

Education  
Language Arts

**Grade 3: Module 4: Unit 3**

# Additional Language and Literacy Block

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## Grade 3: Additional Language and Literacy Block: Module 4

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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 3

## 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 3 OVERVIEW

 <p><b>Reading and Speaking Fluency/GUM</b> RF.3.4, L.3.3b</p>	<ul style="list-style-type: none"> <li>• Students are allocated an informational fluency passage for the week from the model PSA script. They self-assess their fluency, set goals, and practice reading the passage, including reading with an appropriate tone and noticing punctuation.</li> <li>• <i>ELLs complete the same activities as other students with an additional Mini Language Dive.</i></li> <li>• Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ▲●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Additional Work with Complex Text</b> RI.3.1, W.3.2c, L.3.1h, L.3.1i</p>	<ul style="list-style-type: none"> <li>• Students reread pages 28–29 in <i>One Well: The Story of Water on Earth</i> to gather details about various water solutions. All students participate in a Language Dive on Day 4 centered on conjunctions and the phrase <i>imagine what would happen if</i>.</li> <li>• <i>ELLs complete the same activities as other students.</i></li> <li>• Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ▲, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Independent Reading</b> RL.3.2, RL.3.10, RI.3.2, RI.3.10, SL.3.1</p>	<ul style="list-style-type: none"> <li>• Students summarize and reflect on their favorite free choice and research texts to complete summary posters. They then participate in a Poster Session to share with their classmates and collect ideas for summer reading. Consider extending this activity over some of the flex days at the end of Unit 3. Add to the celebratory feeling by having refreshments and/or inviting students to dress as their favorite characters or in their pajamas. Allow students to read aloud their favorite passages from any text to a small group. Participate by sharing some of your favorite texts as well.</li> <li>• <i>ELLs complete the same activities as other students.</i></li> </ul>
 <p><b>Writing Practice</b> RI.3.1, W.3.2, W.3.4, W.3.5, L.3.2b</p>	<ul style="list-style-type: none"> <li>• Students write a letter summarizing their video PSA for someone who cannot attend the live launch and mail it in an envelope. Similar to the module lessons, they focus on proper usage of commas and capital letters in mailing addresses.</li> <li>• <i>ELLs complete the same activities as other students.</i></li> <li>• Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Word Study and Vocabulary</b> RF.3.3a, L.3.4b, L.3.4c, L.3.6</p>	<ul style="list-style-type: none"> <li>• Students analyze two academic vocabulary words (<i>unplug</i> and <i>phone</i>) and their affixes using Vocabulary Trees.</li> <li>• <i>ELLs complete the same activities as other students with an additional Mini Language Dive.</i></li> <li>• Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ◆● (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>

**Additional Language and Literacy Block**

**ALL 3M4 UNIT 3 SAMPLE CALENDAR**

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 1</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 2</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students.		
<b>Lesson 3</b> ALL Block: Week 1, Day 1	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> With teacher guidance, students are introduced to fluency texts and continue to use the fluency checklist for self-assessment. They identify strengths and set goals. <b>Learning Target: I can evaluate my own fluency strengths and set a fluency goal.</b> (RF.3.4, L.3.3b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide</li> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■▲●◆)</li> </ul>	<b>Additional Work with Complex Text</b> <b>Overview:</b> All students use details from the text to find solutions to water issues. <b>Learning Target: I can reread a text to find solutions to water issues.</b> (RI.3.1) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Additional Work with Complex Text: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to summarize and reflect on their favorite free choice reading text. They begin a Free Choice Reading Text Summary Poster to share with their classmates. <b>Learning Target: I can summarize my favorite free choice reading text.</b> (RL/RI.3.2, RL/RI.3.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Independent Reading: Student Task Card</li> <li>Free Choice Reading Text Summary Poster</li> </ul>

(continued)

ALL 3M4 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 4</b> ALL Block: Week 1, Day 2	<b>Additional Work with Complex Text</b> <b>Overview:</b> With teacher guidance, all students start a chart to describe what the simple, doable solutions from the text may look like and sound like. <b>Learning Target: I can describe what water solutions look like and sound like.</b> (RI.3.1) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide</li> <li>Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards</li> <li>What Water Solutions Look Like (■▲), (●◆)</li> </ul>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> All students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to a partner. <b>Learning Target: I can help my partner self-assess his or her reading fluency.</b> (RF.3.4) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to continue creating a Free Choice Reading Text Summary Poster to share with their classmates. <b>Learning Target: I can summarize my favorite free choice reading text.</b> (RL/RI.3.2, RL/RI.3.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 5</b> ALL Block: Week 1, Day 3	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> With teacher guidance, all students learn how to use appropriate tone when reading aloud. They then apply this skill to read their fluency passage fluently. <b>Learning Target: I can read a passage aloud fluently and with the appropriate tone.</b> (RF.3.4) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> <b>Printed Materials:</b> N/A	<b>Additional Work with Complex Text</b> <b>Overview:</b> All students follow a task card to complete the What Water Solutions Look Like chart they started on Day 2. <b>Learning Target: I can describe what water solutions look like and sound like.</b> (RI.3.1) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to continue creating a Free Choice Reading Text Summary Poster to share with their classmates. <b>Learning Target: I can summarize my favorite free choice reading text.</b> (RL/RI.3.2, RL/RI.3.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

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**Additional Language and Literacy Block**

**ALL 3M4 UNIT 3 SAMPLE CALENDAR**

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p><b>Lesson 6</b> ALL Block: Week 1, Day 4</p>	<p><b>Additional Work with Complex Text</b></p> <p><b>Overview:</b> 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>.</p> <p><b>Learning Targets:</b>  <b>I can use linking words to connect ideas.</b> (W.3.2c)  <b>I can use coordinating and subordinating conjunctions.</b> (L.3.1h)  <b>I can understand and practice using complex English language structures.</b> (L.3.1i)  <i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>• Language Dive Guide: <i>One Well</i></li> <li>• Language Dive Chunk Chart: <i>One Well</i></li> <li>• Language Dive Sentence Strip Chunks: <i>One Well</i></li> </ul>	<p><b>Reading and Speaking Fluency/GUM</b></p> <p><b>Overview:</b> All students follow a task card to read/perform their fluency passages aloud to a small group. Then they self-assess to determine progress.</p> <p><b>Learning Target: I can read a passage aloud fluently.</b> (RF.3.4)  <i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to share their Free Choice Reading Text Summary Poster with a partner. Students who haven't yet finished the poster get feedback today and can continue to work on it on Week 2, Days 1–3.</p> <p><b>Learning Target: I can tell others about my favorite free choice reading text.</b> (RL/RI.3.10, SL.3.1)  <i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>
<p><b>Lesson 7</b></p>	<p style="text-align: center;"><b>FLEX DAY</b></p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p> <p style="text-align: center;">Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.</p>		

ALL 3M4 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 8</b>  ALL Block: Week 2, Day 1	<b>Writing Practice</b>  <b>Overview:</b> With teacher guidance, all students are introduced to the writing prompt for the week and complete a planning graphic organizer.  <b>Learning Target: I can plan a letter that summarizes my video PSA.</b> (RI.3.1, W.3.2, W.3.4, W.3.5)  <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Unit 3, Week 2: Writing Practice: Teacher Guide</li> <li>• Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (■) (●◆▲)</li> <li>• PSA Summary Letter graphic organizers (■●◆), (▲)</li> </ul>	<b>Word Study and Vocabulary</b>  <b>Overview:</b> All students follow a task card to play a review the definition of words with common prefixes that mean “not.”  <b>Learning Target: I can practice using words with prefixes that have a similar meaning</b> (L.3.4b)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Unit 3, Week 2: Word Study and Vocabulary: Student Task Card</li> <li>• Who Has...? word cards</li> </ul>	<b>Independent Reading</b>  <b>Overview:</b> All students follow a task card to summarize and reflect on their favorite research reading text. They start a Research Reading Text Summary Poster to share with their classmates.  <b>Learning Target: I can summarize my favorite research reading text.</b> (RI.3.2, RI.3.10)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Unit 3, Week 2: Independent Reading: Student Task Card</li> <li>• Research Reading Text Summary Poster</li> </ul>

(continued)

**Additional Language and Literacy Block**

**ALL 3M4 UNIT 3 SAMPLE CALENDAR**

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p><b>Lesson 9</b></p> <p>ALL Block: Week 2, Day 2</p>	<p><b>Word Study and Vocabulary</b></p> <p><b>Overview:</b> With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>unplug</i> with a focus on the prefix <i>un-</i>.</p> <p>Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills program.</p> <p><b>Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix <i>un-</i>.</b> (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><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide</li> <li>Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲)</li> </ul>	<p><b>Writing Practice</b></p> <p><b>Overview:</b> Students follow a task card to write a PSA summary letter.</p> <p><b>Learning Target: I can write a letter that summarizes my video PSA.</b> (RI.3.1, W.3.2, W.3.4, W.3.5)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Writing Practice: Student Task Card</li> </ul>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to summarize and reflect on their favorite research reading text. They continue working on a Research Reading Text Summary Poster.</p> <p><b>Learning Target: I can summarize my favorite research reading text.</b> (RI.3.2, RI.3.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <p>N/A</p>
<p><b>Lesson 10</b></p> <p>ALL Block: Week 2, Day 3</p>	<p><b>Writing Practice</b></p> <p><b>Overview:</b> With teacher guidance, students review the format of an address and continue working on their PSA summary letter.</p> <p><b>Learning Target: I can use commas and capital letters in a mailing address.</b> (L.3.2b)</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><b>Printed Materials:</b></p> <p>N/A</p>	<p><b>Word Study and Vocabulary</b></p> <p><b>Overview:</b> All students follow a task card to practice using <i>unplug</i> and other <i>-un</i> words.</p> <p><b>Learning Target: I can use an academic vocabulary word in context.</b> (L.3.6)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <p>N/A</p>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to complete a Research Reading Text Summary Poster to share with their classmates.</p> <p><b>Learning Target: I can summarize my favorite research reading text.</b> (RI.3.2, RI.3.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <p>N/A</p>

ALL 3M4 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 11</b> ALL Block: Week 2, Day 4	<b>Word Study and Vocabulary</b> <b>Overview:</b> With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>phone</i> with a focus on the root <i>phone</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills program. <b>Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root <i>phone</i>.</b> (RF.3.3a, L.3.4c) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> <b>Printed Materials:</b> N/A	<b>Writing Practice</b> <b>Overview:</b> Students follow a task card to complete their PSA summary letter. <b>Learning Target: I can write a letter that summarizes my video PSA.</b> (RI.3.1, W.3.2, W.3.4, W.3.5) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students participate in a Poster Session on their classmates' Research Reading Text Summary Posters and Free Choice Reading Text Summary Posters. They use a note-catcher to gather summer reading options. Note: Students participate in a Poster Session on Day 4. Post in advance the Free Choice Reading Text Summary Posters and the Research Reading Text Posters for students to view. <b>Learning Target: I can use my classmates' recommendations to find summer reading texts.</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>My Summer Reading Wish List note-catcher</li> </ul>
<b>Lesson 12</b>	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.		
<b>Lesson 13</b>	FLEX DAY Use this day to meet the needs of your students.		



## Reading and Speaking Fluency/GUM

### Unit 3, Week 1: Teacher Guide

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#### Daily Learning Targets

##### Day 1

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

##### Day 3

- I can read a passage aloud fluently and with the appropriate tone. (RF.3.4)

#### Teaching Notes

- On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up the students to work independently with the texts. On Day 3, students practice reading the text with different tones. Note: There are no Teacher-Guided Student Activity Cards for Day 3.
- **Differentiation:** Each group of students will read a different excerpt from the model PSA video script based on their fluency skills. To provide additional language support, lead ELLs through the Mini Language Dive on Day 1 and revisit it on Day 3. Depending on the needs of your students, consider focusing on different criteria from the Fluency Self-Assessment Checklist on Day 3.
- **In advance:**
  - Prepare the Fluency Self-Assessment Checklist (see Module 1).
  - Prepare materials for independent student groups.

#### Materials

##### Day 1

- Model PSA script (from module Lesson 3; one per student)
- Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- Fluency Self-Assessment Checklist (from Module 1; one per student)
- Highlighter (one per student)
- Fluent Readers Do These Things anchor chart (begun in Module 1)
- Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

##### Day 3

- Fluent Readers Do These Things anchor chart (begun in Module 1)
- Fluency passage (from Day 1; one per student)
- Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

**Instruction for Day 1:**

- Note: This sequence of instruction is very similar to Modules 1–2.
- Invite students to retrieve their copies of the **model PSA script** and mark the fluency passage they will use to work on reading fluency:
  - : Excerpt from the beginning of Paragraph 2 to the end of Paragraph 3: “... so unplug it.”
  - ▲: Excerpt from the beginning to end of Paragraph 4: “... for when you are shopping.”
  - ◆: The entire script.
- Invite students to review the text by silently reading it independently or to whisper read with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Briefly clarify the gist of the text.
- ▲: Mini Language Dive: “**Keep an eye out for them** / when you’re shopping.”

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

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  - *Keep an eye out*: “What does this expression mean?” It means to pay attention or look for something. There are other related idioms (*keep your eyes peeled* and *keep your eye on*) that mean the same thing. Students can take turns pantomiming the literal meaning (one eye opened very wide) and the nonliteral meaning (someone looking around). (verb phrase; idiom)

**“What is the subject of this sentence?” (This is an imperative sentence, or a command, so the subject is you—implied subject.)**

- Practice: “\_\_\_\_\_ [another phrase] for them.” (Look out for them. Pay attention for them. Watch out for them.)
- Reconstruct: Reread the sentence. Ask:
 

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

*Note: End here for Day 1. On Day 3, reread the Mini Language Dive sentence and continue with instruction:*

**“Why did the author include this sentence?” The author wanted to tell the reader to take action on a simple solution and used an idiom to say it in an interesting, personable way.**

**“How might you use this phrase in your PSA? Are there other water issue solutions that may involve keeping an eye out for or paying attention to something?” (Examples: Keep an eye out for leaky faucets. Keep an eye out for books about water conservation. Keep an eye on how much time you spend in the shower.)**

- Practice: “Keep an eye out for \_\_\_\_\_ when you are (walking the halls of school/ playing at recess/in the classroom).” (Keep an eye out for the hall monitor when you are walking the halls of the school. Keep an eye out for rain clouds when you are playing at recess.)
- Distribute the **Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**, and briefly discuss each criterion.

- Invite students to use a **highlighter** to highlight the following focus criteria for this week:
  - “I can read my text at a speed that is appropriate for the piece.”
  - “I can read smoothly without many breaks.”
  - “I can notice and read punctuation.”
  - “I can use the appropriate tone to express the author’s meaning.”
- Read a small part of the text aloud two or three times, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (If time is short, prioritize choral reading in the following step for ▲ students.)
- As time permits, invite students to read the passage (or a portion of the passage) aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and setting a goal.
  - ▲: If needed, model setting a goal aloud first.
  - ▲: Invite students to say their goals out loud before they write them.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 2’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

### Instruction for Day 3:

- Note: There are no Teacher-Guided Student Activity Cards for this lesson.
- Remind students of the **Fluent Readers Do These Things anchor chart**. Tell them that today they will work on the following criterion:
  - “I can use the appropriate tone to express the author’s meaning.”
- Ask:
  - “Why do we read texts with an appropriate tone? (Responses will vary, but may include: If someone reads with the wrong tone, it will change the meaning of the text. Therefore, we want to read with a tone that expresses the meaning of the author.)”*
- Post and read a simple sentence such as “Oh yeah, I want to swing” using two tones (e.g., excitedly, angrily, or sarcastically) and ask students to discuss with a partner how the meaning of the sentence changes depending on the tone.
- Remind students that even though fluent readers use an appropriate tone, the tone of their voice changes slightly whenever they encounter punctuation. Add an exclamation mark and then a question mark to the sentence (“Oh yeah, I want to swing!” and then “Oh yeah, I want to swing?”) and discuss how the tone and meaning changes with the punctuation.
  - ▲: To help students see the effect of question marks, ask: “What effects do the question marks have on my voice as I read this passage? How does this aid in comprehension?” (A question mark signals that the sentence should be read with a voice that goes up in pitch at the end. It helps the reader understand that this is the question.)

- Invite students to refer to their **fluency passage** and to highlight or underline any punctuation that might add a pause or be a reason to change the tone with which they speak. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- ▲: Return to the Mini Language Dive from Day 1.
- Ask:
  - “What overall tone do you think this piece should have? Why?” (Responses will vary, but may include: enthusiastic tone, optimistic tone, informative tone.)*
  - Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)*
  - Conversation Cue: “Where will your tone of voice change because of punctuation?” (Responses will vary, but students should note the question marks.)*
- Invite students to practice reading their passages aloud with a partner:
  - Using an appropriate tone
  - Adding pauses and changing the tone of voice they use according to the punctuation
  - (if time permits) In different tones (e.g., with a tone of fear or uncertainty)
- If needed, extend the excerpts of the ■ ● ▲ groups to include the entire excerpt.
- Prepare students for Day 4’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Encourage students to remember their goal from Day 1 (if needed, distribute the Teacher-Guided Student Activity Cards). Remind them that they will have a chance to assess their progress toward this goal on Day 4.





## Reading and Speaking Fluency/GUM



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

(■●◆▲)

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



### Daily Learning Target

#### Day 1:

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

### Student Materials

#### Day 1

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

### Directions:

#### Day 1

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

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

1. Self-assess where you are with each of the highlighted criteria on your checklist by placing a check mark in the appropriate column.
2. Discuss with a partner, then write: "I am good at \_\_\_\_\_."

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

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## Additional Work with Complex Text



### Unit 3, Week 1: Student Task Card

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



### Daily Learning Targets

#### Day 1:

- I can reread a text to find solutions to water issues. (RI.3.1)

#### Day 3:

- I can describe what water solutions look like and sound like. (RI.3.1)

### Student Materials

#### Day 1:

- One Well: The Story of Water on Earth*

#### Day 3:

- One Well: The Story of Water on Earth*
- What Water Solutions Look Like chart (from Day 2)

### Directions:

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#### Day 1

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

Work with a partner.

1. Open *One Well* to page 28. Read Paragraphs 1 and 2.
2. Read the chart below. Note another solution you found in Paragraph 2.
3. Continue reading each paragraph. Take turns reading paragraphs out loud or whisper read. After each paragraph: Stop, discuss with your partner, and add solutions to the chart. Follow the examples on the chart.

Things I can do to help with water issue	
Paragraph 1:	■ <i>Become "well aware" of the water you use.</i>
Paragraph 2: (Note two solutions)	■ <i>Reduce the water you use by keeping water in the fridge.</i>
Paragraphs 3–4: (Note one to three solutions)	
Paragraph 5: (Note one solution)	

MORE CHALLENGE	
Paragraph 6: <i>(Note one or two solutions)</i>	
Paragraph 7: <i>(Note three to five solutions)</i>	
Paragraph 8: <i>(Note one solution)</i>	

**MORE CHALLENGE:**

Sketch a picture of you doing one of the solutions you found in the text.



**Day 3**

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

Work with a partner.

- 1. Continue filling in the What Water Solutions Look Like chart from Day 2. If needed, look back in *One Well* (pages 28–29) to find more solutions.

**MORE CHALLENGE:**

- Discuss with your partner: Which one of these solutions will you use in your PSA? Use the sentence frame:  
“The solution I can use in my PSA is \_\_\_\_\_. I will write something like: \_\_\_\_\_.”

**MORE CHALLENGE:**

Which one of these solutions do you think is the most doable? Why?

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## Independent Reading



### Unit 3, Week 1: Student Independent Task Card

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



#### Daily Learning Targets

##### Days 1–3:

- I can summarize my favorite free choice reading text. (RL.3.2/RI.3.2, RL.3.10/RI.3.10)

##### Day 4:

- I can tell others about my favorite free choice reading text. (RL.3.10/RI.3.10, SL.3.1)

#### Student Materials

##### Day 1:

- Independent reading journal
- Free choice reading text
- Free Choice Reading Text Summary Poster

##### Day 2–4:

- Free choice reading text
- Free Choice Reading Text Summary Poster (begun on Day 1)

#### Directions:

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##### Day 1

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

This week, we will celebrate your independent reading!

1. Pick your favorite free choice reading text. Use your independent reading journal if needed.
2. Move to sit with a partner:
  - Preview the Free Choice Reading Text Summary Poster. Take turns reading each box.
  - In the personal reflection box, you will answer **one** of these questions:
    - What did you like most about this text?
    - Why would you recommend this text to a friend?

- Discuss the tasks in each box. Use these sentence frames to help you:  
 "The best part of my text was \_\_\_\_\_, so I'll draw \_\_\_\_\_."  
 "My text deserves \_\_\_\_\_ stars because \_\_\_\_\_."  
 "My text was mostly about \_\_\_\_\_."  
 "I liked \_\_\_\_\_ about my text. For example, \_\_\_\_\_."  
 "I would recommend this text because \_\_\_\_\_."

3. Begin filling in the Free Choice Reading Text Summary Poster on your own.

**Day 2 and Day 3**

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

1. Use the Paragraph Talk Through to discuss what you will write today for 5 minutes.

Conversation prompt	Sentence frames
I will summarize my text in two or three sentences. I will write something like ...	"The text was mostly about _____." "This is the story of _____." "First, _____. Next, _____. Then, _____. Last, _____."
Then I will answer <b>one</b> of the personal reflection questions. I will answer the question by writing something like this ...	"I liked _____ the most about my text because _____." "For example, _____." "I would recommend this text because _____ . For instance, _____."



## Additional Language and Literacy Block

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2. Continue working on your Free Choice Reading Text Summary Poster.

### **MORE CHALLENGE:**

If you finish your Free Choice Reading Text Summary Poster, choose a favorite passage from the text. Practice by whisper reading it. You can share it with a partner on Day 4.

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### **Day 4**

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

1. Move to sit with a partner and label yourselves A and B.
  - Partner A shares his or her Free Choice Reading Text Summary Poster while pointing to his or her poster.
  - Partner B listens and gives one step and one star.
  - Switch roles and repeat this process.
2. Revise or finish your Free Choice Reading Text Summary Poster.

### **MORE CHALLENGE:**

Once you and your partner have finished your posters, take turns reading aloud your favorite parts of your texts.



## Independent Reading



## Unit 3, Week 1, Day 1: Free Choice Reading Text Summary Poster

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

My Favorite Free Choice Reading Text		
Name:		
Title of the text	Author	How many stars would you give this text? ★ ★ ★ ★ ★
Draw a picture of one of the best parts of the text:		
A brief summary of the text:	Personal reflection:	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	



## Additional Work with Complex Text

### Unit 3, Week 1: Teacher Guide

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#### Daily Learning Targets

##### Day 2

- I can describe what water solutions look like and sound like. (RI.3.1)

##### Day 4

- I can use linking words to connect ideas. (W.3.2c)
- I can use coordinating and subordinating conjunctions. (L.3.1h)
- I can understand and practice using complex English language structures. (L.3.1i)

#### Teaching Notes

- On Day 2, students begin a chart to describe what water solutions look like or sound like. They continue working independently on this chart on Day 3. On Day 4, students complete a Language Dive. Students work with the subordinating conjunction *if* as well as the coordinating conjunction *and* to help address **L.3.1h** and **L.3.1i**. Students then practice using the subordinating conjunction *if* in Unit 3, Week 2: Writing Practice when they write a letter outlining the water issue and possible solution. The sentence for today’s Language Dive was also chosen because it connects to the big idea by helping students understand ways to persuade others to take action to contribute to a better world (see rationale in Language Dive Guide: *One Well*).
- Note: If students have not participated in a conversation such as “What does this look like? What does this sound like?” before, you may need to spend a few minutes practicing with a familiar topic, such as a fun recess.
- **Differentiation:** For Day 2: Preview the What Water Solutions Look Like chart. ◆●: Consider asking students to do the activity in pairs or triads. Intentionally pair students. ▲: Consider pairing ELLs in home language groups. Also, consider putting more advanced ELLs in the ◆● group. ■: Consider partially filling in more of the chart for some students. For Day 4, refer to the Language Dive Guide for differentiation. Not all students will complete the activity card.
- **In advance:**
  - Preview the Language Dive Guide and select from the questions and goals provided to best meet your students’ needs.
  - Prepare materials for independent student groups.

## Materials

### Day 2

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ *One Well: The Story of Water on Earth* (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one to display)
- ✓ What Water Solutions Look Like chart (one per student)
- ✓ Chart paper (one per group; used by the teacher to model diagraming)

### Day 4

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide: *One Well* (for teacher reference)
- ✓ Language Dive Chunk Chart: *One Well* (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: *One Well* (one to display)

## Instruction for Day 2:

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss the learning target.
- Invite students to open their copies of *One Well: The Story of Water on Earth* and complete step 1 with a partner, and respond to any concerns that may have arisen in groups working independently on other components.
  - ▲: Read the paragraph aloud and ask students to follow along. Then invite them to complete the questions on their own.
  - ◆ ●: If useful, ask students to write their discussion answers.
- Invite student volunteers to share answers to step 1.
  - Conversation Cue: “What sentence in the paragraph makes you think so?” (Responses will vary.)**
  - Conversation Cue: “Can anyone add to what your classmate said?” (Responses will vary.)**
- Ask students to retrieve their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**. Using the ideas generated on the chart on the task card, work as a group to fill in the **What Water Solutions Look Like chart**. Note: If students are unfamiliar with the “looks like, sounds like” conversation, practice with something familiar, such as a fun recess.
  - : Using **chart paper**, model by thinking aloud on the first two rows. Then invite students to work with a partner on the third row before sharing their ideas with a group. Repeat with the remaining rows. Before the time ends, look back in the text and fill in the “Things I Can Do” column to support students on Day 3. Remind students there is usually more than one solution per paragraph and they can reread paragraphs to find more.
  - ▲: Using chart paper, model by thinking aloud about the first two rows. Then work as a group for the remaining rows. Invite students to turn and talk with a partner before they volunteer answers to the group. Consider posting a sentence frame for discussion, such as: “I thought something similar to/different from what \_\_\_(name of classmate) said because \_\_\_\_.”

## Additional Language and Literacy Block

- ◆●: Using chart paper, model by thinking aloud about the first row. Invite students to work in pairs or triads instead of whole group. Circulate to provide assistance and periodically share student work as a model for other groups. Debrief as a whole group periodically. Remind students that there is usually more than one solution per paragraph and they can reread paragraphs to find more.
- As time permits, invite students to discuss how they can use this thinking when they write their PSA.
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3's independent activity using the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card. Encourage students to continue thinking about how they can use these solutions in their own PSAs.

### Instruction for Day 4:

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about things they can do to become “well aware.” 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 to make their calls to action more interesting.
- 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: *One Well***, **Language Dive Chunk Chart: *One Well***, and the **Language Dive Sentence Strip Chunks: *One Well*** to guide students through a Language Dive. Use the student questions generated in step 1 to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.



## Additional Work with Complex Text



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

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



### Daily Learning Targets

#### Day 2:

- I can describe what water solutions look like and sound like. (RI.3.1)

#### Day 4:

- I can use linking words to connect ideas. (W.3.2c)
- I can use coordinating and subordinating conjunctions. (L.3.1h)
- I can understand and practice using complex English language structures. (L.3.1i)

### Student Materials

#### Day 2:

- One Well: The Story of Water on Earth*
- What Water Solutions Look Like chart

#### Day 4:

N/A

### Directions:

#### Day 2

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

1. Open *One Well* to page 28. Review the paragraph under the heading "Learn More and Educate Others."
  - Discuss with a partner:
    - What is one thing that this paragraph says you can do to help with water issues?
    - What does this solution **look like**? (Sketch a picture.)

– What does this solution sound like?

- "This solution sounds like: \_\_\_\_\_."

2. Work with your group on the What Water Solutions Look Like chart.

**MORE CHALLENGE:**

Discuss with a partner how you could use the What Water Solutions Look Like chart to write your video PSA.

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**Day 4**

Imagine what would happen if each of us did just one thing to conserve water and protect Earth's one well.

Source *One Well: The Story of Water on Earth*, page 28

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.

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2. Complete the following sentences, after discussing with your partner.

*Each of us* means \_\_\_\_\_.

*Some of us* would mean \_\_\_\_\_.

3. If I could choose just one thing to do to save water, it would be

\_\_\_\_\_

because \_\_\_\_\_.

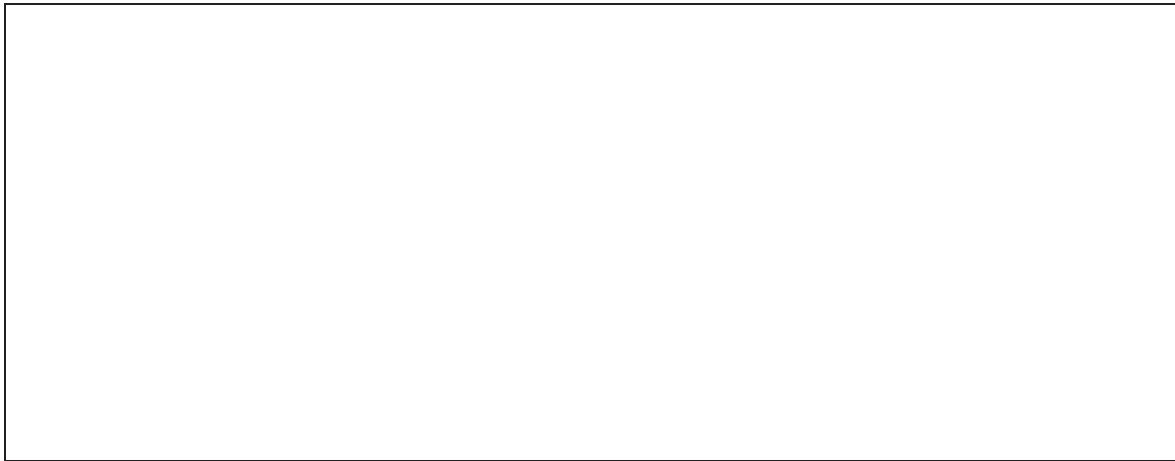
4. Complete the following sentence, and then sketch what you think would happen.

Imagine what would happen if \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

Sketch what you think would happen below:



5. Write this sentence in a different order below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_






**Additional Work with Complex Text**



**Unit 3, Week 1, Day 2: What Water Solutions Look Like (■▲)**

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

Thing I can do	This solution looks like ... (draw a picture)	This solution sounds like ...
<p>Become "well aware" of the water you use (Paragraph 1)</p>		<p>"Mom, can we check out some books from the library about water conservation?"</p>
<p>Reduce the water you use (Paragraph 2)</p>		
<p>Organize a water cleanup (Paragraph 3)</p>		
<p>Share what you learned (Paragraph 5)</p>		

Thing I can do	This solution looks like ... (draw a picture)	This solution sounds like ...



### Additional Work with Complex Text



### Unit 3, Week 1, Day 2: What Water Solutions Look Like (●◆)

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

Thing I can do	This solution looks like ...	This solution sounds like ...
<ul style="list-style-type: none"><li>• <i>Become "well aware" of the water you use (Paragraph 1)</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Reading books like One Well</i></li></ul>	<i>"Mom, can we check out some books from the library about water conservation?"</i>

Thing I can do	This solution looks like ...	This solution sounds like ...



## Additional Work with Complex Text



### Unit 3, Week 1, Day 4: Language Dive Guide: *One Well*

<b>Notes</b>	Refer to the Language Dive in Module 3, Unit 1, Lesson 7, for detailed notes on how the Language Dive format has changed starting in Module 3.
<b>Sentence</b>	<b>Imagine what would happen if each of us did just one thing to conserve water and protect Earth’s One Well.</b> (from page 28, Paragraph 4, of <i>One Well: The Story of Water on Earth</i> by Rochelle Strauss)
<b>Rationale</b>	This sentence is compelling because it uses the subordinating conjunction <i>if</i> and the coordinating conjunction <i>and</i> to help address L.3.1h and L.3.1i. This sentence also connects to the big idea by helping students understand ways to persuade others to take action to contribute to a better world. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the focus structure <b><i>Imagine what would happen if</i></b> . 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 writing a letter to summarize their PSA video during Unit 3, Week 2: Writing Practice.
<b>Time</b>	15 minutes
<b>Throughout the Language Dive</b>	Follow the same routine found in Module 3, Unit 1, Lesson 7.
<b>Deconstruct</b>	Refer to the <b>chunk chart</b> for language goals; display the <b>sentence strip chunks</b> ; distribute the <b>Teacher-Guided Student Activity Card</b> . Follow the same routine found in Module 3, Unit 1, Lesson 7, to assist students in deconstructing, reconstructing, and practicing the chosen sentence.
<b>Practice (Focus structure)</b>	
<b>Reconstruct</b>	
<b>Practice (Sentence)</b>	



## Additional Work with Complex Text



### Unit 3, Week 1, Day 4: Language Dive Chunk Chart: *One Well*

<b>Imagine what would happen if</b>	
<b>Deconstruct: Language Goals</b>	<ul style="list-style-type: none"> <li>■ “Who is this chunk about?” The subject is “missing” in this chunk; it is implied, meaning it is not stated. When a clause starts with the second-person singular present tense verb, it is called an imperative. You can use it to give strong advice or suggestions, to tell people what they should do. You do not use a subject; the subject is understood to be <i>you</i>, the reader or any person or people who may be reading <i>One Well</i>. (implied subject)</li> <li>■ <i>Imagine</i>: “What should you do?” Form a mental picture about what something could be like. <i>Imagine</i> encourages people to think about possibilities that are not currently realities, things that could happen if the information in the subsequent chunks were true. (imperative verb)</li> <li>■ <i>if</i>: “Can you figure out why the author wrote <i>if</i>?” <i>if</i> connects this chunk to the subsequent chunks and introduces a conditional clause; it signals that the information in the subsequent chunks must happen in order for the imagined possibilities from this chunk to happen. Note that <i>if</i> can be replaced with <i>in the event that</i> or <i>on condition that</i> without changing the meaning. (conjunction)</li> <li>■ Students can share out different scenarios to imagine as a class, starting with the sentence frame “Imagine what would happen if _____.” They can then close their eyes and create a mental picture of what would happen in each scenario, and then describe what they imagined as a class.</li> </ul>
<b>each of us did just one thing</b>	
<b>Deconstruct: Language Goals</b>	<ul style="list-style-type: none"> <li>■ <i>each of us</i>: “Who is this chunk about?” <i>each of us</i> refers to everyone in the world. (determiner + preposition + pronoun = subject; collocation)</li> <li>■ <i>did just one thing</i>: “What would each of us have to do for the possibilities in the previous chunk to happen?” We’d each have to take one action. (verb phrase)</li> <li>■ Students can discuss how the meaning would change if <i>each of us</i> were replaced with <i>some of us</i>. 📎 Step #2</li> </ul>

## to conserve water and protect Earth's One Well.

**Deconstruct:  
Language  
Goals**

- “What is the purpose of doing just one thing?” To protect water and, in turn, protect our water source.
- Students can take 30 seconds in pairs to list as many things as they can think of to conserve water and protect Earth's one well. Then they can switch pairs and discuss the one thing they would do if they could choose only one thing. 📎 Step #3

## Imagine what would happen if

**Practice  
(Focus  
Structure)**

- “Imagine what would happen if \_\_\_\_\_.” (Imagine what would happen if everyone ate sugar for breakfast.)
  - To provide lighter support: “Can we say this sentence in a different order? How?”
  - 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. Then they can close their eyes and imagine the scenario they presented, and then discuss what they think would happen with their partner. They can then write and sketch. 📎 Step #4

## Imagine what would happen if each of us did just one thing to conserve water and protect Earth's One Well.

**Reconstruct**

- “How can you say this sentence in your own words?” (Think about what would happen if everyone did something to protect the water on Earth.)
- “How does the Language Dive add to your understanding of the guiding question?” (It connects to the big idea by helping us understand ways to persuade others to take action to contribute to a better world.)

**Practice  
(Sentence)**

- “Can we say this sentence in a different order? What would we have to remove or change?” 📎 Step #5
  - To provide lighter support: “What if we replaced *would* with *will*? How would the meaning change?”
  - 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 capture a reader’s imagination or attention:  
***Imagine what would happen if***
  - Language to connect words, phrases, clauses: ***Imagine what would happen if/to conserve water and protect Earth’s One Well.***
  - Verbs and verb phrases clauses (actions, states of being):  
***Imagine what would happen if/ each of us did just one thing***





**Additional Work with Complex Text**



**Unit 3, Week 1, Day 4: Language Dive Sentence Strip Chunks: *One Well***

**Imagine what would happen if**

each of us did just one thing

to conserve water and protect Earth's One Well.



## Reading and Speaking Fluency/GUM



### Unit 3, Week 1: Student Task Card

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



### Daily Learning Targets

#### Day 2:

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

#### Day 4:

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

### Student Materials

#### Day 2:

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

#### Day 4:

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

### Directions:

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#### Day 2

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

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

## Additional Language and Literacy Block

- Partner A shares fluency goal for the week.
- Partner A reads aloud fluency passage and partner B listens.
- Partner B shares one star (one thing partner A did well) and one step to work on.
  - “You did a good job with \_\_\_\_\_.”
  - “Nexttime, try to \_\_\_\_\_ because \_\_\_\_\_.”
- Switch, and repeat Steps 1–4.

Star	Step

### Day 4

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

1. Get into groups of three or four.
2. Prepare:
  - Remember your goal for the week.
  - Reread the highlighted criteria on your Fluency Self-Assessment Checklist.
3. Each person in the group reads his or her fluency passage aloud while the group listens. After each read, each person in the group gives a “star”—something he or she liked about the reading fluency. Example:
  - “You read at the perfect speed. Not too fast and not too slow!”
  - “You pronounced almost all words correctly. Great job!”
  - “I liked how you \_\_\_\_\_. It helped me understand \_\_\_\_\_.”
  - “I noticed that you \_\_\_\_\_.”
4. Self-assess where you are now on the fluency checklist by placing a check mark in the columns of the highlighted criteria. Choose a different color from the one you used for your self-assessment on Day 1.

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



## Writing Practice

### Unit 3, Week 2: Teacher Guide

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#### Daily Learning Targets

##### Day 1

- I can plan a letter that summarizes my video PSA. (RI.3.1, W.3.2, W.3.4, W.3.5)

##### Day 3:

- I can use commas and capital letters in a mailing address. (L.3.2b)

#### Teaching Notes

- In this component, students write a letter to someone who cannot come to the video PSA live launch. In the letter, they summarize their PSA—including a brief description of the issue and the possible solutions. This task gives students an opportunity to practice their learning about the subordinating conjunction *if* from the Language Dive from Unit 3, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt, review the criteria for an effective letter, and complete a graphic organizer. On Day 3, students continue writing or revise their letters to include an address and more thoroughly answer the prompt. Note: This lesson comes after students are formally assessed on L.3.2b in the Mid-Unit 3 Assessment. Depending on the needs of your students, consider asking students to complete some or all of step 1 individually to further assess L.3.2b. Alternatively, consider focusing on a different criterion of letter writing.
- **Differentiation:** Preview the writing prompt for this component. Form groups of students who need similar support. The graphic organizer for the ▲ group allocates more space to add sample language that students brainstorm and then may use. To provide more challenge for the ◆ group, invite students to write two letters over the course of the week—one to an adult and one to a peer—that require them to adapt their writing for different audiences. To provide more support, create a letter structure diagram (similar to the informative paragraph one in Unit 1, Week 2: Writing Practice). Post for students to refer to throughout the component.
- **In advance:**
  - Choose an exemplary student model invitation letter for students to refer to throughout the week.
  - Prepare materials for independent student groups.

##### Day 1

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Criteria for an Effective Invitational Letter anchor chart (begun in module Lesson 5)
- ✓ Video PSA Planning graphic organizer (from module Lesson 2; one per student)
- ✓ PSA Summary Letter graphic organizer (one per student)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)
- ✓ Model invitation letter (from module Lesson 5; one to display)

### Day 3

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ PSA summary letter (begun on Day 2; one per student)
- ✓ Envelope (one per student)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

### Instruction for Day 1:

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**, review the learning targets, and read aloud the writing prompt for the week.
  - ▲: Review the meaning of the word *summarize*, explaining that it means the same as *recount*, which students have practiced throughout the module lessons. Invite two confident students to fishbowl summarizing *One Well* in 1 minute or less, with feedback, and then again in 30 seconds or less, modeling this process before students summarize their PSAs.
- Brainstorm with students some adults they could send the letter to (e.g., grandparents, aunts/uncles, cousins, family friends, or a former teacher).
- Instruct students to complete step 1 of their activity cards with a partner. While they are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite volunteers to share answers for step 1. As students share out, capture their responses on the **Criteria for an Effective Invitational Letter anchor chart** under a new heading: “Additional Criteria for PSA Summarizing Letter.”

**Conversation Cite: “Can anyone add on to what your classmate just said?” (Responses will vary, but students should note that a summarizing letter should not include information of where and when the presentation takes place, but should include specific actions that someone could take to help solve water issues.)**
- Invite students to retrieve their **Video PSA Planning graphic organizer**.
- Distribute the **PSA Summary Letter graphic organizer** and invite students to complete step 2 individually.
  - ◆: Invite students to discuss with a partner some words or phrases that may help them describe the issues or solutions in a way that “captures the readers’ attention” (e.g., “Did you know?”, “You may be surprised to hear \_\_\_\_\_,” “Imagine if you \_\_\_\_\_”).
  - ▲: Talk students through the graphic organizer and, as a group, brainstorm some words or phrases that can be used in each section. Add student examples to the examples already listed on the graphic organizer.
- Invite students to discuss step 3 with a partner. Invite pairs to share out. Look for students to note that they are practicing summarizing their main ideas and saying the information in another way. Let students know that the more they work with the content of their PSA, the easier and more naturally they can talk about the content in the video PSA.
- Remind students that they will be sending these letters and will need to bring in an address for Day 3. (Note: If students are unable to bring in an address, they may write a letter to an adult in the school building, such as a former teacher.)
- Collect the Teacher-Guided Student Activity Cards.

- Tell students that tomorrow they will finish their PSA Summary Letter graphic organizer (if needed) and write their letters. Give students specific, positive feedback on their prewriting thinking. Display and walk through the Day 2 task on the **Unit 3, Week 2: Writing Practice: Student Task Card**. Remind students to format the letter correctly. If needed, post the **model invitation letter** for students to refer to throughout the week.

### Instruction for Day 3:

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to retrieve their **PSA summary letters** from Day 2 and complete steps 1–2 on the activity card. While they are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite student volunteers to share their answers for steps 1–2.

**Conversation Cue: “Does anyone agree or disagree with what your classmate just said? Why?” (Responses will vary.)**

- ◆: Chart student answers as they are shared so that formatting is visible. Additionally, consider modeling and thinking aloud correcting the first incorrect address in step 1. However, do so only after students have grappled with the task. Observe the areas in which they struggle in order to target appropriate support.
- Model how to write a mailing address on an envelope.
- Distribute **envelopes** and invite students to complete step 3. If useful, invite students to do this in pairs. Students can work together on the first address and then work together to address the second envelope.
- Post the school address and invite all students to write the school address as the return address. For more challenge, students may choose to write their own mailing address as the return address.
- Invite students to complete step 4. If needed, review the format of a letter, including how to close a letter. If useful, review *abstract nouns*. (Students may have participated in a Language Dive on the nouns *energy*, *pride*, and/or *excitement* in the module lessons.)
  - ◆ ●: Invite students to read a partner’s letter and answer questions for their partner. Then debrief components as necessary. Time permitting, invite students to explain one component their partner’s paper does well.
  - ●▲: Time permitting, briefly walk through a student exemplar to illustrate proper formatting, how to give a reason for writing, key ideas summarized in an interesting way, doable solutions, and a correct closing. Consider using multiple exemplars to illustrate different components, annotating the components that are focused on in the margin of the letter.
- Collect Teacher-Guided Student Activity Cards and envelopes.
- Tell students that tomorrow they will have a chance finish their letters. If needed, they should revise the letters to make sure they include all the parts listed in step 4. Walk through the Day 4 task on the **Unit 3, Week 2: Writing Practice: Student Task Card**. Tell students in the ◆ groups and any other students who have already completed a satisfactory letter to write a new letter to a peer instead of an adult.



## Writing Practice



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

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



#### Daily Learning Targets

**Day 1:**

- I can plan a letter that summarizes my video PSA. (RI.3.1, W.3.2, W.3.4, W.3.5)

**Day 3:**

- I can use commas and capital letters in a mailing address. (L.3.2b)

#### Student Materials

**Day 1:**

- Criteria for an Effective Invitational Letter anchor chart
- PSA Summary Letter graphic organizer
- Video PSA Planning graphic organizer

**Day 3:**

- PSA summary letter
- Envelope

#### Directions:

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**Day 1**

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

Writing Prompt:

Unfortunately, some people cannot attend the video PSA live launch. But we don't want them to miss out on this valuable information.

Write a letter to an adult who will not be able to attend the PSA live launch. Summarize the key points of your PSA, including the things someone can do to help solve water issues.

- Reread the Criteria for an Effective Invitational Letter anchor chart. Discuss with a partner:
  - Which of these criteria are also the criteria for writing a letter that summarizes your PSA?
  - What additional criteria will you keep in mind? Jot down some notes.
- Complete the PSA Summary Letter graphic organizer. Use your Video PSA Planning graphic organizer to help you.
- Discuss with a partner: How will writing this letter help you write your video PSA?

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### Day 3

- Correct the addresses below.

Incorrect address	Correct address
Lalo Graybill 59 east road jerome ID 83338	
Sally Masotti 2211 claymaker lane pittsburgh, pa, 15241	

- Exchange PSA summary letters with a partner. Check your partner's address at the top of the page.

Is it written correctly? **yes/no**

- Address the envelope to send your letter tomorrow.



## Additional Language and Literacy Block

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4. Reread your letter and answer the questions below.

Did you format your letter correctly? **yes/not yet**

Did you explain the reason you are writing the letter? **yes/not yet**

Did you explain your key points in an interesting way? **yes/not yet**

Did you give doable suggestions to help solve water issues? **yes/not yet**

Did you close your letter? **yes/not yet**

**MORE CHALLENGE:**

Underline and star any abstract nouns you used.

5. Continue writing your letter.



## Writing Practice



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

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



### Daily Learning Targets

#### Day 1:

- I can plan a letter that summarizes my video PSA. (RI.3.1, W.3.2, W.3.4, W.3.5)

#### Day 3:

- I can use commas and capital letters in a mailing address. (L.3.2b)

### Student Materials

#### Day 1:

- Criteria for an Effective Invitational Letter anchor chart
- PSA Summary Letter graphic organizer
- Video PSA Planning graphic organizer

#### Day 3:

- PSA summary letter
- Envelope

### Directions:

#### Day 1

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

Writing Prompt:

Unfortunately, some people cannot attend the video PSA live launch. But we don't want them to miss out on this valuable information.

Write a letter to someone who will not be able to attend the PSA live launch. Summarize the key points of your PSA, including the things someone can do to help solve water issues.

## Additional Language and Literacy Block

1. Reread the Criteria for an Effective Invitational Letter anchor chart. Discuss with a partner:
  - Which of these criteria are also the criteria for writing a letter that summarizes your PSA?
    - “The criteria that are also helpful for writing a letter to summarize my PSA are \_\_\_\_\_.”
  - What additional criteria will you keep in mind? Jot down some notes.
    - “Additional criteria I will keep in mind for writing my letter are \_\_\_\_\_.”
2. Complete the PSA Summary Letter graphic organizer. Use your Video PSA Planning graphic organizer to help you.
3. Discuss with a partner: How will writing this letter help you write your video PSA?

“Writing this letter will help me \_\_\_\_\_. As a result, I will \_\_\_\_\_.”

### Day 3

1. Correct the addresses below.

Incorrect address	Correct address
Lalo Graybill 59 east road jerome ID 83338	
Sally Masotti 2211 claymaker lane pittsburgh, pa, 15241	
Address a letter to Mrs. Tooth Fairy. She lives on Dental Lane. The house number is 28. The town is called Mouthville, and the state is MI. The ZIP code is 33453.	

2. Exchange your PSA summary letters with a partner. Check your partner's address at the top of the page.

Is it written correctly? **yes/no**

3. Address the envelope to send your letter tomorrow.

4. Reread your letter and answer the questions below.

Did you format your letter correctly? **yes/not yet**

Did you explain the reason you are writing the letter? **yes/not yet**

Did you explain your key points in an interesting way? **yes/not yet**

Did you give doable suggestions to help solve water issues? **yes/not yet**

Did you close your letter? **yes/not yet**

**MORE CHALLENGE:**

Underline and star any abstract nouns you used.

5. Continue writing your letter.



## Writing Practice

### Unit 3, Week 2: PSA Summary Letter Graphic Organizer (■●◆)

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

#### W.3.1, L.3.2b

Name and address of sender: (the school address or your home address)	
Dear _____, (name of person)	
Reason for writing the letter:	
Key points about issue: 1. 2. 3.	Words or phrases I could use:
Ways the reader can take action: 1. 2.	Words or phrases I could use:
Sign-off:	



## Writing Practice



## Unit 3, Week 2: PSA Summary Letter Graphic Organizer (▲)

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

## W.3.1, L.3.2b

Name and address of sender: (the school address or your home address)	Word Bank:
Dear _____, (name of person)	
Reason for writing the letter:	<i>I'm writing because ...</i> <i>I would like to ...</i> <i>It is with _____ and _____ that I _____ ...</i>
Key points about issue: 1. 2. 3.	<i>Did you know...?</i> <i>Interestingly,...</i>
Ways the reader can take action: 1. 2.	<i>Imagine if ...</i> <i>Does anyone know...?</i>
Sign-off:	<i>Yours truly,</i>



## Word Study and Vocabulary



### Unit 3, Week 2: Student Task Card

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



#### Daily Learning Targets

##### Day 1:

- I can practice using words with prefixes that have a similar meaning. (L.3.4b)

##### Day 3:

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

#### Student Materials

##### Day 1:

- Scissors (one pair per group)
- Who Has...? word cards (one set per group)
- Video PSA Planning graphic organizer

##### Day 3:

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

#### Directions:

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##### Day 1

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

1. Prepare for the game
  - Facilitator uses the scissors to cut up the Round I cards from the Who Has...? word cards.
  - Facilitator gives one or two Round I cards to each person in the group.

2. Play the game

##### ROUND I

- Timekeeper sets the timer for 3 minutes.
- The person who has the word *unhappy* begins. Whoever has the word that answers the question on the card reads his or her card next.
- After you read your card, place it face down.
- Keep reading cards until all the cards are read. See if your group can do it in less than 3 minutes.

- Exchange cards with a partner and play again.
- If your group is ready, move on to Round II.

### ROUND II

- Facilitator cuts up the Round II word cards.
- Facilitator distributes all the Round I and Round II word cards. (Everyone in the group will have more than one card.)
- Timekeeper sets the timer for 4 minutes.
- The person who has the word *unhappy* begins. Play the same way you played Round I.
- Keep reading cards until all the cards are read. See if your group can do it in less than 4 minutes.
- If time permits, play again. Try to beat your time!

### 3. Discuss with your group:

- What prefixes did you notice today? (Hint: There were four different prefixes.)
- These prefixes all have a similar meaning. What do you think it is?
  - “I noticed the prefix \_\_\_\_\_. I think the prefix means \_\_\_\_\_.”

### MORE CHALLENGE:

Say and then write any of the words from today in a sentence.

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OR

Think of your own words that have the same prefixes from today. Write the words here:

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**Day 3**

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

1. Read your Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card to remember the word you studied on Day 2. Say the word aloud three times.
2. Move to sit with a partner. Talk with your partner about what the word means.
3. Practice using the word. Say two sentences aloud to your partner using the word, making sure your sentence shows the meaning of the word. (Hint: Use the collocations to help you.)
4. Write two sentences using the word below. With your partner, discuss the part of speech and function of the word in your sentences.

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**MORE CHALLENGE:**

Write more sentences using other *un-* words. (See the Vocabulary Tree for ideas.)

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## Word Study and Vocabulary



### Unit 3, Week 2, Day 1: Who Has...? Word Cards

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

**Directions:** Cut apart the cards and give one (or two) to each person in the group.

Round I			
<p>I have <b>unhappy</b>. Unhappy means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not able to be drunk</b>?</p>	<p>I have <b>unlovable</b>. Unlovable means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not trusting something</b>?</p>	<p>I have <b>distrust</b>. Distrust means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not believable</b>?</p>	<p>I have <b>impossible</b>. Impossible means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not lovable</b>?</p>
<p>I have <b>unbelievable</b>. Unbelievable means _____.</p> <p>For example, _____.</p> <p>Round I is over. What is our time?</p> <p>If playing Round II: Who has the word that means <b>not giving respect</b>?</p>	<p>I have <b>impolite</b>. Impolite means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not possible</b>?</p>	<p>I have <b>invisible</b>. Invisible means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not polite</b>?</p>	<p>I have <b>undrinkable</b>. Undrinkable means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not visible</b>?</p>

Round II			
<p>I have <b>disrespect</b>. Disrespect means _____.</p> <p>For example, _____.</p> <p>Who has a word that means <b>not liking something</b>?</p>	<p>I have the word <b>unable</b>. Unable means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not credible or believable</b>?</p>	<p>I have the word <b>unthinkable</b>. Unthinkable means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not able</b>?</p>	<p>I have the word <b>impatient</b>. Impatient means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not honest</b>?</p>
<p>I have <b>incredible</b>. Incredible means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not complete</b>?</p>	<p>I have <b>incomplete</b>. Incomplete means _____.</p> <p>For example, _____.</p> <p>This round is over. What is our time?</p>	<p>I have <b>dishonest</b>. Dishonest means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>not thinkable</b>?</p>	<p>I have the word <b>dislike</b>. Dislike means _____.</p> <p>For example, _____.</p> <p>Who has the word that means <b>without patience</b>?</p>



## Independent Reading



### Unit 3, Week 2: Student Task Card

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



### Daily Learning Targets

#### Day 1–3:

- I can summarize my favorite research reading text. (RI.3.2, RI.3.10)

#### Day 4:

- I can use my classmates' recommendations to find summer reading texts.

### Student Materials

#### Day 1:

- Free Choice Reading Text Summary Poster (optional)
- Independent reading journal
- Research reading text
- Research Reading Text Summary Poster

#### Days 2 and 3:

- Research Reading Text Summary Poster (begun on Day 1)
- Research reading text

#### Day 4:

- My Summer Reading Wish List note-catcher
- Research reading text (optional)
- Free choice reading text (optional)

### Directions:

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#### Day 1

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

1. If you have not finished your Free Choice Reading Text Summary Poster, do so.
2. Pick your favorite research reading text. Use your independent reading journal if needed.

3. Move to sit with a partner:
  - Preview the Research Reading Text Summary Poster. Take turns reading each box.
  - In the personal reflection box, you will answer **one** of these questions:
    - What did you like most about this text?
    - Why would you recommend this text to a friend?
4. Discuss the tasks in each box. Use these sentence frames to help you.
 

"The best part of my text was \_\_\_\_\_, so I'll draw \_\_\_\_\_."

"My text deserves \_\_\_\_\_ stars because \_\_\_\_\_."

"My text was mostly about \_\_\_\_\_."

"I liked \_\_\_\_\_ about my text. For example, \_\_\_\_\_."

"I would recommend this text because \_\_\_\_\_."
5. Begin filling in the Research Reading Text Summary Poster.

**Day 2 and 3**

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

1. Move to sit with a partner.
2. Use the Paragraph Talk Through to discuss what you will write today for 5 minutes.

Conversation prompt	Sentence frames
I will summarize my text in two or three sentences. I will write something like ...	"The text is mostly about _____." "This text explains _____." "This text shows _____." "The main idea of this text is _____. First, _____. Next, _____. Then, _____. Last, _____."
Then I will answer <b>two</b> of the personal reflection questions. I will answer the question by writing something like this ...	"I liked _____ about my text the most because _____. For example, _____." "I would recommend this text because _____. For instance, _____."

3. If you have not finished your Free Choice Reading Text Summary Poster, do so OR continue working on Research Reading Text Summary Poster. Post your posters once you are finished.

**MORE CHALLENGE:**

If you finish your Research Reading Text Summary Poster, choose a favorite passage from your text. Practice by whisper reading it. You can share it with a partner on Day 4.

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**Day 4**

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

1. Move to sit with a partner.
2. Preview the My Summer Reading Wish List note-catcher. Facilitator reads the directions aloud and asks if there are any questions.
3. Participate in a Poster Session:
  - Silently walk around the room and look at your classmates' posters.
  - When you find a book that interests you, write it on the My Summer Reading Wish List note-catcher.

**MORE CHALLENGE:**

Find a partner who has also finished the Poster Session and share your favorite passage from either your free choice reading text or your research reading text.



## Independent Reading



### Unit 3, Week 2, Day 1: Research Reading Text Summary Poster

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

My Favorite Research Reading Text		
Name:		
Title of the text	Author	How many stars would you give this text? ☆☆☆☆☆
Draw a picture of one of the best parts of the text:		
A brief summary of the text:	Personal reflection:	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	



## Independent Reading



### Unit 3, Week 2, Day 4: My Summer Reading Wish List Note-catcher

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

**Directions:** As you participate in the Independent Reading Poster Session, write down at least two books you would like to read over the summer.

Title of text	Author	This book interests me because ...





## Word Study and Vocabulary

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2

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

##### Day 4

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

#### Teaching Notes

- On Day 2, students focus on the academic vocabulary word *unplug* with an emphasis on the prefix *un-*. On Day 4, students focus on the academic vocabulary word *phone* with an emphasis on the root *phone*. Both days, students 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, pre-fill in more information on the Vocabulary Trees. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:**
  - Prepare independent student materials.

#### Materials

##### Day 2 and Day 4

- Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- Chart paper (one piece; used by the teacher to write a definition)
- Affix List (from Module 1)
- Day 2 only:** Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

#### Instruction for Day 2:

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to deconstruct into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. Encourage students to use what they learned about

compound words in Unit 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking. Discuss the other prefixes from Day 1 that have a similar meaning (e.g., *un-*, *in-*, *im-*, *dis-*).
- ▲: Mini Language Dive: "Something we all need to know, even after charging your phone, your charger will continue to use energy. **So unplug it.**"

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

– Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

***"How does this chunk relate to the previous sentence?" This is the call to action. The previous sentence presents the reader with an issue, and this sentence provides a solution to that issue. (imperative sentence)***

- *so*: "Can you figure out why the author uses the word *so*?" *so* means *for that reason; therefore*. It signals a relationship between the two sentences, telling us that the information in this sentence is in response to the information in the previous sentence. Note that *so* can also be used as an adverb to mean *to such a great extent*. (conjunction)

***"What is the subject of this sentence?" This is an imperative sentence (or a command), so the subject is you. (implied subject)***

- Students can take turns creating imperative sentences with implied subjects. To make it more active, say commands that students can do in their seat (e.g., *Stand up. Touch your nose.*) Then switch roles and have students say commands to you and/or a partner.

– Practice: "\_\_\_\_\_ unplug it." (Won't you unplug it? Don't forget to unplug it.)

– Reconstruct: Reread the sentence. Ask:

***"Now what do you think the sentence means?"***

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

– Practice: "\_\_\_\_\_. [State the problem] So \_\_\_\_\_." [call to action] (A drippy faucet wastes water. So ask your parents to fix it.)

***"Could you see say these sentences in a different order? What would you have to remove or change?" (Responses will vary, but should be something like: Unplug your charger because even after charging your phone, it will continue to use energy. Unplug your charger or it will continue to use energy, even after you've charged your phone.)***

- Invite students to complete the Vocabulary Tree on their activity card, supporting them as needed.
  - ▲: Invite students to write the pronunciation. Students who speak a common home language may discuss the translation. Students can 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. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.

## Additional Language and Literacy Block

- ◆: 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 sentences.
- Prepare students for Day 3's independent activity: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect activity cards at this time.)

### Instruction for Day 4:

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
  - ▲: Tell students that in English the words *telephone* and *phone* are used interchangeably, as well as *cellphone* and *phone*. However, explain that *telephone* and *cellphone* are slightly different. A telephone usually stays in one place, and a cellphone is a phone that people take with them wherever they go. Today students will concentrate on the root of these words: *phone*.
- Follow the same routine as Day 2:
  - Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word of **chart paper**.
  - Invite students to work independently or with a partner, and use the chart to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
  - Debrief the students' thinking in step 1 and invite student volunteers to share their thinking. Discuss the difference between *telephone* and *phone* and the meaning of the prefix *tele-* (meaning far or distant).
- ●◆▲: Discuss other words with the prefix *tele-* (e.g., television, telegraph, teleport).
- ▲: Return to the Mini Language Dive from Day 2. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree. For suggested differentiation, see Instruction for Day 2.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



## Word Study and Vocabulary



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

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



#### Daily Learning Targets

##### Day 2:

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

#### Student Materials

##### Days 2 and 4:

- Affix List
- Dictionary

#### Directions:

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##### Day 2

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

Something we all need to know, even after charging your phone, your charger will continue to use energy. So **unplug** it.

Source: Model PSA script

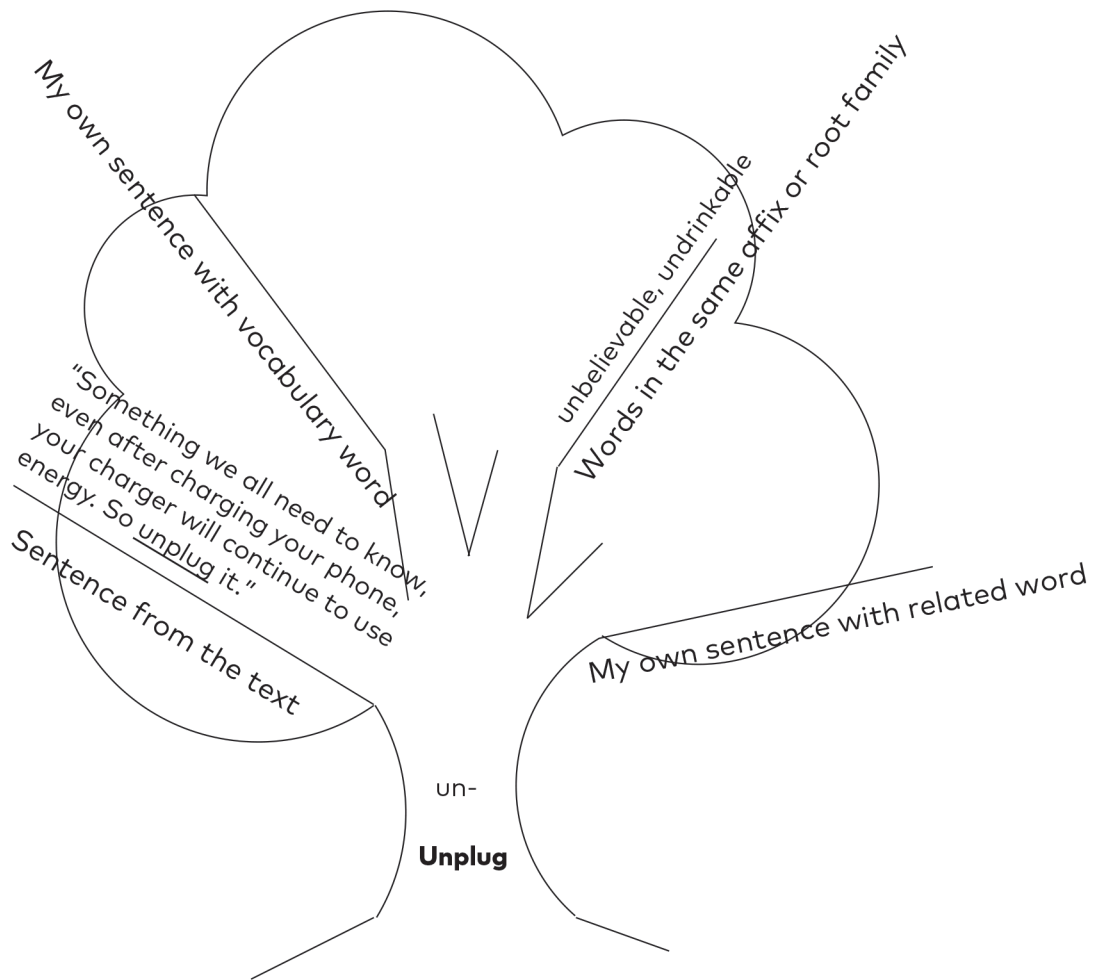
The word is **"unplug."**

**Additional Language and Literacy Block**

1. Deconstruct the word *unplug* 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
	plug		

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



**Day 4**

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

Something we all need to know, even after charging your **phone**, your charger will continue to use energy. So unplug it.

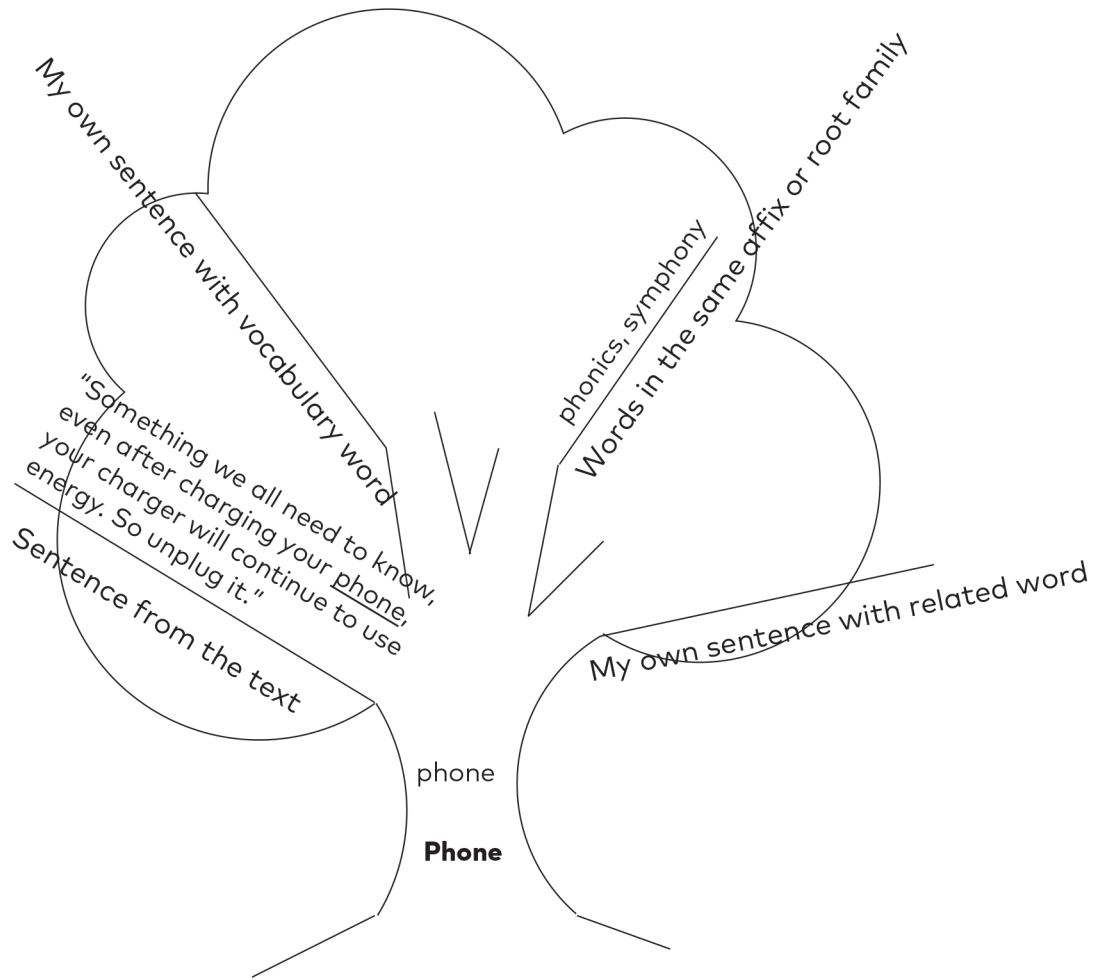
Source: Model PSA script

The word is **"phone."**

1. Deconstruct the word *phone* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix

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





## Word Study and Vocabulary



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

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



#### Daily Learning Targets

##### Day 2:

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

#### Student Materials

##### Days 2 and 4:

- Affix List
- Dictionary

#### Directions:

##### Day 2

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

Something we all need to know, even after charging your phone, your charger will continue to use energy. So **unplug** it.

Source: Model PSA script

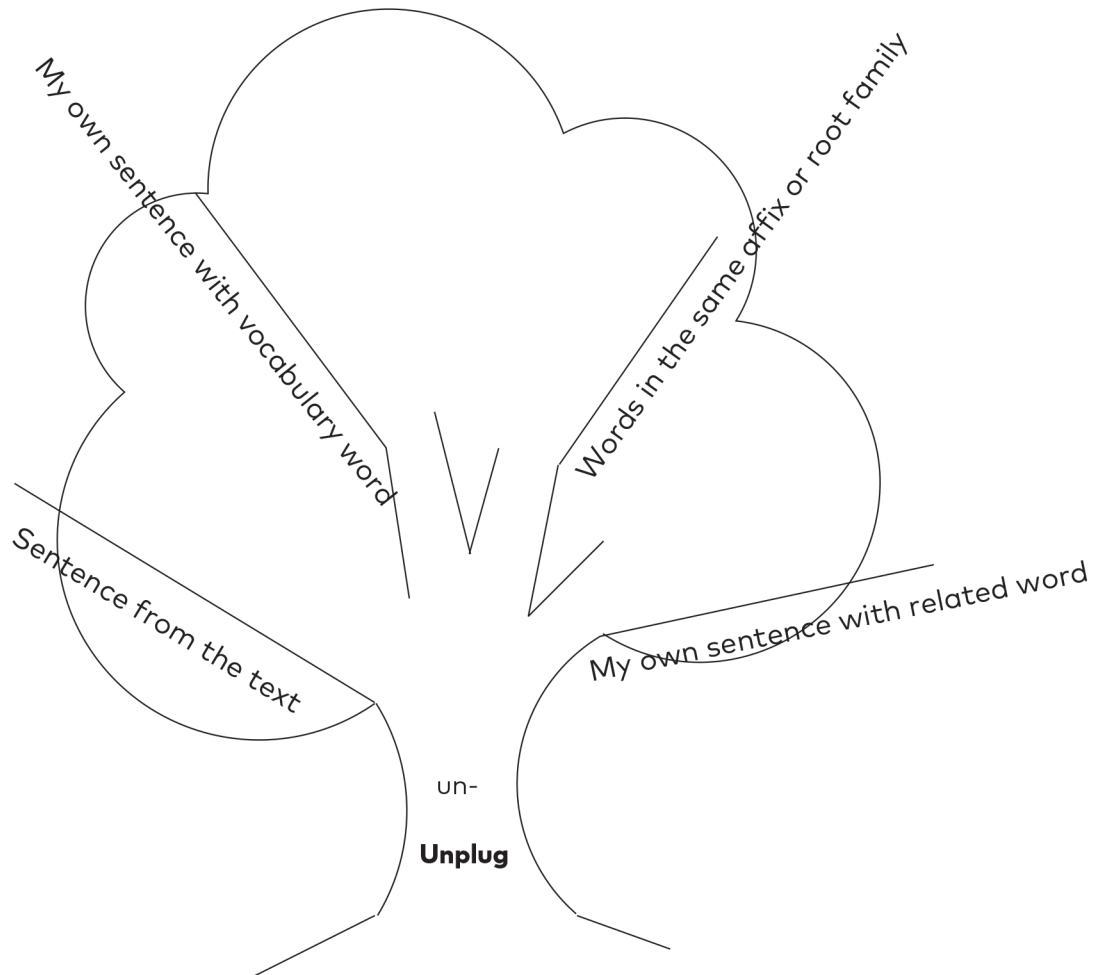


The word is **"unplug."**

1. Deconstruct the word *unplug* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix

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



**Day 4**

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

Something we all need to know, even after charging your **phone**, your charger will continue to use energy. So unplug it.

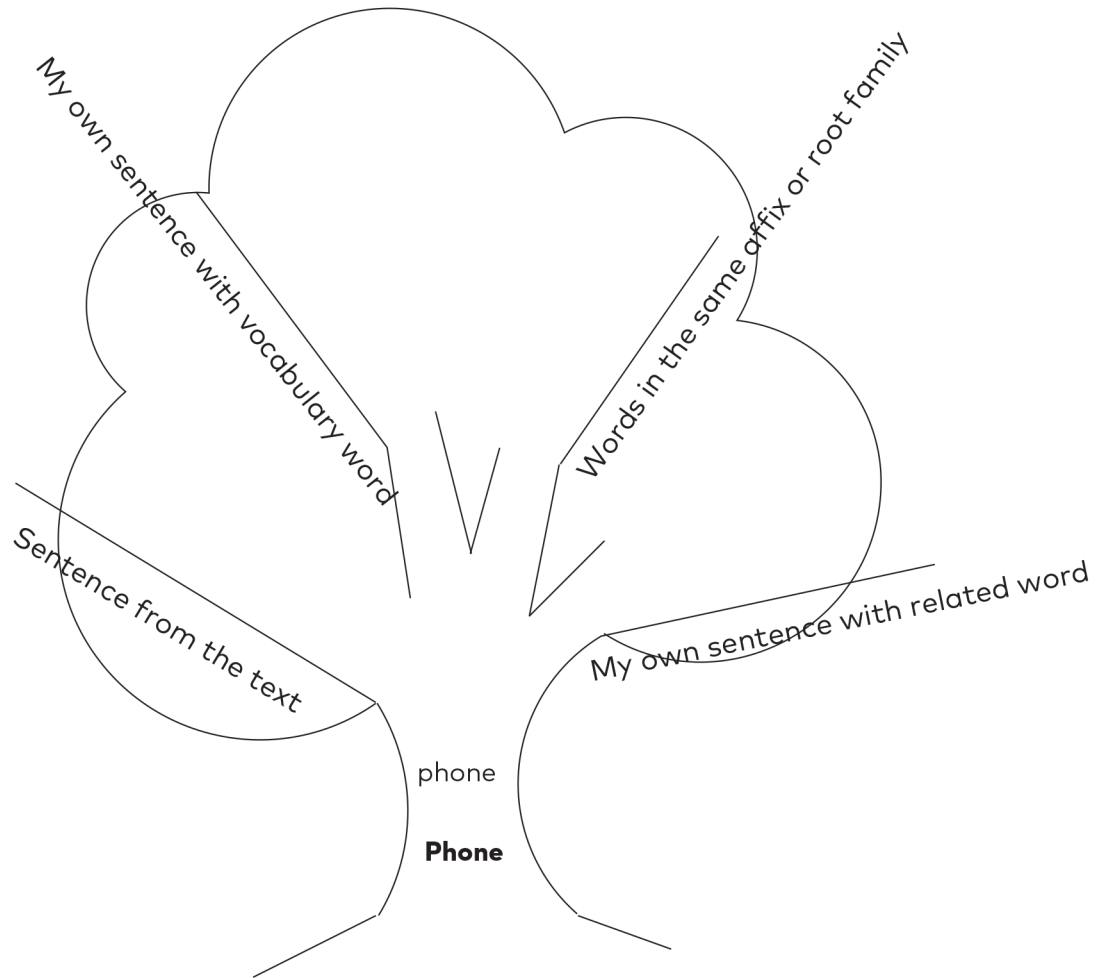
Source: Model PSA script

The word is "**phone.**"

1. Deconstruct the word *phone* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix

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



**Word Study and Vocabulary****Unit 3, Week 2: Teacher-Guided Student Activity Card (▲)**

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

**Daily Learning Targets****Day 2:**

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

**Student Materials****Days 2 and 4:**

- Affix List
- Dictionary

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

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

Something we all need to know, even after charging your phone, your charger will continue to use energy. So **unplug** it.

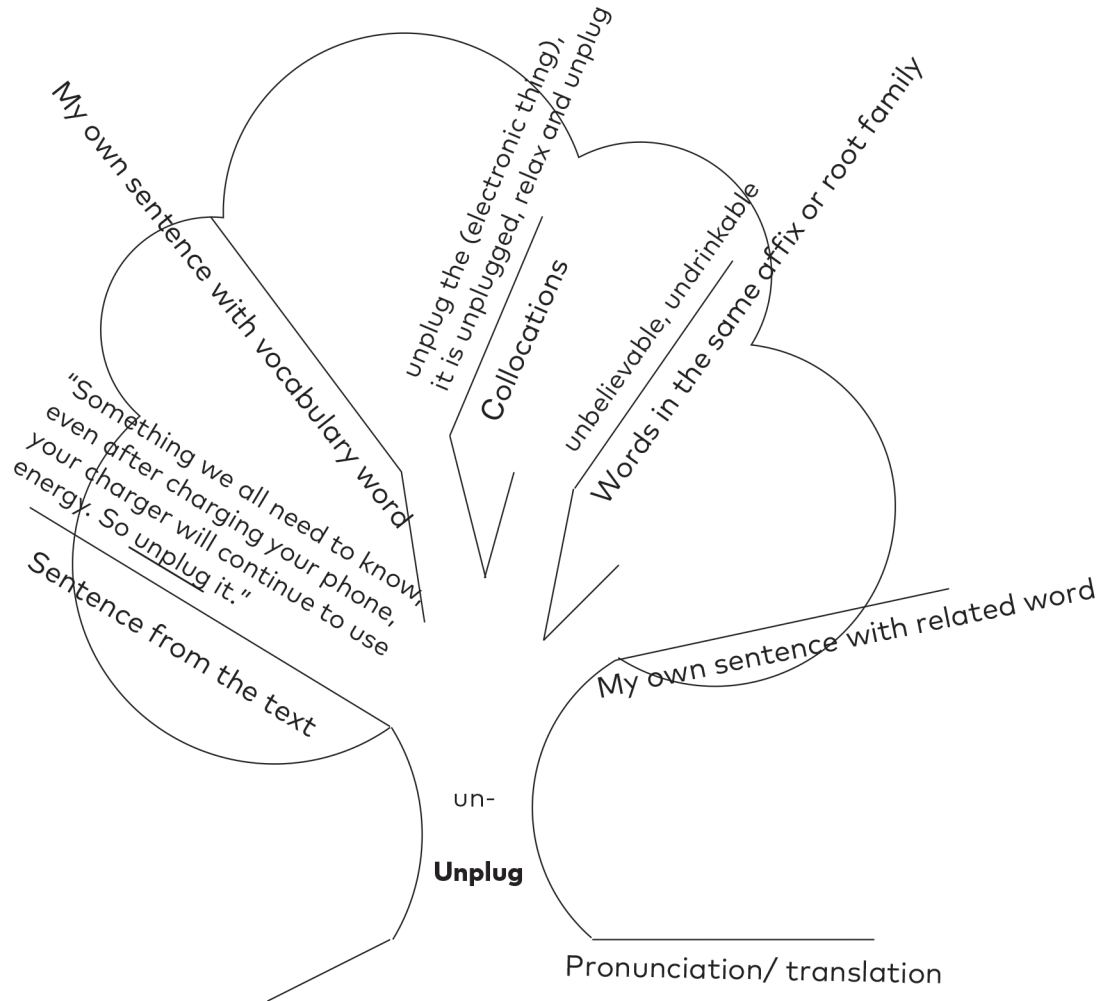
Source: Model PSA script

The word is **"unplug."**

1. Deconstruct the word *unplug* 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
	plug		

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



**Day 4**

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

Something we all need to know, even after charging your **phone**, your charger will continue to use energy. So unplug it.

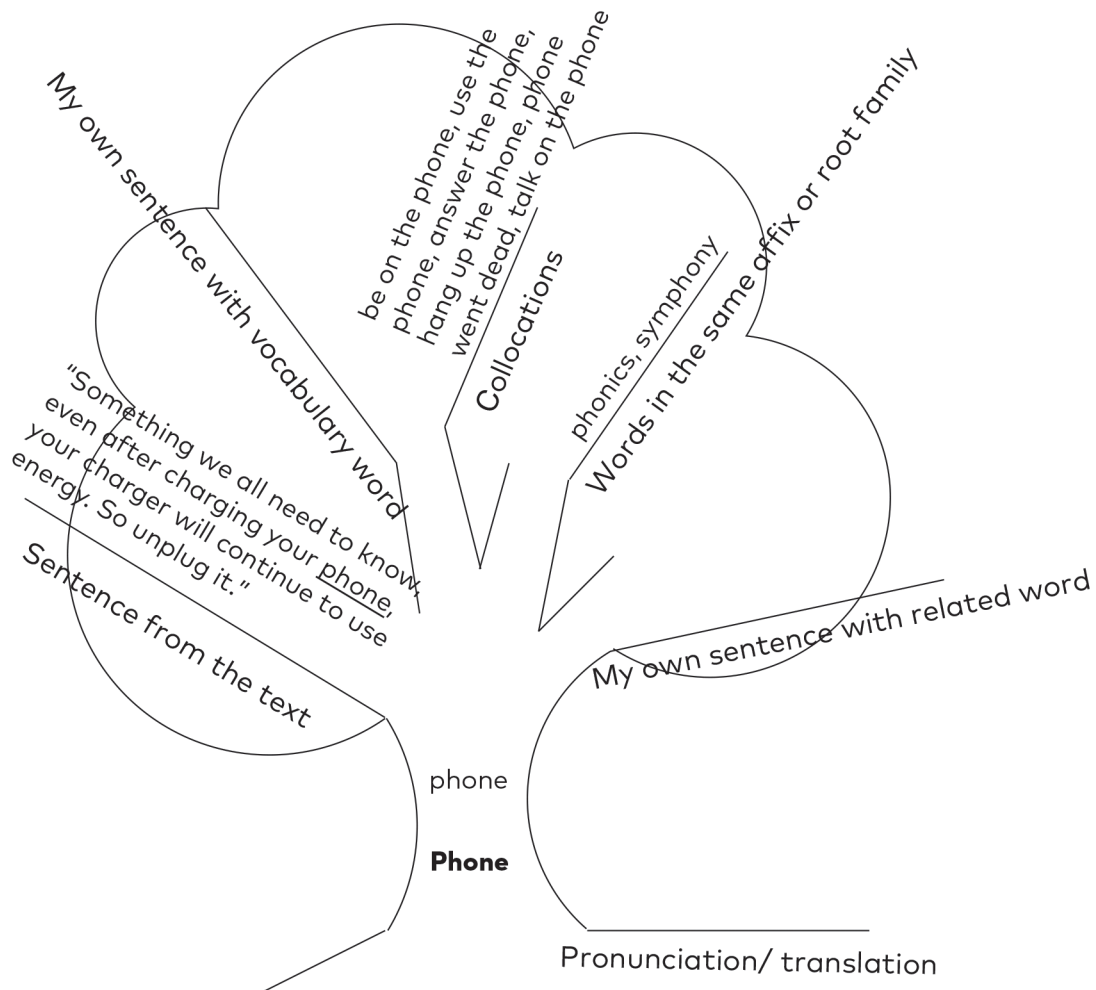
Source: Model PSA script

The word is **"phone."**

1. Deconstruct the word *phone* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix

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





## Word Study and Vocabulary



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



#### Daily Learning Targets

##### Day 2:

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

#### Student Materials

##### Days 2 and 4:

- Affix List
- Dictionary

#### Directions:

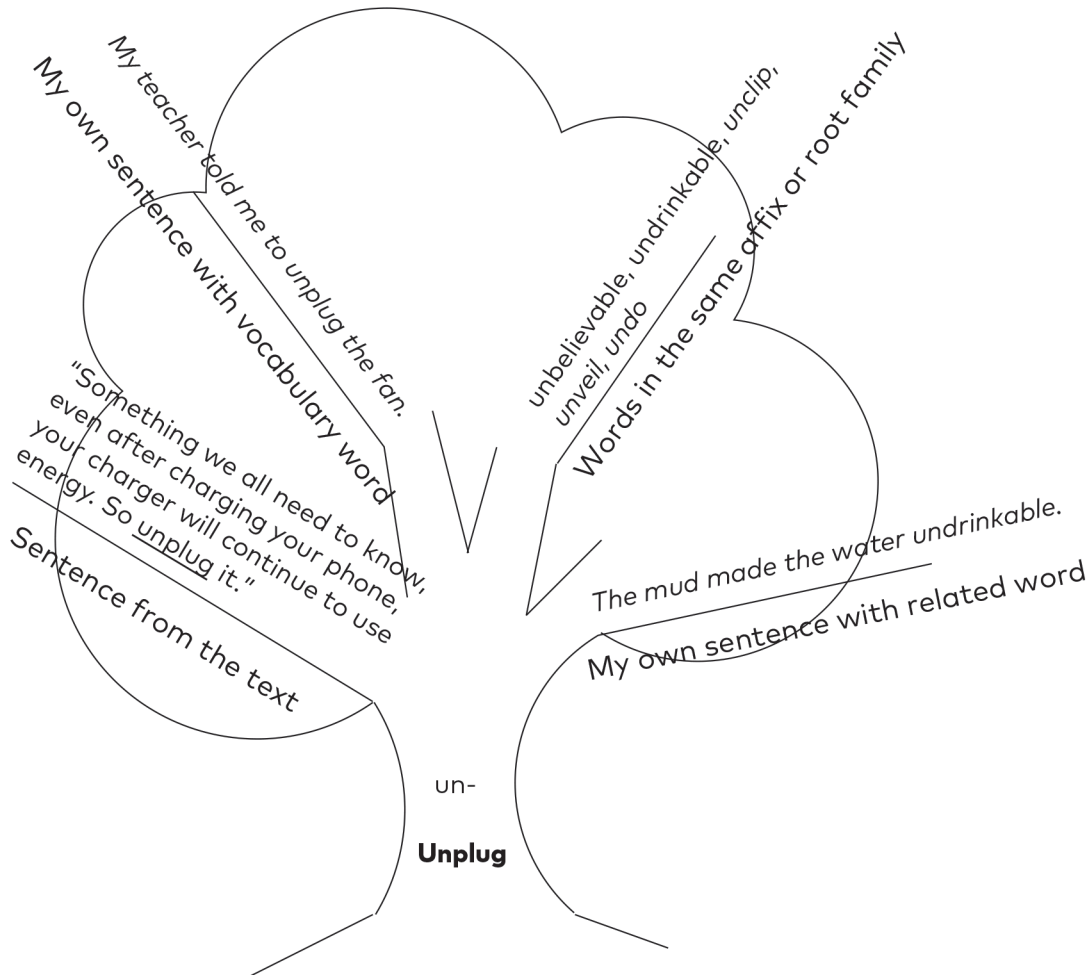
##### Day 2

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

Prefix	Root	Suffix	Definition of Affix
<i>un</i>	<i>plug</i>		<i>not, opposite of</i>

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

Responses will vary, but may include:



**Day 4**

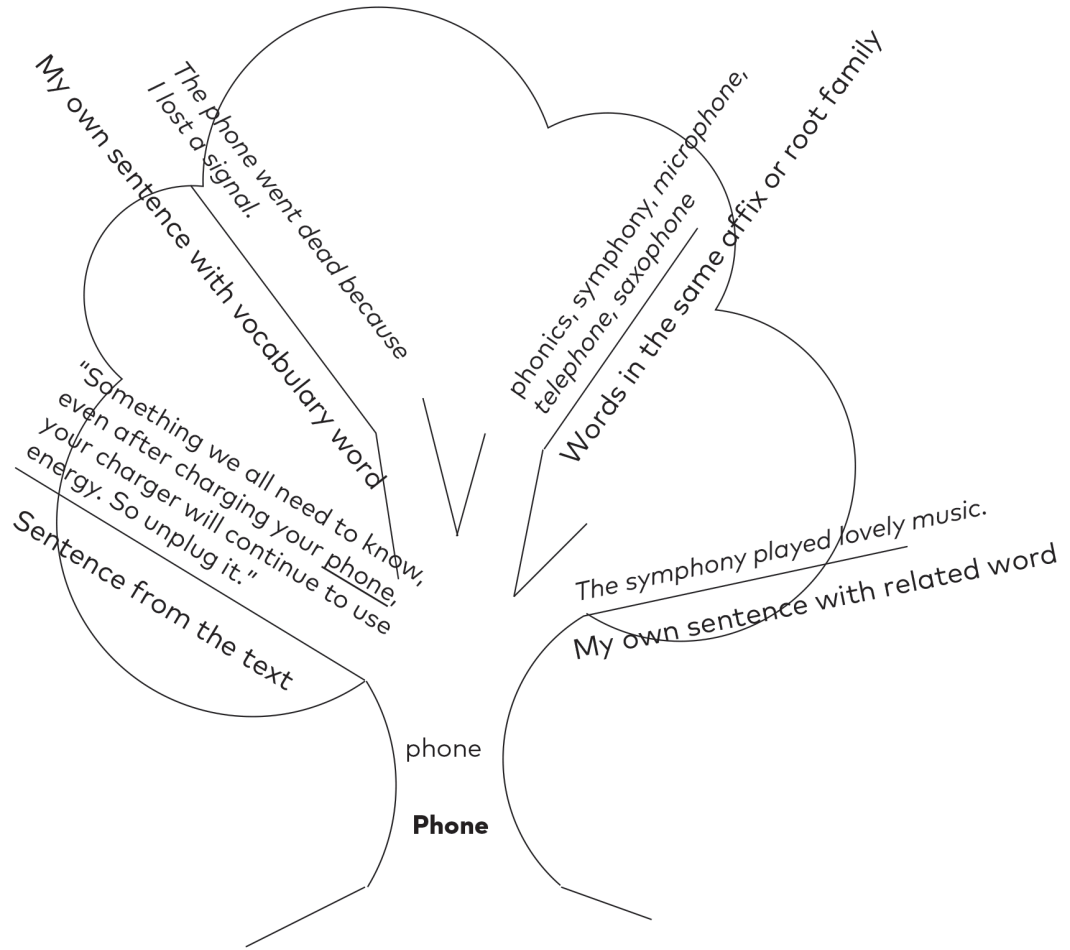
1. Use your Affix List. Deconstruct the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
	phone		sound



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

*Responses will vary, but may include:*





## Word Study and Vocabulary



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



#### Daily Learning Targets

##### Day 2:

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

#### Student Materials

##### Days 2 and 4:

- Affix List
- Dictionary

#### Directions:

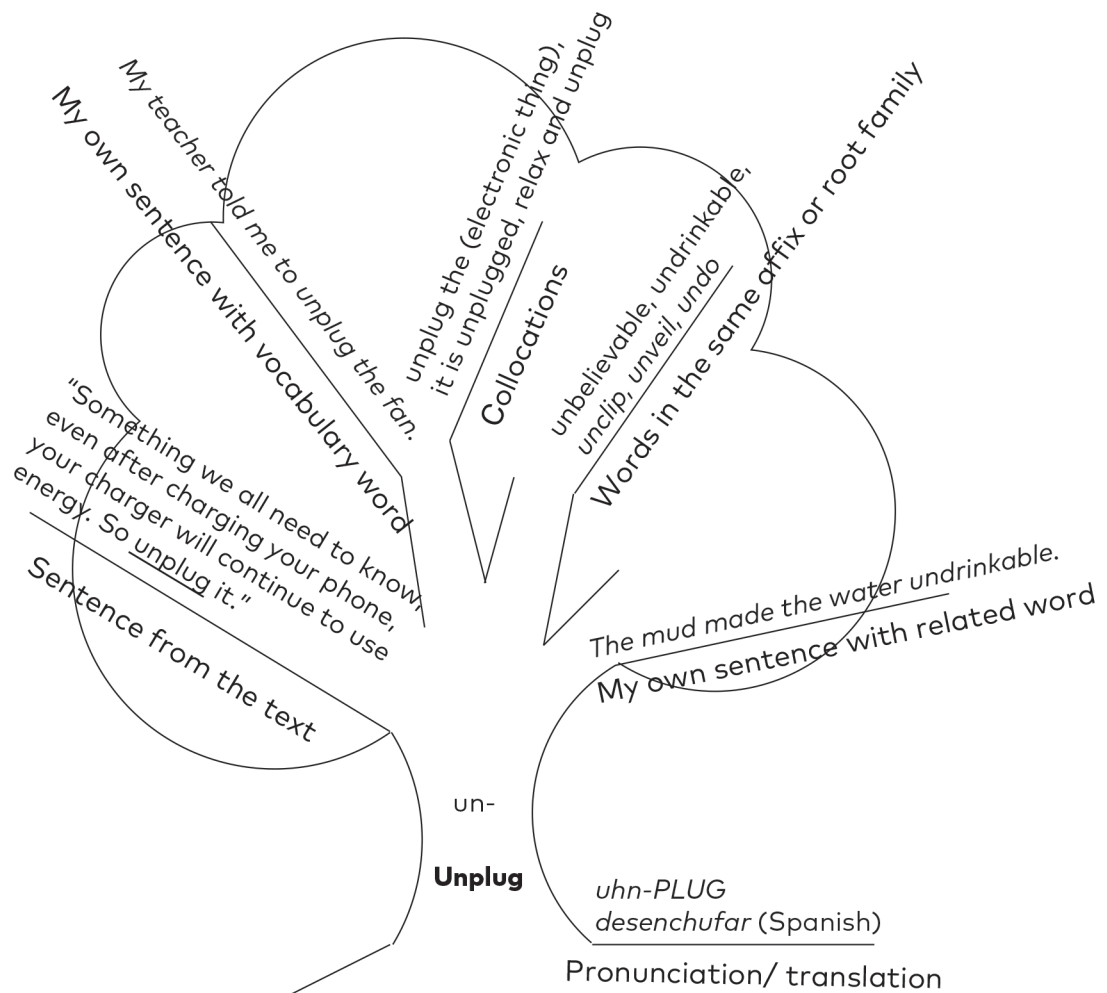
##### Day 2

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

Prefix	Root	Suffix	Definition of Affix
<i>un</i>	plug		<i>not, opposite of</i>

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

Responses will vary, but may include:



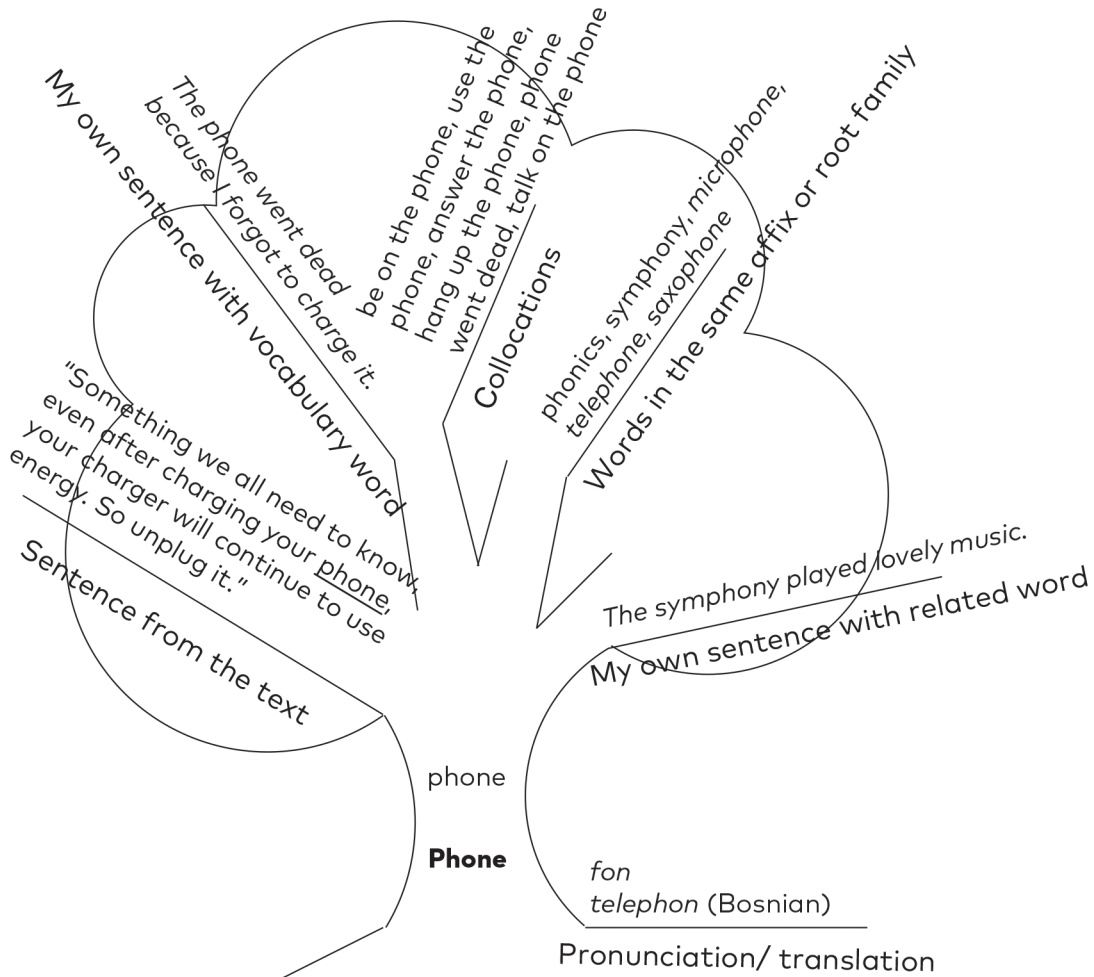
**Day 4**

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

Prefix	Root	Suffix	Definition of Affix
	phone		sound

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

Responses will vary, but may include:





## Writing Practice



### Unit 3, Week 2: Student Task Card

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



### Daily Learning Target

#### Day 2 and Day 4:

- I can write a letter that summarizes my video PSA. (RI.3.1, W.3.2, W.3.4, W.3.5)

### Student Materials

#### Days 2 and 4:

- PSA Summary Letter graphic organizer
- Lined paper

### Directions:

#### Day 2

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

Writing Prompt:

**Is it worthwhile for third-graders to learn about water issues?** Support your opinions with strong reasons.

1. Briefly discuss what you will write about with a partner. Point to your PSA Summary Letter graphic organizer as you discuss.

Conversation prompt	Sentence frames
First, I will make sure I format the letter correctly. I will ...	Dear _____,
Then I will introduce the topic. I will write something like ...	In our class we have been studying _____. I know you can't come to the PSA video launch, so I wanted to _____. It is with _____ and _____ that I _____.

<p>Then I will explain the issue. I will write something like ...</p>	<p>_____ is a real problem. Did you know _____? For example, _____.</p>
<p>Then I will give some solutions. I will write something like ...</p>	<p>Incredibly, _____. _____ and, as a result, _____. I found the fact that _____ very interesting. Imagine what would happen if _____. Something simple, like _____, can make a difference. Does anyone know how we can _____ the _____ way?</p>
<p>Finally, I will close my letter by saying something like ...</p>	<p>Yours truly, _____ With warm regards, Your nephew/niece (or grandson/ granddaughter) See you soon, _____ Take care, _____ Thank you,</p>

- Write your letter on the lined piece of paper. Don't forget to put your address and date at the top.

**Day 4**

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

- Finish writing your letter.
- Double-check the address at the top of the page.

**MORE CHALLENGE:**

What if you were writing this letter to someone your age? Think about how your letter might change if you were writing it to a friend. Describe how you would write it differently below:

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**MORE CHALLENGE:**

Write another letter to someone who is your age.