EL Education
Language Arts

Grade 3: Module 3: Unit 1

Additional Language and Literacy Block

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Grade 3: Additional Language and Literacy Block: Module 3

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

The Additional Language and Literacy (ALL) Block is 1 hour of instruction per day. It is designed to work <u>in concert with</u> and <u>in addition to</u> 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 3M3 UNIT 1 OVERVIEW	
Reading and Speaking Fluency/GUM RF.3.4, L.3.3b	• Students are allocated a fluency passage for the week. They self-assess their fluency, and practice reading it, with a focus on punctuation. • *ELLs complete the same activities as other students with an additional Mini Language Dive.* • Suggested student grouping for teacher-guided instruction: group 1 ●▲, group 2 ■, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Additional Work with Complex Text RL.3.3, RI.3.1, RI.3.2, L.3.1, L.3.1f, L.3.3	• Students work with an excerpt from *"Peter Pan:* The Author and Historical Context" to better understand the life of J.M. Barrie. They paraphrase important events in the author's life and write a summary of his life. All students participate in a Language Dive on Day 4. • *ELLs complete the same activities as other students.* • Suggested student grouping for teacher-guided instruction: group 1 ●, group 2 ▲■, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Independent Reading RL.3.10, RI.3.10, SL.3.1	• Students read research texts (on topics related to *Peter Pan*) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion. • *ELLs complete the same activities as other students.*
Writing Practice RL.3.1, RL.3.3, W.3.2	• Students reread an excerpt from Chapter 3 of *Peter Pan* and analyze Tinker Bell's character traits. With scaffolding, students write a character analysis paragraph. • *ELLs complete the same activities as other students.* • Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ●▲, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Word Study and Vocabulary RI.3.4, RF.3.3a, L.3.4, L.3.4b, L.3.4c	• Students analyze two academic vocabulary (*explanation* and *revised*) words and their affixes (using Vocabulary Trees) and practice changing verbs into their related nouns • *ELLs complete the same activities as other students with an additional Mini Language Dive.* • 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 3M3 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 1	FLEX DAY	Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.	
Lesson 2 ALL Block: Week 1, Day 1	**Reading and Speaking Fluency/GUM** **Overview:** With teacher guidance, all students are introduced to fluency texts and use the fluency checklist for self-assessment.** **Learning Target: I can evaluate my own fluency strengths and set a fluency goal.** (RF.3.4, L.3.3b) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.* **Printed Materials:** • Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide • Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card	**Additional Work with Complex Text** **Overview:** All students use details and clues in the text to unscramble paragraphs from "*Peter Pan*: The Author and Historical Context" and arrange them in sequential order.** **Learning Target: I can use clues from the text to arrange paragraphs in a sequential order.** (RI.3.1) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 1: Additional Work with Complex Text: Student Task Card • Scrambled Paragraphs from "*Peter Pan*: The Author and Historical Context"	**Independent Reading** **Overview:** All students follow a task card to independently read research texts and log their reading. **Learning Target: I can read my research reading text independently for 12 minutes.** (RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 1: Independent Reading: Student Task Card

**Note: This ALL Block component assumes students have already read the fluency text, an excerpt of* "Peter Pan: *The Author and Historical Context," which happens in Unit 1, Lesson 2 of the module lessons.*

ALL 3M3 UNIT 1 SAMPLE CALENDAR			
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, all students read excerpts from "*Peter Pan*: The Author and Historical Context" and paraphrase importance events in J.M. Barrie's life. They then work together to put those events in a timeline. **Learning Target: I can determine the key details from a text.** (RI.3.2) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** • Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide • Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card • Timeline Cards (■ ● ◆ ▲) • Model Timeline Cards (■ ▲)	**Reading and Speaking Fluency/GUM** **Overview:** All students follow a task card to practice reading their fluency passage to themselves and to partners. They then help each other self-assess their performances using the fluency checklist. **Learning Target: I can help my partner self-assess his or her reading fluency.** (RF.3.4) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card	**Independent Reading** **Overview:** All students follow a task card to independently read research texts and log their reading. **Learning Target: I can read my research reading text independently for 12 minutes.** (RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 4 ALL Block: Week 1, Day 3	**Reading and Speaking Fluency/GUM** **Overview:** With teacher guidance, all students learn how to consider punctuation as they read fluently. They then apply this skill to read their fluency passage fluently. **Learning Target: I can read a passage aloud fluently, paying attention to punctuation.** (RF.3.4) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** N/A	**Additional Work with Complex Text** **Overview:** All students follow a task card to summarize the first half of "*Peter Pan*: The Author and Historical Context" and the key events in J.M. Barrie's life. **Learning Target: I can summarize a text using key details to support the main idea.** (RI.3.2) *ELLs complete the same activities as other students.* **Printed Materials:** • Excerpt from "*Peter Pan*: The Author and Historical Context"	**Independent Reading** **Overview:** All students follow a task card to read and respond to a prompt. **Learning Target: I can use the 5 W's to explain what I have learned through research reading.** (RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

(continued)

ALL 3M3 UNIT 1 SAMPLE CALENDAR			
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:** With teacher guidance, all students participate in a Language Dive on a complex sentence about Tinker Bell from *Peter Pan*, with a focus on pronouns and character traits. **Learning Targets:** **I can understand and practice using complex English language structures.** (L.3.1, L.3.3) **I can use words that refer to people.** (L.3.1f) **I can identify character traits in characters from *Peter Pan*.** (RL.3.3) *ELLs complete the same activities as other students.* **Printed Materials:** • Language Dive Guide: *Peter Pan*, Chapter 3 (for teacher reference) • Language Dive Chunk Chart: *Peter Pan*, Chapter 3 (for teacher reference) • Language Dive Sentence Strip Chunks: *Peter Pan*, Chapter 3	**Reading and Speaking Fluency/GUM** **Overview:** All students follow a task card to read/perform their fluency passages aloud to a small group. Then they self-assess to determine progress. **Learning Target: I can read a passage aloud fluently.** (RF.3.4) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to participate in a Research Share with the whole group. **Learning Target: I can listen carefully and ask questions of others about their research reading.** (RI.3.10, SL.3.1) *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 6	FLEX DAYS	Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.	Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.

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ALL 3M3 UNIT 1 SAMPLE CALENDAR			
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 the first time Peter Pan and Tinker Bell meet Wendy. They analyze the characters' actions, points of view, and motivations. **Learning Targets:** **I can identify a character's point of view using details in the text.** (RL.3.1, RL.3.3) **I can identify character traits of characters in *Peter Pan.*** (RL.3.3) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** • Unit 1, Week 2: Writing Practice: Teacher Guide • Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (● ■ ▲) (◆)	**Word Study and Vocabulary** **Overview:** All students follow a task card to analyze academic vocabulary from the Performance Task anchor chart in their vocabulary logs. **Learning Target: I can analyze and record new vocabulary in my vocabulary log.** (RI.3.4, L.3.4) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 2: Word Study and Vocabulary: Student Task Card	**Independent Reading** **Overview:** All students follow a task card to independently read and log their reading. **Learning Target: I can read my free choice reading text independently for 12 minutes.** (RL.3.10/RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 2: Independent Reading: Student Task Card

Unit 1: Overview

ALL 3M3 UNIT 1 SAMPLE CALENDAR			
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 Tree to analyze the meaning of the academic vocabulary word *explanation* with a focus on the suffix *-ion*. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K-2 Reading Foundations Skills Block program. **Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ion*.** (RF.3.3a, L.3.4c) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** • Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide • Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲)	**Writing Practice** **Overview:** Students follow a task card to sort and identify quotes from the text that help them analyze the motivations, point of view, and actions of Tinker Bell. **Learning Targets:** **I can identify a character's point of view using details in the text.** (RL.3.1, RL.3.3) **I can identify character traits of characters in *Peter Pan.*** (RL.3.3) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 1, Week 2: Writing Practice: Student Task Card • Tinker Bell Character Analysis Quotes	**Independent Reading** **Overview:** All students follow a task card to independently read free choice texts for 12 minutes and log their reading in the back of their independent reading journals. **Learning Target: I can read my free choice reading text independently for 12 minutes.** (RL.3.10/RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

ALL 3M3 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 9 ALL Block: Week 2, Day 3	**Writing Practice** **Overview:** With teacher guidance, students practice analyzing the character of Tinker Bell. They identify her character traits, motivations, point of view, and actions. **Learning Targets:** **I can identify a character's point of view using details in the text.** (RL.3.1, RL.3.3) **I can identify character traits of characters in *Peter Pan.*** (RL.3.3) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** N/A	**Word Study and Vocabulary** **Overview:** All students follow a task card to learn when to apply the suffix *-ion* and how to change verbs into their related nouns. **Learning Target: I can correctly use the suffix *-ion* when changing verbs into related nouns.** (RF.3.3a, L.3.4b) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to read and respond to a reading prompt. **Learning Target: I can choose and respond to a prompt about my free choice reading text.** (RL.3.10/RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

(continued)

ALL 3M3 UNIT 1 SAMPLE CALENDAR			
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 Tree to analyze the meaning of the academic vocabulary word *revised* with a focus on the prefix *re-*. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K-2 Reading Foundations Skills Block program. **Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *re-*. (RF.3.3a, L.3.4b)** *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** N/A	**Writing Practice** **Overview:** Students follow a task card to write a scaffolded character analysis paragraph on Tinker Bell. **Learning Targets: I can explain a character's point of view using details in the text.** (RL.3.1, RL.3.3, W.3.2) **I can explain character traits of characters in *Peter Pan.*** (RL.3.1, RL.3.3, W.3.2) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to participate in a Text Share within the group. **Learning Target: I can listen carefully and ask questions of others about their free choice reading.** (RL.3.10/ RI.3.10, SL.3.1) *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 11	FLEX DAYS	Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.	
Lesson 12	FLEX DAYS	Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.	

Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide

🚩 Daily Learning Target

Day 1

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

Day 3

■ I can read a passage aloud fluently, paying attention to punctuation. (RF.3.4)

Teaching Notes

■ On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up students to work independently with the texts.

■ On Day 3, students review how to read punctuation through teacher modeling. They then apply this to improve their reading fluency of differentiated passages. Note: There is no Teacher-Guided Student Activity Card for Day 3. Students mark their fluency passage.

■ Note: This lesson assumes students have completed module Lesson 2.

■ Recall from the module lessons that although Mini Language Dive goals remain the same in Modules 3–4, the format has changed. The new format follows a Deconstruct, Reconstruct, and Practice routine and encourages teachers to be flexible and follow their students' lead. Refer to the Appendix in your Module 1 Module Lessons Teacher Guide for additional information on Language Dives and for the resource Questions We Can Ask during a Language Dive.

■ **Differentiation:** Each group of students will read a different excerpt from "*Peter Pan*: The Author and Historical Context" based on their fluency skills. To provide more challenge, invite students to extend their passage on Day 3. To provide additional language support, lead ELLs through the Mini Language Dive.

■ **In advance:**
  — Prepare the Fluency Self-Assessment Checklist (see Module 1, Unit 3, Week 1: Reading and Speaking Fluency/GUM).
  — Prepare materials for independent student groups.

Materials

Day 1

☑ "*Peter Pan*: The Author and Historical Context" (one per student)

☑ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)

☑ Fluency Self-Assessment Checklist (from Module 1; one per student)

☑ Highlighter (one per student)

☑ Fluent Readers Do These Things anchor chart (begun in Module 1)

☑ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

☑ Fluent Readers Do These Things anchor chart (begun in Module 1)

☑ Fluency passage (from Day 1; one per student)

☑ Highlighter (one per student)

☑ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- ▪ Note: This sequence of instruction is very similar to Modules 1–2.

- ▪ Invite students to retrieve their copies of "***Peter Pan:* The Author and Historical Context**" and mark the fluency passage they will use to work on reading fluency.

   ■ Excerpt from the beginning to the end of Paragraph 4: "This is the classic story we now know as *Peter Pan.*"

   ●▲: Excerpt from the beginning to the end of Paragraph 7: "from today and this is reflected in the literature written at the time."

   ◆ Excerpt from the beginning to the middle of Paragraph 8: "who often did not understand the people or places they encountered."

- ▪ Invite students to preview the text by silently reading it independently or to whisper read with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- ▪ Clarify the gist of the appropriate excerpt with students. Reread as needed.

- ▪ ▲ Mini Language Dive: "At the time this book was written / in the early 1900s, / life in England / was very different from today / **and this is reflected** / in the literature written at the time."

   Note: This Mini Language Dive will span Day 1 and Day 3.

   — Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:

      ▪ *and this*: "What?" Meaning: Life in England during the early 1900s. Suggested questions: "How do you know what *this* refers to? How does the word *and* link the two parts of the sentence?" (conjunction; pronoun)

      ▪ *is reflected*: "What?" Meaning: *reflected* means we can see something. Suggested questions: "We sometimes say a mirror or a window reflects something. What does a mirror reflect? How does that help you understand how a book might reflect something?" (present passive verb)

   — Reconstruct: Reread the sentence. Ask:

   "Now what do you think the sentence means?"

   "How does your understanding of this sentence add to your understanding of the meaning of the passage?"

   Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:

   — Practice: Consider inviting students to use the sentence to speak or write about their own lives. Suggested practice: "The imagination of childhood is reflected in _____." "The _____ is reflected in *Peter Pan.*" "My love of _____ is reflected in _____."

Unit 1

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist** and review each criterion as needed.

- Invite students to highlight (using a **highlighter**) the following focus criteria for this week:
  - "I can correct myself and reread when what I read was wrong or didn't make sense."
  - "I can read my text at a speed that is appropriate for the piece."
  - "I can notice and read punctuation."
  - "I can use the appropriate volume and change volume naturally as if I am talking to a friend."

- Read the text aloud two or three times, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed "fluent" to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (If time is short, prioritize choral reading in the following step for ▲ students.)

- As time permits, invite students to read the passage (or a portion of the passage) aloud chorally.

- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and setting a goal.

  ▲ ■ : Model setting a goal aloud first.

  ▲ : Invite students to say their goals out loud before they write them.

- Collect Teacher-Guided Student Activity Cards to review student responses.

- Prepare students for Day 2's independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.

Instruction for Day 3:

- Note: There is no Teacher-Guided Student Activity Card for this lesson. Students mark their fluency passage.

- Remind students of the **Fluent Readers Do These Things anchor chart**. Review learning targets.

- Ask students to retrieve the **fluency passage**.

- Read the group fluency passage and emphasize how the punctuation (especially commas and periods) adds pauses and changes the tone of voice you might use.

  ◆ : Invite students to read it chorally, or invite a student to read it as a model.

  ▲ : Ensure the effect of punctuation is transparent. Ask:

  "What effects do the commas and periods have on my voice as I read this passage? How does this aid in comprehension?" (Punctuation signals a pause and change in tone. It helps the reader understand the separate ideas in the text.)

- Invite students to use the **highlighter** to mark or underline any punctuation in their fluency passage that might add a pause or be a reason to change the tone with which they speak. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

  ▲ ■ : Encourage students to annotate and add notes to help them remember the tone they would like to use.

  ▲ : Return to the Mini Language Dive from Day 2.

- Invite students to practice reading their passages aloud with a partner, adding pauses and changing the tone of voice they use according to the punctuation.

- Invite students to practice reading their excerpt in different voices—for example, an elderly person or a character from a TV show. For more challenge, invite a student to read to the group for steps and stairs feedback.

- Prepare students for Day 4's independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Encourage students to remember their goal from Day 1 (if needed, distribute the Teacher-Guided Student Activity Cards). Remind them they will have a chance to assess their progress toward this goal on Day 4.

Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher-Guided Student Activity Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

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

Day 3:

■ I can read a passage aloud fluently, paying attention to punctuation. (RF.3.4)

Student Materials

Day 1:

☑ "*Peter Pan*: The Author and Historical Context"

☑ Fluency Self-Assessment Checklist

☑ Fluent Readers Do These Things anchor chart

☑ Highlighter

Directions:

Day 1

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

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

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

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

_____

_____

_____

3. Discuss with a partner, then write. "I want to get better at _____ because _____."

_____

_____

_____

Additional Work with Complex Text

Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

- I can use clues from the text to arrange paragraphs in sequential order. (RI.3.1)

Day 3:

- I can summarize a text, using key details to support the main idea. (RI.3.2)

Student Materials

Day 1:

- ☑ Scrambled Paragraphs from "*Peter Pan*: The Author and Historical Context" (one per pair)
- ☑ Scissors
- ☑ Paper
- ☑ Glue stick

Day 3:

- ☑ Excerpt from "*Peter Pan*: The Author and Historical Context"
- ☑ Group's timeline cards (one per group)

Directions:

Day 1

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

Work with a partner.

1. Cut the paragraphs apart.

2. Read each paragraph. Use the dates to put them in *chronological* order (in order of when they happened).

3. Stick the paragraphs, in order, on a piece of paper.

4. Read the article aloud. Choose one person to read or take turns reading paragraphs.

5. Discuss:

   ▪ What is the gist of this passage?

     "This passage is mostly about _____."

   ▪ How is this passage organized?

     "This passage is organized by _____. I know this because _____. For example, _____."

MORE CHALLENGE:

   ▪ Why do you think the author organized the passage in this way?

     (Hint: What is the connection between the purpose of the article and the order of the paragraphs?)

     "The author organized it this way because _____."

Day 3

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

1. Whisper read the excerpt from *"Peter Pan*: The Author and Historical Context" to yourself.

2. Choose one student to reread the group's timeline cards aloud for the group.

3. Turn and talk:

   ▪ What is this article about? Recount or summarize the article. Use the sentence frames if needed.

     "This article is about _____. First, the article explains _____." "Then, J.M. Barrie _____. Next, he _____. Finally, _____."

4. Work with your partner to write a summary of the excerpt from *"Peter Pan*: The Author and Historical Context" in your own words below:

   _____

   _____

   _____

   _____

   _____

_____

_____

_____

_____

_____

_____

MORE CHALLENGE:

Rephrase the sentence frames from step 3. What is another way to start the paragraph? (Example: "The article recounts _____. It starts by _____.") Write your ideas for sentence frames below.

_____

_____

_____

Additional Work with Complex Text

Unit 1, Week 1, Day 1: Scrambled Paragraphs from *"Peter Pan: The Author and Historical Context"*

Name: _____ **Date:** _____

Directions:

Cut apart the following paragraphs. Then put them in the correct order.

- -

In 1894 he married Mary Answell, an actress, but the marriage was not a happy one. To get out of the house, Barrie started taking long walks in Kensington Gardens in London. Here he met a family of five boys, George, John, Peter, Michael, and Nicholas, and their mother, Sylvia Llewelyn Davis. The children inspired him to invent fantasy stories about a boy called Peter Pan who had adventures, which Barrie would tell the boys to entertain them.

- -

James Matthew Barrie was born in Scotland on May 9, 1860. After graduating from college in 1882, he worked as a journalist writing theater reviews. He moved to London, England in 1885.

- -

In the early 1900s, J.M. Barrie was very successful. He continued to write successful plays and novels for adults. When the mother of the Llewelyn Davis children died in 1910, J.M. Barrie became one of their guardians.

- -

In the late 1800s, J.M. Barrie wrote his first novels for adults. He published his first novel in 1887. He began writing plays in the 1890s.

- -

J.M. Barrie died in London in 1937, aged 77.

- -

The character of Peter Pan first appeared in a book for adults by Barrie called *The Little White Bird*, published in 1902. Two years later in 1904, Barrie's play *Peter Pan* was a great success in London. The play was about the same main character, but was quite different from the original story. It was written for children as well as adults. *Peter Pan and Wendy*, a book based on the play, was published in 1911. This is the classic story we now know as *Peter Pan*.

- -

Additional Work with Complex Text

Unit 1, Week 1, Day 1: Excerpt from *"Peter Pan:* The Author and Historical Context"

Name: _____ **Date:** _____

James Matthew Barrie was born in Scotland on May 9, 1860. After graduating from college in 1882, he worked as a journalist writing theater reviews. He moved to London, England in 1885.

Becoming a Writer

In the late 1800s, J.M. Barrie wrote his first novels for adults. He published his first novel in 1887. He began writing plays in the 1890s.

In 1894 he married Mary Answell, an actress, but the marriage was not a happy one. To get out of the house, Barrie started taking long walks in Kensington Gardens in London. Here he met a family of five boys, George, John, Peter, Michael and Nicholas, and their mother, Sylvia Llewelyn Davis. The children inspired him to invent fantasy stories about a boy called Peter Pan who had adventures, which Barrie would tell the boys to entertain them.

Peter Pan and Beyond

The character of Peter Pan first appeared in a book for adults by Barrie called *The Little White Bird*, published in 1902. Two years later in 1904, Barrie's play *Peter Pan* was a great success in London. The play was about the same main character, but was quite different from the original story. It was written for children as well as adults. *Peter Pan and Wendy*, a book based on the play, was published in 1911. This is the classic story we now know as *Peter Pan*.

In the early 1900s, J.M. Barrie was very successful. He continued to write successful plays and novels for adults. When the mother of the Llewelyn Davis children died in 1910, J.M. Barrie became one of their guardians.

J.M. Barrie died in London in 1937, aged 77.

Additional Work with Complex Text

Unit 1, Week 1, Day 1: Scrambled Paragraphs from *"Peter Pan: The Author and Historical Context"* *(Answers, for Teacher Reference)*

James Matthew Barrie was born in Scotland on May 9, 1860. After graduating from college in 1882, he worked as a journalist writing theater reviews. He moved to London, England in 1885.

In the late 1800s, J.M. Barrie wrote his first novels for adults. He published his first novel in 1887. He began writing plays in the 1890s.

In 1894 he married Mary Answell, an actress, but the marriage was not a happy one. To get out of the house, Barrie started taking long walks in Kensington Gardens in London. Here he met a family of five boys, George, John, Peter, Michael, and Nicholas, and their mother, Sylvia Llewelyn Davis. The children inspired him to invent fantasy stories about a boy called Peter Pan who had adventures, which Barrie would tell the boys to entertain them.

The character of Peter Pan first appeared in a book for adults by Barrie called *The Little White Bird*, published in 1902. Two years later in 1904, Barrie's play *Peter Pan* was a great success in London. The play was about the same main character, but was quite different from the original story. It was written for children as well as adults. *Peter Pan and Wendy*, a book based on the play, was published in 1911. This is the classic story we now know as *Peter Pan*.

In the early 1900s, J.M. Barrie was very successful. He continued to write successful plays and novels for adults. When the mother of the Llewelyn Davis children died in 1910, J.M. Barrie became one of their guardians.

J.M. Barrie died in London in 1937, aged 77.

Independent Reading

Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Days 1 and 2:

◼ I can read my research reading text independently for 12 minutes. (RI.3.10)

Day 3:

◼ I can use the 5 W's to explain what I have learned through research reading. (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 1–4:

☑ Research reading text
☑ Independent reading journal
☑ Vocabulary log

Directions:

Days 1 and 2

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

1. Read your research reading text independently for 12 minutes.

2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).

3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and topical vocabulary about the topic in the back. Be prepared to share any new vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

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

2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).

3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical vocabulary about the topic at the back.

4. Respond to this prompt in the front of your independent reading journal: Use the 5 W's to explain what you have learned through research reading today: Who? What? Where? When? Why? Be prepared to share your response with your group.

Day 4

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

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've learned _____. For example, _____."
      - "Something I have learned is _____. For instance, _____."
    - Share two new vocabulary words and their meanings.
      - "A new word for me is _____. It _____. For example, you could say: _____ (your own sentence with the word)."
      - 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.

     ▪ "When you said ＿＿＿＿＿＿＿, what did you mean?"

     ▪ "How does ＿＿＿＿＿ relate to ＿＿＿＿＿?"

     ▪ "Why did you choose to share ＿＿＿＿＿?"

     ▪ "Can you say more about ＿＿＿＿＿?"

7. Repeat steps 4–6 with each person in the group.

     ▪ If time permits, choose from the following:

     ▪ Continue to read your free choice reading text.

     ▪ Try out a new text.

Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide

Daily Learning Targets

Day 2

- ■ I can determine the key details from a text. (RI.3.2)

Day 4

- ■ I can understand and practice using complex English language structures. (L.3.1, L.3.3)
- ■ I can use words that refer to people. (L.3.1f)
- ■ I can identify character traits in characters from *Peter Pan*. (RL.3.3)

Teaching Notes

- ■ On Day 2 students work in pairs to paraphrase key details from J.M. Barrie's life. They then place the events on a group timeline. They will use this large timeline on Day 3.

- ■ On Day 4, all students participate in a Language Dive centered on L.3.1. Students are introduced to L.3.1f and will work more with this standard, including pronouns, in Unit 2 and in additional Mini Language Dives throughout Units 2–3. Students also practice using pronouns correctly when they write a characters analysis paragraph of Tinker Bell in Writing Practice, Week 2, Days 1–4. The sentence for today's Language Dive was also chosen because it illustrates a major character trait of Tinker Bell (see rationale in Language Dive Guide: *Peter Pan*, Chapter 3).

- ■ Recall that the Language Dive format has been modified to reflect a more student-centered approach (see Unit 1 Overview).

- ■ **Differentiation:** For Day 2, arrange Scrambled Paragraphs from "*Peter Pan*: The Author and Historical Context" (from Day 1) in order to be intentional when assigning the paragraphs to students. Intentionally pair students and consider pairing ELLs in home language groups. To provide heavier support, consider partially filling in timeline cards for some pairs with the paraphrased key detail or display the model timeline cards. For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students' needs and to select the most relevant language goals. Not all students will complete the task card.

- ■ **In advance:**
  - — Prepare one set of the Scrambled Paragraphs from "*Peter Pan*: The Author and Historical Context" for the group. (See Unit 1, Week 1, Day 1: Additional Work with Complex Text materials). Each pair will work with one paragraph.
  - — Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students' needs.
  - — Review Questions We Can Ask during a Language Dive anchor chart (from Lesson 7 module lesson).
  - — Prepare materials for independent student groups.

Materials

Day 2

☑ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)

☑ Unit 1, Week 1, Day 1: Additional Work with Complex Text: Scrambled Paragraphs from "*Peter Pan*: The Author and Historical Context" (from Day 1; one paragraph per pair)

☑ Timeline cards (one per pair in the ■●◆▲)

☑ Model timeline cards (one per pair in the ■▲ groups)

☑ Scissors (one per pair)

☑ Chart paper (one per group; used by students to make a large timeline)

☑ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

☑ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)

☑ Language Dive Guide: *Peter Pan*, Chapter 3 (for teacher reference)

☑ Language Dive Chunk Chart: *Peter Pan*, Chapter 3 (for teacher reference)

☑ Language Dive Sentence Strip Chunks: *Peter Pan*, Chapter 3 (one to display)

Instruction for Day 2:

■ Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.

■ Distribute the necessary materials and guide students through the activities on the activity card. As students work in pairs on steps 1–2, respond to any concerns that may have arisen in groups working independently on other components.

■ For step 3, encourage students to write the important events on the **timeline cards** in their own words.

   ■▲: Walk students through the **model timeline cards** before having them complete step 3.

   As students cut the cards with **scissors** and assemble the timeline on **chart paper** in step 4, discuss how the dates help the reader know the sequence of events in a historical text.

■ Collect Teacher-Guided Student Activity Cards. Post chart paper with timeline for students to use as they work independently on Day 3.

■ Prepare students for the next day's independent activity: Display the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card** and walk through the Day 3 task, providing models where helpful.

Instruction for Day 4:

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.

- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about the character traits of Tinker Bell. It will also help them learn more about how sentences are put together, and students will learn different phrases they can use in their own writing.

- Instruct students to work with a partner on step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- Use **Language Dive Guide:** *Peter Pan*, **Chapter 3, Language Dive Chunk Chart:** *Peter Pan*, **Chapter 3**, and **Language Dive Sentence Strip Chunks:** *Peter Pan*, **Chapter 3** to guide students through the Language Dive. Use the student questions generated in step 1 of the activity card to drive instruction. For example, if students wonder why the author used *she* instead of *he*, start with the second chunk.

- Collect Teacher-Guided Student Activity Cards to review student responses.

Additional Work with Complex Text

Unit 1, Week 1: Teacher-Guided Student Activity Card

Name: _____ **Date:** _____

Daily Learning Target

Day 2:
- ◾ I can determine the key details from a text. (RI.3.2)

Day 4:
- ◾ I can understand and practice using complex English language structures. (L.3.1)
- ◾ I can use words that refer to people. (L.3.1f)
- ◾ I can identify character traits in characters from *Peter Pan*. (RL.3.3)

Student Materials

Day 2:
- ☑ "*Peter Pan*: The Author and Historical Context" (one per pair)
- ☑ Timeline cards (one per pair)
- ☑ Scissors (one per pair)
- ☑ Chart paper (one piece per group)

Day 4:
N/A

Directions:

Day 2

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

1. With your partner, read your paragraph from "*Peter Pan*: The Author and Historical Context."

2. Think about one key event from your paragraph. Discuss it with your partner.

3. Complete a timeline card for each event in J.M. Barrie's life that is described in your paragraph. You may do more than one timeline card.

4. Working as a group, arrange your group's timeline cards in a sequential order. Once you have agreed on a sequence, paste the timeline cards onto a sheet of chart paper to create a large timeline.

Day 4

Tinker Bell told Peter that she would continue to misbehave so long as Peter kept being nice to Wendy.

1. With a partner:
   - ▪ Take turns reading the sentence aloud.
   - ▪ Discuss the gist of the sentence.
   - ▪ Write two questions you have about the sentence. Your questions could be about words you would like to know more about or phrases that you are wondering about.

   _____

   _____

   _____

   _____

2. Circle and discuss the words in the sentence above that refer to people.

3. a. Sketch what had to happen first:

   b. Now add to your sketch, showing what would happen _so long as Peter kept being nice to Wendy_.

4. With a partner, complete the sentence frames aloud.

   "My teacher told me that _____ would _____ so long as _____."

   (subject + *would* + base verb + *so long as* + subject + past tense verb.)

5. Discuss with your group: What character trait of Tinker Bell does this sentence show? Practice using the word *she* in your answer.

6. Discuss with your group:

   ■ Replace *Wendy* with *her*. Reread the sentence. How does that change the meaning of the sentence?

   MORE CHALLENGE:

   ■ Replace *Tinker Bell* with *she*, and replace *Wendy* with *her*. Reread the sentence. How does that change the meaning of the sentence?

Additional Work with Complex Text

Unit 1, Week 1, Day 2: Timeline Cards (■●◆▲)

Name: _____ **Date:** _____

Directions:

Read your assigned paragraphs. Create at least one timeline card. You may need to create more timeline cards. Ask your teacher for more timeline cards if needed. Then cut apart your timeline cards.

Date: _____

Describe the key event from J.M. Barrie's life in your own words (phrase or sentence):

_____

_____

_____

- -

Date: _____

Describe the key event from J.M. Barrie's life in your own words (phrase or sentence):

_____

_____

_____

Additional Work with Complex Text

Unit 1, Week 1, Day 2: Model Timeline Card (■▲)

Directions:

Read the model timeline card below. Use it as a guide to help you write your own timeline card.

Date: _____*May 9, 1860*_____

Describe the key event from J.M. Barrie's life in your own words (phrase or sentence):

Born in Scotland. "J.M." is short for James Matthew.

Additional Work with Complex Text

Unit 1, Week 1, Day 4: Language Dive Guide: *Peter Pan*, Chapter 3

Notes	**Modifications from Modules 1–2:** ■ In addition to teacher-led questions and answers as in Modules 1–2, there are suggested language goals that students should try to understand and apply for each chunk. (Consider referring to the range of questions students might ask one another in Questions We Can Ask during a Language Dive in the Appendix in your Module 1 Module Lessons Teacher Guide) ■ This format attempts to encourage students to take more of the lead in the conversation and to build greater independence by taking an inquiry-based approach to language in general, and the selected sentence in particular. ■ This format provides greater freedom to choose how to help students understand the suggested language goals. Continue to employ a number of approaches to enable students to understand these goals, including grappling, displaying a list of the language goals for students to consider, asking questions and using Conversation Cues, or a combination of these approaches. At the same time, draw on your understanding and experience of Language Dives from Modules 1–2 as you work with the new format.
Sentence	**Tinker Bell told Peter that she would continue to misbehave so long as Peter kept being nice to Wendy.** (from page 25 of *Peter Pan* by J.M. Barrie and Tania Zamorsky)
Rationale	This sentence was chosen for its complexity, its use of proper nouns with the pronoun *she* and a conditional structure, and its connection to showing, not telling, how Tinker Bell feels. Students will apply their understanding of the meaning and structure of this sentence as they explain the character trait of jealousy in Unit 1, Week 2: Writing Practice and learn more about pronoun-antecedent agreement in Unit 2, Week 1: Reading and Speaking Fluency/GUM. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the highlighted focus structure ***so long as Peter kept being nice to Wendy.*** This focus structure is complex, compelling, and helps address the guiding question.

Time	15 minutes
Throughout the Language Dive	■ When referring to a chunk on display, point to it or invite students to place their finger by the same chunk.
	■ Record and display student discussion next to or underneath each chunk on display for visual reference.
	■ Consider referring to the Questions We Can Ask during a Language Dive anchor chart.
	■ If productive, invite students to use a translation dictionary and add vocabulary and collocations to their vocabulary log.
	■ Students can work on their **Teacher-Guided Student Activity Card** for each item marked with the icon ✎.
Deconstruct	Use the **sentence strip chunks.**
	1. Whole group: Display all chunks, sequenced as a sentence. Read aloud the sentence twice; students read aloud the sentence with a partner.
	2. Whole group: Students briefly grapple with the meaning of the sentence and connection to the guiding question or big idea.
	3. Whole group: Consider pre-teaching one or two key vocabulary words.
	4. Whole group or small group: Display each chunk, chunk by chunk. Students briefly grapple with the meaning of each chunk. Use the **chunk chart** to guide student grappling.
	— As students discuss the highlighted focus structure, be sure they slow down for extended conversation and practice of the focus structure. See suggested questions and Conversation Cues (underlined) in the chunk chart.
	— To provide lighter support: Display one or more of the key suggested language goals provided in the chunk chart, or an adaptation of it, to prompt student grappling.
	— To provide heavier support: Consider using visuals or realia to help convey meaning. Use the suggested language goals provided in the chunk chart to pose questions requiring careful consideration. Monitor with total participation techniques and Conversation Cues. Provide think time and invite partners to discuss in English or in home language groups.

Practice (Focus Structure)	5. Small group: students play with the focus structure in the highlighted chunk using the suggestions in the chunk chart. Refer to the chunk chart for specific Practice suggestions on this sentence.
Reconstruct	6. Whole group: Consider scrambling the chunks. Several students each take a chunk and display it in front of the class, thinking aloud to rearrange themselves to reconstruct the sentence. To provide lighter support, consider also completing this step at the beginning of the Language Dive. 7. Whole group: Students reconstruct the meaning of sentence and connection to guiding question, big idea, learning target. Refer to the chunk chart for specific Reconstruct suggestions on this sentence.
Practice (Sentence)	8. Whole group: Students synthesize and play with the sentence. Refer to the chunk chart for specific Practice suggestions on this sentence.

Additional Work with Complex Text

Unit 1, Week 1, Day 4: Language Dive Chunk Chart: *Peter Pan*, Chapter 3

Tinker Bell told Peter	
Deconstruct: Language Goals	■ *Tinker Bell*: "Who is this sentence about?" Tinker Bell. Tania Zamorsky writes *Tinker Bell* instead of *She* to be clear the sentence is about Tinker Bell. If Zamorsky wrote *She*, we might think the sentence is about Wendy. (subject) ✎ Step #2 ■ *told*: "What did Tinker Bell do?" Tinker Bell said something to someone. Zamorsky uses the past tense to tell a story that happened in the past. (past tense verb) ■ *Peter*: "Who did Tinker Bell tell?" Peter. He is the person who heard something from Tinker Bell. (object) ✎ Step #2 ■ Students can choose to take the role of Tinker Bell, Peter, or Wendy as they play with the remaining chunks.
that she would continue to misbehave	
Deconstruct: Language Goals	■ *she*: "Who is this chunk about?" Tinker Bell. *she* refers back to Tinker Bell in the first chunk, not to Peter, because *she* is used to refer to girls. Students can draw an arrow from *she* to *Tinker Bell*. (subject pronoun) ✎ Step #2 ■ *would continue to misbehave*: "What did Tinker Bell tell Peter she would do?" Tinker Bell told him that she plans to keep being bad. *would* means Tinker Bell plans or intends to do something in the future after a special condition, situation, or event. (modal for future plan + base verb + infinitive = verb phrase/predicate) ■ Students playing Tinker Bell can tell students playing Peter: "I will continue to misbehave …"
so long as Peter kept being nice to Wendy.	
Deconstruct: Language Goals	■ *Peter*: "Who is this chunk about?" Peter. Tania Zamorsky writes *Peter* instead of *he*, even though Zamorsky already mentioned Peter in the first chunk. That's probably because Zamorsky thinks using *Peter* is clearer; we don't wonder who *he* refers to so far away from *Peter* in the first chunk. (subject) ✎ Step #2

	■ *kept being nice*: "What did Peter do?" continued acting in a friendly way. (past tense linking verb + present participle + adjective = verb phrase)
	■ "<u>What if we replace kept with continued?</u> How does that change the meaning?" The meaning stays the same, as the two verbs are similar. However, using different verbs is more interesting. (past tense verb)
	■ *to Wendy*: "To whom did Peter keep being nice?" Wendy. Zamorsky writes *Wendy*, not *her*, because this is the first mention of Wendy in the sentence. If Zamorsky wrote *her*, we might think *her* refers to *Tinker Bell*. (object) ✎ Step #2
	■ *so long as*: "Can you figure out why Tania Zamorsky wrote *so long as*?" *so long as* is a conjunction that means *provided that* or *if*. Zamorsky uses *so long as* to connect this chunk to the previous chunk. The phrase introduces the special condition, situation, or event—*Peter kept being nice to Wendy*—before Tinker Bell carries out her plan—*she would continue to misbehave*. (conditional conjunction)
	■ "So, what had to happen first?" (*Peter kept being nice to Wendy.*)
	■ Invite students to sketch what had to happen first and share what they sketched. ✎ Step #3a
	■ Invite students to add to their sketch by sketching what would happen *so long as Peter kept being nice to Wendy*. ✎ Step #3b
	■ Students playing Peter can act out being nice to students playing Wendy. Tinker Bell can tell Peter: "I will continue to misbehave so long as you keep being nice to Wendy."
Practice (Focus Structure)	■ *would + so long*: This structure allows us to report what someone told us he or she plans to do after a future condition, situation, or event. (subject + *would* + base verb + *so long as* + subject + past tense verb.)
	■ Tell students something you will plan to do after a certain condition, situation, or event. Example: *I will continue to teach so long as I have wonderful students.*

	■ Invite students to complete the sentence frame aloud to report what you told them. ✎ Step #4 My teacher told me that ____ would ____ so long as ____. (subject + *would* + base verb + *so long as* + subject + past tense verb) — To provide lighter support: "What's another way to say *so long as*?" — To provide heavier support: Provide a word bank for students to use when completing the sentence frame.

Tinker Bell told Peter that she would continue to misbehave so long as Peter kept being nice to Wendy.

Reconstruct	■ "So, what did Tinker Bell tell Peter?" Tinker Bell told Peter that she would continue to misbehave so long as Peter kept being nice to Wendy. ■ "How can you say this sentence in your own words? Try to use *he*." Tinker Bell told Peter that she would keep doing bad things if he continued being friendly with Wendy. ■ "<u>How does this Language Dive add to your understanding of the guiding question</u>?" The sentence helps us understand that authors show, not tell, how a character feels through description. ■ "What character trait of Tinker Bell does this sentence show? Practice using the word *she* in your answer." This sentence shows Tinker Bell's character trait of jealousy. Because Tinker Bell is jealous of Peter's attention on Wendy, she wants to punish Peter by being bad. ✎ Step #5
Practice (Sentence)	■ Challenge students to replace proper nouns with pronouns. Step #6 — To provide heavier support: "<u>What if we replace Wendy with her</u>? How does that change the meaning of the sentence?" Consider providing an index card with *he* written on it for students to place over *Peter*. — To provide lighter support: "<u>What if we replace Tinker Bell with she, and replace Wendy with her</u>? Reread the sentence. How does that change the meaning of the sentence?"

■ Language Chunk Wall suggestions:

— Language to make references: **that she would continue to misbehave**

— Language to talk about conditional situations: **that she would continue to misbehave / so long as Peter kept being nice to Wendy.**

Additional Work with Complex Text

Unit 1, Week 1, Day 4: Language Dive Sentence Strip Chunks: *Peter Pan*, **Chapter 3**

Tinker Bell told Peter

that she would continue to misbehave

so long as Peter kept being nice to Wendy.

Reading and Speaking Fluency/GUM

Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

- I can help my partner self-assess his or her reading fluency. (RF.3.4)

Day 4:

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

Student Materials

Day 2 and Day 4:

☑ Fluency passage from "*Peter Pan*: The Author and Historical Context"

☑ Fluency Self-Assessment Checklist

☑ Colored pencils or crayons

Directions:

Day 2

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

1. Whisper read excerpt from "*Peter Pan*: The Author and Historical Context" to yourself.

2. Find a partner who is reading the same passage as you.

3. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.

4. Read the text aloud together (at the same time). Focus on the highlighted criteria.

5. Stars and Steps Fluency Feedback: With the same partner as before, take turns reading your passage aloud and receiving feedback.

   - Number partner A and partner B.
   - Partner A shares fluency goal for the week.
   - Partner A reads aloud fluency passage and partner B listens.

- Partner B shares one star (one thing partner A did well) and one step to work on.
  - "You did a good job with _____."
  - "Next time, try to _____ because _____."
- Switch, and repeat Steps 1–4.

Star	Step

Day 4

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

1. Get into groups of three or four.

2. Read the highlighted criteria on your Fluency Self-Assessment Checklist.

3. Whisper read your fluency passage to yourself.

4. One person in the group reads his or her fluency passage to the group.

5. Each person in the group gives a star. Use the sentence frames if needed.

   - "I liked how you _____ it helps me to better understand the meaning of the text."
   - "I noticed you paid attention to the punctuation like _____."
   - "The speed of your reading was perfect—especially when _____."
   - "I noticed that you _____."

6. Repeat steps 4–5 with another student in the group reading.

7. Self-assess on your fluency checklist. Draw a check mark in the columns of the highlighted criteria. Choose a different colored pencil from the one you used on your self-assessment on Days 1–3.

   MORE CHALLENGE:

   Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.

✏️ Writing Practice

Unit 1, Week 2: Teacher Guide

🚩 Daily Learning Targets

Day 1 and Day 3

- ■ I can identify a character's point of view using details in the text. (RL.3.1, RL.3.3)
- ■ I can identify character traits of characters in *Peter Pan*. (RL.3.3)

Teaching Notes

- ■ In this component, students write a character analysis paragraph of Tinker Bell. This task gives students an opportunity to practice their learning about pronouns from the Language Dive from Unit 1, Week 1, Day 4: Additional Work with Complex Text.
- ■ On Day 1, students review the first time Peter Pan and Tinker Bell meet Wendy. They analyze the characters' actions, point of view, and motivations. This prepares them to more deeply analyze the character of Tinker Bell on Days 2–4.
- ■ On Day 3, students practice analyzing the character of Tinker Bell. They identify her character traits, motivations, point of view, and actions.
- ■ These lessons assume that students have read Chapter 3 of *Peter Pan* and are familiar with the character interview activity from module Lesson 6.
- ■ **Differentiation:**
  - — On Day 1: To provide heavier support, separately reread each section of the excerpt from *Peter Pan* that demonstrates how the characters think and feel about one another as students complete the sentence frames in Part I. Consider displaying a language bank of character traits (e.g., *jealous*, *loyal*, *angry*, *short tempered*). Students can draw on the bank as they complete the frames in Part I and as they independently complete the Day 2 task card.
  - — On Day 3: Pre-fill parts of the character analysis chart for students who need heavier support. For more support, create sentence strips for students to paste into the correct portion of the chart. To provide heavier support, consider modeling how to fill in the chart by discussing one of your own character traits.
- ■ **In advance:**
  - — Prepare materials for independent student groups.
  - — Day 3: Prepare one student exemplar from step 4 of Unit 1, Week 2: Writing Practice: Student Task Card (from Day 2)
  - — Day 3: Prepare one set of the Tinker Bell Character Analysis Quotes (from Unit 1, Week 2, Day 2: Writing Practice)

Materials

Day 1

- ☑ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ☑ *Peter Pan* (from module lessons; one per student)
- ☑ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

Unit 1

Day 3

☑ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)

☑ Unit 1, Week 2, Day 2: Writing Practice: Student Task Card student exemplar (one per student)

☑ *Peter Pan* (from module lessons; one per student)

☑ Tinker Bell Character Analysis Quotes (one set per group; from Day 2)

☑ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1:

■ Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target. Point out that this week students will be focusing on character analysis—a skill they will be assessed on during the End of Unit 1 assessment in the module lessons.

■ Instruct students to retrieve their copies of **Peter Pan** and preview the passage for today's activity (starting on the bottom of page 22: "'Fairies?' Wendy breathed, wide-eyed …" and reading to the end of the chapter). While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

■ Ask students to follow along in their heads as you read aloud the passage. To provide additional support, consider asking students to act it out.

■ Invite students to complete the activities on the activity card.

  ▲ ■: Post this paragraph frame for the interviews in Part II: "From my point of view, the meeting was ＿＿＿＿＿＿＿＿. I was thinking ＿＿＿＿＿＿＿＿ because ＿＿＿＿＿＿＿＿. I was feeling ＿＿＿＿＿＿＿＿ because ＿＿＿＿＿＿＿＿."

■ Tell students that tomorrow they will have a chance to look more closely at the character traits of Tinker Bell.

■ Collect Teacher-Guided Student Activity Cards.

■ Prepare students for the next day's independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

Instruction for Day 3

■ Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target. Point out that this week students will be focusing on character analysis of Tinker Bell.

■ Display the **Unit 1, Week 2, Day 2: Writing Practice: Student Task Card student exemplar**. Instruct students to whisper read the exemplar with a partner and then take turns paraphrasing or retelling it to each other. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

■ Discuss the student exemplar as a group. Ensure students understand where the author identified the character trait and used details from the text to support his or her thinking.

■ Using a total participation technique, briefly complete step 1 and review the **Tinker Bell Character Analysis Quotes** that demonstrate a character trait. Remind students the quotes may show more than one trait.

▲: Discuss the meaning of the word *jealous, jealousy*, *loyal, short-tempered, anger, angry*. Encourage students to translate the word into their home language and/or use it in a sentence.

■ ▲: Focus students on three quotes only.

◆: After discussing three of the quotes, invite students to look on page 25 in *Peter Pan* to identify their own piece of evidence.

■ If productive, use a Goal 4 Conversation Cue to encourage students to add on to what a classmate said:

> *Conversation Cue: "Who can add on to what your classmate said? I'll give you time to think."*

■ Model and assist students as they fill in the character analysis chart. Because this is very similar to the End of Unit 1 Assessment, quickly review how to fill in the chart. Encourage students to use the text to support their thinking.

▲ ■: Briefly model how to fill in the chart using your own or a student's positive character trait.

◆: Students may work in pairs to complete the chart. Debrief periodically.

■ Collect Teacher-Guided Student Activity Cards, but note that students will use them on Day 4.

■ Prepare students for the next day's independent activity: Walk through **Unit 1, Week 2: Writing Practice: Student Task Card**. Tell students that tomorrow they will have a chance to write a paragraph about one of the character traits of Tinker Bell and discuss the paragraph frame as needed. Remind students of their learning about pronouns in Unit 1, Week 1: Additional Work with Complex Text. Encourage students to use pronouns correctly in their writing tomorrow. Review as needed.

Writing Practice

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 1 and Day 3:

- ■ I can identify a character's point of view using details in the text. (RL.3.1, RL.3.3)
- ■ I can identify character traits of characters in *Peter Pan*. (RL.3.3)

Student Materials

Day 1:

☑ *Peter Pan*

Day 3

☑ Tinker Bell Character Analysis Quotes

Directions:

Day 1

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

Part I

1. Follow along as your teacher reads the excerpt from pages 22–25 of *Peter Pan*.

2. Review with a partner how the characters feel about one another. Use the sentence frames to help you.

Peter	*liked/didn't like meeting Wendy*	*because _____.*
Wendy	*liked/ didn't like meeting Peter*	*because _____.*
Wendy	*liked/didn't like meeting Tinker Bell*	*because _____.*
Tinker Bell	*liked/didn't like meeting Wendy*	*because _____.*

Part II

Pretend to be one of the characters in this scene. You will be interviewed by a reporter.

1. Choose someone in your group to be the reporter.

2. Reporter: Choose one character (Peter, Wendy, or Tinker Bell) and ask this question:

    — "_____ (name of character), did you like meeting the other characters? What are you thinking and feeling?"

    — Character: Answer clearly, using the text. Begin your answer with: "From my point of view, our meeting was _____."

Choose a new reporter and repeat step 2 until everyone has had a chance to be the reporter and a character.

Day 3

1. Review the Tinker Bell Character Analysis Quotes with your group.

2. Discuss with your group a few of Tinker Bell's character traits.

Trait	Point of View/Motivation	Action
jealousy	*She doesn't like Wendy because Wendy is trying to give Peter Pan kisses and Peter Pan likes Wendy.*	*She pulls Wendy's hair.* *She calls her a "huge, ugly girl."* *She said she would continue to misbehave until he stopped being nice to Wendy.*

Writing Practice

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 1 and Day 3:

■ I can identify a character's point of view using details in the text. (RL.3.1, RL.3.3)

■ I can identify character traits of characters in *Peter Pan*. (RL.3.3)

Student Materials

Day 1:

☑ *Peter Pan*

Day 3

☑ Tinker Bell Character Analysis Quotes

Directions:

Day 1

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

Part I

1. Follow along as your teacher reads the excerpt from pages 22–25 of *Peter Pan*.

2. Review with a partner how the characters feel about one another. Use the sentence frames to help you.

Peter	liked/didn't like meeting Wendy	because _____.
Wendy	liked/ didn't like meeting Peter	because _____.
Wendy	liked/didn't like meeting Tinker Bell	because _____.
Tinker Bell	liked/didn't like meeting Wendy	because _____.

Part II

Pretend to be one of the characters in this scene. You will be interviewed by a reporter.

1. Choose someone in your group to be the reporter.

2. Reporter: Choose one character (Peter, Wendy, or Tinker Bell) and ask this question:

   — "_____ (name of character), did you like meeting the other characters?

   What are you thinking and feeling?"

   — Character: Answer clearly, using the text. Begin your answer with: "From my point of view, our meeting was _____."

Choose a new reporter and repeat step 2 until everyone has had a chance to be the reporter and a character.

Day 3

1. Review the Tinker Bell Character Analysis Quotes with your group.

2. Discuss with your group at least three of Tinker Bell's character traits.

Trait	Point of View/Motivation	Action

Writing Practice

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

Daily Learning Targets

Day 1 and Day 3:

- I can identify a character's point of view using details in the text. (RL.3.1, RL.3.3)
- I can identify character traits of characters in *Peter Pan*. (RL.3.3)

Student Materials

Day 1:

☑ *Peter Pan*

Day 3

☑ Tinker Bell Character Analysis Quotes

Day 3

2. Discuss with your group at least three of Tinker Bell's character traits.

Note: These student answers are provided as examples. Students may give additional answers.

Trait	Point of view/Motivation	Action
Jealousy	She doesn't like Wendy because Wendy is trying to give Peter Pan kisses and Peter Pan likes Wendy.	She pulls Wendy's hair and calls her a "huge, ugly girl."
Anger	Tinker Bell is mad that Peter accidentally locked her in a drawer, and she also does not like the conversation that Wendy and Peter are having.	She comes out of the drawer and yells so much that Peter says, "such language!" She also pulls Wendy's hair.
Loyalty	Tinker Bell likes being Peter's fairy and isn't happy that he seems to offer her to Wendy.	She refuses to be Wendy's fairy and reminds Peter that she is his fairy.

CAT **Word Study and Vocabulary**

Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

■ I can analyze and record new vocabulary in my vocabulary log. (RI.3.4, L.3.4)

Day 3:

■ I can correctly use the suffix *-ion* when changing verbs into related nouns. (RF.3.3a, L.3.4b)

Student Materials

Day 1:

☑ Performance Task anchor chart

☑ Vocabulary log

☑ Dictionary

Day 3:

N/A

Directions:

Day 1

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

1. Word work

    ■ Find a partner.

    ■ Look at the Performance Task anchor chart.

2. Meaning of the word

    ■ Choose one of the words: **explanation, revised, oral presentation, describe, audience, description, original.**

    ■ Work with your partner to determine the meaning of the word and record it in the front of your vocabulary log. Remember to fill in each column. You can use a dictionary if needed.

3. Repeat step 2 until you have completed as many words as you can.

MORE CHALLENGE:

If you finish early, write each word in a sentence in your vocabulary log.

Day 3:

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

Work with a partner.

1. Take turns reading the box below.

> Read this sentence:
>
> ▪ An <u>explanation</u> of how you revised the scene with a <u>description</u> of how it is different from the original scene. (Source: Performance Task anchor chart)
>
> Remember, one way to make a noun from a related verb, is to add *-ion*. Sometimes you add *-ation* or *-tion* or *-ision* to make the correct spelling.
>
> For example:
>
> The thing that you say when you <u>explain</u> is an *explanation*.
>
> When you <u>describe</u> something, the thing that you say is a *description*.
>
> When you <u>present</u> to someone, the thing that you say to that person is the *presentation*.

2. Discuss:

   ▪ "What is the noun that is related to the verb *celebrate*? Is it *celebration* or *celebrating*?"

   ▪ "If you wanted to change *examine* to a noun, what would it be?"

   ▪ Fill in the blank with the noun form of the word *define:*

   — "The dictionary will help us define the word. Let's look up the _____."

3. Practice changing the verbs to nouns. Take turns reading each sentence aloud with the correct word in the blank space.

Please **explain** the answer to me.	I need an __*explanation*__ of the answer.
The teacher **informed** the class about the supplies they needed.	She wrote down the _____ _____ about the supplies on the board.
She will **celebrate** her birthday today.	Today her friends will go to the _____ for her birthday.
The woman was asked to **identify** herself.	The woman showed some _____ _____ to prove who she was.
I need to **organize** the children into teams.	Let me explain the _____ _____ of the teams.
The doctor came in and **examined** the girl.	The girl's _____ _____ took the doctor about 10 minutes.
You must **register** for this class.	Here is the _____ _____ form.

4. Now go back and write the correct word in each blank in the chart above.

MORE CHALLENGE:

Say and then write an original sentence that uses an *-ion* (or *-ation*, *-tion*, or *-ition*) word.

_____

_____

_____

`CAT` **Word Study and Vocabulary**

Unit 1, Week 2, Day 3: Student Task Card *(Answers, for Teacher Reference)*

Daily Learning Targets

Day 1:

■ I can analyze and record new vocabulary in my vocabulary log. (RI.3.4, L.3.4)

Day 3:

■ I can correctly use the suffix *-ion* when changing verbs into related nouns. (RF.3.3a, L.3.4b)

Student Materials

Day 1:

☑ Performance Task anchor chart

☑ Vocabulary log

☑ Dictionary

Day 3:

☑ N/A

Please **explain** the answer to me.	I need an *explanation* of the answer.
The teacher **informed** the class about the supplies they needed.	She wrote down the *information* about the supplies on the board.
She will **celebrate** her birthday today.	Today her friends will go to the *celebration* for her birthday.
The woman was asked to **identify** herself.	The woman showed some *identification* to prove who she was.

I need to **organize** the children into teams.	Let me explain the *organization* of the teams.
The doctor came in and **examined** the girl.	The girl's *examination* took the doctor about 10 minutes.
You must **register** for this class.	Here is the *registration* form.

4. Now go back and write the correct word in each blank in the chart above.

Independent Reading

Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Days 1 and 2:

- ◾ I can read my free choice reading text independently for 12 minutes. (RL.3.10/RI.3.10)

Day 3:

- ◾ I can choose and respond to a prompt about my free choice reading text. (RL.3.10/RI.3.10)

Day 4:

- ◾ I can listen carefully and ask questions of others about their free choice reading. (RL.3.10/RI.3.10, SL.3.1)

Student Materials

Days 1, 2, and 4:

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

Day 3:

- ☑ Free choice reading texts
- ☑ Independent reading journal
- ☑ Vocabulary log
- ☑ Independent Reading Prompt Bookmarks (two or three sets per group)

Directions:

Days 1 and 2

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

1. Read your free choice reading text for 12 minutes.

2. Record your reading in the back of your independent reading journal (date, book title, author, pages read).

3. Record any new vocabulary in your vocabulary log. Be prepared to share vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

1. Read your free choice reading text independently for 5 minutes.

2. Record your reading in the back of your independent reading journal (date, book title, author, pages read)

3. Record any new vocabulary in your vocabulary log.

4. Choose a reading prompt on one of the Independent Reading Prompt Bookmarks. Remember to choose a prompt carefully—choose one that you can respond to with the text you are reading.

Day 4

Text Share:

1. Timekeeper: Set a 2-minute timer.

2. The facilitator will go first:
   - Pass your free choice reading text around for the group to look at.
   - Share a summary of the text you have read so far.
     — "The main idea of this text is _____. Three details are _____ and _____ and _____."
     — "Right now, _____(character) wants _____, but _____(the problem). So _____."
   - Share a review of the text with reasons to justify your review.
     — "I think this text is _____(great, boring, exciting, engaging, informative, confusing)_____ because _____. An example of this is _____."

     Group: As the facilitator shares, consider what else you would like to know about that person's text. Prepare a question about it.

3. Timekeeper: Set a 2-minute timer.

4. Group: Ask him or her questions.
   - "When you said _____, what did you mean?"
   - "Why did you choose to share _____?"
   - "Can you say more about _____?"
   - "Can you give an example of _____?"

5. Repeat with each person in the group.

CAT **Word Study and Vocabulary**

Unit 1, Week 2: Teacher Guide

Daily Learning Target

Day 2

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary with the suffix *-ion*. (RF.3.3a, L.3.4c)

Day 4

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

Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*explanation*) with the suffix *-ion*. On Day 4, they focus on academic vocabulary word (*revised*) with the prefix *re-*. They analyze both words using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.

- Recall from the module lessons that although Mini Language Dive goals remain the same in Modules 3–4, the format has changed. The new format follows a Deconstruct, Reconstruct, and Practice routine and encourages teachers to be flexible and follow their students' lead. Refer to the Appendix in your Module 1 Module Lessons Teacher Guide for additional information on Language Dives and for the resource Questions We Can Ask during a Language Dive.

- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dive.

- **In advance:**
    — Prepare independent student materials.

Materials

Day 2:

- ☑ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ☑ Chart paper (one piece; used by the teacher to write a definition)
- ☑ Parts of Speech anchor chart (begun in Module 1)
- ☑ Affix List (from Module 1)
- ☑ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

Day 4

- ☑ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (completed on Day 3)
- ☑ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)

☑ Chart paper (one piece; used by the teacher to write a definition)

☑ Affix List (from Module 1)

Instruction for Day 2

■ Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.** Review learning targets.

■ Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.

■ Invite students to answer the questions in step 1 with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on another component.

■ Direct students' attention to the **Parts of Speech anchor chart** and review the definitions of nouns and verbs as needed.

■ Debrief the students' thinking in step 1 and briefly discuss the relationship between the noun and verb form of the words. Be sure students note the similar endings of the nouns but do not define the suffix at this point.

■ ▲: Mini Language Dive: "An explanation / of how you revised the scene / **with a description of how it is different** / from the original scene."

Note: This Mini Language Dive will span Day 2 and Day 4.

— Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:

■ *with a description*: "What?" / Meaning: a description, or written telling, of your scene. Suggested questions: "What will you describe?" (prepositional phrase; noun)

■ *of how it is different*: "What?" / Meaning: Your revised scene is different from the original scene. Structure: The writer adds onto the sentence by using two sets of connected prepositional phrases. This gives the reader additional criteria about how to write the explanation of how the scene was revised (*with*) and what kind of description should be written (*of*). Suggested questions: "What does it mean for something to be different? What are you making different? (What is *it*?) How will you make it different?" "You will write an explanation of how you revised the scene. How did the writer give us more information about this explanation?" (prepositional phrase)

— Reconstruct: Reread the sentence. Ask:

"Now what do you think the sentence means?"

"How does your understanding of the sentence help you understand how you can add onto a sentence when you write?"

Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:

— Practice: Consider inviting students to use the sentence to speak or write about their own lives. Suggested practice: "I will write an explanation of how I revised the scene with _____. I will tell you a story of how _____."

■ Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list.

■ Guide students through completing the Vocabulary Tree. Each branch of the tree should be filled out. For "My own sentence with related word" students may write their own sentence or find an additional sentence from the text or another source. Invite students to practice using the word aloud in a sentence several times before they write their own sentence.

▲: Model how to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.

■: Post a simple sentence starter for students to use when writing their original sentence.

◆: Invite students to write several sentences.

■ Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

■ Prepare students for the next day's independent activity: Display the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card** and walk through the Day 3 tasks, providing models where helpful.

Instruction for Day 4

■ Review the completed **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**. Provide instruction and clarification as needed.

■ Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.

■ Invite students to complete step 1 independently or with a partner. Note: If the affix that students work with in this lesson is not on their **Affix List**, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

■ Review the parts of the word *revised* and discuss other words that start with the prefix *re-*.

■ Using a total participation technique, invite responses from the group:

"What is the difference between adding the suffix -ion *and the prefix* re- *to a word? How does each affect the root word?" (*-ion *changes the part of speech but keeps the definition very similar. Adding* re- *changes the meaning of the word but not the part of speech.)*

■ If productive, use a Goal 4 Conversation Cue to encourage students to explain why a classmate came up with a particular response:

Conversation Cue: "Who can explain why your classmate came up with that response?"

■ ▲: Return to the Mini Language Dive from Day 2.

■ Guide students through the remaining steps on the activity card. Because the Vocabulary Tree is a new strategy, support students as needed. See Day 2 instruction.

■ Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

CAT **Word Study and Vocabulary**

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

■ I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ion*. (RF.3.3a, L.3.4c*)*

Day 4:

■ I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *re-*. (RF.3.3a, L.3.4b)

Student Materials

Days 2 and 4:

☑ Affix List
☑ Dictionary

Directions:

Day 2

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

■ An **explanation** of how you revised the scene with a description of how it is different from the original scene.

Source: Performance Task anchor chart

The word is "**explanation**."

1. Discuss with a partner. Then write your answer.

   If you know that *explanation* is related to the word *explain*, what noun in the sentence above is related to the verb *describe*? How do you know?

   _____

   _____

   _____

What noun is related to the word *react*?

_____

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

Prefix	Root	Suffix	Definition of Affix
	explain	-ation, (-ion, -ition, -tion)	

3. Complete the Vocabulary Tree for the word **explanation:**

My own sentence with vocabulary word

celebration

Words in the same affix or root family

"An explanation of how you revised the scene with a description of how it is different from the original scene"

Sentence from the text

My own sentence with related word

-ion, -ation, -tion, -ition

Explanation

Day 4

■ An explanation of how you **revised** the scene with a description of how it is different from the original scene.

Source: Performance Task anchor chart

The word is **"revised."**

1. Use your **Affix List**. Break down the word *revised* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	vise—to see, to view	-ed	

2. Complete the Vocabulary Tree for the word **revised:**

Unit 1

CAT **Word Study and Vocabulary**

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

■ I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ion*. (RF.3.3a, L.3.4c*)*

Day 4:

■ I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *re-*. (RF.3.3a, L.3.4b)

Student Materials

Days 2 and 4:

☑ Affix List
☑ Dictionary

Directions:

Day 2

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

■ An **explanation** of how you revised the scene with a description of how it is different from the original scene.

Source: Performance Task anchor chart

The word is "**explanation**."

1. Discuss with a partner. Then write your answer.

   If you know that *explanation* is related to the word *explain*, what noun in the sentence above is related to the verb *describe*? How do you know?
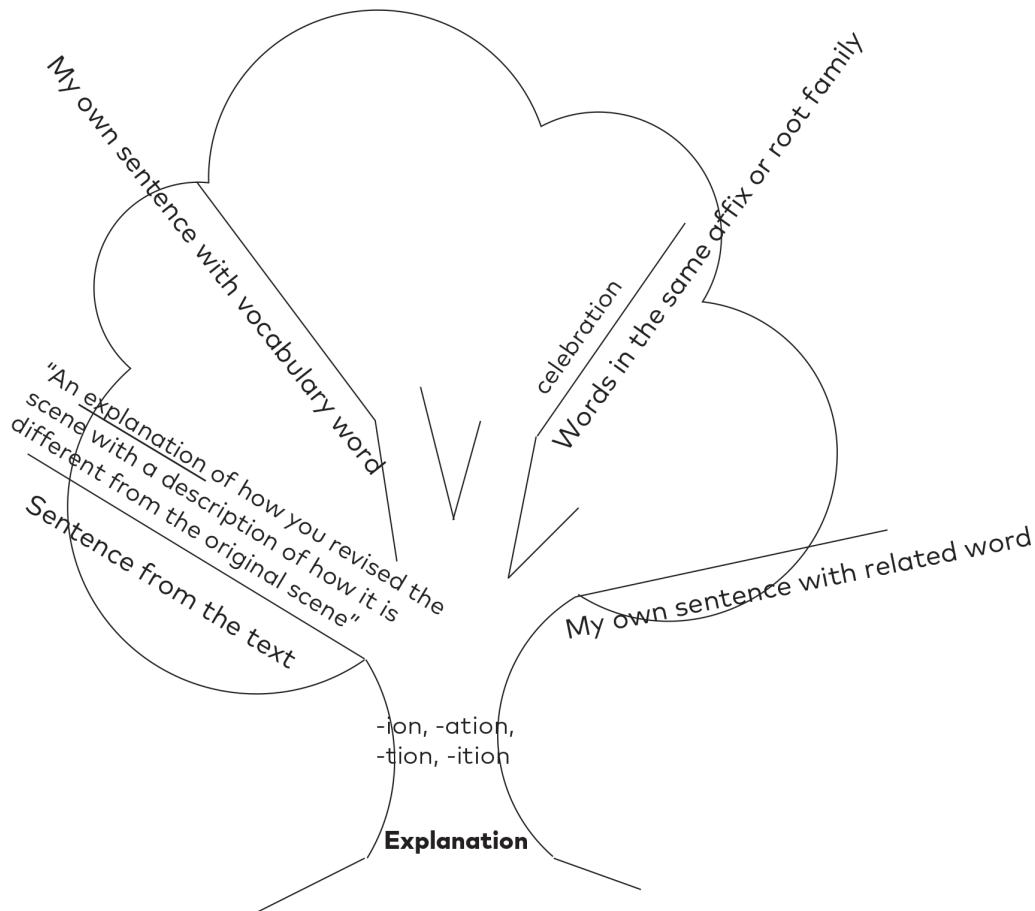
   _____

   _____

   _____

What noun is related to the word *react*?

_____

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

Prefix	Root	Suffix	Definition of Affix
	explain		-Often a noun

3. Complete the Vocabulary Tree for the word **explanation:**

My own sentence with vocabulary word

Words in the same affix or root family

Sentence from the text

My own sentence with related word

-ion, -ation,
-tion, -ition

Explanation

Day 4

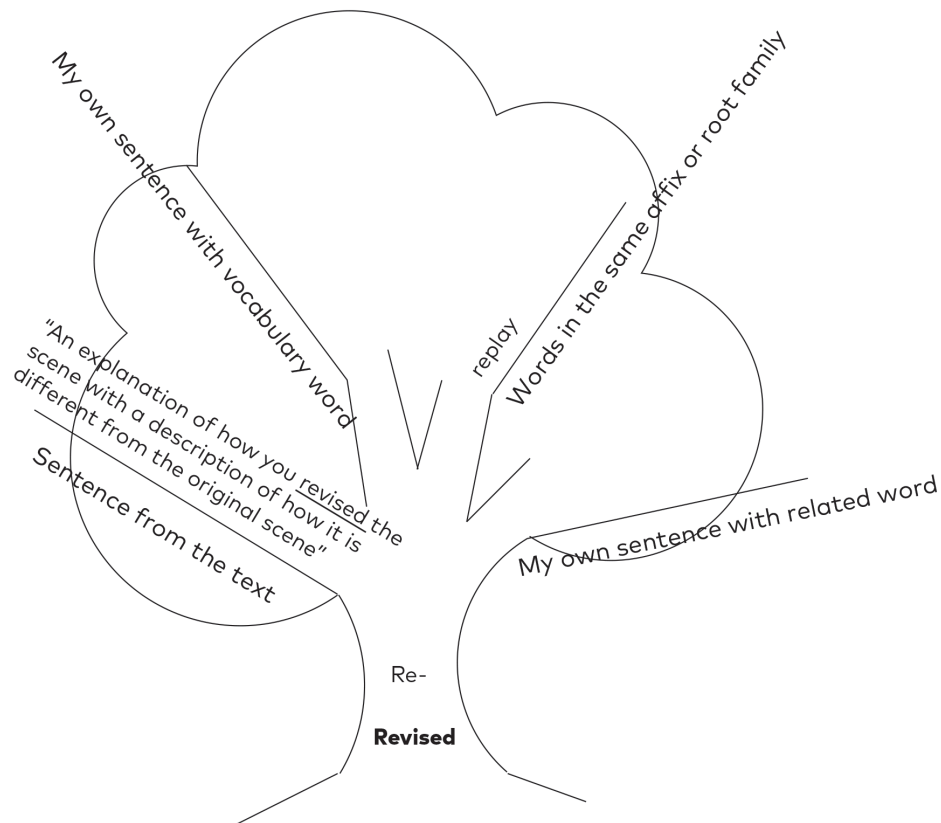■ An **explanation** of how you revised the scene with a description of how it is different from the original scene.

Source: Performance Task anchor chart

The word is "**revised**."

1. Use your Affix List. Break down the word *revised* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	vise—to see, to view		

2. Complete the Vocabulary Tree for the word **revised:**

My own sentence with vocabulary word

Words in the same affix or root family

Sentence from the text

My own sentence with related word

Re-

Revised

CAT **Word Study and Vocabulary**

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

■ I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ion*. (RF.3.3a, L.3.4c)

Day 4:

■ I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *re-*. (RF.3.3a, L.3.4b)

Student Materials

Days 2 and 4:

☑ Affix List

☑ Dictionary

Directions:

Day 2

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

■ An **explanation** of how you revised the scene with a description of how it is different from the original scene.

  Source: Performance Task anchor chart

The word is "**explanation.**"

1. Discuss with a partner. Then write your answer.

   If you know that *explanation* is related to the word *explain*, what noun in the sentence above is related to the verb *describe*? How do you know?
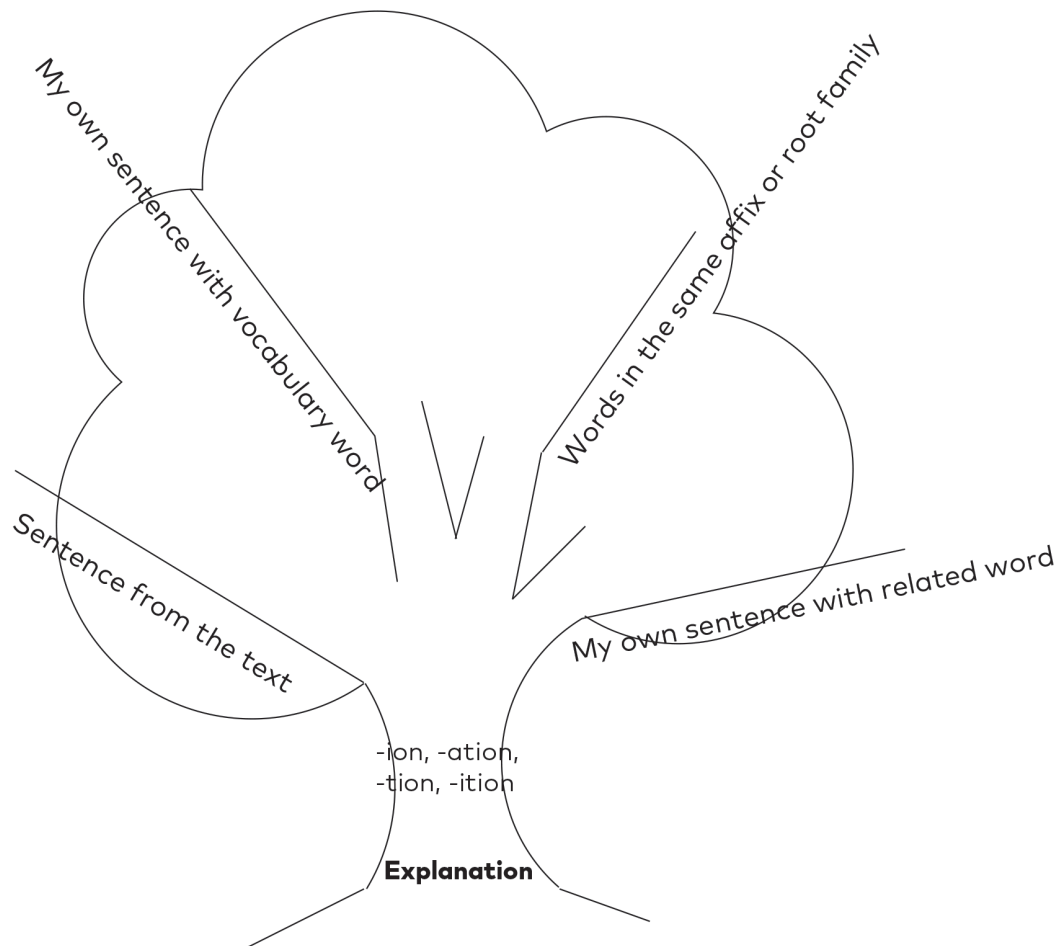
   _____

   _____

   _____

What noun is related to the word *react*?

_____

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

Prefix	Root	Suffix	Definition of Affix
	explain	-ation, (-ion, -ition, -tion)	Often a noun

3. Complete the Vocabulary Tree for the word **explanation:**

My own sentence with vocabulary word

give an explanation, offer an explanation, without explanation, demand an explanation

Collocations

celebration

Words in the same affix or root family

"An explanation of how you revised the scene with a description of how it is different from the original scene"

Sentence from the text

My own sentence with related word

-ion, -ation, -tion, -ition

Explanation

Pronunciation/ translation

Day 4

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

■ An explanation of how you **revised** the scene with a description of how it is different from the original scene.
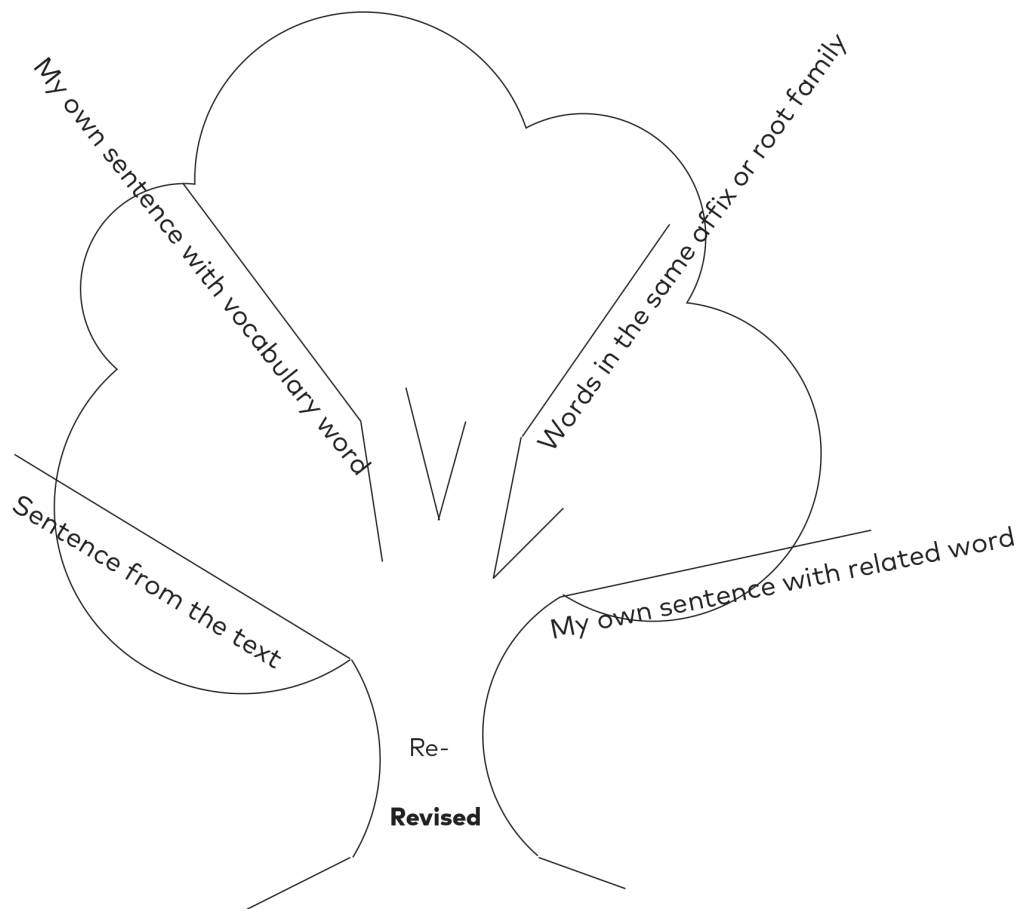
Source: Performance Task anchor chart

The word is "**revised**."

1. Use your Affix List. Break down the word *revised* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	vise—to see, to view	-ed	

2. Complete the Vocabulary Tree for the word **revised:**

My own sentence with vocabulary word

have to revise, fully revise, completely revise

Collocations

replay, review

Words in the same affix or root family

"An explanation of how you revised the scene with a description of how it is different from the original scene"

Sentence from the text

My own sentence with related word

Re-

Revised

Pronunciation/ translation

CAT **Word Study and Vocabulary**

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

Daily Learning Targets

Day 2:

■ I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ion*. (RF.3.3a, L.3.4c)

Day 4:

■ I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *re-*. (RF.3.3a, L.3.4b)

Student Materials

Days 2 and 4:

☑ Affix List
☑ Dictionary

Day 2

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

Prefix	Root	Suffix	Definition of Affix
	explain	*-ation (-ion, -ition, -tion)*	*Often a noun -ion means act of, state of, result of a*

3. Complete the Vocabulary Tree for the word **explanation:**

   Answers will vary but may include:

Tree diagram labels:
- My own sentence with vocabulary word
- I didn't understand your explanation of the problem.
- celebration, reaction, information
- Words in the same affix or root family
- Sentence from the text
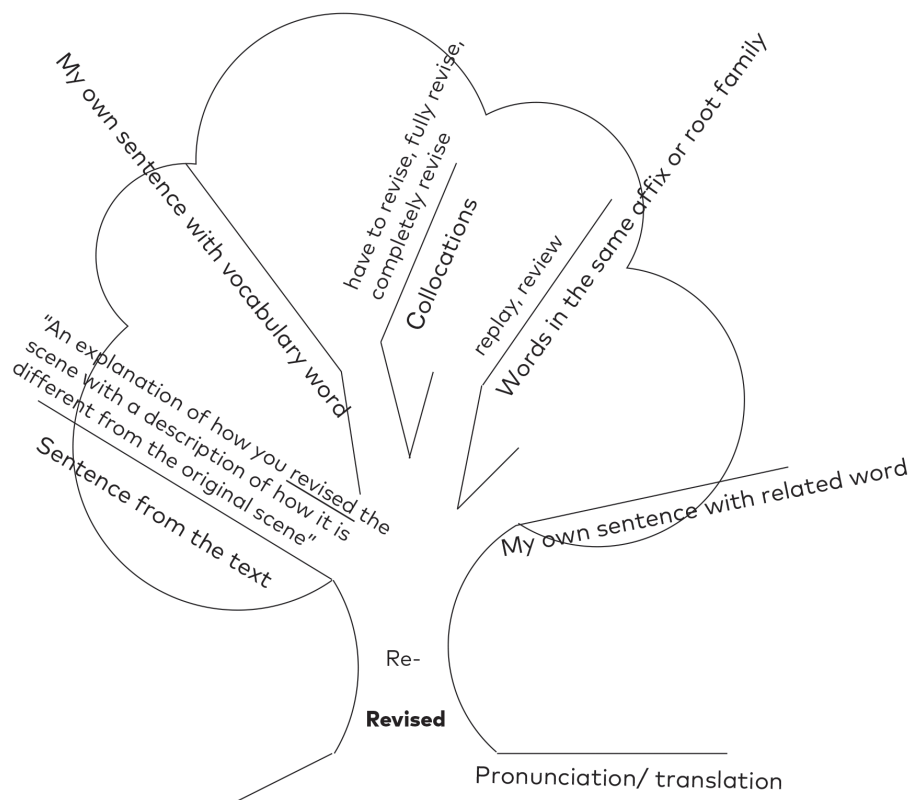- "An explanation of how you revised the scene with a description of how it is different from the original scene
- She was excited to go to the graduation celebration.
- My own sentence with related word
- -ion, -ation, -tion, -ition
- **Explanation**

Day 4

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

Prefix	Root	Suffix	Definition of Affix
re-	vise—to see, to view	*-ed*	*again*

2. Complete the Vocabulary Tree for the word **revised:**

   Answers will vary but may include:

When the writer wanted to make her
book better, she revised it.
My own sentence with vocabulary word

replay, repeat, redo, reheat
Words in the same affix or root family

"An explanation of how you revised the
scene with a description of how it is
different from the original scene"
Sentence from the text

The teacher asked me to repeat what I said.
My own sentence with related word

Re-

Revised

CAT **Word Study and Vocabulary**

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

Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ion*. (RF.3.3a, L.3.4c)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *re-*. (RF.3.3a, L.3.4b)
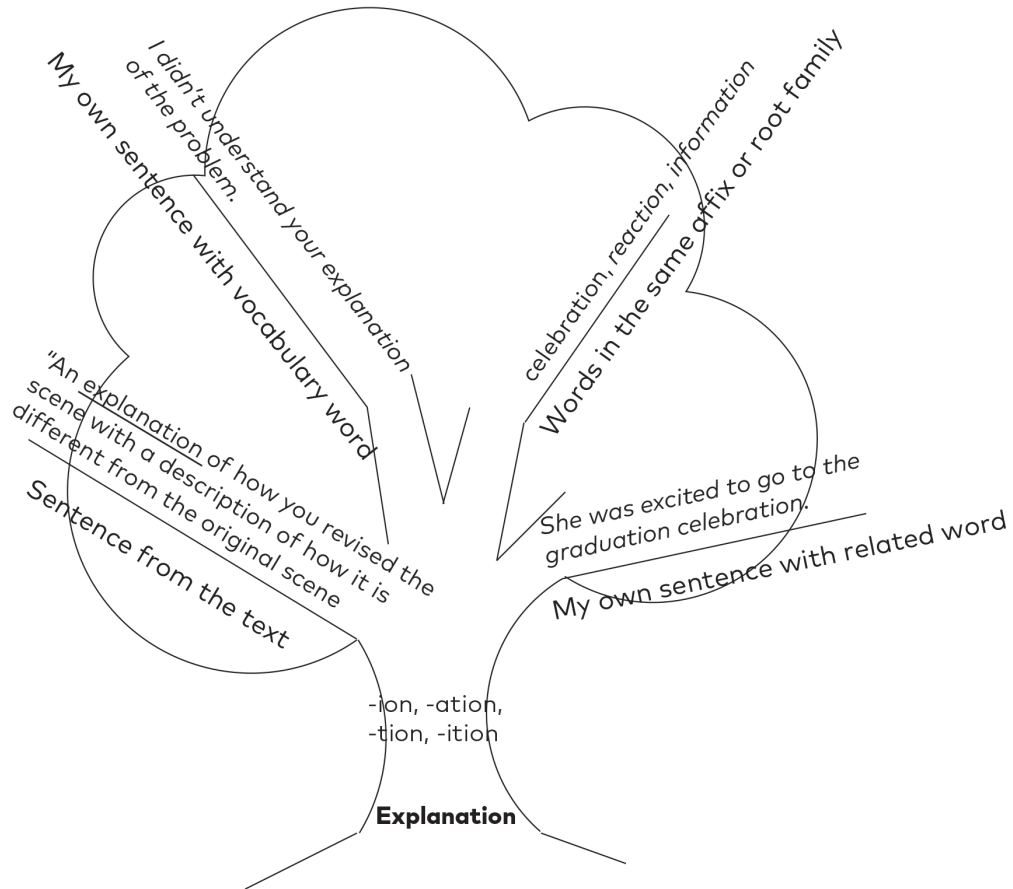
Student Materials

Days 2 and 4:

☑ Affix List
☑ Dictionary

Day 2

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

Prefix	Root	Suffix	Definition of Affix
	explain	*-ation (-ion, -ition, -tion)*	*Often a noun -ion means act of, state of, result of a*

3. Complete the Vocabulary Tree for the word **explanation:**

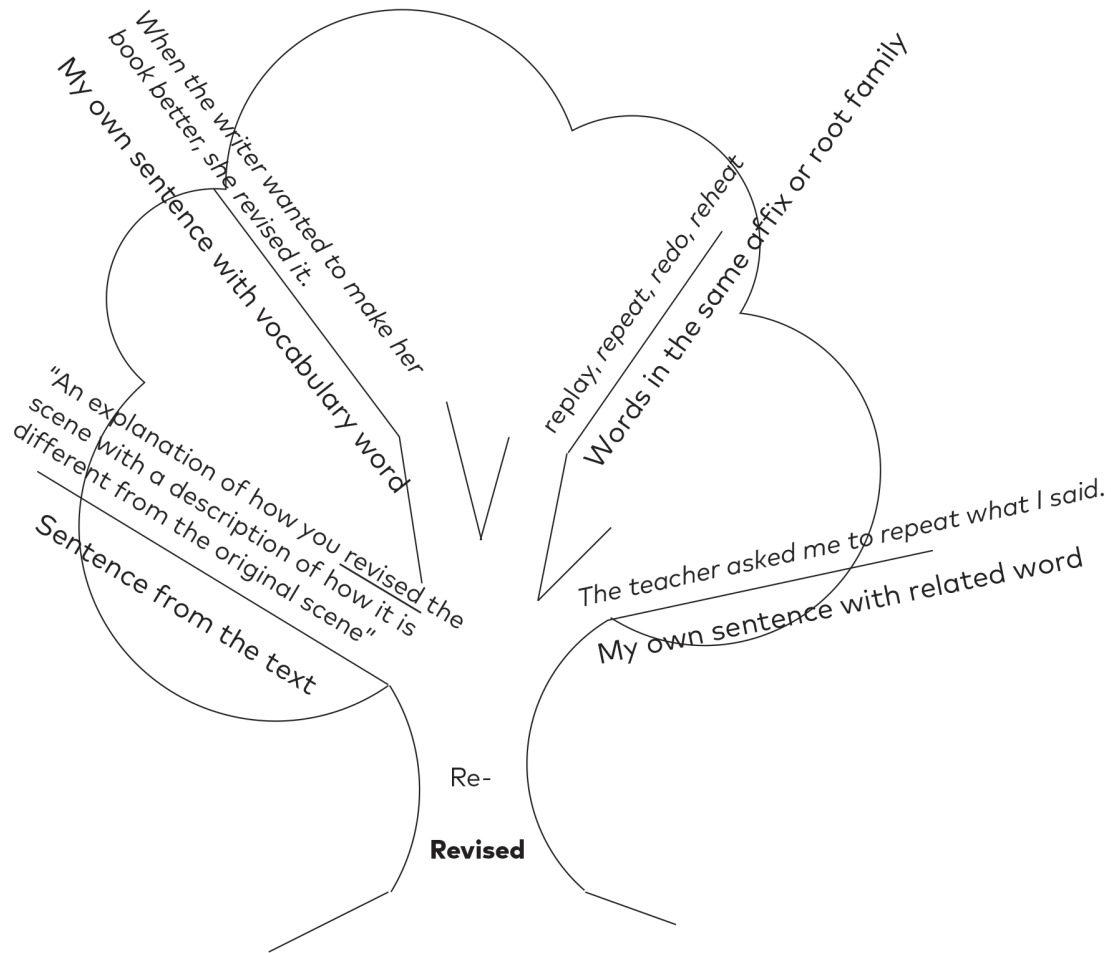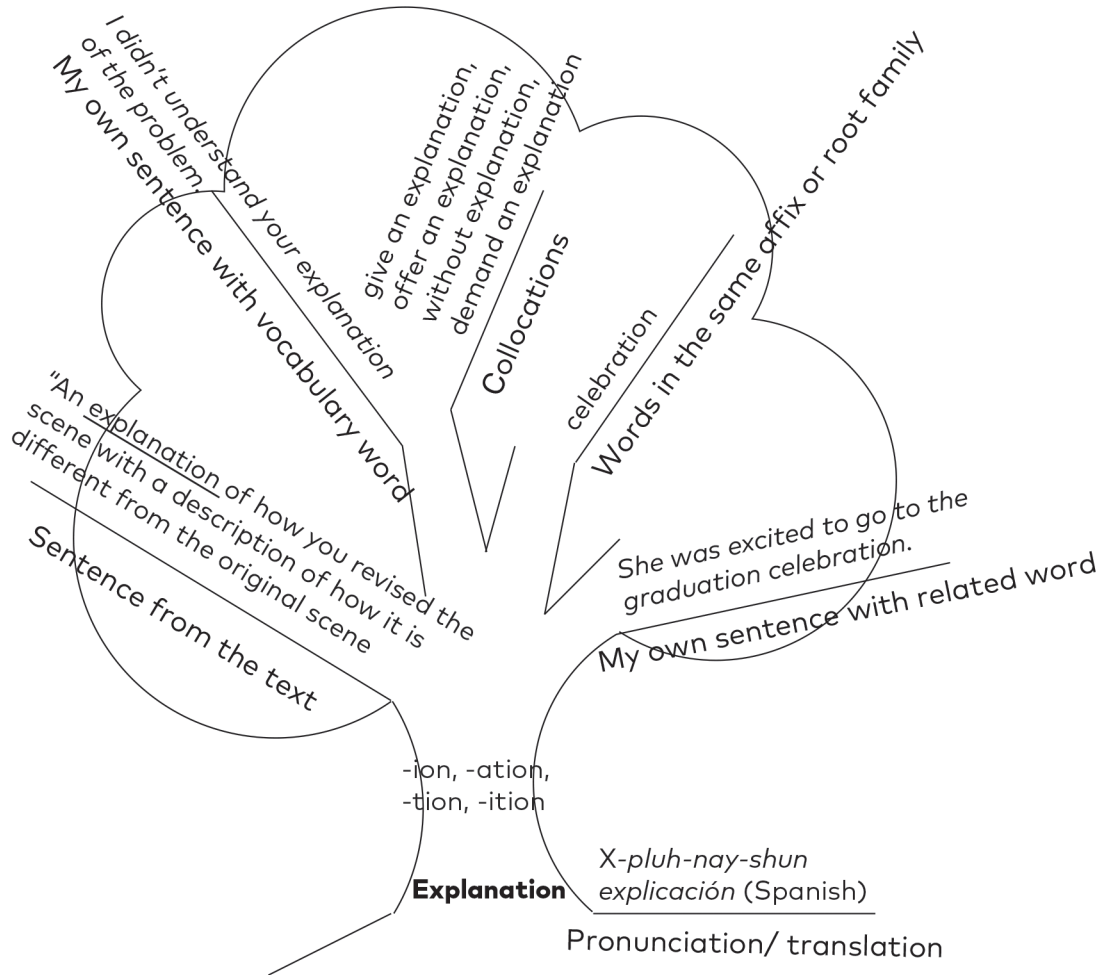   *Answers will vary but may include:*

I didn't understand your explanation of the problem.

My own sentence with vocabulary word

give an explanation,
offer an explanation,
without explanation,
demand an explanation

Collocations

celebration

Words in the same affix or root family

"An explanation of how you revised the scene with a description of how it is different from the original scene

Sentence from the text

She was excited to go to the graduation celebration.

My own sentence with related word

-ion, -ation,
-tion, -ition

Explanation

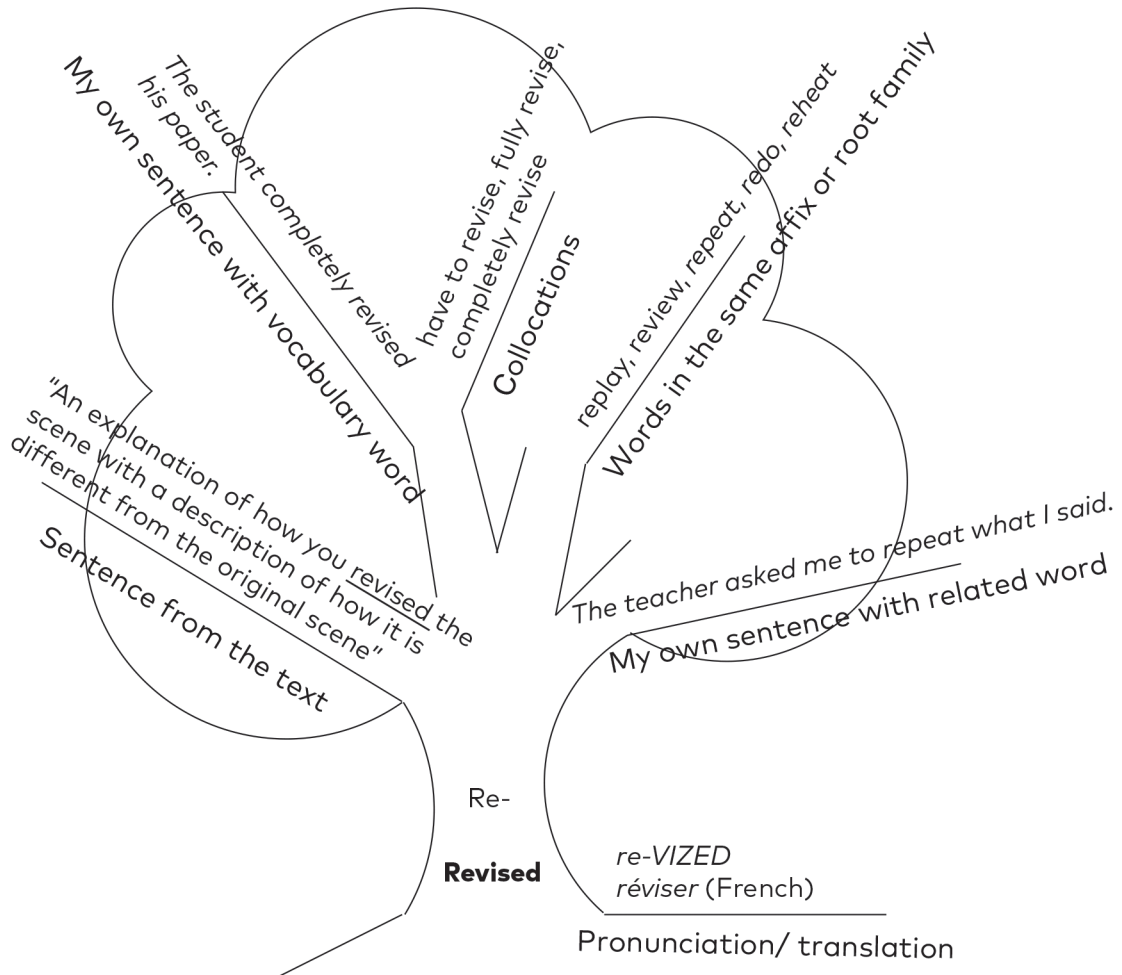X-*pluh-nay-shun*
explicación (Spanish)

Pronunciation/ translation

Day 4

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

Prefix	Root	Suffix	Definition of Affix
re-	vise—to see, to view	*-ed*	*again*

2. Complete the Vocabulary Tree for the word **revised:**

   Answers will vary but may include:

My own sentence with vocabulary word

The student completely revised his paper.

have to revise, fully revise, completely revise

Collocations

replay, review, repeat, redo, reheat

Words in the same affix or root family

"An explanation of how you revised the scene with a description of how it is different from the original scene"

Sentence from the text

The teacher asked me to repeat what I said.

My own sentence with related word

Re-

Revised

re-VIZED
réviser (French)

Pronunciation/ translation

Writing Practice

Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

- ◼ I can identify a character's point of view using details in the text. (RL.3.1, RL.3.3)
- ◼ I can identify character traits of characters in *Peter Pan*. (RL.3.3)

Day 4

- ◼ I can explain a character's point of view using details in the text. (RL.3.1, RL.3.3, W.3.2)
- ◼ I can explain character traits of characters in *Peter Pan*. (RL.3.1, RL.3.3, W.3.2)

Student Materials

Day 2:

- ☑ Tinker Bell Character Analysis Quotes (one per pair)
- ☑ Scissors
- ☑ *Peter Pan*
- ☑ Glue stick

Day 4:

- ☑ Unit 1, Week 1: Writing Practice: Teacher-Guided Student Activity Card
- ☑ Lined paper

Directions:

Day 2

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

1. Working in pairs, cut the Tinker Bell Character Analysis Quotes apart.

2. With your partner, read each quote and discuss how each quote shows a character trait of Tinker Bell.

   Consider these character traits: *jealous, angry, short-tempered, loyal, kind, peaceful*.

Use the sentence frames to help you:

- "I think this quote shows Tinker Bell is _____(character trait) because _____."

- "I disagree because _____."

- "I agree and it also shows she is _____ (character trait) because _____."

- "I don't think this quote shows a character trait because _____."

MORE CHALLENGE:

Find your own quote from page 25 in *Peter Pan* that shows a character trait of Tinker Bell. Write it below:

_____

_____

_____

3. Take one of your quotes and glue it into a mini character analysis paragraph. Then fill in the blanks.

> When Peter and Tinker Bell first meet Wendy, the reader can see that
> Tinker Bell is _____(insert character trait). For example:
>
> ┌───┐
> │   │
> │   │
> │   Paste quote here   │
> │   │
> │   │
> └───┘
>
> This shows Tinker Bell is _____ because _____
>
> _____.
>
> Her motivation for being _____ is
>
> _____
>
> _____.

Day 4

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

1. Review Tinker Bell's character traits from your completed Unit 1, Week 1: Writing Practice: Teacher-Guided Student Activity Card. Decide which character trait you will write about.

2. Talk through your ideas with a partner. Take turns talking through your examples. Use the paragraph frame to help you:

    "One of the main character traits of Tinker Bell is _____. For example, _____. This shows that Tinker Bell is _____ because _____. Another example is when she _____. This shows that Tinker Bell is _____ because _____. I think Tinker Bell's _____ (character trait) is motivated by _____."

3. Write your character analysis paragraph on the lines below.

    MORE CHALLENGE:
    Use a direct quote from the book.

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

Writing Practice

Unit 1, Week 2, Day 2: Tinker Bell Character Analysis Quotes

Name: _____   **Date:** _____

Directions: Cut apart these quotes.

Oh, how she screamed when he let her out. (page 23)

Tinker Bell clinked something angry in reply. (page 24)

Suddenly Wendy screamed. It felt as if someone had pulled her hair! (page 25)

Suddenly Peter laughed. He realized he had locked Tinker Bell in the drawer. (page 23)

"She says you are a huge ugly girl, and she can't be your fairy because she is my fairy." (page 24)

"Tink," he said, watching her fly around the room in fury, "such language!" (page 24)