



Writing Practice

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 1:

- I can group related information logically in an informative paragraph. (RL.5.1, W.5.2, W.5.2a, W.5.2b)

Day 3:

- I can develop a topic by adding additional details and quotes from the text and using words and phrases to link my ideas. (RL.5.1, W.5.2b, W.5.2c)

Teaching Notes

- On Day 1, students review how writers organize informative writing in a way that makes sense to the reader. Then students reread “The Dreaming Tree” to find examples of concrete words and phrases and sensory details, and they choose one example to analyze with a partner.
- On Day 3, students review how writers develop their ideas in informative writing, and connect ideas within their writing using linking words and phrases. Then students find additional examples of concrete language and sensory details in “The Dreaming Tree” to analyze with a partner.
- **Differentiation:**
 - Note that, as explained in the Unit Overview, ▲ and ◆ are grouped together to provide peer coaching opportunities.
 - Day 1: For students who require additional support, consider identifying a section of “The Dreaming Tree” to reread and find examples of concrete words and phrases or sensory details. Alternatively, consider giving students two quotes from “The Dreaming Tree” and allowing them to select which quote best answers the prompt.
 - Day 3: For students who require additional support, consider identifying a section of “The Dreaming Tree” to reread and find examples of concrete words and phrases or sensory details. Alternatively, give students two quotes from “The Dreaming Tree” and allow them to select which quote best answers the prompt. You may want to provide students with a list of linking words and phrases to refer to. Consider reviewing the meaning of phrases like *another example*, *in addition to*, or *in the same way* that students could then use in their writing on Day 4.
 - ▲ 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 2, 3, 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 Writing Practice 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 2: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: 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 Dreaming Tree” (from Lesson 1 module lesson; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Comparison Paragraph frame (from Lesson 3 module lesson; one per student)
- ✓ Scissors (one per student)
- ✓ Evidence chunk (one per student and one for display)
- ✓ Explaining Quotes anchor chart (begun in Lesson 2 module lesson)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for 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 Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, 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 2: Independent Reading: Student Task Card** and the **Unit 2, Week 2: Word Study and Vocabulary: 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 take out their copy of “**The Dreaming Tree**” and to reread the story. Invite students to preview the work they will be doing in this session. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target.

- Point out that this week they will be focusing on analyzing the concrete words and phrases and sensory details from “The Dreaming Tree,” and writing an informative paragraph explaining their analysis. Tell students that today they will reread “The Dreaming Tree” and think about how to organize an informative paragraph. If necessary, review these terms.
- Invite students to take out their **Comparison Paragraph frame** and reread the paragraph.
- Ask, and using a total participation technique, invite responses from the group:

“What do you notice about how information is grouped in this paragraph?” (Information is grouped by quote: We gave context for a quote, then gave the quote, then explained the quote; the information is not mixed up between the two quotes.)
- Display and distribute the evidence chunk. Using a total participation technique, invite responses from the group:

“What do you notice about this evidence chunk?” (Information is mixed up; the explanation comes first, then the context, and then the quote. It is confusing and difficult to understand.)
- Point out that for the reader, it does not make sense to explain the quote first and then give the quote. The reader needs to know what the quote from the text is in order to understand the explanation. In the same way, the reader needs to know the context of the text the quote is coming from first, before knowing what the quote is. Tell students that organizing information in this way helps make the writing clearer to the reader.
- Distribute scissors and invite students to cut apart their **evidence chunk**, and rearrange and edit it so information is organized in a way that makes sense. Select a volunteer to share with the group.
- Explain to students that over the rest of this week, they will work on writing and revising a paragraph analyzing “The Dreaming Tree.” Remind them that as they write, they should make sure their writing is organized logically in a way that makes sense. Use a total participation technique to invite responses from the group:

“How can you be sure to organize your writing so it makes sense?” (When quoting from a text, be sure to give context for the quote first so the reader understands what is going on in the story, then give the quote, and then explain the quote.)
- Point out the prompt on their activity card and invite students to chorally read it aloud. Explain that the paragraph they write will answer this prompt. Clarify the prompt as necessary.
- Explain that for this paragraph, they will be given the focus statement. Point out the focus statement on their activity card and invite students to read it to themselves. Clarify the focus statement as necessary.
- Invite students to work with a partner to reread “The Dreaming Tree” and underline examples of concrete words or phrases and sensory details that help the reader understand the beauty of the rainforest.
- Give students 5 minutes to continue working with a partner to choose one example they underlined and complete the Explaining Quotes: “The Dreaming Tree” graphic organizer on their activity card. Remind students to refer to the **Explaining Quotes anchor chart** as they work. Use the example row to review how to use this graphic organizer as needed.
- Invite students to find a new partner and orally share the context, quote, and explanation they chose.

- Tell students that on Day 2, they will use this graphic organizer to write an informative paragraph analyzing the concrete words and phrases and sensory details in “The Dreaming Tree.” Clarify as needed.
- Do not collect the Teacher-Guided Student Activity Cards—students will need them in the next Writing Practice ALL Block component to write independently.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

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

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, 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 2: Independent Reading: Student Task Card and the Unit 2, Week 2: Word Study and Vocabulary: 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 (18 minutes, repeated twice)

- Invite students to take out their copy of “**The Dreaming Tree**” and to reread the story. Invite students to preview the work they will be doing in this session. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target.
- Remind students that this week they have been focusing on analyzing the concrete words and phrases and sensory details in “The Dreaming Tree,” and writing an informative paragraph. Tell students that today they will continue thinking about how to organize informative writing, focusing on developing the topic and using linking words and phrases. If necessary, review these terms.
- Ask, and using a total participation technique, invite responses from the group:
 - “**What is a topic?**” (the main subject of a paragraph; the main concern or argument)
 - ▲ “**What is the translation of topic in our home languages?**” (mavzū in Tajik)
 - “**What does it mean to develop a topic?**” (to elaborate on your ideas about a topic)
 - “**How can you develop a topic when writing an informative piece?**” (by adding additional details, examples, or quotes from the text that support your thinking about the topic)
- Invite students to take out their **Comparison Paragraph frame** and reread the paragraph.
- Ask, and using a total participation technique, invite responses from the group:
 - “**What is the topic of this paragraph?**” (The topic is how two texts we’ve read use figurative language to help the reader better understand the rainforest.)
 - “**How did we develop the topic in this paragraph?**” (by including quotes from the text and explaining how the quotes relate to the topic)

“Each time you gave a quote, what did you do?” (First, we gave context, then the quote, then how the quote helps us understand the beauty of the rainforest: We used evidence chunks.)

- Point out that each time a quote is given to support the topic, context is provided to explain what is going on in the text when the quote appears and an explanation follows the quote that tells how the quote relates to the topic.
- Use a total participation technique to invite responses from the group:

“In these paragraphs, how did we connect our ideas from one part of the paragraph to the next?” (using linking words and phrases)
- Invite students to reread their comparison paragraph and circle the linking words and phrases they used. If necessary, share examples of linking words and phrases before students reread their own paragraphs. Select volunteers to share the linking words and phrases they circled with the group (*although, for example, similarly*).
- Point out that these words help the reader follow the ideas the writer is presenting. The word *although* signals that an opposite idea is going to be presented. The phrase *for example* signals that an example is going to be given that supports the topic of the writing. The word *similarly* signals that what comes next is going to be similar to the first idea presented. Invite students to write these phrases in the appropriate spot on their card.
- Invite students to discuss with a partner other linking words and phrases they might use in their paragraphs. Select volunteers to share with the group, inviting students to add these words and phrases to the appropriate spot on their card.
- Explain to students that on Day 4, they will work on revising their paragraph analyzing “The Dreaming Tree” to develop the topic and connect their ideas. Remind them that as they work, they should consider any additional examples they can include to develop the topic, and use linking words and phrases.
- Point out the prompt and focus statement on their activity card and invite students to chorally read it aloud. Remind students that the paragraph they are working on answers this prompt. Clarify as necessary.
- Invite students to work with a partner to choose an additional example of concrete language or sensory details and complete the new Explaining Quotes: “The Dreaming Tree” graphic organizer on their activity card. Remind students to refer to the **Explaining Quotes anchor chart** as they work.
- Invite students to find a new partner and orally share where they would add the context, quote, and explanation they chose, using linking words to connect their ideas.
- Tell students that on Day 4, they will use this graphic organizer to revise their paragraph analyzing the concrete words and phrases and sensory details in “The Dreaming Tree.” Clarify as needed.
- Do not collect the Teacher-Guided Student Activity Cards—students will need these in the next Writing Practice ALL Block component to write independently.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



Word Study and Vocabulary

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 2:

- ■●◆ I can analyze the meaning of an academic vocabulary word with the prefix *en-*. (L.5.4b)
- ▲ I can analyze the meaning of an academic vocabulary word with the root *struct*. (L.5.4b)

Day 4:

- I can analyze the meaning of an academic vocabulary word with the suffix *-ology*. (L.5.4b)

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Frayer Model to gain a deeper understanding of the meaning of the words and how to use them. The process followed for the ■●◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
 - The Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same activity cards.
 - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program.
 - ▲ 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.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Pre-fill some information on the activity card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix.
- **In advance:**
 - Place Poster Walk Posters 2, 3, 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 Word Study and Vocabulary poster will be in the area where the teacher will be working with groups.

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 2: Writing Practice: Student Task Card (one per student)
- ✓ Unit 2, Week 2: Independent Reading: 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)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1 of the module lessons)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Week 2: Student Task Card (one for display)
- ✓ ▲ 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 2: Model Essay: "Concrete and Sensory Language in *The Great Kapok Tree*" (from Lesson 7 module lesson; one per student)

Days 2 and 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 Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, 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 2: Writing Practice: Student Task Card** and remind them they will need to retrieve their **Unit 2, Week 2: Independent Reading: Student Task Card** for the Independent Reading component.
- 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.

■ ● ◆ Days 2 and 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.
- Invite students to retrieve their **Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards** from Day 1 and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.

- Review answers to the previous day’s task card.
- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to complete their Frayer Model.
- Because this is still quite new, work step-by-step with students to complete the Frayer Model using a model where necessary.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

▲ **Day 2: Small Group Instruction (20 minutes, once only)**

- Invite students to retrieve their Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards from Day 1 and review the work from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day’s task card.
- Distribute the Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its 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.
 - Focus students on the sentence at the top of the activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentences on the board or on chart paper.

- Invite students to place a finger on the word *destruction* and to read it aloud chorally with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Invite students to find the translation of the word in home languages (*pagoe* in Korean).
- Turn and Talk:

“Do you see a familiar affix in the word that can help you figure out the meaning? What does the affix mean?” (suffix -ion from Unit 2; It can be used to form a noun from a verb, e.g., destruct, and it signals a noun.)

“There is another affix, de-. Does anyone know the meaning of the prefix de-?” (reverse; take away)

“What is the meaning of the root struct?” (to build)

“Based on the meaning of the affixes and root, what is the meaning of destruction?” (the action of reversing the building of; the action of causing enough damage that it no longer can be repaired. Note: This word may connect to trauma in a student’s life. Consider this and discuss with respect privately, beforehand.)

- Invite students to break down the word in the root and affixes on the activity card using the Affix List.
- If necessary, repeat an instructional sequence similar to the one above for the collocation *the consequences of*. Point out that *consequences* is often preceded by *the* and followed by *of* and can be learned as a group of words. Tell them you will come back to the suffix *-ence* in Unit 3.
- Invite students to retrieve their **Model Essay: “Concrete and Sensory Language in *The Great Kapok Tree*.”**
- Turn and Talk:

“What are some consequences of rainforest destruction? Skim Paragraph 3 of the essay. Can you find any consequences described here?” (Responses will vary, but may include: the land is cleared, black and smoldering ruins, no life, no beauty. Note that rainforest destruction may connect to trauma in a student’s life, which should be considered or discussed with respect privately, beforehand.)

- Invite students to sketch some consequences on their activity card.
- Invite students to place a finger on a word in the sentence that looks similar to *destruction* (description).
- Turn and Talk:

“How are destruction and description the same and different in terms of spelling, affixes, roots, pronunciation, and meaning?” (The roots begin and end with the same letters and sounds; the middle spelling and sound are different, and the roots are different and have a different meaning. The affixes are the same. The prefixes have a different meaning, but the suffixes are the same. The word stress is the same: deSTRUCTION; de-SCRIPTION.)

“How does Lynne Cherry use description?” (to help the reader see the consequences of rainforest destruction)

- Invite students to place a finger on the word *see* and to read it chorally aloud with you. Turn and Talk:

“Why did the writer put quotation marks around the word see?” (to show that see is figurative and sensory; Readers can’t literally see the consequences.)

“What is another word that you could use instead of see in this sentence?” (understand)

- Invite students to place a finger on the word *also* and to read it chorally aloud with you. Turn and Talk:

“Why does the writer add also?” (It’s a linking word that connects this sentence to a previous sentence in the essay. It tells us that the author not only uses description to help us understand the consequences of rainforest destruction, but she also uses description in other ways.)

“Based on your understanding so far, can you rephrase this sentence?” (We understand what happens when we clear the rainforest because of the author’s descriptions.)

“Can you find another sentence in the paragraph with the word destruction? What is the meaning of this sentence?” (The author paints a visual picture for the reader, showing vividly what rainforest destruction can look like. The meaning is similar to this sentence.)

“So, how does this sentence tell us how Lynne Cherry uses concrete language and sensory details to help us understand the rainforest?” (It says she uses concrete and sensory descriptions to help us understand.)

“Can you think of anything you can do to help stop the consequences of rainforest destruction?” Invite students to sketch something they can do on their activity card. (Responses will vary.)

- Guide students in completing their activity card, providing as much or as little support as students need.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Walk through the Unit 2, Week 2: Word Study and Vocabulary: Student Task Card task for Day 3, providing models where helpful.

▲ Day 4: Small Group Instruction (20 minutes, once only)

- Invite students to retrieve their Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day’s task card.
- Redistribute the Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its 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.

- Focus students on the sentence at the top of the activity card. Read the sentence aloud, and invite students to read along silently in their heads. Write the sentence on chart paper.

“What is happening in this part of *The Most Beautiful Roof in the World?*” (Meg and the boys are digging holes and putting cups of alcohol in the holes. They want to catch and count the insects that fall into the cups.)

- Invite students to place a finger on the phrase *garden trowels* and to read it chorally aloud with you.
- Invite students to find translation of *garden trowels* in home languages (*Kelle* in German).
- Invite students to sketch a garden trowel on their activity card.

“What is a garden trowel used for? How is it different from a shovel?” (to dig in a garden; smaller, you can use one hand)

- If necessary, repeat an instructional sequence similar to the one above for other unfamiliar words.
- Invite students to place a finger on the phrase *dig holes* and invite students to read it aloud chorally with you.
- Invite students to demonstrate digging holes with garden trowels. Can you show me how to dig holes with garden trowels?” (Look for students to mime gripping a garden trowel and digging in the earth.)
- Invite students to place a finger on the word *centimeters* and to read it chorally aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Turn and Talk:

“Do you see a root in the word that can help you figure out the meaning?” (meter)

“What is a meter?” (the basic measurement of length and depth in the metric system)

“Can you use your arms to show me how long a meter is?” (Look for students to stretch out their arms to about 3 1/3 feet.)

“What is the meaning of the prefix centi-?” (one of a hundred; one hundredth)

“Based on the meaning of the affix and root, what is the meaning of centimeter?” (one of a hundred parts of a meter; one hundredth of a meter)

“How many centimeters are in one meter?” (one hundred)

“Can you use your fingers to show me how long a centimeter is?” (Look for students to show about 1/3 of an inch with their fingers.)

- Invite students to break down the word into the prefix and the root on their activity card using their Affix List.
- Turn and Talk:

“How deep are Meg and the boys’ holes?” (18 to 20 centimeters)

- Invite students to use their metric ruler to sketch the holes at their actual depth on their activity card.
- Turn and Talk:
 - “We don’t usually use centimeters in the U.S. What is a unit of measurement in the United States?” (inch)***
- Invite students to place a finger on the word *inches* and to read it chorally aloud with you. Invite students to turn and talk, referring to a measurement ruler if necessary:
 - “About how many inches is a centimeter?” (.4, almost a half inch)***
 - “Who uses centimeters? Why are they used in this book?” (every country in the world except for the U.S., Burma, and Liberia; to help those people who use centimeters to visualize the inch measurement)***
- Point to the parentheses on the chart paper.
 - “What are these curved lines after inches? Why did the author add them?” (parentheses; to add in the equivalent centimeters for many readers who can’t visualize inches)***
- Reread the sentence, showing how you pause and change your tone to read the punctuation marks, then invite students to read it with you.
 - “Based on your understanding so far, can you rephrase this sentence?” (They use trowels and spoons to dig holes seven or eight inches deep.)***
- Reread the sentence, putting the introductory phrase at the end: “They dig holes seven or eight inches (18 to 20 centimeters) deep with spoons and small garden trowels.”
- Turn and Talk:
 - “Does the sentence still make sense?” (Yes.)***
 - “So, how does this sentence use concrete language and sensory details to help us understand the rainforest?” (The concrete language helps us understand how scientists study life in the rainforest.)***
- Guide students in completing their activity card, providing as much or as little support as required.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.