



Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 1:

- I can describe the functions of conjunctions, prepositions, and interjections. (L.5.1a)

Day 3:

- I can use the correct preposition and conjunction, and explain the function of a preposition and conjunction in a particular sentence. (L.5.1a)

Teaching Notes

- On Day 1 of this component, students review what conjunctions, prepositions, and interjections are and consider their function.
- On Day 3, students select an appropriate preposition or conjunction to complete a sentence. They explain the function of the preposition or conjunction they chose.
- **Differentiation:**
 - Note that, as explained in the Unit Overview, ▲ and ● are grouped together to provide opportunities for peer coaching.
 - Days 1 and 3: Provide students with varying levels of support in completing the activity card based on the self-assessment.
 - ▲ Days 1 and 3: Levels of Support: To provide heavier support for ELLs, ask students to sketch or act out the meaning of only one sentence in each category on the activity card. This can be determined by the pre-assessment given at the beginning.
 - ▲ 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 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 3, Week 1: Independent Reading: Student Task Card (one per student)

- ✓ Unit 3, 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)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 3, 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 3, Week 1: Independent Reading: Student Task Card** and the **Unit 3, 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)

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card** and invite students to read the three sentences at the top of their activity card and to discuss why they think certain words are underlined. As students read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss what it means.
- Pre-assessment:
 - Read the first sentence aloud for the group.
 - Focus students on the words that have been underlined.
 - Invite students to read the key underneath the sentences.
 - Invite students to close their eyes before showing on their fingers what they think the underlined word is. Explain that they may not know/remember what these words mean, but it's okay if they don't. (The answer is 2: preposition, but don't share this answer with students until the end of the session.)
 - Make a note of who gets this right and who gets this wrong—this will help you determine how students will work through their activity card.
 - Tell students that you aren't going to tell them the answers yet because they are going to come back to this at the end of the session to see if their answers have changed.
 - Repeat with the remaining sentences and consider student responses across the three questions to determine how students will work through the activity card. (The word in the second question is an interjection, and the word in the third question is a conjunction.)

- Read each question on the activity card. Ensure that students understand the meaning of the word *function*. (“What does the word do in the sentence?”)
- Invite students to ask any questions about the directions.
- Use the pre-assessment to determine whether students will work independently, in pairs, or with teacher guidance in a group.
- Students working independently or with a partner will find a location elsewhere in the room while you remain in the same space with the students who require teacher guidance.
- For those students who require teacher guidance, work through each question on the activity card together and have students discuss their responses and the justification for their response as a group before recording the answers. For ELLs: Suggest that students discuss before they record responses, whether they work with teacher guidance or in mixed-proficiency pairs.
- Five minutes before the end of the session, invite students to come back together and discuss the answers to each question as a group.
- Review the three sentences from the beginning of the lesson with the same procedure. Determine student learning from this.
- Collect Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards and review student work to identify common issues to use as whole group teaching points in the next teacher-led Reading and Speaking Fluency/GUM session.
- Prepare students for the next day’s independent activity: Display the **Unit 3, 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 3, Week 1: Independent Reading: Student Task Card** and the **Unit 3, 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)

- Redistribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card** and invite students to read the Day 3 content 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.
- Review the Daily Learning Target and discuss its meaning.
- Read each question on the activity card.
- Invite students to ask any questions about the directions.

- Determine whether students will work independently, in pairs, or with teacher guidance in a group.
- Students working independently or with a partner will find a location elsewhere in the room while you remain in the same space with students who require teacher guidance.
- For those students who require teacher guidance, work through each question on the activity card together and have students discuss their responses and the justification for their response as a group before recording the answers.
 - ▲ Suggest that students discuss before they record responses, whether they work with teacher guidance or in mixed-proficiency pairs.
- Five minutes before the end of the session, invite students to come back together and discuss the answers to each question as a group.
- Collect Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards and review student work to identify common issues to use as whole group teaching points in the next teacher-led Reading and Speaking Fluency/GUM session.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Days 2 and 4:

- I can quote accurately from the text to support an inference about a character's point of view. (RL.5.1, RL.5.6, W.5.9)

Teaching Notes

- On Day 2, students explore how Kathryn Lasky conveys a character's point of view using dialogue. Students will analyze the speaker's words and then describe the character's point of view, supporting their inferences with evidence from the text. Understanding the relationship between dialogue and character development will support students in understanding the deeper meaning of the text and also provide models for using dialogue purposefully in the narratives they will write later in the module.
- On Day 4, students share their insights about the passage they read in the previous session. Using writing skills learned in Unit 2 of the module lessons, students compose a paragraph describing how Kathryn Lasky uses dialogue to convey Meg's point of view, supporting the analysis with quotes and other evidence from the text.
- ▲ On 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: Students who need more support will work with the teacher to ensure literal understanding of who is speaking and what is being said before moving on to analyze point of view. Students ready for more challenge can use an additional card to analyze and describe Meg's point of view as well as James'.
 - ▲ Day 2: Levels of Support: To provide heavier support, focus students on comprehension of the excerpt. Invite them to think about how one phrase or line of dialogue shows point of view. To provide lighter support, invite students to contrast James' and Meg's dialogue and point of view.
 - Day 4: Students who need more support can work with the teacher to write a single, shared piece. Students ready for more challenge can include additional evidence from the text.
 - ▲ Day 4: Levels of Support: For heavier support, provide a model paragraph as a frame and invite students to fill in key missing pieces. For lighter support, ask students to write a paragraph independently or in pairs.
 - ▲ 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 2: Prepare the Conjunctions, Prepositions, and Interjections Memory Cards for the independent work component.

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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 3, 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 3, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1; one per student)
- ✓ Unit 3, 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 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ✓ Unit 3, 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: *The Most Beautiful Roof in the World* (one per student)
- ✓ Day 4: Lined paper (one piece 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite

students to retrieve their **Unit 3, 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 3, 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 hand-outs.

■●◆▲ **Day 2: Small Group Instruction (19 minutes, repeated three times)**

- Invite students to read the excerpt of text on their Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card from the previous day. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review student answers from Day 1 of the Student Task Card using the Unit 3, Week 1, Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- Distribute the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card. Review the Daily Learning Target and discuss the meaning.
- Briefly discuss what students noticed and wondered when they read the dialogue excerpt from page 33 in the previous session.

▲ 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.
- Invite students to place a finger on the words *armored knight* and to read them aloud chorally with you.
- Invite students to find the translation of *armored knight* in home languages (*gisa* in Korean).

“What is the meaning of knight?” (a man who fought on a horse as a soldier for his master in the Middle Ages, the years 500–1500)

“Place your finger on the word armored. What did a knight wear? Why did the writer add -ed to armor?” (armor; metal clothing to protect their bodies when they fought; to turn the noun armor into an adjective to describe knight)

“So, what is an armored knight? How does knowing what an armored knight is help you understand the excerpt?” (a knight who wears armor; Knowing what an armored knight is helps us know that James has a good imagination and that the beetle looks very interesting to him.)

- If necessary, show students a picture of an armored knight. Consider, however, skipping this visual support step to focus on conversation-based negotiation of meaning.

- If necessary, repeat a similar process of steps 2–6 for additional unfamiliar vocabulary. Make the connection between armored knight and Darth Vader head. (Darth Vader is the “Dark Knight.”) Be sure students are aware of the Star Wars science-fiction franchise, and that the series includes popular films and comic books about the adventures of characters in space a long time ago and far, far away. Consider showing these films or books, in English or translated, to ELLs who are new to them.
- 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.)
- ■: Lead the group in transcribing a brief “script” of this excerpt on a piece of chart paper, using the exact words of the text and indicating which character is speaking:
 - Sample script (recorded by teacher on chart paper):
 - James: “Oh man, oh man! Weird! Weird! Totally awesome.”
 - Meg: “What is it, James?”
 - James: “A beetle. It’s beautiful. It’s kind of purple—no, sort of gold. Its back is like polished metal, and it’s got this weird Darth Vader head on it. Maybe it’s poisonous.”
 - Meg: “Oh gee, I hope not. Don’t touch it. Keep on climbing. Don’t touch the tarantula.”
- Ask for volunteers to read the text excerpt on their own in four voices by assigning the following parts:
 - James (read parts shaded orange)
 - Meg (read parts shaded purple)
 - Dialogue tags (read words underlined)
 - Narrator (read the remaining description)
- Encourage students to try to coordinate the timing so the passage sounds fluent (this may require a second run-through).
- Discuss notices/wonders. If desired, record them on a chart. Observations may include the following:
 - Dialogue is not always written in a “back and forth” pattern. Sometimes a character speaks twice before another responds.
 - There is often a stretch of narration that describes what the characters are doing between two lines of dialogue.
 - Some lines of dialogue are long, and some are short.
 - Not all lines of dialogue have dialogue tags.
 - Indentations and quotation marks are used to show that a person is speaking.
 - Many words are used as synonyms for the word *said* in dialogue tags. Sometimes these help us understand what the character is thinking or feeling (e.g., *exclaims*).
- Remind students that *point of view* is the way the author allows the reader to “hear” and “see” what is happening in a narrative. The point of view from which a story is told can also help the reader understand what characters are thinking and feeling. In this passage, the author uses dialogue to show us what James is seeing in the rainforest canopy and how he feels about this experience.
- Guide students through completing the Teacher-Guided Student Activity Card. Students ready for more challenge can complete the More Challenge on their own or with a partner.
- 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and **Unit 3, Week 1: Independent Reading: 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 3, 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 on the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card.
- Redistribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Review the Daily Learning Targets and discuss their meaning.
- Review the Day 3 directions on the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and provide different levels of support in completing the task based on student needs.
- Read the dialogue that begins in the middle of page 37 (starting at "Look at this!") and ends on page 39 (ending with "... James protests.") of *The Most Beautiful Roof in the World*.
- Invite students to write their paragraphs on **lined paper**.
- Invite students to share their paragraphs with a partner if time allows.
- 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 3, Week 1: Additional Work with Complex Text: Student Task Card.

- Redistribute the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card. Review the Daily Learning Target and discuss the meaning.
- Tell students they will discuss the excerpt from *The Most Beautiful Roof in the World* to prepare to group-write a short paragraph that explains how the dialogue conveys Meg's point of view.
- Remind them about the structure of an effective paragraph. Write a template on **chart paper**, as shown below, leaving space to fill in the template later:
 1. A clear topic sentence:
 2. Supporting details that include quotes from the text:
 3. A concluding statement:
- 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 from Day 3 aloud, and invite students to read along silently in their heads.
 - Invite students to place a finger on the word *breeze* and to say it aloud with you.
 - Invite students to find the translation of *breeze* in home language (*nasim* in Arabic).
 - Turn and Talk:

“What is the meaning of breeze?” (a gentle wind)
 - If necessary, repeat a similar process to steps 2–4 for additional unfamiliar vocabulary.
 - Turn and Talk:

“How does Meg feel when she notices the web moving? What, in the excerpt, makes you think so?” (Meg feels calm: “The breeze.”)

“Why does Meg feel calm?” (She is a scientist; she has seen movement in the rainforest before.)

“So, what is Meg’s point of view about the web moving? Discuss with a partner and explain why you agree or disagree.” (She has a calm, scientist’s point of view, based on logic, reason, and her experiences.)

“How did you figure out Meg’s point of view?” (made a guess or deduced based on textual evidence; inferred)

“Why do the boys call the spider a slingshot spider? Can you pretend to be a slingshot spider and shoot your web at an insect?” (It stretches back its sticky web, lets it go, and traps an insect. Look for students to mime shooting a spider web line like a slingshot at an imaginary insect.)

“Why does Meg kill the slingshot spider? What, in the excerpt, makes you think so?” (to identify it at the Smithsonian)

“How does Meg feel about killing the spider? What, in the excerpt, makes you think so?” (She feels justified. Killing one spider is worth the scientific knowledge the world will gain. “We have to take it back. I’m going to send it to the Smithsonian …”)

- If productive, cue students with a challenge:

Conversation Cue: “What if Meg hadn’t killed it? I’ll give you time to think and discuss with a partner.” (Responses will vary.)

— Turn and Talk:

- “Now what do you think is the gist of this excerpt?” (Meg and her sons find an incredible spider and have very different reactions to it.)
- Guide students through a group-write of a short paragraph that explains how the dialogue conveys Meg’s point of view, referring them back to their responses during the discussion today. Examples:

“What do we want our topic sentence to be? What does the dialogue in this excerpt convey?” (The dialogue in this excerpt of The Most Beautiful Roof in the World, in which Meg and her sons find an incredible spider, conveys Meg’s point of view.)

- Get students started, then write what the group says on the chart paper next to “a clear topic sentence.”
- Turn and Talk:

“What is one event that supports our topic sentence?” (Her sons notice the web moving.)
- Continue eliciting student responses, asking students to refine their responses as formal sentences. Record them on the chart paper in the appropriate space.
- Invite students to correct any language errors that interfere with comprehension or that are related to the conjunctions, interjections, and prepositions studied in this unit.
- Invite students to choral read the final paragraph aloud as a class.