbs. (L.3.1d)
- Day 3: I can form and use the past tense of irregular verbs. (L.3.1d)

Student Materials

☒ None

Directions:

Day 1

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

To make regular verbs past tense, add -ed except in the following situations:

1. Look at these words. What is the rule? What are the missing words?

Present tense	Past tense
hope	hoped
note	noted
taste	tasted
race	raced
live	
joke	
care	

The rule is

2. Look at these words. What is the rule? What are the missing words?

Present tense	Past tense
copy	copied
fry	fried
tidy	tidied
cry	cried
worry	
try	
carry	

The rule is

3. Look at these words. What is the rule? What are the missing words?

Present tense	Past tense
stay	stayed
pray	prayed
enjoy	enjoyed
play	played
destroy	
obey	
annoy	

The rule is

4. Look at these words. What is the rule? What are the missing words?

Present tense	Past tense
hop	hopped
trap	trapped
ban	banned
hug	hugged
mop	
sip	
trip	

The rule is

Day 3

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

To make regular verbs past tense, add *-ed* except in the following situations:

- When it ends in *-e*, add *-d*.
- When it ends in a consonant and *-y*, remove *-y* and add *-ied*.
- When the verb ends in a vowel and *-y*, add *-ed*.
- When there is a short vowel sound before the last consonant, double the last consonant and add *-ed*.

Irregular verbs don't follow the rules, which is why they are called irregular verbs.

Examples:

Present tense	Past tense
begin	began
eat	ate

know	knew
say	said
win	won
stick	stuck

Write the past version of the verb in each of these sentences:

1. Verb: **choose**

He _____ a red birthday balloon.

2. Verb: **hide**

She _____ in the closet during the game of hide-and-seek.

3. Verb: **forget**

We _____ to lock the front door.

4. Verb: **drive**

They _____ to school because it was raining.

5. Verb: **shake**

When we met, I _____ hands with her.

6. Verb: **read**

The teacher _____ the book aloud to the class.

7. Verb: **dig**

The gardener _____ a hole where the new tree would go.

8. Verb: **light**

When the power went out, we _____ candles.

9. Verb: **blow**

The wind _____ a huge tree down across the road.

10. Verb: **hear**

I _____ someone talking in the dark.

11. Choose three paragraphs from your independent reading text. Identify the irregular verbs in those paragraphs. To identify whether the verbs are regular or irregular, write the present tense version and the past tense version and check against the rules at the top of this activity card. Record **irregular** verbs below:

Present tense	Past tense



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can form and use the past tense of regular verbs. (L.3.1d)
- Day 3: I can form and use the past tense of irregular verbs. (L.3.1d)

Student Materials

Day 1:

- ☒ Online or paper translation dictionary

Directions:

Day 1

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

To make the past tense of regular verbs, change the ending.

1. a. Look at the verbs in the table. What is the rule for making the past tense of these verbs?

The rule is

- b. Write the missing past tense verbs in the table.

Present tense	Past tense	Translation
need	needed	
answer	answered	
help	helped	
work		

2. a. Look at the verbs in the table. What is the rule for making the past tense of these verbs?

The rule is

- b. Write the missing past tense verbs in the table.

Present tense	Past tense	Translation
hope	hoped	
taste	tasted	
live	lived	
like		

3. a. Look at the verbs in the table. What is the rule for making the past tense of these verbs?

The rule is

- b. Write the missing past tense verbs in the table.

Present tense	Past tense	Translation
stay	stayed	
enjoy	enjoyed	
play	played	
annoy		

- 4.a. Look at the verbs in the table. What is the rule for making the past tense of these verbs?

The rule is

- b. Write the missing past tense verbs in the table.

Present tense	Past tense	Translation
copy	copied	
try	tried	
worry	worried	
carry		

- 5.a. Look at the verbs in the table. What is the rule for making the past tense of these verbs?

The rule is

- b. Write the missing past tense verbs in the table.

Present tense	Past tense	Translation
hop	hopped	
trap	trapped	
hug	hugged	
trip		

Day 3

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

Review of Days 1 and 2:

1. When a regular verb ends in a consonant, add *-ed*.
2. When a regular verb ends in *-e*, add *-d*.
3. When a regular verb ends in a vowel and *-y*, add *-ed*.
4. When a regular verb ends in consonant and *-y*, remove *-y* and add *-ied*.
5. When a regular verb ends in a vowel and a consonant, double the last consonant and add *-ed*.

Irregular verbs don't follow the rules, which is why they are called irregular.

Examples:

Present tense	Past tense	Translation
	began	
	ate	
	knew	
	said	
	heard	
	read	
	had	

The verb "be" is very irregular!

Person	Present tense	Past tense	Translation
I	am	was	
You	are	were	
He She It	is	was	
We	are	were	
You	are	were	
They	are	were	

Write the past version of the verb in parentheses in each of these sentences:

1. He _____ to work on his informational piece. (begin)
2. The Amazon horned frog _____ the mouse. (eat)
3. The students _____ books about different frogs. (have)
4. We _____ the frogs croaking at Magnolia Circle. (hear)
5. You _____ a text about the colors and markings of amphibians and reptiles. (read)
6. I lived in the rainforest. It _____ wet all the time. (be)



Reading and Speaking Fluency/GUM



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

Day 1



1. Look at these words. What are the missing words?

- **When it ends in -e, add -d.**

Present tense	Past tense
hope	hoped
note	noted
taste	tasted
race	raced
live	lived
joke	joked
care	cared

2. Look at these words. What are the missing words?

- **When it ends in a consonant and -y, remove -y and add -ied.**

Present tense	Past tense
copy	copied
fry	fried
tidy	tidied
cry	cried
worry	worried
try	tried
carry	carried

3. Look at these words. What is the rule? What are the missing words?

- **When the verb ends in a vowel and -y, add -ed.**

Present tense	Past tense
stay	stayed
pray	prayed
enjoy	enjoyed
play	played
destroy	destroyed
obey	obeyed
annoy	annoyed

4. Look at these words. What are the missing words?

- **When there is a short vowel sound before the last consonant, double the last consonant and add -ed.**

Present tense	Past tense
hop	hopped
trap	trapped
ban	banned
hug	hugged
mop	mopped
sip	sipped



- **When the verb ends in a consonant, add -ed.**

Present tense	Past tense
need	needed
answer	answered
help	helped
work	worked

- When it ends in *-e*, add *-d*.

Present tense	Past tense
hope	hoped
taste	tasted
live	lived
like	liked

- When the verb ends in a vowel and *-y*, add *-ed*.

Present tense	Past tense
stay	stayed
enjoy	enjoyed
play	played
annoy	annoyed

- When it ends in a consonant and *-y*, remove *-y* and add *-ied*.

Present tense	Past tense
copy	copied
try	tried
worry	worried
carry	carried

- When there is a short vowel sound before the last consonant, double the last consonant and add *-ed*.

Present tense	Past tense
hop	hopped
trap	trapped
hug	hugged
trip	tripped

Day 3



1. Verb: choose

He chose a red birthday balloon.

2. Verb: hide

She hid in the closet during the game of hide-and-seek.

3. Verb: forget

We forgot to lock the front door.

4. Verb: drive

They drove to school because it was raining.

5. Verb: shake

When we met, I shook hands with her.

6. Verb: read

The teacher read the book aloud to the class.

7. Verb: dig

The gardener dug a hole where the new tree would go.

8. Verb: light

When the power went out, we lit candles.

9. Verb: blow

The wind blew a huge tree down across the road.

10. Verb: hear

I heard someone talking in the dark.



Present tense	Past tense
begin	began
eat	ate
know	knew
say	said
hear	heard
read	read
have	had

1. He began to work on his informational piece. (begin)
2. The Amazon horned frog ate the mouse. (eat)
3. The students had books about different frogs. (have)
4. We heard the frogs croaking at Magnolia Circle. (hear)
5. You read a text about the colors and markings of amphibians and reptiles.
(read)
6. I lived in the rainforest. It was wet all the time. (be)



Additional Work with Complex Text



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can ask and answer questions to show understanding of a text, using details from the text in my answers. (RI.3.1)
- Day 3: I can explain the connections between two sections of a text. (RI.3.8)

Student Materials

Day 1:

- ☒ *Bullfrog at Magnolia Circle*
- ☒ Sticky notes

Day 3:

- ☒ *Bullfrog at Magnolia Circle*
- ☒ Colored pencils or crayons: red, yellow, orange, blue

Directions:

Day 1

1. Take out your copies of *Bullfrog at Magnolia Circle*.
2. Find a partner.
3. Find the part of the book called "About the Bullfrog" (at the beginning).
4. With your partner, read this part of the text aloud. You can take turns reading paragraphs, or choose one person in your pair to read.
5. Think of one question you now have about bullfrogs. Write your question below.

My question:

6. Put a sticky note in the text where you learned something new. Write what you learned below.

Something I learned: (You may use words, pictures, or both to record what you learned.)

7. Switch partners and share with someone new.

Day 3

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

1. Find a partner.
2. Reread this excerpt from "About the Bullfrog":

"Bullfrogs are excellent hunters and eat just about anything they can cram into their mouths. They sit and wait for a prey animal to come close enough, then pounce and catch their meal with their long, quick, sticky tongues, all in about one-half of a second."

On the excerpt above:

3. Using a red pencil: Lightly shade the words that tell what bullfrogs eat.
4. Using a yellow pencil: Shade the word that tells what bullfrogs do when their prey comes.
5. Using an orange pencil: Shade the words that tell which part of their bodies bullfrogs use to catch their meals.
6. Using a blue pencil: Lightly shade the words that tell how long it takes the bullfrog to catch its prey.

7. Read this excerpt from page 9 of *Bullfrog at Magnolia Circle*:

"As Bullfrog pulls his long body up the bank of the bayou, a crayfish emerges from a chimney made of mud. In less than half a second, Bullfrog springs forward. His long, sticky tongue shoots out and grabs the crayfish."

On the excerpt above:

8. Using a red pencil: Lightly shade the words that tell what the bullfrog wants to eat.
9. Using a yellow pencil: Lightly shade the words that tell what the bullfrog does when he spots the crayfish.
10. Using an orange pencil: Lightly shade the words that tell what part of his body the bullfrog uses to catch his meal.
11. Using a blue pencil: Lightly shade how long it takes the bullfrog to catch his meal.
12. Look at both excerpts that you have colored. Discuss: How are these two parts of the text connected?



Additional Work with Complex Text



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

Day 3

Note: Text shading may vary slightly. The key for the text shading is as follows:

- underlined = red
- **bold italics** = yellow
- double underlined = orange
- wavy underlined = blue

Excerpt 1

"Bullfrogs are excellent hunters and eat just about anything they can cram into their mouths. They sit and wait for a prey animal to come close enough, then **pounce** and catch their meal with their long, quick, sticky tongues, all in about one-half of a second."

Excerpt 2

"As Bullfrog pulls his long body up the bank of the bayou, a crayfish emerges from a chimney made of mud. In less than half a second, **Bullfrog springs forward.** His long, sticky tongue shoots out and grabs the crayfish."

Look at both excerpts that you have colored. Discuss: How are these two parts of the text connected?

Responses will vary, but may include: Both passages are about what bullfrogs eat and how they hunt. The passage about the crayfish provides a specific example of what is described in "About the Bullfrog."



Independent Reading



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

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

Student Materials

Days 1–3:

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

Day 4:

- ☒ Research reading text
- ☒ Vocabulary log

Directions:

Days 1–2

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

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

Day 3

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

1. Read your research reading text independently for 5 minutes.
 2. Record your reading in your independent reading journal (date, text title, author, pages read).
 3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical words at the back.
 4. Respond to this prompt in your independent reading journal: How does your reading connect to your work in the module lessons?
-

Day 4

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

Research Share:

1. Timekeeper: Set a 2-minute timer.
 2. Group: Think of:
 - One thing you have learned from your research reading text
 - Two new vocabulary words and their meanings that you have learned from your research text
 3. Timekeeper: Set a 2-minute timer.
 4. Facilitator: You will go first:
 - Pass your research reading text around.
 - Share one thing that you have learned. ("I have learned _____.")
 - Share two new vocabulary words and their meanings. ("Two new vocabulary words I have learned are _____ and _____.")
- Group: Listen and think about what else you would like to know about their text. Prepare a question.
5. Timekeeper: Set a 2-minute timer.
 6. Group: Take turns asking the facilitator questions.

7. Repeat steps 4–6 with each person in the group.
8. If time allows, choose from the following:
 - Continue to read your free choice reading text.
 - Try out a new text.



Additional Work with Complex Text

Unit 2, Week 1: Teacher Guide ■●◆▲



Daily Learning Targets

Day 2

- I can explain the connections between two sections of a text. (RI.3.8)

Day 4

- I can ask and answer questions to show understanding of a text, using details from the text in my answers. (RI.3.1)

Teaching Notes

- In this component, students make connections between the nonfiction essay “About the Bullfrog” (which begins *Bullfrog at Magnolia Circle*) and Bullfrog’s story in the illustrated part of the text. Students color-code a passage from “About the Bullfrog” that describes what bullfrogs eat and how they catch their prey. They then use the same colors to code a passage from page 16 of the book that describes the main character, Bullfrog, hunting and catching a sphinx moth. The color-coding helps students see how Bullfrog’s story adds specific detail to the basic facts introduced in the essay.
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards 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. 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 2: To provide additional support, shade the parts of the two sentences ahead of time for students, pointing out key words to help students see the connections between the two.
 - ▲ Day 4: To provide lighter support, invite students to complete the activity card independently and then share their own selected response strategies.
- **In advance:**
 - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one per student)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Cards (from Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards (from Day 1; one per student and one to display)
- ✓ **Day 4 Only:** Unit 2, Week 1, Day 3: 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)
- ✓ *Bullfrog at Magnolia Circle* (from Day 1; one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (differentiated; one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)
- ✓ Colored pencils (red, yellow, orange, and blue; one of each per student)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 5 module lesson; one per student)
- ✓ ▲ Online or paper dictionary (one per ELL in student's home language)

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 on Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**. Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Cards** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ● ◆ ▲ Day 2: Small Group Instruction (19 minutes, repeated three times)

- Invite students to retrieve their copy of *Bullfrog at Magnolia Circle* and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Review the Daily Learning Target and discuss its meaning.
- Invite students to briefly share something they learned from yesterday's reading. Explain that the group will work closely with a passage from "About the Bullfrog" this week and explore how the passage connects to other parts of the book.
- Read the first excerpt at the top of the activity card aloud for students once and then invite them to read it aloud chorally with you.
- Turn and Talk:

"What is this passage mostly about?" (how bullfrogs hunt and what they eat)

- ●◆
 - Invite a volunteer to read the first question aloud for the group, invite another student to tell the rest of the group members what they need to do, and then invite students to work in pairs to answer the question using the appropriate **colored pencils**. Repeat with each question about the first excerpt.
 - Repeat with the second excerpt of text and those questions.
 - Direct students to lay the two pages of the activity card side by side and make observations about how the information in the two passages is connected. Students should notice that both passages are about what bullfrogs eat and how they hunt. The passage about the sphinx moth provides a specific example of what is described in "About the Bullfrog."
 - Students who are ready for more challenge can skim through the book to find other passages that provide examples of what bullfrogs eat and how they hunt.
 - Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points. Refer to **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)**.
- ■
 - Turn and Talk:

"What do bullfrogs eat?" (They eat just about anything they can cram into their mouths.)
 - Invite students to shade in red the words in the excerpt that best support the answer to the question about what bullfrogs eat. (Students should have shaded "eat just about anything they can cram into their mouths.")
 - Turn and Talk:

"What do bullfrogs do when the prey comes close?" (They pounce.)
 - Invite students to shade in yellow the word that best supports the answer to what bullfrogs do when prey comes close. (Students should have shaded "pounce.")
 - Turn and Talk:

"What part of their bodies do bullfrogs use to catch their meals?" (their long, quick, sticky tongues)
 - Invite students to shade in orange the words in the excerpt that best support the answer to the question about which part of their bodies bullfrogs use to catch their meals. (Students should have shaded "catch their meal with their long, quick, sticky tongues.")
 - Turn and Talk:

"How long does it take the bullfrog to catch a meal?" (about half a second)

- Invite students to shade in blue the words in the excerpt that best support the answer to the question about how long it takes the bullfrog to catch a meal. (Students should have shaded “all in about one-half of a second.”)
- Read the second excerpt on the activity card aloud for students once and then invite them to read it aloud chorally with you.
- Turn and Talk:
“What is this passage mostly about?” (how Bullfrog is hunting a sphinx moth)
“What is Bullfrog eating?” (a sphinx moth)
- Invite students to shade in red the words in the excerpt that best support the answer to the question about what Bullfrog is eating. (Students should have shaded “brings the moth to his mouth.”)
- Turn and Talk:
“What does Bullfrog do when he sees the sphinx moth? Where did you get this information?” (He jumps forward, or pounces. Answers will vary, but they should be based on the text and/or the illustration on pages 16–17.)
- Turn and Talk:
“What part of his body does Bullfrog use to catch his meal?” (his long, sticky tongue)
- Invite students to shade in yellow the words in the excerpt that best support the answer to the question about the part of his body he uses to catch his meal. (Students should have shaded “his long, sticky tongue.”)
- Turn and Talk:
“How long does it take Bullfrog to catch the moth?” (an instant)
- Invite students to shade in blue the words in the excerpt that best support the answer to the question. (Students should have shaded “In an instant.”)
- Invite students to make observations about how the information in the two passages is connected. Students should notice that both passages are about what bullfrogs eat and how they hunt. The passage about the sphinx moth provides a specific example of what is described in “About the Bullfrog.”
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- ▲ 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.
 - Invite students to look at the illustration on page 16 of *Bullfrog at Magnolia Circle*. Ask:
“What does the sentence mean? What, in the illustration, makes you think so?” (Answers will vary.)
 - Invite students to place a finger on *one-half* and invite them to say it aloud chorally with you.
“What is the translation of one-half in our home languages?” (una mitad in Spanish)

- Invite all students to repeat the translation in a different home language.
“What does one-half mean?” (one of two equal parts into which something can be divided; 50 percent; If there are two parts of a second, one-half is one equal part.)
“How many seconds are there in 1 minute? How many seconds are there in one-half minute?” (60, 30)
“Count by seconds. Count by one-half seconds. How long is one-half second?” (1-2-3; 1-2-3-4-5-6; so fast)
- Invite students to place a finger on *They sit and wait*. Focus students on the word *They*.
 Turn and Talk:
“What does They refer to?” (bullfrogs)
- Invite students to place a finger on *catch their meal*. Focus students on the word *their*.
 Turn and Talk:
“What does their refer to?” (bullfrogs)
“What do the bullfrogs catch? What kind of meal?” (their meal, food; e.g., insects)
- Invite students to place a finger on “with their long, quick, sticky tongues” and invite students to read this aloud chorally with you. Point to your tongue. If students are comfortable showing their tongues, invite them to point to their tongues. Turn and Talk:
“What are bullfrog tongues like?” (long, quick, sticky)
“What part of their body do bullfrogs use to catch food?” (tongue)
- If students are comfortable, invite them to “catch a meal” with their quick tongues in half a second.
- Turn and Talk:
“What do you think this sentence means? What, in the illustration, makes you think so?” (Answers will vary.)
- Invite students to use a red colored pencil to shade the part of the sentence that discusses getting a meal (catch their meal).
- Invite students to shade in yellow the part of the text that discusses the body part they use (with their long, quick, sticky tongues).
- Invite students to shade in blue the part of the text that discusses how long catching their meal takes (all in about one-half of a second).
- Read the second excerpt on the activity card aloud for students once; then invite them to read it aloud chorally with you.
- Turn and Talk:
“What is this passage mostly about?” (how Bullfrog is hunting a sphinx moth)
- Invite students to place a finger on the word *instant* and to say it aloud chorally with you.
“What is the translation of instant in our home languages?” (trenutak in Bosnian)
- Invite all students to repeat the translation in a different home language.
“What does instant mean? Think about the first sentence we discussed. What phrase has a similar meaning?” (a very short amount of time; one-half of a second)
- Invite students to place a finger on the word *moth* and to point to the moth in the picture on page 16 of *Bullfrog at Magnolia Circle* and to say it aloud chorally with you.
- Invite students to place a finger on the words “brings the moth to his mouth” and to say them aloud chorally with you.

- Focus students on the word *his*. Turn and Talk:
“What does his refer to?” (Bullfrog)
“What brings the moth to Bullfrog’s mouth? Does the moth fly into his mouth?” (No, it’s his long, sticky tongue.)
- Invite students to place a finger on the words “becomes part of his evening meal” and to say them aloud chorally with you.
- Focus students on the word *it*. Turn and Talk:
“What does it refer to? How do you know?” (the moth; Moth comes before it. It can’t refer to mouth or his, because that would not be a meal.)
“In this sentence, what is the type of food Bullfrog is eating for dinner?” (the moth)
“How long does it take his long, sticky tongue to bring the moth to his mouth?” (an instant)
“What do you think this sentence means? What, in the sentence, makes you think so?” (Answers will vary.)
- Invite students to use a red colored pencil to shade the part of the text that discusses the type of food Bullfrog is catching (brings the moth to his mouth).
- Invite students to use yellow for the part that discusses the body part he uses to get his meal (his long, sticky tongue).
- Invite students to use blue for the part that discusses how long catching their meal takes (In an instant).
- Guide students through a discussion of Part III of the activity card. Invite students first to discuss the questions in their home language if they desire additional support. (Both sentences describe how bullfrogs use a body part to quickly get a meal. The second sentence details the type of meal.)
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.

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

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and on Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Cards** and **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** for the independent work components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

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

- Invite students to retrieve their copy of *Bullfrog at Magnolia Circle* and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards for Day 3 using the **Unit 2, Week 1, Day 3: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Review the Daily Learning Target and discuss its meaning.
- Invite students to think about all three passages they have worked with this week (“All About the Bullfrog,” Paragraph 4; sphinx moth, page 16; crayfish, page 9). Discuss with the group: **“How are these passages connected?” (All three passages are about what bullfrogs eat and how they hunt.)**
- ▲
 - Review the strategies to answer selected response questions on the activity cards.
 - Guide students through their activity cards.
 - Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- ■●◆
 - Help students find the two passages below on pages 16 and 24 of *Bullfrog at Magnolia Circle*.
 - o “A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water. Bullfrog sees the moth with his big, round eyes. In an instant, his long, sticky tongue brings the moth to his mouth and it becomes part of his evening meal.” (page 16)
 - o “The bullfrog, startled by the departing heron, leaps into the water, but soon returns to the shore. He hears the clicking sounds of southern cricket frogs in the grass. One of the little frogs jumps. It lands just in front of Bullfrog. In less than a second, it is in Bullfrog’s mouth.” (page 24)
 - Read the passages out loud, inviting observations. Explain that students are going to apply some of their learning from this week. They will look more carefully at the information in the text and the illustrations to discover connections between the passages.
 - Work through the selected response questions together, modeling strategies for understanding the text. If desired, model strategies for approaching selected response questions while you work. Strategies for addressing selected response questions are available at the end of this guide, as well as on an optional student handout. Allow this process to arise naturally from the work you are doing rather than teaching a formal lesson on these strategies.
 - Students ready for more challenge can complete the More Challenge activities in pairs or as a group.
 - 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 2, Week 1: Teacher-Guided Student Activity Cards (■)

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can explain the connections between two sections of a text. (RI.3.8)
- Day 4: I can ask and answer questions to show understanding of a text, using details from the text in my answers. (RI.3.1)

Student Materials

Day 2:

- ☒ *Bullfrog at Magnolia Circle*
- ☒ Colored pencils or crayons: red, orange, yellow, blue

Day 4:

- ☒ *Bullfrog at Magnolia Circle*

Directions:

Day 2

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

*"Bullfrogs are excellent hunters
and eat just about anything they can cram into their mouths.
They sit and wait for a prey animal to come close enough,
then pounce and catch their meal with their long, quick, sticky tongues,
all in about one-half of a second."*

Source: Dennard, D. *Bullfrog at Magnolia Circle*. 2002. Norwalk, CT: Soundprints.

*"A sphinx moth flutters past Bullfrog
and lands on a blade of a wild weed near the water.
Bullfrog sees the moth with his big, round eyes.
In an instant,
his long, sticky tongue brings the moth to his mouth
and it becomes part of his evening meal."*

Source: Dennard, D. *Bullfrog at Magnolia Circle*. 2002. Norwalk, CT: Soundprints.

Day 4

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

Selected Response Strategies

✓ Strategy A: Think of the answer yourself.

1. Cover the answers.
2. Read the question.
3. You're smart. Try to think of the answer yourself.
4. Uncover the answers.
5. Find the one that is most like your answer.

✓ Strategy B: Be confident.

1. Do Strategy A.
2. After you find the answer most like yours, choose it.
3. Don't change your mind unless you have a good reason.

✓ Strategy C: Try again.

1. Skip all of the questions where you don't know the answer.
2. Answer all of the questions you can.
3. Go back to the beginning of the test.
4. Check the answers you gave.
5. Try to answer the questions you skipped.
6. Pat yourself on the back.

"A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water. Bullfrog sees the moth with his big, round eyes. In an instant, his long, sticky tongue brings the moth to his mouth and it becomes part of his evening meal." (page 16)

"The bullfrog, startled by the departing heron, leaps into the water, but soon returns to the shore. He hears the clicking sounds of southern cricket frogs in the grass. One of the little frogs jumps. It lands just in front of Bullfrog. In less than a second, it is in Bullfrog's mouth." (page 24)

1. **Part A**

Based on information from the passages above, which of the following does Bullfrog eat? (RI.3.1)

- a. a heron
- b. a southern cricket frog
- c. a butterfly
- d. wild weeds

Part B

Which detail from the text **best** supports the answer to Part A? (RI.3.1)

- a. *"...startled by the departing heron..."*
- b. *"...lands on a blade of a wild weed near the water."*
- c. *"He hears the clicking sounds of southern cricket frogs in the grass."*
- d. *"Bullfrog sees the moth with his big, round eyes."*

2. **Part A**

Which idea from the text is **best supported** by the illustration on page 17? (RI.3.7)

- a. Bullfrog uses his long sticky tongue to catch his prey.
- b. Bullfrog uses telescopic vision to spot his prey.
- c. Bullfrog catches his prey in an instant.
- d. Bullfrog hunts mostly in the evening.

Part B

Which words from the passage provide information about the answer to Part A? (RI.3.1)

- a. *"...it becomes part of his evening meal."*
- b. *"In an instant, his long, sticky tongue brings the moth to his mouth..."*
- c. *"Bullfrog sees the moth with his big, round eyes."*
- d. *"...lands on a blade of a wild weed near the water."*

3. What is the connection between these two passages? (RI.3.8)

- a. Both passages describe how bullfrogs are excellent hunters.
- b. Both passages describe how bullfrogs use their tongues to catch prey.
- c. Both passages describe how high bullfrogs jump when hunting.
- d. Both passages describe how difficult it is for bullfrogs to catch prey.

Discuss with a partner: Why do you think the author included "About the Bullfrog" at the beginning of this book?

MORE CHALLENGE:

With a partner, find the **glossary** underneath the "About the Bullfrog" section. Find the definition of the word *bayou* in the glossary. Read the definition silently. Then, in your own words, explain to your partner what a bayou is.

Now find the word *bayou* in the **"Points of Interest in this Book"** section underneath the glossary. Turn to the page numbers listed. What can you learn about the bayou from the illustrations on these pages? Point to specific parts of the illustration as you explain your thinking to a partner. Think: How is this different from what you learned about the bayou in the glossary?

Pulling It All Together:

Look at all three sections on the page you have been exploring. How are these sections connected? How might the information on this page help the reader better understand Bullfrog's story in the book?



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can explain the connections between two sections of a text. (RI.3.8)
- Day 4: I can ask and answer questions to show understanding of a text, using details from the text in my answers. (RI.3.1)

Student Materials

Day 2:

- ☒ *Bullfrog at Magnolia Circle*
- ☒ Colored pencils or crayons: red, orange, yellow, blue

Day 4:

- ☒ *Bullfrog at Magnolia Circle*

Directions:

Day 2

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

"Bullfrogs are excellent hunters and eat just about anything they can cram into their mouths. They sit and wait for a prey animal to come close enough, then pounce and catch their meal with their long, quick, sticky tongues, all in about one-half of a second."

Source: Dennard, D. *Bullfrog at Magnolia Circle*. 2002. Norwalk, CT: Soundprints.

1. Part A: What do bullfrogs eat?

Part B: Which words in the passage **best** support the answer to Part A? Lightly shade them red.

2. Part A: What do bullfrogs do when the prey comes close?

Part B: Which word in the passage **best** supports the answer to Part A? Shade it light yellow.

3. Part A: What part of their bodies do bullfrogs use to catch their meals?

Part B: Which words from the passage **best** support the answer to Part A? Shade them orange.

4. Part A: How long does it take the bullfrog to catch a meal?

Part B: Which words in the passage **best** support the answer to Part A?
Lightly shade them blue.

"A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water. Bullfrog sees the moth with his big, round eyes. In an instant, his long, sticky tongue brings the moth to his mouth and it becomes part of his evening meal."

Source: Dennard, D. *Bullfrog at Magnolia Circle*. 2002. Norwalk, CT: Soundprints.

5. Part A: What is Bullfrog eating?

Part B: Which words in the passage **best** support the answer to Part A?
Lightly shade them red.

6. Part A: What part of his body does Bullfrog use to catch his meal?

Part B: Which words in the passage **best** support the answer to Part A?
Shade them yellow.

7. Part A: How long does it take Bullfrog to catch the moth?

Part B: Which words in the passage **best** support the answer to Part A?
Lightly shade them blue.

Look at the two excerpts you have worked with today. Look carefully at how you have color-coded both passages. Discuss this question with a partner: How are these two parts of the text connected?

MORE CHALLENGE:

Find another passage in *Bullfrog at Magnolia Circle* that is connected to the same passage from Paragraph 4 of "About the Bullfrog." Write the page number of the passage here:

page: _____

Why did you choose this passage? Explain to your partner how the passage you chose connects to the first passage you read.

Day 4

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

Selected Response Strategies

✓ Strategy A: Think of the answer yourself.

1. Cover the answers.
2. Read the question.
3. You're smart. Try to think of the answer yourself.
4. Uncover the answers.
5. Find the one that is most like your answer.

✓ Strategy B: Be confident.

4. Do Strategy A.
5. After you find the answer most like yours, choose it.
6. Don't change your mind unless you have a good reason.

✓ Strategy C: Try again.

7. Skip all of the questions where you don't know the answer.
8. Answer all of the questions you can.
9. Go back to the beginning of the test.
10. Check the answers you gave.
11. Try to answer the questions you skipped.
12. Pat yourself on the back.

"A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water. Bullfrog sees the moth with his big, round eyes. In an instant, his long, sticky tongue brings the moth to his mouth and it becomes part of his evening meal." (page 16)

"The bullfrog, startled by the departing heron, leaps into the water, but soon returns to the shore. He hears the clicking sounds of southern cricket frogs in the grass. One of the little frogs jumps. It lands just in front of Bullfrog. In less than a second, it is in Bullfrog's mouth." (page 24)

1. Part A

Based on information from the passages above, which of the following does Bullfrog eat? (RI.3.1)

- a. a heron
- b. a southern cricket frog
- c. a butterfly
- d. wild weeds

Part B:

Which detail from the text **best** supports the answer to Part A? (RI.3.1)

- a. *"...startled by the departing heron..."*
- b. *"...lands on a blade of a wild weed near the water."*
- c. *"He hears the clicking sounds of southern cricket frogs in the grass."*
- d. *"Bullfrog sees the moth with his big, round eyes."*

2. Part A

Which idea from the text is **best supported** by the illustration on page 17? (RI.3.7)

- a. Bullfrog uses his long sticky tongue to catch his prey.
- b. Bullfrog uses telescopic vision to spot his prey.
- c. Bullfrog catches his prey in an instant.
- d. Bullfrog hunts mostly in the evening.

Part B

Which words from the passage provide information about the answer to Part A? (RI.3.1)

- a. *"...it becomes part of his evening meal."*
- b. *"In an instant, his long, sticky tongue brings the moth to his mouth..."*
- c. *"Bullfrog sees the moth with his big, round eyes."*
- d. *"...lands on a blade of a wild weed near the water."*

3. What is the connection between these two passages? (RI.3.8)

- a. Both passages describe how bullfrogs are excellent hunters.
- b. Both passages describe how bullfrogs use their tongues to catch prey.
- c. Both passages describe how high bullfrogs jump when hunting.
- d. Both passages describe how difficult it is for bullfrogs to catch prey.

Discuss with a partner: Why do you think the author included "About the Bullfrog" at the beginning of this book?

MORE CHALLENGE:

With a partner, find the **glossary** underneath the "About the Bullfrog" section. Find the definition of the word *bayou* in the glossary. Read the definition silently. Then, in your own words, explain to your partner what a bayou is.

Now find the word *bayou* in the **"Points of Interest in this Book"** section underneath the glossary. Turn to the page numbers listed. What can you learn about the bayou from the illustrations on these pages? Point to specific parts of the illustration as you explain your thinking to a partner. Think: How is this different from what you learned about the bayou in the glossary?

Pulling It All Together:

Look at all three sections on the page you have been exploring. How are these sections connected? How might the information on this page help the reader better understand Bullfrog's story in the book?



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can explain the connections between two sections of a text. (RI.3.8)
- Day 4: I can ask and answer questions to show understanding of a text, using details from the text in my answers. (RI.3.1)

Student Materials

Day 2:

- ☒ *Bullfrog at Magnolia Circle*
- ☒ Colored pencils or crayons: red, orange, yellow, blue (one of each)

Day 4:

- ☒ *Bullfrog at Magnolia Circle*

Directions:

Day 2

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

Part I: "About the Bullfrog" preface

"They sit and wait for a prey animal to come close enough, then pounce and catch their meal with their long, quick, sticky tongues, all in about one-half of a second."

Source: Dennard, D. *Bullfrog at Magnolia Circle*. 2002. Norwalk, CT: Soundprints.

Part II: page 16

"In an instant, his long, sticky tongue brings the moth to his mouth and it becomes part of his evening meal."

Source: Dennard, D. *Bullfrog at Magnolia Circle*. 2002. Norwalk, CT: Soundprints.

Part III

With a partner, discuss:

- How are these two parts of the text connected?
- What is similar about the sentences?
- What detail does page 16 add about the meal?

Day 4

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

Selected Response Strategies

✓ Strategy A: Think of the answer yourself.

1. Cover the answers.
2. Read the question.
3. You're smart. Try to think of the answer yourself.
4. Uncover the answers.
5. Find the one that is most like your answer.

✓ Strategy B: Be confident.

1. Do Strategy A.
2. After you find the answer most like yours, choose it.
3. Don't change your mind unless you have a good reason.

✓ Strategy C: Choose Answer B or Answer C.

1. Do Strategy A.
2. If you really don't know the answer, always choose Answer B or always choose Answer C.
3. If you choose B, choose B again the next time you don't know the answer.
4. If you choose C, choose C again the next time you don't know the answer.

✓ Strategy D: Try again.

1. Skip all of the questions where you don't know the answer.
2. Answer all of the questions you can.
3. Go back to the beginning of the test.
4. Check the answers you gave.
5. Try to answer the questions you skipped, or do Strategy C.
6. Pat yourself on the back.

Use the strategies to answer selected response questions.

1. Part A

Based on the information from the passages on pages 16 and 9, which sentence best describes Bullfrog getting his food? (RI.3.1, RI.3.8)

- a. He catches food in one night.
- b. He catches food really quickly.
- c. It takes him longer for certain types of food he really likes.
- d. It takes him longer for food available only in some seasons.

Part B

Select **two** pieces of evidence from the passages that **best** support the answer to Part A. (RI.3.1)

- a. "...an instant..." (page 16)
- b. "...brings the moth..." (page 16)
- c. "...of his evening meal." (page 16)
- d. "...half a second..." (page 9)
- e. "...springs forward." (page 9)
- f. "...grabs the crayfish..." (page 9)

2. Part A

Which idea from the passages on pages 16 and 9 is **best** supported by the illustration on page 16? (RI.3.7)

- a. Bullfrog uses a special part of his mouth to catch prey.
- b. Bullfrog likes to eat many different types of food.
- c. Bullfrog hunts for his food mostly at night.
- d. Bullfrog catches prey very fast.

Part B

Which evidence from the passage best supports the answer to Part A? (RI.3.1)

- a. "In an instant, his..." (page 16)
- b. "...of his evening meal." (page 16)
- c. "His long, sticky tongue..." (page 9)
- d. "...grabs the crayfish." (page 9)

3. With a partner, reread the preface "About the Bullfrog":

"They sit and wait for a prey animal to come close enough, then pounce and catch their meal with their long, quick, sticky tongues, all in about one-half of a second."

Source: Dennard, D. *Bullfrog at Magnolia Circle*. 2002. Norwalk, CT: Soundprints.

4. Discuss with a partner: Why do you think the author included "About the Bullfrog" at the beginning of this book?



Additional Work with Complex Text



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

Day 2



Note: Text shading may vary slightly. The key for the text shading is as follows:

- underlined = red
- ***bold italics*** = yellow
- double underlined = orange
- wavy underlined = blue

*"Bullfrogs are excellent hunters
and eat just about anything they can cram into their mouths.
They sit and wait for a prey animal to come close enough,
then pounce and catch their meal with their long, quick, sticky tongues,
all in about one-half of a second."*

Your teacher will give directions and ask questions to help you better understand the passage. Some questions have two parts. Be sure to listen carefully to Part A and Part B.

Now reread another passage from page 16 of *Bullfrog at Magnolia Circle* and answer the questions your teacher asks. Be sure to listen carefully to the questions that have two parts.

*"A sphinx moth flutters past Bullfrog
and lands on a blade of a wild weed near the water.
Bullfrog sees the moth with his big, round eyes.
In an instant,
his long, sticky tongue brings the moth to his mouth
and it becomes part of his evening meal."*

Look carefully at how you have color-coded both passages. Discuss this question with your classmates: What is similar about these two sections of the text? How are these two parts of the text connected?

Both passages are about what bullfrogs eat and how they hunt. The passage

about the sphinx moth provides a specific example of what is described in "About the Bullfrog."



Part I: "About the Bullfrog" preface

"They sit and wait for a prey animal to come close enough, then pounce and catch their meal with their long, quick, sticky tongues, all in about one-half of a second."

Source: Dennard, D. *Bullfrog at Magnolia Circle*. 2002. Norwalk, CT: Soundprints.

Part II: page 16

"In an instant, his long, sticky tongue brings the moth to his mouth and it becomes part of his evening meal."

Source: Dennard, D. *Bullfrog at Magnolia Circle*. 2002. Norwalk, CT: Soundprints.

Day 4



1. Part A

Based on information from the passages above, which of the following does Bullfrog eat? (RI.3.1)

- a. a heron
- b. a southern cricket frog
- c. a butterfly
- d. wild weeds

Part B

Which detail from the text **best** supports the answer to Part A? (RI.3.1)

- a. "...startled by the departing heron..."
- b. "...lands on a blade of a wild weed near the water."
- c. "He hears the clicking sounds of southern cricket frogs in the grass."
- d. "Bullfrog sees the moth with his big, round eyes."

2. Part A

Which idea from the text is **best supported** by the illustration on page 17? (RI.3.7)

- a. Bullfrog uses his long, sticky tongue to catch his prey.
- b. Bullfrog uses telescopic vision to spot his prey.
- c. Bullfrog catches his prey in an instant.
- d. Bullfrog hunts mostly in the evening.

Part B

Which words from the passage provide information about the answer to Part A? (RI.3.1)

- a. "...it becomes part of his evening meal."
- b. "In an instant, his long, sticky tongue brings the moth to his mouth..."
- c. "Bullfrog sees the moth with his big, round eyes."
- d. "...lands on a blade of a wild weed near the water."

3. What is the connection between these two passages? (RI.3.8)

- a. Both passages describe how bullfrogs are excellent hunters.
- b. Both passages describe how bullfrogs use their tongues to catch prey.
- c. Both passages describe how high bullfrogs jump when hunting.
- d. Both passages describe how difficult it is for bullfrogs to catch prey.

Discuss with a partner: Why do you think the author included "About the Bullfrog" at the beginning of this book?

"About the Bullfrog" provides general information about bullfrogs that can help the reader better understand the things that happen in the story Bullfrog at Magnolia Circle.

MORE CHALLENGE:

With a partner, find the **glossary** underneath the "About the Bullfrog" section. Find the definition of the word *bayou* in the glossary. Read the definition silently. Then, in your own words, explain to your partner what a bayou is. *Answers will vary, but should accurately reflect the definition in the glossary.*

Now find the word *bayou* in the **"Points of Interest in this Book"** section underneath the glossary. Turn to the page numbers listed. What can you learn about the bayou from the illustrations on these pages? Point to specific parts of the illustration as you explain your thinking to a partner. *Answers will vary, but students should describe how the bayou looks based*

on the illustrations. Think: How is this different from what you learned about the bayou in the glossary? *The illustrations add rich, visual detail to the basic definition. Students may point out that this is similar to the way the passages in Bullfrog at Magnolia Circle add detail to the basic description in "About the Bullfrog."*

Pulling It All Together:

Look at all three sections on the page you have been exploring. How are these sections connected? How might the information on this page help the reader better understand Bullfrog's story in the book? *All the sections on this page provide additional information about bullfrogs that can help the reader better understand the book.*



1. Part A

Based on the information from the passages on pages 16 and 9, which sentence best describes Bullfrog getting his food? (RI.3.1, RI.3.8)

- a. He catches food in one night.
- b. He catches food really quickly.
- c. It takes him longer for certain types of food he really likes.
- d. It takes him longer for food available only in some seasons.

Part B

Select **two** pieces of evidence from the passages that **best** support the answer to Part A. (RI.3.1)

- a. "...an instant..." (page 16)
- b. "...brings the moth..." (page 16)
- c. "...of his evening meal." (page 16)
- d. "...half a second..." (page 9)
- e. "...springs forward." (page 9)
- f. "...grabs the crayfish..." (page 9)

2. Part A

Which idea from the passages on pages 16 and 9 is **best** supported by the illustration on page 16? (RI.3.7)

- a. Bullfrog uses a special part of his mouth to catch prey.
- b. Bullfrog likes to eat many different types of food.
- c. Bullfrog hunts for his food mostly at night.
- d. Bullfrog catches prey very fast.

Part B

Which evidence from the passage best supports the answer to Part A? (RI.3.1)

- a. "In an instant, his..." (page 16)
- b. "...of his evening meal." (page 16)
- c. "His long, sticky tongue..." (page 9)
- d. "...grabs the crayfish." (page 9)

3. With a partner, reread the preface "About the Bullfrog":

"They sit and wait for a prey animal to come close enough, then pounce and catch their meal with their long, quick, sticky tongues, all in about one-half of a second."

Source: Dennard, D. *Bullfrog at Magnolia Circle*. 2002. Norwalk, CT: Soundprints.

4. Discuss with a partner: Why do you think the author included "About the Bullfrog" at the beginning of this book?

Answers will vary, but could include: to give readers background information, to give readers nonfiction information so that they can see how the story is fictional but scientifically accurate.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can form and use the past tense of regular verbs. (L.3.1d)
- Day 4: I can form and use the simple verb tenses. (L.3.1e)

Student Materials

☒ None

Directions:

Day 2

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

To make regular verbs past tense, add -ed except in the following situations:

- When it ends in -e, add -d.
- When it ends in a consonant and -y, remove -y and add -ied.
- When the verb ends in a vowel and -y, add -ed.
- When there is a short vowel sound before the last consonant, double the last consonant and add -ed.

1. Find a partner.
2. Follow the rules to change each of these words into the past or present tense. Add your own words to the spaces underneath:

Present tense	Past tense
glue	
	hurried
bully	
	whipped
stray	

Present tense	Past tense
plan	
need	
	clapped
	replied
carve	
delay	
identify	
dip	
	washed
	zipped
rely	
race	
	sprayed
ask	
blame	
yell	

Day 4

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

1. Read the following regular verbs in three different tenses:

Past tense Already happened	Present tense Happening right now	Future Will happen in the future
I whipped	I whip	I will whip
I needed	I need	I will need
I copied	I copy	I will copy
I glued	I glue	I will glue

2. Look at the Future column. What do you notice? Talk with the person next to you. What do think the rule is?

3. Work with a partner or alone to complete the table. Remember:

To make regular verbs past tense, add *-ed* except in the following situations:

- When it ends in *-e*, add *-d*.
- When it ends in a consonant and *-y*, remove *-y* and add *-ied*.
- When the verb ends in a vowel and *-y*, add *-ed*.
- When there is a short vowel sound before the last consonant, double the last consonant and add *-ed*.

Past tense Already happened	Present tense Happening right now	Future Will happen in the future
I walked	I walk	I will walk
	I ask	
	I yell	
	I clap	
	I reply	
	I hug	
	I trap	
	I hop	
	I hurry	
	I plan	
	I tidy	
	I show	
	I fry	
	I race	
	I blame	
	I dance	
	I play	



Reading and Speaking Fluency/GUM



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

Day 1

Present tense	Past tense
glue	<i>glued</i>
<i>hurry</i>	hurried
bully	<i>bullied</i>
<i>whip</i>	whipped
stray	<i>strayed</i>
plan	<i>planned</i>
need	<i>needed</i>
<i>clap</i>	clapped
<i>reply</i>	replied
carve	<i>carved</i>
delay	<i>delayed</i>
identify	<i>identified</i>
dip	<i>dipped</i>
wash	washed
zip	zipped
rely	<i>relied</i>
race	<i>raced</i>
<i>spray</i>	sprayed
ask	<i>asked</i>
blame	<i>blamed</i>
yell	<i>yelled</i>

Day 3

1. Read the following regular verbs in three different tenses:

Past tense Already happened	Present tense Happening right now	Future Will happen in the future
I whipped	I whip	I will whip
I needed	I need	I will need
I copied	I copy	I will copy
I glued	I glue	I will glue

2. Look at the Future column. What do you notice? Talk with the person next to you. What do think the rule is?

Will + present tense of verb

3. Work with a partner or alone to complete the table. Remember:

To make regular verbs past tense, add -ed except in the following situations:

- When it ends in -e, add -d.
- When it ends in a consonant and -y, remove -y and add -ied.
- When the verb ends in a vowel and -y, add -ed.
- When there is a short vowel sound before the last consonant, double the last consonant and add -ed.

Past tense Already happened	Present tense Happening right now	Future Will happen in the future
I walked	I walk	I will walk
<i>I asked</i>	I ask	<i>I will ask</i>
<i>I yelled</i>	I yell	<i>I will yell</i>
<i>I clapped</i>	I clap	<i>I will clap</i>
<i>I replied</i>	I reply	<i>I will reply</i>
<i>I hugged</i>	I hug	<i>I will hug</i>

<i>I trapped</i>	I trap	<i>I will trap</i>
<i>I hopped</i>	I hop	<i>I will hop</i>
<i>I hurried</i>	I hurry	<i>I will hurry</i>
<i>I planned</i>	I plan	<i>I will plan</i>
<i>I tidied</i>	I tidy	<i>I will tidy</i>
<i>I showed</i>	I show	<i>I will show</i>
<i>I fried</i>	I fry	<i>I will fry</i>
<i>I raced</i>	I race	<i>I will race</i>
<i>I blamed</i>	I blame	<i>I will blame</i>
<i>I danced</i>	I dance	<i>I will dance</i>
<i>I played</i>	I play	<i>I will play</i>



Writing Practice

Unit 2, Week 2: Teacher Guide ■●◆▲



Daily Learning Targets

Day 1

- I can describe the features of an effective focus statement. (W.3.2a)

Day 3

- I can explain and give evidence for my focus statement. (W.3.2b)

Teaching Notes

- On Day 1, students review focus statements to reinforce and practice writing their own focus statements in the module lessons. They generate criteria for focus statements by identifying and analyzing strong examples.
- On Day 3, students review how to explain and give evidence for focus statements through analyzing examples and non-examples. They choose explanations and evidence to support the focus statement they developed on Day 1.
- **Differentiation:**
 - Day 1: The text excerpts on the Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards are differentiated. Students who require additional support will work with shorter text excerpts, which means these students are able to spend more time identifying the focus statement rather than reading a lot of text. Students ready for more challenge work with longer text excerpts in which the focus statement is more challenging to find.
 - Day 3: Sentence frames are provided on activity cards to scaffold students in writing their explanations.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together as they work on the same activity card.
 - ▲After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- **In advance:**
 - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Writing Practice poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Activity Cards (one per student)
- ✓ Chart paper (one piece per group to chart group poem)
- ✓ Focus Statement Criteria anchor chart (new; co-created with students)
- ✓ Example and non-example focus statements (one for display)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Cards (one for display)
- ✓ **Day 3 Only:** *Everything You Need to Know about Frogs and Other Slippery Creatures* (one per student)

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

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

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

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**.
- Invite students to read the definition of a focus statement at the top of the page to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target.
- Focus students on the definition of focus statement at the top of the page and explain that when they write to inform, their writing should always contain a focus statement so that the reader knows what the rest of the text will be about.

- Explain that each of the text excerpts on their page contains a focus statement.
- Read aloud the first excerpt on the page and invite students to follow along silently in their heads.
- Read the excerpt again and invite students to read the excerpt chorally with you.
- Discuss the meaning of the excerpt.
- Ask students to work with an elbow partner to highlight/underline the focus statement in that text excerpt.
- Invite students to share with the group and to explain why they think it is the focus statement.
- If productive, cue students to listen carefully and seek to understand:

*Conversation Cue: “Who can tell us what your classmate said in your own words?”
(Responses will vary.)*

- Record the student explanations as criteria on chart paper under the title under the title “Focus Statement Criteria” to create the **Focus Statement Criteria anchor chart**. Criteria should include:
 - Answers a question
 - Tells what the writing is about
- Repeat with the next text excerpt.
- Ask:

“Do these two focus statements mean the same thing?” (yes, basically)

“Do both answer the question: Why do polliwogs wiggle?” (yes)

“What information in the two focus statements is different? What words, in the statements, make you think so?” (#1: explains how—tails; #2 explains why—no legs)

- Display the example and non-example focus statements. Explain that these are good examples and bad examples of focus statements.
- Discuss the meaning of the statements.
- Invite students to work in pairs to identify the strong focus statements (Statements 1 and 4).
- Select students to share with the group why they felt these were the strongest focus statements. Add to the criteria on chart paper. Criteria should include:
 - Clear
 - Accurate
 - Relevant
- Tell students that they will now practice writing a focus statement together, using the criteria they just developed. As a group, write a focus statement that answers the following question:
 - How is water necessary for amphibians’ survival?
- Depending on the ability of the students, you may need to take one or all of these approaches:
 - Write each part of the focus statement together as a group on chart paper or a white board using a sentence frame, with students copying this piece by piece.
 - Allow students to think to themselves, then share a focus statement with a partner, and then share whole group.
 - Provide students with sentence frames to fill in independently.
 - Allow students to work independently and then revise their work with help from the teacher and a peer.

- Prepare students for the next day's independent activity: Walk through the Day 2 task on the **Unit 2, Week 2: Writing Practice: Student Task Cards**, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

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

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

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

- Invite students to retrieve their **Unit 2, Week 2: Writing Practice: Student Task Cards** and read their writing from Day 2 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to share the focus statements they wrote in response to the focus question on their Student Task Cards. Use issues as whole group teaching points.
- Redistribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**.
- Remind students of the **Focus Statement Criteria anchor chart** from Day 1.
- Explain that in this lesson, students are going to apply their learning about focus statements by explaining and giving evidence to support the focus. Ask:
 - “What do we do when we explain in our writing?” (We give or tell information so the reader can understand the topic we’re writing about.)***
 - “What do we do when we give evidence in our writing?” (We include details from our research that gives proof or helps the reader believe what we’re writing about.)***
- Tell students that the words *give* and *evidence* are often used together as a phrase and can be learned as a phrase, e.g., “Give evidence to support your focus.”
- Focus students on the focus question at the top of their activity card: How is water necessary for amphibians’ survival?
- Invite students to review the focus statement they wrote on Day 1.
- Focus students on the sentences at the bottom of their activity card. Explain that some of these sentences explain or give evidence for the focus statement, but some do not.
- Discuss the meaning of the sentences.

- Invite students to work in pairs to identify the sentences that explain or give evidence for the focus statement and place a check mark next to those sentences.
 - ▲ Consider doing this whole group with students rather than them working in pairs.
- Select students to share their ideas with the group, inviting students to tell how the sentence explains or gives evidence that supports the focus statement.
- Invite students to think to themselves, then turn to a partner to share their thinking. Cold call students to share their responses:

“How is water necessary for amphibians’ survival? What details from the text support your thinking?” (Responses will vary. Amphibians need water to breathe; they need water in which to lay their eggs.)
- Invite students, in pairs, to explain and give evidence for the focus statement for the question “How is water necessary for amphibians’ survival?” Tell students to use their copy of *Everything You Need to Know about Frogs and Other Slippery Creatures* to find evidence.
 - ▲ Consider doing this whole group with students rather than them working in pairs.
- Invite students to share their explanation or evidence with the group.
- Prepare students for the next day’s independent activity. Walk through the Day 4 task on the Unit 2, Week 2: Writing Practice: Student Task Cards, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Writing Practice



Unit 2, Week 2: Example and Non-Example Focus Statements

Focus question: Why is the glass frog so hard to see?

Focus statements:

1. The glass frog's transparent body helps it to survive.
2. The glass frog's body is clear so it can blend in with its surroundings. It looks like whatever the frog is sitting on. Its eggs are see-through, too! I don't think any other animals have clear bodies. Their bodies are clear so they can hide from predators.
3. I can hide so no one can find me. Sometimes I hide in a closet or under a blanket. I don't think I can hide as well as a glass frog, though. Glass frogs can hide easily because of their see-through bodies.
4. The glass frog is so hard to see because its body is see-through, which helps it to survive.



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can describe the features of an effective focus statement. (W.3.2a)
- Day 3: I can explain and give evidence for my focus statement. (W.3.2b)

Student Materials

Day 1:

☒ None

Day 3:

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

Directions:

Day 1

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

Focus statement:

- Tells the reader the focus, or main idea, of the paragraph
- Answers a focus question or a research question
- Introduces the rest of the paragraph (which explains and gives evidence about the focus)

1. Focus question: **Why do polliwogs wiggle?**

Underline the focus statement in each paragraph:

- Have you ever seen a polliwog swimming in a pond? To move, polliwogs wiggle their powerful tail. They move their tail back and forth to swim around.
- Imagine you had no arms or legs just like a polliwog. How would you move? Polliwogs move by wiggling because they have no legs.

2. How is water necessary for amphibians' survival? Write your focus statement for this question in the space below:

Day 3

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

1. Read the sentences related to the focus statement. Place a check mark next to the sentences that explain or give evidence for the focus statement:

- Glass frogs lay their eggs on leaves that hang over water. When the tadpoles hatch, they drop into the water.
- Most amphibians are frogs. Newts and salamanders are also amphibians.
- Many amphibians lay their eggs in water. Their eggs are soft and jellylike.
- Tree frogs have huge, sticky fingers. These fingers help them to climb in the trees in which they live.
- Amphibians need water to breathe and to breed.

2. Find a partner. Explain and give evidence for the focus statement to your partner.

Amphibians need water because...

Water helps amphibians to...

One thing amphibians use water for is to...

A reason amphibians need water is...

Another reason amphibians need water is...



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can describe the features of an effective focus statement. (W.3.2a)
- Day 3: I can explain and give evidence for my focus statement. (W.3.2b)

Student Materials

Day 1:

☒ None

Day 3:

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

Directions:

Day 1

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

Focus statement:

- Tells the reader the focus, or main idea, of the paragraph
- Answers a focus question or a research question
- Introduces the rest of the paragraph (which explains and gives evidence about the focus)

1. Focus question: **Why do polliwogs wiggle?**

Underline the focus statement in each paragraph:

- Have you ever seen a polliwog swimming in a pond? To move, polliwogs wiggle their powerful tail. Polliwogs have long, skinny tails. When they first hatch, polliwogs do not have any arms or legs. They move their tail back and forth to swim around. Over several months, they lose their tail and grow arms and legs as they change into frogs. They aren't polliwogs anymore, so they hop instead of wiggle!

- Imagine you had no arms or legs just like a polliwog. Like a polliwog, you just have a long tail. How would you move? Polliwogs move by wiggling because they have no legs. Their tail is very strong. They wiggle their tail back and forth, and that makes them swim. That's just one reason they have to live in water. If they lived on land, they wouldn't be able to move!

2. How is water necessary for amphibians' survival? Write your focus statement for this question in the space below:

Day 3

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

1. Below are some sentences related to the focus statement. Not all of them *explain* or *give evidence* for the focus statement. Place a check mark next to the sentences that explain or give evidence for the focus statement, and be prepared to explain to the group why:

- Glass frogs lay their eggs on leaves that hang over water. When the tadpoles hatch, they drop into the water.
- Most amphibians are frogs. Newts and salamanders are also amphibians.
- Many amphibians lay their eggs in water. Their eggs are soft and jellylike.
- Tree frogs have huge, sticky fingers. These fingers help them to climb in the trees in which they live.
- Amphibians need water to breathe and to breed.

[illegible]



Writing Practice



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

Day 1

1. Underline the focus statement in each paragraph: *(Note that the same sentences should be underlined on each task card—there may be slight differences in the wording in the above grade-level task card, but the basic focus statement is still the same.)*
 - To move, polliwogs wiggle their powerful tail.
 - Polliwogs move by wiggling because they have no legs.
2. Write your focus statement in the space below: *(Students' focus statements may vary; ensure that the statements meet the criteria generated as a group.)*
 - Amphibians need water to survive for many reasons.
 - Water is important for amphibians to survive.

Day 3

- Glass frogs lay their eggs on leaves that hang over water. When the tadpoles hatch, they drop into the water.
- Most amphibians are frogs. Newts and salamanders are also amphibians.
- Many amphibians lay their eggs in water. Their eggs are soft and jellylike.
- Tree frogs have huge, sticky fingers. These fingers help them to climb in the trees in which they live.
- Amphibians need water to breathe and to breed.



Word Study and Vocabulary



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can use a root of a word as a clue to help me find the meaning of a word with the same root. (L.3.4c)
- Day 3: I can use an academic vocabulary word in context. (L.3.6)

Student Materials

Day 1:

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

Day 3:

- ☒ None

Directions:

Day 1

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

1. Read the definition of a root word and the example.

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

The bi**ography** of his life was a bestseller in bookstores.

Graph is the root of the word bi**ography**, which is the story of someone's life. **Graph** means write.

2. Timekeeper set the timer for 3 minutes.

3. Pair up with someone in your group.

- Think of as many words as you can that use the root word **graph**. Add prefixes and suffixes to make more words. For example, you can add

bio- and *-y* to **graph** to make *biography*. Record the words you make in the table.

4. Use a dictionary to check the definitions of the words you thought of. You may also list new words you find in the dictionary.
5. Pair up with a new person from your group. Compare your lists. Add any new words to your list.

Word	What it means

Day 3

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

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



Independent Reading



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

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

Student Materials

Days 1 and 2:

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

Day 3:

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

Day 4:

- ☒ Free choice reading text

Directions:

Days 1–2

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

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

Day 3

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

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

Day 4

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

Text Share:

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

Group: As the facilitator shares, consider what else you would like to know about his or her text. Prepare a question about it.
3. Timekeeper: Set a 2-minute timer.
4. Group: When the facilitator has finished sharing, take turns asking him or her questions.
5. Repeat with each person in the group.



Word Study and Vocabulary

Unit 2, Week 2: Teacher Guide ■●◆▲



Daily Learning Targets

Day 2

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

Day 4

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

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Vocabulary Square (or, for ELLs, a Vocabulary Grid) to gain a deeper understanding of the meaning of the word and how to use it. The process followed for the ■●◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
 - The Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same Teacher-Guided Student Activity Cards.
 - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills 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 activity card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix. Encourage them to say the word and structure in their own sentences: "I use strategies for overcoming ____."
- **In advance:**
 - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Word Study and Vocabulary poster will be in the area where the teacher will be working with groups. Display "The Red-Eyed Tree Frog" in the Writing Practice area of the room for students to read.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Cards (from Week 2, Day 1; one per student)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Cards (from Week 2, Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards (from Week 2, Day 1; one per student and one to display)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1, Unit 1, Lesson 6 module lesson)
- ✓ ▲ *Everything You Need to Know about Frogs and Other Slippery Creatures* (text; one per student)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 5 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)

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

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

■ ● ◆ Days 2 and 4: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their **Unit 2, 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.

- Invite students to share words they made on Day 1 and use issues as whole group teaching points.
- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to complete their Vocabulary Square.
- Because this is still quite new, work step by step with students to complete the Vocabulary Square using a model where necessary.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

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

- Invite students to retrieve their Unit 2, 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.
- Invite students to share words they made on Day 1 and use issues as whole group teaching points.
- Distribute the Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to turn to page 47 of ***Everything You Need to Know about Frogs and Other Slippery Creatures*** and to focus on the poison dart frog. Ask students to describe what they see with an elbow partner. Invite students to share out.
- 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.

- Focus students on the sentence at the top of the activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on chart paper.
- Encourage extended conversation among students about the meaning of the sentence, especially the words *brightly* and *physical characteristics*. 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.
- Invite students to place a finger on the word *brightly* and to say it aloud chorally 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.

“What is the translation of brightly in our home languages?” (Míngliàng de in Chinese)

- Invite all students to repeat the word in a different home language.

“Do you see a familiar word in brightly that can help you figure out the meaning? Underline it.” (bright)

- Write *bright* on the board or on chart paper.
- Turn and Talk:

“What is the meaning of bright?”

- Provide a definition of the word that students can understand. Write the definition on chart paper (having a strong, shining color).
- Invite students to use the chart to break the word down into the root and the affixes using their Affix List, distributed in Module 1.
- Turn and Talk:

“What is the meaning of -ly?” (manner; the way something appears or happens)

“What is the meaning of brightly?” (appearing in a shining manner)

“What part of speech is brightly? What word is it describing?” (adverb; describing the adjective colored)

“When we add -ed to color, what happens to the part of speech?” (It changes from noun to adjective.)

“Can we say bright colored skin?” (No, we shouldn’t. We should add -ly because it’s describing colored, an adjective.)

“So, what does poison dart frog skin look like?” (It’s brightly colored.)

“What else is brightly colored?” (parrots, certain candy, crayons)

- Remind students they have talked about the phrase *physical characteristic* in the module lessons. If necessary and time allowing, guide students through a similar sequence of questions for *physical characteristic*.

“Which characteristic is the writer talking about in this sentence?” (the brightly colored skin of the poison dart frog)

“Do all frogs have brightly colored skin? What word, in the sentence, makes you think so?” (no; unique)

“Is the brightly colored skin the only characteristic the writer talks about in the text? What word, in the sentence, makes you think so?” (no; another)

“Why is brightly colored skin good for the poison dart frog?” (It scares away predators.)

“Now what do you think is the gist of this sentence?” (One unique physical characteristic of the poison dart frog is its brightly colored skin.)

- Review with students how to complete the Vocabulary Grid and walk them through completing the grid on their activity cards.
- Prepare students for the next day’s independent activity: Walk through Day 3 of the Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

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

- Invite students to retrieve their **Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards** and to read the sentences they wrote on Day 3 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Invite students to share sentences they made on Day 3 and use issues as whole group teaching points.
- Redistribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- 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**.
 - Invite students to place a finger on the word *healthy* and to say it aloud chorally with you. Turn and Talk:

“What is the translation of healthy in our home languages?” (sağlıklı in Turkish)
 - Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.
 - Invite students to look for and underline a familiar word that they might see in the word *healthy* (health).

“What is the meaning of health?”
 - Provide a definition of the word that students can understand. Write the definition on chart paper (not ill or injured).

- Invite students to use the chart to break the word down into the root and the affixes using their **Affix List**.
 - “What is the meaning of -y?” (full of; having)*
 - “What is the meaning of healthy?” (full of wellness; having health)*
 - “What part of speech is healthy? What word is it describing?” (adjective; describing the noun it/layer)*
 - “So what can adjectives ending in -y describe? (nouns, as in she is healthy)*
 - “And what is the difference in the way we use the ending -ly and the ending -y? (adverb/adjective; one is for describing verbs or adjectives, and the other is for describing nouns; one describes an action, and the other describes something.)*
- Write responses on chart paper.
- Invite students to place a finger on the word *it* and to say it aloud chorally with you. Turn and Talk:
 - “What does it refer to? What does their refer to?” (layer of skin cells; frogs)*
- Invite students to place a finger on the phrase *outermost layer* and to say it aloud chorally with you. Turn and Talk:
 - “What does outermost layer mean?” (the part just on the top)*
- Draw layers (lines) on the board or on chart paper and invite students to point to the outermost layers.
- Invite students to place a finger on the phrase *skin cells* and to say it aloud chorally with you.
- Invite students to point to their skin. Tell students that cells are what your skin is made from.
- Turn and Talk:
 - “How do frogs keep their skin healthy?” (by shedding the outermost layer of skin)*
 - “How often do they shed their skin?” (regularly)*
- Review with students how to complete the Vocabulary Grid and walk them through the process.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the suffix *-ly*. (RF.3.3a, L.3.4b, L.3.4c)
- Day 4: I can analyze the meaning of an academic vocabulary word with the suffix *-y*. (RF.3.3a, L.3.4b, L.3.4c)

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.

"Frogs **regularly** shed their outermost layer of skin cells to keep it healthy."

Source:

DK Publishing. *Everything You Need to Know about Frogs and Other Slippery Creatures*. New York: DK Publishing, 2011. Page 13.

The word is "**regularly**."

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

Prefix	Root	Suffix	Definition of Affix
			-ly means characteristic of

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

Definition in your own words	Words with the same affix - _____ ly - _____ ly
Words with the same root (regular)	Sketch

Day 4

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

"Frogs regularly shed their outermost layer of skin cells to keep it **healthy**."

Source:
DK Publishing. *Everything You Need to Know about Frogs and Other Slippery Creatures*. New York: DK Publishing, 2011. Page 13.

The word is **"healthy."**

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

Prefix	Root	Suffix	Definition of Affix
			-y means characteristic of

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

Definition in your own words	Words with the same affix - _____ y - _____ y
Words with the same root (health)	Sketch



Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

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

Student Materials

Days 2 and 4:

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

Directions:

Day 2

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

"Frogs **regularly** shed their outermost layer of skin cells to keep it healthy."

Source:

DK Publishing. *Everything You Need to Know about Frogs and Other Slippery Creatures*. New York: DK Publishing, 2011. Page 13.

The word is "**regularly.**"

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

Prefix	Root	Suffix	Definition of Affix

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

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

3. Use the word in a sentence:

Day 4

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

"Frogs regularly shed their outermost layer of skin cells to keep it **healthy**."

Source:
DK Publishing. *Everything You Need to Know about Frogs and Other Slippery Creatures*. New York: DK Publishing, 2011. Page 13.

The word is **"healthy."**

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

Prefix	Root	Suffix	Definition of Root

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

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

3. Use the word in a sentence:



Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

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

Student Materials

Days 2 and 4:

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

Directions:

Day 2

Pronunciation	Translation	Cognates N/A	
Root	Definition of root	Suffix	Definition of suffix <i>-ly means</i>
<p style="text-align: center;">Sketch</p>			
<p>Definition in your own words:</p>			

Day 4

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



Word Study and Vocabulary



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

Day 2

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

Prefix	Root	Suffix	Definition of Affix
	<i>regular</i>	<i>-ly</i>	<i>-ly</i> means <i>characteristic of</i>

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

Definition in your own words <i>Answers will vary, but could be something like:</i> <i>Happens often in a pattern.</i>	Words with the same affix <i>Answers will vary, but could include:</i> <i>-Badly</i> <i>-Quietly</i> <i>-Friendly</i> <i>-Publicly</i>
Words with the same root (regular) <i>Answers will vary. Suggestions include:</i> <i>-Irregular</i>	Sketch <i>Answers will vary. Sketch will show something that happens on a regular basis.</i>

3. Use the word in a sentence:

Answers will vary, but could be something like: I have to practice playing the piano regularly to be good enough to perform in the show.

Day 4

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

Prefix	Root	Suffix	Definition of Affix
	<i>health</i>	<i>-y</i>	<i>-y means characteristic of</i>

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

Definition in your own words <i>Answers will vary, but could be something like: In good health</i>	Words with the same affix <i>Answers will vary, but could include: -Cloudy -Fishy -Watery -Gloomy -Dusty</i>
Words with the same root (health) <i>Answers will vary. Suggestions include: -Healthier -Healthiest -Healthful</i>	Sketch <i>Answers will vary. Sketch will show something that is healthy.</i>

3. Use the word in a sentence:

Answers will vary, but could be something like: I try to eat a lot of healthy foods such as fruits and vegetables.



Word Study and Vocabulary



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

Day 2

Pronunciation	Translation	Cognates N/A	
<i>BRITE-lee</i>			
Root	Definition of root	Suffix	Definition of suffix
<i>bright</i>	<i>bold and vivid colors</i>	<i>-ly</i>	<i>-ly means the way something happens or appears; manner</i>
Sketch <i>a sketch including a bright color</i>			
Definition in your own words: <i>In a way that has bold and vivid colors</i>			

Day 4

Sample responses. Student responses may vary.

Pronunciation <i>HEL-thee</i>	Translation	Cognates N/A	
Root <i>health</i>	Definition of root <i>free from illness or injury</i>	Suffix <i>-y</i>	Definition of suffix <i>-y means characteristic of</i>
Sketch <i>a sketch including a happy, strong person</i>			
Definition in your own words: <i>not sick</i>			



Writing Practice



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can revise a focus statement to make it stronger. (W.3.2a)
- Day 4: I can explain and give evidence for my focus statement. (W.3.2b)

Student Materials

Day 2:

- ☒ Focus Statement Criteria anchor chart

Day 4:

- ☒ Focus Statement Criteria anchor chart
- ☒ *Everything You Need to Know about Frogs and Other Slippery Creatures*

Directions:

Day 2

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

Focus statement:

- Tells the reader the focus, or main idea, of the paragraph
 - Answers a focus question or a research question
 - Introduces the rest of the paragraph (which explains and gives evidence about the focus)
1. Review the Focus Statement Criteria anchor chart: As a group, chorally read the criteria aloud.
 2. Chorally read the focus question: Why does where a frog live affect how the frog looks and/or acts?
 - Think about a focus statement to answer this focus question.
 - Tell your focus statement to an elbow partner.

- Write your focus statement:

3. Peer Critique: Use stars and steps to give a partner feedback on his or her focus statement.

1. Pair up with someone else. Label yourselves A and B.
2. Partner A: read your focus statement aloud for partner B.
3. Partner B: use the Focus Statement Criteria anchor chart to provide one star (something partner A did well).
4. Partner B: use the Focus Statement Criteria anchor chart to provide one step (something to improve).
5. Repeat with partner B reading the focus statement and partner A providing a star and a step.
6. Use the stars and steps to revise your focus statements.

Revised focus statement:

Day 4

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

1. Review the Focus Statement Criteria anchor chart: As a group, chorally read the criteria aloud.
2. Chorally read the focus question: Why does where a frog live affect how the frog looks and/or acts?
3. Read your focus statement from Day 2.

4. Write your explanation and evidence for the focus statement in the space below. Use evidence from *Everything You Need to Know about Frogs and Other Slippery Creatures*.

5. Peer Critique: Use stars and steps to give a partner feedback on his or her explanation and evidence.

- Pair up with someone else. Label yourselves A and B.
- Partner A: read your explanation and evidence sentences aloud for partner B.
- Partner B: provide one star (something partner A did well).
- Partner B: provide one step (something to improve).
- Repeat with partner B reading your explanation and evidence and partner A providing a star and a step.
- Use the stars and steps to revise your explanation and evidence.

Revised explanation and evidence:
