



Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can identify and use relative pronouns in a sentence. (L.4.1a)

Day 3

- I can identify and use relative adverbs in a sentence. (L.4.1a)

Teaching Notes

- In this component, students focus on GUM rather than Reading and Speaking Fluency. On Day 1, students review and practice using relative pronouns. On Day 3, they review and practice using relative adverbs.
- Note: Students participated in two Languages Dives and completed homework activities focused on L.4.1a in Unit 2. Use your observations from Unit 2 to modify this component as needed.
- **Differentiation:** To provide heavier support, revisit the Language Dives from Unit 2, Lessons 5 and 6, focused on relative adverbs and relative pronouns, respectively. Consider reviewing both the focus structure practice and the sentence practice for relative pronouns on Day 1, and doing the same for relative adverbs on Day 3, providing students with concrete examples of how each is used in a sentence. To provide less support, consider using these Language Dive sentences as concrete examples of how relative pronouns and relative adverbs function in a sentence, without completing the Language Dive practices.
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1 and Day 3

- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Chart paper (optional; one piece; used by the teacher to chart sentences to provide more support for ■▲ groups)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review the learning targets.
- Direct students' attention to the **Parts of Speech anchor chart** and review *relative pronouns* as needed.

- Invite students to complete step 1. To provide lighter support, invite students to complete step 1 with a partner and then debrief.
 - ▲: Consider modeling with a think-aloud for the first one. Be sure to ask yourself: “Is this relative pronoun referring to a thing/concept or a person?”
- Using a total participation technique, select students to share out their answers to each question. Prompt students to explain their thinking and identify whether the relative pronoun in each sentence is referring to a thing/concept or a person.

Conversation Cue: “Do you agree or disagree with what your classmate said? Why? I’ll give you time to think.” (Responses will vary.)
- As time permits, complete the More Challenge. Students can practice saying sentences aloud to a partner or to the whole group.
- Collect Teacher-Guided Student Activity Cards to review student responses and determine whole class teaching points.
- Prepare students for Day 2’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card.**

Instruction for Day 3

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review the learning targets.
- Direct students’ attention to the **Parts of Speech anchor chart** and review *relative adverbs* as needed.
- Invite students to complete step 1. To provide lighter support, invite students to complete step 1 with a partner and then debrief.
 - ▲: Consider modeling with a think-aloud for the first one. Be sure to ask yourself: “Is this relative adverb referring to a place, a time, or a reason?”
- Using a total participation technique, select students to share out their answers to each question. Prompt students to explain their thinking and identify whether the relative pronoun in each sentence is referring to a place, a time, or a reason. Note: Explain that *whom* is used infrequently and in more formal situations.

Conversation Cue: “What, in the sentence, makes you think so?” (Responses will vary.)
- As time permits, complete the More Challenge. Students can practice saying sentences aloud to a partner or to the whole group.
- Prepare students for the next day’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card.**



Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can summarize a text. (RI.4.2)

Day 4

- I can form and use prepositional phrases. (L.4.1e)
- I can use relative adverbs. (L.4.1a)

Teaching Notes

- On Day 2, students participate in a small group critique of a student summary. Consider seeking volunteers in each group in advance who are willing to share their summary for a small group peer critique. Students should have the option to remain anonymous if they wish.
- On Day 4, students complete a Language Dive using a statement linked to the content of *The Hope Chest*. The sentence is taken from Youth Service America’s “Youth Guide to the Global Goals,” which can be accessed by creating a free account at this site: <https://ysa.csod.com>. Students work with the prepositional phrase *Regardless of*, as well as the relative adverb *where* (L.4.1e and L.4.1a). Students then practice using the prepositional phrase *Regardless of* in Unit 3, Week 2: Writing Practice when they list key points about the issues they are addressing in their letters. The sentence for today’s Language Dive was also chosen because it connects to the big idea by providing a specific example of how we can encourage people to contribute to a better world by raising awareness and understanding (see rationale in Language Dive Guide).
- **Differentiation:** For Day 2, consider creating handouts of the Criteria for an Effective Summary anchor chart for ■ ▲, and consider pairing ELLs in home language groups. Some students may need to use this time to complete their summaries from Day 1. 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 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one per student and one to display)

- ✓ Peer Critique anchor chart (begun in Module 1)
- ✓ Criteria for an Effective Summary anchor chart (begun in Module 1)
- ✓ Chart paper (optional; one piece; used by the teacher to model “looks like, sounds like” exercise)

Day 4

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide: “Gender equality is a human right” (for teacher reference)
- ✓ Language Dive Chunk Chart: “Gender equality is a human right” (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: “Gender equality is a human right” (one to display)

Instruction for Day 2

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets.
- Invite students to retrieve their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card** and to reread what they wrote first to themselves, and then to an elbow partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Remind students that in Additional Work with Complex Text on Day 1, they reread their expert text and determined the main idea, supporting details, and summarized the text. Invite volunteers to read aloud their summaries for the group.
- Tell students that in this session they are going to begin by offering feedback to someone on the summary they wrote on Day 1. Remind students of the **Peer Critique anchor chart** and briefly review what an effective peer critique looks and sounds like.
- Invite a volunteer (consider identifying volunteers in advance) to put forth his/her summary for a group critique. This could also be done anonymously with the student identifying as a volunteer in advance.
- Direct students to the **Criteria for an Effective Summary anchor chart** and invite students to popcorn out the criteria for the whole group.
- Read and display the volunteered summary aloud for the whole group. As students listen, invite them to consider which of the criteria on the effective summary anchor chart they can see evidence of in the summary.
 - ▲: Consider providing students with handouts of the Criteria for an Effective Summary anchor chart to highlight the criteria as they listen.
- Invite students to turn to an elbow partner to share the criteria they saw evidence of.
- Cold call students to share what their partner told them with the group.
 - Conversation Cue: “Do you agree or disagree with what your classmate said? Why?” (Responses will vary.)**
- Tell students that you are going to read the summary aloud again, and this time they are going to listen for any criteria they feel the writer could improve upon.
 - ▲: Invite students who highlighted on handouts to highlight in a different color.

- Remind students again of the Peer Critique anchor chart and invite students to turn to an elbow partner to share the criteria they feel could be improved upon and how.
- Cold call students to share what their partner told them with the group.

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

- Invite students to help you rewrite the summary on the board or on chart paper. Take the original summary sentence by sentence, and determine whether it should remain the same, or whether something should be added or revised.
 - ◆: Volunteers can come to the front and scribe for the group.
- Review the criteria, one by one, on the Criteria for an Effective Summary anchor chart and invite students to place check marks on the rewritten summary where they see evidence of that criteria.
- If the student volunteer chose to be named, celebrate their original work and remind the group that we can always improve even the best work with the help and ideas of others.
- Prepare students for the next day’s independent activity: Display and walk through Day 3 on the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card.

Instruction for Day 4

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets.
- Remind students that in *The Hope Chest*, one of the inequalities the characters were fighting against was the inequality of women not being allowed to vote. Read the sentence on the top of the activity card. Tell students that analyzing this sentence will help them learn more about how sentences are put together, and students will learn different phrases they can use in their own writing and when they speak about the issues addressed in the module lessons.
- Instruct students to work with a partner on step 1 of 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: “Gender equality is a human right,” Language Dive Chunk Chart: “Gender equality is a human right,”** and the **Language Dive Sentence Strip Chunks: “Gender equality is a human right”** to guide students through a Language Dive. Use the student questions generated in step 1 to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.