



## 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.5.4)

##### Day 3:

- I can read a text aloud fluently. (RF.5.4)

#### Teaching Notes

- On Day 1 of this component, students are introduced to the passages they are to practice reading fluently for the rest of the week. This sets up students to work independently with the texts.
- In Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- The pages of *The Most Beautiful Roof in the World* are not numbered; for instructional purposes, the page that begins with “Meg Lowman climbs trees.” should be considered page 2 and all pages thereafter numbered accordingly.
- **Differentiation:**
  - Day 1: Students read different amounts of the text depending on their ability, as described in the directions.
  - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to provide good models of reading aloud fluently and accurately. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Day 1: Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading.
- **In advance:**
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

## Materials

### Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *The Most Beautiful Roof in the World* (text; one per student)
- ✓ Day 1: Sticky notes (two per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Fluency Self-Assessment Checklist (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 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the **posted Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 1: Independent Reading: Student Task Card** and the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol handouts**.

### ■●◆▲ Day 1: Small Group Instruction (19 minutes, repeated three times)

- Invite students to open up their copies of *The Most Beautiful Roof in the World* and mark the fluency passage they will use to work on reading fluency with **sticky notes**.
  - ▲ Pages 31–33, starting at “James and Edward are very excited ...” and ending at “Totally awesome.”
  - ■ Pages 31–33, starting at “James and Edward are very excited ...” and ending at “Totally awesome.”
  - ● Pages 31–33, starting at “James and Edward are very excited ...” and ending at “... inch out toward the bromeliad.”

- ◆Pages 31–33, starting at “James and Edward are very excited ...” and ending at “... working in Cameroon, West Africa.”
- Invite students to read their excerpt silently in their heads. As students read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card**. Review the Daily Learning Target and discuss what it means.
- Read the excerpt of text aloud once and invite students to read along on their own copy of the text.
- Read it again and invite students to read along chorally with you.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don’t understand in the text.
- ▲Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
  - Read the excerpt aloud, and invite students to read along silently in their heads.
  - Read it again and invite students to read along chorally with you.
  - Invite students to place a finger on the phrase nose to nose and to read it aloud chorally with you.
  - Invite students to point to their nose.
  - Ask students to imagine their index finger is an animal’s nose and to show how they might come nose to nose with something or someone (model and look for students to place their nose against their finger.)
  - Tell students that the phrase *nose to nose* is an idiom. It is figurative rather than literal language. Turn and Talk:
 

**“What do you think it means to be nose to nose with something?” (be very close to, touching)**
  - If productive, cue students to expand the conversation by giving a non-literal example of being nose to nose:
 

**Conversation Cue: “Can you give an example of something or someone being nose to nose?” (Responses will vary.)**
  - If necessary, repeat a similar process to the one above for additional unfamiliar language. Make the connection between armored knight and Darth Vader head. (Darth Vader is the “Dark Knight.”) Discuss the Star Wars science-fiction franchise, a series of popular films and comic books about the adventures of characters in space a long time ago and far, far away. Consider displaying these films or books, either in English or translated.
  - Reread each section of the text, inviting students to act out the meaning with you as you go. If desired, assign students to the role of James, his uncle, and Meg.

- Turn and Talk:

*“Now what do you think is the gist of this excerpt?” (The family is climbing, and James sees amazing creatures that Meg says not to touch because they might be dangerous.)*

- ■●◆▲ :
- Distribute the **Fluency Self-Assessment Checklist**.
- Read each criterion on the checklist aloud, clarifying anything students don’t understand. Remind students they saw this checklist in Module 1 and should be familiar with it now.
- If students require it, invite them to draw symbols next to criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Read through the text three times aloud as indicated below. After each read, ask students to review the criteria on their checklist to determine if that read seemed “fluent” to them:
  - First read: quickly, not attending to punctuation.
  - Second read: slowly, word by word, sounding out every fifth word or so, again not attending to punctuation.
  - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume, pitch, and tone to reflect an understanding of the author’s intended message.
- As students share out, remind them of the **Fluent Readers Do These Things anchor chart** from Module 1.
- Invite students to read the passage aloud to an elbow partner.
- Guide students through self-assessing their fluency on the criteria on the checklist (placing check marks in the appropriate column) and recording a goal on their activity card based on the criteria they feel they most need to work on.
- Tell students to keep their Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards, because they will need to refer to their goal during their independent work in the next ALL Block lesson.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

### Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card** and the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ **Day 3: Small Group Instruction (19 minutes, repeated three times)**

- Invite students to open up their copies of *The Most Beautiful Roof in the World* and to reread the fluency passage they have been working on (marked with sticky notes). As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Invite students to retrieve their **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card** and their **Fluency Self-Assessment Checklist**.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the definition of *dialogue* and the example at the top. Divide the example sentence to show students what the character is saying and the dialogue tag.
- Explain that when reading dialogue aloud, they should pay attention to the punctuation and to the dialogue tag so they know how the character feels and may sound when saying the dialogue aloud. Tell students they should change their voice, volume, and tone to match the meaning.
- Focus students on the model sentences.
- Select a student to read the first sentence aloud for the whole group.
- Focus students on what the character is saying in the first sentence and invite them to highlight it.
- Read the sentence aloud, changing voice, volume, and tone to match the meaning of the dialogue and the dialogue tag.
- Turn and Talk:
 

***“How does the reader’s voice respond to the dialogue and dialogue tags?” (expressive between quotation marks to show someone is speaking and the meaning of what they are saying)***
- Invite students to read the first sentence chorally with you, focusing on the meaning of the dialogue and dialogue tags.
- Repeat with the remaining sentences.
- Consider gradual release of students, depending on the ability of the group—begin by modeling the first sentence and then invite students to do it themselves with the remaining sentences:
  - Point out the dialogue in the sentences; invite students to highlight dialogue.
- Invite students to refer to their fluency passages and to look for any dialogue that they need to be aware of when reading it aloud.
- Invite students to practice reading their passages aloud in pairs, considering the dialogue and dialogue tags as they read.



## Additional Work with Complex Text

### Unit 2, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2:

- I can recognize and explain the meaning of similes and metaphors in a text. (Rl.5.4, L.5.4a, L.5.5a)

##### Day 4:

- I can recognize and explain the meaning of idioms in a text. (Rl.5.4, L.5.4a, L.5.5b)

#### Teaching Notes

- The pages of *The Great Kapok Tree* are not numbered; for instructional purposes, the page that begins with “Two men walked into the rain forest.” should be considered page 2 and all pages thereafter numbered accordingly.
- On Day 2, students analyze metaphors and similes in the unit texts and explain how each contributes to their understanding of what is being described. Exploring the way that authors use figurative language helps students understand the deeper meaning of the text and provides a model for using comparative description in the narratives they will write later in the module.
- On Day 4, students explore the meaning of common idioms used in the unit texts by contrasting the literal meaning of the words in the idiom with its figurative use in the context of a quote.
- ▲ Day 4: Students explore the meaning of a common idiom used in the unit text by contrasting the literal meaning of the words in the idiom with its figurative use in the context of a quote. Note: The idiom *screamed bloody murder* may confuse or alarm some students who understand the phrase in the literal sense. Tell students that Meg was not killed and did not bleed, and invite them to grapple with the figurative meaning of the phrase.
- **Differentiation:**
  - Note that, as explained in the Unit Overview, ■ and ● are grouped together to provide peer coaching opportunities.
  - Day 2: The Teacher-Guided Student Activity Cards for these activities are differentiated. Choose the appropriate card for each group given their strengths and areas for improvement. Students who need more support will deepen and reinforce their understanding of the metaphors and similes introduced in Unit 2, Lessons 2–3 of the module lessons. Students ready for more challenge will work with more abstract similes and metaphors drawn from the module texts.
  - ▲ Day 2: Levels of Support: To provide lighter support, ask students to interpret an additional example of similes and metaphors from *The Most Beautiful Roof in the World*; consider inviting them to focus on the Language Dive sentence from Lesson 2 of the module lessons, which also appears on the Student Activity Card for the ■ group.
  - Day 4: The Teacher-Guided Student Activity Cards for these activities are differentiated. Students who need more support will deepen and reinforce their understanding



of the idioms introduced in the module lessons. Students ready for more challenge will work with less common idioms drawn from the unit texts.

- ▲ Day 4: Levels of Support: To provide lighter support, invite students to work independently to identify, sketch, and define the idioms.
- ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- **In advance:**
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.
  - Day 4: Write the following phrases on the board:
    - Give it a shot
    - Raining cats and dogs
    - Slipped my mind
    - Be in hot water
    - Piece of cake

### Materials

#### Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (from Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1; one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Day 4: Colored pencils or crayons (one set per student)

**Day 2: Whole Class Instruction: Introducing ALL Block Today (2 minutes)**

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

**■●◆ Day 2: Small Group Instruction (18 minutes, repeated twice)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and invite students to preview the work they will be doing in this session. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' work from Day 1 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card. Refer to **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Review the Daily Learning Target and discuss the meaning.
- Review the definitions of *similes* and *metaphors*. Students may notice that these definitions overlap. Both make comparisons, and all similes are metaphors but not all metaphors are similes:
  - Simile: A phrase that compares two different things using the words *like* or *as*
  - Metaphor: A phrase that describes something by comparing it to some other thing
- Write the following examples on the board and invite student observations by asking:
 

***“How are the two sentences similar? How are they different?”***

  - Simile: “Spots of bright light glowed like jewels amidst the dark green forest.” (Cherry, Lynne. *The Great Kapok Tree*, p. 27. New York: Houghton Mifflin Harcourt, 1990)
  - Metaphor: The spots of bright light were glowing jewels in the dark green forest.
- Use student observations to highlight the following:
  - Similarities: Similes and metaphors are used to compare one thing to another. In both sentences, the author uses a comparison to help readers better understand something new. In both the simile and the metaphor, comparing something unfamiliar (spots of light in the rainforest) to something familiar (jewels), helps us imagine what the light in the rainforest looks like.



- Differences: Similes alert the reader that two things are being compared by using the words *like* or *as*. Metaphors are “trickier” to spot because they state the comparison without using the words *like* or *as*.
- Explain that students will be doing some additional work with similes and metaphors. Review the directions on the Teacher-Guided Student Activity Card and provide different levels of support in completing the task based on student needs.
- Collect the activity cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text session.
- Prepare students for the next day’s independent activity: Walk through the Additional Work with Complex Text: Student Task Card tasks for Day 3, providing models where helpful.

### ▲ Day 2: Small Group Instruction (20 minutes)

- Distribute the Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card and invite students to preview the work they will be doing in this session. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students’ work from Day 1 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card.
- Review the Daily Learning Target and discuss the meaning.
- Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
  - Tell students they will first read a sentence from the passage from *The Most Beautiful Roof in the World* in which the boys first climb the canopy.
  - Read aloud Sentence #1 from the activity card, and invite students to read along silently in their heads.
  - Remind students that they read this sentence in the excerpt for Reading and Speaking Fluency/GUM: Week 1, Day 1.
  - Invite students to place a finger on the word *beetle* and to read it aloud chorally with you.
  - Invite students to identify the picture of the beetle on their cards and ensure students have identified the correct picture.
  - Invite students to place a finger on the phrase *polished metal* and to read it aloud chorally with you.
  - Invite students to identify the picture of polished metal on their cards and ensure students have identified the correct picture.
  - If helpful, point out some polished metal in the classroom.
  - Turn and Talk:

**“What does this sentence say about the beetle and polished metal?”**

- If productive, use a Goal 3 Conversation Cue to encourage students to provide evidence:
  - “What, in the sentence, makes you think so?” (Responses will vary, but students should recognize that they are similar because they are both shiny. The sentence says the beetle’s back is like polished metal.)*
  - “Can you compare the beetle back and the polished metal two different ways? First, use the word like.”*
- Invite students to orally complete the sentence frames on their card. (A: The beetle back is like polished metal because they both are shiny; B: It’s a beetle with a polished metal back because they are both shiny.)
  - “Sentence A and Sentence B compare the same things, but the language is different. How?” (Sentence A uses like to compare; Sentence B does not use like to compare.)*
  - “Sentence A uses like to compare, so what kind of sentence is it?” (simile)*
  - “Sentence B does not use like to compare, so what kind of sentence is it?” (metaphor)*
  - “A simile and a metaphor both compare things, but only a simile uses like.” (Students may point out that a simile can also use as; allow them to rephrase the comparisons using as.)*
- Repeat a questioning process similar to the one above for the Darth Vader head comparison after making sure students are aware of the Star Wars science-fiction franchise. (C: The beetle head is like a Darth Vader head because it is round and shaped like a helmet; D: It’s a beetle with a Darth Vader head because it is round and shaped like a helmet.)
- Turn and Talk:
  - “Now what do you think is the gist of this sentence?” (The beetle’s back is very shiny like metal, and the head is shaped like Darth Vader’s head.)*
- Repeat a process similar to the one for Sentence #1 above with Sentence #2. (E: The light is like avenues because it seems to create a path through the forest for the birds to fly on; F: The light makes avenues because it seems to create a path through the forest for the birds to fly on; G: The macaws are like winged rainbows because they are both colorful; H: The macaws are winged rainbows because they are both colorful.) Students may also point out that the light is being compared to an emerald, and that *sweep* may be a metaphor that reminds one of the action taken with a broom.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day’s independent activity: Walk through the Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

#### Day 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card** and **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for the independent work components.

- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol handouts**.

### ■●◆ **Day 4: Small Group Instruction (18 minutes, repeated twice)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Focus students on the phrases written on the board and invite them to read them chorally aloud with a partner and to discuss what they think each means. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' responses to the Day 3 work of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card.
- Redistribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Discuss what these phrases have in common. Point out that they are all idioms, and review the definition of an *idiom*: It's an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own. Invite students to add other idioms they have heard before to the list.
- Point out that **idioms** are expressions that cannot be understood using the exact meaning of each word in the phrase. This is called a literal meaning. The literal meaning of an idiom is very different from its actual, figurative meaning. Work with students to define each of the idioms on the board, contrasting its actual meaning with what it would mean if taken literally.
  - Give it a shot—to try
  - Raining cats and dogs—to rain very hard
  - Slipped my mind—to forget
  - Be in hot water—be in big trouble
  - Piece of cake—easy
- Explain that students will be doing some additional work with idioms from the unit texts. Review the directions on the Student Activity Card and provide different levels of support in completing the task based on student needs.
- Invite students to share their drawings with a partner if time allows or display the drawings on a bulletin board.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.

### ▲ **Day 4: Small Group Instruction (20 minutes)**

- Invite students to review the work they have completed on their task card for this week. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' responses to the Day 3 work of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card.

- Redistribute the Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card.
- Review the Daily Learning Targets and discuss their meaning.
- Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
  - Tell students they will focus on a sentence from an excerpt from pages 35–36 of *The Most Beautiful Roof in the World*, introduced in Lesson 2 module lesson, in which Meg thought she had stepped on a deadly snake but realized she had stepped on ants.
  - Read the text excerpt, beginning with “The extreme heat ...” and ending with “... bite that is very painful,” on the activity card.
  - Invite students to place a finger on *screamed bloody murder* and invite them to read it aloud chorally with you. Turn and Talk:
    - “What does this mean?” (yelled so loudly people might think someone was trying to kill Meg)
    - “Does this have literal meaning, or figurative meaning? Was she really being killed and screaming, ‘bloody murder!’?” (figurative; no)
    - “What do we call this kind of language?” (an idiom; idiomatic)
    - “Can you explain what an idiom is?” (an expression that cannot be understood from the meaning of its separate words but has a new meaning when you put the words together)
    - “What is the best way to learn English idioms?” (When you see one that is unfamiliar, ask about it and memorize the meaning. Because the meaning of each is different and culturally bound, there are no patterns that will help.)
  - If productive, cue students to provide reasoning:
    - Conversation Cue: “Why do you think that?” (Responses will vary.)
    - “Can you find another idiom in the passage? Underline it on your card.” (ease her mind)
  - Read aloud the sentence on the card and invite students to read along chorally with you.
  - Discuss unfamiliar key words and phrases with students as necessary.
  - Invite students to place a finger on the word *ease* and to read it aloud chorally with you.
  - Invite students to find the translation of *ease* in home languages (*łagodzić* in Polish).
  - Turn and Talk:
    - “How does a doctor ease pain?” (gives medicine, sets a broken leg)
  - Invite students to place a finger on the word *mind* and to read it aloud chorally with you.
  - Invite students to find the translation of *mind* in home languages (*isip* in Tagalog).
  - Turn and Talk:

*“Where is your mind?” (Look for students to point to their heads; in your head.)*

*“What is the literal meaning of ease your mind?” (Your mind softens and relaxes.)*

- Invite students to draw the meaning on their activity cards. (Look for students to draw something like a brain that is literally relaxing.)

- Turn and Talk:

*“What is the figurative meaning of the idiom ease your mind?” (You feel calmer, less worried.)*

- Invite students to use colored pencils or crayons to draw the figurative meaning on their activity card. (Look for students to draw something like Meg calming down, breathing a sigh of relief.)

- Turn and Talk:

*“What is the opposite of ease your mind?” (freak you out, break out in a cold sweat, be a bundle of nerves)*

- Invite students to share and explain their drawings with a partner.
- If necessary, repeat a process similar to the one above for the word *shy*.
- Turn and Talk:

*“Who told her the snake is very shy?” (It doesn’t say; perhaps the people she was camping with.)*

*“What does it refer to in this sentence?” (It is an existential reference; we can use it at the beginning of a sentence to say something exists. In this case, it refers to the people who told her the snake is shy.)*

- Tell students they also discuss existential words in the Lesson 2 Language Dive.

*“Why does it not ease her mind to know that the snake is shy?” (She thinks snakes are dangerous no matter what.)*

*“Now what do you think is the gist of this sentence?” (They told her the snake is afraid of people, but that didn’t make her feel less worried.)*

- Turn and Talk:

*“Can you share a similar idiom in your home language?” (Responses will vary.)*

*“Can you share any other idioms in your home language?” (Responses will vary.)*

- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.