

**Grade 3:** Module 3: Unit 2

# Additional Language and Literacy Block

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

## Additional Language and Literacy Block






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

The ALL Block for each unit contains the following:

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

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

- = Below grade level
- = On grade level
- ◆ = Above grade level
- ▲ = English language learners

ALL 3M3 UNIT 2 OVERVIEW	
 <p><b>Reading and Speaking Fluency/GUM</b> RF.3.4, L.3.1f</p>	<ul style="list-style-type: none"> <li>Students work on using pronouns and antecedents and subject/verb agreement.</li> <li><i>ELLs complete the same activities as other students.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Additional Work with Complex Text</b> RL.3.1, RL.3.4, RL.3.5, RL.3.7, RL.3.10, W.3.1c, L.3.1a, L.3.3, L.3.4, L.3.6</p>	<ul style="list-style-type: none"> <li>Students work with an excerpt from <i>Peter Pan in Kensington Gardens</i>: Chapter 1 to better understand the setting of the story and spatial words. All students participate in a Language Dive on Day 4.</li> <li><i>ELLs complete the same activities as other students.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ■▲, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Independent Reading</b> RL.3.10, RI.3.10, SL.3.1</p>	<ul style="list-style-type: none"> <li>Students read research texts (on topics related to <i>Peter Pan</i>) 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.</li> <li><i>ELLs complete the same activities as other students.</i></li> </ul>
 <p><b>Writing Practice</b> RL.3.1, W.3.1, W.3.1a, W.3.1b, W.3.1d</p>	<ul style="list-style-type: none"> <li>Students write a text review of their research or free choice reading text.</li> <li><i>ELLs complete the same activities as other students.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ■▲, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Word Study and Vocabulary</b> RF.3.3a, L.3.4b</p>	<ul style="list-style-type: none"> <li>Students analyze an academic vocabulary (<i>prevented</i>) word and its affixes (using Vocabulary Trees) and practice changing verbs that end in -y to past tense.</li> <li><i>ELLs complete the same activities as other students with an additional Mini Language Dive.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>

ALL 3M3 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<p>Lesson 2</p> <p>ALL Block:</p> <p>Week 1, Day 1</p>	<p><b>Reading and Speaking Fluency/GUM</b></p> <p><b>Overview:</b> With teacher guidance, all students learn that a verb must agree with its subject and that a pronoun takes the place of a noun.</p> <p><b>Learning Targets:</b>  <b>I can use verbs that agree with the subject of the sentence.</b> (L.3.1f)  <b>I can use pronouns correctly.</b> (L.3.1f)  <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide</li> <li>Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■), (●◆), (▲)</li> </ul>	<p><b>Additional Work with Complex Text</b></p> <p><b>Overview:</b> All students reread <i>Peter Pan in Kensington Gardens</i>: Chapter 1 and explore a map that appeared in an early edition of the story in preparation for reading closely to more fully understand the setting of the story.**</p> <p><b>Learning Targets:</b>  <b>I can use a variety of strategies to determine the meaning of unknown words and phrases.</b> (RL.3.4, L.3.4)  <b>I can read and understand a complex text.</b> (RL.3.10)  <b>I can understand and use words that describe where places are located.</b> (L.3.6)  <i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 2, Week 1: Additional Work with Complex Text: Student Task Card</li> <li>Peter Pan's Kensington Gardens Map</li> </ul>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to independently read research texts and log their reading.</p> <p><b>Learning Target: I can read my research reading text independently for 12 minutes.</b> (RI.3.10)  <i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 2, Week 1: Independent Reading: Student Task Card</li> </ul>

**\*\*Note:** This ALL Block component assumes students have already read an excerpt of *Peter Pan in Kensington Gardens: Chapter 1*, which happens in Unit 2, Lesson 1 of the module lessons.

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ALL 3M3 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 3</b> ALL Block: Week 1, Day 2	<b>Additional Work with Complex Text</b> <b>Overview:</b> With teacher guidance, students work in differentiated groups to look closely at how the author describes the setting of the story and consider the ways in which Chapter 1 and the map contribute to the story. <b>Learning Targets:</b> <b>I can answer questions to show understanding of a text, using details from the text in my answers. (RL.3.1)</b> <b>I can explain how a chapter contributes to the text. (RL.3.5)</b> <b>I can explain how an illustration contributes to the text. (RL.3.7)</b> <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide</li> <li>Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■▲), (●), (◆)</li> </ul>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> All students follow a task card to practice using subject pronouns and subject/verb agreement. <b>Learning Targets:</b> <b>I can use verbs that agree with the subject of the sentence. (L.3.1f)</b> <b>I can use pronouns correctly. (L.3.1f)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read research texts and log their reading. <b>Learning Target: I can read my research reading text independently for 12 minutes. (RI.3.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

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ALL 3M3 UNIT 2 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 4</b> ALL Block: Week 1, Day 3	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> With teacher guidance, all students are introduced to two more types of pronouns and when each type of pronoun is used. <b>Learning Target:</b> I can use pronouns correctly. (L.3.1f) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> <b>Printed Materials:</b> N/A	<b>Additional Work with Complex Text</b> <b>Overview:</b> All students complete a Kensington Gardens Scavenger Hunt and map to demonstrate an understanding of the text and of spatial words. <b>Learning Targets:</b> <b>I can answer questions to show understanding of a text, using details from the text in my answers. (RL.3.1)</b> <b>I can read and understand a complex text. (RL.3.10)</b> <b>I can understand and use words that describe where places are located. (L.3.6)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Kensington Gardens Scavenger Hunt</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to read and respond to a prompt. <b>Learning Target:</b> I can explain how the things I have learned through research reading are connected to the module. (RI.3.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

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ALL 3M3 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 5</b> ALL Block: Week 1, Day 4	<b>Additional Work with Complex Text</b> <b>Overview:</b> With teacher guidance, all students participate in a Language Dive on a complex sentence from <i>Peter Pan in Kensington Gardens</i> : Chapter 1. <b>Learning Targets:</b> <b>I can understand and practice using complex English language structures.</b> (L.3.1, L.3.3) <b>I can use <i>you</i> to help a reader imagine he or she is in a story.</b> (L.3.1a) <b>I can use <i>if...can</i> conditionals to talk about events that depend on another event happening first.</b> (W.3.1c, L.3.1) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Language Dive Guide: <i>Peter Pan in Kensington Gardens</i>: Chapter 1</li> <li>• Language Dive Chunk Chart: <i>Peter Pan in Kensington Gardens</i>: Chapter 1</li> <li>• Language Dive Sentence Strip Chunks: <i>Peter Pan in Kensington Gardens</i>: Chapter 1</li> </ul>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> All students follow a task card to practice using the different types of pronouns. <b>Learning Target: I can use pronouns correctly.</b> (L.3.1f) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to participate in a Research Share with the whole group. <b>Learning Target: I can listen carefully and ask questions of others about their research reading.</b> (RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 6</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.		
<b>Lesson 7</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 8</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

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ALL 3M3 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 9</b>  ALL Block: Week 2, Day 1	<b>Writing Practice</b> <b>Overview:</b> With teacher guidance, all students review the criteria for opinion writing. They plan and gather evidence for their research or free choice reading text review.** <b>Learning Target:</b> I can write a focus statement and gather evidence for the review of my text. (W.3.1) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 2, Week 2: Writing Practice: Teacher Guide</li> <li>Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card</li> <li>Research/Free Choice Reading Text Review Planning graphic organizer</li> </ul>	<b>Word Study and Vocabulary</b> <b>Overview:</b> All students follow a task card to practice making and defining words with the prefix <i>pre-</i> . <b>Learning Target:</b> I can determine the meaning of a new word with the prefix <i>pre-</i> . (L.3.4b) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 2, Week 2: Word Study and Vocabulary: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read and log their reading. <b>Learning Target:</b> I can read my free choice reading text independently for 12 minutes. (RL.3.10/RI.3.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 2, Week 2: Independent Reading: Student Task Card</li> </ul>

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\*\*Note: This ALL Block component follows a similar process to the instruction in Lessons 9–12 of the module lessons.

ALL 3M3 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 10</b> ALL Block: Week 2, Day 2	<b>Word Study and Vocabulary</b> <b>Overview:</b> With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>prevented</i> with a focus on the prefix <i>pre-</i> . 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. <b>Learning Target:</b> I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix <i>pre-</i> . (RF.3.3a, L.3.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide</li> <li>Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲)</li> </ul>	<b>Writing Practice</b> <b>Overview:</b> All students follow a task card to write the introductory paragraph for their research or free choice reading text review. <b>Learning Targets:</b> <b>I can write a review of my text. (W.3.1)</b> <b>I can write an introductory paragraph for my text review, including a brief summary of the text. (W.3.1a)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 2, Week 2: Writing Practice: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read free choice texts for 12 minutes and log their reading in the back of their independent reading journals. <b>Learning Target:</b> I can read my free choice reading text independently for 12 minutes. (RL.3.10, RI.3.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 11</b> ALL Block: Week 2, Day 3	<b>Writing Practice</b> <b>Overview:</b> With teacher guidance, all students follow an activity card to write the body paragraphs for their research or free choice reading text review. <b>Learning Targets:</b> <b>I can write a review of my text. (W.3.1)</b> <b>I can write body paragraphs of my review using evidence from the text to support a reason for my opinion. (RL.3.1, RI.3.1, W.3.1b)</b> <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> <b>Printed Materials:</b> N/A	<b>Word Study and Vocabulary</b> <b>Overview:</b> Students learn when to apply the suffix <i>-ied</i> and follow a task card to change verbs that end in <i>-y</i> into past tense. <b>Learning Target:</b> I can correctly use the suffix <i>-ied</i> when changing verbs into the past tense. (RF.3.3a, L.3.4b) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to read and respond to a reading prompt. <b>Learning Target:</b> I can choose and respond to a prompt about my free choice reading text. (RL.3.10, RI.3.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

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ALL 3M3 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 12</b> ALL Block: Week 2, Day 4	<b>Word Study and Vocabulary</b> <b>Overview:</b> With teacher guidance, students practice using the suffix <i>-ied</i> and changing verbs that end in <i>-y</i> to the past tense. 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. <b>Learning Target:</b> I can correctly use the suffix <i>-ied</i> when changing verbs into the past tense. (RF.3.3a, L.3.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> <b>Printed Materials:</b> N/A	<b>Writing Practice</b> <b>Overview:</b> All students follow a task card to write the concluding paragraph for their research or free choice reading text review. <b>Learning Target:</b> I can write a concluding paragraph for my text review. (W.3.1d) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to participate in a Text Share within the group. <b>Learning Target:</b> I can listen carefully and ask questions of others about their free choice reading. (RL.3.10, RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 13</b>	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 14</b>	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



## Reading and Speaking Fluency/GUM

### Unit 2, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can use verbs that agree with the subject of the sentence. (L.3.1f)
- I can use pronouns correctly. (L.3.1f)

##### Day 3

- I can use pronouns correctly. (L.3.1f)

#### Teaching Notes

- In this unit, students focus on GUM rather than reading and speaking fluency. They work on different types of pronouns and matching a subject pronoun with the verb of the sentence. Students will work with pronouns in additional Mini Language Dives throughout the Module 3 ALL Block. Note: These lessons assume students have completed the Language Dive in the Lesson 2 module lesson.
- On Day 1, students review subject/verb agreement. On Day 3, students learn the difference between subject, object, and possessive pronouns.
- **Differentiation:**
  - On Day 1, to provide heavier support in Part II, provide two pronoun options for students to choose from to complete each sentence frame. To provide lighter support, expand the task by having students practice saying their own sentences in each part of the activity card. Groups may not have time to complete the activity card. Consider focusing only on the past tense in Part I and/or focus mainly on Part II. If needed, revise the task card for Day 2, depending on whether or not students complete each part of today's activity card.
  - On Day 3, students will require varying levels of support with the activity card, and some will get further than others. If students require more practice with the rules from Day 1 and Day 2, consider adding that practice here. Consider grouping students according to home language so they can compare and contrast home language conventions. To provide heavier support, allow students to speak instead of write their explanations in step 4, or provide students with examples in step 4. Students could also focus only on subject/object pronouns and return to possessive pronouns another time.
- **In advance:**
  - Prepare materials for independent student groups.

#### Materials

##### Day 1

- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

### Day 3

- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ☑ Fluency passage (from Day 1; one per student)
- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

### Instruction for Day 1

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Discuss the learning targets.
- Direct students' attention to the **Parts of Speech anchor chart** and review *verb* and *noun* as needed.
- Invite students to complete the introduction 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.
- Ensure students are clear about the rules before moving on to the next part. Students may require additional practice to fully understand.
- For Part I, remind students they learned about *irregular* and *regular* verbs in Module 2. Review as needed.
  - ▲: Explain the main differences. In present-tense regular verbs, the third-person inflection is different from the first- and second-person inflection (add -s). In the present and past of the irregular verb *to be*, the inflection changes (*am, are, is, are* and *was, were*). This is different from most home languages.
- Move on to Part II. Work together as a group, or to provide more challenge, invite students to work with a partner and then share out their answers.
  - ▲: Explain that in English:
    - We can use a pronoun to replace a noun. This adds variation and helps condense speech and writing.
    - The gender of objects, and often animals, is unknown. Therefore, we can use the pronoun *it*.
    - We use only one noun or pronoun per reference, not both (i.e., *Peter he couldn't fly* is incorrect).
    - These conventions may be different from their home language.
- Move on to Part III.
  - ◆: Invite a student to say additional sentences with the same verbs. Ask other students to identify the subject.
- If time permits, ask students to provide their reasoning in Part III. If productive, cue students to explain why a classmate came up with a particular response:
 

***“Who can explain why your classmate came up with that response?” (Responses will vary.)***
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 2's independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.

### Instruction for Day 3:

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and **fluency passage**. Review learning targets.
- Invite students to complete 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 other components.
- Post the following sentences.
  - “Carla gave me a drawing. She made the drawing at her house.”
- Use the sentences to explain the difference between a subject (*she*), object (*me*), and possessive (*her*) pronoun. Invite students to write the definition of each in step 3 on the activity card.
- Guide students through the remaining activities on the activity card.
  - ▲ : Point out the following:
    - Possessive pronouns and object pronouns have a gender, just as subject pronouns do.
    - Unlike subject pronouns, object pronouns will never begin a sentence.
    - Possessive pronouns often come before a noun, while subject pronouns often come before verbs.
- If time permits, invite students to practice making up their own sentences using the different types of pronouns.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 4’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.





## Reading and Speaking Fluency/GUM



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

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



## Daily Learning Targets

## Day 1

- I can use verbs that agree with the subject of the sentence. (L.3.1f)
- I can use pronouns correctly. (L.3.1f)

## Day 3:

- I can use pronouns correctly. (L.3.1f)

## Student Materials

## Day 1:

- ☒ N/A

## Day 3:

- ☒ *Peter Pan*

## Directions:

## Day 1

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

Introduction

1. Read this sentence from *Peter Pan in Kensington Gardens* with a partner. Circle the correct past-tense form of the irregular verb *to be*.  
*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he **wasn't/weren't** really a bird at all.*

What if Solomon Caw saw Peter and the Lost Boys in the garden? Would the verb also change? Discuss your ideas with your partner.

Read the revised sentence below. Then circle the correct past-tense form of the irregular verb *to be*.

*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter and the Lost Boys they **wasn't/weren't** really birds at all.*



**PART I**

2. Review the rule:

**A verb must agree with the noun or the subject of the sentence.**

**This is true in regular and irregular verbs.**

	Regular verb (to <i>play</i> )		Irregular verbs (to <i>be</i> )	
	Present tense	Past tense	Present tense	Past tense
I	Play	Played		
You (Wendy)	Play	Played	are	were
She/He/It (Wendy/ Peter/the crocodile)		Played		
We (Wendy and I)	Play	Played	are	were
You (Wendy and Peter)	Play	Played	are	were
They (the Lost Boys)	Play	Played	are	were

Practice circling the correct form:

1. My friend Robert **play/plays** the piano.
2. Every day, I **play/plays** with my sister after school.
3. Yesterday my cousins **played/played** a soccer game.
4. My brother **does/do** play soccer.
5. My classmates **are/is** eating lunch.

**PART II**

Look at this sentence again. Underline all the nouns about people:

*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he wasn't really a bird at all.*

Review the rules:

**A pronoun can replace the noun in the sentence.**

**To choose the correct pronoun, look at the noun it is replacing, or the *antecedent*.**

**A pronoun must agree in number and gender with the antecedent.**

Practice:

Use the words *he, she, it, we, you, or they*.

1. Solomon Caw was talking to Peter. \_\_\_\_\_ pointed out that Peter wasn't really a bird.
2. The girls are eating lunch together. \_\_\_\_\_ are sitting over there.
3. Carla is reading. \_\_\_\_\_ likes to read *Magic Tree House* books.
4. David is also reading. \_\_\_\_\_ likes to read adventure stories.
5. The cat is meowing. \_\_\_\_\_ is hungry.
6. My friend and I are going to the park. \_\_\_\_\_ like to swing.

### PART III

Rule:

**A verb must agree with the noun or the pronoun of the sentence.**

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

a. Regular Verb: **to play**

My friend Robert plays the piano. He \_\_\_\_\_ other instruments, too.

Every day, I play with my sister after school. We \_\_\_\_\_ games on the computer.

Yesterday my cousins played a soccer game. They \_\_\_\_\_ hard and they won!

b. Irregular Verb: **to be**

My sister and I were reading a book. We \_\_\_\_\_ reading it in the library.

My brother is playing soccer. He \_\_\_\_\_ the one kicking the ball right now.

### Day 3:

1. With a partner, fill in the blanks below. Use the words *he, she, his, her, or him*.

Suddenly Peter laughed. (1) \_\_\_\_\_ realized he had locked Tinker Bell in the drawer. She must have flown in when he reached for (2) \_\_\_\_\_ shadow. Oh how (3) \_\_\_\_\_ screamed when he let (4) \_\_\_\_\_ out.

Reread the last paragraph on page 23 in *Peter Pan* to check your answers. Then discuss the following questions as they relate to the blanks above:

For (1) why did the author use *he* instead of the word *she*?

For (2) why did the author use *his* instead of the word *he*?

2. Look at the chart below:

Subject pronouns	Object pronouns	Possessive pronouns
I	me	my, mine
you	you	your, yours
he	him	his, his
she	her	her, hers
it	it	its, its
we	us	our, ours
they	them	their, theirs

3. Discuss with your group:

I'll use a **subject pronoun** when the pronoun is the \_\_\_\_\_ of the sentence or phrase.

I'll use an **object pronoun** when the pronoun receives the \_\_\_\_\_ of the sentence or phrase.

I'll use a **possessive pronoun** when the pronoun shows that something \_\_\_\_\_.

4. Skim page 23 in *Peter Pan*. With your groups, find an example of a subject, object, and possessive pronoun.

Type of pronoun	Pronoun	Antecedent (What is the noun this pronoun is taking the place of?)	Say an explanation of why the author used this type of pronoun
Example: Possessive pronoun	<i>Its</i>	<i>The very first baby</i>	<i>He used a possessive pronoun because the laugh belongs to the baby. The author wrote "its" because the very first baby might have been a boy or a girl.</i>
Subject pronoun	<i>They</i>		He used a _____ pronoun because _____.
Object pronoun	<i>Her</i>		

#### MORE CHALLENGE:

Say and then write a sentence that uses at least two types of pronouns.

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## Reading and Speaking Fluency/GUM



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

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



## Daily Learning Targets

## Day 1:

- I can use verbs that agree with the subject of the sentence. (L.3.1f)
- I can use pronouns correctly. (L.3.1f)

## Day 3:

- I can use pronouns correctly. (L.3.1f)

## Student Materials

## Day 1

- ☒ N/A

## Day 3

- ☒ *Peter Pan*

## Directions:

## Day 1

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

Introduction

1. Read this sentence from *Peter Pan in Kensington Gardens* with a partner. Circle the correct past-tense form of the irregular verb *to be*.

*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he **wasn't/weren't** really a bird at all.*

What if Solomon Caw saw Peter and the Lost Boys in the garden? Would the verb also change? Discuss your ideas with your partner.

Read the revised sentence below. Then circle the correct past-tense form of the irregular verb *to be*.

*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter and the Lost Boys they **wasn't/weren't** really birds at all.*

**PART I**

2. Review the rule:

**A verb must agree with the noun or the subject of the sentence.**

**This is true in regular and irregular verbs.**

	Regular verb (to play)		Irregular verbs (to be)	
	Present tense	Past tense	Present tense	Past tense
I	play	played		
You (Wendy)	play	played	are	were
She/He/It (Wendy/ Peter/the crocodile)		played		
We (Wendy and I)	play	played	are	were
You (Wendy and Peter)	play	played	are	were
They (the Lost Boys)	play	played	are	were

Practice circling the correct form:

1. My friend Robert **play/plays** the piano.
2. Every day, I **play/plays** with my sister after school.
3. Yesterday my cousins **played/played** a soccer game.
4. My brother **does/do** play soccer.
5. My classmates **are/is** eating lunch.

**PART II**

Look at this sentence again. Underline all the nouns about people:

*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he wasn't really a bird at all.*

Review the rules:

**A pronoun can replace the noun in the sentence.**

**To choose the correct pronoun, you look at the noun it is replacing, or the *antecedent*.**

**A pronoun must agree in number and gender with the antecedent.**

Practice:

Use the words *he, she, it, we, you, or they*.

1. Solomon Caw was talking to Peter. \_\_\_\_\_ pointed out that Peter wasn't really a bird.
2. The girls are eating lunch together. \_\_\_\_\_ are sitting over there.
3. Carla is reading. \_\_\_\_\_ likes to read *Magic Tree House* books.
4. David is also reading. \_\_\_\_\_ likes to read adventure stories.
5. The cat is meowing. \_\_\_\_\_ is hungry.
6. My friend and I are going to the park. \_\_\_\_\_ like to swing.

### PART III

Rule:

**A verb must agree with the noun or the pronoun of the sentence.**

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

a. Regular Verb: **to play**

My friend Robert plays the piano. He \_\_\_\_\_ other instruments, too.

Every day, I play with my sister after school. We \_\_\_\_\_ games on the computer.

Yesterday my cousins played a soccer game. They \_\_\_\_\_ hard and they won!

b. Irregular Verb: **to be**

My sister and I were reading a book. We \_\_\_\_\_ reading it in the library.

My brother is playing soccer. He \_\_\_\_\_ the one kicking the ball right now.

---

### Day 3

1. With a partner, fill in the blanks below. Use the words *he, she, his, her, or him*.

Suddenly Peter laughed. (1) \_\_\_\_\_ realized he had locked Tinker Bell in the drawer. She must have flown in when (2) \_\_\_\_\_ reached for (3) \_\_\_\_\_ shadow. Oh how (4) \_\_\_\_\_ screamed when he let (5) \_\_\_\_\_ out.

Reread the last paragraph on page 23 in *Peter Pan* to check your answers. Then discuss the following questions as they relate to the blanks above:

For (1) why did the author use *he* instead of the word *she*?

For (3) why did the author use *his* instead of the word *he*?

2. Look at the chart below. Fill in the missing parts.

Subject pronouns	Object pronouns	Possessive pronouns
I		my, mine
you		
he	him	his, his
she		her, hers
it	it	its, its
	us	our, ours
they	them	

3. Discuss and then write with your group:

A subject pronoun is used \_\_\_\_\_.

An object pronoun is used \_\_\_\_\_.

A possessive pronoun is used \_\_\_\_\_.

4. Skim page 23 in *Peter Pan*. With your groups, find an example of a subject, object, and possessive pronoun.

**MORE CHALLENGE:**

Find another example of each type of pronoun.

Type of pronoun	Pronoun	Antecedent (What is the noun this pronoun is taking the place of?)	Explain why the author used this type of pronoun (MORE CHALLENGE: Write it.)
Example: Possessive pronoun	its	The very first baby	He used a possessive pronoun because the laugh belongs to the baby. The author wrote "its" because the very first baby might have been a boy or a girl.
Subject pronoun			
Object pronoun			

**MORE CHALLENGE:**

Write a sentence that uses at least two types of pronouns.





## Reading and Speaking Fluency/GUM



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

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



#### Daily Learning Targets

##### Day 1:

- I can use verbs that agree with the subject of the sentence. (L.3.1f)
- I can use pronouns correctly. (L.3.1f)

##### Day 3:

- I can use pronouns correctly. (L.3.1f)

#### Student Materials

##### Day 1

N/A

##### Day 3

☒ *Peter Pan*

#### Directions:

##### Day 1

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

##### Introduction

1. Read this from *Peter Pan in Kensington Gardens* with a partner. Circle the correct past-tense form of the irregular verb *to be*.

*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he **wasn't/weren't** really a bird at all.*

What if Solomon Caw saw Peter and the Lost Boys in the garden? Would the verb also change? Discuss your ideas with your partner.

Read the revised sentence below. Then circle the correct past-tense form of the irregular verb *to be*.

*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter and the Lost Boys they **wasn't/weren't** really birds at all.*

## PART I

2. Review the rule:

**A verb must agree with the noun or the subject of the sentence.**

**This is true in regular and irregular verbs.**

	Regular verb (to play)		Irregular verbs (to be)	
	Present tense	Past tense	Present tense	Past tense
I	play	played	<b>am</b>	<b>was</b>
You (Wendy)	play	played	are	were
She/He/It (Wendy/Peter/the crocodile)	<b>plays</b>	played	<b>is</b>	<b>was</b>
We (Wendy and I)	play	played	are	were
You (Wendy and Peter)	play	played	are	were
They (the Lost Boys)	play	played	are	were

Practice circling the correct form:

1. My friend Robert **play/plays** the piano.
2. Every day, I **play/plays** with my sister after school.
3. Yesterday my cousins **played/played** a soccer game.
4. My brother **does/do** play soccer.
5. My classmates **are/is** eating lunch.

## PART II

Look at this sentence again. Underline all the nouns that refer to people:

*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he wasn't really a bird at all.*

Review the rules:

**A pronoun can replace the noun in the sentence.**

**To choose the correct pronoun, you look at the noun it is replacing, or the *antecedent*.**

**A pronoun must agree in number and gender with the antecedent.**

Practice:

Use the words *he, she, it, we, you, or they*.

1. Solomon Caw was talking to Peter. \_\_\_\_\_ pointed out that Peter wasn't really a bird.
2. The girls are eating lunch together. \_\_\_\_\_ are sitting over there.
3. Carla is reading. \_\_\_\_\_ likes to read *Magic Tree House* books.
4. David is also reading. \_\_\_\_\_ likes to read adventure stories.
5. The cat is meowing. \_\_\_\_\_ is hungry.
6. My friend and I are going to the park. \_\_\_\_\_ like to swing.

### PART III

Rule:

**A verb must agree with the noun or the pronoun of the sentence.**

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

a. Regular Verb: **to play**

My friend Robert plays the piano. He \_\_\_\_\_ other instruments, too.

Every day, I play with my sister after school. We \_\_\_\_\_ games on the computer.

Yesterday my cousins played a soccer game. They \_\_\_\_\_ hard and they won!

b. Irregular Verb: **to be**

My sister and I were reading a book. We \_\_\_\_\_ reading it in the library.

My brother is playing soccer. He \_\_\_\_\_ the one kicking the ball right now.

**Day 3**

1. With a partner, fill in the blanks in the excerpt of *Peter Pan* below. Use the words *he, him, his, she, her, or hers*.

Suddenly Peter laughed. (1) \_\_\_\_\_ realized he had locked Tinker Bell in the drawer. She must have flown in when (2) \_\_\_\_\_ reached for (3) \_\_\_\_\_ (he/his) shadow. Oh how she screamed when he let (4) \_\_\_\_\_ out.

Turn to a partner and discuss the gist of the excerpt.

Reread the last paragraph on page 23 in *Peter Pan* to check your answers. Then discuss the following questions as they relate to the blanks above:

- a. For (1) why did the author write *he* instead of *she*?
  - b. For (3) why did the author write *his* instead of the word *he*?
2. Look at the chart below. Write a translation if appropriate:

Subject pronouns	My translation	Object pronouns	My translation	Possessive pronouns	My translation
I		me		my, mine	
you		you		your, yours	
he		him		his, his	
she		her		hers, her	
it		it		its, its	
we		us		our, ours	
they		them		their, theirs	

3. Discuss with your group:

I'll use a **subject pronoun** when the pronoun is the \_\_\_\_\_ of the sentence or phrase.

I'll use an **object pronoun** when the pronoun receives the \_\_\_\_\_ of the sentence or phrase.

I'll use a **possessive pronoun** when the pronoun shows that something \_\_\_\_\_.

4. Skim page 23 in *Peter Pan*. With your groups, find an example of a subject, object, and possessive pronoun.

Type of pronoun	Pronoun	Antecedent (what is the noun this pronoun replaces?)	Explain why the author used this type of pronoun
Example: Possessive pronoun	<i>its</i>	<i>The very first baby who laughed</i>	<i>The author used a possessive pronoun because the laugh belongs to the baby. The author wrote "its" because the very first baby might have been a boy or a girl.</i>
Subject pronoun	<i>they</i>		The author used a subject pronoun because_____. He used the pronoun <i>they</i> because_____.
Object pronoun	<i>her</i>		The author used an object pronoun because_____. He used the pronoun <i>her</i> because_____.

**MORE CHALLENGE:**

Say a sentence that uses at least two types of pronouns.



## Reading and Speaking Fluency/GUM



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



#### Daily Learning Targets

##### Day 1

- I can use verbs that agree with the subject of the sentence. (L.3.1f)
- I can use pronouns correctly. (L.3.1f)

##### Day 3:

- I can use pronouns correctly. (L.3.1f)

#### Student Materials

##### Day 1

N/A

##### Day 3

☒ *Peter Pan*

##### Day 1

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

#### Introduction

1. Read this sentence from *Peter Pan in Kensington Gardens* with a partner. Circle the correct past-tense form of the irregular verb *to be*.

*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he **wasn't** really a bird at all.*

What if Solomon Caw saw Peter and the Lost Boys in the garden? Would the verb also change? Discuss your ideas with your partner.

Read the revised sentence. Then circle the correct past-tense form of the irregular verb *to be*.

*He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter and the Lost Boys they **weren't** really birds at all.*

**PART I**

2. Review the rule:

**A verb must agree with the noun or the subject of the sentence.**

**This is true in regular and irregular verbs.**

	Regular verb (to <i>play</i> )		Irregular verbs (to <i>be</i> )	
	Present tense	Past tense	Present tense	Past tense
I	play	played	<i>am</i>	<i>was</i>
You (Wendy)	play	played	<i>are</i>	<i>were</i>
She/He/It (Wendy/ Peter/the crocodile)	<i>plays</i>	played	<i>is</i>	<i>was</i>
We (Wendy and I)	play	played	<i>are</i>	<i>were</i>
You (Wendy and Peter)	play	played	<i>are</i>	<i>were</i>
They (the Lost Boys)	play	played	<i>are</i>	<i>were</i>

Practice circling the correct form:

1. My friend Robert *plays* the piano.
2. Every day, I *play* with my sister after school.
3. Yesterday my cousins *played* a soccer game.
4. My brother *does* play soccer.
5. My classmates *are* eating lunch.

**PART II**

Look at this sentence again. Underline all the nouns about people:

He *sneeringly* pointed out Peter's *nightgown, toes, and lack of feathers* to show Peter he *wasn't really a bird at all.*

Review the rules:

**A pronoun can replace the noun in the sentence.**

**To choose the correct pronoun, you look at the noun it is replacing, or the *antecedent*.**

**A pronoun must agree in number and gender with the antecedent.**

Practice:

Use the words *he, she, it, we, you, or they*.

1. Solomon Caw was talking to Peter. *He* pointed out that Peter wasn't really a bird.
2. The girls are eating lunch together. *They* are sitting over there.
3. Carla is reading. *She* likes to read *Magic Tree House* books.
4. David is also reading. *He* likes to read adventure stories.
5. The cat is meowing. *It (or he/she)* is hungry.
6. My friend and I are going to the park. *We* like to swing.

### PART III

Rule:

**A verb must agree with the noun or the pronoun of the sentence.**

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

a. Regular Verb: **to play**

My friend Robert plays the piano. He *plays* other instruments, too.

Every day, I play with my sister after school. We *play* games on the computer.

Yesterday my cousins played a soccer game. They *played* hard and they won!

b. Irregular Verb: **to be**

My sister and I were reading a book. We *were* reading it in the library.

My brother is playing soccer. He *is* the one kicking the ball right now.

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### Day 3

With a partner, fill in the blanks below. Use the words *he, she, his, her, or him*.

Suddenly Peter laughed. (1) *He* realized he had locked Tinker Bell in the drawer. She must have flown in when he reached for (2) *his* shadow. Oh how (3) *she* screamed when he let (4) *her* out.



Reread the last paragraph on page 23 in *Peter Pan* to check your answers. Then discuss the following questions as they relate to the blanks above:

For (1) why did the author use *he* instead of the word *she*? *Because he is talking about Peter, who is a boy.*

For (2) why did the author use *his* instead of the word *he*? *Because he is talking about Peter's shadow, which belongs to Peter.*

2. Look at the chart below:

Subject pronouns	Object pronouns	Possessive pronouns
I	me	my, mine
you	you	your, yours
he	him	his, his
she	her	her, hers
it	it	its, its
we	us	our, ours
they	them	their, theirs

3. Discuss with your group:

I'll use a **subject pronoun** when the pronoun *is the subject* of the sentence or phrase.

I'll use an **object pronoun** when the pronoun receives *the action* of the sentence or phrase.

I'll use a **possessive pronoun** when the pronoun shows that something *belongs to someone*.

4. Skim page 23 in *Peter Pan*. With your groups, find an example of a subject, object, and possessive pronoun.

Type of pronoun	Pronoun	Antecedent (What is the noun this pronoun is taking the place of?)	Say an explanation of why the author used this type of pronoun
Example: Possessive pronoun	<i>its</i>	<i>The very first baby</i>	<i>He used a possessive pronoun because the laugh belongs to the baby. The author wrote "its" because the very first baby might have been a boy or a girl.</i>
Subject pronoun	<i>They</i>	<i>They both listened for her</i>	<i>The author used a subject pronoun because he is introducing the subject of the sentence. He used the pronoun they because he is talking about more than one person—Wendy and Peter.</i>
Object pronoun	<i>Her</i>	<i>They both listened for her</i>	<i>The author used an object pronoun because he is describing the person receiving the action. He used the pronoun her because he is referring to Tinker Bell, who is female.</i>
Possessive pronoun	<i>His</i>		<i>The author used a possessive pronoun because____. He used the pronoun his because____.</i>

**MORE CHALLENGE:**

Say and then write a sentence that uses at least two types of pronouns.

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## Additional Work with Complex Text



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

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



### Daily Learning Targets

#### Day 1:

- I can use a variety of strategies to determine the meaning of unknown words and phrases. (RL.3.4, L.3.4)
- I can read and understand a complex text. (RL.3.10)
- I can understand and use words that describe where places are located. (L.3.6)

#### Day 3:

- I can answer questions to show understanding of a text, using details from the text in my answers. (RL.3.1)
- I can read and understand a complex text. (RL.3.10)
- I can understand and use words that describe where places are located. (L.3.6)

### Student Materials

#### Day 1:

- ☒ *Peter Pan in Kensington Gardens*: Chapter 1
- ☒ Peter Pan's Kensington Gardens Map
- ☒ Online or paper translation dictionary (optional)
- ☒ Colored pencils (red, green, blue)

#### Day 3:

- ☒ *Peter Pan in Kensington Gardens*: Chapter 1
- ☒ Peter Pan's Kensington Gardens Map

### Directions:

#### Day 1

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

1. With a partner, read *Peter Pan in Kensington Gardens*: Chapter 1 out loud. Take turns reading sections, or choose one person in your pair to read.
2. Discuss the gist.

3. Look at Peter Pan's Kensington Gardens Map. Discuss:
  - "On the map, I see \_\_\_\_\_, and in the chapter we read about \_\_\_\_\_."
4. With your partner, answer the questions below. Use your dictionary to help you.

What familiar word do you hear or see in the word *memorable*?

---

What do you think *memorable* means?

---

---

Which of these best describes what *familiar* means in this chapter?

- a. having some knowledge of
- b. known by many people

Which of these best describes what *railing* means in this chapter?

- a. two long steel bars along which a train moves
- b. a long bar that connects posts used for safety

What two familiar words do you hear or see in the word *nightdress*?

---

What do you think *nightdress* means?

---

---

**MORE CHALLENGE:**

- On *Peter Pan in Kensington Gardens*: Chapter 1, circle all the words and phrases that help the reader understand where a place is (for example: *on the right, inside*). Hint: Look for prepositions (or words that describe location) such as *on* and *in*.
  - Lightly shade the land between the Baby's Palace and the Serpentine in blue.
  - Put a red "X" on an island in the Serpentine where birds live.
  - Color the part of the Serpentine that is in Kensington Gardens green.
  - Explain to a partner which clues from the text helped you figure this out.

All definitions from <https://www.wordsmyth.net>.

**Day 3**

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

Work with a partner.

Use your map and *Peter Pan in Kensington Gardens*: Chapter 1.

1. Write a **1** next to **the gate** that is "only one that you use to go in." Underline and read aloud the words from the text that helped you choose.
2. Write a **2** where you might see **trees growing upside down**.
3. Write a **3** where you would **dig if you were looking for some money**. Underline the words from the text that helped you choose.
4. Write a **4** next to the **Big Penny**. What is the Big Penny? Underline the answer.
  - a. a place where you can dig to find money
  - b. a bank
  - c. a statue
  - d. the house in which Marmaduke Perry hid
5. Write a **5** in a place where you might see a **pram**. What do you think a *pram* is?

---

Underline the words in the text that helped you figure out the meaning of the word *pram*.

6. Write a **6** in a good place to **sail a stick-boat**. Underline the words from the text that helped you choose.

**MORE CHALLENGE:**

1. Imagine that you are walking on a path in Kensington Gardens that is **very wide at one spot and very narrow at another**. You finally reach the very end of the path. What would you do at the end? Underline the answer.
- a. go swimming in the Round Pond
  - b. dig for twopence
  - c. play with dolls
  - d. walk with a baby

Explain to a partner which clues from the text helped you figure this out.

"The words \_\_\_\_\_ helped me figure out \_\_\_\_\_."

2. Make up your own question for the scavenger hunt. See if your partner can answer it!

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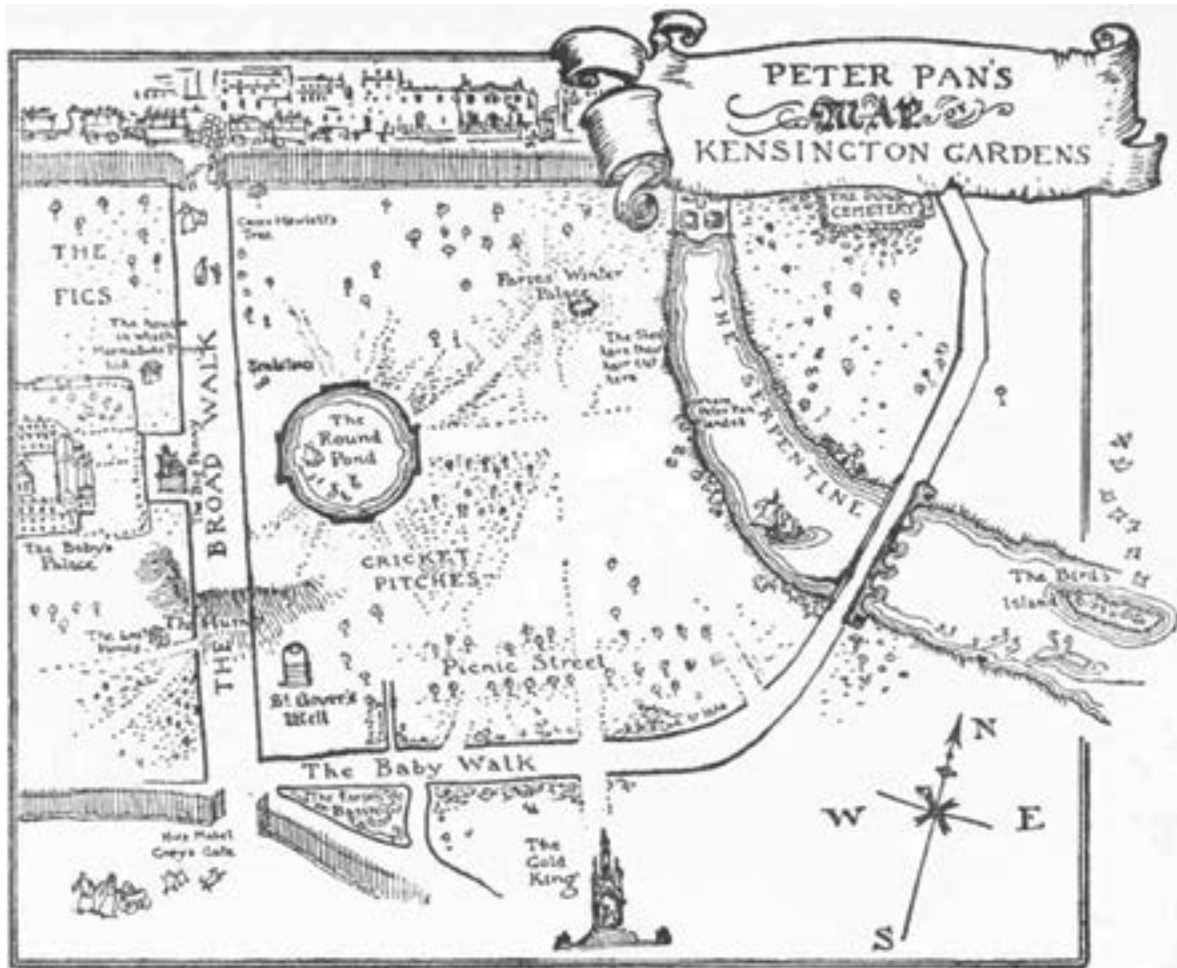
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## Additional Work with Complex Text



### Unit 2, Week 1, Day 1: Peter Pan's Kensington Gardens Map



Rackham, Arthur. "Map of Peter Pan's Kensington Gardens." Illustration. *Peter Pan in Kensington Gardens*. By J.M. Barrie. New York: Charles Scribner's Sons. 1910. Project Gutenberg. Web.



## Additional Work with Complex Text



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

(Answers, for Teacher Reference)



### Daily Learning Targets

#### Day 1:

- I can use a variety of strategies to determine the meaning of unknown words and phrases. (RL.3.4, L.3.4)
- I can read and understand a complex text. (RL.3.10)
- I can understand and use words that describe where places are located. (L.3.6)

#### Day 3:

- I can answer questions to show understanding of a text, using details from the text in my answers. (RL.3.1)
- I can read and understand a complex text. (RL.3.10)
- I can understand and use words that describe where places are located. (L.3.6)

### Student Materials

#### Day 1:

- ☒ *Peter Pan in Kensington Gardens*: Chapter 1
- ☒ Peter Pan's Kensington Gardens Map
- ☒ Online or paper translation dictionary (optional)
- ☒ Colored pencils (red, green, blue)

#### Day 3:

- ☒ *Peter Pan in Kensington Gardens*: Chapter 1
- ☒ Peter Pan's Kensington Gardens Map

### Day 1

What familiar word do you hear in the word **memorable**? *memory*

What do you think **memorable** means? *something you want to remember*

Which dictionary definition best describes what the word **familiar** means in this chapter?

- a. having some knowledge of
- b. known by many people



Which dictionary definition best describes what the word **railing** means in this chapter?

- a. two long steel bars along which a train moves
- b. a long bar that connects posts used for safety

What two familiar words do you hear in the word **nightdress**? *night dress*

What do you think **nightdress** means? *something you wear at night, nightgown or pajamas*

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### Day 3

Also see the underlined text.

1. Write a **1** next to **the gate** that is "only one that you use to go in." Underline and read aloud the words from the text that helped you choose. *The gate at the top of the map that is open with the lady with balloons sitting out, near the line of buses.*
2. Write a **2** where you might see **trees growing upside down**. *In the Serpentine.*
3. Write a **3** where you would **dig if you were looking for some money**. Underline the words from the text that helped you choose. *Cecco Hewlett's tree (at the top of the map near the gate).*
4. Write a **4** next to the **Big Penny** (*it is across the broadwalk from the pond*). What is the Big Penny? Underline the answer.
  - a. a place where you can dig to find money
  - b. a bank
  - c. a statue
  - d. the house in which Marmaduke Perry hid
5. Write a **5** in a place where you might see a **pram**. What do you think a pram is?  
*On the baby walk. A stroller for a baby.*

Underline the words in the text that helped you figure out the meaning of the word *pram*.

6. Write a **6** in a good place to **sail a stick-boat**. Underline the words from the text that helped you choose. *On the Round Pond.*

**MORE CHALLENGE:**

1. Imagine that you are walking on a path in Kensington Gardens that is **very wide at one spot and very narrow at another**. You finally reach the very end of the path. What would you do at the end? Underline the answer.
  - a. go swimming in the Round Pond
  - b. dig for twopence
  - c. play with dolls
  - d. walk with a baby

Explain to a partner which clues from the text helped you figure this out.

*"The words, 'The paths make themselves because it is their only chance of getting to the Round Pond' helped me figure out that the Round Pond is at the end of the path."*

2. Make up your own question for the scavenger hunt. See if your partner can answer it!

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## Additional Work with Complex Text



### Unit 2, Week 1, Day 1: *Peter Pan in Kensington Gardens*: Chapter 1 (Answers, for Teacher Reference)

*Note: The purpose of this activity is to draw students' attention to the spatial words used in the passage in preparation for the lesson on Day 2. Students are not expected to identify all of the words circled below.*

#### "The Grand Tour of the Gardens"

To follow Peter Pan's adventures, it is important that you are **familiar** with Kensington Gardens. Kensington Gardens are in London. No child has ever seen all of the gardens because they are so big that there isn't enough time to see them all.

On one side of the gardens is a street with a never-ending line of buses that you have to cross to get into the gardens. There are many gates into the gardens, but there is only one that you use to go in. Before you go in, you speak to the lady with the balloons sitting outside. She can't go in because if she were to let go of the fence, the balloons would lift her up, and she would fly away. She has quite a red face from the **strain** of holding onto the balloons all day.

Inside the gardens are **tremendously** big, with millions and hundreds of trees. There is a path called the Broad Walk, which is much bigger than the other paths in the garden. On the Broad Walk is a tree where a boy called Cecco lost his penny, and found a twopence when looking for it. This tree is now called Cecco Hewlett's Tree. People have been digging there ever since.

On the way to the Round Pond is a statue called Big Penny, and the Baby's Palace. A baby once lived in the palace all alone, with lots of dolls. When people rang the bell, she got out of bed, lit a candle, and opened the door in her nightdress.

On the right of the Broad Walk is the Baby Walk, which is full of baby **prams**. From here you can walk through a **passage** called Bunting's Thumb, to Picnic Street. On Picnic Street chestnut-blossoms fall into your mug as you are drinking.

The Round Pond is in the very middle of the gardens. The best boat to sail on the Round Pond is a stick-boat. As you walk around pulling it by the string, you see little men running about the deck, and sails rise magically to catch the breeze.

Lots of paths lead to the pond. Some of them are ordinary paths, but others are Paths that have Made Themselves. They are wide at one spot, and very narrow at another. These paths make themselves at night after the gates are closed, like all the most wonderful things that happen in the gardens. The paths make themselves because it is their only chance of getting to the Round Pond.

The Serpentine begins near here. It is a lovely lake, and there is a drowned forest at the bottom of it. If you **peer** over the edge you can see the trees all growing upside down. They say that at night there are also drowned stars in it. Only a small part of the Serpentine is in the gardens, before it passes under a bridge to far away where the Bird's Island is. No human, except Peter Pan (and he is only half human), can land on the island, but you can make a paper boat and slip it into the water, and it reaches the Bird's Island after dark.

Adapted from: Barrie, J.M. *Peter Pan in Kensington Gardens*. New York: Charles Scribner's Sons. 1910. *Project Gutenberg*. Web.



## Independent Reading



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

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



### Daily Learning Targets

#### Days 1 and 2:

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

#### Day 3:

- I can explain how the things I have learned through research reading are connected to the module. (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: How was what you read about today connected to your learning in the module lessons?

### Day 4

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

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 means \_\_\_\_\_. 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 2, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can answer questions to show understanding of a text, using details from the text in my answers. (RL.3.1)
- I can explain how a chapter contributes to the text. (RL.3.5)
- I can explain how an illustration contributes to the text. (RL.3.7)

##### Day 4

- I can understand and practice using complex English language structures. (L.3.1, L.3.3)
- I can use *you* to help a reader imagine he or she is in a story. (L.3.1a)
- I can use *if...can* conditionals to talk about events that depend on another event happening first. (W.3.1c, L.3.1)

#### Teaching Notes

- In this component, all students reread *Peter Pan in Kensington Gardens*: Chapter 1 and explore a map that appeared in an early edition of the story in preparation for reading closely to more fully understand the setting of the story.
- On Day 2, students work closely with Chapter 1 of *Peter Pan in Kensington Gardens*. This complex text offers a detailed description of the setting of the story and is paired with a map from one of the early editions of the text. The activities in this sequence are designed to provide a vivid context for the reading in the module, emphasizing the way J.M. Barrie used his imagination to transform the ordinary setting of Kensington Gardens into the extraordinary world of Peter Pan.
- On Day 4, all students participate in a Language Dive centered on L.3.1. Students learn how and when to use the pronoun *you* and conditional phrases in their writing (L.3.1a). They also practice both of these language structures in Writing Practice in this unit (see rationale in the Language Dive Guide: “The Grand Tour of the Gardens.”)
- **Differentiation:** Options for differentiation appear midway through the lesson. Students working on grade level focus on the author’s craft in describing the setting. Students who need more support focus more specifically on the spatial words needed to understand the setting of the story. Students who are ready for more challenge have an additional opportunity to visualize one aspect of the setting, using details from the text. 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 activity card.
- **In advance:**
  - 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 the Questions We Can Ask during a Language Dive (from Unit 1, Lesson 7 module lesson) as necessary.
- Prepare materials for independent student groups.

## Materials

### Day 2

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ *Peter Pan in Kensington Gardens*: Chapter 1 (from module Lesson 1; one per student)
- ✓ Unit 2, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (completed on Day 1; one per student)
- ✓ Peter Pan's Kensington Gardens Map (from Day 1; one per student)
- ✓ Paper (blank; optional; one piece per used by ♦ students)
- ✓ Crayons or colored pencils (optional; used by ♦ students to draw a place on the map)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

### Day 4

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide: *Peter Pan in Kensington Gardens*: Chapter 1 (for teacher reference)
- ✓ Language Dive Chunk Chart: *Peter Pan in Kensington Gardens*: Chapter 1 (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: *Peter Pan in Kensington Gardens*: Chapter 1 (one to display)

## Instruction for Day 2:

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Invite students to retrieve ***Peter Pan in Kensington Gardens*: Chapter 1** and briefly review the answers to **Unit 2, Week 1, Day 1: Additional Work with Complex Text: Student Task Card**. Tell students they will continue to work with this chapter and the map throughout the week to learn more about the setting in *Peter Pan in Kensington Gardens*.
- Invite students to complete step 1 and reread the text silently. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite students to retrieve the **Peter Pan's Kensington Gardens Map**.
- Remind students that there is a real park in London called Kensington Gardens where J.M. Barrie used to walk.
- Invite students to follow along, reading silently in their heads as you read aloud the first paragraph of *Peter Pan in Kensington Gardens*: Chapter 1. Ask:

***“How might this chapter prepare the reader for Peter Pan in Kensington Gardens?”***  
***(It helps the reader visualize the places in the story. It lets the reader know the story happens in an unusual place.)***

*“How might the map contribute to the story?” (It helps you understand where places are. There are pictures to show what is in some of the places.)*

- Read aloud the second paragraph. Draw attention to the fact that some of the information in the paragraph is realistic while other parts are magical. Invite students to find and underline the parts of the paragraph that show magical thinking.

■ ▲: Model by thinking aloud through the first example of the woman holding onto the railings so she doesn’t fly away. Students can identify the detail that her face is red from holding onto the balloons all day.

● ◆: Invite students to discuss with a partner briefly. Then invite volunteers to share out.

- Discuss:

*“Do you think there might have been a real balloon lady in front of the real Kensington Gardens?” (Responses will vary.)*

*“Why might J.M. Barrie have imagined that the balloon lady might fly away?” (There were so many balloons it looked like she might be lifted off the ground.)*

*“Why might an author combine things that are real and things that are not real in the same paragraph?” (It’s fun to use your imagination; the real parts make the magical parts seem more real, to make the setting seem real.)*

- If productive, cue 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.”*

- Invite students to complete step 3.

●: Read aloud the third paragraph. Invite students to work in pairs to find and underline the parts of the paragraph that show magical thinking and discuss, using questions similar to those above. Continue this process with the remaining paragraphs.

◆: Ask for a volunteer to read aloud the third paragraph. Invite students to find and underline the parts of the paragraph that show magical thinking and discuss, using questions similar to those above. Continue this process with the remaining paragraphs. If time permits, distribute **paper** and **crayons or colored pencils** and invite students to choose a paragraph and draw and label a picture of the place described.

■ ▲: After discussing the text of the second paragraph, invite students to take out their Peter Pan’s Kensington Gardens Map. Use the cues below to guide students in exploring the map and understanding the spatial words used in the chapter. (Note: Students should use their fingers to point to each location. Instruct students not to write on the maps; they will need a clean map for the activity on Day 3.)

- Find the balloon lady *just outside* the gate where you enter the gardens.
- Find the Broad Walk *inside* Kensington Gardens.
- Put your finger on Cecco Hewlett’s Tree. It is *on* the Broad Walk.
- Find Big Penny. It is *on the way* to Round Pond.
- *On the right* of the Broad Walk is the Baby Walk. Put your finger on it.
- Look in the *very middle* of the gardens. Find the Round Pond.
- Find the Serpentine, which *begins near* the Round Pond.

Use this activity to informally assess students' understanding of the spatial words in italics. Stop to explain and clarify the meaning of these words and phrases as needed.

**Conversation Cue:** *"Put your finger on \_\_\_\_\_ (insert place) on the map. How might you describe where it is?"*

- If useful, consider assigning people and places to students and have them negotiate to arrange themselves in the classroom to mimic the map. Example: One student holds a strip that says "balloon lady," and one student holds a strip that says "gate where you enter." The "balloon lady" stands just outside the "gate where you enter."
- Collect the Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Display the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**. Introduce tomorrow's scavenger hunt and review the directions on the card. Work through the first clue on the card together, ensuring that students understand the directions and feel comfortable with the task.

#### Instruction for Day 4:

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence on the activity card. Tell students they will study this sentence carefully. It will help them learn more about how sentences are put together, and they 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 the **Language Dive Guide: *Peter Pan in Kensington Gardens*: Chapter 1, Language Dive Chunk Chart: *Peter Pan in Kensington Gardens*: Chapter 1** and the **Language Dive Sentence Strip Chunks: *Peter Pan in Kensington Gardens*: Chapter 1** to guide students through the Language Dive.
- Collect Teacher-Guided Student Activity Cards to review student responses.



## Additional Work with Complex Text



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

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



### Daily Learning Targets

#### Day 2:

- I can answer questions to show understanding of a text, using details from the text in my answers. (RL.3.1)
- I can explain how a chapter contributes to the text. (RL.3.5)
- I can explain how an illustration contributes to the text. (RL.3.7)

#### Day 4:

- I can understand and practice using complex English language structures. (L.3.1, L.3.3)
- I can use *you* to help a reader imagine he or she is in a story. (L.3.1a)
- I can use *if...can* conditionals to talk about events that depend on another event happening first. (W.3.1c, L.3.1)

### Student Materials

#### Day 2:

- ☒ *Peter Pan in Kensington Gardens*: Chapter 1
- ☒ Peter Pan's Kensington Gardens Map

#### Day 4:

N/A

### Directions:

#### Day 2

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

1. Read the first two paragraphs of *Peter Pan in Kensington Gardens*: Chapter 1 on your own. Reread them if you have time.
2. Listen as your teacher reads the second paragraph. Underline the words that show magical thinking.

Share with your group:

"I think this is magical thinking because \_\_\_\_\_."

"When J.M. Barrie wrote \_\_\_\_\_, it wasn't factual because \_\_\_\_\_."

3. Work with your group on the second paragraph. Practice pointing to places on the Peter Pan's Kensington Gardens Map.

**MORE CHALLENGE:**

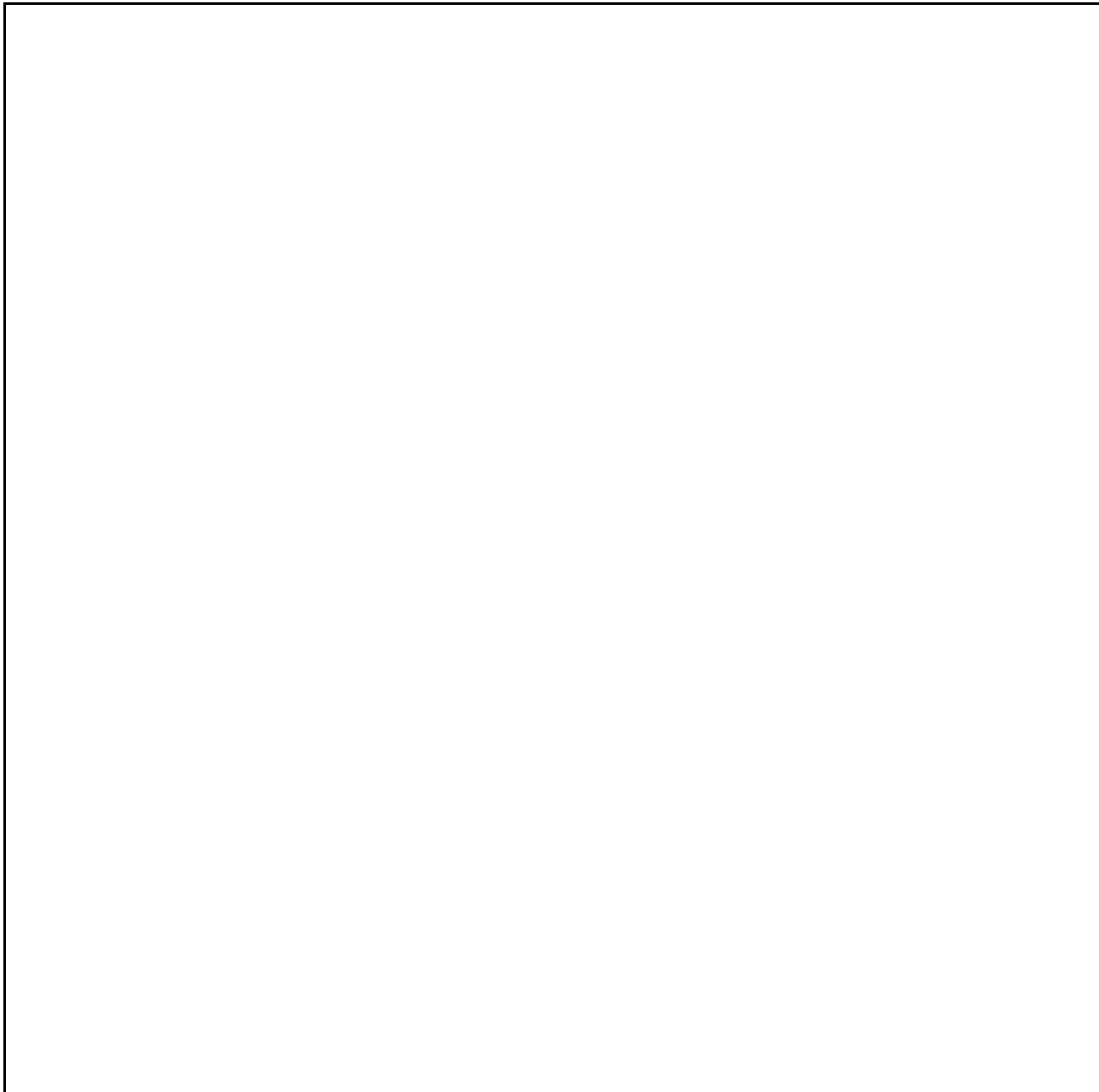
Describe the location of something in the park to a partner. Use words such as *behind*, *just outside*, *on*, *inside*, and *on the right* to describe where it is located.

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**Day 4**

**If you peer over the edge you can see the trees all growing upside down, and they say that at night there are also drowned stars in it.**

1. a. Sketch what has to happen first:



- 
- b. Now add to your sketch, showing what can happen *if you peer over the edge*.

2.



With a partner, practice completing these sentences aloud. Use the following phrases if needed: *see a friend, live in a dream with Peter, wake up late, go to school, and fly to the moon.*

If you read *Peter Pan*, you can \_\_\_\_.

If you \_\_\_\_, you can \_\_\_\_.

If you \_\_\_\_, you can \_\_\_\_, and you can \_\_\_\_.

(If + subject + base verb, + subject + can + base verb.)

3. Discuss with your partner:

- "What if we remove the *If* chunk?" *You can see the trees all growing upside down, and they say that at night there are also drowned stars in it.*

**MORE CHALLENGE:**

With a partner, practice completing these sentences aloud.

If you \_\_\_\_, you (might, could) \_\_\_\_.

When you \_\_\_\_, you can \_\_\_\_.

**MORE CHALLENGE:**

Give your partner one word and ask him or her to use it in one of the sentence frames above (for example, *sneeze* or *ice cream*).

4. Say and then write one of your sentences as two or more separate sentences.

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

- I can answer questions to show understanding of a text, using details from the text in my answers. (RL.3.1)
- I can explain how a chapter contributes to the text. (RL.3.5)
- I can explain how an illustration contributes to the text. (RL.3.7)

**Day 4:**

- I can understand and practice using complex English language structures. (L.3.1, L.3.3)
- I can use *you* to help a reader imagine he or she is in a story. (L.3.1a)
- I can use *if...can* conditionals to talk about events that depend on another event happening first. (W.3.1c, L.3.1)

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

- ☒ *Peter Pan in Kensington Gardens*: Chapter 1
- ☒ Peter Pan's Kensington Gardens Map

**Day 4:**

N/A

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

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

1. Read the first two paragraphs of *Peter Pan in Kensington Gardens*: Chapter 1 on your own. Reread them if you have time.
2. Listen as your teacher reads the second paragraph. Underline the words that show magical thinking.

Discuss what you underlined with a partner:

"I think this is magical thinking because \_\_\_\_\_."

"When J.M. Barrie wrote \_\_\_\_\_, it wasn't factual because \_\_\_\_\_."

3. Repeat step 2 for the remaining paragraphs.

**MORE CHALLENGE:**

Describe the location of something in the park to a partner. Use words such as *behind*, *just outside*, *on*, *inside*, and *on the right* to describe where it is located.

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**Day 4**

**If you peer over the edge you can see the trees all growing upside down, and they say that at night there are also drowned stars in it.**

1. a. Sketch what has to happen first:



- b. Now add to your sketch, showing what can happen *if you peer over the edge*.



2.



With a partner, practice completing these sentences aloud. Use the following phrases if needed: *see a friend*, *live in a dream with Peter*, *wake up late*, *go to school*, and *fly to the moon*.

If you read *Peter Pan*, you can \_\_\_\_.

If you \_\_\_\_, you can \_\_\_\_.

If you \_\_\_\_, you can \_\_\_\_, and you can \_\_\_\_.

(If + subject + base verb, + subject + can + base verb.)

3. Discuss with your partner:

- "What if we remove the *If* chunk?" *You can see the trees all growing upside down, and they say that at night there are also drowned stars in it.*

**MORE CHALLENGE:**

With a partner, practice completing these sentences aloud.

If you \_\_\_\_, you (might, could) \_\_\_\_.

When you \_\_\_\_, you can \_\_\_\_.

**MORE CHALLENGE:**

Give your partner one word and ask him or her to use it in one of the sentence frames above (for example, *sneeze* or *ice cream*).

4. Say and then write one of your sentences as two or more separate sentences.

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## Additional Work with Complex Text



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

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



#### Daily Learning Targets

##### Day 2:

- I can answer questions to show understanding of a text, using details from the text in my answers. (RL.3.1)
- I can explain how a chapter contributes to the text. (RL.3.5)
- I can explain how an illustration contributes to the text. (RL.3.7)

##### Day 4:

- I can understand and practice using complex English language structures. (L.3.1, L.3.3)
- I can use you to help a reader imagine he or she is in a story. (L.3.1a)
- I can use *if...can* conditionals to talk about events that depend on another event happening first. (W.3.1c, L.3.1)

#### Student Materials

##### Day 2:

- ☒ *Peter Pan in Kensington Gardens*: Chapter 1
- ☒ Peter Pan's Kensington Gardens Map
- ☒ Colored pencils

##### Day 4:

N/A

#### Directions:

##### Day 2

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

1. Read *Peter Pan in Kensington Gardens*: Chapter 1 on your own.

2. Listen as your teacher reads the second paragraph. Underline the words that show magical thinking.

Discuss what you underlined with a partner:

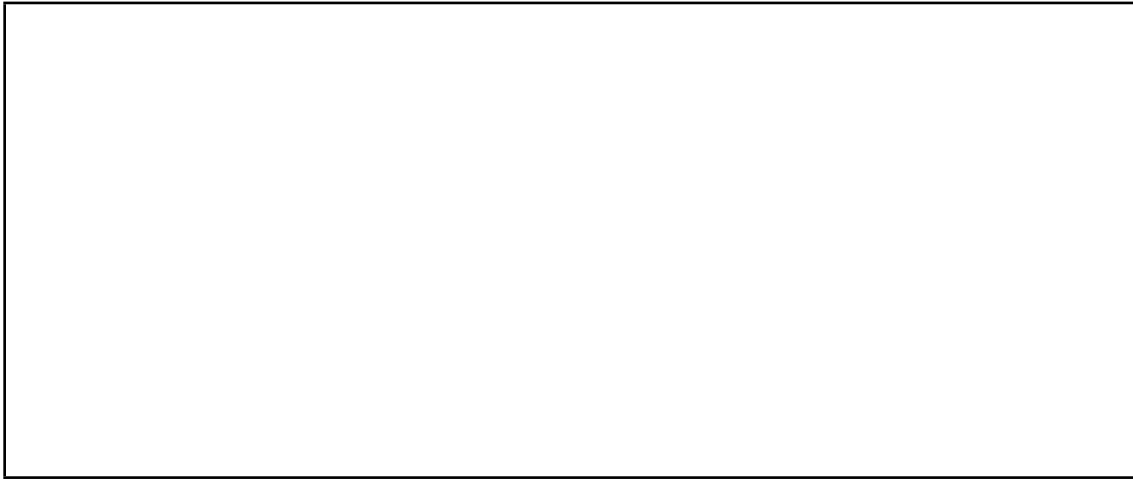
"I think this is magical thinking because \_\_\_\_."

"When J.M. Barrie wrote \_\_\_\_, it wasn't factual because \_\_\_\_."

3. Repeat step 2 for the remaining paragraphs.

**MORE CHALLENGE:**

Draw and label one of the parts of the park.

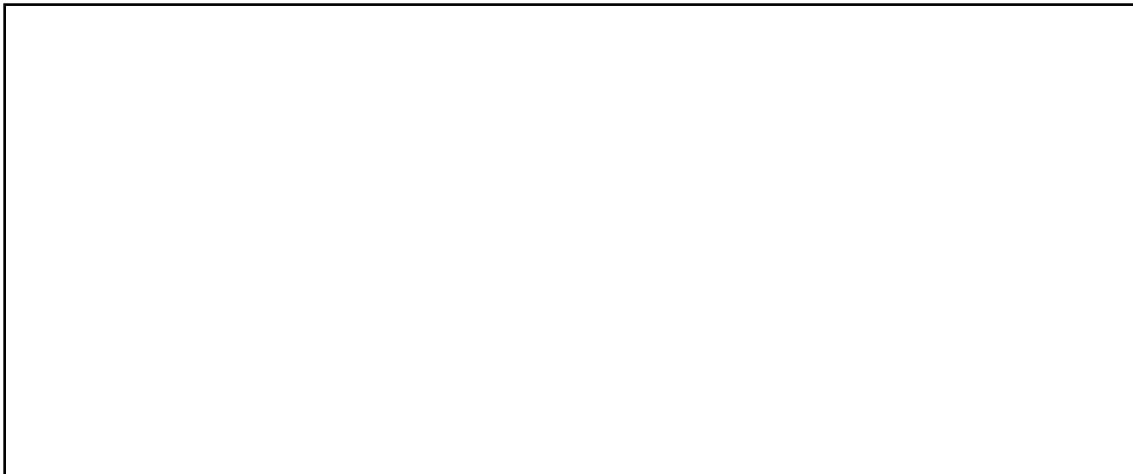


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**Day 4**

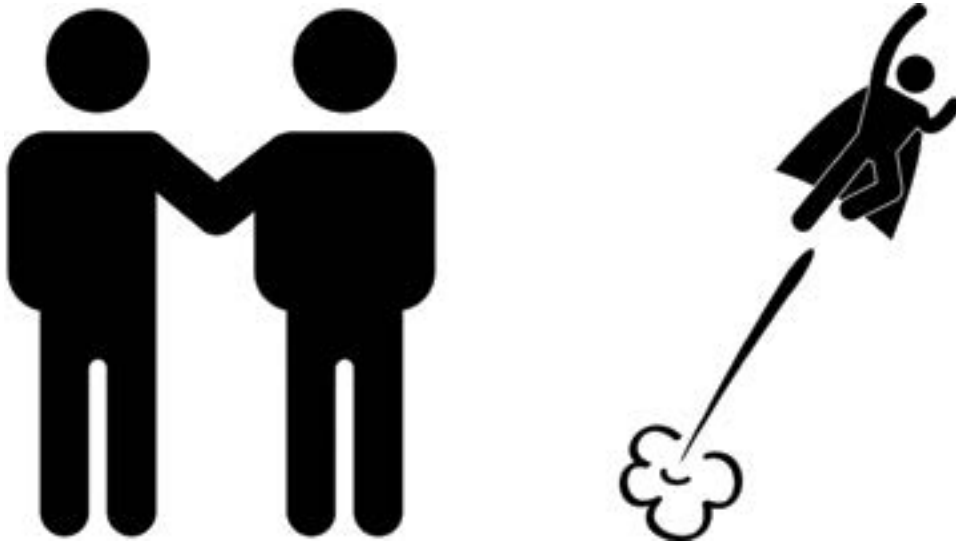
**If you peer over the edge you can see the trees all growing upside down, and they say that at night there are also drowned stars in it.**

1. a. Sketch what has to happen first:



- b. Now add to your sketch, showing what can happen *if you peer over the edge*.

2.



With a partner, practice completing these sentences aloud. Use the following phrases if needed: *see a friend, live in a dream with Peter, wake up late, go to school, and fly to the moon.*

If you read *Peter Pan*, you can \_\_\_\_.

If you \_\_\_\_, you can \_\_\_\_.

If you \_\_\_\_, you can \_\_\_\_, and you can \_\_\_\_.

(If + subject + base verb, + subject + can + base verb.)

3. Discuss with your partner:

- "What if we remove the *If* chunk?" *You can see the trees all growing upside down, and they say that at night there are also drowned stars in it.*

**MORE CHALLENGE:**

With a partner, practice completing these sentences aloud.

If you \_\_\_\_, you (might, could) \_\_\_\_.

When you \_\_\_\_, you can \_\_\_\_.

**MORE CHALLENGE:**

Give your partner one word and ask him or her to use it in one of the sentence frames above (for example, *sneeze* or *ice cream*).

4. Say and then write one of your sentences as two or more separate sentences.

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## Additional Work with Complex Text


**Unit 2, Week 1, Day 4: Language Dive Guide: *Peter Pan in Kensington Gardens*: Chapter 1**

<b>Notes</b>	Refer to the Language Dive in Module 3, Unit 1, Lesson 7, for detailed notes on how the Language Dive format has been modified starting in Module 3.
<b>Sentence</b>	<b>If you peer over the edge you can see the trees all growing upside down, and they say that at night there are also drowned stars in it.</b> (from <i>Peter Pan in Kensington Gardens</i> : Chapter 1, by J.M. Barrie)
<b>Rationale</b>	This sentence is compelling and complex because it uses <i>you</i> and a conditional structure to help address the Daily Learning Targets and L.3.1, L.3.3, and W.3.1c. The sentence connects to the guiding questions by using <i>you</i> for effect to help readers imagine they are in the story, which is a technique that students can use to more effectively support their opinions with evidence in their book review. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the highlighted focus structure <b>If you peer over the edge</b> . After discussing this structure, students practice using it to describe their lives or events in <i>Peter Pan in Kensington Gardens</i> . Note that the Focus Structure Practice is presented out of order to help students understand not only the conditional event in the first chunk but also the result of the conditional event in the second chunk. Students will apply their understanding of the meaning and structure of this sentence during Unit 2, Week 2 Writing Practice when they are working on more effectively supporting their opinions with evidence in their book review.
<b>Time</b>	15 minutes
<b>Throughout the Language Dive</b>	Follow the same routines found in Module 3, Unit 1, Lesson 7.
<b>Deconstruct</b>	Refer to the <b>chunk chart</b> for language goals; display the <b>sentence strip chunks</b> ; display and distribute the <b>Teacher-Guided Student Activity Card</b> . Follow the same routine found in Module 3, Unit 1, Lesson 7, to assist students in deconstructing, reconstructing, and practicing the chosen sentence.
<b>Practice (Focus Structure)</b>	
<b>Reconstruct</b>	
<b>Practice (Sentence)</b>	



## Additional Work with Complex Text



### Unit 2, Week 1, Day 4: Language Dive Chunk Chart: *Peter Pan in Kensington Gardens*: Chapter 1

#### If you peer over the edge

##### Deconstruct: Language Goals

- *you*: “Who is this sentence about?” *you*, the reader.
- *peer*: “If you do what?” *peer* means *to look closely*. You look closely. *peer* is a verb that agrees with the subject pronoun *you*. Students can write the words *look*, *peer*, and *gaze*, each one on a different shade of a paint chip, place them on the wall, and discuss the shades of meaning in relation to this sentence. (verb)
- *over the edge*: “If you peer where?” *over the edge*. *over* is spatial language. *the edge* refers to the outside border of the Serpentine. (prepositional phrase)
- Students can act out peering over the edge of the Serpentine, or curl a forefinger over the other forefinger to symbolize themselves peering over the edge.
- *you*: “What if J.M. Barrie wrote *people* or *the reader* instead of *you*?” Writers can refer to readers as *you* instead of *reader*. Using *you* instead of *reader* can feel personal or friendly. Writers can choose this technique for effect to help readers imagine they are in the story. This usage is appropriate only for sparking imagination or creating an informal tone. (subject pronoun)
- *If*: “Can you figure out why J.M. Barrie wrote *If*?” *If* is a conjunction that means *provided that* or *so long as*. J.M. Barrie uses *if* to connect this chunk to the subsequent chunk. *If* introduces the special condition, situation, or event that has to happen first—*you peer over the edge*—before a second event can happen. (conditional conjunction)
- *If*: “Can you recall other language that signals a special condition or circumstance, where one event has to happen first before a second event happens?” As a familiar example of conditional language, students can recall *would* and *so long as* from the Day 4 Language Dive in Module 3, Unit 1, Additional Work with Complex Text: *Tinker Bell told Peter that she would continue to misbehave so long as Peter kept being nice to Wendy*.
- “So, what has to happen first?” (*you peer over the edge*)
- Invite students to sketch what has to happen first and share what they sketched. 📝Step#1a

## you can see the trees all growing upside down,

### Deconstruct: Language Goals

- *you*: “Who is this chunk about?” *you*, which refers back to *you* in the first chunk, the reader. (subject pronoun)
- *can see*: “You can do what? *can* + *see* signals the result, part of the event that happens second. *If you peer over the edge* happens first. (modal verb for conditional result)
- *the trees all growing upside down*: “You can see what?” You can see the trees around the lake reflected in the Serpentine water, so that it appears they are upside down. This is an example of the writer capturing the reader’s imagination with magical thinking. (noun phrase + adjectival/participial phrase = object)
- Students can experiment with the reflection of pencils over a bowl of water next to a bright light. They can hold up their hands, fingers all pointing down, to symbolize the trees.

### Practice (Focus Structure)

- “Can we say the first two chunks in inverted order? *You can see the trees all growing upside down if you peer over the edge.*” (Yes. *If* conditional structures can be inverted.)
  - To provide lighter support: “What happens if we remove the first chunk and *you* and just write *The trees are all growing upside down in the Serpentine?*” (The reader is removed from the action and may find it more difficult to imagine or get involved.)
  - To provide heavier support: “If you \_\_\_\_ (ask politely/go to school/eat fruit), you can \_\_\_\_ (borrow my crayons/learn/be healthy).”

## and they say that at night

### Deconstruct: Language Goals

- *they*: “Who is this chunk about?” *they* are people in general, all the people who have invented stories about the Serpentine. Writers can refer to other people as *they* instead of *people*. Writers can choose *they* instead of *people* for effect to help a reader imagine the story is about real stories with real people. This usage is helpful for sparking imagination. *they* continues the technique the writer started in this sentence with *you*. (subject pronoun)
- *say*: “They do what?” *say* here means *tell stories* or *spread rumors*. People spread rumors. *say* is a verb that agrees with the subject pronoun *they*. (verb)
- *at night*: “When?” *at night* tells us when the rumors or stories happen. (prepositional phrase)



	<ul style="list-style-type: none"> <li>■ <i>and</i>: “What else?” <i>and</i> connects to the preceding chunks to add related information. (coordinating conjunction)</li> <li>■ Students can form a circular moon with their right fist, symbolizing night, and hold it over their flat left hand, symbolizing water.</li> </ul>
<b>there are also drowned stars in it.</b>	
<b>Deconstruct: Language Goals</b>	<ul style="list-style-type: none"> <li>■ <i>are</i>: “Why did J.M. Barrie write <i>are</i>?” <i>are</i> tells us that something exists; it is the verb that agrees with the subsequent plural <i>drowned stars</i>. (present tense irregular verb <i>to be</i>)</li> <li>■ <i>drowned stars in it</i>: “What are there? Can you close your eyes and imagine this?” Stars fell from the sky, sinking to the depths of the Serpentine and glowing in the dark. This is an example of the writer capturing the reader’s imagination with magical thinking. <i>in it</i> refers to inside the Serpentine. <i>in</i> is location language. <i>it</i> is the pronoun that agrees with the antecedent Serpentine. (noun phrase + prepositional phrase)</li> <li>■ Students can wiggle their right fingers to symbolize the drowned stars under a flat left hand of water.</li> <li>■ Invite students to add to their sketch by sketching what can happen <i>If you peer over the edge</i>. 🖋️ Step 1b</li> </ul>
<b>If you peer over the edge you can see the trees all growing upside down, and they say that at night there are also drowned stars in it.</b>	
<b>Reconstruct</b>	<ul style="list-style-type: none"> <li>■ “How can you say this sentence in your own words?” Imagine standing on the shores of the Serpentine and looking down into it. You can see trees reflected in the water and, when it’s dark, glowing stars that fell from the sky and sank to the depths, according to legend.</li> <li>■ “How does this Language Dive add to your understanding of the guiding question?” The author is using <i>you</i> to help readers imagine they are in the story. We can use <i>you</i> this way; however, we can also use <i>you</i> in our book review when we want our readers to imagine the evidence we provide. This will help us express our opinions about the text and give evidence more effectively.</li> </ul>

**Practice  
(Sentence)**

- *If* + *can* and *you*: “How can we use these structures in our own writing to capture the reader’s imagination?” The *If* structure allows us to express an event that has to happen first before a second event can happen; *you* helps us capture the readers’ imagination. 📖Step #2  
If you read *Peter Pan*, you can \_\_\_\_\_.  
  
If you \_\_\_\_\_, you can \_\_\_\_\_.  
  
If you \_\_\_\_\_, you can \_\_\_\_\_, and you can \_\_\_\_\_.  
  
(*If* + subject + base verb, + subject + *can* + base verb.)
  - To provide lighter support: “Can you say your sentence in a different order? How?”
  - To provide heavier support: Rephrase the sentence as three simpler sentences to get at the meaning. Students can act out the sentences. (Example: Peer over the edge. See the trees all growing upside down. People say that at night there are also drowned stars in it.)
- Ask: 📖Step #3  

**“What if we remove the *If* chunk?”**
- Students can separate one of their sentences into two or more sentences. Students can discuss the meaning of the sentences and how they relate to the original sentence, including using *If* and *you*. 📖Step #4
- Language Chunk Wall suggestions:
  - Language to talk about conditional situations: **If you peer over the edge / you can see the trees all growing upside down,**
  - Language to capture a reader’s imagination: **If you peer over the edge / and they say that at night / there are also drowned stars in it.**
  - Language to talk about location (e.g., prepositions): **If you peer over the edge / there are also drowned stars in it.**

**Additional Work with Complex Text****Unit 2, Week 1, Day 4: Language Dive Sentence Strip Chunks:**  
***Peter Pan in Kensington Gardens: Chapter 1***

**If you peer over the edge**

you can see the trees all growing upside down,

and they say that at night

there are also drowned stars in it.



## Reading and Speaking Fluency/GUM



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

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



### Daily Learning Targets

#### Day 2:

- I can use verbs that agree with the subject of the sentence. (L.3.1f)
- I can use pronouns correctly. (L.3.1f)

#### Day 4:

- I can use pronouns correctly. (L.3.1f)

### Student Materials

#### Day 2 and Day 4:

- ☒ Online or paper translation dictionary

### Directions:

#### Day 2

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

1. As a group, review the rules you learned on Day 1:

**Rule 1:** A verb must agree with the noun or the subject of the sentence. This is true in regular and irregular verbs.

**Rule 2:** A *pronoun* can replace the noun in the sentence. To choose the correct pronoun, you look at the noun it is replacing, or the *antecedent*. A pronoun must agree in number and gender with the antecedent.

**Rule 3:** If you use a pronoun in the subject, a verb must agree with the pronoun.

2. Practice Rule 1.

Read each sentence. Circle the correct verb. Then underline the word in the sentence that helps you know which verb to use. Discuss your answers with a partner.

Example: Solomon Caw **sits/sit** in a nest.

- a. My friends **are/is** coming to my house today.
- b. I eat a sandwich for lunch, but my friend **eats/eat** a salad.
- c. My family and I **was/were** watching baseball last night.

### 3. Practice Rule 2.

Read each sentence. Circle the correct pronoun. Then underline the *antecedent*, or the noun that helped you know which pronoun to use. Discuss your answers with a partner.

Example: Peter flies **He/They** flies to Neverland.

- a. The bird sings sweetly. **They/It** is sitting on the tree branch.
- b. My classmates like to read. **She/They** read *Peter Pan*.
- c. Tinker Bell was angry at Wendy. **She/He** wanted Wendy to leave Neverland.
- d. My family and I are going to the movies. **We/They** like movies.

### 4. Practice Rule 3.

Read each sentence. Circle the correct pronoun or verb. Discuss your answers with a partner.

Example: My friends and I are running a race. **We/They** really **want/wants** to win.

- a. The boys **is/are** playing outside. **They/He** are playing tag.
- b. Dogs like to run. They **have/has** lots of energy.
- c. I play tag at recess. I sometimes **swings/swing**, too.
- d. Peter Pan **know/knows** how to fly. **He/It** flies to Neverland.
- e. Wendy is growing up. **He/She** knows she must leave Neverland.
- f. The Lost Boys **live/lives** in Neverland. But **she/they** miss having a mother.

**MORE CHALLENGE:**

Say and then write a sentence that uses a pronoun for the subject.

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**Day 4**

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

1. As a group, review the rules:

A pronoun takes the place of a noun.

To choose the correct pronoun, look at the noun it is replacing (called the *antecedent*).

To choose the correct pronoun, look at what the pronoun is doing in the sentence.

- If it is the subject of the sentence, you use a **subject pronoun** (*I, you, he, she, it, we, they*).
- If it is receiving the action of the sentence, you use an **object pronoun** (*me, you, him, her, it, us, them*).
- If it is telling you that something belongs to someone, you use a **possessive pronoun** (*my, mine, your, yours, his, her, hers, its, our, ours, their, theirs*).

2. With a partner, read the sentence in italics below. Peter wants to stop the children from returning to their home. He thinks about locking the window shut.

*That way, when Wendy and the boys arrived, they would think their parents had forgotten about them, and they would have to come back to Neverland.*

(*Peter Pan*, page 133)

- **Circle** the subject pronouns.
- **Underline** the object pronoun.
- Put a **star** over the possessive pronoun.
- What is the *antecedent* of these pronouns or to whom do "they," "their," and "them" refer? \_\_\_\_\_

3. Write in a pronoun to complete the chart below. Discuss your answer with a partner. Use the *hint* if needed.

Sentence	Discuss your reasoning with your partner.
Example: My mom and I went to the store. <b>We</b> bought some more oranges.	<i>I used "we" because it is doing the action (subject) and it takes the place of "I" and "my mom."</i>
My friends are going to be at the party because I invited _____. (Hint: Your friends are receiving the action.)	"I used _____ because _____ and it takes the place of _____. Do you agree?"
My friend Maria has lost _____ backpack. I will help her look for it. (Hint: The backpack belongs to Maria.)	"I agree. I also used _____."
We are all reading <i>Peter Pan</i> . Our teacher is helping _____ understand it and write about it. (Hint: You and your classmates are receiving the help of the teacher.)	"I disagree. I used _____ instead, because _____."
My dog seemed hungry, so I filled _____ bowl with some food. (Hint: The bowl belongs to the dog.)	
Three of my classmates arrived late to school. _____ were late because of the bus. (Hint: The classmates are the subject of the sentence.)	

### MORE CHALLENGE:

With a partner:

- Say one sentence that has an **object pronoun** in it. Use the sentence frame if needed.

"The teacher told \_\_\_\_\_ to look in the book."

"I used the pronoun \_\_\_\_\_ because \_\_\_\_\_."

## Additional Language and Literacy Block

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- Say one sentence that has a **possessive pronoun** in it.

"Has anyone seen \_\_\_\_\_ sweater?"

"I used the pronoun \_\_\_\_\_ because \_\_\_\_\_."

### **MORE CHALLENGE:**

Write a sentence with a pronoun.

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## Reading and Speaking Fluency/GUM



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



#### Daily Learning Targets

##### Day 2:

- I can use verbs that agree with the subject of the sentence. (L.3.1f)
- I can use pronouns correctly. (L.3.1f)

##### Day 4:

- I can use pronouns correctly. (L.3.1f)

#### Student Materials

##### Day 2 and Day 4:

- ☒ Online or paper translation dictionary

#### Day 2

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

##### 2. Practice Rule 1.

Read each sentence. Circle the correct verb. Then underline the word in the sentence that helps you know which verb to use. Discuss your answers with a partner.

Example: Solomon Caw sits/sit in a nest.

- a. My friends are coming to my house today.
- b. I eat a sandwich for lunch, but my friend eats a salad.
- c. My family and I were watching baseball last night.

##### 3. Practice Rule 2.

Read each sentence. Circle the correct pronoun. Then underline the *antecedent*, or the noun that helped you know which pronoun to use. Discuss your answers with a partner.

Example: Peter flies. He/They flies to Neverland.

- a. The bird sings sweetly. It is sitting on the tree branch.
- b. My classmates like to read. They read *Peter Pan*.
- c. Tinker Bell was angry at Wendy. She wanted Wendy to leave Neverland.
- d. My family and I are going to the movies. We like movies.

4. Practice Rule 3.

Read each sentence. Circle the correct pronoun or verb. Discuss your answers with a partner.

Example: My friends and I are running a race. We/They really want/wants to win.

- The boys are playing outside. They are playing tag.
- Dogs like to run. They have lots of energy.
- I play tag at recess. I sometimes swing too.
- Peter Pan knows how to fly. He flies to Neverland.
- Wendy is growing up. She knows she must leave Neverland.
- The Lost Boys live in Neverland. But they miss having a mother.

#### Day 4

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

- With a partner, read the sentence in italics below. Peter wants to stop the children from returning to their home. He thinks about locking the window shut:

*That way, when Wendy and the boys arrived, they would think their\* parents had forgotten about them, and they would have to come back to Neverland.*

(*Peter Pan*, page 133)

- **Circle** the subject pronouns.
- **Underline** the object pronoun.
- Put a **star** over the possessive pronoun.
- What is the antecedent of these pronouns or to whom do "they," "their," and "them" refer? *Wendy and the boys*

3. Write in a pronoun to complete the chart below. Discuss your answer with a partner. Use the *hint* if needed.

Sentence	Discuss your reasoning with your partner.
Example: My mom and I went to the store. <b>We</b> bought some more oranges.	<i>I used "we" because it is doing the action (subject) and it takes the place of "I" and "my mom."</i>
My friends are going to be at the party because I invited _____. (Hint: Your friends are receiving the action.)	<i>I used "them" because my friends are receiving the action of the sentence and it takes the place of "my friends."</i>
My friend Maria has lost _____ backpack. I will help her look for it. (Hint: The backpack belongs to Maria.)	<i>I used "her" because the backpack belongs to her. "Her" replaces "Maria."</i>
We are all reading <i>Peter Pan</i> . Our teacher is helping _____ understand it and write about it. (Hint: You and your classmates are receiving the help of the teacher.)	<i>I used "us" because we are receiving the action of the sentence, and it takes the place of 'my classmates and I.'</i>
My dog seemed hungry, so I filled _____ bowl with some food. (Hint: The bowl belongs to the dog.)	<i>I used "his" because the bowl belongs to him, and it takes the place of "my dog's."</i>
Three of my classmates arrived late to school. _____ were late because of the bus. (Hint: The classmates are the subject of the sentence.)	<i>I used "they" because they are the subject of the sentence, and it takes the place of "three of my classmates."</i>

**MORE CHALLENGE:**

With a partner:

- Say one sentence that has an **object pronoun** in it. Use the sentence frame if needed.

*The teacher told **me** to look in the book.*

*I used the pronoun me because she told me, rather than someone else.*

- Say one sentence that has a **possessive pronoun** in it.

*Has anyone seen **his** sweater?*

*I used the pronoun his because the sweater belongs to a boy.*

**MORE CHALLENGE:**

Write a sentence with a pronoun.

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## Writing Practice

### Unit 2, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can write a focus statement and gather evidence for the review of my text. (W.3.1)

##### Day 3

- I can write a review of my text. (W.3.1)
- I can write body paragraphs of my review using evidence from the text to support a reason for my opinion. (RL.3.1, RI.3.1, W.3.1b)

#### Teaching Notes

- In this component, students write a text review of their research or free choice reading text. This gives students an opportunity to practice using the word *you* in their writing from the Language Dive from Additional Work with Complex Text: Week 1, Day 4.
- This component follows a similar process to the instruction in Lessons 9–12 of the module lessons. Consider adapting the process to better suit your students' needs. (Example: Students may need additional time to write body paragraphs or teacher guidance to write the concluding paragraph.)
- On Day 1, students review the Opinion Writing Checklist and use a graphic organizer to write a focusing statement and gather evidence for their review. Because this lesson is an abbreviated version of the sequence of instruction in module Lesson 9, ensure students have completed Lesson 9 before this.
- On Day 3, students write the body paragraphs for their text review. Because this lesson is an abbreviated version of the sequence of instruction in module Lesson 10, ensure students have completed Lesson 10.
- **Differentiation:**
  - On Day 1: To provide additional support, pair students who are writing reviews of the same text. Color-code reasons and evidence in the text, and color-code the “Reasons” and “Evidence” columns of the graphic organizer to correspond. If productive, consider inviting students to begin discussions of complex content or tasks in home language groups.
  - On Day 3: To provide additional support, consider providing students with the Writing Template: Body Paragraph 1 (from module Lesson 10). Also, students may write a review with one reason and one body paragraph instead of two.
- **In advance:** Prepare materials for independent student groups.

#### Materials

##### Day 1

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Research/Free Choice Reading Text Review Planning graphic organizer (one per student)

- ✓ Research or free choice reading text (one per student)
- ✓ Opinion Writing Checklist (from module Lesson 9; one to display)
- ✓ Book Review anchor chart (begun in module Lesson 9)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

### Day 3

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Opinion Writing Checklist (from module Lesson 9; to display)
- ✓ Research or free choice reading text (one per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (completed on Day 2; one per student)
- ✓ Research/Free Choice Reading Text Review Planning graphic organizer (completed on Day 1; one per student)
- ✓ Book Review anchor chart (begun in module Lesson 9)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

### Instruction for Day 1:

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and the **Research/Free Choice Reading Text Review Planning graphic organizer**.
- Review the learning target. Emphasize that this week students will focus on writing reviews of their research or free choice reading text. To do so, they will follow a very similar routine to their reviews of *Peter Pan*.
- Remind students of using the word *you* and the second-person verb form they discussed in Unit 2, Week 1, Day 4 of Additional Work with Complex Text. Review as needed.
- Invite students to retrieve their **research or free choice reading text**.
- Invite students to work independently on step 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- After students complete step 1, display the **Opinion Writing Checklist**. Tell students that this checklist is something they will use whenever they write opinion pieces. This is the same checklist they use in the module lessons.
- Read the following criteria aloud, pausing after each criterion to invite a volunteer to restate that criterion in her or his own words.
  - “W.3.1a: I state my opinion clearly, and my writing stays focused.”
  - “W.3.1a: I have an introduction that gives the reader the information needed to understand the topic or issue.”
  - “W.3.1a: I list reasons for my opinion.”
- Tell students that they will focus on different criteria as they write each part of the review. On Day 1 and Day 2, they will focus on writing the introduction.
- Focus students on the criterion:
  - “W.3.1a: I state my opinion clearly, and my writing stays focused.”
- Using a total participation technique, invite responses from the group:
 

***“What is the opinion you are stating in this review?” (whether or not to recommend your research or free choice reading text to a friend)***

- Invite students to complete step 2 on the activity card with a partner.
  - ▲: To provide lighter support, suggest that students create their own sentence frames for those who need heavier support.
- After students have had time to discuss with a partner, invite them to craft a focus statement on the graphic organizer.
  - ▲■: Invite students to practice saying their focus statement several times aloud.
  - ◆: Invite students to write their focus statements in two different ways.
- For step 3, direct students' attention to the **Book Review anchor chart** and review the parts of an introduction. Tell students they will write their introductions independently on Day 2.
- Invite students to complete step 4 on their card.
  - ▲: Listen to students and monitor for common language and content successes and errors. After step 4, display the successes and errors, and suggest that students celebrate the successes and try to correct the errors. If productive, consider inviting students to begin discussions of complex content or tasks in home language groups.
- If useful, invite a student to model summarizing a text in 30 seconds.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Display the **Unit 2, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task. Model using the paragraph frame on the card.

### Instruction for Day 3

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets.
- Display the **Opinion Writing Checklist**. Remind students that this checklist is something they will use frequently throughout the school year.
- Read aloud the following criteria, pausing after each to invite students to turn and talk with an elbow partner to restate that criterion in their own words:
  - “RL.3.1, RI.3.1: My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic.”
  - “W.3.1b: I give evidence and reasons to support my opinion.”
- Invite students to retrieve:
  - **Research or free choice reading text**
  - **Unit 2, Week 2: Writing Practice: Student Task Card** (completed on Day 2)
  - **Research/Free Choice Reading Text Review Planning graphic organizer**
- Direct students to complete step 1 silently or 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.
- Before students move on to step 2, direct their attention to the **Book Review anchor chart** and briefly review the parts of a body paragraph.
- Remind students of using the word *you* and the second-person verb form they discussed on Day 4 of Unit 2, Week 1: Additional Work with Complex Text. Review as needed.

- Invite students to turn and talk to their partner to complete step 2. If productive, have students discuss one paragraph and write that paragraph before discussing and writing the second paragraph.
    - ▲: If productive, consider inviting students to begin discussions of complex content or tasks in home language groups.
  - For step 3, invite students to write their body paragraphs. Circulate to support students as they write and to identify common issues to use as whole group teaching points.
  - Collect Teacher-Guided Student Activity Cards, but note that students will use them on Day 4.
  - Prepare students for Day 4's independent activity: Walk through **Unit 2, Week 2: Writing Practice: Student Task Card**.
    - ▲■: As time permits, display sentence frames and ask students to turn and talk through their conclusion with a partner.
- “I would/would not recommend my research/free choice text (with some cautions) to a friend because \_\_\_\_\_. This text will make the reader \_\_\_\_\_.”





## Writing Practice



### Unit 2, Week 2: Teacher-Guided Student Activity Card

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



### Daily Learning Targets

#### Day 1:

- I can write a focus statement and gather evidence for the review of my text. (W.3.1)

#### Day 3:

- I can write a review of my text. (W.3.1)
- I can write body paragraphs of my review using evidence from the text to support a reason for my opinion. (RL.3.1, RI.3.1, W.3.1b)

### Student Materials

#### Day 1:

- ☒ Research or free choice reading text
- ☒ Research/Free Choice Reading Text Review Planning graphic organizer
- ☒ Book Review anchor chart

#### Day 3:

- ☒ Research or free choice reading text
- ☒ Unit 2, Week 1, Day 2: Writing Practice: Student Task Card
- ☒ Research/Free Choice Reading Text Review Planning graphic organizer

### Directions:

#### Day 1

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

Writing prompt for this week:

#### Would you recommend your research/free choice reading text to a friend?

1. Use the Research/Free Choice Reading Text Review Planning graphic organizer to make a plan for your writing.

2. Discuss with a partner:  
"I would/would not recommend my research/free choice reading text to a friend, (but with some cautions), because \_\_\_\_."
3. Review the parts of an introduction by reading the Book Review anchor chart.
4. Practice summarizing your text with a partner.  
Partner A summarizes the text in 1 minute.  
Partner B summarizes the text in 1 minute.  
Repeat with 45 seconds and 30 seconds.
  - "My text is mostly about \_\_\_\_."
  - "The main idea of this text is \_\_\_\_\_. Three details are \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_."
  - "The main character, (name) wants \_\_\_\_\_, but \_\_\_\_\_(the problem). So \_\_\_\_\_."

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### Day 3

Writing prompt for this week:

#### **Would you recommend your research/free choice reading text to a friend?**

1. Reread your Unit 2, Week 2: Writing Practice: Student Task Card and Research/Free Choice Reading Text Review Planning graphic organizer to remind yourself of your reasons.
2. Practice explaining your body paragraphs out loud to a partner:  
"The first reason I would/would not recommend the text (with some cautions) is \_\_\_\_\_. An example of this is when \_\_\_\_\_. You can really \_\_\_\_\_. Another example of this is when \_\_\_\_\_. These examples show \_\_\_\_\_.  
  
The second reason I would/would not recommend the text (with some cautions) is \_\_\_\_\_. An example of this is when \_\_\_\_\_. Another example of this is when \_\_\_\_\_. You will \_\_\_\_\_. These examples show \_\_\_\_\_."

[illegible]



Writing Practice



Unit 2, Week 2: Research/Free Choice Reading Text Review  
Planning Graphic Organizer

W.3.1

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

Reasons		
Evidence	1.          2.	1.          2.
<p><b>Circle:</b></p> <p>1. Would recommend</p> <p>2. Would recommend with some cautions</p> <p>3. Would not recommend</p>		



## Word Study and Vocabulary



### Unit 2, Week 2 Student Task Card

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



### Daily Learning Targets

#### Day 1:

- I can determine the meaning of a new word with the prefix *pre-*. (L.3.4b)

#### Day 3:

- I can correctly use the suffix *-ied* when changing verbs into the past tense. (RF.3.3a, L.3.4b)

### Student Materials

#### Day 1:

- ☒ Affix List
- ☒ Dictionary

#### Day 3:

N/A

### Directions:

#### Days 1

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

1. Read the definition of a prefix and the example.
  - The prefix **pre-** means *before* (like *prefix* is the part of the word that comes before the root!).
2. Timekeeper sets the timer for 7 minutes.
3. Play the game:
  - Find a partner.
  - Look at the list of possible words on the next page.
  - Take turns adding *pre-* to the words and talking about possible definitions. You may make words you know or words you have never heard before.
  - Choose five or seven words to add to the table and guess whether or not they are in the dictionary (the first one has been done for you).

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

Words to choose from:

school	run	plan	walk	dog	cough	view
heat	spit	wash	test	think	teen	fix
lunch	talk	approve	bark	wiggle	write	read

Word (pre- + word)	What it means	I think I will find this word in the dictionary (yes or no)
<i>prerun</i>	<i>The stretches you do before you run</i>	No

**MORE CHALLENGE:**

Pick a word that you made up and write it in a sentence. Repeat with as many words as you can.

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**Day 3**

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

Work with a partner:

1. Read the Introduction.

Read this sentence:

When he couldn't get the fairies or birds to help him, Peter sat down and **cried**.

(from *Peter Pan in Kensington Gardens*: Chapter 2)

In Module 2, you learned that when you add an -s to a word that ends in -y, you change the y to i and it becomes -ies.

cry → cries      hurry → hurries      try → tries

When you change a word that ends in -y to past tense by adding an -ed, you change the y to i and it becomes -ied.

cry → cried      hurry → hurried      try → tried

2. Discuss the questions below:

- What would the word **copy** become in past tense: **copied** or **copyed**?
- If you wanted to change **dry** to past tense, what would it be? **dried** or **dryed**?

3. Practice changing words that end in -y to the past tense. Take turns reading each sentence aloud with the correct word in the blank space.

Today I'm sad and I cry.	Yesterday I was sad and I _____.
Today I try my hardest in class.	Yesterday I _____ my hardest in class.
Today the pirates bury the treasure.	Yesterday the pirates _____ the treasure.
Today they _____ some fish for dinner.	Yesterday they fried some fish for dinner.
Today she empties the box.	Yesterday she _____ the box.
Today he _____ to your text message.	Yesterday he replied to your text message.
Today I _____ 4 and 6 to get the answer.	Yesterday I multiplied 4 and 6 to get the answer.
Today I apply for a job.	Yesterday I _____ for a job.

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

**MORE CHALLENGE:**

Tell your partner what you did yesterday or something exciting you did last year. Try to use the past-tense verbs above.





## Word Study and Vocabulary



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



### Daily Learning Targets

#### Day 1:

- I can determine the meaning of a new word with the prefix *pre-*. (L.3.4b)

#### Day 3:

- I can correctly use the suffix *-ied* when changing verbs into the past tense. (RF.3.3a, L.3.4b)

### Student Materials

#### Day 1:

- ☒ Affix List
- ☒ Dictionary

#### Day 3:

N/A

### Day 3

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

Work with a partner:

2. Discuss the questions below:

- What would the word **copy** become in past tense: **copied** or **copyed**?
- If you wanted to change **dry** to past tense, what would it be? **dried** or **dryed**?

3. Practice changing words that end in -y to the past tense. Take turns reading each sentence aloud with the correct word in the blank space.

Today I'm sad and I cry.	Yesterday I was sad and I <i>cried</i> .
Today I try my hardest in class.	Yesterday I <i>tried</i> my hardest in class.
Today the pirates bury the treasure.	Yesterday the pirates <i>buried</i> the treasure.

Today they <i>fry</i> some fish for dinner.	Yesterday they fried some fish for dinner.
Today she empties the box.	Yesterday she <i>emptied</i> the box.
Today he <i>replies</i> to your text message.	Yesterday he replied to your text message.
Today I <i>multiply</i> 4 and 6 to get the answer.	Yesterday I multiplied 4 and 6 to get the answer.
Today I apply for a job.	Yesterday I <i>applied</i> for a job.



## Independent Reading



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

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



### Daily Learning Targets

#### Days 1 and 2:

- I can read my free choice reading text independently for 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.

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**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.
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**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.



## Word Study and Vocabulary

### Unit 2, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2

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

##### Day 4

- I can correctly use the suffix *-ied* when changing verbs into the past tense. (RF.3.3a, L.3.4b)

#### Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*prevented*) with the prefix *pre-*. They practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- On Day 4, students practice using the suffix *-ied* and using the correct tense of verbs that end in *-y*. This builds on what students learned in Module 2 ALL Block about forming past-tense verbs.
- **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 2, 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)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Card (one for display)

##### Day 4:

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

## Instruction for Day 2

- Distribute the **Unit 2, 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**.
- Ask students to practice using the word in a sentence with a partner. Each student should take turns saying a sentence aloud that uses the word correctly. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- ▲: Mini Language Dive: “He remembered his mother / and wanted to return to her, / but something prevented him / from doing so.”

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

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  - *and wanted to return to her*: “Who?” / Meaning: *her* is Peter’s mother. Peter wanted to return to his mother. *her* is the pronoun that refers back to the antecedent *mother*. (object pronoun)
  - *something prevented him*: “Who?” / Meaning: *him* is Peter. A need for eternal youth is preventing Peter from returning to his mother. *him* is the pronoun that refers back to the antecedent *He*. (object pronoun)
  - Practice: “I wanted to \_\_\_\_\_ to her. Something prevented him from doing \_\_\_\_\_.”
- Reconstruct: Reread the sentence. Ask:

**“Now what do you think the sentence means?”**

**“How does your understanding of pronouns help you know who is doing what in the sentence?”**

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

- Practice: “\_\_\_\_\_ wanted to \_\_\_\_\_, but \_\_\_\_\_ prevented \_\_\_\_\_ from doing so.”
- 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
- As this is a prefix, ensure that students understand the meaning of the root of the word. If needed, review the suffix *-ed* and the past-tense verb form. Note: Students will practice forming past-tense verbs on Day 3.
- Review how to complete a Vocabulary Tree as needed.
- ▲: 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 Day 3's independent activity using the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. Provide models where helpful.

### Instruction for Day 4

- Review the completed **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. Provide instruction and clarification as needed.
- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Discuss step 1.
  - ◆: Students may discuss with a partner instead of the whole group.
- Invite students to whisper read the paragraph in step 2 independently and begin working on the chart. 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 share their responses on step 2 with the group.
- If productive, cue students to explain why a classmate came up with a particular response:
 

***“Who can explain why your classmate came up with that response?”***
- If time permits, invite students to reread the paragraph with the corrected verbs after step 2.
- ▲: Return to the Mini Language Dive from Day 2.
- Invite students to complete step 3. If time permits, invite students to share their sentences with a partner or whole group. Congratulate students on correctly using the suffix *-ied*.
  - ▲: Post a simple starter if needed.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



## Word Study and Vocabulary



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

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



#### Daily Learning Targets

##### Day 2:

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

##### Day 4:

- I can correctly use the suffix *-ied* when changing verbs into the past tense. (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.

"He remembered his mother and wanted to return to her, but something **prevented** him from doing so."

Source: *Peter Pan in Kensington Gardens*: Chapter 2

The word is "**prevented.**"

1. Practice saying the word **prevented** in a sentence.

"He prevented a fire by \_\_\_\_\_."

"She prevented the cat from \_\_\_\_\_."

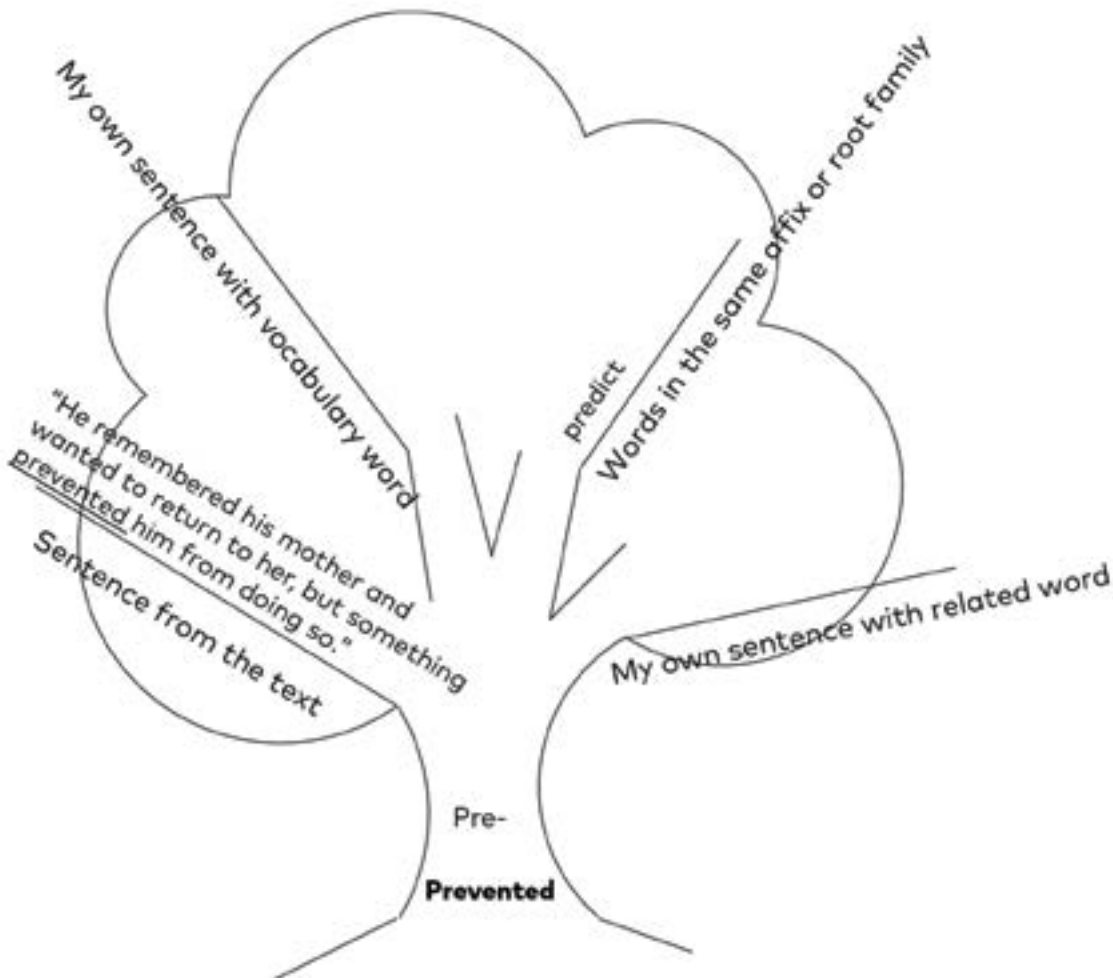
"We were prevented from \_\_\_\_\_ by \_\_\_\_\_."



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

Prefix	Root	Suffix	Definition of Affix
pre-	vent—to come or let air in		

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



### Day 4

- Review the rules for changing verbs that end in -y to the past tense.  
When he couldn't get the fairies or birds to help him, Peter sat down and **cried**.

(from *Peter Pan in Kensington Gardens*: Chapter 2)

In the above sentence, the reason that **cried** is not spelled **cryed** is because

\_\_\_\_\_

Other examples: **I carry** becomes \_\_\_\_\_ in the past tense.

**She copies** becomes \_\_\_\_\_ in the past tense.

**They reply** becomes \_\_\_\_\_ in the past tense.

**We hurry** becomes \_\_\_\_\_ in the past tense.

- Read the following story below. Notice the incorrect verb tenses. Then write the correct verb tense.

I went camping with my family on a lake last week. It was great! First we pitched a tent. I **empty** out my backpack and put my sleeping bag in the tent. Next we hiked around the lake. While we were hiking, my little brother fell down and **bloody** his knee. My dad **applies** a bandage to it. On our way back to our campsite, my shoes got very muddy. Because I **dirty** my socks in the mud, I took them off. I rinsed my socks out and **dry** them on a rock. Things got better after that. We went fishing and I caught some fish. We **fry** them up for dinner. They were delicious!

Incorrect tense of the word	Correct tense of the word
empty	
bloody	
applies	
dirty	
dry	
fry	

- [illegible]



## Word Study and Vocabulary



### Unit 2, 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 prefix *pre-*. (RF.3.3a, L.3.4b)

##### Day 4:

- I can correctly use the suffix *-ied* when changing verbs into the past tense. (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.

"He remembered his mother and wanted to return to her, but something **prevented** him from doing so."

Source: *Peter Pan in Kensington Gardens*: Chapter 2

The word is "**prevented.**"

1. Practice saying the word **prevented** in a sentence.

"He prevented a fire by \_\_\_\_\_."

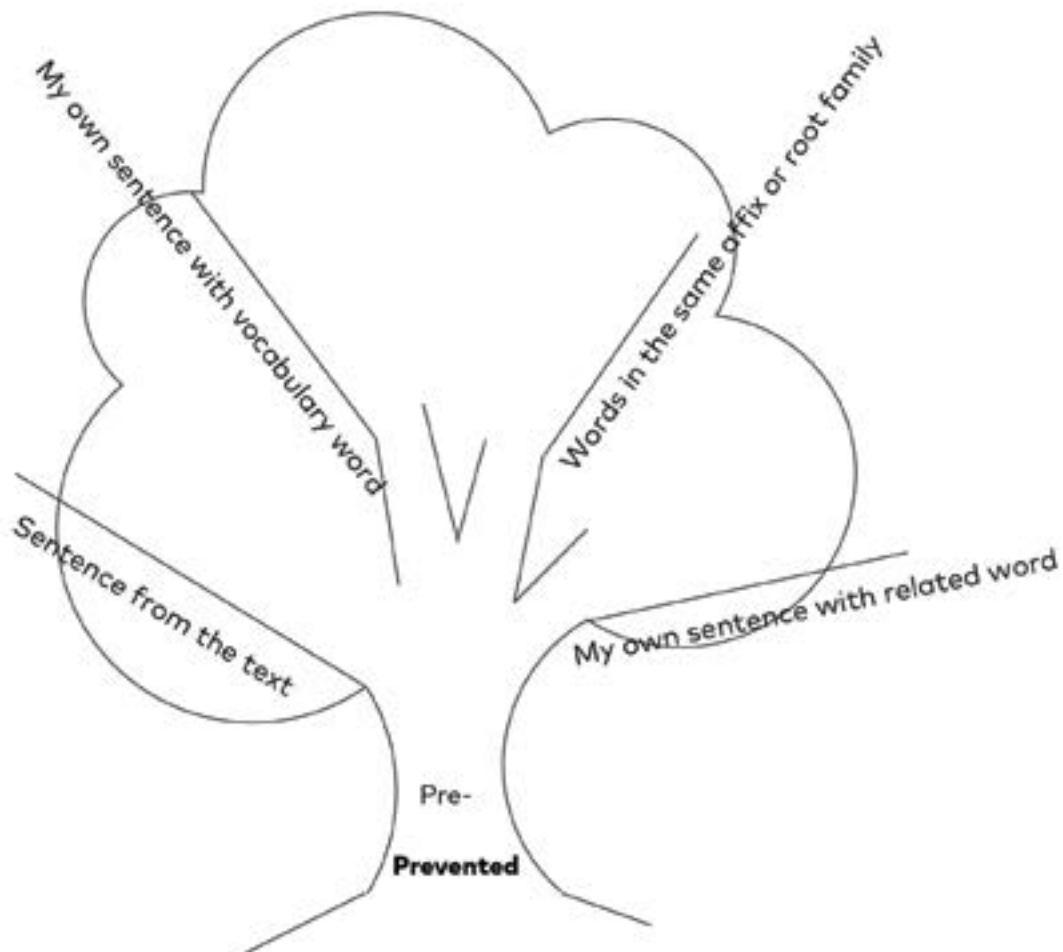
"She prevented the cat from \_\_\_\_\_."

"We were prevented from \_\_\_\_\_ by \_\_\_\_\_."

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

Prefix	Root	Suffix	Definition of Affix
	vent—to come or let air in		

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



**Day 4**

1. Review the rules for changing verbs that end in -y to the past tense.  
When he couldn't get the fairies or birds to help him, Peter sat down and **cried**.

(from *Peter Pan in Kensington Gardens*: Chapter 2)

In the above sentence, the reason that **cried** is not spelled **cryed** is because...

Other examples: **I carry** becomes \_\_\_\_\_ in the past tense.

**She copies** becomes \_\_\_\_\_ in the past tense.

**They reply** becomes \_\_\_\_\_ in the past tense.

**We hurry** becomes \_\_\_\_\_ in the past tense.

2. Read the following story below. Circle the incorrect verb tenses. Then write the correct verb tense.

I went camping with my family on a lake last week. It was great! First we pitched a tent. I empty out my backpack and put my sleeping bag in the tent. Next we hiked around the lake. While we were hiking, my little brother fell down and bloody his knee. My dad applies a bandage to it. On our way back to our campsite, my shoes got very muddy. Because I dirty my socks in the mud, I took them off. I rinsed my socks out and dry them on a rock. Things got better after that. We went fishing and I caught some fish. We fry them up for dinner. They were delicious!

Incorrect tense of the word	Correct tense of the word
empty	
bloody	
applies	
dirty	
dry	
fry	

- [illegible]



## Word Study and Vocabulary



### Unit 2, 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 prefix *pre-*. (RF.3.3a, L.3.4b)

##### Day 4:

- I can correctly use the suffix *-ied* when changing verbs into the past tense. (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.

"He remembered his mother and wanted to return to her, but something **prevented** him from doing so."

Source: *Peter Pan in Kensington Gardens*: Chapter 2

The word is "**prevented.**"

1. Practice saying the word **prevented** in a sentence.

"He prevented a fire by \_\_\_\_\_."

"She prevented the cat from \_\_\_\_\_."

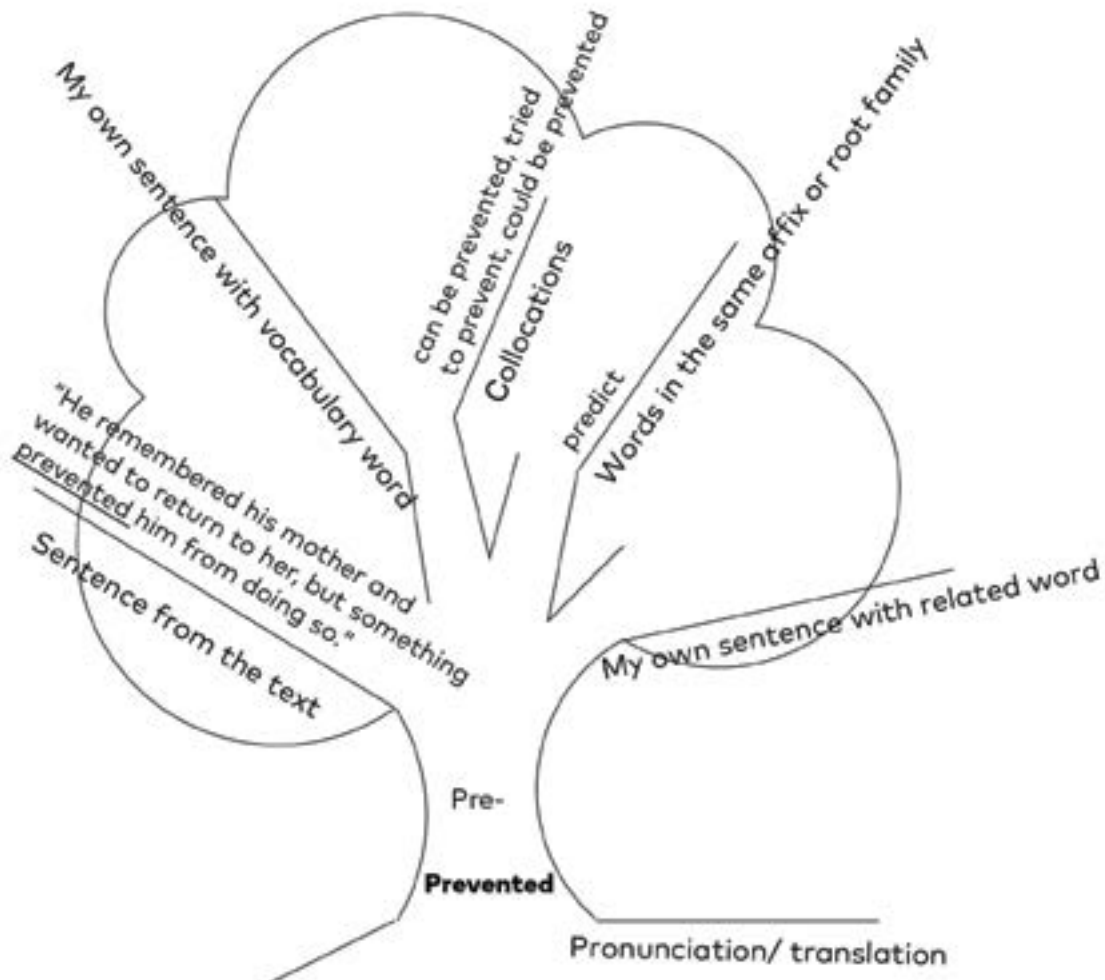
"We were prevented from \_\_\_\_\_ by \_\_\_\_\_."



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

Prefix	Root	Suffix	Definition of Affix
pre-	vent—to come or let air in		

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



## Day 4

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

- Review the rules for changing verbs that end in -y to the past tense.  
When he couldn't get the fairies or birds to help him, Peter sat down and **cried**.

(from *Peter Pan in Kensington Gardens*: Chapter 2)

In the above sentence, the reason that **cried** is not spelled **cryed** is because...

Other examples: **I carry** becomes \_\_\_\_\_ in the past tense.

**She copies** becomes \_\_\_\_\_ in the past tense.

**They reply** becomes \_\_\_\_\_ in the past tense.

**We hurry** becomes \_\_\_\_\_ in the past tense.

- Read the following story below. Notice the incorrect verb tenses. Then write the correct verb tense.

I went camping with my family on a lake last week. It was great! First we pitched a tent. I **empty** out my backpack and put my sleeping bag in the tent. Next we hiked around the lake. While we were hiking, my little brother fell down and **bloody** his knee. My dad **applies** a bandage to it. On our way back to our campsite, my shoes got very muddy. Because I **dirty** my socks in the mud, I took them off. I rinsed my socks out and **dry** them on a rock. Things got better after that. We went fishing and I caught some fish. We **fry** them up for dinner. They were delicious!

Incorrect tense of the word	Correct tense of the word
empty	
bloody	
applies	
dirty	
dry	
fry	

- [illegible]



## Word Study and Vocabulary



### Unit 2, 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 prefix *pre-*. (RF.3.3a, L.3.4b)

##### Day 4:

- I can correctly use the suffix *-ied* when changing verbs into the past tense. (RF.3.3a, L.3.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

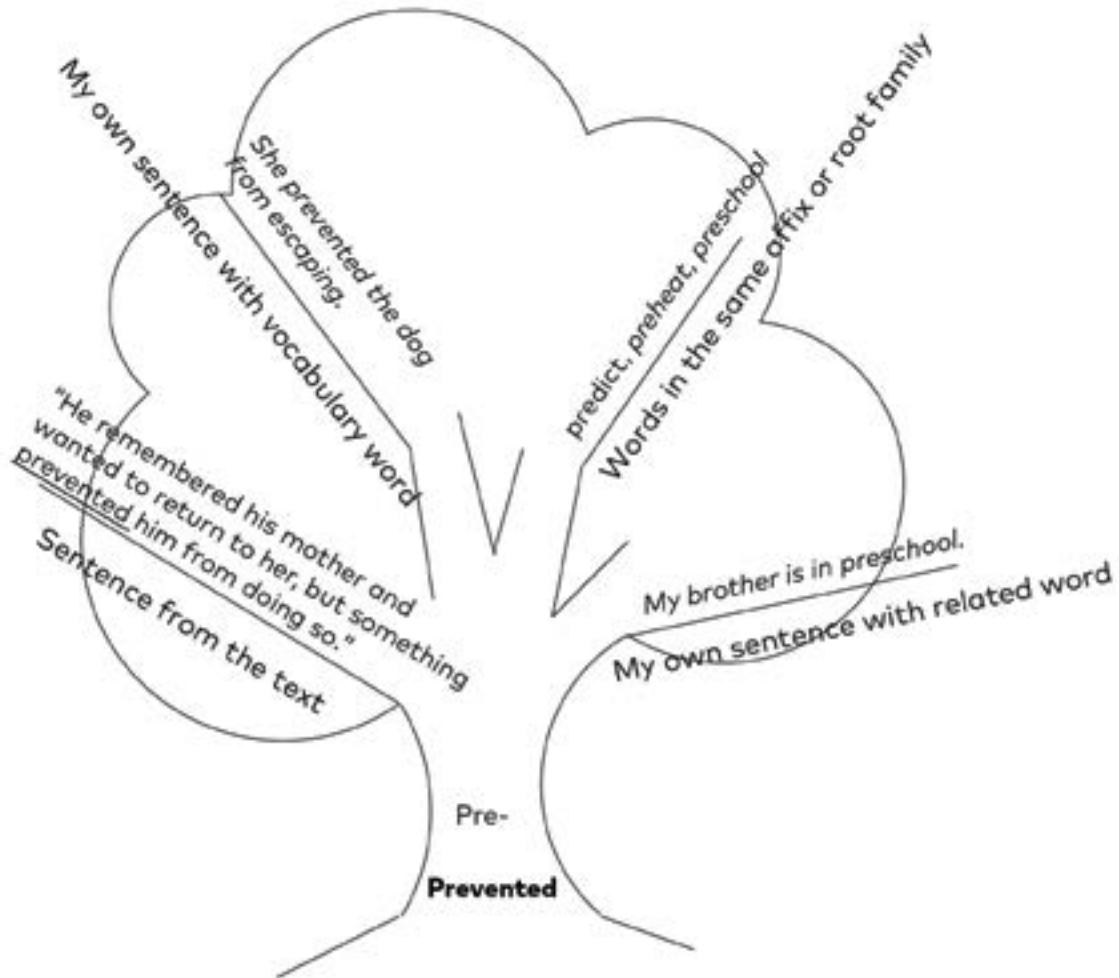
##### Day 2

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

Prefix	Root	Suffix	Definition of Affix
<i>pre-</i>	vent—to come or let air in	<i>-ed</i>	<i>pre- means before</i> <i>ed- means it happened in the past</i>

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

Answers will vary but may include:



## Day 4

Incorrect tense of the word	Correct tense of the word
empty	emptied
bloody	bloodied
applies	applied
dirty	dirtied
dry	dried
fry	fried



## Word Study and Vocabulary



### Unit 2, 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 prefix *pre-*. (RF.3.3a, L.3.4b)

#### Day 4:

- I can correctly use the suffix *-ied* when changing verbs into the past tense. (RF.3.3a, L.3.4b)

### Student Materials

#### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

#### Day 2

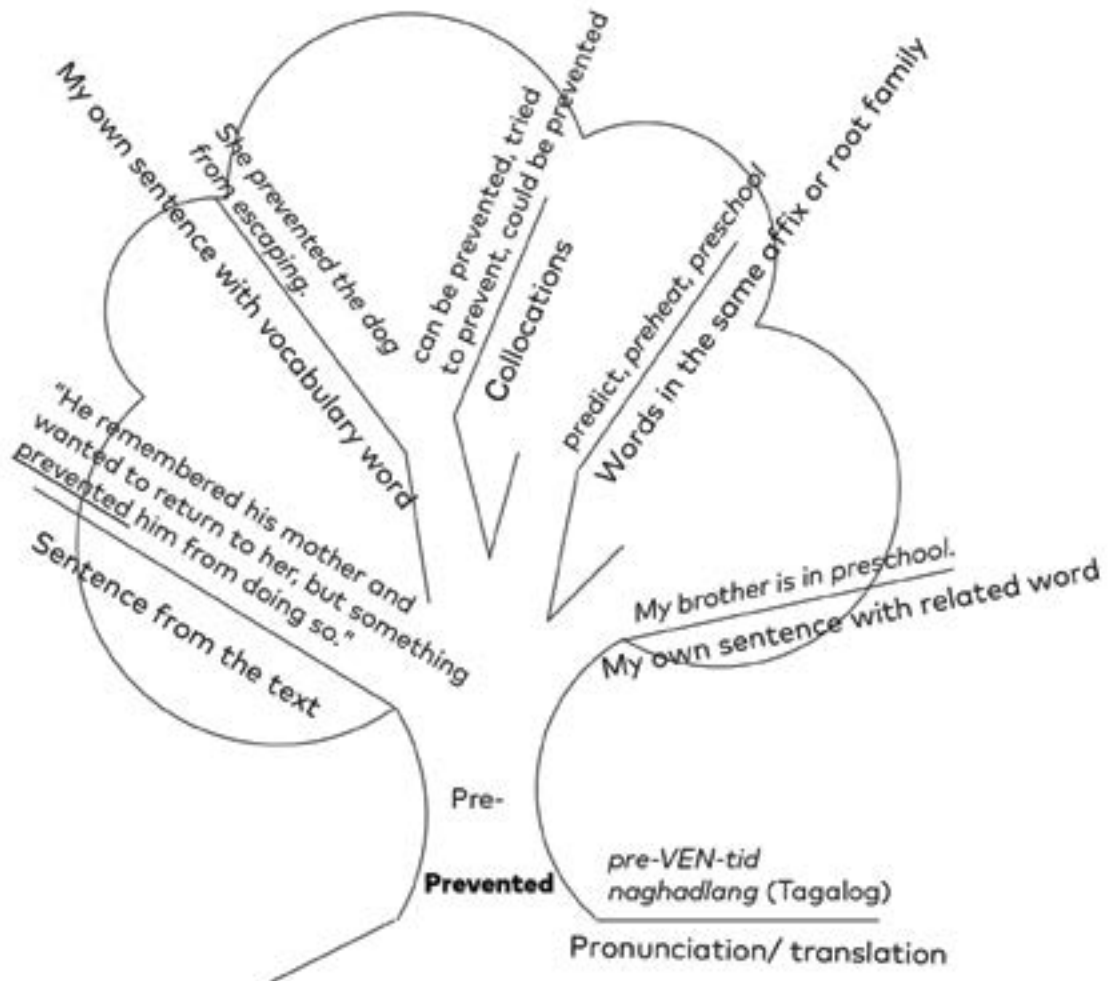
2. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
<i>pre-</i>	vent—to come or let air in	<i>-ed</i>	<i>pre- means before ed- means it happened in the past</i>

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

*Answers will vary but may include:*

Fill in the following branches:

**Day 4**

Incorrect tense of the word	Correct tense of the word
empty	emptied
bloody	bloodied
applies	applied
dirty	dirtied
dry	dried
fry	fried



## Writing Practice



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

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



### Daily Learning Targets

#### Day 2:

- I can write an introductory paragraph for my text review, including a brief summary of the text. (W.3.1a)

#### Day 4

- I can write a concluding paragraph for my text review. (W.3.1d)

### Student Materials

#### Day 2

- ☒ Book Review anchor chart
- ☒ Research or free choice reading text
- ☒ Research/Free Choice Reading Text Review Planning graphic organizer

#### Day 4:

- ☒ Book Review anchor chart
- ☒ Research or free choice reading text
- ☒ Research/Free Choice Reading Text Review Planning graphic organizer
- ☒ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card

### Directions:

#### Day 2

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

1. Review these criteria from the Opinion Writing Checklist:

- "W.3.1a: I state my opinion clearly, and my writing stays focused."
- "W.3.1a: I have an introduction that gives the reader the information needed to understand the topic or issue."
- "W.3.1a: I list reasons for my opinion."



2. Review the four parts of an introduction on the Book Review anchor chart:  
 "Introduction that introduces the book and briefly recounts what happens"

"Focus statement"

"Point 1: Reason 1"

"Point 2: Reason 2"

3. Practice recounting your text in 30 seconds with a partner.

4. Respond to the prompt:

- Retrieve your Research/Free Choice Reading Text Review Planning graphic organizer.
- Write your introduction. Don't forget to include your **focus statement**.

Writing prompt for this week:

**Would you recommend your research/free choice reading text to a friend?**

If needed, use the following paragraph frame to help you organize your introduction.

*I've been reading a text called \_\_\_\_ by \_\_\_\_\_. This text is about \_\_\_\_\_. I would/would not recommend \_\_\_\_\_. I feel this way because \_\_\_\_\_ (Point 1) and \_\_\_\_\_ (Point 2).*

Introduction:

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## Day 4

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

1. Review this criterion from the Opinion Writing Checklist:
  - "W.3.1d: I have a conclusion that restates the focus of my piece."
2. Review the parts of a concluding paragraph on the Book Review anchor chart:
  - "What? Restates opinion and reasons."
  - "So what? Reflects on what the book can do for the reader."

Discuss your ideas for a concluding paragraph with a partner:

"I would/would not recommend my research/free choice text (with some cautions) to a friend because \_\_\_\_\_. This text will make the reader \_\_\_\_\_."

3. Respond to the prompt:
  - Retrieve your Research/Free Choice Reading Text Review Planning graphic organizer.
  - Reread your introduction (on Day 1) and body paragraph(s) from Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card.
  - Write your conclusion.
  - If you finish early, you may reread and revise any of the parts of your text review.

Conclusion:

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