Lesson 3: Close Read: Pages 11–12 of *The Most Beautiful Roof in the World*

CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

- **RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- **RI.5.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **W.5.9b:** Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").

- **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- **L.5.4a:** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

- **L.5.4b:** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

- **L.5.4c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Supporting Learning Targets

- I can make inferences about a text and cite evidence from the text to support my inferences. (RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4a, L.5.4b, L.5.4c)

- I can describe the structure of a text. (RI.5.5)

Ongoing Assessment

- Close Read: *The Most Beautiful Roof in the World*, Pages 11–12 note-catcher (RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4a, L.5.4b, L.5.4c)

- Descriptive Structure: *The Most Beautiful Roof in the World*, Pages 11–12 graphic organizer (RI.5.5)

- Finding the Gist and Unfamiliar Vocabulary: "Rainforests and Why They Are Important" (RI.5.4, L.5.4)

Agenda

1. **Opening**

   A. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Close Reading: *The Most Beautiful Roof in the World*, Pages 11–12 (20 minutes)

   B. Describing Text Structure: *The Most Beautiful Roof in the World*, Pages 11–12 (10 minutes)

   C. Reading for Gist: "Rainforests and Why They Are Important" (15 minutes)

3. **Closing and Assessment**

   A. Interactive Word Wall (10 minutes)

4. **Homework**

   A. Vocabulary. Follow the directions in your Unit 1 homework.

   B. For ELLs: Complete the Language Dive 1 Practice in your Unit 1 homework.

   C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students participate in a teacher-led close read of pages 11–12 of *The Most Beautiful Roof in the World*. This close read guides students through analyzing the structure and main idea of this excerpt (RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4a, L.5.4b, L.5.4c).

- The close reading in this lesson is mostly teacher-led, so all students work at the pace the teacher sets, with support where necessary. Consider inviting students who need an extension opportunity to be peer coaches.

- Following the close read, students read a familiar excerpt from *The Most Beautiful Roof in the World* to learn about a new text structure (RI.5.5). Then, students shift focus to read a new informational text about the rainforest for the gist (RI.5.4, L.5.4).

- In Work Time C, refer to Finding the Gist and Unfamiliar Vocabulary: "Rainforests and Why They Are Important" (answers, for teacher reference; see supporting materials). Words students are likely to be unfamiliar with have been included in the Unfamiliar Vocabulary column, with accompanying definitions provided in the Meaning column; however, these words may vary based on students.

- In Closing and Assessment, students participate in the Interactive Word Wall protocol to better understand some of the domain-specific words from the module so far (RI.5.4, L.5.4).

- This lesson is designed for students to use an internet source as a text. If the technology necessary for students to complete the reading is unavailable, provide them with a printed copy of the text.

- Help students understand that although it is still newly discovered for this society, indigenous people have been living in the rainforest canopy for a long time. Provide the example that the Korowai tribe in Papua New Guinea were living in the canopy long before Meg Lowman began researching. They are an example of local people who have been exploring, experimenting, building technology, and living in the canopy for many years. Consider providing information

about indigenous communities that live in and explore the forest canopy. For example, show photographs of the Korowai tribe.

■ Students practice their fluency in this lesson by rereading an excerpt from *The Most Beautiful Roof in the World* with their triad in Work Time A and following along and reading silently as the teacher reads "Rainforests and Why They Are Important" in Work Time C.

■ The research reading that students complete for homework helps build both their vocabulary and knowledge pertaining to the rainforest, specifically rainforest species and research. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it. Inviting students to share what they have been learning through independent reading holds them accountable.

■ In this lesson, the habit of character focus is working to become an effective learner. The characteristic students are reminded of specifically is collaboration, as they work in triads.

How it builds on previous work:

■ Students previewed *The Most Beautiful Roof in the World* and began to build background knowledge about the rainforest in Lesson 1. The excerpt used for the close read in Work Time A comes from the section that students read for gist in Lesson 2.

■ Continue to use Goals 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

■ Throughout this lesson, students work in a triad. Strategically group students so they can support one another well as they read this complex text.

■ Some students may need additional support reading "Rainforests and Why They Are Important" in digital form. Consider sending home a printout of the web page for students to spend additional time reading it before the lesson.

Assessment guidance:

■ Throughout the teacher-led close read, call on students to share their responses with the whole group to build knowledge collectively and clarify any misconceptions. As students are writing, circulate to clarify misunderstandings and use these as teaching points for the whole group.

Down the road:

■ In the next lesson, students will reread "Rainforests and Why They Are Important," analyze its structure, and write a summary. In Lesson 5, they will compare the structure of this text to the structure of pages 11–12 from *The Most Beautiful Roof in the World* and reread the text to answer a research question.

In advance:

■ Preview the Close Reading Guide: *The Most Beautiful Roof in the World*, Pages 11–12 in conjunction with the text to familiarize yourself with what will be required of students.

■ Predetermine triads for Work Time A.

■ Prepare:

– Sentence strip chunks for use during the Language Dive (see supporting materials).

– Technology necessary for each student to read "Rainforests and Why They Are Important" (http://curriculum.eleducation.org/content/5m2u1/Rainforests).

– The Domain-Specific Word Wall. The Domain-Specific Word Wall changes from module to module, as the topic changes. Prepare cards or paper of a clearly visible size to be seen throughout the classroom to keep near the Word Walls. When recording words, you will record the word and definition clearly in student-friendly language. To foster cultural equity and maximize learning, you may also record translations in home languages in a different color next to the target word or invite students to write the translations. If the student does not know the translation or how to write it, invite he or she to ask a family member.

■ Review the Interactive Word Wall protocol. See Classroom Protocols.

■ Post: Learning targets, Close Readers Do These Things anchor chart, Working to Become Effective Learners anchor chart, and Comparing Text Structures anchor chart.

Technology & Multimedia

■ Work Times A, B, and C: Students complete their note-catchers and graphic organizers in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (https://dictation.io/speech)

■ Work Times A and C: For students who will benefit from hearing the text read aloud multiple times, consider using a text-to-speech tool like Natural Reader (http://www.naturalreaders.com), SpeakIt! for Google Chrome, or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.

■ Work Time C: Prepare technology necessary for each student to read "Rainforests and Why They Are Important."

– "Rainforests and Why They Are Important." Originally published by The Living Rainforest on livingrainforest.org. <http://curriculum.eleducation.org/content/5m2u1/Rainforests>.

■ Consider that YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Although some lessons include these links as the most efficient means to view content in preparation for the lesson, preview links and/or use a filter service, such as www.safeshare.tv, for viewing these links in the classroom.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.B.7, 5.I.B.8, 5.I.C.11a, 5.II.C.6

Important points in the lesson itself

■ The basic design of this lesson supports ELLs with opportunities to comprehend descriptive language through sketching and to participate in a close read of an excerpt of *The Most Beautiful Roof in the World*. This will prepare them well to understand the meaning and

structure of the text and to discuss what concrete language and sensory details help them understand about the rainforest.

- ELLs may find it challenging to identify text structures, as it requires them to employ metalinguistic awareness, when some students may struggle to comprehend the meaning of the text itself. Check for comprehension of text while discussing its structure. Represent text structure visually whenever possible. Think aloud while reading the text to demonstrate the way in which text structure supports comprehension. Example: "Hmmm, I wonder what it's like to be in the Blue Creek Rainforest Reserve. Let's see how the way this text is organized helps us find out."

- In Work Time A, ELLs are invited to participate in a Language Dive (optional). This conversation guides them through the meaning of a complex sentence from *The Most Beautiful Roof in the World*. It also provides students with further practice using the language structure from the sentence. Students may draw on this sentence when recalling details for their Science Talk at the end of the unit. 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 (see supporting materials). Select from the questions and goals provided to best meet your students' needs. Create a "Language Chunk Wall"—an area in the classroom where students can display and categorize the academic phrases discussed in the Language Dive. During the Language Dive, students are invited to place the Language Dive sentence strip chunks on the Language Chunk Wall into corresponding categories, such as "Nouns and noun phrases" or "Language to talk about purpose." Students can then refer to the wall after the Language Dive and during subsequent lessons. For this lesson, the categories are "Language to make references," "Language to connect words, phrases, clauses," and "Language to talk about cause and effect."

Levels of support

For lighter support:

- During the Close Read, invite students to create sentence frames for students who need heavier support. Example: The author means ____ when she writes "____."

- During the Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: "What questions can we ask about this sentence? Let's see if we can answer them together."

For heavier support:

- For Work Time C, prepare sticky notes with prewritten words or drawings based on the gist of the text. As students listen to the story, they can match the gist represented on the sticky notes with each part of the read-aloud.

- Use a sentence frame to review domain-specific word cards with the class during the Opening of Lesson 4. (Example: The word I learned is ____. It means____.)

Universal Design for Learning

- **Multiple Means of Representation:** Some students may need additional support with making inferences. During the close read, consider how to remove barriers to reading comprehension. If students need additional support with decoding, consider using differentiated peer mentors or providing books on tape. This way, students who may not be able to read the text will have the opportunity to comprehend it and complete the lesson activity. It will also be important throughout this unit that students understand the meaning

of text structure. Take time to discuss how structure is used in other contexts such as architecture to help students comprehend new vocabulary.

- ▪ **Multiple Means of Action and Expression:** For some students, the biggest barrier during the close read may be time. Consider highlighting key paragraphs that students should focus on. This decreases the level of risk and helps students attend to the task rather than worrying about the timeframe.

- ▪ **Multiple Means of Engagement:** To increase engagement during the close read, offer choice in how students display their depiction of the rainforest. (Example: Offer multiple formats such as drawing, collage, or graphic design and materials such as markers, colored pencils, magazines, scissors, clip art from a word processor, etc.)

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- ▪ inferences, cite evidence, structure (L)
- ▪ biodiversity, humid, occasionally, timeless, uncharted, undiscovered, species, rare, thrive (T)

Materials

- ☑ Close Read: *The Most Beautiful Roof in the World*, Pages 11–12 note-catcher (one per student)
- ☑ *The Most Beautiful Roof in the World* (from Lesson 1; one per student and one to display)
- ☑ Close Readers Do These Things anchor chart (begun in Module 1)
- ☑ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☑ Close Reading Guide: *The Most Beautiful Roof in the World*, Pages 11–12 (for teacher reference)
- ☑ Red, yellow, and green markers (one of each per student)
- ☑ Comparing Text Structures anchor chart (new; teacher-created; see supporting materials)
- ☑ Descriptive Structure: *The Most Beautiful Roof in the World*, Pages 11–12 graphic organizer (one per student and one to display)
- ☑ Descriptive Structure: *The Most Beautiful Roof in the World*, Pages 11–12 graphic organizer (answers, for teacher reference)
- ☑ Device (one per student; see Technology and Multimedia)
- ☑ "Rainforests and Why They Are Important" (one per student and one to display; see Teaching Notes)
- ☑ Finding the Gist and Unfamiliar Vocabulary: "Rainforests and Why They Are Important" (one per student)
- ☑ Finding the Gist and Unfamiliar Vocabulary: "Rainforests and Why They Are Important" (answers, for teacher reference)

☑ Domain-Specific Word Wall (new; co-created with students in Closing A; see Teaching Notes)

☑ Vocabulary log (from Module 1; one per student)

☑ Large index cards (one per triad)

☑ Language Dive Guide (for ELLs; for teacher reference; see supporting materials)

– Note-catcher (for ELLs; one per student and one to display)

– Sentence strip chunks (for ELLs; one to display; see supporting materials)

Opening

A. Reviewing Learning Targets (5 minutes)

▪ Direct students' attention to the posted learning targets and read them aloud:

"I can make inferences about a text and cite evidence from the text to support my inferences."

"I can describe the structure of a text."

▪ Underline the words inferences and cite evidence in the second target. Remind students that they practiced making inferences in the previous lesson and throughout Module 1.

▪ Circle the word structure in the third target. Ask:

"What do we mean by the structure of a text?" (Structure is the way information or ideas are organized in a text.)

▪ Add any new academic vocabulary to the permanent Academic Word Wall (from Module 1). Invite students to write the home-language translations of academic or domain-specific words in a different color on the Word Wall next to the target vocabulary.

▪ Tell students that in this lesson, they will be closely reading an excerpt from *The Most Beautiful Roof in the World* to analyze the structure and determine the main idea.

Meeting Students' Needs

▪ For ELLs and students who may need additional support with comprehension: Discuss the learning targets through analyzing a pattern of colors. Display a repeating pattern of two or three colors (example: blue, green, yellow, blue, green …). (MMR)

▪ Ask:

"Can you infer which color comes next?" (yellow)

"What is your evidence?" (I see blue and green.)

"A pattern can also be called a structure. How did this structure make it easier for you tell which color comes next?" (You know what to expect because you know the pattern.)

▪ Say:

"Texts also have a pattern or structure, to make it easier for readers to understand the content."

Work Time

A. Close Reading: *The Most Beautiful Roof in the World*, **Pages 11–12 (20 minutes)**

■ Move students into predetermined triads and distribute the **Close Read:** *The Most Beautiful Roof in the World*, **Pages 11–12 note-catcher**. Invite students to take out their copies of *The Most Beautiful Roof in the World*.

■ Tell students they will now closely read an excerpt from the section "Out of the Shadow and into the Light." They will continue to work with this and other excerpts from this section over the next several lessons.

■ Point out the **Close Readers Do These Things anchor chart** and focus students on bullets 5–11.

■ Tell students you are going to guide them through this close read. Some of the questions will be discussed as a whole group, and others will be discussed with their triad.

■ Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of the collaboration criteria. Remind students that because they will be working together in triads, they need to be conscious of working effectively with others.

■ Guide students through the **Close Reading Guide:** *The Most Beautiful Roof in the World*, **Pages 11–12 (for teacher reference)**.

■ Refocus students on the first learning target and invite them to show a **red**, **yellow**, **or green marker** to indicate how close they feel they are to meeting this target now, with red being a long way from meeting the target and green being fully meeting the standard. Scan the responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

■ For ELLs: During or after Work Time A, lead students through a Language Dive (see supporting materials). Refer to the **Language Dive Guide (for teacher reference)**. Distribute the **Language Dive note-catcher** and display the **sentence strip chunks**.

■ For students who may need additional support in reading: Pre-highlight key sections in their texts. This will help students focus on smaller sections rather than scanning the whole text. (MMR, MMAE)

■ Provide differentiated mentors by purposefully preselecting triads. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partners. (MMAE)

■ For ELLs and students who may need additional support with expressive language: During the close read, display sentence frames for turn-and-talks. Examples:

"This helps me understand _____."

"The author means _____."

"The gist of the sentence is _____." (MMR)

■ For ELLs and students who may need additional support with reading: During the close read, display the text on a document camera or as an enlarged copy to help direct students to the appropriate sentences on each page. (MMR)

■ For students who may need additional support with reading: Consider providing a book on tape to help facilitate comprehension. (MMR)

- Offer choice in how students display their representation of the rainforest. Allow them to use clip art on a word processor or to cut out pictures from magazines and travel brochures to make a collage. (MME, MMAE)

Work Time

B. Describing Text Structure: *The Most Beautiful Roof in the World,* **Pages 11–12 (10 minutes)**

- Invite students to reread page 12 and examine their sketches on their **Close Read:** *The Most Beautiful Roof in the World,* **Pages 11–12 note-catcher.**

- Using a total participation technique, invite responses from the group:

    "What is the main idea of this excerpt?" (This section describes Blue Creek, a rainforest in Belize.)

- Direct students' attention to the **Comparing Text Structures anchor chart**. Select a volunteer to read the sentence at the top:

    "Text structure is how information or ideas are organized in a text."

- Remind students that understanding a text's structure can help a reader understand the purpose of the text and how parts of a text relate to each other. Point out this bullet on the anchor chart. Remind them that throughout the close read, they thought about the purpose of certain sentences in the excerpt and how the paragraphs related to each other.

- Select volunteers to read the bullets at the bottom of the chart under Types of Text Structures.

- Using a total participation technique, invite responses from the group:

    "What is the structure of this excerpt? How is the information organized?" (description; it tells characteristics of a rainforest; it describes Blue Creek)

- If productive, cue students to clarify the conversation by confirming what they mean, and to listen carefully and seek to understand:

    "So, do you mean _____?" (Responses will vary.)

    "Who can tell us what your classmate said in your own words?" (Responses will vary.)

- Distribute and display the **Descriptive Structure:** *The Most Beautiful Roof in the World,* **Pages 11–12 graphic organizer**. Remind students that throughout this unit, they will use various graphic organizers to help them analyze the structure of texts.

- Tell students that with this organizer—created for texts that follow a descriptive text structure—they will write the topic of the text in the center and characteristics of the topic (taken from the excerpt) in the circles connected to the center. Invite students to write the topic in the center circle (Blue Creek, a rainforest in Belize). Refer to the **Descriptive Structure:** *The Most Beautiful Roof in the World,* **Pages 11–12 graphic organizer (answers, for teacher reference)** as necessary.

- Invite students to work with their triad to complete the remaining circles on their graphic organizer.

- Circulate to monitor triads as they work.

- Refocus whole group and select volunteers to share out.

- Invite students to return to their seats.

- Refocus students on the second learning target and invite them to show a red, yellow, or green marker to indicate how close they feel they are to meeting this target now, with red being a long way from meeting the target and green being fully meeting the standard. Scan the responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

- To support comprehension of new vocabulary: Draw connections to architecture. Provide several visuals of different types of structures (e.g., skyscraper, table, swimming pool). Ask:

  "How do these three images demonstrate different structure?"

- Connect this to writing by saying that authors structure their writing differently based on the writer's purpose, just as architects build structures differently based on how they will be used. (MMR)

- For ELLs and students who may need additional support with comprehension: After modeling how to complete the Descriptive Structure graphic organizer, invite students to add more information to the model note-catcher for more practice before independent work. (MMAE)

- For ELLs and students who may need additional support with writing: Model doing quick sketches within the graphic organizer as placeholders for information. Say: "You can sketch first so that you don't forget the information you want to add. Then you may go back later and write." (MMR, MMAE)

- For students who may need additional support with fine motor skills: Include lines on the Descriptive Structure graphic organizer to make it easier for students to write neatly. (MMR, MME)

Work Time

C. Reading for Gist: "Rainforests and Why They Are Important (15 minutes)

- Invite students to use their **device** to access **"Rainforests and Why They Are Important."** Remind students that throughout this unit, they will read informational texts to build expertise about the rainforest.

- Explain that today they will read this website for the gist, and then they will plan a summary of the website. Tell students they will write a summary of this website in the next lesson.

- Read it aloud for students without stopping, as they read along silently in their heads.

- Using a total participation technique, invite responses from the group:

  "What is the text about?"(Responses may vary, but could include that it is about how the rainforest helps us.)

- Review the Close Readers Do These Things anchor chart.

- Tell students that this text is challenging and may have unfamiliar words. Reassure them that just like when they read other texts this year, they are not expected to understand it fully the first time. Remind them that one key to being a strong reader of difficult text is being willing to struggle.

- Distribute and display **Finding the Gist and Unfamiliar Vocabulary: "Rainforests and Why They Are Important."** Tell students that they can draw or write in the Gist column. These are just notes to help them remember what each excerpt is mostly about.

- Display the introduction sentence and first section of "Rainforests and Why They Are Important." Invite students to follow along, chorally reading with you as you read both aloud.

- Using a total participation technique, invite responses from the group:

  "What is the gist of this part of the text? What is it mostly about?" (It's explaining that rainforests have many different kinds of plants and animals.)

  "Are there any words whose meaning you don't know? What are they?" (Responses will vary.)

  "Choose a word you are unsure about the meaning of. Which strategy would be most effective in determining the meaning of that word?" (Responses will vary.)

- Repeat this process as you read the remainder of the website. Refer to **Finding the Gist and Unfamiliar Vocabulary: "Rainforests and Why They Are Important" (answers, for teacher reference)** as necessary. Add any new words to the academic word wall and domain-specific word wall and invite students to add translations in native languages.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Review the meaning of gist. Remind students that their goal is to understand what the story is mostly about, and it is okay if there are parts that they don't quite understand yet. (MMR)

- For ELLs and students who may need additional support with new vocabulary: When discussing strategies for figuring out the meanings of unfamiliar words, suggest thinking about similar words in English or other languages students might know (cognates). Example: "Climate in Spanish is la clíma. That sounds so similar. So if you know the meaning of la clíma, that might give you one clue about what climate might mean." (MMR)

- For students who may need additional support with fine motor skills: Include lines on the Finding the Gist and Unfamiliar Vocabulary graphic organizer to make it easier for students to write neatly. (MMR, MME)

Closing and Assessment

A. Interactive Word Wall (10 minutes)

- Tell students they are now going to use the Interactive Word Wall protocol to better understand some of the words and meanings they have encountered in this module.

- Direct students' attention to the **Domain-Specific Word Wall** and invite them to take out their **vocabulary logs**, their copy of *The Most Beautiful Roof in the World*, and "Rainforests and Why They Are Important."

- Distribute **large index cards**. Invite students to work with their triad to choose a domain-specific word they have encountered so far in this unit and write it on the front of the index card. Say: "Domain-specific vocabulary words are words about a specific topic, domain, or content area. Your triad should think of a word you've encountered relating to the rainforest.

For example, biodiversity, habitat, and climate stability are all domain-specific words about the topic of rainforests."

- Invite students to decide on their word and write it on the front of their index card.

- After 2 minutes, invite each triad to find another triad, forming a group of six. Tell students to share the words they have written on their index cards.

- Refocus whole group.

- Invite groups to interact or engage with the words on their cards by comparing and contrasting them or using them to create a description (about the rainforest).

- Invite groups to begin working.

- Circulate to monitor groups as they interact with the words. Preselect groups to share out that have come up with creative ways to compare and contrast their words or create descriptions.

- After 5 minutes, refocus whole group and call on preselected groups to share out.

- Collect students' index cards and add them to the Domain-Specific Word Wall.

- Use a checking for understanding protocol (for example Red Light, Green Light or Thumb-O-Meter) for students to self-assess against how well they collaborated in this lesson.

Meeting Students' Needs

- For ELLs: As groups of students interact, jot down some verb tense errors that are impeding communication. Briefly review the verb tense for the whole class. Encourage the group to identify the verb that communicates the message clearly and accurately.

- Provide students with sentence starters or sentence strips to facilitate discussion. Examples:

  "Our words are similar because _____."

  "Our words are different because _____." (MMAE)

Homework

A. Vocabulary. Follow the directions in your Unit 1 homework.

B. For ELLs: Complete the Language Dive 1 Practice in your Unit 1 homework.

C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)