



Writing Practice

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- ■●◆: I can respond to a prompt about animal defense mechanisms. (W.4.1, W.4.2, W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6)
- ▲: I can analyze how information and ideas in a paragraph are clearly presented and easy to understand. (W.4.4, W.4.2a, W.4.2b)

Day 3

- ■●◆: I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6)
- ▲: I can write information and ideas in a summary that is clearly presented and easy to understand. (W.4.4, W.4.2a, W.4.2b)

Teaching Notes

- On Day 1, students review what writing fluency is in preparation for the writing required throughout the module lessons and assessments. They write in response to a prompt and then use a writing fluency checklist for self-assessment, identifying strengths and setting a goal to work on throughout the week. Then they again practice responding to a prompt, working toward the goal they have just set.
- ▲ On Day 1, students analyze a summary paragraph, noticing that a clear, easy-to-understand paragraph is achieved in part by introducing a topic or main idea. Note: *This ALL Block lesson assumes ELLs have already read the text “Fight to Survive!”, which happens in Unit 1, Lesson 7 of the module lessons.*
- On Day 3, students again write in response to a prompt, using the writing fluency checklist for self-assessment and working toward the goal set earlier in the week.
- ▲ On Day 3, students use an engaging, interactive method for building a concise summary of a section of a longer text. The focus text is a section pulled from the previously read “Fight to Survive!” If time allows, use a think-aloud to group-write a summary of Behavioral Defense Mechanisms with the students.
- **Differentiation:**
 - Days 1 and 3: For students who require additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, or providing sentence frames.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together to provide peer-coaching opportunities.
 - ▲ 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.

- ▲ Day 1: Levels of Support: To provide heavier support, limit the number of fluency goals for students. To support rephrasing the topic sentence, provide students with sentence frames, such as “Behavioral Defense Mechanisms discusses ____ that help animals survive.” To provide lighter support, add and discuss this characteristic on the Writing Fluency Characteristics table and the strengths and goals on the activity card: “I produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.”
- ▲ Day 3: Levels of Support: For students who require additional support, group-write the summary on the board in addition to orally summarizing. Provide sentence frames for the summary, such as: “Running away is ____.” or “The springbok and ostrich run so that ____.”
- **In advance:**
 - Place Poster Walk Posters 2, 3, 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 Writing Practice poster will be in the area where the teacher will be working with groups.
 - Day 1: Prepare Memory Match Cards for Word Study and Vocabulary.

Materials

Days 1 and 3

- ☑ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Unit 1, Week 2: Independent Reading: Student Task Card (one per student)
- ☑ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (one per student)
- ☑ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ☑ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ☑ *Animal Behavior: Animal Defenses* (one per student)
- ☑ Animal Defenses research notebooks (from Lesson 1 module lesson; one per student)
- ☑ Ways to Write Continuously anchor chart (from Module 1 ALL Block)
- ☑ ▲ Day 1: “Fight to Survive!” (from Lesson 7 module lesson; one per student)
- ☑ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

Day 1: 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 Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 2: Independent Reading: Student Task Card** and the **Unit 1, Week 2:**

Word Study and Vocabulary: 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 **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and direct students to read the Writing Fluency Checklist. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Read each characteristic aloud and invite students to chorally read it with you as a group, clarifying anything students don't understand.
- Review what writing fluency is by focusing students' attention on the definition on the activity card.
- Invite students to read the writing prompts on the activity card and put their finger by the prompt they will respond to today.
- Give students 5 minutes to respond to the prompt. Tell them they should try to write for the entire 5 minutes and should refer to their **Animal Defenses research notebooks** as they write.
- Using the activity card, guide students through self-assessing their writing fluency and setting a goal.
- Direct students' attention to the **Ways to Write Continuously anchor chart**. Discuss with students what they can do when they get stuck and do not know what to write. As students share out, list any new ideas on the anchor chart.
- If productive, cue students to expand the conversation by giving an example:

Conversation Cue: "Can you give an example?" (Responses will vary.)
- Throughout the conversation, emphasize criteria such as:
 - Reread texts or notes to find details or evidence to support the topic.
 - Sketch a picture related to the topic.
 - Reread the response to check that it is appropriate for the purpose and audience.
 - Make a list of as many words as you can related to the topic.
 - Create a mind map or web of your ideas about the topic.
 - Don't focus on spelling or conventions; instead, focus on getting your ideas out.
- Tell students they will have another chance to practice their writing fluency today. Invite them to reread the prompts on the activity card and put their finger by the prompt they will respond to. Tell students they can choose the same prompt as earlier in the lesson.
- Give students 5 minutes to respond to the prompt. Remind students to focus on their goal as they write. Tell them they should try to write for the entire 5 minutes, and to refer to the Ways to Write Continuously anchor chart if they get stuck.
- Invite volunteers to read their response aloud for the whole group.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.

- Prepare students for the next day’s independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

▲ **Day 1: Small Group Instruction (20 minutes)**

- Distribute Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card and direct students to read the Writing Fluency Checklist. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Read each descriptor aloud and invite students to read along chorally with you. Discuss each descriptor, asking questions and clarifying phrases the students don’t understand using questions such as:

“What does clearly presented mean?” (written so we know the author’s meaning without doubt; accurately introduced or described)

“When is writing hard to understand?” (when the writer does not state a topic or give examples)

- Tell students they will now read a summary someone wrote about the Behavioral Defense Mechanisms section of “Fight to Survive!” Ask:

“What is a summary?” (a short paragraph retelling the most important ideas in the text)

“Why do we summarize?” (to quickly talk about a long text; to share understanding of what the text is mostly about)

“What will this summary be mostly about; what will be the gist? What details, in the pictures, make you think so?” (It will be mostly about animal defenses. The armadillo shell and the springboks running make me think so.)

- Choral read the summary on the activity card.
- Mini Language Dive: Ask students about the meaning of the key phrases from the summary: Write and display student responses next to the chunks. Examples:

“How does the armadillo surprise predators? Use your hands: Show me how the armadillo’s shell snaps tight.”

“How far can ostriches run?”

“What happens when many springboks move at the same time?”

- Ask general comprehension questions and clarify any phrases that impede student comprehension.
- Invite students to take out **“Fight to Survive!”** Ask them to look at the Behavioral Defense Mechanisms section. Ask:

“How do you know this summary is for the Behavioral Defense Mechanisms section?” (It has the same information about armadillos snapping shut, ostriches running, and springboks staying together.)

- Pair students and guide them through the remainder of the activity card, pausing after each step to check their progress. You might discuss:

“In a summary, what is similar to a sentence that introduces the topic clearly? A supporting detail sentence?” (No; a main idea sentence)

- Discuss how the writer of this summary followed Writing Fluency Checklist. Listen for students to suggest:

- The writer clearly introduced the topic by explaining the author’s main idea (main idea sentence). (Example: “This is about ____.”)
- The writing is clearly presented and easy to understand.
- The writing shows that the author clearly understands the topic or text and the writing is well supported with evidence from reliable sources.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Walk through the Unit 1, Week 2: Writing Practice: Student Task Card, providing models where helpful.

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

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, 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 1, Week 2: Independent Reading: Student Task Card** and the **Unit 1, Week 2: Word Study and Vocabulary: 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 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 bring their **Unit 1, Week 2: Writing Practice: Student Task Card** and to reread their writing from the previous day. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card**.
- Invite one or two volunteers to read their writing out to the group while the other students in the group refer to the Writing Fluency Checklist on their activity cards to identify stars and steps for the writer.
- Take this opportunity to use common issues with student writing as teaching points for the whole group.
- Remind students of the **Ways to Write Continuously anchor chart**. Explain that in this session, students are going to practice one of the strategies on the anchor chart.
- Invite students to read the writing prompt on their activity card.
- Give students 1 minute to independently list as many words as they can that are related to the prompt.
- Invite volunteers to share words from their list with the whole group.

- Focus students on their writing fluency goals from Day 1. Tell students that in a moment, they will have time to fully respond to the writing prompt. Remind them that they should work toward the goal they developed on Day 1 as they write.
- Give students 10 minutes to respond to the prompt. Tell them they should try to write for the entire 10 minutes and should refer to their **Animal Behavior: Animal Defenses** and **Animal Defenses research notebooks** as they write, and to refer to the Ways to Write Continuously anchor chart if they get stuck.
 - ■ Consider providing sentence stems and invite students to say their sentences aloud before writing. For students who will find this particularly challenging, consider writing the first sentence or two as a group before students write the rest themselves.
- Invite volunteers to read their response aloud for the whole group.
- Invite all students to share their progress toward their goal with the whole group.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Display the Unit 1, Week 2: Writing Practice: Student Task Card and walk through the Day 4 tasks, providing models where helpful.

▲ Day 3: Small Group Instruction (20 minutes)

- Invite students to bring their Unit 1, Week 2: Writing Practice: Student Task Card and **“Fight to Survive!”** and to reread their writing from the previous day. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card.
- Invite one or two volunteers to read their writing out to the group while the other students in the group refer to the Writing Fluency Checklist on their activity cards to identify stars and steps for the writer.
- Take this opportunity to use common issues with student writing as teaching points for the whole group.
- Focus students’ attention on the summary on Day 1 of the activity card. Read it aloud while students read it aloud chorally with you. Review the meaning of key words and phrases as needed.
- Turn and Talk:

“What is a summary?” (a short paragraph retelling the most important ideas in the text)

“Why do we summarize?” (to quickly talk about a long text; to share understanding of what the text is mostly about)

“What is this summary mostly about?” (protection by the way the animal reacts)

“What is the main idea sentence of this section? Use your own words.” (The way an animal acts can protect it.)

“What is a main idea?” (the most important thing the writer wants the reader to remember)

“What is the main idea of this summary?” (It is about some behaviors animals use to protect themselves.)

“What sentence gives the main idea?” (The section called Behavioral Defense Mechanisms in “Fight to Survive!” is about some of the behaviors animals use to protect themselves.)

“How is a main idea different from the gist?” (The gist is what the text is mostly about; the main idea is one key point.)

“What is a supporting detail?” (less important things that explain the main idea)

“What is similar to supporting details sentences on the Writing Fluency Characteristics table?” (develop the topic with facts, definitions, concrete details, quotations, or other information)

“What are some supporting details in this summary that help develop the main idea with facts and details?” (The three-banded armadillo can snap its shell tight on a predator.)

“The supporting details in the summary are organized into different categories. How many?” (three: Surprise, Running, and Cooperation)

“What are the examples of behavior protection that you read here?” (Armadillos snap their shell shut; ostriches run great distances; springboks stand together.)

- Draw a two-column T-chart on the board labeled “Main idea” and “Important supporting details.”
- Under “Important supporting details,” write “Surprise,” “Running,” and “Cooperation.” Leave space below each for examples.
- Under “Main idea sentence,” have students dictate the sentence they shared on Day 1. If students mention details, discuss and write them on the T-chart as supporting details.
- Invite students to talk in pairs about the most important supporting details of the summary.
- Have students report back. Ask them which categories the supporting details fit into: “Surprise,” “Running,” or “Cooperation.” Write their supporting details under the proper category on the T-chart. If they mention the main ideas, point to the main idea sentence on the T-chart.
- Review the Writing Fluency Checklist from Day 1.
- Focus students’ attention back on the T-chart of the main idea and supporting details. Invite pairs to take turns saying a summary of Behavioral Defense Mechanisms in “Fight to Survive!” in 1 minute or less, starting with the main idea. (“The section called Behavioral Defense Mechanisms in ‘Fight to Survive!’ is about ____.”)
- Have students report back and give feedback:
 - Correct language errors that interfere with comprehensibility.
 - Make sure students are providing only the most important supporting details to develop the main idea.
 - Orally rephrase their summaries as you go to serve as a model. Consider group-writing the class summary on the board to serve as reinforcement.
- Prepare students for the next day’s independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



Word Study and Vocabulary

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 2

- ● ◆: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix *-al*. (RF.4.3a, L.4.4b)
- ▲: I can analyze the meaning of an academic vocabulary word with the suffix *-ed*. (RF.4.3a, L.4.4b)

Day 4

- ● ◆: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix *-ial*. (RF.4.3a, L.4.4b)
- ▲: I can analyze the meaning of an academic vocabulary word with the suffix *-ed*. (RF.4.3a, L.4.4b)

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Frayer Model to gain a deeper understanding of the meaning of the word and how to use it. The process followed for the ■ ● ◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
 - The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same Student Activity Cards.
 - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program.
 - ▲ 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 heavier support, draw visual representations of the language during the Language Dive. Pre-fill some information on the Student Activity Card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix.
- **In advance:**
 - Place Poster Walk Posters 2, 3, 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 Word Study and Vocabulary poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (from Week 2, Day 1; one per student and one to display)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1, Unit 1, Lesson 11 module lesson)
- ✓ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (one for display)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)

Days 2 and 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 Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 2: Writing Practice: Student Task Card**, and remind them they will need to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Card** for the Independent Reading component.
- 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.

■ ● ◆ Days 2 and 4: 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 **Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards** and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day's tasks.
- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.

- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to complete their Frayer Model.
- Because this is still quite new, work step-by-step with students to complete the Frayer Model using a model where necessary.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

▲ Day 2: Small Group Instruction (20 minutes, once only)

- Invite students to retrieve their Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards from Day 1 and read the words and definitions from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- 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. 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 word in a sentence from the End of Unit 1 Assessment: Recording an Audiobook and Revising Reading Contract, Part II prompt that talks about the reading contract they are writing in the module lessons.
 - Focus students on the sentence at the top of their activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on the board or on chart paper.
 - Encourage extended conversation about the sentence among students.

- Invite students to place a finger on the word *produced*. Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Invite students to place a finger on the suffix *-ed* and to say it aloud chorally with you.
- Turn and Talk:
 - “*What is the meaning of the suffix?*” (It signals that the action happened in the past.)
- Invite students use their Affix List and to write their ideas in the appropriate place on their activity card.

“*What is the meaning of produce?*” (to make or create)

“*Why did the author write is produced instead of just produced?*” (It shows that it’s a verb and it’s passive; that means there’s no agent, no one or nothing “doing” the action. The author did not want to describe how venom is produced or focus on the snake producing its own venom.)

“*So if -ed means the action happened in the past, what is the meaning of is produced here?*” (made by something or someone, in the past, but continually)

- Invite students to sketch a visual representation of the word in the appropriate place on their activity card to help them remember the meaning.
- Work with students to complete their activity card.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Walk through the Unit 1, Week 2: Word Study and Vocabulary: Student Task Card for Day 3, providing models where helpful.

▲ **Day 4: Small Group Instruction (20 minutes, once only)**

- Invite students to retrieve their **Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards** and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day’s task card.
- Redistribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- Read aloud the sentence at the top of the activity card. Ask students what they recall about this sentence from the Language Dive in Unit 1, Lesson 7.
- Focus students on the word at the top of the activity card. Say the word aloud; then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud; then invite students to break it down into syllables and say each syllable aloud with you.
- Write a helpful representation of the pronunciation on the board or on **chart paper**.
- Ask if students can explain what the word means and invite them to explain it for the group. Invite students to use paper or **online translation dictionaries** and clarify where necessary.
- Provide a definition, explanation, and synonym of the word that students can understand.
- Write the definition, explanation, and synonym on the board or on chart paper.
- Work with students to complete their activity card.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.