



Reading and Speaking Fluency/GUM

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b)

Day 3

- I can read a passage aloud fluently. (RF.4.4)

Teaching Notes

- On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up the students to work independently with the texts. On Day 3, students practice reading the text aloud fluently and get individual feedback from the teacher.
- Note: These lessons assume students have completed module Lesson 3.
- **Differentiation:** Each group of students will read a different excerpt from Chapter 10 in *The Hope Chest*. To provide additional language support, lead ELLs through the Mini Language Dive on Day 1 and revisit it on Day 3. Depending on the needs of your students, consider focusing the group on the same criteria from Fluency Self-Assessment Checklist on Day 3 instead of allowing students to choose their own. Consider grouping students who require additional formal assessment on reading fluency together and teaching the component similar to Unit 1 Reading and Speaking Fluency/GUM. For additional challenge, give students a new section from Chapter 10 each day, instead of the same over the week.
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1

- ✓ *The Hope Chest* (from module Unit 1, Lesson 1; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (from Module 2 ALL Block; one per student)
- ✓ Highlighter (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)

- ✓ Fluency passage (from Day 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Invite students to retrieve their copies of **The Hope Chest** and mark the fluency passage they will use to work on reading fluency:
 - : Pages 117–118: Beginning in the middle of the last paragraph on page 117 (“Violet wondered what it would be like...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
 - ▲: Pages 117–118: Beginning in the middle of page 117 (“‘If you could vote,’ Violet said...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
 - ◆: Pages 116–118: Beginning at the end of page 116 (“The gray lady nodded...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
- Invite students to review the text by silently reading it independently, or to whisper read 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.
- Briefly clarify the gist of the text.
- ▲: Mini Language Dive: **“Violet wondered what it would be like / to be waiting for your son / to be coming home from France / in a box.”**

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

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *wondered*: “What does the word *wondered* mean?” *wondered* means to think about something you are not sure of, to try and guess. (verb)
 - Students can make a gesture that shows they are thinking, or *wondering*, about something, such as putting their hand on their chin in thought.
 - “What does this chunk tell us?” Violet is *wondering*, or trying to guess what something would be like to experience. *would* tells us that Violet’s wondering is conditional; it is not actually something she is experiencing now, but she is imagining what it might be like. We will find out what she is trying to imagine experiencing in the subsequent chunk. (verb phrase; subjunctive)
 - Students can take 30 seconds in pairs to discuss what they think Violet is wondering about, using the context of the text before this sentence. Then they can switch pairs and share how they think Violet might feel, based on what she is wondering about.

“What are some things you wonder about?”

- Practice: “I wonder what it would be like to _(infinitive verb)_.” (I wonder what it would be like to ride a horse.) Encourage students to talk about their own lives.
- Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”

Note: End here for Day 1. On Day 3, reread the Mini Language Dive sentence and continue with instruction:

“How can we use this sentence when we speak or write about the themes or events in *The Hope Chest*?”

- Practice: “I wonder what it would be like to —(infinitive verb)—.” (I wonder what it would be like to fight for a cause. I wonder what it would be like to be Mr. Martin and be a man working for women’s suffrage. I wonder what it would be like to jump on a train.)
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and the **Fluency Self-Assessment Checklist**, and review each criterion as needed.
- As a group, decide the four criteria the students would like to focus on this week. Invite students to use a **highlighter** to highlight the focus criteria.
- Read a small part of the text aloud three times, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (Students in the ▲ group may not have time for this step. Consider prioritizing choral reading, in the subsequent bullet, instead.)
- As time permits, invite students to read the passage aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column), setting a goal, and sharing their goal with a partner.
 - : If needed, model setting a goal aloud first.
 - ▲: Invite students to say their goals out loud before they write them.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 2’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3

- Remind students of the **Fluent Readers Do These Things anchor chart**.
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and **fluency passage**. Review learning targets.
- Extend the excerpt from Days 1 and 2. To provide more support, keep the excerpt the same:
 - : Pages 117–118: Beginning in the middle of page 117 (“‘If you could vote,’ Violet said...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
 - ▲: Pages 116–118: Beginning at the end of page 116 (“The gray lady nodded...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
 - ◆: Pages 116–118: Beginning on page 116 (“‘Thank you. Ow.’ The woman winced...”) and ending at the end of Paragraph 2 on page 118 (“... had to go fight in France whether they wanted to or not.”)
- Encourage students to keep practicing with a partner for step 2. (They may move on to the More Challenge after they have practiced several times.) As students practice in pairs, work with each student in the group individually to complete step 3. Note: Depending on time and the size of groups, you may need to shorten the suggested passage in order to meet with each student individually.
 - Ask the student which criterion he or she is focusing on.
 - Invite the student to read a small part of text he or she practiced on Day 1 and Day 2. (To provide more support, shorten the suggested passages. To provide more challenge, choose a small part of the text that is new to the student today.)

■ ▲: Read page 118, starting at “The more Violet thought about it, the angrier she got” and ending at “... whether they wanted to or not.”

●: Read page 117, starting at “Violet thought about the woman giving birth...” and ending at page 118: “... whether they wanted to or not.”

◆: Students may read an unpracticed excerpt from Chapter 10.

— Ask the student to summarize what he or she read.

— Give general as well as specific feedback on the criterion.

- As time permits, invite students to share their ideas for the More Challenge.

Conversation Cue: “Can you add on to what your classmate just said? I’ll give you time to think.” (Responses will vary.)

- Collect Teacher-Guided Student Activity Cards.

- Prepare students for Day 4’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.



Additional Work with Complex Text

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can explain why Violet's perspective changed in Chapter 10 of *The Hope Chest*. (RL.4.1)

Day 4

- I can use relative adverbs to give more information about a noun. (L.4.1a)
- I can provide a concluding statement related to information presented. (W.4.2e)
- I can form and use prepositional phrases. (L.4.1e)

Teaching Notes

- On Day 2, students discuss the encounter with the woman in the train station from Chapter 10 in *The Hope Chest*. They review what Violet finds out about the woman and how the woman's experience affects Violet's thinking.
- On Day 4, students complete a Language Dive. Students work with the relative adverb *why* to address L.4.1a. Students will practice using this relative adverb in Unit 2, Week 2: Writing Practice when writing their conclusion paragraphs, and they will apply their understanding of relative adverbs when choosing between relative adverbs during the Mid-Unit 2 Assessment. The sentence for today's Language Dive was also chosen because it connects to the guiding question, providing a specific example of a realization that when people take action against inequality, they can cause social change (see rationale in Language Dive Guide III: *The Hope Chest*: Relative Adverbs).
- Note: This lesson assumes students have read Chapter 10 in module Lesson 3.
- **Differentiation:**
 - Preview the Day 2 activity on the Teacher-Guided Student Activity Cards for this component and the Day 3 task on the Student Task Card. Depending on Exit Ticket: Chapter 10 Summary and your own observations in module Lesson 3, form groups of students who need similar support with understanding the encounter between the woman on the train and Violet. Intentionally pair students and consider pairing ELLs in home language groups for the discussion in step 2 on Day 2.
 - For Day 4, refer to the Language Dive Guide for differentiation. Not all students will complete the activity card.
- **In advance:**
 - Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students' needs.
 - Prepare materials for independent student groups.

Materials

Day 2

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ *The Hope Chest* (from module Unit 1, Lesson 1; one per student)
- ✓ Chart paper (used by teacher to capture student responses.)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide III: *The Hope Chest*: Relative Adverbs (for teacher reference)
- ✓ Language Dive Chunk Chart III: *The Hope Chest*: Relative Adverbs (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks III: *The Hope Chest*: Relative Adverbs (one to display)

Instruction for Day 2

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards** and review the learning targets for today.
- Ask students to retrieve ***The Hope Chest*** and complete step 1 (for the ■ group, it is step 1a). As students do this, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief step 1:
 - ▲: Invite students to take turns sharing what they know about the woman at the train station as if they are Violet. Direct them to the sentence prompts on the activity card.
 - ◆: Invite students to share out what they wrote down. Use **chart paper** to create a public chart of things we know about the woman at the train.

Conversation Cue: “Does anyone agree/disagree with what your classmate said? Why?” (Responses will vary.)
- As a group, complete step 2. Read and discuss each quote.

Conversation Cue: “How is what ____ said the same as/different from what ____ said? I’ll give you time to think.” (Responses will vary.)

 - ▲: After briefly discussing each quote, give students the chance to articulate Violet’s thinking. Direct them to the sentence frames on the card.
 - ◆: Invite students to Think-Pair-Share each discussion question.
- As time permits, have students share out their thinking for the sentence frame “Violet used to think the right to vote was about _____, but now she realizes it’s really about _____.” Use a Conversation Cue to deepen student thinking.

Conversation Cue: “Can anyone figure out why your classmate said ____?” (Responses will vary.)
- Collect Teacher-Guided Student Activity Cards to review student work.

- Prepare students for the next day's independent activity: Walk through the Day 3 steps on the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**. As time permits, invite students to practice discussing the encounter with the woman at the train station as if they were Violet. Post a simple frame such as "I used to think ____, but now I think ____."

Instruction for Day 4

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about how Violet's thinking has changed from her encounter with the woman at the train station, and reflect on the guiding question that when people take action against inequality it causes social change. It will also help them learn more about how sentences are put together, and students will learn different phrases they can use in their own writing.
- Instruct students to work with a partner on 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.
- Use the **Language Dive Guide: III: The Hope Chest: Relative Adverbs**, **Language Dive Chunk Chart III: The Hope Chest: Relative Adverbs**, and the **Language Dive Sentence Strip Chunks III: The Hope Chest: Relative Adverbs** to guide students through the Language Dive.
- Collect Teacher-Guided Student Activity Cards to review student responses.