



## Writing Practice

### Unit 2, Week 2: Teacher Guide



#### Daily Learning Target

##### Day 1 and Day 3

- I can write a first person point of view narrative of a character using details from the text in Act II, Scene 1 of *Divided Loyalties*. (RL.4.3, W.4.3)

#### Teaching Notes

- In this component, students practice narrative writing by writing a first person narrative based on characters from Act II, Scene 1 of *Divided Loyalties*. Narrative writing will be assessed on the End of Unit 2 Assessment. This task also gives students an opportunity to use the conjunction *while* and the sentence frame from the Language Dive from Additional Work with Complex Text: Week 1, Day 4.
- On Day 1, students review point of view and complete some pre-writing for their first person narratives for Abigail. Note: This lesson assumes students have completed module Lesson 9.
- On Day 3, students create a plan for revising their first person narratives from Abigail's perspective.
- **Differentiation:**
  - On Day 1: To provide heavier support, focus on step 2. Omit step 3 or pre-fill in some questions ahead of time on the Questions for Pre-Writing First Person Narratives anchor chart and, as a group, add one or two more.
  - On Day 3: To provide heavier support, omit step 1. Start by asking students to independently read the student exemplar. Then focus on step 3. Consider providing index cards with various options for how the first person narrative might be revised on Day 4. (Example: Abigail feels very angry at the people who smashed the windows of the store. Add more sentences to describe her anger. Or Abigail wishes she could stand up to her parents like William does. Add more sentences that explain what Abigail wants to say to her parents.) Allow students to choose from these options as a framework for their revisions, adding their own details and descriptive language. Consider providing a bank of details, descriptive language, or feeling words for students to choose from. Allow students to keep index cards to use on Day 4.
- **In advance:**
  - Day 1: Prepare copies of a student exemplar from Character Analysis Paragraph: Act II, Scene 1—Abigail from module Lesson 4. Consider highlighting the work of a student whose work hasn't been highlighted before.
  - Prepare materials for independent student groups.

#### Materials

##### Day 1

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Character Analysis Paragraph: Act II, Scene 1—Abigail student exemplar (from module Lesson 4; one per student)

- ✓ Point of View anchor chart (begun in module Lesson 9)
- ✓ Questions for Pre-Writing First Person Narratives anchor chart (new; co-created with students during this lesson)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

### Day 3

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ First Person Narrative: Act III, Scene 2—Robert student exemplar (one per student, from Lesson 4 of the module lessons)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

### Instruction for Day 1

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and the **Character Analysis Paragraph: Act II, Scene 1—Abigail student exemplar**. Review the learning target. Point out that this week students will be focusing on writing first person narratives—a skill they are working on in the module.
- Instruct students to complete steps 1–2 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
  - ◆: Encourage students to find quotes in the text to illustrate their ideas for step 2.
- Briefly review what happens in Act II, Scene 1 of *Divided Loyalties*. (Note: Students read Act II, Scene 1 in Reading Fluency/GUM: Week 1, Days 1–4, so they are familiar with the scene.)
- Direct students’ attention to the **Point of View anchor chart** and remind them that in this unit they are writing a first person narrative, or a narrative from the perspective of a character. Today, they will start planning a narrative as if they were Abigail.
- Direct students to complete step 3 on the activity card.
  - ▲: Model asking a question first.
- Select volunteers to share out. As students share out, capture their ideas on the **Questions for Pre-Writing First Person Narratives anchor chart**. Consider including these questions:
  - “What is my character thinking? How does my character feel? What, in the text, makes me think so?”
  - “What does my character think about the other characters? What, in the text, makes me think so?”
  - “What events is my character reacting to? How can I explain those events?”
  - “How should I end the narrative?”
- As time permits, invite students to complete the More Challenge with a partner.
  - ▲: If useful, pretend to be Abigail and let the students interview you.
    - After a few minutes, highlight some student thinking. Ensure students understand that Abigail feels conflicted in the scene. She’s angry at the men who smashed the windows of the store, but she also doesn’t understand why her family is remaining loyal to a country that’s so far away.
    - Invite students to think of words to describe this feeling (e.g., *torn*, *confused*).
    - Remind students they have a sentence frame from Day 4 of Additional Work with Complex Text that can help them describe a conflicted feeling (“While \_\_\_\_\_, it doesn’t mean \_\_\_\_\_”).

- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity: Display the **Unit 2, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

### Instruction for Day 3

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to retrieve their **First Person Narrative: Act II, Scene 1—Abigail** and individually complete step 1 on the activity card. If students have not completed the first person narrative, they can work on it at this time. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
  - ◆: If useful, students may read a partner's first person narrative. Students may share things their partner did well.
- Distribute the **First Person Narrative: Act III, Scene 2—Robert student exemplar**. Read it aloud and invite students to complete step 2 on the activity card.
- Using total participation techniques, guide students through a discussion of what makes first person narratives effective.

*“How did the author use Divided Loyalties when he or she wrote this?” (The author included details from the text.)*

*“Where do you see a description of how the character feels?” (Responses will vary. Point out common language construction I feel...)*

*“How did the author order the events in the narrative?” (Responses will vary. The events should be ordered as they are in the text.)*

*“How did the author end the narrative?” (Responses will vary. Point out common signal language such as In the end...or Finally...)*

- If productive, cue students to add on to what a classmate said:
  - “Who can add on to what your classmate said? I'll give you time to think.”*
- After a few minutes, direct students to complete step 3 on the activity card. If students are having trouble thinking of ways to revise, model and think aloud the process and hand out some index cards with options (see Teaching Notes).
- If time permits, co-create a paragraph frame or some sentence frames for an exemplary first person narrative. Use the First Person Narrative: Act III, Scene 2—Robert student exemplar as a guide.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Walk through **Unit 2, Week 2: Writing Practice: Student Task Card**. Remind students of their learning about the conjunction *while* and the sentence frame from Additional Work with Complex Text: Week 1, Day 4. Review as needed.
  - ◆: Encourage students to complete the More Challenge and write from the perspective of a new character.



## Word Study and Vocabulary

### Unit 2, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2:

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

##### Day 4:

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

#### Teaching Notes

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

#### Materials

##### Day 2 and Day 4

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

#### Instruction for Day 2

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- Review the chart on the activity card.
- ▲: Mini Language Dive. “We hold these truths to be self-evident, that all men are created equal, **that they are endowed by their Creator with certain unalienable Rights**, that among these are Life, Liberty and the pursuit of Happiness.”
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *are endowed by*: “What?” / Meaning: Men are given rights. *Are endowed* is a passive verb, sometimes followed with *by*, sometimes not. We use passive when we want to take the emphasis off of who does the action and focus on the action. We form passive verbs with *to be* + past participle (e.g., *are endowed*). (passive verb)
    - *their Creator*: “By whom?” / Meaning: The writers believed they were given their rights by their God. Here, the writers wanted to emphasize that they have rights and deemphasize who gave them their rights.
  - Practice: “She was \_\_\_\_\_(+past participle) by \_\_\_\_\_.” “They were \_\_\_\_\_(+ past participle) with \_\_\_\_\_.”
  - Reconstruct: Reread the sentence. Ask:
    - “*Now what do you think the sentence means?*”
    - “*How does your understanding of the passive verb help you know how the signers of the Declaration of Independence felt about the rights of men?*”
  - Practice:
    - “*Can you restate this sentence in your own words?*”
- Guide students through completing the Vocabulary Tree. Each branch of the tree should be filled out. For “My own sentence with related word” students may write their own sentence or find an additional sentence from the text or another source. Invite students to practice using the word aloud in a sentence several times before they write their own sentence.
  - ▲: Model how to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
  - : Post a simple sentence starter for students to use when writing their original sentence.
  - ◆: Invite students to write several sentences.
- Prepare students for Day 3’s independent activity: Display the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3.)

### Instruction for Day 4

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- Review the chart on the activity card.
- ▲: Mini Language Dive. “That **whenever any Form of Government becomes destructive** / of these ends, / it is the Right of the People / to alter or to abolish it, / and to institute new Government...”
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *any Form of Government*: “What?” / *Form of government* means a type of government, such as a democracy, monarchy, etc. *Any* describes the *form of government*; it tells us *whichever one*, signaling that the idea in the subsequent chunks will discuss *any* and all types of government. (noun phrase)
    - *becomes destructive*: “Does what?” / Meaning: Begins to cause damage or harm; begins to destroy. (verb phrase)
  - Practice: “Whenever \_\_\_\_\_ becomes \_\_\_\_\_, I \_\_\_\_\_.”  
“I \_\_\_\_\_ whenever \_\_\_\_\_.”
  - Reconstruct: Reread the sentence. Ask:  

**“Now what do you think the sentence means?”**
  - Practice:  

**“Can you say this sentence in a different order?”**
- Guide students through the remaining steps on the activity card. Because the Vocabulary Tree is a new strategy, support students as needed. See Day 2 instruction.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.