



## Writing Practice

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1:

- I can write a letter to explain our class project, its purpose, and to ask for help. (W.4.2, W.4.4, W.4.5)

##### Day 3:

- I can use commas and capital letters in a mailing address. (L.4.2b)

#### Teaching Notes

- In this component, students write a letter to an adult whose help they need to successfully complete the class project. In the letter, they provide a brief description of the project and the issue it helps address. This task gives students an opportunity to practice their learning about the prepositional phrase *Regardless of* and the relative adverb *where* from the Language Dive from Unit 3, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt and brainstorm adults whose help they need. On Day 3, students continue writing or revising their letters to include an address and more thoroughly answer the prompt.
- Note: This lesson assumes that students have completed module Lesson 6.
- **Differentiation:** Preview the writing prompt for this component. The graphic organizer for the ▲ group allocates more space to add sample language that students brainstorm and then may use. To provide more challenge for the ◆ group, invite students to write two letters—one to an adult and one to a peer—that require them to adapt their writing for different audiences.
- **In advance:**
  - Consider writing a model letter for students to refer to. Base the letter on volunteer experience you've had in the past or help you would like in the classroom. Annotate the parts of the letter in the margin, including your opening, the sentence where you explain your reason for writing, the explanation of the issue or purpose of the project, the summary of the project, the specific help you are asking for, the closing, and the polite terms you used. Do not write a model on the specific class project for this component.
  - Prepare materials for independent student groups.

#### Materials

##### Day 1

- ✓ How Can We Make a Difference?: Action Plan anchor chart (begun in module Lesson 5)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (one piece; used by the teacher to brainstorm a list of adults)

- ✓ Invitation to Help Letter graphic organizer (one per student)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)
- ✓ Model Invitation to Help Letter (optional; one to display; see Teaching Notes)

### Day 3

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Invitation to Help Letter (completed on Week 2, Day 2; one per student)
- ✓ Chart paper (one piece; used by the teacher to publicly display answers for ■ ▲ group)
- ✓ Envelope (one per student and one for teacher modeling)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

### Instruction for Day 1

- Direct students' attention to **How Can We Make a Difference?: Action Plan anchor chart** and review as needed.
- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets and read aloud the writing prompt for the week. Tell students this writing assignment will help them make the class's project to address an issue in our community a success.
  - ▲: Review the meanings of the words *specific* and *polite*. Note that in many cultures, speaking in a direct way to an adult is considered a sign of disrespect. Explain that in English we use polite terms such as *please*, *could you*, and *we would appreciate it if*, but we ask for what we want specifically and directly. Consider asking a student to loan you her pencil in three different ways (one impolitely, one nonspecifically, and one politely and specifically) and asking other students to identify which way was specific and polite.
- On **chart paper**, briefly brainstorm with students a list of adults to whom they might send their letter. Ask students from each team to list some adults. (Students may refer to How Can We Make a Difference?: Team Project Plan from module Lesson 6 if needed.)

**Community Involvement team:** *"Who were the community partners you identified?"*

**Advertising team:** *"Who can help you get the word out about your project?"*

**Gather Resources team:** *"Who can help you get the supplies you need?"*

**Organize Logistics team:** *"Who can help you make sure your project is running smoothly?"*

- Instruct students to complete step 1 on their Student Activity Cards with a partner. Remind them that they may write a letter to any adult, not just an adult that their team identified. While they are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite volunteers to share answers for step 1.
  - Conversation Cue:** *"Can anyone add on to what your classmate just said?" (Responses will vary, but students should note some specific ways adults can help.)*
- Distribute the **Invitation to Help Letter graphic organizer** and invite students to complete step 2 individually.

■●◆: Invite students to discuss with a partner some words or phrases that may help them explain the project and its purpose, and to ask for help in a specific, polite way (e.g., “Did you know?”; “We would appreciate your help. Could you \_\_\_\_\_?”).

▲: Talk students through the graphic organizer and brainstorm words or phrases that can be used in each section. Add student examples to the examples already listed on the graphic organizer.

- Invite students to discuss step 3 with a partner. As time permits, invite pairs to share out. To provide more support, capture an exemplar summary of the project and post for students to use during Day 2.
- Remind students that they will be sending these letters and that they will need to bring in an address for Day 3. (Note: If students are unable to bring in an address, consider having them write a letter to an adult in the school building—e.g., a former teacher.)
- Collect the Teacher-Guided Student Activity Cards.
- Tell students that tomorrow they will finish their Invitation to Help Letter graphic organizer (if needed) and write their letters. Give students specific, positive feedback on their prewriting thinking. Display and walk through the **Unit 3, Week 2: Writing Practice: Student Task Card**. Remind students to format the letter correctly. If needed, post the **Model Invitation to Help Letter** for students to refer to throughout the week.

### Instruction for Day 3

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review learning targets.
- Instruct students to retrieve their **Invitation to Help Letters** from Day 2 and complete steps 1–2 on the activity card. While they 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 steps 1–2.

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

■▲: Chart student answers on **chart paper** as they are shared so formatting is visible. Additionally, consider modeling and thinking aloud correcting the first incorrect address in step 1. However, do so only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

- Model how to write a mailing address on an **envelope**.
- Distribute envelopes and invite students to complete step 3. If useful, invite students to do this in pairs. Students can work together on the first address and then work together to address the second envelope.
- Post the school address and invite all students to write the school address as the return address. For more challenge, students may also choose to write their own mailing address as the return address.
- Invite students to complete step 4. If needed, review the format of a letter, including the closing.
- ◆: Invite students to read a partner’s letter and answer questions for their partner. Then debrief components as necessary. As time permits, invite students to explain one component that their partner’s paper does well.

■●▲: As time permits, briefly walk through a student exemplar to illustrate how to format properly; give a reason for writing; explain the issue succinctly; summarize the project briefly; and include a specific invitation to help, as well as a correct closing. Consider using multiple exemplars to illustrate different components, annotating the components that are focused on in the margin of the letter.

- Collect Teacher-Guided Student Activity Cards and envelopes.
- Tell students that tomorrow they will have a chance to finish their letters. If needed, they should revise them to make sure they include all the parts listed in step 4. Walk through Day 4 on the **Unit 3, Week 2: Writing Practice: Student Task Card**. Tell students in the ◆ group and any other students who have already completed a satisfactory letter to write a new letter to a peer instead of an adult.



## Word Study and Vocabulary

### Unit 3, 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 *-able* or *-ible*. (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 prefix *pre-*. (RF.4.3a, L.4.4b)

#### Teaching Notes

- On Day 2, students focus on the academic vocabulary word *sustainable* with an emphasis on the suffix *-ible* and *-able*. On Day 4, students focus on the academic vocabulary word *precondition* with an emphasis on the prefix *pre-*. Both days, students practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the words and how to use them. The sentence both words are found in 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>. This sentence was chosen for choice of vocabulary and the links to the content of the novel *The Hope Chest*.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Trees. 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 3, 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 3, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

#### Instruction for Day 2

- Distribute the **Unit 3, 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 deconstruct 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.
- If time permits, practice making adjectives by adding *-able* or *-ible* to a verb, such as *wash*. Ensure students understand that generally we add these suffixes to a verb and not to a noun, such as *child* or *tree*. If useful, students can write some examples in the space below the affix chart.
- ▲ Mini Language Dive: "Gender equality is a precondition for / making any serious shift towards / **a more peaceful, prosperous, and sustainable world.**"

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

— Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

**"What is this chunk about?" (the world)**

**"What does this chunk tell us?" (what the world would be like with gender equality)**

- *peaceful, prosperous, sustainable*: "What would the world be like with gender equality?" The world would be *more peaceful, prosperous, and sustainable*. Note that these words are similar because they all mean "good" but they have different kinds of "good," or shades of meaning. *peaceful* means calm, without conflict or fighting; *prosperous* means successful and full of resources; and *sustainable* means able to continue, to keep existing. (adjectives)
  - Students can practice pantomiming and naming adjectives with different shades of meaning—for example, adjectives that mean "sad" and "really sad" and "a little sad" (e.g., unhappy, disappointed, devastated). Students can pantomime different levels of sadness to go with each word.
- Practice: "\_\_\_\_ makes us a \_\_\_\_, \_\_\_\_, and \_\_\_\_ classroom." (Working together makes us a fun, productive, and energetic classroom. The books we read make us a(n) informed, curious, and smarter classroom.)
- 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: "\_\_\_\_ moves us toward a more \_\_\_\_, \_\_\_\_, and \_\_\_\_ world/community/school." (Supporting our local library moves us toward a more happy, well read, and united community.) Students can practice making sentences about their class project.
- Invite students to complete the Vocabulary Tree on their activity card, supporting them as needed.
- ▲: Invite students to write the pronunciation. Students who speak a common home language may discuss the translation. Students can use a collocation to form their original sentence. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
- : Post a simple sentence starter for students to use when writing their original sentence. If time permits, 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 time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentences.
- Prepare students for Day 3's independent activity: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect activity cards at this time.)

### Instruction for Day 4

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Follow the same routine as Day 2:
  - Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word of **chart paper**.
  - Invite students to work independently or with a partner, and use the chart 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.
- As time permits, practice making new words by adding *pre-* to existing words. Note: The prefix can be used with a variety of parts of speech, but it is often used with a verb. If useful, students can write some examples in the space below the affix chart.
- ▲: Return the Mini Language Dive from Day 2. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree. For suggested differentiation, see Instruction for Day 2.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.