

Grade 4: Module 4: Unit 2

Additional Language and Literacy Block

Table of Contents

Grade 4: Additional Language and Literacy Block: Module 4

Unit 2

Overview	2
Sample Calendar	4

Unit 2, Week 1, Days 1 and 3

Reading and Speaking Fluency/GUM: Teacher Guide	9
Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■●◆▲)	13
Additional Work with Complex Text: Student Task Card	14
Additional Work with Complex Text: What Violet Is Thinking Cards	18
Independent Reading: Student Task Card	19

Unit 2, Week 1, Days 2 and 4

Additional Work with Complex Text: Teacher Guide	22
Additional Work with Complex Text: Teacher-Guided Student Activity Card (■▲)	25
Additional Work with Complex Text: Teacher-Guided Student Activity Card (■◆)	29
Additional Work with Complex Text: Teacher-Guided Student Activity Card (■▲) (<i>Answers, for Teacher Reference</i>)	33
Additional Work with Complex Text: Teacher-Guided Student Activity Card (■◆) (<i>Answers, for Teacher Reference</i>)	37
Additional Work with Complex Text: Language Dive Guide III: <i>The Hope Chest</i> : Relative Adverbs	41
Additional Work with Complex Text: Language Dive Chunk Chart III: <i>The Hope Chest</i> : Relative Adverbs	42
Additional Work with Complex Text: Language Dive Sentence Strip Chunks III: <i>The Hope Chest</i> : Relative Adverbs	45
Reading and Speaking Fluency/GUM: Student Task Card	46

Unit 2, Week 2, Days 1 and 3

Writing Practice: Teacher Guide	49
Writing Practice: Teacher-Guided Student Activity Card (■●▲)	52
Writing Practice: Teacher-Guided Student Activity Card (◆)	57
Word Study and Vocabulary: Student Task Card	61
Word Study and Vocabulary: Word Forms Chart	64

Additional Language and Literacy Block

Word Study and Vocabulary: Word Forms Chart (Answers, for Teacher Reference)	65
Independent Reading: Student Task Card	66
Unit 2, Week 2, Days 2 and 4	
Word Study and Vocabulary: Teacher Guide.....	69
Word Study and Vocabulary: Teacher-Guided Student Activity Card (■)	72
Word Study and Vocabulary: Teacher-Guided Student Activity Card (●◆)	76
Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲)	80
Word Study and Vocabulary: Teacher-Guided Student Activity Card (■◆◆) (Answers, for Teacher Reference)	84
Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲) (Answers, for Teacher Reference)	86
Writing Practice: Student Task Card.....	88

(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 2 OVERVIEW


Reading and Speaking Fluency/GUM
 RF.4.4, L.4.3b

- Students are allocated a fluency passage for the week from *The Hope Chest*. They self-assess their fluency, set goals, and practice reading the passage. They each read individually with the teacher.
- *ELLs complete the same activities as other students, with an additional Mini Language Dive.*
- Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ■▲, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Additional Work with Complex Text
 RL.4.1, W.4.2e, L.4.1a, L.4.1e

- Students work with an excerpt from Chapter 10 of *The Hope Chest* where Violet realizes she really cares about the suffrage movement. All students participate in a Language Dive on Day 4.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Independent Reading
 RL.4.2, RL.4.10, RI.4.2, RI.4.10, SL.4.1

- 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.
- *ELLs complete the same activities as other students.*


Writing Practice
 W.4.2, W.4.2e

- Students write personal reflection paragraphs on themes from *The Hope Chest* and practice writing conclusions.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■▲, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Word Study and Vocabulary
 RF.4.3a, L.4.4, L.4.4b, L.4.6

- Students practice using a variety of affixes to make different word forms. They also analyze two academic vocabulary words and their suffixes -ly and -ar (using Vocabulary Trees).
- *ELLs complete the same activities as other students, with additional Language Dives.*
- 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.)

ALL 4M4 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 3 ALL Block: Week 1, Day 1 <i>**Note: In these ALL Block components, students work with a text from module Unit 2, Lesson 3.</i>	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students are introduced to fluency texts and use the fluency checklist for self-assessment. They identify strengths and set goals.** Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■ ● ◆ ▲) 	Additional Work with Complex Text Overview: Students read the encounter between Violet and a woman waiting for her son's body to come home from war. They orally summarize the main points and draw a picture.** Learning Target: I can summarize key details from an important event in Chapter 10 of <i>The Hope Chest</i>. (RL.4.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, 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 2, Week 1: Independent Reading: Student Task Card

(continued)

ALL 4M4 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 4 ALL Block: Week 1, Day 2	Additional Work with Complex Text Overview: With teacher guidance, students explain the realization that Violet makes because of her encounter with the woman at the train station. Learning Target: I can explain why Violet's perspective changed in Chapter 10 of <i>The Hope Chest</i> . (RL.4.1) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■▲), (●◆) 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on their goals set on Day 1. Learning Target: I can help my partner self-assess his or her reading fluency. (RF.4.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read research texts and log their reading. Learning Target: I can read my research reading text independently for 12 minutes. (RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 5 ALL Block: Week 1, Day 3	Reading and Speaking Fluency/GUM Overview: Students practice reading fluently and read individually with the teacher to get feedback. Learning Target: 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: N/A	Additional Work with Complex Text Overview: Students pretend to be Violet and practice articulating how her perspective changed from meeting the woman at the train station. Learning Target: I can explain how Violet's perspective changed in Chapter 10 of <i>The Hope Chest</i> . (RL.4.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> What Violet Is Thinking cards 	Independent Reading Overview: All students follow a task card to read and respond to a prompt. Learning Target: I can summarize what I read in my text. (RI.4.2, RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 4M4 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 6 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 the relative adverb <i>why</i> to introduce additional information about a reason why women took action against inequality to effect social change. Learning Targets: I can use relative adverbs to give more information about a noun. (L.4.1a) I can provide a concluding statement related to information presented. (W.4.2e) I can form and use prepositional phrases. (L.4.1e) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Language Dive Guide III: <i>The Hope Chest</i>: Relative Adverbs Language Dive Chunk Chart III: <i>The Hope Chest</i>: Relative Adverbs Language Dive Sentence Strip Chunks III: <i>The Hope Chest</i>: Relative Adverbs 	Reading and Speaking Fluency/GUM Overview: Students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on the goals set on Day 1. 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 7	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider revisiting Teacher-Guided Student Activity Cards or Student Task Cards from Days 1–4.		
Lesson 8	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 9	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

(continued)

ALL 4M4 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 10 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, all students are introduced to the prompt and begin to reflect on the themes of <i>The Hope Chest</i> . Learning Target: I can reflect on one of the themes in <i>The Hope Chest</i> . (W.4.2, W.4.2e) <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 2, Week 2: Writing Practice: Teacher Guide Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (■●▲), (◆) 	Word Study and Vocabulary Overview: Students practice using different affixes to make different forms of words, including nouns, verbs, adjectives, and adverbs. Learning Target: I can practice creating different forms of the same word. (L.4.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Student Task Card Word Forms chart 	Independent Reading Overview: Students read their free choice reading text, identify vocabulary, 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 2, Week 2: Independent Reading: Student Task Card
Lesson 11 ALL Block: Week 2, Day 2	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>apologetically</i> with a focus on the suffix <i>-ly</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. Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix <i>-ly</i> . (RF.4.3a, L.4.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲) 	Writing Practice Overview: All students write a personal reflection on one or more themes in <i>The Hope Chest</i> . Learning Target: I can write a paragraph that reflects on one of the themes in <i>The Hope Chest</i> . (W.4.2, W.4.2e) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 12 minutes and log their reading in the back of their independent reading journals. Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.4.10, RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 4M4 UNIT 2 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 12 ALL Block: Week 2, Day 3 <i>**Note: Students will analyze the concluding paragraph of the model essay in module Lesson 13, as well. Coordinate instruction.</i>	Writing Practice Overview: With teacher guidance, all students analyze a model concluding paragraph and practice integrating their personal reflection into a concluding paragraph.** Learning Target: I can analyze a concluding paragraph from the model essay. (W.4.2e) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Word Study and Vocabulary Overview: All students review and practice using the word <i>apologetically</i> . Learning Target: I can use an academic vocabulary word in context. (L.4.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read and respond to a reading prompt. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.4.10, RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 13 ALL Block: Week 2, Day 4 <i>**Note: Students write their concluding paragraphs in module Lesson 13. They may use the ALL Block to continue writing the same conclusion or challenge themselves to write a different one.</i>	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>angular</i> with a focus on the suffix <i>-ar</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. Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix <i>-ar</i> . (RF.4.3a, L.4.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Writing Practice Overview: All students write one or more concluding paragraphs for a literary essay.** Learning Target: I can write a concluding paragraph that reflects on one of the themes in <i>The Hope Chest</i> . (W.4.2, W.4.2e) <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 Text Share within the group. 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) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A



Reading and Speaking Fluency/GUM

Unit 2, 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

- On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up the students to work independently with the texts. On Day 3, students practice reading the text aloud fluently and get individual feedback from the teacher.
- Note: These lessons assume students have completed module Lesson 3.
- **Differentiation:** Each group of students will read a different excerpt from Chapter 10 in *The Hope Chest*. To provide additional language support, lead ELLs through the Mini Language Dive on Day 1 and revisit it on Day 3. Depending on the needs of your students, consider focusing the group on the same criteria from Fluency Self-Assessment Checklist on Day 3 instead of allowing students to choose their own. Consider grouping students who require additional formal assessment on reading fluency together and teaching the component similar to Unit 1 Reading and Speaking Fluency/GUM. For additional challenge, give students a new section from Chapter 10 each day, instead of the same over the week.
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1

- ✓ *The Hope Chest* (from module Unit 1, Lesson 1; one per student)
- ✓ Unit 2, 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)
- ✓ Highlighter (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)

- ✓ Fluency passage (from Day 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Invite students to retrieve their copies of **The Hope Chest** and mark the fluency passage they will use to work on reading fluency:
 - : Pages 117–118: Beginning in the middle of the last paragraph on page 117 (“Violet wondered what it would be like...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
 - ▲: Pages 117–118: Beginning in the middle of page 117 (“‘If you could vote,’ Violet said...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
 - ◆: Pages 116–118: Beginning at the end of page 116 (“The gray lady nodded...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
- Invite students to review the text by silently reading it independently, or to whisper read with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Briefly clarify the gist of the text.
- ▲: Mini Language Dive: **“Violet wondered what it would be like / to be waiting for your son / to be coming home from France / in a box.”**

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

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *wondered*: “What does the word *wondered* mean?” *wondered* means to think about something you are not sure of, to try and guess. (verb)
 - Students can make a gesture that shows they are thinking, or *wondering*, about something, such as putting their hand on their chin in thought.
 - “What does this chunk tell us?” Violet is *wondering*, or trying to guess what something would be like to experience. *would* tells us that Violet’s wondering is conditional; it is not actually something she is experiencing now, but she is imagining what it might be like. We will find out what she is trying to imagine experiencing in the subsequent chunk. (verb phrase; subjunctive)
 - Students can take 30 seconds in pairs to discuss what they think Violet is wondering about, using the context of the text before this sentence. Then they can switch pairs and share how they think Violet might feel, based on what she is wondering about.



“What are some things you wonder about?”

- Practice: “I wonder what it would be like to _(infinitive verb)_.” (I wonder what it would be like to ride a horse.) Encourage students to talk about their own lives.
- Reconstruct: Reread the sentence. Ask:


“Now what do you think the sentence means?”

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

“How can we use this sentence when we speak or write about the themes or events in *The Hope Chest*?”

- Practice: “I wonder what it would be like to _(infinitive verb)_.” (I wonder what it would be like to fight for a cause. I wonder what it would be like to be Mr. Martin and be a man working for women’s suffrage. I wonder what it would be like to jump on a train.)
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and the **Fluency Self-Assessment Checklist**, and review each criterion as needed.
- As a group, decide the four criteria the students would like to focus on this week. Invite students to use a **highlighter** to highlight the focus criteria.
- Read a small part of the text aloud three times, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (Students in the  group may not have time for this step. Consider prioritizing choral reading, in the subsequent bullet, instead.)
- As time permits, invite students to read the passage aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column), setting a goal, and sharing their goal with a partner.
 - : If needed, model setting a goal aloud first.
 - : Invite students to say their goals out loud before they write them.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 2’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3

- Remind students of the **Fluent Readers Do These Things anchor chart**.
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and **fluency passage**. Review learning targets.
- Extend the excerpt from Days 1 and 2. To provide more support, keep the excerpt the same:
 - : Pages 117–118: Beginning in the middle of page 117 (“‘If you could vote,’ Violet said...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
 - : Pages 116–118: Beginning at the end of page 116 (“The gray lady nodded...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
 - ◆: Pages 116–118: Beginning on page 116 (“‘Thank you. Ow.’ The woman winced...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
- Encourage students to keep practicing with a partner for step 2. (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. 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 a small part of text he or she practiced on Day 1 and Day 2. (To provide more support, shorten the suggested passages. To provide more challenge, choose a small part of the text that is new to the student today.)

■ ▲: Read page 118, starting at “The more Violet thought about it, the angrier she got” and ending at “... whether they wanted to or not.”

●: Read page 117, starting at “Violet thought about the woman giving birth...” and ending at page 118: “... whether they wanted to or not.”

◆: Students may read an unpracticed excerpt from Chapter 10.

— 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 you add on to what your classmate just said? I’ll give you time to think.” (Responses will vary.)

- Collect Teacher-Guided Student Activity Cards.

- Prepare students for Day 4’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.



Reading and Speaking Fluency/GUM



Unit 2, 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:

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

Directions:

Day 1

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

1. On the Fluency Self-Assessment Checklist, highlight the four focus criteria for this week.
2. Self-assess where you are with each of the criteria on your checklist by placing a check mark in the appropriate column.
3. Fluency strength:

4. Fluency Goal: Specific, measurable, achievable, relevant, time-bound:

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 focus on today. (It can be the same one as the one from Day 1.) Write it below:

2. With a partner, take turns whisper reading the excerpt from Chapter 10 of *The Hope Chest*. Read it as fluently as you can.

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."

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:

Open *The Hope Chest* to a new page and try to read a paragraph aloud fluently to your partner. Then listen as your partner opens the book to a new page and reads aloud fluently.

**Additional Work with Complex Text****Unit 2, Week 1: Student Task Card****Name:** _____ **Date:** _____**Daily Learning Targets****Day 1:**

- I can summarize key details from an important event in Chapter 10 of *The Hope Chest*. (RL.4.1)

Day 3:

- I can explain how Violet's perspective changed in Chapter 10 of *The Hope Chest*. (RL.4.1)

Student Materials**Day 1:**

- ☒ *The Hope Chest*

Day 3:

- ☒ *The Hope Chest*
- ☒ What Violet Is Thinking cards (one set per group)
- ☒ Scissors

Directions:**Day 1**

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

Work in a group of three.

1. Read an excerpt on pages 166–168 from Chapter 10 of *The Hope Chest*.
 - Start on the second paragraph on page 166 ("Thank you. Ow.' The woman winced..."). Read until the end of the second paragraph on page 168 ("... had to go fight in France whether they wanted to or not.").
 - Choose one person to read, take turns reading paragraphs out loud, or whisper read.

2. Summarize what happens in this passage. Take turns using the summarizing prompts:

- "First, Violet notices..."
- "The woman is at the train station because.... Violet is at the train station because..."
- "Violet and the woman talk about..."
- "Then they talk about..."
- "Finally, Violet has to go. While the train pulls away, she thinks..."

MORE CHALLENGE:

Choose one of the boxes below and sketch a picture.

This is how I picture the woman at the train station...	This is what I picture is going through Violet's mind (what Violet is thinking about) as she talks to the woman...

MORE CHALLENGE:

Identify three words or phrases from the text that support what you drew. Write them below.

Day 3

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

Today, you will pretend to be Violet.

Work in groups of four.

Cut up the What Violet Is Thinking cards and place them face down on the table.

Follow the steps below:

1. Each person chooses and silently reads one card.
2. Set the timer for 3 minutes. Imagine that you are Violet on the train. How would you finish the sentences on your card? Jot down your ideas on your card.
3. The person who pulled card 1 goes first.
 - Read the beginning of the card and complete the sentence prompts as if you were Violet.
 - The rest of the group listens carefully.
 - Other members of the group may each ask "Violet" one question. Use the Conversation Cues below if needed:
 - "Can you say more about _____?"
 - "Can you give an example?"
 - "So do you mean...?"
 - "What about the experience at the train station made you think _____?"
 - "Can you figure out why _____?"
 - Repeat for cards 2, 3, and 4 until everyone has had a turn pretending to be Violet.

MORE CHALLENGE:

Fill in the blanks below as if you are Violet.

I used to think

but now, after meeting the woman at the train station, I think



Additional Work with Complex Text



Unit 2, Week 1, Day 3: What Violet Is Thinking Cards

Directions:

Cut up the What Violet Is Thinking cards and place them face down on the table.

<p>Card 1: Because I met the woman waiting at the train station, my thinking has changed. I now think... For example,...</p>	<p>Card 2: The woman's experience reminded me of other women I know. For example,... This makes me think...</p>
<p>Card 3: I hope this woman will vote, but I don't know if she will because... This makes me feel...</p>	<p>Card 4: Now I realize that women not having the right to vote is truly an injustice because... I've now decided...</p>



Independent Reading



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

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

Day 3:

- I can summarize what I read in my text. (RI.4.2, 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 allocate a facilitator and timekeeper.

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical vocabulary about the topic at the back.
4. Respond to this prompt in the front of your independent reading journal: "Summarize what you read in your own words in no more than three sentences."

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 2, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can explain why Violet's perspective changed in Chapter 10 of *The Hope Chest*. (RL.4.1)

Day 4

- I can use relative adverbs to give more information about a noun. (L.4.1a)
- I can provide a concluding statement related to information presented. (W.4.2e)
- I can form and use prepositional phrases. (L.4.1e)

Teaching Notes

- On Day 2, students discuss the encounter with the woman in the train station from Chapter 10 in *The Hope Chest*. They review what Violet finds out about the woman and how the woman's experience affects Violet's thinking.
- On Day 4, students complete a Language Dive. Students work with the relative adverb *why* to address L.4.1a. Students will practice using this relative adverb in Unit 2, Week 2: Writing Practice when writing their conclusion paragraphs, and they will apply their understanding of relative adverbs when choosing between relative adverbs during the Mid-Unit 2 Assessment. The sentence for today's Language Dive was also chosen because it connects to the guiding question, providing a specific example of a realization that when people take action against inequality, they can cause social change (see rationale in Language Dive Guide III: *The Hope Chest*: Relative Adverbs).
- Note: This lesson assumes students have read Chapter 10 in module Lesson 3.
- **Differentiation:**
 - Preview the Day 2 activity on the Teacher-Guided Student Activity Cards for this component and the Day 3 task on the Student Task Card. Depending on Exit Ticket: Chapter 10 Summary and your own observations in module Lesson 3, form groups of students who need similar support with understanding the encounter between the woman on the train and Violet. Intentionally pair students and consider pairing ELLs in home language groups for the discussion in step 2 on Day 2.
 - For Day 4, refer to the Language Dive Guide for differentiation. Not all students will complete the activity card.
- **In advance:**
 - Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students' needs.
 - Prepare materials for independent student groups.

Materials

Day 2

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ *The Hope Chest* (from module Unit 1, Lesson 1; one per student)
- ✓ Chart paper (used by teacher to capture student responses.)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide III: *The Hope Chest*: Relative Adverbs (for teacher reference)
- ✓ Language Dive Chunk Chart III: *The Hope Chest*: Relative Adverbs (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks III: *The Hope Chest*: Relative Adverbs (one to display)

Instruction for Day 2

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards** and review the learning targets for today.
- Ask students to retrieve ***The Hope Chest*** and complete step 1 (for the ■ group, it is step 1a). As students do this, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief step 1:
 - ▲: Invite students to take turns sharing what they know about the woman at the train station as if they are Violet. Direct them to the sentence prompts on the activity card.
 - ◆: Invite students to share out what they wrote down. Use **chart paper** to create a public chart of things we know about the woman at the train.

Conversation Cue: “Does anyone agree/disagree with what your classmate said? Why?” (Responses will vary.)
- As a group, complete step 2. Read and discuss each quote.

Conversation Cue: “How is what ____ said the same as/different from what ____ said? I’ll give you time to think.” (Responses will vary.)

 - ▲: After briefly discussing each quote, give students the chance to articulate Violet’s thinking. Direct them to the sentence frames on the card.
 - ◆: Invite students to Think-Pair-Share each discussion question.
- As time permits, have students share out their thinking for the sentence frame “Violet used to think the right to vote was about _____, but now she realizes it’s really about _____.” Use a Conversation Cue to deepen student thinking.

Conversation Cue: “Can anyone figure out why your classmate said ____?” (Responses will vary.)
- Collect Teacher-Guided Student Activity Cards to review student work.

- Prepare students for the next day's independent activity: Walk through the Day 3 steps on the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**. As time permits, invite students to practice discussing the encounter with the woman at the train station as if they were Violet. Post a simple frame such as "I used to think ____, but now I think ____."

Instruction for Day 4

- Distribute the **Unit 2, 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 how Violet's thinking has changed from her encounter with the woman at the train station, and reflect on the guiding question that when people take action against inequality it causes social change. It will also help them learn more about how sentences are put together, and students will learn different phrases they can use in their own writing.
- Instruct students to work with a partner on step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide: III: The Hope Chest: Relative Adverbs**, **Language Dive Chunk Chart III: The Hope Chest: Relative Adverbs**, and the **Language Dive Sentence Strip Chunks III: The Hope Chest: Relative Adverbs** to guide students through the Language Dive.
- Collect Teacher-Guided Student Activity Cards to review student responses.

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

- I can explain why Violet's perspective changed in Chapter 10 of *The Hope Chest*. (RL.4.1)

Day 4:

- I can use relative adverbs to give more information about a noun. (L.4.1a)
- I can provide a concluding statement related to information presented. (W.4.2e)
- I can form and use prepositional phrases. (L.4.1e)

Student Materials**Day 2:**

- ☒ *The Hope Chest*

Day 4:

- ☒ N/A

Directions:**Day 2**

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

1. With a partner, read the list of things we know about the woman Violet met at the train station. Mark them **T** if they are true, and **F** if they are false. Use *The Hope Chest* (pages 115–117) to help you.

The woman at the train station...

___**T**___ is older.

___**F**___ is very wealthy.

_____ is pregnant.

_____ is waiting for her son to come home. He will help her chop wood.

_____ has a husband who wants women to vote.

_____ is happy that her son fought in the war.

_____ is waiting for her son's body. He is dead.

_____ hopes that her other children never have to fight in a war.

Pretend you are Violet. Use these sentence frames to describe the woman at the train station:

"The woman I met..."

"I hope this woman will vote, but I don't know if she will because.... This makes me feel..."

"This woman thinks the war is.... This makes me think..."

"This woman has made me think about..."

2. With your group, discuss these quotes:

- "She thought about the woman giving birth to her son..., then changing his diapers and teaching him table manners and sending him off to school and making beef tea for him when he was sick, and then being told by the government that she had to send him off to France so that he could come home in a box."

"The more Violet thought about it, the angrier she got." (pages 117–118)

Pretend you are Violet. Explain why it makes you angry to think of what this woman has done for her son:

— "I'm angry because..."

— "Thinking of what this woman has done makes me mad because..."

— "Now I realize that women not having the right to vote is truly an injustice because.... I've now decided..."

- "Suddenly Violet understood why all these women were riding to Nashville on a train. It was so that women would never again have to sit by in silence while men made decisions they didn't like—whether it was Father deciding that Chloe couldn't go to college or the government deciding that people's sons had to fight in France whether they wanted to or not." (page 118)

Complete this sentence:

"Violet used to think the right to vote was about _____, but now she realizes it's really about _____."

Pretend you are Violet. Explain what you now realize after talking to the woman on the train.

- "Her experience reminded me of other women I know. For example,...
Now I realize..."
- "Because I met the woman waiting at the train station, my thinking
has changed. I now think ..."
For example,..."

Day 4

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

Suddenly Violet understood why all these women were riding to Nashville on a train.

1. With a partner:
 - a. Take turns reading the sentence aloud.
 - b. Discuss the gist of the sentence.
 - c. 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. List synonyms and antonyms for *suddenly* below, after discussing with your partner.

Synonyms: _____

Antonyms: _____

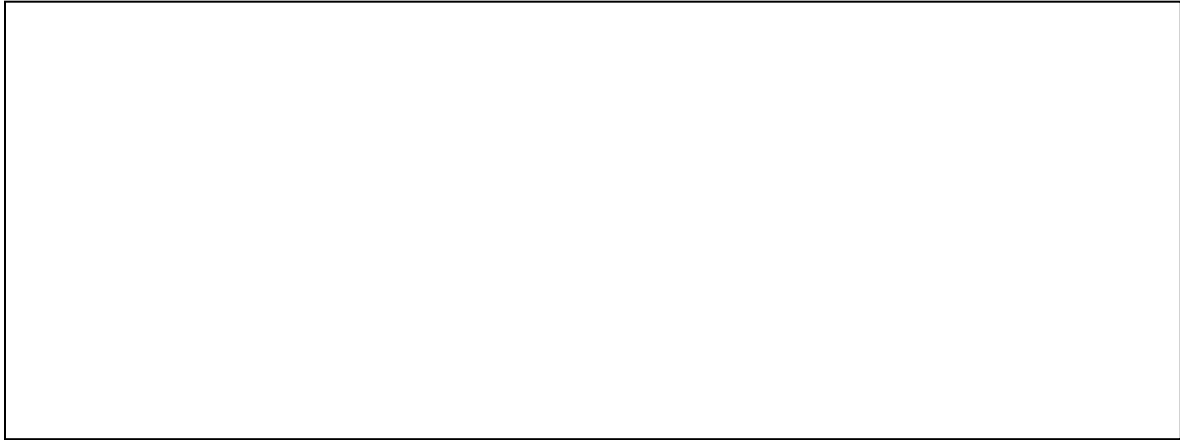
3. After reviewing the meaning of relative adverbs with a partner, draw a line to match the relative adverb with the noun it tells more about.

- | | |
|----------|--------|
| a. where | time |
| b. when | reason |
| c. why | place |

4. Complete the following sentence, and then sketch an image below to match.

I understand why _____

Sketch your sentence below:



5. Complete the sentence below, using what you know to describe why it is important for people to take action against inequality to cause social change.

Now I understand why _____

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

- I can explain why Violet's perspective changed in Chapter 10 of *The Hope Chest*. (RL.4.1)

Day 4:

- I can use relative adverbs to give more information about a noun. (L.4.1a)
- I can provide a concluding statement related to information presented. (W.4.2e)
- I can form and use prepositional phrases. (L.4.1e)

Student Materials**Day 2:**

- ☒ *The Hope Chest*

Day 4:

- ☒ N/A

Directions:**Day 2**

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

1. With a partner, write down some things that you know about the woman Violet met at the train station. Use *The Hope Chest* (pages 115–117) to help you.

What she looks like *She is wearing old clothes.*

What she thinks about war _____

What her husband thinks about women voting _____

2. With your group, discuss these quotes:

- "She thought about the woman giving birth to her son..., then changing his diapers and teaching him table manners and sending him off to school and making beef tea for him when he was sick, and then being told by the government that she had to send him off to France so that he could come home in a box."

"The more Violet thought about it, the angrier she got." (pages 117–118)

Why does Violet get angry?

MORE CHALLENGE:

With your group, discuss: What if the sentence read, "... and then voting for a government which decides that her son must go off to France so that he could come home in a box"? How would that change the feeling of injustice in the sentence? How would the injustice remain the same?

- "Suddenly Violet understood why all these women were riding to Nashville on a train. It was so that women would never again have to sit by in silence while men made decisions they didn't like—whether it was Father deciding that Chloe couldn't go to college or the government deciding that people's sons had to fight in France whether they wanted to or not." (page 118)

How has Violet's thinking changed? Complete this sentence:

"Violet used to think the right to vote was about _____, but now she realizes it's really about _____."

How do you think this encounter might affect Violet's actions when she gets to Nashville?

Day 4

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

Suddenly Violet understood why all these women were riding to Nashville on a train.

1. With a partner:
 - a. Take turns reading the sentence aloud.
 - b. Discuss the gist of the sentence.
 - c. 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. List synonyms and antonyms for *suddenly* below, after discussing with your partner.

Synonyms: _____

Antonyms: _____

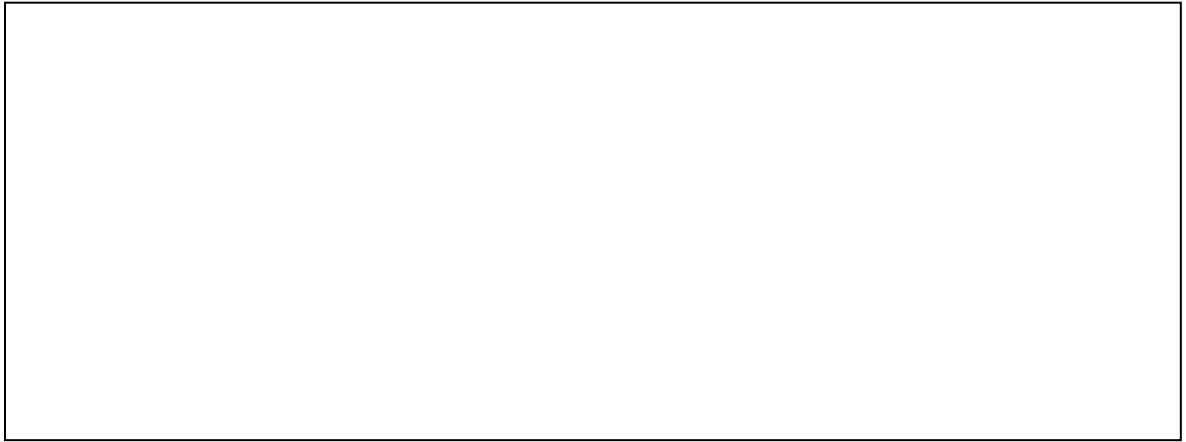
3. After reviewing the meaning of relative adverbs with a partner, draw a line to match the relative adverb with the noun it tells more about.

- | | |
|----------|--------|
| a. where | time |
| b. when | reason |
| c. why | place |

4. Complete the following sentence, and then sketch an image below to match.

I understand why _____

Sketch your sentence below:



5. Complete the sentence below, using what you know to describe why it is important for people to take action against inequality to cause social change.

Now I understand why _____



Additional Work with Complex Text



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



Daily Learning Targets

Day 2:

- I can explain why Violet's perspective changed in Chapter 10 of *The Hope Chest*. (RL.4.1)

Day 4:

- I can use relative adverbs to give more information about a noun. (L.4.1a)
- I can provide a concluding statement related to information presented. (W.4.2e)
- I can form and use prepositional phrases. (L.4.1e)

Student Materials

Day 2:

- ☒ *The Hope Chest*

Day 4:

- ☒ N/A

Directions:

Day 2

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

1. With a partner, read the list of things we know about the woman Violet met at the train station. Mark them **T** if they are true, and **F** if they are false. Use *The Hope Chest* (pages 115–117) to help you.

The woman at the train station...

___ **T** ___ is older.

___ **F** ___ is very wealthy.

T is pregnant.

F is waiting for her son to come home. He will help her chop wood.

F has a husband who wants women to vote.

F is happy that her son fought in the war.

T is waiting for her son's body. He is dead.

T hopes that her other children never have to fight in a war.

Pretend you are Violet. Use these sentence frames to describe the woman at the train station:

"The woman I met..."

"I hope this woman will vote, but I don't know if she will because.... This makes me feel..."

"This woman thinks the war is.... This makes me think..."

"This woman has made me think about..."

2. With your group, discuss these quotes:

- "She thought about the woman giving birth to her son..., then changing his diapers and teaching him table manners and sending him off to school and making beef tea for him when he was sick, and then being told by the government that she had to send him off to France so that he could come home in a box."

"The more Violet thought about it, the angrier she got." (pages 117–118)

Pretend you are Violet. Explain why it makes you angry to think of what this woman has done for her son:

— "I'm angry because..."

— "Thinking of what this woman has done makes me mad because..."

— "Now I realize that women not having the right to vote is truly an injustice because.... I've now decided..."

- "Suddenly Violet understood why all these women were riding to Nashville on a train. It was so that women would never again have to sit by in silence while men made decisions they didn't like—whether it was Father deciding that Chloe couldn't go to college or the government deciding that people's sons had to fight in France whether they wanted to or not." (page 118)

Complete this sentence:

"Violet used to think the right to vote was about _____, but now she realizes it's really about _____."

Pretend you are Violet. Explain what you now realize after talking to the woman on the train.

- "Her experience reminded me of other women I know. For example,...
Now I realize..."
- "Because I met the woman waiting at the train station, my thinking
has changed. I now think ..."
 - For example,..."

Day 4

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

Suddenly Violet understood why all these women were riding to Nashville on a train.

1. With a partner:
 - a. Take turns reading the sentence aloud.
 - b. Discuss the gist of the sentence.
 - c. 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. List synonyms and antonyms for *suddenly* below, after discussing with your partner.

Synonyms: *Sample student responses: quickly, abruptly, all of a sudden*

Antonyms: *Sample student responses: expectedly, slowly*

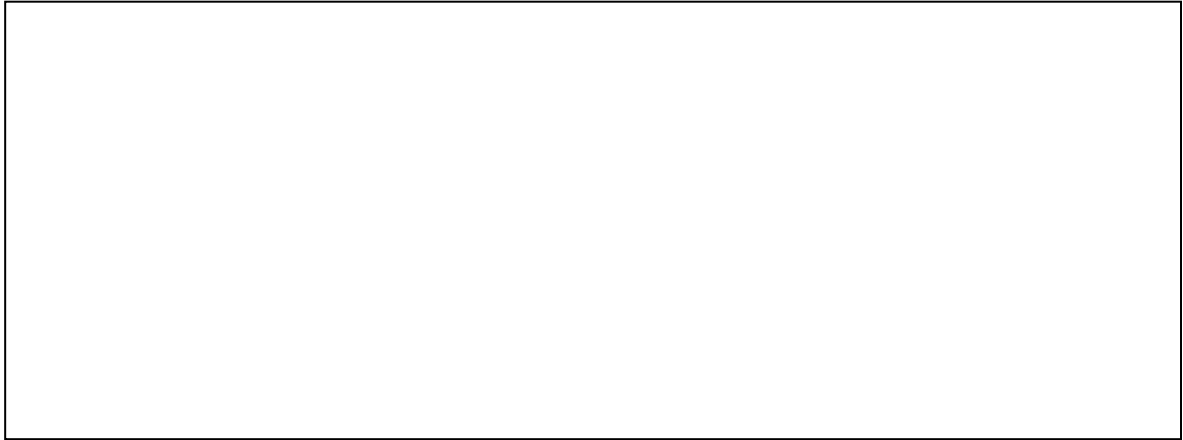
3. After reviewing the meaning of relative adverbs with a partner, draw a line to match the relative adverb with the noun it tells more about.

- | | |
|----------|---------------|
| a. where | <i>place</i> |
| b. when | <i>time</i> |
| c. why | <i>reason</i> |

4. Complete the following sentence, and then sketch an image below to match.

I understand why _____ *Student responses will vary.*

Sketch your sentence below:



5. Complete the sentence below, using what you know to describe why it is important for people to take action against inequality to cause social change.

Now I understand why _____ *Student responses will vary.*

**Additional Work with Complex Text****Unit 2, Week 1: Teacher-Guided Student Activity Card (●◆)**
(Answers, for Teacher Reference)**Daily Learning Targets****Day 2:**

- I can explain why Violet's perspective changed in Chapter 10 of *The Hope Chest*. (RL.4.1)

Day 4:

- I can use relative adverbs to give more information about a noun. (L.4.1a)
- I can provide a concluding statement related to information presented. (W.4.2e)
- I can form and use prepositional phrases. (L.4.1e)

Student Materials**Day 2:**

- ☒ *The Hope Chest*

Day 4:

- ☒ N/A

Directions:**Day 2**

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

1. With a partner, write down some things that you know about the woman Violet met at the train station. Use *The Hope Chest* (pages 115–117) to help you.

What she looks like *She is wearing old clothes.*

What she thinks about war *She doesn't like it and doesn't want it to happen again because people die.*

What her husband thinks about women voting *He doesn't agree with it. He would never allow her to do it.*

2. With your group, discuss these quotes:

- "She thought about the woman giving birth to her son..., then changing his diapers and teaching him table manners and sending him off to school and making beef tea for him when he was sick, and then being told by the government that she had to send him off to France so that he could come home in a box."

"The more Violet thought about it, the angrier she got." (pages 117–118)

Why does Violet get angry?

MORE CHALLENGE:

With your group, discuss: What if the sentence read, "... and then voting for a government which decides that her son must go off to France so that he could come home in a box"? How would that change the feeling of injustice in the sentence? How would the injustice remain the same?

- "Suddenly Violet understood why all these women were riding to Nashville on a train. It was so that women would never again have to sit by in silence while men made decisions they didn't like—whether it was Father deciding that Chloe couldn't go to college or the government deciding that people's sons had to fight in France whether they wanted to or not." (page 118)

How has Violet's thinking changed? Complete this sentence:

"Violet used to think the right to vote was about _____, but now she realizes it's really about _____."

How do you think this encounter might affect Violet's actions when she gets to Nashville?

Student responses will vary.

Day 4

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

Suddenly Violet understood why all these women were riding to Nashville on a train.

1. With a partner:
 - a. Take turns reading the sentence aloud.
 - b. Discuss the gist of the sentence.
 - c. 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. List synonyms and antonyms for *suddenly* below, after discussing with your partner.

Synonyms: *Sample student responses: quickly, abruptly, all of a sudden*

Antonyms: *Sample student responses: expectedly, slowly*

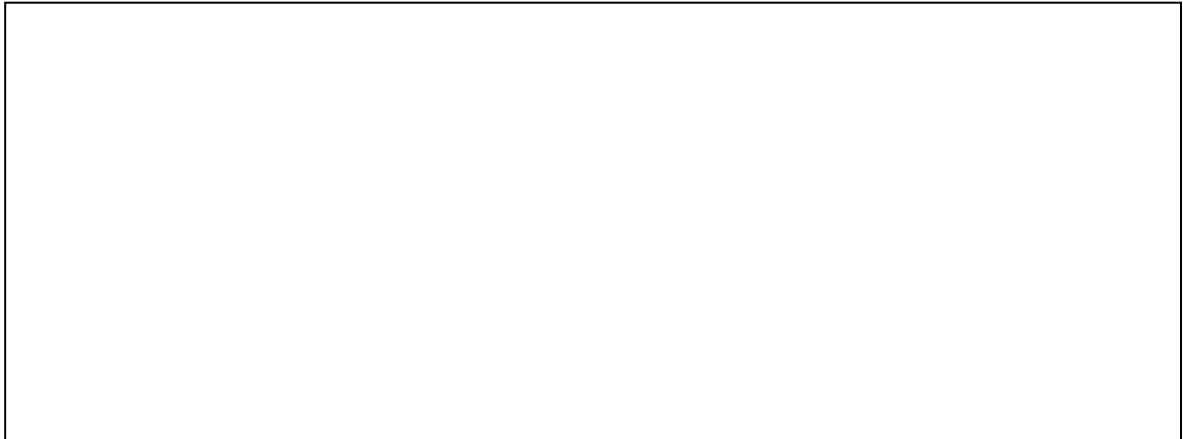
3. After reviewing the meaning of relative adverbs with a partner, draw a line to match the relative adverb with the noun it tells more about.

- | | |
|----------|---------------|
| a. where | <i>place</i> |
| b. when | <i>time</i> |
| c. why | <i>reason</i> |

4. Complete the following sentence, and then sketch an image below to match.

I understand why _____ *Student responses will vary.*

Sketch your sentence below:



5. Complete the sentence below, using what you know to describe why it is important for people to take action against inequality to cause social change.

Now I understand why _____ *Student responses will vary.*



Additional Work with Complex Text



Unit 2, Week 1, Day 4: Language Dive Guide III: *The Hope Chest*: Relative Adverbs

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	“Suddenly Violet understood why all these women were riding to Nashville on a train.” (from page 118 of <i>The Hope Chest</i> by Karen Schwabach)
Rationale	This sentence is compelling because it uses the relative adverb <i>why</i> to help address the Daily Learning Target and L4.1a. This sentence connects to the guiding question by providing a specific example of a realization that when people take action against inequality, they can cause social change. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the focus structure why all these women were riding to Nashville . After discussing this structure, students practice using the relative adverbs <i>where</i> , <i>when</i> , and <i>why</i> to complete additional sentences. Students apply their understanding of the meaning and structure of this sentence when writing the conclusion paragraphs of their literary essays in module Lesson 13, when working on their conclusion paragraphs during Writing Practice in the ALL Block of this unit, and when choosing between relative adverbs during the Mid-Unit 2 Assessment.
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 ; display and 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 2, Week 1, Day 4: Language Dive Chunk Chart III:

*The Hope Chest: Relative Adverbs***Suddenly Violet understood****Deconstruct:
Language Goals**

- *Violet*: “Who is this chunk about?” Violet (subject)
- *understood*: “What did Violet do?” She realized something (verb)
- “What does this chunk tell us?” Violet came to an understanding of something; she realized the meaning of something. We will find out what she understood in the subsequent chunk. (main clause; independent clause)
- *Suddenly*: “Can you figure out why Karen Schwabach wrote *suddenly*?” *suddenly* means *quickly* and *unexpectedly*; it tells us that Violet realized the meaning of the information in the subsequent chunk very *quickly* and without expectation. (adverb)
- Students can take 30 seconds in pairs to list synonyms for *suddenly* (examples: *immediately, instantly, straightaway*). Then they can switch partners and list antonyms for *suddenly* (examples: *gradually, slowly, over time*) and discuss how replacing *suddenly* with an antonym would change the meaning of this chunk. Step # 2

why all these women were riding to Nashville**Deconstruct:
Language Goals**

- *these women*: “Who is this chunk about?” *these women* refers to the women riding to Nashville in order to fight for women’s suffrage, for women’s right to vote. (noun phrase)
- “What did Violet suddenly understand about these women?” Violet suddenly understood *the reason* these women were riding to Nashville; after becoming angry that the woman who lost her son in the war was unable to vote on something that affected her so personally, Violet understood that these women were going to Nashville because they felt angry, too; they wanted to fight for equality by gaining the right to vote. Note that the following sentence in the text includes more information about the reason these women were riding to Nashville. (relative clause)
- *why*: Underline *why* and invite students to do the same. Step # 3

	<ul style="list-style-type: none"> ■ <i>why</i>: “Can you figure out why Karen Schwabach wrote <i>why</i>?” <i>why</i> connects this chunk with the previous chunk, and introduces information about the <i>reason</i> women were riding to Nashville. Note that you could replace <i>why</i> with <i>the reason why</i> without changing the meaning. (relative adverb) ■ Students can take 30 seconds in pairs and list decisions they think these women might have wanted to vote on. Then they can switch pairs and discuss how women not having the right to vote is an example of one of the chapter themes, “inequality is injustice.” ■ Underline <i>why</i> and invite students to refer to the Relative Adverbs row on the Parts of Speech anchor chart and review the meaning of relative adverbs. Students can explain the reason <i>why</i> was used in this sentence, rather than the relative adverbs <i>where</i> and <i>when</i>, also listed as relative adverbs on the chart. (<i>why</i> introduces information about reasons; <i>where</i> introduces information about place; <i>when</i> introduces information about time.) 📎 Step # 4
Practice (Focus Structure)	<ul style="list-style-type: none"> ■ “What does <i>why</i> tell us more about in this sentence?” <i>why</i> tells us more about <i>the reason</i> something is happening—in this case, <i>the reason</i> the women are riding to Nashville. ■ “I understand why ____.” (Example: I understand why <u>it isn’t healthy to eat candy for breakfast.</u>) 📎 Step # 5 <ul style="list-style-type: none"> — To provide lighter support: “What if we add <i>can</i>, <i>may</i>, or <i>must</i> before the word <i>understand</i>? How would each change the meaning of the sentence?” — To provide heavier support: Invite students to discuss the meaning of the sentence in home language groups.
on a train.	
	<ul style="list-style-type: none"> ■ “How were all these women riding to Nashville?” This chunk tells us the way in which the women were traveling; they were riding <i>on a train</i>. (prepositional phrase) ■ Students can discuss other forms of transportation these women may have used to get to Nashville, and why they may have chosen to take a train.

Suddenly Violet understood why all these women were riding to Nashville on a train.

Reconstruct	<ul style="list-style-type: none"> ■ “How can you say this sentence in your own words?” (All at once, Violet realized the reason that so many women were taking the train to Nashville.) ■ “How does this Language Dive add to your understanding of the big idea that when people take action against inequality, they can cause social change?” (It provides us with a concrete example of people taking action against inequality; these women were going to Nashville to cause social change by fighting for the right to vote.)
Practice (Sentence)	<ul style="list-style-type: none"> ■ Students can use what they have learned in <i>The Hope Chest</i> to describe why it is important for people to take action against inequality to cause social change. ■ “Now I understand why _____.” (Now I understand why <u>it was important for women to fight for women’s suffrage if they wanted to gain equal rights.</u>) 📌 Step # 6 <ul style="list-style-type: none"> — To provide lighter support: “What if we removed <i>Now</i> in this sentence? How does it change the meaning?” — To provide heavier support: Provide a word/phrase bank for students to use when completing the sentence frame. ■ Language Chunk Wall suggestions: <ul style="list-style-type: none"> — Verbs and verb phrases (actions, states of being): Suddenly Violet understood — Language to connect words, phrases, clauses: <u>why all these women were riding to Nashville</u> — Nouns and noun phrases and clauses (people, places, things, ideas): <u>why all these women were riding to Nashville</u> — Language to talk about a means of travel: on a train.



Additional Work with Complex Text



Unit 2, Week 1, Day 4: Language Dive Sentence Strip Chunks III: *The Hope Chest: Relative Adverbs*

Suddenly Violet understood

**why all these women
were riding to Nashville**

on a train.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

Day 2:

- I can help my partner self-assess his or her reading fluency. (RF.4.4)

Day 4:

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

Student Materials

Day 2 and Day 4:

- ☒ *The Hope Chest*
- ☒ Fluency Self-Assessment Checklist

Directions:

Day 2

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

Work with a partner.

1. Whisper Read

- Read your fluency passage out loud in a whisper voice. As you read, focus on your fluency goals.
- If you have time, read the passage again.

2. Choral Read

- Find a partner who is reading the same passage as you.
- Together, read the passage out loud, focusing on the fluency goals.
- 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:

1. With the same partner, take turns reading your passage aloud and receiving feedback:
2. Decide which partner will read aloud first. This will be partner A.
3. Partner A shares his or her fluency goals. Partner B asks any clarifying questions.
4. Partner A reads the passage aloud. Partner B listens for things from partner A's fluency goals.
5. Partner B shares one star (one thing partner A did well when reading aloud) and one step to work on in order to meet his or her fluency goals. Partner A notes the feedback on his or her task card, below.

"You _____(insert criterion)_____ very well. Way to go!"

"I noticed you _____. Maybe next time you could _____(insert criterion to work on)_____."

"I think you may want to work on__(insert criterion)___ because _____."
6. Switch, and repeat Steps 3–5.

Star	Step

Day 4

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

1. Read the highlighted criteria on your Fluency Self-Assessment Checklist and think about your fluency goal.
2. Practice reading your fluency passage to yourself, whisper reading.
3. Each person in the group reads his or her fluency passage aloud while the group listens. After each read, each person in the group gives a star. For example: "I liked how you read this phrase more slowly. It emphasized it."
4. Self-assess where you are with each of the criteria on your checklist by placing a check mark in the appropriate column. Use a different color from the one you used on Day 1.

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

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 2, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can reflect on one of the themes in *The Hope Chest*. (W.4.2, W.4.2e)

Day 3

- I can analyze a concluding paragraph from the model essay. (W.4.2e)

Teaching Notes

- In this component, students work on writing concluding paragraphs. They write one or more conclusions in which they reflect on the themes of *The Hope Chest*. This task supports students as they write their concluding paragraphs to their literary essays in module Lesson 13 and prepares them to write a concluding paragraph on the End of Unit 2 Assessment. This task also gives students an opportunity to practice the focus structure *Now I understand why*, using the relative adverb *why* from the Language Dive from Unit 2, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt and begin reflecting on one or more of the themes. To help prepare students for writing the literary essay on the End of Unit 2 Assessment, encourage them to brainstorm and discuss several themes.
- On Day 3, students review the components of a concluding paragraph and practice orally turning one of the personal reflections into a concluding paragraph. Students have time to write their conclusions in module Lesson 13. Depending on the needs of your students, you may give them additional time to write their conclusions on Day 4, or require them to practice writing a conclusion on an additional theme.
- Note: This lesson assumes students have completed module Lesson 9.
- **Differentiation:** Preview the writing prompt for this component. Based on your own observations in module Lessons 9 and 10 and past writing assignments, consider restructuring the ■ group so that students use this component to work on the body paragraphs of the literary essay they write in module Lessons 10–12. The Teacher-Guided Student Activity Card for the ◆ group allocates time for students to compare two different concluding paragraphs on Day 3. Consider grouping students into home language groups for Day 1.
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Theme anchor charts (begun in module Unit 1, Lesson 6)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Model Literary Essay: “Do Something Meaningful” (from module Lesson 9; one per student and one to display)
- ✓ Thematic reflection paragraph (completed on Week 2, Day 2; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets.

▲: Review the meaning of the word *relevant*: that is, what they learn from the book can be applied in their life. For example, they learn from Chloe that doing something meaningful is often hard but worth it.

- Point out that this week students will work on writing a concluding paragraph. Conclusions often have some personal reflection in them and so the class will spend Days 1 and 2 reflecting on one (or more) themes and Days 3 and 4 writing a concluding paragraph(s). Encourage students to begin by reflecting on the theme they have chosen for their literary essay in the module lessons.

- Direct students’ attention to the **theme anchor charts**. Instruct students to complete step 1 on their Teacher-Guided Student Activity Cards with a partner. Invite them to use the theme they are writing about for their literary essays in the module lessons in the first row and then, as time permits, brainstorm on an additional theme(s). While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

■ ▲: Model how to fill in the chart by thinking aloud for the first row as if you were writing the model literary essay: “This book shows us how difficult, important, and satisfying it can be to do meaningful work.” Invite students to work in pairs on the second row.

●: Invite students to work in pairs.

- Debrief step 1. Use a total participation technique to select students to share their answers with the whole group.

▲: Post additional sentence frames for discussion: “The more I think about it, the more I realize _____.” “This theme is relevant to our lives because _____.”

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

Conversation Cue: “How is what ____ said the same as/different from what ____ said? I’ll give you time to think.” (Responses will vary.)

- Invite students to brainstorm a reflection on an additional theme(s).
- As time permits, invite students to begin writing their reflection. They should begin with the same theme they are writing their literary essay on and then, if they have time on Day 2, they can write on an additional theme.
- Tell students that tomorrow they will continue writing reflections on the themes. Walk through the **Unit 2, Week 2: Writing Practice: Student Task Card**. To provide more challenge for the ♦ group, tell students to write reflections on at least two different themes. (Note: Students will use the Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards on Day 2. Do not collect at this time.)

Instruction for Day 3

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to complete step 1 on their Teacher-Guided Student 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.

▲■: Ask students to follow along as you read the Model Literary Essay: “Do Something Meaningful” aloud and invite them to complete the chart in pairs, or complete the chart as a group.

- Debrief step 1. Invite student volunteers to share answers.

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

◆: Be sure students note the three components that the two versions have in common: a sentence to bridge from the body paragraphs that restates the focus statement in conjunction with the body paragraphs, some elaboration (either more explanation of the theme or more brief examples of the theme in the book), and personal reflection.

- Instruct students to retrieve their **thematic reflection paragraphs** from Day 2 and complete step 2 on the activity card. If they wrote more than one thematic reflection paragraph, they should talk through each one.

▲■: Model the talk-through. Use the theme from the model literary essay.

◆◆▲: If useful, invite one student to talk through his or her concluding paragraph aloud for the group. Ask students to raise up one, two, and three fingers when they hear the three parts of a concluding paragraph.

- As time permits, invite students to begin writing their conclusion.
- Collect Teacher-Guided Student Activity Cards.
- Tell students that tomorrow they will have a chance to finish their concluding paragraphs and/or write a new one. Walk through Day 4 on the **Unit 2, Week 2: Writing Practice: Student Task Card**.



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can reflect on one of the themes in *The Hope Chest*. (W.4.2, W.4.2e)

Day 3:

- I can analyze a concluding paragraph from the model essay. (W.4.2e)

Student Materials

Day 1:

- ☒ Theme anchor charts

Day 3:

- ☒ Model Literary Essay: "Do Something Meaningful"

Directions:

Day 1

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

Writing Prompt:

One reason we read books like *The Hope Chest* is to reflect and understand more about themes, or the message or main idea that the author wants you to understand from reading the book. **Choose one of the themes of the book and explain what we can learn about this theme from studying *The Hope Chest*.**

Reflection questions:

- How are the themes relevant to the real world outside of the book?
- What does this theme teach you or help you understand about life?

1. Brainstorm your ideas.

Themes	My thinking so far
Write one of the themes from the Theme anchor charts.	"From studying this theme, we can see _____. For instance, _____." "Now I understand why _____." "This theme is relevant in our lives because _____."

MORE CHALLENGE:

Begin writing your reflection. Aim to write at least four sentences.

Day 3

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

Work with a partner.

1. Look closely at the model conclusion.
 - a. Reread Model Literary Essay: "Do Something Meaningful." Whisper read it to yourself or take turns reading paragraphs with a partner.
 - b. Fill in the chart below.

Both of these examples from <i>The Hope Chest</i> show how important it is to "do something meaningful."	Purpose of this sentence: Sentence frame I could use for my own concluding paragraph:
Many of the characters in the book are doing something meaningful as well. For example, other characters including Miss Kelley and Mr. Martin also fight for the rights of African Americans.	Purpose of this sentence: Sentence frame I could use for my own concluding paragraph:
This book shows us how difficult, important, and satisfying it can be to do meaningful work.	Purpose of this sentence: Sentence frame I could use for my own concluding paragraph:

- | Conversation prompt: | Sentence frames: |
|---|---|
| First, I will have a sentence that bridges from the body paragraphs. It names the theme and restates my focus statement. I will write something like... | <p>"Both of these examples from <i>The Hope Chest</i> show how important ____ (insert theme)_____."</p> <p>"From looking at these characters/ events from <i>The Hope Chest</i>, we learn _____."</p> |
| Then I will briefly elaborate more on the theme or name other examples of the theme. I will write something like... | <p>"There are many other examples of this theme. For example, _____."</p> <p>"The characters/events show us _____."</p> |
| Finally, I will reflect on this theme. I will state what I learned about this theme and how it may apply to real life. I will write something like... | <p>"By reading this book, I've come to understand _____."</p> <p>"This book shows us _____."</p> <p>"The more I think about it, the more I realize_____."</p> <p>"Now I understand why _____."</p> |

Begin writing your concluding paragraph. You may finish on Day 4.

[illegible]



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can reflect on one of the themes in *The Hope Chest*. (W.4.2, W.4.2e)

Day 3:

- I can analyze a concluding paragraph from the model essay. (W.4.2e)

Student Materials

Day 1:

- ☒ Theme anchor charts

Day 3:

- ☒ Model Literary Essay: "Do Something Meaningful"

Directions:

Day 1

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

This week, you will practice writing the reflection in a conclusion.

Writing Prompt:

One reason we read books like *The Hope Chest* is to reflect and understand more about themes, or the message or main idea that the author wants you to understand from reading the book. **Choose one of the themes of the book and explain what we can learn about this theme from studying *The Hope Chest*.**

Reflection questions:

- How are the themes relevant to the real world outside of the book?
- What does this theme teach you or help you understand about life?

1. Brainstorm your ideas.

Themes Write one of the themes from the Theme anchor charts.	My thinking so far "From studying this theme, we can see _____. For instance, _____." "Now I understand why _____." "This theme is relevant in our lives because _____."

MORE CHALLENGE:

Begin writing your reflection. Aim to write at least four sentences.

Day 3

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

Read the Model Literary Essay: "Do Something Meaningful." Then read these two versions of a conclusion.

Version 1 from the Model Literary Essay: "Do Something Meaningful"	Version 2
Both of these examples from <i>The Hope Chest</i> show how important it is to "do something meaningful." Many of the characters in the book are doing something meaningful as well. For example, other characters including Miss Kelley and Mr. Martin also fight for the rights of African Americans. This book shows us how difficult, important, and satisfying it can be to do meaningful work.	Both of these examples from <i>The Hope Chest</i> show how important it is to "do something meaningful." In fact, this book shows us how difficult, important, and satisfying it can be to do meaningful work. Many of the characters in the book are doing something meaningful, whether it is standing up for the right to vote or standing against segregation. It's hard work, but it is also meaningful work. The more I think about it, the more I realize that anything that is worth doing will not come easily. And books like <i>The Hope Chest</i> inspire me to keep trying and working hard to contribute meaningfully to my world.

- How are these two conclusions similar? How are they different?

2. Now you will take what you wrote on Day 2 and turn it into a concluding paragraph. Talk the paragraph through with a partner.

Conversation prompt:	Sentence frames:
First, I will have a sentence that bridges from the body paragraphs and names the theme. I will write something like...	<p>"Both of these examples from <i>The Hope Chest</i> show how important ____ (insert theme)_____."</p> <p>"From looking at these characters/ events from <i>The Hope Chest</i>, we learn _____."</p>
Then I will briefly elaborate more on the theme or name other examples of the theme (and use my reflection). I will write something like...	<p>"There are many other examples of this theme. For example, _____."</p> <p>"The characters/events teach us _____ because _____."</p>
Finally, I will use my reflection and state what I have learned about this theme and how it may apply to real life. I will write something like...	<p>"By reading this book, I've come to understand _____."</p> <p>"This book shows us _____."</p> <p>"The more I think about it, the more I realize _____."</p> <p>"Now I understand why _____."</p>

[illegible]



Word Study and Vocabulary



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can practice creating different forms of the same word. (L.4.4)

Day 3:

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

Student Materials

Day 1:

- ☒ Word Forms chart
- ☒ Affix List
- ☒ Dictionary

Day 3:

- ☒ Unit 2, 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 use your Affix List to create different word forms.

1. Timekeeper: Set a 5-minute timer.
2. Working with a partner, fill in the Word Forms chart.
 - Use your Affix List to help you.
 - If you both don't know, take a guess and try to create a word that makes sense.
 - If you don't finish the chart, that's okay.

3. After 5 minutes, find a new partner.

- Compare your Word Forms chart. *Hint: There is often more than one answer.*
- Put a check mark next to words you think are going to be in the dictionary.
- Check to see which words from your list are in the dictionary.
- Practice using the words in a sentence. See if you can make a sentence with two different forms of the same word!

4. Write one of your sentences below:

MORE CHALLENGE:

Write one of the words that was not in the dictionary. What do you think it would mean?

Day 3

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

1. Read your Unit 2, 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. Write two sentences using that word below.

4. Practice changing adjectives into adverbs by adding *-ly* to the end. Use words like *excited*, *frustrating*, *creepy*, and *amazing* or your own adjectives. Write at least two words below. Use *The Hope Chest*, as well as a dictionary, to find adjectives to help you.

MORE CHALLENGE:

Create some more adverbs. Write them in the space below.



Word Study and Vocabulary



Unit 2, Week 2, Day 1: Word Forms Chart

Name: _____ **Date:** _____

Directions:

Use your Affix List to create different word forms. Then check your thinking in a dictionary.

Noun Try: -ment, -ion, -or, -er -ian, -ness, -ism, -ance, -ty	Verb Try: -ed, -ing, -ize, or no affix	Adjective Try: -ful, -less, -able, -ive, -ish, -est, -y, -ial	Adverb Try: -ly	Student Choice Try a prefix, or any suffix
thought	to think	thoughtful	thoughtfully	overthought
rest				
apology		apologetic		
	to weaken			
	to reinforce			
angle		angular		
MORE CHALLENGE				
wonder			wonderingly	
		repetitious		
	ascertain	certain		



Word Study and Vocabulary



Unit 2, Week 2, Day 1: Word Forms Chart (Answers, for Teacher Reference)

Students may create nonsense words as they experiment with different suffixes. Responses will vary, but may include:

Noun	Verb	Adjective	Adverb	Student Choice
thought	to think	thoughtful	thoughtfully	overthought
rest	to rest	restful, restless	restlessly	unrest
apology	apologize	apologetic	apologetically	unapologetic
weakness	to weaken	weak	weakly	weakness
reinforcement	to reinforce	reinforcing	reinforcing	enforce
angle	angled	angular	angularly	triangle
MORE CHALLENGE				
wonder	to wonder	wonderful	wonderingly	wonderment
repetition	to repeat	repetitious	repetitiously repeatedly	repeater
certainty	ascertain	certain	certainly	uncertain



Independent Reading



Unit 2, Week 2: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

Days 1 and 2:

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

- 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

- Read your free choice reading text independently for 5 minutes.
- Record your reading in the back of your independent reading journal (date, book title, author, pages read).
- Record any new vocabulary in your vocabulary log.
- 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:

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

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

3. Timekeeper: Set a 2-minute timer.
4. Group: Ask him or her questions.
 - "When you said _____, what did you mean?"
 - "Why did you choose to share _____?"
 - "Can you say more about _____?"
 - "Can you give an example of _____?"
5. Repeat with each person in the group.



Word Study and Vocabulary

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 2:

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

Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*apologetically*) with the suffix *-ly*. On Day 4, students focus on an academic vocabulary word (*angular*) with the suffix *-ar*. They analyze both words using Vocabulary Trees to gain a deeper understanding of the meanings 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 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (one piece; used by the teacher to write a definition)
- ✓ Affix List (from Module 1)
- ✓ **Day 2 only:** Unit 2, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

Instruction for Day 2

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- 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 students' thinking in step 1 and invite student volunteers to share their thinking.

- 🗣️: Mini Language Dive: “‘But he came back,’ / **she added apologetically.**”
- *Note: This Mini Language Dive will span Days 1 and 3.*
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - “Who is this chunk about? Who does *she* refer to?” This chunk is about Violet, who is talking.
 - *added*: “What does this chunk tell us?” *added* tells us that Violet gave more information about something; she added the information in the previous chunk, “‘But he came back,’ to something she had previously said.
 - “Can you figure out why Karen Schwabach uses the word *apologetically*? Could she have left out this word without changing the meaning of the sentence?” *apologetically* is used to emphasize how Violet felt. Violet felt sorry and guilty about the information she added, that her brother had come back from the war while the woman’s son had died in the war. The word *apologetically* helps us understand Violet’s feelings and the tone of voice she used as she spoke. (adverb)
 - Practice: “‘But he came back,’ she added _____[adverb].” (“‘But he came back,’ she added angrily.”) Students can practice reading the sentence aloud with a new adverb and changing their tone of voice to match. Students can use both synonyms and antonyms for *apologetically* and discuss how the adverb changes the meaning of the sentence.
 - 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:

How could you change the sentence to use the verb form of apologetically? The noun form? The adjective form? (“‘But he came back,’ she apologized.” “‘But he came back,’ she added as an apology.” “‘But he came back,’ she added with an apologetic note in her voice.”)
- Guide students through completing the Vocabulary Tree.
 - 🗣️: 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 using the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect activity cards at this time.)

Instruction for Day 4

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Deconstruct the word into the root and the affixes and add the suffix *-ar* to their **Affix List**.
- Invite students to work on 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.
- Invite student volunteers to share their thinking in step 2.
- 🏔️: Return to the Mini Language Dive from Day 2. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree for the suffix *-ar*. Support students as needed. See Instruction for Day 2.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ly*. (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 *-ar*. (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.

"But he came back," she added **apologetically**.

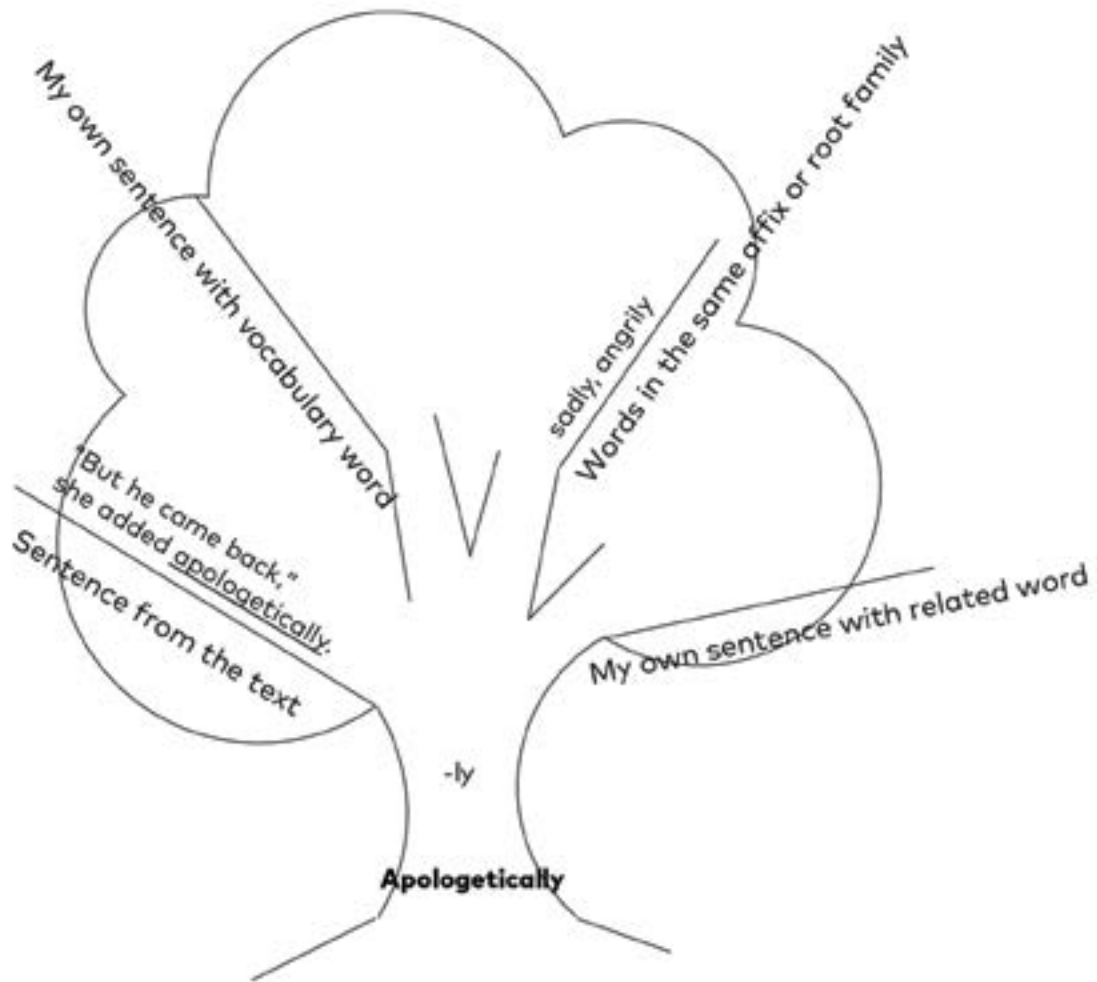
Source: *The Hope Chest*, page 116

The word is "**apologetically**."

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

Prefix	Root	Suffix	Definition of Affix
	apology (ap+log) log means "word"	etic- al -ly	etic- of or related to al- ly-

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



Day 4

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

"She could see the hatchet-faced woman sitting beside her basket, an **angular** gray figure growing smaller in the distance, until the train rounded a curve and disappeared."

Source: *The Hope Chest*, page 117

The word is **"angular."**

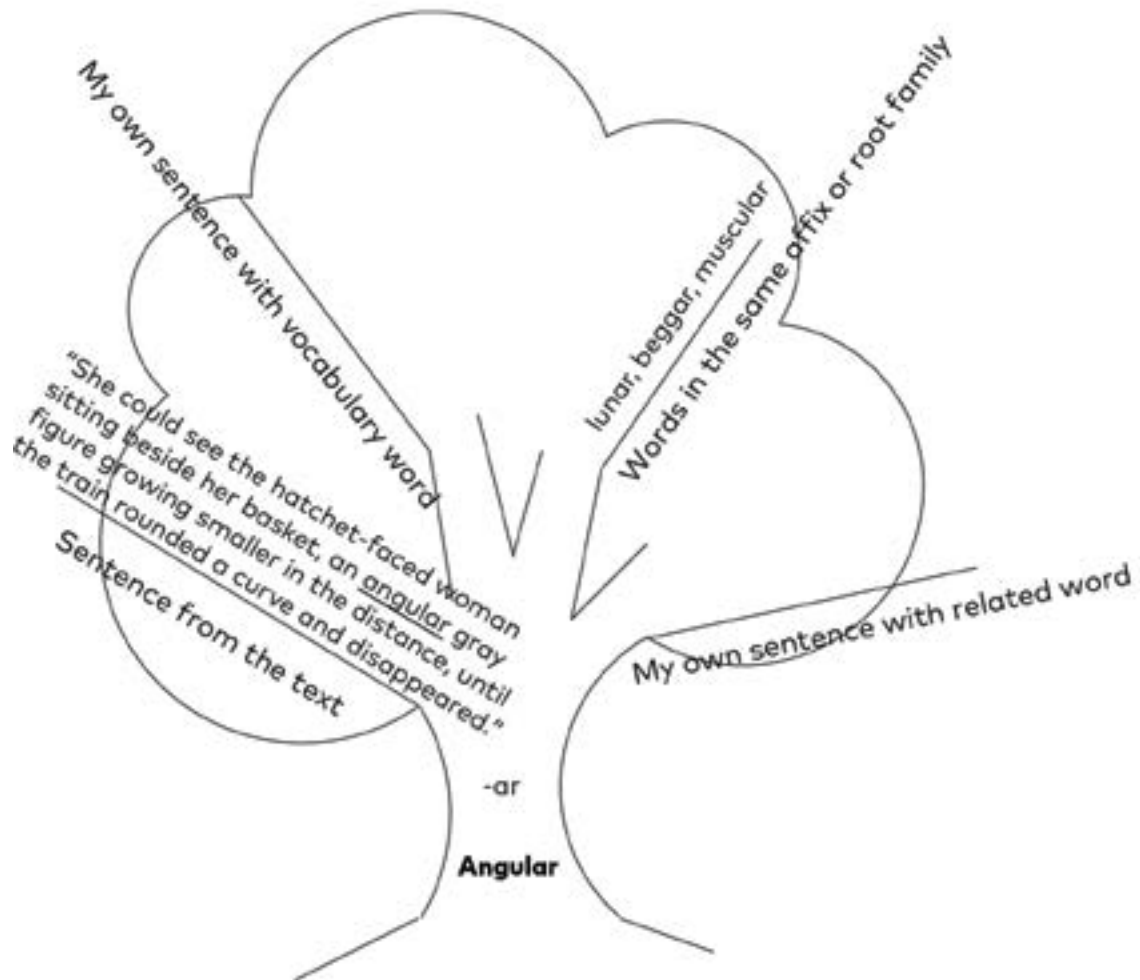
1. Use your **Affix List**. Break down the word into the root and any affixes.

Prefix	Root	Suffix	Definition of Affix
	angle	-ar	ar- of or related to, a person who does something

2. With a partner, practice using these -ar words in a sentence.

Word	Definition	Sentence frame
liar	Noun; a person who lies	"Unfortunately, he is a ____ because ____."
beggar	Noun; a person who begs	"I saw a ____, and he looked ____."
solar	Adjective; related to the sun	"The best ____ protection is ____."
lunar	Adjective; related to the moon	"The ____ calendar is based on the ____."
polar	Adjective; related to the North or South Pole	"I studied the ____ region of the world, and I know ____ live there."
popular	Adjective; of the people or populace	"The ____ was very ____, and a lot of people liked it."
burglar	Noun; someone who steals or burglarizes	"I hope a ____ doesn't come to my house and take ____."
muscular	Adjective; related to the muscles	"The ____ man looked ____."

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





Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ly*. (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 *-ar*. (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.

"But he came back," she added **apologetically**.

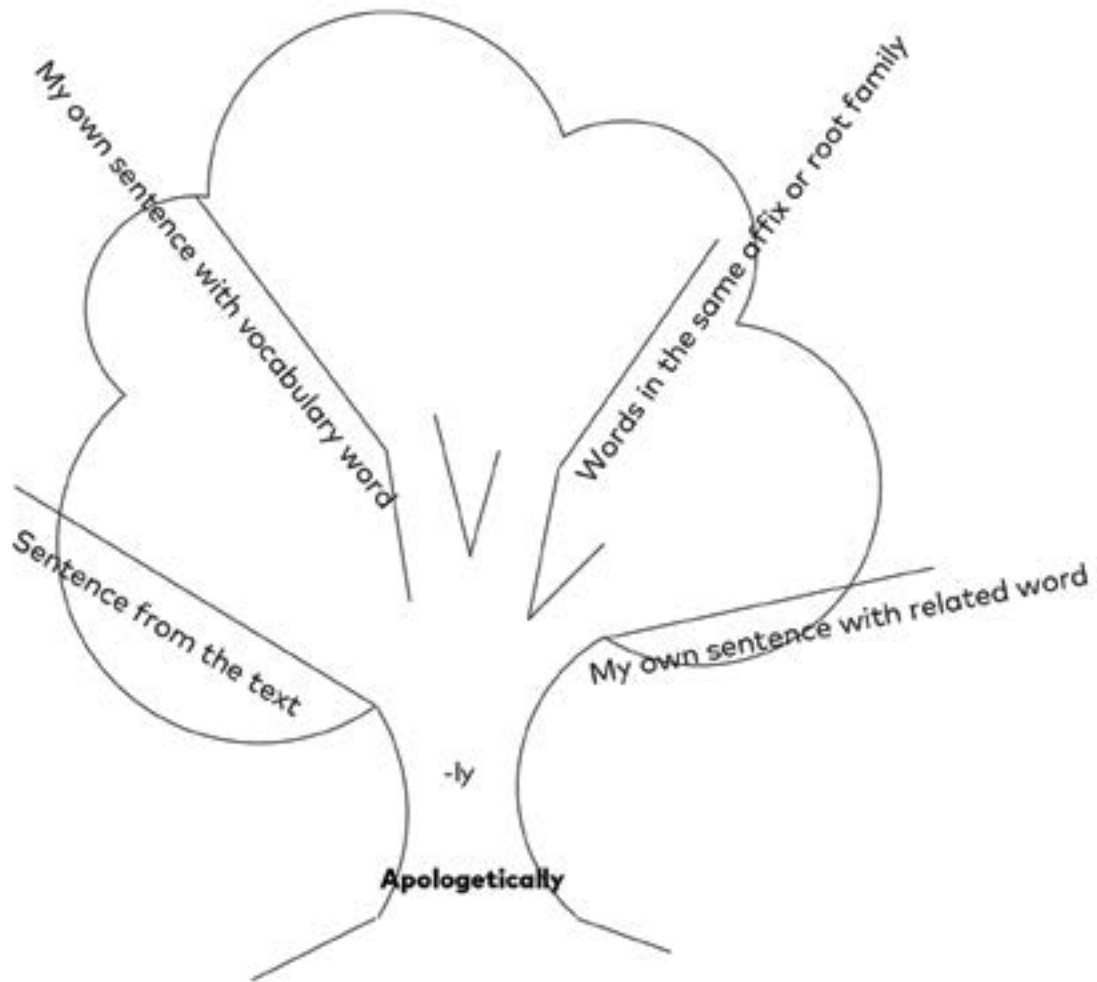
Source: *The Hope Chest*, page 116

The word is "**apologetically**."

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

Prefix	Root	Suffix	Definition of Affix
	apology (ap+log) log means _____	etic- (Hint: + 2 more)	etic- of or related to

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



Day 4

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

"She could see the hatchet-faced woman sitting beside her basket, an **angular** gray figure growing smaller in the distance, until the train rounded a curve and disappeared."

Source: *The Hope Chest*, page 117

The word is "**angular**."

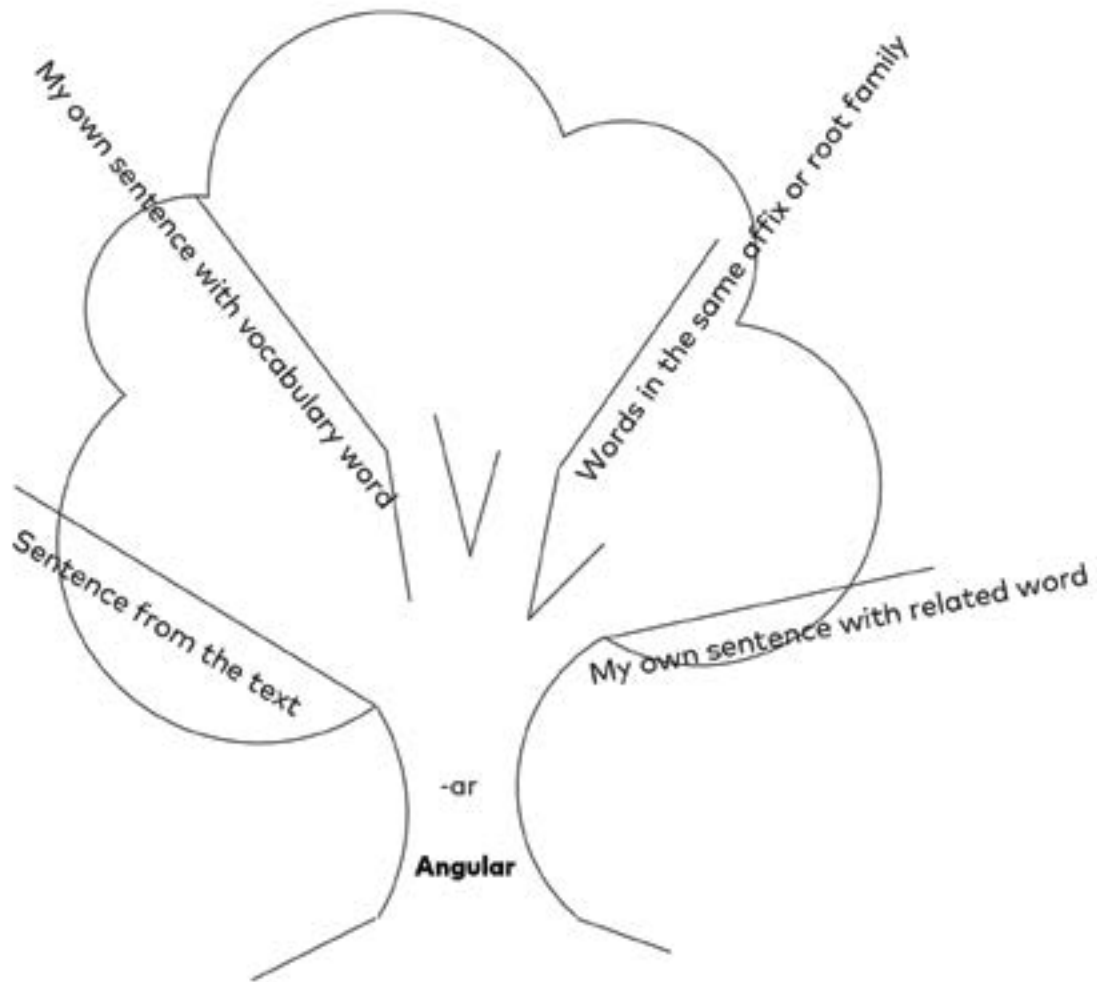
1. Use your **Affix List**. Break down the word into the root and any affixes.

Prefix	Root	Suffix	Definition of Affix
	angle	-ar	ar- of or related to, a person who does something

2. With a partner, complete the definition. Then practice using these *-ar* words in a sentence.

Word	Definition
liar	Noun; a person who _____
beggar	Noun; a person who _____
solar	Adjective; related to the sun
lunar	_____ ; related to the moon
polar	Adjective; related to the North or South Pole
popular	Adjective; of the people or populace
burglar	Noun; someone who steals or burglarizes
muscular	Adjective; related to the _____

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





Word Study and Vocabulary



Unit 2, 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 *-ly*. (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 *-ar*. (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.

"But he came back," she added **apologetically**.

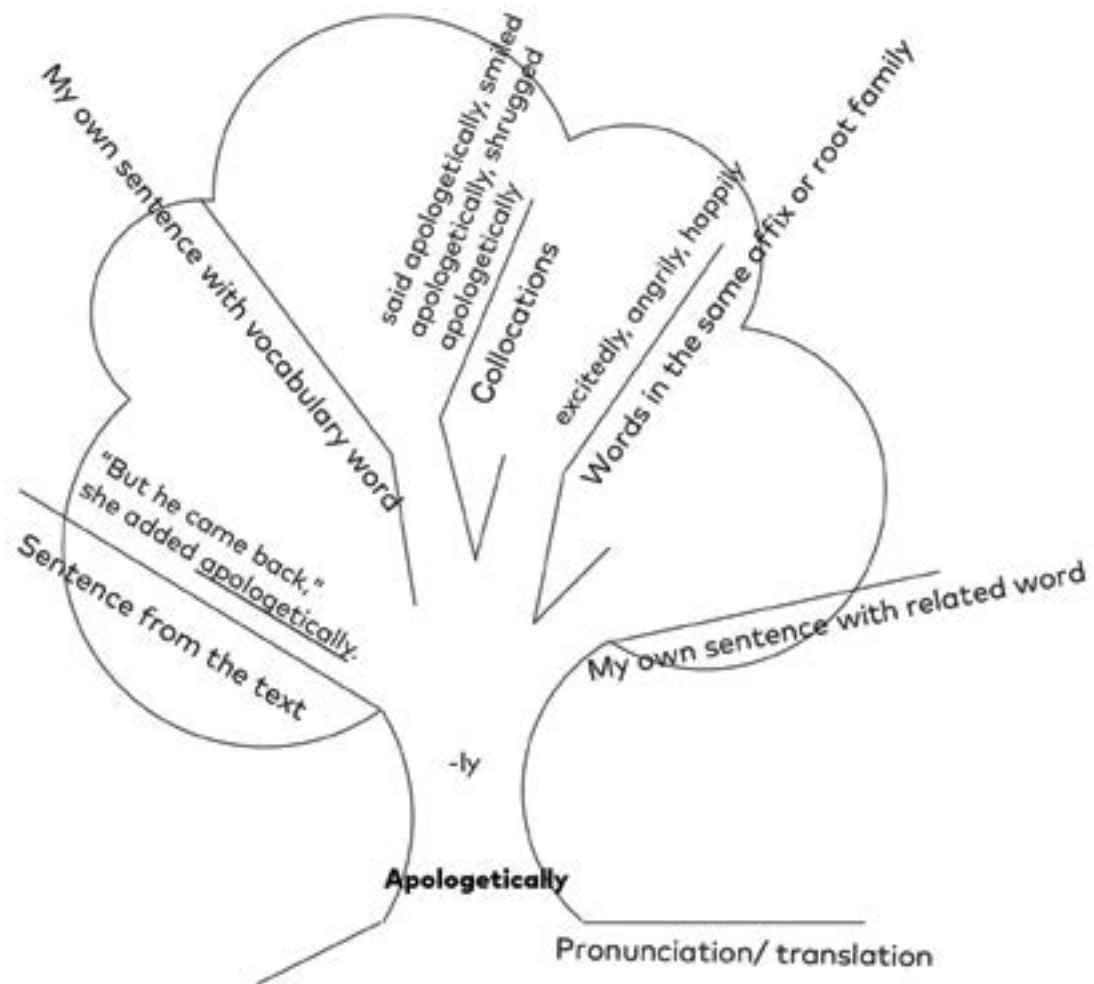
Source: *The Hope Chest*, page 116

The word is "**apologetically**."

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

Prefix	Root	Suffix	Definition of Affix
	apology (ap+log) log means "word"	etic- al -ly	etic- of or related to al- ly-

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



Day 4

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

"She could see the hatchet-faced woman sitting beside her basket, an **angular** gray figure growing smaller in the distance, until the train rounded a curve and disappeared."

Source: *The Hope Chest*, page 117

The word is "**angular**."

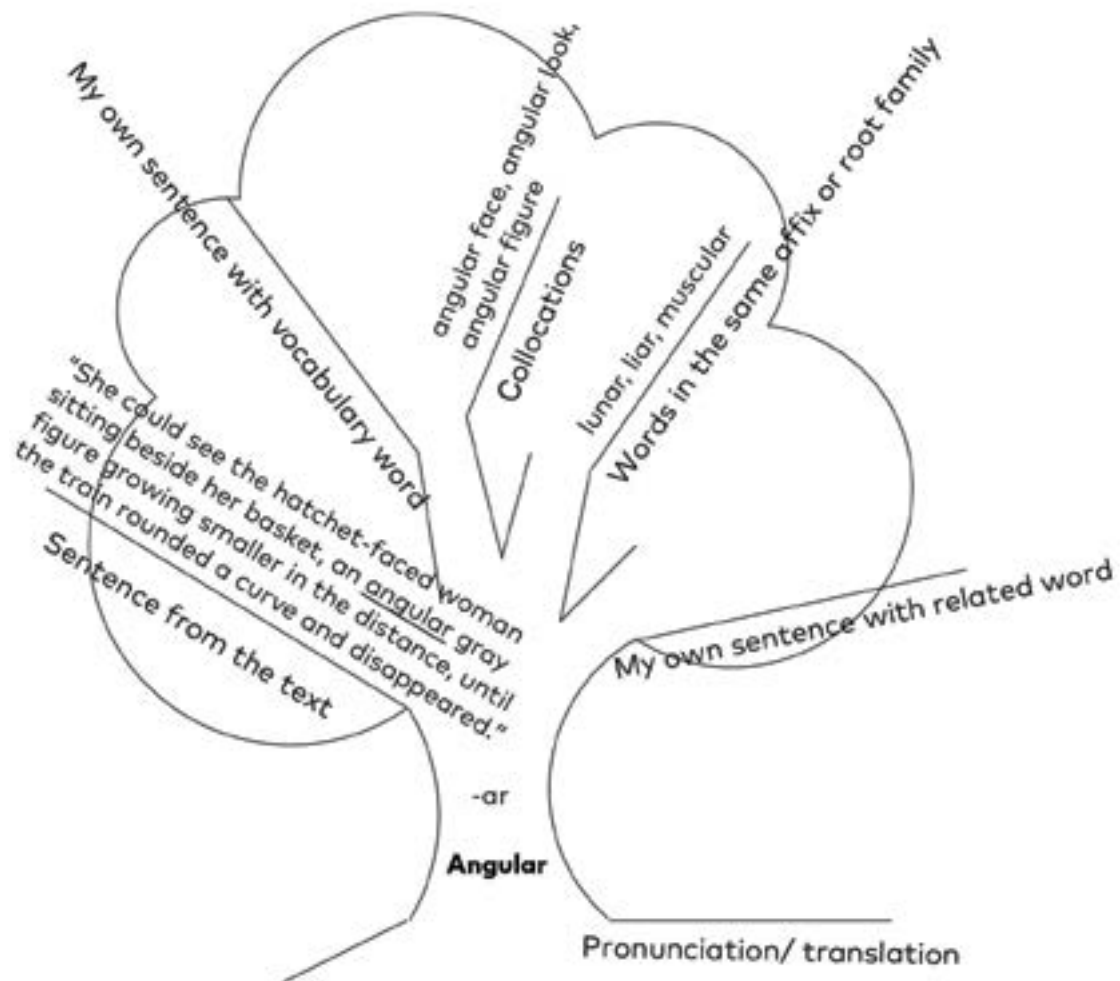
1. Use your **Affix List**. Break down the word into the root and any affixes.

Prefix	Root	Suffix	Definition of Affix
	angle	-ar	ar- of or related to, a person who does something

2. With a partner, practice using these *-ar* words in a sentence.

Word	Definition	Sentence frame
liar	Noun; a person who lies	"Unfortunately, he is a liar because ____."
beggar	Noun; a person who begs	"I saw a beggar , and he looked ____."
solar	Adjective; related to the sun	"The best solar protection is ____."
lunar	Adjective; related to the moon	"The lunar calendar is based on the ____."
polar	Adjective; related to the North or South Pole	" Polar bears live ____."
popular	Adjective; of the people or populace	"The ____ was very popular , so they decided to ____."
burglar	Noun; someone who steals or burglarizes	"I hope a burglar doesn't come to my house and take ____."
muscular	Adjective; related to the muscles	"The muscular man looked ____."

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





Word Study and Vocabulary



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

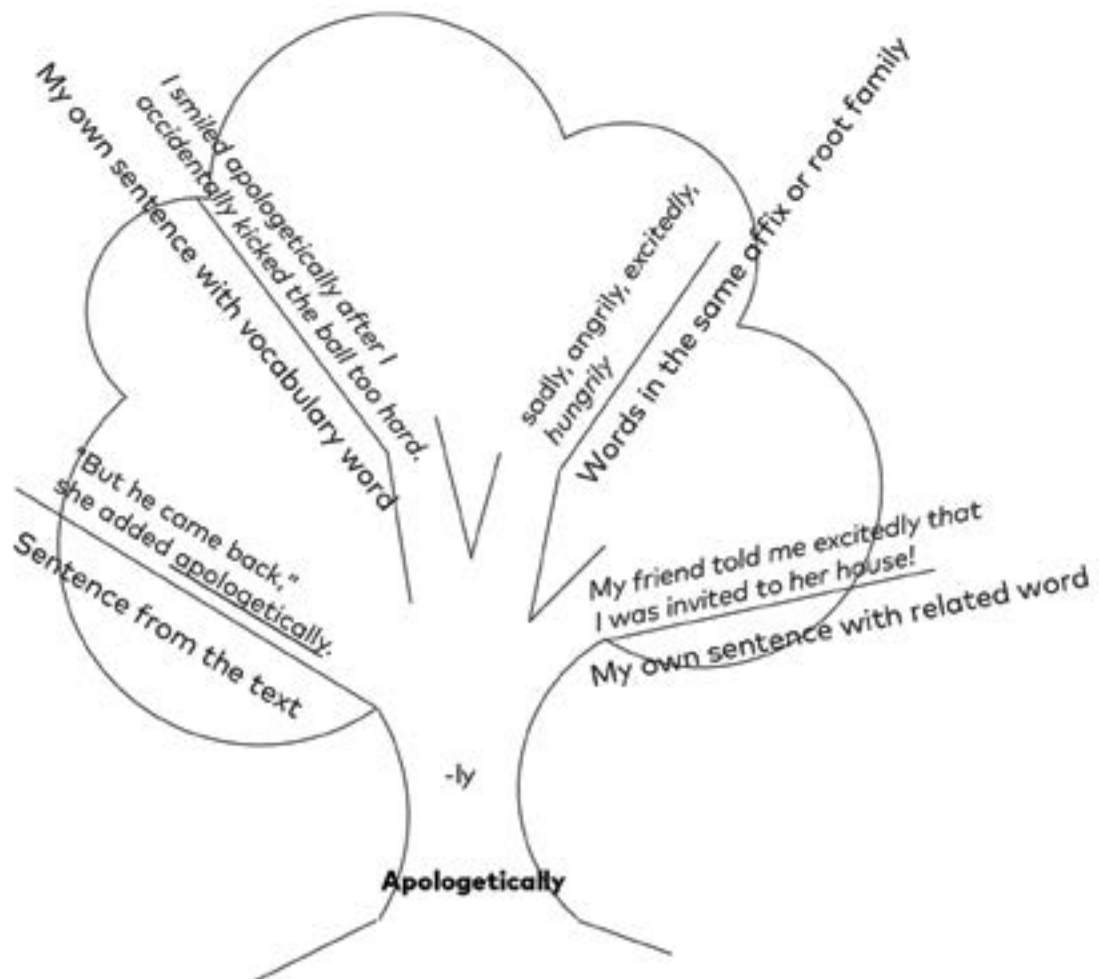
Day 2

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

Prefix	Root	Suffix	Definition of Affixes
	apology (ap+log) log means "word"	etic- al -ly	etic- of or related to al- related to or characterized by ly- characteristic of (usually an adverb)

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

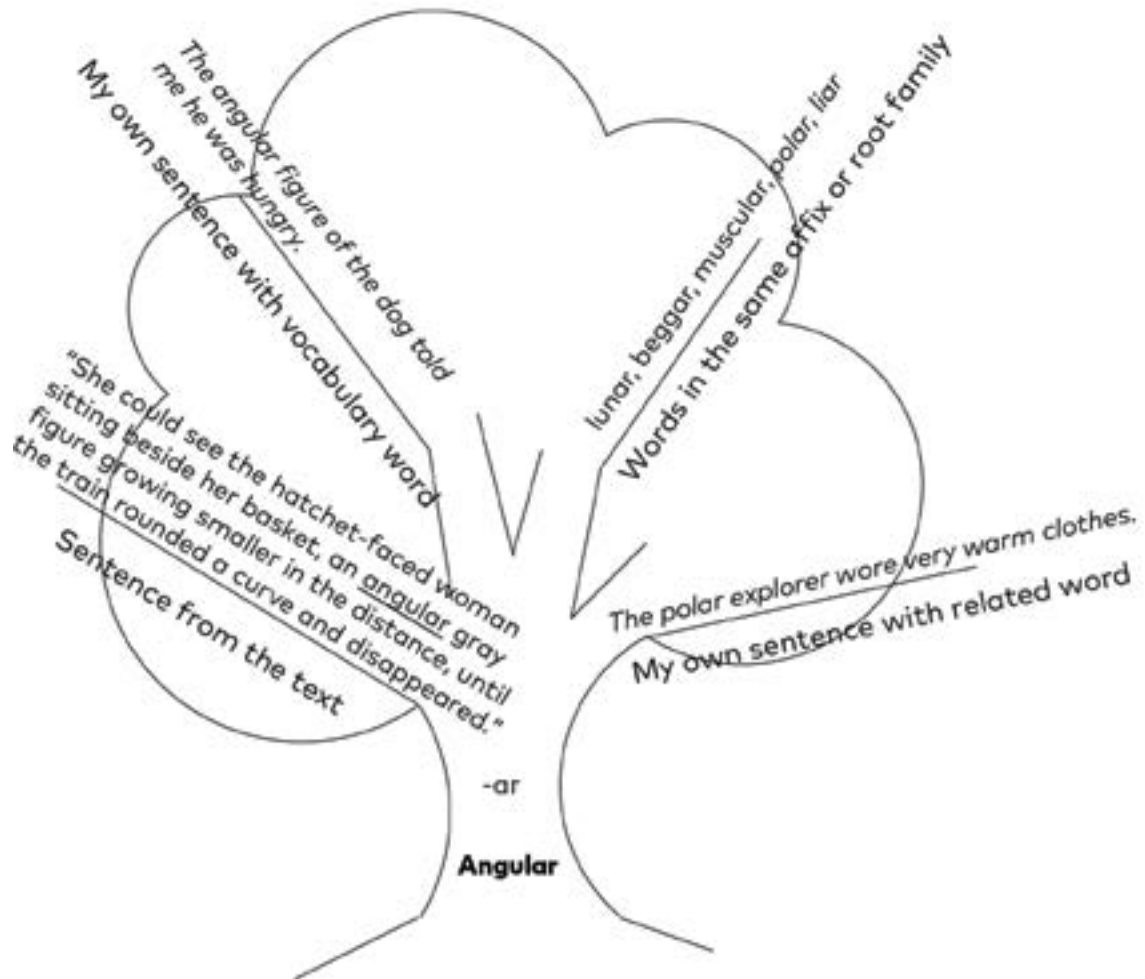
Responses will vary, but may include:



Day 4

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

Responses will vary, but may include:





Word Study and Vocabulary



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

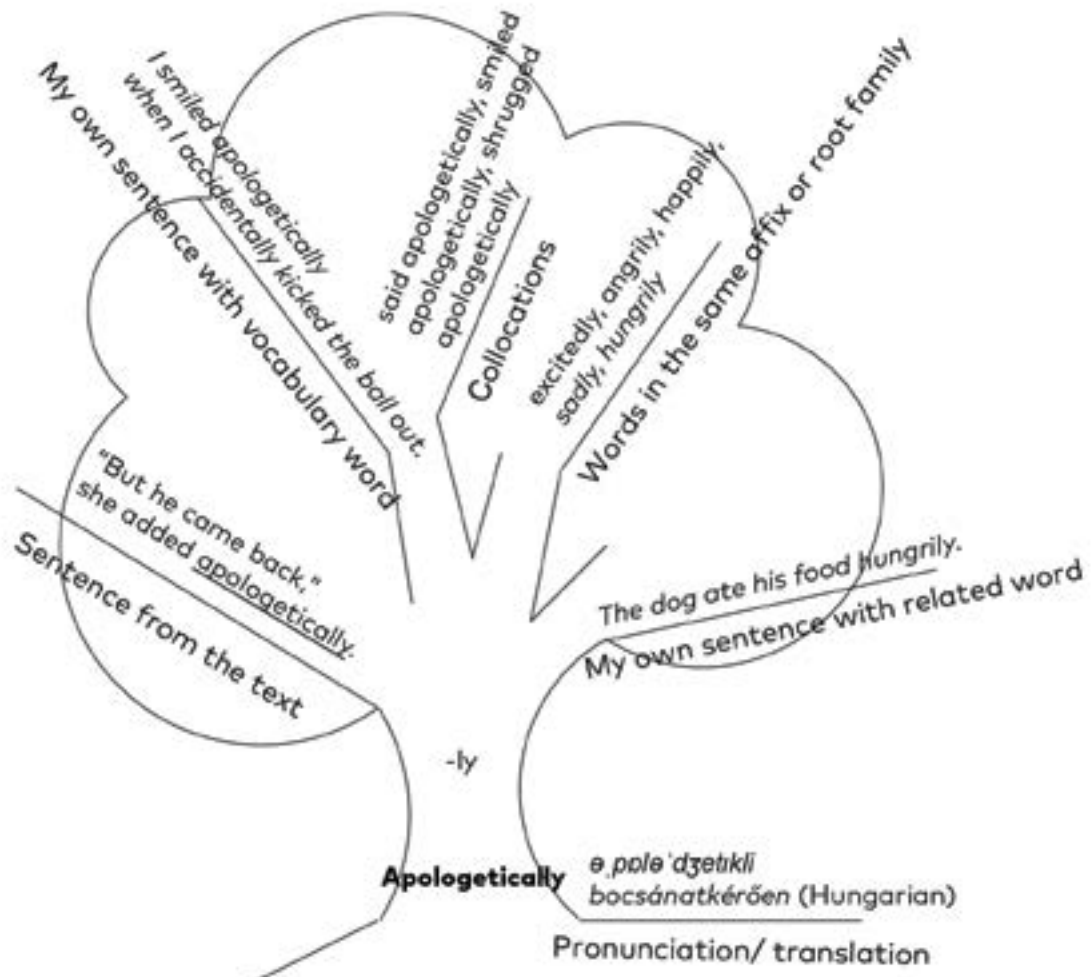
Day 2

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

Prefix	Root	Suffix	Definition of Affixes
	apology (ap+log) log means "word"	etic- al -ly	etic- of or related to al- related to or characterized by ly- characteristic of (usually an adverb)

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

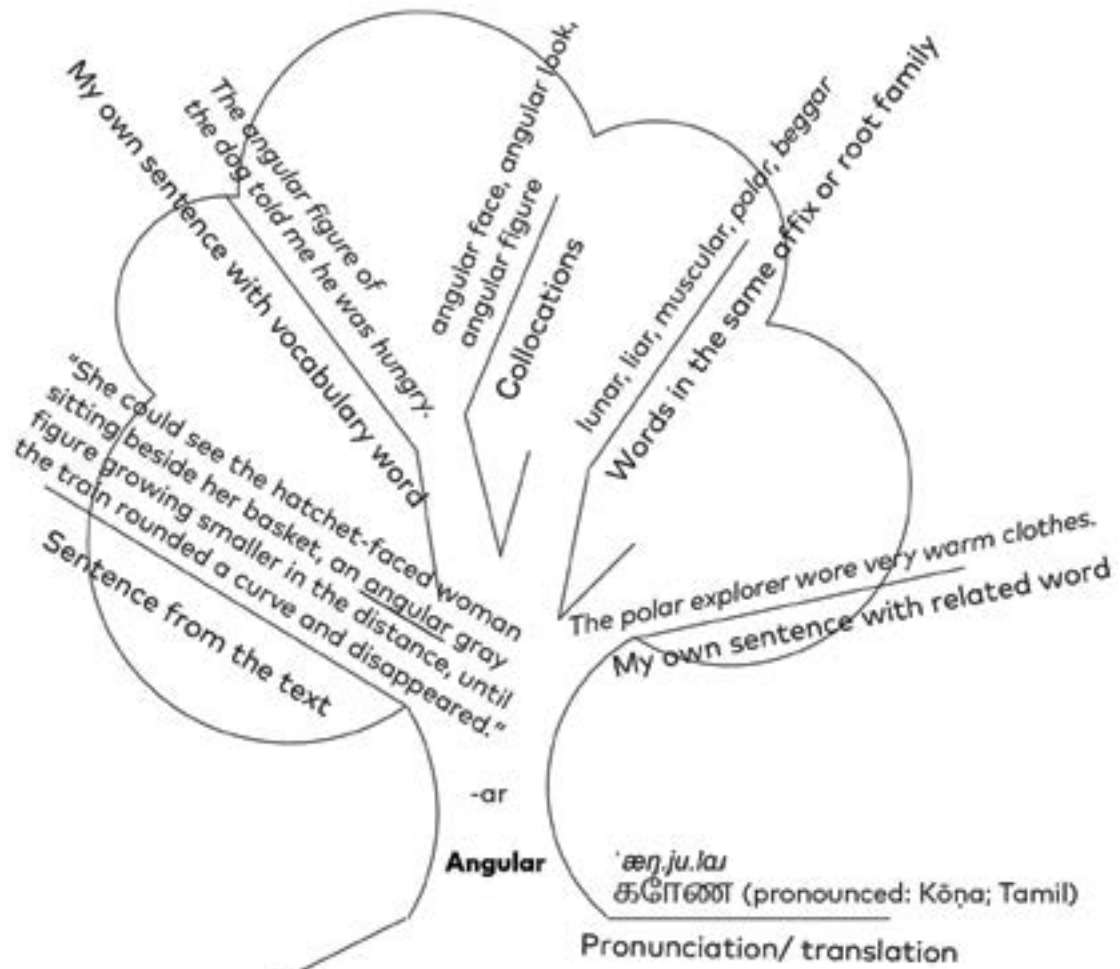
Responses will vary, but may include:



Day 4

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

Responses will vary, but may include:





Writing Practice



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can write paragraph that reflects on one of the themes in *The Hope Chest*. (W.4.2, W.4.2e)

Day 4:

- I can write a concluding paragraph that reflects on one of the themes in *The Hope Chest*. (W.4.2, W.4.2e)

Student Materials

Day 2:

- ☒ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card
- ☒ Lined paper

Day 4:

- ☒ N/A

Directions:

Day 2

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

Writing Prompt:

Choose one of the themes of the book and explain what we can learn about this theme from studying *The Hope Chest*.

Reflection questions:

- How are the themes relevant to the real world outside of the book?
- What does this theme teach you or help you understand about life?

1. Discuss what you will write about with a partner for 3 minutes. Use what you brainstormed on the Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card to help you.

- "I think we can learn _____ from the theme _____. For example, _____."
- "From the theme of _____, we can see that _____. For instance, _____."
- "Now I understand why _____."
- "The more I think about _____, the more I realize _____. For example, _____."

2. Write your reflection on the lined piece of paper. Aim to write about four sentences.

MORE CHALLENGE:

Write a reflection on another theme, and another if you have time.

Day 4

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

1. Finish writing the concluding paragraph you started on Day 2.

MORE CHALLENGE:

Write another concluding paragraph on a different theme.