



Education
Language Arts

Grade 3: Module 4: Unit 1

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)

Grade 3: Module 4

Unit 1

Additional Language and Literacy Block

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






The ALL Block for each unit contains the following:

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

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

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

ALL 3M4 UNIT 1 OVERVIEW

 <p>Reading and Speaking Fluency/GUM L.3.1a</p>	<ul style="list-style-type: none"> Students review parts of speech and their function in particular sentences. <i>ELLs complete the same activities as other students.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲■, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Additional Work with Complex Text RI.3.1, RI.3.9, W.3.2c, L.3.1i</p>	<ul style="list-style-type: none"> Students work with an excerpt from <i>One Well: The Story of Water on Earth</i> to better understand that water is found in the atmosphere, on the surface, and under the ground. All students participate in a Language Dive on Day 4 focused on the linking phrase <i>but also</i>. <i>ELLs complete the same activities as other students.</i> Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ▲●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Independent Reading RL.3.10, RI.3.10, SL.3.1</p>	<ul style="list-style-type: none"> Students read research texts (on topics related to water) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion. <i>ELLs complete the same activities as other students.</i>
 <p>Writing Practice RI.3.9, W.3.2, W.3.2c, W.3.5</p>	<ul style="list-style-type: none"> Students write an informative paragraph comparing the main ideas and supporting details of two texts. <i>ELLs complete the same activities as other students.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Word Study and Vocabulary RI.3.4, RF.3.3a, L.3.1a L.3.4, L.3.4b, L.3.6</p>	<ul style="list-style-type: none"> Students work closely with compound words, both from <i>One Well</i> and words they've created. They practice using the suffixes <i>-less</i> and <i>-ful</i> and analyze the academic vocabulary word <i>organism</i> and its affixes (using a Vocabulary Tree). <i>ELLs complete the same activities as other students with an additional Mini Language Dive.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

Additional Language and Literacy Block

ALL 3M4 UNIT 1 SAMPLE CALENDAR

Module Lesson And All Block Week And Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2	FLEX DAY <i>Use this day to meet the needs of your students.</i>		
Lesson 3	FLEX DAY <i>Use this day to meet the needs of your students.</i>		
Lesson 4 ALL Block: Week 1, Day 1	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students review parts of speech and their function. Learning Target: I can identify and explain the function of verbs, nouns, adjectives, and adverbs. (L.3.1a) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■▲), (●◆) 	Additional Work with Complex Text Overview: All students use details from the text to learn the difference between groundwater and surface water and examples of each.** Learning Target: I can use details from the text to explain the different places where water is on Earth. (RI.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: 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) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Independent Reading: Student Task Card

(continued)

**Note: This ALL Block component assumes students have already read pages 6 and 7 of One Well, which happens in Unit 1, Lesson 4 of the module lessons.

ALL 3M4 UNIT 1 SAMPLE CALENDAR			
Module Lesson And All Block Week And Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 5 ALL Block: Week 1, Day 2	Additional Work with Complex Text Overview: With teacher guidance, all students complete a diagram that illustrates the three layers where water is found on Earth. Learning Target: I can use details from the text to illustrate the different places where water is on Earth. (RI.3.1) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■●▲), (◆) Water diagram (■●▲) Water diagram labels (■●▲) 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice using verbs, nouns, adjectives, and adverbs to form sentences. Learning Targets: I can use verbs, nouns, adjectives, and adverbs correctly to form sentences. (L.3.1a) I can explain how verbs, nouns, adjectives, and adverbs affect the meaning of a sentence. (L.3.1a) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card Parts of Speech word cards 	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) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
ALL Block: Week 1, Day 3	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students explain the function of verbs, nouns, adjectives, and adverbs in specific sentences. <i>ELLs complete the same activities as other students.</i> Learning Target: I can identify and explain the function of verbs, nouns, adjectives, and adverbs in a particular sentence. (L.3.1a) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: All students follow a task card to review the different places that water is found on Earth. They discuss with a partner how this affects Earth's one well. Learning Target: I can use details from the text to explain the different places where water is on Earth. (RI.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read and respond to a prompt. Learning Target: I can draw and label a picture about the text I read today. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

Additional Language and Literacy Block

Unit 1: Overview

ALL 3M4 UNIT 1 SAMPLE CALENDAR			
Module Lesson And All Block Week And Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 7 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, all students participate in a Language Dive on a complex sentence from <i>One Well: The Story of Water on Earth</i> . This supports the students in Writing Practice: Unit 1, Week 2, in which students write an informative text where they compare two texts. Learning Targets: I can understand and practice using complex English language structures. (L.3.1i) I can use linking words to connect ideas. (W.3.2c) I can compare and contrast important points. (RI.3.9) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> • Language Dive Guide VI: <i>One Well</i> • Language Dive Chunk Chart VI: <i>One Well</i> • Language Dive Sentence Strip Chunks VI: <i>One Well</i> 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice changing the meaning of a sentence by changing different parts of speech. Learning Targets: I can use verbs, nouns, adjectives, and adverbs correctly to form sentences. (L.3.1a) I can explain how verbs, nouns, adjectives, and adverbs affect the meaning of a sentence. (L.3.1a) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Research Share with the whole group. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 8	FLEX DAY Use these days 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.		

(continued)

ALL 3M4 UNIT 1 SAMPLE CALENDAR			
Module Lesson And All Block Week And Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 9 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, all students are introduced to the writing prompt for the week and review the main idea and supporting details of the texts they will compare. Learning Target: I can write a paragraph to compare the main idea and supporting details of two texts. (RI.3.9, W.3.2) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Writing Practice: Teacher Guide Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (■), (●◆▲) 	Word Study and Vocabulary Overview: All students follow a task card to practice creating compound words by combining different parts of speech. Learning Target: I can use my knowledge of different parts of speech to create and determine the meaning of compound words. (L.3.1a) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Word Study and Vocabulary: Student Task Card Parts of Speech lists 	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) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Independent Reading: Student Task Card
Lesson 10 ALL Block: Week 2, Day 2	Word Study and Vocabulary Overview: With teacher guidance, students practice adding the suffixes <i>-less</i> and <i>-ful</i> to words. 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 the suffixes <i>-less</i> and <i>-ful</i> to form new words. (RF.3.3a, L.3.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (◆●), (▲) 	Writing Practice Overview: Students follow a task card to write a comparison of two texts. Learning Target: I can write a paragraph to compare the main idea and supporting details of two texts. (RI.3.9, W.3.2) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, 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) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

Additional Language and Literacy Block

Unit 1: Overview

ALL 3M4 UNIT 1 SAMPLE CALENDAR			
Module Lesson And All Block Week And Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 11</p> <p>ALL Block: Week 2, Day 3</p>	<p>Writing Practice</p> <p>Overview: With teacher guidance, all students annotate their informative paragraph and revise if necessary.</p> <p>Learning Target: I can revise my paragraph to make it a stronger comparison. (W.3.2c, W.3.5)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials: N/A</p>	<p>Word Study and Vocabulary</p> <p>Overview: All students follow a task card to apply what they've learned about compound words to new vocabulary from the text.</p> <p>Learning Target: I can explain the meaning of compound words from the text. (RI.3.4, L.3.4, L.3.6)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read and respond to a reading prompt.</p> <p>Learning Target: I can choose and respond to a prompt about my choice reading text. (RL.3.10/RI.3.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>
<p>Lesson 12</p> <p>ALL Block: Week 2, Day 4</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>organism</i> with a focus on the suffix <i>-ism</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Reading Foundations Skills Block program.</p> <p>Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix <i>-ism</i>. (RF.3.3a, L.3.4b)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i></p> <p>Printed Materials: N/A</p>	<p>Writing Practice</p> <p>Overview: Students follow a task card to complete the informative paragraph or to write a comparison of two new texts.</p> <p>Learning Target: I can write a paragraph to compare the main idea and supporting details of two texts. (RI.3.9, W.3.2)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to participate in a Text Share within the group.</p> <p>Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.3.10/RI.3.10, SL.3.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>



Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide



Daily Learning Target

Day 1

- I can identify and explain the function of verbs, nouns, adjectives, and adverbs. (L.3.1a)

Day 3

- I can identify and explain the function of verbs, nouns, adjectives, and adverbs in a particular sentence. (L.3.1a)

Teaching Notes

- In this component, students focus on GUM rather than Reading and Speaking Fluency. On Day 1, students review the parts of speech and their function. On Day 3, students work on first identifying and then explaining the function of different parts of speech in the sentence.
- **Differentiation:** To provide heavier support on Day 1, pre-fill in more of the chart in step 2. Consider creating and posting sentence frames for step 3. To provide heavier support for the Student Task Card, consider altering the Parts of Speech word cards to include more familiar words. To provide less support, alter the list to include more domain-specific words from the module.
- **In advance:**
 - Prepare materials for independent student groups.

Materials

Day 1 and Day 3

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

Instruction for Day 1:

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Discuss the learning targets.
- Direct students' attention to the **Parts of Speech anchor chart** and review as needed.
- Invite students to complete step 1 with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief step 1.
 - ▲: Point out the suffixes in the word *water*, as well as the placement of the word in each sentence, and explain how these factors affect the part of speech.

- Invite students to complete step 2.
 - ▲: Complete as a group and direct students' attention to the Parts of Speech anchor chart as needed.
 - ◆: Invite students to complete step 2 with a partner and then debrief.
- Invite students to complete step 3.
 - ▲: Model and chart a sentence as a group first.
 - ▲: Invite students to say their sentences out loud before they write them.
- Invite the ●◆ group to complete step 4. Invite students to explain to a partner what part of speech they left out and how that affected the meaning of the sentence (e.g., if a sentence doesn't have a verb, it isn't a complete sentence). Consider modeling first.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for Day 2's independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.

Instruction for Day 3:

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Discuss the learning targets.
- Direct students' attention to the **Parts of Speech anchor chart** and review as needed.
- Invite students to complete step 1 with a partner, using their **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief step 1. If needed, chart and discuss each of the student examples and/or focus on one part of speech in two students' sentences and then a different part of speech in another student's sentence.
 - ▲: Post a sentence frame for discussing the function of a word: "The word ____ is a ____, and its function [or purpose] is to ____ in the sentence."
- Invite students to complete step 2.
 - ▲: If needed, focus on one or two sentences and discuss the parts of speech in each sentence and their function. Example: "We (pronoun—gives the subject of the sentence) live (verb—names what we do) on a watery (adjective—describes the planet) planet (noun—names where we do the action)." Ask students to add an adverb to the sentence.
- Using a total participation technique, select students to share out their answers to each question.
- Cue students with:
 - Conversation Cue: "Do you agree or disagree with what your classmate said? Why? I'll give you time to think." (Responses will vary.)***
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for Day 4's independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.

**Reading and Speaking Fluency/GUM****Unit 1, Week 1: Teacher-Guided Student Activity Card (■▲)****Name:** _____ **Date:** _____**Daily Learning Targets****Day 1:**

- I can identify and explain the function of verbs, nouns, adjectives, and adverbs. (L.3.1a)

Day 3:

- I can identify and explain the function of verbs, nouns, adjectives, and adverbs in a particular sentence. (L.3.1a)

Student Materials**Day 1:**

- Parts of Speech anchor chart

Day 3:

- Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card

Directions:**Day 1**

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

1. Read the following sentences:

- We live on a watery planet. (from *One Well: The Story of Water on Earth*, page 7)
- I watered the tree.
- The water flooded the forest.

With a partner, discuss how the word *water* is used differently in each sentence. Use the sentence frames below.

"In sentence a, *watery* describes _____. It is a noun/adjective/verb/adverb."

"In sentence b, *watered* tells _____. It is a noun/adjective/verb/adverb."

"In sentence c, *water* tells _____. It is a noun/adjective/verb/adverb."

2. Part of speech review

Part of speech	What is its function?	Give two (or more) examples
	names the person, place, thing, or idea	
verb		is, be, jump, laughs, sitting, had thought, commanded
adjective		
	describes a verb, adjective, or other adverb	
pronoun		

3. Using the examples from the chart in step 2, say and then write a sentence with at least one noun (or pronoun), verb, adjective, and adverb. Use the example outline as a guideline to help you.

Example outline: The (adjective) (noun) (verb) (adverb).

MORE CHALLENGE:

Write an additional sentence that is missing either an adjective or an adverb.

Day 3

1. Share the sentence you wrote on your Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card with a partner. Explain the function of the **verb**, **noun (or pronoun)**, **adjective**, and **adverb** of your sentence.

2. Read the following sentences from *One Well*. Discuss the function of the underlined word.

- We live on a watery planet.
- But there is also water we can't see, beneath the Earth's surface.
*Hint: What does the word *surface* tell us about the water we can't see?*
- If a tanker truck represents all the water on Earth, the water in the atmosphere would barely fill a third of a pop can.
*Hint: What does *barely* describe?*

MORE CHALLENGE:

Circle a different word in the sentence above. Explain its function to your group.



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can identify and explain the function of verbs, nouns, adjectives, and adverbs. (L.3.1a)

Day 3

- I can identify and explain the function of verbs, nouns, adjectives, and adverbs in a particular sentence. (L.3.1a)

Student Materials

Day 1:

- Parts of Speech anchor chart

Day 3

- Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card

Directions:

Day 1

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

1. Read the following sentences:

- We live on a watery planet. (from *One Well: The Story of Water on Earth*, page 7)
- I watered the tree.
- The water flooded the forest.

With a partner, discuss how the word *water* is used differently in each sentence. Use the sentence frames, if needed.

"In sentence a, *watery* describes _____. It is _____." (part of speech)"

"In sentence b, *watered* tells _____. It is _____." (part of speech)"

"In sentence c, *water* tells _____. It is _____." (part of speech)"

2. Part of speech review.

Part of speech	What is its function?	Give two (or more) examples
noun		
verb		
adjective		
adverb		
pronoun		

3. Using the examples from the chart in step 2, say and then write a sentence with at least one noun (or pronoun), verb, adjective, and adverb.

4. Write an additional sentence that is missing an adjective, adverb, noun, or verb.

MORE CHALLENGE:

Is the sentence you wrote in step 4 a complete sentence? Yes/ No. Explain:

Day 3

1. Share the sentence you wrote on your Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card with a partner. Explain the function of the **verb**, **noun**, **adjective**, and **adverb** of your sentence.
2. Read the following sentences from *One Well*. Explain the function of the underlined word. Be sure to name the part of speech.
 - We live on a watery planet.
 - If a tanker truck represents all the water on Earth, the water in the atmosphere would barely fill a third of a pop can.
Hint: What does barely describe?
 - But there is also water we can't see, beneath the Earth's surface.
 - The surface water is found in oceans, lakes, rivers, streams, even in puddles and the morning dew.

MORE CHALLENGE:

Circle a different word in the sentences above. Explain its function to your group.



Reading and Speaking Fluency/GUM



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



Daily Learning Targets

Day 1:

- I can identify and explain the function of verbs, nouns, adjectives, and adverbs. (L.3.1a)

Day 3:

- I can identify and explain the function of verbs, nouns, adjectives, and adverbs in a particular sentence. (L.3.1a)

Student Materials

Day 1:

- Parts of Speech anchor chart

Day 3:

- Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card

Day 1

1. Read the following sentences:

- We live on a watery planet. (from *One Well: The Story of Water on Earth*, page 7)
- I watered the tree.
- The water flooded the forest.

With a partner, discuss how the word *water* is used differently in each sentence. Use the sentence frames, if needed.

"In sentence a, *watery* describes *the planet*. It is (part of speech) *an adjective*."

"In sentence b, *watered* tells *what "I" did*. It is (part of speech) *a verb*."

"In sentence c, *water* tells *what flooded*. It is (part of speech) *a noun*."

2. Part of speech review

Part of speech	What is its function?	Give two (or more) examples
noun	<i>names the person, place, thing, or idea</i>	<i>Responses will vary.</i>
verb	<i>tells the action or a state of being</i>	<i>Responses will vary.</i>
adjective	<i>describes a noun</i>	<i>Responses will vary.</i>
adverb	<i>describes a verb, adjective, or other adverb</i>	<i>Responses will vary.</i>
pronoun	<i>replaces a noun in a sentence</i>	<i>Responses will vary.</i>

3. Using the examples from the chart in step 2, say and then write a sentence with at least one noun (or pronoun), verb, adjective, and adverb.

Responses will vary.

4. Write an additional sentence that is missing an adjective, adverb, noun, or verb.

Responses will vary.

MORE CHALLENGE:

Is the sentence you wrote in step 4 a complete sentence? Yes/ No. Explain.

Responses will vary.

Day 3

1. Share the sentence you wrote on your Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card with a partner. Explain the function of the verb, noun, adjective, and adverb of your sentence.
2. Read the following sentences from *One Well*. Explain the function of the underlined word. Be sure to name the part of speech.

- We live on a watery planet.

Responses will vary, but should include that live is a verb that tells what we do on the planet.

- If a tanker truck represents all the water on Earth, the water in the atmosphere would barely fill a third of a pop can.

Hint: What does *barely* describe?

Responses will vary, but should include that barely is an adverb that describes the verb fill and how much the water would fill the pop can.

- But there is also water we can't see, beneath the Earth's surface.

Responses will vary, but should include that surface is a noun that tells us where the water is located.

- The surface water is found in oceans, lakes, rivers, streams, even in puddles and the morning dew.

Responses will vary, but should include that surface is an adjective that describes the water that is found in oceans, lakes, etc.

MORE CHALLENGE:

Circle a different word in the sentences above. Explain its function to your group.



Additional Work with Complex Text



Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1 and Day 3:

- I can use details from the text to explain the different places where water is on Earth. (RI.3.1)

Student Materials

Day 1:

- One Well: The Story of Water on Earth*
- Vocabulary log

Day 3:

- Water diagram

Directions:

Day 1

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

Work with a partner.

1. Read page 7 in *One Well*. Take turns reading paragraphs out loud or whisper read.
2. Discuss the terms **groundwater** and **surface water**. Use the individual words in each term to help determine the terms' meaning. Add both to your vocabulary log.
3. Write the words below in the correct column of the chart. The first one is done for you. (Hint: Ask yourself, "Is water in the *oceans* groundwater, surface water, or neither? What, in the text, makes me think so?")

~~stream~~ oceans freshwater lake river water in the atmosphere
moisture in the soil

Groundwater	Surface Water	Neither
	<i>stream</i>	

MORE CHALLENGE:

Add these terms to the chart above: *clouds, puddle, water from a well.*

MORE CHALLENGE:

Write your answer to the question below.

What is the difference between a **freshwater lake** and **inland saltwater sea**? How do you know? (Hint: Use the individual words in each compound word to help you.)

Day 3

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

1. Finish the water diagram you started with your teacher.
2. Use the diagram to discuss the following questions with a partner.
 - What is the difference between groundwater and surface water? What are some examples of each?
 - “The difference between groundwater and surface water is _____. For example, _____.”
 - Which water features are difficult to see? Point to one feature at a time and explain why it is difficult to see.
 - “This feature is difficult to see because _____.”

Additional Language and Literacy Block

- The text says, "Every one of these water sources feeds Earth's One Well." What does it mean to *feed* the well? Can you think of how water in the atmosphere, on the surface, or underground may feed the well?
 - "When the author says the water *feeds the well*, the author means _____ . For instance, the water _____ feeds the well by _____."

MORE CHALLENGE

- Why is it important to know that water is found in the ground, on the surface, and in the air of Earth? How might that affect someone's actions?

MORE CHALLENGE:

Use an atlas or a map and find and write an example of any of the terms below:

Type of Water Feature	Example
freshwater lake	
ocean	
river	
glacier	



Independent Reading



Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

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

Day 3:

- I can draw and label a picture about the text I read today. (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: Draw and label a picture about the text you read today.

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, _____."
 - "Did you know _____? I learned that by reading _____."
 - 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 this person's 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 _____?"
 - "How is _____ similar or different to what _____?"
 - "Can you give an example of _____?"
7. Repeat steps 4–6 with each person in the group.
 - If time permits, choose from the following:
 - Continue to read your free choice reading text.
 - Try out a new text.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can use details from the text to illustrate the different places where water is on Earth. (RI.3.1)

Day 4

- I can understand and practice using complex English language structures. (L.3.1i)
- I can use linking words to connect ideas. (W.3.2c)
- I can compare and contrast important points. (RI.3.9)

Teaching Notes

- In this component, all students review where water is found on Earth. On Day 2, students create a diagram of where water is found on Earth to further visualize the different places that water is found. On Day 4, students complete a Language Dive. Students work with the coordinating conjunction *but* as well as the adverb *also* to help address L.3.1i and W.3.2c. Students will practice using these linking words in Unit 1, Week 2: Writing Practice when they write a comparison. The sentence for today's Language Dive was also chosen because it articulates a central idea of where water is found on Earth (see rationale in Language Dive Guide VI: *One Well*).
- **Differentiation:** Preview the water diagram activity. Consider assigning students to do the activity in pairs. Intentionally pair students and consider pairing ELLs in home language groups. To further support ELLs: Use a map or atlas or images as you review some of the vocabulary in step 2. ■: Consider partially filling in the water diagram for some students. For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students' needs and to select the most relevant language goals. Not all students will complete the activity card.
- **In advance:**
 - Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students' needs.
 - Prepare materials for independent student groups.

Materials

Day 2

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ *One Well: The Story of Water on Earth* (from module Lesson 1; one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (one per student and one to display)
- ✓ Water diagram (one per student in ■●▲ groups)
- ✓ Colored pencils (a variety of colors, including blue; one per student)
- ✓ Chart paper (one piece per ◆ group; for teacher modeling)
- ✓ Water diagram labels (one per student in ■●▲ groups)
- ✓ Glue sticks (one per student in ■●▲ groups)
- ✓ Scissors (one per student in ■●▲ groups)

Day 4

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide VI: *One Well* (for teacher reference)
- ✓ Language Dive Chunk Chart VI: *One Well* (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks VI: *One Well* (one to display)

Instruction for Day 2:

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Discuss learning targets.
- Invite students to retrieve their copy of *One Well: The Story of Water on Earth* and guide students through the activities on the activity card. As students review the text in step 1, respond to any concerns that may have arisen in groups working independently on other components.
- Invite student volunteers to share answers to step 1. Cue students with:

Conversation Cue: “What, in the paragraph, makes you think so?”

 - ▲: Read two specific sentences (one correct and one incorrect) from the first paragraph and ask students to identify which one helps them understand the meaning of *surface water*. Additionally, invite students to identify individual words in the terms *surface water* and *groundwater* to determine or confirm the meaning of each term.
- Review the chart from step 3 on the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
 - ▲: Consider pointing to a map or atlas or drawing a simple illustration to review the vocabulary words.
- Direct students to complete the **water diagram**. They should use a **blue colored pencil to illustrate where water is on the diagram**.
 - ◆: If needed, use **chart paper** to draw a model diagram as a group while thinking aloud the process. Students can then use the group model to draw their own. Or allow students to discuss their idea for a diagram with a partner before they begin drawing.

Additional Language and Literacy Block

- Instruct students to label their water diagrams.
 - ▲ ● ■: Distribute the **water diagram labels, glue sticks, and scissors** and direct students to attach the labels to their water diagrams.
 - ▲: Invite students to translate the labels into their home language and write the word below the label.
- Collect Teacher-Guided Student Activity Cards. Students will continue working with the water diagrams on Day 3.
- Prepare students for Day 3's independent activity using the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card.

Instruction for Day 4:

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence on the activity card. Tell students they will study this sentence carefully. It will help them learn more about water on Earth. It will also help them learn more about how sentences are put together, and students will learn different phrases they can use in their own writing.
- Instruct students to work with a partner on step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide VI: One Well, Language Dive Chunk Chart VI: One Well, and Language Dive Sentence Strip Chunks VI: One Well** to guide students through a Language Dive.
- Collect Teacher-Guided Student Activity Cards to review student responses.



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Target

Day 2:

- I can use details from the text to illustrate the different places where water is on Earth. (RI.3.1)

Day 4:

- I can understand and practice using complex English language structures. (L.3.1i)
- I can use linking words to connect ideas. (W.3.2c)
- I can compare and contrast important points. (RI.3.9)

Student Materials

Day 2:

- One Well: The Story of Water on Earth*
- Colored pencils
- Water diagram
- Water diagram labels
- Scissors
- Glue stick

Day 4:

N/A

Directions:

Day 2

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

1. Review page 7 in **One Well**. Discuss with a partner:
 - Which paragraph helped you understand the term **surface water**? Why?
 - Which paragraph helped you understand the term **groundwater**? Why?
 - Which individual words helped you understand the meaning of each term?

2. Add to the water diagram to illustrate where water is found on Earth. Use a blue colored pencil to represent the water on your diagram.
3. Use the water diagram labels, glue, and scissors to add labels to your diagram.

MORE CHALLENGE:

Write one or two sentences below your diagram explaining where water is found on Earth. Use this sentence frame if needed: "Most of the water on Earth is found _____. However, water is also found _____."

MORE CHALLENGE:

Discuss with your group:

Why is it important to know that water is found in ground, on the surface, AND in the atmosphere?

Day 4

But there is also water we can't see, beneath Earth's surface.

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 following sentence, after saying it aloud with your partner.

"There is _____, but there is also _____."

3. Discuss with your group:

Cover *also* with your finger and say the sentence again. How does that change the meaning of the sentence? Did your tone of voice change?

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

"I think the water we cannot see is _____."

"My partner thinks the water we cannot see is _____."

5. The water beneath Earth's surface can be found in the following places:

■ _____

■ _____

■ _____

■ _____



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Target

Day 2:

- I can use details from the text to illustrate the different places where water is on Earth. (RI.3.1)

Day 4:

- I can understand and practice using complex English language structures. (L.3.1i)
- I can use linking words to connect ideas. (W.3.2c)
- I can compare and contrast important points. (RI.3.9)

Student Materials

Day 2:

- One Well: The Story of Water on Earth*
- Colored pencils
- Pieces of blank paper

Day 4:

N/A

Directions:

Day 2

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

1. Review page 7 in **One Well**. Discuss with a partner.
 - Which paragraph helped you understand the term **surface water**? Why?
 - Which paragraph helped you understand the term **groundwater**? Why?
2. On the blank piece of paper, draw a diagram that illustrates where water is found on Earth. Use a blue colored pencil to show where water is found on Earth.

3. Label these parts of your diagram:

oceans
 icecaps and glaciers
 groundwater
 freshwater lakes
 inland saltwater seas
 moisture in the soil
 water in the atmosphere
 rivers

4. Discuss with your group:

Why is it important to know that water is found in ground, on the surface, AND in the atmosphere?

Day 4

But there is also water we can't see, beneath Earth's surface.

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 following sentence, after saying it aloud with your partner.

"There is _____, but there is
 also _____."

Additional Language and Literacy Block

3. Discuss with your group:

Cover *also* with your finger and say the sentence again. How does that change the meaning of the sentence? Did your tone of voice change?

4. With your partners, complete the sentence frames aloud.

"I think the water we cannot see is _____."

"My partner thinks the water we cannot see is _____."

5. The water beneath Earth's surface can be found in the following places:

- _____
- _____
- _____
- _____



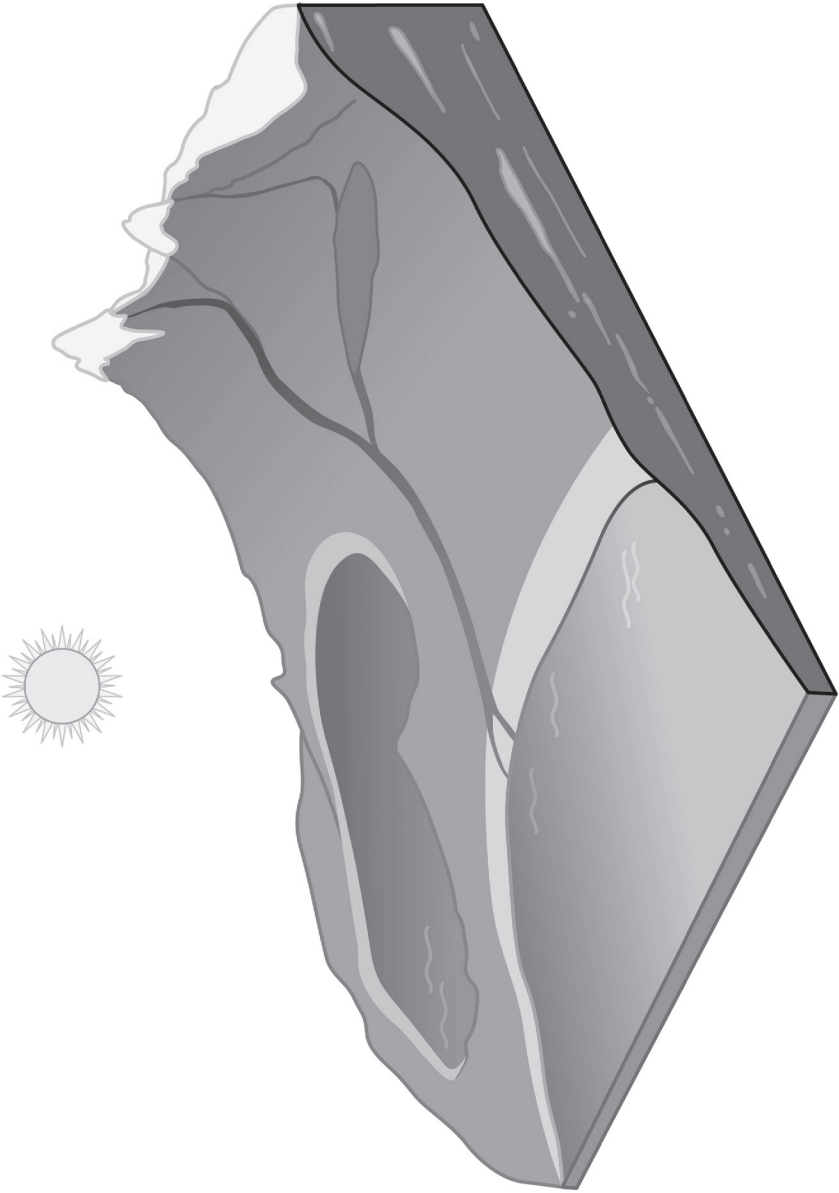
Additional Work with Complex Text



Unit 1, Week 1, Day 2: Water Diagram (■●▲)

Name: _____

Date: _____

Water in the atmosphere		
Surface water	Diagram by Stacey Posnett for EL Education	
Groundwater		



Additional Work with Complex Text



Unit 1, Week 1, Day 2: Water Diagram Labels (■●▲)

Directions: Cut out and paste each of these labels onto your water diagram. Draw a line or an arrow to the part of your diagram that illustrates this type of water feature.

— oceans	— groundwater	— inland saltwater seas	— water in the atmosphere
— icecaps and glaciers	— freshwater lakes	— moisture in the soil	— rivers



Additional Work with Complex Text



Unit 1, Week 1, Day 4: Language Dive Guide VI: *One Well*

Notes	Refer to the Language Dive in Module 3, Unit 1, Lesson 7, for detailed notes on how the Language Dive format has changed starting in Module 3.
Sentence	But there is also water we can't see, beneath the Earth's surface. (from page 7 of <i>One Well: The Story of Water on Earth</i> by Rochelle Strauss)
Rationale	This sentence is compelling because it uses the coordinating conjunction <i>but</i> as well as the adverb <i>also</i> to help address the Daily Learning Targets and L3.1i. This sentence also connects to the big idea by helping students understand that water is a finite resource. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the focus structure But there is also . After discussing this structure, students practice using it to discuss something in their lives. Students apply their understanding of the meaning and structure of this sentence when comparing and contrasting texts during Writing in the ALL Block of this unit.
Time	15 minutes
Throughout the Language Dive	Follow the same routine found in Module 3, Unit 1, Lesson 7.
Deconstruct	Refer to the chunk chart for language goals; display the sentence strip chunks ; distribute the 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 1, Week 1, Day 4: Language Dive Chunk Chart VI: *One Well*

But there is also	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ “Can you figure out why the author wrote <i>But</i>?” <i>But</i> signals that this sentence will show a contrast between the previous idea in the text (that there is a lot of water on Earth’s surface) and the forthcoming idea. (linking word; coordinating conjunction) ■ <i>there is also</i>: “What does this phrase tell us?” <i>also</i> means <i>in addition, additionally</i>. This chunk tells us that although the forthcoming idea will contrast with the previous idea, it does not negate the previous idea. <i>also</i> emphasizes that both ideas are true. (existential there/verb/adverb) ■ “What if we removed <i>also</i> in this chunk? Does it still make sense? Why do we think that?” Removing <i>also</i> would change the meaning of the sentence; it would suggest that the two ideas are mutually exclusive, that both ideas can’t exist. ■ Students can discuss words the author could use in place of <i>also</i> without significantly changing the meaning of the sentence. (<i>additionally</i>)
Practice (Focus Structure)	<ul style="list-style-type: none"> ■ “There is _____, but there is also _____.” (There is <u>a lot of reading in class</u>, but there is also <u>a lot of discussion</u>.) <ul style="list-style-type: none"> – To provide lighter support: “Can we divide this sentence into two or more sentences? What do we have to remove or change?” – To provide heavier support: Provide a word/phrase bank for students to use when completing the sentence frame. ■ Students can take 30 seconds in pairs to say their sentence aloud. One partner can say the beginning part of the sentence, before the comma; and the other partner can say the second part of the sentence, using the language from the focus structure to contrast that idea. They can then write and sketch on their activity card. 📝 Step #2

	<ul style="list-style-type: none"> Students can then cover <i>also</i> with their finger and say the sentence again, discussing how the meaning, and perhaps their tone of voice, changed. ☞ Step #3
water we can't see,	
Deconstruct: Language Goals	<ul style="list-style-type: none"> “What is this chunk about?” This chunk is about the water that is not visible to us. (noun phrase) Students can take 30 seconds in pairs to explain where they think the water is that we cannot see. Then they can switch pairs and share the ideas from their previous partner. ☞ Step #4
beneath the Earth's surface.	
Deconstruct: Language Goals	<ul style="list-style-type: none"> “Where is the water that we cannot see?” <i>beneath the Earth's surface</i> means underneath the ground. Note that <i>the Earth's surface</i> is the top layer of Earth, which is where Earth's visible water is, mentioned in the previous paragraph. (prepositional phrase) Students can take 30 seconds in pairs to look in the text and list as many places as they can where water is found <i>beneath the Earth's surface</i>. They can write these places. ☞ Step #5
But there is also water we can't see, beneath the Earth's surface.	
Reconstruct	<ul style="list-style-type: none"> “Can you say this sentence in your own words?” (However, water also exists underneath the ground, where we cannot see it.) “How does the Language Dive add to your understanding of the guiding question?” (It connects to the big idea by helping us understand that water is a finite resource, that all of the water we can and cannot see is connected—and limited.)

**Practice
(Sentence)**

- “Can we say this sentence in a different order? What would we have to remove or change?”
 - To provide lighter support: “Can you use a different linking word to replace *But* without changing the meaning of the sentence?” (Examples: *Yet, However*)
 - To provide heavier support: Invite students to discuss the meaning of the sentence in home language groups.
- Students can each hold a chunk and switch places to show the sentence in a different, correct order.
- Language Chunk Wall suggestions:
 - Language to connect words, phrases, clauses: ***But there is also***
 - Nouns and noun phrases and clauses (people, places, things, ideas): ***water we can’t see***
 - Adverbs and adverbial phrases and clauses (describing verbs, adjectives, adverbs): ***But there is also***
 - Language to talk about location: ***beneath the Earth’s surface.***



Additional Work with Complex Text



**Unit 1, Week 1, Day 4: Language Dive Sentence Strip Chunks VI:
*One Well***

But there is also

water we can't see,

beneath the Earth's surface.



Reading and Speaking Fluency/GUM



Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2 and Day 4

- I can use verbs, nouns, adjectives, and adverbs correctly to form sentences. (L.3.1a)
- I can explain how verbs, nouns, adjectives, and adverbs affect the meaning of a sentence. (L.3.1a)

Student Materials

Day 2:

- Parts of Speech word cards (one per group of four)
- Scissors
- Colored pencils (blue, purple, red, yellow, green)

Day 4:

N/A

Directions:

Day 2

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

Get into a group of four and label yourselves A, B, C, and D.

1. Prepare the Parts of Speech word cards.

Partner A—cuts up and holds the noun cards.

Partner B—cuts up and holds the verb cards.

Partner C—cuts up and holds the adjective cards.

Partner D—cuts up and holds the adverb cards.

2. Practice forming sentences.

- Choose one word from your word cards. Do not share your word with your group.

- On the count of three, partner A reveals the noun for the sentence, partner B reveals the verb, partner C reveals the adjective, and partner D reveals the adverb.

- As a group, say a sentence aloud that makes sense and uses the four word cards. Add other words if needed. The sentence may be silly. For example:

Word cards say: **flower, ran, wet, excitedly**

Sentence could be:

The wet flower ran excitedly to the tree.

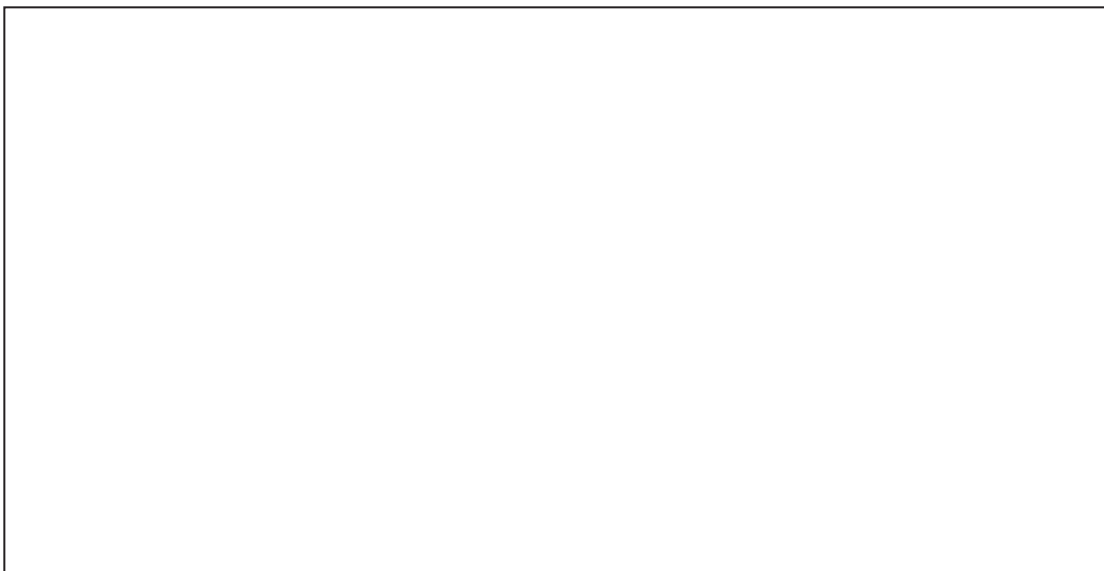
The magical flower ran and hugged the wet tree excitedly.

- Repeat steps above with new Parts of Speech word cards.

3. Each person in the group writes a complete sentence below. Use colored pencils to underline the noun in blue, the pronoun in purple, the verb in red, the adjective in yellow, and the adverb in green.

MORE CHALLENGE:

Draw what your sentence describes.



Day 4

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

Get into a group of four and label yourselves A, B, C, and D.

1. Partner A reads this sentence aloud for the group:

We live on a watery planet, and we must work carefully to protect it.

Partners B, C, and D discuss what the sentence means.

2. Change the meaning of the sentence in step 1 by taking out a word or replacing a word with another word.

- Each partner crosses out and changes one word in the sentence above. For example:

We live on a watery planet, and we must work carefully to protect ^{her}it.

- Partner A changes a **verb**.
- Partner B changes a **noun**.
- Partner C changes an **adjective**.
- Partner D changes the **adverb**.
- Every partner explains how he or she changed the meaning of the sentence. Use the sentence frame if needed.

"I changed the _____ to _____. This changes the meaning because now _____ instead of _____."

For example: *I changed the pronoun it to her. This changes the meaning because now it says that the planet, the noun the pronoun is replacing, is a girl, instead of just an it. This makes Earth seem more like a person.*

MORE CHALLENGE:

How would it change the meaning of the sentence if you changed the pronoun we to *they*?

They live on a watery planet, and they must work carefully to protect it.

Discuss with your group.

3. Reread the sentence you wrote on Day 2, step 3. Cross out and change **one word** in your sentence. Explain to your group what word you changed and how that affects the meaning of your sentence.

MORE CHALLENGE:

Change one word in the sentence below. Change the word and explain how it changed or the meaning of the sentence.

Many people don't have access to freshwater, and they suffer from disease.

Explanation:



Reading and Speaking Fluency/GUM



Unit 1, Week 1, Day 2: Parts of Speech Word Cards

Name: _____ **Date:** _____

Directions: Cut up each set of cards.

Partner A—cuts up and holds the noun cards.

Partner B—cuts up and holds the verb cards.

Partner C—cuts up and holds the adjective cards.

Partner D—cuts up and holds the adverb cards.

Noun (and pronoun) cards

snowflakes

stream

firefly

freshwater lake

toenails

moisture

it

polar icecaps

(student choice)

(student choice)

Verb cards

run

was

thinking

will affect

kissing

does not flow

throw

is connected

(student choice)

(student choice)

Adjective cards

strange

frozen

smiling

blue

bright

watery

tired

every

(student choice)

(student choice)

Adverb cards

beneath

quickly

sadly

over

cheerfully

angrily

surprisingly

loudly

(student choice)

(student choice)



Writing Practice

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can write a paragraph to compare the main idea and supporting details of two texts. (RI.3.9, W.3.2)

Day 3

- I can revise my paragraph to make it a stronger comparison. (W.3.2c, W.3.5)

Teaching Notes

- In this component, students write an informative paragraph where they compare the main idea and supporting details of two texts. This task gives students an opportunity to practice using language to compare from the Language Dive from Unit 1, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt and review the main idea and supporting details of the texts they will compare. On Day 3, students continue writing or revise their paragraphs to include linking words and more thoroughly answer the prompt. Depending on the needs of your students, you may wish to focus on a different criterion of informative writing.
- This lesson assumes that students have completed the Exit Ticket: Comparing and Contrasting Texts in module Lesson 8.
- **Differentiation:** Preview the writing prompt(s) for this component. Depending on Exit Ticket: Comparing and Contrasting Texts and your own observations in the Closing and Assessment time in module Lesson 8, form groups of students who need similar support. The ■ card allocates more time for students to review the main idea and supporting details of the texts and reviews the structure of a paragraph, while the ●◆▲ cards allocate more time for students to begin writing.
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Determining the Main Idea Note-catcher: Pages 20–21 of *One Well* (from module Lesson 7; one per student)
- ✓ Determining the Main Idea Note-catcher: “Access to Water” (from module Lesson 8; one per student)
- ✓ Exit Ticket: Comparing and Contrasting Texts (from module Lesson 8; one per student)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Comparing Two Texts informative paragraphs (completed on Day 2)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1:

- Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target. Point out that this week students will compare the main ideas and supporting details in two texts—an important research skill and a skill they will be assessed on during the End of Unit 1 Assessment in the module lessons.
- Instruct students to retrieve the two **Determining the Main Idea note-catchers** and complete step 1 on their activity cards 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.
- Review the **Exit Ticket: Comparing and Contrasting Texts**.
 - : Underline and discuss some examples of different supporting details from the texts.
- Invite students to talk through their paragraphs.
 - : Review the parts of the paragraph and model talking through a comparison, perhaps comparing the positive traits of two students in the group first.
- Invite the ●◆▲ groups to write their focus statement.
 - ▲: Post additional sentence frames, such as: “While ____ and ____ have similarities, they also ____.” Invite students to complete the frames with something familiar, such as the positive traits of two students in the group, before comparing the texts.
- If time allows, ask one student to share out as an exemplar and discuss the steps and stars of the focus statement.
- Tell students that tomorrow they will write their paragraphs. Give students specific, positive feedback on their prewriting thinking.
- Prepare students for Day 2’s independent activity using the **Unit 1, Week 2: Writing Practice: Student Task Card**. Note: Do not collect Teacher-Guided Student Activity Cards. Students may use the sentence frames and/or focus statements on Day 2.

Instruction for Day 3:

- Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to retrieve their **Comparing Two Texts informative paragraphs** from Day 2 and complete step 1 on the activity card.
 - ◆▲: If useful, invite students to exchange paragraphs with a partner and color-code their partner’s paragraph instead of their own.
- Invite student volunteers to share their answers for step 1.
 - ▲: While debriefing step 1, identify words from the prompt that should be included in their paragraphs (e.g., *main idea, supporting details, text, similarities, differences*). List words on the board (or create a word bank) that help an author make comparisons (e.g., *however, but also, in addition, another way*). Ask students to work with a partner to identify places where

these linking words can make their paragraph stronger. Or consider modeling using linking words by comparing the positive traits of two students in the group and asking students to raise their hands when they hear linking words. Cue students with:

Conversation Cue: “Can you figure out why I used that linking word?”

■: Discuss linking words in steps 2–3. List words on the board that help an author make comparisons (e.g., *however*, *but also*, *in addition*, *another way*). Ask students to work with a partner to identify places where linking words can make their paragraph stronger. Or consider modeling using linking words by comparing the positive traits of two students in the group and asking students to raise their hands when they hear linking words. Cue students with:

Conversation Cue: “Can you figure out why I used that linking word?”

- Invite all students to revise and/or continue writing their paragraphs.
 - ◆▲: If useful, ask students to find specific examples from the text that illustrate the differences in supporting details. Invite students to revise their paragraphs to include those examples.
- Tell students that tomorrow they will have a chance to finish their paragraphs.
 - They should revise them to make sure they include a strong focus statement and a thorough explanation of the similarities and differences.
 - If needed, invite students to use at least three more adjectives or adverbs in their revision.
 - ◆ (and any other students who have already completed a satisfactory paragraph for the first prompt): Tell students they will write on the additional prompt.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for Day 4’s independent activity by walking through the **Unit 1, Week 2: Writing Practice: Student Task Card**.



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can write a paragraph to compare the main idea and supporting details of two texts. (RI.3.9, W.3.2)

Day 3:

- I can revise my paragraph to make it a stronger comparison. (W.3.2c, W.3.5)

Student Materials

Day 1:

- Determining the Main Idea Note-catcher: Pages 20–21 of *One Well*
- Determining the Main Idea Note-catcher: "Access to Water"
- Exit Ticket: Comparing and Contrasting Texts

Day 3:

- Comparing Two Texts informative paragraph
- Colored pencils (optional; red, green, yellow, and blue)

Directions:

Day 1

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

Writing Prompt:

What are the similarities and differences between the main ideas and supporting details of pages 20 and 21 of *One Well* and "Access to Freshwater"?

1. With a partner, take turns summarizing pages 20 and 21 of *One Well* and "Access to Freshwater." Use the Determining the Main Idea note-catchers to help you. Use the sentence frame if needed.

"The main idea of (text) is _____. The supporting details are _____, _____, and _____."

- As a group, review the Exit Ticket: Comparing and Contrasting Texts.
- Talk through what you will write with a partner.

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> Focus statement —one sentence </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> Differences —two or three sentences with examples </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Similarities —two or three sentences with examples </div>	<p>"Even though the two texts have _____, they _____."</p> <p>"The texts have similar _____. For example, _____."</p> <p>"But the texts are also different because _____. For example, _____."</p>
--	--

Day 3

W.3.2c	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.
--------	--

- Underline your focus statement. Share your focus statement with a partner. Explain how it answers the prompt.
- Put a star above any linking words (e.g., *however*, *while*, *but also*, *in addition*, *even though*, *similarly*, *likewise*, *although*, *on the other hand*) you used. Share them with a partner.
- Finish writing your paragraph.

MORE CHALLENGE:

After you finish your paragraph, reread it and color-code it using colored pencils.

- Underline in **red** the sentences where you introduce the topic.
- Underline in **green** your focus statement.
- Underline in **yellow** the sentences where you talk about the similarities.
- Underline in **blue** the sentences where you talk about the differences.
- Circle the words "main idea" and "supporting details" in your paragraph.
- If you can't find all these parts of your piece, you may revise your paragraph to include them.



Writing Practice



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

Name: _____ Date: _____



Daily Learning Targets

Day 1:

- I can write a paragraph to compare the main idea and supporting details of two texts. (RI.3.9, W.3.2)

Day 3

- I can revise my paragraph to make it a stronger comparison. (W.3.2c, W.3.5)

Student Materials

Day 1:

- Determining the Main Idea Note-catcher: Pages 20–21 of *One Well*
- Determining the Main Idea Note-catcher: "Access to Water"
- Exit Ticket: Comparing and Contrasting Texts

Day 3

- Comparing Two Texts informative paragraph
- Colored pencils (optional; red, green, yellow, and blue)

Directions:

Day 1

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

Writing Prompt:

What are the similarities and differences between the main ideas and supporting details of pages 20 and 21 of *One Well* and "Access to Freshwater"?

1. With a partner, take turns summarizing pages 20 and 21 of *One Well* and "Access to Freshwater." Use the Determining the Main Idea note-catchers to help you. Use the sentence frame if needed.

"The main idea of (text) is _____. The supporting details are _____, _____, and _____."

2. As a group, review the Exit Ticket: Comparing and Contrasting Texts.
3. Talk through your paragraph with a partner. Use the Paragraph Talk Through below.

Conversation prompt	Sentence frames
First, I will give the focus of my paragraph. I will write something like ...	<p>"The two texts have some _____, but there are also some _____."</p> <p>"While the _____ are similar, the _____ are different."</p>
Then I will explain the _____. I will write something like ...	<p>"The _____ between the two texts are very _____."</p> <p>"For example, _____."</p>
Then I will explain the _____. I will write something like ...	<p>"It says _____ in <i>One Well</i>, and _____ in 'Access to Freshwater' it _____."</p> <p>"While it explains _____ in (text), it explains _____ in (text)."</p> <p>"However, the texts are also _____."</p> <p>"For example, _____."</p>

4. Write your focus statement here. Use the sentence frames from the Paragraph Talk Through to help you.

MORE CHALLENGE:

Write your focus statement in a different way.

Day 3

1. Color-code your paragraph using colored pencils.
 - Underline in **red** the sentences where you introduce the topic.
 - Underline in **green** your focus statement.
 - Underline in **yellow** the sentences where you talk about the similarities.
 - Underline in **blue** the sentences where you talk about the differences.
 - Put a star above any linking words (e.g., *however, while, but also, in addition, even though, similarly, likewise, although, on the other hand*) you used.
 - Circle the words "main idea" and "supporting details" in your paragraph.
 - If you can't find all these parts of your piece, you may revise your paragraph to include them.
2. Revise your paragraph to include all the parts listed above.



Word Study and Vocabulary



Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can use my knowledge of different parts of speech to create and determine the meaning of compound words. (L.3.1a)

Day 3:

- I can explain the meaning of compound words from the text. (RI.3.4, L.3.4, L.3.6)

Student Materials

Day 1:

- Parts of Speech lists (one per pair)
- Dictionary

Day 3:

- Dictionary
- One Well: The Story of Water on Earth*

Directions:

Day 1

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

1. Read aloud as a group.

Compound words are words that are created by putting two (or more) individual words together.

Compound words can be two nouns combined:

bed + time = **bedtime**, or the time (noun) you go to your bed (noun)

Compound words can be a noun and verb combined:

break + fast = **breakfast**, or the time you break (verb) the fast (noun) you had all night

Compound words can be adjectives, adverbs, or prepositions combined with nouns or verbs:

out + cry = **outcry**, or a cry or complaint (verb) that you say out (adverb) instead of keeping it in your mind

2. Word work

- Form a group of two.
- Use the Parts of Speech list to create compound words. Write the words in the table. Write at least two words in each category.

NOUN + NOUN	NOUN + VERB	ADJECTIVE or ADVERB/ PREPOSITION + NOUN or VERB

3. Compare your lists.

- Find a new partner.
- Take turns explaining what your compound words mean, using the individual words within each word to help you. You can use a dictionary if needed.

MORE CHALLENGE:

Write more compound words below:

Day 3

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

1. Find a partner.
2. Find the individual words in each compound word below.

Compound word from the text	First word	Second word
inland sea (page 7)	<i>in</i>	<i>land</i>
groundwater (page 7)		
freshwater (page 7)		
icecaps (page 7)		
rainforest (page 8)		
rainfall (page 20)		
wetland (page 23)		
without (page 22)		
underground (page 23)		
MORE CHALLENGE: livestock (page 23)		

3. Discuss the meaning of the compound words in step 2. Explain how the individual words help you know the meaning of the compound word.

"The first word _____ means _____, and the second word means _____. Therefore, this compound word means _____."

MORE CHALLENGE:

Use one (or more) of the compound words above in a sentence. Write it below.



Word Study and Vocabulary



Unit 1, Week 2, Day 1: Parts of Speech Lists

Directions: Use these lists of words to create compound words.

NOUNS/PRONOUNS				
fire	house	man	looker	side
horse	fly	hair	coat	fast
back	moon	light	sun	ring
leader	self	body	dog	cast
shop	bird	berries	head	ball
eye	foot	day	light	candle
time	my	him	her	

VERBS				
wear	look	draw	come	break
cut	throw	put	cry	pack
watch	work	note	guard	

ADJECTIVES				
bare	white	fast		
one	blue	green		

ADVERBS AND PREPOSITIONS				
under	out	in		
on	back	over		



Independent Reading



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 text. (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 text
- 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

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

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

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

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 _____.”
 - “I like/don’t like this text because _____. For example, _____. Additionally, _____.”
 - “I would/would not recommend this text because _____. For instance, _____. Furthermore, _____.”
- 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 _____?"
 - "How is _____ similar or different to what _____?"
 - "How does _____ relate to _____?"
5. Repeat with each person in the group.



Word Study and Vocabulary

Teacher Guide



Daily Learning Targets

Day 2

- I can use the suffixes *-less* and *-ful* to form new words. (RF.3.3a, L.3.4b)

Day 4

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

Teaching Notes

- On Day 2, students focus on creating and using words with the suffixes *-less* and *-ful*. They practice creating adjectives. On Day 4, students focus on the academic vocabulary word *organism* with an emphasis on the suffix *-ism*. They practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- **Differentiation:** To provide heavier support for Day 2, pre-fill in parts of the chart for step 2 and/or require students to complete fewer words. To provide heavier support for Day 4, pre-fill in more information on the Vocabulary Tree. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:**
 - Consider highlighting the Parts of Speech lists for Day 1 in different colors to coordinate with the support that students have used in the Unit 1 module lessons (nouns = blue, verbs = red, adjectives = yellow, adverbs and prepositions = green).
 - Prepare independent student materials.

Materials

Day 2

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

Day 4

- ☑ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ☑ Chart paper (one piece; used by the teacher to define the word)
- ☑ Affix List (from Module 1; one per student)

Instruction for Day 2:

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Invite students to complete step 1 alone or with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on another component.
- Debrief step 1. Using the **Parts of Speech anchor chart** as needed, briefly review the parts speech that make up each compound word (e.g., *bare [adjective] + foot [noun]*).
- Guide students through step 2 and forming and using words that end in *-less* or *-ful*.
 - ●◆▲: If needed, work as a group for the first five words and **chart** each word.
 - ▲: Invite students to model using the sentence frames aloud first. To provide lighter language support, invite students to complete the sentence frames in two different ways.
 - ◆: To provide more challenge, invite students to practice orally using the words as adverbs as well (e.g., *cheerful* becomes *cheerfully*).
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for Day 3's independent activity using the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**. Provide models where helpful.

Instruction for Day 4:

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to deconstruct the word into the root and the affixes using their **Affix List** in step 1 with a partner. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on another component.
- Invite student volunteers to share their answers for step 1.
 - ▲: Mini Language Dive: "You need water / **and so does every other living organism** /— every person, every planet, and every animal.
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *and so does*: "And what?" *and* tells us that this part of the sentence is connected to the first part. *so does* emphasizes that other things also need water. (coordinating conjunction + conjunction + verb)
 - *every other living organism*: "Who else needs water?" In addition to you, each living thing on Earth needs water. (determiner + adjective + adjective = noun phrase)
 - Practice: "I (want/do/need) _____, and so does every other student."
 - Reconstruct: Reread the sentence. Ask:
 - "Now what do you think the sentence means?"**
 - "How does the second part of the sentence (every person, every plant, and every animal) relate to the word organism?"**

— Practice: “Every person in this school needs _____—every _____,
every _____, and every _____.” “Every vehicle in this town needs
_____—every _____, every _____, and every _____.”

- Review how to complete a Vocabulary Tree as needed.
 - ▲: Invite students to write the pronunciation. Students who speak a common home language may discuss the translation. Invite students to use a collocation to form their original sentence. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
 - ▲: Post a simple sentence starter for students to use when writing their original sentence.
 - : Invite students to write several sentences. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Word Study and Vocabulary

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

- I can use the suffixes *-less* and *-ful* to form new words. (RF.3.3a, L.3.4b)

Day 4:

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

Student Materials

Day 2:

N/A

Day 4:

- Affix List
- Dictionary

Directions:

Day 2

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

1. Find compound words.
 - Read the sentences below.
 - Underline any compound words you find. (Hint: There are four!)
 - Circle the two individual words in each compound word.

Nobody can live without water, but some people can live on only one bucketful of water a day. They cannot be wasteful and careless with water but must use it carefully.

MORE CHALLENGE:

Is the word *bucketful* a compound word? Why or why not?

2. Practice using the suffixes *-less* and *-ful*.

Noun	Add <i>-less</i> and/or <i>-ful</i> to make an adjective.	Say the word in a sentence. Use it as an adjective.
cheer	<i>cheerful</i> <i>cheerless</i>	"The cheerful students were laughing." "The crowd was cheerless when their team lost."
beauty		"The _____ was _____ (adjective)."
breath		"I feel _____ (adjective) when _____."
care		"Because the boy was _____ (adjective), he _____."
joy		"The _____ (adjective) singing made me feel _____."
help		"The _____ (adjective) student was _____."
pain		"The doctor said that the _____ would be _____ (adjective)."
rest		"I had a _____ (adjective) night of sleep, and I feel _____."
color		"The _____ (adjective) painting hung _____."

3. Write a sentence that uses a *-less* or *-ful* word.

MORE CHALLENGE:

Say another original sentence that uses both a *-less* and a *-ful* word.

Day 4

- You need water and so does every other living organism—every person, every plant, and every animal.

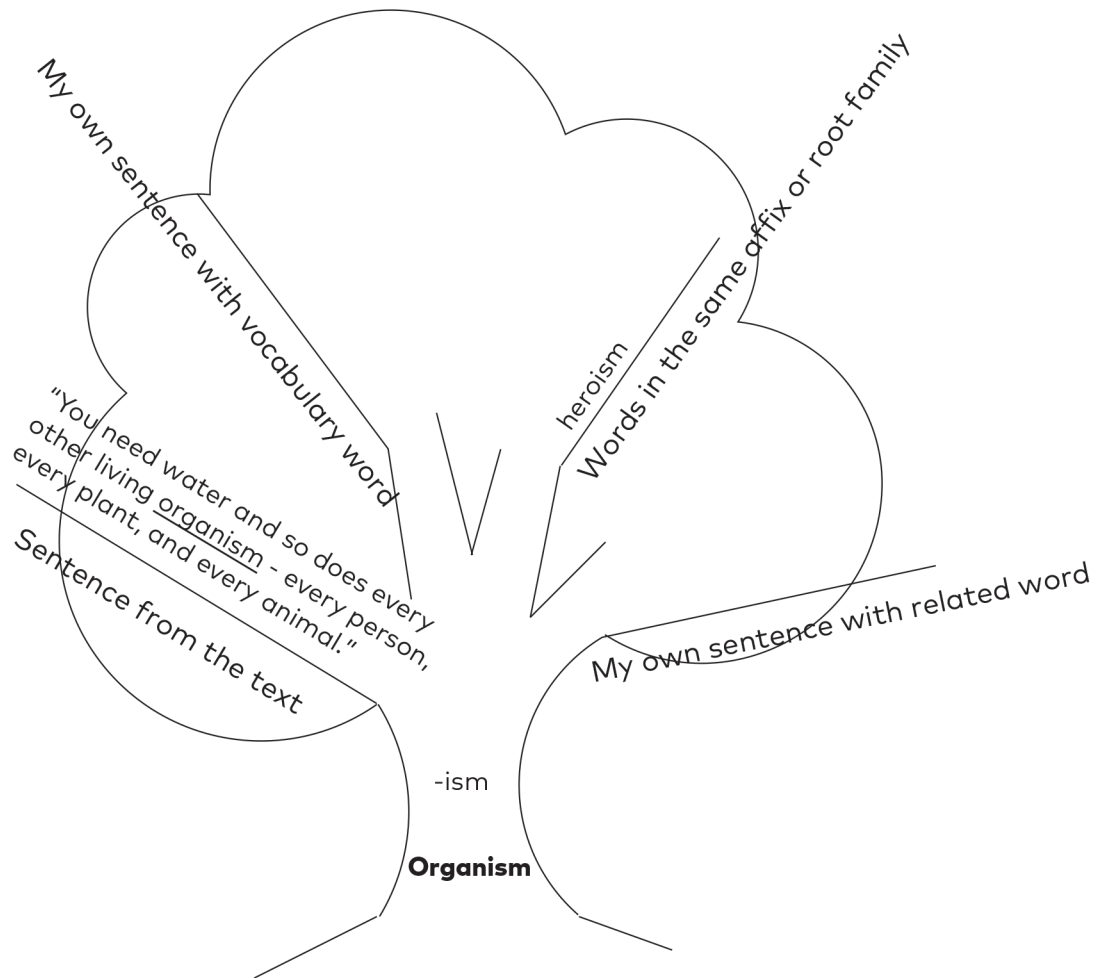
Source: *One Well: The Story of Water on Earth*, page 5

The word is **"organism."**

1. Read how the word *organism* is deconstructed 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
	organize- (from organized structure)	-ism	a practice or system or something having the quality of

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





Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use the suffixes *-less* and *-ful* to form new words. (RF.3.3a, L.3.4b)

Day 4:

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

Student Materials

Day 2:

N/A

Day 4:

- Affix List
- Dictionary

Directions:

Day 2

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

- Read the sentences below.
- Underline any compound words you find.
- Circle the two smaller words in each compound word.

Nobody can live without water, but some people can live on only one bucketful of water a day. They cannot be careless with water but must use it carefully.

- Discuss with a partner: Is the word *bucketful* a compound word? Why or why not?

2. Practice using the suffixes *-less* and *-ful*.

Noun	Add <i>-less</i> and/or <i>-ful</i> to make an adjective.	Say the word in a sentence. Use it as an adjective.
cheer	<i>cheerful</i> <i>cheerless</i>	Suggested noun: <i>students</i> "The cheerful students were laughing." "The students were cheerless when their team lost."
beauty		Suggested noun: <i>sunset</i>
breath		Suggested noun: <i>I</i>
care		Suggested noun: <i>man</i>
joy		Suggested noun: <i>song</i>
help		Suggested noun: <i>student</i>
pain		
rest		
color		
MORE CHALLENGE		
grace		
mercy		

3. Say and then write an original sentence that uses a *-less* or *-ful* word.

MORE CHALLENGE:

Write another original sentence that uses a *-less* or *-ful* word.

Day 4

- You need water and so does every other living organism—every person, every plant, and every animal.

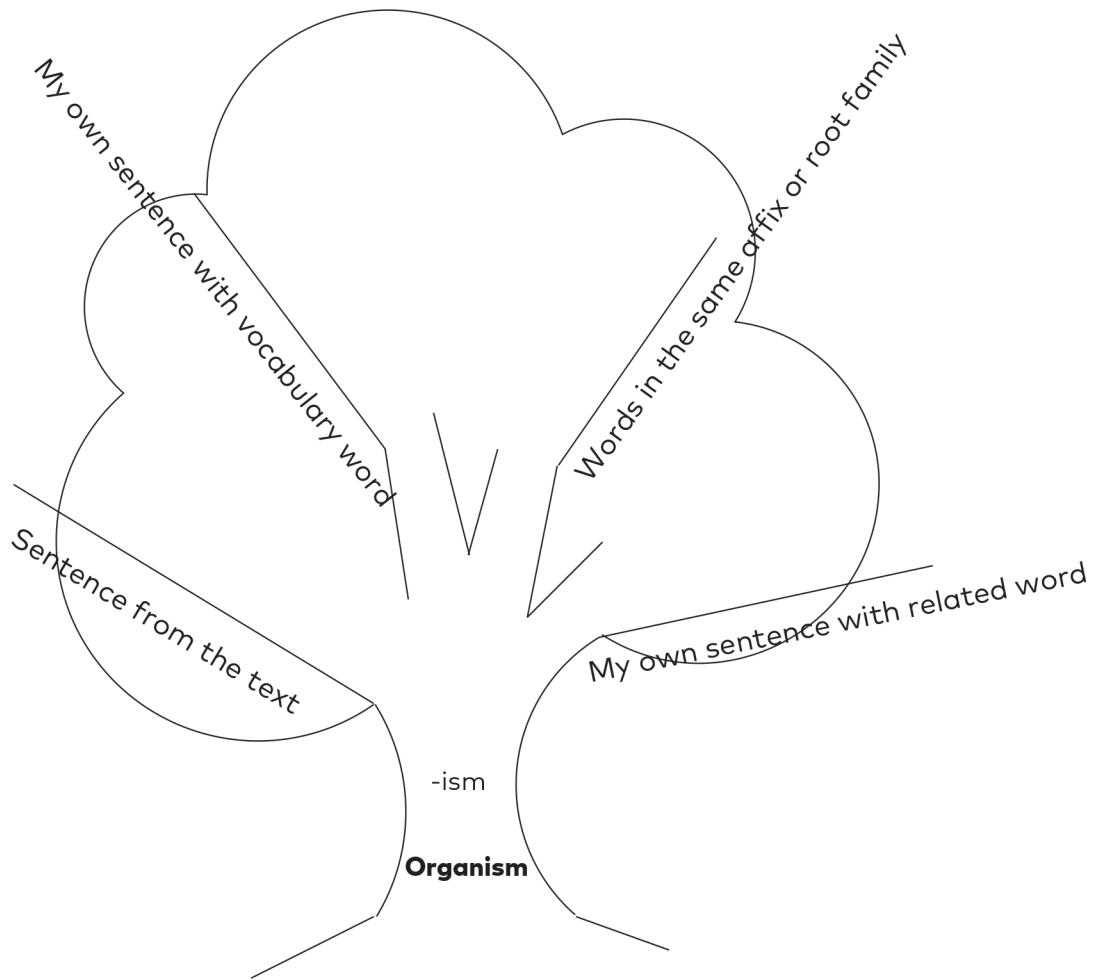
Source: *One Well: The Story of Water on Earth*, page 5

The word is **"organism."**

1. Read how the word *organism* is deconstructed 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
	organize- (from organized structure)	-ism	a practice or system or something having the quality of

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





Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use the suffixes *-less* and *-ful* to form new words. (RF.3.3a, L.3.4b)

Day 4:

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

Student Materials

Day 2:

N/A

Day 4:

- Affix List
- Dictionary

Directions:

Day 2

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

- Read the sentences below.
- Underline any compound words you find. (Hint: There are four!)
- Circle the two individual words in each compound word.

Nobody can live without water, but some people can live on only one bucketful of water a day. They cannot be wasteful and careless with water but must use it carefully.

MORE CHALLENGE:

Is the word *bucketful* a compound word? Why or why not?

2. Practice using the suffixes *-less* and *-ful*.

Noun	Add <i>-less</i> and/or <i>-ful</i> to make an adjective.	Say the word in a sentence. Use it as an adjective.
cheer	<i>cheerful</i> <i>cheerless</i>	"The cheerful students were laughing." "The crowd was cheerless when their team lost."
beauty		"The _____ was _____ (adjective)."
breath		"I feel _____ (adjective) when _____."
care		"Because the boy was _____ (adjective), he _____."
joy		"The _____ (adjective) singing made me feel _____."
help		"The _____ (adjective) student was _____."
pain		"The doctor said that the _____ would be _____ (adjective)."
rest		"I had a _____ (adjective) night of sleep, and I feel _____."
color		"The _____ (adjective) painting hung _____."

3. Say and then write a sentence that uses a *-less* or *-ful* word.

MORE CHALLENGE:

Say another original sentence that uses both a *-less* and a *-ful* word.

Day 4

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

- You need water and so does every other living organism—every person, every plant, and every animal.

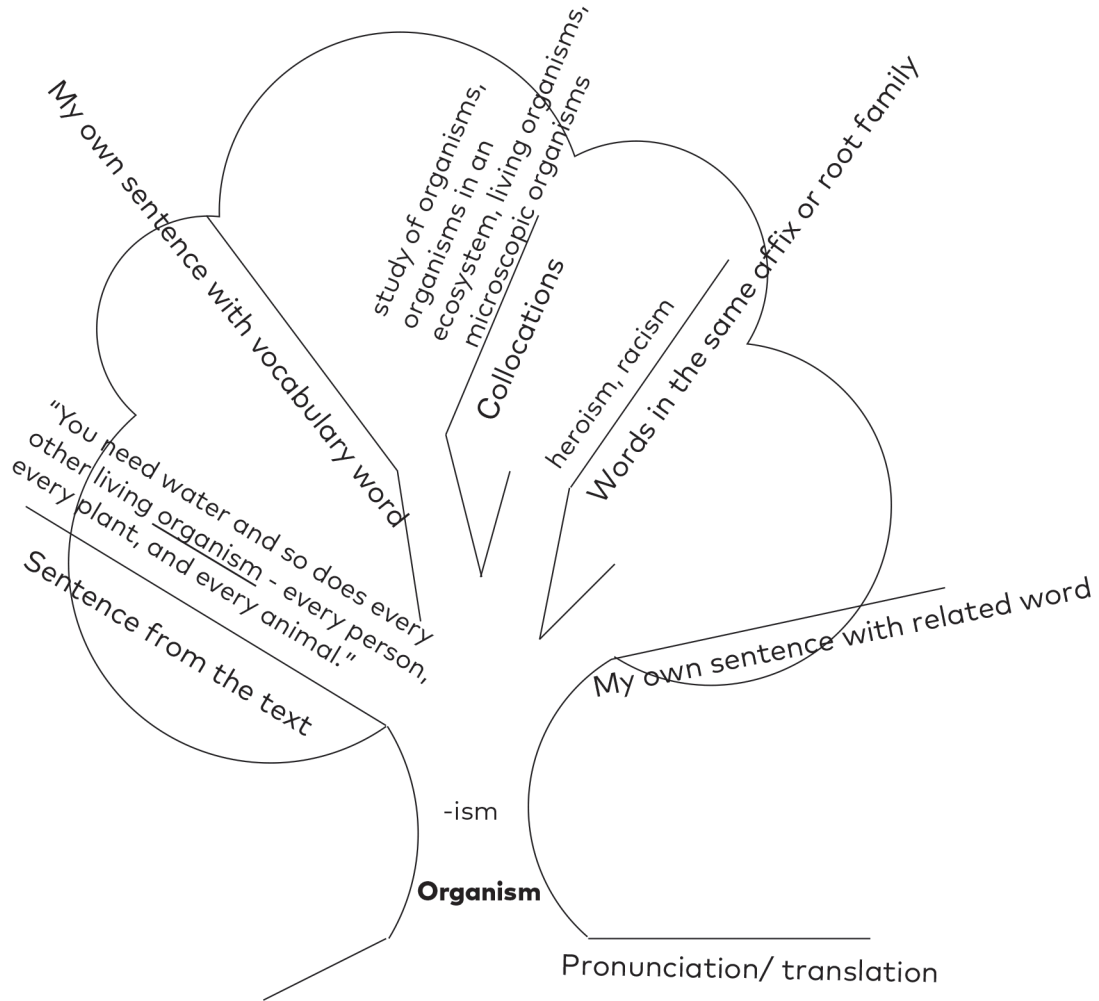
Source: *One Well: The Story of Water on Earth*, page 5

The word is **"organism."**

1. Read how the word *organism* is deconstructed 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
	organize- (from organized structure)	-ism	a practice or system or something having the quality of

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





Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

- I can use the suffixes *-less* and *-ful* to form new words. (RF.3.3a, L.3.4b)

Day 4:

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

Student Materials

Day 2:

N/A

Day 4:

- Affix List
- Dictionary

Day 2

1. Nobody can live without water, but some people can live on only one bucketful of water a day. They cannot be careless with water but must use it carefully.

2. Noun	Add <i>-less</i> and/or <i>-ful</i> to make an adjective.	Say the word in a sentence. Use it as an adjective.
beauty	<i>beautiful</i>	
breath	<i>breathless</i>	
care	<i>careless, careful</i>	
joy	<i>joyful, joyless</i>	

help	<i>helpful, helpless</i>	
pain	<i>painful, painless</i>	
rest	<i>restful, restless</i>	
color	<i>colorful, colorless</i>	
MORE CHALLENGE		
grace	<i>graceful, graceless</i>	
mercy	<i>merciful, merciless</i>	

3. Say and then write an original sentence that uses a *-less* or *-ful* word.
Responses will vary, but may include one of the sentence frames or suggested nouns above.

MORE CHALLENGE:

Write another original sentence that uses a *-less* or *-ful* word.

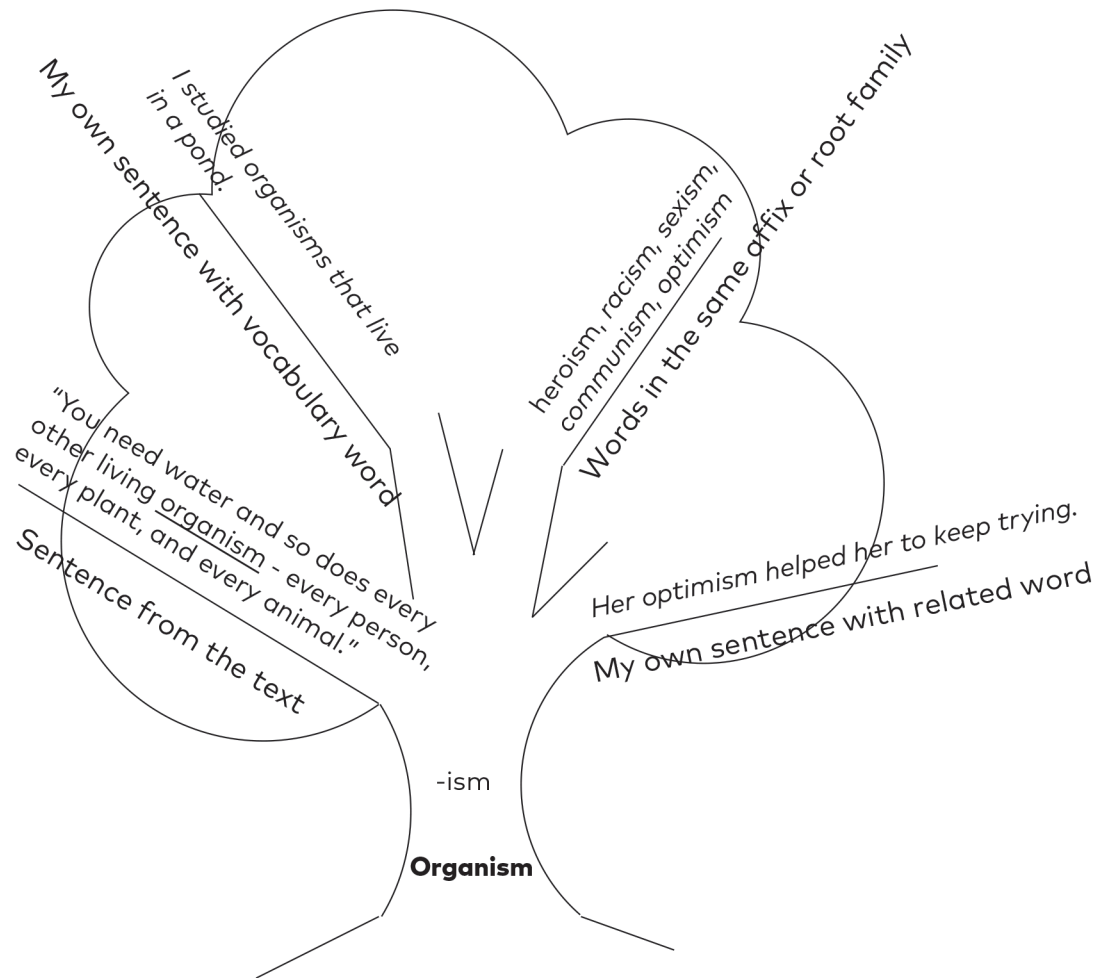
Responses will vary, but may include one of the sentence frames or suggested nouns above.

Day 4

Prefix	Root	Suffix	Definition of Affix
	organize- (from organized structure)	-ism	a practice or system or something having the quality of

Complete the Vocabulary Tree for the word **organism**:

Responses will vary, but may include:



**Word Study and Vocabulary****Unit 1, Week 2: Teacher-Guided Student Activity Card (▲)**
(Answers, for Teacher Reference)**Daily Learning Targets****Day 2:**

- I can use the suffixes *-less* and *-ful* to form new words. (RF.3.3a, L.3.4b)

Day 4:

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

Student Materials**Day 2:**

N/A

Day 4:

- Affix List
- Dictionary

Day 2

- Nobody can live without water, but some people can live on only one bucketful of water a day. They cannot be careless with water but must use it carefully.

- | Noun | Add <i>-less</i> and/or <i>-ful</i> to make an adjective. | Say the word in a sentence. Use it as an adjective. |
|-------------|--|--|
| beauty | <i>beautiful</i> | |
| breath | <i>breathless</i> | |
| care | <i>careless, careful</i> | |
| joy | <i>joyful, joyless</i> | |
| help | <i>helpful, helpless</i> | |
| pain | <i>painful, painless</i> | |

Additional Language and Literacy Block

rest	<i>restful, restless</i>	
color	<i>colorful, colorless</i>	
MORE CHALLENGE		
grace	<i>graceful, graceless</i>	
mercy	<i>merciful, merciless</i>	

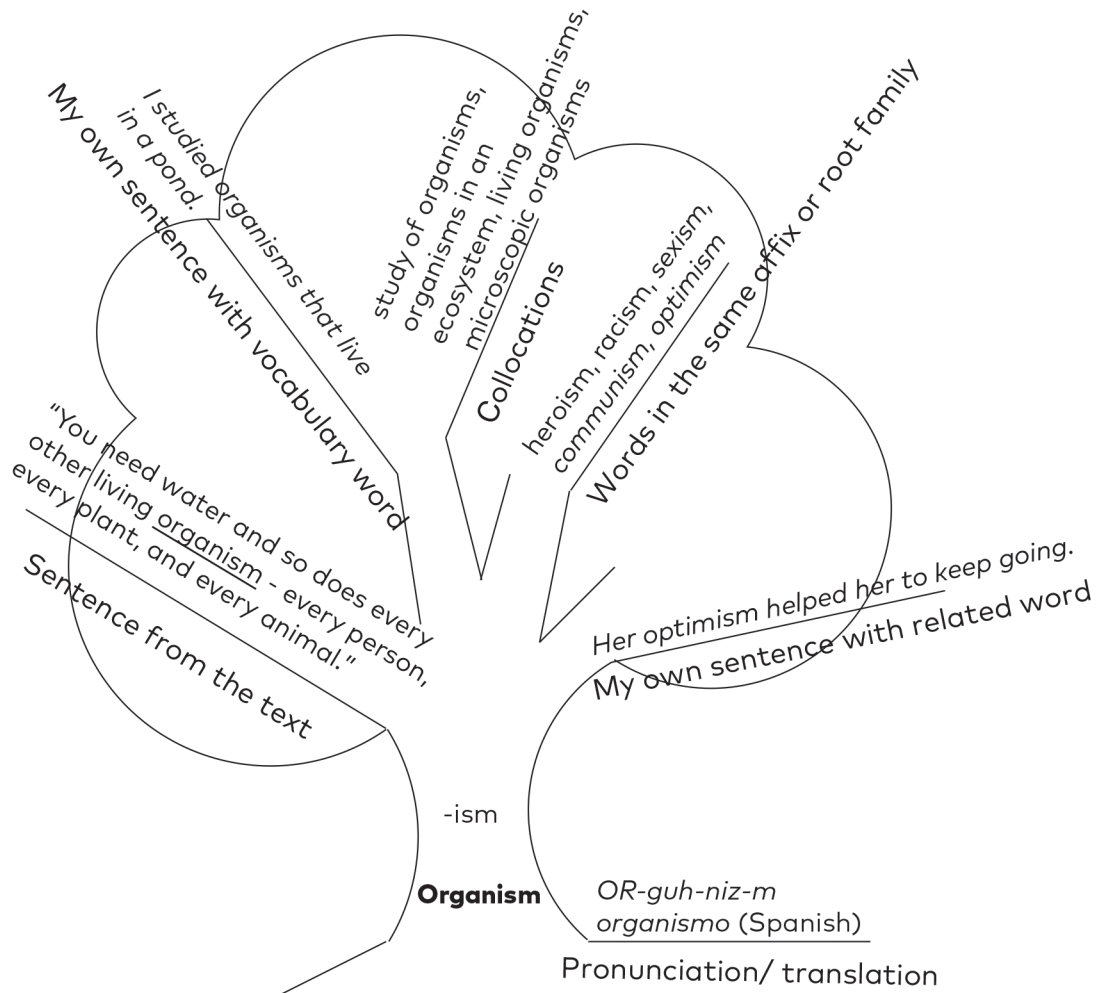
3. Say and then write an original sentence that uses a *-less* or *-ful* word. Responses will vary, but may include one of the sentence frames or suggested nouns above.

Day 4

Prefix	Root	Suffix	Definition of Affix
	organize- (from organized structure)	-ism	a practice or system or something having the quality of

Complete the Vocabulary Tree for the word **organism**:

Responses will vary, but may include:





Writing Practice



Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2 and Day 4:

- I can write a paragraph to compare the main idea and supporting details of two texts. (RI.3.9, W.3.2)

Student Materials

Day 2:

- Exit Ticket: Comparing and Contrasting Texts
- Lined paper
- Colored pencils (optional; red, green, yellow, and blue)
- Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card

Day 4:

- Comparing Two Texts informative paragraph

Directions:

Day 2

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

Writing Prompt:

What are the similarities and differences between the main ideas and supporting details of pages 20 and 21 of *One Well* and "Access to Freshwater"?

1. Discuss what you will write about with a partner. Point to your Exit Ticket: Comparing and Contrasting Texts as you talk.

Use the sentence frames to help you:

"There are some similarities in _____, but there are also some differences in _____."

"I see a _____ (difference/similarity) in the main ideas because _____."

"I think the supporting details are _____ (different/similar). For example, _____."

2. Write your paragraph on the lined piece of paper.

Use the sentence frames from the Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card to help you.

Day 4

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

1. Finish writing your Comparing Two Texts informative paragraph.

MORE CHALLENGE:

After you finish your paragraph, reread it and color-code it using colored pencils.

- Underline in **red** the sentences where you introduce the topic.
- Underline in **green** your focus statement.
- Underline in **yellow** the sentences where you talk about the similarities.
- Underline in **blue** the sentences where you talk about the differences.
- Circle the words "main idea" and "supporting details" in your paragraph.
- Put a star over the linking words you (e.g., *however, while, but also, in addition, even though, similarly, likewise, although, on the other hand*) you used.
- If you can't find all these parts of your piece, you may revise your paragraph to include them.

MORE CHALLENGE:

If you finish writing and revising your paragraph, write another paragraph:

Writing Prompt:

What are the similarities and differences between the main ideas and supporting details of pages 22 and 23 from *One Well* and "Population Growth"? Use the Exit Ticket: Comparing and Contrasting Texts from Lesson 10 to help you.