



Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- ■●◆: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (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, L.4.3a, L.4.6)

Day 3

- ■●◆: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6)
- ▲: I can use transitional language to sequence events in my writing. (W.4.3d, L.4.1d, L.4.3a, L.4.6)

Teaching Notes

- On Day 1, students review what writing fluency is in preparation for the writing required throughout the Unit 3 module lessons. Students 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 paragraph, noticing that a clear, easy-to-understand paragraph is achieved in part by using transitional language to sequence events.
- On Day 3, students again write in response to a prompt, using the Writing Fluency Checklist: Unit 3 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 more challenge, invite students to read “Sila the Springbok” and try to determine the purpose and meaning of the transitional language from context. They can compare the differences in meaning and identify synonyms.
- ▲ 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.
 - Prepare Affix matching cards (one set per group) and blank cards (one set per group) for the Word Study and Vocabulary independent work component.
 - ▲ Day 1: Prepare “Sila the Springbok” paraphrase strips, one set per student.

Materials

Day 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 3, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Unit 3, 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 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ *Animal Behavior: Animal Defenses* (one per student)
- ✓ Ways to Write Continuously anchor chart (from Module 1 Additional Language and Literacy Block)
- ✓ Day 3: Animal Defenses research notebooks (one per student)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ 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)
- ✓ ▲ Day 1: “Sila the Springbok” paraphrase strips (one per student, see teaching notes)
- ✓ Unit 3, 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 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, 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 3, 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 students they should try to write for the entire 5 minutes, and they should refer to their **Animal Behavior: Animal Defenses** text 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 students 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 3, 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 3, 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.
- Tell students that in this session they will focus on the descriptor:
 - "Information and ideas are clearly presented and easy to understand."
- Explain that presenting information and ideas clearly in a way that is easy to understand involves using transitional language (such as *first*, *then*, and *finally*) to sequence events.
- Read "Sila the Springbok" aloud; then choral read with students. Tell them to try not to worry about the meaning of unfamiliar words during this reading.
- Ask general comprehension questions and clarify any key unfamiliar words or phrases.
- Invite students in pairs to retell the narrative. Ask them to compare their retelling of the narrative to their description of the picture sequence.
- 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 logs.
 - Encourage extended conversation among students about the meaning of the passage, especially the transitional language. Monitor and guide student conversation with questions such as:
 - "What happens first in 'Sila'? How does the author tell us what happened first? How did the author tell us what happened second, third, fourth, and fifth?" (The author used transitional language to clarify the sequence the events.)***
 - "Can you find some transitional language in this paragraph?" (suddenly, at first, then, soon, finally)***
- Invite students to underline those five transitional words and phrases for sequences of events.
- Distribute the **"Sila the Springbok" paraphrase strips**.
- Invite students to work in pairs to read the strips aloud and decide which strip describes comes first in the story.

- Once students have decided on the sequential order of the strips, students can glue them into the correct order in the Sequence of Events table on the activity card.
- Walk students through completing the Sequence of Events table on their activity card. Use a similar instructional sequence for each transitional word or phrase:
 - Invite students to place a finger in the narrative where Sila heard the scary roar of a lion. Turn and Talk:

“Which transitional language does the author use with this event?” (suddenly)
 - Invite students to write the meaning of *suddenly* in English and in their home language (quickly; with no warning).
 - Think-Pair-Share:

“How long did the event take? Does suddenly tell you? (yes; very quickly)
 - Invite students to pronounce suddenly together: “SUH-den-lee. SUH-den-lee, Sila heard the scary ‘Roar!’ of a lion,” and to write the pronunciation. (Students can use their own system for representing pronunciation or use the phonetic alphabet.)
- Invite students to retell the narrative with the help of the transitional language they’ve learned.
- 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 3, 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 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, 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 3, 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 **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card**.

- Invite one or two volunteers to read their writing from Day 2 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.
- Review the learning target for the day.
- Remind students of the **Ways to Write Continuously anchor chart**. Explain that in this lesson, 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 orally 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 3, 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 3, 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 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards.
- 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.
- Review the learning target for the day and discuss its meaning.
- Focus students' attention on the transitional words and phrases on Day 1 of the activity card. Read them aloud while students read them aloud chorally with you. Review the meaning as needed.

- Turn and Talk:

“Why do we use transitional words and phrases?” (They help make clear a sequence of events. Two of them describe how long an event took.)

- Reread “Sila the Springbok” aloud for students and invite them to read along chorally with you.
- Invite students in pairs to retell (not read) the “Sila the Springbok” narrative. Remind them to use the transition language they identified on Day 1.
- Circulate, pointing out errors in the use of transitional language. Encourage students to self-correct.
- Invite students to plot the sentences with transitional language on the timelines on their activity cards.
- Ask students to think about the narrative they are writing about an encounter between predator and prey characters in the module lessons.
- Invite students to turn to a partner and tell them about the encounter, using the transitional language.
- Invite students to report back. Note any common errors in transitional language and, after the share-out, display the errors and invite students to correct them.
- Discuss in pairs and report back:

“How does using transitional language to sequence events help make information clear and easy to understand?” (The language helps clarify what comes first, or how quickly it happens, or both.)

- 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 3, 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 prefix *mis-*. (RF.4.3a, L.4.4b)
- ▲: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (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 root *-rupt*. (RF.4.3a, L.4.4b)
- ▲: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (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 3, 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 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 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 3, Week 2: Writing Practice: Student Task Card (one per student)
- ✓ Unit 3, Week 2: Independent Reading: 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 3, Week 2: Word Study and Vocabulary: Student Task Card (from Day 1; one per student and one to display)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1 module lessons)
- ✓ ▲ 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 3, Week 2: Writing Practice: Student Task Card**, and remind them they will need to retrieve their **Unit 3, 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 3, 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.
- Distribute the **Unit 3, 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 3, 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 3, 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 logs.
- Turn and Talk:
 - “What was Polly’s most important worry?” (to get away from the shark)***
 - “What do most English sentences have to have to be a complete sentence?” (subject with a predicate)***
- Review what a subject and predicate are as necessary.
- Invite students to circle the subject in the sentence. Turn and Talk:
 - “What is this sentence about?” (Look for students to circle and say it’s about Polly’s main consideration.)***
- Invite students to underline the predicate. Turn and Talk:
 - “What do you know about the subject?” (Look for students to underline was escaping from the tiger shark.)***
- Display the sentence starter: “Yesterday, my main consideration ____.”
- Invite students to complete the subject with a predicate. (Responses will vary.)
- 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.
- 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 chart paper.
- Ask if students can explain what the word means and invite them to explain it for the group. 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.
- 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 from Module 1.
- As time permits, ask students to remember or find two more words with the same root in “Powerful Polly.” These may be different forms of the word, too.
- Review how to complete the vocabulary organizer and work with students to complete it step by step, providing support and assistance as necessary.
- 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 3, Week 2: Word Study and Vocabulary: Student Task Card task for Day 3, providing models where helpful.

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

- Invite students to retrieve their Unit 3, 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 3, 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.
- 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 logs.
 - Place your finger on *from what* and invite students to read it aloud chorally with you.
 - “What does from what mean? Why do you think that?” (part of a whole/some but not all of, the information out of all of the books I read)*
 - “What are you going to use the information to do? Why do you think that?” (to create the characters, setting, or events; the sentence says to create which signals the purpose for the information)*
 - “What information could you use to create a character? A setting? An event?” (Responses will vary.)*
- Focus students on the word at the top of the task 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.