



Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

- Day 1: I can evaluate my own fluency strengths. (RF.4.4, L.4.3b)
- Day 3: I can read a text aloud fluently. (RF.4.4)

Teaching Notes

- On Day 1, students are introduced to the poem they are to practice reading fluently for the rest of the week. This sets up students to work independently with the text.
- On Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- Note that students are not introduced to reading fluency in the module lessons until Lesson 4, so the work in this component sets them up for success in the module lessons.
- In this unit, students experience a typical ALL Block routine. Students gather in small groups for teacher-led instruction in approximately 20-minute increments. When not meeting with the teacher, students work independently to complete task cards for Independent Reading and Additional Work with Complex Text.
- **Differentiation:**
 - Each group of students will read a different number of stanzas from “The Wind and the Moon,” based on their fluency skills. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - Note that, as explained in the Unit Overview, ■ and ◆ are grouped together to enable ◆ students to provide good models of reading aloud fluently and accurately. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For lighter support, encourage students to read a longer excerpt or the entire poem. Remove visual support. For heavier support, encourage students to read a shorter excerpt—for example, just the first stanza—and draw visual representations of the language during the Mini Language Dive on Day 1.
- **In advance:**
 - Post Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students will be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.
 - ▲ Day 1: Prepare technology necessary to display a photo of a moon covered by clouds (e.g., <https://www.flickr.com/photos/jo9ce4line0/2889548865/>).

Materials

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ “The Wind and the Moon” (one per student)
- ✓ **Day 3 Only:** Highlighters (one per student)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student’s home language)
- ✓ ▲ Photo illustrating a moon covered by clouds (one to display)

Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Remind students that over the past two units they have experienced each of the components of the ALL Block. Tell them that this unit is the beginning of the true ALL Block cycle, which will see them working on three components each day: one with the teacher, one Independent Reading, and then another independent component.
- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by each poster, including the **Unit 3, Week 1: Independent Reading: Student Task Card** and the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆ Day 1: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute the fluency passage: **“The Wind and the Moon.”** Invite students to read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.

- Read the text aloud once and invite students to follow along on their own copy of the text.
- Tell students that this poem is a narrative poem—that is, it tells a story. Ask students to talk with the person next to them about what story the text is telling. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading a narrative text or informational text aloud. Ensure students understand that because this is a poem, it requires a more expressive and rhythmic tone.
- Demonstrate reading the excerpt aloud with an informative tone, and invite students to share out why that doesn't work for this excerpt of text (and how it is difficult to read rhyming words without using a rhythmic tone).
- Ask students to Turn and Talk with the person next to them about how this poem looks different from other texts they have read. Define the words *line* and *stanza* as needed. Remind students that when they read a poem out loud and they come to the end of a line of poetry, they pause a little—and when they come to the end of stanza, they pause a little longer. A stanza is similar to a paragraph in a prose text.
- At this stage, explain to students which excerpt of this text they will be reading for fluency and invite students to mark the start and finish by drawing a line on their text. Students can also fold the paper around their excerpt or cut their excerpt out if this makes it easier for them to focus on the excerpt:
 - ■ From the beginning of the poem to the end of Stanza 3
 - ● From the beginning of the poem to the end of Stanza 6
 - ◆ From the beginning of the poem to the end of the poem (or Stanza 8)
- Distribute the **Fluency Self-Assessment Checklist** and read each criterion on the checklist aloud, clarifying anything students don't understand. Invite students to draw symbols next to the criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on for the next couple of days this week:
 - “I can correct myself and reread when what I read was wrong or didn't make sense.”
 - “I can read my text at a speed that is appropriate for the piece.”
 - “I can read smoothly without many breaks.”
 - “I can notice and read punctuation.”
- Model reading aloud the excerpt students will read aloud, focusing on those criteria.
- Invite students to read their passage aloud chorally with you.
- Ask them to turn to an elbow partner to whisper read their excerpt aloud.
- Guide students through self-assessing their fluency on the criteria on the checklist (placing check marks in the appropriate column), paying particular attention to the highlighted criteria. Invite students to ask their elbow partner if they find it difficult to assess themselves.
- If students have time, invite them to reread their excerpt of text to their elbow partner, whisper reading, and to try to improve where they didn't score so well on their self-assessments.

- Students who read and self-assess quickly can set a goal based on something they didn't do so well, and record it on the back of their Fluency Self-Assessment Checklist. They can then practice working on that goal, taking turns to read to their partner.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

▲ Day 1: Small Group Instruction (20 minutes)

- Distribute the fluency passage: "The Wind and the Moon." Invite them to read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Read the text aloud once and invite students to follow along on their own copy of the text.
- Tell students that this poem is a narrative poem—that is, it tells a story. Ask students to talk with the person next to them about what story the text is telling. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading a narrative text or informational text aloud. Ensure students understand that because this is a poem, it requires a more expressive and rhythmic tone.
- Demonstrate reading the excerpt aloud with an informative tone, and invite students to share out why that doesn't work for this excerpt of text (and how it is difficult to read rhyming words without using a rhythmic tone).
- Ask students to Turn and Talk with the person next to them about how this poem looks different from other texts they have read. Define the words *line* and *stanza* as needed. Remind students that when they read a poem out loud and they come to the end of a line of poetry, they pause a little—and when they come to the end of stanza, they pause a little longer. A stanza is similar to a paragraph in a prose text.
- At this stage, explain to students which excerpt of this text they will be reading for fluency and invite students to mark the start and finish by drawing a line on their text. They can also fold the paper around their excerpt, or cut out their excerpt if this makes it easier for students to focus on this specific excerpt:
 - From the beginning of the poem to the end of Stanza 3
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
 - Explain that they will now work on understanding the first part of the poem.

- Invite students to place a finger on the first stanza.
- Display the **photo illustrating a moon covered by clouds**.
- Display and read aloud these lines from the first stanza:

“I will blow you out; / You stare / in the air / Like a ghost in a chair; / I hate to be watched; I’ll blow you out.”
- Turn and Talk:

“What is the gist of these lines? What are they mostly about? What, in the poem or picture, makes you think so?” (Responses will vary.)
- Encourage extended conversation about the meaning of the line. If necessary, follow a process similar to the one below for each key word in the lines that is unfamiliar to students.
- Invite students to place a finger on the word *ghost* and to say the word aloud with you. Turn and Talk:

“What is the translation of ghost in our home languages? What is the meaning of ghost?” (fantasma in Spanish; a spirit of someone who has died)

“What is the part of speech of ghost?” (noun)

“What does ghost describe?” (the moon in the sky)

“Why does the Moon look like a ghost?” (It looks like the moon is floating; the moon is white; the moon gives us a scary feeling because it comes out at night.)
- Invite students to place a finger on *I hate to be watched; I’ll blow you out*. Turn and Talk:

“What does the Wind think the Moon is doing?” (The Wind thinks the Moon is watching it.)

“What does the Wind want to do to the Moon? Why?” (blow it out; the wind doesn’t like to be watched)

“In poems, non-human objects often have human emotions. What emotion or feeling does the Wind seem to have?” (Responses will vary, but may include: The Wind seems determined and angry and annoyed.)
- Invite students to place a finger on *I’ll*. Turn and Talk:

“What does I’ll mean?” (It means I will and shows that the Wind is going to blow out the Moon in the future, probably right away.) Point out the first occurrence of will and demonstrate how it can be pronounced in English in a longer, emphasized way (I WILL blow) or a shorter way (I’ll blow).

“What will you do to the moon tonight?” (Responses will vary, but may include: I’ll watch it from my room.)
- Read Stanza 2. Point out that the Wind goes to sleep on a heap of clouds. Direct students’ attention to the photo illustrating a moon covered by clouds. Ask:

“Have you ever seen something like this? What happens when there are clouds in the sky? What happens to the moon?”

“In the poem, what happened when the Wind blew?” (The Moon became covered with clouds.)

“Did the Wind blow the Moon out?” (no—it just got covered with the clouds)

“How do you think the Wind will feel when it notices that the Moon is still there, just behind some clouds?” (angry or frustrated)

“How does your discussion of these lines change your understanding of the poem?” (Responses will vary.)

- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.

Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)

- After inviting responses, add to or amend student ideas on the board or on chart paper.
- Read the excerpt aloud again as students follow along.
- Distribute the **Fluency Self-Assessment Checklist** and read each criterion on the checklist aloud, clarifying anything students don’t understand. Invite students to draw symbols next to the criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- If students have time, invite them to read their excerpt of text to their elbow partner and to self-assess using the checklist.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card and walk through the Day 2 tasks, providing models where helpful.

Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Remind students that this unit is the beginning of the true ALL Block cycle, which will see them working on three components each day: one with the teacher, one Independent Reading, and then another independent component.
- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Card** and **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

■●◆ Day 3: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their **Fluency Self-Assessment Checklist** and to read all of the criteria again, and to discuss with an elbow partner what each criterion requires them to do. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.

- Focus students on the criterion and invite students to highlight this criterion on their checklists:
 - “I can notice and read punctuation.” (Examples: Pauses after comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)
- Invite students to retrieve their fluency passage: **“The Wind and the Moon.”**
- Read the excerpt(s) the students in the group you are working with are reading and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to use a **highlighter** to highlight or underline any punctuation that might add a pause or be a reason to change the tone with which they speak. Students may also wish to annotate and add notes to help them remember the tone they would like to use.
 - ■● Consider doing this whole group.
- Ask students to explain points in a poem when they should pause (briefly at the end of lines, and longer at some of the punctuation).
- Ask students to name the punctuation they find. Be sure students notice commas, periods, semicolons, exclamation marks, and quotation marks.
- Focus students on quotation marks. Ask:

*“This is a narrative poem, so it tells a story. Who are the two characters in this story?”
(the Moon and the Wind)*

“What emotion does the Moon seem to have in the story? What phrases or words in the poem help you know?” (no emotion—the Moon is silent and is described as a “ghost” and/or “motionless”)

“What emotion does the Wind seem to have in this story? What phrases or words in the poem help you know?” (He is angry and frustrated. He keeps trying to blow the Moon out. Some groups will say he is arrogant because at the end of the poem he thinks that he caused the Moon to disappear and to come back.)

“Which words in the poem are supposed to be the Wind talking?” (the ones inside the quotation marks)

*“How can you change your voice to show these emotions when the Wind is talking?”
(Responses will vary.)*
- Invite students to read the passage chorally with you, emphasizing adding pauses and changing the tone of voice they use according to the punctuation.
- Invite students to practice whisper reading their passages to themselves while thinking about reading the punctuation.
- Invite students to read their excerpt of text to their elbow partner and to have their partner help them self-assess using the checklist, focusing particularly on the punctuation criterion.
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.

▲ **Day 3: Small Group Instruction (20 minutes)**

- Invite students to retrieve their Fluency Self-Assessment Checklist and to read all of the criteria again, and to use the symbols as clues to discuss with an elbow partner what each

criterion requires them to do. As students in this group read, check in with students in the other ALL groups who need support in getting started.

- Review the Daily Learning Target and discuss its meaning.
- Focus students on the criterion and invite students to highlight this criterion on their checklists:
 - “I can notice and read punctuation.” (Examples: Pauses after comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)
- Ask:

“What is punctuation?” (marks used to separate words, phrases, and sentences and to clarify meaning)

- Display and read aloud these lines from the first stanza:
 - Said the Wind to the Moon, “I will blow you out; / You stare / in the air / Like a ghost in a chair, / I hate to be watched; I’ll blow you out.”
- Highlight the period at the end of the displayed lines from the first stanza and invite students to do the same. Ask:

“What is this? What do you do when you see it?” (a period; briefly stop)

- Model reading aloud the lines, emphasizing how to read the period at the end, and then invite students to read it chorally with you, also emphasizing reading the period at the end.
- Repeat with the comma (pause quickly), and the semicolon (pause quickly).
- Focus students on the quotation marks. Ask:

“What is this? What do you do when you see one?” (quotation mark [kwo-TA-shun-mark]; use your voice to emphasize that someone is speaking)

“So who is speaking to whom in these lines? How do you know?” (The Wind is speaking to the Moon. We know because it says so at the beginning of the line.)

- Invite students to look at the first line of the third stanza of the poem and highlight the exclamation mark at the end of the line; invite students to do the same. Ask:

“What is this? What do you do when you see one?” (exclamation point [x-clah-MAY-shu]; use your voice to emphasize the sentence or express surprise, briefly stop)

“Where do we write an exclamation point in English?” (at the end of a sentence) “Are all languages the same?” (No. Example: In Spanish, an “upside-down” exclamation point [¡] is sometimes also placed at the beginning of a sentence.)

- Model reading aloud the lines, emphasizing how to read the exclamation mark at the end, and then invite students to read it chorally with you, also emphasizing reading the exclamation mark at the end.
- Turn and Talk:

“This is a narrative poem, so it tells a story. Who are the two characters in this story?” (the Moon and the Wind)

“What emotion does the Moon seem to have in the story? How do you know?” (no emotion—the Moon is silent and is described as a “ghost” and/or “motionless”)

“What emotion does the Wind seem to have in this story? How do you know?” (He is angry and frustrated. He keeps trying to blow the Moon out. Some groups will say he is arrogant because at the end of the poem he thinks that he caused the Moon to disappear and to come back.)

- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the emotions of the Wind and the Moon:

Conversation Cue: “Can you give an example?” (Responses will vary.)

“Which words in the poem are supposed to be the Wind talking?” (the ones inside the quotation marks)

“How can you change your voice to show these emotions when the Wind is talking?” (Responses will vary.)

- Invite students to highlight the punctuation (periods, commas, semicolons, quotation marks, and exclamation marks) in the rest of their excerpt to remind themselves to read this punctuation when they read the excerpt aloud.
- Invite students to read aloud the entire excerpt chorally with you while focusing on punctuation and how this changes the way the poem is read.
- If time remains, invite students to practice reading their passages aloud with an elbow partner, adding pauses and changing the tone of voice they use according to the punctuation.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card and walk through the Day 4 tasks, providing models where helpful.



Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Target

- Days 2 and 4: I can recognize and explain the meaning of similes in a text. (RL.4.4, L.4.4a, L.4.5a)

Teaching Notes

- In this component, students analyze similes in a poem from the module lessons and explain how it contributes to their understanding of what is being described. Exploring the way authors use figurative language helps students understand the deeper meaning of the text and supports them with language and concepts to discuss poetry with other students in Additional Work with Complex Text: Week 1, Day 3, and in the module assessments and performance task.
- Students will not encounter this poem until Lesson 4 in the module lessons, when it is introduced through a model presentation. This pre-read of the poem will enable students to focus on the content of the presentation in Lesson 4 because they will already be familiar with the poem.
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards for these activities are differentiated. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to have an opportunity to peer coach. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
 - Day 2: To support students during discussion, consider posting sentence frames. (Examples: “When I read these sentences, in my mind, I see ____.” “I think the girl feels ____.”).
 - Day 4: To support students during discussion, provide sentence frames. (Examples: “The author used fire imagery because ____.” “The similes help me understand ____.”) Consider annotating the text ahead of time for students who need additional support.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For lighter support, students can interpret an additional example of similes from the poem; consider inviting them to rephrase the Mini Language Dive sentence as a simile using *as* instead of *like*. For heavier support on Day 2, consider showing and discussing a video or pictures of a wedding with guests throwing confetti. Some students may have never seen a traditional U.S. wedding or confetti.

■ **In advance:**

- Post Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.
- Day 4: Prepare technology necessary to display the two pictures of horses, for example: (<https://www.flickr.com/photos/136923434@N02/22305750853/>) and (<https://www.flickr.com/photos/kubina/807522651/>).

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (from Week 1, Day 1; one per student)
- ✓ **Day 4 Only:** Unit 3, Week 1, Day 3: Additional Work with Complex Text: Student Task Card (from Week 1, Day 1; answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student in ■●◆ groups)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)
- ✓ Chart paper (optional; one piece)
- ✓ **Day 4 Only:** Pictures of horses (two; to display; see Teaching Notes)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Vocabulary logs (from Unit 1, Lesson 3 module lesson; one per student)

Day 2: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.

- Call the names of those students who will work with you first and invite them to bring their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

■ ● ◆ ▲ **Day 2: Small Group Instruction (18 minutes, repeated three times)**

- Review the Daily Learning Target and discuss its meaning.
- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and focus students on the poem at the top of the card. Remind students they read this poem in the previous lesson and invite students to read the poem to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Ask students to follow along as you read the poem aloud.
- Turn and Talk:

*“What are some of the examples of the imagery, or mental pictures, in this poem?”
(Responses will vary, but may include a fast horse, a dragon, dirt spraying everywhere, and mane and tail flowing in the wind.)*

- Explain that a simile is a particular type of imagery they will learn more about today.
- Post and review the definition:
 - Simile: A phrase that compares two different things using the words *like* or *as*.
- Draw the following chart with examples on the board or on **chart paper**:

Simile	This ...	is like	this.
She skipped across the room as if she was a bouncing ball.		is like	
She shuffled across the room like a very old woman.		is like	

- Focus students on the first simile. Underline the words *as if*.
- Tell students that the words *as if* tell us that the author is comparing one thing to another.
- Turn and Talk:

“What is the author comparing the girl skipping to?” (a bouncing ball)

- Invite students to get out of their seats and to do a few steps of skipping (hop, step, hop, step).
- Using a total participation technique, invite responses from the group:

“Why do you think the author is making this comparison? What is similar about skipping and a bouncing ball?” (When we skip, we bounce—like a bouncing ball.)

- Complete the first row of the chart:

Simile	This ...	is like	this.
She skipped across the room as if she was a bouncing ball.	The girl skipping across the room	is like	a bouncing ball.

- Turn and Talk:

“How does this simile help the reader?” (It helps the reader picture the bounciness of the skipping. It also helps the reader to understand that the girl might be energetic and perhaps excited because she is so bouncy.)

- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.

Conversation Cue: “Who can tell us what your classmate just said in your own words?” (Responses will vary.)

- Focus students on the first simile. Underline the word *like*.
- Tell students that the word *like* tells us that the author is comparing one thing to another.
- Turn and Talk:

“What is the author comparing the girl shuffling to?” (a very old woman)

- Invite students to get out of their seats and to do a few steps of shuffling.
- Complete the second row of the chart:

Simile	This . . .	is like	this.
She shuffled across the room like a very old woman.	The way she shuffled across the room	is like	the way a very old woman might move.

- Turn and Talk:

“How does this simile help the reader?” (It helps the reader picture the way the girl moved slowly across the room and also suggests that she wasn’t very excited or enthusiastic about moving.)

- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.

Conversation Cue: “Who can tell us what your classmate just said in your own words?” (Responses will vary.)

- Explain that students will be doing some additional work with similes by looking at the similes in “Breathing Fire.”
- ■●◆ Guide students through completing their Teacher-Guided Student Activity Card, providing different levels of support in completing the task based on student needs. Collect the cards to review student work and to identify common issues to use as whole group teaching points.
- ▲ Mini Language Dive:
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their **vocabulary log**.
 - Tell students they will first read a simile from the poem they are studying.
 - Read aloud the simile from the activity card, and invite students to read along silently in their heads.

- Ask students about the sentence. Examples:

“What is the gist of the sentence? What, in the sentence, makes you think so?” (Responses will vary.)

- Turn and Talk:

“What do horses’ legs look like when they run? (They stretch and contract. Consider pantomiming the four legs of a running horse with your hands so students can understand reaching and stretching.)

“Look closely down by the horse’s feet. What is happening to the dirt?” (The dirt is being kicked up.)

- Invite students to place a finger on the phrase *clods of dirt*. Turn and Talk:

“Where can you see clods of dirt on the picture?” (around the feet)

- Invite students to place a finger on the word *confetti*. Ask:

“What is the translation of confetti in your home language?” (Responses will vary.)

“What does this sentence say about what the clods of dirt and confetti have in common? What, in the sentence, makes you think so?” (They are similar because they are both flying in the air. The sentence says the horse is spraying the dirt like confetti.)

“So, the poet compared two things: clods of dirt and confetti. What word did the poet use to show us a comparison was being made? (The poet used like between the two things being compared.)

“Can you compare the clods of dirt and the confetti? First, use the word like.” Invite students to orally complete the sentence frames on their task card. (A—The clods of dirt are like confetti because they are both flying in the air. This helps the reader understand the horse is running fast.)

- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.

Conversation Cue: “Who can tell us what your classmate just said in your own words?” (Responses will vary.)

- Ask:

“Now what do you think is the gist of this sentence?” (The horse is running so fast that he is kicking up dirt into the air.)

“What mental image does this simile give you?” (a very fast horse running)

“How does this simile make you feel? How do you think the horse feels?” (an excited feeling; energetic)

- For heavier support, allow students to pantomime and/or sketch the image and emotion. For lighter support, ask students to formulate their own sentence frames. (Examples: “In my mind, I see ____.” “The feeling in this simile is ____.”)

“So, this simile helps the reader understand some things about the horse. What, specifically, does this simile help the reader understand about the horse? Use the sentence frame on the card to help you.” (The simile helps the reader understand that the horse is fast and very energetic.)

- Prepare students for the next day's independent activity: Walk through the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card for Day 3, providing models where helpful.
- Collect the activity card to review student work and to identify common issues to use as whole group teaching points.

Day 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components, and remind them that they will need to retrieve their **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and **Unit 3, Week 1: Independent Reading: Student Task Card** for the independent components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

■●◆▲ Day 4: Small Group Instruction (19 minutes, repeated three times)

- Redistribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and focus students on the poem at the top of the card. Remind students they have read this poem multiple times this week. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Briefly review the answers to Day 3 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 3, Week 1, Day 3: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Read aloud the “Breathing Fire” poem on the Teacher-Guided Student Activity Card as students read along with you chorally.
- Display the two **pictures of horses**. Turn and Talk:

“Which of these pictures is more like the horse in the poem? What, in the poem, makes you think so?” (Responses will vary, but may include a fast horse, a dragon, dirt spraying everywhere, and mane and tail flowing in the wind.)
- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.

Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)
- Review the definition:
 - Simile: A phrase that compares two different things using the words *like* or *as*.
- ■●◆ Guide students through completing their Teacher-Guided Student Activity Card, providing different levels of support in completing the task based on student needs. Collect

the cards to review student work and to identify common issues to use as whole group teaching points.

■ ▲ Mini Language Dive:

- For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their **vocabulary log**.
- Tell students they will focus on a simile from the poem that describes how the horse in the poem looks.

- Direct students' attention to the lines:

“Black mane and tail streaming out behind him
Flickering like dark flames licking at the air.”

- Ask students to quickly sketch out the picture they see in their mind that this simile creates.
- After a few minutes, ask a few students to share out their sketch. Encourage students to use words and phrases from the poem to describe their picture. For heavier support, encourage students to use sentence frames on the activity card.
- Say:

“There are some words and phrases in this excerpt you might not know: streaming, flickering, licking.

- Focus students on the word *streaming* and invite students to place a finger on the word and to say it aloud chorally with you. Turn and Talk:

“Where have you heard the word streaming before? What does it mean?” (It has multiple meanings: tears streaming, something flowing like a stream or a river, streaming instead of downloading a video, etc.)

- Focus students on the word *flickering* and invite students to place a finger on the word and to say it aloud chorally with you. Turn and Talk:

“What is the translation of flickering in our home languages?” (parapadeo in Spanish)

- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:

Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)

- Focus students on the word *flickering*:

“What is flickering in the poem? (a dark flame)

- Note for students that the word *flickering* is often used with the way light, flames, or candles seem to move, brighten, and dim.

- Focus students on the word *licking*:

“Put your finger on licking. What does licking mean? Can anyone act out licking at the air?” (Responses will vary, but be sensitive to cultures where sticking out one’s tongue may be a crude gesture.)

- Note for students that the word *lick* or *licking*, as well as being used to describe what we do to food and drink, is also used when talking about the way flames look like tongues licking the air.
- Reread the entire line of the poem again.
- Turn and Talk:

“The poet compared two things: a dark flame and the horse’s mane and tail. How did the poet show us she or he was comparing the dark flame and the horse’s mane and tail? What word(s) did the poet use to show us it was a comparison? (The poet used like between the two things being compared.)

- As time allows, guide students through completing the rest of the activity card and provide different levels of support in completing the tasks based on student needs.
- Collect Teacher-Guided Student Activity Card to review student work and to identify common issues to use as whole group teaching points.