



## Writing Practice

### Unit 1, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can determine themes of *The Hope Chest* using details from the text. (RL.4.1, RL.4.2)

##### Day 3

- I can include all the components in my summary of Chapter 4 of *The Hope Chest*. (RL.4.1, RL.4.2, W.4.2)

#### Teaching Notes

- In this component, students summarize one of the themes in Chapter 4 of *The Hope Chest*. This supports students as they continue to write these types of chapter summaries throughout the unit and ultimately write a literary analysis essay on one of the themes. This task allows students to practice their learning about synonyms and antonyms from the Language Dive from Unit 1, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt, review a model summary, and identify the theme and evidence for their summaries. On Day 3, students continue writing or revise their summaries. Students who are ready may prepare to write a summary of a different theme on Day 4.
- Note: This lesson assumes students have identified and begun tracking different themes in module Lesson 6.
- Differentiation:** Use Exit Ticket: Summarizing *The Hope Chest*, Chapter 5 and your own observations from module Lesson 6 to inform student groups. The ■●◆ card asks students to choose from given evidence. To provide more support, fill in a theme on the card and think aloud as you choose a specific piece of evidence. Then ask students to write an elaboration with a partner. The ◆ card asks students to find their own evidence in a specific passage from the chapter. To provide more support, create a model summary structure diagram (similar to Introductory Paragraph 1 in Module 3 ALL: Writing Practice: Unit 3). Post for students to refer to throughout the component.
- In advance:** Prepare materials for independent student groups.

#### Materials

##### Day 1

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Model summary (from module Lesson 6, one per student)
- ✓ *The Hope Chest* (from module Lesson 1; one per student)
- ✓ Theme anchor charts (begun in module Lesson 6)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

### Day 3

- ☑ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ☑ Summary of *The Hope Chest*, Chapter 4 (completed on Day 2; one per student)
- ☑ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

### Instruction for Day 1

- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**. Review the learning target and read the writing prompt for the week.

■ ▲: Review the meaning of the word *evidence*. Invite students to name other ways we refer to evidence from the text (e.g., *supporting details, examples*). Repeat this process with *elaboration* (also called *explanation* or *support*). If needed, review the verb forms of the words as well (e.g., *to elaborate, to explain, to support*).

- Distribute the **model summary** and instruct students to complete step 1 on their activity cards with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite student volunteers to share answers for step 1. Consider displaying a model summary to annotate as the group comes to consensus.

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

- Tell students they will now get a chance to write a similar summary on a theme in Chapter 4.
- Briefly give students the context and explain that Violet has just met Mr. Martin and they are talking about Chloe. Invite students to take out their copies of *The Hope Chest* and to follow along as you reread page 46, starting at “Violet had managed to...” and ending at “... Mr. All-the-rest-of-them, did.”

■ ●▲: Ask for a volunteer to explain in his or her own words what Mr. Martin said and what Violet thought.

- Refer students to the **Theme anchor charts**. Ask:

**“Which of our themes do you think this conversation between Violet and Mr. Martin shows?” (“inequality is injustice” or “don’t judge a book by its cover”)**

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

- Invite students to write the theme they’d like to write on in the summarizing chart on their activity card. Note for students that this summarizing chart is very similar to the exit ticket they used to summarize Chapter 5 in module Lesson 6. They will use a chart like this to summarize the theme in future chapters.
- Remind students that it’s important to write the context of the supporting details, or what is happening at that point in the story. Ask a student to read the context on the last column of the chart. Ask:

**“Would you include this context before or after the evidence in a paragraph? Why?” (before; so the reader knows what’s happening)**

- Invite students to complete the rest of the summarizing chart.

■ ●: Invite students to choose one quote they think best illustrates the theme they chose and to cross out the other two quotes. Clarify that they will include only one piece of evidence in their summary. (The model had two pieces of evidence.) Invite students to talk through their elaboration before they write it in the box.

▲: Invite students to choose one quote they think best illustrates the theme and to cross out the other two quotes. Clarify that they will include only one piece of evidence in their summary. (The model had two pieces of evidence.) Invite students to talk through their elaboration before they write it in the box. Post a simple sentence frame such as “This evidence shows the theme of \_\_\_\_\_ because \_\_\_\_\_.”

◆: Invite students to find a sentence or two from the text that illustrates the theme they identified as best. Discuss evidence as a group or in triads before writing it on the chart.

- Tell students that tomorrow they will finish their summarizing chart (if needed) and write their summary paragraphs. Give students specific, positive feedback on their prewriting thinking.
- Display and walk through the **Unit 1, Week 2: Writing Practice: Student Task Card** task for Day 2. Encourage students to refer to the annotated model as they write. (Note: Students will use Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards on Day 2. Do not collect.)

### Instruction for Day 3

- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to retrieve their **Summary of *The Hope Chest*, Chapter 4** from Day 2 and complete step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite student volunteers to share their answers for step 1.
  - ◆: While debriefing each component, invite students to explain one component that their partner’s paper does well.
  - ▲: Invite students who think they fulfilled a component to share that sentence from their summaries with the group.
- Invite students to continue writing their summaries. If they have not yet included one of the components, they can revise their paragraph to include it.
- Remind students of their learning about synonyms and antonyms in Unit 1, Week 1, Day 4: Additional Work with Complex Text. Encourage students to use a new synonym or antonym in their writing tomorrow or the practice frame “Denying \_\_\_\_\_ is a(n) \_\_\_\_\_ injustice.” Review as needed.
- Collect Teacher-Guided Student Activity Cards.
- Tell students that tomorrow they will have a chance finish their summaries of a theme in Chapter 4. Walk through Day 4 on the **Unit 1, Week 2: Writing Practice: Student Task Card**. Tell students in the ◆ groups and any other students who have already completed a satisfactory summary to write a new paragraph that summarizes evidence of an additional theme.



## Word Study and Vocabulary

### Unit 1, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2

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

##### Day 4

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

#### Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*reinforcements*) with the suffix *-ment*. On Day 4, students focus on an academic vocabulary word (*weakness*) with the suffix *-ness*. They analyze both words using Vocabulary Trees to gain a deeper understanding of the meaning of the words and how to use them.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:** Prepare independent student materials.

#### Materials

##### Day 2 and Day 4

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

#### Instruction for Day 2

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking. Discuss how this word relates to a word they worked with on Day 1: *reinforce*.

▲: Mini Language Dive: "The arrival of the strong American reinforcements,/**combined with a revolution in Germany**,/led to a German surrender."

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

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  - *combined with*: "Can you figure out why Karen Schwabach uses the phrase *combined with*?" The author wanted to show that the two factors worked together. *combined with* signals a relationship between the two chunks, similar to the word *and*; it shows that both factors worked together. Note that *combined* can also be used as a verb, as in *We combined cake and ice cream to make a delicious treat*. (connective)
  - "How does this chunk relate to the first chunk?" The previous chunk is one factor and this chunk is another factor in why Germany surrendered. The first two chunks work together to create the third chunk, similar to the thinking of  $A + B = C$ .
  - Students can take turns listing common things that can be combined to make something new. List them on the board in a formula such as *chocolate + milk = chocolate milk* or *rain + cold air = snow*. Students can use *combined with* in place of the + sign and *led to* in place of the = sign.
- Practice: "\_\_\_\_\_, combined with \_\_\_\_\_, led to \_\_\_\_\_." (My oversleeping, combined with the delayed bus, led to my late arrival. His strong hitting, combined with her fast pitching, led to their baseball team's victory.)
- Reconstruct: Reread the sentence. Ask:
 

**"Now what do you think the sentence means?"**

Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:

- Practice: "\_\_\_\_\_, combined with \_\_\_\_\_, helps me \_\_\_\_\_." (Reading about something, combined with talking about it, helps me learn. A good story, combined with a fluffy blanket, helps me get a good night's sleep.)
 

**"Could you see say the sentence in a different order? What would you have to remove or change?" (The revolution in Germany, combined with the arrival of the American reinforcements, led to a German surrender.)**
- Guide students through completing the Vocabulary Tree. Support as needed.
  - ▲: Invite students to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
  - : Post a simple sentence starter for students to use when writing their original sentence. If useful, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
  - ◆: Invite students to write several sentences. If useful, invite students to practice using the word aloud in a sentence several different ways before they write their own sentences.
- Prepare students for Day 3's independent activity: Display the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use the Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect.)

**Instruction for Day 4**

- Distribute the **Unit 1, 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.
- Invite students to share their thinking on step 1.
- ▲: Return to the Mini Language Dive from Day 2 (see Instruction for Day 2).
- Guide students through completing the Vocabulary Tree. Support as needed. Time permitting, practice changing other adjectives (such as *happy* or *sad*) into nouns by adding *-ness*.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.