



## Writing Practice

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Target

##### Day 1 and Day 3:

- I can explain my growth as a writer using evidence from my writing. (W.5.2, W.5.4, W.5.10)

#### Teaching Notes

- In this component, students choose and respond to a prompt that helps them reflect on their growth as writers. As students write, encourage them to use aspects of the focus structure they identified in Unit 3, Week 1, Day 4 of Additional Work with Complex text to respond to the prompt.
- **Differentiation:** To provide heavier support, give students more time to orally process the prompt they will write about in step 1. Consider choosing one prompt as a group and orally processing together. If working with the ▲ group on a common prompt, consider generating and posting sentence frames with students. To provide more challenge, encourage students to write on each of the prompts over the week.
- **In advance:** Prepare the independent Student Task Cards.

#### Materials

##### Day 1 and Day 3

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (one per student)
- ✓ Chart paper (one piece per ■ and ▲ groups; used to co-create supports for addressing prompts on activity card)
- ✓ Tracking Progress folder (from Module 1; one per student)
- ✓ Paper (lined; one piece per student)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Cards (one to display)

#### Instruction for Day 1

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and read aloud the definition of *writing fluency* and each of the prompts. Clarify as needed.
  - ◆: Invite a student to read each prompt.
  - ▲: Using **chart paper**, work with the students to create some common sentence frames they could use for each prompt. (Refer to the Paragraph Talk Through on the Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards as an example.) Post for students to refer to throughout the week.
  - : Using chart paper, create with the students a simple diagram that shows how the students might organize the ideas for each prompt.

- Distribute students' **Tracking Progress folders** and invite them to complete step 1 on the activity card with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- If useful, invite students to briefly share out which prompt they will respond to today. To provide more support, invite students who are writing on the same prompt to sit by one another and orally process periodically.
- Invite students to complete step 2 on the activity card, using lined **paper**.
- Circulate to support students. Consider working with a small group of students within the group to provide additional support.
- Prepare students for the next day's independent activity using the **Unit 3, Week 2: Writing Practice: Student Task Card** for Day 2. Remind students they may finish writing the prompt they began today on Day 2. The goal for the week is not to respond to every prompt but to write fluently and thoroughly on as many prompts as they can.

### Instruction for Day 3

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and follow the same routine from Day 1:
  - Read aloud the definition of *writing fluency* and read each of the prompts.
    - ▲: Invite students to continue working on the same prompt as on Day 1 and Day 2, revising if necessary. If students complete the prompt, consider inviting them to choose the same prompt again and to write a new response without looking at the first draft.
  - Distribute students' **Tracking Progress folders** and invite them to complete step 1 with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
  - If useful, invite students to share out which prompt they will respond to today. To provide more support, invite students who are writing on the same prompt to sit by one another and orally process periodically.
  - Invite students to complete step 2.
    - ▲: Remind students to use the sentence frames created on Day 1.
  - Circulate to support students. Consider working with a small group of students within the group to provide additional support.
- Prepare students for the next day's independent activity using the **Unit 3, Week 2: Writing Practice: Student Task Card** for Day 4. Remind students to use their own writing as evidence and thoroughly answer the prompts.



## Word Study and Vocabulary

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.5.3a, L.5.4b)

##### Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *vac*. (RF.5.3a, L.5.4b)

#### Teaching Notes

- On Day 2, students focus on the academic vocabulary word *preparedness* with the suffix *-ness*. On Day 4, they focus on the academic vocabulary word *evacuated* with the root *vac*. They practice using and analyzing each word with a Vocabulary Tree to gain a deeper understanding of their meanings and usage.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:**
  - Prepare the independent Student Task Cards.

#### Materials

##### Day 2 and Day 4:

- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (one per student)
- ✓ Chart paper (one piece; used by the teacher to define the word)
- ✓ Affix List (from Module 1; one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards (one to display)

#### Instruction for Day 2

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Focus students on the sentence, break the word into syllables, and discuss the meaning. Chart the meaning of the word on **chart paper**.
- Invite students to deconstruct the word into the root and the affixes using their **Affix List** in step 1 with a partner. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on another component.

- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- ▲ Mini Language Dive: “And by understanding what your community is doing / — **or should be doing** — / to brace for disaster, / you can become an important part / of your community's preparedness effort.”

*Note: This Mini Language Dive will span Day 2 and 4.*

— Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

- —: “Can you figure out why the author used em dashes?” The author uses em dashes to emphasize the information within.
- *or*: “Can you figure out why the author used the conjunction *or*?” The conjunction *or* is used to link alternatives. The information that follows will be an alternative to what your community *is doing*, mentioned in the previous chunk. This tells us that if you are not *doing* something in your community, then you *should be doing* it.
- *should*: “What does the word *should* mean?” The word *should* means that there is an obligation or duty to do something. It signals that what follows will be information about something that is expected, or that is the correct thing to do.
- Students can take 30 seconds in pairs to practice creating sentences with the word *should*. They can prioritize forming sentences to use in their presentation on their emergency leaflet.

— Practice:

***“You should\_\_\_\_\_.” (You should practice your preparedness plan. You should pack a first aid kit in your emergency pack.)***

— Reconstruct: Reread the sentence. Ask:

***“Now what do you think the sentence means?”***

*Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:*

— Practice:

***“And by understanding what \_\_\_\_\_ is \_\_\_\_\_—or should be \_\_\_\_\_— you can \_\_\_\_\_.” (And by understanding what your family is doing to prepare—or should be doing to prepare—you can be less worried if there is a natural disaster.)***

- Guide students through completing the Vocabulary Tree for the suffix *-ness*.
  - ▲: Invite students to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
  - : Post a simple sentence starter for students to use when writing their original sentence. If useful, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
  - ◆: Invite students to write several sentences. If useful, invite students to practice using the word aloud in a sentence several different ways before they write their own sentences.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card** for Day 3.

**Instruction for Day 4**

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Focus students on the sentence, break the word into syllables, and discuss the meaning. Chart the meaning of the word on **chart paper**.
- Invite students to deconstruct the word into the root and the affixes using their **Affix List** in step 1 with a partner. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on another component.
- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- ▲: Return to the Mini Language Dive. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree for the root *vac*. Support students as needed. Refer to Day 2 instruction for suggestions for differentiation.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.