Grade 3: Module 3: Unit 3

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 fivecomponents: 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 3 OVERVIEW	
Reading and Speaking Fluency/GUM RF.3.4a, RF.3.4b, L.3.34b	• Students are allocated a narrative text fluency passage for the week. They self-assess their fluency, set goals, and practice reading the passage, including reading with appropriate voice expression and body language. • *ELLs complete the same activities as other students with an additional Mini Language Dive.* • Suggested student grouping for teacher-guided instruction: group 1 ●, group 2 ■ ▲, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Additional Work with Complex Text RL.3.1, RL.3.3, W.3.3c, L.3.1i, L.3.3a, L.3.6	• Students work with an excerpt from *Peter Pan in Kensington Gardens:* Chapter 2 to better understand the character traits of Solomon Caw and Peter Pan. All students participate in a Language Dive on Day 4. • *ELLs complete the same activities as other students.* • Suggested student grouping for teacher-guided instruction: group 1 ■ ▲, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Independent Reading RL.3.10, RI.3.8, RI.3.10, SL.3.1	• Students read research texts (on topics related to *Peter Pan*) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion. • *ELLs complete the same activities as other students.*
Writing Practice RL.3.3, W.3.3b, W.3.3c, L.3.3a, L.3.6	• Students reread excerpts from *Peter Pan in Kensington Gardens:* Chapter 2 and analyze how word choice contributes to overall meaning. They practice changing specific words in the text to change the characters' feelings. They also identify and use temporal words to show the sequence of events in the excerpt. Finally, they apply what they've learned about word choice to their own writing. • *ELLs complete the same activities as other students with an additional Mini Language Dive.* • Suggested student grouping for teacher-guided instruction: group 1 ■,group 2 ● ▲, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Word Study and Vocabulary RF.3.3a, L.3.4b, L.3.4c, L.3.6	• Students analyze two academic vocabulary words and their affixes and practice using the suffix *-ly* to make adverbs. • *ELLs complete the same activities as other students with an additional Mini Language Dive.* • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

ALL 3M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2 ALL Block: Week 1, Day 1	**Reading and Speaking Fluency/GUM** **Overview:** With teacher guidance, all students are introduced to fluency texts and use the fluency checklist for self-assessment. They identify strengths and set goals. **Learning Target: I can evaluate my own fluency strengths and set a fluency goal.** (RF.3.4, L.3.3b) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.* **Printed Materials:** • Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide • Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card • Fluency Passage #1: "The Man with the Coconuts" (■ ▲) • Fluency Passage #1: "The Flood Story" (● ◆)	**Additional Work with Complex Text** **Overview:** All students read an excerpt from Chapter 2 of *Peter Pan in Kensington Gardens.* They complete a graphic organizer to analyze the character of Solomon Caw. They identify what the character does, what the character says, and what the author says about the character to trace the development of Solomon Caw. **Learning Target: I can identify the words and phrases that the author uses to develop a character.** (RL.3.1, RL.3.3) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 3, Week 1: Additional Work with Complex Text: Student Task Card • Excerpt from *Peter Pan in Kensington Gardens:* Chapter 2 • Getting the Picture of Solomon Caw graphic organizer	**Independent Reading** **Overview:** All students follow a task card to independently read research texts and log their reading. **Learning Target: I can read my research reading text independently for 12 minutes.** (RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 3, Week 1: Independent Reading: Student Task Card

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ALL 3M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 3 ALL Block: Week 1, Day 2	**Additional Work with Complex Text** **Overview:** With teacher guidance, all students explore the characterization of Solomon Caw. In pairs, they discuss whether Solomon Caw is kind, unkind, or both. They then present their evidence to the group and discuss their opinions. **Learning Target: I can describe what a character is like using evidence from the text.** (RL.3.1, RL.3.3) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.* **Printed Materials:** • Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide • Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (■ ▲), (● ◆) • Solomon Caw sentence strips (■ ▲)	**Reading and Speaking Fluency/GUM** **Overview:** All students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to a partner. **Learning Target: I can help my partner self-assess his or her reading fluency.** (RF.3.4) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card	**Independent Reading** **Overview:** All students follow a task card to independently read research texts and log their reading. **Learning Target: I can read my research reading text independently for 12 minutes.** (RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

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ALL 3M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 4 ALL Block: Week 1, Day 3	**Reading and Speaking Fluency/GUM** **Overview:** With teacher guidance, all students learn how to use appropriate body, facial, and voice expression when reading aloud. They then apply this skill to read a new fluency passage fluently. **Learning Target: I can read a passage aloud fluently, using appropriate body, facial, and voice expression.** (RF.3.4a, RF.3.4b) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.* **Printed Materials:** • Fluency Passage #2: "The Tattooed Men" (■ ▲) • Fluency Passage #2: "The Story of a Monkey" (● ◆)	**Additional Work with Complex Text** **Overview:** All students follow a task card to apply what they have learned to analyze the character of Peter Pan. Using a graphic organizer that follows the same basic format as Day 1, they look at what the character says and does, and the author's description of the character. They then present their evidence to the group and discuss their opinions. **Learning Target: I can identify the words and phrases that the author uses to develop a character.** (RL.3.1, RL.3.3) *ELLs complete the same activities as other students.* **Printed Materials:** • Getting the Picture of Peter Pan graphic organizer	**Independent Reading** **Overview:** All students follow a task card to read and respond to a prompt. **Learning Target: I can describe how parts of my text are connected.** (RI.3.8, RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

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ALL 3M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 5 ALL Block: Week 1, Day 4	**Additional Work with Complex Text** **Overview:** With teacher guidance, students participate in a Language Dive to learn how to use the temporal word *when*. **Learning Targets:** **I can understand and practice using language that describes a sequence of events, in particular the word *when*.** (W.3.3c, L.3.1i, L.3.3a, L.3.6) **I can understand and practice using complex English language structures.** (L.3.1, L.3.3) *ELLs complete the same activities as other students.* **Printed Materials:** • Language Dive Guide II: *Peter Pan in Kensington Gardens:* Chapter 2 • Language Dive Chunk Chart II: *Peter Pan in Kensington Gardens:* Chapter 2 • Language Dive Sentence Strip Chunks II: *Peter Pan in Kensington Gardens:* Chapter 2	**Reading and Speaking Fluency/GUM** **Overview:** All students follow a task card to read/perform their fluency passages aloud to a small group. Then they self-assess to determine progress. **Learning Target: I can read a passage aloud fluently.** (RF.3.4) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to participate in a Research Share with the whole group. **Learning Target: I can listen carefully and ask questions of others about their research reading.** (RI.3.10, SL.3.1) *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 6	FLEX DAY 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.		
Lesson 7	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.		

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ALL 3M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 8 ALL Block: Week 2, Day 1	**Writing Practice** **Overview:** With teacher guidance, students review how writers effectively describe characters and choose words and phrases for effect. Using excerpts of *Peter Pan in Kensington Gardens:* Chapter 2 and the model narrative from the module lessons, students identify words and phrases that the author used to revise Solomon Caw's character. **Learning Target: I can identify the words and phrases an author chooses to develop a character.** (RL.3.3) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.* **Printed Materials:** • Unit 3, Week 2: Writing Practice: Teacher Guide • Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (■ ● ▲) (◆) • Word Choice in Narrative Writing anchor chart	**Word Study and Vocabulary** **Overview:** All students follow a task card to play a game to create words by putting together roots and affixes. **Learning Target: I can create words using roots and affixes.** (L.3.4b, L.3.4c) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 3, Week 2: Word Study and Vocabulary: Student Task Card • Word Scramble Game Board	**Independent Reading** **Overview:** All students follow a task card to independently read and log their reading. **Learning Target: I can read my free choice reading text independently for 12 minutes.** (RL.3.10/RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 3, Week 2: Independent Reading: Student Task Card

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ALL 3M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 9 ALL Block: Week 2, Day 2	**Word Study and Vocabulary** **Overview:** With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word *disappointedly* with a focus on the prefix *dis-*. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Reading Foundations Skills Block program. **Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *dis-*.** (RF.3.3a, L.3.4b) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.* **Printed Materials:** • Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide • Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (■), (● ◆), (▲)	**Writing Practice** **Overview:** Students follow a task card to practice using word choice to change the way a character feels in a situation. **Learning Target: I can choose words and phrases to develop the feelings of a character.** (W.3.3b, L.3.3a) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 3, Week 2: Writing Practice: Student Task Card	**Independent Reading** **Overview:** All students follow a task card to independently read free choice texts for 12 minutes and log their reading in the back of their independent reading journals. **Learning Target: I can read my free choice reading text independently for 12 minutes.** (RL.3.10/RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

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ALL 3M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 10 ALL Block: Week 2, Day 3	**Writing Practice** **Overview:** With teacher guidance, students identify and practice using temporal words to clearly describe a sequence of events. **Learning Target: I can understand and use words that describe a sequence of events.** (W.3.3c, L.3.3a, L.3.6) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** • Sequence of Events sentence strips (■ ● ▲) • Temporal Word strips • Word Choice in Narrative Writing anchor chart	**Word Study and Vocabulary** **Overview:** All students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. **Learning Target: I can use an academic vocabulary word in context.** (L.3.6) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to read and respond to a reading prompt. **Learning Target: I can choose and respond to a prompt about my free choice reading text.** (RL.3.10, RI.3.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 11 ALL Block: Week 2, Day 4	**Word Study and Vocabulary** **Overview:** With teacher guidance, students analyze the parts of the academic word *gently*. They also practice using the suffix *-ly* to make adverbs. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Reading Foundations Skills Block program. **Learning Targets:** **I can analyze the meaning of the academic vocabulary word *gently*.** (RF.3.3a, L.3.4b) **I can use the suffix *-ly* correctly.** (RF.3.3a, L.3.4b) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** N/A	**Writing Practice** **Overview:** Students follow a task card to build up stamina in writing fluency. They use what they have learned about narrative writing and about how writers carefully choose words for a specific effect as they write continuously for 12 minutes in response to a prompt. **Learning Targets:** **I can write a narrative and choose words for effect.** (L.3.3a) **I can write a narrative and choose words that clearly show a sequence of events.** (W.3.3c, L.3.3a, L.3.6) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to participate in a Text Share within the group. **Learning Target: I can listen carefully and ask questions of others about their free choice reading.** (RL.3.10,RI.3.10, SL.3.1) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

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ALL 3M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 13	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 3, Week 1: Teacher Guide

Daily Learning Targets

Day 1

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

Day 3

- I can read a passage aloud fluently, using appropriate body, facial, and voice expression. (RF.3.4a, RF.3.4b)

Teaching Notes

- On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.
- On Day 3, students review how to read aloud using accurate body language and facial expression following teacher modeling. Students then apply this to improve their reading fluency of new differentiated passages.
- **Differentiation:** Each group of students will read a different Filipino folk tale, based on their fluency skills. To provide heavier support, invite students to act out or sketch the folk tale as you read, pausing to check for comprehension. To provide additional language support, lead ELLs through the Mini Language Dives. (All students work with temporal language in module Lesson 6 and Unit 3, Week 2, Day 3: Writing Practice.)
- **In advance:**
  - Prepare the Fluency Self-Assessment Checklist (see Module 1, Unit 3, Week 1: Reading and Speaking Fluency/GUM).
  - Prepare world map for students to locate the Philippines.
  - Prepare materials for independent student groups.

Materials

Day 1

- ☑ World map (one to display)
- ☑ Fluency passage #1 (one per student)
- ☑ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ☑ Fluency Self-Assessment Checklist (from Module 1; one per student)
- ☑ Highlighter (one per student)
- ☑ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ☑ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

- ☑ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ☑ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card

(one per student)

☑ Fluency passage #2 (one per student)

☑ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Note: This sequence of instruction is very similar to Modules 1–2.
- Introduce the reading fluency passages. Remind them that *Peter Pan* is a classical fairy tale from Western Europe. This week they will read some classical fairy tales or folk tales from the Philippines. Locate the Philippines on the **world map**. Share your own experiences and invite students to share experiences they may have with traveling or living in this part of the world. Remind students the texts were written a long time ago, so they may see some things about ancient Filipino culture that are different from things about modern Filipino culture.
- Distribute the appropriate **fluency passage #1** to each group:

  ■ ▲ "The Man with the Coconuts"
  ● ◆ "The Flood Story"
- Invite students to preview the text by silently reading it independently or whisper reading with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Clarify the gist of the appropriate passage with students**.** Reread as needed.
- ▲: Mini Language Dive: **"**Then / he hurried his horse / **all the more** / to make up for lost time, / but the coconuts fell off again."
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *all the more*: "How much?"/ Meaning: He hurried his horse even more than he did before; to a greater degree. (adverbial phrase; idiom)
    - Practice: "Then I hurried to school all the more because ____. Then she started running all the more because ____."
  - Reconstruct: Reread the sentence. Ask:

    "Now what do you think the sentence means?"

    "How does your understanding of this sentence add to your understanding of why the man arrived late?"
  - Practice: "Then I _____, all the more to _____, but _____. After she _____, she _____ all the more; however, _____."
- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**, and briefly discuss each criterion.
- Invite students to use a **highlighter** to highlight the following focus criteria for this week:
  - "I can correct myself and reread when what I read was wrong or didn't make sense."
  - "I can notice and read punctuation."
  - "I can use facial expressions and body language to match the expression in my voice."
  - "I can use the appropriate volume and change volume naturally as if I am talking to a friend."
- Tell students that the stories they will read this week were often told orally, and so they will work on using facial expressions and body language to match the expression in their voice—just like a real storyteller.

▲: Invite students to chart and compare facial expressions and body language the teacher uses when he or she reads with facial expressions and body language used by adults in home language readings or speech. Are they all appropriate in each language?

- Read the text aloud two or three times, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed "fluent" to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (If time is short, prioritize choral reading in the following step for ▲ students.)
- As time permits, invite students to read the passage (or a portion of the passage) aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and setting a goal.

  ■ ▲: If needed, model setting a goal aloud first.

  ▲: Invite students to say their goals out loud before they write them.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 2's independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3:

- Remind students of the **Fluent Readers Do These Things anchor chart**.
- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Review learning targets.
- Remind students that these stories were often told orally. When people tell stories aloud, it's important that they make their facial expressions and body language match the expression in their voice. This is an important skill that fluent readers have, too.
- Distribute **fluency passage #2**:

  ■ ▲ "The Tattooed Men"

  ● ◆ "The Story of a Monkey"
- Invite students to preview the text by silently reading it independently or whisper reading with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Clarify the gist with students. Reread as needed.
- ■ ▲: Ensure students understand why the tattooed man became a lizard and the sooty man became a crow. To provide additional support, display pictures of a crow and a lizard.
- ▲: Mini Language Dive: Invite students to underline the temporal language that helps a reader understand the sequence of events (e.g., *once*, *one day*, *when*, *then...*, *before...*, *suddenly*).
  - Deconstruct: Invite students to discuss the sequence of events in the story and the temporal language that signals this sequence of events. Students can sketch the sequence of events on a timeline, labeling each event with a temporal language.
  - Reconstruct: Reread the story. Ask:

    "How does your understanding of temporal language add to your understanding of what happened in the story?"

  - Practice: Students retell the story using temporal language in pairs. Student A begins with: "Once there were two men who _____." Student B continues the story: "Next, the men _____ and then _____."

- Reread the group's fluency passage #2 and model using your facial expression and body language appropriately.
- Invite students to refer to their fluency passage #2 and to highlight or underline at least three places where they might use their body language or facial expression to match the expression in their voice. Students may also wish to annotate and add notes to help them remember the expression they would like to use.
- Invite students to practice reading their passages aloud, adding facial expressions and body language where appropriate.
- Invite students to practice reading their excerpt with different levels of expression—for example, as a robot and then very expressively.
- Using a total participation technique, invite responses from the group:

  "How do facial expressions and body language help you understand the passages better?" (They help you understand the emotion of the passage.)

- 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."

- Encourage students to remember their goal from Day 1. Remind them they will have a chance to assess their progress toward this goal on Day 4.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.

Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher-Guided Student Activity Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

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

Day 3:

- I can read a passage aloud fluently, using appropriate body, facial, and voice expression. (RF.3.4a, RF.3.4b)

Student Materials

Day 1:

- ☑ Fluency passage #1
- ☑ Fluency Self-Assessment Checklist
- ☑ Fluent Readers Do These Things anchor chart
- ☑ Highlighter

Day 3:

- ☑ Fluency passage #2
- ☑ Highlighter

Directions:

Day 1

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

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

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

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

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

Day 3

1. Listen as your teacher reads fluency passage #2 aloud.

2. Using the highlighter, mark where you might match your body language or facial expression to your voice.

3. Practice reading your passage with a partner. Practice using different voices.

4. Discuss with your group: How do facial expressions and body language help you understand the passages better?

   "Matching my voice to my facial expressions or body language helps me _____ because _____."

Reading and Speaking Fluency/GUM

Unit 3, Week 1, Day 1: Fluency Passage #1: "The Man with the Coconuts" (■▲)

"The Man with the Coconuts"

One day a man who had been to gather his coconuts loaded his horse heavily with the fruit. On the way home he met a boy whom he asked how long it would take to reach the house.

"If you go slowly," said the boy, looking at the load on the horse, "you will arrive very soon; but if you go fast, it will take you all day."

The man could not believe this strange speech, so he hurried his horse. But the coconuts fell off, and he had to stop to pick them up. Then he hurried his horse all the more to make up for lost time, but the coconuts fell off again. Many times he did this, and it was night when he reached the house.

Adapted from: Cole, Mabel Cook. "The Man with the Cocoanuts." *Philippine Folk Tales*. Chicago: A.C. McClurg & Co., 1916. *Project Gutenberg*. Web.

Reading and Speaking Fluency/GUM

Unit 3, Week 1, Day 1: Fluency Passage #1: "The Flood Story" (●◆)

Name: _____ **Date:** _____

"The Flood Story"
Bukidnon (Mindanao)

A long time ago there was a very big crab, which crawled into the sea. And when he went in, he crowded the water out so that it ran all over the earth and covered all the land.

Now about one moon before this happened, a wise man had told the people that they must build a large raft. They did as he commanded and cut many large trees, until they had enough to make three layers. These they bound tightly together, and when it was done they fastened the raft with a long rattan cord to a big pole in the earth.

Soon after this, the floods came. White water poured out of the hills, and the sea rose and covered even the highest mountains. The people and animals on the raft were safe, but all the others drowned.

When the waters went down and the raft was again on the ground, it was near their old home, for the rattan cord had held.

But these were the only people left on the whole earth.

Adapted from: Cole, Mabel Cook. "The Flood Story." *Philippine Folk Tales*. Chicago: A.C. McClurg & Co., 1916. *Project Gutenberg*. Web.

Reading and Speaking Fluency/GUM

Unit 3, Week 1, Day 3: Fluency Passage #2: "The Tattooed Men" (■▲)

Name: _____ **Date:** _____

"The Tattooed Men"

Once there were two young men, very good friends, who were unhappy because neither of them had been tattooed. They felt that they were not as beautiful as their friends.

One day they agreed to tattoo each other. One marked the breast and back of the other, his arms and legs, and even his face. And when he had finished, he took soot off the bottom of a cooking-pot and rubbed it into all the marks; and he was tattooed beautifully.

The one who had done the work said to the other: "Now, my friend, you are very beautiful, and you must tattoo me."

Then the tattooed one scraped a great pile of black soot off the cooking-pots, and before the other knew what he was about, he had rubbed it all over him from the top of his head to the bottom of his feet; and he was very black and greasy.

The one who was covered with soot became very angry and cried: "Why do you treat me so when I tattooed you so carefully?"

They began to fight, but suddenly the beautifully tattooed one became a great lizard, which ran away and hid in the tall grass, while the sooty one became a crow and flew away over the village.

Adapted from: Cole, Mabel Cook. "The Tattoed Men." *Philippine Folk Tales*. Chicago: A.C. McClurg & Co., 1916. *Project Gutenberg*. Web.

Reading and Speaking Fluency/GUM

Unit 3, Week 1, Day 3: Fluency Passage #2: "The Story of a Monkey" (●◆)

Name: _____ **Date:** _____

"The Story of a Monkey"

One day, when a monkey was climbing a tree in the forest in which he lived, he ran a thorn into his tail. Try as he would, he could not get it out, so he went to a barber in the town and said: "Friend Barber, I have a thorn in the end of my tail. Pull it out, and I will pay you well."

The barber tried to pull out the thorn with his razor, but in doing so he cut off the end of the tail. The monkey was very angry and cried: "Barber, Barber, give me back my tail, or give me your razor!"

The barber could not put back the end of the monkey's tail, so he gave him his razor.

On the way home the monkey met an old woman who was cutting wood for fuel, and he said to her:

"Grandmother, Grandmother, that is very hard. Use this razor and then it will cut easily."

The old woman was very pleased with the offer and began to cut with the razor, but before she had used it long it broke. Then the monkey cried: "Grandmother, Grandmother, you have broken my razor! You must get a new one for me or else give me all the firewood."

The old woman could not get a new razor so she gave him the firewood.

The monkey took the wood and was going back to town to sell it, when he saw a woman sitting beside the road making cakes. "Grandmother, Grandmother," said he, "your wood is most gone; take this of mine and bake more cakes."

The woman took the wood and thanked him for his kindness, but when the last stick was burned, the monkey cried out: "Grandmother, Grandmother, you have burned up all my wood! Now you must give me all your cakes to pay for it."

The old woman could not cut more dry wood at once, so she gave him all the cakes.

The monkey took the cakes and started for the town, but on the way he met a dog, which bit him so that he died. And the dog ate all the cakes.

Adapted from: Cole, Mabel Cook. "The Story of a Monkey." *Philippine Folk Tales*. Chicago: A.C. McClurg & Co., 1916. *Project Gutenberg*. Web.

Additional Work with Complex Text

Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

- I can identify the words and phrases that the author uses to develop a character. (RL.3.1, RL.3.3)

Day 3:

- I can identify the words and phrases that the author uses to develop a character. (RL.3.1, RL.3.3)

Student Materials

Day 1:

- ☑ Excerpt from *Peter Pan in Kensington Gardens:* Chapter 2
- ☑ Getting the Picture of Solomon Caw graphic organizer

Day 3:

- ☑ Excerpt from *Peter Pan in Kensington Gardens:* Chapter 2
- ☑ Getting the Picture of Peter Pan graphic organizer

Directions:

Day 1

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

1. Read the excerpt from *Peter Pan in Kensington Gardens:* Chapter 2. You may read it silently to yourself or whisper read it with a partner.
2. Complete the Getting the Picture of Solomon Caw graphic organizer with a partner.
3. Find a new partner and compare your ideas on the graphic organizer.

MORE CHALLENGE:

If time permits, answer the following questions in the space provided.

Is Solomon Caw a good friend to Peter Pan? Why or why not?

Day 3

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

1. Read the excerpt from *Peter Pan in Kensington Gardens:* Chapter 2.
2. You may read it silently to yourself or whisper read it with a partner. Focus on the character of Peter Pan.
3. Complete the Getting the Picture of Peter Pan graphic organizer with a partner.
4. Find a new partner and compare your ideas on the graphic organizer.

MORE CHALLENGE:

If time permits, complete the following question in the space provided:

Would Peter Pan be a good friend to have? Why or why not?

Additional Work with Complex Text

Unit 3, Week 1, Day 1: Excerpt from *Peter Pan in Kensington Gardens:* Chapter 2

Name: _____ **Date:** _____

After seeing some fairies carrying water, Peter realized he was thirsty. He fell in a puddle and got wet trying to drink water like a bird, so he sulkily decided to go to sleep. Peter awoke long before morning in a tree on the Baby Walk, shivering with cold. His head was stuffy and he really needed to blow his nose, but he needed help. When he couldn't get the fairies or birds to help him, Peter sat down and cried. Poor little Peter Pan!

Peter decided to fly to the Bird's Island in the Serpentine to speak to Solomon Caw, a bird who guarded the island. When Peter explained the problem, Solomon was cruel. He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he wasn't really a bird at all. Peter began to shake with shock and forgot that he needed to blow his nose. He remembered his mother and wanted to return to her, but something prevented him from doing so. As soon as he realized he was human, he doubted his power to fly. The moment you doubt whether you can fly, you stop being able to do it.

"Poor little boy!" said Solomon. "You will never be able to fly again, not even on windy days. You must live on the island always."

"And never even go to the Kensington Gardens?" Peter asked tragically.

"How could you get across?" said Solomon.

So Peter was stuck on the Bird's Island. Solomon promised to teach Peter the bird ways, but Peter would not eat worms or insects, so the birds brought him bread in their beaks. He became very clever at helping the birds to prepare their nests. He made little water troughs near the nests and dug up worms for the little ones with his fingers. Solomon showed Peter how to be happy, so Peter wanted to sing all day long like the birds. He made a pipe of reeds and, in the evening, he sat by the shore of the island and practiced.

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

Unit 3, Week 1, Day 1: Getting the Picture of Solomon Caw Graphic Organizer

Name: _____ **Date:** _____

1. Underline two or three **words the author uses to describe** Solomon Caw or what he does.

Discuss with your partner: What does this tell the reader about Solomon Caw's character, or what he is like? Use the sentence frame if needed.

"The author uses the word(s) _____, which I think shows that Solomon Caw is _____."

2. Circle the things that Solomon Caw **says.**

Discuss with your partner: What do the words Solomon Caw says show you about his personality? Use the sentence frame if needed.

"When Solomon Caw says _____, it shows that he is _____."

3. List three things that Solomon Caw **does**.

_____

_____

_____

What does this tell the reader about his character (or what he is like)?

_____

_____

_____

4. Skim the text. Put a smiley face (☺) next to words or phrases that you think show that Solomon Caw is kind.

Put a frowny face (☹) next to words or phrases that you think show that Solomon Caw is unkind.

Unit 3, Week 1, Day 3: Getting the Picture of Peter Pan Graphic Organizer

Name: _____ **Date:** _____

1. Underline two or three **words the author uses to describe** Peter Pan or what he does.

   Discuss with a partner: What does this tell the reader about Peter Pan's character or what he is like? Use the sentence frame to help if needed.

   "The author says _____, and this shows that Peter Pan is _____."

2. Circle the things that Peter Pan **says**.

What do these words of dialogue show you about Peter's personality?

_____

_____

_____

_____

_____

3. List four things that Peter Pan **does**.

_____

_____

_____

_____

What does this tell the reader about his character (or what he is like)?

_____

_____

_____

4. Discuss with a partner: Do you think Peter has one main quality? Why or why not?

   Use the sentence frames to help if needed.

   I think Peter Pan is always _____. For example, he _____.

   I think Peter Pan changes a lot and doesn't have one main quality. For example, sometimes he _____, but in other times he _____.

Additional Work with Complex Text

Unit 3, Week 1: Excerpt from *Peter Pan in Kensington Gardens:* Chapter 2 *(Answers, for Teacher Reference)*

Note: Students annotate the text on Day 1 and Day 3.
Responses will vary. See sample responses below.

After seeing some fairies carrying water, Peter realized he was thirsty. He fell in a puddle and got wet trying to drink water like a bird, so he sulkily decided to go to sleep. Peter awoke long before morning in a tree on the Baby Walk, shivering with cold. His head was stuffy and he really needed to blow his nose, but he needed help. When he couldn't get the fairies or birds to help him, Peter sat down and cried. Poor little Peter Pan!

Peter decided to fly to the island in the Serpentine to speak to Solomon Caw, a bird who guarded the island. When Peter explained the problem, Solomon was cruel. He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he wasn't really a bird at all. Peter began to shake with shock and forgot that he needed to blow his nose. He remembered his mother and wanted to return to her, but something prevented him from doing so. As soon as he realized he was human, he doubted his power to fly. The moment you doubt whether you can fly, you stop being able to do it.

"Poor little half-and-half!" said Solomon, "you will never be able to fly again, not even on windy days. You must live on the island always."

"And never even go to the Kensington Gardens?" Peter asked tragically.

"How could you get across?" said Solomon.

So Peter was stuck on the Bird's Island. Solomon promised to teach Peter the bird ways, but Peter would not eat worms or insects, so the birds brought him bread in their beaks. He became very clever at helping the birds to prepare their nests. He made little water troughs near the nests and dug up worms for the little ones with his fingers. Solomon showed Peter how to be happy, so Peter wanted to sing all day long like the birds. He made a pipe of reeds and, in the evening, he sat by the shore of the island and practiced.

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

Unit 3, Week 1, Day 1: Getting the Picture of Solomon Caw Graphic Organizer *(Answers, for Teacher Reference)*

1. Underline two or three **words the author uses to describe** Solomon Caw or what he does.

See annotated text as an example.

Discuss with your partner: What does this tell the reader about Solomon Caw's character, or what he is like? Use the sentence frames if needed.

"The author uses the word(s) _____, which I think shows that Solomon Caw is _____."

2. Circle the things that Solomon Caw **says**.

See annotated text as an example.

Discuss with your partner: What do the words Solomon Caw says show you about his personality? Use the sentence frame if needed.

"When Solomon Caw says _____, it shows that he is _____."

3. List three things that Solomon Caw **does**.

Student answers will vary, but may include:

1. He makes fun of Peter's clothes.

2. He calls Peter names and doesn't help him get off the island.

3. He teaches Peter how to live like a bird.

What does this tell the reader about his character (or what he is like)?

Student answers will vary, but should include:

At first Solomon Caw seems mean. He doesn't seem to like Peter or want to help him, perhaps because he's not a bird. But then he shows Peter how to be happy as a bird and helps him.

4. Skim the text. Put a smiley face (☺) next to words or phrases that you think show that Solomon Caw is kind.

See annotated text as an example.

Put a frowny face (☹) next to words or phrases that you think show that Solomon Caw is unkind.

See annotated text as an example.

Unit 3, Week 1, Day 3: Getting the Picture of Peter Pan Graphic Organizer *(Answers, for Teacher Reference)*

1. Underline two or three **words the author uses to describe** Peter Pan or what he does.

See annotated text as an example.

Discuss with a partner: What does this tell the reader about Peter Pan's character or what he is like? Use the sentence frame to help if needed.

"The author says _____, and this shows that Peter Pan is _____."

3. List four things that Peter Pan **does**.

Student answers will vary, but may include:

1. Peter sits down and cries.
2. Peter forgets about needing to blow his nose.
3. Peter wants to return to his mother.
4. He learns how to play the pipe and becomes friends with the birds.

What does this tell the reader about his character (or what he is like)?

Student answers will vary, but should include:

Peter is young and misses his mother. He easily forgets things, gets distracted, and becomes very sad. But he also quickly learns things and makes the best of a situation.

2. Circle the things that Peter Pan **says**.

See annotated text as an example.

What do these words of dialogue show you about Peter's personality?

Peter gets sad easily and can't always see simple solutions to problems. He decides to stay on the island forever, even though he doesn't want to, just because the bird tells him he's stuck.

4. Discuss with a partner: Do you think Peter has one main quality? Why or why not?

Use the sentence frames to help if needed.

I think Peter Pan is always _____. For example, he _____.

"I think Peter Pan changes a lot and doesn't have one main quality. For example, sometimes he _____, but in other times he _____."

Independent Reading

Unit 3, 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 describe how parts of my text are connected. (RI.3.8, 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: Choose two sentences or paragraphs and describe how they are connected.

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 3, Week 1: Teacher Guide

Daily Learning Targets

Day 2

- I can describe what a character is like using evidence from the text. (RL.3.1, RL.3.3)

Day 4

- I can understand and practice using language that describes a sequence of events, in particular the word *when*. (W.3.3c, L.3.1i, L.3.3a, L.3.6)
- I can understand and practice using complex English language structures. (L.3.1, L.3.3)

Teaching Notes

- On Day 2, students examine the character of Solomon Caw in more depth. They gather evidence to support an opinion that Solomon Caw is kind or unkind, discuss that evidence with a partner to come to a consensus about whether he is kind, unkind, or both, and then share their conclusion with the larger group.
- On Day 4, all students participate in a Language Dive centered on L.3.6 and the temporal word *when*. They have an opportunity to practice this language structure in Writing Practice: Week 2, Days 3 and 4 (see rationale in the Language Dive Guide: *Peter Pan in Kensington Gardens:* Chapter 2).
- **Differentiation:**
  - For Day 2, sentence strips are provided for the ▲ ■ groups. To provide more support, create multiple sets of the sentence strips and allow students to use the strips for step 2 or 3 on the activity cards. Ask students to sort evidence that supports their argument or doesn't support their argument. For students who are ready for a challenge, have them complete the More Challenge step where they try arguing the opposite side. For more language support, there is a Mini Language Dive for ELLs.
  - 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.
- **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

- ☑ Getting the Picture of Solomon Caw graphic organizer (completed on Day 1; one per student)
- ☑ Excerpt from *Peter Pan in Kensington Gardens*: Chapter 2 (from Day 1; one per student)
- ☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Solomon Caw sentence strips (one set per group in the ■ ▲ groups)
- ☑ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ☑ Getting the Picture of Peter Pan graphic organizer (completed on Day 3; one per student)
- ☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Language Dive Guide II: *Peter Pan in Kensington Gardens:* Chapter 2 (for teacher reference)
- ☑ Language Dive Chunk Chart II: *Peter Pan in Kensington Gardens:* Chapter 2 (for teacher reference)
- ☑ Language Dive Sentence Strip Chunks II: *Peter Pan in Kensington Gardens:* Chapter 2 (one to display)

Instruction for Day 2:

- Review the learning target for this activity.
- Review the **Getting the Picture of Solomon Caw graphic organizer** from Day 1. When discussing box 1, be sure students take note of the word *sneeringly*. Define this word as necessary (to speak in a disrespectful and mean manner).

  ▲: Remind ELLs that they have seen this language before in Language Dives in the module.
- When discussing box 2, note the phrase "Poor little half-and-half" and discuss what Solomon means (that Peter Pan is a half-human and half-magical creature).
- Focus students on box 4. Tell them they will work with these words and phrases they identified on Day 1. They will use them today as evidence to support an opinion about Solomon Caw. They can also look for more evidence from the text today that shows Solomon Caw is unkind, kind, or both.
- Invite students to reread the **excerpt from *Peter Pan in Kensington Gardens:* Chapter 2** silently to themselves or whisper read to a partner. Invite students to annotate any additional evidence they find that shows that Solomon Caw is unkind, kind, or both. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Lead students through the activities on the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- ■ ▲: Distribute the **Solomon Caw sentence strips**.
- ▲: Mini Language Dive: "**Solomon showed Peter how to** / be happy, / so Peter wanted to sing / all day long / like the birds."

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  - *Solomon showed Peter how to*: "What?" / Meaning: Solomon taught Peter the way to do something. He taught him to be happy. (subject-predicate, subject [Solomon], regular past tense verb [showed], adverbial phrase [how to be happy] with adjective [happy])
- Reconstruct: Reread the sentence. Ask:

  "Now what do you think the sentence means?"

  "Do you think this sentence is evidence that Solomon Caw is kind, unkind, or both? Why?"
- Practice: "I can show you how to _____ (pantomime action)." "I showed ___ how to _____ (pantomime action)."

- Give students specific, positive feedback on being able to use evidence from the text to characterize Solomon Caw. Tell them they will do a similar thing with Peter Pan on Day 3.
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card** and walk through the Day 3 task.

Instruction for Day 4:

- Briefly review the **Getting the Picture of Peter Pan graphic organizer**. Tell students they will work more closely with one of the phrases they identified today.
- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about how sentences are put together, and they will learn different phrases they can use in their own writing.
- Instruct 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.
- Use the **Language Dive Guide II: *Peter Pan in Kensington Gardens:* Chapter 2, Language Dive Chunk Chart II: *Peter Pan in Kensington Gardens:* Chapter 2,** and the **Language Dive Sentence Strip Chunks II: *Peter Pan in Kensington Gardens:* Chapter 2** to guide students through the Language Dive. Use the student questions generated in step 1 to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.

Additional Work with Complex Text

Unit 3, Week 1: Teacher-Guided Student Activity Card (■▲)

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

- I can describe what a character is like using evidence from the text. (RL.3.1, RL.3.3)

Day 4:

- I can understand and practice using language that describes a sequence of events, in particular the word *when*. (W.3.3c, L.3.1i, L.3.3a, L.3.6)
- I can understand and practice using complex English language structures. (L.3.1, L.3.3)

Student Materials

Day 2:

- ☑ Excerpt from *Peter Pan in Kensington Gardens:* Chapter 2
- ☑ Getting the Picture of Solomon Caw graphic organizer
- ☑ Solomon Caw sentence strips (one per group)

Day 4:

N/A

Directions:

Day 2

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

1. Together, sort the Solomon Caw sentence strips from the text into two piles: **kind** and **unkind**.
2. After looking at the evidence, do you think Solomon Caw is kind, unkind, or both? Write your opinion on the line below.

   I think that Solomon Caw is _____.

3. Prepare to support your opinion. Remember, you may use what the character **says** and **does** and **what the author says about the character** as evidence.

My evidence is:
_____
_____
_____
_____

4. Present your evidence to a partner.
5. Listen to your partner's evidence.
6. Discuss this question with your partner: **Is Solomon Caw kind, unkind, or both?** Come to consensus (or a point that both of you agree on).
7. Present your ideas to the larger group. Be sure to include your strongest pieces of evidence.

Day 4

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

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

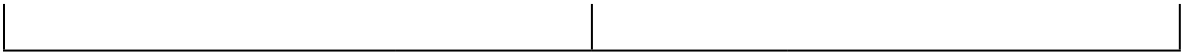
_____

_____

_____

_____

2. Complete the timeline to show when the two events happened.



past now future

3. Sketch the two events in the order in which they happened.

First this:	**Then this:**

4. Complete the sentence about Peter. Use your own words. Say and then write the sentence.

   When he _____,

   Peter _____.

5. Complete the sentence about yourself. Say and then write the sentence.

   When _____,

   _____.

   (*When* + subject + predicate, subject + predicate.)

MORE CHALLENGE:

With a partner, take turns saying one part of the sentence. For example, partner A says: "When I saw a dog on the bus..." and partner B says, "I was very surprised and I took a picture!"

Additional Work with Complex Text

Unit 3, Week 1: Teacher-Guided Student Activity Card (●◆)

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

- I can describe what a character is like using evidence from the text. (RL.3.1, RL.3.3)

Day 4:

- I can understand and practice using language that describes a sequence of events, in particular the word *when*. (W.3.3c, L.3.1i, L.3.3a, L.3.6)
- I can understand and practice using complex English language structures. (L.3.1, L.3.3)

Student Materials

Day 2:

- ☑ Excerpt from *Peter Pan in Kensington Gardens:* Chapter 2
- ☑ Getting the Picture of Solomon Caw graphic organizer

Day 4:

N/A

Directions:

Day 2

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

1. Look over your annotations and notes from Day 1. Do you think Solomon Caw is kind, unkind, or both? Write your opinion on the line below.

   I think that Solomon Caw is _____.

2. Prepare to support your opinion. Remember, you may use what the character **says** and **does** and **what the author says about the character** as evidence.

My evidence is:
_____
_____
_____
_____

3. Present your evidence to a partner.
4. Listen to your partner's evidence.

MORE CHALLENGE:

Switch roles. Find a new partner and support a different opinion about Solomon Caw than you did before.

5. Discuss this question with your partner: **Is Solomon Caw kind, unkind, or both?** Come to consensus (or a point that both of you agree on).
6. Present your ideas to the larger group. Be sure to include your strongest pieces of evidence.

Day 4

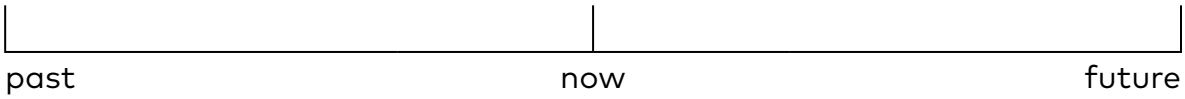
When he couldn't get the fairies or birds to help him, Peter sat down and cried.

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

_____

_____

2. Complete the timeline to show when the two events happened.



3. Sketch the two events in the order they happened.

First this:	**Then this:**

4. Complete the sentence about Peter. Use your own words. Say and then write the sentence.

When he _____,

Peter _____.

5. Complete the sentence about yourself. Say and then write the sentence.

When _____,

_____.

(*When* + subject + predicate, subject + predicate.)

MORE CHALLENGE:

With a partner, take turns saying one part of the sentence. For example, partner A says: "When I saw a dog on the bus..." and partner B says, "I was very surprised and I took a picture!"

Additional Work with Complex Text

Unit 3, Week 1, Day 2: Solomon Caw Sentence Strips (■ ▲)

Directions: To create a set of sentence strips, cut up and shuffle chunks of evidence. Create one set per group.

Evidence from the text that Solomon Caw was unkind.	Evidence from the text that Solomon Caw was kind.
Solomon was cruel.	"Poor little half-and-half!" said Solomon, "you will never be able to fly again, not even on windy days. You must live on the island always."
He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he wasn't really a bird at all.	Solomon promised to teach Peter the bird ways, but Peter would not eat worms or insects, so the birds brought him bread in their beaks.
"How could you get across?" said Solomon	Solomon showed Peter how to be happy, so Peter wanted to sing all day long like the birds.
"Poor little half-and-half!" said Solomon, "you will never be able to fly again, not even on windy days. You must live on the island always."	

Additional Work with Complex Text

Unit 3, Week 1, Day 4: Language Dive Guide II: *Peter Pan in Kensington Gardens:* Chapter 2

Notes	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.
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 by J.M. Barrie)
Rationale	This sentence is compelling and complex because it uses a *when* clause that the writer chose to have the particular effect of helping to clarify the order of events in the narrative. This feature helps address the Daily Learning Targets and W.3.3c, L.3.1i, L.3.3a, and L.3.6. It also helps address the guiding question by helping readers imagine they are in the story. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the highlighted focus structure ***When he couldn't get the fairies or birds to help him***. Note that the chunks are presented in the reverse order in the chunk chart, and the Sentence Structure practice comes before the Focus Structure practice to facilitate meaningful conversation about the *when* clause. After discussing this structure, students will apply their understanding of the meaning and structure of this sentence in this lesson and in Unit 3, Week 2: Writing Practice to describe their lives, as well as to order the events in their revision of a scene from *Peter Pan in Kensington Gardens* in the module lessons.
Time	15 minutes
Throughout the Language Dive	Follow the same routines found in Module 3, Unit 1, Lesson 7.
Deconstruct	Refer to the **chunk chart** for language goals; display the **sentence strip chunks**; display and distribute the **Teacher-Guided Student Activity Card**. Follow the same routine found in Module 3, Unit 1, Lesson 7, to assist students in deconstructing, reconstructing, and practicing the chosen sentence.
Practice (Focus Structure)	
Reconstruct	
Practice (Sentence)	

Additional Work with Complex Text

Unit 3, Week 1, Day 4: Language Dive Chunk Chart II: *Peter Pan in Kensington Gardens:* Chapter 2

Peter sat down and cried.	
Deconstruct: Language Goals	■ *Peter*: "Who is this sentence about?" Peter. (subject/noun) ■ *sat down and cried*: "What did Peter do?" Students can act out sitting down and crying. J.M. Barrie used the irregular past-tense verb *sat* and the regular past-tense verb *cried* to describe something that already finished happening. (past tense verb phrase/predicate) ■ This chunk can be written as a complete sentence on its own because it contains a subject + predicate. (independent main clause)
When he couldn't get the fairies or birds to help him,	
Deconstruct: Language Goals	■ *he*: "Who is this chunk about? Who does *he* refer to?" Peter. We know *he* refers to Peter because the two preceding sentences are a sequence of events about Peter. (subject pronoun/noun) ■ *couldn't get the fairies or birds to help*: "What couldn't Peter do?" The preceding sentences tell us that Peter wasn't able to persuade his friends to blow his nose. The structure *get* + object + *to* + verb means persuade or convince. J.M. Barrie wrote *could* to describe something that already happened. (negative past modal + verb *get* + object + infinitive = verb phrase/predicate) ■ *him*: "Peter couldn't get the fairies or birds to help whom?" J.M. Barrie wrote *him* to refer to Peter. (object pronoun/noun) ■ *When:* "Can you figure out why J.M. Barrie wrote *When*?" *When* expresses the moment that Peter sat down and cried—immediately after *he couldn't get the fairies or birds to help him*. *When* temporally connects the event in this chunk—no help—to the other event in the first chunk (sat and cried). ■ *When:* Students can complete the timeline to indicate when the event in each chunk happened. (temporal subordinating conjunction) ✎ Step 2 ■ "So, why did Peter sit down and cry?" He was frustrated when his friends wouldn't blow his nose.

	■ We can remove this chunk and still understand the sentence. However, *When* helps us order events. Even though it contains a subject + predicate, this chunk is not a complete sentence on its own because it is introduced with the temporal subordinating conjunction *When*. Therefore, this chunk must be connected to the first chunk, which is a complete sentence that can stand on its own. (subordinate dependent clause)
When he couldn't get the fairies or birds to help him, Peter sat down and cried.	
Reconstruct	■ "How can you say this sentence in your own words?" Without the support of his friends, Peter became overwhelmed by his situation. Students can sketch the order of events. ✎ Step 3 ■ "How does this Language Dive add to your understanding of the guiding question?" The sentence helps address the guiding question by signaling the order of events, thus helping readers imagine they are in the story.
Practice (Sentence)	Practice: "When he ____, Peter ____." (*When* + subject + predicate, subject + predicate.) ✎ Step 4 To provide lighter support: "Can you say this sentence in a different order? How?" To provide heavier support: Provide a word bank for students to use when completing the sentence frame. Language Chunk Wall suggestions: Language to talk about time: **When he couldn't get the fairies or birds to help him**, Language to connect words, phrases, clauses: **When he couldn't get the fairies or birds to help him**, Nouns and noun phrases (people, places, things, ideas): **When he couldn't get the fairies or birds to help him, / Peter sat down and cried**. Verbs and verb phrases (actions, states of being): **When he couldn't get the fairies or birds to help him, / Peter sat down and cried**.
When he couldn't get the fairies or birds to help him,	
Practice (Focus Structure)	*When* ____, ____. ✎ Step 5 To provide lighter support: "What if you replace *When* with *Before* in your sentence? I'll give you time to think and discuss with a partner." Students can draw their new sentence on a new timeline. To provide heavier support: Provide variations on these sentence chunks that students can match. (Example: When I couldn't understand my homework, / I asked for help.)

Additional Work with Complex Text

Unit 3, Week 1, Day 4: Language Dive Sentence Strip Chunks II: *Peter Pan in Kensington Gardens:* Chapter 2

Peter sat down and cried.

When he couldn't get the fairies or birds to help him,

Reading and Speaking Fluency/GUM

Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

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

Day 4:

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

Student Materials

Day 2:

- ☑ Fluency passage #1
- ☑ Fluency Self-Assessment Checklist
- ☑ Colored pencils or crayons

Day 4:

- ☑ Fluency Self-Assessment Checklist
- ☑ Fluency passage #1 or fluency passage #2

Directions:

Day 2

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

1. Whisper read fluency passage #1 to yourself.
2. Find a partner who is reading the same passage as you.
3. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
4. Read the text aloud together (at the same time). Focus on the highlighted criteria.
5. Stars and Steps Fluency Feedback: With the same partner as before, take turns reading your passage aloud and receiving feedback.
   - Label partner A and partner B.
   - Partner A shares fluency goal for the week.
   - Partner A reads aloud fluency passage and partner B listens.

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

Star	Step

Day 4

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

1. Get into groups of three or four.

2. Prepare:
   - Remember your goal for the week.
   - Reread the highlighted criteria on your Fluency Self-Assessment Checklist.
   - Choose the fluency passage you would like to read for your group (fluency passage #1, fluency passage #2, or **MORE CHALLENGE** text below). Practice whisper reading your fluency passage to yourself.

3. Beginning with the facilitator, each person in the group reads his or her fluency passage aloud while the group listens. After each read, each person in the group gives a "star"—something he or she liked about the reading fluency. Example:
   - "I liked how you used your hands to act it out a little. That made it easy to understand."
   - "You pronounced almost all words correctly. Great job!"
   - "I liked how you made expression with your face. It helped me understand _____."
   - "I noticed that you _____."

4. Self-assess where you are now on the fluency checklist by placing a check mark in the columns of the highlighted criteria. Choose a different color from the one you used for your self-assessment on Day 1.

If time allows, share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.

MORE CHALLENGE text:

"Man and the Alan"

A Tinguian was once walking along a trail in the wood when he heard a strange sound in a large tree near him, and looking up he was startled to see that it was the home of the Alan—spirits who live in the wood.

He stopped and gazed for a moment at the horrible creatures, large as people, hanging from the limbs of the tree with their heads down like bats. They had wings to fly, and their toes were at the back of their feet, while their long fingers, which pointed backward, were fastened at the wrist.

"Surely," thought the man, "these terrible beings will eat me if they can catch me. I will run away as fast as I can while they are asleep." He tried to run but he was too frightened, and after a few steps he fell face down on the ground.

At this the Alan began to wail loudly, for they saw him fall and believed him dead. And they came down out of the tree with gold and beads, which they laid on him.

After a while the man gathered courage and, jumping up, he cried as loudly as he could, "Go away!"

The Alan did not move, but they looked at him and said: "Give us the one bead nagaba [a peculiar bead of double effect], and you may have the rest." When the man refused to do this, they were angry and turned away, crying, "Then we are going to burn your house, for you are a bad man."

Thereupon the man went home as fast as he could go, but very soon after that his house burned, for the Alan kept their word.

Adapted from: Cole, Mabel Cook. "The Man and the Alan." *Philippine Folk Tales*. Chicago: A.C. McClurg & Co., 1916. *Project Gutenberg*. Web.

Writing Practice

Unit 3, Week 2: Teacher Guide

Daily Learning Targets

Day 1 and Day 3

- I can identify the words and phrases an author chooses to develop a character. (RL.3.3)
- I can understand and use words that describe a sequence of events. (W.3.3c, L.3.3a, L.3.6)

Teaching Notes

- In this component, students write and revise passages for word choice. This task gives students an opportunity to practice using the temporal word *when* that they learned more about in the Language Dive from Week 1, Day 4: Additional Work with Complex Text.
- On Day 1, students review how writers effectively describe characters and choose words and phrases for effect. Using *Peter Pan in Kensington Gardens:* Chapter 2 and the model narrative from the module lessons, students identify words and phrases the author used to revise Solomon Caw's character.
- On Day 3, students learn why writers use temporal words in narrative writing. Using an excerpt from *Peter Pan in Kensington Gardens:* Chapter 3, students identify temporal words. They then physically manipulate sentence strips to create summaries without and with temporal words. They compare the two versions of the summary to recognize the effect of temporal words. Refer to Unit 3, Lesson 6 in the module lessons for additional instruction with temporal words.
- **Differentiation:**
  - On Day 1: To provide additional support, require students to work with less text. Use the underlined portions of the text to create sentence strips and focus students on these parts of the text only. Instead of asking them to write their answers on the activity card, invite students to discuss with a partner. For additional language support for ELLs, use the Mini Language Dive instructional sequence.
  - On Day 3: To provide additional support, consider annotating the text in step 2 ahead of time. Invite students to act out or sketch the sentence strips before and while they arrange them.
- **In advance:**
  - Day 1: Create the Word Choice in Narrative Writing anchor chart, leaving space for student examples (see supporting materials).
  - Day 3: Prepare the Sequence of Events sentence strips and Temporal Word strips (see upporting materials).
  - Day 3: Add new phrases to the Word Choice in Narrative Writing anchor chart (see supporting materials).
  - Prepare materials for independent student groups.

Materials

Day 1

- ☑ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ☑ Word Choice in Narrative Writing anchor chart (new; teacher-created; see supporting materials)
- ☑ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- ☑ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ☑ Word Choice in Narrative Writing anchor chart (begun on Day 1; added to in advance and during this lesson; see supporting materials)
- ☑ Sequence of Events sentence strips (one set per pair)
- ☑ Temporal Word strips (one set per pair)
- ☑ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1:

- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets. Point out that this week students will focus on word choice and how narrative writers choose words to develop characters.
- Direct students' attention to the **Word Choice in Narrative Writing anchor chart.** Invite students to follow along, reading silently in their heads as you read aloud the sentences at the top of the chart. Answer clarifying questions.
- Invite students to preview the excerpts in Part II on the activity card by either reading them silently on their own or whisper reading 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.
- Guide students through the questions after each excerpt on the activity card. Invite students to follow along, reading silently in their heads as you read each excerpt aloud. Then using a total participation technique, invite responses from the group. If useful, students can write their responses.

  ▲: Remind ELLs that they previously discussed some of the language in these excerpts.

  ◆: Work as a whole group for excerpt #1. Then students can discuss and write their responses in pairs for excerpts #2 and #3.

- ▲: Mini Language Dive: "**He sneeringly pointed out** / Peter's nightgown, toes, and lack of feathers / to show Peter / he wasn't really a bird at all."

  "'Why, / that is a fine nightgown / you are wearing there / young Peter,' / **he said admiringly."**

  — Deconstruct: Discuss the sentences and each chunk. Language goals for focus structures:
    - *He sneeringly pointed out*: "How?" / Meaning: Solomon told Peter in a cruel, hateful way. We can add *-ingly* to some verbs to make them adverbs and write them before or after a verb. (adverb)
    - *he said admiringly.*": "How?" / Meaning: Solomon told Peter in a complimentary, approving way. We can add *-ingly* to some verbs to make them adverbs and write them before or after a verb. *Admiringly* and *sneeringly* are opposites.

  - Practice: "'____', she said sneeringly." "She admiringly said '_____'."
  - Reconstruct: Reread the sentences. Ask:

    "How does your understanding of these sentences add to your understanding of how the word choice can change what the reader understands about Solomon Caw?"

- As time permits, invite groups talk to excerpt #3.
- After comparing the two versions of the character of Solomon Caw in each of the excerpts, ask students for examples of adverbs, adjectives, or verbs that have different feelings in the two narratives (e.g., *sneeringly* instead of *admiringly*). Add student examples to the Word Choice in Narrative Writing anchor chart.
- Using a total participation technique, invite responses from the group:

  "What change did the author of the model narrative make to the character of Solomon Caw?" (The author made him kinder.)

  "What helped the author accomplish this change?" (the author's word choice)

- 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."

- Collect Teacher-Guided Student Activity Cards to review student responses.
- Tell students that tomorrow they will have a chance to change a character from *Peter Pan in Kensington Gardens* using word choice, too.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

Instruction for Day 3

- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets.
- For step 1 on the activity card, direct students' attention to the **Word Choice in Narrative Writing anchor chart** and read it aloud. Point out the new phrases added to the chart:
  - "Help the reader understand the sequence of events in a story."
  - "Temporal words and phrases in narrative writing help to show the order of events: *first*, *at first*, *last*, *lastly*, *after a little while*, *later*, *after*, *suddenly*, *while*, *when*."
- Ask:

  "What other words help a reader understand the order of events in the story?" (Responses will vary, but may include:* next, then, a little while later, a moment later, later on, *and* before that.*)

- As students share out, capture their responses on the Word Choice in Narrative Writing anchor chart.

  ■▲: Encourage students to identify which are synonyms or to add simpler synonyms.

- Invite students to complete step 2 silently on their own or whisper read with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- Debrief the words that students identified in step 2. Alternatively, reread the excerpt aloud. Ask students to say "Stop!" when they hear temporal language. Then everyone underlines the language. Continue reading to the end.

  ●◆: Have a student reread the excerpt. The other students say "Stop!" when they hear temporal language. Then everyone underlines the language, and another student continues reading.

- Ask:

  "What is the effect of these temporal words? Why did the writer choose them?" (They make the order of events clear.)

- Tell students they will recount or summarize what happened in the excerpt in step 2. Distribute the **Sequence of Events sentence strips** for step 3 and invite students to work in pairs to order the events. Encourage them to think aloud as they arrange the strips.

  ▲: Consider providing a model by thinking aloud for a few of the events or inviting a student to do so.

- After a few minutes, invite a few pairs to read aloud the summary they created with the sentence strips to the group.
- Distribute the **Temporal Word strips** for step 4 and ask students to insert them into the summary they created with the sentence strips.
- After a few minutes, invite a few pairs to read the summary they created with the sentence strips and the word strips aloud.
- Using a total participation technique, invite responses from the group:

  "Which summary do you think is clearer and easier to follow: the summary with just the sentence strips, or the second one with the sentence strips and the temporal words? Why?" (the second one with the temporal word strips; it is clearer and easier to follow because the temporal words help signal the order of events)

- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Walk through **Unit 3, Week 2: Writing Practice: Student Task Card**. Tell students that on Day 4 they will practice using temporal words to make a narrative clear and easy to follow. Remind them to practice using the temporal word *when* that they learned about in the Language Dive from Additional Work with Complex Text: Week 1, Day 4.

Writing Practice

Unit 3, Week 2: Teacher-Guided Student Activity Card (■ ● ▲)

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

- I can identify the words and phrases an author chooses to develop a character. (RL.3.3)

Day 3:

- I can understand and use words that describe a sequence of events. (W.3.3c, L.3.3a, L.3.6)

Student Materials

Day 1:

N/A

Day 3:

- ☑ Word Choice in Narrative Writing anchor chart
- ☑ Sequence of Events sentence strips (one set per pair)
- ☑ Temporal Word strips (one set per pair)

Directions:

Day 1

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

Part I

Writers of narratives:

— Carefully choose words and phrases for effect

These techniques:

— Help the writer describes the characters' thoughts, feelings, and personality
— Help the reader picture the action

Part II

Follow along as your teacher reads the excerpts from *Peter Pan in Kensington Gardens:* Chapter 2 and the model narrative. Then answer the questions to compare the two excerpts.

Excerpt #1

Peter decided to fly to the island in the Serpentine to speak to Solomon Caw, a bird who guarded the island. When Peter explained the problem, Solomon was cruel.	Peter decided to fly to the island in the Serpentine to speak to Solomon Caw, a bird who guarded the island. When Peter explained the problem, Solomon was very careful. He could see Peter was upset.

What is the same in the two passages?

_____

_____

_____

Look at the underlined sentences. What words are different?

_____

_____

_____

How do these different words affect how the reader understands the character of Solomon Caw?

_____

_____

_____

Excerpt #2

He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he wasn't really a bird at all....	He pointed at Peter's nightgown with the tip of his wing. "Why, that is a fine nightgown you are wearing there, young Peter," he said admiringly. Peter looked down at his nightgown ..."Why doesn't Solomon wear a nightgown?" he thought and then, disappointedly, "and why don't I have feathers?" Then Solomon pointed at Peter's toes and asked, "It's quite chilly. Aren't your feet cold?" ... Slowly, Peter began to realize that he looked quite different from the bird in front of him. He started to wonder if he was actually a bird at all.

What is the same in the two passages?

Look at the two underlined sentences. What words are different?

How do these different words affect how the reader understands the character of Solomon Caw?

MORE CHALLENGE:

Excerpt #3

"Poor little half-and-half!" said Solomon, "you will never be able to fly again, not even on windy days. You must live on the island always." "And never even go to the Kensington Gardens?" Peter asked tragically. "How could you get across?" said Solomon.	"I'm afraid you will never be able to fly again, not even on windy days," said Solomon gently. "But, you can live on this island always."

What is the same in the two passages?

_____

_____

_____

Look at the two underlined sentences. What words are different?

_____

_____

_____

How do these different words affect how the reader understands the character of Solomon Caw?

_____

_____

_____

Day 3

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

1. Review the Word Choice in Narrative Writing anchor chart:

   Writers of narratives:

   — Carefully choose words and phrases for effect

   These techniques:

   — Help the writer describes the characters' thoughts, feelings, and personality
   — Help the reader picture the action
   — Help the reader understand the sequence of events in a story

Temporal words and phrases in narrative writing help to show the order of events. Examples:

2. Review temporal words in writing:
   - Read the excerpt below from *Peter Pan in Kensington Gardens:* Chapter 3.
   - Then reread it and underline all the temporal words that help you know the order of events.

   At first, the thrushes were very sulky. "We are very busy people," they grumbled, "and this would be a big job."

   "Quite so," said Solomon, "and, of course, Peter will pay you sixpence a day."

   Then all the thrushes hopped for joy, and began building the boat immediately. Peter paid them every evening. They stood in rows on the branches waiting politely while he cut the paper sixpences out of his bank-note.

After months of hard work, the boat was finished. Peter made a sail from his old nightgown, and when the full moon rose, he left the island.

3. Use the Sequence of Events sentence strips to retell the story.

4. Add the Temporal Word strips to help the reader understand the sequence of events.

Writing Practice

Unit 3, Week 2: Teacher-Guided Student Activity Card (◆)

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

- I can identify the words and phrases an author chooses to develop a character. (RL.3.3)

Day 3:

- I can understand and use words that describe a sequence of events. (W.3.3c, L.3.3a, L.3.6)

Student Materials

Day 1:

N/A

Day 3:

- ☑ Word Choice in Narrative Writing anchor chart
- ☑ Sequence of Events sentence strips (one set per pair)
- ☑ Temporal Word strips (one set per pair)

Directions:

Day 1

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

Part I

Writers of narratives:

— Carefully choose words and phrases for effect

These techniques:

— Help the writer describes the characters' thoughts, feelings, and personality
— Help the reader picture the action

Part II

Follow along as your teacher reads the excerpts from *Peter Pan in Kensington Gardens:* Chapter 2 and the model narrative. Then answer the questions to compare the two excerpts.

Excerpt #1

Peter decided to fly to the island in the Serpentine to speak to Solomon Caw, a bird who guarded the island. When Peter explained the problem, Solomon was cruel.	Peter decided to fly to the island in the Serpentine to speak to Solomon Caw, a bird who guarded the island. When Peter explained the problem, Solomon was very careful. He could see Peter was upset.

What is the same in the two passages?

Look at the underlined sentences. What words are different?

How do these different words affect how the reader understands the character of Solomon Caw?

Excerpt #2

He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he wasn't really a bird at all....	He pointed at Peter's nightgown with the tip of his wing. "Why, that is a fine nightgown you are wearing there, young Peter," he said admiringly. Peter looked down at his nightgown... "Why doesn't Solomon wear a nightgown?" he thought and then, disappointedly, "and why don't I have feathers?" Then Solomon pointed at Peter's toes and asked, "It's quite chilly. Aren't your feet cold?" ... Slowly, Peter began to realize that he looked quite different from the bird in front of him. He started to wonder if he was actually a bird at all.

What is the same in the two passages?

Look at the two underlined sentences. What words are different?

How do these different words affect how the reader understands the character of Solomon Caw?

Excerpt #3

"Poor little half-and-half!" said Solomon, "you will never be able to fly again, not even on windy days. You must live on the island always." "And never even go to the Kensington Gardens?" Peter asked tragically. "How could you get across?" said Solomon.	"I'm afraid you will never be able to fly again, not even on windy days," said Solomon gently. "But, you can live on this island always."

What is the same in the two passages?

_____

_____

_____

Look at the two underlined sentences. What words are different?

_____

_____

_____

How do these different words affect how the reader understands the character of Solomon Caw?

_____

_____

_____

Day 3

1. Review the Word Choice in Narrative Writing anchor chart:

   Writers of narratives:

   — Carefully choose words and phrases for effect

   These techniques:

   — Help the writer describes the characters' thoughts, feelings, and personality
   — Help the reader picture the action
   — Help the reader understand the sequence of events in a story

Temporal words and phrases in narrative writing help to show the order of events. Examples:

2. Review temporal words in writing:
   - Read the excerpt below from *Peter Pan in Kensington Gardens:* Chapter 3.
   - Then reread it and underline all the temporal words that help you know the order of events.

     ...Peter and Solomon called the thrushes to a meeting. Solomon told them how impressed he was by their nest-building, and this put them in a good mood at once. "If," he said, "a finch's nest is placed on the Serpentine it fills with water and breaks to pieces, but a thrush's nest stays dry." The thrushes were very happy and applauded! After this Solomon explained to the thrushes that their young friend, Peter Pan, wanted to cross the Serpentine to Kensington Gardens. He needed their help to build a thrush's nest large enough to hold Peter, like a boat.

     At first, the thrushes were very sulky. "We are very busy people," they grumbled, "and this would be a big job."

     "Quite so," said Solomon, "and, of course, Peter will pay you sixpence a day."

Then all the thrushes hopped for joy, and began building the boat immediately. Peter paid them every evening. They stood in rows on the branches waiting politely while he cut the paper sixpences out of his bank-note.

After months of hard work, the boat was finished. Peter made a sail from his old nightgown, and when the full moon rose, he left the island.

3. Use the Sequence of Events sentence strips to retell the story.

4. Add the Temporal Word strips to help the reader understand the sequence of events.

Writing Practice

Unit 3, Week 2, Day 1: Word Choice in Narrative Writing Anchor Chart

RL.3.3

Directions: Write the following on chart paper to create this anchor chart. Leave space above the heading "Techniques to keep in mind…" to add more notes about elaborating on ideas on Day 3.

Writers of narratives:

— Carefully choose words and phrases for effect

These techniques:

— Help the writer describes the characters' thoughts, feelings, and personality
— Help the reader picture the action

Techniques to keep in mind when choosing words:

— Adjectives, adverbs, and verbs can have different moods or feelings to them.
Examples: (insert student response)

Writing Practice

Unit 3, Week 2, Day 3: Sequence of Events Sentence Strips (■●▲)

Directions: Prepare a set of sentence strips for each pair of students.

Note: The strips have been arranged in the correct order below, so mix each set up before distributing to students.

The thrushes were sulky.	Solomon Caw told them they would be paid by Peter.
All the thrushes hopped for joy.	The thrushes started building the boat.
Peter paid the thrushes every evening.	The boat was finished.
Peter made a sail for the boat from his nightgown.	Peter left the island.

Sentence strips (◆)

Peter and Solomon called the thrushes to a meeting.	Solomon told the thrushes they built very good nests.
The thrushes were very pleased to hear their nests were well built and stayed dry.	Solomon told the thrushes that Peter Pan needed their help.
The thrushes were sulky.	Solomon Caw told them they would be paid by Peter.
All the thrushes hopped for joy.	The thrushes started building the boat.
Peter paid the thrushes every evening.	The boat was finished.
Peter made a sail for the boat from his nightgown.	Peter left the island.

Writing Practice

Unit 3, Week 2, Day 3: Temporal Word Strips

L.3.3a, L.3.6

Directions: Prepare a set of word strips for each pair of students.

Then	Then	Afterward
After	Next	In the end
Finally	Shortly	At first
While	When	Now that
Student choice:	Student choice:	Student choice:

Writing Practice

Unit 3, Week 2, Day 3: Word Choice in Narrative Writing Anchor Chart

W.3.3c, L.3.3a

Directions: Add the sentences and headings in bold to the anchor chart in advance of the lesson.

Writers of narratives:

— Choose words and phrases for particular effect

These techniques:

— Help the writer describe the characters' thoughts, feelings, and personality
— Help the reader picture the action
— **Help the reader understand the sequence of events in a story**

Techniques to keep in mind when choosing words:

— Adjectives, adverbs, and verbs can have different moods or feelings to them.
— *Student examples from Day 1*
— **Temporal words and phrases in narrative writing help to show the order of events: *first, at first, last, lastly, after a little while, later, after, suddenly, while, when (and more student examples during the lesson).***

Writing Practice

Unit 3, Week 2: Teacher-Guided Student Activity Card (■ ● ◆ ▲)
(Answers, for Teacher Reference)

Daily Learning Targets

Day 1:

- I can identify the words and phrases an author chooses to develop a character. (RL.3.3)

Day 3:

- I can understand and use words that describe a sequence of events. (W.3.3c, L.3.3a, L.3.6)

Student Materials

Day 1:

N/A

Day 3:

- ☑ Word Choice in Narrative Writing anchor chart
- ☑ Sequence of Events sentence strips (one set per pair)
- ☑ Temporal Word strips (one set per pair)

Directions:

Day 1

Part II

Follow along as your teacher reads the excerpts from *Peter Pan in Kensington Gardens:* Chapter 2 and the model narrative. Then answer the questions to compare the two excerpts.

Excerpt #1

Peter decided to fly to the island in the Serpentine to speak to Solomon Caw, a bird who guarded the island. When Peter explained the problem, Solomon was cruel.	Peter decided to fly to the island in the Serpentine to speak to Solomon Caw, a bird who guarded the island. When Peter explained the problem, Solomon was very careful. He could see Peter was upset.

What is the same in the two passages?
In both of the passages, Peter explains his problem to Solomon Caw.

What words are different?
In the first one, Solomon is "cruel." In the second one, Solomon is "careful" and "he could see Peter was upset."

How do these different words affect how the reader understands the character of Solomon Caw?
They make Solomon seem kinder and more concerned with how Peter is feeling.

Excerpt #2

He sneeringly pointed out Peter's nightgown, toes, and lack of feathers to show Peter he wasn't really a bird at all....	He pointed at Peter's nightgown with the tip of his wing. "Why, that is a fine nightgown you are wearing there, young Peter," he said admiringly. Peter looked down at his nightgown... "Why doesn't Solomon wear a nightgown?" he thought and then, disappointedly, "and why don't I have feathers?" Then Solomon pointed at Peter's toes and asked, "It's quite chilly. Aren't your feet cold?" ... Slowly, Peter began to realize that he looked quite different from the bird in front of him. He started to wonder if he was actually a bird at all.

What is the same in the two passages?
Solomon Caw helps Peter realize he isn't a bird.

What words are different?
In the first one, Solomon Caw speaks "sneeringly," and in the second, he speaks "admiringly." He also uses questions to help Peter realize he's a human.

How do these different words affect how the reader understands the character of Solomon Caw?
The words make Solomon Caw seem kinder. Even though he tells Peter he's not a bird, he does it in a gentle way, using questions instead of insults.

Excerpt #3

"Poor little half-and-half!" said Solomon, "you will never be able to fly again, not even on windy days. You must live on the island always." "And never even go to the Kensington Gardens?" Peter asked tragically. "How could you get across?" said Solomon.	"I'm afraid you will never be able to fly again, not even on windy days," said Solomon gently. "But, you can live on this island always."

What is the same in the two passages?
Peter realizes he will have to live on the island always.

What words are different?
In the first one, Solomon Caw calls Peter "Poor little half-and-half!" and in the second, Solomon speaks to him "gently." He also reassures him instead of asking him a question.

How do these different words affect how the reader understands the character of Solomon Caw?
They make Solomon Caw seems kinder because he is reassuring Peter that he will always have a place to live instead of just telling him he is stuck.

Day 3

For ■ ● ▲ Student Activity Cards:

At first, the thrushes were very sulky. "We are very busy people," they grumbled, "and this would be a big job."

"Quite so," said Solomon, "and, of course, Peter will pay you sixpence a day."

Then all the thrushes hopped for joy, and began building the boat immediately. Peter paid them every evening. They stood in rows on the branches waiting politely while he cut the paper sixpences out of his bank-note.

After months of hard work, the boat was finished. Peter made a sail from his old nightgown, and when the full moon rose, he left the island.

For ◆ Student Activity Card:

…Peter and Solomon called the thrushes to a meeting. Solomon told them how impressed he was by their nest-building, and this put them in a good mood at once. "If," he said, "a finch's nest is placed on the Serpentine it fills with water and breaks to pieces, but a thrush's nest stays dry." The thrushes were very happy and applauded! After this Solomon explained to the thrushes that their young friend, Peter Pan, wanted to cross the Serpentine to Kensington Gardens. He needed their help to build a thrush's nest large enough to hold Peter, like a boat.

At first, the thrushes were very sulky. "We are very busy people," they grumbled, "and this would be a big job."

"Quite so," said Solomon, "and, of course, Peter will pay you sixpence a day."

Then all the thrushes hopped for joy, and began building the boat immediately. Peter paid them every evening. They stood in rows on the branches waiting politely while he cut the paper sixpences out of his bank-note.

After months of hard work, the boat was finished. Peter made a sail from his old nightgown, and when the full moon rose, he left the island.

Word Study and Vocabulary

Unit 3, Week 2: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

- I can create words using roots and affixes. (L.3.4b, L.3.4c)

Day 3:

- I can use an academic vocabulary word in context. (L.3.6)

Student Materials

Day 1:

- ☑ Word Scramble Game Board
- ☑ Affix List
- ☑ Dictionary

Day 3:

- ☑ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card

Directions:

Day 1

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

The affixes for this week are:

dis- means *not* or *against*
-ly can change the part of speech to an adverb. It means *something that is characteristic of something else*.

Word Scramble Game

1. Prepare:
   - Take a Word Scramble Game Board.
   - Read the rules with a partner.
   - Facilitator: Check that everyone understands how to play.
2. Play:
   - Timekeeper: 5 minutes on the clock.
   - Make as many words as you can with a partner.
   - Record the words you have made in the first column of the table.

3. Share:
   - After 5 minutes, share your words with the rest of the group.
4. Write definitions.
   - Write what you think each word means. Use the roots and the affixes to help you.
   - Use a dictionary to check the definitions.

Word (and translation)	What you think it means	What it actually means

Day 3

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

1. Say the word from Day 2 aloud three times.

2. Talk to a partner about what the word means.

3. Underline the sentence that uses the word INCORRECTLY (not correctly).
   a. He walked disappointedly from the soccer field. He couldn't believe he'd lost.
   b. "I wish you hadn't said that," she said disappointedly.
   c. He smiled disappointedly and said, "I'm so excited to go with you."

4. Practice using that word in sentences. Say two sentences aloud to your partner using the word.
   - "The girl thought, disappointedly, about _____."
   - "He _____ disappointedly, 'I thought you were going to _____, but you didn't!'"

5. Write two or three sentences using that word below. (Use the collocations to help you).

_____

_____

_____

MORE CHALLENGE:

Say and then write more sentences using other *dis-* words below.

_____

_____

_____

_____

_____

Word Study and Vocabulary

Unit 3, Week 2, Day 1: Word Scramble Game Board

Name: _____ **Date:** _____

Directions: Create as many words as you can by joining together roots and affixes on the grid.

Tips:

- This will be challenging! Keep trying to make words until the end of the 5 minutes.
- The roots and affixes do not need to be next to each other.
- Some words may have a prefix, a root, and a suffix. Example: dis + obey + s = disobeys.
- You can use a dictionary to help you.
- You will have 5 minutes.

like	gust	ing	ed
ed	dis	appoint	ly
obey	ing	like	s

Independent Reading

Unit 3, Week 2: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Days 1 and 2:

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

Day 3:

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

Day 4:

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

Student Materials

Days 1, 2, and 4:

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

Day 3:

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

Directions:

Days 1 and 2

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

1. Read your free choice reading text for 12 minutes.
2. Record your reading in the back of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Be prepared to share vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

1. Read your free choice reading text independently for 5 minutes.
2. Record your reading in the back of your independent reading journal (date, book title, author, pages read)
3. Record any new vocabulary in your vocabulary log.
4. Choose a reading prompt on one of the Independent Reading Prompt Bookmarks. Remember to choose a prompt carefully—choose one that you can respond to with the text you are reading.

Day 4

Text Share:

1. Timekeeper: Set a 2-minute timer.

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

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

3. Timekeeper: Set a 2-minute timer.

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

5. Repeat with each person in the group.

Word Study and Vocabulary

Unit 3, 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 *dis-*. (RF.3.3a, L.3.4b)

Day 4

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

Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*disappointedly*) with the prefix *dis-*. They analyze the word using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- On Day 4, students focus on an academic vocabulary word (*gently*). They analyze the parts of the word using their Affix List. They also work with the suffix *-ly* and practice making and using adverbs. Note: Students were introduced to the suffix *-ly* in Module 2 and review how to use it in this lesson.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree (on Day 2) or the chart in step 2 (on Day 4). 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 3, 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 3, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

Day 4

- ☑ Unit 3, 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)
- ☑ Parts of Speech anchor chart (begun in Module 1)

Instruction for Day 2

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to 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. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Review the chart on the activity card. Because this is a prefix, ensure that students understand the meaning of the root of the word. Students will practice extensively with the suffix *-ly* on Day 3. As needed, review the meaning of *-ed* and past-tense verbs.
- ▲: Mini Language Dive: "**Why doesn't Solomon wear** a nightgown?" / he thought / and then, **disappointedly**, / "and **why don't I** have feathers?"

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

  — Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *"Why doesn't Solomon wear a nightgown?"*: "Who? Does what?" / Meaning: Peter expects Solomon to wear pajamas, so he asks about it. *Solomon* is the subject; *doesn't wear* is the verb that agrees with *Solomon*. We don't say, "Why don't Solomon wears a nightgown?" Instead, the *-s* for the third-person plural *Solomon* moves from the main verb *wear* to the negative *doesn't*. (subject/verb agreement)
    - *"and why don't I have feathers?"*: "Who? Does what?" / Meaning: Solomon has feathers instead of a nightgown, so Peter wonders if he should be like the bird. *I* is the subject pronoun referring to Peter; *don't have* is the verb that agrees with *I*. We don't need the *-s* affix here because it is first-person singular *I*. (subject/verb agreement)
    - Practice: "I don't have _____." "She doesn't have _____."

  — Reconstruct: Reread the sentence. Ask:

  "Now what do you think the sentence means?"

  ***"How does your understanding of this sentence add to your understanding of why Peter Pan was* disappointed?"**

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

  — Practice: "Why don't I _____?" "I don't _____ because _____." "Why doesn't she _____?" "She doesn't _____ because _____."
- Review how to complete a Vocabulary Tree as needed and invite students to complete the Vocabulary Tree on their activity card.

  ▲: 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.
- Prepare students for Day 3's independent activity: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will also use Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3.)

Instruction for Day 4

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to work independently or with a partner, and use the chart 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. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief the chart on the activity card. As time permits, discuss other words with the same root, such as *gentleman* or *generous*.
- Make connections between the affix in this word (*-ly*) and the affix of the word from Day 2 of Word Study and Vocabulary. Remind students that a suffix like *-ly* changes the part of speech but not the definition. A prefix like *dis-* changes the meaning of the word to the opposite.
- ▲: Return to the Mini Language Dive from Day 2.
- Direct students' attention to the **Parts of Speech anchor chart** and focus them on the adverb row. Ask:

  "Look at the example adverbs—what do all these adverbs have in common?" (They all end in -ly.)

- Remind students that similar to the suffix *-ion* (the suffix in Unit 2), the suffix *-ly* changes the part of speech but not the definition. Similar to the prefix *pre-* (the prefix in Unit 2), the prefix *dis-* changes the meaning of the word a lot.
- Invite students to practice making adverbs by adding *-ly* to the words in step 2. Model as needed.
- After a few minutes, refocus students and remind them that adverbs describe how an action is performed. They will use the list of adverbs they just created to play a guessing game.
- Invite students to act out adverbs individually or in pairs (e.g., a student can walk worriedly or say hello happily) without telling the group what adverb they are acting. The group guesses which adverb they are acting out. Model this by going first. Encourage students to guess by saying the adverb with the action being acted out (e.g., "You're saying hello happily!").
- As time allows, invite students to act out other adverbs or other parts of speech.
- 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 3, 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 *dis-*. (RF.3.3a, L.3.4b)

Day 4:

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

"Why doesn't Solomon wear a nightgown?" he thought and then, **disappointedly,** "and why don't I have feathers?"

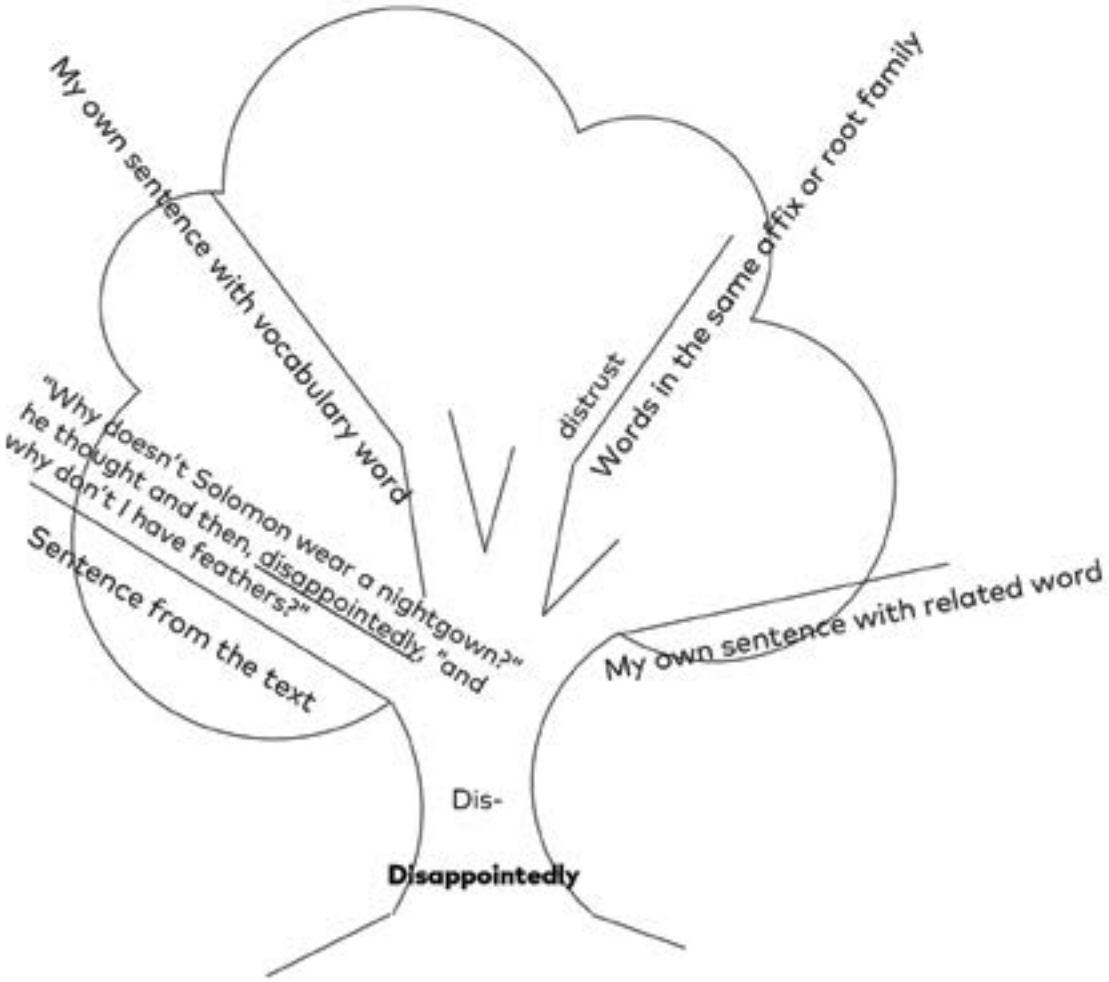
Source: Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens*

The word is **"disappointedly."**

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

Prefix	Root	Suffix	Definition of Affixes
	appoint—to agree, to fix, to declare	-ed (past tense) -ly (makes word an adverb)	

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



Day 4

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

"I'm afraid you will never be able to fly again, not even on windy days," said Solomon **gently**. "But, you can live on this island always." (from model narrative)

The word is **"gently."**

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

Prefix	Root	Suffix	Definition of Affix

2. Practice making adverbs. Add *-ly* to the words below to turn them into adverbs or words that describe how something is done.

Adjectives (words that describe a noun or a pronoun)		Adverbs (words that describe a verb, an adjective, or another adverb)
gentle	+ ly	
disappointed	+ ly	
excited	+ ly	
happy	+ ly	
worried	+ ly	
sneering (verb)	+ ly	
slow	+ ly	
quick	+ ly	
admiring	+ ly	
impatient	+ ly	
Now it's your turn to act out some of the adverbs above.		

Word Study and Vocabulary

Unit 3, 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 *dis-*. (RF.3.3a, L.3.4b)

Day 4:

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

"Why doesn't Solomon wear a nightgown?" he thought and then, **disappointedly**, "and why don't I have feathers?"

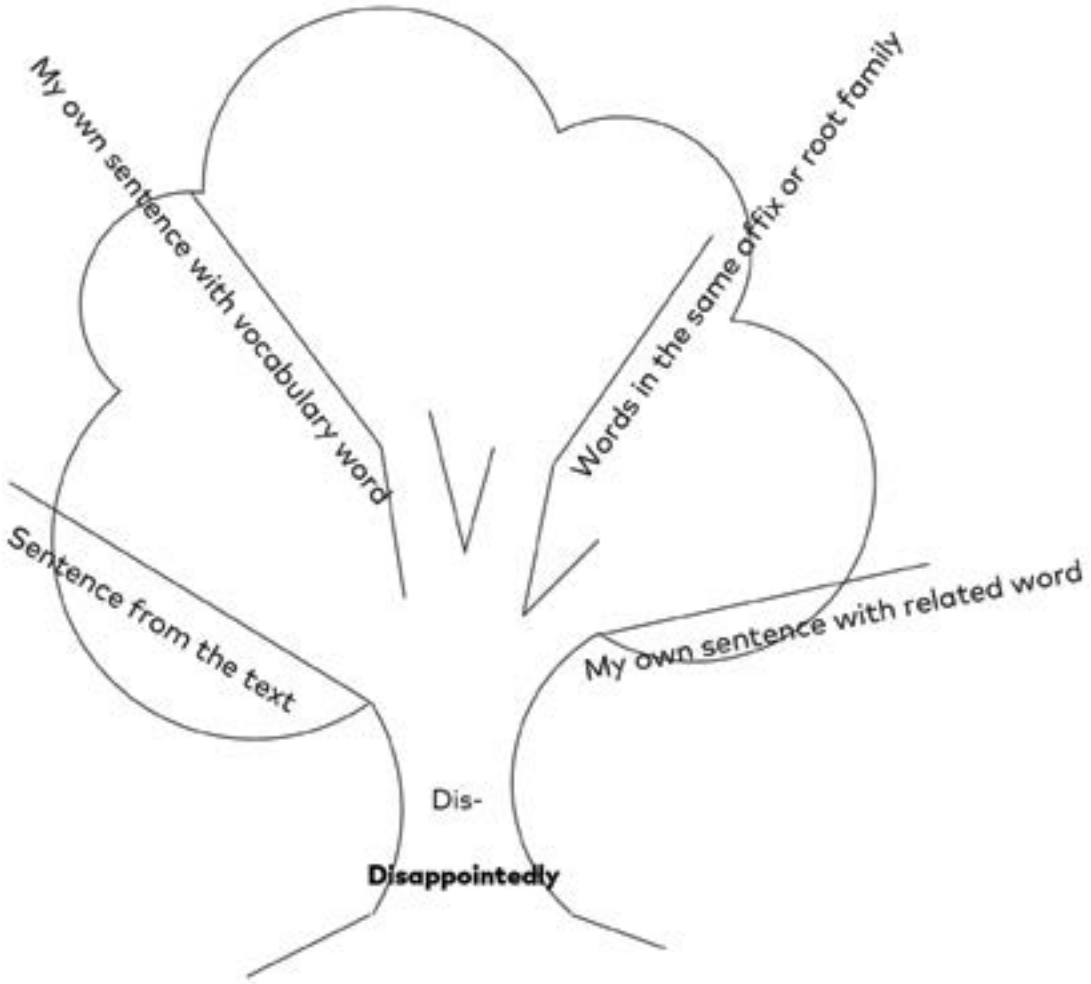
Source: Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens*

The word is **"disappointedly."**

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

Prefix	Root	Suffix	Definition of Affixes
	appoint—to agree, to fix, to declare		

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



Day 4

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

"I'm afraid you will never be able to fly again, not even on windy days," said Solomon **gently**. "But, you can live on this island always." (from model narrative)

The word is **"gently."**

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

Prefix	Root	Suffix	Definition of Affix

2. Practice making adverbs. Add *-ly* to the words below to turn them into adverbs or words that describe how something is done.

Adjectives (words that describe a noun or a pronoun)		Adverbs (words that describe a verb, an adjective, or another adverb)
gentle	+ ly	
disappointed	+ ly	
excited	+ ly	
happy	+ ly	
worried	+ ly	
sneering (verb)	+ ly	
slow	+ ly	
quick	+ ly	
admiring	+ ly	
impatient	+ ly	
tired	+ ly	
breathless	+ ly	
student choice:		
Now it's your turn to act out some of the adverbs below.		

Word Study and Vocabulary

Unit 3, 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 *dis-*. (RF.3.3a, L.3.4b)

Day 4:

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

Student Materials

Day 2 and 4:

- ☑ Affix List
- ☑ Dictionary

Directions:

Day 2

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

"Why doesn't Solomon wear a nightgown?" he thought and then, **disappointedly,** "and why don't I have feathers?"

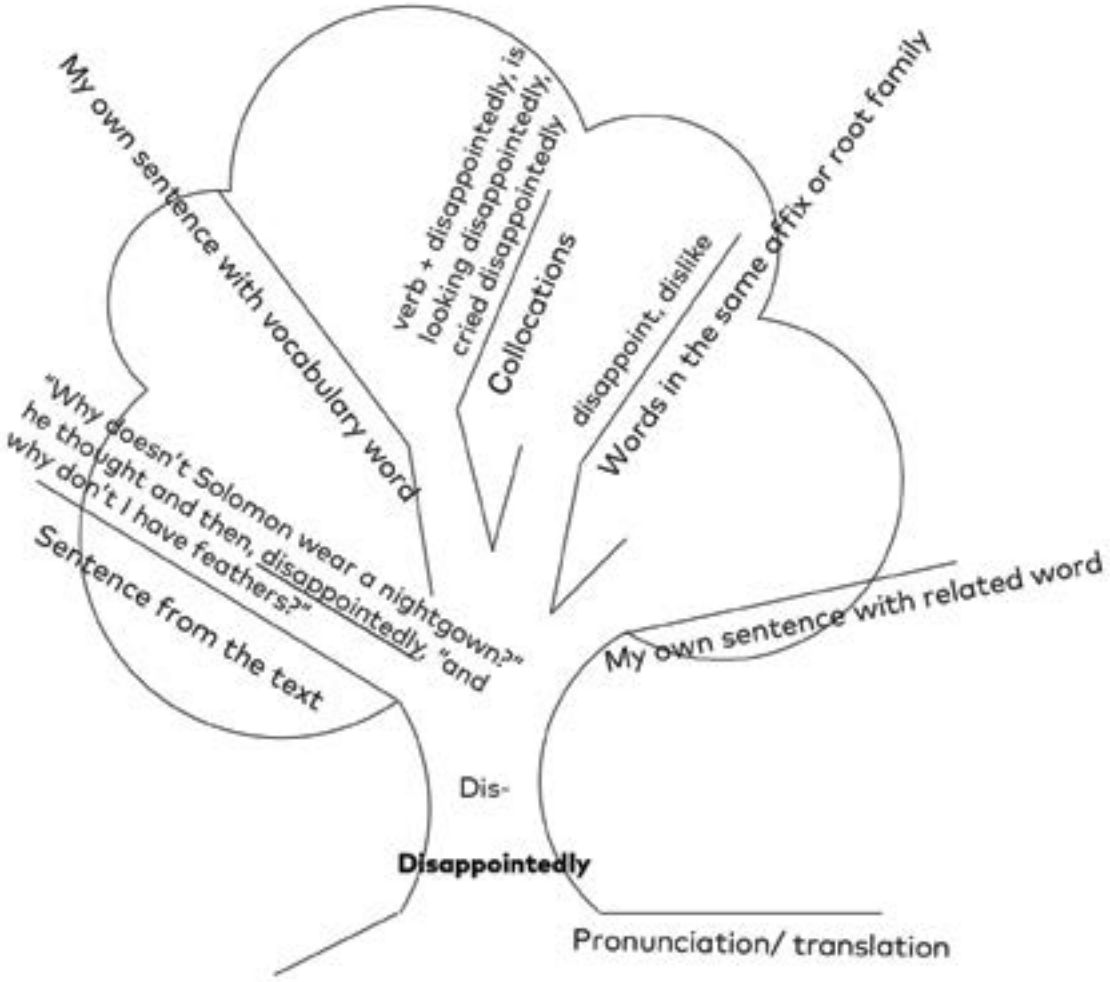
Source: Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens*

The word is **"disappointedly."**

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

Prefix	Root	Suffix	Definition of Affixes
	appoint—to agree, to fix, to declare	-ed (past tense) -ly (makes word an adverb)	

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



Day 4

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

"I'm afraid you will never be able to fly again, not even on windy days," said Solomon **gently**. "But, you can live on this island always." (from model narrative)

The word is **"gently."**

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

Prefix	Root	Suffix	Definition of Affix

2. Practice making adverbs. Add *-ly* to the words below to turn them into adverbs or words that describe how something is done.

Adjectives (words that describe a noun or a pronoun)		Adverbs (words that describe a verb, an adjective, or another adverb)
gentle	+ ly	
disappointed	+ ly	
happy	+ ly	
sneering (verb)	+ ly	
slow	+ ly	
admiring	+ ly	
jealous	+ ly	
Student choice:		
Now it's your turn to act out some of the adverbs above.		

Word Study and Vocabulary

Unit 3, Week 2, Day 2: Teacher-Guided Student Activity Card (■ ● ◆) *(Answers, for Teacher Reference)*

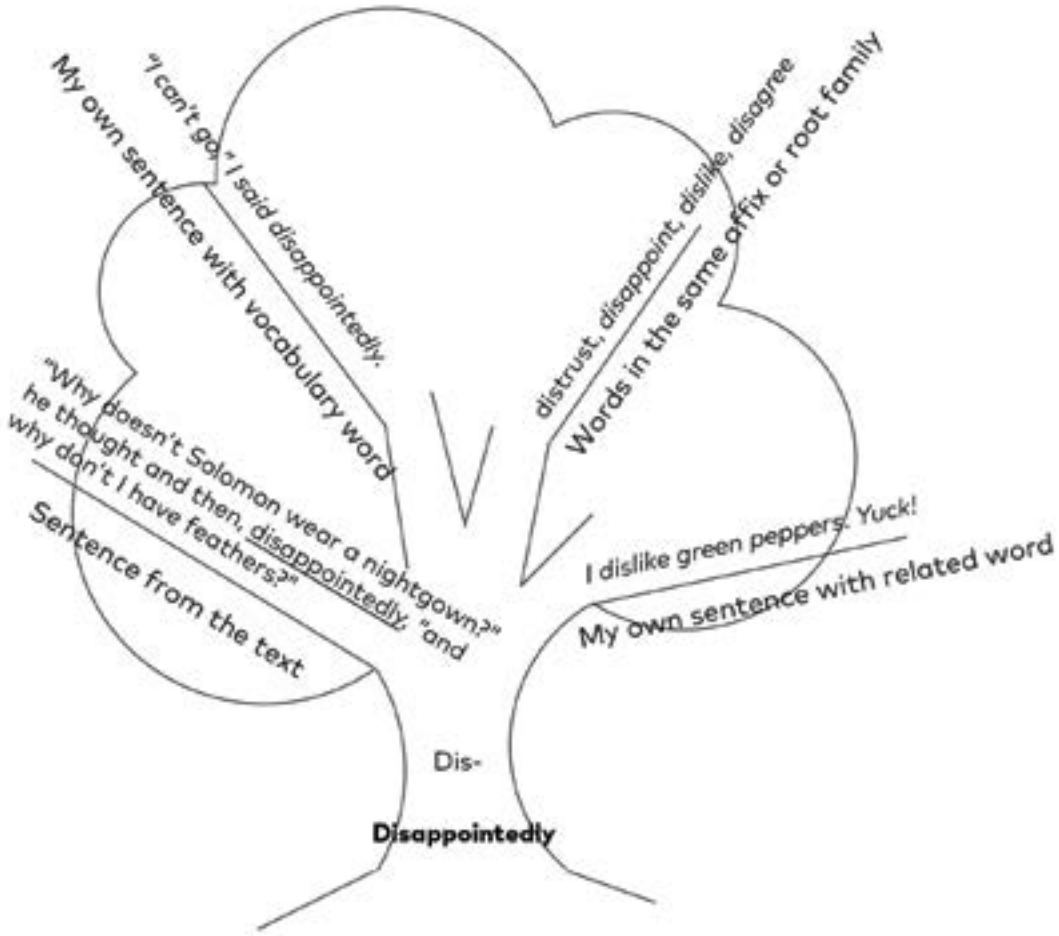
Day 2

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

Prefix	Root	Suffix	Definition of Affix
dis-	appoint—to agree, to fix, to declare	*-ed (past tense)* *-ly (makes word an adverb)*	*dis- means not or opposite of*

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

Answers will vary, but may include:



Day 4

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

Prefix	Root	Suffix	Definition of Affix
None	*Gen means of high birth or belonging to the same family*	*-ly*	*-ly means characteristic of and changes the word to an adverb*

Adjectives (words that describe a noun or a pronoun)		Adverbs (words that describe a verb, an adjective, or another adverb)
gentle	+ ly	*gently*
disappointed	+ ly	*disappointedly*
excited	+ ly	*excitedly*
happy	+ ly	*happily*
worried	+ ly	*worriedly*
sneering (verb)	+ ly	*sneeringly*
slow	+ ly	*slowly*
quick	+ ly	*quickly*
admiring	+ ly	*admiringly*
impatient	+ ly	*impatiently*
●◆tired	+ ly	*tiredly*
●◆breathless	+ ly	*breathlessly*
●◆Student choice:		*Responses will vary.*

Word Study and Vocabulary

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

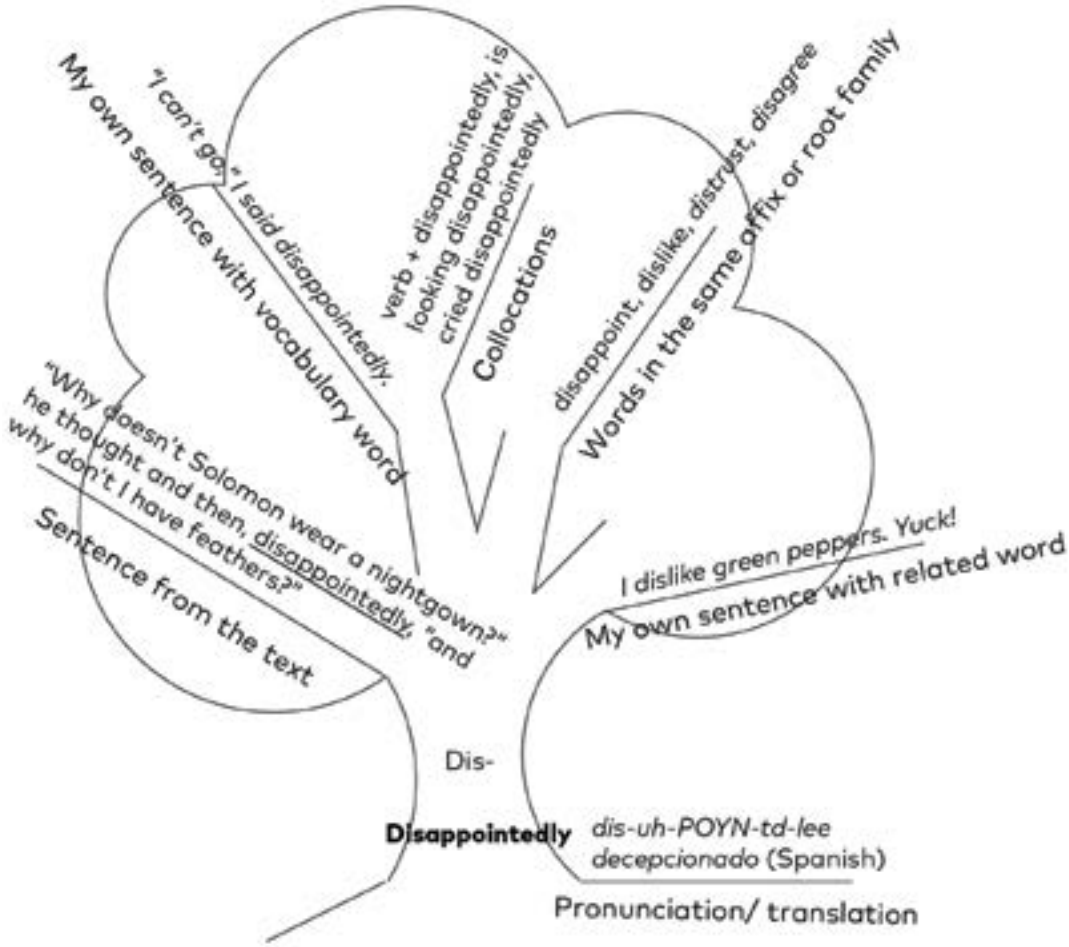
Day 2

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

Prefix	Root	Suffix	Definition of Affix
dis-	appoint—to agree, to fix, to declare	*-ed (past tense)* *-ly (makes word an adverb)*	*dis- means not or opposite of*

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

Answers will vary but may include:



Day 4

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

Prefix	Root	Suffix	Definition of Affix
None	*Gen means of high birth or belonging to the same family*	*-ly*	*-ly means characteristic of and changes the word to an adverb*

Adjectives (words that describe a noun or a pronoun)		Adverbs (words that describe a verb, an adjective, or another adverb)
gentle	+ ly	*gently*
disappointed	+ ly	*disappointedly*
happy	+ ly	*happily*
sneering (verb)	+ ly	*sneeringly*
slow	+ ly	*slowly*
admiring	+ ly	*admiringly*
jealous	+ ly	*jealously*
Student choice:		*Responses will vary.*

Writing Practice

Unit 3, Week 2: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

- I can choose words and phrases to develop the feelings of a character. (W.3.3b, L.3.3a)

Day 4:

- I can write a narrative and choose words for effect. (L.3.3a)
- I can write a narrative and choose words that clearly show a sequence of events. (W.3.3c, L.3.3a, L.3.6)

Student Materials

Days 2 and 4:

- ☑ Word Choice in Narrative Writing anchor chart

Directions:

Day 2

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

Part I

Review the Word Choice in Narrative Writing anchor chart with a partner. Take turns naming adverbs (like *sneeringly*), adjectives (like *fine*), or verbs (like *sobbed*) that have a specific feeling to them.

Part II

Read the following passage from *Peter Pan in Kensington Gardens:* Chapter 3.

Then all the thrushes hopped for joy, and began building the boat immediately. Peter paid his work people every evening. They stood in rows on the branches, waiting politely while he cut the paper sixpences out of his bank-note.

- Discuss with a partner:
  - The thrushes immediately build a boat for Peter. Can you act out how the thrushes feel? (Pay attention to the underlined phrase.)
  - Can you act out what the thrushes do while Peter cuts the paper sixpences? (Pay attention to the underlined phrase.)
  - How do the underlined words help you understand the birds' emotions? "The thrushes feel _____ about helping Peter. The words that help me know this are _____ because _____."

Part III

Choose different words to change the way the thrushes feel about building the boat. Using the paragraph frame, rewrite the paragraph. Use the word bank, if needed.

Then all the thrushes _____ (#1) and began building the boat _____ (#2). Peter paid his work people every evening. They stood in rows on the branches, waiting _____ (#3) while he cut the paper sixpences out of his bank-note.

Word Bank

To show the thrushes are angry	To show the thrushes are very sad
#1 impatiently shouted stamped their feet for irritation flapped their wings for displeasure #2 and shouting angrily madly furiously #3 angrily and talking sharply with outrage	#1 shook their feathers weakly to show their sadness burst into tears sobbed #2 sadly slowly #3 without talking with tears in their eyes and softly weeping

MORE CHALLENGE:

If time permits, revise for word choice again and create a new feeling in the thrushes.

Then all the thrushes _____ and began building the boat _____. Peter paid his work people every evening. They stood in rows on the branches, waiting _____ while he cut the paper sixpences out of his bank-note.

Day 4

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

1. Starting with the facilitator, each person in the group names one of the sequence of events in your class this morning. Use temporal words from the Word Choice in Narrative Writing anchor chart.
2. Write a descriptive paragraph about your morning (at home or in school or in class). Be sure to explain the sequence of events.

   Try to write for the entire 12 minutes. As you write, pay attention to the words you choose:

   - to describe your thoughts and feelings.
   - to help the reader picture the action.
   - to help the reader understand the sequence of events. Practice using the temporal word "when" that you learned about in the Language Dive last week.

MORE CHALLENGE:

What mood or feeling do you want to help the reader understand? Was your morning hectic? Calm? Orderly? Rushed? What are some words that can help you get that mood across? Add three words to your paragraph.

To get you started:

What was the sequence of events this morning?