

Grade 4: Module 4: Unit 1

Additional Language and Literacy Block

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

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 4M4 UNIT 1 OVERVIEW

 <p>Reading and Speaking Fluency/GUM RF.4.4, L.4.3b</p>	<ul style="list-style-type: none"> Students practice reading unfamiliar texts to prepare for the reading fluency assessment in Part I of the Mid-Unit 1 Assessment. <i>ELLs complete the same activities as other students.</i> Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ●, group 3 ▲◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Additional Work with Complex Text RI.4.1, RI.4.4, L.4.2b, L.4.3a, L.4.5c</p>	<ul style="list-style-type: none"> Students work with the historical notes in <i>The Hope Chest</i> to make connections with the characters and events in the story. All students participate in a Language Dive on Day 4, using synonyms and antonyms to demonstrate understanding of a word, which helps to address L.4.5c. <i>ELLs complete the same activities as other students.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Independent Reading RL.4.2, RL.4.10, RI.4.1, RI.4.2, RI.4.10, SL.4.1</p>	<ul style="list-style-type: none"> Students read research texts (on topics related to inequality and ratifying the 19th Amendment) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion. <i>ELLs complete the same activities as other students.</i>
 <p>Writing Practice RL.4.1, RL.4.2, W.4.2</p>	<ul style="list-style-type: none"> Students write an informative paragraph to summarize the evidence of one of the main themes of the novel present in Chapter 4. <i>ELLs complete the same activities as other students.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Word Study and Vocabulary RF.4.3a, L.4.4b, L.4.5c, L.4.6</p>	<ul style="list-style-type: none"> Students find antonyms and synonyms for words in the text. Students analyze two academic vocabulary words and their affixes (using Vocabulary Trees) and practice using the suffixes <i>-ment</i> and <i>-ness</i> to make nouns. <i>ELLs complete the same activities as other students, with additional Mini Language Dives.</i> Suggested grouping: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

Additional Language and Literacy Block

ALL 4M4 UNIT 1 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY		
	Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2 ALL Block: Week 1, Day 1 <i>**Note: In this ALL Block component, students pre-read a text introduced in Unit 1, Lesson 2 of the module lessons.</i>	Reading and Speaking Fluency/GUM Overview: In preparation for the Mid-Unit 1 Assessment, students practice reading an unfamiliar text aloud for fluency. Learning Targets: I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b) I can read a passage aloud fluently. (RF.4.4) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■▲), (●), (◆) 	Additional Work with Complex Text Overview: Students read one of the historical notes in <i>The Hope Chest</i> to make connections between the historical facts and the characters and events in the story.** Learning Targets: I can use the historical notes in <i>The Hope Chest</i> to more deeply understand the characters and events in the story. (RI.4.1) I can determine the meaning of complex vocabulary. (RI.4.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read research texts and log their reading. Learning Target: I can read my research reading text independently for 12 minutes. (RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Independent Reading: Student Task Card

(continued)

ALL 4M4 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 3</p> <p>ALL Block: Week 1, Day 2</p>	<p>Additional Work with Complex Text</p> <p>Overview: Students read one of the historical notes in <i>The Hope Chest</i> to make connections between the historical facts and the characters and events in the story.</p> <p>Learning Targets: I can use the historical notes in <i>The Hope Chest</i> to more deeply understand the characters and events in the story. (RI.4.1)</p> <p>I can determine the meaning of complex vocabulary. (RI.4.4)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■), (●◆), (▲) 	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: Students practice reading an unfamiliar text fluently with a partner.</p> <p>Learning Target: I can read a passage aloud fluently. (RF.4.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts and log their reading.</p> <p>Learning Target: I can read my research reading text independently for 12 minutes. (RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>
<p>Lesson 4</p> <p>ALL Block: Week 1, Day 3</p> <p><i>**Note: Consider teaching this ALL Block lesson before students take the Mid-Unit 1 Assessment in module Unit 1, Lesson 4. Or use the Reading and Speaking Fluency/GUM component as an additional reading fluency assessment.</i></p>	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: In preparation for the Mid-Unit 1 Assessment, students practice reading an unfamiliar text aloud for fluency.**</p> <p>Learning Targets: I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b)</p> <p>I can read a passage aloud fluently. (RF.4.4)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials: N/A</p>	<p>Additional Work with Complex Text</p> <p>Overview: Students read one of the historical notes in <i>The Hope Chest</i> to make connections between the historical facts and the characters and events in the story.</p> <p>Learning Targets: I can use the historical notes in <i>The Hope Chest</i> to more deeply understand the characters and events in the story. (RI.4.1)</p> <p>I can determine the meaning of complex vocabulary. (RI.4.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read and respond to a prompt.</p> <p>Learning Target: I can use my reading to ask new questions about a topic. (RI.4.1, RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>

(continued)

Additional Language and Literacy Block

Unit 1: Overview

ALL 4M4 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 5 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, all students participate in a Language Dive focused on using synonyms and antonyms to demonstrate understanding of a word, and understanding a reason that people took action to effect social change. Learning Targets: I can use quotation marks to mark direct speech from a text. (L.4.2b) I can choose words and phrases to convey ideas precisely. (L.4.3a) I can use synonyms and antonyms to demonstrate understanding of words. (L.4.5c) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> • Language Dive Guide II: <i>The Hope Chest</i> • Language Dive Chunk Chart II: <i>The Hope Chest</i> • Language Dive Sentence Strip Chunks II: <i>The Hope Chest</i> 	Reading and Speaking Fluency/GUM Overview: Students practice reading an unfamiliar text fluently with a partner. Learning Target: I can read a passage aloud fluently. (RF.4.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Research Share with the whole group. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 6	FLEX DAY Use this day to meet the needs of your students. Consider having students revisit or revise incomplete Student Activity Cards or Student Task Cards from Days 1–4.		

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ALL 4M4 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 7 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, all students are introduced to the prompt and find evidence of a theme in Chapter 4 of <i>The Hope Chest</i> . Learning Target: I can determine themes of <i>The Hope Chest</i> using details from the text. (RL.4.1, RL.4.2) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Writing Practice: Teacher Guide Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (■●▲), (◆) 	Word Study and Vocabulary Overview: Students play a game to match words from the text with their antonyms and synonyms. Learning Target: I can practice matching words with their antonyms and synonyms. (L.4.5.c) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Word Study and Vocabulary: Student Task Card Word Match cards 	Independent Reading Overview: All students follow a task card to independently read and log their reading. Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.4.10, RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Independent Reading: Student Task Card

(continued)

ALL 4M4 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 8</p> <p>ALL Block: Week 2, Day 2</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>reinforcement</i> with a focus on the suffix <i>-ment</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Reading Foundations Skills Block program.</p> <p>Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix <i>-ment</i>. (RF.4.3a, L.4.4b)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including an additional Mini Language Dive.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲) 	<p>Writing Practice</p> <p>Overview: All students write a paragraph that summarizes a theme in Chapter 4 of <i>The Hope Chest</i>.</p> <p>Learning Target: I can summarize Chapter 4 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2, W.4.2)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 1, Week 2: Writing Practice: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 12 minutes and log their reading in the back of their independent reading journals.</p> <p>Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.4.10, RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>
<p>Lesson 9</p> <p>ALL Block: Week 2, Day 3</p>	<p>Writing Practice</p> <p>Overview: With teacher guidance, all students reread their paragraphs, identifying the components of a summary paragraph.</p> <p>Learning Target: I can include all the components in my summary of Chapter 4 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2, W.4.2)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <p>N/A</p>	<p>Word Study and Vocabulary</p> <p>Overview: All students review and practice using the word <i>reinforcement</i>.</p> <p>Learning Target: I can use an academic vocabulary word in context. (L.4.6)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read and respond to a reading prompt.</p> <p>Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.4.10, RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>

(continued)

ALL 4M4 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 10</p> <p>ALL Block: Week 2, Day 4</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>weakness</i> with a focus on the suffix <i>-ness</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 Reading Foundations Skills Block program.</p> <p>Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix <i>-ness</i>. (RF.4.3a, L.4.4b)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including an additional Mini Language Dive.</i></p> <p>Printed Materials: N/A</p>	<p>Writing Practice</p> <p>Overview: All students continue to write a paragraph that summarizes a theme in Chapter 4 of <i>The Hope Chest</i>. Students who are ready write on a new theme.</p> <p>Learning Target: I can summarize Chapter 4 of <i>The Hope Chest</i>. (RL.4.1, RL.4.2, W.4.2)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to participate in a Text Share within the group.</p> <p>Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.4.2, RI.4.2, RL.4.10, RI.4.10, SL.4.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>



Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b)

Day 3

- I can read a passage aloud fluently (RF.4.4)

Teaching Notes

- In this component, students practice for the Mid-Unit 1 Assessment, in which they will be assessed on reading fluency. Each day, students practice reading an unfamiliar text fluently.
- On Days 1 and 3, students decide which criterion they would like to focus on. They then each meet individually with the teacher. Note: Depending on time and the size of groups, you may need to shorten the suggested passage in order to meet with each student individually.
- **Differentiation:** Use this time to prepare students for the mid-unit assessment. ■ ▲: To provide more support, ask students to read a shorter passage than the suggested passages. To provide more challenge, ask students to practice the text listed on the activity card and then read an unfamiliar passage in the mid-unit assessment simulation (as prompted on the ♦ cards). To support the ▲ group, consider reading aloud words or sentences that students have difficulty with in order to model pronunciation and reading fluency, and then inviting students to repeat them. Consider working with the ♦ ▲ group last so ELLs will be more familiar with the text and vocabulary before simulating the mid-unit assessment.
- **In advance:**
 - Preview the Mid-Unit 1 Assessment, Part I: Answering Questions about a Literary Text.
 - Prepare materials for independent student groups.

Materials

Day 1 and Day 3

- ☑ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ☑ Fluency Self-Assessment Checklist (from Module 2 ALL Block; one per student)
- ☑ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ☑ *The Hope Chest* (from module Lesson 1; one per student)
- ☑ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and the **Fluency Self-Assessment Checklist**. Display and discuss the learning targets.
- Direct students' attention to the **Fluent Readers Do These Things anchor chart**. Remind students that on the mid-unit assessment, they will be assessed on reading fluently. This week, they will practice reading unfamiliar texts fluently.
- Invite students to complete step 1 on the activity card and choose a criterion that challenges them.
- Invite students to retrieve their copies of *The Hope Chest* and to complete step 2 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.
- Encourage students to keep practicing with a partner. (They may move on to the More Challenge after they have practiced several times.) As students practice in pairs, work with each student in the group individually to complete step 3. Simulate the Mid-Unit 1 Assessment as much as possible. Note: Depending on time and the size of groups, you may need to shorten the suggested passage in order to meet with each student individually.
 - Ask the student which criterion he or she is focusing on.
 - Invite the student to read the text (to provide more support, shorten the suggested passages):
 - ▲: Read page 266.
 - : Read page 266 and the first paragraph on page 267.
 - ◆: Students may read a brand-new text on pages 269–270, stopping after “1856.”
 - Ask the student to summarize what he or she read.
 - Give general as well as specific feedback on the criterion.
- As time permits, invite students to complete the More Challenge. If useful, invite students to share their ideas with the group.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for Day 2's independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards**. Display and discuss the learning targets.
- Follow a similar routine to Day 1.
 - Invite students to create a goal for step 1, using the **Fluent Readers Do These Things anchor chart** and **Fluency Self-Assessment Checklist**.
 - Invite students to retrieve their copies of *The Hope Chest* and to complete step 2 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.
 - As students practice in pairs, work with each student in the group individually to complete step 3. Simulate the Mid-Unit 1 Assessment. Or, if students have completed the mid-unit assessment, use this as additional assessment time.

Additional Language and Literacy Block

- Ask the student which criterion he or she is focusing on.
- Invite the student to read the text (to provide more support, shorten the suggested passages).
 - ▲: Read the first paragraph of “Real People” on page 261.
 - : Read “Real People” on pages 261–262.
 - ◆: Read the first few paragraphs of “Woman Suffrage—Lost and Gained” on page 262.
- Ask the student to summarize what he or she read.
- Give general as well as specific feedback on the criterion.
- As time permits, invite students to share their ideas for the More Challenge.

Conversation Cue: “Can anyone add on to what your classmate just said? I’ll give you time to think.” (Responses will vary.)
- Prepare students for Day 4’s independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b)

Day 3:

- I can read a passage aloud fluently. (RF.4.4)

Student Materials

Day 1 and Day 3:

- Fluent Readers Do These Things anchor chart
- Fluency Self-Assessment Checklist
- The Hope Chest*

Directions:

Day 1

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

1. Read the Fluent Readers Do These Things anchor chart and the Fluency Self-Assessment Checklist. Decide which criterion you'd like to work on today. Write it below:

2. With a partner, take turns whisper reading the excerpt on page 266 of *The Hope Chest*. Read it as fluently as you can.

3. When prompted, work individually with your teacher:
 - Tell the teacher which criterion you are focusing on.
 - Read the excerpt aloud to the teacher. Read it as fluently as you can.
 - Summarize the excerpt.

MORE CHALLENGE:

Discuss with a partner: When you read a new text, what strategies do you use to read it more fluently?

- "To read fluently, I try _____. I also _____ to read it fluently."

MORE CHALLENGE:

Read "World War I" on page 267. Whisper read it as fluently as you can to yourself.

Day 3

1. Read the Fluent Readers Do These Things anchor chart and the Fluency Self-Assessment Checklist. Decide which criterion you'd like to work on today. (It can be the same as the one from Day 1.) Write it below:

2. With a partner, take turns whisper reading the first paragraph on page 261 of *The Hope Chest*. Read it as fluently as you can.
3. When prompted, work individually with your teacher:
 - Tell the teacher which criterion you are focusing on this week.
 - Read the excerpt aloud to the teacher as fluently as you can.
 - Summarize the excerpt.

MORE CHALLENGE:

Discuss with a partner: Which of the criteria of a fluent reader do you find the most difficult? Why? What do you do to reach that difficult criterion?

- "I find _____ difficult. I concentrate on _____ to reach it. For example, _____."

MORE CHALLENGE:

Read the rest of "Real People" on pages 261–262.



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b)

Day 3:

- I can read a passage aloud fluently. (RF.4.4)

Student Materials

Day 1 and Day 3:

- Fluency Self-Assessment Checklist
- Fluent Readers Do These Things anchor chart
- The Hope Chest*

Directions:

Day 1

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

1. Read the Fluent Readers Do These Things anchor chart and the Fluency Self-Assessment Checklist. Decide which criterion you'd like to work on today. Write it below:

2. With a partner, take turns whisper reading the excerpt on page 266 and the first paragraph on page 267 of *The Hope Chest*. Read it as fluently as you can.

3. When prompted, work individually with your teacher:
 - Tell the teacher which criterion you are focusing on.
 - Read the excerpt aloud to the teacher. Read it as fluently as you can.
 - Summarize the excerpt.

MORE CHALLENGE:

When you read a new text, what strategies do you use to read it more fluently?

MORE CHALLENGE:

Read "World War I" on page 267. Whisper read it as fluently as you can to yourself.

Day 3

1. Read the Fluent Readers Do These Things anchor chart and the Fluency Self-Assessment Checklist. Decide which criterion you'd like to work on today. (It can be the same as the one from Day 1.) Write it below:

2. With a partner, take turns whisper reading "Real People" on pages 261–262 of *The Hope Chest*. Read it as fluently as you can.
3. When prompted, work individually with your teacher:
 - Tell the teacher which criterion you are focusing on this week.
 - Read the excerpt aloud to the teacher. Read it as fluently as you can.
 - Summarize the excerpt.

MORE CHALLENGE:

Discuss with a partner: Which of the criteria of a fluent reader do you find the most difficult? Why? What do you do to reach that difficult criterion?

MORE CHALLENGE:

Read "Woman Suffrage—Lost and Gained" on page 262. Whisper read it as fluently as you can to yourself.



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b)

Day 3:

- I can read a passage aloud fluently. (RF.4.4)

Student Materials

Day 1 and Day 3:

- Fluency Self-Assessment Checklist
- Fluent Readers Do These Things anchor chart
- The Hope Chest*

Directions:

Day 1

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

1. Read the Fluent Readers Do These Things anchor chart and the Fluency Self-Assessment Checklist. Decide which criterion you'd like to work on today. Write it below:

2. With a partner, take turns whisper reading pages 269–270 of *The Hope Chest*, stopping after "1856." Read it as fluently as you can.

3. When prompted, work individually with your teacher:
 - Tell the teacher which criterion you are focusing on.
 - Read the excerpt aloud to the teacher. Read it as fluently as you can.
 - Summarize the excerpt.

MORE CHALLENGE:

When you read a new text, what strategies do you use to read it more fluently?

MORE CHALLENGE:

Read "World War I" on page 267. Whisper read it as fluently as you can to yourself.

Day 3

1. Read the Fluent Readers Do These Things anchor chart and the Fluency Self-Assessment Checklist. Decide which criterion you'd like to work on today. (It can be the same as the one from Day 1.) Write it below:

2. With a partner, take turns whisper reading "Woman Suffrage—Lost and Gained" on page 262. Read it as fluently as you can.
3. When prompted, work individually with your teacher:
 - Tell the teacher which criterion you are focusing on this week.
 - Read the excerpt aloud to the teacher. Read it as fluently as you can.
 - Summarize the excerpt.

MORE CHALLENGE:

Discuss with a partner: Which of the criteria of a fluent reader do you find the most difficult? Why? What do you do to reach that difficult criterion?

MORE CHALLENGE:

Read "Woman Suffrage—Lost and Gained" on page 262. Whisper read it as fluently as you can to yourself.



Additional Work with Complex Text



Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1 and Day 3:

- I can use the historical notes in *The Hope Chest* to more deeply understand the characters and events in the story. (RI.4.1)
- I can determine the meaning of complex vocabulary. (RI.4.4)

Student Materials

Day 1 and Day 3:

- The Hope Chest*
- Dictionary

Directions:

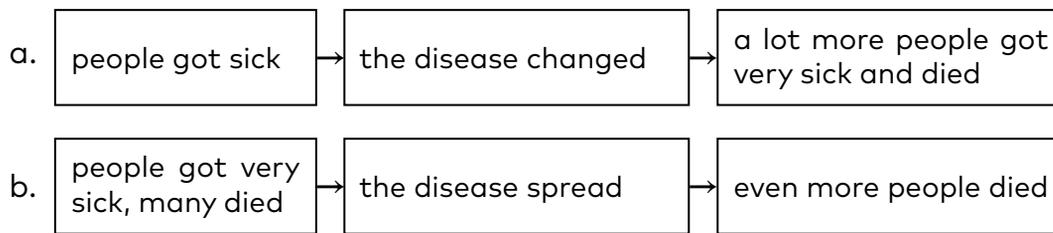
Day 1

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

Work with a partner.

1. Read "The Influenza" on page 266 in *The Hope Chest*. Take turns reading sentences out loud, or whisper read.
2. Look closely at vocabulary. Use a dictionary if needed.
 - The text says it was a *global* influenza (or "flu"). What does the word *global* mean? Underline the correct answer:
 - a. The flu made someone swell up and become round.
 - b. The flu was very serious and killed people.
 - c. The flu affected people in many different countries.

- The text says it started out as a *fairly mild* disease and then *mutated* and turned *deadly*. Put a star next to the diagram that sums up what the text says.



- A *warring* country is a country that is fighting a war. Spain was a *neutral* country. If *neutral* is an antonym of *warring*, what do you think *neutral* means? How do you know?

3. Discuss the questions below with a partner. Use the sentence stems to help you.

- In Chapter 1, Chloe writes to Violet and says:
 “The influenza is really bad here. I treated eighty-five patients in the tenements behind Hester Street yesterday.... So far I haven’t gotten the flu (touch wood) because I’m careful to wear my mask all the time. Are you wearing yours?” (page 8)

What has reading the background on the influenza helped you understand about Chloe and what she is doing?

“When I first read the passage from the book, I thought _____.
 Now I realize that _____.”

- Look at the picture on page 266. How did the influenza affect the lives of women in the picture? How else might it have affected the lives of women?

“It looks like women were _____. They also might have _____.”

- Why do you think the author included this section about influenza in the early 1900s?

“The author included this section so that _____. For instance, _____.”

MORE CHALLENGE:

What other connections can you make between this section and what you have read so far in *The Hope Chest*? List them below.

"Other connections I can make are _____. For example, _____."

Day 3

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

Work with a partner.

1. Read "Jim Crow Laws" on page 266 in *The Hope Chest*. Take turns reading sentences out loud, or whisper read.
2. Look closely at the vocabulary. Use a dictionary if needed.
 - The text says that when slavery ended, the U.S. Constitution was amended, or changed, to make African Americans *full citizens*. What does it mean to be a *full citizen*?

- What is an example of public facilities (or places) being *segregated*? Underline the correct answer:
 - a. There are separate bathrooms in a train station for people of different races.
 - b. People who arrive early to a movie get to sit in the best row.
 - c. A librarian puts books that one type of person would like to read in a certain section.

- The text says the Jim Crow laws were *repealed* as a result of the civil rights movement. What does *repealed* mean? Underline the correct answer:
 - The laws were made stronger.
 - The laws were officially ended.
 - The laws were changed and rewritten.

3. Discuss the questions below with a partner. Use the sentence stems to help you.

- In Chapter 3, when Violet meets Myrtle, the text says:

"Violet had never been introduced to a colored person before, let alone introduced herself." (page 37) and then:

"But she'd heard all her life that colored people were different, so maybe they grew differently." (page 38)

How has reading the background on Jim Crow laws helped you understand Violet's reaction to Myrtle?

"When I first read the passage from the book, I thought _____.
Now I realize that _____."

- Look at the picture on page 268. How did Jim Crow laws affect the lives of women in the picture? How else might they have affected the lives of women?

"It looks like women were _____. They also might have _____."

- Why do you think the author included this section on Jim Crow laws?

"The author included this section so that _____.
For instance, _____."

MORE CHALLENGE:

What other connections can you make between this section and what you have read so far in *The Hope Chest*? List them below.

"Other connections I can make are _____. For example, _____."



Additional Work with Complex Text



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



Daily Learning Targets

Day 1 and Day 3:

- I can use the historical notes in *The Hope Chest* to more deeply understand the characters and events in the story. (RI.4.1)
- I can determine the meaning of complex vocabulary. (RI.4.4)

Student Materials

Day 1 and Day 3:

- The Hope Chest*
- Dictionary

Directions:

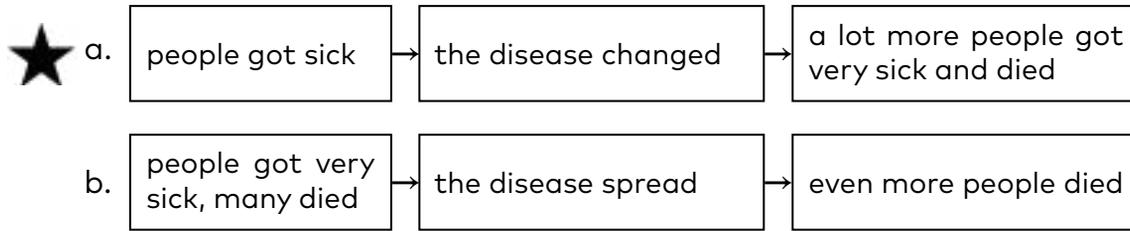
Day 1

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

Work with a partner.

1. Read "The Influenza" on page 266 in *The Hope Chest*. Take turns reading sentences out loud, or whisper read.
2. Look closely at vocabulary. Use a dictionary if needed.
 - The text says it was a *global* influenza (or "flu"). What does the word *global* mean? Underline the correct answer:
 - a. The flu made someone swell up and become round.
 - b. The flu was very serious and killed people.
 - c. The flu affected people in many different countries.

- The text says it started out as a *fairly mild* disease and then *mutated* and turned *deadly*. Put a star next to the diagram that sums up what the text says.



- A *warring* country is a country that is fighting a war. Spain was a *neutral* country. If *neutral* is an antonym of *warring*, what do you think *neutral* means? How do you know?

Sample student response: Neutral means not on one side or the other.

3. Discuss the questions below with a partner. Use the sentence stems to help you.

- In Chapter 1, Chloe writes to Violet and says:
"The influenza is really bad here. I treated eighty-five patients in the tenements behind Hester Street yesterday.... So far I haven't gotten the flu (touch wood) because I'm careful to wear my mask all the time. Are you wearing yours?" (page 8)

What has reading the background on the influenza helped you understand about Chloe and what she is doing?

"When I first read the passage from the book, I thought _____.
Now I realize that _____."

- Look at the picture on page 266. How did the influenza affect the lives of women in the picture? How else might it have affected the lives of women?
"It looks like women were _____. They also might have _____."
- Why do you think the author included this section about influenza in the early 1900s?
"The author included this section so that _____. For instance, _____."

MORE CHALLENGE:

What other connections can you make between this section and what you have read so far in *The Hope Chest*? List them below.

"Other connections I can make are _____. For example, _____."

Student responses will vary.

Day 3

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

Work with a partner.

1. Read "Jim Crow Laws" on page 266 in *The Hope Chest*. Take turns reading sentences out loud, or whisper read.
2. Look closely at the vocabulary. Use a dictionary if needed.
 - The text says that when slavery ended, the U.S. Constitution was amended, or changed, to make African Americans *full citizens*. What does it mean to be a *full citizen*?

Sample student response: They had the same rights as other citizens of the country.

- What is an example of public facilities (or places) being *segregated*? Underline the correct answer:
 - a. There are separate bathrooms in a train station for people of different races.
 - b. People who arrive early to a movie get to sit in the best row.
 - c. A librarian puts books that one type of person would like to read in a certain section.

- The text says the Jim Crow laws were *repealed* as a result of the civil rights movement. What does *repealed* mean? Underline the correct answer:
 - a. The laws were made stronger.
 - b. The laws were officially ended.
 - c. The laws were changed and rewritten.

3. Discuss the questions below with a partner. Use the sentence stems to help you.

- In Chapter 3, when Violet meets Myrtle, the text says:

"Violet had never been introduced to a colored person before, let alone introduced herself." (page 37) and then:

"But she'd heard all her life that colored people were different, so maybe they grew differently." (page 38)

How has reading the background on Jim Crow laws helped you understand Violet's reaction to Myrtle?

"When I first read the passage from the book, I thought _____.
Now I realize that _____."

- Look at the picture on page 268. How did Jim Crow laws affect the lives of women in the picture? How else might it have affected the lives of women?

"It looks like women were _____. They also might have _____."

- Why do you think the author included this section on Jim Crow laws?

"The author included this section so that _____.
For instance, _____."

MORE CHALLENGE:

What other connections can you make between this section and what you have read so far in *The Hope Chest*? List them below.

"Other connections I can make are _____. For example, _____."

Student responses will vary.



Independent Reading



Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

- I can read my research reading text independently for 12 minutes. (RI.4.10)

Day 3:

- I can use my reading to ask new questions about a topic. (RI.4.1, RI.4.10)

Day 4:

- I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1)

Student Materials

Days 1–4:

- Research reading text
- Independent reading journal
- Vocabulary log

Directions:

Days 1 and 2

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

1. Read your research reading text independently for 12 minutes.
2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and topical vocabulary about the topic in the back. Be prepared to share any new vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical vocabulary about the topic at the back.
4. Respond to this prompt in the front of your independent reading journal: "What new questions do you have after reading today?"

Day 4

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

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
 - One thing you have learned from your research reading text
 - Two new vocabulary words and their meanings that you have learned from your research text
3. Timekeeper: Set a 2-minute timer.
4. Facilitator: You will go first:
 - Pass your research reading text around.
 - Share one thing that you have learned.
 - "I've learned _____. For example, _____."
 - "Something I have learned is _____. For instance, _____."
 - "Did you know _____? I learned that by reading _____."
 - Share two new vocabulary words and their meanings.
 - "A new word for me is _____. It means _____. For example, you could say: ____ (your own sentence with the word) _____."
 - Group: Listen and think about what else you would like to know about this person's text. Prepare a question.

5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
 - "When you said _____, what did you mean?"
 - "How does _____ relate to _____?"
 - "Why did you choose to share _____?"
 - "Can you say more about _____?"
 - "How is _____ similar to or different from to what _____?"
 - "Can you give an example of _____?"
7. Repeat steps 4–6 with each person in the group.
 - If time permits, choose from the following:
 - Continue to read your free choice reading text.
 - Try out a new text.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can use the historical notes in *The Hope Chest* to more deeply understand the characters and events in the story. (RI.4.1)
- I can determine the meaning of complex vocabulary. (RI.4.4)

Day 4

- I can use quotation marks to mark direct speech from a text. (L.4.2b)
- I can choose words and phrases to convey ideas precisely. (L.4.3a)
- I can use synonyms and antonyms to demonstrate understanding of words. (L.4.5c)

Teaching Notes

- On Day 2, students read “World War I” on page 267 in *The Hope Chest*. They complete a timeline and discuss how the historical notes might help them to better understand the characters and events in the story. Students ready for more challenge do additional work with the challenging vocabulary in this section.
- On Day 4, students complete a Language Dive. Students work with the adjective *terrible*, using synonyms and antonyms to demonstrate their understanding of this word, helping to address L.4.5c. Students practice using the structure *is a terrible injustice* when writing summary paragraphs during Unit 1, Week 2: Writing Practice. The sentence for today’s Language Dive was also chosen because it articulates a theme of Chapter 4 (see rationale in Language Dive II Guide: *The Hope Chest*).
- **Differentiation:** Intentionally pair students and consider pairing ELLs in home language groups for the discussion in step 2. To provide more support, consider reviewing “The Influenza” from page 266 and the Student Task Card from Day 1. Then read the “World War I” text from page 267 with students and complete the vocabulary in step 2. Invite students to reread the text and complete step 3 on the Teacher-Guided Student Activity Card in lieu of the Student Task Card on Day 3. For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students’ needs and to select the most relevant language goals. Not all students will complete the activity card.
- **In advance:**
 - Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk.
 - Prepare materials for independent student groups.

Materials

Day 2

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ *The Hope Chest* (from module Lesson 1; one per student)
- ✓ Chart paper (one piece per group; used by the teacher to model diagraming)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

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

Instruction for Day 2

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Review the learning targets for this activity.
- Ask students to retrieve ***The Hope Chest*** and complete step 1.
 - ▲: Ask students to follow along as you read “World War I” on page 267. Then invite students to work with a partner to put events on the timeline. As students complete the timeline in step 1, respond to any concerns that may have arisen in groups working independently on other components. As necessary, consider also providing the ■ support below.
 - : Ask students to follow along as you read “World War I” on page 267. Ask students to whisper read the text again to themselves. As they do this, respond to any concerns that may have arisen in groups working independently on other components. Then work as a group to complete the timeline on **chart paper**. Consider putting “1915: Stephen joins the war by going to Canada and joining the army there” on the timeline, too.
 - ◆◆: Invite a student volunteer to read the passage aloud fluently. Then invite students to work with a partner to put events on the timeline. As students complete the timeline in step 1, respond to any concerns that may have arisen in groups working independently on other components.
- ◆◆▲: Invite student volunteers to share answers to step 1. Use chart paper to create a public timeline of events. Consider putting “1915: Stephen joins the war by going to Canada and joining the army there” on the timeline, too.

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

- As a group, complete step 2.
 - ▲: *Overran*: Break down this compound word into the two smaller words. Point out that the word means something similar to and different from *invade*. *Drafted*: Explain that we usually use the word *drafted* only with the military, but *volunteered* can be used in many situations. Invite students to name something they volunteered for, using the frame “Once I volunteered/I have often volunteered to _____.” *Sporadically*: Invite students to think of more examples of things that happen sporadically in their lives and things that happen routinely. Consider pantomiming some of the examples.
 - : As the group discusses each question, cue students with:

Conversation Cue: “How is what _____ said the same as/different from what _____ said? I’ll give you time to think.” (Responses will vary.)
- ●◆▲: Discuss the questions in step 3 as a group.
 - ▲: Consider grouping students into home language groups. Post additional sentence frames such as: “After reading the background of World War I, I understand _____.”
 - ◆: Invite students to discuss questions in a triad and then share answers.
- Time permitting, invite all groups to complete the More Challenge.
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3’s independent activity using **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card** and, time permitting, read the text aloud for students and discuss the gist.

Instruction for Day 4

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about the themes in *The Hope Chest*. It will also help them learn more about how sentences are put together, and the different phrases they can use in their own writing.
- Instruct students to work independently 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 II: The Hope Chest**, **Language Dive Chunk Chart II: The Hope Chest**, and **Language Dive Sentence Strip Chunks II: The Hope Chest** to guide students through a Language Dive. Use the student questions generated in step 1 of the activity card to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.

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

- I can use the historical notes in *The Hope Chest* to more deeply understand the characters and events in the story. (RI.4.1)

Day 4:

- I can use quotation marks to mark direct speech from a text. (L.4.2b)
- I can choose words and phrases to convey ideas precisely. (L.4.3a)
- I can use synonyms and antonyms to demonstrate understanding of words. (L.4.5c)

Student Materials**Day 2 and Day 4:**

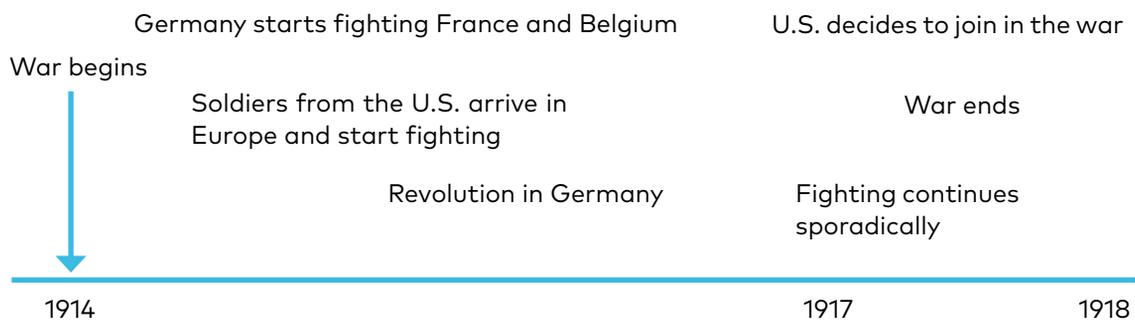
- The Hope Chest*
- Dictionary

Directions:**Day 2**

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

1. Follow along as your teacher reads "World War I" on page 267 in *The Hope Chest* aloud.

With a partner, draw an arrow to each event's place on the timeline.



2. Discuss these questions with your group. Use the sentence starters to help you.

- In Chapter 2, when Violet is on the train, she thinks about her brother, Stephen.

"He had enlisted in the Canadian army and been sent to France to fight the Germans.... By the time American boys were being conscripted in the army and sent overseas in late 1917, Stephen was already back—or what was left of him." (pages 21–22)

Violet also tells Mrs. Renwick: "He's still recovering from the war." (page 24)

How has reading the background on World War I helped you understand what happened to Stephen?

"When I first read the passage from the book, I thought _____.

Now I realize that _____."

- Look at the picture on page 268. How did World War I affect the lives of women? How else might it have affected the lives of women?

"It looks like women were _____. They also might have _____."

- "Why do you think the author included this section on World War I?"

"The author included this section so that _____. For example, _____."

MORE CHALLENGE:

Answer the questions below. You may use a dictionary if needed.

- The text says that the war began when the German army *overran* Belgium and *invaded* France. Which sentence says this in another way? Underline the correct answer:

a. German troops easily defeated Belgium's troops and started fighting troops in France.

b. German troops walked quickly through Belgium and came into France to start fighting.

c. German troops ignored Belgian troops' attempts to stop them as they entered France and took over.

- The text said that the United States sent soldiers who were *drafted* and *volunteers*. These words are antonyms. What do they mean?

Volunteered means the soldiers _____

_____, but *drafted* means the soldiers _____

_____.

- The text says that fighting continued *sporadically* even after the war ended. What is an example of something that happens sporadically in your life? Underline the correct answer:
 - a. I brush my teeth sporadically.
 - b. I go to school sporadically.
 - c. I miss school because it's canceled for bad weather sporadically.

- The arrival of strong American *reinforcements* led to Germany's surrender. What were soldiers from the United States doing? Underline the correct answer:
 - a. They were fighting with force.
 - b. They were fighting with and supporting soldiers from other countries.
 - c. They came in and took over Germany.

Day 4

"Denying equal suffrage to women is a terrible injustice."

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

2. Complete the following sentence, after saying it aloud with your partner. Then list three antonyms for *denying*.
 I would feel _____ about denying women the right to vote.
 Antonyms for denying: _____

Additional Language and Literacy Block

3. List three synonyms for *terrible*: _____

Based on his statement, I think Mr. Martin might be _____.

4. _____ is a(n)
_____ injustice.

5. Denying _____ is a(n)
_____ injustice.



Additional Work with Complex Text



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

Name: _____ Date: _____



Daily Learning Targets

Day 2:

- I can use the historical notes in *The Hope Chest* to more deeply understand the characters and events in the story. (RI.4.1)
- I can determine the meaning of complex vocabulary. (RI.4.4)

Day 4:

- I can use quotation marks to mark direct speech from a text. (L.4.2b)
- I can choose words and phrases to convey ideas precisely. (L.4.3a)
- I can use synonyms and antonyms to demonstrate understanding of words. (L.4.5c)

Student Materials

Day 2 and Day 4:

- The Hope Chest*
- Dictionary

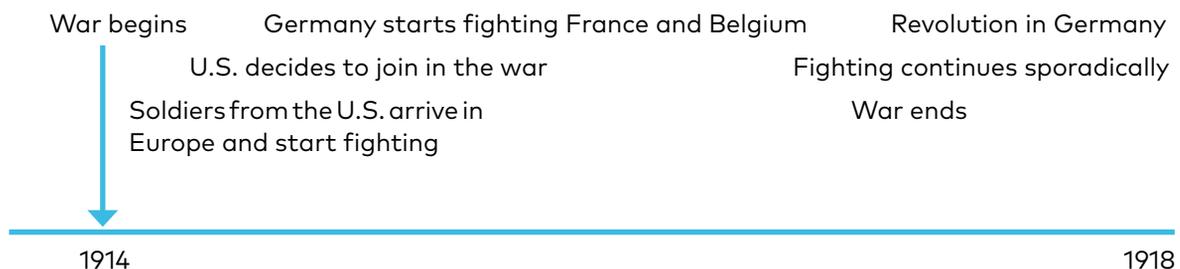
Directions:

Day 2

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

1. Listen as your classmate or teacher reads "World War I" on page 267 in *The Hope Chest* aloud.

With a partner, draw an arrow to each event's place on the timeline.



2. Look closely at vocabulary. Use a dictionary if needed.
- The text says that the war began when the German army *overran* Belgium and *invaded* France.
Which sentence restates what the text says? Underline the correct answer:
 - a. German troops easily defeated Belgium's troops and started fighting troops in France.
 - b. German troops walked quickly through Belgium and came into France to start fighting.
 - c. German troops ignored Belgian troops' attempts to stop them as they entered France.

 - The text said that the United States sent soldiers who were *drafted* and *volunteers*. These words are antonyms. What do they mean?
Volunteered means _____, while *drafted* means _____.

 - The text says that fighting continued *sporadically* even after the war ended. What is an example of something that happens *sporadically* in your life? Underline the correct answer:
 - a. I brush my teeth sporadically.
 - b. I go to school sporadically.
 - c. I miss school because it's canceled for bad weather sporadically.

Day 4

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

"Denying equal suffrage to women is a terrible injustice."

1. With a partner:
 - Take turns reading the sentence aloud.
 - Discuss the gist of the sentence.
 - Write two questions you have about the sentence. Your questions could be about words you would like to know more about or phrases that you are wondering about.
2. Complete the following sentence, after saying it aloud with your partner. Then list three antonyms for *denying*.

I would feel _____ about denying women the right to vote.

Antonyms for *denying*: _____

3. List three synonyms for *terrible*: _____

Based on his statement, I think Mr. Martin might be _____.

4. _____ is a(n) _____ injustice.

5. Denying _____ is a(n) _____ injustice.

2. Look closely at vocabulary. Use a dictionary.
- The text says that the war began when the German army *overran* Belgium and *invaded* France.
Which sentence restates what the text says? Underline the correct answer:
 - a. German troops easily defeated Belgium’s troops and started fighting troops in France.
 - b. German troops walked quickly through Belgium and came into France to start fighting.
 - c. German troops ignored Belgian troops’ attempts to stop them as they entered France.

- The text said that the United States sent soldiers who were *drafted* and *volunteers*. These words are antonyms. What do they mean?
Volunteered means _____,
while *drafted* means _____.

- The text says that fighting continued *sporadically* even after the war ended. What is an example of something that happens *sporadically* in your life? Underline the correct answer:
 - a. I brush my teeth sporadically.
 - b. I go to sleep sporadically.
 - c. I miss school because it’s canceled for bad weather sporadically.

3. Discuss the purpose of this text.
- In Chapter 2, when Violet is on the train, she thinks about her brother, Stephen.
“He had enlisted in the Canadian army and been sent to France to fight the Germans.... By the time American boys were being conscripted in the army and sent overseas in late 1917, Stephen was already back—or what was left of him.” (pages 21–22)
Violet also tells Mrs. Renwick:
“He’s still recovering from the war.” (page 24)
How has reading the background on World War I helped you understand what happened to Stephen?
“When I first read the passage from the book I thought _____.
Now I realize that _____.”
 - Why do you think the author included this section on World War I?
“The author included this section so that _____. For example, _____.”

MORE CHALLENGE:

Look at the picture on page 268. How did World War I affect the lives of women? How else might it have affected the lives of women?

"It looks like women were _____. They also might have _____."

Day 4

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

"Denying equal suffrage to women is a terrible injustice."

- 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.
- Complete the following sentence, after saying it aloud with your partner. Then list three antonyms for *denying*.

I would feel _____ about denying women the right to vote.

Antonyms for *denying*: _____

- List three synonyms for *terrible*: _____

Based on his statement, I think Mr. Martin might be

_____.

- _____ is a(n)
_____ injustice.

- Denying _____ is a(n)
_____ injustice.



Additional Work with Complex Text



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



Daily Learning Targets

Day 2:

- I can use the historical notes in *The Hope Chest* to more deeply understand the characters and events in the story. (RI.4.1)

Day 4:

- I can use quotation marks to mark direct speech from a text. (L.4.2b)
- I can choose words and phrases to convey ideas precisely. (L.4.3a)
- I can use synonyms and antonyms to demonstrate understanding of words. (L.4.5c)

Student Materials

Day 2 and Day 4:

- The Hope Chest*
- Dictionary

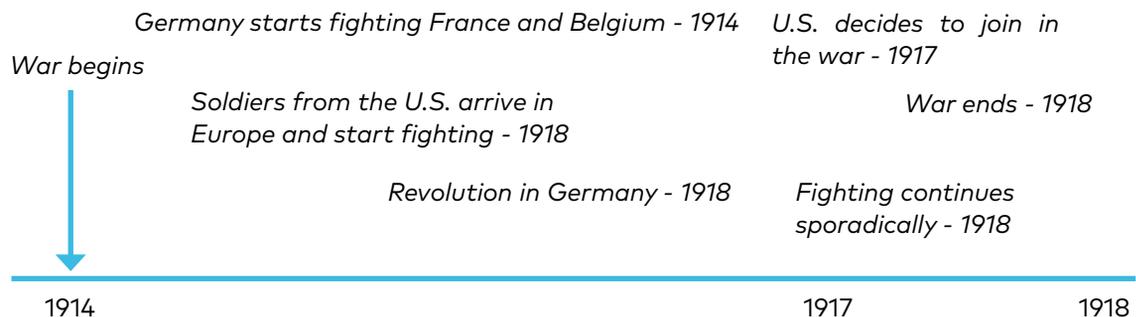
Directions:

Day 2

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

1. Follow along as your teacher reads "World War I" on page 267 in *The Hope Chest* aloud.

With a partner, draw an arrow to each event's place on the timeline.



2. Discuss these questions with your group. Use the sentence starters to help you.

- In Chapter 2, when Violet is on the train, she thinks about her brother, Stephen.

"He had enlisted in the Canadian army and been sent to France to fight the Germans.... By the time American boys were being conscripted in the army and sent overseas in late 1917, Stephen was already back—or what was left of him." (pages 21–22)

Violet also tells Mrs. Renwick: "He's still recovering from the war." (page 24)

How has reading the background on World War I helped you understand what happened to Stephen?

"When I first read the passage from the book, I thought _____.
Now I realize that _____."

- Look at the picture on page 268. How did World War I affect the lives of women? How else might it have affected the lives of women?

"It looks like women were _____. They also might have _____."

- "Why do you think the author included this section on World War I?"

"The author included this section so that _____. For example, _____."

MORE CHALLENGE:

Answer the questions below. You may use a dictionary if needed.

- The text says that the war began when the German army *overran* Belgium and *invaded* France. Which sentence says this in another way? Underline the correct answer:
 - German troops easily defeated Belgium's troops and started fighting troops in France.
 - German troops walked quickly through Belgium and came into France to start fighting.
 - German troops ignored Belgian troops' attempts to stop them as they entered France and took over.
- The text said that the United States sent soldiers who were *drafted* and *volunteers*. These words are antonyms. What do they mean?

Volunteered means *the soldiers offered to go*, while *drafted* means *the soldiers didn't have a choice*.

- The text says that fighting continued *sporadically* even after the war ended. What is an example of something that happens sporadically in your life? Underline the correct answer:
 - a. I brush my teeth sporadically.
 - b. I go to school sporadically.
 - c. I miss school because it's canceled for bad weather sporadically.

- The arrival of strong American *reinforcements* led to Germany's surrender. What were soldiers from the United States doing? Underline the correct answer:
 - a. They were fighting with force.
 - b. They were fighting with and supporting soldiers from other countries.
 - c. They came in and took over Germany.

Day 4

"Denying equal suffrage to women is a terrible injustice."

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.

Student responses will vary.

2. Complete the following sentence, after saying it aloud with your partner. Then list three antonyms for *denying*.

I would feel _____ about denying women the right to vote.

Antonyms for denying: *Sample student responses: admitting, agreeing, confessing*

3. List three synonyms for *terrible*: *Sample student responses: bad, horrible, awful.*

Sample student response: Based on his statement, I think Mr. Martin might be angry about women not being allowed to vote.

4. *Sample student response: Denying women the right to vote is a(n) terrible injustice.*
5. *Sample student response: Denying women the right to vote is a(n) awful injustice.*



Additional Work with Complex Text



Unit 1, Week 1, Day 4: Language Dive Guide II: *The Hope Chest*

Notes	Refer to the Language Dive in Module 3, Unit 1, Lesson 5, for detailed notes on how the Language Dive format has changed starting in Module 3.
Sentence	“Denying equal suffrage to women is a terrible injustice.” (from Chapter 4, page 46, Paragraph 5, of <i>The Hope Chest</i>)
Rationale	This sentence is compelling because it includes the abstract nouns <i>suffrage</i> and <i>injustice</i> . It also includes the adjective <i>terrible</i> , allowing students to use synonyms and antonyms to demonstrate their understanding of this word, helping to address L.4.5c. This sentence connects to the big idea by expressing a reason that people took action to effect social change. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the focus structure <i>is a terrible injustice</i> . After discussing this structure, students practice using it to discuss other injustices they have learned about in reading <i>The Hope Chest</i> . Students apply their understanding of the meaning and structure of this sentence when writing summary paragraphs on a theme from Chapter 4 during Unit 1, Week 2: Writing Practice.
Time	15 minutes
Throughout the Language Dive	Follow the same routines found in Module 3, Unit 1, Lesson 5.
Deconstruct	Refer to the chunk chart for language goals; display the sentence strip chunks ; distribute the activity cards . Follow the same routine found in Module 3, Unit 1, Lesson 5, to assist students in deconstructing, reconstructing, and practicing the chosen sentence.
Practice (Focus Structure)	
Reconstruct	
Practice (Sentence)	



Additional Work with Complex Text



Unit 1, Week 1, Day 4: Language Dive Chunk Chart: *The Hope Chest*

Denying equal suffrage to women	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ “What is this sentence about?” <i>Denying</i> means refusing to give or grant something to someone. <i>suffrage</i> means the right to vote in a political election. This sentence is about refusing to give women the equal right to vote. (noun phrase/subject) ■ Students can take 30 seconds in pairs to describe how they would feel about denying women the right to vote. Then they can list antonyms for <i>denying</i> (<i>allowing, granting, providing</i>) and take 30 seconds in pairs to replace <i>denying</i> with one of these antonyms, and discuss how this changes the meaning of the chunk. 📎 Step # 2
<i>is a terrible injustice.</i>	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ <i>injustice</i>: “What is denying equal suffrage to women?” <i>injustice</i> means a situation in which people are treated unfairly. Mr. Martin thinks denying equal suffrage to women is an <i>injustice</i>, an unfair situation for women in which they are not given their rights. (verb phrase) ■ <i>terrible</i>: “Why does Mr. Martin include the adjective <i>terrible</i>?” <i>terrible</i> emphasizes the degree to which Mr. Martin thinks denying equal suffrage to women is <i>unjust</i>. Note how the meaning would change if <i>terrible</i> were replaced with <i>slight</i>, suggesting that this situation was only slightly unfair. (adjective) ■ “”: “What do the quotation marks signal?” dialogue. They tell us that this is a sentence that someone said. In this case, it is a sentence that Mr. Martin said. ■ Students can take 30 seconds in pairs to list synonyms for <i>terrible</i> (<i>awful, dreadful, horrible</i>). Then they can switch pairs and discuss what they think some of Mr. Martin’s character traits might be, based on this statement of his (<i>caring, compassionate, fair</i>). 📎 Step # 3

<p>Practice (Focus Structure)</p>	<ul style="list-style-type: none"> ▪ Students can use what they have learned in <i>The Hope Chest</i> to describe other terrible injustices, using a synonym for <i>terrible</i> to do so: “_____ is a(n) _____ (synonym for terrible) injustice.” (Example: <u>Not allowing girls to go to college</u> is a <u>horrible</u> injustice.) <ul style="list-style-type: none"> – To provide lighter support: “Can you expand this sentence, using an adverb to describe the terrible injustice?” (Not allowing girls to go to college is an <u>incredibly</u> horrible injustice.) – To provide heavier support: Provide a word/phrase bank for students to use when completing the sentence frame. ▪ Students can write and sketch. 📎 Step # 4
<p>Denying equal suffrage to women is a terrible injustice.</p>	
<p>Reconstruct</p>	<ul style="list-style-type: none"> ▪ “How can you say this sentence in your own words?” (It is completely unfair to refuse to grant women the right to vote in a political election.) ▪ “How does the Language Dive add to your understanding of the big idea?” (It connects to the big idea by expressing a reason that people took action to effect social change.)
<p>Practice (Sentence)</p>	<ul style="list-style-type: none"> ▪ “Denying _____ is a(n) _____ injustice.” (Denying <u>women the right to vote</u> is an <u>awful</u> injustice.) 📎 Step # 5 <ul style="list-style-type: none"> – To provide lighter support: “How can we say this sentence in a different order? What do we have to remove or change?” – To provide heavier support: Invite students to discuss the meaning of the sentence in home language groups. ▪ Language Chunk Wall suggestions: <ul style="list-style-type: none"> – Nouns and noun phrases and clauses (people, places, things, ideas): “Denying equal suffrage to women – Verbs and verb phrases (actions, states of being): is a terrible injustice.” – Adjectives and adjectival phrases and clauses (describing nouns): is a terrible injustice.”



Additional Work with Complex Text



Unit 1, Week 1, Day 4: Language Dive Sentence Strip Chunks II:
The Hope Chest

Denying equal suffrage to women

is a terrible injustice.



Reading and Speaking Fluency/GUM



Unit 1, Week 1: Student Task Card

Name: _____

Date: _____



Daily Learning Target

Day 2 and Day 4:

- I can read a passage aloud fluently. (RF.4.4)

Student Materials

Day 2 and Day 4:

- The Hope Chest*

Directions:

Day 2

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

Work with a partner.

1. Whisper Read

- Open *The Hope Chest* to page 268.
- Read "Jim Crow Laws" out loud in a whisper voice. As you read, focus on your fluency goal from Day 1.

2. Choral Read

- Find a partner.
- Together, read the passage out loud, focusing on your fluency goal from Day 1.
- If your reading gets off track from your partner's reading, both partners stop and start over at the beginning.

3. Stars and Steps Fluency Feedback: With the same partner as before, take turns reading your passage aloud and receiving feedback by following these steps:
- Label yourselves A and B.
 - Partner A shares the 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. Partner A records feedback below.
 - Switch, and repeat steps 2–4.

Star	Step

MORE CHALLENGE:

Take turns giving the gist of the passage.

Day 4

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

Work with a partner.

1. Whisper Read

- Open *The Hope Chest* to page 263. Start on the last paragraph ("Suffragist leader Susan B. Anthony...") and continue reading the first two paragraphs on page 264.
- Read the passage out loud in a whisper voice. As you read, focus on your fluency goals from Day 3.

2. Choral Read
 - Find a partner.
 - Together, read the passage out loud, focusing on your fluency goals from Day 3.
 - If your reading gets off track from your partner's reading, both partners stop and start over at the beginning.

3. Stars and Steps Fluency Feedback: With the same partner as before, take turns reading your passage aloud and receiving feedback by following these steps:
 - a. Label yourselves A and B.
 - b. Partner A shares the fluency goal for the week.
 - c. Partner A reads aloud fluency passage and partner B listens.
 - d. Partner B shares one star (one thing partner A did well) and one step to work on. Partner A records feedback below.
 - e. Switch, and repeat steps 2–4.

Star	Step

MORE CHALLENGE:

Open up *The Hope Chest* to a random page and take turns trying to read a new paragraph aloud fluently.

Discuss with your partner: When you read a new text, what strategies do you use to read it more fluently?

"I try to _____ when I'm reading a new text. For example, I _____ with this text."



Writing Practice

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can determine themes of *The Hope Chest* using details from the text. (RL.4.1, RL.4.2)

Day 3

- I can include all the components in my summary of Chapter 4 of *The Hope Chest*. (RL.4.1, RL.4.2, W.4.2)

Teaching Notes

- In this component, students summarize one of the themes in Chapter 4 of *The Hope Chest*. This supports students as they continue to write these types of chapter summaries throughout the unit and ultimately write a literary analysis essay on one of the themes. This task allows students to practice their learning about synonyms and antonyms from the Language Dive from Unit 1, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt, review a model summary, and identify the theme and evidence for their summaries. On Day 3, students continue writing or revise their summaries. Students who are ready may prepare to write a summary of a different theme on Day 4.
- Note: This lesson assumes students have identified and begun tracking different themes in module Lesson 6.
- **Differentiation:** Use Exit Ticket: Summarizing *The Hope Chest*, Chapter 5 and your own observations from module Lesson 6 to inform student groups. The ■●◆ card asks students to choose from given evidence. To provide more support, fill in a theme on the card and think aloud as you choose a specific piece of evidence. Then ask students to write an elaboration with a partner. The ◆ card asks students to find their own evidence in a specific passage from the chapter. To provide more support, create a model summary structure diagram (similar to Introductory Paragraph 1 in Module 3 ALL: Writing Practice: Unit 3). Post for students to refer to throughout the component.
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Model summary (from module Lesson 6, one per student)
- ✓ *The Hope Chest* (from module Lesson 1; one per student)
- ✓ Theme anchor charts (begun in module Lesson 6)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- ☑ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ☑ Summary of *The Hope Chest*, Chapter 4 (completed on Day 2; one per student)
- ☑ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1

- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**. Review the learning target and read the writing prompt for the week.

■ ▲: Review the meaning of the word *evidence*. Invite students to name other ways we refer to evidence from the text (e.g., *supporting details, examples*). Repeat this process with *elaboration* (also called *explanation* or *support*). If needed, review the verb forms of the words as well (e.g., *to elaborate, to explain, to support*).

- Distribute the **model summary** and instruct students to complete step 1 on their activity cards with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite student volunteers to share answers for step 1. Consider displaying a model summary to annotate as the group comes to consensus.

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

- Tell students they will now get a chance to write a similar summary on a theme in Chapter 4.
- Briefly give students the context and explain that Violet has just met Mr. Martin and they are talking about Chloe. Invite students to take out their copies of *The Hope Chest* and to follow along as you reread page 46, starting at “Violet had managed to...” and ending at “... Mr. All-the-rest-of-them, did.”

■ ●▲: Ask for a volunteer to explain in his or her own words what Mr. Martin said and what Violet thought.

- Refer students to the **Theme anchor charts**. Ask:

“Which of our themes do you think this conversation between Violet and Mr. Martin shows?” (“inequality is injustice” or “don’t judge a book by its cover”)

Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)

- Invite students to write the theme they’d like to write on in the summarizing chart on their activity card. Note for students that this summarizing chart is very similar to the exit ticket they used to summarize Chapter 5 in module Lesson 6. They will use a chart like this to summarize the theme in future chapters.
- Remind students that it’s important to write the context of the supporting details, or what is happening at that point in the story. Ask a student to read the context on the last column of the chart. Ask:

“Would you include this context before or after the evidence in a paragraph? Why?” (before; so the reader knows what’s happening)

- Invite students to complete the rest of the summarizing chart.

■ ●: Invite students to choose one quote they think best illustrates the theme they chose and to cross out the other two quotes. Clarify that they will include only one piece of evidence in their summary. (The model had two pieces of evidence.) Invite students to talk through their elaboration before they write it in the box.

▲: Invite students to choose one quote they think best illustrates the theme and to cross out the other two quotes. Clarify that they will include only one piece of evidence in their summary. (The model had two pieces of evidence.) Invite students to talk through their elaboration before they write it in the box. Post a simple sentence frame such as “This evidence shows the theme of _____ because _____.”

◆: Invite students to find a sentence or two from the text that illustrates the theme they identified as best. Discuss evidence as a group or in triads before writing it on the chart.

- Tell students that tomorrow they will finish their summarizing chart (if needed) and write their summary paragraphs. Give students specific, positive feedback on their prewriting thinking.
- Display and walk through the **Unit 1, Week 2: Writing Practice: Student Task Card** task for Day 2. Encourage students to refer to the annotated model as they write. (Note: Students will use Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards on Day 2. Do not collect.)

Instruction for Day 3

- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to retrieve their **Summary of *The Hope Chest*, Chapter 4** from Day 2 and complete step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite student volunteers to share their answers for step 1.
 - ◆: While debriefing each component, invite students to explain one component that their partner’s paper does well.
 - ▲: Invite students who think they fulfilled a component to share that sentence from their summaries with the group.
- Invite students to continue writing their summaries. If they have not yet included one of the components, they can revise their paragraph to include it.
- Remind students of their learning about synonyms and antonyms in Unit 1, Week 1, Day 4: Additional Work with Complex Text. Encourage students to use a new synonym or antonym in their writing tomorrow or the practice frame “Denying _____ is a(n) _____ injustice.” Review as needed.
- Collect Teacher-Guided Student Activity Cards.
- Tell students that tomorrow they will have a chance finish their summaries of a theme in Chapter 4. Walk through Day 4 on the **Unit 1, Week 2: Writing Practice: Student Task Card**. Tell students in the ◆ groups and any other students who have already completed a satisfactory summary to write a new paragraph that summarizes evidence of an additional theme.



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can determine themes of *The Hope Chest* using details from the text. (RL.4.1, RL.4.2)

Day 3:

- I can include all the components in my summary of Chapter 4 of *The Hope Chest*. (RL.4.1, RL.4.2, W.4.2)

Student Materials

Day 1:

- Model summary

Day 3:

- Summary of *The Hope Chest*, Chapter 4 (begun on Day 2)

Directions:

Day 1

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

Writing Prompt:

What theme can you see in Chapter 4 of *The Hope Chest*?

Write a paragraph that explains which theme you see evidence of in Chapter 4. Be sure to include evidence from the text and elaboration that explains how the examples you chose support your interpretation.

"The theme I see is _____. For example, _____.
This shows that _____."

1. Work with a partner. Reread the model summary.
 - Draw a box around the sentence that names the theme.
 - Circle the evidence or the supporting details from the book.
 - Underline the elaboration, or where the author explains how the supporting details connect to the theme.
 - Put a squiggle line under the sentence that explains what's happening at this point in the story.

2. Work with a partner on this summarizing chart.

Theme:		
<p>Supporting details (including pages):</p> <p>CIRCLE ONE</p> <p>Page 46: When Mr. Martin says he thinks woman suffrage is a worthwhile cause, "Violet looked at him, surprised."</p> <p>Page 46: Mr. Martin tells Violet, "Denying equal suffrage to women is a terrible injustice."</p> <p>Page 46: Violet tells Mr. Martin that her father doesn't like the idea of woman suffrage.</p>	<p>Elaboration: How is this detail evidence of the theme?</p>	<p>What is happening at this point in the chapter?</p> <p>Violet meets Mr. Martin and as they are talking, she tells Mr. Martin that Chloe has been a suffragist her whole life.</p>

Day 3

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

1. Read what you have written so far in the Summary of *The Hope Chest*, Chapter 4:

Did you name the book, author, and chapter? Yes/not yet

Did you briefly explain what was happening in the chapter? Yes/not yet

Did you state the **theme**? Yes/not yet

Did you give **evidence** to support the theme (like a supporting detail or example)? Yes/not yet

Did you give some **elaboration**, or an explanation of how the evidence shows the theme? Yes/not yet

Did you conclude your paragraph? Yes/not yet

2. Continue writing your summary.

MORE CHALLENGE:

Read the last two pages of Chapter 4 (pages 48–49). What possible theme(s) do you see?



Writing Practice



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

Name: _____ Date: _____



Daily Learning Targets

Day 1:

- I can determine themes of *The Hope Chest* using details from the text. (RL.4.1, RL.4.2)

Day 3:

- I can include all the components in my summary of Chapter 4 of *The Hope Chest*. (RL.4.1, RL.4.2, W.4.2)

Student Materials

Day 1:

- Model summary

Day 3:

- Summary of *The Hope Chest*, Chapter 4 (begun on Day 2)

Directions:

Day 1

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

Writing Prompt:

What theme can you see in Chapter 4 of *The Hope Chest*?

Write a paragraph that explains which theme you see evidence of in Chapter 4. Be sure to include evidence from the text and elaboration that explains how the examples you chose support your interpretation.

1. Work with a partner. Reread the model summary.
 - Draw a box around the sentence that names the theme.
 - Circle the evidence or the supporting details from the book.
 - Underline the elaboration, or where the author explains how the supporting details connect to the theme.
 - Put a squiggle line under the sentence that explains what's happening at this point in the story.

2. Work with a partner on this summarizing chart.

Theme:		
Supporting details (including pages):	Elaboration: How is this detail evidence of the theme?	What is happening at this point in the chapter? Violet meets Mr. Martin and as they are talking, she tells Mr. Martin that Chloe has been a suffragist her whole life.

Day 3

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

1. Read and annotate a partner's Summary of *The Hope Chest*, Chapter 4.
 - **Draw a box** around the sentence that names the theme.
 - **Circle** the evidence or the supporting details from the book.
 - **Underline** the elaboration, or where the author explains how the supporting details connect to the theme.
 - Put a **squiggle** line under the sentence that explains what's happening at this point in the story.
 - Put a check next to the book title, author, and chapter.
2. Continue writing your summary.

MORE CHALLENGE:

Read the last two pages of Chapter 4 (page 48–49). What possible theme(s) do you see?



Writing Practice



Unit 1, Week 2, Day 1: Annotated Model Summary (For Teacher Reference)

In Chapter 1 of *The Hope Chest* by Karen Schwabach, the theme "do something meaningful" is evident. In this chapter Violet finds letters, which her mother has hidden from her, from her sister Chloe who left home. In a letter on page 8, Chloe describes how she is working hard as a public health nurse caring for families with influenza, which is doing something meaningful because it is a job helping others. On page 9 of the text, it says directly that before she left, Violet had heard Chloe shout "something about wanting to do something meaningful with her life." Chloe and Violet's parents don't seem to like that Chloe has left home to do something meaningful.



Word Study and Vocabulary



Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can practice matching words with their antonyms and synonyms. (L.4.5c)

Day 3:

- I can use an academic vocabulary word in context. (L.4.6)

Student Materials

Day 1

- Word Match cards (one per triad)
- Scissors
- Dictionary
- Glue stick

Day 3

- Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card

Directions:

Day 1

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

Today you will work on matching words from *The Hope Chest* with antonyms and synonyms. Move to sit with two partners and label yourselves A, B, and C.

1. Cut up Round I of the Word Match cards.
 - Partner A holds the Words from the Text cards.
 - Partner B holds the Antonym cards.
 - Partner C holds the Synonym cards.
2. Play the game.
 - Partner A puts one of the Words from the Text cards face up and reads the card aloud.

- Partner B puts an Antonym card that is the opposite of the word from the text, explains their thinking, and asks for their partner’s input.
 - “I think _____(word)_____ has an opposite meaning to _____ (word from text) _____ because _____. Do you both agree?”
 - Partner C repeats with a Synonym card.
 - “I think _____ (word) _____ has a similar meaning to _____ (word from text) _____ because _____. Do you both agree?”
 - Partner A repeats with the other two Words from the Text cards.
 - Use a dictionary if your group gets stuck.
3. Switch roles and repeat the game with Round II.
- Partner B holds the Words from the Text cards.
 - Partner C holds the Antonym cards.
 - Partner A holds the Synonym cards.
4. Time permitting, switch roles and repeat with Round III and MORE CHALLENGE.
5. Glue one set of words you worked with today below:

Word from the Text	Synonym	Antonym

Day 3

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

1. Read your Unit 1, 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. Find a partner and discuss what the word means.
3. Practice using that word in sentences. Say two sentences aloud to your partner using the word. Try to use the word with an adjective ("_____ is powerful *reinforcement*") and with a verb ("_____ provided *reinforcement*").
4. Write two sentences using the word.

5. Practice changing verbs into nouns by adding *-ment* on the end. Use verbs such as *to enjoy*, *to argue*, *to govern*, and *to amaze*, or your own verbs. Write at least two words below. Use a dictionary to help you.

MORE CHALLENGE:

Create some nouns by adding *-ment*. Write them in the space below.



Word Study and Vocabulary



Unit 1, Week 2, Day 1: Word Match Cards

Directions: Work together to cut up the word cards. Cut up only one round at a time.

Partner A cuts and holds the Words from the Text cards.

Partner B cuts and holds the Antonym cards.

Partner C cuts and holds the Synonym cards.

Words from the Text			
ROUND I	ROUND II	ROUND III	MORE CHALLENGE Write your own sentence on the card.
<p>deadly</p> <p>The Spanish Influenza was a deadly disease.</p>	<p>warring</p> <p>The U.S. joined the other warring nations and sent soldiers to fight.</p>	<p>global</p> <p>The flu is a global disease that affects everyone.</p>	<p>reveal</p>
<p>weakness</p> <p>They didn't want to reveal their weakness to their enemies.</p>	<p>reinforce</p> <p>The new soldiers will reinforce the French army.</p>	<p>invaded</p> <p>Germany invaded France.</p>	<p>courteous</p>
<p>drafted</p> <p>Some soldiers were drafted and had to go.</p>	<p>sporadic</p> <p>The sporadic fighting continued for many years.</p>	<p>ended</p> <p>The war ended in 1918.</p>	<p>equality</p>

Antonym cards			
ROUND I	ROUND II	ROUND III	MORE CHALLENGE (use the affix or root to help you)
<p>volunteered</p> <p>Some soldiers didn't wait to be asked but volunteered to go.</p>	<p>frequent</p> <p>The frequent rain made the plants grow quickly.</p>	<p>started</p> <p>The class started when the bell rang.</p>	<p>inequality</p>
<p>strength</p> <p>Using their strength, the team won the game.</p>	<p>weaken</p> <p>The flu weakened the army, and they couldn't fight as well.</p>	<p>local</p> <p>Our local newspaper writes about things that happen here.</p>	<p>discourteous</p>
<p>mild</p> <p>Even though her fever was mild, she stayed home from school.</p>	<p>neutral</p> <p>While her friends were arguing, she remained neutral and tried to help them stop.</p>	<p>surrendered</p> <p>When I knew I couldn't win the fight, I surrendered.</p>	<p>conceal</p>

Synonym cards			
ROUND I	ROUND II	ROUND III	MORE CHALLENGE (use the affix or root to help you)
<p>sign up</p> <p>She made me sign up to help at lunch, but I don't want to.</p>	<p>random</p> <p>I never know when the bird will fly by my window because it's very random.</p>	<p>overrun</p> <p>Our house was overrun by mice, so we got a cat.</p>	<p>disclose</p>
<p>fatal</p> <p>It was a fatal accident, and the cat died.</p>	<p>battling</p> <p>The battling lions fought each other for the kill.</p>	<p>worldwide</p> <p>Poverty is a worldwide problem.</p>	<p>equity</p>
<p>flaw</p> <p>My flaw is that I like cookies too much and I eat them a lot.</p>	<p>support</p> <p>I will support you and help you.</p>	<p>stopped</p> <p>The movie was stopped in the middle because the power went out.</p>	<p>courtly</p>



Independent Reading



Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

- I can read my free choice reading text independently for 12 minutes. (RL.4.10, RI.4.10)

Day 3:

- I can choose and respond to a prompt about my free choice reading text. (RI.4.10, RL.4.10)

Day 4:

- I can listen carefully and ask questions of others about their free choice reading text. (RL.4.2, RI.4.2, RL.4.10, RI.4.10, SL.4.1)

Student Materials

Days 1, 2, and 4:

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

Day 3:

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

Directions:

Days 1 and 2

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

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

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

Day 4

Text Share:

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

Group: As the facilitator shares, consider what else you would like to know about that person’s text. Prepare a question about it.
3. Timekeeper: Set a 2-minute timer.
4. Group: Ask him or her questions.
 - “When you said _____, what did you mean?”
 - “Why did you choose to share _____?”
 - “Can you say more about _____?”
 - “Can you give an example of _____?”
5. Repeat with each person in the group.



Word Study and Vocabulary

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 2

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ment*. (RF.4.3a, L.4.4b)

Day 4

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.4.3a, L.4.4b)

Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*reinforcements*) with the suffix *-ment*. On Day 4, students focus on an academic vocabulary word (*weakness*) with the suffix *-ness*. They analyze both words using Vocabulary Trees to gain a deeper understanding of the meaning of the words and how to use them.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:** Prepare independent student materials.

Materials

Day 2 and Day 4

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

Instruction for Day 2

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to 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 how this word relates to a word they worked with on Day 1: *reinforce*.

▲: Mini Language Dive: “The arrival of the strong American reinforcements,/**combined with a revolution in Germany**,/led to a German surrender.”

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

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *combined with*: “Can you figure out why Karen Schwabach uses the phrase *combined with*?” The author wanted to show that the two factors worked together. *combined with* signals a relationship between the two chunks, similar to the word *and*; it shows that both factors worked together. Note that *combined* can also be used as a verb, as in *We combined cake and ice cream to make a delicious treat.* (connective)
 - “How does this chunk relate to the first chunk?” The previous chunk is one factor and this chunk is another factor in why Germany surrendered. The first two chunks work together to create the third chunk, similar to the thinking of $A + B = C$.
 - Students can take turns listing common things that can be combined to make something new. List them on the board in a formula such as *chocolate + milk = chocolate milk* or *rain + cold air = snow*. Students can use *combined with* in place of the + sign and *led to* in place of the = sign.
- Practice: “_____, combined with _____, led to _____.” (My oversleeping, combined with the delayed bus, led to my late arrival. His strong hitting, combined with her fast pitching, led to their baseball team’s victory.)

- 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: “_____, combined with _____, helps me _____.” (Reading about something, combined with talking about it, helps me learn. A good story, combined with a fluffy blanket, helps me get a good night’s sleep.)
- “Could you see say the sentence in a different order? What would you have to remove or change?” (The revolution in Germany, combined with the arrival of the American reinforcements, led to a German surrender.)**

- Guide students through completing the Vocabulary Tree. Support as needed.
 - ▲: Invite students to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
 - : Post a simple sentence starter for students to use when writing their original sentence. If useful, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
 - ◆: Invite students to write several sentences. If useful, invite students to practice using the word aloud in a sentence several different ways before they write their own sentences.
- Prepare students for Day 3’s independent activity: Display the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use the Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect.)

Instruction for Day 4

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to 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.
- Invite students to share their thinking on step 1.
- 🗑️: Return to the Mini Language Dive from Day 2 (see Instruction for Day 2).
- Guide students through completing the Vocabulary Tree. Support as needed. Time permitting, practice changing other adjectives (such as *happy* or *sad*) into nouns by adding *-ness*.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ment*. (RF.4.3a, L.4.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

Day 2

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

"The arrival of the strong American **reinforcements**, combined with a revolution in Germany, led to a German surrender."

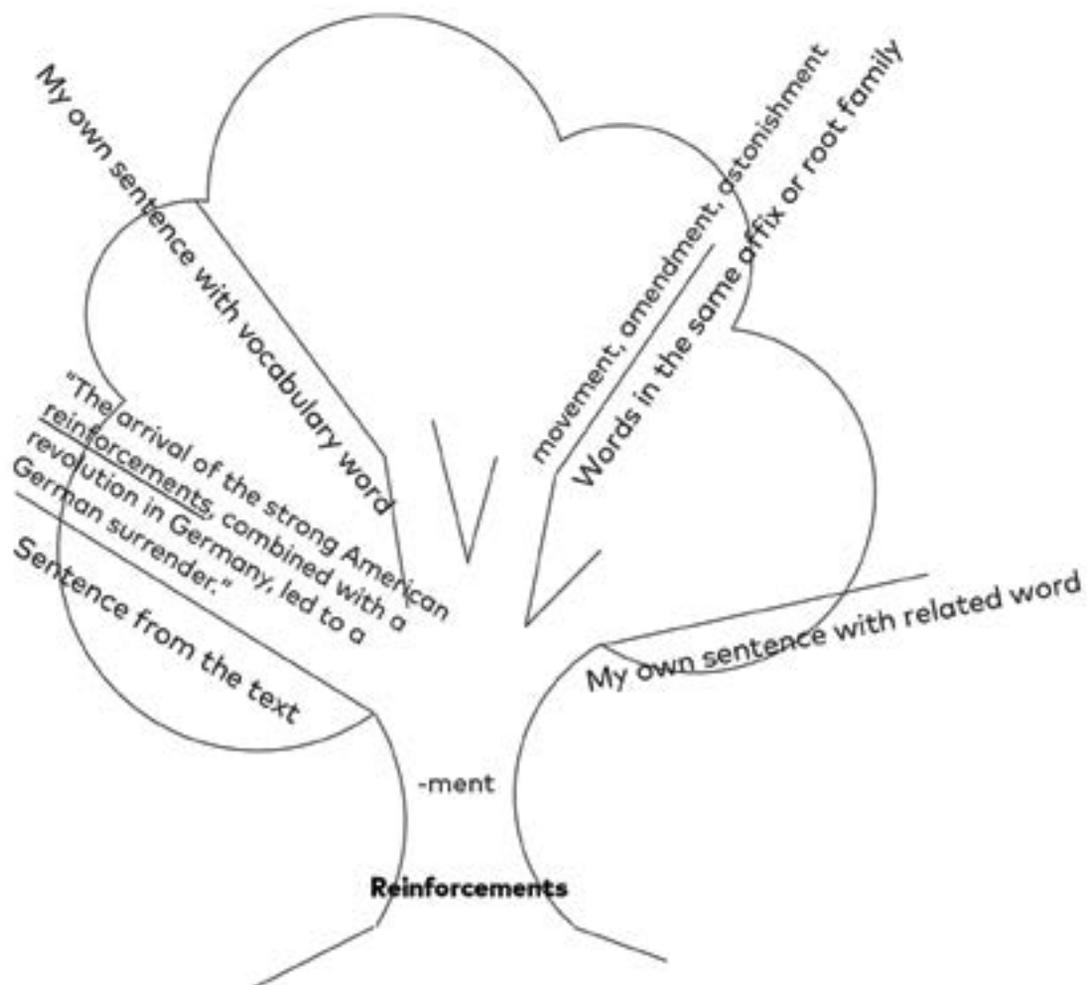
Source: *The Hope Chest*, page 267

The word is **"reinforcements."**

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

Prefix	Root	Suffix	Definition of Affixes
	enforce (en + force)		re- en- ment-

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



Day 4

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

"The warring countries also had high death tolls but didn't report them because they didn't want to reveal any **weakness** to their enemies."

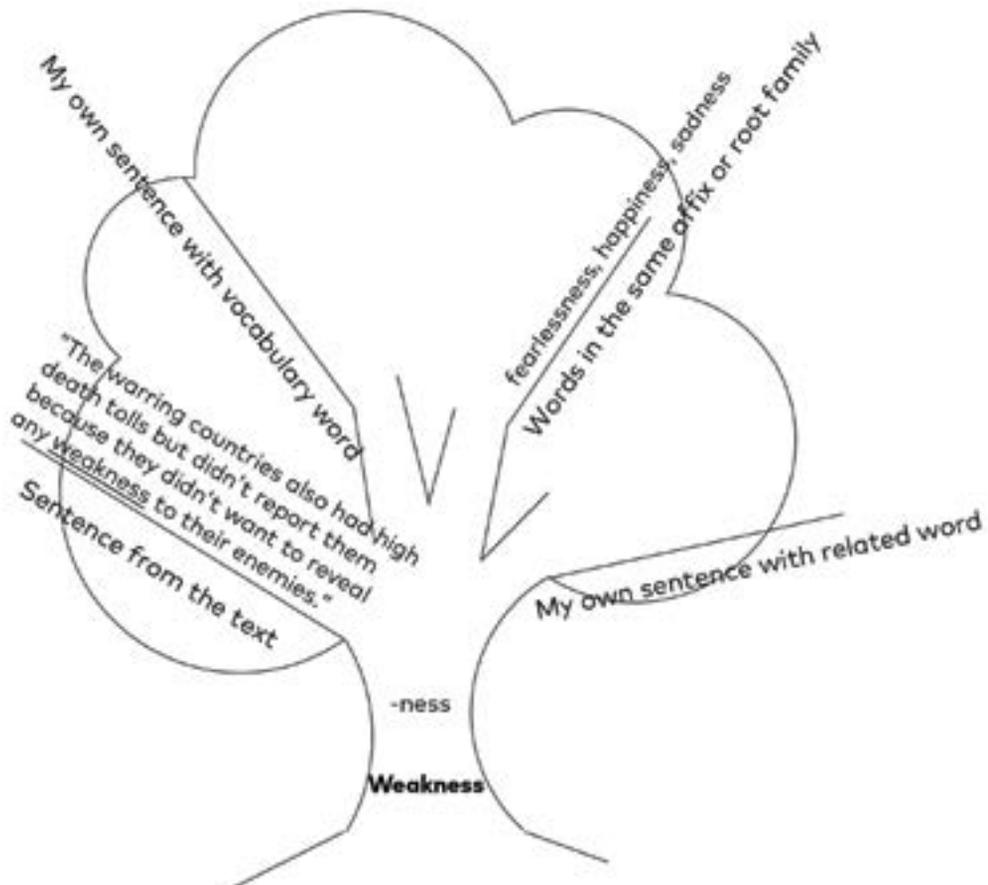
Source: *The Hope Chest*, page 266

The word is "**weakness.**"

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

Prefix	Root	Suffix	Definition of Affixes
	weak		

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





Word Study and Vocabulary



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

Name: _____ Date: _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ment*. (RF.4.3a, L.4.4b)

Day 4

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

Day 2

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

"The arrival of the strong American **reinforcements**, combined with a revolution in Germany, led to a German surrender."

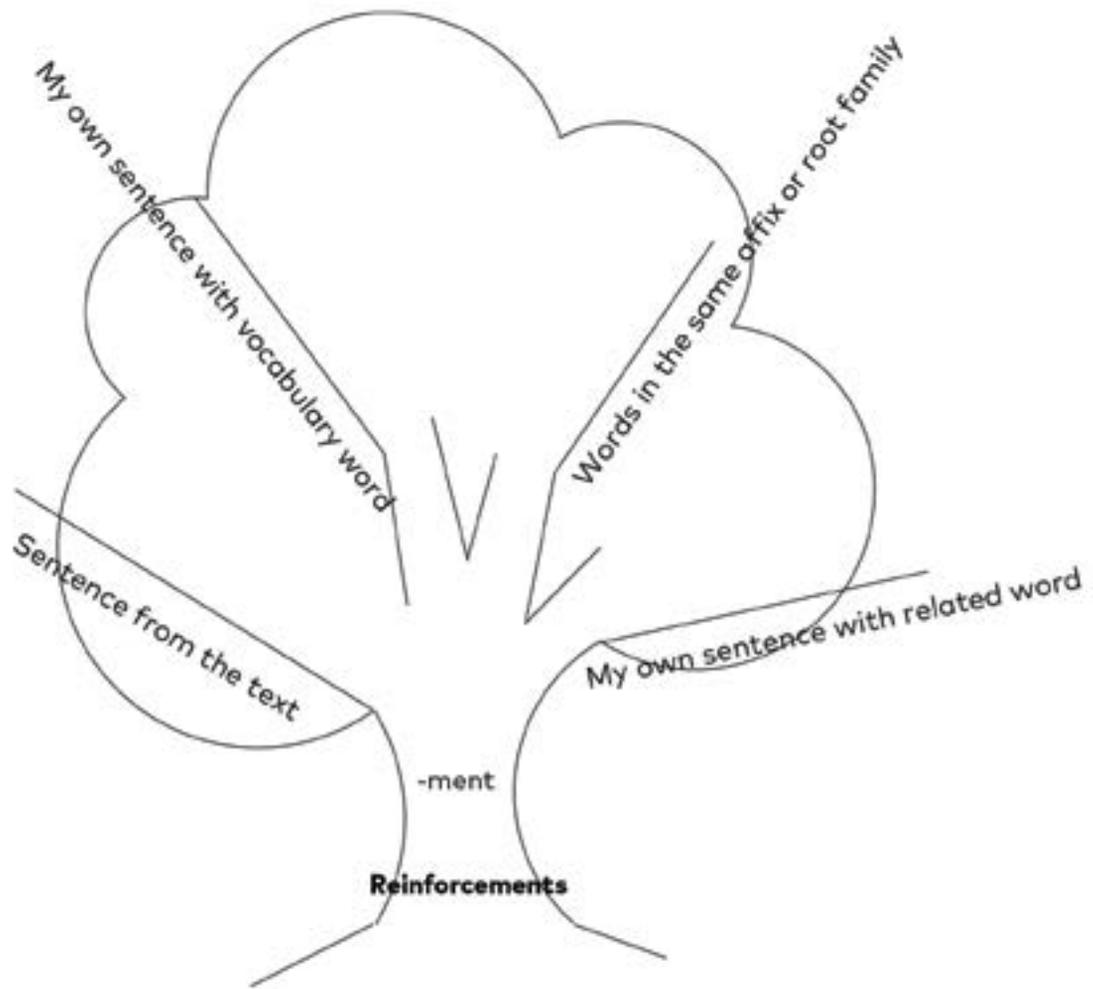
Source: *The Hope Chest*, page 267

The word is "**reinforcements.**"

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

Prefix	Root	Suffix	Definition of Affixes
	enforce (en + force)		

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



Day 4

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

"The warring countries also had high death tolls but didn't report them because they didn't want to reveal any **weakness** to their enemies."

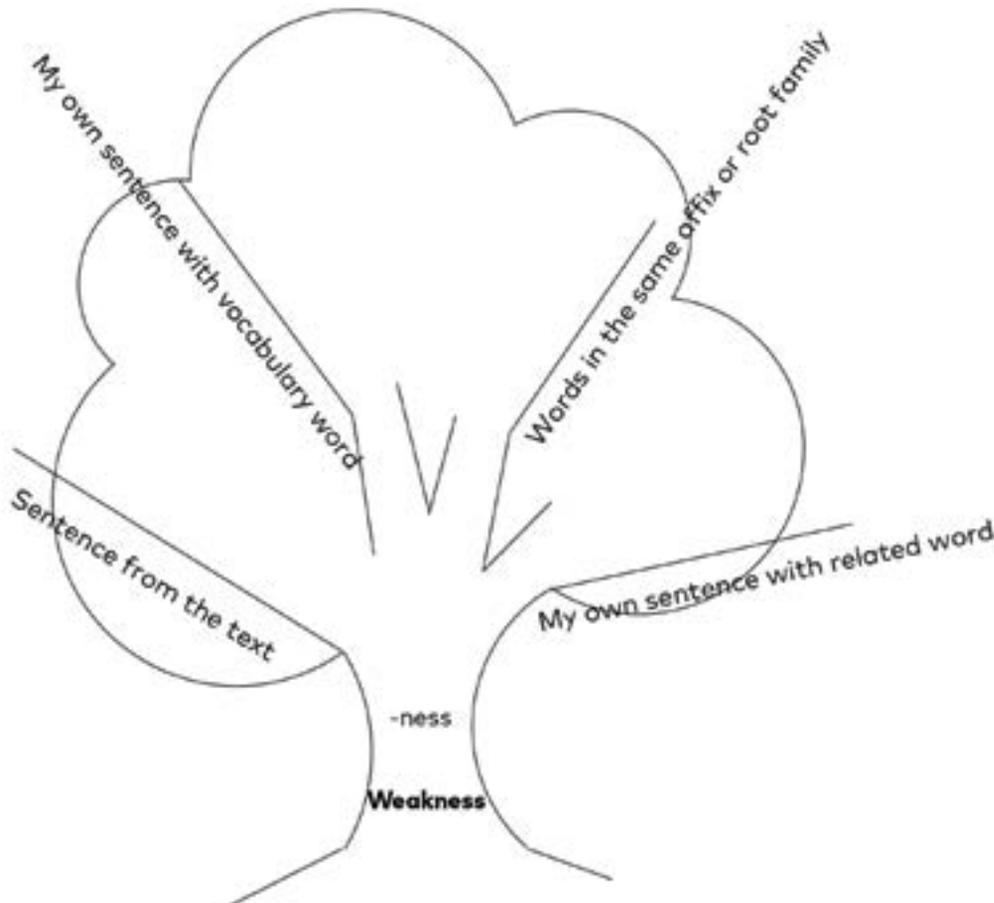
Source: *The Hope Chest*, page 266

The word is "**weakness.**"

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

Prefix	Root	Suffix	Definition of Affixes

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





Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ment*. (RF.4.3a, L.4.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

Day 2

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

"The arrival of the strong American **reinforcements**, combined with a revolution in Germany, led to a German surrender."

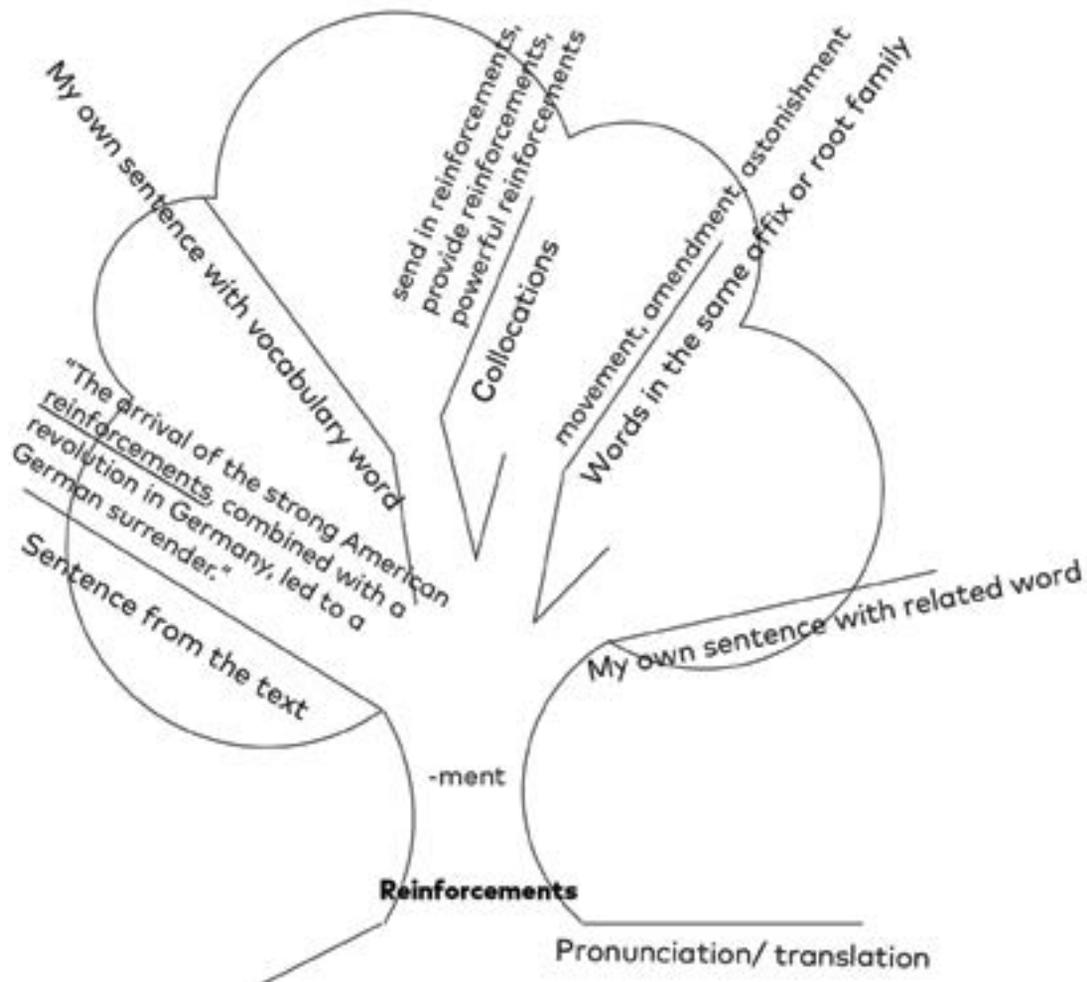
Source: *The Hope Chest*, page 267

The word is **"reinforcements."**

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

Prefix	Root	Suffix	Definition of Affixes
	enforce (en + force)		re- en- ment-

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



Day 4

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

"The warring countries also had high death tolls but didn't report them because they didn't want to reveal any **weakness** to their enemies."

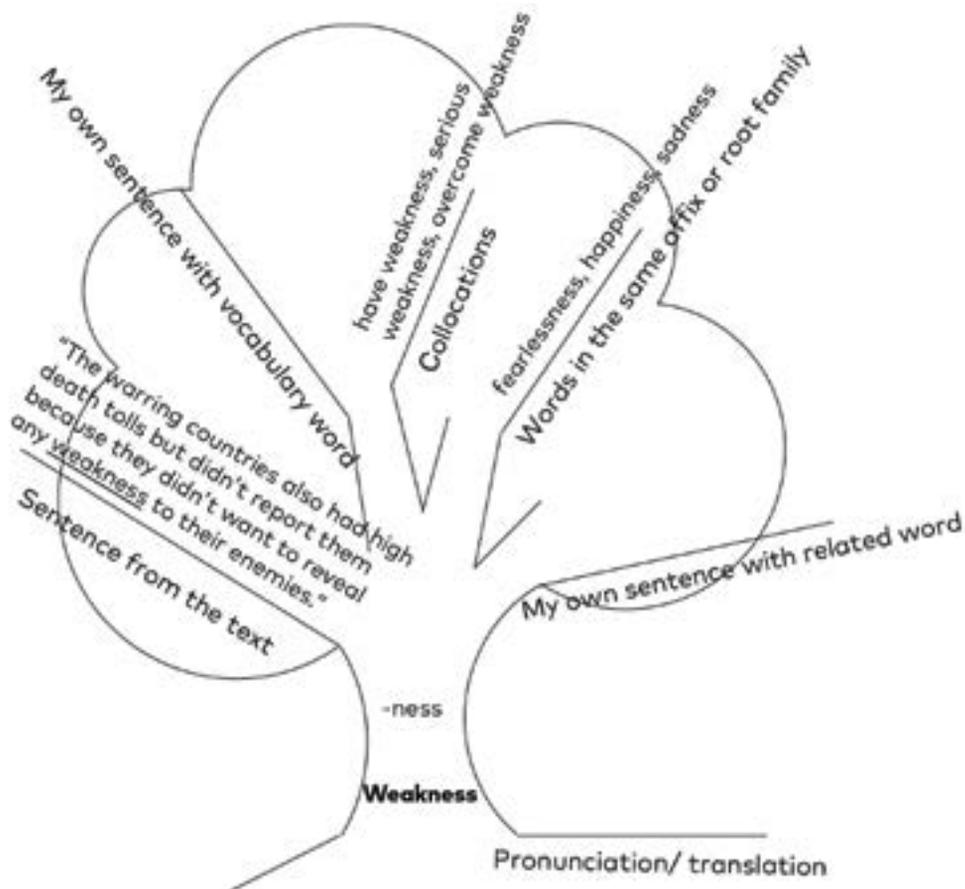
Source: *The Hope Chest*, page 266

The word is "**weakness.**"

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

Prefix	Root	Suffix	Definition of Affixes
	weak		

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





Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ment*. (RF.4.3a, L.4.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

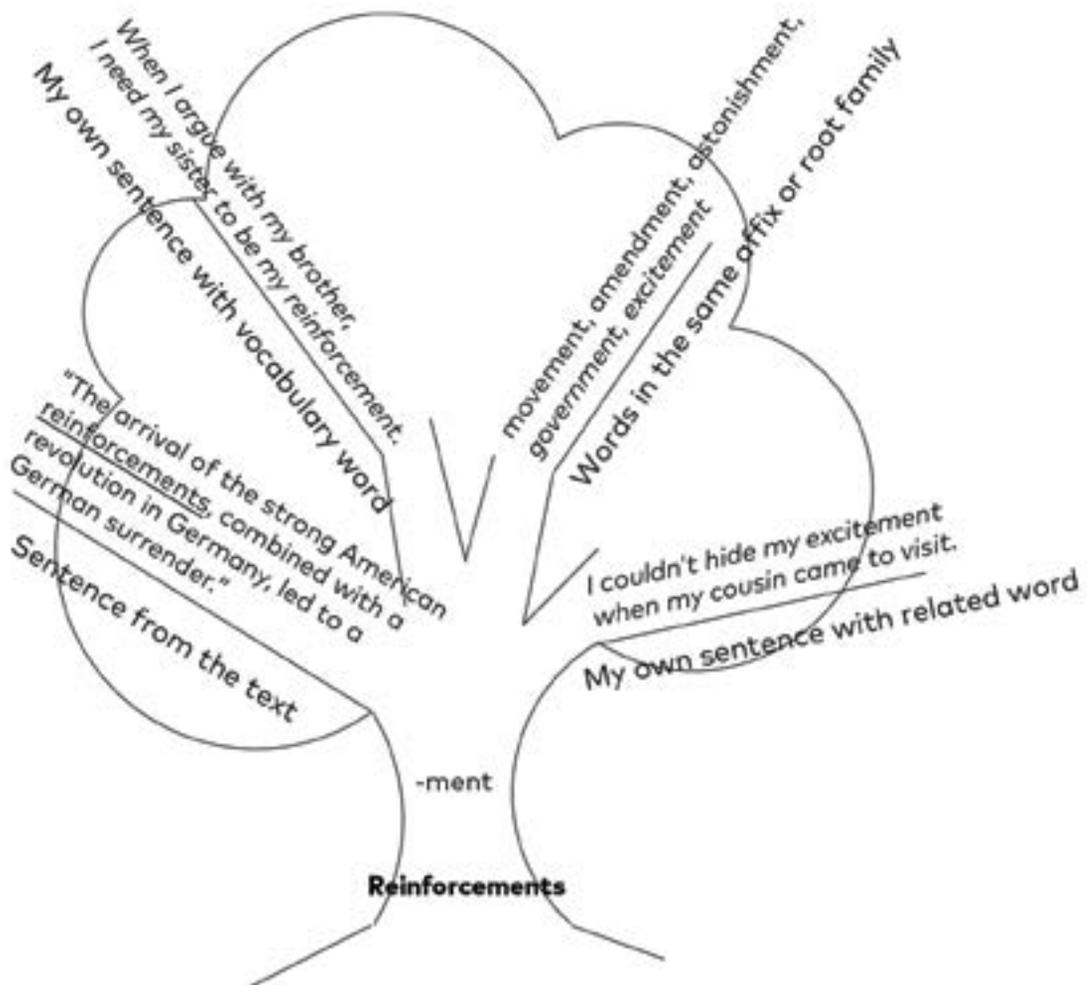
Day 2

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

Prefix	Root	Suffix	Definition of Affixes
<i>re-</i>	enforce (en + force)	<i>ment</i>	<i>re-</i> again <i>en-</i> to put into something <i>ment-</i> act or process

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

Responses will vary, but may include:



Day 4

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

"The warring countries also had high death tolls but didn't report them because they didn't want to reveal any **weakness** to their enemies."

Source: *The Hope Chest*, page 266

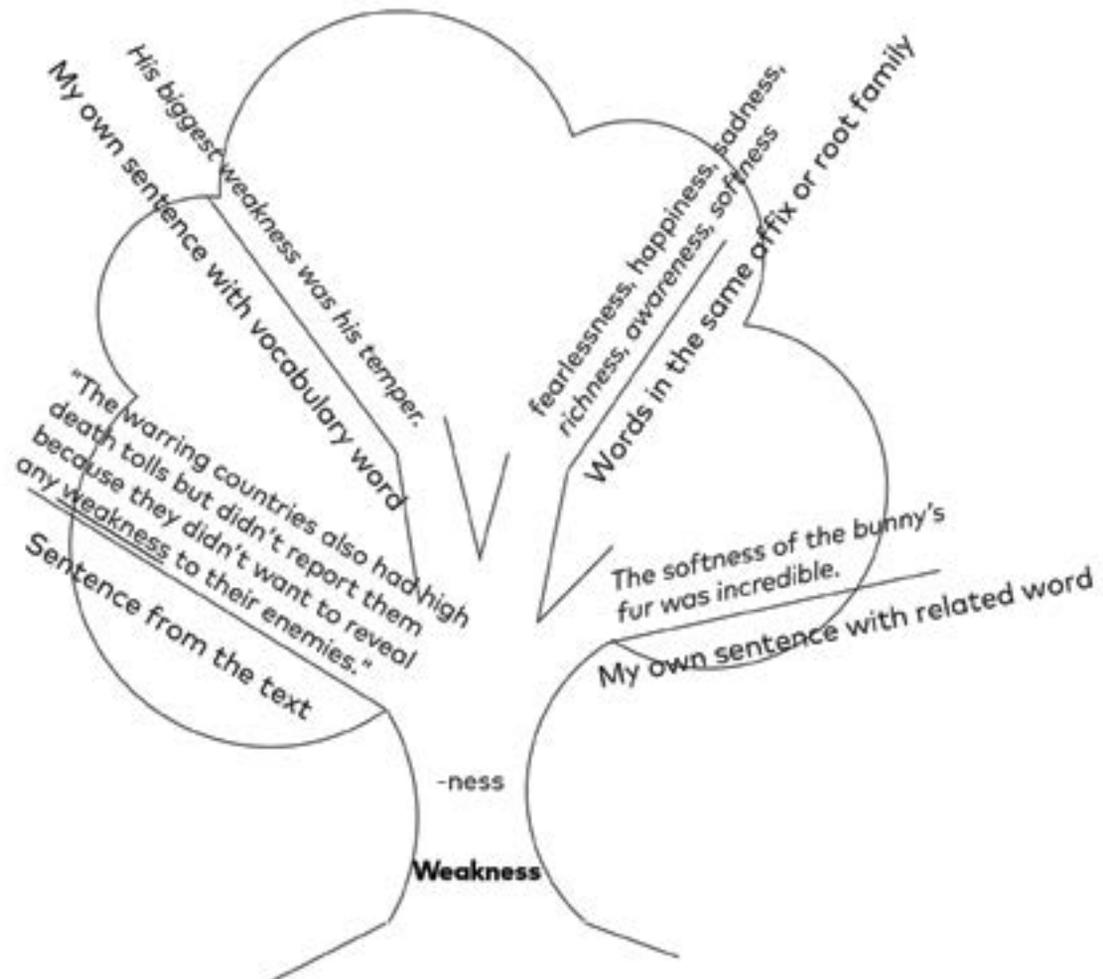
The word is "**weakness.**"

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

Prefix	Root	Suffix	Definition of Affixes
	<i>weak</i>	<i>ness</i>	<i>condition of, state of (usually a noun)</i>

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

Responses will vary, but may include:





Word Study and Vocabulary

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

(Answers, for Teacher Reference)

Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ment*. (RF.4.3a, L.4.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

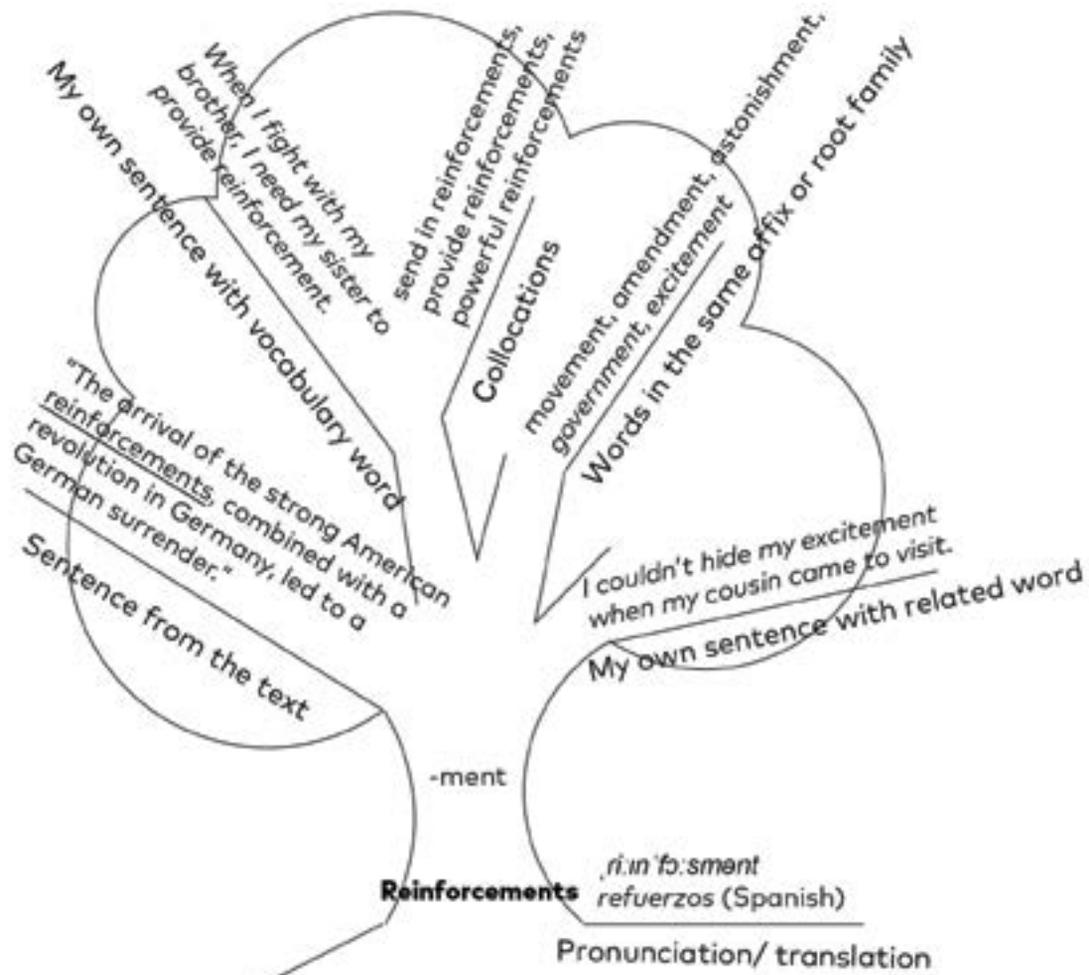
Day 2

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

Prefix	Root	Suffix	Definition of Affixes
<i>re-</i>	enforce (en + force)	<i>ment</i>	<i>re- again</i> <i>en- to put into something</i> <i>ment- act or process</i>

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

Responses will vary, but may include:



Day 4

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

"The warring countries also had high death tolls but didn't report them because they didn't want to reveal any **weakness** to their enemies."

Source: *The Hope Chest*, page 266

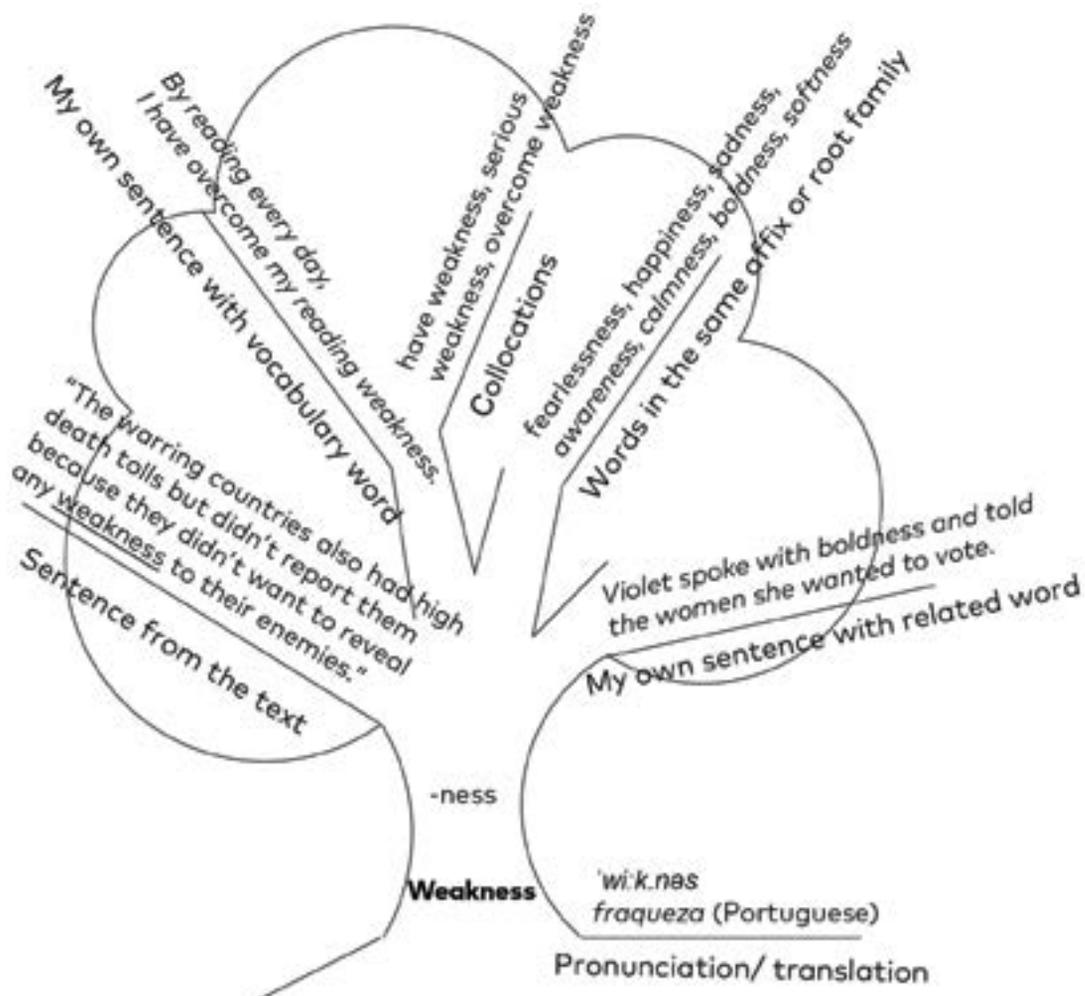
The word is "**weakness.**"

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

Prefix	Root	Suffix	Definition of Affixes
	weak	ness	condition of, state of (usually a noun)

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

Responses will vary, but may include:





Writing Practice



Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Target

Day 2 and Day 4:

- I can summarize Chapter 4 of *The Hope Chest*. (RL.4.1, RL.4.2, W.4.2)

Student Materials

Day 2 and Day 4:

- Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card
- Summary sentence frames (optional)
- Lined paper

Day 4:

- Summary of *The Hope Chest*, Chapter 4 (begun on Day 2)
- The Hope Chest* (optional)

Directions:

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

Writing Prompt:

What theme can you see in Chapter 4 of *The Hope Chest*?

Day 2

1. Discuss what you will write about with a partner for 6 minutes. Point to the summarizing chart on your Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card as you talk. Use the conversation prompts and sentence frames to help you.

Conversation prompt	Sentence frames
First, I will tell the reader the book, author, and chapter. I will write something like...	" _____ by _____ has several themes. In Chapter _____, there is evidence of the theme _____."
Then I will introduce the theme. I will write something like...	"In Chapter _____ of _____ by _____, we see evidence of the theme _____."
Then I will give readers some context so they can understand the evidence.	"In this chapter, _____." "(Character) _____ is _____ in this chapter."
Then I will explain the evidence. I will write something like...	"We see the theme on page _____ when _____." "On page _____ when _____, we see ____ (theme)____." "For example, ____ (character) _____ is talking to ____ (character)_ about _____, and he/she says _____." "Denying _____ is a _____ injustice."
Then I will elaborate. I will write something like...	"This is an example of the theme because _____." "This shows ____ (theme) _____ because _____."
Finally, I will conclude by saying something about the theme or character. I will write...	"This theme shows the reader _____." "Perhaps ____ (character) _____ will _____." " _____ is a _____ injustice."

2. Write your summary on the lined piece of paper. Use the summary sentence frames from the module lessons if needed.

Day 4

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

1. Finish writing your summary of Chapter 4.

MORE CHALLENGE:

Read the conversation between Myrtle and Violet at the end of Chapter 4. Start on the bottom of page 48 where Myrtle says, "It isn't a school," and read to the end of page 49.

Then finish the summarizing chart below.

Theme:		
Supporting details (including pages):	Elaboration: How is this detail evidence of the theme?	What is happening at this point in the chapter?
Page 49: Myrtle tells Violet a school is a place where you learn "stuff from books so that you could do something important in the world" and that her Mama wanted her to go to school.		Myrtle explains to Violet why she doesn't care to go back to the training institute.

MORE CHALLENGE:

Use the summarizing chart above to write a paragraph that identifies another theme in Chapter 4.
