



Reading and Speaking Fluency/GUM

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 1:

- I can use punctuation to separate items in a series. (L.5.2a)

Day 3:

- I can use a comma to set off words and phrases. (L.5.2c)

Teaching Notes

- On Day 1, students review the rules for using commas in a series and setting off words and phrases. On Day 3, students review the rules of using commas to set off words and phrases.
- Note: In these lessons, students work more deeply with skills taught in Unit 1 module lessons. Use student work from the module homework from Unit 1, the Using Commas to Set Off Words and Phrases and the Using Punctuation in a Series student handouts, and your own observations from Unit 1, Lessons 10–11 to guide instruction.
- **Differentiation:** Use student work from Unit 1 to group students. The ■ card allows more time for students to review and practice the rules as a group while the ●◆▲ card allocates more time for individual practice and asks students to create and correct their own examples. To provide heavier support, chart additional sentences to correct and work as a group to correct them. For additional challenge, allow students to post their own sentences that break the rules and invite the group to discuss which rule each sentence breaks and how to fix it.
- **In advance:**
 - Post the sentences from step 2 on each activity card on chart paper. Consider using errors from student work in place of or in addition to the practice sentences on the activity cards. Post errors anonymously.
 - Prepare the independent Student Task Cards.

Materials

Day 1 and Day 3

- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (one per student)
- ✓ Chart paper (one piece per group; used to publicly display practice sentences)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)

Instruction for Day 1

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review learning targets. Remind students that they worked on these standards in Unit 1 and that correctly using these punctuation marks helps make the writing more clear to the reader.

- Invite students to complete steps 1–2 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief the example sentences under each rule. Invite student volunteers to explain to the group why the author used the commas where he or she did in the examples. Encourage students to ask themselves the question listed in step 2.
 - : Instead of a student volunteer, model thinking aloud through each example under step 2.
- Direct students' attention to practice sentences posted on **chart paper** and on their activity cards. Invite students to complete step 3.
 - : Work as a group to complete the practice sentences. Ask students to turn and talk with a partner for each sentence and then invite a volunteer to correct the sentence on chart paper. Discuss as a group whether or not the sentence was corrected accurately and which rule it follows.
 - ▲: Students can work in pairs. Invite a student to model and think aloud the first one. Then allow pairs to work on the rest of the sentences and debrief.
 - ◆: Students can work individually or in pairs. After students have completed the sentences, invite student volunteers to correct each posted sentence and ask the rest of the group to explain which rule it follows and why.
- Invite ■●▲ groups to complete steps 4–5. As time permits, invite students to share their sentences with the group.
- As time permits, invite students in the ■ group to complete the “More Challenge.” Students can share their sentences with the group.
- Prepare students for the next day's independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for Day 2. Note: Students will use the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card on Day 2 as well.

Instruction for Day 3

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review learning targets. Remind students that they worked on these standards in Unit 1 and that accurately using these punctuation marks helps make the writing more clear to the reader.
- Invite students to complete steps 1–2 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief the example sentences under each rule. Invite student volunteers to explain to the group why the author used the commas where he or she did in the examples.
- Follow the same routine from Day 1 to practice punctuating the sentences correctly. See Day 1 for suggested differentiations.

- Direct students’ attention to the practice sentences posted on **chart paper** and on their activity cards. Invite students to complete step 3.
- Invite ■●▲ groups to complete steps 4–5. As time permits, invite students to share their sentences with the group.
- As time permits, invite students in the ■ group to complete the “More Challenge.” Students can share their sentences with the group.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for Day 4. Note: Students will use the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card on Day 4 as well.



Additional Work with Complex Text

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can describe the purpose and process behind a text as described in the author's note. (RI.5.2)

Day 4

- I can explain the function of conjunctions in a sentence. (L.5.1a)
- I can use a comma to separate an introductory element from the rest of the sentence. (L.5.2b)

Teaching Notes

- On Day 2, students revisit the author's note in *Eight Days: A Story of Haiti* and look more closely at the author's purpose and process in writing the book.
- On Day 4, students complete a Language Dive. Students work with the conjunction *yet* to address L.5.1a and practice using a comma to separate an introductory element from the rest of the sentence to help address L.5.2b. Students will practice using a comma to separate an introductory element from the rest of the sentence when revising their QuickWrites during Writing in the ALL Block of this unit and when distinguishing between the various uses of commas throughout this unit. The sentence for today's Language Dive was also chosen because it connects to the guiding question by providing an example of how resilient people can be, even in the face of a catastrophic natural disaster. (See rationale in Language Dive Guide: *Eight Days: A Story of Haiti*.)
- **Differentiation:** For Day 2, to provide more support, make a photocopy of the author's note, annotate it for gist, and underline important quotes that will help students answer the discussion questions. For Day 4, refer to the Language Dive Guide for differentiation. Not all students will complete the activity card.
- **In advance:**
 - Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs.
 - Prepare the independent Student Task Cards.

Materials

Day 2

- ☑ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)
- ☑ *Eight Days: A Story of Haiti* (from module Lesson 1; one per student)
- ☑ Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards (one to display)

Day 4

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)
- ✓ Language Dive Guide: *Eight Days: A Story of Haiti* (for teacher reference)
- ✓ Language Dive Chunk Chart: *Eight Days: A Story of Haiti* (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: *Eight Days: A Story of Haiti* (one to display)

Instruction for Day 1

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss the learning targets. Share with students that the purpose of an author’s note is to give the reader insight into the purpose and process of an author. Today they will think about what they learn about Edwidge Danticat’s purpose and process from the author’s note in *Eight Days: A Story of Haiti*.
- Invite students to retrieve *Eight Days: A Story of Haiti* and complete the step 1 with a partner. Before beginning, invite students to open to the dedication page and note that this book was dedicated to the children of Haiti. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief step 1 and invite student volunteers to share their responses to the discussion questions.

Conversation Cue: “What, in the text, makes you say so?” (Responses will vary.)

Conversation Cue: “Can anyone add on to what your classmates said?” (Responses will vary.)

- ▲: Direct students to the following quotes to help them answer the discussion questions:
 - “Yet in spite of everything, Haiti’s children still dream.”
 - “I would also like to thank my daughters, who remind me...when you look into the eyes of a child, you are looking at...possibility.”
 - “So I carefully told her about a few people, among them some children, who had been miraculously rescued.”
- ◆: Invite students to identify specific quotes from the text to support their ideas.
- If useful, invite students to complete the “More Challenge” as a group.
- Working as a group, complete the chart in step 2.
 - ▲: Invite students to say and then write their answers on the chart. Consider posting more specific sentence frames such as: “The meaning the author wanted to convey was _____.” “The author wanted the book to have a serious/sad/hopeful/cheerful tone because _____.” “The author wanted to describe the beauty of _____ because _____.”
 - ◆: Students may work in partners. Use a total participation technique to select students to share their answers to each question with the whole group before writing them in the chart.
- Prepare students for the next day’s independent activity using the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card** for Day 3. Note: Students will add to their Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card on Day 3.